المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan TEAM Together Grade 3

Semester 1



Teacher's Book with Digital Resources

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Semester 1



Teacher's Book with Digital Resources

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Pearson

Catherine Zgouras
with Magdalena Custodio and Victoria Bewick

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Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking	
W Back to school	Using the alphabet and numbers 11–20	Alphabet Numbers 11–20	This is a pen./These are pens. That is a pen./Those are pens.	Understanding the letters of the alphabet by their names; understanding the main information when people introduce themselves; identifying everyday objects, people or animals; recognising familiar key words and descriptions, getting the gist of a simple song	Acting out parts of a picture story; saying the letters of the alphabet; introducing themselves; using cardinal numbers up to twenty; reciting a short, simple chant; naming everyday objects; asking simple questions about numbers of objects	
1 It's a happy day!	Talking about daily routines and times of the day	**Daily routines**: get up, have breakfast, go to school, have art lessons, play with my friends, go home, have lunch, do homework, have dinner, go to bed **Times of the day**: morning, afternoon, evening, night **Phonics**: play, plane, plum, plug, blue, blond, black, block	I play/don't play. We have/don't have lunch. When do you go home? We go home in the afternoon.	Recognising familiar words and phrases in short, simple songs; identifying simple information; recognising simple phrases; identifying key information in short conversations; recognising letters of the alphabet by sounds	Reciting a short, simple rhyme; answering simple questions about daily routines; describing objects in a basic way; acting out parts of a story; talking about habits in a simple way; saying simple tongue twisters; acting out a short dialogue	
2 Let's dress up!	Describing clothes and personal possessions	**Clothes**: dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt **Personal possessions**: glasses, keys, handbag, backpack, phone, computer **Phonics**: dress, drum, drive, drop, trainers, tree, tree, train, trip, bread, brush, brain	You're/They're wearing jeans and trainers. Our glasses are blue. Your keys are grey. Their phones are green.	Recognising familiar words and phrases in short, simple songs; identifying everyday objects, people or animals; saying simple tongue twisters; recognising simple phrases; identifying how much something costs; recognising letters of the alphabet by sounds	Describing what someone is wearing; reciting a short, simple rhyme; describing objects in a basic way; answering simple questions about daily routines; describing someone's clothes; asking about the price of something	
3 The activity centre	Describing activities and days of the week	**Activities**: watch TV, table tennis, read books, play badminton, play video games, play tennis, play basketball, roller skate, skateboard, do karate **Days of the week**: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday **Phonics**: skateboard, skirt, skate, skip, swim, swing, sweet, star, stop, step, stand	He/She plays video games. He/She doesn't watch TV. Does he do karate on Saturday? Yes, he does./No, he doesn't.	Recognising familiar words and phrases in short, simple songs; identifying everyday objects, people or animals; recognising basic time words; identifying key information in short conversations; understanding simple expressions about likes and dislikes in short stories or dialogues; recognising letters of the alphabet by sounds; understanding spoken commands	Reciting a short, simple rhyme; describing daily routines; naming as few everyday objects; answering questions about daily activities; acting out parts of a story; talking about everyday activities in a simple way; answering simple questions about times and events; expressing likes and dislikes; making simple arrangements; saying simple tongue twisters	
4 I want to be a teacher!	Describing jobs and means of transport	**Jobs**: teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist **Transport**: bus, boat, underground, train, motorbike, car **Phonics**: what, when, wheel, whistle, whale	I want to be a pilot. He/She goes to work by bus.	Recognising familiar words and phrases in short, simple songs; identifying people from simple descriptions; recognising simple phrases; understanding basic information about common jobs, prices, times and dates; recognising letters of the alphabet by sounds	Reciting a short, simple rhyme; expressing likes and dislikes; describing daily routines in a basic way; acting out parts of a story; saying what someone's job is; answering simple questions about objects, times and events; saying simple tongue twisters	

Atomic's Learning Club: Language booster

Festivals: Months and seasons, Calgary Stampede, Independence Day
Progress path
Cut-outs

منهاجي
متعة التعليم الهادف

	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Recognising the letters of the alphabet; recognising ordinal numbers up to twenty	Labelling simple pictures; writing letters of the alphabet; writing caridnal numbers up to twenty				Asking for and spelling names
	Following simple dialogues in short illustrated stories; identifying specific information in a simple story; understanding the order of events; getting the gist of short, simple texts; identifying key information in short, simple texts and dialogues; identifying individual sounds in words	Writing some familiar words; labelling simple pictures; writing a single basic sentence about daily routines	**pl, bl** play, plane, plum, plug, blue, blond, black, block	Making a breakfast menu	Showing a breakfast menu to the class; drawing a picture and sharing with the class	Saying the time
	Identifying people through short, simple descriptions; understanding basic sentences describing everyday items; understanding the order of events; getting the gist of short, simple texts; identifying key information in short, simple texts; identifying individual sounds in words	Writing simple sentences about what people are wearing; labelling simple pictures	**dr, tr, br** dress, drum, drive, drop, trainers, tree, tree, train, trip, bread, brush, brain	Making a poster about a special day	Showing a poster about a special day to the class; designing clothes for a show and sharing with the class	Asking the price
	Understanding a few simple phrases related to everyday activities; following simple dialogues in short illustrated stories; understanding basic time words; recognising basic actions; understanding the order of events; understanding short, simple texts about someone's day; identifying familiar words in short, simple texts and dialogues; identifying individual sounds in words; distinguishing between a negative and positive statement; understanding information in a simple school timetable	Writing a single basic sentence about daily routines; writing a short list of instructions	**sk, sw, st** skateboard, skirt, skate, skip, swim, swing, sweet, star, stop, step, stand	Making a book about favourite sports	Showing a book about favourite sports to the class; drawing a picture of your favourite activity and sharing with the class	Talking about favourite activities
	Understanding a few simple phrases related to everyday activities; identifying people from a short description; understanding basic information about likes and dislikes; understanding the order of events; getting the gist of short, simple texts; understanding basic phrases in simple texts; identifying individual sounds in words	Writing some familiar words; writing simple sentences about likes and dislikes; writing a single sentence about daily routines	**wh** what, when, wheel, whistle, whale	Making a graph about how you go to school	Showing a graph about how you go to school to the class; designing a uniform and sharing with the class	Buying tickets

Maths: How do we tell the time?

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 in external examinations including PTE Young Learners and Cambridge English Qualifications.

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, which are certain to captivate pupils' attention.

For teachers

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

Seamlessly integrated external exams preparation and a complete assessment package will help your pupils get results and prepare for future exams.

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

Course features

Vocabulary

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

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

It is followed by engaging step-by-step practice, including a cut-out activity. As well as being close to pupils' interests, vocabulary sets reflect external exams topic areas.

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

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

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice. Content from the main lessons is complemented by *Extra practice* sections at the end of each unit.

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

Grammar

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

Stories

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

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

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

Skills

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

The speaking skill is practised through a variety of contexts:

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

Culture

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

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

Learning Club: Language Booster and CLIL

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

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

The CLIL sections in *Jordan Team Together* Grade 3 help pupils learn key concepts of English, Social Studies and Science in a more integrated manner.

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

External exams preparation

Jordan Team Together provides a lot of opportunities to get pupils acquainted with the format of external exams. Cambridge English Qualifications exam type tasks, marked with the symbol, are seamlessly integrated in the core material, providing practice in an unthreatening manner.
The *Get ready for...* section at the end of each unit both in the Pupil's Book and Activity Book focuses specifically on exam practice.

Jordan Team Together fully prepares learners for Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers. As well as exam task type practice, all vocabulary and structures are covered in the series.

Further vocabulary practice is offered in the *Jordan Team Together* Vocabulary Booster books.

The series also exposes pupils to exam task types in the A2 Key for Schools and B1 Preliminary for Schools.

21st century skills

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

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

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

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

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

Assessment for learning: see page 12 for more information.

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

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

Support for mixed-ability classes

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

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

Course components

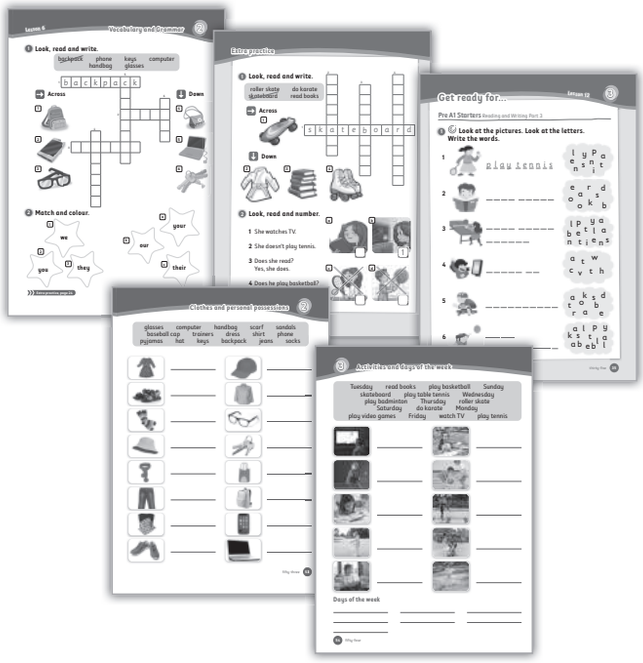
Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and three additional sections related to festivals: *Months and Seasons*, *Calgary Stampede* and *Jordan Independence Day*. Cut-out materials are also provided with the Pupil's Book.



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains an *Extra practice* section for further consolidation of vocabulary and grammar, a *Get ready for…* section for further external exams practice and a Picture dictionary with all the target vocabulary.



Teacher's Book

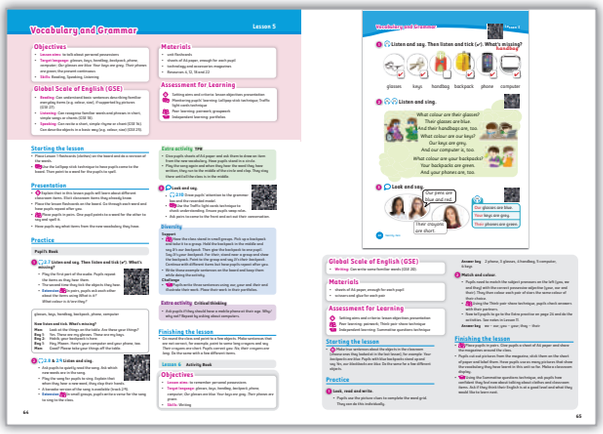
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

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

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

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

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



Class Audio

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

Flashcards and Word Cards

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



Story Cards

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



Tests

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

The tests and audio are available online.

Photocopiable resources

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

Presentation tool

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

The presentation tool is also available offline.

Online practice and pupil resources

Pupils can do games and extra practice online. There is also a Pupil's Book eBook and more.

Posters

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

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

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

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





There are 12 lessons in each main unit. The lesson division is as follows:

Lessons	Component and focus
1	Pupil's Book Vocabulary and grammar
2	Activity Book Vocabulary and grammar
3	Pupil's Book Story
4	Activity Book Story
5	Pupil's Book Vocabulary and grammar
6	Activity Book Vocabulary and grammar
7	Pupil's Book and Activity Book Skills
8	Pupil's Book and Activity Book Culture
9	Pupil's Book and Activity Book English in action
10	Pupil's Book and Activity Book Phonics
11	Pupil's Book and Activity Book Review and Extra practice
12	Pupil's Book and Activity Book Get ready for

Unit walkthrough

Lessons 1 and 2

Think! activity to activate pupils' previous knowledge

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

Focus pupils' attention on more difficult language points



Chant to teach vocabulary and grammar in context

Stopwatch activity to revise vocabulary and language from previous units

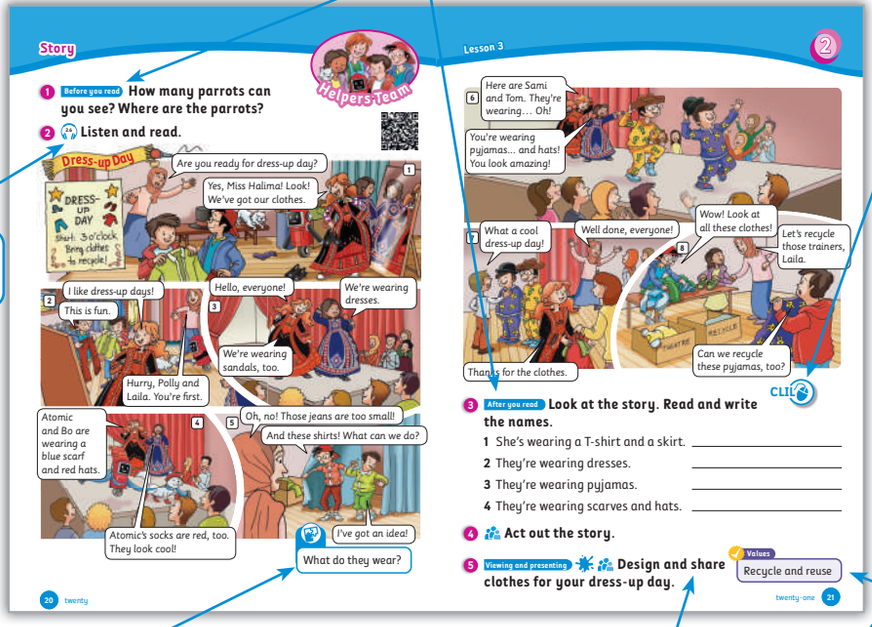
Communicate activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Lessons 3 and 4

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

Social Studies or Science topics embedded in every story



Stories available in audio format

Solve activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

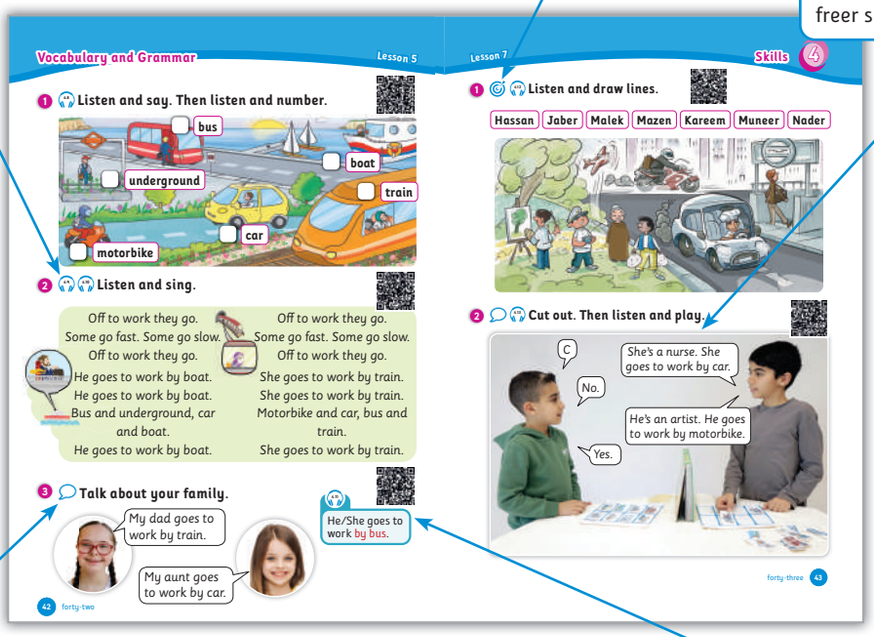
Further work on values in the Activity Book

Lessons 5 and 7

Song to teach vocabulary and grammar in context

Practice tasks in exam-like format help pupils prepare for external exams

Activities with cut-outs for freer speaking practice



Communicate activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Lessons 8 and 10

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

Focus on functional language from early levels



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

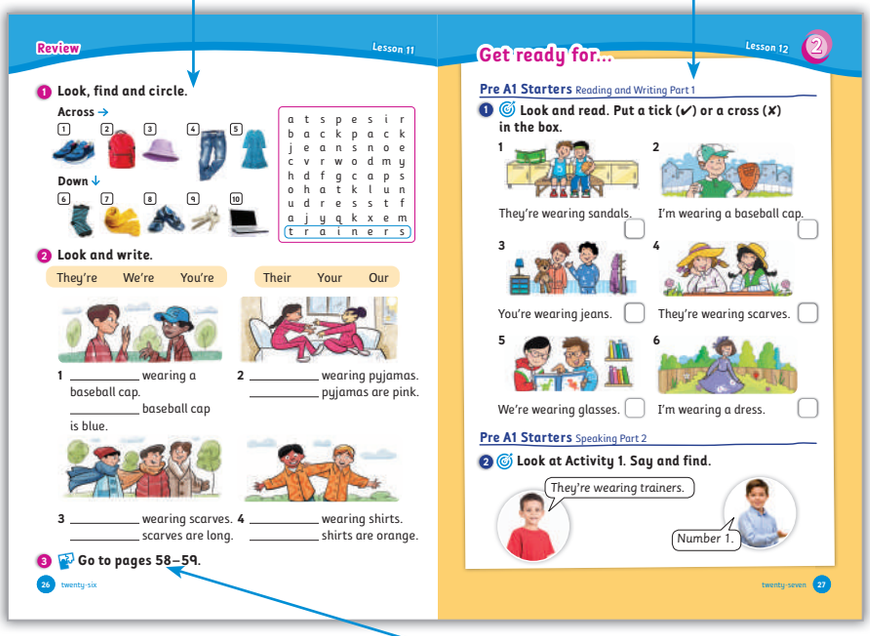
Work on phonics, including sound discrimination activities and tongue twisters

Scaffolded activities to help pupils consolidate new language

Lessons 11 and 12

Review section for consolidation

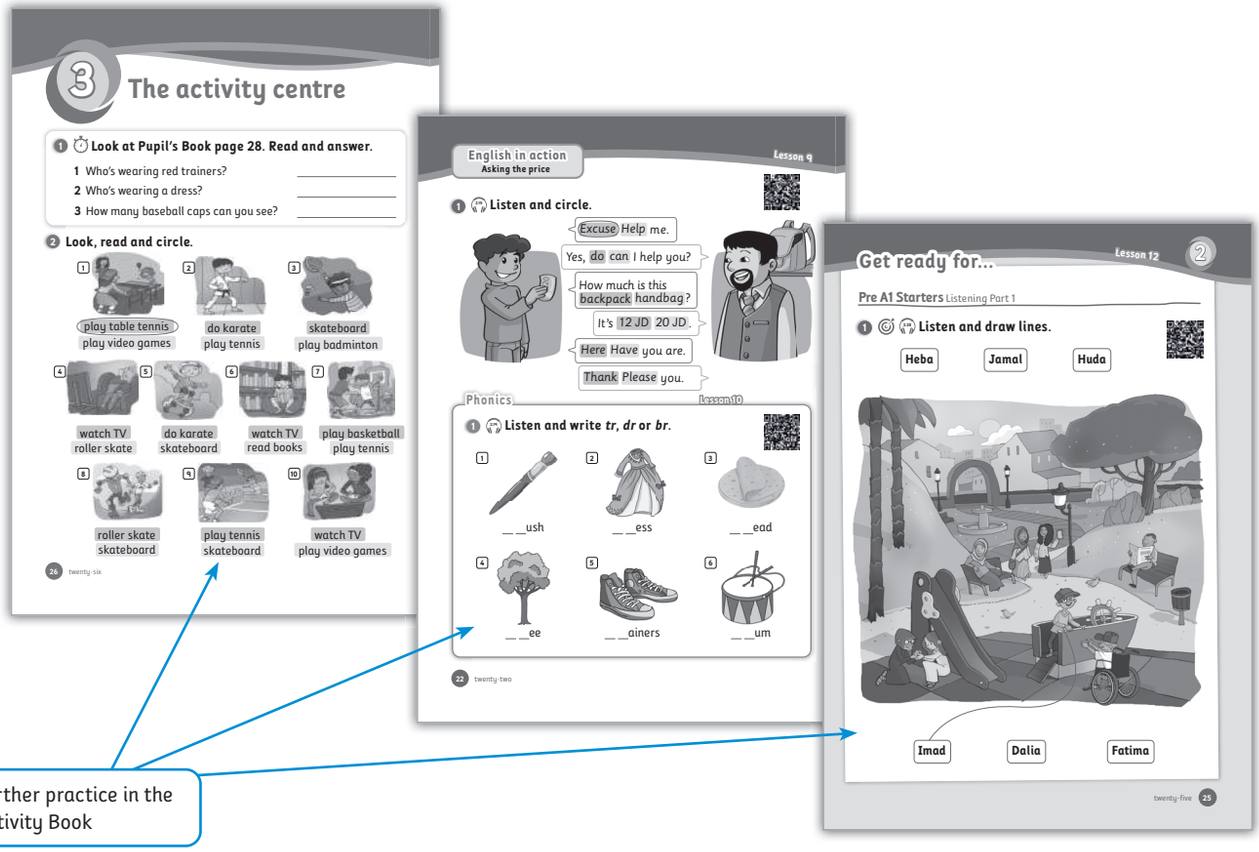
External exams practice section



Self-assessment activity: Progress Path



Activity Book



Further practice in the Activity Book

Monitoring progress and exam readiness with *Jordan Team Together*

Jordan Team Together can be used for all general English courses. It can also be used to prepare pupils for external exams including Cambridge English Qualifications and PTE Young Learners. *Jordan Team Together* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or exam related.
Jordan Team Together is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

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

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Starter	10–22	Pre A1			
Level 1	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Level 2	20–32	A1	Springboard	Level 2	
Level 3	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
Level 5	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Level 6	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

The Global Scale of English

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

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

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

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

What is English Benchmark?

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

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

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

Formative assessment / Assessment for learning

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

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

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

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

Main strategies of formative assessment

The main stages of the formative assessment process are:

1 Setting the aims and criteria

2 Monitoring pupils' learning, including giving constructive feedback

3 Peer learning

4 Independent learning/long-term assessment

Setting aims and criteria

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

Monitoring pupils' learning

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

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

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

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

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

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

Peer learning

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

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

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

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

Independent learning and long-term formative assessment

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

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

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

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

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

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

Using rubrics for assessment in CLIL

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

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

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

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

Holistic rubrics

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

Holistic Rubric

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

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

Analytic rubrics

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

Analytic rubric

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

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

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

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

Steps to make a rubric

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

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

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

How to work with projects

by Magdalena Custodio Espinar

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

Collaborative work

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

Cooperative work

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

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

To apply successful project work in the classroom you should:

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

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

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

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

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

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

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

How to work with mixed-ability groups

by Magdalena Custodio Espinar

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

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

Language scaffolding

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

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

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

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

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

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

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

Differentiated learning

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

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

How to work with stories

Stage 1 – Before listening to the story

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

Stage 2 – Listening to the story

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

Stage 3 – After listening to the story

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

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

Stage 4 – Acting out

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

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

Suggested exercises

Exercises with story cards

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



Exercises without story cards

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

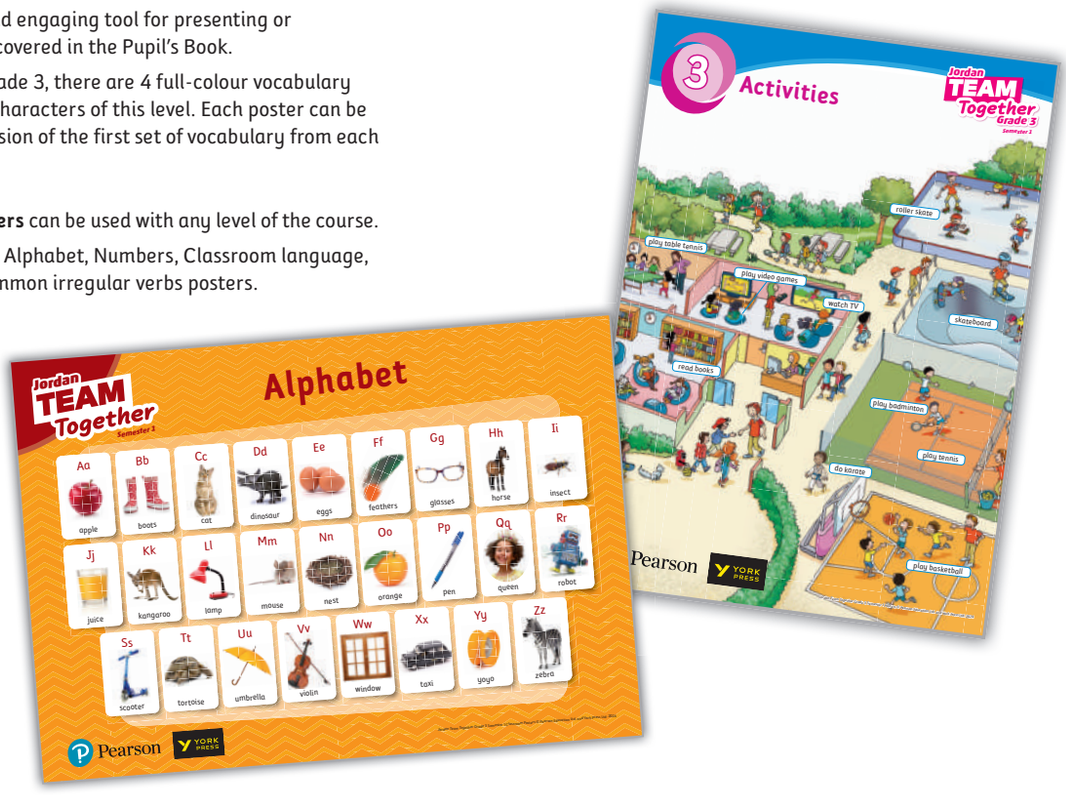
How to work with posters

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

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

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

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



Techniques of working with posters

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

Predicting

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

Asking questions

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

Finding and pointing

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

Memory game

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

True or false?

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

Quiz

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

Peeping through a keyhole

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

Singing

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

Placing words on the poster

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

Make your own poster

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

Classroom language

Greeting the class

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

Starting the lesson

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

Managing the class

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

Words of praise

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

During the lesson – instructions

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

During the lesson – questions

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

Pair work/Group work

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

Language used for playing games

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

Useful phrases for the pupils

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

Ending the lesson

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

Flashcard games

Which card is this?

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

Observation

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

Guess and take it!

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

Echo

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

Remember and say it!

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

Remembering the order

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

What's missing?

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

Snap!

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

Which card have you got?

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

Where is this card?

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

Listen and pass it on!

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

Standing up

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

Raise your card

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

Yes!/No!

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

Numbers

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

Charades

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

Which is different?

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

Categories

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

Game with the bag

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



Countdown

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

Easy or difficult?

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



Flashcard and Word Card games

Match the cards

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

Mime the word

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

Find a match

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

Bingo!

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

Sound cards

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

Draw the word

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

Games with a puppet/soft toy

Words and scenes

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

Questions

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

Can I have ..., please?

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

Pass the soft toy

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

Games with songs and chants

Sing and respond

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

Sing and stand in the correct order

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

Performances

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

TPR activities

What does the picture present?

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

Broken telephone

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

Alternative bingo

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

How many of us are there?

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

Catch and say it!

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

Pass the ball

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

The ball is burning

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

Guessing game: pictures

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

I name it and you point to it

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

Simon says

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

Word Swat

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

Team games

Picture charades

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

Funny race

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

Board race

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

Answer and draw points

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

Parachute

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

Hanging the laundry

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

Repetition game

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

Team quiz

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

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

Noughts and crosses

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

Listen and touch!

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

Guess the name

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

Notes

Welcome

Back to school

1 What colour is the teddy?

2 W1 Listen and read.



Mapping

Scope and Sequence Matrix	**Listening**: demonstrating appropriate listening behaviours; using prior knowledge to understand short familiar dialogue with familiar words **Speaking**: communicating ideas clearly; communicating with the correct use of pauses **Reading**: understanding simple dialogues **Writing**: using accurate spelling, capitalisation, and punctuation **Viewing and presenting**: deducing the purpose of the visual text and relating it to his/her personal experience
Learning Outcomes and Performance Indicators	**Listening**: follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use teacher introduction to understand new words when listening (reference to classroom and school objects); use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?) **Speaking**: talk about situations, people, and things; retell a short story **Reading**: use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues **Writing**: learn to accept peer review and objectively discuss criticism; revise a written text based on peer feedback **Viewing and presenting**: start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages

Alphabet

Objectives

- **Lesson aims:** to read simple cartoon stories; to revise the alphabet; to ask for and spell names
- **Target language:** *Good morning. What's your name? My name's …; How do you spell …?*
- **Skills:** Listening, Speaking, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can recognise the letters of the alphabet in upper and lower case (GSE 10).
- **Listening:** Can understand the letters of the alphabet by their names. (GSE 10). Can understand the main information when people introduce themselves (GSE 17).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30). Can say the letters of the alphabet (GSE 10). Can introduce themselves using a basic phrase (GSE 11).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write the letters of the alphabet in lower case (GSE 10).

Materials

- alphabet flashcards, colour flashcards
- sheets of A4 paper, enough for each pupil
- six strips of paper per pupil
- 26 strips of paper, enough for each group
- a bag or a box

Assessment for Learning

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

Starting the lesson

- **W2 & W3** Have pupils listen to a song you will always sing at the beginning of each lesson. Play the chant. Pupils do the actions as they hear them.
- A karaoke version of the chant is available (track W3).

Clap your hands and chant with me.
Say a chant of A, B, C!
a b c d e f g
h i j k l m n
o p q r s t
u v w x y z
Clap your hands and chant with me.
Say a chant of A, B, C!

- Welcome pupils to the first lesson. Using the Key question technique, ask pupils why they think learning English is important and what kind of things they expect to learn.
- Give pupils six strips of paper each. Have them write one favourite word on each.
- Use the Random selection tool to have pupils come to the front of the class and say their words in sentences.

Presentation

- Explain that in this lesson pupils will revise things they learnt in Level 1.
- Place colour flashcards on the board. Point to each colour and say the word. Pupils repeat after you.
- Use the Lollipop stick technique to ask pupils about the colour of things they are wearing, classroom objects, etc.

Practice

Pupil's Book

1 What colour is the teddy?

- Ask pupils to name the main characters. These are Tom, Polly, Sami, Laila and the robot Bo.
- Using the Lollipop stick technique, pupils describe the pictures.
- Have pupils find the teddy and say its colour.
- **Extension** In pairs, pupils describe each character, what they are wearing, and what colour different items are.

Extra activity **Critical thinking**

- Ask pupils to tell you what they like about the first day back at school.

2 W1 Listen and read.

- Play the audio for pupils to read along to.
- Use the Lollipop stick technique to have pupils tell you as many things as they can remember about the story.
- **Extension** Say a few statements about the story and use the True/False cards technique to elicit answers, e.g. *There are fourteen pens (False). There are twenty crayons (True). The crayon is pink (False).*

3 Act out the story.

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

Alphabet

Diversity

Support

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

Challenge

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

4 W2 & W3 Listen and chant.

- Place the alphabet flashcards on the board. Go through each letter.
- Use the Random selection tool to have pupils say a letter and point to its corresponding card. Ask pupils to say as many words as they can with that letter.
- Play the chant. Pupils clap along to the song.
- A karaoke version of the chant is also available (track W3).

Extra activity TPR

- Pupils write a letter on each side of a sheet of A4 paper.
- Place pupils in a circle. When they hear their letter in the song they raise their paper and stomp their feet.

5 W4 Listen and read.

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

6 Act out the dialogue. Use your names.

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

Activity Book

1 Look, read and write.

- Ask pupils to name the characters in the picture. Check answers as a class.

Answer key Polly, Sami, Bo, Laila, Tom, Atomic

2 W5 Look and write. Then listen, sing and check.

- Ask pupils to say the alphabet in unison.
- Check answers as a class.

Answer key h, l, p, t, x

Clap your hands and chant with me.
Say a chant of A, B, C!
a b c d e f g
h i j k l m n
o p q r s t
u v w x y z
Clap your hands and chant with me.
Say a chant of A, B, C!

3 W6 Listen and write.

- Explain that pupils will hear a name spelt for them to write.
- Pupils check answers with their partner.

Answer key 2 Ghada, 3 Nasser, 4 Muneer

1 **Girl 1:** Hello. What's your name?
Girl 2: My name's Asma.
Girl 1: How do you spell Asma?
Girl 2: A-s-m-a.
Girl 1: A-s-m-a?
Girl 2: That's right.

2 **Girl 1:** Hello. What's your name?
Girl 2: My name's Ghada.
Girl 1: How do you spell Ghada?
Girl 2: G-h-a-d-a.
Girl 1: G-h-a-d-a?
Girl 2: That's right.

3 **Boy 1:** Hello. What's your name?
Boy 2: My name's Nasser.
Boy 1: How do you spell Nasser?
Boy 2: N-a-s-s-e-r.
Boy 1: N-a-s-s-e-r?
Boy 2: That's right.

4 **Boy 1:** Hello. What's your name?
Boy 2: My name's Muneer.
Boy 1: How do you spell Muneer?
Boy 2: M-u-n-e-e-r.
Boy 1: M-u-n-e-e-r?
Boy 2: That's right.

Finishing the lesson

- Place pupils in small groups. Hand each group 26 strips of paper to write the letters of the alphabet.
- Pupils place the strips in the middle of the group and mix them up well.
- Pupils put the strips in order as fast as they can.
- The group with the alphabet in order first wins.
- W2 & W3 Have pupils listen to a song you will always sing at the end of each lesson. Play the chant. Pupils do the actions as they hear them.
- A karaoke version of the chant is available (track W3).

Clap your hands and chant with me.
Say a chant of A, B, C!
a b c d e f g
h i j k l m n
o p q r s t
u v w x y z
Clap your hands and chant with me.
Say a chant of A, B, C!

3 Act out the story.

4 W2 W3 Listen and chant.

Clap your hands and chant with me.
Say a chant of A, B, C!

a b c d e f g
h i j k l m n
o p q r s t
u v w x y z

Clap your hands and chant with me.
Say a chant of A, B, C!

English in action
Asking for and spelling names

5 W4 Listen and read.



6 Act out the dialogue. Use your **names**.

Grammar

Objectives

- **Lesson aims:** to identify and name classroom objects and toys; to revise numbers 11–20
- **Target language:** *This is/These are, That is/Those are; How many … can you see? I can see …*
- **Skills:** Listening, Speaking, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can recognise ordinal numbers up to twenty written as words (GSE 22).
- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions, if spoken slowly and clearly (GSE 19). Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24). Can get the gist of a simple song, if supported by gestures (GSE 21).
- **Speaking:** Can use cardinal numbers up to twenty (GSE 18). Can recite a short, simple rhyme or chant (GSE 16). Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can ask simple questions about numbers of objects using a basic phrase (GSE 27).
- **Writing:** Can write cardinal numbers up to twenty as words (GSE 27).

Materials

- number flashcards
- sheets of A4 paper, enough for each pupil
- twenty strips of paper for each group

Assessment for Learning

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

Starting the lesson

- Have pupils say as many classroom objects as they can. Write them on the board.
- Place pupils in small groups. Tell pupils to gather as many of the classroom items written on the board as quickly as possible.
- Groups come to the front to show and name their items.
- Ask pupils to count to ten in unison.
- Tell pupils you will say a number and they have to count from that number onwards, e.g. Four … five, six, etc.

Presentation

- Explain that in this lesson pupils will revise classroom items, toys and numbers.
- Ask pupils to say a few toys they play with. Write them on the board in the singular.
- Then, as a class, write the words in the plural form. Leave them on the board for the lesson.
- Place number flashcards on the board. Explain that in this lesson pupils will also revise the numbers 11–20.
- Point to each card, say the number and have pupils repeat.

Practice

Pupil's Book

1 W7 Listen and number.

- Have pupils look and name the items in the activity.
- Pupils complete the activity individually and check answers with their partners.
- **Extension** In pairs, pupils describe the items in the activity using *What's this?* and *What colour is it?*

Girl: Look at my toys.
1 Girl: I've got a kite. It's yellow and pink.
2 Girl: I've got a scooter. It's orange.
3 Girl: I've got a bike. It's yellow. I like my toys.

Boy: Look at my school things.
4 Boy: I've got a pen. It's blue.
5 Boy: I've got an eraser. It's red and blue.
6 Boy: I've got a crayon. It's pink. I like my school things.

2 W8 & W9 Listen and point. Then listen and sing.

- Use the Lollipop stick technique to have pupils tell you what things they see in the picture.
- Ask pupils to read the song and put in front of them a few items they have that are in the song.
- Pupils sing the song as they raise their items.
- A karaoke version of the song is available (track W9).

Diversity

Support

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

Challenge

- In small groups, pupils write a new verse for the song to sing to the class. Tell pupils they can also use the toys on the board.

3 Point and say.

- Ask pupils to tell you the rule for *this/that, these/those.*
- Pick up a pen and say *This is a pen.* Then pick up two pens and say *These are pens.* Continue with *that* and *those.*
- W10 Draw pupils' attention to the grammar box and the recorded model.
- Place pupils in pairs and have them complete the activity using their own classroom items.

1 W7 Listen and number.



5 2 4 6 1 3

2 W8 W9 Listen and point. Then listen and sing.

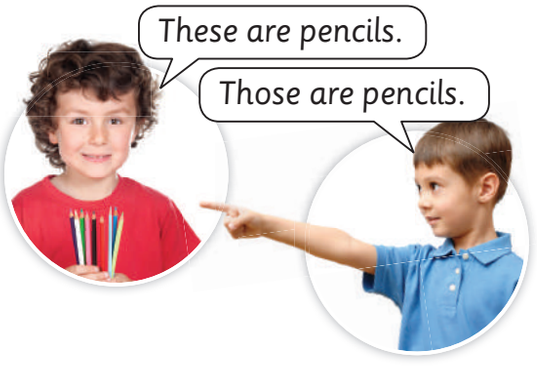
My things are on the desk.
Let's have a look.

These are crayons.
This is a book.
Those are pencils.
That is a pen.

Come on, everyone.
Let's sing it again!



3 Point and say.



W10

This is a pen. 	These are pens. 
That is a pen. 	Those are pens. 

Extra activity TPR

- Ask pupils to form a circle and hold hands. Place a chair in the middle of the circle. Explain that when you say a sentence with *This is* or *These are*, pupils run to the chair. When you say a sentence with *That is* or *Those are*, they run away from the chair. They must always hold hands.

4 W12 **Listen and point. Then listen and say.**

- Have pupils look at the numbers and say them to their partners.
- **Extension** In pairs, pupils say a number for their partners to point to.

Diversity

Support

- Place pupils in small groups and give each group twenty strips of paper. Have pupils write the numbers 11–20, numerical, on ten strips and then the numbers in written form on the other ten.
- Pupils then match the numeric strips with the written strips and put them in order. They say the numbers as they do so. Then they read the numbers in order, chorally.

Challenge

- Pupils make sentences using *I've got*, numbers and toys or classroom items. They read their sentences to the class.

5 W13 & W14 **Listen and chant.**

- Ask pupils to quietly read the song.
- Play the song for pupils to chant. Explain that when they hear a number, they can clap their hands.
- A karaoke version of the chant is also available (track W14).
- **Extension** In small groups, pupils write a verse of the chant with other items to sing to the class.
- Instruct, guide and assist as necessary.

Extra activity TPR

- Give pupils a sheet of A4 paper and ask them to cut it in half. Have them write a number from 1–10 on one half and a number from 11–20 on the other half. Tell pupils that when you say a number from 1–10, they have to clap their hands, but when you say a number from 11–20, they have to stomp their feet. Pupils that make a mistake, lose two turns.

6 W15 **Listen and write.**

- On the board, write the numbers 11–20 and the question *How many … can you see?*
- Explain that you will pick up an item and place it next to a number. They have to imagine that you have that amount of the item and answer.
- Ask pupils to name the items. Explain that they will hear a number and write it.
- **Extension** In pairs, pupils ask and answer about the items using *How many … can you see?* and the number.

1 How many planes can you see? I can see twelve planes.
2 How many sharpeners can you see? I can see nineteen sharpeners.
3 How many teddies can you see? I can see fifteen teddies.
4 How many rulers can you see? I can see thirteen rulers.

Extra activity Collaborative work

- Give each pupil a number flashcard (1–20). If you have more than twenty pupils in class, some numbers can be shared. If you have under twenty, stronger pupils can have more than one number. Play the chant for pupils to sing altogether. Each pupil says their number in turn as they listen to the song.

7 **Look in the classroom. Ask and answer.**

- Point to a desk and ask pupils to tell you how many desks they can see in the class. Continue with more items.
- Using the Lollipop stick technique, have two pupils read the dialogue. Pupils complete the activity in pairs.

8 **Go to page 58.** ***Teacher's Book page 142***

- Refer pupils to page 58 to answer the questions.
- Check the answers *(thirteen, twenty)*. They can now stick their star.

Activity Book

1 W11 **Listen, circle and match.**

- Ask pupils to look at the pictures and describe them using *this/that/these/those.*
- Pupils complete the activity and check answers as a class.

Answer key 2 Those are, a; 3 That is, b; 4 These are, c

1 This is a pen.
2 Those are desks.
3 That is a ball.
4 These are teddies.

2 **Look, read and write.**

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

Answer key 2 Those are, 3 These are, 4 This is, 5 Those are, 6 That is

3 W16 **Listen and write. Then count and circle.**

Answer key 2 eighteen, b; 3 sixteen, a; 4 fourteen, b

1 Twelve. I can see twelve pens.
2 Eighteen. I can see eighteen crayons.
3 Sixteen. I can see sixteen pencils.
4 Fourteen. I can see fourteen erasers.

4 **Count and write.**

- Pupils count the items and write the answers using the numbers in the box.

Answer key 2 fifteen, 3 thirteen, 4 seventeen

- Now tell pupils to complete the Picture dictionary on page 51.

Extra activity Fast finishers

- Have pupils draw items and write sentences about them using *This is/These are* to show to the class. Place their work in their portfolios.

Finishing the lesson

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

4 W12 Listen and point. Then listen and say.

11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty

5 W13 W14 Listen and chant.





1, 2, 3 kites in the tree.
Come on, everyone.
Count with me.
4, 5, 6 kites in the tree.
Come on, everyone.
Count with me.
7, 8, 9, 10 in the tree!
Come on, everyone.
Count with me.

11, 12, 13 kites in the tree.
Come on, everyone.
Count with me.
14, 15, 16 kites in the tree.
Come on, everyone.
Count with me.
17, 18, 19, 20 in the tree!
Come on, everyone.
Count with me.



6 W15 Listen and write.






1 twelve 2 nineteen 3 fifteen 4 thirteen

7 Look in the classroom. Ask and answer.

How many desks can you see?

I can see fifteen desks.

8 Go to page 58.

Mapping

Topics

Theme 1: Society **Theme 2**: Culture

Scope and Sequence Matrix

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

Speaking: communicating ideas clearly; communicating with the correct use of pauses; retelling a short story based on pictures or by using puppets; talking about sequence of events (first, second, then)

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

Writing: using accurate spelling, capitalisation, and punctuation; organising information in a sequence of actions (AB); writing a short memo or letter to a friend

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



What foods can you see? **meat, chicken, peas, carrots, potatoes, milk, eggs, bread, juice, water**

Where's Bo? **He's in the playground.**

What colour is Tom's bag? **It's red.**

Learning Outcomes and Performance Indicators

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

Speaking: talk about situations, people, and things; clarify the sequence of events (first, then, afterwards); talk about time; retell a short story

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

Writing: write a short, simple memo to a friend; put a list of sentences in order to tell a story; learn to accept peer review and objectively discuss criticism; revise a written text based on peer feedback

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

Unit objectives

to talk about daily routines and times of the day

Language

Vocabulary	**Daily routines:** *get up, have breakfast, go to school, have art lessons, play with my friends, go home, have lunch, do homework, have dinner, go to bed* **Times of the day:** *morning, afternoon, evening, night*
Grammar	*I play/don't play. We have/don't have lunch.* *When do you go home? We go home in the afternoon.*
Functions	Saying the time
Phonics	*/pl/, /bl/ play, plane, plum, plug; blue, blond, black, block*

Viewing and presenting

to draw a picture and share with the class; to show a breakfast menu to the class

Key competences

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

Mathematical, scientific and technological competences: use numbers to complete an activity about the time (L. 9)

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

Social and civic competences: learn to be creative (L. 3 and 8); learn to tell the time (L. 9)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 8)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 8 and 9)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 3); Problem solving (L. 3 and 11); Logical thinking (L. 3 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–12)
Creativity	Draw and share a picture of something colourful (L. 3)
Communication	Talking about daily routines and times of the day (L. 1 and 5); Talking about routines (L. 7); Saying the time (L. 9); Cut-outs game (L. 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 3 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 16 and 58; Activity Book p. 13
- Picture dictionary: Activity Book p. 52
- Unit 1 Extra practice: Activity Book p. 14
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 1 Practice

External exams

Pupil's Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 5	Pre A1 Starters Listening Part 3

Vocabulary and Grammar

Objectives

- **Lesson aims:** to talk about daily routines
- **Target language:** *get up, have breakfast, go to school, have art lessons, play with my friends, go home, have lunch, do homework, have dinner, go to bed; I play/don't play. We have/don't have lunch.*
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Materials

- unit flashcards
- stopwatch
- sheets of A4 paper, enough for each pupil
- ten strips of paper per pair
- two fly swatters
- Resources 1 and 9

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Random selection tool
- Peer learning: pairwork; groupwork
- Independent learning: portfolios

Starting the lesson

- Write the alphabet on the board and then say it chorally.
- Use the Random selection tool to ask pupils to say words that start with a letter of the alphabet that you point to.

Presentation

- Explain that in this lesson pupils will learn about daily activities.
- Ask pupils to look at page 8 and say if their daily routine is similar to what they see.

Practice

Pupil's Book

1 How many daily routines do you know?

- Ask pupils to say any of the daily routines they see in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.

Extra activity Critical thinking

- Ask pupils to think about their daily routine. Ask pupils if they think a daily routine is good for them and why/why not?

2 1.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- **Extension** Have pupils stand up in their places. Say a word for pupils to mime.
- Place pupils in small groups. Pupils mime an action for their group members to say what it is. Instruct and guide as necessary.

Girl 1: Good morning! I've got a busy day.
Girl 2: I've got a busy day, too.
Girl 1: I get up.
Girl 2: I have breakfast.
Girl 1: I go to school.
Girl 2: I have art lessons.
Girl 1: I play with my friends.
Girl 2: I go home.
Girl 1: I have lunch.
Girl 2: I do homework.
Girl 1: I have dinner.
Girl 2: I go to bed. Goodnight!

Now listen and say.

get up, have breakfast, go to school, have art lessons, play with my friends, go home, have lunch, do homework, have dinner, go to bed

Diversity

Support

- Place pupils in pairs and give them ten strips of paper. Have pupils write the new vocabulary and cut the strips in half after the words *get*, *go*, *have* and *do*. Pupils then mix up the strips and form phrases again. Then they say them to their partners. Keep strips of paper for Activity 3.

Challenge

- Have pupils write the new vocabulary on strips of paper. Pupils mix them up and place them in the correct order.

Extra activity Fast finishers

- Have pupils draw their daily routine on a sheet of A4 paper, as the wheel on page 8. Place them in their portfolios.

3 Find the daily routines in the picture on page 8.

- In pairs, pupils look for the daily routines and place the strips of paper from the support activity next to the correct picture on the wheel on page 8.

4 1.2 & 1.3 Listen and chant.

- On the board, write *I go to school. I don't go to school.*
- Tell pupils that when we talk about daily routines we use the Present simple.
- Play the chant and have them mime each routine.
- A karaoke version of the chant is available (track 1.3).
- **Extension** Place pupils in small groups and have them rewrite the verses using their own daily activity. Groups come to the front of the class to perform the song.

5 Think of your day. Is it the same or different?

- Have pupils look at the picture on page 8 and tell you how it is similar to theirs. Then have pupils tell you how it's different, using *don't*.
- 1.4 Draw pupils' attention to the grammar box and the recorded model. Play the audio and have pupils repeat.
- **Extension** Give pupils a sheet of A4 paper and have them draw three things they do and one thing they don't do on a daily basis. Pupils make sentences.

Finishing the lesson

- Play *Word swat* with the Unit 1 flashcards.



Lesson 2 Activity Book

Objectives

- **Lesson aims:** to talk about daily routines
- **Target language:** *get up, have breakfast, go to school, have lunch, have art lessons, play with my friends, go home, do homework, have dinner, go to bed; I play/don't play. We have/don't have lunch.*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write some familiar words (GSE 20). Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- fly swatters

Assessment for Learning

Peer learning: pairwork
Independent learning: Summative questions technique

Starting the lesson

- Have pupils say the alphabet backwards.

Practice

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

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

Answer key 1 Polly; 2 In the playground; 3 It's green.

2 Look, read and write.

- Pupils look at the images and complete with the phrases from the box.

Answer key 2 do homework, 3 have art lessons, 4 go to school, 5 have lunch, 6 go home, 7 play with my friends, 8 have breakfast, 9 get up, 10 have dinner

3 Follow and circle.

- Pupils follow the lines and circle the correct options.
- Check answers as a class.

Answer key 2 I, don't have; 3 We, play; 4 We, have

4 Order and write.

- Pupils look at the pictures and put the words in the correct order. Call on individual pupils to give you the answers.

Answer key 2 I go home.; 3 We don't get up.; 4 I don't have dinner.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they have learnt today.
- Have pupils form two lines in front of the board and give each leader a fly swatter. Have pupils play the *Word swatter* game with lesson flashcards.

Story



1 Before you read **What colour are the crayons?**

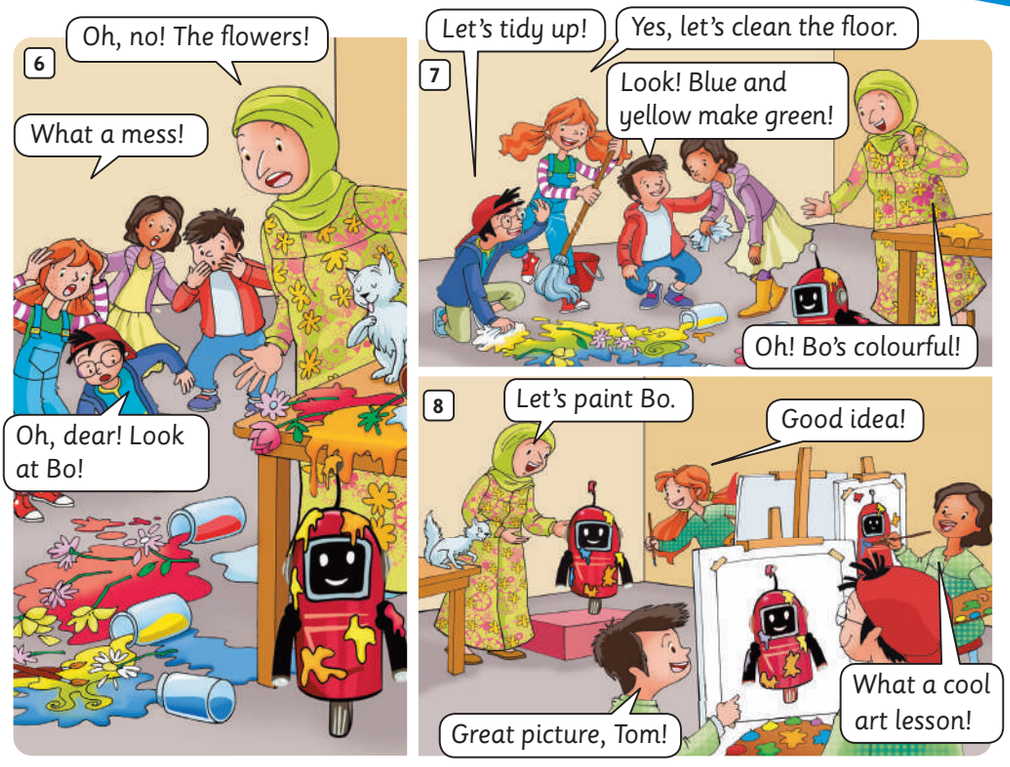
2 1.5 **Listen and read.**

Bo is colourful!



What happens next?
Bo gets covered in paint.

yellow, orange, red, brown, blue, green and purple



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

1 We have don't have art lessons.

2 You go don't go to school.

3 We have don't have tennis lessons.

Values
Work together

4 **Act out the story.**

5 Viewing and presenting **Draw and share a picture of something colourful.**

Story

Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** daily activities; *We have art lessons. We have tennis lessons in the morning.*
- **Skills:** Speaking, Reading
- **Viewing and presenting:** to draw a picture and share with the class

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 (GSE 41).
- **Speaking:** Can describe objects in a basic way (GSE 25). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- sheets of A4 paper, enough for each pupil
- Unit 1 story cards
- Resources 25 and 33

Assessment for Learning

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

Starting the lesson

- Place pupils in small groups and have them play a game of charades where they mime the new vocabulary for their group members to guess.

Presentation

- Using the Key question technique, ask pupils if they read stories and if so what kind.
- Explain that in this lesson pupils will read a story about an art lesson.
- On the board write *Bo is colourful.* Ask pupils what they think will happen in the story.

Practice

Pupil's Book

1 Before you read What colour are the crayons?

- Ask pupils to say as many colours as they remember.
- Have pupils look at all the pictures of the story. Ask where the story is set.
- Ask pupils to find what colour the crayons are.
- **Extension** Ask pupils to think about what kind of things they would draw in an art class.

2 1.5 Listen and read.

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the Thumbs up/down technique, say different statements about the story, e.g. *The children have an English lesson (down). Atomic and Bo make a mess (up).*
- **Extension** Use the story cards to ask about the story.
- Refer pupils to the question box again. Ask if their guesses were correct.

3 After you read Look at the story. Read and circle.

- Ask pupils what lesson the children in the story have and what other activities they do.
- Pupils do the activity individually and check with their partners.

Diversity

Support

- Divide the class into two groups. Explain that you will read the story aloud and one group has to repeat after you the first five frames and then the other group, the next five frames. As pupils repeat, they trace the words in their books.

Challenge

- Pupils rewrite one frame using different vocabulary, and draw it on a sheet of A4 paper to present to the class. Make a classroom display.

4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects and characters from the story to use as props, e.g. paintbrushes, tennis raquet, flowers, Atomic and Bo.
- Have the groups perform in front of the class.

5 Viewing and presenting Draw and share a picture of something colourful.

- Ask pupils what colours Bo has on him.
- Have pupils complete the activity using their favourite colours. They then show and tell their picture for the class.

Values

- Ask pupils why it is important to work together to complete a task.

Extra activity Creativity

- Ask pupils how art can help them express themselves. Use pictures from Activity 5 to create a class exhibition at school. Pupils draw or design their own frame and a label with their name and the picture title to place under the picture.

Finishing the lesson

- Ask pupils to say their favourite scene from the story and reenact it with a partner.

How to work with stories

Stage 1 – Before listening to the story

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

Stage 2 – Listening to the story

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

Stage 3 – After listening to the story

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

Stage 4 – Acting out

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

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

For more ideas, see page 17.

CLIL Link

In Unit 1, the story is based around the concept of matter and colour from the Natural Science curriculum.

Polly and her friends are having an art lesson when Atomic and Bo spill the paints over the floor, causing the paint to mix.

To explore this concept further, you can use Resource 33.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to recognise facts about simple cartoon stories
- **Target language:** *daily activities; We have art lessons. We have tennis lessons in the morning.*
- **Skills:** Speaking, Reading

Global Scale of English (GSE)

- **Reading:** Can understand the order in which events happen (GSE 41).
- **Speaking:** Can briefly say what they like or dislike about a simple story (GSE 32). Can re-tell a familiar story, given prompts or a model (GSE 39).

Assessment for Learning

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

Starting the lesson

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

Practice

1 After you read Remember the story. Reorder the story.

- Ask pupils to tell you as much as they can about the story and then put it in the correct order.
- Pupils complete the activity in pairs.
- Check answers as a class.

Answer key Laila has paint brushes. 1
Sami and Tom have tennis lessons in the morning. 2
Polly, Laila, Tom and Sami have art lessons. 3
Atomic is on the table. 4
Blue and yellow make green. 5
They paint Bo. 6

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

- Pupils complete the activity individually.

Answer key 1 ✘, 2 ✔, 3 ✔

3 Look and colour.

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

Finishing the lesson

- Explain to pupils that you will read sentences from the story backwards for them to find which frame they are from. Say, *today school to go don't You. right, Oh. (Frame 1).*
- After a few sentences, have pupils play in pairs.
- Use the Summative questions technique to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

Vocabulary and Grammar

Objectives

- **Lesson aims:** to listen to, read and say the times of the day
- **Target language:** *morning, afternoon, evening, night; When do you go home? We go home in the afternoon.*
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Materials

- unit flashcards
- Resources 2, 10, 17 and 21

Assessment for Learning

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

Starting the lesson

- Place the Unit 1 flashcards on the board.
- Use the Lollipop stick technique to have pupils spell a word you point to.

Presentation

- Explain that in this lesson pupils will learn words that show the different times of day.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Ask pupils to tell you what time of day it is now.
- Place pupils in pairs. One pupil points to a word for the other to say it.

Practice

Pupil's Book

1 1.6 Listen and say. Then listen and point.

- Say a time of day for pupils to point to in their Pupil's Books.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- **Extension** In pairs, pupils talk about the things they do during the times of day presented in the activity.

morning, afternoon, evening, night

Now listen and point.

This is my day.
I go to school in the morning.
I do homework in the afternoon.
I have art lessons in the evening.
I play at night.
Wow! A busy day!

Diversity

Support

- Write the frame sentences on the board *I go to … in the morning; I do … in the afternoon; I have … in the evening. I play …* . Ask volunteers to read the sentences and give some examples for those sentences.

Challenge

- Pupils write sentences about what they do in morning, afternoon, evening and night.
- Pupils swap their sentences with a partner to compare how many sentences are similar.

2 1.7 & 1.8 Listen and sing.

- Place the Unit 1 flashcards on the board. Ask pupils to tell you what the times of the day are.
- Play the song for pupils to sing. Explain that when they hear a time of the day, they stamp their feet.
- A karaoke version of the song is available (track 1.8).

Extra activity TPR

- Divide the class into four groups. Name each group *morning, afternoon, evening* and *night.* Say an activity. If it can be done in their time of the day, that group stands up.
- Explain that some activities can be done during different parts of the day.

3 Ask and answer.

- 1.9 Draw pupils' attention to the grammar box and the recorded model.
- On the board, write *When do you …? I … in the morning/afternoon/evening/night.*
- Explain that we place the time of day at the end of the sentence when we answer. Use the Traffic light cards technique to check understanding.
- **Extension** Refer pupils to the song. Pupils find examples of *When do you …?* and times of day. Ask pupils to draw in their notebooks what they do at different times of day.
- Pupils compare with a partner.

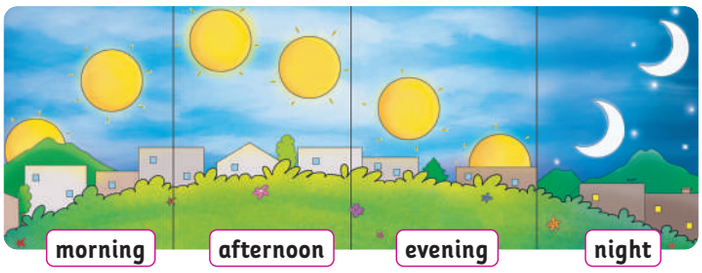
Extra activity Collaborative work

- Divide the class into two groups. One group sings the questions in the song, and the other sings the answers. Use the karaoke version of the song.

Finishing the lesson

- In pairs, pupils talk about the things they do during the times of day presented in the activities.

1 1.6 **Listen and say. Then listen and point.**



2 1.7 1.8 **Listen and sing.**

When do you have breakfast,
have breakfast, have breakfast?
When do you have breakfast?
We have breakfast in the morning.

When do you have lunch,
have lunch, have lunch?
When do you have lunch?
We have lunch in the afternoon.

When do you have dinner,
have dinner, have dinner?
When do you have dinner?
We have dinner in the evening.

When do you go to bed,
go to bed, go to bed?
When do you go to bed?
We go to bed at night.

3 **Ask and answer.**



1.9
When do you go home?
We go home in the afternoon.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to read and say the times of the day
- **Target language:** *morning, afternoon, evening, night; When do you go home? We go home in the afternoon.*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- Resources 2, 10, 17 and 21

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: Think-pair share technique
- Independent learning: Summative questions technique

Starting the lesson

- Have pupils write as many words or sentences from the book as they can in one minute.
- Use the Lollipop stick technique to have pupils read their sentences to the class.

Practice

1 **Look and circle.**

- Ask pupils to describe the pictures.
- Pupils complete the activity and check answers as a class.

Answer key 2 b, 3 b, 4 a

2 **Look, read and answer.**

- Pupils complete the activity individually.
- Using the Think-pair-share technique, pupils check answers with their partners and read the sentences.

Answer key 2 We have art lessons in the afternoon.; 3 We go to school in the morning.; 4 We do our homework in the evening.

Finishing the lesson

- Use the Summative questions technique to ask pupils how confident they feel talking about their day. Ask if they think their English is improving.
- Ask pupils to write four favourite sentences from today's lesson to read to the class.

Objectives

- **Lesson aims:** to play a game about daily routines
- **Target language:** revision of all taught words and grammar
- **Skills:** Listening, Speaking, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can describe their daily routines in a simple way (GSE 30).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- unit flashcards
- two fly swatters
- scissors

Assessment for Learning

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

Starting the lesson

- With the Unit 1 flashcards, do a quick review of unit vocabulary.
- Bring six pupils to the front of the class and hand them a flashcard each. Have each pupil tell you when they do the activities they are holding. Repeat using different pupils at the front.

Presentation

- Explain that in this lesson pupils will do an activity about their daily programme.
- Ask pupils to say the days of the week and write them on the board as they do so. Ask pupils what day it is today.
- Have pupils tell you what activities they do on each day.

Practice

Pupil's Book

Diversity

Support

- Before pupils start the activity, on the board write *What do you do on Mondays?*
- Tell pupils that they will hear the expression *What do you do on Mondays?* in the audio. Tell pupils that when we put an *s* at the end of the day, it means 'every'.
- Use the Lollipop stick technique to ask pupils what they do on Mondays. Extend to ask what they do on other days.

Challenge

- Pupils write a short dialogue using the question *What do you do on Mondays/Tuesdays?*

1 1.10 **Read, listen and complete.**

- This task is based on **Pre A1 Starters Listening Part 2.**
- Refer pupils to the picture and have pupils tell you what activities they see. Write them on the board.
- Ask pupils when they think the activities are done.
- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Ask pupils what they think the answers will be.
- Play the audio twice, pausing for pupils to write answers.
- Pupils check each other's work.
- **Extension** Ask pupils if they think they should do a lot of activities before or after school.

Woman: So, Dana and Heba. Tell us about your Mondays.
Girl 1: We're busy on Mondays!
Woman: What do you do on Mondays?
Girl 2: We go to school, we play tennis, we do homework, we play …
Girl 1: See! We're very busy!
Woman: Yes! When do you do all that?
Girl 1: Well, we go to school in the morning.
Woman: OK.
Girl 2: And we play tennis in the morning, too.
Woman: You play tennis in the morning?
Girl 1: Yes. We love tennis!
Woman: And what do you do in the afternoon?
Girl 2: We don't play in the afternoon. We do homework.
Woman: In the afternoon?
Girl 2: Yes.
Woman: And what do you do at night?
Girl 1: We go to bed.

2 1.11 **Cut out. Then listen and play.**

- Place pupils in pairs and play the audio. Ask two volunteers to read the dialogue aloud.
- Refer to page 20 in the Introduction for how to play a game of *Snap*!
- Use the Expert envoy technique to help pupils who haven't understood the game.

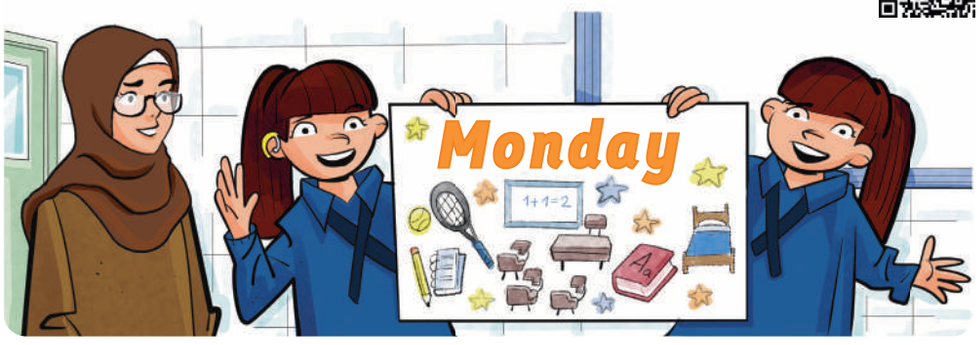
Extra activity Communication

- Give pupils a photocopy of the audioscript (Track 1.10) with the girls' responses missing.
- Place pupils in pairs and have them complete the audio using their own ideas.
- Pupils then come to the front and act out their dialogue.

Extra activity TPR

- On the board write twenty new words the pupils have been taught so far.
- Divide the class into two teams and have them form two lines at the back of the room. Give each leader a fly swatter and have pupils play the *Word Swat* game.

1 Read, listen and complete.



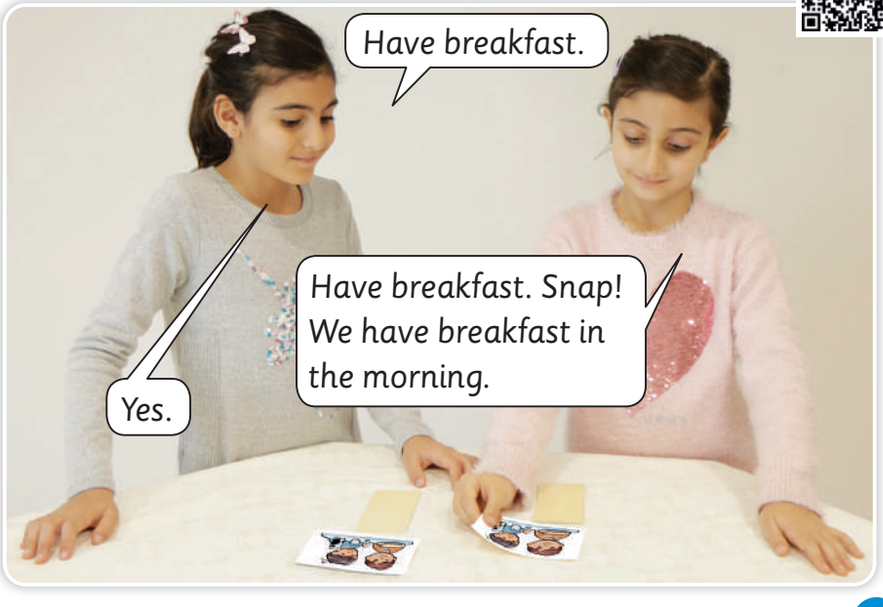
1 When do you go to school? We go to school **in the morning**

2 When do you play tennis? We play tennis **in the morning**

3 When do you do homework? We do homework **in the afternoon**

4 When do you go to bed? We go to bed **at night**.

2 Cut out. Then listen and play.



Activity Book

1 Read and answer.

- Pupils read the letter and answer the questions.
- Use the Lollipop technique to check answers.

Answer key 2 We have art lessons in the morning.; 3 We go to bed at night.; 4 We do our homework in the afternoon.

2 Write, draw and share.

- Explain that pupils will write about their day.
- Pupils show their work to their peers and use the Two stars and a wish technique to comment on each other's work. They read their sentences to each other.

Finishing the lesson

- Using the Summative questions technique, have pupils reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at. Have a classroom discussion where pupils exchange tips on how to improve in vocabulary. If necessary, use L1.

Culture

Objectives

- **Lesson aims:** to read about traditional breakfasts from different countries; to make a breakfast menu for a café; to present project work to the class
- **Target language:** *toast, tea, porridge, cereal, pickles, soup;* the present simple
- **Skills:** Listening, Speaking, Reading, Writing
- **Viewing and presenting:** to show a breakfast menu to the class

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 key information in short, simple factual texts (GSE 34).
- **Listening:** Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear (GSE 31). Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can talk about habits or daily routines in a simple way, given prompts or a model (GSE 32).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- sheets of A4 paper, enough for each pupil

Assessment for Learning

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

Starting the lesson

- Divide pupils into pairs. Give pupils two minutes to write down as many words related to food as they can. Check as a class and write all the words on the board.
- Point to each food word and say *Raise your hands if you like . . . .*

Presentation

- Explain that in this lesson pupils will learn about traditional breakfasts from different countries. Ask pupils if they know anything about breakfasts in other countries. Explain that cafés and hotels usually have traditional breakfasts.
- Pupils look at the four pictures on page 14. Say *Let's read the words . . . tea, toast, porridge, cereal, pickles, soup.* Ask pupils which breakfast they like most.

Practice

Pupil's Book

1 Before you read What do you have for breakfast?

- Ask pupils what they eat for breakfast. Alternatively, ask *Do you eat toast for breakfast? Do you eat cereal for breakfast? Do you drink milk? Do you drink tea?* Use the Lollipop stick technique to make sure a variety of pupils are asked.

2 1.12 Listen and read.

- Ask pupils to look at the pictures. Say the words in bold and pupils point and repeat.
- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils read along with the audio.
- Use the Lollipop stick technique to have a few pupils read the text aloud.
- Ask pupils to describe what they can see in each picture and if they like it, e.g. *I can see toast. I like toast. I can see porridge. I don't like porridge.*
- **Extension** Ask pupils to work in pairs and say any new things they have learnt about the breakfasts, e.g. *Some people in Japan eat fish for breakfast.*

Extra activity Critical thinking

- Ask *What is a healthy breakfast?* Write *Healthy* and *Unhealthy* on the board and add pupils' suggestions. In pairs, pupils compare their breakfast and discuss if they are healthy.

Diversity

Support

- Read each text aloud. Then read the sentences separately and ask pupils to repeat each line after you.

Challenge

- Pupils work in pairs and invent an unusual breakfast. Ask pupils to share their ideas with the class.

3 After you read Activity Book, page 11.

- Pupils turn to page 11 in their Activity Books before they complete the Pupil's Book activities for this lesson.

Activity Book

1 Look, read and write.

- Ask pupils to read the words in the box.
- Pupils complete the activity then check answers in pairs.

Answer key 2 tea, 3 toast, 4 porridge, 5 pickles, 6 soup

2 After you read Read and circle.

- Pupils complete the activity individually. Check answers as a class. Ask pupils to read the complete sentences.

Answer key 1 milk, 2 South Africa, 3 Japan, 4 fish

Lesson 8

CULTURE

Traditional breakfasts

Breakfasts are different around the world.

In the UK, some people have toast, cereal and tea.



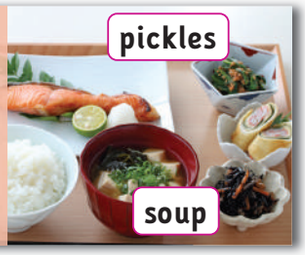
Some families in Jordan have *mfarrakeh* for breakfast. This is a dish of potatoes and eggs.





People have this for breakfast in South Africa. It is corn porridge with sugar and milk.

Some people in Japan eat a big breakfast. They have fish, pickles and vegetables. They have rice and soup, too.



Which breakfast do you like?

1 Before you read **What do you have for breakfast?**

2 1.12 **Listen and read.**

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

This is a popular breakfast in Jordan. We have foul, falafel, hummus, tea and flatbread.



Project

Viewing and presenting **Make a breakfast menu for your café. Work in groups.**

1. Together, think of a name for your café.
2. Choose the foods that are on the menu.
3. Find photos or draw pictures.
4. Write. *This is ... We have ...*
5. Make a breakfast menu.
6. Present it to the class.

Project

Viewing and presenting **Make a breakfast menu for your café. Work in groups.**

- Explain to pupils that they are going to work in groups to make a menu for breakfast in their country.
- Give each pupil a sheet of A4 paper. Using the Lollipop stick technique, choose a pupil to read through the instructions.
- Brainstorm the names of different foods they think they will use. Write them on the board.
- Tell pupils they can use the ideas from the board to write a few sentences about their breakfast menu.
- Have pupils present their work to the class.
- Make a classroom display.

Extra activity **TPR**

- Say things about the texts on page 14 of the Pupil's Book. If they are true, pupils clap. If they aren't true, they stamp their feet. Say, e.g. *People in the UK have fish for breakfast. (False) People in Japan have rice. (True)*

Extra activity **Fast finishers**

- For pupils who finish their menus early, ask them to practise presenting their menus in pairs. They talk about the food they have included and say why they like it.

Finishing the lesson

- Do a dictation of new words learnt. Pupils correct each other's work in pairs.
- Use the Thought-provoking questions technique to ask pupils what kinds of things they have learnt.

English in action

Objectives

- **Lesson aims:** to say the time
- **Target language:** *What time is it?*
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can identify key information in short conversations on school-related topics, e.g. subjects, timetables, homework (GSE 32).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- sheets of A4 paper, enough for each pupil
- two strips of paper for each pupil
- straw puppets
- a clock
- Resource 29

Assessment for Learning

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

Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit.
- Say all the new words from this unit in random order. Each time pupils hear a word on their list, they cross it off. The first person to cross off all their words calls out *Bingo!*

Presentation

- Explain that in this lesson pupils will learn how to ask and tell the time.
- On the board write *What time is it?* Explain that this is the term we use to ask the time.
- Show pupils the clock. Point to numbers 1–12 and elicit the words. Then place hands to show three o'clock and ask *What time is it?* Continue with a few more different times.

Extra activity **Collaborative work**

- Place pupils in small groups and give them a sheet of paper. Ask pupils to write seven different times of the day on it.
- Have pupils say the time and what activity they do at that time.

Practice

Pupil's Book

1 **1.13** **Listen and read.**

- Ask pupils to look at the picture and describe it.
- Play the audio once for pupils to read and listen to.
- Play the audio again for pupils to repeat chorally.
- Place pupils in pairs to read the dialogue to each other.
- **Extension** Have a class discussion on why we can sometimes be late for school. Ask pupils to think about why it's impolite to be late.

2 **Act out the dialogue. Use different events and times.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.

Diversity

Support

- Give pupils the dialogue written on strips and placed on the table in different order. Explain that you will play the dialogue and pause at each sentence. Pupils have to find the strip of paper and say the sentence.

Challenge

- Pupils memorise the dialogue and say it to the class as they mime to it.

Activity Book

1 **1.14** **Listen and write.**

- Pupils work individually to complete the conversation.
- They check answers in pairs.

Answer key seven, no, dinner

Extra activity **Fast finishers**

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

Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

English in action 1
Saying the time

1 1.13 **Listen and read.**

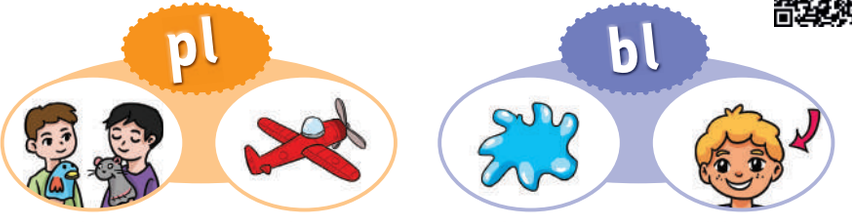


2 **Act out the dialogue. Use different events and times.**

lunch | the party | art lessons | one | three | six

Phonics
Lesson 10

1 1.15 **Listen and say.**



play plane blue blond

2 1.16 **Listen and write *pl* or *bl*.**

1 p l um 2 b l ack
3 b l ock 4 p l ug



3 1.17 **Listen and say the tongue twister.**

The blond boy plays with a black and blue plane.

Phonics

Objectives

- **Lesson aims:** to listen to and say the blends *pl* and *bl*
- **Target language:** *play, plane, plum, plug; blue, blond, black, block*
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

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

Materials

- phonics notebook for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Use the sounds which pupils learned in Grade 2. Give each pupil a word made up of the sounds which pupils know. Say the word. The pupil writes the word correctly on the board.
- Suggested sounds and words include *bike* (i_e), *shelf* (sh) and *feet* (ee).

Presentation

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

Practice

Pupil's Book

1 1.15 Listen and say.

- Play the audio for pupils to listen and say. Then have pupils say the sounds and words to their partners, making sure they point to the correct picture as they do so.

/pl/ play
/pl/ plane
/bl/ blue
/bl/ blond

2 1.16 Listen and write *pl* or *bl*.

- Have pupils look at the words and guess what they might be. Pupils can try to add the new sounds (*bl* or *pl*) to the gapped words orally to see if they can make words.
- Play the audio for pupils to listen and then to complete each word with the correct sound. Play the audio a second time for pupils to check their answers with a partner.
- Have pupils take out their phonics notebooks. Pupils write the phonics they have learnt today and make sentences.

1 /pl/ plum
2 /bl/ black
3 /bl/ block
4 /pl/ plug

3 1.17 Listen and say the tongue twister.

- Ask pupils to read the tongue twister and find and say words with the phonics from today's lesson.
- Pupils practise the tongue twister and say it together as a class. They could clap their hands each time they encounter a phonics word from the lesson.
- **Extension** Have pupils use the other phonics words from the lesson to write another tongue twister.

The blond boy plays with a black and blue plane.

Activity Book

1 Look and say. Then choose and circle.

- Pupils look at the pictures and say the words that contain the phonics sounds from the lesson. They choose and circle the picture that corresponds with each of the sounds on the page.

Answer key play, block, plane, blond
The following pictures to be circled: play, blond

2 1.18 Are the sounds the same? Listen and tick (✔) or cross (✘).

- Pupils listen to the audio and identify if the pairs of words start with the same sounds or not. They put a tick in the box if the words start with the same sound and a cross if they start with different sounds.

1 plug / play
2 blue / plum
3 block / blue
4 plane / black
5 blond / block
6 plant / plate

Answer key 2 ✘, 3 ✔, 4 ✘, 5 ✔, 6 ✔

Finishing the lesson

- Say one of the words containing *bl*. Pupils clap. Say one of the words containing *pl*. Pupils stand up. Continue in the time available to finish the lesson.

English in action 1
Saying the time

1 1.13 **Listen and read.**

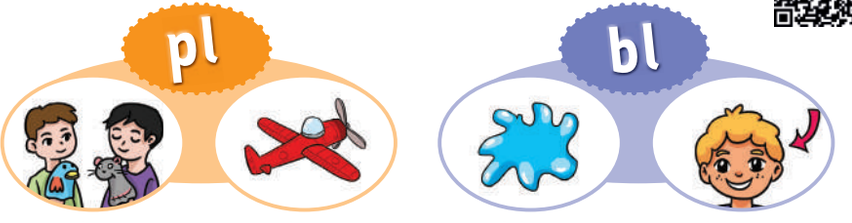


2 **Act out the dialogue. Use different events and times.**

lunch | the party | art lessons | one | three | six

Phonics
Lesson 10

1 1.15 **Listen and say.**



play plane blue blond

2 1.16 **Listen and write *pl* or *bl*.**

1 p l um 2 b l ack
3 b l ock 4 p l ug

3 1.17 **Listen and say the tongue twister.**

The blond boy plays with a black and blue plane.



Review

Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar
- **Skills:** Listening, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- sheets of A4 paper, enough for each pupil
- your own stickers, gold stars or stamps

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Happy/sad face technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Summative questions technique; portfolios

Starting the lesson

- Separate the class into four corners – *morning, afternoon, evening* and *night.*
- Say an activity and ask pupils to run to the correct corner.

Presentation

- Explain to pupils that in this lesson they will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *We have lunch. But we don't have art lessons.*
- In their notebooks, pupils write two sentences of their own using the same structure.
- Have pupils read the sentences to their partners using the Lollipop stick technique.

Diversity

Support

- Give pupils time to look through the unit before starting the review and query anything they haven't understood.

Challenge

- Pupils make sentences with all the vocabulary items from the unit to read to the class. Place their work in their portfolios.

Practice

Pupil's Book

1 Look, write and circle.

- Ask pupils to read the words in the box and think about which pictures they match.
- Use the Lollipop stick technique to ask pupils to read item phrases.
- Place pupils in pairs and have them read the sentences to their partners.
- **Extension** Ask pupils to write the negative sentences with the other options, e.g. *I get up, but I don't go to bed.*

2 1.19 Listen and match.

- Have pupils guess what the answers may be.
- **Extension** In pairs, pupils ask and answer the questions for themselves.

1 When do you do homework? I do homework in the morning.
2 When do you have art lessons? We have art lessons in the afternoon.
3 When do you play? We play at night.
4 When do you go home? I go home in the evening.

3 Go to page 58. *Teacher's Book page 142*

- Refer pupils to page 58 and have them answer the questions.
- Check the answers (*breakfast, at night*) and tell pupils they can now stick their star.

Activity Book

1 Read and write.

- Use the Expert envoy technique to have stronger pupils help weaker pupils through all the activities.
- Use the Lollipop stick technique and ask pupils to read the words in the box aloud.
- Pupils raise their hands to show you their work. Praise neat handwriting.

Answer key go to school, afternoon, Mazen, do homework, play

2 Write, draw and share.

- Explain to pupils they have to complete the paragraph about themselves and then draw a picture.
- Pupils use the Happy/sad face technique to express how they feel about the activity.
- Tell pupils that they can refer to Activity 1 for help.
- Pupils show their work to their partners, and using the Two stars and a wish technique, assess each other's work.
- Now tell pupils to complete the Picture dictionary on page 52.

Extra activity Critical thinking

- Use the Summative questions technique to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place in their Activity Book.

Extra practice

1 Look, read and number.

- Pupils match the sentences to the pictures.
- They can check answers with their partners.

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

2 Look, read and answer.

- Ask pupils to look at the pictures and say what the people in each picture are doing and what time of day it is.
- Pupils check answers with their partners. Praise neat handwriting.

Answer key 2 We go to school in the morning; 3 We play in the evening; 4 We go home in the afternoon.

1 Look, write and circle.

I We





1 I get up
go to bed .

2 We have breakfast
have dinner .





3 I go to school
go home .

4 We have lunch
play .

2 1.19 Listen and match.

1 When do you do homework?	a In the evening.
2 When do you have art lessons?	b In the afternoon.
3 When do you play?	c In the morning.
4 When do you go home?	d At night.

3 Go to page 58.

Extra activity **Fast finishers**

- Give pupils a sheet of A4 paper and have them make an Extra practice test with an answer key. Keep them and hand them to other fast finishers to complete.

Finishing the lesson

- Place pupils in small groups and have them make a word cloud of all the new words they have learnt in the unit on a sheet of A4 paper. Have pupils illustrate their work.
- Using the Summative questions technique, ask pupils if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Get ready for...

Objectives

- **Lesson aims:** to practise for the Pre A1 Starters Reading and Writing Part 5 and Listening Part 3 exams
- **Target language:** unit vocabulary and grammar
- **Skills:** Listening, Writing

Global Scale of English (GSE)

- **Listening:** Can identify key information in short conversations on school-related topics, e.g. subjects, timetables, homework (GSE 32).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- Unit 1 poster
- unit flashcards
- sheets of A4 paper, enough for each pupil
- four sheets of A3 paper
- strips of paper

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Happy/sad face technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Put the Unit 1 poster on the board and revise the unit vocabulary.
- Mime an action for each piece of vocabulary for pupils to guess.

Presentation

- Explain that in this lesson pupils will practise for the Pre A1 Starters Reading and Writing Exam in the Pupil's Book and the Pre A1 Starters Listening Exam in the Activity Book.
- On the board, place all the flashcards from this unit. Quickly revise them and then take them down.
- Have pupils line up in front of the board. Say a word from the unit vocabulary for the first person to write on the board. If they are correct, the class gets a point. If they are incorrect, they lose a point.

Extra activity Creativity

- Place pupils in four groups (*morning, afternoon, evening* and *night*) and give a sheet of A3 paper to each group. Explain that they have to write a short paragraph about what they do during the corresponding parts of the day and illustrate it.
- Collect the four posters and display them on a wall. One by one, groups read their work to the class. One pupil reads a sentence and the class raise their hands if they do the same.

Practice

Pupil's Book

Pre A1 Starters Reading and Writing Part 5

1 Look at the pictures and read the questions. Write one-word answers.

- Place pupils in pairs and have them write as many sentences as they can about each picture.
- Have pupils read their sentences to the class.
- Then ask pupils what time of day it is in each picture.
- Pupils complete the activity individually and use the Happy/sad face technique to express how they feel about the activity.
- **Extension** Have pupils say if they do those activities at the time of day as in the pictures. They use negative sentences: *I don't do homework at night. I do homework in the evening.*

Diversity

Support

- Place times of day flashcards on the board. Point to each flashcard, say the word and ask a pupil to spell it for you. Write it down on the board. Continue.
- Keep the words on the board while pupils do the activity.

Challenge

- Pupils rewrite the questions in their notebooks and answer about themselves. Pupils read their work to their partners.

Activity Book

Pre A1 Starters Listening Part 3

1 1.20 Listen and tick (✔) the box.

- Ask pupils to look closely at each picture and tell you what the people in it are doing and what time of day it is.
- Explain the activity. Pupils use the Happy/sad face technique to express how they feel about the activity.
- Check answers as a class.
- **Extension** Give pupils a copy of the dialogue or write it on the board. Pupils choose one dialogue to rewrite.
- Have pupils act out their dialogue in front of the class.

Answer key 1 A, 2 C, 3 C

1 When do you have art lessons?
Boy 1: Hi, Raed. Hi, Suleiman. How are you?
Boy 2: We're fine, thanks.
Boy 1: Look at my picture!
Boy 3: We have art lessons in the morning. We play tennis in the afternoon.
Boy 1: Oh, I see.

2 When do you do homework?
Girl 1: Hi Randa. Hi, Sawsan. Look at my homework! When do you do homework?
Girl 2 &
Girl 3: We do homework in the afternoon.
Girl 1: I don't do homework in the afternoon. I play with my friends in the afternoon.

3 When do you play?
Boy 4: Hi, Issa. Hi, Omar. Look at my ball! When do you play?
Boy 5: We don't play in the evening. We do homework in the evening.
Boy 4: Really?
Boy 6: Yes. We play in the afternoon. It's fun! Then we have dinner.

Get ready for...

Lesson 12 1

Pre A1 Starters Reading and Writing Part 5

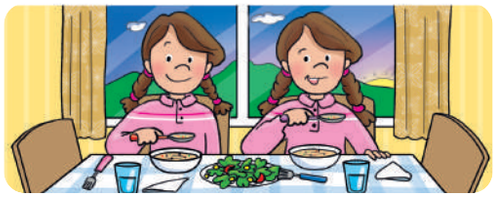
1 **Look at the pictures and read the questions. Write one-word answers.**



1 When do you do homework?
At ___night___.



2 When do you go to school?
In the ___morning___.



3 When do you have dinner?
In the ___evening___.



4 When do you play with your friends?
At ___night___.



5 When do you have lunch?
In the ___afternoon___.

Extra activity TPR

- Place pupils in small groups. Give each pupil a big strip of paper on which they have to write a word from the unit. Tell pupils to make sure that the word on the strip is different to what their group members have written.
- Pupils place the words in the middle of their circle.
- Explain that you will say a word and if they have it on their strips of paper, they pick up the paper and jump up.

Finishing the lesson

- Use the Thought-provoking questions technique to ask how successful their learning is, and on a scale of 1 to 5 have them rate how much they enjoyed this unit.
- Ask pupils to work in pairs to write what they learnt in each lesson of the unit, e.g. *In lesson 1 I learnt about daily activities*. Explain that pupils can look back through the unit.
- Pupils read their sentences to the class.
- Congratulate pupils on completing the unit.

Mapping

Topics

Theme 1: Society (clothing being part of physical description)
Theme 2: Culture

Scope and Sequence Matrix

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

Speaking: communicating ideas clearly; communicating with the correct use of pauses; talking about events happening now using the present progressive

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

Writing: using accurate spelling, capitalisation, and punctuation; revising a short, simple written text with the teacher/peers; writing a short memo or letter to a friend

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



Who's wearing a brown hat? **Tom's wearing a brown hat.**
How many shoes can you see? **thirteen shoes**
What colour is Sami's hat? **It's black.**

Learning Outcomes and Performance Indicators

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

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

Reading: use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues

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

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

Unit objectives

to talk about clothes

Language

Vocabulary	**Clothes:** *dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt* **Personal possessions:** *glasses, keys, handbag, backpack, phone, computer*
Grammar	*You're/They're wearing jeans and trainers.* *Our glasses are blue. Your keys are grey. Their phones are green.*
Functions	Asking the price
Phonics	*/dr/, /tr/, /br/ dress, drum, drive, drop; trainers, tree, train, trip; bread, brush, brain*

Viewing and presenting

to design clothes for a show and share with the class; to show a poster about a special day to the class

Key competences

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

Mathematical, scientific and technological competences: use numbers to complete an activity about prices (L. 9)

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

Social and civic competences: learn to be creative (L. 3 and 8); learn to ask the price (L. 9)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 8)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1–4); follow instructions (L. 1–12); personalisation of language learnt (L. 8 and 9)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 3); Problem solving (L. 3 and 11); Logical thinking (L. 3 and 8); Defining and describing (L. 1–9); Finding information (L. 3–8); Planning (L. 5 and 8); Reflecting on learning (L. 1–12)
Creativity	Design clothes for your dress-up day (L. 3)
Communication	Talking about clothes and accessories (L. 1 and 5); Talking about wearing clothes (L. 7); Cut-outs game (L. 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 3 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 26 and 58–59; Activity Book p. 23
- Picture dictionary: Activity Book p. 53
- Unit 2 Extra practice: Activity Book p. 24
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 2 Test

External exams

Pupil's Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 1 Pre A1 Starters Speaking Part 2	Pre A1 Starters Listening Part 1

Vocabulary and Grammar

Objectives

- **Lesson aims:** to talk about clothes
- **Target language:** *dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt; You're/They're wearing jeans and trainers.*
- **Skills:** Listening, Speaking, Reading

Materials

- flashcards from this lesson
- stopwatch
- alphabet written on strips of paper
- a bag or a box
- Resources 3 and 11

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can describe what someone is wearing using a fixed expression (GSE 30).

Assessment for Learning

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

Starting the lesson

- On small pieces of paper, write a letter of the alphabet and scrunch it up. Do not use *X*. Place all the scrunched up pieces of paper in a bag or a box.
- Have pupils form a circle.
- Pass the bag or the box around for each pupil to choose a piece of paper. They have to open it and say as many words that begin with that letter as they can.

Presentation

- Explain that in this lesson pupils will learn about clothes.
- Have pupils tell you the names of clothes they already know.
- On the board, write *You're wearing jeans.*

Practice

Pupil's Book

1 How many clothes words do you know?

- Ask pupils to describe the picture.
- Using the Lollipop stick technique, have pupils tell you how many clothes they see.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.

Extra activity Critical thinking

- Ask pupils if they dress up and when. Have pupils tell you if they think dressing up is fun and why.

2 2.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils say and spell the word.
- **Extension** Tell pupils you will spell a word which they have to find and say.
- After a few rounds, place pupils in pairs to continue.

Girl 1: Look at the clothes. They're cool. This is a dress.
Girl 2: These are sandals.
Girl 1: These are socks.
Girl 2: This is a hat.
Girl 1: This is a scarf.
Girl 2: These are jeans.
Girl 1: These are pyjamas.

Girl 2: These are trainers.
Girl 1: This is a baseball cap.
Girl 2: This is a shirt.
Girl 1: Wow! They're cool!

Now listen and say.

dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt

3 Find the clothes in the picture on page 18.

- In pairs, tell pupils to say the clothes and what colour they are when they find them, e.g. *The socks are black.* Point out the box showing that the plural of *scarf* is *scarves.*

Diversity

Support

- Name clothes in random order and have pupils point to them in Activity 2.
- Then they do the same in pairs.

Challenge

- Have pupils make sentences about the clothes they find and what colour they are.

4 2.2 & 2.3 Listen and chant.

- On the board, write *We're wearing … / You're wearing … / They're wearing … .*
- Point to a pupil and say *You're wearing (jeans).* Then point to two pupils and say *They're wearing (shirts).* Pupils repeat after you.
- Play the chant. Tell pupils to point to their clothes if they appear in the song.
- A karaoke version of the chant is available (track 2.3).
- **Extension** Place pupils in pairs. One covers the song, and the other describes the picture.

5 Think of you and your friends. Then say.

- 2.4 Draw pupils' attention to the grammar box and the recorded model.
- Use the Random selection tool to bring groups to the front of the class and act out the activity.

Extra activity Fast finishers

- Pupils write a paragraph about what they and their friends are wearing and what colour the clothes are.

Finishing the lesson

- Show pupils the clothes flashcards and ask them to name each one.

Vocabulary and Grammar 2

2 2.1 **Listen and stick. Then listen and say.**


1 dress


2 sandals


3 socks


4 hat


5 scarf


6 jeans


7 pyjamas


8 trainers


9 baseball cap


10 shirt

3 **Find the clothes in the picture on page 18.**

4 2.2 2.3 **Listen and chant.**

scarf – scarves

We're wearing jeans,
shirts and trainers.
We're ready to play.
We look cool.



You're wearing a dress,
a hat and sandals.
You're ready to play.
You look cool.



They're wearing
pyjamas,
socks and scarves.
Red baseball caps, too.
That's not cool!



5 **Think of you and your friends. Then say.**



We're wearing baseball caps and shirts.



They're wearing baseball caps and shirts.

2.4 You're/They're wearing jeans and trainers.

Lesson 2 Activity Book

Objectives

- **Lesson aims:** to talk about clothes
- **Target language:** *dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt; You're/They're wearing jeans and trainers.*
- **Skills:** Listening, Writing

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).
- **Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Independent learning: portfolios

Starting the lesson

- Ask pupils to write down the names of all the clothes they can think of. Then pool their ideas on the board.

Practice

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

- Pupils refer to the Pupil's Book picture to find the answers to the questions.

Answer key 1 Tom, 2 sixteen, 3 blue

Story

1 Before you read **How many parrots can you see? Where are the parrots?**

2 2.6 **Listen and read.**



2 2.5 **Listen, circle and write.**

- Pupils listen and circle the item of clothing that they hear.

Answer key 2 a, jeans; 3 b, hat; 4 a, pyjamas; 5 b, trainers; 6 a, shirt; 7 a, sandals; 8 b, scarf; 9 a, dress

1 socks	**2** jeans	**3** hat	**4** pyjamas	**5** trainers
6 shirt	**7** sandals	**8** scarf	**9** dress	

3 **Look, read and match. Then complete the sentences.**

- Pupils match the pictures to the sentences and then complete the missing words.

Answer key 2 b shirts, 3 c trainers, 4 a skirts

4 **Look, read and write.**

- Pupils use the pictures to complete the sentences using a word from box 1 and a word or words from box 2.

Answer key 2 They're wearing scarves.; 3 You're wearing trainers.; 4 We're wearing baseball caps.

Finishing the lesson

- Pupils draw themselves and what they are wearing. They write sentences to describe their picture.
- Pupils present their work to the class and place their work in their portfolios.

Next lesson Ask pupils to bring in hats, scarves, socks, old pyjamas, old shirts or old dresses for the next lesson.



CLIL

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

1 She's wearing a T-shirt and a skirt. Miss Halima

2 They're wearing dresses. Polly and Laila

3 They're wearing pyjamas. Tom and Sami

4 They're wearing scarves and hats. Atomic and Bo

4 **Act out the story.**

5 Viewing and presenting **Design and share clothes for your dress-up day.**

Values
Recycle and reuse

What do they wear?
Pyjamas.

Story

Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** clothes; *Those jeans are too small!*
- **Skills:** Listening, Speaking, Reading
- **Viewing and presenting:** to design clothes for a show and share with the class

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can understand the order in which events happen (GSE 41).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Lesson 1 flashcards
- Unit 2 story cards
- sheets of A4 paper, enough for each pupil
- strips of paper
- old clothes, e.g. socks, pyjamas, etc., that pupils have brought in
- Resources 26 and 34

Assessment for Learning

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

Starting the lesson

- Give each pupil two strips of paper with a clothing item on each. Show a flashcard. Pupils with that item stand up and say the word.

Presentation

- Using the Key question technique, ask pupils what they think today's story will be about.
- Explain that today's story is about a dress up day.
- On the board, write *Dress-up day*. Ask pupils what they think will happen on dress-up day.

Practice

Pupil's Book

1 Before you read How many parrots can you see? Where are the parrots?

- Have pupils look at all the pictures of the story.
- Ask pupils to find and count the parrots.
- **Extension** Ask pupils to think about what kind of clothes they would wear at a dress-up day. Use the Think-pair-share technique to elicit answers.

2 2.6 Listen and read.

- Have pupils listen to or read the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. Pupils discuss the question in the box.
- Using the True/False cards technique, say different statements about the story for pupils to answer. Say *The children wear their everyday clothes. (False). Bo wears a hat and scarf. (True).*
- **Extension** Use the story cards to ask about the story.

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

- Pupils do the activity individually and check in pairs.

Diversity

Support

- Write the characters' names on the board and go through each one by saying the name and pointing to them in the story.
- Use the flashcards of *T-shirt, jeans, dress, pyjama* and *socks*. Point to one character in the picture, say, e.g. *Miss Halima is wearing …* and elicit *skirt, T-shirt*. Place the flashcards next to Miss Halima.
- In pairs, pupils find the sentence and write the answer. Do the same for the other characters.

Challenge

- Pupils write four similar sentences about the characters in the story. Then, in pairs, pupils swap the sentences and write the names.

4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different clothes and use as props. They can also share the different clothes they have brought in.
- Have the groups perform in front of the class.

5 Viewing and presenting Design and share clothes for your dress-up day.

- Place pupils in small groups and give them each a sheet of paper. Have them complete the activity.

Values

- Ask pupils why it is important not to throw clothes away.

Finishing the lesson

- In small groups, ask pupils to think about what clothes they can recycle. They discuss how they can recycle them, e.g. give them to charity, give them to theatres, cut them up and make different things out of them. Pupils then tell the class which method of recycling they think is the best.

How to work with stories

Stage 1 – Before listening to the story

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

Stage 2 – Listening to the story

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

Stage 3 – After listening to the story

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

Stage 4 – Acting out

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

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

For more ideas, see page 17.

CLIL Link

In Unit 2, the story is based around the concept of matter and classifying materials from the Natural Science curriculum.

Polly and her friends organise a dress-up day to help collect used clothes for the community theatre. They separate clothes that can be kept for the theatre and clothes that need to be recycled.

To explore this concept further, you can use Resource 34.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** clothes; *Those jeans are too small!*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: Think-pair-share technique
Independent learning: Summative questions technique

Starting the lesson

- Ask pupils to tell you what they can remember about the story from the previous lesson. Tell them they will do more on the story in this lesson.

Practice

1 After you read Remember the story. Read and match.

- Pupils can discuss the answers in pairs.

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

2 Values Look and write *Yes* or *No*.

- Pupils complete the activity individually.
- **Extension** Ask pupils to explain why items 1 and 2 are wrong (they are wasteful).

Answer key 1 No, 2 No, 3 Yes

3 Look and colour.

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

Finishing the lesson

- Use the Summative questions technique to discuss what pupils have learnt from the Story lesson. Then have pupils draw a picture showing what they have learnt today.

Next lesson Have pupils bring in technological or accessories magazines from home.

Vocabulary and Grammar

Objectives

- **Lesson aims:** to talk about personal possessions
- **Target language:** *glasses, keys, handbag, backpack, phone, computer; Our glasses are blue. Your keys are grey. Their phones are green;* the present continuous
- **Skills:** Reading, Speaking, Listening

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures (GSE 27).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe objects in a basic way (e.g. colour, size) (GSE 25).

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- technology and accessories magazines
- Resources 4, 12, 18 and 22

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: portfolios

Starting the lesson

- Place Lesson 1 flashcards (clothes) on the board and do a revision of the words.
- Use the Lollipop stick technique to have pupils come to the board. Then point to a word for the pupils to spell.

Presentation

- Explain that in this lesson pupils will learn about different classroom items. Elicit classroom items they already know.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Place pupils in pairs. One pupil points to a word for the other to say and spell it.
- Have pupils say what items from the new vocabulary they have.

Practice

Pupil's Book

1 2.7 **Listen and say. Then listen and tick (✔). What's missing?**

- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time they tick the objects they hear.
- **Extension** In pairs, pupils ask each other about the items using *What is it? What colour is it/are they?*

glasses, keys, handbag, backpack, phone, computer

Now listen and tick. What's missing?

Man: Look at the things on the table. Are these your things?
Boy 1: Yes. These are my glasses. Those are my keys.
Boy 2: Habib, your backpack is here.
Boy 1: Hey, Mazen. Here's your computer and your phone, too.
Man: Good! Please take your things off the table.

2 2.8 & 2.9 **Listen and sing.**

- Ask pupils to quietly read the song. Ask which new words are in the song.
- Play the song for pupils to sing. Explain that when they hear a new word, they clap their hands.
- A karaoke version of the song is available (track 2.9).
- **Extension** In small groups, pupils write a verse for the song to sing to the class.

Extra activity TPR

- Give pupils sheets of A4 paper and ask them to draw an item from the new vocabulary. Have pupils stand in a circle.
- Play the song again and when they hear the word they have written, they run to the middle of the circle and clap. They stay there until all the class is in the middle.

3 **Look and say.**

- 2.10 Draw pupils' attention to the grammar box and the recorded model.
- Use the Traffic light cards technique to check understanding. Ensure pupils swap roles.
- Ask pairs to come to the front and act out their conversation.

Diversity

Support

- Have the class stand in small groups. Pick up a backpack and take it to a group. Hold the backpack in the middle and say *It's our backpack.* Then give the backpack to one pupil. Say *It's your backpack.* For *their*, stand near a group and show the backpack. Point to the group and say *It's their backpack.* Continue with different items but have pupils repeat after you.
- Write those example sentences on the board and keep them while doing the activity.

Challenge

- Pupils write three sentences using *our, your* and *their* and illustrate their work. Place their work in their portfolios.

Extra activity Critical thinking

- Ask pupils if they should have a mobile phone at their age. Why/why not? Repeat by asking about computers.

Finishing the lesson

- Go round the class and point to a few objects. Make sentences that are not correct, for example, point to some long crayons and say *Their crayons are short.* Pupils correct you: *No, their crayons are long.* Do the same with a few different items.

Lesson 6 **Activity Book**

Objectives

- **Lesson aims:** to remember personal possessions
- **Target language:** *glasses, keys, handbag, backpack, phone, computer; Our glasses are blue. Your keys are grey. Their phones are green.*
- **Skills:** Writing



Global Scale of English (GSE)

- **Writing:** Can write some familiar words (GSE 20).

Materials

- sheets of A4 paper, enough for each pupil
- scissors and glue for each pair

Assessment for Learning

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

Starting the lesson

- Make true sentences about the objects in the classroom (choose ones they looked at in the last lesson), for example: *Your backpacks are blue.* Pupils with blue backpacks stand up and say *Yes, our blackbacks are blue.* Do the same for a few different objects.

Practice

1 Look, read and write.

- Pupils use the picture clues to complete the word grid. They can do this individually.

Answer key 2 phone, 3 glasses, 4 handbag, 5 computer, 6 keys

2 Match and colour.

- Pupils need to match the subject pronouns on the left (you, we and they) with the correct possessive adjective (your, our and their). They then colour each pair of stars the same colour of their choice.
- Using the Think-pair-share technique, pupils check answers with their partners.
- Now tell pupils to go to the Extra practice on page 24 and do the activities. See notes in Lesson 11.

Answer key we – our; you – your; they – their

Finishing the lesson

- Place pupils in pairs. Give pupils a sheet of A4 paper and share the magazines around the class.
- Pupils cut out pictures from the magazine, stick them on the sheet of paper and label them. Have pupils use as many pictures that show the vocabulary they have learnt in this unit so far. Make a classroom display.
- Using the Summative questions technique, ask pupils how confident they feel now about talking about clothes and classroom items. Ask if they think their English is at a good level and what they would like to learn next.

Objectives

- **Lesson aims:** to play a game describing clothes
- **Target language:** revision of all taught words and grammar
- **Skills:** Listening, Speaking, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures (GSE 19).
- **Speaking:** Can describe what someone is wearing using a fixed expression (GSE 30).
- **Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31).

Materials

- colour flashcards, unit flashcards
- sheets of A4 paper, enough for each pupil
- scissors
- sticky notes
- stapler

Assessment for Learning

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

Starting the lesson

- Do a quick revision of colours with the flashcards by going through them, saying the colours for pupils to repeat after you.
- Give pupils a sheet of A4 paper each. Have them draw four colour blobs of their choice. Pupils stand in their places and show their colours to the class and say them.

Presentation

- Explain that in this lesson pupils will do an activity that will help them with the Starters Exam.
- On the board, place all unit flashcards. Use the Lollipop stick technique to have a pupil say a word you point at. Prompt pupils to say what colour(s) the item is.
- Continue until all words have been covered by all pupils.

Practice

Pupil's Book

Diversity

Support

- Before pupils start the activity, have them look at the picture and label it with the clothes they can see. They can use sticky notes.
- Have pupils check against Lessons 1 and 5 to see if they've labelled the picture correctly.
- Then pupils place their markers in front of them so they can do the activity.

Challenge

- Pupils write full sentences about the picture using new vocabulary items and new grammar.

1 2.11 **Listen and colour.**

- This task is based on **Pre A1 Starters Listening Part 4.**
- Point to the girls under the tree in the picture. Ask *Where are the girls?* and elicit the answer. Continue for all the people in the picture. Ask *What are they wearing?*
- Use the Traffic light cards technique to check pupils understand the activity. Repeat the audio for pupils to check answers.

1
Girl 1: We're Lubna and Nawal. We're under the big tree.
Woman: Under the big tree?
Girl 2: Yes. We're wearing dresses. Our dresses are yellow. I like yellow.
Girl 1: Colour our dresses yellow.

2
Boy 1: Can you see Hisham and Malek?
Man: Yes, I can. They're on the swings.
Boy 1: That's right, on the swings.
Man: They're wearing jeans.
Boy 1: What colour are their jeans?
Man: Their jeans are blue.
Boy 1: Yes. Colour their jeans blue.

3
Boy 1: Hello, Khalil. Hello, Farid.
Boy 2: Hello, Mazen.
Boy 1: I like your shirts.
Boy 3: Thank you.
Boy 1: Are your trainers pink?
Boy 3: No, they aren't. They're red.
Boy 1: Yes, you're right.
Boy 3: Colour our trainers red.

4
Boy 1: Wow! Your backpack is big!
Boy 4: Yes, it is.
Boy 1: What's your favourite colour?
Boy 2: Purple. I like purple.
Boy 1: Me, too. Colour your backpack purple.

2 2.12 **Cut out. Then listen and play.**

- Place pupils in pairs and play the audio. Then ask two volunteer pupils to read the dialogue aloud.
- Use the Expert envoy technique to help pupils who haven't understood the game.
- Bring pupils to the front of the class to act out their dialogue.

Extra activity Creativity

- In groups, pupils make a photo album of their group members in different clothes and in different places.
- They draw their pictures on a sheet of A4 paper and write a sentence under the pictures that describe them.
- Then, they bind their sheets together with a stapler and present their album to the class.

Extra activity TPR

- Ask pupils to stand in a line. Explain that they will look at the person on their left and tell the class what they are wearing and what colour it is. The last person describes what the teacher is wearing.

1 2.11 Listen and colour.



2 2.12 Cut out. Then listen and play.



Activity Book

1 Read and look. Write *Yes* or *No*.

- Ask a volunteer pupil to read the text aloud as the class follow in their books.

Answer key 2 Yes, 3 No, 4 No, 5 Yes, 6 No

2 Write, draw and share.

- Ask pupils to say as many new words from the unit as they can. Write them on the board.
- Explain that pupils have to write a few sentences about themselves and family or friends. Pupils read their sentences to each other.

Finishing the lesson

- In pairs, pupils play the two communication activities from Units 1 and 2 again.
- Use the Thought-provoking questions technique to ask pupils what they liked about this lesson, if it helped them learn successfully and what else they would like to learn.

Culture

Objectives

- **Lesson aims:** to read about big parades in different countries; to make a poster about a special day; to present project work to the class
- **Target language:** *parade, masks, float, kimono, kilt*
- **Skills:** Listening, Speaking, Reading, Writing
- **Viewing and presenting:** to show a poster about a special day to the class

Global Scale of English (GSE)

- **Reading:** Can guess the meaning of a word from an accompanying picture (GSE 23). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify key information in short, simple factual texts (GSE 34).
- **Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can describe someone's clothes using simple language (GSE 33).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- sheets of A4 paper, enough for each pupil
- Unit 2 flashcards

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Random selection tool; Thumbs up/down technique
- Peer learning: groupwork
- Independent learning: portfolios; Summative questions technique

Starting the lesson

- Place the flashcards on the board. Say the clothes and have pupils come to the board and point to the correct flashcard.
- Focus pupils on the pictures on page 24. Say that parades are celebrations in the street for everyone. In the parades, there are a lot of people wearing colourful clothes and sometimes masks.

Presentation

- Explain that in this lesson pupils will learn about parades in different countries. Ask pupils if they know anything about parades in other countries, specifically Switzerland, Japan and Scotland.
- Pupils look at page 24 in their Pupil's Book. They look at the four pictures at the top. Say *Let's read the words … parade, masks, float, kimono, kilt.* Make sure pupils understand the words.

Culture notes

- There are many different types of parade around the world. Countries have parades to mark special occasions. Sometimes they are fun like the Carnival of Venice. People wear special clothes and masks and celebrate in the streets.

Practice

Pupil's Book

1 Before you read What clothes do you wear on special days?

- Ask pupils what type of special days they have in their country and what they wear on those special days.
- Ask pupils what they like about those days. Ask *Do you like the clothes? Do you like the decoration? Do you like parades?*
- Use the Lollipop stick technique to make sure a variety of pupils are asked.

2 2.13 Listen and read.

- Pupils look at the pictures. Say the words in the captions and pupils point and repeat.
- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils read along with the audio.
- Read the text aloud but miss out a few words. Ask pupils to say which words are missing.
- **Extension** Say true and false sentences about the text. Pupils use the Thumbs up/down technique to answer. Say *People like parades. (True) People are wearing masks. (True) People are wearing kimonos in the United States. (False) People are riding on horses. (False) People wear kilts in Scotland. (True)*

Diversity

Support

- Place pupils in groups of four. Allocate a paragraph to each group. Play the audio and pupils repeat in their groups.
- Pupils stay in their groups and they read a sentence each of their paragraph.

Challenge

- After reading the texts, pupils close their Pupil's Books and write down three things they can remember about the parades.

Extra activity Fast finishers

- Ask pupils to draw a float for a parade. They think of something they like, e.g. a story, a TV series or a film, and they draw elements from their chosen topic. Suggest pupils put their work into their portfolios.

Activity Book

1 Look, read and circle.

- Pupils look at the pictures. Ask what they can see.
- Pupils complete the activity. Pupils check answers in pairs.

Answer key 1 parade, 2 mask, 3 kimono, 4 kilt

2 After you read Read and write.

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

Answer key 2 wear, 3 ride, 4 Japan, 5 kilts

Lesson 8

CULTURE

Big parades

Parades are popular around the world. People wear colourful clothes.



This is a parade in Switzerland.

These people are riding on a float. They're wearing fancy shirts. They're wearing masks, too.



This is a parade in Japan. They're wearing kimonos. What colours can you see?



Look at these men. Are they wearing skirts? No, they're wearing kilts. They're in a parade in Scotland.



1 Before you read **What clothes do you wear on special days?**

2 2.13 **Listen and read.**

3 After you read **Activity Book, page 21.**

This is a photo of my sister at Eid Al-Fitr.



Project

Viewing and presenting **Make a poster about a special day. Work in groups.**

1. Together, think of a special day.
2. Choose the clothes for this special day.
3. Find photos or draw pictures.
4. Write. *This is … It's in … They're wearing …*
5. Make a poster.
6. Present it to the class.

Project

Viewing and presenting **Make a poster about a special day. Work in groups.**

- Explain to pupils that they are going to work together to make a poster. Using the Random selection tool, choose a pupil to read through the instructions.
- Place pupils into small groups. Have them tell you the role each pupil has in the group. Tell them that it is important to listen to other people's opinions.
- Give each group a sheet of A4 paper. They choose a special day together and make their poster.
- Have pupils present their work to the class. They choose a leader who presents the poster to the class.
- Display their finished work in the classroom.

Finishing the lesson

- Use the Summative questions technique to encourage pupils to think about their learning in the Culture lessons so far. Ask how the lessons have helped them with their English and what the best thing about them was. Ask pupils what else they would like to learn in the Culture lessons.

English in action

Objectives

- **Lesson aims:** how to ask the price
- **Target language:** *How much is this baseball cap? It's 10 JD.*
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can identify how much something costs in short, simple dialogues about the price of something e.g. in a shop, if speech is slow and clear (GSE 31).
- **Speaking:** Can ask about the price of something (GSE 26).

Materials

- price tags
- clothes flashcards
- straw puppets
- photocopy of scrambled sentences – one for each pair
- Resource 30

Assessment for Learning

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

Starting the lesson

- On the board, write a scrambled sentence using vocabulary and grammar from Lessons 1 and 5.
- Ask one pupil to unscramble it and write the answer on the board.
- Place pupils in pairs and hand each pair a photocopy with scrambled sentences on it.

Presentation

- Explain that in this lesson pupils will learn how to ask the price of clothes and other things.
- Ask pupils how their parents pay for things they buy.

Extra activity **Critical thinking**

- Explain to pupils that there are charity shops where people can buy second-hand clothes and the money goes to different charities. Ask pupils if they would give and buy things from a charity shop and why/why not.

Practice

Pupil's Book

1 2.14 **Listen and read.**

- On the board write *How much is this …?* and *It's 10 JD.*
- Ask pupils to read the dialogue quietly.
- Ask pupils why we should always be polite when asking for something and when answering.
- Play the audio once for pupils to read and listen to.
- Use the Lollipop stick technique to have pairs read the dialogue aloud.
- **Extension** Ask pupils which phrases show polite expressions.

2 **Act out the dialogue. Use different objects and prices.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.

Diversity

Support

- On the board, write a short version of the dialogue.
- Prepare price tags. In small groups, pupils practise that short version of the dialogue. Use clothes flashcards and stick the price tags on them. Model the questions for pupils to repeat. Then, pupils practise in pairs. Check for proper use of language and pronunciation.

Challenge

- Have pupils extend the dialogue by asking for three different items and then having them add the total.

Activity Book

1 2.15 **Listen and circle.**

- Pupils listen to the dialogue and circle the correct words they hear.

Answer key can, backpack, 20 JD, Here, Thank

Boy: Excuse me.
Man: Yes, can I help you?
Boy: How much is this backpack?
Man: It's 20 JD.
Boy: Here you are.
Man: Thank you.

Finishing the lesson

- Use the Summative questions technique to ask pupils about what they have learnt. Ask how the English in action lessons have helped them with their manners.

English in action 2
Asking the price

1 2.14 **Listen and read.**



2 **Act out the dialogue. Use different objects and prices.**

shirt | handbag | scarf | 12 JD | 18 JD | 15 JD

Phonics
Lesson 10

1 2.16 **Listen and say.**



2 2.17 **Listen and circle.**

1 (dr) tr br 2 dr tr (br) 3 dr (tr) br
4 (dr) tr br 5 dr (tr) br 6 dr tr (br)

3 2.18 **Listen and say the tongue twister.**



She trips over the tree and drops her drum.

Phonics

Objectives

- **Lesson aims:** to listen to and say the blends *dr, tr, br*
- **Target language:** *dress, drum, drive, drop; trainers, tree, train, trip; bread, brush, brain*
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

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

Materials

- phonics notebook for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Independent learning: portfolios

Starting the lesson

- Use the sounds which pupils learned in Unit 1. Give each pupil a word from Unit 1. Say the word. The pupil writes the word correctly on the board.
- Suggested words include *plane, black* and *blond*.

Presentation

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

Practice

Pupil's Book

1 2.16 **Listen and say.**

- Play the audio for pupils to listen and say. Then have pupils say the sounds and words to their partners, making sure they point to the correct picture as they do so.

/dr/ dress
/dr/ drum
/tr/ trainers
/tr/ tree
/br/ bread
/br/ brush

2 2.17 **Listen and circle.**

- Have pupils look at the sounds and elicit options for each one before they listen.
- Play the audio for pupils to listen and choose the correct sound. They circle the letters. Play the audio a second time for pupils to check their answers with a partner.
- Have pupils take out their phonics notebooks. Pupils write the phonics they have learnt today and make sentences.

1 drive
2 brain
3 train
4 drop
5 trip
6 brush

3 2.18 **Listen and say the tongue twister.**

- Ask pupils to read the tongue twister and find and say words with the phonics from today's lesson.
- Pupils practise the tongue twister and say it together as a class. They could clap their hands each time they encounter a phonics word from the lesson.
- **Extension** Have pupils use the other phonics words from the lesson to write another tongue twister.

She trips over the tree and drops her drum.

Activity Book

1 2.19 **Listen and write *tr*, *dr* or *br*.**

- Pupils look at the pictures and say the words that contain the phonics sounds from the lesson. They listen and write the missing sounds in the words under each picture.

1 brush
2 dress
3 bread
4 tree
5 trainers
6 drum

Extra activity **Fast finishers**

- Pupils write a new tongue twister with words from Activity 1 (AB) and draw a picture. Place their work in their portfolios.

Finishing the lesson

- Say one of the words containing *tr*, *dr* or *br* and then other distractors. With the words containing the Unit 2 sounds, pupils clap. Continue in the time available to finish the lesson.

English in action 2
Asking the price

1 2.14 **Listen and read.**



2 **Act out the dialogue. Use different objects and prices.**

shirt | handbag | scarf | 12 JD | 18 JD | 15 JD

Phonics
Lesson 10

1 2.16 **Listen and say.**



2 2.17 **Listen and circle.**

1 (dr) tr br 2 dr tr (br) 3 dr (tr) br
4 (dr) tr br 5 dr (tr) br 6 dr tr (br)

3 2.18 **Listen and say the tongue twister.**



She trips over the tree and drops her drum.

Review

Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31). Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model (GSE 28).

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- graph paper, one for each pupil
- your own stickers, gold stars or stamps

Assessment for Learning

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

Starting the lesson

- Have pupils write as many words or sentences from the unit as they can in one minute.
- Use the Lollipop stick technique to have pupils read their sentences to the class.

Presentation

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- Revise unit vocabulary with flashcards. Show flashcards, say a wrong word for pupils to correct you.

Diversity

- Before starting the Review lesson, repeat Activities 1 and 3 in Lessons 1 and 5. Place all the unit flashcards on the board as a reference for pupils.

Practice

Pupil's Book

1 Look, find and circle.

- When pupils have finished the activity, they check answers with their partners and spell the words.
- **Extension** Give pupils graph paper so they can make their own word puzzle using words that weren't used in the puzzle. Pupils swap puzzles with their partners.

2 Look and write.

- Pupils complete the activity individually and check answers with their partners.

Diversity

- Pupils copy Activity 2 in their notebooks and answer it incorrectly for their partners to correct.

3 Go to pages 58–59. *Teacher's Book pages 142–143*

- Refer pupils to pages 58–59 and have them answer the questions.
- Check the answers *(backpack, baseball cap)* and tell pupils they can now stick their star.

Activity Book

1 Read and write.

- Use the Expert envoy technique to have stronger pupils help weaker pupils through all the activities.
- Have a pupil read the words in the box.
- Pupils raise their hands to show you their work. Praise neat handwriting.
- Use the Lollipop stick technique and ask pupils to read their paragraph to the class.

Answer key glasses, glasses, big, Mazen, shirt, His shirt, light, jeans, Our jeans

2 Write, draw and share.

- Explain that pupils will now write a similar paragraph to Activity 1 about themselves and a friend.
- Pupils use the Thumbs up/down technique to express how they feel about the activity.
- Use the Lollipop stick technique to have pupils read their work to the class.
- Pupils check answers with their partners. Tell pupils to compliment their partners' work if it's neat and tidy.
- Now tell pupils to complete the Picture dictionary on page 53.

Extra activity Critical thinking

- Use the Summative questions technique to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place in their Activity Books.

Extra activity TPR

- Have pupils form a circle. Explain that you will say a sentence. If it's correct they make a move to the left. If it's incorrect they stand perfectly still.
- Say *I'm wearing blue jeans.* Pupils move to the left. Then say *I'm jeans wearing blue.* If a pupil moves, they sit in the middle of the circle and lose three turns.

Extra practice

1 Look, read and circle. Then colour.

- Pupils look at the pictures and read the sentences. They circle the correct words and then they colour the clothes in the correct colours.

Answer key 2 You're, 3 We're, 4 They're

1 Look, find and circle.

Across →

1 

2 

3 

4 

5 

Down ↓

6 

7 

8 

9 

10 

a	t	s	p	e	s	i	r
b	a	c	k	p	a	c	k
j	e	a	n	s	n	o	e
c	v	r	w	o	d	m	y
h	d	f	g	c	a	p	s
o	h	a	t	k	l	u	n
u	d	r	e	s	s	t	f
a	j	y	q	k	x	e	m
t	r	a	i	n	e	r	s

2 Look and write.

They're We're You're Their Your Our





1 ___You're___ wearing a baseball cap.
___Your___ baseball cap is blue.

2 ___We're___ wearing pyjamas.
___Our___ pyjamas are pink.





3 ___They're___ wearing scarves.
___Their___ scarves are long.

4 ___We're___ wearing shirts.
___Our___ shirts are orange.

3 Go to pages 58–59.

2 Order, write and colour.

- Pupils order the words in the sentences and then colour the pictures accordingly.

Answer key 2 Their keys are yellow.; 3 Our backpacks are green.; 4 Your handbag is red.; 5 Our computer is grey.

Extra activity Fast finishers

- Give pupils a sheet of paper and ask them to write a few sentences from the lesson in this unit. Pupils illustrate their work and place it in their portfolios.

Finishing the lesson

- Give each pupil a sheet of A4 paper and have them fold it in half. On one half they draw a smiley face and on the other half an unhappy face.
- On the smiley face side, pupils write all the words they know how to write. On the sad face, they open their Pupil's Books and write the words they don't remember.
- Tell pupils they now know which words they have to revise. If pupils write all the words on the smiley face, then they make sentences with them.
- Using the Summative questions technique, ask pupils in what area of their language learning they feel the happiest in.

Next lesson Unit 2 Test

Get ready for...

Objectives

- **Lesson aims:** to practise for the Pre A1 Starters Reading and Writing Part 1, Speaking Part 2 and Listening Part 1 exams
- **Target language:** unit vocabulary and grammar
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures (GSE 19).
- **Speaking:** Can describe someone's clothes using simple language (GSE 33).

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- Activity Book audioscript photocopied for each pupil

Assessment for Learning

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

Starting the lesson

- Give each pupil a sheet of A4 paper and have them fold it in half. Tell pupils to draw a clothing item on each side and to colour it.
- Then place pupils in groups of three and give them one more sheet. Tell them they have to decide one more item and draw and colour it.
- On the board write *You're wearing a . . . . Your . . . is (red).*
  We're wearing a . . . . Our . . . is (blue).
  They're wearing a . . . . Their . . . is (orange).
- In their groups, pupils use the prompts on the board to make sentences using the items they have drawn.
- Use the Lollipop stick technique to bring groups to the front of the class and act out their dialogue.

Presentation

- Explain that in this lesson pupils will practise for the Pre A1 Starters Reading and Writing Exam and the Pre A1 Starters Speaking Exam in the Pupil's Book, and the Listening Exam in the Activity Book.
- On the board, place all the flashcards from this unit and quickly revise them by pointing to them for pupils to say what they are.

Practice

Pupil's Book

1 Look and read. Put a tick (✔) or a cross (✘) in the box.

- Place pupils in pairs and have them describe each picture to their partners.
- Have volunteer pupils read the sentences under the pictures to the class.
- Pupils complete the activity individually and use the Traffic light cards technique to express how they feel about the activity.
- Using the Thought-provoking questions technique, ask pupils if they found the activity difficult and if so, why.
- **Extension** Pupils correct the false sentences.

2 Look at Activity 1. Say and find.

- Ask volunteer pupils to read the dialogue.
- Use the Lollipop stick technique to have pupils do the activity in front of the class.
- **Extension** Pupils ask different questions about the pictures using *What colour is/are the . . .?*
- Write the prompt on the board for pupils to follow.

Extra activity Creativity

- In pairs pupils draw a picture of different children in a park and write sentences about them. Remind pupils to use vocabulary from this unit, and if possible, from Unit 1. Pupils present their work to the class and make a classroom display.

Activity Book

Diversity

- Show pupils the audioscript before they do the activity and before looking at the picture. Ask them to underline where they think the answer is. After pupils complete the audio activity, they refer to the text and see if they were correct and where they made mistakes, if any.

1 2.20 Listen and draw lines.

- Have pupils work in pairs to write five sentences about the picture.
- Ask pupils to read the sentences to the class.
- Explain the activity and ask pupils to use the Traffic light cards technique to express how they feel about it.

1
Boy: Look, Miss Amani! Here's a photo of my friends in the park.
Woman: What a nice picture!
Boy: These boys are Imad and Jamal.
Woman: Oh, yes. I see them. They're wearing baseball caps and trainers.
Woman: Which one is Jamal? Is he wearing glasses?
Boy: No, that's Imad.
Woman: Oh, I see!

2
Woman: Who are the girls under the slide? They're wearing dresses and sandals.
Boy: Dresses and sandals? They're Fatima and Heba. They're Imad and Jamal's cousins.
Woman: Which one is Fatima? Is she wearing glasses?
Boy: Yes, she is.

3
Boy: And they are Dalia and Huda. They're Imad and Jamal's aunts. They're wearing pretty shirts and skirts.
Woman: I can see them. Is this Dalia? She's got a phone.
Boy: Yes, Dalia has got a phone. And Huda has got a handbag.
Woman: Wow! Her handbag is big!

Get ready for...

Lesson 12 2

Pre A1 Starters Reading and Writing Part 1

1 Look and read. Put a tick (✔) or a cross (✘) in the box.

1 

They're wearing sandals. ✘

2 

I'm wearing a baseball cap. ✔

3 

You're wearing jeans. ✘

4 

They're wearing scarves. ✘

5 

We're wearing glasses. ✔

6 

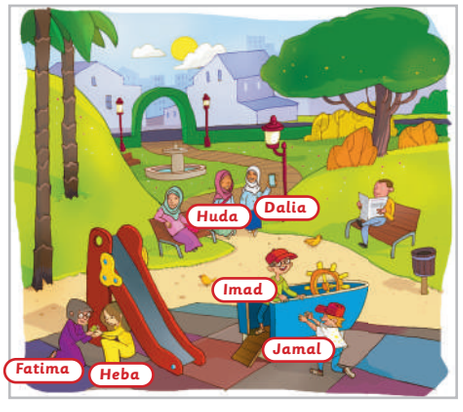
I'm wearing a dress. ✔

Pre A1 Starters Speaking Part 2

2 Look at Activity 1. Say and find.







Extra activity Fast finishers

- Have pupils write a dialogue like the one in the audio text to read to the class. Place their work in their portfolios.

Finishing the lesson

- Use the Thought-provoking questions technique to ask how successful their learning is so far and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.
- Ask them which song or chant they liked best in the unit and play it for them to sing or chant.

Mapping

Topics

Theme 2: Culture **Theme 6**: Recreation

Scope and Sequence Matrix

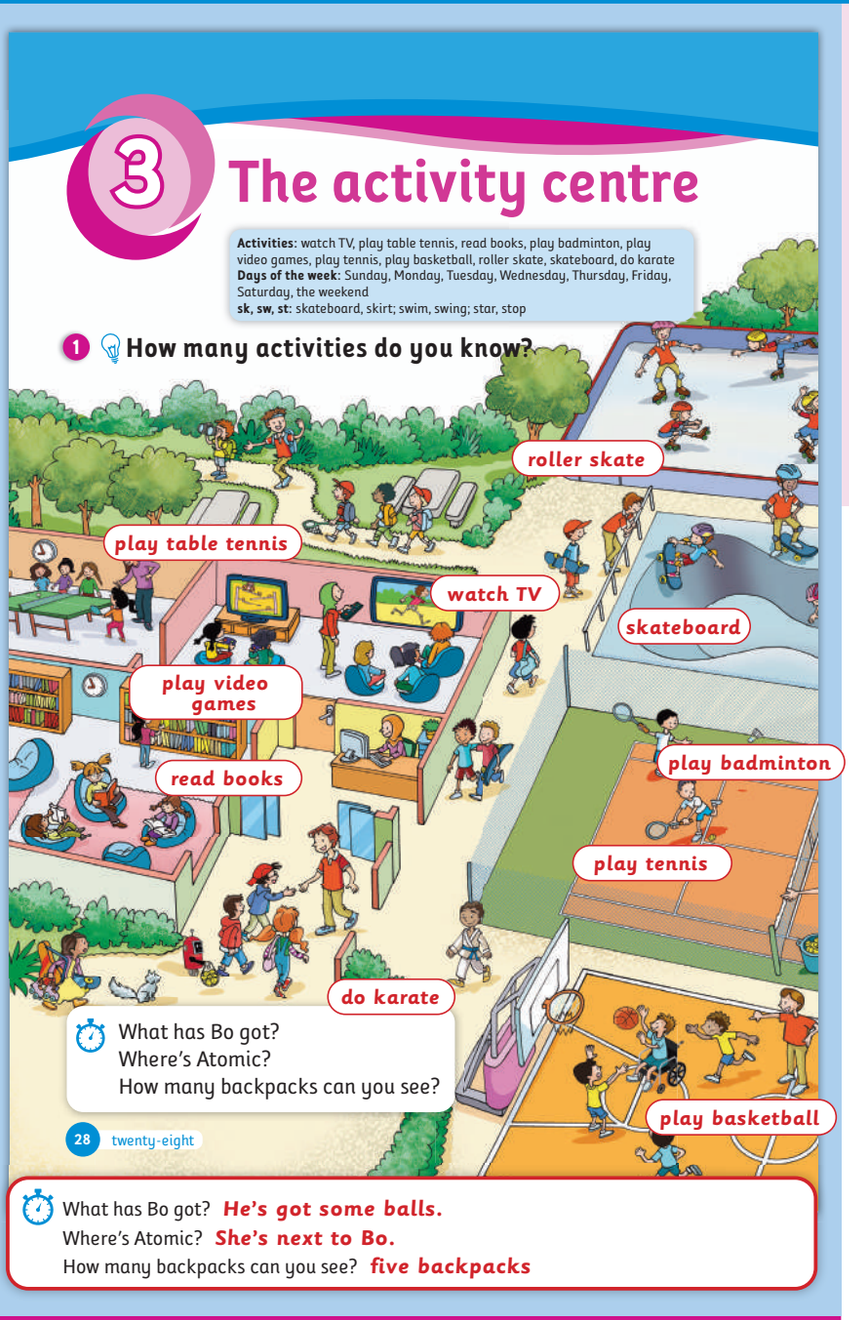
Listening: demonstrating appropriate listening behaviours; using prior knowledge to understand short familiar dialogue with familiar words; following simple short instructions of a teacher, peers or a recording in activities and games; recognising information while listening; using prior knowledge to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

Speaking: communicating ideas clearly; communicating with the correct use of pauses; participating in short guided dialogues to express advice, likes and dislikes tactfully

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

Writing: using accurate spelling, capitalisation, and punctuation; revising a short, simple written text with the teacher/peers; writing a short memo or letter to a friend

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



Learning Outcomes and Performance Indicators

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

Speaking: talk about situations, people, and things; talk about time; retell a short story

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

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

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

Unit objectives

to talk about activities and days of the week

Language

Vocabulary	**Activities:** *watch TV, play table tennis, read books, play badminton, play video games, play tennis, play basketball, roller skate, skateboard, do karate* **Days of the week:** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, the weekend*
Grammar	*He/She plays video games.* *He/She doesn't watch TV.* *Does he do karate on Friday?* *Yes, he does./No, he doesn't.*
Functions	Talking about favourite activities
Phonics	*/sk/, /sw/, /st/ skateboard, skirt, skate, skip; swim, swing, sweet; star, stop, step, stand*

Viewing and presenting

to draw a picture of your favourite activity and share with the class; to show a book about favourite sports to the class

Key competences

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

Mathematical, scientific and technological competences: use numbering to complete an activity (L. 11)

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

Social and civic competences: raise awareness of cultural similarities and differences (L. 8); learn to express preferences (L. 9)

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

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 8 and 9)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 3); Problem solving (L. 3 and 11); Logical thinking (L. 3 and 8); Defining and describing (L. 1–9); Finding information (L. 3–8); Planning (L. 5 and 8); Reflecting on learning (L. 1–12)
Creativity	Draw a picture of your favourite activity (L. 3)
Communication	Talking about daily activities and the days of the week (L. 1 and 5); Talking about daily activities and schedules (L. 7); Talking about favourite activities (L. 9); Cut-outs game (L. 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 3 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 36 and 59; Activity Book p. 33
- Picture dictionary: Activity Book p. 54
- Unit 3 Extra practice: Activity Book p. 34
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 3 Test
- End-of-semester 1 Test

External exams

Pupil's Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 2	Pre A1 Starters Reading and Writing Part 3
Pre A1 Starters Speaking Part 2	

Vocabulary and Grammar

Objectives

- **Lesson aims:** to talk about activities
- **Target language:** *watch TV, play table tennis, read books, play badminton, play video games, play tennis, play basketball, roller skate, skateboard, do karate*
- **Skills:** Listening, Speaking, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can talk about everyday activities using simple language (GSE 32). Can recite a short, simple rhyme or chant (GSE 16). Can describe their daily routines in a simple way (GSE 30).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- Units 1–2 flashcards, flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each pupil
- two fly swatters
- Resources 5 and 13

Assessment for Learning

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

Starting the lesson

- Place flashcards from previous units on the board.
- Place pupils in two teams and give each leader a fly swatter. Explain that you will spell a word which they have to find, swat and say. The team which finishes first, wins.

Presentation

- Explain that this lesson is about different activities we do after school or during the weekend.
- Have pupils say the names of activities they already know.

Practice

Pupil's Book

1 How many activities do you know?

- Ask pupils to say any of the activities they know in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- **Extension** Use the Lollipop stick technique for pupils to tell you who and what they see in the picture.

Extra activity **Critical thinking**

- Ask pupils to say why it's important to get plenty of physical exercise during the week.

2 3.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Random selection tool to have pupils say and spell the word.
- **Extension** Have pupils stand up in their places. Say a word for pupils to mime.

Boy 1: It's Saturday! I don't go to school today! I watch TV.
Boy 2: I play table tennis.
Boy 1: I read books.
Boy 2: I play badminton.
Boy 1: I play video games.
Boy 2: I play tennis.
Boy 1: I play basketball.
Boy 2: I roller skate.
Boy 1: I skateboard.
Boy 2: I do karate. It's a fun day!

Now listen and say.
watch TV, play table tennis, read books, play badminton, play video games, play tennis, play basketball, roller skate, skateboard, do karate

Diversity

Support

- As you point to each flashcard, say half of the word for pupils to complete. Place pupils in pairs to continue.

Challenge

- In pairs, pupils cover the words. One pupil points to one picture and the other says the word. Then they play mimics.

3 Find the activities in the picture on page 28.

- Place pupils in pairs to complete the activity.

4 3.2 & 3.3 Listen and chant.

- On the board, write *I play video games.* And below *He plays video games.* Ask about the difference. Write two more examples. Then, say a sentence with *I* for pupils to say the sentence with *he/she.* Do the same for the negative form with *don't/doesn't.*
- Play the chant. Tell pupils to mime the actions when they hear them.
- A karaoke version of the chant is available (track 3.3).

Extra activity **Fast finishers**

- Pupils draw and write a verse for the song with two activities they do and one they don't do. They show it to the class and sing it with the karaoke version of the song. Place their work in their portfolios.

5 Talk about your friend.

- 3.4 Draw pupils' attention to the grammar box and the recorded model.
- **Extension** Give pupils a sheet of A4 paper and have them draw two activities they do and two they don't do. Pupils make sentences about their partner as they refer to the pictures.

Finishing the lesson

- Show pupils the activity flashcards and ask them to name each one.

Vocabulary and Grammar 3

2 3.1 **Listen and stick. Then listen and say.**


1 watch TV


2 play table tennis


3 read books


4 play badminton


5 play video games


6 play tennis


7 play basketball


8 roller skate


9 skateboard


10 do karate

3 **Find the activities in the picture on page 28.**

4 3.2 3.3 **Listen and chant.**

It's time for fun today.
Let's play, hip hip hooray!

Tim plays video games.
He roller skates, too.
He doesn't play tennis.
How about you?



Kim reads books.
She plays tennis, too.
She doesn't watch TV.
How about you?



It's time for fun today.
Let's play, hip hip hooray!

5 **Talk about your friend.**


I watch TV.
I don't play tennis.


He watches TV. He doesn't play tennis.

3.4
He/She plays video games.
He/She doesn't watch TV.

Lesson 2 Activity Book

Objectives

- **Lesson aims:** to talk about activities
- **Target language:** *watch TV, play table tennis, read books, play badminton, play video games, play tennis, play basketball, roller skate, skateboard, do karate*
- **Skills:** Listening, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures (GSE 19).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning

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

Starting the lesson

- Ask pupils to write down the names of all the activities they can remember from the last lesson. Then pool their ideas on the board. Tell them they will do more on these in this lesson.

Practice

1 **Look at Pupil's Book page 28. Read and answer.**

- Pupils refer back to the Pupil's Book to answer the questions.

Answer key 1 Polly, 2 Laila, 3 Four

Story



1 Before you read **What foods can you see?**

2 3.6 **Listen and read.**

Where's Laila?



2 **Look, read and circle.**

- Pupils circle the activity which matches the picture.

Answer key 2 do karate, 3 play badminton, 4 watch TV, 5 skateboard, 6 read books, 7 play basketball, 8 roller skate, 9 play tennis, 10 play video games

3 **Look, read and match.**

- Pupils match the pictures and sentences. Point out that there is a cross over the answers which need a negative.

Answer key 2 c, 3 a, 4 b

4 3.5 **Listen, write and number.**

- Pupils listen and complete the sentences with phrases from the box. They then number the pictures to match the sentences.

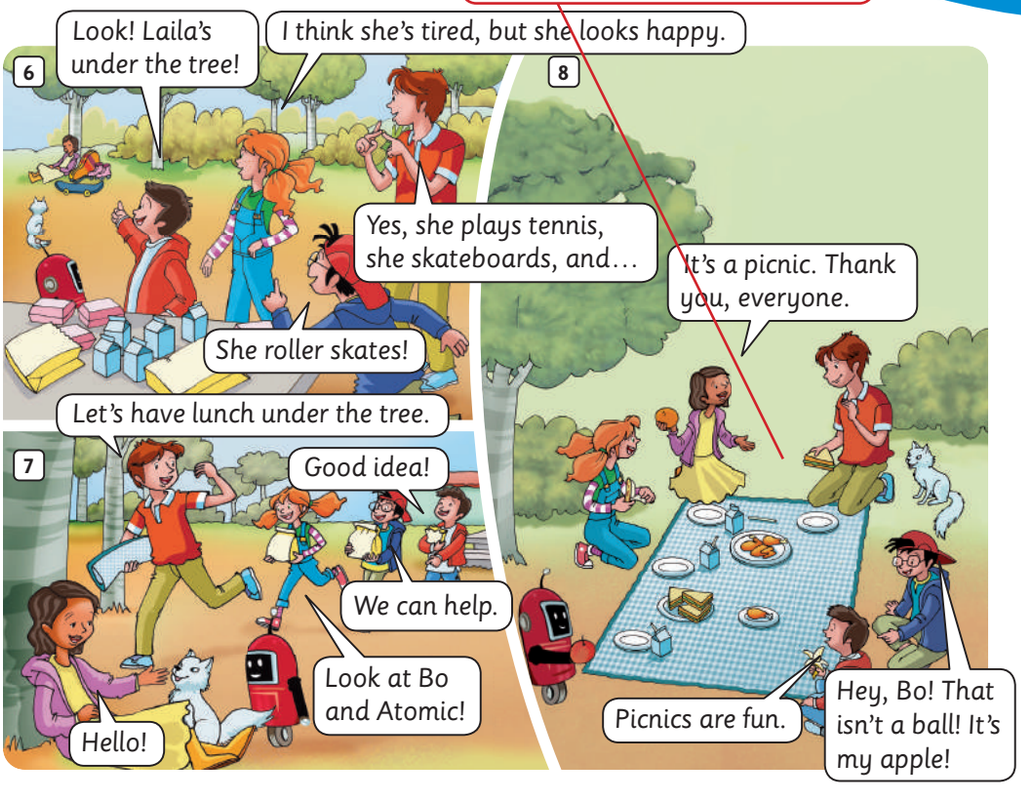
Answer key 2 plays basketball, c; 3 doesn't play tennis, a; 4 reads books, b

Finishing the lesson

- Use the Summative questions technique to ask pupils what they have learnt today.
- Have pupils play a mime game with their partners to guess the activity.

3

milk, sandwiches, chicken, bananas, oranges, apples



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

1 Laila plays tennis at 10 o'clock. True **False**

2 She doesn't read books at 9 o'clock. **True** False

3 She skateboards at 10 o'clock. **True** False

4 She doesn't roller skate at 11 o'clock. True **False**

4 **Act out the story.**

5 Viewing and presenting **Draw and share a picture of your favourite activity.**

Values

Enjoy time with family and friends

Where's Laila?

She's sleeping under a tree.

Story

Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** activities; *She plays tennis at 9 o'clock. She doesn't watch TV at 11 o'clock.*
- **Skills:** Speaking, Reading
- **Viewing and presenting:** to draw a picture of your favourite activity and share with the class

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can name a few everyday objects (GSE 10). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- sheets of A4 paper, enough for each pupil
- Unit 3 story cards
- a clock
- Resources 27 and 35

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Stop/Go technique
- Peer learning: pairwork; groupwork

Starting the lesson

- Do a revision of the time by showing pupils a clock and placing its hands to show 4 o'clock. Ask *What time is it?* Continue for a few rounds.
- Then give pupils a sheet of A4 paper and ask them to draw four clocks on them, each showing a different o'clock time.
- In pairs pupils ask and answer, using *What time is it?*

Presentation

- Using the Key question technique, ask pupils about the stories in Units 1 and 2.
- Tell pupils that today's story is about where Laila is.
- On the board, write *Where's Laila?* Ask pupils to look at the pictures only and say what they think the story will be about.

Practice

Pupil's Book

1 Before you read What foods can you see?

- Ask pupils to say as many types of food as they can. Write them on the board.
- Pupils look at all the pictures of the story and find the foods.
- **Extension** Write on the board *What's this?/What are these?* In pairs, pupils ask about the food.

2 3.6 Listen and read.

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the Stop/Go technique, say different statements about the story, e.g. *The children are at school (Stop). Bo plays table tennis. (Go).* Pupils correct the incorrect statements. You can also use the story cards to ask about the story.
- Refer pupils to the question box again. Ask if their guesses were correct.

3 After you read Look at the story. Read and circle.

- Ask pupils to read the story again and say the activities they find in it.
- Pupils do the activity individually and check in pairs.

Diversity

Support

- Tell pupils to circle the times in frames 1–4 in the story (9, 10 and 11 o'clock). Read the first sentence out loud. Ask pupils to find the time in the frame and read the question and answer. Read the sentence again and ask *True or False?* Elicit the correct answer. Continue with sentences 2–4.

Challenge

- Pupils correct the false sentences. Ask them to write more True/False sentences about the story.

Extra activity TPR

- Have pupils stand in a circle. Play the story for them to hear again. As they hear it, they mime the activities they hear.

4 Act out the story.

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

5 Viewing and presenting Draw and share a picture of your favourite activity.

- Ask pupils what their favourite activity is.
- Have pupils complete the activity, encouraging them to label their work. Make a classroom display.

Extra activity Creativity

- Place pupils in groups. Give each pupil a sheet of A4 paper and have them draw one type of food they would like to take on a picnic with them.
- Each group prepare their own picnic with the pictures and present their picnic food to the class.

Values

- Ask pupils what activities they do with family and friends which they enjoy. Ask them why it is important to spend quality time with family and friends.

Finishing the lesson

- Mime one of the activities from the story (basketball, tennis, skateboarding, roller skating). Encourage pupils to name the activity.

How to work with stories

Stage 1 – Before listening to the story

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

Stage 2 – Listening to the story

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

Stage 3 – After listening to the story

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

Stage 4 – Acting out

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

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

For more ideas, see page 17.

CLIL Link

In Unit 3, the story is based around the concept of landscape and identifying landforms from the Social Science curriculum.

Polly and her friends spend a day at the activity centre doing different activities, also outdoors.

To explore this concept further, you can use Resource 35.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** activities; *She plays tennis at 9 o'clock. She doesn't watch TV at 11 o'clock.*
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: Think-pair-share technique
Independent learning: Summative questions technique

Starting the lesson

- Ask pupils to tell you what they can remember about the story from the previous lesson. Tell them they will work more on the story in this lesson.

Practice

1 After you read Remember the story. Read and circle.

- Pupils circle the correct options to make sentences about the story.

Answer key 2 skateboards, 3 can, can't, 4 doesn't play, 5 sees, 6 have

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

- Pupils complete the activity individually.
- **Extension** Ask pupils to explain why item 2 is wrong.

Answer key 1 ✔, 2 ✘, 3 ✔

3 Look and colour.

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

Finishing the lesson

- Tell pupils that you are going to read a sentence from the story but it will be incorrect and they have to correct you. Say *I have tennis lessons at 10 o'clock*. Pupils correct you – *I have tennis lessons at 9 o'clock*.
- Use the Summative questions technique to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

Vocabulary and Grammar

Objectives

- **Lesson aims:** to listen to and say the days of the week
- **Target language:** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, the weekend; Does he do karate on Friday? Yes, he does./No, he doesn't.*
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

- **Reading:** Can understand basic time words (GSE 23). Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 25). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme and chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- a balloon
- Resources 6, 14, 19 and 23

Assessment for Learning

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

Starting the lesson

- Show the flashcards from Lesson 1 for the pupils to name.
- Say an activity from Lesson 1 and ask pupils to mime the activity.

Presentation

- Explain that in this lesson pupils will learn the days of the week.
- Remind pupils that they were taught the days of the week in Grade 1. Elicit how many days of the week they already know.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Ask pupils to tell you what day it is today.
- Place pupils in pairs and have them say the days of the week.

Practice

Pupil's Book

1 3.7 Listen and say. Then listen and tick (✔) or cross (✘).

- Say a day for pupils to point to in their Pupil's Books. Continue for all days.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- Ask pupils to tick if they hear the correct day, otherwise they have to put a cross.
- **Extension** In pairs, pupils say what they do every day.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, the weekend

Now listen and tick or cross.

This is my week. I'm very busy.
1 It's Sunday. I fly my kite on Sunday.
2 It's Monday. I watch TV on Monday.
3 It's Friday. I play basketball on Friday.
4 It's Wednesday. I do karate on Wednesday.
5 It's Thursday. I have art lessons on Thursday.
6 It's Tuesday. I play table tennis on Tuesday.
7 It's Saturday. I skateboard on Saturday.
8 It's the weekend. I don't do homework at the weekend. I play!

Diversity

Support

- Place days of the week flashcards on the board. Write the eight activities from the script in a different order on the board. Play the audio and stop after each sentence for pupils to match the day and the activity. Then pupils tick or cross in the book.

Challenge

- Pupils write the days of the week in their notebooks. Play the audio for pupils to write the activities next to the correct day.

2 3.8 & 3.9 Listen and sing.

- Ask pupils to quietly read the song. Ask which days of the week are in the song.
- Play the song for pupils to sing. Explain that when they hear a day, they stamp their feet.
- A karaoke version of the song is also available (track 3.9).

Extra activity TPR

- Have pupils form a circle. Explain that they pass the balloon to the person on their left as they say the days of the week. If the balloon falls, they start again. If a pupil makes a mistake, they go back to their seats.

3 Ask and answer.

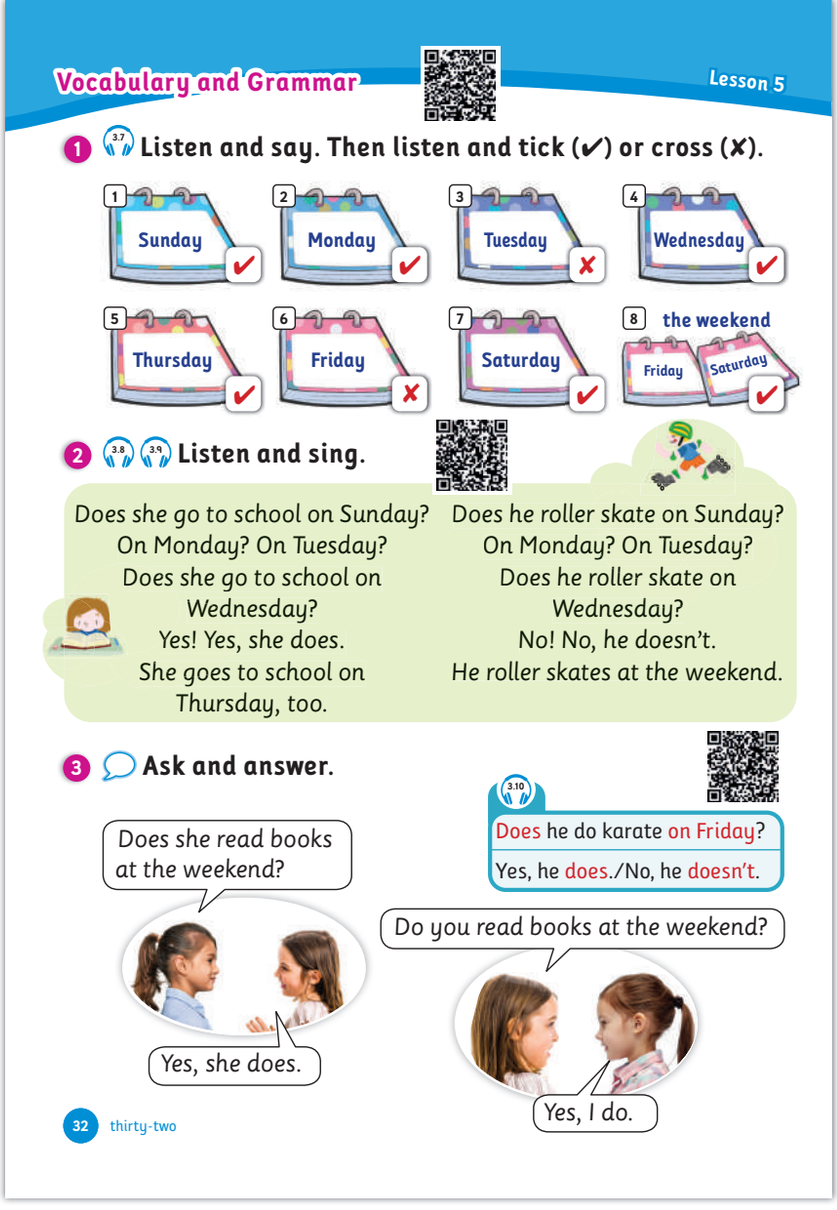
- 3.10 Draw pupils' attention to the grammar box.
- On the board write *Do you do karate? Yes, I do./No, I don't.* And below *Does she do karate? Yes, she does./No, she doesn't.*
- Read the sentences and point to the short answers.
- Explain that we use *do you/does he/she* with questions and we place the time of day at the end of the sentence, and that we use short answers to reply.
- Use the Traffic light cards technique to check understanding.
- **Extension** Give pupils a sheet of A4 paper and have them fold and cut it in three to write *do*, *does* and *doesn't* on each side. Say part of a question or answer and they have to raise *do*, *does* or *doesn't* and say the word.

Extra activity Collaborative work

- In small groups, pupils work together to rewrite the song using different days of the week and activities.

Finishing the lesson

- Tell pupils you are going to say a day of the week and they have to say what day comes after it.



Lesson 6 Activity Book

Objectives

- **Lesson aims:** to name the days of the week
- **Target language:** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, the weekend; Does he do karate on Friday? Yes, he does./No, he doesn't.*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can understand basic time words (GSE 23). Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- unit flashcards

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: Think-pair-share technique
Independent learning: Summative questions technique

Starting the lesson

- Ask pupils if they can name any of the days of the week. Now show the flashcards for each day and get pupils to repeat.

Practice

1 Look, read and write.

- Pupils complete the calendar pages with the correct word or words from the box.

Answer key 2 Saturday, 3 Tuesday, 4 the weekend

2 Look, read and answer.

- Using the Think-pair-share technique, pupils check answers with their partners and read the sentences.
- Now tell pupils to go to the Extra practice on page 34 and do the activities. See notes in Lesson 11.

Answer key 2 No, doesn't; 3 Yes, does; 4 No, doesn't

Finishing the lesson

- Ask pupils to say what their favourite day is and why.
- Use Summative questions technique to ask pupils how confident they feel using the new grammar point. Ask if they think their English is improving.

Objectives

- **Lesson aims:** to play a game asking about activities and days of the week
- **Target language:** revision of all taught words and grammar
- **Skills:** Listening, Speaking, Reading, Writing

Materials

- unit flashcards
- strips of white paper, five per pupil
- strips of coloured paper, five per pupil
- scissors

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Assessment for Learning

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

Starting the lesson

- Give each pupil five strips of white paper and have them write an activity on each one.
- Give pupils another five strips of coloured paper and have them write a day of the week on each one.
- Have pupils scrunch up the papers. Pupils sit in small groups and place all scrunched up papers in the middle. Then one pupil picks up a white and a coloured strip and shows them to the pupil on their right, who has to make a sentence about the person with the strips, e.g. *He does karate on Friday.*
- In the second round pupils make sentences using *doesn't.*

Presentation

- Explain that in this lesson pupils will do an activity to help them with the Starters Exam and then play a game with their cut-out cards.

Practice

Pupil's Book

1 3.11 **Listen and tick (✔).**

- This task is based on **Pre A1 Starters Listening Part 3.**
- Refer pupils to each item and name the activities they see. Then ask them to point to different pictures and say the days of the week in the correct order.
- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Play the audio twice, pausing for pupils to find the answers.
- Pupils check each other's work.
- **Extension** In pairs, pupils ask and answer questions about each item using *Does he/she watch TV on Friday?*

1 **Girl 1:** Does she watch TV on Friday?
Girl 2: No, she doesn't. She watches TV on Saturday.

2 **Boy 1:** Does he roller skate on Friday?
Boy 2: Yes, he does.

3 **Boy 1:** Does he skateboard on Wednesday?
Boy 2: No, he doesn't. He skateboards on Saturday.

2 3.12 **Cut out. Then listen and play.**

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

Diversity

Support

- On the board, write the frame dialogue: *Does he/she … on …? / No, he/she … . / He/she … on … .*
- Place Lesson 1 and 3 flashcards in two piles. Take one flashcard from each pile and place them on the board. Ask the question while tracking the frame question on the board. Complete the last sentence by taking out an extra card from the Lesson 3 flashcards pile.
- Leave the frame dialogue on the board while doing the activity.
- Monitor pupils as they work, supporting where necessary.

Challenge

- Pupils think of other activities and continue asking and answering questions in pairs.

Extra activity Communication

- Ask pupils to think about their week and what activities they do. Ask pupils to discuss why it's important to relax after school and at the weekend.

Extra activity TPR

- Place the days of the week flashcards in a visible place around the classroom.
- Bring pupils to the centre. Explain you will say an action and a day of the week. They have to go to the part of the classroom with that day but mime the action they heard as they do. Say *She plays tennis on Monday.* Pupils mime playing tennis as they walk towards the Monday corner.
- If you say a negative sentence, pupils mustn't move. Pupils that move lose a turn.

1 Listen and tick (✔).

1 She watches TV…



2 He roller skates…



3 He skateboards…



2 Cut out. Then listen and play.



Activity Book

1 Read and circle.

- Pupils read the text and then circle the correct answers individually.

Answer key 2 Yes, he does.; 3 No, he doesn't.; 4 Yes, he does.

2 Write, circle and draw. Then share.

- On the board, write __ *Sunday* and __ *the weekend*. Ask pupils to complete the gaps (on/at).
- Explain that pupils have to complete a letter to write about activities they do during the week and on what days.
- Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's work.

Finishing the lesson

- Have pupils decide which communication game from the three units they have enjoyed so far.
- Place pupils in pairs and have them play the game.
- Use the Summative questions technique to ask pupils what they think of their learning so far and what they expect to learn next.

Culture

Objectives

- **Lesson aims:** to read a simple text about rugby; to make a book about favourite sports; to present project work to the class
- **Target language:** *rugby ball, rugby players, catch, kick;* the present simple
- **Skills:** Speaking, Reading, Writing
- **Viewing and presenting:** to show a book about favourite sports to the class

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21).
- **Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31).
- **Writing:** Can write a short list of instructions for using or doing something (e.g. *playing a game*), given a model (GSE 42).

Materials

- sheets of A4 paper, enough for each pupil
- pictures of different rugby players from around the world

Assessment for Learning

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

Starting the lesson

- Ask pupils to name different types of sports and write them on the board.
- Go through each sport and ask when pupils play it and how often.

Presentation

- Explain that in this lesson pupils will learn about rugby.
- Tell pupils that rugby is a traditional game in the UK and that many people around the world play it now. Show pupils pictures of rugby players.

Culture notes

- Rugby is over 2000 years old and was played by the Romans. The British started playing the game in 1749. Over the years the rules have changed. It became popular and many famous universities had big competitions.

Key words search
history of rugby, rugby traditions, rugby football, rugby players

Practice

Pupil's Book

1 Before you read What exercise do you do at the weekend?

- Ask pupils what exercise they do over the weekend and how long they play for.
- **Extension** Ask pupils why exercise is very important for our health and our mind.

2 3.13 Listen and read.

- Ask pupils to describe the pictures in the text.
- After listening to the text, ask pupils what they found interesting about it. Ask if they have ever seen or played a rugby game.
- **Extension** Ask pupils what kind of actions they do when they play different sports, e.g. *kick a ball, run, throw, catch*. Help with the translation of the words.

Diversity

Support

- Do a choral read of the text, pausing so pupils can follow you. Write the following words on the board: *photo, rugby, doesn't, popular, teams, players, catch, player, another, over, points.*
- Pupils find sentences that contain these words and raise their hands to read them aloud.

Challenge

- Ask pupils to write five questions about the text. In pairs, they swap the questions and write the answers.

Extra activity TPR

- Have pupils stand in a circle. Explain that you are going to read the text and every time they hear an action, they mime it on the spot, e.g. *run, throw, kick*.

Extra activity Critical thinking

- Ask pupils if sports should be competitive or played for fun. Ask pupils why winning a game isn't always that important.

Activity Book

1 Look, read and tick (✔).

- Ask pupils to name the different actions they see.
- Pupils check answers with their partners.

Answer key 2 a, 3 b, 4 a

2 After you read Read and correct the words in bold.

- Use the Traffic light cards technique to make sure pupils have understood the activity.
- Pupils check answers with a partner. Tell pupils that they can refer to the Pupil's Book.

Answer key 2 fifteen, 3 throw, 4 kick

Lesson 8

CULTURE

Rugby fun

Look at the boy in the photo. He doesn't play football. He plays rugby. He's got a rugby ball. Rugby is popular in Britain.



rugby ball

Two teams play rugby. One team has got fifteen players.



rugby players



This player runs with the ball. He can throw the ball to another player.



catch

Players run and catch the player with the ball.



kick

This player kicks the ball over the goal post. That's three points! Rugby is fun. Do you like rugby?

1 Before you read **What exercise do you do at the weekend?**

2 3.13 **Listen and read.**

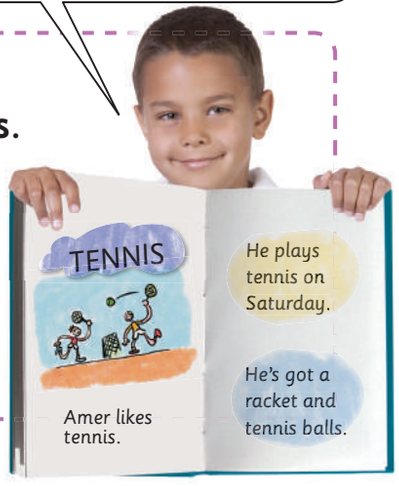
3 After you read **Activity Book, page 31.**

Amer likes tennis. He plays tennis on Saturday. He's got a racket and tennis balls.

Project

Viewing and presenting **Make a book about your favourite sports. Work in groups.**

1. Together, choose sports for the book.
2. Find photos or draw pictures.
3. Write. *... likes ... He/She plays ... on ... He's/She's got ...*
4. Make a book.
5. Present it to the class.



Project

Viewing and presenting **Make a book about your favourite sports. Work in groups.**

- Explain to pupils that they are going to make a book of their favourite sports which they play.
- Write the names of different words they can use with sports.
- Place pupils in small groups. Give each one a sheet of A4 paper and using the Lollipop stick technique, ask a pupil to read through the instructions.
- Remind pupils to write sentences.
- Pupils present their work to the class.
- Make a classroom display.

Extra activity **Fast finishers**

- Have pupils make a word search with eight sports. Keep the word searches for next lesson's fast finishers.

Finishing the lesson

- Use the Two stars and a wish technique to have pupils talk about each book as you pick it up and show it to the class. Write on the board all the sports so that they can see the most popular of all.
- Use the Thought-provoking questions technique to ask pupils what they think about the Culture lesson and what kinds of things they have learnt. Ask pupils what else they would like to learn in future Culture lessons.

English in action

Objectives

- **Lesson aims:** to talk about favourite activities
- **Target language:** *I like playing football. I love playing video games.*
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly (GSE 31).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can make simple arrangements to meet or do something (GSE 36).

Materials

- Unit 1 flashcards, flashcards from this unit
- sheets of A4 paper, enough for each pupil
- strips of paper with the dialogue written on them
- straw puppets
- a bag or a box
- Resource 31

Assessment for Learning

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

Starting the lesson

- Do a quick review of Units 1 and 3 vocabulary. Show pupils a flashcard, say it and have pupils repeat after you.
- Tell pupils that you are going to say a word and they have to say whether it's a sport or a daily activity.

Presentation

- Explain that in this lesson pupils will learn how to talk about their favourite activities.
- On the board, write *I like playing table tennis. I love roller skating.*
- Ask pupils to tell you which one is stronger, *like* or *love*.
- Explain to pupils that we use *-ing* at the end of the verb after *like* and *love*.

Extra activity Collaborative work

- Place pupils in pairs. Ask them to think of two games or sports they like to play. On a sheet of A4 paper, have them draw the sport and make sentences. Pupils present their work to the class.

Practice

Pupil's Book

1 3.14 **Listen and read.**

- Ask pupils if they like playing with their friends and what kind of games or sports they play.
- Play the audio once for pupils to read and listen to.
- In pairs, pupils read the dialogue. Monitor for proper use of language.

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

- Using the Thumbs up/down technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.
- **Extension** Place pupils in pairs and have them write a dialogue on a sheet of A4 paper and illustrate it. Have pupils present their dialogue to the class.

Diversity

Support

- Give pupils the dialogue written on strips and mixed in a bag or a box. In pairs, pupils put the dialogue in order and then check against their Pupil's Books.

Challenge

- Place the flashcards in two piles. Two pupils come to the front and take an activity flashcard each and one day of the week flashcard. Then they act out the dialogue with that information.

Activity Book

1 3.15 **Listen and match.**

- Pupils match the sentence halves from the dialogues.

Answer key 2 a, 3 d, 4 b

Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today, what they think they are good at and what area they need a little more practice in.

English in action 3
Talking about favourite activities

1 3.14 **Listen and read.**

What do you like doing?

I like playing football.

I don't like playing football, but I love playing video games.

Me, too! Let's play now.

I can't. How about Saturday?

OK!



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

skateboarding | playing tennis | playing basketball

Monday | Wednesday | the weekend

Phonics

Lesson 10

1 3.16 **Listen and say.**



skateboard skirt



swim swing



star stop

2 3.17 **Listen and match.**

1 sk ate — sk — 4 sk ip

2 sw eet — st — 5 st and

3 st ep — sw — 6 st op

3 3.18 **Listen and say the tongue twister.**

He skates, then stops and eats sweets.



Phonics

Objectives

- **Lesson aims:** to listen to and say the blends *sk*, *sw*, *st*
- **Target language:** *skateboard, skirt, skate, skip; swim, swing, sweet; star, stop, step, stand*
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

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

Materials

- phonics notebooks for each pupil

Starting the lesson

- Use the sounds which pupils learned in Unit 2. Give each pupil a word from Unit 2. Say the word. The pupil writes the word correctly on the board.
- Suggested words include *drum* and *brush*.

Presentation

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

Practice

Pupil's Book

1 3.16 **Listen and say.**

- Play the audio for pupils to listen and say. Then have pupils say the sounds and words to their partners, making sure they point to the correct picture as they do so.

/sk/ skateboard
/sk/ skirt
/sw/ swim
/sw/ swing
/st/ star
/st/ stop

2 3.17 **Listen and match.**

- Have pupils look at the sounds and elicit options for each one before they listen.
- Play the audio for pupils to listen and choose the correct sound. They match and write the letters. Play the audio a second time for pupils to check their answers with a partner.
- Have pupils take out their phonics notebooks. Pupils write the phonics they have learnt today and make sentences.

1 skate
2 sweet
3 step
4 skip
5 stand
6 stop

3 3.18 **Listen and say the tongue twister.**

- Ask pupils to read the tongue twister and find and say words with the phonics from today's lesson.
- Pupils practise the tongue twister and say it together as a class. They could clap their hands each time they encounter a phonics word from the lesson.
- **Extension** Have pupils use the other phonics words from the lesson to write another tongue twister.

He skates, then stops and eats sweets.

Activity Book

1 3.19 **Which word begins with a different sound? Listen and tick (✔).**

- Pupils look at the pictures and say the words that contain the phonics sounds from the lesson. They listen and tick the box next to the picture which has a different sound from the other two.

1 swing, sweet, star
2 skip, skirt, swing
3 swim, stop, star
4 stand, skip, step

Answer key 2 c, 3 a, 4 b

2 3.20 **Listen and write *sw*, *st* or *sk*.**

- Pupils listen and write the correct letters in the spaces.

1 skateboard
2 swing
3 skirt
4 star
5 swim

Finishing the lesson

- Say one of the words containing *sw*, *st* or *sk* and then other distractors. With the words containing the Unit 3 sounds, pupils clap. Continue in the time available to finish the lesson.

English in action 3
Talking about favourite activities

1 3.14 **Listen and read.**



What do you like doing?

I like playing football.

I don't like playing football, but I love playing video games.

Me, too! Let's play now.

I can't. How about Saturday?

OK!

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

skateboarding | playing tennis | playing basketball

Monday | Wednesday | the weekend

Phonics

Lesson 10

1 3.16 **Listen and say.**



skateboard skirt



swim swing



star stop

2 3.17 **Listen and match.**

1 sk ate — sk — 4 sk ip

2 sw eet — st — 5 st and

3 st ep — sw — 6 st op

3 3.18 **Listen and say the tongue twister.**

He skates, then stops and eats sweets.



Review

Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can distinguish between a negative statement and a positive statement (GSE 25). Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- Unit flashcards
- sheets of A4 paper, enough for each pupil
- your own stickers, gold stars or stamps
- copy of Activity 1 audioscript from Pupil's Book

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Random selection tool; Thumbs up/down technique
- Peer learning: pairwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Summative questions technique

Starting the lesson

- Give each pupil a sheet of A4 paper and have them write six words from the unit vocabulary in a list.
- Say a word and if they have it, they put a tick next to it. If they don't have the word, they write it on the other side of their words.
- Pupils check in their Pupil's Books to see if they have spelt the words correctly.

Presentation

- Explain to pupils that in this lesson they will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *She doesn't play tennis on Sunday. She roller skates.*
- In their notebooks, pupils write two sentences of their own.
- Have pupils read the sentences to their partners.
- Use the Random selection tool to have pupils read their sentences aloud.

Practice

Pupil's Book

1 3.21 **Listen and number.**

- Ask pupils to look at the pictures and say what the children are doing.
- **Extension** Place pupils in pairs. Give each pair a copy of the audioscript. Have pupils change the affirmative sentences into the negative and the negative ones into the affirmative.

1 He doesn't play basketball in the afternoon. He does karate.
2 He doesn't watch TV at night. He plays video games.
3 She doesn't play tennis in the afternoon. She reads books.
4 She doesn't play video games at night. She watches TV.

2 **Read and circle.**

- Pupils complete the activity individually.

Diversity

Support

- Point to each picture and elicit the activity. Then point to the day of the week and elicit a complete sentence about the picture. Write on the board *She plays tennis on Saturday*. Then read the question slowly with pupils tracing the words. Then point to the sentence to elicit a correct answer. Continue with pictures 2–4.

Challenge

- In pairs, pupils continue asking questions about the pictures using different days of the week.

3 **Go to page 59.** ***Teacher's Book page 143***

- Refer pupils to page 59 and have them answer the questions.
- Check the answers (*badminton, Friday/Saturday*) and tell pupils to stick their star.

Activity Book

1 **Read and write.**

- Use the Expert envoy technique to have stronger pupils help weaker pupils through all the activities.
- Use the Lollipop stick technique and ask pupils to read the words in the box aloud.

Answer key Rashed, roller skate/do karate, skateboards, morning, do karate/roller skate, afternoon, watches TV, go to school, Rashed

2 **Write, draw and share.**

- Explain to pupils they have to complete the paragraph about a family member or a friend and then draw a picture.
- Ask pupils to say what words they can use in the activity. Write them on the board.
- Pupils use the Thumbs up/down technique to express how they feel about the activity.
- Tell pupils that they can refer to Activity 1 for help.
- Pupils show their work to their partners, and using the Two stars and a wish technique, assess each other's work.
- Tell pupils to complete the Picture dictionary on page 54.

Extra activity **Critical thinking**

- Use the Summative questions technique to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place in their Activity Books.

1 3.21 Listen and number.


1


3


4


2

2 Read and circle.



1 Does he play tennis on Friday?
Yes, he does.
No, he doesn't.



2 Does he skateboard on Sunday?
Yes, he does.
No, he doesn't.



3 Does she watch TV on Saturday?
Yes, she does.
No, she doesn't.



4 Does he read books on Thursday?
Yes, he does.
No, he doesn't.

3 Go to page 59.

Extra practice

1 Look, read and write.

- Ask pupils to look at the pictures and tell you what they show.
- Pupils check answers with their partners.

Answer key 2 do karate, 3 read books, 4 roller skate

2 Look, read and number.

- Ask pupils to look at the pictures and describe them.
- Pupils check answers with their partners.

Answer key 2 c, 3 a, 4 d

Extra activity Fast finishers

- Give pupils a sheet of A4 paper and have them make an Extra practice test with an answer key.

Finishing the lesson

- Place the activities and days of the week flashcards in two piles. Take one of each and make a wrong sentence for pupils to correct the information in the sentence.
- Using the Summative questions technique, ask pupils if they are happy with their progress so far. Then ask if this unit has helped them learn how to use the English language better.

Next lesson Unit 3 Test

Get ready for...

Objectives

- **Lesson aims:** to practise for the Pre A1 Starters Reading and Writing Parts 2 and 3, and Speaking Part 2 exams
- **Target language:** unit vocabulary and grammar
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

- **Reading:** Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- **Listening:** Can understand simple spoken commands as part of a game (GSE 22).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31).

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil

Assessment for Learning

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

Starting the lesson

- Elicit the days of the week from pupils and write them on the board, spaced out.
- Hold up the flashcards. Choose a name and say *(Laila) plays tennis on Mondays.* Ask a pupil to come and put the correct flashcard under the correct day of the week. Continue with all the cards.
- Then say *Oh no! That's wrong. (Laila) doesn't play tennis on Monday. She watches TV.* Move the flashcards. Then say more sentences with the negative and have pupils move the flashcards for you.
- Use the Lollipop stick technique to make sure a variety of pupils take part.

Presentation

- Explain that in this lesson pupils will practise for the Pre A1 Starters Reading and Writing Exam in both the Pupil's Book and Activity Book, and the Speaking Exam in the Pupil's Book.

Practice

Pupil's Book

1 Look and read. Write *Yes* or *No*.

- Ask pupils to look at the pictures and say sentences with their partner.
- Tell pupils that this isn't a test and they shouldn't be nervous about completing it. Explain that doing their best is what counts.
- Pupils complete the activity individually and use the Traffic light cards technique to express how they feel about doing the activity.
- Check answers as a class and explain any mistakes pupils have made.
- Using the Thought-provoking questions technique, ask pupils if they found the activity difficult and if so, why.

Diversity

Support

- Write gapped sentences and pupils fill in the gaps, e.g. *She … tennis on Thursday.*

Challenge

- Ask pupils to come to the front. They say a day of the week and mime an action for the rest of the class to guess. Pupils say, e.g. *Amer does judo on Tuesday.* Continue with all the activities.

2 Look at Activity 1. Answer the questions.

- This activity is based on Pre A1 Starters Speaking Part 2 where the examiner asks pupils questions about a scene or object cards.
- Put pupils in pairs. Pupils look at the questions and ask and answer in pairs. Make sure they understand the questions.
- **Extension** Pupils think of other questions to ask about the picture in Activity 1.

Activity Book

1 Look at the pictures. Look at the letters. Write the words.

- Ask pupils to look closely at each picture and tell you what the people in it are doing.
- Explain the activity and ask pupils to use the Traffic light cards technique to express how they feel about it.
- Check answers as a class.

Answer key 2 read books, 3 play table tennis, 4 watch TV, 5 skateboard, 6 play basketball

Extra activity Fast finishers

- Give each pupil a sheet of A4 paper. Pupils write a diary for the week. They use the calendar in Activity 1 as a model and they draw and write sentences. Place their work in their portfolios.

Extra activity TPR

- Have pupils stand up. Say sentences with activities and days of the week. If the sentence is positive, pupils mime the action, e.g. *Dalia plays basketball on Thursday.* If the sentence is negative, pupils stand still, e.g. *Dalia doesn't read books on Saturday.* The pupils who make a mistake are out.

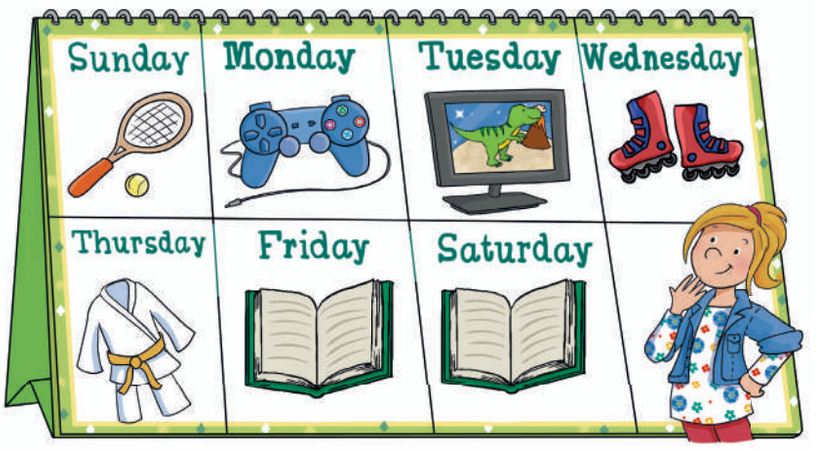
Finishing the lesson

- Use the Thought-provoking questions technique to ask how successful their learning is so far and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.
- Ask them which song or chant they liked. Have a class vote and pupils sing the winning song or chant.

Get ready for...

Pre A1 Starters Reading and Writing Part 2

1 **Look and read. Write** *Yes* **or** *No*.



1 She plays tennis on Sunday. **Yes**
2 She doesn't read books at the weekend. **No**
3 She roller skates on Thursday. **No**
4 She doesn't read books on Monday. **Yes**
5 She watches TV on Tuesday. **Yes**
6 She plays badminton on Wednesday. **No**

Pre A1 Starters Speaking Part 2

2 **Look at Activity 1. Answer the questions.**

1 Does she play tennis on Sunday?
Yes, she does.

2 What does she do on Wednesday?
She roller skates.

3 When does she do karate?
Thursday

4 How many sports does she do?
three

Mapping

Topics

Theme 1: Society **Theme 2**: Culture

Scope and Sequence Matrix

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

Speaking: communicating ideas clearly; communicating with the correct use of pauses; retelling a short story based on pictures or by using puppets

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

Writing: using accurate spelling, capitalisation, and punctuation; revising a short, simple written text with the teacher/peers; writing a short memo or letter to a friend

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



Learning Outcomes and Performance Indicators

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

Speaking: talk about situations, people, and things; retell a short story

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

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

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

Unit objectives

to talk about jobs and transport

Language

Vocabulary	**Jobs:** *teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist* **Transport:** *bus, boat, underground, motorbike, car, train*
Grammar	*I want to be a pilot.* *He/She goes to work by bus.*
Functions	Buying tickets
Phonics	*/wh/ what, when, wheel, whistle, whale*

Viewing and presenting

to design a uniform and share with the class; to show a graph about how you go to school to the class

Key competences

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

Mathematical, scientific and technological competences: understand the time in a story (L. 3); use numbering to complete an activity (L. 5)

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

Social and – civic competences: raise awareness of cultural similarities and differences (L. 8); learn how to buy tickets (L. 9)

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

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 8 and 9)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 3); Problem solving (L. 3 and 11); Logical thinking (L. 3 and 8); Defining and describing (L. 1–12); Finding information (L. 3–8); Planning (L. 5 and 8); Reflecting on learning (L. 1–12)
Creativity	Design your uniform (L. 3)
Communication	Talking about jobs and transport (L. 1, 5 and 7); Buying tickets (L. 9); Cut-outs game (L. 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 3 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 46 and 59; Activity Book p. 43
- Picture dictionary: Activity Book p. 55
- Unit 4 Extra practice: Activity Book p. 44
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 4 Test

External exams

Pupil's Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 1	Pre A1 Starters Reading and Writing Part 5
Pre A1 Starters Speaking Part 4	

Vocabulary and Grammar

Objectives

- **Lesson aims:** to talk about jobs
- **Target language:** *teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist*
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

Materials

- flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each pupil
- 3 strips of paper per pupil
- Resources 7, 15 and 20

Assessment for Learning

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

Starting the lesson

- On the board, write *Find a friend who … watches TV, reads books, plays video games, plays tennis.*
- Give pupils a sheet of A4 paper and have them copy the material on the board but in list form.
- Pupils then go around the class, asking their classmates if they do these activities using *Do you …?*
- Monitor and assist as necessary.

Presentation

- Explain that in this lesson pupils will learn about jobs.
- Ask pupils what kinds of things they do every day.
- Then ask pupils to say what jobs their family members do.

Practice

Pupil's Book

1 How many jobs do you know?

- Ask pupils to say jobs they know and write them. Ask pupils if the jobs they have mentioned are in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- **Extension** Use the Random selection tool for pupils to tell you who and what they see in the picture.

Extra activity **Critical thinking**

- Ask pupils to look at the picture and say one job they would like to do and one they wouldn't. Pupils give reasons.
- Help with vocabulary if necessary.

2 4.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is. Pupils complete the activity.
- **Extension** Have pupils place the words in alphabetical order.

Girl 1: These are pictures of our families. My mum's a teacher.
Girl 2: My dad's a doctor.
Girl 1: My dad's a nurse.
Girl 2: My mum's a firefighter.
Girl 1: My uncle's an astronaut.
Girl 2: My uncle's a pilot.
Girl 1: My cousin's a police officer.
Girl 2: My cousin's a builder.
Girl 1: My grandfather's a chef.
Girl 2: My grandfather's an artist.
Girl 1 & Girl 2: We love our families!

Now listen and say.
teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist

3 Find the jobs in the picture on page 38.

- In pairs, pupils do the activity in their notebooks.

4 4.2 & 4.3 Listen and chant.

- On the board, write *I want to be a … .* Explain to pupils that we use this to tell people what we want to do.
- Give pupils three strips of paper and have them write a job on each one.
- Play the chant. As pupils sing, have them pick up their strips of paper when they hear the job on them.
- A karaoke version of the chant is available (track 4.3).

Extra activity **TPR**

- Have pupils form a circle. Explain that you will say a job and they have to mime but only if you say *Open Sesame.*
- Say *Open Sesame. I'm an artist.* Pupils mime being an artist. If pupils mime when *Open Sesame* isn't said, they sit down.

5 Ask and answer.

- 4.4 Draw pupils' attention to the grammar box and the recorded model.
- Have pupils read the model dialogue. Then walk around the class, asking pupils the first part of the activity.
- **Extension** Give pupils a sheet of A4 paper and have them draw what they would like to be and write a sentence.

Diversity

Support

- On the board, write *I want to be a … . What about you?* Use the lesson flashcards, say *I want to be a …* and elicit each job. Then pupils repeat the whole sentence.

Challenge

- Place the lesson flashcards in a pile. In pairs, pupils take one and practise the conversation in front of the class.

Finishing the lesson

- Show pupils the job flashcards and ask them to name each one.

Vocabulary and Grammar 4

2 4.1 Listen and stick. Then listen and say.

1 
teacher

2 
doctor

3 
nurse

4 
firefighter

5 
astronaut

6 
pilot

7 
police officer

8 
builder

9 
chef

10 
artist

3 Find the jobs in the picture on page 38.

4 4.2 4.3 Listen and chant.



I want to be a pilot,
a doctor and a builder.
I want to be a chef and
a nurse, too.
Tell me, please.
What about you?

I want to be an
artist,
a firefighter and
a teacher.
I want to be a police officer
and an astronaut, too.
Tell me, please.
What about you?



5 Ask and answer.



I want to be an astronaut. What about you?

4.4 I want to be a pilot.

I want to be a doctor.



Lesson 2 Activity Book

Objectives

- **Lesson aims:** to talk about jobs
- **Target language:** *teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist*
- **Skills:** Listening, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning

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

Starting the lesson

- Ask pupils to write down the names of all the jobs they can remember from the last lesson. Then pool their ideas on the board. Tell them they will do more on these in this lesson.

Practice

1 Look at Pupil's Book page 38. Read and answer.

- Pupils refer to the Pupil's Book to answer the questions individually.

Answer key 1 A cap, coat and trousers.; 2 It's ten o'clock.; 3 Thirteen

Story



1 **Before you read** **What is the chef making?**

food

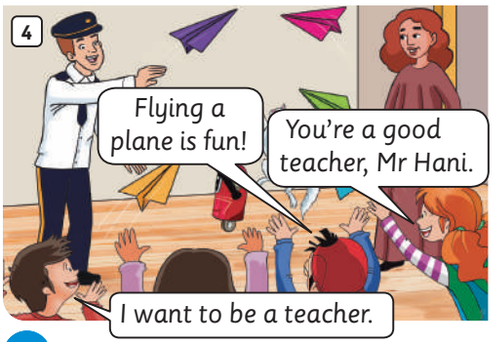
2 4.6 **Listen and read.**

The job fair











2 4.5 **Listen and number. Then read and match.**

- Ask pupils to look at the pictures which are all related to jobs. See if they can guess the jobs before they listen. They then listen and match each job with the correct picture.

Answer key 2 chef d, 3 police officer e, 4 nurse b, 5 teacher a, 6 artist j, 7 firefighter h, 8 doctor g, 9 astronaut i, 10 pilot f

1 builder, **2** chef, **3** police officer, **4** nurse, **5** teacher, **6** artist, **7** firefighter, **8** doctor, **9** astronaut, **10** pilot

3 **Look, read and circle.**

- Pupils use the picture clues to circle the correct jobs.

Answer key 2 builder, 3 chef, 4 teacher

4 **Look, read and write.**

- Pupils use the picture clues to complete the sentences with the words from the box. They can do this individually.

Answer key 2 doctor.; 3 I want to be an astronaut.; 4 I want to be a pilot.; 5 I want to be an artist.; 6 I want to be a nurse.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they have learnt today.

4



3 After you read **Look at the story. Read and write** *Yes* **or** *No*. CLIL

1  I want to be a doctor. **Yes**

2  I want to be a teacher. **Yes**

3  I want to be a chef. **Yes**

4  I want to be a doctor. **No**

4 **Act out the story.**

5 Viewing and presenting **Who do you want to be? Design and share your uniform.**

Values

Follow your dreams

Where do they go?

They go on stage with Aunt Maha.

Story

Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** jobs; *I want to be a teacher. I want to be a chef.*
- **Skills:** Listening, Speaking, Reading
- **Viewing and presenting:** to design a uniform and share with the class

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can understand basic information about people's likes and dislikes, if supported by pictures (GSE 27). Can understand the order in which events happen (GSE 41).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 4 story cards
- sheets of A4 paper, enough for all pupils
- strips of paper
- Resources 28 and 36

Assessment for Learning

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

Starting the lesson

- On the board, draw a pizza cut into six pieces.
- Bring pupils to the front of the class and have them form a line.
- Tell pupils you are going to say a word and they have to spell it. If they make a mistake, you take away a piece of the pizza on the board. If they spell it correctly, you start drawing another pizza, piece by piece.

Presentation

- Using the Key question technique, ask pupils why reading stories is a good activity. Ask pupils what type of stories they like and how often they read them.
- Tell pupils that today's story is about a job fair. Ask pupils if they have ever been to a job fair.
- On the board, write *The job fair.* Ask pupils what they think will happen in the story.

Practice

Pupil's Book

1 Before you read What is the chef making?

- Ask pupils to look at the picture and say as many foods as they can remember. Write them on the board.
- Have pupils look at scene 2 to answer the question.
- **Extension** Ask pupils to think about what kind of things they can do at a job fair.

2 4.6 Listen and read.

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the True/False cards technique, say different statements about the story, e.g. *Bo and Atomic are on the stage (True). Tom wants to be a chef (False).* You can also use the story cards to ask about the story.
- **Extension** Pupils write their own statements to elicit true or false answers from their partners.
- Refer pupils to the question box again. Ask if their guesses were correct.

3 After you read Look at the story. Read and write *Yes* or *No*.

- Ask pupils what jobs are mentioned in the story.
- Pupils do the activity individually and check in pairs.

Diversity

Support

- Place pupils in pairs. Give pupils three strips each. Have pupils write a sentence from the story on each but to make sure it isn't the same as their partner's. Then pupils swap strips, read the sentences to their partners and find them in the story.

Challenge

- Give pupils five strips each to write five sentences from the story.
- In pairs, they swap the strips, read the sentences and guess who says them.

Extra activity TPR

- Read the story but mix up the sentence order in each frame.
- When pupils hear the wrong sentence order, they have to clap their hands and say *STOP!* A volunteer corrects you.

4 Act out the story.

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

5 Viewing and presenting Who do you want to be? Design and share your uniform.

- Ask pupils which jobs need a uniform.
- Have pupils complete the activity on a sheet of A4 paper and present their work to the class. Make a classroom display.

Extra activity Creativity

- Place pupils in small groups and have them think of a job from the course. Tell pupils to mime doing the job they chose and the class have to guess what it is.

Values

- Ask pupils what dreams they have for the future and why it is important to follow them. Ask them if any of their dreams have already come true.

Finishing the lesson

- Mime one of the jobs from the story (chef, pilot, teacher, doctor, artist). Pupils name the job.

How to work with stories

Stage 1 – Before listening to the story

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

Stage 2 – Listening to the story

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

Stage 3 – After listening to the story

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

Stage 4 – Acting out

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

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

For more ideas, see page 17.

CLIL Link

In Unit 4, the story is based around the concept of work and occupational tools from the Social Science curriculum.
Laila's aunt, Maha, is attending a job fair organised by the children. They meet people who have different jobs.
To explore this concept further, you can use Resource 36.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** jobs; *I want to be a teacher. I want to be a chef.*
- **Skills:** Listening, Speaking, Reading, Writing

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: Think-pair share technique
- Independent learning: Summative questions technique

Starting the lesson

- Ask pupils to tell you what they can remember about the story from the previous lesson. Tell them they will work more on the story in this lesson.

Practice

1 After you read Remember the story. Read and circle.

- Pupils complete the sentences individually by choosing the correct word.

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

2 Values 4.7 Listen and number.

- Pupils say what job each picture shows. They then listen and number the pictures in the order they hear them.

Answer key 2 b, 3 d, 4 a

1 I want to be a builder.
2 I want to be an astronaut.
3 I want to be a pilot.
4 I want to be an artist.

3 Look and colour.

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

Extra activity Fast finishers

- Have pupils write sentences about the story to read to the class.

Finishing the lesson

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

Vocabulary and Grammar

Objectives

- **Lesson aims:** to talk about types of transport
- **Target language:** *bus, boat, underground, motorbike, car, train*
- **Skills:** Listening, Speaking

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- Resources 8, 16 and 24

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe their daily routines in a simple way (GSE 30).

Assessment for Learning

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

Starting the lesson

- On the board, write *teacher*. Ask pupils to say as many words as they can that are associated with the job, e.g. *school, books, board, pupils*.
- Tell pupils you are going to say a few words that describe a job and they have to say the job. Say *hospital, white uniforms, nurses help me*. Elicit *doctor*.
- Play for a few rounds and then have pupils continue in pairs.

Presentation

- Explain that in this lesson pupils will learn words for different types of transport.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Ask pupils to tell you how they come to school, go to the centre, visit family, go on holiday, etc.

Practice

Pupil's Book

1 4.8 **Listen and say. Then listen and number.**

- Say a type of transport for pupils to point to in their Pupil's Books. Spell the word and have pupils repeat after you.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time, they number the transport items they hear.
- **Extension** In pairs, pupils talk about the transport items they see, e.g. *It's a car. It's yellow. It's small.*

bus, boat, underground, motorbike, car, train

Now listen and number.

1 I'm going to the underground.
2 I go to work by bus.
3 I'm on the train.
4 I'm on the boat.
5 I'm on the motorbike.
6 I'm in the car.

Diversity

Support

- Place pupils in pairs. Give each pair a sheet of A4 paper for them to cut it into four pieces. They draw four transport items, and write the four words.
- Pupils mix them up and place them face down to play a memory game.

Challenge

- Pupils write the new words in their notebooks and then check against their Pupil's Books. Then they draw a picture and write the translation.

2 4.9 & 4.10 **Listen and sing.**

- Ask pupils what forms of transport they can see in the song.
- Play the song for pupils to sing. Explain that when they hear a form of transport, they clap their hands.
- A karaoke version of the song is available (track 4.10).

3 **Talk about your family.**

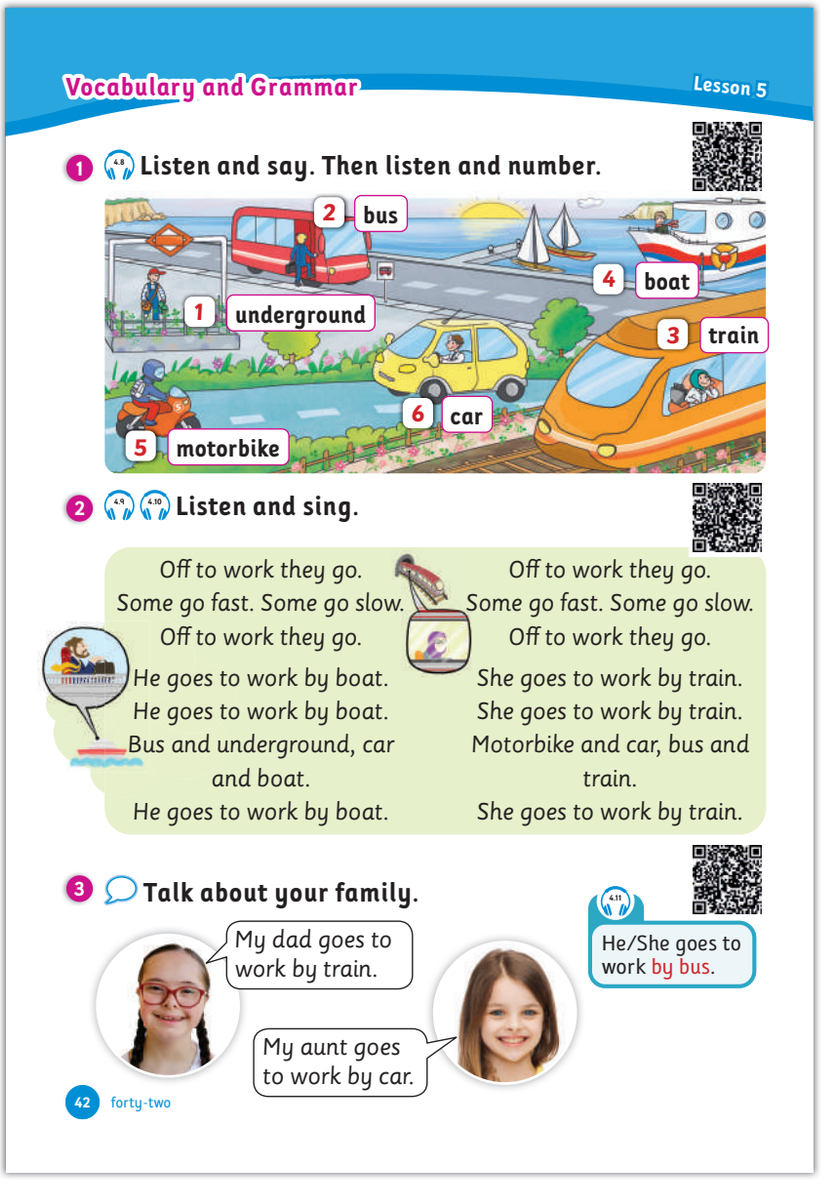
- 4.11 Draw pupils' attention to the grammar box and the recorded model.
- On the board, write *He goes to work by car.* Explain to pupils that we use *by* with the form of transport when we talk about using it.
- Use the Traffic light cards technique to check understanding.
- **Extension** Give pupils a sheet of A4 paper and ask them to make a poster showing the different types of transport they and their family use and to write sentences.
- Pupils present their work to the class and place it in their portfolios.

Extra activity Collaborative work

- Place pupils in groups and give them a sheet of A4 paper. Tell them to draw an ideal city showing different types of transport it has. Pupils present their work to the class.

Finishing the lesson

- Place the lesson flashcards around the classroom and bring pupils to the middle of the classroom. Play the song again. When pupils hear a form of transport, they run to that flashcard.



Lesson 6 Activity Book

Objectives

- **Lesson aims:** to talk about types of transport
- **Target language:** *bus, boat, underground, car, train, motorbike*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- **Writing:** Can label simple pictures related to familiar topics by copying simple words (GSE 16).

Materials

- unit flashcards

Assessment for Learning

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

Starting the lesson

- Ask pupils if they can name any forms of transport. Now show the flashcards for each form of transport and get pupils to repeat.

Practice

1 Look, read and write.

- Pupils use the picture clues to complete the word grid. They can do this in pairs.

Answer key 2 underground, 3 car, 4 train

2 Write.

- If pupils have completed the grid correctly, the shaded squares will give them the answer.

Answer key boat

Extra activity Fast finishers

- Pupils make their own word puzzle like the one in Activity 1 for other fast finishers in future lessons to do. They can use jobs, food, clothes, etc.

3 Follow, circle and write.

- Pupils follow the lines to circle the correct person and write the form of transport. They can do this individually.
- Now tell pupils to go to the Extra practice on page 44 and do the activity. See notes in Lesson 11.

Answer key 2 He, car; 3 She, bus; 4 He, boat

Finishing the lesson

- Show pupils a flashcard from the lesson and tell them to write the word in their notebooks. Put each flashcard on the board.
- Check answers by having pupils come to the board and write the words.
- Use the Summative questions technique to ask pupils how this lesson has helped pupils improve their English. Ask pupils what they would like to learn next.

Objectives

- **Lesson aims:** to play a game about jobs and transport
- **Target language:** revision of all taught words and grammar
- **Skills:** Listening, Speaking, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can say what someone's job is, using familiar common job names (GSE 20).
- **Writing:** Can write a simple basic sentence about daily routines and activities (GSE 28). Can write simple sentences about common jobs (GSE 36).

Materials

- unit flashcards
- song from Lesson 1
- scissors
- a bag or a box
- a ball

Assessment for Learning

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

Starting the lesson

- Put the unit flashcards in a bag or a box and place pupils in a circle. Play the song from Lesson 1. While it is playing, pupils pass the bag or the box to the next pupil. When the audio stops, the pupil holding the box has to take a flashcard out of it, say what it is and make a sentence with the word.

Presentation

- Explain that in this lesson pupils will do an activity to help them with the Starters Exam and then play a game with their cut-out cards.

Practice

Pupil's Book

Diversity

Support

- Before pupils start the activity, have them look at the picture and say what transport and jobs they see. Tell pupils you are going to say a few sentences and with their fingers they have to match the names with the pictures.
- Say *My name's Malek. Look at me. I'm playing with a plane. I want to be a pilot.* Pupils draw a line from Malek to the boy with the plane.
- Continue using different types of sentences. Tell pupils that the names and actions you mentioned are not the same as on the audio.

Challenge

- Pupils write sentences about the picture using the names at the top of it and unit vocabulary and grammar.

1 4.12 Listen and draw lines.

- This task is based on **Pre A1 Starters Listening Part 1.**
- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Ask pupils what they think the answers will be.
- Play the audio twice, pausing for pupils to draw the lines.
- **Extension** Ask pupils to make sentences about the picture.

1
Man: Good morning.
Boy 1: Good morning.
Man: Who's this boy? He's painting.
Boy 1: Oh, that's Kareem. He's my cousin.
Boy 2: Hi. I'm Kareem. Can you see me in the picture?
Man: Yes, I can!
Boy 2: I love painting. I want to be an artist.

2
Man: And who's this? The man on the motorbike?
Boy 1: Oh, that's Mazen. Mazen goes to work by motorbike.
Man: By motorbike?
Boy 1: Yes. He likes motorbikes.
Man: Me, too.

3
Man: That's a great plane. Who is this boy with the plane?
Boy 1: That's my friend, Jaber.
Boy 3: Hi, I'm Jaber.
Man: Hello, Jaber.
Boy 3: I like planes. I want to be a pilot.
Man: Great!

4
Man: There's a man here. He's in a car.
Boy 1: Yes. He's my uncle! His name's Hassan. He's a chef.
Man: A chef?
Boy 1: Yes. And he goes to work by car.
Man: Cool!

5
Man: A boy is helping an old woman. What's his name?
Boy 1: Muneer. He's in my class at school.
Boy 4: Hello. I'm Muneer. I want to be a police officer.
Man: A police officer!
Boy 4: Yes. I want to help people.

6
Man: And who's this? He's wearing a brown jacket.
Boy 1: A brown jacket. Hmm … Oh, that's Nader. He's a teacher.
Man: Cool!
Boy 1: And he goes to work by underground.
Man: By underground?
Boy 1: Yes.

2 4.13 Cut out. Then listen and play.

- Place pupils in pairs and play the audio.
- Ask pupils to look at their cards and using the Lollipop stick technique, have random pupils describe a picture.

Extra activity Critical thinking

- Ask pupils if we should use cars or public transport and how public transport helps the environment.

Extra activity TPR

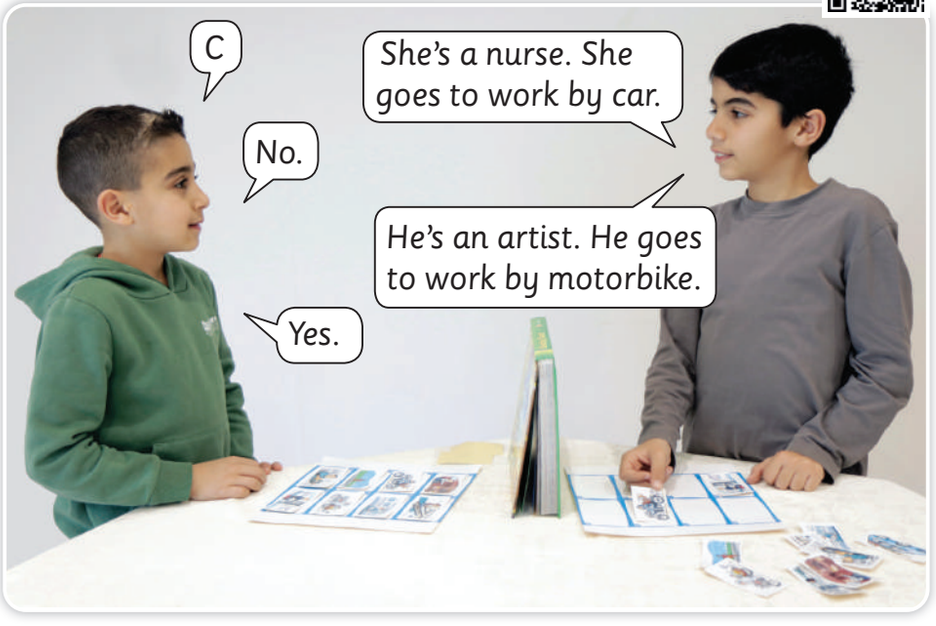
- Have the class form a circle. Explain that you will throw the ball to a pupil who has to say a job. The pupil has to throw the ball to another one who in turn has to say a different job. If a pupil cannot say a job or if they say the same job as the last person, they sit down.
- Continue the game with transport vocabulary.

1 Listen and draw lines.

Hassan | Jaber | Malek | Mazen | Kareem | Muneer | Nader



2 Cut out. Then listen and play.



Activity Book

1 Read and circle.

- Pupils read the text carefully and then circle the correct answers. They can do this individually.

Answer key 1 a doctor, car; 2 an artist, bus; 3 a chef, motorbike

2 Write, circle and draw. Then share.

- Ask pupils to say as many new words from the unit as they can. Write them on the board. With the unit flashcards, check if all unit words are on the board.
- Explain that pupils have to complete the letter about the job they want and how their family member gets to work and what job they do. They can use their imagination. They then draw a picture to illustrate it.
- Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's work.

Finishing the lesson

- Have pupils play a game of their choice.
- Use the Summative questions technique to ask pupils what they think of their learning and what they expect to learn.

Culture

Objectives

- **Lesson aims:** to read a simple text about the yellow school bus; to do a class survey and a graph; to present project work to the class
- **Target language:** *pupil, school bus, bus driver, stop;* the present simple, adjectives
- **Skills:** Listening, Speaking, Reading
- **Viewing and presenting:** to show a graph about how you go to school to the class

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can describe their daily routines in a simple way (GSE 30).

Materials

- sheets of A4 paper, enough for each pupil

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

- Make a list of vocabulary covered in Units 2 and 4. Have pupils stand in a circle. Explain that you will say a word for them to spell. The first pupil on your left begins by saying the first letter of the word, the second pupil the second letter of the word and so on until the word is correctly spelt.
- If a pupil makes a mistake, they sit down and the game starts from the beginning of the line again until the word is spelt correctly. The last three pupils standing, win the game.

Presentation

- Explain that in this lesson pupils will learn about the yellow school busses in India that children use to go to school.

Culture notes

- Schools want to keep pupils in India safe. Firstly, school buses are painted yellow because bright colours are easy to see and so there shouldn't be any accidents. The bus driver can only drive up to 40 miles per hour. There are grills on all the windows so pupils are safe. In case of any accidents, there is a first-aid kit and fire extinguisher in every bus. Parents must put their children on the bus and pick them up from the bus every day.

Key words search
yellow school bus India, India school buses, school bus

Practice

Pupil's Book

1 Before you read Can you see school buses where you live? What colour are they?

- Ask pupils if they come to school by bus and if so, if it's a school bus and what colour it is.
- **Extension** Ask pupils if taking a school bus is a good idea.

2 4.14 Listen and read.

- Ask pupils to describe the pictures in the text.
- After listening to the text, ask pupils what they found interesting about it. Ask them if they think it is a good idea to use the same colour for school buses and why.
- Play the audio again, pausing between sentences or mid-way through them, for pupils to complete the sentences in unison.
- **Extension** Ask pupils different questions about the text for them to answer.

Diversity

Support

- On the board, write incomplete sentences from the text. Tell pupils to choose three and to complete them in their notebooks looking at their Pupil's Books as they work.
- Pupils then read the sentences aloud.
- Pupils can also show you the sentence. You read it for them to repeat.

Challenge

- In pairs, pupils change the text into the interrogative form, sentence by sentence, and answer them using short answers.

Extra activity Creativity

- Have pupils imagine they take a school bus. Have them draw it and describe its colour, size and anything else they think is interesting. Make a classroom display.

Activity Book

1 Order and write.

- Pupils use the picture clues to help them reorder the letters into correct labels.

Answer key 2 pupils, 3 school bus, 4 stop

2 After you read Read and tick (✔).

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

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

Extra activity Fast finishers

- Pupils write as many words as possible using the phrase *A yellow school bus.*

Lesson 8

CULTURE

The yellow school bus

Some pupils walk to school in India.
Some pupils go by car, underground or train.
But many pupils go to school by school bus.

school bus



pupil



Some school buses are long. Some school buses are short. But all Indian school buses are yellow.



bus driver

Bus drivers take the pupils to school in the morning. Then they take the pupils home in the afternoon.



stop

Cars and trucks stop for school buses in India.

Going to school by bus is fun. Do you go to school by bus?



1 **Before you read** **Can you see school buses where you live? What colour are they?**

2 4.14 **Listen and read.**

3 **After you read** **Activity Book, page 41.**

I'm Dana. I go to school by car. In our group, three pupils go to school by car.



Project

Viewing and presenting **Make a graph about how you go to school. Work in groups.**

1. Together, ask and answer about how you go to school.
2. Count the number of pupils for each transport.
3. Draw a graph.
4. Write. *I'm ... I go to school by ... In our group, ...*
5. Tell the class.



Project

Viewing and presenting **Make a graph about how you go to school. Work in groups.**

- Explain to pupils that they are going to make a graph of how they and their classmates go to school.
- Ask pupils to say words they think they will use for the project on the board. On the board, copy the graph presented in the activity. Explain to pupils that we write the numbers vertically, and they can go up by twos or fives, depending on how big the class is. On the horizontal lines we place the types of transport.
- Place pupils in small groups.
- Give each group a sheet of A4 paper and using the Lollipop stick technique, ask a pupil to read through the instructions.
- Remind pupils to write sentences.
- Pupils present their work to the class.
- Make a classroom display.

Finishing the lesson

- Play a game of charades for pupils to guess the job.
- Use the Thought-provoking questions technique to ask pupils what they think about the Culture lesson and what kind of things they have learnt so far. Ask pupils what else they would like to learn in future Culture lessons.

English in action

Objectives

- **Lesson aims:** how to buy tickets
- **Target language:** *Hello. Four bus tickets, please.*
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly (GSE 29).
- **Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31).

Materials

- straw puppets
- a die for each pair
- index cards
- Resource 32

Assessment for Learning

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

Starting the lesson

- Place pupils in pairs and give each pair a dice. Explain that each pupil throws the dice and has to write as many sentences as the number on the dice shows, using the vocabulary or the grammar they have learnt in this unit.
- They throw the dice three times and read the sentences.

Presentation

- Explain that in this lesson pupils will learn how to buy tickets.
- Ask pupils where they buy travel tickets from and for what forms of transport.
- On the board, write *Four bus tickets, please.*

Extra activity Communication

- Place pupils in groups. Ask pupils to say if public transport should be expensive. Have pupils think of different types of transport and say how much money a ticket should cost and who should travel free.

Practice

Pupil's Book

1 4.15 **Listen and read.**

- Ask pupils to look at the picture and tell you what they see. Ask if they can buy tickets on a bus in their city.
- Play the audio once for pupils to read and listen to.
- Play the audio again for pupils to repeat chorally.
- **Extension** Ask pupils what their favourite form of transport is and how often they use it.

2 **Act out the dialogue. Use different transports and times.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.

Diversity

Support

- Write the dialogue on the board but not in the correct order. Read each sentence for pupils to repeat after you. Then, in their notebooks, pupils number each sentence to place the dialogue in the correct order.

Challenge

- Pupils add one more question and answer to the dialogue. They read their full dialogue to the class.

Activity Book

1 4.16 **Listen and circle.**

- Pupils listen to the conversations and circle the correct pictures. Play the conversations more than once if needed.

Answer key 1 a, 2 b, 3 a

1 Good morning.
Hello. Two train tickets, please.
Here you are.
What time is the next train?
At 12:00 o'clock.
Thank you.

2 Good morning.
Hello. Two boat tickets, please.
Here you are.
What time is the next boat?
At 2:00 o'clock.
Thank you.

3 Good morning.
Hello. Two bus tickets, please.
Here you are.
What time is the next bus?
At 5:00 o'clock.
Thank you.

Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

English in action 4
Buying tickets

1 4.15 **Listen and read.**



2 **Act out the dialogue. Use different transports and times.**

boat train underground twelve one ten

Phonics

Lesson 10

1 4.17 **Listen and say.**



What...? When...?

What time is the next train?

When does Malek go to work?

2 4.18 **Listen, say and write** wh. **Then ask and answer using** What.





1 wh eel 2 wh istle 3 wh ale

What is object two? It's a …

3 4.19 **Listen and say the tongue twister.**

The whale has a wheel and a whistle.



Phonics

Objectives

- **Lesson aims:** to say the stress and intonation in questions that start with *what* and *when*
- **Target language:** *what, when, wheel, whistle, whale*
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

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

Materials

- phonics notebooks for each pupil

Starting the lesson

- Use the sounds which pupils learned in Unit 3. Give each pupil a word from Unit 3. Say the word. The pupil writes the word correctly on the board.
- Suggested words include *swim*, *skip* and *stand*.

Presentation

- On the board, write *wh*. Say the phonics sound and have pupils repeat after you.
- Elicit words that pupils know with this sound and write them on the board.

Practice

Pupil's Book

1 4.17 Listen and say.

- Play the audio for pupils to listen and say. Then have pupils say the words and sentences to their partners, making sure they point to the correct picture as they do so.
- Focus on the intonation of the questions. Look at the arrows with the class. This indicates that the intonation goes down at the end.

/wh/ /What/ What time is the next train?
/wh/ /When/ When does Malek go to work?

2 4.18 Listen, say and write *wh*. Then ask and answer using *What*.

- Have pupils look at the pictures. What can they see?
- Play the audio for pupils to listen and repeat. Then pupils ask and answer the questions to use *what*. Make sure pupils use the right intonation.
- Have pupils take out their phonics notebooks. Pupils write the phonics they have learnt today and make sentences.

1 wheel
2 whistle
3 whale

3 4.19 Listen and say the tongue twister.

- Ask pupils to read the tongue twister and find and say words with the phonics from today's lesson.
- Pupils practise the tongue twister and say it together as a class. They could clap their hands each time they encounter a phonics word from the lesson.
- **Extension** Have pupils use the other phonics words from the lesson to write another tongue twister.

The whale has a wheel and a whistle.

Activity Book

1 4.20 Listen and read. Do the questions go up or down? Draw an arrow. Then ask and answer with your partner.

- Pupils listen and read the questions using *what*.
- Then play the audio again for the first question. Write the first question on the board. Draw an arrow to reflect the intonation. Model and pupils repeat.
- Play the audio for the remaining questions. Pupils draw the arrows.
- Pupils then ask and answer the questions in pairs. Make sure they use the right intonation.

Answer key The intonation goes down.

What do you want to be?
What's your favourite hobby?
When do you do homework?
When do you play?

Finishing the lesson

- Say one of the words containing *wh* and then other distractors. With the words containing the Unit 4 sound, pupils clap. Continue in the time available to finish the lesson.

English in action 4
Buying tickets

1 4.15 **Listen and read.**



2 **Act out the dialogue. Use different transports and times.**

boat train underground twelve one ten

Phonics

Lesson 10

1 4.17 **Listen and say.**



What time is the next train?

When does Malek go to work?

2 4.18 **Listen, say and write** wh. **Then ask and answer using** What.





1 wh eel 2 wh istle 3 wh ale

What is object two?

It's a …

3 4.19 **Listen and say the tongue twister.**

The whale has a wheel and a whistle.



Review

Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar
- **Skills:** Listening, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- strips of paper, six per pupil
- straw puppets
- your own stickers, gold stars or stamps
- pictures from the internet of people travelling on different forms of transport

Assessment for Learning

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

Starting the lesson

- Give pupils six strips each to write a job on three and a type of transport on the other three.
- On the board write: *What do you want to be? I want to be a … . How do you go to work? I go to work by …?*
- Use the Lollipop stick technique to bring a pupil to the front with their strips and straw puppet. Explain that they have to answer using their strips. First go through the jobs and then the transport. Ensure pupils swap roles in pairs.
- Walk around the class with a straw puppet asking pupils different questions.

Presentation

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- Have a volunteer come to the board and write the two grammar points they learnt in this unit (*I want to be … / He goes to work by …*).

Diversity

Support

- Before pupils start the review, ask them to say the different jobs and forms of transport they have learnt in the unit and as they say a word, place the flashcards on the board. Then go through all the words. Ask and answer using grammar from the unit.

Challenge

- Pupils make sentences and illustrate them with all the vocabulary items from the unit.

Practice

Pupil's Book

1 4.21 **Listen and number.**

- Use the Lollipop stick technique to ask pupils what the pictures are.
- Place pupils in pairs and have them ask and answer about each item asking *What do you want to be?*

1 I want to be a firefighter. **2** I want to be a chef.
3 I want to be a doctor. **4** I want to be an artist.

2 **Look, circle and write.**

- Use the Lollipop stick technique to have a pupil read the words in the box.
- **Extension** Show pictures of people travelling from the internet and have pupils make sentences about them.

3 **Go to page 59.** ***Teacher's Book page 143***

- Refer pupils to page 59 and have them answer the questions.
- Check the answers (*underground, chef*). Pupils can now stick their star.

Activity Book

1 **Read and circle.**

- Pupils read the whole text carefully first, then circle the correct words.

Answer key nurse, at the weekend, seven, in the morning, train, her

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

- Explain to pupils that they have to complete the paragraph about one of their parents, a family member or a friend and then draw a picture.
- Ask pupils to say what words they can use in the activity. Write them on the board.
- Pupils use the Happy/sad face technique to express how they feel about the activity.
- Tell pupils that they can refer to Activity 1 for help.
- Pupils show their work to their partners, and using the Two stars and a wish technique, assess each other's work.
- Now tell pupils to complete the Picture dictionary on page 55.

Extra activity Critical thinking

- Use the Summative questions technique to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place in their Activity Books.

1 4.21 Listen and number.






2 3 4 1

2 Look, circle and write.

car motorbike underground boat



1 He (She) goes to work by underground.



2 (He) She goes to work by boat.



3 (He) She goes to work by motorbike.



4 He (She) goes to work by car.

3 Go to page 59.

Extra practice

1 Find, circle and write.

Answer key 2 pilot, 3 builder, 4 teacher, 5 chef, 6 astronaut, 7 artist, 8, nurse

2 Read, draw and share.

- Ask pupils to read the sentences quietly and draw the corresponding pictures.
- Pupils show their work to their partners.

Extra activity Fast finishers

- Give pupils a sheet of A4 paper and ask them to make a word puzzle for the class. Photocopy the puzzle and give it to pupils as homework. Fast finishers check answers in the next lesson.

Finishing the lesson

- Place pupils in small groups and have them make a collage with the pictures of the words they have learnt so far. Pupils also label their pictures. Make a classroom display.
- Using the Summative questions technique ask pupils if they are happy with their progress and ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 4 Test

Get ready for...

Objectives

- **Lesson aims:** to practise for the Pre A1 Starters Reading and Writing Parts 1 and 5, and Speaking Part 4 exams
- **Target language:** unit vocabulary
- **Skills:** Speaking, Reading, Writing

Global Scale of English (GSE)

- **Speaking:** Can talk about common jobs using simple language (GSE 36).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- strips of paper, twelve for each pair

Assessment for Learning

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

Starting the lesson

- Place pupils in pairs. Ask pupils to write eight words from Lesson 1 and all the new words from Lesson 5 one on each strip.
- Pupils mix up the strips and place them face down in two stacks of six in front of them.
- They each pick up a stack. They put a strip down and if they are from the same vocabulary group, they have to race to say *snap*, and snap it with their hands.

Presentation

- Explain that in this lesson pupils will practise for the Pre A1 Starters Reading and Writing Exam in both the Pupil's Book and Activity Book, and the Speaking Exam in the Pupil's Book.
- On the board, place all the flashcards from this unit. Quickly revise them.
- Then have pupils close their eyes and remove two cards. Have two pupils tell you which words are missing.
- Replace the cards and continue for a few more rounds.

Practice

Pupil's Book

1 Look and read. Put a tick (✔) or a cross (✘) in the box.

- Place pupils in pairs and have them describe each picture, mentioning forms of transport and jobs.
- Use the Lollipop stick technique to have pupils describe a picture of their choice aloud.
- Pupils complete the activity individually and use the Traffic light cards technique to express how they feel about the activity.
- Monitor pupils as they work and gently correct where necessary.
- **Extension** Have pupils correct the wrong sentences.

Diversity

Support

- Point to each picture, elicit the job or the form of transport and read the sentence slowly for pupils to trace the words. Then ask *Tick or cross?* Continue with the activity.

Challenge

- Pupils write new similar sentences for each picture. In pairs, pupils swap them and tick or cross.

2 Say about you.

- Use the Lollipop stick technique to ask two pupils read the sample dialogue.
- Bring pupils to the front of the class. They move around and do the activity with different partners.

Activity Book

1 Look at the pictures and complete the sentences. Write the answers.

- Ask pupils to look closely at the picture and tell you what jobs and forms of transport they see.
- Explain the activity and ask pupils to use the Traffic light cards technique to express how they feel about the activity.
- Check answers as a class.
- Use the Lollipop stick technique to have pupils read the sentences.
- **Extension** Say incorrect sentences about each item for pupils to correct you.

Answer key 2 motorbike, 3 artist, 4 underground, 5 astronaut

Extra activity Collaborative work

- Place pupils in pairs and give them two sheets of A4 paper. Tell pupils they have to make a test for other groups with two different activities that focus on what they've learnt in this unit. Pupils make one activity per page.
- Remind pupils to make an answer key in their notebooks.
- Pupils swap tests with other pairs who have to complete the test and return it to the original pair to be marked.

Extra activity Fast finishers

- Have pupils make a list of their favourite sentences from the unit and illustrate them. Place their work in their portfolios.

Extra activity TPR

- Have pupils stand in the middle of the class. Tell pupils that they are photographers who constantly take photos. Explain that you will say different words from this unit as they photograph different things in the classroom. If however, they hear a word from another unit, they have to stop taking photographs. If they don't, they have to hop on the spot four times.
- Start by saying words slowly and then build up speed to make the game much more fun.

Get ready for...

Pre A1 Starters Reading and Writing Part 1

1 **Look and read. Put a tick (✔) or a cross (✘) in the box.**

1 

I want to be a chef. ✘

2 

He goes to work by train. ✔

3 

He goes to work by car. ✘

4 

I want to be a pilot. ✔

5 

I want to be a teacher. ✔

6 

He goes to work by underground. ✔

Pre A1 Starters Speaking Part 4

2 **Say about you.**



I want to be a doctor.



And I want to be a pilot.

Finishing the lesson

- Have pupils look through each lesson and read a sentence from it to their partner.
- Ask pupils to work in pairs. Give each one a sheet of A4 paper and have pupils take out their markers. Explain that they have to make a word cloud with words and grammar they learnt in this unit. Tell pupils to make it as colourful as possible and to illustrate it if they like. Make a classroom display.
- Use the Thought-provoking questions technique to ask how successful their learning is and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit. Ask pupils which activity they liked best from the unit and do it in class.

Language booster 1

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–4; to talk and write about activities
- **Target language:** *watch TV, do homework, go to bed, go to sleep, read a book, play video games, take photos, draw pictures; What do you do …?; and/but; I like (taking photos).*
- **Revised language:** *watch TV, do homework, go to bed, read a book, do karate, play video games, skateboard, play tennis, roller skate;* days of the week
- **Skills:** Listening, Speaking, Reading, Writing

Materials

- Units 1–4 flashcards
- sheets of A4 paper, enough for each pupil
- stopwatch or timer

Assessment for Learning

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

Global Scale of English (GSE)

- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23). Can understand the correct sequence of events in a simple story or dialogue (GSE 37). Can identify the connections between short phrases by recognising common linking words (GSE 43).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write short, basic descriptions of everyday activities, given prompts or a model (GSE 35).

Mapping

Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Listening: following simple short instructions of a teacher, peers or a recording in activities and games; demonstrating appropriate listening behaviours; recognising information while listening	**Listening:** follow simple instructions in activities and games; draw, select or write simple words in response to questions in presented oral material; locate needed information while listening
Speaking: communicating ideas clearly; communicating with the correct use of pauses; participating in short guided dialogues to express advice, likes and dislikes tactfully	**Speaking:** talk about time
Reading: reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text	**Reading:** use pictures and contextual clues to infer the meanings of new vocabulary items; locate key facts or information in a reading text (e.g. names, places, events, etc.); use stress and intonation patterns to clearly communicate ideas (stress content words; contract weak forms; express rising-falling intonation; stress the main verb in a sentence; stress the final word in a sentence); use syllabification and sentence segmentation to communicate with correct pauses; use the correct stress, intonation and pauses to effectively ask, answer, advise, direct, and express likes and dislikes
Writing: using accurate spelling, capitalisation, and punctuation	**Writing:** learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback
Viewing and presenting: delivering a short oral presentation about an object or event of interest; deducing the purpose of the visual text and relating it to his/her personal experience	**Viewing and presenting:** realise that texts and illustrations work together to convey information; deliver a short oral presentation about an object or event of interest

Starting the lesson

- Write the following verbs on the board and/or use the flashcards: *go, do, have, play, do, watch, read.* Ask pupils to say the rest of the activities from Units 1 and 3. Point out there could be more than one ending, e.g. *Go … Go to school, Go home* and so on.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to activities and hobbies.

Practice

Pupil's Book

How many daily activities can you say?

- Set a timer to one minute and have pupils say as many daily activities as possible. Go around the class and count as pupils say them. Then say the total number the class as a whole has said.

1 LC1.1 **Listen and say. Then listen and number.**

- Ask pupils to look at the pictures. Play the audio. Pupils repeat the items as they hear them.
- Play the audio again and this time, pupils listen and write the correct number in the box. Check answers as a class.
- In pairs, pupils mime an activity from Activity 1 and their partner guesses what it is.

Listen and say.
watch TV, do homework, go to bed, go to sleep, read a book, play video games

Now listen and number.
Boy 1: Nader, what do you do at the weekend?
Boy 2: Hmm. Well, on Friday I do homework in the morning and then I play video games in the afternoon.
Boy 1: What do you do in the evening?
Boy 2: I watch TV at 6 o'clock. I go to bed at 7 o'clock and then I read a book. I go to sleep at about 8 o'clock.
Boy 1: Do you do homework on Saturday?
Boy 2: No, I don't. I play with my friends, but I don't do homework!

Atomic's Learning Club

Language booster

How many daily activities can you say?

1 LC1.1 **Listen and say. Then listen and number.**



watch TV



do homework



go to bed



go to sleep



read a book



play video games

2 LC1.2 **Listen again and match.**

1 When does Nader do homework? — e Friday morning
2 What does Nader do at 6 o'clock? — b watch TV
3 What does Nader do at 7 o'clock? — c go to bed
4 What does Nader do at 8 o'clock? — a go to sleep
5 When does Nader play with friends? — d Saturday

3 **Say and play. Use** *and* **or** *but*.


What do you do after school?

I watch TV and I play video games.


I watch TV, but I don't play video games!

LC1.3
I watch TV and I play video games.
I watch TV, but I don't read a book!

Diversity

Support

- Practise saying the activities around the class. Then point to an activity and ask, e.g. *Do you watch TV in the morning, in the afternoon or in the evening?*

Challenge

- In pairs, have pupils ask and answer *When?* questions about the activities. One pupil points and asks, e.g. *When do you watch TV?* The other replies *I watch TV in the evening.*

2 LC1.2 **Listen again and match.**

- Ask pupils to look at Activity 2. Remind pupils that *When?* asks about a time and *What?* asks about an activity.
- Play the audio and pupils match the two columns. Check answers as a class.
- **Extension** Pupils draw one thing they do in the morning, the afternoon and the evening. They write sentences. Place pupils' work in their portfolios.

3 **Say and play. Use *and* or *but*.**

- Put the flashcards from Unit 3 on the board to review.
- LC1.3 Have pupils look at the grammar box. Play the audio. Have pupils repeat the sentences. Write on the board *I play football … I play tennis. I do my homework … I don't play video games.* Ask pupils to say *and* or *but* to complete the sentences.
- Ask pupils to look at the speech bubbles. Have two volunteers read them aloud.
- In pairs, pupils practise the dialogue, changing the activities for the ones on the flashcards on the board.
- **Extension** In groups, pupils design, draw and write activities for an after-school club.

Extra activity TPR

- Divide the class into two teams/lines. Give the first pupil from Team A an instruction, e.g. *read a book* or *go to sleep*. They have to mime it correctly. If they do, they go to the back of the line. If they don't, they are out. Then give the first pupil from Team B an instruction and so on. After ten activities (five each), the winning team is the one with the most pupils left.

4 LC1.4 **Listen and read.**

- Ask pupils what they can see in the picture. Ask where they think the children are and what they are doing.
- Play the audio and pupils follow in their Pupil's Books. Play the audio again and pupils read along.
- Place pupils in pairs and they practise the dialogue as best they can. Help where necessary.

5 **Act out the dialogue. Use different activities.**

- Ask pupils to look at the four activities. Read them aloud and ask if they do any of these things and if they like them.
- In pairs, pupils practise the dialogue in Activity 4 but replace the activities (in blue) with the new ones in Activity 5.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out their dialogues. Repeat with as many pupils as possible.

Language booster 1

6 **Draw and write about your favourite hobbies. Then share.**

- Tell pupils what your hobby is and write example sentences on the board.
- Pupils draw a picture and write sentences about their favourite hobbies on a sheet of A4 paper. Pupils talk about their hobbies and show their drawings to the class. Place their work in their portfolios.

Show what you know **Write, tick (✔) and stick.**

- Pupils read and complete the Show what you know box. Check what pupils have learnt. Praise pupils and tell them to stick their star.
- **Extension** Use games in the Games Bank to review any new words.

Extra activity **Critical thinking**

- Have pupils think about the importance of getting enough sleep. Ask *What time do you go to bed?* Tell pupils they should try to sleep for at least nine hours every night.

Activity Book

1 **Look, read and circle.**

- Ask pupils to look at the pictures and say what they are.
- Pupils complete the activity individually. Check as a class.

Answer key 2 watch TV, 3 play video games, 4 go to sleep, 5 do homework, 6 go to bed

2 **Read about Fadi. Write *and* or *but*.**

- Ask pupils to look at the first sentence. Read aloud and point out that *and* is used because it means as well as.
- Ask pupils to complete the activity individually. Then ask pupils to read out the correct sentences.

Answer key 2 but, 3 and, 4 but

3 **Read and order the dialogue.**

- Pupils look at the dialogue. Have pupils read the speech bubbles aloud. Point out that the speech bubbles aren't in order.
- In pairs, pupils decide the order of the dialogue and write numbers. When they have completed the activity, they practise saying the dialogue.

Answer key 4, 2, 3, (1)

4 **Complete the dialogue. Use different hobbies.**

- Write the end of some activities on the board, e.g. *book*, *pictures*, *sleep*, *video games*. Ask pupils to say the complete phrase, e.g. *I like playing video games.*
- In pairs, pupils complete the dialogue with different hobbies.
- Ask pupils to perform their dialogues for the rest of the class.

5 **What are Amina's hobbies? Read and circle.**

- Pupils look at the pictures in Activity 5. Ask them what activities they represent.
- Read the description in the speech bubble aloud. Check understanding.
- Pupils decide which group of pictures is correct and circle the letter.
- **Extension** Have pupils look at pictures a and b. Ask them to give a description with these items based on Amina's description of c. They can start with *Hello I'm (Ali). I've got a lot of hobbies. I like . . . .*

Answer key c

Finishing the lesson

- Ask pupils to draw five symbols for activities from the lessons. In pairs, they swap their symbols/drawings with a partner. They write the phrases that go with each of the symbols/drawings.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

LC

4 LC1.4 **Listen and read.**



What's your favourite hobby?

I like taking photos. How about you? Do you have any hobbies?

Yes. I like drawing pictures.

Me, too! Let's draw together now!

5 **Act out the dialogue. Use different activities.**

skateboarding | roller skating | playing tennis | playing basketball

6 **Draw and write about your favourite hobbies. Then share.**

1 I like _____.

2 I also like _____ and _____.

Show what you know

Write, tick (✓) and stick.

How many daily activities can you say now? ☐

Can you talk about what you do after school? ☐

Can you talk about your favourite hobby? ☐



How do we tell the time?

Objectives

- **Lesson aims:** to tell the time
- **Target language:** *o'clock, half past, quarter to/past, minute hand, hour hand*
- **Skills:** Listening, Reading, Speaking

Global Scale of English (GSE)

- **Listening:** Can understand the time of day when expressed to the quarter hour (GSE 22). Can understand the time of day when expressed to the half hour (GSE 25).
- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can read the time when written as word (GSE 29).
- **Speaking:** Can talk about common everyday objects using single words, if supported by pictures (GSE 26). Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31).

Materials

- numbers 1–20 flashcards
- sheets of A4 paper, enough for each pupil
- sticky notes with the time written on them, enough for each pupil
- pictures of sundials and water clocks
- card or paper plates, markers
- scissors and coloured paper
- butterfly pins
- Resource 37

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique ; Thumbs up/down technique; Stop/Go technique
- Peer learning: pairwork; groupwork
- Independent learning: Learning diary; portfolios

Starting the lesson

- Place the number flashcards on the board. Point to the numbers in random order and pupils say the word.
- On the board, write numbers 20–30. Point to number 20 and elicit *twenty*. Then point to number one and elicit *one*. Write number 21 and say *twenty-one* for pupils to repeat. Continue until 30.

Presentation

- Explain that in this lesson pupils will learn how to tell the time.
- On the board, write numbers from 1–25 and say *Let's count in fives*. Circle numbers 1, 5, 10, 15, 20, 25 and elicit the numbers.
- On the board, draw a big clock. Explain to pupils that when we say the time, we count in fives.
- Count in fives again, pointing at numbers 1 and 2. Make a pause and say that number 3 is called *quarter* and write the word. Continue counting in fives and pointing to 4 and 5. Make a pause and say that number 6 is called *half past* and write the word. Do the same with the other half, starting at number 11 and making a pause in number 9 to write *quarter* on the board. Then point to number 12 and elicit the time *o'clock*.
- Say again all numbers in the clock and ask pupils to repeat after you.
- Then draw a line down the middle of the clock. On the left write *to*, and on the right write *past*. Tell pupils we use *past* and *to* with the times. *Past* shows that it is past the hour, whereas *to* shows it's coming to the next hour.
- On the clock, write the numbers 1–12. Then go through each one, saying *five past, ten past, quarter past,* etc. Pupils repeat after you.

Extra activity **Critical thinking**

- Ask pupils to think about why time is important and how it helps us work better. Ask pupils what their favourite time of the day is.

Practice

Pupil's Book

1 Think What do you know about the clock?

- Ask pupils if they know anything about the history of the clock.
- Show pupils pictures of a sundial and water clocks.

Culture notes

- The first mechanical clock was made in 1510. Before that people used sundials and water clocks to tell the time.

Key words search

how to tell the time, history of the clock, sundials, water clocks

2 Learn LC2.1 Listen, read and check.

- Have pupils look at the clock in the Pupil's Book. Explain to pupils that the big hand shows the minutes and the small hand shows the hour.
- Play the audio for pupils to read along with.
- **Extension** In pairs, give pupils a sheet of A4 paper each. Have them draw a big clock on it, with its numbers in place. Then give pupils the sticky notes but make sure they are in random order. They have one minute to label the clock, without looking in their Pupil's Books.
- Pupils then check against their Pupil's Books.

Extra activity **TPR**

- Bring pupils to the front of the class and have them form a circle. Have them ask you in unison *What's the time Mr Wolf?* and you say a time. They have to show the time using their hands. Their left hand is the hour hand while their right hand is the minutes hand.
- If a pupil makes a mistake, they lose a turn.

Diversity

Support

- Do a choral read of the text, pausing after each sentence so pupils can follow you and point to the picture in their books.

Challenge

- In small groups, pupils read the text again but change the time in the clock. Tell them to reread the text with the following times: *quarter past four, half past eight, a quarter to nine, ten past five* and *twenty-five to seven*.
- Monitor and correct any mistakes.

Maths

How do we tell the time?

Think **1** **What do you know about the clock?**

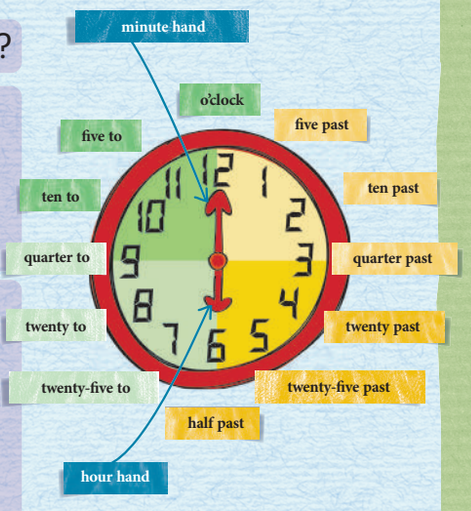
Learn **2** LC2.1 **Listen, read and check.**

What's the time?

Look at the clock. What's the time?

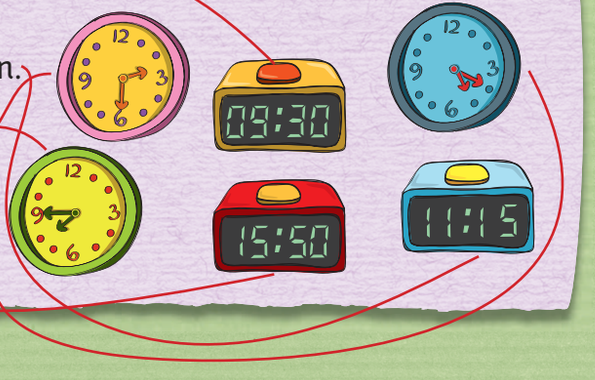
The **minute hand** points to twelve. The **hour hand** points to six. It's six **o'clock**! It can be six o'clock in the morning or six o'clock in the evening.

When the minute hand is at three and the hour hand is at six, it's **quarter past** six. When the minute hand and the hour hand are at six, it's **half past** six. When the minute hand is at nine and the hour hand is at six, it's **quarter to** seven.



Check **3** **Read and match.**

1 It's half past nine.
2 It's quarter past eleven.
3 It's quarter to eight.
4 It's half past two.
5 It's twenty past five.
6 It's ten to four.



3 Check Read and match.

- Play with pupils showing different times on the clock. Use the Lollipop stick technique to elicit answers.
- On the board, write the times for a whole hour in digital form.
- Explain to pupils that even when the clock shows 1:50, we refer to the new hour the clock is going towards.
- Go through each one showing pupils how we express the times when we see a digital clock.
- Use the Traffic light cards technique to monitor pupils.

How do we tell the time?

1 Let's practise! Look and number.

- Use the Lollipop stick technique to ask pupils to read the sentences.
- Explain that pupils have to put the times in order. Use the Thumbs up/down technique to check understanding.
- **Extension** Place pupils in pairs. Give pairs a sheet of A4 paper and have them make their own activity, similar to this one, for other pairs to complete.

Diversity

Support

- Pupils tell you the parts of the day for you to write them in the correct order on the board: *in the morning*, *in the afternoon* and *in the evening*.
- Ask one pupil to read the first time and tell you where to place it on the board. Then write the time. Continue with the following times.
- When they finish, ask pupils what time comes first, second, third and fourth. Then they write the numbers in their books.

Challenge

- Pupils write four different times in their notebooks.
- In pairs, they swap notebooks, order the times and draw the clocks.

2 Ask and answer.

- Ask pupils what time they play, watch TV, and so forth.
- Pupils look at the activity. Use the Stop/Go technique to check understanding.
- **Extension** Pupils continue the activity by adding five sports or after-school activities. On the board, write *What time do you get up on Saturday?* Ask a pupil for the answer.

Extra activity Fast finishers

- Have pupils write sentences about a member of their family and what time they do three different things during the day.

Show what you know Make a clock. Then show and tell.

- Explain that pupils are going to make a clock. Give pupils some card or a paper plate, coloured paper and a butterfly pin.
- Tell pupils you are going to say each step and they have to follow you. Tell pupils not to continue to the next step unless you tell them to.
- First, have pupils cut a round clock if they are using card. To make sure the clock isn't disproportionate, use a big plate for pupils to trace around on the paper.
- Then tell pupils to use the coloured paper to make the hands. Remind pupils that one has to be longer than the other. Tell pupils to make sure the hands are also wide.
- Next, pupils pick up their clocks and mark its centre. Show pupils how to pin the hands on the clock.
- Pupils can use markers to colour their clocks.
- On a separate sheet of A4 paper, pupils write different sentences about their day and what times they do different activities.
- In pairs, pupils read their sentences and set the clock to the time the sentences show.

Extra activity TPR

- Give pupils a sheet of paper and ask them to write a number from 1 to 12 on it.
- Tell pupils that the A4 paper is the minute hand of a clock.
- Explain that you are going to say a time and they raise their paper if their minute hand shows that time.
- Bring different pupils to the front to call out the times.

Extra activity Creativity

- Place pupils in small groups. Pupils make a poster about their school day. They draw pictures and clocks showing times, and make sentences.
- They write about what time school starts, when they have lunch, have lessons, play and go home.

Finishing the lesson

- The CLIL lessons are a great time to introduce the Learning diary.
- Have pupils take out their notebooks or a small notepad.
- Explain that they have to write what they have learnt so far in each unit and in the CLIL lessons.
- On the board, write *What I learnt: Unit 1.* Have pupils say words or sentences and write them on the board.
- Do the same for Units 2–4 and the CLIL lessons.
- Collect the diaries and place them in the pupils' portfolios.

LC

Let's practise!

1 Look and number.


2

quarter past two in the afternoon



1

eleven o'clock in the morning


4

half past nine in the evening



3

twenty to four in the afternoon

2 Ask and answer.

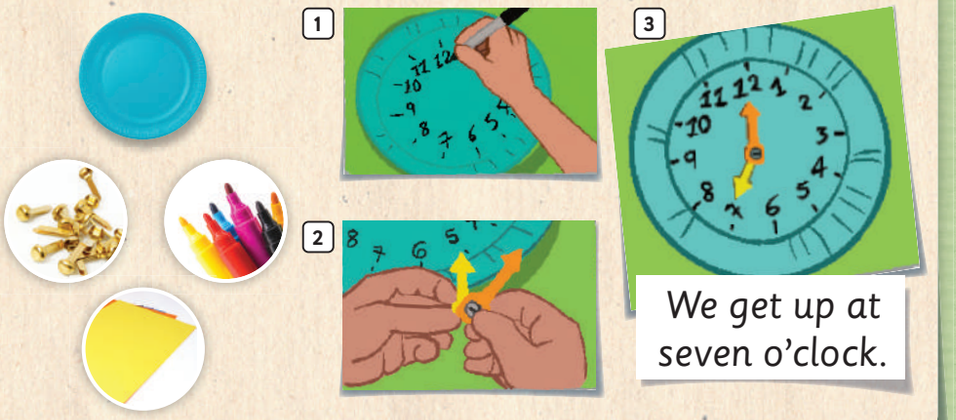
What time do you…

- play?
- watch TV?
- go to school?
- do homework?
- have dinner?



Show what you know

Make a clock. Then show and tell.



Months and seasons

1 F1.1 **Listen and stick. Then listen and say.**

winter
1 DECEMBER
2 JANUARY
3 FEBRUARY

spring
4 MARCH
5 APRIL
6 MAY

summer
7 JUNE
8 JULY
9 AUGUST

autumn
10 SEPTEMBER
11 OCTOBER
12 NOVEMBER

2 F1.2 F1.3 **Listen and sing.**



Seasons, seasons.
There are four.
Clap three times.
Then clap once more.

March, April, May.
Spring is lots of fun.
March, April, May.
Spring is my favourite one.

3 F1.4 F1.5 F1.6 **Sing the song again. Use different months and seasons.**

4 F1.7 Listen and read.

5 F1.8 Listen and number.



They're green and red. — What colour are the scarves?

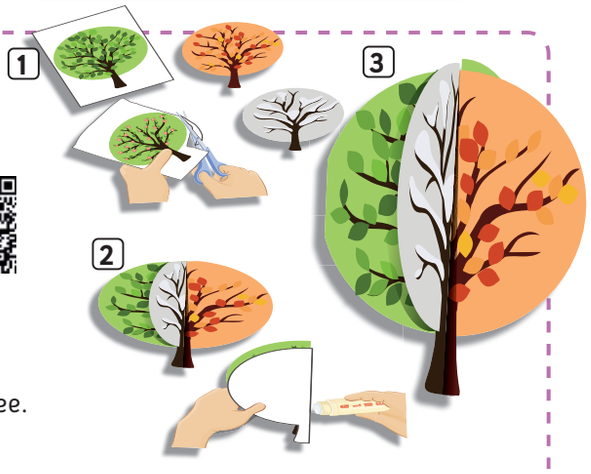
He's wearing a T-shirt and shorts. — What is the man wearing?

It's playing with the leaves. — What is the cat doing?

Project

Make and share a four seasons tree. Work in groups.

1. Choose your seasons.
2. Cut and glue them.
3. Cut out, fold and glue your trees together.
4. Talk about your four seasons tree.



Months and seasons

Objectives

- **Lesson aims:** to say the months and seasons
- **Target language:** *January, February, March, April, May, June, July, August, September, October, November, December, winter, spring, summer, autumn; It's hot in …, It's cold in …*
- **Skills:** Listening, Reading, Speaking, Writing

Global Scale of English (GSE)

- **Listening:** Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 25). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic phrases about the weather (GSE 24).
- **Reading:** Can understand simple sentences about the weather if supported by pictures (GSE 26).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe objects in a basic way (GSE 26).
- **Writing:** Can write simple sentences about likes and dislikes (GSE 30).

Materials

- flashcards from the lesson
- sheets of A4 paper, enough for each pupil
- the alphabet on scrunched up papers
- a bag or a box
- scissors, glue and coloured pencils
- trees cut outs from Team Together Cut-outs
- stopwatch or timer

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Stop/Go technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolios; Thought-provoking questions technique

Starting the lesson

- On small pieces of paper, write a letter of the alphabet and scrunch it up. Do not use *X*. Place all the scrunched up pieces of paper in a bag or a box.
- Write the names of all the pupils on the board and have the class form a circle.
- Pass the box around for each pupil to choose a scrunched up ball. They have to open it and say as many words that begin with that letter as they can. Pupils get a point for each word.
- Count up points after two sessions to decide on a winner.

Presentation

- Explain that in this lesson pupils will learn about the months and seasons. Ask pupils what they know about the months or seasons and write them on the board.

Key search words
the four seasons, months of the year

Practice

Pupil's Book

1 F1.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is.
- **Extension** Place pupils in pairs and have one point to an item for their partner to spell and say what it is.

Diversity

Support

- Give pupils a sheet of A4 paper. In pairs, each one chooses six different months from their partners to write on the sheet.
- In pairs, pupils point to a word on their paper for their partner to read. Pupils swap roles. Repeat for the seasons.

Challenge

- Have pupils write sentences with today's new vocabulary.

Extra activity Communication

- Ask pupils to think of their favourite season, write its name, what months it is in and three reasons why they like it. They illustrate it, too.
- In groups, pupils share their ideas. Place their work in their portfolios.

2 F1.2 & F1.3 Listen and sing.

- On the board, write the four seasons in a row. Ask pupils to say what months each season is in.
- Use the Lollipop stick technique to bring pupils to the board and write a month under each season.
- Ask pupils to look at the pictures and tell you what they see.
- Have pupils read the song and tell you the new words.
- Play the song for pupils to listen. When they hear a new vocabulary word, they clap.
- A karaoke version of the song is available (track F1.3).

3 F1.4, F1.5 & F1.6 Sing the song again. Use different months and seasons.

- Place pupils in small groups and have them rewrite the song using different months and seasons.
- Help pupils as they work, moving around to make sure all pupils are helped equally.
- Use Stop/Go technique to check understanding of the activity.
- Use the Lollipop stick technique to have groups sing their song.

Extra activity TPR

- Give pupils a sheet of A4 paper and have them cut the paper in half. On one sheet ask them to write their favourite month. On the other, their favourite season.
- Say a word and pupils with that word stand up and clap their hands.

4 F1.7 Listen and read.

- Have pupils look at the pictures and say as many new vocabulary words as they can. As pupils say the words, place their matching flashcards on the board.
- Play the audio for pupils to follow. Then have pupils read the text to their partners.
- **Extension** Ask pupils to describe the pictures. Use the True/False cards technique to ask questions about the pictures.

5 F1.8 **Listen and number.**

- Tell pupils that they will now number the items they hear.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.
- **Extension** On a sheet of A4 paper, have pupils write three things for their partners to find in 60 seconds.

1 I'm swimming.
2 I'm playing in the snow. It's fun.
3 I'm sitting in the garden.
4 I'm flying a kite.

Project

Make and share a four seasons tree. Work in groups.

- Explain to pupils that they are going to make a four seasons tree. You can show some pictures with examples.
- Ask pupils to say words associated with each season. Write them on the board.
- Place pupils in small groups. Give each group a sheet of A4 paper and using the Lollipop stick technique, ask a pupil to read through the instructions.
- Pupils use their cut-outs to complete the project.
- Pupils present their work to the class.

Activity Book

1 **Look, read and write.**

Answer key 2 April, 3 August, 4 September

2 **Find and circle.**

Answer key winter, spring, autumn, summer

3 F1.9 **Listen and read.**

- Play the audio for pupils to listen and read along to.
- Place pupils in pairs and have them ask each other two questions about the text.

4 **Write, draw and share**

- Pupils write about their favourite season like the text in Activity 3. Then they talk about their favourite season and share their drawing with the class.

Finishing the lesson

- Use the Thought-provoking questions technique to discuss with pupils what they liked about the Months and seasons lesson and what they didn't like.



Calgary Stampede

1 F2.1 **Listen and stick. Then listen and say.**

1 craftwork

2 cowboy

3 rodeo

4 race

5 tipis

6 cowboy boots

7 cowboy hat

8 barbecue

2 F2.2 **Listen and chant.**





At the Calgary Stampede there are horses and cows.

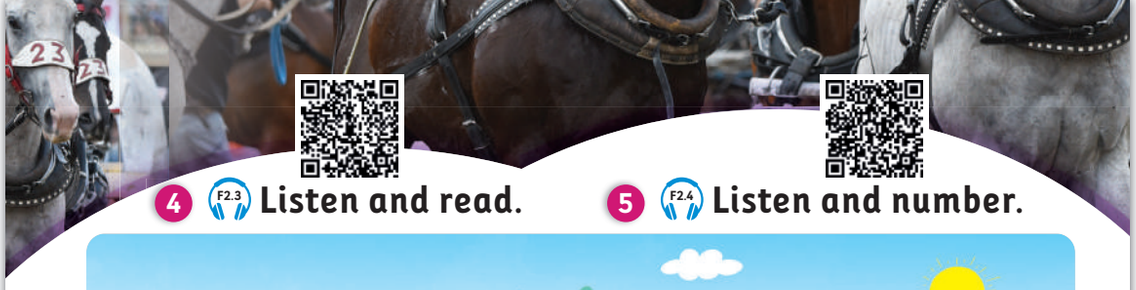
I can see lots of cowboys just now.

I like the rodeo. It's fun, fun, fun!

And look at the cowboy hats on everyone!

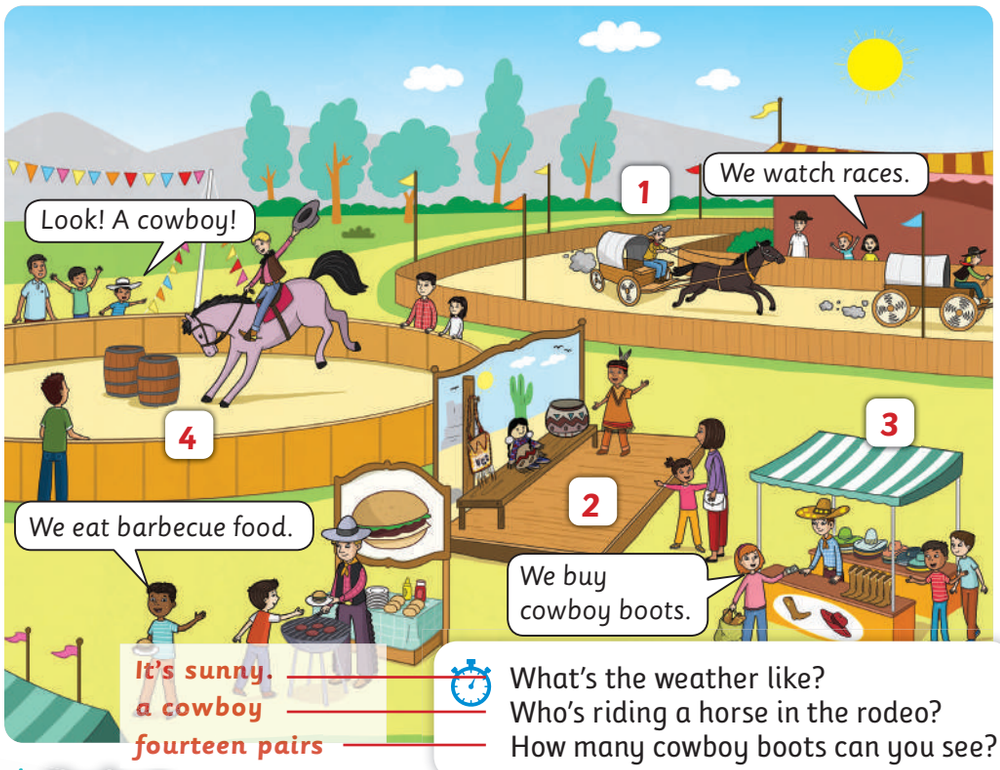
3 **Say the chant again. Use different Calgary Stampede words for things to see and activities.**

craftwork | tipis | race | barbecue



4 F2.3 Listen and read.

5 F2.4 Listen and number.



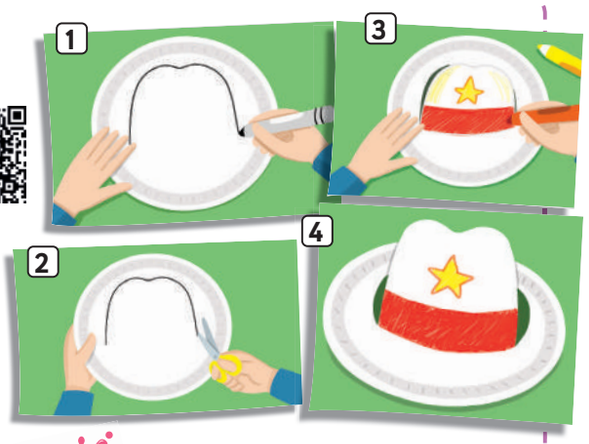
It's sunny.
a cowboy
fourteen pairs

What's the weather like?
Who's riding a horse in the rodeo?
How many cowboy boots can you see?

Project

Make a cowboy hat. Work in groups.

1. Draw the shape of your cowboy hat.
2. Cut out your cowboy hat.
3. Colour and decorate your cowboy hat.
4. Talk about your hat. Say the chant and hold up your cowboy hat.



Calgary Stampede

Objectives

- **Lesson aims:** to read about the Calgary Stampede festival in Canada
- **Target language:** *craftwork, cowboy, rodeo, race, tipis, cowboy boots, cowboy hat, barbecue; We watch races, We eat barbecue food, We buy cowboy boots*
- **Skills:** Listening, Reading, Speaking, Writing

Materials

- flashcards from the lesson
- sheets of A4 paper, enough for each pupil
- card, crayons, scissors, glue
- cowboy hat cut-outs from Team Together Cut-outs
- stopwatch or timer

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can understand simple sentences, given prompts (GSE 24)
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolios; Thought-provoking questions technique

Starting the lesson

- Place the Calgary Stampede flashcards on the board. Point to each one in turn. Say the words and pupils repeat.
- Say that the word *cow* appears a lot. Ask pupils why they think this is and where they can find cows (*on farms*).

Presentation

- Explain that in this lesson pupils will learn about the Calgary Stampede and cowboys and horses. Ask pupils if they know anything about it, or about what cowboys do.

Culture notes

- The Calgary Stampede is held in Calgary, Canada every year in July. A stampede /stæm'pi:d/ is when a group of large animals suddenly start running in the same direction because they are excited or scared.
- The festival lasts for one week and celebrates Canadian Western traditions. The festival starts with a parade. There are rides, concerts, barbecues and a rodeo. There's also a traditional pancake breakfast. Many people from around the world visit Calgary to attend the festival.
- A rodeo is a show where cowboys show their skills at throwing ropes and riding horses and cows. These are dangerous and a person dressed as a clown is there to help steer the cows and horses away if someone has an accident.

Practice

Pupil's Book

1 F2.1 Listen and stick. Then listen and say.

- Pupils look at page 54. Read the title *Calgary Stampede* and have pupils repeat. Tell them that Calgary is a place in Canada.
- Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension** Place pupils in pairs. They say and point with their partner. One pupil says number 4. The other one points and says *race* and so on.

Extra activity Critical thinking

- Explain that there are parades, rodeos with horses, cows and bulls (male cows) and a lot of food at the festival. Ask pupils if they know about other festivals that have got animals. Ask why they think there aren't any fireworks. (*They would scare the animals.*)

2 F2.2 Listen and chant.

- Ask pupils to look at the chant. Ask *What can you see in the pictures?* (*a cowboy, cows, a man on a horse in a rodeo*)
- Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the chant.
- **Extension** Have pupils write the chant but use simple drawings for the new vocabulary words. Place their work in their portfolios.

Diversity

Support

- Play the chant with pauses for pupils to repeat slowly.
- In pairs, have pupils read alternate lines with their partner.

Challenge

- In groups, pupils take turns to read the chant. They replace the words *horses*, *cows*, *cowboys* and *rodeo* with claps to represent the syllables (e.g. two claps for *horses*, one clap for *cows* and so on).

3 Say the chant again. Use different Calgary Stampede words for people and activities.

- Have pupils look at the words in Activity 3. Ask a student to come to the board and draw them.
- Explain the activity. Use the Traffic light cards technique to check understanding.
- The class says the chant twice. The first time, they replace *cowboys* with *tipis* and *rodeo* with *race*.
- **Extension** Pupils practise spelling the new Calgary Stampede words in pairs.

4 F2.3 Listen and read.

- Ask pupils to look at the picture on page 55. They say as many words as they can about the picture.
- Play the audio for pupils to follow. Then have pupils read the text in pairs.

- Ask questions about the picture: *How many people are wearing cowboy hats?* (*six*) *Can I buy a burger?* (*Yes*)
- Ask pupils what they like most about the festival – the rodeo, the races, the food or the clothes.
- **Extension** Use the True/False cards technique to say sentences about the picture. Say *People are riding elephants.* (*False*) *You can buy a cowboy hat.* (*True*)

5 **F2.4 Listen and number.**

- Play the audio. Pupils listen and write the number in the correct boxes.
- Check answers as a class.
- **Extension** On a sheet of A4 paper, have pupils write three things for their partners to find in 60 seconds.
- Pupils answer the questions in the box in 60 seconds.

1 This race is amazing!
2 Let's buy some craftwork.
3 Wow! He's wearing a fantastic hat!
4 I want to be a cowboy in a rodeo!

Project

Make a cowboy hat. Work in groups.

- Explain that pupils are going to make a cowboy hat.
- Using the Lollipop stick technique, ask a student to read through the instructions. Make sure they understand what they have to do.
- Give each student a cut-out of the cowboy hat and access to scissors and glue.
- Have pupils cut out the photocopy of the hat and decorate it.
- Remind pupils they have to talk about their cowboy hat to the class. They can use sentences like *This is my cowboy hat. It's* (*brown/red*). *I like it because … . I wear it because it's sunny.*
- Pupils present and describe their hats to the class.

Activity Book

1 **Look, read and tick (✔).**

- Point to the items in the pictures and elicit what they are. Ask pupils as a class to read each word.

Answer key 2 a, 3 b, 4 a

2 **Order and write. Then match.**

- Point to the pictures on the right and elicit what they are.
- Focus pupils on the mixed-up letters and the example. Explain what they have to do.
- Pupils complete the activity individually.

Answer key 2 cowboy boots – b, 3 tipis – c, 4 cowboy – a

3 **Read and write.**

- Ask pupils to look at the picture and say what they can see.
- Pupils complete the activity individually. Check as a class.

Answer key rodeos, cowboys, boots/hats, hats/boots, tipis

Finishing the lesson

- Have pupils make word cards with the vocabulary from the Calgary Stampede. They can illustrate the words as well. Make sure they put their names on the cards.
- In pairs, pupils play pelmanism with the cards. They place them face down and turn them over to find pairs.
- Use the Thought-provoking questions technique to discuss with pupils what they liked about today's lesson and what they didn't like.



Independence Day

1 F3.1 **Listen and stick. Then listen and say.**

1 
flag

2 
fireworks

3 
crafts

4 
parade

5 
mansaf

6 
air show

7 
band

8 
dessert

2 F3.2 **Listen and say the poem.**



We're going to the parade.
We get together and say
We're going to have a good time today.
Mansaf for lunch
And then a lovely dessert.
Fireworks are fun.
It's a great day for the family.

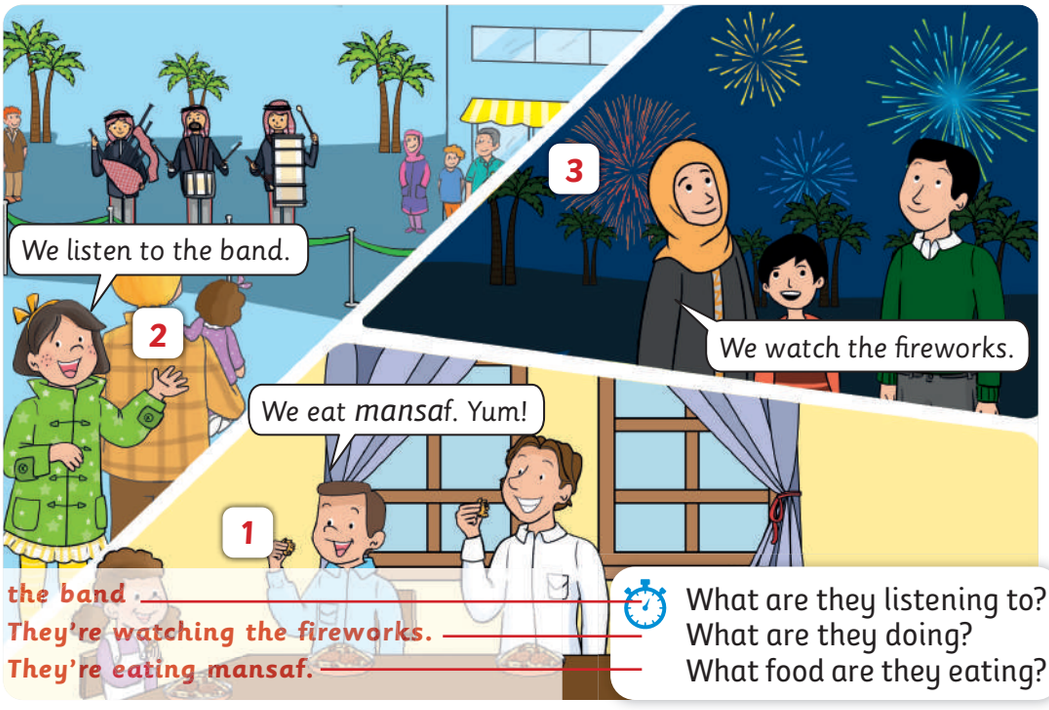


3 **Say the poem again. Use different Independence Day words.**

air show | flag | crafts

4 F3.3 Listen and read.

5 F3.4 Listen and number.



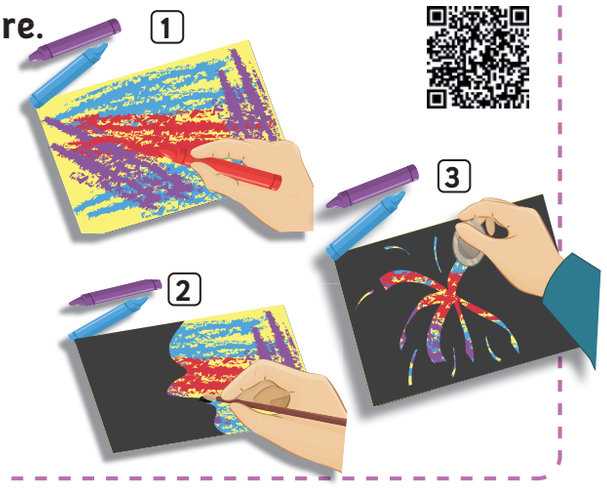
the band
They're watching the fireworks.
They're eating mansaf.

What are they listening to?
What are they doing?
What food are they eating?

Project

Make a firework picture. Work in groups.

1. Use coloured crayons and colour a piece of paper.
2. Glue the straws between the plates.
3. Use a coin to draw fireworks.
4. Talk about your picture. What colours are there?



Independence Day

Objectives

- **Lesson aims:** to read about Independence Day in Jordan
- **Target language:** *flag, fireworks, crafts, parade, mansaf, airshow, band, dessert*
- **Skills:** Listening, Reading, Speaking, Writing

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can understand simple sentences, given prompts (GSE 24)
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

Materials

- flashcards from the lesson
- sheets of A4 paper, enough for each pupil
- crayons, black paint, a coin for each pupil
- stopwatch or timer

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolios; Thought-provoking questions technique

Starting the lesson

- Place the Independence Day flashcards on the board. Point to each one in turn. Say the words and pupils repeat.
- Ask pupils which type of firework do they like, and why.

Presentation

- Explain that in this lesson pupils will learn about Independence Day celebrations. Ask pupils what they know about it. Note their interesting ideas on the board.

Culture notes

- Independence Day is held every year in Jordan on May the 25th.
- Known as 'Eid al-Istiklaal', the holiday marks the independence of Jordan on May 25th, 1946, when British control ended and Jordan was declared a kingdom.
- The day is celebrated with huge fireworks displays, and many other exciting activities. The day usually starts with the official national celebration, attended by the Royal Family. After the national anthem 21 big guns are fired. Most people put a flag outside their homes and eat a delicious lamb stew called *Mansaf*.

Practice

Pupil's Book

1 F3.1 Listen and stick. Then listen and say.

- Pupils look at page 56. Read the title *Independence Day* and have pupils repeat.
- Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension** Place pupils in pairs. They say and point with their partner. One pupil says *number 7*. The other one points and says *band* and so on.

2 F3.2 Listen and say the poem.

- Ask pupils to look at the poem. Ask *What can you see in the pictures?* (*mansaf, dessert/ kanafeh*)
- Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the poem.
- **Extension** Have pupils write the poem but use simple drawings for the new vocabulary words. Place their work in their portfolios.

3 Say the poem again. Use different Independence Day words.

- Have pupils look at the words in Activity 3. Ask a pupil to come to the board and draw them.
- Explain the activity. Use the Traffic light cards technique to check understanding.
- Ask the class how they will need to change the poem to add the new words. Point to the lines *Mansaf for lunch, And then a lovely dessert.* Ask for suggestions for new lines or give the example *See flags in the morning, And then buy crafts.*
- **Extension** Pupils practise spelling the new Independence Day words in pairs.

4 F3.3 Listen and read.

- Ask pupils to look at the pictures on page 57. They say as many words as they can about the pictures.
- Play the audio for pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the pictures: *How many people are in the band?* (*three*) *Where are the family eating?* (*at home*)
- Ask pupils what they like most about the festival – the music, the fireworks or the food?
- **Extension** Use the True/False cards technique to say sentences about the picture. Say *People are playing guitars. (False) You can see fireworks* (*True*)

5 F3.4 Listen and number.

- Play the audio. Pupils listen and write the number in the correct boxes.
- Check answers as a class.
- **Extension** On a sheet of A4 paper, have pupils write three things for their partners to find in 60 seconds.
- Pupils answer the questions in the box in 60 seconds.

1 Mmm, this is my favourite food!
2 I love music!
3 Ooh, look at all the different colours!

Project

Make a firework picture. Work in groups.

- Explain that pupils are going to make a firework picture.
- Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they have to do.
- Give each pupil a sheet of paper and access to crayons, black paint and a coin.
- Have pupils colour the cards with crayons, then paint over it with black paint. When the paint is dry, tell them to use a coin to scratch the black paint and draw fireworks.
- Pupils present and describe their firework display to the class.

Activity Book

1 Look, read and write.

- Point to the items in the pictures and elicit what they are. Ask pupils as a class to read each word.

Answer key 2 flag, 3 mansaf, 4 fireworks, 5 band, 6 dessert

2 Read and write

- Ask pupils to look at the picture and say what they can see.
- Pupils complete the activity individually. Check as a class.

Answer key flags, air show, fireworks, dessert, mansaf

Finishing the lesson

- Have pupils make word cards with the vocabulary from the Independence Day. They can illustrate the words as well.
- In groups pupils put their cards in one pile face down on the table. They then take turns to pick up a card and tell the others about their own Independence Day memories – e.g. the best fireworks, how to make *mansaf*, where they watched the air show, etc.
- Use the Thought-provoking questions technique to discuss with pupils what they liked about today's lesson and what they didn't like.

Progress path

Read and write. Then stick.

Welcome Unit

What number is this?

20

twenty

Unit 1

We have this in the morning. We eat eggs, toast and milk. What is it?

breakfast

Welcome Unit

What number is it?

13

thirteen

Unit 1

When do you have dinner?

in the evening

Unit 2

We can carry our sweater, scarf, books, phone and pencil case in this. What is it?

a backpack



Unit 3

When is the weekend?

Friday and Saturday

Unit 4

We can ride on this. It's long. It doesn't go on a road. It doesn't go on the ground. It goes under it.
What is it?

underground

Unit 3

We play this, but it isn't a video game, basketball, tennis or table tennis. What is it?

badminton

Unit 4

Mr Kareem works in a kitchen. He makes food. What is his job?

a chef

Unit 2

You wear it on your head, but it's not a hat. What is it?

a baseball cap



Glossary

Welcome

eighteen – /ˌeɪ'tiːn/
eleven – /ɪ'lev.ən/
fifteen – /ˌfɪf'tiːn/
fourteen – /ˌfɔː'tiːn/
nineteen – /ˌnaɪn'tiːn/
seventeen – /ˌsev.ən'tiːn/
sixteen – /ˌsɪk'stiːn/
thirteen – /θɜː'tiːn/
twelve – /twelv/
twenty – /'twen.ti/

Unit 1

afternoon – /ˌɑːf.tə'nuːn/
black – /blæk/
block – /blɒk/
blond – /blɒnd/
blue – /bluː/
do homework – /du 'həʊm.wɜːk/
evening – /'iːv.nɪŋ/
get up – /get ʌp/
go home – /gəʊ həʊm/
go to bed – /gəʊ tʊ bed/
go to school – /gəʊ tʊ skuːl/
have art lessons – /hæv ɑːt 'lɛsənz/
have breakfast – /hæv 'brɛkfəst/
have dinner – /hæv 'dɪnə/
have lunch – /hæv lʌntʃ/
morning – /'mɔː.nɪŋ/
night – /naɪt/
plane – /pleɪn/
play – /pleɪ/
play with my friends – /pleɪ wɪð maɪ frɛndz/
plug – /plʌg/
plum – /plʌm/

Unit 2

backpack – /'bæk.pæk/
baseball cap – /'beɪs.bɔːl ˌkæp/
brain – /breɪn/
bread – /bred/
brush – /brʌʃ/
computer – /kəm'pjuː.tər/
dress – /dres/
drive – /draɪv/
drop – /drɒp/
drum – /drʌm/
glasses – /'glɑːsɪz/
handbag – /'hænd.bæg/
hat – /hæt/
jeans – /dʒiːnz/
keys – /kiːz/
phone – /fəʊn/
pyjamas – /pɪ'dʒɑː.məz/
sandals – /'sændəlz/
scarf – /skɑːf/
shirt – /ʃɜːt/
socks – /sɒks/
train – /treɪn/
trainers – /'treɪnəz/
tree – /triː/
trip – /trɪp/

Unit 3

do karate – /duː kə'rɑːti/
Friday – /'fraɪ.deɪ/
Monday – /'mʌn.deɪ/
play badminton – /pleɪ 'bædmɪntən/
play basketball – /pleɪ 'bɑːskɪtbɔːl/
play tennis – /pleɪ 'tɛnɪs/
play video games – /pleɪ 'vɪdiəʊ geɪmz/
read books – /riːd bʊks/
roller skate – /'rəʊ.lə skeɪt/
Saturday – /'sæt.ə.deɪ/
skate – /skeɪt/
skateboard – /'skeɪt.bɔːd/
skip – /skɪp/
skirt – /skɜːt/
stand – /stænd/
star – /stɑːr/
step – /step/
stop – /stɒp/
Sunday – /'sʌn.deɪ/
sweet – /swiːt/
swim – /swɪm/
swing – /swɪŋ/
table tennis – /'teɪ.bəl ˌten.ɪs/
Thursday – /'θɜːz.deɪ/
Tuesday – /'tʃuːz.deɪ/
watch TV – /wɒtʃ ˌtiː'viː/
Wednesday – /'wenz.deɪ/

Unit 4

artist – /'ɑː.tɪst/
astronaut – /'æs.trə.nɔːt/
boat – /bəʊt/
builder – /'bɪl.dər/
bus – /bʌs/
car – /kɑːr/
chef – /ʃef/

doctor – /ˈdɒk.tər/
firefighter – /ˈfaɪəˌfaɪ.tər/
motorbike – /ˈməʊ.tə.baɪk/
nurse – /nɜːs/
pilot – /ˈpaɪ.lət/
police officer – /pəˈliːs ˌɒf.ɪ.sər/
teacher – /ˈtiː.tʃər/
train – /treɪn/
underground – /ˌʌn.dəˈgraʊnd/
whale – /weɪl/
what – /wɒt/
wheel – /wiːl/
when – /wen/
whistle – /ˈwɪs.əl/

Learning Club

do homework – /du ˈhəʊm.wɜːk/
go to be – /gəʊ tʊ bed/
go to sleep – /gəʊ tuː sliːp/
play video games – /pleɪ ˈvɪdiəʊ geɪmz/
read a book – /riːd ə bʊk/
watch TV – /wɒʧ ˌtiːˈviː/

Months and seasons

April – /ˈeɪ.prəl/
August – /ˈɔː.gəst/
autumn – /ˈɔː.təm/
December – /dɪˈsem.bər/
February – /ˈfeb.ru.ər.i/
January – /ˈdʒæn.ju.ə.ri/
July – /dʒuˈlaɪ/
June – /dʒuːn/
March – /mɑːʧ/
May – /meɪ/
November – /nəʊˈvem.bər/
October – /ɒkˈtəʊ.bər/
September – /sepˈtem.bər/
spring – /sprɪŋ/
summer – /ˈsʌm.ər/
winter – /ˈwɪn.tər/

Calgary Stampede

barbecue – /ˈbɑː.bɪ.kjuː/
cowboy – /ˈkaʊ.bɔɪ/
cowboy boots – /ˈkaʊ.bɔɪ buːts/
cowboy hat – /ˈkaʊ.bɔɪ hæt/
craftwork – /ˈkrɑːftwɜːk'
race – /reɪs/
rodeo – /rəʊˈdeɪ.əʊ/
tipis – /ˈtiː.piː/

Independence Day

air show – /eə ʃəʊ/
band – /bænd/
crafts – /krɑːfts/
dessert – /dɪˈzɜːt/
fireworks – /ˈfaɪəwɜːks/
flag – /flæg/
parade – /pəˈreɪd/

Notes

Notes

Notes

Notes

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