



# Jordan TEAM Together, Grade 2 Semester 2

Teacher's Book with Digital Resources



## *Evaluation and Adaptation Committee*

Prof. Fawwaz Mohammad Al-Abed Al-Haq (Head)

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Sabri Shehadeh AlShboul

Dr. Zeina Mohammad AlKaraki

Dr. Adnan Ahmad Al-Omari

**Publisher: The National Center for Curriculum Development**

**The National Center for Curriculum Development is pleased to have your feedback and comments on this book through the following contact details:**



06-5376262 / 237



06-5376266



P.O.Box: 2088 Amman 11941



@nccdjor



feedback@nccd.gov.jo



[www.nccd.gov.jo](http://www.nccd.gov.jo)

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Higher Council of the National Curriculum Center in its meeting No. 8/2025 on 16/10/2025 and the approval of the Board of Education decision No. 209/2025 in its meeting No. 5/2025 on 04/12/2025 for the 2025/2026 academic year.

© Pearson Education Limited and York Press Ltd. 2025

ISBN: 978-9923-863-25-1

The Hashemite Kingdom of Jordan  
Deposit number by the National Library Department  
(2025/10/6116)

#### **Primary indexing data for the book**

**Book title** Jordan Team Together, Grade 2: Teacher's Book, Semester 2

**Prepared by / staff** Jordan National Center for Curriculum Development

**Publication data** Amman: National Center for Curriculum Development, 2025

**Classification number** 371.3

**Descriptors** /Teaching Methods//Learning Methods//Teachers//Directories//

**Edition data** First edition

The authors bear full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

The right of Catherine Zgouras to be identified as author of this Work has been asserted by her in accordance with the Royal Legislative Decree, 12 April 1/1996, which approves the consolidated text of the Law of Intellectual Property Rights.

The publishers would like to thank Magdalena Custodio and Victoria Bewick for their contribution.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First edition (trial): 2025 / 1446

# Jordan TEAM Together, Grade 2 Semester 2

Teacher's Book with Digital Resources



## Contents

Scope and sequence .....	2
Introduction .....	4
Course components .....	6
Unit walkthrough .....	8
Assessment .....	11
How to... .....	15
Classroom language .....	19
Games bank .....	20
Lesson notes .....	24
Glossary .....	124



Pearson



Catherine Zgouras  
with Magdalena Custodio and Victoria Bewick



# Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking	
W 1	<b>Welcome Hello!</b> Page 4	Naming toys; asking and answering about toys; naming body parts; naming family members; describing family members using parts of the face; naming classroom objects; talking about classroom objects and saying where they are	<b>Inside toys</b> <b>Outside toys</b> <b>Classroom objects</b> <b>Body parts</b> <b>Family</b> <b>Face</b>	What's this? It's a (car). It's an (action figure). Where's (the pencil)? It's in/on/under (the desk). I've got (one face). I've got (ten toes). Who's this? It's (my uncle). He's got (blue eyes). She's got (green eyes).	Recognising familiar words and basic phrases; recognising cardinal numbers up to ten; recognising familiar, everyday nouns and adjectives	Acting out parts of a picture story using actions and words; saying how many things there are, up to ten; reciting a short, simple rhyme or chant
5 2	<b>Help the animals!</b> Page 8	Naming and describing animals; asking and answering about animals	<b>Animals:</b> cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise <b>Animal body:</b> feathers, fur, shell, tail, teeth, wings <b>Adjectives:</b> big, long, short, small <b>Phonics:</b> rain, tail, rabbit, parrot, shell	What are these? They're cats. It's got big teeth.	Recognising familiar words and phrases in songs, chants and stories; recognising familiar everyday nouns and adjectives; recognising isolated words related to familiar topics; identifying people from a description of their physical appearance and clothes; following basic instructions; understanding basic phrases in short texts; understanding basic phrases or sentences about things people have; recognising the letters of the alphabet by their sounds	Naming animals using single words; reciting a short, simple rhyme or chant; answering simple questions about objects; acting out parts of a picture story or dialogue using actions and words; describing the appearance of a person or animal; expressing opinions on familiar topics; asking questions to find out what possessions others have got; saying simple tongue twisters and other types of playful language
6 3	<b>Do you like peas?</b> Page 16	Naming food items; expressing likes and dislikes; asking for food items	<b>Food (1):</b> apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato <b>Food (2):</b> bread, cheese, chicken, eggs, fish, juice, meat, milk, water <b>Phonics:</b> beak, peas, head, feather	I like apples./I don't like pasta. Do you like cheese? Yes, I do./ No, I don't. I like apples and I like oranges, too. I like oranges, but I don't like apples. I don't like oranges or apples.	Recognising isolated words related to familiar topics; recognising familiar words and basic phrases in short, illustrated stories; recognising familiar words and phrases in short, simple songs or chants; understanding simple expressions about likes and dislikes in stories or dialogues; recognising the letters of the alphabet by their sounds	Naming everyday objects; reciting a short, simple rhyme or chant; acting out parts of a picture story using actions and words; expressing likes and dislikes in relation to familiar topics; saying what food or drink they would like, using single words and gestures; saying simple tongue twisters and other types of playful language
7 4	<b>It's windy!</b> Page 24	Saying what the weather is like; describing clothes; giving instructions	<b>Weather:</b> cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy <b>Clothes:</b> boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers <b>Phonics:</b> bird, shirt, fork, shorts	What's the weather like? It's cloudy. I'm wearing a T-shirt and shorts	Recognising isolated words related to familiar topics; recognising familiar words and phrases in short, simple songs, chants and stories; understanding simple language relating to naming and describing people's clothes; following basic instructions; understanding simple instructions; recognising the letters of the alphabet by their sounds	Saying what the weather is like using basic phrases; reciting a short, simple rhyme or chant; acting out parts of a picture story; describing what someone is wearing using a fixed expression; talking about familiar topics; acting out a short dialogue or role play; saying simple tongue twisters and other types of playful language
8 5	<b>Who's at home?</b> Page 32	Naming rooms in a house; describing chores; asking for and offering to help	<b>Home:</b> balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room <b>Chores:</b> clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants <b>Phonics:</b> moon, bedroom, look, book	Where's my dad? He's in the garden./He isn't in the bedroom. He's/She's tidying up.	Recognising familiar words and phrases in short, simple songs, chants or stories; understanding basic statements about where things or people are; understanding phrases and sentences; identifying people from a short, simple description; identifying objects, places or people from short descriptions; understanding some basic words and phrases to show politeness; recognising the letters of the alphabet by their sounds	Reciting a short, simple rhyme or chant; answering simple questions about where people or things are; saying where an object is; acting out parts of a picture story using actions and words; saying what people are doing; talking about familiar people and places; asking for things using basic language; saying simple tongue twisters and other types of playful language; acting out a short dialogue or role play

Atomic's Learning Club: Language booster 2

Festivals: World Braille Day, World Environment Day, Hijri New Year

Reading	Writing	Phonics	Project	Viewing and presenting	Functions
Recognising key words and basic phrases in short, illustrated stories; understanding basic sentences introducing someone; recognising a range of basic, everyday nouns and adjectives					Naming toys; asking and answering about toys; naming classroom objects; talking about classroom objects and saying where they are; naming body parts; naming family members; describing family members using parts of the face
Recognising a range of basic everyday nouns and adjectives; recognising key words and basic phrases in short, simple cartoon stories; recognising single, familiar everyday words; understanding basic sentences naming familiar everyday items; understanding basic phrases in short texts; identifying familiar words in short simple texts	Writing some familiar words	ai, bb, ll, rr rain, tail, rabbit, parrot, shell	Organising a class rescue centre	Drawing pictures and presenting information about drawings using new vocabulary, including names of animals; using appropriate learned terms and expressions to discuss visual texts; realising that colours have meaning and including them in oral presentations; using body language in a variety of ways to communicate ideas	naming and describing animals; asking and answering about animals
Recognising single, familiar everyday words; understanding basic sentences naming familiar everyday items; understanding basic information about people's likes and dislikes; recognising key words and basic phrases in short, simple cartoon stories; understanding the main points of short, simple dialogues related to everyday situations	Writing some familiar words; writing simple sentences about likes and dislikes in relation to familiar topics	ea beak, peas, head, feather	Making a poster about a favourite meal	Relating visual texts to personal experiences; showing empathy for the way others might feel; using new vocabulary acquired and appropriate terms and expressions; discussing information being conveyed	Naming food items; expressing likes and dislikes; asking for food items
Recognising single, familiar everyday words; understanding simple sentences about the weather; understanding basic phrases in short texts; understanding the main points of short, simple dialogues related to everyday situations	Writing some familiar words; labelling simple pictures related to familiar topics by copying single words; writing short, simple sentences on familiar topics	ir, or bird, shirt, fork, shorts	Making a festival guide	Presenting information about drawings using new vocabulary; relating visual texts to personal experiences; showing empathy for the way others might feel; using new vocabulary acquired and appropriate terms and expressions; discussing information being conveyed	Saying what the weather is like; describing clothes; giving instructions
Recognising single, familiar everyday words; understanding basic sentences about where things, animals or people are; understanding simple phrases related to familiar everyday activities; understanding the main points of short, simple dialogues related to everyday situations; understanding short, simple descriptions of familiar places	Writing short answers to questions about what or where people or things are; writing some familiar words	oo moon, bedroom, look, book	Making a class book about unusual homes	Using body language in a variety of ways to communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to personal experiences	Naming rooms in a house; describing chores; asking for and offering to help

Science: What's a beach like?

# Introduction

## About *Jordan Team Together*

Learn Together! Succeed Together! *Team Together!*

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

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

### For pupils

Throughout their Primary education pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Jordan Team Together* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

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

A complete assessment package will help your pupils get results.

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

## Course features

### Vocabulary

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

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

It is followed by engaging step-by-step practice, including a cutout activity.

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 which can be done in class or at home, depending on teacher requirements.

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 term 'scaffolding' means that each element of new language carefully builds on what has been previously taught. It is also carefully presented so that no additional language or vocabulary items are taught at the same time.

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

Grammar boxes on the Pupil's Book page contain clear, pupil-friendly examples of the target structures and provide a reference point for pupils as they learn and practise. The structures presented in the Grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, 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 2 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 2 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 cutout 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.

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

Each of the CLIL lessons in the Learning Club sections of *Jordan Team Together* Grade 2 also includes a focus on STEAM subjects. While studying a variety of topics including Mathematics, Social Studies and Engineering, pupils also have to employ 21st-century skills like creativity and critical-thinking. As part of the lessons, they make practical yet fun models which help to reinforce the learning and bring the concepts to life.

In addition to this, each story in *Jordan Team Together* Grade 2 has been built around a key concept from common Social Studies or Science curricula. To explore this concept further, please see the teaching notes for Lesson 3 in each unit.

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

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

-  Critical thinking
-  Problem-solving
-  Creativity

-  Communication
-  Collaboration

Other 21<sup>st</sup> 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 and differentiation

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

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

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

## Inclusive education

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

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

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

# Course components

## Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and three additional sections related to festivals: *World Braille Day*, *World Environment Day*, and *Hijri New Year*. Cutout 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 a Picture dictionary with all the target vocabulary.



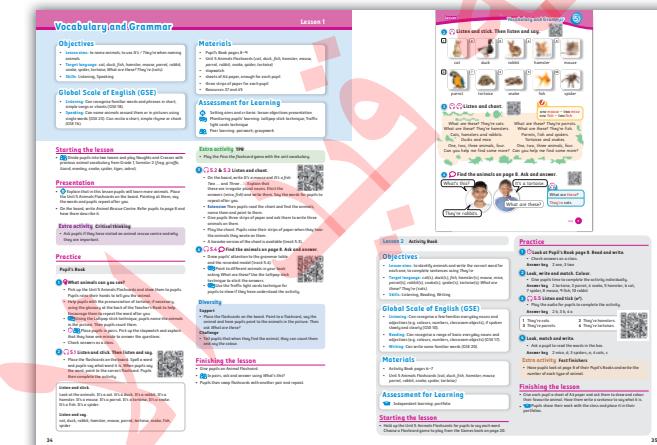
## Teacher's Book

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

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

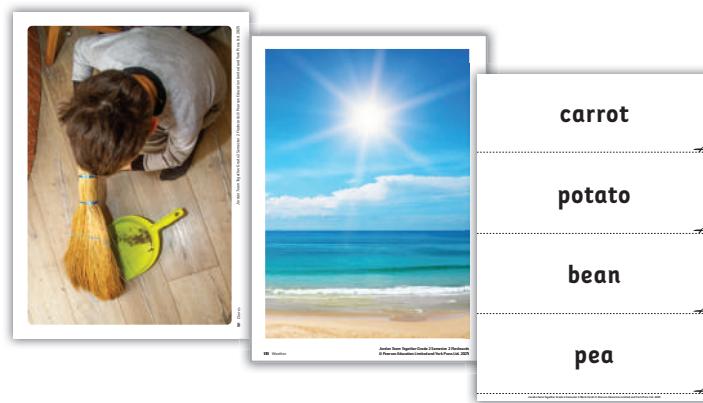


## Class Audio

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, phonics, stories and songs. They are all available online.

## Interactive e-book

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

## QR codes

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

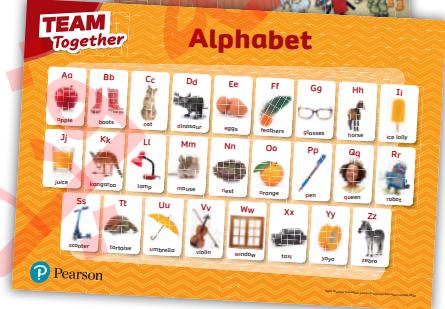
## Posters

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

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

The Classroom posters contain 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 10 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

# Unit walkthrough

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

Sticker 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

Grammar box for extra support and scaffolding, with recorded phrases

Stopwatch activity to revise vocabulary and language from previous units

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

Social or Science topics embedded in every story

Stories available in audio format

Solve activities encourage curiosity and stimulate critical thinking

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

Further work on values in the Activity Book

Song to teach vocabulary and grammar in context

**Vocabulary and Grammar** Lesson 5

**Skills** Lesson 7

**1 Listen and say. Then listen and number.**

**2 Listen and find. Then listen and sing.**

**3 Describe and guess.**

**4 Viewing and presenting. Make a new verse for the song. Share.**

**Activity Book, page 10**

**Activity Book, page 11**

Activities with cutouts for freer speaking practice

Communicate activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Links to the Activity Book

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

Focus on functional language from early levels

**CULTURE** Lesson 8

**Animals in Jordan**

**Lesson 9**

**English in action** Asking about animals

**Lesson 10**

**Phonics**

**Activity Book, page 11**

**Activity Book, page 12**

**Activity Book, page 13**

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

## 7

## It's windy!

## 1 ⏰ Look at Pupil's Book page 24. Read and write.

blue Three Rabbits cat

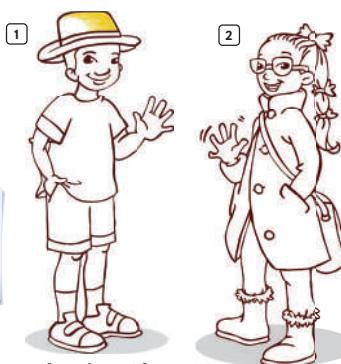
1 What animals can you see? Rabbits and a \_\_\_\_\_.  
 2 What colour is the slide? It's \_\_\_\_\_.  
 3 How many cars can you see? \_\_\_\_\_

## 2 Look and write.

sunny cloudy rainy windy foggy  
stormy snowy hot cold1 rainy 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_

22 twenty-two

Further practice in the Activity Book



## 1 Read and colour.

1 I'm wearing a yellow hat, a blue T-shirt and red shorts. It's hot and sunny.  
 2 I'm wearing a green coat, purple trousers and brown boots. It's cold and snowy.

## 2 Viewing and presenting Draw and write. Share.

1 It's hot and sunny in Amman. What are you wearing?

I'm wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

2 It's cold and snowy in Ajloun. What are you wearing?

I'm wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

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

*Jordan Team Together* can be used for all general English courses. *Jordan Team Together* aligns with the CEFR (the Common European Framework of Reference for Languages). This framework can be used to map achievements in language learning. It provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals. *Jordan Team Together* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

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

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

## The Global Scale of English



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

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

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

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

## What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves pupils' English abilities to parents, monitors learning progress and ensures teaching targets the right skills.

English Benchmark measures pupils' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include pupils' strengths, suggestions for improvement and recommended activities to improve their skills.

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

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

## Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on 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 for success
- 2 Monitoring pupils' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

### Setting aims and criteria

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

### Monitoring pupils' learning

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

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

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

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions thus ensuring that all pupils have an active role and will produce a similar amount of language, because pupil talking time (PTT) matters!

• **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 a 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, e.g. a unit.

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

## Independent learning and long-term formative assessment

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

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

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

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

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

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

## Using rubrics for assessment in CLIL

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

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

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

Rubrics are scoring guides, which include several assessment criteria to evaluate 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.
<b>Accomplished (Level 1): content, language and delivery</b>	Stays on topic all the time and speaks clearly. Body language is appropriate.
<b>Developing (Level 2): content, language and delivery</b>	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
<b>Beginning (Level 3): content, language and delivery</b>	It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time.

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

## Analytic rubrics

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

### Analytic rubric

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

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

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

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

## Steps to make a rubric

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

- First, begin by designing an authentic task likely to help pupils 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the pupils' level, e.g. Create a questionnaire for Earth Day.
- 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 questionnaire" 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, parental feedback, etc.

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

# How to work with projects

by Magdalena Custodio Espinar

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

## Collaborative work

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

## Cooperative work

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

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

To apply successful project work in the classroom you should:

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

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

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

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

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

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

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

# How to work with mixed-ability groups

by Magdalena Custodio Espinar

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

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

## Language scaffolding

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

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

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

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

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

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

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

## Differentiated learning

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

- **Low level pupils are a majority.** Since a taxonomy is a hierarchy of cognitive skills we must try to extend children's thinking skills from LOTs to HOTs by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High level pupils are a majority.** If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous pupils.** Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time.
- **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.

## 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 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 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 pupils about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.
- Note also if there is lesson time available, teachers should feel encouraged to incorporate graded stories in class.

## How to work with videos

### How is the video material presented?

In *Jordan Team Together Grade 2*, there are videos which show pupils how to do the unit projects. They contain the target vocabulary and grammar of the unit. Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Pupils may watch the same videos many times and each time their perception of the material they watch is enhanced.

### When can the videos be used in class?

- The Project videos can be used as part of the presentation stage for the activity in Lesson 8.
- You can also use the Project videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

### How should the videos be used?

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

# How to work with posters

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

In *Jordan Team Together* Grade 2, there are 4 full-colour vocabulary posters per semester featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

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

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



## Techniques of working with posters

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

### Predicting

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

### Asking questions

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

### Finding and pointing

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

### Memory game

Set a specific time limit, e.g. 30 seconds. Tell pupils to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask pupils one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g. *Is the (ball) (big)? What colour is the (kite)?* 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 object from the poster. The pupils' task is to guess which object 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 say, e.g. *It's a bird.*

### Peeping through a keyhole

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

### Singing

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

### Placing words on the poster

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

### Make your own poster

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

# Classroom language

## Greeting the class

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

## Starting the lesson

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

## Managing the class

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

## Words of praise

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

## During the lesson – instructions

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

## During the lesson – questions

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

## Pair work/Group work

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

## Language used for playing games

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

## Useful phrases for the pupils

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

## Ending the lesson

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

## 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. toys, to particular pupils. Say the names of the toys aloud. The task of the pupil holding the card presenting the toy 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. classroom objects. Ask one pupil to come to the board and to write numbers under appropriate pictures following your instructions, e.g. *the (ruler) 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 Unit 2. Play some music. Pupils pass the set on when they hear the music. Stop the music. 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 computer, he/she mimes using 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. toys and family, 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 non-transparent 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.

### Music cards

Prepare a recording with music. 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 music, 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, 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 music. 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 one object from a vocabulary group, e.g. body. 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 (leg)?* 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. family and body parts on the desk. Whisper one word from different categories (e.g. 1 – brother, 2 – head) 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. toys). 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 toy or object should sit down. Continue until you use all the pieces of paper.

### How many of us are there?

Play a recording with lively music and ask pupils to move around the classroom in a particular way (jumping, walking, dancing). At some point stop the music 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. toys) 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 each 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 swat 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 from each team sits on the chair at the front of the row. Give each group different actions (*jump, clap, stamp, dance, 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 counters (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 counter to the next field. The team that 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 as 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. If 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.

### **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 pen)*. Stick the cards face down on the board. Number them from 1 to 10. Divide pupils into two teams.

The pupils' task is to guess which number represents a specific picture. 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 a 3 x 3 grid for noughts and crosses on the board. Place one card in each square 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 symbol of his/her team in that field. Then the pupil from the other team does the same. The winner is the team that manages to put 3 symbols in a row.

### **Listen and touch!**

Divide the class into two teams. Stick a 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.

# Welcome Hello!

1  **Find and circle the toys. How many different toys are there? **There are 12 toys.****



2  **Listen and read.**



4 four



Values

Be tidy!

## Mapping

<b>Scope and Sequence Matrix</b>	<p><b>Listening:</b> following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where pupils learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material</p> <p><b>Speaking:</b> producing formulaic exchanges</p> <p><b>Reading:</b> identifying elements of a story (setting, characters, plot) using wh- questions; identifying basic sentence punctuation; reading orally with reasonable fluency and correct annunciation; identifying the main idea in a text with the help of the teacher</p> <p><b>Writing:</b> distinguishing between complete and incomplete sentences</p>
<b>Learning Outcomes and Performance Indicators</b>	<p><b>Listening:</b> follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material</p> <p><b>Speaking:</b> pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; learn simple expressions and participate in exchanges following a model; partake in short formulaic exchanges using the vocabulary introduced</p> <p><b>Reading:</b> distinguish print lines from sentences; identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; identify elements of a short story (e.g., setting, characters, plot) using wh- questions; answer simple questions about written materials; read texts aloud with expression at an appropriate and reasonable speed</p> <p><b>Writing:</b> spell simple words and phrases correctly; write basic phrases to describe objects and pictures</p>

## Objectives

- **Lesson aims:** to review simple cartoon stories; to recall character names and talk about toys
- **Target language:** *action figure, ball, building set, car, doll, dinosaur, kite, plane, teddy, yoyo; arms, face, feet, fingers, hands, head, knees, leg, toes, tummy; Where's my ...? It's got ... It's in/on/under ...*
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24). Can understand basic sentences introducing someone (e.g. name, age) (GSE 17).
- **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

- Pupil's Book pages 4–5
- Activity Book pages 2–3
- Semester 1 Inside and Outside Toys Flashcards
- sheets of A4 paper, enough for each pupil
- ready straw puppet (draw a head and stick it on a straw)
- glue

## Assessment for learning

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

## Starting the lesson

- **W1 & W2** Remind pupils of the song from Semester 1 that you will always sing at the beginning of each lesson. Play the song. Demonstrate the actions for pupils to perform as they hear them. (They stand up, then shake their bodies and clap on the appropriate lines. They sit down on the final line.)
- A karaoke version of the song is available (track W2).



Shake. Shake. Shake.

Clap. Clap. Clap.

It's time for English class.

Shake. Shake. Shake.

Clap. Clap. Clap.

Get ready, everyone!

Shake. Shake. Shake.

Clap. Clap. Clap.

It's time to have some fun.

Shake. Shake. Shake.

Clap. Clap. Clap.

Sit down, everyone!

## Presentation

- **W3** Explain that in this lesson pupils will revise the names for toys.
- Use the Inside and Outside Toys Flashcards from Semester 1. Show them to the class for the pupils to name. As the class get more confident, show them more quickly.
- Put the flashcards on the board. Ask pupils to close their eyes while you remove a flashcard. Ask pupils to open their eyes and name the missing flashcard.
- Put all the flashcards on the board and describe a toy for pupils to name, e.g. *It's blue. It's got two arms and two legs* (robot). Revise the contraction *It's* from Grade 1, if necessary, to remind pupils that *It's* is short for *It is* or *It has*.
- Ask pupils to close their eyes. Hide a Toy Flashcard somewhere in the room for pupils to find. Ask pupils to open their eyes and say *Where's the ...?* Encourage pupils to say *It's in/on/under ...*

## Practice

### Pupil's Book

**1** **W3** **Find and circle the toys. How many different toys are there?**

- Ask pupils to find the toys in the story and count them. Before pupils do the task, revise numbers 1–10 if you feel it's necessary.
- Using the Lollipop stick technique, have pupils give the answer.

**2** **W3** **Listen and read.**

- Ask pupils to name the characters before you play the audio.
- Read each line and have pupils repeat after you.
- Elicit that Laila's doll is in the box with Bo.



## Diversity

### Support

- Pause the audio at each frame and ask pupils different questions about the frame. Say a character's name, colour or thing, etc., and have pupils point to them as they say it, e.g. say *Point to Polly*. Pupils point to Polly and say her name.

### Challenge

- In groups of four, pupils retell the story using their names.

## Extra activity TPR

- Give each pupil the role of either Tom, Sami, Polly or Laila and explain that when they hear their part, they have to stand up.
- Play the audio to complete the activity.

**3** **W4** **Listen and match.**

- Ask pupils to look at the pictures of the characters and match them to the objects they find in the story.



- 1 **Tom:** It's Bo!
- 2 **Polly:** It's a teddy!
- 3 **Laila:** My doll!
- 4 **Sami:** Two blue eyes!

# Vocabulary and Grammar

## Values

- Ask pupils to read the value. Teach pupils the word *tidy* and *messy*. Elicit that the room in the story is messy and that is why Laila can't find her doll.

### 4 Act out the story.

-  Divide pupils into small groups. Tell them to choose their roles and practise them.
- Play the audio and pause at each section for each group to say their part after they hear it.
-  Have the groups perform in front of the class.

### 5 W5 Listen and read.

-  Divide the class into two groups, one for each speaker.
- Play the audio, pausing at each exchange for pupils to repeat.
- Extension** Say a sentence and pupils say the sentence that comes after it.



### 6 Act out the dialogue. Use different toys.

-  Using the Lollipop stick technique, invite two pupils to come to the front of the class and act out the dialogue.
-  Place pupils in pairs and have them act out the dialogue.

## Activity Book

### 1 Match and say.

- Demonstrate that pupils need to find the toys in the picture. They then match the words to the toys by drawing lines. Ask the class to name the toys as you point to each one.

### 2 Read and circle.

- Ask pupils to look at each picture, read the sentence and circle the correct toy.

**Answer key** 1 building set, 2 an action figure, 3 scooter, 4 yoyo

### 3 Viewing and presenting Write, draw and colour.

#### Share.

-  Use the Expert envoy technique to have pupils do this activity.
- Encourage pupils to share their work with the class once finished.
- Use this as an opportunity to build on presenting skills by asking pupils to role play their conversations to the class.
- Encourage pupils to use clear voices, make eye contact and to ask and answer the questions using the correct intonation. Model this for pupils and encourage them to repeat.
- Explain that body language is important in conversations and encourage pupils to practise positive body language while taking part in the role play with their partner.
- Use audio or visual equipment to record the role plays, if required, so that you can compare progress throughout the year.

**Answer key** What's, scooter, It's, scooter, play

## Extra activity Fast finishers

- Have pupils write a short dialogue on a sheet of A4 paper and draw a picture for it.
-  Place their work in their portfolios.

## Finishing the lesson

- Give pupils a straw and a piece of paper. Have them draw a head with a face, cut it out and stick it to the straw.
- Explain that with their straw puppets they have to act out a dialogue like the one in Activity 5 in the Pupil's Book.
-  Invite pairs to perform their act in front of the class.
- Pupils place their straw puppets in their folders. Keep the straw puppets for lessons throughout the course.
-  **W6 & W7** Remind pupils of the song from Semester 1 that you will always sing at the end of each lesson. Play the song. Demonstrate the actions for pupils to perform as they hear them. (They stand up, then shake their bodies and clap on the appropriate lines. They wave goodbye on the final lines.)
- A karaoke version of the song is available (track W7).



Shake. Shake. Shake.  
Clap. Clap. Clap.  
It's time to end the class.  
Shake. Shake. Shake.  
Clap. Clap. Clap.  
Wave goodbye, everyone!  
Wave goodbye, everyone.

**Next lesson** Remind pupils to bring their straw puppets for the next lesson.



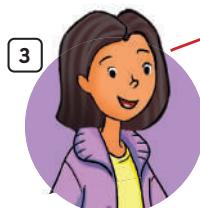
3 Listen and match.



1



2



3



4



4 Act out the story.

5 Listen and read.



**English in action**

Sharing your toys



Excuse me. What's this?  
Is this your **kite**?

Yes, it is. It's my new **kite**.

Can I play with it, please?

Yes, of course.  
Let's play together.

Thank you!

6 Act out the dialogue. Use different **toys**.

**plane**

**yoyo**

**building set**

**action figure**

five

5

# Body parts, Family and Classroom objects

## Objectives

- Lesson aims:** to identify and use language for body parts, family names and classroom objects; to use numbers up to ten
- Target language:** arms, face, feet, fingers, hands, head, knees, leg, toes, tummy; aunt, brother, cousin, dad, grandad, granny, mum, sister, uncle; bag, book, chair, computer, crayon, cupboard, desk, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors, shelf, table; I've got ..., Who's this?  
It's my ..., He's/She's ..., What's this? It's a ..., Where's the ...?  
It's in/on/under ...
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- Listening:** Can recognise cardinal numbers up to ten in short phrases and sentences spoken slowly and clearly (GSE 10). Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking:** Can say how many things there are, up to ten (GSE 21). Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 6–7
- Activity Book pages 4–5
- Unit 2 Toys Flashcards; Unit 2 Classroom objects Flashcards; Unit 3 Body parts Flashcards; Unit 4 Family Flashcards
- sheets of A4 paper, enough for each pupil

## Assessment for learning

- ⌚ Setting aims and criteria: lesson objectives presentation
- 📝 Monitoring pupils' learning: Lollipop stick technique; Thumbs up/down technique
- 👥 Peer learning: pairwork; groupwork; Expert envoy technique
- 🎓 Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils if they remember what they learnt in the previous lesson.
- Using the Lollipop stick technique, choose a pupil to name the Toy Flashcard you are holding.

## Body parts and Family

### Presentation

- ⌚ Explain that in this lesson pupils will revise language for body parts and family.  
Show the Body parts flashcards and have pupils repeat after you.

### Extra activity TPR

- Say the name of a body part for pupils to either hold up, shake or point to.

## Practice

### Pupil's Book



#### 1 W8 Listen and number.

- On the board, write the numbers 1–10. Point to the numbers, say them and pupils repeat. Then say a number and show it using your fingers.
- Ask pupils to listen and number the body parts of the boy.
- Use the Thumbs up/down technique to check if pupils understand the activity.
- Play the audio.
- Play the audio again for the pupils to check their answers.
- Check answers as a class.

**Boy:** My name's Amer. This is me!

- I've got two feet.
- I've got ten fingers - one, two, three, four, five, six, seven, eight, nine, ten!
- I've got big brown eyes.
- I've got a small nose.
- I've got two knees.
- I've got black hair.
- I've got a tummy.
- I've got a big mouth.

### Diversity

#### Support

- Give each pupil a sheet of A4 paper and have them draw an outline of their two hands on it. Then have pupils number each finger 1–10. Under each number, they write the word, e.g. 1 – one.
- Go through the numbers 1–10 as pupils repeat after you. Explain that you will say a number and they have to repeat after you as they point to it on their sheet.

#### 2 S9 Say.

- Ask a pupil to read the speech bubble.
- Replace the words in the speech bubble for words that relate to you. Point to each body part as you say it.
- Put pupils in groups for them to describe themselves to each other. Encourage them to point to or shake their body parts as they say them.
- Ask confident pupils to describe themselves to the class.

#### 3 W9 Listen and match.

- Show pupils the Family Flashcards for pupils to name.
- Point to the names of the family members in Activity 3. Ask pupils to repeat them after you. Elicit that granny, dad and mum are missing.
- Explain that pupils are going to listen to a description of each family member and match to the correct picture.
- Play the audio.
- Check the answers as a class.



#### 1 Girl 1: Who's this?

Girl 2: It's my brother. He's seven. He's got brown hair and small ears.

#### 2 Girl 1: Who's this?

Girl 2: It's my aunt. She's got big green eyes and a big nose.

#### 3 Girl 1: Who's this?

Girl 2: It's my cousin. He's seven. He's got big ears and fair hair.

#### 4 Girl 1: Who's this?

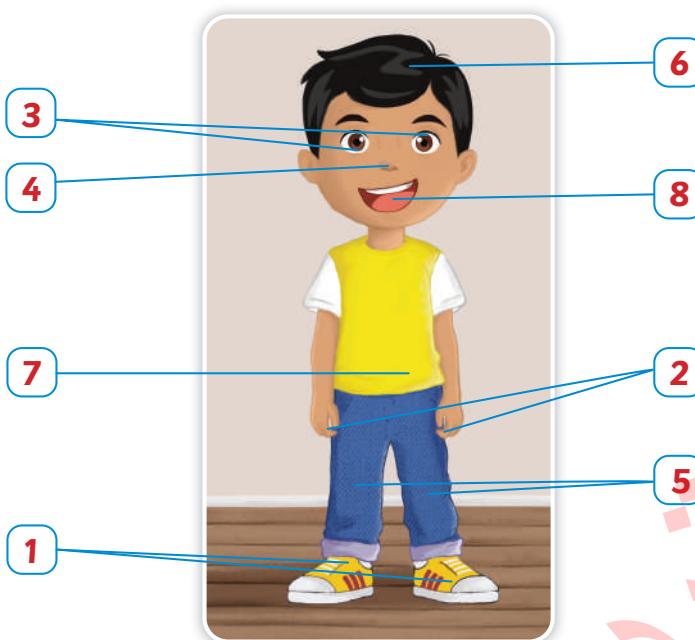
Girl 2: It's my sister. She's got a small nose.

#### 5 Girl 1: Who's this?

Girl 2: It's my grandad. He's got a big mouth and a small head.

#### 6 Girl 1: Who's this?

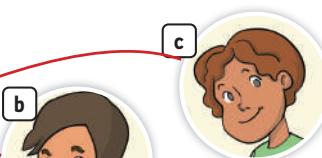
Girl 2: It's my uncle. He's got a small mouth and a big head.

1  Listen and number.2  Say.

My name is Huda.  
I've got brown hair.

3  Listen and match.

1 brother



2 aunt



3 cousin



4 sister



5 grandad



6 uncle



6 six



## Classroom objects

### Presentation

- Place the Classroom objects Flashcards on the board. Explain that pupils will revise classroom objects.
- Point to each flashcard, say the classroom objects and have pupils repeat after you.
- Use the Lollipop stick technique to bring a pupil to the board. Say a classroom object for them to point to.
- Then, using the Lollipop stick technique again, bring another pupil to the board. The first pupil now says a few classroom objects for the new pupil to point to.

### Practice

#### Pupil's Book

##### 4 W10 Listen and number.

- Play the audio for pupils to listen and number the classroom objects in the picture.
- Play the audio again for the pupils to check their answers.
- Check the answers as a class.



1 Boy 1: What's this?

Boy 2: It's an eraser.

2 Boy 1: What's this?

Boy 2: It's a pencil case.

3 Boy 1: What's this?

Boy 2: It's scissors.

4 Boy 1: What's this?

Boy 2: It's a pencil sharpener.

5 Boy 1: What's this?

Boy 2: It's a pencil.

6 Boy 1: What's this?

Boy 2: It's a ruler.

7 Boy 1: What's this?

Boy 2: It's a pen.

#### Extra activity Creativity

- Ask pupils what their favourite classroom object in their pencil case is. On a sheet of A4 paper, they draw, colour and label the item to present to the class.



##### 5 W11 & W12 Listen and sing.

- Point to a flashcard on the board and ask *What classroom object is it?* Elicit the answer. Continue a few more times.
- Refer pupils to the pictures in Activity 5. Elicit that the girl wants to make a card but she needs to find her classroom objects. Elicit the words *in/on/under*.
- Play the song for pupils to sing. Point to the flashcards as you hear the classroom objects.
- A karaoke version of the song is available (track W12).
- Extension**  In small groups, pupils write a verse for the song using different classroom objects and prepositions (*in/on/under*) to sing to the class.

#### Extra activity TPR

-  Divide the class into four groups. Give each group a verse to sing.
- Explain that each group will stand up and sing their verse only.
- Play the audio and do the activity. Then allocate each group a different verse and repeat.

### 6 Look at Activity 4. Ask and answer.

- Use some Classroom object Flashcards to demonstrate *in/on/under*, e.g. *Where's the pen? It's under the table/on the chair/in the cupboard.*
- Demonstrate the dialogue on the page with a confident pupil. Point to the ruler on the shelf in the picture in Activity 4.
-  Put pupils in pairs. They ask and answer questions about the location of the classroom objects in Activity 4.
- Ask some confident pairs to demonstrate their dialogues.

### Activity Book

#### 1 Read and draw.

- Pupils read the speech bubble and draw a picture of the robot described.
-  Pupils compare their pictures.

#### 2 Read and tick (✓).

- Pupils read the sentences and tick the correct picture.
- Check answers as a class.

**Answer key** 1 b, 2 a, 3 b

#### 3 Look, read and circle.

- Demonstrate that the sentences match the numbers of the pictures.
- Pupils read the questions, match to a picture and circle the correct answer.
-  Pupils do the activity and check in pairs.
- Check answers as a class.

**Answer key** 1 pencil, 2 ruler, 3 an eraser, 4 pencil case, 5 a pen

#### 4 Look and write.

- Pupils look at the picture and answer the questions with the words in the box.

**Answer key** 1 under, desk; 2 on, shelf; 3 in, pencil case; 4 on, chair

#### Extra activity Creativity

- Have pupils draw and colour different classroom objects in a room in their notebooks and write about their location with *in/on/under*.

#### Extra activity Picture dictionary

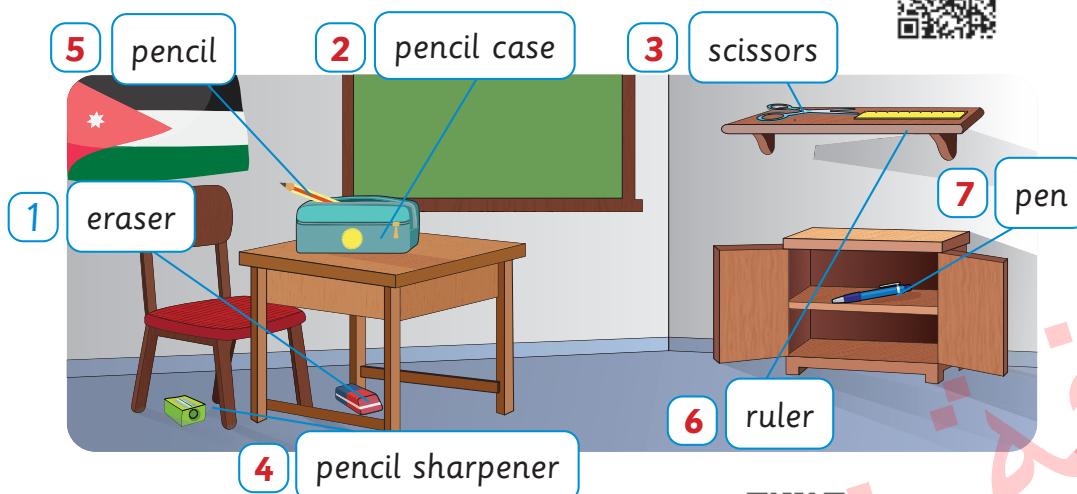
- To review all the vocabulary in one place, go to Activity Book page 46.

### Finishing the lesson

- Hold a class survey asking pupils to choose which activity from the whole unit they would like to do again.
-  Place pupils in groups or pairs to do the chosen activity.
-  Use the Summative questions technique to ask pupils what they have learnt in today's lesson, what they liked about it and what they can now do.



4 Listen and number.



5 Listen and sing.



I want to make a card  
And colour it green, yellow  
and blue  
Then I can give it to you!



But where's my pencil?  
And my pencil sharpener?  
On the table next to you!

But where's my ruler?  
And my eraser?  
In the pencil case next  
to you!



But where's my pen?  
And my scissors?  
Under the chair next  
to you!



6 Look at Activity 4. Ask and answer.

Where's the ruler?



It's on the shelf.



seven

7

# Mapping

## Topics

Theme 2: Culture

Theme 4: Environment

## Scope and Sequence Matrix

**Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where pupils learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/no and wh-questions; recognising basic intonation patterns

**Speaking:** producing formulaic exchanges; developing intonation patterns; expressing habits and facts using the simple present; producing intonation for yes/no questions

**Reading:** identifying elements of a story (setting, characters, plot) using wh- questions; identifying basic sentence punctuation; reading orally with reasonable fluency and correct annunciation; identifying the main idea in a text with the help of the teacher

**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences; writing sentences of 4-6 words to describe an object or a place or a feeling of appreciation using pictures; describing an animal

**Viewing and presenting:** realising that shapes, symbols, and colors have meaning and including them in short oral presentations; using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to his/her personal experience

# 5 Help the animals!

Animals: cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise  
 Animal body: feathers, fur, shell, tail, teeth, wings  
 Adjectives: big, long, short, small

1 What animals can you see?

seven cats, two parrots, one tortoise, ten fish, three hamsters, two ducks, two snakes, two spiders, two mice, seven rabbits, six birds, three butterflies, two frogs

She's/He's got red hair. Who is it?  
 What toys can you see?  
 Where's the dinosaur?

8 eight

She's/He's got red hair. Who is it? **Polly**  
 What toys can you see? **lorry, scooter, bike, dinosaur**  
 Where's the dinosaur? **It's on the scooter.**

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material; use pictures, illustrations and visual aids to understand unfamiliar words

**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; partake in short formulaic exchanges using the vocabulary introduced; learn simple expressions and participate in exchanges following a model; express habits and facts in positive and negative statements using the simple present tense; pronounce two-syllable words using the correct stress and intonation

**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; identify elements of a short story (e.g., setting, characters, plot) using wh-questions; answer simple questions about written materials; identify basic sentence punctuation: capital letters, full stops and question marks; simply relate a main idea in a text with the help of the teacher; follow and respond to two-step written instructions; answer simple questions about written materials; make connections between instructions and short simple written materials

**Writing:** spell simple words and phrases correctly; write basic phrases to describe objects and pictures; revise written task based on teacher's feedback; learn to accept peer review and objectively discuss criticism; revise written task based on peer feedback; write simple sentences; write a description of a certain object or place using simple sentences

**Viewing and presenting:** realise that shapes, symbols, and colors have meaning and begin to include them in short oral presentations; observe visual images and begin to appreciate that they have been created for particular purposes; deduce the purpose of visual texts relating it to his/her personal experiences; discuss his/her own feelings by showing empathy for the way others might feel; use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; discuss the information being conveyed in illustrations in picture books and simple reference books

## Unit objectives

to name and describe animals; to ask and answer about animals

## Language

<b>Vocabulary</b>	<b>Animals:</b> cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise <b>Animal body:</b> feathers, fur, shell, tail, teeth, wings <b>Adjectives:</b> big, small, long, short
<b>Grammar</b>	<i>What are these? They're (cats).</i> <i>It's got (big teeth).</i>
<b>Functions</b>	<i>Have you got a toy animal?</i>
<b>Phonics</b>	ai, bb, ll, rr; rain, tail, rabbit, parrot, shell

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** use numbers to complete an activity (L. 5)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 3 and 8); learn to talk about animals (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. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

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

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

<b>Critical thinking</b>	Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3); Defining and describing (L. 1, 5, 7 and 8); Finding information (L. 3 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10)
<b>Creativity</b>	Drawing an animal's egg (L. 3); Write a song verse (L. 5)
<b>Communication</b>	Presenting and describing animals (L. 1, 5 and 8); Asking and answering about animals (L. 5, 7 and 9); Cutouts game (L. 7); Functional dialogue (L. 9)
<b>Collaboration</b>	Project groupwork (L. 8); Acting out (L. 3 and 9)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 47
- Unit 5 Extra practice: Activity Book p. 13
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 5 Test

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to name animals; to use *It's / They're* when naming animals
- Target language:** *cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise; What are these? They're (cats).*
- 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 name animals around them or in pictures using single words (GSE 23). Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 8–9
- Unit 5 Animals Flashcards (*cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise*)
- stopwatch
- sheets of A4 paper, enough for each pupil
- three strips of paper for each pupil
- Resources 37 and 45

## Assessment for Learning

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

## Starting the lesson

- Divide pupils into two teams and play Noughts and Crosses with previous animal vocabulary from Grade 1, Semester 2 (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*).

## Presentation

- Explain that in this lesson pupils will learn more animals. Place the Unit 5 Animals Flashcards on the board. Pointing at them, say the words and pupils repeat after you.
- On the board, write *Animal Rescue Centre*. Refer pupils to page 8 and have them describe it.

### Extra activity Critical thinking

- Ask pupils if they have visited an animal rescue centre and why they are important.

## Practice

### Pupil's Book

#### 1 What animals can you see?

- Pick up the Unit 5 Animals Flashcards and show them to pupils. Pupils raise their hands to tell you the animal.
- Help pupils with the pronunciation of *tortoise*, if necessary, using the glossary at the back of the Teacher's Book to help. Encourage them to repeat the word after you.
- Using the Lollipop stick technique, pupils name the animals in the picture. Then pupils count them.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Check answers as a class.

#### 2 5.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Spell a word and pupils say what word it is. When pupils say the word, point to the correct flashcard. Pupils then complete the activity.



### Listen and stick.

Look at the animals. It's a cat. It's a duck. It's a rabbit. It's a hamster. It's a mouse. It's a parrot. It's a tortoise. It's a snake. It's a fish. It's a spider.

### Listen and say.

cat, duck, rabbit, hamster, mouse, parrot, tortoise, snake, fish, spider

### Extra activity TPR

- Play the *Pass the flashcard* game with the unit vocabulary.

#### 3 5.2 & 5.3 Listen and chant.

- On the board, write *It's a mouse* and *It's a fish. Two... and Three...*. Explain that these are irregular plural nouns. Elicit the answers (*mice, fish*) and write them. Say the words for pupils to repeat after you.
- Extension** Then pupils read the chant and find the animals, name them and point to them.
- Give pupils three strips of paper and ask them to write three animals on them.
- Play the chant. Pupils raise their strips of paper when they hear the animals they wrote on them.
- A karaoke version of the chant is available (track 5.3).



#### 4 5.4 Find the animals on page 8. Ask and answer.

- Draw pupils' attention to the grammar table and the recorded model (track 5.4).
- Point to different animals in your book asking *What are these?* Use the Lollipop stick technique to elicit the answers.
- Use the Traffic light cards technique for pupils to show if they have understood the activity.



## Diversity

### Support

- Place the flashcards on the board. Point to a flashcard, say the animal and have pupils point to the animals in the picture. Then ask *What are these?*

### Challenge

- Tell pupils that when they find the animal, they can count them and say the colour.

## Finishing the lesson

- Give pupils an Animal Flashcard.
- In pairs, ask and answer using *What's this?*
- Pupils then swap flashcards with another pair and repeat.

## 2 Listen and stick. Then listen and say.



cat



duck



rabbit



hamster



mouse



parrot



tortoise



snake



fish



spider

## 3 Listen and chant.



What are these? They're cats.

What are these? They're hamsters.

Cats, hamsters and rabbits.

Ducks and mice.

One, two, three animals, four.

Can you help me find some more? Can you help me find some more?

What are these? They're parrots.

What are these? They're fish.

Parrots, fish and spiders.

Tortoises and snakes.

One, two, three animals, four.

Can you help me find some more? Can you help me find some more?

## 4 Find the animals on page 8. Ask and answer.

What's this?



They're rabbits.

It's a tortoise.



What are these?

What are these?

They're cats.



nine

9

## Lesson 2 Activity Book

## Objectives

- Lesson aims:** to identify animals and write the correct word for each one; to complete sentences using *They're*
- Target language:** *cat(s), duck(s), fish, hamster(s), mouse, mice, parrot(s), rabbit(s), snake(s), spider(s), tortoise(s); What are these? They're (cats).*
- Skills:** Listening, Reading, 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).
- Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- Writing:** Can write some familiar words (GSE 20).

## Materials

- Activity Book pages 6–7
- Unit 5 Animals Flashcards (*cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise*)

## Assessment for Learning

- Independent learning: portfolio

## Starting the lesson

- Hold up the Unit 5 Animals Flashcards for pupils to say each word. Choose a Flashcard game to play from the Games bank on page 20.

## Practice

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

- Check answers as a class.

**Answer key** 2 one, 3 two

## 2 Look, write and match. Colour.

- Give pupils time to complete the activity individually.

**Answer key** 2 tortoise, 3 parrot, 4 snake, 5 hamster, 6 cat, 7 spider, 8 mouse, 9 fish, 10 rabbit

## 3 5.5 Listen and tick (✓).

- Play the audio for pupils to complete the activity.

**Answer key** 2 b, 3 b, 4 a

1 They're cats.	2 They're hamsters.
3 They're parrots.	4 They're tortoises.



## 4 Look, match and write.

- Ask a pupil to read the words in the box.

**Answer key** 2 mice, d; 3 spiders, a; 4 cats, c

## Extra activity Fast finishers

- Have pupils look at page 8 of their Pupil's Books and write the number of each type of animal.

## Finishing the lesson

- Give each pupil a sheet of A4 paper and ask them to draw and colour their favourite animal. Have them write a sentence to say what it is.

- ⊕ Pupils share their work with the class and place it in their portfolios.



Helpers Team



1 Before you read **How many rabbits can you see?**

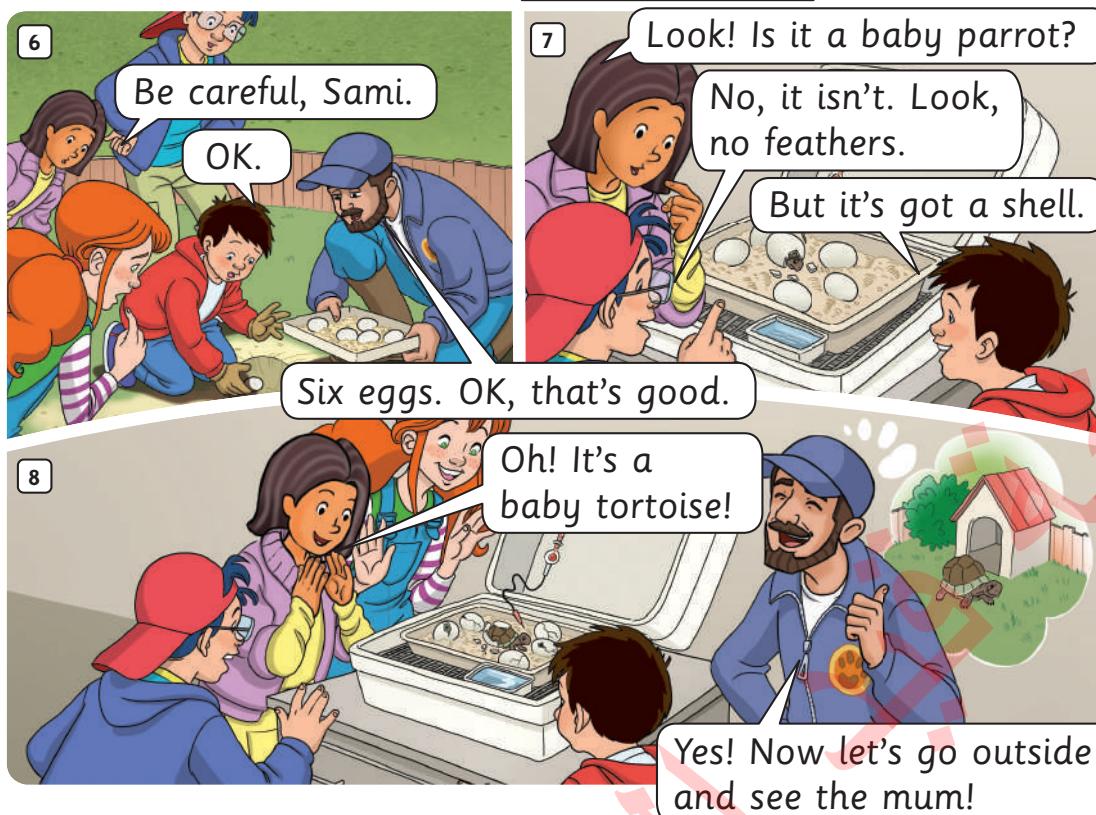
2 <sup>5.6</sup> Listen and read.



What animals are inside the eggs?

**They're baby tortoises.**

The next day ...

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

- 1 They're **small** **big** rabbits.
- 2 They're **brown** **white** mice.
- 3 It's a **big** **small** spider.
- 4 They're **parrot** **tortoise** eggs.

**Values**

Take care of animals

4 **Act out the story.**5 **Think of a strange egg.**  
**What animal is inside? Draw and share.**

# Story

## Objectives

- Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different animals; to identify examples of taking care of animals and say why it is important.
- Target language:** *cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise, strange eggs, feathers, shell; Be careful.*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30).

## Starting the lesson

- Divide the class into small groups and give each one a sheet of A4 paper. Ask pupils to draw a pizza with eight slices and write a unit vocabulary word on each one.
- Hold up a flashcard from the unit, and ask a pupil to say the word. If the group has the word on their pizza, they cross out the piece. The first group who has eaten all the pizza wins.

## Presentation

- Tell pupils that the story is called *The strange eggs*. Ask why they think eggs can be strange.

## Practice

### Pupil's Book

#### 1 Before you read How many rabbits can you see?

- Use the Lollipop stick technique for pupils to tell you what they think the story might be about.
- Then ask how many rabbits there are in the picture.

#### 2 5.6 Listen and read.

- Have pupils read or listen to the story. Ask them to predict what happens in it.
- Ask pupils what the animals are in the eggs (*tortoises*).
- Pupils write one incorrect and three correct sentences about the story. Use the Three facts and a fib technique to find the incorrect sentence.
- Extension** Use the Story Cards to ask about the story.



## Diversity

### Support

- To help pupils read with fluency and understanding, write different sentences from the story on strips of paper and place them in a bag or a box. Pupils pick a strip. First you read the sentence and they read after you.

### Challenge

- After listening, have pupils read aloud to a partner.

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

- Pupils complete the activity individually.

### Extra activity TPR

- Say a sentence from the story and if it's correct, pupils clap their hands. If it's incorrect, they stamp their feet and correct you.

## Materials

- Pupil's Book pages 10–11
- Unit 5 Animals Flashcards (*cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise, strange eggs, feathers, shell*)
- Unit 5 Story Cards
- sheets of A4 paper, enough for each pupil
- strips of paper and a bag or a box
- pictures of different animal and insect eggs
- Resources 61 and 69

## Assessment for learning

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

#### 4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

#### 5 Viewing and presenting Think of a strange egg. What animal is inside? Draw and share.

- Show pupils pictures of different eggs and the animals that come from them. Talk about their sizes and colours.
- Place pupils in pairs. Give them a sheet of A4 paper to draw an egg and the animal that comes out of it. Use this activity as an opportunity to build on presenting skills by asking pupils to present their strange eggs to the class and to their families, and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' work and to engage in the viewing process by actively participating and encouraging others.
- Place their work in their portfolios.

## Values

- Ask pupils why it is important to take care of animals. Ask pupils how they help and take care of animals. In Arabic where applicable, draw pupils' attention to proverbs which link to the values syllabus.

## Finishing the lesson

- Explain that you will read the story again but in some places you will make a mistake which pupils have to correct. Substitute some of the core vocabulary (animal words) as you read and encourage pupils to follow along with you and correct any mistakes.

## Lesson 4 Activity Book

## Objectives

- Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different animals; to identify examples of taking care of animals and say why it is important.
- Target language:** *cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise, strange eggs, feathers, shell; Be careful.*
- Skills:** Reading

## 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 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 listening 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 5, the story is based around the concept of animal reproduction and taking care of animals from the Science curriculum. Polly and her friends are helping at a community animal rescue centre. When they are there, Polly's robot Bo and her cat Atomic dig up a clutch of eggs, which the children help transfer to the safety of an incubator. When one of the eggs hatches, the children discover it's a baby tortoise. To explore this concept further, you can use Resource 69.

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).

## Materials

- Activity Book page 8
- Unit 5 Animals Flashcards (*cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise*)
- Unit 5 Story Cards

## Assessment for Learning

- Peer learning: groupwork; Think-pair-share technique

## Starting the lesson

- Use the Story Cards to recap the story. Ask and answer questions about the story and revisit the vocabulary using flashcards if required.

## Practice

### 1 After you read Remember the story. Read, write and number.

- Place the Story Cards in a random order on the board and encourage pupils to recall the events of the story and to order the Story Cards. Play the audio if required to check the order.
- Pupils then complete the activity by numbering the pictures in the Activity Book and completing the speech bubble for each one. Pupils should read the speech bubbles in the correct order to check their work.

- Extend the activities by choosing ideas from Teacher's Book page 17 for your class.

**Answer key** 4 eggs, 2 ducks, 1 animals, 3 mice

### 2 Values Look and circle.

- Discuss the value of caring for animals and why it is important.
- Pupils circle Yes if the picture shows a good value and No if it doesn't.

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

### 3 Look and colour.

- Use the Think-pair-share technique to discuss if pupils liked the story. Ask questions about their favourite animal from the story and encourage them to think carefully about which face to colour.

## Extra activity Fast finishers

- Pupils draw a picture showing the value of taking care of animals, and one picture showing the opposite.

## Finishing the lesson

- Write half sentences from the story on the board. In small groups, pupils match them.

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to name parts of animal bodies; to use adjectives in sentences to describe animals
- Target language:** *feathers, fur, shell, tail, teeth; big, long, short, small; It's got (big teeth).*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 16). Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27).
- Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe the appearance of a person or animal using simple language (GSE 31).

## Materials

- Pupil's Book page 12
- Unit 5 Animal body Flashcards (*feathers, fur, shell, tail, teeth, wings*)
- Unit 5 Animal Flashcards (*cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise*)
- sheets of A4 paper, enough for each pupil
- Lesson 1 song
- a box or a bag
- Resources 38, 46, 53 and 57

## Assessment for Learning

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

## Starting the lesson

- Put the Unit 5 Animal Flashcards (*cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise*) in a bag or box and have pupils sit in a circle.
- Explain that you will play the song from Lesson 1 and pupils have to pass the box to the person next to them. When the music stops, the person holding the box has to take a flashcard and say what it is.

## Presentation

- Explain that in this lesson pupils will learn words that describe animals.
- Place the Unit 5 Animal body Flashcards (*feathers, fur, shell, tail, teeth, wings*) on the board. Point to each flashcard, say the word and have pupils repeat after you.
- Then say an animal from the Unit 5 Animal Flashcards for pupils to say whether it has fur, a shell or feathers. Repeat using *tail* and *wings*.

## Practice

### Pupil's Book

#### 1 5.7 Listen and say. Then listen and number.

- Ask pupils to look at the pictures. Ask which animal has a *small head, long wings, a short tail*, etc. Use the Lollipop stick technique to elicit answers.
- Play the audio. Pupils repeat the items as they hear them and then number the pictures.
- Extension** In pairs, pupils describe each animal to their partner.



### Listen and say.

tail, fur, teeth, feathers, wings, shell, big, small, long, short

### Listen and number.

Look at the animals.

- This is a tortoise. It's small. It's got four legs and a short tail. It's got a shell.
- This is a cat. It's got brown fur and it's got a long tail. It's got big teeth.
- This is a parrot. It's green. It's got feathers and wings.



#### 2 5.8 & 5.9 Listen and find. Then listen and sing.

- Refer pupils to the pictures around the song and ask them to describe the animals.
- Play the audio for pupils to complete the first part of the activity. When they hear a new word, they must raise their hands. Then play the song for pupils to sing.
- A karaoke version of the song is also available (track 5.9).

### Extra activity TPR

- Place pupils in small circles and give each one a verse from the song. Explain that they can only sing when their verse is playing. Have circles swap verses and repeat.

#### 3 Describe and guess.

- Play the grammar audio (track 5.10) for pupils to listen to. Ask if they remember when we use 's got. Explain that we also use it with *it* and write *parrot – It's got feathers*.
- Extension** Ask pupils to make more sentences with an animal and 's got.
- Place pupils in pairs and give each one a sheet of A4 paper to draw an animal.
- Pupils then describe their animal to their partner. They show their picture when their partner answers.
- Use the Lollipop stick technique to bring pairs to the front and act out their dialogue.

#### 4 Viewing and presenting Make a new verse for the song. Share.

- In small groups, pupils make a new verse for the song using their pictures from Activity 3 or another animal.
- Groups perform their verse in front of the class using the karaoke version (track 5.9).

## Diversity

### Support

- Write a verse from the song on the board. Read each sentence, stop at the descriptive part and have pupils think of a different colour or part of the body. Tell pupils to draw their own pictures with the new descriptions.

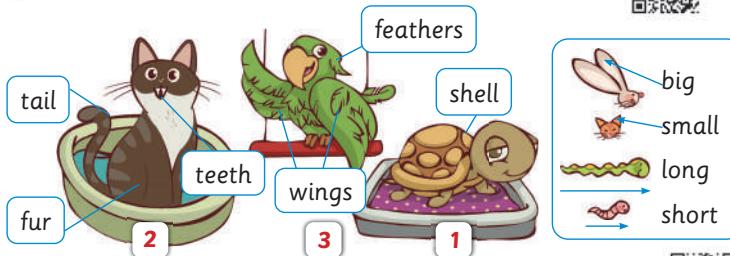
### Challenge

- Pupils write their own verse using their pictures. In pairs, they swap them and invent a new verse for their partner's picture.

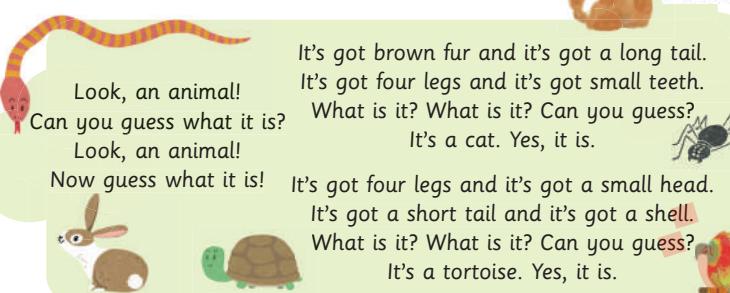
## Finishing the lesson

- Use the Unit 5 Animal Flashcards. Encourage pupils to think of a descriptive phrase for each one and to share it with the class.

## 1 Listen and say. Then listen and number.



## 2 Listen and find. Then listen and sing.



## 3 Describe and guess.



## 4 Viewing and presenting Make a new verse for the song. Share.

12 twelve

## Lesson 6 Activity Book

## Objectives

- Lesson aims:** to name parts of animal bodies; to use adjectives in sentences to describe animals
- Target language:** feathers, fur, shell, tail, teeth; big, long, short, small; It's got (big teeth).
- Skills:** Reading, Writing

## Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Writing:** Can write some familiar words (GSE 20).

## Materials

- Activity Book pages 9 and 13
- Unit 5 Animal body Flashcards (feathers, fur, shell, tail, teeth, wings)
- Unit 5 Animal Flashcards (cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise)

## Assessment for Learning

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

## Starting the lesson

- Use the Unit 5 Flashcards to recap the vocabulary from the unit. Ask Is it (a shell)? Pupils answer with Yes, it is or No, it isn't.

## Practice

## 1 Look and write.

- Have pupils tell you what body part is in each picture. Encourage them to read the words at the top of the page and then to write each word under the correct picture.

**Answer key** 2 fur, 3 feathers, 4 wings, 5 teeth, 6 shell

## 2 Look, read and circle.

- Using the Think-pair-share technique, pupils check answers with their partners.
- Now tell pupils to go to the Extra practice on page 13 and do the activities.

**Answer key** 2 No, it isn't.; 3 Yes, it is.; 4 Yes, it is.; 5 No, it isn't.

## Extra activity Fast finishers

- Ask pupils to write sentences describing and comparing two animals from Activity 2.
- Now tell pupils to go to the Extra practice on page 13 and do the activities. For answers, see Teacher's Book page 48.

## Extra activity Picture Dictionary

- To review the unit vocabulary in one place, refer to the Picture dictionary on page 47 of the Activity Book.

## Finishing the lesson

- Pupils note down five favourite words and three sentences they like in the unit. Pupils illustrate them and read them to the class.
- Use the Summative questions technique to ask pupils how confident they feel about their English so far. Ask what they find easy learning and where they have difficulty.

## Objectives

- Lesson aims:** to practise language from Lesson 1 and Lesson 5; to pronounce the words for animals, animal body parts and adjectives correctly and use the correct word for the correct animal or feature
- Target language:** *cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise; feathers, fur, shell, tail, teeth, wings; big, long, short, small*
- Skills:** Listening, Speaking, Reading

## Global Scale of English (GSE)

- Listening:** Can follow basic instructions to colour, draw or make something (GSE 23).
- Speaking:** Can describe the appearance of a person or animal using simple language (GSE 31).
- Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).

## Materials

- Pupil's Book page 13 and Activity Book page 10
- Semester 1 Welcome Unit Colours Flashcards
- Unit 5 Animals Flashcards (*cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise*)
- Unit 5 Animal body parts Flashcards (*feathers, fur, shell, tail, teeth, wings*)
- sheets of A4 paper, enough for each pupil
- coloured pencils, scissors and a balloon
- Unit 5 Cutouts

## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique; Yes/No questions technique
-  Peer learning: pairwork; Two stars and a wish technique; Expert envoy technique
-  Independent learning: Thought-provoking questions technique

## Starting the lesson

-  In pairs, pupils write down as many colours as they can remember.
-  Place the Semester 1 Colours Flashcards on the board. Then using the Lollipop stick technique, ask pairs to come to the front of the class, read their words and point to the matching flashcard. Have pupils gesture to an item in the classroom with that colour.

## Presentation

-  Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Place the Unit 5 Animals Flashcards on the board and have pupils tell you what colour each animal is.
- Extension**  Pupils pick an animal from the board to describe to their partners who have to guess what it is.

## Practice

### Pupil's Book

#### 1 5.11 Listen and colour.

- This task is based on **Pre A1 Starters Listening Part 4**.
- Tell pupils that they have to colour the animals with the colours they hear.
- Look at the picture and ask pupils to name the animals. Ask them to say what colour they think they will be.
- Tell pupils to place their coloured pencils in front of them, and play the audio twice.
-  Use the Two stars and a wish technique for pupils to check each other's work.



Girl 1: Look at my picture. Look at the animals.

1 Girl 1: Can you see the mouse?

Girl 2: Yes. It's small.

Girl 1: It's small and it's got brown fur. Colour the mouse brown.

Girl 2: Ok. The mouse is brown.

2 Girl 1: What are these animals?

Girl 2: They're parrots.

Girl 1: That's right. One parrot has got green feathers. One parrot has got red feathers.

Girl 2: One parrot is green. One parrot is red.

3 Girl 1: Good. What's this animal? It's got four legs and a short tail. It's got a shell.

Girl 2: Is it a tortoise?

Girl 1: Yes, it's a tortoise. It's got a brown shell. And it's got a green head, green legs and a green tail.

Girl 2: A green head, tail and legs and a brown shell. OK.

4 Girl 1: What's this animal? It's small. It's got short legs and a long tail.

Girl 2: Is it a cat?

Girl 1: Yes, it is. It's a black cat.

Girl 2: OK.

Girl 1: Good. It's a nice picture now.

## Diversity

### Support

- As pupils work, pause the audio to colour the animal. Explain to pupils that for now they can just draw a colour blot on the animal and then they can complete the activity at the end of the audio track.



#### 2 5.12 Cut out. Then listen and play.

-  Place pupils in pairs and play the audio.
- Ask what this game is about. Explain that pupils should describe an animal for their partner to guess.
-  Using the Yes/No questions technique, have pupils tell you if they are ready to proceed with the game.
-  Use the Expert envoy technique to help weaker pupils.

### Extra activity Critical thinking

- Ask pupils to think about which animals can be dangerous and how, e.g. *a bird can peck you if you try to harm it, a cat can scratch you*, etc. Explain to pupils that animals can attack you, but only if they feel threatened or in danger.

### Extra activity TPR

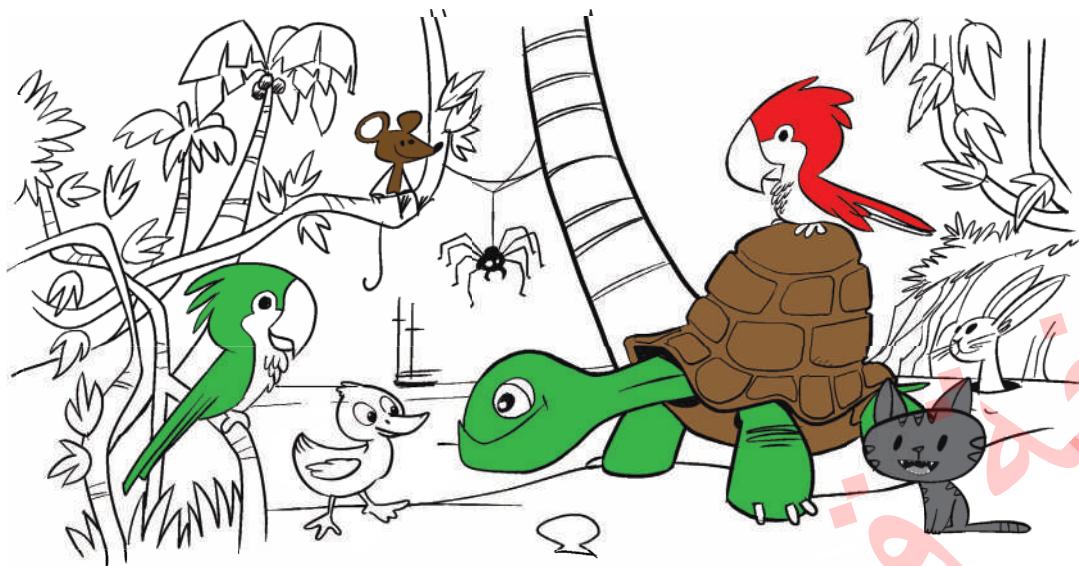
- Have pupils stand in a circle and hand the balloon to one pupil. Say a word for the pupils to spell. Each pupil says one letter. As they say the letter, they push the balloon to the next person who has to say the next letter of the word. If a word is spelt incorrectly, ask another pupil to help so that the balloon can continue going round.

## Activity Book

#### 1 Read and match.

-  Use the Lollipop stick technique to have pupils describe the pictures. Write key words on the board.
- Pupils read the sentences and then match each one to the correct picture. Check answers as a class.
- Extension**  Pupils describe an animal for their partner to guess, e.g. *It's got long ears. It's a rabbit.*

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

1  **5.11 Listen and colour.**2   **5.12 Cut out. Then listen and play.**»»» **Activity Book, page 10**thirteen **13**2  **Viewing and presenting** Choose, draw and write. Share.

- Have a pupil read the words in the box. Write *They're* on the board and say sentences for pupils, for example *They're rabbits*. Continue until you've drawn two rabbits.
- Explain that pupils will now do the same using the prompts in the Activity Book.
-  Pupils work individually but then show their work to their partners. They read their sentences to each other.
- Use audio or visual equipment for pupils to record their sentences so that they can evaluate their work as a pair.
- Encourage them to aim for clear pronunciation of key words and to check that they are not rushing and speaking with appropriate intonation. Pupils can use body language and mime to convey meaning too.

-  Pupils show their work to their partners. They read their sentences to each other.

**Extra activity Fast finishers**

- Pupils draw a local habitat and draw some animals in it. Have them colour their picture and write a few sentences about it.

**Finishing the lesson**

-  Use the Thought-provoking questions technique to encourage a three-minute class discussion on what pupils have learnt about animals in this unit so far and what else they would like to learn.

- Next lesson** Ask pupils to bring photos or pictures of their favourite animals for the next lesson.

# Culture

## Objectives

- Lesson aims:** to review a simple text about Jordanian animals; to describe a favourite animal
- Target language:** *desert, horn, hyena, oryx, stripe*
- Skills:** Listening, Reading, Speaking

## Global Scale of English (GSE)

- Listening/Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can describe the appearance of a person or animal using simple language (GSE 31).

## Starting the lesson

- Place pupils in pairs and give them ten strips of paper each. On each strip, pupils write a word from the unit vocabulary.
- Pupils cut the words in half and mix up the papers. Then pupils swap them with another pair to match the strips and find the word.

## Presentation

- Explain that in this lesson pupils will learn about animals in Jordan and will make a favourite animal poster that can be displayed as part of a rescue centre.

### Culture notes

- The Arabian oryx (Al Maha) is the national animal of Jordan and was previously declared extinct in the wild in 2000. It has now been saved and reintroduced due to a successful conservation programme. The oryx lives in the desert and can survive without water because it gets all the moisture it needs from eating desert plants. The striped hyena is nocturnal (active at night) and is found throughout Jordan. They are a protected species because the number of striped hyenas was declining due to hunting.

## Practice

### Pupil's Book

- 1 Before you read** **Have you got a favourite animal? What animals are popular in Jordan?**
  - Ask pupils if they have a favourite animal.
  - Discuss why it's important to take care of animals and how some animals can go extinct if we don't look after them.
  - Extension** Ask pupils to show photos to the class and say a few things about the animals, including what they look like.
- 2** **5.13 Listen and read.**
  - Ask pupils to describe the animals in the text.
  - After listening to the text, ask pupils what they found interesting about it.
  - Ask pupils if they have seen either of these animals.



## Materials

- Pupil's Book page 14 and Activity Book page 11
- sheets of A4 paper, enough for each pupil
- ten strips of paper per pair and two per pupil
- scissors, glue, coloured pencils

## Assessment for Learning

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

## Diversity

### Support

- Get ready for a close reading. Read the text aloud while pupils read along silently. Once or twice every few sentences, omit an important vocabulary or content word for pupils to read it aloud as a class.
- In pairs, pupils read the text using different intonation each time.

### Extra activity Critical thinking

- Ask pupils what kind of animals are endangered. Ask if they think they should be protected. Ask pupils to think if it's OK to take them out of their natural wildlife.

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

- Pupils turn to page 11 in their Activity Books.

## Activity Book

### 1 Read, circle and colour.

- Pupils circle the word the picture shows and then colour the picture.

**Answer key** 1 oryx, 2 horns

### 2 After you read Read and write Yes or No.

- Use the Traffic light cards technique to make sure pupils have understood the activity.
- Pupils complete the activity individually.

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

### Extra activity TPR

- Give pupils two strips of paper each. Ask them to write an animal on each strip. Have pupils stand in a circle. Say different animals and when they hear their animal, they have to run to the middle of the circle and back to their places.



# Animals in Jordan



My name's Eman.  
I'm from Jordan.



The oryx is white and brown. It's got two horns. It lives in the desert.



This is an oryx.  
It's the national animal of Jordan.

This is a striped hyena. It's got black stripes on its fur. The striped hyena also lives in Jordan.

We need to take care of these animals.

1 **Before you read** Have you got a favourite animal? What animals are popular in Jordan?

2 **5.13 Listen and read.**

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



It's a cat. It's got small ears and a long tail. It's got grey fur.



## Project

Viewing and presenting



## Organise a class

rescue centre.

- 1 Choose an animal for your rescue centre.
- 2 Draw your animal.
- 3 Write. *It's a... It's got...*
- 4 Put your animals together to make a rescue centre.
- 5 Present your animal to the class.

14 fourteen



My animal for the class rescue centre

It's a cat. It's got grey fur.

## Project

Viewing and presenting Organise a class rescue centre.



- Explain to pupils that they are going to work in groups to choose animals for the rescue centre.
- Give each pupil a sheet of A4 paper and using the Lollipop stick technique, pupils read through the instructions.
- Use the Expert envoy technique to explain anything they might not understand.
- Pupils draw their animal and write a few sentences about it to present to the class. Make a classroom rescue centre by displaying the animals together.
- Pupils present their work to the class when ready. Use this project as an opportunity to build on presenting skills by asking pupils to present

their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.

- Have a class vote on their favourite animal.

## Finishing the lesson

- Have pupils look at the class display. Using the Two stars and a wish technique, ask pupils to discuss each other's work.
- Use the Three facts and a fib technique to have pupils discuss the lesson.

## Objectives

- Lesson aims:** to use the correct language to ask about toy animals
- Target language:** *Have you got a toy animal? I've got a (rabbit).*
- Skills:** Listening, Speaking, Reading, Writing

## Global Scale of English (GSE)

- Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 26).
- Speaking:** Can ask basic questions to find out what possessions others have got (GSE 28). Can act out a short dialogue or role play, given prompts (GSE 38).
- Reading:** Can identify familiar words in short simple texts (GSE 23).
- Writing:** Can write some familiar words (GSE 20).

## Materials

- Pupil's Book page 15 and Activity Book page 12
- Unit 5 Animals Flashcards (*cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise*)
- sheets of A4 paper, enough for each pupil
- fly swatters
- straw puppets
- Resources 65

## Assessment for Learning

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

## Starting the lesson

- Place the unit flashcards on the board.
- Ask pupils to form one line in front of the board. Say a word for a pupil to run to the board, swat the word in 5 seconds, pass the fly swatter to another pupil and sit down.

## Diversity

- When forming teams, make sure they contain a mixture of pupils with different abilities. Try and have an even number of strong and weak pupils in each line to make sure the game is fair.

## Presentation

-  Explain that in this lesson pupils will learn how to ask about toy animals.
- If they don't have a toy animal, they can make one up.

## Extra activity Critical thinking

- Ask pupils to think about the different conversations they have with their friends. Ask what type of questions they ask and what kind of topics they discuss.

## Practice

### Pupil's Book

#### 1 5.14 Listen and read.

- Play the audio once for pupils to read and listen to.
-  Use the Lollipop stick technique to have two pupils read the dialogue out loud.



#### 2 Act out the dialogue. Use different animals.

- Give pupils a sheet of A4 paper each and ask them to draw their toy animal.
-  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.

## Extra activity Fast finishers

- Have pupils write a dialogue, like the one in Activity 1, but this time to write a few sentences describing each animal.

## Activity Book

#### 1 Write, draw and colour. Then act out.

-  Pupils complete the activity in pairs and raise their hands to act out their dialogue.

## Finishing the lesson

- Have pupils walk around the classroom with their pictures. When they meet another pupil they should stop, look at their picture and ask questions by practising the dialogue from the lesson.
-  Using the Summative questions technique, ask pupils to share their conversations with the class and encourage clear speech and accurate pronunciation of the words.

1  Listen and read.

Have you got a toy animal?

Yes, I have.

Me, too. What kind of toy animal have you got?

I've got a **rabbit**. What about you?I've got a **tortoise**.2  Act out the dialogue. Use different **animals**.

cat

hamster

duck

spider

snake

»» Activity Book, page 12

## Phonics

## Lesson 10

1  Listen and say.**ai****bb****rr****ll**2  Listen and circle.1 ai bb ll **rr**

2 ai bb ll rr

3 ai bb ll rr

4 ai bb ll rr

3  Listen and say the tongue twister.

A parrot and a rabbit in the rain.

A shell and a tail – What's the name?



»» Activity Book, page 12

fifteen 15

## Objectives

- Lesson aims:** to pronounce and practise the sounds for the digraph *ai*, and sounds for double letters *rr*, *bb* and *ll*; to differentiate between the sounds learnt
- Target language:** the sounds for the digraph *ai* and double letters *rr*, *bb* and *ll*
- Skills:** Listening, Speaking

## Global Scale of English (GSE)

- 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).

## Starting the lesson

- Divide the class into six groups. Give each group a phonetic sound from Semester 1 (*a-e, i-e, ch, sh, ee, ar, th, th*).
- Pupils have one minute to write down as many words as they can with that sound. Then swap the sounds for each group and repeat until all the sounds have been covered. The group with the highest number of words at the end of six minutes is the winner.
- Use the Lollipop stick technique to have groups say the words aloud.

## Presentation

- On the board, write *ai*.
- Say the phonics sound and have pupils repeat after you.
- Then write *bb*, *rr* and *ll*. Explain that the sounds for these letters are the same as the single letter sounds but that pupils need to remember that only one letter is sounded out when they meet the double letters in words.

## Practice

### Pupil's Book

#### 1 5.15 Listen and say.

- On the board, write *ai*, *bb*, *rr*, and *ll*. Say the target words with the phonetic sounds and have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Have pupils say the phonic sounds and words in pairs.
- Extension** Pupils write sentences with the new phonics words.



#### 2 5.16 Listen and circle.

- Play the audio for pupils to listen and identify which sound they hear. They circle the letters that make the sound.

1 /r/ /r/  
2 /ei/ /ei/  
3 /l/ /l/  
4 /b/ /b/



- Extension** Play the audio again, with pauses for pupils to write and say words for the sounds they hear. They may use the words from Activity 1.
- Have pupils take out their phonics notebooks and write the phonics they have learnt.
- Use this as an opportunity to revise other phonics spellings that make the same sound as *ai*, e.g. *a-e* (snake, cake, plane) from Unit 1.

## Materials

- Pupil's Book page 15 and Activity Book page 12
- phonics notebook for each pupil

## Assessment for Learning

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



#### 3 5.17 Listen and say the tongue twister.

- Ask pupils to listen to and read the tongue twister and find and say words with the phonics from today's lesson. Use the picture to help pupils understand the tongue twister. See if pupils can recall the name of the animal with the shell (tortoise).
- Extension** Challenge pupils to find another word in the tongue twister that contains the vowel sound from the lesson (/ei/) but is spelt differently (*name*).

### Activity Book

#### 1 5.18 Listen, choose and write.

- Play the audio for pupils to hear the words and write the missing letters. Encourage them to repeat the words.



**Answer key** 2 parrot, 3 tail, 4 shell, 5 rain, 6 doll, 7 carrot, 8 train

1 rabbit, 2 parrot, 3 tail, 4 shell, 5 rain, 6 doll, 7 carrot, 8 train

## Extra practice

### 1 Count and write.

**Answer key** six mice, four cats, seven snakes, ten spiders, three hamsters, two ducks, one parrot, five rabbits, eight tortoises

### 2 Read and match.

**Answer key** 1 b, 2 c, 3 a

## Finishing the lesson

- Ask pupils to identify the number of syllables in each word from the lesson by clapping the words. Can they identify the words with two syllables? (*rabbit, parrot, carrot*).
- Pronunciation** Check that pupils use the correct intonation when pronouncing multi-syllabic words. When pronouncing two-syllable nouns, the stress should be on the first syllable, but for two-syllable verbs, the stress should be on the second syllable.
- Revise all the phonics sounds covered so far in Grade 2 (*i-e, a-e, sh, ch, ee, ar, th, ai, bb, rr, ll*) and write words on the board that pupils can blend and segment, e.g. *five, cake, shop, feet, park, this, three, rabbit, tail, shell*. See if pupils can identify words with the same sound but different spellings e.g. *cake and tail*.

**Next lesson** Unit 5 test.

1  Listen and read.

Have you got a toy animal?

Yes, I have.

Me, too. What kind of toy animal have you got?

I've got a **rabbit**. What about you?I've got a **tortoise**.2  Act out the dialogue. Use different **animals**.

cat

hamster

duck

spider

snake

»» Activity Book, page 12

## Phonics

## Lesson 10

1  Listen and say.**ai**

tail

**bb**

rabbit

**rr**

parrot

**ll**

shell

2  Listen and circle.

1 ai bb ll rr

2 ai bb ll rr

3 ai bb ll rr

4 ai bb ll rr

3  Listen and say the tongue twister.

A parrot and a rabbit in the rain.

A shell and a tail – What's the name?



»» Activity Book, page 12

fifteen 15

# Mapping

## Topics

Theme 2: Culture

Theme 5: Welfare

## Scope and Sequence Matrix

**Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where students learn how to interact politely and with empathy; using pictures, illustrations and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/no and wh-questions; recognising basic intonation patterns

**Speaking:** producing formulaic exchanges; developing intonation patterns; expressing likes and dislikes in positive and negative sentences; producing intonation for yes/no questions; responding to guided invitations and requests

**Reading:** identifying elements of a story (setting, characters, plot) using wh-questions; reading orally with reasonable fluency and correct enunciation; identifying basic sentence punctuation; identifying the main idea in a text with the help of the teacher; reading orally with reasonable fluency and correct enunciation; reading short simple or compound sentences with *and*, *or*, and *but*

**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences

**Viewing and presenting:** realising that shapes, symbols and colors have meaning and including them in short oral presentations; using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to his/her personal experience

## 6 Do you like peas?

Food (1): apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato  
Food (2): bread, cheese, chicken, eggs, fish, juice, meat, milk, water

1 How many different food items can you see? **nineteen**

How many tortoises can you see?  
Where's the rabbit?  
What colour is the spider?

16 sixteen

2 How many tortoises can you see? **four tortoises**  
Where's the rabbit? **It's in the cage.**  
What colour is the spider? **It's yellow.**

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material; use pictures, illustrations and visual aids to understand unfamiliar words

**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; partake in short formulaic exchanges using the vocabulary introduced; learn simple expressions and participate in exchanges following a model; express likes and dislikes in positive and negative statements; produce intonation for yes/no questions

**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; identify elements of a short story; answer simple questions about written materials; use pictures and other visual clues to predict the meaning of simple words and phrases; read texts aloud with expression at an appropriate and reasonable speed; use pictures and other visual clues to predict the meaning of simple words and phrases; read short simple or compound sentences with *and*, *or*, and *but*; follow and respond to two-step written instructions; answer simple questions about written materials; decode simple messages in simple reading texts; refer to certain lines when relating content of a text; use newly acquired words in the right context; read phonetically regular words having the same letters and with different sounds

**Writing:** spell simple words and phrases correctly; write basic phrases to describe objects and pictures; revise written task based on teacher's feedback; learn to accept peer review and objectively discuss criticism; revise written task based on peer feedback; write simple sentences

**Viewing and presenting:** realise that shapes, symbols, and colors have meaning and begin to include them in short oral presentations; observe visual images and begin to appreciate that they have been created for particular purposes; deduce the purpose of visual texts relating it to his/her personal experiences; discuss his/her own feelings by showing empathy for the way others might feel; use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; discuss the information being conveyed in illustrations in picture books and simple reference books

## Unit objectives

to name different foods; to express likes and dislikes; to ask for food items

### Language

Vocabulary	<b>Food (1):</b> apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato <b>Food (2):</b> bread, cheese, chicken, eggs, fish, juice, meat, milk, water
Grammar	<i>I like (apples). I don't like (pasta).</i> <i>Do you like (cheese)? Yes, I do. / No, I don't.</i> <i>I like apples and I like oranges, too.</i> <i>I like oranges, but I don't like apples.</i> <i>I don't like oranges or apples.</i>
Functions	<i>Can I have (an apple), please?</i>
Phonics	ea; beak, peas, head, feather

### Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** use numbers to complete an activity (L. 2)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 1, 3, 5 and 8); learn to ask for food (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. 1–10); use previous knowledge (L. 1 and 2); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

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

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

Critical thinking	Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3 and 8); Defining and describing (L. 1–10); Finding information (L. 3, 5 and 7); Planning (L. 5 and 8); Reflecting on learning (L. 1–10)
Creativity	Make a verse of a chant (L. 1); Plan a vegetable garden (L. 3)
Communication	Talking about food (L. 1, 5 and 8); Asking and answering about food preferences (L. 5, 7 and 9); Cutouts 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)
- Picture dictionary: Activity Book p. 48
- Unit 6 Extra practice: Activity Book p. 21
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 6 Test

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to name different foods; to express likes and dislikes
- Target language:** *apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato; I like (apples). I don't like (pasta).*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 16–17
- Unit 6 Food (1) Flashcards (*apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato*)
- stopwatch
- sheets of A4 paper, enough for each pupil
- two fly swatters
- Resources 39 and 47

## Assessment for Learning

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

## Starting the lesson

- Place pupils in small groups and ask them to write down all the food words they know (e.g. Grade 1, Semester 2 words: *apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*).
- Tell pupils to write as many words as they can in two minutes.
- Pupils choose a group leader who reads the words to the class.

## Presentation

- Explain that in this lesson pupils will learn more food words and how to express their likes and dislikes.
- Place the Unit 6 Food (1) Flashcards on the board and ask pupils if there are any words they already know. Teach the words by pointing at them and saying them as pupils repeat after you.

## Practice

### Pupil's Book

#### 1 How many different food items can you see?

- Using the Lollipop stick technique, have pupils name the food items that they know in the picture. Then count them.
- Check pupils understand the questions. Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Check answers as a class.

#### Extra activity Critical thinking

- Ask pupils if they go to markets and if so, what kind of things they buy.

#### 2 6.1 Listen and stick. Then listen and say.

- Place the Unit 6 Food (1) Flashcards (*apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato*) on the board. Reinforce by pointing, saying a word and having pupils repeat after you.
- Point to a flashcard and use the Lollipop stick technique to have pupils tell you what it is.
- Play the audio for pupils to listen and stick and then listen and say, pausing to allow enough time for them to complete the tasks.
- Extension** When pupils have completed the activity, they describe the food item using colours and size (*big, small, short, long*).



### Listen and stick.

**Boy 1:** Look. What food can you see?

**Boy 2:** I can see an apple. And an orange. And a banana.

**Boy 1:** What's this?

**Boy 2:** It's a tomato. This is a carrot. This is a potato.

**Boy 1:** What's this?

**Boy 2:** It's a bean. And this is a pea.

**Boy 1:** What's this?

**Boy 2:** It's rice. And this is pasta. Yum!

### Listen and say.

apple, orange, banana, tomato, carrot, potato, bean, pea, rice, pasta

#### 3 Find the food on page 16.

- Place pupils in pairs and have them say the name of each food as they find them.

### Extra activity TPR

- Play the *Word swat* game with the vocabulary from previous units. Say a category for pupils to swat three words from it.

#### 4 6.2 & 6.3 Listen and chant.

- On the board, write the words *tomatoes* and *potatoes*. Explain that nouns that end in *o*, usually take on *es* at the end. Elicit the singular forms.
- Point out the information box that shows how to make the plural nouns for these words.
- A karaoke version of the chant is available (track 6.3).
- Play the audio for pupils to sing.

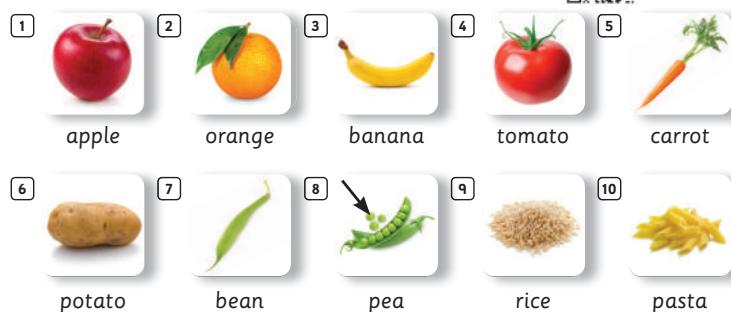


#### 5 Viewing and presenting Make a verse of the chant. Draw and share.

- Give each pupil a sheet of A4 paper to write five different food items: four they like and one they don't. Pupils follow the example in the Pupil's Book by writing each word and indicating with a happy or sad face whether they like each type of food. They can then use this to help them chant their verse of the song.
- Use the Traffic light cards technique for pupils to show if they have understood the activity.
- Use audio or visual equipment for pupils to record their verses so that they can evaluate their work as a pair. Encourage them to aim for clear pronunciation of key words and to check that they are not rushing and speaking with appropriate intonation. Pupils can use body language and mime to convey meaning too.
- Pupils place their work in their portfolios.
- Play the grammar audio (track 6.4) for pupils to listen to.



## 2 Listen and stick. Then listen and say.



## 3 Find the food on page 16.

## 4 Listen and chant.

one tomato – two tomatoes  
one potato – two potatoes

I like apples and I like oranges.  
I like bananas, too.  
I like beans, but I don't like carrots.  
I don't like carrots. Do you?

I like tomatoes and I like peas.  
I like potatoes, too.  
I like rice, but I don't like pasta.  
I don't like pasta. Do you?

## 5 Viewing and presenting Make a verse of the chant.

## Draw and share.

pasta ☺	beans ☺
carrots ☺	rice ☺
potatoes ☺	

I like pasta and I like carrots.

<sup>64</sup>  
I like apples.  
I don't like pasta.

seventeen 17

## Diversity

## Support

- Take the Food Flashcards, and draw a happy or a sad face next to each one to elicit *I like* or *I don't like* (apples).

## Challenge

- Tell pupils to look through Units 5 and 6 and say three things they like and three they don't like.

## Finishing the lesson

- Give pupils a Unit 6 Food (1) Flashcard.
- In pairs, they say whether they like or dislike each food item.
- Pupils then swap flashcards with another pair and repeat.

## Lesson 2 Activity Book

## Objectives

- Lesson aims:** to name different foods; to express likes and dislikes
- Target language:** apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato; *I like* (apples). *I don't like* (pasta).
- Skills:** Listening, Reading, Writing

## Global Scale of English (GSE)

- Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- Writing:** Can write some familiar words (GSE 20).

## Materials

- Activity Book pages 14–15
- Unit 6 Food (1) Flashcards (apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato)

## Assessment for Learning

 Peer learning: pairwork

## Starting the lesson

- Use the Unit 6 Food (1) Flashcards to revise the vocabulary from Lesson 1. Encourage pupils to respond with *I like ...* or *I don't like...*

## Practice

## 1 Listen and read. Then write.

**Answer key** 2 rabbit, 3 on

## 2 Look, write and match. Then colour.

- Give pupils time to complete the activity individually.

**Answer key** 2 carrot, 3 tomato, 4 apple, 5 banana, 6 orange, 7 potato, 8 pea, 9 bean, 10 pasta

## 3 Listen and number.

- Ask pupils to look at each picture and name the food. Explain that they must then listen to the audio and number the pictures according to the order they hear them on the audio.

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

1 I like peas.  
3 I like beans.

2 I don't like rice.  
4 I don't like carrots.





1 Before you read **Where's the mouse?**

2 Listen and read. **It's in frame 4.**



18 eighteen



What do they do with the seeds?

**They plant them.**

4 Make the sentences true for you. Then match.

- Pupils share answers in pairs.

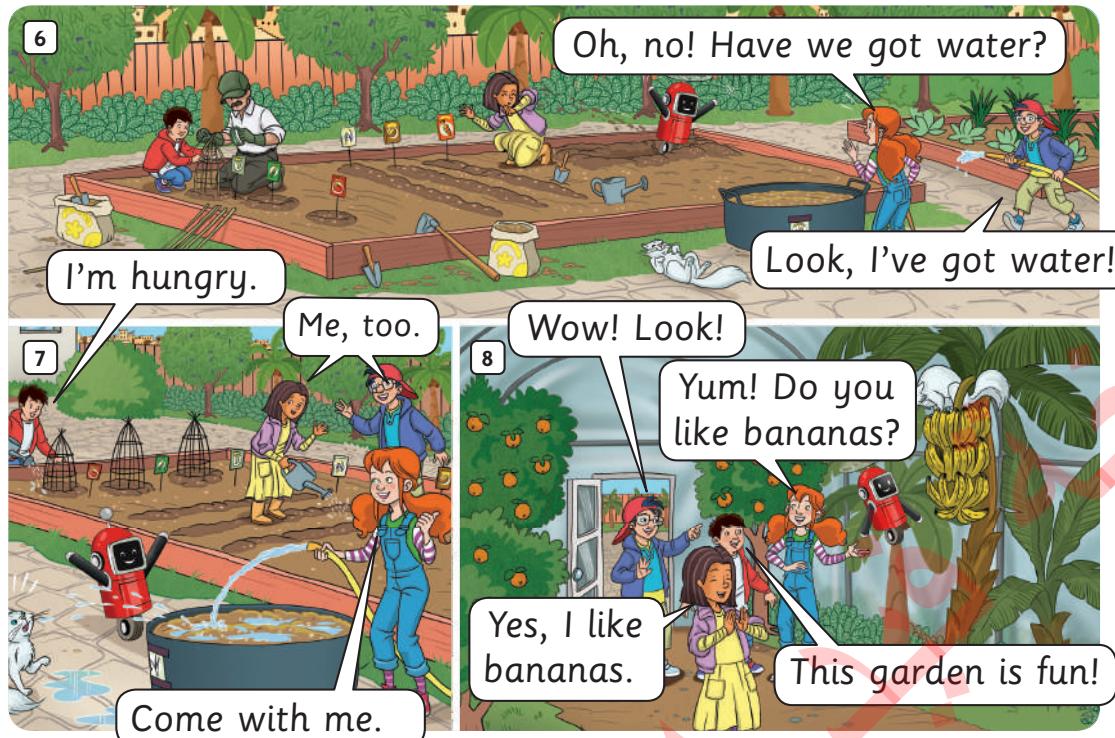
**Answer key** 2 c, 3 a, 4 d

#### Extra activity **Fast finishers**

- Pupils draw a local market with different food items and label them. They can then say whether they like each type of food or not.

#### Finishing the lesson

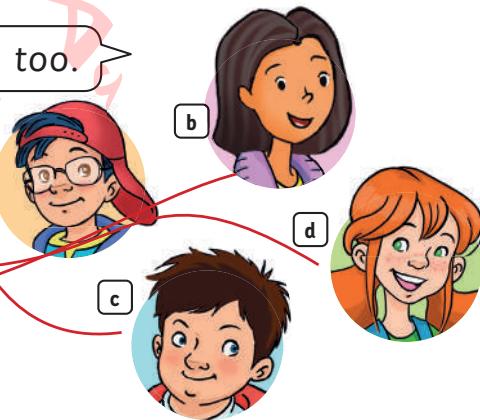
- Give each pupil a sheet of A4 paper. Pupils imagine they are going to the market and make a list of the food they want.
- Encourage pupils to read out their lists while other pupils raise their hands when they hear an item that is also on their list.



3 **After you read** Look at the story. Who's speaking?  
Read and match.



- 1 I like carrots and I like beans, too.
- 2 I don't like peas.
- 3 I like rice.
- 4 I like bananas.



4 **Act out the story.**

5 **Viewing and presenting** **Plan a vegetable garden for your school. Share.**



Eat healthy food

# Story

## Objectives

- Lesson aims:** to review simple cartoon stories by identifying characters and their likes and dislikes, as well as different food items; to identify examples of eating healthily
- Target language:** *vegetable, seeds, water, plant (n, v), apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato; I like (potatoes), but I don't like (peas); I like (carrots) and I like (beans), too.*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can understand basic information about people's likes and dislikes, if supported by pictures (GSE 27).
- 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).

## Starting the lesson

- Choose a game from the Games bank to review the unit language so far.

## Presentation

-  Tell pupils that the story is called *The vegetable garden*. Show the vegetable flashcards from the Unit 6 Food (1) Flashcards (*bean, carrot, pea, potato*) and ask pupils to identify each one. Explain that vegetables (and fruit) can be grown in gardens and ask if any pupils grow vegetables at home.

## Practice

### Pupil's Book

#### 1 Before you read Where's the mouse?

- Pupils look at the pictures and think about what the story might be about. Then ask pupils to find the mouse.

#### 2 6.6 Listen and read.

- Have pupils read and listen to the story. Ask them what happens in it.
-   Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the *Solve* box.
- Extension** Use the Story Cards to ask about the story.



## Diversity

### Support

- Write incomplete sentences from the story on strips of paper and place them in a box. Pupils pick three strips and complete them.

### Challenge

-  After listening to the story, tell pupils to look at frame 2. In groups of three, they act out the frame but changing the vegetables in the story. They can use fruit, too.

#### 3 After you read Look at the story. Who's speaking? Read and match.

-  Read a sentence from the story for pupils to tell you who says it. Place pupils in pairs and have them continue the activity.

#### 4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

## Materials

- Pupil's Book pages 18–19
- Unit 6 Story Cards
- sheets of A4 paper, enough for each pupil
- strips of paper and a box
- Resources 62 and 70

## Assessment for Learning

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

## Extra activity Critical thinking

- Have pupils think about how planting a garden can be fun.

#### 5 Viewing and presenting Plan a vegetable garden for your school. Share.

-  Place pupils in small groups. Give them a sheet of A4 paper to draw their vegetable garden. Tell them to name the plants they have planted. Pupils present their work to the class. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
-  Place their work in their portfolios.

## Values

- Ask pupils to name healthy foods. Have pupils explain why it's important to eat healthy foods. In Arabic where applicable, draw pupils' attention to proverbs which link to the values syllabus.

## Extra activity TPR

-  Place pupils in small groups and have them form a circle. Say different words that belong to a word group as they walk in a circle. If they hear a word that doesn't belong to the group, they have to stand still and think of a word to replace it.

## Finishing the lesson

- Have a class vote on which story the pupils liked better, Unit 5 or Unit 6. Listen to the story with the most votes.

## Lesson 4 Activity Book

## Objectives

- Lesson aims:** to review simple cartoon stories by identifying characters and their likes and dislikes, as well as different food items; to identify examples of eating healthily
- Target language:** *vegetable, seeds, water, plant (n, v), apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato; I like (potatoes), but I don't like (peas); I like (carrots) and I like (beans), too.*
- Skills:** Reading, Writing

## 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 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 listening 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 6, the story is based around the concept of what plants need and what they give us from the Science curriculum.

Polly and her friends are making a community garden and working out what to plant and where, discovering which foods come from plants.

To explore this concept further, you can use Resource 70.

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Writing:** Can write some familiar words (GSE 20).

## Materials

- Activity Book page 16
- Unit 6 Food (1) Flashcards (apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato)
- Unit 6 Story Cards
- sheets of A4 paper, enough for each group

## Assessment for Learning

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

## Starting the lesson

- Use the Story Cards to recap the story. Ask and answer questions about the story and revisit the vocabulary using flashcards if required.

## Practice

### 1 After you read Remember the story. Read, write and match.

- Use the Lollipop stick technique to ask a pupil to read the words in the box.

- Place the Story Cards on the board and encourage pupils to recall the events of the story and to repeat the speech bubble text. Play the audio if required.
- Stop when you get to one of the sentences from the Activity Book and ask pupils to give you the missing word verbally.
- Pupils then complete the activity independently by writing the missing words in the gaps and matching each speech bubble to a picture.
- Extend the activities by choosing ideas from Teacher's Book page 17 for your class.

**Answer key** 2 potatoes, peas, d; 3 pasta, a; 4 bananas, c

### 2 Values Look and tick (✓) or cross (✗).

- Pupils tick the healthy food and cross the unhealthy one.

**Answer key** 2 ✓, 3 ✓, 4 ✗, 5 ✓

### 3 Listen and colour.

- Use the Think-pair-share technique to discuss if pupils liked the story. Ask questions about their favourite part from the story and encourage them to think carefully about which face to colour.

### Extra activity Fast finishers

- Have pupils draw their favourite part of the story and write a few speech bubbles. Place the work in their portfolios.

## Finishing the lesson

- Place pupils in small groups and give each group a sheet of A4 paper. Explain that they have to make a poster showing healthy food on one side and unhealthy food on the other.

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to name more food items and use the correct language and grammar to talk about likes and dislikes
- Target language:** bread, cheese, chicken, eggs, fish, juice, milk, water; *Do you like (cheese)? Yes, I do. / No, I don't. I don't like (eggs) or (cheese). I like (meat) and I like (fish), too.*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 16). 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).

## Starting the lesson

- Place the Unit 6 Food (1) Flashcards on the board. Point to a word for pupils to say a sentence using *I like* and *I don't like*.
- Use the Lollipop stick technique to choose pupils.

## Presentation

- Explain that in this lesson pupils will learn more food items and how to ask questions about likes and dislikes.
- Place the Unit 6 Food (2) Flashcards (bread, cheese, chicken, eggs, fish, juice, milk, water) on the board. Point to each flashcard, say its name and have pupils repeat after you. Then use the Lollipop stick technique for pupils to tell you what they like and don't like.

## Practice

### Pupil's Book

#### 1 6.7 Listen and say. Then listen and draw ☺ or ☹.

- Ask pupils to look at the food and choose their favourite. Then ask how often they eat or drink these foods.
- Play the first part of the audio. Pupils repeat the items.
- The second time pupils draw the faces in accordance to what the speaker prefers.
- Ask pupils if they like and dislike the same foods.
- Extension** On the board write *I like ...* and *I don't like ...*. Have pupils write sentences using words from this lesson. Ask some pupils to say the sentences aloud.

#### Listen and say.

chicken, water, meat, juice, bread, milk, fish, eggs, cheese

#### Listen and draw a happy face or a sad face.

I like chicken and I like meat, too.

I don't like fish or eggs.

But I like cheese.

I like bread and I like milk, too.

I don't like juice but I like water.



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

- Pupils read the verses of the song quietly. Tell pupils that we use *Do you like ...?* to ask about preferences.
- Play the song and pupils clap when they hear a new vocabulary item.



## Materials

- Pupil's Book page 20
- Unit 6 Food (1) Flashcards (apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato)
- Unit 6 Food (2) Flashcards (bread, cheese, chicken, eggs, fish, juice, milk, water)
- Resources 40, 48, 54 and 58

## Assessment for Learning

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

- Play the song for pupils to sing. Divide pupils into two groups. Name one group the *Yes, I do* group, and the other one, the *No, I don't* group. Pupils will only sing along to the song when they hear *Yes, I do* or *No, I don't*. Groups swap and repeat.
- A karaoke version of the song is also available (track 6.9).

### Extra activity TPR

- Pupils come to the front of the class. On the left side of the room, place a poster saying *I like ...* and on the other, a poster saying *I don't like ...*.
- Ask *Do you like chicken?* If they like the food, they go to the *I like* side of the classroom. If they don't like the food, they go to the *I don't like* side.

#### 3 6.10 Circle the food you like. Cross (X) the food you don't like. Then ask a friend.

- Play the grammar audio (track 6.10). Stop the audio for pupils to repeat.
- Have pupils do the first part of the activity and then place them in pairs for the second part.
- Use the Lollipop stick technique to bring pairs to the front and act out their dialogue.



## Diversity

### Support

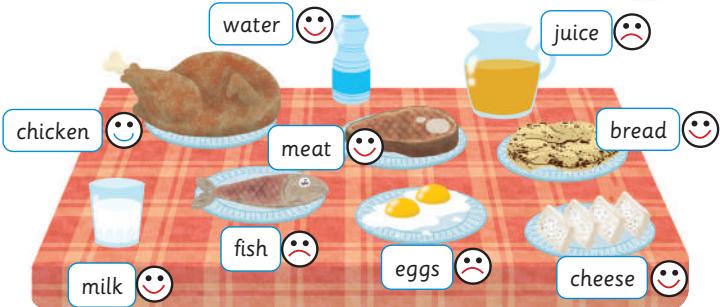
- Write the grammar box on the board for pupils to copy.

### Challenge

- Call different pupils to the front of the class one by one to act out a short conversation with you. You start, but encourage the pupils to ask you, too.

## Finishing the lesson

- Choose a Flashcard game from the Games bank to help pupils review the new food items from this lesson. Add in the vocabulary from Lesson 1 to extend the game.
- Finish by holding up each card and asking *Do you like (cheese)?* Pupils answer with *Yes, I do* or *No, I don't*.

1  Listen and say. Then listen and draw ☺ or ☹.2  Listen and sing. 

Do you like chicken?

Yes, I do.

I like meat and I like fish, too.

Do you like eggs?

No, I don't.

I don't like eggs or cheese.

But I like fish.

Oh yes, I like fish.

Do you like milk?

Yes, I do.

I like milk and I like juice, too.

Do you like water?

No, I don't.

I don't like water or bread.

But I like juice.

Oh yes, I like juice.

3  Circle the food you like. Cross (x) the food you don't like. Then ask a friend. 6.10

Do you like cheese?

Yes, I do./No, I don't.

Do you like chicken?

No, I don't.

20 twenty

## Lesson 6 Activity Book

## Objectives

- Lesson aims:** to name more food items and use the correct language and grammar to talk about likes and dislikes
- Target language:** bread, cheese, chicken, eggs, fish, juice, milk, water; Do you like (cheese)? Yes, I do. / No, I don't.
- Skills:** Reading, Writing

## Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Writing:** Can write some familiar words (GSE 20).

## Materials

- Activity Book pages 17 and 21
- Unit 6 Food (2) Flashcards (bread, cheese, chicken, eggs, fish, juice, milk, water)
- sheets of A4 paper, enough for each pupil
- examples of menus

## Assessment for Learning

 Peer learning: Think-pair-share technique

 Independent learning: Summative questions technique

## Starting the lesson

- Use the Unit 6 Food (2) Flashcards to recap the new vocabulary. As you hold each one up, ask for the vocabulary word and then encourage pupils to ask you the question Do you like (cheese?).

Answer the question and then ask the same question to another pupil for them to answer. Repeat with each flashcard.

## Practice

## 1 Match and write.

- Have pupils ask each other using Do you like ...?

**Answer key** 2 milk, 3 eggs, 4 cheese, 5 juice

## 2 Write and circle. Answer for you.

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

**Answer key** 2 chicken, 3 meat, 4 water

## Extra activity Fast finishers

- Now tell pupils to go to the Extra practice on page 21 and do the activities. For answers see Teacher's Book page 66.

## Extra activity Picture Dictionary

- To review the unit vocabulary in one place, please refer to the Picture dictionary on page 48 of the Activity Book.

## Finishing the lesson

- Give pupils a sheet of A4 paper. Explain that they have to imagine they have a restaurant and make a menu for it. Have pupils illustrate their work. Make a classroom display.
-  Use the Summative questions technique to ask pupils how confident they feel about their English so far. Ask what they found easy or difficult about today's lesson.

**Next lesson** Ask pupils to bring in food pictures they know from magazines for the next lesson.

# Skills

## Objectives

- Lesson aims:** to practise language from Lesson 1 and Lesson 5; to pronounce the words for food items correctly; to use the correct language to express likes and dislikes
- Target Language:** *apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato; bread, cheese, chicken, eggs, fish, juice, milk, water*
- 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).

## Materials

- Pupil's Book page 21 and Activity Book page 18
- Unit 6 Food (1) Flashcards (*apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato*)
- Unit 6 Food (2) Flashcards (*bread, cheese, chicken, eggs, fish, juice, milk, water*)
- sheets of A4 paper, enough for each pupil
- song from Lesson 5
- scissors
- food pictures pupils bring in from home
- three photocopies of lesson dialogues with vocabulary words blotted out for each pair
- Unit 6 Cutouts

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No questions technique; Lollipop stick technique; Stop/Go technique
- Peer learning: pairwork; Expert envoy technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Write a word vertically on the board, e.g. *chicken*. Use the Lollipop stick technique to have pupils come up, one at a time, to write a word starting with each letter of the vertical word.
- Pupils continue the activity in pairs for a few words: *bread, milk, juice* and *fish*.

## Presentation

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Place all the Unit 6 Flashcards on the board and have pupils say the words as you point to them.
- Ask pupils to take out food pictures that they have brought in from home.
- Extension** Have pupils place pictures in front of them and ask each other what they like and don't like. Tell pupils to place pictures in two piles – *like* and *don't like*.

## Practice

### Pupil's Book

#### 1 6.11 Listen and tick (✓).

- This task is based on **Pre A1 Starters Listening Part 3**.
- Ask pupils what foods they see in each picture.
- Use the Stop/Go technique to monitor if pupils have understood the activity.
- Play the audio once for pupils to hear.
- Play the audio again for pupils to complete the activity.



1 **Girl:** Hi. I'm Zeina.  
**Woman:** Hello. Mmmm, look at the food. Do you like chicken?  
**Girl:** Yes, I do. And I like peas, too.  
**Woman:** Do you like pasta?  
**Girl:** No, I don't. But I like rice. I like chicken, rice and peas.  
**Woman:** Do you like milk?  
**Girl:** No, I don't. But I like juice.

## Diversity

### Support

- In pairs, pupils look at the trays and name the food. Give each pair one photocopy of the dialogue. Ask them to read the dialogue slowly and point to the food in every picture.

### Challenge

- In pairs, pupils practise the dialogues.



#### 2 6.12 Cut out. Then listen and play.

- Use the Unit 6 cutouts. Each pupil should take turns to choose a card and ask and answer. They should use the audio as a model. Place pupils in pairs and play the audio.
- Using the Yes/No questions technique, have pupils tell you if they are ready to proceed with the game.
- Use the Expert envoy technique to choose two pupils to come to the front of the class and act out the game.

### Extra activity Critical thinking

- Ask pupils to think about their school lunch. Ask if they think it's healthy, and if not, how they can improve it.

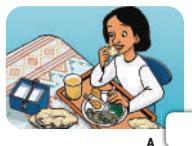
### Extra activity TPR

- Have pupils choose three of their cutouts and come to the front of the class. Explain that you will play the song from Lesson 5 and as they hear it, they walk around. When it stops, pupils have to pair up with the person closest to them and ask *Do you like...?* pupils only use one card. Continue for three rounds.

## 1 6.11 Listen and tick (✓).



1



A



B

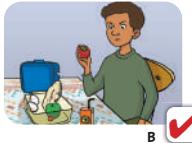


C

2



A



B



C

## 2 6.12 Cut out. Then listen and play.

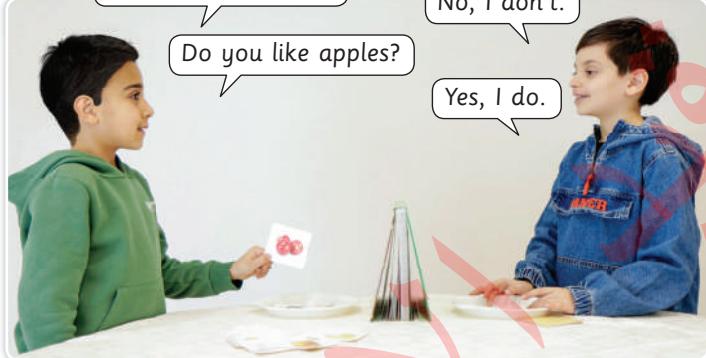


Do you like chicken?

Do you like apples?

No, I don't.

Yes, I do.



Activity Book, page 18

twenty-one 21

## Activity Book

## 1 Read and tick (✓).

- Use the Lollipop stick technique to have pupils say what food items they see in the pictures. Then ask whether the people in each picture look like they like the food in front of them or not.
- Pupils read the question and tick the picture that matches each answer and food item.
- Check answers as a class.

**Answer key** 2 a, 3 b, 4 a

## 2 Look and write.

- Point to the pictures and elicit the food. Determine whether each item is in the *like* box or the *don't like* box by looking at the smiley faces.
- Pupils complete the sentences using the pictures, the sentence starters and the smiley faces as a guide.
- Pupils show their work to their partners. They read their sentences to each other.

**Answer key** 2 like carrots, I don't; 3 you like milk, I don't;  
4 Do you like tomatoes? Yes, I do.

## Extra activity Fast finishers

- Pupils draw three foods they like and three foods they don't like. Optionally, they write sentences under each picture.

## Finishing the lesson

- Give each pupil a sheet of A4 paper. Pupils take out their pictures from the magazines to make a collage with three of their favourite foods and drinks.
- They also have to write a few sentences about their poster. To encourage cooperation and social skills, have pupils swap pictures with other pupils in the class.
- Use the Thought-provoking questions technique to encourage a three-minute class discussion on what they like best about learning English.

## Objectives

- Lesson aims:** to review simple texts about types of bread in different countries; to describe a favourite meal
- Target language:** hummus, manakish, mansaf, shrak, taboon
- Skills:** Reading, Listening, Speaking, Writing

## Global Scale of English (GSE)

- Reading:** Can understand basic information about people's likes and dislikes, if supported by pictures (GSE 26).
- Listening:** Can understand simple phrases about likes and dislikes (GSE 23).
- Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- Writing:** Can write simple sentences about their likes and dislikes in relation to familiar topics (e.g. food), given prompts for a model (GSE 30).

## Starting the lesson

- Place the Unit 6 Food (1) and Food (2) Flashcards on the board. Say *I can see ...* and name one of the foods. Ask a volunteer to come to the board and touch the correct flashcard. Then the whole class says the word.
- Ask pupils to close their eyes. Remove one of the flashcards from the board. Ask pupils to say which flashcard is missing.

## Presentation

- Explain that in this lesson pupils will learn about different types of bread. Place the *bread* flashcard on the board and say *This is bread*. Ask *Do you like bread?*
- Explain there are different types of bread around the world.

### Culture notes

Bread is a staple food in many countries and comes in different forms. It is often made from flour, water and sometimes yeast.

- In Jordan, people eat flatbread in many different ways and as accompaniments for meals. Manakish and shrak are popular. People add toppings or use them for dipping.
- Shrak forms the base layer of the traditional Jordanian dish, mansaf, which is often eaten at celebrations.
- Taboon is a traditional bread which is often made in a taboon oven. It is used to accompany many different dishes.

## Practice

### Pupil's Book

- 1 Before you read** Do you like bread? What do you like with it?
  - Say *People like bread in lots of different countries*. Then ask *Do you like bread? Do you like cheese with it?*
  - Find out when pupils eat bread. Ask if they eat it every day or on special occasions.
- 2 6.13 Listen and read.**
  - Ask pupils to look at the pictures. Say, e.g. *I can see bread with za'atar, mansaf and hummus*. Pupils point to the pictures.
  - Play the audio once for pupils to read and listen to.
  - After reading the text, say incomplete sentences and ask pupils to finish them. Say *This bread is from Jordan. It's called ... (manakish)*.



## Materials

- Pupil's book page 22 and Activity Book page 19
- Unit 6 Food (1) and Food (2) Flashcards
- photo of different types of bread
- sheets of A4 paper, enough for each pupil
- scissors, glue, coloured pencils

## Assessment for Learning

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

- Extension** Ask pupils if they have tried different types of bread from around the world. See if they can find pictures of different types of bread.

### Diversity

- Support**
  - Read each text aloud. Then read the sentences separately and ask pupils to repeat each line after you.
- Challenge**
  - Pupils write about two other types of bread they like.

### Extra activity Critical thinking

- Ask *Is it a good idea to know how to cook? Is it good to eat lots of bread?*

### 3 After you read Activity Book, page 19.

- Pupils turn to page 19 in their Activity Books.

### Activity Book

#### 1 Read and match.

- Pupils check answers in pairs.

**Answer key** 2 manakish, 3 taboon, 4 hummus

#### 2 After you read Read and circle.

- Pupils complete the activity individually. Pupils choose the answers that best match the text. Then check as a class.

**Answer key** 1 bread, 2 za'atar, 3 shrak, 4 hummus

### Extra activity TPR

- Put pupils in groups. Hand out one food flashcard to each group.
- Say *I like bread ... bread with ... eggs!* Then the group that has eggs all jump once and they say *I like bread ... bread with eggs!*
- Continue with the other groups and flashcards. If pupils hear a food that doesn't go with bread, they can change it to *I don't like bread with (milk)*.

manakish



This bread is from Jordan. It's called manakish. I like it with za'atar and olive oil.

mansaf



shrak

This bread is called shrak. It's from Jordan. People eat it with mansaf.

taboon



hummus

Taboon bread is popular. It is often eaten with hummus.

Which bread do you like?

- 1 Before you read **Do you like bread? What do you like with it?**
- 2 Listen and read.
- 3 After you read **Activity Book, page 19.**



This is taboon bread. I like it with labaneh.

## Project

Viewing and presenting

Make a favourite meal poster.

- 1 Draw a picture of your favourite meal.
- 2 Write. *This is my favourite meal. I like bread with... and...*
- 3 Show your favourite meal to the class.
- 4 Together, put your drawings and texts onto a poster.
- 5 Read and say: What's your favourite meal?

22 twenty-two

My favourite meal



## Project

Viewing and presenting Make a favourite meal poster.

- Give each pupil a sheet of A4 paper. Using the Lollipop stick technique, choose a pupil to read through the instructions.
- Ask pupils what type of food they like to eat with bread or as a meal. Write their ideas on the board.
- Tell pupils they can use the ideas from the board to write a few sentences about their meal.
- Have pupils present their work to the class. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be



encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.

## Finishing the lesson

- In pairs, pupils choose a Culture lesson they have enjoyed so far to read. Ask pupils to explain why they enjoyed it.

**Next lesson** Ask pupils to bring in a piece of fruit and a bottle of water or juice for the next lesson.

## Objectives

- Lesson aims:** to use the correct language to ask for food and drink
- Target language:** *Can I have (a carrot), please?*
- Skills:** Reading, Speaking, Writing

## Global Scale of English (GSE)

- Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- Speaking:** Can say what food or drink they would like using single words and gestures (GSE 23).
- Writing:** Can write some familiar words (GSE 20).

## Materials

- Pupil's book page 23 and Activity Book page 20
- Unit 6 Food (1) and Food (2) Flashcards
- straw puppets
- a box
- food items brought from home
- sheets of A4 paper, enough for each pupil
- Resource 66

## Assessment for Learning

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

## Starting the lesson

- Place the Unit 6 Food (1) and Food (2) Flashcards in a box. Have pupils form two lines. Pupils will pick a card and say the word. If it's correct, their team gets a point. If not, you get a point.

## Presentation

- Explain that in this lesson pupils will learn how to ask for food and drink politely.
- Stand in front of the class. Say *Give me an apple!* rather emphatically. Ask pupils if it was polite.
- Now say *Can I have an apple, please?* Ask pupils if that was more polite.
- Continue with *Get a drink* and *How about a drink? Here you are* and *Here!* Use the Thumbs up/down technique for pupils to assess if you are being polite or not.

### Extra activity Critical thinking

- Ask pupils about the words they use when they want to be polite. Ask if we should only be polite to grown-ups. Ask how they feel when they are rudely spoken to.

## Practice

### Pupil's Book

#### 1 6.14 Listen and read.

- Play the audio for pupils to listen to.
- Use the Lollipop stick technique to have two pupils read the dialogue out loud.
- Ask pupils which key words show politeness.



#### 2 Act out the dialogue. Use different food and drink.

- Ask pupils to take out the fruit and drink they have brought. If a pupil hasn't brought anything, give them a sheet of A4 paper to draw a piece of fruit and a drink.
- Explain that pupils are going to do the dialogue with the items they have brought in.
- 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.

## Activity Book

### 1 Write, draw and colour. Then act out.

- Pupils complete the activity and read their dialogues in pairs.

## Finishing the lesson

- Using the Summative questions technique, 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.
- Have pupils walk around the classroom with a flashcard from the unit. When they 'meet' another pupil, they must practise the dialogue from the lesson in order to ask for food or drink. When they have successfully asked for a food item, they are then given that card.
- Ask pupils to share their conversations with the class and encourage clear speech and accurate pronunciation of the words.

1  Listen and read.Can I have **a carrot**, please?

Yes. What about a drink?

Can I have some **juice**, please?

Here you are.

Thank you.

2  Act out the dialogue. Use different **food and drink**.**an orange****a banana****an apple****milk****water**

## Phonics

## Lesson 10

Activity Book, page 20

1  Listen and say.

beak



peas



head

2  Are the sounds the same?

Listen and tick (✓) or cross (✗).

1



2



3



4

3  Listen and say the tongue twister.A **beak**, **feathers** and a **big red head**.This parrot likes **peas** and it likes **bread**.

Activity Book, page 20

twenty-three

23

## Objectives

- Lesson aims:** to pronounce and practise the sounds for the digraph *ea*; to differentiate between the sounds learnt
- Target language:** the sounds for the digraph *ea*
- Skills:** Listening, Speaking

## Global Scale of English (GSE)

- 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).

## Starting the lesson

- Divide the pupils into small groups. Say a letter sound from a previous lesson (*a–e/ai, i–e, ch or sh*). Pupils write as many words as they can with that sound.
- The group with the most words wins.
- Use the Lollipop stick technique to have groups say the words aloud.

## Presentation

- On the board, write *ea* and *ea*.
- Say the phonics sound and have pupils repeat after you, making sure they can hear the difference between the sounds and can make the different sounds required for correct pronunciation.
- Explain that although the letters are the same, this is a digraph that makes a different sound depending on the word it is in.

## Practice

### Pupil's Book

#### 1 6.15 Listen and say.

- On the board, write *ea*. Say the target words with the phonetic sounds and have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Have pupils say the phonic sounds and words in pairs. Explain that as pupils become more familiar with the English language, they will soon recognise which words have which sounds.
- Extension** Pupils write sentences with the new phonics words.



#### 2 6.16 Are the sounds the same? Listen and tick (✓) or cross (✗).

- Play the audio for pupils to listen and identify whether the sounds they hear are the same or different.



1 /i:/ /i:/  
2 /ɛ/ /i:/  
3 /ɛ/ /ɛ/  
4 /i:/ /ɛ/

- Extension** Play the audio again, with pauses for pupils to write and say words for the sounds they hear. They may use the words from Activity 1.
- Have pupils take out their phonics notebooks and write the phonics they have learnt.
- Use this as an opportunity to revise other phonics spellings that make the same sound, for example, *e* in *red*; *ee* in *feet*. See if pupils can write a list of words for each spelling.

## Materials

- Pupil's Book page 23 and Activity Book page 20
- phonics notebook for each pupil

## Assessment for Learning

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



#### 3 6.17 Listen and say the tongue twister.

- Ask pupils to listen to and read the tongue twister and find and say words with the phonics from today's lesson. Use the picture to help pupils understand the tongue twister.
- Extension** Challenge pupils to find another word in the tongue twister that contains the vowel sound from the lesson but spelt differently (*red*).



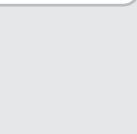
### Activity Book

#### 1 6.18 Listen, write and say.

- Play the audio for pupils to hear the words and write the missing letters. Encourage them to repeat the words.
- Pupils then work in pairs to point and say, making sure they choose the correct pronunciation for the letters *ea*.
- Encourage them to correct each other as needed and check their answers as you walk around.

**Answer key** 2 bread, 3 feather, 4 peas, 5 beak, 6 meat, 7 head, 8 teacher

1 beans, 2 bread, 3 feather, 4 peas, 5 beak, 6 meat, 7 head, 8 teacher



### Extra practice

#### 1 Make a wordsearch for a friend.

**Answer key** (in any order) rice, fish, apples, cheese, potatoes, bread, water, peas, milk

#### 2 Order and answer for you.

**Answer key** 1 Do you like fish?, 2 Do you like eggs?, 3 Do you like juice?

## Finishing the lesson

- Ask pupils to point to one of the pictures in the Activity Book and say, for example, *Is it a feather?* Check that they pronounce the target phonics sound correctly and then encourage other pupils to reply with *Yes, it is*, or *No, it isn't*.
- Pronunciation** Make sure that the intonation goes up at the end of a Yes/No question, e.g. *Is it a ...?* This helps the listener to realise what type of question it is and that a short response is required. When answering these questions, the intonation usually falls, e.g. *Yes, it is*.

**Next lesson** Unit 6 test.

1  Listen and read.

Can I have **a carrot**, please?

Yes. What about a drink?

Can I have some **juice**, please?

Here you are.

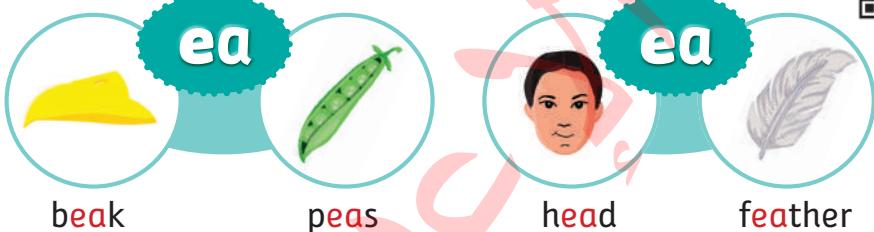
Thank you.

2  Act out the dialogue. Use different **food and drink**.**an orange****a banana****an apple****milk****water**

## Phonics

## Lesson 10

Activity Book, page 20

1  Listen and say.2  Are the sounds the same?  
Listen and tick (✓) or cross (✗).

1  2  3  4

3  Listen and say the tongue twister.

A **beak**, **feathers** and a **big red head**.



This parrot likes **peas** and it likes **bread**.

Activity Book, page 20

twenty-three

23

# Mapping

## Topics

Theme 2: Culture

Theme 4: Environment

## Scope and Sequence Matrix

**Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where students learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/no and *wh*- questions; recognising short emergency warnings and commands (e.g., Stop! Wait!); recognising basic intonation patterns

**Speaking:** producing formulaic exchanges; developing intonation patterns; expressing habits and facts using the simple present; producing intonation for yes/no questions

**Reading:** identifying elements of a story (setting, characters, plot) using *wh*- questions; identifying basic sentence punctuation; reading orally with reasonable fluency and correct annunciation; identifying the main idea in a text with the help of the teacher

**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences

**Viewing and presenting:** realising that shapes, symbols, and colors have meaning and including them in short oral presentations; using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to his/her personal experience

# 7 It's windy!

Weather: cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy  
Clothes: boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers

1 What weather words do you know?

24 twenty-four

What food can you see?  
Where's Atomic?  
What colour is the kite?

juice, cheese, bread, bananas and oranges  
Under the table.  
It's red.

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material; use pictures, illustrations and visual aids to understand unfamiliar words

**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; partake in short formulaic exchanges using the vocabulary introduced; learn simple expressions and participate in exchanges following a model; express habits and facts in positive and negative statements using the simple present tense

**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; identify elements of a short story; answer simple questions about written materials; use pictures and other visual clues to predict the meaning of simple words and phrases; read texts aloud with expression at an appropriate and reasonable speed; use pictures and other visual clues to predict the meaning of simple words and phrases; follow and respond to two-step written instructions; answer simple questions about written materials; decode simple messages in simple reading texts; refer to certain lines when relating content of a text; use newly acquired words in the right context

**Writing:** spell simple words and phrases correctly; write basic phrases to describe objects and pictures; revise written task based on teacher's feedback; learn to accept peer review and objectively discuss criticism; revise written task based on peer feedback; write simple sentences

**Viewing and presenting:** realise that shapes, symbols, and colors have meaning and begin to include them in short oral presentations; observe visual images and begin to appreciate that they have been created for particular purposes; deduce the purpose of visual texts relating it to his/her personal experiences; discuss his/her own feelings by showing empathy for the way others might feel; use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; discuss the information being conveyed in illustrations in picture books and simple reference books

## Unit objectives

to say what the weather is like; to describe clothes; to give instructions

## Language

Vocabulary	<b>Weather:</b> <i>cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy</i> <b>Clothes:</b> <i>boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers</i>
Grammar	<i>What's the weather like? It's (cloudy).</i> <i>I'm wearing a (T-shirt) and (shorts).</i>
Functions	<i>Put on your (coat). Take off your (jumper).</i>
Phonics	<i>ir, or; bird, shirt, fork, shorts</i>

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** use numbers to complete an activity (L. 3)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 3 and 8); learn to give instructions (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. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

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

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

Critical thinking	Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3); Defining and describing (L. 1, 5, 7 and 8); Finding information (L. 3, 5 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Draw a sandcastle (L. 3)
Communication	Describing weather and clothes (L. 1 and 5); Cutouts 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)
- Picture dictionary: Activity Book p. 49
- Unit 7 Extra practice: Activity Book p. 29
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 7 Test

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to name the different types of weather; to ask and answer about the weather
- Target language:** *cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy; What's the weather like? It's (cloudy).*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking:** Can say what the weather is like using basic phrases (GSE 27). Can recite a short, simple rhyme or chant (GSE 16).

## Starting the lesson

- Have pupils stand in two lines, facing each other.
- One pupil has to say a word for the pupil opposite them to say a sentence with it. If they cannot say a sentence, they sit down on the spot. Then the two lines swap roles.

## Presentation

- Explain that in this lesson pupils will learn about the weather.
- Mime *hot* and *cold*. Ask pupils which they prefer and why.

## Practice

### Pupil's Book

#### 1 What weather words do you know?

- Ask pupils to describe the picture.
- Ask if they know any of the weather words in the picture. Write them on the board. Refer to the Months and Seasons Classroom Poster if you have this displayed.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Extension** In pairs, pupils ask questions about the picture.

#### Extra activity Critical thinking

- Ask pupils how they feel in different types of weather and why. Ask pupils what they do at the weekend when it's sunny and when it's rainy.

#### 2 7.1 Listen and stick. Then listen and say.

- Place the Weather Flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Use the stickers to complete the activity.

#### Listen and stick.

Boy 1: Look! What's the weather like today?

Boy 2: It's sunny.

Boy 1: It's cloudy.

Boy 2: It's rainy.

Boy 1: It's windy.

Boy 2: It's foggy.

Boy 1: It's stormy.

Boy 2: It's snowy.

Boy 1: Phew! It's hot.

Boy 2: Brr! It's cold.



#### Listen and say.

sunny, cloudy, rainy, windy, foggy, stormy, snowy, hot, cold

## Materials

- Pupil's Book pages 24–25
- Unit 7 Weather Flashcards (*cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy*)
- stopwatch
- sheets of A4 paper, enough for each pupil
- two fly swatters
- Resources 41 and 49

## Assessment for Learning

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

### Extra activity TPR

- Using the Lollipop stick technique, bring two pupils to the front of the class and give them fly swatters. Play a *Word swat* game with the unit vocabulary.

#### 3 Look at page 24. What's the weather like?

- In pairs, pupils talk about the weather on page 24.

#### 4 7.2 & 7.3 Listen and chant.

- Give each pupil a sheet of A4 paper to draw two weather words from the lesson.
- Play the chant. When they hear their weather word, they raise their paper and stamp their feet.
- A karaoke version of the chant is available (track 7.3).



#### 5 7.4 Look at Activity 2. Ask and answer.

- Draw pupils' attention to the grammar box and the recorded model (track 7.4).
- Pupils complete the activity in pairs. Make sure pupils swap roles.
- Monitor and help pupils where necessary.



## Diversity

### Support

- Place the weather flashcards on the board. Point to a flashcard and ask *What's the weather like? It's sunny*. Write the question and answer on the board.

### Challenge

- Encourage pupils to say negative sentences, too.

## Finishing the lesson

- Have pupils draw a weather symbol on a piece of paper and walk around the classroom. When they 'meet' another pupil, they must practise the dialogue from the lesson.
- After a few minutes, call out a type of weather, e.g. *It's windy today*, and pupils with that weather symbol sit down. Continue until all the pupils are sat down.

2  Listen and stick. Then listen and say.3  Look at page 24. What's the weather like?4  Listen and chant. What's the weather like today?  
What's the weather like?It's  and it's   
It isn't  or   
It isn't  or   
It's  and  today.What's the weather like today?  
What's the weather like?It's  and it's   
It isn't  or   
It isn't  or   
It's  and  today.5  Look at Activity 2. Ask and answer.What's the weather like?  
Number 4.It's windy.  
74What's the weather like?  
It's cloudy.

twenty-five 25

## Lesson 2 Activity Book

## Objectives

- Lesson aims:** to name the different types of weather; to pronounce the words correctly
- Target language:** cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy
- Skills:** Reading, Listening, Writing

## Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- Writing:** Can write some familiar words (GSE 20).

## Materials

- Activity Book pages 22–23
- Unit 7 Weather Flashcards (cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy)
- weather reports from newspapers

## Assessment for Learning

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

## Starting the lesson

- Use the Unit 7 Weather Flashcards to revise the vocabulary from Lesson 1. Choose a game to play from the Games bank.

## Practice

1  Look at Pupil's Book page 24. Read and write.

Answer key 1 cat, 2 blue, 3 Three

## 2 Look and write.

- Ask a pupil to read the words in the box. As they do so, raise the corresponding weather flashcard. Pupils then work independently to write each word under the correct picture.

Answer key 2 hot, 3 windy, 4 cold, 5 sunny, 6 stormy, 7 snowy, 8 foggy, 9 cloudy

3  7.5 Listen and tick (✓) or cross (✗).

Answer key 2 ✗, 3 ✓, 4 ✗

1 What's the weather like? It's sunny.  
 2 What's the weather like? It's foggy.  
 3 What's the weather like? It's snowy.  
 4 What's the weather like? It's cold.



## 4 Look and write.

- Draw pupils' attention to the different pairs of artwork and the ticks and crosses. Identify the meaning of the ticks and crosses and revise the language *It is* and *It isn't*. Using the Think-pair-share technique, pupils complete the sentences and then check their answers with a partner before checking as a class.

Answer key 2 cold, foggy; 3 windy, cloudy; 4 stormy, snowy

1 Before you read **Can you find the rabbits?**

Frame 4

## 2 Listen and read.

# Wild weather



What's the weather like, Tom?



26 twenty-six



Where's Atomic?

**She's in the sandcastle.****Extra activity Fast finishers**

- Pupils draw a picture showing today's weather and write two sentences about it to match the structure in Activity 4.

**Finishing the lesson**

- Hand out the newspaper weather reports.
- Have pupils study the reports for where they live and around the world. In pairs, pupils ask each other about the weather in the different places.
- Use the Thought-provoking questions technique to ask pupils what else they would like to learn about the weather.



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

It's sunny. **4**

It's cold. **1**

It's windy. **5**

It's foggy. **2**

4  **Act out the story.**

5   **Draw a sandcastle for Atomic. Share.**

 **Values**

**Be prepared**

# Story

## Objectives

- Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different types of weather; to identify examples of being prepared
- Target language:** *The weather is wild today; cold, foggy, hot, rainy, sunny, windy, shorts, sandcastle*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can understand simple sentences about the weather, if supported by pictures (GSE 27).
- 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

- Pupil's Book pages 26–27
- Unit 7 Weather Flashcards (*cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy*)
- Unit 7 Story Cards
- sheets of A4 paper, enough for each pupil
- Resources 63 and 71

## Assessment for Learning

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

## Starting the lesson

- Tell pupils to write as many weather words as they can remember from the previous lesson. Show a Unit 7 Weather Flashcard and if pupils have the word on the list, they call it out.

## Presentation

- Tell pupils that the story is called *Wild weather*. Ask pupils to tell you what they think will happen in the story. Explain the term 'Wild weather'. Ask pupils if they know of any adverse weather conditions that occur, e.g. the spring khamsheen winds or the winter fog in Amman or Ajloun. Discuss what they have seen / heard.

## Practice

### Pupil's Book

#### 1 Before you read Can you find the rabbits?

- Using the Lollipop stick technique, ask pupils to say the weather condition in each frame.
- Pupils look for the rabbits in the pictures.



#### 2 7.6 Listen and read.

- Have pupils read and listen to the story. Use the Expert envoy technique to have pupils help one another with anything they didn't understand.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the box.
- Pupils read the story quietly. Ask them to write three statements about it, one of which must be false.
- In pairs, they play *True or False*.
- Extension** Use the Story Cards to ask about the story.

### Diversity

#### Support

- To avoid pupils feeling overwhelmed with new vocabulary in the story, place the flashcards from Lesson 1 on the board. Review each word before reading the story.

#### Challenge

- Pupils describe pictures 2, 4 and 6 from the story using their own words. Encourage pupils to use weather vocabulary.

#### 3 After you read Look at the story. Read and number.

- Say a weather word for pupils to tell you what frame it is in. Pupils then complete the activity.

### Extra activity TPR

- Tell pupils you will read the story to them but there might be some mistakes as you can't see very well today. When they hear an incorrect word, they have to clap their hands once and say *Stop*.

#### 4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

#### 5 Viewing and presenting Draw a sandcastle for Atomic. Share.

- Give each pupil a sheet of A4 paper. Explain that they have to draw a sandcastle for Atomic and to colour it. Pupils present their work to the class. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
- Place their work in their portfolios.

### Values

- Refer pupils to frame 1. Ask pupils why the girls are worried. Ask pupils how this could have been avoided. Have a class discussion on how we should be prepared for different weather or situations. In Arabic where applicable, draw pupils' attention to proverbs which link to the values syllabus.

## Finishing the lesson

- Ask if Sami and Tom were prepared in the story. Look at the frames that show they weren't prepared (1, 3, 4) and discuss with the pupils.

## Lesson 4 Activity Book

## Objectives

- Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different types of weather; to identify examples of being prepared
- Target language:** *The weather is wild today!; cold, foggy, hot, rainy, sunny, windy, shorts, sandcastle*
- Skills:** Reading

## 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 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 listening 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 7, the story is based around the concept of changing weather from the Social Science curriculum. Laila and her friends are at a camping site, facing changing weather conditions.

To explore this concept further, you can use Resource 71.

## Global Scale of English (GSE)

- **Reading:** Can understand simple sentences about the weather, if supported by pictures (GSE 27).

## Materials

- Activity Book page 24
- Unit 7 Weather Flashcards (*cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy*)
- Unit 7 Story Cards

## Assessment for Learning

-  Peer learning: Think-pair-share technique

## Starting the lesson

- Use the Story Cards to recap the story. Ask and answer questions about the story and revisit the vocabulary using flashcards if required.

## Practice

### 1 After you read Remember the story. Read and write True or False.

- With books closed, ask pupils to tell you about the story.
- Place the Story Cards in a random order on the board and encourage pupils to recall the events of the story and to order the Story Cards. Play the audio if required to check the order.

- Pupils then complete the activity by reading the sentences in the Activity Book and deciding if they are true or false.
- Extend the activities by choosing ideas from Teacher's Book page 17 for your class.

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

### 2 Values Look and tick (✓) or cross (✗).

- Have pupils tell you what the weather is like in each picture. Discuss whether the people are prepared for the weather and if they are wearing the right clothes. Pupils then mark a tick or a cross in each box.

**Answer key** 2 ✓, 3 ✓, 4 ✓, 5 ✗

### Extra activity Critical thinking

- Ask pupils to think about weather reports and to tell you how they help us prepare for the next day.

### 3 Listen Look and colour.

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

### Extra activity Fast finishers

-  Have pupils draw their favourite part of the story and write a few speech bubbles. Place the work in their portfolios.

## Finishing the lesson

- Ask a pupil to come to the front of the class. Tell them to choose a scene and mime it as best as they can. The first pupil to guess the scene comes to the front to continue the game.

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to name items of clothing and to say what we are wearing
- Target language:** *boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers; I'm wearing a (T-shirt) and (shorts).*
- Skills:** Listening, Speaking

## Global Scale of English (GSE)

- Listening:** Can understand simple language related to naming and describing people's clothes (GSE 26). 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 what someone is wearing using a fixed expression (GSE 30).

## Starting the lesson

- Make a list of clothes words that pupils already know from Grade 1 (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*).
- Have pupils stand in a circle. Say a word and each pupil has to say a letter that spells the word.
- Pupils mustn't look at the board. If a pupil makes a mistake, ask another pupils to assist them.

## Presentation

-  Explain that in this lesson pupils will learn more items of clothing and talk about in what weather they can wear them.
- Place the Unit 7 Clothes Flashcards (*boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers*) 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 it.
- Ask pupils to look at their clothes and tell you what they are wearing today.

## Practice

### Pupil's Book

#### 1 7.7 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 say which word is missing.
- Extension** Say an item of clothing and pupils say in what weather they can wear it, e.g. *boots – rainy, cold, snowy*.
-  Place pupils in pairs to complete the activity. Make sure pupils swap roles.



#### Listen and say

T-shirt, shorts, skirt, shoes, jumper, trousers, coat, boots

#### Listen and tick. What's missing?

1 **Boy:** It's hot and sunny today. I'm wearing a T-shirt and shorts.  
**Girl:** And I'm wearing a skirt and shoes.

2 **Boy:** It's cold and snowy today! I'm wearing a jumper and trousers.  
**Girl:** Brr! I'm wearing boots.

#### 2 7.8 & 7.9 Listen and sing.

- Ask pupils to look at the pictures and name the clothes the children are wearing.
- Pupils read the verses of the song quietly and tell you what weather is mentioned in it.
- Play the song for pupils to sing.



## Materials

- Unit 7 Clothes Flashcards (*boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers*)
- sheets of A4 paper. enough for each pupil
- Resources 42, 50, 55 and 59

## Assessment for Learning

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

-  Place pupils in small groups and ask them to write another verse, with different weather and clothes.
- A karaoke version of the song is also available (track 7.9).

## Diversity

### Support

-  Place pupils in small groups and have them write a list of the clothing items. Next to them have pupils write in what weather they can wear them. Then have pupils make sentences using *It's ...* and *I'm wearing ...* as they point to each item of clothing on their list.

### Challenge

- Pupils write short sentences that contain new vocabulary with as many adjectives as possible.

## Extra activity Critical thinking

- Ask pupils why it's important to wear proper clothes in accordance with the weather.

## Extra activity TPR

-  Divide the class into two groups. Allocate each group a name of a clothing item.
- Explain that you will play the song again, and they have to stand up when they hear their item of clothing as they sing along.
- Swap the clothing items and repeat.

#### 3 7.10 Play a guessing game.

- Play the grammar audio (track 7.10). Stop the audio for pupils to repeat.
-  Ask two pupils to read the small dialogue. Have pupils use the Thumbs up/down technique to check understanding.
-  Place pupils in pairs to do the activity.
- Have volunteer pairs come to the front to act out the dialogue.



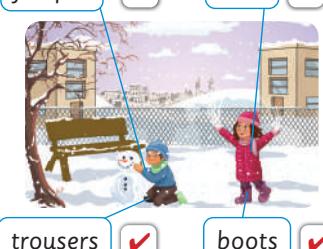
## Finishing the lesson

- Choose a flashcard game from the Games bank to recap the vocabulary from the unit.
-  On a sheet of A4 paper, ask pupils to draw and write a few sentences, using the grammar points and the vocabulary they have learnt in Unit 7. They can look back in their books. Place their work in their portfolios.



coat

1 Listen and say. Then listen and tick (✓). What's missing?

T-shirt  skirt jumper  coat 

2 Listen and sing.

It's sunny in my garden.

It's very hot today.

I'm wearing a skirt and a T-shirt.  
And shoes on my feet.I'm wearing shorts and a T-shirt.  
No shoes on my feet.

It's snowy in my garden.

It's very cold today.

I'm wearing a coat and trousers.  
And boots on my feet.I'm wearing a jumper and trousers.  
And shoes on my feet.

3 Play a guessing game.

I'm wearing a jumper,  
trousers and shoes.  
What's the weather like?

It's cold!

28 twenty-eight

## Lesson 6 Activity Book

## Objectives

- Lesson aims:** to name items of clothing and to say what we are wearing.
- Target language:** boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers; I'm wearing a (T-shirt) and (shorts).
- Skills:** Writing

## Global Scale of English (GSE)

- Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures (GSE 39).

## Materials

- Activity Book pages 25 and 29
- Unit 7 Clothes Flashcards (boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers)

## Assessment for Learning

- Peer learning: groupwork, Think-pair-share technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Ask pupils to describe the clothes they are wearing. Use the Unit 7 Clothes Flashcards to see if pupils are wearing any matching items.

## Practice

## 1 Look, write and match.

- Ask pupils to name each item of clothing and discuss what type of weather they would usually be worn in.
- Pupils write the correct word under each picture and then decide what weather they would be worn in.

**Answer key** 2 boots (cold), 3 skirt (hot, cold), 4 trousers (hot, cold), 5 shoes (hot, cold), 6 coat (cold), 7 shorts (hot), 8 jumper (cold)

## 2 Look and write.

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

**Answer key** 2 a coat, trousers, boots; 3 a T-shirt, shorts, shoes; 4 a jumper, a skirt, boots

## Extra activity

- Now tell pupils to go to the Extra practice on page 29 and do the activities. For answers see Teacher's Book page 84.

## Extra activity Picture Dictionary

- To review the unit vocabulary in one place, please refer to the Picture dictionary on page 49 of the Activity Book.

## Finishing the lesson

- Play silly sentences. Say a silly sentence for pupils to correct you. For example, It's hot and sunny. I'm wearing a coat.
- Say a few more sentences and then place pupils in small groups to continue.
- Ask pupils to write what they are wearing today.
- Use the Thought-provoking questions technique to ask pupils about their learning so far.

## Objectives

- Lesson aims:** to practise language from Lesson 1 and Lesson 5; to pronounce the words correctly and use the correct word for the correct clothing item or weather condition
- Target language:** *cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy; boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers; What's the weather like? It's (cloudy); I'm wearing (trousers).*
- Skills:** Listening, Speaking, Reading

## Global Scale of English (GSE)

- Listening:** Can follow basic instructions to colour, draw or make something (GSE 23).
- Speaking:** Can describe what someone is wearing using a fixed expression (GSE 30).
- Reading:** Can understand basic phrases in short, simple texts (GSE 27). Can understand simple sentences about the weather, if supported by pictures (GSE 27).

## Materials

- Pupil's Book page 29 and Activity Book page 26
- Unit 7 Weather Flashcards (*cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy*)
- Unit 7 Clothes Flashcards (*boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers*)
- Semester 1 Welcome Unit Colours Flashcards
- sheets of A4 paper, enough for each pupil
- stopwatch
- twenty-six strips of paper for each pupil
- a fly swatter
- scissors
- photos of people from clothes magazines
- Unit 7 Cutouts

## Assessment for Learning

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

## Starting the lesson

- Give each pupil twenty-six strips of paper to write one letter of the alphabet on each.
- Place pupils in pairs. Say a word that only uses one of each letter, for example *coat*, and pupils spell it using the strips of paper. Continue with words from Lessons 1 and 3.

## Presentation

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Place the Unit 7 Weather and Clothes Flashcards and the Semester 1 Welcome Unit Colours Flashcards on the board. Pupils line up in front of the board. Give the first pupil a fly swatter.
- Get the stopwatch ready. Say a colour, an item of clothing or a weather word. Pupils find the word within 30 seconds and then hand the fly swatter to the next pupil and sit down.

## Practice

### Pupil's Book

#### 1 7.11 Listen and colour.

- This task is based on **Pre A1 Starters Listening Part 4**.
- Tell pupils that they have to colour the clothes in the picture with the colours they hear.
- Ask pupils to look at the picture and tell you what the woman is wearing. Ask them to tell you what the weather is like.
- Play the audio to complete the activity.
- Extension** When they finish, play a *True or false* game saying sentences about the picture. Encourage stronger pupils to correct the sentences.



#### 1 **Woman:** Look at my picture.

**Girl:** It's nice!  
**Woman:** Thank you. Look! I'm wearing a skirt.  
**Girl:** What colour is the skirt?  
**Woman:** It's green. Colour the skirt green.  
**Girl:** OK. A green skirt.

#### 2 **Woman:** It's sunny but it's cold. So I'm wearing a jumper, too.

**Girl:** What colour is the jumper?  
**Woman:** It's purple.  
**Girl:** OK. A purple jumper. I like purple.  
**Woman:** Me, too!

#### 3 **Girl:** And what are these?

**Woman:** They're boots. Do you like my boots?  
**Girl:** Yes, I do. What colour are the boots?  
**Woman:** They're brown. I'm wearing brown boots.  
**Girl:** OK. Brown boots.

**4 Woman:** And, look! I'm wearing a coat, too. Can you see my coat?  
**Girl:** Yes, I can. What colour is your coat?  
**Woman:** It's red. Colour the coat red.  
**Girl:** OK. It's a red coat.  
**Woman:** That's right.  
**Girl:** I like this picture!

## Diversity

### Support

- Place the *skirt, jumper, boots* and *coat* flashcards on the board. Say the word for pupils to point to the picture. Then stick the *green, purple, brown* and *red* flashcards cluttered around the clothes flashcards. Have pupils tell you what colour they think the clothes will be. Play the audio and stop after each answer. Ask pupils the clothes and the colour and match the flashcards.

### Challenge

- In pairs, pupils describe the picture after finishing colouring. They can describe the woman, where she is, what she is doing, who she is with, the weather, etc.

#### 2 7.12 Cut out. Then listen and play.

- Make sure each pupil has a set of cutouts and explain that they take turns to choose the type of weather and a set of clothes for their partner to try to match.
- Place pupils in pairs and play the audio. Ask two volunteers to read the dialogue aloud. Then demonstrate how to choose cutouts to match the audio.
- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the game.
- Use the Lollipop stick technique to bring pairs to the front of the class and do the activity.

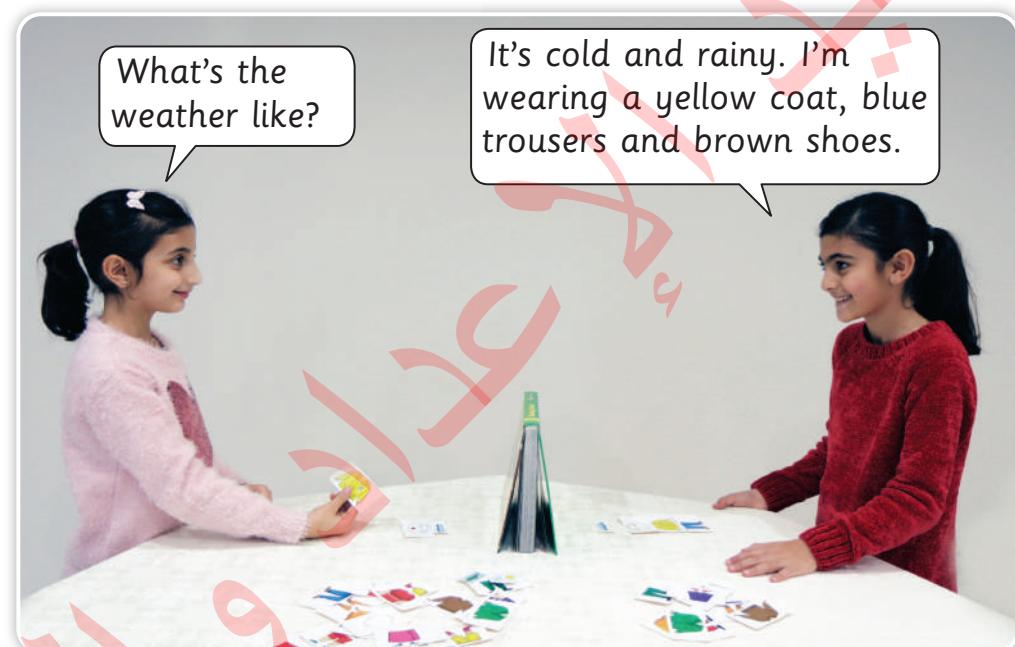


### Extra activity TPR

- Give each pupil a strip of paper. Divide the class into two groups. One group has to write a weather word on their strip, the other, an item of clothing. Say a sentence. If pupils have the word, they have to stand up. Ask pupils to come to the front and take your place.

### Extra activity Critical thinking

- Using the Thought-provoking questions technique, ask pupils what we should do with clothes that don't fit us anymore.

1  Listen and colour.2  Cut out. Then listen and play.

Activity Book, page 26

twenty-nine

29

## Activity Book

## 1 Read and colour.

- Ask pupils to read the texts independently and to mark a coloured dot on the clothing parts before checking with a partner.
-  Use the Lollipop stick technique to have two pupils read the texts. Pupils can then fully colour in the pictures according to the text.

**Answer key** 1 blue T-shirt, red shorts; 2 green coat, purple trousers, brown boots

2  Viewing and presenting Draw and write. Share.

- Pupils complete the activity individually.
-  Use the Two stars and a wish technique for pupils to assess each other's work.
- Encourage pupils to share their work with the class by reading the sentences. A clear assessment of clarity and ability to convey information in presentations would be

to see if other pupils can identify what they have drawn themselves wearing from oral cues only, and then confirming by looking at the picture.

- Encourage correct intonation and model this if necessary. Ask pupils to practise the sentences as a conversation and repeat to improve their presentation skills.

## Extra activity Fast finishers

- Hand out a photo of a person from a clothes magazine wearing nice clothes. Pupils stick the cutout on a sheet of A4 paper and label the clothes words and the colours.

## Finishing the lesson

- On the board, write ten words from this unit. Ask each pupil to write seven words from the board.
- Explain that you will say seven words from the list and if pupils have them on their lists, they have to tick them off.
- The first pupil to tick off all the words comes to the front to call out the words for the next round.

# Culture

## Objectives

- Lesson aims:** to review simple texts about Eid al-Fitr and to make a festival guide
- Target language:** autumn, spring, summer, winter, biscuits, breakfast, market, mosque
- Skills:** Reading, Listening, Speaking, Writing

## Global Scale of English (GSE)

- Reading:** Can understand basic phrases in short, simple texts (GSE 27).
- Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- Speaking:** Can talk about familiar topics using a few basic words and phrases (GSE 30).
- Writing:** Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures (GSE 39).

## Starting the lesson

- Divide the class into small groups. Draw a T-chart on the board and write *hot and sunny* on one side and *cold and cloudy* on the other.
- Give pupils five minutes to write the clothes they wear when it's hot and sunny and the clothes they wear when it's cold and cloudy. Say *In summer, it is hot and sunny. In winter, it is cold and cloudy.*

## Presentation

- Explain that in this lesson, pupils will learn about a festival that can take place in different seasons. Use the classroom poster to revise the different seasons: spring, summer, autumn and winter.
- Pupils look at page 30. They look at the four pictures. Say *Let's read the words ... breakfast, biscuits, market, mosque.*
- Look at the speech bubble and say the greeting *Eid Mubarak*. Ask if pupils know what it means (Have a blessed Eid).

## Culture notes

- Eid al-Fitr is celebrated by Muslim people across the world at the end of Ramadhan. It marks the end of a month of fasting during daylight hours. The date changes because it depends on the lunar calendar so it can fall in any season and moves 11 days earlier every year.
- During Eid, families get together, eat meals, visit the mosque, give presents and wear new clothes. Homes are decorated and parades might take place. Girls often paint mendi patterns on their hands.

## Extra activity Critical thinking

- Ask pupils to think about how festivals make people happy. Have pupils think of other ways of making them happy (holidays, going to the cinema, etc.)

## Practice

### Pupil's Book

**1 Before you read** What festivals do you know? Are they in the spring, summer, autumn or winter?

- Write *festival* on the board. Ask pupils what festivals pupils have in their country. Then ask which ones are in winter.
- Using the Lollipop stick technique, ask *What do you do at the festival? What do you wear? Do you eat special food at the festival?*

## Materials

- Pupil's Book page 30 and Activity Book page 27
- photos of various festivals
- sheets of A4 paper, enough for each pupil
- scissors, glue, coloured pencils

## Assessment for Learning

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



**2** 7.13 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 books. Play the audio a second time and pupils read along at the same time.
- Use the Lollipop stick technique to have a few pupils read the text aloud.
- Extension** Ask questions about the text, such as *Can you see a mosque? Can you see a market? When is the festival? Do you know any festivals that always take place in the winter? Is the festival in summer? Do you wear shorts and a T-shirt to a winter festival?*
- Pupils work in pairs and say three things they have learnt. For example: *The date changes each year.*

## Extra activity Fast finishers

- They draw a scene to show their celebrations at Eid and label it, e.g. *This is a ...*

## Diversity

### Support

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

### Challenge

- After reading the texts, pupils write down three things they like about Eid al-Fitr.

**3 After you read** Activity Book, page 27.

- Pupils turn to page 27 in their Activity Books.

## Activity Book

**1** Look and write.

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

**Answer key** 2 mosque, 3 breakfast, 4 market

**2 After you read** Read and tick (✓) or cross (✗).

- Pupils look at the photo. Ask what pupils can see.
- Pupils complete the activity individually. Check answers as a class. Pupils read the sentences and say yes or no.
- Extension** Ask pupils to correct the incorrect sentences.

**Answer key** 2 ✗, 3 ✗, 4 ✓, 5 ✓, 6 ✗



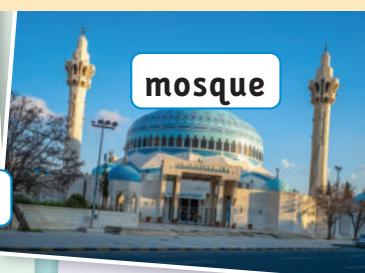
## CULTURE

### breakfast



### biscuits

At the start of the festival we have a small breakfast. We see Granny and Grandad and we have a meal together. I like biscuits (mamoul).



### mosque

We go to the mosque.



### market

We get presents and we get new clothes from the market (souq).

Eid Mubarak!



The festival lasts for three days. It's fun!

- 1 **Before you read** What festivals do you know? Are they in the spring, summer, autumn or winter?
- 2 **7.13 Listen and read.**
- 3 **After you read** Activity Book, page 27.



This is the New Year festival. It's in winter.



## Project

### Viewing and presenting



### Make a festival guide.

- 1 Together, choose a festival from your country.
- 2 Find photos or draw pictures.
- 3 Write. *This is... festival. It's... It's in winter/summer.*
- 4 Show your festival to the class.
- 5 Make a class festival guide.

30 thirty



## Project

### Viewing and presenting Make a festival guide.

- **Place pupils in small groups, using the Expert envoy technique for each one.**
- Give each pupil a sheet of A4 paper and read through the instructions.
- Pupils present their work to the class when ready. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.



- **Make a classroom display and use the Two stars and a wish technique to have pupils judge each group's work.**

## Finishing the lesson

- **Use the Summative questions technique to encourage pupils to think about their learning in the Culture lessons.**

## Objectives

- Lesson aims:** to use the correct language for giving instructions
- Target language:** Put on your (coat)! Take off your (jumper)!
- Skills:** Reading, Listening, Speaking, Writing

## Global Scale of English (GSE)

- Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- Listening:** Can understand simple instructions, if spoken slowly and clearly (GSE 26).
- Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- Writing:** Can write some familiar words (GSE 20).

## Materials

- Pupil's Book page 31 and Activity Book page 28
- song from Lesson 1
- a die per pair
- stopwatch
- strips of paper
- straw puppets
- a box
- a coat and a jumper
- sheets of A4 paper, enough for each pupil
- Resource 67

## 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 pupils in pairs and give each pair a die. Explain that they have to throw the die and then say as many words from the unit as the number on the die shows.

## Presentation

- Explain that in this lesson pupils will learn how to give instructions politely.
- Use the Lollipop stick technique and ask a pupil to come to the front. Ask them to mime being cold. Then give two instructions and pupils say which one was said in a polite manner.

## Practice

### Pupil's Book

#### 1 7.14 Listen and read.

- Ask pupils when it is necessary to give people advice. Pupils look at the pictures and describe them.
- Play the audio. Ask if the tone was polite or not.
- Then explain you will read one line and pupils have to read the next one in unison.
- In pairs, pupils read the dialogue.



### Extra activity Critical thinking

- Ask pupils why we should always be careful with our tone of voice when speaking to others. Ask how they feel when someone instructs them to do something rudely.

#### 2 Act out the dialogues. Use different weather and clothes.

- Using the Traffic light cards 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

- Write each sentence from each dialogue on a strip of paper. Have pupils read them aloud. Ask pupils to order the phrases and make two different dialogues.

### Challenge

- In pairs, pupils practise the dialogues. Then they come out to the front of the class for some acting. Show a weather flashcard for pupils to act out the dialogue.

## Activity Book

#### 1 Write, draw and colour. Then act out.

- Pupils complete the activity in pairs.
- When pupils complete the activity, ask them to raise their hands to act out their dialogue.

## Finishing the lesson

- Ask half the class to walk around the classroom pretending to be either hot (Phew!) or cold (Brr!). The other half of the class give advice on meeting one of the pupils. Together they act out the dialogue from the lesson.

1  Listen and read.Brrr. It's **cold**.Put on your **coat**!

Good idea.

Phew! It's **hot**.Take off your **jumper**!

Good idea.

2  Act out the dialogues. Use different **weather** and **clothes**.**rainy****sunny****snowy****hat****boots**

Activity Book, page 28

## Phonics

## Lesson 10

1  Listen and say.

bird

**ir**

shirt



fork

**or**

shorts

2  Listen and write **ir** or **or**.1 sk ir t   2 t    ch   3 c    n   4 g    l3  Listen and say the tongue twister.A **bird** with a **fork**, and a boy wearing a **shirt** and **shorts**.

Activity Book, page 28

thirty-one

31

## Objectives

- Lesson aims:** to pronounce and practise the sounds for the digraphs *ir* and *or*; to differentiate between the sounds learnt
- Target language:** the sounds for the digraph *ir* and *or*
- Skills:** Listening, Speaking

## Global Scale of English (GSE)

- 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

- Pupil's Book page 31 and Activity Book page 28
- a die, enough for each group
- sheets of A4 papers, enough for each pupil
- phonics notebook 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: portfolio

## Starting the lesson

-  Divide the pupils into small groups. Give each group a die.
- Tell pupils you will say a sound. Pupils then throw the die, and they have to say as many words with that sound as the number on the die. Revise words from Units 5 and 6 containing the sounds for the letters *ai*, *bb*, *rr*, *ll*, and *ea*.
-  Use the Lollipop stick technique to have groups say the words aloud.

## Presentation

-  On the board, write *ir* and *or*.
- Say the phonics sound and have pupils repeat after you.

## Practice

### Pupil's Book

#### 1 7.15 Listen and say.

- On the board, write *ir* and *or*. Say the target words with the phonetic sounds and have pupils repeat after you.
- Play the audio for pupils to listen and say.
-  Have pupils say the phonic sounds and words in pairs.
- Extension** Pupils write sentences with the new phonics words.



#### 2 7.16 Listen and write *ir* or *or*.

- Play the audio for pupils to listen and identify the sounds they hear. They write the correct letters to represent each sound.



1 skirt  
2 torch  
3 corn  
4 girl

- Extension** Play the audio again, with pauses for pupils to write and say more words for the sounds they hear. They may use the words from Activity 1.
- Have pupils take out their phonics notebooks and write the phonics they have learnt.

### Activity Book

#### 1 7.18 Listen, choose and write.

- Play the audio for pupils to hear the words and write the missing letters. Encourage them to repeat the words.

**Answer key** 2 bird, 3 fork, 4 torch, 5 girl, 6 shirt, 7 corn, 8 skirt

1 shorts, 2 bird, 3 fork, 4 torch, 5 girl, 6 shirt, 7 corn, 8 skirt



### Extra practice

#### 1 Find and circle.

**Answer key** shorts, shoes, coat, jumper, trousers, T-shirt, boots

#### 2 Look and write. Then find and tick (✓).

**Answer key** foggy, sunny, cloudy, snowy, hot, cold, stormy, rainy

## Finishing the lesson

- Give each pupil a sheet of A4 paper. Ask them to write their favourite phonic words and a sentence with them in.
- Pupils read them to the class and take them home to show their parents.
-  Collect them in the next lesson and place them in their portfolios.

**Next lesson** Unit 7 test.

1  Listen and read.Brrr. It's **cold**.Put on your **coat**!

Good idea.

Phew! It's **hot**.Take off your **jumper**!

Good idea.

2  Act out the dialogues. Use different **weather** and **clothes**.**rainy****sunny****snowy****hat****boots**

Activity Book, page 28

## Phonics

## Lesson 10

1  Listen and say.

bird

**ir**

shirt



fork

**or**

shorts

2  Listen and write **ir** or **or**.1 sk ir t   2 t or ch   3 c or n   4 g ir l3  Listen and say the tongue twister.A **bird** with a **fork**, and a boy  
wearing a **shirt** and **shorts**.

Activity Book, page 28

thirty-one

31

# Mapping

## Topics

Theme 1: Society

Theme 2: Culture

Theme 7: National Identity and World Affinities

## Scope and Sequence Matrix

**Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where students learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/no and wh-questions; recognising basic intonation patterns

**Speaking:** producing formulaic exchanges; developing intonation patterns; expressing habits and facts using the simple present; producing intonation for yes/no questions; responding to guided invitations and requests

**Reading:** identifying elements of a story (setting, characters, plot) using wh-questions; identifying basic sentence punctuation; reading orally with reasonable fluency and correct annunciation; identifying the main idea in a text with the help of the teacher

**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences

**Viewing and presenting:** realising that shapes, symbols, and colors have meaning and including them in short oral presentations; using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to his/her personal experience

## 8 Who's at home?

Home: balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room  
Chores: clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants

1 How many rooms can you see? **bathroom, hall, bedrooms, kitchen, living room, balcony and garage**

What's the weather like?  
Who's wearing a T-shirt?  
What colour are the boots?

32 thirty-two

What's the weather like? **It's cloudy and sunny.**  
Who's wearing a T-shirt? **Laila's cousin and Sami**  
What colour are the boots? **They're red.**

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material; use pictures, illustrations and visual aids to understand unfamiliar words

**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; partake in short formulaic exchanges using the vocabulary introduced; learn simple expressions and participate in exchanges following a model; express habits and facts in positive and negative statements using the simple present tense

**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; identify elements of a short story; answer simple questions about written materials; use pictures and other visual clues to predict the meaning of simple words and phrases; read texts aloud with expression at an appropriate and reasonable speed; use pictures and other visual clues to predict the meaning of simple words and phrases; follow and respond to two-step written instructions; answer simple questions about written materials; decode simple messages in simple reading texts; refer to certain lines when relating content of a text; use newly acquired words in the right context; read phonetically regular words having the same letters with different sounds

**Writing:** spell simple words and phrases correctly; write basic phrases to describe objects and pictures; revise written task based on teacher's feedback; learn to accept peer review and objectively discuss criticism; revise written task based on peer feedback; write simple sentences

**Viewing and presenting:** realise that shapes, symbols, and colors have meaning and begin to include them in short oral presentations; observe visual images and begin to appreciate that they have been created for particular purposes; deduce the purpose of visual texts relating it to his/her personal experiences; discuss his/her own feelings by showing empathy for the way others might feel; use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; discuss the information being conveyed in illustrations in picture books and simple reference books

## Unit objectives

to name the rooms in a house; to use the correct language to describe chores; to ask for help

### Language

Vocabulary	<b>Home:</b> balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room <b>Chores:</b> clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants
Grammar	Where's (my dad)? (He's) in the (garden). (He isn't) in the (bedroom). He's (tidying up). She's (tidying up).
Functions	Can you help me (lay the table)?
Phonics	oo; moon, bedroom, look, book

### Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** use numbers to complete an activity (L. 2)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 3 and 8); learn to ask for and offer to help (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. 1–10); use previous knowledge (L. 1 and 2); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

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

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

Critical thinking	Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3 and 8); Defining and describing (L. 1, 3, 5, 7, 8 and 9); Finding information (L. 3, 5, 7 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10)
Creativity	Make a time capsule (L. 3)
Communication	Talking about homes and chores (L. 1 and 5); Asking for and offering to help (L. 9); Cutouts 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)
- Picture dictionary: Activity Book p. 50
- Unit 8 Extra practice: Activity Book p. 37
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 8 Test

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to name the rooms in a house; to describe where someone is
- Target language:** *balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room; Where's (my dad)? (He's) in the garden. (He isn't) in the (bedroom).*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic clearly and supported by pictures or gestures (GSE 24).
- Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about where people or things are, using basic phrases (GSE 24).

## Materials

- Pupil's Book pages 32–33
- Unit 4 Family Flashcards (*aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*)
- Unit 8 House Flashcards (*balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room*)
- stopwatch
- strips of paper, enough for each pupil
- Resources 43 and 51

## Assessment for Learning

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

## Starting the lesson

- Use the Lollipop stick technique to revise the Unit 4 Family vocabulary (*aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*) and ask pupils to say the word for each flashcard.
- If pupils need more practise with the vocabulary, choose a flashcard game to play from the Games bank.

## Presentation

- Explain that in this lesson pupils will learn about rooms at home.

## Practice

### Pupil's Book

#### 1 How many rooms can you see?

- Using the Lollipop stick technique, have pupils tell you how many rooms they see.
- Extension** Pupils name the family members they see. Remind pupils that these are Laila's family members that they met in Unit 4.
- 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 why it is important for all members of the family to help in the home. Ask if they help and how.

#### 2 8.1 Listen and stick. Then listen and say.

- Place the Unit 8 House Flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Play the audio for pupils to listen and stick and then listen and say, pausing to allow enough time for them to complete the tasks.

#### Listen and stick.

**Girl:** Look! This is my granny's flat. And this is my house. This is the hall. And this is the kitchen. This is the living room. This is my bedroom. This is the bathroom. This is the balcony. This is the garden. And this is the garage.



#### Listen and say.

flat, house, hall, kitchen, living room, bedroom, bathroom, balcony, garden, garage

#### 3 8.2 & 8.3 Listen and chant.

- Place Unit 4 Family Flashcards of *mum, dad, brother* and *sister* on the board. Explain that we use *he's* for males and *she's* for females.
- Play the chant. When they hear a room, they clap.
- A karaoke version of the chant is available (track 8.3).



#### Extra activity TPR

- Give ten pupils a Unit 8 House Flashcard from the lesson and have them stand in various places in the classroom. Say a word and the class members move to that place. Pupils could then say about their friends, *He's / she's in the (bedroom)*.

#### 4 8.4 Listen at page 32. Then ask and answer about Laila's family.

- Draw pupils' attention to the grammar box and the recorded model (track 8.4).
- Ask where each family member is.



## Diversity

### Support

- Point to a boy and say *He's (Salah)*. Then point to a girl and say *She's (Dana)*. Ask some pupils to point to various members and repeat the sentence.

### Challenge

- Pupils write a few sentences about Laila's family.

#### Extra activity Fast finishers

- Pupils draw and label a family member in a room of their house. Place it in their portfolios.

## Finishing the lesson

- Give pupils ten strips of paper. In small groups, pupils say one house word to the person on the left, who spells it.

## 2 Listen and stick. Then listen and say.



## 3 Listen and chant.



Where's my mum?  
She isn't in the bedroom.  
She isn't in the bathroom.  
She isn't on the balcony.  
She isn't in the house!  
Where is she? Can you see?  
Yes. She's in the garden.



Where's my dad?  
He isn't in the living room.  
He isn't in the hall.  
He isn't in the kitchen.  
He isn't in the flat!  
Where is he? Can you see?  
Yes. He's in the garage.

## 4 Look at page 32. Then ask and answer about Laila's family.

mum dad granny grandad  
brother sister cousin

Where's her mum? She's in the bathroom.



Where's my dad?

He's in the garden.  
He isn't in the bedroom.



thirty-three 33

## Lesson 2 Activity Book

## Objectives

- Lesson aims:** to name the rooms in a house; to describe where someone is
- Target language:** balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room; Where's (my dad)? (He's) in the garden. (He isn't) in the (bedroom).
- Skills:** Listening, Writing

## Global Scale of English (GSE)

- Listening:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- Writing:** Can write short answers to questions about what or where people or things are using simple language (GSE 29).

## Materials

- Activity Book pages 30–31
- Unit 8 House Flashcards (balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room)

## Assessment for Learning

- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Use the Unit 8 House Flashcards to review the language from Lesson 1. You may wish to choose a game from the Games bank.

## Practice

## 1 Listen and read.

- Check answers as a class.

**Answer key** 2 blue, 3 bedroom

## 2 Look, write and match.

- Give pupils time to complete the activity individually.

**Answer key** 2 house, 3 bathroom, 4 bedroom, 5 balcony, 6 garage, 7 living room, 8 hall, 9 kitchen, 10 garden

## 3 Listen and number.

- Play the audio to complete the activity.

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



- Where's my sister? She isn't in the living room.  
She's on the balcony.
- Where's my mum? She isn't in the house. She's in the garage.
- Where's my brother? He isn't in the house. He's in the garden.
- Where's my dad? He isn't in the kitchen. He's in the bedroom.

## 4 Look and write.

- Pupils complete the activity individually.

**Answer key** 2 He isn't on the balcony. He's in the bathroom.; 3 He isn't in the kitchen. He's in the bedroom.; 4 She isn't in the garage. She's in the garden.

## Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils what else they would like to learn about houses.



1 Before you read **Where's the doll's house?**

2 <sup>8.6</sup> Listen and read. **It's in the bedroom.**



## The hidden treasure



34 thirty-four



Is it treasure? What do you think?  
**It's a time capsule.**



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



- 1 Where's Laila's dad? He's in the **hall** **bathroom**.
- 2 Where's Sami in frame 2? He's in the **living room** **bedroom**.
- 3 Where's Laila? She's in the **bedroom** **garage**.
- 4 Where's the box? It's in the **garden** **kitchen**.

4 **Act out the story.**

5 **Viewing and presenting** **Make a time capsule.**  
**What's inside it? Share.**



Values

Be curious

# Story

## Objectives

- Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different rooms in the house; to identify examples of being curious
- Target language:** rooms of a house; *Where's Laila? She's in the bedroom. She's tidying up.*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can understand basic sentences about where things, animals or people are (GSE 27).
- Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- Speaking:** Can say where an object is using simple language (GSE 26). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Unit 4 Family Flashcards (*aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*)
- Unit 8 House Flashcards (*balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room*)
- Unit 8 Story Cards
- sheets of A4 paper, enough for each student
- different articles from the internet about time capsules recently found
- Resources 64 and 72

## Assessment for Learning

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

## Starting the lesson

- On one side of the board, place the Unit 4 Family Flashcards and on the other, Unit 8 House Flashcards (*balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room*).
- Say a family member and a room. Pupils make a sentence.

## Presentation

- Using the Key question technique, ask pupils what kind of stories they like and how reading in English will help them improve their own English.
- Tell pupils that the story is about a hidden treasure.
- On the board, write *The hidden treasure*. Ask pupils what they think the treasure will be.

## Practice

### Pupil's Book

#### 1 Before you read Where's the doll's house?

- Ask pupils to look for the doll house.
- Extension** Ask pupils to think about what kind of things they would find when they are tidying up. Use the Think-pair-share technique to elicit answers.

#### 2 Listen and read.

- Have pupils read and listen to the story. Ask them what happens in it.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the questions in the *Solve* box.
- Using the Stop/Go technique, say different statements about the story.
- Extension** Use the Story Cards to ask about the story.



## Diversity

### Support

- Place pupils in pairs. They choose a frame each and read the sentences to their partner, slowly, pausing in places for their partner to complete it, as they look in the book.

### Challenge

- In pairs, pupils retell the story using different rooms and characters in each room.

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

- Ask pupils where Laila, her dad and Sami are.
- Pupils do the activity individually.

#### 4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

#### 5 Viewing and presenting Make a time capsule. What's inside it? Share.

- Show pupils the time capsule articles and explain them briefly to the class.
- Ask pupils what type of things they would put in their time capsule, explaining why.
- Place pupils in small groups and give them a sheet of A4 paper to draw the items they would put in a time capsule.

## Extra activity Communication

- In groups, pupils discuss how time capsules can help us understand history. Share ideas with the class.

## Values

- Ask pupils why it is important to be curious about the world around us and our past. In Arabic where applicable, draw pupils' attention to proverbs which link to the values syllabus.

## Finishing the lesson

- Choose a flashcard game from the Games bank to play with the class.

## Lesson 4 Activity Book

## Objectives

- Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different rooms in the house; to identify examples of being curious
- Target language:** rooms of a house; *Where's Laila? She's in the bedroom. She's tidying up.*
- Skills:** Reading

## Global Scale of English (GSE)

- Reading:** Can understand basic sentences about where things, animals or people are (GSE 27).

## 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 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 listening 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 8, the story is based around the concept of family and helping at home from the Social Science curriculum.

Laila's friends come to her house while Laila's family members all do different chores.

To explore this concept further, you can use Resource 72.

## Materials

- Activity Book page 32
- Unit 4 Family Flashcards (*aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*)
- Unit 8 House Flashcards (*balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room*)
- Unit 8 Story Cards

## Assessment for Learning

 Peer learning: Think-pair-share technique  
 Independent learning: portfolio

## Starting the lesson

- Use the Story Cards to recap the story. Ask and answer questions about the story and revisit the vocabulary using flashcards if required.

## Practice

### 1 After you read Remember the story. Read and circle.

- Place the Story Cards in a random order on the board and encourage pupils to recall the events of the story and to order the Story Cards. Play the audio if required to check the order.
- Pupils then complete the activity by circling the correct words in the Activity Book so that the text matches the story frame pictures.
- Extend the activities by choosing ideas from Teacher's Book page 17 for your class.

**Answer key** 2 bedroom, 3 garden, 4 a time capsule

### 2 Values Solve the mystery.

- Remind pupils of the value of being curious and ask if they are curious to know what the message says.
- Explain how to crack the code to find out information.

**Answer key** Atomic is in the garden.

### 3 Listen and colour.

-  Use the Think-pair-share technique to discuss if pupils liked the story.
- Ask questions about their favourite part of the story and encourage them to think carefully about which face to colour.

### Extra activity Fast finishers

-  Pupils write a new message using the mystery code in the Activity Book. Place their work in their portfolios.

## Finishing the lesson

- Explain to pupils that you will write sentences on the board but without vowels.
-  Groups have to find the sentences from the story in two minutes and write them down.

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to use the correct vocabulary to name household chores
- Target language:** *clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants; He's (tidying up). She's (tidying up).*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- Listening:** Can understand phrases and sentences spoken slowly and clearly, if supported by pictures or gestures (GSE 19). 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 say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

## Starting the lesson

- Use the Lollipop stick technique to have pupils say a word from the unit for you to write on the board.
- Pupils spell the word in unison as you write the word.

## Presentation

- Tell pupils that today they are going to learn phrases that describe household chores.
- Place the Unit 8 Chores Flashcards on the board. Go through each word and have pupils repeat after you.
- Place pupils in pairs. One pupil gestures to a word for the other to say it.
- Monitor pupils as they work, assisting where necessary.

## Practice

### Pupil's Book

#### 1 8.7 Listen and say. Then listen and number.

- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time they number the chores they hear.
- Extension** In pairs, pupils talk about the chores they do at home.

#### Listen and say.

tidy up, make the bed, water the plants, clean the floor, lay the table, wash the car



#### Listen and number.

It's helping at home day!

- 1 Make the bed, please. Look! She's making the bed.
- 2 Lay the table, please. Look! He's laying the table.
- 3 Wash the car, please. Look! He's washing the car.
- 4 Tidy up, please. Look! He's tidying up.
- 5 Water the plants, please. Look! She's watering the plants.
- 6 Clean the floor, please. Look! He's cleaning the floor.

Thank you. You're all very helpful!

### Diversity

#### Support

- Give pupils three strips of paper to write a chore on each one. Then tell them to cut the strip in the middle of the phrase, e.g. *make // the bed*.

## Materials

- Pupil's Book page 36
- Unit 8 Chores Flashcards (*clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants*)
- strips of paper
- Resources 44, 52, 56 and 60

## Assessment for Learning

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

## Diversity

- Place pupils in small groups. Have them place all their strips in the middle and mix them up. Slowly, they look at the Pupil's Book, match the strips and say the chore.

### Challenge

- Place pupils in pairs. One student mimes the chore for the other to guess.

#### 2 8.8 & 8.9 Listen and sing.

- Place the Chores Flashcards on the board. Ask pupils to tell you what the chores around the song are.
- Play the song for pupils to sing. Explain that when they hear a chore, they stamp their feet.
- A karaoke version of the song is also available (track 8.9).



### Extra activity Fast finishers

- Ask pupils to write a new verse for the song using different places at home, family members and chores each time. At the end of the lesson, pupils show the new verse to the class. You can sing the new verse chorally using the karaoke version of the song.

#### 3 8.10 Play a mime game.

- Draw pupils' attention to the grammar box and the recorded model (track 8.10).
- Place the Chores Flashcards on the board. Explain that we use *-ing* to show that something is happening now. Give more examples with *he/she* and *-ing*, focusing on the verb form, by pointing to each flashcard. Use the Traffic light cards technique to check understanding.
- Extension** Refer pupils to the song. Pupils find examples of *-ing*.
- Give pupils six strips of paper to write a chore on each. Explain that pupils have to mime the chore for their partner to say, using *-ing*.



### Extra activity Collaborative work

- Brainstorm different chores pupils can do in class or at school. Distribute the chores in groups and plan a weekly list for the class. Have pupils think about the importance of helping at home or at school.

## Finishing the lesson

- Place the Chores Flashcards face down on the table. Pupils pick a card and mime the chore for others to guess. The pupil who guesses correctly then says where they are in the house. Repeat until all the Chore Flashcards have been used.

1  Listen and say. Then listen and number.



### Helping at home



2   Listen and sing.



Asma's in her bedroom.

She's making the bed.

Malek's in the bathroom.

He's cleaning the floor.

I'm in the garden with my mum.

I'm watering the plants.

I'm at home with my family.

Let's all help at home.

Malek's in the kitchen.

He's laying the table.

Asma's in the living room.

She's tidying up.

I'm in the garage with my dad.

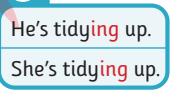
I'm washing the car.

I'm at home with my family.

Let's all help at home.

3  Play a mime game.

He's washing the car.



He's tidying up.

She's tidying up.

36 thirty-six

## Lesson 6 Activity Book

### Objectives

- Lesson aims:** to use the correct vocabulary to talk about household chores
- Target language:** clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants; He's (tidying up). She's (tidying up).
- Skills:** Reading, Writing

### Global Scale of English (GSE)

- Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- Writing:** Can write some familiar words (GSE 20).

### Materials

- Activity Book pages 33 and 37
- Unit 8 Chores Flashcards (clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants)

### Assessment for Learning

 Peer learning: Think-pair-share technique

### Starting the lesson

- Use the Unit 8 Chores Flashcards to revise the vocabulary taught so far. Place the flashcards on the board and call out a phrase for a

pupil to come and point to the correct flashcard. That pupil then calls out a phrase for another pupil to come and point to. The rest of the class can mime the chore.

### Practice

1 Look, write and match.

- Ask pupils to say the words in the word box.
- Pupils complete the activity and check answers as a class.

**Answer key** 2 lay, a; 3 water, e; 4 clean, b; 5 wash, d; 6 tidy, f

2 Look at Activity 1. Order and write.

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

**Answer key** 2 He's laying the table.; 3 He's watering the plants.; 4 She's cleaning the floor.; 5 She's washing the car.; 6 She's tidying up.

### Extra activity

- Now tell pupils to go to the Extra practice on page 37 and do the activity. For answers, see Teacher's Book page 102.

### Extra activity Picture Dictionary

- To review the unit vocabulary in one place, please refer to the Picture dictionary on page 50 of the Activity Book.

### Finishing the lesson

- Ask pupils how confident they feel now about talking about chores. Ask if they think their English is improving.
- Tell pupils you will say a silly sentence for them to correct, e.g. She's cleaning the bed.

## Objectives

- Lesson aims:** to practise language from Lesson 1 and Lesson 5; to pronounce the words correctly and use the correct words and phrases for rooms in the house and chores
- Target language:** *balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room; clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants; She's in the bedroom. She's making the bed.*
- Skills:** Reading, Listening, Speaking, Writing

## Global Scale of English (GSE)

- Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- 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 people are doing, if supported by pictures or gestures (GSE 30).
- Writing:** Can write short answers to questions about what or where people or things are using simple language (GSE 29).

## Materials

- Pupil's Book page 37 and Activity Book page 34
- Unit 8 Chores Flashcards (*clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants*)
- sheets of A4 paper, enough for each pupil
- coloured pencils
- scissors
- pictures of men washing up, making the bed, etc., and women plumbing, repairing cars, etc.

## Assessment for Learning

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

## Starting the lesson

- Bring six pupils to the front of the class and hand them a Unit 8 Chores Flashcard. Point to each pupil and say for example, *He's/She's (cleaning the floor)*.
-  Use the Lollipop stick technique to have pupils tell you what two pupils in front of the class are doing.

## Presentation

-  Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- On the board, place the Unit 8 Chores Flashcards. Point to one and intentionally say it incorrectly for pupils to correct you.

## Practice

### Pupil's Book

#### 1 8.11 Listen and tick (✓).

- This task is based on **Pre A1 Starters Listening Part 3**.
-  Use the Traffic light cards technique to check pupils understand what to do.
-  Pupils then check each other's work.
- Extension** Describe a picture for pupils to point to.

**1 Woman:** Where's Aisha? She isn't in her bedroom.  
**Girl:** No, she's in the living room. She's tidying up.  
**Woman:** Oh, yes.

**2 Woman:** Where's Hani?  
**Man:** I don't know. Hani?  
**Boy:** I'm cleaning the floor.  
**Man:** But where are you?  
**Boy:** I'm in the bathroom.  
**Man:** Ah! He's in the bathroom.

**3 Boy:** Where's Muna?  
**Woman:** She's in the garden. She's watering the plants.  
**Boy:** Ok, thanks.



#### 2 8.12 Cut out. Then listen and play.

-  Place pupils in pairs and play the audio.
-  Ask pupils to look at their cubes and using the Lollipop stick technique, have random pupils describe a side.
-  Use the Expert envoy technique to help pupils who haven't understood the game.
- Monitor pupils as they work and assist where necessary.



### Extra activity Critical thinking

- Show pupils the pictures of men and women doing different jobs. Ask why jobs are no longer meant for men or women to do. Ask pupils about who does what chores at home. Ask why it's important for both genders to know how to do different chores.

### Key words search

non-gender jobs, stay at home dads, male chores

## Activity Book

#### 1 Read and match.

- Pupils check answers with their partners.

**Answer key** 1 c, 2 b, 3 a

#### 2 Look and write. Where's Samia?

- Ask pupils to say as many new words from the unit as they can. Write them on the board. Then go through the unit flashcards and check if all the unit words are on the board.
-  Explain that pupils have to write about the girl in the picture. Pupils use the Two stars and a wish technique to comment on each other's work.

**Answer key** She isn't in the bedroom. She's watering the plants on the balcony.

### Extra activity Fast finishers

-  Give pupils a sheet of A4 paper and have them draw a family member doing a chore in a room of their house. Pupils must write sentences. Place their work in their portfolios.

1  Listen and tick (✓).

1 Where's Aisha?



A



B



C

2 Where's Hani?



A



B



C

3 Where's Muna?



A



B



C

2   Cut out. Then listen and play.

Where's Mariam?

She's in the bedroom.  
She's making the bed.

»» Activity Book, page 34

thirty-seven

37

## Finishing the lesson

- Give each student a sheet of A4 paper and have them write as many words as they remember from the unit in a word cloud. Have them colour the word cloud and encourage them to use different fonts. Show examples of word clouds if necessary.
-  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.

# Culture

## Objectives

- Lesson aims:** to review simple texts about unusual homes and to make a class book of an unusual home
- Target language:** *treehouse, tent, cave, boat, dining room*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can understand short, simple descriptions of familiar places, if supported by pictures (GSE 23).
- Listening:** Can identify objects, places or people from short descriptions (GSE 31).
- Speaking:** Can talk about familiar people and places using single words (GSE 26).

## Materials

- Pupil's Book page 38 and Activity Book page 35
- Unit 8 House Flashcards (*balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room*)
- pictures of unusual houses in your country
- sheets of A4 paper, enough for each pupil
- scissors, glue, coloured pencils

## Assessment for Learning

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

## Starting the lesson

- Place the Unit 8 House Flashcards on the board. Say the words relating to the flashcards and ask pupils to come and touch the flashcard and say the word. Write the words under each one.
- Give pupils sheets of A4 paper. Ask them to draw their house. Leave the flashcards on the board and pupils label their house.
- Pupils tell their partner about their drawings, e.g. *This is my bedroom. I've got a big garden.*

## Presentation

- Explain that in this lesson pupils will learn about unusual homes around the world.
- Place the photos of unusual homes in your country on the board. Ask *Where is this? Can you see the (living room)? Has the house got a (kitchen)?*

## Culture notes

- Treehouses were built to protect people and their food from animals. Modern treehouses, like the one in the Pupil's Book are often built as children's playhouses, or as luxury rooms in a hotel.
- Traditional tent homes are sometimes used by nomadic people who move their home around as they search for food. A tent is light and easy to move. Camping and sleeping in tents, like the modern tent pictured in the Pupil's Book, is a popular activity round the world. Tents like the one in the Pupil's Book are situated in the desert of the Wadi Rum Reserve in Southern Jordan.
- The traditional cave home pictured is in the ancient city of Petra in Jordan. The caves are built into the mountains. Traditional cave homes are found in many countries around the world, but most are now uninhabited.
- The dining room pictured is on a houseboat in the state of Kerala, in the South of India. Kerala State has a lot of lakes and rivers and people live on these houseboats as they transport goods. Nowadays, many Keralan houseboats are used for tourism.

## Practice

### Pupil's Book

#### 1 Before you read Where are these homes? Can you guess?

- Pupils look at the first picture. Ask if they can guess where the house is. Continue with the other pictures. Read the words in bold and pupils repeat.
- Say a room and have pupils point to the picture, e.g. *I can see a bedroom.*

#### 2 8.13 Listen and read.

- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils read along with the audio.
- After listening to the audio, ask pupils which unusual home they like best and why.
- Extension** Describe where these places are and why people build houses in a tree or have a house in a boat. Have pupils say which place it is. Give information from the Culture notes.



## Diversity

### Support

- Read the beginning of sentences from the text, e.g. *This home is in a t... (tree). This dining room is on a b... (boat).* Have pupils complete them.

### Challenge

- Ask pupils to write sentences with gaps. Then they swap with a partner and complete each other's sentences.

## Extra activity Creativity

- Put the flashcards of the block of flats and the house on the board. Ask *Can a big house be a home? Can a small house be a home? Can a tent be a home? Can a cave be a home?* Explain that there are many different houses and it's not the size that makes somewhere a home. In pairs, pupils draw their ideal home.

#### 3 After you read Activity Book, page 35.

- Pupils turn to page 35 in their Activity Books.

## Activity Book

#### 1 Read and match.

- Pupils read and match the words with the pictures. Check answers in pairs.

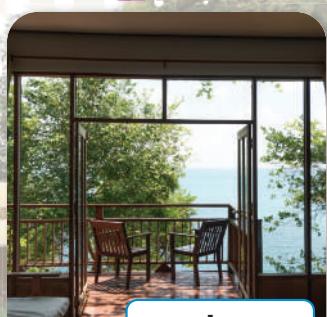
**Answer key** 2 boat, 3 tent, 4 dining room, 5 treehouse

#### 2 After you read Read and write Yes or No.

- Use the Traffic light cards technique to make sure pupils have understood the activity.
- Pupils read and write Yes or No on the line. Check answers as a class. Ask a student to read the question and the answer they wrote.
- Extension** Ask pupils to say the correct sentences for the No answers.

**Answer key** 1 No, 2 Yes, 3 No, 4 Yes

# Unusual homes



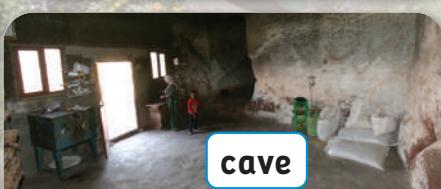
treehouse

This home is in a tree! This is the living room. Can you see two chairs?



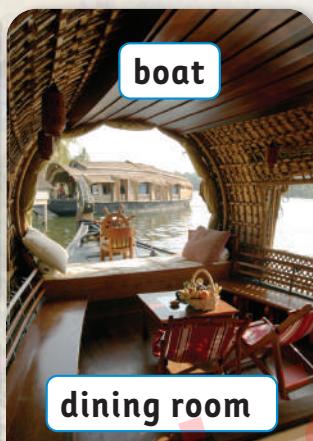
tent

This bedroom is in a tent. There are tents in Wadi Rum. Can you see the bed and the lamp?



cave

This home is in a cave in Petra. This is the living room. It is the bedroom, too.



dining room

This dining room is on a boat. There's a table and two chairs.

## 1 Before you read Where are these homes?

Can you guess?

tree, tent, cave, boat

## 2 8.13 Listen and read.



## 3 After you read Activity Book, page 35.

This is a house in Dana, Jordan. Look at the trees and leaves!



## Project

Viewing and presenting



### Make a class book.

1 Together, choose an unusual home in your town or country.



2 Find photos or draw a picture.

3 Write. *This is... It's in... This is the...*

4 Tell the class about your unusual home.

5 Make a class book about unusual homes.

38 thirty-eight

## Extra activity TPR

- Tell pupils to sit in a circle on the floor. Say things about houses. If they are true, they stand up. If they are false, they sit down. Make sure the flashcards are still on the board during the game. Say, e.g. *A home can be in a tree. A home can be on a boat. In a bedroom, there is a bed. In the bathroom, there is a table and chairs. In the garden, there is a tree.*

- Place pupils in small groups. Give each group a sheet of A4 paper, and using the Lollipop stick technique, ask different pupils to read through the instructions.

- Remind pupils to make sentences about their home.
- Pupils present their work to the class. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
- Monitor pupils as they work, assisting where necessary.
- Make a class book of the different unusual homes.

## Project

### Viewing and presenting Make a class book.

- Explain to pupils that they are going to make a class book about an unusual home. Look at the example and point out that in this instance the name 'Dana' applies to a place and that we can tell this because of the structure of the sentence.



## Finishing the lesson

- Use the Summative questions technique to encourage pupils to think about their learning in the Culture lessons.

## Objectives

- Lesson aims:** to use language in the correct context to learn how to ask for and offer to help
- Target language:** *Can you help me (lay the table)?*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- Listening:** Can understand some basic words and phrases to show politeness (e.g. *Please, Thank you, Excuse me, Sorry*) (GSE 39).
- Speaking:** Can ask for things using basic language (GSE 29). Can act out a short dialogue or role play, given prompts (GSE 38).

## Materials

- Pupil's Book page 39 and Activity Book page 36
- Unit 8 Chores Flashcards (*clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants*)
- two strips of paper for each pupil
- straw puppets
- fly swatter
- a bag or a box
- Resource 68

## 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

- Use the Unit 8 Chores Flashcards to recap the vocabulary and to identify some of the jobs people might need help with around the home.
- Ask if any of the pupils help with the chores and if so, which ones.

## Presentation

- Explain that in this lesson pupils will learn how to ask for and offer to help.
- Have pupils tell you what kinds of things they ask for help with and when they give help.

### Extra activity Critical thinking

- Ask pupils how they think asking for help can make things better for them. Ask how things are if they don't ask for help and why.

## Practice

### Pupil's Book

#### 1 8.14 Listen and read.

- On the board, write *Can you help me ...?*
- Explain to pupils that we use this to ask for help.
- Play the audio once for pupils to read and listen to.
- Extension** Ask pupils to read the dialogue and say other sentences which show how to ask for and give help politely *What can I do? Yes, of course. Thank you.*
- In pairs, pupils read the dialogue.



#### 2 Act out the dialogue. Use different actions.

- Using the Stop/Go technique, 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

- Give pupils the dialogue written on strips and mixed in a bag or a box. Have pupils put the dialogue in order and then check against their Pupil's Book. Repeat two or three times.

### Challenge

- Pupils extend the dialogue by stating where the actions take place, e.g. *Can you help me lay the table in the kitchen/dining room?*

## Activity Book

#### 1 Write, draw and colour. Then act out.

- Pupils complete the activity in pairs.
- Ask them to volunteer to act out their dialogue in groups of two.

## Finishing the lesson

- On the board, write 20 words from different units.
- Divide the class into two teams.
- Say a word and the first member of the team has to run to the board, swat the word and spell it to get a point.
- Use the Summative questions technique to ask pupils about what they have learnt today, what they think they are good at and in what area they need a little more practice.

1  Listen and read.

Can you help me, please?

Sure. What can I do?

Can you help me **lay the table?**

Yes, of course.

Thank you.

2  Act out the dialogue. Use different **actions**.

make the bed      tidy up      clean the floor

water the plants      wash the car

»» Activity Book, page 36

## Phonics

## Lesson 10

1  Listen and say.

moon

oo



bedroom



look

oo



book

2  Are the sounds the same?

Listen and tick (✓) or cross (✗).

1 ✗   2      3      4   3  Listen and say the tongue twister.

The girl is in the bedroom. She's reading a book. There's the moon! Look!



»» Activity Book, page 36



thirty-nine

39

## Objectives

- Lesson aims:** to pronounce and practise the sounds for the digraph *oo*; to differentiate between the sounds learnt
- Target language:** the sounds for the digraph *oo*
- Skills:** Listening, Speaking

## Global Scale of English (GSE)

- 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

- Pupil's Book page 39 and Activity Book page 36
- phonics notebook for each pupil

## Assessment for Learning

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

## Starting the lesson

- Divide the class into four groups. Give each group a phonetic sound from Units 5–7 (*ai, bb, ll, rr, ea, ir* and *or*).
- Pupils have one minute to write down as many words as they can with that sound. Then swap the sounds for each group and repeat until all the sounds have been covered. The group with the highest number of words at the end of six minutes is the winner.
- Use the Lollipop stick technique to have groups say the words aloud.

## Presentation

- On the board, write *oo* and *oo*.
- Say the phonics sounds and have pupils repeat after you.
- Explain that although the letters are the same, this is a digraph that makes a different sound depending on the word it is in.
- Say the phonics sounds again and have pupils repeat after you, making sure they can hear the difference between the sounds and can make the different sounds required for correct pronunciation.

## Practice

### Pupil's Book

#### 1 8.15 Listen and say.

- On the board, write *oo*. Say the target words with the phonetic sounds and have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Have pupils say the phonic sounds and words in pairs. Explain that as pupils become more familiar with the English language, they will soon recognise which words have which sounds.
- Extension** Pupils write sentences with the new phonics words.



#### 2 8.16 Are the sounds the same? Listen and tick (✓) or cross (✗).

- Play the audio for pupils to listen and identify whether the sounds they hear are the same or different



1 /u:/ /ʊ/ 2 /ʊ/ /ʊ/ 3 /u:/ /u:/ 4 /u:/ /ʊ/

- Extension** Play the audio again, with pauses for pupils to write and say words for the sounds they hear. They may use the words from Activity 1.
- Have pupils take out their phonics notebooks and write the phonics they have learnt.

#### 3 8.17 Listen and say the tongue twister.

- Ask pupils to listen to and read the tongue twister and find and say words with the phonics from today's lesson. Use the picture to help pupils understand the tongue twister.
- Extension** Challenge pupils to find other words in the tongue twister that revise sounds from this semester, e.g. *girl, reading*.



### Activity Book

#### 1 8.18 Listen, write and say.

- Play the audio for pupils to hear the words and write the missing letters. Encourage them to repeat the words.
- Pupils then work in pairs to point and say, making sure they choose the correct pronunciation for the letters *oo*.
- Encourage them to correct each other as needed and check their answers as you walk around.

**Answer key** 2 book, 3 moon, 4 look, 5 boots, 6 wood, 7 food, 8 spoon



1 bedroom, 2 book, 3 moon, 4 look, 5 boots, 6 wood, 7 food, 8 spoon

## Extra practice

### 1 Follow and write.

**Answer key** 2 bathroom, 3 She's in the living room, 4 He's in the bedroom.

### 2 Look and write.

**Answer key** 2 He's in the living room. He's tidying up; 3 He's in the kitchen. He's cleaning the floor; 4 She's in the garden. She's watering the plants.

## Finishing the lesson

- Write a gapped word from this semester's phonics words and then write a few options for the letters to fill the gaps, for example, *m\_\_\_n; oo, ir, or*.
- Pupils read the word, substituting the gap for one of the phonetic sounds until they identify the correct word. Encourage them to pronounce the nonsense words as well as the real words.
- Pupils then say a sentence for the word.

**Next lesson** Unit 8 test.

1  Listen and read.

Can you help me, please?

Sure. What can I do?

Can you help me **lay the table?**

Yes, of course.

Thank you.

2  Act out the dialogue. Use different **actions**.

make the bed      tidy up      clean the floor

water the plants      wash the car

»» Activity Book, page 36

## Phonics

## Lesson 10

1  Listen and say.

moon

oo



bedroom



look

oo



book

2  Are the sounds the same?

Listen and tick (✓) or cross (✗).

1 ✗    2 ✓    3 ✓    4 ✗3  Listen and say the tongue twister.

The girl is in the bedroom. She's reading a book. There's the moon! Look!



»» Activity Book, page 36

thirty-nine

39

## Objectives

- Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–8
- Target language:** *play hockey, play badminton, play tennis, play football, play table tennis, ride a bike, play basketball, fly a kite; I am playing football. I enjoy ... I don't enjoy ...*
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 25).
- Listening:** Can understand simple phrases about likes and dislikes (GSE 23).
- Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

## Materials

- Pupil's Book pages 40–41 and Activity Book pages 38–39
- Language Booster Activities Flashcards (*play hockey, play badminton, play tennis, play football, play table tennis, ride a bike, play basketball, fly a kite*)
- stopwatch or a timer
- a tennis ball

## Assessment for Learning

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

## Mapping

<b>Scope and Sequence Matrix</b>	<p><b>Listening:</b> following simple, short instructions of a teacher, peers or a recording in activities and games; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/no and wh- questions</p> <p><b>Speaking:</b> producing formulaic exchanges; expressing past events and habits using the simple past</p> <p><b>Reading:</b> identifying basic sentence punctuation; identifying the main idea in a text with the help of the teacher; reading short simple or compound sentences with <i>and, or, and but</i></p> <p><b>Writing:</b> distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences; writing sentences of 4–6 words to describe an object or a place or a feeling of appreciation using pictures</p> <p><b>Viewing and presenting:</b> delivering a short oral presentation about an object or event of interest; using appropriate learned terms and expressions to discuss visual texts; teaming up to work on a collaborative compassion project (about keeping beaches clean)</p>
<b>Learning Outcomes and Performance Indicators</b>	<p><b>Listening:</b> follow simple instructions in activities and games; identify words in an utterance; practice social (communicative) skills such as nodding, smiling, and giving feedback</p> <p><b>Speaking:</b> pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; learn simple expressions and participate in exchanges following a model; partake in short formulaic exchanges using the vocabulary introduced; expressing past events and habits using the simple past</p> <p><b>Reading:</b> identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences</p> <p><b>Writing:</b> spell simple words and phrases correctly; write simple sentences; write a description of a certain object or place using simple sentences; write a one-paragraph story using simple sentences</p> <p><b>Viewing and presenting:</b> observe visual images and begin to appreciate that they have been created for particular purposes; discuss the information being conveyed in illustrations in picture books and simple reference; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; team up to work on a collaborative compassion project</p>

## Starting the lesson

- Ask pupils to say what activities they do. If they don't know the name in English, they can use L1. Embrace comments from pupils who suggest other activities that are not listed, e.g. the dabkeh dance.
- Look at the pictures in the Pupil's Book. Point to each one in turn and ask pupils if they play that sport or do the activity. Pupils raise their hands if they do.

## Presentation

- Explain that in this lesson pupils will learn more vocabulary related to activities. Present the Activities Flashcards and say the vocabulary for each one.

## Practice

### Pupil's Book

#### ⌚ How many activities can you say?

- Set a timer for one minute and ask pupils to say as many activities as possible. Count as they say them. Then say how many.

#### 1 LB2.1 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, have pupils ask each other about the item, e.g. *Can you play hockey?* or *Do you like hockey?*

- 1 Boy 1:** Let's play football.  
**Boy 2:** Good idea.
- 2 Girl 1:** I can play badminton.  
**Girl 2:** Me, too.
- 3 Boy 1:** I can ride a bike.  
**Boy 2:** Me, too.
- 4 Girl 1:** Let's play hockey.  
**Girl 2:** Good idea.
- 5 Boy 1:** Let's play tennis.  
**Boy 2:** Good idea.
- 6 Girl 1:** I can play table tennis.  
**Girl 2:** Me, too.





## Language booster 2

### ⌚ How many activities can you say?

#### 1 LB2.1 Listen and say. Then listen and number.



play hockey



play badminton



play tennis



play football



play table tennis



ride a bike



play basketball



fly a kite



#### 2 LB2.2 Listen and draw ☺ or ☹.

1



2



3



4



5



6



7



#### 3 LB2.3 Say and play.

I enjoy...



tennis?

Yes!

I enjoy tennis.  
I don't enjoy hockey.



40 forty

7 Boy 1: I can play basketball.

Boy 2: Me, too.

8 Girl 1: Let's fly a kite.

Girl 2: Good idea.

- In pairs, pupils mime an action and their partner guesses what it is.

#### 4 LB2.4 Listen and read.

- Ask pupils to look at each action in Activity 2. Ask them what they can see. Encourage them to match them to the photos in Activity 1.
- Play the audio. Pupils listen and decide what each person thinks about the activity. Pupils draw a happy face or a sad face accordingly. Play the first speaker as a demonstration. Play the audio again and pupils check their answers.
- Ask pupils what they can see in the picture. Ask pupils what the boys are wearing and what the weather is like.
- Play the audio and pupils follow in the Pupil's Book. Play the audio again and pupils read along.
- Ask two volunteers to read the dialogue. Check all pupils understand.
- Place pupils in pairs and pupils practise the dialogue.



#### 2 LB2.2 Listen and draw ☺ or ☹.

- Ask pupils to look at each action in Activity 2. Ask them what they can see. Encourage them to match them to the photos in Activity 1.
- Play the audio. Pupils listen and decide what each person thinks about the activity. Pupils draw a happy face or a sad face accordingly. Play the first speaker as a demonstration. Play the audio again and pupils check their answers.

- 1 I'm playing football. I enjoy football.
- 2 I'm playing badminton. I don't enjoy badminton.
- 3 I'm playing hockey. I enjoy hockey.
- 4 I'm playing table tennis. I enjoy table tennis.
- 5 I'm playing tennis. I don't enjoy tennis.
- 6 I'm playing basketball. I don't enjoy basketball.



#### 5 LB2.5 Act out the dialogue. Use different activities.

- Ask two volunteers to read the dialogue again, replacing the blue words with other activities.
- In pairs, pupils replace the blue words in the dialogue in Activity 4 with new information.

#### 3 LB2.3 Say and play.

- Ask pupils to look at the children. Ask what the boy is miming. (He's playing tennis.)
- Explain that the pupils have to mime something they enjoy. Read aloud *I enjoy tennis* and play track LB2.3 as a model.
- Ask a volunteer to come to the front to mime something. He or she says *I enjoy ...* and does the action. Guess what it is and say the whole sentence.



#### 6 LB2.6 Write an activity you enjoy. Make a survey.

- Recap the different activities from Activity 1 using the flashcards. Using the Lollipop stick technique, choose a pupil and point to a flashcard. Ask *Do you enjoy ...?* Help pupils answer Yes or No. Continue with a few more items.
- Pupils look at the survey. Explain that they complete it with activities and six names. Then they ask six friends.
- Make sure they are asking and answering the questions correctly.

## Show what you know Write, tick (✓) and stick.

- Pupils read and complete the Show what you know box. Check what pupils have learnt. Praise the pupils and tell them to add the relevant sticker from their sticker sheet in the Pupil's Book.
- Extension** Use games in the Games bank to review any new words.

### Activity Book

#### 1 Find and number in order.

- Pupils look at the maze and draw a line to the first picture. Ask *What sport is this?* Point to the flashcard on the board if necessary. Then show them the box numbered as 1.
- Continue in the same way with all the pictures and sports.

**Answer key** a 2, b 6, c 7, d 8, e 5, f 4, g 1, h 3

#### 2 Look at Activity 1. Circle the activities you enjoy.

- Pupils look at Activity 1. Ask a pupil to read the activities again.
- Tell pupils to circle the activities they like or enjoy.
- Ask pupils to share their answers with the class.

#### 3 Draw and write activities for you.

- Play audio LB2.2. Pupils listen and repeat so they have a model to follow for the main exercise.
- Point to the Activities Flashcards on the board. Have pupils say what they enjoy and don't enjoy.
- Pupils can draw themselves doing the activities or equipment used in these activities.
- Pupils share their pictures with the class.

#### 4 Read and order the dialogue.

- Pupils look at the dialogue. Have pupils read it aloud. Point out that it isn't in order.
-  In pairs, pupils decide the order of the dialogue and write the numbers. When they have completed the activity, they practise saying the dialogue.

**Answer key** 4, 1, 3, 5, 2

#### 5 Read and write. Use different activities.

- Write the beginning of some activities on the board, e.g. *bask ... foot ... bad ... hoc ...* and ask pupils to say the complete the word.
-  In pairs, pupils complete the dialogue using different activities.

#### 6 What does Rashed enjoy? Read and tick (✓) or cross (✗).

-  Place the Activities Flashcards on the board. Use the Lollipop stick technique to choose a pupil to say the sport.
- Pupils look at the six items (a–f) in Activity 6. Ask them what sport they belong to.
- Read the description in the speech bubble aloud. Check understanding. Point to the tick next to the table tennis ball to show pupils what they have to do.
- Pupils put a tick or cross next to the equipment.
- Extension**  Pupils write a description of the sports they enjoy and don't enjoy. They use what Rashed says as a model. Then they draw the equipment of the sport they chose next to their description. They can keep their work in their portfolios.

**Answer key** a ✓, b ✓, c ✗, d ✓, e ✓, f ✗

## Extra activity TPR

- Pupils stand in a circle. Have a tennis ball. Say an activity, e.g. *play football, ride a bike*, and throw it to one pupil. That pupil in turn says a different activity and throws it to someone else. Continue until everyone has said an activity.

## Finishing the lesson

- Review the activities and then write some silly sentences on the board for pupils to correct, e.g. *We play football with a bike.* (*We play football with a ball.*) If you have time, ask pupils to come up with their own sentences for other pupils to correct
-  Use the Summative questions technique to ask pupils what they think about what they learnt today.

**Next lesson** Ask pupils to bring in shells and sand from a beach if they can.

## 4 Listen and read.



What shall we do today?

Let's play football.

No, thanks. I don't enjoy football.

What about table tennis?

Good idea. I like table tennis. It's fun!



## 5 Act out the dialogue. Use different activities.

## 6 Write an activity you enjoy. Make a survey.

Do you enjoy _____?		
Names	Yes	No

Do you enjoy badminton?

Yes, I do./No, I don't.

## Show what you know

## Write, tick (✓) and stick.

Can you say eight activities?

Can you talk about your favourite activity?

Can you talk about what people enjoy?

Well done!



Activity Book, page 38

forty-one

41

# What's a beach like?

## Objectives

- Lesson aims:** to read and answer questions about beaches and use the related vocabulary
- Target language:** beach, sand, shells, starfish, sea, crab, rock pool; was / were, wasn't / weren't
- Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- Reading:** Can understand short, simple descriptions of familiar places, if supported by pictures (GSE 23).
- Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- Speaking:** Can talk about a familiar place in a basic way (GSE 33). Can express their opinions on familiar topics, using simple language (GSE 41).

## Materials

- Pupil's Book pages 42–43
- Language Booster Activities Flashcards
- cutouts from magazines of a beach, sand, shells, starfish, a sea, a crab and a rock pool
- sheets of A4 paper, enough for each pupil
- photocopies of the text with vocabulary blotted out
- pictures of beaches with rubbish and volunteers cleaning them
- plastic bags and gloves
- scissors, glue, coloured paper
- shells, sand (or breadcrumbs)
- brown rough-textured paper to replace sand
- pictures of dolphins in air, sharks in deep water, coral, fish near surface, octopus in deep sea
- Resource 102

## Starting the lesson

- Place the Activities Flashcards on the board in random order. Say a word and pupils point to it and mime the action.

## Presentation

- Explain that in this lesson pupils will learn about beaches and what they can see and do there.
- Ask pupils if they go to the beach and what they do there.

### Key word search

How are beaches formed? What's in a beach?

## Practice

### Pupil's Book

#### 1 Think What can you find on a beach?

- Teach new vocabulary using cards showing the cutouts of CLIL vocabulary. Say each word and have pupils repeat after you as you show them a card.
- Ask pupils to think about the last time they were at the beach and tell you what they found there.
- Then ask what pupils can find on a beach, using new vocabulary items.
- Help pupils express themselves where necessary and check for proper use of language and pronunciation.

#### 2 Learn LC2.1 Listen, read and check.

- Ask pupils to quietly read the text and check their ideas from Activity 1. Tell pupils to raise their hands if they need any help. Read the speech bubble with them and point out the past tense of the verb *to be*. Use this as a model (either now or later) for pupils to express past events using the simple past.
- Play the audio and ask pupils to read along with it.
- Ask pupils to close their books. Say some things about the text. Pupils use the Thumbs up/down technique to show if what you have just said is true or false.



## Diversity

### Support

- Stick the cutouts on the board. Read the text slowly, sentence by sentence, with pupils tracking the words. Then pupils close their books. Give pupils a photocopy of the text with vocabulary blotted out.
- In pairs, pupils complete the text with the vocabulary items on the board. When pupils have completed the activity, they check their answers in the Pupil's Book.

### Challenge

- Ask pupils to make their own true/false sentences.
- In pairs, pupils swap their sentences. Pupils correct the false sentences, too.

## Extra activity Collaborative work

- Organise a collaborative cleaning task at school. In groups, pupils tour around the school to clean it up. Provide pupils with plastic bags and gloves.

## Extra activity TPR

- Give each pupil a sheet of A4 paper and have them draw one vocabulary item on it.
- Choose a pupil to come to the front of the class using the Lollipop stick technique. Explain that the pupil at the front will read the text and when they hear the vocabulary item they have drawn they have to raise it in the air. At the end of each round, pupils swap papers with classmates and choose another pupil to come to the front and repeat the round.

#### 3 Check Read and circle.

- Ask pupils to look at the first item. Use the Lollipop stick technique to have a pupil read the sentence. Pupils raise their hands to give the answer.
- Pupils complete the activity individually. Check answers as a class.

## What's a beach like?

Think

1 What can you find on a beach?

Learn

2  Listen, read and check.



It was a sunny day.  
We were at the beach.  
It wasn't cold.  
We weren't wearing coats.



### A day on the beach

Beaches are near the sea. They have got sand. You can find shells and plants in the sand.



You can see rocks on beaches, too. In the rocks you can find rock pools. You can swim in the sea and in big rock pools.

What animals can you see on beaches? You can see crabs and starfish.

Sometimes you can see rubbish, too.

check

3 Read and circle.

- 1 Beaches are near the school **sea**.
- 2 You can find **sand** seeds on a beach.
- 3 You can find **shells** shoes in the sand.
- 4 You can see swimming pools **rock pools** on beaches.
- 5 You can see **crabs** sandcastles walking on the beach.

### Extra activity Fast finishers

- Have pupils write their own paragraph about what they can see and do at a local beach. Have pupils illustrate their picture and then read their work to the class. Make a classroom display.

### 4 Let's practise! What can you see on a beach? Write the number.

- Ask pupils to tell you if they can remember what things they can see on a beach.
- Extension** Ask pupils to look at the rubbish (pictures 4 and 6) and tell you how it possibly got there.
- Help pupils with the vocabulary they need to express their ideas in English.

### Diversity

#### Support

- Elicit an example of an animal, a plant and rubbish. Allow pupils to use L1.

#### Challenge

- Pupils label pictures 1–6. Then pupils think of other things they can see on the beach that can go into the table. Allow pupils to use dictionaries as necessary.

### Extra activity Critical thinking

- Explain to pupils that you will give them a problem and they have to tell you how to solve it. Use the following situations. Accept all logical answers:
  - 1 I can see a man throwing plastic bottles in the sea.
  - 2 I can see a child collecting crabs in a bucket.
  - 3 I can see people cleaning up the beach.
- Group** In groups, pupils think of other situations.

#### Key search words

Sea life, sea life and light, How does sea life survive?

### 5 Read and think. Then ask and answer.

- On the board, place pictures of different sea animals. Ask pupils if they know their names. Write them next to the picture.
- Talk** Ask pupils to think about these sea animals and whether they need sunlight or not. Use the Lollipop stick technique to have pupils tell you their answers.
- Extension** **Group** Place pupils in pairs and give them a sheet of A4 paper. Have them draw different sea animals and write sentences saying what they need to live, e.g. *sunlight, air*.
- Graduation** Pupils read their work to other pairs. Place their work in their portfolios.

### Show what you know Make a group collage.

- Group** Place pupils in small groups and ask them to bring out their shells and sand. If pupils don't have sand, they can use breadcrumbs or some rough textured paper.
- Be aware that the word 'collage' shouldn't be taught but the concept should be clear to pupils.
- Ask pupils to say what is important when working in groups.
- Have pupils allocate a role to each of their group members.
- Tell pupils that they can draw the things they want on their collage as well.
- Have groups make a classroom display.
- Group** Pupils use the Two stars and a wish technique to comment on the collages.

### Extra activity TPR

- Divide the class into three groups: *Animals, Plants, and Rubbish*. Have groups stand in three circles. Say a word and the group to whom the word belongs have to stamp their feet. Use different vocabulary from all units to do the activity.

### Finishing the lesson

- Graduation** Have pupils take out their Learning diaries from their portfolios.
- Explain that they have to write what they have learnt so far in Units 5–8 and in the CLIL lessons.
- On the board, write *What I learnt*. Ask pupils to look through each unit and tell you what they learnt in it. Have pupils say words or sentences and write them on the board.
- Graduation** Place the Learning diaries in their portfolios.
- Graduation** Congratulate pupils on completing the course. Use the Summative questions technique to have a class discussion on how pupils feel about their overall learning. Have pupils think about these questions: Are they happy with their learning? What do they think they are very good at? What do they think they can improve?
- End the lesson by singing a few songs from the course that pupils liked the best.

## Let's practise!

4 What can you see on a beach? Write the number.

Animals	Plants	Rubbish
1	2	4
3	5	6



5 Read and think. Then ask and answer.

No, I think sea animals need water and air.

Do sea animals need sunlight?

Yes, I think sea animals need sunlight.

Show what you know

Make a group collage.



# World Braille Day

1  Listen and stick. Then listen and say.



touch



read



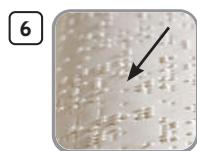
play



write



sign



dots



book



game

2   Listen and chant.



It's World Braille Day, today,  
With lots of things to do and play.  
Touch and count the dots to read,  
Can you **play** a **game** with me?

3  Say the chant again. Use different World Braille Day **actions** and **words**.

read

write

book

sign

44 forty-four



4 Listen and read.



5 Listen and number.



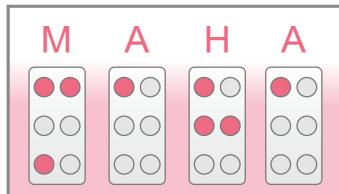
## Project

Viewing and presenting

### Write your name in Braille.



- 1 Write your name on a card.
- 2 Look at the Braille card.
- 3 Find out what dots you need. Stick in place.
- 4 Present your Braille name card to the class.  
Touch the dots!



I can write my name in Braille!

forty-five

45

## Objectives

- Lesson aims:** to learn about World Braille Day and Braille
- Target language:** book, dots, game, play, read, sign, touch, write

## Global Scale of English (GSE)

- Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- 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).

## Materials

- Pupil's Book pages 44–45 and Activity Book pages 40–41
- World Braille Day Flashcards (book, dots, game, play, read, sign, touch, write)
- Braille alphabet templates (from the internet), for pupils to use in groups
- sheets of A4 paper or card, enough for each pupil
- sticky dots or sequins and glue sticks, for each pupil to write their first name in Braille

## Assessment for Learning

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

## Starting the lesson

- Place the World Braille Day Flashcards on the board. Point to each one in turn and say the words.
- Point to the flashcards again and ask pupils if each one is an action you do, or a thing. Help the pupils to arrange them in two groups (**actions:** play, read, write, touch; **things:** book, dots, game, sign).

## Presentation

- Explain that this lesson is about World Braille Day and that pupils will learn how visually impaired people read using Braille. Ask if pupils have come across any writing in Braille, and what they know about it. Elicit that Braille is a code which uses dots that visually impaired people can touch in order to understand what is written.

### Culture notes

- Braille is a system of reading and writing which uses a code of raised dots to represent letters, numbers and punctuation. It was designed by Louis Braille, who was born in France in 1809. Braille is now universal, with many books and magazines available for blind and partially sighted readers. World Braille Day takes place on 4<sup>th</sup> January every year. It started in 2019, and the date was chosen by the United Nations to mark Louis Braille's birthday.

## Practice

### Pupil's Book

**1** **F1.1 Listen and stick. Then listen and say.**

- Pupils look at page 44.
- 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 put their stickers in the correct place. Play the audio again and pupils repeat the words.
- Extension** Put pupils in pairs. They say and point with their partner. One pupil says number 3. The other one points and says play and so on.



### Extra activity Critical thinking

- Ask pupils what they think it would be like to be visually impaired and how hard they think it would be to learn to 'read' with their fingers. Be aware of any pupils within your teaching community who may be visually impaired. If appropriate, discuss and share experiences. Encourage pupils to close their eyes and to try to explain how they might feel.

### **2** **F1.2 & F1.3 Listen and chant.**

- Ask pupils to look at the chant. Ask *What can you see in the pictures? Do you like books and games?*
- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils listen and say the chant.
- A karaoke version of the chant is available (F1.3). Use the karaoke version to check that pupils know the words.



### Diversity

#### Support

- Say each line of the chant separately and have pupils repeat. First say line one and pupils repeat, then say lines one and two and pupils repeat and so on.

#### Challenge

- Have pupils write the chant but using pictograms for the new vocabulary words. Pupils can choose whether to keep this piece of work in their portfolios.

### Extra activity Fast finishers

- Ask pupils to write as many words as they can using the letters in the words *World Braille Day*.

**3** **Say the chant again. Use different World Braille Day actions and words.**

- Have pupils look at the words in Activity 3. Ask them to identify which ones are actions and which one are things.
- Explain the activity. Use the Traffic light cards technique to check understanding of the activity.
- Place pupils in small groups to complete the activity. Have small groups say their chants. Check they have used actions and words in the correct places.
- Extension** Ask pupils to practise spelling the new words in pairs.

**4** **F1.4 Listen and read.**

- Tell pupils to look at the picture on page 45. They say as many words as they can about the picture.
- Play the audio for the pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the picture: *Where are they? (at school)* *How many children are there? (12)* *Are there books? (Yes, there are.)*
- Ask pupils what they like about the picture of World Braille Day.



### 5 F1.5 Listen and number.

- Play the audio. Pupils listen and write the numbers in the correct boxes.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.



- I can write a sign.
- I can read a book.
- I can write my name.

### Diversity

#### Support

- Read the sentences from the audio and write them on the board as you do so. Point to each word in turn for pupils to repeat the sentences. Help them to look carefully at the picture to identify each item.

#### Challenge

- Pupils write more sentences to go with the picture. They choose three people and imagine what they are saying.

### Project

#### Viewing and presenting Write your name in Braille.

- Explain that pupils are going to write their first name in Braille.
- Place pupils in small groups. Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they will do.
- Remind pupils they will show their name to the class. They can use sentences like *This is the letter c. It is (two dots).*
- If pupils have time, they can also complete their surname.
- Pupils present and describe their name to the class.



### Activity Book

#### 1 Look and write.

- Ask pupils to read the words in the box.
- They write the words next to the numbers. Check as a class.

**Answer key** 2 dots, 3 touch, 4 play, 5 game, 6 read, 7 book, 8 write

#### 2 Look and write the words in Braille.

- Point to the letters and elicit that the dots underneath show the Braille symbol for each letter.
- Then look at the first word, *game*. Pupils identify the letters from this, which are shown on the Braille cards, and select the correct Braille symbols to copy so that they can write the word in Braille. Then they repeat for *book*.
- Check as a class, asking pupils to read the words.

#### 3 Read and write. Then match.

- Ask pupils what they can see in the pictures. Ask, e.g. *Can you see a book?*
- Pupils complete the sentences and match them to the pictures. Check answers as a class.

**Answer key** 2 sign – d, 3 game – b, 4 book – a

#### 4 Viewing and presenting What's your favourite toy? Choose and draw. Find the dots. Write and share.

- Ask pupils to think about their favourite toy. It can be something they have covered earlier in the course.
- Pupils draw their toy, then complete the sentence above the drawing space using standard writing to label their picture. Help with vocabulary and spelling as needed.

- Pupils then use the Braille alphabet templates to find the correct dots for each letter and copy these in the empty cells under their picture. If they need extra cells, help them to draw these.
- They show their work to different class members.
- Remind pupils to say nice things about other pupils' work.

### Extra activity Fast finishers

- Ask pupils to make a wordsnake, using the World Braille Day words, and give this to a partner to find the words.

### Finishing the lesson

- Draw dots for Braille letters on the board. Pupils hold up their Braille names if they have the letters in their name.
- Play the chant from Activity 2.

# World Environment Day

1  Listen and stick. Then listen and say.



protect



nature



animals



share



world



think



ocean



talk

2   Listen and chant.



World Environment Day is fun,  
Let's share ideas, everyone.  
Learn about our world and see,  
How we can protect **nature**, you and me!



3  Say the chant again. Use different World Environment Day **actions** and **words**.

**talk**

**think**

**animals**

**oceans**

46 forty-six



4 F2.4 Listen and read.

5 F2.5 Listen and number.



How many animals can you see? **9**

What colour are the flowers? **pink, red, yellow and purple**

Point to the trees and plants.



## Project

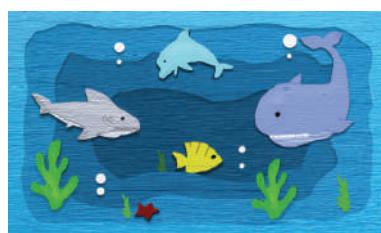
Viewing and presenting



Make an ocean picture.



- 1 Stick on the blue paper.
- 2 Cut out different shapes for fish and plants in the ocean.
- 3 Glue the pictures onto your ocean.
- 4 Present your ocean picture to the class.



I've got a yellow fish.

The ocean is blue.

forty-seven

47

## Objectives

- Lesson aims:** to learn about World Environment Day
- Target language:** animals, nature, ocean, protect, share, talk, think, world

## Global Scale of English (GSE)

- Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- 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).

## Materials

- Pupil's Book pages 46–47, Activity Book pages 42–43
- World Environment Day Flashcards (animals, nature, ocean, protect, share, talk, think, world)
- sheets of A4 card, enough for each pupil
- blue tissue paper and coloured card for ocean scenes; scissors and glue
- two fly swatters

## Assessment for Learning

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

## Starting the lesson

- Place the World Environment Day Flashcards on the board. Point to each one in turn and say the words.
- Have pupils form a line in front of the board. Give each leader a fly swatter. Play the Word swat game with pupils.

## Presentation

- Explain that this lesson is about World Environment Day. Talk to pupils about why it is important to look after the environment, and what we can do every day to protect the planet.

### Culture notes

- World Environment Day takes place on 5<sup>th</sup> June every year. This United Nations international event aims to raise awareness of environmental issues and inspire people to work towards a sustainable future. It started in 1973, and the main celebrations are hosted by a different country each year – recently this has been the Republic of Korea, the Kingdom of Saudi Arabia, and Côte d'Ivoire. It has a different theme every year, too. In 2025, the focus was on ending plastic pollution, and in 2024 it was on resilience to drought and desertification. Examples for discussion are protecting Azraq wetland or saving Jordan's trees.

## Practice

### Pupil's Book

#### 1 F2.1 Listen and stick. Then listen and say.

- Pupils look at page 46. Read the title 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 put their stickers in the correct place. Play the audio again and pupils repeat the words.
- Extension** Ask pupils to think about the words *animals*, *nature* and *ocean*. Elicit examples of animals, things that can be found in nature, and animals which live in the ocean. Help with vocabulary if needed. You could draw each item on the board as pupils make suggestions.



## Diversity

### Support

- Play the audio, pausing it or turning down the volume and the pupils finish each line by themselves.

### Challenge

- In pairs, pupils practise saying the chant. Then ask pupils to come to the front of the class and say the chant. Play the audio to help them.



### Extra activity Fast finishers

- Ask pupils to think about things which help the environment, e.g., *pick up litter*, *recycle plastic*. You can remind them of Earth Day from Semester 1 if appropriate. They can draw pictures or write simple instructions if possible. Encourage them to think about what they do to help the environment in their local area.

#### 3 Say the chant again. Use different World Environment Day actions and words.

- Have pupils look at the words in Activity 3. Ask them to identify which ones are actions and which ones are things.
- Explain the activity. Use the Traffic light cards technique to check understanding of the activity.
- Place pupils in small groups to complete the activity. Have small groups say their new version of the chants. Check they have used actions and words in the correct places.
- Extension** Ask pupils to perform their chants for the class.

#### 4 F2.4 Listen and read.

- Tell pupils to look at the picture on page 47. They say as many words as they can about the picture.



- Play the audio for the pupils to repeat.
- Ask pupils to describe the picture. Prompt with questions if necessary, e.g. *Where are they? (In a park) Where are the plants? Where are the animals? (Pupils point)*
- Ask pupils what they like about the picture of World Environment Day.

### 5 F2.5 Listen and number.

- Play the audio. Pupils listen and write the numbers in the correct boxes.
- Check answers as a class.
-  Pupils answer the questions in the box in 60 seconds.

1 I can help animals.  
2 We protect trees and plants.  
3 Let's learn about the oceans.



### Diversity

#### Support

- Write each sentence from the audio with one word missing, e.g. *animals, trees, learn*. Write the three missing words in a box below. Play the audio again and have pupils match the words to the sentences.

#### Challenge

- Write the words from the audio in jumbled order on the board. Pupils put them in order and say the sentences.

## Project

### Viewing and presenting Make an ocean picture.

- Explain that pupils are going to use craft materials to make an ocean picture.
-  Place pupils in small groups. Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they will do.
- Remind pupils they will show their picture to the class. They can use sentences like *This is a fish. It lives in the ocean.*
- If pupils have time, they can write a sentence about their ocean picture.
- Pupils present and describe their picture to the class.



### Activity Book

#### 1 Look and write.

- Ask pupils to read the words in the box.
- They write the words next to the numbers. Check as a class.

**Answer key** 2 think, 3 ocean, 4 protect, 5 share, 6 nature, 7 world, 8 talk

#### 2 Look, colour and match.

- Review the colours. Say a colour and pupils point and repeat.
- Ask pupils to colour the environment picture using the key.
- Go through the words in the wordpool. Pupils look and match each one to the correct part of the picture.

#### 3 Read and complete. Then match.

- Ask pupils what they can see in the pictures. Ask, e.g. *Can you see any animals?*
- Explain that pupils will complete the words in each sentence. There is no wordpool, but they can refer to earlier activities for support if needed.
- Pupils complete the sentences and match them to the pictures. Check answers as a class.

**Answer key** 2 world – d, 3 animals – b, 4 share – a

#### 4 Viewing and presenting Draw a place you want to protect. Then write and share.

- Ask pupils to think about an area that they think is important and special, e.g. Azraq Wetland or Dana Biosphere. Help with vocabulary if needed.
- Pupils draw a place, then complete the sentence with the correct name of the place. They will need help with this.
- They show their work to different class members.
- Remind pupils to say nice things about other pupils' work.

### Extra activity Fast finishers

- Ask pupils to label the parts of their picture, supporting them with new vocabulary as needed.

## Finishing the lesson

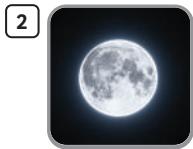
- Have pupils come to the front of the class in groups of four or five with their ocean pictures.
- Play the chant from Activity 2.

# Hijri New Year

1  Listen and stick. Then listen and say.



family



moon



meal



gift



neighbours



prayer



kindness



peace

2   Listen and chant.



At Hijri New Year we are happy,  
To be with friends and **family**.  
With special **meals** and prayers,  
There is **kindness** everywhere.

3  Say the chant again. Use different **Hijri New Year** words.

**neighbours**

**gifts**

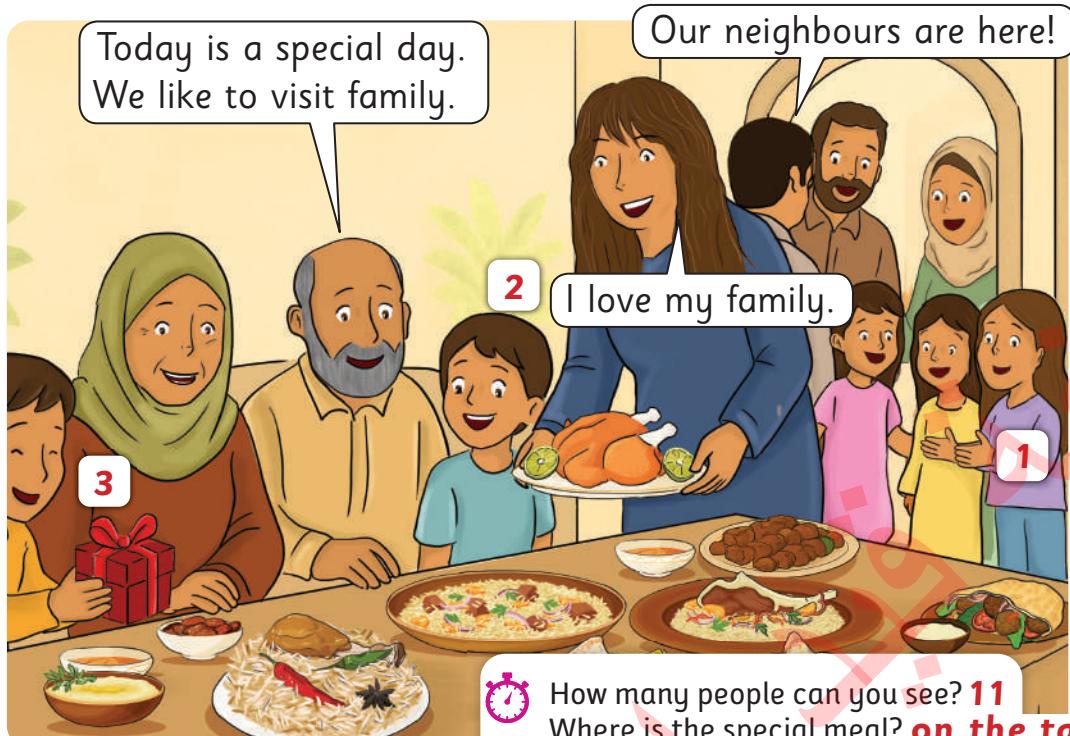
**peace**

48 forty-eight



4 Listen and read.

5 Listen and number.



How many people can you see? **11**  
Where is the special meal? **on the table**  
Who's got a gift? **the boy**

**Project**

**Viewing and presenting**

**Make a kindness card.**



- 1 Who is your card for? Think and choose.
- 2 What do you want to say?
- 3 Write, draw and decorate your card.
- 4 Give it to a special person!



**My card is for my mum.**

**My card is for my friend!**

forty-nine

49

## Objectives

- Lesson aims:** to learn about Hijri New Year
- Target language:** family, gift, kindness, meal, moon, neighbours, peace, prayer

## Global Scale of English (GSE)

- Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- 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).

## Materials

- Pupil's Book pages 48–49 and Activity Book pages 44–45
- Hijri New Year Flashcards (family, gift, kindness, meal, moon, neighbours, peace, prayer)
- sheets of A4 paper or card, 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; groupwork; Three facts and a fib technique

## Starting the lesson

- Place the Hijri New Year Flashcards on the board. Point to each one in turn and say the words.
- Have children close their eyes, then remove one of the flashcards. Mix up the order and ask pupils to identify which one is missing. Repeat a number of times.

## Presentation

- Explain that this lesson is about Hijri New Year. Ask pupils if they have any special traditions in their family for this day. How do they celebrate? Who do you visit? What do you eat? Remind them that different families may choose to spend this day in different ways.

## Culture notes

- The Islamic New Year is celebrated globally, and it is a public holiday in over 20 countries. The date of the start of the New Year changes each year, as it is dependent upon when the crescent moon is seen in the sky during Muharram, the first month in the lunar Hijri calendar.
- Hijri New Year is a time for quiet reflection rather than large festivities. It marks the passage of time since the *hijrah* – migration – of the Prophet Muhammed (peace be upon him) from Makkah to Medina.
- People like to visit family and eat and make traditional foods such as mansaf and freekeh soup.

## Practice

### Pupil's Book

#### 1 F3.1 Listen and stick. Then listen and say.

- Pupils look at page 48. Read the title and have pupils repeat. Ask *Do you like Hijri New Year? Why is it special?*
- 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 put their stickers in the correct place. Play the audio again and pupils repeat the words.
- Extension**  Put pupils in pairs. They say and point with their partner. One pupil says number 5. The other one points and says *neighbours* and so on.



### Extra activity Critical thinking

- Ask pupils to think about what it would have been like to migrate a long way over a thousand years ago. *What difficulties would people face?* Have pupils think about why kindness and peace are such important values at this time of year.

#### 2 F3.2 & F3.3 Listen and chant.

- Ask pupils to look at the chant. Ask *What can you see in the pictures?*
- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils listen and say the chant.
- A karaoke version of the chant is available (F3.3). Use the karaoke version to check that pupils know the words.



### Diversity

#### Support

- Say each line of the chant separately and have pupils repeat. First say line one and pupils repeat, then say lines one and two and pupils repeat and so on.

#### Challenge

-  In groups of four, pupils choose and learn one line. Allow them time to practise. Then they say the chant in front of the class, saying one line each.

### Extra activity Fast finishers

- Ask pupils to draw a picture of a gift they could give to somebody on a special day. They can then explain why the day is special.

#### 3 Say the chant again. Use different Hijri New Year words.

- Have pupils look at the words in Activity 3. Ask them to look carefully at the colours to ensure that they put each one in the correct place.
-  Explain the activity. Use the Traffic light cards technique to check understanding of the activity.
-  Place pupils in small groups to complete the activity. Have small groups say their chants. Check they have put the words in the correct places so that their new rhyme makes sense.
- Extension**  Ask pupils to practise spelling the new words in pairs.



#### 4 F3.4 Listen and read.

- Tell pupils to look at page 49. They say as many words as they can about the things in the picture.
-  Play the audio for the pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the picture: *How many people are there? (11)* *How many children are there? (5)* *Is there a meal? (Yes, there is.)*
- Ask pupils what they like about the picture of Hijri New Year.

### 5 F3.5 Listen and number.

- Play the audio. Pupils listen and write the numbers in the correct boxes.
- Check answers as a class.
-  Pupils answer the questions in the box in 60 seconds.



- 1 We can play with our friends.
- 2 We have a special meal.
- 3 I give my granny a gift.

#### Diversity

##### Support

- Read the first part of each sentence out. Help pupils to complete the sentence with the correct word or phrase.

##### Challenge

-  Using the Three facts and a fib technique, pupils write three sentences about the picture that are true and one that isn't true. They swap with a partner and correct each other's sentences.

## Project

### Viewing and presenting Make a kindness card.

- Explain that pupils are going to make a card with a kind message for a special person. This could be a friend, or an important person in their family.
-  Place pupils in small groups. Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they will do.
- Remind pupils they will show their card to the class. They can use sentences like *This card is for my dad. He is funny.*
- Allow time for pupils to be creative in decorating their card.
- Pupils present and describe their card to the class.



#### Activity Book

##### 1 Look and write.

- Ask pupils to read the words in the box.
- They write the words next to the numbers. Check as a class.

**Answer key** 1 neighbours, 2 family, 3 gift, 4 kindness, 5 meal, 6 moon, 7 prayer, 8 peace

##### 2 Look and write.

- Show the crossword grid to the pupils and remind them that they write the words to complete this.
- Point out the example and ask pupils to read the word.
- Pupils complete the grid.
- Check as a class, asking pupils to read the words.

**Answer key** Down: kindness, gift, moon, prayer, meal; Across: family, peace

##### 3 Read and complete. Then match.

- Ask pupils what they can see in the pictures. Ask, e.g. *Can you see a meal?*
- Explain that pupils will complete the words in each sentence. There is no wordpool, but they can refer to earlier activities for support if needed.
- Pupils complete the sentences and match them to the pictures. Check answers as a class.

**Answer key** 2 meal – a, 3 gift – d, 4 family – b

### 4 Viewing and presenting Draw a special meal for Hijri New Year. Then write and share.

- Ask pupils to think about their favourite meal. Help with vocabulary as needed.
- Pupils draw their meal, then complete the sentence with the correct word (meal).
- They show their work to different class members.
- Remind pupils to say nice things about other pupils' work.

#### Extra activity Fast finishers

- Ask pupils to use the Picture Dictionary in the Activity Book page 51 to test each other on the vocabulary. They can point to each picture in turn for their partner to say the correct word.

## Finishing the lesson

- Ask pupils to stand at the front with their meal pictures.
- Play the chant from Activity 2.

# Glossary

## Welcome

**action figure** – /'ækʃən 'fɪgə/

**arms** – /ɑ:mz/

**aunt** – /a:nt/

**bag** – /bæg/

**ball** – /bɔ:l/

**bike** – /baɪk/

**book** – /bʊk/

**brother** – /'brʌðə/

**building set** – /'bɪldɪŋ sət/

**car** – /ka:/

**chair** – /tʃeə/

**computer** – /kəm'pjutə/

**cousin** – /'kʌzən/

**crayon** – /'kreɪən/

**cupboard** – /'kʌbəd/

**dad** – /dæd/

**desk** – /dɛsk/

**dinosaur** – /'daɪnəsɔ:/

**doll** – /dɒl/

**ears** – /ɪəz/

**eraser** – /'reɪzə/

**eyes** – /aɪz/

**face** – /feɪs/

**fair** – /feə/

**feet** – /fɪ:t/

**fingers** – /'fɪŋgəz/

**grandad** – /'grændæd/

**granny** – /'græni/

**hair** – /heə/

**hands** – /hændz/

**head** – /hɛd/

**kite** – /kɪt/

**knees** – /ni:z/

**legs** – /legz/

**me** – /mi:/

**mouth** – /maʊθ/

**mum** – /mʌm/

**nose** – /nəʊz/

**pen** – /pɛn/

**pencil** – /pɛnsɪl/

**pencil case** – /'pɛnsɪl keɪs/

**pencil sharpener** – /'pɛnsɪl 'ʃa:pənə/

**plane** – /pleɪn/

**puzzle** – /'pʌzəl/

**robot** – /'rəʊbɒt/

**ruler** – /'ru:ljə/

**scissors** – /'sɪzəz/

**scooter** – /'sku:tə/

**shelf** – /ʃelf/

**sister** – /'sistə/

**slide** – /slайд/

**swing** – /swɪŋ/

**table** – /'teɪbəl/

**teddy** – /'tedi/

**toes** – /təʊz/

**tummy** – /'tʌmi/

**uncle** – /'ʌŋkəl/

**yoyo** – /'jəʊjəʊ/

## Unit 5

**big** – /bɪg/

**cat** – /kæt/

**duck** – /dʌk/

**feathers** – /'fɛðəz/

**fish** – /fɪʃ/

**fur** – /fɜ:/

**hamster** – /'hæm.stə/

**long** – /lɔŋ/

**mouse** – /maʊs/

**parrot** – /'pær.ət/

**rabbit** – /'ræbɪt/

**shell** – /ʃel/

**short** – /ʃɔ:t/

**small** – /smɔ:l/

**snake** – /sneɪk/

**spider** – /'spai.ðə/

**tail** – /teɪl/

**teeth** – /ti:θ/

**tortoise** – /'tɔ:.təs/

**wing** – /wɪŋ/

## Unit 6

**apple** – /'æp.əl/

**banana** – /bə'næ:nə/

**bean** – /bi:n/

**bread** – /bred/

**carrot** – /'kær.ət/

**cheese** – /tʃi:z/

**chicken** – /'tʃɪkɪn/

**egg** – /eg/

**fish** – /fɪʃ/

**juice** – /dʒu:s/

**meat** – /mi:t/

**milk** – /mɪlk/

**orange** – /'ɔr.indʒ/

**pasta** – /'pəs.tə/

**pea** – /pi:/

**potato** – /pə'teɪ.təʊ/

**rice** – /raɪs/

**tomato** – /tə'ma:təʊ/

**water** – /'wɔ:tə/

#### Unit 7

**boot** – /bu:t/

**cloudy** – /'klaʊ.di/

**coat** – /kəʊt/

**cold** – /kəʊld/

**foggy** – /'fɒg.i/

**hot** – /hɒt/

**jumper** – /'dʒʌm.pə/

**rainy** – /'reɪ.ni/

**T-shirt** – /tɪ:ʃɜ:t/

**shoe** – /ʃu:/

**shorts** – /ʃɔ:ts/

**skirt** – /skɜ:t/

**snowy** – /'snəʊ.i/

**stormy** – /'stɔ:mi/

**sunny** – /'sʌn.i/

**trousers** – /'trau.zəz/

**windy** – /'wɪndi/

#### Unit 8

**balcony** – /'bæl.kə.ni/

**bathroom** – /'ba:θ.ru:m/

**bedroom** – /'bed.ru:m/

**clean the floor** – /kli:n/ /ði:/ /flɔ:/

**flat** – /flæt/

**garage** – /'gær.a:ʒ/

**garden** – /'ga:dən/

**hall** – /hɔ:l/

**house** – /haʊs/

**kitchen** – /'kɪtʃ.ən/

**lay the table** – /leɪ/ /ði:/ /'teɪ.bəl/

**living room** – /'liv.ɪŋ/ /rɪm/

**make the bed** – /meɪk/ /ði:/ /bed/

**tidy up** – /'taɪ.di/ /ʌp/

**wash the car** – /wɔʃ/ /ði:/ /ka:/

**water the plants** – /'wɔ:tə/ /ði:/ /pla:nts/

#### Learning Club

**fly a kite** – /flaɪ/ /eɪ/ /kaɪt/

**play badminton** – /pleɪ/ /'bæd.mɪn.tən/

**play basketball** – /pleɪ/ /'ba:s.kɪt.bɔ:l/

**play football** – /pleɪ/ /'fʊt.bɔ:l/

**play hockey** – /pleɪ/ /'hɒk.i/

**play table tennis** – /pleɪ/ /'teɪ.bəl.ten.nɪs/

**play tennis** – /pleɪ/ /ten.nɪs/

**ride a bike** – /raɪd/ /eɪ/ /baɪk/

#### Festivals

**animal** – /'æn.ɪ.məl/

**book** – /bʊk/

**dot** – /dɒt/

**family** – /'fæm.əl.i/

**game** – /geɪm/

**gift** – /grɪft/

**kindness** – /'kaɪnd.nəs/

**meal** – /mi:l/

**moon** – /mu:n/

**nature** – /'neɪ.tʃə/

**neighbours** – /'neɪ.bərz/

**ocean** – /'əʊ.ʃən/

**peace** – /pi:s/

**play** – /pleɪ/

**prayer** – /preə/

**protect** – /prə'tekt/

**read** – /ri:d/

**share** – /ʃe:/

**sign** – /saɪn/

**talk** – /tɔ:k/

**think** – /θɪŋk/

**touch** – /tʌtʃ/

**world** – /wɜ:ld/

**write** – /raɪt/

#### **Acknowledgements:**

The publishers would like to thank teachers from schools in Madrid, Spain, Istanbul, Turkey and Ankara, Turkey for their feedback and comments during the development of the materials.

#### **Image Credit(s):**

**AI generated:** 30; **Alamy Stock Photo:** Adriana Rosas 44, 71, GRANT ROONEY PREMIUM 30, maurice joseph 38, ton koene 38; **Ministry of Education:** 5; **Shutterstock.com:** Africa Studio 41, 53, AJP 40, Aksanova Natalya 9, 51, 53, aleks333 14, Alexuans 33, 63, AlinaMD 25, 59, Alp Aksoy 55, Amir Bajric 25, 59, Anan Kaewkhammul 14, Anatoliy Sadovskiy 14, Andrew Angelov 40, Andrey\_Popov 25, 59, ArtCreationsDesignPhoto 36, Bonchan 22, Caftor 48, 75, Celig 40, Charged One 33, 63, Dani Vincek 55, Dean Drobot 65, dee karen 46, 73, Desizned 36, Diego Cervo 46, 73, Drazen Zigic 48, 75, Eduard Goricev 33, 63, Elena Eryomenko 48, 75, Eric Isselee 9, 46, 51, 53, 73, Ermak Oksana 55, ESB Professional 6, 46, 73, evgeeenius 55, Evtushkova Olga 36, Fedorov Oleksiy 17, 55, Fotokostic 40, Freer 17, 55, frotos 55, Goskova Tatiana 22, Gresei 55, Hashem Issam Alshanableh 22, Hyserb 14, ifong 17, 55, IgorZh 48, 75, Ikpro I, India Picture 43, Ines Behrens-Kunkel 17, 55, J. Helgason 53, Jane Rix 22, JOAT 48, 75, Joseph Hendrickson 33, 63, Joshua Lewis 9, 51, K-FK 33, 63, Khairil Azhar Junos 25, 59, Kristina Igumnova 26 38, Ladanifer 40, Lana Langlois 9, 51, Lifestyle Travel Photo 33, 63, LightField Studios 23, 44, 71, Littlekidmoment 46, 73, Liza Zavialova 38, Lopolo 40, Lotus\_studio 9, 51, Luis Louro 17, Maks Peoplenko 17, 55, Marian Weyo 25, 59, Master1305 40, 65, matimix 40, matkub2499 17, 55, Matyas Rehak 33, 63, Melnikov Dmitry 33, 63, MidoSemsem 22, Mjodeepic 22, Monkey Business Images 36, 39, MorphoBio 33, 63, Nataly Studio 17, 55, Nattika 55, NickKnight 9, 51, NIKS ADS 30, Nynke van Holten 53, Oksana Shufrych 40, onair 55, Pau Buera 25, 59, PeopleImages 15, 36, 48, 75, pets in frames 9, 51, Photoontography 46, 73, Pixel-Shot 9, polya\_olya 9, Prostock-studio 44, 71, Rawpixel.com 65, Richie Chan 30, Robert Harding Video 46, 73, RoleArt 9, 51, 53, Roman Motizov 36, RRice 46, 73, s\_oleg 25, 59, Samuel Borges Photography 7, Santhosh Varghese 65, Sascha Burkard 9, 51, sasirin pamai 48, 75, SEEphotos7171 33, 63, Sergei Kolesnikov 36, Sergii Figurnyi 55, Sergiy Bykhunenko 30, SergiyN 25, 28, Sopotnicki 38, Steve Heap 9, 51, StockImageFactory.com 12, 43, Stratos Giannikos 40, SUKJAI PHOTO 36, sweet marshmallow 55, Sylwia Brataniec 17, 55, Tainar 25, 59, Tatiana Popova 17, 55, Tim UR 17, 55, TORWAISTUDIO 25, 59, Vangert 53, vectorfusionart 12, 44, 71, Veronica Louro 25, Vitastronomy 48, 75, Volurol 36, Vova Shevchuk 53, wavebreakmedia 65, WESTOCK PRODUCTIONS 44, 71, wong yu liang 22, XixinXing 44, 71, Yacoub Rabah 22, YiitKoseoglu 44, 71, Zebrik 55, Zhukov Oleg 53, Zurijeta 28, 65; **York Press:** 13, 21, 29, 37