

نتقدم بثقة
Moving Forward
with Confidence



SULTANATE OF OMAN
MINISTRY OF EDUCATION

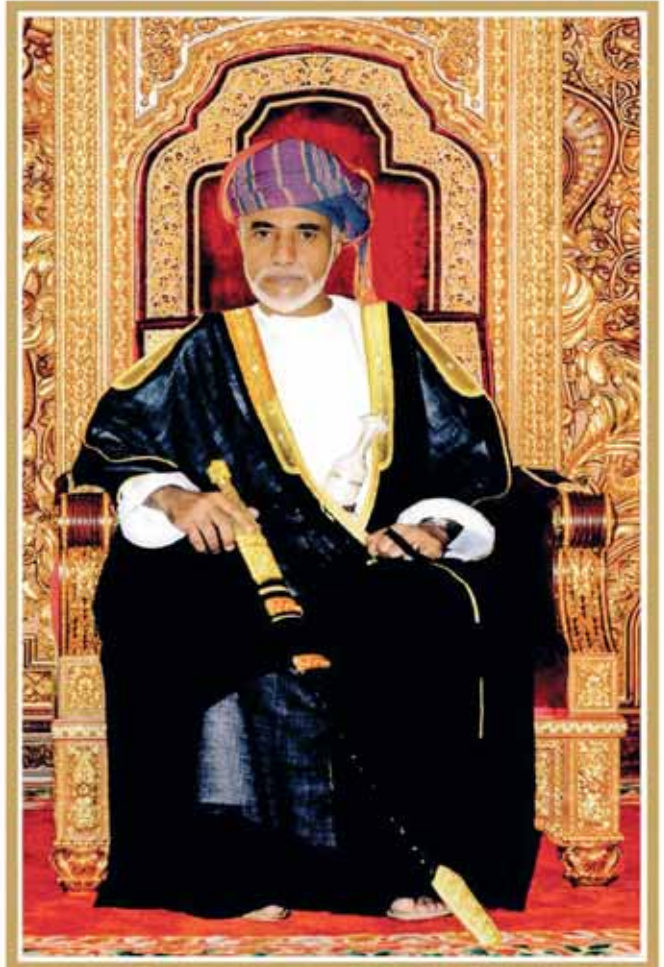
TEAM Together OMAN 5A

Teacher's Book
with Digital Resources

Trial Edition
2024



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan
Qaboos Bin Said**

SULTANATE OF OMAN (Governorates & Wilayats)





SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 5A Teacher's Book with Digital Resources




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Scope and sequence

Unit	Vocabulary	Grammar	Literacy
W Welcome back	Appearance: curly hair, straight hair, dark hair, fair hair, long hair, short hair, a beard, a moustache	Present simple with when/before/after I have a shower before I go to school. When Arwa gets home, she does her homework.	
1 Talent show	Personality adjectives: shy, confident, lazy, hard-working, friendly, unfriendly, kind, mean, polite, rude, tidy, untidy Hobbies: count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza	Comparative and superlative adjectives My mum is shorter than me. She's the shortest person in our family! be good at I'm good at baking cakes.	Reading: a police report Writing: a description of a friend
2 Then and now	Technology: computer, keyboard, mouse, tablet, email, letter, telephone, mobile phone, CD player, carry, call, study Verbs: post a letter, send an email, make a face, tell a story, hold a pen, win a race, make a sandwich, tie a shoelace	Past simple Did you have a phone ten years ago? We had a phone in the house, but we didn't have a mobile phone. could/couldn't When I was one, I could walk but I couldn't talk.	Reading: a science blog Writing: a report
3 Let's explore!	Space: Sun, Moon, Earth, planet, star, solar system, telescope, comet, rocket, space station, spacesuit, satellite Big numbers: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million	will/won't I'll get him a present. I won't get him a book. How...? How deep is the Sea of Oman?	Reading: a blog post about life on the ISS Writing: a blog post
4 Off to the shops	Shops: butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop Money and prices: money box, purse, wallet, get pocket money, save, spend, buy, sell	Relative clauses It's the man who we saw earlier. We're in the shop where my brother works. have to/don't have to I have to get some pocket money.	Reading: an email Writing: an email to a friend
	Hobbies: build a robot, make a rocket, visit a shop Space and planets: air, go round, Jupiter, Mars, Mercury, Neptune, ring, Saturn, Uranus, Venus		

Solve it

Grammar reference

Progress path

Culture	English in action	Pronunciation	Get ready for...
<p>Culture: <i>Good manners around the world</i> Project: <i>A good manners book</i></p>	<p>Describing people He's very friendly.</p>	<p><i>/eə/ there's, fair, hair, chair</i> <i>/eɪ/ today, painting, eight, grey</i></p>	<p>Class Book: A1 Movers: Reading and Writing Part 4 Listening Part 4 Activity Book: A1 Movers: Reading and Writing Part 2 Speaking Part 4</p>
<p>Culture: <i>World museums</i> Project: <i>A guide to a museum</i></p>	<p>Asking for information I'd like some information about the National Museum, please.</p>	<p><i>/ɪd/ visited</i> <i>/t/ looked</i> <i>/d/ cried</i></p>	<p>Class Book: A1 Movers: Speaking Part 3 Reading and Writing Part 3 Activity Book: A1 Movers: Listening Part 2 Speaking Part 4</p>
<p>Culture: <i>Frankincense Land</i> Project: <i>A class book of ancient places in your country</i></p>	<p>Giving personal information I'm interested in joining the Space Explorers Club.</p>	<p><i>/s/ astronauts, likes</i> <i>/ɪz/ races, places</i> <i>/z/ others, beds</i></p>	<p>Class Book: A1 Movers: Reading and Writing Part 2 Speaking Part 4 Activity Book: A1 Movers: Speaking Part 2 Speaking Part 3</p>
<p>Culture: <i>The world of the corner shop</i> Project: <i>A TV advert for a corner shop</i></p>	<p>Asking for a price How much is it? It's fifteen rials.</p>	<p><i>/z/ pleasure, measure, unusual, treasure</i></p>	<p>Class Book: A1 Movers: Listening Part 3 Reading and Writing Part 6 Activity Book: A1 Movers: Reading and Writing Part 5 Listening Part 5</p>
	<p>Making suggestions What shall we do today? How about visiting a museum? What about visiting the toy shop?</p>		

About *Team Together Oman*

Learn Together! Succeed Together! *Team Together!*

Team Together Oman is an engaging and enjoyable, eight-level primary and preparatory English course that develops language alongside future-ready skills. Students are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Team Together Oman* sets out a clear path for progress and prepares children for success in external tests, including PTE Young Learners and Cambridge English Qualifications.

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

For students

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

Team Together Oman 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.

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

For teachers


Team Together Oman has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts and an ample supply of resources will help keep pupils and students engaged and motivated. Seamlessly integrated external tests preparation and a complete assessment package will help your class to get results and prepare for future tests.

Team Together Oman 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 audio scripts, but it will also give you ideas on how to extend Class Book activities and how to adapt them to your pupils' and students' level.


Course features


Vocabulary

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

- to present new vocabulary in context.
- to revise previously learnt vocabulary from Grade 4 
- to offer speaking practice for both everyday communication purposes as well as external tests preparation.
- to set the scene for the story in the next lesson.

It is followed by engaging step-by-step practice. As well as being close to students' interests, vocabulary sets reflect external tests topic areas.

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

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

Extra vocabulary practice is available in corresponding Activity Book lessons where applicable.

Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The new structures presentation is contextualised through the song and the story. Grammar boxes on the Class Book page contain clear, child-friendly examples of the target structures and provide a reference point for students 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* and *Vocabulary reference* sections at the end of each unit.

Dictation

Students practise writing the new vocabulary words in a Dictation section at the end of Lesson 4 of each unit. The *Vocabulary and grammar reference* sections in the Activity Book also end with a dictation task. Students hear three sentences that practise the key grammar. By writing the sentences they hear, students are also practising their writing skills.

Stories

Team Together Oman Grade 5 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They call themselves The Discovery Team. Fatma and her brother Sami are friends with their new neighbour, an Australian girl called Lottie. Together, they are The Discovery Team and learn new things in each episode. Each story has been built around a specific concept from common Social Studies and Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

Skills

All four skills are practised throughout Grade 5 of *Team Together*, with a dedicated skills section in lessons 7 and 8 of each unit.

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

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate* activity where students can put the newly acquired contents into practice and personalise them
- Lesson 4 contains an information gap activity which provides a fun and motivating way to get students to speak in a less controlled manner
- Lesson 6, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing students to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say in a variety of situations, such as asking the way or calling the emergency services.

Culture

The *Culture* sections in *Team Together Oman* are designed to help foster the Omani identity and as such, they focus on life and culture in Oman as well as looking at aspects of different cultures around the world.

Learning club: Language booster and CLIL

After Unit 4, there is a *Learning club* section. This consists of a *Language booster* lesson and a *CLIL* lesson. The *Language booster* lesson extends language and topics taught in the preceding units. The *CLIL* lesson helps students learn key concepts of other subjects in the school curriculum in a more integrated manner. In addition to this, each story in *Team Together Oman* Grade 5 has been built around a key concept from common curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

External tests preparation

Team Together Oman provides a lot of opportunities to get students acquainted with the format of external exams. Cambridge English Qualifications exam type tasks, marked with the (CE) symbol, are seamlessly integrated into the core material, providing practice in an unthreatening manner.

The *Get ready for...* section at the end of each unit both in the Class Book and Activity Book focuses specifically on exam practice. *Team Together Oman* fully prepares learners for Cambridge English Qualifications and in *Team Together Oman* Grade 5 this focuses on A1 Movers. As well as exam task-type practice, all vocabulary and structures are covered in the series. Further vocabulary practice is offered in the *Team Together Oman* Vocabulary Booster books.

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

The assessment package also includes an exam-style test for those students who are preparing for the external exams. In addition, children can prepare for PTE Young Learners tests using *Top Tips and Practice for PTE Young Learners Quickmarch & Breakthrough*.

Future skills

One of the features of *Team Together Oman* is the focus on future skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Students 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 *Team Together Oman* serve both purposes – as students put new knowledge into practice, they also work on the development of their future skills. These activities are easily identifiable with the following icons:

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

Other future skills covered in *Team Together Oman* include:

Social and cultural awareness: Lesson 5 of each unit enables students to learn about Omani culture and the wider world.

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

Assessment for learning: See pages 14–15 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, students are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

Support for mixed-ability classes

Team Together Oman supports teachers who work with mixed-ability classes. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity Support/Challenge** and **Extra activity: Fast finishers**. The photocopiable resources package includes extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their students. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability students in the classroom and make the core material in the Class Book more suitable to individual students.

Course components

The course for Grade 5 (Semesters 1 and 2) includes the following components:

- Class Book

- Activity Book
- Teacher's Book
- Class Audio
- Flashcards
- Word Cards
- Story Cards
- Posters
- Photocopiable practice sheets and worksheets
- Videos and animations

Class Book

The Semester 1 Class Book provides materials to present the target language effectively. It includes an introductory Welcome unit to revise some of the language from Grade 4. It then includes four main units, followed by a Progress path section for students to track their progress at the end of each unit.



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Class Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains an *Extra practice* section for further consolidation of vocabulary and grammar, a Vocabulary and Grammar reference and a *Get ready for...* section for further external exams practice.



Graded readers

In addition to the unit stories, there are also two graded readers after each unit of the Class Book. These consolidate language, vocabulary and themes covered in the preceding units with a fun story that the students will enjoy. Each story also teaches three new words. Teachers can choose which of the two readers they want to cover in class and

Course components

which students can do at home for homework.



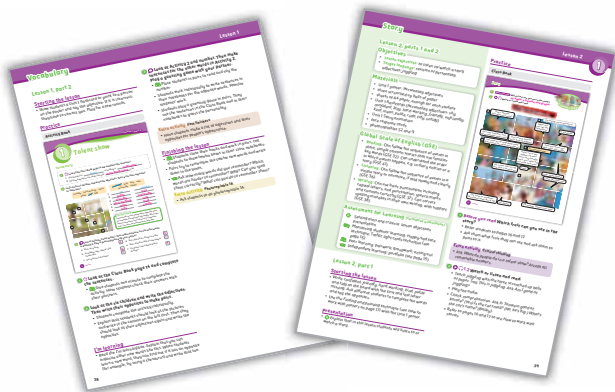
Teacher's Book

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 future skills activities, as well as suggestions on how to support or challenge mixed-ability students, provide an excellent toolkit for busy teachers who may lack time for planning.

The Introduction includes recommended procedures for effective use of projects and also contains tips on working with mixed-ability groups.



Class Audio

The Class Audio MP3s have all the recordings for the Class Book and Activity Book. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Class Book and the Activity Book. All audio for the series can be found online.

Flashcards, Word Cards and Story Cards

The Flashcards and Word Cards present vocabulary from each unit. They help students 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.

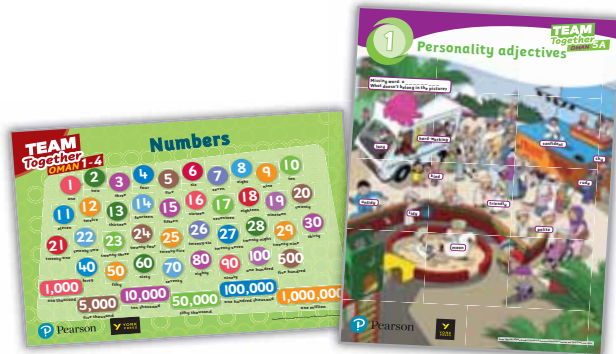
The Story Cards are large, frame-by-frame versions of the cartoon stories in Lesson 2 of each unit of the Class Book. On the back of each card there is a transcription of the appropriate part of the story's audio recording and questions to be asked before and after listening.

Posters

The Posters designed for *Team Together Oman* 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 can be used with any level of the course.



Practice sheets

Upon completion of each unit of Semester 1, the teacher is able to check the progress students are making by using a unit practice sheet. There are four Unit practice sheets, one end-of-semester practice sheet and one end-of-year practice sheet. All these activities are available in two versions: Standard (A) and Challenge (B) so as to allow teachers for more flexibility with mixed-ability classes.

Presentation tool and digital resources

All the digital resources for *Team Together Oman* can be found online. These include story and grammar animations, videos for the Projects English in action and Culture lessons, a presentation tool, eBook, class audio, photocopiable resources, and more.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, self-assessment, CLIL, English in action, stories and songs.

There are also communication games and worksheets to be used with the Culture videos. They are all available online.

Class Book and Activity Book

Lesson 1

Think! activity to activate students' previous knowledge

Photographic vocabulary presentation

Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Go-to links for the accompanying Activity Book lessons

Lesson 2

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

Stories available in video format

CLIL topics embedded in every story

Solve activities encourage curiosity and stimulate critical thinking

Future skills activities in every lesson

Further work on values in the Activity Book

Unit walkthrough

Class Book and Activity Book

Lessons 3-4

Lesson 3, part 1
Grammar
 1 Look back! Tick (✓) the sentence in this picture.
 1 Isn't that the man who walked into me earlier?
 2 Is this the phone case which Mum likes?
 3 It's a machine which carries you upstairs and downstairs!
 2 Watch or listen and repeat.
 It's the man who we saw earlier. (person)
 That's the phone case which my mum wants. (thing)
 We're in the shop where my brother works. (place)
 3 Circle the correct word.
 1 That's the girl who / which / where bought a basketball from the sports shop.
 2 This is New Shoes. It's the shop who / which / where I buy all my shoes.
 3 Look, that's the boy who / which / where lives next door to us!
 4 Hassan likes magazines who / which / where are about space.
 5 Can you see that house? That's the house who / which / where my dad lived as a child.
 4 Tell the story! Then listen and check.
 friend / will be 11 next week shopping mall / went shopping sports shop / saw some football shirts football shirt / my friend loved present / gave to my friend
 This is my friend who will be 11 next week. That's the shopping mall.
 5 In pairs, describe a person, place or thing. Your partner guesses.
 It's a shop where you can buy medicine. The pharmacy?
 Yes!
 Activity Book, Unit 4, Lesson 3, part 2

Lesson 4, part 1
Vocabulary and Grammar
 1 Listen, point and repeat.
 money box purse wallet get pocket money
 save spend buy sell
 2 Listen and sing.
 I stood outside the toy shop
 And I saw a big, blue boat.
 I have to get some pocket money
 So I can spend it on that boat!
 I don't have to buy it now,
 I can save money every day.
 But I have to get more pocket money
 So I can spend it on that boat!
 3 Watch or listen and repeat.
 I have to / He has to get some pocket money!
 I don't have to / He doesn't have to buy it now.
 Do you have to buy that boat? Yes, I do. / No, I don't.
 Does he have to buy that boat? Yes, he does. / No, he doesn't.
 4 In pairs, ask and answer.
 What do your family have to buy every week? We have to buy food. We don't have to buy toys!
 5 Student A: Activity Book, page 63. Student B: Activity Book, page 65.
 Activity Book, Unit 4, Lesson 4, part 2

Visual vocabulary presentation

Grammar box with recorded phrases

Song to teach vocabulary and grammar in context

Grammar box for extra support and scaffolding, with recorded phrases

Scaffolded activities to help students consolidate new language

Communicate activity for personalisation and speaking practice

Information gap activities for freer grammar practice in the Activity Book

Lessons 5-6

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

Lesson 5, part 1
CULTURE
The world of the corner shop
 Which shop will you go to when you need something quickly, or when you want to spend your pocket money? Do you have to go to a supermarket or a shopping mall? Or will you go to a corner shop, where it's quick and easy to get what you need?
 Most corner shops sell sweets, food, drinks, newspapers and magazines. In the UK, corner shops also sell stamps, cleaning products and stationery, such as pens and birthday cards.
 In Australia, a traditional corner shop is called a milk bar. In New Zealand, it's called a dairy. In the past, milk bars and dairies sold a lot of milk and ice cream, and some were also cafes where you could eat and drink. Now they usually sell a lot of different foods and drinks, as well as milk and ice cream.
 In North America, there are many different names for corner shops! In New York, a corner shop is often called a bodega. In Canada, it's a corner store. There are many names for corner shops, but one thing is the same: we all buy things from them!
Fun fact
 Did you know that in Detroit, a city in the USA, a corner shop is called a party shop?
 1 Before you read What do you buy from corner shops?
 2 Listen and read.
 3 What does your corner shop sell and what do you like buying there?
 My corner shop sells milk and sweets.
 Find out more! Watch the video.
 Activity Book, Unit 4, Lesson 5, part 1

Lesson 5, part 2
Project
 Make a TV advert for a corner shop
 1 Work in groups.
 • Choose a name for your shop.
 • Decide what you sell in the shop.
 • Choose three things to say about your shop.
 Let's call the shop ...
 We can sell ... and ...
 Our shop will be ... and ...
 2 Plan and practise your TV advert.
 3 Present your advert to the class.
 4 Have a class vote: which was the best advert?
 You can use these phrases in your advert:
 Come to our friendly shop. (name).
 You can buy ... and ... here.
 We also sell ...
 You will be happy that you came here!
Tip: Speaking
 Sound excited when you speak, then other people will be excited too!
 Dream Gifts
 Come to our friendly shop, Dream Gifts. You can buy the best gifts here. We also sell cards. You will be happy that you came here!
 Activity Book, Unit 4, Lesson 5, part 2

Focus on functional language from early levels

Useful phrases at a glance

Before you read activities for clearly staged reading practice

More content related to the topic available on Culture video

Model dialogue to help students learn new language in natural contexts

Work on pronunciation through tongue twisters

Lesson 6
English in action
 Asking for a price
 1 Circle the things you can find in a gift shop.
 2 Watch or listen. How much is the present which Lucas buys?
 3 Watch or listen again, read and check.
 Hi, can I look at a necklace which is in the window, please?
 Sure. Which necklace would you like?
 The one which has got the blue star on it.
 How much is it?
 It's fifteen rials.
 Oh, I haven't got enough money. I've only got thirteen rials.
 OK, that's a good idea. I'll have that one, please. My sister will love it! Thank you.
 My pleasure!
 Can I look at a necklace which is in the window, please?
 How much is it?
 It's fifteen rials.
 I'll have that one, please. Thank you!
 My pleasure!
 4 Go shopping for presents for your family! Ask for these things.
 a pair of shoes a notebook a ring a phone case
 Can I look at a pair of shoes which is in the window, please?
Pronunciation
 Listen and say the tongue twister.
 It is a pleasure, yes, such a pleasure
 To measure this unusual treasure!
 Activity Book, Unit 4, Lesson 6

Class Book and Activity Book

Lessons 7–8

Skills section for integrated skills practice

Recorded text

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

Lesson 7 Skills 4

Reading

1 Before you read Look at the picture. What do you think the text is about?

2 Listen and read.

Hi Dana,
Last week, I went to the shoe shop with my friend Rasha. I noticed some shoes in the window and I really liked them! They were blue and very pretty. 'Buy them quickly,' said the shop assistant. 'These are my last blue shoes,' he said. 'I did not have enough money to buy them.' 'Tell your dad,' said Rasha. 'Perhaps he will buy them for you.'
The next week, I went to the shoe shop with my dad. 'Where are the blue shoes which were in the window?' I asked the man. 'Sorry, I sold them!' he said. I was very sad.
On Tuesday, it was my birthday. My mum and dad gave me a present in a box. I opened the box. 'What was inside?' 'The blue shoes!' 'These are the shoes which I liked!' I said. 'How did you know that I wanted them?' 'Your friend Rasha told me,' said Mum. 'So I bought them before you went to the shop with Dad.' I was very happy.
'Try them on,' said Mum.
They fit me!
Look at this photo. I'm wearing my blue shoes!
Love,
Razan

3 After you read Read the sentences and circle True or False.

1 Razan first went to the shoe shop with Dana. True False

2 She did not have enough money to buy the blue shoes. True False

3 Her friend Rasha bought the shoes. True False

4 Mum bought the shoes as a present. True False

4 Tick (✓) the best summary.

a Razan saw some shoes in a shop window. She did not have enough money to buy them. Later, her dad took her to the shop but the shoes were not in the window. Razan was sad but her mum bought the shoes for her as a birthday present.

b Razan did not have enough money to buy some shoes. On her birthday, she got the shoes. She was very happy!

110 Reading A summary should mention all the important points in the story. Which summary does that?

Activity Book, Unit 4 Lesson 7 eighty-nine 89

Lesson 8, part 1 Skills 5

1 Listening Listen and write.

Shopping in Westport
Main shopping street: Queen Street

1 Indoor market has cafes, a greengrocer's, a ...

2 The shopping mall is called the ... Centre.

3 For medicine: go to the ... in the shopping mall.

4 Toy shops: ... in the market.

2 Speaking Ask and answer where they like to go shopping.

Where do you like to go shopping?
I like to go shopping in the sports shop and the gift shop.

3 Reading Read what Nada like to buy from the greengrocer's?

Hi Sharifa,
You asked for some advice about good places to shop in my city. On Long Street there are a lot of great shops and there's also a market where you can buy delicious food. There's a fishmonger's, a butcher's and a greengrocer's at the market. I love the apples and pears which you can buy from the greengrocer's!
There's a big shopping mall where you can buy clothes and presents. There are gift shops, a jeweller's, shoe shops and a big toy shop which is called Kids Toys. My favourite shop is the toy shop, of course!
You'll have to bring all your pocket money!
Love from Nada

4 Writing Write an email to a friend suggesting some shops to visit where you live.

Plan

- Which shops should he/she visit?
- Are the shops at a shopping mall, at a market or on a street?
- What special things can he/she buy there?

Write

You asked for some advice about ...
At the market ...
At the shopping mall ...
I love ...

3 Check your work

- Used an apostrophe correctly?

Activity Book, Unit 4 Lesson 8 part 2 ninety 90

Practice tasks in test-like format help students prepare for external tests

Scaffolded step-by-step instructions for the writing task

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

Model text in the writing section

Lessons 9–10

Review section for consolidation

Lesson 9 Review 4

1 Sort the words.

jeweller's pharmacy sports shop kiosk butcher's
corner shop fishmonger's gift shop

Shops where you can buy food

Shops where you can buy jewellery

Shops where you can buy medicine

Shops where you can buy something to wear

2 Describe a shop or a thing which you can buy in a shop.

It's a shop where you can buy ...

It's a thing which you can buy in a ...

3 Hisham, Tasneem, Amani and Mazin have to buy and sell some things to get some money. Describe what they have to do and don't have to do. Your partner guesses.

	Hisham	Tasneem	Amani	Mazin
sell a bike	✓	✗	✓	✗
spend some pocket money	✓	✓	✓	✓
spend some Eid money	✗	✗	✗	✓
buy a new wallet	✓	✗	✗	✓
buy a new money box	✗	✓	✓	✗

He has to sell a bike. He doesn't have to spend any Eid money.

Yes! Hisham?

Challenge Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find these things.

- Find the name of a machine which carries you upstairs and downstairs. (1 point)
- Find the name for a corner shop in New Zealand. (1 point)
- Find what the greengrocer's is short for. (1 point)

Now think of three more questions to ask the other team.

Activity Book, Unit 4 Lesson 9 ninety-one 91

Lesson 10 Get ready for... 4

110 Exam Remember: you won't need all the pictures! But check the pictures carefully to make sure you've got the right one.

AI Movers Listening Part 3

1 Listen and write a letter in each box.

1 Hazim

2 Nada

3 Issa

4 Aseel

AI Movers Reading and Writing Part 6

2 Look, read and write.

Complete the sentences.

- The man and the boy are going down the ...
- The man with the red hat ... to post a letter.
- The greengrocer's ... bananas and other fruit.

Answer the questions.

- Where can you buy cheese? ...
- What is the man at the café buying? ...

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External exams practice section

Lesson 11 (optional)

Fun corner 4

1 Work in pairs. Find the ten differences. Look and say.

2 In pairs, play Ready, Steady, Go! Take turns to choose a number for your partner to find, say and answer.

1 When you want to have your pocket money every week, this is where you can put it.	2 Describe a greengrocer's.	3 It's the place where you can buy a newspaper.	4 It's a place where you can buy a yo-yo and a teddy.
5 Describe an artist.	6 This is someone who flies a plane.	7 This is a person who cooks food in a restaurant.	8 It's something which I carry my money in when I go shopping.
9 It's a place where you can buy fish.	10 This is a place where you can buy a football or running shoes.	11 It's a place where you can buy a tablet.	12 Describe an astronaut.
13 It's a place where you can buy medicine.	14 It carries people upstairs and downstairs.	15 Describe a gift shop.	16 It's a place where you can buy most.
17 Describe a jeweller's.	18 It's a place where you can buy shoes.	19 It's a place where you can buy some milk, a birthday card and some chocolate.	20 It's someone who puts out fires and rescues people.

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Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path, after each unit

Fun tasks and games to recycle language in an enjoyable way

Monitoring progress and test readiness with *Team Together Oman*

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

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

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Grade 1	10–22	Pre A1			Pre A1 Starters
Grade 2	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Grade 3	20–32	A1	Springboard	Level 2	Pre A1 Starters
Grade 4	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Grade 5	30–41	A2/A2+	Quickmarch / Breakthrough	Level 3/4	A1 Movers and A2 Flyers
Grade 6	33–42	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Grade 7	34–44	A2+/B1	Breakthrough	Level 5	A2 Flyers, A2 Key for Schools and B1 Preliminary for Schools
Grade 8	41–50	A2+/B1	Breakthrough	Level 5	B1 Preliminary for Schools

The Global Scale of English



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

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a student 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 students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

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

What is English Benchmark?

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

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

English Benchmark and *Team Together Oman* make the perfect partners for your language and learning assessment. As your students

learn with *Team Together Oman*, you can use the English Benchmark tests to measure their progress.

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 term to check they are on track.

Formative assessment / Assessment for learning

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).

Here are some suggestions on how 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 students' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

Setting aims and criteria

If you want your students 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.

- **Key question technique.** At the beginning of each lesson, the teacher should tell the students what they are going to learn. This can be done by using key questions which are meant to inspire students' curiosity, interest and engagement.

Monitoring students' 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 students' achievement of intended outcomes.

The tools that can be used for monitoring students' learning are:

- **Lollipop stick technique** or **Random selection tool.** Use sticks or cards that students can personalise with their names at the beginning of the school year. Pick them randomly to call on students for questions, thus ensuring that all students have an active role and will produce a similar amount of language, because students' talking time (STT) 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. Students write their answers individually and hold up the whiteboards and you get feedback from all your students at the same time!
- **Hands up/down technique.** Use this to check understanding. Ask a question or make a statement. Students put their hands up if the answer/statement is correct, but keep it down if not. You can also use it to check if students want to give positive or negative feedback to a task.
- **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 student – or students can make their own. After practising a skill, ask students how they feel they are doing. Alternatively, students 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 students know what to do on a given task. Students 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 students 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 are those oriented towards helping you actively observe the different skills and competence that your students 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 students' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms.** The teacher collects data on students' work by filling in observation forms to adjust teaching procedures where necessary.
- **Video/audio recordings.** These are excellent tools to observe your students 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 students 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.** Students work on their own, then discuss their ideas in pairs and finally they present their ideas to a group or to the whole class.
- **Two stars and a wish.** Students 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 students 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.** Students write three true statements and one false statement about the topic of a lesson and share them with other students/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 students to develop critical thinking skills about their own performance
- to promote collaboration
- to improve students' achievement of intended instructional outcomes.

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping students 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, students 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.** Students 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 students' completion of a task. They are not rating scales and they only include Yes/No or ✓/✗ descriptors.
- **Projects.** Students present what they know through pictures and texts such as essays, research reports or long-term projects.
- **Student Travel journals/Learning diaries.** Students create their own books, in which they chart the journey of their learning.
- **Rubrics.** They can be used when evaluating student 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 students are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting students' ability to learn cooperation and collaboration is the type of situations they face. In other words, students will not learn how to be a reliable team player if they aren't exposed to tasks that require teamwork. There are many ways to organise student 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 students 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 students 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 students in project design when possible. Promote parent involvement.
- Prepare students 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 students have ownership of them by using rubrics or checklists.
- Avoid making decisions for students. It will take time for students 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 time line 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 students' work by showing them good examples of other students' work. Develop scaffolding to help students reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of students 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 students, you should consider your rationale so as to group students 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 students who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these students share groups with class leaders (those students who are more skilled or have more knowledge).

Random selection groups. If the task does not require specific students 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 students' 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 students complete a survey and group them based on their responses. You can also design the task according to different interests and give students the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, students interested in history can focus on historical buildings and students interested in sports can focus on stadiums and sports facilities.

How to work with stories

Stage 1 – Before listening to the story

First, talk to students about the characters appearing in the story and about the places in which they appear. Ask students what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise students for all their ideas, but do not correct them and do not explain too much. (In a moment students will listen to the recording and check if they were right.) Focus more on what occurred in the story than on the language itself. First, students 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 students to compare their previous ideas with what actually happened in the story. Play the recorded story and/or play the animation and ask students to point to the appropriate pictures in the Class Book.

Stage 3 – After listening to the story

After listening to (or watching) the story together, ask students 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, students additionally practise and consolidate the previously introduced language material.

Stage 4 – Acting out

After having listened to the story a few times your students should be ready to act it out. Students 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 students to repeat them each time.

Next, you may divide students 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, students quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

How to use the Story Cards

There are many ways that the Story Cards can be used with the stories in *Team Together Oman* Grade 5. Here are some ideas.

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

Exercises without Story Cards

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

How to use the graded readers

There are two graded readers at the end of each unit. The teaching notes for these are included as part of the lesson plans. The graded readers revise and recycle the vocabulary, grammar and pronunciation from the unit. They also introduce four new words for each reader.

Each graded reader can be taught in two lessons. The teacher and the class should choose the story together that they'd like to work on. The other story can be given to students to work on at home.

The work on the graded readers is divided into three stages:

Before reading: This stage will prepare students for reading the story. It may revise specific pronunciation points or vocabulary.

During reading: Students will read the story and you can play the accompanying audio. You can ask the class comprehension questions here to check understanding.

Post reading: Students will work on specific elements of the story. This stage can also bring in critical thinking skills and post-reading analysis.

There are also extra activities to use in class supplied in the back of the Class Book. There is a reading comprehension page to use with each graded reader. These help to teach the reader effectively.

The activities for the graded readers also help teachers to present students with useful reading skills:

- Predicting what the text will be about
- Scanning a text for specific information
- Working out the meaning of new words from the context
- Understanding the main idea of a text
- Skimming a text for gist

How to work with posters

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

In *Team Together Oman* Grade 5, Semester 1 there are five full-colour vocabulary posters featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind students 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 students a poster, give them its title. Tell students that in a moment they will see a poster with, e.g. toys. Ask students to think about the vocabulary which may be presented in the poster. Encourage students 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 students 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? Is it a (computer)?*, etc.

Finding and pointing. Ask individual students to come to the poster, find and point to appropriate objects, e.g. *Point to the (kiosk), etc.* You may also divide students 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. Students may replace the teacher and give the commands.

Memory game. Set a specific time limit, e.g. 30 seconds. Tell students 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 students one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g. *Is the (florist) next to the (greengrocer's)? Is the (computer) big?* The students' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provides 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 sports shop and say, 'It's a shoe shop.' Students answer *No*.

Quiz. Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You may describe the object you have in mind for more advanced students.

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 students what they can see. Move the sheet on the poster so that each time students guess the name of another object.

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

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

Make your own poster. Students can create their own posters, based on a similar topic.

How to work with videos and animations

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. Students may watch the same videos many times and each time their perception of the material they watch is enhanced.

How is the video material presented?

In *Team Together Oman* Grade 5 there are five types of video material for each unit: story animations, grammar animations, Project videos, English in Action videos and Culture videos.

When to use the video material?

- You can use the story animations either as the presentation stage, or after you have listened to and read the version available in the Class Book.
- Grammar animations can be used to support students in the grammar lessons.
- Project videos are to be used as a way to make sure students understand the steps of the project.
- English in Action videos allow students to see functional language in realistic contexts.
- Culture videos are to be used as an extension of the content presented in the Class Books as they offer additional information about the topic covered in the lesson.

It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds and the rhythm of the spoken language. They will remember some phrases, especially those which are repeated often.

You can also use the animations and the 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.

What are the techniques of working with the video material?

- listening with the screen covered (*blind listening*)
- watching with the sound muted (*silent viewing*)

How to use the video material?

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene or step so that you can ask students questions about the things they see.
- Students complete the photocopiable worksheet corresponding to the recording.

Where can you find worksheets for the video material?

Worksheets for the Culture videos are included in the photocopiable resources, which can be downloaded from the online resources.

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 so that students can only see part of the picture in the cut-out hole. Ask students to guess what the cards show.

Observation

Show students a flashcard, but do it quickly. Then ask them *What's this?* The students' task is to name the object shown on the card. If students fail to guess it the first time, show them the card again, a little more slowly than before.

Guess and take it!

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

Echo

Make sure that students are familiar with the echo technique. Show them the flashcards and say the relevant words. Ask students to repeat the words after you a few times, getting quieter and quieter, like an echo.

Remember and say it!

Stick four or five cards to the board. Ask students to remember what they present. Then, remove the cards from the board and ask students 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 students to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask students to say the words in the correct order.

What's missing?

Stick the flashcards on the board (or on the top of a table). Give students a few minutes to remember the order in which they are placed. Then, ask students to close their eyes. Remove one of the cards. Ask *What's missing?* Students identify the missing card.

Snap!

Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show students all cards from the group. When students 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 students. 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 student with the card you asked for says *Me!*

Where is this card?

Stick the flashcards around the classroom. Say the words and students run to the appropriate cards, or point to them if there is not enough space.

Picture dictation

Describe a flashcard (or flashcards) in detail and have students draw what you describe. You can also describe pictures from the Class Book for students to draw. Students may also play in groups.

Listen and pass it on!

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

Standing up

Hand out the cards from one set, e.g. toys, to individual students. Say the names of the toys aloud. The student holding the card showing the toy stands up when he/she hears its name and then shows the picture to the other students.

Raise your card

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

Yes!/No!

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

Numbers

Stick five flashcards on the board. Ask one student to come to the board and to write numbers under the pictures, following your instructions, e.g. *'Doll' is number (one)*. Do the same with the four remaining cards. Then, ask individual students *What's number (three)?*

Charades

Students work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify. A set of ready-made charades cards can be found on page 204.

Which is different?

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

Categories

Revise the vocabulary belonging to two topics, e.g. toys and parts of the body, using the flashcards. Show students the flashcards and check if they can name them. Then, divide students into two groups and ask them to recall as many words belonging to one category as they can. Award the team one point for each correct answer.

Game with the bag

Put a few flashcards belonging to various categories in a non-transparent bag. Ask students to pick one card from the bag and name the item it presents. A student 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 student one point for each card. Put the cards in the bag again and repeat the game with another student. The winner is the student 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.

Phonics games

Stand or sit?

Say the target sound, e.g. *b-*, and write the letter on the board. Students repeat the sound. They then stand up and listen. If you say a word that starts with the target sound, e.g. *ball*, they stay standing. If you say a word that starts with another sound, e.g. *doll*, they should sit down. Start with the words that students know, and then move on to other words with the same initial sounds. The focus here is on recognising the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b-*, but not *bl-* or *br-*.

Which letter?

Display A4 sheets of paper with large single letters drawn on them in different parts of the classroom. When you say a particular sound/letter or a word starting with one of the letters, students run to the correct sheet of paper. (If you do not have much room, students can just point to the correct letter.) Start with the sounds in isolation, move on to the words that students know, and then move on to other words starting with the same letter. The focus here is on recognition of the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b-*, but not *bl-* or *br-*. When students know more sounds, you can increase the challenge by putting four different letters around the classroom.

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 students 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 students 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 students to read them together. Then, take off the flashcards. Ask one student 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 students and then ask them to come to the front of the class. Explain to them that you will count to 10 (or 15, if students know these numbers) aloud together with other students and during this time they have to find their match. When they find their partners, students stand up and raise their cards.

Music cards

Prepare a recording with music. Distribute shuffled flashcards and corresponding word cards among students. Play the recording. The students' task is to pass cards on from one to another. When you stop the music, the students holding word cards stand up and read the words aloud. The students 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 student to pick up the first card and draw the object mentioned in the card in the box on the board. Other students guess the word. When they guess the word, the student shows the word card to the class.

Games with a puppet/soft toy

Words and scenes

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

Questions

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

Can I have ..., please?

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

Pass the soft toy

If it is possible, ask students to sit in a circle. Play the recording of the song you want to revise and ask students to pass the soft toy to one another when they hear music. When you stop the recording, the task of the student 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 students with one word they have to remember. (The words should come from the song you want to revise.) Play the recording and ask students to stand up and sing, and sit down when they hear their word.

Sing and stand in the correct order

Use self-made word cards with objects appearing in the song you want to revise. Ask a few students to come to the board. Give them the cards. Explain to students 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 students sing the song.

Performances

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

TPR activities

What does the picture present?

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

Broken telephone

Divide students into two groups. Students stand in two rows. First students in each row should stay close to the teacher's desk. Put flashcards belonging to two categories, e.g. toys and classroom objects, on the desk. Whisper one word from different categories (e.g. 1 – pencil, 2 – robot) to the two last students in the rows. Say *Start!* Students whisper the word one to another to the first student in the row. The task of this student 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 student in a row goes to its end and the game goes on.

How many of us are there?

Play a recording with lively music and ask students to move around the classroom in a particular way (jumping, walking, moving). At some point stop the music and say a number between 2 and 5 in English. Students have to form groups composed of the appropriate number of people. Students who have not joined any group have to wait one turn. Continue the game.

Catch and say it!

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

Pass the ball

Ask students to sit in a circle. Choose a category of vocabulary. Give students a small soft ball and ask them to pass it from hand to hand. Every student 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

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

Guessing game: pictures

Ask one student to slowly draw on the board a picture presenting a new word from the current lesson. Other students try to guess what the picture presents and say the appropriate word. The student who guesses the word first draws the next picture. A set of ready-made picture charades cards can be found on page 203.

I name it and you point to it

Students sit in a circle. In the middle, place a few flashcards belonging to one vocabulary group. Ask students to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The students' 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. Students may also play this game in pairs or in small groups.

Salim says

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

Word swat

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

Alternative Bingo

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

Team games

Board race

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

Answer and draw points

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

Repetition game

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

Team quiz

Show students a set of ten flashcards and ask them to name the objects presented. Raising each of the cards, ask *What is it?* The students' task is to name the picture *It's (a boat)*. Stick the cards face down on the board. Behind the cards, write numbers from 1 to 10. Divide students into two teams. Say the names of the objects on the back of the cards aloud. The students' task is to guess which number represents a specific picture. Reveal the card to which the students have pointed: if the answer is correct, the team scores 2 points. If the answer is incorrect, it's the turn of the other group to guess. The game continues until all the cards are revealed.

Noughts and crosses

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

Listen and touch!

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

Guess the name

Divide the class into two teams. Ask one student 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 student who turns around first and says the correct word scores one point for his/her team. Repeat with other students and cards.

Backs to the board

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

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. Students draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point. A set of ready-made picture charades cards can be found on page 203.

Parachute

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

Shadowing

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

Air writing

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

Mill drill

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

Concentric circles

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

Don't say it!

Students work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another student or team or the class to name. The ready-made picture and word charades cards on pages 203 and 204 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 205, which also include words students have to avoid when describing the answer.

Picture pair dictation

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

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 (Sami)?
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?

Pairwork/Groupwork

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

Language used for playing games

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

Useful phrases for the students

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

Ending the lesson

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



Welcome back

Unit objectives

To describe freetime activities and talk about appearance

Language

Vocabulary	Appearance curly hair, straight hair, dark hair, fair hair, long hair, short hair, a beard, a moustache
Grammar	Present simple with <i>when/before/after</i>

Learning outcomes

Listening	Detect a story sequence; Listen and understand the overall meaning of simple texts on familiar topics; Follow speech which is very slow and carefully articulated, with long pauses for me to get the meaning; Listen and identify some details in simple texts on familiar topics; Listen and identify familiar words and phrases in simple texts on familiar topics; Identify core vocabulary; Extract information to accomplish a task
Speaking	Recite songs, rhymes and tongue twisters individually and chorally; Talk about self, family or immediate environment; Ask and answer simple questions; Describe a sequence of events; Respond verbally to direct questions; Accurately reproduce modelled language; Participate in simple interactions on familiar topics; Describe someone's physical appearance
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple short texts on familiar topics; Understand the correct sequence of events in a simple story
Writing	Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently used words correctly; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write simple sentences about self, family and immediate environment; Write sentences using correct spacing, capitalisation and full stops; Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Write short descriptions of someone's appearance
Cognitive skills	Responds to songs, rhymes and poems in a variety of ways; Takes part in tasks by interacting with others and stays on task; Writes own songs or poems to reflect personal interests, emotions, or identity

Key competences

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

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

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

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–3); use previous knowledge (L. 1–3); follow instructions (L. 3); personalisation of language learnt (L. 2 and 3)

Future skills

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

Evaluation

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



Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to revise freetime activities vocabulary; to reintroduce the characters with the story

Materials

- Yes/No response cards
- a stopwatch

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique (see page 14); Lollipop stick technique (see page 14)
- Peer learning: pairwork; Two stars and a wish technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson

- Write *Discovery Team* on the board. Ask students to tell you the names of the team and say what they know about them.
- Ask *What are your favourite freetime activities?*
- Call out these activities one at a time. Ask students to respond to which ones they do using their Yes/No response cards: *art, basketball, board games, build a robot, Chess Club, computer games, fishing, sailing, Science Club, surfing, swimming, tennis lesson, visit Granny.*

Presentation

- Explain that in this lesson students will meet the Discovery Team again and revise freetime activities.

Practice

Class Book

Welcome Welcome back

1 **W.1 Watch or listen and read.**

1 It was great to be back at school and see all our friends again! Yes, and there's a new girl in our school! She's called Dina, she's Egyptian and she's got short, curly black hair.

2 Anyway, when can we go to the Discovery Team shed again? After we have lunch today? No, after we have lunch, I've got a tennis lesson.

3 I know her! We played basketball together at break time. Hey, let's play in the playground! What about Monday?

4 No, I go to Chess Club on Mondays. And Sami, when we get back from school on Tuesdays, we visit Granny. Do you remember?

5 What about Monday? No, I go to Chess Club on Mondays.

6 What are you doing, Bo? I'm helping Lottie! Here you are!

7 You are all very busy! What about NOW? What are you doing NOW? I'm sitting here and talking to you, of course! But you're right, Bo! We've all got time now! Let's go!

8 Who is wearing sunglasses? Sami How many foods can you find? two - an apple and a banana

10 ten

1 **W.1 Watch or listen and read.**

- Refer students to page 10. Ask students to look at the picture on page 10 and to raise their hands to say who and what they can see.
- Play the video or the audio.
- Ask *What freetime activities did you hear?* (*basketball, tennis lesson, Chess Club*)
- Check comprehension. Ask *What's the new girl's name?* (*Dina*) *Who wants to go to the Discovery Team shed after lunch?* (*Lottie*) *When is Chess Club?* (*on Mondays*).
- Pick up the stopwatch and explain that students have 30 seconds to answer the question and find the foods.
- Check answers using the Lollipop stick technique (see page 14).

W.1

- 1**
- Sami:** It was great to be back at school and see all our friends again!
- Fatma:** Yes, and there's a new girl in our school! She's called Dina, she's Egyptian and she's got short, curly black hair.
- Lottie:** I know her! We played basketball together at break time. Hey, let's play in the playground!
- 2**
- Lottie:** Anyway, when can we go to the Discovery Team shed again? After we have lunch today?
- Sami:** No, after we have lunch, I've got a tennis lesson.
- 3**
- Lottie:** What about Monday?
- Sami:** No, I go to Chess Club on Mondays.
- Fatma:** And Sami, when we get back from school on Tuesdays, we visit Granny. Do you remember?
- 4**
- Fatma:** What are you doing, Bo?
- Bo:** I'm helping Lottie! Here you are!
- 5**
- Bo:** You are all very busy! What about NOW? What are you doing NOW?
- Sami:** I'm sitting here and talking to you, of course! But you're right, Bo! We've all got time now! Let's go!
- 6**
- Bo:** Welcome back, Discovery Team!

2 Read the sentences and write the missing words.

- Students work individually and compare ideas in pairs.
- Ask students to read out their answers using the Lollipop stick technique (see page 14).

3 Look at the week planner. Ask and answer.

- Place students in pairs. Ask different students to read out a day from the planner.
- Write *play*, *have got*, *go* and *visit* on the board. Ask students which words are already on the planner (*play* and *visit*) and which words they need for the other activities.
- Ask two students to read out the example question and answer. Ask *What word do we need in the question? What letter do we add to the verb in the answer? (does, s).*
- Place students in pairs and monitor the activity.

Lesson 1, part 1 Vocabulary W

2 Read the sentences and write the missing words.

- 1 Sami is happy after his first day back at school.
- 2 There's a new girl in Fatma and Lottie's school.
- 3 She's from Egypt.
- 4 On Mondays Sami goes to Chess Club.
- 5 On Tuesdays Fatma and Sami visit Granny.
- 6 Bo says they are all very busy.

3 Look at the week planner. Ask and answer.

Sunday	Monday	Tuesday	Wednesday	Thursday
Sami: play football	Sami: Chess Club Fatma: Basketball Club	Fatma and Lottie: swimming lesson	Lottie: music lesson	Fatma and Sami: visit Granny

What does Sami do on Sundays? On Sundays, Sami plays football.

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

She's wearing a blue dress and she's building a robot. That girl!

Yes!

Activity Book, Welcome Lesson 1, part 2 eleven 11

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

- Students work in the same pairs.

Extra activity Critical thinking

- Ask students what they see.

Finishing the lesson

- Write *Sunday, Monday, Tuesday, Wednesday, Thursday* along the top of the board. Leave enough space for a small drawing under each day.
- Say *This is Hazim's week planner*. Then say *On Wednesdays, he's got a tennis lesson*. Then draw a simple tennis racquet under Wednesday.
- Use the Lollipop stick technique (see page 14) to choose a student to come to the front of the class. Say *On Mondays, he's got Chess Club*. The student must do a simple drawing to represent Chess Club (a chess piece or board) under Monday. Help out with the drawing if necessary.
- Point to the picture and have the class repeat: *On Mondays, he's got Chess Club*.
- Do the same for the remaining days, saying ... *he's playing football*, ... *he's got a swimming lesson*, ... *he's got Basketball Club*.
- *Go back through each day of the week in order and have students say what Hazim is doing on each day.*

Lesson 1, part 2

Starting the lesson

- Ask students what they remember from the story.

Practice

Activity Book

Welcome **Welcome back**

1 Look, read and match.

8 eight

1 Look, read and match.

- Students work individually and check in pairs.

2 W.2 Listen and complete.

- Play the audio. Students write their answers. Then play the audio again for students to check.

W.2

Girl: Hello. I'm Anood. I'm always very busy! Look at my weekly planner. On Sundays, I have a Music lesson. On Mondays, I don't have Music but I have my Chess Club. What about Tuesdays? Well ... on Tuesdays, I have my tennis lesson. I'm very good at tennis! Then it's Wednesday ... I always go to the library on Wednesdays. I love it! And Thursdays! I love Thursdays because I don't have any clubs and I can play computer games at home! Are you very busy, too?

Lesson 1, part 2 **Vocabulary** W

2 Listen and complete.

library Chess Club tennis lesson computer games Music-lesson

3 Choose three days of the week. Write what you do.
On Sundays, I play basketball.

4 What are they doing? Write and match.

1 Khalid build a robot
Khalid is building a robot.

2 Maryam and Bushra play basketball
Maryam and Bushra are playing basketball.

3 I drink a glass of water
I'm drinking a glass of water.

4 Nabhan and Hilal fish
Nabhan and Hilal are fishing.

nine 9

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

- Students work individually.
- Using the Two stars and a wish technique (see page 15), have students read each other's work.

4 What are they doing? Write and match.

- Students work individually. Ask different students to read out their answers.

Extra activity Fast finishers

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

Finishing the lesson

- Ask *Who is your favourite member of the Discovery Team? What does he or she look like?*
- Using the Summative and thought-provoking questions technique (see page 15), ask *What did you learn in this lesson?*

Lesson 2, parts 1 and 2

Objectives

- Lesson objectives: to use the Present simple with when/before/after

Materials

- Welcome Unit Grammar animation

Global Scale of English (GSE)

- Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30). Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- Speaking:** Can describe their daily routines in a simple way (GSE 30).
- Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14); Traffic light cards technique (see page 15)
- Peer learning: pairwork; Two stars and a wish technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson

- Write Sunday, Monday and Tuesday on the board. Tell students to think of one activity they do each day. They can make notes.
- Tell students to listen carefully to their friends' answers.
- Ask *What do you do on Sundays/Mondays/Tuesdays?* Elicit answers.
- Ask students if they were listening carefully to their friends. Ask *What does (name) do on Sundays/Mondays/Tuesdays?* Elicit answers. Ask *(name) Is that correct?*

Presentation

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

Practice

Class Book

Grammar Lesson 2, part 1

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

1 I go to Chess Club on Mondays.

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

3 What are you doing, Bo?



2 Watch or listen and repeat.

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



When Arwa gets home, she does her homework.

After Mudrik and his family have dinner, they play a board game.



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

a  b 



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

a  b 

2 **Before** / After / When I do my homework, I play the piano.

a  b 

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

a  b 

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

4 In pairs, ask and answer.

1 What do you do before you go to school? Before I go to school, I brush my hair.

2 What do you do when you get home?

3 What do you do after you have dinner?

4 What do you do when your parents get home from work?

12 twelve

Activity Book, Welcome Lesson 2, part 2

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

- Refer students to page 12. Ask different students to read out the sentences.
- Students refer back to page 10 to check their answer.

Extra activity Critical thinking

- Ask students to remember who said the other sentences in Activity 1 (Sami, Fatma).

2 Watch or listen and repeat.

- Present before, when and after. Draw a line on the board and label it like this:

get up have breakfast go to school

 watch TV
 before when after

- Tell students to listen carefully. Say *I get up before I have breakfast. When I have breakfast, I watch TV. After I have breakfast, I go to school.* Ask *What do I do first? (get up) What two things do I do at the same time? (have breakfast and watch TV) and What do I do last? (go to school).* Elicit answers using the Lollipop stick technique (see page 14).
- Play the video or the audio. Ask students to listen and repeat.

W.3

I have a shower before I go to school.
When Arwa gets home, she does her homework.
After Mudrik and his family have dinner, they play a board game.

3 **W.4 Look and circle the correct word. Listen and check.**

- Students circle individually.
- Play the audio.
- Check students' comprehension using the Traffic light cards technique (see page 15). Play the audio again if necessary.

W.4

- 1 Boy:** After I go surfing, I have a shower.
2 Boy: Before I do my homework, I play the piano.
3 Girl: When we get home from school, we have a sandwich.
4 Girl: Mum always makes dinner before Granny arrives.

Extra activity TPR

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

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

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

Finishing the lesson

- Divide students into two teams, A and B.
- Use the Lollipop stick technique (see page 14) to choose one student from each team.
- Ask the student from Team A to say their answer to one of the questions from Activity 4 (e.g. *I do my homework*.) The student from Team B then has to guess what the question was (e.g. *What do you do after you have dinner?*).
- Repeat, choosing a different student each time and alternating the team that has to guess.

- Award a point to each team for each correct answer.

Lesson 2, part 2

Starting the lesson

- Ask students to look at the pictures in Activity 1.
- Say sentences describing the pictures, e.g. *He's got a Science class; He's playing computer games.*
- Have students call out the picture number that matches the sentence, e.g. *3 a, 1 a.*

Practice

Activity Book

Lesson 2, part 2

Grammar

1 Listen, look and write 1 or 2.

1

2

1

1

2

1

2

2

3

1

3

2

4

2

4

1

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

- On Saturdays, I play computer games after I go fishing with my dad.
- When/After:** I get home, I always do my homework.
- On Thursdays, after I have Science, I play football with my friends.
- Before I have my art lessons, I usually build a robot.

3 Rewrite the sentences.

- I play tennis and then I go home.
After I play tennis, I go home.
- He goes to the library and reads a book there.
When he goes to the library, he reads a book there.
- My sister does her homework and then she watches TV.
Before my sister watches TV, she does her homework.
- We have lunch and then we go to the park.
After we have lunch, we go to the park.
- They visit their granny and they play board games with her.
When they visit their granny, they play board games with her.
- On Mondays, you have Maths first and then you have Art.
On Mondays, before you have Art, you have Maths.

10 ten

1 **W.5 Listen, look and write 1 or 2.**

- Give students a moment to look at the pictures. Ask *What can you see?* and elicit answers.
- Play the audio. Ask for answers using the Lollipop stick technique (see page 14).

W.5

- 1 Boy:** On Saturdays, I play computer games after I go fishing with my dad.
2 Girl: When I get home, I always do my homework.
3 Boy: On Thursdays, after I have Science, I play football with my friends.
4 Girl: Before I have my art lessons, I usually build a robot.

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

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

Diversity


Challenge

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


Support

-  Students do Activities 2 and 3 in pairs.


3 Rewrite the sentences.

- Give students a few minutes to complete the activity.
-  Ask for answers using the Lollipop stick technique (see page 14).

Extra activity Fast finishers

-  Have students draw two pictures and write a sentence about them like in Activity Book Activities 1 and 2. They can swap with other fast finishers and check each other's work using the Two stars and a wish technique (see page 15).

Finishing the lesson

- Students close their books. Redraw the line on the board from Class Book Lesson 2 Part 1, Activity 2. Ask different students to say sentences using the actions above the line.
- Then ask students to say their own sentences with their own ideas. Encourage them to use their imagination.
- Ask *Do you understand before, when and after? Can you use them in a sentence?*
-  Using the Summative and thought-provoking questions technique (see page 15), ask *What did you do well in this lesson?*

Vocabulary

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to revise adjectives for appearance
- **Target language:** *curly hair, straight hair, dark hair, fair hair, long hair, short hair, a beard, a moustache*

Materials

- sheets of A4 paper, enough for each student
- Welcome Unit flashcards (Appearance: *curly hair, straight hair, dark hair, fair hair, long hair, short hair, a beard, a moustache*)

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences describing someone's physical appearance (e.g. eye/hair colour, height), if supported by pictures (GSE 26).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27). Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).
- **Writing:** Can write a short description of a person they know well (GSE 40). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 15)

Lesson 3, part 1

Starting the lesson

- Write *Appearance* on the board.
- Place students in pairs and give each pair a sheet of A4 paper. Ask them to write down adjectives that describe their partner's appearance.
- Collect the sheets of paper. Read out the adjectives and ask students to raise their hands to say the name of the student they think it describes.

- Ask students to confirm the correct person, or correct the answer.

Presentation

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

Practice

Class Book

Lesson 3, part 1 Vocabulary

- Listen, point and repeat.

curly hair	straight hair	dark hair	fair hair
long hair	short hair	a beard	a moustache
- What other adjectives to describe people do you know?
- Listen and read the poem.

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

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

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

My family's unusual.
We don't look the same!
We all look very different
And I think it's great!
- Describe a person from the poem. Your partner guesses.

She's got long, dark, curly hair.

Thuriya!

When you talk about hair, always say *long/short* first.
She's got short, dark, curly hair. OR
She's got short, curly, dark hair.
- Write a poem about your family.

Activity Book, Welcome Lesson 3, part 2 thirteen 13

1 W.6 Listen, point and repeat.

- Before students open their books, write *hair* on the board. Ask students to think of words they know to describe hair.
- Draw a face with a beard and moustache on the board. Ask *Do you know what these are?* and elicit answers.
- Students refer to page 13 and look at the photos.
- Play the audio. Ask students to listen, point and repeat.

W.6


- 1 curly hair
- 2 straight hair
- 3 dark hair
- 4 fair hair
- 5 long hair
- 6 short hair
- 7 a beard
- 8 a moustache

Diversity


Challenge

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

Support

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

2 What other adjectives to describe people do you know?

-  Place students in pairs. Give them two minutes to write a list of adjectives.
- Ask students for feedback.
- Ask different students to write the words on the board.

3 W.7 Listen and read the poem.

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

W.7


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

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

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

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


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

- Direct students to the language point box. Read the tip to students. Explain that when we are using more than one adjective to describe someone's hair (e.g. *short, dark and curly*), *long* or *short* must come before the other adjectives. So for example, we don't say *dark, short and curly*.
-  Place students in pairs.

Extra activity TPR

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


5 Write a poem about your family.

- Students work individually and write in their notebooks.
-  They read each other's poems and check them using the Two stars and a wish technique (see page 15).
- If there is not enough time for students to finish their poems in class, they can do it for homework.

Extra activity Creativity

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

Finishing the lesson

- Draw a very simple outline of a face on the board.
-  Use the Lollipop stick technique (see page 14) to choose a student to come up to the board.
- Show one of the Welcome Unit flashcards (Appearance) to the student (or point to one of the pictures in Class Book page 13 Activity 1).
- Ask the student to draw the word on the board, using the face outline you drew.
- Ask the other students to guess the word.


Lesson 3, part 2

Starting the lesson

- Play *What's missing?* (see page 19) with the Welcome Unit flashcards (Appearance).

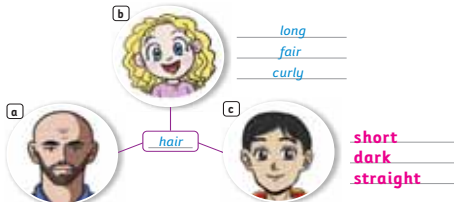
Practice

Activity Book

Lesson 3, part 2 Vocabulary 

1 Look and complete.

curly long moustache straight fair beard dark short hair




long _____
fair _____
curly _____

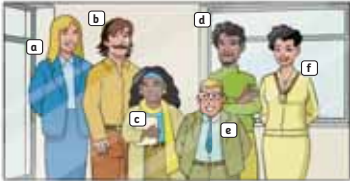
moustache _____
beard _____


hair _____

short _____
dark _____
straight _____

2  Listen and match.

- Mrs Martin a
- Mr Wilson b
- Mrs North c
- Mr Smith e
- Mrs Taylor f
- Mr Harris d




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


- _____
- _____
- _____

He's got long, dark, curly hair.


Is it Nawaf?

eleven 

1 Look and complete.

- Students work individually and check in pairs.
-  Ask for answers using the Lollipop stick technique (see page 14).


2  W.8 Listen and match.

- Before students listen, describe the hair of two hotel guests and ask students to point to the correct person.
- Play the audio.
- Students compare answers.
- Play the audio again for students to confirm answers.
-  Ask for feedback using the Lollipop stick technique (see page 14).

W.8

Woman: These are the people staying at our hotel.
Mr Harris has got short, dark, curly hair. He's got a beard, too. Mrs Taylor has got short, dark, curly hair.
Mr Wilson has got long, brown, straight hair. He's got a moustache. The woman with long, dark, curly hair is Mrs North.
This is Mrs Martin. She's got long, straight, fair hair. The man with short, straight, fair hair is Mr Smith.

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

-  Walk around the class monitoring groups.

Extra activity Fast finishers

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

Progress path

- Refer students to page 108 in their Class Books and page 72 in their Activity Books and ask them to answer questions 1 and 2. Students can work individually or in pairs.
- Students get one point for answering correctly and two points for writing their answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Ask *Can you describe people's hair and appearance? Was it easy/hard/fun to write a poem?*



Talent show

Unit objectives

To describe personality and talk about hobbies

Language

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

Learning outcomes

Listening	Detect a story sequence; Identify core vocabulary; Listen and understand the overall meaning of simple texts on familiar topics; Follow speech which is very slow and carefully articulated, with long pauses for me to get the meaning; Listen and identify some details in simple texts on familiar topics; Listen and identify familiar words and phrases in simple texts on familiar topics; Respond to referential questions based on aural texts; Extract information to accomplish a task
Speaking	Act out part of a picture story using simple words; Recite songs, rhymes and tongue twisters individually and chorally; Talk about self, family or immediate environment; Ask and answer simple questions; Respond verbally to direct questions; Accurately reproduce modelled language; Participate in simple interactions on familiar topics; Articulate sounds in connected speech; Express own ideas using range of words, set phrases and expressions; Express likes and dislikes; Ask and answer questions on familiar topics; Make simple comparisons using common adjectives; Describe basic differences between pictures using simple language; Make a rehearsed oral presentation about a familiar topic
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple short texts on familiar topics; Deduce meaning of unfamiliar words from context; Identify the main idea of a text; Read short texts on familiar topics; Read and identify specific information in simple texts on familiar topics; Read and identify some details in simple texts on familiar topics; Interpret information in diagrammatic display
Writing	Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently used words correctly; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write sentences using correct spacing, capitalisation and full stops; Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Write short descriptions of someone's appearance; Use conjunctions, prepositions and sequencing words; Plan ideas before writing; Write continuous pieces of text with correctly formed letters and words moving from left to right; Apply spelling rules and conventions when writing;

	Copy short texts accurately using correct punctuation; Transcode information on diagrammatic display into written text
Cognitive skills	Acts out the roles of various characters in games and drama; Responds to songs, rhymes and poems in a variety of ways; Takes part in tasks by interacting with others and stays on task; Actively participates in investigative, exploratory and open-ended tasks; Understanding of group talk; Communicates one's own knowledge of a topic; Uses different media to make and describe his/her own designs [TG]; Based on a model, designs new items (e.g. dishes, clothes, etc.) [TG]

Key competences

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

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

Digital competence: use Class Book eBook (L. 1–10)

Social and civic competences: learn to be creative (L. 2, 5 and 9); learn to talk about someone in your family (L. 8)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3 and 5)

Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4, 5 and 6); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Designing a house number (L. 2); Making a good manners book (L. 5); Making and describing an avatar (L. 9)
Communication	Describing personalities (L. 1, 3, 4, 6 and 8); Writing and answering questions (L. 3); Comparing (L. 5); Challenge game (L. 4); Functional dialogue (L. 8)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Activity Book p. 20
- Unit 1 Extra practice: Activity Book p. 21
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Song, Culture, English in action, Reading, Listening, Review self-assessment, Story, Graded reader 1 and 2
- Unit 1 Practice Sheet

External exams

Class Book A1 Movers Reading and Writing Part 4 A1 Movers Listening Part 4	Activity Book A1 Movers Reading and Writing Part 2 A1 Movers Speaking Part 4
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Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use personality adjectives
- **Target language:** *shy, confident, lazy, hard-working, friendly, unfriendly, kind, mean, polite, rude, tidy, untidy*

Materials

- Unit 1 flashcards (Personality adjectives: *shy, confident, lazy, hard-working, friendly, unfriendly, kind, mean, polite, rude, tidy, untidy*)
- Unit 1 poster: Personality adjectives
- stopwatch
- an empty plastic bottle, a bin
- face response cards
- photocopyable 1A

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29). Can repeat single words, if spoken slowly and clearly (GSE 18). Can talk about common jobs using simple language (GSE 34).
- **Listening:** Can understand some unfamiliar words in a short description, if supported by pictures (GSE 31). Can identify objects, places or people from short descriptions (GSE 31).
- **Writing:** Can describe someone's personality or emotions using simple language (GSE 40). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14); Happy/sad face technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson

- Draw a face on the board. Ask a student to draw a beard on the face. Ask another student to draw a moustache.

- Ask each student in turn to say a word that describes people. They cannot repeat an already mentioned word.

Presentation

- Explain that in this lesson students will learn to describe people's personalities.
- Place the Unit 1 flashcards or poster on the board. Point to each item and say the word. Students repeat after you.
- Use the Unit 1 poster to play *True or false?* (see *How to work with posters* on page 17).

Practice

Class Book















How many words to describe people do you know?

- Refer students to page 14. Read the rubric and tell students to look at the picture before they speak. Give students an example: *I can see a polite boy*. Ask students to point to him. Use the Unit 1 poster or the flashcards if necessary to remind students of the personality vocabulary that has just been presented.
- Using the Lollipop stick technique (see page 14), ask students to describe one person they can see. The other students point to the person.

- Place students in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class.





Lesson 1, part 1 **Vocabulary** 1

2 Listen, point and repeat.

1  shy	2  confident	3  lazy	4  hard-working
5  friendly	6  unfriendly	7  kind	8  mean
9  polite	10  rude	11  tidy	12  untidy

3 Look for the words from Activity 2 in the picture on page 14. Write the missing word. **unfriendly**

4 Finish the sentences.

 I'm a waiter. In my job, I need to be polite and friendly .	 I'm a doctor. In my job, I need to be kind and hard-working .	 I'm an actor. In my job, I need to be confident and friendly .	 I'm a school student. At school, I need to be hard-working, polite and tidy .
--	--	---	--

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

I need to be kind and hard-working. A doctor? Yes!

Activity Book, Unit 1 Lesson 1, part 2 fifteen 15

2 1.1 Listen, point and repeat.

- Write *tidy* and *untidy* on the board. Drop a bottle on the floor and say *Look. I'm untidy*. Then pick up the bottle and drop it in the bin. Say *Now, I'm tidy*.
- Refer students to page 15. Tell students to find *tidy* and *untidy*. Tell students to look at the photos 1–12 and teach the new vocabulary. Prompt with questions, e.g. *What's he/she doing? Is he/she smiling?*
- Play the audio.
- Place students in pairs. Have students say a word to their partner for their partner to point to the correct picture. Then they swap.

1.1

- shy
- confident
- lazy
- hard-working
- friendly
- unfriendly
- kind
- mean
- polite
- rude
- tidy
- untidy

3 Look for the words from Activity 2 in the picture on page 14. Write the missing word.

- Give students one minute to work in pairs to find the personalities and write the missing word. Ask for feedback using the Lollipop stick technique (see page 14).

Extra activity Critical thinking

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

Extra activity TPR

- Using the Happy/sad face technique (see page 14), consolidate the + (happy) and - (sad) adjectives. Call out the adjectives in random order and wait for students to react correctly.

4 Finish the sentences.

- Students write their ideas in the notebooks. Monitor and check their work. Make sure it is correct before they write in their Class Books. Note that the answers given here are suggested answers. Accept any reasonable answers.
- Ask different students to read out their ideas.

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

- Place students in different pairs for this activity.

Diversity

Challenge

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

Support

- Students refer to their ideas from Activity 4.

Finishing the lesson

- Divide students into groups to play *Numbers* (see page 19) with the Unit 1 flashcards.
- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt today.

Lesson 1, part 2

Starting the lesson

- Show students a Unit 1 flashcard or point to a person on the poster and say the adjective. If it is incorrect, they have to correct you. Play for a few rounds.

Practice

Activity Book

Lesson 1, part 2

1 Talent show

Vocabulary

1 Look at the Class Book page 14 and complete the sentences.

1 The boy with a bucket is building a sandcastle.

2 The boy buying an ice cream has got short black/dark hair.

2 Look at the six children and write the adjectives. Then write their opposites to make pairs.

friendly hard-working mean polite shy tidy	confident kind lazy rude unfriendly untidy
---	---



1 shy confident

2 polite rude

3 friendly unfriendly

4 hard-working lazy

5 mean kind

6 tidy untidy

I'm learning

Some words can be organised in opposite pairs, for example, *friendly* and *unfriendly*. When you learn a new word, try to think of its opposite pair. You can use a thesaurus to help you.

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

a She's very busy. 6	d She's got all her things in order. 6
b He always says 'please' and 'thank you'. 2	e She's afraid to talk to new people. 1
c He's got a lot of friends. 3	f He doesn't care about others' feelings. 5

12 twelve

1 Look at the Class Book page 14 and complete the sentences.

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

2 Look at the six children and write the adjectives. Then write their opposites to make pairs.

- Students complete the activity individually.
- Explain that students should look at the pictures and write in the column on the left first. Then they should look at their adjectives again and write the opposites.

I'm learning

- Read the *I'm learning* box. Explain that you can organise other new words like this. When students learn a new word, they can find out if it has an opposite (for example, by using a thesaurus) and write that too.

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

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

Extra activity Fast finishers

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

Finishing the lesson

- Students close their books and work in pairs. Tell students to draw twelve boxes in their class notebooks.
- Pairs try to remember the twelve new words and write them in the boxes.
- Ask *How many words did you remember? Which words are harder to remember? Why? Can you spell them correctly? What can you do to remember them?*

Extra activity Photocopiable 1A

- Ask students to do photocopiable 1A.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of personality adjectives; *juggling*





Materials

- Unit 1 poster: Personality adjectives
- three scrunched up balls of paper
- sheets of A4 paper, enough for each student
- Unit 1 flashcards (Personality adjectives: *shy, confident, lazy, hard-working, friendly, unfriendly, kind, mean, polite, rude, tidy, untidy*)
- Unit 1 Story animation
- face response cards
- photocopyables S2 and 9

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can understand the order in which events happen, e.g. in diary entries or a story (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Writing:** Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Happy/sad face technique; Traffic light cards technique (see page 15)
-  Peer learning: pairwork; groupwork; acting out
-  Independent learning: portfolio (see page 15)

Lesson 2, part 1

Starting the lesson

- Write *confident, friendly, hard-working, kind, polite* and *tidy* on the board with the first and last letter missing. Ask different students to complete the words and say the opposites.
- Use the *Finding and pointing* technique (see *How to work with posters* on page 17) with the Unit 1 poster.

Presentation

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

Practice

Class Book

Story

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

2 Watch or listen and read.

The talent show

1 That's Tameem. He's great at karate!
He's very confident. He's more confident than I am!
Don't worry, Fatma! You're good at juggling.

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

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

4 Ten minutes later ...
Hello! You're the biggest cat ever! You're very friendly, aren't you? Who did you come here with?
Eeek!
Look, here's Fatma!
I can't get them out!

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

6 I'm coming, Fatma! I can help!

16 sixteen

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

- Refer students to pages 16 and 17.
- Ask them what fruit they can see and ask them to point to it.

Extra activity Critical thinking

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

2 Watch or listen and read.

- Teach *juggling* with the three scrunched up balls of paper. Say *This is juggling*. Ask *Am I good at juggling?*
- Play the audio.
- Check comprehension. Ask *Is Tameem good at karate?* (Yes) *Is the cat small?* (No, he's big.) *What's the cat's name?* (Bailey).
- Refer to pages 16 and 17 to see *How to work with stories*.

1.2

Narrator: The talent show

1

Lottie: That's Tameem. He's great at karate!

Fatma: He's very confident. He's more confident than I am!

Sami: Don't worry, Fatma! You're good at juggling.

2

Fatma: I'm feeling worse and worse.

Lottie: When did you last eat something?

Fatma: At lunchtime.

Sami: That was hours ago! Here, have this banana.

3

Lottie: You need to eat something every three hours! You need more energy!

Fatma: OK, Lottie, OK! It's my turn soon, I need to go.

4

Narrator: Ten minutes later ...

Lottie: Hello! You're the biggest cat ever! You're very friendly, aren't you? Who did you come here with?

Bo: Eeek!

Sami: Look, here's Fatma!

5

Lottie: She looks so confident! She doesn't seem shy at all!

Sami: Go, Fatma!

6

Fatma: I can't get them out!

Bo: I'm coming, Fatma! I can help!

7

Sami: Watch out for the cat!

8

Fatma: Aaaaah!!!

9

Fatma: Thank you, was that OK?

Sami: Yes, that was very funny! You're the best, Fatma and Bo!

Lottie: Everyone thinks you're better than all the others, Fatma!

10

Lottie: Look, his name's Bailey and he lives on North Road. I can't read the house number. One ... something. Thirteen? Fifteen?

Extra activity TPR

- Students mime the actions. Say *You're having a banana/running/good at juggling/great at karate.*

Lesson 2, part 1

3 Where does Bailey live? Go to page 106 to find out. **CLIL**

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

1 a Fatma eats a banana. <input type="checkbox"/>	3 a The cat runs onto the stage. <input type="checkbox"/>
b The children start watching the talent show. <input checked="" type="checkbox"/>	b Bo comes to help Fatma. <input checked="" type="checkbox"/>
2 a The cat comes over to Lottie and Sami. <input checked="" type="checkbox"/>	4 a The children find out the cat's name. <input type="checkbox"/>
b Fatma starts doing her show. <input type="checkbox"/>	b Everyone likes Fatma's show. <input checked="" type="checkbox"/>

5 Act out the story.

6 Design your own house number.

Activity Book, Unit 1
Lesson 2, part 2 seventeen 17

3 Where does Bailey live? Go to page 106 to find out.

- Students discuss in pairs.
- Using the Happy/sad face technique (see page 14), ask *Did you find out where Bailey lives?*

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

- Explain that for each question, students should look at option a and option b, and tick the one that happens first in the story.
- Ask different students to read out the sentences in the correct order.

Diversity

Challenge

- Have students complete Activity 4 individually.

Support

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

5 Act out the story.

- Divide students into groups of five. Allocate a role to each student (Fatma, Lottie, Sami, Bo and Bailey).
- See *Stage 4 – Acting out* on page 17 for more guidance on acting out activities.
- Students act out the story in groups.

6 Design your own house number.

- Students design their house number.
- Students present their work to the class. They keep their work in their portfolios (see page 15).
- **Extension** Internet search key words: *images for house numbers, house numbers plaques*

Finishing the lesson

- Ask students who they liked best in the story.
- Ask them to choose a part of the story with their favourite character, and read it with their partner.

Lesson 2, part 2

Starting the lesson

- Play *Yes! / No!* (see page 19) with the Unit 1 flashcards (Personality adjectives).

Practice


Activity Book

Lesson 2, part 2 Story 1

1 After you read Read and complete. Then match.

cat talent show friendly better ball **The talent show**

- Sami and Lottie meet a friendly cat before Fatma goes on stage at the **talent show**.
- The cat goes on stage.
- Everyone thinks Fatma is better than the others!
- Bo helps Fatma because she's got a problem when she tries to get the first ball.



2 Read and write True or False.

- Tameem is very shy when he's on stage. False
- Fatma looks shy when she's on stage. False
- The cat jumps on stage to get the balls. True
- The cat's name is Rayner. False

3 Correct the false sentences in Activity 2.

Tameem is very confident when he's on stage.

2 Fatma looks confident when she's on stage.

4 The cat's name is Bailey.

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

- Don't worry! You're good at juggling!
- She's more confident than you! She's going to win.
- Juggling is too difficult for you. You can't do it.
- You've worked very hard! Well done! You can do it!

thirteen 19

1 After you read Read and complete. Then match.

- Give students one minute to complete the activity. Students check their answers with their partners.

2 Read and write True or False.

- Students complete the activity individually.
- Check answers as a class and ask students to read the part of the story that shows that the sentences are *true* or *false*.

3 Correct the false sentences in Activity 2.

- Students write and then compare answers with a partner.

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

- Ask students to read each of the sentences and think about how they make them feel. Ask *Does it make you feel happy and confident?*
- Check students know what to do using the Traffic light cards technique (see page 15).

Extra activity Fast finishers

- Students write extra sentences for the Values activity.

Finishing the lesson

- Ask students what they remember from the story.

Extra activity Photocopiables S2 and 9

- Ask students to do photocopiables S2 and 9.

CLIL Link

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

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

Grammar

Lesson 3, parts 1 and 2

Objectives

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

Materials

- Unit 1 flashcards (Personality adjectives: *shy, confident, lazy, hard-working, friendly, unfriendly, kind, mean, polite, rude, tidy, untidy*)
- Unit 1 Grammar animation
- sheets of A4 paper, enough for each student
- photocopiable 5A

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Writing:** Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can make simple comparisons between people, places or things (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14); Hands up/down technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique (see page 15)

Lesson 3, part 1

Starting the lesson

- Write *Bailey* on the board. Ask *What animal is Bailey? Is he big or small? Is he very big?* and elicit answers.
- Ask students what they remember from the story from Lesson 2. Prompt with questions. Ask *Who is good at karate? Is Bailey friendly? Does Fatma feel OK? What does she eat? What happens to Fatma's trick?*

Presentation

- Explain that in this lesson students will learn to compare.

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

Practice

Class Book

Grammar Lesson 3, part 1

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

1 You need to eat something every three hours!

2 You're the biggest cat ever!

3 Watch out for the cat!

2 Watch or listen and repeat.

My mum is shorter than me.
She's the shortest person in our family!
I'm more hard-working than my best friend.
I'm the most hard-working person in the class!

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

3 Read and write the adjectives.

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

b **Faris** **Basil**
Basil and his brother Faris live next door to me. I don't like Faris. He's the (5) meanest (mean) boy in the street. But his brother Basil is (6) worse (bad). Basil is the (7) worst (bad) boy in the whole school!

c **Hazim** **Zainab**
Zainab and her brother Hazim live on the other side of the street. Zainab is (8) more untidy (untidy) than Hazim, and Hazim's room is the (9) tidiest (tidy) room in their house!

4 Write three questions about Activity 3. Ask your partner.

Is Zainab tidier than Hazim? Who is the most hard-working girl in the school?

No, she isn't! Rahaf.

18 eighteen Activity Book, Unit 1 Lesson 3, part 2

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

- Refer students to pages 16 and 17.
- Ask them to choose the correct sentence.
- **Extension** Ask students to look at pages 16 and 17. Read out sentences with comparatives and superlatives in them in random order and ask students to find them in the story.

2 1.3 Watch or listen and repeat.

- Play the video or the audio.
- Write *short – shorter – the shortest* on the board. Then write *mean* on the board and ask students to think about how to change this adjective. Have two different students write *meaner* and *the meanest* on the board.

- Tell students that long adjectives don't change, but we add words. Ask them to find the extra words we add in the grammar box and elicit *more* and *the most*.
- Write *hard-working* – *more hard-working* – *the most hard-working* on the board. Ask students to do the same for *confident*.
- Draw students' attention to the irregular adjectives. Ask *How do we change 'good' and 'bad'? What letter changes in 'tidy'? What letter do we add in 'big'?* and elicit answers.
- **Extension** Students find the comparative and superlative adjectives in the story on pages 16 and 17. They write the words in their notebooks under two separate headings.

1.3

My mum is shorter than me. She's the shortest person in our family!
I'm more hard-working than my best friend. I'm the most hard-working person in the class!

Diversity


Challenge

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


Support

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


3 Read and write the adjectives.

- Give students a minute to read the descriptions quietly and think about the answers before writing their answers. Tell them to be careful with 8 because it is a long adjective.
-  Ask for feedback using the Lollipop stick technique (see page 14).

Extra activity Critical thinking

-  Students work in pairs. They look at page 15 and write the comparative and superlative form of each adjective. Ask different students to write the adjectives on the board.

4 Write three questions about Activity 3. Ask your partner.

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

Extra activity TPR

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

Finishing the lesson

- Stick the flashcards for *tidy, untidy, mean, confident* and *kind* on or next to the board, in a column on the left-hand side.
- Draw three columns to the right of the flashcards to make a table.
- Next to the *tidy* flashcard, write *tidy* in the first column, *tidier* in the second column and *the tidiest* in the third column.
- Ask for a student to volunteer to write on the board.
- Split the remaining students into two teams, A and B.
- Point to the space next to the *untidy* flashcard in the first column. Elicit the right word to go in the column (*untidy*) by having students from Team A call out letters for the student at the board to write.
- If they spell the word correctly, award the team a point. If not, correct it.
- Point to the space in the second column and elicit *more untidy* in the same way from Team B. Then elicit *the most untidy* from Team A for the third column.
- Continue to fill in the table for the other adjectives in the same way, changing teams for each word.

Lesson 3, part 2

Starting the lesson


- Point to things in the classroom, or hold up classroom objects, and make sentences comparing them, using simple comparative or superlative adjectives. For example, *The table is bigger than the chair* or *This is the shortest pencil*.
- Use the Hands up/down technique (see page 14) for students to say if they think the sentence is correct or not.

Practice


Activity Book

Grammar Lesson 3, part 2


1 Look, read and choose the correct answer. Then write the names of the children. Grammar reference, page 22




___ Holly ___



___ Bill ___



___ Lily ___



___ Archie ___

I'm Lily. Look at this photo. The girl with the glasses is me and these are my (1) best friends at school. Archie and Bill have got curly hair, but Archie's hair is (2) curlier than Bill's. Holly is (3) the most hard-working of us all. She always gets (4) better marks in exams than me. Holly is (5) shier than Bill, but Archie is the (6) most confident of us all. I love my friends!

1 better	good	best
2 curly	curlier	curliest
3 the most	more	most
4 good	best	better
5 the shiest	shier	shy
6 not	more	most
confident	confident	confident

2 Complete the sentences.

dangerous unfriendly rude bad polite

- Huda is more unfriendly than Najla. She doesn't play with us.
- I'm more polite than my brother. I always say 'please' and 'thank you'.
- This film is worse than that film because it's very boring.
- She is the rudest girl in the class because she never says 'hello' to anybody.
- I think climbing is one of the most dangerous sports I know.

3 Answer the questions for you. Then compare with your partner.

- Who's the tallest person in your family? _____
- Who's more hard-working than you in your class? _____
- Which subject is the most interesting? _____

14 fourteen

3 Answer the questions for you. Then compare with your partner.

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

Extra activity Fast finishers

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

Finishing the lesson

- Place students in groups of four. Hand each student a sheet of A4 paper. Students practise comparative and superlative adjectives using the Three facts and a fib technique (see page 15).
- Walk around the class monitoring groups.

Extra activity Photocopiable 5A

- Ask students to do photocopiable 5A.

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

- Explain that first students need to fill in gaps 1–6 with the words on the right. Then they need to read the text again and write the names of the children.
- Give students one minute to complete the activity.

2 Complete the sentences.

- Check students understand that they have to use the comparative or superlative form of the adjectives in the box.
- Students complete the activity individually. They compare answers with a partner before class feedback.

Lesson 4, parts 1 and 2

Objectives

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

Materials

- 16 cards with one of the following written on each one: count, fingers, spell, a word, do, experiments, bake, a cake, throw, a ball, fix, toys, juggle, hats, make, a pizza
- Unit 1 flashcards (Hobbies: *count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza*)
- two scrunched up balls of paper
- Unit 1 Grammar animation
- photocopyable 1B

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can sing a basic song from memory (GSE 22). Can express ability or lack of ability in relation to basic everyday actions (GSE 31).
- **Writing:** Can write simple sentences about what they/other people are doing (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 4, part 1

Starting the lesson

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

Presentation

- Explain that in this lesson students will talk about hobbies and what they are good at doing. They will also sing a song.
- Present *juggle, count* and *spell*. Juggle two scrunched up balls of paper and ask *What's this? Do you*

remember? Elicit juggling. Ask Am I good at juggling? Can I juggle balls?

- Say *I can count my fingers.* and count them. Ask *How many people are in class?* Allow students time to count. Ask *Are you good at counting numbers?*
- Say *I can spell cat. C-A-T.* Ask *Can you spell bird? Can you spell shy? Can you spell confident?* Have students raise their hands to offer the spelling. Ask *Are we good at spelling words?*

Practice

Class Book

Lesson 4, part 1 **Vocabulary and Grammar** 1

1 Listen, point and repeat.

1 count 2 spell 3 do experiments 4 bake a cake

5 throw a ball 6 fix toys 7 juggle 8 make a pizza

2 Listen and sing.

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

Are you great at playing the guitar?
Are you good at washing a car?
Are you great at fixing toys?
Are you good at making lots of noise?

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

Everyone's good at something ... Everyone's good at something ...

3 Watch or listen and repeat.

I'm good at baking cakes.
I'm not very good at making pizza.
Samar is great at acting.
Rashid's terrible at juggling!

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

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

I'm great at Maths but I'm terrible at P.E.!

5 Student A: Activity Book, page 62. Student B: Activity Book, page 64.

Activity Book, Unit 1
Lesson 4, part 2 nineteen 19


1 1.4 Listen, point and repeat.

- Refer students to page 19. Tell them to look at the pictures. Ask *Which words did we just talk about?* and elicit *count, spell* and *juggle*.
- Teach the other words. Tell students to look at the pictures, listen and answer. *We do experiments in Science class lessons. What number is it? (3) Look at number 4. What is she baking? (a cake) Is the boy in number 5 throwing a hat? (no, a ball) What about number 6? What is she fixing? (a toy) And can you see the pizza? What number is it? (8)*
- Play the audio and ask students to listen, point and repeat.


1.4

- 1 count
- 2 spell
- 3 do experiments
- 4 bake a cake
- 5 throw a ball
- 6 fix toys
- 7 juggle
- 8 make a pizza

Extra activity Collaborative work

-  Hand out one word card each to sixteen different students. Students have to find the student with the word card that makes a phrase. Repeat with different students.

2 1.5 & 1.6 Listen and sing.

- Ask students to look at the pictures and raise their hands to say what they can see (*a boy playing the guitar and a girl baking a cake*).
- Play the song and tell students to listen only this time.
- Read out the song one line at a time for students to repeat.
- Play the song again and encourage students to join in.
-  **1.6** Play the karaoke version of the song again and encourage students to sing.

1.5

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

Are you great at playing the guitar?
Are you good at washing a car?
Are you great at fixing toys?
Are you good at making lots of noise?

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

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

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

Extra activity TPR

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

3 1.7 Watch or listen and repeat.

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

1.7

Girl: I'm good at baking cakes. I'm not very good at making pizza.

Boy: Samar is great at acting. Rashid's terrible at juggling!

Diversity


Challenge

- To monitor pronunciation ask students to repeat individually.

Support


- To build confidence ask students to repeat in groups.

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



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

5 Student A: Activity Book, page 62.

Student B: Activity Book, page 64.

-  Place students in pairs for this activity.
- Check they understand which pages Students A and B need to look at.
- Walk around the class monitoring pairs.

Finishing the lesson

-  Use the Summative and thought-provoking questions technique (see page 15) to ask *Do you like the song? Can you remember it without looking at the book?*
-  **1.6** Play the karaoke version of the song (track 1.6) again and encourage students to sing.

Lesson 4, part 2

Starting the lesson

- Play *Standing up* (see page 19) with the Unit 1 flashcards (Hobbies).

Practice

Activity Book

Lesson 4, part 2 Vocabulary and Grammar 1

1 Look and match. Then number.

1 count	experiments
2 spell	hats
3 do	a cake
4 bake	pizza
5 throw	toys
6 fix	a ball
7 juggle	fingers
8 make	a word

2 Listen and tick (✓).

	great at	good at	not very good at	terrible at
make a pizza	✓			
bake a cake	✓			
fix toys			✓	
juggle more than two balls				✓
spell new words		✓		

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

- Halima is great at making pizza and baking a cake.
- She's not very good at fixing toys.
- She's good at spelling new words.
- She's terrible at juggling more than two balls at a time.

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

I'm terrible at making pizza. Me too!

fifteen 15

1 Look and match. Then number.

- Explain that students need to match the two parts to make a phrase. They should then find a picture that matches that phrase and write the number next to it.
- Give students one minute to complete the activity.

2 1.8 Listen and tick (✓).

- Ask students to read the list of activities in the left-hand column of the table. Then explain that they need to listen to find out how good Halima is at these activities, and put ticks in the table.
- Play the audio.

1.8

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

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

- Students complete the activity individually.
- Explain that students need to look at where they ticked in the table and use this to complete the sentences.

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

- Place students in pairs for this activity.

Extra activity Fast finishers

- Students write sentences about what their partner is great/good/not very good/terrible at.

Dictation

- Ask students to open their notebooks and get ready for a short dictation.
- Play the audio (track 1.9) for students to individually listen and write the words.
- Check answers as a class.

1.9

shy, confident, lazy, hard-working, friendly, unfriendly, kind, mean, polite, rude, tidy, untidy

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *Today I have learnt ...* on the board and have students complete the sentence in their notebooks.

Extra activity Photocopiable 1B

- Ask students to do photocopiable 1B.

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about good manners
- **Target language:** revision of vocabulary and grammar

Materials

- True/False response cards
- Unit 1 Culture video
- Unit 1 Project video
- sheets of A4 paper, enough for two for each group of students
- coloured pencils, staples or string
- photocopiable 21

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can describe the differences between the customs of two cultures, using simple language (GSE 50).
- **Writing:** Can write simple sentences about what they/other people are doing (GSE 33). Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: True/False response cards technique (see page 14); Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 5, part 1

Starting the lesson

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

Presentation

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

Culture notes

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

Practice

Class Book

Lesson 5, part 1
CULTURE

Good manners around the world

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

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

Being with people
In Oman, it's polite for men to give a firm handshake when they meet someone. In some parts of Asia, the opposite is true: it's better to give a gentle handshake!

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

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

handshake
In Oman, it is polite to invite people to your home. When you go to someone's house for a meal, take a small present and remember to take off your shoes when you go inside.

Find out more! Watch the video.

20 twenty

Activity Book, Unit 1
Lesson 5, part 1

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

- Students discuss in pairs, then ask for feedback. Students raise their hands to offer ideas. Encourage class discussion. Ask *Who agrees? What do you think (name)? Do you have another idea?*
- Refer students to page 20. Tell them to look at the pictures. Ask *What can you see? What are the people doing?*

2 1.10 Listen and read.

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

1.10

Good manners around the world

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

Saying please and thank you

All around the world, it's important to say 'please' and 'thank you'. In the UK, if a child asks 'Can I have some water?', a British parent often asks 'What's the special word?' The child then remembers to say 'please'! And do you know that in the UK most people say 'thank you' to the bus driver when they get off the bus?

Being with people

In Oman, it's polite for men to give a firm handshake when they meet someone. In some parts of Asia, the opposite is true: it's better to give a gentle handshake!

In Oman, it is polite to invite people to your home. When you go to someone's house for a meal, take a small present and remember to take off your shoes when you go inside.

Good manners with food

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

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

Extra activity Critical thinking

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

Extra activity TPR

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

3 **What's different from your country? What's the same?**

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

Diversity**Challenge**

- Do Activity 3 using the Lollipop stick technique (see page 14).

Support

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

► **Find out more! Watch the video.**

- Tell students they are going to watch a video and to watch carefully because they are going to do a worksheet, too.

Activity Book

Lesson 5, part 1

CULTURE

1 **After you read** Read, look and number.

1 handshake 2 get off the bus 3 mouth wide open
4 take off your shoes 5 take a present

2 **Read and answer the questions.**

- 1 What do British parents ask children when they don't say 'please'?
What's the special word?
- 2 What do you say to the bus driver in the UK when you get off the bus?
Thank you.
- 3 Where is it best to give a gentle handshake?
in some parts of Asia
- 4 Where is it good manners to take off your shoes when you go inside?
in Oman
- 5 Where is it rude to finish everything on your plate?
in China

3 **Write two different manners for each place.**

- 1 In the UK it's good manners when you *say 'please' and 'thank you'* and when you *finish everything on your plate*
- 2 In Oman it's good manners when men *give a firm handshake* and when you *invite people to your home*
- 3 In China it's bad manners when you *finish everything on your plate* and when you *eat quietly*

16 sixteen

1 **After you read** Read, look and number.

- Students work individually.

2 **Read and answer the questions.**

- Students work individually. Students read the article on page 20 of the Class Book again to find the answers.

3 **Write two different manners for each place.**

- Students work individually. Remind them that all the answers are in the article on page 20 of the Class Book.

Extra activity Fast finishers

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

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *The most interesting thing in this lesson for me was ...* on the board and have students complete the sentence.

Lesson 5, part 2

Starting the lesson

- Tell students to close their books. Ask them if they can remember three things from the first part of the lesson that are good manners in some countries, and three things that are bad manners. Write them on the board as students say them.
- Ask students if they can remember where these things are good/bad manners. Write the countries or continents on the board.
- Look at page 20 and check answers.

Presentation

- Explain that in this lesson students will make a book about good manners in their country.
- Elicit ideas about who this information would be useful for (possible answers: people from other countries visiting Oman on holiday, people moving to Oman from other countries, students coming to Oman to study, people visiting Oman for work.)

Practice

Class Book

Project 1

Make a good manners book

1 In groups, brainstorm good and bad manners in your country.

In Oman, it is bad manners to wear shoes inside a house.

In Oman, it is good manners to listen to older people.

2 Choose three good manners to write about.

3 Now make your good manners book.

1



Take two pieces of A4 paper and fold them in two.

2



Give the book a cover. Choose a title.

3



Write your list of three good manners.

Tip Writing

You can use these phrases in your book of manners:

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

Tip Speaking

Remember to smile when you are speaking!

5 Show your book to the class. Talk about your book.



The Book of Good Manners

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

4 Compare your work with a partner. Can you give any advice?

twenty-one 21

Make a good manners book

- In groups, brainstorm good and bad manners in your country.**
 - Divide students into groups of three. Give each group two sheets of A4 paper and coloured pencils.
 - Give groups two minutes to brainstorm ideas.
- Choose three good manners to write about.**
 - Ask students to look at the good manners from the brainstorm in Activity 1 and choose three to write about.
- Now make your good manners book.**
 - Demonstrate how to fold the A4 paper in half to make a book with four pages and fasten it with staples or string. Explain that students must design a cover page and then write about three different manners on the three pages in the book.
 - Read the Writing tip and remind students to use the phrases in their book.
- Compare your work with a partner. Can you give any advice?**
 - Ask students to read their partner's book and make suggestions for improving it.
- Show your book to the class. Talk about your book.**
 - Read the Speaking tip and ask students to show you what they should do when they are speaking (smile).
 - Students take turns to show their book to the class individually.
 - Each group presents their book, reading a page each.

Finishing the lesson

- Ask a student to show you his or her good manners book.
- Mime or draw one of the good manners for the class to guess.
- Use the Lollipop stick technique (see page 14) to choose a student to stand at the front of the classroom.
- Ask the student to mime or draw one of the good manners from their book for the class to guess, like you did.
- Repeat with a few more students.

Extra activity Photocopiable 21

- Ask students to do photocopiable 21.

Lesson 6

Objectives

- **Lesson objectives:** to learn to describe people; to learn and practise /eə/, /eɪ/
- **Target language:** *What's she like? She's really friendly.*

Materials

- Yes/No response cards
- Unit 1 English in action video
- photocopiable 25

Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27). Can identify specific information about people's personalities in short, simple dialogues, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can describe someone's personality in a basic way, if guided by prompts (GSE 39). Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write a short description of a person they know well (GSE 40). Can use basic punctuation including capital letters, end punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

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

Presentation

- Explain that in this lesson students will learn to describe people.
- Ask two students to come to the front. Tell the class to listen carefully. Ask *Are you good at a sport or a hobby? What are you good at? Are you noisy/quiet/shy/confident?*

- Ask the class questions about the two students who stood up: *What's (name) good at? What's he/she like, noisy or quiet? etc.*

Diversity

Challenge

- Use confident students for the presentation.

Support

- Write the answers on the board under the students' names so students can answer more easily.

Practice

Class Book

English in action
Describing people

Lesson 6

- 1 Look at the picture. What game are they playing? **hockey**
- 2 Watch or listen. Can you find Arthur in the picture? **This is Arthur.**
- 3 Watch or listen again, read and check.





Who's that boy over there?
Which one?
The boy with fair hair.
Oh, that's Arthur. He's in my class. He's new.



What's he like?
He's very friendly. He seems very confident. He's really good at hockey, he's in the school team already! Come and meet him!

Say it!
Who's that boy over there?
What's he like?
He's very ...
He's really ...
He seems very ...

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

The boy in the red shirt seems friendly.

Pronunciation

5 Listen and say the tongue twister.

There's a girl called Clare, with very fair hair.
Today she's painting eight grey chairs.



22 twenty-two

Activity Book, Unit 1
Lesson 6

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

- Refer students to page 22. Students discuss in pairs and then raise their hands to offer answers.
- **Extension** Internet search key words: *field hockey*

2 1.11 Watch or listen. Can you find Arthur in the picture?

- Play the video or the audio. Students raise their hands to offer answers. Do not confirm answers yet.

1.11

Boy 1: Who's that boy over there?
Boy 2: Which one?
Boy 1: The boy with fair hair.
Boy 2: Oh, that's Arthur. He's in my class. He's new.
Boy 1: What's he like?
Boy 2: He's very friendly. He seems very confident. He's really good at hockey, he's on the school team already! Come and meet him!
Boy 1: OK!

3 1.12 Watch or listen again, read and check.

- Play the video or the audio again for students to watch or listen and read. Confirm the answer to Activity 2.
- Draw students' attention to the *Say it!* box. Read out the sentences and have students repeat as a class.

1.12

Boy 1: Who's that boy over there?
Boy 2: Which one?
Boy 1: The boy with fair hair.
Boy 2: Oh, that's Arthur. He's in my class. He's new.
Boy 1: What's he like?
Boy 2: He's very friendly. He seems very confident. He's really good at hockey, he's on the school team already! Come and meet him!
Boy 1: OK!

Extra activity TPR

- Read out the questions and answers in the *Say it!* box in random order. Assign questions to half the class and sentences to the other half of the class. Students all stand up. They sit down accordingly when they hear a question or an answer.

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

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

Extra activity Creativity

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

Pronunciation

5 1.13 Listen and say the tongue twister.

- Write *hair* /eə/ and *eight* /eɪ/ on the board. Read out the words and sounds and have students repeat.
- Play the audio. Play it again, pausing after each line, and have students repeat. Play it a third time and have students say the tongue twister with the audio.
- In pairs, students say the tongue twister as fast as they can.
- **Extension** Place students in groups of four. Ask them to think of other words they know that have the same sounds as *hair* and *eight*, e.g. *wear*, *bear*, *game*, *play*, *straight*. Students write a tongue twister using their words.
- Invite a few students to the front to say the tongue twisters.

1.13

There's a girl called Clare, with very fair hair. Today she's painting eight grey chairs.

Activity Book

Lesson 6 English in action 1 Describing people

1 Look at the pictures and complete the table.

untidy long hair juggling dark hair
 confident fair hair straight hair
 curly hair short hair fixing toys

	What does he look like?	What's he like?	What's he good at?
Theo	fair hair long hair straight hair	confident	juggling
Hussain	dark hair curly hair short hair	untidy	fixing toys

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

- Who's that girl over there?
- Which one?
- The short girl with curly hair and glasses.
- Oh, that's Reem. She's new at school.
- Who's that girl over there?
- She's really kind. She seems very friendly. She's very good at throwing a ball! Come and meet her!
- Cool!
- What's she like?

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

Pronunciation

4 Listen and tick (✓) the words you hear. Then circle the words with the air /eə/ sound and underline the words with the ay /eɪ/ sound.

square peas bake read play
 funfair wear lozy like shy

seventeen 17

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

- Students work individually.
- Ask students to look at the pictures of Theo and Hussain. Tell them that all the words they need to describe them are in the box. They must write the words in the table.

2  **1.14 Order the sentences to make a dialogue. Listen and check.**

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

1.14

Girl 1: Who's that girl over there?

Girl 2: Which one?

Girl 1: The short girl with curly hair and glasses.


Girl 2: Oh, that's Reem. She's new at school.

Girl 1: What's she like?


Girl 2: She's really kind. She seems very friendly. She's very good at throwing a ball! Come and meet her!

Girl 1: Cool!

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

-  Walk around the room monitoring pairs.

Pronunciation

4  **1.15 Listen and tick (✓) the words you hear. Then circle the words with the *air* /eə/ sound and underline the words with the *ay* /eɪ/ sound.**

- Check that students understand that they must tick the words first, while they are listening. After that they should circle or underline the words, depending on the sound.
- Students do the activity individually. They raise their hands to offer answers.


1.15

square, bake, play, funfair, wear, lazy

Extra activity Fast finishers

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

Finishing the lesson

-  Using the Summative and thought-provoking questions technique (see page 15), ask *How successful is your learning?* Ask students to say what they are doing to learn.

Extra activity Photocopiable 25

- Ask students to do photocopiable 25.

Lesson 7

Objectives

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

Materials

- stopwatch
- photocopiable 29

Global Scale of English (GSE)

- **Reading:** Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions) (GSE 50). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 41).
- **Writing:** Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students what crime stories or famous detectives they have heard of. Encourage class discussion with questions, e.g. *Are crime stories exciting? Do people take things in the stories? What do they take? Do the police catch them?*

Presentation

- Explain that in this lesson students will read a crime report.
- Tell students to work in pairs. Give them one minute to write down the personality adjectives they remember from Lesson 1.
- Ask for feedback.
- Pre-teach *diamond* and *magnet*. Write them on the board, draw simple pictures and ask *Which one is a beautiful stone? Which one can you use to do experiments?* Elicit answers.
- Pre-teach *ill*, *glass box*, *circus* and *trapeze*. Write the words on the board. Say sentences to explain the meanings. Say *When you are ill, you see a doctor. A glass box can break. It's glass like a window. A clown works at a circus. Some people fly on a trapeze at a circus.*

Practice

Class Book

Lesson 7 Skills 1

Reading

1 **Before you read** What kind of text is it?
a fact file a magazine article **a report** a blog

2 **1.16 Listen and read.**

Chief Inspector Fleming's report

Yesterday evening, there was a dinner party at Mrs Morgan's house. The famous Morgan Diamond was in a glass box. The diamond was a present from the King to Mrs Morgan's grandfather. This morning, the box and the diamond weren't there.

These people were at the dinner party:

- Mrs Elsie Willow, 47, doctor, hard-working.
- Mr Fred Parker, 43, vet, kind and quiet.
- Miss Mabel Allen, 25, actress, confident.
- Mr Jack Allen, 19, Science student, very shy. Mabel Allen's brother.

More information about the suspects:

- Miss Allen is an actress, but she's working as a trapeze artist in a circus, not in a theatre.
- Mr Parker hasn't got any money. His wife is ill and he needs to pay for an expensive operation next month.
- Mrs Willow needs money, too. Her husband lost all the family's money last year.
- Mr Allen seems shy, but his teacher says he is the most hard-working student in his class this year. Mr Allen does experiments with a new type of magnet. His magnets can pick up any material.

Conclusion: They all did it together.
Mrs Willow watched the door. Miss Allen used Mr Allen's special magnet to get the glass box. Mr Parker went to London with the diamond.

3 **After you read** Correct the sentences.

1 Chief Inspector Fleming ~~was~~ ^{wasn't} at the dinner party.
2 Miss Allen is an actress and Mr Parker is a ~~chef~~ ^{vet}.
3 Mr Allen is ~~an~~ ^a Science student. ~~a Science~~
4 Mrs Willow ~~has~~ ^{hasn't} got a lot of money. ~~hasn't~~
5 ~~Mrs Willow~~ used Mr Allen's special magnet to get the glass box. ~~Miss Allen~~

Activity Book, Unit 1 Lesson 7 twenty-three 23

1 Before you read What kind of text is it?

- Refer students to page 23. Tell them to look at the text quickly to find out what kind of text it is. Ask them to point to the place they find the answer (*Chief Inspector Fleming's report*). Explain the meaning of *report* if necessary. Ask *What does a police report tell us?* and elicit answers. Accept all reasonable suggestions.
- **Extension** Students work in pairs and think about what they would see in a fact file, a magazine article and a blog. Ask for class feedback and accept all reasonable suggestions, e.g. *fact file: true information; magazine article: information and an opinion; blog: an opinion.*

2 1.16 Listen and read.

- Ask students to count how many people are in the report while they listen and read. Play the audio.
- Ask students to say how many people are in the report and to find them in the pictures.
- Check comprehension with questions. Ask *When was there a dinner party? (yesterday evening) Was the diamond a gift from a queen? (No, it was from a king.) How many suspects are there? (four) Who did the crime? (They all did.)*
- Ask *What is Miss Allen/Mr Parker/Mrs Willow/Mr Allen like?* Students raise their hands to offer answers.

1.16

Chief Inspector Fleming's report

Yesterday evening, there was a dinner party at Mrs Morgan's house. The famous Morgan Diamond was in a glass box. The diamond was a present from the King to Mrs Morgan's grandfather. This morning, the box and the diamond weren't there.

These people were at the dinner party:

- Mrs Elsie Willow, 47, doctor, hard-working.
- Mr Fred Parker, 43, vet, kind and quiet.
- Miss Mabel Allen, 25, actress, confident.
- Mr Jack Allen, 19, Science student, very shy. Mabel Allen's brother.


More information about the suspects:

- Miss Allen is an actress, but she's working as a trapeze artist in a circus, not in a theatre.
- Mr Parker hasn't got any money. His wife is ill and he needs to pay for an expensive operation next month.
- Mrs Willow needs money, too. Her husband lost all the family's money last year.
- Mr Allen seems shy, but his teacher says he is the most hard-working student in his class this year. Mr Allen does experiments with a new type of magnet. His magnets can pick up any material.


Conclusion: They all did it together.

Mrs Willow watched the door. Miss Allen used Mr Allen's special magnet to get the glass box. Mr Parker went to London with the diamond.

Extra activity Critical thinking

-  Students work in pairs. They think of a different solution to the crime and tell the class. Have a class vote for the best alternative suggestion.

3 After you read Correct the sentences.

- Give students a minute to read the text again. Then students read the sentences. They cross out the incorrect information and write the correct information above it.
-  Ask for feedback using the Lollipop stick technique (see page 14).

Diversity**Challenge**

- Tell students to find the parts of the text where they find the information they need to correct the sentences.

Support

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

Extra activity TPR

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

Activity Book**Skills**

Lesson 7

Reading**1 After you read Look and write.**

circus magnet ill glass box trapeze diamond

**2 Circle the correct answer.**

- 1 There was a dinner party at Mrs Morgan's Inspector Fleming's house.
- 2 There was a diamond in a glass jewellery box.
- 3 The diamond was a present from the King to Mrs Morgan's grandmother grandfather.
- 4 Mr Parker is older younger than Miss Allen.
- 5 Mr Allen does experiments with diamonds magnets.
- 6 Miss Allen works in a circus theatre.

3 How did they get the diamond? Read and put the underlined words in the correct place. Rewrite the text.

Mrs Willow went to the diamond. Miss Allen used Mr Allen's door to get the magnet. Mr Parker watched London with the glass box.

Mrs Willow watched the door. Miss Allen used Mr Allen's magnet to get the glass box. Mr Parker went to London with the diamond.

18 eighteen

1 After you read Look and write.

- Give students one minute to complete the activity.

2 Circle the correct answer.

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


3 How did they get the diamond? Read and put the underlined words in the correct place. Rewrite the text.

- Students complete the activity individually. They can refer to their Class Books if necessary.

Extra activity Fast finishers

- Students write the correct sentences for Class Book Activity 3 in their notebooks in full.

Finishing the lesson

-  Using the Summative and thought-provoking questions technique (see page 15), ask *Are you good at understanding what kind of text you are reading? Is it possible to understand a text without knowing all the words? Do you feel confident about reading activities? How can you get better?* and encourage class discussion.

Extra activity Photocopiable 29

- Ask students to do photocopiable 29.

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to describe someone; to write a description of someone
- **Target language:** revision of vocabulary and grammar

Materials

- sheets of A4 paper, enough for each student
- photocopiable 33

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 41).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can describe someone's personality in a basic way, if guided by prompts (GSE 39).
- **Writing:** Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38). Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; Two stars and a wish technique (see page 15)
- Independent learning: portfolio (see page 15); Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson

- **1.5** Play the song from Lesson 4 and encourage students to join in.

Presentation

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

Practice

Class Book

Skills
Lesson 8, part 1

Listening

1 Listen. Who are the thieves?
2 and 6 are the thieves.

Speaking

2 Talk about someone in your family.

My Uncle Hashim is my favourite uncle. He's very kind ...

Writing

3 Read the description. Japanese student Maite is describing her granny. What doesn't her granny like? **She doesn't like watching cooking shows or films about cooks on TV.**

My Granny

by Maite from Japan

My granny is my favourite relative. Her name is Honoka. She's 72 years old. She's got short, grey hair and brown eyes.

My granny is very kind and hard-working. She likes reading and she loves watching TV. She likes cooking, too, but she doesn't like watching cooking shows or films about cooks on TV! She always makes me delicious sushi because she's great at making sushi.

She loves films, so she often goes to the cinema. I like talking about films with my granny.

4 Write about someone important in your life.

1 Plan

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

2 Write

- Write your description.

3 Check your work

- Linking words?

Tip **Writing**

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

24 twenty-four
Activity Book, Unit 1 Lesson 8, part 2

Listening

- 1** **1.17 Listen. Who are the thieves?**
- Refer students to page 24 and look at the people in Activity 1. Ask *Which person has a beard/moustache/fair hair/long dark hair/is tall/is short?* for students to call out the number.
 - Play the audio.
 - Students compare answers with a partner.

1.17

- Man:** So, Mrs Smith. Tell me what happened.
- Woman:** Two people stole my bag. I was going to the shops. I dropped my bag.
- Man:** Were they men or women?
- Woman:** There was a man and a woman. At first they seemed kind and friendly. They helped me pick up my bag. But then they took my bag and ran away. They were both good at running. They could run very fast.
- Man:** What did the man look like?
- Woman:** The man had fair hair.
- Man:** Was his hair curly or straight?
- Woman:** It was curly.
- Man:** And was he tall or short?
- Woman:** He was tall, I think.
- Man:** What about the woman?

Woman: She was tall, too, I think. They both seemed very tall!

Man: What did she look like?

Woman: She had long, curly, fair hair. They looked like each other. Maybe they were brother and sister?

Man: That sounds like Arlo and Poppy Lane. They are brother and sister. They seem kind and friendly, but they're really mean. They're very good at stealing bags. They stole a lot last year. But this time I think we can catch them!

Diversity

Challenge


- Ask students to say why the other people are not the thieves.

Support

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

Speaking

2 Talk about someone in your family.

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

Writing


3 Read the description. Japanese student Maite is describing her granny. What doesn't her granny like?

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

Extra activity TPR


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

4 Write about someone important in your life.

- Read the Writing tip to students. Tell students to find the linking words in Maite's description in Activity 3.
- Go through the plan with students. Tell them to brainstorm ideas. They try to think of answers to the questions in the plan.
-  Students work in pairs to write their description in their notebooks.

- Walk around the class monitoring pairs.
- Ask pairs to check their work for linking words.

Extra activity Creativity

-  After checking their written work, students copy it onto a sheet of A4 paper and draw a picture of the person. They display their work on the classroom wall and later add it to their portfolio (see page 15).

Finishing the lesson

- Tell students that they will write about someone important in their life in the next lesson. Ask them to start thinking about the person they want to write about.

Lesson 8, part 2

Starting the lesson

- Draw three large circles in the middle of the board with plenty of space between them.
- Write inside the circles: (1) What does he/she look like? / (2) Personality adjectives / (3) Hobbies.
- Write one example from each of the vocabulary sets next to each circle. For example, (1) *long hair*, (2) *confident*, (3) *juggle*.
- Have students brainstorm words for each set. Possible answers: (1) *beard, curly hair, dark hair, fair hair, long hair, moustache, short hair, straight hair*; (2) *confident, friendly, hard-working, kind, lazy, mean, polite, rude, shy, tidy, unfriendly, untidy*; (3) *bake a cake, count, do experiments, fix toys, juggle, make a pizza, spell, throw a ball*.

Practice

Activity Book

Lesson 8, part 2

1 Writing

Use these words to link ideas: *and, or, but, so, because*.

- Complete the sentences with *and, or, but, so* or *because*.
 - Amira is kind and friendly, but she hasn't got many friends.
 - I don't have much money, but this sandwich is cheap so I can buy it.
 - What's more delicious: chocolate or a cupcake?
 - I can kick and throw a ball very quickly, so be careful!
 - This room is very untidy because the children are playing.
- Write about someone important in your life.
 - Plan**

Read and answer. Make notes.

Who are you writing about? _____

What does he/she look like? _____

What is he/she like? _____

What does he/she like doing? _____

What do you like about him/her? _____
 - Write**

Use your notes and write your description.

 - Check your work**

Read your text again and tick (✓).

Linking words? A capital letter at the start of each sentence?

A full stop at the end of each sentence? Correct spelling?

Clear handwriting?

See Writing model page 66

3 In groups, compare your descriptions. Which people are similar?

nineteen 19

Writing

- Complete the sentences with *and, or, but, so* or *because*.
 - Students work individually. Explain that these words are used to link ideas in the sentence. Students should read the whole sentence before they decide which words to use.

- Write about someone important in your life.
 - Plan: Give students one minute to complete their notes.
 - Write: Students work individually to write their descriptions. They can refer to the description they wrote in their notebooks in the previous lesson and to the Writing model on page 66.
 - Check your work: Students evaluate their own work.
 - Using the Two stars and a wish technique (see page 15), students read and check each other's work.
- In groups, compare your descriptions. Which people are similar?
 - Place students in small groups to read and talk about their descriptions.

Extra activity Fast finishers

- Students find the adjectives and the hobbies in Maite's description on page 24 of the Class Book. They write the words in their notebooks under two separate headings.

Finishing the lesson

- Students write down what they achieved in their Learning diary (see page 15): *Today I listened to ..., I described ... and I wrote a description of ...*

Extra activity Photocopiable 33

- Ask students to do photocopiable 33.

Lesson 9

Objectives

- **Lesson objectives:** to review unit language
- **Target language:** unit vocabulary

Materials

- 16 word cards from Lesson 4
- photocopyable 37

Global Scale of English (GSE)

- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Reading:** Can find appropriate words or phrases to describe a picture (GSE 38). Can follow a simple series of written instructions to carry out a task (GSE 36).
- **Writing:** Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can add common suffixes (e.g. *-ed*, *-s*, *-er*) to simple regular words (GSE 38). Can make simple comparisons between people, places or things (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students a key question about reviews, e.g. *Why is it important to revise vocabulary?* Accept all reasonable answers.

Presentation

- Explain that in this lesson students will do revision of the unit vocabulary and then play a game.
- Revise the personality adjectives by writing them on the board with the vowels missing. Ask different students to complete the words.
confident, friendly, hard-working, kind, lazy, mean, polite, rude, shy, tidy, unfriendly, untidy
- Revise the hobbies by writing the nouns on the board. Ask different students to write the missing verbs.
(bake) a cake, (count) fingers, (do) experiments, (fix) toys, (juggle) hats, (make) a pizza, (spell) a word, (throw) a ball

- Revise comparatives and superlatives. Write *tall – taller – the tallest* on the board. Ask students to work in pairs and tell each other the comparatives and superlatives of: *big, tidy, confident, good, bad*
- Ask different students to write the answers on the board.

Extra activity TPR

- Place the word cards around the room. Call out a word and choose a student to find it. When different students have found all the words, ask them to find their partner to make phrases.

Practice

Class Book

Lesson 9
Review
1

1 Write the word. There is one word you don't need.

count lazy spell throws mean doing experiments kind

- That boy is really **mean**! He just pushed that little boy over!
- Science is great! I love **doing experiments**
- Youisif is in the garden every afternoon. He **throws** a ball against the wall and plays with his friends.
- I need to see how much money I've got. I need to **count** my money.
- If you don't do any work, you are **lazy**.
- How do you **spell** your name?

2 In pairs, say the sentences. Then match them to the pictures.

a

b

c

d

- Issa is ... than Juma. He always says 'thank you'. (polite) **more polite** d
- My sister is ... than I am! She always puts away her clothes, but I always leave them on the bed! (tidy) **tidier** c
- My toy is broken! But I'm ... fixing toys! (good at) **good at** b
- That boy is the ... boy in the school! (mean) **meanest** a

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

- Find a sandcastle. (1 point) **On page 14 (Lesson 1)**
- What is Fatma good at? (1 point) **Juggling (Lesson 2)**
- Who stole the Morgan Diamond? (1 point) **Mrs Willow, Miss Allen, Mr Allen and Mr Parker (Lesson 7)**

Now think of three more questions to ask the other team.

Activity Book, Unit 1 Lesson 9
twenty-five 25

1 Write the word. There is one word you don't need.

- Refer students to page 25. Students write the missing words, comparing their answers in pairs.
- Using the Lollipop stick technique (see page 14), students read out the complete sentences.

Diversity

Challenge

- After doing the activity, tell students to cover the word box and then repeat the activity in pairs.

Support

- Students copy the completed sentences into their notebooks and underline the words from the box.

2 In pairs, say the sentences. Then match them to the pictures.

- Students work in the same pairs and complete the activity.
- Check answers using the Lollipop stick technique (see page 14).

Extra activity Critical thinking

- Students work in pairs and choose three unit words not included in Activities 1 or 2. Students write sentences for each word, leaving blank spaces where the words would appear. They then make a box with the missing words in it. Students swap sentences with another pair and complete each other's sentences.

Challenge

Challenge your classmates and play the game!

- Divide the class into two teams. Monitor the game and award points.
- Give students two minutes to think of three extra questions.

Activity Book

Lesson 9

1 Make your own avatar to help you learn English. Then write, circle and draw.

My avatar

Name

Age

What does he/she look like?

Hair long / short / curly / straight / dark / fair

What's he/she like? shy / confident / lazy / hard-working / friendly / unfriendly / kind / mean / tidy / untidy / polite / rude

Great at counting quickly / spelling difficult words

Good at juggling three balls / making pizzas / baking cakes

Terrible at throwing balls / fixing toys / doing experiments

2 Look at Activity 1 and describe your avatar.

My avatar's name is _____

Self-assessment

My work in Unit 1 is OK good excellent.

My favourite lesson is the one about _____.

Now I can _____.

I need to work more on _____.

20 twenty

1 Make your own avatar to help you learn English. Then write, circle and draw.

- Remind students that they can find the words they need in this unit and the Welcome unit.
- Students work individually and check in pairs.

2 Look at Activity 1 and describe your avatar.

- Students work individually and check in pairs.
- Ask different students to read out their descriptions to the class. Ask *How are your avatars the same/different?*

Self-assessment

- Students do the activity individually.

Extra practice

Activity Book

Lesson 9

Extra practice 1

1 What are they like? Complete the crossword.

- 1 They make friends very easily.
- 2 They've got all their things in order.
- 3 They never say 'please' or 'thank you'.
- 4 They aren't kind to other people.
- 5 They don't want to work very hard.
- 6 They're nervous when they meet new people.

2 What do these words mean? Use the words in Activity 1 and write.

1 confident <u>not shy</u>	4 polite <u>not rude</u>
2 untidy <u>not tidy</u>	5 hard-working <u>not lazy</u>
3 kind <u>not mean</u>	6 unfriendly <u>not friendly</u>

3 Write the correct form of the words in brackets.

- 1 My friend Basim is friendlier (friendly) than my friend Abdulaziz.
- 2 Hanan's bedroom is the most untidy (untidy) room in the house.
- 3 This is the best (good) film and this is the worst (bad) chocolate!
- 4 The red house is bigger (big) than the green house.
- 5 Sabah is the most confident (confident) student in class.

4 Look and write the sentences.

- 1 My sister not very good at My sister isn't very good at throwing a ball.
- 2 Zahran terrible Zahran is terrible at playing tennis.
- 3 Areej great at Areej is great at juggling.
- 4 We good at We are good at making a pizza.
- 5 You not very good at You aren't very good at fixing toys.

twenty-one 21

1 What are they like? Complete the crossword.

- Students can work in pairs to complete the crossword.

2 What do these words mean? Use the words in Activity 1 and write.

- Students work individually and check in pairs.

3 Write the correct form of the words in brackets.

- Students complete the activity individually.
- Explain that they will need to use the comparative or superlative form of the adjective.

4 Look and write the sentences.

- Students work individually.

Vocabulary and Grammar reference

Activity Book

Vocabulary and Grammar reference Lesson 9

Vocabulary

1 Read and add more words to the list.

Personality adjectives	Hobbies
confident	bake a cake
friendly	count
hard-working	do experiments
kind	fix toys
lazy	juggle
mean	make a pizza
polite	spell
rude	throw a ball
shy	
tidy	
unfriendly	
untidy	

Grammar

2 Read and complete.

more worst than better the confident making She are

Short adjectives – comparative	Long adjectives – comparative
Zaid is kinder ¹ <u>than</u> Qais.	My brother is ² <u>more</u> hard-working than my sister.

Short adjectives – superlative	Long adjectives – superlative
My friends are ³ <u>the</u> quietest in the library.	Jasim and Younis are the most ⁴ <u>confident</u> students in class.

Irregular adjectives – comparative	Irregular adjectives – superlative
Laila is ⁵ <u>better</u> than Marwa at Maths.	Noora is the ⁶ <u>worst</u> at juggling.

Changes in spelling	
shy → shier → the shiest	I am great at juggling.
big → bigger → the biggest	He / ?She / It is good at not very good at making pizza.
	You / They ⁸ <u>are</u> terrible at

22 twenty-two Go to Dictation on page 70.

Vocabulary

1 Read and add more words to the list.

- Ask students if they can think of any other words to add to the list. Students can work in pairs to complete the activity.

Grammar

2 Read and complete.

- Ask students to look at the questions and say which ones are about comparatives and superlatives (1–6).
- Students work individually and check in pairs.

Extra activity Fast finishers

- Students think of more questions for the Challenge game.

Dictation

- Have students turn to page 70 in their Activity Books.
- Play the audio (track 1.18) for students to individually listen and write the sentences.
- Check answers as a class.

1.18

1

Boy 1: Nawal is more hard-working than her best friend.

2

Girl: I'm good at spelling but I'm not good at singing.

3

Boy 1: What's Shibab like?

Boy 2: He seems very confident.

Progress path

- Refer students to page 108 in their Class Books and page 72 in their Activity Books and ask them to answer questions 3 and 4. Students can work individually or in pairs.
- Students get one point for answering correctly and two points for writing their answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Write on the board *In Unit 1 I can ..., I am good at ..., I am not very good at ...*. Students copy the sentences into their notebooks and complete them with their own evaluation. Using the Summative and thought-provoking questions technique (see page 15), ask different students *What do you need to practise more? How can you do that? What are you already doing?*

Extra activity Photocopiable 37

- Ask students to do photocopiable 37.

Get ready for...

Lesson 10

Objectives

- **Lesson objectives:** to practise for A1 Movers Reading and Writing Parts 2 and 4, Listening Part 4, and Speaking Part 4
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Reading:** Can understand some simple details in a short text (GSE 34). Can follow a simple series of written instructions to carry out a task (GSE 36). Can identify specific information related to a familiar topic in a short, simple text (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15); portfolio (see page 15)

Starting the lesson

- **1.6** Play the karaoke version of the song from Lesson 4 and encourage students to sing.

Presentation

- Explain that in this lesson students will revise the work from the unit and practise for the A1 Movers exams.

Practice

Class Book


Lesson 10

Get ready for...

A1 Movers Reading and writing Part 4 **Exam**

1 **Read the text. Choose the right words.** Remember to read each word to see which fits best.

My brother
My brother Yousuf always says (1) please and thank you. He is very (2) polite. He is (3) shorter than me, but he is not the (4) shortest person in our family. Yousuf loves Science and is good at (5) doing experiments. But he is not very good at throwing a ball. He is (6) terrible at basketball!






1 yes	<input type="checkbox"/>	please	<input type="checkbox"/>	why	<input type="checkbox"/>
2 lazy	<input type="checkbox"/>	mean	<input type="checkbox"/>	polite	<input type="checkbox"/>
3 shorter	<input type="checkbox"/>	shortest	<input type="checkbox"/>	more short	<input type="checkbox"/>
4 most short	<input type="checkbox"/>	shorter	<input type="checkbox"/>	shortest	<input type="checkbox"/>
5 doing	<input type="checkbox"/>	having	<input type="checkbox"/>	taking	<input type="checkbox"/>
6 great	<input type="checkbox"/>	terrible	<input type="checkbox"/>	kind	<input type="checkbox"/>




A1 Movers Listening Part 4

2 **Listen and tick (✓) the box.**

1 Who is Owen?

A 	B 	C 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Who is Theo?

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

26 twenty-six

Activity Book, Unit 1
Lesson 10


1 **Read the text. Choose the right words.**

- This activity is based on the A1 Movers Reading and Writing Part 4 exam.
- Tell students that this is a practice test and they shouldn't be nervous about completing it.
- Ask students to look at the gap numbered 1 in the text, and then to look at the three words numbered 1 below the text.
- Explain that students need to choose one of the three words to go in the gap.
- Read the Exam tip and remind students that they should read all the words. They shouldn't just choose the first word that looks like it might be right.
- Read the first sentence and elicit the answer as an example.
- Students then work individually to complete the activity.
- Check answers using the Lollipop stick technique (see page 14). Then explain any mistakes students have made.

2 **1.19 Listen and tick (✓) the box.**

- This activity is based on the Listening Part 4 exam.
- Ask students to read the questions and look at the pictures. Ask *Who is the person you need to listen for in Activity 1? (Owen) Who is the person you need*

to listen for in Activity 2? (Theo). Correct students' pronunciation of the names if necessary.

- Play the audio. Students listen and tick the boxes. Play the audio again if necessary.
-  Check answers using the Lollipop stick technique (see page 14). Then explain any mistakes students have made.

1.19

1

Girl 1: Hi, Ruby! Over here!

Girl 2: Hi, Daisy! Thanks for inviting me!

Girl 1: It's great you're here! Come and meet my family!

Girl 2: Wow, there are a lot of people here! Who are they all?

Girl 1: Well, can you see that boy over there? He's playing football.

Girl 2: The boy with the fair hair?

Girl 1: No, the boy with the dark hair.

Girl 2: Oh, yes.

Girl 1: That's my brother, Owen.

2


Girl 2: Who is the boy over there?

Girl 1: The boy climbing the tree?

Girl 2: Yes.


Girl 1: That's my younger brother, Theo. He's always really untidy!

1 Do! Read the text and choose the best answer.


- Tell students that this is practice for the A1 Movers Reading and Writing Part 2 exam.
-  Students do the activity individually. Check answers using the Lollipop stick technique (see page 14).

2 Let's talk about you. Answer the questions.


Read the questions aloud for the class. Ask *What is the first question asking about?* (appearance) *And the second?* (personality) *And the third?* (ability)

-  Students work in pairs and take turns to answer the questions.

Extra activity Fast finishers

- Students write sentences about one of their friends. Write prompts on the board if necessary, e.g. *My friend's got He's/She's He's/She's good at*
-  Suggest students keep their work in their portfolios (see page 15).

Extra activity Collaborative work

-  Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique (see page 15). Students write their opinion about the unit under the lesson headings. The envoy reports back to the class.

Activity Book

Lesson 10

Get ready for...

1

A1 Movers Reading and Writing Part 2

Do!  Read the text and choose the best answer.

1 What did you do last weekend?

- A I met a cousin who lives in the US.
- B I met a cousin who lives in the US.
- C I'm meeting a cousin who lives in the US.

2 What does he look like?

- A He's kind and friendly.
- B No, he doesn't.
- C He's tall with long, black, curly hair.

3 Is he the youngest of your cousins?

- A No, he's the oldest.
- B No, he doesn't.
- C Yes, he's younger than me.

4 What's he like?


- A He likes making pizza, but he doesn't like baking a cake.
- B He's very polite and he seems very confident.
- C He's a student and he likes spelling words.



5 What's he good at?

- A He's very good at baseball but very bad at doing tricks!
- B He's terrible at throwing a ball.
- C No, he isn't good.

A1 Movers Speaking Part 4

2  Let's talk about you. Answer the questions.

1 What do you look like?

I've got _____.

2 What are you like?

I'm _____ and _____.


3 What are you good at?

I'm good at _____.



twenty-three 23

Finishing the lesson

-  Using the Summative and thought-provoking questions technique (see page 15), ask *How did you get on in Unit 1? Which lesson did you like best? Which words were the easiest and most difficult to remember?*
- Congratulate students on completing the unit.

Unit 1 practice

- Students now complete the Unit 1 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

Objectives

- **Lesson objectives:** to revise unit language with fun tasks
- **Target language:** revision of unit language

Materials

- dice, one for each pair
- one counter per student

Global Scale of English (GSE)

- **Reading:** Can follow basic instructions on how to play a simple board game, if supported by pictures (GSE 31).
- **Listening:** Can understand simple comparisons between objects or people, if spoken slowly and clearly (GSE 31).
- **Speaking:** Can ask simple questions about very familiar topics (GSE 30). Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Writing:** Can write correctly structured questions with question marks (GSE 35).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique (see page 15)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- To revise comparative and superlative adjectives, start by writing the following adjectives in a column on the left-hand side of the board: *kind, tidy, interesting, good, hot*.
- In a new column to the right, write *kinder* next to *kind*. Then in the next column, write *the k_____* and elicit what comes next, letter by letter (*the kindest*).
- Then, next to *tidy*, write the *t* and then go round the class asking each student in turn to give you the next letter, until they have spelled out *tidier*. Point to the space to the right of it and elicit *the tidiest* letter by letter in the same way. If a student says the wrong letter, pause and let them correct themselves.
- Repeat for the remaining three adjectives.

Presentation

- Explain that in this lesson, students will play a game. Ask students to look at the game in the Class Book. Ask students what they think they have to do.

Practice

Class Book

Fun corner 1

1 Work in pairs and play the game. Use a spinner or a dice. Ask and answer questions with your partner.

FINISH! 	28 Which is the ... (hot) month in the year?	27 Is playing basketball ... (exciting) than playing table tennis? Why?	26	25 Are elephants ... (tall) than giraffes?
20 Is it ... (easy) to bake a cake or to make a pizza? Why? 	21	22 Is fixing toys ... (difficult) than doing experiments? Why? 	23 Miss a turn! 	24 Who is the ... (kind) person you know? Why?
19 Is it ... (good) to be good at spelling difficult words or counting quickly? Why? 	18 Go forward two spaces. 	17 What is the ... (interesting) subject that you study? Why? 	16 Is History ... (interesting) than Science? Why? 	15
10	11 Who is ... (funny) person you know? Why? 	12 Is your grandma ... (short) than your mum? 	13 Miss a turn! 	14
9 Are you the ... (hard-working) student in the class? 	8	7 Go back two spaces. 	6 Is it ... (easy) to juggle or to throw a ball? Why? 	5 Who is the ... (shy) person in your family?
START! 	1 Are you ... (confident) than your best friend? Why? 	2 Is it ... (bad) to be lazy or mean? 	3 Is it ... (good) to be polite or rude? 	4 Which room in your house is the ... (tidy) house?

twenty-seven 27

1 Work in pairs and play the game. Use a spinner or a dice. Ask and answer questions with your partner.

- Explain the aim of the game. Tell students that the first player to reach the FINISH! square is the winner.
- Students take it in turns to roll the dice and move their counters.
- If they land on a square with a question, players must complete the question using the comparative or superlative form of the adjective in brackets. Then their partner answers the question.
- If you want to focus on accuracy or make the game more competitive, you could introduce the following optional extra rules. If the student gets the comparative or superlative form wrong in their question, they have another try to correct it. If they are still not correct, they miss their next turn. If the other player doesn't answer the question appropriately, they also have another try to correct their answer, or miss a turn. Their partner should say if they think there is a mistake, or check with the teacher if unsure.

- If players land on a square at the top of a slide, they slide back to the square at the bottom of the slide. If players land on a square at the bottom of a ladder, they climb up to the square at the top of the ladder. They must complete the question before they can climb the ladder.
- Demonstrate the rules by playing a few turns with a couple of volunteers.
- 🗨️ Use the Traffic light cards technique (see page 15) to check students know what they have to do.

Extra activity Fast finishers

- Ask students to think of an interesting answer their partner gave to one of the questions. Students write out the question and their partner's answer in full, checking with their partner to see if they remembered the answer correctly.

Finishing the lesson

- Ask the class to look again at some of the questions on the board in turn: squares 3, 6, 16, 17, 19, 20, 22 and 27.
- For each of the squares, elicit the correct question and then ask for a show of hands for the possible answers. For example: *Is it better to be polite or friendly? Who thinks it's better to be polite? Who thinks it's better to be friendly?*
- Write down the results of each poll on the board and elicit comments on any interesting results.
- 🎓 Use the Summative and thought-provoking questions technique (see page 15) to ask students what they think they did well today.

Lesson 1



Objectives

- **Lesson objectives:** to review the phonics and language from Unit 1; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to understand the main idea of a text; to skim a text for gist; to evaluate a text
- **Target language:** *kind, tidy, hard-working, confident, shy, polite; bake a cake, do experiments, throw a ball; more confident than, smaller than, taller than; the friendliest, the smallest, the biggest, the most delicious, the best, the happiest*
- **Phonics:** /eə/, /eɪ/

Global Scale of English (GSE)

- **Reading:** Can understand the main idea in a short, simple picture story (GSE 30). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story, if guided by questions (GSE 35). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39). Can scan a simple text to find specific information (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can re-tell a familiar story, given prompts or a model (GSE 39). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can select key words and phrases from a short simple text and use them in their own writing (GSE 41).

Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson


- Ask *Can you bake a cake? Who is really good at baking a cake? What food are you good at making?*

Presentation

-  Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 1 will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 114.
- On one side of the board, write *Comparative adjectives* and then write next to it *more confident*. Then, on the other side, write *Superlative adjectives* and *the friendliest*. Encourage students to look through the story quickly and find more comparative and superlative adjectives. They should point to the correct side of the board to say which category it belongs in, comparative or superlative. (Comparative: *smaller, taller*; Superlatives: *the smallest, the biggest, the most delicious*)

Before you read

1 Before you read Read the title of the story and look at the picture on page 28. Answer the questions.

- Before students read, ask them to turn to page 114 in their Class Books. Read the question aloud.
-  Students work in pairs.
- Tell students to refer to page 28 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as class.

Listen and read

Class Book

Graded reader 1

The Baking Day

Arwa and Areej are baking a cake today. The children bake in pairs. Arwa and Areej are hard-working, but Arwa is more confident than Areej. Arwa is also kind, and the friendliest person at the baking day.



Graded reader 1

Arwee and Arwa are very tidy. They tidy up the eggs, sugar, butter and flour. But there is a problem with the cake.



Unit 1, Graded reader 1

The Baking Day

1 Before you read Read the title of the story and look at the picture on page 28. Answer the questions.


- How many girls can you see?
four
- What do you think a 'baking day' is?

- What do you think happens on the baking day?


2 Listen and read.

- Read the story quickly. Were your ideas from *Before you read* correct?


- Read the story again. Circle the foods that the girls need for the recipe.
milk eggs chocolate sugar butter bananas flour
- Find these words in the story. Then write them under the pictures.
bowls eggs cake



eggs



cake




bowls

3 After you read

- Choose the correct words to complete the sentences.
 - Arwa and Areej use the **red** **yellow** bowl.
 - The girls make a cake for **8** **80** people.
 - The girls think that the cake **is** **isn't** delicious.
- Over to you!** Answer the questions.
 - Do you like the story? Why or why not?
 - Do you like the pictures in the story? Why or why not?
 - What would you change about the story? How would you change it?

114 one hundred and fourteen



2 GR1.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers for questions 2 and 3 on page 114 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

2) Read the story again. Circle the foods that the girls need for the recipe.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 114 individually.
- Check answers as a class.

3) Find these words in the story. Then write them under the pictures.

- Students refer back to the story on pages 28–31.
- Ask students on which pages they found the words.
- Invite individual students to tell you the answers.

3 After you read

1) Choose the correct words to complete the sentences.

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

2) **Over to you!** Answer the questions.

- Students think about the answers to the questions individually.
- Students ask and answer the questions in pairs.
- Monitor and help where necessary.
- Discuss students' answers as a class.

Phonics

- Write on the board *today* and *eight*, with the /eɪ/ sound underlined as shown. Ask students what sound is the same in both these words (/eɪ/).
- Ask students to find words in the story that contain this sound (*baking, day, cake, bake, eight, eighty*).
- Write on the board *fair* and *chair*, with the /eə/ sound underlined as shown. Ask students what sound is the same in both these words (/eə/).
- Ask students to find words in the story that contain this sound (*there, pairs*).

Finishing the lesson

- Ask students what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of what happened in the story.
- Ask students which character was their favourite and encourage them to give reasons for their answers.

Lesson 1, option B

Starting the lesson

- Ask students what they think they are not very good at but would like to be better at. Ask *How can you become better at something?*

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 1 will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 115.
- On one side of the board, write *Comparative adjectives* and then write next to it *more confident*. Then, on the other side, write *Superlative adjectives* and *the worst*. Encourage students to look through the story quickly and find more comparative and superlative adjectives. They should point to the correct side of the board to say which category it belongs in, comparative or superlative. (Superlatives: *the best, the happiest*)

Before you read

- Before you read** Read the title of the story and look at the picture on page 32. Answer the questions.
 - Before students read, ask them to turn to page 115 in their Class Books. Read the question aloud.
 - Tell students to refer to page 32 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
 - Check answers as class.

Listen and read

Class Book

Graded reader 2

The Tennis Lesson

The boys are playing tennis in their P.E. lesson. Hisham is hard-working, but he isn't confident in P.E. lessons. He's very shy. He'd rather paint a painting in Art or do experiments in Science.

32 thirty-two

Graded reader 2 1

Hamed is the best in the class at playing tennis. He is good at throwing a ball, and he easily hits the ball with his racquet.

Hisham is hard-working, but when he hits the ball, where does it go? It always hits the net!

thirty-three 33

Graded reader 2

Hamed is very kind and polite. He shows Hisham how to hit the ball with his racquet. Hisham listens carefully to Hamed.

Then Hamed throws the ball to Hisham.

It's your turn. Hit the ball over the net to me.

34 thirty-four

Graded reader 2 1

Now Hisham is great at hitting the ball! The ball easily goes over the net. Hisham is really happy. He is the happiest person in the class.

Thank you for helping me, Hamed! Let's play tennis!

You look more confident than me now. Well done, Hisham!

35 thirty-five

Unit 1, Graded reader 2

The Tennis Lesson

1 **Before you read** Read the title of the story and look at the picture on page 32. Answer the questions.

- How many boys can you see?
6
- What sport are the boys playing?
tennis
- What do you think is wrong with the boy in yellow?

2 **Listen and read.**

- Read the story quickly. Were you correct about the boy in yellow? _____
- Read the story again. Circle the things that Hisham is good at by the end of the story.
playing tennis painting doing experiments doing P.E.
- Find these words in the story. Then write them under the pictures.

racquet net ball

1 net 2 ball 3 racquet

3 **After you read**

- Choose the correct words to complete the sentences.
 - Hamed Hisham is the best at tennis in the class.
 - When Hisham hits the ball, it goes over hits the net.
 - Hamed shows Hisham how to throw hit the ball.
- Put the adjectives in the correct place in the table.

	shy hard-working kind happy polite	
Hisham		Hamed
shy, hard-working, happy		kind, polite
- Over to you! There are two main ideas in this story. What are they?
one hundred and fifteen 115

2 **GR1.2 Listen and read.**

1) **Read the story quickly. Were you correct about the boy in yellow?**

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answer to question 3 on page 115 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

2) **Read the story again. Circle the things that Hisham is good at by the end of the story.**

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 115 individually.
- Check answers as a class.

3) **Find these words in the story. Then write them under the pictures.**


- Students refer back to the story on pages 32–35.
- Ask students on which pages they found the words.
- Invite individual students to tell you the answers.

3 After you read


1) Choose the correct words to complete the sentences.

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

2) Put the adjectives in the correct place in the table.

-  Students complete the activity individually and compare answers in pairs.

3) **Over to you! There are two main ideas in this story. What are they?**

-  Students work in pairs to answer the question. Explain that the main idea of a story is the central point or message that the author wants to convey.
- Monitor and help where necessary.
- Discuss students' answers as a class.

Phonics

- Write on the board *today* and *eight*, with the /eɪ/ sound underlined as shown. Ask students what sound is the same in both these words (/eɪ/).
- Ask students to find words in the story that contain this sound (*playing, paint, painting, always, great*).
- Write on the board *there* and *chair*, with the /eə/ sound underlined as shown. Ask students what sound is the same in both these words (/eə/).
- Ask students to find words in the story that contain this sound (*their, where*).

Finishing the lesson

- Ask students if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of what happened.
- Ask students which character was their favourite and encourage them to give reasons for their answers.

Then and now

Unit objectives

To talk about technology and use verbs

Language

Vocabulary	Technology <i>computer, keyboard, mouse, tablet, email, letter, telephone, mobile phone, CD player, carry, call, study</i> Verbs <i>post a letter, send an email, make a face, tell a story, hold a pen, win a race, make a sandwich, tie a shoelace</i>
Grammar	Past simple <i>could/couldn't</i>
Functions	Asking for information: <i>I'd like some information about the (National Museum), please.</i>
Pronunciation	/ɪd/, /t/, /d/

Learning outcomes

Listening	Identify core vocabulary; Listen and understand the overall meaning of simple texts on familiar topics; Follow speech which is very slow and carefully articulated, with long pauses for me to get the meaning; Listen and identify some details in simple texts on familiar topics; Listen and identify familiar words and phrases in simple texts on familiar topics; Respond to referential questions based on aural texts; Extract information to accomplish a task; Identify specific information in short dialogues; Understand details in longer dialogues on familiar topics; Listen and respond appropriately to peers and adults; Understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech
Speaking	Act out part of a picture story using simple words; Recite songs, rhymes and tongue twisters individually and chorally; Pronounce words and sentences using correct stress, intonation and rhythm; Talk about self, family or immediate environment; Ask and answer simple questions; Respond verbally to direct questions; Accurately reproduce modelled language; Participate in simple interactions on familiar topics; Articulate sounds in connected speech; Express own ideas using range of words, set phrases and expressions; Ask and answer questions on familiar topics; Take part in a simple conversations on familiar topics (e.g. family, home, school... etc.); Act out part of a short dialogue; Make a rehearsed oral presentation about a familiar topic; Describe basic differences between pictures using simple language
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple short texts on familiar topics; Deduce meaning of unfamiliar words from context; Identify the main idea of a text; Read short texts on familiar topics; Read and identify specific information in simple texts on familiar topics; Read and identify some details in simple texts on familiar topics

Writing	Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently used words correctly; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write sentences using correct spacing, capitalisation and full stops; Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Use conjunctions; Plan ideas before writing; Write continuous pieces of text with correctly formed letters and words moving from left to right; Apply spelling rules and conventions when writing; Copy short texts accurately using correct punctuation; Construct sentences following a model; Write short text about past activities
Cognitive skills	Acts out the roles of various characters in games and drama; Engages in activities with fantasy or mystery elements; Responds to songs, rhymes and poems in a variety of ways; Takes part in tasks by interacting with others and stays on task; Actively participates in investigative, exploratory and open-ended tasks; Understanding of group talk; Communicates one's own knowledge of a topic

Key competences

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

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

Digital competence: use Class Book eBook (L. 1–10)

Social and civic competences: learn to be creative (L. 2); learn to talk about a visit to a museum (L. 8)

Cultural awareness and expression: raise awareness about museums in different countries (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3 and 5)

Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Using a code to write sentences (L. 2); Writing a guide to a museum (L. 5)
Communication	Describing objects (L. 1); Telling a story about the past (L. 3); Talking about past abilities (L. 4); Challenge game (L. 4); Asking for and giving information (L. 6); Functional dialogue (L. 8)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Activity Book p. 32
- Unit 2 Extra practice: Activity Book p. 33
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Song, Culture, English in action, Reading, Listening, Review self-assessment, Story, Graded reader 1 and 2
- Unit 2 Practice Sheet

External exams

Class Book A1 Movers Speaking Part 3 A1 Movers Reading and Writing Part 3	Activity Book A1 Movers Listening Part 2 A1 Movers Speaking Part 4
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Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use technology vocabulary
- **Target language:** *computer, keyboard, mouse, tablet, email, letter, telephone, mobile phone, CD player, carry, call, study*

Materials

- a mobile phone or a picture of a mobile phone
- stopwatch
- Unit 2 flashcards (Technology: *computer, keyboard, mouse, tablet, email, letter, telephone, mobile phone, CD player, carry, call, study*)
- two fly swats (or rolled up pieces of paper, etc.)
- Unit 2 poster: Technology
- photocopiable 2A

Global Scale of English (GSE)

- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe common everyday objects using simple language (GSE 31).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson

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

Presentation

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

Practice

Class Book

2 Then and now

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

2 **Then and now**

- He's studying.
- She's calling someone on the phone.
- She's watching Sami build a sandcastle.
- She's writing a letter.
- He's working on the computer.
- She's walking on the beach, carrying Sami.
- He's playing in the garden. He's throwing a ball.
- She's baking a cake.
- They are posing for the photo.

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

36 thirty-six

1 How many things can you find that use electricity?

- Refer students to page 36. Read the rubric. Give students an example: A computer uses electricity. Ask students to point to a computer.
- Using the Lollipop stick technique (see page 14), ask students to say things that use electricity.
- Place students in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having students raise their hands.
- **Extension** Ask students to describe the pictures on page 36 in pairs, telling each other where the people are, what they are doing, and naming any objects/places that they know, e.g. the beach.

2 2.1 Listen, point and repeat.

- Refer students to page 37. Ask them how many things in the photos they have already talked about in this lesson.
- Tell students to find *mobile phone*. Ask *Can you see the boy in picture 11? He's calling someone. Who do you think he's calling?* Students look at the pictures and do the activity.
- Play the audio.

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

2.1

- 1 computer
- 2 keyboard
- 3 mouse
- 4 tablet
- 5 email
- 6 letter
- 7 telephone
- 8 mobile phone
- 9 CD player
- 10 carry
- 11 call
- 12 study

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

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



2.2

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

Extra activity TPR

- Tell each student a different word from Activity 4 to write on a page in their class notebook. Play the audio for Activity 4 again. When students hear their object, they hold their notebook up.

5  **Describe a word to your partner.**

-  Place students in different pairs for this activity.
- Tell students they can describe one of the words from Activity 2, or they can describe another technology word if they want to make it harder.
- Encourage students to keep making sentences about the thing (without using the word) until their partner guesses what it is.
- **Extension**  Internet search key words: *things that use electricity, tech gadgets, home appliances*


Diversity**Challenge**

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


Support













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


Finishing the lesson


-  Divide students into groups to play *Word swat* (see page 21) with the Unit 2 flashcards (Technology).


Lesson 1, part 1 Vocabulary **2**


2  Listen, point and repeat.

 computer	 keyboard	 mouse	 tablet
 email	 letter	 telephone	 mobile phone
 CD player	 carry	 call	 study


3  Look for the words from Activity 2 in the picture on page 36. Write the missing word. **email**

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

5  Describe a word to your partner.



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




A computer?

Yes!

Activity Book, Unit 2
Lesson 1, part 2 thirty-seven **37**

3  **Look for the words from Activity 2 in the picture on page 36. Write the missing word.**

-  Give students one minute to work in pairs to find the objects and write the missing word. Ask for feedback using the Lollipop stick technique (see page 14).

Extra activity Critical thinking

- Students say which English words they already knew. Promote discussion about the use of English words in their language. *Why do we use English words? Can you think of other English words we use?*

Lesson 1, part 2

Starting the lesson

- Play *Echo* (see page 19) with the Unit 2 flashcards (Technology).

Practice

Activity Book

Lesson 1, part 2

2 Then and now

Vocabulary

1 🕒 **Look at the Class Book page 36 and complete the sentences.**

- In the picture with the computer, Sami's dad has got black hair and a beard.
- In the picture of Sami as a baby, his dad has got a moustache, not a beard.

2 **Look and write.**

mouse tablet telephone email mobile phone

CD player keyboard letter computer

- CD player
- telephone
- mouse

- tablet
- computer
- mobile phone

- email
- keyboard
- letter

3 **Complete the table.**

a friend	Maths	<u>a book</u>	a bag	the doctor	grammar
<u>carry</u>	<u>call</u>	<u>study</u>			
<u>a book</u>	<u>a friend</u>	<u>Maths</u>			
<u>a bag</u>	<u>the doctor</u>	<u>grammar</u>			

I'm learning

When you learn new verbs, you can draw a table like the one in Activity 3. It will help you remember phrases. Try with *make, play, write or wear*.

4 🎯 **Look at Activity 2. Choose the correct words and write.**

- You can use it to listen to music. CD player
- A small telephone you carry with you. mobile phone
- You write this with a pen and some paper. letter
- You touch the letters on it to write. keyboard

24 twenty-four

1 🕒 **Look at the Class Book page 36 and complete the sentences.**

- 🧑 Have students check their answers with their partners.

2 **Look and write.**

- Students work individually. Ask them to try to complete the activity without looking at the Class Book. They can write the words they know first, then look back and try to work out the other ones.

3 **Complete the table.**

- Explain that each verb goes with two of the nouns in the box.
- 🧑 Students work individually, then compare answers with a partner.

I'm learning

- Read the *I'm learning* box. Tell students they can make a table like this for other verbs to help them remember phrases. Ask them what verbs they might add to a table with *make, play, write or wear*.

4 🎯 **Look at Activity 2. Choose the correct words and write.**

- Students complete the activity individually. Have them raise their hands to offer answers.

Extra activity Fast finishers

- Students write descriptions of the objects they like best from Class Book Activity 2.

Finishing the lesson

- 🎓 Using the Summative and thought-provoking questions technique (see page 15), ask *How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly?*
- Use the *Peeping through a keyhole* technique (see *How to work with posters* on page 17) with the Unit 2 poster.

Extra activity Photocopiable 2A

- Ask students to do photocopiable 2A.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of technology vocabulary; *can, hose, string*





Materials

- Unit 2 poster: Technology
- a can, a hose and string, or pictures of these objects
- face response cards
- Unit 2 Story animation
- Unit 2 flashcards (Technology: *computer, keyboard, mouse, tablet, email, letter, telephone, mobile phone, CD player, carry, call, study*)
- photocopyables S3 and 10

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Writing:** Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can write about a past event or activity in a very basic way (e.g. *I went...*) (GSE 37). Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Happy/sad face technique (see page 14); Traffic light cards technique (see page 15)
-  Peer learning: pairwork; groupwork; acting out
-  Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson

- Write the first three letters of the technology words from Lesson 1 on the board. Ask different students to complete the words.
- Play *Memory game* (see *How to work with posters* on page 17) with the Unit 2 poster.

Presentation



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

Practice

Class Book

Story

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

2   **Watch or listen and read.**

The secret phone

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

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

Then and now

3 Yes, they were.

4 Was everything very different ten years ago?

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

6 What's that?

7 That's a telephone. Everyone had one. But you couldn't walk around with it.

8 Wow, that computer was really big!

9 Hey, look at this! Here's a picture of a speaking tube! 100 years ago, people in big houses used them like a phone.

10 Hey, let's make something like this!

11 Good idea!

12 Now everyone has mobile phones.

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

38 thirty-eight

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

- Refer students to pages 38 and 39.

2 2.3 Watch or listen and read.

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

2.3

Narrator: The secret phone

1

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

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

Sami: Yes, they were.

- 2**
Bo: Was everything very different ten years ago?
Sami: Not really, no. Most things were the same. Mum and Dad didn't have a tablet, but they had a computer. You could send emails, but people still wrote letters.
Lottie: Wow, that computer was really big!
- 3**
Bo: What's that?
Sami: That's a telephone. Everyone had one. But you couldn't walk around with it. Now everyone has mobile phones.
- 4**
Lottie: Hey, look at this! Here's a picture of a speaking tube! 100 years ago, people in big houses used them like a phone.
- 5**
Sami: Hey, let's make something like this!
Fatma: Good idea!
Lottie: Why don't we make a secret Discovery Team code? Then it can be our secret phone and we can call each other!
- 6**
Narrator: Half an hour later ...
Sami: So ... I found two cans and a hose.
Fatma: I found some string.
- 8**
Fatma: Thanks, Bo! Now, carry the other end to Lottie's house!
- 9**
Lottie: Hmm ... Mum told me about this code. It's great!
- 10**
Lottie: Ellohay atmafay! Ellohay obay! Ellohay amisay!

3 **What does Lottie say? Go to page 106 to find out.**

- Students discuss in pairs and then look at page 106 to check if they were right. Explain if necessary that the first letter of *hello* is moved to the end (elloh) and the letters 'ay' are added. Then the same happens with the name.
- Using the Happy/sad face technique (see page 14), ask *Did you find out what Lottie said?*

Extra activity Creativity

- Students work in pairs and design their own speaking tube in their class notebooks. They label the parts of their tube and show it to the class.

Lesson 2, part 1 2

3 **What does Lottie say? Go to page 106 to find out.** **CLIL!**

4 **After you read Match the sentence halves.** **Hello Fatma! Hello Bo! Hello Sami!**

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

5 **Act out the story.**

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

I played football! I lay laidpay ootballfay!

Activity Book, Unit 2
Lesson 2, part 2 thirty-nine 39

4 **After you read Match the sentence halves.**

- Students work individually to complete the activity. Ask different students to read out the complete sentences.

Diversity

Challenge

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

Support

- Students compare answers with a partner before feedback.

5 **Act out the story.**

- Divide students into groups of four. Allocate a role to each student (Fatma, Lottie, Sami and Bo).
- Students act out the story in groups.

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

- Students write their sentences in their class notebooks.
- They then put the sentences in code and write the coded sentences in their class notebooks.
- Students swap codes with other pairs and decipher them.

Extra activity TPR

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

Finishing the lesson

- Ask students to choose a character from the story (Fatma, Lottie or Sami) and tell their partner what that character did in the story.

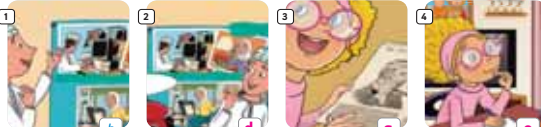
Lesson 2, part 2**Starting the lesson**

- Ask students if they can remember how the Discovery Team code from the story works. Ask them to write their own names using the code. Check that they have understood it correctly by writing a couple of their examples on the board.
- Show any three of the Unit 2 Technology flashcards (except *CD player*). Ask students to write the words down.
- Ask students to write the words in Discovery Team code.
- Check answers as a class.

Practice**Activity Book**

Lesson 2, part 2 Story 2

1 **After you read** Look, read and match. Then write *Sami, Fatma, Lottie or Bo*.



a Look at this picture of a speaking tube! Lottie

b Here's my project about how things were different ten years ago and more. Sami

c Let's use this code mum told me about! Lottie

d Was everything very different ten years ago? Bo

2 **Correct the mistakes.**

1 The children make a speaking tube with two bottles, a hose and some string. cans

2 Sami's parents were in Germany when they were young. Oman

3 Sami's parents had a tablet ten years ago. computer

4 Over 100 years ago, people used a mobile phone to talk to each other. speaking tube

5 The children make a secret Discovery Team phone number. code

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

1 I found two cans and a hose.

2 Let's copy their idea.

3 Why don't we make our own secret Discovery Team code?

4 I can't think of anything to use.

5 We can use this hose to make a speaking tube.

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

twenty-five 25

1 After you read Look, read and match. Then write *Sami, Fatma, Lottie or Bo*.

- Give students one minute to complete the activity. Students check their answers with their partners.

2 Correct the mistakes.

- Students complete the activity individually.

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

- Ask questions to check students understand the meaning of *creative*, e.g. *Is it creative when you think of an idea? (yes) Is it creative when you ask somebody else what to do? (no)*
- Students tick and then compare answers with a partner.

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

- Check students know what to do, using the Traffic light cards technique (see page 15).

Extra activity Fast finishers

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

Finishing the lesson

- Ask students what they remember from the story.
- Using the Summative and thought-provoking questions technique (see page 15), ask *What did you find difficult in this lesson? What did you find most interesting?*

Extra activity Photocopiables S3 and 10

- Ask students to do photocopiables S3 and 10.

CLIL Link

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

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

Lesson 3, parts 1 and 2

Objectives

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

Materials

- Unit 2 Grammar animation video
- a soft ball
- photocopyable 6A

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can talk about common past activities, using simple linking words (GSE 41). Can retell the main points of an extended story in their own words (GSE 54). Can talk about past events or experiences, using simple language (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Writing:** Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can write about a past event or activity in a very basic way (e.g. *I went...*) (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork
- Independent learning: Three facts and a fib technique (see page 15)

Starting the lesson

- Ask students what they remember from the story: *What was Sami's project about? What was a speaking tube? What did the Discovery Team use to make their speaking tube?*

Presentation

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

Practice

Class Book

Grammar
Lesson 3, part 1

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

1 Now everyone has mobile phones.

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

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

2 **2.4 Watch or listen and repeat.**

Was everything very different ten years ago?
That computer **was** really big!
Did you **have** a phone ten years ago?
Yes, we **did!** We **had** a phone in the house, but we **didn't have** a mobile phone.

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

Regular verbs:
play → played, try → tried
Irregular verbs:
have → had, find → found

More verbs on Activity Book page 74.

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

2

4

1

3

4 Retell Faisal's story about his dad. Write the past tense of the verbs in brackets.

Thirty years ago, when he (1) was (be) a child, Faisal's dad (2) went (go) to the beach with his family. He (3) played (play) with his sister and they (4) ate (eat) ice creams. Then he (5) went (go) swimming in the sea. Suddenly he (6) started (start) moving out to sea. He (7) tried (try) to swim back to the beach, but he was a long way out when the lifeguards on the beach (8) came (come) to get him on their surfboards. Now Faisal is always very careful and he swims near the beach and near his family!

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

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

When I was a child, I broke my hand. It was in the summer. I fell from my scooter. My sister was with me and she called my parents. But I didn't cry!

40 forty
Activity Book, Unit 1
Lesson 3, part 2

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

- Refer students to pages 38 and 39.

2 **2.4 Watch or listen and repeat.**

- Play the video or the audio.
- Write on the board *We had a phone ten years ago and ___ you ___ a phone?* Ask students to say the correct question word and form of *have* to complete the sentence.
- Write *Yes, we ___*. *But we ___ a mobile phone.* Ask students to say the correct missing words and complete the sentences.
- Draw students' attention to *was/were*. Ask *Do we need the question word Did?* and elicit *No*. Ask *How do we answer? With did or was/were? Didn't or wasn't/weren't?* and elicit answers.
- Draw students' attention to the irregular verbs. Tell students to look at the list on page 74 of the Activity Book and ask the meaning of any verbs they don't know.

2.4

Speaker 1: Was everything very different ten years ago?
That computer was really big!

Speaker 2: Did you have a phone ten years ago?

Speaker 3: Yes, we did! We had a phone in the house, but we didn't have a mobile phone.

Diversity

Challenge

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

Support

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

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

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

2.5

Thirty years ago, when he was a child, Faisal's dad went to the beach with his family. He played with his sister and they ate ice creams. Then he went swimming in the sea. Suddenly he started moving out to sea. He tried to swim back to the beach, but he was a long way out when the lifeguards on the beach came to get him on their surfboards. Now Faisal is always very careful and he swims near the beach and near his family!

Extra activity Critical thinking

- Using the Three facts and a fib technique (see page 15), students write sentences about last weekend.

4 Retell Faisal's story about his dad. Write the past tense of the verbs in brackets.

- To check understanding of the task, ask *What do you need to do with the verbs in brackets? (Change them to the past tense.)*
- Students work individually.

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

- Place students in pairs for this activity and monitor.

Extra activity TPR

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

Finishing the lesson

- Ask students to write down one thing they remember from their partner's story in Activity 5, e.g. *Salim broke his hand.*
- Play *Pass the ball* (see page 21) with students saying their sentence when they receive the ball.
- Their partner should then confirm if they remembered correctly. They can say *Yes, that's right* or correct the sentence, e.g. *No, I didn't break my hand. I broke my foot.*

Lesson 3, part 2

Starting the lesson

- Divide students into teams. Tell them you are going to write a verb on the board and they must say the verb in the past tense.
- Write *play* on the board. Give a point to the first team to call out *played*. Then ask the team to spell it and give them an extra point if they spell it correctly.
- Repeat with the following verbs: *start, have, try, come, go, find*.

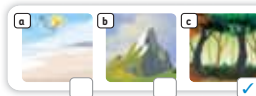
Practice

Activity Book


Grammar Lesson 3, part 2

1 Listen and tick (✓).


1 Where did Sara go last weekend?

 a b c


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

 a b c

3 What did Aliyah use to write to her granny?


 a b c


4 Which sport did Ibrahim try at the summer camp?


 a b c


2 Look and complete the sentences.


go drink use wear play

1  1 I used a mobile phone. I didn't use a tablet.

2  2 He didn't play football. He played basketball.

3  3 They drank lemonade. They didn't drink water.

4  4 You didn't wear a hat. You wore a scarf.

5  5 She went to the lake. She didn't go to the river.

3 In pairs, describe a situation using the phrases from Activity 2. Add as many details as possible.

Manar went to a lake yesterday. It was cold so she wore a scarf. She drank some lemonade...

26 twenty-six

1 2.6 Listen and tick (✓).

- Explain that students should read the question and tick the picture that answers the question.
- Play the audio.

2.6

1 Where did Sara go last weekend?

Boy 1: Did you go to the beach last weekend, Sara?

Girl 1: No, I didn't. It was too cold.

Boy 1: So did you go to the mountains?

Girl 1: No, I didn't. I went to a beautiful forest near here.

Boy 1: Oh, that's nice. I love forests in spring!

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

Man: Mohammed, what did you have for lunch at school today?

Boy 2: I had noodles, Dad.

Man: OK ... noodles ... and what about yesterday? Did you eat pizza?

Boy 2: No, I didn't. I had a salad. We ate pizza two days ago.

Man: Oh, OK.

3 What did Aliyah use to write to her granny?

Woman: Aliyah?

Girl 2: Yes, Mum?

Woman: The computer doesn't work. Did you use it to write to Granny?

Girl 2: No, Mum. Dad used the computer and Rasha played with the tablet.

Woman: So what did you use?

Girl 2: I wrote a message with Dad's mobile phone!

4 Which sport did Ibrahim try at the summer camp?

Boy 3: Hi, Ibrahim! Did you enjoy the summer adventure camp?

Boy 4: Oh, yes! But ...

Boy 3: Did you climb?

Boy 4: Well ... I didn't because ...

Boy 3: And did you go canoeing?

Boy 4: Well ... I didn't because ...

Boy 3: So what did you do?

Boy 4: Tameem! It was not an adventure camp, it was a windsurfing camp! So I only tried windsurfing!

2 Look and complete the sentences.

- Explain that students need to use the same verb twice in the sets of sentences, once with a positive meaning and once with a negative meaning (with *didn't*).
- Ask students to look at the example sentence and point to the first picture (a mobile phone). Put a tick above 'mobile phone' in the sentence and an X above 'tablet'. Point to the X and *didn't*, to make the link clear.
- Students work individually.


3 In pairs, describe a situation using the phrases from Activity 2. Add as many details as possible.

- Students work individually and check in pairs.
- Ask different students to read out their descriptions to the class.

Extra activity Fast finishers

- Students study the irregular verbs on Class Book page 40.

Finishing the lesson

-  Ask *Do you understand the grammar? How will you learn the irregular verbs?*

Extra activity Photocopiable 6A

- Ask students to do photocopiable 6A.

Lesson 4, parts 1 and 2

Objectives

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

Materials

- 16 cards with one of the following written on each one: *hold, a pen, make, a face, make, a sandwich, post, a letter, send, an email, tell, a story, tie, a shoelace, win, a race*
- Unit 2 flashcards (Verbs: *post a letter, send an email, make a face, tell a story, hold a pen, win a race, make a sandwich, tie a shoelace*)
- photocopyables 2B, 11B, 20 and 29

Global Scale of English (GSE)

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

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 4, part 1

Starting the lesson

- Ask *Do you write letters/send emails? Are you good at telling a story?* and elicit answers.

Presentation

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

Practice

Class Book

Lesson 4, part 1 **Vocabulary and Grammar** 2

1 Listen, point and repeat.

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

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

2 Listen and sing.

What could you do when you were two?
When I was two,
I could hold a big pen,
But I couldn't write the number ten.

What could you do when you were four?
When I was four,
I could make a face,
But I really couldn't tie a shoelace!

What could you do when you were six?
When I was six, I could tell a story,
Although my sister said it was boring!

What could you do when you were eight?
When I was eight, I could write a letter,
But I thought sending an email was better!

3 Watch or listen and repeat.

When I was one, I could walk but I couldn't talk.
Could you talk when you were two?
Yes, I could. / No, I couldn't.

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

5 Student A: Activity Book, page 62. Student B: Activity Book, page 64.

Activity Book, Unit 2 Lesson 4, part 2 forty-one 41

1 2.7 Listen, point and repeat.

- Refer students to page 41. Tell them to look at the pictures. Ask *Which verbs did we talk about?* (*hold, make, tie*).
- Tell students to look at the pictures, listen and answer. Ask *What can we post, a letter or an email?* Ask *Do we send an email? What can you win?*
- Play the audio.
- Students work in groups. One student mimes an action and the others guess.

2.7

- 1 post a letter
- 2 send an email
- 3 make a face
- 4 tell a story
- 5 hold a pen
- 6 win a race
- 7 make a sandwich
- 8 tie a shoelace

Extra activity Collaborative work

- Hand out one word card each to 16 different students. Students have to find the student with the word card that makes a phrase with their own.

2 🎧 2.8 & 2.9 Listen and sing.

- Ask students to look at the pictures and say what they see.
- Play the song and tell students to listen only this time.
- Read out the song one line at a time for students to repeat.
- Play the song again and encourage students to join in.
- 🎧 2.9 Play the karaoke version of the song again and encourage students to sing.

2.8

What could you do when you were two?
When I was two,
I could hold a big pen,
But I couldn't write the number ten.

What could you do when you were four?
When I was four,
I could make a face,
But I really couldn't tie a shoelace!

What could you do when you were six?
When I was six, I could tell a story,
Although my sister said
it was boring!

What could you do when you were eight?
When I was eight, I could write a letter,
But I thought sending an email
was better!

Extra activity TPR

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

3 🎥 🎧 2.10 Watch or listen and repeat.

- Play the video or the audio.
- Ask *What word do we use for can/can't in the past?* and elicit *could/couldn't*.
- Explain that the first sentence in the table shows how we use *could* with positive and negative meaning in a sentence.
- Explain that the second sentence in the table shows how we use *could* in questions. Point out that we say *Could you ...?*, not *You could...?* in a question.
- Explain that the sentences in the third row show how we use *could* in short answers.

2.10

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

Woman: Could you talk when you were two?

Man: Yes, I could. / No, I couldn't.

Diversity

Challenge

- To monitor pronunciation, ask students to repeat individually.

Support

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

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

- 🧑🧑 Place students in pairs for this activity and monitor.

5 📖 Student A: Activity Book, page 62.

📖 Student B: Activity Book, page 64.

- 🧑🧑 Place students in pairs for this activity and monitor.

Finishing the lesson

- Ask *Do you like the song? Can you remember it without looking at the book?*
- 🎧 2.9 Play the karaoke version of the song (track 2.9) again and encourage students to sing.

Lesson 4, part 2

Starting the lesson

- Play *Where is this card?* (see page 19) with the Unit 2 flashcards (Verbs).

Practice

Activity Book

Lesson 4, part 2 Vocabulary and Grammar 2

1 Reorder the letters. Then match.

1 dloh pne	hold	a pen
2 niw crae	w.in	a r.ace
3 tspo ttrete	p.ost	a l.etter
4 letl tyros	t.ell	a s.tory
5 kema hasdwnic	m.ake	a s.andwich
6 dsne melai	s.end	an e.mail
7 eit lhcoesae	t.ie	a s.hoelace
8 kema cfea	m.ake	a f.ace

a b c d e f g h

3 2 8 4 1 6 5 7

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

1 Rawan		2 Bassam and Talal	
a post a letter	X	a win a race	✓
b make a face	✓	b tie a shoelace	X
3 Ruba and Samira		4 Sultan	
a make a sandwich	✓	a hold a pen	X
b send an email	X	b tell a story	✓

3 Look at Activity 2 and write.

1 Rawan couldn't post a letter, but she could make a face

2 Bassam and Talal could win races, but they couldn't tie a shoelace

3 Ruba and Samira could make a sandwich, but they couldn't send an email

4 Sultan couldn't hold a pen, but he could tell stories

4 In pairs, say what you couldn't do last year, but you can do now.

I couldn't knit last year, but I can knit now.

twenty-seven 27

1 Reorder the letters. Then match.

- Students work individually and check answers in pairs.

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

- Explain that students need to put a tick for the things the people could do when they were younger, and a cross for the things they couldn't do.
- Play the audio.

2.11

1

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

2

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

3

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

4

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

3 Look at Activity 2 and write.

- Students complete the activity individually.

4 In pairs, say what you couldn't do last year, but you can do now.

- Ask students to think about new things they have learnt to do in the last year. You could write prompts on the board such as *school, using technology, cooking, sports, making things, learning English*.
- Place students in pairs and monitor this activity.

Extra activity Fast finishers

- Students write the collocations in their notebooks.

Dictation

- Ask students to open their notebooks and get ready for a short dictation.
- Play the audio (track 2.12) for students to individually listen and write the words.
- Check answers as a class.

2.12

computer, keyboard, mouse, tablet, email, letter, telephone, mobile phone, CD player, carry, call, study

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *Today I have learnt ...* on the board and have students complete the sentence in their notebooks.

Extra activity Photocopiables 2B, 11B, 20 and 29

- Ask students to do photocopiables 2B, 11B, 20 and 29.

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about museums around the world; to write a guide for a museum
- **Target language:** revision of vocabulary and grammar

Materials

- True/False response cards
- Unit 2 Culture video
- Unit 2 Project video
- paper/card and coloured pencils
- leaflets or printouts with information about museums in your country

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 41).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can give simple reasons to explain preferences, given a model (GSE 35). Can talk about a familiar place in a basic way (GSE 35).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: True/False response cards technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

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

Presentation

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

Culture notes

- The Oman Across the Ages museum opened near the ancient city of Nizwa in 2023. Its unusual design is inspired by the Al Hajar mountains, and helps keep the building cool.
- The Shanghai Museum of Science and Technology has 14 permanent exhibitions. There is also a special science exhibition and there are IMAX cinemas.
- The Natural History Museum opened in London, England, in 1881. It is well known for its collection of dinosaur bones and fossils.

Practice

Class Book

Lesson 5, part 1
CULTURE

World museums

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

Oman Across the Ages

When I went to the Wilayat of Mahah, I visited the Oman Across the Ages Museum. It is a beautiful and very large modern building. I learnt a lot about Oman's history. There were ancient tools, old photographs, paintings and model boats. There was so much to see and do. It was amazing.

Fun fact
The Oman Across the Ages Museum uses technology so that you feel you are living in the past!

Shanghai Museum of Science and Technology

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

Natural History Museum

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

- 1 **Before you read** What are your favourite museums?
- 2 **Listen and read.**
- 3 **Which museum do you want to visit? Why?**
I want to visit ... because ... Find out more! Watch the video.

42 forty-two Activity Book, Unit 2 Lesson 5, part 1

1 Before you read What are your favourite museums?

- Encourage a class discussion, e.g. *Do you have a different favourite museum? What do you prefer about it?*
- Ask students to look at the icons next to the museum names and the photos. Have students predict what they will see in the museums.

2 2.13 Listen and read.

- Ask students to look at the photos again.
- Play the audio for students to listen and follow in their Class Books.

- Ask students to take turns to read the texts aloud. Then ask comprehension questions, e.g. *Where is Oman Across the Ages? (the Wilayat of Manah) What can you see there? (ancient tools, old photographs, paintings and model boats) What can you see in the Shanghai Museum of Science and Technology? (technology, Chinese inventions from long ago) What dinosaur bones can you see in the Natural History Museum? (T-Rex bones)*
- Ask a volunteer to read the Fun fact. Ask *Have you visited the Oman Across the Ages museum? Would you like to?*
- **Extension** 🧑‍🤝‍🧑 Students work in pairs and invent their own museum. They decide what they want to show the public.

2.13

Narrator: World museums

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

Narrator: Oman Across the Ages

Boy: When I went to the Wilayat of Manah, I visited the Oman Across the Ages Museum. It is a beautiful and very large modern building. I learnt a lot about Oman's history. There were ancient tools, old photographs, paintings and model boats. There was so much to see and do. It was amazing.

Narrator: Shanghai Museum of Science and Technology

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

Narrator: Natural History Museum

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

Extra activity Critical thinking

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

Extra activity TPR

- 🗨️ Students use their True/False response cards to react to the following sentences.
You can see paintings in the Oman Across the Ages museum. (True)
You can see robots in the Oman Across the Ages museum. (False)
You can watch films in the Shanghai Museum. (True)
There was a real earthquake when the boy went to the Natural History Museum in London. (False)

3 🗨️ Which museum do you want to visit? Why?

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

Diversity**Challenge**

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

Support

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

▶ Find out more! Watch the video.

- Tell students they are going to watch a video. Ask what they think the video will be about.
- After watching the video, have students say one thing they learnt.

Activity Book**1 After you read Find the words and write. Then find the hidden message.**

- Ask students to read the words in the box. Make sure they understand them.
- Students label the pictures and then they find the words in the puzzle. They check answers in pairs.
- If students need a clue to help them find the hidden message, explain that they need to look at the letters that are left after they have found all the words in the box. If they write them out (going from left to right and top to bottom) then separate the letters into words, they will see the message.

2 Read and answer.

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

3 🧑‍🤝‍🧑 In groups, imagine your perfect museum. What can you see there?

- Students work in different groups on their projects.

Lesson 5, part 1

CULTURE

Hidden message: The Science Museum is my favourite because I can learn how things work.

1 After you read Find the words and write. Then find the hidden message.

painting explore technology inventions volcano shake earthquake

2 Read and answer.

Natural History Museum Oman Across the Ages Shanghai Museum

In which museum can you ...

- learn about technology? Shanghai Museum
- see plants and animals? Natural History Museum
- learn about volcanoes? Natural History Museum
- see ancient tools and model boats? Oman Across the Ages
- watch a film about space? Shanghai Museum
- learn about Oman's history? Oman Across the Ages

3 In groups, imagine your perfect museum. What can you see there?

Name: _____

Things to see: _____

28 twenty-eight

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write on the board *The best thing in this lesson for me was ...* Have students complete the sentence in their notebooks.

Lesson 5, part 2

Starting the lesson

- Write *Oman Across the Ages*, *Shanghai Museum of Science and Technology* and *Natural History Museum* on the board.
- Ask students what they can remember about these museums from the last lesson.

Presentation

- Explain that in this lesson, students will write a guide to a museum in Oman.

Practice

Class Book

Write a guide to a museum

- In groups, choose a museum in Oman.
 - Divide students into groups of four. Give each group some paper or card and some coloured pencils.
 - Give groups two minutes to brainstorm ideas.

2 Find information about the museum.

- Ask students to answer the questions about their chosen museum by using the Internet to search for it.

3 Write about your museum.

- Explain that students must work on the museum of their choice. They should provide pictures and at least four facts.
- Read the Writing tip and remind students to use the phrases in their book.
- Monitor and help groups where necessary.

4 Tell the class about your museum.

- Read the Speaking tip and ask students to tell you what they should do when they are speaking (speak loudly and clearly).
- Each group reads their guide to the class like a tour guide. They should read one fact each.

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

- Make a classroom display. Have a class vote for the museum they want to visit.

Lesson 5, part 2

Project 2
Write a guide to a museum

- In groups, choose a museum in Oman.
- Find information about the museum.
 - What can you see there?
 - What can you do there?

At this museum, you can see ... and ...

At this museum, you can make ... and try ...
- Write about your museum.
- Tell the class about your museum.

Tip: Speaking
Remember to speak loudly and clearly.

Writing
You can use these phrases in your guide to a museum:
The ... museum is in the city of ...
It is in a traditional/modern/interesting building.
In the museum, you can see ...
You can learn about ...
I loved the ...
It was amazing/fantastic/so exciting!

BAIT AL ZUBAIR
Bait Al Zubair is in the city of Muscat. It is in a traditional building. In the museum, you can see lots of things about Oman's past. You can learn about Oman's amazing history. I loved the model village in the garden. It was fantastic.
- Have a class vote: which museum do you want to visit?

forty-three 43

Finishing the lesson

- Point to each of the museums in the class display in turn. Ask the students from the other groups what they can remember about each museum.

Lesson 6

Objectives

- **Lesson objectives:** to learn to ask for information; to learn and practise /ɪd/, /t/, /d/
- **Target language:** *I'd like some information about the Science Museum, please.*

Materials

- Yes/No response cards
- projects from Lesson 5
- Unit 2 English in action video
- photocopyable 65

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34). Can identify the context of short, simple dialogues related to familiar everyday situations (GSE 32).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Yes/No response cards technique (see page 14)
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- 🗨️ Ask students questions for them to respond with their Yes/No response cards. Ask *Do you like museums? Can you learn about technology at the Shanghai Museum of Science and Technology? Do you want to visit the Natural History Museum?*

Presentation

- 🎯 Explain that in this lesson students will learn to ask for information.
- Display students' projects from Lesson 5 on the board. Ask one question about what you can see at each museum.
- Ask the class to turn around and move to the back of the classroom. Then ask them questions about the projects, e.g. *Where can you see ...?*

Practice

Class Book

English in action
Asking for information
Lesson 6

- 1 🗨️ Circle the things you can see in a history museum. Underline the things you can see in a science museum.
 robots (pots) planes (telephones) (swords)
- 2 🎧 Watch or listen. Which museum does Jake want to visit?
 the National Museum
- 3 🎧 Watch or listen again, read and check.
 Hello. I'd like some information about the National Museum, please.
 Yes, of course. What do you want to know?
 What can you see and do there?
 You can learn about boats, farms, coins and many other things about Oman's history!
 It sounds great! What time does it open and close?
 It's open on Saturday to Thursday from 10 am until 5 pm.
 OK. Thank you very much!
 You're welcome! Enjoy your visit!
- 4 🗨️ In pairs, ask for and give information about a different museum.
 Hi! I'd like some information about the Shanghai Museum of Science and Technology, please.

Pronunciation

5 🗨️ Listen and say the tongue twister.

I visited the museum and I looked for a T-Rex, But I couldn't find a T-Rex anywhere. So I cried on the street, yes, I cried on the street, And then I saw a T-Rex there!

44 forty-four
Activity Book, Unit 2 Lesson 6

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

- 👥 Refer students to page 44. Students discuss in pairs and complete the activity, then raise their hands to offer answers.

Extra activity Collaborative work



- 👥 Students work in pairs. They look up meanings of new words in class or in online dictionaries. Encourage students to keep a vocabulary list at the back of their notebooks.

- 2 🎧 2.14 Watch or listen. Which museum does Jake want to visit?

- Tell students that they will watch or listen to a conversation between Jake and a museum employee. Tell them they have to listen and find out which museum Jake wants to visit.
- Play the video or the audio. Students raise their hands to offer answers. Do not confirm answers yet.

2.14

- Boy:** Hello. I'd like some information about the National Museum, please.
- Man:** Yes, of course. What do you want to know?
- Boy:** What can you see and do there?
- Man:** You can learn about boats, farms, coins and many other things about Oman's history!
- Boy:** It sounds great! What time does it open and close?
- Man:** It's open Saturday to Thursday from 10 am until 5 pm.
- Boy:** OK. Thank you very much!
- Man:** You're welcome! Enjoy your visit!

3   2.15 Watch or listen again, read and check.


- Play the video or the audio again for students to listen and read. Confirm the answer to Activity 2.
- Draw students' attention to the *Say it!* box. Read out the sentences and have students repeat as a class. Explain meanings if necessary.

2.15

- Boy:** Hello. I'd like some information about the National Museum, please.
- Man:** Yes, of course. What do you want to know?
- Boy:** What can you see and do there?
- Man:** You can learn about boats, farms, coins and many other things about Oman's history!
- Boy:** It sounds great! What time does it open and close?
- Man:** It's open Saturday to Thursday from 10 am until 5 pm.
- Boy:** OK. Thank you very much!
- Man:** You're welcome! Enjoy your visit!

Diversity

Challenge

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


Support

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

Extra activity TPR



- Read out the questions and answers in the *Say it!* box in random order. Assign questions to half the class and answers to the other half of the class. Students all stand up. They sit down accordingly when they hear a question or an answer.

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

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

Pronunciation

5  2.16 Listen and say the tongue twister.

- Write /ɪd/, /t/ and /d/ on the board. Say the sounds and have students repeat. Then say *visited*, *looked* and *cried* and have students repeat. Point to the correct sound for each verb ending.
- Play the audio. Play it again, pausing after each line, and have students repeat. Play it a third time and have students say the tongue twister with the audio.
-  In pairs, students say the tongue twister as fast as they can.
- **Extension**  Place students in groups of four. Ask them to find other regular verbs in the text in Lesson 5 or verbs they know, e.g. *learn*, *stay*, *walk*, *post*. Students write a tongue twister using three verbs with a different sound for each ending.
- Invite a few students to the front to say the tongue twisters.

2.16

I visited the museum and I looked for a T-Rex,
But I couldn't find a T-Rex anywhere.
So I cried on the street, yes, I cried on the street,
And then I saw a T-Rex there!

Activity Book

Lesson 6


English in action 2
Asking for information

1 Match the sentence halves.

1 What can you _____ a about boats, farms and coins.
2 I'd like some information about _____ b from 10 am to 5 pm.
3 What time does it _____ c see and do there?
4 It's open on Saturday to Thursday _____ d open and close?
5 What do you _____ e want to know?
6 You can learn _____ f very much.
7 Thank you _____ g the National Museum, please.

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

Rashid: Hello. (1) I'd like some information about the National Museum, please.
Tourist information agent: Yes, of course.
(2) What do you want to know?
Rashid: (3) What can you see and do there?
Tourist information agent: It's an incredible museum! (4) You can learn about boats, farms and coins.
Rashid: It sounds great! (5) What time does it open and close?
Tourist information agent: Let me see.
(6) It's open every day from 10 am until 5 pm.
Rashid: OK. (7) Thank you very much.
Tourist information agent: You're welcome! Enjoy your visit!



Pronunciation

3 Listen and write. Add one more example for each sound.

/t/	worked	stopped	
/d/	lived	moved	
/ɪd/	started	needed	

started needed moved lived worked stopped

twenty-nine 29

1 Match the sentence halves.

- Students work individually, then check their answers in pairs.

2 2.17 Complete the dialogue with the sentences in Activity 1. Then listen and check.

- Remind students that they need to use the sentences they made in Activity 1, but in a different order. Students work individually. Then they listen and check.

2.17

Boy: Hello. I'd like some information about the National Museum, please.

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

Boy: What can you see and do there?

Woman: It's an incredible museum! You can learn about boats, farms and coins.

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

Woman: Let me see. It's open Saturday to Thursday from 10 am until 5 pm.

Boy: OK. Thank you very much.

Woman: You're welcome! Enjoy your visit!

Pronunciation

3 2.18 Listen and write. Add one more example for each sound.

- Ask students to look at the phonetic symbols in the left-hand column and elicit the sound for each one.
- Explain that students will hear six past tense verbs. They should listen to the end of each verb and write the verbs in the correct row according to the sound at the end of the verb.
- Play the audio, repeating if necessary.
- Ask students to think of another example for each sound. They can look back through this unit to help them. (Possible answers: /t/ looked, /d/ played, /ɪd/ visited)

2.18

started, needed, moved, lived, worked, stopped

Extra activity Fast finishers

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

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask *How easy/hard are these sounds to pronounce?* Ask students to say what they can do to practise pronunciation.

Extra activity Photocopiable 65

- Ask students to do photocopiable 65.

Lesson 7

Objectives

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

Materials

- photocopiable 38

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify the main idea of each paragraph in extended structured texts on familiar topics (GSE 51).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; Two stars and a wish technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students what they know about blogs. Encourage class discussion with questions, e.g. *Where can you read blogs? Who can write a blog? What can you write about in a blog? Are blogs interesting?*

Presentation

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

Diversity

Challenge

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

Support

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

Practice

Class Book

Skills 2

Lesson 7

Reading

- 1 **Before you read** Look at the title. What do you already know about cardboard?
- 2 **2.19 Listen and read.**

Majid's science blog

How cardboard is like a bridge

cardboard

- 1 Hello, everyone! Today, I visited a museum and found out a lot of amazing information about cardboard!
- 2 In 1879, a Scottish engineer called Robert Gair invented the cardboard box. Robert Gair could make a lot of cardboard boxes very quickly, and so for the first time, food companies could use cardboard to hold food. In 1906, a food company started using very thin cardboard boxes for its cereal. This was the first time that a box had the name and picture of the food on the outside!
- 3 Today, we use cardboard boxes for many different things because cardboard is so strong.
- 4 Do you know why cardboard is so strong? Inside each piece of cardboard, there are a lot of triangles. Triangles are really strong: they can carry a lot. Do you sometimes make a house of cards? If you use triangles, it works. If you try it with square shapes, it doesn't work. Try it and see! The triangle shape is the strongest.
- 5 I learnt that there are triangle shapes everywhere: in bridges, in houses, on bikes and even on kites! Look at these pictures. Can you find the triangles?

triangle

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

a Triangles everywhere	5
b Introduction	1
c Why cardboard is strong	4
d History of cardboard	2
e Cardboard today	3

Activity Book, Unit 2
Lesson 7
forty-five 45

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

- Refer students to page 45. Students discuss in pairs first. Ask students for ideas.
- **Extension** Students raise their hands and say what objects they use that are made of cardboard.

2 2.19 Listen and read.

- Ask students to think about the amazing information the blog has while they listen and read. Play the audio.
- Ask students to say what information they think is amazing.
- Check comprehension with questions. Ask *Where was the engineer from? (Scotland) What was in the thin boxes in 1906? (cereal) Is cardboard strong? (yes) What shapes are in cardboard? (triangles)*

- 🗣️ Read the text aloud to students for extra pronunciation practice. They shout *Stop!* when they hear a regular verb in the Past simple. They say the sound of the ending. They then write the verbs on the board under the headings *d* and *id*. Ask students which sound is missing and have them suggest verbs with the *t* sound.

2.19

Narrator: Majid's science blog: How cardboard is like a bridge

Boy: Hello, everyone! Today, I visited a museum and found out a lot of amazing information about cardboard!

In 1879, a Scottish engineer called Robert Gair invented the cardboard box. Robert Gair could make a lot of cardboard boxes very quickly, and so for the first time, food companies could use cardboard to hold food. In 1906, a food company started using very thin cardboard boxes for its cereal. This was the first time that a box had the name and picture of the food on the outside!

Today, we use cardboard boxes for many different things because cardboard is so strong.

Do you know why cardboard is so strong? Inside each piece of cardboard, there are a lot of triangles. Triangles are really strong: they can carry a lot. Do you sometimes make a house of cards? If you use triangles, it works. If you try it with square shapes, it doesn't work. Try it and see! The triangle shape is the strongest.

I learnt that there are triangle shapes everywhere: in bridges, in houses, on bikes and even on kites! Look at these pictures. Can you find the triangles?

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

- Give students a minute to complete the activity individually.
- 🗣️ Ask for feedback using the Lollipop stick technique (see page 14).
- **Extension** 🌐 Internet search key words: *facts about cardboard*

Extra activity Critical thinking

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

Extra activity TPR

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

Activity Book

Skills

Lesson 7

Reading

1 After you read Look, read and match.

2 Complete the sentences.

1906 outside food 1879 cardboard engineer companies
inside strong bridges triangle different

- In 1879 the engineer Robert Gair invented the cardboard box.
- Then food companies started to use cardboard to hold food.
- In 1906 a food company put the food name and picture on the outside of the box.
- Today we can use cardboard for many different things.
- Cardboard is strong because it's got a lot of triangles inside.
- You can see triangle shapes in bridges or bikes, too.

3 Think about an object made of cardboard you have at home. What does it look like? What is it used for? Write. Then compare in pairs.

In my bedroom there is a cardboard lamp ...

30 thirty

1 After you read Look, read and match.

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

2 Complete the sentences.

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

3 Think about an object made of cardboard you have at home. What does it look like? What is it used for? Write. Then compare in pairs.

- Students complete the activity individually. They can refer to their Class Books if necessary.
- 🗣️ Students read and compare their writing with a partner using the Two stars and a wish technique (see page 15). Ask different pairs to talk about their objects. Ask for class feedback for comparisons.

Extra activity Fast finishers

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

Finishing the lesson

- 📖 Using the Summative and thought-provoking questions technique (see page 15), ask *Was the blog easy/hard to understand? Did you manage to match the headings to the paragraphs? How did you do it? Will you read blogs online now?* Encourage class discussion.
- **Extension** 🌐 Internet search key words: *blogs for kids, blogging for kids*

Extra activity Photocopiable 38

- Ask students to do photocopiable 38.

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about a visit to a museum; to write a report about a visit
- **Target language:** revision of vocabulary and grammar

Materials

- face response cards
- sheets of A4 paper, enough for each student
- photocopiable 47

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38). Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Happy/sad face technique (see page 14)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); groupwork
- Independent learning: Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson

- **2.8** Play the song from Lesson 4 and encourage students to join in.

Presentation

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

Practice

Class Book

Skills
Lesson 8, part 1

Listening

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

1

Huda

2

Budoor

3

Jood

A

Science Museum

B

zoo

C

Car Museum

D

funfair

Speaking

2 Talk about a visit to a museum.

Where did you go?

I went to ...

What did you see there?

I saw ... It was ...

Writing

3 Read the report. Where did Osama go? the Louvre Abu Dhabi

Report: My visit to the Louvre Abu Dhabi

On 20 September, I visited the Louvre Abu Dhabi, United Arab Emirates with my family. It has around 700 paintings from around the world. It's special because the building is very modern. I think it's very beautiful, with lots of light. We walked around the building. Then we went inside and looked at the art. You could see many different types of art from history, and also furniture, statues and jewellery. I learnt a lot about history and modern buildings when I was there.

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

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

1 Plan

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

2 Write

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

3 Check your work

Started with a date?
Used paragraphs?

46 forty-six
Activity Book, Unit 2
Lesson 8, part 2

Listening

1 2.20 Listen and match. What place did each child go to?

- Refer students to page 46 and tell them to look at the people and places in Activity 1. Ask different students to predict which place they think each person visited.
- Play the audio.
- Students compare answers with a partner. Ask one student to confirm the answers.

2.20

Woman: Huda and her friends Budoor and Jood are talking about places they visited on holiday. What place did each child go to?

Girl 1: Hi, Budoor! Hi, Jood!

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

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

Girl 2: What did you do there, Huda?

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

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

Girl 1: What kind of museum was it, Budoor?


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

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

Girl 3: I visited my granny. She lives at the seaside. I love going there. I didn't go to any museums, but I went to a funfair. I went on a rollercoaster. It was the best!

Speaking

2 Talk about a visit to a museum.

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

Diversity

Challenge

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

Support


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

Writing

3 Read the report. Where did Osama go?


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

Extra activity TPR

-  Using the Happy/sad face technique (see page 14), students respond to your questions. Ask *Do you understand Osama's report? Do you feel confident about writing a report now?*

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

- Read the Writing tip to students. Tell students to find the date in Osama's report. Students think about what each paragraph is about.
- Go through the plan with students. Tell them to brainstorm ideas. They try to think of answers to the questions in the plan.

-  Students work in pairs to write their report in their notebooks.
- Walk around the class monitoring pairs.
- Ask pairs to check that they started with a date and used paragraphs.

Extra activity Critical thinking

- Students think of a question for each paragraph in Osama's report.

Finishing the lesson

- Tell students that they will write a report about a museum or another interesting place they visited, in the next lesson.
- Ask them to think about the place they want to write about, and look for information about the place to help them remember their visit.

Lesson 8, part 2

Starting the lesson

- Brainstorm words you might use when writing about a visit to a museum, e.g. nouns for things you might see there, adjectives to describe it.

Practice

Activity Book

Lesson 8, part 2

Writing

Start the report about a visit with the date of the visit. Then organise your work into paragraphs.

1 Read and match the sentences with the paragraph headings.

1 When and where did you go?	a I learnt a lot about human history and culture.
2 What's special about it?	b On 23 rd June, I visited the British Museum.
3 What could you do there?	c I could see the Egyptian mummies.
4 What did you learn?	d It's one of the most important museums in the world.

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

1 Plan

Read and answer. Make notes.

When and where did you go? _____

What's special about it? _____

What could you do there? _____

What did you learn? _____

2 Write

Use your notes and write.

3 Check your work

Read your text again and tick (✓).

Date of the visit? Linking words?

A capital letter at the start of each sentence?

An exclamation mark (!) for interesting facts?

A full stop at the end of each sentence? Correct spelling?

Clear handwriting?

See Writing model page 67

3 Make a poster of your chosen place in Activity 2 and include your report. Then make a class display of your posters. Which museum do you want to go to?

thirty-one 31

- Make a poster of your chosen place in Activity 2 and include your report. Then make a class display of your posters. Which museum do you want to go to?

- Place students in small groups to help each other with their posters. Monitor groups.

Extra activity Fast finishers

- Students find the verbs in Osama's report.

Finishing the lesson

- Students write down what they achieved in their Learning diary (see page 15): *Today I wrote a report about ...*

Extra activity Photocopiable 47

- Ask students to do photocopiable 47.

Writing

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

- Students work individually.

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

- Plan: Give students one minute to complete their notes.
- Write: Students work individually to complete the report. They can refer to the report they wrote in their notebooks in the previous lesson and to the writing model on page 67 of the Activity Book.
- Check your work: Students evaluate their own work.
- Using the Two stars and a wish technique (see page 15), students read and check each other's work.

Lesson 9

Objectives

- **Lesson objectives:** to review unit language
- **Target language:** unit vocabulary

Materials

- 16 word cards from Lesson 4

Global Scale of English (GSE)

- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can express ability or lack of ability in relation to basic everyday actions (GSE 31). Can ask a range of questions in guessing games to find the answer (GSE 36).

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 14)
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- 🎯 Ask students a key question about learning grammar, e.g. *Why is it important to revise Past simple verbs?*

Presentation

- 🎯 Explain that in this lesson students will do a revision of the unit vocabulary and then play a game.
- Revise the technology vocabulary on the board with the first three letters missing: *call, carry, CD player, computer, email, keyboard, letter, mobile phone, mouse, study, tablet, telephone.*
- Revise the verbs by writing the nouns on the board: *(hold) a pen, (make) a face, (make) a sandwich, (post) a letter, (send) an email, (tell) a story, (tie) a shoelace, (win) a race.*
- 👥 Revise the Past simple of be, other verbs and *could/couldn't*. Write *Now* and *Then* on the board. Ask students to work in pairs and tell each other the Past simple of: *is, are, have, write, visit, can, can't*. Students write the answers on the board.

Extra activity TPR

- Place the word cards around the room. Say a word and choose a student to find it. When different students have found the words, they find their partner to make phrases.

Practice

Class Book

Lesson 9
Review 2

1 Look at the picture and answer the questions.

1 Find eight words from this unit.

2 Who is holding something? What is it?
the boy who's in the room, a pen

3 Who is carrying something? What is it?
the man who's in the kitchen, the shopping

4 Who is thinking about posting a letter?
the boy who's in the room upstairs

5 Who is sending an email?
the woman who's in the living room downstairs

6 Who is learning something new?
the girl who's in the bedroom, tie a shoelace

7 Who is making a face?
the girl who's in the bedroom

8 Who's making a sandwich?
the woman who's in the kitchen

2 What couldn't you do when you were five that you can do now?

I couldn't ride a bike when I was five, but now I can.

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 Find a moustache. (1 point) *Dad then and now (Lesson 1)*

2 Why does the floor shake in the Natural History Museum? (1 point) *to make it feel like an earthquake (Lesson 5)*

3 Who invented the cardboard box? (1 point) *Robert Gair (Lesson 7)*

Now think of three more questions to ask the other team.

Activity Book, Unit 2
 Lesson 9 forty-seven 47

1 Look at the picture and answer the questions.

- 👥 Refer students to page 47. Students work in pairs.
- 🗨️ Using the Lollipop stick technique (see page 14), students say their answers.

2 What couldn't you do when you were five that you can do now?

- 👥 Students work in the same pairs and complete the activity.
- Ask different pairs to demonstrate one sentence each.

Diversity

Challenge

- Promote class discussion about Activity 2. Ask *Who couldn't do that either? What else couldn't you do? Who could do that? Are all five-year-olds the same?*

Support

- Students can write some ideas down in notes before talking in pairs in Activity 2.

Extra activity Critical thinking

- Students work in pairs and choose three unit words that are not in Activities 1 or 2. They write a sentence for each word with the word missing and write the words in a word choice box. Students swap sentences with another pair and complete each other's sentences.

Challenge

Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four.
- Give students two minutes to think of three extra questions.

Activity Book

Review Lesson 9

1 Read and answer for you. Then, in groups of four, ask and answer the questions and complete the questionnaire.

When you were five, could you ...	
	me
spell a word in English?	no
tie a shoelace?	
make a sandwich?	

Last year, did you ...	
	me
win a race?	
post a letter?	
visit a museum?	

2 Look at Activity 1. Write about what your friends and you could do at the age of five and what you did last year.

When they were five, Sheikha and Aida could spell ...
Last year, we visited a museum ...

When _____

Last year _____

Self-assessment

My work in Unit 2 is **OK** **good** **excellent** .
 My favourite lesson is the one about _____ .
 Now I can _____ .
 I need to work more on _____ .

32 thirty-two

1 Read and answer for you. Then, in groups of four, ask and answer the questions and complete the questionnaire.

- Students work individually at first. Ask them to read the questions. They write *yes* in the table under 'me' for the things they could do when they were five / did last year. They write *no* for the things they couldn't do when they were five / didn't do last year.
- Put students in groups of four. Ask them to write the names of the other group members in the top row of the tables.
- Students ask each other the questions and write *yes* or *no* under each name as appropriate.

2 Look at Activity 1. Write about what your friends and you could do at the age of five and what you did last year.

- Students complete the activity individually, using their tables from Activity 1. They read their partner's work.

Self-assessment

- Students do the activity individually.

Extra practice

Lesson 9 Extra practice 2

1 Find and match.

2 Write the correct form of the words in brackets.

- My mum carried my bag to school. (carry)
- Did you call me yesterday? (call)
- My brother didn't study Science last year. (not study)
- I didn't go to visit my grandparents at the weekend. (not go)
- We ate cereal for breakfast this morning. (eat)
- Did the doctor see you yesterday? (see)

3 What could or couldn't they do when they were six? Look and write.

post a letter tell a story make a sandwich
 send an email win a race tie a shoelace

- Arwa could tell a story .
- My brother couldn't send an email .
- I could post a letter .
- Her sister couldn't tie a shoelace .
- Adil and Azzan couldn't win a race .
- You could make a sandwich .

33 thirty-three

1 Find and match.

- Students can work in pairs to complete the activity.

2 Write the correct form of the words in brackets.

- Students complete the activity individually. To check understanding, ask *What do you have to do with the verbs in brackets? (Change them to the past tense.)*

3 What could or couldn't they do when they were six? Look and write.

- Students complete the activity individually. Ask them to look at the pictures and match them to the phrases in the box, then write the sentences.

Vocabulary and Grammar reference

Activity Book

Vocabulary and Grammar reference Lesson 9

Vocabulary

1 Read and add more words to the list.

<p>Technology</p> <p>CD player _____</p> <p>computer _____</p> <p>email _____</p> <p>keyboard _____</p> <p>letter _____</p> <p>mobile phone _____</p> <p>mouse _____</p> <p>tablet _____</p> <p>telephone _____</p>	<p>Verbs</p> <p>call _____</p> <p>carry _____</p> <p>study _____</p>	<p>Phrases</p> <p>hold a pen _____</p> <p>make a face _____</p> <p>make a sandwich _____</p> <p>post a letter _____</p> <p>send an email _____</p> <p>tell a story _____</p> <p>tie a shoelace _____</p> <p>win a race _____</p>
--	---	---

Grammar

2 Read and complete.

Did play lost When ago last Could throw couldn't What

Past simple affirmative and negative

I / You / He / She / It ¹ lost the race two days ² ago .

/ We / You / They didn't ³ play football ⁴ last month.

Past simple interrogative		Changes in spelling	
⁵ When did I / you / he / she / it / we / you / they	use the tablet? find the email?	Regular verbs	play → played try → tried
⁶ Did Yes, I / he / she / it / we / you / they did.	No, I / he / she / it / we / you / they didn't.	Irregular verbs	have → had give → gave

could affirmative and negative

I / You / He / She / It could ⁷ throw a ball at the age of one.

/ We / You / They couldn't spell words

could interrogative

⁹ **What** could I / you / he / she / it / we / you / they do at the age of five?

¹⁰ **Could** Yes, I / he / she / it / we / you / they write an email?

could. No, I / he / she / it / we / you / they couldn't.

34 thirty-four Go to Dictation on page 70

Vocabulary

1 Read and add more words to the list.

- Ask students if they can think of any other words to add to the list. Students can work in pairs to complete the activity.

Grammar

2 Read and complete.

- Students work individually and check answers in pairs.

Extra activity Learning skills

- Students think of more questions for the Challenge game.

Dictation

- Have students turn to page 70 in their Activity Books.
- Play the audio (track 2.21) for students to individually listen and write the sentences.
- Check answers as a class.

2.21

1

Girl: My mum had a phone in the house, but she didn't have a mobile phone.

2

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

3

Girl: I'd like some information about the National Museum, please.

Progress path

- Refer students to page 108 in their Class Books and pages 72 and 73 in their Activity Books and ask them to answer the first two questions. Students can work individually or in pairs.
- Students get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write on the board *In Unit 2 I can ..., I am good at ..., I am not very good at ...* Students complete the sentences. Ask different students *What do you need to practise more? How?*

Get ready for...

Lesson 10

Objectives

- **Lesson objectives:** to practise for A1 Movers Reading and Writing Part 3, Listening Part 2 and Speaking Parts 3 and 4
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 41).
- **Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39).
- **Writing:** Can write simple sentences about what they/ other people are doing. (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can write about a past event or activity in a very basic way (e.g. *I went...*) (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 14)
- 👥 Peer learning: pairwork; groupwork; Expert envoy technique (see page 15)
- 🎓 Independent learning: portfolio (see page 15); Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Elicit the names of technology devices from students. They say a word and if it's correct, invite them to come and draw it on the board.
- 🗨️ Give students an example of a sentence with a prompt, e.g. *email – I sent an email to my grandma yesterday because it was her birthday.* Ask students to say other sentences with prompts, using the Lollipop stick technique (see page 14).
- 🎧 **2.9** Play the karaoke version of the song from Lesson 4 and encourage students to sing.

Presentation

- 🎯 Explain that in this lesson students will revise the work from the unit and practise for the A1 Movers exams.

Practice

Class Book

Lesson 10

Get ready for...

A1 Movers Speaking Part 3

1 🎯 Which picture is different? Why? This picture is different because ...

1 (A) (B) (C) (D)

He hasn't got a moustache.

2 (A) (B) (C) (D)

It isn't an animal.

3 (A) (B) (C) (D)

It isn't a telephone.

A1 Movers Reading and Writing Part 3

2 🎯 Read the text. Choose a word from the box. Write the correct word.

Tip: Exam Read the text and all the options first before choosing.

I love technology! I've got a (1) computer on my desk at home. I use it to do my homework and to send (2) emails. Sometimes I listen to (3) music on it, but usually I listen on my mum's (4) CD player. I love running too, and I want to win a (5) race!

music computer CD player race emails

48 forty-eight Activity Book, Unit 2 Lesson 10

1 🎯 Which picture is different? Why?

- Tell students that this is practice for the A1 Movers Speaking Part 3 exam.
- First, students look at each set of four pictures carefully and decide which one is different in each set.
- 👥 In pairs, students discuss which picture is different and give their reasons why.

2 🎯 Read the text. Choose a word from the box. Write the correct word.

- Tell students that this is practice for the A1 Movers Reading and Writing Part 3 exam.
- Read the Exam tip. Remind students that they should read the whole text and look at all the options before they choose their answer.
- Students look at the pictures and words and read the text. Tell them it's important to look at the word before and after the gaps before they choose an option.
- Students complete the activity individually. Check as a class.

Diversity

Challenge

- 🗨️ Students write about their favourite device and say why. Write prompts on the board if necessary: *I like using my ... I like it because ... I use it to ... I really love my ... because ...* Encourage students to keep their work in their portfolios (see page 15).

Support

- Write on the board the following gapped sentences. Have students give options to complete them: *I send ... I listen to music on ... I talk to my friends on ...*

Extra activity Collaborative work


- 👥 Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique (see page 15). Students write their opinion about the unit under the lesson headings. The envoy reports back to the class.

Activity Book

Lesson 10 **Get ready for...** 2

A1 Movers Listening Part 2

Do! 1 🎧 Listen and write.



Going to the museum

- 1 Name of museum: Computer and Technology Museum
- 2 Things to see there: oldest computers and most modern **mobile phones**
- 3 Things to do: send emails and play games
- 4 When they went: in the afternoon at 2 o'clock
- 5 Where they ate lunch: at home

A1 Movers Speaking Part 4

2 🗨️ Let's talk about you. Answer the questions.

- 1 Did you use a computer at school today? No, I didn't, but I used one at home.
- 2 Did you write any letters last month? Yes, I did. I wrote to ...
- 3 Could you use a tablet when you were four? Yes, I could. / No, I couldn't.
- 4 Could you tie your shoelaces when you were four?

thirty-five 35

1 Do! 🎧 2.22 Listen and write.

- Tell students that this is practice for the A1 Movers Listening Part 2 exam. Tell them to read the text and try to predict the answers.
- Play the audio for students to complete the information. Play the audio again if necessary.
- 🗨️ Check answers using the Lollipop stick technique (see page 14).

2.22

- 1 **Boy 1:** Hi, Faisal! Where were you yesterday? I phoned you, but you didn't answer.
Boy 2: Hi, Issa. I went to the Computer and Technology Museum.
Boy 1: Sorry? I didn't hear you. The Computer and the what Museum?
Boy 2: The Computer and Technology Museum, T - E - C - H - N - O - L - O - G - Y.
Boy 1: Ah, OK.
- 2 **Boy 1:** And what did you see there?
Boy 2: It was very interesting. We could see the oldest computers in history!
Boy 1: Wow! And could you see the oldest tablets, too?
Boy 2: I'm afraid not, but we could use the most modern mobile phones.
Boy 1: How exciting!
- 3 **Boy 1:** Were there any interesting activities?
Boy 2: Yes, of course! We couldn't use the old computers, but we could send emails and play games on the newest mobile phones!
Boy 1: Wow!
- 4 **Boy 1:** Did you go to the museum in the morning?
Boy 2: No, we didn't. We were very busy in the morning. We arrived at the museum in the afternoon, at 2 o'clock.
- 5 **Boy 1:** Can you eat in the museum?
Boy 2: You can eat in the café at the museum, but we didn't have lunch there. We made some sandwiches and ate them at home. We went to the museum after lunch.
Boy 1: Cool!

2 🗨️ Let's talk about you. Answer the questions.

- Read the questions aloud for the class and point out the corresponding speech bubble.
- Students complete the activity individually.
- 👥 Students work in pairs and take turns to ask and answer the questions.

Finishing the lesson

- Ask *How did you get on in Unit 2? Which lesson did you like best? Which words were the easiest and most difficult to remember?*
- 🗨️ Use the Summative and thought-provoking questions technique (see page 15) to ask how successful their learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Unit 2 practice

- Students now complete the Unit 2 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

Objectives

- **Lesson objectives:** to revise unit language with fun tasks
- **Target language:** revision of unit language

Materials

- Unit 2 flashcards (Technology: *computer, keyboard, mouse, tablet, email, letter, telephone, mobile phone, CD player, carry, call, study*; Verbs: *post a letter, send an email, make a face, tell a story, hold a pen, win a race, make a sandwich, tie a shoelace*)

Global Scale of English (GSE)

- **Reading:** Can understand basic key words in short notes or messages (GSE 29).
- **Listening:** Can follow multi-step instructions if given slowly and clearly (GSE 37).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30).
- **Writing:** Can write simple sentences about what they/ other people are doing. (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can write about a past event or activity in a very basic way (e.g. *I went...*) (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Traffic light cards technique (see page 15)
- 👥 Peer learning: pairwork; Expert envoy technique (see page 15)
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Play *Categories* (see page 19) with both sets of Unit 2 flashcards (Technology and Verbs).

Presentation

- 🎯 Explain that in this lesson, students will work out and use a secret code. They will also ask about things their partner could do when they were younger, and play a miming game.

Practice

Class Book

Fun corner 2

1 Work in pairs. Say the numbers. Write, say and spell the words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

1 5 13 1 9 12 _____ email

2 11 5 25 2 15 1 18 4 _____ keyboard

3 20 1 2 12 5 20 _____ tablet

4 20 5 12 5 16 8 15 14 5 _____ telephone

5 3 15 13 16 21 20 5 18 _____ computer

6 12 5 20 20 5 18 _____ letter

7 3 4 / 16 12 1 25 5 18 _____ CD player

8 13 15 2 9 12 5 / 16 8 15 14 5 _____ mobile phone

2 Now write a message in numbers for your partner to read. Spell the words.

3 In pairs, take turns to make a phrase and ask and answer a question.

shoelace	a	send	race	a	make
a	hold	letter	a	write	story
win	face	an	sandwich	tie	a
email	a	make	a	pen	tell

Could you make a face when you were six?

Yes, I could! I could make a face!

4 Work in pairs. Choose a phrase. Mime and guess. forty-nine 49

1 Work in pairs. Say the numbers. Write, say and spell the words.

- Ask students to look at question 1 and the example. Ask *How do these numbers make 'email'?* (If you look at the table, 5 = e, 13 = m, etc.)
- 🗨️ Do the first coded word together as a class. Ask students to look at the first number (5) and find the corresponding letter below (e). Continue with the rest of the code. Use the Traffic light cards technique (see page 15) to check students know what to do.
- Students complete the rest individually. Monitor and help if necessary.
- Ask volunteers to read aloud the answers.

2 Now write a message in numbers for your partner to read. Spell the words.

- Students think of a short message for their partner. They can write it in their class notebook before they put it in code but they should make sure their partner can't see it.
- Ask a few volunteers to read their partner's message after they have decoded it.

3 In pairs, take turns to make a phrase and ask and answer a question.

- Ask students to look at the table. Explain that first they need to make a phrase using three words in the table.
- Ask *What kind of words are in the blue boxes?* (verbs) Then ask *What kind of words are in the orange boxes?* (nouns) Explain that they use a blue word first, then a purple word, then an orange word to make the phrases.
- Students then ask a question using the phrase that they made. Write on the board *Could you ... when you were ...?* as a prompt. Their partner answers.
- Students take turns to make a phrase and ask a question, crossing out the words in the table as they use them. They continue taking turns until they have used all the words in the table.
- 🗣️ Use the Expert envoy technique (see page 15) to help students who haven't understood what they have to do.
- When students have finished, ask if they were surprised by anything their partner could do when they were younger, e.g. *Fatma could send an email when she was three!*

4 Work in pairs. Choose a phrase. Mime and guess.

- Explain that students should choose one of the phrases from the box in Activity 3, but not tell their partner.
- Ask for a volunteer to mime one of the phrases for the class to guess.
- 🗣️ Students work in pairs and take it in turns to mime a phrase for their partner to guess.
- Circulate and monitor. At the end, ask a few confident students to repeat their mime for the class.

Finishing the lesson

- 🗣️ Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today. Ask *Did you enjoy the Fun corner? What activity did you like the most?*

Lesson 1

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 2; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to understand the main idea of a text; to skim a text for gist; to evaluate a text
- **Target language:** *computer, keyboard, tablet, mobile phone, telephone; send an email, post (a letter), tie a shoelace, carry, win a race; We didn't have tablets. I loved playing computer games. Could you run? I could carry a bottle of water, but I couldn't open it very well.*
- **Phonics:** /ɪd/, /t/, /d/



Materials

- Unit 2 flashcards (Technology: *computer, keyboard, mouse, tablet, email, letter, telephone, mobile phone, CD player, carry, call, study*)
- dictionaries

Global Scale of English (GSE)

- **Reading:** Can understand the main idea in a short, simple picture story (GSE 30). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story, if guided by questions (GSE 35). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39). Can find the correct meaning of a word in a bilingual dictionary (GSE 37). Can scan a simple text to find specific information (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can re-tell a familiar story, given prompts or a model (GSE 39). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can select key words and phrases from a short simple text and use them in their own writing (GSE 41).

Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson

- Ask students to think about technology that people used 40 years ago. Use the Unit 2 flashcards. Hold up each flashcard and first elicit the word. Then ask *Did people use (CD players) 40 years ago?*

Presentation

-  Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 2 will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 116.

Before you read

1 Before you read

1) Read the title of the story on page 50. Answer the questions.

- Before students read, ask them to turn to page 116 in their Class Books. Read the question aloud.
- Tell students to refer to page 50 while doing the activity. Students read the title of the story and answer the questions.
- Check answers as a class.

2) Now look at the picture on page 50. Answer the questions.

- Students look at the picture and answer the questions.
- Check answers as a class.

Listen and read

Class Book

Graded reader 1

At the Technology Museum

Last Saturday, Ivy visited a Technology Museum with her mum.

Good morning. I'd like some information about this room, please.

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

What can we see and do here? Can I learn about the past?

Yes, you can. You can play old computer games, listen to music and use old telephones.

50 fifty

Graded reader 1 2

Look, Mum. You couldn't send an email on this computer, but you could play games. You use the keyboard to play this game. It's fun!

Everything was very different 40 years ago! We didn't have tablets or mobile phones, but I loved playing computer games. They were fun!

fifty-one 51

Graded reader 1

Then Ivy found some unusual things in the museum. She saw something and made a face.

What are these, Mum? Are they telephones?

Yes, Ivy. Those telephones are very old. Many years ago, telephones didn't have buttons. Look, this telephone is newer. It has got buttons.

And what's this? Is it an old computer?

52 fifty-two

Graded reader 1 2

No, Ivy. This is a letter box! You can buy a postcard in the museum shop and post it here.

Oh, of course! A letter box. Let's buy a postcard for Grandad. Posting a letter or a postcard is more interesting than sending an email!

fifty-three 53

Unit 2, Graded reader 1

At the Technology Museum

1 Before you read

1) Read the title of the story on page 50. Answer the questions.

- 1 What is a 'Technology Museum'? **A museum where you can learn about technology.**
- 2 What do you think you can do there?







2) Now look at the picture on page 50. Answer the questions.

- 1 What things can you see behind the people?
computers, laptops, CD player
- 2 What do you think the girl and her mum are going to do?

2 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

2) Read the story again. Then find these things in the story pictures. Write the words.

		
postcard	computer	telephone
		
letter box	CD player	laptop

3 After you read

1) Answer the questions.

- 1 What things can people do at the Technology Museum?
They can play old computer games, listen to music, use old telephones and post a postcard in a letter box.
- 2 What does Ivy do on an old computer? **She plays a computer game.**
- 3 Why does Ivy want to buy a postcard for her grandad? **She thinks posting a postcard is more interesting than sending an email.**

2) **Over to you!** Do you think posting a letter or postcard is more interesting than sending an email? Why or why not? Write your ideas.

3) Tell this story to a friend or family member.

116 one hundred and sixteen

2 GR2.1 Listen and read.

- 1) **Read the story quickly. Were your ideas from *Before you read* correct?**
- Play the audio and have students read along in their Class Books.
 - Remind students to look at the illustrations while they read to help with understanding.
 - When students have read the story, ask them to check their answers to the questions on page 116 in the *Before you read* section.
 - Ask students if they predicted correctly. If not, ask them how their answers differed.
- 2) **Read the story again. Then find these things in the story pictures. Write the words.**
- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
 - When students have finished, ask them to complete the activity on page 116 individually.
 - Check answers as a class.

3 After you read

- 1) **Answer the questions.**
- Students complete the activity in pairs.
 - Check answers as a class.
- 2) **Over to you! Do you think that posting a letter or postcard is more interesting than sending an email? Why or why not? Write your ideas.**
- Students answer the question individually. Tell them to give reasons for their answers.
 - Monitor and help if necessary.
 - Invite volunteers to share their answers with the class.
 - Discuss students' answers as a class.
- 3) **Tell this story to a friend or family member.**
- Encourage students to retell the story to a friend or family member.

Phonics

- Write on the board *visited, looked and cried*. Say the words and ask students to repeat them. Ask *Which word ends with /t/? (looked) Which word ends with /d/? (visited) Which word ends with /d/? (cried)*.
- Ask students to find a word ending with *-ed* in the story (*loved*). Point to the three words on the board and ask *Does it end with /d/, /t/ or /d/? (/d/)*.

Finishing the lesson

- Ask students if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of what happened.
- Ask students which character was their favourite and encourage them to give reasons for their answers.

Lesson 1, option B

Starting the lesson

- Ask students to think about things they did in the past. Ask *What can you remember doing when you were a lot younger? Were some things more special than others? Why?*

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 2 will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 117.

Before you read

1 Before you read

1) Read the title of the story on page 54. Answer the questions.

- Before students read, ask them to turn to page 117 in their Class Books.
- Tell students to refer page 54 while doing the activity. Students read the title of the story and answer the questions.
- Check answers as a class.

2) Now look at the picture on page 54. Answer the questions.

- Students look at the picture and answer the questions.
- Check answers as a class.

Listen and read

Class Book

Graded reader 2

The Special Race

Khalid found an old medal. He asked his dad about it. When Dad was young, he was really good at running. He also studied Science in Britain. When he was in Britain, he ran lots of races. This race was special because he ran in a penguin costume.

Look, I've got some great photos on my tablet. Do you want to see them?

Yes, please!

54 fifty-four

Graded reader 2 2

Wow! Look at your wings and your long beak. When you were in your penguin costume, could you run?

Yes, I could run slowly in my penguin costume. I tried to run quickly but I couldn't!

I could see my trainers, but I couldn't tie my shoelace. My friend tied my shoelace for me!

fifty-five 55

Graded reader 2

How did you drink?

I could carry a bottle of water, but I couldn't open it very well. The water went everywhere. But not in my beak!

At the end of the race, I couldn't call my friends because we didn't have mobile phones then. But they found me quickly in my penguin costume!

56 fifty-six

Graded reader 2

Did you win the race, Dad?

No, Khalid. I couldn't win the race in a penguin costume! But winning wasn't important. I had my medal. And my photo was in the newspaper the next day. Look!

That's great!

57 fifty-seven

Unit 2, Graded reader 2

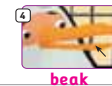
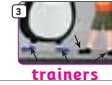
The Special Race

1 Before you read

- 1) Read the title of the story on page 54. Answer the questions.
 - 1 What is a race? You can use a dictionary to help you. **a competition between people to see which one is the fastest**
 - 2 What do you think a 'special race' is? _____
- 2) Now look at the picture on page 54. Answer the questions.
 - 1 Where are the boy and his dad? **at home**
 - 2 What is the boy holding? Whose do you think it is? **a medal**

2 Listen and read.

- 1) Read the story quickly. Were your ideas from *Before you read* correct? _____
- 2) Read the story again. Then find these things in the story pictures. Write the words.



3 After you read


- 1) Answer the questions.
 - 1 What and where did Khalid's dad study when he was young? **Science in Britain**
 - 2 What did Khalid's dad wear in a special race? **a penguin costume**
 - 3 Did Khalid's dad run quickly? Why? **No, he didn't. Because he couldn't run quickly in his costume.**
- 2) **Over to you!** Why do you think winning wasn't important to Khalid's dad? Write your ideas. _____
- 3) Tell this story to a friend or family member.

2 GR2.2 Listen and read.

- 1) Read the story quickly. Were your ideas from *Before you read* correct?
 - Play the audio and have students read along in their Class Books.
 - Remind students to look at the illustrations while they read to help with understanding.
 - When students have read the story, ask them to check their answers to the questions on page 117 in the *Before you read* section.
 - Ask students if they predicted correctly. If not, ask them how their answers differed.
- 2) Read the story again. Then find these things in the story pictures. Write the words.
 - Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
 - When students have finished, ask them to complete the activity on page 117 individually.
 - Check answers as a class.

3 After you read

1) Answer the questions.

-  Students complete the activity in pairs.
- Check answers as a class.

2) **Over to you!** Why do you think that winning wasn't important to Khalid's dad? Write your ideas.

- Students answer the question individually.
- Monitor and help if necessary.
- Invite volunteers to share their answers with the class.
- Discuss students' answers as a class.
- Ask *Have you ever won anything? Is winning important to you? Why or why not?*

3) Tell this story to a friend or family member.

- Encourage students to retell the story to a friend or family member.

Phonics

- Write on the board *visited*, *looked* and *cried*. Say the words and ask students to repeat them. Ask *Which word ends with /t/? (looked) Which word ends with /ɪd/? (visited) Which word ends with /d/? (cried)*.
- Ask students to find a word ending with *-ed* in the story (*studied*). Point to the three words on the board and ask *Does it end with /ɪd/, /t/ or /d/? (/d/)*.

Finishing the lesson

- Ask students if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of what happened.
- Ask students which character was their favourite and encourage them to give reasons for their answers.



Let's explore!

Unit objectives

To talk about space and use big numbers (100–1,000,000)

Language

Vocabulary	Space <i>Sun, Moon, Earth, planet, star, solar system, telescope, comet, rocket, space station, spacesuit, satellite</i> Big numbers <i>a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million</i>
Grammar	<i>will/won't</i> <i>How ...?</i>
Functions	Giving personal information: <i>I'm interested in joining (the Space Explorers Club).</i>
Pronunciation	<i>/s/, /tʒ/, /z/</i>

Learning outcomes

Listening	Identify core vocabulary; Listen and understand the overall meaning of simple texts on familiar topics; Listen and identify some details in simple texts on familiar topics; Listen and identify familiar words and phrases in simple texts on familiar topics; Respond to referential questions based on aural texts; Extract information to accomplish a task; Identify specific information in short dialogues; Understand details in longer dialogues on familiar topics; Listen and respond appropriately to peers and adults
Speaking	Act out part of a picture story using simple words; Recite songs, rhymes and tongue twisters individually and chorally; Pronounce words and sentences using correct stress, intonation and rhythm; Talk about self, family or immediate environment; Ask and answer simple questions; Respond verbally to direct questions; Accurately reproduce modelled language; Participate in simple interactions on familiar topics; Articulate sounds in isolated word forms; Ask and answer questions on familiar topics; Take part in a simple conversations on familiar topics (e.g. family, home, school... etc.); Act out part of a short dialogue; Make a rehearsed oral presentation about a familiar topic
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple short texts on familiar topics; Deduce meaning of unfamiliar words from context; Identify the main idea of a text; Read short texts on familiar topics; Read and identify specific information in simple texts on familiar topics; Read and identify some details in simple texts on familiar topics
Writing	Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently used words correctly; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write sentences using correct spacing, capitalisation and full stops; Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Use conjunctions; Plan ideas before writing; Write continuous pieces of text with correctly formed letters and words moving from left to right; Apply spelling rules and conventions when writing; Write questions and answers; Construct sentences following a model

Cognitive skills

Acts out the roles of various characters in games and drama; Responds to songs, rhymes and poems in a variety of ways; Takes part in tasks by interacting with others and stays on task; Actively participates in investigative, exploratory and open-ended tasks; Understanding of group talk; Communicates one's own knowledge of a topic

Key competences

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

Mathematical, science and technological competences: order pictures to complete a task (L. 2); learn big numbers (L. 4); order numbers (L. 4)

Digital competence: use Class Book eBook (L. 1–10)

Social and civic competences: learn to be creative (L. 2); learn to give personal information (L. 6)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3 and 5)

Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills**Critical thinking**

Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)

Creativity

Designing a bed for an astronaut (L. 2); Making a class book of ancient places (L. 5)

Communication

A guessing game (L. 1); Talking about your surprise birthday party plan (L. 3); Asking and answering questions (L. 4); Giving personal information (L. 6); Functional dialogue (L. 6)

Collaboration

Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Activity Book p. 44
- Unit 3 Extra practice: Activity Book p. 45
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Song, Culture, English in action, Reading, Listening, Review self-assessment, Story, Graded reader 1 and 2
- Unit 3 Practice Sheet

External exams**Class Book**

A1 Movers Reading and Writing Part 2
A1 Movers Speaking Part 4

Activity Book

A1 Movers Speaking Part 2
A1 Movers Speaking Part 3

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use space vocabulary
- **Target language:** *Sun, Moon, Earth, planet, star, solar system, telescope, comet, rocket, space station, spacesuit, satellite*

Materials

- stopwatch
- Unit 3 poster: Space
- Unit 3 flashcards (Space: *Sun, Moon, Earth, planet, star, solar system, telescope, comet, rocket, space station, spacesuit, satellite*)
- 10–16 A4 sheets of paper for each student for the *I'm learning* game
- photocopiable 3A

Global Scale of English (GSE)

- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can describe common everyday objects using simple language (GSE 31).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Write *day* and *night* on the board. Above *day* draw the Sun and above *night* draw the Moon. Ask *Do you know what these are? What words am I looking for?* Write *Sun* and *Moon* above the drawings, read the words and students repeat. Ask students to predict what this unit is going to be about.

Presentation

- Explain that in this lesson students will learn to talk about space. Explain the meaning of space if necessary.

Practice

Class Book



Let's explore!

1 What space words do you know?

What's wrong in the picture? **The keyboard is upside down.**
 Who is doing an experiment? **the teacher and a student, and the group of girls**
 Find three electrical items. **mobile phone, interactive white board, computer**
 Where are the astronauts? **The astronauts are in the poster of the International Space Station.**

1 What space words do you know?

- Refer students to page 58. Give students an example *I know the word Sun. I can see the Sun in the picture.* Hold up your book and show students the Sun in the picture. Students do the activity in pairs.
- Using the Lollipop stick technique (see page 14), ask students to find space words they know.
- Place students in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class.
- **Extension** Ask students to look at page 58 and describe the picture in pairs, telling each other where the people are, what they are doing, and naming any objects or people they know, e.g. *keyboard, Lottie.*

Lesson 1, part 1 **Vocabulary** 3

2 Listen, point and repeat.

1 Sun 2 Moon 3 Earth 4 planet
5 star 6 solar system 7 telescope 8 comet
9 rocket 10 space station 11 spacesuit 12 satellite

3 Look for the words from Activity 2 in the picture on page 58. Write the missing word. **telescope**

4 Write the words in the table. You can use words more than once.

Things that you can see with a telescope	Things that you must not look at	Things that people make
Moon <u>space station</u> satellite <u>planet</u> comet <u>star</u> solar system	Sun	telescope <u>spacesuit</u> rocket <u>satellite</u> space station

5 Play a guessing game.

Activity Book, Unit 3
Lesson 1, part 2 fifty-nine 59

2 3.1 Listen, point and repeat.

- Refer students to page 59. Tell students to find the Sun and Moon. Tell students to look at the photos 1–12 and teach/explain the new vocabulary. Prompt with questions, e.g. *Can you see Earth? Is Earth a star or a planet? Is the Sun or the Moon at the centre of the solar system? What can you look at through a telescope? Has a comet got a tail? Look at pictures 9 to 12. Are they made by people? Which other object is made by people?*
- Play the audio.
- Have students say a word to their partner for them to point to the correct picture. Then they swap.

3.1

- Sun
- Moon
- Earth
- planet
- star
- solar system
- telescope
- comet
- rocket
- space station
- spacesuit
- satellite

3 Look for the words from Activity 2 in the picture on page 58. Write the missing word.

- Students work in pairs to find the space words and write the missing word. Ask for feedback using the Lollipop stick technique (see page 14).

Extra activity Critical thinking

- Divide the class into four groups. Assign three words from Activity 2 to each group. Students look up definitions of their three space words in an English learner's dictionary (online if available). They read out their words and definitions to the class.
- 4 Write the words in the table. You can use words more than once.
- Students write their ideas in their notebooks. Point out to them that there is one word (Earth) which doesn't fit into any of the categories.
 - Ask students to write the words in columns on the board.
 - They can refer to the Unit 3 poster (Space) to help them. See also *How to work with posters* (page 17).
 - Extension** Internet search key words: *space for kids, NASA kids, planets for kids*

Extra activity TPR

- Assign a group from Activity 4 to three different corners of the room. Read out the words from Activity 2 and have students point to the correct corner or corners.
- 5 Play a guessing game.
- Place students in different pairs and play a guessing game. One student defines the word without naming it. The other one guesses the word.

Diversity

Challenge

- Students prepare the game alone. Give them one minute to think of words they can use for each space word.

Support

- Prepare the guessing game as a class. Call out these words and ask students to say which space words they are connected with: *wear, fly, burn, scientists, astronaut, live, travel, fast, tail, hot, cold, study, look at.*

Finishing the lesson

- As a whole-class extension of the guessing game in Activity 5, play *Backs to the Board* (see page 22) with the Unit 3 flashcards (Space).

Lesson 1, part 2

Starting the lesson

- Play *Snap!* (see page 19) with the Unit 3 flashcards (Space).

Practice

Activity Book

Lesson 1, part 2

3

Let's explore!

Vocabulary

1 🕒 **Look at the Class Book page 58 and complete the sentences.**

1 The students are doing an experiment in the Science Fair.
 2 The teacher has got a beard and a moustache.

2 👁️ **Look and number.**

7 telescope				
9 space station				
6 solar system				
10 spacesuit				
2 Moon				
3 Sun				
12 comet				
11 satellite				
5 star				
4 planet				
1 Earth				
8 rocket				

I'm learning

Make your own cards to learn or revise vocabulary. Then play a memory game, a guessing game or a pictictionary game. Use space, technology, food or sports words.

3 🎯 **Read and complete the text. Use words from Activity 2.**

There are eight planets in our (1) solar system. They move around the (2) Sun, which is a big star. We live on planet (3) Earth. Our planet has got a satellite called the (4) Moon. It's fun to watch the sky at night with a (5) telescope!

36 thirty-six

1 🕒 **Look at the Class Book page 58 and complete the sentences.**

- Students complete the activity individually by finding the answers in the artwork on page 58.
- 👥 Have students check their answers with their partners.

2 👁️ **Look and number.**

- Students complete the activity individually.

I'm learning

- 👥 Students work in groups to prepare and play a game in the *I'm learning* box. Hand out sheets of A4 paper.
- Memory game: students can write some of the words on the paper. They show the words to their group for five seconds. The students in the group then have to remember the words and write them down.

- Pictionary: students take turns to draw one of the words on the paper. Other members of the group try to guess the word. The one to guess first gets a point.
- *Guessing game: pictures* (see page 21).

3 🎯 **Read and complete the text. Use words from Activity 2.**

- Students work individually to complete the text.
- 🗣️ Ask for feedback using the Lollipop stick technique (see page 14).

Extra activity Fast finishers

- Have students write down the new words with drawings or definitions in their notebooks.

Finishing the lesson

- 👥 Students work in pairs. Student A looks at the Unit 3 poster (Space). Student B tries to recite the words by heart. Student A helps by prompting with the first letter. Students swap roles.
- Ask *How many words did you remember?*
- Ask students in turn to say which words they couldn't remember. Make a note on the board of the words that are mentioned most frequently as difficult. Then rub the words out and test them again by holding up the appropriate flashcards for students to say the word.
- 🎓 Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 3A

- Ask students to do photocopiable 3A.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of space vocabulary; *weightless*





Materials

- a ball that floats (e.g. ping pong ball), a glass of water
- Unit 3 Story animation
- face response cards
- Unit 3 flashcards (Space: *Sun, Moon, Earth, planet, star, solar system, telescope, comet, rocket, space station, spacesuit, satellite*)
- Unit 3 poster (Space)
- True/False response cards
- photocopiable 11

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).


Assessment for Learning (formative assessment)

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Happy/sad face technique (see page 14); True/False response cards technique (see page 14)
-  Peer learning: pairwork; groupwork; acting out
-  Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Using the Unit 3 flashcards, ask students to say one space word each from Lesson 1.

Presentation

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

Practice

Class Book

Story 

a satellite, a spacesuit

1  **Before you read** Which space objects can you find in the story?

2  **Watch or listen and read.**

The Science Fair

1  Hi, Bo! We're making a model of the solar system for the Science Fair! Here are the planets. We need to show how far they are from the Sun. Look, here's the Earth.

How far is the Moon from the Earth? A thousand kilometres?

A lot further! About 380,000 kilometres!

2  It's lunchtime!

3  Oh no!

4  Oh no!

OK, we'll finish the model later.

5  I'm so sorry ... I broke it.

6  What will we do? We won't have time to make a new model later.

I know! We'll do the other challenge! I wonder how astronauts brush their teeth.

60 sixty

1 **Before you read** Which space objects can you find in the story?

- Refer students to pages 60 and 61.
- Ask students to say as many space objects from the story as they can.
- They can check using the Unit 3 poster (Space).

Diversity

Challenge

- Students look up the names of all the planets in the solar system.

Support

- Students find the planets in the text and write the words in their notebooks.

2 **3.2 Watch or listen and read.**

- Introduce *weightless* and *float* with a glass of water and a ball. Place the ball in the glass of water and say *Look. The ball floats.* Then ask *Do things float in space?* and elicit *Yes.* Explain *They float because they are weightless.*
- Play the video or the audio.
- Check comprehension. Ask *What is the model for? (the Science Fair) What does Bo do? (breaks the model)*

3.2

The Science Fair

1
Lottie: Hi, Bo! We're making a model of the solar system for the Science Fair! Here are the planets. We need to show how far they are from the Sun. Look, here's the Earth.
Bo: How far is the Moon from the Earth? A thousand kilometres?
Sami: A lot further! About 380,000 kilometres!

2
Fatma: It's lunchtime!
Sami: OK, we'll finish the model later.

4
Bo: Oh no!

5
Bo: I'm so sorry ... I broke it.

6
Fatma: What will we do? We won't have time to make a new model later.
Sami: I know! We'll do the other challenge! I wonder how astronauts brush their teeth.

7
Bo: That's easy! Look, I'll show you!
Sami: No, Bo! It's different in space, because everything is weightless! Everything floats away!

8
Lottie: OK, let's think. Water in a glass floats away in space.
Fatma: I know! I'll get a bottle of water and a straw!
Lottie: And we need something to hold the toothbrush. It mustn't float away!
Sami: I know!

9
Lottie: First, I'll get some toothpaste. Then, I'll get a little water from the bottle ...
Bo: I wonder how astronauts stop their food from floating away.

10
Bo: I wonder how astronauts stop their food from floating away.

Lesson 2, part 1 3

3 **How do astronauts stop their food from floating away? Go to page 106 to find out. They tape it down and hold it down with strips.** CLIL

4 **After you read Correct the false sentences.**

- There are **three** challenges for the Science Fair. *There are two challenges for the Science Fair.*
- The children are making a model of **the Moon**. *the solar system*
- The Moon is about **380,000** kilometres from the Earth. *380,000*
- Brushing your teeth in space **is** the same as brushing your teeth on Earth. *isn't*
- The children use a **bottle of water** to stop the toothbrush from floating away. *can*
- The children **don't** do well at the Science Fair.

5 **Act out the story.**

6 **In space, how do you sleep? Design a bed for an astronaut!**

Activity Book, Unit 3
Lesson 2, part 2 sixty-one 61

- 3** **How do astronauts stop their food from floating away? Go to page 106.**
- Students discuss in pairs.
 - Using the Happy/sad face technique (see page 14), ask *Did you work out the answer?*
- 4** **After you read Correct the false sentences.**
- Students work individually to complete the activity. Students can correct the false statements in their notebooks.
 - Students check in pairs.
- 5** **Act out the story.**
- Divide students into groups of four. Allocate a role to each student (Fatma, Lottie, Sami and Bo).
 - Students act out the story in groups.
- 6** **In space, how do you sleep? Design a bed for an astronaut!**
- Students draw their designs in their class notebooks.
 - Extension** Internet search key words: *NASA sleeping in space*

Extra activity Critical thinking

- The class brainstorm other objects that astronauts use in space and suggest how they stop them floating away.

Extra activity TPR

- Using the True/False response cards, students respond to true and false statements you make about the story.

Finishing the lesson

- Ask for six volunteers to stand at the front of the class. Give each of them one of the following flashcards: *astronaut, Earth, Moon, planets, solar system, Sun*. Students should hold the flashcard in front of them so the rest of the class can see it.
- Ask for four more volunteers to read the story, taking the roles of Fatma, Lottie, Sami and Bo.
- Explain that the students with the flashcards must raise their cards when they hear the word on the card.
- The rest of the class should help by pointing to the flashcards when they hear the words.
- Have students read frames 1–6 of the story and check students are raising their flashcards for the correct words.


Lesson 2, part 2**Starting the lesson**

- Play *Remembering the order* (see page 19) with the Unit 3 flashcards (Space).

Practice**Activity Book**

- After you read** Read and circle. Then order the pictures.
 - Students read the sentences and circle the correct words. They then order the pictures below, based on the events in the story.
- Read and answer the questions.**
 - Students read the questions and write the answer on the line below.
- Values** Read and tick (✓). What should you do?
 - Ask *Have you ever had an accident in class? What happened? What did you do?*
 - Read the options aloud.
 - Students choose what they should do if they make a mistake and then compare answers with a partner.

Lesson 2, part 2 Story 3

- After you read** Read and circle. Then order the pictures.
 - The children are making a model of the solar system for the Science Arts Fair.
 - Lottie Bo breaks the model.
 - The children think about how astronauts brush their hair teeth in space.
 - The children's invention wins the first second prize.
- Read and answer the questions.**
 - How many projects do the children make?
The children make two projects.
 - Do they finish their first project before lunch?
No, they don't.
 - Who suggests trying a different challenge?
Sami suggests trying a different challenge.
 - Why is brushing your teeth in space different from brushing your teeth on Earth?
In space everything is weightless.
 - What things do the children use to make their final project?
The children use a bottle of water, a straw and a can of lemonade.
- Values** Read and tick (✓). What should you do?

1 try again later	<input checked="" type="checkbox"/>
2 not try again	<input type="checkbox"/>
3 think about why it didn't go well	<input checked="" type="checkbox"/>
4 get angry	<input type="checkbox"/>

thirty-seven 37

Extra activity Fast finishers

- Students find words connected to space in the story and write them in their notebooks.

Finishing the lesson

- Ask students what they remember from the story. Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 11

- Ask students to do photocopiable 11.

CLIL Link

In Unit 3, the story is based around the solar system and the concept of gravity from the Science curriculum.

The Discovery Team are making a model of the solar system for the Science Fair, but Bo breaks it and they have to rethink what to do. Finally, they decide to present a poster about how astronauts stop things from floating away while they are in space, in zero gravity.

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use *will/won't*
- **Target language:** *I'll (get him a present). I won't (get him a book).*

Materials

- Yes/No response cards
- Unit 2 Grammar animation video
- photocopyable 7A

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique (see page 14); Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Write *Science Fair* on the board. Ask *What did the Discovery Team do for the Science Fair?* and elicit answers.
- Ask students what they remember from the story from Lesson 2. Prompt with questions *What was the model? (The solar system) Who broke the model? (Bo).*

Presentation

- Explain that in this lesson students will learn to use *will* and *won't* to talk about future plans.
- Write *tomorrow* on the board. Ask questions and students answer using their Yes/No response cards: *Will you have a sandwich for lunch? Will you do your homework? Will you call your friend?*

Practice

Class Book

Grammar
Lesson 3, part 1

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

- 1 I'll show you!
- 2 We won't have time to make a new model later.
- 3 OK, we'll finish the model later.

2 **Watch or listen and repeat.**

It's Hilal's birthday tomorrow. I'll get him a present later.
 What will you get him? What about a book on space?
 No, I won't get him a book. I think I'll get him a game.

I'll = I will
I won't = I will not

Time words
 soon, later, tomorrow, this afternoon, this evening

3 **Listen and write the number.**

a

4

b

3

c

2

d

1

4 **In groups, plan a surprise space birthday party for your friend! What will you do? What won't you do?**

tell your friend about the party

bake a rocket cake

buy a book about space

buy drinks

buy a card

go shopping for party food

invite all your friends

decorate the house with space decorations

5 **Tell another group about your plan.**

Nawal will bake a rocket cake.

I'll bake a rocket cake!

I won't buy the drinks, but I will buy party hats.

Basma won't buy the drinks, but she will buy party hats.

62 sixty-two
Activity Book, Unit 3 Lesson 3, part 2

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

- Ask students to look at the story on pages 60 and 61.
- Students find the picture in frame 2 and tick the correct sentence.

2 **3.3 Watch or listen and repeat.**

- Play the video or the audio.
- Write *I'll get up early tomorrow. I won't watch TV this evening.* Read out the sentences and have students repeat.
- Ask two different students to go to the board and underline the words in the sentences that tell them we are talking about a future plan.
- Draw students' attention to the abbreviations and the time expressions.

3.3

Boy 1: It's Hilal's birthday tomorrow. I'll get him a present later.

Boy 2: What will you get him? What about a book on space?

Boy 1: No, I won't get him a book. I think I'll get him a game.

3 3.4 Listen and write the number.

- Play the audio. Students number the pictures in the order they hear them. You can play the audio more than once if necessary.
- Check answers using the Lollipop stick technique (see page 14).

3.4

- 1 Boy:** I'm looking at a comet, but it's getting cold. I think I'll go home soon and have a hot bath!
- 2 Girl:** I've got a big project on space this week, and a lot of Maths homework, too! I know! I'll do my Maths homework tomorrow and start my space project on Wednesday.
- 3 Girl:** It's my mum's birthday tomorrow! I think I'll make her a big chocolate cake this evening.
- 4 Boy:** It's going to be sunny this afternoon! I don't think I'll go to the library, I think I'll go swimming.

Diversity

Challenge

- Before listening, ask students what they can see in each picture.

Support

- Before students listen, describe what you can see in each picture in random order for students to call out the letter.

4 In groups, plan a surprise space birthday party for your friend! What will you do? What won't you do?

- Place students into groups of four to complete the activity.
- Tell students to use the prompts on the page to help, and remind them to use *I will* and *I won't*.

5 Tell another group about your plan.

- Place groups together. Tell students that each student should talk about at least one plan. Repeat in new groups.

Extra activity Critical thinking

- Students repeat Activities 4 and 5, but this time plan what they will do for a school Science Fair and use their own ideas.

Extra activity TPR

- Say sentences with *will* and *won't*. Students raise their right hand for *will* and left hand for *won't*.

Finishing the lesson

- Ask *How do we usually say 'I will' and 'I will not'?* (*I'll, I won't*)

Lesson 3, part 2

Starting the lesson

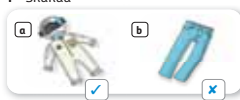
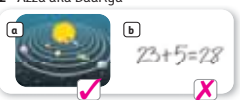




- Write the following phrases in a column on the board: *look at the moon, use a telescope, send an email to my friend, make a sandwich, bake a cake, do an experiment*
- Choose one of the phrases and draw an X next to it, to signify *I won't*. Point to the X and the phrase and say the sentence, e.g. *I won't bake a cake*. Then draw a tick next to another phrase, to signify *I will*, and say the sentence, e.g. *I will use a telescope*.
- Elicit sentences with *I will* or *I won't* from students in this way by drawing ticks or crosses next to the phrases.

Practice

Activity Book

Grammar Lesson 3, part 2

1 Listen. Tick (✓) for *will* and cross (X) for *won't*. Grammar reference, page 46

1 Shahad 	2 Azza and Badriya 
3 Hamed 	4 Yasir and Adam 
5 Mansoor 	6 Younis 

2 Look at Activity 1 and complete the sentences.

bake send wear use make study

- Shahad won't wear her new jeans, but she will wear a spacesuit costume.
- Azza and Badriya will study the solar system, so they won't study Maths.
- Hamed won't send a letter to his friend, but he will send an email.
- Yasir and Adam will bake a rocket cake, so they won't bake a star cake.
- Mansoor won't use the tablet, but he will use the telescope!
- Younis won't make a model of the Moon, but he will make a model of the Sun.

3 In pairs, ask and answer questions about tomorrow.

wear trainers study English use the computer send a letter bake a cake

Will you wear trainers to school tomorrow? No, I won't.

38 thirty-eight

1 3.5 Listen. Tick (✓) for *will* and cross (X) for *won't*.

- Play the audio. Students tick the picture the speaker will do and cross the picture the speaker won't do.

3.5

- 1 Dana:** What will you wear to the party next week, Shahad?
Shahad: It's a fancy dress party, so I won't wear my new jeans. But I'll wear my new spacesuit costume. It's cool!
- 2 Nada:** What will you do this evening, Azza?
Azza: Well ... I think I'll study with Badriya, but we won't study Maths. We'll study the solar system.
- 3 Basil:** What will you send to your friend on Monday, Hamed?
Hamed: I think I'll send him an email. I haven't got his address so I won't send him a letter.
- 4 Laith:** What will you bake this evening, Yasir?
Yasir: I think I'll bake a rocket cake with Adam. We won't bake a star cake this time.
- 5 Hazim:** What will you use in class this afternoon, Mansoor?
Mansoor: Well ... it's the Science week, so I won't use the tablet as usual. I think I'll use the telescope!
- 6 Majid:** What will you make for your Science project tomorrow, Younis?
Younis: Well, I haven't got any grey paints so I won't make a model of the Moon. I think I'll make a really big model of the Sun. I'll send you a picture later!


Extra activity Photocopiable 7A

- Ask students to do photocopiable 7A.

2 Look at Activity 1 and complete the sentences.

- Students complete the sentences with the words from the box. Tell students that the same word will be used twice in the sentence.


3  In pairs, ask and answer questions about tomorrow.

-  Place students in pairs for this activity. Tell students to use the expressions in the box and the speech bubbles to help them with their questions and answers.
- Monitor the class to make sure both students are talking.

Extra activity Fast finishers

- Students write down four personal plans for tomorrow.

Finishing the lesson

- Ask students *What will you do after this lesson/after school today?*
- Then ask *What won't you do after this lesson/after school today?*
- Correct any errors and write the most interesting answers on the board.
-  Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use big numbers; to learn and use *How*; to learn and sing a song
- **Target language:** *a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million; How deep is the Sea of Oman?*

Materials

- 16 cards with one of the following on each one: 100, a hundred, 500, five hundred, 1,000, a thousand, 5,000, five thousand, 10,000, ten thousand, 50,000, fifty thousand, 100,000, a hundred thousand, 1,000,000, a million
- Unit 3 flashcards (Big numbers: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million)
- photocopyables 3B, 12B, 21 and 30

Global Scale of English (GSE)

- **Listening:** Can identify numbers relating to height, weight, length, etc. in simple descriptions of objects, animals or buildings, if guided by questions (GSE 35).
- **Speaking:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can sing a basic song from memory (GSE 22).
- **Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37).

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 14)
- 👥 Peer learning: pairwork
- 📖 Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask *Can you count to one hundred?* Have students count to one hundred around the class, saying one number each.

Presentation

- 🎧 Explain that in this lesson students will learn big numbers and they will learn to ask questions with *How*. They will also sing a song.
- Write these numbers on the board in figures and check that students know them in L1. If necessary, spend time familiarising students with the numbers: *100, 500, 1,000, 5,000, 10,000, 50,000, 100,000, 1,000,000.*

Practice

Class Book

Lesson 4, part 1 Vocabulary and Grammar 3

1 🎧 Listen, point and repeat.

1 100 a hundred 2 500 five hundred 3 1,000 a thousand 4 5,000 five thousand

5 10,000 ten thousand 6 50,000 fifty thousand 7 100,000 a hundred thousand 8 1,000,000 a million

2 🎧 Listen and sing.

Do you love big numbers?
Yes, I do!
Big numbers are fun for me and you!

How tall is your dad?
He's one hundred and eighty centimetres tall!

How high is Jabal Shams?
It's three thousand metres high!

How deep is the Sea of Oman?
It's three thousand seven hundred metres deep!

How long is the River Nile?
It's six thousand, six hundred and seventy kilometres long!

How far is the Moon from the Earth?
Three hundred and eighty-four thousand, four hundred kilometres!

Do you love big numbers?
Yes, I do!
Big numbers are fun for me and you!

3 🎥 Watch or listen and repeat.

How deep is the Sea of Oman?
It's 3,700 metres deep.

4 🎧 Listen and repeat.

250 795 1,000 2,400 7,650
20,000 100,000 500,000
700,500 1,000,000

5 🗨️ Say a number. Your partner points to the number.

6 📖 Student A: Activity Book, page 63. 📖 Student B: Activity Book, page 65.

Activity Book, Unit 3 Lesson 4, part 2 sixty-three 63

1 🎧 3.6 Listen, point and repeat.

- Refer students to page 63.
- Play the audio and have students point to each number and repeat after they hear it. Play the audio again if necessary.
- **Extension** Have students say the numbers 1–8 in Activity 1.

3.6

- 1 a hundred
- 2 five hundred
- 3 a thousand
- 4 five thousand
- 5 ten thousand
- 6 fifty thousand
- 7 a hundred thousand
- 8 a million

Diversity


Challenge

- Do a numbers dictation after students listen to track 3.6 and repeat. Read out the numbers in random order and have students write.


Support

- Do a numbers dictation after students listen to track 3.6 and repeat. Read out the numbers in numerical order and have students write.

Extra activity Collaborative work

-  Hand out one word or number card each to sixteen different students. Students have to find the student with the word card that matches the number. Repeat with different students.

2 3.7 & 3.8 Listen and sing.

- Ask students to look at the pictures and say what they can see (*the Earth, the Moon and the Sun*).
- Play the song and tell students to listen only this time.
- Read out the song one line at a time and have students repeat.
- Play the song again and encourage students to join in.
-  **3.8** Play the karaoke version of the song and encourage students to sing.

3.7

Do you love big numbers?
Yes, I do!
Big numbers are fun for me and you!

How tall is your dad?
He's one hundred and eighty centimetres tall!

How high is Jabal Shams?
It's three thousand metres high!

How deep is the Sea of Oman?
It's three thousand seven hundred metres deep!

How long is the River Nile?
It's six thousand, six hundred and seventy kilometres long!

How far is the Moon from the Earth?
Three hundred and eighty-four thousand, four hundred kilometres!

Do you love big numbers?
Yes, I do!
Big numbers are fun for me and you!

Extra activity TPR

- Demonstrate these actions from the song.
How tall: place both hands on your head
How high: stretch both hands high above your head
How deep: stretch both hands to the floor
How long: stretch both hands wide
How far: mime with both hands that you are looking through a telescope
- Play the song for students to do the actions while they listen.

3 3.9 Watch or listen and repeat.

- Draw students' attention to the grammar box and the recorded model.
- Play the video or the audio and have students listen and repeat.

3.9

How deep is the Sea of Oman?
It's three thousand seven hundred metres deep.


4 3.10 Listen and repeat.

- Play the audio for students to listen and follow. Then play it again for students to repeat.

3.10


Two hundred and fifty
Seven hundred and ninety-five
A thousand
Two thousand, four hundred
Seven thousand, six hundred and fifty
Twenty thousand
A hundred thousand
Five hundred thousand
Seven hundred thousand, five hundred
A million

5 Say a number. Your partner points to the number.


-  Place students in pairs for this activity.
- Students take turns to say one number from Activity 4 and the other student points to it.
- Monitor to make sure students are taking turns.

6 Student A: Activity Book, page 63.

Student B: Activity Book, page 65.

-  Place students in pairs for this activity.
- Assign Student A and Student B. Ask students to turn to either page 63 or 65, depending on if they are A or B.
- Explain that students need to read the text and complete the table about their planet. Then students take turns to ask and answer questions to fill in the other table.

Finishing the lesson

- Ask students to close their books. Then ask *Can you remember the places in the song?* (Jabal Shams, Sea of Oman, River Nile, Moon, Earth)
- Ask *Can you remember any of the big numbers in the song?* (one hundred and eighty; three thousand; three thousand seven hundred; six thousand, six hundred and seventy; three hundred and eighty-four thousand, four hundred) Congratulate students if they remembered any of the numbers. If nobody can remember any of them, write the numbers on the board in figures as a prompt (180, 3,000, 3,700, 6,670, 384,400).
-  **3.8** Play the karaoke version of the song (track 3.8) again and encourage students to sing.

Lesson 4, part 2

Starting the lesson

- Play *Echo* (see page 19) with the Unit 3 flashcards (Big numbers).

Practice

Activity Book

Lesson 4, part 2 Vocabulary and Grammar 3

1 Complete the table. Then order the numbers from the biggest (1) to the smallest (8).

	a million	a hundred thousand	a thousand
	ten thousand	500	100
	50,000	5,000	

1	a million	1,000,000
3	fifty thousand	50,000
8	a hundred	100
6	a thousand	1,000
5	five thousand	5,000
4	ten thousand	10,000
7	five hundred	500
2	a hundred thousand	100,000

2 Complete the questions and circle the answers. Then listen and check.

high tall far wide deep

1 How far is it from Muscat to Salalah by car?

2 How tall is this basketball player?

3 How high is Jabal Shams?

4 How deep is the Pacific Ocean at its deepest point?

5 How wide is the Earth?

3 Play a game. In pairs, take turns to cover the numbers in Activity 2 and ask and answer the questions.

How far is it from Muscat to Salalah by car?
Correct!
It's about 1,000 kilometres.
thirty-nine

1 Complete the table. Then order the numbers from the biggest (1) to the smallest (8).

- Students work individually to fill in the gaps in the table with the words in the box.
- Students then write the correct number in the left column to order the numbers from the biggest to the smallest.
- Check answers using the Lollipop stick technique (see page 14).

2 3.11 Complete the questions and circle the answers. Then listen and check.

- Revise the adjectives. Write *high*, *deep*, *far*, *wide* and *tall* on the board. Say these words and have students call out the correct adjectives: *man*, *mountain*, *river*, *the Sun from the Earth*, *the sea*.
- Students complete the activity individually. Students fill in the missing word using a word from the box. They then circle the correct answer.

- Play the audio.
- Check answers using the Lollipop stick technique (see page 14).

3.11

- 1 Boy 1: How far is it from Muscat to Salalah by car?
Boy 2: It's about 1,000 kilometres.
- 2 Girl 1: How tall is this basketball player?
Girl 2: He's 213 centimetres tall.
- 3 Boy 1: How high is Jabal Shams?
Boy 2: It's 3,028 metres high.
- 4 Girl 1: How deep is the Pacific Ocean at its deepest point?
Girl 2: It's about 10,911 metres deep.
- 5 Boy 1: How wide is the Earth?
Boy 2: It's about 12,750,000 metres wide.

3 Play a game. In pairs, take turns to cover the numbers in Activity 2 and ask and answer the questions.

- Place students in pairs for this activity.
- One student covers the numbers in Activity 2 and asks the other student the question. They then swap roles.

Extra activity Fast finishers

- Students copy the numbers and words from Class Book Activities 1 and 4 into their notebooks.

Dictation

- Ask students to open their notebooks and get ready for a short dictation.
- Play the audio (track 3.12) for students to individually listen and write the words.
- Check answers as a class.

3.12

Sun, Moon, Earth, planet, star, solar system, telescope, comet, rocket, space station, spacesuit, satellite

Finishing the lesson

- Ask *Can you count to 100/1,000/10,000/100,000/1,000,000? Can you write the numbers in words? Is it easy or hard to count in a different language? Why?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiables 3B, 12B, 21 and 30

- Ask students to do photocopiables 3B, 12B, 21 and 30.

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about the history of frankincense in Oman
- **Target language:** revision of vocabulary and grammar

Materials

- a picture of Al Balid or Khawr Ruri
- history books about Oman
- Unit 3 Culture video
- Unit 3 Project video
- sheets of A4 paper, enough for each group of students
- coloured pencils, a hole punch
- a folder to use for the Class Book
- photocopiable 57

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can write about a past event or activity in a very basic way (e.g. *I went...*) (GSE 37). Can write a short, simple guide to their town/city with appropriate sub-headings, given a model (GSE 47).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Write *history* on the board. Ask *What do we learn about in history?* and elicit answers.

Presentation

- Explain that in this lesson students will talk about the history of frankincense in Oman.
- Show a picture of Al Balid or Khawr Ruri. Ask students to raise their hands if they have seen this place before.

Culture notes

- Al Balid and Khawr Ruri are UNESCO World Heritage Sites. This means they are an important part of the world's history.
- Most of the ruins at Al Balid and Khawr Ruri are between 500 and 1,000 years old.
- Sources of information:
www.unesco.org
www.lonelyplanet.com
www.bradtguides.com
www.nm.gov.om

Practice

Class Book

1 Before you read Can you name any ports in Oman?

- Write *port* on the board. Explain that a port is a place next to the sea where ships and boats can stop. Ask *Why are ports important?*
- Refer students to page 64 and read the question. Students discuss in pairs for one minute. Then ask for class feedback.
- Tell students to look at the photos. Ask *What can you see? Why do you think these trees were important?* and elicit answers.

2 3.13 Listen and read.

- Play the text all the way through.
- Check comprehension with questions. Ask *Where does frankincense come from?* (trees) *Does it smell nice?* (yes) *Where did frankincense travel to from Al Balid and Khawr Ruri?* (other countries)


3.13

Frankincense Land


Frankincense comes from trees and it smells very nice. You can use it for many things. In the past, frankincense was very important. People used it for perfume and also for medicine. They believed it helped your heart and also helped you to breathe.

Frankincense trees don't grow in many places, but many grow at Wadi Dawkah in the south of Oman. More than 2,000 years ago, people sold a lot of frankincense to countries around the world. The frankincense helped the towns of Al Balid and Khawr Ruri to grow into important ports where boats took the frankincense to markets in other countries. As the frankincense was important, they built big walls and forts to guard the ports. Events in history changed these ports and today Al Balid and Khawr Ruri are ruins, but it is very interesting to visit them. Al Balid has a fascinating museum, too, called the Museum of Frankincense Land, where you can learn about the history of the area and the different uses of frankincense.

Extra activity Critical thinking

-  Students work in pairs and write three sentences about the text: two true and one false. They read them to another pair who say which ones are true and which is false.

3 Are there any other ancient places in Oman?

- Encourage class feedback and discussion.
- **Extension**  Internet search key words: *ancient places in Oman*

Diversity

Challenge

- Students find out about ancient places in Oman and they write four interesting facts and tell the class.

Support


- Students find out about ancient places in Oman on the Internet or in books. Place bookmarks in the books to show students where to look. Or give students key words to use in an Internet search. Ask students to write down two facts and tell the class.

Find out more! Watch the video.

- Tell students they are going to watch a video and to watch carefully because they are going to do a worksheet, too.

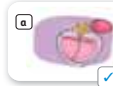

Activity Book



Lesson 5, part 1

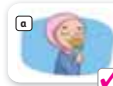





CULTURE



1 **After you read** Look and tick (✓) the correct picture.

1 perfume  

2 heart  

3 smell  


4 port  

5 guard  

2 **Read and complete the sentences.**

breathe countries important grow ports

- Frankincense was very **important** in the past.
- People believed it helped you to **breathe**.
- Many frankincense trees **grow** in Wadi Dawkah.
- Al Balid and Khawr Ruri were once important **ports**.
- In the past, people sold frankincense to **countries** around the world.

3  **Create your own fact file about frankincense.**

Fact file

In which countries does it grow? _____

How did people use it in the past? _____

What do people use it for today? _____


Where can you buy it? _____

40 forty


1 **After you read** Look and tick (✓) the correct picture.

- Students work individually and tick the picture that matches the word.
- They then check with a partner.

2 **Read and complete the sentences.**

- Students read the sentences and fill in the gap with a word from the box.
-  Check answers using the Lollipop stick technique (see page 14).

3 **Create your own fact file about frankincense.**

-  Students work in pairs and use the Internet or books to find the information.
- Walk around the class monitoring pairs.
- When they have completed their fact files, ask pairs to join with another pair and compare them. Ask *What information in your fact files is the same? What is different?*

Extra activity Fast finishers

- Students find all the big numbers in the Class Book and Activity Book in this lesson. They write them as words.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask *What facts were the most interesting for you? Why?*

Lesson 5, part 2

Starting the lesson

- As a class, brainstorm historic places in Oman. Prompt if needed.
- Ask for volunteers to come to the board and circle the ones they think are more than 500 years old.
- Check online and correct if needed.

Presentation

- Explain that in this lesson students will make a class book about ancient places in their country.

Practice


Class Book

Lesson 5, part 2

Project 3
Make a class book of ancient places in your country

- Work in groups. Choose an ancient place in Oman that is over 500 years old.**
- Find or draw a picture of this place.**
- Write about the place.**

Writing
You can use these phrases in your book of ancient places:
This place/building is called ...
It is in/near ...
It is (about) ... years old.
In the past, people ...
Today, you can see ...


- Present the place to the class.**

Tip: Speaking
Remember to look at the people you are talking to!



The buildings at Bat are about 5,000 years old!
- Make a class book.**
 - Put your picture or photo with your writing on one page.
 - Put all the pages together to make a class book.
 - Give the book a cover. Choose a title.

This place is called Bat. It is in Al-Dhahira Governorate. The buildings are about 5,000 years old. In the past, people lived and worked here. Today, you can see some towers and ruins of buildings.

sixty-five 65

Make a class book of ancient places in your country

- Work in groups. Choose an ancient place in Oman that is over 500 years old.**
 - Divide students into groups of four. Give each group a sheet of A4 paper and coloured pencils.
 - Help students find information about one ancient place each. Decide on the different places before students start.
- Find or draw a picture of this place.**
 - Explain that students should draw a picture about their chosen place.
- Write about the place.**
 - Students write a paragraph like the text in the Class Book.
 - Read the Writing tip and remind students to use the phrases in their book.
- Present the place to the class.**
 - Read the Speaking tip and ask students to show you what they should do when they are speaking (look at people).
 - Each group presents their place to the class. Make sure each student from each group reads out some information.
- Make a class book.**
 - File students' work together in the folder to make a class book. Have a class vote for the favourite projects.

Extra activity TPR

- Say big numbers to the class. For numbers below 1,000, students squat down. For numbers between 1,000 and 10,000, they stand up. For numbers over 10,000, they jump.

Finishing the lesson

- Ask students what they can remember about the other groups' ancient places.

Extra activity Photocopiable 57

- Ask students to do photocopiable 57.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to learn to give personal information; to learn and practise /s/, /ɪz/, /z/
- **Target language:** *I'm interested in joining (the Space Explorers Club).*

Materials

- Yes/No response cards
- Unit 3 English in action video
- photocopyable 66

Global Scale of English (GSE)

- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 34).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 29). Can answer simple questions about habits and daily routines (GSE 31).
- **Reading:** Can identify the main information for an event (e.g. day, time, place) (GSE 30). Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets) (GSE 34).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students questions for them to respond with their Yes/No response cards. Ask *Do you like clubs? Are you a member of any clubs? Would you like to join a space club?*

Presentation

- Explain that in this lesson students will learn to give personal information.
- Ask *What kind of information do you have to give when you join a club?* Students discuss in pairs for one minute.

Practice

Class Book

Lesson 6

English in action
Giving personal information

- Look at the posters. What type of clubs are they? **Space Club and Science Club**
- Watch or listen. What type of club does Emily want to join? **Space Explorers Club**
- Watch or listen again, read and check.

Do you dream of exploring space, building rockets and discovering new planets? Then come and join our club! Tuesdays 4 pm in Room 17

JOIN THE SPACE EXPLORERS CLUB!

If you love doing experiments and finding out about the world, join the Science Club! Thursdays 4 pm in the Science Lab

CALLING ALL SCIENTISTS! COME TO THE SCIENCE CLUB!

Hello! I'm Emily. I'm interested in joining the Space Explorers Club.

Hi, Emily! I'm Amber. That's great! We love having new members! Can I take some details from you?

Sure.

OK, what's your name?

Emily Harper.

How do you spell your last name?

H-A-R-P-E-R.

Thanks. What's your date of birth?

23/2/13 – that's the 23rd of February 2013.

OK. What's your home phone number?

1287 445006

Thanks. OK, here's your new membership card. Welcome to the club!

Say it!

I'm interested in joining ... How do you spell your last name? What's your date of birth? What's your home phone number? 1287 445006 = one two eight seven double-four five double-oh six

Choose a club to join!

Reading Club Maths Club
Chess Club Gymnastics Club

Pronunciation

- Listen and say the tongue twister.

The astronauts travel far into space.
Their rocket races to so many places.
One astronaut likes going to sleep on his head.
The others prefer standing up in their beds!

66 sixty-six Activity Book, Unit 3
Lesson 6

1 Look at the posters. What type of clubs are they?



- Refer students to page 66. Students discuss in pairs and then raise their hands to offer answers.
- **Extension** Ask students comprehension questions about the posters: *When does the club meet? What time? What can you do at this club?*

2 Watch or listen. What type of club does Emily want to join?

- Play the video or the audio. Students raise their hands to offer answers. Do not confirm answers yet.

3.14

- Emily:** Hello! I'm Emily. I'm interested in joining the Space Explorers Club.
- Amber:** Hi, Emily! I'm Amber. That's great! We love having new members! Can I take some details from you?
- Emily:** Sure.
- Amber:** OK, what's your name?
- Emily:** Emily Harper.
- Amber:** How do you spell your last name?
- Emily:** H-A-R-P-E-R.
- Amber:** Thanks. What's your date of birth?
- Emily:** 23/2/13 – that's the 23rd of February 2013.
- Amber:** OK. What's your home phone number?
- Emily:** 1287 445006.
- Amber:** Thanks. OK, here's your new membership card. Welcome to the club!


3   **3.15 Watch or listen again, read and check.**

- Play the video or the audio again for students to listen and read. Confirm the answer to Activity 2.
- Draw students' attention to the *Say it!* box. Read out the sentences and have students repeat as a class.


3.15

- Emily:** Hello! I'm Emily. I'm interested in joining the Space Explorers Club.
- Amber:** Hi, Emily! I'm Amber. That's great! We love having new members! Can I take some details from you?
- Emily:** Sure.
- Amber:** OK, what's your name?
- Emily:** Emily Harper.
- Amber:** How do you spell your last name?
- Emily:** H-A-R-P-E-R.
- Amber:** Thanks. What's your date of birth?
- Emily:** 23/2/13 – that's the 23rd of February 2013.
- Amber:** OK. What's your home phone number?
- Emily:** 1287 445006.
- Amber:** Thanks. OK, here's your new membership card. Welcome to the club!

Extra activity Collaborative work

-  Divide the class into two groups. One group is Amber; the other is Emily. Play the audio and pause after each sentence. Students from each group repeat what they hear.

4  **Choose a club to join!**

-  Place students in pairs and assign Student A and Student B. Student A wants to join a club and gives information and Student B asks for information. Then students swap roles. Tell students to use the dialogue in Activity 3 as a model.

Diversity

Challenge


- Have students perform their dialogues to the class.
- Support**
- Give students one minute to prepare their personal information before talking in pairs.

Extra activity TPR

- Assign the numbers 1–9 to all students in the class. Tell students that they stand up when they hear their number. But when you say *0* or *double 0*, all students must stand up: 1287 445006, 1976 032001, 9876 001234.

Pronunciation

5  **3.16 Listen and say the tongue twister.**

- Write /s/, /ɪz/, /z/ on the board. Say the sounds and have students repeat. Then say *astronauts*, *places* and *others* and have students repeat. Point to the correct sound for each plural and verb ending.
- Play the audio. Play it again, pausing after each line, for students to repeat. Play it a third time for students to say the tongue twister with the audio.
-  In pairs, students say the tongue twister as fast as they can.

3.16

The astronauts travel far into space.
Their rocket races to so many places.
One astronaut likes going to sleep on his head.
The others prefer standing up in their beds!

Activity Book

1 **Read and complete.**

- Students read the text and then fill in the information of the membership card.

2 **Order the words to make sentences 1–5.**

- Tell students the sentences are not in the correct order. They need to put them in the correct order.
- Ask different students to read out their sentences.

3  **3.17 Listen and check, then complete a–d in Activity 2.**

- Play the audio. Students listen and check their answers to Activity 2. They then complete the gaps for a–d. on the lines. Play the audio again if necessary.
- Ask different pairs to read out the completed conversation.

3.17

Amer: Hi! I'm interested in joining the Chess Club.
Marwan: Hello! Can I take some details from you?
Amer: Sure!
Marwan: What's your name?
Amer: Amer Al Kindi.
Marwan: How do you spell your last name?
Amer: A-L-K-I-N-D-I.
Marwan: What's your date of birth?
Amer: The fifteenth of January 2014.
Marwan: What's your home phone number?
Amer: 4766 032821.
Marwan: Thanks very much. Welcome to the Chess Club!

- Play *Picture pair dictation* (see page 22) with the words from the wordsnake.

3.18

houses, sandwiches, comets, stars, telescopes, computers

Extra activity Fast finishers

- Students close their books and write down the questions Amber asked Emily. They try to remember the answers.

Finishing the lesson

- Ask *When might you have to give personal information in English?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 66


- Ask students to do photocopiable 66.


Lesson 6

English in action
Giving personal information

3

1 Read and complete.

 Hi! I'm Muneera. I'm a new member of the ICT club. I was born on 27 March 2014. My home phone number is 030 77706.

 **ICT club**
Membership card
Name: **Muneera**
Date of birth: **27 March 2014**
Home phone number: **030 77706**

2 Order the words to make sentences 1–5.

Amer: Hi! the joining Chess I'm in interested . Club
(1) *I'm interested in joining the Chess Club.*

Marwan: Hello! details you Can some take I from ?
(2) *Can I take some details from you?*

Amer: Sure!
Marwan: What's your name?
Amer: Amer (a) *Al Kindi.*

Marwan: last name How spell you your do ?
(3) *How do you spell your last name?*

Amer: (b) *A-L-K-I-N-D-I.*

Marwan: birth What's of date your ? (4) *What's your date of birth?*
Amer: (c) *15/1/2014*

Marwan: number What's home your phone ? (5) *What's your home phone number?*
Amer: (d) *4766 032821.*


Marwan: Thanks very much. Welcome to the Chess Club!

3 Listen and check, then complete a–d in Activity 2.

4 Now design your own membership club card. In pairs, practise the conversation in Activity 2 using your card.

Pronunciation

5 Find and circle six words in the wordsnake. Then complete the table with the plural form. Listen and check.



/z/	houses	sandwiches
/s/	comets	telescopes
/z/	stars	computers

forty-one 41

4 Now design your own membership club card. In pairs, practise the conversation in Activity 2 using your card.

- Students make their own membership card. They can use the one in Activity 1 as a guide.
- After designing their cards, students practise the conversation in pairs.

5 **3.18 Find and circle six words in the wordsnake. Then complete the table with the plural form. Listen and check.**

- Students find and circle the words. They then complete the table with the correct information.
- Play the audio for students to check answers.

Lesson 7

Objectives

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

Materials

- photocopiable 39

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 14)
- 👥 Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 15)
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Write *satellite* and *space station* on the board. Ask *Where are satellites? Who makes them? What do we use them for?*
- Ask what they know about the space station. Encourage class discussion with questions, e.g. *Where is it? Does anyone live there?*

Presentation

- 🗣️ Explain that in this lesson students will read a text about the International Space Station.
- Write *sunrise*, *sunset*, *muscles*, *spacesuit* and *weightless* on the board. Read them out and have students repeat.
- Explain the meanings with sentences. Say the sentences and pause before each word so students can say the word:
In the morning, the sun comes up – that's ... sunrise.
In the evening it goes down – that's ... sunset.

We have muscles in our bodies. Look, this is an arm ... muscle.

You need special clothes to go outside in space. It is called a ... spacesuit.

Finally, astronauts float in space because there is not much gravity like on Earth. In space, they're ... weightless.

Diversity

Challenge

- Ask students extra questions: *What do astronauts wear? Why can astronauts float? What time is sunset/sunrise at the moment? What do we use muscles for?*

Support

- Point to the words on the board as you say the sentences. Speak slowly and clearly. Explain meanings in L1 if necessary.

Practice

Class Book

Lesson 7
Skills 3



I think they ...

1 Before you read What do astronauts do on the International Space Station? They find out about space.

2 Listen and read.

LIFE ON THE INTERNATIONAL SPACE STATION

The International Space Station (ISS) is a satellite. It goes around the Earth once every 90 minutes. It travels at 28,000 kilometres per hour! Ten astronauts live on it. They come from many different countries. The ISS astronauts travel around the Earth many times a day, so they see 16 sunrises or sunsets every 24 hours!

When they aren't working, astronauts read and take photos. One astronaut, Commander Chris Hadfield, became famous when he took beautiful photos of the Earth and put them online.

There's one more important thing for astronauts to do: exercise! People are weightless in space, so their muscles can become very weak. To keep their muscles strong, astronauts need to exercise for two hours a day. That's a long time!



The astronauts have a lot of jobs to do every day. They do experiments to find out more about space. They fix the station and, sometimes, they put on their spacesuits and walk outside the station!



Commander Chris Hadfield

3 After you read Complete the sentences. Write one or two words.

- 1 The International Space Station is a satellite with astronauts on it.
- 2 It goes round the Earth once every 90 minutes.
- 3 The astronauts do experiments every day to find out more about space.
- 4 Outside the station, they need to wear spacesuits.
- 5 Exercise is very important for astronauts because their muscles get weak in space.

Activity Book, Unit 3 Lesson 7 sixty-seven 67

1 Before you read What do astronauts do on the International Space Station?

- Refer students to page 67. Students discuss in pairs first. Then they share their answers with the class. Accept all reasonable suggestions.

2 🎧 3.19 Listen and read.

- Ask students to find out if their ideas in Activity 1 were correct. Play the audio.
- Ask students to read the text and say which ideas they had also appear in the text.
- Check comprehension with questions. Ask *Does the ISS travel fast or slowly? (fast) How many sunrises and sunsets do the astronauts see? (16) Are the astronauts busy? (yes) Why do they exercise? (to keep their muscles strong)*

3.19

Life on the International Space Station

The International Space Station (ISS) is a satellite. It goes around the Earth once every 90 minutes. It travels at 28,000 kilometres per hour! Ten astronauts live on it. They come from many different countries. The ISS astronauts travel around the Earth many times a day, so they see 16 sunrises or sunsets every 24 hours!

The astronauts have a lot of jobs to do every day. They do experiments to find out more about space. They fix the station and, sometimes, they put on their spacesuits and walk outside the station!

When they aren't working, astronauts read and take photos. One astronaut, Commander Chris Hadfield, became famous when he took beautiful photos of the Earth and put them online.

There's one more important thing for astronauts to do: exercise! People are weightless in space, so their muscles can become very weak. To keep their muscles strong, astronauts need to exercise for two hours a day. That's a long time!

Extra activity Critical thinking

- 🧑‍🤝‍🧑 Students work in pairs and find five words in the text about space and write them in their notebooks. They then write an activity with the words in a box and gapped sentences. They swap sentences with another pair and solve their activities.
- 🧑‍🤝‍🧑 Pairs give each other feedback about their activities using the Two stars and a wish technique (see page 15).

3 After you read Complete the sentences. Write one or two words.

- Give students a minute to complete the activity individually by writing one or two words.
- 🗣️ Ask for feedback using the Lollipop stick technique (see page 14).
- 🧑‍🤝‍🧑 Students work in small groups and make a quiz about the ISS. They swap quizzes with other groups. They can use information in the text and/or look for information online.
- **Extension** 🌐 Internet search key words: NASA ISS

Extra activity TPR

- Tell students that they are astronauts and they should mime what you describe. Say:
You put on your spacesuit.
You are floating in space.
You are fixing the space station with a toothbrush!
You are taking photos of the Earth.
You are sleeping in a space bed.


Activity Book

Skills
Lesson 7


Reading

- 1 **After you read Look and write.**


muscles
go around
sunset
spacesuit
sunrise




go around




sunrise



sunset



spacesuit



muscles
- 2 **Read and write True or False.**

1 ISS stands for the International Satellite Station.	False
2 The ISS travels at 28,000 kilometres per hour.	True
3 Astronauts can see the Sun go up or down 24 times every 16 hours.	False
4 There are 16 astronauts living on the ISS.	False
5 Commander Chris Hadfield's poems about the Earth became famous.	False
6 Astronauts need to exercise for two hours a day.	True
- 3 **Correct the false sentences in Activity 2.**

ISS stands for the International Space Station. **3 Astronauts can see the Sun go up or down 16 times every 24 hours.** **4 There are 10 astronauts living on the ISS.** **5 Commander Chris Hadfield's photos of the Earth became famous.**
- 4 🧑‍🤝‍🧑 **Imagine you're a group of astronauts planning a trip to Mars. Decide as a group what nine personal things you want to take with you. All your group's things must fit in a box which is one metre high, wide and deep. Discuss and make a list.**

42 forty-two

1 After you read Look and write.


- Give students one minute to look at the pictures and write the correct word on the line below each picture. They compare answers with a partner.


2 Read and write True or False.

- Students complete the activity individually. They read and write *True* or *False*, then compare answers with a partner before class feedback.

3 Correct the false sentences in Activity 2.

- Students complete the activity individually by writing the corrected sentences from Activity 2 onto the lines.
- They can compare answers in pairs before you check as a class.


4  Imagine you're a group of astronauts planning a trip to Mars. Decide as a group what nine personal things you want to take with you. All your group's things must fit in a box which is one metre high, wide and deep. Discuss and make a list.

-  Place students in groups to discuss what nine items they would take as a group.
- Walk around the class monitoring groups.
- Ask different pairs to talk about their boxes. Ask for class feedback for comparisons.

Extra activity Fast finishers

- Students write ten favourite words from this lesson in their notebooks.

Finishing the lesson

-  Using the Summative and thought-provoking questions technique (see page 15), ask. *What did you learn today? Do you think you can tell your family about the ISS? What interesting things will you tell them?*

Extra activity Photocopiable 39

- Ask students to do photocopiable 39.

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about plans for a trip to the ISS; to write a blog post by an astronaut
- **Target language:** revision of vocabulary and grammar

Materials

- photocopiable 48
- face response cards

Global Scale of English (GSE)

- **Reading:** Can identify the context of a short, simple text related to familiar situations (GSE 35).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can give an opinion in a structured discussion, if guided by questions (GSE 46).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38). Can write short, simple personal emails/letters about familiar topics, given prompts or a model (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Happy/sad face technique (see page 14)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); groupwork
- Independent learning: Learning diary (see page 15)

Starting the lesson

- **3.7** Play the song from Lesson 4 and encourage students to join in and do the actions they learnt.

Presentation

- Explain that in this lesson students will listen to an interview with an astronaut, talk about a plan to go to the ISS and then write a blog post about being an astronaut on the ISS.
- Ask students to say what they remember about the International Space Station from Lesson 7.

Practice

Class Book

Lesson 8, part 1

Review

Listening

1 Listen and circle the correct answer.

- Helen Robertson is a British American astronaut.
- Helen spent 235 247 days on the International Space Station.
- On the ISS, Helen's favourite hobby was using a telescope looking out of the window.
- The astronauts got more food by rocket satellite.
- The rocket was about 7 70 metres tall.

Speaking

2 Imagine you're an astronaut on the International Space Station. What will you do if ...

- you need to make some food?
- you need to repair something outside the station?
- you need to wash your hair?

What will you do if you need to make some food? I'll get a packet of food ...

Writing

3 Read. What is the blog post about? **What astronauts eat.**

Hi, this is Astronaut Ali! I'm on the International Space Station, and my blog post today is about food. What do astronauts eat? In space, we have three meals a day, just like on Earth. But all our food is in bags. You need to add water to some types of food, but we don't have food with a lot of crumbs, like biscuits or cakes. If we drop crumbs, they float around, and that's a problem for us!

4 Imagine you're an astronaut on the International Space Station. Write a blog post.

Plan Choose from these topics: food, clothes, repairs, hobbies. Find out more about these topics on the ISS! What do you eat/wear/do? How is it different from on Earth?

Write Hi, I'm ... My blog post today is about ... In space, we ... Did you know ...?

Check your work Used a question?

Activity Book, Unit 3 Lesson 8, part 2

Listening

- 1** **3.20 Listen and circle the correct answer.**
- Refer students to page 68 and tell them to read the sentences and choices in Activity 1 before they listen so they know what to listen for.
 - Play the audio. Students listen and circle the correct answer.
 - Students compare answers with a partner.

3.20

- Man:** Hello, everybody. Today I am talking to Helen Robertson. She's a British astronaut on the International Space Station! Hello, Helen. Welcome to the programme.
- Woman:** Hello, Bill.
- Man:** So, Helen, you spent 247 days in space on the International Space Station, right?
- Woman:** Yes, that's right! I loved living in space. My favourite hobby was looking out of the window! I could see the rivers, the mountains and the oceans on Earth. It was so beautiful! I could also see the Moon, the planets and millions of stars. I didn't need a telescope!
- Man:** There's one important question I want to ask you: where did you get your food from? You can't grow food in space!

Woman: The food came in rockets. Every few months a rocket arrived with fresh food and food in packets for the astronauts.

Man: Wow! Food by rocket! Amazing! How big is that rocket?

Woman: It isn't very big – about 7 metres tall. But it's full of food and other interesting things.

Diversity

Challenge


- Play the audio once. Students swap books. Play the audio again for students to check each other's work.

Support

- Play the audio once. Students compare answers with a partner. Play the audio again for students to check their work.

Speaking

2 Imagine you're an astronaut on the International Space Station. What will you do if ...


- Remind students to use *will* for this activity.
-  Students work in pairs.
- After a set amount of time, change students' pairs and they repeat the activity.
- Ask different students to talk about their plans. Ask *Do you have the same ideas?* Ask for class feedback. Prompt with questions: *Who had the same idea? What will you do, (name)? Do you think that's a good idea? Why?/Why not?*

Writing


3 Read. What is the blog post about?


- Give students a minute to read the text and find the answer.
- Check comprehension with questions. Ask *What's the astronaut's name? (Ali) How many meals a day do they have? (three) Why don't they have cakes and biscuits? (because crumbs are a problem)*

Extra activity TPR

-  Using the Happy/sad face technique (see page 14), students respond to your questions: *Do you like the blog post? Are you ready to write a blog post?* Give more help as necessary.

4 Imagine you're an astronaut on the International Space Station. Write a blog post.

- Read the Writing tip to students. Tell students to find the question in the blog post.
- Go through the plan with students. Tell them to brainstorm ideas. They try to think of answers to the questions in the plan.
-  Students work in pairs to write their blog post in their notebooks.

- Walk around the class monitoring pairs.
- Ask pairs to check that they used a question.
- **Extension**  Internet search key words: *NASA kids International Space Station*

Extra activity Critical thinking

- Students write a list of food that has crumbs and food that doesn't have crumbs. They then write a three-meal menu for a day on the space station.

Finishing the lesson

- Ask students *What do you think is fun on the International Space Station? What do you think is difficult?*

Lesson 8, part 2

Starting the lesson

- Ask students what they can remember from the listening from the last lesson, on page 68 of the Class Book. Prompt with questions such as *Who is Helen Robertson? How many days did she spend on the ISS? What did she like doing there? How did they get their food?*

Practice

Activity Book

Lesson 8, part 2

Writing Use questions to make your writing more interesting.

1 Match the questions with the answers.

1 How often do we eat?	a They have a lot of crumbs which float around!
2 How do we prepare our food?	b We can see rivers, mountains and oceans on Earth!
3 Why don't we take biscuits?	c In space, we have three meals a day.
4 What do we do in our free time?	d We read and take photos.
5 What can we see from the ISS?	e All our food is in bags.

2 Imagine that you are an astronaut on the International Space Station. Write a blog post.

1 Plan

Read, circle and answer. Make notes.
Choose a topic: **food** / clothes / repairs / hobbies
What do you eat / wear / do?
How is it different from what you eat / wear / do on Earth?

2 Write

My blog

3 Check your work

Read your text again and tick (✓).

Used questions? Paragraphs? Linking words?
A capital letter at the start of each sentence?
A full stop at the end of each sentence and a question mark for questions?
Correct spelling? Clear handwriting?

See Writing model page 68

3 ✨ In groups, design a team 'website' and insert your blog posts. Add photos, too.

forty-three 43

- Using the Two stars and a wish technique (see page 15), students read and check each other's work.

3 ✨ In groups, design a team 'website' and insert your blog posts. Add photos, too.

- Place students into groups.
- Depending on your class resources, this activity can either be done on paper or digitally. Students design a website page together and insert their blog posts and photos.
- Have students look at each other's blogs. Have a class vote for the best team blog.

Extra activity Fast finishers

- Students find the space vocabulary in the lesson and write the words in their notebooks.

Finishing the lesson

- Students write down what they achieved in their Learning diary (see page 15): *In Lesson 8, I listened to ..., I described ... and I wrote a description of ...*

Extra activity Photocopiable 48

- Ask students to do photocopiable 48.

1 Match the questions with the answers.

- Students work individually and read each question. They then draw a line to the correct answer.
- Students compare answers.

2 Imagine that you are an astronaut on the International Space Station. Write a blog post.

- Plan: Give students one minute to complete their notes. Monitor and help with ideas.
- Write: Students work individually to complete the blog post. They can refer to the blog post they wrote in their notebooks in the previous lesson and to the writing model on page 68 of the Activity Book.
- Check your work: Students evaluate their own work.

Lesson 9

Objectives

- **Lesson objectives:** to review unit language
- **Target language:** unit vocabulary

Materials

- 16 word/number cards from Lesson 4

Global Scale of English (GSE)

- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students a key question about learning numbers: *When will you use numbers in English?* Accept all reasonable answers.

Presentation

- Explain that in this lesson students will do revision of the unit vocabulary and then play a game.
- Revise the space vocabulary by writing the target language on the board with the vowels missing.
- Revise the big numbers by writing the figures on the board. Ask different students to go up to the board, choose a number and say it in English:
100, 500, 1,000, 5,000, 10,000, 50,000, 100,000, 1,000,000
- Revise *will* and *won't*. Using the Lollipop stick technique (see page 14), ask students to say what they will do as an astronaut on the ISS.
- Revise questions with *How*. Ask students to remember the *How* questions and answers from the song. They can refer back to Lesson 4 if necessary.

Extra activity TPR


- Place the word and number cards around the room. Call out a number and choose one student to find the word and another to find the figure.

Practice

Class Book

Lesson 9 Review 3

1 How many space words can you find? 11 (astronaut, comet, star, planet, rocket, satellite, Moon, Earth, Sun, space station, spacesuit)



2 Work with a partner. In turns, say the numbers. Listen and check.
645 1,500 2,450 10,000 50,001 35,000 246,500 1,000,000

3 You're going into space! What will you take? Tell your partner. I'll take a spacesuit. I'll take my favourite book ...

4 Circle the correct word. Match with the answers. Then ask and answer.

1 How <u>far</u> long deep is the Moon from the Earth?	a It's 310 metres tall.
2 How tall high long is the River Euphrates?	b It's 384,400 kilometres away.
3 How deep far high is Mount Everest?	c It's 8,849 metres high.
4 How far long tall is the tallest building in the United Kingdom?	d It's 2,800 kilometres long.
5 How deep high long is the Pacific Ocean?	e It's 10,911 metres deep.

Challenge
Challenge your classmates and play the game!
Work in two teams. Look back through the unit to find the answers to these questions.

- How long is the River Nile? (1 point) **6,670 kilometres long (Lesson 4)**
- Can you find two boys with a telescope? (1 point) **on page 62**
- What did people use frankincense for? (1 point) **for perfume and medicine. (Lesson 5)**

Now think of three more questions to ask the other team.

Activity Book, Unit 3
Lesson 9 sixty-nine 69

1 How many space words can you find?

- Refer students to page 69. Students work in pairs to find the words.
- Using the Lollipop stick technique (see page 14), students say their answers.

2 3.21 Work with a partner. In turns, say the numbers. Listen and check.

- Students work in the same pairs and take turns to say the numbers.
- Play the audio to check answers.

3.21

six hundred and forty-five
a thousand five hundred
two thousand four hundred and fifty
ten thousand
fifty thousand and one
thirty-five thousand
two hundred and forty-six thousand five hundred
a million

3 You're going into space! What will you take? Tell your partner.

- Students work in the same pairs to discuss ideas, using the model on the page for help.
- Ask different students to say one idea each.

4 Circle the correct word. Match with the answers. Then ask and answer.

- Students first circle the correct word to complete the question. They then draw a line to the correct answer.
- Then they read the questions and answers in pairs.

Diversity

Challenge

- Promote class discussion about Activity 3. Ask *Who will take the same thing? What else will you take? Why? Who has a different idea?*

Support

- Students can write some ideas down in note form before talking in pairs in Activity 3.

Extra activity Collaborative work

- Divide the class into two groups. Play *Parachute* (see page 22) with vocabulary from this unit.

Challenge

Challenge your classmates and play the game!

- Divide the class into teams. Students need to look back through the unit in the Class Book to find the answers.
- Give students two minutes to think of three extra questions.

Activity Book

1 Read and complete the fact file for Maryam. Write numbers as digits.

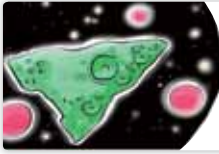
- Students do the activity individually using the text to fill in the missing information for Maryam.

2 Think about your new planet. Complete the 'You' column in Activity 1. Then write and draw.

- Students think of a new planet and fill out the column on the right in Activity 1 with their own answers. They then write a short description of their planet using the starter sentence.
- Students draw a picture of their planet to match the description.
- Ask different students to read out their descriptions to each other in groups and compare.

Review
Lesson 9

1 Read and complete the fact file for Maryam. Write numbers as digits.



Hi! I'm Maryam. I found a new planet in the solar system. It's Rocketune. It's green and it looks like a rocket. It's ten thousand five hundred and forty-two kilometres wide and it's two million kilometres from Earth. It has three pink moons around it. Next week I'll fly with my space station to Rocketune. I'll take some food, my tablet and my ball to do some exercise.

	Maryam	You
1 Name of planet	Rocketune	
2 What does it look like?	a rocket	
3 How wide is it?	10,542 kilometres	
4 How far is it from Earth?	2,000,000 kilometres	
5 Has it got any moons?	3	
6 When will you go there?	next week	
7 What will you take?	some food, tablet, ball	

2 Think about your new planet. Complete the 'You' column in Activity 1. Then write and draw.

Hi! I'm _____. I found a new planet in the solar system.

Self-assessment

My work in Unit 3 is OK good excellent.

My favourite lesson is the one about _____.

Now I can _____.

I need to work more on _____.

44 forty-four

Self-assessment

- Ask students to think back on Unit 3 and fill out the Self-assessment box.

Extra practice

Activity Book

1 Read and complete the sentences.

- Students read each sentence and use a word from the box to complete it.

2 Look at the pictures. Write the questions and answers using *will* or *won't*.

- Students complete the activity individually.
- Ask students to look at the pictures. Students need to write a question using the words there. They then look at the picture again and answer the question.
- Have different pairs read out the questions and answers.

3 Complete the numbers.

- Students work individually to fill in the gaps with either words or numbers. They then check in pairs.

4 Read and answer.

- Students work individually to answer the questions about themselves. They then ask and answer the questions in pairs.

Lesson 9 **Extra practice** 3

1 Read and complete the sentences.

solar system telescope spacesuit space station rocket

- Astronauts wear a spacesuit when they travel into space.
- You can use a telescope to look at the stars.
- The Sun and the planets are part of the solar system.
- Astronauts use a rocket to travel into space and a space station to work in space.

2 Look at the pictures. Write the questions and answers using will or won't.

- Fahad and Anas play football. Will Fahad and Anas play football? No, they won't.
- What Kholoud make this evening? What will Kholoud make this evening? She will make a pizza.
- What Mansoor use to look at the stars? What will Mansoor use to look at the stars? He will use a telescope.
- Muna and Aisha post a letter? Will Muna and Aisha post a letter? Yes, they will.

3 Complete the numbers.

1 three hundred and sixty	→	3 60
2 four thousand , two hundred and fifty	→	4,2 50
3 twenty thousand, four hundred and eighty	→	20,4 80
4 six hundred thousand, five hundred	→	600,5 00
5 a million	→	1,000,000

4 Read and answer.

- How tall are you? I'm _____ centimetres _____.
- How wide is your pencil case? It's _____ centimetres _____.
- How long is your pencil? It's _____ centimetres _____.
- How deep is your school bag? It's _____ centimetres _____.

forty-five 45

Vocabulary and Grammar reference

Activity Book

Vocabulary and Grammar reference Lesson 9

Vocabulary

1 Read and add more words to the list.

Space _____	spacesuit _____	a thousand _____
comet _____	star _____	five thousand _____
Earth _____	Sun _____	ten thousand _____
Moon _____	telescope _____	fifty thousand _____
planet _____		
rocket _____		a hundred thousand _____
satellite _____	Big numbers	a million _____
solar system _____	a hundred _____	
space station _____	five hundred _____	

Grammar

2 Read and complete.

next When metres high It's How deep will 'travel' on won't Will wear

Future simple – affirmative and negative

1 / You / He / She / It will travel to space. 2 next week.
 / We / You / They 3 won't go 4 on Tuesday.

Future simple – interrogative

5 When will I / you / he / she / it write the email?
 6 Will / we / you / they 7 wear the spacesuit?
 Yes, I / he / she / it / we / you / they No, I / he / she / it / we /
 8 will you / they won't.

Measurements

9 <u>How</u> _____	high _____	is _____	the mountain?
	<u>deep</u> _____		the lake?
	far _____	are _____	the houses?
	wide _____		
11 <u>It's</u> _____	5,400 ¹² <u>metres</u> _____	¹³ <u>high</u> _____	
	5 metres _____	deep _____	
They're _____	2 metres _____	from my house _____	
	20 metres _____	wide _____	

46 forty-six Go to Dictation on page 70.

Vocabulary

1 Read and add more words to the list.

- Ask students if they can think of any other words to add to the list. Students can work in pairs to complete the activity.

Grammar

2 Read and complete.

- Students work individually to read and complete the table with a word from the box. They then check in pairs.

Extra activity Fast finishers

- Students think of more questions for the Challenge game.

Dictation

- Have students turn to page 70 in their Activity Books.
- Play the audio (track 3.22) for students to individually listen and write the sentences.
- Check answers as a class.

3.22

1 Boy 1: I won't get Laith a book, but I'll get him a game.
 2 Boy 2: How deep is the sea?
 Boy 3: It's 3,700 metres deep.
 3 Girl 1: What's your home phone number?
 Girl 2: It's 1287 50986.

Progress path

- Refer students to page 109 in their Class Books and page 73 in their Activity Books and ask them to answer questions 5 and 6.
- Students get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Get ready for...

Lesson 10

Objectives

- **Lesson objectives:** to practise for A1 Movers Reading and Writing Part 2 and Speaking Parts 2, 3 and 4
- **Target language:** unit vocabulary and grammar

Materials

- Unit 3 flashcards (Space: *Sun, Moon, Earth, planet, star, solar system, telescope, comet, rocket, space station, spacesuit, satellite*)
- face response cards

Global Scale of English (GSE)

- **Reading:** Can follow a simple dialogue about familiar, everyday activities (GSE 31).
- **Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: Expert envoy technique (see page 15); pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15); portfolio (see page 15)

Starting the lesson

- Draw the space vocabulary items from page 59 on the board (or stick the flashcards on the board) and have students name them. Then say false sentences that students correct, e.g. *The Sun goes around the Earth. (The Earth goes around the Sun.) The Earth is a star. (The Earth is a planet.) There are nine planets in our solar system. (There are eight.) The Moon goes around the Sun. (The Moon goes around the Earth.) The Moon is a planet. (The Moon is a satellite.)*

Presentation

- Explain that in this lesson students will revise the work from the unit and practise for the A1 Movers exams.

Practice

Class Book

Lesson 10

Get ready for...

A1 Movers Reading and Writing Part 2

1 **Read the text and choose the best answer.**

Tip Exam The answers are often very similar. Make sure you read each one carefully.

1 Malik: Hi, Saleh! Will you go to Space Club this afternoon?
Saleh: **A** No, I don't think I'll go today. I've got a lot of homework.
B No, I had English yesterday. I'm tired.
C No, I haven't got a pen today. Can I borrow yours?

2 Malik: Did you make a rocket last week at Space Club?
Saleh: **A** Yes, I painted a picture.
B Yes, but I didn't finish it.
C Yes, I made a comet.

3 Saleh: Oh no! I haven't got my bag! I think I left it on the bus!
Malik: **A** I'll go to the park and look for it.
B I'll go if I can drive the bus home.
C I'll go and ask the bus driver if he's got it.

4 Malik: Look! I talked to the bus driver! Here's your bag!
Saleh: **A** No, thanks, Malik!
B Thank you, Malik!
C Sorry, Malik!

A1 Movers Speaking Part 4

2 **Let's talk about space. Answer the questions.**

- What do you know about the solar system?
- How is life different in space?
- Would you like to be an astronaut? Why?

In the solar system, there are ...

In space, ...

Yes, I'd like to be an astronaut because ...

No, I wouldn't because ...

70 seventy

Activity Book, Unit 3 Lesson 10

- 1** **Read the text and choose the best answer.**
- Tell students that this is practice for the A1 Movers Reading and Writing Part 2 exam.
 - Read the Exam tip aloud before students start. Read the rubric and show students where the answers are (A–C).
 - Students complete the activity individually. Students read the text and choose the response that makes the most sense in the context.
 - Correct as a class.
 - **Extension** Students work in pairs. One student is Malik and the other is Saleh but they should each give their own answers to the questions.
- 2** **Let's talk about space. Answer the questions.**
- This activity is based on the A1 Movers Speaking Part 4 exam. Ask volunteers to read the questions aloud and find the beginning of the answer in the speech bubbles.
 - Put students in pairs. Students look at the questions and ask and answer in pairs.
 - **Extension** Students think of other questions to ask about space, e.g. *What do you know about other planets? Would you like to go to the Moon? Do you think there's life outside our solar system?*

Diversity

Challenge

- After students have practised their questions and answers, students give a summary of what they know about space. They talk for 30 seconds without stopping and without looking in their Class Books.

Support

- Read the questions one by one in Activity 2. Brainstorm possible answers to help students before they work in pairs.

Extra activity Collaborative work

- Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique (see page 15). Students write their opinion about the unit under the lesson headings. The envoy reports back to the class.

Extra activity TPR

- Using the face response cards, students react to your questions: *How much did you like Activity 1? Was it easy, OK or difficult? How much did you like Activity 2? Was it easy, OK or difficult?*

Activity Book

Lesson 10 Get ready for... 3

A1 Movers Speaking Part 2

Think! 1 Look at the pictures in Activity 2. Tick (✓) the words and phrases you can use to tell the story.

<input checked="" type="checkbox"/> the solar system	<input checked="" type="checkbox"/> travel to space	<input checked="" type="checkbox"/> be angry
<input type="checkbox"/> technology	<input checked="" type="checkbox"/> teacher	<input type="checkbox"/> telescope
<input type="checkbox"/> computers	<input type="checkbox"/> be shy	<input checked="" type="checkbox"/> spacesuit
<input checked="" type="checkbox"/> be ill	<input checked="" type="checkbox"/> theatre play	<input checked="" type="checkbox"/> planet
<input checked="" type="checkbox"/> comet	<input checked="" type="checkbox"/> Moon	
<input checked="" type="checkbox"/> Earth	<input type="checkbox"/> school holidays	

Do! 2 Look at the pictures and tell the story.

Where's the Sun?
Class 5A are doing a play about the solar system at school this evening. Miss Al Zahra is giving out costumes ...

1

2

3

4

A1 Movers Speaking Part 3

3 Which picture is different? Say why.

1

The solar system is different because the other things are man-made.

I think _____ is different because the others _____.

2

The Earth is different because the other things go around the Earth. / The satellite is different because it is the only man-made thing.

forty-seven 47

- 1 **Think!** Look at the pictures in Activity 2. Tick (✓) the words and phrases you can use to tell the story.

- Tell students that this is practice for the A1 Movers Speaking Part 2 exam.
- Allow students one minute to look at the pictures and tick the words they can use.
- Check answers using the Lollipop stick technique (see page 14).

- 2 **Do!** Look at the pictures and tell the story.

- Allow students time to think about a story using the pictures in Activity 2 and some words from Activity 1.
- Students can tell the story individually to the class.
- Suggested answer: Miss Al Zahra is giving out the costumes. There is a star, a rocket, a spacesuit, the Earth, planet, a comet and the sun. But one girl is angry. She does not want to be the Sun! What can Miss Al Zahra do? She phones her friend. She is ill in bed. But she knows what to do! Miss Al Zahra is the Sun! The girls laugh. They all wear their costumes in the theatre play.

- 3 Which picture is different? Say why.

- Students look at the pictures and decide which one is different. Then they complete the sentence to the right about question 1 and 2. They then ask and answer in pairs.

Extra activity Fast finishers

- Students write down their story for Activity 2.
- Suggest students keep their work in their portfolios (see page 15).

Finishing the lesson

- Ask *How did you get on in Unit 3? Which lesson did you like best? Which words were the easiest and most difficult to remember?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask how successful their learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.
- Ask them which song or chant they liked. Have a class vote and students sing the winning song or chant.

Unit 3 practice

- Students now complete the Unit 3 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

Lesson 1

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 3; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to understand the main idea of a text; to skim a text for gist; to evaluate a text
- **Target language:** *solar system, rocket, planet, star, astronaut, spacesuit, telescope; millions, three hundred thousand; I won't win ... I'll enjoy the race. How many stars are there in space? How far is the Moon?*
- **Phonics:** /s/, /z/, /z/



Materials

- Unit 3 flashcards (Space: *Sun, Moon, Earth, planet, star, solar system, telescope, comet, rocket, space station, spacesuit, satellite*)

Global Scale of English (GSE)

- **Reading:** Can understand the main idea in a short, simple picture story (GSE 30). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story, if guided by questions (GSE 35). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39). Can scan a simple text to find specific information (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can re-tell a familiar story, given prompts or a model (GSE 39). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can select key words and phrases from a short simple text and use them in their own writing (GSE 41).

Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson


- Explain that the story is about a fun event at school for students who are learning about space. Brainstorm space words. Use the Unit 3 flashcards (Space) to help if necessary.

Presentation

-  Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 3 will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 118.

Before reading

1 Before you read Look at the picture on page 72. Answer the questions.

- Before students read, ask them to turn to page 118 in their Class Books.
- Tell students to refer page 72 while doing the activity.
-  Put students in pairs. Have them read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

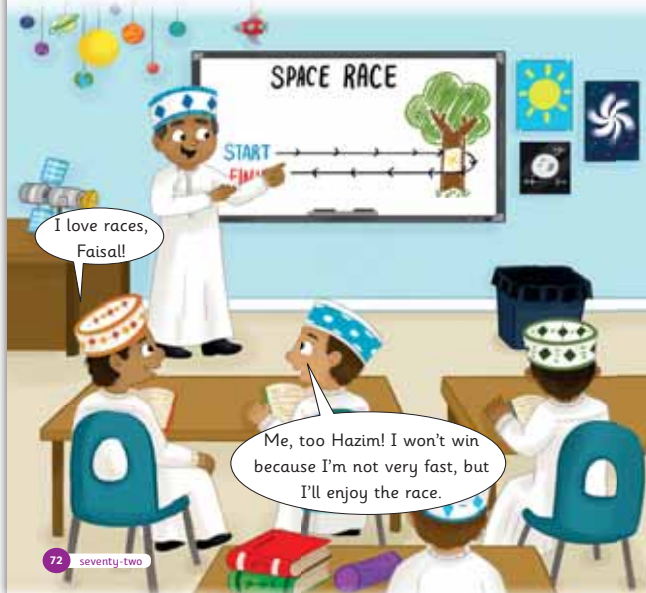
Listen and read

Class Book

Graded reader 1

The Space Race

It's an exciting day for the class. They are learning about the solar system in Science and this afternoon they will have a space race.



72 seventy-two

Graded reader 1 3

The children get their costumes ready for the space race. Some children will dress up as rockets and others will dress up as planets and stars. Faisal and Hazim will dress up as astronauts.



seventy-three 73

Graded reader 1

The teacher, Mr Osama, starts the race and the boys run fast. They get to the tree and then they start to run back to the teacher.



But Hazim sees a squirrel in the tree. He looks up and then he falls over.



74 seventy-four

Graded reader 1 3

Faisal and the other boys run back to Hazim. They help him to get up.



The boys run with Hazim and they finish the space race together.



seventy-five 75

Unit 3, Graded reader 1


The Space Race


1 Before you read Look at the picture on page 72. Answer the questions.


- 1 What things can you see in the classroom? **models of the solar system, a rocket and the ISS, pictures of the sun and space, the Space Race on the board,**
- 2 What do you think the boys are going to do? **some boys, a teacher, textbooks**
- 3 What do you think will happen?

2 Listen and read.

- 1) Read the story quickly. Were your ideas from *Before you read* correct? _____
- 2) Read the story again. Find these things in the story. Then match them to the pictures.

1 squirrel  a

2 spacesuit  b

3 helmet  c

3) Complete the sentences with the correct words.

- 1 The class are learning about the **solar** system in Science.
- 2 Faisal and Hazim dress up as **astronauts** for the space race.
- 3 When Hazim falls over, Faisal gives him his **helmet**.

3 After you read


1) Answer the questions. **They are having a Space Race.**

- 1) What is happening at school in the afternoon? **his helmet**
- 2) What does Faisal like best about his costume?
- 3) Why does Hazim fall over in the race? **Because he looks at a squirrel in a tree.**

2) Over to you! Answer the questions.

- 1) Do you like the story? Why or why not?
- 2) Do you like the pictures in the story? Why or why not?
- 3) What would you change about the story? How would you change it?

118 one hundred and eighteen



2 GR3.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers to questions 2 and 3 on page 118 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

2) Read the story again. Find these things in the story pictures. Then match them to the pictures.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 118 individually.
- Check answers as a class.

3) Complete the sentences with the correct words.

- Students complete the activity individually and then compare answers in pairs.
- Invite volunteers to read the completed sentences aloud to check answers.

3 After you read

1) Answer the questions.

- Students think about their answers to the questions individually and then ask and answer in pairs.
- Check answers as a class.

2) Over to you! Answer the questions.

- Students think about their answers to the questions individually and then ask and answer in pairs.
- Monitor and help if necessary.
- Invite volunteers to share their answers with the class.
- Discuss students' answers as a class.

Phonics

- Write on the board *books, places and beds*. Say the words and ask students to repeat them. Ask *Which word ends with /ɪz/? (places) Which word ends with /s/? (books) Which word ends with /z/? (beds)*
- Ask students to find plurals and verbs ending with -s in the story. (plurals: *races, rockets, planets, stars, astronauts, boys*; verbs: *starts, sees, looks, falls*) Write the words on the board as students call them out. Then point to each one and ask *Does it end with /s/, /ɪz/ or /z/? (/s/: rockets, planets, astronauts, starts, looks; /ɪz/: races; /z/: stars, boys, sees, falls)*

Finishing the lesson

- Ask students what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of the plot.
- Ask students which character was their favourite and encourage them to give reasons for their answers.

Lesson 1, option B

Starting the lesson

- Explain that the story is about looking at the sky at night. Ask students if they like doing this and why. Ask *Where is a good place to look at the sky at night? What can you see?*

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 3 will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 119.

Before reading

1 Before you read Look at the picture on page 76. Answer the questions.

- Before students read, ask them to turn to page 119 in their Class Books.
- Tell students to refer page 76 while doing the activity.
- Put students in pairs. Have them read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

Listen and read

Class Book

Graded reader 2

The New Telescope

Reem has got a new telescope. Her sister Arwa is very excited because they will use it for the first time this evening.

Will we see any planets through the telescope, Reem?

Yes, we will. We'll see Mars. It's the red planet!

76 seventy-six

Graded reader 2 3

Arwa runs out to the garden and Reem follows her. There is no Sun and it's dark now. Reem sets up the telescope and Arwa looks through it.

Wow! Look at the stars. How many stars are there in space, Reem?

There are millions of stars in space, Arwa!

Look! I can see the Moon. How far is the Moon, Reem?

It's really far! It's over three hundred thousand kilometres away!

seventy-seven 77

Graded reader 2

Arwa really likes looking through Reem's telescope.

I can see Mars! How big is the red planet, Reem?

It's really big, Arwa, but it's not as big as Earth.

I think I can see a space station, Reem. It's moving fast!

78 seventy-eight

Graded reader 2

Arwa points at the sky. She can see something. What is it? It isn't a space station. It's a bat! Bats come out at night to find food. Then they sleep in the day.

It's a bat!

Wow! I saw a bat!

Well done, Arwa! But we sleep at night, so now we have to go to bed!

79 seventy-nine

Unit 3, Graded reader 2

The New Telescope

1 Before you read Look at the picture on page 76. Answer the questions.

- What things can you see in the bedroom? **a model of the solar system, rockets, posters about space, a telescope, two girls**
- What do you think the girls are going to do? _____
- What do you think they will see? _____

2 Listen and read.

- Read the story quickly. Were your ideas from *Before you read* correct? _____
- Read the story again. Find these words in the story. Then match them to the pictures.

- Mars
- the Moon
- telescope

3 Complete the sentences with the correct words.

- Mars is the **red** planet.
- There are **millions** of stars in space.
- Arwa doesn't see a space station. She sees a **bat**.

3 After you read

- Answer the questions.** **stars, the Moon, Mars, a bat**
 - What things does Arwa see through the telescope?
 - Which is bigger: Earth or Mars? **Earth**
 - Why do bats come out at night? **to find food**
- Over to you! Answer the questions.**
 - Do you like the story? Why or why not?
 - Do you like the pictures in the story? Why or why not?
 - What would you change about the story? How would you change it?

one hundred and nineteen 119

2 GR3.2 Listen and read.

1) Read the story quickly. Were your ideas from Before you read correct?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers to questions 2 and 3 on page 119 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

2) Read the story again. Find these words in the story. Then match them to the pictures.


- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 119 individually.
- Check answers as a class.

3) Complete the sentences with the correct words.



- Students complete the activity individually and then compare answers in pairs.
- Invite volunteers to read the completed sentences aloud to check answers.

3 After you read

1) Answer the questions.

-  Students think about their answers to the questions individually and then ask and answer in pairs.
- Check answers as a class.

2) Over to you! Answer the questions.

-  Students answer the questions individually and then ask and answer in pairs.
- Monitor and help if necessary.
- Invite volunteers to share their answers with the class.
-  Discuss students' answers as a class.

Phonics

- Write on the board *books, places and beds*. Say the words and ask students to repeat them. Ask *Which word ends with /ɪz/? (places) Which word ends with /s/? (books) Which word ends with /z/? (beds)*
- Ask students to find plurals and verbs ending with *-s* in the story. (plurals: *planets, stars, millions, kilometres, bats*; verbs: *runs, follows, sets, looks, likes, points*) Write the words on the board as students call them out. Then point to each one and ask *Does it end with /s/, /ɪz/ or /z/? (/s/: planets, bats, sets, looks, likes, points; /ɪz/: none; /z/: stars, millions, kilometres, runs, follows).*

Finishing the lesson

- Ask students what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of the plot.
- Ask students which character was their favourite and encourage them to give reasons for their answers.



Off to the shops

Unit objectives

To talk about shops, money and prices

Language

Vocabulary	Shops <i>butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop</i> Money and prices <i>money box, purse, wallet, get pocket money, save, spend, buy, sell</i>
Grammar	Relative clauses <i>have to/don't have to</i>
Functions	Asking for a price: <i>How much is (it)? It's (fifteen) rials.</i>
Pronunciation	/3/

Learning outcomes

Listening	Identify core vocabulary; Listen and understand the overall meaning of simple texts on familiar topics; Listen and identify some details in simple texts on familiar topics; Listen and identify familiar words and phrases in simple texts on familiar topics; Respond to referential questions based on aural texts; Extract information to accomplish a task; Identify specific information in short dialogues; Understand details in longer dialogues on familiar topics; Listen and respond appropriately to peers and adults
Speaking	Act out part of a picture story using simple words; Recite songs, rhymes and tongue twisters individually and chorally; Pronounce words and sentences using correct stress, intonation and rhythm; Talk about self, family or immediate environment; Ask and answer simple questions; Respond verbally to direct questions; Accurately reproduce modelled language; Participate in simple interactions on familiar topics; Articulate sounds in isolated word forms; Ask and answer questions on familiar topics; Take part in a simple conversations on familiar topics (e.g. family, home, school... etc.); Act out part of a short dialogue; Make a rehearsed oral presentation about a familiar topic
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple short texts on familiar topics; Deduce meaning of unfamiliar words from context; Identify the main idea of a text; Read short texts on familiar topics; Read and identify specific information in simple texts on familiar topics; Read and identify some details in simple texts on familiar topics; Summarise information in reading text; Interpret information in diagrammatic display; Describe where I live
Writing	Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently used words correctly; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write sentences using

correct spacing, capitalisation and full stops; Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Use conjunctions; Plan ideas before writing; Write continuous pieces of text with correctly formed letters and words moving from left to right; Apply spelling rules and conventions when writing; Write questions and answers; Construct sentences following a model; Transcode information on diagrammatic display into written text [spidergram]; Write short simple emails about familiar topics

Cognitive skills Acts out the roles of various characters in games and drama; Responds to songs, rhymes and poems in a variety of ways; Takes part in tasks by interacting with others and stays on task; Actively participates in investigative, exploratory and open-ended tasks; Understanding of group talk; Communicates one's own knowledge of a topic; Engages in activities with fantasy or mystery elements; Makes suggestions

Key competences

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

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

Digital competence: use Class Book eBook (L. 1–10)

Social and civic competences: learn to be creative (L. 2); learn ask for the price of something (L. 6)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3 and 5)

Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Designing a phone case (L. 2); Making an advert for a corner shop (L. 5)
Communication	Describing what you can buy in shops (L. 1); Describing a person, place or thing (L. 3); Talking about what you have/don't have to do (L. 4); Talking about a shop (L. 5); Asking for and giving prices (L. 6); Functional dialogue (L. 8); Challenge game (L. 9)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Activity Book p. 56
- Unit 4 Extra practice: Activity Book p. 57
- End-of-semester 1 Practice
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Song, Culture, English in action, Reading, Listening, Review self-assessment, Story, Graded reader 1 and 2
- Unit 4 Practice Sheet
- End-of-Semester 1 Practice Sheet

External exams

Class Book

A1 Movers Listening Part 3

A1 Movers Reading and Writing Part 6

Activity Book

A1 Movers Reading and Writing Part 5

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use shops vocabulary
- **Target language:** *butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop*

Materials

- stopwatch
- Unit 4 flashcards (Shops: *butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop*)
- Unit 4 poster: Shops
- photocopyable 4A

Global Scale of English (GSE)

- **Speaking:** Can describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book from the library) using simple language (GSE 35).
- **Listening:** Can identify objects, places or people from short descriptions (GSE 31). Can understand some unfamiliar words in a short description, if supported by pictures (GSE 31).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson

- Write *Shops* on the board. Ask *How often do you go to the shops? Who do you go with? What do you like buying?* Students raise their hands to answer.

Presentation

- Explain that in this lesson students will learn to talk about shops.

Practice

Class Book



1 How many shops do you know?

- Refer students to page 80. Read the rubric and tell students to look at the pictures and find the shops. Give students an example: *New Shoes is a shoe shop.* Students work in pairs and find the shops they know.
- Using the Lollipop stick technique (see page 14), ask students to say shops they know.
- Place students in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having students raise their hands to give answers.
- **Extension** Ask students to look at page 80 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and to name any objects or appearance words that they know, e.g. *juggling, mobile phone, moustache.*

Lesson 1, part 1 **Vocabulary** 4

2 Listen, point and repeat.

1 butcher's 2 greengrocer's 3 fishmonger's 4 pharmacy
5 kiosk 6 jeweller's 7 sports shop 8 gift shop
9 phone shop 10 corner shop 11 shoe shop 12 toy shop

3 Look for the words from Activity 2 in the picture on page 80. Write the missing word. **corner shop**

4 Read and say the shop.

In this shop you can buy **pharmacy** medicine **sports shop** running shoes and a football **kiosk** newspapers, magazines and snacks **gift shop** presents **butcher's** meat
lots of different things: food, drinks, newspapers ...

5 You and your partner need to buy some things from the shops. Decide where you'll go.

I need to buy a necklace for my sister.

We'll go to the jeweller's or the gift shop!

Activity Book, Unit 4
Lesson 1, part 2 eighty-one 81

2 4.1 Listen, point and repeat.

- Refer students to page 81. Tell students to count how many shops they knew.
- Play the audio.
- Tell students to look at the photos 1–12 and practise the new vocabulary. Ask these questions in any order and have students call out the shop:
You can buy meat/oranges/fish/medicine at this shop.
You go to this shop to buy a comic/pair of earrings/basketball/birthday present.
You can get a mobile phone/all kinds of things/leather shoes/a doll at this shop.
- Have students say a word to their partner for them to point to the correct picture. Then they swap.

4.1

- butcher's
- greengrocer's
- fishmonger's
- pharmacy
- kiosk
- jeweller's
- sports shop
- gift shop
- phone shop
- corner shop
- shoe shop
- toy shop

3 Look for the words from Activity 2 in the picture on page 80. Write the missing word.

- Give students one minute to work in pairs to find the shop words and write the missing word. Ask for feedback using the Lollipop stick technique (see page 14).

4 Read and say the shop.

- Students work in pairs and take turns to read and say the shop.
- Ask different pairs to give one answer.
- Extension** Pairs repeat the activity for other shops.

Diversity

Challenge

- For feedback, ask two students on different sides of the classroom to stand up and demonstrate a sentence and answer.

Support

- First read to the class the sentences with the things you can buy and explain meanings if necessary. For the Extension, write students' ideas for objects on the board first.

Extra activity Creativity

- Students work in pairs. They draw an imaginary line of shops in a local shopping street and the favourite shops they would like there. They label each type of shop and present their shopping street to the class, e.g. *This is a sports shop. You can buy tennis balls here.*

5 You and your partner need to buy some things from the shops. Decide where you'll go.

- Place students in the same pairs for this activity. Ask different students to say what they can see in the pictures.
- Walk around the class monitoring pairs.

Extra activity TPR

- Assign four shops to each corner of the room: *fishmonger's, butcher's, toy shop and jeweller's.*
- Say (Name), *let's get some fish/some meat/a doll/a necklace.*
- The student goes to the correct shop. Repeat with other students and also change the shops.

Finishing the lesson

- Play *Memory game* (see page 17) with the Unit 4 poster (Shops).

Lesson 1, part 2

Starting the lesson

- Show students a Unit 4 flashcard (Shops) or point to an item on the poster and say the word. If it is incorrect, students have to correct you. Play for a few rounds. See also *How to work with posters* (page 17).
- Ask for a volunteer to take over leading the activity for a few more rounds. The volunteer student points to the pictures and should say some correct words and some incorrect words. He/she should confirm whether the class's corrections are right.

Practice

Activity Book

Lesson 1, part 2

4 Off to the shops

Vocabulary

1 🕒 **Look at the Class Book page 80 and write.**

1 What's the boy in the red hat doing? **He's posting a letter.**

2 What does the man juggling the balls look like? **He's got a beard.**

2 💡 **Look and write.**

butcher's greengrocer's fishmonger's pharmacy kiosk jeweller's
sports shop gift shop phone shop corner shop shoe shop toy shop


toy shop


butcher's


pharmacy


phone shop


greengrocer's


gift shop


sports shop


fishmonger's


shoe shop


jeweller's


kiosk


corner shop

I'm learning

Make a spider web to sort new words. You can sort shops by food, clothes, toys.

Clothes

SHOPS

Food

greengrocer's



3 **Read and circle.**

1 Yesterday, we went to the butcher's shoe shop to buy some meat.

2 On Saturdays, my dad goes to the fishmonger's to buy some fruit fish.

3 I went to the toy shop gift shop to buy a present for my granny.

4 My mum often goes to the pharmacy kiosk to buy a magazine.

48 forty-eight

I'm learning

- 🗺️ Students work in groups and make spider webs in their notebooks for the *I'm learning* box in their Activity Books.

3 Read and circle.

- Students work individually to complete the sentences by circling the correct word.
- 🗨️ Ask for feedback using the Lollipop stick technique (see page 14).

Extra activity Fast finishers

- Have students write down two lists: the shops they knew and the shops that are new words for them.

Finishing the lesson

- 🗺️ In pairs, students close their books and write down the names of the shops and one thing you can buy in each shop. They can check their answers using the poster (Shops).
- 🎓 Using the Summative and thought-provoking questions technique (see page 15), ask *How many shops did you remember? How can you remember the others next time?*

Extra activity Photocopiable 4A

- Ask students to do photocopiable 4A.

1 🕒 Look at Class Book page 80 and write.

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

2 💡 Look and write.

- Students complete the activity individually, matching a word from the box to a picture. They then talk about the things you can buy in the shops in pairs.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of shops vocabulary; *downstairs, escalator, phone case, upstairs*

Materials

- a mobile phone case
- coloured pencils
- Unit 4 Story animation
- Unit 4 flashcards (Shops: *butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop*)
- Unit 4 poster: Shops
- photocopyable 12
- face response cards

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Happy/sad face technique (see page 14)
- Peer learning: pairwork; groupwork; acting out
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson

- Ask students to say one shop each from Lesson 1. They can check using the Unit 4 poster (Shops).

Presentation

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

Practice

Class Book

Story

1 **Before you read** Which shops can you see in the story?
kiosk, gift shop, phone shop

2 **Watch or listen and read.**

Stop, thief!

1 I have to buy a birthday present for our mum. I'll get her a new mobile phone case. There's a case which she really likes in the phone shop.

Where's the phone shop?

It's upstairs. We have to go up the escalator.

2 This is amazing! What is it?

It's an escalator! It's a machine which carries you upstairs and downstairs!

How does it work?

3 Well, an escalator is actually three simple machines! It's got two wheels and a ...

4 What a rude man!

5 Are you OK?

Yes, I am, thanks. Come on, let's go to the phone shop.

6 Is this the phone case which Mum likes?

7 This one?

Yes, that's it!

8 Hey, isn't that the man who walked into me earlier? What's he doing?

No, it isn't. She loves the one which has the comet on it. But I can't see it ...

He's stealing those phones!

82 eighty-two

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

- Refer students to pages 82 and 83. Ask students to say as many shops they can see in the story as they can.

2 4.2 Watch or listen and read.

- Pre-teach *downstairs, upstairs, escalator* and *phone case*. Write the words on the board and tell students they are in the story. To explain the meanings, draw an escalator and say *This is an escalator. Here is downstairs and here is upstairs*, pointing accordingly. Show students the phone case and say *Look. This is a phone case*.
- Play the video or the audio.
- Check comprehension. Ask *Whose birthday is it? (Sami and Fatma's mum's) Has Bo seen an escalator before? (no) What does the man steal? (phones)*.

4.2

Stop, thief!

1
Sami: I have to buy a birthday present for our mum. I'll get her a new mobile phone case. There's a case which she really likes in the phone shop.

Fatma: Where's the phone shop?

Lottie: It's upstairs. We have to go up the escalator.

2

Bo: This is amazing! What is it?

Fatma: It's an escalator! It's a machine which carries you upstairs and downstairs!

Bo: How does it work?

3

Fatma: Well, an escalator is actually three simple machines! It's got two wheels and a ...

5

Lottie: What a rude man!

Sami: Are you OK?

Fatma: Yes, I am, thanks. Come on, let's go to the phone shop.

6

Fatma: Is this the phone case which Mum likes?

Sami: No, it isn't. She loves the one which has the comet on it. But I can't see it ...

7

Fatma: This one?

Sami: Yes, that's it!

8

Fatma: Hey, isn't that the man who walked into me earlier? What's he doing?

Sami: He's stealing those phones!

9

Lottie: That man is stealing those phones! We have to stop him!

10

Bo: Stop, thief!

11

Sami: Where did he go?

12

Lottie: The thief has got dark, curly hair. He's wearing a black T-shirt, blue jeans and trainers. He had a blue sports bag.

Fatma: Yes, and he had a moustache!

Diversity

Challenge

- Before students open their books, tell them the title of the story and where it takes place. Students predict what might happen.

Support

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

3 Who is the thief? Go to page 106 to find out.

- Students discuss in pairs.
- Using the Happy/sad face technique (see page 14), ask *Did you find the thief?*

4 After you read Number the sentences in the correct order to tell the story.

- Students work individually to order the sentences correctly. Then they share their answers with the class.

Lesson 2, part 1

3 Who is the thief? Go to page 106 to find out.
the third man to the right

4 After you read Number the sentences in the correct order to tell the story.

a They go up the escalator.	2	e The children look at phone cases in the phone shop.	4
b The children see a man stealing a phone.	5	f Sami is looking for the phone shop, where there's a phone case his mum likes.	7
c The children look for the thief outside the shop.	8	g A man walks into Fatma.	3
d Bo tries to stop the thief.	7	h They tell the shop assistant about the thief.	6

5 Act out the story.

6 Design your own phone case! Tell your partner about it.

This is my phone case. It's got ...

Activity Book, Unit 4
 Lesson 2, part 2
 eighty-three 83

5 Act out the story.

- Divide students into groups of five. Allocate a role to each student (Fatma, Lottie, Sami, Bo and the thief).
- Students act out the story in groups.

6 Design your own phone case! Tell your partner about it.

- Students draw their designs in their class notebooks.
- Students describe their case to a partner. Monitor.
- **Extension** Internet search key words: *cool phone case images*

Extra activity Critical thinking

- Divide the class into three groups. Assign one shop from the story to each group. Give the groups one minute to make a list of things you can buy in their shop. Which group found the most words?

Extra activity TPR

- Students listen to the story and pretend to talk on the phone when they hear the word *phone*.

Finishing the lesson

- Ask students to work in pairs and look at picture 12 in the story. Students describe one of the people in the picture for their partner to guess.

Lesson 2, part 2**Starting the lesson**

- Play *Which card have you got?* (see page 19) with the Unit 4 flashcards (Shops).

Practice**Activity Book**

Lesson 2, part 2 Story 4

1 After you read Look, read and order.

2 Circle the correct answer.

- 1 Why are the friends on the escalator? They want to go upstairs downstairs underground.
- 2 What are the friends buying? They're buying a mobile phone tablet phone case.
- 3 What's the man doing? He's selling stealing buying the phones.
- 4 What is the man carrying? He's carrying a blue box sports bag paper bag.

3 Complete the sentences.

thief comet escalator mum

- 1 Sami wants to buy a present for his mum.
- 2 Fatma explains to Bo what an escalator is.
- 3 Sami wants to buy the phone case with the comet on it.
- 4 Bo tries to stop the thief.

4 Values Read and tick (✓). Which is good behaviour?

1 Listen to children. <input checked="" type="checkbox"/>	4 Don't talk to children. <input type="checkbox"/>
2 Be rude to children. <input type="checkbox"/>	5 Shout at children. <input type="checkbox"/>
3 Help children. <input checked="" type="checkbox"/>	6 Be kind to children. <input checked="" type="checkbox"/>

forty-nine 49

1 After you read Look, read and order.

- Students work individually. They look at the pictures and number them 1–4 to match the story order. They then compare answers with a partner.

2 Circle the correct answer.

- Students read the questions and then circle the correct word in the reply.
- Check answers using the Lollipop stick technique (see page 14).

3 Complete the sentences.

- Students work individually to complete each sentence with a word from the box and then compare answers with a partner.

4 Values Read and tick (✓). Which is good behaviour?

- This activity is designed to draw attention to childrens' rights.
- Students tick and then compare answers with a partner.

Extra activity Fast finishers

- Students find shopping words in the story and write them in their notebooks.

Finishing the lesson

- Ask students what they remember from the story.
- Put students into groups of 3–4. Ask them to imagine they are in a shopping mall and they see somebody stealing from a jeweller's or a sports shop. Ask them to act out the story.
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 12

- Ask students to do photocopiable 12.

CLIL Link

In Unit 4, the story is based around the concept of compound machines and mechanisms (an escalator) from the Science curriculum.

The Discovery Team are shopping at the mall to buy a present for Sami and Fatma's mother when they have to take the escalator to go upstairs. Bo has never seen an escalator before and Fatma explains to him how it works. When they arrive upstairs, a man bumps into Fatma and later they see him stealing phones at the phone shop.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use relative clauses
- **Target language:** *It's the man who we saw earlier. We're in the shop where my brother works.*

Materials

- Unit 4 Grammar animation video
- sheets of A4 paper/card, enough for three for each student
- photocopyable 8A

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can read aloud a short, simple story in a way that can be understood (GSE 35). Can describe someone's personality in a basic way, if guided by prompts (GSE 39). Can describe common everyday objects using simple language (GSE 31). Can describe where they live in a basic way (GSE 29).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 3, part 1

Starting the lesson

- Write *Stop, thief!* on the board.
- Ask students what they remember from the story from Lesson 2. Prompt with questions: *What did Sami buy? Who was the present for? What did Bo see for the first time?*

Presentation

- Explain that in this lesson students will learn to use relative clauses, using *who*, *which* and *where*, which give us more information about a person, thing or place.


Practice

Class Book

Grammar Lesson 3, part 1

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

1 Isn't that the man who walked into me earlier?	<input type="checkbox"/>
2 Is this the phone case which Mum likes?	<input type="checkbox"/>
3 It's a machine which carries you upstairs and downstairs!	<input checked="" type="checkbox"/>



2 **Watch or listen and repeat.**

It's the man **who** we saw earlier. (person)

That's the phone case **which** my mum wants. (thing)


We're in the shop **where** my brother works. (place)

3 **Circle the correct word.**


- 1 That's the girl **who** which where bought a basketball from the sports shop.
- 2 This is New Shoes. It's the shop **who** which where I buy all my shoes.
- 3 Look, that's the boy **who** which where lives next door to us!
- 4 Hassan likes magazines **who** which where are about space.
- 5 Can you see that house? That's the house **who** which where my dad lived as a child.

4 **Tell the story! Then listen and check.**


a




b




c



d



e



friend / will be 11 next week **This is my friend who will be 11 next week.**
 shopping mall / went shopping **That's the shopping mall where we went shopping.**
 sports shop / saw some football shirts **This is the sports shop where we saw some football shirts.**
 football shirt / my friend loved **That's the football shirt which my friend loved.**
 present / gave to my friend **This is the present which I gave to my friend.**

5 **In pairs, describe a person, place or thing. Your partner guesses.**

It's a shop where you can buy medicine.

The pharmacy?

Yes!

84 eighty-four Activity Book, Unit 4
Lesson 3, part 2

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

- Refer students to pages 82 and 83. Ask students to find the picture in the story and tick the sentence that goes with it.

2 4.3 Watch or listen and repeat.

- Play the audio.
- Tell students to copy the sentences. Then they underline in red the word before the relative clause that the relative clause refers back to.
- Ask different students to say the sentences again with a new person, thing or place of their own choice.
- **Extension** Students look at the story on pages 82 and 83. They find the sentences with relative clauses in the story and write them in their notebooks.

4.3

It's the man who we saw earlier.
 That's the phone case which my mum wants.
 We're in the shop where my brother works.

3 Circle the correct word.

- Students complete the activity individually. They then compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 14).

Extra activity Critical thinking

- Students add number 6 to Activity 3 with their own idea.

4 4.4 Tell the story! Then listen and check.

- Place students into pairs to complete the activity. Students look at each picture and create a story using the words underneath.
- Play the audio for students to check answers.

4.4

This is my friend who will be 11 next week. That's the shopping mall where we went shopping and that's the sports shop where we saw some football shirts. This is the football shirt which my friend loved, and this is the present I gave to my friend!

5 In pairs, describe a person, place or thing. Your partner guesses.

- Students work in the same pairs. They can use the dialogue on the page as a model. Monitor.

Diversity

Challenge

- Tell students that they should say two sentences each, for each relative clause.

Support

- Students brainstorm people, things and places as a class before completing the activity in pairs.

Extra activity TPR

- Hand each student three sheets of A4 paper/card. Students write *Person*, *Thing* and *Place* on the cards. Read out sentences with relative clauses from the lesson. Students hold up the correct card.

Finishing the lesson

- Ask *When do we use 'where'?* (When we're talking about a place.)
- Then ask *What do we use when we're talking about a person? (who) And when we're talking about a thing? (which).*
- Start some sentences and ask students to finish them using *which*, *where* or *who*. E.g. *A school is a place ... / A teacher is a person... / A computer is a thing / The Sun is a star...* Write the best answers on the board.

Lesson 3, part 2

Starting the lesson

- Draw a simple table on the board with three columns.
- At the head of the columns, write: *shop _____ you can buy food / students _____ are sitting at the front of this classroom / things _____ are on my desk*
- Elicit the missing words to fill in the gaps (*where / who / which*).
- As a class, brainstorm words to go in each column. (Possible answers: greengrocer's, butcher's, fishmonger's, corner shop / (names of students) / pen, computer, book). If possible, leave the table on the board to refer to again at the end of the lesson.

Practice

Activity Book

Grammar Lesson 3, part 2

1 Listen and draw lines.

Ammar Ahmed Aysha

Hamzah Abdullah Hussain Basil

2 Complete the sentences with *who*, *which* or *where*.

- 1 A shoe shop is the shop where you can buy shoes and boots.
- 2 This is the necklace which my parents gave me for my birthday.
- 3 That's the woman who works at the corner shop.
- 4 The Earth is the planet where we live.
- 5 Who's the boy who is wearing glasses?
- 6 I'm very good at fixing the toys which my brother breaks.

3 In pairs, look at Activity 1 and play a guessing game. Use *who*, *which* or *where*.

He's the boy who's wearing a blue T-shirt. Is he in the toy shop?
Yes, he is. He's Abdullah.

50 fifty

1 4.5 Listen and draw lines.

- Tell students that they are going to draw lines from the names to the children in the picture. There is one extra name (Basil).
- Play the audio and play it again if necessary.

4.5

1

Man: Hi, Laith! What are you doing?
Boy: Hi, Grandpa! I'm looking at some photos. Look! Yesterday I went shopping with my friends.

Man: Really? What are your friends' names?
Boy: The boy who's wearing a blue T-shirt is Abdullah.

Man: The one who's holding a spacesuit costume?
Boy: Yes ... it's for the school play.

2

Man: What about the other boy in the toy shop?
Boy: You mean the boy who's next to Abdullah?

Man: Yes, the one who's wearing a red hat.
Boy: He's Ammar. He loves kites!

3

Boy: My best friends, Ahmed and Hamzah, are buying magazines.
Man: So they're at the kiosk.

Boy: That's right. Ahmed is the boy who's holding a sports magazine.
Man: Is he the boy who's wearing glasses?
Boy: Yes, he is!

4

Man: So Hamzah is the boy who is next to Ahmed.
Boy: Yes. He's got a magazine which is about arts and crafts. He loves making models and drawing.
Man: I see.


5

Man: Is this the sports shop where our neighbour Nawal works?
Boy: Yes, and that is my friend, Hussain. The girl is his sister Aysha.
Man: So Hussain must be the boy who is buying a football.
Boy: Yes, correct!

6

Man: What about Aysha? Is she the girl who's sitting next to the shoe boxes?
Boy: No, she isn't. Aysha is the girl who's holding a basketball.
Man: I see. She's wearing a baseball cap which looks like yours.
Boy: Yes, we like the same baseball team!


3  In pairs, look at Activity 1 and play a guessing game. Use **who**, **which** or **where**.

-  Place students in pairs for this activity.
- Students take turns to look at the picture in Activity 1 and describe someone from the picture for the other student to guess.
- Remind students to use relative clauses.

Extra activity Fast finishers

- Students write down the story from Class Book Activity 4.

Finishing the lesson

- Ask *Do you understand how to use relative clauses?*
- Remind students of the activity they did at the start of the lesson. If necessary, draw the table from *Starting the lesson* again and write the headings: *shop where you can buy food / students who are sitting at the front of this classroom / things which are on my desk*.
- Ask students to think of three more categories using *where*, *who* and *which*, and brainstorm places/people/things to go in those categories.
-  Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 8A

- Ask students to do photocopiable 8A.

2 Complete the sentences with **who**, **which** or **where**.

- Students work individually to complete each sentence.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use vocabulary connected to money and prices; to learn and use *have to/don't have to*; to learn and sing a song
- **Target language:** *money box, purse, wallet, get pocket money, save, spend, buy, sell*

Materials

- Unit 4 Grammar animation video
- Unit 4 flashcards (Shops: *butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop*; Money and prices: *money box, purse, wallet, get pocket money, save, spend, buy, sell*)
- 8 cards with words and phrases written on each one: *buy, get pocket money, money box, purse, save, sell, spend, wallet*
- photocopyables 4B, 13B, 22 and 31

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words if spoken slowly and clearly (GSE 18). Can sing a basic song from memory (GSE 22). Can talk about everyday activities using simple language (GSE 32).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 4, part 1

Starting the lesson

- Ask *Where do people keep money?* and elicit answers.

Presentation

- Explain that in this lesson students will learn and use vocabulary connected to money and prices, and they will learn to talk about what they *have to* and *don't have to* do. They will also sing a song.
- Stick the word cards on the board. Ask students to count how many words they already know. Explain to students that these are the new words for the lesson today.

Practice

Class Book

Lesson 4, part 1 Vocabulary and Grammar

1 Listen, point and repeat.

1 money box 2 purse 3 wallet 4 get pocket money

5 save 6 spend 7 buy 8 sell

2 Listen and sing.

I stood outside the toy shop
And I saw a big, blue boat.
I have to get some pocket money
So I can spend it on that boat!

I don't have to buy it now,
I can save money every day.
But I have to get more pocket money
So I can spend it on that boat!

3 Watch or listen and repeat.

I have to / He has to get some pocket money!
I don't have to / He doesn't have to buy it now.
Do you have to buy that boat? Yes, I do. / No, I don't.
Does he have to buy that boat? Yes, he does. / No, he doesn't.

4 In pairs, ask and answer.

What do your family have to buy every week? We have to buy food. We don't have to buy toys!

5 Student A: Activity Book, page 63. Student B: Activity Book, page 65.

Activity Book, Unit 4 Lesson 4, part 2 eighty-five 85


1 4.6 Listen, point and repeat.

- Refer students to page 85.
- Play the audio.
- Practise the vocabulary to consolidate the meanings with these definitions. Students call out the word.
This is when you get something from a shop with money. (buy) This is the verb for when you are given pocket money. (get) You can save money in this. (money box). People put money in this and then put it in a handbag. (purse) This is when you keep money and add more to it for something special. (save) This is what you do with money when you use it in a shop. (spend) People usually keep their money in one of these. (wallet)
- **Extension** Play *Hangman* with the new words.


4.6

- 1 money box
- 2 purse
- 3 wallet
- 4 get pocket money
- 5 save
- 6 spend
- 7 buy
- 8 sell

Extra activity Critical thinking

-  Students work in pairs and write a sentence for each new vocabulary item. They swap sentences with other pairs to compare.

2 4.7 & 4.8 Listen and sing.

- Ask students to look at the pictures and say what they can see (*a boat*).
- Play the song and tell students to listen only this time.
- Read out the song one line at a time and have students repeat.
- Play the song again and encourage students to join in.
-  **4.8** Play the karaoke version of the song and encourage students to sing.

4.7

I stood outside the toy shop
And I saw a big, blue boat.
I have to get some pocket money
So I can spend it on that boat!

I don't have to buy it now,
I can save money every day.
But I have to get more pocket money
So I can spend it on that boat!


3 4.9 Watch or listen and repeat.

- Play the video or the audio.
- Tell students *Have to* means it is necessary to do something. You don't have a choice. Tell students to find *have to* and *don't have to* in the song.
- Ask *What do you have to do at school?*

4.9


I have to get some pocket money!
He has to get some pocket money!
I don't have to buy it now.
He doesn't have to buy it now.
Do you have to buy that boat?
Yes, I do. / No, I don't.
Does he have to buy that boat?
Yes, he does. / No, he doesn't.

4 In pairs, ask and answer.

- Ask three students to read out the examples.
-  Place students in pairs for this activity. Monitor.

Diversity

Challenge


-  Students can complete the activity in pairs without preparation. Ask different pairs to report their ideas to the class. Continue a class discussion.

Support

- Students brainstorm ideas as a class.

5 Student A: Activity Book, page 63.

Student B: Activity Book, page 65.

-  Place students in pairs for this activity. Assign Student A and Student B and ask them to find the correct page.
- Explain to students that they need to fill in the table by taking turns to ask questions to their partner, using questions 1–4 to help.
- Walk around the class monitoring pairs.

Extra activity TPR

- Place the word cards around the class. Read out the definitions from Activity 1 teacher's notes again. Ask different students to find the correct cards.

Finishing the lesson

- Choose five volunteers to stand in front of the board. Give the volunteers one of the following flashcards each: *phone shop*, *shoe shop*, *sports shop*, *butcher's*. Ask them to hold up their flashcards so the rest of the class can see them, and tell them they are the owners of those shops.
- Tell the rest of the class to imagine they have 100 rials and they are in a shopping mall. They see these shops and they decide what they have to buy.
- Students say, for example, *I have to spend 50 rials at the shoe shop and 50 rials at the butcher's*.
- Encourage "shopkeepers" to advertise their products by saying, e.g. *Look at the amazing shoes I have in my shop!*
- Ask each student in turn to say what they have to spend their money on.
- Every time a student decides to spend money in a shop, write the amount spent on the board behind that "shopkeeper".
- At the end, add up the totals and see which "shopkeeper" made the most money.

Lesson 4, part 2

Starting the lesson


- Play *Listen and pass it on!* (see page 19) with the Unit 4 flashcards (Money and prices).

Practice


Activity Book

Lesson 4, part 2 **Vocabulary and Grammar** 4

1 Find and circle money words in the wordsnake.



2 Label the pictures. Use the words from Activity 1.



1 get pocket money 3 purse 6 sell
 2 wallet 4 save 7 buy
 5 money box 8 spend

3 Look at the pictures in Activity 2. Tell the story. What's the present? **Teddy bear**

4 Read and write the correct form of *have to*.

- I've got a lot of pocket money, so I don't have to save any money to buy the festival ticket.
- She doesn't have to go to the greengrocer's to buy vegetables for the salad. She's got all the ingredients she needs.
- My sister's head hurts so she doesn't have to go to school today. My dad has to go to the pharmacy to buy her some medicine.
- Mudrik and I have a Maths exam tomorrow. It's difficult, so we have to study a lot this evening, but we don't have to tidy our rooms. We can do it tomorrow.

5 In pairs, say what you have to and don't have to do tomorrow.

I have to tidy my room tomorrow. I don't have to go to the shops.

fifty-one 51

1 Find and circle money words in the wordsnake.

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

2 Label the pictures. Use the words from Activity 1.

- Students look at the pictures and, using the words from Activity 1, label each item or verb they can see.
- Check answers using the Lollipop stick technique (see page 14).

3 Look at the pictures in Activity 2. Tell the story. What's the present?

- Students work in pairs to create a story using the pictures. Ask students what they think the present is.

4 Read and write the correct form of *have to*.

- Students work individually and check in pairs.
- Check answers using the Lollipop stick technique (see page 14).

5 In pairs, say what you have to and don't have to do tomorrow.

- Place students in pairs for this activity. Tell students they can use the model dialogue on the page to help.
- Walk around the class monitoring pairs.

Extra activity Fast finishers

- Students copy the song but change the *big blue boat* to something they would like and draw a picture.

Dictation

- Ask students to open their notebooks and get ready for a short dictation.
- Play the audio (track 4.10) for students to individually listen and write the words.
- Check answers as a class.

4.10

butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop

Finishing the lesson

- Ask *Do you like the song? Can you remember it without looking at the book?*
- Ask some fast finishers/different students for a different idea for a toy. Students sing the song with a different toy.
- 4.8 Play the karaoke version of the song again and encourage students to sing.
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiables 4B, 13B, 22 and 31

- Ask students to do photocopiables 4B, 13B, 22 and 31.

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about corner shops in different countries
- **Target language:** revision of vocabulary and grammar

Materials

- objects that you can buy at a corner shop (newspaper, magazine, stamps, cleaning products, stationery, ice cream wrapper)
- Unit 4 Culture video
- Unit 4 Project video
- coloured pencils
- photocopiable 58

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique (see page 15)

Lesson 5, part 1

Starting the lesson

- Write *Corner shop* on the board. Ask *What can you buy at a corner shop?* and elicit answers.

Presentation

- Explain that in this lesson students will talk about corner shops in different countries.
- Ask students to guess which English-speaking countries they will read about. Write their ideas on the board.

- Introduce these words from the text. If available, show students the objects you brought in. Write the words on the board with the first letter missing. Students raise their hands to say the complete words:
newspaper, magazine, stamps, cleaning products, stationery, ice cream.
- Ask *What would you buy from a corner shop from this list?* They come to the front, point to an object/word and say *I'd buy . . .*

Culture notes

- There are fewer milk bars in Australia today than 30 years ago, but you can still find them in suburban areas.
- In North America, you can usually find a corner shop at a petrol station.
- Corner shops usually open early and close late, so they are open when other shops are closed.

Practice

Class Book

Lesson 5, part 1
CULTURE

The world of the corner shop

Which shop will you go to when you need something quickly, or when you want to spend your pocket money? Do you have to go to a supermarket or a shopping mall? Or will you go to a corner shop, where it's quick and easy to get what you need?

Most corner shops sell sweets, food, drinks, newspapers and magazines. In the UK, corner shops also sell stamps, cleaning products and stationery, such as pens and birthday cards. In Australia, a traditional corner shop is called a *milk bar*. In New Zealand, it's called a *dairy*. In the past, milk bars and dairies sold a lot of milk and ice cream, and some were also cafes where you could eat and drink. Now they usually sell a lot of different foods and drinks, as well as milk and ice cream.

In North America, there are many different names for corner shops! In New York, a corner shop is often called a *bodega*. In Canada, it's a *corner store*. There are many names for corner shops, but one thing is the same: we all buy things from them!

Fun fact
Did you know that in Detroit, a city in the USA, a corner shop is called a *party shop*?

- 1 **Before you read** What do you buy from corner shops?
- 2 Listen and read.
- 3 What does your corner shop sell and what do you like buying there?

My corner shop sells milk and sweets.

Find out more! Watch the video.

86 eighty-six

Activity Book, Unit 4 Lesson 5, part 1

1 Before you read What do you buy from corner shops?

- Refer students to page 86 and read the question. Students discuss in pairs for one minute. Then ask for class feedback.
- Tell students to look at the photos. Ask *What can you see?*

2 🎧 4.11 Listen and read.

- Tell students to find different names for *corner shop* in the text.
- Play the audio all the way through.
- Check comprehension with questions. Ask *What other names did you find? (milk bar, dairy, bodega, corner store) What countries did you read about? (the UK, Australia, New Zealand, the USA, Canada) Look at the countries on the board. Did you guess these countries?*

4.11

The world of the corner shop

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In North America, there are many different names for corner shops! In New York, a corner shop is often called a *bodega*. In Canada, it's a *corner store*. There are many names for corner shops, but one thing is the same: we all buy things from them!

Extra activity Critical thinking

- 🧑‍🤝‍🧑 Students work in pairs and write three sentences about the text: two true and one false. They then read them to another pair who guess which are true.

3 🗨️ What does your corner shop sell and what do you like buying there?

- 🧑‍🤝‍🧑 Place students in pairs to take turns asking and answering the questions.
- Ask different pairs to demonstrate a question and answer.

Diversity

Challenge

- Ask students to say a key word from the text that is connected to the theme of shops. Students write the words in their vocabulary lists.

Support

- Write key words from the text on the board. Have students copy the words into their vocabulary lists.

▶ Find out more! Watch the video.

- Tell students they are going to watch a video and to pay attention because they are going to do a worksheet, too.

Extra activity TPR

- Call out different things you can buy at a corner shop. Students mime they are using each thing, e.g. *newspaper, ice cream, pen, chocolate bar, carton of juice, a stamp.*

Activity Book

Lesson 5, part 1

CULTURE

1 📖 After you read Where can you use these names for a corner shop? Match.

The corner shop

2 ✍️ Complete the sentences.

birthday different drink milk quickly

- 1 You go to a corner shop to buy something quickly.
- 2 You can buy pens and birthday cards in a corner shop in the UK.
- 3 In the past, convenience stores in Australia and New Zealand sold milk and ice cream.
- 4 You could eat and drink in some corner shop in Australia and New Zealand in the past.
- 5 In North America, there are many different names for a corner shop.

3 🧑‍🤝‍🧑 Shop at a corner shop!

- Work in groups.
- Draw or print pictures of things you sell in a corner shop. Then make price tags.
- Nominate a sales assistant for your corner shop.
- Go shopping! Each student chooses something to buy from one of the shops.

52 fifty-two

1 📖 After you read Where can you use these names for a corner shop? Match.

- Students draw lines to match the name to the place.
- 🧑‍🤝‍🧑 Students compare answers with a partner.

2 ✍️ Complete the sentences.

- Students complete the sentences with a word from the box.
- Check answers as a class.

3 Shop at a corner shop!

- Place students in groups of six for this activity.
- Each student draws one item they can sell at the shop.
- Students roleplay buying and selling things at the shop.
- Ask for class feedback after students complete the activity. Prompt with questions: *What does your shop sell? What are your prices?*

Extra activity Fast finishers

- Students draw a shelf with products in a corner shop and label the items you can buy there.

Finishing the lesson

- Ask *What did you learn today?* and have students raise their hands to offer answers.

Lesson 5, part 2

Starting the lesson

- Explain that you are going to play a memory game.
- Say *In my corner shop, you can buy newspapers.*
- Point to the student nearest you and demonstrate that they have to say *In my corner shop, you can buy newspapers and* (student's suggestion).
- Then point to the next student and demonstrate that they need to say the first two items plus their own suggestion, e.g. *In my corner shop you can buy newspapers and apples and pens.*
- Go round all the students in the same way. As the list gets longer, encourage students to help each other remember all the items on the list.
- Continue until four minutes is up, or until students can no longer remember all the items.

Presentation

- Explain that in this lesson students will make a TV advert for a corner shop.

Practice

Class Book

Make a TV advert for a corner shop

1 Work in groups.

- Divide students into groups of four.
- Give groups two minutes to brainstorm ideas.

2 Plan and practise your TV advert.

- Explain that students should write a script for their advert and that there should be something for every student in the group to say. Students can also refer to the video.

- Read the Writing tip and remind students to use the phrases in their script.

3 Present your advert to the class.

- Read the Speaking tip and ask students to tell you what they should do when they are speaking (sound excited).
- Each group presents their advert to the class. Remind students to listen carefully to the other groups' adverts as there will be questions about them later.

4 Have a class vote: which was the best advert?

- Make a classroom display. Have a class vote for their favourite advert.
- **Extension** Film the adverts on a mobile phone. Students watch their adverts.

Lesson 5, part 2

Project Make a TV advert for a corner shop

- Work in groups.**
 - Choose a name for your shop.
 - Decide what you sell in the shop.
 - Choose three things to say about your shop.
- Plan and practise your TV advert.**
- Present your advert to the class.**
- Have a class vote: which was the best advert?**

Tip: Speaking
Sound excited when you speak, then other people will be excited too!

Tip: Writing
You can use these phrases in your advert:
*Come to our friendly shop, (name).
You can buy ... and ... here.
We also sell ...
You will be happy that you came here!*

Let's call the shop ...

We can sell ... and ...

Our shop will be ... and ...

Dream Gifts
Come to our friendly shop, Dream Gifts. You can buy the best gifts here. We also sell cards. You will be happy that you came here!

eighty-seven 87

Finishing the lesson

- Staying in the same groups, students use the Three facts and a fib technique (see page 15) to write sentences about their shop, using the information they presented in their advert.
- Ask students to present their sentences to the class to spot the facts and the fib.

Extra activity Photocopiable 58

- Ask students to do photocopiable 58.

Lesson 6

Objectives

- **Lesson objectives:** to learn to ask for a price; to learn and practise /z/
- **Target language:** *How much is (it)? It's (fifteen) rials.*

Materials

- Yes/No response cards
- Unit 4 English in action video
- photocopiable 28

Global Scale of English (GSE)

- **Listening:** Can identify how much something costs in short, simple dialogues about the price of something, e.g. in a shop, if speech is slow and clear (GSE 31).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique (see page 14); Lollipop stick technique (see page 14)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students questions for them to respond with their Yes/No response cards. Ask *Do you spend money on presents? Are you careful about prices? Do you buy things which are expensive/cheap? Do you like buying presents? Do you like getting presents?*

Presentation

- Explain that in this lesson students will learn to ask for prices.
- Ask *What do we call a shop where you can buy presents?* and elicit *gift shop*. Ask *What was the last present you bought? Who was it for?* Students raise their hands to offer answers.

Practice

Class Book

English in action
Asking for a price

Lesson 6

1 Circle the things you can find in a gift shop.

2 Watch or listen. How much is the present which Lucas buys?
twelve rials

3 Watch or listen again, read and check.

Hi, can I look at a necklace which is in the window, please?

The one which has got the blue star on it.

How much is it?

Oh, I haven't got enough money. I've only got thirteen rials.

OK, that's a good idea. I'll have that one, please. My sister will love it! Thank you!

Sure. Which necklace would you like?

Here it is.

It's fifteen rials.

How about the necklace which has a flower on it? That's twelve rials.

My pleasure!

4 Go shopping for presents for your family! Ask for these things.

Can I look at a necklace which is in the window, please?
How much is it?
It's fifteen rials.
I'll have that one, please.
Thank you!
My pleasure!

a pair of shoes a notebook
a ring a phone case

Can I look at a pair of shoes which is in the window, please?

5 Listen and say the tongue twister.

It is a pleasure, yes, such a pleasure
To measure this unusual treasure!



88 eighty-eight

Activity Book, Unit 4 Lesson 6

- Circle the things you can find in a gift shop.
 - Refer students to page 88. Students circle the things individually and then compare their answers in pairs.
- 4.12** Watch or listen. How much is the present which Lucas buys?
 - Play the video or the audio. Students raise their hands to offer answers. Do not confirm answers yet.
 - **Extension** Internet search key words: *the history of Omani money*

4.12

- Lucas:** Hi, can I look at a necklace which is in the window, please?
Man: Sure. Which necklace would you like?
Lucas: The one which has got the blue star on it.
Man: Here it is.
Lucas: How much is it?
Man: It's fifteen rials.
Lucas: Oh, I haven't got enough money. I've only got thirteen rials.
Man: How about the necklace which has a flower on it? That's twelve rials.
Lucas: OK, that's a good idea. I'll have that one, please. My sister will love it! Thank you!
Man: My pleasure!


3   **4.13 Watch or listen again, read and check.**

- Watch the video or play the audio again and students listen and read. Confirm the answer to Activity 2.
- Draw students' attention to the *Say it!* box. Read out the sentences and have students repeat as a class.


4.13

- Lucas:** Hi, can I look at a necklace which is in the window, please?
Man: Sure. Which necklace would you like?
Lucas: The one which has got the blue star on it.
Man: Here it is.
Lucas: How much is it?
Man: It's fifteen rials.
Lucas: Oh, I haven't got enough money. I've only got thirteen rials.
Man: How about the necklace which has a flower on it? That's twelve rials.
Lucas: OK, that's a good idea. I'll have that one, please. My sister will love it! Thank you!
Man: My pleasure!

Extra activity Collaborative work

-  Divide the class into two groups. One group is Lucas; the other is the shop assistant. Play the audio and pause after each sentence. Students from each group repeat what they hear in unison.
- Have different students stand up and read the dialogue.

4 **Go shopping for presents for your family! Ask for these things.**

-  Place students in pairs and assign Student A and Student B. Student A is a customer and asks for information and prices, and Student B is the shop assistant. Then students swap roles. Use the dialogue in Activity 3 as a model.
- **Extension** Students repeat the activity with ideas of their own.

Diversity

Challenge


- Have students perform their dialogues to the class.
- Support**
- Give students one minute to prepare their ideas.

Extra activity TPR

- Play Prices bingo. Tell students to draw a grid with six squares in it. They write six of these prices in the squares: 15 OMR 16 OMR 10 OMR 9 OMR 5 OMR 30 OMR 14 OMR 2 OMR
- Read out the prices in random order. When students hear a price in their grid, they cross it out. When they cross out all their prices, they stand up and shout *Bingo!*

Pronunciation

5  **4.14 Listen and say the tongue twister.**

- Write /ʒ/ on the board. Say the sound and have students repeat. Then say *pleasure* and have students repeat.
- Play the audio. Play it again, pausing after each line, and have students repeat. Play it a third time and have students say the tongue twister with the audio.
-  In pairs, students say the tongue twister as fast as they can.

4.14

It is a pleasure, yes, such a pleasure
 To measure this unusual treasure!







Activity Book

Lesson 6

English in action Asking for a price

1 Listen and match. Then write.

a two rials b five rials c three rials

1  2  3  4  5  6 

d three rials e four rials f six rials

2 You've got five rials. Look at Activity 1. What two things can you buy?
apples, pen or apples, magazine

3 Complete the dialogue. Then listen and check.

Here would I'll much which six rials window

Hi, can I look at the football which is in the (1) window, please?

The one (3) which is blue and white.

How (5) much is it?

Oh! I haven't got enough money. I've only got (7) six rials.

OK, that's a good idea. (8) I'll have that one, please.

Sure. Which football (2) would you like?

(4) Here it is.

It's seven (6) rials.

How about the football which is black and orange? That's six rials.

Pronunciation

4 Circle the words with the /z/ sound. Then listen and check.

usually station television measure

ocean machine visual decision

fifty-three 53

1 Listen and match. Then write.

- Play the audio for students to match the picture with the correct price.
- Students then write the correct number on the price tag.
- Check answers using the Lollipop stick technique (see page 14).

4.15

- 1 **Boy:** This magazine about video games is three rials.
- 2 **Girl:** I'll buy this pizza. It's six rials.
- 3 **Boy:** This bag of apples is two rials.
- 4 **Boy:** How much is this football?
Man: It's five rials.
- 5 **Woman:** This pen is three rials.
- 6 **Girl:** I'll buy the pack of shoelaces. It's four rials.

2 You've got five rials. Look at Activity 1. What two things can you buy?

- Students work individually and then compare answers with a partner.

3 4.16 Complete the dialogue. Then listen and check.

- Ask students to complete the dialogue using the words from the box.
- Play the audio for students to check answers.

4.16

- Boy:** Hi, can I look at the football which is in the window, please?
- Woman:** Sure. Which football would you like?
- Boy:** The one which is blue and white.
- Woman:** Here it is.
- Boy:** How much is it?
- Woman:** It's seven rials.
- Boy:** Oh! I haven't got enough money. I've only got six rials.
- Woman:** How about the football which is black and orange? That's six rials.
- Boy:** OK, that's a good idea. I'll have that one, please.

4 4.17 Circle the words with the /z/ sound. Then listen and check.

- Students work individually to circle the words with the /z/ sound.
- Play the audio for students to check answers.

4.17

usually, station, television, measure, ocean, machine, visual, decision

Extra activity Fast finishers

- Students write the questions Lucas asked the shop assistant. Then they try to remember the answers.

Finishing the lesson

- Ask *Do you think you can ask for prices in English?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 28

- Ask students to do photocopiable 28.

Lesson 7

Objectives

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

Materials

- photocopiable 32

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can follow simple stories with basic dialogue and simple narrative (GSE 35). Can scan a simple text to find specific information (GSE 41). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Write *shoes* on the board. Ask *What's the name of the shop where you can buy shoes? What's the word for a person who helps in a shop?* Help students to answer (shoe shop, shop assistant) and write these words on the board.

Presentation

- Explain that in this lesson students will read a text about shopping for shoes. Ask students to predict what they think the story will be about, using the words on the board.
- Write *try on*, *they fit* and *notice* on the board. Read them out and have students repeat.
- Explain the meanings with sentences:
I always try on clothes before I buy them.
The shoes fit me. They're not too big.
Dana looks carefully and notices everything.
- Ask students to add ideas to their predictions for the story with these new words.

Diversity

Challenge

- Ask students extra questions, e.g. *What do you try on in shops? Did they fit you?*

Support

- Point to the words on the board as you say the sentences. Speak slowly and clearly. Explain meanings in L1 if necessary.

Practice

Class Book

Lesson 7 Skills

Reading

1 **Before you read** Look at the picture. What do you think the text is about?
shopping for shoes

2 Listen and read.

Hi Dana
Last week, I went to the shoe shop with my friend Rasha. I noticed some shoes in the window and I really liked them! They were blue and very pretty. 'Buy them quickly,' said the shop assistant. 'These are my last blue shoes,' he said. I did not have enough money to buy them. 'Tell your dad,' said Rasha. 'Perhaps he will buy them for you.'
The next week, I went to the shoe shop with my dad.
'Where are the blue shoes which were in the window?' I asked the man.
'Sorry, I sold them!' he said. I was very sad.
On Tuesday, it was my birthday. My mum and dad gave me a present in a box. I opened the box. What was inside? The blue shoes!
'These are the shoes which I liked!' I said. 'How did you know that I wanted them?'
'Your friend Rasha told me,' said Mum. 'So I bought them before you went to the shop with Dad.' I was very happy.
'Try them on,' said Mum.
'They fit me!' I said.
Look at this photo. I'm wearing my blue shoes!
Love,
Razan

3 **After you read** Read the sentences and circle **True** or **False**.

1 Razan first went to the shoe shop with Dana.	True	False
2 She did not have enough money to buy the blue shoes.	True	False
3 Her friend Rasha bought the shoes.	True	False
4 Mum bought the shoes as a present.	True	False

4 **Tick (✓) the best summary.**

a Razan saw some shoes in a shop window. She did not have enough money to buy them. Later, her dad took her to the shop but the shoes were not in the window. Razan was sad but her mum bought the shoes for her as a birthday present!

b Razan did not have enough money to buy some shoes. On her birthday, she got the shoes. She was very happy!

Tip: Reading
A summary should mention all the important points in the story. Which summary does that?

Activity Book, Unit 4 Lesson 7 eighty-nine 89

1 **Before you read** Look at the picture. What do you think the text is about?

- Refer students to page 89. Students discuss in pairs first. Using the Lollipop stick technique (see page 14), ask students for ideas. Accept all reasonable suggestions.

2 **4.18 Listen and read.**

- Ask students to find out if their prediction was correct. Play the audio.
- Check comprehension with questions. Ask *When did Razan go to the shoe shop? (last week) What did she see? (some shoes) Did she buy them? (no) Who bought them? (Razan's mum) Why? (for Razan's birthday)*

4.18

Hi Dana

Last week, I went to the shoe shop with my friend Rasha. I noticed some shoes in the window and I really liked them! They were blue and very pretty. 'Buy them quickly,' said the shop assistant. 'These are my last blue shoes,' he said. I did not have enough money to buy them. 'Tell your dad,' said Rasha. 'Perhaps he will buy them for you.'

The next week, I went to the shoe shop with my dad. 'Where are the blue shoes which were in the window?' I asked the man.

'Sorry, I sold them!' he said. I was very sad.

On Tuesday, it was my birthday. My mum and dad gave me a present in a box. I opened the box. What was inside? The blue shoes!

'These are the shoes which I liked!' I said. 'How did you know that I wanted them?'

'Your friend Rasha told me,' said Mum. 'So I bought them before you went to the shop with Dad.' I was very happy.

'Try them on,' said Mum.

'They fit me!' I said.

Look at this photo. I'm wearing my blue shoes!

Love,

Razan

3 After you read Read the sentences and circle True or False.

- Students work in pairs and take turns to read the sentences.
- Ask for feedback using the Lollipop stick technique (see page 14).
- Put students in groups of five. Each student is assigned a role from the reading text (Razan, Rasha, shop assistant, Dad, Mum). They write a dialogue for the reading text and act out the story.

Extra activity TPR

- Tell students that they are at the shoe shop and they should mime what you describe. Say *You are Razan and you are looking at some shoes.*
You are Mum and you are buying some shoes.
You are Razan and you are trying on the shoes.
You are the shop assistant and you are selling the shoes.

4 Tick (✓) the best summary.

- Read the Reading tip to students.
- Give students a minute to complete the activity.

Activity Book

Skills

Lesson 7

Reading

1 After you read Complete the crossword.

try on notice shop assistant pretty fit

Down

1 A person who works in a shop.

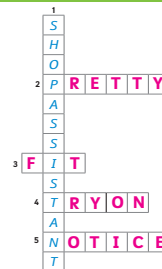
Across

2 Something that looks nice.

3 To be the correct size.

4 To put some clothes or shoes on to check the size.

5 To see something.



2 Answer the questions.

1 Where were Rasha and Razan last week?

They were in a shoe shop.

2 What did Razan want to buy?

some blue shoes

3 Why did she not buy them?

She did not have enough money.

4 Why was Razan sad the next week?

The shoes were sold.

5 What was her birthday present?

the blue shoes

6 What happened when she tried the shoes on?

They fit her.

3 Go to the story on the Class Book page 89. Change some of the information below and make your own version of the story. Retell it in pairs.

last week → yesterday shoe shop → _____ sold → _____
 Rasha → _____ blue shoes → _____ happy → _____
 Dad → _____ present → _____

54 fifty-four

1 After you read Complete the crossword.

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

2 Answer the questions.

- Students answer the questions about the text from the Class Book.

3 Go to the story on the Class Book page 89. Change some of the information below and make your own version of the story. Retell it in pairs.

- Place students in pairs to complete the activity.
- Walk around the class monitoring pairs.

Extra activity Fast finishers

- Students write ten favourite words from this lesson in their notebooks.

Finishing the lesson

- Ask *Did you like Razan's email? Would you like to be a shop assistant? Why?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 32

- Ask students to do photocopiable 32.

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about where you like to go shopping; to write an email to a friend about shops
- **Target language:** revision of vocabulary and grammar

Materials

- a ball
- sheets of A4 paper, enough for each group of students
- coloured pencils
- photocopiable 36

Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions (GSE 33).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can use an apostrophe to show possession (GSE 31). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38). Can write short, simple texts on familiar topics in linked sentences (GSE 40). Can write short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model (GSE 45).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Happy/sad face technique (see page 14)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); groupwork
- Independent learning: Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson

- **4.7** Play the song from Lesson 4 and encourage students to join in and do the actions they learnt.

Presentation

- Explain that in this lesson students will listen to people talk about a shopping mall, talk about the shops they like and then write an email to a friend about the shops.

- Ask students to say the shops they remember.

Practice

Class Book

Skills
Lesson 8, part 1

Listening

1 **Listen and write.**

Shopping in Westport

Main shopping street: Queen Street

- 1 Indoor market has cafés, a greengrocer's, a **fishmonger's**
- 2 The shopping mall is called the **Smith** Centre.
- 3 For medicine: go to the **pharmacy** in the shopping mall.
- 4 Toy shops: **two** in the market.

Speaking

2 **Ask and answer where they like to go shopping.**

Where do you like to go shopping?

I like to go shopping in the sports shop and the gift shop.

Writing

3 **Read. What does Nada like to buy from the greengrocer's?**

Hi Sharifa,
You asked for some advice about good places to shop in my city.
On Long Street there are a lot of great shops and there's also a market where you can buy delicious food. There's a fishmonger's, a butcher's and a greengrocer's at the market. I love the apples and pears which you can buy from the greengrocer's!
There's a big shopping mall where you can buy clothes and presents. There are gift shops, a jeweller's, shoe shops and a big toy shop which is called Kids Toys. My favourite shop is the toy shop, of course!
You'll have to bring all your pocket money!
Love from Nada

Writing
We use an apostrophe after some shop names. That's because the *greengrocer's* is short for the *greengrocer's shop* = *shop of the greengrocer*.

4 **Write an email to a friend suggesting some shops to visit where you live.**

1 Plan

- Which shops should he/she visit?
- Are the shops at a shopping mall, at a market or on a street?
- What special things can he/she buy there?

2 Write

You asked for some advice about ...
At the market ...
At the shopping mall ...
I love ...

3 Check your work

- Used an apostrophe correctly?

90 ninety
Activity Book, Unit 4 Lesson 8, part 2

Listening

1 **4.19 Listen and write.**

- Refer students to page 90 and tell them to read the information before they listen so they know what to listen for.
- Play the audio.

4.19

1 Woman: Hi, everyone. Here we are in Westport and it's time to go shopping! I'll tell you about the different shops in Westport. Firstly, the main shopping street is Queen Street. On Queen Street there is also an indoor market, where you can buy clothes, pictures and shoes.

Girl: Can you buy food there?

Woman: Oh, yes! There are a lot of cafés, and also a greengrocer's and a fishmonger's.

2 Woman: In the city centre there's also a big shopping mall. It's called the Smith Centre.

Boy: How do you spell 'Smith'?

Woman: S-M-I-T-H.

Boy: Thank you!

- 3 Girl:** Excuse me. I've got a headache. I have to find a pharmacy and buy some medicine.
- Woman:** I'm sorry you're not feeling well. There's a pharmacy at the shopping mall. I can take you there.
- Girl:** Thank you.
- 4 Woman 2:** I'd like to buy some presents for my children. Where is a good shop for children?
- Woman:** Oh, there are a lot of shops! In the Smith Centre there's a good children's clothes shop. And in the market there are two great toy shops!
- Woman 2:** Two toy shops? That's great, thank you!
- Woman:** You're welcome! OK, everyone ready? Let's go shopping!

Diversity

Challenge


- Ask *What can you buy at the shopping mall? Why does the girl want to find a pharmacy? What does the woman want to get for her children?*

Support

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

Speaking

2 Ask and answer where they like to go shopping.


-  Students work in pairs.
- When they have talked about shops, students change partners and repeat the activity.
- Ask different students to talk about their preferences. Ask for class feedback. Prompt with questions: *Who likes going shopping in the market?*

Writing


3 Read. What does Nada like to buy from the greengrocer's?

- Give students a minute to read the text and find the answer.
- Check comprehension with questions. Ask *What's the name of the street she likes? (Long Street) What can you buy at the shopping mall? (clothes and presents) What does Sharifa have to bring? (all her pocket money)*

Extra activity TPR

-  Using the Happy/sad face technique (see page 14), students respond to your questions: *Do you know how to write an email? Are you ready to write this email? Are you going to read the plan?*

4 Write an email to a friend suggesting some shops to visit where you live.

- Read the Writing tip.
- Go through the plan with students. Tell them to brainstorm ideas. They try to think of answers to the questions in the plan.
-  Students work in pairs to write their email in their notebooks.
- Walk around the class monitoring pairs.
- Ask pairs to check that they used apostrophes.

Extra activity Critical thinking

- Students write a list of items that a lot of people buy online.

Finishing the lesson

- Tell students that they will write an email about shops where they live in the next lesson. Ask them to think about what shops are interesting and what you can buy there.

Lesson 8, part 2

Starting the lesson

- As a class, brainstorm the most popular or interesting shops in your town. Ask students to say what kind of shops they are.

Practice

Activity Book

Lesson 8, part 2

Writing

1 Look and write 's at the end of the shop names where necessary.

1 jeweller's 2 fishmonger's 3 pharmacy 4 greengrocer's 5 kiosk

2 Plan and write an email to a friend suggesting some shops to visit in your town.

1 Plan

Read and answer. Make notes.
Which shops should your friend visit?
Are the shops in a shopping mall, in a market or on a street?
What special things can your friend buy there?

2 Write

Use your notes and write.

3 Check your work

Read your text again and tick (✓).
Correct use of apostrophes? A capital letter at the start of each sentence?
A full stop at the end of each sentence? Linking words?
Correct spelling? Clear handwriting?

Writing tip
We use an apostrophe after some shop names. That's because the greengrocer's is short for the greengrocer's shop = shop of the greengrocer.

3 In groups, make a shopping map of your town. Display it in class.

fifty-five 55

- In groups, make a shopping map of your town. Display it in class.

- Place students in groups to design the map.
- Have a class vote for the best map.

Extra activity Fast finishers

- Students find the shopping vocabulary and write the words down.

Finishing the lesson

- Students write down what they achieved in their Learning diary (see page 15): *In Lesson 8, I listened to ... I described ... and I wrote an email about ...*

Extra activity Photocopiable 36

- Ask students to do photocopiable 36.

1 Look and write 's at the end of the shop names where necessary.

- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 14).

2 Plan and write an email to a friend suggesting some shops to visit in your town.

- Plan: Give students one minute to complete their notes.
- Write: Students work individually to complete the email.
- Check your work: Students evaluate their own work. They can refer to the email they wrote in their notebooks in the previous lesson and to the writing model on page 69 in the Activity Book.
- Using the Two stars and a wish technique (see page 15), students read and check each other's work.

Lesson 9

Objectives

- **Lesson objectives:** to review unit language
- **Target language:** unit vocabulary

Materials

- 8 word cards from Lesson 4

Global Scale of English (GSE)

- **Speaking:** Can describe common everyday objects using simple language (GSE 31). Can talk about everyday activities using simple language (GSE 34). Can ask a range of questions in guessing games to find the answer (GSE 36). Can talk about plans for the near future in a simple way (GSE 36).
- **Writing:** Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can correct spelling mistakes in their own writing, with support (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork

Starting the lesson

- Ask students a key question about learning numbers, e.g. *When will you need to ask for prices in English?* Accept all reasonable answers.

Presentation

- Explain that in this lesson students will do revision of the unit vocabulary and then play a game.
- Revise the shops by saying what you can buy in a shop. Ask different students to write the names on the board: *butcher's, corner shop, fishmonger's, gift shop, greengrocer's, jeweller's, kiosk, pharmacy, phone shop, shoe shop, sports shop, toy shop.*
- Write vocabulary connected to money and prices on the board with the first letter missing: *buy, get pocket money, money box, purse, save, sell, spend, wallet.*
- Say these sentences, but say *beep* instead of the relative pronoun. Students raise their hands to say the missing word. *My friend is a person 'beep' likes going shopping. The shopping mall is the place 'beep' we often meet. The trainers in the sports shop are the ones 'beep' he likes best.*

- Revise *have to* and *don't have to*. Using the Lollipop stick technique (see page 14), ask students to say one thing they have to or don't have to do at home.

Extra activity TPR

- Divide the class into two teams. Hide the word cards around the room. Call out a word/phrase and have two students (one from each team) search for the word. The student who finds the word card thinks of a sentence with the word to win his/her team a point.

Practice

Class Book

Lesson 9 Review

1 Sort the words.

jeweller's pharmacy sports shop kiosk butcher's
corner shop fishmonger's gift shop

Shops where you can buy food	Shops where you can buy jewellery	Shops where you can buy medicine	Shops where you can buy something to wear
butcher's fishmonger's corner shop kiosk	jeweller's gift shop	pharmacy	sports shop gift shop

2 Describe a shop or a thing which you can buy in a shop.

It's a shop where you can buy ... It's a thing which you can buy in a ...

3 Hisham, Tasneem, Amani and Mazin have to buy and sell some things to get some money. Describe what they have to and don't have to do. Your partner guesses.

	Hisham	Tasneem	Amani	Mazin
sell a bike	✓	✗	✓	✗
spend some pocket money	✓	✗	✓	✓
spend some Eid money	✗	✓	✗	✓
buy a new wallet	✓	✗	✗	✓
buy a new money box	✗	✓	✓	✗

He has to sell a bike. He doesn't have to spend any Eid money.

Hisham? Yes!

Challenge
Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find these things.

- 1 Find the name of a machine which carries you upstairs and downstairs. (1 point) *escalator (Lesson 2)*
- 2 Find the name for a corner shop in New Zealand. (1 point) *a dairy (Lesson 5)*
- 3 Find what the greengrocer's is short for. (1 point) *the greengrocer's shop (Lesson 8)*

Now think of three more questions to ask the other team.

Activity Book, Unit 4
Lesson 9 ninety-one 91

1 Sort the words.

- Refer students to page 91. Students work in pairs and sort the words from the box into the correct category heading.
- Check answers using the Lollipop stick technique (see page 14).

2 Describe a shop or a thing which you can buy in a shop.

- Students work in the same pairs and complete the activity.
- Walk around the room monitoring pairs.

Diversity

Challenge

- Promote class discussion about shops after the activity. Ask *Where can you buy a football/T-shirt/book/phone/comic? What else can you buy there?* Ask students to suggest more things.

Support

- Students can write some ideas down in notes before talking in pairs in Activity 2. This can be a class brainstorm or in pairs.

3 **Hisham, Tasneem, Amani and Mazin have to buy and sell some things to get some money. Describe what they have to and don't have to do. Your partner guesses.**

- Students work in the same pairs and complete the activity.
- One student looks at the table and chooses either Hisham, Tasneem, Amani or Mazin. The student then looks at the ticks and crosses to decide what they have to and don't have to do to get some money. They then describe this for their partner to guess who it is.
- Walk around the room monitoring pairs, making sure they are taking turns.

Extra activity Collaborative work

- Play a memory game. A student says *I have to sell my bike*. The next student adds something: *I have to sell my bike and my books*, and so on.

Challenge

Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four.
- Give students two minutes to think of three extra questions.
- Monitor the game or groups and award points.

Activity Book

1 **Read and circle the shops Huda will visit and underline the things she will buy. Then write how much she will spend and save.**

- Students read the text, circling the shops Huda will visit and underlining any of the things she will buy.
- Ask students to first work out how much Huda is going to spend using the price tags in the windows and write it on the line. They then work out how much money Huda will have remaining.
- Check answers with a partner.

2 **You've got 15 OMR. Look at Activity 1. Choose three things you want to buy. Write and say how much you are going to spend.**


- Students look at the picture in Activity 1 and choose three things they want to buy. Remind students they only have 15 OMR to spend. They then fill in the description with the correct information for them, working out how much they will spend and how much they will save.
- They read their partner's work.
- Ask different students to read out their descriptions to each other in groups and compare.

Lesson 9

Review

1 **Read and circle the shops Huda will visit and underline the things she will buy. Then write how much she will spend and save.**

Hi, I'm Huda.
 On my trip into town, I'll go shopping, but I don't want to spend all of my money! I've got 15 OMR.
 First, I want to go to the toy shop where I want to buy a yo-yo. I like the orange one, which is cheaper. Then I want to go to the kiosk where I have to buy a new pencil case for school. I want to buy the yellow one which looks like a rocket. Oh! I also have to buy my magazine which I always buy once a month! That's two rials.
 I'm going to spend 8 OMR.
 I'm going to save 7 OMR.



2 **You've got 15 OMR. Look at Activity 1. Choose three things you want to buy. Write and say how much you are going to spend.**

Hi! I'm _____. On my trip into town, I'll go shopping, but I don't want to spend all my money! First, I want to go to _____

I'm going to spend _____ OMR. I'm going to save _____ OMR.

Self-assessment

My work in Unit 4 is OK good excellent.

My favourite lesson is the one about _____.

Now I can _____.

I need to work more on _____.

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Self-assessment

- Ask students to think back on Unit 4 and fill out the Self-assessment box.

Extra practice

1 **Circle the odd one out.**

- Students look at the groups of words and circle the thing that cannot be found in the shop. They then compare answers with a partner.

2 **Complete the sentences. Use who, which or where.**

- Students complete the activity individually by re-writing the sentences using relative clauses.
- Check answers using the Lollipop stick technique (see page 14).

3 Complete the sentences.

- Students complete the sentences with a word from the box.
- Ask different students to read out a sentence.

4 Read and complete for you. Use *have to* or *don't have to*. Then compare in pairs.

- Students work individually to complete the sentences about themselves and check in pairs.

Lesson 9 **Extra practice** 4

1 Circle the odd one out.

1 greengrocer's → apples bananas meat carrots
 2 toy shop → yo-yo doll model boat medicine
 3 jeweller's → magazine necklace ring watch
 4 kiosk → sweets newspapers stamps TV

2 Complete the sentences. Use *who*, *which* or *where*.

1 Dana is a student. She's wearing a green dress.
 Dana is the student who's wearing a green dress.

2 This is a new shop. You can buy nice presents in the shop.
 This is the new shop where you can buy nice presents.

3 That's a tablet. I want to buy that tablet tomorrow.
 That's the tablet which I want to buy tomorrow.

4 These are my friends. They're from Australia.
 These are my friends who are from Australia.

3 Complete the sentences.

buy pocket purse sell money box spend

Some children get (1) pocket money from their mum or dad. Then you can save it in a (2) money box or you can go shopping to (3) spend it. Imagine you want to buy a box of chocolates for your parents. You take your (4) purse or your wallet to carry the money and you go to the shop where they (5) sell chocolates. After you (6) buy the chocolates, you go back home, give it to your parents and eat the chocolates together. Yummy!

4 Read and complete for you. Use *have to* or *don't have to*. Then compare in pairs.

1 I _____ help my parents at home.
 2 I _____ watch TV every day.
 3 I _____ do homework at the weekend.
 4 I _____ eat fruit and vegetables every day.
 5 I _____ spend all the pocket money I get.

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Vocabulary and Grammar reference

1 Read and add more words to the list.

- Ask students if they can think of any other words to add to the list. Students can work in pairs to complete the activity.

2 Read and complete.

- Students work individually to fill in the table using a word from the box. They then compare answers with a partner.

Dictation

- Have students turn to page 70 in their Activity Books.
- Play the audio (track 4.20) for students to individually listen and write the sentences.
- Check answers as a class.

4.20

- 1 **Boy:** We're in the shop where my brother works.
 2 **Boy 1:** Does he have to buy that boat?
Boy 2: No, he doesn't.
 3 **Girl:** Can I look at the necklace which is in the window, please?

Vocabulary and Grammar reference

Lesson 9

Vocabulary

1 Read and add more words to the list.

Shops		sports shop		Money (verbs)	
butcher's	_____	toy shop	_____	buy	_____
corner shop	_____		_____	save	_____
fishmonger's	_____		_____	sell	_____
gift shop	_____		_____	spend	_____
greengrocer's	_____		_____		_____
jeweller's	_____		_____		_____
kiosk	_____		_____		_____
pharmacy	_____		_____		_____
phone shop	_____		_____		_____
shoe shop	_____		_____		_____

Grammar

2 Read and complete.

who where email What does have to don't has to Does

Relative sentences			
person	It's the man	¹ <u>who</u>	lives opposite.
thing	It's the ² <u>email</u>	which	I sent you.
place	It's the house	³ <u>where</u>	my aunt lives.

have to affirmative and negative		
I / We / You / They	(don't) have to	go to school.
He / She / It	⁴ <u>has to</u> / doesn't ⁵ <u>have to</u>	stay at home.

have to interrogative			
⁶ <u>What</u>	do / does	I / we / you / they / he / she / it	have to do?
Do	I / we / you / they	have to	stay here?
⁷ <u>Does</u>	he / she / it		
Yes, I / we / you / they do.		No, I / we / you / they ⁸ <u>don't</u> .	
Yes, he / she / it ⁹ <u>does</u> .		No, he / she / it doesn't.	

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Go to Dictation on page 70.

Progress path

- Refer students to page 109 in their Class Books and page 73 in their Activity Books and ask them to answer questions 7 and 8.
- Students get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Write on the board *In Unit 4, I can ..., I am good at ..., I am not very good at ...*. Students complete them with their own evaluation.

Get ready for...

Lesson 10

Objectives

- **Lesson objectives:** to practise for A1 Movers Listening Part 3 and Reading and Writing Parts 5 and 6
- **Target language:** unit vocabulary and grammar

Materials

- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Speaking:** Can talk about everyday activities using simple language (GSE 34).
- **Writing:** Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14)
- Peer learning: Expert envoy technique (see page 15); pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Elicit the different shops from page 81 of Unit 4 and ask students to write the words correctly on the board. Say sentences and students say which shop it is, e.g. *This is a place where you can buy fruit and vegetables. This is a place where you can buy fish. This is a place where you can buy a football. This is a place where you can buy a comic.*

Presentation

- Explain that in this lesson students will revise the work from the unit and practise for the A1 Movers exams.

Practice

Class Book

Lesson 10

Get ready for...

A1 Movers Listening Part 3

1 Listen and write a letter in each box.

a

b

c

d

e

f

1

2

3

4

Hazim d

Nada e

Issa f

Aseel c


Exam Tip Remember: you won't need all the pictures! But check each picture carefully to make sure you've got the right one.

A1 Movers Reading and Writing Part 6

2 Look, read and write.

Complete the sentences.

- The man and the boy are going down the escalator.
- The man with the red hat has to post a letter.
- The greengrocer's sells bananas and other fruit.



Answer the questions.

- Where can you buy cheese? You can buy cheese at the butcher's.
- What is the man at the café buying? He is buying coffee and cake.

92 ninety-two Activity Book, Unit 4 Lesson 10

1 4.21 Listen and write a letter in each box.

- Tell students that this practises the A1 Movers Listening Part 3 exam.
- Ask a volunteer to read the Exam tip aloud. Point out that there are six pictures and four sentences in this task.
- Play the audio. Students listen and match each person 1–4 with the correct picture a–f. Remind them that there are two extra pictures.
- Play the audio more than once if necessary.
- Check answers as a class.


4.21

- 1 Hazim:** What do you call the shop where you can buy fish?
Boy: Do you mean a fishmonger's?
Hazim: Yes! I have to go to the fishmonger's to buy some fish.
Boy: OK, Hazim. I'll come with you.
- 2 Nada:** I have to spend some Eid money to buy a present.
Girl: You can take the money in your money box, Nada.
Nada: No, it's not easy to carry! I'll take my purse.
Girl: It's a nice purse.
- 3 Boy:** Where do you like to go shopping, Issa?
Issa: I don't like going to the corner shop, but I like the gift shop.
Boy: Why?
Issa: I can buy presents for my family and friends at the gift shop.
- 4 Girl:** I like these shoes, but I don't have enough money to buy them.
Aseel: I don't spend money every week. I save some.
Girl: That's a good idea, Aseel. How do you save it?
Aseel: Every week, I put some of my money in a money box.


2  Look, read and write.

- This activity is based on the A1 Movers Reading and Writing Part 6 exam.
- Ask students to look carefully at the picture. They then complete the sentences using the correct information from the picture.
- Students then answer the questions in full sentences.



Extra activity Collaborative work

-  Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique (see page 15). Students write their opinion about the unit under the lesson headings. The envoy reports back to the class.

Activity Book

Lesson 10 **Get ready for...** 

A1 Movers Reading and Writing Part 5

Think!  **1**  Read the text. Write one word in the missing gaps.

Juma will go to his grandma's house this afternoon with his older brother Sultan and sister Sabah. First, they have to buy Grandma a present. It's her birthday. 'Grandma needs a new book, so I'll go to the bookshop', says Sabah. 'I'll go to the jeweller's and buy her a necklace,' says Sultan. Juma sees a phone case in a phone shop window. 'I'll buy her that!' he says. 'She'll love it!'


1 Juma, Sultan and Sabah will go to the shops to buy their grandma a present. 

2 Sabah has to go to the bookshop to buy a book.

3 Sultan wants to go to the shop which sells necklaces.


4 Juma is the boy who will buy a phone case.

A1 Movers Listening Part 5



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1 **Think!**  Read the text. Write one word in the missing gaps.

- Tell students that this activity practises the A1 Movers Reading and Writing Part 5 exam.
- Students look at the picture then read the text carefully.
- They then read the gapped sentences and complete them with the correct information from the text.
-  Check answers using the Lollipop stick technique (see page 14).

2 **Do!**   4.22 Listen, colour and write.

- Hand out coloured pencils and explain that students need to only colour the items and places mentioned in the audio.
- Play the audio.

4.22

- 1 Woman:** Can you colour this picture now?
Boy: Yes, OK! It's a busy shopping day at the shopping mall.
Woman: That's right. There's a girl who's buying some carrots at the greengrocer's. Colour the carrots.
Boy: OK.
Woman: You have to make them orange.
- 2 Woman:** Now, I'd like you to colour the gift shop. Can you see it?
Boy: Yes. It's the shop which is between the pharmacy and the jeweller's.
Woman: That's right. Well ... you don't have to colour all the shop. Colour only the present which is in the window. Colour it green, please.
Boy: It's a big present!
Woman: Yes, it is!
- 3 Boy:** Can I colour a wallet?
Woman: OK. Colour the wallet which the boy in the pharmacy is holding.
Boy: Can I colour it red?
Woman: Yes, why not? Red is a nice colour.
Boy: Great!
- 4 Boy:** Can I do some writing, too?
Woman: Yes, I'd like you to write the word 'Pharmacy'.
Boy: Where? At the top of the pharmacy which is next to the gift shop?
Woman: Yes, please. You have to be careful when writing the word. Don't rush!
Boy: OK.
Woman: You don't have to write anything else.
Boy: OK, but can I colour something else?
Woman: Yes, of course. I'd like you to colour a pair of shoes.
Boy: The shoes which the boy in the shoe shop is trying on?
Woman: No, the big pair of shoes in the shoe shop window. Can you see them?
Boy: Yes, they're big.
Woman: Please colour them blue.
Boy: OK.
- 5 Woman:** And now, can you see the jeweller's? Colour the money box which the girl is holding, please.
Boy: All right. Can I colour it yellow?
Woman: That's a nice colour, but I'd like you to colour it pink, please.
Boy: Pink then.
Woman: Thank you! Well done!

Finishing the lesson

- Ask *How did you get on in Unit 4? Which lesson did you like best? Which words were the easiest and most difficult?*
- 📚 Use the Summative and thought-provoking questions technique (see page 15) to ask how successful their learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Unit 4 practice

- Students now complete the Unit 4 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

End-of-semester 1 practice

- Students now complete the End-of-semester 1 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

Objectives

- **Lesson objectives:** to revise unit language with fun tasks
- **Target language:** revision of unit language

Materials

- Unit 4 flashcards (Shops: *butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop*)

Global Scale of English (GSE)

- **Reading:** Can understand basic key words in short notes or messages (GSE 29).
- **Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses (GSE 28).
- **Speaking:** Can ask simple questions about very familiar topics (GSE 30). Can read aloud a familiar short text (GSE 30).

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Traffic light cards technique (see page 15)
- 👥 Peer learning: pairwork; Expert envoy technique (see page 15)
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Play *Picture dictation* (see page 19) with the Unit 4 flashcards (Shops).

Presentation

- 🎯 Explain that in this lesson, students will talk about the differences between two pictures (Activity 1) and play a game (Activity 2). Ask students to look at Activity 1 and Activity 2 and say what they think they have to do.

1 Work in pairs. Find the ten differences. Look and say.

- Ask students to read the instructions and look at the pictures quickly. Ask *Are the two pictures the same? (no) How many things are different? (10)*
- Explain that students need to find the differences and then tell their partner about them. They should take it in turns to explain the differences. Demonstrate by pointing to one of the differences and saying, e.g. *In this picture, a boy and his dad are looking at the sports shop, but in this picture...* and eliciting the rest of the sentence (*a boy and his mum are looking at the sports shop*).

- 🗨️ Use the Traffic light cards technique (see page 15) to check students know what to do.

Practice

Class Book

Fun corner 4

1 Work in pairs. Find the ten differences. Look and say.

2 In pairs, play *Ready, Steady, Go!* Take turns to choose a number for your partner to find, say and answer.

4	19	2	13	3	9	20	6	16	15
11	14	17	7	1	10	5	8	12	18

1 When you want to save your pocket money every week, this is where you can put it.	2 Describe a greengrocer's.	3 It's the place where you can buy a newspaper.	4 It's a place where you can buy a yo-yo and a teddy.
5 Describe an artist.	6 This is someone who flies a plane.	7 This is a person who cooks food in a restaurant.	8 It's something which I carry my money in when I go shopping.
9 It's a place where you can buy fish.	10 This is a place where you can buy a football or running shoes.	11 It's a place where you can buy a tablet.	12 Describe an astronaut.
13 It's a place where you can buy medicine.	14 It carries people upstairs and downstairs.	15 Describe a gift shop.	16 It's a place where you can buy meat.
17 Describe a jeweller's.	18 It's a place where you can buy shoes.	19 It's a place where you can buy some milk, a birthday card and some chocolate.	20 It's someone who puts out fires and rescues people.

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2 In pairs, play Ready, Steady, Go! Take turns to choose a number for your partner to find, say and answer.

- Tell students they are going to play a game. Explain that you score points by saying the things in the boxes, and the winner is the person who has the most points at the end.
- Ask two confident students to come to the front to demonstrate. Students choose a number as follows: Student A closes their eyes and Student B moves their finger along the row of numbers. Student A says "stop" and Student B calls out the number their finger stopped on. Student A then has to find that number and say the word or follow the instruction in the box. If they do this correctly, they score a point.
- 🗨️ Put students in pairs and use the Expert envoy technique (see page 15) to help students who haven't understood what they have to do.

Finishing the lesson

- 🎓 Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today. Ask *Did you enjoy the Fun corner? What activity did you like the most?*

Lesson 1

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 4; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to understand the main idea of a text; to skim a text for gist; to evaluate a text
- **Target language:** *fishmonger's, butcher's, greengrocer's, corner shop, pharmacy, gift shop, shoe shop, toy shop; save, pocket money, buy; She has to buy fish; the shop which sells vegetables; the man who works in the toy shop.*
- **Phonics:** /ʒ/




Materials

- Unit 4 flashcards (Shops: *butcher's, greengrocer's, fishmonger's, pharmacy, kiosk, jeweller's, sports shop, gift shop, phone shop, corner shop, shoe shop, toy shop*)
- a 30cm ruler (or measuring tape)
- a box
- four items to go in the box – anything that students know the word for

Global Scale of English (GSE)

- **Reading:** Can understand the main idea in a short, simple picture story (GSE 30). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story, if guided by questions (GSE 35). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39). Can scan a simple text to find specific information (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can re-tell a familiar story, given prompts or a model (GSE 39). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can select key words and phrases from a short simple text and use them in their own writing (GSE 41).

Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique (see page 14)
-  Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson

- Explain that the story is about a girl going shopping. Brainstorm different kinds of shops (use the Unit 4 flashcards to help if necessary). Write the shops on the board as students call them out. Point to each word and ask students to explain what it is, using *It's a shop where...* (*It's a shop where you can buy fish / meat / fruit and vegetables / lots of different things.*)

Presentation

-  Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 4 will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 120.


Before you read

1 Before you read

1) Match the words with the pictures.

- Before students read, ask them to turn to page 120 in their Class Books.
- Students complete the activity individually.
- Check answers as a class.

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

- Refer students the pages 94–97 in the Class Book. Tell them to focus on the pictures. Tell them not to read at this stage.
-  Using the pictures, students think about what happens in the story and then discuss their ideas with a partner.
- Discuss students' ideas as a class.

Listen and read

Class Book

Graded reader 1

Dates for Dad

Rosie is shopping for her mum. She has to buy fish, chicken and mushrooms. She has to buy dates for her dad, too – he loves dates! Rosie can also buy herself some chocolate.



First Rosie goes to the fishmonger's to buy some fish.



94 ninety-four

Graded reader 1 4

Next, she goes to the butcher's to buy some chicken.



Rosie then goes to the shop which sells vegetables – the greengrocer's. She goes in and she buys some mushrooms.



ninety-five 95

Graded reader 1

Rosie looks at the money in her purse. She's got four euros. She goes into the corner shop where she can buy dates and chocolate.



96 ninety-six

Graded reader 1 4

Rosie buys the dates for her dad, but she hasn't got enough money for the chocolate. When she gets home, she sees her dad in the garden.



ninety-seven 97



Unit 4, Graded reader 1

Dates for Dad

1 Before you read

1) Match the words with the pictures.

1 mushrooms 2 fish 3 dates

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

2 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

2) Read the story again and look at the pictures. Circle the things that Rosie buys at the shops.

3 After you read

1) Are the sentences *true* or *false*?

1 Rosie goes to the fishmonger's, butcher's, greengrocer's and corner shop. ... **true** ...

2 You can buy fish and chicken in the greengrocer's. **false – You can buy vegetables in a greengrocer's.**

3 Rosie has got enough euros to buy herself some chocolate. **false – She hasn't got enough Euros to buy chocolate.**

2) **Over to you!** What is the main idea in this story? Write your ideas.

3) Tell this story to a friend or family member.

120 one hundred and twenty

2) Over to you! What is the main idea in this story? Write your ideas.

- Students answer the question individually and compare answers in pairs. Remind them what a main idea is.
- Monitor and help if necessary.
- Invite volunteers to share their answers with the class.
- Discuss students' answers as a class.

3) Tell this story to a friend or family member.

- Encourage students to retell the story to a friend or family member.

Finishing the lesson

- Ask students if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of the plot.
- Ask students which character was their favourite and encourage them to give reasons for their answers.

2 GR4.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers to question 2 on page 120 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answer differed.

2) Read the story again and look at the pictures. Circle the things that Rosie buys at the shops.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 120 individually.
- Check answers as a class.

3 After you read

1) Are the sentences *true* or *false*?

- Students work in pairs to complete the activity.
- Check answers as a class.
- Ask students to correct the false sentences.

Lesson 1, option B

Starting the lesson

- Explain that the story is about saving your money to buy something. Ask students if they have ever saved money to buy something they really want. Ask *What did you buy? How did you feel when you bought it?*
- Brainstorm different kinds of shop (use the Unit 4 flashcards to help if necessary). Write the shops on the board as students call them out. Point to each word and ask students to explain what it is, using *It's a shop where...* (*It's a shop where you can buy fish / meat / fruit and vegetables / lots of different things.*)

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 4 will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 121.

Before you read

1 Before you read

1) Match the words to the pictures.

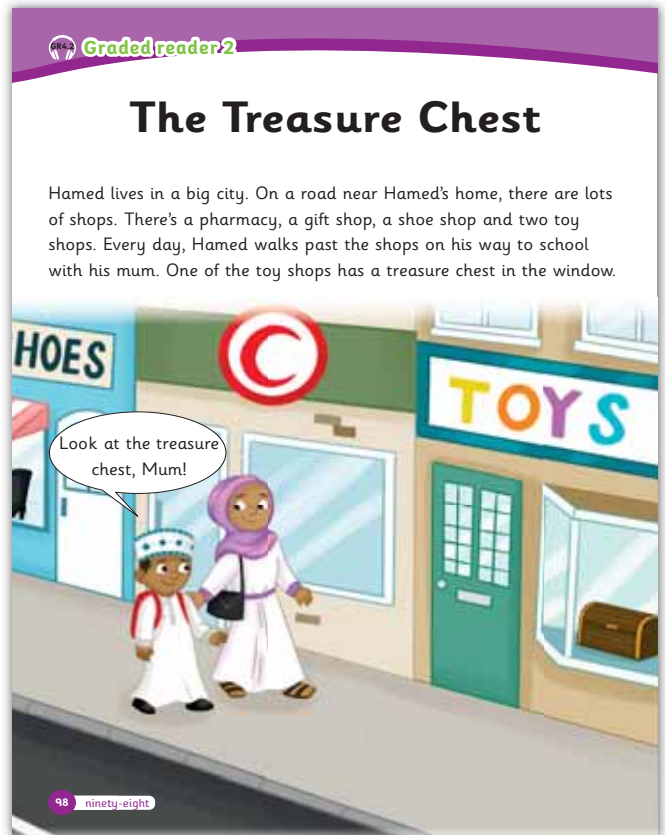
- Before students read, ask them to turn to page 121 in their Class Books.
- Students complete the activity individually.
- Check answers as a class.

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

- Refer students the pages 98–101 in the Class Book. Tell them to focus on the pictures. Tell them not to read at this stage.
- Using the pictures, students think what happens in the story and then discuss their ideas with a partner.
- Discuss students' ideas as a class.

Listen and read

Class Book



Graded reader 2

After four weeks, Hamed has enough money in his money box to buy the treasure chest. He gives his pocket money to the man who works in the toy shop.

At home, Hamed is excited to open the treasure chest and see the treasure inside it. His sister is excited, too.

What's in the treasure chest, Hamed?

100 one hundred

Graded reader 2

Hamed opens the treasure chest – but it's empty!

Oh no! There's no treasure!

Don't worry, Hamed. You can put your treasure in it!

Hamed puts lots of his favourite things in the treasure chest.

I love my treasure chest!

one hundred and one 101

Unit 4, Graded reader 2

The Treasure Chest

1 Before you read

1) Match the words to the pictures.

1 treasure

2 pocket money

3 treasure chest

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

2 GR.2 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Read the story again and look at the pictures. Circle the things that Hamed puts in his treasure chest.

3 After you read

1) Are the sentences *true* or *false*?

1 Hamed wants to buy a treasure chest from a toy shop. true

2 After eight weeks, Hamed buys the treasure chest. false – Hamed buys it after

3 Hamed is sad because the treasure chest is empty. true four weeks.

2) **Over to you!** What things would you put in a treasure chest? Write your ideas.

3) Tell this story to a friend or family member.

one hundred and twenty-one 121

2 GR.2 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers to question 2 on page 121 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answer differed.

2) Read the story again and look at the pictures. Circle the things that Hamed puts in his treasure chest.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 121 individually.
- Check answers as a class.

3 After you read

1) Are the sentences *true* or *false*?

- Students work in pairs to complete the activity.
- Check answers as a class.
- Ask students to correct the false sentence.


2)  **Over to you!** What things would you put in a treasure chest? Write your ideas.

- Students answer the question individually.
- Monitor and help if necessary.
- Invite volunteers to share their answers with the class.

3)  **Tell this story to a friend or family member.**

- Encourage students to retell the story to a friend or family member.

Phonics

- Write on the board *measure* and *pleasure*, with the /z/ sound underlined as shown. Ask students what sound is the same in both these words (/z/).
- Ask students which word in the story contains this sound (*treasure*).
- Show students a box with four items inside it and say *This is my treasure chest!*
- Show students the items and say *This is my treasure!*
-  Choose a student using the Lollipop stick technique (see page 14) and hand them a ruler. Say *Measure the treasure in the treasure chest!* and encourage the class to chant this with you. Demonstrate that you want the student to measure the height of the item. Write the measurement in centimetres on the board.
- Repeat with the other three items, encouraging students to chant *Measure the treasure in the treasure chest!* each time.
- Point to each of the measurements on the board. Students have to say which object matches that measurement.

Finishing the lesson

- Ask students if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of the plot.
- Ask students which character was their favourite and encourage them to give reasons for their answers.

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to consolidate and extend vocabulary and grammar from Units 1–4
- **Target language:** *make a pizza, bake a cake, do an experiment, build a robot, make a rocket, visit a toy shop*

Materials

- stopwatch or timer

Global Scale of English (GSE)

- **Reading:** Can follow a simple dialogue about familiar, everyday activities (GSE 31).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 16). Can talk about their hobbies and interests, using simple language (GSE 34). Can make simple arrangements to meet or do something (GSE 39). Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?') (GSE 42).
- **Writing:** Can write some familiar words (GSE 20). Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 14); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15); portfolio

Lesson 1, part 1

Starting the lesson

- **1.6** Tell students they are going to sing the song from page 19, Activity 2. Divide the class into groups. Play the karaoke version for students to sing in their groups.

Presentation

- Explain that in this lesson students will learn more vocabulary related to activities and making suggestions.

Practice

Class Book

Language booster 1

- 1 How many hobbies can you say?
- 2 Read and say. Then listen and order.

3 make a pizza

6 bake a cake

4 do an experiment

1 build a robot

5 make a rocket

2 visit a toy shop
- 3 Listen and tick (✓) or cross (X). What do the children decide to do?
- 4 Read and circle. Then listen and practise with a partner.

What (shall) / can we do today?

Um. How about visiting a museum / library?

No, I don't visit / like museums.

What about visiting / visit the toy shop?

That's a bad / great idea! I love toys.

All right. Don't / Let's visit the toy shop then!

102 one hundred and two

1 How many hobbies can you say?

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

2 LC1.1 Read and say. Then listen and order.

- Ask students to look at the pictures. Read the words under each picture and have students repeat.
- Using the Lollipop stick technique (see page 14), have volunteers read the words aloud to the class.
- Play the audio for students to listen and write the correct number in the box. Check answers as a class.

LC1.1

- | | |
|-----------------|--------------------|
| 1 build a robot | 2 visit a toy shop |
| 3 make a pizza | 4 do an experiment |
| 5 make a rocket | 6 bake a cake |

3 LC1.2 Listen and tick (✓) or cross (✗). What do the children decide to do?

- Ask students to look at Activity 3. Ask students to say what is in the speech bubble. (*a cake, a pizza, a robot, a present/gift*)
- Tell students they are going to listen to a dialogue. Play the audio for students to put a tick or cross next to the items.

LC1.2

- Girl 1:** Oh no! It's raining. What shall we do today?
Girl 2: Um. How about baking a cake?
Girl 1: No, I'm not very good at baking.
Girl 2: What about making a pizza?
Girl 1: No, I'm not hungry.
Girl 2: All right. How about building a robot? Or making a rocket?
Girl 1: I'm not great at making things.
Girl 2: OK ... I know! I got a science kit for my birthday. What about doing an experiment?
Girl 1: Yes! That's a great idea. I love science! Let's do an experiment.

4 LC1.3 Read and circle. Then listen and practise with a partner.

- Ask students to look at the speech bubbles. Have two volunteers read them aloud. Draw students' attention to the options. They read and select the correct option.
- Use the Traffic light cards technique (see page 15) to check if students know what to do.
- Play the audio for students to check their work. Ask for pairs to read the correct dialogue aloud.

LC1.3

- Boy 1:** What shall we do today?
Boy 2: Um. How about visiting a museum?
Boy 1: No, I don't like museums.
Boy 2: What about visiting the toy shop?
Boy 1: That's a great idea! I love toys.
Boy 2: All right. Let's visit the toy shop then!

Diversity

Challenge

- In pairs, students practise the dialogue, changing the activities each time. The first speech bubble stays the same. Ask volunteers to perform their dialogue for the class.

Support

- Review the vocabulary and grammar with students. Point out that *How about ...?* and *What about ...?* are ways of making suggestions. Students practise making suggestions about other activities.

Lesson 1, part 1

LC1

5 Read and circle.

1 How about ...
 a play board games?
 b **playing board games?**

2 What about ...
 a **going to the sports shop?**
 b go to the sports shop?

3 Shall we ...
 a visiting my granny?
 b **visit my granny?**

4 Let's ...
 a **go to the kiosk.**
 b going to the sports shop!

6 Write the words to complete the dialogue.

Let's building making that's How

What shall we do today?
 What about ¹ **making** a pizza?
 No, I'm not hungry.
² **How** about ³ **building** a robot?
 Yes, ⁴ **that's** a great idea. I love robots.
 All right. ⁵ **Let's** build a robot.

7 Think. Make suggestions with a partner.

What about ...?
 How about ...?

No, I don't like ... No, I'm not good at ... Yes, I love ... Yes, great idea!

What about making a robot?
 How about doing an experiment?

Show what you know

Well done!

Can you name different hobbies and shops?
 Can you understand a dialogue about what to do?
 Can you suggest what to do with a friend?

Activity Book, Language booster 1
 Lesson 1, part 2 one hundred and three 103

5 Read and circle.

- Write *How about ...? What about ...? Shall we ...?* and *Let's ...* on the board. Explain that these are ways of making suggestions. Tell students that we use the gerund after *about*, e.g. *How about going ...? What about making ...?*
- Students complete the activity individually. Correct as a class.

6 Write the words to complete the dialogue.

- Students look at the word box. Then they complete the dialogue with the correct word.
- Check answers as a class using the Lollipop stick technique (see page 14). Explain any mistakes students might have made.
- Students practise the dialogue in pairs. Invite students to come to the front of the class and act out their dialogues. Repeat with as many students as possible.

7 Think. Make suggestions with a partner.

- Read the grammar box, focusing on the verbs and nouns.
- LC1.4 Play the audio for students to repeat. Go around the class and elicit a possible answer to each question from students.
- Students work in pairs and form a dialogue using the suggestions and the possible answers.

- Help and monitor where necessary.
- 🗉 Students write down the questions and answers from their dialogue. Suggest they keep it in their portfolios (see page 15).

LC1.4

What about making a robot?
How about doing an experiment?

Show what you know

- 👥 Ask students what they have learnt in Bo's Learning Club pages. Students answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually by ticking the relevant boxes (or they can use stars or happy faces).
- **Extension** Use games in the Games Bank to review any new words.

Finishing the lesson

- Ask students to draw themselves doing their favourite activity from today.
- 🗉 Use the Summative and thought-provoking questions technique (see page 15) to ask students what they think about what they learnt today.

Lesson 1, part 2

Starting the lesson

- Review the activities from the previous lesson. Spell a word for students to say the complete phrase. Say, e.g. C-A-K-E. Students say *bake a cake*. Practise all the activities in this way.

Practice

Activity Book

Bo's Learning Club 1 Language booster 1

1 Write the letters to complete the words.

1 m a k e a pizza

2 b a k e a cake

3 d o an experiment

4 b u i l d a robot

5 m a k e a rocket

6 v i s i t a toy shop

2 Find the words. Complete the sentences.

idea making making building going visiting

1 How about making a pizza?
2 What about doing an experiment?
3 How about baking a cake?
4 What about building a robot?
5 How about visiting the kiosk?
6 Yes, that's a great idea !

3 Match the questions and answers.

1 What about building a robot? — a Yes, that's a great idea! I love making things.
2 How about baking a cake? — b Yes, I love building things.
3 What about visiting a fishmonger's? — c Yes, I'm hungry. Let's bake!
4 How about doing an experiment? — d No, I don't like fish.
5 What about making a rocket? — e Yes, I like Science.

60 sixty


1 Write the letters to complete the words.

- Students complete the activity individually. Check as a class, having students read the complete phrases.
- Ask students to mime one of the activities. The rest of the class guesses what it is.

2 Find the words. Complete the sentences.

- Students look at the word snake. Tell them they have to find the words to complete the sentences.
- 🗉 Students do the activity individually. Check answers as a class, using the Lollipop stick technique (see page 14). Ask students to read out the completed sentences.

3 Match the questions and answers.

- Ask students to look at Activity 3. Read the instruction aloud.
- Students complete the activity individually. Then check answers as a class.
-  Divide the class into pairs. One reads the questions and the other the answers. Swap and repeat.

Lesson 1, part 2

LC1

4 Order the words to complete the dialogue.

1 shall do we What
Osama: *What shall we do* _____?

2 about doing How experiment an
Yousif: *How about doing an experiment* _____?


3 Science like No, I don't
Osama: *No, I don't like science* _____.

4 going What to the about shopping mall
Yousif: *What about going to the shopping mall* _____?

5 idea that's great a Yes,
Osama: *Yes, that's a great idea* _____!

6 shopping go let's OK,
Yousif: *OK, let's go shopping* _____.

5 Now write your own dialogue. Use the picture prompts.




1 How about _____?

2 No, _____.

3 What _____?

4 Yes, _____.

5 OK. Let's _____.

6  Draw an indoor activity or a shop. Write a suggestion.

_____?

sixty-one 61


5 Now write your own dialogue. Use the picture prompts.

- Students look at the pictures. Ask them to say what they can see and what phrase the picture represents (*bake a cake, make a rocket, build a robot, visit a museum, do an experiment, juggle, visit a toy shop*).
- Students write their own dialogue individually. Then they work in pairs and practise each other's dialogue.


6 Draw an indoor activity or a shop. Write a suggestion.

- Students think about an indoor activity or a shop and draw it in the box.
- Then they write a suggestion using *How about ...?* or *What about ...?*
- Check what students have drawn and ask them to tell the class. Ask students to read out their suggestion. They can choose someone in the class to answer with *Yes, that's a great idea!* or *No, I don't like ...*


Finishing the lesson

- Do a class survey on the hobbies and activities in the lessons. Find out which are the most popular. Write them on the board for students to vote for their favourite.
-  Use the Summative and thought-provoking questions technique (see page 15) to ask students what they think about what they learnt today.

4 Order the words to complete the dialogue.

- Students look at the example. Read the words aloud and then the sentence. Explain that students have to order the words.
-  Students complete the activity individually. Check answers as a class using the Lollipop stick technique (see page 14). Ask for two volunteers to read out the completed dialogue.

Extra activity TPR

-  Divide the class into two teams – Team A and Team B. The team members from each team take it in turns to mime an activity for their own team. The rest of the team has to guess what it is to win a point. For example, one person in Team A mimes baking a cake and his/her teammates say *How about baking a cake?* Then Team B mimes, e.g. doing an experiment and his/her teammates say *What about doing an experiment?*

Lesson 2

Objectives

- **Lesson objectives:** to learn about our solar system
- **Target language:** *air, go round, Jupiter, Mars, Mercury, Neptune, ring, Saturn, Uranus, Venus*

Materials

- LC1 flashcards (Space and planets: *air, go round, Jupiter, Mars, Mercury, Neptune, ring, Saturn, Uranus, Venus*)
- sheets of A4 paper, enough for each group of students
- Yes/No response cards
- photocopyable 76

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 41).
- **Speaking:** Can talk about their hobbies and interests, using simple language (GSE 34). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Lollipop stick technique (see page 14); Yes/No response cards technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Write *Our solar system* on the board. Ask students to raise their hands and name any planets they know in our solar system. Tell students they will learn the names of the planets and also a lot of interesting things about them in these lessons.

Presentation

- Explain that in this lesson students will learn about how big the planets are and how far they are from the Sun.

- Pre-teach the words *go round* and *ring*. Ask students if they know of any planets that have a ring around it. Check they understand the word *air*. Then ask them if they know which planets have air.
- Encourage discussion and tell them they will find the answers to these questions in the lesson.

Practice

Class Book

Science
The solar system

Think 1 What do you know about planets?

Learn 2 Listen and read.

The Planets in our Solar System

There are eight planets in the solar system and they all go around the Sun. Our planet is called Earth and it goes around the Sun every 365 days. That is one year! Earth also has a moon. We can live on Earth because there is air and water here. Most planets and moons do not have these.

The nearest planets to the Sun are called Mercury and Venus, then we have Earth. Some planets are very far from the Sun. The furthest are called Uranus and Neptune.

The biggest planet is called Jupiter. It is 11 times larger than Earth and has more than 90 moons! Saturn is amazing, too. This planet has 146 moons and a big ring around it!

The other planet is called Mars and it has the highest mountain in the solar system. It is called Olympus Mons and it is three times higher than Mount Everest!

check 3 Match the questions with the answers.

1 How many planets are there in the solar system?	a One year.
2 How long does it take for Earth to go around the Sun?	b It has 146 moons and a big ring.
3 How can we live on Earth?	c There are eight.
4 Which are the farthest planets from the Sun?	d Because there is air and water.
5 Why is Saturn amazing?	e Mars.
6 Where is the highest mountain in the solar system?	f Uranus and Neptune.

104 one hundred and four

1 Think What do you know about planets?

- Refer students to page 104. Read the question. Students discuss for one minute in pairs. They then raise their hands to offer ideas to the class.
- **Extension** Internet search key words: *European Space Agency. Kids, planets and the solar system*

2 Learn LC1.5 Listen and read.

- Before students read, draw their attention to the picture. Ask them if they know any of these planets. Which do they think is nearest to the Sun?
- Play the audio.
- Check comprehension with questions. Ask *What do all the planets go around? (the Sun) What is our planet called? (Earth) Which planets are nearest to the Sun? (Mercury and Venus) Which is the biggest planet? (Jupiter) How many moons has it got? (more than 90) What is the mountain called on Mars? (Olympus Mons) It is two times higher than Mount Everest? (No, it is three times higher)*

LC1.5**The planets in our solar system**

There are eight planets in the solar system and they all go around the Sun. Our planet is called Earth and it goes around the Sun every 365 days. That is one year! Earth also has a moon. We can live on Earth because there is air and water here. Most planets and moons do not have these.

The nearest planets to the Sun are called Mercury and Venus, then we have Earth. Some planets are very far from the Sun. The furthest are called Uranus and Neptune.

The biggest planet is called Jupiter. It is 11 times larger than Earth and has more than 90 moons! Saturn is amazing, too. This planet has 146 moons and a big ring around it!

The other planet is called Mars and it has the highest mountain in the solar system. It is called Olympus Mons and it is three times higher than Mount Everest!

Diversity**Challenge**

- Ask students thought-provoking questions: *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?*

Support

- Tell students not to worry about understanding all the words in a text if they can understand the general idea.

3 Check Match the questions with the answers.

- Students work individually to complete the activity. They then compare answers in pairs. Ask for feedback from pairs using the Lollipop stick technique (see page 14).

Extra activity Critical thinking

- Students work in groups of four. Hand a sheet of A4 paper to each group. They write three more questions and answers to match, based on the text. Make sure they mix up the order of the answers. They swap work with another group and complete each other's activities.

Extra activity TPR

- Using their Yes/No response cards, students answer these questions and others you might want to add.

Is the Moon a planet?

Do other planets have moons?

Does Earth have air and water?

Do most planets have air and water?

Do you know the names of all the planets?

Do you want to find out more about planets?

Do you want to be an astronaut?

Extra activity Fast finishers

- Have students find and write one fact about each planet from the text.

Finishing the lesson

- Students work in pairs. Student A looks at Activity 3 and asks a question. Student B closes his/her book and tries to remember the answer. Students then swap roles.
- Students work individually and write four True or False questions about the solar system, based on the information in the text or their own knowledge. They then swap with a partner and answer each other's questions.
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 76

- Ask students to do photocopiable 76.

Lesson 3

Objectives

- **Lesson objectives:** to learn about Mars and to find out about another planet for a fact file

Materials

- LC1 flashcards (*Jupiter, Mars, Mercury, Neptune, Saturn, Uranus, Venus*)
- sheets of A4 paper, enough for each group of students
- coloured pencils, glue, scissors

Global Scale of English (GSE)

- **Reading:** Can understand simple details in short fact files containing some unfamiliar language, if supported by pictures (GSE 38). Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets) (GSE 34).
- **Writing:** Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37). Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 14)
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Hold up the flashcards of the planets. Ask students to raise their hands and name them in order from the Sun outwards.

Presentation

- 🎯 Explain that in this lesson students will learn about another planet in our solar system. They will also make a fact file about a planet.
- Ask students what they can remember about Mars from the last lesson.
- **Extension** 🌐 Internet search key words: *image of Mars*

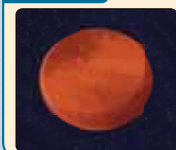
Practice

Class Book

LC1

Lesson 3

Let's practise! 1 Look at the fact file about a planet in the solar system.



Name of planet: Mars
Size: It is the smallest planet in the solar system after Mercury.
How far from the Sun: It is the fourth planet from the Sun.
Number of moons: Two.
Fun fact: A spaceship first visited Mars in 1971!


2 Read the sentences and circle **True** or **False**.

1 Mars is the smallest planet in the solar system. True **False**
 2 Three planets are nearer the Sun than Mars. **True** False
 3 Mars has more moons than Earth. **True** False
 4 Spaceships can't go to Mars. True **False**

Show what you know

Make a fact file about a planet in the solar system

1 Work in pairs. Choose a planet from the solar system.
 2 Write four questions about the planet.
 3 Use the internet to answer the questions and make your fact file.
 4 Choose images from the internet to print or stick in your fact file.
 5 Make your fact file more interesting:
 • Use different colours.
 • Make important words bigger.
 • Draw pictures of stars, astronauts and spaceships.
 6 Show your fact file to another group.



one hundred and five 105

1 Let's practise! Look at the fact file about a planet in the solar system.

- Refer students to page 105. Read the question. Give students one minute to read the fact file.

2 Read the sentences and circle **True** or **False**.

- 👥 Students work in pairs to do the task.
- 🗨️ Ask for feedback using the Lollipop stick technique (see page 14).

Diversity

Challenge


- Ask students to correct the false sentences.

Support

- Highlight where students can correct the answers in the fact file.

Show what you know

Make a fact file about a planet in the solar system.

-  Place students in groups to complete the activity. Hand each group a sheet of A4 of paper, coloured pencils, scissors and glue.
- Students work in pairs to research answers to their questions and make the fact file.
- Display the fact files on the classroom wall. Ask students to read each other's work and vote for their favourite one.

Extra activity Critical thinking

- Students read a fact file from another group and write questions like those in Activity 2 for the fact file. They hand the questions to another group to answer.

Extra activity TPR

- Call out the names of the planets. Students say one fact about it.



Extra activity Fast finishers

- Have students write in their notebooks three things they learnt that they didn't know before these lessons.

Progress path

- Refer students to page 109 in their Class Books and ask them to answer the challenge question. Students can work individually or in pairs.
- Students get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

-  Students work in pairs. Give them one minute to write down all the planets in our solar system. Show them the flashcards for them to check their answers.
- Ask *Did you remember all the planets? Can you spell them?*
-  Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.



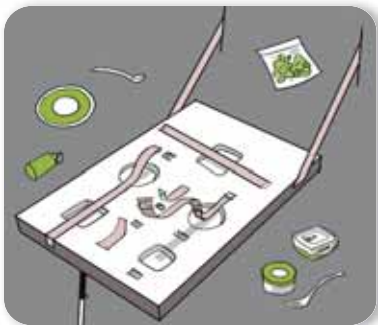
Unit 1 Pages 16–17



Unit 2 Pages 38–39



Unit 3 Pages 60–61



Unit 4 Pages 82–83



Unit 1

My mum is **shorter** than me.

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

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

I'm **the most hard-working** person in the class!

I'm **good at** baking cakes.

I'm **not very good at** making pizza.

Samar is **great at** acting.

Rashid's **terrible at** juggling!

Unit 2

Was everything very different ten years **ago**?

That computer **was** really big!

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

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

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

Could you talk when you were two?

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

Unit 3

It's Hilal's birthday tomorrow. I'll **get** him a present later.

What **will** you **get** him? What about a book on space?

No, I **won't get** him a book. I think I'll **get** him a game.

How deep is the Sea of Oman?

It's 3,700 metres **deep**.

Unit 4

It's the man **who** we saw earlier.
(person)

That's the phone case **which** my mum wants.
(thing)

We're in the shop **where** my brother works.
(place)

I **have to** / He **has to** get some pocket money!

I **don't have to** / He **doesn't have to** buy it now.

Do you **have to** buy that boat?

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

Does he **have to** buy that boat?

Yes, he **does**. / No, he **doesn't**.

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
buy	bought	bought
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
find	found	found
get	got	got
give	gave	given
go	went	gone/been
have	had	had
hold	held	held
keep	kept	kept
know	knew	known
lose	lost	lost
make	made	made
put	put	put
ride	rode	ridden
run	ran	run
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sleep	slept	slept
stand	stood	stood
take	took	taken
tell	told	told
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

Progress path

In pairs, read and answer. Then tick (✓).

Welcome Unit

Describe your friend.
He's / She's got ...

Welcome Unit

Say three things you do before you go to school.

Unit 1

Say three things you're good at.

Unit 2

What could you do when you were five? What couldn't you do?

Unit 2

Where did you go last weekend?

Unit 1

It is good manners to eat noisily. Where am I?
China

Unit 3

Say two things you will do after school tomorrow.

Unit 3

What number is this? **a million**

1,000,000

Unit 4

This is a shop where you can buy ...

- some apples: **greengrocer's**
- a doll: **toy shop**
- fish: **fishmonger's**
- meat: **butcher's**

CHALLENGE

Circle the odd one out.

satellite

space station

planet

rocket

Unit 4

What do you spend your pocket money on?



Progress path

Read and write. Then tick (✓).

Unit 1

Circle for you.

I'm shy / confident .

I'm tidy / untidy .

Welcome Unit

What do you do on Sundays?

I _____

Welcome Unit

What do you do after school?

I _____

Unit 1

I am good at _____

I am great at _____

Unit 2

It's a mobile phone / _____

telephone

Unit 3

What number is this?

50,000

fifty thousand

Unit 3

An astronaut wears this.

It's a _____

pacestisu

spacesuit

Unit 2

I'd like some information about the museum, please.

Unit 4

True or False?

A kiosk is a shop where you can buy medicine.

False

Unit 4

What do you call a shop where you can buy fish?

fishmonger's



TEAM Together OMAN 5A

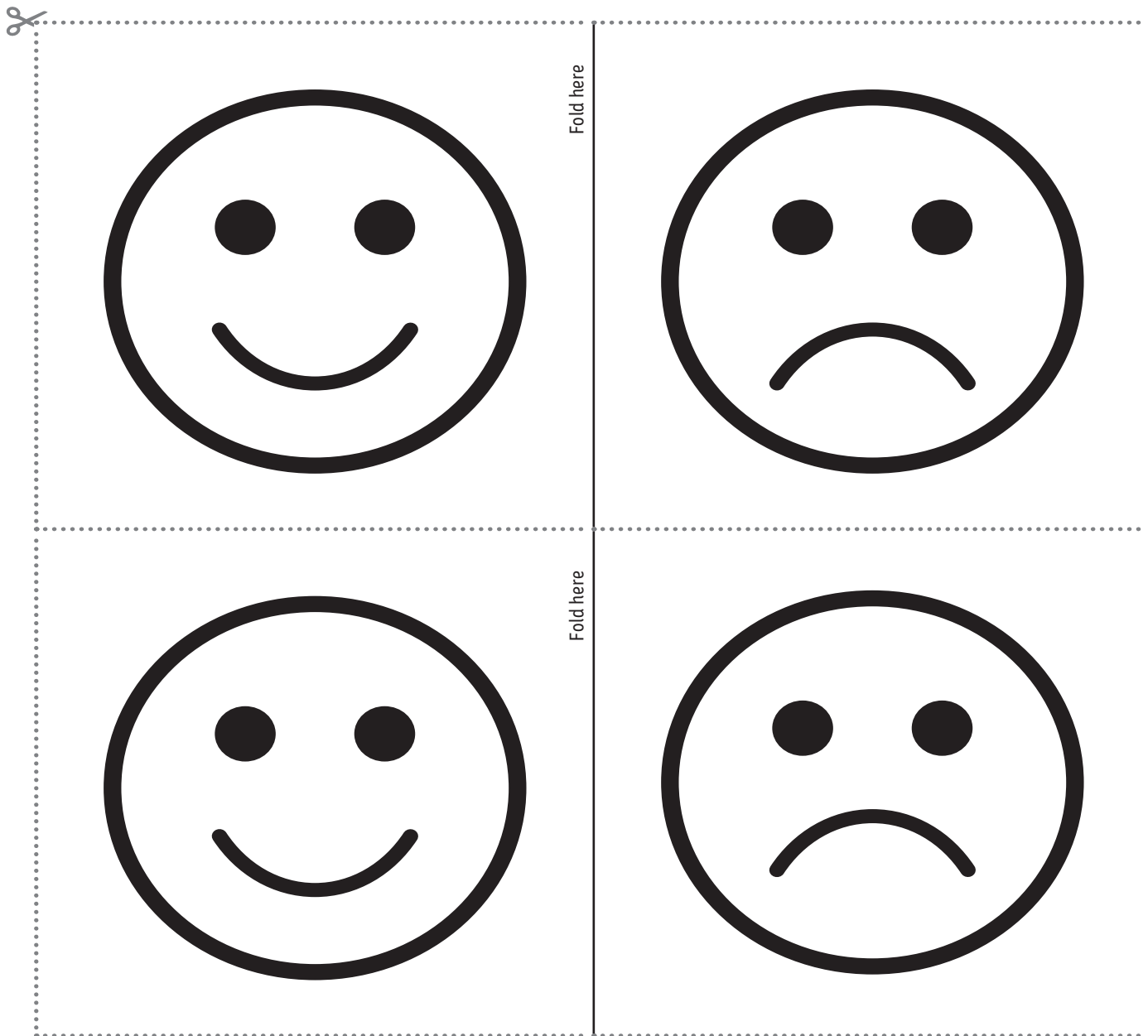
Extra resources

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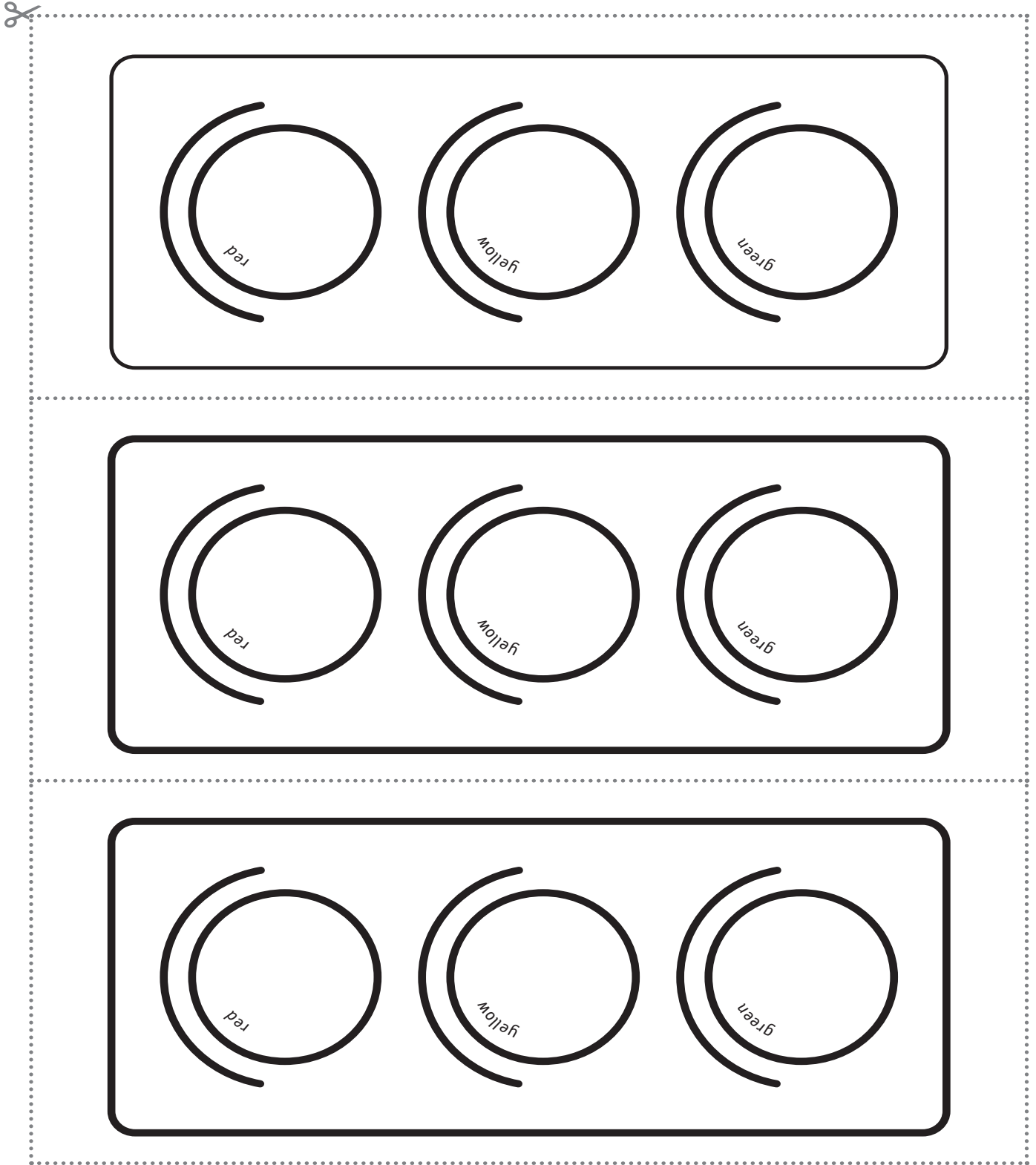
Happy/Sad face cards

Cut out, fold and stick.





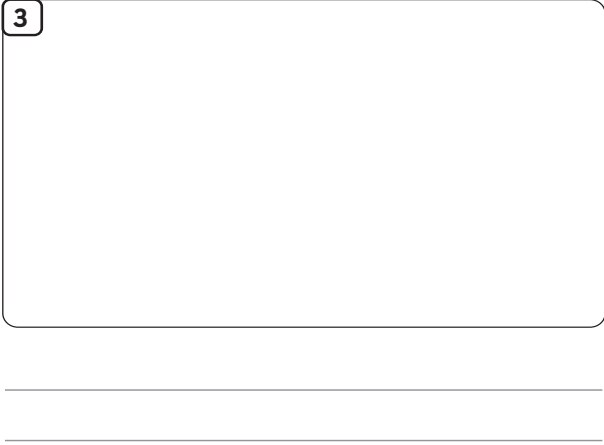
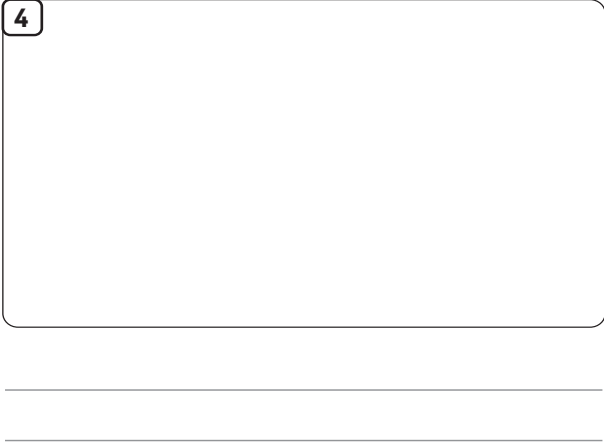
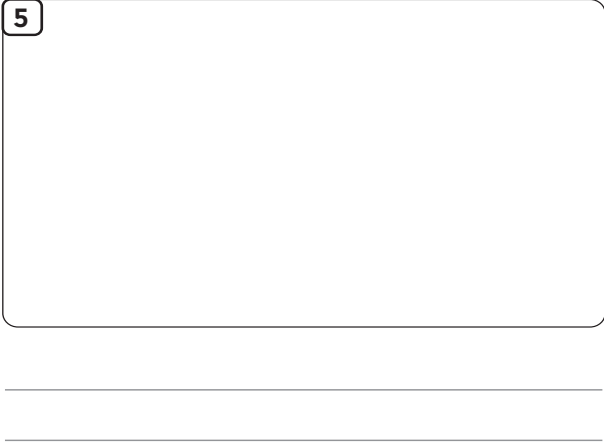
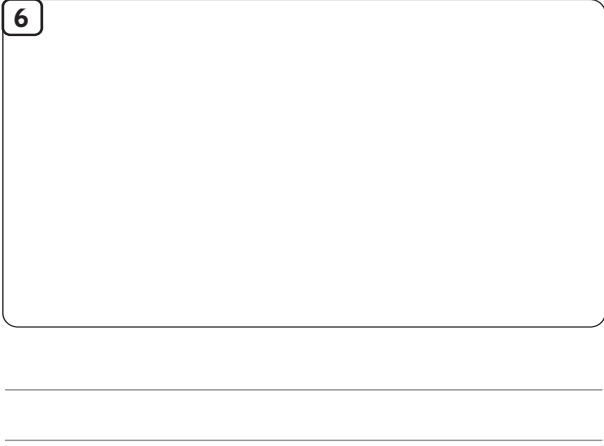
Traffic light cards

Cut out and colour.



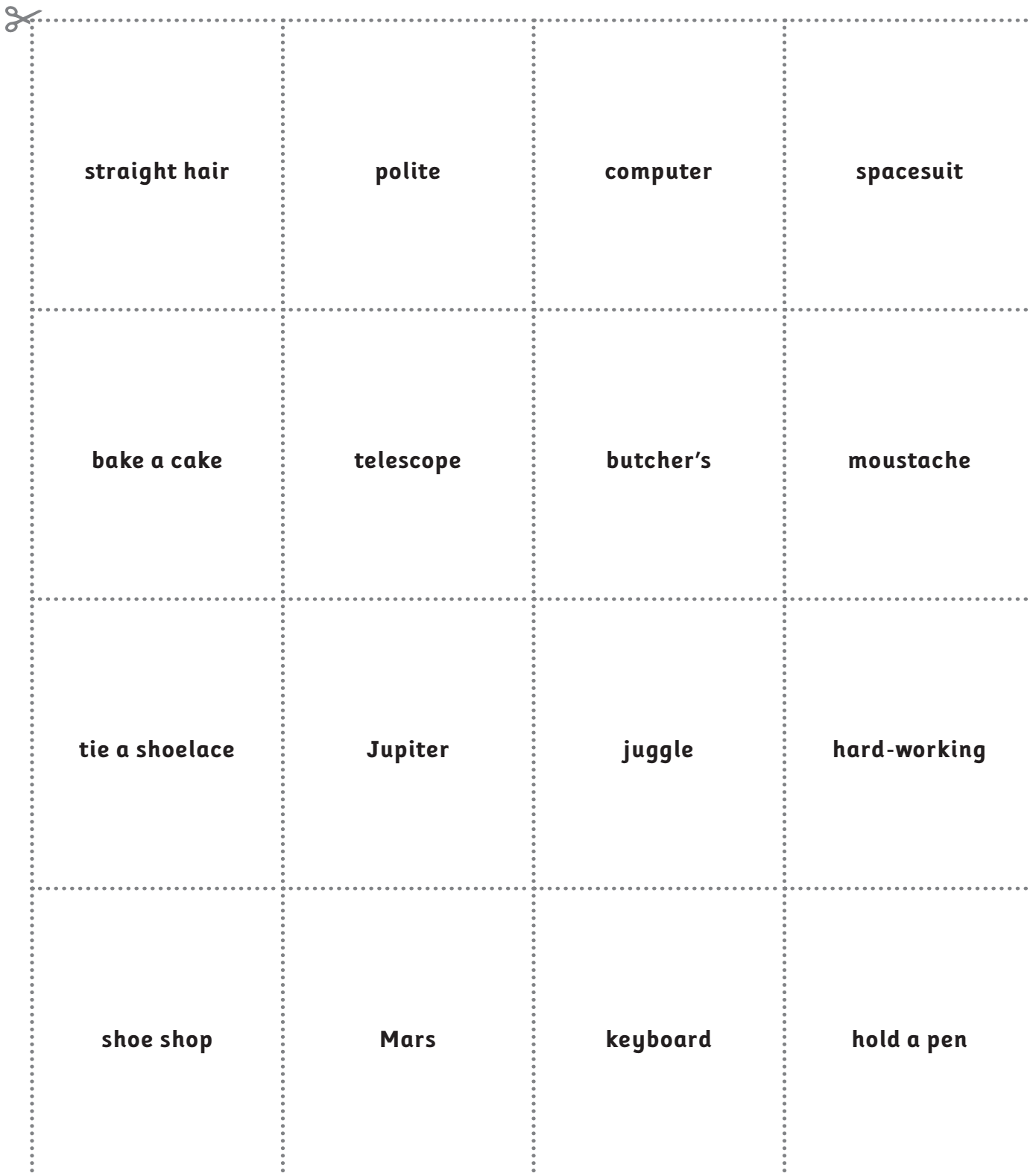
Blank storyboard

Draw and write your story!

Story title:	
<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 

Picture charades cards

Cut out and play.



straight hair	polite	computer	spacesuit
bake a cake	telescope	butcher's	moustache
tie a shoelace	Jupiter	juggle	hard-working
shoe shop	Mars	keyboard	hold a pen

Teacher note:
the words on these cards cover all of semester 1, so you should play this game at the end of the semester as a review activity.

Word charades cards

Cut out and play.



post a letter	make a pizza	friendly	satellite
rocket	Saturn	letter	mean
Sun	sports shop	purse	phone shop
build a robot	telephone	space station	toy shop

Teacher note:
the words on these cards cover all of semester 1, so you should play this game at the end of the semester as a review activity.

Don't say it! cards

Cut out and play.



beard ✗ face ✗ hair	spell ✗ letters ✗ words	tablet ✗ computer ✗ wifi	star ✗ light ✗ sky
make a pizza ✗ bake ✗ bread	Earth ✗ planet ✗ people	pharmacy ✗ medicine ✗ shop	shy ✗ people ✗ quiet
untidy ✗ tidy ✗ toys	bake a cake ✗ cake ✗ cook	juggle ✗ ball ✗ game	mouse ✗ computer ✗ keyboard
call ✗ telephone ✗ friend	make a sandwich ✗ food ✗ bread	spacesuit ✗ wear ✗ space	jeweller's ✗ necklace ✗ shop

Teacher note:
the words on these cards cover all of semester 1, so you should play this game at the end of the semester as a review activity.

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First published 2024

ISBN:

Ministry of Information Publication No. 7892 / 2024

Printed by: Muscat Printing Press L.L.C - +968 24794452, 24795069

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ISBN 978-99992-1-118-5



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