



SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 3A

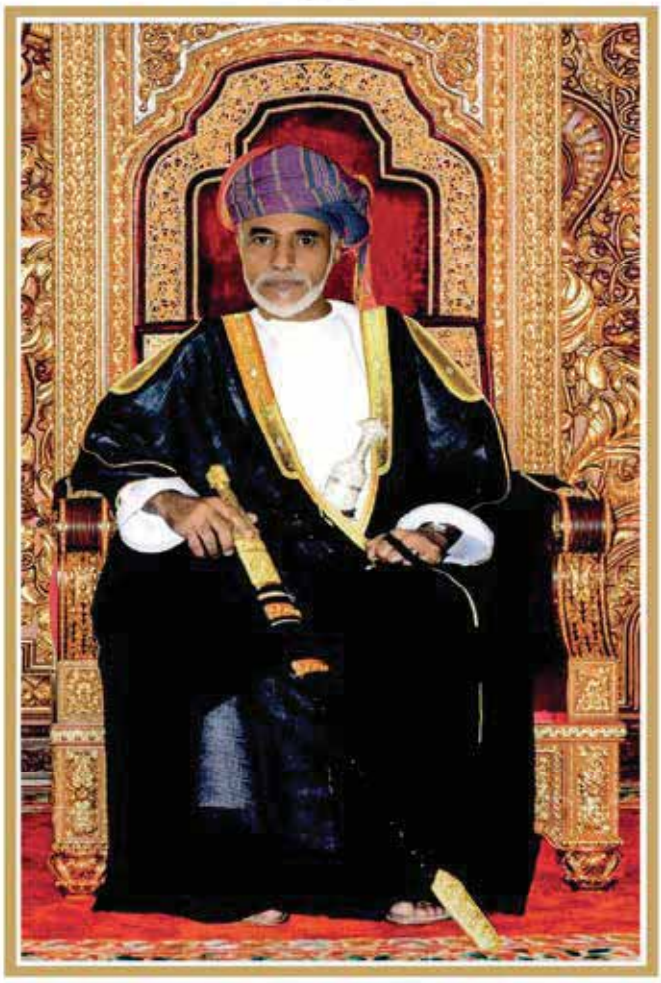
Teacher's Book

with Digital Resources

2024
First Edition

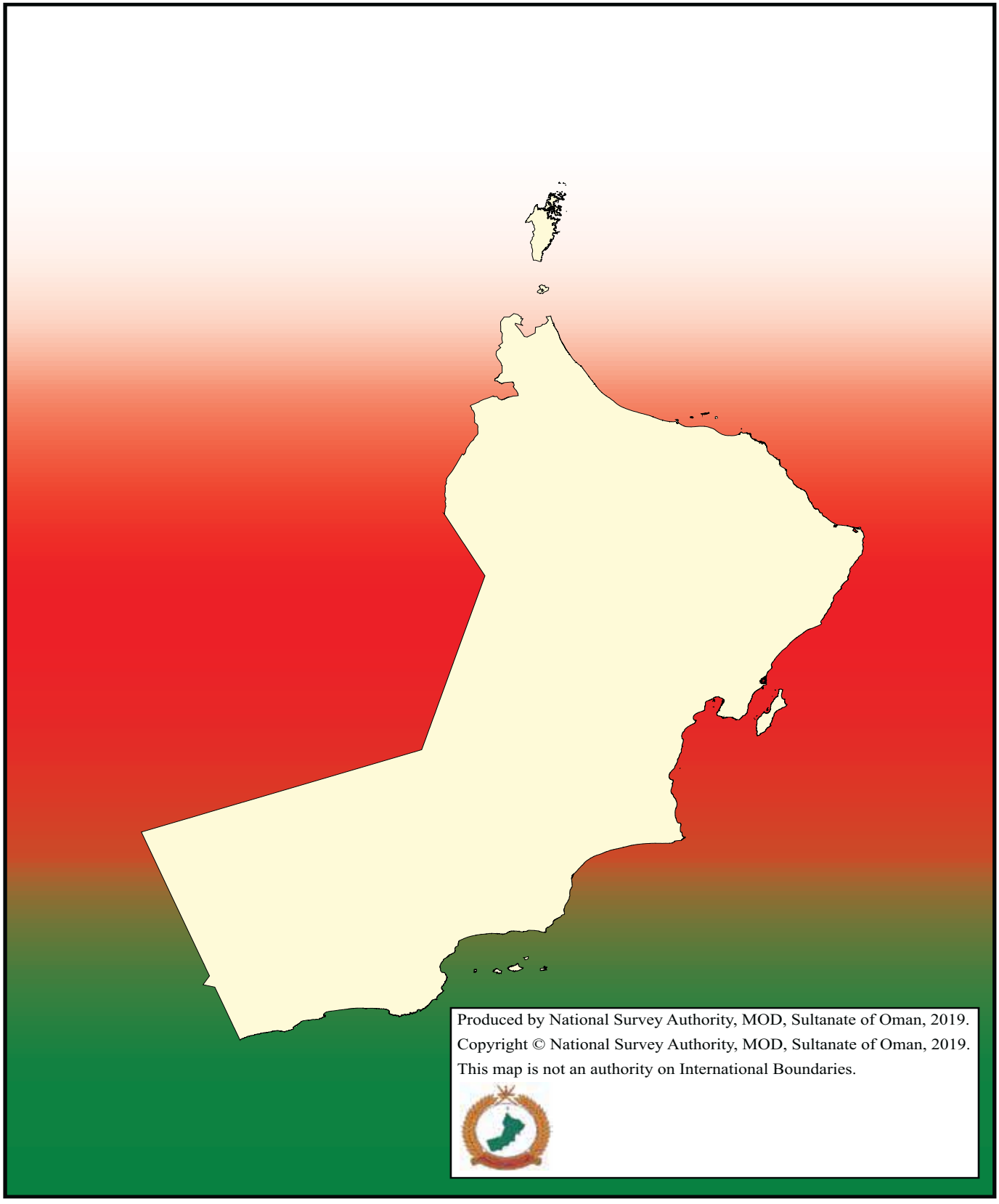


His Majesty
Sultan Haitham Bin Tarik



The Late Sultan
Qaboos Bin Said

Sultanate of Oman



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Teacher's Book

with Digital Resources

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Global Scale of English
Fast-track your progress

Scope and sequence

W Back to school	Classroom language Alphabet Numbers (11–20)	This is a pen./These are pens. That is a pen./Those are pens.	Understanding classroom language
1 It's a happy day!	Daily routines: *do homework, get up, go to bed, go to school, have art lessons, have breakfast, have dinner, have lunch, play, pray* Times of the day: *afternoon, evening, morning, night*	I play/don't play. We have/don't have lunch. When do you have lunch? We have lunch in the afternoon.	Describing daily routines
2 Let's dress up!	Clothes: *baseball cap, coat, hijab, jeans, jumper, pyjamas, shirt, slippers, tracksuit, trainers* Personal possessions: *backpack, computer, glasses, handbag, keys, phone*	You're/We're/They're wearing jeans. Our glasses are blue. Your keys are grey. Their phones are green.	Describing clothes
Atomic's Learning Club 1	Cardinal numbers 21–30 Numbers in tens 10–100	How long/wide is it? It's (40) centimetres.	Maths: Measuring things in the classroom
3 Hobbies	Activities: *do karate, listen to music, play basketball, play tennis, play video games, read books, ride a bike, roller-skate, skateboard, watch TV* Days of the week: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*	He/She plays video games. He/She doesn't watch TV. Does he watch TV on Saturdays? Yes, he does./No, he doesn't.	Describing activities
4 I want to be a doctor!	Jobs: *artist, astronaut, builder, chef, doctor, firefighter, nurse, pilot, police officer, teacher* Transport: *boat, bus, car, motorbike, train, underground*	I want to be a pilot. He/She goes to work by bus.	Describing jobs and means of transport
Atomic's Learning Club 2	Seasons: *spring, summer, autumn, winter* Months of the year: *January, February, March, April, May, June, July, August, September, October, November, December*	When is your birthday? It's in (September).	Social Studies: Talking about important months

Progress path

Cut-outs

Stickers

	Asking for and spelling names How do you spell 'Anna'?		
Traditional breakfasts Project: A breakfast menu in Oman	Saying the time It's half past seven. It's quarter past nine. It's quarter to eight.	wh, ph whale, wheel phone, dolphin Tricky word (Activity Book): *go*	Class Book: Pre A1 Starters Reading and Writing Part 5 Activity Book: Pre A1 Starters Listening Part 3
Special days in Oman Project: Design some clothes for a special day	Asking the price How much is this baseball cap?	ear, ure beard, hear vulture, picture Tricky words (Activity Book): *our, your, their*	Class Book: Pre A1 Starters Reading and Writing Part 1 Speaking Part 2 Activity Book: Pre A1 Starters Listening Part 1
Traditional sports in Oman Project: A book about your favourite sports	Saying how often you do things I always play tennis on Saturdays. I often watch TV. I never play video games.	i_e, a_e, o_e, u_e bike, cake, stone, cube Tricky words (Activity Book): *do, does, don't, doesn't*	Class Book: Pre A1 Starters Reading and Writing Part 2 Speaking Part 2 Activity Book: Pre A1 Starters Reading and Writing Part 3
The yellow school bus Project: A graph about how you go to school	Talking on the phone Hello, can I speak to Emily, please? Emily's not here. Who is this?	ea, ea read, beach bread, weather Tricky word (Activity Book): *want*	Class Book: Pre A1 Starters Reading and Writing Part 1 Speaking Part 4 Activity Book: Pre A1 Starters Reading and Writing Part 5

Introduction

About *Team Together Oman*

Learn Together! Succeed Together! *Team Together!*

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

Team Together Oman takes pupils from level Pre A1 to A2 of the Common European Framework of Reference for Languages (CEFR).

For pupils

Throughout their Primary education, pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Team Together Oman* follows pupils' 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' 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 engaged and motivated.

Team Together Oman has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will not only 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' language level.

Course features

Vocabulary

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

- to present new vocabulary in context.
- to revise previously learnt vocabulary from Grade 2.
- 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, including a sticker activity. As well as being close to pupils' 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 pupils are very likely to know from previous learning, which is a great confidence booster.

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

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

Content from the main lessons is complemented by *Extra practice* sections at the end of each unit.

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

Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The new structures presentation is contextualised through the chant, the song and the story. Grammar boxes on the Class Book page contain clear, child-friendly examples of the target structures and provide a reference point for pupils as they learn and practise.

The structures presented in the grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Extra practice* section at the end of each unit.

Stories

Team Together Oman Grade 3 stories feature the same pupils from Grade 2. They are keen on Science and learning new things. They are also eager to help their families and the wider community.

Sami, Fatma, Lily and Jack are always accompanied by a new animal mascot in this level: Polly the parrot. Along with Atomic the cat from Grade 2, the pupils enjoy an art class, attend a school show, learn about hobbies and jobs and much more.

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

Phonics

The work on phonics in this grade builds on the knowledge accrued from previous years. The chart on page 23 shows the sounds learned in each semester.

Skills

As in Grade 2 of *Team Together Oman*, the main focus in this grade is also on the listening and speaking skills, but pupils also practise reading and writing skills towards the end of each unit, further supported with the content of the Activity Book.

The speaking skill is practised through a variety of different contexts:

- Lessons 1 and 3, part 1 end with a *Communicate* activity where pupils can put the newly acquired content into practice and personalise them.
- Lesson 4, part 1 contains a cut-out activity which provides a fun and motivating way to get pupils 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 pupils to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say and how to behave when playing with others.
- Lesson 7, Phonics, focuses on different letter sounds to help pupils get used to speaking and writing in English. The corresponding Activity Book page looks at words that pupils often find difficult to pronounce or spell, such as *go* and *do*.

Finally, Lesson 10 is a Fun corner, allowing pupils to enjoy a fun task or game that recycles the unit language.

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 the wider world.

Learning club: Language booster and CLIL

After every two units of the Class Book, 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 two preceding units. The *CLIL* lesson helps pupils 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 3 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 pupils acquainted with the format of external tests. Cambridge English Qualifications test type tasks, marked with the symbol 🎯, are seamlessly integrated into the core material, providing practice in an unthreatening manner. The *Get ready for …* section in Lesson 9 of each unit both in the Class Book and Activity Book focuses specifically on test practice.
Team Together Oman fully prepares learners for Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers. As well as test task-type practice, all vocabulary and structures are covered in the series.

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. Pupils need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Team Together Oman* serve both purposes – as pupils 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 pupils to learn about Omani culture and the wider world.

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

Assessment for learning: see pages 15–16 for more information.

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

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

Support for mixed-ability classes

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**.

Course components

The course for Grade 3 (semesters 1 and 2) has the following components:

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

There are also:

- Classroom Posters
- Vocabulary Boosters
- Top Tips and Practice for PTE Young Learners

Class Book

The Semester 1 Class Book provides materials to present the target language effectively. It includes an introductory Welcome unit to remind pupils of the course characters from Grade 2 and to revise classroom language, the alphabet, greetings and numbers from Grade 2. It then includes four main units, followed by a Progress path section for pupils to track their progress at the end of each unit. Cut-out templates and stickers are also provided at the back of the Class Book.



Course components

Activity Book



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

Graded readers

In addition to the unit stories, there are also two graded readers after each unit. These consolidate language, phonics and themes covered in the preceding units with a fun story that the pupils will enjoy. Teachers can choose which of the two readers they want to cover in class and which pupils can do at home for homework.



Teacher's Book

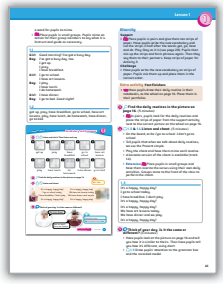
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- 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 pupils, 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.

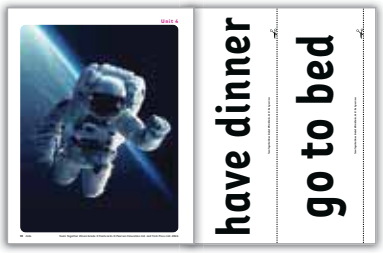




Class Audio

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 pupils learn, remember, practise and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Games bank, which contains extra games and activities.

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 pupils 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 animations, videos for the Projects 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, English in action, phonics, 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

Think! activity to activate pupils' previous knowledge

Stopwatch activity to revise vocabulary and language from previous units

Sticker activity to motivate pupils and make vocabulary learning more meaningful

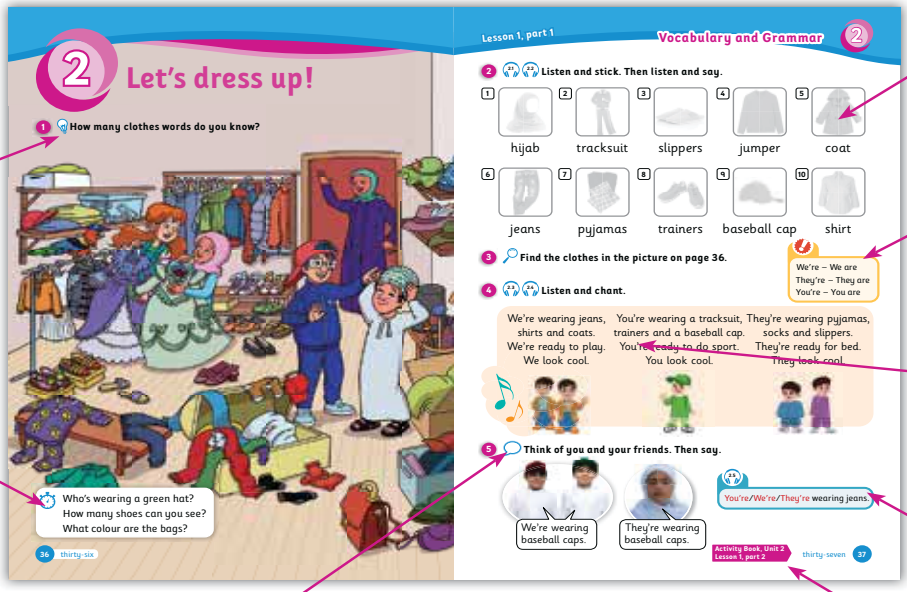
Focus pupils' attention on more difficult language points

Chant to teach vocabulary and grammar in context

Grammar box for extra support and scaffolding, with recorded phrases

Future skills activities in every lesson

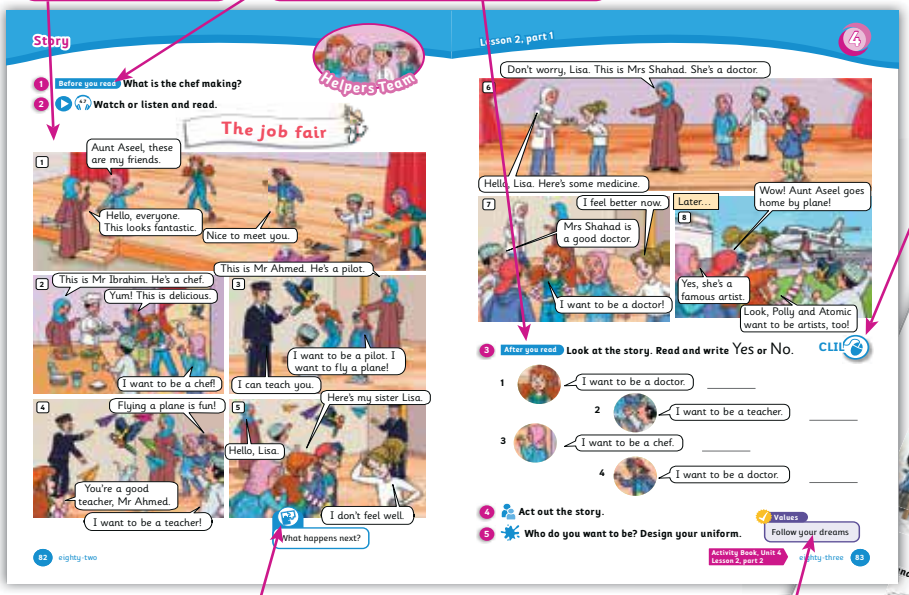
Go-to links for the accompanying Activity Book lessons

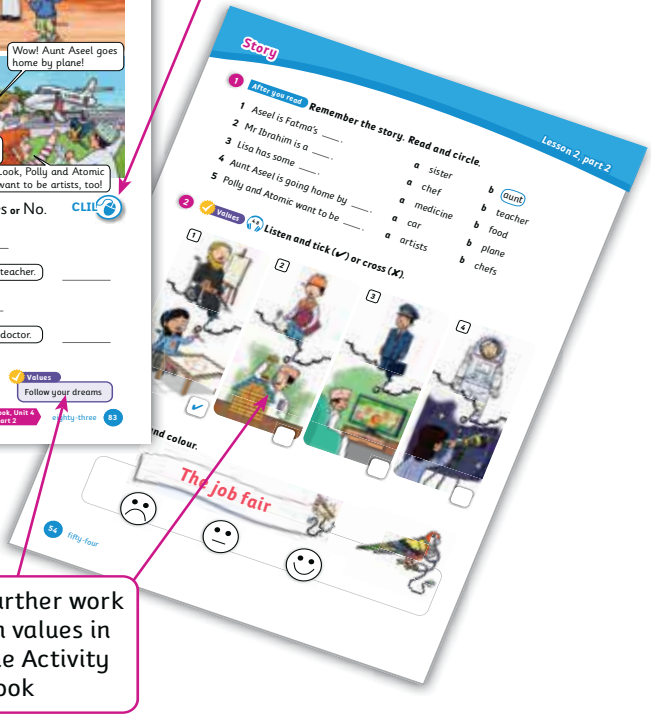


Stories available in video format

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

CLIL topics embedded in every story





Solve activities encourage curiosity and stimulate critical thinking

Further work on values in the Activity Book

Unit walkthrough

Class Book and Activity Book



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

More content related to the topic available on Culture video

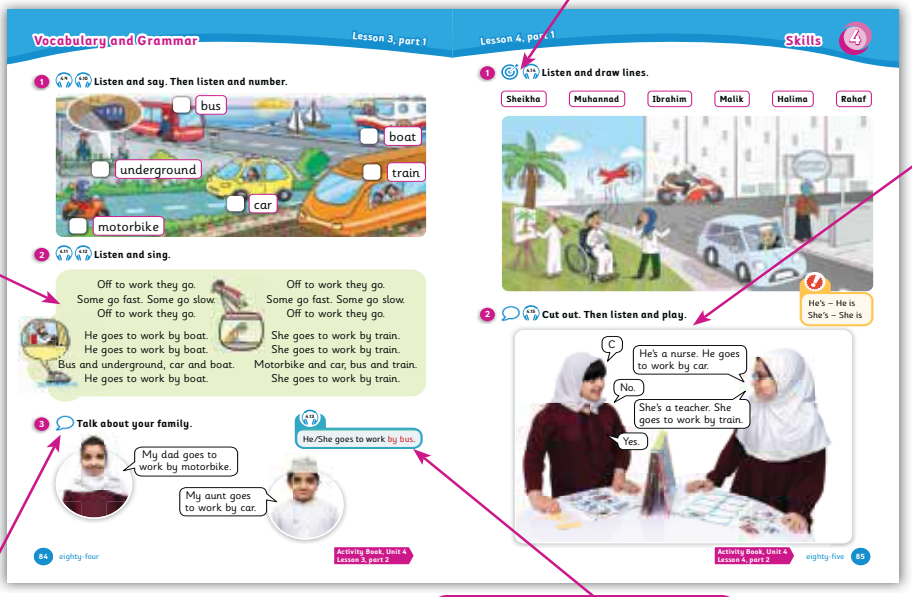
Focus on functional language from early levels

Communicate activity for personalisation and speaking practice

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

Scaffolded activities to help pupils consolidate new language

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



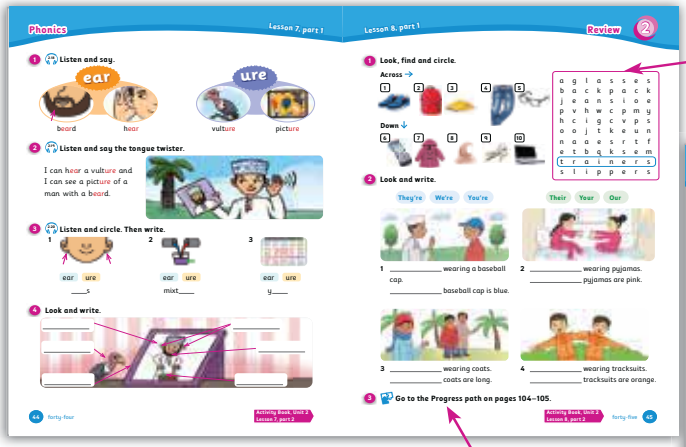
Song to teach vocabulary and grammar in context

Activities with cut-outs for freer speaking practice

Communicate activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Class Book and Activity Book



Review section for consolidation

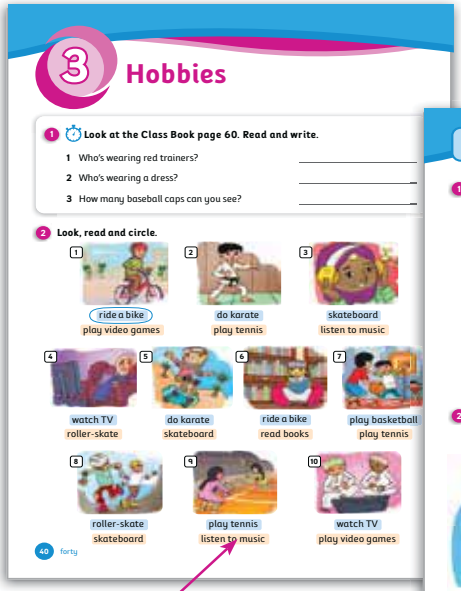
External tests practice section

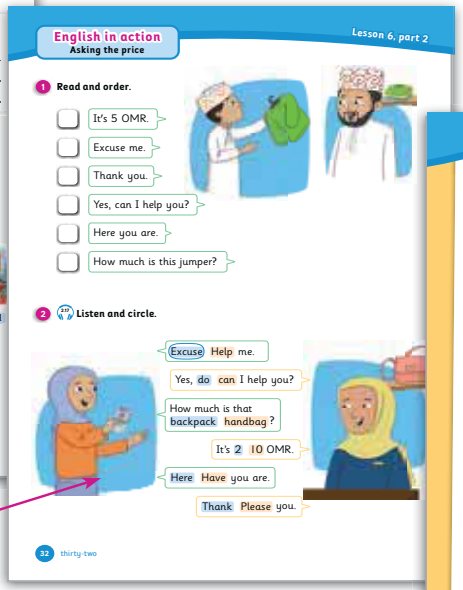


Self-assessment activity: Progress path



Fun corner ends the lesson with an enjoyable task or game using the unit language







Further practice in the Activity Book

Unit walkthrough

Class Book and Activity Book

After every unit, there are two short graded readers. These enable pupils to practise reading skills with the sounds and tricky words that they have learnt so far





At the end of each graded reader, pupils do a self-evaluation process for how well they think they have understood and read each story

Monitoring progress and test readiness with *Team Together Oman*

Team Together Oman can be used to prepare pupils 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 pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or 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

The Global Scale of English

Global Scale of English
Fast-track your progress

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

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

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

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

What is English Benchmark?

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

English Benchmark and *Team Together Oman* make the perfect partners for your language and learning assessment. As your pupils 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 pupils' learning, including giving constructive feedback
3 Peer learning
4 Independent learning/long-term assessment

Setting aims and criteria

If you want your pupils to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance.

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

Monitoring pupils' learning

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

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

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

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions, thus ensuring that all pupils have an active role and will produce a similar amount of language, because pupil talking time (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. Pupils write their answers individually and hold up the whiteboards and you get feedback from all your pupils at the same time!
- **Hands up/down technique**. Use this to check understanding. Ask a question or make a statement. Pupils put their hands up if the answer/statement is correct, but keep it down if not. You can also use it to check if pupils 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 pupil – or pupils can make their own. After practising a skill, ask pupils how they feel they are doing. Alternatively, pupils can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards**. Use them to check that pupils know what to do on a given task. Pupils show you a green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer pupils the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

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

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

Peer learning

Working together in pairs or groups gives pupils an opportunity to share knowledge and also learn from their classmates. Tools that can be used for peer work and peer learning are:

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

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

Independent learning and long-term formative assessment

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

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

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

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

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

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

How to work with projects

by Magdalena Custodio Espinar

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

Collaborative work

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

Cooperative work

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

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

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

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

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

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

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

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

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

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

How to work with stories

Stage 1 – Before listening to the story

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

Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and/or play the animation and ask pupils 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 pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.

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

Stage 4 – Acting out

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time. You may want to give pupils time to 'learn' their parts to act out in the next lesson. For mixed ability classes, delegate parts to the pupils. More able pupils can take on parts with the most lines.

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

In order to conduct this part of the activity successfully in mixed-ability classes, suggest assigning the characters which have larger parts to stronger pupils.

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 3. Here are some ideas.

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

Exercises without story cards

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

How to do the shared reading sessions

There are lessons for shared reading throughout the year. These are indicated in the teaching notes and are usually at the end of every unit. However, you can use shared reading flexibly to suit pupils' needs.

- Choose a Big Book with the class. It's beneficial if pupils contribute to the selection. You can present pupils with options and they say which story they would like to hear. Or, you can ask different pupils each time to choose a story. If you prefer, choosing a story can also be a reward for excellent work in class or for helping a classmate, or similar. The remaining unit reader can be read either at home or in classroom quiet time.
- Ensure that you hold the book so that all pupils in the class can see it.
- For each picture, ask pupils what they can see. This is a pre-reading activity. Read the page. Ask pupils questions about what they have read. These might be simple, checking that they have understood what they have read. Then ask pupils what they think might happen next. These are during-reading activities.
- Then, at the end of the story, ask pupils questions about the story, or ask pupils what they liked about it. If you have class time, you can ask pupils to participate in a shared reading post-reading activity, such as drawing a picture of their favourite character or event from the story.

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 3 Semester 1, there are seven 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 pupils of the material they have covered.

Predicting. In order to create the atmosphere of anticipation and to invoke curiosity in pupils, before you show the pupils a poster, give them its title. Tell pupils

that in a moment they will see a poster with e.g. *toys*. Ask pupils to think about the vocabulary which may be presented in the poster. Encourage pupils to provide examples of particular words related to this thematic group. In the case of toys, it will be *a teddy, a doll, a ball, a kite, etc*. Then, stick the poster to the wall and check together how many words the pupils predicted correctly.

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

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

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

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

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

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

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

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

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

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. Pupils 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 3, there are four types of video material for each unit: story 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.
- Project videos are to be used as a way to make sure pupils understand the steps of the project.
- 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 pupils 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 often repeated.

You can also use the animations and the videos to revise the material. Pupils 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 pupils from the beginning to the end. Encourage pupils 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 pupils questions about the things they see.
- Pupils complete the photocopiable worksheet corresponding to the recording.

Where can you find worksheets for the video material?

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

Games bank

Games used in the Teacher's Guide

Stay as it is. This game can be used with two-part phrases such as *get up, have lunch,* etc. Ask pupils to write at least four phrases down on strips of paper. Then cut the strips of paper in half. Mix them up and give out the strips again. Pupils match them back together again.

The alphabet game. Play the game around the class. Say the first letter of the alphabet, a. Gesture for a pupil to say the next letter, b. The pupil next to them says c, and so on around the class. You can also start from other points of the alphabet if you wish (m, n, o for example).

Spell it. This is a good way to revise spelling and vocabulary. Have pupils stand in a circle. Explain that you will say a word for them to spell. The first pupil on your left begins by saying the first letter, the second pupil the second letter of the word, and so on until the word is correctly spelt. If a pupil makes a mistake, the game starts from the beginning until the word is spelt correctly.

Spot the spelling mistake. This is a fun spelling game. Explain that you will say and spell a word but that it might be incorrectly spelt. If pupils catch the mistake, they get a point. If not, the teacher gets a point. Keep score on the board.

Picture dictionary. This is good for testing vocabulary. Explain to the pupils that you will say a word and they have to draw it in their notebooks. Check that the pictures match the word.

Memory game. This is good for testing vocabulary sets. Place pupils in pairs. Give each pair a piece of paper for them to cut it into four pieces. They draw four pictures (for example transport items) and write the four words. Pupils then mix the pieces up and place them face down to play a memory game. They take it in turns to try to remember which word is on each card. If they are correct, they keep the card. The person with the most correct cards is the winner.

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

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

Other games

You can also use the following games when you wish in any lesson.

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

Observation. Show pupils a flashcard, but do it quickly. Then ask them *What's this?* The pupils' task is to name the object shown on the card. If pupils 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 pupil who is first to say the word presented in the card may take it. The pupil who collects the highest number of cards wins.

Echo. Make sure that pupils are familiar with the echo technique. Show them the flashcards and say the relevant words. Ask pupils 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 pupils to remember what they present. Then, remove the cards from the board and ask pupils to say the names. Repeat with other cards.

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

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

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

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

Where is this card? Stick the flashcards around the classroom. Say the words and pupils run to the appropriate cards, or point to them if there is not enough space.

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

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

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

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

Numbers. Stick five flashcards on the board. Ask one pupil 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 pupils *What's number* (*three*)*?*

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

Categories. Revise the vocabulary belonging to two topics, e.g. toys and parts of the body, using the flashcards. Show pupils the flashcards and check if they can name them. Then, divide pupils 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 nontransparent bag. Ask pupils to pick one card from the bag and name the item it presents. A pupil picks up cards and names pictures until he or she takes a picture he or she is not able to name. Count all the correctly named cards and award the pupil one point for each card. Put the cards in the bag again and repeat the game with another pupil. The winner is the pupil who scores the highest number of points.

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

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

Phonics games

Stand or sit? Say the target sound, e.g. *b-*, and write the letter on the board. Pupils 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 words that pupils 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, pupils run to the correct sheet of paper. (If you do not have much room, pupils can just point to the correct letter.) Start with the sounds in isolation, move on to words that pupils 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 pupils 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 pupils to come to the board one by one and match the flashcards with the appropriate words.

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

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

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

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

Games with a puppet/soft toy

Words and scenes. Using a soft toy, speak out a new word in English and ask pupils 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 pupils simple questions, e.g. *What's your name? What colour is it? Have you got a pencil?*

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

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

Games with songs and chants

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

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

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

TPR activities

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

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

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

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

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

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

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

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

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

Team games

Board race. Divide the class into two teams. On the board, draw a long racetrack divided into a number of stages corresponding to the number of questions prepared. Use pieces of colourful paper or magnets as pawns (one for each team). Ask pupils questions, e.g. show them flashcards, story cards or objects located in the classroom and ask *What's this? How many?* The pupil who provides the correct answer scores one point for his or 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 pictures and ask them to draw their own appropriate pictures on the board. If the team members guess the word first, they win a point for their team.

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

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

Noughts and crosses. Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one card in each field of the grid, picture side up to the board. Ask a pupil from the first team to reveal one card. If the pupil can say the correct word, he or she may take the card and place the sign of his or her team in that field. Then the pupil 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 pupil from each team to stand in front of the board. Say one of the words presented on the cards on the board. The pupil who touches the correct card first scores one point for his or her team. Repeat with other pupils and cards.

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

Draw and guess. Divide the class into two teams. Give one pupil a word to draw (you can give the pupil a word card). The pupil draws the picture on the board for his or her team. The team members try to guess the word. If they are correct, they get a point. Repeat with the second team. You can also give a set time period when the team has to guess the word. If they don't guess correctly, the second team can guess. If the second team guess correctly, they can get the point again.

Letter sounds and phonics in Team Together Oman 1–4	
Grade 1A	
Unit 1	s, a, t, p, n
Unit 2	i, m, h, c, k, r
Unit 3	f, o, g, sh, b
Unit 4	th, u, d, l, ch, v
Grade 1B	
Unit 5	qu, e, j, y
Unit 6	w, z, x
Unit 7	Double consonants, consonant blends, kn
Unit 8	Consonant blends
Grade 2A	
Unit 1	ai, oa, ie, a_e
Unit 2	or, ng, oo, oo
Unit 3	ou, oi, ue, i_e
Unit 4	ee, er, ar, o_e
Grade 2B	
Unit 5	ir, ea
Unit 6	air, igh
Unit 7	a_e, ai, ay, oi, oy
Unit 8	ou, ow
Grade 3A	
Unit 1	wh, ph
Unit 2	ear, ure
Unit 3	i_e, a_e, o_e, u_e
Unit 4	ea, ea
Grade 3B	
Unit 5	pr, tr
Unit 6	spr, str
Unit 7	sn, sm, sl, st
Unit 8	ng, nk
Grade 4A	
Unit 1	y, i_e, igh, ie
Unit 2	ow, oa, o_e
Unit 3	eigh, ei
Unit 4	ew, oo, ue
Grade 4B	
Unit 5	ur, ir, er
Unit 6	dge, ge
Unit 7	wr, mb
Unit 8	Revision of sounds

Classroom language

Greeting the class

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

Starting the lesson

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

Managing the class

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

Words of praise

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

During the lesson – instructions

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

During the lesson – questions

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

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

Useful phrases for the pupils

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

Ending the lesson

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

Welcome

Back to school

Unit objectives

To revise key words and language from previous levels

Language

Vocabulary	**Classroom language:** *Hold up your drawing. Tidy up. Put up your hand. Put down your hand. Take out your pencil. Put away your pencil. Pay attention. Hand out the books. Go to the board. Ask a question. Turn on the AC. Turn off the AC.* **Alphabet:** *a–z* **Numbers:** *11–20*
Grammar	*This is a book. These are crayons.* *That is a pen. Those are pencils.*
Functions	*What's your name? My name's Anna.* *How do you spell Anna? A-n-n-a.*

Learning outcomes

Listening	• Respond to instructions • Listen and identify familiar words and set phrases in short, simple texts on familiar topics • Listen and join in with chants, songs • Listen and respond appropriately to peers and adults
Speaking	• Accurately reproduce modelled language • Use basic language structures when speaking • Ask and answer questions on familiar topics • Participate in short, simple interactions on familiar topics
Reading	• Read frequently encountered words with ease • Read and understand the overall meaning of short, simple texts, diagrams and basic instructions on familiar topics
Writing	• Write clearly formed letters and words moving from left to right • Write sentences using correct spacing, capitalisation and full stops • Write high frequency words correctly • Write legibly and neatly letters in script • Copy words, phrases and sentences accurately • Maintain appropriate spacing between letters in a word and between words • Write basic single clause sentences about different familiar topics, using given prompts or a model
Cognitive skills	• Listen and respond physically to songs and chants • Understand and carry out basic instructions for class/school

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–3)
Mathematical, scientific and technological competences: use numbers to complete an activity (L. 3)
Digital competence: use Class Book ebook (L. 1–3)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–3); following instructions (L. 1); personalisation of language learnt (L. 3)

Future skills

Critical thinking	Predicting (L. 2); Problem solving (L. 3); Finding information (L. 1–3); Reflecting on learning (L. 1–3)
Communication	Functional language (L. 1–3); Describing and counting objects (L. 3)
Collaboration	Pair work (L. 1–3); Acting out (L. 2)

Welcome Back to school

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and practise classroom language
- **Target language:** *hold up your drawing, put away your pencil, put down your hand, put up your hand, take out your pencil, tidy up; ask a question, go to the board, hand out the books, pay attention, turn off the AC, turn on the AC*

Global Scale of English (GSE)

- **Listening:** Can follow short, basic classroom instructions, if supported by pictures or gestures (GSE 13).
- **Speaking:** Can give simple instructions to a classmate to complete a task (GSE 33).
- **Reading:** Can understand basic written instructions for classroom activities (e.g. 'Read and match') (GSE 23).
- **Writing:** Can write a sequence of simple instructions if supported by pictures (GSE 39).

Materials

- strips of paper for each pupil
- three sheets of A4 paper for each pupil
- stapler

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 15)
Peer learning: pairwork; groupwork
Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 1, part 1

Starting the lesson (5 minutes)

- Welcome pupils to the first lesson. Using the Key question technique (see page 15), ask pupils why they think learning English is important and what kind of things they expect to learn.
- Review the classroom language from Grade 2: *look, listen, point, read, draw, write.* Show meaning with actions, e.g. look (*gesture towards the eyes*), listen (*gesture towards the ears*), point (*point to the board*), read (*spread hands like a book*), draw (*draw a flower on the board*), write (*write A, B, C on the board*).

Presentation (5 minutes)

- Explain that in this lesson pupils will learn to understand and use more classroom language.

Practice

Class Book


Welcome
Back to school
1 W1 Listen. Point. Say.
1 Hold up your drawing.
2 Tidy up.
3 Put up your hand.
4 Put down your hand.
5 Take out your pencil.
6 Put away your pencil.
2 Say and do.
10 ten

1 W.1 Listen. Point. Say. (10 minutes)

- Give pupils time to look at the pictures.
- Play the audio and pupils listen and point. Play the audio again and pupils say the phrases.
- Say one of the phrases, e.g. *Put up your hand.* Ask pupils to point to the correct picture. Continue with all the pictures.

- **Extension** Write the first two words of each phrase on the board (Note: just use the first word for the phrase *Tidy up*). Ask pupils to say the complete phrase. Write, e.g. *Hold up* … and pupils say *your drawing*. *Hold up your drawing*. Continue with all the phrases.

W.1

1 Hold up your drawing.
2 Tidy up.
3 Put up your hand.
4 Put down your hand.
5 Take out your pencil.
6 Put away your pencil.

2 Say and do. (5 minutes)

- Say and do the actions using a pencil, a drawing and books on a shelf. Pupils watch and point to the pictures.
- Tell pupils to stand up. Say the actions, and, this time, pupils listen and do the actions, too. Tell them to take out a pencil, hold up a drawing and tidy up by putting two or three books neatly on their desks.
- In pairs, one pupil says the actions in a different order from the Class Book and the other pupil does the actions.

Extra activity Critical thinking

- Say *Put up your hand. Put down your hand.* Pupils do the actions. Then ask *Is it important to put up your hand to ask or answer a question?* Talk about or tell pupils about the importance of taking turns and listening to others.

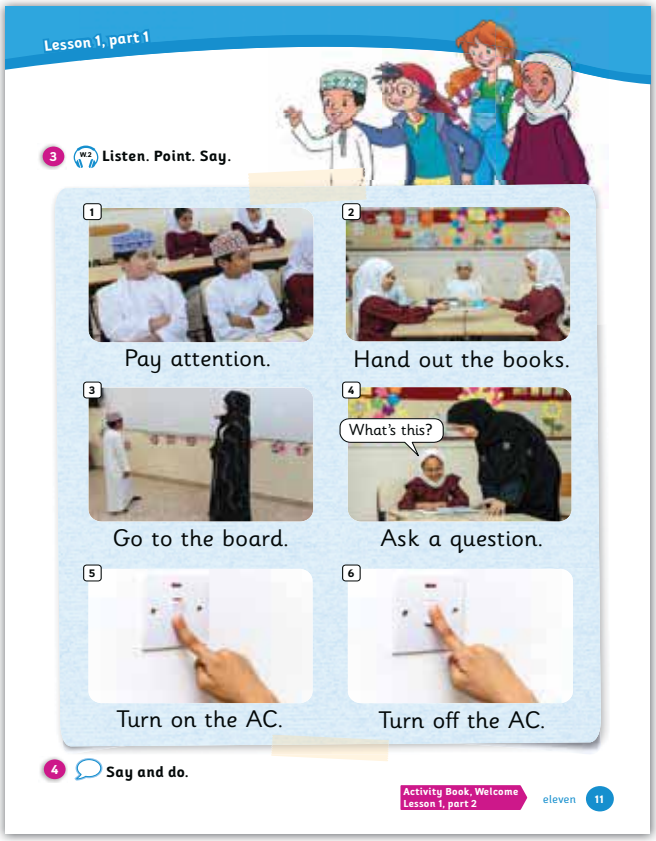
Diversity

Support

- Write the phrases on the board but with the words mixed up (e.g. *your/up/put/hand*). Pupils say the correct order of the words without looking in their Class Book.

Challenge

- Have pupils replace words in the phrases. Say *We can say 'Hold up your drawing'.* Ask *What else can we hold up?* Pupils give suggestions (e.g. *a book, a pencil, crayons*). Have pupils do the same for *Take out* and *Put away,* thinking of words which can replace pencil.



3 W.2 Listen. Point. Say. (5 minutes)

- Give pupils time to look at the pictures.
- Play the audio and pupils listen and point. Play the audio again and pupils say the words.
- Say a number between 1 and 6 and have pupils read out the phrase that corresponds to that number.
- **Extension** Draw short dashes on the board to represent each phrase, e.g. _ _ _ _ _ _ _ _ _ _ _ _ (*pay attention*). Use the Lollipop stick technique (see page 15) to ask volunteers to say the phrase and come and write the letters on the board. Continue with all the phrases.

W.2

1 Pay attention.
2 Hand out the books.
3 Go to the board.
4 Ask a question.
5 Turn on the AC.
6 Turn off the AC.

4 Say and do. (5 minutes)

- Say a phrase and pupils point to the correct picture. Continue with all the pictures.
- Say a phrase again and this time choose a pupil to do the action. Use the Lollipop stick technique (see page 15) to pick pupils.
- Explain to pupils that they can mime the actions as follows: *pay attention* – watch/listen while you draw something on the board; *hand out books* – give some books to a neighbour; *go to the board* – walk on the spot; *ask a question* – say *What's this?*; *turn on the AC* – hand down; *turn off the AC* – hand up.
- In pairs, one pupil reads half the phrase and the other completes it and does the action. They can use the actions above or invent their own.
- **Extension** Write on the board *Hand out* … *Go to* … *Turn on* … *Turn off* … . Have pupils find these on the page and read out the complete sentence. Then pupils work in pairs and think of other things they can *hand out, go to, turn on* and *turn off*. They share their ideas with the class. (Examples can include: *Hand out … paper, pencils, crayons, drawings, pens; Go to … the door, the window, the toy box, the playground; Turn on/off … a computer, a CD player, a tap in the bathroom.*)

Finishing the lesson (5 minutes)

- Hand out strips of paper to each pupil. They write one phrase on each strip. Put pupils in groups. They put all their strips together. One group member picks and reads a strip and the others do the action. Continue with all the strips of paper.
- Hand out three sheets of A4 paper to each pupil. Pupils fold the sheets of paper in half and staple them together to make a booklet. They write and draw the new Classroom language from pages 10 and 11. They write *Classroom language* on the front and *My name is* … . Note: two phrases will go on the back cover together.
- Place work in their portfolios.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt in today's lesson, what they liked about it and what they can do now.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Say part of one of the phrases from the last lesson, for example *Hold up your* … . Pupils complete the phrase (*drawing*).
- Do the same with all the phrases from the last lesson.

Practice

Activity Book

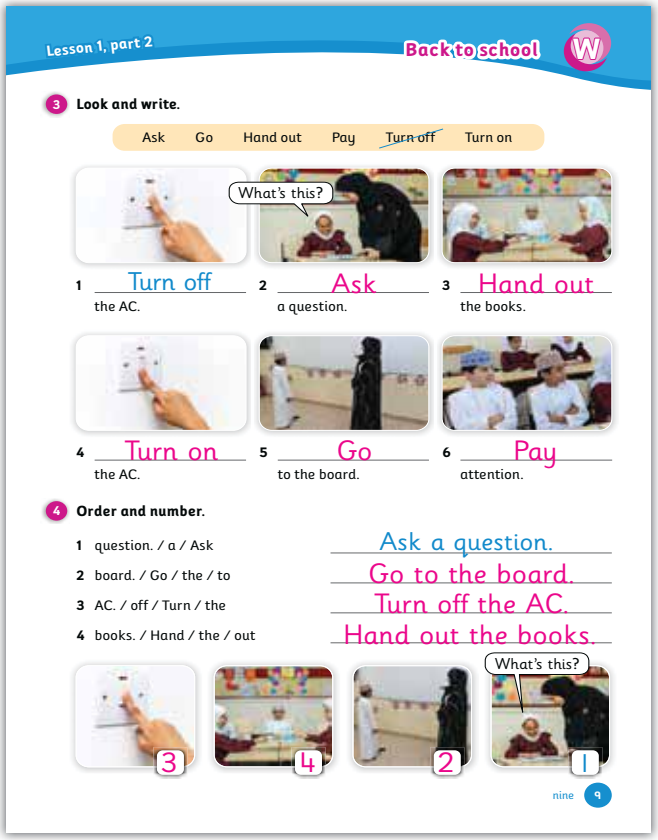

Welcome
Back to school
1 Read and circle.
1 Take out your pencil.
2 Hold up your drawing.
3 Tidy up.
4 Put up your hand.
5 Put away your pencil.
6 Put down your hand.
2 Look and write.
Hold up Put away Put up Tidy up
1 Tidy up.
2 Put up your hand.
3 Put away your pencil.
4 Hold up your drawing.
8 eight

1 Read and circle. (5 minutes)

- Ask pupils to look at the pictures. Read the first phrase and ask *Which picture – a or b?*
- Pupils complete the rest of the activity individually. Check answers as a class.

2 Look and write. (10 minutes)

- Ask volunteers to read the phrases in the box.
- Pupils do the activity individually. They compare answers in pairs.



Lesson 1, part 2

Back to school

3 Look and write.

Ask Go Hand out Pay ~~Turn off~~ Turn on

What's this?

1 Turn off the AC.

2 Ask a question.

3 Hand out the books.

4 Turn on the AC.

5 Go to the board.

6 Pay attention.

4 Order and number.

1 question. / a / Ask — Ask a question.

2 board. / Go / the / to — Go to the board.

3 AC. / off / Turn / the — Turn off the AC.

4 books. / Hand / the / out — Hand out the books.

What's this?

3 4 2 1

nine 9

3 Look and write. (5 minutes)

- Pupils write the words to complete the instructions. Check as a class, having pupils read and do the instructions.

4 Order and number. (10 minutes)

- Pupils look at the example. Tell pupils that they need to order the words to make sentences. Read out the example and ask pupils to point to the correct picture and then number it.
- Use the Traffic light cards technique (see page 16) to check pupils know what to do.

Finishing the lesson (5 minutes)

- Mime an action, for example handing out books. Pupils say what you are doing.
- Now get pupils to do the same in pairs.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories; to revise the alphabet; to ask for and spell names and common words
- **Target language:** *Hello. What's your name? My name's …; How do you spell …?*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand basic sentences introducing someone (e.g. name, age) (GSE 17).
- **Listening:** Can understand the letters of the alphabet by their names (GSE 10). Can understand the main information when people introduce themselves (GSE 19). Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 31). Can say the letters of the alphabet (GSE 10). Can recite a short, simple rhyme or chant (GSE 16). Can introduce themselves using a basic phrase (GSE 11).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write the letters of the alphabet in lower case (GSE 10).

Materials

- colour and alphabet flashcards from Grade 2
- sheets of A4 paper, enough for each pupil
- six strips of paper per pupil
- 26 strips of paper, enough for each group
- a bag or a box

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring pupils' learning: Lollipop stick technique (see page 15); True/False cards technique (see page 16)

Peer learning: pairwork; groupwork

Lesson 2, part 1

Starting the lesson (4 minutes)

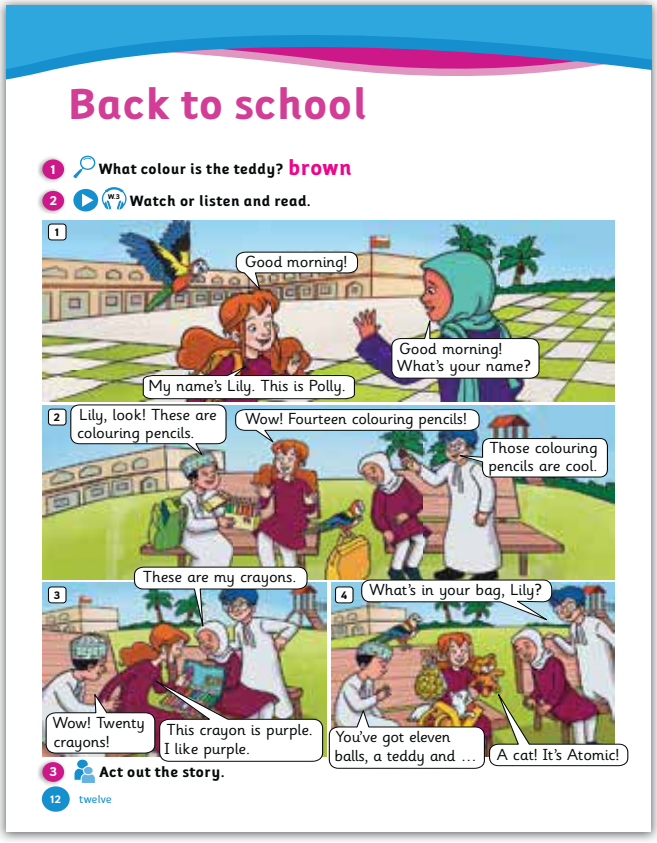
- Ask pupils to say what they can see in the classroom. Encourage them to name, describe or count as many things as they can.
- Pool their ideas at the end.

Presentation (4 minutes)

- Explain that in this lesson pupils will revise some more things they learnt in Grade 2.
- Place the colour flashcards from Grade 2 on the board. Point to each colour and say the word. Pupils repeat after you.
- Use the Lollipop stick technique (see page 15) to ask pupils about the colour of things they are wearing, classroom objects, etc.

Practice

Class Book



1 What colour is the teddy? (4 minutes)

- Ask pupils to name the main characters.
- Using the Lollipop stick technique (see page 15), pupils describe the pictures.
- Have pupils find the teddy and say its colour.
- **Extension** In pairs, pupils describe each character, what they are wearing, and what colour different items are.

Extra activity **Critical thinking**

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

2 W.3 Watch or listen and read. (5 minutes)

- Play the audio or video for pupils to read along to.
- Use the Lollipop stick technique (see page 15) to have pupils tell you as many things as they can remember about the story.
- **Extension** Say a few statements about the story and use the True/False cards technique (see page 16) to elicit answers, e.g. *There are fourteen pens (False). There are twenty crayons (True). The crayon is pink (False).*

W.3

Back to school

1 Lily: Good morning!
Miss Razan: Good morning! What's your name?
Lily: My name's Lily. This is Polly.

2 Sami: Lily, look! These are colouring pencils.
Lily: Wow! Fourteen colouring pencils!
Jack: Those colouring pencils are cool.

3 Fatma: These are my crayons.
Sami: Wow! Twenty crayons!
Lily: This crayon is purple. I like purple.

4 Jack: What's in your bag, Lily?
Sami: You've got eleven balls, a teddy and …
Lily: A cat! It's Atomic!

3 Act out the story. (5 minutes)

- Write the names of the characters in the story on strips of paper. Place the strips in a bag.
- Place pupils in small groups.
- Bring a group to the front of the class and ask each member to draw a strip of paper to perform that role. For details of acting out stories, see page 18.

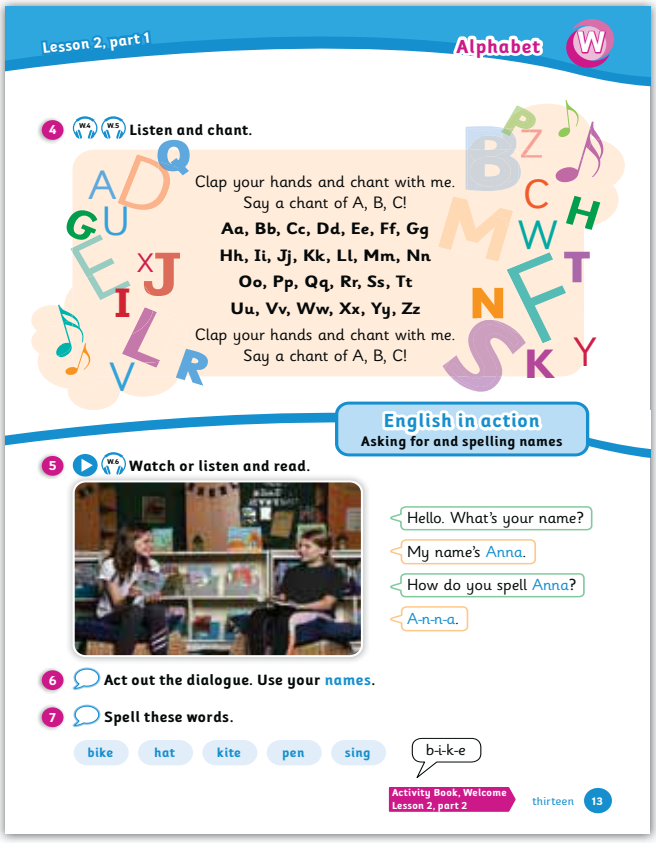
Diversity

Support

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

Challenge

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



4 W.4 & W.5 Listen and chant. (5 minutes)

- Place the alphabet flashcards from Grade 2 on the board. Point to each letter and say it. Pupils repeat after you.
- Use the Lollipop stick technique (see page 15) to have pupils say a letter and point to its corresponding card. Ask pupils to say as many words as they can with that letter.
- Play the chant. Pupils clap along to the song.
- A karaoke version of the chant is also available (track W.5).

W.4

Clap your hands and chant with me.
Say a chant of A, B, C!
Aa, Bb, Cc, Dd, Ee, Ff, Gg
Hh, Ii, Jj, Kk, Ll, Mm, Nn
Oo, Pp, Qq, Rr, Ss, Tt
Uu, Vv, Ww, Xx, Yy, Zz
Clap your hands and chant with me.
Say a chant of A, B, C!

Extra activity TPR

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

Story

5 W.6 **Watch or listen and read.** (2 minutes)

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

W.6

Girl 1: Hello. What's your name?
Girl 2: My name's Anna.
Girl 1: How do you spell Anna?
Girl 2: A-n-n-a.

6 **Act out the dialogue. Use your names.** (5 minutes)

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

7 **Spell these words.** (3 minutes)

- Read the first word (*bike*) and the example (*b-i-k-e*).
- Place pupils in pairs and have them take turns to spell each word.

Finishing the lesson (3 minutes)

- Place pupils in small groups. Hand each group 26 strips of paper to write the letters of the alphabet.
- Pupils place the strips in the middle of the group and mix them up well.
- Pupils put the strips in order as fast as they can.
- The group with the alphabet in order first wins.

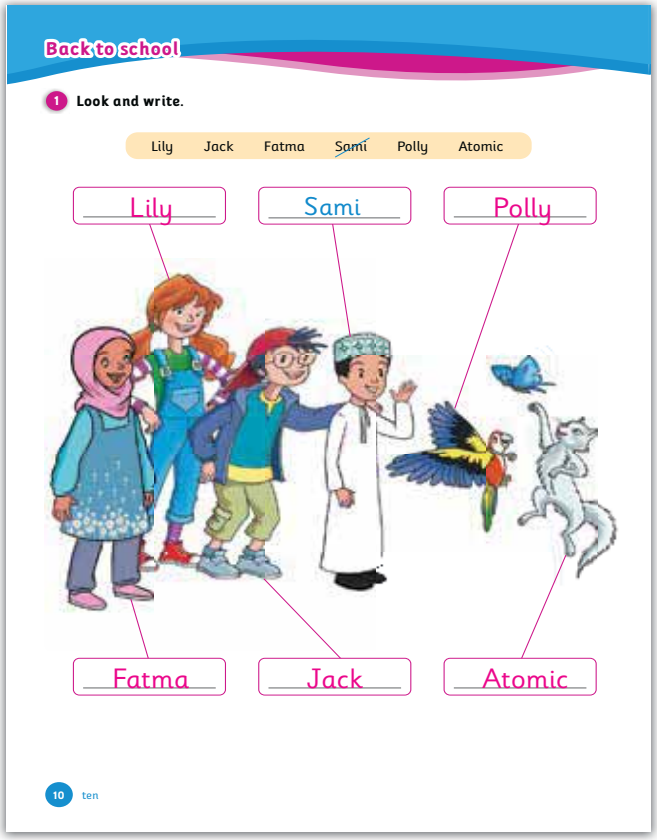
Lesson 2, part 2

Starting the lesson (10 minutes)

- Play a game around the class. Say the first letter of the alphabet, a. Gesture for a pupil to say the next letter, b. The pupil next to them says c, and so on around the class.
- To make it really challenging, you could see if they can say the alphabet backwards in the same way.

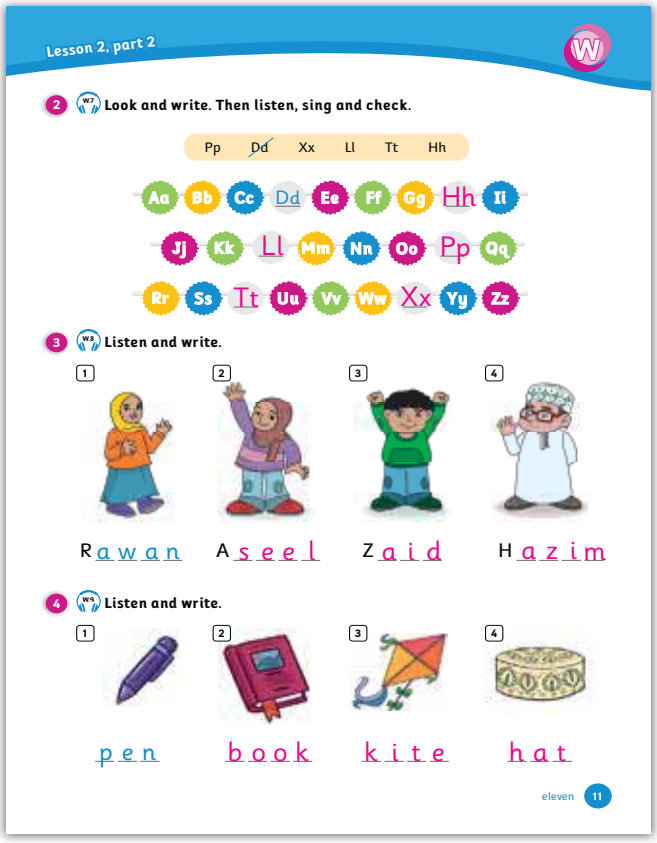
Practice

Activity Book



1 **Look and write.** (5 minutes)

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


Lesson 2, part 2

2 W7 Look and write. Then listen, sing and check.

Pp Dd Xx Ll Tt Hh

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

3 W8 Listen and write.

1 Rawan 2 Aseel 3 Zaid 4 Hazim

4 W9 Listen and write.

1 pen 2 book 3 kite 4 hat

eleven 11

2 W.7 Look and write. Then listen, sing and check. (10 minutes)

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

W.7

Clap your hands and chant with me.
Say a chant of A, B, C!
Aa, Bb, Cc, Dd, Ee, Ff, Gg
Hh, Ii, Jj, Kk, Ll, Mm, Nn
Oo, Pp, Qq, Rr, Ss, Tt
Uu, Vv, Ww, Xx, Yy, Zz
Clap your hands and chant with me.
Say a chant of A, B, C!

3 W.8 Listen and write. (5 minutes)

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

W.8

1 Girl 1: Hello. What's your name?
Girl 2: My name's Rawan.
Girl 1: How do you spell Rawan?
Girl 2: R-a-w-a-n.
Girl 1: R-a-w-a-n?
Girl 2: That's right.

2 Girl 3: Hello. What's your name?
Girl 4: My name's Aseel.
Girl 3: How do you spell Aseel?
Girl 4: A-s-e-e-l.
Girl 3: A-s-e-e-l?
Girl 4: That's right.

3 Boy 1: Hello. What's your name?
Boy 2: My name's Zaid.
Boy 1: How do you spell Zaid?
Boy 2: Z-a-i-d.
Boy 1: Z-a-i-d?
Boy 2: That's right.

4 Boy 3: Hello. What's your name?
Boy 4: My name's Hazim.
Boy 3: How do you spell Hazim?
Boy 4: H-a-z-i-m.
Boy 3: H-a-z-i-m?
Boy 4: That's right.

4 W.9 Listen and write. (5 minutes)

- Explain that pupils will now hear how to spell four more words. The pictures will help them.
- Check answers as a class.

W.9

1 pen: p-e-n
2 book: b-o-o-k
3 kite: k-i -t-e
4 hat: h-a-t

Finishing the lesson (5 minutes)

- Spell the name of a pupil in the class, for example, say A-l-i. The pupil (Ali) puts up his hand and says his name.
- Encourage pupils to do the same, or continue yourself with different names.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can recognise ordinal numbers up to twenty written as words (GSE 22).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24). Can get the gist of a simple song, if supported by gestures (GSE 21). Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions, if spoken slowly and clearly (GSE 19).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can use cardinal numbers up to twenty (GSE 18). Can ask simple questions about numbers of objects using a basic phrase (GSE 26).
- **Writing:** Can write cardinal numbers up to twenty as words (GSE 27).

Materials

- sheets of A4 paper, enough for each pupil
- number flashcards from Grade 2
- Welcome poster: Numbers 1–20
- twenty strips of paper for each pupil
- star stickers (page 123)

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: portfolios; Summative and thought-provoking questions technique (see page 16)

Lesson 3, part 1

Starting the lesson (2 minutes)

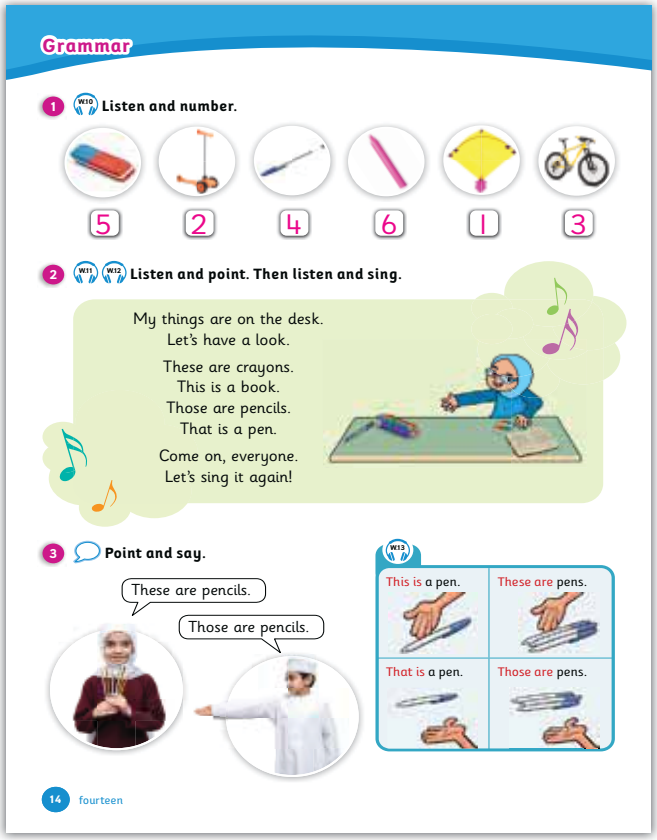
- Revise numbers using the number flashcards from Grade 2 and the Welcome poster. Point to each number on the poster and have pupils repeat them chorally.
- Have pupils say as many classroom objects as they can. Write them on the board.
- Place pupils into small groups. Tell pupils to gather as many of the classroom items written on the board as quickly as possible.
- Groups come to the front to show and name their items.
- Ask pupils to count to ten in unison.
- Tell pupils you will say a number and they have to count from that number onwards, e.g. *Four … five, six,* etc.
- Repeat but ask pupils to count backwards.

Presentation (3 minutes)

- Explain that in this lesson pupils will revise classroom items and toys.
- Ask pupils to name a few toys they play with. Write them on the board in the singular.
- Then, as a class, write the words in the plural form. Leave them on the board for the lesson.
- Place the number flashcards from Grade 2 on the board. Explain that in this lesson pupils will practise the numbers 11–20.
- Point to each card, say the number and have pupils repeat.
- Place pupils in pairs. Say a number and together they have to show that number using their fingers.

Practice

Class Book


Grammar

1 W10 Listen and number.

5 2 4 6 1 3

2 W11 W12 Listen and point. Then listen and sing.

My things are on the desk.
Let's have a look.
These are crayons.
This is a book.
Those are pencils.
That is a pen.
Come on, everyone.
Let's sing it again!

3 Point and say.

These are pencils.
Those are pencils.

W13
This is a pen. These are pens.
That is a pen. Those are pens.

14 fourteen

1 W.10 **Listen and number.** (3 minutes)

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

W.10

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

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

2 W.11 & W.12 **Listen and point. Then listen and sing.** (5 minutes)

- Use the Lollipop stick technique (see page 15) to have pupils tell you what things they see in the picture.
- Ask pupils to read the song and put in front of them a few items they have that are in the song.
- Pupils sing the song as they raise their items.
- A karaoke version of the song is available (track W.12).

W.11

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

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

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

Diversity

Support

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

Challenge

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

3 **Point and say.** (2 minutes)

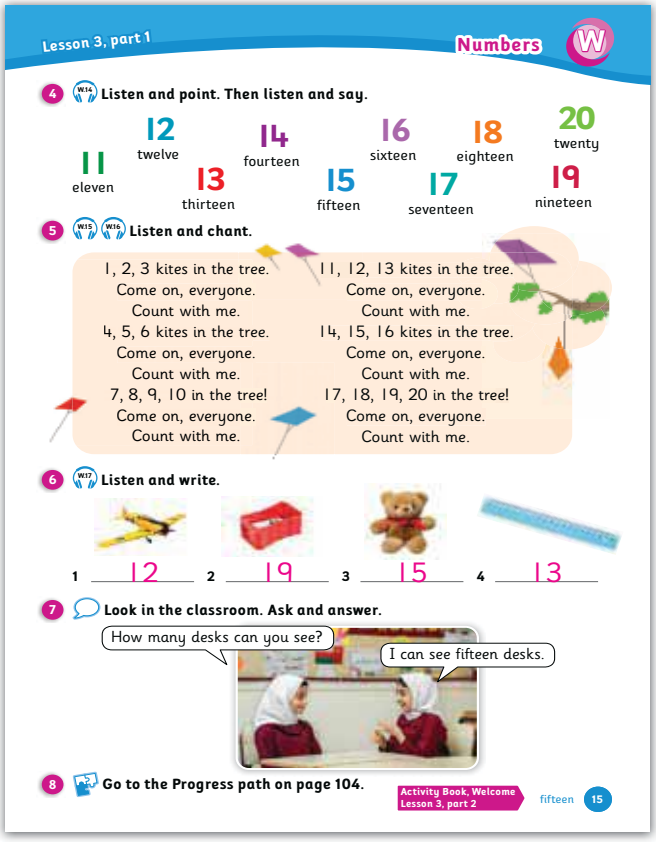
- Ask pupils to tell you the rule for *this/that, these/those*.
- Pick up a pen and say *This is a pen*. Then pick up two pens and say *These are pens*. Continue with *that* and *those*.
- W.13 Draw pupils' attention to the grammar box and the recorded model.
- Place pupils in pairs and have them complete the activity using their own classroom items.

W.13

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

Extra activity **TPR**

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



4 W.14 **Listen and point. Then listen and say.** (5 minutes)

- Place the Welcome unit poster on the board. Point to a number and say the word. Pupils repeat after you.

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

W.14

11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Diversity

Support

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

Challenge

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

5 W.15 & W.16 Listen and chant. (5 minutes)

- Ask pupils to quietly read the song.
- Play the song for pupils to chant. Explain that when they hear a number, they can clap their hands.
- A karaoke version of the chant is also available (track W.16).
- **Extension** In small groups, pupils write a verse of the chant with other items to sing to the class.
- Instruct, guide and assist as necessary.

W.15

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

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

Extra activity TPR

- Tell pupils that when you say a number from 1–10, they have to clap their hands, but when you say a number from 11–20, they have to stomp their feet. Pupils that make a mistake lose two turns.

6 W.17 Listen and write. (5 minutes)

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

W.17

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

Extra activity Collaborative work

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

7 Look in the classroom. Ask and answer. (2 minutes)

- Point to a desk and ask pupils to tell you how many desks they can see in the classroom. Continue with more items.
- Using the Lollipop stick technique (see page 15), have two pupils read the dialogue. Pupils complete the activity in pairs.

8 Go to the Progress path on page 104. (3 minutes)

- Refer pupils to page 104 to answer the questions.
- Check the answers (thirteen, kite: k-i-t-e). They can now stick their star stickers (page 123).

Finishing the lesson (5 minutes)

- In pairs, pupils make a grammar poster on a sheet of A4 paper, using today's grammar and their own classroom items.
- Make a classroom display.

- Then, using the Summative and thought-provoking questions technique (see page 16), ask pupils how they feel about their learning, if they feel they are learning successfully, what they can work on to improve themselves and what they would like to learn next.

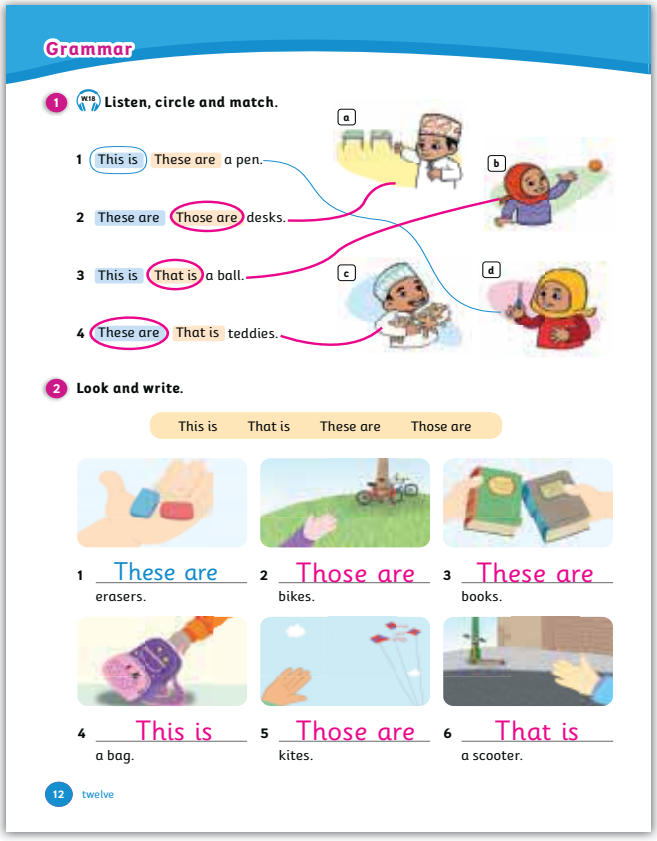
Lesson 3, part 2

Starting the lesson (5 minutes)

- Go round the class. Whisper to each pupil a number from one to twenty (if you have more than twenty pupils, give some pupils more than one number).
- Now say *One*. Pupil one stands up and says their number. Continue up to twenty.

Practice

Activity Book



1 W.18 Listen, circle and match. (10 minutes)

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

W.18

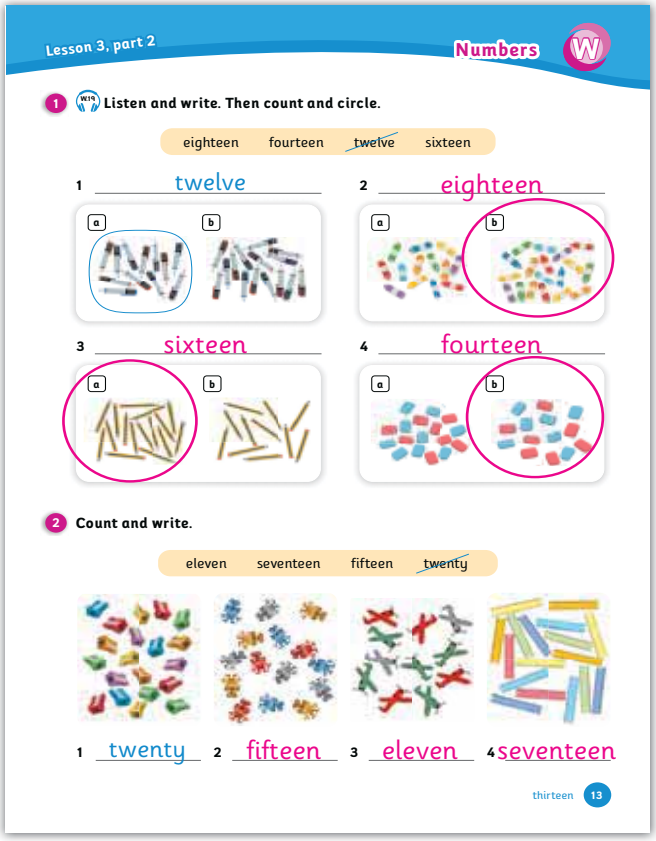
1 This is a pen.
2 Those are desks.
3 That is a ball.
4 These are teddies.

2 Look and write. (5 minutes)

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

Extra activity Fast finishers

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



1 W.19 Listen and write. Then count and circle. (10 minutes)

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

W.19

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

2 Count and write. (5 minutes)

- Pupils complete the activity individually. Check answers as a class.
- Now tell pupils to complete the Picture dictionary on page 67.

Finishing the lesson (5 minutes)

- Point to different items in the classroom, near and far. Pupils say *This is/That is* … and *These are/Those are* … .
- Then ask pupils to count the items around the classroom (up to 20).

1 It's a happy day!

Unit objectives

To talk about daily routines and times of the day

Language

Vocabulary	**Daily routines**: *do homework, get up, go to bed, go to school, have art lessons, have breakfast, have dinner, have lunch, play, pray* **Times of the day**: *morning, afternoon, evening, night*
Grammar	*I play/don't play. We have/don't have lunch.* *When do you have dinner? We have dinner in the evening.*
Functions	*What time is it? It's half past/quarter to/quarter past eight.*
Phonics	**wh**: *whale, wheel;* **ph**: *dolphin, phone* **Tricky word**: *go*

Learning outcomes

Listening	• Identity different times (hours) • Recognise key information about routines and events • Listen and identify familiar words and set phrases in short, simple texts on familiar topics • Show an understanding of simple contractions • Listen and join in with songs, chants • Respond verbally and non-verbally to short, basic, spoken and aural instructions • Respond to factual questions • Identify basic days in simple sentences • Respond to instructions
Speaking	• Accurately reproduce modelled language • Pronounce words and sentences using correct stress, rhythm and intonation • Articulate sounds in isolated words and connected speech using correct pronunciation • Use basic language structures when speaking • Express own ideas using a range of familiar words, set phrases and expressions • Retell stories using a range of familiar words, set phrases and set expressions • Ask and answer questions on familiar topics • Participate in short, simple interactions on familiar topics • Recite songs and tongue twisters individually and chorally • Sing a basic song and chant from memory • Talk about self and routines • Respond verbally to direct questions, instructions and visual inputs • Ask and answer questions on familiar topics • Talk about time and days of the week • Act out part of a picture story using simple actions and words
Reading	• Read frequently encountered words with ease • Read the time (hours, quarter and past) when written as a word or words • Read and identify familiar words, set phrases in short, simple texts and stories • Read and understand the overall meaning of short, simple texts, diagrams and basic instructions on familiar topics • Read established sets of sight vocabulary • Recognise the effect of punctuation when reading • Answer referential questions about reading texts • Read and retell information in factual reading texts • Identify main paragraph topics in simple texts on familiar subjects, if supported by prompts • Distinguish the difference between negative and positive statements • Follow basic instructions for making something, if supported by pictures

Writing	• Write clearly formed letters and words moving from left to right • Write sentences using correct spacing, capitalisation and full stops • Write high frequency words correctly • Write short, simple sentences on familiar topics • Write legibly and neatly letters in script • Copy words, phrases and sentences accurately • Maintain appropriate spacing between letters in a word and between words • Arrange scrambled words into sentences • Write dictated single words • Complete a phrase or sentence or label a picture supplying the missing word • Write answers to simple questions based on reading material and pictures • Write basic single clause sentences about different familiar topics, using given prompts or a model
Cognitive skills	• Draw basic pictures to represent vocabulary • Participate in activities that involve taking on the role of familiar people • Listen and respond physically to songs and chants • Engage in activities like colouring and drawing to represent vocabulary and basic familiar concepts

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)
Mathematical, scientific and technological competences: use numbers to complete an activity about the time (L. 6)
Digital competence: use Class Book eBook (L. 1–7)
Social and civic competences: learn to be creative (L. 2 and 5); learn to tell the time (L. 6)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5 and L. 10)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); using previous knowledge (L. 1–10); following instructions (L. 1–10); personalisation of language learnt (L. 5, 6 and 10)
Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 2); Problem solving (L. 2 and 6); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–7)
Creativity	Draw a picture of a colourful animal (L. 2)
Communication	Talking about daily routines and times of the day (L. 1, 2, 4 and 6); Talking about routines (L. 4); Saying the time (L. 6); Cut-outs game (L. 4); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2 and 6)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 25; Activity Book p. 22
- Picture dictionary: Activity Book p. 68
- Unit 1 Extra practice: Activity Book p. 23
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, Self-assessment
- Unit 1 practice

External tests

Class Book	**Activity Book**
Pre A1 Starters Listening Part 2 Pre A1 Starters Reading and Writing Part 5	Pre A1 Starters Listening Part 3

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about daily routines
- **Target language:** *do homework, get up, go to bed, go to school, have art lessons, have breakfast, have dinner, have lunch, play, pray; I play/don't play; We have/don't have lunch.*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write some familiar words (GSE 20). Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- photocopiables 1 and 9
- Unit 1 flashcards (*do homework, get up, go to bed, go to school, have art lessons, have breakfast, have dinner, have lunch, play, pray; morning, afternoon, evening, night)*
- Unit 1 poster: Daily routines
- Unit 1 stickers (page 121)
- stopwatch
- ten strips of paper per pair
- two fly swats

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 1, part 1

Starting the lesson (5 minutes)

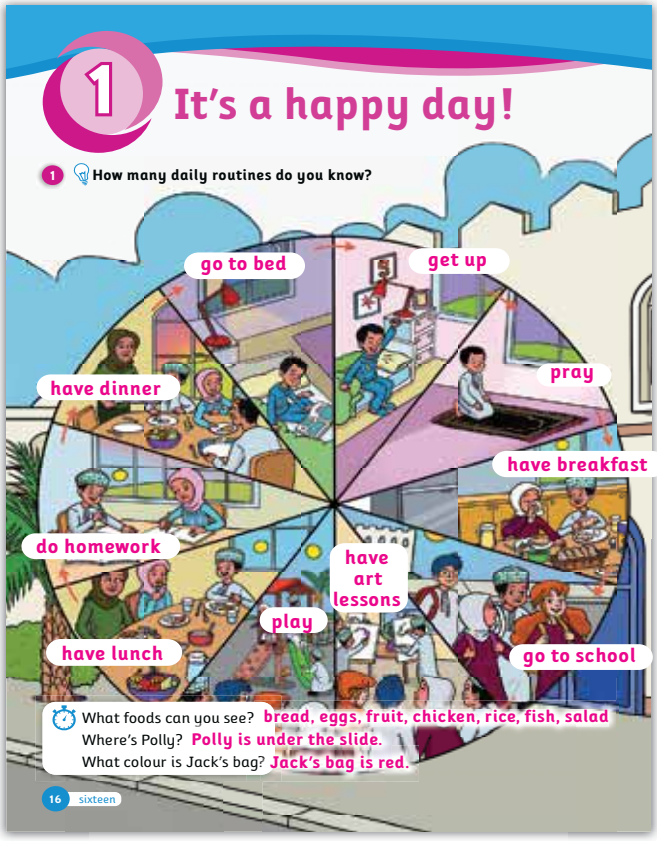
- Write the alphabet on the board and then say it chorally.
- Point to a letter and say a word that starts with it. Have pupils repeat after you. Continue with a few more letters.
- Then use the Lollipop stick technique (see page 15) to ask pupils to say words that start with a letter of the alphabet that you point to.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about our daily activities.
- Ask pupils to look at page 16 and say if their daily routine is similar to what they see.

Practice

Class Book



1 How many daily routines do you know? (5 minutes)

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

Extra activity Critical thinking

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

2 1.1 & 1.2 Listen and stick. Then listen and say. (10 minutes)

- Place the Unit 1 flashcards or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Play the audio. Pupils listen and stick the pictures in the correct place as they hear them. Pupils can find the stickers on page 121.
- **Extension** Have pupils stand up in their places. Say

a word for pupils to mime.

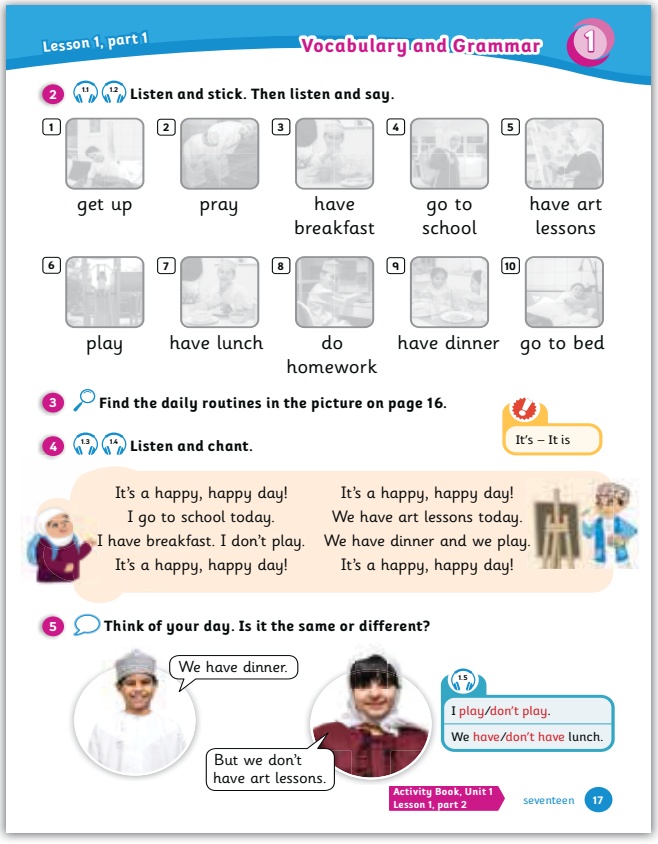
- Place pupils in small groups. Pupils mime an action for their group members to say what it is. Instruct and guide as necessary.

1.1

Girl: Good morning! I've got a busy day.
Boy: I've got a busy day, too.
I get up.
I pray.
I have breakfast.
Girl: I go to school.
I have art lessons.
Boy: I play.
I have lunch.
I do homework.
Girl: I have dinner.
Boy: I go to bed. Good night!

1.2

get up, pray, have breakfast, go to school, have art lessons, play, have lunch, do homework, have dinner, go to bed



Diversity

Support

- Place pupils in pairs and give them ten strips of paper. Have pupils write the new vocabulary and cut the strips in half after the words *get*, *go*, *have* and *do*. Play *Stay as it is* (see page 20). Pupils then mix up the strips and form phrases again. Then they say them to their partners. Keep strips of paper for Activity 3.

Challenge

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

Extra activity Fast finishers

- Have pupils draw their daily routine in their notebooks, as the wheel on page 16. Place them in their portfolios.

3 Find the daily routines in the picture on page 16. (5 minutes)

- In pairs, pupils look for the daily routines and place the strips of paper from the support activity next to the correct picture on the wheel on page 16.

4 1.3 & 1.4 Listen and chant. (5 minutes)

- On the board, write *I go to school. I don't go to school.*
- Tell pupils that when we talk about daily routines, we use the Present simple.
- Play the chant and have them mime each routine.
- A karaoke version of the chant is available (track 1.4).
- **Extension** Place pupils in small groups and have them rewrite the verses using their own daily activities. Groups come to the front of the class to perform the chant.

1.3

It's a happy, happy day!
I go to school today.
I have breakfast. I don't play.
It's a happy, happy day!

It's a happy, happy day!
We have art lessons today.
We have dinner and we play.
It's a happy, happy day!

5 Think of your day. Is it the same or different? (3 minutes)

- Have pupils look at the picture on page 16 and tell you how it is similar to theirs. Then have pupils tell you how it's different, using *don't*.
- 1.5 Draw pupils' attention to the grammar box and the recorded model.

Vocabulary and Grammar

1.5

I play. I don't play.
We have lunch. We don't have lunch.

Finishing the lesson (2 minutes)

- Ask the pupils to open their notebooks. Have them draw one thing they do and one thing they don't do on a daily basis. Pupils make sentences.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Play a mime game (see page 21). Ask pupils to mime an activity from Lesson 1, part 1. Other pupils guess the activity.

Practice

Activity Book



1 It's a happy day!

1 Look at the Class Book page 16. Read and write.

1 Who's got water? Sami, Fatma and their mother.
2 Where's Atomic? On the slide.
3 What colour is the slide? It's green.

2 Look and write.

get up | have breakfast | pray | do homework | have dinner | go to bed | play | go to school | have lunch | have art lessons

go to bed | do homework | have art lessons
go to school | have lunch | pray | play
have breakfast | get up | have dinner

14 fourteen

1 Look at the Class Book page 16. Read and write. (10 minutes)

- Give pupils time to find the answers.
- Have pupils check their answers in pairs.

2 Look and write. (10 minutes)

- Pupils complete the activity individually. Have them raise their hands to show you their work.



Lesson 1, part 2 — Vocabulary and Grammar 1

3 Follow and circle.

1 We I — play don't play basketball.
2 I We — have don't have lunch.
3 We I — have don't have art lessons.
4 We I — go don't go to school.

4 Order and write.

1 have / breakfast. / We — We have breakfast.
2 go / I / school. / to — I go to school.
3 don't / We / tennis. / play — We don't play tennis.
4 have / don't / dinner. / I — I don't have dinner.

fifteen 15

3 Follow and circle. (5 minutes)

- Pupils can do the task in pairs. First, ask pairs to follow the lines with their finger. They say whether the picture is "We" or "I".
- Then, ask pupils to look at each picture and decide whether the people do or don't do the activities.
- Check answers as a class and then read the full sentences aloud.

4 Order and write. (5 minutes)

- Read the example and check understanding.
- Pupils complete the activity individually. Have them raise their hands to show you their work.
- Draw pupils' attention to the full stop in each sentence.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt today.
- Have pupils form two lines in front of the board and give each leader a fly swat. Have pupils play the *Word Swat* game (see page 22) with the Unit 1 flashcards. The line which finishes first leaves the classroom first at the end of the lesson.

Extra activity Photocopiables 1 and 9

- Ask pupils to do photocopiables 1 and 9.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** daily activities; *We have art lessons. We have tennis lessons in the morning.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the order in which events happen (GSE 41).
- **Speaking:** Can describe objects in a basic way (GSE 25). Can act out parts of a picture story using simple actions and words (GSE 31).

Materials

- photocopiables 25 A and B
- Unit 1 story cards

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring pupils' learning: Hands up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 2, part 1

Starting the lesson (5 minutes)

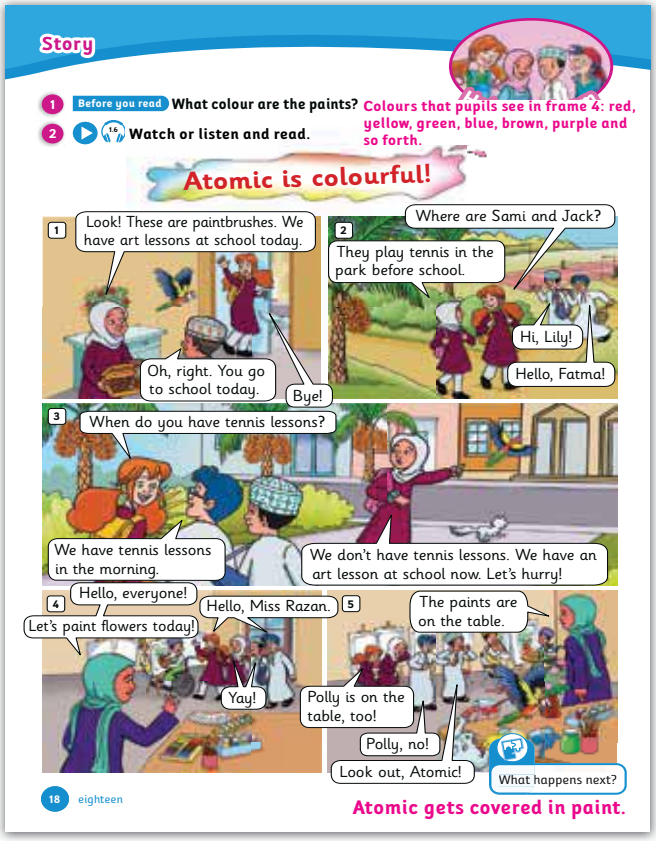
- Place pupils in small groups and have them play a game of charades (see page 20) where they mime the new vocabulary for their group members to guess.

Presentation (5 minutes)

- Using the Key question technique (see page 15), ask pupils if they read stories and if so, what kind. Ask pupils if they can remember any of the stories from Grade 2.
- Explain that in this lesson pupils will read a story about an art lesson.
- On the board, write *Atomic is colourful.* Ask pupils what they think will happen in the story.

Practice

Class Book



1 Before you read What colour are the paints? (5 minutes)

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

2 1.6 Watch or listen and read. (10 minutes)

- Have pupils read or listen to the story. Ask them what happens in it. Remind them to look at the punctuation in the story. A question mark shows a question, and an exclamation mark shows them something is exciting or difficult.
- Play the video or audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the Hands up/down technique (see page 16), say different statements about the story, e.g. *The children have an English lesson (down). Atomic and Polly make a mess (up).*
- **Extension** Use the story cards to ask about the story.
- Refer pupils to the question box again. Ask if

Story

their guesses were correct.

1.6

Atomic is colourful!

1 Fatma: Look! These are paintbrushes. We have art lessons at school today.
Brother: Oh, right. You go to school today.
Lily: Bye!

2 Lily: Where are Sami and Jack?
Fatma: They play tennis in the park before school.
Sami: Hi, Lily!
Jack: Hello, Fatma!

3 Lily: When do you have tennis lessons?
Jack: We have tennis lessons in the morning.
Fatma: We don't have tennis lessons. We have an art lesson at school now. Let's hurry!

4 Miss Razan: Hello, everyone!
Lily and Jack: Hello, Miss Razan.
Miss Razan: Let's paint flowers today!
Fatma and Sami: Yay!

5 Miss Razan: The paints are on the table.
Lily: Polly is on the table, too!
Jack: Polly, no!
Sami: Look out, Atomic!

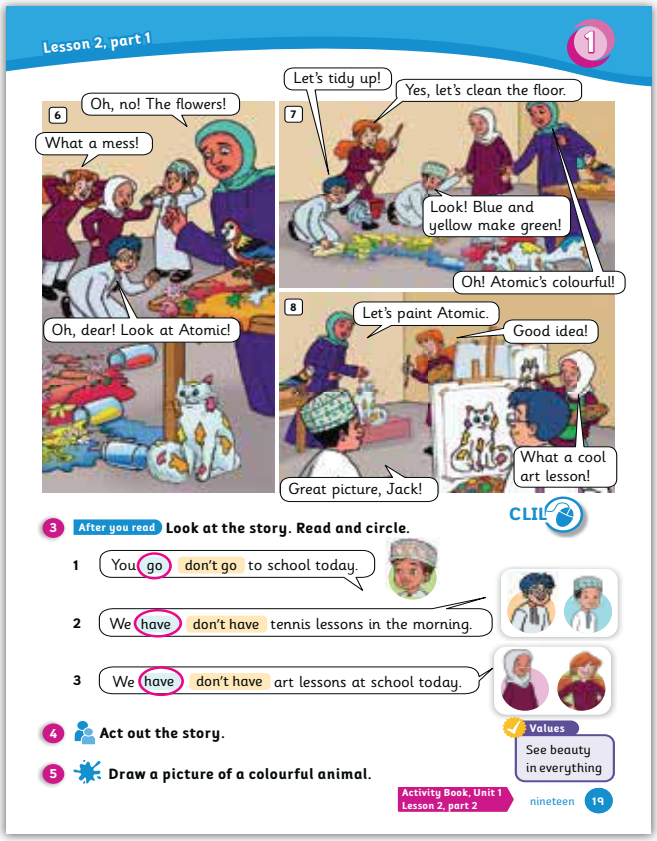
6 Miss Razan: Oh, no! The flowers!
Lily: What a mess!
Jack: Oh, dear! Look at Atomic!

7 Jack: Let's tidy up!
Lily: Yes, let's clean the floor.
Sami: Look! Blue and yellow make green!
Miss Razan: Oh! Atomic's colourful!

8 Miss Razan: Let's paint Atomic.
Lily: Good idea!
Sami: Great picture, Jack!
Fatma: What a cool art lesson!

CLIL Link

In Unit 1, the story is based around the concept of matter and colour. Lily and her friends are having an art lesson when Atomic and Polly spill the paints over the floor, causing the paint to mix.



3 After you read Look at the story. Read and circle. (5 minutes)

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

Diversity

Support

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

Challenge

- Pupils rewrite one frame using different vocabulary, and they draw it in their notebooks to present to the class. Make a classroom display.

Extra activity TPR

- Explain that you will read the story but may make mistakes as you read. The mistake could be a colour, number, activity, name, etc.
- When pupils hear the mistake, they have to clap their hands and say *STOP!* A volunteer corrects you.

4 Act out the story. (5 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them. For details of acting out stories, see page 18.
- **Extension** Ask pupils to draw different objects from the story to use as props in their notebooks (one prop per pupil), e.g. paintbrushes, tennis raquet, flowers, Atomic and Polly.
- Have the groups perform in front of the class.

5 Draw a picture of a colourful animal. (3 minutes)

- Ask pupils what colours Atomic has on it.
- Have pupils complete the activity using their favourite colours.

Values

- Ask pupils why they think it is important to see the beauty in everything around us.
- Ask pupils to look at picture 6 in the story. Did the characters see beauty when the paint was spilled? (No.) What did Lily call the spilled paint? (A mess.) How did they find beauty in the paint in pictures 7 and 8? (They realised they could mix the paint to make other colours and that they could paint Atomic.)
- Explain to pupils that art class was saved because they found ways to see the beauty that came from the spilled paint.

Extra activity Creativity

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

Finishing the lesson (2 minutes)

- Explain that you will read the story, but in some places you will make a mistake which pupils have to correct.

Lesson 2, part 2

Starting the lesson (10 minutes)

- Mime an action, for example, have art lessons. Pupils name the action.
- Have pupils do the same in pairs as they remain seated in their seats.

Practice

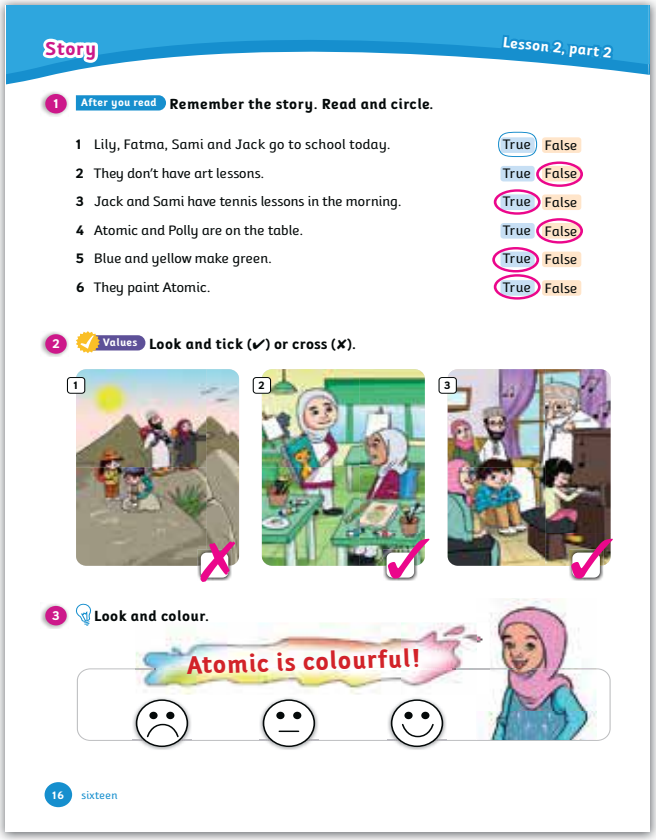
Activity Book

1 After you read Remember the story. Read and circle. (10 minutes)

- Ask pupils to tell you as much as they can about the story before they complete the task.
- They can check answers with partners.

2 Values Look and tick (✔) or cross (✘). (5 minutes)

- Pupils complete the activity individually. Remind them to see beauty in everything – the boy in picture 1 is not doing this, but the people in the other two pictures are.
- **Extension** Ask pupils to explain how the boy in picture 1 is feeling and why.


Story
Lesson 2, part 2
1 After you read Remember the story. Read and circle.
1 Lily, Fatma, Sami and Jack go to school today. True False
2 They don't have art lessons. True False
3 Jack and Sami have tennis lessons in the morning. True False
4 Atomic and Polly are on the table. True False
5 Blue and yellow make green. True False
6 They paint Atomic. True False
2 Values Look and tick (✔) or cross (✘).
1 2 3
3 Look and colour.
Atomic is colourful!
16 sixteen

3 Look and colour. (5 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story.

Finishing the lesson (10 minutes)

- Explain to pupils that you will read sentences from the story backwards for them to find which frame they are from. Say, *today school to go You. right, Oh. (Frame 1).*
- After a few sentences, have pupils play in pairs.
- Use the Summative and thought-provoking questions technique (see page 16) to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

Extra activity Photocopiables 25 A and B

- Ask pupils to do photocopiables 25 A and B.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn times of the day
- **Target language:** *morning, afternoon, evening, night; When do you have breakfast? We have breakfast in the morning.*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about habits and daily routines (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- photocopiables 2, 10, 17 and 21
- Unit 1 flashcards (*do homework, get up, go to bed, go to school, have art lessons, have breakfast, have dinner, have lunch, play, pray; morning, afternoon, evening, night*)
- Unit 1 poster
- sheets of A4 paper for making posters

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 3, part 1

Starting the lesson (5 minutes)

- Place the Unit 1 flashcards (daily routines) or poster on the board picture side up.
- Use the Lollipop stick technique (see page 15) to choose pupils to spell one of the daily routines that you point to on the flashcards or poster. As pupils spell the word, write it on the board.
- As you write, intentionally make a mistake for the pupils to correct you.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn words that show the different times of day.
- Place the Unit 1 flashcards (times of day) on the board. Go through each word and have pupils repeat after you.
- Ask pupils to tell you what time of day it is now.
- Place pupils in pairs. One pupil points to a word for the other to say it.

Practice

Class Book



1 1.7 & 1.8 Listen and say. Then listen and point. (10 minutes)

- Say a time of day for pupils to point to in their Class Books.
- Play track 1.7. Pupils repeat the items as they hear them.
- Play track 1.8. Pupils listen and point to the correct image.

1.7

morning, afternoon, evening, night

1.8

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

Diversity

Support

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

2 1.9 & 1.10 **Listen and sing.** (5 minutes)

- Place the Unit 1 flashcards (times of day) on the board. Ask pupils to tell you what the times of the day are.
- Play the song for pupils to sing. Explain that when they hear a time of the day, they stamp their feet.
- A karaoke version of the song is available (track 1.10).

1.9

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

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

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

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

Extra activity **TPR**

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

3 **Ask and answer.** (10 minutes)

- 1.11 Draw pupils' attention to the grammar box and the recorded model.
- On the board, write *When do you …? I … in the morning/afternoon/evening/night.*
- Explain that we place the time of day at the end of the sentence when we answer. Use the Traffic light cards technique (see page 16) to check understanding.
- **Extension** Refer pupils to the song. Pupils find examples of *When do you …?* and times of day.

1.11

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

- Give pupils a sheet of A4 paper and ask them to make a poster showing what they do at different times of the day.
- Pupils use the sheet of paper to complete the activity in pairs.

Extra activity **Collaborative work**

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

Finishing the lesson (5 minutes)

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

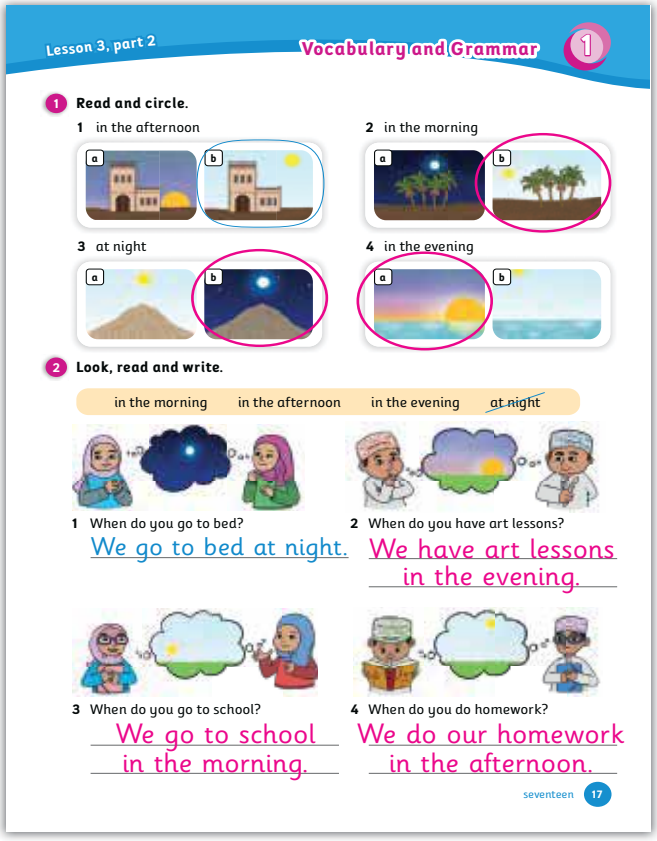
Lesson 3, part 2

Starting the lesson (10 minutes)

- Ask pupils if they remember the words from the song in the last lesson. Then play the song and ask pupils to sing along. Play also the karaoke version if you have time.

Practice

Activity Book


Lesson 3, part 2 Vocabulary and Grammar 1

1 Read and circle.

1 in the afternoon
2 in the morning
3 at night
4 in the evening

2 Look, read and write.

in the morning | in the afternoon | in the evening | at night

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

2 When do you have art lessons?
We have art lessons in the evening.

3 When do you go to school?
We go to school in the morning.

4 When do you do homework?
We do our homework in the afternoon.

seventeen 17

1 Read and circle. (10 minutes)

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

2 Look, read and write. (10 minutes)

- Pupils complete the activity individually.
- Using the Think-pair-share technique (see page 16), pupils check answers with their partners and read the sentences.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how confident they feel talking about their day. Ask if they think their English is improving.
- Ask pupils to write two favourite sentences from today's lesson to read to the class.

Extra activity **Photocopiables 2, 10, 17 and 21**

- Ask pupils to do photocopiables 2, 10, 17 and 21.

Skills

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to play a game about daily routines
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

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

Materials

- Unit 1 flashcards (daily routines and times of day)
- Unit 1 cut-outs (page 107)
- two fly swats
- scissors

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (5 minutes)

- With the Unit 1 flashcards, do a quick review of the unit vocabulary.
- Raise a flashcard and ask pupils when they do the activity shown. Accept answers from pupils who raise their hands. Repeat so that as many pupils as possible get a chance to talk.

Presentation (5 minutes)

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

Practice

Class Book



Diversity

Support

- Before pupils start the activity, on the board, write *What do you do on Sundays?*
- Tell pupils that they will hear the expression *What do you do on Sundays?* in the audio. Tell pupils that when we put an s at the end of the day, it means every.
- Use the Lollipop stick technique (see page 15) to ask pupils what they do on Sundays. Extend to ask what they do on other days.

Challenge

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

1 1.12 Read the questions. Then listen and complete the answers. (15 minutes)

- This task is based on Pre A1 Starters Listening Part 2.
- Refer pupils to the picture and have them tell you what activities they see. Write them on the board.
- Ask pupils when they think the activities are done.

- Explain the activity. Use the Traffic light cards technique (see page 16) to check pupils understand it.
- Ask pupils what they think the answers will be.
- Play the audio twice, pausing for pupils to write the answers.
- Pupils check each other's work.
- **Extension** Ask pupils if they think they should do a lot of activities before or after school.

1.12

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

2 1.13 **Cut out. Then listen and play.** (10 minutes)

- Have pupils find and cut the Unit 1 cut-outs on page 107. Each pupil opens his or her own cards.
- Place pupils in pairs and play the audio. Ask two volunteers to read the dialogue aloud. Explain that pupils are going to play a game.
- Ask pupils to look at their cards and, using the Lollipop stick technique (see page 15), have random pupils describe their activities.
- Place pupils in pairs. Pupils then place their own cards face down in a pile in front of them. Each pupil then takes it in turns to turn over a card from their set of cut-outs and say the name of that activity. If the cards match, the first pupil to say *Snap!* keeps the cards and then says a sentence about when they do the activity. The pupil with the most cards wins.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood the game.

1.13

Boy 1: Have dinner.
Boy 2: Have dinner. Snap! We have dinner in the evening.
Boy 1: Yes.

Extra activity Communication

- Write *What do you do on _____ afternoons?*
- Place pupils in pairs and have them write a short dialogue where they write a day in the gap and answer the question with an activity.
- Tell pupils to use their imagination; the activity can be imaginative and not real.
- Pupils then come to the front and act out their dialogue.

Extra activity TPR

- On the board, write twenty new words the pupils have been taught so far.
- Divide the class into two teams and have them form two lines at the back of the room. Give each leader a fly swat and have pupils play the *Word Swat* game (see page 22).

Finishing the lesson (5 minutes)

- Make a sentence about an event, for example *I have lunch*. Pupils say if it is in the morning, in the afternoon or at night.
- Pupils can do the same in pairs.

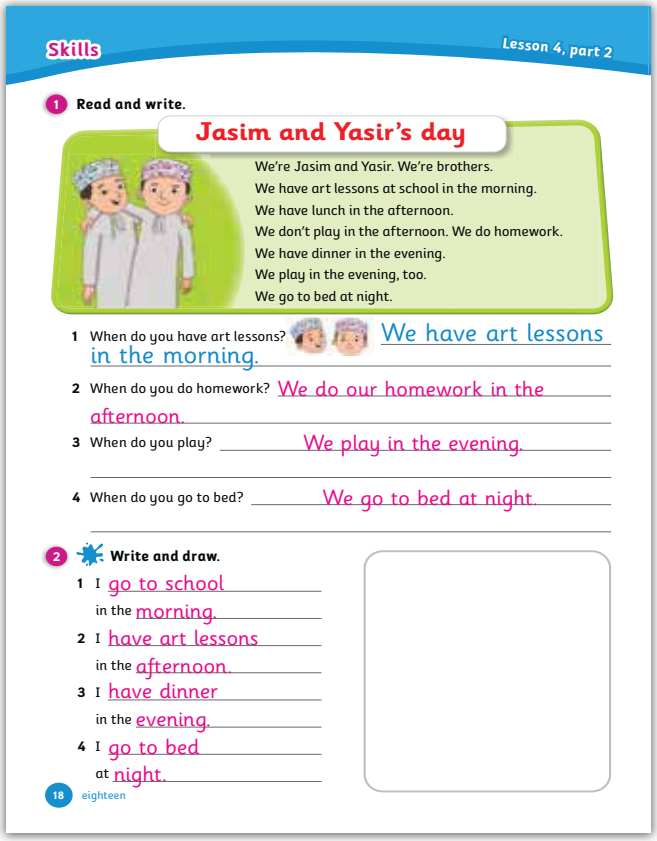
Lesson 4, part 2

Starting the lesson (5 minutes)

- Place the Unit 1 flashcards (times of day) on the board.
- Ask pupils to make a sentence with a daily routine activity and each flashcard, for example, *I get up in the morning.*

Practice

Activity Book



Skills — Lesson 4, part 2

1 Read and write.

Jasim and Yasir's day

We're Jasim and Yasir. We're brothers.
We have art lessons at school in the morning.
We have lunch in the afternoon.
We don't play in the afternoon. We do homework.
We have dinner in the evening.
We play in the evening, too.
We go to bed at night.

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

2 Write and draw.

1 I go to school in the morning.
2 I have art lessons in the afternoon.
3 I have dinner in the evening.
4 I go to bed at night.

18 eighteen

1 Read and write. (10 minutes)

- Give pupils time to read about the boys' day and to answer the questions.
- They can check answers with their partners.

2 Write and draw. (10 minutes)

- Ask pupils to say as many new words from the unit as they can. Write them on the board.
- Explain that pupils have to write about their day and then draw a picture of themselves in the box.
- Pupils show their work to their peers and use the Two stars and a wish technique (see page 16) to comment on each other's work. They read their sentences to each other.

Dictation (5 minutes)

- Ask pupils to get ready with some paper and a pen.
- Play the audio for pupils to individually listen and write the words.
- Check answers as a class.

D1

1 do homework
2 get up
3 go to bed
4 go to school
5 have art lessons
6 have breakfast
7 have dinner
8 have lunch
9 play
10 pray

Finishing the lesson (10 minutes)

- Using the Summative and thought-provoking questions technique (see page 16), have pupils reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at. Have a classroom discussion where pupils exchange tips on how to improve in vocabulary. If necessary, use L1.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about traditional breakfasts from different countries; to make a breakfast menu for Oman
- **Target language:** *cereal, pickles, porridge, soup, tea, toast*

Global Scale of English (GSE)

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

Materials

- photocopiable 29
- notebooks

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork
- Independent learning: portfolios; Three facts and a fib technique (see page 16); Summative and thought-provoking questions technique (see page 16)

Lesson 5, part 1

Starting the lesson (3 minutes)

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

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about traditional breakfasts from different countries. Ask pupils if they know anything about breakfasts in other countries. Explain that cafés and hotels usually have traditional breakfasts.
- Pupils look at the four pictures on page 22. Say *Let's read the words . . . tea, toast, porridge, cereal, pickles, soup.* Ask pupils which breakfast they like most.

Practice

Class Book



1 Before you read What do you have for breakfast? (5 minutes)

- Ask pupils what they eat for breakfast. Alternatively, ask *Do you eat toast for breakfast? Do you eat cereal for breakfast? Do you drink milk? Do you drink tea?* Use the Lollipop stick technique (see page 15) to make sure a variety of pupils are asked.

2 1.14 Listen and read. (10 minutes)

- Ask pupils to look at the pictures. Say the words in bold as pupils point and repeat.
- Play the audio and pupils listen and follow in their Class Books. Play the audio again and pupils read along with the audio.
- Use the Lollipop stick technique (see page 15) to have a few pupils read the text aloud.
- Ask pupils to describe what they can see in each picture and if they like it, e.g. *I can see toast. I like toast. I can see porridge. I don't like porridge.*

- **Extension** Ask pupils to work in pairs and say any new things they have learnt about the breakfasts, e.g. *Some people in Japan eat fish for breakfast.*

1.14

Traditional breakfasts

Breakfasts are different around the world.

In the UK, some people have toast and tea. Children often have cereal, milk and juice.

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

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

Which breakfast do you like?

3 Find out more! Watch the video. (5 minutes)

- Have pupils use the Three facts and a fib technique (see page 16) to test each other's understanding of the video.
- Ask pupils what food was in the video and if they liked it or not. Encourage pupils to say, e.g. *I like . . . . I don't like . . . .*

Extra activity Critical thinking

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

Diversity

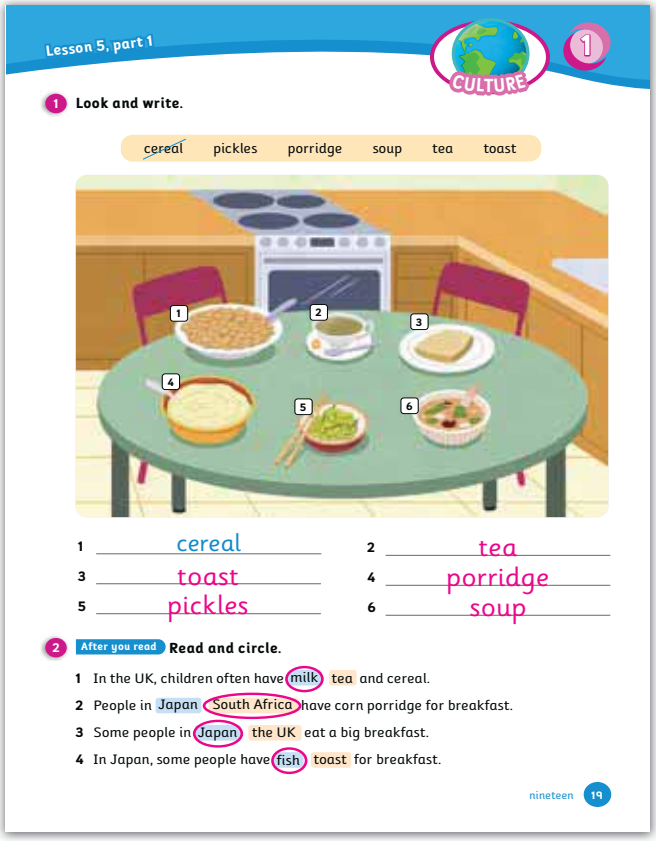
Support

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

Challenge

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

Activity Book


Lesson 5, part 1

CULTURE 1

1 Look and write.

~~cereal~~ pickles porridge soup tea toast

1 cereal 2 tea
3 toast 4 porridge
5 pickles 6 soup

2 After you read Read and circle.

1 In the UK, children often have milk tea and cereal.
2 People in Japan South Africa have corn porridge for breakfast.
3 Some people in Japan the UK eat a big breakfast.
4 In Japan, some people have fish toast for breakfast.

nineteen 19

1 Look and write. (5 minutes)

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

2 After you read Read and circle. (5 minutes)

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

Extra activity TPR

- Say things about the texts on page 22 of the Class Book. If they are true, pupils clap. If they aren't true, they stamp their feet. Say, e.g. *People in the UK have fish for breakfast. (False) People in Japan have rice. (True)*

Finishing the lesson (5 minutes)

- Name a type of breakfast. Pupils call out *healthy* or *unhealthy*.
- Repeat for all the food they have met in this lesson.

Lesson 5, part 2

Starting the lesson (5 minutes)

- Ask pupils about breakfasts. What is their favourite breakfast? What don't they like?

Presentation (5 minutes)

- Explain to pupils that they are going to make a class poster of breakfast in Oman. Explain that this can be about anything people eat in Oman, not only what they like to eat.

Practice – Project

Class Book



Make a breakfast menu for Oman. (25 minutes)

- Have pupils open to a blank page in their notebooks. Using the Lollipop stick technique (see page 15), choose a pupil to read through the instructions.
- Brainstorm the names of different foods they think they will use. Write them on the board.
- Tell pupils they can use the ideas from the board to write a few sentences about their breakfast menu.
- Have pupils present their work to the class.
- Make a classroom display.

Extra activity Fast finishers

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

Finishing the lesson (5 minutes)

- Do a dictation of new words learnt. Pupils correct each other's work in pairs.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what kinds of things they have learnt.

Extra activity Photocopiable 29

- Ask pupils to do photocopiable 29.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to say the time (*o'clock, quarter to/past, half past*)
- **Target language:** *What time is it? It's half past/ quarter to/quarter past eight.*

Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can identify key information in short conversations on school-related topics, e.g. subjects, timetables, homework (GSE 34).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- photocopiable 33
- Tell the time poster
- notebooks
- two strips of paper for each pupil
- a clock
- straw puppets
- sheets of A4 paper

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique (see page 16); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 6, part 1

Starting the lesson (5 minutes)

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

Presentation (5 minutes)

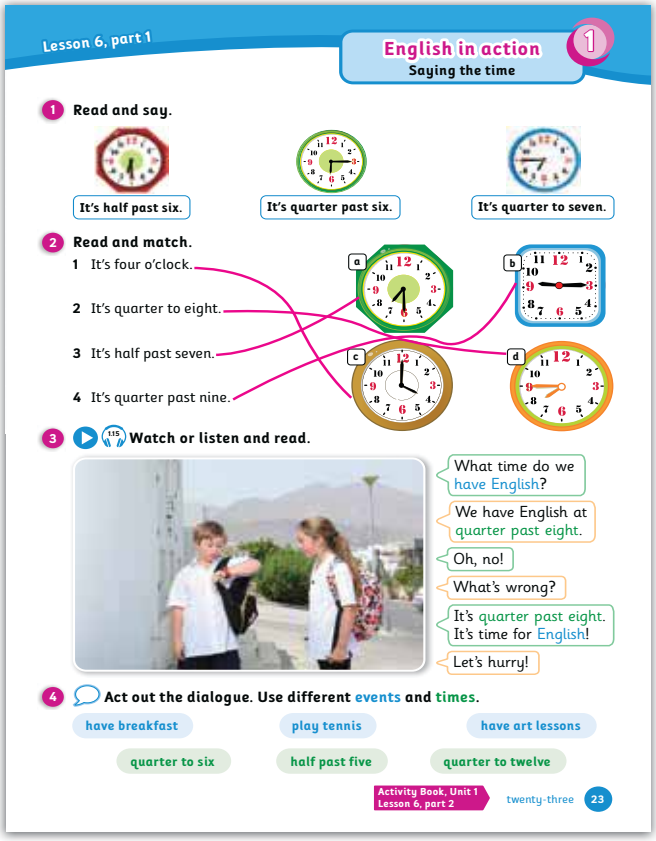
- Explain that in this lesson pupils will learn how to ask and tell the time.
- On the board, write *What time is it?* Explain that this is the term we use to ask the time.
- Show pupils the clock and the Tell the time poster. Point to numbers 1–12 and elicit the words. Then place hands to show quarter to/past three and ask *What time is it? It's quarter to/past three.* Continue with a few more different times with quarter to/past, then repeat with half past.
- Place the hands to show *half past* and ask *What time is it?* Present *half past.* Repeat with half past different hours.
- Do the same with *quarter to* and *quarter past.*

Extra activity Collaborative work

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

Practice

Class Book


Lesson 6, part 1

English in action 1

Saying the time

1 Read and say.

It's half past six. It's quarter past six. It's quarter to seven.

2 Read and match.

1 It's four o'clock.
2 It's quarter to eight.
3 It's half past seven.
4 It's quarter past nine.

3 Watch or listen and read.

What time do we have English?
We have English at quarter past eight.
Oh, no!
What's wrong?
It's quarter past eight. It's time for English!
Let's hurry!

4 Act out the dialogue. Use different events and times.

have breakfast | play tennis | have art lessons
quarter to six | half past five | quarter to twelve

Activity Book, Unit 1 Lesson 6, part 2 twenty-three 23

1 Read and say. (2 minutes)

- Have pupils look at the three clocks and say the correct time.

2 Read and match. (3 minutes)

- Have pupils read the first sentence and match it to the correct clock.
- Ask pupils to do the same with the remaining sentences. They can use the Tell the time poster to help them.

3 1.15 Watch or listen and read. (10 minutes)

- Ask pupils to look at the picture and describe it. Ask pupils why they think the children in the picture are running.

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

1.15

Boy: What time do we have English?
Girl: We have English at quarter past eight.
Boy: Oh, no!
Girl: What's wrong?
Boy: It's quarter past eight. It's time for English!
Girl: Let's hurry!

4 Act out the dialogue. Use different events and times. (10 minutes)

- Using the Stop/Go technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.
- Using the Lollipop stick technique (see page 15), invite pupils to come to the front of the class and act out the dialogue.

Diversity

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

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

Finishing the lesson (5 minutes)

- Pupils demonstrate their dialogues to the class.

Lesson 6, part 2

Starting the lesson (15 minutes)

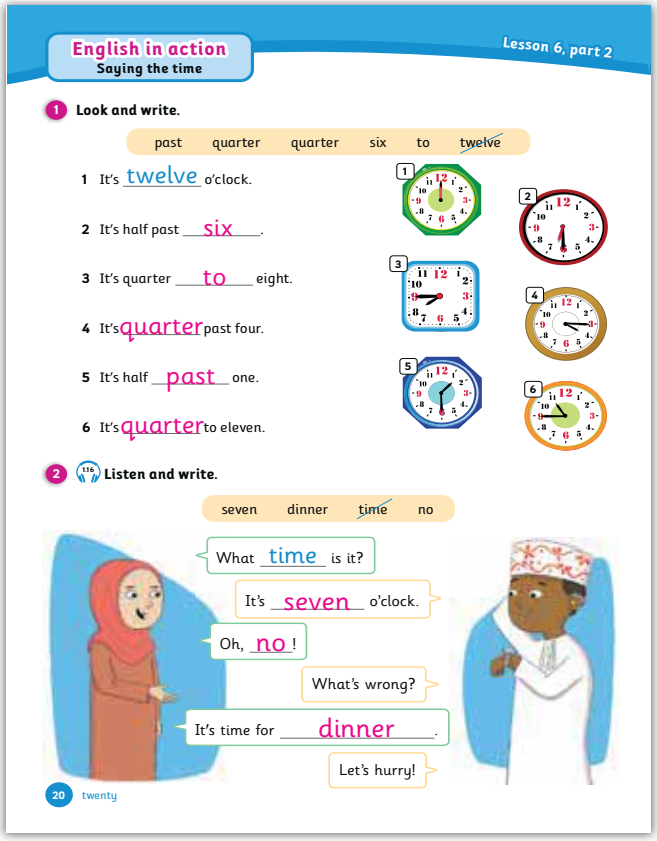
- Show pupils the clock. Move the hands to different times (half past, quarter past, quarter to). Pupils say the time.
- Do the same with the Tell the time poster. Point to different clocks and elicit the time.

Practice

Activity Book

1 Look and write. (10 minutes)

- Ask pupils to read the first gapped sentence and elicit the answer using the words in the box.
- Have pupils work in pairs to complete the task.


English in action
Saying the time
Lesson 6, part 2

1 Look and write.

past quarter quarter six to twelve

1 It's twelve o'clock.
2 It's half past six.
3 It's quarter to eight.
4 It's quarter past four.
5 It's half past one.
6 It's quarter to eleven.

2 Listen and write.

seven dinner time no

What time is it?
It's seven o'clock.
Oh, no!
What's wrong?
It's time for dinner.
Let's hurry!

20 twenty

2 1.16 Listen and write. (10 minutes)

- Play the audio. Pupils write the answers. You can play the audio more than once if necessary.

1.16

Girl: What time is it?
Boy: It's seven o'clock.
Girl: Oh, no!
Boy: What's wrong?
Girl: It's time for dinner.
Boy: Let's hurry!

Extra activity Fast finishers
- Have pupils ask what time it is now.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

Extra activity Photocopiable 33
- Ask pupils to do photocopiable 33.

Phonics

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to learn the sounds for consonant digraphs *wh* and *ph*; to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky word: *go*; to adopt strategies to recognise and read tricky words in sentences
- **Target words:** wh /w/: *whale, wheat, wheel, white;* ph /f/: *alphabet, dolphin, elephant, phone*
- **Tricky word:** *go*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).
- **Listening:** Can understand the letters of the alphabet by their names (GSE 10). 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 say the letters of the alphabet (GSE 10). Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write a single basic sentence (GSE 28).

Materials

- photocopiable 37
- Phonics cards: *wh, ph*
- optional teacher-made flashcards for consonant digraphs: *ch, sh, kn, ng, wh, ph*
- optional teacher-made flashcards for tricky words: *go, the, when, you, do, to, I*

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

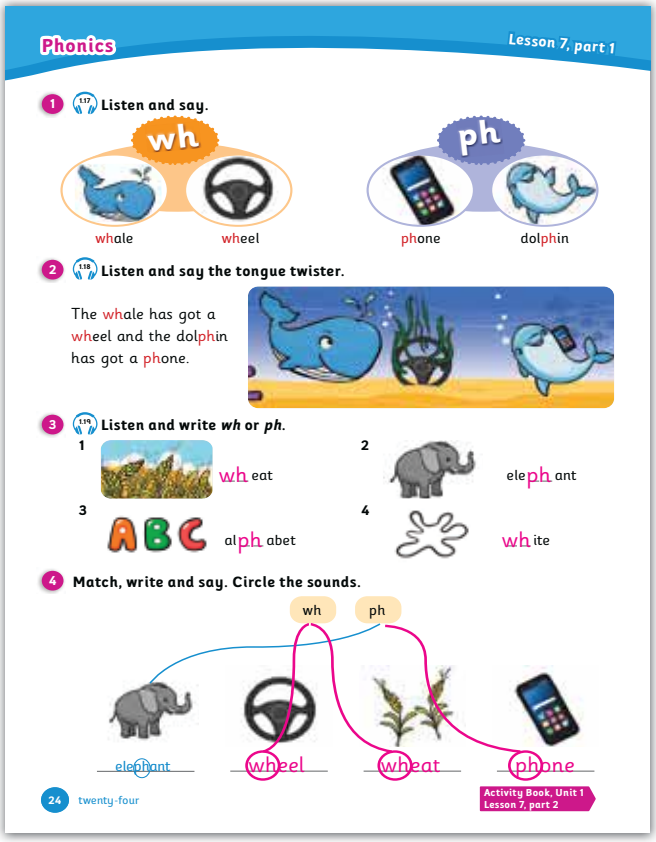
Lesson 7, part 1

Starting the lesson (5 minutes)

- Review the consonant digraphs from Grades 1 and 2 (*ch, sh, th, kn, ng*). Write the digraphs randomly on the board and ask pupils to recall the sound made by each one as you point. Remind pupils that a digraph is two (or more) letters that go together to make one sound and explain how these are different to blends (where each letter represents a different sound).
- Using the Lollipop stick technique (see page 15), ask pupils to suggest words that contain each digraph and then to practise blending and segmenting the words. Write the words on the board and circle the digraph each time.
- If pupils find the digraphs tricky to remember, you may wish to use flashcards and games to revise the sounds further.

Presentation

Class Book



1 1.17 Listen and say. (10 minutes)

- Look at Activity 1 with the class. Focus on the four pictures and talk about what the pupils can see. Explain that pupils will learn two new consonant digraphs in this lesson and point to the digraphs on the page.
- Use the Phonics Cards to introduce the new digraphs and model the sound made by each one for pupils to copy. Stick the cards on the board and use as prompts throughout the lesson if required.
- Play the audio. Help pupils to match each sound and word on the audio to a digraph or a picture and to point to the correct object as they hear each word.
- Encourage pupils to repeat the words and emphasise the target sound each time by saying it louder than the rest of the word.

- Ask pupils to close their books and then to work in pairs to recall each of the four words. Challenge them to use phonetic strategies to try to spell each word, remembering to make sure there is a consonant digraph (*wh* or *ph*) in each one.
- Review the success of this task and then ask the class to spell the words for you to write on the board. Praise any spellings that are phonetically correct, even if the wrong letters have been used, and then write the words on the board with the correct spellings for pupils to check their answers. Use this as an opportunity to revise different spellings of the same sound if appropriate, e.g. ae / ai / ay and ee / ea.

1.17

wh /w/: whale, wheel
ph /f/: phone, dolphin

Practice

2 1.18 **Listen and say the tongue twister.** (5 minutes)

- Hold up the Phonics Cards or stick them on the board. Look at the picture in Activity 2 with the class and see if pupils can identify any of the animals or items in the picture that contain these digraphs (whale, wheel, dolphin, phone). Encourage pupils to segment the word for each item/animal and to identify the position of the digraphs within the words.
- Explain that pupils will hear a tongue twister that relates to the picture and that they should point to the items in the picture as they listen. Play the audio.
- Play the audio again and this time ask the pupils to follow the words as they listen.
- Play the audio a third time and ask pupils to join in with the tongue twister.
- Check comprehension by asking pupils to join the pairs of words that go together according to the tongue twister (whale / wheel; phone / dolphin).
- Repeat the tongue twister as a class until pupils are confident with the language and pronunciation. Ask pupils to take turns holding the Phonics Cards and to listen for the sound that matches the card they are holding. When they hear a word in the tongue twister that contains the sound on their card, they should hold it up for the rest of the pupils to see.

1.18

The whale has got a wheel and the dolphin has got a phone.

3 1.19 **Listen and write *wh* or *ph*.** (10 minutes)

- Explain that pupils will now learn some more new words containing the digraphs *wh* and *ph*.
- Tell pupils to listen to the audio and point to each picture in turn. As you play the audio, pause after each word, and ask pupils to repeat it.
- Focus on the first picture and ask pupils to recall the word that goes with it (*wheat*). Write the gapped word from the Class Book on the board (__eat) and sound out the letters that are present, pointing out the vowel digraph *ea*. Explain that pupils must decide which consonant digraph fills the gap and write both *ph* and *wh* in the gap, asking pupils to sound out the word that is made each time, e.g. ph–ea–t and wh–ea–t.
  Pupils should then decide which digraph is correct to make the word that matches the picture.
- Now ask pupils to complete the rest of the task independently while you play the audio, pausing after each item to give pupils time to write.
- Once pupils have answered all the questions, play the audio again to check the answers as a class, following the same procedure as above.

1.19

1 wheat **2** elephant **3** alphabet **4** white

4 **Match, write and say. Circle the sounds.** (5 minutes)

- Point to the digraphs in the letter tiles and ask pupils to say the sounds. Explain that pupils must match the digraphs to each picture by drawing a line and then write the word for each picture below.
- Have pupils check their answers in pairs to ensure that pupils have included the correct digraph for each word. Monitor their spelling strategies to check that they are applying phonetic rules.

Finishing the lesson (5 minutes)

- Hold up the Phonics Cards for *wh* and *ph* and ask pupils to give you a list of words that contain each digraph. Encourage pupils to segment the words as you write them on the board. You may wish to deliberately misspell the words by writing alternative vowel digraphs (e.g., *whail* instead of *whale*), and if so, encourage pupils to refer to the Class Book if necessary and to correct you as you write.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt today.

Extra activity **Photocopiable 37**

- Ask pupils to do photocopiable 37.

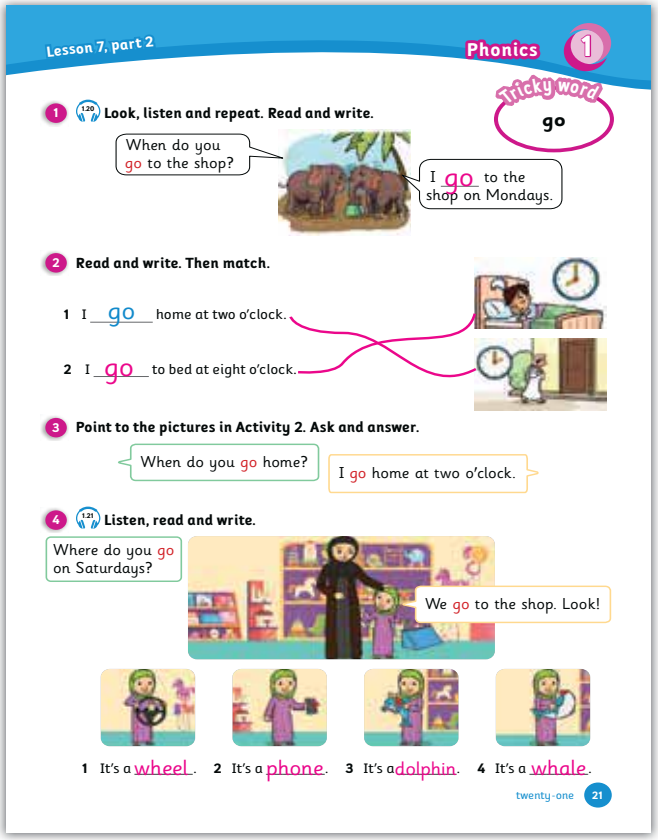
Lesson 7, part 2

Starting the lesson (5 minutes)

- Start by revising some of the tricky words that pupils learnt in Grades 1 and 2 and that will be covered in this lesson (*the, when, you, do, to, I*). Strategies for revision can include making flashcards for each word to help memorise them, sentence ordering activities, word ordering activities, gap-fill tasks, etc.
- Remind pupils that tricky words, which appear frequently in texts, can't be decoded in the same way as other words because not all the letters within these words follow the rules of phonics. Remind them that they should try to memorise tricky words where possible and use phonetic cues, if appropriate, to help them.

Practice

Activity Book



1 1.20 **Look, listen and repeat. Read and write.** (10 minutes)

- Focus on Activity 1 and explain that pupils will learn a new tricky word (*go*). See if pupils can recognise or read any of the words in the speech bubbles.
- Focus on the question word *When* which contains the digraph *wh* and point out that this word can now be segmented and blended.
- Play the audio for pupils to listen and follow.
- Ask pupils to work in pairs to read the text in the speech bubbles and to identify and write the new tricky word. They should understand that the initial letter of the tricky word follows phonetic rules, but the second letter does not. Encourage pupils to memorise the spelling of this word.
- Pupils can then act out the dialogue in pairs if time allows.

1.20

Elephant 1: When do you go to the shop?
Elephant 2: I go to the shop on Mondays.

2 **Read and write. Then match.** (5 minutes)

- Pupils read the sentences and complete them by writing in the new tricky word (*go*). They then match each sentence to one of the pictures on the right by drawing a line.
- Check pupils' decoding skills and comprehension of each sentence by discussing what the child is doing in each picture and at what time.

3 **Point to the pictures in Activity 2. Ask and answer.** (5 minutes)

- Look at the pictures in Activity 2 again and ask pupils a question related to each activity: *When do you go home? When do you go to bed?* Encourage pupils to reply, using the speech bubbles in Activity 3 as a model.
- Now ask pupils to work in pairs to practise asking and answering so that the answers are true for them. Once pupils have had time to rehearse their questions and answers, ask for pairs to volunteer and share their dialogue with the class.

4 1.21 **Listen, read and write.** (10 minutes)

- Play the audio and ask pupils to follow the text in the speech bubbles as they listen.
- Pause the audio after the speech bubbles to check comprehension.
- Look at the pictures of the items at the bottom of the page to see if pupils can identify them. Explain that these are items in the shop that the girl goes to, and all the item names contain the new digraphs from the lesson. Elicit the items from the pupils and then play the rest of the audio.
- Ask pupils to fill in the missing words as they listen. Remind them to check that their spellings contain one of the digraphs from the Class Book lesson and encourage them to use phonetic strategies to spell each word.

1.21

Speaker: Where do you go on Saturdays?
Girl: We go to the shop. Look!
It's a wheel.
It's a phone.
It's a dolphin.
It's a whale.

Finishing the lesson (5 minutes)

- Write a jumbled sentence containing the word *go* on the board and ask pupils to order the words to make a sentence, e.g. *I go to the shop on Mondays*.
- Repeat with other sentences and encourage pupils to help you spell the words as you write the sentence.
- If you have made flashcards, use these to revise the other tricky words.

Review

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to review unit language; to write short descriptive texts on familiar personal topics
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28). Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model (GSE 35).

Materials

- notebooks
- photocopiable 43
- Progress path stickers (page 123)
- sheets of A4 paper

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Hands up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 8, part 1

Starting the lesson (5 minutes)

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

Presentation (10 minutes)

- Explain to pupils that in this lesson they will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *We have lunch. But we don't have art lessons.*
- In their notebooks, pupils write two sentences of their own using the same structure.
- Have pupils read the sentences to their partners using the Lollipop stick technique (see page 15).

Diversity

Support

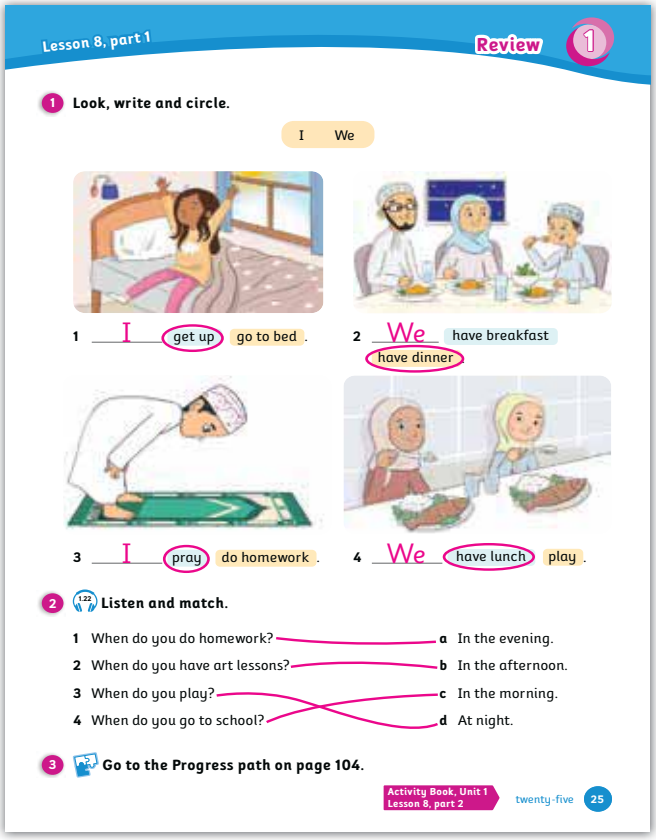
- Give pupils time to look through the unit before starting the review and query anything they haven't understood.

Challenge

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

Practice

Class Book


Lesson 8, part 1 Review 1

1 Look, write and circle.

I We

1 I get up go to bed.

2 We have breakfast have dinner

3 I pray do homework.

4 We have lunch play.

2 Listen and match.

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

3 Go to the Progress path on page 104.

Activity Book, Unit 1 Lesson 8, part 2 twenty-five 25

1 Look, write and circle. (5 minutes)

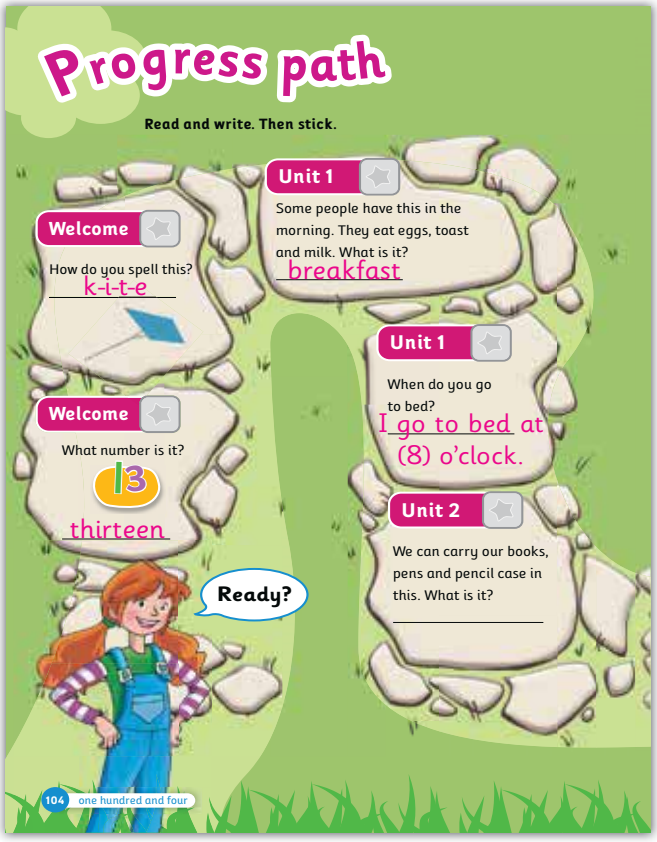
- Ask pupils to read the words in the box and think about which pictures they match.
- Use the Lollipop stick technique (see page 15) to ask pupils to read item phrases.
- Place pupils in pairs and have them read the sentences to their partners.
- **Extension** Ask pupils to write the negative sentences with the other options, e.g. *I get up, but I don't go to bed.*

2 1.22 **Listen and match.** (5 minutes)

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

1.22

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



3 **Go to the Progress path on page 104.** (10 minutes)

- Refer pupils to page 104 and have them answer the questions.
- Check the answers and tell pupils they can now stick their star stickers (page 123).

Finishing the lesson (5 minutes)

- Say sentences that are clearly wrong, for example *We go to school at night.* Pupils correct the sentences.

Lesson 8, part 2

Starting the lesson (4 minutes)

- Ask pupils to open their notebooks and write as many words from the unit as they can remember.
- Have pupils show their words to their partner.

Practice

Activity Book


Review
Lesson 8, part 2

1 **Read and write.**

Yousuf ~~have breakfast~~ go to school do homework play afternoon

My name is Basim.
I have breakfast in the morning.
Then I go to school.
I go home in the afternoon.
This is my friend, Yousuf.
We don't do homework in the evening.
We play. It's fun.

2 **Write and draw.**

My name is Muna.
I pray in the morning.
Then I have breakfast.
I have lunch in the afternoon.
This is my friend, Safa.
We don't do homework in the evening.
We play. It's fun.

22 twenty-two

1 **Read and write.** (4 minutes)

- Use the Expert envoy technique (see page 16) to have stronger pupils help weaker pupils through all the activities.
- If some pupils need more help, provide the words on pieces of paper for them to put in chronological order for their own day before completing the activity.
- Use the Lollipop stick technique (see page 15) and ask pupils to read the words in the box aloud.
- Pupils raise their hands to show you their work. Praise neat handwriting.

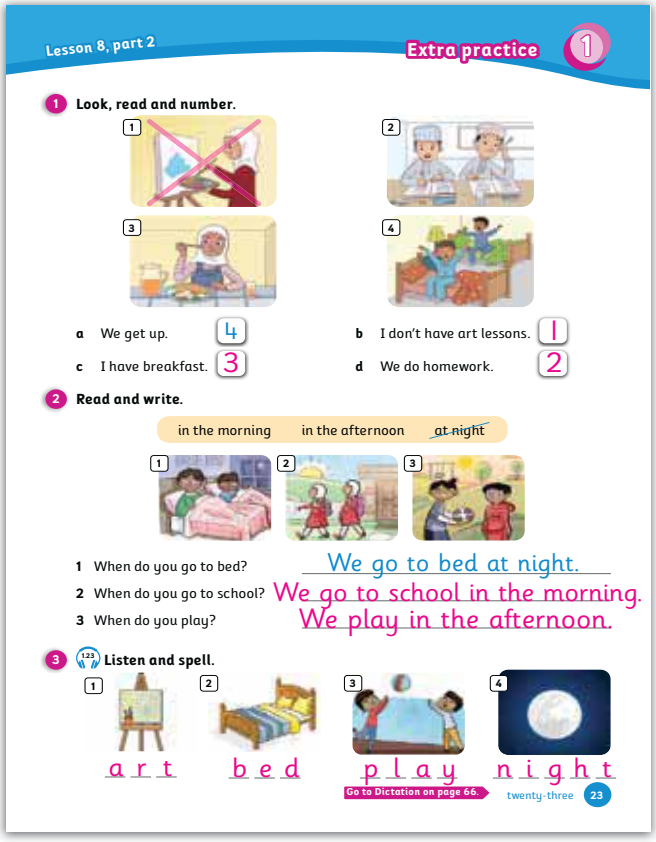
2 Write and draw. (10 minutes)

- Explain to pupils they have to complete the paragraph about themselves and then draw a picture.
- Pupils use the Hands up/down technique (see page 16) to express how they feel about the activity.
- Tell pupils that they can refer to Activity 1 for help.
- Pupils show their work to their partners, and using the Two stars and a wish technique (see page 16), assess each other's work.
- Now tell pupils to complete the Picture dictionary on page 68 of the Activity Book.

Extra activity Critical thinking

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place on page 22 in their Activity Book.

Extra practice



Lesson 8, part 2 — Extra practice 1

1 Look, read and number.

a We get up. 4
b I don't have art lessons. 1
c I have breakfast. 3
d We do homework. 2

2 Read and write.

in the morning | in the afternoon | ~~at night~~

1 When do you go to bed? We go to bed at night.
2 When do you go to school? We go to school in the morning.
3 When do you play? We play in the afternoon.

3 Listen and spell.

a r t | b e d | p l a y | n i g h t

Go to Dictation on page 66.

twenty-three 23

1 Look, read and number. (4 minutes)

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

2 Read and write. (4 minutes)

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

Extra activity Fast finishers

- Have pupils make an Extra practice test with an answer key in their notebooks. Keep them and hand them to other fast finishers to complete.

3 1.23 Listen and spell. (4 minutes)

- Have pupils look at the images and ask pupils what they are.
- Play the audio for pupils to complete the activity.
- Check answers as a class.

1.23

1 art: a-r-t
2 bed: b-e-d
3 play: p-l-a-y
4 night: n-i-g-h-t

Dictation (5 minutes)

- Have pupils turn to page 66 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check answers as a class.

1.24

1 I have dinner.
2 We have lunch in the afternoon.
3 I go to bed at nine o'clock.

Finishing the lesson (5 minutes)

- Place pupils in small groups and have them make a word cloud of all the new words they have learnt in the unit on a sheet of A4 paper. Have pupils illustrate their work.
- Using the Summative and thought-provoking questions technique (see page 16), ask pupils if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Extra activity Photocopiable 43

- Ask pupils to do photocopiable 43.

Get ready for ...

Lesson 9

Objectives

- **Lesson objectives:** to practise for the Pre A1 Starters Reading and Writing Part 5 and Listening Part 3 Tests
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Listening:** Can identify key information in short conversations on school-related topics, e.g. subjects, timetables, homework (GSE 34).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- Unit 1 flashcards (daily routines and times of day)
- Unit 1 poster
- notebooks
- four sheets of A3 paper
- strips of paper
- sheets of A4 paper

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (5 minutes)

- Place the Unit 1 poster on the board and quickly revise the daily routines. Then divide the class into small groups and hand each one a sheet of paper. On the board, write eight vocabulary words from the unit without their vowels, e.g. *hv brkfst.*
- Explain that vowels are missing from each word, which they have to find. The group that finishes first comes to the board and writes eight more words without vowels for the class to find.

Presentation (10 minutes)

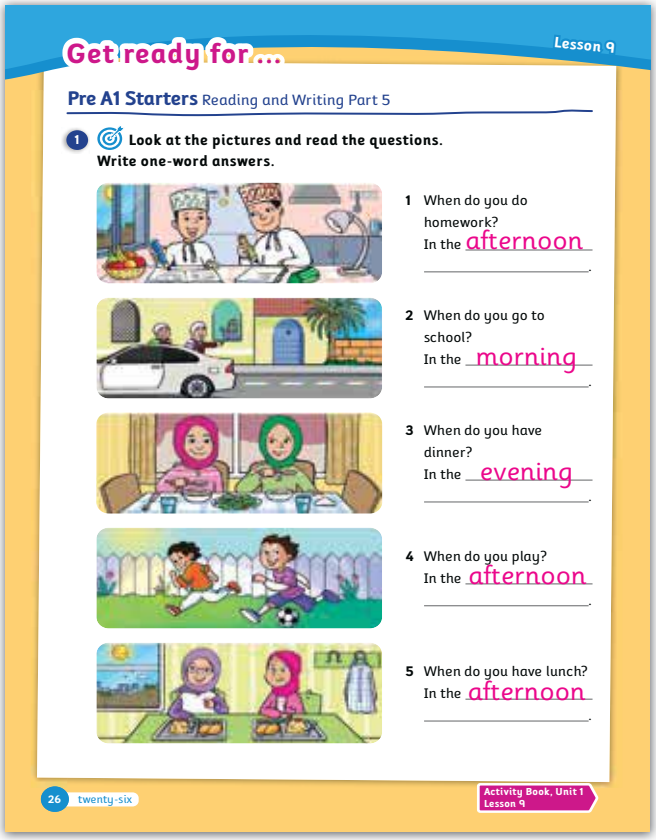
- Explain that in this lesson pupils will practise for the Starters Reading and Writing Test in the Class Book and the Starters Listening Test in the Activity Book.
- On the board, place all the Unit 1 flashcards. Quickly revise them and then take them down.
- Have pupils line up in front of the board. Say a word from the unit vocabulary for the first person to write on the board. If they are correct, the class gets a point. If they are incorrect, they lose a point.

Extra activity Creativity

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

Practice

Class Book


Get ready for ... Lesson 9

Pre A1 Starters Reading and Writing Part 5

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

1 When do you do homework? In the afternoon.

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

3 When do you have dinner? In the evening.

4 When do you play? In the afternoon.

5 When do you have lunch? In the afternoon.

26 twenty-six

Activity Book, Unit 1 Lesson 9

1 Look at the pictures and read the questions. Write one-word answers. (10 minutes)

- Place pupils in pairs and have them write as many sentences as they can about each picture.
- Have pupils read their sentences to the class.
- Then ask pupils what time of day it is in each picture.
- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- **Extension** Have pupils say if they do those activities at the time of day as in the pictures. They use negative sentences: *I don't do homework at night. I do homework in the evening.*

Diversity

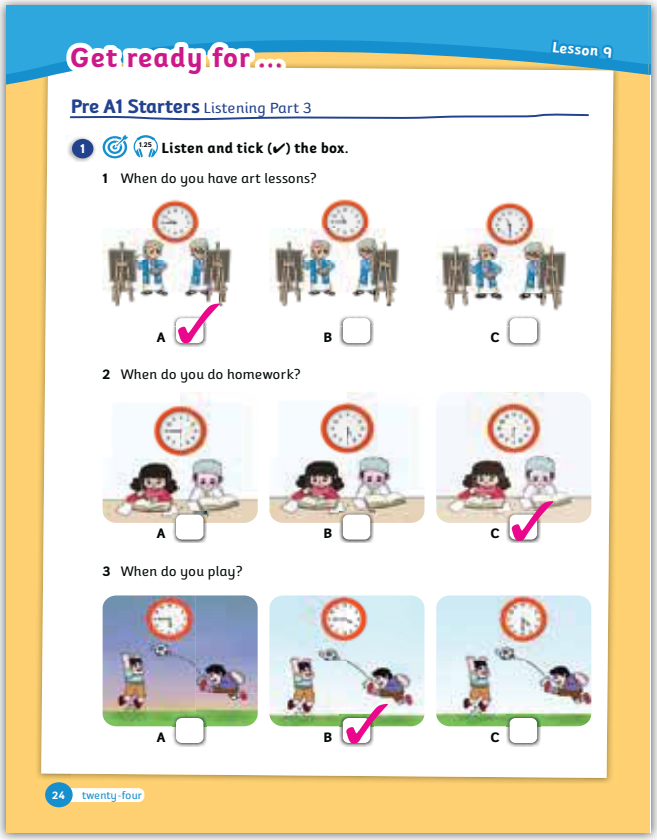
Support

- Place the Unit 1 flashcards (times of day) on the board. Point to each flashcard, say the word and ask a pupil to spell it for you. Write it down on the board. Continue.
- Keep the words on the board while pupils do the activity.

Challenge

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

Activity Book



1 1.25 **Listen and tick (✔) the box.** (10 minutes)

- Ask pupils to look closely at each picture and tell you what the people in it are doing and what times the clocks show.
- Explain the activity. Pupils use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Check answers as a class.
- **Extension** Give pupils a copy of the dialogue or write it on the board. Pupils choose one dialogue to rewrite.
- Have pupils act out their dialogue in front of the class.

1.25

1 When do you have art lessons?

Girl 1: Hi, Adam. Hi, Hamed. How are you?
Boy 1: We're fine, thanks.
Girl 1: Look at my picture! I have art lessons at 8 o'clock.
Boy 2: We have art lessons at quarter to ten.
Girl 1: Oh, I see.

2 When do you do homework?

Boy 1: Hi, Malik. Hi, Azza. Look at my homework! When do you do homework?
Boy 2 & Girl 1: We do homework at half past six.

3 When do you play?

Boy 1: Hi, Ahmed. Hi, Osamah. Look at my ball! I play in the evening at seven o'clock. When do you play?
Boy 2: We don't play in the evening. We do homework in the evening.
Boy 1: Really?
Boy 2: Yes. We play in the afternoon at quarter to four. It's fun! Then we have dinner.

Extra activity TPR

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

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask how successful their learning is, and on a scale of 1 to 5 have them rate how much they enjoyed this unit.
- Ask pupils to work in pairs to write what they learnt in each lesson of the unit, e.g. *In lesson 1, I learnt about daily activities.* Explain that pupils can look back through the unit.
- Pupils read their sentences to the class.
- Congratulate pupils on completing the unit.

Shared reading Unit 1

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 18).

Unit 1 practice

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

Fun corner

Lesson 10

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can talk about habits or daily routines in a simple way, given prompts or a model (GSE 32).
- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 1 flashcards (daily routines)
- Unit 1 poster: Daily routines
- number spinner and colour tokens for the game

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (3 minutes)

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 1 flashcards or poster as prompts.
- Using the Lollipop stick technique (see page 15), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Using the Key question technique (see page 15), ask pupils if they like to play games and if so, what kind.
- Explain that in this lesson pupils will play a game. Ask pupils to look at the game in the Class Book. Ask pupils what they think will happen in the game.

Practice

Class Book



1 Play and say. (10 minutes)

- Put pupils into pairs or groups of three or four. Each pair or group will need a spinner and colour tokens.
- Explain the game to pupils. They take it in turns to spin the spinner. They then move forward to the number on the spinner. For example, if they spin one, they move onto square one. If they then spin four, they move onto square five, and so on.
- Pupils then read the prompt on the card. If they answer correctly, they stay on that square until their next go. If they get it wrong, they stay on the square that they were on before. Note that on some squares, they can move forward or back depending on the instructions.
- Other pupils in the pair or group decide if the answer is wrong or correct. Help pupils with the answers they are not sure of.
- The first pupil to read the final square is the winner.

Diversity

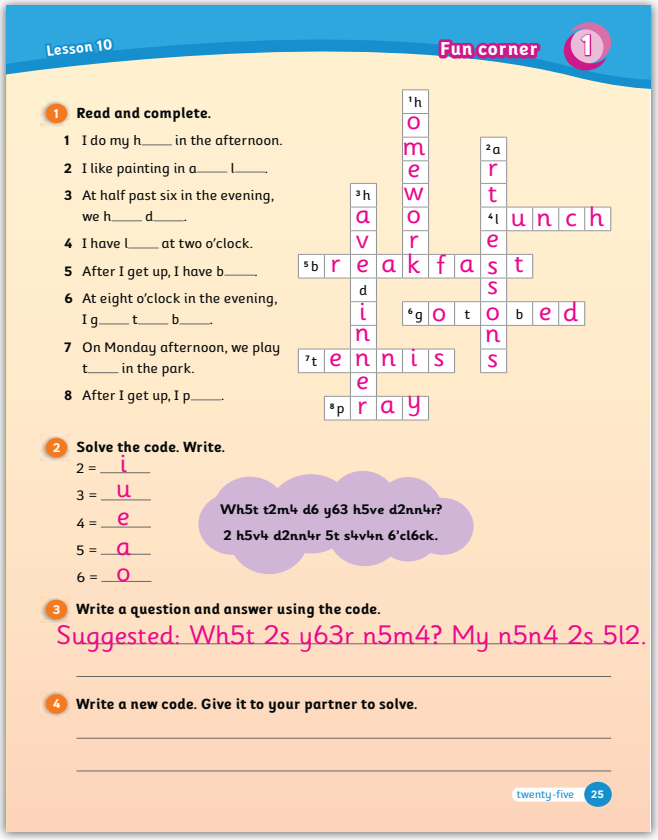
Challenge

- Pupils write a new sentence or question in the same style as the game and ask their partner/group to answer.

Extra activity TPR

- Explain that you will complete one of the questions/ sentences but may make a mistake as you answer.
- When pupils hear the mistake, they have to clap their hands and say *STOP!* A volunteer corrects you.

Activity Book


Lesson 10

Fun corner 1

1 Read and complete.

1 I do my h____ in the afternoon.
2 I like painting in a____ l____.
3 At half past six in the evening, we h____ d____.
4 I have l____ at two o'clock.
5 After I get up, I have b____.
6 At eight o'clock in the evening, I g____ t____ b____.
7 On Monday afternoon, we play t____ in the park.
8 After I get up, I p____.

homework
art
watch
lunch
breakfast
dinner
tennis
pray

2 Solve the code. Write.

2 = i
3 = u
4 = e
5 = a
6 = o

Wh5t t2m4 d6 y63 h5ve d2nn4r?
2 h5v4 d2nn4r 5t s4v4n 6'cl6ck.

3 Write a question and answer using the code.

Suggested: Wh5t 2s y63r n5m4? My n5n4 2s 5l2.

4 Write a new code. Give it to your partner to solve.

twenty-five 25

1 Read and complete. (5 minutes)

- Read the gapped sentence for 1 and elicit the answer (*homework*). Check pupils understand that they can now write the word in the space for 1 down.
- Pupils complete the activity in pairs.
- Check their answers and help with any they cannot answer or spell incorrectly.

2 Solve the code. Write. (5 minutes)

- Explain that they are now going to play being detectives! Ask them to look at the question and answer on the purple cloud. Explain that all the vowels in the words have been replaced by numbers. Can they work out what vowel each number represents?
- Write the first word, Wh5t, on the board. Ask pupils to say which word they think this is (*What*). Now ask them to say what the number 5 represents (the letter a).
- Pupils complete the activity in pairs. Go round and help any pupils who find this difficult.
- Praise pupils who work out the correct question and answer.

Extra activity Fast finishers

- Ask pupils to answer the question *What time do you have dinner?* for themselves.

3 Write a question and answer using the code. (5 minutes)

- Explain that pupils are now going to use the same code to write their own question and answer. First, ask them to write the question in full. They can then replace the vowels with the numbers from the code. See the example given.
- Check their answers.

4 Write a new code. Give it to your partner to solve. (5 minutes)

- Pupils now change the code so that each vowel is a different number. For example 1=a, 2=e, 3=i, 4=o, 5=u.
- Pupils write a different question and answer and give it to their partner to solve.

Finishing the lesson (5 minutes)

- Write the following on the board: W4ll d6ne cl5ss!
- Ask pupils if they can solve the code (Well done class!).
- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today. Did they enjoy the Fun corner?

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 1
- **Target language:** *Let's play; When do you have art lessons? We have art lessons in the morning; It's half past twelve/quarter to three; I do my homework in the evening. I don't go to bed. Robots don't sleep. I get up in the morning and I stretch my body. Where are you? I don't play at night. I go to bed.*
- **Phonics:** *wh, ph*
- **Vocabulary:** *noise, sports car, stretch my body*

Global Scale of English (GSE)

- **Listening:** Can identify key information in short conversations in school-related topics (GSE 34).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can talk about habits or daily routines in a simple way, given prompts or a model (GSE 32). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can follow while listening (GSE 26). Can identify specific information in a simple story, if guided by questions (GSE 35). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify key information in short, simple, factual texts (GSE 34).

Learning outcomes

- **Listening:** Recognise key information about routines and events; Listen and identify familiar words and set phrases in short, simple texts on familiar topics.
- **Speaking:** Pronounce words and sentences using correct stress, rhythm and intonation; Use basic language structures when speaking; Retell stories using a range of familiar words, set phrases and set expressions; Ask and answer questions on familiar topics; Participate in short, simple interactions on familiar topics.
- **Reading:** Read frequently encountered words with ease; Read the time (hours, quarter and past) when written as a word or words; Read and identify familiar words, set phrases in short, simple texts and stories.
- **Cognitive skills:** Ask and answer simple questions; Participate in activities that involve taking on the role of familiar people.

Materials

- Unit 1 flashcards (daily routines and times of day)
- The Big Book Unit 1
- photocopiables R1 and R2

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson (5 minutes)

- Review the letters of the alphabet and the phonics from Unit 1. Go through the alphabet from a–z around the class. Then write *wh* and *ph* on the board. Ask pupils to say the sounds, and then any words they can say with these sounds.
- Use the Unit 1 flashcards to revise the vocabulary.

Presentation (5 minutes)

- Look at page 28 with the class. Ask pupils what they can see and elicit *a robot*. Read the story title *Welcome to Robot School!* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together using the Big Book. Explain that some of the words from Unit 1 will feature in the story. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the tricky word they will encounter in the story by writing it on the board to practise together (*go*).
- Present the new word *sports car*. Ask pupils if they like sports cars.
- Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.

During reading (15 minutes)

- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. For example, after reading page 29 to the pupils, ask *When do they have English lessons? (In the morning.); What do they say? (The alphabet.); What time is it? (It's half past twelve.); What do they have? (They have lunch.); What do you think they do in the afternoon?* (Pupils predict what happens next.)
- Continue reading the story. Ask questions at the end of page 30. Ask if their predictions were correct: *What do they do in the afternoon? (They have art lessons.); What time is it? (It's half past one.); Where are they? (In the art classroom.); What does the boy draw? (A sports car.); What does the boy like? (The white wheels.)* Check pupils pronounce *white wheels* correctly.

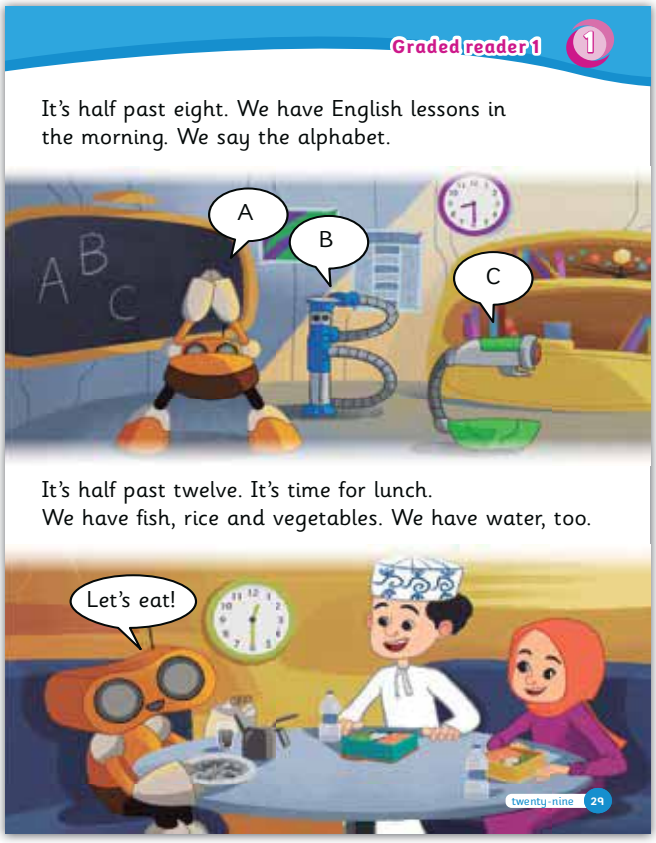
- Continue reading the story. Ask questions at the end of page 31: *What time is it? (It's quarter to three.); Do they go home? (Yes.); When do they do homework? (In the evening.); Do they go to bed? (No.); Why? (Robots don't sleep.)*

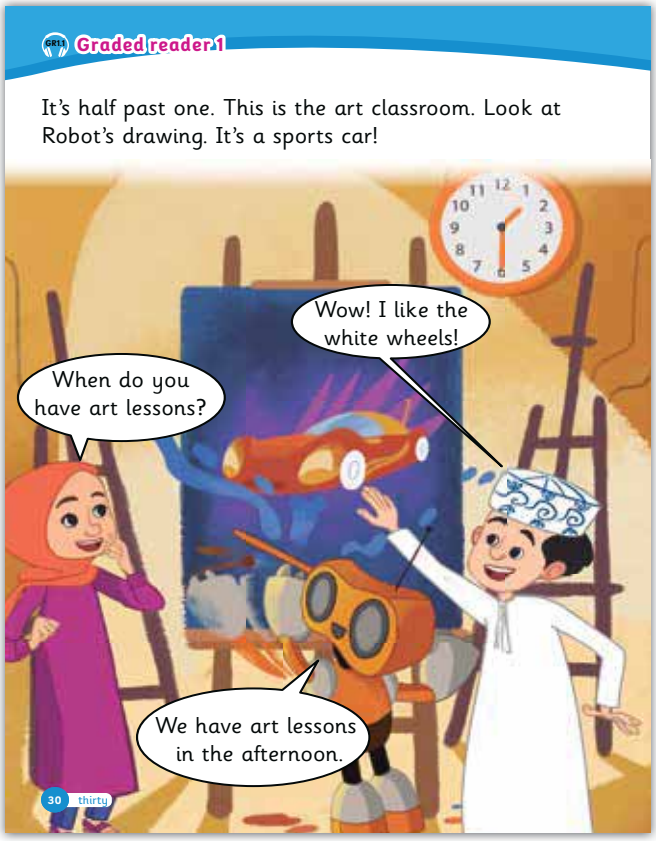
Class Book



This is Robot School. We go to school at eight o'clock.

28 twenty-eight





Graded readers 1 and 2



Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify any tricky words in the sentences and circle these words (*go*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spellings on the board: *ph, wh*.
- Ask pupils to find words in the story that contain these spellings (*alphabet, when, white, wheel*). Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option A

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *Welcome to Robot School!*
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go round and offer help as they do this.
- Now divide the class into groups of four (robot teacher, robot, two visitors). Explain that they are going to act out the story. Ask pupils to choose a part to play, or you can allocate roles. Explain that the robot teacher will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- For details of acting out stories, see page 18. Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R1**

- Ask pupils to do photocopiable R1.

Finishing the lesson (5 minutes)

- Ask pupils 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 read the words and whether they had a good understanding of the plot.
- Ask pupils if they would like to visit a robot school and why/why not. Encourage them to say in what ways the robot school is the same or different to theirs.

Lesson 1, option B

Starting the lesson (5 minutes)

- Explain that the next lesson is about animals. Brainstorm all the names of animals that pupils know and write these on the board.
- Ask pupils if they like elephants and what they know about them.

Presentation (5 minutes)

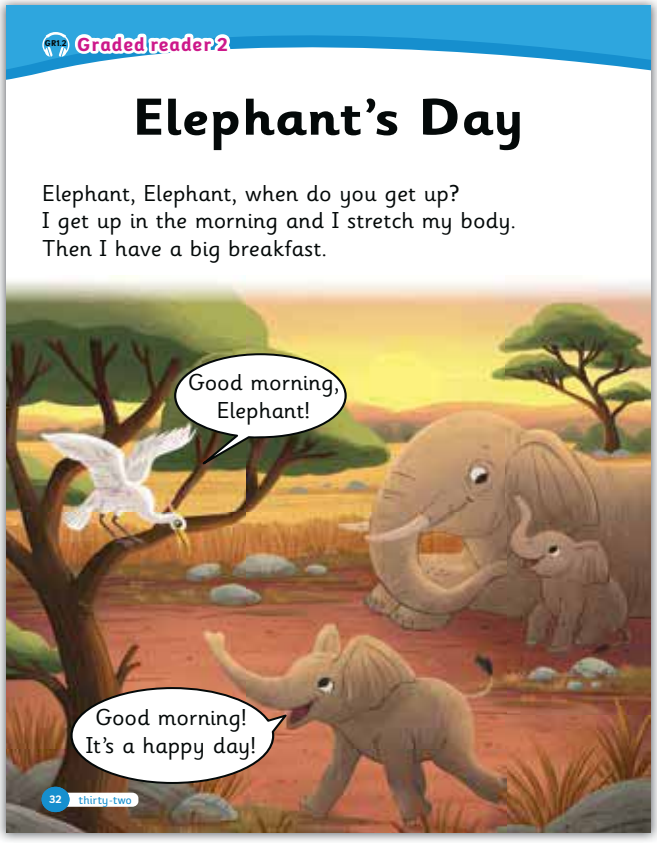
- Look at page 32 with the class. Ask pupils what they can see and elicit *elephants* and *a bird (a cattle egret)*. Read the story title *Elephant's Day* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 1 will feature in the story. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

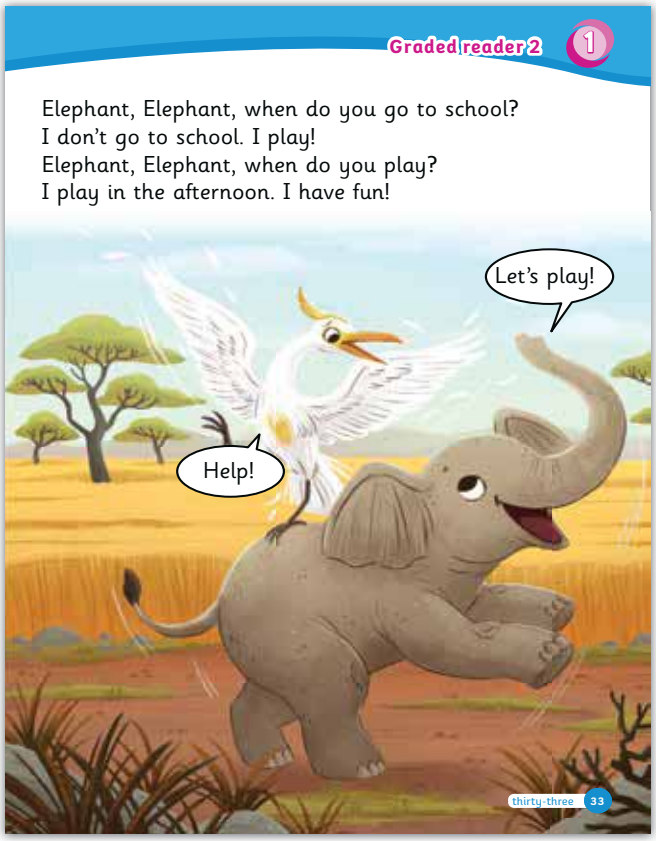
Before reading (5 minutes)

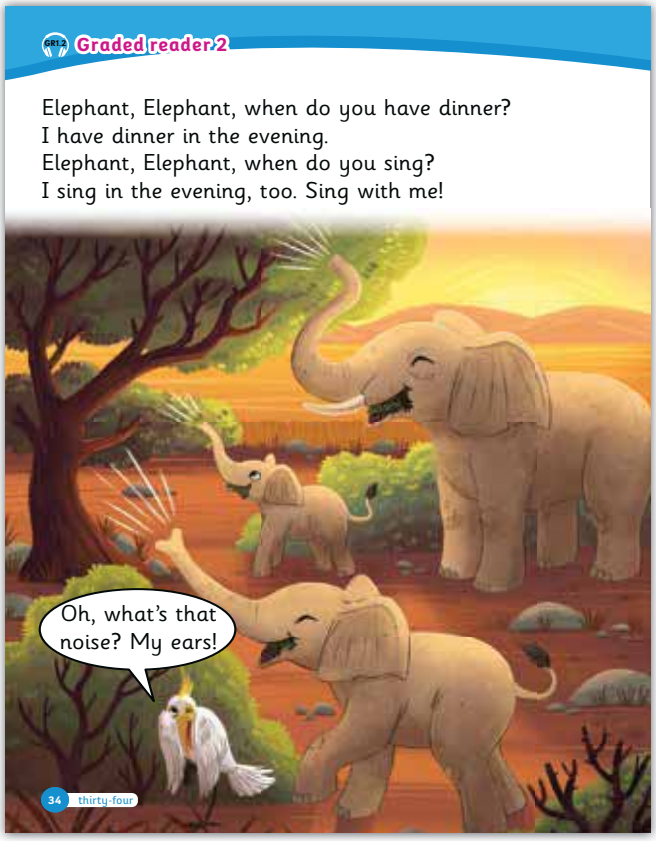
- Prepare pupils for some of the new words in the story: *stretch my body*. Demonstrate by saying the words and doing the actions. Ask pupils to do the same. Then present *noise*. Ask pupils what noises they can hear in the classroom.

During reading (15 minutes)

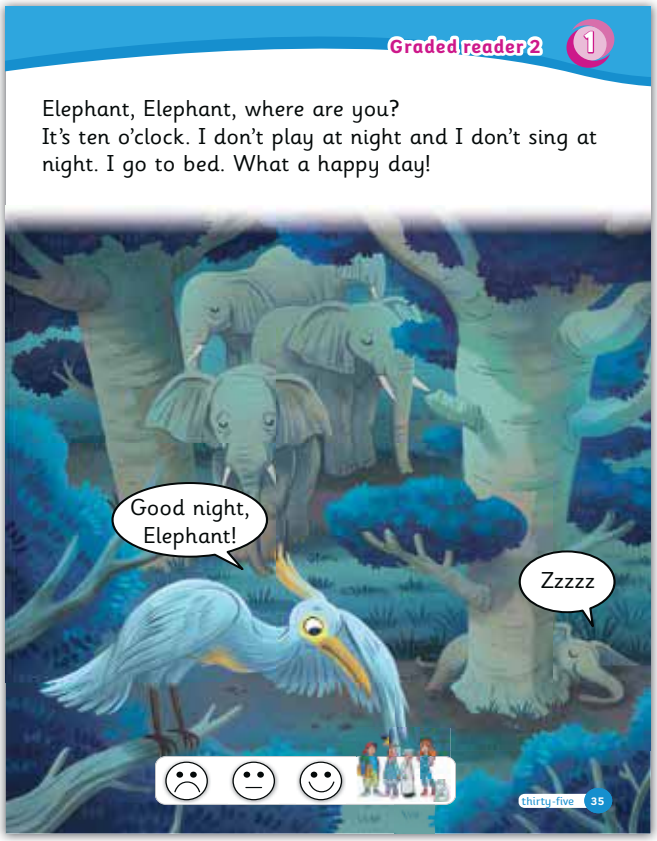
Class Book







Graded readers 1 and 2



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. For example, after reading page 32 to the pupils, ask *When does Elephant get up? (In the morning.); What does Elephant do? (He stretches his body.); What does elephant eat? (He eats a big breakfast.); What does Elephant say? (Good morning! It's a happy day!); What do you think Elephant does in the afternoon?* (Pupils predict what happens next.)
- Continue reading the story. Ask questions at the end of page 33. Ask if their predictions were correct: *What does Elephant do in the afternoon? (He plays.); Does Elephant go to school? (No.); What does Elephant say? (Let's play!)*
- Ask why the bird says *Help!* (*Because Elephant bends his knees.*)
- Continue reading the story. Ask questions at the end of page 34: *When does Elephant have dinner? (In the evening.); Does Elephant sing? (Yes.); When does he sing? (He sings in the evening.); What does the bird say? (Oh, what's that noise? My ears!); Is the bird happy? (No.)*
- Continue reading the story. Ask questions at the end of page 35: *Where is Elephant? (In bed.); What time is it? (It's ten o'clock.); Does Elephant play? (No.); Does Elephant sing? (No.); What does the bird say? (Good night, Elephant!)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify any tricky words in the sentences and circle these words (*go*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spellings on the board: *ph, wh.*
- Ask pupils to find words in the story that contain these spellings (*Elephant, when, where*). Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option B

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *Elephant's Day*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go round and offer help as they do this.
- Now divide the class into groups of three (elephant, bird, teacher). Explain that they are going to act out the story. Ask pupils to choose a part to play, or you can allocate roles. Explain that the teacher will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- For details of acting out stories, see page 18. Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak: stretching their bodies, singing, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R2**

- Ask pupils to do photocopiable R2.

Finishing the lesson (5 minutes)

- Ask pupils 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 read the words and whether they had a good understanding of the plot.
- Ask pupils in what ways their days are the same or different to the elephants' days.

Unit 1 Big Book

- You can use the Big Book to read the two stories with the pupils again.

Look and order the story.

- When you have read *Welcome to Robot School*, ask pupils to look at the Big Book page 8.
- Pupils look at the four pictures and decide on the correct order 1–4.
- Encourage pupils to say what is happening in each picture as they answer.

Answers

a2 b4 c3 d1

Look and match.

- When you have read *Elephant's Day*, ask pupils to look at the Big Book page 14.
- Pupils read the four sentences and match them to the correct pictures a–d.

Answers

1b 2d 3c 4a

Look, read and say.

- Now ask pupils to look at page 15. This checks the language and tricky word in the two stories.
- Pupils read the gapped sentences and choose the correct words to complete them.

Answers

a have **b** do **c** don't **d** go

2 Let's dress up!

Unit objectives

To talk about clothes

Language

Vocabulary	**Clothes**: *baseball cap, coat, hijab, jeans, jumper, pyjamas, shirt, slippers, tracksuit, trainers* **Personal possessions**: *backpack, computer, glasses, handbag, keys, phone*
Grammar	*You're/We're/They're wearing jeans.* *Our glasses are blue. Your keys are grey. Their phones are green.*
Functions	*How much is this baseball cap? It's 5 OMR.*
Phonics	**ea**: *beard, hear;* **ure**: *vulture, picture* **Tricky words**: *our, your, their*

Learning outcomes

Listening	• Listen and respond appropriately to peers and adults • Demonstrate an understanding of basic information about prices in familiar contexts • Demonstrate an understanding of simple language related to describing people's clothes • Identify characters, actions and feelings in a story • Listen and join in with songs, chants, tongue twisters and simple dialogues • Listen and demonstrate that they understand the overall meaning of short, simple texts on familiar topics • Respond to factual questions and referential questions based on listening texts • Identify core vocabulary • Respond verbally and non-verbally to short, basic spoken and aural instructions • Recognise key information about events • Respond to instructions and requests
Speaking	• Accurately reproduce modelled language • Pronounce words and sentences using correct stress, rhythm and intonation • Articulate sounds in isolated words and connected speech using correct pronunciation • Use basic language structures when speaking • Express own ideas using a range of familiar words, set phrases and expressions • Retell stories using a range of familiar words, set phrases and set expressions • Ask and answer questions on familiar topics • Participate in short, simple interactions on familiar topics • Recite songs and tongue twisters individually and chorally • Sing a basic song and chant from memory • Talk about self • Respond verbally to direct questions, instructions and visual inputs • Act out part of a picture story using simple actions and words
Reading	• Read frequently encountered words with ease • Read and understand the overall meaning of short, simple texts and basic instructions on familiar topics • Read and identify familiar words, set phrases in short, simple texts and stories • Recognise the effect of punctuation when reading • Read established sets of sight vocabulary • Answer referential questions about reading texts • Read and retell information in factual reading texts • Follow basic instructions for making something, if supported by pictures

Writing	• Write clearly formed letters and words moving from left to right • Write sentences using correct spacing, capitalisation and full stops • Write high frequency words correctly • Write short, simple sentences on familiar topics • Write legibly and neatly letters in script • Copy words, phrases and sentences accurately • Maintain appropriate spacing between letters in a word and between letters • Arrange scrambled words into sentences • Complete a phrase or sentence or label a picture supplying the missing word • Write answers to simple questions based on reading material and pictures • Write basic single clause sentences about different familiar topics, using given prompts or a model
Cognitive skills	• Describe size and colour • Draw basic pictures to represent vocabulary • Participate in activities that involve taking on the role of familiar people • Listen and respond physically to songs and chants • Engage in activities like colouring and drawing to represent vocabulary and basic familiar concepts

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)
Mathematical, scientific and technological competences: use numbers to complete an activity about prices (L. 6)
Digital competence: use Class Book eBook (L. 1–7)
Social and civic competences: learn to be creative (L. 2 and 5); learn to ask the price (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. 1–7) using: previous knowledge (L. 1 and 2); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 6)
Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 2); Problem solving (L. 2 and 6); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–6 and 8)
Creativity	Design clothes for your school show (L. 2)
Communication	Talking about clothes and accessories (L. 1 and 3); Talking about wearing clothes (L. 4); Cut-outs game (L. 4); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2 and 6)

Evaluation

- Assessment for learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 45; Activity Book p. 34
- Picture dictionary: Activity Book p. 69
- Unit 2 Extra practice: Activity Book p. 35
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, Self-assessment
- Unit 2 practice

External tests

Class Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 1 Pre A1 Starters Speaking Part 2 Pre A1 Starters Listening Part 4	Pre A1 Starters Listening Part 1

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about clothes
- **Target language:** *baseball cap, coat, hijab, jeans, jumper, pyjamas, shirt, slippers, tracksuit, trainers; You're/They're/We're wearing jeans.*

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can describe what someone is wearing using a fixed expression (GSE 30).
- **Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31).

Materials

- Unit 2 stickers (page 121)
- Unit 2 poster
- Unit 2 flashcards (*hijab, tracksuit, slippers, jumper, coat, jeans, pyjamas, trainers, baseball cap*)
- stopwatch
- notebooks
- alphabet written on strips of paper
- a bag or a box
- photocopiables 3 and 11

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: portfolios

Lesson 1, part 1

Starting the lesson (5 minutes)

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

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about clothes.
- Have pupils tell you the names of clothes they are wearing.
- On the board, write *You're wearing* . . . and encourage pupils to complete the sentence.

Practice

Class Book



1 How many clothes words do you know? (5 minutes)

- Ask pupils to describe the picture and then to answer the question.
- Using the Lollipop stick technique (see page 15), have pupils tell you how many types of clothes they see.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.

Extra activity **Critical thinking**

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

2 2.1 & 2.2 Listen and stick. Then listen and say. (5 minutes)

- Place the Unit 2 flashcards (clothes) on the board. Point to each picture and say the word. Pupils repeat after you. Do the same with the Unit 2 poster.
- Play the audio. Pupils listen and stick the pictures in the correct place as they hear them. Pupils can find the stickers on page 121.
- Point to an item and use the Lollipop stick technique (see page 15) to have pupils say and spell the word.

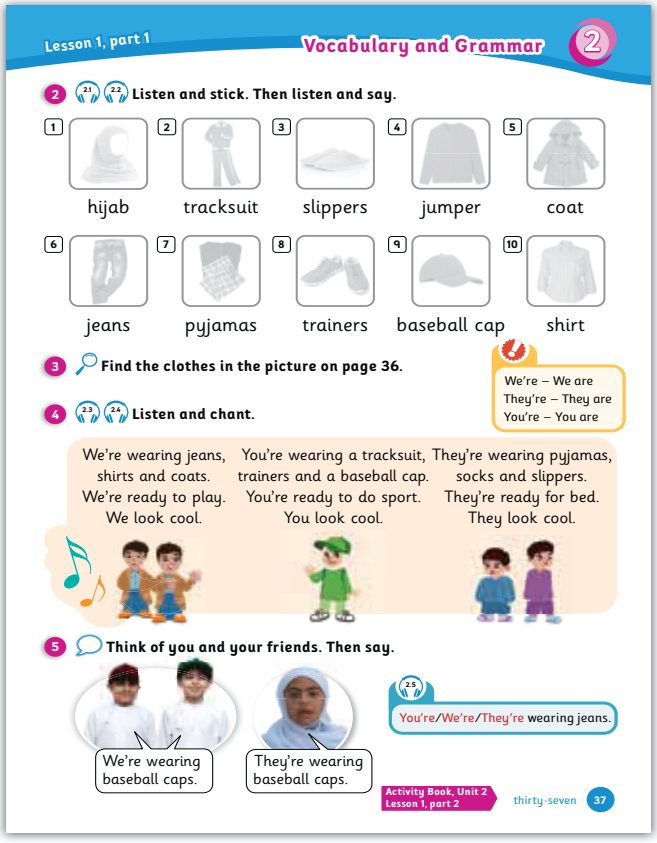
- **Extension** Tell pupils you will spell a word which they have to find and say.
- After a few rounds, place pupils in pairs to continue.

2.1

Girl: Look at the clothes. They're cool. This is a hijab.
Boy: This is a tracksuit.
Girl: These are slippers.
Boy: This is a jumper.
Girl: This is a coat.
Boy: These are jeans.
Girl: These are pyjamas.
Boy: These are trainers.
Girl: This is a baseball cap.
Boy: This is a shirt.
Girl: Wow! They're cool!

2.2

hijab, tracksuit, slippers, jumper, coat, jeans, pyjamas, trainers, baseball cap, shirt



3 Find the clothes in the picture on page 36. (5 minutes)

- In pairs, tell pupils to name the clothes and what colour they are when they find them, e.g. *The baseball cap is red.*
- Remind pupils that *jeans* is always plural.

Diversity

Support

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

Challenge

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

4 2.3 & 2.4 Listen and chant. (5 minutes)

- On the board, write *We're wearing … / You're wearing … / They're wearing … .*
- Point to a pupil and say *You're wearing (jeans).* Then point to two pupils and say *They're wearing (shirts).* Pupils repeat after you.
- Play the chant. Tell pupils to point to their clothes if they appear in the chant. A karaoke version of the chant is available (track 2.4).
- **Extension** Place pupils in pairs. One covers the chant and the other describes the picture.

2.3

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

You're wearing a tracksuit,
trainers and a baseball cap.
You're ready to do sport.
You look cool.

They're wearing pyjamas,
socks and slippers.
They're ready for bed.
They look cool.

5 Think of you and your friends. Then say. (5 minutes)

- 2.5 Draw pupils' attention to the grammar box and the recorded model.

2.5

You're wearing jeans.
We're wearing jeans.
They're wearing jeans.

- Use the Lollipop stick technique (see page 15) to bring groups to the front of the class and act out the activity.

Extra activity **Fast finishers**

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

Finishing the lesson (5 minutes)

- Tell pupils you will spell a word for them to say what it is. If they are wearing the piece of clothing you have spelt for them, they have to stand up and point to it.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Ask pupils to take out their notebooks. Ask them to write as many words as they can remember from Lesson 1. Explain that if they can't remember a word, they can draw it.
- Pupils compare with their partner how many words they have written. They look up the words they have drawn in their Class Book or from the Unit 2 poster.

Practice

Activity Book



2 Let's dress up!

1 Look at the Class Book page 36. Read and write.

1 Who's wearing blue trainers? Jack
2 How many coats can you see? three
3 What colour is Lily's dress? purple

2 2.6 Listen, circle and write.

slippers coat trainers baseball cap jumper jeans hijab shirt tracksuit pyjamas

1 slippers 2 jeans 3 coat
4 baseball cap 5 trainers 6 shirt
7 hijab 8 pyjamas 9 jumper 10 tracksuit

26 twenty-six

1 Look at the Class Book page 36. Read and write. (5 minutes)

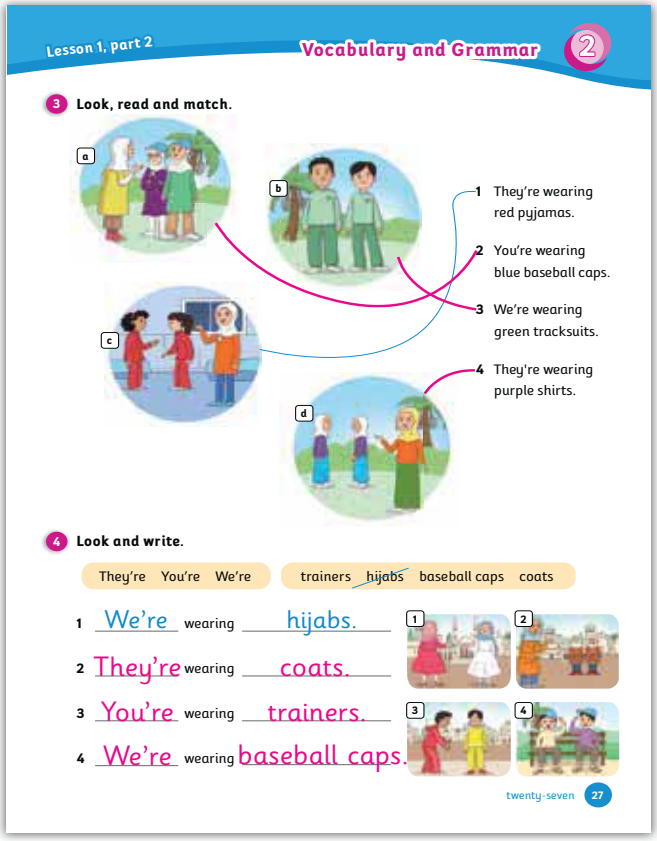
- Give pupils a few minutes to complete the activity individually.
- Check answers as a class.
- Ask the pupils to work with a partner to talk about the picture.

2 2.6 Listen, circle and write. (5 minutes)

- Revise the items one by one with the pupils by saying a number and letter and having them say what the item is.
- Play the audio for them to complete the activity.
- Check answers as a class. Ask pupils if they have made any mistakes. Explain that when they make mistakes, they can draw and write the word to remember it in their notebooks.

2.6

1 slippers	2 jeans	3 coat	4 baseball cap
5 trainers	6 shirt	7 hijab	8 pyjamas
9 jumper	10 tracksuit		



Lesson 1, part 2 Vocabulary and Grammar 2

3 Look, read and match.

1 They're wearing red pyjamas.
2 You're wearing blue baseball caps.
3 We're wearing green tracksuits.
4 They're wearing purple shirts.

4 Look and write.

They're You're We're

trainers hijabs baseball caps coats

1 We're wearing hijabs.
2 They're wearing coats.
3 You're wearing trainers.
4 We're wearing baseball caps.

twenty-seven 27

3 Look, read and match. (10 minutes)

- Ask the pupils to look at each picture and describe what each child is wearing. Ask if they are wearing any of the clothes mentioned in the sentences.
- Have the pupils complete the activity with their partners. Then check answers as a class.

4 Look and write. (10 minutes)

- Ask pupils to look at the words in the word box. Ask if the children in the pictures are wearing any of the clothes from the box.
- Have pupils complete the activity individually. Then check answers as a class.

Finishing the lesson (5 minutes)

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

Extra activity Photocopiables 3 and 11

- Ask pupils to do photocopiables 3 and 11.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** *clothes; Those jeans are too small!*

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can understand the order in which events happen (GSE 41).
- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about where people or things are, using basic phrases (GSE 24). Can act out parts of a picture story using simple actions and words (GSE 31).

Materials

- Unit 2 flashcards (clothes)
- Unit 2 poster
- Unit 2 story cards
- notebooks
- strips of paper
- pictures of different ways clothes can be recycled
- old clothes, e.g. socks, pyjamas, etc., that pupils have brought in
- photocopiables 26 A and B

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring pupils' learning: True/False cards technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 2, part 1

Starting the lesson (5 minutes)

- Give each pupil two strips of paper with a clothing item on each. Show a Unit 2 flashcard (clothes) or an item of clothing on the Unit 2 poster. Pupils with that item stand up and say the word.

Presentation (5 minutes)

- Using the Key question technique (see page 15), ask pupils what they think today's story will be about.
- Explain that today's story is about a school show.
- On the board, write *The school show*. Ask pupils what they think will happen in the school show.

Practice

Class Book



1 Before you read How many parrots can you see? Where are the parrots? (5 minutes)

- Have pupils look at all the pictures of the story.
- Ask pupils to find and count the parrots.
- **Extension** Ask pupils to think about what kind of clothes they would wear at a school show. Use the Think-pair-share technique (see page 16) to elicit answers.

2 2.7 Watch or listen and read. (5 minutes)

- Have pupils read or listen to the story. Ask them what happens in it. Remind them to look at the punctuation in the story. A question mark shows a question, and an exclamation mark shows them something is exciting or difficult.
- Play the video or audio again and pause at frame 5. Pupils discuss the question in the box.
- Using the True/False cards technique (see page 16), say different statements about the story for pupils to answer. Say *The children wear their everyday clothes* (*False*); *Atomic and Polly are wearing coats and jumpers* (*True*).
- **Extension** Use the story cards to ask about the story.

Story

2.7

The school show

1 Miss Razan: Are you ready for the school show?
Lily: Yes, Miss Razan! Look! We've got our clothes.

2 Lily: I like school shows!
Jack: This is fun.
Miss Razan: Hurry, Lily and Fatma. You're first.

3 Lily: Hello, everyone!
Fatma's mum: They're wearing hats and dresses.
Lily's mum: They're wearing trainers, too.

4 Lily: Atomic and Polly are wearing coats and jumpers!
Fatma: Their trainers are red, too.

5 Miss Razan: Oh, no! Those jeans are too small!
Jack: And these shirts! What can we do?
Sami: I've got an idea!

6 Lily: Here are Jack and Sami. They're wearing… Oh!
Fatma: You're wearing pyjamas, baseball caps and slippers! You look amazing!

7 Boy: What a cool school show!
Miss Razan: Well done, everyone!
Lily: Thanks for the clothes.

8 Jack: Wow! Look at all these clothes!
Miss Razan: Let's recycle those trainers, Fatma.
Sami: Can we recycle these pyjamas, too?

Extra activity Collaborative work

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

3 After you read Look at the story. Read and write the names. (5 minutes)

- Pupils do the activity individually and check in pairs.

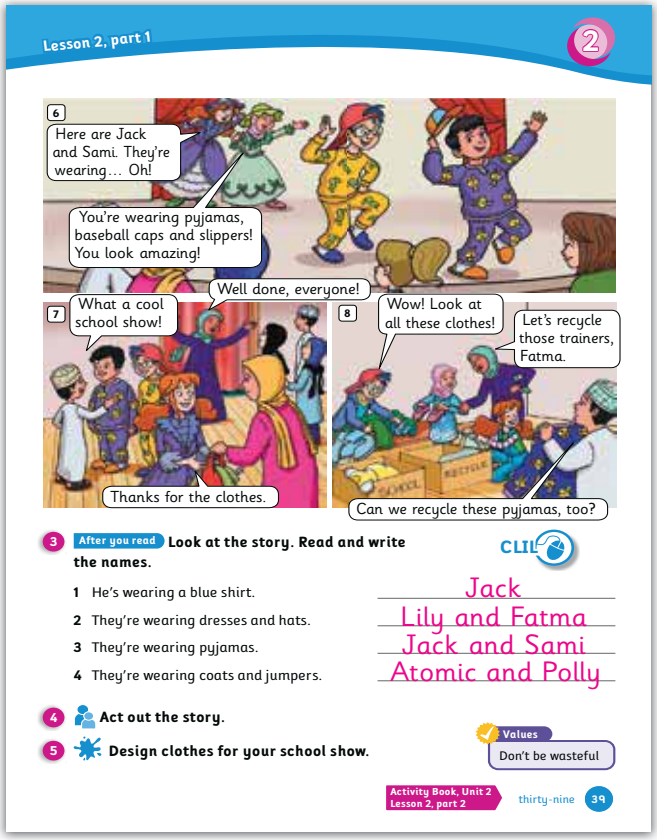
Diversity

Support

- Write the characters' names on the board and go through each one by saying the name and pointing to them in the story.
- Use the Unit 2 flashcards (clothes). Point to one character in the picture, say, e.g. *Miss Razan is wearing …* and elicit *hijab*. Place the corresponding flashcard next to Miss Razan.
- In pairs, pupils write the answer. Do the same for the other characters.

Challenge

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



4 Act out the story. (5 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them. For details of acting out stories, see page 18.
- **Extension** Pupils can draw different clothes in their notebooks to use as props. They can also share the different clothes they have brought in.
- Have the groups perform in front of the class.

5 Design clothes for your school show. (5 minutes)

- Place pupils in small groups and ask them to open their notebooks. Have them complete the activity.

Values

- Ask pupils what the chidren do with the costumes and clothes at the end of the show (they recycle them or use them again). Ask pupils why it is important not to throw clothes away.
- Explain that not being wasteful can help the environment, but also other people who have less than you.
- Ask pupils what else we can recycle, other than clothes.

Finishing the lesson (5 minutes)

- Ask pupils to say what their favourite part of the school show was and why.
- Have the pupils read their favourite parts to their partners.

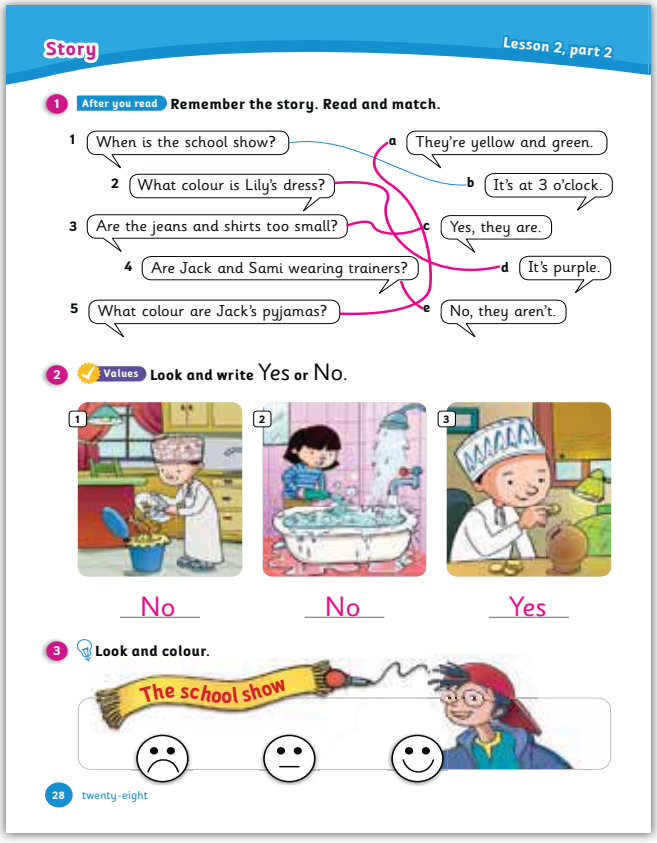
Lesson 2, part 2

Starting the lesson (5 minutes)

- Ask pupils to say what their favourite clothes are and what colours they are.
- Ask them to name one piece of clothing they would like to buy next and why.

Practice

Activity Book



1 After you read Remember the story. Read and match. (10 minutes)

- With books closed, ask pupils to tell you the story.
- Extend by asking if they remember what colours the clothes were.
- With books closed, explain that you will read a sentence from the story for the pupils to say who says it in the story. Read out a few sentences.
- Pupils then complete the activity in pairs.
- Check answers as a class.

2 Values Look and write *Yes* or *No*. (10 minutes)

- Pupils complete the activity individually. Remind them about the unit value: Don't be wasteful. Ask which pictures show a person being wasteful (pictures 1 and 2).
- **Extension** Ask pupils to explain why items 1 and 2 are wrong.

3 Look and colour. (5 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story. Encourage pupils to give reasons.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to discuss what pupils have learnt from the Story lesson. Then have pupils draw a picture showing what they have learnt today.

Extra activity Photocopiables 26 A and B

- Ask pupils to do photocopiables 26 A and B.

CLIL Link

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

Fatma and her friends organise a school show to help collect used clothes for the school theatre. They separate clothes that can be kept for the theatre and clothes that need to be recycled.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about objects in the classroom
- **Target language:** *backpack, computer, glasses, handbag, keys, phone; Our glasses are blue. Your keys are grey. Their phones are green.*

Global Scale of English (GSE)

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

Materials

- Unit 2 flashcards (*glasses, keys, handbag, backpack, phone, computer*)
- Unit 2 poster
- notebooks
- sheets of A4 paper
- scissors and glue for each pair
- photocopiables 4, 12, 18 and 22

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 3, part 1

Starting the lesson (5 minutes)

- Place the Unit 2 flashcards (clothes) or poster on the board and do a revision of the words by pointing at them one by one for pupils to say the word.
- Use the Lollipop stick technique (see page 15) to have pupils come to the board. Then point to a word for the pupils to spell.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about different classroom items. Elicit classroom items they already know.
- Place the Unit 2 flashcards (possessions) or poster on the board. Go through each word and have pupils repeat after you.
- Place pupils in pairs. One pupil points to a word for the other to say and spell it.
- Have pupils say what items from the new vocabulary they have.

Practice

Class Book



1 2.8 & 2.9 Listen and say. Then listen and tick (✔). What's missing? (10 minutes)

- Play the first track (2.8). Pupils repeat the items as they hear them.
- Play track 2.9. Pupils tick the objects they hear.
- **Extension** In pairs, pupils ask each other about the items using *What is it? What colour is it/are they?*

2.8

glasses, keys, handbag, backpack, phone, computer

2.9

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

2 2.10 & 2.11 **Listen and sing.** (5 minutes)

- Ask pupils to quietly read the song. Ask which new words are in the song.
- Play the song for pupils to sing. Explain that when they hear a new word from Activity 1, they clap their hands.
- A karaoke version of the song is available (track 2.11).
- **Extension** In small groups, pupils write a verse for the song to sing to the class.

2.10

What colour are their glasses?
Their glasses are blue.
And their handbags are, too.

What colour are our keys?
Our keys are grey.
And our computer is, too.

What colour are your backpacks?
Your backpacks are green.
And your phones are, too.

Extra activity

- Ask pupils to open their notebooks and ask them to draw an item from the new vocabulary.
- Play the song again and when they hear the item they have drawn, they raise their notebooks.

3 **Look and say.** (10 minutes)

- 2.12 Draw pupils' attention to the grammar box and the recorded model.

2.12

Our glasses are blue.
Your keys are grey.
Their phones are green.

- Use the Traffic light cards technique (see page 16) to check understanding. Ensure pupils swap roles.
- Ask pairs to come to the front and act out their conversation.

Diversity

Support

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

Challenge

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

Extra activity **Critical thinking**

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

Finishing the lesson (5 minutes)

- In pairs, ask pupils to write a verse for the song using the items they have with them.
- Each pair then sing the song to the class.

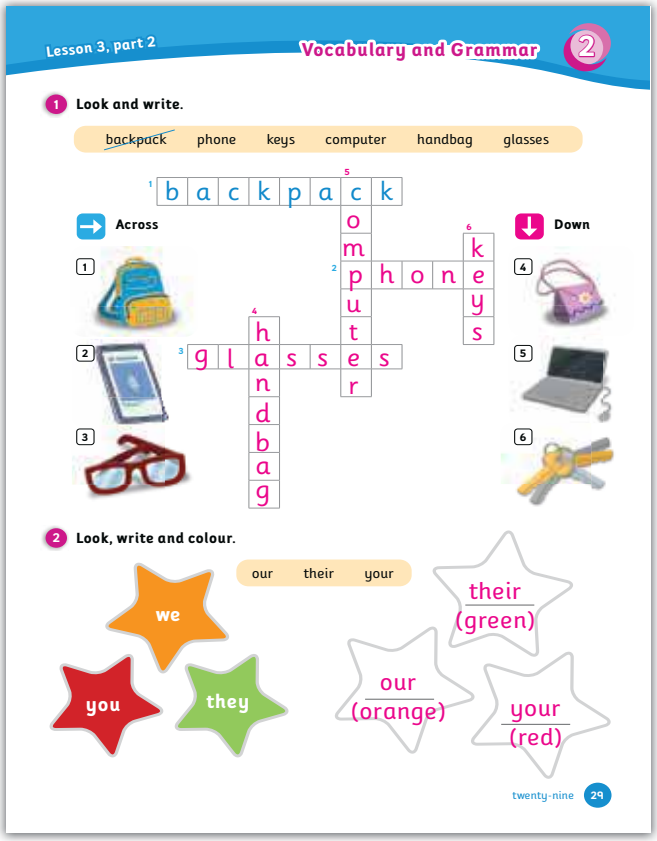
Lesson 3, part 2

Starting the lesson (10 minutes)

- Ask the pupils to say if they have any of the items they have learnt about in the last lesson with them.
- Have pupils show and name the items they have to their partners.

Practice

Activity Book



1 Look and write. (10 minutes)

- Ask the pupils to look at each item and say what it is.
- Then have the pupils close their books. Explain that you will say a word for them to spell. As they spell the word, write it on the board.
- Pupils then open their books and complete the activity. They look at the pictures and write the words in the relevant squares in the crossword.
- Check answers as a class.

2 Look, write and colour. (10 minutes)

- Pupils need to write the words *our*, *their* and *your* on the blank stars.
- They then colour each star in the same colour as its matching form, so *we* and *our* are orange, *you* and *your* are red, and *they* and *their* are green.

Finishing the lesson (10 minutes)

- Play *Guess and take it* (see page 20) with the Unit 2 flashcards.
- Ask pupils how confident they feel now about talking about clothes and classroom items. Ask if they think their English is at a good level and what they would like to learn next.

Extra activity **Photocopiables 4, 12, 18 and 22**

- Ask pupils to do photocopiables 4, 12, 18 and 22.

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to play a game describing clothes
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

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

Materials

- Unit 2 cut-outs (page 109)
- Unit 2 flashcards (clothes)
- colour flashcards from Grade 2
- notebooks
- colour pens or crayons
- scissors
- sheets of A4 paper
- sticky notes
- stapler

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (10 minutes)

- Do a quick revision of colours with the flashcards from Grade 2 by going through them, saying the colours for pupils to repeat after you.
- Ask pupils to open their notebooks. Have them draw four colour blobs of their choice. Pupils stand in their places and show their colours to the class and name them.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Starters Test.
- On the board, place the Unit 2 flashcards (clothes). Use the Lollipop stick technique (see page 15) to have a pupil say a word you point at. Prompt pupils to say what colour(s) the item is.
- Continue until all words have been covered by all pupils.

Practice

Class Book



Diversity

Support

- Before pupils start the activity, have them look at the picture and label it with the clothes they can see. They can use sticky notes.
- Have pupils check against Lessons 1 and 3 to see if they've labelled the picture correctly.
- Then pupils place their colour pens or crayons in front of them so they can do the activity.

Challenge

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

1 2.13 **Listen and colour.** (5 minutes)

- This task is based on Pre A1 Starters Listening Part 4.
- Use the Unit 2 flashcards to review clothes. Point to an item and have the class repeat chorally. Point to the girls under the tree in the picture. Ask *Where are the girls?* and elicit the answer. Continue for all the people in the picture. Ask *What are they wearing?*
- Use the Traffic light cards technique (see page 16) to check pupils understand the activity. Repeat the audio for pupils to check answers.

2.13

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

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

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

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

2 2.14 **Cut out. Then listen and play.** (10 minutes)

- Have pupils find and cut the Unit 2 cut-outs on page 109. Each pupil opens his or her own cards.
- Play the audio. Then ask two volunteer pupils to read the dialogue aloud.
- Place pupils in pairs. Ask them to cut out their own cards and put them face down in a pile. Explain that each pupil will take it in turns to turn over a card from their pile. When they turn each card over, they will use the word on the bottom left of each card to say what the people are wearing (e.g. *They are wearing baseball caps.*), and the word on the bottom right to say what colour that item of clothing is (e.g. *Their baseball caps are purple.*). Use the Expert envoy technique (see page 16) to help pupils who haven't understood the game.
- Pupils can then colour the blank clothes any colour they like. When they finish, they describe this to their partner (e.g. *Their jeans are blue.*)
- When pupils have finished, ask volunteer pairs to come to the front of the class to act out their dialogue.

2.14

Girl 1: They're wearing hijabs. Their hijabs are red.
Girl 2: They're wearing baseball caps. Their baseball caps are purple.

Extra activity Creativity

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

Extra activity TPR

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

Finishing the lesson (5 minutes)

- Ask the pupils to look at the picture in Activity 1. In pairs they describe what the children in it are doing and wearing.
- Then ask the pupils what activities they do at parks and what they wear.

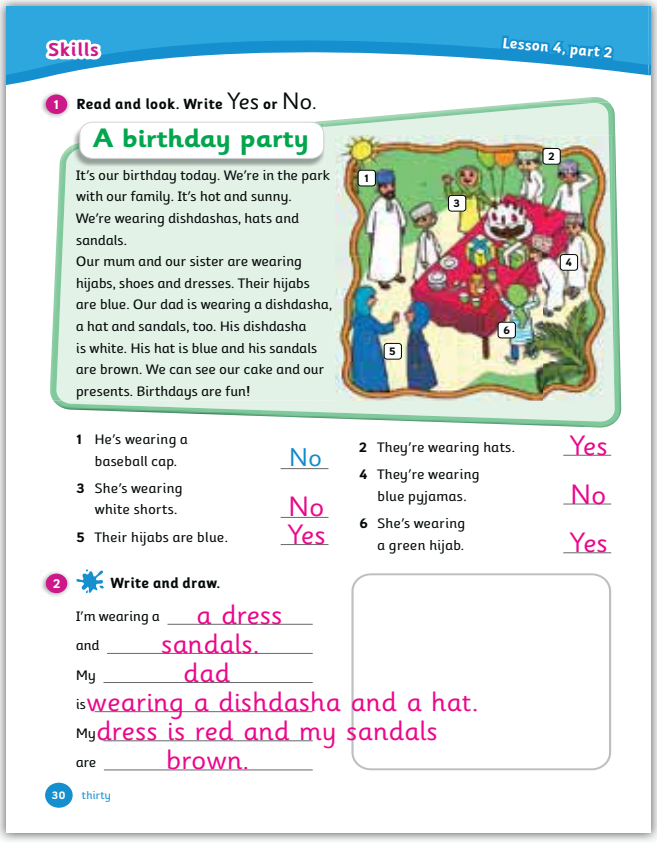
Lesson 4, part 2

Starting the lesson (5 minutes)

- Ask the pupils what they usually do to celebrate birthdays. Ask who they celebrate with, where they go and what they usually wear and do.

Practice

Activity Book



Skills — Lesson 4, part 2

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

A birthday party

It's our birthday today. We're in the park with our family. It's hot and sunny. We're wearing dishdashas, hats and sandals.
Our mum and our sister are wearing hijabs, shoes and dresses. Their hijabs are blue. Our dad is wearing a dishdasha, a hat and sandals, too. His dishdasha is white. His hat is blue and his sandals are brown. We can see our cake and our presents. Birthdays are fun!

1 He's wearing a baseball cap. No
2 They're wearing hats. Yes
3 She's wearing white shorts. No
4 They're wearing blue pyjamas. No
5 Their hijabs are blue. Yes
6 She's wearing a green hijab. Yes

2 **Write and draw.**

I'm wearing a a dress
and sandals.
My dad
is wearing a dishdasha and a hat.
My dress is red and my sandals
are brown.

30 thirty

1 Read and look. Write *Yes* or *No*. (10 minutes)

- Have the pupils describe what is happening in the picture and name the clothes and different items that they can see.
- Ask a volunteer pupil to read the text aloud as the class follow in their books.
- Check their answers.

2 Write and draw. (10 minutes)

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

Dictation (5 minutes)

- Ask pupils to get ready with some paper and a pen.
- Play the audio for pupils to individually listen and write the words.
- Check answers as a class.

D2

1 baseball cap
2 coat
3 hijab
4 jeans
5 jumper
6 pyjamas
7 shirt
8 slippers
9 tracksuit
10 trainers

Finishing the lesson (10 minutes)

- In pairs, pupils find the two *Communicate* activities from Unit 2 and play them again: see Class Book p.37 Activity 5, p.40 Activity 3.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they liked about this lesson, if it helped them learn successfully and what else they would like to learn.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about special days in Oman; to design clothes for a special day
- **Target language:** *Eid Al-Fitr, Eidiya, sweets, presents, traditional clothes*

Global Scale of English (GSE)

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

Materials

- photocopiable 30
- sheets of A4 paper
- colour pens or crayons

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring pupils' learning: Lollipop stick technique (see page 15); Hands up/down technique (see page 16)

Peer learning: pairwork; groupwork

Independent learning: portfolios; Summative and thought-provoking questions technique (see page 16)

Lesson 5, part 1

Starting the lesson (10 minutes)

- Focus pupils on the pictures on page 42. Ask pupils to say what special days they celebrate and what they do on these days. Ask pupils to say what they like about these days and why.

Presentation (2 minutes)

- Pupils look at page 42 in their Class Book. They look at the pictures at the top. Say *Let's read the words … Eid Al-Fitr, Eidiya, sweets, presents, traditional clothes.* Make sure pupils understand the words.

Culture notes

- Explain that people all over the world celebrate Eid Al-Fitr as a special day.

Practice

Class Book



1 Before you read What clothes do you wear on special days? (5 minutes)

- Ask pupils what they wear on special days they celebrate in Oman.
- Use the Lollipop stick technique (see page 15) to make sure many pupils are asked.

2 2.15 Listen and read. (5 minutes)

- Pupils look at the pictures. Say the words in the captions and pupils point and repeat.
- Play the audio and pupils listen and follow in their Class Books. Play the audio again and pupils read along with the audio.
- Read the text aloud but miss out a few words. Ask pupils to say which words are missing.

- **Extension** Say true and false sentences about the text. Pupils use the Hands up/down technique (see page 16) to answer. Say *People celebrate Eid Al-Fitr for three days (True); Families eat special food (True); Children give presents to adults (False); Children wear special clothes to celebrate (True).*

2.15

Special days in Oman

There are many special days in Oman. Let's look at Eid Al-Fitr.
Eid Al-Fitr is very special in Oman. People celebrate for the first three days of Shawwal.
Families eat special food and give presents, sweets and *Eidiya* to their children. What presents do you get?
Look at this girl. She is wearing traditional clothes to celebrate Eid Al-Fitr.
Do you like Eid Al-Fitr?

Diversity

Support

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

Challenge

- After reading the texts, pupils close their Class Books and write down three things they can remember about the special day.

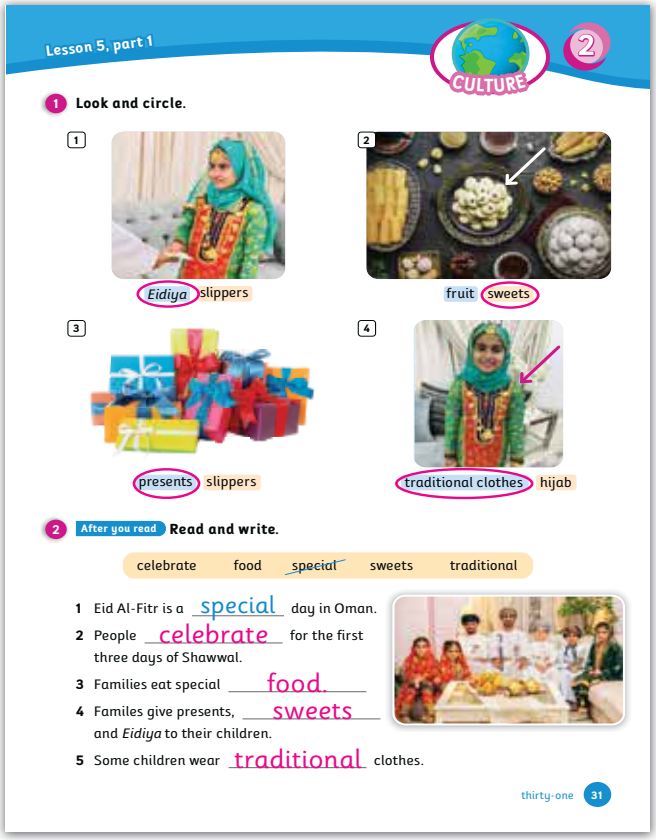
3 Find out more! Watch the video. (5 minutes)

- Ask pupils what they think the video will be about before watching it.
- After watching the video, ask pupils what they found interesting about it. Play the video again and pupils check their answers.

Extra activity Fast finishers

- Ask pupils to draw traditional clothes they wear and to colour them. Have the pupils share their work with the class. Suggest pupils put their work into their portfolios.

Activity Book


Lesson 5, part 1

CULTURE 2

1 Look and circle.

1 *Eidiya* slippers

2 fruit sweets

3 presents slippers

4 traditional clothes hijab

2 After you read Read and write.

celebrate food special sweets traditional

1 Eid Al-Fitr is a special day in Oman.
2 People celebrate for the first three days of Shawwal.
3 Families eat special food.
4 Familes give presents, sweets and *Eidiya* to their children.
5 Some children wear traditional clothes.

thirty-one 31

1 Look and circle. (5 minutes)

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

2 After you read Read and write. (5 minutes)

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

Finishing the lesson (3 minutes)

- Ask pupils to say what they enjoyed about today's lesson and why.
- Then ask pupils if there is anything else they can say about Eid Al-Fitr.

Lesson 5, part 2

Starting the lesson (5 minutes)

- Ask pupils what they like about doing projects and what they learn from them.

Presentation (5 minutes)

- Explain to pupils that they are going to work together to make a poster. Using the Lollipop stick technique (see page 15), choose a pupil to read through the instructions.

Practice – Project

Class Book



Design some clothes for a special day. (25 minutes)

- Place pupils into small groups. Have them tell you the role each pupil has in the group. Tell them that it is important to listen to other people's opinions.
- Give each group a sheet of A4 paper. They choose a special day together and design special clothes before they make their poster.
- Have pupils present their work to the class. They choose a leader who presents the poster to the class.
- Display their finished work in the classroom.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to encourage pupils to think about their learning in the Culture lessons so far. Ask how the lessons have helped them with their English and what the best thing about them was. Ask pupils what else they would like to learn in the Culture lessons.

Extra activity Photocopiable 30

- Ask pupils to do photocopiable 30.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to ask the price; to give prices
- **Target language:** *How much is this baseball cap? It's 5 OMR.*

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts (GSE 34).
- **Listening:** Can identify how much something costs in short, simple dialogues about the price of something, e.g. in a shop, if speech is slow and clear (GSE 31).
- **Speaking:** Can ask about the price of something using simple language (GSE 25). Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- notebooks
- straw and paper to make straw puppets
- photocopy of scrambled sentences – one for each pair
- photocopiable 34

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique (see page 16); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 6, part 1

Starting the lesson (5 minutes)

- On the board, write a scrambled sentence using vocabulary and grammar from Lessons 1 and 3.
- Ask one pupil to unscramble it and write the answer on the board.
- Place pupils in pairs and hand each pair a photocopy with scrambled sentences on it.

Presentation (5 minutes)

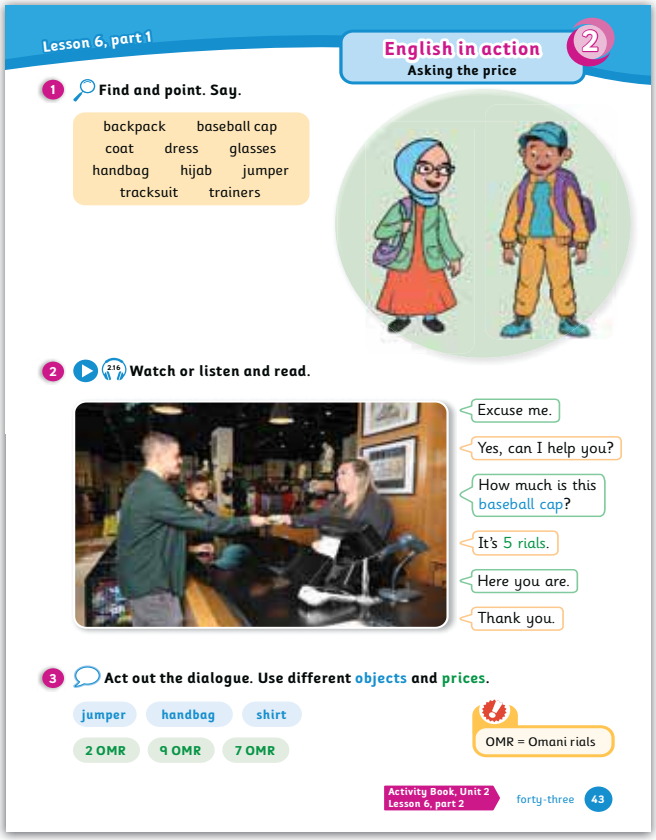
- Explain that in this lesson pupils will learn how to ask the price of clothes and other things.
- Ask pupils how their parents pay for things they buy.

Extra activity **Critical thinking**

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

Practice

Class Book



1 Find and point. Say. (5 minutes)

- Ask pupils to read the words in the word box. Ask if anyone in the class is wearing any of the items.
- Have pupils complete the activity in pairs.

2 2.16 Watch or listen and read. (10 minutes)

- On the board write *How much is this . . . ?* and *It's 10 rials*. Read the box explaining Omani rials.
- Ask pupils to read the dialogue quietly.
- Ask pupils why we should always be polite when asking for something and when answering.
- Play the audio or video once for pupils to read and watch or listen.
- Use the Lollipop stick technique (see page 15) to have pairs read the dialogue aloud.
- **Extension** Ask pupils which phrases show polite expressions.

English in action

2.16

Man: Excuse me.
Woman: Yes, can I help you?
Man: How much is this baseball cap?
Woman: It's 5 rials.
Man: Here you are.
Woman: Thank you.

3 Act out the dialogue. Use different objects and prices. (10 minutes)

- Using the Stop/Go technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Ask pupils to each make straw puppets by drawing a head on a piece of paper, cutting it out and sticking it onto a straw.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique (see page 15), invite pupils to come to the front of the class and act out the dialogue.

Diversity

Support

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

Challenge

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

Finishing the lesson (5 minutes)

- Ask pupils to open their notebooks. Tell them to imagine they have a shop with clothes and other items. Ask them to make a list of how much they would sell these items for.
- Pupils share their lists with the class.

Lesson 6, part 2

Starting the lesson (10 minutes)

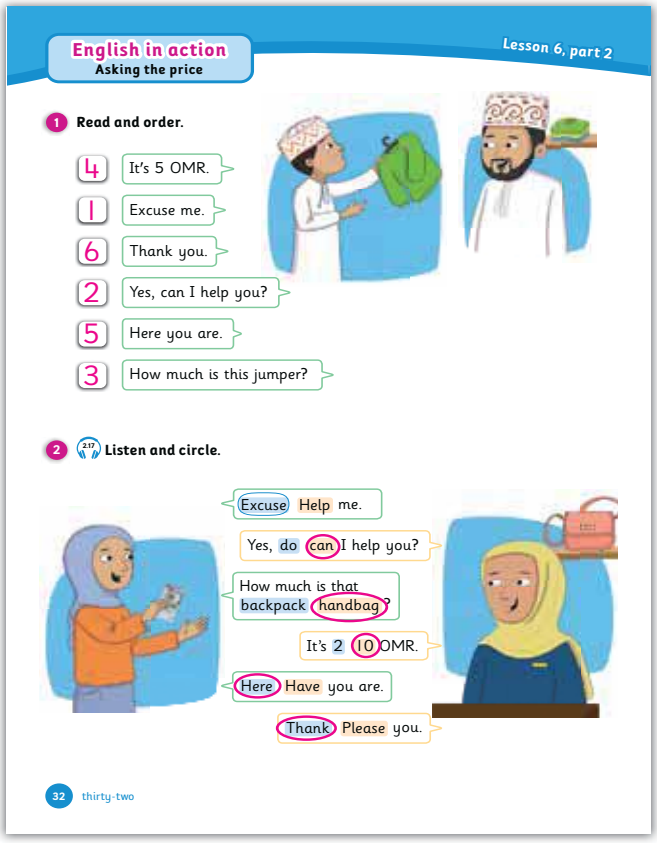
- Ask pupils to say how often they go shopping for clothes and who they go with. Ask which polite expressions they use when they go shopping.

Practice

Activity Book

1 Read and order. (10 minutes)

- Place pupils in pairs and ask them to complete the activity. Then have pupils act out the dialogue. Invite pairs to come to the front of the class to act out.



2 2.17 Listen and circle. (15 minutes)

- Ask pupils to read the dialogue and circle the correct words.
- Play the audio and ask pupils if their guesses were correct.

2.17

Girl: Excuse me.
Woman: Yes, can I help you?
Girl: How much is that handbag?
Woman: It's ten rials.
Girl: Here you are.
Woman: Thank you.

Extra activity Fast finishers

- In pairs, ask the pupils to write another dialogue using different items and prices. Pupils perform their dialogue in front of the class. Then they place their work in their portfolios.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils about what they have learnt. Ask how the English in action lessons have helped them with their manners.

Extra activity Photocopiable 34

- Ask pupils to do photocopiable 34.

Phonics

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to learn the sounds made by the trigraphs *ear* (ɪə) and *ure* (ʊə); to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky words: *our, your, their;* to adopt strategies to recognise and read tricky words in sentences
- **Target language:** ear /ɪə/: *beard, hear, ears, year*; ure /ʊə/: *vulture, picture, mixture*
- **Tricky words:** *our, your, their*

Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can recognise letters of the alphabet by their sounds (GSE 10). 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 say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- photocopiable 38
- Phonics cards: *ear, ure*
- optional teacher-made flashcards: *air, igh*
- optional teacher-made flashcards for tricky words: *our, your, their, is, are*

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 7, part 1

Starting the lesson (5 minutes)

- Review the trigraphs covered in Grade 2 (air, igh). Write the trigraphs on the board and ask pupils to recall the sound made by each one as you point. Explain that the letters go together to make one sound and establish how this is different to blends (where each letter represents a different sound).
- Using the Lollipop stick technique (see page 15), ask pupils to suggest words that contain each sound (e.g. chair, airport, stairs, pair, hair, high, right, night, knight, light) and then practise blending and segmenting these words. Write the words on the board and circle the trigraph each time.
- If pupils find the sounds tricky to remember, you may wish to use flashcards and games to revise the sounds further.

Presentation

Class Book



1 2.18 Listen and say. (10 minutes)

- Look at Activity 1 with the class. Focus on the four pictures and talk about what the pupils can see. Explain that pupils will learn two new sounds in this lesson and point to the trigraphs on the page.
- Use the Phonics Cards to introduce the new trigraphs and model the sound made by each one for pupils to copy. Stick the cards on the board and use them as prompts throughout the lesson if required.
- Play the audio. Help pupils to match each sound and word on the audio to a trigraph or a picture and to point to the correct object as they hear each word.
- Encourage pupils to repeat the words and emphasise the target sound each time by saying it louder than the rest of the word.
- Ask pupils to close their books and then to work in pairs to recall each of the four words. Challenge them to use phonetic strategies to try to spell each word, remembering to make sure there is a trigraph (*ear* or *ure*) in each one.

- Review the success of this task and then ask the class to spell the words for you to write on the board. Praise any spellings that are phonetically correct, even if the wrong letters have been used, and then write the words on the board with the correct spellings for pupils to check their answers.

2.18

ear: beard, hear
ure: vulture, picture

Practice

2 2.19 **Listen and say the tongue twister.** (5 minutes)

- Hold up the Phonics Cards (ear, ure) or stick them on the board. Look at the picture in Activity 2 with the class and see if pupils can identify any of the items in the picture that contain these sounds (hear, picture, beard). Point out that the boy in the picture can 'hear' something and ask what he can hear. Establish that he can hear the vulture. Encourage pupils to segment the four words containing the two new sounds and to identify the position of the trigraphs within the words.
- Explain that pupils will hear a tongue twister that relates to the picture and that they should point to the items in the picture as they listen. Play the audio.
- Play the audio again and this time ask the pupils to follow the words as they listen.
- Play the audio a third time and ask pupils to join in with the tongue twister.
- Check comprehension by asking pupils to join the pairs of words that go together according to the tongue twister (hear / vulture; picture / beard). You could add actions for the words *hear* and *see* to aid comprehension.
- Repeat the tongue twister as a class until pupils are confident with the language and pronunciation.
- Ask pupils to take turns holding the Phonics Cards and to listen for the sound that matches the card they are holding. When they hear a word in the tongue twister that contains the sound on their card, they should hold it up for the rest of the pupils to see.

2.19

I can hear a vulture and I can see a picture of a man with a beard.

3 2.20 **Listen and circle. Then write.** (10 minutes)

- Explain that pupils will now learn some more words containing the two new sounds.
- Tell pupils to listen to the audio and point to each picture in turn. As you play the audio, pause after each word, and ask pupils to repeat it.
- Focus on the first picture and ask pupils to listen to the word that goes with it (*ears*). Identify which trigraph is in the word and ask pupils to circle the correct one in their book (*ear*). They should then complete the gapped word below the picture by writing the correct trigraph. Encourage pupils to listen carefully to the audio to identify the correct sound.
- Now ask pupils to complete the rest of the task independently while you play the audio, pausing after each item to give pupils time to write.
- Once pupils have answered all the questions, play the audio again to check the answers as a class.

2.20

1 ears
2 mixture
3 year

4 **Look and write.** (5 minutes)

- Revise the two new sounds and write them on the board for reference. Ask pupils to look at Activity 4 and explain that they must identify each of the labelled items. Explain that they should complete the labels with the correct spelling and must ensure that each word contains one of the new sounds. Encourage pupils to sound out the words to help them with the spelling as they write.
- Ensure that pupils have included the correct trigraph for each word and monitor their spelling strategies to check that they are applying phonetic rules. Use the Traffic light cards technique (see page 16) to gauge pupils' confidence and their grasp of the new sounds.

Finishing the lesson (5 minutes)

- Stand at the front of the class and act out some of the new words from the lesson, e.g. *hear* (hands behind your ears); *picture* (make the shape of a square); *beard* (place your fingers around your chin and move them downwards into a point); *vulture* (flap your arms like wings). Ask pupils to guess each word and then to have a go at spelling it out for you to write on the board.
- See if pupils can add other words containing the new sounds (*mixture, year*) and conclude the lesson by asking pupils to act out any of the target words for other pupils to guess.
- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today.

Lesson 7, part 2

Starting the lesson (5 minutes)

- Start by revising some of the tricky words from previous grades and from Unit 1. Strategies for revision can include making flashcards for the words to help memorise them, sentence ordering activities, word ordering activities, gap fill tasks, etc.
- Remind pupils that tricky words, which appear frequently in texts, can't be decoded in the same way as other words

because not all the letters within these words follow the rules of phonics. Remind them that they should try to memorise tricky words where possible and use phonetic cues, if appropriate, to help them.

Practice

Activity Book



1 2.21 Listen and read. Act. (10 minutes)

- Focus on Activity 1 and explain that pupils will revise three previously taught tricky words in this lesson. Use flashcards, if required, to introduce the words *our, your* and *their* to see if pupils can recall the words.
- Next, see if pupils can recognise or read any of the words/sentences in the speech bubbles and point out the phonetic parts of each word as well as the additional tricky word *is*.
- Play the audio for pupils to listen and follow.
- Check comprehension by focusing on the speech bubble tags to identify who is talking each time and then encourage pupils to act out each scene in front of the class. Play the audio alongside if necessary.

2.21

1 Boys: This is our picture.
2 Woman: This is your picture.
3 Boy 1: This is their picture.

2 2.22 Look, read and write. Listen and check. (10 minutes)

- Look carefully at each picture with the pupils to work out what is happening in each scene and to identify who is speaking. Then look at the first gapped sentence and write it on the board. Spend time decoding the given words and point out the tricky word *are*. Ask pupils which word can be used from the wordpool to complete the sentence and try the different options until you settle on the correct one (*Your*). Encourage pupils to refer to the picture to check that the sentence makes sense with the picture and the person talking.
- Point out that each tricky word starts with a capital letter as it will be placed at the beginning of each gapped sentence and ensure that pupils copy the words correctly.
- Encourage pupils to repeat the process independently with the remaining sentences before playing the audio for them to listen and check their answers.

2.22

1 Girl 1: Your ears are red.
2 Boys: Our mixture is green.
3 Girl 2: Their picture is good.

3 Look, read and write. Then find and circle. (10 minutes)

- Write the word *Where* on the board and ask pupils if they can remember it from Unit 1. Establish that it is a question word and point out the question marks at the end of each sentence.
- Practise reading each question with the pupils and encourage them to complete each sentence orally by looking at the picture cues. Allow time for pupils to complete each question by writing the correct word in each gap. Remind them to check that their spellings contain one of the spelling patterns from the Class Book lesson (*ear / ure*).
- Next, encourage pupils to work in pairs to ask the questions and then to locate the missing items in the big picture. They should then circle each item as they find it.

Finishing the lesson (5 minutes)

- Write a jumbled sentence containing one of the tricky words from the lesson on the board and ask pupils to order the words to make a sentence, e.g. bear your This is (This is your bear).
- Repeat with other sentences and encourage pupils to help you spell the words as you write the sentence on the board.

Extra activity Photocopiable 38

- Ask pupils to do photocopiable 38.

Review

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to review unit language; to write short descriptive texts on familiar personal topics
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31). Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model (GSE 28). Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures (GSE 39).

Materials

- Unit 2 flashcards (clothes and possessions)
- Unit 2 poster
- photocopiable 44
- notebooks
- graph paper, one for each pupil
- sheets of A4 paper
- Progress path stickers (page 123)

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Hands up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 8, part 1

Starting the lesson (5 minutes)

- Have pupils write as many words or sentences from the unit as they can in one minute.
- Use the Lollipop stick technique (see page 15) to have pupils read their sentences to the class.

Presentation (5 minutes)

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- Revise unit vocabulary with the Unit 2 flashcards or poster. Show pupils the flashcards or point to an item on the poster, and say a wrong word for pupils to correct you.

Practice

Class Book


Lesson 8, part 1 Review 2

1 Look, find and circle.

Across →

Down ↓

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

2 Look and write.

They're We're You're

Their Your Our

1 You're wearing a baseball cap. Your baseball cap is blue.

2 We're wearing pyjamas. Our pyjamas are pink.

3 They're wearing coats. Their coats are long.

4 We're wearing tracksuits. Our tracksuits are orange.

3 Go to the Progress path on pages 104–105.

Activity Book, Unit 2 Lesson 8, part 2 forty-five 45

Diversity

- Before starting the Review lesson, repeat Activities 1 and 3 in Lessons 1 and 3. Place all the Unit 2 flashcards on the board as a reference for pupils.

1 Look, find and circle. (10 minutes)

- When pupils have finished the activity, they check answers with their partners and spell the words.
- **Extension** Give pupils graph paper, so they can make their own word puzzle using words that weren't used in the puzzle. Pupils swap puzzles with their partners. Alternatively, pupils can make a word puzzle in their notebooks.

2 Look and write. (10 minutes)

- Pupils complete the activity individually and check answers with their partners.

Diversity

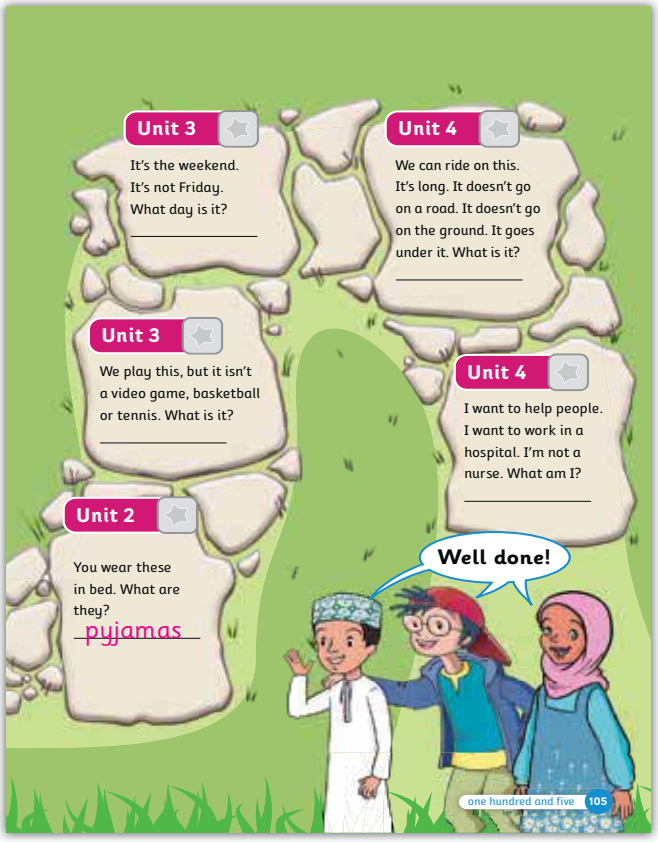
- Pupils copy Activity 2 in their notebooks and answer it incorrectly for their partners to correct.

3 Go to the Progress path on pages 104–105. (5 minutes)

- Refer pupils to pages 104–105 and have them answer the questions.

- Check the answers and tell pupils they can now stick their star stickers (page 123).





Finishing the lesson (5 minutes)

- Play a word game with the pupils. Explain that you will say and spell a word but that it might be incorrectly spelt. If pupils catch the mistake, they get a point. If not, the teacher gets a point. Keep score on the board.

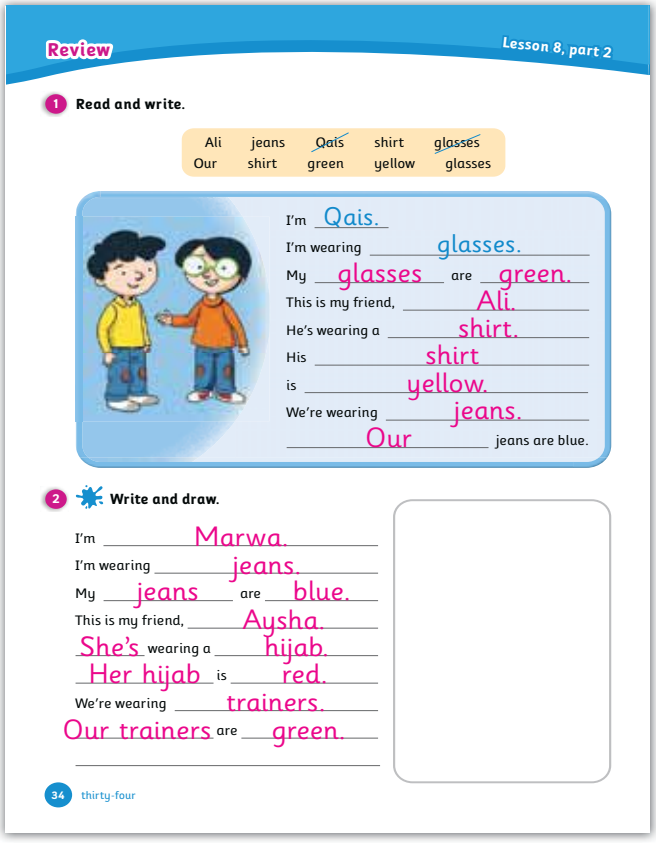
Lesson 8, part 2

Starting the lesson (3 minutes)

- Ask pupils to say what they have enjoyed in this unit and how it has helped them talk about clothes. Ask if they think they can write about themselves and clothes now, giving reasons for their answers.

Practice

Activity Book



1 Read and write. (5 minutes)

- Use the Expert envoy technique (see page 16) to have stronger pupils help weaker pupils through all the activities.
- Have a pupil read the words in the box.
- If some pupils need more support, revise the language using the Unit 2 flashcards before starting. Show a flashcard with an item of clothing on it and ask *Is Qais wearing jeans?* (Yes); *Is Ali wearing a red shirt?* (No, Ali is wearing a yellow shirt.)
- Ask pupils to complete the activity, circulating to help where needed.
- Pupils raise their hands to show you their work. Praise neat handwriting.

- Use the Lollipop stick technique (see page 15) and ask pupils to read their paragraph to the class.

2 Write and draw. (4 minutes)

- Explain that pupils will now write a similar paragraph to Activity 1 about themselves and a friend.
- Pupils use the Hands up/down technique (see page 16) to express how they feel about the activity.
- Use the Lollipop stick technique (see page 15) to have pupils read their work to the class.
- Pupils check answers with their partners. Tell pupils to compliment their partners' work if it's neat and tidy.
- Now tell pupils to complete the Picture dictionary on page 69.

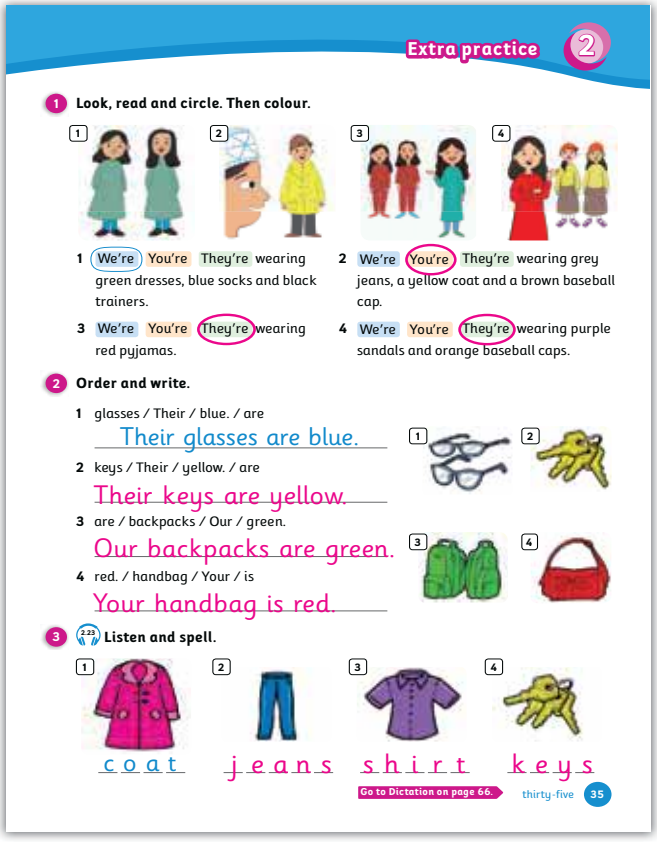
Extra activity Critical thinking

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place on page 34 in their Activity Books.

Extra activity TPR

- Have pupils form a circle. Explain that you will say a sentence. If it's correct, they make a move to the left. If it's incorrect, they stand perfectly still.
- Say *I'm wearing blue jeans.* Pupils move to the left. Then say *I'm jeans wearing blue.* If a pupil moves, they sit in the middle of the circle and lose three turns.

Extra practice



Extra practice 2

1 Look, read and circle. Then colour.

1 We're / You're / They're wearing green dresses, blue socks and black trainers.
2 We're / You're / They're wearing grey jeans, a yellow coat and a brown baseball cap.
3 We're / You're / They're wearing red pyjamas.
4 We're / You're / They're wearing purple sandals and orange baseball caps.

2 Order and write.

1 glasses / Their / blue. / are
Their glasses are blue.
2 keys / Their / yellow. / are
Their keys are yellow.
3 are / backpacks / Our / green.
Our backpacks are green.
4 red. / handbag / Your / is
Your handbag is red.

3 Listen and spell.

coat jeans shirt keys

Go to Dictation on page 66. thirty-five 35

1 Look, read and circle. Then colour. (8 minutes)

- Have pupils complete the activity individually and then compare answers with their partners. Check answers as a class.

2 Order and write. (5 minutes)

- Review how sentences are ordered and complete sentence 2 as a class.
- Allow pupils to work in pairs to complete the activity. Check answers as a class.

Extra activity Fast finishers

- Give pupils a sheet of paper and ask them to write a few sentences from the lesson in this unit. Pupils illustrate their work and place it in their portfolios.

3 2.23 Listen and spell. (5 minutes)

- Have pupils look at the images and ask pupils what they are.
- Play the audio for pupils to complete the activity.
- Check answers as a class.

2.23

1 coat: c-o-a-t
2 jeans: j-e-a-n-s
3 shirt: s-h-i-r-t
4 keys: k-e-y-s

Dictation (5 minutes)

- Have pupils turn to page 66 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check answers as a class.

2.24

1 We're wearing jeans.
2 Their glasses are blue.
3 How much is the shirt?

Finishing the lesson (5 minutes)

- Ask pupils to open their notebooks to an empty page. On one side they draw a smiley face and on the other side an unhappy face.
- On the smiley face side, pupils write all the words they know how to write. On the sad face side, they open their Class Books and write the words they don't remember.
- Tell pupils they now know which words they have to revise. If pupils write all the words on the smiley face, then they make sentences with them.
- Ask pupils in what area of their language learning they feel the happiest in.

Extra activity Photocopiable 44

- Ask pupils to do photocopiable 44.

Get ready for ...

Lesson 9

Objectives

- **Lesson objectives:** to practise for the Pre A1 Starters Reading and Writing Part 1, the Speaking Part 2 and Listening Part 1 Tests
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **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 19).

Materials

- Unit 2 flashcards (clothes and possessions)
- Unit 2 poster
- notebooks
- Activity Book audioscript photocopied for each pupil

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Starting the lesson (10 minutes)

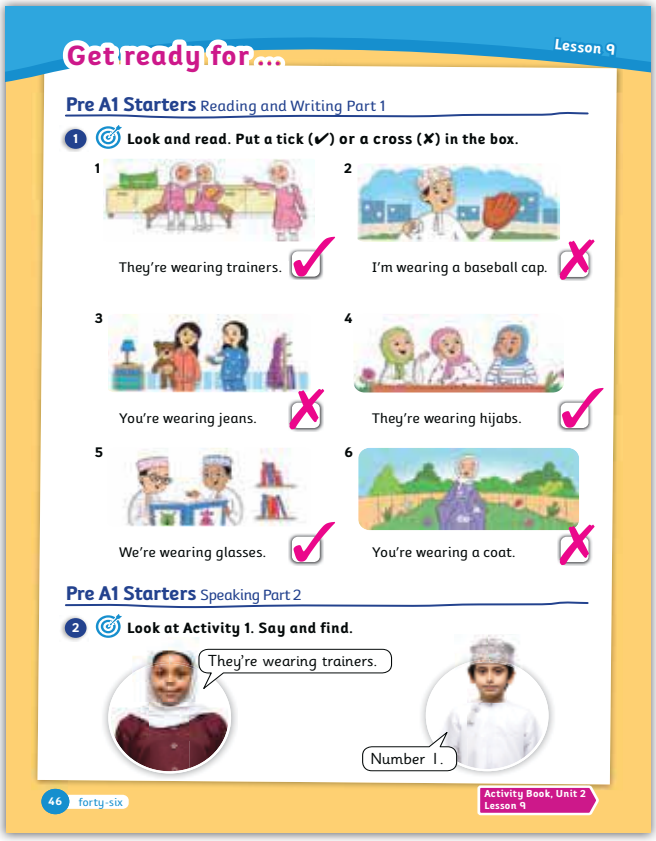
- Ask pupils to open their notebooks. Tell pupils to draw a clothing item on each side of a page and to colour it.
- Then place pupils in pairs. Tell them they have to decide on one more item and draw and colour it.
- On the board, write *You're wearing a . . . . Your . . . is (red). We're wearing a . . . . Our . . . is (blue). They're wearing a . . . . Their . . . is (orange).*
- Pupils use the prompts on the board to make sentences using the items they have drawn.
- Use the Lollipop stick technique (see page 15) to bring groups to the front of the class and act out their dialogue.

Presentation (5 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Test, the Starters Speaking Test and the Starters Listening Test in both the Class Book and Activity Book.
- On the board, place the Unit 2 flashcards or poster and quickly revise the words from the unit by pointing to items for pupils to say what they are.

Practice

Class Book



1 Look and read. Put a tick (✓) or a cross (✗) in the box. (10 minutes)

- Place pupils in pairs and have them describe each picture to their partners.
- Have volunteer pupils read the sentences under the pictures to the class.
- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Ask pupils if they found the activity difficult and if so, why.
- **Extension** Pupils correct the false sentences.

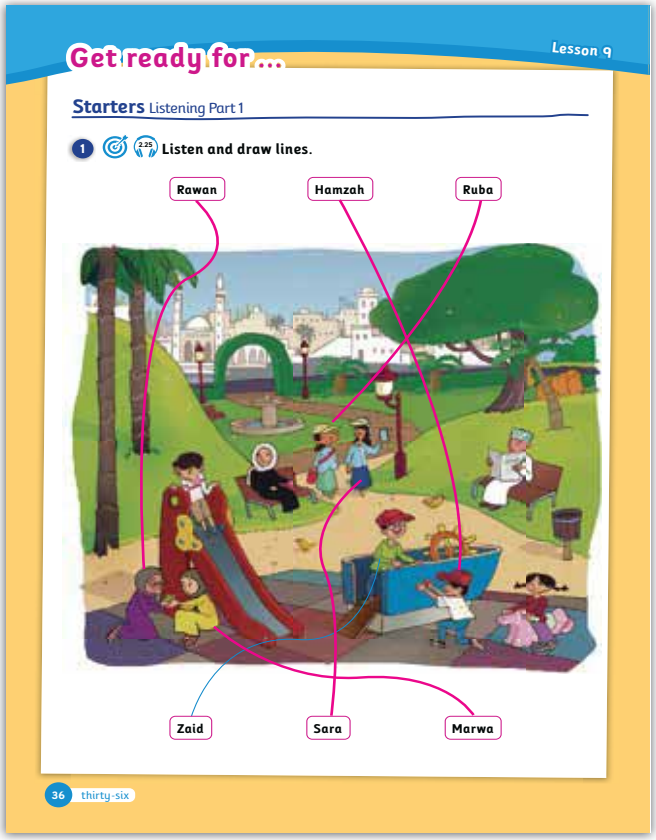
2 Look at Activity 1. Say and find. (5 minutes)

- Ask volunteer pupils to read the dialogue.
- Use the Lollipop stick technique (see page 15) to have pupils do the activity in front of the class.
- **Extension** Pupils ask different questions about the pictures using *What colour is/are the . . .?*
- Write the prompt on the board for pupils to follow.

Extra activity **Creativity**

- In pairs, pupils draw a picture of different children in a park and write sentences about them. Remind pupils to use vocabulary from this unit, and if possible, from Unit 1. Pupils present their work to the class and make a classroom display.

Activity Book



Diversity

- Show pupils the audioscript before they do the activity and before looking at the picture. Ask them to underline where they think the answer is. After pupils complete the audio activity, they refer to the text and see if they were correct and where they made mistakes, if any.

1 **2.25 Listen and draw lines.** (5 minutes)

- Have pupils work in pairs to write five sentences about the picture.
- Ask pupils to read the sentences to the class.
- Explain the activity and ask pupils to use the Traffic light cards technique (see page 16) to express how they feel about it.
- Play the audio and have pupils draw lines. Play the audio again if necessary. Check answers as a class.

2.25

1 Boy: Look, Miss Razan! Here's a photo of me and my friends in the park.
Woman: What a nice picture!
Boy: These boys are Hamzah and Zaid.
Woman: Oh, yes. I see them. They're wearing baseball caps and trainers.
Boy: Yes. Their trainers are brown and their baseball caps are red.
Woman: Which one is Hamzah? Is he wearing glasses?
Boy: No, that's Zaid.
Woman: Oh, I see!

2 Woman: Who are the girls under the slide? They're wearing dresses and hijabs.
Boy: Dresses and hijabs? They're Rawan and Marwa.
Woman: Which one is Marwa? Is she wearing a yellow dress?
Boy: Yes, her sandals are red.

3 Boy: These girls are Sara and Ruba. They're wearing pretty baseball caps.
Woman: I can see them. Is this girl Sara? She's got a phone.
Boy: Yes, Sara has got a phone. And Ruba has got a handbag.
Woman: Wow! Her handbag is big! My handbag is small.

Extra activity **Fast finishers**

- Have pupils write a dialogue like the one in the audio text to read to the class. Place work in their portfolios.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask how successful their learning is so far and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Ask them which song or chant they liked best in the unit and play it for them to sing or chant.

Shared reading **Unit 2**

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 18).

Unit 2 practice

- Pupils now complete the Unit 2 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

Fun corner

Lesson 10

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).
- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 2 flashcards (clothes and possessions)
- Unit 2 poster
- number spinner and coloured pens for the game

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)

Monitoring pupils' learning: Lollipop stick technique (see page 15)

Peer learning: pairwork; groupwork

Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (3 minutes)

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 2 flashcards and poster as prompts.
- Using the Lollipop stick technique (see page 15), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Using the Key question technique (see page 15), ask pupils if they liked the game they played in the last unit and if so, why.
- Explain that in this lesson pupils will play a game. Ask pupils to look at the game in the Class Book. Ask pupils what they think will happen in the game.

Practice

Class Book



1 Play and say. (15 minutes)

- Put pupils into groups of three of four. Each group will need a spinner and coloured pens.
- Explain the game to pupils. Each child needs their Class Book page. They take turns to spin the spinner. They need to get a 6 to start (the T-shirt). They need to get three twice, one for each trainer.
- When they get a number, they look at the square and trace the outline of the piece of clothing shown in the main artwork. Before taking the next turn, the person to their left says what they are wearing, for example: *You're wearing a* (*green*) (*T-shirt*).
- The winner is the first person to get all of the numbers and complete the full picture.

Diversity

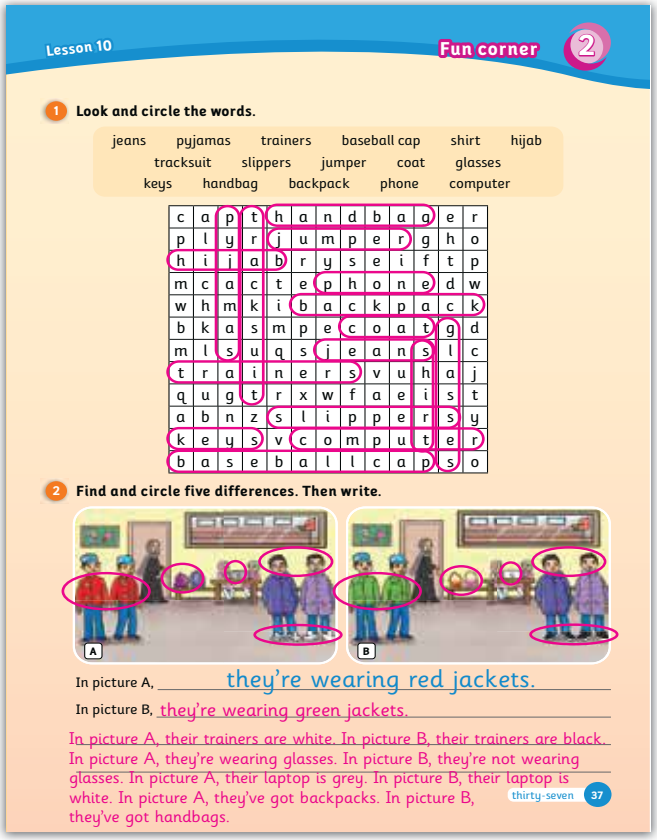
Challenge

- Ask pupils if they can add any objects to the picture that the pupil might have, for example a backpack, keys, phone, etc.

Extra activity TPR

- Explain that you will describe the completed picture but may make a mistake as you answer.
- When pupils hear the mistake, they have to clap their hands and say *STOP!* A volunteer corrects you.

Activity Book



Lesson 10 — Fun corner 2

1 Look and circle the words.

jeans pyjamas trainers baseball cap shirt hijab
tracksuit slippers jumper coat glasses
keys handbag backpack phone computer

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

2 Find and circle five differences. Then write.

A B

In picture A, they're wearing red jackets.

In picture B, they're wearing green jackets.

In picture A, their trainers are white. In picture B, their trainers are black. In picture A, they're wearing glasses. In picture B, they're not wearing glasses. In picture A, their laptop is grey. In picture B, their laptop is white. In picture A, they've got backpacks. In picture B, they've got handbags.

thirty-seven 37

1 Look and circle the words. (5 minutes)

- Read the first word in the word pool and see if pupils can find it in the grid. Check pupils understand that the words might be left to right or top to bottom.
- Pupils complete the activity in pairs.
- Check their answers.

2 Find and circle five differences. Then write. (10 minutes)

- Ask pupils to say what they can about the two pictures. Now explain that the pictures are not quite the same. Can they find the differences? There are five.
- Ask pupils to write at least two sentences.
- Pupils complete the activity in pairs. Go round and help any pupils who find this difficult.
- Praise pupils who write full sentences.
- Check their answers.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today. Did they enjoy the Fun corner?

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 2
- **Target language:** *You're wearing coats. Our handbags are orange. Where are my glasses? This is my football team. And this is me. Your tracksuits and trainers are cool.*
- **Phonics:** *ear, ure*
- **Vocabulary:** *dressing up box, different, kick, mixture, same*

Global Scale of English (GSE)

- **Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can follow while listening (GSE 26). Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify key information in short, simple, factual texts (GSE 34).

Learning outcomes

- **Listening:** Demonstrate an understanding of simple language related to describing people's clothes; Listen and identify familiar words and set phrases in short, simple texts on familiar topics.
- **Speaking:** Pronounce words and sentences using correct stress, rhythm and intonation; Use basic language structures when speaking; Retell stories using a range of familiar words, set phrases and set expressions; Ask and answer questions on familiar topics; Participate in short, simple interactions on familiar topics.
- **Reading:** Read frequently encountered words with ease; Read and identify familiar words, set phrases in short, simple texts and stories.
- **Cognitive skills:** Ask and answer simple questions; Participate in activities that involve taking on the role of familiar people.

Materials

- Unit 2 flashcards (clothes)
- Unit 2 poster
- The Big Book Unit 2
- photocopiables R3 and R4

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson (5 minutes)

- Explain that the next story is about clothes. Brainstorm all the names of clothes that pupils know and write these on the board.
- Ask pupils if they like dressing up, and if so, what they like to wear.

Presentation (5 minutes)

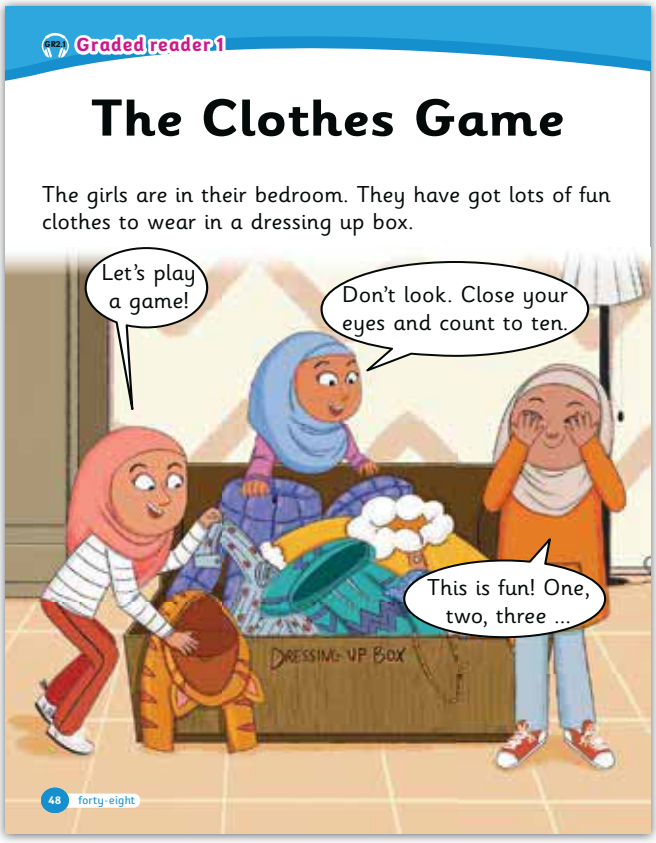
- Use the Unit 2 flashcards or poster to revise vocabulary from the unit. Then look at page 48 with the class. Ask pupils what they can see. Read the story title *The Clothes Game* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 2 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for some of the words in the story: *mixture, same, different*. Check that pupils understand them. Use the photo to present *Dressing up box*.

During reading (15 minutes)

Class Book



Graded readers 1 and 2







- Begin reading the story to the pupils. As before, look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 48 to the pupils, ask *Where are the clothes? (In the dressing up box.); What do they play? (A game.); Does the girl look? (No.); Does she close her eyes? (Yes.); Does she count to ten? (Yes.); Is it fun? (Yes.)*
- Ask pupils to count to ten quickly as a class!
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 49. *What are the girls wearing? (A colourful mixture of clothes.); What clothes can you see?* (Pupils answer.)*; Does the girl open her eyes? (Yes.); Are their clothes the same or different? (They are different.); Are the girls now wearing coats? (Yes.)*

- Continue reading the story. Ask questions at the end of page 50: *Do the girls play the game? (Yes.); Are the girls wearing slippers? (Yes.); Have they got handbags, too? (Yes.); What colour are the handbags? (They are orange.); What clothes are cool? (The coats are cool.); What has the girl got? (Keys and glasses.); Where are her glasses?* (Pupils guess the answer.)
- Continue reading the story. Ask questions at the end of page 51. Were their guesses right: *Where are her glasses? (On her head, near her ears.); What does she say? (Yes, they are. Thank you!)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify any tricky words in the sentences and circle these words (*their, our, your*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spellings on the board: *ear, ure*.
- Ask pupils to find words in the story that contain these spellings (*mixture, ear, near, wear*). Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option A

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *The Clothes Game*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go round and offer help as they do this.
- Now divide the class into groups of four (the three girls, a teacher). Explain that they are going to act out the story. Ask pupils to choose a part to play, or you can allocate roles. Explain that the teacher will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- For details of acting out stories, see page 18. Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak: not looking, counting to ten, opening their eyes, pointing to clothes and handbags, looking for and finding glasses, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R3**

- Ask pupils to do photocopiable R3.

Finishing the lesson (5 minutes)

- Ask pupils 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 read the words and whether they had a good understanding of the plot.
- Ask pupils if they like to dress up and if so, what they like to wear.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 2. Write *ear* and *ure* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 2 flashcards and poster to revise the vocabulary for clothes and objects. If you're using the poster, choose a pupil to come tap on the picture of the word you say.

Presentation (5 minutes)

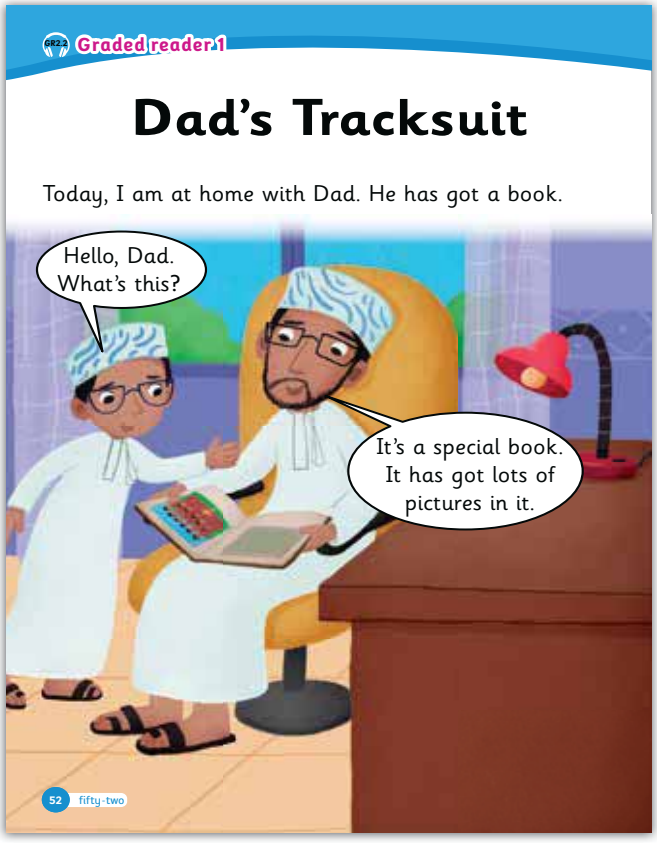
- Look at page 52 with the class. Ask pupils what they can see. Read the story title *Dad's Tracksuit* and ask pupils what they think the story will be about.
- Explain that pupils will participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 2 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

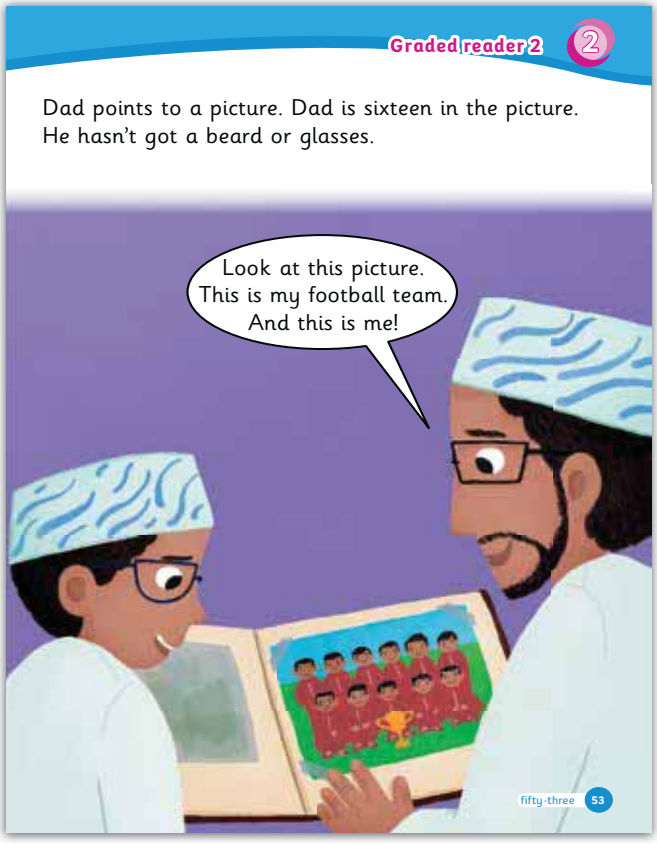
Before reading (5 minutes)

- Prepare pupils for the tricky words they will encounter in the story by writing them on the board to practise together (*their, your*). You can also explain what a special book is and demonstrate *kick the ball*.
- Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.

During reading (15 minutes)

Class Book









- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 52 to the pupils, ask *Where is the boy? (He's at home with Dad.); Who is Dad?* (Pupils point.); *What has he got? (A special book.); What is in the book? (Lots of pictures.); What is in the pictures?* (Pupils predict what happens next.)
- Continue reading the story. Ask questions at the end of page 53. Ask if their predictions were correct: *What is in the pictures? (Dad is in the pictures.); Has Dad got a beard and glasses in the picture? (No.); Is he with a football team? (Yes.); What colour are their clothes?* (Pupils answer and can check after the next page.)
- Continue reading the story. Ask questions at the end of page 54: *What are the football team wearing? (Tracksuits and trainers.); What colour are their clothes?* (Pupils check their answers: *They are red.) Are they cool? (Yes.); Has Dad got an idea?* (*Yes*: check pupils understand what *an idea* is.); *What is the idea?* (Pupils guess.)
- Continue reading the story. Ask questions at the end of page 55: *What does Dad give the boy? (He gives him some red clothes.); What is the boy wearing now? (Dad's tracksuit and trainers.); Is he in the football team? (Yes.); What does the boy say? (I'm in the football team, too. Let's play!) What does Dad say? (OK! Kick the ball.)*
- Ask pupils if they guessed correctly about Dad's idea.

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify any tricky words in the sentences and circle these words (*your, their*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spellings on the board: *ure, ear.*
- Ask pupils to find words in the story that contain these spellings (*beard, wearing, picture*). Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option B

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *Dad's tracksuit*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go round and offer help as they do this.
- Now divide the class into groups of three (boy, Dad, teacher). Explain that they are going to act out the story. Ask pupils to choose a part to play, or you can allocate roles. Explain that the teacher will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- For details of acting out stories, see page 18. Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R4**

- Ask pupils to do photocopiable R4.

Finishing the lesson (5 minutes)

- Ask pupils 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 read the words and whether they had a good understanding of the plot.
- Ask pupils if they like to play football or other sports. Can they name any clothes that they wear for the sports?

Unit 2 Big Book

- You can use the Big Book to read the two stories with the pupils again.

Look and match.

- When you have read *The Clothes Game*, ask pupils to look at the Big Book page 8.
- Pupils look at and match the four picture halves.
- Encourage pupils to say what is happening in each picture as they answer.

Answers

1b 2d 3a 4c

Look, match and say.

- When you have read *Dad's Tracksuit*, ask pupils to look at the Big Book page 14.
- Pupils read the four sentences and match them to the correct pictures a–d.

Answers

1d 2b 3a 4c

Look and choose.

- Now ask pupils to look at page 15. This checks the language and tricky words in the two stories.
- Pupils read the sentences and choose the correct words to complete them.

Answers

a you're **b** Our **c** Your **d** you're

Learning club 1

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn numbers 21–30 and 10 to 100 in tens
- **Target language:** Numbers 21–30 and 10 to 100 in tens

Global Scale of English (GSE)

- **Speaking:** Can use cardinal numbers up to 100 (GSE 27).
- **Reading:** Can recognise cardinal numbers up to 100 written as words (GSE 18).

Materials

- Learning club 1 cut-outs (page 111)
- Learning club 1 poster: Numbers: cardinal numbers 21–30; numbers in tens 40–100
- Learning club 1 flashcards (cardinal numbers 21–30; numbers in tens 40–100)
- Welcome unit poster: Numbers 1–20
- notebooks
- strips of paper
- Language booster star stickers (page 123)

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 1, part 1

Starting the lesson (2 minutes)

- Have pupils look at the Welcome poster. Ask them to think about how numbers help in our lives. Then ask how they use numbers daily. For example, to tell the time, count money, measure things, etc.

Presentation (3 minutes)

- Ask pupils to say what they think this lesson will be about. Ask them if they know how to say the numbers they can see on page 56.

1 Can you count from one to twenty? (5 minutes)

- Put the Welcome poster on the board. Point at random numbers and ask the pupils to say them. Help as necessary.
- Then read the numbers aloud in order for pupils to repeat after you. Repeat if necessary.
- Place pupils in pairs and have them count from one to twenty.

Practice

Class Book



2 LC1.1 Listen, point and repeat. (5 minutes)

- Place the Learning club 1 flashcards (numbers 21–30) or the Learning club 1 poster on the board. Point to each number and say the word. Pupils repeat after you. Tell pupils the numbers 2 and 0 make twenty and that the numbers 2 and 1 make twenty-one. Ask how they think we continue counting after that.
- Write the number 25 on the board. Ask how they think we say this number. Continue with a few more numbers in the twenties.
- Play the audio for pupils to complete the activity.
- Then have pupils say the numbers in consecutive order.

LC1.1

twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty

3 LC1.2 Listen, point and repeat. (5 minutes)

- Have pupils look at the numbers and say any they might know. Place the Learning club 1 flashcards (numbers in tens) on the board. Point to each number and say the word. Pupils repeat after you.

- Play the audio for pupils to complete the activity.
- Place pupils in pairs and have them count from ten to one hundred.

LC1.2

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

4 LC1.3 **&** LC1.4 **Listen and chant.** (5 minutes)

- Give pupils three strips of paper. Ask them to write a number from this lesson on each.
- Explain that when they hear their number in the chant, they have to raise their strip.
- Play the chant for the pupils to play the game. Then have the pupils chant.
- A karaoke version of the chant is available (track LC1.4).

LC1.3

Let's count from one to ten!
One, two, three, four, five,
six, seven, eight, nine, ten!

Let's count from eleven to twenty!
Eleven, twelve, thirteen, fourteen, fifteen,
sixteen, seventeen, eighteen, nineteen, twenty!

Let's count from twenty to thirty!
Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty!

Let's count in tens!
Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred!

Extra activity

- Hand out the Learning club 1 flashcards (numbers 21–30). Then point to a number on the Learning club 1 poster. The pupil with the same number on their flashcard stands up and says the number.

5 LC1.5 **Read, order and write. Listen and check.** (5 minutes)

- Place pupils in pairs to complete the activity.
- Play the audio for pupils to listen and check their answers.
- Ask pupils to read the numbers in order 21–30 and 10–100.

LC1.5

1 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
2 10, 20, 30, 40, 50, 60, 70, 80, 90, 100



6 **Look and play. Where's Polly?** (3 minutes)

- Have pupils find and cut out the Learning club 1 cut-outs on page 111. Each pupil cuts out his or her own cut-outs.
- Place pupils in pairs. Explain that pupils are going to draw Polly in one of the squares on the grid. Tell them that it can be in any square but that they must not show their partner where they put Polly.
- Explain that the other pupil now has to guess the square where Polly is. They look at their own grid and say a number along the left-hand side of the grid first and a number along the bottom next, e.g. Is she at 25 and 90? If they are wrong, they put a cross in the square on their own grid.
- They continue for ten guesses. If they find Polly, they win the game. If they don't, they swap roles. Pupils continue playing until one of them finds Polly and wins the game.
- Use the Traffic light cards technique (see page 16) to check pupils know what to do.

Show what you know **Write, tick (✔) and stick.** (2 minutes)

- Give pupils a few minutes to think about what they have learnt in this lesson and complete the activity.
- Check what pupils have learnt. Praise them and tell them to add the relevant sticker from their sticker sheet in the Class Book (page 123).

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask how successful their learning is so far and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Ask them which song or chant in the unit they liked best and play it for them to sing or chant.

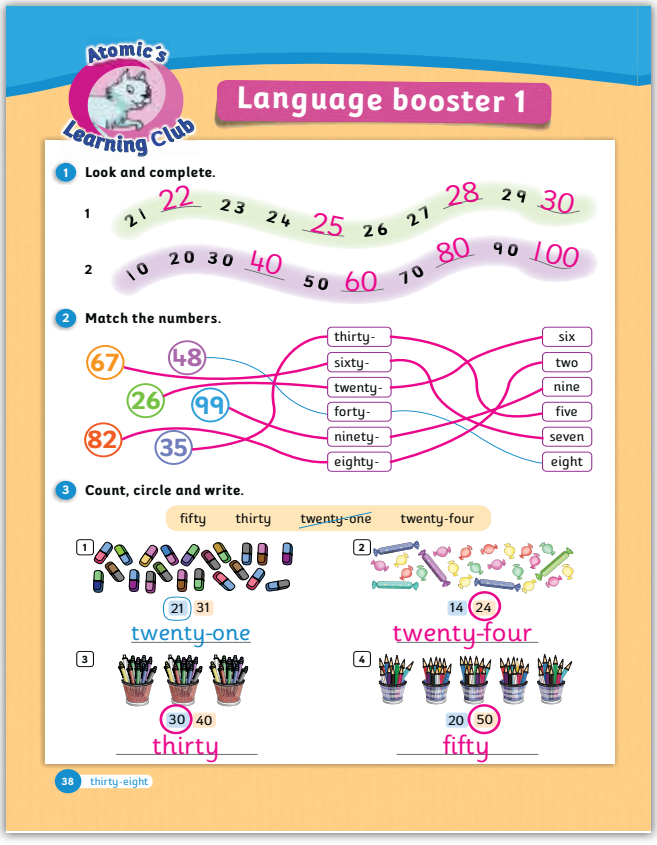
Lesson 1, part 2

Starting the lesson (5 minutes)

- Say a number from 21 to 29. Pupils say the number before and after this number. For example, say 23. Pupils say 22 and 24.
- Do the same with numbers 20 to 90. Say, e.g. 40. Pupils say 30 and 50.

Practice

Activity Book



1 Look and complete. (5 minutes)

- Pupils work with a partner to complete the activity.
- Check answers as a class.

2 Match the numbers. (5 minutes)

- On the board, write random numbers, for example 34, 67, 28, 84. Ask pupils to try saying them. Help as necessary (see page 20).
- Then ask the pupils to look at the numbers in the activity and say them.
- Have pupils work in pairs to complete the activity.
- Extend by asking pupils to write different numbers in their notebooks numerically for their partners to say.

3 Count, circle and write. (5 minutes)

- Give pupils a few minutes to complete the activity.
- Check answers as a class.



4 Write the numbers in words. (5 minutes)

- Pupils work in pairs to complete the activity.
- Remind them to check their spelling.
- Check answers as a class.

5 Write the missing numbers in words. Then write your own sequence. (10 minutes)

- Do the first part of the activity orally as a class. Then have pupils work individually to complete the activity.
- Check answers as a class.
- Have pupils complete the second part of the activity in their notebooks. They say their sequence to their partners.

Finishing the lesson (5 minutes)

- Ask pupils what they enjoyed about this lesson and how they think it has helped them with their English.

Learning club 1

CLIL: Maths
Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to measure how wide and long something is using millimetres, centimetres and metres
- **Target language:** *millimetre, centimetre, metre, long, wide*; *How long is the table? How wide is the door?*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Reading:** Can identify key information in short, simple, factual texts (GSE 34).
- **Speaking:** Can describe objects in a basic way (e.g. colour, size) (GSE 25).

Materials

- notebooks
- photocopiable 41
- rulers, measuring tape

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 2, part 1

Starting the lesson (5 minutes)

- Write a number on the board from one to a hundred and ask pupils to say it.
- Continue with a few more numbers. Elicit answers using the Lollipop stick technique (see page 15).

Presentation (5 minutes)

- Ask pupils to look at their rulers. Show them the measuring tape.
- Ask why they think measuring things can help us. Ask what type of things they measure.

Class Book



1 Think What do we use a ruler for? (5 minutes)

- Have the pupils look at their rulers and ask if they know how to say the measuring terms in English (*centimetre, millimetre*).
- Ask pupils what kind of things they can measure with a ruler.
- Have them measure their notebooks and a pencil. Ask what numbers they got.

2 Learn LC1.6 Listen, read and check. (10 minutes)

- Play the audio and ask pupils if there are any words they might not have understood. Explain as necessary.
- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the text.

LC1.6

How do we measure things?

We can measure things using a ruler. We usually measure using millimetres (mm), centimetres (cm) or metres (m).

There are ten millimetres in one centimetre. There are a hundred centimetres in one metre.

We can now use a ruler to find out how wide and long something is.

3 Check How long or wide is it? Match the pictures with the answers. (10 minutes)

- Go through each item and ask pupils to say what each item is.
- Then have pupils say how many centimetres are in a metre, and how many millimetres are in a centimetre.
- Pupils complete the activity in pairs. Check answers as a class.

Finishing the lesson (5 minutes)

- Ask pupils what things we can measure in metres (fabric, lengths, height, etc).

Lesson 2, part 2

Starting the lesson (5 minutes)

- Draw a road on the board. Then draw an arrow to show its width. Say, *Wide or long*? Elicit the answer *wide*.
- Now draw an arrow to show the length of the road and repeat. Elicit *long*.

Practice

Class Book



1 Let's practise! Look at the diagrams. How wide is the book? How long is the table? (10 minutes)

- Have pupils look at the pictures and answer the questions in pairs.
- Then have pupils compare their answers.

2 What things can you measure in your classroom? (5 minutes)

- Ask pupils to look around in the classroom and say what they can measure.

Show what you know Measure things in the classroom. (15 minutes)

- Have pupils choose two items to measure. Use the Lollipop stick technique (see page 15) to choose pairs to stand and choose items to measure.
- Have pupils compare their answers.

Extra activity Photocopiable 41

- Ask pupils to do photocopiable 41.

Finishing the lesson (5 minutes)

- Ask pupils what they found interesting about this lesson.
- Ask if they understand numbers and measurements more now.

3 Hobbies

Unit objectives

To talk about hobbies, activities and days of the week

Language

Vocabulary	**Activities**: *do karate, listen to music, play basketball, play tennis, play video games, read books, ride a bike, roller-skate, skateboard, watch TV* **Days of the week**: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, the weekend*
Grammar	*He/She plays video games.* *He/She doesn't watch TV.* *Does he watch TV on Saturdays?* *Yes, he does./No, he doesn't.*
Functions	*What do you do on Saturdays? I always play tennis on Saturdays.*
Phonics	**u_e**: *cube, tube;* **i_e**: *bike;* **a_e**: *cake;* **o_e**: *stone* **Tricky words**: *do, does, don't, doesn't*

Learning outcomes

Listening	• Identify basic time words and days in simple phrases, sentences and short, simple dialogues • Demonstrate an understanding of simple phrases, questions and answers about likes and dislikes • Recognise key information about everyday activities and routines • Listen and respond appropriately to peers and adults • Identify characters, actions in a story • Listen and join in with songs, chants, and simple dialogues • Listen and demonstrate they understand the overall meaning of short, simple texts on familiar topics • Respond to factual questions and referential questions based on listening texts • Identify core vocabulary • Respond verbally and non-verbally to short, basic spoken and aural instructions • Recognise key information about events
Speaking	• Accurately reproduce modelled language • Express likes and dislikes • Pronounce words and sentences using correct stress, rhythm and intonation • Articulate sounds in isolated words and connected speech using correct pronunciation • Use basic language structures when speaking • Express own ideas using a range of familiar words, set phrases and expressions • Retell stories using a range of familiar words, set phrases and set expressions • Ask and answer questions on familiar topics • Participate in short, simple interactions on familiar topics • Recite songs individually and chorally • Sing a basic song from memory • Talk about self and routines • Respond verbally to direct questions, instructions and visual inputs • Act out part of a picture story using simple actions and words
Reading	• Read frequently encountered words with ease • Decode unfamiliar words by using phonemic awareness and blending strategies when reading • Read and understand the overall meaning of short, simple texts and basic instructions on familiar topics

	• Read and identify familiar words, set phrases in short, simple texts and stories • Read established sets of sight vocabulary • Answer referential questions about reading texts • Read and retell information in factual reading texts • Follow basic instructions for making something, if supported by pictures
Writing	• Arrange scrambled words into sentences • Write clearly formed letters and words moving from left to right • Write high frequency words • Write legibly and neatly letters in script • Copy words and phrases accurately • Maintain appropriate spacing between letters in a word and between words • Complete a phrase or sentence or label a picture supplying the missing word • Write answers to simple questions based on reading • Write basic single clause sentences about different familiar topics, using given prompts or a model
Cognitive skills	• Express basic likes/dislikes • Draw basic pictures to represent vocabulary • Participate in activities that involve taking on the role of familiar people • Listen and respond physically to songs and chants • Engage in activities like colouring and drawing to represent vocabulary and basic familiar concepts

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)
Mathematical, scientific and technological competences: use numbering to complete an activity (L. 8)
Digital competence: use Class Book eBook (L. 1–7)
Social and civic competences: learn to be creative (L. 2 and 5)
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); using previous knowledge (L. 1–10); following instructions (L. 1–10); personalisation of language learnt (L. 5 and 6)
Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 2); Problem solving (L. 2 and 8); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–9)
Creativity	Draw a picture of your favourite activity (L. 2)
Communication	Talking about daily activities and days of the week (L. 1 and 3); Talking about daily activities and schedules (L. 4); Talking about favourite activities (L. 6); Cut-outs game (L. 4); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2 and 6)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 69; Activity Book p. 48
- Picture dictionary: Activity Book p. 70
- Unit 3 Extra practice: Activity Book p. 49
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, Self-assessment
- Unit 3 practice

External tests

Class Book	**Activity Book**
Pre A1 Starters Listening Part 3 Pre A1 Starters Reading and Writing Part 2 Pre A1 Starters Speaking Part 2	Pre A1 Starters Reading and Writing Part 3

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about hobbies and activities
- **Target language:** *do karate, listen to music, play basketball, play tennis, play video games, read books, ride a bike, roller-skate, skateboard, watch TV; He/She plays video games. He/She doesn't watch TV. Does he watch TV on Saturdays? Yes, he does./No, he doesn't.*

Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can talk about everyday activities using simple language (GSE 32). Can recite a short, simple rhyme or chant (GSE 16). Can describe their daily routines in a simple way (GSE 30).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Units 1–2 flashcards
- Unit 3 flashcards (*watch TV, listen to music, read books, ride a bike, play video games, play tennis, play basketball, roller-skate, skateboard, do karate*)
- Unit 3 poster
- Unit 3 stickers (page 121)
- stopwatch
- notebooks
- two fly swats
- photocopiables 5 and 13

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 1, part 1

Starting the lesson (5 minutes)

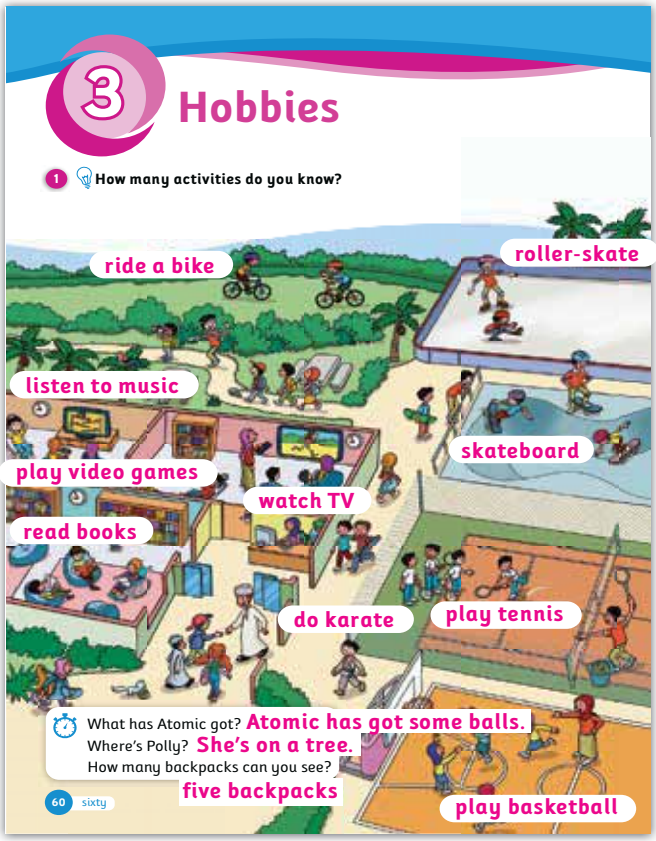
- Place the Units 1–2 flashcards on the board.
- Play *Word swat* (see page 22). Place pupils in two teams and give each leader a fly swat. Explain that you will spell a word which they have to find, swat and say. The team which finishes first wins.

Presentation (5 minutes)

- Explain that this lesson is about different hobbies and activities we do after school or during the weekend.
- Have pupils say the names of the hobbies and activities they already know.

Practice

Class Book



1 How many activities do you know? (5 minutes)

- Ask pupils to say any of the activities they know in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- **Extension** Use the Lollipop stick technique (see page 15) for pupils to tell you who and what they see in the picture.

Extra activity Critical thinking

- Ask pupils to say why it's important to get plenty of physical exercise during the week.

2 3.1 & 3.2 Listen and stick. Then listen and say. (5 minutes)

- Place the Unit 3 flashcards or poster on the board. Point to each picture and say the word. Pupils repeat after you.

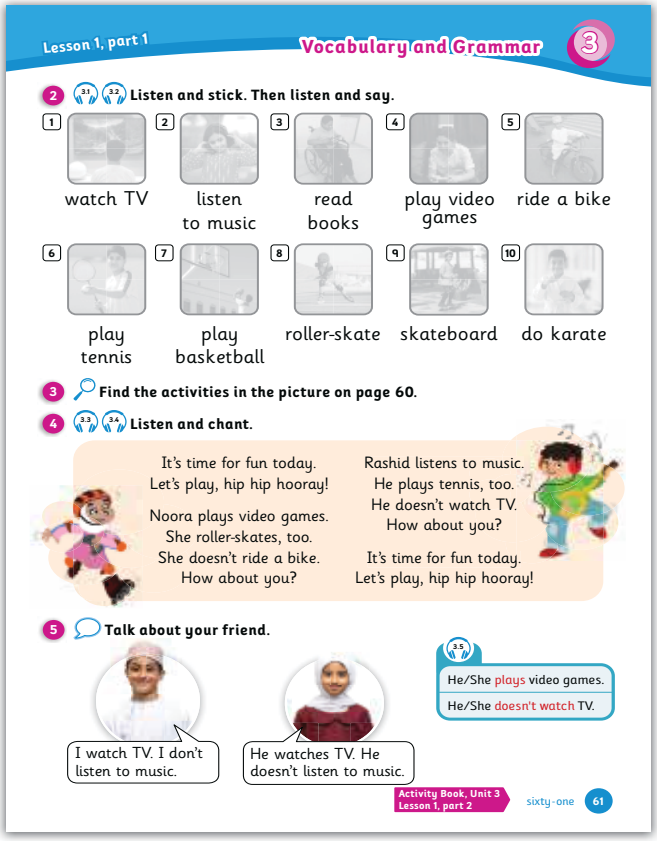
- Play the audio. Pupils listen and stick the pictures in the correct place as they hear them. Pupils can find the stickers on page 121.
- Point to an item and use the Lollipop stick technique (see page 15) to have pupils say and spell the word.
- **Extension** Have pupils stand up in their places. Say a word for pupils to mime.

3.1

Boy: I don't go to school today! I watch TV.
Girl: I listen to music.
Boy: I read books.
I play video games.
I ride a bike.
I play tennis.
I play basketball.
Girl: I roller-skate.
I skateboard.
Boy: I do karate. It's a fun day!

3.2

watch TV, listen to music, read books, play video games, ride a bike, play tennis, play basketball, roller-skate, skateboard, do karate


Lesson 1, part 1 Vocabulary and Grammar 3

2 3.1 3.2 Listen and stick. Then listen and say.

1 watch TV 2 listen to music 3 read books 4 play video games 5 ride a bike
6 play tennis 7 play basketball 8 roller-skate 9 skateboard 10 do karate

3 Find the activities in the picture on page 60.

4 3.3 3.4 Listen and chant.

It's time for fun today.
Let's play, hip hip hooray!
Noora plays video games.
She roller-skates, too.
She doesn't ride a bike.
How about you?
It's time for fun today.
Let's play, hip hip hooray!
Rashid listens to music.
He plays tennis, too.
He doesn't watch TV.
How about you?
It's time for fun today.
Let's play, hip hip hooray!

5 Talk about your friend.

I watch TV. I don't listen to music.
He watches TV. He doesn't listen to music.
3.5
He/She plays video games.
He/She doesn't watch TV.

Activity Book, Unit 3 Lesson 1, part 2
sixty-one 61

Diversity

Support
- As you point to each flashcard, say half of the word for pupils to complete. Place pupils in pairs to continue.

Challenge
- In pairs, pupils cover the words. One pupil points to one picture and the other says the word. Then they play mimics.

3 Find the activities in the picture on page 60. (5 minutes)
- Place pupils in pairs to complete the activity.

4 3.3 & 3.4 Listen and chant. (5 minutes)
- On the board, write *I play video games.* And below, *He plays video games.* Ask about the difference. Write two more examples. Then, say a sentence with *I* for pupils to say the sentence with *he/she*. Do the same for the negative form with *don't/doesn't*.
- Play the chant. Tell pupils to mime the actions when they hear them. A karaoke version of the chant is available (track 3.4).

3.3

It's time for fun today.
Let's play, hip hip hooray!

Noora plays video games.
She roller-skates, too.
She doesn't ride a bike.
How about you?

It's time for fun today.
Let's play, hip hip hooray!

Rashid listens to music.
He plays tennis, too.
He doesn't watch TV.
How about you?

It's time for fun today.
Let's play, hip hip hooray!

It's time for fun today.
Let's play, hip hip hooray!

Extra activity Fast finishers

- Pupils draw and write a verse for the song with two activities they do and one they don't do. They show it to the class and sing it with the karaoke version of the song. Place work in their portfolios.

5 Talk about your friend. (5 minutes)
- 3.5 Draw pupils' attention to the grammar box and the recorded model before they work in pairs.

3.5

He plays video games.
She plays video games.
He doesn't watch TV.
She doesn't watch TV.

- **Extension** Have pupils draw two activities they do and two they don't do in their notebooks. Pupils make sentences about their partner as they refer to the pictures.

Finishing the lesson (5 minutes)

- Ask the pupils which of the new words they have learnt in the lesson they do after school and which ones at the weekend.
- Have the pupils talk about which activities they don't do but would like to.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Mime an action for the pupils to guess what it is. Have pupils play in pairs (see page 21).

Practice

Activity Book


3 Hobbies

1 Look at the Class Book page 60. Read and write.

1 Who's wearing red trainers? Lily
2 Who's wearing a dress? Fatma
3 How many baseball caps can you see? Two

2 Look, read and circle.

1 ride a bike / play video games
2 do karate / play tennis
3 skateboard / listen to music
4 watch TV / roller-skate
5 do karate / skateboard
6 ride a bike / read books
7 play basketball / play tennis
8 roller-skate / skateboard
9 play tennis / listen to music
10 watch TV / play video games

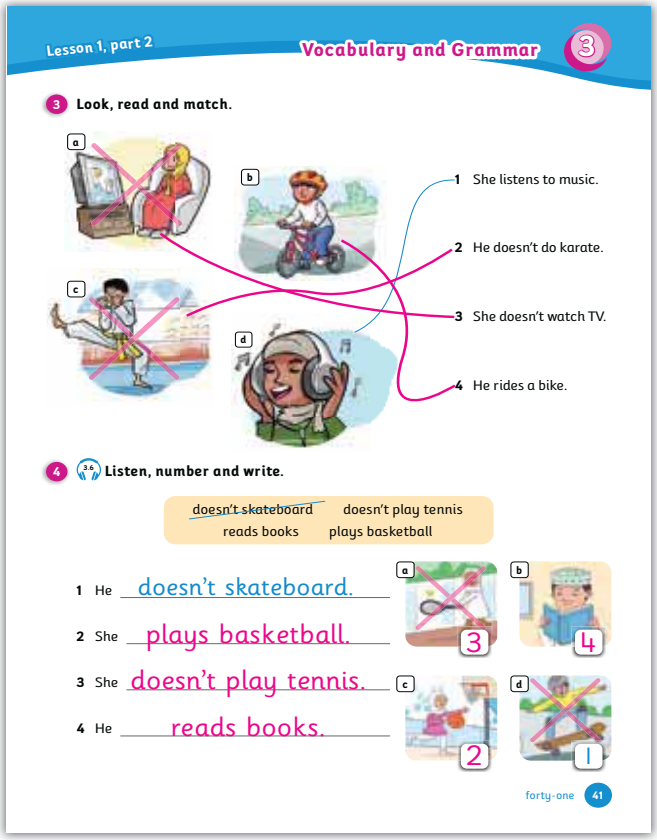
40 forty

1 Look at the Class Book page 60. Read and write. (5 minutes)

- With books closed, ask the pupils if they can remember what the children in the opening scene are doing and wearing.
- Have pupils complete the activity in pairs. Check answers as a class.

2 Look, read and circle. (10 minutes)

- Have pupils look at each item and say what activity it shows.
- Pupils work individually to complete the activity. Check answers as a class.


Lesson 1, part 2 — Vocabulary and Grammar 3

3 Look, read and match.

a
b
c
d
1 She listens to music.
2 He doesn't do karate.
3 She doesn't watch TV.
4 He rides a bike.

4 3.6 Listen, number and write.

doesn't skateboard / doesn't play tennis / reads books / plays basketball

1 He doesn't skateboard.
2 She plays basketball.
3 She doesn't play tennis.
4 He reads books.

a 3
b 4
c 2
d 1

forty-one 41

3 Look, read and match. (5 minutes)

- Tell pupils you will say a sentence for them to say in the negative. Say *He rides a bike.* Elicit *He doesn't ride a bike.*
- Continue with a few more examples.
- Pupils work in pairs to complete the activity.
- Check answers as a class.

4 3.6 Listen, number and write. (10 minutes)

- Go through each image and have pupils say what it shows.
- Pupils work individually to complete the activity.
- Check answers as a class.

3.6

1 He doesn't skateboard.
2 She plays basketball.
3 She doesn't play tennis.
4 He reads books.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt today.
- Have pupils play a mime game with their partners to guess the activity (see page 21). They can refer to the Unit 3 poster for ideas to mime.

Extra activity **Photocopiables 5 and 13**

- Ask pupils to do photocopiables 5 and 13.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** activities; *She plays tennis at 9 o'clock. She doesn't watch TV at 11 o'clock.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can name a few everyday objects (GSE 10). Can act out parts of a picture story using simple actions and words (GSE 31).

Materials

- notebooks
- Unit 3 story cards
- a clock
- photocopiables 27 A and B

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring pupils' learning: Stop/Go technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 2, part 1

Starting the lesson (5 minutes)

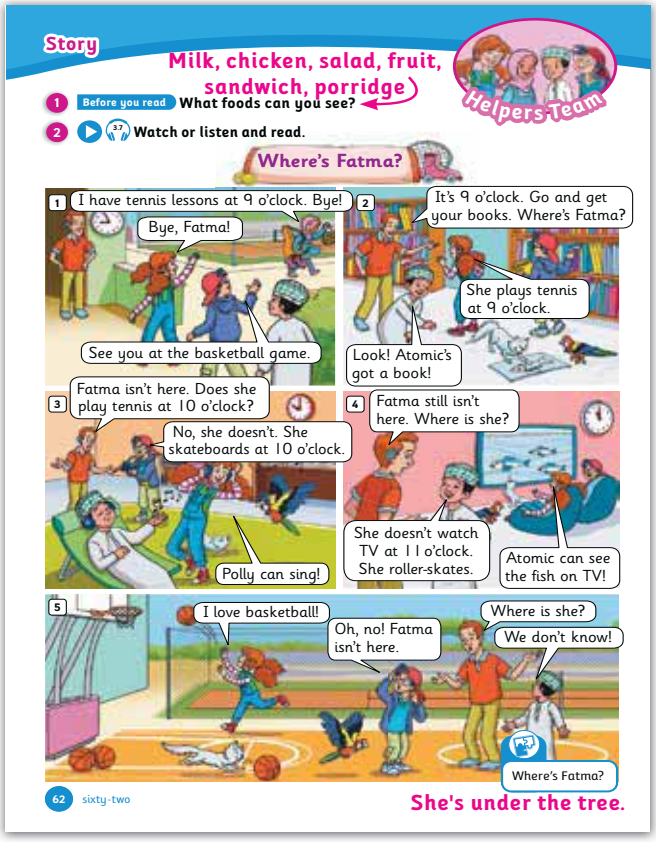
- Do a revision of the time by showing pupils a clock and placing its hands to show 4 o'clock. Ask *What time is it?* Continue for a few rounds.
- Ask pupils to draw four clocks in their notebooks, each showing a different o'clock time.
- In pairs, pupils ask and answer questions using *What time is it?*

Presentation (2 minutes)

- Using the Key question technique (see page 15), ask pupils about the stories in Units 1 and 2.
- Tell pupils that today's story is about finding where Fatma is.
- On the board, write *Where's Fatma?* Ask pupils to look at the pictures only and say what they think the story will be about.

Practice

Class Book



1 Before you read What foods can you see? (5 minutes)

- Ask pupils to name as many types of food as they can. Write them on the board.
- Pupils look at all the pictures of the story and find the food.
- **Extension** Write on the board *What's this?/ What are these?* In pairs, pupils ask about the food.

2 3.7 Watch or listen and read. (10 minutes)

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the video or audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the Stop/Go technique (see page 16), say different statements about the story, e.g. The children are at school (Stop). Fatma is tired (Go). Pupils correct the incorrect statements. You can also use the story cards to ask about the story.
- Refer pupils to the question box again. Ask if their guesses were correct.

Story

3.7

Where's Fatma?

1 **Fatma:** I have tennis lessons at 9 o'clock. Bye!
Lily: Bye, Fatma!
Jack: See you at the basketball game.

2 **Lily's dad:** It's 9 o'clock. Go and get your books. Where's Fatma?
Lily: She plays tennis at 9 o'clock.
Sami: Look! Atomic's got a book!

3 **Lily's dad:** Fatma isn't here. Does she play tennis at 10 o'clock?
Jack: No, she doesn't. She skateboards at 10 o'clock.
Lily: Polly can sing!

4 **Lily's dad:** Fatma still isn't here. Where is she?
Sami: She doesn't watch TV at 11 o'clock. She roller-skates.
Lily: Atomic can see the fish on TV!

5 **Lily:** I love basketball!
Jack: Oh, no! Fatma isn't here.
Lily's dad: Where is she?
Sami: We don't know!

6 **Sami:** Look! Fatma's under the tree.
Lily: I think she's tired.
Lily's dad: Yes, she plays tennis, she skateboards, and . . .
Jack: She roller-skates!

7 **Lily's dad:** Let's have lunch under the tree.
Sami: Good idea! We can help.
Fatma: Hello!
Lily: Look at Polly and Atomic!

8 **Fatma:** It's a picnic. Thank you, everyone.
Sami: Picnics are fun.
Jack: Hey, Atomic! That isn't a ball! It's my apple!

3 **After you read** **Look at the story. Read and circle.** (5 minutes)

- Ask pupils to read the story again and name the activities they find in it.
- Pupils do the activity individually and check in pairs.

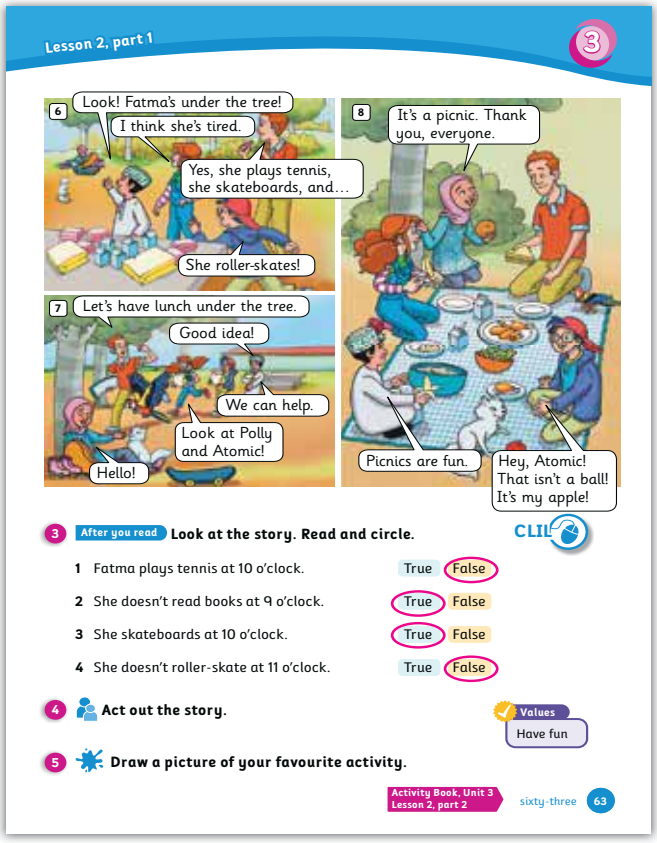
Diversity

Support

- Tell pupils to circle the times in frames 1–4 in the story (9, 10 and 11 o'clock). Read the first sentence out loud. Ask pupils to find the time in the frame and read the question and answer. Read the sentence again and ask *True or False?* Elicit the correct answer. Continue with sentences 2–4.

Challenge

- Pupils correct the false sentences. Ask them to write more True/False sentences about the story.



Extra activity TPR

- Have pupils stand at their desks. Play the story for them to hear again. As they hear it, they mime the activities they hear.

4 **Act out the story.** (5 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them. For details of acting out stories, see page 18.
- **Extension** Ask pupils to draw different objects from the story in their notebooks to use as props, e.g. clock, ball, skateboard, food for the picnic, etc.
- Have the groups perform in front of the class.

5 **Draw a picture of your favourite activity.** (5 minutes)

- Ask pupils what their favourite activity is.
- Have pupils complete the activity, encouraging them to label their work. Make a classroom display.

Extra activity Creativity

- Place pupils in groups. Have them draw one type of food they would like to take on a picnic with them in their notebooks.
- Each group prepare their own picnic with the pictures and present their picnic food to the class.

Values

- Ask pupils why Fatma is tired (because she does many things). Then ask how she feels at the end of the story (she is happy because they have a picnic). Remind them that it is important to have fun after you work hard.
- Ask pupils what other activities are fun for the characters in the story.
- Then ask them what activities are fun for them. Ask them why it is important to have fun.
- If needed, explain that having fun makes us happier and healthier. Sometimes, if we have fun, we have more energy for doing the things we need to do.

Finishing the lesson (3 minutes)

- Ask the pupils to look at the story again. Ask them to say which scene they enjoyed the most about the story and why.

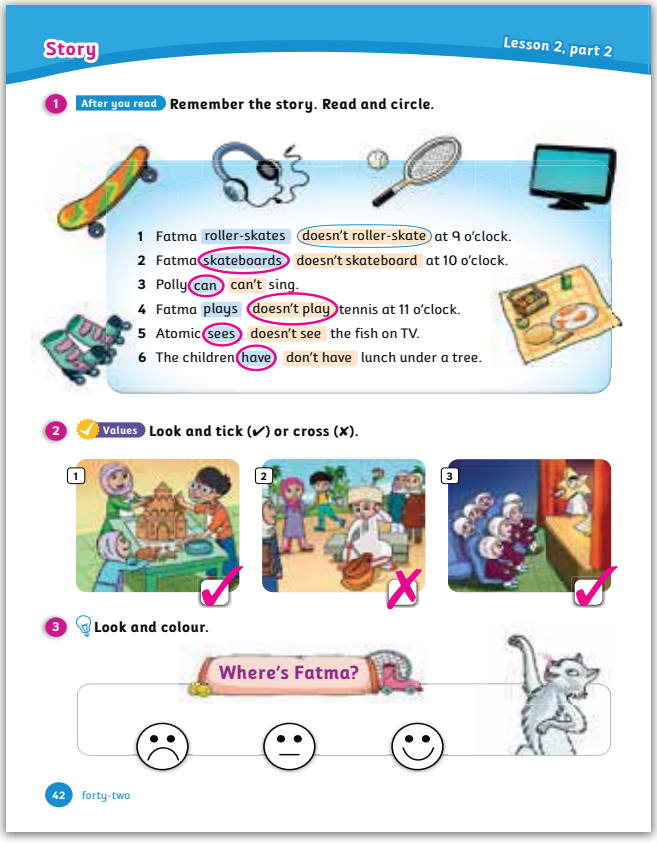
Lesson 2, part 2

Starting the lesson (5 minutes)

- Ask the pupils to say three things they remember about the story.

Practice

Activity Book


Story
Lesson 2, part 2
1 After you read Remember the story. Read and circle.
1 Fatma roller-skates doesn't roller-skate at 9 o'clock.
2 Fatma skateboards doesn't skateboard at 10 o'clock.
3 Polly can can't sing.
4 Fatma plays doesn't play tennis at 11 o'clock.
5 Atomic sees doesn't see the fish on TV.
6 The children have don't have lunch under a tree.
2 Values Look and tick (✓) or cross (✗).
3 Look and colour.
Where's Fatma?
42 forty-two

1 After you read Remember the story. Read and circle. (10 minutes)

- With books closed, ask pupils to tell you about the story.
- Pupils complete the activity individually. Check their answers.

2 Values Look and tick (✓) or cross (✗). (5 minutes)

- Pupils complete the activity individually. Remind them of the unit value: Have fun. Ask them which picture does not show someone having fun (picture 2).
- **Extension** Ask pupils to explain why the person is not having fun. (For example, he is worried about not having enough things in his bag.)

3 Look and colour. (10 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story.

Finishing the lesson (10 minutes)

- Tell pupils that you are going to read a sentence from the story, but it will be incorrect and they have to correct you. Say *I have tennis lessons at 10 o'clock.* Pupils correct you – *I have tennis lessons at 9 o'clock.*
- Use the Summative and thought-provoking questions technique (see page 16) to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

Extra activity Photocopiables 27 A and B

- Ask pupils to do photocopiables 27 A and B.

CLIL Link

In Unit 3, the story is based around the concept of health and physical activities and linked to the P.E. curriculum.
Fatma and her friends spend a day doing different activities, also outdoors.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn the days of the week
- **Target language:** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, the weekend; Does he watch TV on Saturdays? Yes, he does./No, he doesn't.*

Global Scale of English (GSE)

- **Reading:** Can understand basic time words (GSE 23). Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can recognise basic time words (e.g. days) in simple phrases or sentences (GSE 22). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme and chant (GSE 16). Can answer simple questions about habits and daily routines (GSE 31).
- **Writing:** Can write a few simple sentences about something that interests them (GSE 34).

Materials

- Unit 3 flashcards (*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*)
- notebooks
- a soft ball
- photocopiables 6, 14, 19 and 23

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 3, part 1

Starting the lesson (5 minutes)

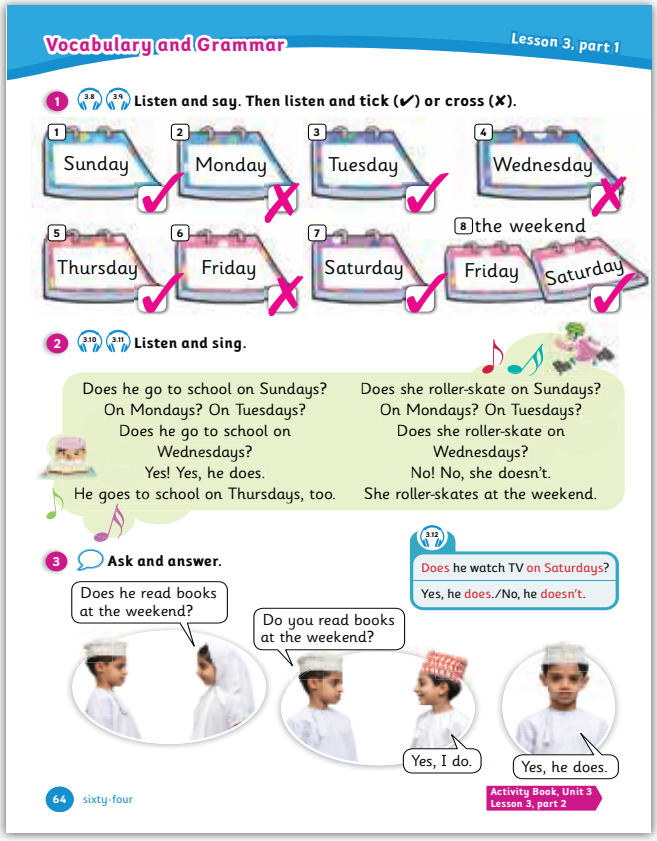
- Write the words from Lesson 2 on the board with their vowels missing, e.g. *rllr skt*, and number them 1–10.
- Pupils write them in the order they are in on the board in their notebooks. Write the words on the board for pupils to check answers.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn the days of the week.
- Place the Unit 3 flashcards (days of the week) on the board. Go through each word and have pupils repeat after you.
- Ask pupils to tell you what day it is today.
- Place pupils in pairs and have them say the days of the week.

Practice

Class Book



1 3.8 & 3.9 Listen and say. Then listen and tick (✓) or cross (✗). (5 minutes)

- Say a day for pupils to point to in their Class Books. Continue for all days.
- Play track 3.8. Pupils repeat the items as they hear them.
- Play track 3.9. Ask pupils to tick if they hear the correct day, otherwise they have to put a cross.
- **Extension** In pairs, pupils say what they do every day.

3.8

1 Sunday **2** Monday **3** Tuesday **4** Wednesday
5 Thursday **6** Friday **7** Saturday **8** the weekend, Friday, Saturday

3.9

Girl: This is my week. I'm very busy.
1 It's Sunday. I watch TV on Sundays.
2 It's Thursday. I play basketball on Thursdays.
3 It's Tuesday. I do karate on Tuesdays.
4 It's Monday. I have art lessons on Mondays.
5 It's Thursday. I roller-skate on Thursdays.
6 It's Wednesday. I skateboard on Wednesdays.
7 It's Saturday. I fly my kite on Saturdays.
8 It's the weekend. I don't do homework at the weekend. I play!

Diversity

Support

- Place the Unit 3 flashcards (days of the week) on the board. Write the eight activities from the script in a different order on the board. Play the audio and stop after each sentence for pupils to match the day and the activity. Then pupils tick or cross in the book.

Challenge

- Pupils write the days of the week in their notebooks. Play the audio again for pupils to write the activities next to the correct day.

2 3.10 & 3.11 **Listen and sing.** (10 minutes)

- Ask pupils to quietly read the song. Ask which days of the week are in the song.
- Play the song for pupils to sing. Explain that when they hear a day, they stamp their feet.
- A karaoke version of the song is also available (track 3.11).

3.10

Does he go to school on Sundays?
On Mondays? On Tuesdays?
Does he go to school on Wednesdays?
Yes! Yes, he does.
He goes to school on Thursdays, too.

Does she roller-skate on Sundays?
On Mondays? On Tuesdays?
Does she roller-skate on Wednesdays?
No! No, she doesn't.
She roller-skates at the weekend.

Extra activity TPR

- Have pupils form a circle and play *Pass the ball* (see page 22). Explain that they pass the ball to the person on their left as they say the days of the week. If the ball falls, they start again. If a pupil makes a mistake, they go back to their seats.

3 **Ask and answer.** (10 minutes)

- 3.12 Draw pupils' attention to the grammar box and the recorded model.
- On the board, write *Do you listen to music? Yes, I do./No, I don't.* And below *Does she listen to music? Yes, she does./No, she doesn't.*
- Read the sentences and point to the short answers. Ask pupils about the difference.
- Explain that we use *do you / does he/she* with questions and we place the time of day at the end of the sentence. We use short answers to reply.
- Use the Traffic light cards technique (see page 16) to check understanding.

3.12

Does he watch TV on Saturdays?
Yes, he does./No, he doesn't.

- **Extension** Have pupils write *do*, *does* and *doesn't* in their notebooks. Say part of a question or answer and they have to point to *do*, *does* or *doesn't* and say the word. Say … *you go to school?* Pupils point to *do*.

Extra activity Critical thinking

- In small groups, pupils work together to rewrite the song using different days of the week and activities and present it to the class.

Finishing the lesson (5 minutes)

- Have pupils choose two days of the week and say what they do on these days using activities from Lesson 1.

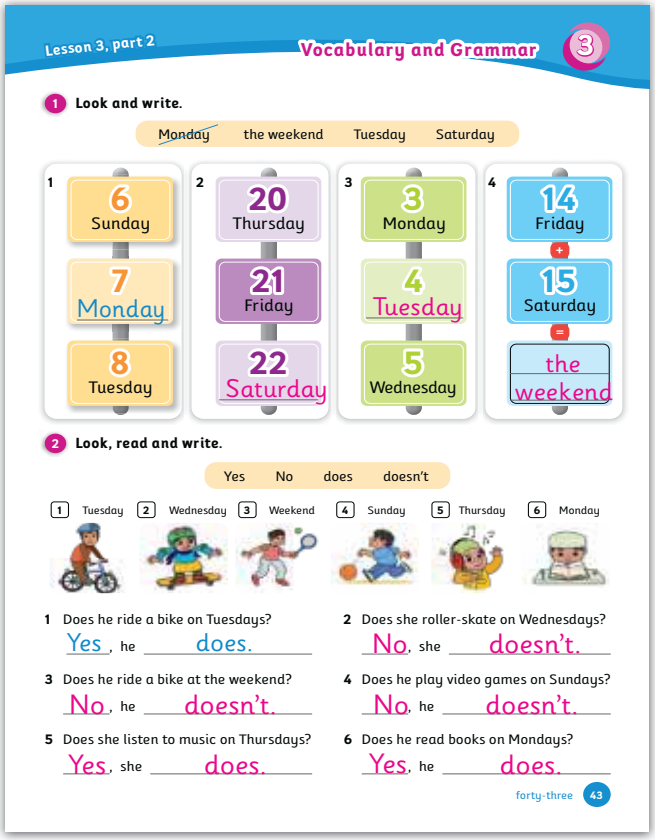
Lesson 3, part 2

Starting the lesson (5 minutes)

- Review the days of the week using the Unit 3 flashcards. Ask pupils what their favourite day of the week is and why.

Practice

Activity Book


Lesson 3, part 2 Vocabulary and Grammar 3

1 Look and write.

Monday the weekend Tuesday Saturday

1 6 Sunday 7 Monday 8 Tuesday
2 20 Thursday 21 Friday 22 Saturday
3 3 Monday 4 Tuesday 5 Wednesday
4 14 Friday + 15 Saturday = the weekend

2 Look, read and write.

Yes No does doesn't

1 Tuesday 2 Wednesday 3 Weekend 4 Sunday 5 Thursday 6 Monday

1 Does he ride a bike on Tuesdays?
Yes, he does.

2 Does she roller-skate on Wednesdays?
No, she doesn't.

3 Does he ride a bike at the weekend?
No, he doesn't.

4 Does he play video games on Sundays?
No, he doesn't.

5 Does she listen to music on Thursdays?
Yes, she does.

6 Does he read books on Mondays?
Yes, he does.

forty-three 43

1 Look and write. (10 minutes)

- Ask pupils where they think the image comes from (calendar).
- Give pupils a few minutes to complete the activity.
- Check answers by writing them on the board.

2 Look, read and write. (15 minutes)

- Ask pupils to say what the children are doing in each picture.
- Work individually to complete the activity. Using the Think-pair-share technique (see page 16), pupils check answers with their partners and read the sentences.

Finishing the lesson (10 minutes)

- Tell pupils you are going to name a day of the week and they have to say what day comes after it.
- Ask pupils to say what their favourite day is and why.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how confident they feel using the new grammar point. Ask if they think their English is improving.

Extra activity **Photocopiables 6, 14, 19 and 23**

- Ask pupils to do photocopiables 6, 14, 19 and 23.

Skills

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to play a game asking about activities and days of the week
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

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

Materials

- Unit 3 flashcards (activities and days of the week)
- Unit 3 poster
- Unit 3 cut-outs (pages 113 and 115)
- notebooks
- strips of white paper, three per pupil
- strips of coloured paper, five per pupil
- scissors

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (10 minutes)

- Place the Unit 3 flashcards or poster on the board and revise the vocabulary. Point to each picture and say the word. Pupils repeat after you.
- Give each pupil three strips of white paper and have them write an activity on each one.
- Give pupils another five strips of coloured paper and have them write a day of the week on each one.
- Have pupils scrunch up the papers. Pupils sit in small groups and place all scrunched up papers in the middle. Then one pupil picks up a white and a coloured strip and shows them to the pupil on their right, who has to make a sentence about the person with the strips, e.g. *She does karate on Fridays.*
- In the second round, pupils make sentences using *doesn't.*

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity to help them with the Starters Test and then play a game with their cut-out cards.

Practice

Class Book


Lesson 4, part 1 Skills 3

1 Listen and tick (✔).

1 She watches TV...
Saturday A ✔ Friday B ☐ Monday C ☐

2 He plays video games...
Tuesday A ☐ Weekend B ✔ Thursday C ☐

3 She skateboards...
Wednesday A ☐ Monday B ☐ Saturday C ✔

2 Cut out. Then listen and play.

Does he roller-skate on Wednesdays?

No, he doesn't. He roller-skates at the weekend.

Activity Book, Unit 3 Lesson 4, part 2 sixty-five 65

1 3.13 Listen and tick (✔). (10 minutes)

- This task is based on Pre A1 Starters Listening Part 3.
- Refer pupils to each item and name the activities they see. Then ask them to point to different pictures and say the days of the week in the correct order.
- Explain the activity. Use the Traffic light cards technique (see page 16) to check pupils understand it.
- Play the audio twice, pausing for pupils to find the answers.
- Pupils check each other's work.

- **Extension** In pairs, pupils ask and answer questions about each item using *Does he/she (watch TV on Fridays)?*

3.13

1 Boy: Does she watch TV on Fridays?
Girl: No, she doesn't. She watches TV on Saturdays.

2 Girl: Does he play video games at the weekend?
Boy: Yes, he does.

3 Boy: Does she skateboard on Wednesdays?
Girl: No, she doesn't. She skateboards on Saturdays.

2 3.14 Cut out. Then listen and play. (10 minutes)

- Have pupils find and cut the Unit 3 cut-outs on pages 113 and 115.
- Ask pupils to cut the cut-outs from part 2 (page 115) and place one set on any day they want on part 1 (page 113).
- They keep the other set of cut-out cards.
- Pupils are going to take it in turns asking about their partner's calendar page. They pick a card from the set they kept, and then ask a question about that person, e.g. *Does he play video games on Mondays?* The other pupil responds either positively (e.g. *Yes, he does. He plays video games on Mondays.*) or negatively (e.g. *No, he doesn't. He plays video games on Saturdays.*) depending on where they placed the person.
- Place pupils in pairs and play the audio. Explain that they are now going to ask and answer questions about their pictures in the same way. Tell them that the pupil with the most correct answers wins the game.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood the game.
- When they have finished, ask pupils to look at their calendars again, and, using the Lollipop stick technique (see page 15), ask volunteers questions about their calendars and have them answer with full sentences.

3.14

Boy 1: Does he roller-skate on Wednesdays?
Boy 2: No, he doesn't. He roller-skates at the weekend.

Diversity

Support

- On the board, write the frame dialogue: *Does he/she … on …? / No, he/she … . / He/she … on … .*
- Place the Unit 3 flashcards (activities and days of the week) in two piles. Take one flashcard from each pile and place them on the board. Ask the question while tracking the frame question on the board. Complete the last sentence by taking out an extra card from the Lesson 3 flashcards pile.
- Leave the frame dialogue on the board while doing the activity.
- Monitor pupils as they work, supporting where necessary.

Challenge

- Pupils think of other activities and continue asking and answering questions in pairs.

Extra activity Communication

- Ask pupils to think about their week and what activities they do. Ask pupils to discuss why it's important to relax after school and at the weekend.

Extra activity TPR

- Place the Unit 3 flashcards (days of the week) in a visible place around the classroom.
- Bring pupils to the centre. Explain that you will say an action and a day of the week. They have to go to the part of the classroom with that day and mime the action they heard as they do. Say *She plays tennis on Mondays.* Pupils mime playing tennis as they walk towards the Monday corner.
- If you say a negative sentence, pupils mustn't move. Pupils that move lose a turn.

Finishing the lesson (5 minutes)

- Have pupils say one thing they do and one thing they don't do on two days of the week.

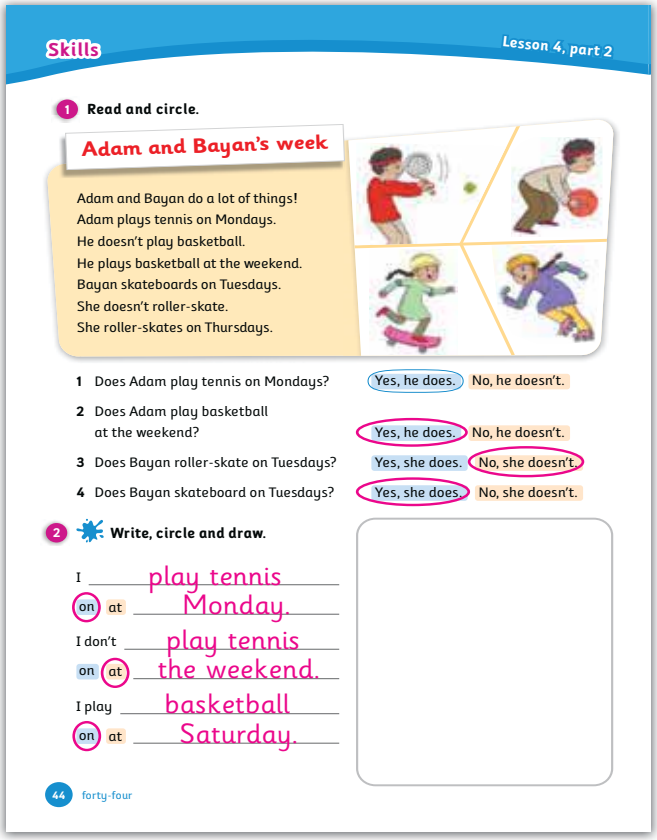
Lesson 4, part 2

Starting the lesson (5 minutes)

- Have a short classroom discussion on why doing sports is good for you. Ask pupils which sports they like doing most and which ones they would like to try one day.
- Ask the pupils to say if they know anyone who does a lot of sports and say what sports they do and how often.

Practice

Activity Book



Skills — Lesson 4, part 2

1 Read and circle.

Adam and Bayan's week

Adam and Bayan do a lot of things!
Adam plays tennis on Mondays.
He doesn't play basketball.
He plays basketball at the weekend.
Bayan skateboards on Tuesdays.
She doesn't roller-skate.
She roller-skates on Thursdays.

1 Does Adam play tennis on Mondays? Yes, he does. / No, he doesn't.
2 Does Adam play basketball at the weekend? Yes, he does. / No, he doesn't.
3 Does Bayan roller-skate on Tuesdays? Yes, she does. / No, she doesn't.
4 Does Bayan skateboard on Tuesdays? Yes, she does. / No, she doesn't.

2 Write, circle and draw.

I play tennis (on) / at Monday.
I don't play tennis on / (at) the weekend.
I play basketball (on) / at Saturday.

44 forty-four

1 Read and circle. (10 minutes)

- Ask a volunteer pupil to read the text aloud as the class follow in their books.
- Pupils complete the activity individually and then compare answers with their partners.
- Check answers as a class.

2 Write, circle and draw. (10 minutes)

- On the board, write ___ *Monday* and ___ *the weekend*. Ask pupils to complete the gaps (with *on/at*).
- Explain that pupils have to write about activities they do and don't do during the week and on what days as in the example above.
- Pupils show their work to their partners and use the Two stars and a wish technique (see page 16) to comment on each other's work.

Dictation (5 minutes)

- Ask pupils to get ready with some paper and a pen.
- Play the audio for pupils to individually listen and write the words.
- Check answers as a class.

D3

1 do karate
2 listen to music
3 play basketball
4 play tennis
5 play video games
6 read books
7 ride a bike
8 roller-skate
9 skateboard
10 watch TV

Finishing the lesson (10 minutes)

- Have pupils decide which game from the Games Bank (see pages 20 to 23) they have enjoyed so far.
- Play the game as a class.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think of their learning so far and what they expect to learn next.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about traditional sports in Oman; to make a book of favourite sports
- **Target language:** *camel racing, dhow racing*

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can recognise basic action words (e.g. watch, run, ride, race) (GSE 21).
- **Speaking:** Can answer simple questions about times and events (GSE 33).
- **Writing:** Can write a few simple sentences about something that interests them (GSE 34).

Materials

- pictures of different camel and dhow races
- photocopiable 31

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Three facts and a fib technique (see page 16); Summative and thought-provoking questions technique (see page 16)

Culture Sources (online)

- destinationoman.com
- omanobserver.om

Lesson 5, part 1

Starting the lesson (5 minutes)

- Ask pupils to name different types of sports and write them on the board.
- Go through each sport and ask when pupils play it and how often.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about traditional sports in Oman.
- Tell pupils that camel and dhow racing is very popular. Ask if they have ever seen or taken part in a camel or dhow race. Show the pupils pictures of camel and dhow races. Ask them to say what they think of these sports.

Culture notes

- Camel racing originated on the Arabian Peninsula in the 7th century. It is a very popular sport in Asia, Africa and Australia.

Practice

Class Book



1 Before you read What sports do you like? (5 minutes)

- Ask pupils what sports they like and why.
- **Extension** Ask pupils why exercise is very important for our health and our mind.

2 3.15 Listen and read. (5 minutes)

- Ask pupils to describe the pictures in the text.
- After listening to the text, ask pupils what they found interesting about it. Ask if they have ever seen a camel or dhow race.

3.15

Traditional sports in Oman

What are the people in the photograph doing? They are not only riding camels. They are racing them! The man on the left is fast!

Camel racing is an exciting traditional sport in Oman. Do you like watching them? The camels can run at about 64 kilometres an hour!

Dhow racing is another popular traditional sport. In dhow racing, people race on traditional sailing boats called dhows.

Today, many people come to race these beautiful boats. It is very exciting to watch them.

Do you like these sports?

Diversity

Support

- Do a choral read of the text, pausing so pupils can follow you. Write the following words and phrases on the board: *racing camels, popular, exciting, can run, beautiful boats.*
- Pupils find sentences that contain these words and raise their hands to read them aloud.

Challenge

- Ask pupils to write three questions about the text. In pairs, they swap the questions and write the answers.

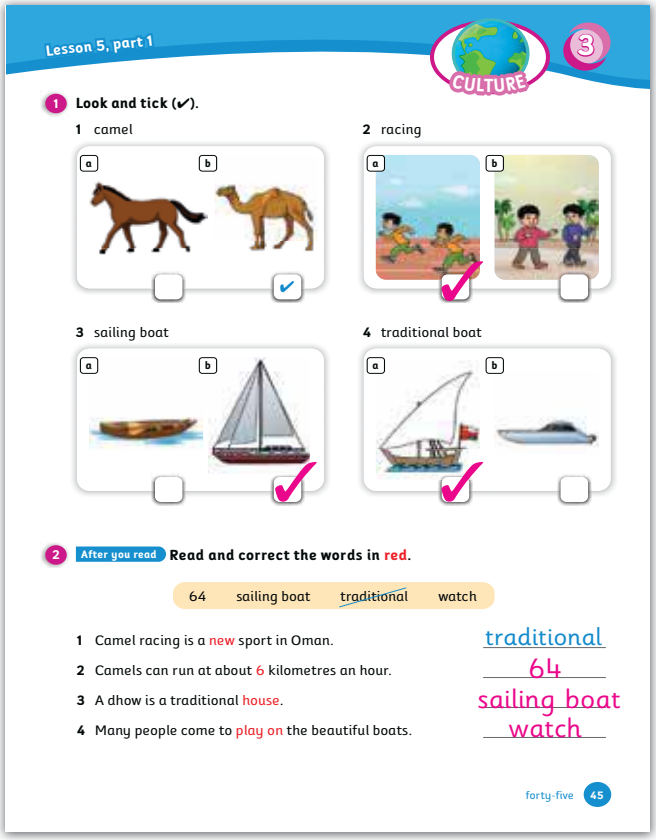
3 Find out more! Watch the video. (5 minutes)

- Ask pupils what they expect the video will be about.
- After watching the video, use the Three facts and a fib technique (see page 16) to ask pupils about it. Play the video as you go along to reinforce the correct answers.

Extra activity Critical thinking

- Ask pupils if sports should be competitive or played for fun. Ask pupils why winning a game isn't always that important.

Activity Book


Lesson 5, part 1

CULTURE 3

1 Look and tick (✔).

1 camel 2 racing

3 sailing boat 4 traditional boat

2 After you read Read and correct the words in red.

64 sailing boat traditional watch

1 Camel racing is a new sport in Oman. traditional

2 Camels can run at about 6 kilometres an hour. 64

3 A dhow is a traditional house. sailing boat

4 Many people come to play on the beautiful boats. watch

forty-five 45

1 Look and tick (✔). (5 minutes)

- Ask pupils to name the different items/actions they see.
- Pupils check answers with their partners.

2 After you read Read and correct the words in red. (5 minutes)

- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the activity.
- Pupils check answers with a partner. Tell pupils that they can refer to the Class Book.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about the Culture lesson and what kinds of things they have learnt. Ask pupils what else they would like to learn about in future Culture lessons.

Lesson 5, part 2

Starting the lesson (5 minutes)

- Ask the pupils what their favourite sports are and how often they do them.

Presentation (5 minutes)

- Ask the pupils if they read magazines about sports and if so, what sports they read about.
- Then ask pupils what kind of articles they think sports magazines have.

Practice – Project

Class Book



Make a book about your favourite sports.
(25 minutes)

- Explain to pupils that they are going to make a book about their favourite sports.
- Write the names of different words they can use with sports.
- Place pupils in small groups. Using the Lollipop stick technique (see page 15), ask a pupil to read through the instructions.
- Remind pupils to write sentences.
- Pupils present their work to the class.
- Make a classroom display.

Extra activity Fast finishers

- Have pupils make a word search with eight sports. Keep the word searches for the next lesson's fast finishers.

Finishing the lesson (5 minutes)

- Use the Two stars and a wish technique (see page 16) to have pupils talk about each book as you pick it up and show it to the class. Write on the board all the sports so that they can see the most popular of all.

Extra activity Photocopiable 31

- Pupils complete photocopiable 31.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about favourite activities
- **Target language:** *What do you do on Saturdays? I always play tennis on Saturdays. I often watch TV.*

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can answer simple questions about times and events (GSE 33). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 1 and Unit 3 flashcards
- notebooks
- strips of paper with the dialogue written on them
- straw puppets
- a bag or a box
- photocopiable 35

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Hands up/down technique (see page 16); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 6, part 1

Starting the lesson (5 minutes)

- Do a quick review of Units 1 and 3 vocabulary. Show pupils a Unit 1 or Unit 3 flashcard, say the word and have pupils repeat after you.
- Tell pupils that you are going to say a word and they have to say whether it's a sport or a daily activity.

Presentation (5 minutes)

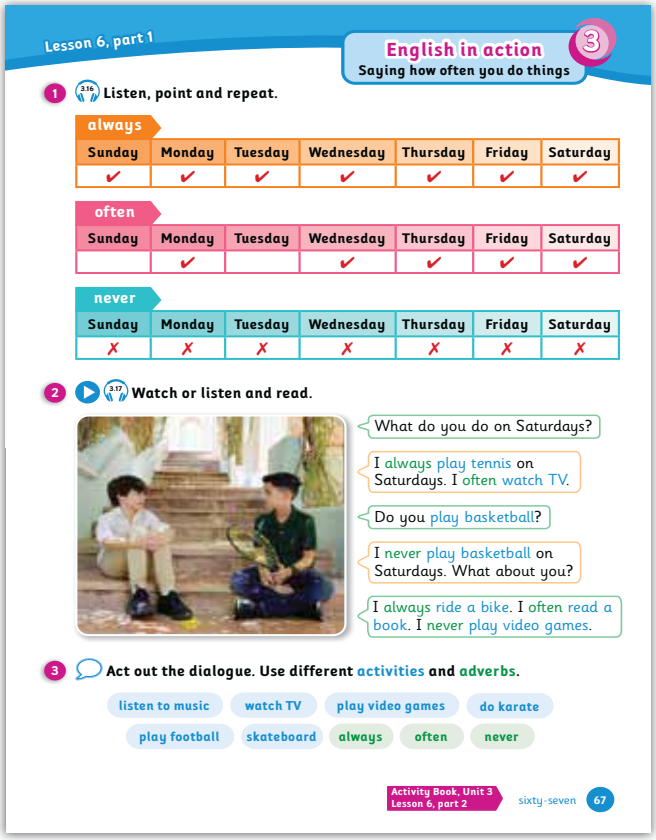
- Explain that in this lesson pupils will learn how to talk about how often they do things.
- Say, *I play tennis on Sundays, Mondays, Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays. I always play tennis!* Write *always* on the board.
- Now say *I play basketball on Tuesdays, Wednesdays and Fridays. I often play basketball.* Write *often* on the board.
- Finally, say *I don't like football. I never play football.* Write *never* on the board.

Extra activity Collaborative work

- Place pupils in pairs. Ask them to think of two games or sports they like to play. In their notebooks, have them draw the sport and make sentences. Pupils present their work to the class.

Practice

Class Book


Lesson 6, part 1

English in action 3
Saying how often you do things

1 3.16 Listen, point and repeat.

always

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
✔	✔	✔	✔	✔	✔	✔

often

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	✔		✔	✔	✔	✔

never

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
✗	✗	✗	✗	✗	✗	✗

2 3.17 Watch or listen and read.

What do you do on Saturdays?
I always play tennis on Saturdays. I often watch TV.
Do you play basketball?
I never play basketball on Saturdays. What about you?
I always ride a bike. I often read a book. I never play video games.

3 Act out the dialogue. Use different activities and adverbs.

listen to music | watch TV | play video games | do karate | play football | skateboard | always | often | never

Activity Book, Unit 3 Lesson 6, part 2 sixty-seven 67

1 3.16 Listen, point and repeat. (5 minutes)

- Play the audio for pupils to read and listen to.
- In pairs, pupils listen, point and repeat. Monitor for proper use of language.

3.16

always
often
never

English in action

2 3.17 **Watch or listen and read.** (5 minutes)

- Play the audio or video for pupils to listen to or watch.
- In pairs, pupils read the dialogue. Monitor as they are reading.

3.17

Boy 1: What do you do on Saturdays?
Boy 2: I always play tennis on Saturdays. I often watch TV.
Boy 1: Do you play basketball?
Boy 2: I never play basketball on Saturdays. What about you?
Boy 1: I always ride a bike. I often read a book. I never play video games.

3 **Act out the dialogue. Use different activities and adverbs.** (15 minutes)

- Using the Hands up/down technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.
- Using the Lollipop stick technique (see page 15), invite pupils to come to the front of the class and act out the dialogue.
- **Extension** Place pupils in pairs and have them write a dialogue in their notebooks and illustrate it. Have pupils present their dialogue to the class.

Diversity

Support

- Give pupils the dialogue written on strips and mixed in a bag or a box. In pairs, pupils put the dialogue in order and then check against their Class Books.

Challenge

- Place the Unit 3 flashcards (activities and days of the week) in two piles. Two pupils come to the front and take an activity flashcard each and one day of the week flashcard. Then they act out the dialogue with that information.

Extra activity Fast finishers

- Give fast finishers a word search made by their classmates in the previous lesson to complete.

Finishing the lesson (5 minutes)

- Ask the pupils to say what they enjoyed about today's lesson and what they have learnt.

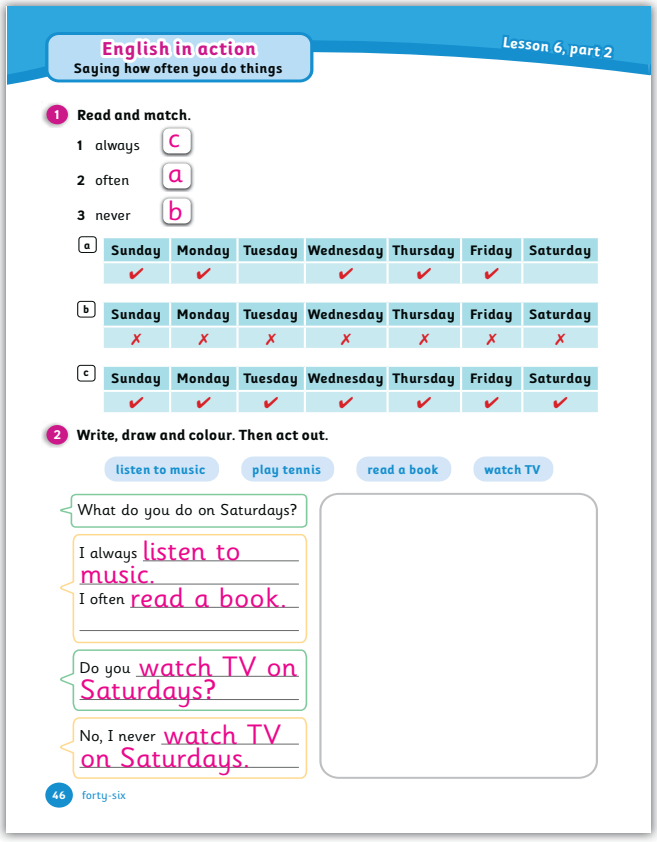
Lesson 6, part 2

Starting the lesson (5 minutes)

- Ask pupils to say which sports they always, often or never do.

Practice

Activity Book


English in action
Saying how often you do things
Lesson 6, part 2

1 Read and match.
1 always c
2 often a
3 never b

a

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
✔	✔		✔	✔	✔	

b

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
✗	✗	✗	✗	✗	✗	✗

c

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
✔	✔	✔	✔	✔	✔	✔

2 Write, draw and colour. Then act out.
listen to music | play tennis | read a book | watch TV
What do you do on Saturdays?
I always listen to music.
I often read a book.
Do you watch TV on Saturdays?
No, I never watch TV on Saturdays.
46 forty-six

1 **Read and match.** (10 minutes)

- Ask the pupils to match the words to the correct days of the week, a–c.
- After completing the activity, check their answers as a class.

2 **Write, draw and colour. Then act out.** (20 minutes)

- Ask pupils to answer the question with what they always, often and never do.
- Pupils complete the sentences and questions.
- They draw a picture to show the activities they always, often and never do.
- In pairs, they read the dialogue and act out the actions of the activities.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice in.

Extra activity Photocopiable 35

- Ask pupils to do photocopiable 35.

Phonics

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to learn the long vowel sound for the split digraph u_e; to revise previously taught split digraphs (i_e, a_e and o_e); to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky words: *do, don't, does, doesn't*; to adopt strategies to recognise and read tricky words in sentences
- **Target language:** i_e /aɪ/: *bike*; a_e /eɪ/: *cake*; o_e /oʊ/: *stone*, u_e /uː/: *cube, tube*
- **Tricky words:** *do, don't, does, doesn't*

Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can recognise letters of the alphabet by their sounds (GSE 10). 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 recite a short, simple rhyme or chant (GSE 16). Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write some familiar words (GSE 20). Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- photocopiable 39
- Phonics cards: *i_e, a_e, o_e, u_e*
- optional teacher-made flashcards for tricky words: *do, don't, does, doesn't*

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15), Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

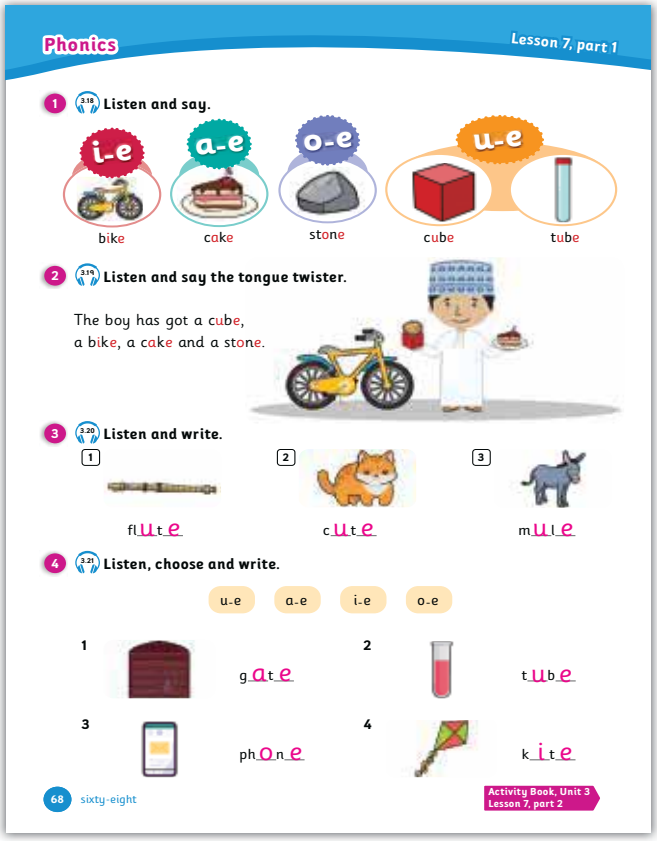
Lesson 7, part 1

Starting the lesson (5 minutes)

- Review previously taught split digraphs (a_e, i_e, o_e) using the relevant Phonics Cards. Ask pupils to say the sounds that the digraphs make. Using the Lollipop stick technique (see page 15), ask pupils to suggest words for each sound and then practise blending and segmenting the words.
- Write the words on the board and draw a line to link the letters that make the split digraph.
- During this activity, pupils may suggest words that contain the correct sound but have a different spelling, e.g. ai, ay, igh, ie, oa. If this happens, praise pupils for identifying the correct sounds and then write the words on the board with the sound circled to highlight the different spellings. Use this as an opportunity to revise the different spellings of the same sound and monitor pupils to identify any confusion.

Presentation

Class Book



1 3.18 Listen and say. (10 minutes)

- Look at Activity 1 with the class. Focus on the five pictures and talk about what the pupils can see. Explain that pupils will learn a new sound in this lesson and will revise some sounds that they have covered in previous grades. Point to the split digraphs on the page and show how the two vowels that make the long vowel sound are divided by a single letter (a consonant).
- Use the Phonics Cards to introduce the new split digraph, and model the sound made for pupils to copy. Stick all the Phonics Cards on the board and use as prompts throughout the lesson if required.
- Play the audio. Help pupils to match each sound and word on the audio to a digraph or a picture and to point to the correct object as they hear each word.

- Encourage pupils to repeat the words and emphasise the target sound each time by saying it louder than the rest of the word.
- Ask pupils to close their books and then to work in pairs to recall each of the five words. Challenge them to use phonetic strategies to try to spell each word, remembering to make sure there is a split digraph in each one.
- Review the success of this task and then ask the class to spell the words for you to write on the board. Praise any spellings that are phonetically correct, even if the wrong letters have been used, and then write the words on the board with the correct spellings for pupils to check their answers.

3.18

i_e: bike a_e: cake
o_e: stone u_e: cube, tube

Practice

2 3.19 **Listen and say the tongue twister.** (5 minutes)

- Look at the picture in Activity 2 with the class and see if pupils can identify any of the items from Activity 1 in the picture. Encourage pupils to segment the word for each item and to identify the letters that make the target sounds.
- Explain that pupils will hear a tongue twister and that they should point to the items in the picture as they listen. Play the audio.
- Play the audio again and this time ask the pupils to follow the words as they listen.
- Play the audio a third time and ask pupils to join in with the tongue twister.
- Check comprehension by asking pupils to list the items that the boy has got and then to point to each item in turn.
- Repeat the tongue twister as a class until pupils are confident with the language and pronunciation. Ask pupils to take turns holding the Phonics Cards and to listen for the sound that matches the card they are holding. When they hear a word in the tongue twister that contains the sound on their card, they should hold it up for the rest of the pupils to see.

3.19

The boy has got a cube, a bike, a cake and a stone.

3 3.20 **Listen and write.** (10 minutes)

- Explain that pupils will now learn some more words containing the new sound (/uː/).
- Tell pupils to listen to the audio and point to each picture in turn. As you play the audio, pause after each word, and ask pupils to repeat it.
- Focus on the first picture and ask pupils to recall the word that goes with it (*flute*). Identify the consonant that separates the digraph (t). Pupils should then complete the word below the picture by writing in the split digraph.
- Now ask pupils to complete the rest of the task independently while you play the audio, pausing after each item to give pupils time to write.
- Once pupils have completed all the words, play a game where you call out the words in a random order and pupils must point to the correct picture. You may also wish to get confident pupils to write each word on the board.

3.20

1 flute **2** cute **3** mule

4 3.21 **Listen, choose and write.** (5 minutes)

- Revise the split digraph sounds (u_e, a_e, i_e, o_e) using the Phonics Cards or through games on the board to ensure pupils can distinguish between them.
- Look at the pictures in Activity 4 and explain that pupils will hear the word to go with each picture and that they must choose the correct digraph to complete each word. Note that all these words should be familiar to pupils, so you may want to ask pupils to study this activity and have a guess before they hear the audio.
- Play the audio and ask pupils to select the correct digraph to complete each word. It is good practice to get them to try all options and sound them out to check that they have chosen correctly.
- Use the Lollipop stick technique (see page 15) to elicit the words from pupils and then model writing each one on the board, occasionally writing the wrong digraph in for pupils to correct you.

3.21

1 gate **2** tube **3** phone **4** kite

Finishing the lesson (5 minutes)

- Use the Traffic light cards technique (see page 16) to gauge pupils' confidence and their grasp of the new sounds.
- Focus on the sounds that pupils find tricky and write some gapped words on the board for them to complete. Point out any rhyming words to help pupils identify spelling patterns and practise reading words on the board at speed to develop confidence and fluency.

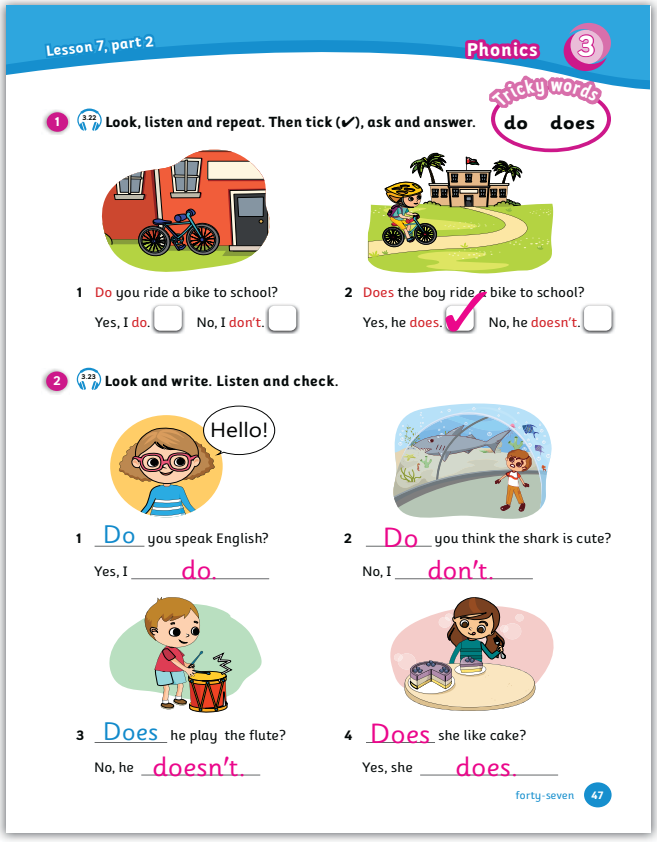
Lesson 7, part 2

Starting the lesson (5 minutes)

- Start by revising some of the tricky words from previous grades and from Units 1 and 2. Strategies for revision can include making flashcards for the words to help memorise them, sentence ordering activities, word ordering activities, gap fill tasks, etc.
- Remind pupils that tricky words, which appear frequently in texts, can't be decoded in the same way as other words because not all the letters within these words follow the rules of phonics. Remind them that they should try to memorise tricky words where possible and use phonetic cues, if appropriate, to help them.

Practice

Activity Book



1 3.22 Look, listen and repeat. Then tick (✔), ask and answer. (10 minutes)

- Focus on Activity 1 and explain that pupils will learn to spell some new tricky words in this lesson. Use flashcards, if required, to introduce the words *do, don't, does* and *doesn't*. Note that pupils have previously covered these words in the Grammar section of the Class Book so the meaning of each should be clear. You can also use flashcards to revise *you, to, the, I* and *he*. Encourage pupils to memorise the spelling of each word and to use phonetic strategies where appropriate.
- See if pupils can recognise or read any of the words/sentences in the activity and point out the phonetic parts of each word as well as the additional tricky words (*you, to, the, I, he*).
- Play the audio for pupils to listen and follow. Then play it again for pupils to repeat.
- Ensure that pupils understand that for each picture, there is a question followed by two possible answers to that question. Explain that the tick boxes are there to help identify the correct answer for each question.
- Clarify that pupils can answer the first question personally, based on their own daily routine, and the second question based on the given picture.
- Check that pupils can read and understand each question and point out the positive and negative forms of the tricky words in the answers. Explain that pupils should decide on an answer for each question and tick the correct box.
- Once pupils have ticked the boxes, encourage them to work in pairs to ask and answer each question.

3.22

1 Boy 1: Do you ride a bike to school?
Boy 2: Yes, I do. / No, I don't

2 Girl 1: Does the boy ride a bike to school?
Girl 2: Yes, he does. / No, he doesn't.

2 3.23 Look and write. Listen and check. (15 minutes)

- Revise the tricky words again and then look at Activity 2 with the pupils. Explain that each question and answer contains one of the new tricky words and that pupils must read the sentences and complete them. Point out that they will need to look at the pictures to decide which word is needed to complete each answer.
- Work through question 1 with the pupils and encourage them to look at the picture to decide on the correct answer. Pupils should write in the missing words. Show pupils how changing the word can change the meaning or make the grammar incorrect and encourage them to check their answers carefully, referring to the picture, before you play the audio for them to check.
- Point to a picture randomly and ask pupils to read out the question followed by the answer. Pupils can do this in pairs to check their pronunciation and fluency.
- If pupils need more practice with the different forms of the word, provide more sentence level practice for them and encourage lots of oral work until the sentences feel natural to them.

3.23

1 **Narrator:** Do you speak English?
Girl 1: Yes, I do.

2 **Narrator:** Do you think the shark is cute?
Boy 1: No, I don't.

3 **Narrator:** Does he play the flute?
Boy 2: No, he doesn't.

4 **Narrator:** Does she like cake?
Boy 2: Yes, she does.

Finishing the lesson (10 minutes)

- Have a list of different questions that you can ask individuals in the class, e.g. *Do you like cake? Do you play with a kite?*, and use the Lollipop stick technique (see page 15) to select pupils to answer one of the questions with a positive or negative form of the tricky word.
- Encourage pupils to form accurate answers and to then pose the same question to another pupil. Allow pupils to walk around the classroom asking the questions to as many pupils as they can.
- If you have made flashcards, use these to revise the tricky words.

Extra activity **Photocopiable 39**

- Ask pupils to do photocopiable 39.

Review

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to review unit language; to write short descriptive texts on familiar personal topics
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can distinguish between a negative statement and a positive statement (GSE 25). Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28). Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family), given a model (GSE 35).

Materials

- Unit 3 flashcards (activities and days of the week)
- Unit 3 poster: Activities
- notebooks
- photocopiable 45
- Progress path stickers (page 123)
- copies of Activity 1 audioscript from the Class Book
- sheets of A4 paper

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Hands up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 8, part 1

Starting the lesson (5 minutes)

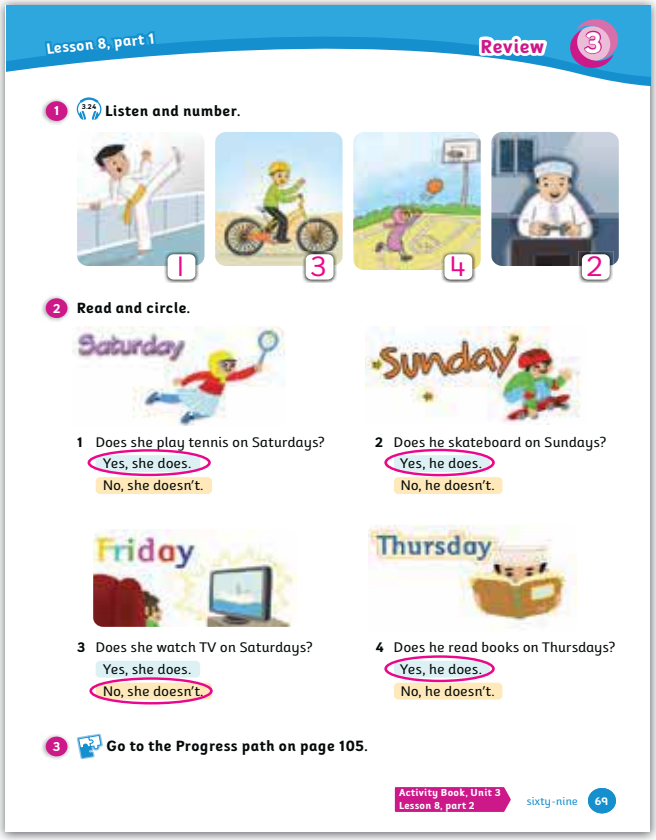
- Have pupils write six words from the unit vocabulary in a list in their notebooks.
- Say a word and if they have written it, they put a tick next to it. If they don't have the word, they write it next to their words.
- Pupils check in their Class Books to see if they have spelt the words correctly.

Presentation (5 minutes)

- Explain to pupils that in this lesson they will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *She doesn't play tennis on Sundays. She roller-skates.*
- In their notebooks, pupils write two sentences of their own.
- Have pupils read the sentences to their partners.
- Use the Lollipop stick technique (see page 15) to have pupils read their sentences aloud.

Practice

Class Book


Lesson 8, part 1 Review 3

1 3.24 Listen and number.

2 Read and circle.

3 Go to the Progress path on page 105.

Activity Book, Unit 3 Lesson 8, part 2 sixty-nine 69

1 3.24 Listen and number. (10 minutes)

- Ask pupils to look at the pictures and say what the children are doing.
- **Extension** Place pupils in pairs. Give each pair a copy of the audioscript. Have pupils change the affirmative sentences into the negative and the negative ones into the affirmative.

3.24

1 He doesn't ride a bike in the afternoon. He does karate.
2 He doesn't listen to music at night. He plays video games.
3 He doesn't do karate in the afternoon. He always rides his bike.
4 She never plays video games in the morning. She plays basketball.

2 Read and circle. (10 minutes)

- Pupils complete the activity individually and then compare answers with their partners.

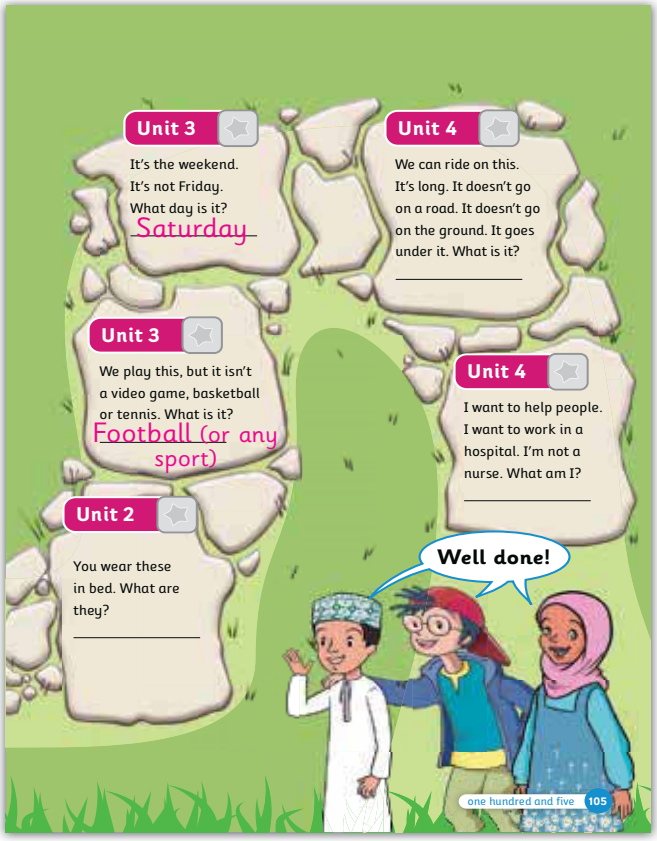
Diversity

Support

- Point to each picture and elicit the activity. Then point to the day of the week and elicit a complete sentence about the picture. Write on the board *She plays tennis on Saturdays*. Then read the question slowly with pupils tracing the words. Then point to the sentence to elicit the correct answer. Continue with pictures 2–4.

Challenge

- In pairs, pupils continue asking questions about the pictures using different days of the week.



3 Go to the Progress path on page 105. (5 minutes)

- Check the answers and tell pupils to stick their star stickers (page 123).

Finishing the lesson (5 minutes)

- Ask the pupils to think of the unit as a whole and say what their favourite lesson was. Give pupils a few minutes to revisit the lesson and read a sentence from it to their partners.

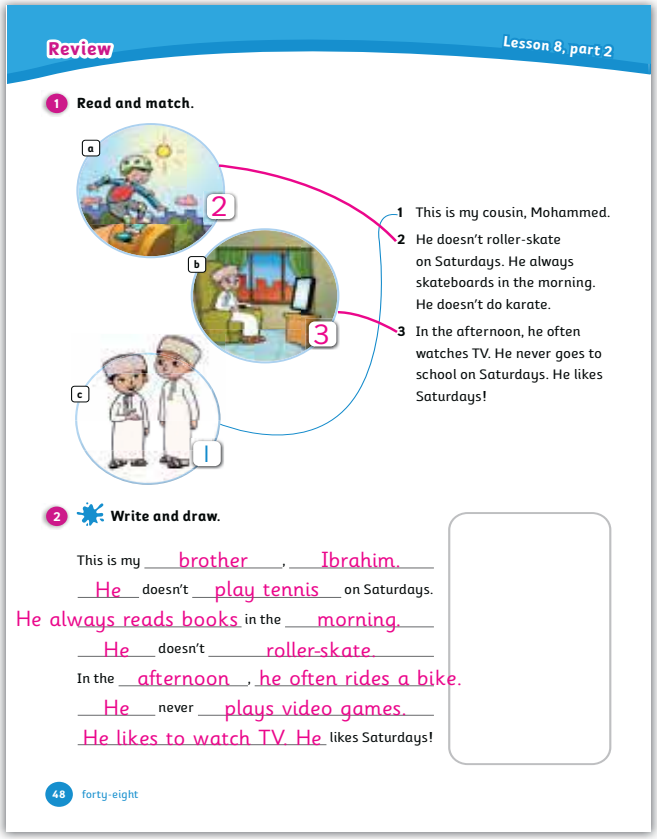
Lesson 8, part 2

Starting the lesson (3 minutes)

- Place the Unit 3 flashcards or poster on the board. Review the vocabulary from the unit by pointing to an item and saying the incorrect word for pupils to correct you.

Practice

Activity Book


Review — Lesson 8, part 2

1 Read and match.

a 2 b 3 c 1

1 This is my cousin, Mohammed.
2 He doesn't roller-skate on Saturdays. He always skateboards in the morning. He doesn't do karate.
3 In the afternoon, he often watches TV. He never goes to school on Saturdays. He likes Saturdays!

2 Write and draw.

This is my brother, Ibrahim.
He doesn't play tennis on Saturdays.
He always reads books in the morning.
He doesn't roller-skate.
In the afternoon, he often rides a bike.
He never plays video games.
He likes to watch TV. He likes Saturdays!

48 forty-eight

1 Read and match. (5 minutes)

- If some pupils need more support, before the activity, point to the pictures and ask simple questions like *Who is this?* (Mohammed.) *Does he skateboard?* (Yes.)
- Use the Lollipop stick technique (see page 15) and ask pupils to read the sentences aloud and to match them with the pictures on the left.

2 Write and draw. (8 minutes)

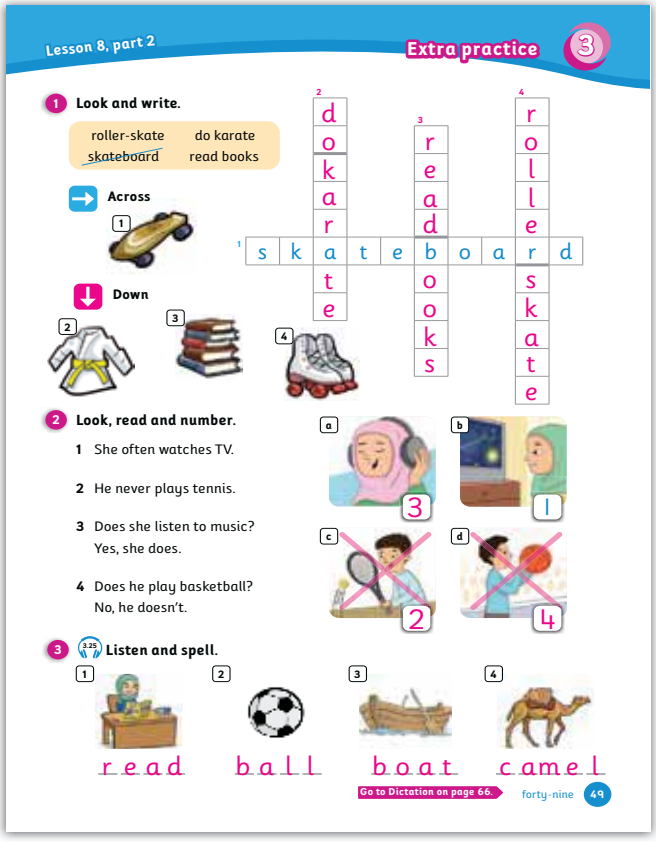
- Explain to pupils they have to complete the paragraph about a family member or a friend and then draw a picture.
- Ask pupils to say what words they can use in the activity. Write them on the board.
- Pupils use the Hands up/down technique (see page 16) to express how they feel about the activity.

- Tell pupils that they can refer to Activity 1 for help.
- Pupils show their work to their partners, and using the Two stars and a wish technique (see page 16), assess each other's work.
- Tell pupils to complete the Picture dictionary on page 70.

Extra activity Critical thinking

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place on page 48 in their Activity Books.

Extra practice



1 Look and write. (5 minutes)

- Ask pupils to look at the pictures and tell you what they show.
- Pupils check answers with their partners.

2 Look, read and number. (5 minutes)

- Ask pupils to look at the pictures and describe them.
- Pupils check answers with their partners.

Extra activity Fast finishers

- Give pupils a sheet of A4 paper and have them make an Extra practice test with an answer key.

3 3.25 Listen and spell. (5 minutes)

- Go through each item and ask pupils to say what they see.
- Explain to the pupils they will hear a word and how it is spelt and have to write it.
- Play the audio with pauses for pupils to complete the activity.
- Write answers on the board for pupils to check their answers.

3.25

1 read: r-e-a-d
2 ball: b-a-l-l
3 boat: b-o-a-t
4 camel: c-a-m-e-l

Dictation (5 minutes)

- Have pupils turn to page 66 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check answers as a class.

3.26

1 I never play video games.
2 Does he watch TV on Saturdays?
3 She doesn't ride a bike.

Finishing the lesson (4 minutes)

- Place the Unit 3 flashcards (activities and days of the week) in two piles. Take one of each and make a wrong sentence for pupils to correct the information in the sentence.
- Ask pupils if they are happy with their progress so far. Then ask if this unit has helped them learn how to use the English language better.

Extra activity Photocopiable 45

- Ask pupils to do photocopiable 45.

Get ready for ...

Lesson 9

Objectives

- **Lesson objectives:** to practise for the Pre A1 Starters Reading and Writing Parts 2 and 3, and Speaking Part 2 Tests
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- **Listening:** Can understand simple spoken commands as part of a game (GSE 22).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31).

Materials

- Unit 3 flashcards (activities)
- sheets of A4 paper

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Starting the lesson (5 minutes)

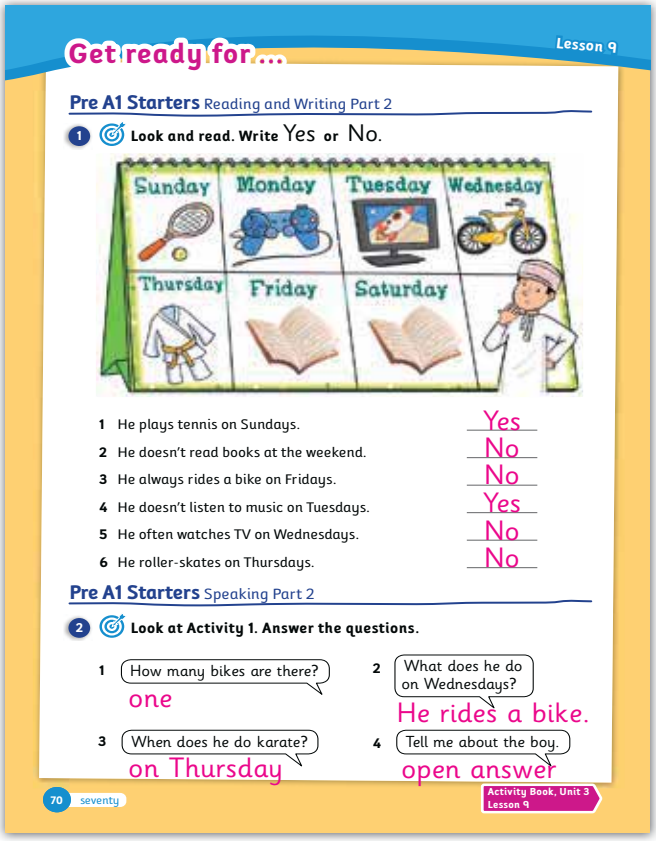
- Elicit the days of the week from pupils and write them on the board spaced out.
- Hold up the Unit 3 flashcards (activities). Choose a name and say *(Manal) listens to music on Mondays.* Ask a pupil to come and put the correct flashcard under the correct day of the week. Continue with all the cards.
- Then say *Oh no! That's wrong. (Manal) doesn't listen to music on Mondays. She watches TV.* Move the flashcards. Then say more sentences in the negative and have pupils move the flashcards for you.
- Use the Lollipop stick technique (see page 15) to make sure many pupils take part.

Presentation (2 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Test in both the Class Book and Activity Book, and the Speaking Test in the Class Book.

Practice

Class Book


Get ready for ... Lesson 9

Pre A1 Starters Reading and Writing Part 2

1 Look and read. Write Yes or No.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

1 He plays tennis on Sundays. Yes
2 He doesn't read books at the weekend. No
3 He always rides a bike on Fridays. No
4 He doesn't listen to music on Tuesdays. Yes
5 He often watches TV on Wednesdays. No
6 He roller-skates on Thursdays. No

Pre A1 Starters Speaking Part 2

2 Look at Activity 1. Answer the questions.

1 How many bikes are there? one
2 What does he do on Wednesdays? He rides a bike.
3 When does he do karate? on Thursday
4 Tell me about the boy. open answer

70 seventy

Activity Book, Unit 3 Lesson 9

1 Look and read. Write *Yes* or *No*. (10 minutes)

- Ask pupils to look at the pictures and say the sentences with their partner.
- Tell pupils that this isn't a test and they shouldn't be nervous about completing it. Explain that doing their best is what counts.
- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about doing the activity.
- Check answers as a class and explain any mistakes pupils have made.
- Ask pupils if they found the activity difficult and if so, why.

Diversity

Support

- Write gapped sentences and pupils fill in the gaps, e.g. *She … to music on Thursdays.*

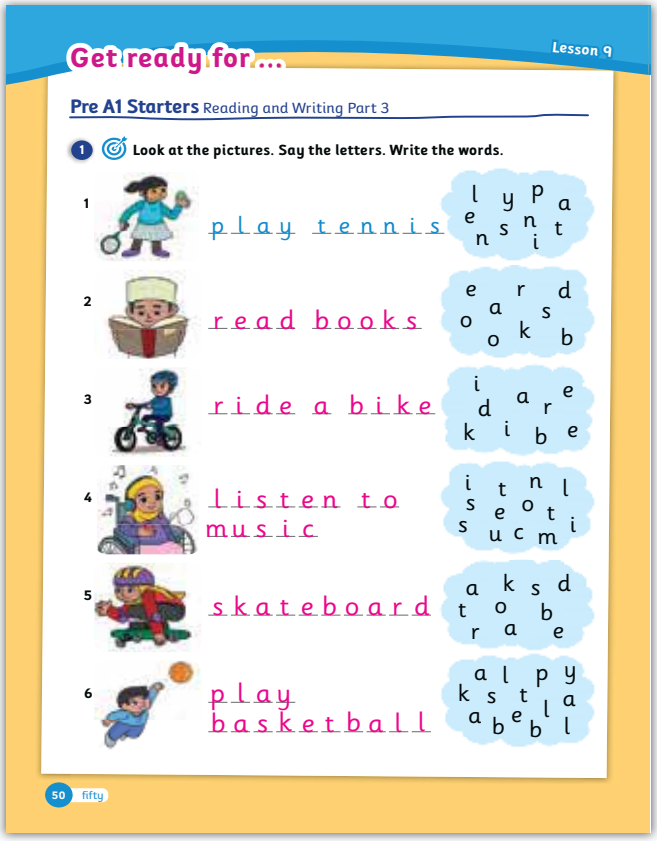
Challenge

- Ask pupils to come to the front. They say a day of the week and mime an action for the rest of the class to guess. Pupils say, e.g. *Sami does karate on Tuesdays.* Continue with all the activities.

2 **Look at Activity 1. Answer the questions.** (10 minutes)

- This activity is based on Pre A1 Starters Speaking Part 2 where the examiner asks pupils questions about a scene or object cards.
- Put pupils in pairs. Pupils look at the questions and ask and answer in pairs. Make sure they understand the questions.
- **Extension** Pupils think of other questions to ask about the picture in Activity 1.

Activity Book



Get ready for...

Lesson 9

Pre A1 Starters Reading and Writing Part 3

1 Look at the pictures. Say the letters. Write the words.

1 play tennis — l y p a e n s n i t

2 read books — e r d o a s o k b

3 ride a bike — i a r e d k i b e

4 listen to music — i t n l s e o t i s u c m i

5 skateboard — a k s d t o b r a e

6 play basketball — a l p y k s t l a a b e b l

50 fifty

1 **Look at the pictures. Say the letters. Write the words.** (8 minutes)

- Ask pupils to look closely at each picture and tell you what the people in it are doing.
- Explain the activity and ask pupils to use the Traffic light cards technique (see page 16) to express how they feel about it.
- Check answers as a class.

Extra activity **Fast finishers**

- Pupils write a diary for the week. They use the calendar in Activity 1 of the Class Book as a model, and they draw and write sentences. Pupils place their work in their portfolios.

Extra activity **TPR**

- Have pupils stand up at their desks. Say sentences with activities and days of the week. If the sentence is positive, pupils mime the action, e.g. *Omar plays basketball on Thursdays.* If the sentence is negative, pupils stand still, e.g. *Omar doesn't read books on Saturdays.* The pupils who make a mistake are out.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask how successful their learning is so far and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Ask them which song or chant they liked. Have a class vote and pupils sing the winning song or chant.

Shared reading **Unit 3**

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 18).

Unit 3 practice

- Pupils now complete the Unit 3 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

Fun corner

Lesson 10

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can answer questions about habits or daily routines (GSE 31).
- **Reading:** Can identify key information in short, simple, factual texts (GSE 34).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 3 flashcards (activities and days of the week)
- Unit 3 poster

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
Monitoring pupils' learning: Lollipop stick technique (see page 15)
Peer learning: pairwork; groupwork
Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (5 minutes)

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 3 flashcards or poster as prompts.
- Using the Lollipop stick technique (see page 15), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Using the Key question technique (see page 15), ask pupils if they liked the games they have played so far and why.
- Explain that in this lesson pupils will play a guessing game. Ask pupils to look at the game in the Class Book. Ask pupils what they think will happen in the game.

Practice

Class Book



1 Play and say. (15 minutes)

- Put pupils into groups of four.
- Explain the game to pupils. Each pupil in the group chooses one of the people on the cards but does not tell the other pupils in the group.
- The other pupils in the group take it in turns to ask one question to work out which of the characters they are, for example *Does he/she do (karate) on Wednesdays?*
- The pupil who chose a character can only answer *Yes* or *No* to the questions.
- As the other pupils ask, they will be able to rule out one or two of the characters each time. They can only guess who it is when it is their turn, after they have asked a question. If the person guesses wrong, the next person asks until they find out who it is.
- Once the character has been guessed, the next player chooses their character and takes turns to be the one answering the questions.

Extra activity **TPR**

- Explain that you will describe one of the people on the cards but may make a mistake as you answer, for example *Samira plays video games on Mondays.*
- When pupils hear the mistake, they have to clap their hands and say *STOP!* A volunteer corrects you.

Activity Book



1 Find and circle the days. (5 minutes)

- Pupils complete the activity in pairs.
- Check their answers.

2 Find and write. (10 minutes)

- Pupils follow the lines to find out the information about each activity and day of the week, and write sentences about them as in the example.
- Check their answers.

Finishing the lesson (3 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today. Did they enjoy the Fun corner?

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 3
- **Target language:** *They always go to the park at the weekend. Maryam plays basketball and Badriya plays tennis. The cute bird likes your basketball. It is Saturday and it's camel racing day. Does your camel run fast? Yes, she does.*
- **Phonics:** *u-e, i-e, a-e, o-e*
- **Vocabulary:** *come on, cute, tennis racket, win a race*

Global Scale of English (GSE)

- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can follow while listening (GSE 26). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify key information in short, simple, factual texts (GSE 34).

Learning outcomes

- **Listening:** Recognise key information about everyday activities and routines; Recognise key information about events.
- **Speaking:** Pronounce words and sentences using correct stress, rhythm and intonation; Use basic language structures when speaking; Retell stories using a range of familiar words, set phrases and set expressions; Ask and answer questions on familiar topics; Participate in short, simple interactions on familiar topics.
- **Reading:** Read frequently encountered words with ease; Read and identify familiar words, set phrases in short, simple texts and stories.
- **Cognitive skills:** Ask and answer simple questions; Participate in activities that involve taking on the role of familiar people.

Materials

- Unit 3 flashcards (activities and days of the week)
- Unit 3 poster: Activities
- The Big Book Unit 3
- photocopiables R5 and R6

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson (5 minutes)

- Explain that the next story is about activities in a park. Brainstorm all the names of hobbies and activities that pupils know you can do in a park, and write these on the board.
- Ask pupils if they like going to the park, and if so, what they like to do there.

Presentation (5 minutes)

- Look at page 72 with the class. Ask pupils what they can see. Read the story title *Fun at the Park* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 3 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for some of the words in the story: *good friends, go up, tennis racket, cute bird*. Check that pupils understand these words. Ask pupils if they have a tennis racket.

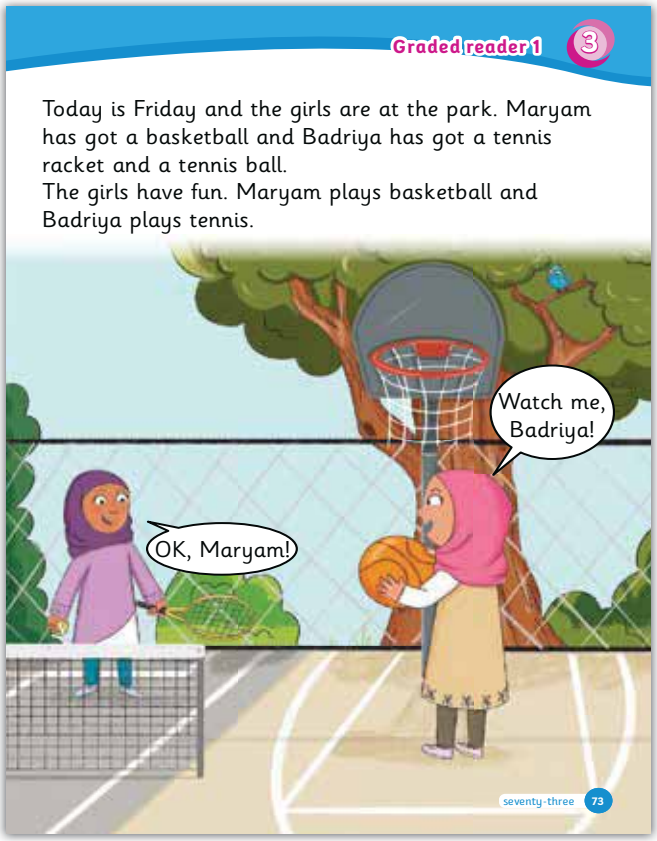
During reading (15 minutes)

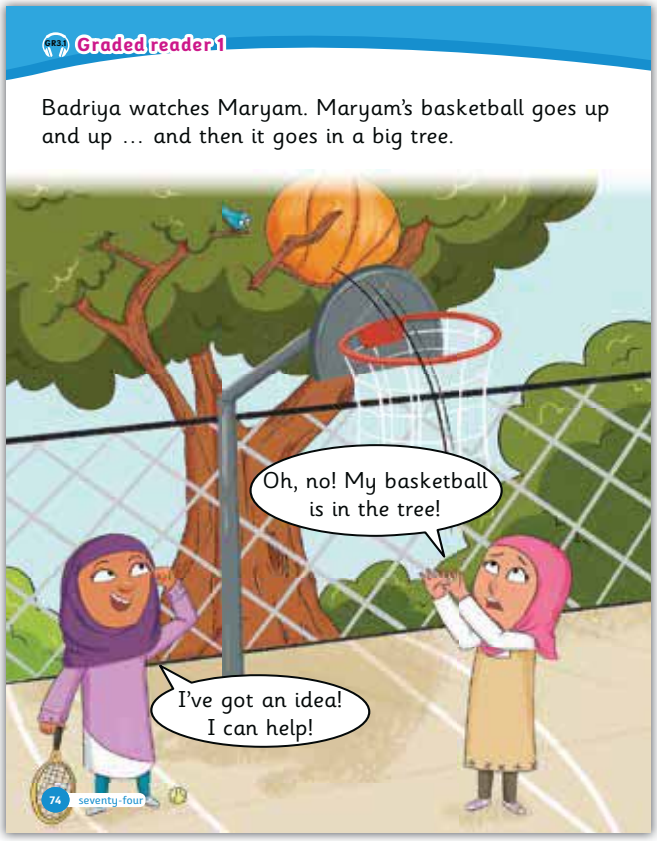
Class Book

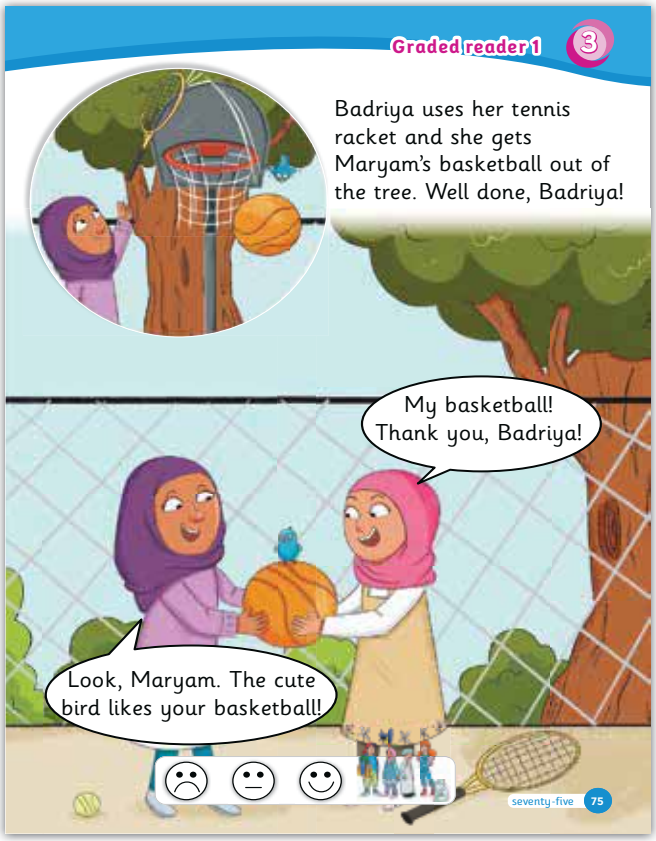


Maryam and Badriya are good friends.
They always go to the park at the weekend
with their families. They have fun at the park.

72 seventy-two







- Begin reading the story to the pupils. As before, look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 72 to the pupils, ask *Are Maryam and Badriya good friends? (Yes.); Where do they always go at the weekend? (They go to the park.); Who do they go with? (Their families.); Do they have fun? (Yes.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 73. *What day is it? (It's Friday.); What has Maryam got? (A basketball.); What has Badriya got? (A tennis racket and a tennis ball.); What does Maryam do? (She plays basketball.); Does Badriya play basketball? (No, she plays tennis.); What does Maryam say? (Watch me, Badriya!)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 74. *Where does the basketball go? (It goes up and up.); Does it go in a tree? (Yes.); What does Maryam say? (Oh, no! My basketball is in the tree!); Can Badriya help? (Yes, she*

can.); Does Badriya have an idea? (Yes.); What is the idea? (Pupils guess the answer.)

- Continue reading the story. Ask questions at the end of page 75. Were their guesses right? *What is Badriya's idea? (She uses her tennis racket and gets the basketball.); What does Maryam say? (My basketball! Thank you, Badriya!); Is the bird cute? (Yes.); What does it like? (The basketball.)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify any tricky words in the sentences from previous units and circle these words (*go/goes/your/their*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spellings on the board: *u-e, i-e, a-e, o-e.*
- Ask pupils to find words in the story that contain these spellings (*use, cute*). Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option A

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *Fun at the Park*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go round and offer help as they do this.
- Now divide the class into groups of three (the two girls, teacher). Explain that they are going to act out the story. Ask pupils to choose a part to play, or you can allocate roles. Explain that the teacher will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- For details of acting out stories, see page 18. Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak: throwing the ball, using the tennis racket to get it, giving the ball, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R5**

- Ask pupils to do photocopiable R5.

Finishing the lesson (5 minutes)

- Ask pupils 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 read the words and whether they had a good understanding of the plot.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 3. Write *i_e, a_e, o_e, u_e* on the board. Ask pupils to say as many words as they can which contain these sounds.
- Use the Unit 3 flashcards or poster to revise the vocabulary for activities.

Presentation (5 minutes)

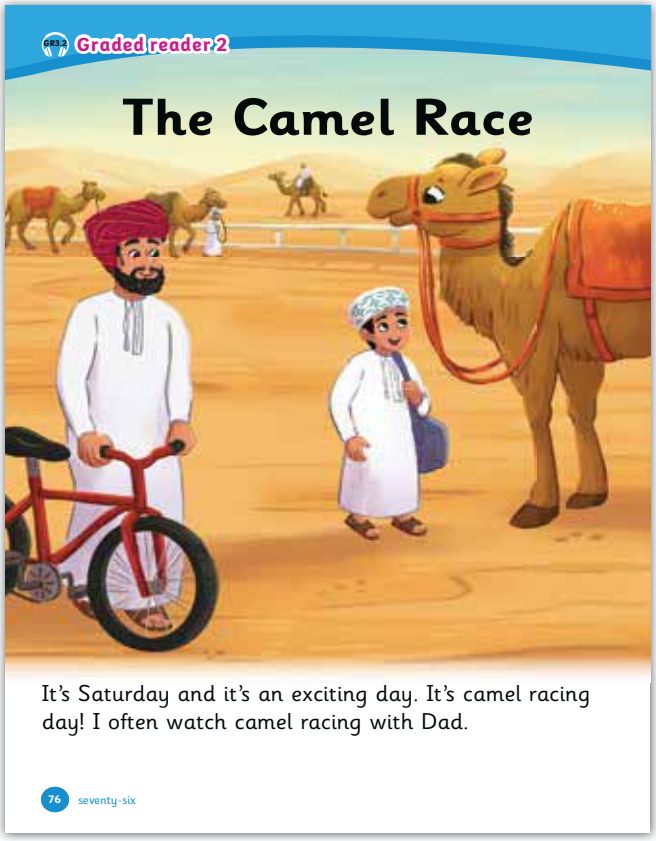
- Look at page 76 with the class. Ask pupils what they can see. Read the story title *The Camel Race* and ask pupils what they think the story will be about. Ask them what they remember about camel racing and traditional sports in Oman.
- Explain that pupils will participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 3 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the tricky words they will encounter in the story by writing them on the board to practise together (*does*). You can also present the words *come on* (an expression of encouragement), *win a race, fall,* and revise *peach*.
- Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.

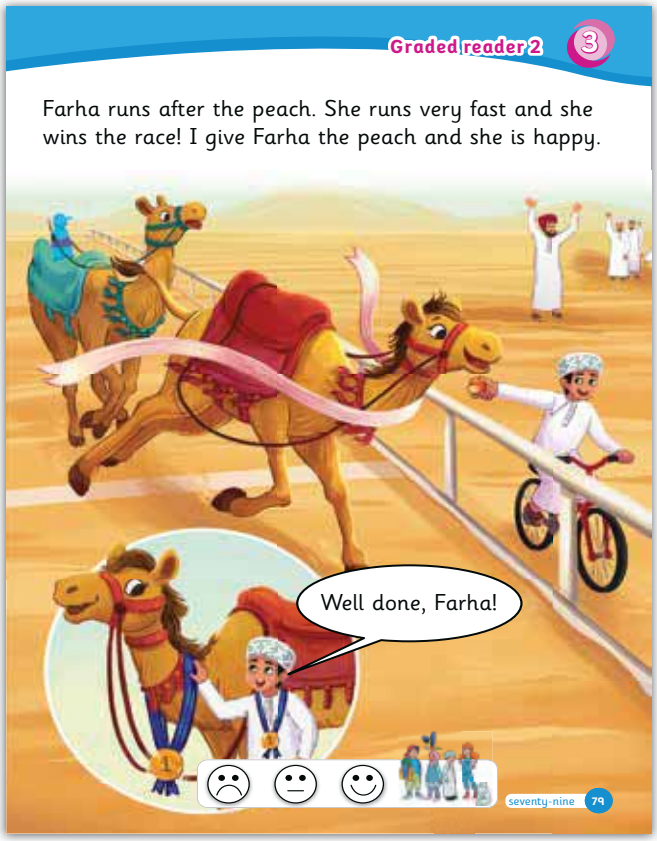
During reading (15 minutes)

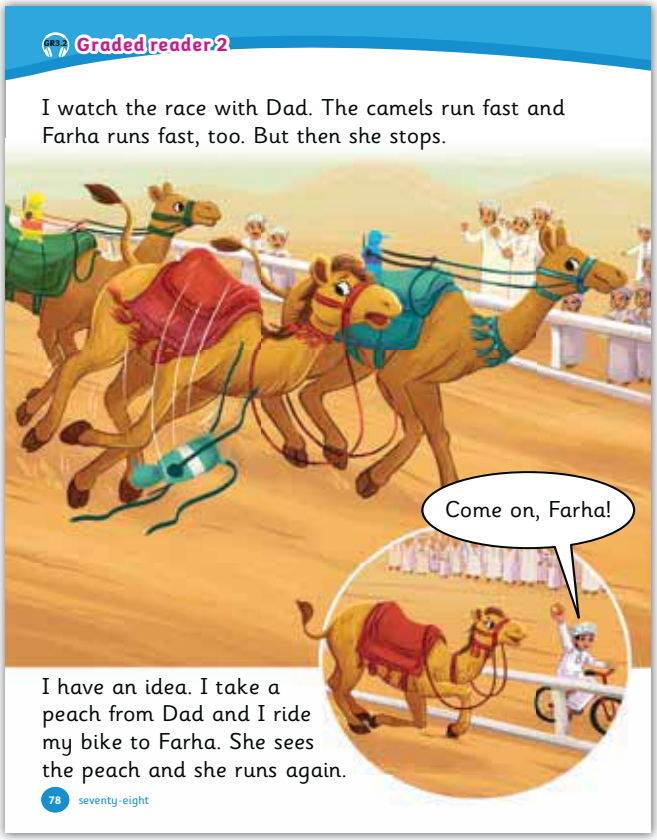
- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next.
- After reading page 76, ask *What day is it? (It is Saturday.); What does the boy often do on Saturdays? (He often watches camel racing with his dad.);* Ask pupils to predict what happens next.
- Continue reading the story. Were their predictions correct? Ask questions at the end of page 77: *What do they see? (Lots of camels.); Do the camels have short hair? (No, they have long hair.); Are they brown? (Yes.); Who has long legs? (A cute camel.); Does the camel have big eyes? (Yes.); Does the camel run fast? (Yes.); What is her name? (Farha.);* Ask pupils to predict what happens next.
- Continue reading the story. Were their predictions correct? Ask questions at the end of page 78: *Who runs fast? (The camels.); Does Farha run fast, too? (Yes.); What does Farha do? (She stops.); What does the boy say? (Come on, Farha!); Has he got an idea? (Yes:* check pupils remember what an *idea* is.*); What does he take from Dad? (A peach.); What does he ride? (His bike.); What is the idea? (Farha sees the peach and runs again.);* Ask pupils what they think will happen next.
- Continue reading the story. Ask questions at the end of page 79: *What does Farha do? (She runs after the peach.); Does she run very fast? (Yes.); Does she win the race? (Yes.); What does the boy say? (Well done, Farha!)*
- Ask pupils if they guessed correctly about the end of the story. Then say, *Well done, class!*



Graded readers 1 and 2







Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify any tricky words in the sentences. Note that there are two sentences from the story that contain the tricky word *does*: *Does your camel run fast? Yes, she does! Her name is Farha.* Ask pupils to circle the tricky word.
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spellings on the board: *i_e, a_e, o_e, u_e.*
- Ask pupils to find words in the story that contain these spellings (*race, cute, take, ride, bike*).
- Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.
- You may need to point out that some words have the same pattern but a different pronunciation, for example *come*, *done*.

Lesson 2, option B

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *The Camel Race*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.
- Say one of the speech bubbles. Pupils say who said it, the man or the boy.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go round and offer help as they do this.
- Now divide the class into groups of four (boy x2, man, teacher). Explain that they are going to act out the story. Ask pupils to choose a part to play, or you can allocate roles. Explain that the teacher will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say. The two boys can take turns to read the text (one page each) and the bubbles for the boy. If you like, you can also allocate a pupil to be the camel, who does not speak but acts out running, stopping, etc.
- For details of acting out stories, see page 18. Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak: trying to get Farha to move, taking the peach, riding a bike, etc.
- Encourage the class to clap at the end.

Extra activity Photocopiable R6

- Ask pupils to do photocopiable R6.

Finishing the lesson (5 minutes)

- Ask pupils 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 read the words and whether they had a good understanding of the plot. Did they think the boy's idea was a good one? Why?
- Ask pupils if they ever go to a camel race or if not, if they would like to.

Unit 3 Big Book

- You can use the Big Book to read the two stories with the pupils again.

Look and match.

- When you have read *Fun at the Park*, ask pupils to look at the Big Book page 8.
- Pupils look at the four pictures 1–4. They then decide which picture they come from a–d.
- Encourage pupils to say what is happening in each picture as they answer.

Answers

1c 2b 3d 4a

Look and order the story.

- When you have read *The Camel Race*, ask pupils to look at the Big Book page 14.
- Pupils look at the four pictures and put them in the correct order.

Answers

1b 2d 3c 4a

Look, read and choose.

- Now ask pupils to look at page 15. This checks the language and tricky words in the two stories.
- Pupils read the two sentences and choose the one that matches the picture.

Answers

a Maryam plays basketball. **(✔)**
b Badriya doesn't skateboard. **(✔)**
c Farha doesn't stop. **(✔)**
d Farha wins the race. **(✔)**

4 I want to be a doctor!

Unit objectives

To talk about jobs and transport

Language

Vocabulary	**Jobs**: *artist, astronaut, builder, chef, doctor, firefighter, nurse, pilot, police officer, teacher* **Transport**: *boat, bus, car, motorbike, train, underground*
Grammar	*I want to be a pilot.* *He/She goes to work by bus.*
Functions	*Hello, can I speak to Emily, please?* *Emily's not here. Who is this?*
Phonics	**ea**: *read, beach;* **ea**: *bread, weather* **Tricky word**: *want*

Learning outcomes

Listening	• Recognise key information about jobs • Identify a caller's name and phone number • Listen and respond appropriately to peers and adults • Identify characters, actions in a story • Listen and join in with songs, chants, tongue twisters, and simple dialogues • Listen and demonstrate they understand the overall meaning of short, simple texts on familiar topics • Respond to factual questions and referential questions based on listening texts • Identify core vocabulary • Respond verbally and non-verbally to short, basic spoken and aural instructions • Recognise key information about events
Speaking	• Accurately reproduce modelled language • Pronounce words and sentences using correct stress, rhythm and intonation • Articulate sounds in isolated words and connected speech using correct pronunciation • Use basic language structures when speaking • Express own ideas using a range of familiar words, set phrases and expressions • Retell stories using a range of familiar words, set phrases and set expressions • Ask and answer questions on familiar topics • Participate in short, simple interactions on familiar topics • Recite songs, chants and tongue twisters individually and chorally • Sing a basic song and chant from memory • Talk about self • Respond verbally to direct questions, instructions and visual inputs • Act out part of a picture story using simple actions and words
Reading	• Decode unfamiliar words by using phonemic awareness and blending strategies when reading • Read frequently encountered words with ease • Read and understand the overall meaning of short, simple texts, diagrams and basic instructions on familiar topics • Read and identify familiar words, set phrases in short, simple texts and stories • Read established sets of sight vocabulary • Answer referential questions about reading texts • Read and retell information in factual reading texts • Follow basic instructions for making something, if supported by pictures

Writing	• Arrange scrambled letters into words • Write clearly formed letters and words moving from left to right • Write high frequency words • Write legibly and neatly letters in script • Copy words and phrases accurately • Maintain appropriate spacing between letters in a word and between words • Complete a phrase or sentence or label a picture supplying the missing word • Write basic single clause sentences about different familiar topics, using given prompts or a model
Cognitive skills	• Use formulaic expressions such as simple polite forms (i.e. saying *please, thank you*) • Draw basic pictures to represent vocabulary • Participate in activities that involve taking on the role of familiar people • Listen and respond physically to songs and chants • Engage in activities like colouring and drawing to represent vocabulary and basic familiar concepts • Ask and answer simple questions

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)
Mathematical, scientific and technological competences: understand the time in a story (L. 3)
Digital competence: use Class Book eBook (L. 1–10)
Social and civic competences: learn to be creative (L. 4, 5 and 8); learn how to talk on the telephone (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) using: previous knowledge (L. 1–10); following instructions (L. 1–10); personalisation of language learnt (L. 5 and 6)
Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 2); Problem solving (L. 2); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–10)
Creativity	Design a school uniform (L. 2)
Communication	Talking about jobs and transport (L. 1, 3 and 4); Talking on the phone (L. 6); Cut-outs game (L. 4); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2 and 6)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 89; Activity Book p. 60
- Picture dictionary: Activity Book p. 71
- Unit 4 Extra practice: Activity Book p. 61
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, Self-assessment
- Unit 4 practice
- End-of-semester 1 practice

External tests

Class Book	**Activity Book**
Pre A1 Starters Listening Part 1 Pre A1 Starters Reading and Writing Part 1 Pre A1 Starters Speaking Part 4	Pre A1 Starters Reading and Writing Part 5

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about jobs
- **Target language:** *artist, astronaut, builder, chef, doctor, firefighter, nurse, pilot, police officer, teacher; I want to be a pilot.*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can talk about common jobs using simple language (GSE 36).
- **Writing:** Can write some familiar words (GSE 20). Can write simple sentences in relation to familiar topics, given prompts or a model (GSE 30).

Materials

- Unit 4 stickers (page 123)
- Unit 4 flashcards (*doctor, nurse, police officer, builder, astronaut, firefighter, chef, pilot, teacher, artist*)
- Unit 4 poster: Jobs
- stopwatch
- notebooks
- three strips of paper per pupil
- sheets of A4 paper
- photocopiables 7 and 15

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 1, part 1

Starting the lesson (5 minutes)

- On the board, write *Find a friend who … watches TV, listens to music, reads books, plays video games, plays tennis.*
- Have pupils copy the material on the board but in a list form in their notebooks.
- Pupils then go around the class, asking their classmates if they do these activities using *Do you …?*
- Monitor and assist as necessary.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about different jobs.
- Ask pupils what kinds of things they do every day.
- Then ask pupils to say what jobs some of their family members do.

Practice

Class Book



1 How many jobs do you know? (5 minutes)

- Ask pupils to name jobs they know and write them in their notebook. Ask pupils if the jobs they have mentioned are in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- **Extension** Use the Lollipop stick technique (see page 15) for pupils to tell you who and what they see in the picture.

Extra activity Critical thinking

- Ask pupils to look at the picture and say one job they would like to do and one they wouldn't. Pupils give reasons.
- Help with vocabulary if necessary.

2 4.1 & 4.2 Listen and stick. Then listen and say. (5 minutes)

- Place the Unit 4 flashcards (jobs) and poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Play the audio. Pupils listen and stick the pictures in the correct place as they hear them. Pupils can find the stickers on page 123.
- Point to an item and use the Lollipop stick technique (see page 15) to have pupils tell you what it is. Pupils complete the activity.

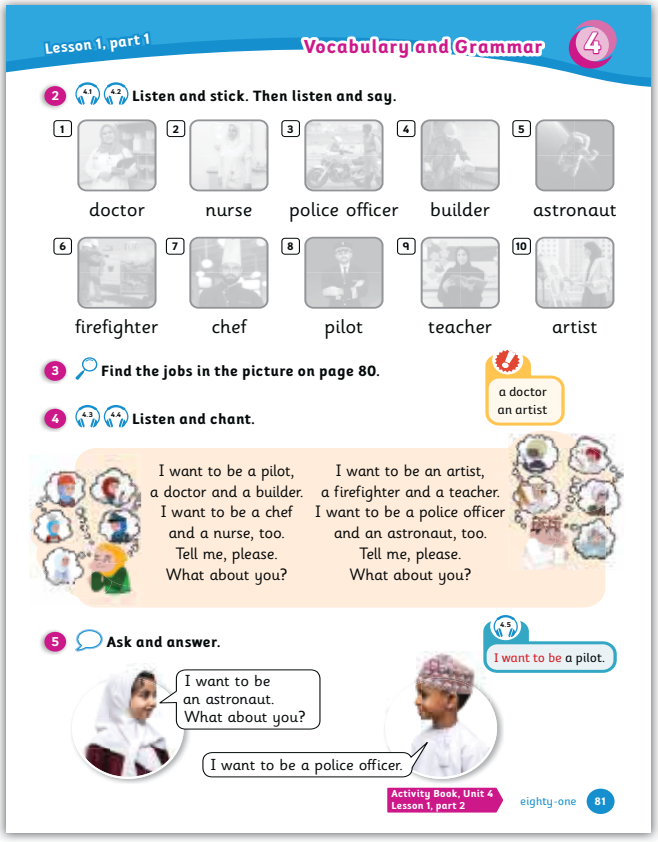
- **Extension** Have pupils place the words in alphabetical order.

4.1

Girl: This is a picture of our families.
My mum's a doctor.
Boy: My mum's a nurse.
Girl: My dad's a police officer.
Boy: My dad's a builder.
Girl: My grandfather's an astronaut.
Boy: My grandfather's a firefighter.
Girl: My uncle's a chef.
Boy: My uncle's a pilot.
Girl: My aunt's a teacher.
Boy: My aunt's an artist.
Girl/Boy: We love our families!

4.2

doctor, nurse, police officer, builder, astronaut, firefighter, chef, pilot, teacher, artist



3 Find the jobs in the picture on page 80. (5 minutes)

- In pairs, pupils do the activity in their notebooks.

4 4.3 & 4.4 Listen and chant. (5 minutes)

- Read the box. Explain to pupils that we use *a* before consonants but *an* before vowels.
- Give pupils three strips of paper and have them write a job on each one.
- Play the chant. As pupils sing, have them pick up their strips of paper when they hear the job.
- A karaoke version of the chant is available (track 4.4).

4.3

I want to be a pilot,
a doctor and a builder.
I want to be a chef
and a nurse, too.
Tell me, please.
What about you?

I want to be an artist,
a firefighter and a teacher.
I want to be a police officer
and an astronaut, too.
Tell me, please.
What about you?

Extra activity TPR

- Have pupils form a circle. Explain that you will say a job and they have to mime but only if you say *Salim says* (see page 20).
- Say *Salim says. I'm an artist.* Pupils mime being an artist. If pupils mime when *Salim says* isn't said, they sit down.

5 Ask and answer. (5 minutes)

- 4.5 Draw pupils' attention to the grammar box and the recorded model.

4.5

I want to be a pilot.

- Have pupils read the model dialogue. Then walk around the class, asking pupils the first part of the activity. Make sure they use *a* and *an* correctly.
- **Extension** Have pupils draw in their notebooks what they would like to be and write a sentence.

Diversity

Support

- On the board, write *I want to be a . . . . What about you?* Use the Unit 4 flashcards (jobs), say *I want to be a . . .* and elicit each job. Then pupils repeat the whole sentence.

Challenge

- Place the flashcards in a pile. In pairs, pupils take one and practise the conversation in front of the class.

Finishing the lesson (5 minutes)

- Ask pupils which job from the Unit 4 poster they would find the most interesting and the most difficult. Encourage them to give reasons.

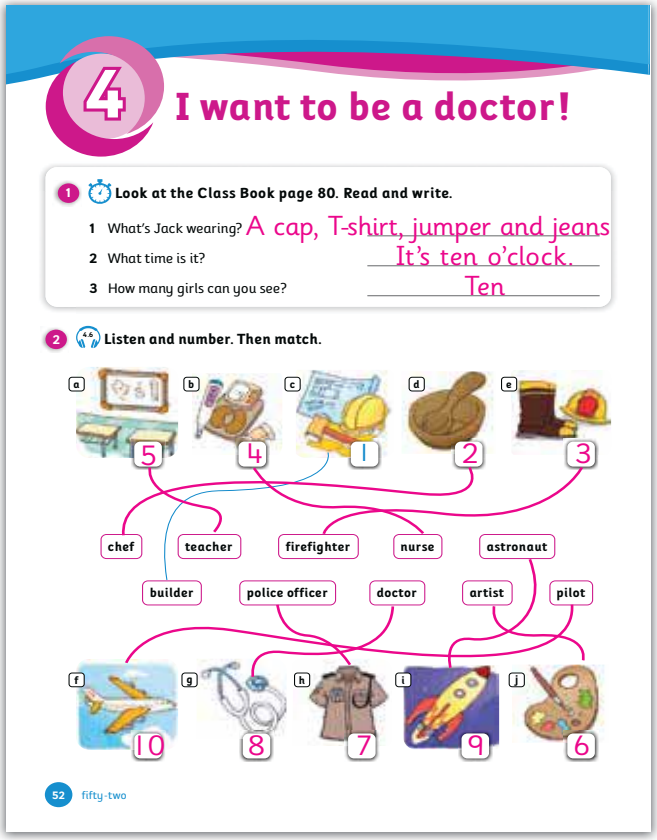
Lesson 1, part 2

Starting the lesson (5 minutes)

- Review the new vocabulary by placing the Unit 4 flashcards (jobs) on the board, picture side up only. Point to a flashcard and ask pupils to say the word. You can also use the Unit 4 poster to do the same activity.
- Accept answers only from pupils who raise their hands.

Practice

Activity Book



1 Look at the Class Book page 80. Read and write. (5 minutes)

- Ask pupils to look at the picture and talk about what is happening in it with their partners.
- Have pupils complete the activity individually and check answers as a class.
- Write the answers on the board to make sure pupils have the correct spelling.

2 4.6 Listen and number. Then match. (10 minutes)

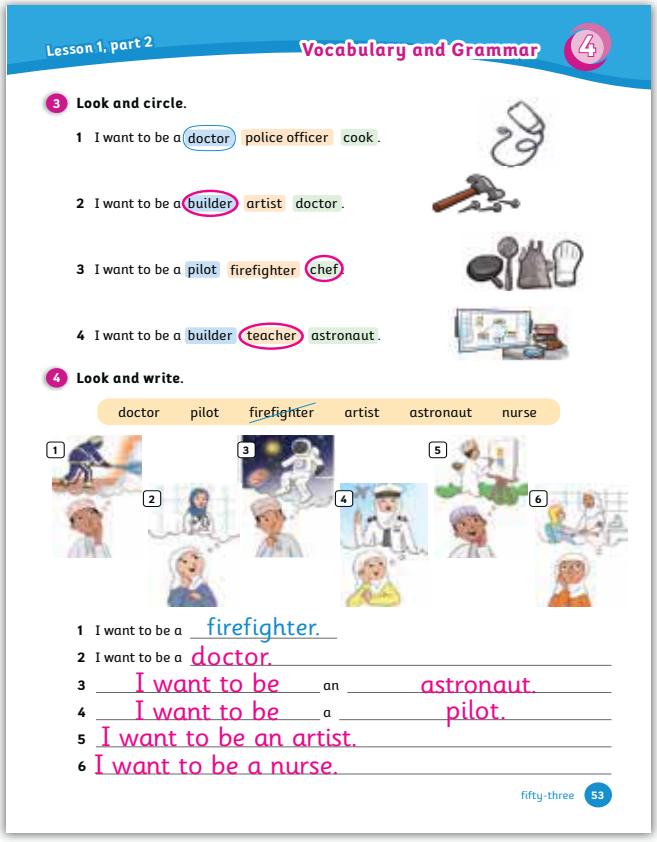
- Go through each item and ask pupils what job they think it might be.
- Explain that pupils should listen and write the number in each box.
- Play the audio with pauses for pupils to complete the activity.
- Give pupils time to draw lines from the picture to the correct job.
- Check answers as a class.

4.6

1 builder **2** chef **3** firefighter **4** nurse **5** teacher
6 artist **7** police officer **8** doctor **9** astronaut **10** pilot

3 Look and circle. (5 minutes)

- Ask pupils to look and say what jobs they see.
- Pupils complete the activity individually.
- After checking answers, ask pupils to open their notebooks. Have them draw two jobs but not the answers from the activity. They show the pictures to their partners and make a sentence with *I want to be a* … and the job.



4 Look and write. (10 minutes)

- As a class, look at the example sentence. Ask pupils to find and point to the picture of the firefighter.
- Explain that they should look at each picture and write a sentence with 'I want' and the job that each person wants to have.
- Give pupils a few minutes to complete the activity individually.
- Remind them to use neat handwriting.
- Check answers as a class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt today.

Extra activity Photocopiables 7 and 15

- Ask pupils to do photocopiables 7 and 15.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** *jobs; I want to be an artist. I want to be a chef.*

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can understand basic information about people's likes and dislikes, if supported by pictures (GSE 26). Can understand the order in which events happen (GSE 41).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 31). Can talk about common jobs using simple language (GSE 36).

Materials

- Unit 4 story cards
- notebooks
- strips of paper
- sheets of A4 paper
- photocopiables 28 A and B

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring pupils' learning: True/False cards technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 2, part 1

Starting the lesson (3 minutes)

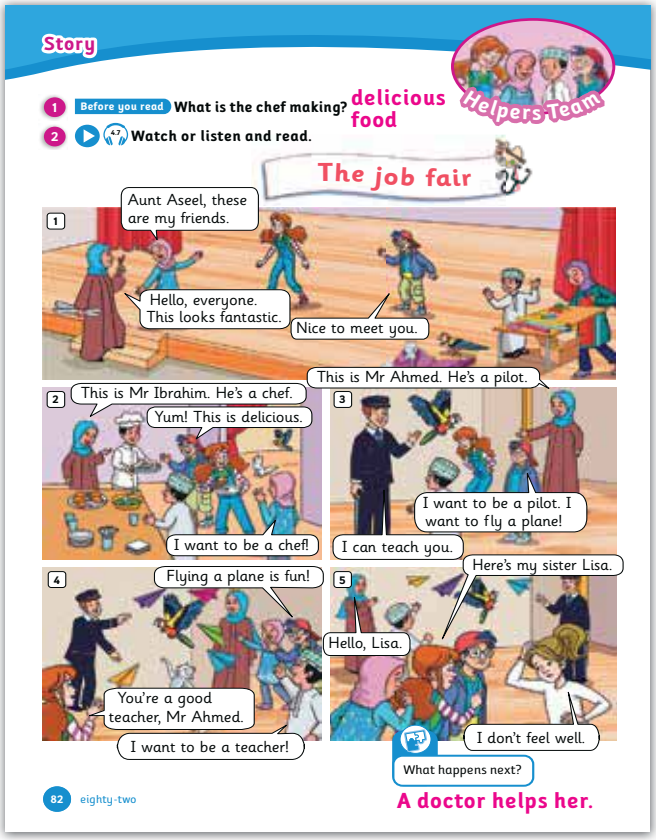
- On the board, draw a pizza cut into six pieces.
- Tell pupils you are going to say a word and they have to spell it. If they make a mistake, you take away a piece of the pizza on the board. If they spell it correctly, you start drawing another pizza, piece by piece.

Presentation (2 minutes)

- Using the Key question technique (see page 15), ask pupils why reading stories is a good activity. Ask pupils what type of stories they like and how often they read them.
- Tell pupils that today's story is about a job fair. Ask pupils if they have ever been to a job fair.
- On the board, write *The job fair*. Ask pupils what they think will happen in the story.

Practice

Class Book



1 Before you read What is the chef making? (5 minutes)

- Ask pupils to look at the pictures and name as many clothes as they can remember. Write them on the board.
- Have pupils look at all the pictures of the story and find out what the chef is making.
- **Extension** Ask pupils to say what other jobs they can identify from the pictures.

2 4.7 Watch or listen and read. (5 minutes)

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the video or audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the True/False cards technique (see page 16), say different statements about the story, e.g. *They are at a job fair* (True). *Lisa is Fatma's sister* (False). You can also use the story cards to ask about the story.
- **Extension** Pupils write their own statements to elicit true or false answers from their partners.

Story

- Refer pupils to the question box again. Ask if their guesses were correct.

4.7

The job fair

1 Fatma: Aunt Aseel, these are my friends.
Aunt: Hello, everyone. This looks fantastic.
Jack: Nice to meet you.

2 Aunt: This is Mr Ibrahim. He's a chef.
Jack: Yum! This is delicious.
Fatma: I want to be a chef!

3 Aunt: This is Mr Ahmed. He's a pilot.
Jack: I want to be a pilot. I want to fly a plane!
Mr Ahmed: I can teach you.

4 Jack: Flying a plane is fun!
Lily: You're a good teacher, Mr Ahmed.
Sami: I want to be a teacher!

5 Lily: Here's my sister Lisa.
Aunt: Hello, Lisa.
Lisa: I don't feel well.

6 Aunt: Don't worry, Lisa. This is Mrs Shahad. She's a doctor.
Mrs Shahad: Hello, Lisa. Here's some medicine.

7 Lisa: I feel better now.
Sami: Mrs Shahad is a good doctor.
Lily: I want to be a doctor!

8 Narrator: Later ...
Jack: Wow! Aunt Aseel goes home by plane!
Fatma: Yes, she's a famous artist.
Lily: Look, Polly and Atomic want to be artists, too!

3 After you read **Look at the story. Read and write *Yes* or *No*.** (5 minutes)

- Ask pupils what jobs are mentioned in the story.
- Pupils do the activity individually and check their answers in pairs.

Diversity

Support

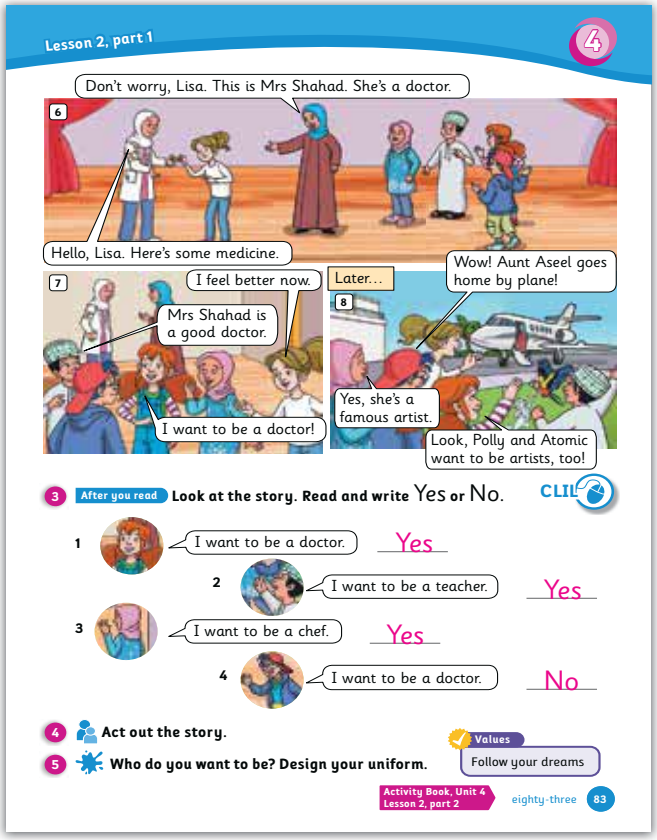
- Place pupils in pairs. Give pupils three strips of paper each. Have pupils write a sentence from the story on each but they have to make sure it isn't the same as their partner's. Then pupils swap strips, read the sentences to their partners and find them in the story.

Challenge

- Give pupils five strips of paper each to write five sentences from the story.
- In pairs, swap the strips, read the sentences and guess who says them.

Extra activity TPR

- Read the story but mix up the sentence order in each frame.
- When pupils hear the wrong sentence order, they have to clap their hands and say *STOP!* A volunteer corrects you.



4 Act out the story. (10 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them. For details of acting out stories, see page 18.
- **Extension** Ask pupils to draw different objects from the story to use as props in their notebooks, e.g. food, paper planes and jobs mentioned.
- Have the groups perform in front of the class.

5 Who do you want to be? Design your uniform. (5 minutes)

- Ask pupils which jobs need a uniform.
- Have pupils complete the activity on a sheet of paper and present their work to the class. Make a classroom display.

Extra activity Creativity

- Place pupils in small groups and have them think of a job they would like to present at a job fair. They write a few sentences about it and draw it on a piece of paper. They then present their job to the class.
- Pupils practise the song from the Class Book page 81 and perform it to the class.

Values

- At the end of the story, Polly and Atomic want to follow their dreams and become artists. Ask pupils what job each child in the story dreams of.
- Ask pupils what dreams for the future they had when they were 5. Are their dreams different now?
- Ask pupils why it is important to follow your dreams.
- If needed, explain that following our dreams means doing something important to us. If we do something we love, we try very hard at it and we enjoy our work, which makes us happier.

Finishing the lesson (5 minutes)

- Explain to pupils that you will mime a job for them to guess. Mime a few jobs and then have pupils mime and guess with their partners.

Lesson 2, part 2

Starting the lesson (5 minutes)

- Ask pupils to open their notebooks and write down as many jobs as they can remember in one minute.
- Have the pupils show the jobs they have written down to their partners.
- Then they open their Class Book and see which jobs they haven't written down.

Practice

Activity Book

1 After you read Remember the story. Read and circle. (5 minutes)

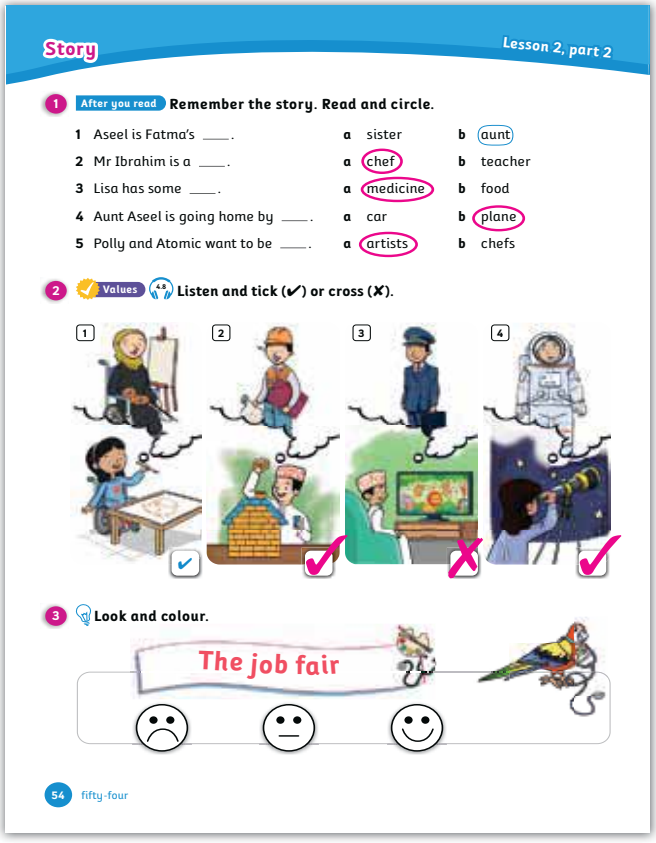
- With books closed, ask pupils to tell you about the story. Encourage them to say who said what, to describe the scenes and then finish by saying what they enjoyed about the story.
- Ask pupils to complete the activity with a partner.
- Check answers as a class.

2 Values 4.8 Listen and tick (✔) or cross (✘). (10 minutes)

- Ask pupils to look through the pictures and explain that they show people's dream jobs.
- Play the audio with pauses for pupils to complete the activity.
- Check answers as a class.
- Ask pupils which children in the pictures might follow their dreams and get their dream jobs (1, 2 and 4 because they are doing the right things. The boy in picture 3 is perhaps not working towards his dream job in the best way).

4.8

1 I want to be an artist.
2 I want to be a builder.
3 I want to be a pilot.
4 I want to be an astronaut.


Story
Lesson 2, part 2
1 After you read Remember the story. Read and circle.
1 Aseel is Fatma's ___. a sister b aunt
2 Mr Ibrahim is a ___. a chef b teacher
3 Lisa has some ___. a medicine b food
4 Aunt Aseel is going home by ___. a car b plane
5 Polly and Atomic want to be ___. a artists b chefs
2 Values 4.8 Listen and tick (✔) or cross (✘).
3 Look and colour.
The job fair
54 fifty-four

3 Look and colour. (10 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story. Encourage pupils to give honest answers by explaining that it is fine not to like a story.

Extra activity Fast finishers

- Have pupils write sentences about the story to read to the class.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to have pupils discuss what they think about today's lesson, what they have managed to learn and where they have difficulties.

Extra activity Photocopiables 28 A and B

- Ask pupils to do photocopiables 28 A and B

CLIL Link

In Unit 4, the story is based around the concept of work and occupational tools from the Science curriculum.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn types of transport
- **Target language:** *bus, boat, underground, car, train, motorbike; He/She goes to work by bus.*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe their daily routines in a simple way (GSE 30).

Materials

- Unit 4 flashcards (*underground, bus, motorbike, car, boat, train*)
- notebooks
- photocopiables 8, 16, 20 and 24
- sheets of A4 paper
- scissors

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 3, part 1

Starting the lesson (5 minutes)

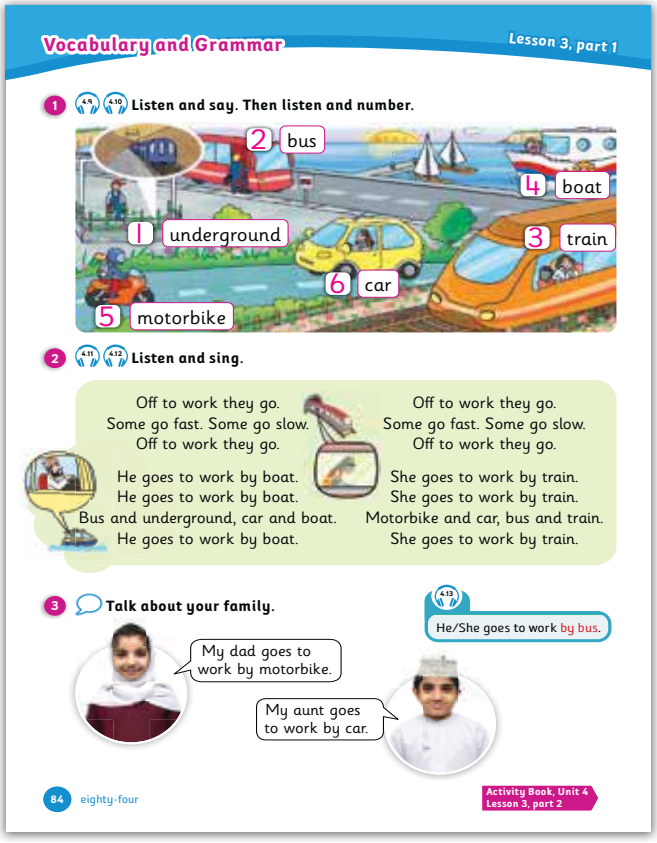
- On the board, write *teacher*. Ask pupils to say as many words as they can that are associated with the job, e.g. *school, books, board, pupils.*
- Tell pupils you are going to say a few words that describe a job and they have to guess the job. Say *hospital, white uniforms, nurses help me.* Elicit *doctor.*
- Play for a few rounds and then have pupils continue in pairs.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn different types of transport words.
- Place the Unit 4 flashcards (transport) on the board. Go through each word and have pupils repeat after you.
- Ask pupils to tell you how they come to school, go to the city centre, visit family, go on holiday, etc.

Practice

Class Book



1 4.9 & 4.10 Listen and say. Then listen and number. (5 minutes)

- Name a type of transport for pupils to point to in their Class Books. Spell the word and have pupils repeat after you.
- Play track 4.9. Pupils repeat the items as they hear them.
- Then play track 4.10 and have pupils number the types of transport they hear in order.
- **Extension** In pairs, pupils talk about the transport items they see, e.g. *It's a car. It's yellow. It's small.*

4.9

bus, boat, underground, motorbike, car, train

4.10

1 I'm going to the underground.
2 I go to work by bus.
3 I'm on the train.
4 I'm on the boat.
5 I'm on the motorbike.
6 I'm in the car.

Diversity

Support

- Place pupils in pairs. Give each pair a piece of paper for them to cut into four pieces. They draw four transport items and write the four words.
- Pupils mix them up and place them face down to play a memory game (see page 20).

Challenge

- Pupils write the new words in their notebooks and then check against their Class Books. Then they draw a picture and write the translation.

2 4.11 & 4.12 **Listen and sing.** (10 minutes)

- Ask pupils what forms of transport they can see in the song.
- Play the song for pupils to sing. Explain that when they hear a form of transport, they clap their hands.
- A karaoke version of the song is available (track 4.12).

4.11

Off to work they go.
Some go fast. Some go slow.
Off to work they go.

He goes to work by boat.
He goes to work by boat.
Bus and underground, car and boat.
He goes to work by boat.

Off to work they go.
Some go fast. Some go slow.
Off to work they go.

She goes to work by train.
She goes to work by train.
Motorbike and car, bus and train.
She goes to work by train.

Extra activity TPR

- Ask pupils to write three forms of transport in their notebooks. Explain that they will hear the song again. When they hear the form of transport they have written on their piece of paper, they clap their hands.

3 **Talk about your family.** (10 minutes)

- 4.13 Draw pupils' attention to the grammar box and the recorded model.
- On the board, write *He goes to work by car*. Explain to pupils that we use *by* with the form of transport when we talk about using it.
- Use the Traffic light cards technique (see page 16) to check understanding.

4.13

He goes to work by bus.
She goes to work by bus.

- **Extension** In their notebooks, ask pupils to draw the different types of transport they and their families use and to write sentences.
- Pupils present their work to the class and place it in their portfolios.

Extra activity Collaborative work

- Place pupils in pairs. Tell them to draw an ideal city showing the different types of transport it has in their notebooks. Pupils present their work to the class.

Finishing the lesson (5 minutes)

- Show pupils a flashcard from the lesson and tell them to write the word in their notebooks. Put each flashcard on the board.
- Check answers by having pupils come to the board and write the words.

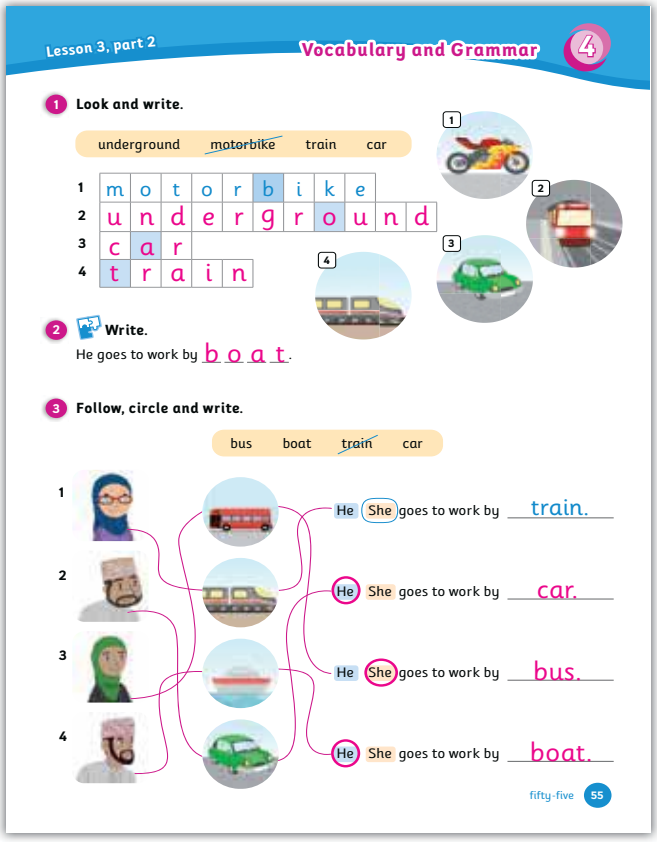
Lesson 3, part 2

Starting the lesson (10 minutes)

- Explain to pupils that you will say a word for them to write in their notebooks. Say a transport word and once all pupils have written the word, write it on the board for pupils to check their spelling.
- Repeat for all transport words.

Practice

Activity Book



1 Look and write. (10 minutes)

- Ask pupils to look at each picture and say what form of transport it is.
- Pupils work individually to complete the activity and then compare answers with a partner.
- Ask the pupils to say which form of transport is their favourite.

2 Write. (5 minutes)

- Pupils use the light blue shaded boxes in the grid to find the answer and write the word correctly.

Extra activity Fast finishers

- Pupils make their own word puzzle, like the one in Activity 1, for other fast finishers in future lessons to do. They can use jobs, food, clothes, etc.

3 Follow, circle and write. (10 minutes)

- Ask pupils to follow the lines to circle the correct word, then write the correct form of transport.
- Pupils do the activity in pairs. Check their answers.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how this lesson has helped them improve their English. Ask pupils what they would like to learn next.

Extra activity Photocopiables 8, 16, 20 and 24

- Ask pupils to do photocopiables 8, 16, 20 and 24.

Skills

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to play a game about jobs and transport
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can say what someone's job is, using familiar common job names (GSE 29). Can talk about common jobs using simple language (GSE 36).
- **Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics, given prompts or a model (GSE 30).

Materials

- Unit 4 cut-outs (pages 117 and 119)
- Unit 4 flashcards (transport)
- Unit 4 poster: Jobs
- notebooks
- scissors
- a ball

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (5 minutes)

- Ask pupils to draw three forms of transport in their notebooks. Then they swap notebooks with their partners. They then write what the form of transport is.

Presentation (5 minutes)

- Ask pupils if they enjoy playing with cut-outs and if they help them learn.
- Explain that in this lesson pupils will do an activity to help them with the Starters Test and then play a game with their cut-out cards.
- Place the Unit 4 flashcards and poster on the board and revise the vocabulary for types of transport and jobs. Point to each picture and say the word. Pupils repeat after you.

Practice

Class Book



Diversity

Support

- Before pupils start the activity, have them look at the picture and say what transport and jobs they see.

Challenge

- Pupils write sentences about the picture using the names at the top of it and unit vocabulary and grammar.

1 4.14 Listen and draw lines. (10 minutes)

- This task is based on Pre A1 Starters Listening Part 1.
- Explain the activity. Use the Traffic light cards technique (see page 16) to check pupils understand it.
- Ask pupils what they think the answers will be.
- Play the audio twice, pausing for pupils to draw the lines correctly.
- **Extension** Ask pupils to make sentences about the picture.

4.14

1 Woman: Good morning.
Boy 1: Good morning.
Woman: Who's this boy? He's painting.
Boy 1: Oh, that's Malik. He's my cousin.
Boy 2: Hi. I'm Malik. Can you see me in the picture?
Woman: Yes, I can!
Boy 2: I love painting. I want to be an artist.

2 Woman: And who's this? The man on the motorbike.
Boy 1: Oh, that's Ibrahim. He goes to work by motorbike.
Woman: By motorbike?
Boy 1: Yes. He likes motorbikes.
Woman: Me, too.

3 Woman: That's a great plane. Who is this boy with the plane?
Boy 1: That's my friend, Muhannad.
Boy 3: Hi, I'm Muhannad.
Woman: Hello, Muhannad.
Boy 3: I like planes. I want to be a pilot.
Woman: Great!

4 Woman: There's a woman here. She's in a car.
Boy 1: Yes. She's my mum! Her name's Sheikha. She's a chef.
Woman: A chef?
Boy 1: Yes. And she goes to work by car.
Woman: Cool!

5 Woman: A woman is talking on a phone. What's her name?
Boy 1: That's Halima. She's my aunt.
Woman 2: Hello. I'm Halima. I'm a doctor.
Woman: A doctor!
Woman 2: Yes. I like helping people.

6 Woman: And who's this? She's wearing a brown jacket.
Boy 1: A brown jacket? Hmm … Oh, that's Rahaf. She's a teacher.
Woman: Cool!
Boy 1: And she goes to work by underground.
Woman: By underground?
Boy 1: Yes.

2 4.15 **Cut out. Then listen and play.** (15 minutes)

- Have pupils find and cut the Unit 4 cut-outs on pages 117 and 119. Each pupil cuts out his or her own cut-outs.
- Ask pupils to cut the cut-outs from part 2 (page 119) and place them where they want in part 1 (page 117).
- Place pupils in pairs and play the audio. Explain that pupils are now going to play the game in the same way. Pupils should place a book or folder in between each other's boards so they can't see them.
- Ask pupils to look at their boards with the different jobs on them. They then choose a letter for a particular job and say the letter as in the example. Their partner guesses the person's job and how he or she goes to work by looking at their own board. If they are correct, it is their partner's turn to guess. If they are incorrect, they make more guesses until they get it right.
- Use the Traffic light cards technique (see page 16) to check pupils know what to do.

4.15

Girl 1: C
Girl 2: He's a nurse. He goes to work by car.
Girl 1: No.
Girl 2: She's a teacher. She goes to work by train.
Girl 1: Yes.

Extra activity Critical thinking

- Ask pupils if we should use cars or public transport and how public transport helps the environment.

Extra activity TPR

- Explain that you will throw a ball to a pupil who has to say a job. The pupil has to give the ball to another pupil who in turn has to say a different job. If a pupil cannot say a job or if they say the same job as the last person, they stop playing (see page 22).
- Continue the game with transport and jobs vocabulary.

Finishing the lesson (5 minutes)

- Have the pupils play a game of their choice using the cut-outs.
- Ask them why they enjoy the game they have chosen.

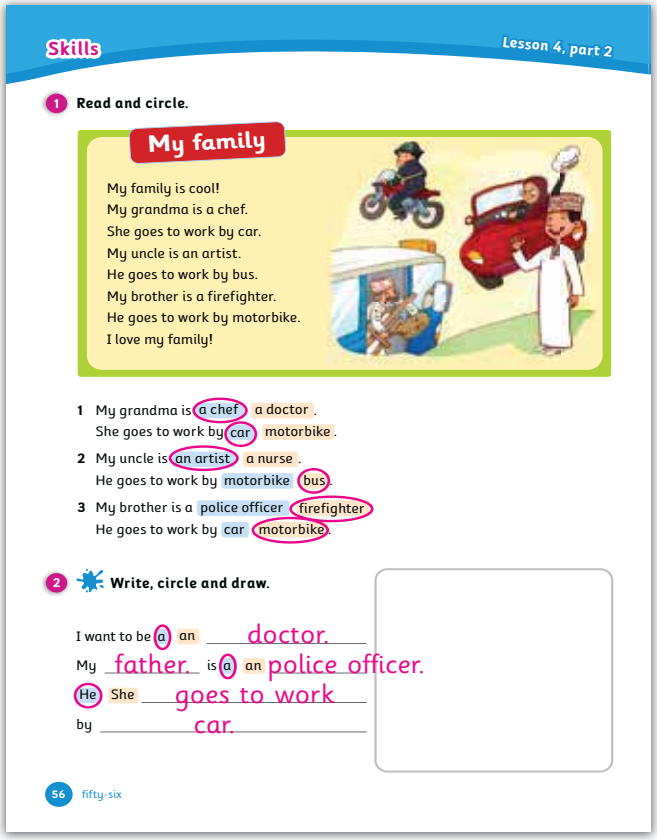
Lesson 4, part 2

Starting the lesson (10 minutes)

- Play a game of picture dictionary (see page 20). Explain to the pupils that you will say a word and they have to draw it in their notebooks.
- Say three words and then show the pupils the images they should have drawn using the Unit 4 flashcards (jobs).
- Have pupils play in pairs if time allows.

Practice

Activity Book



Skills — Lesson 4, part 2

1 **Read and circle.**

My family

My family is cool!
My grandma is a chef.
She goes to work by car.
My uncle is an artist.
He goes to work by bus.
My brother is a firefighter.
He goes to work by motorbike.
I love my family!

1 My grandma is a chef / a doctor.
She goes to work by car / motorbike.
2 My uncle is an artist / a nurse.
He goes to work by motorbike / bus.
3 My brother is a police officer / firefighter.
He goes to work by car / motorbike.

2 **Write, circle and draw.**

I want to be a / an doctor.
My father. is a / an police officer.
He / She goes to work
by car.

56 fifty-six

1 Read and circle. (10 minutes)

- Give the pupils a few minutes to read the text quietly. Then quiz them by making false sentences about the text for them to correct. For example, *Grandpa is a chef.* (No, grandma is a chef.)
- Then give pupils a few minutes to complete the activity individually.
- Check answers as a class.

2 Write, circle and draw. (10 minutes)

- Ask pupils to say as many new words from the unit as they can. Write them on the board. With the Unit 4 flashcards, check if all unit words are on the board.
- Explain that pupils have to write about how their family member gets to work and what job they do as in the example answer. They can use their imagination. They then draw a picture.
- Pupils show their work to their partners and use the Two stars and a wish technique (see page 16) to comment on each other's work.

Dictation (5 minutes)

- Ask pupils to get ready with some paper and a pen.
- Play the audio for pupils to individually listen and write the words.
- Check answers as a class.

D4

1 artist
2 astronaut
3 builder
4 chef
5 doctor
6 firefighter
7 nurse
8 pilot
9 police officer
10 teacher

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think of their learning so far and what they expect to learn next.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about yellow school buses; to do a class survey and make a graph
- **Target language:** *school bus, students, bus driver, stop*

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 answer simple questions about objects (e.g. colour, size) (GSE 22). Can describe their daily routines in a simple way (GSE 30). Can talk about common jobs using simple language (GSE 36).

Materials

- notebooks
- photocopiable 32

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique (see page 16); Summative and thought-provoking questions technique (see page 16)

Lesson 5, part 1

Starting the lesson (3 minutes)

- Make a list of vocabulary covered in Units 2 and 4. Have pupils stand in a circle. Explain that you will say a word for them to spell. The first pupil on your left begins by saying the first letter, the second pupil the second letter of the word and so on until the word is correctly spelt.
- If a pupil makes a mistake, the game starts from the beginning until the word is spelt correctly.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about the buses some pupils use to go to school in the United States.

Culture notes

- Many countries around the world have school buses to help pupils to go school. The first school buses in the USA were horse-drawn carriages known as school hacks or kid hacks. In 1939, the school buses in the USA were painted yellow because bright colours are easy to see and so there shouldn't be any accidents.

Practice

Class Book



1 Before you read Can you see school buses where you live? What colour are they? (5 minutes)

- Ask pupils if they come to school by bus and if so, if it's a school bus and what colour it is.
- **Extension** Ask pupils if they think that taking a school bus is a good idea.

2 4.16 Listen and read. (5 minutes)

- Ask pupils to describe the pictures in the text.
- After listening to the text, ask pupils what they found interesting about it. Ask them if they think it is a good idea to use the same colour for school buses and why.
- Play the audio again, pausing between sentences or mid-way through them, for pupils to complete the sentences in unison.
- **Extension** Ask pupils different questions about the text for them to answer.

4.16

The yellow school bus

Some students walk to school in the United States.
Some students go by car, underground or train.
But many students go to school by school bus.
All school buses in the United States are yellow.
Bus drivers take the students to school in the morning. Then they take the students home in the afternoon.
Cars stop for school buses.
Going to school by bus is fun!

Diversity

Support

- On the board, write incomplete sentences from the text. Tell pupils to choose three and to complete them in their notebooks, looking at their Class Books as they work.
- Pupils then read the sentences aloud.
- Pupils can also show you the sentence. You read it for them to repeat.

Challenge

- In pairs, pupils change the text into the interrogative form, sentence by sentence, and answer them using short answers.

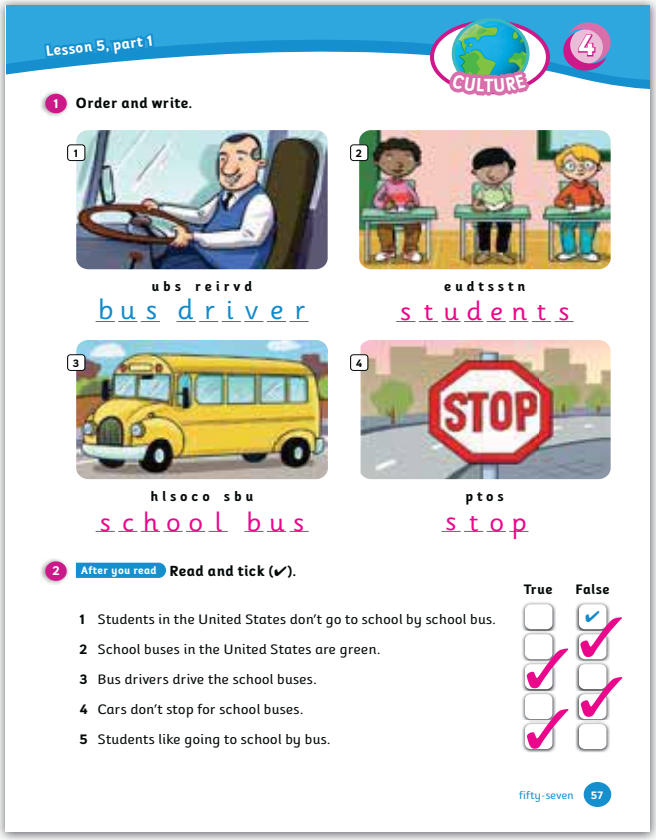
3 Find out more! Watch the video. (10 minutes)

- Ask pupils what they expect the video will be about.
- After watching the video, use the Three facts and a fib technique (see page 16) to ask pupils about it. Play the video as you go along to reinforce the correct answers.

Extra activity Creativity

- Have pupils imagine they take a school bus. Have them draw it and describe its colour, size and anything else they think is interesting. Make a classroom display.

Activity Book


Lesson 5, part 1

CULTURE 4

1 Order and write.

1 ubs reirvd — bus driver

2 eudtsstn — students

3 hlsoco sbu — school bus

4 ptos — stop

2 After you read Read and tick (✔).

	True	False
1 Students in the United States don't go to school by school bus.		✔
2 School buses in the United States are green.		✔
3 Bus drivers drive the school buses.	✔	
4 Cars don't stop for school buses.		✔
5 Students like going to school by bus.	✔	

fifty-seven 57

1 Order and write. (5 minutes)

- Ask pupils to say what they see in each picture.
- Then have pupils complete the activity individually.
- Write answers on the board for pupils to check their answers.

2 After you read Read and tick (✔). (5 minutes)

- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the activity.

Extra activity Fast finishers

- Pupils write as many words as possible using the letters in the phrase *The yellow school bus.*

Finishing the lesson (5 minutes)

- Ask pupils to say what they found interesting about the lesson.

Lesson 5, part 2

Starting the lesson (5 minutes)

- Ask pupils if they enjoy projects and ask them to give reasons why.
- Have pupils say which project they have done so far was the most interesting and why.

Presentation (5 minutes)

- Have the pupils say what they think the project today will be about.

Practice – Project

Class Book



Make a graph about how you go to school.
(25 minutes)

- Explain to pupils that they are going to make a graph about how they and their classmates go to school.
- Ask pupils to write the words they think they will use for the project on the board. On the board, copy the graph presented in the activity. Explain to pupils that we write the numbers vertically, and they can go up by twos or fives, depending on how big the class is. On the horizontal lines we place the types of transport.
- Place pupils in small groups.
- Using the Lollipop stick technique (see page 15), ask a pupil to read through the instructions.
- Remind pupils to write sentences.
- Pupils present their work to the class.
- Make a classroom display.

Finishing the lesson (5 minutes)

- Play a game of charades (see page 20) for pupils to guess the job.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about the Culture lesson and what kind of things they have learnt so far. Ask pupils what else they would like to learn in future Culture lessons.

Extra activity Photocopiable 32

- Ask pupils to do photocopiable 32.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to talk on the phone
- **Target language:** *Hello, can I speak to Emily, please?*

Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can understand basic information about numbers in familiar contexts, if spoken slowly and clearly (GSE 29).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- straw puppets
- a die for each pair
- photocopiable 36
- notebooks

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique (see page 16); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 6, part 1

Starting the lesson (5 minutes)

- Place pupils in pairs and give each pair a die. Explain that each pupil throws the die and has to write as many sentences as the number on the die shows, using the vocabulary or the grammar they have learnt in this unit.
- They throw the die three times and read the sentences.

Presentation (5 minutes)

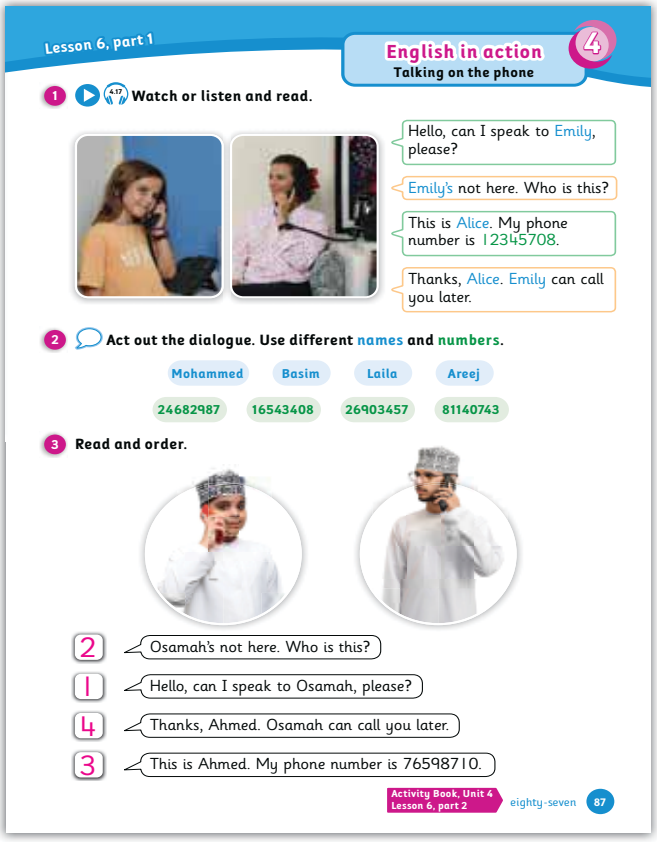
- Explain that in this lesson pupils will learn how to talk politely on the phone.
- Ask pupils how often they phone people or who they call.
- Ask why it is important that we are always polite on the phone.

Extra activity **Communication**

- Place pupils in groups. Ask pupils to say how they feel when someone is rude to them and how they feel when someone is polite to them. Have them talk about different ways they can be polite.

Practice

Class Book



1 4.17 Watch or listen and read. (5 minutes)

- Ask pupils to look at the pictures and tell you what they see. Ask how often they talk on the phone.
- Play the audio or video once for pupils to read and listen to or watch.
- Play it again for pupils to repeat chorally.

4.17

Girl: Hello, can I speak to Emily, please?
Woman: Emily's not here. Who is this?
Girl: This is Alice. My phone number is 12345708.
Woman: Thanks, Alice. Emily can call you later.

2 Act out the dialogue. Use different names and numbers. (15 minutes)

- Using the Stop/Go technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.
- Using the Lollipop stick technique (see page 15), invite pupils to come to the front and act out the dialogue.

English in action

3 Read and order. (5 minutes)

- Ask pupils to work in pairs. They read the conversation and put it in the correct order.
- Check their answers. Pairs can read the completed conversation.

Diversity

Support

- Write the dialogue on the board. Read each sentence for pupils to repeat after you. Then, in their notebooks, pupils number each sentence to place the dialogue in the correct order.

Challenge

- Pupils add one more question and answer to the dialogue. They read their full dialogue to the class.

Finishing the lesson (5 minutes)

- Ask pupils to say what they think of their learning so far and how they think their English has improved.

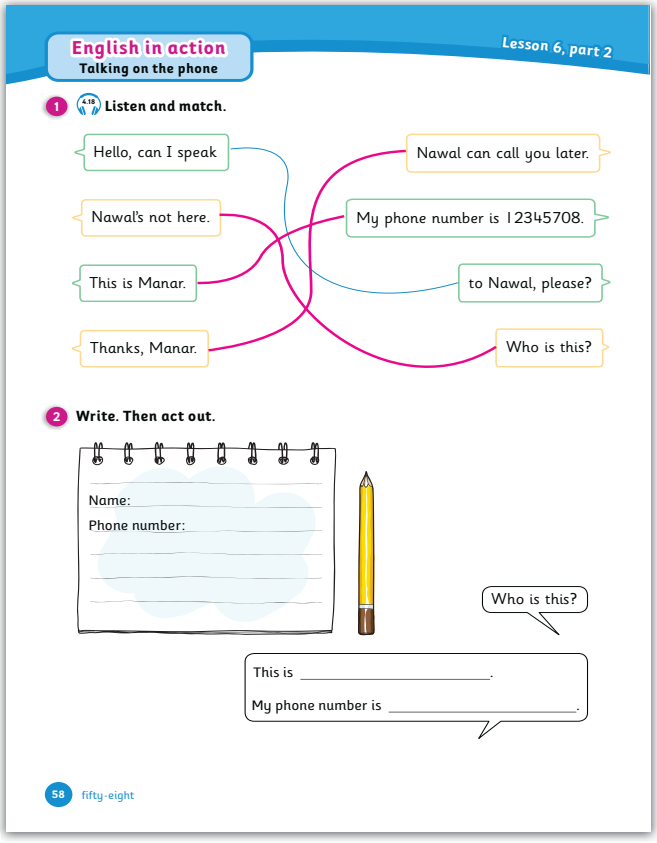
Lesson 6, part 2

Starting the lesson (5 minutes)

- Ask the pupils to say how they answer the phone and ask for somebody on the phone. Have the pupils say different polite sentences they can use when talking on the phone.

Practice

Activity Book



1 4.18 Listen and match. (10 minutes)

- Explain that pupils have to match the sentence halves, as in the example, to make a telephone conversation.
- Play the audio for them to check their answers.

4.18

Girl: Hello, can I speak to Nawal, please?
Woman: Nawal's not here. Who is this?
Girl: This is Manar. My phone number is 12345708.
Woman: Thanks, Manar. Nawal can call you later.

2 Write. Then act out. (20 minutes)

- Explain that pupils have to complete the speech bubble with their own name and phone number. Explain that they can use a real or pretend number.
- They then fill in the notepad with the same details.
- Ask the pupils to imagine they are talking on the phone. They use the answers they have written to act out a dialogue with their partner.
- Ask them to refer to the dialogue on page 87 of the Class Book to help them.
- Pairs can act out in front of the class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about the Skills lesson and how it has helped them with their English.

Extra activity Photocopiable 36

- Ask pupils to do photocopiable 36.

Phonics

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to revise previously taught vowel sounds and alternative spellings for /iː/ and /e/ (ee, e); to learn the sounds /iː/ and /e/ for the vowel digraph ea; to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky word: *want*; to adopt strategies to recognise and read tricky words in sentences
- **Target language:** ea /iː/: *read, beach, sea, leaf*; ea /e/: *bread, weather, head, feather*
- **Tricky word:** *want*

Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write some familiar words (GSE 20). Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

- photocopiable 40
- Phonics cards: *ea, ea*
- optional teacher-made flashcards: *ee, e*
- optional teacher-made flashcard for tricky word: *want*

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15), Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

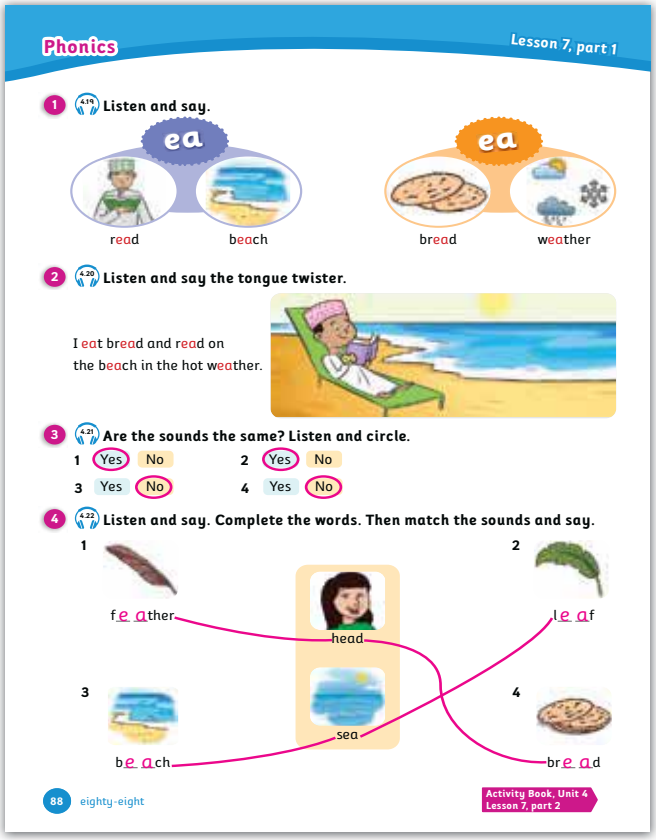
Lesson 7, part 1

Starting the lesson (5 minutes)

- Hold up the (*beach*) Phonics Card and write the letters *ea* on the board. Ask pupils what sound the vowel digraph makes and establish that it makes an /iː/ sound. See if pupils can remember any of the words from Grade 2 that contain this sound and then write them on the board (*beak*, *meat*, *stream*, *read*, *beach*, *sea*, *leaf*, etc.). Spend time segmenting the words and circling the letters that make the /iː/ sound. Note that pupils may suggest words with an *ee* spelling, and if they do, praise them for their efforts and add these words to another list on the board to show that these words have the same sound but a different spelling.
- Next, hold up the *e* flashcard (if used), or write *e* on the board, and revise the /e/ sound. Use the Lollipop stick technique (see page 15) to ask for example words such as *red*, *egg*, *leg*, *pen*, *hen*, etc.
- Write the words on the board and continue to revise the different sounds and spellings using a variety of games.

Presentation

Class Book



1 4.19 Listen and say. (10 minutes)

- Write the words *read* and *beach* on the board and remind pupils that these words appeared at the start of the lesson. Point to the two relevant pictures in Activity 1 and write the letters *ea* on the board. Stick the correct Phonics Card on the board.
- Now explain that this vowel digraph can represent several different sounds and that pupils will now learn another sound for the same spelling.
- Focus on the second two pictures and talk about what pupils can see. Introduce the /e/ sound for the *ea* spelling.
- Use the Phonics Card to introduce the new digraph and model the sound made for pupils to copy. Stick the card on the board and use as a prompt throughout the lesson if required.

- Play the audio. Help pupils to match each sound and word on the audio to a digraph or a picture and to point to the object as they hear each word.
- Encourage pupils to repeat the words and emphasise the target sound each time by saying it louder than the rest of the word.
- Ask pupils to close their books and then to work in pairs to recall each of the four words. Challenge them to use phonetic strategies to try to spell each word.
- Review the success of this task and then ask the class to spell the words for you to write on the board. Praise any spellings that are phonetically correct, even if the wrong letters have been used, and then write the words on the board with the correct spellings for pupils to check their answers. Encourage pupils to practise reading all four words with the correct sound for the vowel digraph each time.

4.19

ea /iː/: read, beach
ea /e/: bread, weather

Practice

2 4.20 Listen and say the tongue twister. (5 minutes)

- Look at the picture in Activity 2 and see if pupils can identify any of the items or actions from Activity 1 (*bread*, *beach*, *read*). Ask pupils what the weather is like in the picture (hot) and what the boy does on the beach (eats and reads). Write the relevant *ea* words on the board (*bread*, *beach*, *read*, *eat*, *weather*) and encourage pupils to segment each word, identifying the letters that make the target sound. Divide the words into two lists: those with the long vowel sound and those with the short vowel sound. Ask pupils to practise reading the words correctly.
- Explain that pupils will now listen to a tongue twister and that they should point to the relevant parts of the picture as they listen. Play the audio.
- Play the audio again and this time ask the pupils to follow the words as they listen.
- Play the audio a third time and ask pupils to join in with the tongue twister.
- Check comprehension by asking questions such as: *What does the boy do? (Eats and reads.); Where is he? (At the beach.); What's the weather like? (Hot.)*
- Repeat the tongue twister as a class until pupils are confident with the language and the pronunciation. If pupils struggle to identify the correct sound for each target word, encourage them to underline the long vowel sound each time to differentiate it from the short vowel sound.
- Explain that as they become more familiar with the English language and the context in which words are presented, they will find it easier to decide which sound the letters *ea* make. Ask pupils to take turns holding the Phonics Cards and to listen for the sound that matches the card they are holding. When they hear a word in the tongue twister that contains the sound on their card, they should hold it up for the rest of the pupils to see.

4.20

I eat bread and read on the beach in the hot weather.

3 4.21 Are the sounds the same? Listen and circle. (5 minutes)

- Explain that pupils will now hear some more words containing the *ea* digraph and that they will hear both the long and short vowel sounds. The aim is for pupils to decide whether the pairs of words they hear have the same vowel sound (either both long or both short) or whether the words contain different sounds (a long and a short vowel sound).
- Tell pupils to listen to the audio and to circle *Yes* if the sounds are the same or *No* if the sounds are different. As you play the audio, pause after each pair of words, and ask pupils to repeat them before they decide whether the sounds are the same or different.
- Once pupils have completed the activity, play the audio a final time for them to check. Write the words on the board in pairs, asking pupils to segment them for you. Read the words together so that pupils can check their answers and then split the words into two groups according to the vowel sound.
- Encourage pupils to read the words fluently as you point to them. Check that they choose the correct sound each time for the vowel digraph.

4.21

1 sea, leaf
2 feather, weather
3 head, beach
4 leaf, bread

4 4.22 Listen and say. Complete the words. Then match the sounds and say. (10 minutes)

- Revise the different sounds for the *ea* digraph using the Phonics Cards.
- Look at the two pictures in the centre of Activity 4 and elicit the word for each one (*head*, *sea*). Play the first part of the audio and identify which word has a long vowel sound (*sea*) and which word has a short vowel sound (*head*).
- Explain that pupils will now hear the words to match the other pictures and that they must complete each word and then decide what type of sound the vowel digraph makes (long or short). They should then draw a line from each numbered picture and match them to one of the central pictures according to the vowel sound.

- Play the audio several times and encourage pupils to repeat the words to help them match the sounds.
- Pupils who complete this task with time to spare can write all six words in two lists according to the vowel sounds. You can use this as evidence to monitor their progress and understanding.

4.22

ea /e/: head
ea /iː/: sea

1 feather
2 leaf
3 beach
4 bread

Finishing the lesson (5 minutes)

- Use the Traffic light cards technique (see page 16) to gauge pupils' confidence and their ability to distinguish the sounds.
- Write words containing the *ea* digraph on the board for pupils to read and see if they can split the words into two groups. Pupils can work in pairs, saying each word out loud to help them decide whether they can hear a long or a short vowel sound.
- Repeat this process with the whole class and use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt.

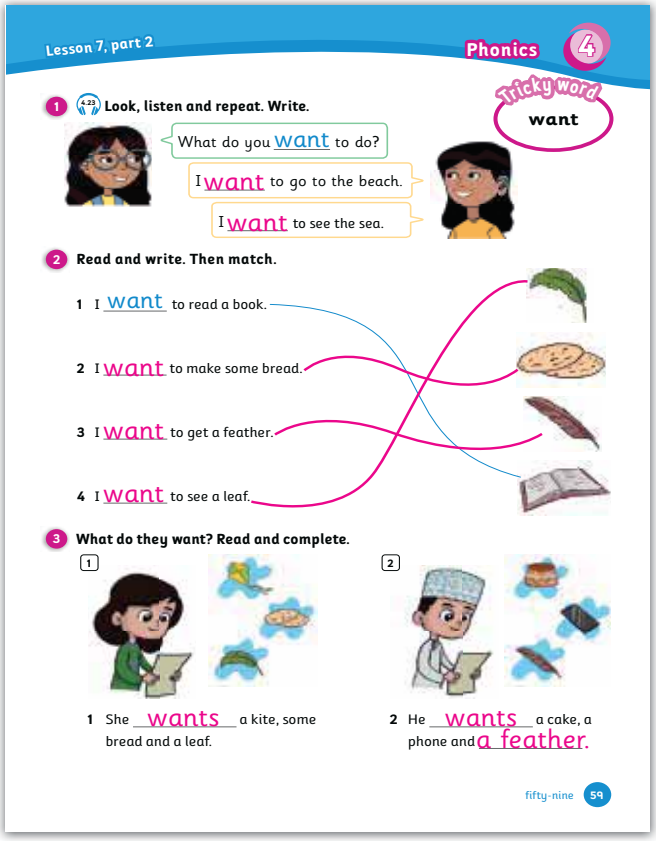
Lesson 7, part 2

Starting the lesson (5 minutes)

- Start by revising some of the tricky words from Units 1–3 (*go*, *our*, *your*, *their*, *do*, *does*, *don't*, *doesn't*). Strategies for revision can include games with flashcards, sentence ordering activities, word ordering activities, gap fill tasks, etc.
- Remind pupils that tricky words, which appear frequently in texts, can't be decoded in the same way as other words because not all the letters within these words follow the rules of phonics. Remind them that they should try to memorise tricky words where possible.

Practice

Activity Book



1 4.23 **Look, listen and repeat. Write.** (10 minutes)

- Focus on Activity 1 and explain that pupils will learn how to spell a new tricky word in this lesson. Introduce the word *want* and explain that pupils should be familiar with the meaning as they have previously met it in the grammar section of the Class Book.
- Write the following tricky words on the board: *do, to, What, you, want, do?*

- Explain that these words can be ordered to make a sentence that is made up of only tricky words. See if pupils can read each word before ordering them to make a sentence that matches the one in the Activity Book: *What do you want to do?*
- Encourage pupils to use a mixture of memorisation and phonetic strategies to decipher the words.
- Play the audio for pupils to listen and follow. Then play it again for pupils to repeat.
- Check that pupils can read and understand the text in each speech bubble and then ask them to write the tricky word each time.
- Once pupils have completed the task, and if time allows, they can work in pairs to act out the dialogue.

4.23

Girl 1: What do you want to do?
Girl 2: I want to go to the beach. I want to see the sea.

2 Read and write. Then match. (10 minutes)

- Explain that pupils will now work independently and that they should complete the four sentences by adding in the tricky word *want*. They should then try to read the sentences and match each one to a picture. Allow time for pupils to complete this independently before asking pupils to read the sentences with you.
- Explain that although pupils may not be able to read every word, they should be able to understand the meaning by looking at the words they do know. Point out that each sentence contains a familiar word from the Class Book as well as some previously taught tricky words.
- Ask pupils *What do you want to do?* and encourage them to answer with one of the options in the Activity Book. Repeat several times with different pupils.

3 What do they want? Read and complete. (10 minutes)

- Look at Activity 3 with the pupils and explain that they will work in pairs to complete this activity. Point out that each child in the picture has a list which details the different things they want. Pupils must complete the sentences using the pictures as prompts.

Finishing the lesson (5 minutes)

- Ask the question *What do you want?* for pupils to answer *I want a* . . . . Encourage them to personalise their answers with different objects, e.g. *a bike*, *a phone*, etc.
- Then draw three known items on the board to act as your list, e.g. an elephant, a feather and a cube. Encourage pupils to question you, *What do you want?* while you reply *I want a (cube)*. See if pupils can write your answer as a sentence, taking care to segment the phonetic words and recall the spellings for the tricky words. Model the writing and segmenting process to support pupils if necessary.
- If you have made flashcards, use these to revise the tricky words from Units 1–4.

Extra activity Photocopiable 40

- Ask pupils to do photocopiable 40.

Review

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to review unit language; to write short descriptive texts on familiar personal topics
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28). Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family), given a model (GSE 35).

Materials

- Unit 4 flashcards (jobs and transport)
- Unit 4 poster: Jobs
- photocopiable 46
- notebooks
- strips of paper
- straw puppets
- Progress path stickers (page 123)
- pictures from the internet of people travelling on different forms of transport

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Hands up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 8, part 1

Starting the lesson (10 minutes)

- Give pupils six strips of paper. Ask them to write a job on three of the strips and a type of transport on the other three.
- On the board, write *What do you want to be? I want to be a . . . . How do you go to work? I go to work by . . . .*
- Use the Lollipop stick technique (see page 15) to bring a pupil to the front with their strips and a straw puppet. Explain that they have to answer using their strips. First, go through the jobs and then the transport. Ensure pupils swap roles in pairs.
- Walk around the class with a straw puppet asking pupils different questions.

Presentation (5 minutes)

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- Have a volunteer come to the board and write the two grammar points they learnt in this unit (*I want to be . . . / He goes to work by . . .*).
- Have pupils read the sentences to their partners.

Practice

Class Book



Diversity

Support

- Before pupils start the review, ask them to name the different jobs and transports they have learnt in the unit. As they say a word, place the Unit 4 flashcards on the board. Then go through all the words. Ask and answer using grammar from the unit.

Challenge

- Pupils make sentences and illustrate them with all the vocabulary items from the unit.

1 4.24 Listen and number. (10 minutes)

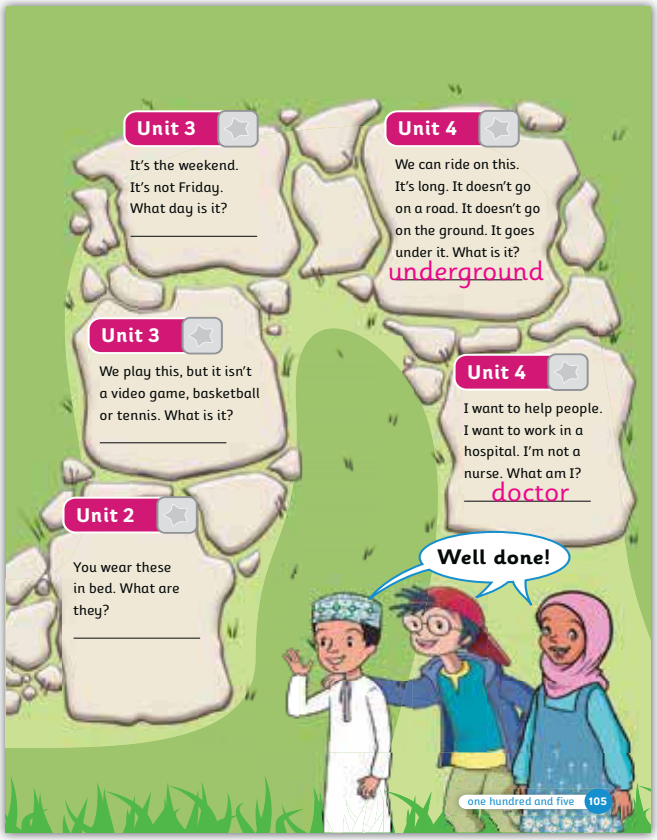
- Use the Lollipop stick technique (see page 15) to ask pupils what the pictures are.
- Place pupils in pairs and have them ask and answer about each item, asking *What do you want to be?*

4.24

1 Boy 1: I want to be a firefighter.
2 Girl 1: I want to be a chef.
3 Girl 2: I want to be a doctor.
4 Boy 2: I want to be a builder.

2 Look, circle and write. (5 minutes)

- Use the Lollipop stick technique (see page 15) to have a pupil read the words in the box.
- **Extension** Show pictures of people travelling from the internet and have pupils make sentences about them.



3 Go to the Progress path on page 105. (5 minutes)

- Refer pupils to page 105 and have them answer the questions.
- Check the answers. Pupils can now stick their star stickers (page 123).

Finishing the lesson (5 minutes)

- Place pupils in small groups and have them make a collage with the pictures of the words they have learnt so far. Pupils also label their pictures. Make a classroom display.

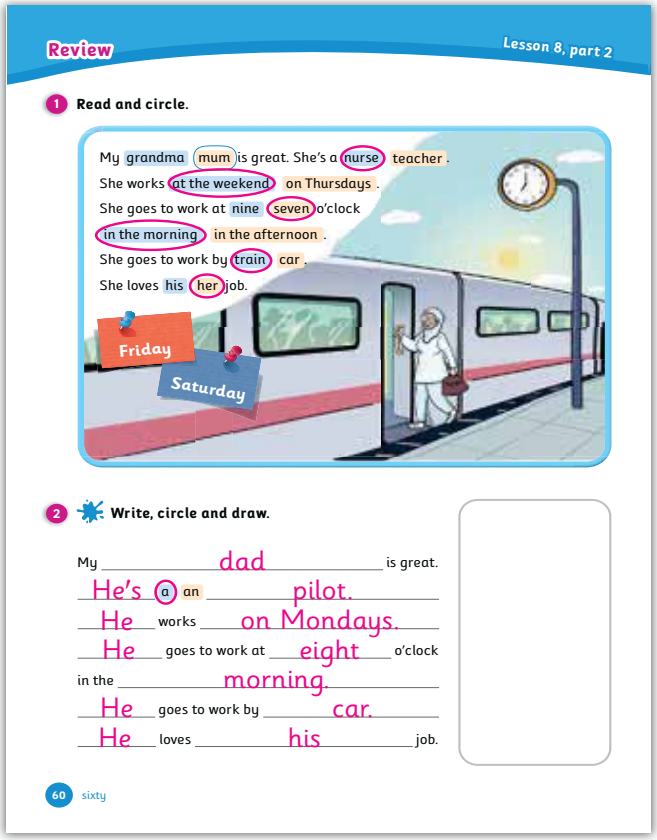
Lesson 8, part 2

Starting the lesson (5 minutes)

- Ask the pupils to take out their notebooks.
- Explain that you will give them one minute to write a sentence with a word they have learnt in the lesson.
- Pupils read the sentence to their partners.

Practice

Activity Book


Review — Lesson 8, part 2

1 Read and circle.

My grandma mum is great. She's a nurse teacher.
She works at the weekend on Thursdays.
She goes to work at nine seven o'clock in the morning in the afternoon.
She goes to work by train car.
She loves his her job.

Friday
Saturday

2 Write, circle and draw.

My dad is great.
He's a an pilot.
He works on Mondays.
He goes to work at eight o'clock in the morning.
He goes to work by car.
He loves his job.

60 sixty

1 Read and circle. (8 minutes)

- Have the pupils look at the picture and say what they see.
- Explain that they have to circle the correct word and that the picture will help them find it.
- If some pupils need more support, use the Unit 4 flashcards or poster to revise the vocabulary. Challenge pupils to a fast round where you change the flashcards very quickly.
- Have pupils work in pairs to complete the activity.
- Check answers as a class.

2 Write, circle and draw. (8 minutes)

- Explain to pupils that they have to complete the paragraph about one of their parents, a family member or a friend and then draw a picture.

- Ask pupils to say what words they can use in the activity. Write them on the board.
- Pupils use the Hands up/down technique (see page 16) to express how they feel about the activity.
- Tell pupils that they can refer to Activity 1 for help.
- Pupils show their work to their partners, and using the Two stars and a wish technique (see page 16), assess each other's work.
- Now tell pupils to complete the Picture dictionary on page 71.

Extra activity Critical thinking

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place on page 60 in their Activity Books.

Extra practice


Lesson 8, part 2 — Extra practice 4

1 Find, circle and write.

I want to be a / an...

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

1 doctor
2 pilot
3 builder
4 fire fighter
5 teacher
6 chef
7 astronaut
8 artist
9 nurse
10 police officer

2 4.25 Listen and spell.

1 He goes to work by boat.
2 She goes to work by train.
3 He goes to work by motorbike.
4 She goes to work by car.

Go to Dictation on page 66. sixty-one 61

1 Find, circle and write. (5 minutes)

- Have the pupils say what jobs the pictures show.
- Have pupils work individually to complete the activity. Explain that they can look back to previous lessons to help them.

2 4.25 Listen and spell. (5 minutes)

- Ask pupils to say what they can see in the pictures.
- Play the audio for pupils to complete the sentences.

4.25

1 He goes to work by boat.
2 She goes to work by train.
3 He goes to work by motorbike.
4 She goes to work by car.

Extra activity Fast finishers

- Have pupils open their notebooks and ask them to make a word puzzle for the class. Photocopy the puzzle and give it to pupils as homework. Fast finishers check answers in the next lesson.

Dictation (5 minutes)

- Have pupils turn to page 66 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check answers as a class.

4.26

1 I want to be a doctor.
2 She goes to work by train.
3 My phone number is 123456708.

Finishing the lesson (4 minutes)

- Using the Summative and thought-provoking questions technique (see page 16), ask pupils if they are happy with their progress and ask if this unit has helped them learn how to express themselves better in English.

Extra activity Photocopiable 46

- Ask pupils to do photocopiable 46.

Get ready for ...

Lesson 9

Objectives

- **Lesson objectives:** to practise for the Pre A1 Starters Reading and Writing Parts 1 and 5, and Speaking Part 4
- **Target language:** unit vocabulary

Global Scale of English (GSE)

- **Speaking:** Can say what someone's job is, using familiar common job names (GSE 29).

Materials

- Unit 4 flashcards (jobs and transport)
- Unit 4 poster: Jobs
- notebooks
- strips of paper, twelve for each pair

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Starting the lesson (5 minutes)

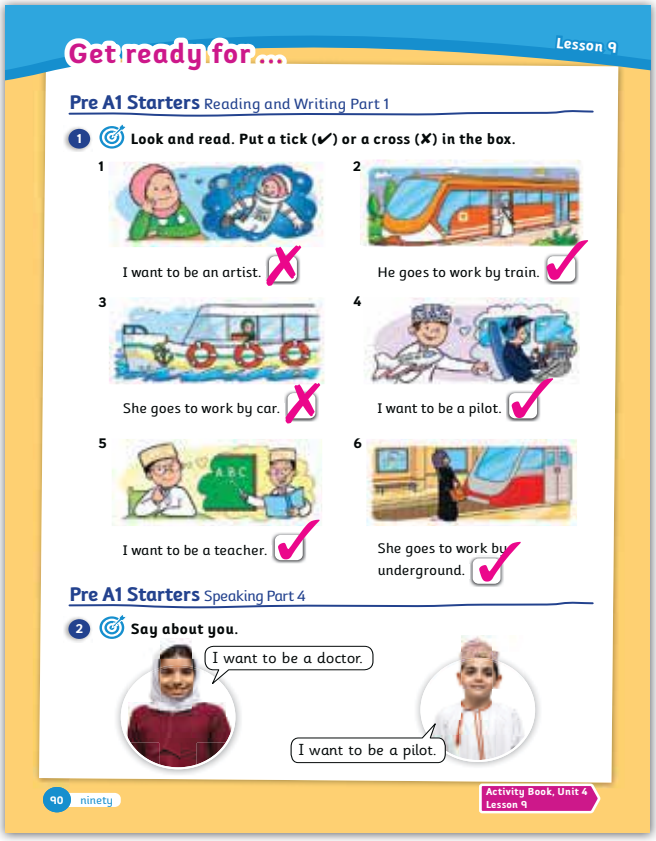
- Place pupils in pairs. Ask pupils to write eight words from Lesson 1 and all the new words from Lesson 3, one on each strip.
- Pupils mix up the strips and place them face down in two stacks of six in front of them.
- They each pick up a stack. They put a strip down and if they are from the same vocabulary group, they have to race to say *snap*, and snap it with their hands (see page 20 for *Snap!* rules).

Presentation (5 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Test in both the Class Book and Activity Book. They will also practise for the Starters Speaking Test.
- On the board, place the Unit 4 flashcards or poster and quickly revise the vocabulary from the unit.
- Then have pupils close their eyes and remove two cards. Have two pupils tell you which words are missing.
- Replace the cards and continue for a few more rounds.

Practice

Class Book



1 Look and read. Put a tick (✔) or a cross (✘) in the box. (10 minutes)

- Place pupils in pairs and have them describe each picture, mentioning forms of transport and jobs.
- Use the Lollipop stick technique (see page 15) to have pupils describe a picture of their choice aloud.
- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Monitor pupils as they work and gently correct where necessary.
- **Extension** Have pupils correct the wrong sentences.

Diversity

Support

- Point to each picture, elicit the job or the transport and read the sentence slowly for pupils to trace the words. Then ask *Tick or cross*? Continue with the activity.

Challenge

- Pupils write new, similar sentences for each picture. In pairs, pupils swap them and tick or cross.

2 **Say about you.** (5 minutes)

- Use the Lollipop stick technique (see page 15) to ask two pupils to read the sample dialogue.
- Bring pupils to the front of the class. They move around and do the activity with different partners.

Activity Book



Get ready for...

Lesson 9

Pre A1 Starters Reading and Writing Part 5

1 Look at the pictures and complete the sentences. Write the answers.

1 I want to be a firefighter.

2 He goes to work by motorbike.

3 I want to be an artist.

4 She goes to work by underground.

5 I want to be an astronaut.

62 sixty-two

1 **Look at the pictures and complete the sentences. Write the answers.** (10 minutes)

- Ask pupils to look closely at the picture and tell you what jobs and forms of transport they see.
- Explain the activity and ask pupils to use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Check answers as a class.
- Use the Lollipop stick technique (see page 15) to have pupils read the sentences.
- **Extension** Say incorrect sentences about each item for pupils to correct you.

Extra activity **Collaborative work**

- Place pupils in pairs and ask them to open their notebooks. Tell pupils they have to make a test for other groups with two different activities that focus on what they have learnt in this unit. Pupils make one activity per page.
- Remind pupils to make an answer key in their notebooks.
- Pupils swap tests with other pairs who have to complete the test and return it to the original pair to be marked.

Extra activity **Fast finishers**

- Have pupils make a list of their favourite sentences from the unit and illustrate them. Place work in their portfolios.

Extra activity **TPR**

- Have pupils stand at their desks. Tell pupils that they are photographers who constantly take photos. Explain that you will say different words from this unit as they photograph different things in the classroom. If, however, they hear a word from another unit, they have to stop taking photographs. If they don't, they have to hop on the spot four times.
- Start by saying words slowly and then build up speed to make the game much more fun.

Finishing the lesson (5 minutes)

- Have pupils look through each lesson and read a sentence from it to their partner.
- Ask pupils to work in pairs. Explain that they have to make a word cloud in their notebooks with the words and grammar they learnt in this unit. Tell pupils to make it as colourful as possible and to illustrate it if they like. Make a classroom display.
- Use the Summative and thought-provoking questions technique (see page 16) to ask how successful their learning is and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Ask pupils which activity from the unit they liked best and do it in class.

Shared reading **Unit 4**

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 18).

Unit 4 practice

- Pupils now complete the Unit 4 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

End-of-semester 1 practice

- Pupils now complete the End-of-semester 1 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

Fun corner

Lesson 10

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can say what someone's job is, using familiar common job names (GSE 29).
- **Reading:** Can identify key information in short, simple, factual texts (GSE 34).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 4 flashcards (jobs and transport)
- Unit 4 poster: Jobs
- a spinner for each group and three counters in one colour for each player

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (5 minutes)

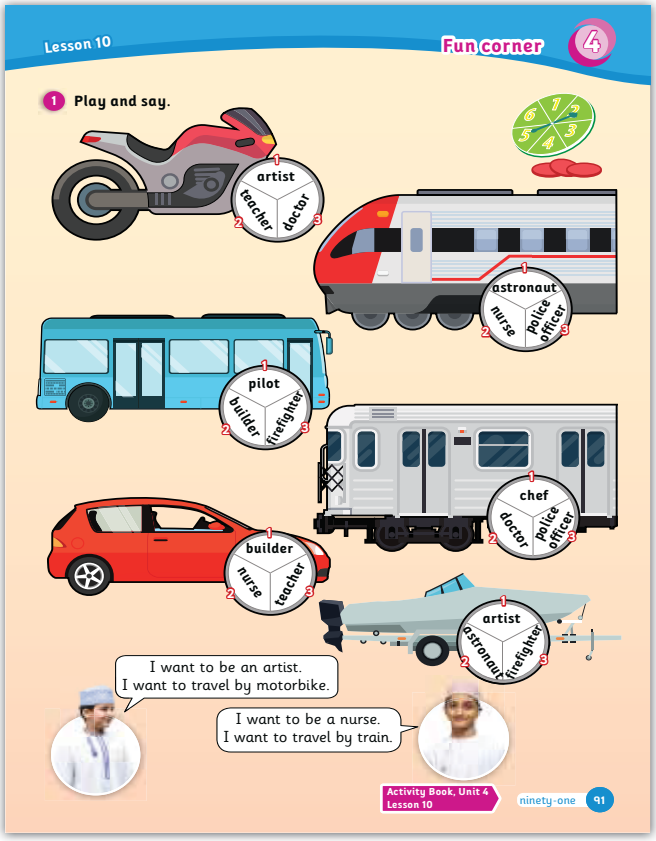
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 4 flashcards and poster as prompts.
- Using the Lollipop stick technique (see page 15), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (5 minutes)

- Using the Key question technique (see page 15), ask pupils if they liked the games they have played so far and why.
- Explain that in this lesson pupils will play a fun board game. Ask pupils to look at the game in the Class Book. Ask pupils what they think will happen in the game.

Practice

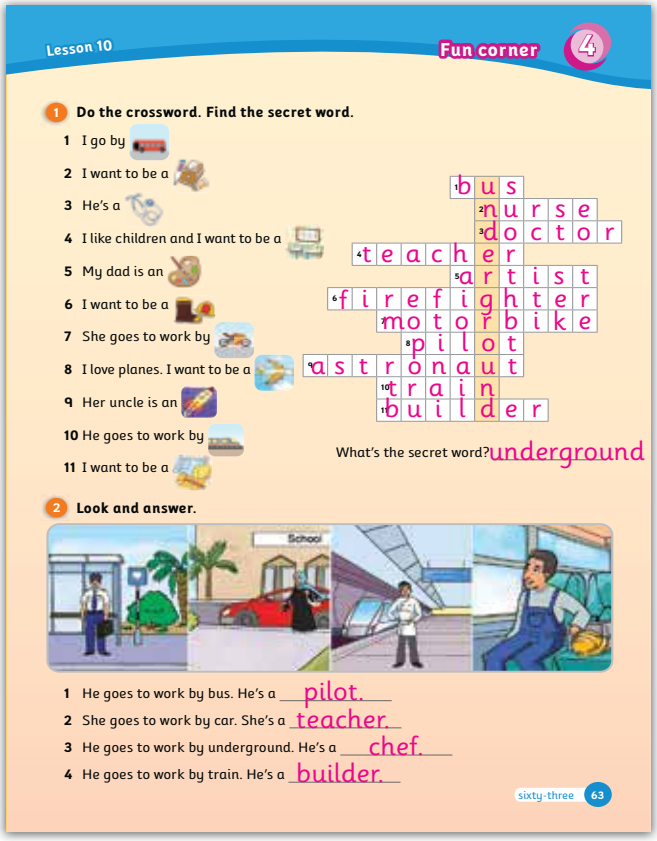
Class Book



1 Play and say. (15 minutes)

- Put pupils into groups of six.
- Explain the game to pupils. Each player needs three counters in one colour.
- Each player takes it in turns to choose a mode of transport and spin the jobs spinner. They then move forward by the number on the spinner. If it is more than 3, they move onto the next set.
- Then they say a sentence using the job they have landed on and the mode of transport in the image. The sentences always follow this structure: *I want to be a . . . I want to travel by . . . .*
- For example, if they spin a one and land on the first image, it shows a motorbike. The player says, *I want to be an artist. I want to travel by motorbike.*
- The winner is the first person to make a correct sentence for all six forms of transport.

Activity Book



Lesson 10 — Fun corner 4

1 **Do the crossword. Find the secret word.**

1 I go by
2 I want to be a
3 He's a
4 I like children and I want to be a
5 My dad is an
6 I want to be a
7 She goes to work by
8 I love planes. I want to be a
9 Her uncle is an
10 He goes to work by
11 I want to be a

bus
nurse
doctor
teacher
artist
firefighter
motorbike
pilot
astronaut
train
builder

What's the secret word? underground

2 **Look and answer.**

1 He goes to work by bus. He's a pilot.
2 She goes to work by car. She's a teacher.
3 He goes to work by underground. He's a chef.
4 He goes to work by train. He's a builder.

sixty-three 63

1 **Do the crossword. Find the secret word.** (5 minutes)

- Pupils complete the activity in pairs, using the picture clues to complete the crossword.
- Check their answers. Have they found the secret word?

2 **Look and answer.** (5 minutes)

- Pupils look at the picture and use the clues to decide on the person's job.
- Pupils complete the sentences in pairs. Go round and help any pupils who find this difficult.
- Praise pupils who work out the correct questions and answers.
- Check their answers.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today. Did they enjoy the Fun corner?

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 4
- **Target language:** *All the children are wearing the clothes for their favourite jobs. I want to be a chef. We can go by bus. The boat doesn't go.*
- **Phonics:** *ea*
- **Vocabulary:** *board, get on, get to, special clothes, wait*

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). Can understand information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can say what someone's job is, using familiar common job names (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can follow while reading (GSE 26). Can identify people in the immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).

Learning outcomes

- **Listening:** Recognise key information about jobs; Identify characters, actions in a story; Identify core vocabulary; Recognise key information about events.
- **Speaking:** Pronounce words and sentences using correct stress, rhythm and intonation; Use basic language structures when speaking; Retell stories using a range of familiar words, set phrases and set expressions; Ask and answer questions on familiar topics; Act out part of a picture story using simple actions and words.
- **Reading:** Read frequently encountered words with ease; Read and identify familiar words, set phrases in short, simple texts and stories; Read and retell information in factual reading texts.
- **Cognitive skills:** Ask and answer simple questions; Participate in activities that involve taking on the role of familiar people.

Materials

- Unit 4 flashcards (jobs)
- Unit 4 poster: Jobs
- The Big Book Unit 4
- photocopiables R7 and R8

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson (5 minutes)

- Explain that the next story is about favourite jobs. Brainstorm all the names of jobs that pupils know and write these on the board. Use the Unit 4 flashcards or poster to help if necessary.

Presentation (5 minutes)

- Look at page 92 with the class. Ask pupils what they can see. Read the story title *It's Jobs Day* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 4 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for some of the words in the story: *special clothes, the (school) board, get on (a bus), get to (a place).* Check that pupils understand these words.
- Ask pupils if they can name any special clothes that people wear in the jobs.

During reading (15 minutes)

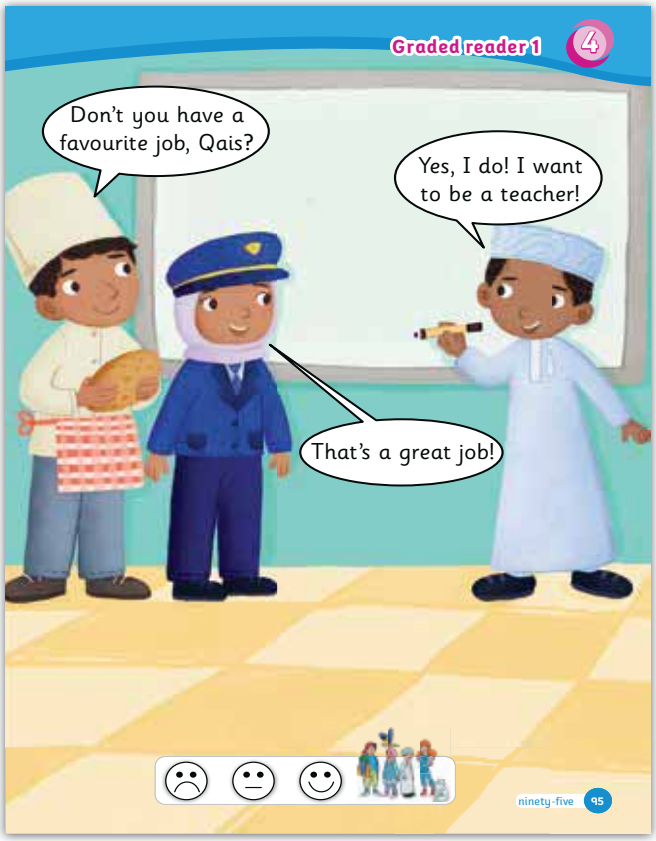
Class Book



It's Jobs Day at school. All the children are wearing special clothes. They are wearing the clothes for their favourite jobs.

92 ninety-two







- Begin reading the story to the pupils. As before, look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 92 to the pupils, ask *Why are the children wearing special clothes? (It's Jobs Day at school.); Are they wearing clothes for their favourite jobs? (Yes.); What jobs do you think these are? (Astronaut, firefighter, doctor.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 93: *Who is wearing a white hat and a white jacket? (Hamed.); What has he got? (Some bread.); What is Noora wearing? (A blue hat and a blue jacket.); What do they ask? (What's my favourite job?)*
- Ask pupils if they can answer the questions. They can check on the next page.

- Continue reading the story. Ask if their answers were correct. Ask questions at the end of page 94: *What does Noora want to be? (A pilot.)*; *Does Hamed want to be a pilot? (No, he wants to be a chef.)*; *Where is Qais? (Next to the board.)*; *Is he wearing special clothes? (No.)*
- Ask pupils if they can guess what job he wants to be.
- Continue reading the story. Ask questions at the end of page 95. Were their guesses right: *What does Qais want to be? (He wants to be a teacher.); Is it a great job? (Yes.)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify any tricky words in the sentences and circle these words (*want*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spellings on the board: *ea*.
- Ask pupils to find words in the story that contain these spellings (*wearing, bread, teacher*). Remind them that the *ea* sound is not always the same. Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option A

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *It's Jobs Day*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.
- Say a sentence from a speech bubble. Pupils say who said it, Noora, Hamed or Qais.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go round and offer help as they do this.
- Now divide the class into groups of four (Noora, Hamed, Qais, teacher). Explain that they are going to act out the story. Ask pupils to choose a part to play, or you can allocate roles. Explain that the teacher will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- For details of acting out stories, see page 18. Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak: putting on clothes, flying like a plane, holding bread, drawing on the board, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R7**

- Ask pupils to do photocopiable R7.

Finishing the lesson (5 minutes)

- Ask pupils 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 read the words and whether they had a good understanding of the plot.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 4. Write *ea* on the board and remind pupils of the two ways of saying the letter sounds, either short (as in *bread*) or long (as in *read*). Ask pupils to say as many words as they can with these sounds.

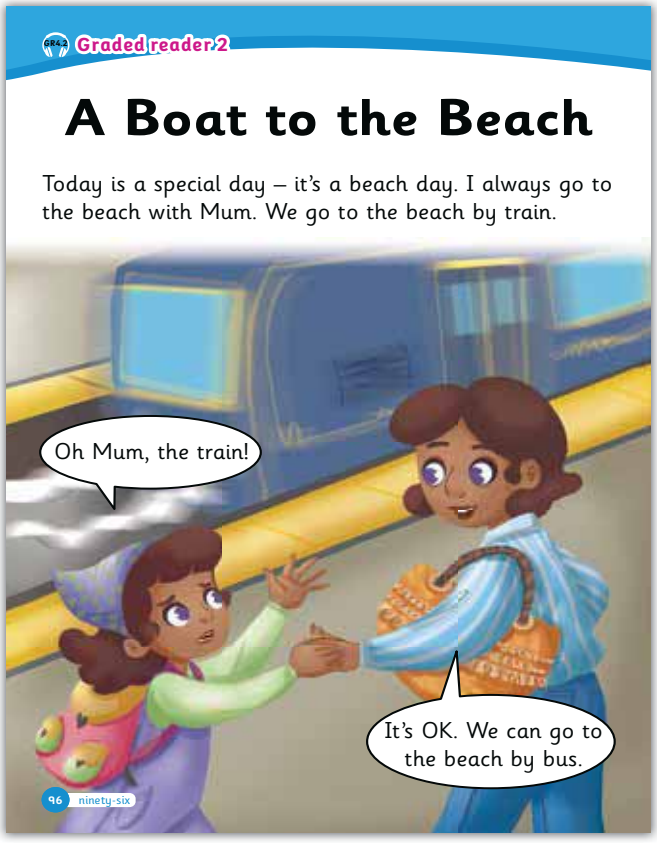
Presentation (5 minutes)

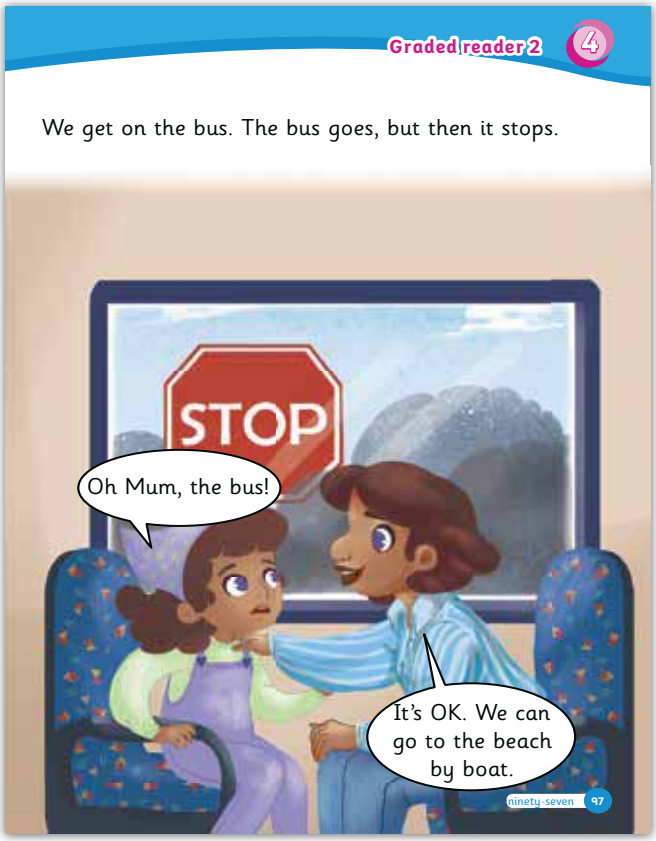
- Look at page 96 with the class. Ask pupils what they can see. Read the story title *A Boat to the Beach* and ask pupils what they think the story will be about.
- Explain that pupils will participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 4 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Present the words *get on, wait, go* (as in move), *get to,* and revise *the weather is sunny.*
- Encourage pupils to do some speed reading while you point to each word.

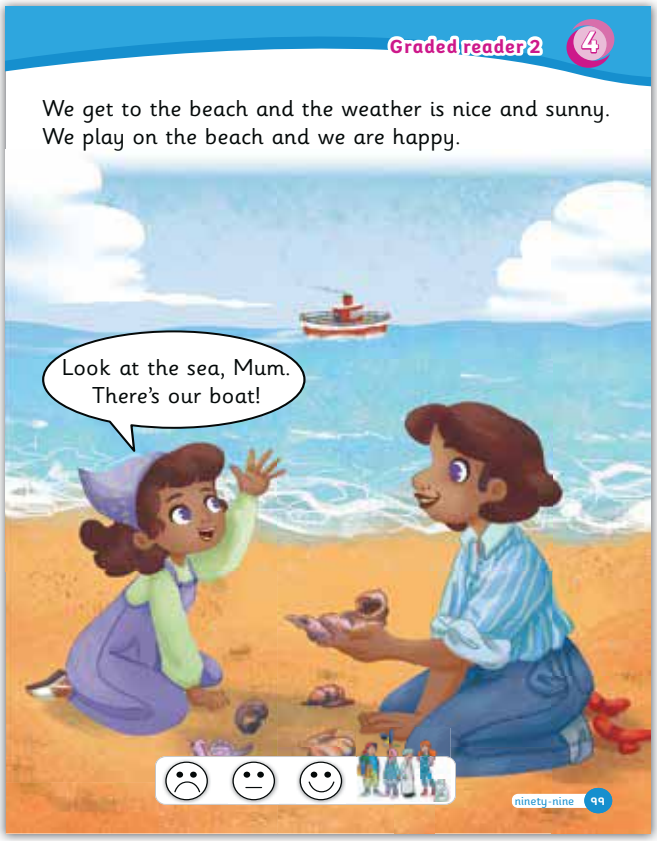
During reading (15 minutes)







Graded readers 1 and 2



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next.
- After reading page 96, ask: *Why is it a special day? (It's a beach day.); Who does the girl go with? (She goes with her mum.); How do they go to the beach? (They always go by train.); Do they go by train today? (No.); Why?* (Pupils explain that the train is leaving the station.); *What does Mum say? (It's OK. We can go to the beach by bus.)* Ask pupils to predict what happens next.
- Continue reading the story. Ask questions at the end of page 97. Were their predictions correct? *Do they get on the bus? (Yes.); What happens? (The bus goes, but then it stops.); What does Mum say? (It's OK. We can go to the beach by boat.)* Ask pupils to predict what happens next.
- Continue reading the story. Ask questions at the end of page 98. Were their predictions correct? Then ask, *Do they get on a boat? (Yes.); Does the boat go? (No.); What do they do? (They wait and wait.); Then does the boat go? (Yes.); What do they look at? (The sea.); Does the boat go slowly? (No, it goes fast.);* Ask pupils to predict what happens next.
- Continue reading the story. Ask questions at the end of page 99. Were their predictions correct? Then ask, *Do they get to the beach? (Yes.); What is the weather? (It's nice and sunny.); Do they look at the sea? (Yes.); What do they see? (The boat.)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify any tricky words in the sentences and circle these words (*go/goes, doesn't, our*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spellings on the board: *ea*.
- Ask pupils to find words in the story that contain these spellings (*beach, weather, sea*).
- Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option B

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *A Boat to the Beach*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.
- Say one of the speech bubbles. Pupils say who said it, the girl or Mum.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go round and offer help as they do this.
- Now divide the class into groups of three (girl, Mum, teacher). Explain that they are going to act out the story. Ask pupils to choose a part to play, or you can allocate roles. Explain that the teacher will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- For details of acting out stories, see page 18. Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak: walking into the station, getting on the bus, waiting on the boat, playing on the beach, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R8**

- Ask pupils to do photocopiable R8.

Finishing the lesson (5 minutes)

- Ask pupils 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 read the words and whether they had a good understanding of the plot.
- Ask pupils if they like to go to the beach and if so, how they travel there.
- Ask pupils to name their favourite form of transport.

Unit 4 Big Book

- You can use the Big Book to read the two stories with the pupils again.

Look, read and say.

- When you have read *It's Job Day*, ask pupils to look at the Big Book page 8.
- Pupils read the four gapped sentences and choose the correct words to complete them.

Answers

a jobs **b** jacket **c** clothes **d** teacher

Look and match.

- When you have read *A Boat to the Beach*, ask pupils to look at the Big Book page 14.
- Pupils look at and match the four picture halves.
- Encourage pupils to say what is happening in each picture as they answer.

Answers

1d 2c 3b 4a

Look and choose.

- Now ask pupils to look at page 15. This checks the language and tricky words in the two stories.
- Pupils read the sentences and complete them with the correct words.

Answers

a want **b** chef **c** by **d** goes

Learning club 2

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about the seasons
- **Target language:** *autumn, winter, spring, summer*

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences about the seasons, if supported by pictures (GSE 25).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- Learning club 2 flashcards (seasons)
- Learning club 2 poster: Months and seasons
- card, enough for each pupil
- the alphabet on scrunched up papers
- a bag or a box
- scissors, glue and coloured pencils
- magazine cut-outs showing clothes, weather, activities for all seasons, enough for all pupils
- Language booster 2 stickers (page 123)
- notebooks

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios

Lesson 1, part 1

Starting the lesson (5 minutes)

- On small pieces of paper, write a letter of the alphabet and scrunch it up. Do not use the letter X. Place all the scrunched up pieces of paper in a bag or a box.
- Write the names of all the pupils on the board and have the class form a circle or stand at their desks.
- Pass the box around for each pupil to choose a scrunched up ball. They have to open it and say as many words that begin with that letter as they can. Pupils get a point for each word.
- Count up points after two sessions to decide on a winner.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about the seasons. Ask pupils what they know about the seasons and write them on the board.
- Place the Learning club 2 flashcards and poster on the board. Point to each picture and say the word. Pupils repeat after you.

Practice

Class Book



1 LC2.1 & LC2.2 Listen and stick. Then listen and say. (5 minutes)

- Play track LC2.1. Pause after each word. Pupils listen and stick the pictures that go with that season in the correct place. Check answers as a class.
- Play track LC2.2. Have pupils listen and repeat.
- Point to a season and use the Lollipop stick technique (see page 15) to have pupils tell you what it is.
- **Extension** Place pupils in pairs and have one point to a season for their partner to read the word.

LC2.1

winter	summer
spring	autumn

LC2.2

There is snow. The children are wearing hats and coats.
There are butterflies. This boy likes the flowers.
It's hot. People go to the beach.
It's windy. The trees are brown.

Diversity

Support

- Ask pupils to open their notebooks. In pairs, each one chooses two of the seasons. They write down one word that describes that season on the sheet.
- In pairs, pupils point to a word on their paper for their partner to read. Pupils swap roles. Repeat for all their words.

Challenge

- Have pupils write a new sentence to describe each season.

Extra activity Communication

- Ask pupils to think of their favourite season, write its name and three reasons why they like it. They illustrate it, too.
- In groups, pupils share their ideas. Pupils then place their work in their portfolios.

2 LC2.3 & LC2.4 Listen and sing. (5 minutes)

- On the board, write the four seasons in a row.
- Use the Lollipop stick technique (see page 15) to bring pupils to the board and write a describing word under each season (e.g. winter: cold).
- Ask pupils to look at the pictures around the song and tell you what they see.
- Have pupils read the song and tell you the new words.
- Play the song for pupils to listen. When they hear a new vocabulary word, they clap.
- A karaoke version of the song is available (track LC2.4).

LC2.3

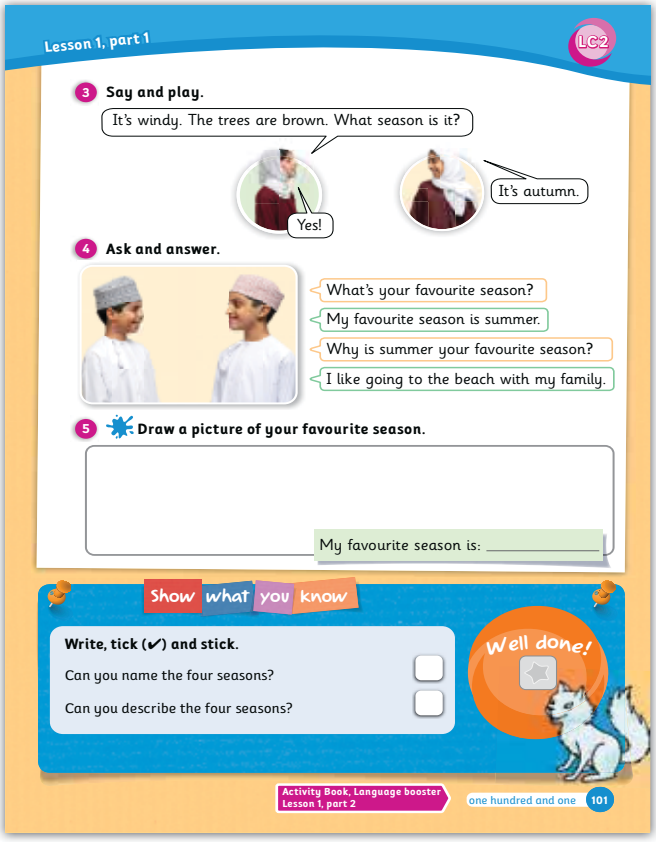
Seasons, seasons.
There are four.
Clap three times.
Then clap once more.

Winter is cold,
Summer has sun,
Autumn is windy,
Spring is lots of fun.

Seasons, seasons.
There are four.
Clap three times.
Then clap once more.

Extra activity TPR

- Ask pupils to take a page out of their notebooks and have them cut the paper in half. On one sheet, ask them to write their favourite season. On the other, their least favourite season.
- Say a season and pupils who have this season as their favourite stand up. Pupils who have this season as their least favourite clap their hands.



3 Say and play. (5 minutes)

- Explain to pupils that they have to ask the question and say two sentences that describe a season for their partners to guess which season it is.
- Model with volunteer pupils and then have pupils work in pairs.

4 Ask and answer. (5 minutes)

- Using the Lollipop stick technique (see page 15), have two pupils read the dialogue.
- Pupils ask and answer the questions about their own favourite seasons in pairs.

5 Draw a picture of your favourite season. (5 minutes)

- Pupils draw a picture of their favourite season and write its name on the line.
- Have volunteer pupils share their work with the class.

Learning club 2

Show what you know **Write, tick (✔) and stick.** (5 minutes)

- Ask pupils what they think of the lesson and what they have learnt. Ask the pupils to complete the activity and share their answers with their partners.
- Praise pupils and tell them to add the relevant sticker from their sticker sheet in the Class Book (page 123).

Finishing the lesson (3 minutes)

- Ask pupils if they can name any important events or celebrations that happen during the year, and say which season they happen in. Ask them to say why they are important. Explain that you will move on to look at some important months in the next lesson.

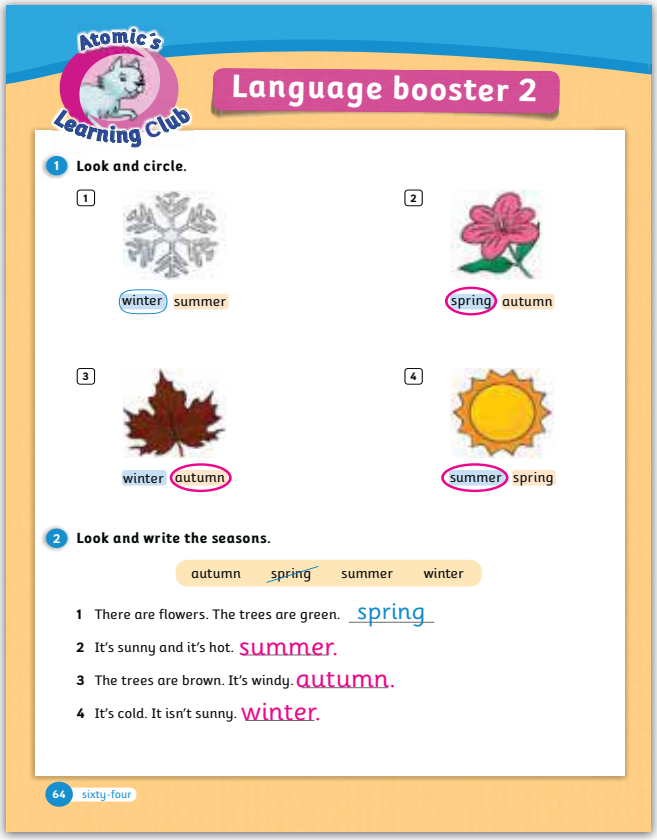
Lesson 1, part 2

Starting the lesson (5 minutes)

- Say the name of a season, for example summer. Pupils say the seasons before or after it.
- Repeat for each season. They can refer to the Learning club 2 flashcards if necessary.

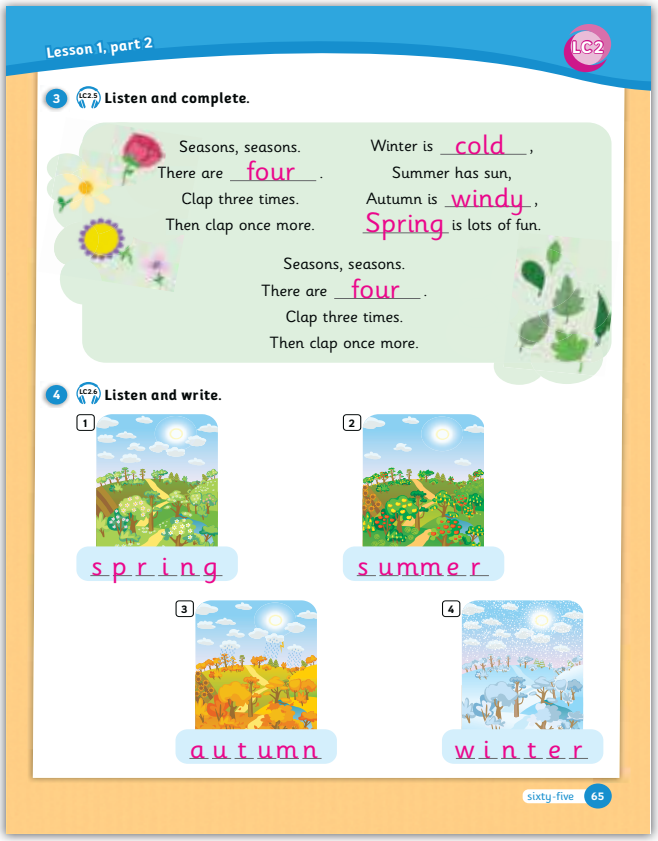
Practice

Activity Book



1 Look and circle. (5 minutes)

- Ask pupils to say what season they see in each image. Pupils complete the activity in pairs.


Lesson 1, part 2

3 Listen and complete.

Seasons, seasons.
There are four.
Clap three times.
Then clap once more.

Winter is cold,
Summer has sun,
Autumn is windy,
Spring is lots of fun.

Seasons, seasons.
There are four.
Clap three times.
Then clap once more.

4 Listen and write.

1 spring
2 summer
3 autumn
4 winter

sixty-five 65

2 Look and write the seasons. (5 minutes)

- Read a sentence and ask pupils to say the season.
- Ask pupils to complete the activity in pairs. Check answers as a class.

3 LC2.5 Listen and complete. (10 minutes)

- Ask pupils to read the text and guess what the words might be. Play the audio for pupils to complete the activity.
- Have pupils chant as a class and clap along.

LC2.5

Seasons, seasons.
There are four.
Clap three times.
Then clap once more.

Winter is cold,
Summer has sun,
Autumn is windy,
Spring is lots of fun.

Seasons, seasons.
There are four.
Clap three times.
Then clap once more.

4 LC2.6 Listen and write. (5 minutes)

- Ask pupils if they can guess the seasons from the pictures.
- Pupils then listen and write the seasons.
- Check answers as a class.

LC2.6

1 spring
2 summer
3 autumn
4 winter

Finishing the lesson (10 minutes)

- Place pupils in pairs. Give each pair different magazine cut-outs and some card.
- Tell pupils they are going to make a collage of the four seasons.
- Have them divide the paper into four sections. Pupils write the season in each box, and glue or draw different pictures associated with it.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about their learning today.

Learning club 2

CLIL: Social Studies
Lesson 2, parts 1 and 2

Objectives

- **Lesson aims:** to learn the months; to talk about important months; to make a graph of pupils' birthdays
- **Target language:** *January, February, March, April, May, June, July, August, September, October, November, December*; *When is Jasim's birthday? It's in June.*

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Listening:** Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 22). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can ask simple questions about times and events (GSE 33).

Materials

- Learning club 2 poster: Months of the year and seasons
- Learning club 2 flashcards (*spring, summer, autumn, winter*)
- notebooks
- photocopiable 42

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: portfolios; Summative and thought-provoking questions technique (see page 16)

Lesson 2, part 1

Starting the lesson (5 minutes)

- Ask pupils to say what their favourite season is and why.

Presentation (10 minutes)

- Show pupils the Learning club 2 poster and go through the months and seasons. Point to each picture and read the word aloud for pupils. Repeat with the flashcards.
- Then ask volunteer pupils to name the months aloud in order to the class.
- Explain to pupils that they will learn about special days in this lesson. Ask the pupils what special days they celebrate and when.

Culture notes

- There are many important events in the Islamic year. The events here are those which generally have a fixed date, but encourage pupils to name other events that they know of during the lesson.

Class Book



1 Think LC2.7 Look, listen and say. (15 minutes)

- Ask the pupils to look at the pictures and say if they know what they celebrate.
- Play the audio for pupils to read along to.
- Ask what seasons these events fall in and different things pupils do during these celebrations.
- Ask pupils to say what their favourite celebration is.

LC2.7

January, February, March, April, May, June, July, August, September, October, November, December

Diversity

Support

- Play the audio with pauses for pupils to repeat slowly. In pairs, have pupils read alternate months with their partner.

Challenge

- In groups, pupils take turns to read the list. They clap to represent the syllables in the months (e.g. three claps for September and so on).

Finishing the lesson (10 minutes)

- Say the name of a month. Pupils point to the month on the Learning club 2 poster.
- Now point to a month. Pupils name the month.
- Finally, ask pupils to name the 12 months in sequence.

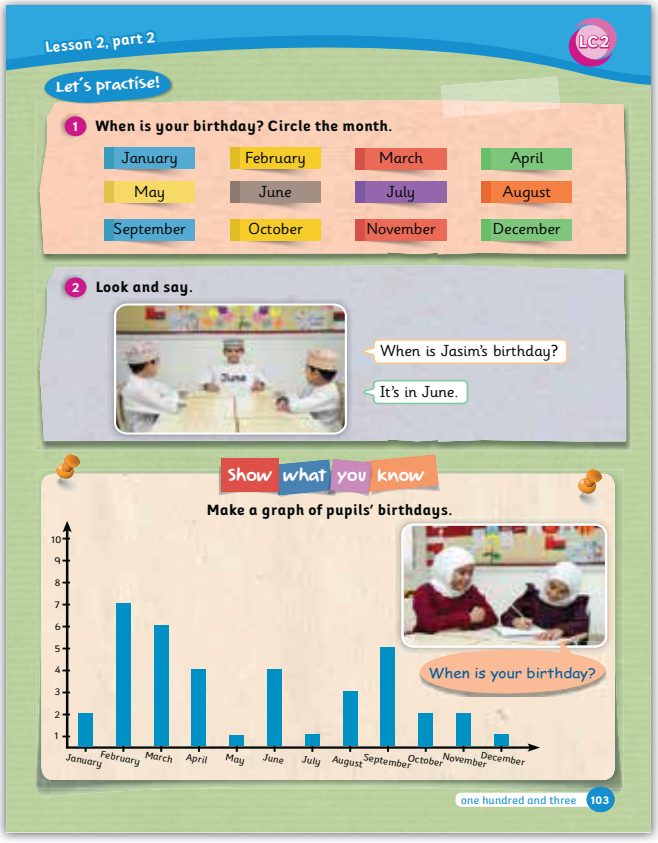
Lesson 2, part 2

Starting the lesson (5 minutes)

- Ask pupils to say what their favourite month is and why. Encourage them to name events that are in this month.

Practice

Class Book



1 When is your birthday? Circle the month. (5 minutes)

- Ask the pupils to say when their birthday is and to circle the month. Ask what season their birthdays are in and if they are during or near any special national holidays.
- Ask pupils what they like about their birthdays and how they celebrate them. Ask how they feel when they celebrate their birthdays. Use the Lollipop stick technique (see page 15) to elicit the answers.
- **Extension** Ask if they celebrate their parents' and grandparents' birthdays. If so, when are they and what do they do? Use the Lollipop stick technique (see page 15) to elicit the answers.

2 Look and say. (5 minutes)

- Ask pupils to open their notebooks and write in big letters the month of their birthday.
- Then ask them to work in groups of three. They look at their partners' notebooks. They take it in turns to say when their partners have birthdays.

Show what you know Make a graph of pupils' birthdays. (20 minutes)

- Have pupils form small groups.
- Tell them to ask each other when their birthdays are. Explain that they have to keep notes in their notebooks.
- Then have pupils draw a bar chart in their notebooks or on a piece of paper. Explain that they should copy the one in the Class Book (but without the blue bars).
- Pupils use their answers to plot the chart.
- They then show their results to other groups. Pupils can place their work in their portfolios.
- **Extension** Do a class survey on the most popular birth month. Write the months on the board. Ask each pupil to name the month of their birthday and tick the relevant month on the board.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to discuss with pupils what they liked about today's lesson and what they didn't like.

Extra activity Photocopiable 42

- Ask pupils to do photocopiable 42.

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Practice Sheets

Unit practice A

End of Semester 1 practice

Name: _____ Time allowed: 40 minutes

Class: _____ Total _____ / 60 marks

Reading and Writing

Task 1 Read and circle. _____ / 10

1 I do play karate.

2 I watch listen to music.

3 She does plays homework.

4 He does plays video games.

5 I don't have go art lessons.

6 I go to do school.

7 They're wear wearing baseball caps.

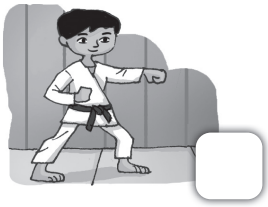
8 He go goes to work by motorbike.

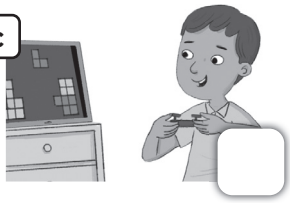
9 I want to be be a doctor.

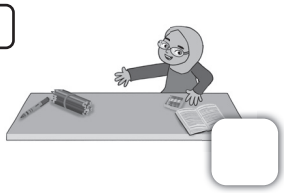
10 She 's 'm wearing a hijab.

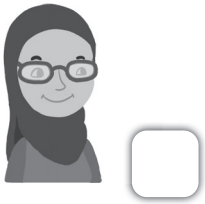
Task 2 Look at Task 1 again and match. Write the number. _____ / 10

a 

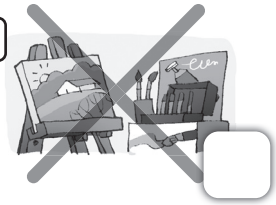
b 

c 

d 

e 

f 

g 

h 

i 

j 

Task 3 Read and match. _____ / 5

1 When do you get up?

2 Does she play basketball on Saturdays?

3 When do you go to bed?

4 What time is it?

5 Can I help you?

a No, she doesn't.

b Yes, please. How much is this shirt?

c I get up in the morning.

d It's six o'clock.

e I go to bed in the evening.

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Task 4 Read and write *Manar* or *Zaid*. ____ / 5



I get up at 6.30 in the morning. I have breakfast at 7.00 and I go to school at 8.00. On Mondays, in the afternoon, I play basketball. On Tuesdays and Thursdays, I don't play basketball. I do homework in the afternoon. On Wednesdays, I read books in the afternoon.



I get up at 7.00 in the morning. I have breakfast and then I go to school. On Mondays, in the afternoon, I play tennis. On Tuesdays,in the afternoon, I watch TV and play video games. I do homework on Wednesdays.

1 I get up at 7.00. _____

2 I play basketball on Mondays in the afternoon. _____

3 I don't do homework on Tuesdays. _____

4 I don't do homework on Wednesdays. _____

5 On Tuesdays, I play video games. _____

Task 5 Look and write the sentences. ____ / 10

1 glasses Their white are

_____

2 jeans wearing He's

_____

3 an to be I want astronaut

_____

4 backpack Your black is

_____

5 They're coats wearing

_____

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Listening

Task 6 ES.1 Listen, look and circle. ____ / 5

1  12 13

2  11 12

3  15 17

4  12 19

5  15 16

Task 7 ES.2 Listen, read and circle. ____ / 5

1 Hamed rides a bike on Mondays. True False

2 He doesn't read books. True False

3 He roller skates on Fridays. True False

4 He doesn't do his homework on Sundays. True False

5 He plays basketball. True False



Task 8 ES.3 Listen, read and circle. ____ / 5

1 My name's …	a Azza	b Ruba
2 I'm … years old.	a twelve	b eleven
3 I'm wearing a … shirt.	a blue	b red
4 I … in the morning.	a have art lessons	b play tennis
5 It's half past … in the morning.	a seven	b nine

Speaking

Task 9 Look and listen to your teacher. Answer the questions. ____ / 5

When do you have lunch?

When do you have art lessons?

Does your friend play tennis on Sundays?

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End of Semester 1 practice

Name: _____ Time allowed: 40 minutes

Class: _____ Total _____ / 60 marks

Unit practice **B**

Reading and Writing

Task 1 Read and complete. _____ / 10

1 I _____ karate.

2 I _____ to music.

3 He _____ homework.

4 He _____ video games.

5 I don't _____ art lessons.

6 I _____ to school.

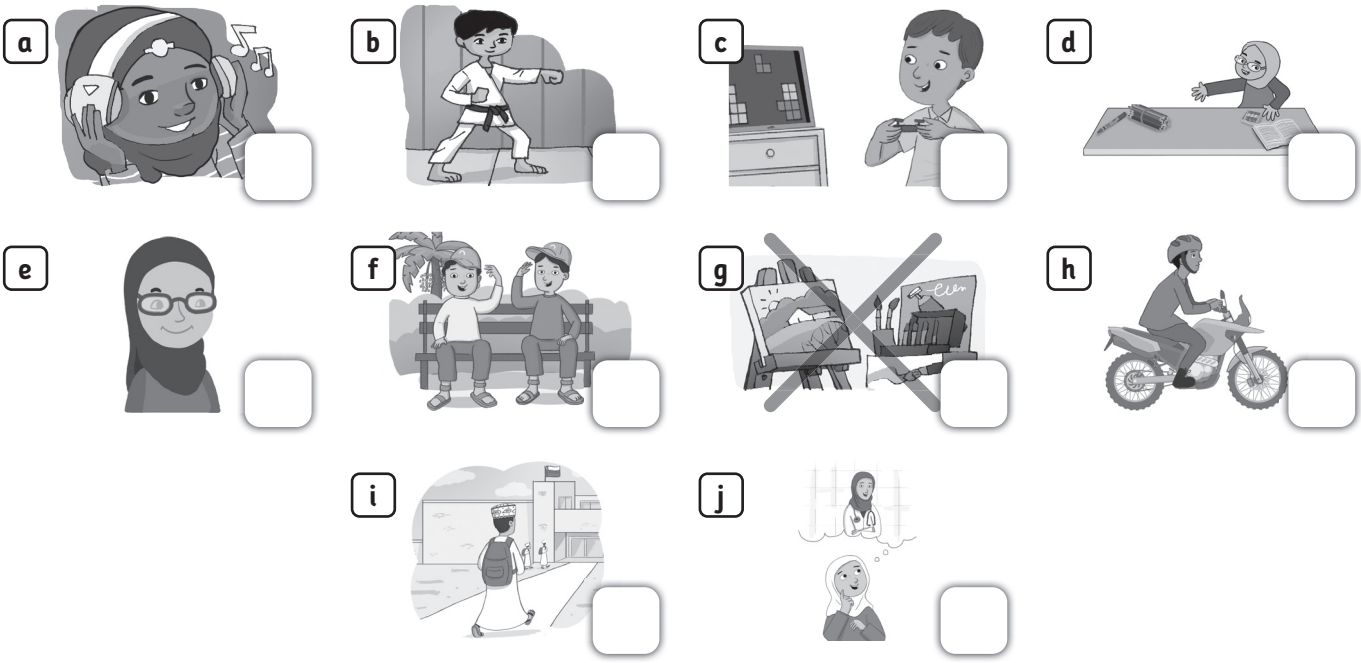
7 They're _____ baseball caps.

8 He _____ to work by motorbike.

9 I want _____ a doctor.

10 She _____ a hijab.

Task 2 Look at Task 1 again and match. Write the number. _____ / 10



Task 3 Read and match. _____ / 5

1 When do you get up?

2 Does she play basketball on Saturdays?

3 When do you go to bed?

4 What time is it?

5 Can I help you?

a No, she doesn't.

b Yes, please. How much is this tracksuit?

c At seven o'clock in the morning.

d It's half past six.

e In the evening.

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Task 4 Read and write. ____ / 10



I get up at 6.30 in the morning. I have breakfast at 7.00 and I go to school at 8.00. On Mondays, in the afternoon, I play basketball. On Tuesdays and Thursdays, I do homework in the afternoon. On Wednesdays, I read books in the afternoon.



I get up at 7.00 in the morning. I have breakfast and then I go to school. On Mondays, in the afternoon, I play tennis. On Tuesdays, in the afternoon, I watch TV and play video games. I do homework on Wednesdays.

Manar

1 What time do you get up in the morning? _____

2 When do you do homework? _____

3 When do you read books? _____

Zaid

4 When do you do homework? _____

5 When do you play tennis? _____

Task 5 Look, read and circle. Then write. ____ / 5

tracksuits backpack baseball caps coat handbag

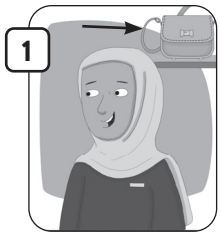
1 This is her their _____.

2 She's He's wearing a _____.

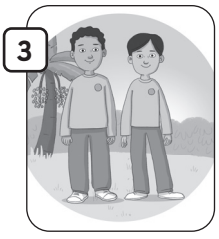
3 They're She's wearing _____.

4 This is our his _____.

5 We're He's wearing _____.











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Listening

Task 6 ES.1 **Listen, look and write the number.** ____ / 5

1  _____

2  _____

3  _____

4  _____

5  _____

Task 7 ES.2 **Listen, read and write.** ____ / 5



1 Hamed rides a bike on _____.
2 He reads books in _____.
3 He roller skates on _____ and Fridays.
4 He does his _____ on Wednesdays, Thursdays and Sundays.
5 On Saturdays, he _____.

Task 8 ES.3 **Listen, read and circle.** ____ / 5

1 My name's …	**a** Azza	**b** Ruba	**c** Rasha
2 I'm … years old.	**a** twelve	**b** eleven	**c** ten
3 I'm wearing a … shirt.	**a** blue	**b** red	**c** green
4 I … in the morning.	**a** have art lessons	**b** read books	**c** play tennis
5 It's half past … in the morning.	**a** eight	**b** nine	**c** seven

Speaking

Task 9 **Look and listen to your teacher. Answer the questions.** ____ / 5

When do you have lunch?

When do you have art lessons?

Does your friend play tennis on Sundays?

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End of Semester 1 practice

Answer key

Reading and Writing A

1 **1** do **2** listen to **3** does **4** plays **5** have **6** go to **7** wearing **8** goes **9** to be **10** 's

2 **a** 2 **b** 1 **c** 4 **d** 3 **e** 10 **f** 7 **g** 5 **h** 8 **i** 6 **j** 9

3 **1** c **2** a **3** e **4** d **5** b

4 **1** Zaid **2** Manar **3** Zaid **4** Manar **5** Zaid

5 **1** Their glasses are white. **2** He's wearing jeans. **3** I want to be an astronaut. **4** Your backpack is black. **5** They're wearing coats.

Reading and Writing B

1 **1** do **2** listen **3** does **4** plays **5** have **6** go **7** wearing **8** goes **9** to be **10** 's wearing

2 **a** 2 **b** 1 **c** 4 **d** 3 **e** 10 **f** 7 **g** 5 **h** 8 **i** 6 **j** 9

3 **1** c **2** a **3** e **4** d **5** b

4 **1** I get up at half past six. **2** I do homework on Tuesdays and Thursdays. **3** I read books on Wednesdays in the afternoon. **4** I do homework on Wednesdays. **5** I play tennis on Mondays in the afternoon.

5 **1** her handbag **2** She's, coat **3** They're, tracksuits **4** his backpack **5** We're, baseball caps

Listening A

6 **1** 13 **2** 11 **3** 17 **4** 12 **5** 15

7 **1** True **2** False **3** True **4** False **5** True

8 **1** a **2** b **3** b **4** a **5** a

Listening B

6 **1** thirteen/13 **2** eleven/11 **3** seventeen/17 **4** twelve/12 **5** fifteen/15

7 **1** on Mondays **2** the evening **3** Tuesdays **4** homework **5** plays basketball

8 **1** a **2** b **3** b **4** a **5** c

Audioscript

ES.1 Task 6

1 **Girl:** How many crayons can you see?
Boy: I can see thirteen crayons.

2 **Girl:** How many erasers can you see?
Boy: I can see eleven erasers.

3 **Girl:** How many planes can you see?
Boy: I can see seventeen planes.

4 **Girl:** How many kites can you see?
Boy: I can see twelve kites.

5 **Girl:** How many rulers can you see?
Boy: I can see fifteen rulers.

ES.2 Task 7

Boy: On Mondays, I ride a bike in the afternoon. In the evening, I read books. I roller skate on Tuesdays and Fridays. I do my homework on Wednesdays, Thursdays and Sundays. On Saturdays, I play basketball.

ES.3 Task 8

Girl: Hi! My name's Azza. That's A-Z-Z-A, Azza. I'm eleven years old. I'm wearing a red shirt. I have art lessons in the morning. I want to be an artist. I go to school at half past seven in the morning.

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Use the rating scale below for Tasks 4 and 5:

WRITING RATING SCALE		
5	**10**	• Word order and spelling are consistently correct. • Use of capital letters, full stops and question marks is very accurate. • Handwriting is very clear.
4	**8**	• Word order and spelling are usually correct. • Use of capital letters, full stops and question marks is mostly accurate. • Handwriting is usually clear.
3	**6**	• Word order and spelling are reasonably correct. • Use of capital letters, full stops and question marks is sometimes inaccurate. • Handwriting is reasonably clear.
2	**4**	• Word order and spelling are often incorrect. • Use of capital letters, full stops and question marks is often inaccurate. • Handwriting is often unclear.
1	**2**	• Word order and spelling are almost always incorrect. • Use of capital letters, full stops and question marks is almost always inaccurate. • Handwriting is always unclear.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Allocate one minute per pupil. Allow one minute between each pupil for assessment based on the speaking rating scale.

Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.

Then ask three or four of the questions here which you will assess.

Using the rating scale below, determine the scale out of 5 for the pupils' answers.

Accept short answers as long as they are appropriate. In the suggested answers, the words in brackets are optional. More advanced pupils will offer longer, more extended answers.

Suggested warm-up questions:

Examiner: What's your name?
Suggested answer: (My name's / I'm) Saeed.
Examiner: This is a [point to a ruler].
Suggested answer: (This is) a ruler.
Examiner: These are [point to trainers].
Suggested answer: (These are) trainers.
Examiner: How many backpacks can you see?
Suggested answer: (I can see) fifteen backpacks.

Suggested questions

Examiner: When do you have lunch?
Suggested answer: (I have lunch) at (two o'clock) / in the (afternoon).
Examiner: When do you (have art lessons)?
Suggested answer: (I have art lessons) in the (afternoon).
Examiner: Does your (friend) (play tennis) on (Sundays)?
Suggested answer: Yes, (he/she) does. / No, (he/she) doesn't.
Examiner: Does your (mum) (read books) in the (evening)?
Suggested answer: Yes, (he/she) does. / No, (he/she) doesn't.
Examiner: When is your birthday?
Suggested answer: It's in (September).

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SPEAKING RATING SCALE		
	Vocabulary/grammar and pronunciation	**Interaction**
5	• Uses the vocabulary required to deal with all test tasks. • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. • Pronunciation is always easy to understand, although some sounds may be unclear. • Can join ideas with some simple linkers (e.g. and, but, then, when).	• Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	*Some features of 3.0 and some features of 5.0 in approximately equal measure.*	
3	• Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce some longer utterances. • Can join ideas with a few simple linkers (e.g. and). • Pronunciation is usually easy to understand, mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to instructions, questions and visual prompts, although some support is required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	*Some features of 3.0 and some features of 1.0 in approximately equal measure.*	
1	• Has the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but basic mistakes and lack of language prevent communication. • Attempts to produce the sounds of the language but Pronunciation is often difficult to understand. • Generally responds at word level but may also produce phrases. • Can join words with simple linkers (e.g. and).	• Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Unit 1 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

Reading

Task 1 Look, read and match. _____ / 6

a have lunch **b** pray **c** go to bed

d have art lessons **e** play **f** go to school







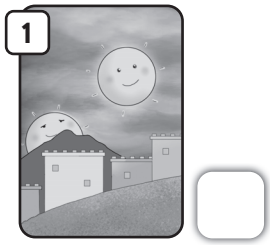


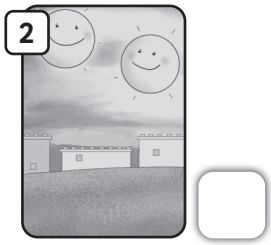


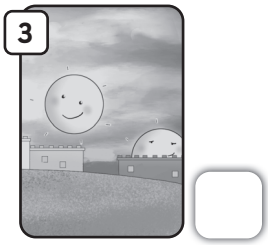


Task 2 Read and match. _____ / 4

a in the evening **b** in the morning **c** at night **d** in the afternoon









Writing

Task 3 Look and write *I* or *We*. Then read and circle. _____ / 10

1 _____ get up / go to bed in the morning.

2 _____ go to school / have dinner in the morning.

3 _____ play tennis / have breakfast in the afternoon.

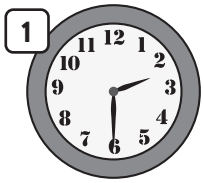
4 _____ get up / go to bed at night.

5 _____ do homework / go to school in the evening.

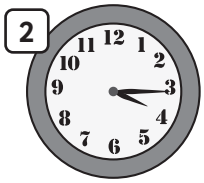
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Task 4 Read and write the times. ____ / 5

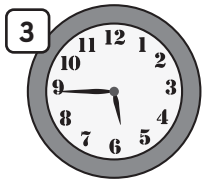
o'clock half past quarter past quarter to

1 

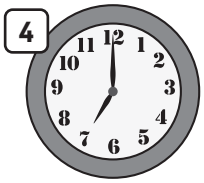
I have lunch at _____.

2 

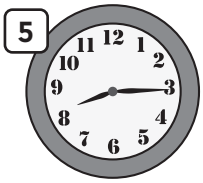
I do homework at _____.

3 

I play at _____.

4 

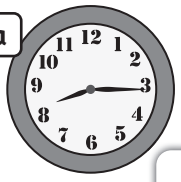
I have dinner at _____.

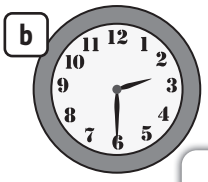
5 

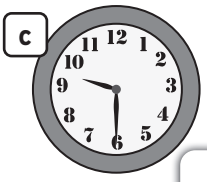
I go to bed at _____.

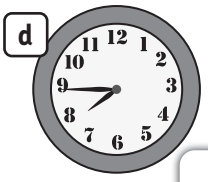
Listening

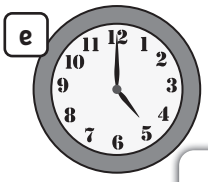
Task 5 UP1.1 Listen and number. ____ / 5

a 

b 

c 

d 

e 

Task 6 UP1.2 Listen, read and circle. ____ / 5

1 We have don't have art lessons in the morning.

2 We play don't play in the afternoon.

3 We have don't have dinner at seven o'clock.

4 I go don't go to school at quarter past six.

5 I get up don't get up at six o'clock.

Speaking

Task 7 Listen to your teacher. Answer the questions. ____ / 5

When do you go to bed?

When do you play with your friends?

When do you have breakfast?

When do you do homework?

When do you have dinner?

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Unit practice B

Unit 1 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Reading

Task 1 Read and tick (✔) or cross (✘). _____ / 6

1 

go to bed

2 

play

3 

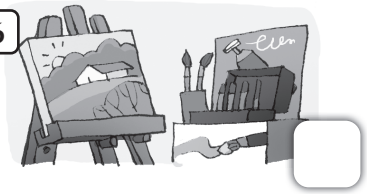
get up

4 

have breakfast

5 

go to school

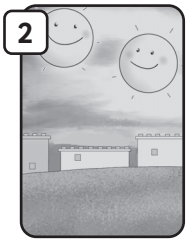
6 

have art lessons

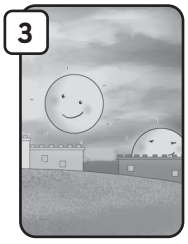
Task 2 Read and circle. _____ / 4

1 

in the morning / in the evening

2 

in the afternoon / in the morning

3 

at night / in the evening

4 

in the afternoon / at night

Writing

Task 3 Look and write *I* or *We*. Then read and circle. _____ / 10

1 _____ get up / go to bed / have lunch in the morning.

2 _____ go to school / have dinner / go home in the morning.

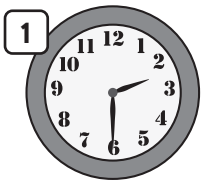
3 _____ play tennis / have breakfast / get up in the afternoon.

4 _____ have lunch / get up / go to bed at night.

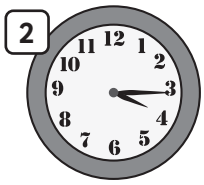
5 _____ do our homework / go to school / have breakfast in the evening.

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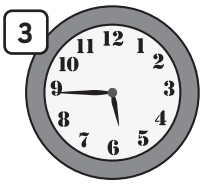
Task 4 **Read and write the times.** ____ / 5

1 

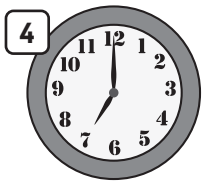
I have lunch at _____.

2 

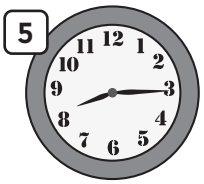
I do homework at _____.

3 

I play at _____.

4 

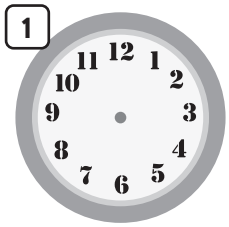
I have dinner at _____.

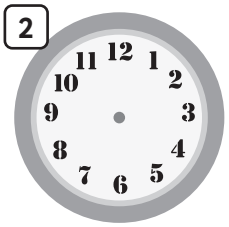
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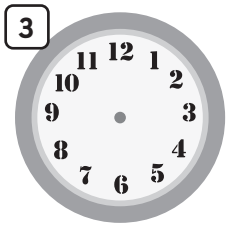
I go to bed at _____.

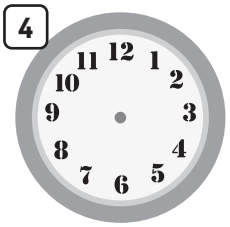
Listening

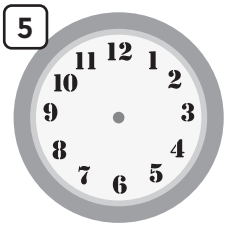
Task 5 UP1.1 **Listen and draw the times.** ____ / 5

1 

2 

3 

4 

5 

Task 6 UP1.2 **Listen, read and write.** ____ / 5

don't have play get up have don't go

1 We _____ art lessons in the morning.

2 We _____ in the afternoon.

3 We _____ dinner at seven o'clock.

4 I _____ to school at quarter past six.

5 I _____ at six o'clock.

Speaking

Task 7 **Listen to your teacher. Answer the questions.** ____ / 5

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Unit 1 practice

Answer key

Reading and Writing A

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

2 **1** b **2** d **3** a **4** c

3 **1** I get up **2** We go to school
3 I play tennis **4** I go to bed
5 We do our homework

4 **1** half past two **2** quarter past four
3 quarter to six **4** seven o'clock
5 quarter past eight

Reading and Writing B

1 **1** (✔) **2** (✘) **3** (✘) **4** (✘) **5** (✔)
6 (✔)

2 **1** in the morning **2** in the afternoon
3 in the evening **4** at night

3 **1** I get up **2** We go to school
3 I play tennis **4** I go to bed
5 We do our homework

4 **1** half past two **2** quarter past four
3 quarter to six **4** seven o'clock
5 quarter past eight

Listening A

5 **1** d **2** e **3** c **4** a **5** b

6 **1** have **2** play **3** don't have **4** don't go
5 get up

Listening B

5 Pupils draw the following times:
1 7.45 **2** 5.00 **3** 9.30 **4** 8.15 **5** 2.30

6 **1** have **2** play **3** don't have **4** don't go
5 get up

Audioscript

UP1.1 Task 5

1 It's quarter to eight.
2 It's five o'clock.
3 It's half past nine.
4 It's quarter past eight.
5 It's half past two.

UP1.2 Task 6

1 We have art lessons in the morning.
2 We play in the afternoon.
3 We don't have dinner at seven o'clock.
4 I don't go to school at quarter past six.
5 I get up at six o'clock.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Allocate one minute per pupil.

Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.

Then ask three or four of the questions here which you will assess.

Using the rating scale below, determine the scale out of 15 for the pupils' answers.

Accept short answers as long as they are appropriate. In the suggested answers, the words in brackets are optional. More advanced pupils will offer longer, more extended answers.

Allow for a minute between pupils to mark performance according to the speaking scales.

Suggested warm-up questions:

Examiner: What's your name?
Suggested answer: (My name's / I'm) Huda.
Examiner: This is a [point to a pen].
Suggested answer: (This is) a pen.
Examiner: These are [point to books].
Suggested answer: (These are) books.
Examiner: How many desks can you see?
Suggested answer: (I can see) fifteen desks.

Suggested questions

Examiner: When do you have breakfast?
Suggested answer: (I have breakfast) at eight o'clock / in the morning.
Examiner: When do you do homework?
Suggested answer: (I do homework) in the evening.
Examiner: When do you have dinner?
Suggested answer: (I have dinner) (at) six o'clock / in the evening.
Examiner: When do you go to bed?
Suggested answer: (I go to bed) (at) nine o'clock.
Examiner: When do you play with your friends?
Suggested answer: (I play with my friends) in the afternoon.

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Use the writing rating scales below for tasks 3 and 4 with a total of 5 or 10 marks:

Writing rating scales					
OUTCOME # 1			**OUTCOME # 2**		
Can write sentences.			Can produce short written texts.		
RATING SCALE # 1			**RATING SCALE # 2**		
Tasks out of 5	**Tasks out of 10**		**Tasks out of 5**	**Tasks out of 10**	
5	**10**	• Word order and spelling are consistently correct. • Use of capital letters, full stops and question marks is very accurate. • Handwriting is very clear.	**5**	**10**	• Meaning is always clear. • Grammar, vocabulary, spelling, and punctuation are almost always correct. • Organisation/layout are almost always appropriate to the text.
4	**8**	• Word order and spelling are usually correct. • Use of capital letters, full stops and question marks is mostly accurate. • Handwriting is usually clear.	**4**	**8**	• Meaning is almost always clear. • Grammar, vocabulary, spelling, and punctuation are usually correct. • Organisation/layout are usually appropriate to the text.
3	**6**	• Word order and spelling are reasonably correct. • Use of capital letters, full stops and question marks is sometimes inaccurate. • Handwriting is reasonably clear.	**3**	**6**	• Meaning is usually clear. • Grammar, vocabulary, spelling, and punctuation are reasonably correct. • Organisation/layout are reasonably appropriate to the text.
2	**4**	• Word order and spelling are often incorrect. • Use of capital letters, full stops and question marks is often inaccurate. • Handwriting is often unclear.	**2**	**4**	• Meaning is sometimes unclear. • Grammar, vocabulary, spelling, and punctuation are often incorrect. • Organisation layout are often inappropriate to the text.
1	**2**	• Word order and spelling are almost always incorrect. • Use of capital letters, full stops and question marks is almost always inaccurate. • Handwriting is always unclear.	**1**	**2**	• Meaning is rarely clear. • Grammar, vocabulary, spelling, and punctuation are almost always incorrect. • Organisation/layout are almost always inappropriate to the text.
0	**0**	*Performance does not satisfy the Band 1 descriptor.*			

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Speaking rating scale		
	Vocabulary and Pronunciation	**Interaction**
5	• Uses the vocabulary required to deal with all test tasks. • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. • Pronunciation is always easy to understand, although some sounds may be unclear.	• Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. Is quick to initiate and respond. • Often responds promptly, although there may be hesitation.
4	*Some features of 3.0 and some features of 5.0 in approximately equal measure.*	
3	•Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Pronunciation is usually easy to understand.	• Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting. Some searching for words, but this does not seriously interrupt interactions.
2	*Some features of 3.0 and some features of 1.0 in approximately equal measure.*	
1	• Has the vocabulary required to attempt some test tasks. • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Attempts to produce the sounds of the language but Pronunciation is often difficult to understand.	• Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation and pauses requires a great deal of patience of a listener.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Unit 2 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

Reading

Task 1 Read and circle. _____ / 5

1 

jeans shirt

2 

slippers trainers

3 

tracksuit pyjamas

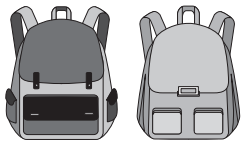
4 

hijab baseball cap

5 

jumper coat

Task 2 Read and tick (✔) or cross (✘). _____ / 5

1 

handbags ☐

2 

keys ☐

3 

backpack ☐

4 

laptops ☐

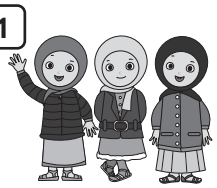
5 

phones ☐

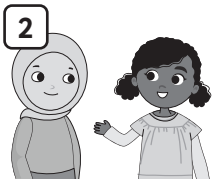
Writing

Task 3 Look and write. _____ / 5

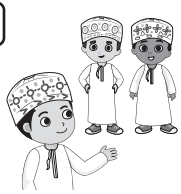
We're You're They're

1 

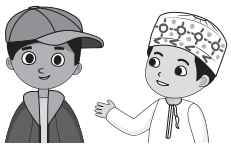
_____ wearing coats.

2 

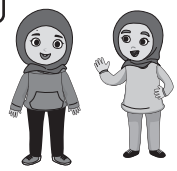
_____ wearing a hijab.

3 

_____ wearing trainers.

4 

_____ wearing a baseball cap.

5 

_____ wearing jumpers.

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Task 4 Read and write. ____ / 10

Your things

Your **(1)** _____  is black. Your **(2)** _____  is black and white. Your **(3)** _____  is white. Your **(4)** _____  are grey. Your **(5)** _____  are black.

Listening

Task 5 UP2.1 Listen and tick (✔) or cross (✘). ____ / 5

1 

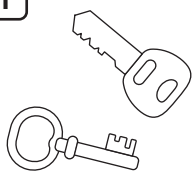
2 

3 

4 

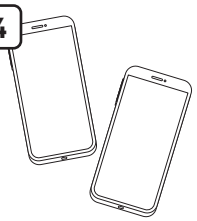
5 

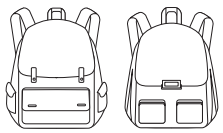
Task 6 UP2.2 Listen and colour. ____ / 5

1 

2 

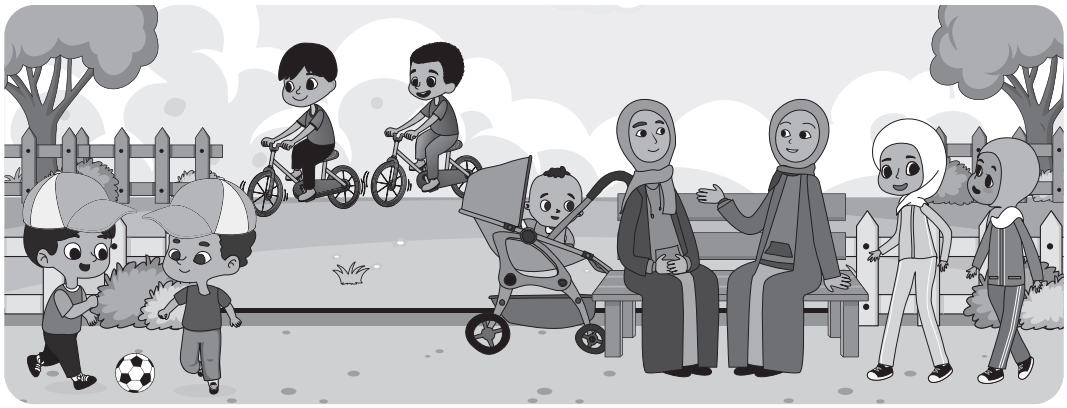
3 

4 

5 

Speaking

Task 7 Listen to your teacher. Answer the questions. ____ / 5



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Unit 2 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice **B**

Reading

Task 1 Read and match. _____ / 5

a baseball cap **b** jeans **c** coat **d** trainers **e** pyjamas

1  2  3  4  5 

Task 2 Read, match and colour. _____ / 5

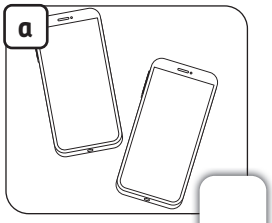
1 Their handbags are blue.

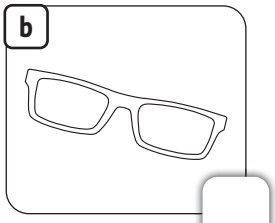
2 Our keys are green.

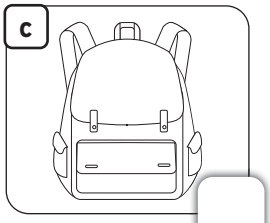
3 Your backpack is black.

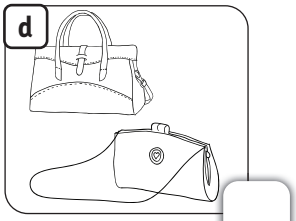
4 Our glasses are grey.

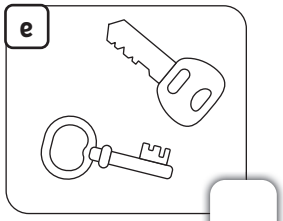
5 Their phones are pink.

a 

b 

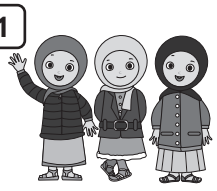
c 

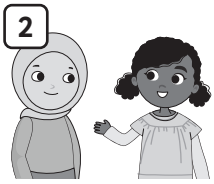
d 

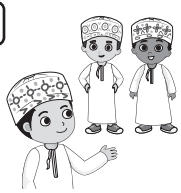
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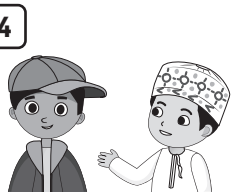
Writing

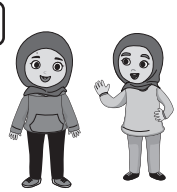
Task 3 Look and write *we're, you're* or *they're*. _____ / 5

1  _____ wearing coats.

2  _____ wearing a hijab.

3  _____ wearing trainers.

4  _____ wearing a baseball cap.

5  _____ wearing jumpers.

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Task 4 Read and write. ____ / 10

Your things

Your **(1)** _____  is black and **(2)** _____. Your **(3)** _____

 is **(4)** _____. Your **(5)** _____  is **(6)** _____.

Your **(7)** _____  are **(8)** _____. Your **(9)** _____  are

(10) _____.

Listening

Task 5 UP2.1 Listen, look and circle. ____ / 5

1 a  b 

2 a  b 

3 a  b 

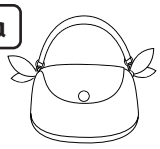
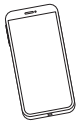
4 a  b 

5 a  b 

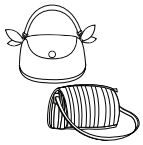
Task 6 UP2.2 Listen, circle and colour. ____ / 5

1 a  b 

2 a  b 

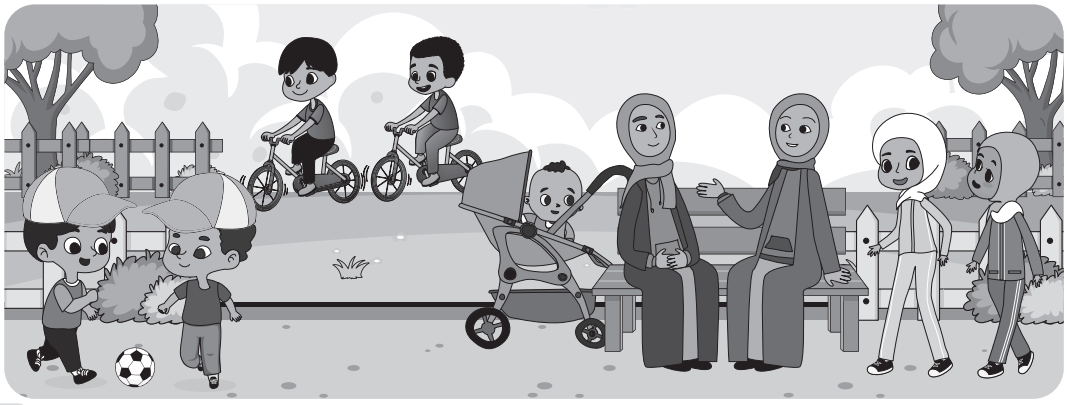
3 a  b 

4 a  b 

5 a  b 

Speaking

Task 7 Listen to your teacher. Answer the questions. ____ / 5



What are they wearing?

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Unit 2 practice

Answer key

Reading and Writing A

1 **1** jeans **2** trainers **3** pyjamas **4** baseball cap **5** coat

2 **1** (✘) **2** (✔) **3** (✔) **4** (✘) **5** (✔)

3 **1** We're **2** You're **3** They're **4** You're **5** We're

4 **1** computer **2** handbag **3** phone **4** keys **5** glasses

Reading and Writing B

1 **1** b **2** d **3** e **4** a **5** c

2 **1** d, blue **2** e, green **3** c, black **4** b, grey **5** a, pink

3 **1** We're **2** You're **3** They're **4** You're **5** We're

4 **1** handbag **2** white **3** computer **4** black **5** phone **6** white **7** keys **8** grey **9** glasses **10** black

Listening A

5 **1** (✔) **2** (✘) **3** (✔) **4** (✘) **5** (✘)

6 Pupils colour the objects in the following colours: **1** brown **2** pink **3** blue **4** yellow **5** red

Listening B

5 **1** b **2** b **3** a **4** b **5** b

6 **1** b, brown **2** b, pink **3** a, blue **4** b, yellow **5** a, red

Audioscript

UP2.1 Task 5

1 We're wearing slippers.
2 You're wearing pyjamas.
3 They're wearing jeans.
4 We're wearing coats.
5 You're wearing a hijab.

UP2.2 Task 6

1 Our keys are brown.
2 Your glasses are pink.
3 Your handbag is blue.
4 Their phones are yellow.
5 Their backpacks are red.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Allocate one minute per pupil. Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.

Then ask three or four of the questions here which you will assess based on the picture. Using the rating scale below, determine the scale out of 15 for the pupils' answers.

Accept short answers as long as they are appropriate. In the suggested answers, the words in brackets are optional. More advanced pupils will offer longer, more extended answers.

Allow for a minute between pupils to mark performance according to the speaking scales.

Suggested warm-up questions:

Examiner: What's your name?
Suggested answer: (My name's / I'm) Huda.
Examiner: How many desks can you see?
Suggested answer: (I can see) fifteen desks.
Examiner: When do you have lunch?
Suggested answer: (I have lunch) at two o'clock / in the afternoon.

Suggested questions

Examiner: What are they wearing? [point to a couple of people]
Suggested answer: (They're wearing) hijabs / baseball caps / trainers / tracksuits.
Examiner: What's he/she wearing? [point to one person]
Suggested answer: (He/She's wearing) a baseball cap / a jumper / a T-shirt / jeans.
Examiner: How many T-shirts are there?
Suggested answer: (There are) four (T-shirts).
Examiner: How many hijabs are there?
Suggested answer: (There are) four (hijabs).

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Use the writing rating scales below for tasks 3 and 4 with a total of 5 or 10 marks:

Writing rating scales					
OUTCOME # 1			**OUTCOME # 2**		
Can write sentences.			Can produce short written texts.		
RATING SCALE # 1			**RATING SCALE # 2**		
Tasks out of 5	**Tasks out of 10**		**Tasks out of 5**	**Tasks out of 10**	
5	**10**	• Word order and spelling are consistently correct. • Use of capital letters, full stops and question marks is very accurate. • Handwriting is very clear.	**5**	**10**	• Meaning is always clear. • Grammar, vocabulary, spelling, and punctuation are almost always correct. • Organisation/layout are almost always appropriate to the text.
4	**8**	• Word order and spelling are usually correct. • Use of capital letters, full stops and question marks is mostly accurate. • Handwriting is usually clear.	**4**	**8**	• Meaning is almost always clear. • Grammar, vocabulary, spelling, and punctuation are usually correct. • Organisation/layout are usually appropriate to the text.
3	**6**	• Word order and spelling are reasonably correct. • Use of capital letters, full stops and question marks is sometimes inaccurate. • Handwriting is reasonably clear.	**3**	**6**	• Meaning is usually clear. • Grammar, vocabulary, spelling, and punctuation are reasonably correct. • Organisation/layout are reasonably appropriate to the text.
2	**4**	• Word order and spelling are often incorrect. • Use of capital letters, full stops and question marks is often inaccurate. • Handwriting is often unclear.	**2**	**4**	• Meaning is sometimes unclear. • Grammar, vocabulary, spelling, and punctuation are often incorrect. • Organisation/layout are often inappropriate to the text.
1	**2**	• Word order and spelling are almost always incorrect. • Use of capital letters, full stops and question marks is almost always inaccurate. • Handwriting is always unclear.	**1**	**2**	• Meaning is rarely clear. • Grammar, vocabulary, spelling, and punctuation are almost always incorrect. • Organisation/layout are almost always inappropriate to the text.
0	**0**	*Performance does not satisfy the Band 1 descriptor.*			

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Speaking rating scale		
	Vocabulary and Pronunciation	**Interaction**
5	• Uses the vocabulary required to deal with all test tasks. • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. • Pronunciation is always easy to understand, although some sounds may be unclear.	• Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. Is quick to initiate and respond. • Often responds promptly, although there may be hesitation.
4	*Some features of 3.0 and some features of 5.0 in approximately equal measure.*	
3	• Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Pronunciation is usually easy to understand.	• Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting. Some searching for words, but this does not seriously interrupt interactions.
2	*Some features of 3.0 and some features of 1.0 in approximately equal measure.*	
1	• Has the vocabulary required to attempt some test tasks. • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Attempts to produce the sounds of the language but Pronunciation is often difficult to understand.	• Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation and pauses requires a great deal of patience of a listener.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Unit 3 practice

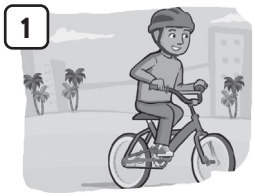
Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

Reading

Task 1 Read and circle. _____ / 5



roller-skate

ride a bike



play tennis

play basketball



play video games

watch TV



skateboard

do karate



read books

listen to music

Task 2 Look, read and circle. _____ / 5

1 He goes to school on Sundays. Yes No

2 He skateboards on Tuesdays. Yes No

3 He doesn't play basketball on Mondays. Yes No

4 He doesn't go to school on Tuesdays. Yes No

5 He roller-skates on Sundays. Yes No

Rashid's week	
Sundays	
go to school	roller-skate
Mondays	
go to school	play basketball
Tuesdays	
go to school	skateboard

Writing

Task 3 Order and write. _____ / 10

1 tennis plays

He _____ .

2 doesn't books read

She _____ .

3 Saturdays basketball plays on

He _____ .

4 play doesn't games video

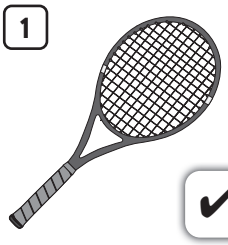
She _____ .

5 roller-skates Wednesdays on

He _____ .

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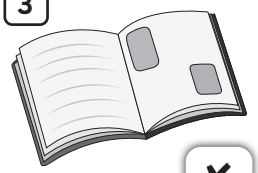
Task 4 Look, read and write. ____ / 5

1 

Does she play tennis on Tuesdays?
Yes, _____.

2 

Does he play video games?
No, _____.

3 

Does she read books at the weekend?
_____.

4 

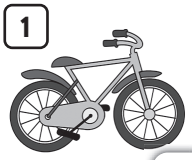
Does he ride a bike?
_____.

5 

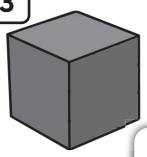
Does he listen to music on Fridays?
_____.

Listening

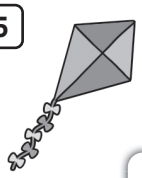
Task 5 UP3.1 Listen and tick (✔) or cross (✘). ____ / 5

1 

2 

3 

4 

5 

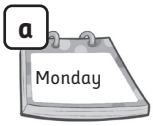
Task 6 UP3.2 Listen, look and circle. ____ / 5

1 a 

b 

2 a 

b 

3 a 

b 

4 a 

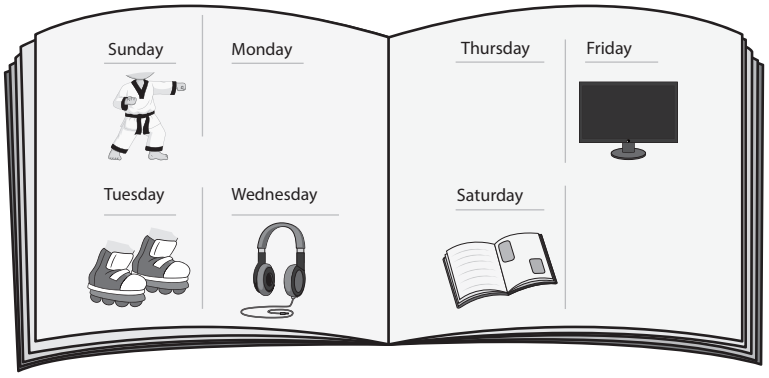
b 

5 a 

b 

Speaking

Task 7 Listen to your teacher. Answer the questions. ____ / 5



Does she play video games on Sundays?

No, she doesn't.

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Unit 3 practice

Name: _____ Time allowed: 35 minutes

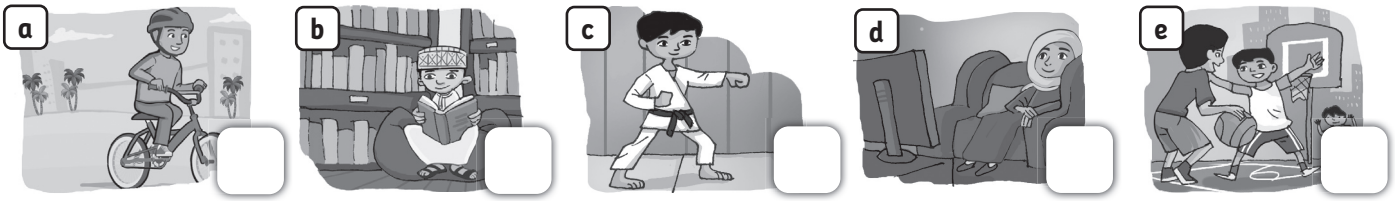
Class: _____ Total _____ / 40 marks

Unit practice **B**

Reading

Task 1 Read and match. _____ / 5

1 do karate **2** play basketball **3** ride a bike **4** read books **5** watch TV



Task 2 Look, read and write. _____ / 5

1 He g_____ to school on Sundays.

2 He p_____ basketball on Mondays.

3 He s_____ on Tuesdays.

4 He doesn't p_____ basketball on Sundays.

5 He doesn't r_____ on Mondays.

Rashid's week	
Sundays	
go to school	roller-skate
Mondays	
go to school	play basketball
Tuesdays	
go to school	skateboard

Writing

Task 3 Order and write. _____ / 10

1 tennis He plays

_____

2 doesn't She books read

_____

3 Saturdays He basketball plays on

_____

4 She play games video doesn't

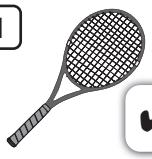
_____

5 roller-skates Wednesdays He on

_____

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Task 4 Look, read and write. ____ / 5

1  ✔

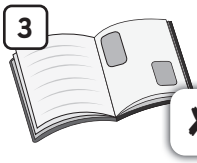
Does she play tennis on Tuesdays?

_____

2  ✘

Does he play video games?

_____

3  ✘

Does she read books at the weekend?

_____

4  ✔

Does he ride a bike?

_____

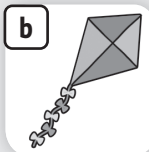
5  ✘

Does he listen to music on Fridays?

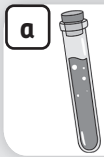
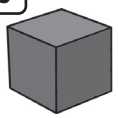
_____

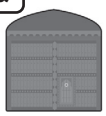
Listening

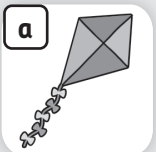
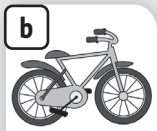
Task 5 UP3.1 Listen, look and circle. ____ / 5

1 a  b 

2 a  b 

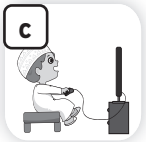
3 a  b 

4 a  b 

5 a  b 

Task 6 UP3.2 Listen, look and circle. ____ / 5

1 a  b  c 

2 a  b  c 

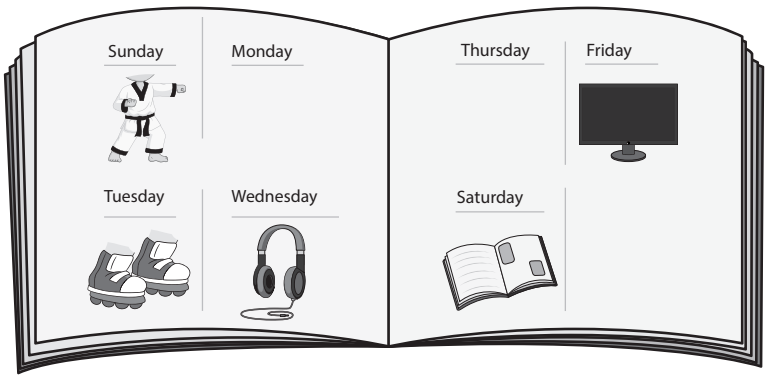
3 a  Monday b  Friday c  Saturday

4 a  b  c 

5 a  Tuesday b  Friday c  Friday Saturday

Speaking

Task 7 Listen to your teacher. Answer the questions. ____ / 5



Does she play video games on Sundays?

No, she doesn't.

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Unit 3 practice

Answer key

Reading and Writing A

1 **1** ride a bike **2** play basketball **3** watch TV **4** do karate **5** read books

2 **1** Yes **2** Yes **3** No **4** No **5** Yes

3 **1** He plays tennis. **2** She doesn't read books. **3** He plays basketball on Saturdays. **4** She doesn't play video games. **5** He roller-skates on Wednesdays.

4 **1** she does **2** he doesn't **3** No, she doesn't. **4** Yes, he does. **5** No, he doesn't.

Reading and Writing B

1 **1** c **2** e **3** a **4** b **5** d

2 **1** goes **2** plays **3** skateboards **4** play **5** roller-skate

3 **1** He plays tennis. **2** She doesn't read books. **3** He plays basketball on Saturdays. **4** She doesn't play video games. **5** He roller-skates on Wednesdays.

4 **1** Yes, she does **2** No, he doesn't **3** No, she doesn't. **4** Yes, he does. **5** No, he doesn't.

Listening A

5 **1** (✔) **2** (✘) **3** (✘) **4** (✔) **5** (✔)

6 **1** a **2** b **3** b **4** b **5** a

Listening B

5 **1** a **2** a **3** a **4** b **5** a

6 **1** a **2** a **3** c **4** a **5** a

Audioscript

UP3.1 Task 5

1 bike b-i-k-e

2 stone s-t-o-n-e

3 tube t-u-b-e

4 cake c-a-k-e

5 kite k-i-t-e

UP3.2 Task 6

1 **A:** Does she listen to music on Sundays?
B: Yes, she does. She always listens to music on Sundays.

2 **A**: Does he play video games at the weekend?
B: No, he doesn't. He never plays video games at the weekend. He plays basketball at the weekend.

3 **A**: Does she skateboard on Mondays?
B: No, she doesn't. She often skateboards on Saturdays.

4 **A**: Does he play tennis on Wednesdays?
B: Yes, he does. He often plays tennis on Wednesdays.

5 **A**: Does she do karate on Wednesdays?
B: No, she doesn't. She always does karate on Tuesdays.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Allocate one minute per pupil. Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.
Then ask three or four of the questions here which you will assess based on the picture.
Using the rating scale below, determine the scale out of 15 for the pupils' answers.
Accept short answers as long as they are appropriate. In the suggested answers, the words in brackets are optional. More advanced pupils will offer longer, more extended answers.
Allow for a minute between pupils to mark performance according to the speaking scales.

Suggested warm-up questions:

Examiner: When do you have dinner?
Suggested answer: (I have dinner) (at) six'o'clock / in the evening.
Examiner: When do you go to bed?
Suggested answer: (I go to bed) (at) nine o'clock.
Examiner: What are they wearing? [point to a couple of pupils in class]
Suggested answer: (They're wearing) hijabs / shirts / trainers / jumpers.

Suggested questions

Examiner: Does she roller-skate on Tuesdays?
Suggested answer: Yes (, she does).
Examiner: Does she read books on Sundays?
Suggested answer: No (, she doesn't). (She does karate on Sundays.)
Examiner: When does she watch TV?
Suggested answer: (She watches TV) on Fridays.
Examiner: Does she listen to music on Tuesdays?
Suggested answer: No (, she doesn't).
Examiner: When does she listen to music?
Suggested answer: (She listens to music) on Wednesdays.

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Use the writing rating scales below for tasks 3 and 4 with a total of 5 or 10 marks:

Writing rating scales					
OUTCOME # 1			**OUTCOME # 2**		
Can write sentences.			Can produce short written texts.		
RATING SCALE # 1			**RATING SCALE # 2**		
Tasks out of 5	**Tasks out of 10**		**Tasks out of 5**	**Tasks out of 10**	
5	**10**	• Word order and spelling are consistently correct. • Use of capital letters, full stops and question marks is very accurate. • Handwriting is very clear.	**5**	**10**	• Meaning is always clear. • Grammar, vocabulary, spelling, and punctuation are almost always correct. • Organisation/layout are almost always appropriate to the text.
4	**8**	• Word order and spelling are usually correct. • Use of capital letters, full stops and question marks is mostly accurate. • Handwriting is usually clear.	**4**	**8**	• Meaning is almost always clear. • Grammar, vocabulary, spelling, and punctuation are usually correct. • Organisation/layout are usually appropriate to the text.
3	**6**	• Word order and spelling are reasonably correct. • Use of capital letters, full stops and question marks is sometimes inaccurate. • Handwriting is reasonably clear.	**3**	**6**	• Meaning is usually clear. • Grammar, vocabulary, spelling, and punctuation are reasonably correct. • Organisation/layout are reasonably appropriate to the text.
2	**4**	• Word order and spelling are often incorrect. • Use of capital letters, full stops and question marks is often inaccurate. • Handwriting is often unclear.	**2**	**4**	• Meaning is sometimes unclear. • Grammar, vocabulary, spelling, and punctuation are often incorrect. • Organisation/layout are often inappropriate to the text.
1	**2**	• Word order and spelling are almost always incorrect. • Use of capital letters, full stops and question marks is almost always inaccurate. • Handwriting is always unclear.	**1**	**2**	• Meaning is rarely clear. • Grammar, vocabulary, spelling, and punctuation are almost always incorrect. • Organisation/layout are almost always inappropriate to the text.
0	**0**	*Performance does not satisfy the Band 1 descriptor.*			

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Speaking rating scale		
	Vocabulary and Pronunciation	**Interaction**
5	• Uses the vocabulary required to deal with all test tasks. • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. • Pronunciation is always easy to understand, although some sounds may be unclear.	• Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. Is quick to initiate and respond. • Often responds promptly, although there may be hesitation.
4	*Some features of 3.0 and some features of 5.0 in approximately equal measure.*	
3	• Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Pronunciation is usually easy to understand.	• Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting. Some searching for words, but this does not seriously interrupt interactions.
2	*Some features of 3.0 and some features of 1.0 in approximately equal measure.*	
1	• Has the vocabulary required to attempt some test tasks. • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Attempts to produce the sounds of the language but Pronunciation is often difficult to understand.	• Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation and pauses requires a great deal of patience of a listener.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Unit 4 practice

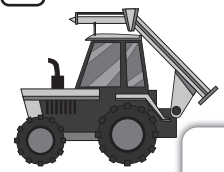
Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

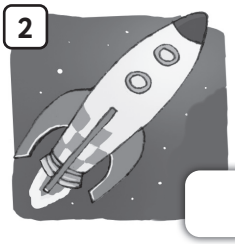
Unit practice A

Reading

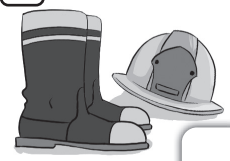
Task 1 **Read and tick (✔) or cross (✘).** _____ / 5

1 

I want to be an artist.

2 

I want to be an astronaut.

3 

I want to be a police officer.

4 

I want to be a nurse.

5 

I want to be a doctor.

Task 2 **Read and match.** _____ / 5

1 Zaid goes to work by train.

2 Noora goes to work by boat.

3 Hamed goes to work by car.

4 Manar goes to work by bus.

5 Amjed goes to work by motorbike.

a 

b 

c 

d 

e 

Writing

Task 3 **Look, read and write.** _____ / 5

My name's Talal. I go to school by **(1)** c_____ .

My dad is a **(2)** b_____ . He goes to work by **(3)** b_____ .

My mum is a **(4)** t_____ . She goes to work by **(5)** u_____ .

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Task 4 **Read, circle and write.** ____ / 10

I **(1)** want wants to be **(2)** a an **(3)** _____  . My **(4)** _____  is **(5)** a an

(6) _____  . **(7)** He She **(8)** go goes to work **(9)** in by **(10)** _____  .

Listening

Task 5 UP4.1 **Listen, read and circle.** ____ / 5

1 I want to be an astronaut a pilot.

2 I want to be an astronaut a firefighter.

3 I want to be a doctor an artist.

4 I want to be a firefighter a pilot.

5 I want to be a doctor an artist.

Task 6 UP4.2 **Listen, look and draw lines.** ____ / 5

1 Yasir	**a** 		**f** 
2 Faisal	**b** 		**g** 
3 Laila	**c** 		**h** 
4 Azza	**d** 		**i** 
5 Basim	**e** 		**j** 

Speaking

Task 7 **Listen to your teacher. Answer the questions.** ____ / 5






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Unit 4 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

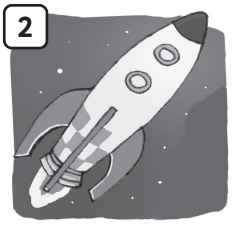
Unit practice B

Reading

Task 1 Look, read and circle. _____ / 5

1 

I want to be
a doctor
a teacher.

2 

I want to be
a firefighter
an astronaut.

3 

I want to be
a builder
a police officer.

4 

I want to be
a nurse
a pilot.

5 

I want to be
an astronaut
an artist.

Task 2 Look, read and circle. _____ / 5

1 Zaid goes to work by train. **a**  **b** 

2 Noora goes to work by boat. **a**  **b** 

3 Hamed goes to work by car. **a**  **b** 

4 Manar goes to work by bus. **a**  **b** 

5 Amjed goes to work by motorbike. **a**  **b** 

Writing

Task 3 Look, read and write. _____ / 5

My name's Talal. I go to school by **(1)** c_____ .

My dad is a **(2)** b_____ . He goes to work by **(3)** b_____ .

My mum is a **(4)** t_____ . She goes to work by **(5)** u_____ .

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Task 4 Read, circle and write. _____ / 10

I **(1)** want wants to be **(2)** a an **(3)** _____  . My **(4)** _____  is **(5)** a an

(6) _____  . **(7)** He She **(8)** go goes to work **(9)** in by **(10)** _____  .

Listening

Task 5 UP4.1 Listen and tick (✔) or cross (✘). _____ / 5

1 I want to be a pilot. ☐

2 I want to be an astronaut. ☐

3 I want to be an artist. ☐

4 I want to be a firefighter. ☐

5 I want to be a doctor. ☐

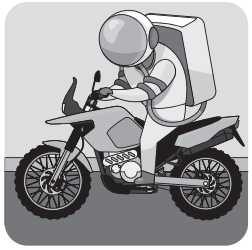
Task 6 UP4.2 Listen and find. Look and draw lines. _____ / 5

1 Basim	**a** 		**f** 
2 Laila	**b** 		**g** 
3 Faisal	**c** 		**h** 
4 Yasir	**d** 		**i** 
5 Azza	**e** 		**j** 

Speaking

Task 7 Listen to your teacher. Answer the questions. _____ / 5






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Unit 4 practice

Answer key

Reading and Writing A

1 **1** (✗) **2** (✔) **3** (✗) **4** (✔) **5** (✗)
2 **1** b **2** c **3** a **4** e **5** d
3 **1** car **2** builder **3** boat **4** teacher **5** underground
4 **1** want **2** a **3** chef **4** mum **5** a **6** teacher **7** She **8** goes **9** by **10** bus

Reading and Writing B

1 **1** a doctor **2** an astronaut **3** a police officer **4** a nurse **5** an artist
2 **1** b **2** a **3** b **4** a **5** a
3 **1** car **2** builder **3** boat **4** teacher **5** underground
4 **1** want **2** a **3** chef **4** mum **5** a **6** teacher **7** She **8** goes **9** by **10** bus

Listening A

5 **1** an astronaut **2** a firefighter **3** an artist **4** a pilot **5** a doctor
6 **1** d, i **2** e, j **3** b, g **4** c, h **5** a, f

Listening B

5 **1** (✗) **2** (✗) **3** (✔) **4** (✗) **5** (✔)
6 **1** a, f **2** b, g **3** e, j **4** d, i **5** c, h

Audioscript

UP4.1 Task 5

1 **Boy 1**: Mmm … I think I want to be an astronaut. Yes, an astronaut.
2 **Girl 1**: I don't want to be an astronaut. I want to be a firefighter.
3 **Girl 2**: Um … I want to be an artist.
4 **Boy 2**: I don't want to be a firefighter or an artist. I want to be a pilot.
5 **Girl 3**: My mum is a doctor. I want to be a doctor, too.

UP4.2 Task 6

Man: Hello, Muna. Who's this in the picture?
Girl: Oh. That's my dad. His name's Yasir.
Man: Is that Y-A-S-I-R?
Girl: Yes, that's right. He's a chef. He goes to work by boat.
Man: By boat!?
Girl: Yes.
Man: And this person? What's his name?
Girl: That's my uncle. His name's Faisal and he's a doctor.
Man: A doctor?
Girl: Yes, and he goes to work by underground.
Man: I see. And who's this?
Girl: That's my mum. Her name's Laila.
Man: Is that L_A_I_L_A?
Girl: Yes, that's right. She's a nurse. And she goes to work by bus.
Man: Who's this?
Girl: That's my cousin, Azza.
Man: How do you spell Azza?
Girl: A_Z_Z_A. She's a teacher. She goes to work by train.
Man: Aha. And who's this?
Girl: That's my grandad.
Man: What's his name?
Girl: It's Basim. B_A_S_I_M. He's a builder. He goes to work by car.
Man: I see.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Allocate one minute per pupil. Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.
Then ask three or four of the questions here which you will assess based on the pictures. Using the rating scale below, determine the scale out of 15 for the pupils' answers.
Accept short answers as long as they are appropriate. In the suggested answers, the words in brackets are optional. More advanced pupils will offer longer, more extended answers.
Allow for a minute between pupils to mark performance according to the speaking scales.

Suggested warm-up questions:

Examiner: This is a [point to a pen].
Suggested answer: (This is) a pen.
Examiner: When do you go to bed?
Suggested answer: (I go to bed) (at) nine o'clock.
Examiner: What colour is your backpack?
Suggested answer: (It's) blue.
Examiner: Think about your best friend. Does he/she listen to music on Sundays?
Suggested answer: (Yes,) he/she does.

Suggested questions

Examiner: How does he/she go to work? [point to each person]
Suggested answer: (He/She goes to work) by train / by boat / by motorbike / by car.
Examiner: Let's talk about your mum/dad. How does she/he go to work? [if necessary, ask] By bus? By car?
Suggested answer: (She goes to work) by car.

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Use the writing rating scales below for tasks 3 and 4 with a total of 5 or 10 marks:

Writing rating scales					
OUTCOME # 1			**OUTCOME # 2**		
Can write sentences.			Can produce short written texts.		
RATING SCALE # 1			**RATING SCALE # 2**		
Tasks out of 5	**Tasks out of 10**		**Tasks out of 5**	**Tasks out of 10**	
5	**10**	• Word order and spelling are consistently correct. • Use of capital letters, full stops and question marks is very accurate. • Handwriting is very clear.	**5**	**10**	• Meaning is always clear. • Grammar, vocabulary, spelling, and punctuation are almost always correct. • Organisation/layout are almost always appropriate to the text.
4	**8**	• Word order and spelling are usually correct. • Use of capital letters, full stops and question marks is mostly accurate. • Handwriting is usually clear.	**4**	**8**	• Meaning is almost always clear. • Grammar, vocabulary, spelling, and punctuation are usually correct. • Organisation/layout are usually appropriate to the text.
3	**6**	• Word order and spelling are reasonably correct. • Use of capital letters, full stops and question marks is sometimes inaccurate. • Handwriting is reasonably clear.	**3**	**6**	• Meaning is usually clear. • Grammar, vocabulary, spelling, and punctuation are reasonably correct. • Organisation/layout are reasonably appropriate to the text.
2	**4**	• Word order and spelling are often incorrect. • Use of capital letters, full stops and question marks is often inaccurate. • Handwriting is often unclear.	**2**	**4**	• Meaning is sometimes unclear. • Grammar, vocabulary, spelling, and punctuation are often incorrect. • Organisation/layout are often inappropriate to the text.
1	**2**	• Word order and spelling are almost always incorrect. • Use of capital letters, full stops and question marks is almost always inaccurate. • Handwriting is always unclear.	**1**	**2**	• Meaning is rarely clear. • Grammar, vocabulary, spelling, and punctuation are almost always incorrect. • Organisation/layout are almost always inappropriate to the text.
0	**0**	*Performance does not satisfy the Band 1 descriptor.*			

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Speaking rating scale		
	Vocabulary and Pronunciation	**Interaction**
5	• Uses the vocabulary required to deal with all test tasks. • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. • Pronunciation is always easy to understand, although some sounds may be unclear.	• Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. Is quick to initiate and respond. • Often responds promptly, although there may be hesitation.
4	*Some features of 3.0 and some features of 5.0 in approximately equal measure.*	
3	• Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Pronunciation is usually easy to understand.	• Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting. Some searching for words, but this does not seriously interrupt interactions.
2	*Some features of 3.0 and some features of 1.0 in approximately equal measure.*	
1	• Has the vocabulary required to attempt some test tasks. • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Attempts to produce the sounds of the language but Pronunciation is often difficult to understand.	• Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation and pauses requires a great deal of patience of a listener.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Class Test 1

Name: _____ Time allowed: 30 minutes

Class: _____ Total _____ / 10 marks

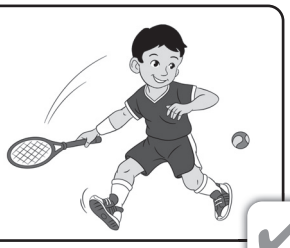
Class Test 1

Listening

Task 1 CT1.1 **Listen and tick (✔) the box. There is one example.** _____ / 3

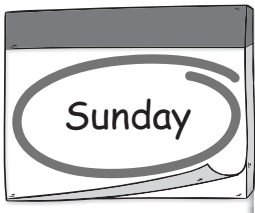
What does Talal do on Saturdays?

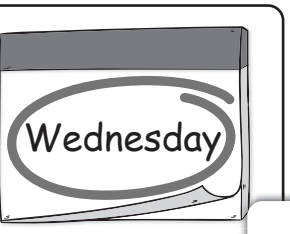
A 

B 

C 

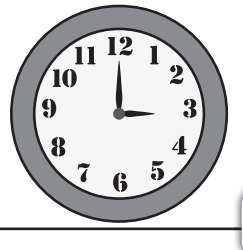
1 When does Rawan do karate?

A 

B 

C 

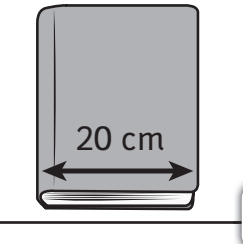
2 What's the time?

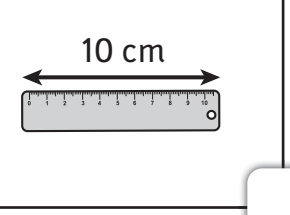
A 

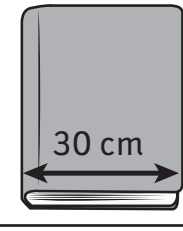
B 

C 

3 How wide is the book?

A 

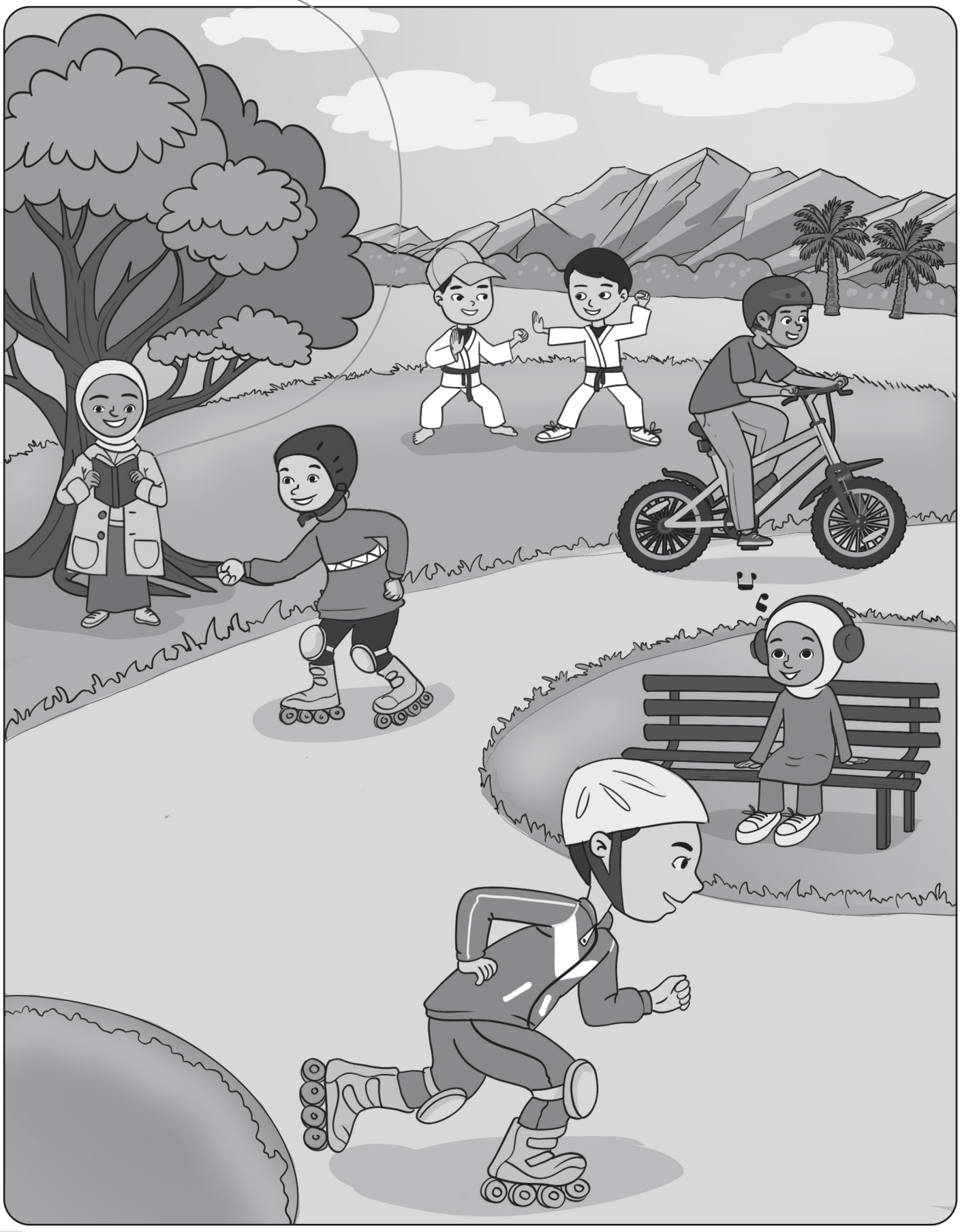
B 

C 

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Task 2 CT1.2 **Listen and draw lines. There is one example.** ____ / 2

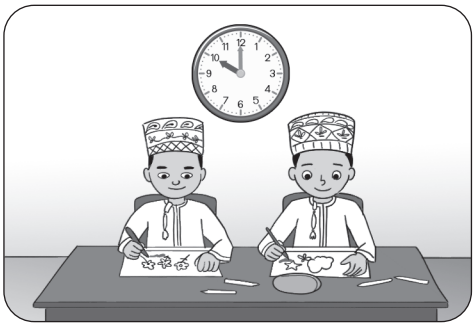
Nada Reema Fouad



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Task 3 Look and read. Put a tick (✔) on the correct sentence.

There is one example. ____ / 2

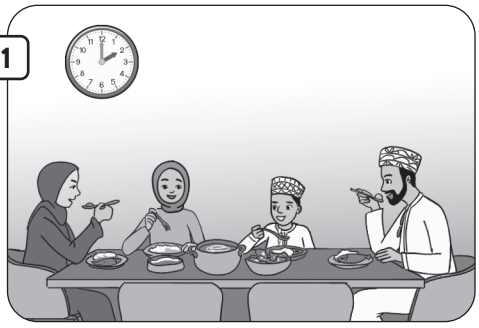


A We have art lessons in the morning. ✔

B We have art lessons in the afternoon.

C We have English lessons in the morning.

1

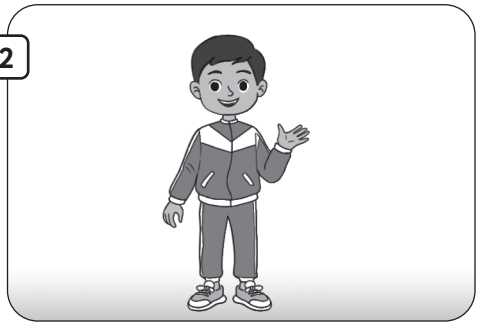


A They have breakfast in the morning.

B They have lunch in the afternoon.

C They have dinner in the evening.

2



A Shadi is wearing a tracksuit and trainers.

B Shadi is wearing a jumper and jeans.

C Shadi is wearing pyjamas and slippers.

Task 4 Look at the pictures. Complete the text with a word from the box.

There is one example. ____ / 3

~~artist~~ bus chef firefighter teacher train

I don't know what I want to be. Sometimes I want to be an artist ,

because I love drawing on the [1]_____  to school. But I also

like school, so maybe a [2]_____ ? But I don't want to be a

[3]_____  – I can't cook!

Total: ____ /10 marks

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Class Test 1

Answer key

Listening

Task 1
1 C
2 B
3 A

Task 2
1 line matching the name Reema and girl rollerskating
2 line matching the name Fouad and boy doing karate with trainers

Reading

Task 3
1 B
2 A

Task 4
1 bus
2 teacher
3 chef

Audioscript

CT1.1 Task 1

Hello. This is the Listening Test.
Look at Task 1.
Look at the pictures.
Now listen and look.
There is one example.

What does Talal do on Saturdays?
Boy 1: What does Talal do on Saturdays?
Boy 2: It's Saturday. Talal always plays tennis on Saturdays.

When does Rawan do karate?
1
Girl 1: Where's Rawan? Is she at her karate class?
Girl 2: No, she isn't. Today's Wednesday. Rawan does karate on Thursdays.

What's the time?
2
Boy 1: What's the time? Is it three o'clock?
Boy 2: No, it isn't three o'clock. It's half past three. Let's go. We're late!

How wide is the book?
3
Girl 1: Look at this book. How wide is it?
Girl 2: Let's see. I've got my ruler. The book is 20 centimetres wide.

Now listen to Task 1 again.

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CT1.2 Task 2

Hello. This is the Listening Test.
Look at Task 2.
Listen and draw lines.
There is one example.

Man: What a nice photo. Are they your friends?
Boy: Yes! That is Nada. She's reading a book under the tree. She's wearing a coat.

Can you see Nada? This is an example.
Now you listen and draw lines.

1
Man: And who's this? She's wearing a jumper.
Boy: Oh, that's Reema. She rollerskates in the park on Mondays and Wednesdays.

2
Man: And these boys? They're doing karate.
Boy: I don't know this boy with a baseball cap. The other boy is Fouad. Fouad is wearing trainers. He does karate on Mondays and Thursdays.

Now listen to Task 2 again.

TT_Oman_G3A_Practice_Sheets

TT_Oman_G3A_Practice_Sheets_UP1.1

TT_Oman_G3A_Practice_Sheets_UP1.2

TT_Oman_G3A_Practice_Sheets_UP2.1

TT_Oman_G3A_Practice_Sheets_UP2.2

TT_Oman_G3A_Practice_Sheets_UP3.1

TT_Oman_G3A_Practice_Sheets_UP3.2

TT_Oman_G3A_Practice_Sheets_UP4.1

TT_Oman_G3A_Practice_Sheets_UP4.2

TT A_End_of_Semester_Practice_ES.1

TT A_End_of_Semester_Practice_ES.2

TT A_End_of_Semester_Practice_ES.3

TTO_G3A_Project_Video

TTO_G3A_Project_Video_U1

TTO_G3A_Project_Video_U2

TTO_G3A_Project_Video_U3

TTO_G3A_Project_Video_U4

English in Action

Unit asking for and spelling names

Unit1 saying the time

Unit2 asking the price

Unit3 saying how often you do things

Unit4 talking on the phone

Story Animation

3A W.mp4

3A U1.mp4

3A U2.mp4

3A U3.mp4

3A U4.mp4

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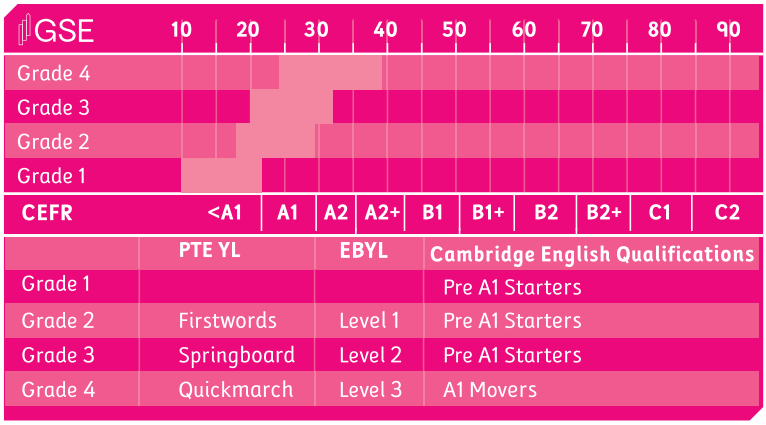
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