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SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 3B

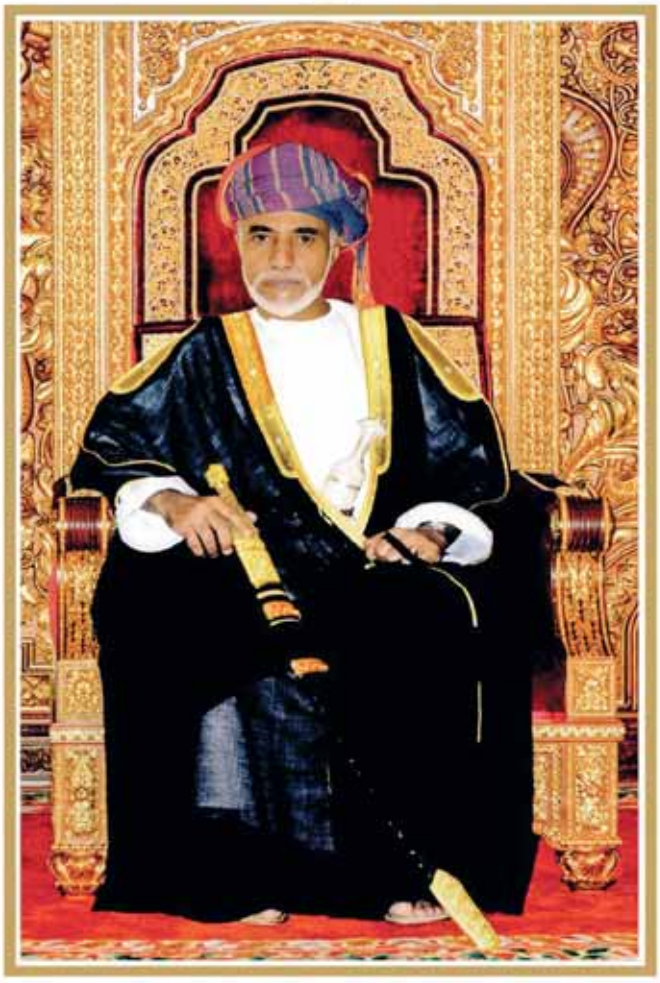
Teacher's Book

with Digital Resources

First Edition
2025

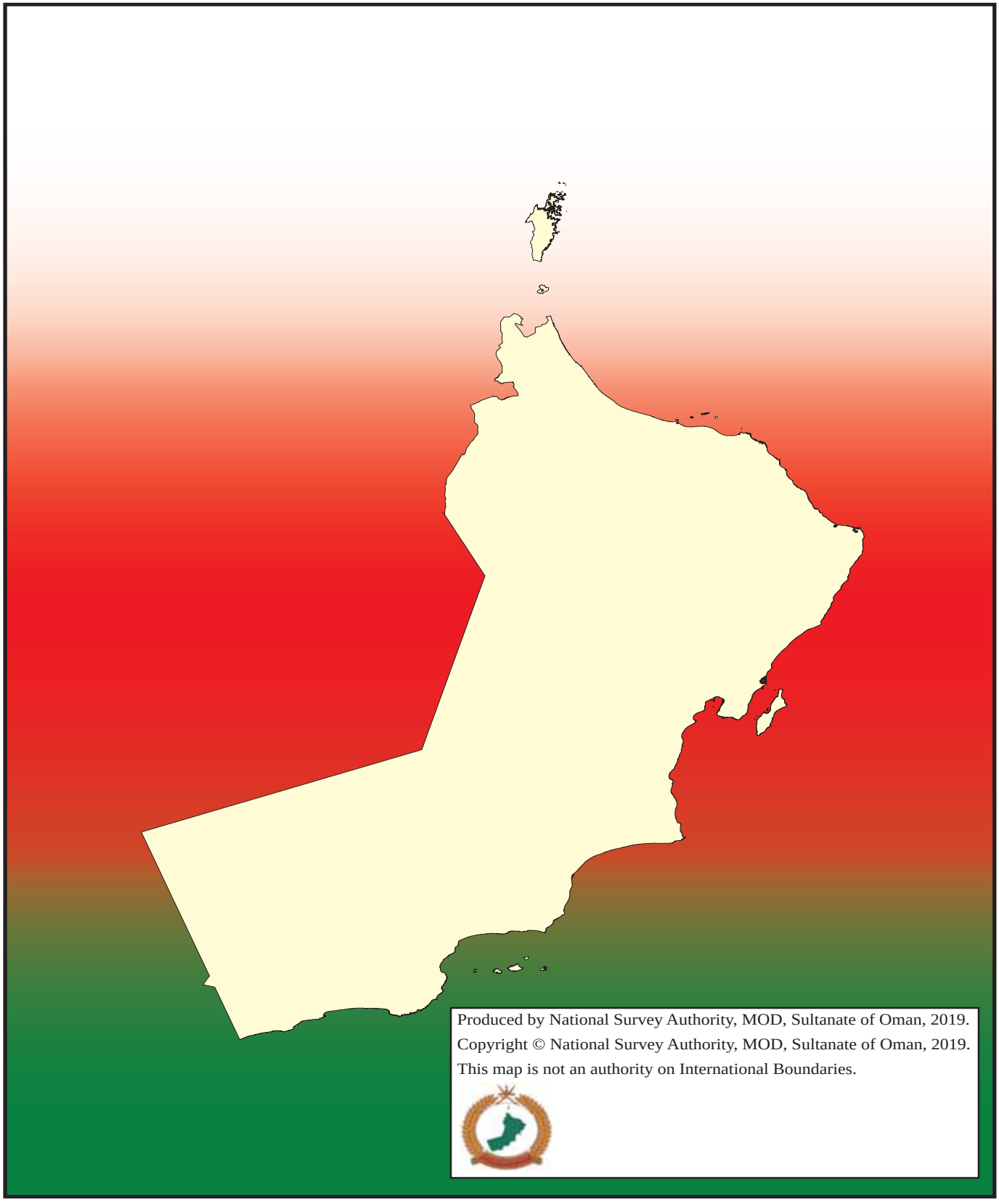


His Majesty
Sultan Haitham Bin Tarik



The Late Sultan
Qaboos Bin Said

Sultanate of Oman



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SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 3B



Teacher's Book

with Digital Resources

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Global Scale of English
Fast-track your progress

Scope and sequence

Unit	Vocabulary	Grammar	Skills
5 Fun on the farm	**Farm animals**: *chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, rabbit* **Farming**: *collect the eggs, milk the cows, brush the horses, fix the gate, sweep the barn, clean the cage*	Is he/she/it (flying)? Yes, he/she/it is./No, he/she/it isn't. Are they (brushing the horses)? Yes, they are./No, they aren't.	Describing farm animals and activities
6 Out in the forest	**Adjectives**: *dirty, clean, old, new, plain, fancy, hard, soft, wet, dry* **Camping**: *tent, sleeping bag, shampoo, toothpaste, sunscreen, torch*	I have/haven't got a (new book). He/She has/hasn't got a (soft ball). Have you got a (tent)? Yes, I have./ No, I haven't. Has he/she got a (tent)? Yes, he/she has./No, he/she hasn't.	Describing everyday objects
Atomic's Learning Club 3	**Ordinal numbers**: *first–thirty-first* **Revision of months**: *January–December*		Asking and answering about dates
7 Look at the stars	**Furniture**: *cooker, fridge, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase* **Prepositions**: *in front of, between, opposite, behind, next to*	There's a (bookcase)./There are (bookcases). There isn't a chair./There aren't any beds.	Describing the house and furniture
8 Animals are fun!	**Zoo animals**: *lion, panda, bear, camel, giraffe, elephant, crocodile, penguin, eagle, kangaroo* **Food**: *coconut, burger, kiwi, grapes, mango, ice lolly*	Can penguins swim? Yes, they can. Can giraffes jump? No, they can't. Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't.	Describing zoo animals
Atomic's Learning Club 4	**Shops and places in a town**: *chemist, supermarket, bookshop, park, restaurant, bank, post office, department store, bakery, cinema*	I/He/She was at the park yesterday. I/He/She wasn't at the bank yesterday.	Identifying places

Progress path

Cut-outs

Stickers

Culture	English in action	Phonics	Get ready for...
Having fun on the farm Project: Make a collage of a farm	Asking for clarification: Sorry, can you repeat that?	**pr, tr** *press, prize, pram, pray* *tree, train, truck, trip* Tricky word (Activity Book): *friend*	**Pre-A1 starters:** Class Book: Reading and Writing Part 3 Speaking Part 2 Activity Book: Reading and Writing Part 4
Camping in Oman Project: Make a recipe book of popular camping food	Talking about possession: Whose torch is this? It's mine.	**spr, str** *spring, spread, sprint* *string, strong, stream, street* Tricky words (Activity Book): *push, pull*	**Pre-A1 starters:** Class Book: Reading and Writing Part 2 Speaking Part 3 Activity Book: Listening Part 4
Social Studies: Special days in Oman	When is your birthday? It's 7th July.		
Cabins Project: Make a website about unusual houses in your country	Talking about location: Is it behind the sofa?	**sn** *snail, snake* Revise **sm, sl, st** Tricky words (Activity Book): *find; there* (revised)	**Pre-A1 starters:** Class Book: Reading and Writing Part 3 Activity Book: Reading and Writing Part 1
Wild animals in Oman Project: Make a brochure about an animal in Oman	Talking about feelings: I'm thirsty.	Revise **ng, nk** Tricky words (Activity Book): *one, two*	**Pre-A1 starters:** Class Book: Reading and Writing Part 4 Activity Book: Listening Part 3
Social Studies: Places in a town	This is the bookshop. You can buy books here.		

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 24 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) is followed by 1 level with the following components:

- Class Book
- Activity Book
- Teacher's Book
- Class Audio
- Flashcards
- Word Cards
- Story Cards
- Posters
- Extra practice worksheets
- Photocopiables

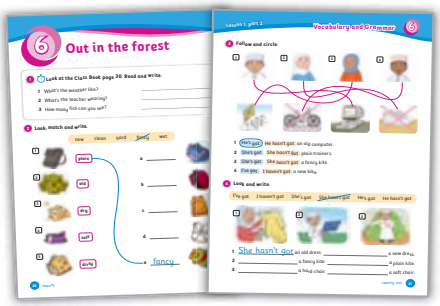
Class Book

The Semester 2 Class Book provides materials to present the target language effectively. It 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

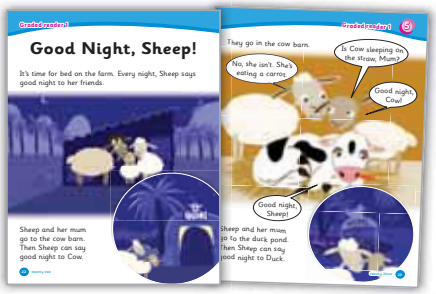


The Activity Book provides reinforcement and consolidation of the language presented in the Class Book. It contains controlled and freer practice as well as personalisation and further listening and reading activities.

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.



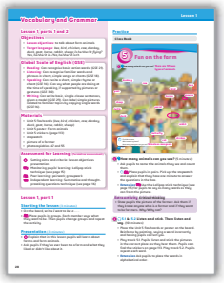
Teacher's Book

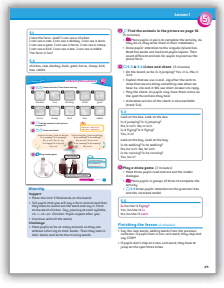
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- 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.





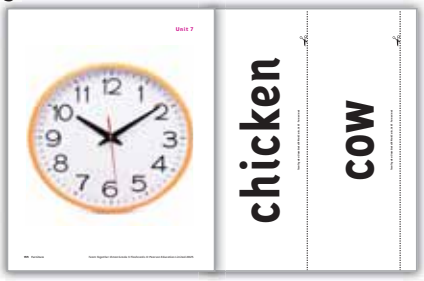
Class Audio

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 2, 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.

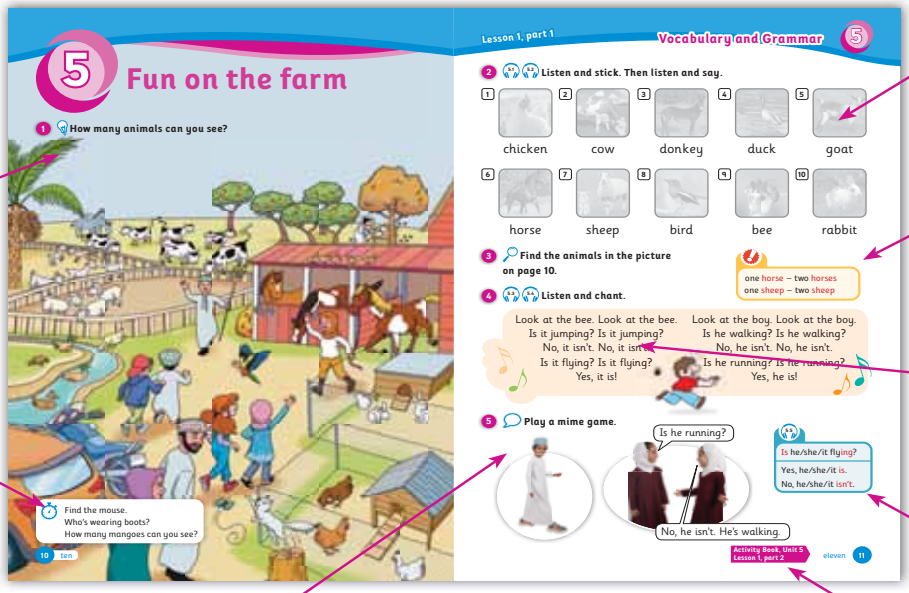
Presentation tool and digital resources

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

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, 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

Sticker activity to motivate pupils and make vocabulary learning more meaningful

Focus pupils' attention on more difficult language points

Stopwatch activity to revise vocabulary and language from previous units

Chant to teach vocabulary and grammar in context

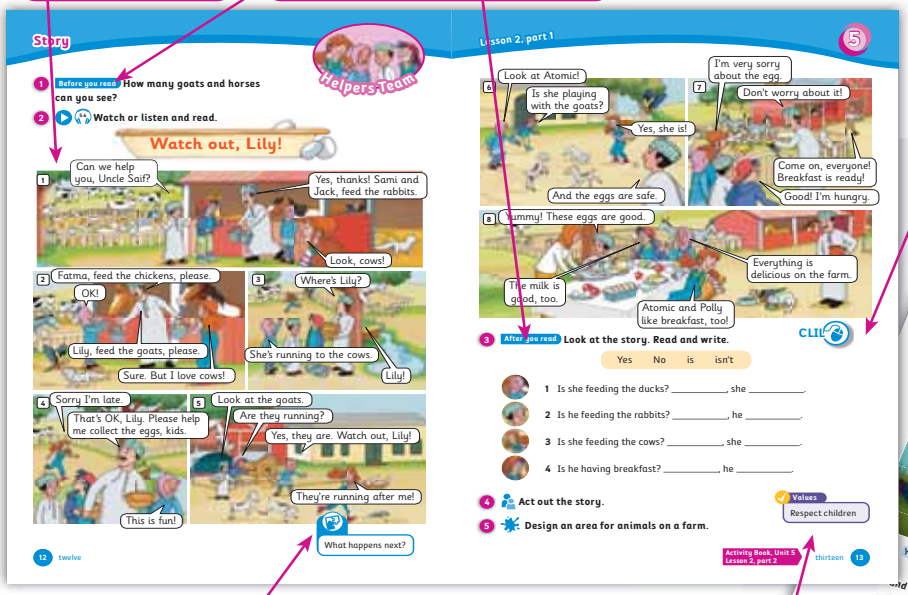
Grammar box for extra support and scaffolding, with recorded phrases

Future skills activities in every lesson

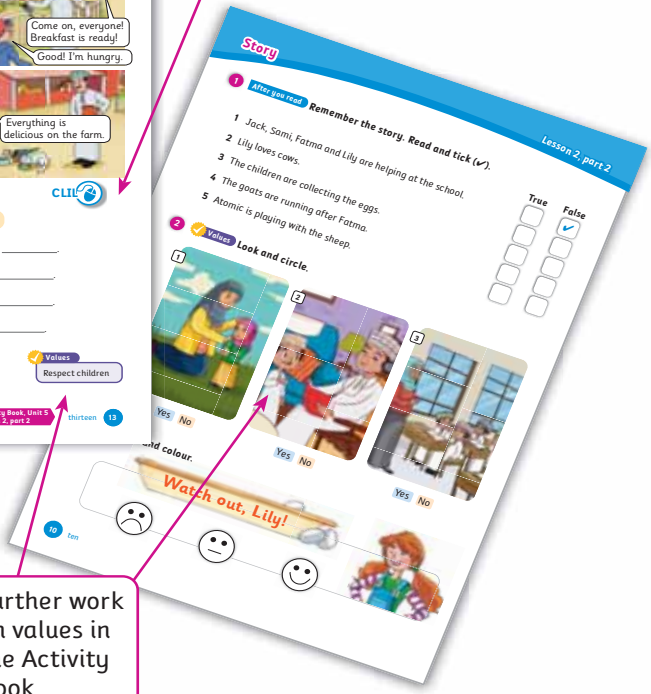
Go-to links for the accompanying Activity Book lessons

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

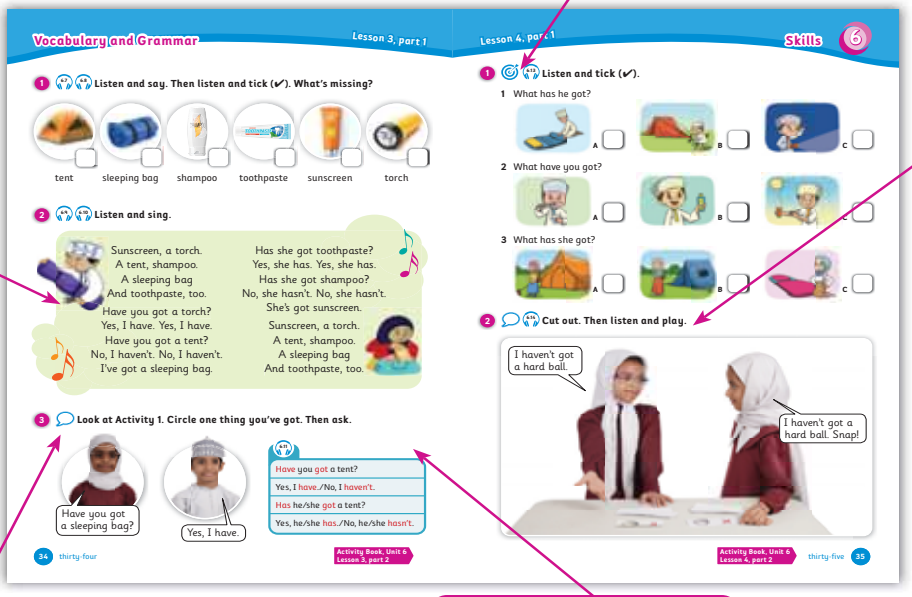
Focus on functional language from early levels

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



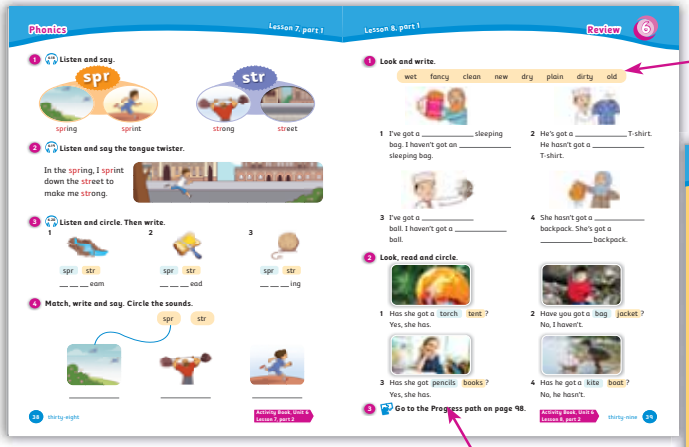
Song to teach vocabulary and grammar in context

Activities with cut-outs for freer speaking practice

Communicate activity for personalisation and speaking practice

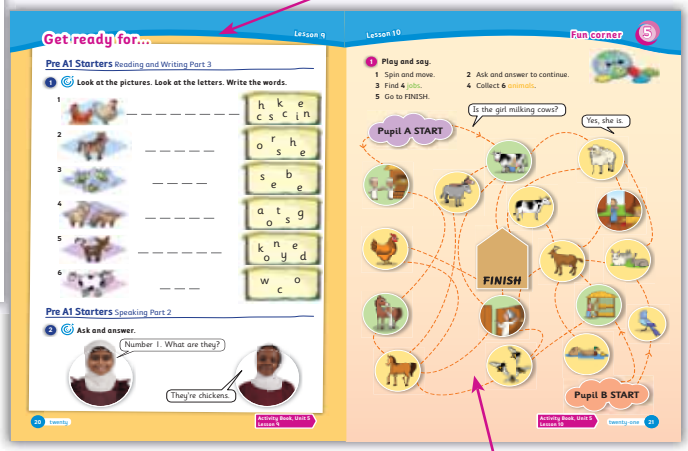
Grammar box for extra support and scaffolding, with recorded phrases

Class Book and Activity Book



Review section for consolidation

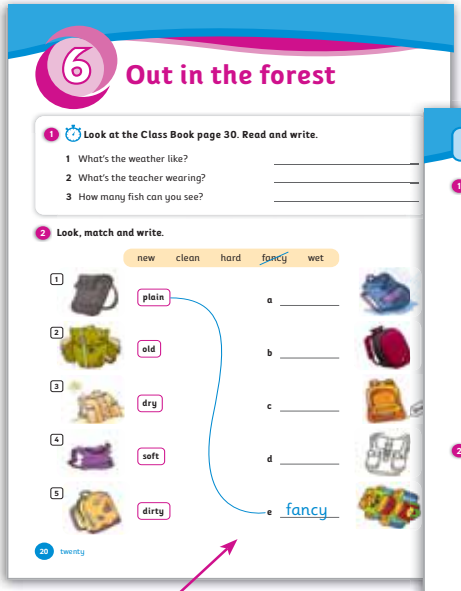
External tests practice section

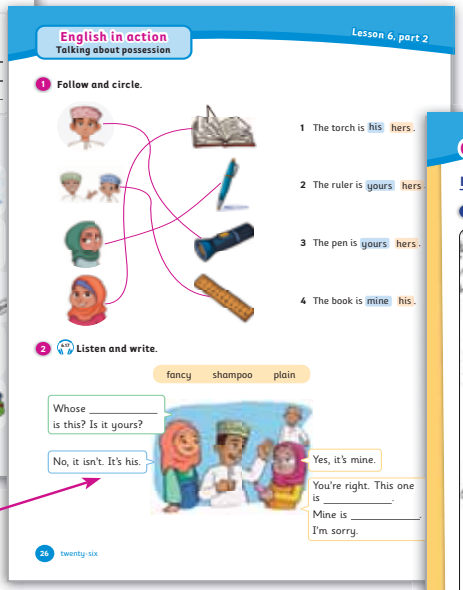


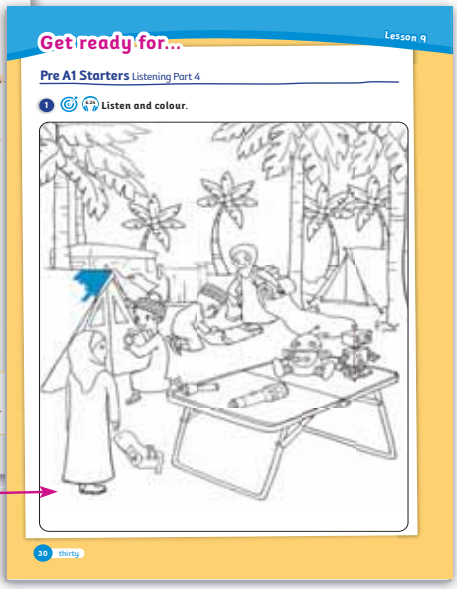
Self-assessment activity: Progress path



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





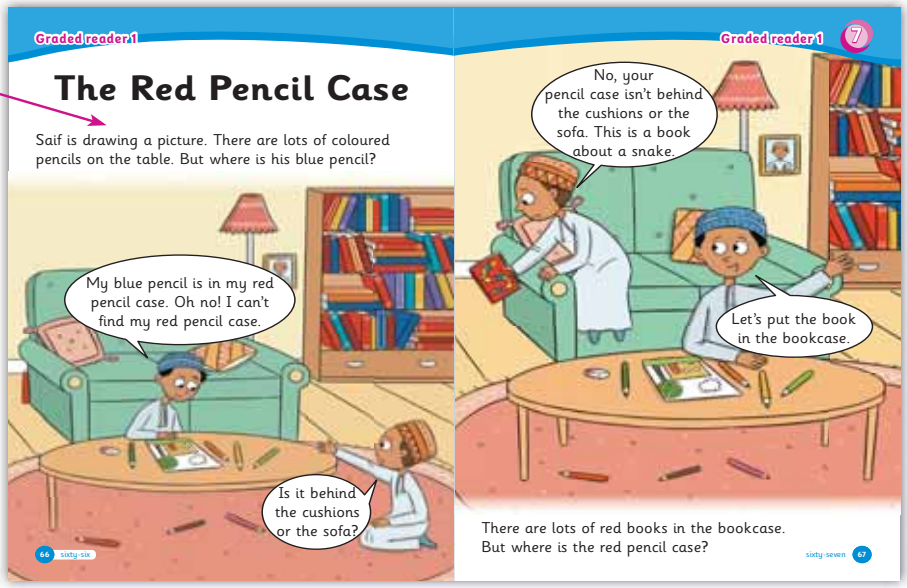


Further practice in the Activity Book

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 semester 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 pupil.)

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 . . . .*
- **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.

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/her card, he/she should stand up and show it to the class.

Exercises without story cards

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

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. This 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 2 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/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Pupils may replace the teacher and give the commands.

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

True or false? Point to various objects in the poster and make true or false sentences related to them. For example, point to a 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, Culture videos and English in action 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.
- English in action videos help pupils to visualise real-life language in use, learn about different cultures and customs and improve pronunciation and vocabulary development. They are also a fun way to keep pupils interested.

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 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/she has chosen a picture of a banana, he/she mimes peeling it and eating it). The task of the others is to guess the word. The card described is taken away and the game goes on.

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.

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

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/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/her card, he/she raises it up.

Yes!/No! Show pupils the flashcards and ask them to name the pictures together with you. Then, show pupils the cards in such a way that only they can see the pictures. Say a word in English. 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/she takes a picture he/she is not able to name. Count all the correctly named cards and award the pupil one point for each card. Put the cards in the bag again and repeat the game with another pupil. The winner is the pupil who scores the highest number of points.

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

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

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.

Games bank

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.

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

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

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

Games with a puppet/soft toy

Words and scenes. Using a soft toy, 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/she has to sit down. Continue the game until all pupils sit down.

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

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

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

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

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 on 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/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/her team the number of points equal to the number on the die or spinner.

Games bank

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/she may take the card and place the sign of his/her team in that field. Then the pupil from the other team does the same. The winner is the team which manages to put 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/her team. Repeat with other pupils and cards.

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

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/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

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.

5 Fun on the farm

Unit objectives

To talk about farm animals and activities

Language

Vocabulary	**Farm animals**: *bee, bird, chicken, cow, donkey, duck, goat, horse, rabbit, sheep* **Farm activities**: *brush the horses, clean the cage, collect the eggs, fix the gate, milk the cows, sweep the barn*
Grammar	*Is he/she/it flying? Yes, he/she/it is. No, he/she/it isn't.* *Are they brushing the horses? Yes, they are./No, they aren't.*
Functions	*Sorry, can you repeat that?*
Phonics	**pr**: *press, prize*; **tr**: *truck, train* **Tricky word**: *friend*

Learning outcomes

Listening	• Detect a simple story sequence • 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
Speaking	• Ask for repetition and clarification using simple, fixed expressions • Ask simple questions about the number of objects using basic phrases • Accurately reproduce modelled language • Name and describe familiar objects (number, colour, size) • 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 • 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 • 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	• Arrange scrambled letters into words • Write clearly formed letters and words moving from left to right • Write high-frequency words correctly • 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 by 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 of greetings, introductions and farewells • 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. 2); use numbering to complete an activity (L. 3)
Digital competence: use Class Book eBook (L. 1–10)
Social and civic competences: raise awareness of cultural similarities and differences (L. 5 and L. 10); learn how to ask for clarification (L. 6)
Cultural awareness and expression: learn to be creative (L. 2 and 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1–10); follow 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 7); 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	Design an area for animals on a farm. (L. 2)
Communication	Talking about farm animals and activities (L. 1, 3 and 4); Asking for clarification (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. 19; Activity Book p. 16
- Picture dictionary: Activity Book p. 61
- Unit 5 Extra practice: Activity Book p. 17
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, Self-assessment
- Unit 5 Practice Sheet

External tests

Class Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 3 Pre A1 Starters Speaking Part 2	Pre A1 Starters Reading and Writing Part 4

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about farm animals
- **Target language:** *bee, bird, chicken, cow, donkey, duck, goat, horse, rabbit, sheep; Is he/she/it flying? Yes, he/she/it is./No, he/she/it isn't.*

Global Scale of English (GSE)

- **Reading:** Can recognise basic action words (GSE 21).
- **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 say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29). Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- Unit 5 flashcards (*bee, bird, chicken, cow, donkey, duck, goat, horse, rabbit, sheep*)
- Unit 5 poster: Farm animals
- Unit 5 stickers (page 113)
- stopwatch
- picture of a farmer
- photocopiables 47 and 55

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 (3 minutes)

- On the board, write *I want to be a . . . .*
- Place pupils in groups. Each member says what they want to be. Then pupils change groups and repeat the activity.

Presentation (3 minutes)

- Explain that in this lesson pupils will learn about farms and farm animals.
- Ask pupils if they've ever been to a farm and what they liked or didn't like about it.

Practice

Class Book



1 How many animals can you see? (5 minutes)

- Ask pupils to name the animals they see and count them.
- 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 say as many words as they can from the picture.

Extra activity **Critical thinking**

- Show pupils the picture of the farmer. Ask them if they know anyone who is a farmer and if they want to be farmers. Why/Why not?

2 5.1 & 5.2 Listen and stick. Then listen and say. (10 minutes)

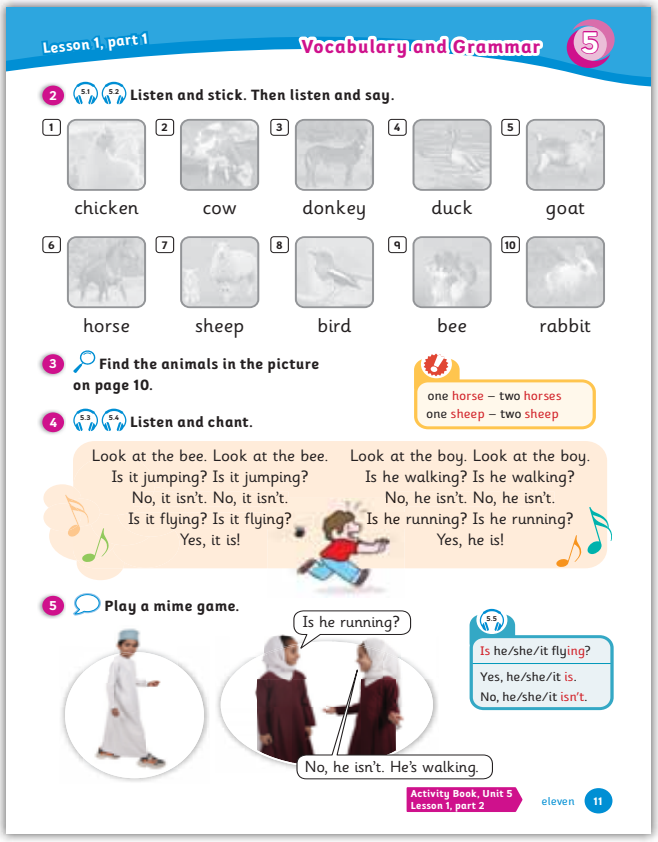
- Place the Unit 5 flashcards or poster on the board. Reinforce by pointing, saying a word incorrectly and having pupils correct you.
- Play track 5.1. Pupils listen and stick the pictures in the correct place as they hear them. Pupils can find the stickers on page 113. Play track 5.2. Pupils repeat each word.
- **Extension** Ask pupils to place the words in alphabetical order.

5.1

I love the farm. Look! I can see a chicken.
I can see a cow. I can see a donkey. I can see a duck.
I can see a goat. I can see a horse. I can see a sheep.
I can see a bird. I can see a bee. I can see a rabbit.
The farm is fun!

5.2

chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, rabbit



Diversity

Support

- Place the Unit 5 flashcards on the board.
- Tell pupils that you will say a farm animal and that they have to sound out the word and say it. Point to the word *chicken*. Say, pausing at each syllable, *ch–i–ck–en. Chicken.* Pupils repeat after you.
- Continue with all the words.

Challenge

- Have pupils write as many animals as they can without referring to their books. Then they look in their books and write the missing words.

3 Find the animals in the picture on page 10. (5 minutes)

- Place pupils in pairs to complete the activity. As they do so, they write them in their notebooks.
- Draw pupils' attention to the singular/plural box. Read the words out loud and pupils repeat. Then count different animals for pupils to practise the plural form.

4 5.3 & 5.4 Listen and chant. (5 minutes)

- On the board, write *Is it jumping? Yes, it is./No, it isn't.*
- Explain that we use *is* and *-ing* after the verb to show that we are doing something now when we have *he, she* and *it*. We use short answers to reply.
- Play the chant. As pupils sing, have them mime on the spot the actions they hear.
- A karaoke version of the chant is also available (track 5.4).

5.3

Look at the bee. Look at the bee.
Is it jumping? Is it jumping?
No, it isn't. No, it isn't.
Is it flying? Is it flying?
Yes, it is!

Look at the boy. Look at the boy.
Is he walking? Is he walking?
No, he isn't. No, he isn't.
Is he running? Is he running?
Yes, he is!

5 Play a mime game. (7 minutes)

- Have three pupils read and act out the model dialogue.
- Place pupils in groups of three to complete the activity.
- 5.5 Draw pupils' attention to the grammar box and the recorded model.

5.5

Is he/she/it fly**ing**?
Yes, he/she/it **is**.
No, he/she/it **isn't**.

Finishing the lesson (2 minutes)

- Say the new words, adding words from the previous semester. If pupils hear a non-unit word, they clap and say *STOP!*
- If pupils don't clap at a non-unit word, they have to jump on the spot three times.

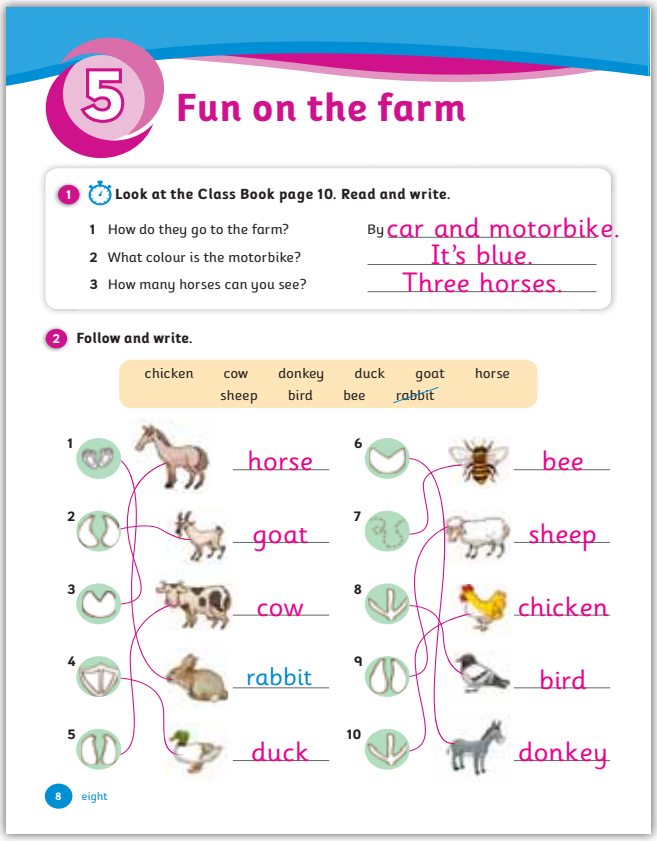
Lesson 1, part 2

Starting the lesson (5 minutes)

- Mime an animal from Lesson 1, part 1. Ask pupils to guess the animal. Then have pupils play in pairs.

Practice

Activity Book



5 Fun on the farm

1 Look at the Class Book page 10. Read and write.

1 How do they go to the farm? By car and motorbike.
2 What colour is the motorbike? It's blue.
3 How many horses can you see? Three horses.

2 Follow and write.

chicken cow donkey duck goat horse sheep bird bee rabbit

1 horse 2 goat 3 cow 4 rabbit 5 duck
6 bee 7 sheep 8 chicken 9 bird 10 donkey

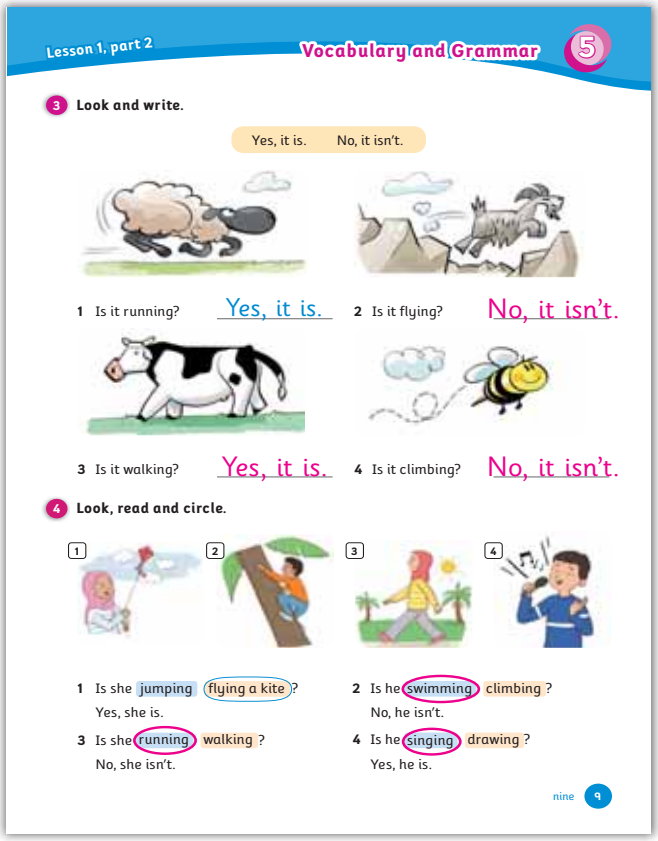
8 eight

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

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

2 Follow and write. (10 minutes)

- Elicit what the symbols show (they all show animal feet except item 7 which represents the way a bee flies).
- Ask pupils to work individually to follow the lines and write the names of the animals.
- Check answers as a class.



Lesson 1, part 2 Vocabulary and Grammar 5

3 Look and write.

Yes, it is. No, it isn't.

1 Is it running? Yes, it is.
2 Is it flying? No, it isn't.
3 Is it walking? Yes, it is.
4 Is it climbing? No, it isn't.

4 Look, read and circle.

1 Is she jumping / flying a kite? Yes, she is.
2 Is he swimming / climbing? No, he isn't.
3 Is she running / walking? No, she isn't.
4 Is he singing / drawing? Yes, he is.

nine 9

3 Look and write. (5 minutes)

- Ask pupils to name the animal in each picture.
- Remind pupils that we use *is* and *-ing* after the verb to show that we are doing something now when we have *he, she* and *it*.
- Pupils complete the activity in pairs.

4 Look, read and circle. (5 minutes)

- Read the example and check understanding.
- Pupils complete the activity individually.
- Ask pupils which of the activities in the pictures they like to do.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they liked about today's lesson.

Extra activity **Photocopiables 47 and 55**

- Ask pupils to do photocopiables 47 and 55.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** farm animals and work; *She's running to the cows. They're running after me!*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 5 flashcards (farm animals)
- Unit 5 poster: Farm animals
- Unit 5 story cards
- strips of paper
- picture of a farmer
- photocopiable 71
- poster paper

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); Yes/No 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 three strips of paper. Ask them to write a word from the new vocabulary on each strip.
- Have pupils walk around the class and say the words to different pupils.
- Pupils swap strips with different partners and repeat the activity.

Presentation (3 minutes)

- Using the Key question technique (see page 15), ask pupils what they remember about the stories from the last semester and what they learnt from them.
- Tell pupils that today's story is about a farm. Ask pupils if they know anyone who works on a farm.
- On the board, write *Watch out, Lily!* Ask pupils what they think will happen in the story. Explain to pupils that *Watch out* is used to warn someone that they are in danger or that an accident might happen.

Practice

Class Book



1 Before you read How many goats and horses can you see? (2 minutes)

- Ask pupils to say as many animals from the story as they can. Have them count the goats and horses.
- Have pupils look at all the pictures of the story and say what's happening in them.
- **Extension** Ask pupils to think about what kind of things they can do on a farm.

2 5.6 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 Yes/No technique (see page 16), say different statements about the story, e.g. *Uncle Saif is a farmer. (Yes). Lily feeds the horses. (No).* You can also use the Unit 5 story cards to ask about the story.
- **Extension** Pupils write two false statements about the story for their partners to correct.
- Refer pupils to the question box again. Ask if their guesses were correct.

Story

5.6

Watch out, Lily!

1 Sami: Can we help you, Uncle Saif?
Uncle Saif: Yes, thanks! Sami and Jack, feed the rabbits.
Lily: Look, cows!

2 Uncle Saif: Fatma, feed the chickens, please.
Fatma: OK!
Uncle Saif: Lily, feed the goats, please.
Lily: Sure. But I love cows!

3 Uncle Saif: Where's Lily?
Fatma: She's running to the cows.
Uncle Saif: Lily!

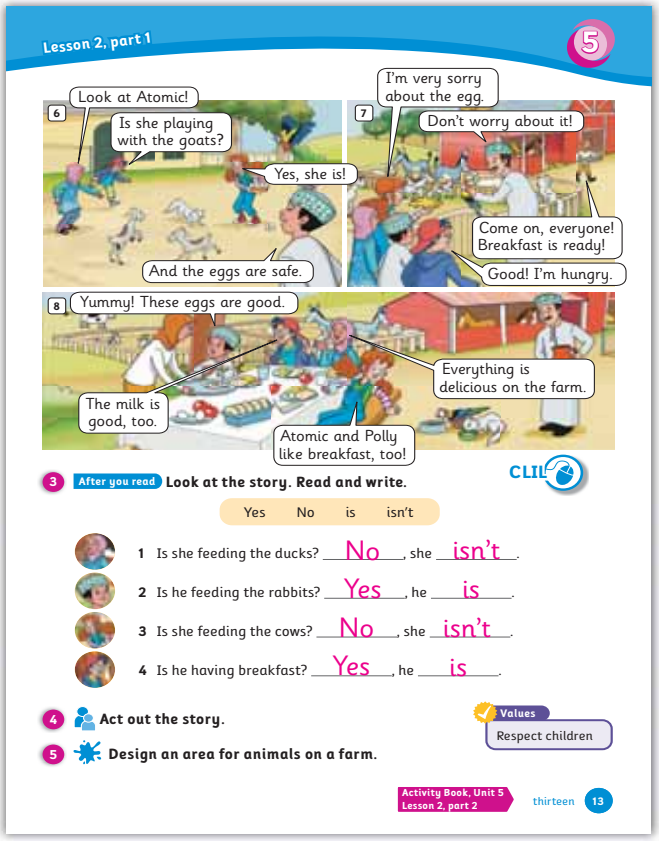
4 Lily: Sorry I'm late.
Uncle Saif: That's OK, Lily. Please help me collect the eggs, kids.
Fatma: This is fun!

5 Sami: Look at the goats.
Jack: Are they running?
Fatma: Yes, they are. Watch out, Lily!
Lily: They're running after me!

6 Fatma: Look at Atomic!
Jack: Is she playing with the goats?
Lily: Yes, she is!
Sami: And the eggs are safe.

7 Lily: I'm very sorry about the egg.
Uncle Saif: Don't worry about it!
Woman: Come on, everyone! Breakfast is ready!
Jack: Good! I'm hungry.

8 Sami: Yummy! These eggs are good.
Jack: The milk is good, too.
Fatma: Everything is delicious on the farm.
Lily: Atomic and Polly like breakfast, too!



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

- Ask pupils what each child in the story is doing.
- Pupils do the activity individually and check with their partners.

Diversity

Support

- Help pupils find the frame where they can find the answer for each sentence. For the first one, point to frame 2. Read the sentence *Fatma, feed the chickens, please*. Write it on the board. Then ask the question, point to the board and elicit the answer. Continue with items 2–4, using frames 1, 2 and 8.

Challenge

- Pupils write four questions about frame 8 and the food, e.g. *Is Lily drinking milk?*
- In pairs, pupils swap their questions and write the answers.

Extra activity TPR

- Have pupils walk around the class. Explain that you will read the story as they walk. When pupils hear an animal, they have to stop and make the noise of the animal. Pupils who don't stop walking have to sit down.

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 (one prop per pupil) in their notebooks, e.g. animals, eggs, buckets, etc.
- Have the groups perform in front of the class.

5 Design an area for animals on a farm. (5 minutes)

- Ask pupils what kinds of things a farm should have for the animals to keep them safe and healthy. Write ideas on the board.
- Place pupils in small groups and have them complete the activity in their notebooks.
- Use the Lollipop stick technique (see page 15) to ask groups to present their work to the class. Make a classroom display.

Values

- Ask pupils why it's important for children to be respected. Ask pupils to think about how children's rights need to be considered in everyday life. They could think about their right to play, or their right to be in school and to learn. Encourage pupils to think widely about this issue. Ask them to look at frame 7. Ask *Does Uncle Saif get angry with Lily? (No, he doesn't.)*. Explain that managing anger with children is a sign of respect.

Extra activity Fast finishers

- Have pupils make a values poster showing how children's rights should be considered. Place work in their notebooks.

Finishing the lesson (5 minutes)

- Place pupils in pairs and have them write three questions about the story.
- Pupils swap partners to ask and answer their questions.

Lesson 2, part 2

Starting the lesson (10 minutes)

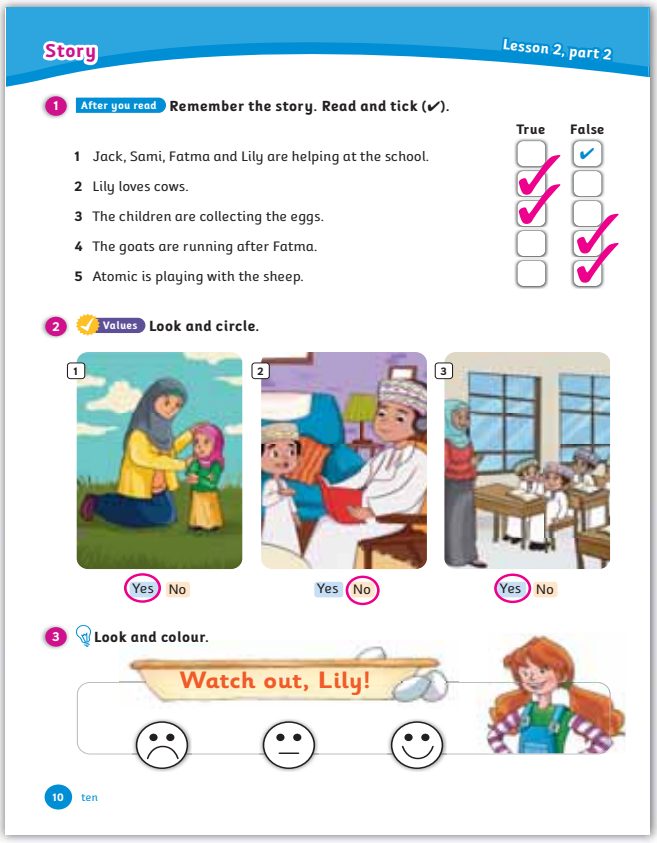
- Place the Unit 5 flashcards face down on a table at the front of the class.
- Choose a volunteer to come to the front, pick a card and draw the animal from the flashcard on the board. Pupils guess what the animal is.
- The pupil who answers correctly goes next. Continue until most of the class has had a turn.

Practice

Activity Book

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

- With books closed, ask pupils to tell you about the story.
- Pupils complete the activity individually.
- Check answers as a class.
- **Extension** Have pupils correct the false sentences.


Story

Lesson 2, part 2

1 After you read Remember the story. Read and tick (✔).

	True	False
1 Jack, Sami, Fatma and Lily are helping at the school.		✔
2 Lily loves cows.	✔	
3 The children are collecting the eggs.	✔	
4 The goats are running after Fatma.		✔
5 Atomic is playing with the sheep.		✔

2 Values Look and circle.

1 Yes No

2 Yes No

3 Yes No

3 Look and colour.

Watch out, Lily!

10 ten

2 Values Look and circle. (5 minutes)

- Ask pupils what they can see in each picture. Ask them whether children's rights are being respected in the pictures.

3 Look and colour. (5 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story. Ask them to give reasons for their answers.

Finishing the lesson (10 minutes)

- Ask pupils what their favourite part of the story was.
- Place pupils in pairs and have them read their favourite part to each other.
- 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 Photocopiable 71

- Ask pupils to do photocopiable 71.

CLIL Link

In Unit 5, the story is based around the concept of animals from the Science curriculum.
Fatma and her friends are helping at Uncle Saif's farm.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn types of farm activities
- **Target language:** *brush the horses, clean the cage, collect the eggs, fix the gate, milk the cows, sweep the barn ; Are they (brushing the horses)? Yes, they are./No, they aren't.*

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about where things, animals or people are (GSE 27).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). 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 recite a short, simple rhyme or chant (GSE 16). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Materials

- Unit 5 flashcards (*brush the horses, clean the cage, collect the eggs, fix the gate, milk the cows, sweep the barn)*
- Unit 5 poster: Farm animals
- strips of paper
- picture of a farmer
- two fly swats
- photocopiables 48, 56, 63 and 67

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (5 minutes)

- Revise the vocabulary for animals with a circle game. Pupil 1 says the name of an animal. Pupil 2 says the name of the first animal and adds a second animal. Pupil 3 says the first two animals in order and then adds a third and so on.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn different types of things they can do on a farm.
- Place the Unit 5 flashcards (farming) or poster on the board. Go through each word and have pupils repeat after you.
- Ask pupils if they have done any of these things. Ask pupils which activity they think will be the most difficult and which one the easiest.

Practice

Class Book



1 5.7 & 5.8 Listen and say. Then listen and tick (✓) or cross (✗). (10 minutes)

- Point to an activity for pupils to mime and say after you.
- Play track 5.7. Pupils repeat the activity as they hear them.
- Play track 5.8. Pupils tick the activities the farmer does and cross the ones the farmer doesn't do.
- **Extension** In pairs, pupils say and mime an activity.

5.7

collect the eggs, milk the cows, brush the horses, fix the gate, sweep the barn, clean the cage

5.8

I'm a farmer. This is my day.
In the morning, I collect the eggs. I milk the goat, too.
In the afternoon, I brush the donkey and I fix the gate.
In the evening, I sweep the barn and I clean the cage, too.
At night, I go to bed at 9 o'clock. I'm tired!

Diversity

Support

- Place pupils in pairs and give each pupil six strips of paper.
- One pupil writes the verbs while the other one writes the nouns.
- Pupils mix them up well. Then they match the strips as fast as they can.

Challenge

- Pupils write about their day on the farm. They make affirmative and negative sentences using the new vocabulary and the parts of the day.

2 5.9 & 5.10 Listen and sing. (5 minutes)

- Ask pupils to read the song and say which two activities from Activity 1 aren't in the song (collect the eggs, brush the horses).
- Play the song for pupils to sing. Explain that when they hear an action, they mime it.
- A karaoke version of the song is available (track 5.10).
- **Extension** Place pupils in small groups to rewrite the song using different actions. Groups sing their song.

5.9

On the farm today
There's no time to play.
There's no time to play.

Are they milking the cows?
Are they sweeping the barn?
Yes, they are. Yes, they are.
They're milking the cows.
They're sweeping the barn.

Are they brushing the donkeys?
Are they cleaning the cage?
No, they aren't. No, they aren't.
They're fixing the gate.

On the farm today
There's no time to play.
There's no time to play.

Extra activity TPR

- Have pupils close their eyes. Place the Unit 5 flashcards around the classroom, almost hidden, and bring pupils to the middle of the classroom.
- Say an action and ask pupils to find its matching flashcard. The first pupil to find the flashcard brings it to the front and pupils mime the action.

3 Look at Activity 2. Ask and answer. (10 minutes)

- 5.11 Draw pupils' attention to the grammar table and the recorded model.
- On the board, write *Are they brushing the horses? Yes, they are./No, they aren't.* Explain to pupils that we use *are* and *-ing* after the verb to ask about actions happening now when the subject is in the plural. We use short answers to reply.
- Use the Traffic light cards technique (see page 16) to check understanding.
- **Extension** On the board, write *He*, *She*, *It*, *They* in one column. Then write *is*, *are* in another column. In a third column, place the Unit 5 flashcards (farming). Tell pupils you are going to say and point to a pronoun and an action. Pupils have to form the question, e.g. *Is he milking the cows?*
- Bring a pupil to the front of the class and ask the formed questions. The pupil has to nod their head *yes* or *no* for the class to answer with a short answer.
- Use the Lollipop stick technique (see page 15) to quiz pupils.

5.11

Are they brush**ing** the horses?
Yes, they **are**. No, they **aren't**.

Extra activity Creativity

- Place pupils in pairs. Tell them to pretend they work on a farm and make a schedule of their day in their notebooks using *In the morning, In the afternoon*, etc. and the time.
- Have pupils illustrate their work and present it to the class.

Extra activity Fast finishers

- Pupils make sentences about each item in Activity 1. Place work in their notebooks.

Finishing the lesson (5 minutes)

- Play *Word Swat* (see page 23) with the Unit 5 flashcards (farming).

Lesson 3, part 2

Starting the lesson (10 minutes)

- Show pupils one of the Unit 5 flashcards. Ask *Are they (cleaning the cage)?* Pupils answer (*Yes, they are./ No, they aren't.*) depending on the flashcard you show. Vary the subjects (*I, he/she/it, we/you/they*) when asking questions.

Practice

Activity Book



1 Look and circle. (10 minutes)

- Ask pupils to say what the action in each picture is.
- Pupils complete the activity individually and compare answers in pairs.
- Check answers as a class.

2 5.12 Listen and write. (10 minutes)

- Ask pupils to identify the farm activity in each picture.
- Play the audio, pausing for pupils to write the answers.
- Use the Lollipop stick technique (see page 15) to have pupils read the answers aloud.

5.12

1 Are they cleaning the cage?
2 Are they milking the cows?
3 Are they brushing the donkeys?
4 Are they feeding the chickens?

Finishing the lesson (10 minutes)

- Play *Draw word* (see page 22) with the Unit 5 flashcards.
- 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 48, 56, 63 and 67**

- Ask pupils to do photocopiables 48, 56, 63 and 67.

Skills

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to play a game about animals and farm activities
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about where things, animals or people are (GSE 27).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).
- **Writing:** Can write a single basic sentence about what they/other people are doing (GSE 31).

Materials

- Unit 5 flashcards (farm animals and farm activities)
- Unit 5 poster: Farm animals
- a photocopy of audioscript 5.13 with names or actions blotted out
- scissors

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; Two stars and a wish technique (see page 16). Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (5 minutes)

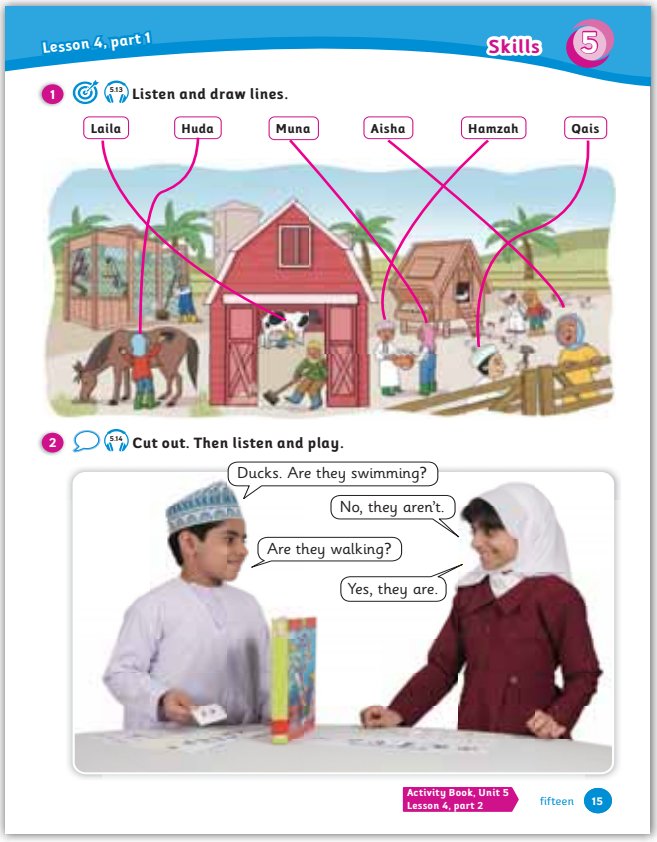
- Play *Match!* (see page 22) with animals and farm activities.
- Ask pupils to draw a 3x3 table in their notebooks and write vocabulary from Lessons 1 and 3. Allow them to copy the words from their Class Books.
- Mix up all the Unit 5 flashcards and take them out one by one and stick them on the board. The first pupil to have the nine words calls *Match!* and says the words.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity to help them with the Starter Exam and then play a game with their cut-out cards.

Practice

Class Book



Diversity

Support

- Before pupils start the activity, have them look at the picture and say what farm animals and jobs they see in it. Write them on the board.
- On the board, write *Fatma is sweeping the barn.*
- In pairs, pupils write three sentences about the picture like the one on the board. Tell pupils they can refer back to the unit for help.
- Pupils swap partners. Ask them to read their sentences to their new partner who has to trace the name of the action with their finger.

Challenge

- Pupils write three questions about the picture using the present continuous form to ask their partners.

1 5.13 **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 write answers.
- **Extension** Give pupils the audioscript with the names or activities blotted out. Pupils refer to the activity and complete the audioscript.

5.13

1 Woman: Are Aisha and Qais on the school farm?
Boy: Yes, they are.
Woman: Where are they?
Boy: They're next to the barn.
Woman: Next to the barn? Are they fixing the gate?
Boy: Yes, they are. Aisha and Qais are fixing the gate.

2 Boy: Can you see Huda?
Woman: Yes. Huda is next to the barn.
Boy: Oh yes. I can see her.
Woman: Good. Look! Is she cleaning the barn?
Boy: No, she isn't. She's brushing the horse.

3 Boy: What about Laila? Is she in the barn?
Woman: Yes, she is.
Boy: Oh, I see her. Is she sweeping the barn?
Woman: No, she isn't. She's milking the cow.
Boy: Oh, good. I like milk.

4 Boy: Are Hamzah and Muna feeding the chickens?
Woman: Hamzah and Muna? No, they aren't. They're collecting eggs.
Boy: Yes. You're right. Oh, I'm hungry! Let's have lunch.
Woman: Me, too! Let's have eggs for lunch.
Boy: Good idea.

Extra activity **Critical thinking**

- Place pupils in small groups. Have pupils look at the picture in Activity 1 and think about working on a farm. Ask pupils to discuss why farms are important for us and how they help society. Tell pupils to think about why we should protect farms. Have pupils present their ideas to the class.

2 5.14 **Cut out. Then listen and play.** (15 minutes)

- Have pupils find and cut the Unit 5 cut-outs on page 101. Each pupil uses his or her own cards.
- Ask pupils to look at their cards and, using the Lollipop stick technique (see page 15), describe the activities and the animals.
- Place pupils in pairs and play the audio. Then ask two volunteers to read the dialogue aloud.
- Pupils stick the animal cards under the activities in any order, making sure not to show their partner.
- Pupils then take it in turns to ask and answer questions about what their partner's animals are doing, e.g. *Chickens. Are they jumping?* The pupil to find out what each of their partner's animals are doing first is the winner.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood the game.

5.14

Boy: Ducks. Are they swimming?
Girl: No, they aren't.
Boy: Are they walking?
Girl: Yes, they are.

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.

D5

1 chicken
2 cow
3 donkey
4 duck
5 goat
6 horse
7 sheep
8 bird
9 bee
10 rabbit

Finishing the lesson (5 minutes)

- Divide the class into two teams.
- Have pupils play a game of *Charades* (see page 20) with the Unit 5 flashcards (farm animals and farm activities).

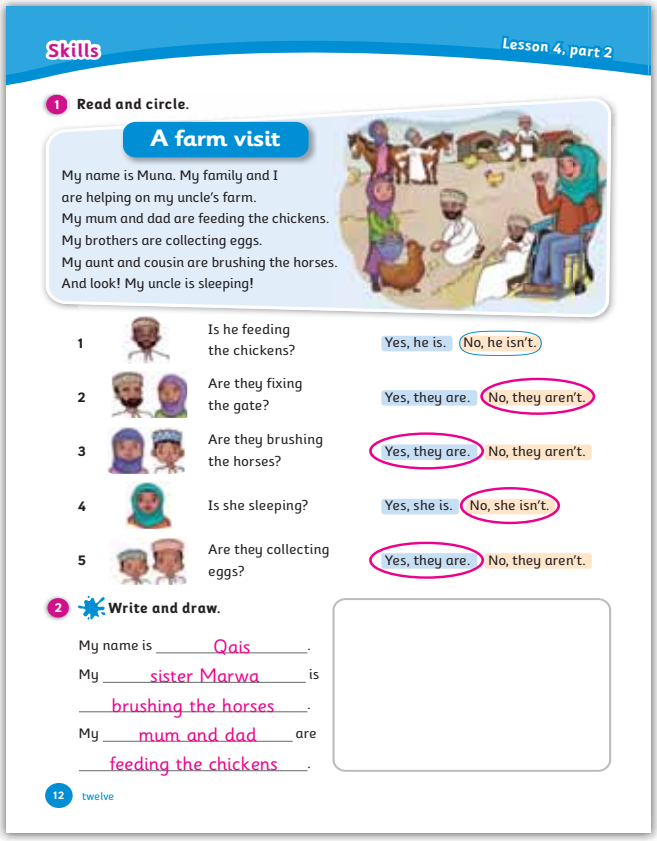
Lesson 4, part 2

Starting the lesson (10 minutes)

- Place the Unit 5 flashcards (animals and farming) or poster on the board and revise the vocabulary from the unit.
- Then ask pupils to write three sentences in their notebooks using the flashcards. Use the Lollipop stick technique (see page 15) to choose pupils to read their sentences aloud.

Practice

Activity Book



Skills — Lesson 4, part 2

1 **Read and circle.**

A farm visit

My name is Muna. My family and I are helping on my uncle's farm.
My mum and dad are feeding the chickens.
My brothers are collecting eggs.
My aunt and cousin are brushing the horses.
And look! My uncle is sleeping!

1	Is he feeding the chickens?	Yes, he is.	No, he isn't.
2	Are they fixing the gate?	Yes, they are.	No, they aren't.
3	Are they brushing the horses?	Yes, they are.	No, they aren't.
4	Is she sleeping?	Yes, she is.	No, she isn't.
5	Are they collecting eggs?	Yes, they are.	No, they aren't.

2 **Write and draw.**

My name is Qais.
My sister Marwa is brushing the horses.
My mum and dad are feeding the chickens.

12 twelve

1 Read and circle. (10 minutes)

- Ask pupils to look at the picture. Ask *Where are the people? What activities can you see?*
- Read the text aloud. Then give pupils time to read the text on their own.
- Pupils complete the activity individually and then check answers in pairs.

2 Write and draw. (10 minutes)

- Explain that pupils have to imagine they are on a farm with their family or friends. They have to write a few sentences about what they are doing on the farm.
- 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. They read their sentences in pairs.
- **Extension** Pupils make three questions about their paragraph for their partners to answer.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils about what they learnt in this lesson and what they did. Ask them to make brief notes.
- Have pupils stand up and tell the class what they have learnt in 30 seconds. Explain that they can look at their notes.
- Ask pupils to bring in pictures of farms, farm animals and anything else related to farms for their projects in the next lesson.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about farming; to make a farm collage
- **Target language:** *take care, brush (v.), goat, collect, dates, picnic, outside*

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 habits and routines (GSE 31).

Materials

- Lesson 3 song
- notebooks
- pictures of farms, farm animals or anything related to farms
- photocopiable 75

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; Two stars and a wish technique (see page 16). Expert envoy technique (see page 16)
- Independent learning: Three facts and a fib technique (see page 16); Thought-provoking questions technique (see page 16)

Lesson 5, part 1

Starting the lesson (3 minutes)

- Refer pupils to page 14 in their Class Books and ask them to tell you what they learnt in that lesson.
- Have pupils read the song. Play the song for pupils to sing and mime to.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about farming.
- Ask pupils to say what they know about farms. Ask *What food do they grow on farms? What animals are there on the farms?*

Practice

Class Book



1 Before you read What do farmers grow? (5 minutes)

- Have pupils say what kinds of things farmers grow. Ask them which of the foods they usually eat are grown on farms.

2 5.15 Listen and read. (10 minutes)

- Ask pupils to describe the pictures in the text.
- 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.
- After listening to the audio, ask pupils what they found interesting about it. Ask pupils if they would like to work on a farm or be a farmer. Encourage pupils to explain their answers.

Diversity

Support

- Place pupils in five small groups and give them a paragraph from the text to read to each other. Groups then come to the front of the class and read their paragraph. Help pupils as they read.

Challenge

- Ask pupils to work in pairs and say any new things they have learnt about farming activities.

5.15

Having fun on the farm

Do you like animals? Do you like farms? You can go to a farm for the weekend. It's fun for all the family!

You help on the farm. You take care of the animals. Look! She's brushing a goat.

You learn about food. You learn about chickens, too. Look, they're collecting eggs.

Are they collecting eggs? No, they aren't. They're collecting dates.

Look at this family. They're having a picnic. They're having fun outside on the farm!

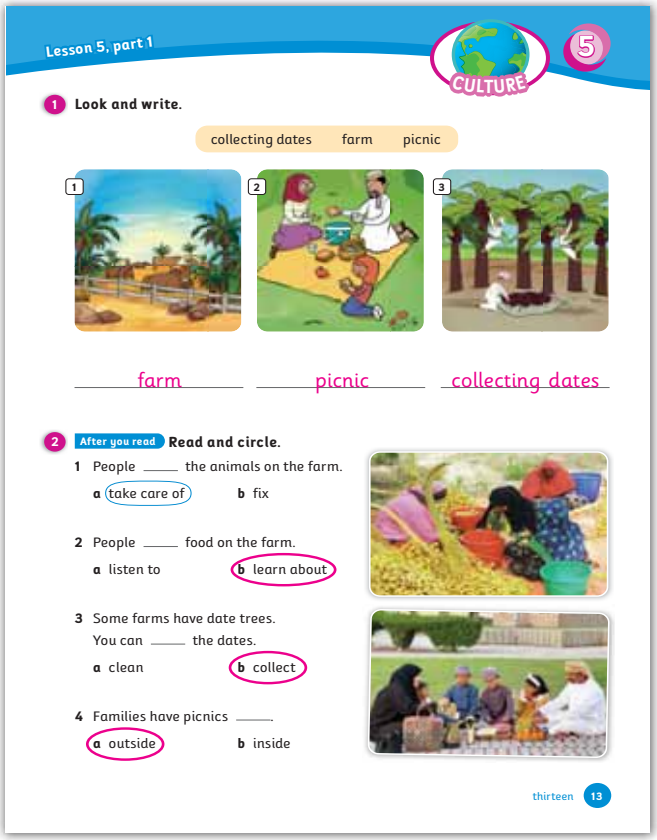
3 Find out more! Watch the video. (5 minutes)

- 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 quiz pupils about it. Play the video as you go along to reinforce the correct answers.
- **Extension** Pupils write three sentences about the video to read to their partners.

Extra activity Collaborative work

- In groups, have pupils imagine they own a farm. Have them say what activities they would have the helpers do. Ask if there are any activities they wouldn't want the helpers to do and why. They present their ideas to the class.

Activity Book


Lesson 5, part 1

CULTURE 5

1 Look and write.

collecting dates farm picnic

1 2 3

farm picnic collecting dates

2 After you read Read and circle.

1 People ___ the animals on the farm.
a take care of b fix

2 People ___ food on the farm.
a listen to b learn about

3 Some farms have date trees. You can ___ the dates.
a clean b collect

4 Families have picnics ___.
a outside b inside

thirteen 13

1 Look and write. (5 minutes)

- Ask pupils to look at the pictures and describe what they can see. Ask *What food is there?* the words in the box.
- Pupils complete the activity then check answers in pairs.

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

- Pupils read the sentences and circle the correct option. Use the Traffic light cards technique (see page 16) to make sure pupils have understood the activity.
- Pupils complete the activity individually. Check answers as a class. Ask pupils to read the completed sentences.

Extra activity TPR

- Ask pupils to come to the front of the class and stand in a circle. Tell pupils you will say a sentence about farms. If it is correct, they have to jump up and down or dance. If you are wrong, they mustn't move.
- Say *I play tennis on a farm.* The pupils who move, sit down on the spot and lose a turn.

Culture and Project

Extra activity Fast finishers

- Pupils write and draw six of their favourite words. They make sentences with the words as well. Place work in their notebooks.

Finishing the lesson (5 minutes)

- In small groups, pupils make sentences about their favourite food that come from farms. Groups choose a leader to read their sentences to the class.

Lesson 5, part 2

Starting the lesson (2 minutes)

- Ask pupils what their favourite farm animals are. Ask them to give reasons for their answers.

Presentation (3 minutes)

- Explain to pupils that they are going to make a collage of a farm. Explain to pupils that a collage is a poster with different pictures on a set topic.

Practice – Project

Class Book



Make a collage of a farm. (25 minutes)

- Explain to pupils that a collage is a poster with different pictures on a set topic and that they are going to work on their own.
- Ask pupils to say words they think they will use for the project and write them on the board.
- Using the Lollipop stick technique (see page 15), ask a pupil to read through the instructions.
- As a class, brainstorm farm animals that pupils can use in their collage. Write them on the board, and, as a class, choose the animals to use in the collage.
- Have pupils make their collages. Explain to pupils that they can use photos, draw pictures or make figures to go in their collages. Pupils then write about their farms in their notebooks. They can use the sentence prompt to help them. Monitor and help where necessary.
- Have pupils present their work to the class.
- Make a classroom display of their collage and show it to the class.

Finishing the lesson (10 minutes)

- Have each pupil write two sentences using the words from Lesson 5.
- Place pupils in pairs. Have them read their sentences to their partners as dictation.
- The pupil with the least or no mistakes wins.
- 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 in future Culture lessons.

Extra activity Photocopiable 75

- Ask pupils to do photocopiable 75.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to ask for clarification
- **Target language:** *Sorry, can you repeat that?*

Global Scale of English (GSE)

- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).
- **Speaking:** Can ask for repetition and clarification when they don't understand, using simple fixed expressions (GSE 29).

Materials

- Unit 5 flashcards (farm activities)
- two strips of paper for each pupil
- two fly swats
- straw puppets
- a bottle per group
- photocopiable 79

Assessment for Learning (formative assessment)

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

Lesson 6, part 1

Starting the lesson (5 minutes)

- Divide the class into small groups and have them sit in a circle. Put the bottle in the middle.
- Explain that one member spins the bottle. The person it points to has to say a word from a category the teacher says, e.g. if the teacher says *jobs*, the pupil says *pilot*.
- Then the next person has to say the previous word and one more, e.g. *pilot*, *cook*.
- The groups stop when a pupil cannot add a word.

Presentation (5 minutes)

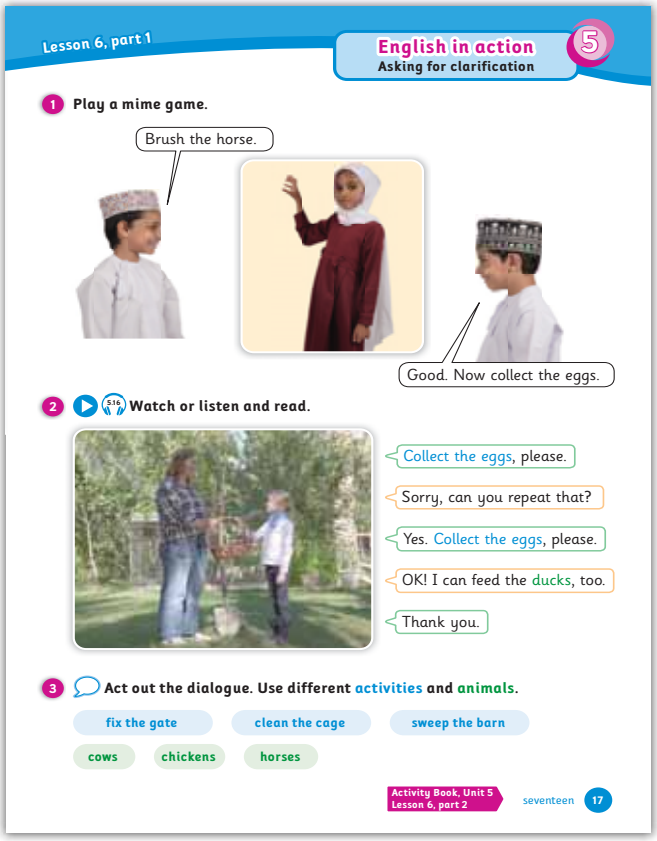
- Explain that in this lesson pupils will learn how to ask for clarification.
- Ask pupils what they say to someone if they haven't understood what that person wants.
- On the board, write *Sorry, can you repeat that?*

Extra activity Critical thinking

- Use the Lollipop stick technique (see page 15) to bring a pupil to the front. Have that pupil ask you your name. Say *What?* Ask pupils if you were being polite. Then have pupils repeat their question. Say *Sorry, can you repeat that?* Ask pupils if that was more polite and encourage them to think about why it's important to be polite.

Practice

Class Book



1 Play a mime game. (5 minutes)

- Show pupils the Unit 5 flashcards and revise the unit vocabulary quickly.
- Place pupils in groups. Pupil 1 gives an instruction to pupil 3. Pupil 3 does the mime. Pupil 2 then gives another instruction. Pupils can then change roles.

2 5.16 Watch or listen and read. (10 minutes)

- Ask pupils to look at the picture and tell you what they see. Tell them to guess what the people in the picture could be talking about.
- Play the audio or video once for pupils to read and listen to or watch.
- **Extension** Place pupils in pairs. Give each pair five strips of paper. Have them write each dialogue sentence.

- Pupils place strips in the middle and mix them up. They have to put the strips of paper in order and then take turns reading the dialogue.

5.16

Woman: Collect the eggs, please.
Girl: Sorry, can you repeat that?
Woman: Yes. Collect the eggs, please.
Girl: OK! I can feed the ducks, too.
Woman: Thank you.

3 Act out the dialogue. Use different activities and animals. (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.
- Act out the dialogue with pairs.

Diversity

Support

- Write the sentences from the dialogue in scrambled order. Pupils copy three sentences from the board and write them correctly.
- Use the Lollipop stick technique (see page 15) to ask for the correct answers. Read the sentences slowly for pupils to repeat.

Challenge

- Pupils rewrite the dialogue using different actions and animals and illustrate their work. Pupils present their work to the class. Place work in their notebooks.

Finishing the lesson (5 minutes)

- Pupils demonstrate their dialogues to the class.

Lesson 6, part 2

Starting the lesson (5 minutes)

- Place the Unit 5 flashcards on the board. Put pupils in two teams and give each team a fly swat. Explain that you will spell a phrase which they have to find, swat and say.

Practice

Activity Book

1 Read and match. (10 minutes)

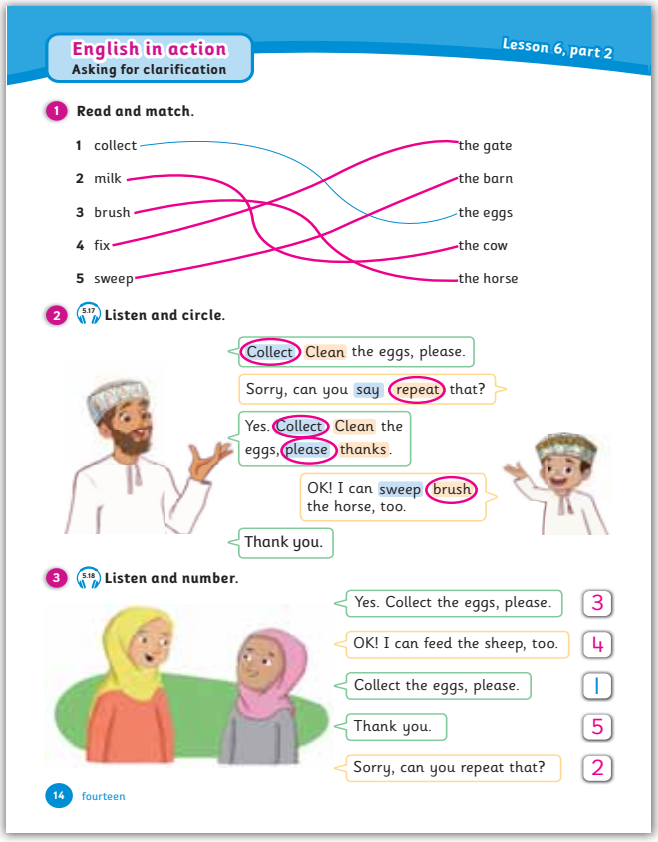
- Have pupils do the activity individually.
- Use the Lollipop stick technique (see page 15) to check the answers.

2 5.17 Listen and circle. (10 minutes)

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

5.17

Man: Collect the eggs, please.
Boy: Sorry, can you repeat that?
Man: Yes. Collect the eggs, please.
Boy: OK! I can brush the horse, too.
Man: Thank you.



3 5.18 Listen and number. (10 minutes)

- Ask pupils to predict the order of the dialogue.
- Play the audio for pupils to check their answers.
- Place pupils in pairs and have them practise the dialogue. Have volunteer pairs perform their dialogues for the class.

5.18

Woman: Collect the eggs, please.
Girl: Sorry. Can you repeat that?
Woman: Yes. Collect the eggs, please.
Girl: OK! I can feed the sheep, too.
Woman: Thank you.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils to tell you what they enjoyed about today's lesson.

Extra activity Photocopiable 79

- Ask pupils to do photocopiable 79.

Phonics

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and distinguish the sounds for the consonant blends *pr* and *tr;* to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky word: *friend;* to adopt strategies to recognise and read tricky words in sentences.
- **Target words:** pr: *press, prize, pray, pram* tr: *truck, train, tree, trip*
- **Tricky word:** *friend*

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 83
- Phonics Cards: *pr, tr*
- Optional teacher-made flashcards for tricky word: *friend*

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)

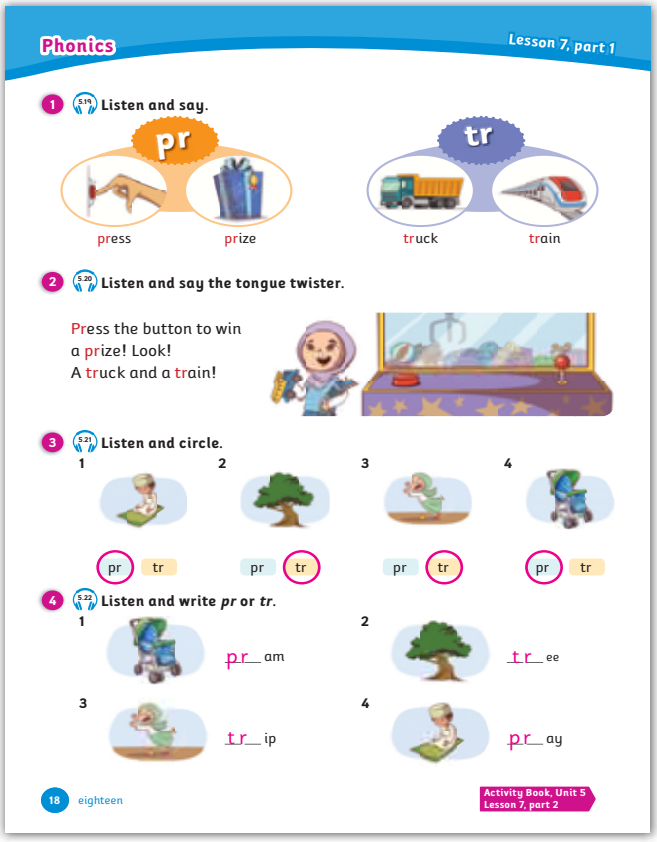
Lesson 7, part 1

Starting the lesson (5 minutes)

- Hold up the Phonics Cards (*pr, tr*) and explain that the sounds represented by the letters are blends, rather than digraphs which means that pupils should identify the individual sound made by each letter and then blend them together rather than making a new sound (like in a digraph). Encourage pupils to practise blending these letters to make the sounds for 'pr' and 'tr' until the sounds come more naturally.
  You can practise putting other letters in front of the 'r' to make other blends too, e.g. *br, cr, dr, fr, gr.*
  Write all the blends with 'r' on the board and ask pupils to say the sounds as you point to them, blending the letters together smoothly. Ensure that pupils don't add an 'uh' sound to the end of each blend as this will make it tricky to sound out future words containing the blends.
- Focus specifically on the blends for this lesson (*pr, tr*) and see if pupils can suggest any words that start with the sounds, e.g. *pray, train.*

Presentation

Class Book



1 5.19 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 focus on two new blends in this lesson and point to the consonant blends on the page.
- Use the Phonics Cards and model the sound made by each blend 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 blend 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, revising previously taught digraphs and spelling rules that are relevant e.g. double letters; split digraph i–e; ck; ai.
- 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 sounds each time.

5.19

pr: press, prize
tr: truck, train

Practice

2 **5.20 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 (*train*, *truck*, *prize*, *press*). Ask pupils what toys they can see (a truck and a train). Write the relevant words on the board and encourage pupils to segment each word, identifying the blends each time as well as other familiar digraphs. Ask pupils to practise reading the words correctly.
- Explain that pupils will now listen to a tongue twister that relates to the picture 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.
- Ask *What does the girl do? (Press the button.); What does she win? (A truck and a train.)*
- Repeat the tongue twister as a class until pupils are confident with the language and the 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.

5.20

Press the button to win a prize! Look! A truck and a train!

3 **5.21 Listen and circle.** (5 minutes)

- Explain that pupils will now hear some more words containing the blends that they have learnt. The aim is for pupils to decide whether the word they hear contains the *pr* or the *tr* blend.
- Tell pupils to listen to the audio and to circle the correct sound that they hear. As you play the audio, pause after each word, and ask pupils to repeat it before they decide which blend to circle.
- Once pupils have completed the activity, play the audio a final time for them to check. Write the words on the board, 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 blended sound at the beginning of each word.
- Encourage pupils to read the words fluently as you point to them. Check that they pronounce the blends correctly each time.

5.21

1 pray **2** tree **3** trip **4** pram

4 **5.22 Listen and write *pr* or *tr*.** (10 minutes)

- Revise the blends using the Phonics Cards or by playing games.
- Explain that pupils will hear the four new words again and that they must listen and decide which blend each word starts with. Once they've heard each word, they must write the correct letters to complete each word and look at each picture to see what each word means.
- Play the audio, allowing time for pupils to write their answers each time. Explain that if they repeat each word to themselves after they hear it, they will find it easier to decide which blend is correct.
- Play the audio several times and encourage pupils to repeat the words to help them write the letters for each blend.
- Pupils who complete this task with time to spare can write all eight words in two lists according to the blend that they start with, and you can use this as evidence to monitor their progress, understanding, and reading skills.

5.22

1 pram **2** tree **3** trip **4** pray

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.
- Place the Phonics Cards on the board and ask pupils to give you words to go with each card. Write the words on the board for pupils to read and ask them to help you with the spellings.

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt.

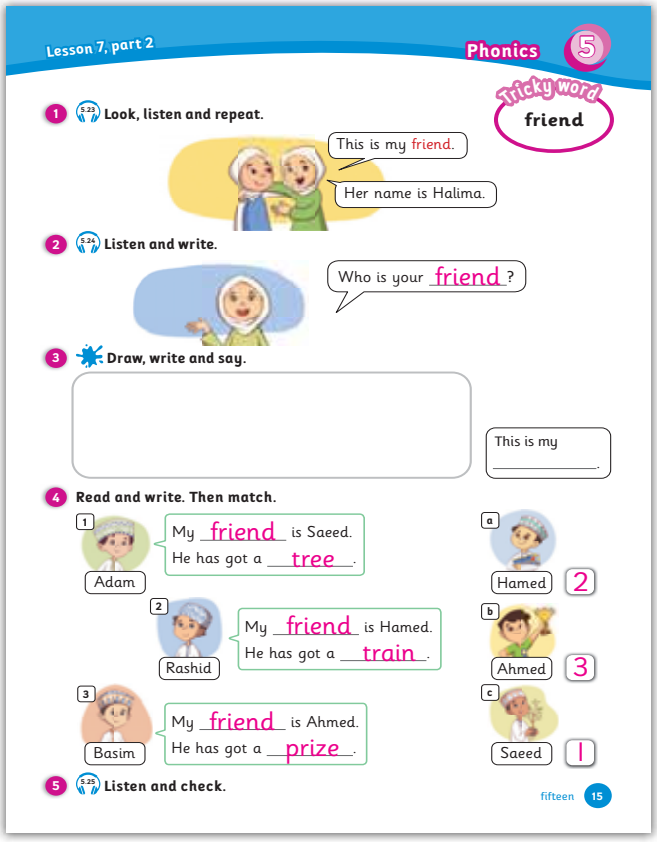
Lesson 7, part 2

Starting the lesson (5 minutes)

- Start by revising some of the tricky words from Semester 1 (*go, our, your, their, do, does, don't, doesn't, want*). 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 and use phonetic cues, if appropriate, to help them.

Practice

Activity Book



1 5.23 Look, listen and repeat. (5 minutes)

- Focus on Activity 1 and explain that pupils will learn how to spell a new tricky word in this lesson. Introduce the word *friend* by saying it aloud and explain that pupils may be familiar with the meaning in speech but may not have met the word to spell. See if any pupils can have a go at spelling the word for you to write on the board and praise their efforts.
- Establish that there is only one tricky part to the spelling of this word and show pupils how the letter 'i' needs to be added and that this makes the word a tricky word.
- 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 take turns to read the speech bubbles to a partner.

5.23

Girl A: This is my friend. Her name is Halima.

2 5.24 Listen and write. (5 minutes)

- Look at the second picture and speech bubble on the page and play the accompanying audio. Ask pupils to complete the sentence with the new tricky word, being careful to check their spelling.
- Once pupils have completed the task, and, if time allows, they can work in groups of three and take turns to act out the dialogue from Activities 1 and 2.
- If pupils struggle with the intonation or pronunciation, play the audio again to act as a guide.

5.24

Girl A: Who is your friend?

3 Draw, write and say. (5 minutes)

- Pupils draw a picture of their friend in the box and complete the sentence with the name of their friend.
- Once pupils have completed the task, encourage them to act out the scenes and the speech bubbles in groups of four. Pupils can change the names of the friends according to who they are paired up with.

4 Read and write. Then match. (10 minutes)

- Explain that pupils will now work independently. They should complete the three speech bubbles using the new tricky word and by interpreting the text in the speech bubbles and the information in the pictures. They should match the children (e.g. 1 c) by reading the text and by looking at the items that the children (a–c) are holding.

- 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.
- To check understanding and accuracy, ask pupils *Who has got a (tree)?* And encourage them to respond with the correct name *(Saeed)*. Ask *Who is friends with Basim? (Ahmed)*. Continue until all possibilities have been covered.

5 5.25 **Listen and check.** (5 minutes)

- Play the audio for pupils to check their answers to Activity 4.

5.25

1 Adam: My friend is Saeed. He has got a tree.
2 Rashid: My friend is Hamed. He has got a train.
3 Basim: My friend is Ahmed. He has got a prize.

Finishing the lesson (5 minutes)

- Draw several known items on the board, either from this unit or previous units (e.g. *bike, phone, train, truck*).
- Ask the question from Activity 2 (*Who is your friend?*) for pupils to answer (*My friend is . . .*). Then encourage pupils to make a statement about their friend by choosing an item from the board: *He/She has got (a train).*
- See if pupils can write their sentences down, 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.
- Conclude the lesson by asking pupils to read their sentences out.

Extra activity **Photocopiable 83**

- Ask pupils to do photocopiable 83.

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 sentences about where things, animals or people are (GSE 27). Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21).
- **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).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 5 flashcards (farm animals and farm activities)
- Unit 5 poster: Farm animals
- notebooks
- strips of paper
- Progress path stickers (page 115)
- your own stickers, gold stars or stamps
- fly swats
- photocopiable 89

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); Expert envoy technique (see page 16)

Lesson 8, part 1

Starting the lesson (5 minutes)

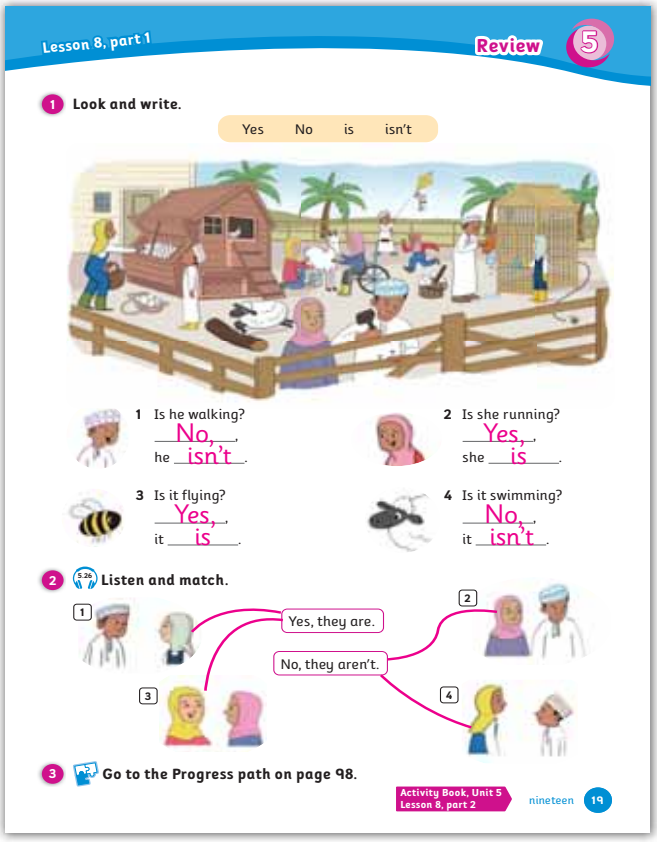
- Ask pupils to draw or write a farm animal in their notebooks. Pupils form small circles. The first pupil shows their drawing or word to the person on the left who starts miming the animal and making its sound. Then all pupils in that circle mime the animal and make its sound, too. Have pupils change circles and repeat.

Presentation (10 minutes)

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- Use the Lollipop stick technique (see page 15) to bring a pupil to the board. Say a word for them to write on the board.
- Repeat for all pupils to come to the board if possible.

Practice

Class Book



1 Look and write. (5 minutes)

- Use the Lollipop stick technique (see page 15) to ask pupils to say a few sentences about the picture.
- Pupils complete the answers to the questions. Check answers as a class.
- **Extension** Place pupils in pairs and have them ask and answer about the picture.

Diversity

Support

- Tell pupils to find and circle the children and animals in the main picture. Point to the first boy and ask the question slowly while miming the action *Is he walking?* Elicit the correct answer and write it on the board. Continue with item 2.
- In pairs, pupils continue with items 3 and 4.

Challenge

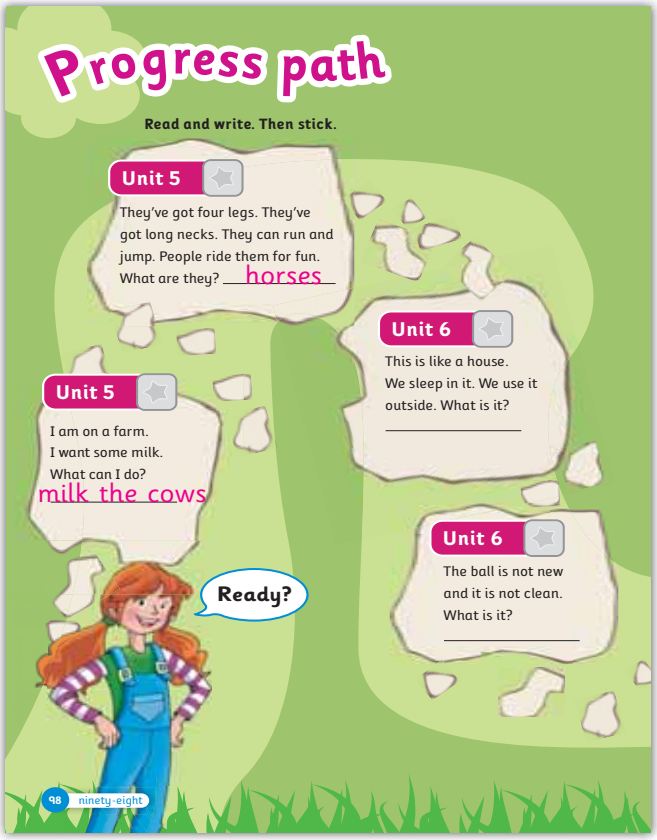
- In pairs, each pupil writes four questions about the picture. Pupils swap their questions and answer them.

2 5.26 **Listen and match.** (5 minutes)

- Ask pupils to look at the people in the pictures and find them in Activity 1.
- Play the audio with pauses for pupils to complete the activity.
- Use the Lollipop stick technique (see page 15) to elicit answers.
- **Extension** Place pupils in pairs and have them make sentences about the people in the pictures.

5.26

1 Are they cleaning the cage?
2 Are they feeding the ducks?
3 Are they milking the goat?
4 Are they fixing the gate?



3 **Go to the Progress path on page 98.** (5 minutes)

- Refer pupils to page 98 and have them answer the questions.
- Check the answers and tell pupils they can now stick their star stickers (page 115).

Finishing the lesson (10 minutes)

- On the board, write 20 new words the pupils have learnt.
- Divide the class into two teams and have them form two lines. Give each leader a fly swat.
- Say a word and the first member of the team has to run to the board, swat the word and then spell it. If the pupil is correct, they get a point for their team.

Lesson 8, part 2

Starting the lesson (5 minutes)

- Place the Unit 5 flashcards or poster on the board and quickly review the unit vocabulary. Take the flashcards or poster down and do a picture dictation (see page 21). Say a word from the unit for pupils to draw.

Practice

Activity Book


Review
Lesson 8, part 2
1 Read and write.
sister brother collecting eggs feeding the birds helping
I'm on a farm with my brother and my sister.
Are they helping on the farm? Yes, they are!
Is he collecting eggs? Yes, he is.
Is she collecting eggs, too? No, she isn't.
She's feeding the birds.
She likes birds.
2 Write and draw.
I'm on a farm with my dad
and my friend Azza.
Are they helping on the farm?
Yes, they are!
Is he milking the goat? Yes, he is.
Is she milking the goat too? No, she isn't.
She's feeding the ducks.
She likes ducks.
16 sixteen
Picture dictionary, page 61

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

- Use the Lollipop stick technique (see page 15) and ask pupils to read the words in the box aloud.
- Pupils complete the activity individually. Use the Expert envoy technique (see page 16) to have stronger pupils help weaker pupils do the activity if necessary.

2 **Write and draw.** (10 minutes)

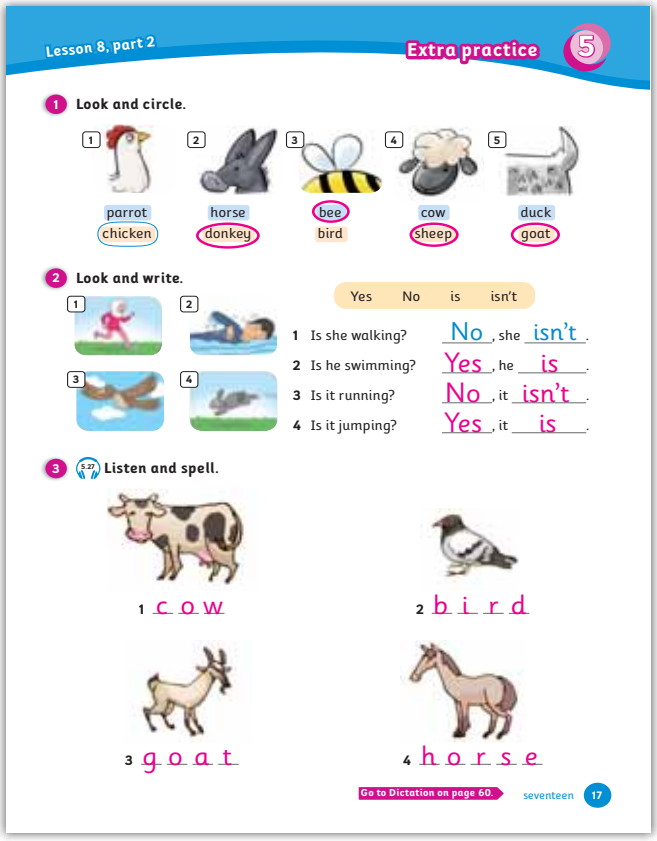
- Explain to pupils that they have to complete the paragraph about themselves, a friend or family member and then draw a picture.

- 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.
- Tell pupils to complete the Picture dictionary on page 61 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 them on a scale of 1 to 3, 3 being the best. Give pupils the number of stickers/stamps/stars they ask for to place on page 16 in their Activity Books.

Extra practice


Lesson 8, part 2
Extra practice 5
1 Look and circle.
1 parrot chicken
2 horse donkey
3 bee bird
4 cow sheep
5 duck goat
2 Look and write.
Yes No is isn't
1 Is she walking? No, she isn't.
2 Is he swimming? Yes, he is.
3 Is it running? No, it isn't.
4 Is it jumping? Yes, it is.
3 5.27 Listen and spell.
1 c o w
2 b i r d
3 g o a t
4 h o r s e
Go to Dictation on page 60.
seventeen 17

1 Look and circle. (3 minutes)

- Pupils circle the correct animals.
- Pupils check answers in pairs.

2 Look and write. (3 minutes)

- Ask pupils to look at the pictures and say what the people or animals in each picture are doing.
- Use the Lollipop stick technique (see page 15) to have pupils read their answers aloud.

3 5.27 Listen and spell. (4 minutes)

- Have pupils look at the pictures. Ask them what animals they can see.
- Play the audio for pupils to complete the activity.
- Check answers as a class.

5.27

1 cow **2** bird **3** goat **4** horse

Dictation (5 minutes)

- Have pupils turn to page 60 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check answers as a class.

5.28

1 The cows are running.
2 Is he having breakfast?
3 Collect the eggs, please.

Finishing the lesson (5 minutes)

- 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 89**

- Ask pupils to do photocopiable 89.

Get ready for...

Lesson 9

Objectives

- **Lesson objectives:** to practise for the Pre A1 Starters Reading and Writing Parts 3 and 4 and Speaking Part 2
- **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 basic phrases in short, simple texts (GSE 24).
- **Speaking:** Can ask about the identity of an object using a basic phrase (e.g. *What is it?*) (GSE 24).

Materials

- notebooks
- twelve strips of paper for each pair
- straw, stick or sock puppets
- unit songs
- sheets of A4 paper, enough 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)

Starting the lesson (5 minutes)

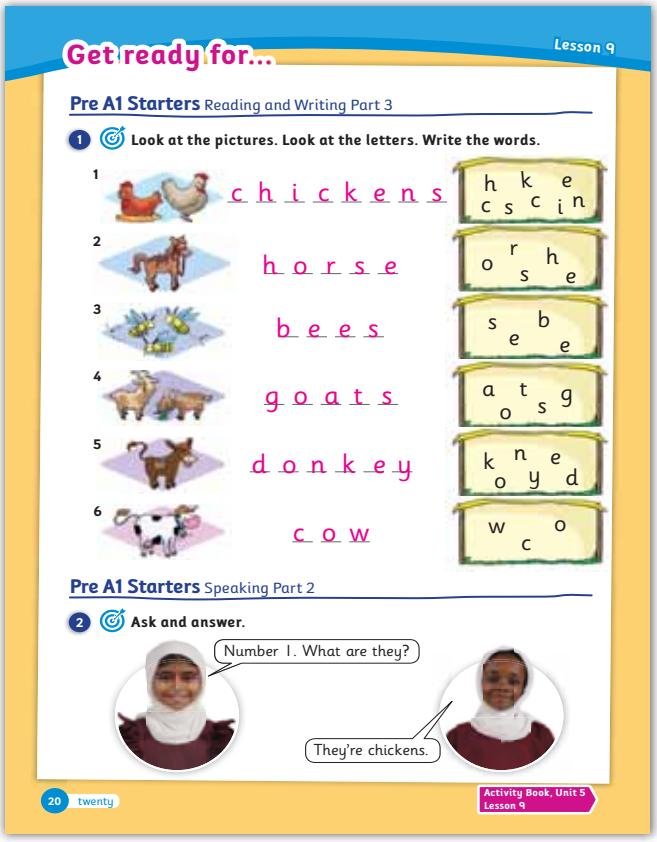
- Revise words from this and the previous units by writing them on the board, pointing to them and having pupils say them.
- Erase the words. Divide the class into two teams and have them line up at the back of the classroom. Draw a line in the middle of the board.
- Call out a vocabulary word and a pupil from each team has to race to the board to write the word. The first one to write it correctly gets the point. The team with the most points wins.

Presentation (5 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Exam and Starters Speaking Exam in both the Class Book and Activity Book.
- Explain that in the actual Reading and Writing exam, there are five parts and that pupils have 20 minutes to complete it.

Practice

Class Book



1 Look at the pictures. Look at the letters. Write the words. (5 minutes)

- On the board, write three scrambled words from the unit.
- Use the Lollipop stick technique (see page 15) to have pupils come to the board and unscramble them.
- Pupils complete the activity individually.
- Use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- **Extension** Have pupils write scrambled words for their partners to unscramble.

Diversity

Support

- Tell pupils they can go through the Picture dictionary on Activity Book page 61 to recap vocabulary. Pupils read the words to their partners who track them. If they can't say a word, they raise their hands and ask for help.

Challenge

- Place pupils in pairs. One pupil says a word for their partner to spell and write. Then they say a sentence with that word. Make sure pupils swap roles.

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

- Use the Lollipop stick technique (see page 15) to ask two pupils to read the sentences.
- Explain that pupils ask and answer with reference to the animals from Activity 1.

Extra activity **TPR**

- On strips of paper, write words from all units taught so far. Scrunch them up and scatter them all over the class.
- Give each corner of the room a category, e.g. animals, jobs, activities, daily routines. Bring pupils to the front of the class. Have pupils pick a scrunched paper, decide what category it is and go to that corner. If a pupil is in the wrong corner, they sit down and lose a turn.
- Continue by collecting all the scrunched-up papers and repeating the game.

Activity Book



Get ready for... Lesson 9

Pre A1 Starters Reading and Writing Part 4

1 Read this. Choose a word from the box. Write the correct word next to numbers 1–5.

Birds

Some birds are small. Some birds are big. (1) Ducks are big.
Birds have got two legs, two (2) wings and lots of (3) feathers. (4) Chickens are birds, too.
We eat the (5) eggs of chickens.

feathers ducks wings eggs chickens

18 eighteen

1 **Read this. Choose a word from the box. Write the correct word next to numbers 1–5.** (5 minutes)

- Ask pupils to look at the items under the text and say the words to their partners.
- Explain the activity and ask pupils to use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Use the Lollipop stick technique (see page 15) to elicit answers.

Extra activity **Creativity**

- In groups, have pupils make a test like Activity 1 in their Activity Books. Ask them to prepare an answer key, too. Then pupils swap their tests with other groups.

Finishing the lesson (10 minutes)

- Have pupils look through each lesson and read a sentence from it to their partner.
- Ask pupils to work in pairs. Give each one a sheet of A4 paper and have pupils take out their markers. Explain that pupils have to draw a farm with different animals on it and people doing different things.
- 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.
- Congratulate pupils on completing the unit. Ask pupils which song they liked best from the unit and sing it in class.

Shared reading **Unit 5**

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

Unit 5 practice

- Pupils now complete the Unit 5 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)

- **Reading:** Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21). Can distinguish between a negative statement and a positive statement (GSE 25). Can understand basic phrases in short, simple texts (GSE 24). Can understand basic sentences about where things, animals or people are (GSE 27).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- Unit 5 flashcards (farm animals and farm activities)
- Unit 5 poster: Farm animals
- spinner
- one counter per pupil

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; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (5 minutes)

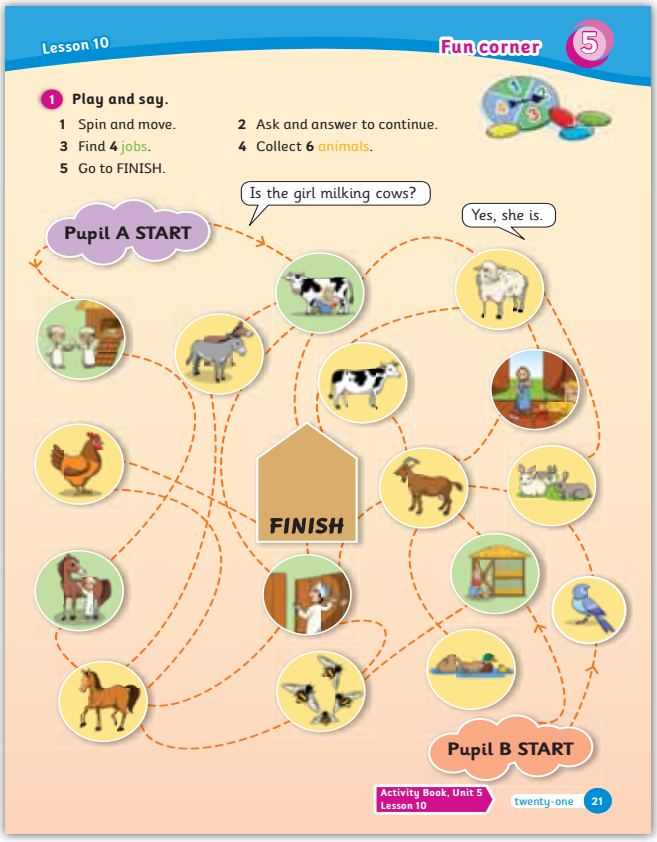
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 5 flashcards or poster as prompts.
- Using the Lollipop stick technique (see page 15), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

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

Practice

Class Book



1 Play and say. (15 minutes)

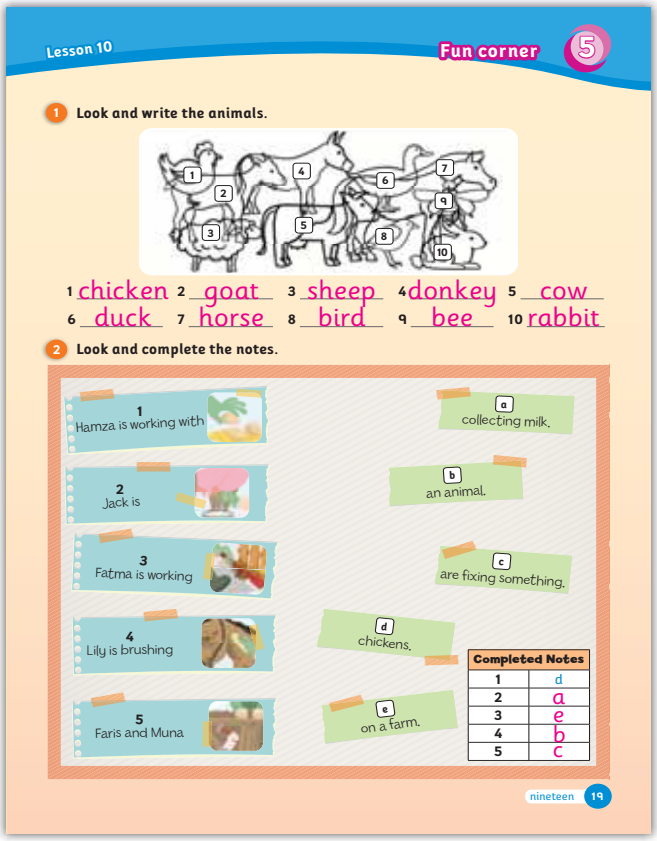
- Use the Unit 5 flashcards or poster to quickly review the vocabulary from the unit.
- Ask pupils to identify some of the activities and animals they can see on the board game.
- Put pupils in pairs and ask them to choose who is going to be A and who is going to be B. Explain the rules of the game.
- Both pupils put their counters on their corresponding Start positions. Players then take it in turns to spin the spinner and move their counter along the dotted lines onto one of the yellow or green circles. Pupils then 'collect' the item they land on (there are four jobs and six animals to collect in total). They continue until they have the correct number of jobs and animals. The winner is the first player to collect all of the items and get to the Finish square.
- When a player lands on a picture, the other player asks a question based on that picture. If, for example, the picture is of a girl collecting eggs, the other player can ask *Is she collecting eggs?* The player would then answer *Yes, she is.* Players can also ask questions to elicit *No, she isn't*, e.g. *Is she milking cows?*

- Once a player has completed four jobs and collected six animals, they go to the Finish square.
- Use the Traffic light cards technique (see page 16) to check pupils know what they have to do.

Extra activity **TPR**

- Explain that you will describe one of the pictures but may make a mistake.
- When pupils hear the mistake, they have to clap their hands and say *STOP!* A pupil corrects you.

Activity Book


Lesson 10 Fun corner 5

1 Look and write the animals.

1 chicken 2 goat 3 sheep 4 donkey 5 cow
6 duck 7 horse 8 bird 9 bee 10 rabbit

2 Look and complete the notes.

1 Hamza is working with
2 Jack is
3 Fatma is working
4 Lily is brushing
5 Faris and Muna

a collecting milk.
b an animal.
c are fixing something.
d chickens.
e on a farm.

Completed Notes	
1	d
2	a
3	e
4	b
5	c

nineteen 19

1 Look and write the animals. (6 minutes)

- Ask pupils to look at the numbered animals. Pupils then write the names of the animals in the spaces below.
- Pupils check answers in pairs.

2 Look and complete the notes. (7 minutes)

- Explain that pupils have to match the post it notes to make five correct sentences and then write their answers in the table at the bottom right of the page.
- Pupils complete the activity individually.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood what they have to do.
- Check answers as a class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today. Ask *Did you enjoy the Fun corner? Which activity did you like the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 5
- **Target language:** *Sheep sees some trees; Is Cow sleeping? No, she isn't. She's eating a carrot. Are the goats playing? Yes, they are. They are good friends.*
- **Phonics:** *pr, tr*
- **Vocabulary:** *box, heavy, prize, straw, thirsty, truck*

Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41). Can understand basic sentences about where things, animals or people are (GSE 27).

Learning outcomes

- **Listening:** Detect a simple story sequence; Identify characters, actions in a story; Listen and demonstrate they understand the overall meaning of short, simple texts on familiar topics; Identify core vocabulary.
- **Speaking:** Ask simple questions about the number of objects using basic phrases; Pronounce words and sentences using correct stress, rhythm and intonation; 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; Recognize the effect of punctuation when reading; Read established sets of sight vocabulary; Answer referential questions about reading texts.
- **Cognitive skills:** Ask and answer simple questions; Participate in activities that involve taking on the role of familiar people.

Materials

- Unit 5 flashcards
- Unit 5 poster: Farm animals
- the Big Book
- photocopiables R9 and R10

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 animals on a farm. Brainstorm farm animals that pupils know and write these on the board. Use the Unit 5 flashcards to help if necessary.

Presentation (5 minutes)

- Look at page 22 with the class. Ask pupils what they can see. Read the story title *Good Night, Sheep!* 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 5 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 (*friend*).
- Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.
- Present the new words from the *story straw* and *thirsty*.

During reading (15 minutes)

Class Book

Graded reader 1

Good Night, Sheep!

It's time for bed on the farm. Every night, Sheep says good night to her friends.



Sheep and her mum go to the cow barn. Then Sheep can say good night to Cow.

Graded reader 1

They go in the cow barn.



Sheep and her mum go to the duck pond. Then Sheep can say good night to Duck.

Graded reader 1

They go to the duck pond. Sheep sees some trees.



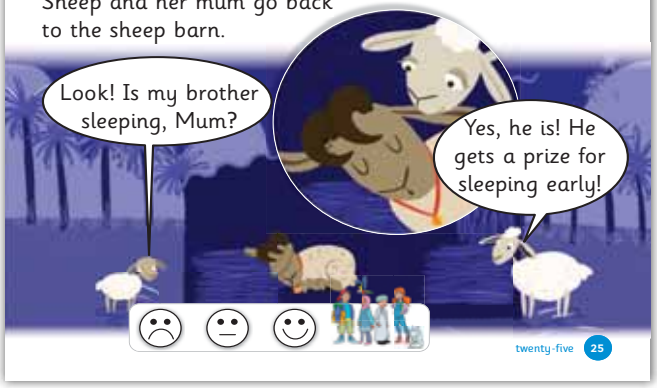
Sheep and her mum go to the donkey barn. Then Sheep can say good night to the donkeys.

Graded reader 1

They go in the donkey barn.



Sheep and her mum go back to the sheep barn.



- 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. After reading page 22 to the pupils, ask *Where are the animals? (On a farm.); What time of day is it? (It's night time.); What does Sheep say every night? (Good night to her friends.); Where do Sheep and her mum go? (To the cow barn.); Why? (To say good night to Cow.)*.
- 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 23: *Is Cow sleeping on the straw? (No, she isn't.); What is she doing? (She's eating a carrot.); What does Sheep say to Cow? (Good night, Cow!); Where do Sheep and her mum go next? (They go to the duck pond.); Why? (To say good night to Duck.)*.
- 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 24: *What does Sheep see at the duck pond? (She sees some trees.); Is Duck sleeping? (No, she isn't.); What's she doing? (She's sitting on her eggs.); Where do Sheep and her mum go next? (To the donkey barn.); What does it say on the donkey barn? (Home.); Why do they go to the donkey barn? (To say good night to the donkeys.)*.
- 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 25: *How many donkeys are there? (Three.); What are the donkeys doing? (They're drinking water.); Why? (They're thirsty.); Where do Sheep and her mum go next? (To the sheep barn.); Who do they see there? (Sheep's brother.); Is he sleeping? (Yes, he is.); What does he get for sleeping early? (He gets a prize.)*.
- Note that the animals in the story are also the characters so they have initial capital letters for their names.

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 (*friends*).
- 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: *pr, tr*.
- Ask pupils to find words in the story that contain these spellings (*prize, trees*). 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 *Good Night, Sheep!*
- 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.

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 around and offer help as they do this.
- Now divide the class into groups of five (Sheep, Mum, Cow, Duck, Donkey). 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.
- 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 R9**

- Ask pupils to do photocopiable R9.

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 which character was their favorite and encourage them to give reasons for their answers.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 5. Write *pr* and *tr* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 5 flashcards and poster to revise the vocabulary for farm animals. If you're using the poster, choose a pupil to come tap on the picture of the word you say.

Presentation (5 minutes)

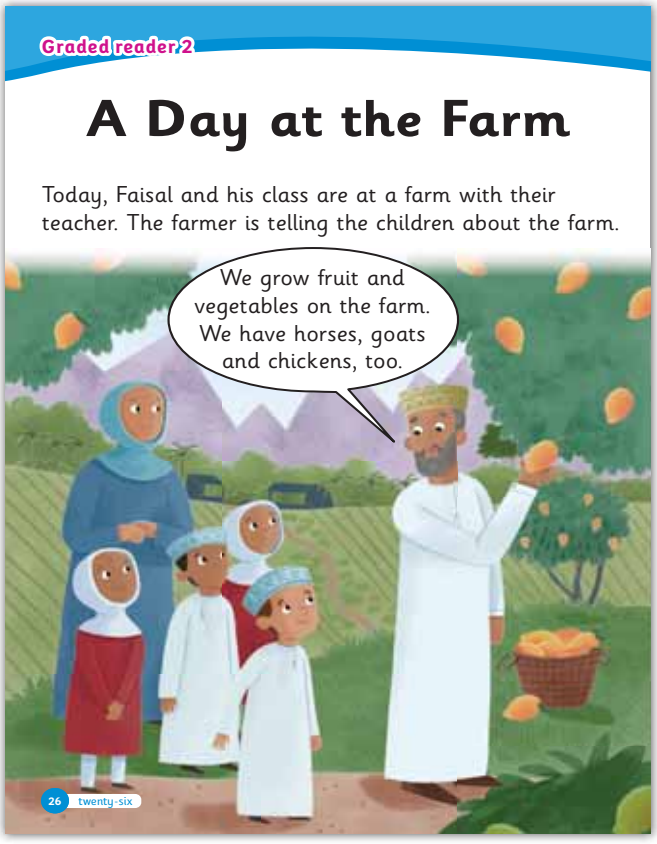
- Look at page 26 with the class. Read the story title *A Day at the Farm* and ask pupils what they think the story will be about. Ask them what they remember about food grown on farms.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. 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.

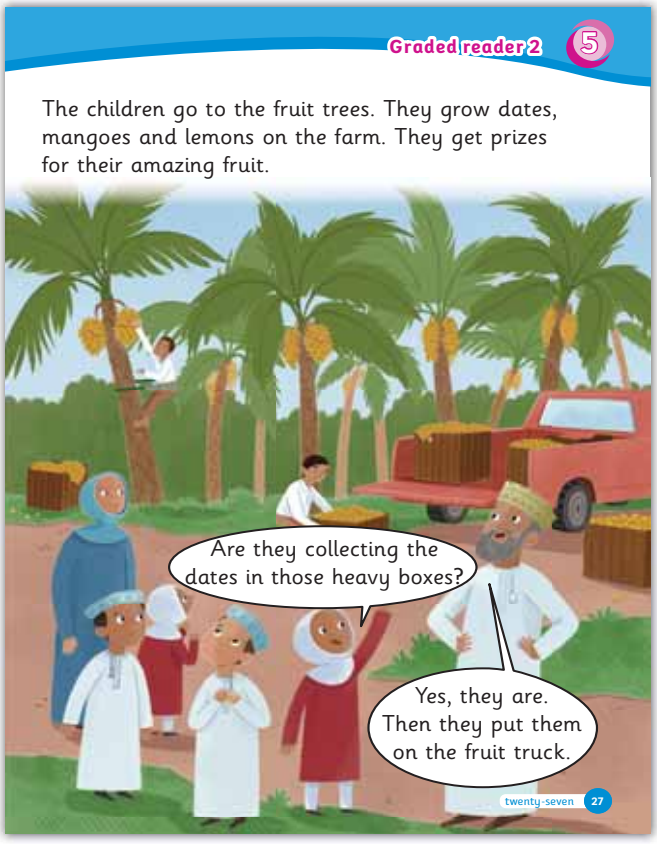
Before reading (5 minutes)

- Prepare pupils for the tricky word they will encounter in the story by writing it on the board to practise together *(friend)*. You can also present the words *fruit truck, heavy box, prize,* and revise *lemon* and *mango*.

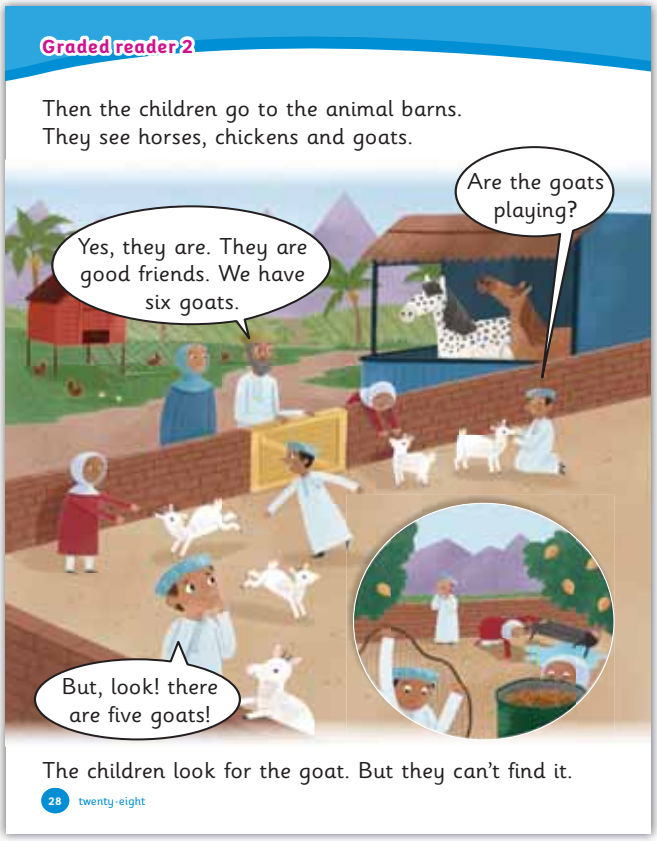
During reading (15 minutes)

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.
- 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 26 to the pupils, ask *Where are Faisal and the class? (At a farm.); Who are they with? (Their teacher.); What is the farmer talking about? (He's telling them about the farm.); What can you see on the trees? (Fruit /Mangoes.); What do they grow on the farm? (They grow fruit and vegetables.); What animals have they got? (Horses, goats and chickens.)*
- 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 27: *Where do the class go next? (To the fruit trees.); What grows on the trees? (Dates, mangoes and lemons.); What do they get for their fruit? (Prizes.); Are the people collecting the dates? (Yes, they are.); Are the dates in heavy boxes? (Yes.); What do they do with the dates? (They put them on the fruit truck.)*
- 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 28: *Where do the class go next? (To the animal barns.); What animals do they see there? (Horses, chickens and goats.); What are the goats doing? (They are playing.); Are the goats good friends? (Yes, they are.); How many goats have they got? (Six.); How many goats does the boy see? (Five.); What do the class do? (They look for the goat.); Can they find it? (No, they can't.); Are the class worried? (Yes, they are.)*
- 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 29: *Who sees something in a mango tree? (Faisal.); What is it? (The goat.); Is it collecting mangoes? (No, it isn't.); What is it doing? (It's eating the mangoes.); Are the class happy? (Yes, they are.)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify the tricky word in the sentences and circle it (*friends*).
- 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: *pr*, *tr*.
- Ask pupils to find words in the story that contain these spellings *(prize, truck, tree)*. 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 Day at the Farm*.
- 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 farmer, the girl or the boys.

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 around and offer help as they do this.
- Now divide the class into groups of four (farmer, girl, two boys). 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.
- 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.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R10**

- Ask pupils to do photocopiable R10.

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 think farm work is easy or difficult. Ask them which of the jobs on a farm looks the most interesting.

6 Out in the forest

Unit objectives

To talk about adjectives and camping objects

Language

Vocabulary	**Adjectives:** *dirty, clean, old, new, plain, fancy, hard, soft, wet, dry* **Camping objects:** *tent, sleeping bag, shampoo, toothpaste, sunscreen, torch*
Grammar	*I have/haven't got a (new book). He/She has/hasn't got a (soft ball).* *Have you got a (tent)? Yes, I have./No, I haven't.* *Has he/she got a (tent)? Yes, he/she has./No, he/she hasn't.* *It's/They're big/small.*
Functions	*Whose torch is this? It's mine.*
Phonics	**spr:** *spring, spread, sprint;* **str:** *string, strong, stream, street* **Tricky words:** *push, pull*

Learning outcomes

Listening	• Listen and respond appropriately to peers and adults • Identify characters, actions in a story • Show an understanding of simple contractions • 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 • Recognize simple directions
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 • 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 • Recognize simple pronoun referents • 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 • 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	• 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 by supplying the missing word • Write short, simple descriptions of familiar people, places and objects • Write basic single clause sentences about different familiar topics, using given prompts or a model
Cognitive skills	• Explore different materials and decide what to use • Use formulaic expressions such as simple, polite forms of greetings, introductions and farewells • 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 • Match familiar objects and words

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)
Mathematical, scientific and technological competences: use numbers to count things and animals (L. 1)
Digital competence: use Class Book eBook (L. 1–10)
Social and civic competences: raise awareness of cultural similarities and differences (L. 5 and L. 10); learn how use possessives (L. 6)
Cultural awareness and expression: learn to be creative (L. 2 and 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1–10); follow 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 7); 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 path through the countryside. (L. 2)
Communication	Talking about objects using adjectives and talking about camping objects (L. 1 and 3); Talking about possessions (L.4 and 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. 39; Activity Book p. 28
- Picture dictionary: Activity Book p. 62
- Unit 6 Extra practice: Activity Book p. 29
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, Self-assessment
- Unit 6 Practice Sheet

External tests

Class Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 2 Pre A1 Starters Speaking Part 3	Pre A1 Starters Listening Part 4

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn adjectives to describe things
- **Target language:** *clean, dirty, dry, fancy, hard, new, old, plain, soft, wet; I have/haven't got a new book. He/She has/hasn't got a soft ball.*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can use a few simple words to describe objects, if supported by pictures (GSE 23). Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about things people have got (GSE 28).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

Materials

- Unit 6 flashcards (*clean, dirty, dry, fancy, hard, new, old, plain, soft, wet*)
- Unit 6 poster: Adjectives
- Unit 6 stickers (page 113)
- stopwatch
- stick or sock puppets
- new or old book
- photocopiables 49 and 57

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 1, part 1

Starting the lesson (5 minutes)

- On the board, write *The Farm* and tell pupils they have 45 seconds to write as many words as they can that are related to farms.
- Then they look in their Class Books and add missing words.
- Use the Lollipop stick technique (see page 15) to ask pupils to say different sentences related to farms.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn how to describe things.
- Pick up a book and say *I've got a book. It's (new/old).* Have pupils show you an object they have and say sentences.

Practice

Class Book



1 How many boats can you see? (5 minutes)

- Ask pupils to count the boats 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** Have pupils write three sentences about the picture using colours and numbers. Walk around and ask pupils about the pictures.

Extra activity Critical thinking

- Explain to pupils that the children are at a camp. Ask pupils if they've ever been to a camp.
- Have pupils think about the positive aspects of going to a camp like the one in the picture. Encourage pupils to talk about things they would do there.

2 6.1 & 6.2 Listen and stick. Then listen and say. (5 minutes)

- Place the Unit 6 flashcards (adjectives) or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Play track 6.1. Pupils listen and stick the pictures in the correct place as they hear them. Pupils can find the stickers on page 113. Play track 6.2. Pupils repeat each word.
- Point to an item and use the Lollipop stick technique (see page 15) to have pupils tell you what it is.

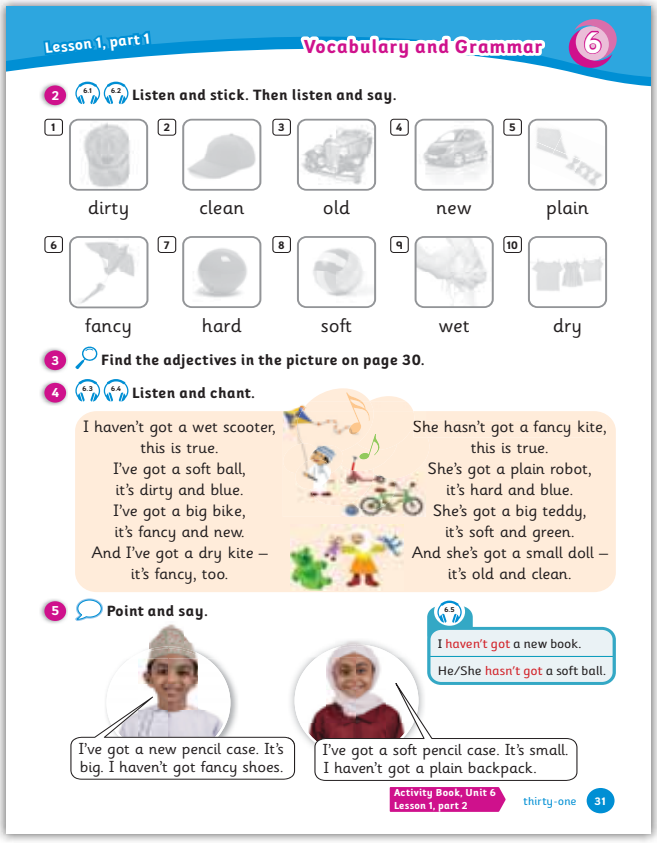
- **Extension** Have pupils make two sentences with the new vocabulary to say aloud.

6.1

Girl: Wow, look at all these things!
Boy: Yes! Look! This baseball cap is dirty. That baseball cap is clean.
Girl: And this car is old. That car is new.
Boy: Look! This kite is plain. And that kite is fancy.
Girl: This ball is hard. That ball is soft.
Boy: Oh, no! It's raining. That T-shirt is wet. These T-shirts are dry.
Girl: Hurry up! Run!

6.2

dirty, clean, old, new, plain, fancy, hard, soft, wet, dry



Diversity

Support

- Write new vocabulary on the board with some letters mixed up. Ask pupils to write the words correctly in their notebooks as they check against their Class Books.
- Then ask pupils to come to the board and correct your words. Next, say the words as you point at them and have pupils repeat after you.

Challenge

- In pairs, pupils think of things they have or they see in class to match the adjectives, e.g. a hard desk.

3 Find the adjectives in the picture on page 30. (5 minutes)

- In pairs, pupils look at the picture and describe the different objects using the new vocabulary.

4 6.3 & 6.4 Listen and chant. (5 minutes)

- On the board, write *I haven't got an old scooter. She hasn't got a new robot.*
- Explain that we place the adjective before the noun. Also tell pupils we use *I haven't got* and *He/She hasn't got* to show that we don't own something.
- Have pupils read the chant and find examples of the new grammar. Play the chant.
- **Extension** Pupils write an adjective. When they hear their word, they raise their paper. Keep papers for TPR activity.
- A karaoke version of the chant is available (track 6.4).

6.3

I haven't got a wet scooter,
this is true.
I've got a soft ball,
it's dirty and blue.
I've got a big bike,
it's fancy and new.
And I've got a dry kite –
it's fancy, too.

She hasn't got a fancy kite,
this is true.
She's got a plain robot,
it's hard and blue.
She's got a big teddy,
it's soft and green.
And she's got a small doll –
it's old and clean.

Extra activity TPR

- Place pupils in two lines with their sheets. Make sure all the new vocabulary is covered.
- Say an adjective and the pupils with that word take a step forward. Then the pupils with the opposite adjective to that word have to go and stand next to the pupils and say the words.

5 Point and say. (5 minutes)

- Place pupils in pairs to complete the activity. Have a pupil point to a picture while the other one reads aloud the sentence.
- 6.5 Draw pupils' attention to the grammar box and the recorded model.

6.5

I **haven't got** a new book.
He/She **hasn't got** a soft ball.

Vocabulary and Grammar

Finishing the lesson (5 minutes)

- Show pupils the Unit 6 flashcards (adjectives) one at a time. Use the Lollipop stick technique (see page 15) to choose a pupil to say the word and then have the class spell the word chorally.

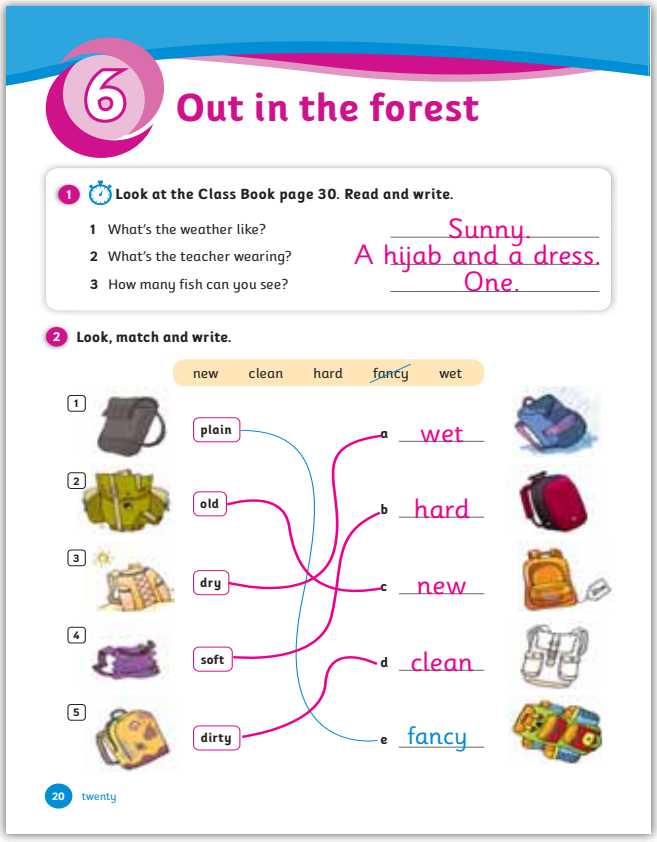
Lesson 1, part 2

Starting the lesson (5 minutes)

- Place the Unit 6 poster on the board. Give pupils 30 seconds to look at it. Take the poster down and ask pupils to write as many words as they can remember from Lesson 1 in their notebooks. If they don't know the word, they can draw it. Ask pupils how many words they were able to write. Write the words on the board.

Practice

Activity Book


6 Out in the forest

1 Look at the Class Book page 30. Read and write.

1 What's the weather like? Sunny.
2 What's the teacher wearing? A hijab and a dress.
3 How many fish can you see? One.

2 Look, match and write.

new clean hard ~~fancy~~ wet

1 plain — a wet
2 old — b hard
3 dry — c new
4 soft — d clean
5 dirty — e fancy

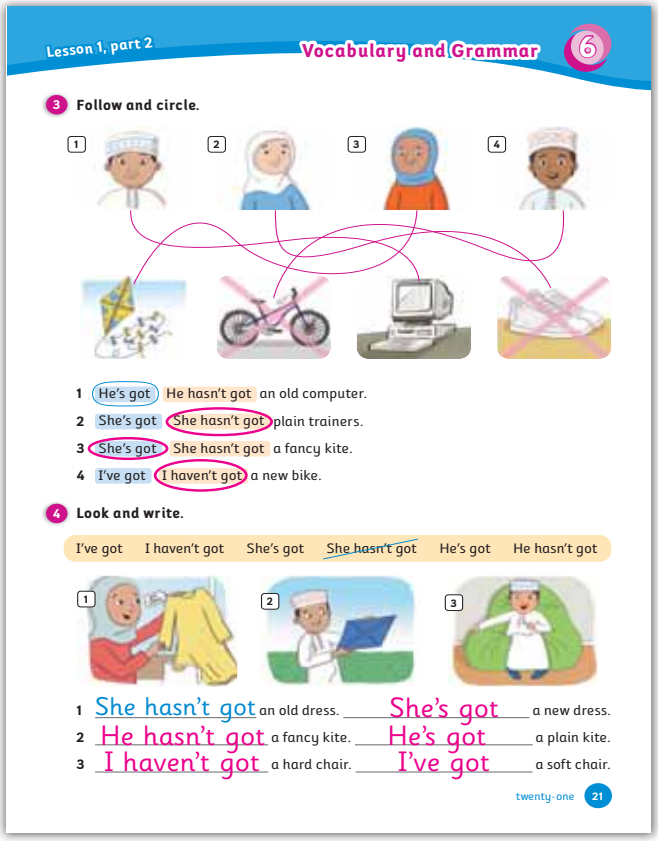
20 twenty

1 Look at the Class Book page 30. Read and write. (10 minutes)

- Have pupils work individually to find the answers. Monitor and help where necessary.
- Place pupils in pairs and have them check their answers.
- Check answers as a class.

2 Look, match and write. (5 minutes)

- Ask pupils what all the pictures show (backpacks).
- Ask pupils to work individually. Explain that they have to draw lines to match opposite backpacks. Pupils then write the adjectives.
- Use the Traffic light cards technique (see page 16) to check pupils understand the activity.
- Check answers as a class.


Lesson 1, part 2 Vocabulary and Grammar 6

3 Follow and circle.

1 ~~He's got~~ He hasn't got an old computer.
2 She's got ~~She hasn't got~~ plain trainers.
3 ~~She's got~~ She hasn't got a fancy kite.
4 I've got ~~I haven't got~~ a new bike.

4 Look and write.

I've got I haven't got She's got ~~She hasn't got~~ He's got He hasn't got

1 She hasn't got an old dress. She's got a new dress.
2 He hasn't got a fancy kite. He's got a plain kite.
3 I haven't got a hard chair. I've got a soft chair.

twenty-one 21

3 Follow and circle. (5 minutes)

- Ask pupils to look at the pictures and say what the things are.
- Pupils complete the activity in pairs.
- Use the Lollipop stick technique (see page 15) to choose pupils to read aloud the correct sentences.

4 Look and write. (10 minutes)

- Ask pupils to look at the words in the box. Ask what the children in each picture have got.
- Complete the first item as a class and then have pupils complete the rest of the activity individually.
- 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 liked about today's lesson.

Extra activity Photocopiables 49 and 57

- Ask pupils to do photocopiables 49 and 57.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** adjectives and camping objects; *My backpack is old. I've got a wet jumper.*

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 about things people have, if supported by pictures (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can answer simple questions about things people have got (GSE 28). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 6 flashcards (adjectives)
- Unit 6 story cards
- strips of paper
- a bag or box
- photocopiable 72

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); True/False 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 pupils three strips of paper each. Ask them to write a word from the new vocabulary on each one.
- Pupils say the word to their partner who has to find its opposite. Pupils then swap strips with a different pair and repeat the activity.

Presentation (3 minutes)

- Using the Key question technique (see page 15), ask pupils what they enjoy about the stories in the course.
- Tell pupils that today's story is about a problem with a map.
- On the board, write *The map problem*. Ask pupils what they think will happen in the story.

Practice

Class Book



1 Before you read Who's got the yo-yo? (2 minutes)

- Ask pupils to say as many toys as they can remember. Pupils look for the yo-yo in the story.
- Have pupils look at all the pictures of the story and say what's happening in them.

2 6.6 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 True/False cards technique (see page 16), say different statements about the story, e.g. *Lily loves walking (True.); Jack has got a new backpack (False.),* etc. You can also use the Unit 6 story cards to ask about the story.
- **Extension** Pupils write three questions about the story for their partners to answer.
- Refer pupils to the question box again. Ask if their guesses were correct.

Story

6.6

The map problem

1 Lily: Oh, I love walking! Wadi Darbat is fun!
Miss Sara: Look at the map. Let's find this cabin.
Jack: Can I carry the map?

2 Jack: We walk north!
Lily: What? Has Polly got a yo-yo?
Sami: Yes, she has.
Fatma: Oh, no! Look at Jack's things!

3 Sami: Let me help you, Jack!
Jack: Ugh! My backpack is small and old.
Miss Sara: Put Jack's things in my backpack. It's big.

4 Lily: Jack! Your jumper!
Jack: Oh, no! Now I've got a wet jumper.
Lily: Here. Put on my dry jacket.
Jack: Thanks, Lily.

5 Fatma: Oh, no! The map!
Lily: How can we find the cabin?
Sami: What can we do?

6 Lily: Let's go back to the campground.
Jack: Don't worry! Have you got a compass, Miss Sara?
Miss Sara: Yes, I have. Here you are.

7 Jack: Look over there, everyone.
Sami: It's the cabin!
Lily: Cool!
Fatma: You're amazing, Jack.

8 Miss Sara: Well done, everyone.
Lily: Look! Atomic is thirsty.
Fatma: And I'm hungry!
Sami: Let's eat!

Diversity

Support

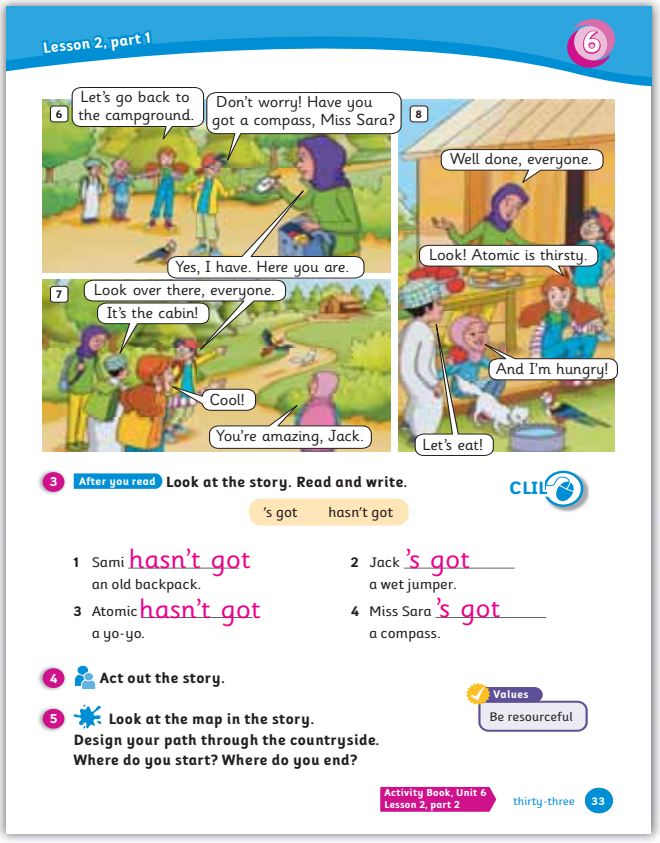
- To help pupils read with fluency and understanding, on strips of paper write different sentences from the story and place them in a bag or a box. Pupils pick a strip and read it aloud. If they struggle, first you read the sentence and they read after you.

Challenge

- After listening to the story, have pupils read aloud to a partner. Then, one pupil says a sentence from the story and the other finds the sentence in the book.

Extra activity TPR

- Have pupils stand around the class.
- Say sentences from the story for pupils to mime. Say *I love walking.* Pupils mime walking. Then say *Look at the map.* Pupils pretend to be looking at a map.



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

- Pupils complete the sentences with the words from the box.
- **Extension** Pupils write three sentences with *has got* and three with *hasn't got* about the characters in the story. Pupils read sentences to the class.

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 use their notebooks to draw different objects from the story to use as props, e.g. map, yo-yo. They can also use real props, e.g. a jumper.
- Have the groups perform in front of the class.

5 Look at the map in the story. Design your path through the countryside. Where do you start? Where do you end? (5 minutes)

- Ask pupils how maps help us. Have pupils tell you what kind of things they would find on a map of the countryside.
- Place pupils in small groups and have them complete the activity in their notebooks.
- Use the Lollipop stick technique (see page 15) to ask groups to present their work to the class. Make a classroom display.

Extra activity **Communication**

- Place pupils in groups and have them write a short story about themselves in a forest.
- Pupils perform their story to the class.

Values

- Ask pupils in what ways we can be resourceful. Have pupils think about why being resourceful is important. Ask pupils how the children and Miss Sara were resourceful in the story once they lost the map.

Finishing the lesson (5 minutes)

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

Lesson 2, part 2

Starting the lesson (10 minutes)

- Place pupils in pairs and have them tell each other what they remember from the story.

Practice

Activity Book



Story — Lesson 2, part 2

1 After you read **Remember the story. Correct the words in red.**

yo-yo hungry cabin jumper walking

1 Miss Sara, Lily, Fatma, Sami and Jack are swimming. walking
2 Polly's got a purple kite. yo-yo
3 Jack's jacket is wet. jumper
4 The children are going to a house. cabin
5 Fatma is thirsty. hungry

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

1 ✗ 2 ✓ 3 ✓

3 **Look and colour.**

The map problem

22 twenty-two

1 **After you read** **Remember the story. Correct the words in red.** (10 minutes)

- With books closed, ask pupils to tell you the story.
- Ask them what adjectives from Lesson 1 they remember from the story.
- Pupils complete the activity individually.
- Check answers as a class.

2 **Values** **Look and tick (✓) or cross (✗).** (5 minutes)

- Ask pupils how the people in the pictures are being resourceful. Ask them who isn't being resourceful (the girl) and why (she can't make a fire because she doesn't have matches).
- **Extension** In pairs, pupils help the girl in the first picture to be resourceful. Ask *What would you do?*

3 **Look and colour.** (5 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story. Ask them to give reasons for their answers.

Finishing the lesson (10 minutes)

- In pairs, pupils choose their favourite scene from the story. They learn it by heart and act out for the class.
- 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 **Photocopiable 72**

- Ask pupils to do photocopiable 72.

CLIL Link

In Unit 6, the story is based around the concept of being safe from Social Studies.

Fatma and her friends are outside in the forest looking for a cabin. Despite losing a map, they reach their destination safely as they had a compass with them.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn camping items
- **Target language:** *tent, sleeping bag, shampoo, toothpaste, sunscreen, torch; Have you got a tent? Yes, I have./No, I haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can ask basic questions to find out what possessions others have got (GSE 28).

Materials

- Unit 6 flashcards (*tent, sleeping bag, shampoo, toothpaste, sunscreen, torch*)
- big strips of paper, six per pupil
- photocopiables 50, 58, 64 and 68

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (5 minutes)

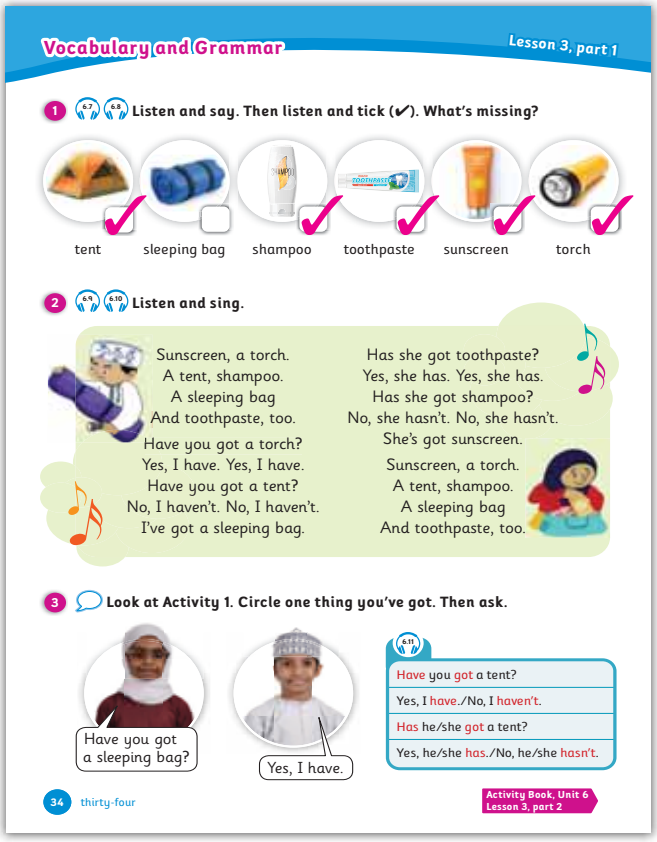
- Ask pupils to say as many adjectives as they can. Write them on the board.
- Then ask pupils what kind of things they can take with them on a camping trip or on a holiday. Write them on the board. Keep them for the next step.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about different things they can take with them on trips.
- Place the Unit 6 flashcards (camping objects) on the board. Go through each word and have pupils repeat after you.
- Compare the new words to the words on the board. Ask pupils how the new items can help us on trips.

Practice

Class Book



1 6.7 & 6.8 Listen and say. Then listen and tick (✓). What's missing? (10 minutes)

- Say an item for pupils to point to in their Class Books.
- Play the first part of the audio (track 6.7). Pupils repeat the items as they hear them. Then play the second part of the audio (track 6.8) and have pupils tick the objects.
- **Extension** In pairs, pupils say a word for their partner to point to and spell.

6.7

tent, sleeping bag, shampoo, toothpaste, sunscreen, torch

6.8

Girl: I think I've got everything. Let's check. I've got the shampoo. I've got the torch. I've got the toothpaste. Good! I've got the sunscreen. Oh, and I've got the tent.

Boy: Good! Let's go!

2 6.9 & 6.10 **Listen and sing.** (5 minutes)

- Ask pupils to read the song and underline all the new vocabulary.
- Explain that we use *Have you got …? and Has he/she got …?* to ask about things people own.
- Play the song for pupils to sing. Explain that when they hear camping items, they clap their hands.
- A karaoke version of the song is available (track 6.10).

6.9

Sunscreen, a torch.
A tent, shampoo.
A sleeping bag
And toothpaste, too.

Have you got a torch?
Yes, I have. Yes, I have.
Have you got a tent?
No, I haven't. No, I haven't.
I've got a sleeping bag.

Has she got toothpaste?
Yes, she has. Yes, she has.
Has she got shampoo?
No, she hasn't. No, she hasn't.
She's got sunscreen.

Sunscreen, a torch.
A tent, shampoo.
A sleeping bag
And toothpaste, too.

Diversity

Support

- Place the Unit 6 flashcards (camping objects) on the board. Say the words for pupils to repeat after you.
- Then explain that you will say five words out of the six for pupils to guess the missing one. Continue with three rounds.
- In pairs, pupils continue playing with the pictures in the book.
- Correct any pronunciation mistakes.

Challenge

- Pupils write three sentences with *I have got* and three with *I haven't got.*
- In pairs, pupils must guess if they have or haven't got the same things. A pupil reads a sentence and their partner checks if they coincide. Ask pupils when they finish the activity.

3 **Look at Activity 1. Circle one thing you've got. Then ask.** (10 minutes)

- 6.11 Draw pupils' attention to the grammar box and the recorded model.
- On the board, write *Have you got a tent? Yes, I have./No, I haven't.* Ask the question to a pupil and elicit an answer. Then write *Has he/she got a tent? Yes, he/she has./No, he/she hasn't.* and ask the question to a different pupil, pointing to the previous pupil.
- Use the Traffic light cards technique (see page 16) to check understanding.
- **Extension** On the board, write *Have Has* in one column. Then write *you he she* in another column. In the third column place the Unit 6 flashcards (camping objects). Tell pupils you are going to say and point to a pronoun and an item. Pupils have to form the question. Tell pupils you will say *Yes* or *No* for them to complete the short answer.
- Use the Lollipop stick technique (see page 15) to ask pairs to come to the front and act out their dialogue.

6.11

Have you **got** a tent?
Yes, I **have**./No, I **haven't**.
Has he/she **got** a tent?
Yes, he/she **has**. No, he/she **hasn't**.

Extra activity **Creativity**

- Place pupils in pairs. Tell them to imagine they are going on a camping trip. Have them make a list of ten items they have to take with them in their notebooks, using adjectives, e.g. new book, new sunscreen.
- Have pupils illustrate their work and present it to the class.

Finishing the lesson (5 minutes)

- Place pupils in pairs. Ask them to write an extra verse for the song in a similar style, but this time using classroom objects instead of camping objects.
- Use the Lollipop stick technique (see page 15) to choose pairs to sing or read aloud their verse to the class.

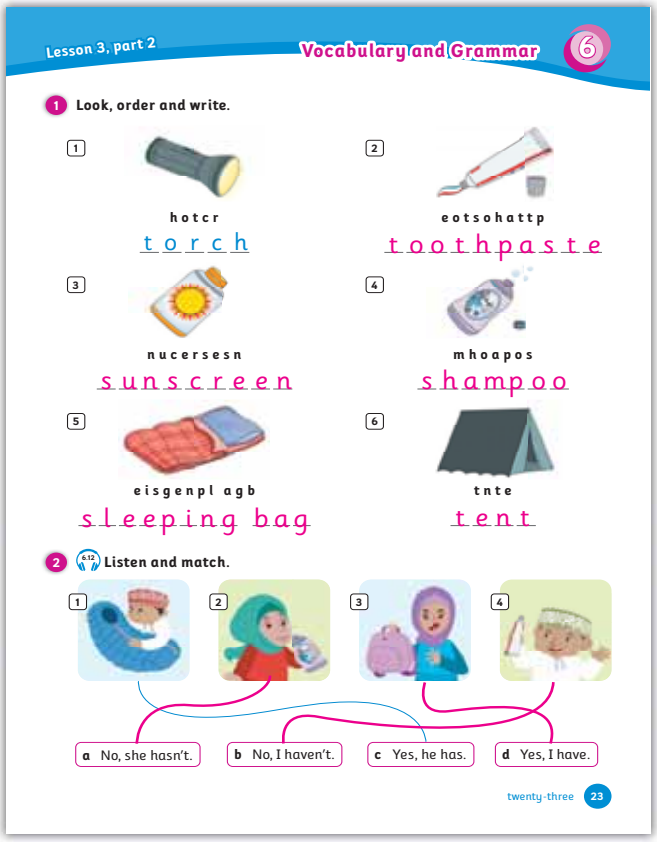
Lesson 3, part 2

Starting the lesson (10 minutes)

- Review camping objects from the unit using the Unit 6 flashcards or word cards.
- Tell pupils you will spell a word for them to say what it is.

Practice

Activity Book


Lesson 3, part 2 Vocabulary and Grammar 6

1 Look, order and write.

1 hotcr torch

2 eotsohattp toothpaste

3 nucersesn sunscreen

4 mhoapos shampoo

5 eisgenpl agb sleeping bag

6 tnte tent

2 6.12 Listen and match.

a No, she hasn't. b No, I haven't. c Yes, he has. d Yes, I have.

twenty-three 23

1 Look, order and write. (10 minutes)

- Ask pupils to say what each item is.
- Pupils complete the activity individually and check answers in pairs.
- Check answers as a class.

2 6.12 Listen and match. (10 minutes)

- Ask pupils to identify the camping objects in each picture.
- Play the audio once for pupils to listen. Play the audio again, pausing after each sentence, for pupils to match the pictures to the answers.
- Use the Lollipop stick technique (see page 15) to check answers.

6.12

1 Has he got a sleeping bag?
2 Has she got sunscreen?
3 Have you got a backpack?
4 Have you got shampoo?

Extra activity Fast finishers

- Pupils write the questions for Activity 2 using *Has he/she got . . . ?* and different items, with answers. Place work in their notebooks.

Finishing the lesson (10 minutes)

- Play the *Remembering the order* (see page 20) with the Unit 6 flashcards (adjectives and camping objects).
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how this lesson has helped them improve their English and what they would like to learn next.

Extra activity Photocopiables 50, 58, 64 and 68

- Ask pupils to do photocopiables 50, 58, 64 and 68.

Skills

Lesson 4, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Listening:** Can understand basic phrases or sentences about things people have if supported by pictures (GSE 26).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

Materials

- Unit 6 flashcards (adjectives and camping objects)
- a photocopy of audioscript 6.13 with names or actions blotted out
- 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)

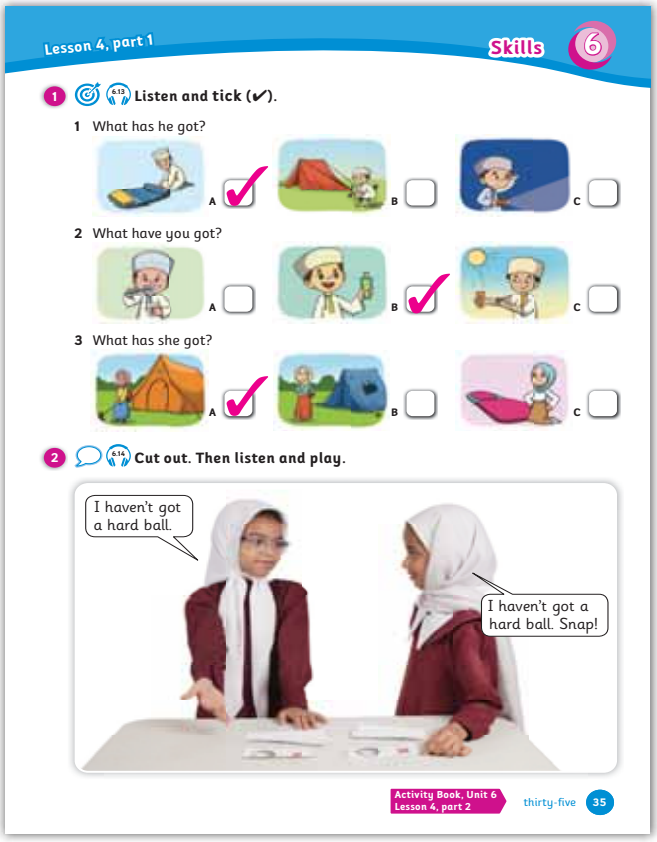
- On the board, write the first three or last three letters of unit vocabulary words.
- Give pupils one minute to find as many words as they can and write them in their notebooks.
- Use the Lollipop stick technique (see page 15) to have pupils come to the front and complete the words.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Starter Exam and then play a game with their cut-outs.
- Ask pupils to say as many words from the vocabulary from Unit 6 as they can. Write them on the board as they do so.
- Use the Unit 6 flashcards to have pupils match them to the words on the board.

Practice

Class Book



Diversity

Support

- Before pupils start the activity, have them look at the pictures and say what camping items they see in them.
- On the board, write *1 A He has got a …* and elicit *sleeping bag. 2 B He has got a …* and elicit *tent.* Continue with other items and write sentences on the board.
- Play the audio (6.13) and stop after each sentence to tick or cross on the board. Then pupils tick the correct answer in their books.

Challenge

- In pairs, pupils point to a classroom object and say *What's this? It's a book.* They go on with all classroom objects.
- Pupils write the questions with *Has he/she got …?* for each picture in their notebook.
- In pairs, pupils point to a picture and ask the questions.

1 6.13 **Listen and tick (✔).** (10 minutes)

- This task is based on Pre A1 Starters Listening Part 3.
- 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 write answers.
- **Extension** Place pupils in pairs. Give pupils the audioscript with items blotted out. Pupils use it as a template to write dialogues about items of their choice from the activity.
- Use the Lollipop stick technique (see page 15) to have pupils read out their dialogues to the class.

6.13

1 What has he got?
What has he got? Has he got a tent?
No, he hasn't. He's got a sleeping bag.

2 What have you got?
What have you got? Have you got sunscreen?
No, I haven't. I've got shampoo.

3 What has she got?
What has she got? Has she got a fancy tent?
Yes, she has.

2 6.14 **Cut out. Then listen and play.** (15 minutes)

- Have pupils find and cut the Unit 6 cut-outs on page 103. Each pupil uses his or her own cards.
- Ask pupils to look at their cards and, using the Lollipop stick technique (see page 15), describe the items.
- Place pupils in pairs and play the audio. Then ask two volunteers to read the dialogue aloud.
- Explain the game to pupils: Each pupil places their cards face-down and then takes it in turns to turn over a card from their set of cut-outs and, using the pronoun, the adjective and the picture on each card, say a sentence. If there is a cross on the card, they say a negative sentence; if there is a tick, they say a positive sentence. If the cards match, the first pupil to say *Snap!*, after both pupils have said their sentence, keeps the cards. The pupil with the most cards wins.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood the game.

6.14

Girl 1: I haven't got a hard ball.
Girl 2: I haven't got a hard ball. Snap!

Extra activity Creativity

- Place pupils in small groups. Tell them to imagine they are going camping. Have them make a list of things in their notebooks that they should take with them and illustrate their work.

Extra activity TPR

- Draw an imaginary line in the middle of the board. Have pupils form two lines in front of it.
- Tell pupils you are going to say a category and the two people in front of the line have to run to the board and write a word from that word group for their team to get a point. If they make a mistake, they go to the back.

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.

D6

1 dirty	**6** fancy
2 clean	**7** hard
3 old	**8** soft
4 new	**9** wet
5 plain	**10** dry

Finishing the lesson (5 minutes)

- Ask pupils to close their books. Describe four or five pictures from Activity 1, e.g. *A boy has got some sunscreen. He's putting it on his arms.*
- Pupils draw the pictures in their notebooks.
- Use the Lollipop stick technique (see page 15) to check pupils' drawings when you have finished.

Lesson 4, part 2

Starting the lesson (10 minutes)

- Place the Unit 6 flashcards (adjectives and camping objects) or poster on the board and revise the vocabulary from the unit.
- Then ask pupils to write three sentences in their notebooks using the flashcards and *have/has got*.
- Use the Lollipop stick technique (see page 15) to choose pupils to read their sentences aloud.

Practice

Activity Book



Skills — Lesson 4, part 2

1 **Read and write.**

A camping weekend

I'm Ahmed. My family and I are camping.
My brother's got toothpaste and shampoo.
Look at my sister. She's got a new sleeping bag.
My mum has got the torch.
My dad has got the food.
Oh, no! We haven't got a tent!

Yes No has hasn't

1 Has she got sunscreen? No, she hasn't.
2 Has he got a torch? No, he hasn't.
3 Has she got a new sleeping bag? Yes, she has.
4 Has he got the food? No, he hasn't.

2 **Write and draw.**

I've got a tent.
I haven't got a torch.
My friend has got a sleeping bag.
My friend hasn't got sunscreeen.

24 twenty-four

1 Read and write. (10 minutes)

- Ask pupils to look at the picture. Ask *What are the people doing? What camping objects can you see?*
- Read the text aloud. Then give pupils time to read the text on their own.
- Pupils complete the activity individually and then check answers in pairs.

2 Write and draw. (10 minutes)

- Place pupils in pairs. Ask them to imagine they are on a camping weekend and write sentences about what they are doing there with friends or family.
- 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. They read their sentences in pairs.
- **Extension** Pupils make three false statements about their paragraph for their partners to correct.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to have the pupils think about what they learnt so far in the unit and what their favourite activities were.
- Ask them to make brief notes in their notebooks. Then have the pupils stand up and read their notes to the class. Pupils illustrate their work.
- For the next lesson, ask pupils to bring in pictures of food and drink that are popular to take camping. They can also bring in pictures related to camping (tents, campsites, etc.).

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about camping in Oman; to make a recipe book of popular camping food
- **Target language:** *camp, milk, cocoa, (hot) chocolate, pan, heat, melt, mug*

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write a short list of instructions for using or doing something (e.g. playing a game), given a model (GSE 42).

Materials

- notebooks
- pictures of popular camping places in Oman (e.g. Jabal Al-Akhdhar)
- pictures of sandwiches, fruit, lettuce, tomatoes, cheese slices, hot chocolate and people making food at a campsite
- photocopiable 76

Assessment for Learning (formative assessment)

- Setting aims and criteria: Key question technique (see page 15); lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Yes/No technique (see page 16); Stop/Go technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Culture Sources (online)

- https://www.bbcgoodfood.com/recipes/homemade-hot-chocolate

Lesson 5, part 1

Starting the lesson (3 minutes)

- Use the Key question technique (see page 15) to have a short discussion on what pupils have learnt so far in their Culture lessons. Ask pupils how these lessons have helped them understand the world a little bit better.
- Have a quick class vote on the best Culture lesson so far and revisit it to read the text or watch its video.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about camping in Oman and things to make and do while camping.
- Ask pupils to say what they know about camping food. Ask *What camping food and drink do you know? What is your favourite?*

Culture notes

- Camping is one of the best ways to appreciate Oman's natural beauty. You can camp in most places – except in nature reserves – and it's also safe since there are few dangerous predators.

Practice

Class Book



1 Before you read Where can you go camping? (5 minutes)

- Show pupils pictures of different places to go camping in Oman. Ask pupils what kinds of things they can see in these places and what they can do there. Ask pupils if they have been to any of the places.
- Ask pupils what they enjoy eating and drinking when they go camping or would enjoy should they go.
- Ask pupils if they think camp food and drink should be easy to make and why.

2 6.15 Listen and read. (10 minutes)

- Ask pupils to say what kinds of food and drink they can see. Ask pupils to match the captions to the pictures.

- 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.
- After listening to the audio, ask pupils if they would like to go camping.
- **Extension** Tell pupils you are going to say sentences from the text but that you might make a mistake. When they hear a mistake, pupils clap their hands and correct you.

6.15

Camping in Oman

Do you like camping? It's fun! You can camp in many places around Oman.

It is cold at night, but you can light a fire. I'm making hot chocolate with my family. It's yummy!

Making hot chocolate is easy and fun. Have you got these things? Milk, chocolate, cocoa?

Now you've got everything, let's make hot chocolate.

1 Put the milk, cocoa and chocolate in a small pan.

2 Heat until the chocolate melts.

3 Pour it into a mug and drink when it is not too hot!

Diversity

Support

- On the board, write words or phrases from the text, e.g. *milk, cocoa, small pan, melt, mug, pour, hot chocolate.*
- Point at each word as you say it for pupils to repeat after you. Then have pupils find these words or phrases in the text. They copy the sentence in their notebooks and underline the word from the board in the sentence.
- Help pupils as they read the text.

Challenge

- Ask pupils to choose a paragraph, read it and try to remember it by heart or say it in their own words.

3 Find out more! Watch the video. (10 minutes)

- Ask pupils what they think the video will be about. After watching the video, use the Yes/No technique (see page 16) to ask pupils about it. Play the video as you go along to reinforce the correct answers.
- **Extension** Pupils write three false sentences about the video for their partners to correct.

Extra activity **Critical thinking**

- Have pupils imagine they are camping. Ask pupils to think about their safety at a campsite, e.g. *Do they make a fire if it's windy? Do they make a fire without an adult? Do they leave the group without telling anyone? Do they eat food they don't recognise?* and so on.

Activity Book


Lesson 5, part 1

CULTURE 6

1 Order and write.

1 accoo cocoa

2 teocochla chocolate

3 ilmk milk

4 hot chocolate by a erif fire

2 After you read Read and circle.

1 Now you've got everything, let's make making hot chocolate.

2 Put the milk, cocoa and chocolate in a small bag pan.

3 Heat Eat until the chocolate melts.

4 Pour it into a mug and drink when it is very not too hot!

twenty-five 25

1 Order and write. (3 minutes)

- Ask pupils to look at the pictures and identify what they show.
- Pupils complete the activity and then check answers in pairs.

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

- Ask pupils to read the sentences and circle the correct option.
- Use the Stop/Go technique (see page 16) to make sure pupils have understood the activity.
- Use the Lollipop stick technique (see page 15) to choose pupils to read aloud the completed sentences to check answers.

Finishing the lesson (5 minutes)

- Ask pupils to say what they enjoyed about today's lesson and why.
- Ask pupils to tell you how to make hot chocolate.

Lesson 5, part 2

Starting the lesson (2 minutes)

- Place pupils in pairs. Give them a minute to brainstorm types of food and drink you can take camping. Write their ideas on the board.

Presentation (3 minutes)

- Explain to pupils that they are going to make a recipe book of popular camping food. Ask pupils if they have ever used a recipe book and, if so, what they used it to make.
- Elicit the features you would usually see in recipe book (e.g. *photos, ingredients, instructions*, etc.).

Practice – Project

Class Book



Make a recipe book of popular camping food.
(25 minutes)

- Using the Lollipop stick technique (see page 15), choose pupils to read the steps aloud.
- Place the pictures of food on the board. Point to the sandwich and ask pupils to tell you how they would make a sandwich. Write the steps on the board. Tell pupils they have just written a recipe.
- Ask pupils to say what words they think they will use for the project and write them on the board.
- Place pupils in groups. Have groups choose a food or assign one to each group. Explain to pupils that they should use photos or draw pictures to go with their recipe.
- Have pupils write the steps to make their recipe. Tell them to use the example in their Class Books and the words on the board to help them. Monitor and help where necessary.
- Put all the recipes together when pupils have finished to make a class recipe book.

Extra activity TPR

- Ask pupils to come to the front of the class and stand in a circle. Say a word from the text and start spelling it slowly. As you say a letter, pupils take a step. If you say the wrong letter, they mustn't move. Pupils who move sit down and lose a turn.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils which lessons they like the best. Ask pupils what else they would like to learn in future Culture lessons.
- Have each pupil write four sentences using the words from Lesson 5.

Extra activity Photocopiable 76

- Ask pupils to do photocopiable 76.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to talk about possessions
- **Target language:** *Whose torch is this? It's hers.*

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about things people have, if supported by pictures (GSE 26).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).
- **Speaking:** Can ask basic questions to find out who things belong to (GSE 31).

Materials

- Unit 6 flashcards (camping objects)
- bags or boxes
- straw puppets
- notebooks
- photocopiable 80

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 6, part 1

Starting the lesson (5 minutes)

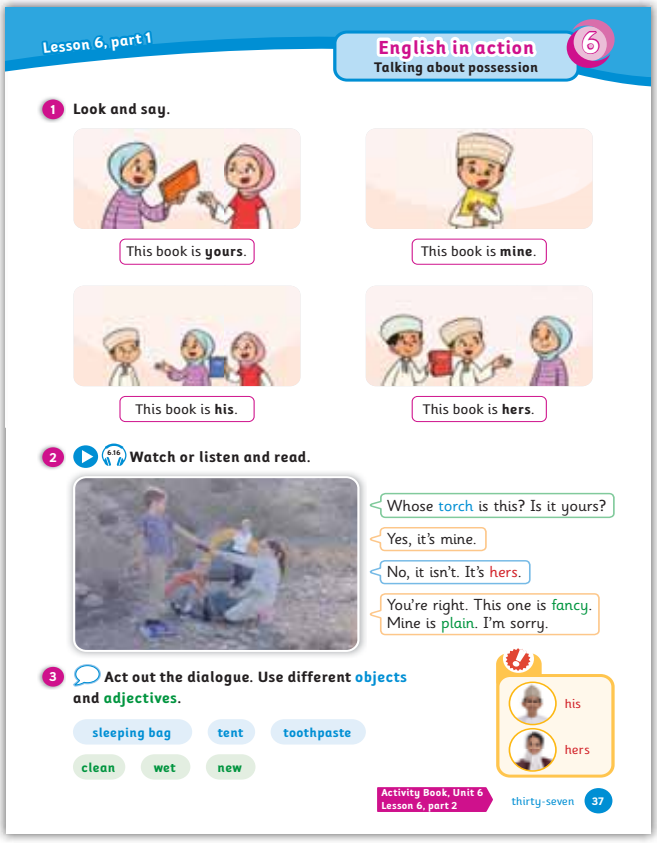
- Play *Which card have you got?* (see page 21) with the Unit 6 flashcards.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn how to talk about possession.
- On the board, write *Whose backpack is that?*
- Point to a backpack and elicit an answer.

Practice

Class Book



Diversity

Support

- Write on the board *It's my chair. It's mine. It's his book. It's his. It's her desk. It's hers.*
- Have a boy and a girl come to the front of the class with a classroom object they own.
- Stand behind the boy and point to his item. Say *It's his (book). It's his.* Pupils repeat after you. Repeat with the girl. Then pick up a book and say *It's my book. It's mine.*
- Place pupils in girl-boy pairs and have them do the activity. Monitor and help as necessary.

Challenge

- In groups of three, pupils place different small objects they own in a bag or a box. One pupil takes out one object and says *It's mine/his/hers.* Continue until all the objects are done.

1 Look and say. (5 minutes)

- Have pupils look at the four pictures and describe what is happening in each.
- Pupils read the sentences aloud.

English in action

2 ▶ 6.16 **Watch or listen and read.** (10 minutes)

- Ask pupils to look at the picture and tell you what they see. Ask them what the child on the right is holding.
- Play the audio or video once for pupils to read and listen to or watch.
- Play it again for pupils to repeat chorally.

6.16

Boy 1: Whose torch is this? Is it yours?
Girl: Yes, it's mine.
Boy 2: No, it isn't. It's hers.
Girl: You're right. This one is fancy. Mine is plain. I'm sorry.

3 **Act out the dialogue. Use different objects and adjectives.** (10 minutes)

- Using the Traffic light cards 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.

Finishing the lesson (5 minutes)

- Using the Lollipop stick technique (see page 15), invite pupils to come to the front of the class and act out the dialogue.

Lesson 6, part 2

Starting the lesson (10 minutes)

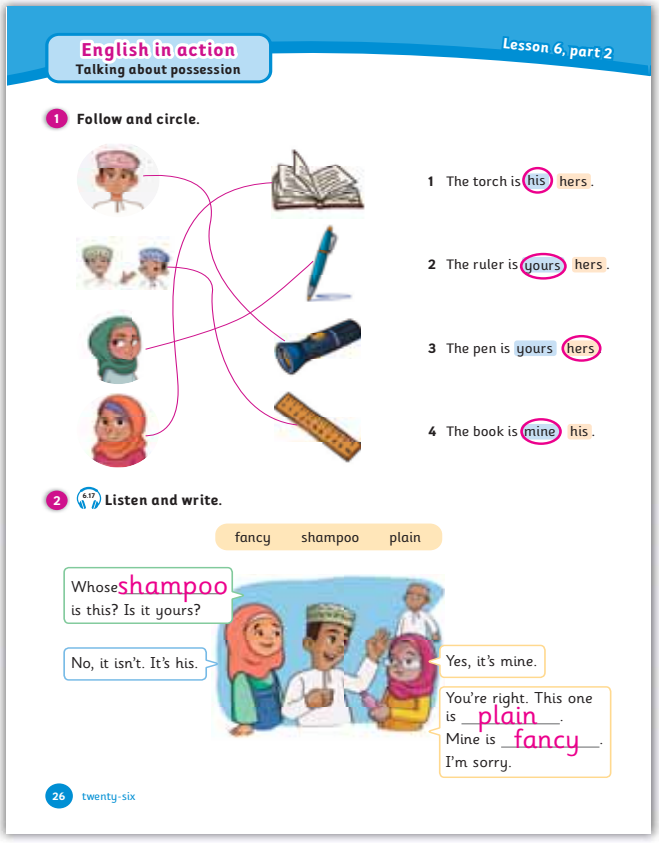
- Write the dialogue from part 1 of the lesson on the board but scrambled.
- Place pupils in pairs and have them unscramble it as quickly as possible. The first pair to unscramble the dialogue then perform it for the rest of the class.

Practice

Activity Book

1 **Follow and circle.** (10 minutes)

- Ask pupils to identify the objects in the pictures. Ask them which is a camping object (the torch).
- Do the first item together as a class. Use the Traffic light cards technique (see page 16) to check pupils understand the activity.
- Use the Lollipop stick technique (see page 15) to check the answers.



2 6.17 **Listen and write.** (15 minutes)

- Play the audio. Pupils write the answers.
- Play the audio again to check answers. Write the answers on the board if necessary.
- Place pupils in pairs and have them practise the dialogue. Encourage them to use different objects and adjectives in their dialogue. Monitor and help, correcting pronunciation when necessary.
- Have volunteer pairs perform their dialogues for the rest of the class.

6.17

Boy: Whose shampoo is this? Is it yours?
Girl 1: Yes, it's mine.
Girl 2: No, it isn't. It's his.
Girl 1: You're right. This one is plain. Mine is fancy. I'm sorry.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils to tell you what they enjoyed about today's lesson.

Extra activity **Photocopiable 80**

- Ask pupils to do photocopiable 80.

Phonics

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and distinguish the sounds for the consonant blends *spr* and *str*; to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky words: *push* and *pull*; to adopt strategies to recognise and read tricky words in sentences.
- **Target words:** spr: *spring, sprint, spread,* str: *strong, street, stream, string*
- **Tricky words:** *push, pull*

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 84
- Phonics Cards: *spr, str*
- Optional teacher-made flashcards for tricky word: *push, pull*

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)

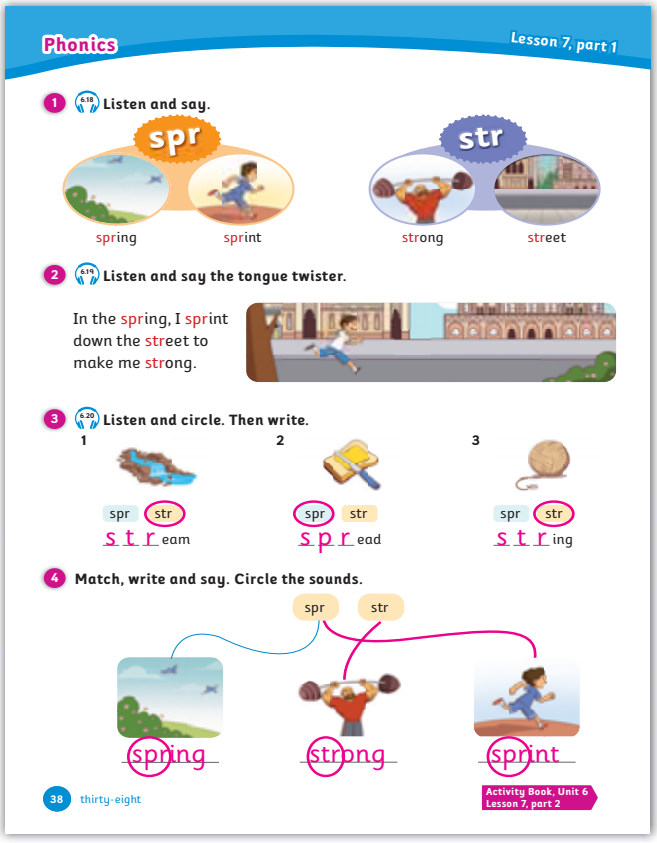
Lesson 7, part 1

Starting the lesson (5 minutes)

- Review the blends from the last lesson in preparation for the new blends. Hold up the Phonics Cards (*pr, tr*) and revise the sounds. Remind pupils of the importance of continuing the 'r' sound to avoid an 'uh' sound at the end.
- Using the Lollipop stick technique (see page 15), ask pupils to suggest words that contain each blend (e.g., *tree, truck, train, trip, press, prize, pram, pray*) and then practise blending and segmenting these words. Write the words on the board, or ask pupils to write them down, and circle the focus sounds each time.

Presentation

Class Book



1 6.18 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 focus on two new blends in this lesson and point to the consonant blends on the Class Book page.
- Place the Phonics Cards (*pr* and *tr*) on the board and write the additional letter 's' in front of each one to make the new blends. Model the sound made by each blend for pupils to copy and practise saying the sounds smoothly and clearly. Replace the blends on the board with the new Phonics Cards to use as reference throughout the lesson if needed.
- Play the audio. Help pupils to match each sound and word on the audio to a blend 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, revising previously taught digraphs and spelling rules that are relevant e.g., *ee, ng.*
- 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 sounds each time.

6.18

spr: spring, sprint
str: strong, street

Practice

2 6.19 **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, adjectives or actions from Activity 1 (*sprint, street, spring*). Ask pupils what they can see and get them to describe the scene. Write the relevant words on the board and encourage pupils to segment each word, identifying the blends each time as well as other familiar digraphs. Ask pupils to practise reading the words correctly.
- Explain that pupils will now listen to a tongue twister that relates to the picture 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? (Sprint down the street.); When does he do it? (In the Spring.); Why does he do it? (To make him strong.)*
- Repeat the tongue twister as a class until pupils are confident with the language and the 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.

6.19

In the spring, I sprint down the street to make me strong.

3 6.20 **Listen and circle. Then write.** (5 minutes)

- Explain that pupils will now hear some more words containing the blends they have learnt. The aim is for pupils to decide whether the word they hear contains the *spr* or the *str* blend.
- Tell pupils to listen to the audio and to circle the sound that they hear. As you play the audio, pause after each word, and ask pupils to repeat it before they decide which blend to circle.
- Once pupils have circled the sounds, ask them to complete each word by writing the correct letters and then play the audio a final time for them to check.
- Ask pupils to recall each word for you to write on the board, 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 blended sound at the beginning of each word.
- Encourage pupils to read the words fluently as you point to them. Check that they pronounce the blends correctly each time.

6.20

1 stream **2** spread **3** string

4 **Match, write and say. Circle the sounds.** (10 minutes)

- Revise the blends using the Phonics Cards or by playing games.
- Explain that pupils should look at each picture in Activity 4 and decide which blend each word starts with. They must then draw a line to match each picture with the correct blend and write the word for each picture on the line below.
- Encourage pupils to sound out each word as they write and check that they are saying the blends correctly. Check answers with the class and model sounding out each word. Use the Lollipop stick technique (see page 15) to encourage pupils to participate.

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.
- 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.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt.

Lesson 7, part 2

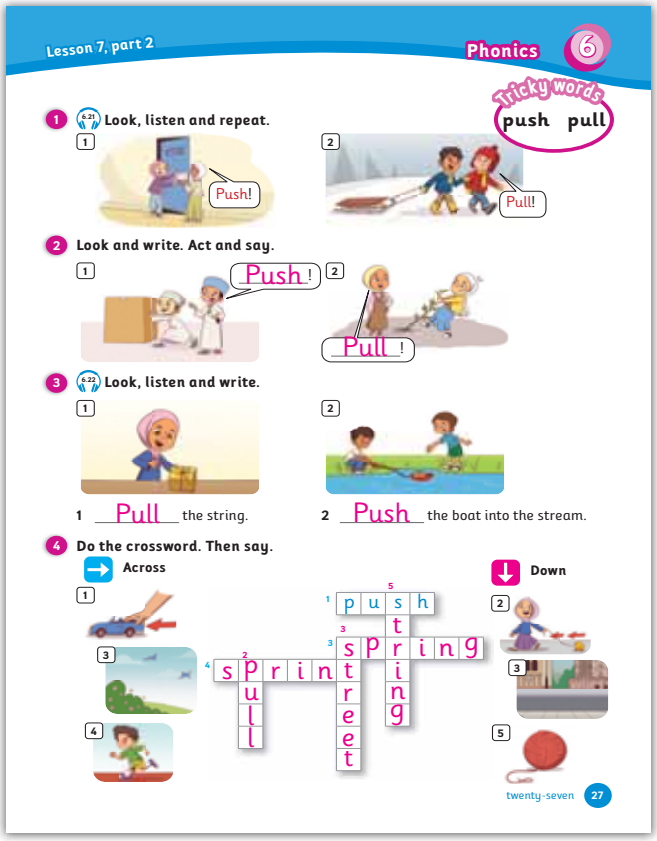
Starting the lesson (5 minutes)

- Start by revising some of the tricky words from Semester 1 and from the last lesson (*go, our, your, their, do, does, don't, doesn't, want, friend*). 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 and use phonetic cues, if appropriate, to help them.

Practice

Activity Book



1 6.21 Look, listen and repeat. (5 minutes)

- Focus on Activity 1 and explain that pupils will learn how to spell two new tricky words in this lesson. Introduce the words *push* and *pull* with accompanying actions to demonstrate the meaning.
- 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 words in each speech bubble and then ask them which part of the word is the tricky part (the 'u' letter). Encourage them to look at the rest of the spellings to distinguish between the two words.

6.21

1 Girl: Push!
2 Boy: Pull!

2 Look and write. Act and say. (5 minutes)

- Look at the second set of pictures and ask pupils to say the word to go with each one.
- They should then write the correct word in each speech bubble before checking their answers with a partner.
- Once pupils have completed the task, they can work in pairs and take turns to act out each tricky word for their partner to guess.

3 6.22 Look, listen and write. (5 minutes)

- Pupils look at the pictures and decide which action is being shown. Call out each of the tricky word actions and ask pupils to point to the correct picture.
- Look at the sentences below each picture with the pupils and challenge them to decipher the words in each gapped sentence.
- Play the audio for pupils to listen and check. Then ask pupils to complete the sentences with the correct tricky word according to the audio.
- Once pupils have completed the task, and if time allows, encourage them to act out the scenes from Activity 3 in pairs. Pupils decide which scene is being acted out and then they read the relevant sentence to go with the scene.

6.22

1 Pull the string.
2 Push the boat into the stream.

4 Do the crossword. Then say. (10 minutes)

- Explain that pupils will now work independently and that they should complete the crossword by identifying the word represented by each picture.
- Explain that all the words come from the Phonics lessons in Unit 6 and encourage them to apply the spelling rules they have learnt.
- Check answers as a class and ask pupils to spell each word for you to write on the board.

Finishing the lesson (10 minutes)

- Write the words from each sentence in Activity 3 on the board in a jumbled order. Ask Pupils to read the words in each group and reorder them to make sentences. Once the sentences have been made, ask pupils to do the actions for each one.
- Identify any tricky spelling patterns and assess whether pupils have grasped the concepts for this lesson.
- Choose games to play according to their needs, using Phonics Cards if required.
- If you have made flashcards, use these to revise the tricky words.

Extra activity Photocopiable 84

- Ask pupils to do photocopiable 84.

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 sentences about things people have, if supported by pictures (GSE 26).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

Materials

- Unit 6 flashcards (adjectives and camping objects)
- Unit 6 poster: Adjectives
- notebooks
- strips of paper
- eight index cards per pupil
- Progress path stickers (page 115)
- fly swats
- photocopiable 90

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); 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); Expert envoy technique (see page 16)

Lesson 8, part 1

Starting the lesson (5 minutes)

- Give each pupil eight index cards and have them write eight words from the unit. Ask pupils to cut around the words.
- Have pupils choose four of the words they have written for now. They put the other four to the side.
- Explain that you will say a word and if they have it, they show it to you and say *Snap!*
- Then have pupils play in pairs using all their cards.

Presentation (10 minutes)

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- Review all unit vocabulary by placing the Unit 6 flashcards or poster on the board and having pupils come to the front and swat the word you say. After swatting the word, they spell it.

Diversity

Support

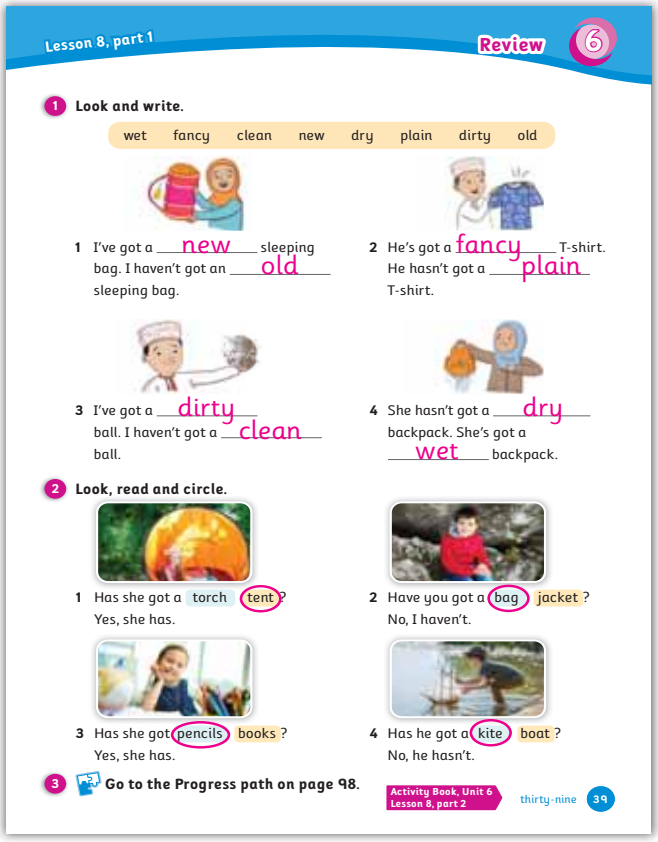
- Before pupils start the review, ask them to say the different adjectives and camping items they have learnt in the unit and as they say a word, place the matching Unit 6 flashcards on the board. Then go through all the words. Ask and answer using grammar from the unit.

Challenge

- Pupils write all new words off by heart in their notebooks and check against their Class Books when they have finished.

Practice

Class Book


Lesson 8, part 1 Review 6

1 Look and write.

wet fancy clean new dry plain dirty old

1 I've got a new sleeping bag. I haven't got an old sleeping bag.

2 He's got a fancy T-shirt. He hasn't got a plain T-shirt.

3 I've got a dirty ball. I haven't got a clean ball.

4 She hasn't got a dry backpack. She's got a wet backpack.

2 Look, read and circle.

1 Has she got a torch / tent? Yes, she has.

2 Have you got a bag / jacket? No, I haven't.

3 Has she got pencils / books? Yes, she has.

4 Has he got a kite / boat? No, he hasn't.

3 Go to the Progress path on page 98.

Activity Book, Unit 6 Lesson 8, part 2 thirty-nine 39

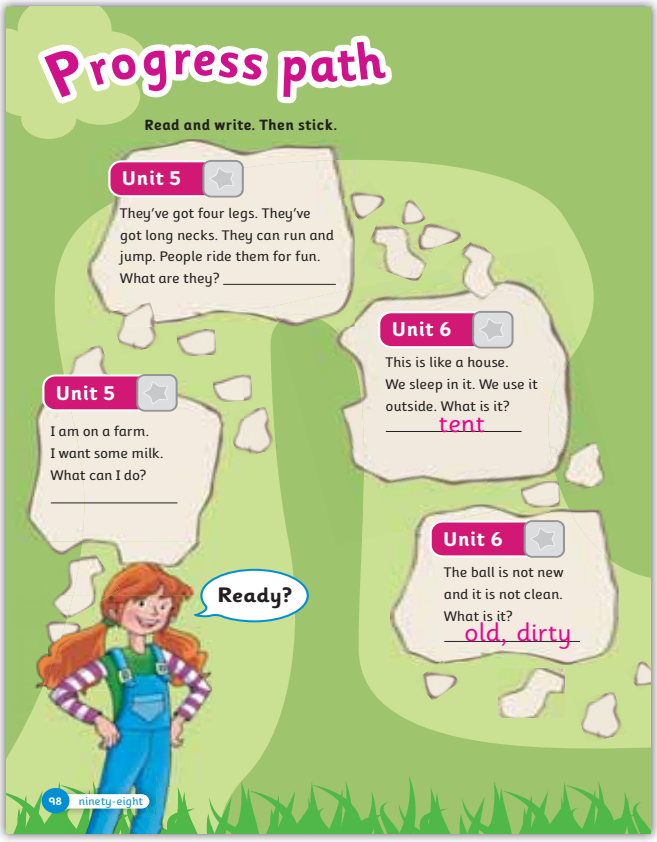
1 Look and write. (10 minutes)

- Have pupils look at the first item. Ask *What has she got?* Elicit the answer using the Lollipop stick technique (see page 15).
- Refer pupils to item two. Ask *Has he got a hat?* Elicit the answer using the Lollipop stick technique (see page 15). Then ask *Has he got a T-shirt?* Again, elicit the answer.
- Repeat for all items using *What has he/she got? Has he/she got a …?*
- Use the Lollipop stick technique (see page 15) to ask pupils to read the words in the word box.

- **Extension** In pairs, pupils ask and answer about each picture using *What has he/she got? Has he/she got a …?*

2 Look, read and circle. (5 minutes)

- Explain that pupils look at the people in the pictures and circle the correct item.
- Monitor pupils helping as necessary.
- Use the Lollipop stick technique (see page 15) to elicit answers.
- **Extension** Place pupils in pairs and have them make sentences about the people in the pictures using *He/She's got …* to read to their partners.



3 Go to the Progress path on page 98. (5 minutes)

- Refer pupils to page 98 and have them answer the questions.
- Check the answers and tell pupils they can now stick their star stickers (page 115).

Finishing the lesson (5 minutes)

- Tell pupils you are going to say silly sentences.
- Pupils quietly walk around the class while you say sentences. If the sentence is silly, they have to stop and clap. Say *She's got a plain backpack, He's got a fancy pencil case, I have got an old hand.* Pupils stop and clap at the last sentence.
- Pupils who don't stop, sit down and lose a turn. Slowly speed up the game to make it more exciting.

Lesson 8, part 2

Starting the lesson (5 minutes)

- Place the Unit 6 flashcards or poster on the board and quickly review the unit vocabulary. Take the flashcards or poster down and do a *Picture dictation* (see page 21). Say a word for pupils to draw.

Practice

Activity Book



1 Read and write. (5 minutes)

- Use the Lollipop stick technique (see page 15) and ask pupils to read the words in the box aloud.
- Pupils complete the activity individually. Use the Expert envoy technique (see page 16) to have stronger pupils help weaker pupils do the activity if necessary.

2 Write and draw. (10 minutes)

- Explain to pupils they have to complete the paragraph about themselves with a friend or a family member in a garden, putting up a tent.
- 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.

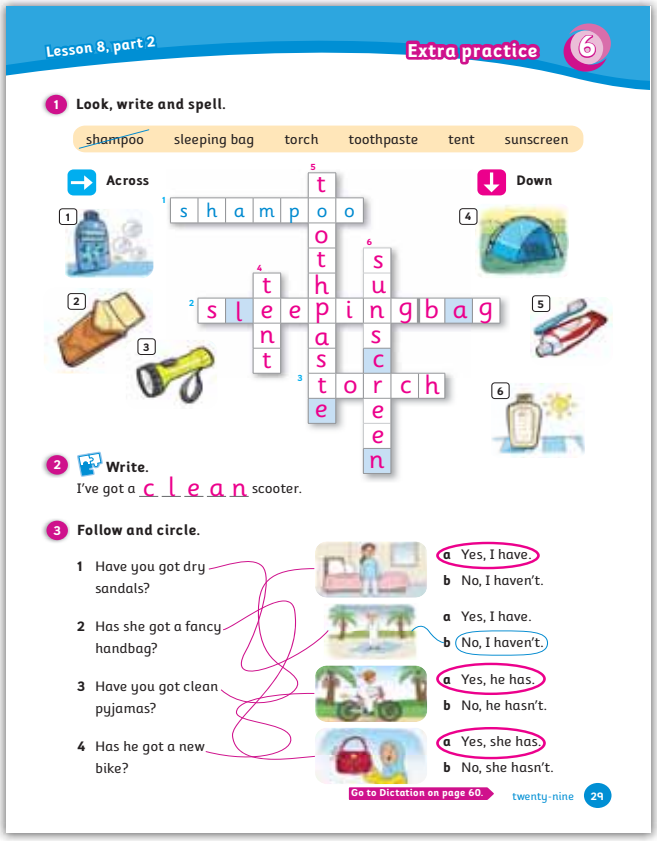
- Pupils show their work to their partners, and using the Two stars and a wish technique (see page 16), assess each other's work.
- Now tell pupils to complete the Picture dictionary on page 62 of the Activity Book.

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 them on a scale of 1 to 3, 3 being the best. Give pupils the number of stickers/stamps/stars they ask for to place on page 28 in their Activity Books.

Extra practice

Activity Book


Lesson 8, part 2

Extra practice 6

1 Look, write and spell.

shampoo sleeping bag torch toothpaste tent sunscreen

Across

1 shampoo

2 sleeping bag

3 torch

4 tent

5 toothpaste

6 sunscreen

Down

1

4

2

5

3

6

2 Write.

I've got a clean scooter.

3 Follow and circle.

1 Have you got dry sandals?
a Yes, I have.
b No, I haven't.

2 Has she got a fancy handbag?
a Yes, I have.
b No, I haven't.

3 Have you got clean pyjamas?
a Yes, he has.
b No, he hasn't.

4 Has he got a new bike?
a Yes, she has.
b No, she hasn't.

Go to Dictation on page 60.

1 Look, write and spell. (4 minutes)

- Ask pupils to read aloud the words in the box. When pupils read a word, ask them to point to the corresponding picture.
- Use the Traffic light cards technique (see page 16) to check pupils know what to do.
- Pupils check answers in pairs and then check answers as class.

2 Write. (3 minutes)

- Use the Unit 6 flashcards (adjectives) to revise the vocabulary quickly.
- Pupils complete the sentence with an adjective of their choice.
- Use the Lollipop stick technique (see page 15) to have pupils read their sentences aloud.

3 Follow and circle. (5 minutes)

- Have pupils look at the pictures. Ask them what they can see.
- Have pupils match the questions to the answers.
- Pupils check answers in pairs.

Dictation (5 minutes)

- Have pupils turn to page 60 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check answers as a class.

6.23

1 I've got a soft pencil case.
2 He hasn't got a tent.
3 Whose torch is this?

Finishing the lesson (3 minutes)

- 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 90

- Ask pupils to do photocopiable 90.

Get ready for...

Lesson 9

Objectives

- **Lesson objectives:** to practise for the Pre A1 Starters Reading and Writing Part 2, Speaking Part 3 and Listening Part 4
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about things people have, if supported by pictures (GSE 26).
- **Speaking:** Can talk about common everyday objects using single words, if supported by pictures (GSE 24).

Materials

- Units 5 and 6 flashcards
- notebooks

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)

Starting the lesson (5 minutes)

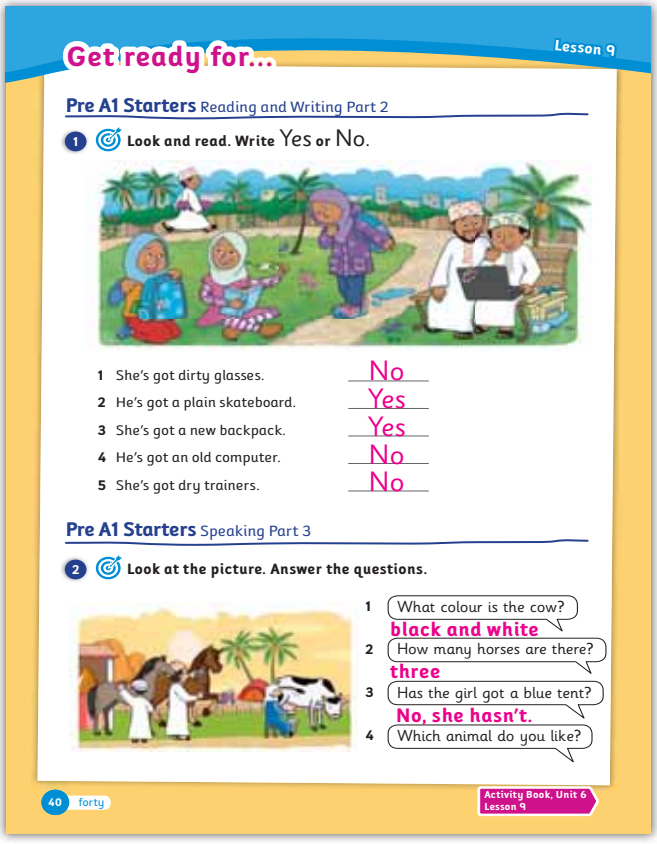
- Tell pupils they have nearly completed Unit 6, which means they are more than halfway through the course. Congratulate them on this.
- Place the Unit 6 flashcards (adjectives) on the desk. Ask a pupil to come and pick one up. They say a sentence with that adjective. Continue with all the flashcards. Use the Lollipop stick technique (see page 15) to ensure a variety of pupils have a go.

Presentation (5 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Exam and Speaking Exam in the Class Book and for the Starters Listening Exam in the Activity 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.

1 She's got dirty glasses. No
2 He's got a plain skateboard. Yes
3 She's got a new backpack. Yes
4 He's got an old computer. No
5 She's got dry trainers. No

Pre A1 Starters Speaking Part 3

2 Look at the picture. Answer the questions.

1 What colour is the cow? black and white
2 How many horses are there? three
3 Has the girl got a blue tent? No, she hasn't.
4 Which animal do you like?

40 forty

Activity Book, Unit 6 Lesson 9

1 Look and read. Write *Yes* or *No*. (5 minutes)

- 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 look at the picture and say as many sentences about it as they can using *He's got* and *She's got*.
- Pupils complete the activity individually. Check answers as a class.
- **Extension** Point to a child in the picture and ask *Has he got …? Has she got …?* Elicit answers using the Lollipop stick technique (see page 15).

Diversity

Support

- Pupils look at the picture and find the following items: *glasses, skateboard, backpack, computer, trainers.*
- Display the Unit 6 flashcards (adjectives) on the board and pupils find the correct adjective to match the objects in the picture.

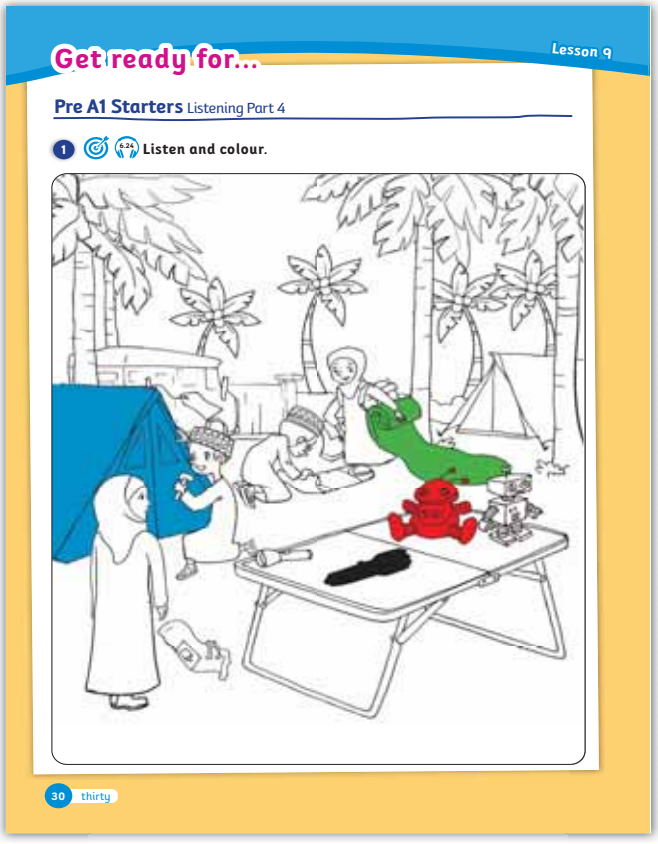
Challenge

- In pairs, pupils write three more sentences about the picture. They have their partner answer *yes* or *no*.

2 **Look at the picture. Answer the questions.** (10 minutes)

- This activity is based on Pre A1 Starters Speaking Part 3 where the examiner asks more general questions about a picture, rather than just identifying objects.
- Place the Unit 5 flashcards (farm animals) on the board. Point to the cow and say *On his farm, the farmer has got a cow.* Ask a pupil to come to the board and point to another animal and say *On his farm, the farmer has got a cow and a . . . .* Continue with all the flashcards.
- Ask for two volunteers to read the speech bubbles aloud. Pupils look at the picture and answer the questions.
- **Extension** Place the Unit 5 flashcards on the board. Have pupils come to the board and say and write what the animals are underneath.
- In pairs, pupils ask and answer about animals. One pupil thinks of an animal and the other asks questions to find out what it is: *Has it got four legs? Has it got a tail? Is it white?*

Activity Book


Get ready for...
Lesson 9
Pre A1 Starters Listening Part 4
1 Listen and colour.
30 thirty

1 **6.24 Listen and colour.** (10 minutes)

- Explain the activity and ask pupils to use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Use the Lollipop stick technique (see page 15) to elicit answers.
- **Extension** Have pupils write three sentences about the picture to read to their partners.

6.24

1 Woman: Look at the boy. He's got a new tent.
Boy: A new tent?
Woman: Yes. Have you got a blue pencil?
Boy: Yes, I have.
Woman: Great! Colour the tent with that pencil then.

2 Woman: Can you see this girl? She's got a sleeping bag.
Boy: Has she got a backpack?
Woman: Yes, she has.
Boy: Ah. She's got a long sleeping bag, right?
Woman: Yes! Well done! Colour the long sleeping bag green.
Boy: OK. I like green.

3 Woman: Faisal, have you got a torch?
Boy: Yes, I have.
Woman: Me, too. OK. Colour the torch in the picture.
Boy: The plain torch?
Woman: No, the fancy torch.
Boy: OK.
Woman: Colour it black.

4 Woman: Now look at the robot in the picture.
Boy: This robot? The soft robot?
Woman: Yes. Colour it, please. You can choose the colour.
Boy: Red! I love red! And I like robots. I've got a big robot.

Extra activity Fast finishers

- In pairs, pupils find other scenes in the Class Book and say true/false sentences.

Extra activity TPR

- Place pupils in a circle. Explain that you will say a sentence with an adjective, e.g. *I've got a clean car. I've got a new hat.* Pupils have to clap their hands when they hear the adjective and say what the adjective is. If the item has two adjectives, they have to clap twice, e.g. *He's got a big, dirty backpack. She's got small, fancy shoes.*



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.
- Congratulate pupils on completing the unit.
- Ask them which song or chant they liked best from the unit.

Shared reading Unit 6

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

Unit 6 practice

- Pupils now complete the Unit 6 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)

- **Reading:** Can understand basic sentences about things people have, if supported by pictures (GSE 26).
- **Speaking:** Can talk about common everyday objects using single words, if supported by pictures (GSE 24). Can ask basic questions to find out who things belong to (GSE 31).

Materials

- Unit 6 flashcards (adjectives and camping objects)
- coloured pencils

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; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (3 minutes)

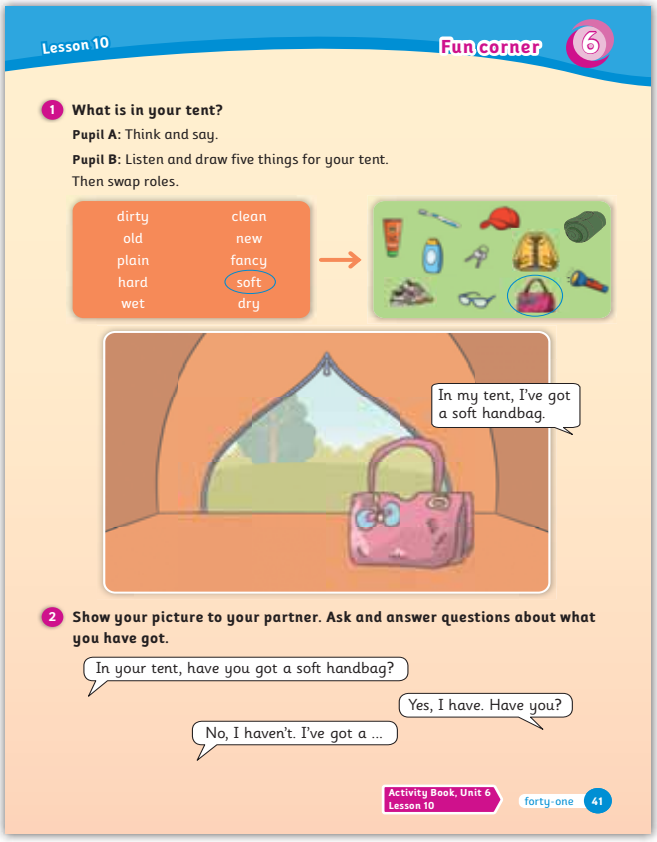
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 6 flashcards or poster as prompts.
- Using the Lollipop stick technique (see page 15), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Explain that in this lesson pupils will draw a picture and ask questions about it and then complete a puzzle. Ask pupils to look at the activity in the Class Book. Ask them what they think they have to do.

Practice

Class Book



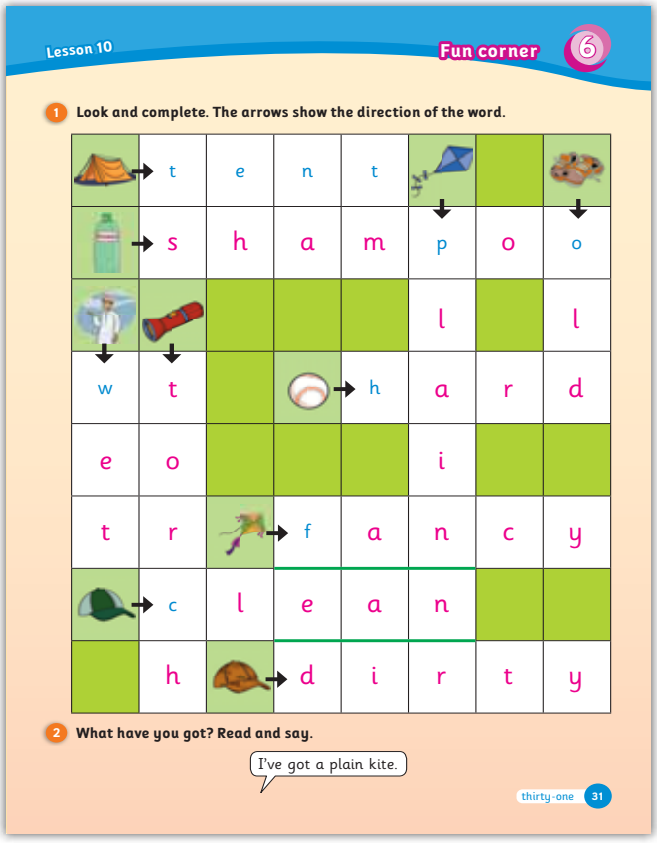
1 What is in your tent? (10 minutes)

- Use the Unit 6 flashcards to quickly review adjectives.
- Put pupils in pairs and ask them to decide who is going to be A and who is going to be B. Read the example in the speech bubble aloud.
- Explain what pupils have to do. Pupil A chooses two adjectives from the orange box and an item from the green box. Ask them to notice that the circled words in the boxes have been used in the example sentence. They then say a sentence using *I've got* . . . . Pupil B listens and draws in the space provided in their Class Books. When Pupil B has finished drawing, ask them to swap roles and repeat: Pupil B now thinks of a sentence and Pupil A draws it in their Class Books.
- Demonstrate the activity with a pupil by having them come to board. Say a sentence: *I've got an old soft toothbrush*. Have the pupil draw it as best they can.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood what they have to do.
- Monitor and assist as necessary.

2 Show your picture to your partner. Ask and answer questions about what you have got. (5 minutes)

- When both pupils have finished, ask them to show their pictures to each other.
- Explain that they should ask and answer questions about what they've got as in the examples in the speech bubbles.
- Use the Traffic light cards technique (see page 16) to check pupils know what they have to do.
- Use the Lollipop stick technique (see page 15) to choose a pair to perform their questions and answers for the rest of the class.

Activity Book



1 Look and complete. The arrows show the direction of the word. (10 minutes)

- Ask pupils to look at the puzzle. Ask them to describe some of the objects they can see.
- Explain that they have to complete the puzzle with either camping objects or adjectives using the pictures to help them. They must use the arrows to write the direction of the word.
- Use the Traffic light cards technique (see page 16) to check pupils know what they have to do.
- Pupils complete the puzzle individually and then check answers in pairs.

2 What have you got? Read and say. (5 minutes)

- In the same pairs, pupils tell each other what they've got in their crossword.
- Monitor and help as necessary.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today. Ask *Did you enjoy the Fun corner? Which activity did you like the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 6
- **Target language:** *push, pull*
- **Phonics:** *spr, str*
- **Vocabulary:** *branch, light, shape, warm*

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34). Can understand basic phrases or sentences about things people have if supported by pictures (GSE 26). 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 30). Can answer simple questions about things people have got (GSE 28).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand basic sentences about things people have, if supported by pictures (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41). Can identify individual sounds within simple words (GSE 26).

Learning outcomes

- **Listening:** Identify characters, actions in a story; Show an understanding of simple contractions; Listen and demonstrate they understand the overall meaning of short, simple texts on familiar topics; Identify core vocabulary.
- **Speaking:** Act out part of a picture story using simple actions and words; 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.
- **Reading:** Read frequently encountered words with ease; Read and identify familiar words, set phrases in short, simple texts and stories; Recognize the effect of punctuation when reading; Read established sets of sight vocabulary; Answer referential questions about reading texts.
- **Cognitive skills:** Ask and answer simple questions; Participate in activities that involve taking on the role of familiar people.

Materials

- Unit 6 flashcards (camping objects and adjectives)
- the Big Book
- Phonics Cards: *spr, str*
- Photocopiables R11 and R12

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 camping. Brainstorm camping objects and write them on the board. Use the Unit 6 flashcards to help if necessary.
- Show pupils the Phonics Cards (*spr, str*) and see if pupils can suggest and sound out any words that start with the letters and then ask them to put the words in groups according to the blend each word contains.

Presentation (5 minutes)

- Look at page 42 with the class. Ask pupils what they can see. Read the story title *The Camping Trip* 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 6 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 words they will encounter in the story by writing them on the board to practise together (*push, pull*).
- Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.
- Present the new words from the story *branch* and *warm*.

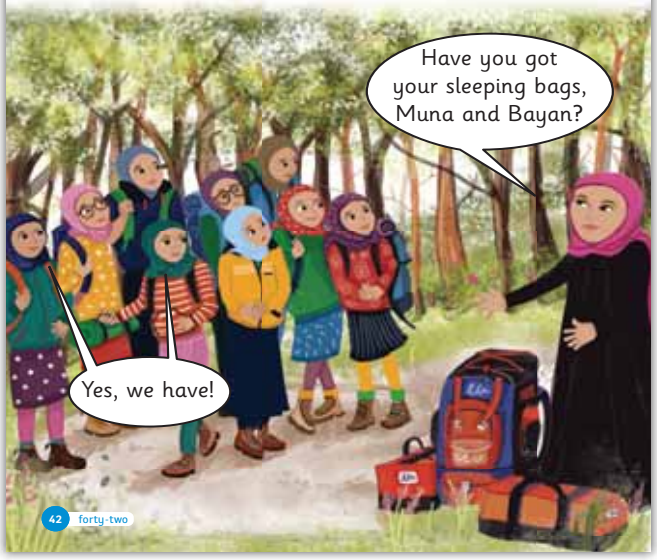
During reading (15 minutes)

Class Book

Graded reader 1

The Camping Trip

It's an exciting weekend for the class. It is spring, and they are camping in the forest. Miss Nawal has got two big tents and the children have got sleeping bags.



Graded reader 1 6

The class walk in the forest. They see a stream and they see birds in the trees. The trees are big and they are old.

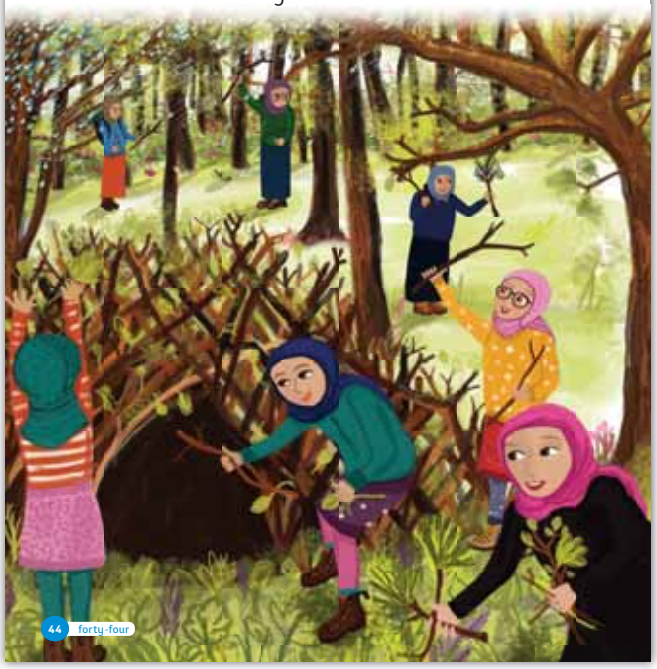


Then it starts to rain.



Graded reader 1

Miss Nawal and the children work together. They push and pull and they make a tent from the trees' branches. The branches are strong.



Graded reader 1 6

The children's tent is strong, warm and dry.



- 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. After reading page 42 to the pupils, ask *Are the class excited? (Yes, they are.); When are they going camping? (At the weekend.); Where are they going camping? (In a forest.); How many tents has Miss Nawal got? (She's got two.); What have the children got? (Sleeping bags.); What does Miss Nawal ask Muna and Bayan? (Have you got your sleeping bag, Muna and Bayan?); Have they got their sleeping bags? (Yes, they have.)*
- 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 43: *Where do the class walk? (In the forest.); What do they see? (A stream and birds in the trees.); What are the trees like? (Big and old.); What does Miss Nawal say? (Let's put the tents here.); What happens next? (It starts to rain.); Is the bird dry? (Yes, it is.); What does the girl ask Miss Nawal? (Can we make a tent from the trees?); What does Miss Nawal say? (Yes, we can!)*
- 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 44: *Do Miss Nawal and the class work together? (Yes, they do.); What do they do? (They push and pull and make a tent from the branches.); What are the branches like? (Strong.).*
- 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 45: *What is the tent like? (Strong, warm and dry.); What does Miss Nawal say to the children? (What a great tent! Well done, children!); What does the bird do? (It goes into the tent.) Does the bird like their tent? (Yes, it does.); Is it keeping dry? (Yes, it is.)*

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 (*push*, *pull*).
- 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: *spr*, *str*.
- Ask pupils to find words in the story that contain these spellings (*spring, stream, strong*). 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 Camping Trip*.
- 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: Miss Nawal, Bayan or Muna.

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 around and offer help as they do this.
- Now divide the class into groups of three (Miss Nawal, Bayan, Muna). 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.
- 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 R11**

- Ask pupils to do photocopiable R11.

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.
- Say false sentences about the story and have pupils correct you, e.g. *The class are camping at the beach. Miss Nawal has got three big tents.*

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 6. Write *spr* and *str* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 6 flashcards to revise the vocabulary for camping objects. You can also use the Unit 6 poster to revise adjectives.
- Present the new words *light* and *shape*.

Presentation (5 minutes)

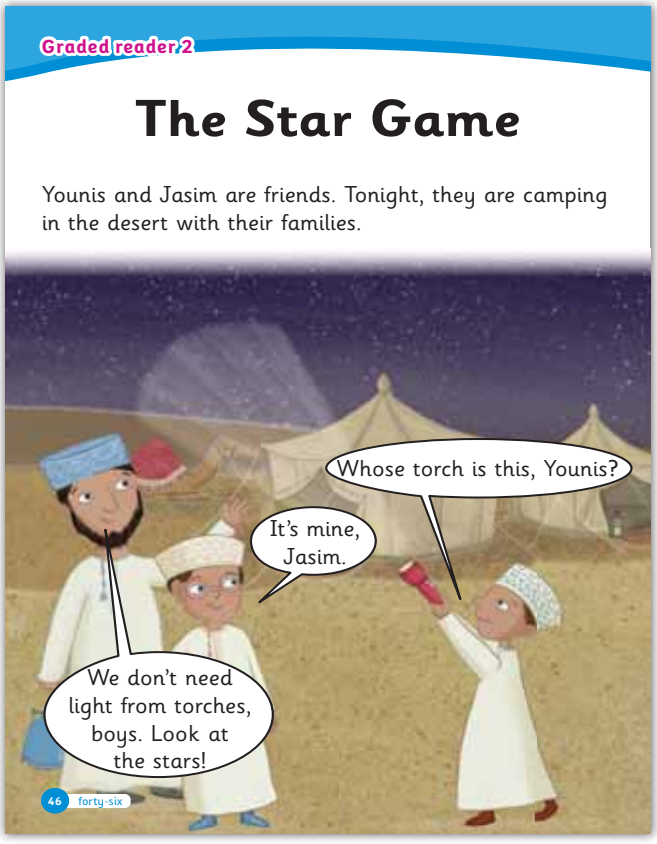
- Look at page 46 with the class. Read the story title *The Star Game* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 6 will feature in the story. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

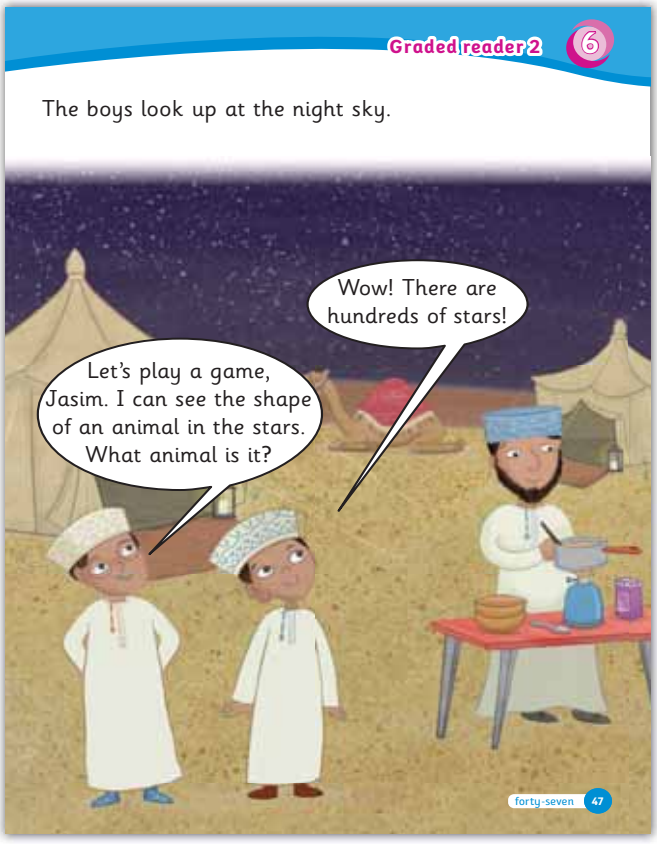
Before reading (5 minutes)

- Prepare pupils for the tricky word they will encounter in the story by writing it on the board to practise together (*pull*).

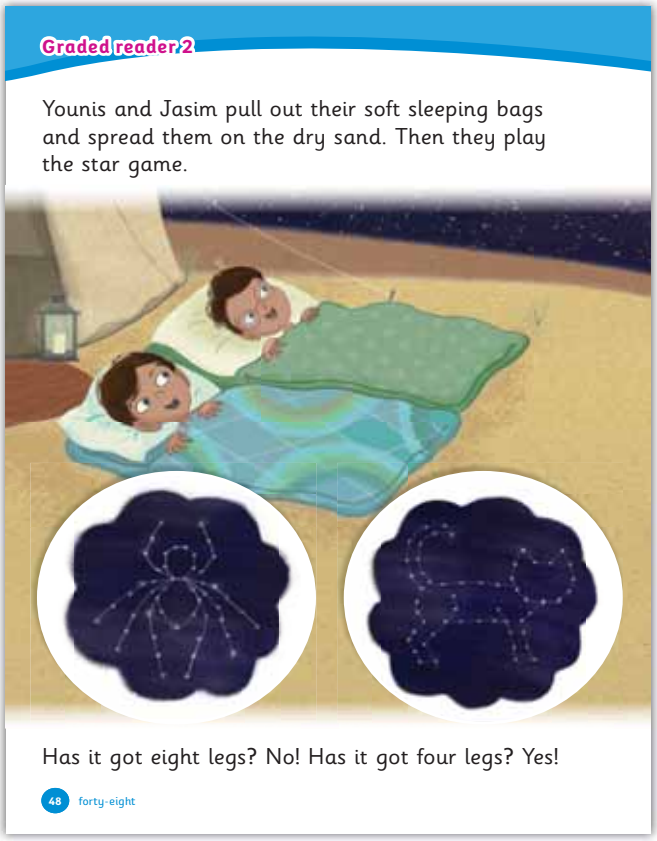
During reading (15 minutes)

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.
- 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 46 to the pupils, ask *Who are Younis and Jasim? (They are friends.); Are they going camping? (Yes, they are.); Where are they camping? (In the desert.); Who are they going with? (Their families.); Whose torch is it? (It's Younis'.); What does Younis say? (It's mine.); What does Dad say? (We don't need light from torches, boys. Look at the stars!)*
- 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 47: *Where do the boys look? (Up at the night sky.); What do they see? (Stars.); What does Jasim say? (Wow! There are hundreds of stars!) What do the boys do next? (They play a game.); What can Younis see in the stars? (He can see the shape of an animal.)*
- 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 48: *What do Younis and Jasim pull out? (Their sleeping bags.); What are their sleeping bags like? (Soft.); Where do they put them? (On the dry sand.); What do they do next? (They play the star game.); What animals are there? (A spider and a cat.); Has the animal got eight legs? (No, it hasn't.); Has it got four? (Yes, it has.)*
- 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 other animals are there? (A camel and a rabbit.); Is the animal strong? (No, it isn't.); Has it got long ears? (Yes, it has); What animal can Jasim see in the stars? (A rabbit); What does Dad see? (A desert rabbit.); What does Dad say about the desert rabbit? (It wants our food!)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify the tricky word in the sentences and circle it (*pull*).
- 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 spelling on the board: *str*.
- Ask pupils to find a word in the story that contains this spelling (*strong*). Segment the word and write it on the board below its heading and point to the segments for pupils to read. See if pupils can add other words to the 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 *The Star 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.
- Say one of the speech bubbles. Pupils say who said it, Younis, Jasim or Dad.

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 around and offer help as they do this.
- Now divide the class into groups of four (Younis, Jasim, 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.
- 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.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R12**

- Ask pupils to do photocopiable R12.

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 which star animal they liked best. Ask them if they have ever seen animals in the stars or in the shapes of clouds. Ask if they would like to camp in the desert.

Learning club 3

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn ordinal numbers; to revise the months of the year
- **Target language:** *first–thirty-first; When is your birthday? It's on the 8th of October.*

Global Scale of English (GSE)

- **Reading:** Can recognise ordinal numbers up to 50 written as words (GSE 29).
- **Speaking:** Can use ordinal numbers up to fifty (GSE 27). Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 27). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).

Materials

- Learning club 3 flashcards (*1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st*)
- Learning club 3 poster: Ordinals
- notebooks
- Language booster star stickers (page 115)

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 1, part 1

Starting the lesson (3 minutes)

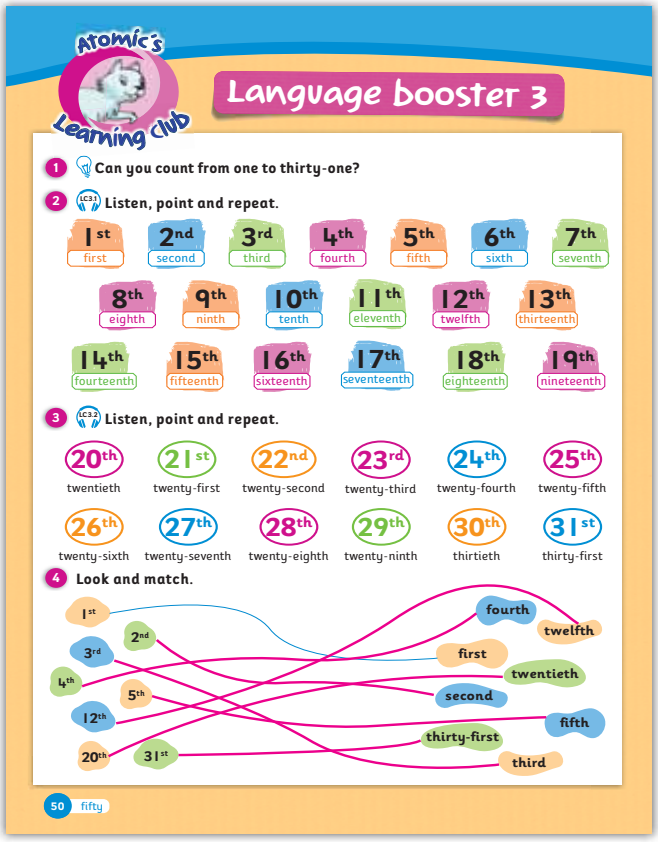
- Place pupils in pairs. Give them a couple of minutes to think about how we use numbers every day, how they are important and how they help us. When they have had time to discuss, brainstorm ideas and write them on the board.

Presentation (2 minutes)

- Explain that in this lesson, pupils will learn about ordinal numbers. Ask pupils if they know what ordinal numbers are and what we use them for.

Practice

Class Book



1 Can you count from one to thirty-one? (3 minutes)

- Write the numbers 1 to 31 on the board. Ask the class if they remember these numbers from the Learning Club in the previous semester. Ask the class to count as you point to each number in turn.
- Use the Lollipop stick technique (see page 15) to call on individual pupils to say numbers as you randomly point to them.
- Place pupils in pairs and have them practise saying the numbers.

2 LC3.1 Listen, point and repeat. (5 minutes)

- Place the Learning club 3 flashcards (*1st to 19th only*) on the board. Ask *How are they different from normal numbers?* Make sure pupils notice the suffixes.
- Say each number and have pupils repeat after you.
- Ask pupils to open their Class Books to page 50.
- Explain to pupils that these are called ordinal numbers. Say that we form regular ordinal numbers by adding *-th*. Ask pupils which of the numbers in their Class Books do not have *-th* (*1st, 2nd, 3rd*).
- Play the audio for pupils to complete the activity. Then say the numbers together as class.

LC3.1

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth

3 LC3.2 **Listen, point and repeat.** (5 minutes)

- Place the remaining Learning club 3 flashcards (*20th* to *31st*) on the board. Point to each number and say the word.
- Play the audio and have pupils point to each number on the board and repeat after they hear it. Play the audio again if necessary.
- Place pupils in pairs and have them practise saying all the ordinals.
- Use the Traffic light cards technique (page 16) to check understanding.

LC3.2

twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first

Extra activity **TPR**

- Hand out the Learning club 3 flashcards to pupils. Say a number. The pupil with the same number on their flashcard stands up and says that number.

4 **Look and match.** (3 minutes)

- Ask pupils to look at the numbers and see if they can say what they are. Explain that when we write ordinal numbers as figures, you take the last two letters of the ordinal number word and add it to the end, for example, First – 1st.
- Pupils complete the activity individually and then check answers in pairs.
- **Extension** Write a random ordinal word on the board, e.g. *twenty-second*. Show pupils the Learning club 3 flashcards one at a time. When they see the corresponding flashcard, they stand up and clap. Continue with other words and flashcards.

5 **Look, count and say.** (5 minutes)

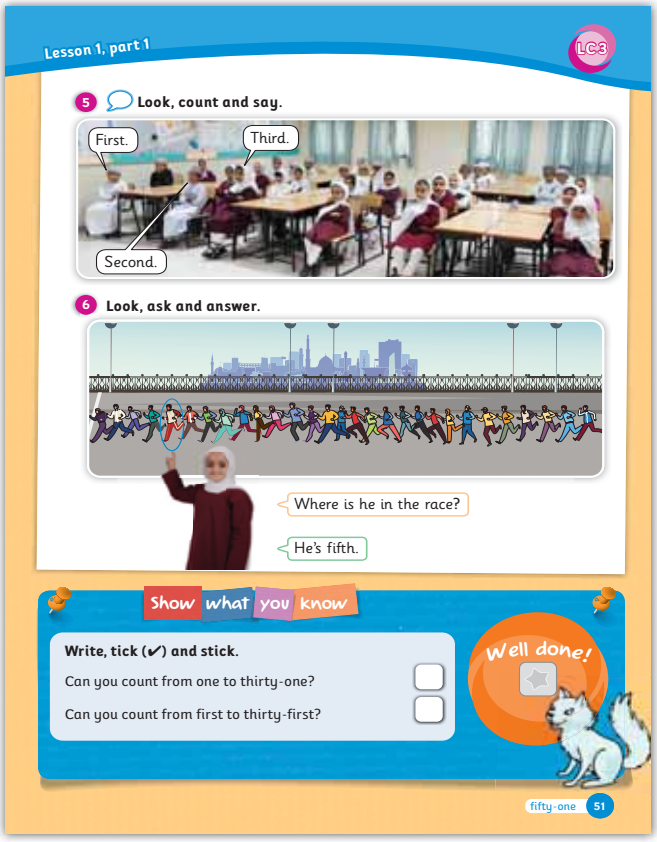
- Ask the class to stand in a line. Ask *Who is first in the line?* Pupils say the name of the person. Ask *Who is second in the line?* Continue with other ordinals.
- Ask pupils to stand in different positions and have them count themselves. The first pupil says *First*, the second *Second*, and so on.

6 **Look, ask and answer.** (5 minutes)

- Ask pupils to read the speech bubbles.
- Place pupils in pairs and explain that they are going to ask and answer questions about the position of runners in a race.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood the activity.

Show what you know **Write, tick (✔) and stick.** (4 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 115).



Finishing the lesson (5 minutes)

- Place four or five random Learning club 3 flashcards on the board. After 30 seconds take them down and ask pupils to see if they can remember what the ordinals were. Repeat with other flashcards.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about what they learnt today.

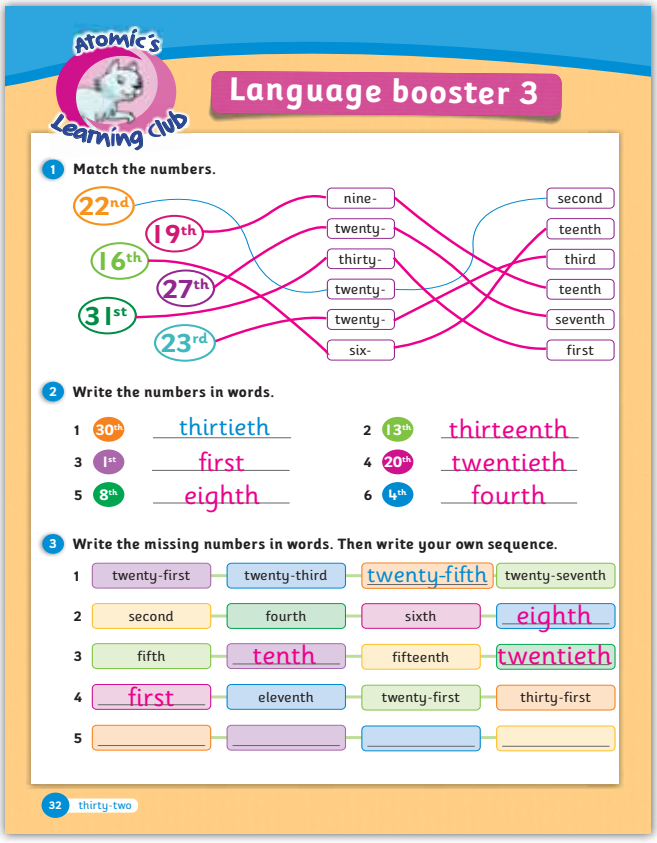
Lesson 1, part 2

Starting the lesson (5 minutes)

- Place the Learning club 3 poster on the board. Use the Lollipop stick technique (see page 15) to choose a pupil to come to the front. Say an ordinal and have the pupil touch the number on the poster and say it. Repeat with other pupils.

Practice

Activity Book



1 Match the numbers. (5 minutes)

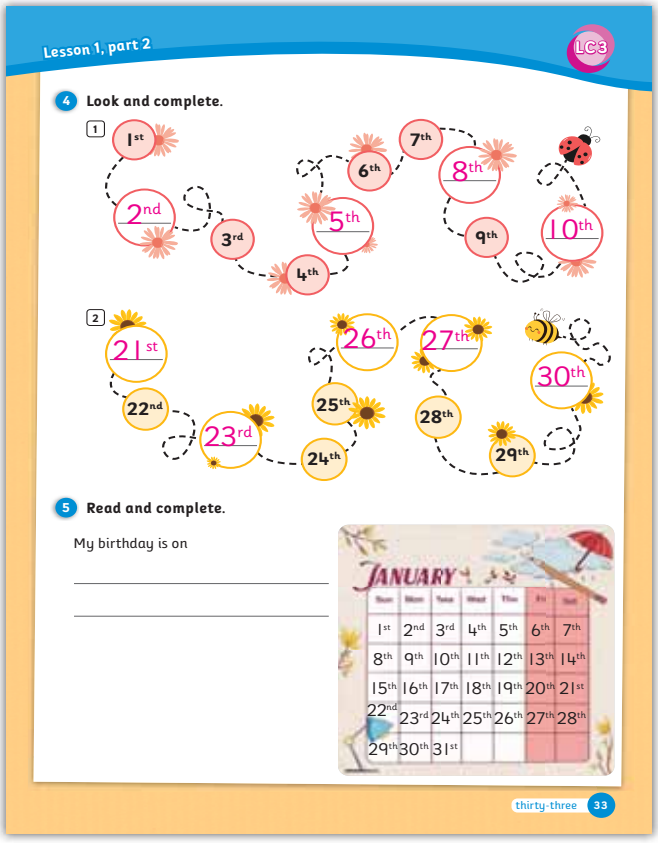
- Write the numbers from the activity on the board. Ask pupils to try and say them. Help as necessary.
- Pupils work with a partner to complete the activity.
- Check answers as a class.

2 Write the numbers in words. (5 minutes)

- Pupils work individually to complete the activity. Monitor and help when necessary.
- Ask pupils to swap books with a partner and check each other's spelling.
- Check answers as a class.

3 Write the missing numbers in words. Then write your own sequence. (10 minutes)

- Say random ordinal numbers and have the class say the ordinal that follows.
- Have pupils work individually to complete the activity.
- Use the Traffic light cards technique (page 16) to check pupils understand the activity.
- Check answers as a class.
- Pupils complete the second part of the activity in their notebooks. They say their sequence to their partners.
- **Extension** Have pupils write their own missing number sequence to exchange with a partner.



4 Look and complete. (5 minutes)

- Pupils do the activity individually and check in pairs.
- Check answers as a class.

5 Read and complete. (5 minutes)

- Point to the picture of the calendar and ask what it is. Ask *What do we use it for?* (to plan, remember things, find out the date, etc.)
- Pupils write the day of their birthday.
- Use the Lollipop stick technique (see page 15) to call on individual pupils to say the date of their birthday.

Finishing the lesson (5 minutes)

- Hold up a Learning club 3 flashcard. Say the wrong ordinal and have pupils correct you.
- 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.

CLIL: Social Studies
Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about special days in Oman; to practise the months of the year
- **Target language:** *When is National Day? It's on the 18th of November.;* months of the year

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **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). Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- Learning club 2 poster: Months of the year and seasons
- teacher-made months flashcards
- notebooks
- a calendar
- pictures of special days celebrated in Oman (e.g. National Day, etc.)
- photocopiable 87

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 2, part 1

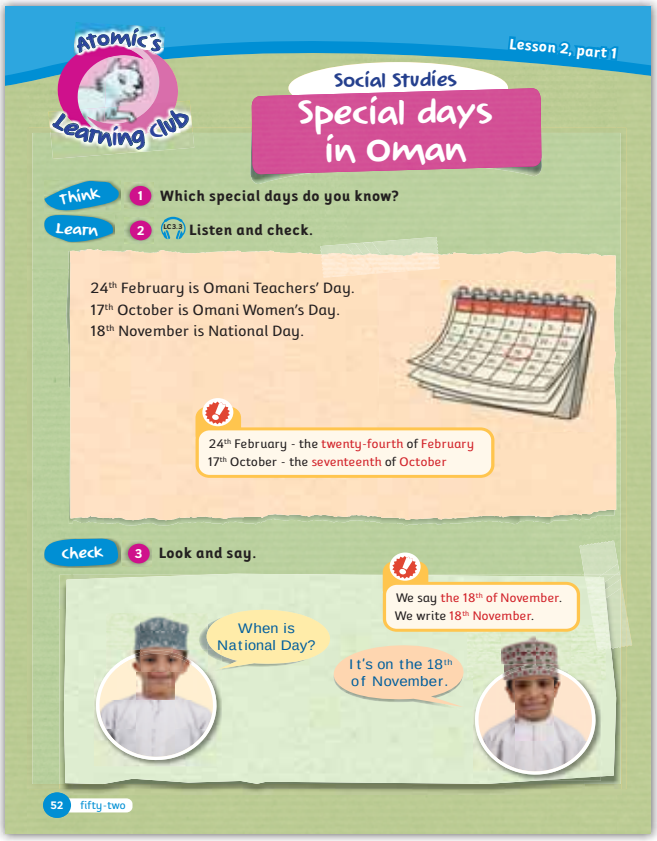
Starting the lesson (5 minutes)

- Ask pupils to say the months they know.
- Show them the flashcards and say the words for pupils to repeat. Display the flashcards one at a time for pupils to say the months.
- Place the flashcards on the board in random order. Ask *Which is the first month?* Ask a pupil to come to the front and put the correct flashcard first. Continue with the rest of the months, e.g. *Which is the (second) month?* and so on.

Presentation (2 minutes)

- Explain to pupils that in this lesson they will learn about special days in Oman and when they take place, revise the months of the year and make a calendar for a month. Ask pupils if they ever use a calendar and what they think a calendar is useful for.

Class Book



1 Think Which special days do you know? (3 minutes)

- Ask pupils if they can name any special days or celebrations that take place in Oman.
- Ask them to say what they know about these days, how they are usually celebrated and what they do to celebrate them. Ask them in which month they take place.

2 Learn LC3.3 Listen and check. (15 minutes)

- Show pupils the pictures of special days celebrated in Oman. Ask them if they recognise any of the days. Place them on the board.
- Play the audio and have pupils follow along in their books.
- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the text.
- Ask pupils if they can match the pictures on the board to the days mentioned in the text.

- Ask pupils to look at the Information boxes and notice the difference between how we write dates and how we say them. Explain that when we say dates we add *the* to beginning and *of* before the month.
- **Extension** Write dates on the board. Use the Lollipop stick technique (see page 15) to choose pupils to say the full, spoken version of the date.

LC3.3

24th February is Omani Teacher's Day.
17th October is Omani Women's Day.
18th November is National Day.

Diversity

Support

- Play the audio and pause after each section for pupils to repeat. In pairs, have pupils read alternate special days with their partner.

Challenge

- Ask pupils to write the special days on strips of paper. Ask them to mix them up. Put pupil in pairs and have them exchange strips to see who can put the special days in the order the fastest.

3 Check Look and say. (10 minutes)

- Put pupils in pairs and have them ask and answer about the special days.
- Use the Expert envoy technique (see page 16) to have stronger pupils pair with weaker pupils.
- Ask volunteer pairs to perform their dialogues for the rest of the class.

Finishing the lesson (5 minutes)

- Say the dates of the special days but make mistakes, e.g. *The first of January is National Day.* Pupils correct you.

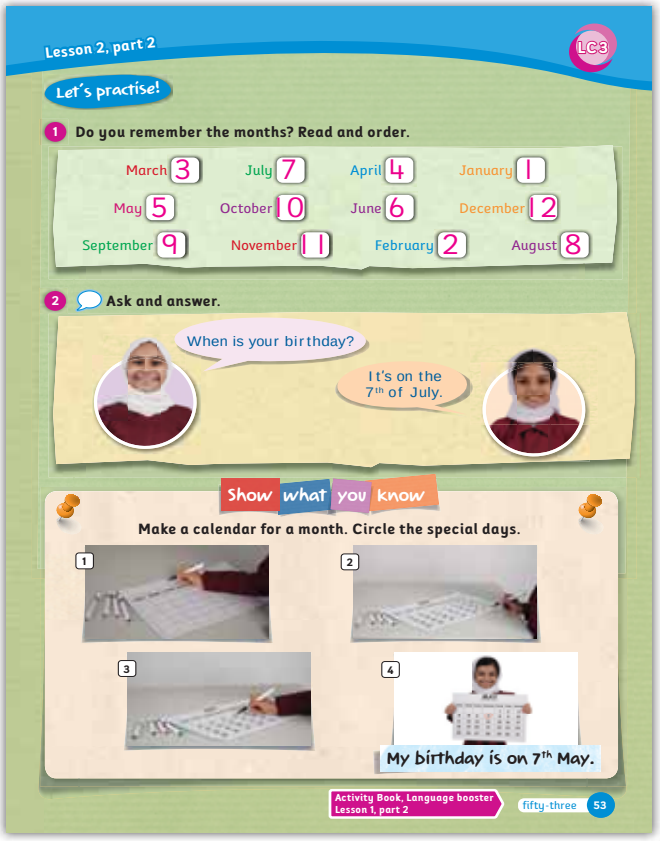
Lesson 2, part 2

Starting the lesson (2 minutes)

- Ask pupils to say what their favourite special day is and why. It doesn't have to be one of the days they learnt about in the first part of the lesson. Encourage them to say what they do on the special day.

Practice

Class Book



1 Do you remember the months? Read and order. (3 minutes)

- Ask pupils to work individually to number the months in order.
- Check answers as a class.

2 Ask and answer. (10 minutes)

- Ask pupils what they do to celebrate their birthdays.
- Put pupils in pairs. Read the text in the speech bubbles aloud and tell pupils that they are going to ask each other when their birthdays are and write them down in their notebooks. When pupils have finished, ask them to switch partners. Pupils write their new partner's birthday down, and so on.

- Once the class have all asked each other when their birthdays are, use the Lollipop stick technique (see page 15) to choose to a pupil to say when a classmate's birthday is, e.g. (*Huda*), *when is (Saeed)'s birthday?* Pupils check their notebooks and give you the answer.

Show what you know **Make a calendar for a month. Circle the special days.** (20 minutes)

- Show pupils the calendar to give them an idea of what they are going to make.
- Have pupils work individually.
- Explain that they are going to choose a month and make a calendar for that month. Pupils should write the ordinal numbers for each day in that month and then circle the day that is important for them.
- Monitor and help when necessary.
- Use the Lollipop stick technique (see page 15) to choose a pupil to stand up, show their calendar to class, say their special day and give a reason why, e.g. *My special day is the 13th of May because it's my birthday.*
- **Extension** Do a class survey on the most popular month.

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 87**

- Ask pupils to do photocopiable 87.

7 Look at the stars

Unit objectives

To talk about furniture and prepositions

Language

Vocabulary	**Furniture**: *armchair, bed, bookcase, clock, cooker, fridge, mirror, sofa, television, wardrobe* **Prepositions of place**: *behind, between, in front of, next to, opposite*
Grammar	*There's a (bookcase)./There are (bookcases).* *There isn't a chair./There aren't any beds.*
Functions	*Is it behind the sofa?*
Phonics	**sn**: *snail, snake;* **sm**: *smile, smoke;* **sl**: *slug, slide;* **st**: *storm, step* **Tricky word**: *find*

Learning outcomes

Listening	• Demonstrate an awareness of intonation patterns while listening • 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
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, personal experiences and events 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 • 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 • Recognise the effect of punctuation when reading • Read established sets of sight vocabulary • Read and identify familiar words, set phrases in short, simple texts and stories • 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 by supplying the missing word • 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 • Ask and answer simple questions • Match familiar objects and words

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)
Mathematical, scientific and technological competences: use numbering to complete a task (L. 3)
Digital competence: use Class Book eBook (L. 1–10)
Social and civic competences: raise awareness of cultural similarities and differences (L. 5); learn to talk about location (L. 6)
Cultural awareness and expression: learn to be creative (L. 2 and 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 5 and 8)
Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 1, 2 and 4); Problem solving (L. 8); Logical thinking (L. 2); Defining and describing (L. 1, 3, 4 and 5); Finding information (L. 2, 3 and 5); Planning (L. 5); Reflecting on learning (L. 1–10)
Creativity	Make a verse of the chant about your home (L. 1) Hide something in the classroom. Then write a clue for your friend (L. 2)
Communication	Describing furniture and prepositions (L. 1 and 3); 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. 63; Activity Book p. 42
- Picture dictionary: Activity Book p. 63
- Unit 7 Extra practice: Activity Book p. 43
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, Self-assessment
- Unit 7 Practice Sheet

External tests

Class Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 3	Pre A1 Starters Reading and Writing Part 1

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about furniture
- **Target language:** *armchair, bed, bookcase, clock, cooker, fridge, mirror, sofa, television, wardrobe*; *There's a bookcase. There are bookcases.*

Global Scale of English (GSE)

- **Reading:** Can understand a short, simple description of a house or a flat, if supported by pictures (GSE 30).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can talk about furniture and rooms using simple language (GSE 32).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29). Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- Unit 7 flashcards *(armchair, bed, bookcase, clock, cooker, fridge, mirror, sofa, television, wardrobe)*
- Unit 7 poster: Furniture
- Unit 7 stickers (page 113)
- stopwatch
- three strips of paper per pupil
- ten sticky notes per pair
- photocopiables 51 and 59

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 1, part 1

Starting the lesson (3 minutes)

- Give each pupil three strips of paper and ask them to write a vocabulary item on each one from any unit.
- Pupils stand in two lines, facing each other. One pupil says a word and the pupil opposite says a sentence. Collect one point for every correct sentence.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about furniture.
- Ask pupils to name different furniture in the classroom.

Practice

Class Book



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

- Ask pupils where the people in each picture are.
- Ask if they can name any of the pieces of furniture in the picture. Write them on the board.
- Using the stopwatch, give pupils one minute to answer the questions in the box.
- **Extension** In pairs, pupils write three things for their partners to find or questions to ask about the picture.

2 7.1 & 7.2 Listen and stick. Then listen and say. (5 minutes)

- Place the Unit 7 flashcards *(armchair, bed, bookcase, clock, cooker, fridge, mirror, sofa, television, wardrobe)* or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Play the track (7.1). Pupils listen and stick the pictures in the correct place as they hear them. Pupils can find the stickers on page 113. Play track 7.2. Pupils repeat each word.

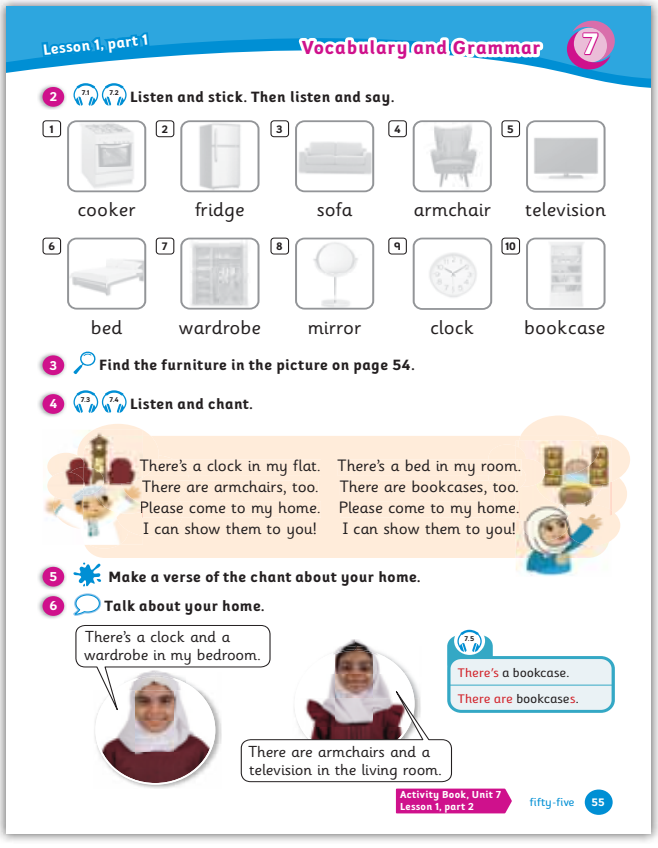
- Point to an item and use the Lollipop stick technique (see page 15) to have pupils tell you what it is.

7.1

Boy: Look at these photos. This is my kitchen. This is the cooker.
Girl: That's the fridge.
Boy: This is the living room. This is our sofa.
Girl: That's an armchair.
Boy: This is the television. And look, this is my bedroom.
Girl: That's your bed.
Boy: That's my wardrobe.
Girl: This is a mirror.
Boy: That's my clock.
Girl: This is your bookcase.
Boy: I like my house.
Girl: Me, too. It's great.

7.2

cooker, fridge, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase



Extra activity **Creativity**

- Ask pupils to think about their homes. Have them draw three favourite pieces of furniture and make sentences about their drawings. Pupils present their work to the class. Place work in their notebooks.

3 Find the furniture in the picture on page 54. (5 minutes)

- In pairs, pupils find the furniture, say the word and what colour it is.

Diversity

Support

- Place pupils in pairs. Give each pair ten sticky notes and ask them to write the new vocabulary on them. Pupils then place sticky notes on the picture on page 54 without referring to page 55.

Challenge

- Pupils put the new vocabulary in alphabetical order and find the furniture in that order.

4 7.3 & 7.4 Listen and chant. (5 minutes)

- On the board, write *There's a clock in my flat. There are bookcases.*
- Explain that we use *There's* and *There are* to show what is in a place.
- Pupils read the chant and find examples of the grammar.
- Play the chant. Tell pupils to clap their hands when they hear a piece of furniture.
- A karaoke version of the chant is available (track 7.4).

7.3

There's a clock in my flat.
There are armchairs, too.
Please come to my home.
I can show them to you!

There's a bed in my room.
There are bookcases, too.
Please come to my home.
I can show them to you!

5 Make a verse of the chant about your home. (5 minutes)

- Place pupils in small groups. Then they come to the front and sing their song to the class.

6 Talk about your home. (5 minutes)

- 7.5 Draw pupils' attention to the grammar table and the recorded model.
- Explain that we use *There's* with singular nouns and *There are* with plural nouns.

7.5

There's a bookcase.
There are bookcase**s**.

Finishing the lesson (5 minutes)

- Ask pupils to open their notebooks and draw four items of furniture that they learnt about today. Ask pupils to swap books and see if they can name what is in the pictures.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Place the Unit 7 poster on the board. Use the Lollipop stick technique (see page 15) to choose a pupil to come to the front. Say an item of furniture and have the pupil point to it on the poster. Continue with other pupils.

Practice

Activity Book



7 Look at the stars

1 Look at the Class Book page 54. Read and write.

1 Who is in the bedroom? Jack's parents.
2 How many armchairs can you see? Two.
3 Are the pyjamas dirty? No, they aren't.

2 Look and write.

armchair bed bookcase clock cooker fridge mirror sofa television wardrobe

1 mirror 2 bed 3 television
4 wardrobe 5 sofa 6 clock 7 armchair
8 fridge 9 cooker 10 bookcase

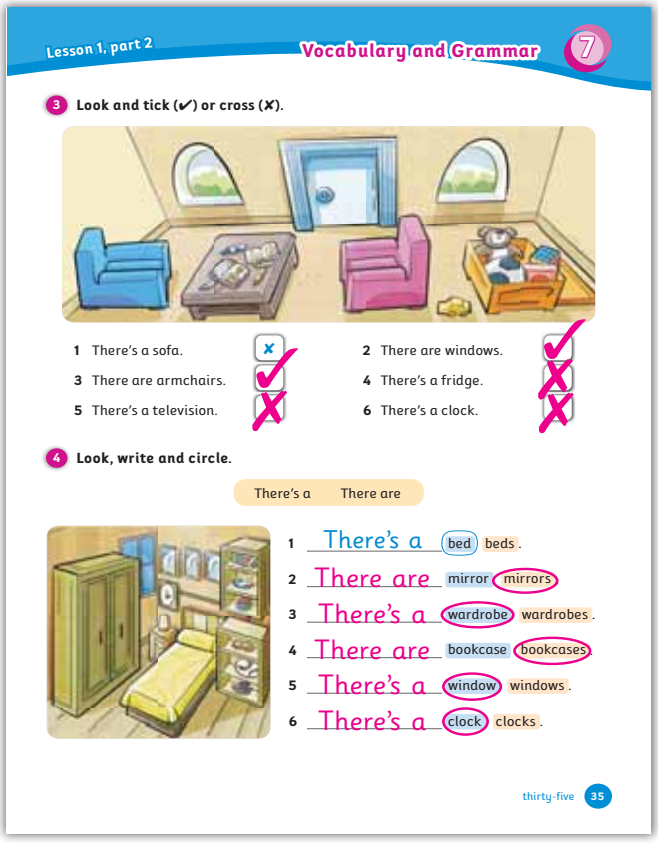
34 thirty-four

1 Look at the Class Book page 54. 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)

- Say the words from the box and have the class repeat chorally.
- Ask pupils to work individually to write the items of furniture.
- Check answers as a class.



Lesson 1, part 2 Vocabulary and Grammar 7

3 Look and tick (✓) or cross (✗).

1 There's a sofa. ✗
2 There are windows. ✓
3 There are armchairs. ✓
4 There's a fridge. ✗
5 There's a television. ✗
6 There's a clock. ✗

4 Look, write and circle.

There's a There are

1 There's a bed beds.
2 There are mirror mirrors
3 There's a wardrobe wardrobes.
4 There are bookcase bookcases
5 There's a window windows.
6 There's a clock clocks.

thirty-five 35

3 Look and tick (✓) or cross (✗). (5 minutes)

- Ask pupils to name the items of furniture in the picture and what colour they are.
- Remind pupils that we use *There's* with singular nouns and *There are* with plural nouns.
- Pupils complete the activity in pairs.
- Check answers as a class.

4 Look, write and circle. (5 minutes)

- Read the example. Use the Traffic light cards technique (see page 16) to check pupils know what to do.
- Pupils complete the activity individually.
- Ask pupils which of the items of furniture they have in their bedroom.

Finishing the lesson (5 minutes)

- Start drawing an item of furniture on the board from Lesson 1, part 1 slowly. Ask pupils to guess what it is. Use the Lollipop stick technique (see page 15) to choose a pupil to come to the front and draw for the rest of the class to guess. Continue with other pupils.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they liked about today's lesson.

Extra activity Photocopiables 51 and 59

- Ask pupils to do photocopiables 51 and 59.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** furniture; *The clue is in your bedroom.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand a short, simple description of a house or flat, if supported by pictures (GSE 30). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **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 30).

Materials

- Unit 7 flashcards (furniture)
- Unit 7 poster: Furniture
- Unit 7 story cards
- index cards
- notebooks
- photocopiable 73

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); Stop/Go technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); 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)

- Tell pupils to write as many of the furniture words as they can remember from the previous lesson in one minute in their notebooks.
- Show the Unit 7 flashcards and if they have the word on the list they call it out. If not, they write it down.

Presentation (3 minutes)

- Tell pupils that today's story is about the children looking for something using different clues.
- On the board, write *Fun at Jack's house.* Ask pupils what they think will happen in the story.

Practice

Class Book



1 Before you read Where are the pyjamas? (2 minutes)

- Ask pupils to look at the pictures and use the Lollipop stick technique (see page 15) to have pupils describe each frame.
- Then have pupils look for the pyjamas in the story.

2 7.6 Watch or listen and read. (10 minutes)

- Have pupils read or listen to the story. Use the Expert envoy technique (see page 16) to have pupils help one another with anything they didn't understand. Use the Unit 7 story cards to ask about the story.
- Play the video or audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Refer pupils to the question box again. Ask if their guesses were correct.

Story

7.6

Fun at Jack's house

1 Jack's mum: We've got a game for you.
Fatma: Yay! We love games!
Jack's dad: Read the clues. Then find a surprise! Here's a clue.
Lily: What time is it? It's time to play! Look behind this for a clue.

2 Lily: A-ha! I know! The clue is behind the clock.
Jack: Here's the next clue!
Fatma: Read it, Jack!
Jack: Pyjamas and a teddy are on this. There's a clue under it!

3 Jack: There are pyjamas and teddies on our beds!
Sami: I know! The clue is in your bedroom.
Jack: Come on! Let's go!

4 Fatma: I've got the clue.
Jack: Read it, Fatma!
Lily: This game is fun!
Fatma: There are cars and bikes in here. There's a clue next to the door!

5 Jack: Look! The clue is under the car!
Sami: Let's read the clue.
Lily: I've got it! There's a cool surprise behind the garage. Hurry and look!

6 Fatma: There aren't any rooms behind the garage!
Sami: It's not in a room! It's in the garden!
Lily: Let's go!

7 Lily: Wow! It's a telescope!
Jack: We can look at the stars.
Fatma: Let's take turns.

8 Fatma: I can see the Moon.
Lily: Thank you for the fun game.
Jack: Thanks for the telescope, Mum and Dad.
Jack's dad: You're welcome, children.

Extra activity Communication

- Place pupils in pairs and have them write three statements about the story, one of which must be false.
- Pupils say the statements to their partners who have to answer true or false, and correct the false statement.

3 After you read Look at the story. Read and write *Yes* or *No*. (5 minutes)

- Pupils complete the activity.
- **Extension** Pupils correct the No statements.

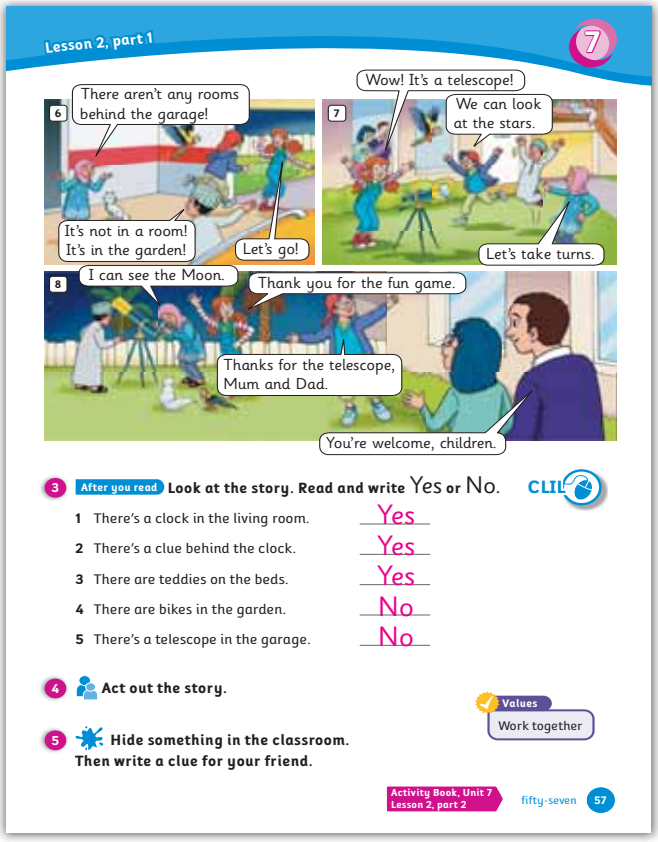
Diversity

Support

- Tell pupils to find the following objects in the story and circle them: the clock, the teddies, the bikes and the telescope. Pupils point to the clock while you read the first sentence out loud. Then ask *Where are the children?* Elicit *the living room*. Then read the sentence again and ask *Yes* or *No*? Continue with the other sentences.

Challenge

- Pupils write four Yes/No statements about the story using tables, chairs, beds, cat and bike. In pairs, they swap their sentences and answer.



Extra activity TPR

- Tell pupils you are going to play True/False sentences. Pupils quietly walk around the class while you say sentences about the story. If the sentence is false, they have to stop and clap. Say *The children are playing a game. The first clue is on the bed.* Pupils stop and clap at the second sentence. Pupils who don't stop, sit down and lose a turn.

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** Draw different objects from the story to use as props in their notebooks, e.g. clues, telescope, teddy bears.
- Have the groups perform in front of the class.

5 Hide something in the classroom. Then write a clue for your friend. (5 minutes)
- Place pupils in small groups. Ask them to think about an item they would like to hide. Use the Stop/Go technique (see page 16) to check understanding.
- Give each group three index cards to write clues on.
- Groups play against each other.

Values
- Ask *Did the children work as a team to find the telescope or did their work on their own? Why do you think they worked as a team? Were they successful?* Ask pupils to think about why working together as a team is a positive thing to do. Ask them to talk about different ways they can work together to make things easy and people happier.

Finishing the lesson (5 minutes)
- Ask a pupil to come to the front of the class. Tell them to choose a scene and mime it as best as they can. The first pupil to guess the scenes, comes to the front to continue the game.

Lesson 2, part 2

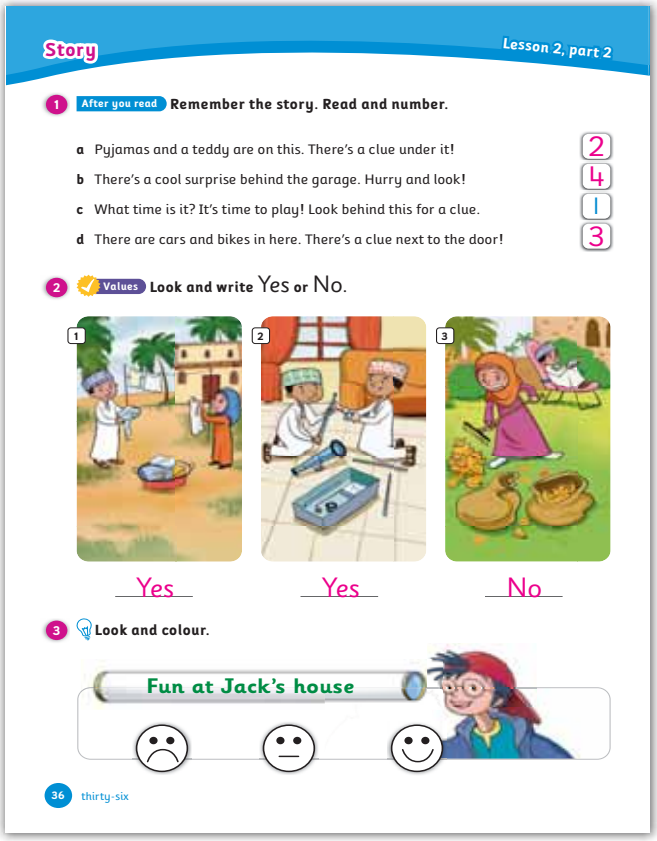
Starting the lesson (10 minutes)
- Play *Memory game* (see page 19) with the Unit 7 poster. Ask pupils which items of furniture in the poster also appeared in the story.

Practice

1 After you read Remember the story. Read and number. (10 minutes)
- Ask pupils to tell you as much as they can about the story before they complete the task.
- Pupils complete the activity individually.
- Have them check answers in pairs before checking answers as a class.

2 Values Look and write *Yes* or *No*. (5 minutes)
- Ask pupils to describe what they can see in each picture. Ask them why it's important to work together as team.
- Have pupils work in pairs to complete the activity.
- **Extension** Ask pupils how they think the girl in picture 3 is feeling. Ask *Do you think the boy should help her?*

Activity Book


Story — Lesson 2, part 2

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

a Pyjamas and a teddy are on this. There's a clue under it! 2
b There's a cool surprise behind the garage. Hurry and look! 4
c What time is it? It's time to play! Look behind this for a clue. 1
d There are cars and bikes in here. There's a clue next to the door! 3

2 Values Look and write Yes or No.

1 Yes 2 Yes 3 No

3 Look and colour.

Fun at Jack's house

36 thirty-six

3 Look and colour. (5 minutes)
- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story. Ask them to give reasons for their answers.

Finishing the lesson (10 minutes)
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they enjoy about the stories. Have the class vote on their favourite story so far.
- Play the video or audio for pupils to watch or hear again.

Extra activity Photocopiable 73
- Ask pupils to do photocopiable 73.

CLIL Link

In Unit 7, the story is based around the concept of our planet and what we can see in the sky from the Science curriculum.
Jack's parents hide clues for the children to find them and get a surprise. The children discover that the surprise is a telescope and take turns to look at the stars.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn prepositions
- **Target language:** *behind, between, in front of, next to, opposite; There isn't a chair. There aren't any beds.*

Global Scale of English (GSE)

- **Reading:** 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 the position of objects or people in a basic way, using pictures or gestures (GSE 26).

Materials

- Unit 7 flashcards *(behind, between, in front of, next to, opposite)*
- Unit 7 poster: Furniture
- photocopiables 52, 60, 65 and 69

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (5 minutes)

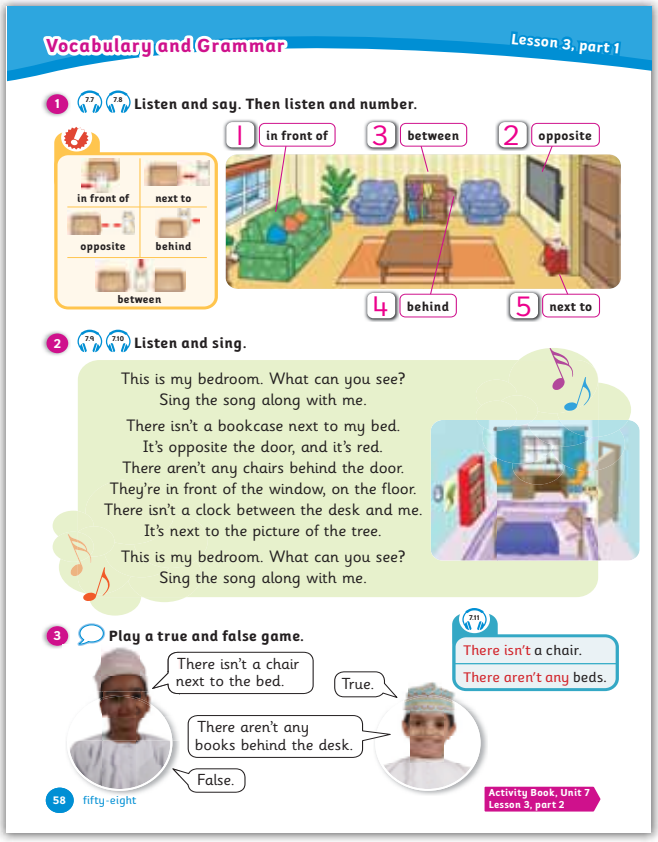
- Make a list of vocabulary covered in Units 5 and 6 on the board and quickly revise it.
- Have pupils stand in a circle. Explain that you will say a word, and each pupil has to say a letter that spells the word.
- Pupils mustn't look at the board. If a pupil makes a mistake, they sit down and the next pupil takes their place.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn prepositions and how to use them.
- Place the Unit 7 flashcards (prepositions) on the board. Go through each word and have pupils repeat after you.
- Then point to a card and pupils tell you what the item is.
- Ask pupils to look around the class and make sentences with the prepositions and classroom items.

Practice

Class Book



1 7.7 & 7.8 Listen and say. Then listen and number. (10 minutes)

- Refer pupils to the Grammar box and ask them to look at it.
- Pupils then look at the picture and make as many sentences as they can about it using prepositions.
- Play the first part of the audio (track 7.7). Pupils repeat the items as they hear them.
- Play the second part (track 7.8) and have them number the prepositions they hear.
- **Extension** On the board, write *Where's the …?* Say *Where's the sofa?* Elicit answer. Continue with a few more items. Pupils then ask and answer in pairs.

7.7

in front of, between, opposite, behind, next to

7.8

1 Boy: We've got a new house.
Girl: Cool. Where's the sofa?
Boy: It's in front of the window.

2 Girl: Where's the television?
Boy: It's opposite the sofa.

3 Girl: Where's the bookcase?
Boy: It's between the armchairs.

4 Girl: Where's the book?
Boy: It's behind the bookcase.

5 Girl: Where's the bag?
Boy: It's next to the door. We love our new house.

Diversity

Support

- Place the Unit 7 flashcards (prepositions) on the board in a column. Next to the word *in front of*, write *The sofa is … the window*. Elicit the correct preposition *in front of* and write it down. Continue with the other prepositions.
- When you finish, read the sentences for pupils to repeat.
- Play the audio and stop after each sentence for pupils to have time to write the correct number each time.

Challenge

- Pupils write the sentences about the picture using the prepositions and the furniture.

2 7.9 & 7.10 Listen and sing. (10 minutes)

- Ask pupils to look at the picture and say where the different pieces of furniture are.
- Have pupils read the song quietly and tell you the new vocabulary they see in it.
- Play the song for pupils to sing.
- A karaoke version of the song is available (track 7.10).

7.9

This is my bedroom. What can you see?
Sing the song along with me.

There isn't a bookcase next to my bed.
It's opposite the door, and it's red.
There aren't any chairs behind the door.
They're in front of the window, on the floor.
There isn't a clock between the desk and me.
It's next to the picture of the tree.

This is my bedroom. What can you see?
Sing the song along with me.

Extra activity Critical thinking

- Ask pupils if the rooms in the pictures are neat and tidy and why it's important to have neat and tidy rooms. Ask how they keep their room.

Extra activity TPR

- On the board, place the Unit 7 flashcards (prepositions and furniture).
- Divide pupils into two teams and have them line up in front of the class, a few metres back from the board.
- Say a preposition and a furniture word for the leader of each team to run up and point to it. If a pupil taps on the incorrect preposition or word, the team loses a turn. Each team gets a point for each correct answer.

3 Play a true and false game. (5 minutes)

- 7.11 Draw pupils' attention to the grammar box and the recorded model.
- Explain that we use *any* in the plural.
- Put pupils in pairs. Choose pairs to read the model dialogue.
- Have pupils use the Hands up/down technique (see page 16) to check understanding. Explain that the activity is based on items in the classroom.

7.11

There isn't a chair.
There aren't any beds.

Extra activity Fast finishers

- Pupils write another verse for the song, with the different furniture and in a different room. They draw the picture of the room, too. Pupils show the new verse to the class and sing altogether using the karaoke version of the song.
- Then, place work in their notebooks.

Finishing the lesson (5 minutes)

- Place the Unit 7 poster on the board. Ask the class to come to the front. Encourage pupils to say sentences about it using prepositions.

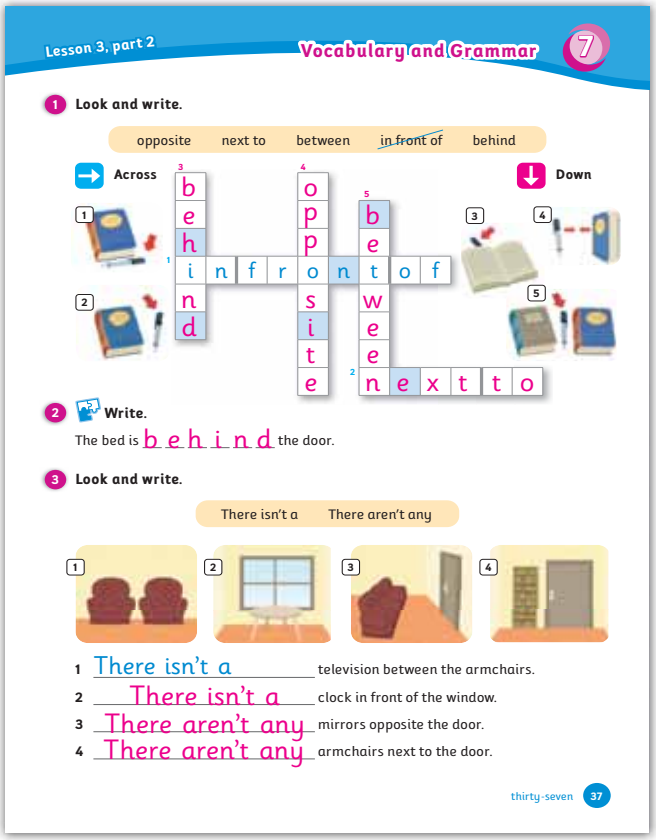
Lesson 3, part 2

Starting the lesson (5 minutes)

- Play *Salim says* (see page 20) with prepositions, e.g. *Salim says stand behind your chair. Salim says stand between your desk and your chair.*

Practice

Activity Book



1 Look and write. (10 minutes)

- Ask a pupil to read aloud the prepositions in box.
- Ask pupils to look at the example. Ask *Where is the pen in picture 1?* Explain that it's in front of the book.
- Use the Traffic light cards technique (see page 16) to check pupils understand the activity.
- Pupils complete the crossword individually.
- Check answers as a class.

2 Write. (5 minutes)

- Pupils work in pairs to use the letters in the blue squares from Activity 1 to write the missing preposition.
- Check answers as a class.

3 Look and write. (10 minutes)

- Ask pupils to describe the pictures.
- Pupils work individually to look at the pictures and write the correct option from the box.
- Use the Lollipop stick technique (see page 15) to choose pupils to read their completed sentences aloud.

Finishing the lesson (10 minutes)

- Do a *Picture dictation* (see page 21) with pupils. Say sentences with prepositions e.g. *There is a cat on a television. There is a bookcase next to the door,* etc.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils about their learning so far.
- For the next lesson, ask pupils to bring in cut-outs of different furniture from magazines.

Extra activity **Photocopiables 52, 60, 65 and 69**

- Ask pupils to do photocopiables 52, 60, 65 and 69.

Skills

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to play a game about where things are in a room
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Reading:** Can understand a short, simple description of a house or a flat (e.g. rooms, furniture), if supported by pictures (GSE 30).
- **Speaking:** Can talk about furniture and rooms using simple language (GSE 32).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

Materials

- Unit 7 flashcards (furniture and prepositions)
- Unit 7 poster: Furniture
- Colour flashcards from Grade 2
- notebooks
- 24 strips of paper, enough for each pupil
- scissors
- cut-outs of furniture from different magazines

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; 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)

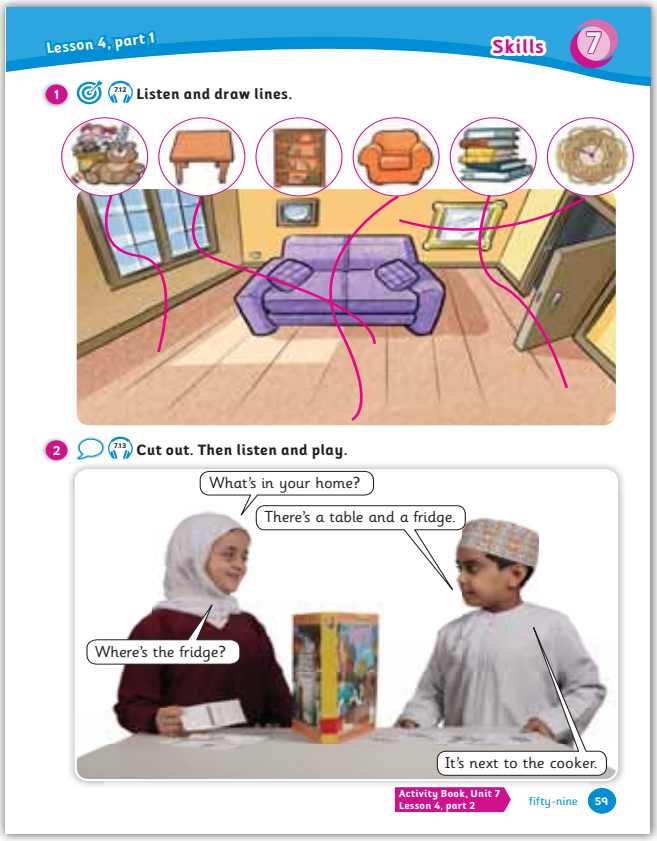
- Give each pupil 24 strips of paper. On each one, they have to write the letter of the alphabet.
- Place pupils in pairs. Say a word and pupils spell it using the strips of paper.
- Continue with words from Lessons 1 and 3.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Starter Exam and then play a game with their cut-out cards.
- Place the Unit 7 flashcards (furniture and prepositions) on the board in random order and have pupils line up in front of the board.
- Say a word and pupils find and say it within 30 seconds and then sit down. If a pupil cannot find the word, they go to the end of the line.

Practice

Class Book



1 **7.12 Listen and draw lines.** (10 minutes)

- This task is based on Pre A1 Starters Listening Part 1.
- Ask pupils what the items in the circles are.
- Tell pupils that they are going to draw lines from the items to the room.
- Play the audio twice, pausing for pupils to draw the lines.

7.12

1 Girl: This is a picture of my living room.
Man: Can you tell me about the things in your living room?
Girl: Sure. There's a sofa. Can you see the sofa?
Man: Yes.
Girl: Good. There's an armchair opposite the sofa. It's orange. Orange is my favourite colour.

2 Girl: Now look behind the door.
Man: Behind the door?
Girl: Yes. There are books behind the door.
Man: Wow! A lot of books.
Girl: Yes, I love reading.
Man: Me, too.

3 Man: Have you got a table in the living room?
Girl: Yes. There's a table between the sofa and the armchair.
Man: Aha. It's brown.
Girl: Yes.
Man: Your living room is very colourful!

4 Girl: There are two mirrors. Can you see them?
Man: Yes, I can. One is big and one is small.
Girl: Yes. There's a clock between the mirrors.
Man: I see it! It's a fancy clock! I like it.
Girl: Thank you.

5 Girl: Look at the window.
Man: OK.
Girl: There are toys in front of the window.
Man: Wow! You've got a lot of toys.
Girl: Yes! The teddy is my favourite. It's new. And it's very big!

Diversity

Support
- Play the audio once and stop after each sentence for pupils to repeat chorally. Play the audio again and stop after the sentence with the answer. Copy the sentence on the board and ask pupils to draw the line.

Challenge
- Then ask pupils to write sentences in their notebooks about each item. Pupils compare their answers.

2 7.13 Cut out. Then listen and play. (15 minutes)
- Have pupils find and cut the Unit 7 cut-outs on page 107. Each pupil opens his or her own cards.
- Play the audio. Then ask two pupils to read the dialogue aloud.
- Place pupils in pairs. Ask them to cut out their own cards. Pupil A chooses the cards that he or she would wish to have in his/her home and arranges them. Note that pupils should arrange the cards so that they're next to, opposite, between or behind one another. A simple grid is easier. Pupil B should have a set of all cards to hand. The aim of the activity is for Pupil B to arrange the cards in the same way as Pupil A.
- Using the Stop/Go technique (see page 16), have pupils tell you if they are ready to proceed with the game.
- Pupils then ask each other questions about the location of items in their homes using the model on the Class Book page as an example. The second pupil then arranges the cards according to Pupil A's plan. They can then compare their plans to check that Pupil B is correct.
- Pupils can then swap so that Pupil B arranges the cards and Pupil A listens.
- Use the Lollipop stick technique (see page 15) to bring pairs to the front of the class and do the activity.

7.13

Girl: What's in your home?
Boy: There's a table and a fridge.
Girl: Where's the fridge?
Boy: It's next to the cooker.

Extra activity Creativity
- Have pupils take out their cut-outs from magazines. Have them make a collage of their favourite furniture and write sentences about it, using prepositions and adjectives in their notebooks. Pupils present their work to the class. Make a classroom display.

Extra activity TPR
- Give each pupil a strip of paper and write a piece of furniture on it. Pupils with the pieces of furniture come to the front of the class and have to stand in a place to show their preposition. Say *The sofa is behind the bookcase.* Pupils with sofa and bookcase come to the front. The sofa stands behind the bookcase.

Finishing the lesson (5 minutes)
- Give each pupil a strip of paper and write a piece of furniture on it. Pupils with the pieces of furniture come to the front of the class and have to stand in a place to show their preposition. Say *The sofa is behind the bookcase.* Pupils with sofa and bookcase come to the front. The sofa stands behind the bookcase.

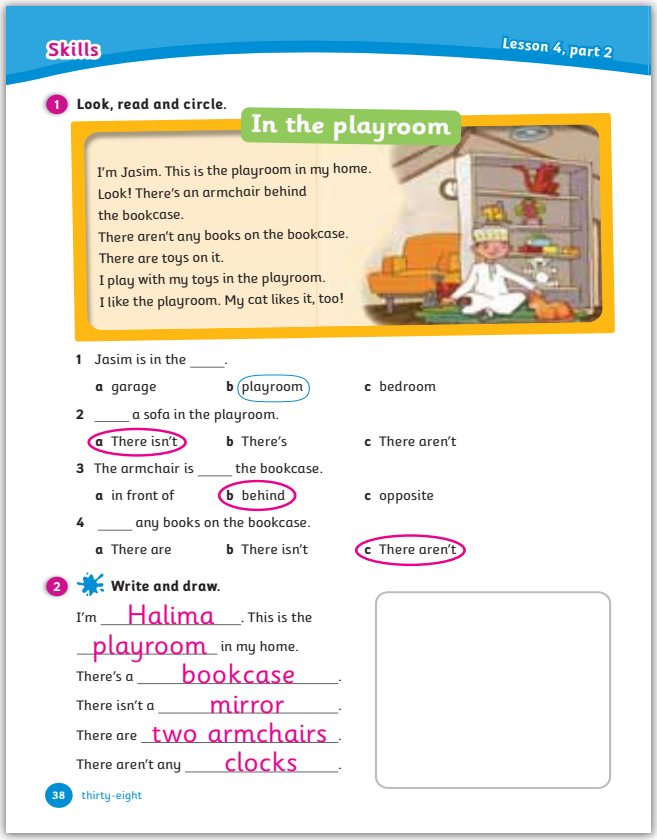
Lesson 4, part 2

Starting the lesson (10 minutes)

- Place the Unit 7 flashcards (furniture and prepositions) or poster on the board and revise the vocabulary from the unit.
- Ask pupils to write three sentences in their notebooks about items in the classroom using the prepositions.
- Use the Lollipop stick technique (see page 15) to choose pupils to read their sentences aloud.

Practice

Activity Book



Skills — Lesson 4, part 2

1 **Look, read and circle.**

In the playroom

I'm Jasim. This is the playroom in my home.
Look! There's an armchair behind the bookcase.
There aren't any books on the bookcase.
There are toys on it.
I play with my toys in the playroom.
I like the playroom. My cat likes it, too!

1 Jasim is in the ____.
a garage b playroom c bedroom

2 ____ a sofa in the playroom.
a There isn't b There's c There aren't

3 The armchair is ____ the bookcase.
a in front of b behind c opposite

4 ____ any books on the bookcase.
a There are b There isn't c There aren't

2 **Write and draw.**

I'm Halima. This is the playroom in my home.
There's a bookcase.
There isn't a mirror.
There are two armchairs.
There aren't any clocks.

38 thirty-eight

1 Look, read and circle. (10 minutes)

- Ask pupils to look at the picture. Ask *What kind of room is this? What furniture can you see? Where is the cat?*
- Ask a volunteer pupil to read the text aloud as the class follow in their books.
- Pupils complete the activity individually and then check answers in pairs.

2 Write and draw. (10 minutes)

- Explain to pupils that they are going to draw their playroom and write sentences about it. If they do not have a playroom, they can choose another room to draw and describe.
- Monitor pupils as they work, supporting where necessary.
- Put pupils in pairs and have them read their descriptions 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.

D7

1 cooker	**6** bed
2 fridge	**7** wardrobe
3 sofa	**8** mirror
4 armchair	**9** clock
5 television	**10** bookcase

Finishing the lesson (10 minutes)

- On the board, write ten words from this unit. Ask pupils to write seven words from the board.
- Say seven words from the list and if the pupils have them, they tick them off.
- The first pupil to tick off all the words, comes to the front to call out the words for the next round.
- 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 read a simple text about cabins; to make a website poster about unusual houses
- **Target language:** *fishing, logs, rock, shepherd, stilts, wood*

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can talk about furniture and rooms using simple language (GSE 32).
- **Writing:** Can write a short, simple description of a familiar place, e.g. room, house or apartment (GSE 35).

Materials

- sheets of paper
- strips of paper
- a bag or a box
- cut-outs or pictures of cave houses
- pictures of caravan parks, boat houses, small apartments
- photocopiable 77

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); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16). Expert envoy technique (see page 16)
- Independent learning: Thought-provoking questions technique (see page 16)

Lesson 5, part 1

Starting the lesson (3 minutes)

- Write prepositions from the previous lesson on strips of paper and place the strips in a bag or a box.
- Pupils come to the front and pull out a strip of paper from the bag or box. They have to read it and say a sentence with it using classroom objects.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about cabins.
- Ask pupils if they know what a cabin is.

Culture notes

- Cabins are very popular as holiday homes and they are usually found in remote locations. Cabins can be both very big and very small. Many people use the cabins as homes as well. According to some historians, the first cabins originated in Scandinavia over 5,000 years ago. Cabins were popular because they were easy to build, but they did have problems. Today, cabins are very different to what they were in the past.

Practice

Class Book



1 Before you read What kind of house do you live in? Where is it? (5 minutes)

- Ask pupils if they live in a house or a flat.
- Have pupils think about how big or small it is and tell you what furniture is in it.
- **Extension** Ask pupils to think about which furniture is most necessary in a home and why.

2 7.14 **Listen and read.** (10 minutes)

- Write new words on the board, and ask pupils to find them in the pictures and point to them.
- Then ask pupils to describe the pictures in the text.
- Play the audio for pupils to read along to. Then use the Lollipop stick technique (see page 15) to have a few pupils read the text aloud.
- Say half a sentence about the text for pupils to complete.
- Pupils ask questions to each other about the text using the True/False cards technique (see page 16).

7.14

Cabins

Cabins are small houses made from wood.
Some people make cabins from logs. There are log cabins in the mountains or the forests in the USA.
Look at this shepherd's hut in Britain. Shepherds don't live here now. People use it for holidays in the country.
This cabin in Serbia isn't in a forest. It's on a rock in a river! Wow! People can go fishing from here.
This cabin in Thailand is on stilts. People can come here when the river is very high or very low.
Which cabin would you like to visit?

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

- Ask pupils what they think the video will be about. After watching the video, ask pupils what they found the most interesting about it.

Diversity

Support

- Place pupils in small groups. Have them read the text and translate as much as they can in L1. Then have pupils underline any words they don't understand. Have pupils ask more advanced partners what these words mean.

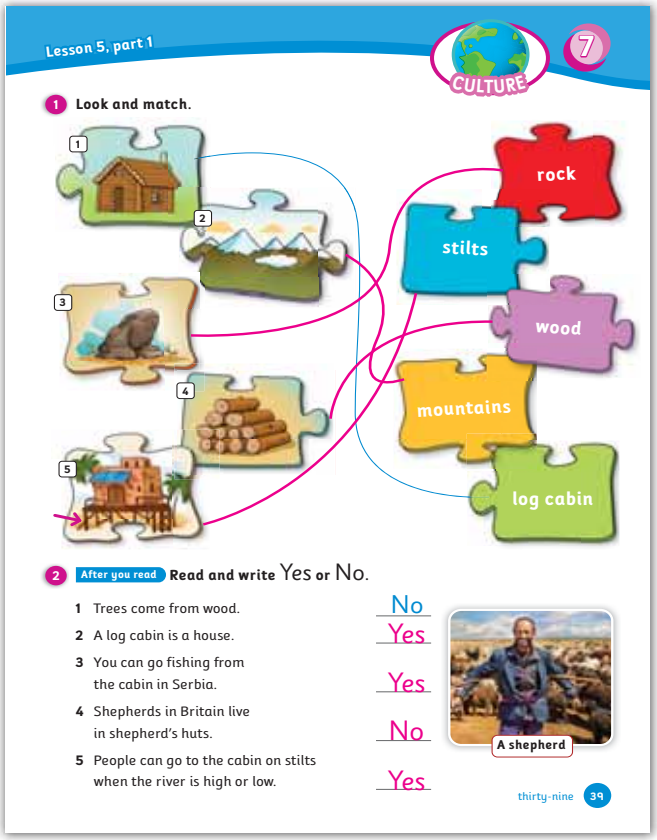
Challenge

- Pupils write three interesting things they learnt in the text about cabins.

Extra activity **Communication**

- Show pupils pictures of boat houses, caravan parks, etc. Explain to pupils that people live here as well. In small groups, pupils think about how different these homes are to theirs and which ones they'd like to live in and why.

Activity Book



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

- Ask pupils to say what see they see in each picture.
- Ask a volunteer to read the words on the jigsaw pieces.
- Pupils complete the activity individually and then check answers in pairs.

2 **After you read** **Read and write *Yes* or *No*.** (5 minutes)

- Use the Traffic light cards technique (see page 16) to check pupils know what to do.
- Pupils complete the activity individually. Check answers as a class.

Finishing the lesson (5 minutes)

- Ask pupils to say what they found interesting about the lesson.

Lesson 5, part 2

Starting the lesson (2 minutes)

- Ask pupils to think about what it would be like to live in a cave home. Ask them what other unusual types of home they know and what they think it would be like to live there.

Presentation (3 minutes)

- Explain to pupils that they are going to make a website poster about unusual houses in their country. Explain that their posters should look like websites. Brainstorm some of the features of websites (pictures, domain name, logo, icons, etc) and write them on the board.

Practice – Project

Class Book



Make a website about unusual houses in your country. (25 minutes)

- Ask pupils to say words they think they will use for the project and write them on the board.
- As a class, brainstorm unusual homes. If an internet connection is available, use tablets or computers to do a search on them.
- Ask pupils what they know about these homes. Also have pupils refer to the pictures of houseboats, caravan parks, etc.
- On the board, write www.unusualhomes@_____.com for pupils to complete. Tell pupils that in the empty blank they should write what type of homes they will be presenting.
- Place pupils in small groups, using the Expert envoy technique (see page 16) for each one. Give pupils sheets of paper and read through the instructions. The expert explains to pupils in their group. Monitor and check that the posters look like websites.
- Use the Two stars and a wish technique (see page 16) to have pupils judge the website posters.

Finishing the lesson (10 minutes)

- Read the text or watch the video and have pupils discuss the lessons in small groups.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they would like to learn next.

Extra activity **Photocopiable 77**

- Pupils complete photocopiable 77.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about location
- **Target language:** *Is it behind the sofa? Look behind the armchair.*

Global Scale of English (GSE)

- **Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking:** Can answer simple questions about where people or things are, using basic phrases (GSE 24).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 32).

Materials

- Unit 7 flashcards (prepositions)
- straw puppets
- a small ball
- two fly swats
- photocopiable 81

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 6, part 1

Starting the lesson (5 minutes)

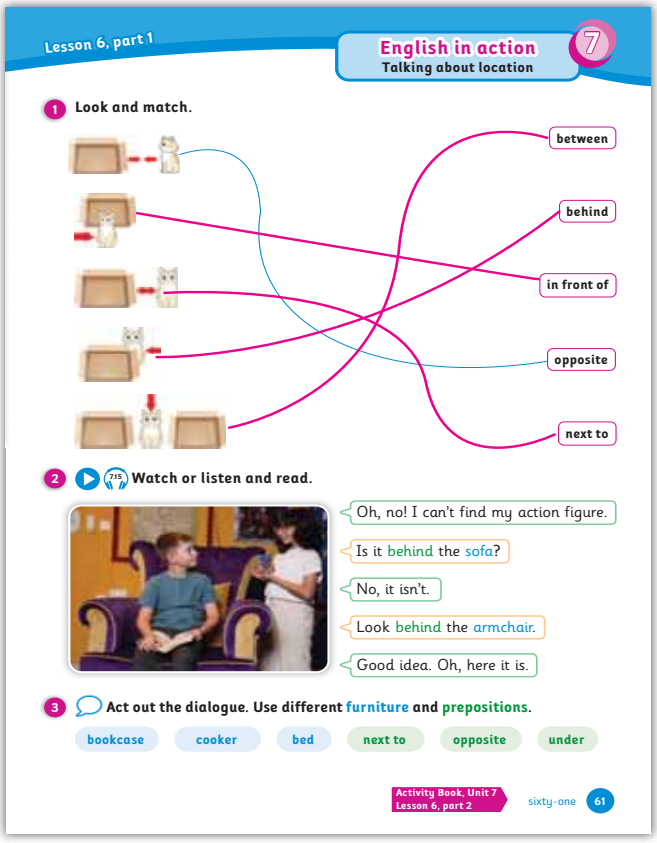
- Ask pupils to write six words that they have learnt from the unit so far.
- Play *Match!* Say the words from the unit in random order. Pupils tick off the word if they have it and call out *Match!* if all the words on their list are ticked off.

Presentation (5 minutes)

- Explain that in this lesson pupils will talk about location.
- Pick up the ball and place it next to a book. Ask pupils *Is it behind the book?* Elicit *No, it isn't.* Repeat with more prepositions. Ask a pupil to repeat by placing the ball elsewhere.

Practice

Class Book



1 Look and match. (5 minutes)

- Ask pupils to say where the kitten is in the pictures on the left.
- Have them look at the example and then ask them to complete the rest of the activity individually.
- Check answers as a class.

2 7.15 Watch or listen and read. (10 minutes)

- Ask pupils to look at the picture and describe it.
- Play the audio once for pupils to read and listen to. Ask pupils what the children were looking for.
- In pairs, pupils read the dialogue with their partners.

7.15

Girl: Oh, no! I can't find my action figure.
Boy: Is it behind the sofa?
Girl: No, it isn't.
Boy: Look behind the armchair.
Girl: Good idea. Oh, here it is.

English in action

Diversity

Support

- Read the sentences slowly with pupils tracing the words. Then play the audio and stop after each sentence for pupils to repeat in unison.
- Listen for pronunciation, intonation and correct use of the language.

Challenge

- Have pupils read the dialogue out loud in different silly manners or voices: read like you are tired/overexcited/bored/angry/nervous, etc.

Extra activity Creativity

- Place pupils in small groups. Have them write their dialogue out and illustrate it in two frames. Pupils present their work to the class. Make a classroom display.

3 Act out the dialogue. Use different furniture and prepositions. (10 minutes)

- Using the Traffic light cards technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Tell pupils they can use other items as well. They can use straw puppets if they like, too.
- Using the Lollipop stick technique (see page 15), invite pupils to come to the front of the class and act out the dialogue

Finishing the lesson (5 minutes)

- Ask pupils to close their books. Write the dialogue in scrambled order.
- Have pupils race to put it in the correct order.

Lesson 6, part 2

Starting the lesson (10 minutes)

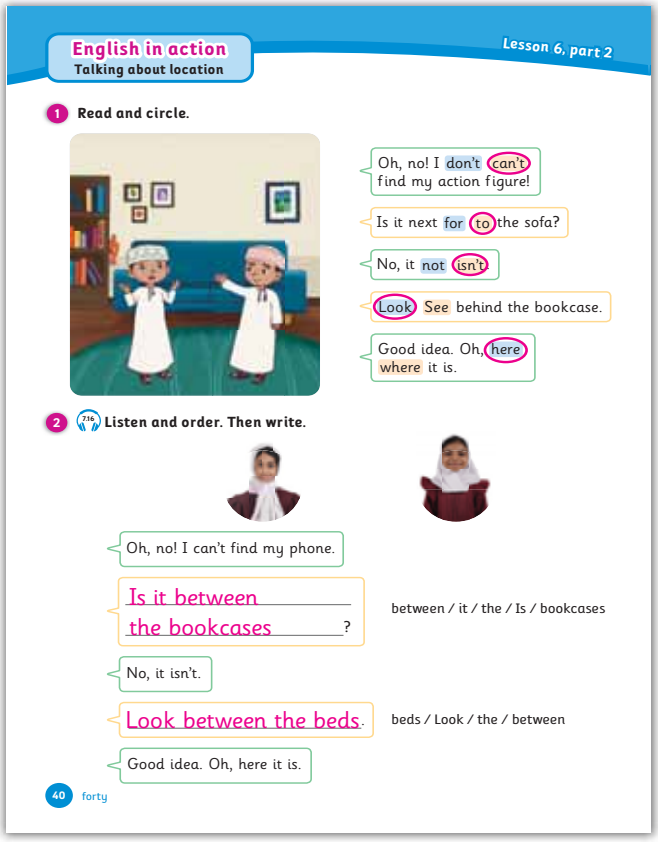
- Place the Unit 7 flashcards (prepositions) on the board. Put pupils in two teams and give each team a fly swat. Explain that you will say a sentence that contains a preposition. The first pupil to swat that preposition wins a point for his/her team. The team with the most points is the winner.

Practice

1 Read and circle. (10 minutes)

- Have pupils do the activity individually.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique (see page 15) to choose a pupil to read aloud the completed dialogue.

Activity Book


English in action
Talking about location
Lesson 6, part 2
1 Read and circle.
Oh, no! I don't can't find my action figure!
Is it next for to the sofa?
No, it not isn't.
Look See behind the bookcase.
Good idea. Oh, here where it is.
2 7.16 Listen and order. Then write.
Oh, no! I can't find my phone.
Is it between the bookcases ?
between / it / the / Is / bookcases
No, it isn't.
Look between the beds.
beds / Look / the / between
Good idea. Oh, here it is.
40 forty

2 7.16 Listen and order. Then write. (15 minutes)

- Ask pupils to predict the order of the dialogue.
- Play the audio. Pupils order the sentences and write them in the spaces. You can play the audio more than once if necessary.
- Place pupils in pairs and have them practise the dialogue. Have volunteer pairs perform their dialogues for the class.

7.16

Girl 1: Oh, no! I can't find my phone.
Girl 2: Is it between the bookcases?
Girl 1: No, it isn't.
Girl 2: Look between the beds.
Girl 1: Good idea. Oh, here it is.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils to tell you what they enjoyed about today's lesson.

Extra activity Photocopiable 81

- Ask pupils to do photocopiable 81.

Phonics

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and distinguish the sounds for the consonant blends *sn*, *sm*, *sl* and *st*; to blend and segment simple words containing the target sounds; to revise previously taught tricky words; to learn the new tricky word: *find*; to adopt strategies to recognise and read tricky words in sentences.
- **Target language:** sn: *snail, snake*; sm: *smile, smoke*; sl: *slug, slide*; st: *storm, step*
  Tricky word: *find*

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 85
- Phonics Cards: *sn*, *sm*, *sl*, *st*
- Phonics Cards from Units 5 and 6 (pr, tr, spr, str)
- Optional teacher-made flashcard for tricky word: *find*

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)

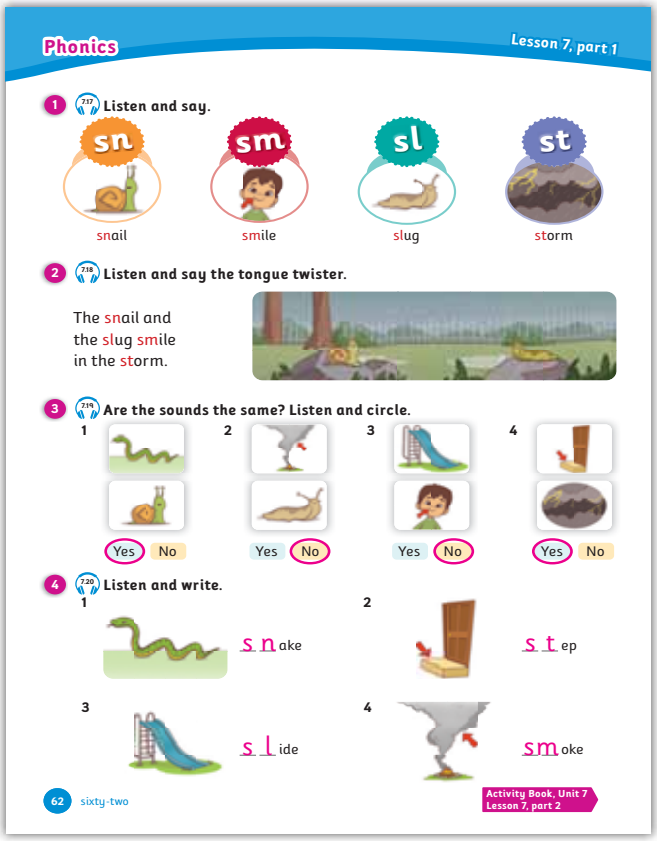
Lesson 7, part 1

Starting the lesson (5 minutes)

- Revise the blends from previous units using the Phonics Cards.
- See if pupils can suggest and sound out any words that start with the blends and then ask them to put the words in groups according to the blend each word contains.
- Encourage pupils to say the blends smoothly and model the sounds for them to repeat as much as possible.
- Note any difficulties and then structure some games to focus on specific words/sounds if necessary before you introduce the new sounds for this lesson.

Presentation

Class Book



1 7.17 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 focus on four new blends in this lesson and point to the consonant blends on the page.
- Use the Phonics Cards and model the sound made by each blend 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 blend or a picture and to point to the correct one 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, revising previously taught digraphs that are relevant e.g., *ai*, *or* and split digraph *i–e*.
- 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 practice reading all four words with the correct sounds each time.

7.17

sn: snail
sm: smile
sl: slug
st: storm

Practice

2 7.18 **Listen and say the tongue twister.** (5 minutes)

- Look at the picture in Activity 2 and see if pupils can identify any of the animals from Activity 1 (snail, slug). Ask pupils what else they can see *(a storm)* and if the animals are happy (*yes, they are smiling – smile*). Write the relevant words on the board and encourage pupils to segment each word, identifying the blends each time as well as the other familiar digraphs. Ask pupils to practise reading the words correctly.
- Explain that pupils will now listen to a tongue twister that relates to the picture 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: *Where are the animals? (In a garden.) What's the weather like? (There's a storm.)*
- Repeat the tongue twister as a class until pupils are confident with the language and the 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.

7.18

The snail and the slug smile in the storm.

3 7.19 **Are the sounds the same? Listen and circle.** (5 minutes)

- Explain that pupils will now hear some more words containing the blends that they have learnt. The aim is for pupils to decide whether the pairs of words they hear start with the same blend or contain two different blends.
- Tell pupils to listen to the audio and to circle 'Yes' if the blends are the same and 'No' if the blends are different. As you play the audio, pause after each pair of words, and ask pupils to repeat both words before they decide which answer to circle.
- A focus on the meaning of the new words will take place in the next activity, but spend some time explaining the meaning if this is appropriate at the time.
- Once pupils have completed the activity, play the audio a final time for them to check. Write the pairs of words on the board asking pupils to segment them for you, with a particular focus on the blends. Read the words together so that pupils can check their answers and circle the blend in each word. Add a tick if the pair start with the same blend and a cross if they start with different blends.
- Encourage pupils to read the words fluently as you point to them. Check that they pronounce the blends correctly each time.

7.19

1 snake / snail
2 smoke / slug
3 slide / smile
4 step / storm

4 7.20 **Listen and write.** (10 minutes)

- Revise the blends using the Phonics Cards or by playing games.
- Explain that pupils will hear the four new words again and that they must listen and decide which blend each word starts with. Once they've heard each word, they must write the correct letters to complete each word and look at each picture to see what each word means.
- Play the audio, allowing time for pupils to write their answers each time. Explain that if they repeat each word to themselves after they hear it, they will find it easier to decide which blend is correct.
- Play the audio several times and encourage pupils to repeat the words to help them write the letters for each blend.
- Reinforce the meaning of each word by calling them out one at a time and then asking pupils to point to the correct picture.
- Pupils who complete this task with time to spare can work in pairs and can call out a word for another pupil to write down.

7.20

1 snake
2 step
3 slide
4 smoke

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.
- Place the letters for each unit word in a jumbled order within a circle on the board and challenge pupils to reorder the letters to spell each word. If they struggle with this, remind them that each word starts with a blend and that if they can identify the blend, it will give them a clue to the word.
- Note any difficulties and try to address these through games and by using the Phonics Cards.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt.

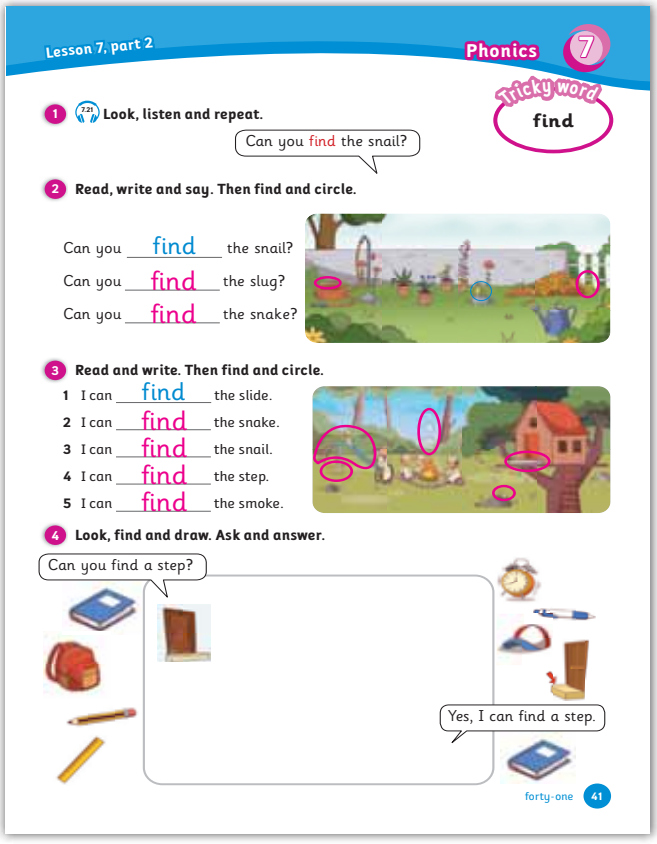
Lesson 7, part 2

Starting the lesson (5 minutes)

- Start by revising some of the tricky words from Units 5 and 6. Strategies for revision can include games with the Units 5 and 6 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 and use phonetic cues, if appropriate, to help them.

Practice

Activity Book



1 **7.21 Look, listen and repeat.** (5 minutes)

- If possible, have a photo or a simple drawing of a snail on a piece of card that you can hide around the classroom prior to the lesson. Ask pupils *Can you find the snail?* and encourage them to look for a snail in the classroom. Once they've located the picture, ask *What is this?* to elicit the word *snail* and then ask them to help you spell the word so that you can write it on the board. Ask pupils to repeat the question that you asked (*Can you find the snail?*) and then ask them to help you write the parts of the question on the board that they can, noting the previously taught tricky words *you* and *the*.
- When you get to the tricky word *find*, explain that this is the new tricky word for this lesson and encourage pupils to have a go at spelling it. Write all their suggestions on the board and praise pupils for having a go.
- Focus on Activity 1 and play the audio for pupils to listen and follow. Then play it again for pupils to repeat.
- Note the spelling of the tricky word and compare it to the options you had on the board. Identify the phonetic parts of the word and then the tricky part to help pupils commit it to memory.

- Check that pupils can read and understand the text in the speech bubble.

7.21

Can you find the snail?

2 Read, write and say. Then find and circle. (5 minutes)

- Encourage pupils to work independently to complete this activity. Explain that they should read and complete each sentence with the new tricky word and then look at the picture to identify and circle the animal from each sentence.
- Once pupils have completed the task, and if time allows, they can work in pairs and take turns to ask and answer each question. One pupil should read the question and the other should find the animal and answer the question, using the previously taught tricky word *there*. (e.g. *There's the [snail].*)
- Ask pupils to help you write one of the questions and an answer on the board, taking care with the spelling each time. Circle the tricky words to highlight them to the pupils and then focus on the blends and check pronunciation as pupils read.

3 Read and write. Then find and circle. (5 minutes)

- Explain that pupils must now complete the next set of sentences by writing the new tricky word in the correct place and that they must read each sentence and identify and circle the item within the picture.
- Encourage pupils to sound out the words for each object. Be sure to monitor their level of comprehension as they work and note any difficulties.
- Use the Phonics Cards to recap blends if necessary.

4 Look, find and draw. Ask and answer. (15 minutes)

- Look at Activity 4 with the pupils and check that they can identify and name each of the pictures in the Activity Book.
- Explain that pupils will have five minutes to look for each of the items around the school/classroom and that they should draw each item they find in the drawing box.
- Once pupils have drawn the items they find, they should then work in pairs to ask and answer about each object using the speech bubbles as scaffolding to help them.
- Any pairs that complete this task can be challenged to write sentences about the items, making sure they include the tricky word *find* and use their phonics knowledge to spell the word for each object.
- Use the Lollipop stick technique (see page 15) to check pupils' answers and to discuss the different objects they found.

Finishing the lesson (5 minutes)

- Write the words from each sentence in Activity 3 on the board in a jumbled order. Ask Pupils to read the words in each group and reorder them to make sentences. Once the sentences have been made, ask pupils to read them and then identify the consonant clusters from the unit in each of the vocabulary words.
- Identify any tricky spelling patterns and assess whether pupils have grasped the concepts for this lesson.
- Choose games to play according to their needs, using Phonics Cards if required.
- If you have made flashcards, use these to revise the tricky words.

Extra activity Photocopiable 85

- Ask pupils to do photocopiable 85.

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 a short, simple description of a house or a flat (e.g. rooms, furniture), if supported by pictures (GSE 30).
- **Writing:** Can write a short, simple description of a familiar place, e.g. room, house or apartment (GSE 35).

Materials

- Unit 7 flashcards (furniture and prepositions)
- Unit 7 poster: Furniture
- Progress path stickers (page 115)
- your own stickers, gold stars or stamps
- cut-outs, of different pieces of furniture
- photocopiable 91

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); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 8, part 1

Starting the lesson (5 minutes)

- Ask pupils to use their notebooks. Pupils do five rounds of a short dictation on the new words in this unit.
- Say four words from the unit vocabulary. Write the words on the board for pupils to check answers.
- If a pupil has an incorrect answer, they miss a round.
- Continue for five rounds.

Presentation (10 minutes)

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *There's a …* *There are …* *There isn't a …* *There aren't any …* .
- Have pupils write and complete the sentences in their notebooks about their own homes. Have pupils read the sentences to the class.

Practice

Class Book



Diversity

Support

- Give pupils time to complete the activities, having them look through the unit as they work.

Challenge

- Tell pupils to write two more items for each activity in the Review lessons.

1 Look and write. (5 minutes)

- Use the Lollipop stick technique (see page 15) to ask pupils to read the words in the box.
- Pupils work individually and check answers in pairs.
- **Extension** Have pupils look at the Activity. Ask *Is number one a sofa?* Elicit *No, it isn't.* Ask *What is it?* Elicit *It's a TV.* Continue for all items. Have pupils ask each other about the items using *Is this a …?* and *What is it?* Ensure pupils swap roles.

2 Follow and circle. (5 minutes)

- Use the Lollipop stick technique (see page 15) to ask pupils to describe the picture in each item. Encourage pupils to use *There's* or *There are* and prepositions.
- Pupils read the correct sentences to their partners.
- Walk around and describe an item for the pupils to point to.



3 **Go to the Progress path on page 99.** (10 minutes)

- Refer pupils to page 99 and have them answer the questions.
- Check the answers and tell pupils they can now stick their star stickers (page 115).

Finishing the lesson (5 minutes)

- Place the Unit 7 flashcards around the classroom. Bring pupils to the middle. Say a word for pupils to point to it and spell it chorally.

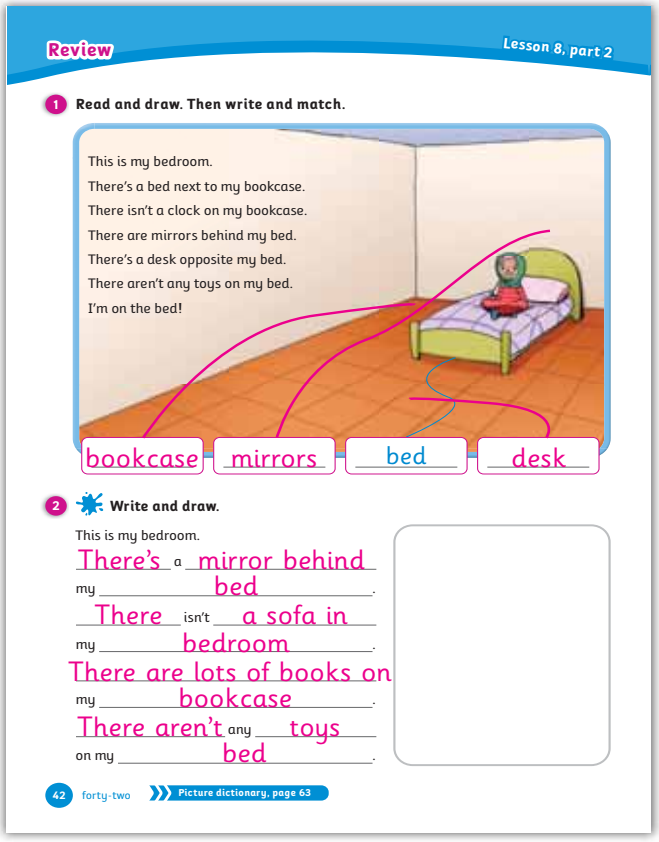
Lesson 8, part 2

Starting the lesson (5 minutes)

- Play *Which card have you got?* (see page 21) with the Unit 7 flashcards (furniture and prepositions). You can also play with the Units 5 and 6 flashcards to make it more interesting.

Practice

Activity Book


Review
Lesson 8, part 2

1 Read and draw. Then write and match.

This is my bedroom.
There's a bed next to my bookcase.
There isn't a clock on my bookcase.
There are mirrors behind my bed.
There's a desk opposite my bed.
There aren't any toys on my bed.
I'm on the bed!

bookcase | mirrors | bed | desk

2 Write and draw.

This is my bedroom.
There's a mirror behind my bed.
There isn't a sofa in my bedroom.
There are lots of books on my bookcase.
There aren't any toys on my bed.

42 forty-two Picture dictionary, page 63

1 **Read and draw. Then write and match.** (5 minutes)

- Ask a volunteer to read the text. Explain that pupils draw the items mentioned in the text in the picture and then write them in the boxes below. They draw arrows from the words to the pictures.
- Pupils use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- When all pupils have completed the activity, have them check answers with their partners.

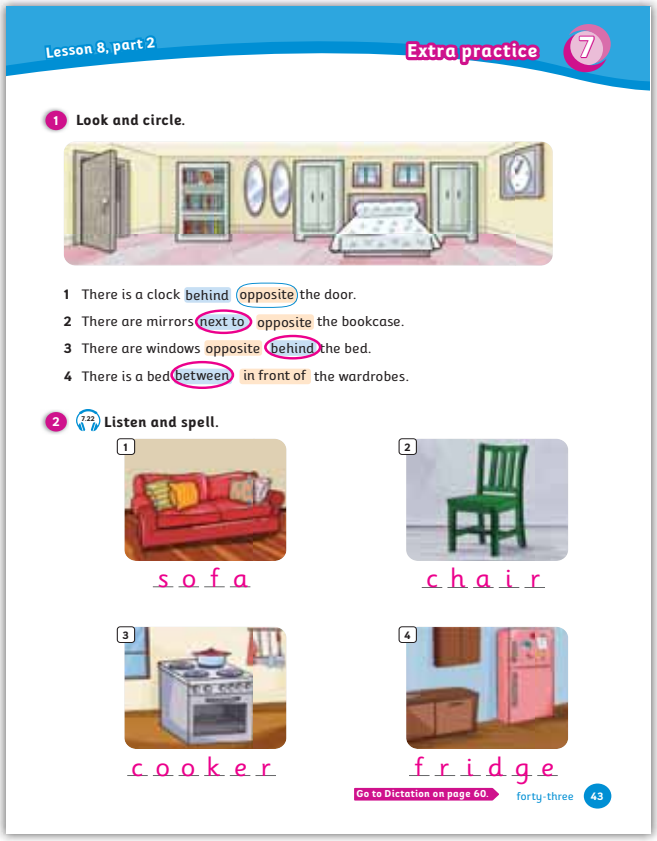
2 Write and draw. (10 minutes)

- Have pupils look at the activity. Use the Hands up/down technique (see page 16) to assess understanding.
- Have pupils complete the activity. Tell pupils that they can use the text in Activity 1 or refer back to the unit for help.
- Have pupils read their work to their partners.
- Tell pupils to complete the Picture dictionary on page 63 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 them on a scale of 1 to 3, 3 being the best. Give pupils the number of stickers/stamps/stars they ask for to place on page 42 in their Activity Books.

Extra practice


Lesson 8, part 2

Extra practice 7

1 Look and circle.

1 There is a clock behind opposite the door.
2 There are mirrors next to opposite the bookcase.
3 There are windows opposite behind the bed.
4 There is a bed between in front of the wardrobes.

2 7.22 Listen and spell.

1 sofa
2 chair
3 cooker
4 fridge

Go to Dictation on page 60.

1 Look and circle. (5 minutes)

- Pupils circle the correct prepositions.
- Pupils check answers in pairs.

Extra activity Fast finishers

- Have pupils go through the unit and make a list of their favourite words. Have pupils draw their words as well. Place work in their notebooks.

2 7.22 Listen and spell. (5 minutes)

- Ask pupils to look at the pictures and say what the items of furniture are.
- Play the audio for pupils to complete the activity.
- Use the Lollipop stick technique (see page 15) to have pupils read the answers aloud.

7.22

1 sofa **2** chair **3** cooker **4** fridge

Dictation (5 minutes)

- Have pupils turn to page 60 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check answers as a class.

7.23

1 There are bikes in the garage.
2 There isn't a chair behind the desk.
3 The fridge is next to the cooker.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils if they enjoyed the lesson and what they learnt from it. Explain that you will give them each a piece of paper on which they have to draw what they learnt in the unit and write a few sentences.
- Have pupils present their work to the class. Make a classroom display.

Extra activity Photocopiable 91

- Ask pupils to do photocopiable 91.

Get ready for...

Lesson 9

Objectives

- **Lesson objectives:** to practise for the Pre A1 Starters Reading and Writing Parts 1 and 3
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand a short, simple description of a house or a flat (e.g. rooms, furniture), if supported by pictures (GSE 30).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 7 flashcards (furniture and prepositions)
- strips of paper for all pupils
- a bag or a box
- card, one per group
- glue

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)

- Give pupils three strips of paper and ask them to write a question on each one. Tell them to use questions they have learnt from the English in action lessons in the course so far.
- Divide the class into small groups and have each pupil place the strips of paper in a bag or a box.
- Pupils take a strip and ask a member of their team the question.

Presentation (5 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Exam in both the Class Book and Activity Book.
- Have pupils look back at all the *Get ready for...* lessons and tell you which one they liked the best.

Diversity

Support

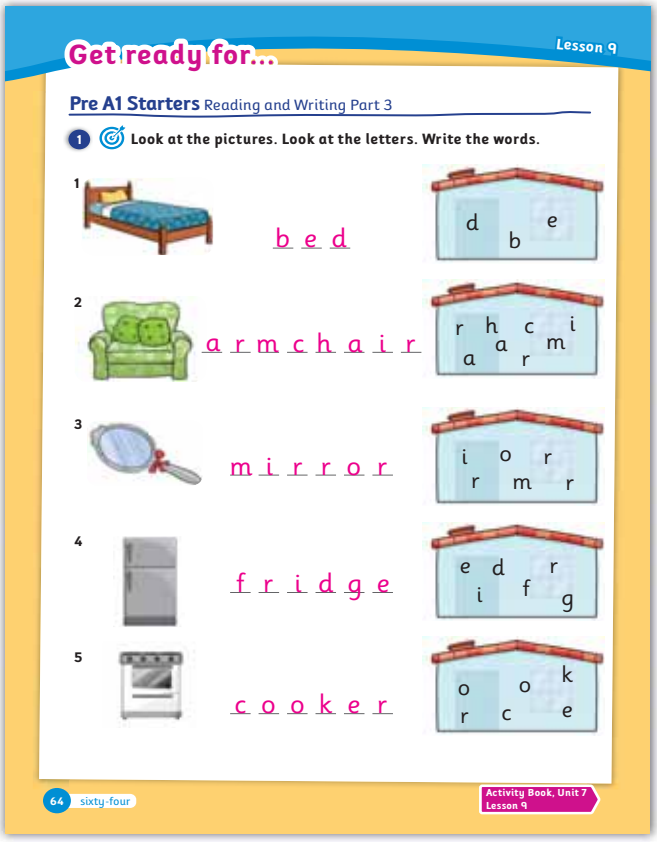
- Teach pupils how to pace themselves when working. Place a big clock on the wall or a timer. As you set an activity, also set a time limit, from seconds to minutes according to the difficulty of the activity. Explain to pupils that the activity they are doing must finish at the allocated time. Tell pupils that if they finish earlier, it could mean that they have completed the activity too fast and they should check their work. Tell slower workers that the timer will remind them if they have fallen behind and so they should do their best to work just a little quicker. Tell pupils to look at the timer as they work.

Challenge

- These pupils should extend the activity by creating their own scrambled words for their partners to unscramble in their notebooks.

Practice

Class Book



1 Look at the pictures. Look at the letters. Write the words. (10 minutes)

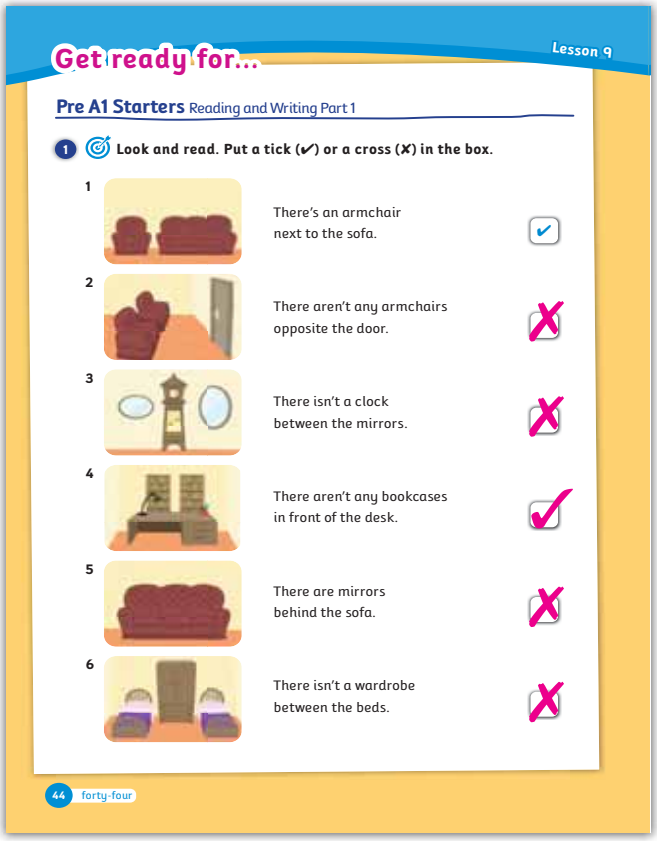
- Place the Unit 7 flashcards (furniture) on the board. Point to a picture for a pupil to spell the word.
- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about the activity.

- They check answers with their partners.
- **Extension** Pupils use their notebooks to make their own test with five items for their partners. Pupils swap notebooks to do the activity and then check each other's work.

Extra activity Communication

- Place pupils in small groups. Have pupils think about the tests they have done in school and the test they will do for English. Have them discuss things they like and don't like about tests and to make notes. Have them also think of different ways they should be tested.
- Have groups present their ideas to the class.

Activity Book


Get ready for... Lesson 9

Pre A1 Starters Reading and Writing Part 1

1 Look and read. Put a tick (✔) or a cross (✘) in the box.

1 There's an armchair next to the sofa. ✔
2 There aren't any armchairs opposite the door. ✘
3 There isn't a clock between the mirrors. ✘
4 There aren't any bookcases in front of the desk. ✔
5 There are mirrors behind the sofa. ✘
6 There isn't a wardrobe between the beds. ✘

44 forty-four

1 Look and read. Put a tick (✔) or a cross (✘) in the box. (10 minutes)

- Using all the Unit 7 flashcards (furniture and prepositions), go through each item and say what it is.
- Then look around the classroom and make sentences about where objects are, intentionally making mistakes for pupils to correct you.
- Ensure you use plural sentences as well with *There are/aren't any*.
- Then pupils describe the pictures in the activity.
- Pupils use the Traffic light cards technique (see page 16) to express how they feel about the activity. Help if necessary.
- Pupils check answers with their partners.
- **Extension** Have pupils correct the false sentences.
- Walk around and quiz pupils on the items in the pictures.

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.
- The first group who has all their papers in their hands wins.

Extra activity Fast finishers

- Have pupils make a word cloud with the unit words. Tell pupils to use bright colours and different fonts. Place work in their notebooks.

Finishing the lesson (10 minutes)

- Place pupils in small groups and give each pupil a sheet of card. They draw or write sentences in their notebooks showing what they have learnt in the unit and cut around them. They stick their work on the larger card. Make a classroom display.
- Use the Summative and thought-provoking questions technique (see page 16) to have a class discussion on what type of activities they enjoy doing the most and why. Then ask what they enjoy most about their English lessons.
- Congratulate pupils on finishing the unit.

Shared reading Unit 7

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

Unit 7 practice

- Pupils now complete the quiz for Unit 7. 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 describe the position of objects or people in a basic way, using pictures or gestures (GSE 26). Can answer simple questions about where people or things are, using basic phrases (GSE 24). Can talk about furniture and rooms using simple language (GSE 32).

Materials

- Unit 7 flashcards (furniture and prepositions)
- Unit 7 poster: Furniture

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; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (3 minutes)

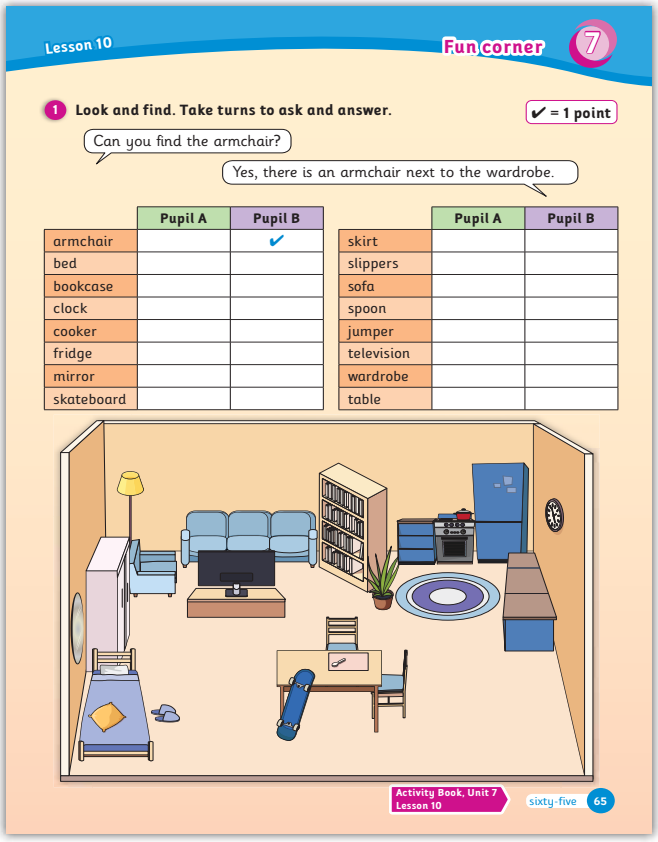
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 7 flashcards or poster as prompts.
- Using the Lollipop stick technique (see page 15), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Explain that in this lesson pupils will play a game and complete a puzzle. Ask pupils to look at the game in the Class Book. Ask pupils to look at the picture and the scoreboard and have them predict what they are going to do.

Practice

Class Book



1 Look and find. Take turns to ask and answer. (15 minutes)

- Place the Unit 7 flashcards or poster on the board to review the vocabulary from the unit. Explain to pupils that they are going to be using furniture vocabulary and prepositions as well as vocabulary from previous units. If you wish, you can review the extra vocabulary *(skateboard, skirt, slippers, spoon, jumper)* that they will be using beforehand.
- Ask pupils to look at the picture in their Class Books.
- Put pupils in pairs and ask them to decide who is going to be A and who is going to be B.
- Ask a pupil to read aloud the speech bubbles. Explain the rules of the game.
- Pupils take it in turns to ask each other if they can find one of the objects in the picture from the list. If they find the object, they get one point. If the pupil has successfully found the object, then they can put a tick on the scoreboard. Explain that a tick equals one point.
- Tell pupils that, in order to get a point, they must say an accurate, complete sentence with a preposition, as in the example at the top of the page. Tell pupils that there can be more than one correct answer. If pupils say an incorrect or incomplete sentence, they don't get a point.

- The winner is the pupil with the most points.
- Use the Traffic light cards technique (see page 16) to check pupils know what they have to do.

Diversity

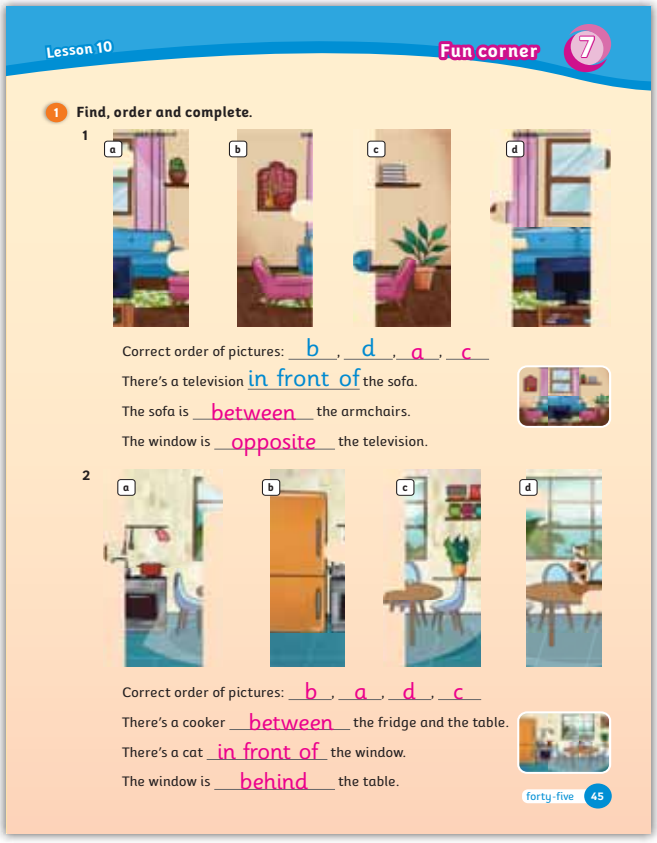
Challenge

- Set a time limit of 10 seconds for pupils to answer the *Can you find ... ?* question. If they don't say a correct sentence within the time limit, they lose a point.

Extra activity **TPR**

- Say true/false sentences about the picture. If the sentence is false, pupils stand up, clap their hands and shout *FALSE!*

Activity Book


Lesson 10 Fun corner 7

1 Find, order and complete.

1

Correct order of pictures: b , d , a , c

There's a television in front of the sofa.

The sofa is between the armchairs.

The window is opposite the television.

2

Correct order of pictures: b , a , d , c

There's a cooker between the fridge and the table.

There's a cat in front of the window.

The window is behind the table.

forty-five 45

1 Find, order and complete. (15 minutes)

- Ask pupils to look at the first picture. Ask *What room is this? (Living room.); How many sofas are there? (One.); How many armchairs are there? (Two.); Is there a TV? (Yes.).*
- Explain to pupils that the order of the picture is incorrect. Tell them that they have to put the picture in the correct order. Once they have the correct order, they can complete the sentences with the missing prepositions.
- Pupils complete the activity in pairs.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood what they have to do.
- Check answers as a class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today. Ask *Did you enjoy the Fun corner? Which activity did you like the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 7
- **Target language:** *Is it behind the sofa? Is your pencil case between the armchairs? The toy box is in front of the window. There's a small sofa on the boat, but there aren't any armchairs. There's a bookcase under the sofa.*
- **Phonics:** *sn, sm, sl, st*
- **Tricky word:** *find*
- **Vocabulary:** *below, cushion, lamp, sink*

Global Scale of English (GSE)

- **Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (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 30). Can talk about furniture and rooms using simple language (GSE 32).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can understand a short, simple description of a house or a flat (e.g. rooms, furniture), if supported by pictures (GSE 30).

Learning outcomes

- **Listening:** Identify characters, actions in a story; Listen and demonstrate they understand the overall meaning of short, simple texts on familiar topics; Identify core vocabulary.
- **Speaking:** Pronounce words and sentences using correct stress, rhythm and intonation; Ask and answer questions on familiar topics; 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, diagrams and basic instructions on familiar topics; Recognize the effect of punctuation when reading; Read and identify familiar words, set phrases in short, simple texts and stories; Answer referential questions about reading texts.
- **Cognitive skills:** Participate in activities that involve taking on the role of familiar people; Ask and answer simple questions.

Materials

- Unit 7 flashcards (furniture and prepositions)
- the Big Book
- Photocopiables R13 and R14

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 a lost pencil case. Ask pupils to show you their pencil cases. Ask them to say what colour they are.
- Ask *Do you lose things? What do you lose? How do you feel when you lose something? Do you ask for help?*

Presentation (5 minutes)

- Look at page 66 with the class. Ask pupils what they can see. Read the story title *The Red Pencil Case* 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 6 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 (*find*).
- Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.
- Present the new words from the story *cushion* and *below*.

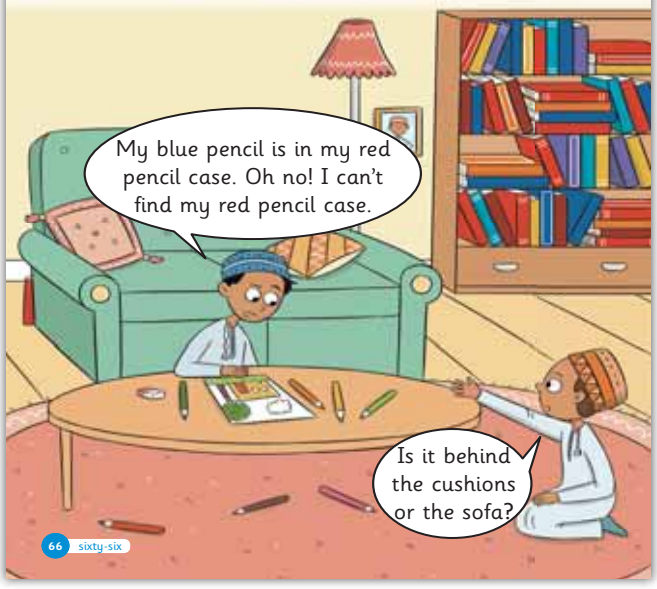
During reading (15 minutes)

Class Book

Graded reader 1

The Red Pencil Case

Saif is drawing a picture. There are lots of coloured pencils on the table. But where is his blue pencil?





There are lots of red books in the bookcase.
But where is the red pencil case?



The toy box is below the window. It's big.



Now Saif has got his red pencil case and he smiles.
But where is his blue pencil?



- 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. After reading page 66 to the pupils, ask *Where are Saif and his brother? (In the living room.); Is Saif in front of the sofa? (Yes, he is.) What is Saif doing? (He's drawing a picture.); What is there on the table? (There are a lot of coloured pencils.) What coloured pencils has he got? (He's got green, orange, yellow, brown, red, and pink.); Can he find his blue pencil? (No, he can't.); Where is his blue pencil? (In his red pencil case.); What does Saif's brother ask? (Is it behind the sofa?).*
- 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 67: *Is the red pencil case behind the cushions? (No, it isn't.); What is behind the sofa? (A red book.); What is the book about? (A snake/Snakes.); Is Saif happy? (No, he isn't.); What does Saif say? (Let's put the book in the bookcase.); What is there in the bookcase? (A lot of red books.).*
- 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 68: *How many armchairs are there? (There are two.); What does Saif's brother say? (I know! Is your pencil case between the armchairs?); Is the pencil case between the armchairs? (No, it isn't); What is between the armchairs? (A puzzle.); Where do they put the puzzle? (In the toy box.).*
- 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 69: *Where is the toy box? (It's below the window.); What does Saif's brother say? (Look behind the toy box.) Is the blue pencil there? (No, it isn't.); Is Saif happy? (Yes, he is.); How do you know? (He smiles.); Where is his blue pencil? (In the toy box.).*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify the tricky word in the sentences and circle it (*find*).
- 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: *sn*, *sm*.
- Ask pupils to find words in the story that contain these spellings *(snake, smile)*. 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 Red Pencil Case*.
- 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, Saif or his brother.

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 around and offer help as they do this.
- Now divide the class into groups of three (Saif, his brother, 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.
- 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: drawing, putting the book back on the bookcase, looking between armchairs, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R13**

- Ask pupils to do photocopiable R13.

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 them if they think Saif will find his blue pencil.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 7. Write *sn*, *sm*, *sl* and *st* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 7 flashcards and poster to revise the vocabulary for furniture and prepositions. You can also use the Unit 6 poster to revise adjectives.
- Present the new words *lamp* and *sink*.

Presentation (5 minutes)

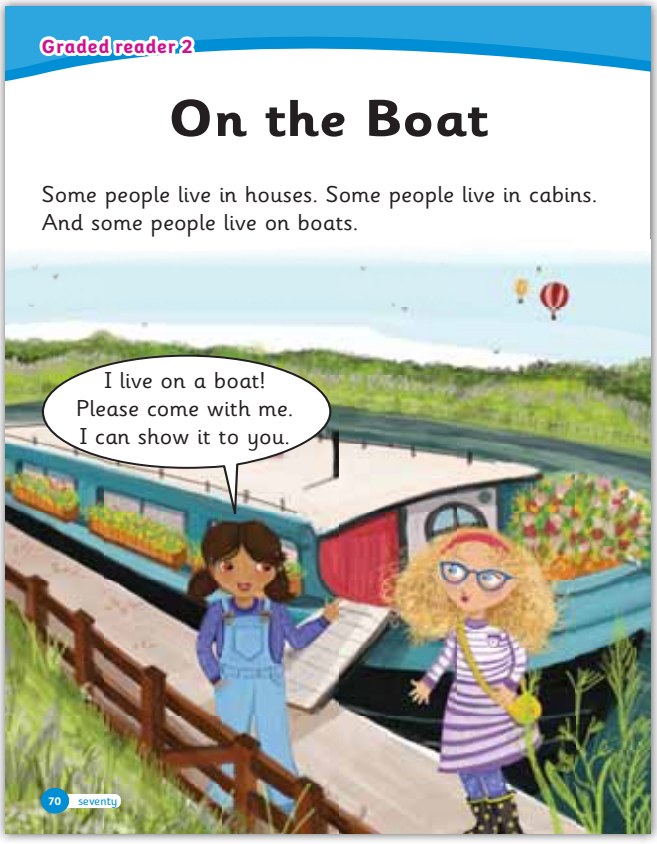
- Look at page 70 with the class. Read the story title *On the Boat* and ask pupils what they think the story will be about. Ask them what they remember about some of the unusual places where people live (caves, cabins, caravans, boats, houses on stilts, etc.).
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 7 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 (*find*).

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.
- 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 70 to the pupils, ask *Where can some people live? (In houses, in cabins, on boats.); Who can you see? (Two girls.); Where are they? (Next to a river/boat.); What can you see on the boat? (Flowers.); Does the girl live on the boat? (Yes, she does.); What does she say? (I live on a boat! Please come with me. I can show it to you.).*
- 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 71: *Is there a sofa on the boat? (Yes, there is.); Is it big? (No, it isn't.); Are there any armchairs? (No, there aren't.); Are there any clocks? (Yes, there are.); How many are there? (Five.); Is there a lamp? (Yes.); Is there a television? (No, there isn't.); What does the girl ask her friend? (What can you see? Can you find a bookcase?); Where is the bookcase? (Under the sofa.); What does the friend say? (Yes! There's a bookcase under the sofa.).*
- 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 72: *Is there a kitchen on the boat? (Yes, there is.); What is there in the kitchen? (There's a small cooker.); What's opposite the cooker? (A fridge.); What's next to the fridge? (A sink.); What does the girl say? (I like cooking on the boat.); Does the friend hear a noise? (Yes, she does.); What does she think the noise is? (A storm.)*
- 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: *Is it a storm? (No, it isn't.); What is it? (Ducks.); Where are the ducks? (In front of the boat.); What other animals are there? (There's a donkey and some slugs.); Which animal is behind the gate? (A donkey); Which animals are in the grass? (Slugs.); What does the friend say? (We've got some new friends. Hello, ducks!); Does the girl love living on a boat? (Yes, she does.); Why? (It's fun.).*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify the tricky word in the sentences and circle it (*find*).
- 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: *st*, *sl*.
- Ask pupils to find words in the story that contains these spellings *(storm, slug)*. Segment the word and write it on the board below its heading and point to the segments for pupils to read. See if pupils can add other words to the 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 *On the Boat*.
- 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 her friend.

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 around and offer help as they do this.
- Now divide the class into groups of three (girl, friend, 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.
- 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.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R14**

- Ask pupils to do photocopiable R14.

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 which animal they liked best and why. Ask them if they would like to live on a boat.

8 Animals are fun!

Unit objectives

To talk about wild animals and food

Language

Vocabulary	**Wild animals**: *bear, camel, crocodile, eagle, elephant, giraffe, kangaroo, lion, panda, penguin* **Food**: *burger, coconut, grapes, ice lolly, kiwi, mango*
Grammar	*Can penguins swim? Yes, they can.* *Can giraffes jump? No, they can't.* *Is there a coconut? Yes, there is./No, there isn't.* *Are there any burgers? Yes, there are./No, there aren't.*
Functions	*I'm thirsty.*
Phonics	**ng**: *king, ring, sing, long;* **nk**: *pink, drink, tank, think* **Tricky word**: *one, two*

Learning outcomes

Listening	• Demonstrate an understanding of what animals can and can't do • Respond to suggestions and requests • Demonstrate an awareness of intonation patterns while listening • 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
Speaking	• Express ability or lack of ability about basic daily actions • Describe how they and others feel using a limited range of common adjectives • 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, personal experiences and events 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 • 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 • Recognise the effect of punctuation when reading • Read established sets of sight vocabulary • Read and identify familiar words, set phrases in short, simple texts and stories

Reading	• 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 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 by supplying the missing word • Write basic single clause sentences about different familiar topics, using given prompts or a model
Cognitive skills	• Respond to an offer • 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 • Match familiar objects and words

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)
Mathematical, scientific and technological competences: use numbers to complete an activity (L. 1); talk about quantity (L. 3)
Digital competence: use Class Book eBook (L. 1–10)
Social and civic competences: raise awareness of cultural similarities and differences (L. 5); learn to ask for and offer help (L. 6)
Cultural awareness and expression: learn to be creative (L. 2 and 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1 and 2); follow instructions (L. 1–10); personalisation of language learnt (L. 5 and 8)
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. 1–10)
Creativity	Design an animal mask (L. 2)
Communication	Talking about wild animals and food (L. 1 and 3); Talking about feelings (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. 83; Activity Book p. 54
- Picture dictionary: Activity Book p. 64
- Unit 8 Extra practice: Activity Book p. 55
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, Self-assessment
- Unit 8 Practice Sheet
- End-of-semester 2 Practice Sheet
- End-of-year Practice Sheet

External tests

Class Book	**Activity Book**
Pre A1 Starters Reading and Writing Part 4	Pre A1 Starters Listening Part 3

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about wild animals
- **Target language:** *bear, camel, crocodile, eagle, elephant, giraffe, kangaroo, lion, panda, penguin; Can penguins swim? Yes, they can. Can giraffes jump? No, they can't.*

Global Scale of English (GSE)

- **Reading:** Can recognise basic action words (e.g. clap, stamp, jump, walk) (GSE 21).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic actions words (GSE 15).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can express ability or lack of ability in relation to basic everyday action. (GSE 31).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

Materials

- Unit 8 flashcards (*bear, camel, crocodile, eagle, elephant, giraffe, kangaroo, lion, panda, penguin*)
- Unit 8 poster: Wild animals
- Unit 6 and Unit 7 flashcards
- Unit 8 stickers (page 115)
- stopwatch
- notebooks
- two fly swats
- photocopiables 53 and 61

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 1, part 1

Starting the lesson (5 minutes)

- Use the Lollipop stick technique (see page 15) to ask pupils the names of different furniture, find the flashcard and place it on the board. Repeat for adjectives.
- Have pupils form two lines in front of the board and give each leader a fly swat. Say a word for each line, for the leader to find, swat and spell. If they cannot find the word, they go to the end of the line.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about wild animals.
- Ask pupils to look for the children in the picture on page 74 and tell you where they are and what they're wearing.

Practice

Class Book



1 How many animals can you see? (3 minutes)

- Using the Lollipop stick technique (see page 15), have pupils tell you how many animals they can see and name them.
- **Extension** Ask pupils to say what colour the animals are.
- 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 we should keep animals in zoos. Have a discussion on the pros and cons of the topic.

2 8.1 & 8.2 Listen and stick. Then listen and say. (5 minutes)

- Place the Unit 8 flashcards (wild animals) on the board. Point to each picture and say the word. Pupils repeat after you.

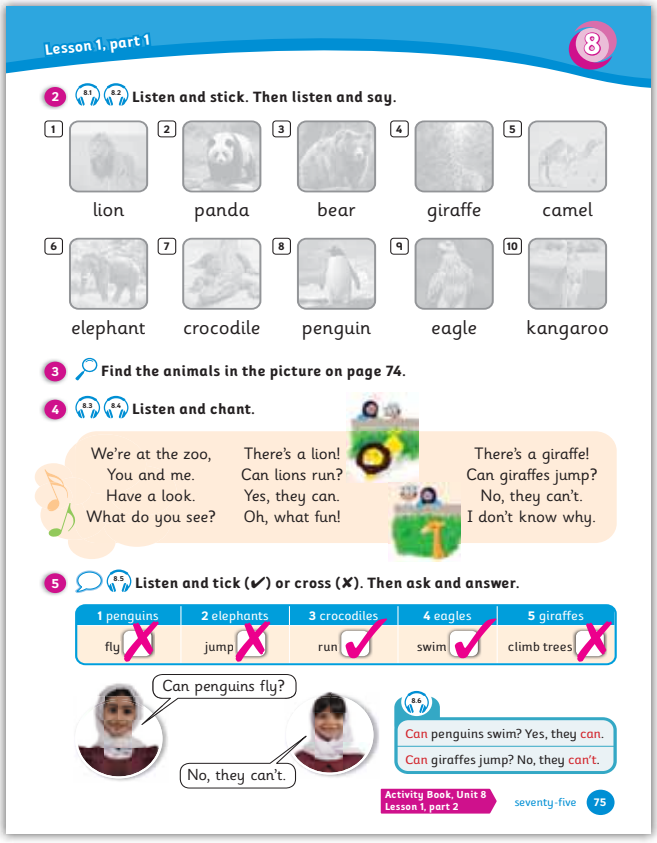
- Play track 8.1. Pupils listen and stick the pictures in the correct place as they hear them. Pupils can find the stickers on page 115. Play track 8.2. Pupils repeat each word.
- Point to an item and use the Lollipop stick technique (see page 15) to have pupils tell you what animal it is and what colour it is.

8.1

Girl: I love animals.
Boy: Me, too. And I love the zoo.
Girl: Let's have a look at the animals. There's a lion.
Boy: Yes, there's a panda.
Girl: I see a bear.
Boy: Me too. There's a giraffe.
Girl: There's a camel.
Boy: I see an elephant.
Girl: Cool! There's a crocodile.
Boy: There's a penguin.
Girl: I see an eagle.
Boy: Look! There's a kangaroo.
Girl: The zoo is fun.

8.2

lion, panda, bear, giraffe, camel, elephant, crocodile, penguin, eagle, kangaroo



3 **Find the animals in the picture on page 74.** (5 minutes)

- Pairs find the animals in the picture and tell their partners where they are and what they are doing.

4 **8.3 & 8.4 Listen and chant.** (5 minutes)

- Explain that we use *Can* to show ability. We usually answer in the short form.
- Ask *Can crocodiles sing?* Elicit *No, they can't.* Continue with a few more animals.
- Play the chant. When pupils hear an animal, they clap.
- A karaoke version of the chant is available (track 8.4).

8.3

We're at the zoo,
You and me.
Have a look.
What do you see?

There's a lion!
Can lions run?
Yes, they can.
Oh, what fun!

There's a giraffe!
Can giraffes jump?
No, they can't.
I don't know why.

Diversity

Support

- Read the chant slowly, verse by verse, miming each action every time. Then pupils repeat after you, copying you. Use the Unit 8 flashcards to show animals.

Challenge

- Have pupils rewrite the chant using different animals and verbs. Pupils sing it to the class miming the actions.

5 **8.5 Listen and tick (✓) or cross (✗). Then ask and answer.** (10 minutes)

- Have pupils look at the table. Explain that they will hear short conversations and put a tick or a cross in the boxes. Ask pupils to guess what the answers might be.
- Play the audio and have pupils complete the table.
- Check answers as a class.
- Pupils then ask and answer about the animals using the examples in the speech bubbles as a model.
- **8.6** Draw pupils' attention to the grammar box and the recorded model.
- Monitor pupils for correct grammar usage.

8.5

1 Girl: Can penguins fly?
Boy: No, they can't.

2 Girl: Can elephants jump?
Boy: No, they can't.

3 Girl: Can crocodiles run?
Boy: Yes, they can.

4 Boy: Can eagles swim?
Girl: Yes, they can.

5 Boy: Can giraffes climb trees?
Girl: No, they can't.

8.6

Can penguins swim? Yes, they **can**.
Can giraffes jump? No, they **can't**.

Finishing the lesson (5 minutes)

- Place the Unit 8 poster on the board. Ask pupils which of the animals they would like to be and why. Encourage pupils to give reasons based on the animals' abilities.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Ask pupils to draw four of the animals they learnt about in part 1 of the lesson in their notebooks. Ask them to swap notebooks with a partner. Have them tell each other what their animals can and can't do.

Practice

Activity Book


8 Animals are fun!

1 Look at the Class Book page 74. Read and write.

1 What's the weather like? It's sunny/hot.
2 What colour are the buses? Red and yellow.
3 Has Polly got a ball? No, she hasn't.

2 Look, read and circle.

1 camel kangaroo
2 eagle penguin
3 giraffe elephant
4 bear penguin
5 eagle crocodile
6 panda elephant
7 giraffe lion
8 elephant kangaroo
9 penguin lion
10 crocodile kangaroo

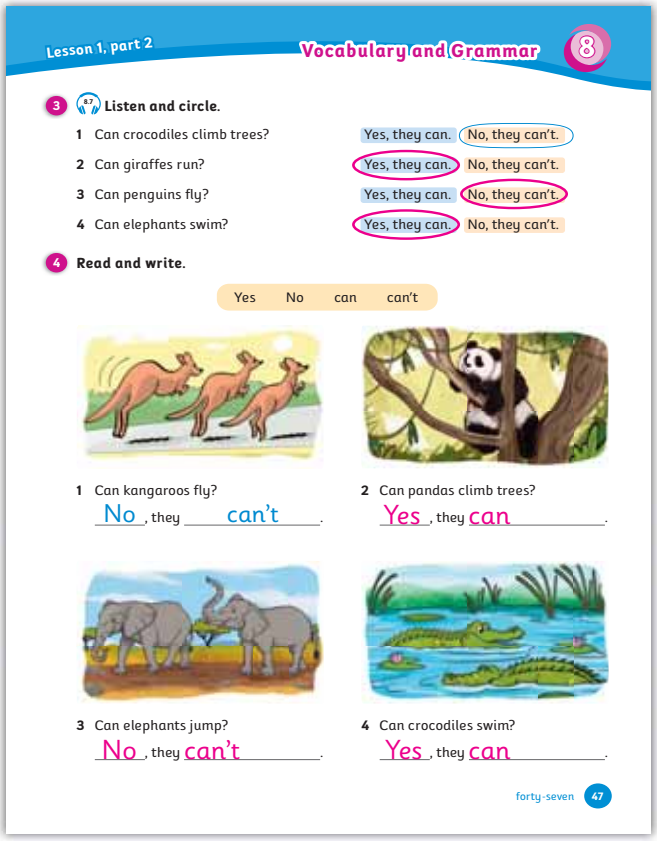
46 forty-six

1 Look at the Class Book page 74. Read and write. (10 minutes)

- With books closed, ask pupils if they can remember what the children were doing in the opening scene.
- Ask pupils to open their Activity Books to page 46. Give pupils time to find the answers.
- Have pupils check their answers in pairs

2 Look, read and circle. (5 minutes)

- Ask pupils to look at the pictures and see if they can identify any of the animal body parts (e.g. *tail, beak, eye, nose, mouth, trunk, wing, neck*).
- Ask pupils to work individually to write the names of the animals.
- Check answers as a class.


Lesson 1, part 2

Vocabulary and Grammar 8

3 8.7 Listen and circle.

1 Can crocodiles climb trees? Yes, they can. No, they can't.
2 Can giraffes run? Yes, they can. No, they can't.
3 Can penguins fly? Yes, they can. No, they can't.
4 Can elephants swim? Yes, they can. No, they can't.

4 Read and write.

Yes No can can't

1 Can kangaroos fly?
No , they can't .

2 Can pandas climb trees?
Yes , they can .

3 Can elephants jump?
No , they can't .

4 Can crocodiles swim?
Yes , they can .

forty-seven 47

3 8.7 Listen and circle. (5 minutes)

- Use the Lollipop stick technique (see page 15) to choose a pupil to read aloud the questions only.
- Remind pupils that we use *Can* and *Can't* to show ability or lack of ability and that we usually answer in the short form.
- Have pupils work individually to circle the correct answers.
- Play the audio to check answers.

8.7

1 Can crocodiles climb trees?
No, they can't.

2 Can giraffes run?
Yes, they can.

3 Can penguins fly?
No, they can't.

4 Can elephants swim?
Yes, they can.

4 Read and write. (10 minutes)

- Read the example. Use the Traffic light cards technique (see page 16) to check pupils know what to do.
- Pupils complete the activity individually.
- Check answers as a class.

Finishing the lesson (5 minutes)

- Ask a pupil to come to the front and choose a Unit 8 flashcard. Ask them to mime the animal on their flashcard for the rest of the class to guess. The pupil who guesses correctly then chooses another flashcard and mimes the animal.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they liked about today's lesson.

Extra activity **Photocopiables 53 and 61**

- Ask pupils to do photocopiables 53 and 61.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** wild animals and food; *Penguins can swim. They can't fly! They eat fish.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).
- **Writing:** Can write simple sentences about what they or other people can or can't do (GSE 28).

Materials

- Unit 8 flashcards (wild animals)
- Unit 8 story cards
- animal mask (for animals mentioned in the story) cut-outs from the internet
- elastics for masks, enough for each pupil
- sheets of A4 paper, enough for each pupil
- photocopiable 74

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); 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 2, part 1

Starting the lesson (5 minutes)

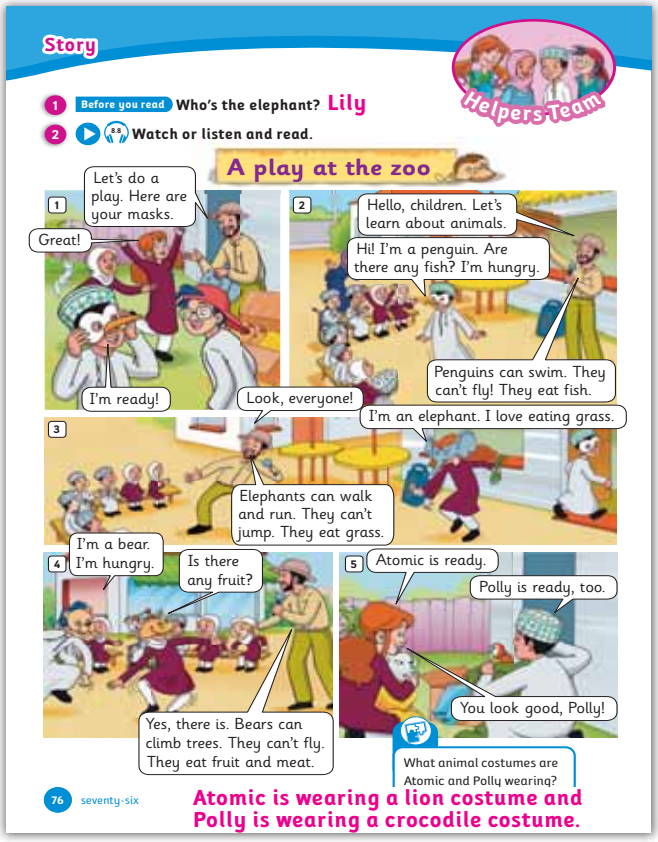
- Divide the class into two teams. On the left and right side of the board, draw a pizza with eight slices. Hold up a Unit 8 flashcard (wild animals) and ask a pupil to say the word.
- If the pupil cannot say the word, erase one of the slices of pizza from their team. The team with the most slices of pizza left wins the game.

Presentation (3 minutes)

- Using the Key question technique (see page 15), ask pupils why they think it's good to read stories in English.
- Tell pupils that today's story is about a play at a zoo. Ask pupils what they think will happen in the story.

Practice

Class Book



1 Before you read Who's the elephant? (2 minutes)

- Have pupils look at all the pictures of the story. Ask where each character in the story is.
- Ask pupils to find who the elephant is.
- **Extension** Ask pupils to think about which animal they would like to be in a play and why.

2 8.8 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. *Sami is a bear. (Stop). Polly is a crocodile. (Go).*
- **Extension** Use the Unit 8 story cards to ask about the story.
- Refer pupils to the question box again. Ask if their guesses were correct.

8.8

A play at the zoo

1 Mr Ali: Let's do a play. Here are your masks.
Lily: Great!
Sami: I'm ready!

2 Mr Ali: Hello, children. Let's learn about animals.
Sami: Hi! I'm a penguin. Are there any fish? I'm hungry.
Mr Ali: Penguins can swim. They can't fly. They eat fish.

3 Mr Ali: Look, everyone!
Lily: I'm an elephant. I love eating grass.
Mr Ali: Elephants can walk and run. They can't jump. They eat grass.

4 Jack: I'm a bear. I'm hungry.
Fatma: Is there any fruit?
Mr Ali: Yes, there is. Bears can climb trees. They can't fly. They eat fruit and meat.

5 Lily: Atomic is ready.
Sami: Polly is ready, too.
Lily: You look good, Polly!

6 Lily: Atomic is a lion and Polly is a crocodile.
Mr Ali: Crocodiles can swim. Lions can swim, too! They eat meat.

7 Mr Ali: Thanks for helping!
Fatma: You're welcome, Mr Ali.
Jack: I'm hungry.

8 Mr Ali: Let's have lunch at the café.
Lily: Good idea!
Jack: I want sweets!
Mr Ali: Eat healthy food, Jack!

Diversity

Support

- Place pupils in pairs. They choose a frame each and read the sentences to their partner, slowly, pausing in places for their partner to complete it.

Challenge

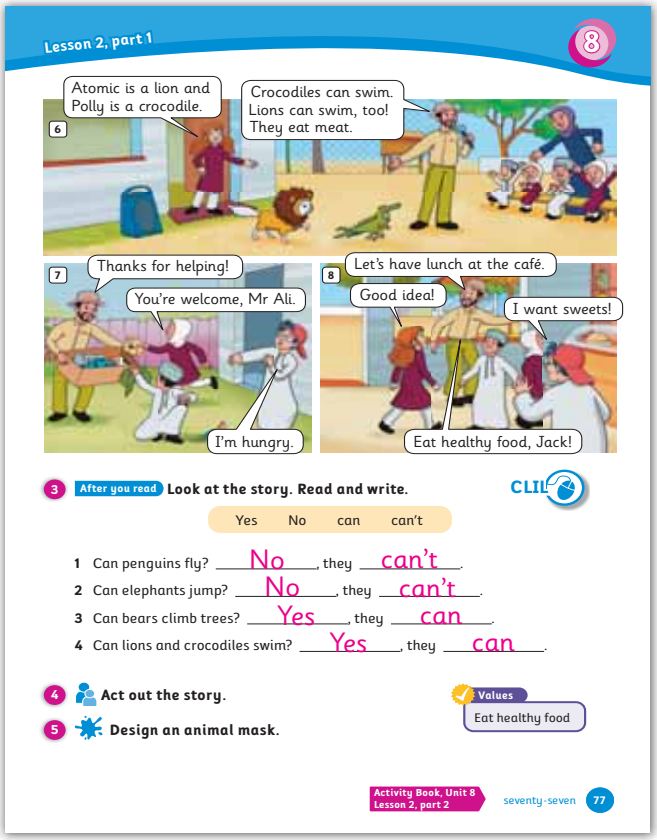
- In pairs, pupils rewrite the story using different animals and abilities. They read the story to the class.

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

- Ask pupils what the animals in the story can do.
- Pupils do the activity individually and check with their partners.

Extra activity TPR

- Have pupils stand in a circle. Ask a question using *Can*. If the animals can do the action, then they mime the action and say *Yes, they can*. If not, they say *No, they can't* and stand still. Ask, *Can elephants run?* Elicit *Yes, they can.* and pupils mime running. Then ask *Can elephants climb trees?* Elicit *No, they can't.* Pupils mustn't move. Pupils who move, lose a turn.



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** Give pupils cut-outs of the animal masks to cut around and colour. Tell pupils these will be their props for the play.
- Have the groups perform in front of the class.

5 Design an animal mask. (5 minutes)

- Ask pupils to think about their favourite animal.
- Give pupils a sheet of A4 paper and explain they have to make a mask with their favourite animal. Pupils colour their mask and then cut it out. They place an elastic from side to side so they can wear it. Pupils parade their masks in front of the class.

Story

Extra activity **Collaborative work**

- In groups, pupils write a few sentences about what the animals on their masks can do and eat. They come to the front and parade with their masks, miming the actions they have written.
- Read out the sentences.

Values

- Ask *Who wants to eat unhealthy food in the story? (Jack.); What unhealthy food does he want? (Sweets.) Why are they unhealthy? (They are linked to obesity, they are bad for your teeth,* etc.)
- Ask pupils why it is important to eat healthy food and how it helps us grow.
- Have pupils discuss a healthy menu in groups.

Finishing the lesson (5 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 (10 minutes)

- Put the class into two teams. Explain that you are going to describe an animal from one of the Unit 8 flashcards, e.g. *It can walk. It can run. It can't jump. They eat leaves. They are tall. (giraffe)* The team that guesses the animal first keeps the flashcard. The team with the most flashcards wins.

Practice

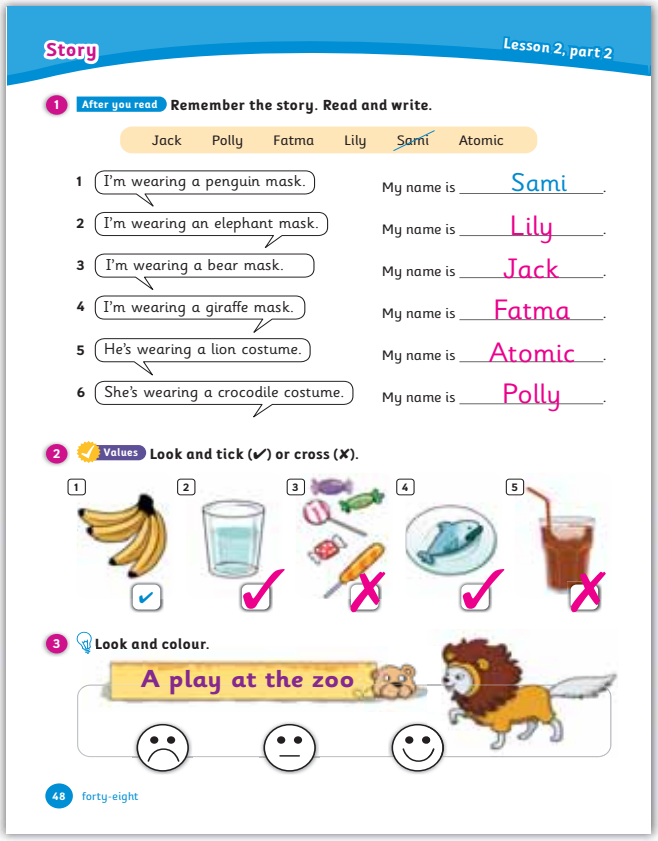
Activity Book

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

- Ask pupils to tell you as much as they can about the story before they complete the task.
- Use the Traffic light cards technique (see page 16) to check pupils know what they have to do.
- Pupils complete the activity individually.
- Check answers by writing them on the board.

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

- Ask pupils to say the food in each picture. Ask them why it's important to eat healthily. Remind them of the unit value: Eating healthy food helps us grow.
- Have pupils work individually to complete the activity.
- **Extension** Ask pupils how they would feel if they ate sweets and cakes all the time.


Story

Lesson 2, part 2

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

Jack Polly Fatma Lily ~~Sami~~ Atomic

1 I'm wearing a penguin mask. My name is Sami.
2 I'm wearing an elephant mask. My name is Lily.
3 I'm wearing a bear mask. My name is Jack.
4 I'm wearing a giraffe mask. My name is Fatma.
5 He's wearing a lion costume. My name is Atomic.
6 She's wearing a crocodile costume. My name is Polly.

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

1 2 3 4 5

3 Look and colour.

A play at the zoo

48 forty-eight

3 Look and colour. (5 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story. Ask them to give reasons for their answers.

Finishing the lesson (10 minutes)

- Explain to pupils that you will write sentences on the board but the words have their vowels missing, e.g. *_l_ ph_nts c_n w_lk _nd r_n* (Elephants can walk and run. – Frame 3).
- In groups, pupil have to find the sentences from the story in two minutes and write them down. The group with the most correct sentences wins.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they enjoyed about today's lesson.

Extra activity **Photocopiable 74**

- Ask pupils to do photocopiable 74.

CLIL Link

In Unit 8, the story is based around the concept of our body and eating healthy food from the Science curriculum.
Fatma and her friends perform a play about animals and what they eat at the local zoo.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about food
- **Target language:** *burger, coconut, grapes, ice lolly, kiwi, mango; Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./ No, there aren't.*

Global Scale of English (GSE)

- **Reading:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).

Materials

- Unit 8 flashcards *(burger, coconut, grapes, ice lolly, kiwi, mango)*
- strips of paper
- photocopiables 54, 62, 66 and 70

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)

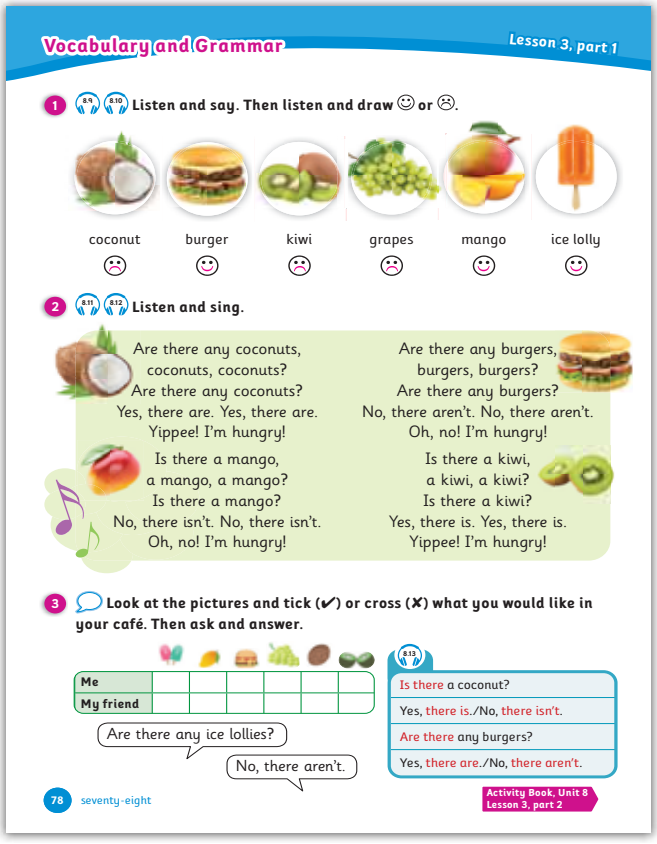
- Use the Lollipop stick technique (see page 15) to have pupils say a word from the unit for you to write on the board.
- Pupils spell the word in unison as you write the word. Then use the Lollipop stick technique (see page 15) to have a pupil tell you what that animal can or can't do.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about food.
- Place the Unit 8 flashcards (food) on the board. Go through each word and have pupils repeat after you.
- In pairs, ask pupils to point to a word for the other to say it.
- Monitor pupils as they work, supporting where necessary.

Practice

Class Book



1 8.9 & 8.10 Listen and say. Then listen and draw ☺ or ☹. (5 minutes)

- Say a food for pupils to point to in their Class Books.
- Play the first part of the audio (track 8.9). Pupils repeat the items as they hear them.
- Play the second part of the audio (track 8.10) and have pupils draw the faces.
- **Extension** In pairs, pupils draw and write more food and add the happy or sad smiley.

8.9

coconut, burger, kiwi, grapes, mango, ice lolly

8.10

Boy: Great! We're at the café. I'm really hungry. Hmm… What can I eat? Look! Coconuts. Hmm. I don't like coconuts.
Girl: Really? What about burgers?
Boy: Oh, I love burgers. And I see kiwi and grapes. Do you like kiwi and grapes?
Girl: No, I don't. But I like mangoes. And I like ice lollies.

Vocabulary and Grammar

Diversity

Support

- Give pupils three strips of paper each. Have them write a fruit on each one. Then tell them to cut the strip of paper in the word at a syllable, e.g. co – co – nut.
- Place pupils in small groups. Have them place all their strips in the middle and mix them up. Slowly, they match the strips and say the word. Pupils may refer to their Class Books.

Challenge

- Place pupils in pairs. One says a word for the other to spell without looking in their books.

2 **8.11 & 8.12 Listen and sing.** (10 minutes)

- Ask pupils to read the song and underline all new vocabulary.
- Play the song for pupils to sing. Explain that when they hear a word related to food, they stamp their feet.
- A karaoke version of the song is available (track 8.12).

8.11

Are there any coconuts, coconuts, coconuts?
Are there any coconuts?
Yes, there are. Yes, there are.
Yippee! I'm hungry!

Is there a mango, a mango, a mango?
Is there a mango?
No, there isn't. No, there isn't,
Oh, no! I'm hungry!

Are there any burgers, burgers, burgers?
Are there any burgers?
No, there aren't. No, there aren't.
Oh, no! I'm hungry!

Is there a kiwi, a kiwi, a kiwi?
Is there a kiwi?
Yes, there is. Yes, there is.
Yippee! I'm hungry!

Extra activity TPR

- Divide the class into four groups. Give each group a food from the song. Play the audio again. Pupils read the song and sing their food aloud when they hear it. Repeat by having groups change food.

3 **Look at the pictures and tick (✔) or cross (✘) what you would like in your café. Then ask and answer.** (10 minutes)

- 8.13 Draw pupils' attention to the grammar box and the recorded model.
- Place three flashcards on the board. Explain that we use *Is there* or *Are there* to ask if something is here. We use short answers to reply.
- Ask pupils to look at the board. Ask about a fruit or fruits on the board using *Is there …?* or *Are there …?* Elicit correct answer (*Yes, there is./Yes, there are.*). Say a fruit or fruits not on the board and elicit the correct answer (*No, there isn't./ No, there aren't.*). Repeat a few times.
- Use the Traffic light cards technique (see page 16) to check understanding.
- Have pupils complete the table in pairs.

8.13

Is there a coconut?
Yes, **there is**. No, **there isn't**.
Are there any burgers?
Yes, **there are**. No, **there aren't**.

Finishing the lesson (5 minutes)

- Ask pupils to write four questions using *Is there …?* and *Are there …?* about classroom objects to ask a partner.
- Pupils then swap partners to ask and answer.

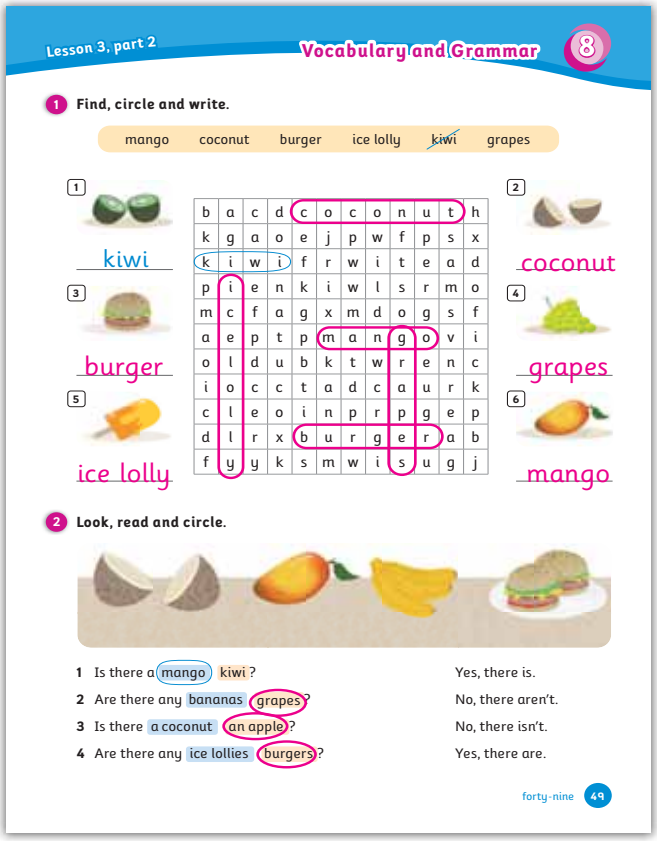
Lesson 3, part 2

Starting the lesson (10 minutes)

- Ask pupils if they remember the song. See if they can remember which foods were mentioned in the song. See if they can remember which foods had run out (burgers, mangoes).
- Play the song and ask pupils to sing along. Then play the karaoke version to see if pupils can remember the lyrics.

Practice

Activity Book



1 Find, circle and write. (10 minutes)

- Ask a pupil to read aloud the food in box.
- Ask pupils to look at the circled example.
- Use the Traffic light cards technique (see page 16) to check pupils understand the activity.
- Pupils complete the word search individually and compare answers with a partner.

2 Look, read and circle. (10 minutes)

- Pupils complete the activity individually.
- Using the Think-pair-share technique (see page 16), pupils check answers by asking and answering about the picture.
- Ask pupils which of the foods is their favourite.

Finishing the lesson (10 minutes)

- Place the Unit 8 flashcards on the board. Ask pupils to come to the board, touch a flashcard and say the word.
- Then write a tick and a cross above each flashcard and have pupils work in pairs to ask and answer questions with *Is there … ? Are there … ?* Give them an example. Point to a food that has a tick and say, e.g. *Is there a mango?* (*Yes, there is.*)

Extra activity **Photocopiables 54, 62, 66 and 70**

- Ask pupils to do photocopiables 54, 62, 66 and 70.

Skills

Lesson 4, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Listening:** Can follow basic instructions to colour, draw or make something (GSE 23). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can express ability or lack of ability in relation to basic everyday actions (GSE 31).

Materials

- Unit 8 flashcards (wild animals and food)
- Unit 8 poster: Wild animals
- Colour flashcards from Grade 2
- notebooks
- two strips of paper for each pupil
- colour markers
- scissors
- glue

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; 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)

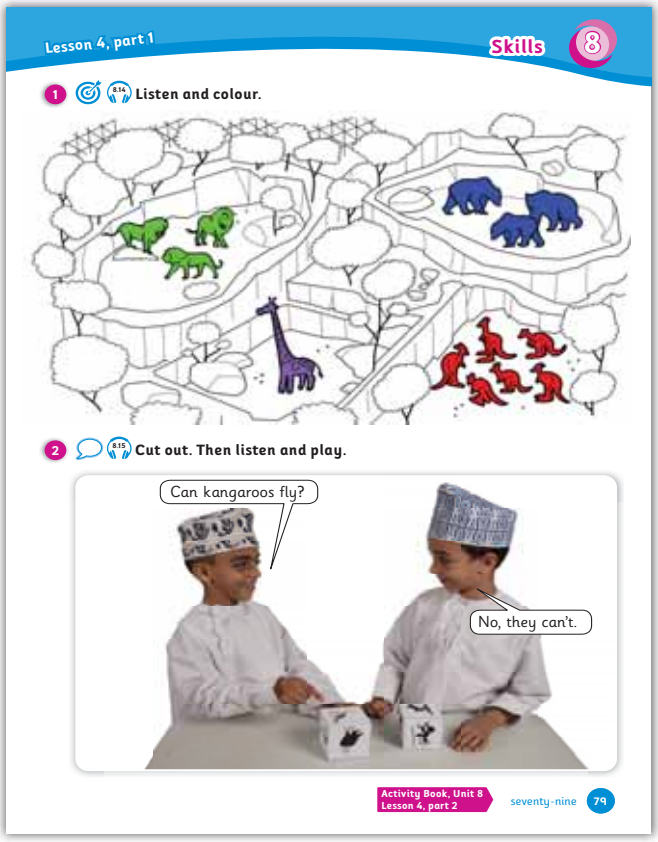
- Do a quick review of unit vocabulary with flashcards.
- Bring six pupils to the front of the class and hand them a flashcard each. Say a sentence with *can*. If the animal can do the action, the pupils with that flashcard has to mime the action.
- Say *This animal can run*. Pupils with an animal that can run should mime running.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Starters Exam and then play a game with their cut-out cards.
- Place the Unit 8 flashcards (animals and food) on the board. Point to one and intentionally say it wrong for pupils to correct you.

Practice

Class Book


Lesson 4, part 1
Skills 8
1 8.14 Listen and colour.
2 8.15 Cut out. Then listen and play.
Can kangaroos fly?
No, they can't.
Activity Book, Unit 8 Lesson 4, part 2
seventy-nine 79

1 8.14 Listen and colour. (10 minutes)

- This task is based on Pre A1 Starters Listening Part 4.
- 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 colour the picture.

8.14

1 Girl: Look! It's a zoo.
Man: Yes. I like zoos.
Girl: Me, too. Are there any lions in the zoo?
Man: Yes, there are. There are three green lions.
Girl: What?! Green lions?
Man: Yes, colour the lions green.
Girl: OK.

2 Girl: Is there an elephant in the zoo?
Man: No, there isn't.
Girl: Is there a giraffe?
Man: Yes, there is. Look. Here it is.
Girl: I can see it.
Man: Colour the giraffe, please?
Girl: Can I make it purple?
Man: Yes! Colour the giraffe purple.

3 Girl: Are there any camels?
Man: No, there aren't. Are there any kangaroos?
Girl: Yes, there are. Here.
Man: Have you got a red crayon?
Girl: Sorry? Red?
Man: Yes.
Girl: Yes, I have.
Man: Colour the kangaroos red.
Girl: OK.

4 Girl: Penguins are funny. Are there any penguins?
Man: No, there aren't.
Girl: Oh, no!
Man: But there are bears. Can you see the bears?
Girl: Yes, I can.
Man: Well done! What colour would you like to colour them?
Girl: Blue!
Man: OK. Colour the bears blue.

Diversity

Support

- Before pupils start the activity, do a revision of the colours.
- Then refer pupils to the picture in Activity 1. Say a sentence with a colour and animal. Pupils have to pick up that colour marker and put it on the animals.
- Tell pupils that sometimes the colours may be silly. Pupils mustn't colour or draw lines. Say *The lions are brown.* Pupils pick up a brown marker and place on the lions. Then say *The giraffe is red.* Pupils place a red marker on the giraffe.
- Continue for a few rounds and then place pupils in pairs.

Challenge

- After Activity 1, pupils make sentences about the animals in the picture using *There is/are.*

2 8.15 Cut out. Then listen and play. (15 minutes)

- Have pupils find and cut the Unit 8 cut-outs on page 109. Pupils glue their cubes together.
- Play the audio.
- Place pupils in pairs.
- Ask pupils to look at their cubes and using the Lollipop stick technique (see page 15), have random pupils describe a side.
- Explain that pupils take it in turns to roll their cubes. The pupil who rolls the cube asks their partner a question about the animal the cube lands on with *can*. If their partner answers incorrectly, the pupil who rolled the cube gets a point. If their partner answers correctly, they get a point. The pupil with the most points wins.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood the game.
- Monitor pupils as they work and assist where necessary.

8.15

Boy: Can kangaroos fly?
Girl: No, they can't.

Extra activity Creativity

- In pairs, pupils create a fact file of an imaginary animal. They draw a picture, write the name, describe the colour and the food they eat. Then they present the animal to the class.

Extra activity TPR

- Elicit wild animal and food words and write them on the board. Give pupils two strips of paper each to write two of these words. Pupils stand in a circle. Say a word for them to run to the middle of the circle when they hear their word. Count pupils and check the most popular word.

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.

D8

1 lion
2 panda
3 bear
4 giraffe
5 camel
6 elephant
7 crocodile
8 penguin
9 eagle
10 kangaroo

Finishing the lesson (5 minutes)

- Play *Broken telephone* (see page 23) with the Unit 8 flashcards (wild animals and food). The team who gets to five points first is the winner.

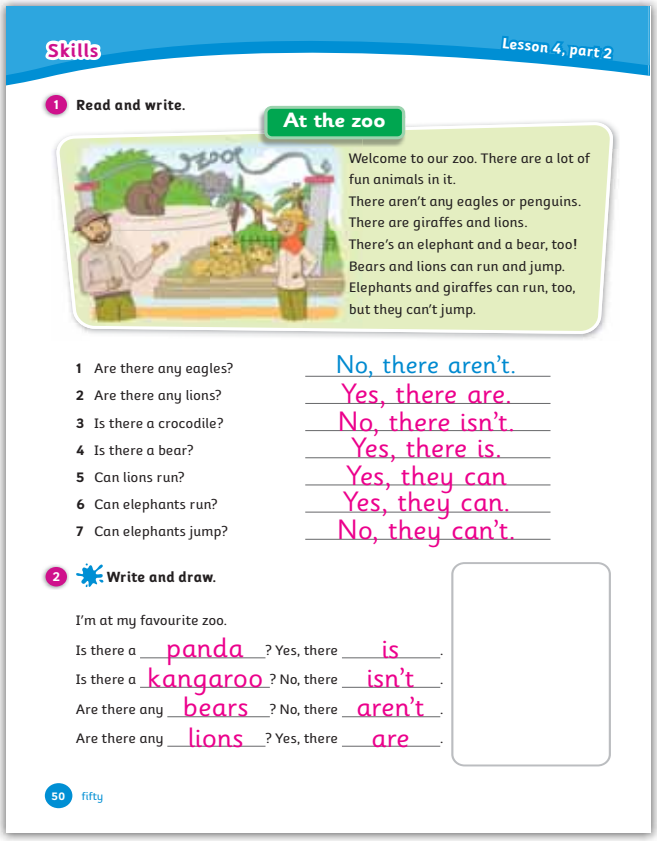
Lesson 4, part 2

Starting the lesson (10 minutes)

- Place the Unit 8 flashcards or poster on the board and revise the vocabulary from the unit.
- Ask pupils to write five sentences in their notebooks using the flashcards as prompts.
- Use the Lollipop stick technique (see page 15) to choose pupils to read their sentences aloud.

Practice

Activity Book



Skills — Lesson 4, part 2

1 Read and write.

At the zoo

Welcome to our zoo. There are a lot of fun animals in it.
There aren't any eagles or penguins.
There are giraffes and lions.
There's an elephant and a bear, too!
Bears and lions can run and jump.
Elephants and giraffes can run, too, but they can't jump.

1 Are there any eagles? No, there aren't.
2 Are there any lions? Yes, there are.
3 Is there a crocodile? No, there isn't.
4 Is there a bear? Yes, there is.
5 Can lions run? Yes, they can
6 Can elephants run? Yes, they can.
7 Can elephants jump? No, they can't.

2 Write and draw.

I'm at my favourite zoo.
Is there a panda? Yes, there is.
Is there a kangaroo? No, there isn't.
Are there any bears? No, there aren't.
Are there any lions? Yes, there are.

50 fifty

1 Read and write. (10 minutes)

- Ask pupils to look at the picture. Ask *Where are they? What animals can you see? What can a (bear) do? What can't a (lion) do?*
- Ask a volunteer pupil to read the text aloud as the class follow in their books.
- Pupils complete the activity individually and then check answers in pairs.

2 Write and draw. (10 minutes)

- Ask pupils to draw and write about their favourite zoo. Tell pupils they can refer to the text in Activity 1.
- Ask pupils to say as many new words from the unit as they can. Write them on the board.
- Monitor pupils as they work, supporting where necessary.
- Put pupils in pairs. Pupils show their work to their partner 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.

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.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about wild animals in Oman; to make a brochure about an animal
- **Target language:** *Arabian oryx, beach, gazelle, lay eggs, leopard, turtle*

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 very familiar topics, if delivered slowly and clearly (GSE 29).

Materials

- sheets of paper
- a ball
- different brochures
- photocopiable 78

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)

Lesson 5, part 1

Starting the lesson (3 minutes)

- Have the class stand in a circle. Throw the ball to a pupil and say an animal. The pupil has to say a verb that animal can do, and then throw the ball to another pupil who in turn, has to say another verb that animal can do. If a pupil cannot say a verb, they sit down.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about wild animals in Oman.

Culture notes

- Even though Oman is 82% desert, it's still home to a diverse amount of wildlife. Many of these animals are endangered species, such as the Arabian leopard and the green and hawksbill turtle. There are plenty of opportunities to see wildlife in Oman and one of the most popular is places to visit is the Ras Al Jinz Reserve. More than 20,000 endangered green turtles nest here every year in May to September on the shore of the Indian Ocean. At dawn or dusk, visitors can watch the turtles from a distance as they hatch and scamper towards the sea. There is also a visitor centre which has interactive educational exhibitions.

Practice

Class Book



1 Before you read What animals live in Oman? (5 minutes)

- Ask pupils which animals live in Oman. Ask them what part of the country they live in and whether or not they are endangered. Explain the meaning of *endangered*.
- **Extension** Encourage pupils to imagine they are going to volunteer to help endangered animals. Ask what type of animals they would help and why.

Culture and Project

2 8.16 **Listen and read.** (10 minutes)

- Ask pupils to describe the pictures in the text.
- After reading and listening to the audio, ask pupils what they found interesting about it. Ask which animal was their favourite and why. Ask pupils if they have seen any of the animals in the wild.
- **Extension** To help with pronunciation and expression, play the audio again for pupils to repeat.

8.16

Wild animals in Oman

A lot of Oman is desert, but many beautiful animals live here.

Many beautiful green turtles visit Oman's beaches. Turtles can swim to the Ras Al Jinz Reserve and lay eggs in its soft sand.

The rare Arabian leopard lives in the Jabal Samhan Reserve. There are only about 250 of these amazing animals. They can find things to eat in the mountains here, such as the Arabian gazelle.

Another rare animal is the Arabian oryx. You can see these in The Wildlife Reserve.

Which animal would you like to see?

Diversity

Support

- Ask pupils to look at the text and copy in their notebooks the words they know from each paragraph. Play the audio and have pupils tick their words as they hear them. Then have pupils look back at the text and read the sentences with the words they have on their list. Ask if they understand the text better.

Challenge

- In pairs, one pupil reads a paragraph and the other one points to the matching picture.

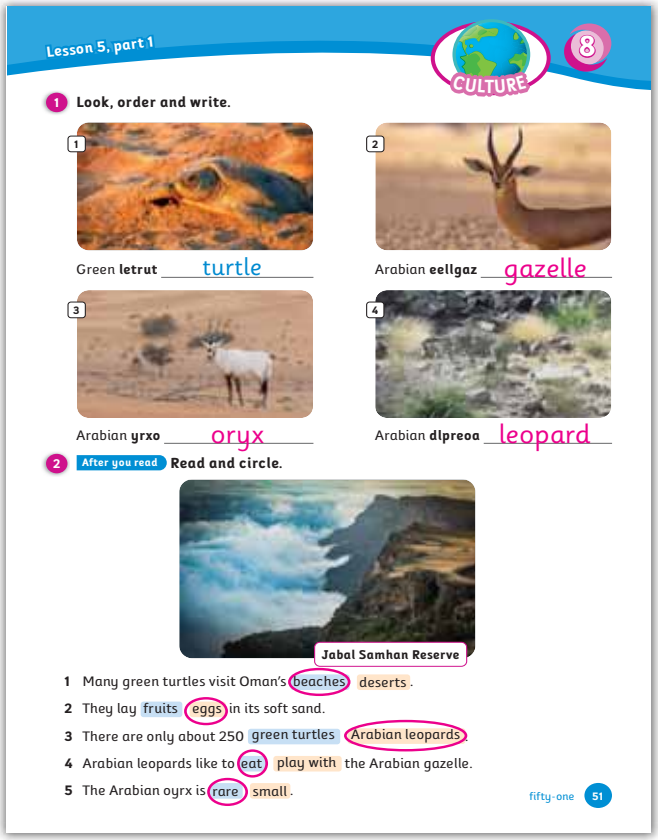
3 **Find out more! Watch the video.** (5 minutes)

- Ask pupils what they think 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 why it's important to take care of all the wild animals on the planet. Have them think about what would happen if all animals disappeared. Ask how they think nature reserves can help.

Activity Book


Lesson 5, part 1

CULTURE 8

1 Look, order and write.

1
Green letrut turtle

2
Arabian eellgaz gazelle

3
Arabian yrxo oryx

4
Arabian dlpreoa leopard

2 After you read Read and circle.

Jabal Samhan Reserve

1 Many green turtles visit Oman's beaches deserts.
2 They lay fruits eggs in its soft sand.
3 There are only about 250 green turtles Arabian leopards.
4 Arabian leopards like to eat play with the Arabian gazelle.
5 The Arabian oyrx is rare small.

fifty-one 51

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

- Ask pupils to say what animals they see in each picture.
- Use the Traffic light cards technique (see page 16) to check pupils know what to do.
- Pupils work individually to unscramble the words to write the names of the animals.
- Pupils check 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.

Finishing the lesson (5 minutes)

- Say correct and incorrect sentences about wild animals in Oman, e.g. *Green turtles visit deserts. (incorrect). The Arabian oryx is rare. (correct).* If the statements are correct, they stand up and change places with another pupil. If not, they stay where they are.

Lesson 5, part 2

Starting the lesson (2 minutes)

- Ask pupils why they think nature reserves are important and whether they would like to volunteer to work in one. Ask what they would do there.

Presentation (3 minutes)

- Explain to pupils that they are going to make a brochure about an animal in Oman. Explain that it can be about any animal from Oman, not just those from the text.

Practice – Project

Class Book



Make a brochure about an animal in Oman.
(25 minutes)

- Show pupils some brochures so they have an idea of what they are going to make.
- Using the Lollipop stick technique (see page 15), choose a pupil to read through the instructions. Have pupils use their notebooks to make their brochures.
- Ask pupils to think about which words they will use and write them on the board.
- Pupils find out facts about their chosen animal. Explain that they can use photos or they can draw pictures. They should describe the animal, its colour, size, etc., and say where it lives and what it eats.
- Monitor pupils helping as necessary.
- Have pupils present their work to the class.
- Make a classroom display.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils about their learning in the Culture lesson. Ask what the lesson has taught them, how they have managed to use the language in it and what they found difficult.

Extra activity **Photocopiable 78**

- Ask pupils to do photocopiable 78.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to talk about feelings
- **Target language:** *Would you like some orange juice? Yes, please. Would you like an apple, too? No, thanks. I'm not hungry.*

Global Scale of English (GSE)

- **Listening:** Can understand how people are feeling if they use simple language and speak slowly and clearly (GSE 30).
- **Speaking:** Can say how they feel, using a limited range of common adjectives (e.g. *happy*, *cool*) (GSE 22). Can say food or drink they would like using simple words and gestures (GSE 23).

Materials

- Unit 8 flashcards (food)
- two strips of paper for each pupil
- straw puppets
- a bag or a box for each group
- notebooks
- photocopiable 82

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)

- Show pupils the Unit 8 flashcards, one at a time, and say the word. Pupils spell the words in their notebooks.
- To check answers, they can compare with a partner. Write the spellings on the board for the class to check.

Presentation (5 minutes)

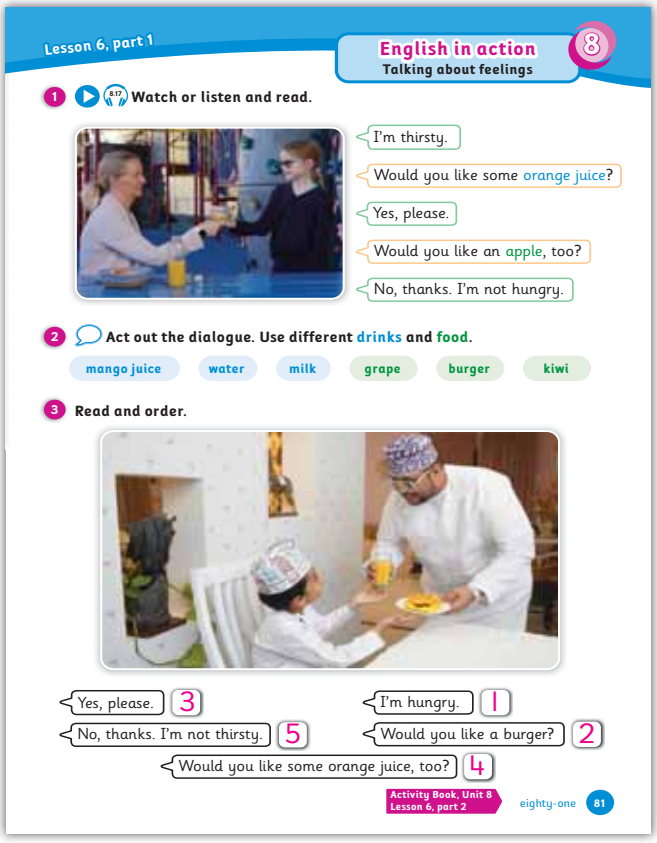
- Explain that in this lesson pupils will learn how to talk about their feelings.

Extra activity **Communication**

- Have a class discussion on why it is important to express your feelings, even if they aren't good ones. Ask pupils why we should listen to people when they are expressing themselves and how we can help them.

Practice

Class Book



1 8.17 Watch or listen and read. (10 minutes)

- On the board, write *Would you like some …?*
- Explain to pupils that we use this to offer something.
- Play the audio once for pupils to read and listen to.
- **Extension** Ask pupils to read the dialogue and underline other sentences which show how to offer something and accept or refuse politely.

8.17

Girl: I'm thirsty.
Mum: Would you like some orange juice?
Girl: Yes, please.
Mum: Would you like an apple, too?
Girl: No, thanks. I'm not hungry.

2 Act out the dialogue. Use different drinks and food. (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 their straw puppets if they like.

Diversity

Support
- Give pupils the dialogue written on strips and mixed in a bag or a box.
- In pairs, have pupils put the dialogue in order and then check against their Class Books.

Challenge
- Pupils learn the dialogue by heart. In pairs, pupils act it out in front of the class.

3 Read and order. (5 minutes)
- Have pupils look at the sentences. Explain that they are in the incorrect order. Pupils number the sentences in the correct order.
- Pupils check their answers with a partner.

Finishing the lesson (5 minutes)
- Using the Lollipop stick technique (see page 15), invite pupils to come to the front of the class and act out the dialogue.

Lesson 6, part 2

Starting the lesson (10 minutes)
- Have pupils take out their notebooks. Dictate the dialogue from the first part of the lesson.
- Pupils check against their Class Books.

Practice

Activity Book

1 Look, order and write. (10 minutes)
- Ask pupils to look at the pictures. Ask them to describe the pictures and say how they think the children feel. Ask *What would they like?*
- Have pupils complete the activity individually.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique (see page 15) to choose pupils to read aloud the completed words.

2 8.18 Listen and circle. (10 minutes)
- Play the audio.
- Pupils circle the correct pictures. You can play the audio more than once if necessary.



8.18

1
Boy: I'm thirsty.
Woman: Would you like some milk?
Boy: Yes, please.
Woman: Would you like a burger, too?
Boy: No, thanks. I'm not hungry.

2
Girl: I'm thirsty.
Man: Would you like some juice?
Girl: Yes, please.
Man: Would you like a mango and a kiwi, too?
Girl: No, thanks. I'm not hungry.

3 Read and circle. (5 minutes)
- Ask pupils to read the dialogue and circle the correct words.
- Pupils practise the dialogue with partner. Monitor pupils, helping with pronunciation where necessary.

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 82
- Ask pupils to do photocopiable 82.

Phonics

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and distinguish the sounds for consonant blends *ng* and *nk*; to blend and segment simple words containing the target sounds; to revise previously taught tricky words; to learn new tricky words: *one* and *two*; to adopt strategies to recognise and read tricky words in sentences.
- **Target words:** ng: *king, ring, sing, long;* nk: *pink, drink, tank, think*
- **Tricky word:** *one, two*

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 86
- Phonics Cards: *ng*, *nk*
- Phonics Cards from Units 5–7 (pr, tr, spr, str, sn, sm, sl, st)
- Optional teacher-made flashcards for tricky words: *one*, *two*

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)

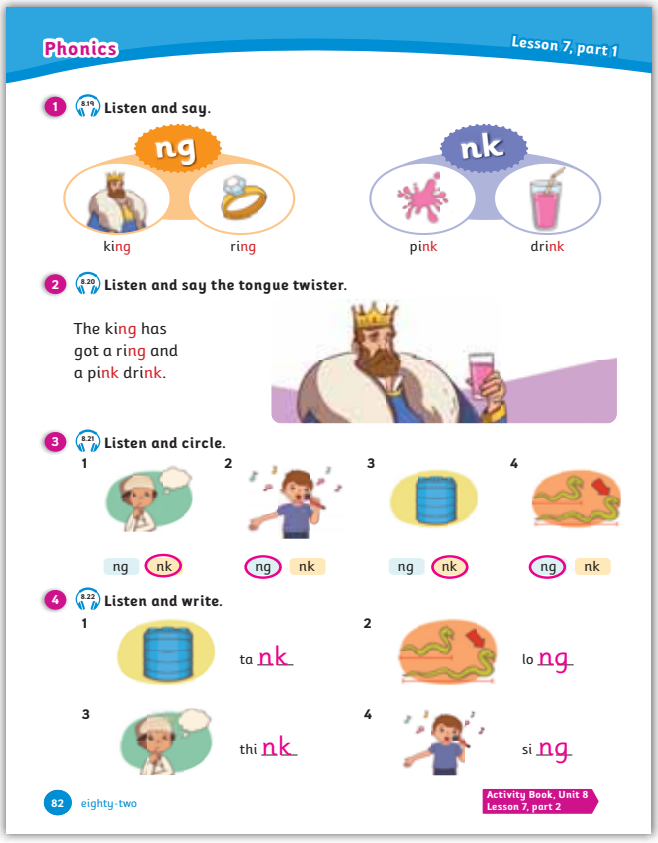
Lesson 7, part 1

Starting the lesson (5 minutes)

- Revise the blends from previous units using the Phonics Cards.
- See if pupils can suggest and sound out any words that start with the previously taught blends and then ask them to write the words down and hold them up for you to monitor their spellings. Note any difficulties and then choose games and focus on specific words/sounds if necessary before you introduce the new sounds for this lesson.
- Encourage pupils to say the blends smoothly and model the sounds for them to repeat as much as possible.

Presentation

Class Book



1 8.19 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 focus on two new blends in this lesson and point to the consonant blends on the page. Ask if pupils notice anything different about the position of these blends in the words and elicit that they are positioned at the end of the words in this instance.
- Explain that blends can appear in different positions within a word and encourage pupils to note this in their wider reading.
- Use the Phonics Cards and model the sound made by each blend 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 blend or a picture and to point to the correct one 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. Encourage pupils to practice reading all four words with the correct sounds each time.

8.19

ng: king, ring
nk: pink, drink

Practice

2 8.20 Listen and say the tongue twister. (5 minutes)

- Look at the picture in Activity 2 and see if pupils can identify any of the things from Activity 1 *(king, drink pink, ring)*. Write the relevant words on the board and encourage pupils to segment each word, identifying the blends each time. Ask pupils to practise reading the words correctly.
- Explain that pupils will now listen to a tongue twister that relates to the picture 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 has the king got? (A drink and a ring.) What colour is the drink? (Pink.)*
- Repeat the tongue twister as a class until pupils are confident with the language and the 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.

8.20

The king has got a ring and a pink drink.

3 8.21 Listen and circle. (5 minutes)

- Explain that pupils will now hear some more words containing the new blends that they have learnt. The aim is for pupils to decide whether the word they hear contains the *ng* or the *nk* sound.
- Tell pupils to listen to the audio and to circle the correct sound that they hear. As you play the audio, pause after each word, and ask pupils to repeat it before they decide which blend to circle.
- Once pupils have completed the activity, play the audio a final time for them to check.
- Write the words on the board asking pupils to segment them. Read the words together so that pupils can check their answers and then split the words into two groups according to the blended sound at the beginning of each word.
- Encourage pupils to read the words fluently as you point to them. Check they pronounce the sounds made by the blends correctly each time.

8.21

1 think **2** sing **3** tank **4** long

4 8.22 Listen and write. (10 minutes)

- Revise the blends using the Phonics Cards or by playing games.
- Explain that pupils will hear the four new words again and that they must listen and decide which blend each word ends with. Once they've heard each word, they must write the correct letters to complete each word and look at each picture to see what each word means.
- Play the audio, allowing time for pupils to write their answers each time. Explain that if they repeat each word to themselves after they hear it, they will find it easier to decide which blend is correct.
- Play the audio several times and encourage pupils to repeat the words to help them write the letters for each blend.
- Reinforce the meaning of each word by calling them out one at a time and then asking pupils to point to the correct picture.
- Pupils who complete this task with time to spare can call out words from the unit for a partner to write down. Use this to check whether they have grasped the concept for this lesson.

8.22

1 tank **2** long **3** think **4** sing

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.
- Place the letters for each unit word in a jumbled order within a circle on the board and challenge pupils to reorder the letters to spell each word. If they struggle with this, remind them that each word ends with a blend and that if they can identify the blend, it will give them a clue to the word.
- Note any difficulties and try to address these through games and by using the Phonics Cards.
- 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 5–7. Strategies for revision can include games with Unit 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 and use phonetic cues, if appropriate, to help them.

Practice

Activity Book



1 8.23 Look, listen and repeat. Match and say. (10 minutes)

- Start by writing the numbers *1*, *2* and *3* on the board. Explain that the words for two of these numbers are tricky words and are not spelt as they sound and that pupils will learn to spell these words in this activity.
- See if pupils can work out which word is phonetically correct *(three)* and ask them to segment the word so that you can spell it on the board. Ask for ideas about how to spell the other two words and accept any reasonable answers but remind pupils that the words for numbers *1* and *2* are tricky and do not follow the rules of phonics so there are no expectations for them to get these correct at this point.
- Focus on Activity 1 and ask pupils to look at the pictures and identify any of the objects they recognise – *ring(s)* and *drink(s)*. Ask pupils to count the number of rings in each picture and the number of drinks in each picture to establish that the pictures show different quantities of the same item. Play the audio for the first speech bubble for pupils to listen and follow. Then play it again for pupils to repeat. See if pupils can work out which picture the speech bubble matches.
- Now note the spelling of the number words in the speech bubble and point out the tricky parts of each word. Compare with the suggestions on the board.
- Identify the phonetic parts of each word and then the tricky part to help pupils commit the spelling of each word to memory.
- Play the audio for each speech bubble and ask pupils to listen and repeat. Then ask them to match each speech bubble with one of the pictures by writing the number of the speech bubble in the correct box.

8.23

1 Girl 1: I have got one ring.
I have got two drinks.

2 Girl 2: I have got two rings.
I have got one drink.

2 Look, count and write. (10 minutes)

- Encourage pupils to work independently to complete this activity. Explain that they should look at each picture carefully and then select a word from each of the word boxes to describe what they see. Work through the first one together as an example and then allow pupils time to work through the rest of the activity independently.
- Point out the plural 's' at the end of the nouns and make sure pupils check that they have selected the right word based on each picture.
- Once pupils have completed the task, and if time allows, they can work in pairs and take turns to choose one of the pictures and read the text that they have written underneath. Their partner should listen and then point to the correct picture according to what they hear. Encourage pupils to check that they have both chosen the correct tricky word and the correct version of the noun each time.



3 8.24 **Listen and check.** (10 minutes)

- Play the audio for pupils to check their answers.
- Pause the audio after each set of pictures and ask pupils to help you spell the words to go with each picture.
- Encourage pupils to check their spellings against what they see on the board.

8.24

1 one king; two kings
2 one drink; two drinks
3 one tank; two tanks

Finishing the lesson (5 minutes)

- Draw pictures of familiar items from previous units, e.g., *one snake, two slugs, one train, two steps*. Ask pupils to tell you what they see and then to give you the words for each as per Activity 2.
- Identify the familiar phonics and the tricky words and assess whether pupils have grasped the concepts correctly.
- Use the Phonics Cards to revise the sounds from this semester and if you have made flashcards, use these to revise the tricky words.
- Finish by asking pupils to choose their favourite game and play this together as a class.

Extra activity **Photocopiable 86**

- Ask pupils to do photocopiable 86.

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 recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21).
- **Writing:** Can write short descriptive texts (between four and six sentences) on familiar personal topics (e.g. *family, animals, possessions*), given a model (GSE 35).

Materials

- Unit 8 flashcards (wild animals and food)
- Unit 8 poster: Wild animals
- notebooks
- Progress path stickers (page 115)
- your own stickers, gold stars or stamps
- strips of paper with unit vocabulary misspelt
- photocopiable 92

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); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 8, part 1

Starting the lesson (5 minutes)

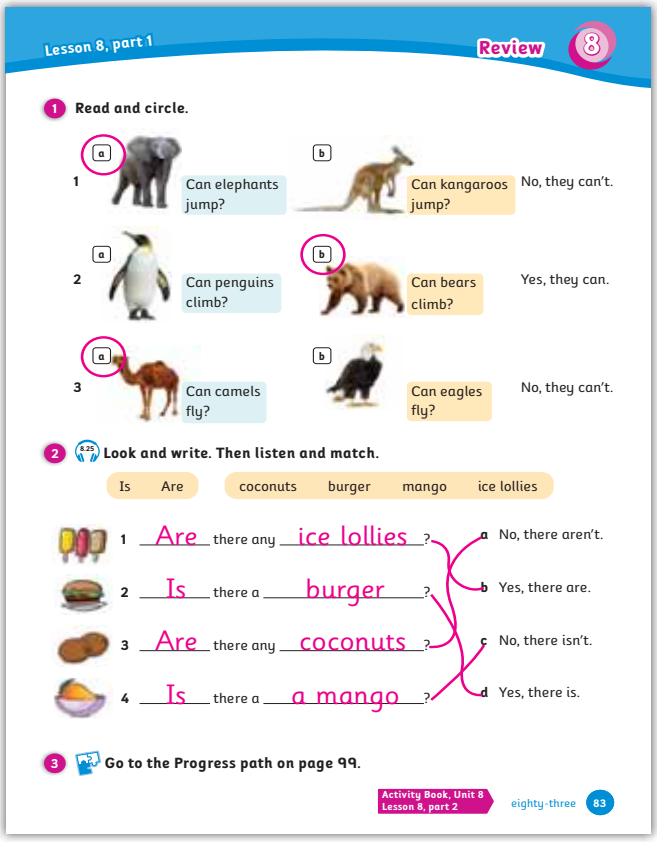
- On strips of paper, write the new vocabulary items from the unit incorrectly.
- Make enough sets for the expected number of groups.
- Divide the class into small groups and give each group a bundle. Explain that they have to go through each strip, find the word and write it correctly in their notebooks in two minutes. If they can't find the word, they put that strip aside. The group that has written all the words, wins.

Presentation (10 minutes)

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *Can they …? Yes, they can. No, they can't.*
- Pupils complete the phrases in their notebooks.
- Repeat using *Is there …?* and *Are there …?*
- Have pupils read the sentences to their partners.

Practice

Class Book


Lesson 8, part 1 Review 8

1 Read and circle.

1 Can elephants jump? No, they can't. Can kangaroos jump?

2 Can penguins climb? Yes, they can. Can bears climb?

3 Can camels fly? No, they can't. Can eagles fly?

2 Look and write. Then listen and match.

Is Are coconuts burger mango ice lollies

1 Are there any ice lollies? a No, there aren't.

2 Is there a burger? b Yes, there are.

3 Are there any coconuts? c No, there isn't.

4 Is there a a mango? d Yes, there is.

3 Go to the Progress path on page 99.

Activity Book, Unit 8 Lesson 8, part 2 eighty-three 83

Diversity

Support

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

Challenge

- Set reviews in both the Class Book and Activity Book as a short test. Pupils check answers by referring to the unit and then presenting their work to you. Explain that they must have neat handwriting.

1 Read and circle. (5 minutes)

- Place all the Unit 8 flashcards (animals) on the board.
- Use the Lollipop stick technique (see page 15) to have pupils say a word. Point to the flashcard and then ask about that animal using *Can …?* Pupils answer.
- Pupils complete the activity by circling the correct question based on their prior knowledge and what they have learned about animals in this unit.

- **Extension** In pairs, pupils ask and answer about animals using *Can …?*

2 8.25 Look and write. Then listen and match. (5 minutes)

- Use the Lollipop stick technique (see page 15) to ask pupils to read the words in the box.
- Have pupils read the sentences and guess what they have to write in them.
- Play the audio for pupils to listen. Check answers as a class.
- Place pupils in pairs and have them ask and answer using the item pictures as prompts and *Is/Are there …?*

8.25

1 Man: Are there any ice lollies?
Woman: Yes, there are.

2 Man: Is there a burger?
Woman: Yes, there is.

3 Woman: Are there any coconuts?
Man: No, there aren't.

4 Woman: Is there a mango?
Man: No, there isn't.



3 Go to the Progress path on page 99. (10 minutes)

- Refer pupils to page 99 and have them answer the questions.
- Check the answers and tell pupils they can now stick their star stickers (page 115).

Finishing the lesson (5 minutes)

- Ask pupils to choose any lesson that they liked from the unit to write a few sentences about and draw a picture in their notebooks.

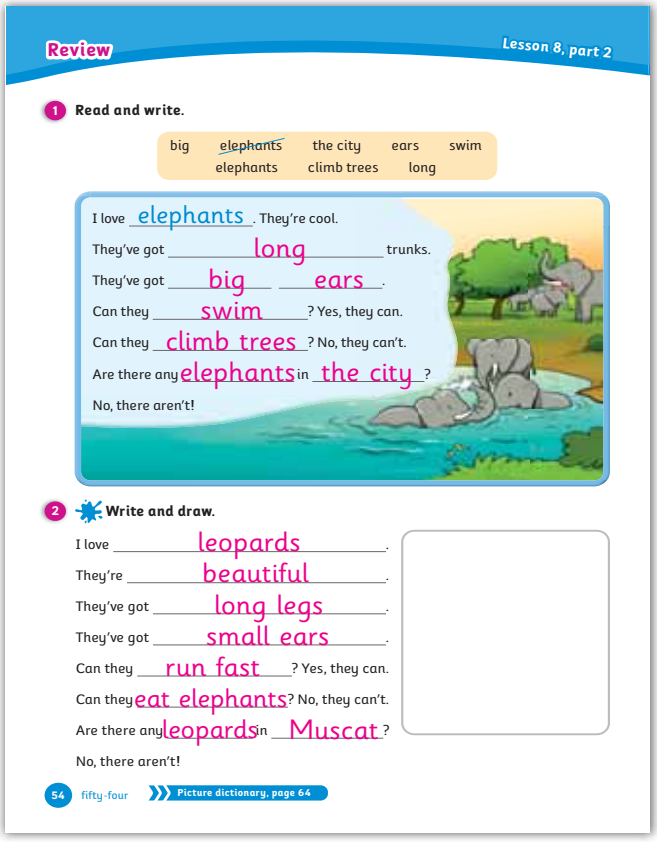
Lesson 8, part 2

Starting the lesson (5 minutes)

- Place the Unit 8 flashcards (wild animals and food) or poster on the board. Review the vocabulary and grammar from the unit by pointing to an item and saying incorrect words or sentences for pupils to correct you.

Practice

Activity Book


Review — Lesson 8, part 2

1 Read and write.

big elephants the city ears swim
elephants climb trees long

I love elephants. They're cool.
They've got long trunks.
They've got big ears.
Can they swim? Yes, they can.
Can they climb trees? No, they can't.
Are there any elephants in the city?
No, there aren't!

2 Write and draw.

I love leopards.
They're beautiful.
They've got long legs.
They've got small ears.
Can they run fast? Yes, they can.
Can they eat elephants? No, they can't.
Are there any leopards in Muscat?
No, there aren't!

54 fifty-four Picture dictionary, page 64

Review

1 Read and write. (5 minutes)

- Ask a volunteer to read the word in the box.
- Pupils complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

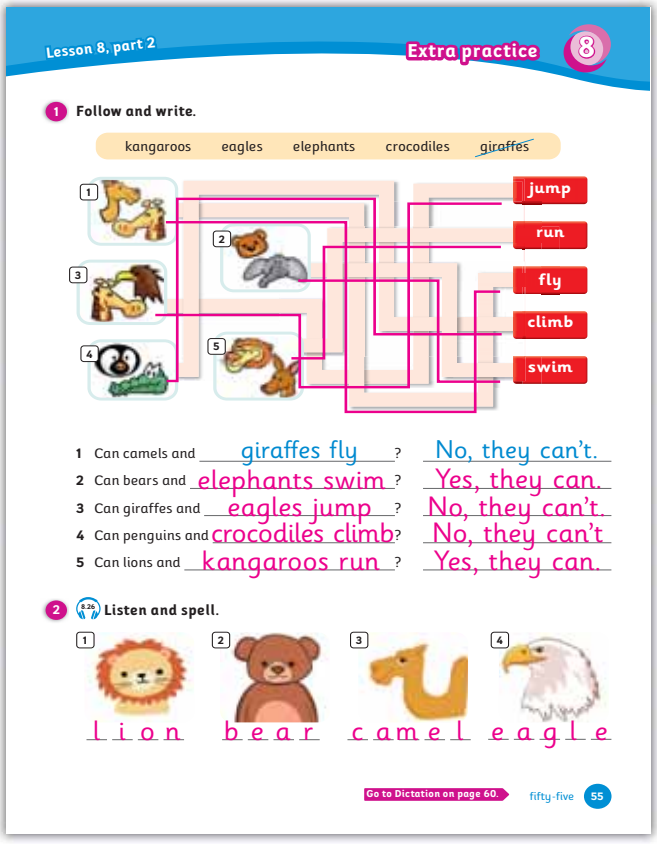
2 Write and draw. (10 minutes)

- Ask pupils different questions about the picture in Activity 1, e.g. *Can elephants jump?*
- Pupils use the Hands up/down technique (see page 16) to express how they feel about the activity.
- Tell pupils that they can write about any animal they like and refer to Activity 1 for help.
- Pupils check answers with 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 64 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 them on a scale of 1 to 3, 3 being the best. Give pupils the number of stickers/stamps/stars they ask for to place on page 54 in their Activity Books.

Extra practice



1 Follow and write. (5 minutes)

- Ask pupils to look at the pictures and identify the animals.
- Use the Traffic light cards technique (see page 16) to check pupils know what to do.
- Monitor pupils, helping where necessary.
- Pupils check answers in pairs and then check answers as a class.

2 8.26 Listen and spell. (5 minutes)

- Ask pupils to look at the pictures and say what the animals.
- Play the audio for pupils to complete the activity.
- Use the Lollipop stick technique (see page 15) to have pupils say and then spell the animals.

8.26

1 lion **2** bear **3** camel **4** eagle

Dictation (5 minutes)

- Have pupils turn to page 60 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check answers as a class.

8.27

1 Lions can run and jump.
2 Bears can't fly.
3 Would you like some orange juice?

Finishing the lesson (5 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 92

- Ask pupils to do photocopiable 92.

Get ready for...

Lesson 9

Objectives

- **Lesson objectives:** to practise for the Pre A1 Starters Reading and Writing Part 4 and Listening Part 3
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand simple details in short animal fact files containing some unfamiliar language, if supported by pictures (GSE 38).
- **Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).

Materials

- Unit 8 flashcards (wild animals and food)
- a photocopy of audioscript 8.28

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)

- Explain to pupils that you are going to say a few sentences, some of which will be silly sentences.
- Say *Lions can talk.* Pupils say *No, they can't.* Then say *Penguins can swim.* Elicit *Yes, they can.*
- Place pupils in pairs to continue.
- Work with different pairs to prompt and help where necessary.

Presentation (5 minutes)

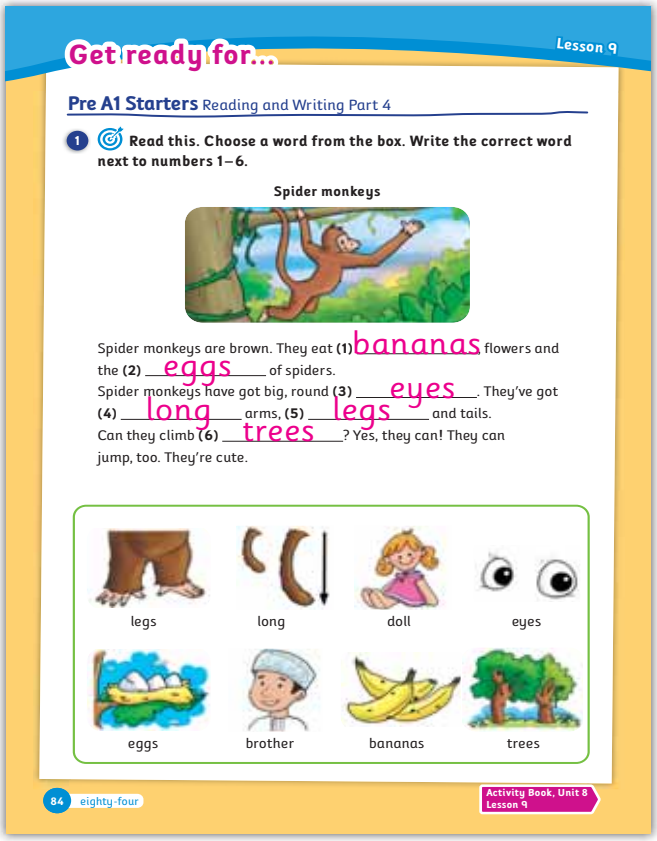
- Explain to pupils that they are going to practise for the Starters Reading and Writing Exam in the Class Book and for the Starters Listening Exam in the Activity Book.
- Place pupils in groups and give each a picture from a random page in the Class Book from this unit.
- Explain that they have to write what they see, two words from it and three of their own sentences from it in their notebooks.
- Have a group member read out their sentences to the class.

Extra activity Communication

- In groups, pupils look through the Class Book *Get ready for...* lessons and think about which test activities they like the best and which find the most difficult and why. You can vote for the favourite activity in class and repeat it again.

Practice

Class Book


Get ready for... Lesson 9

Pre A1 Starters Reading and Writing Part 4

1 Read this. Choose a word from the box. Write the correct word next to numbers 1–6.

Spider monkeys

Spider monkeys are brown. They eat (1) bananas flowers and the (2) eggs of spiders.
Spider monkeys have got big, round (3) eyes. They've got (4) long arms, (5) legs and tails.
Can they climb (6) trees? Yes, they can! They can jump, too. They're cute.

legs long doll eyes
eggs brother bananas trees

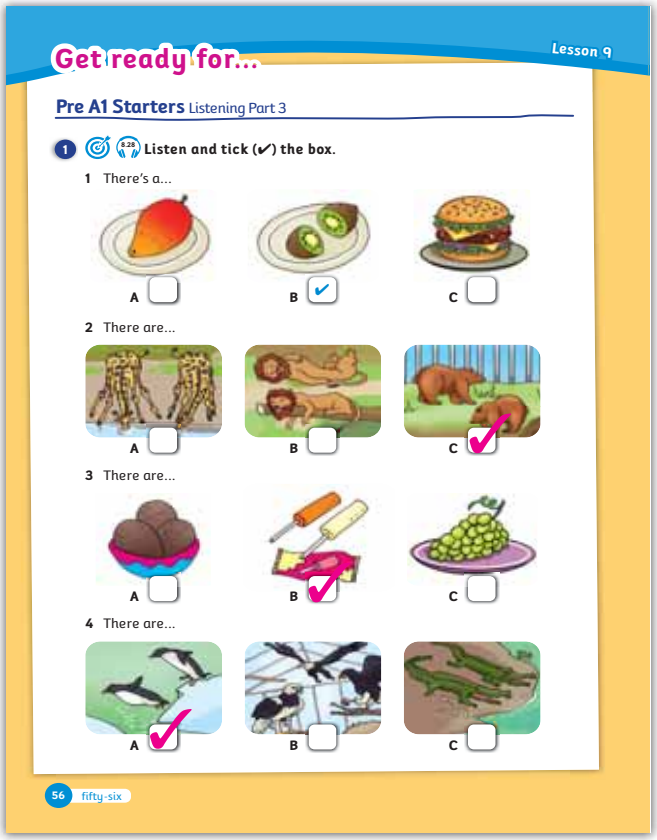
84 eighty-four

Activity Book, Unit 8 Lesson 9

1 Read this. Choose a word from the box. Write the correct word next to numbers 1–6. (10 minutes)

- Place pupils in pairs and have them describe the picture.
- Have pupils read the paragraph and raise their hands if they don't understand a word. Explain the word.
- Then ask pupils to look at the box with the pictures and words. Ask a volunteer pupil to read the words aloud.
- Tell pupils that there are two extra words. Pupils complete the activity individually and use the Traffic light cards technique (sees page 16) to express how they feel about the activity.
- **Extension** Have pupils work in pairs to write a paragraph about a wild animal of their choice and illustrate their work. They present their work to the class.

Activity Book



1 8.28 **Listen and tick (✔) the box.** (15 minutes)

- Ask pupils to identify the things in the pictures.
- Play the audio for pupils to listen to. Play the audio again and have them complete the activity.
- Pupils use the Traffic light cards technique (see page 16) to express how they feel about the activity once they've completed it.
- **Extension** Give pupils a copy of the audioscript or write it on the board. In pairs, have them rewrite the dialogue using different items.
- Have pupils act out their dialogue in front of the class.

8.28

1
Boy: I'm hungry!
Girl: Me, too. Let's go to the café.
Boy: Is there a mango?
Girl: Um… No, there isn't.
Boy: Oh, no!
Girl: But there's a kiwi.
Boy: Great! I love kiwi!

2
Girl: This zoo is great.
Boy: Yes, it is.
Girl: What's your favourite animal?
Boy: I like bears.
Girl: Are there any bears?
Boy: Yes, there are. Look over there. Can you see them?
Girl: Oh, yes.

3
Boy: Phew! I'm hot.
Mum: Would you like something cold?
Boy: Yes, please. Are there any ice lollies?
Mum: Yes, there are.
Boy: Good! Can I have an orange ice lolly?
Mum: Sure.
Boy: Thanks.

4
Girl: Are there any birds at the zoo?
Mum: Yes, there are.
Girl: Are there any eagles?
Mum: No, there aren't. But there are penguins.
Girl: Are penguins birds?
Mum: Yes, they are.
Girl: Wow! Can penguins fly?
Mum: No, they can't.
Girl: Really?
Mum: Uh-oh! It's 5 o'clock. Let's go home.

Extra activity TPR

- Have pupils write four statements using what they have learnt in this unit so far. Explain that at least two must be false.
- Each pupil stands up and reads their statements. If the statement is false, the class has to clap their hands and say *STOP!*
- If pupils don't stop an incorrect sentence, they have to stand up and hop on the spot three times.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how successful their learning is and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.
- Ask them which lesson they liked best in the unit and go to that lesson to read, sing or act out.

Shared reading Unit 8

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

Unit 8 practice

- Pupils now complete the Unit 8 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 2 practice

- Pupils now complete the End-of-semester 2 practice and the end-of-year 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 very familiar topics, if delivered slowly and clearly (GSE 29).

Materials

- Unit 8 flashcards (wild animals and food)
- Unit 8 poster: Wild animals

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Using the 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; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson (3 minutes)

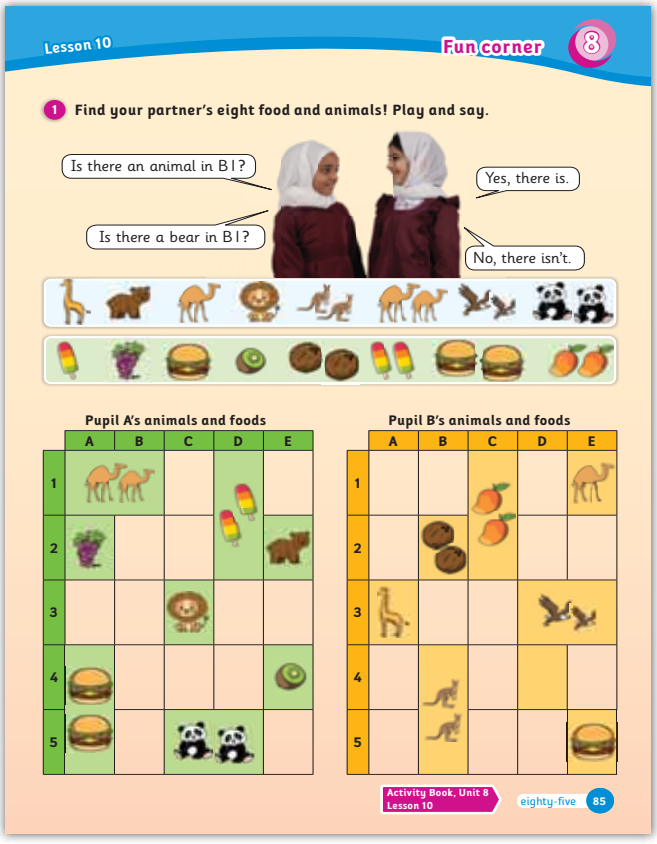
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 8 flashcards or poster as prompts.
- Using the Lollipop stick technique (see page 15), ask pupils to say which part of the unit they most enjoyed and why.

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 game and solve a riddle. Ask pupils to look at the game in the Class Book. Ask them to predict what they have to do.

Practice

Class Book



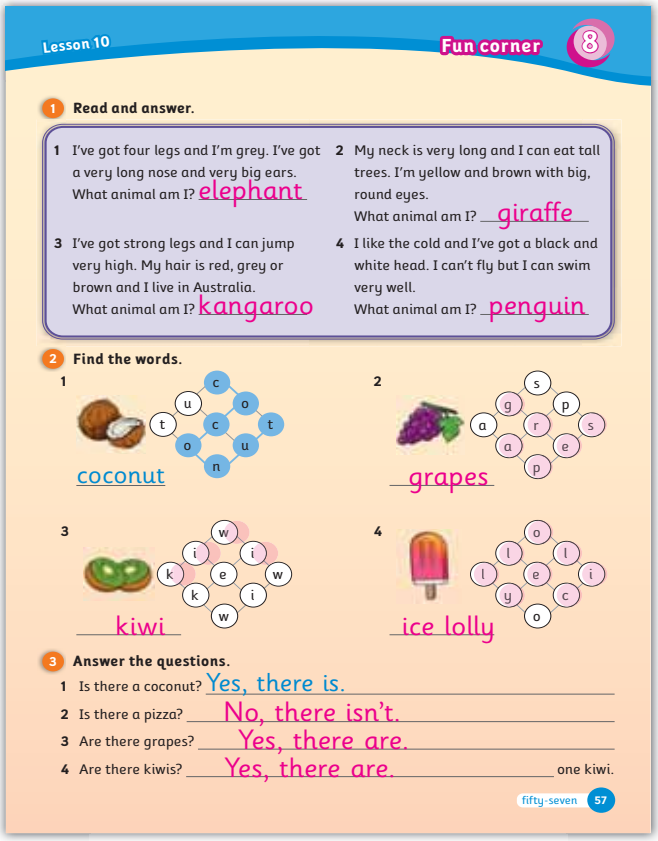
1 Find your partner's eight food and animals! Play and say. (15 minutes)

- Write *Is there … ? Are there … ?* on the board. Remind pupils of when we use *Is there … ?* and when we use *Are there … ?*
- Ask pupils to find square *B1* on the game board. Read the first speech bubble aloud and have pupils answer. Read the third speech bubble and have pupils answer. Ask what animals are on *B1* (*camels*).
- Put pupils in pairs and ask them to decide who is going to be A and who is going to be B. Make sure that they can't see each other's game board when they begin playing by covering them.
- Explain the rules of the game. Pupils take it in turns to choose a square and ask if there is an animal or food in that square. The other player must reply *Yes, there is* or *No, there isn't*. If the answer is positive, the player then asks what food/animal it is using *Is there … ? or Are there … ?* If they guess the correct food/animal, they colour in a box on their game board. Explain that some foods and animals are in one box while others are in two. Tell pupils that there are four foods and four animals to find in total.
- The winner is the first pupil to find all of their partner's animals and items of food.

Fun corner

- Use the Traffic light cards technique (see page 16) to check pupils know what they have to do.

Activity Book


Lesson 10 Fun corner 8

1 Read and answer.

1 I've got four legs and I'm grey. I've got a very long nose and very big ears. What animal am I? elephant

2 My neck is very long and I can eat tall trees. I'm yellow and brown with big, round eyes. What animal am I? giraffe

3 I've got strong legs and I can jump very high. My hair is red, grey or brown and I live in Australia. What animal am I? kangaroo

4 I like the cold and I've got a black and white head. I can't fly but I can swim very well. What animal am I? penguin

2 Find the words.

1 coconut

2 grapes

3 kiwi

4 ice lolly

3 Answer the questions.

1 Is there a coconut? Yes, there is.

2 Is there a pizza? No, there isn't.

3 Are there grapes? Yes, there are.

4 Are there kiwis? Yes, there are. one kiwi.

fifty-seven 57

1 Read and answer. (5 minutes)

- Use the Lollipop stick technique (see page 15) to have different pupils read the riddles aloud.
- Do the first riddle as a class. Ask *What animal is it? (elephant).*
- Pupils complete the activity in pairs.
- Check answers as a class.

2 Find the words. (5 minutes)

- Ask pupils to look at the example. Explain that pupils find the food items in the grids and then connect the circles in the order that spell the word.
- Pupils complete the activity in pairs.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood what they have to do.

3 Answer the questions. (5 minutes)

- Pupils work individually to answer the questions about Activity 2.
- Check answers as a class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask what pupils have learnt today. Ask *Did you enjoy the Fun corner? Which activity did you like the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 8
- **Target language:** *Can elephants stamp? Yes, they can. Can lions roller-skate? No, they can't.*
  Is there a coconut in this drink? No, there isn't.
  Are there any bananas or apples? Yes, there are!
- **Phonics:** *nd, nk*
- **Vocabulary:** *glass, hurt, jug, stamp, stretch*
- **Tricky words:** *one, two*

Global Scale of English (GSE)

- **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 very familiar topics, if delivered slowly and clearly (GSE 29). Can act out parts of a picture story using simple actions and words (GSE 30).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).

Learning outcomes

- **Listening:** Demonstrate an understanding of what animals can and can't do; Identify characters, actions in a story; Listen and demonstrate they understand the overall meaning of short, simple texts on familiar topics; Identify core vocabulary.
- **Speaking:** Express ability or lack of ability about basic daily actions; Use basic language structures when speaking; Ask and answer questions on familiar topics; 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, diagrams and basic instructions on familiar topics; Read and identify familiar words, set phrases in short, simple texts and stories; Answer referential questions about reading texts.
- **Cognitive skills:** Participate in activities that involve taking on the role of familiar people; Ask and answer simple questions.

Materials

- Unit 8 flashcards (furniture and prepositions)
- the Big Book
- Photocopiables R15 and R16.

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 an animal party. Ask them what animals they expect to see in the story.

Presentation (5 minutes)

- Look at page 86 with the class. Ask pupils what they can see in the pictures. Read the story title *Can Kangaroos Jump?* 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 8 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 words they will encounter in the story by writing them on the board to practise together *(one, two)*.
- Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.
- Present the new words from the story *hurt, stamp, stretch*.

During reading (15 minutes)

Class Book

Graded reader 1

Can Kangaroos Jump?

The animals are listening to music. What fun!
Can elephants stamp? Yes, they can! One elephant is stamping. It's wearing fancy shoes.
Can penguins dance? Yes, they can! Two penguins are dancing. They're wearing new hats.
Can giraffes stretch? Yes, they can! Three giraffes are stretching. They're wearing colourful glasses.



Graded reader 1

Can lions roller-skate? No, they can't! But they can sing.
Four lions are singing in front of the mirror.
Can kangaroos jump? Yes, they can!
Five kangaroos are jumping. One, two, three, four…



Oh no! This kangaroo can't jump.

Graded reader 1

Hold up your foot, Kangaroo! Kangaroo's foot hurts!
Penguin has got an idea. Penguin helps Kangaroo.

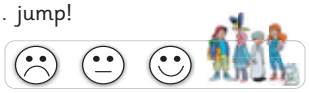


Graded reader 1

Come on, everyone! Let's go! Let's stamp, dance, stretch, sing and jump.



Can kangaroos jump? Yes, they can! One, two, three, four, five … jump!





- 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. After reading page 86 to the pupils, ask *Where are the animals? (At a party.); What animals are there? (An elephant, two penguins, three giraffes.) Are they having fun? (Yes, they are.); What are they listening to? (Music.); Can the Elephant stamp? (Yes, it can.); Is the elephant stamping? (Yes, it is.); What is it wearing? (Fancy shoes.); Can the Penguins dance? (Yes, they can.); How many Penguins are dancing? (Two.); Are they wearing old hats? (No, they aren't.); Can the Giraffes stretch? (Yes, they can.); How many giraffes are there? (Three.); What are they wearing? (Colourful glasses.).*
- 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 87: *What animals can you see? (Four lions, five kangaroos.); Can the Lions roller-skate? (No, they can't.); What can they do? (They can sing.); Where are they singing? (In front of the mirror.); Can the Kangaroos jump? (Yes, they can.); Are all the kangaroos jumping? (No, they aren't.). Which kangaroo can't jump? (The one with the bad foot.).*
- 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 88: *What colour is Kangaroo's foot? (Pink.); Does it hurt? (Yes.); Who's got an idea? (Penguin.); What does Penguin do? (Helps Kangaroo.)*
- 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 89: *Are all the animals dancing and singing? (Yes, they are.); Is the Kangaroo happy now? (Yes, it is.) Can the Kangaroo dance? (Yes, it can.) What actions do all the animals do? (They stamp, dance, stretch, sing and jump.).*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify the tricky words in the sentences and circle them *(one, two).*
- 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: *ng, nk.*
- Ask pupils to find words in the story that contain these spellings *(dancing, wearing, stretching, singing, sing, pink).* 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 *Can Kangaroos Jump?*
- 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 around and offer help as they do this.
- Now divide the class into groups of six (elephants, penguins, giraffe, lion, kangaroo, teacher) or you can do this as a whole class. 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.
- 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: stamping, dancing, stretching, singing and jumping.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R15**

- Ask pupils to do photocopiable R15.

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 8. Write *ng* and *nk* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 8 flashcards and poster to revise the vocabulary for wild animals and food.

Presentation (5 minutes)

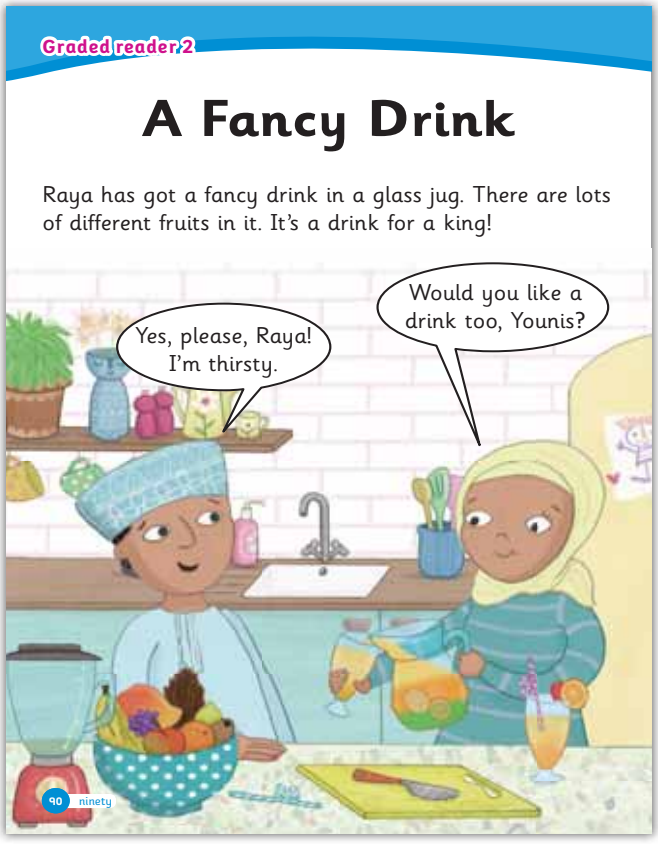
- Look at page 90 with the class. Read the story title *A Fancy Drink* and ask pupils what they think the story will be about. Ask them what they remember about some of the fruits they learnt about in Unit 8 and other units.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 8 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.

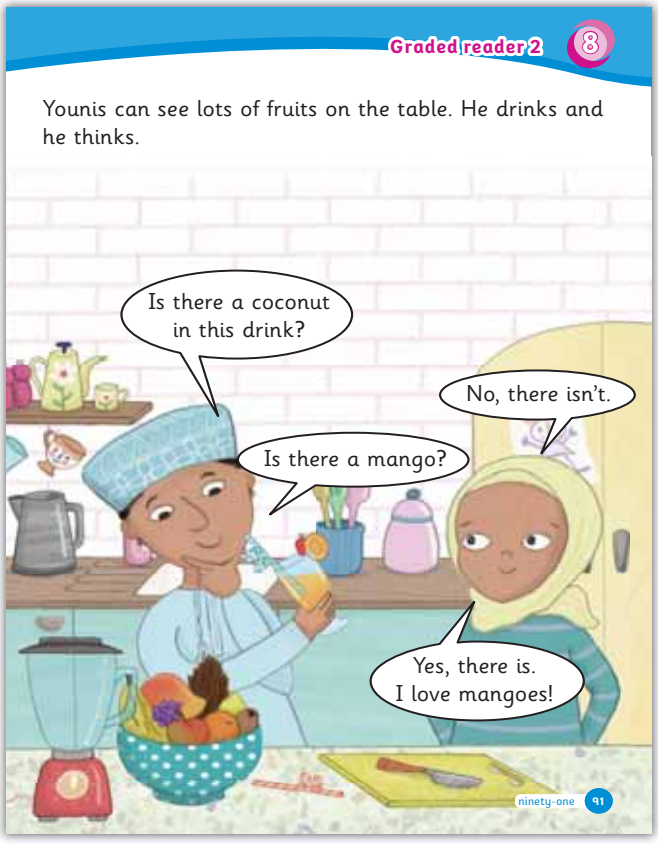
Before reading (5 minutes)

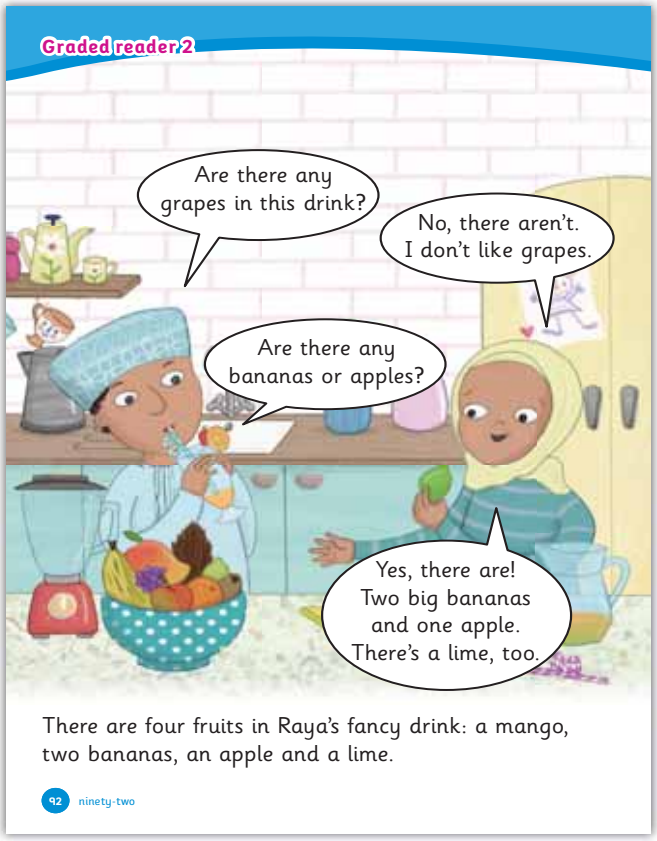
- Prepare pupils for the tricky words they will encounter in the story by writing them on the board to practise together *(one, two)*.
- Present the new words *glass* and *jug*.

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.
- 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 90 to the pupils, ask *Where are Raya and Younis? (In the kitchen.); What fruits can you see? (Coconuts, mangoes, grapes, bananas, oranges, kiwis, apples and limes.); What has Raya got? (A fancy drink.); Is it in a cup? (No, it is in a glass jug.); What's it got in it? (A lot of different fruits.); Is it a drink for a king? (Yes, it is.); What does Raya say to Younis? (Would you like a drink too, Younis?); Does Younis want a drink? (Yes, he does.); Why? (He's thirsty.); What does Younis say? (Yes, please, Raya! I'm thirsty.)*
- 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 91: *What can Younis see on the table? (A lot of fruits.); What does he do? (He drinks and thinks.); What does he ask Raya? (Is there a coconut in this drink?); Is there a coconut in the drink? (No, there isn't.); Is there a mango? (Yes, there is.); Does Raya like mangoes? (Yes, she does.).*
- 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 92: *Are there any grapes in the drink? (No, there aren't.); Does Raya like grapes? (No, she doesn't.); Are there any bananas or apples in the drink? (Yes, there are.); How many bananas are there in the drink? (Two.); Are the bananas small ones? (No, they aren't.); How many apples are there? (One.); What other fruit is in the drink? (A lime.); How many fruits are in Raya's drink? (Four.); Which? (One mango, two bananas, an apple and a lime.).*
- 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: *What does Younis want to do? (Make a drink.); What fruits has he got? (A mango, two kiwis, some grapes and an orange.); What does Younis say to Raya? (Thanks for helping, Raya.); What does Raya say? (You're welcome! I like making new drinks.).*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify the tricky words in the sentences and circle them *(one, two).*
- 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: *ng*, *nk*.
- Ask pupils to find words in the story that contains these spellings *(drink, king, think)*. Segment the word and write it on the board below its heading and point to the segments for pupils to read. See if pupils can add other words to the 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 Fancy Drink*.
- 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, Raya or Younis.

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 around and offer help as they do this.
- Now divide the class into groups of three (Raya, Younis, 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.
- 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.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R16**

- Ask pupils to do photocopiable R16.

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 which of the fruits in the story is their favourite. Ask pupils if they liked the drinks they made. Ask them if they think the drinks the children made were healthy and give reasons for their answers.

Learning club 4

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn places in town; to talk about the past
- **Target language:** *bakery, bank, bookshop, chemist, cinema, department store, park, post office, restaurant, supermarket; I/He/She was at the park. I/He/She wasn't at the bank.*

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). 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 recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).
- **Speaking:** Can say what's in a town (e.g. *buildings, places*) using basic words and phrases (GSE 26). Can say where they and others were in the past, if supported by questions or prompts (GSE 40).

Materials

- Learning club 4 flashcards *(bakery, bank, bookshop, chemist, cinema, department store, park, post office, restaurant, supermarket)*
- Learning club 4 poster: Places in town
- notebooks
- Language booster 4 stickers (page 115)
- 10 strips of paper per pupil
- red and green sheets of paper, enough for all pupils

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); 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)

Lesson 1, part 1

Starting the lesson (3 minutes)

- Tell pupils to look through Unit 8 again. Say a sentence from it and pupils have to find the page it is on. The first pupil to find it comes to the front, reads the sentence aloud and says another sentence from Unit 8.

Presentation (2 minutes)

- Explain that in this lesson, pupils will learn about places in a town and how to talk about the past. Ask pupils what they can do in their town.

Practice

Class Book



1 LC4.1 Listen and say. (3 minutes)

- Ask pupils to say what the object is (a calendar).
- Explain to pupils that *yesterday* is the day before *today*.
- Play the audio, pausing after each word. The class repeats chorally.

LC4.1

Yesterday
Today

2 LC4.2 Look, listen and repeat. (5 minutes)

- Place the Learning club 4 flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique (see page 15) to have pupils say and spell the word.

- **Extension** Place pupils in pairs. Give each pair ten strips of paper. Ask them to write a place word on each strip. Together, they look at page 94. One pupil says a place, e.g. *park*, and the other pupil puts a strip on the picture of the park. Continue until all the places have been covered.
- Walk around, monitor and correct pupils.

LC4.2

chemist, supermarket, bookshop, park, restaurant, bank, post office, department store, bakery, cinema

Diversity

Support

- Pupils close their Class Books and write the new vocabulary in their notebooks. Then pupils look in their Class Books and see which words are missing. They study them, close their books and try to write them again.

Challenge

- Pupils write the new vocabulary in their notebooks as well as some of the things that you can do or buy in the places.

3 LC4.3 & LC4.4 **Listen and chant.** (10 minutes)

- On the board, write *I was … / I wasn't … .*
- Then, write *I am in the class today. I was in the class yesterday.* Explain that we use *was* to talk about past actions.
- Now write *She isn't in the park today. She wasn't in the park yesterday.* Explain that *wasn't* is the negative form.
- Have pupils read and listen to the chant and find examples of *was* and *wasn't.*
- Use the Traffic light cards technique (page 16) to check understanding.
- Play the chant again. When pupils hear a shop, they clap.
- A karaoke version of the chant is available (track LC4.4).

LC4.3

Fun, fun places to go,
In town, yesterday.
Friends that you know,
In town, yesterday.

Hey! Look! There's Rawan!
She was at the bookshop.
She wasn't at the bank.

Hey! Look! There's Hazim!
He was at the department store.
He wasn't at the park.

Hey! Look! There's me!
I was at the restaurant.
I wasn't at the bakery.

Extra activity Creativity

- Place pupils in small groups. Tell them to draw their ideal town in their notebooks. How many parks will it have? What kind of shops are in the town? What can people do there?



4 Look and say. (5 minutes)

- Ask pupils to look at the map of the town. Read the title and the speech bubbles aloud.
- Place pupils in pairs and have them take turns to say where each person was yesterday, using the example as a model.
- Use the Expert envoy technique (see page 16) to help pupils who haven't understood the activity.
- Use the Lollipop stick technique (see page 15) to call on individual pupils to say where the people were.

5 Point and say. (5 minutes)

- LC4.5 Draw pupils' attention to the grammar box and the recorded model. Play the audio.
- Have two pupils read and act out the model dialogue.
- Ask a pupil to read the examples in the speech bubbles aloud.
- Place pupils in pairs and have them use the map to say a positive and a negative sentence with *was/wasn't* about themselves.
- Monitor pupils, helping where necessary.

LC4.5

I/He/She **was** at the park yesterday.
I/He/She **wasn't** at the bank yesterday.

Show what you know Write, tick (✔) and stick. (4 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 115).

Finishing the lesson (3 minutes)

- On the board, place the Learning club 4 flashcards or poster. Point to a place and ask pupils to draw and write one thing you can do or buy in each of the shops.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Place the Learning club 4 poster on the board. Use the Lollipop stick technique (see page 15) to choose a pupil to come to the front. Say a place in town and have the pupil touch and repeat the name of the place and say a sentence with *was/wasn't. Bakery. I was at the bakery yesterday.* Repeat with other pupils.

Practice

Activity Book

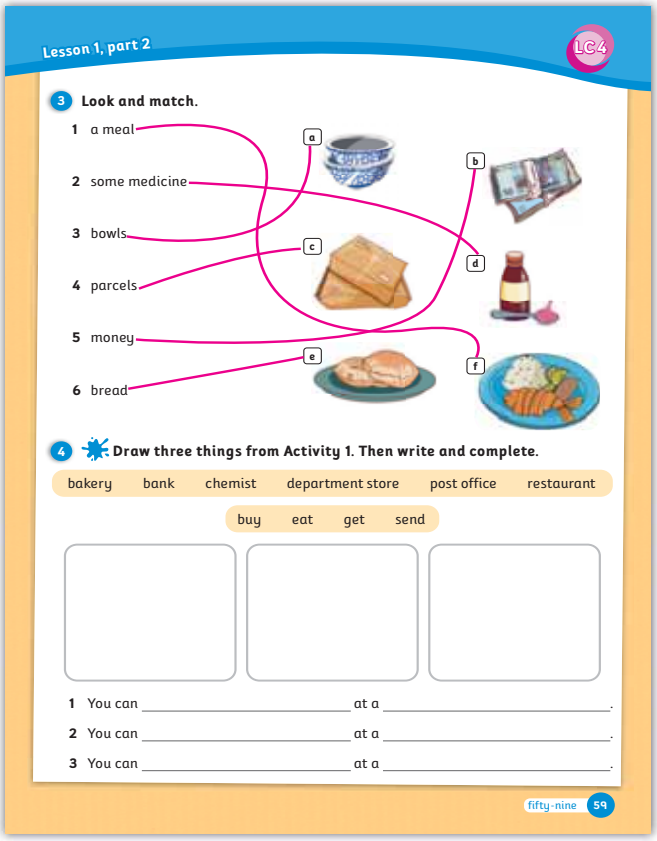


1 Look and write. (5 minutes)

- Read the words in the box aloud. Review what each one means by using the Hands up/down technique (see page 16).
- Place pupils in pairs to complete the activity.
- Check answers as a class.

2 Look and complete. (5 minutes)

- Ask *Where was Basim yesterday? (department store, bank).*
- Pupils work in individually to complete the sentences.
- Use the Lollipop stick technique (see page 15) to choose pupils to read out the completed sentences.


Lesson 1, part 2

LC4

3 Look and match.

1 a meal
2 some medicine
3 bowls
4 parcels
5 money
6 bread

a b c d e f

4 Draw three things from Activity 1. Then write and complete.

bakery bank chemist department store post office restaurant

buy eat get send

1 You can _____ at a _____.
2 You can _____ at a _____.
3 You can _____ at a _____.

fifty-nine 59

3 Look and match. (10 minutes)

- Ask pupils to look at Activity 1 again and elicit some of the things you can buy or do in each of the places.
- Pupils work in pairs to complete the activity.
- Check answers as a class.

4 Draw three things from Activity 1. Then write and complete. (10 minutes)

- Look at the pictures from Activity 1 again. Ask pupils to choose three of the items and draw them in the boxes.
- Pupils complete the activity individually and then compare answer in pairs.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have pupils read their sentences.

Finishing the lesson (5 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've managed to learn and where they have difficulties.

Learning club 4

CLIL: Social Studies

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about places in town; to draw a map of their town
- **Target language:** places in town; *You can buy bread and cakes at a bakery. You can eat lovely meals at a restaurant.*

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); Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can say what's in a town (e.g. *buildings, places*) using basic words and phrases (GSE 26).

Materials

- Learning club 4 flashcards
- Learning club 4 poster: Places in town
- pictures of the things you can buy in shops *(bank notes, books, bread, cakes, food, meals, medicine, parcels, tables)*
- fly swats
- photocopiable 88

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 2, part 1

Starting the lesson (5 minutes)

- Place the Learning club 4 flashcards on the board. Describe them to the class, e.g. *This is a shop where you can buy bread and cakes.(Bakery). This is a big shop. It sells clothes and furniture. (Department store.)*, etc. Have pupils say what each one is. Then ask pupils which place is their favourite.

Presentation (5 minutes)

- Explain to pupils that in this lesson they will learn more about places in town, what you can do in those places and make a map of their town.

Class Book



1 Think Why do we need shops? (5 minutes)

- Ask pupils which of the places in town they go to the most.
- Place pupils in pairs and have them discuss the question for a minute or two.
- Have a quick class discussion on why we need shops.

2 Learn LC4.6 Listen, read and check. (15 minutes)

- Show pupils the pictures of things you can buy in shops and have them identify each object. Ask pupils to say where you can buy them.
- Elicit the meaning of new words, e.g. *meal, medicine, parcel, plates, bowls, money.*
- Play the audio and have pupils follow along in their books.
- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the text.
- Ask pupils true/false questions about the text to check comprehension, e.g. *You can get money from a bakery (False). You can buy chairs in a department store (True).*

LC4.6

Do you like shopping? Do you like going out? Let's look at the places you can go to in a town or city.

You can buy lots of food at a supermarket and you can buy bread and cakes from a bakery. Yummy! Sometimes, people go to a restaurant. You can eat lovely meals there.

Or you can go to a department store. This sells tables, chairs, plates, bowls and many other things. We all like to read and you can buy books at a bookshop.

Sometimes people get ill, so you can visit a chemist for some medicine.

You can also send parcels at a post office.

How can you pay for these things? You can go to a bank and get some money.

Which of these places do you go to?

3 Check Read and match. (5 minutes)

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

Finishing the lesson (5 minutes)

- Say a definition of a place and have pupils write the word and draw a picture, e.g. *A place that looks after money (Bank). A building where you go to watch films (Cinema). A shop where you can buy medicine and soap (Chemist). A shop that sells cakes (Bakery),* etc.

Lesson 2, part 2

Starting the lesson (2 minutes)

- Review the vocabulary quickly with the Learning club 4 flashcards.
- Bring pupils to the front of the class and form two lines. Play a game of *Word Swat* (see page 23).

Practice

1 Let's practise! Read and answer. (5 minutes)

- Ask pupils to work individually to answer the questions.
- Check answers as a class.
- Ask pupils if they go to the cinema or the park often. Ask *What films do you like? What games do you play at the park?*

2 Say and play. (10 minutes)

- Ask pupils to read the speech bubbles in Activity 2.
- Explain to pupils that one pupil says what you can do in a place, the other then names it.
- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the game.
- In pairs, pupils play the game.
- Monitor pupils, helping where necessary.

Class Book



Show what you know Draw a map of your town. Then show and tell. (20 minutes)

- Explain that pupils will make a simple map of their town.
- Pupils work individually. Encourage them to add illustrations to the places on their maps.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique (see page 15) to choose pupils to present their maps to the class and talk about them, describing what you can do at the places on their maps, e.g. *This is the park. You can play football here.*

Finishing the lesson (3 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to have a class discussion on how pupils feel about their overall learning. Are they happy with their learning? What do they think they are very good at? What do they think they can improve?

Extra activity Photocopiable 88

- Ask pupils to do photocopiable 88.

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LEARN Together
SUCCEED Together

TEAM Together OMAN



Team Together Oman is a four-level primary English course that develops language alongside future 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 children for success in external examinations including PTE Young Learners and Cambridge English Qualifications.

Grade 3B

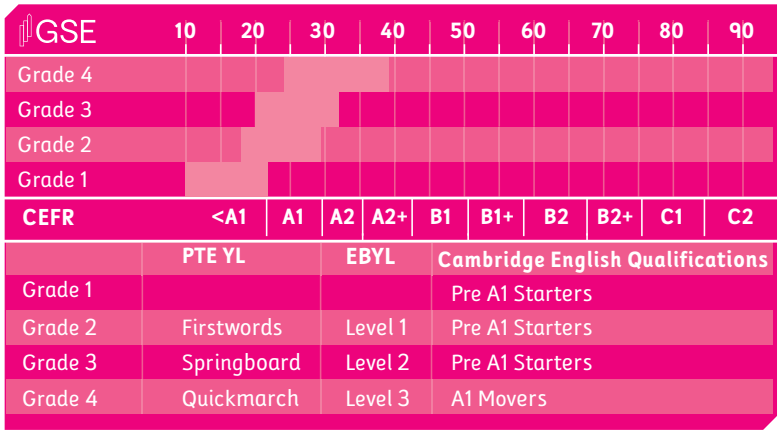
For pupils

- Class Book with Digital Resources
- Activity Book
- Audio
- Videos and animations

For teachers

- Teacher's Book with Digital Resources
- Flashcards
- Word Cards
- Story Cards
- Phonics Cards
- Posters
- Photocopiable quizzes and worksheets
- Audio
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English Benchmark for Young Learners (EBYL) and ***Team Together Oman*** make the perfect partners for your language and assessment needs



	PTE YL	EBYL	Cambridge English Qualifications
Grade 1			Pre A1 Starters
Grade 2	Firstwords	Level 1	Pre A1 Starters
Grade 3	Springboard	Level 2	Pre A1 Starters
Grade 4	Quickmarch	Level 3	A1 Movers

Learn more about the Global Scale of English at **pearsonenglish.com/gse**

www.moe.gov.om

Team Together Oman
Teacher's Book
Grade 3B
First Edition

Class Test 2

Name: _____ Time allowed: 30 minutes

Class: _____ Total _____ / 10 marks

Class Test 2

Reading

Task 1 **Look and read. Write *Yes* or *No*. There are two examples.** _____ / 2



The boy is collecting the eggs. Yes

The cows are in the barn. No

1 The girl is milking the cows. _____

2 The rabbits are in the cage. _____

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Task 2 **Look and read. Answer the questions. There is one example.** ____ / 3



My friends and I are camping near a forest.
Talal and Shadi are sleeping. Talal has got a fancy sleeping bag, but his tent is very old, so he's sleeping in Shadi's tent.
Tarek and I are reading a book in our tent. I haven't got a torch, but Tarek has. He hasn't got toothpaste, so he's using mine.

Where are they camping? near a forest

1 What are Talal and Shadi doing? They are _____.

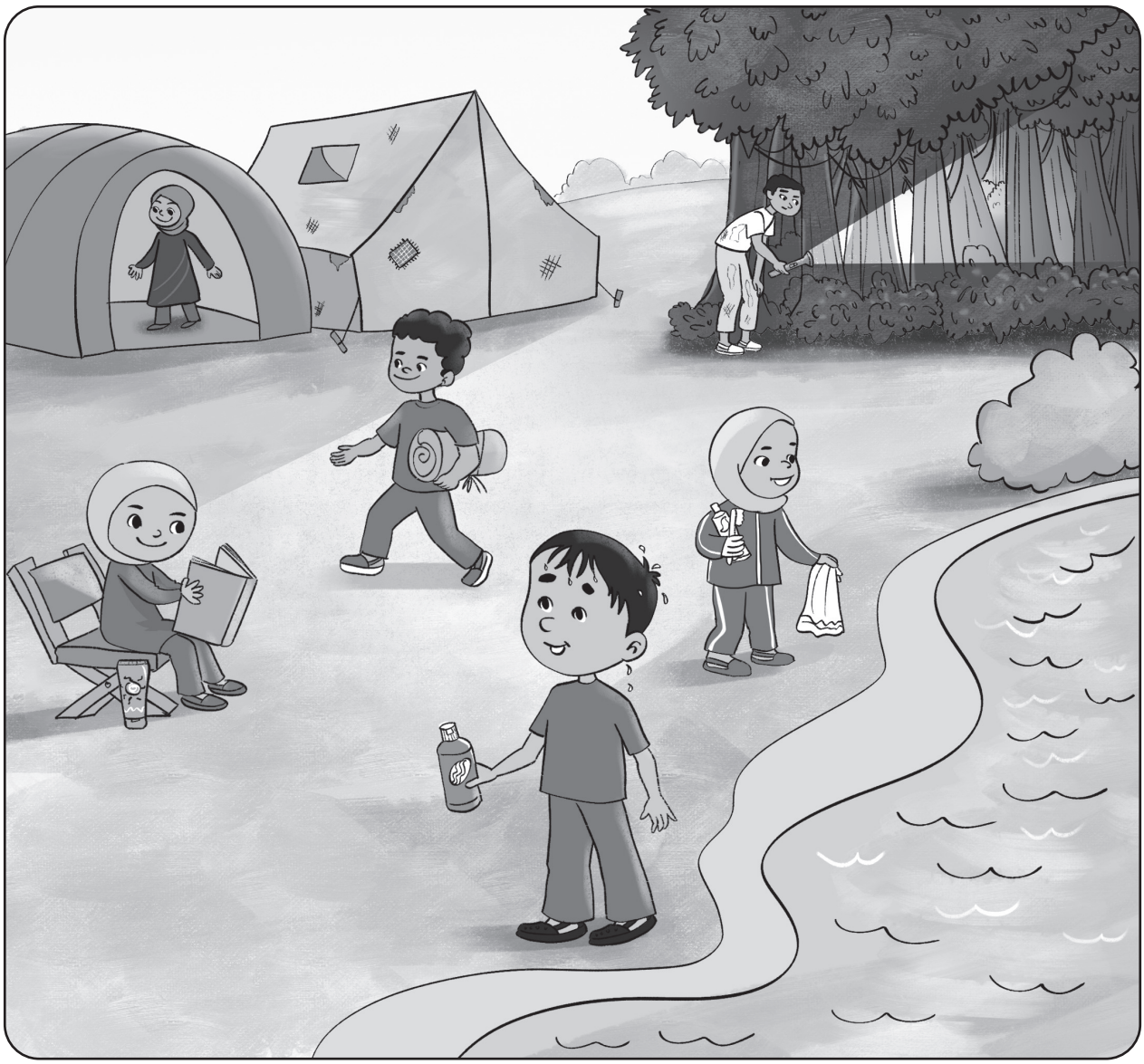
2 What is Talal's sleeping bag like? It's _____.

3 What hasn't Tarek got? _____

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Speaking

Task 3 **Listen to your teacher.** ____ / 5



Total: ____ /10 marks

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Class Test 2

Answer key

Reading

Task 1

1 No
2 Yes

Task 2

1 sleeping
2 fancy
3 toothpaste

Speaking

Task 3

The Speaking quiz should be taken by pupils in a separate class. Allocate two minutes per pupil. Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.
Then do the task below 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. 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) Basim.

Examiner: How old are you?

Suggested answer: I am (seven) years old.

Task

Show pupils the picture.

Ask questions about two of the people in the scene picture, e.g. *What's she doing?* (Pointing at the girl reading. Answer: *She's reading a book*), then *Is this tent old?* (Pointing at the new tent. Answer: *No, it isn't. It's new.*)

Other possible questions:

What has she got? (Pointing at the girl with the toothbrush. Answer: *A toothbrush.*)

What has he got? (Pointing at the boy with the sleeping bag. Answer: *A sleeping bag.*)

Has he got a torch? (Pointing at the boy with the torch. Answer: *Yes, he has.*)

Is he wet? (Pointing at the wet boy. Answer: *Yes, he is.*)

You can also vary the questions by asking, *Who's got the sleeping bag?* or *Who's in the new tent?*

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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.	• 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 and some features of 5 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 and some features of 1 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 3

Name: _____ Time allowed: 30 minutes

Class: _____ Total _____ / 10 marks

Class Test 3

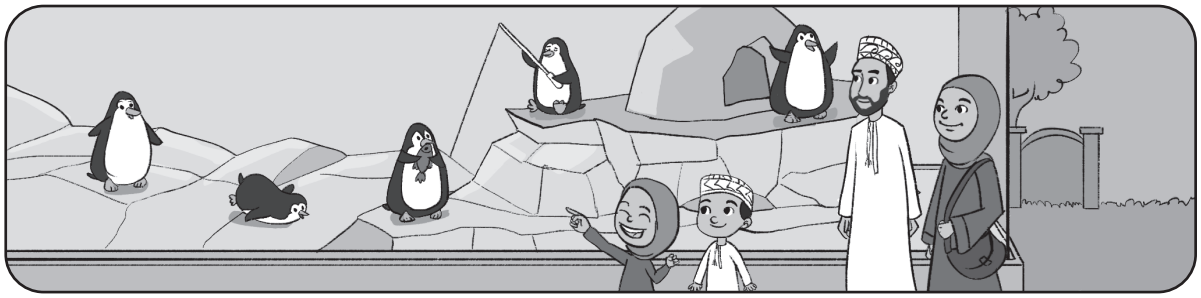
Listening

Task 1 CT3.1 **Listen and number the pictures.** _____ / 3

A



B



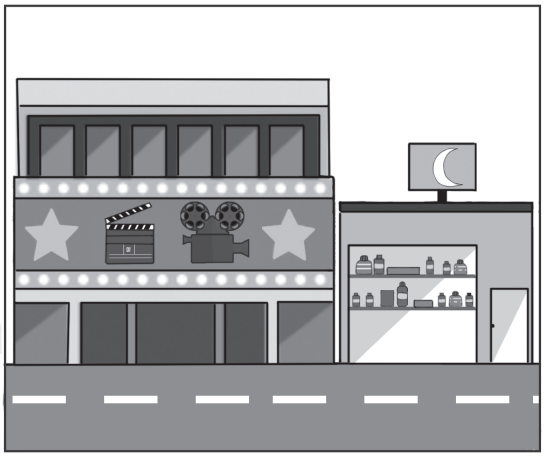
C



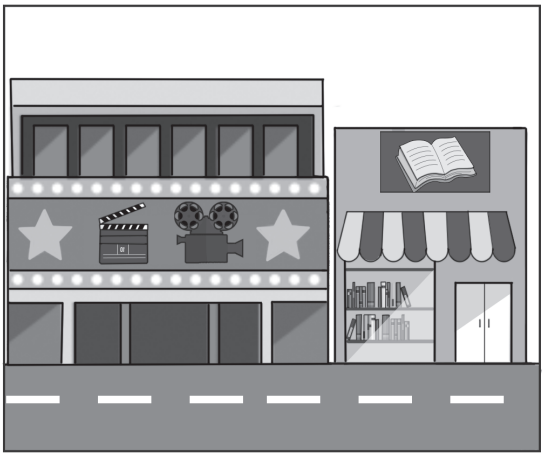
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Task 2 CT3.2 Listen and choose the correct picture. There is one example.

_____ / 2

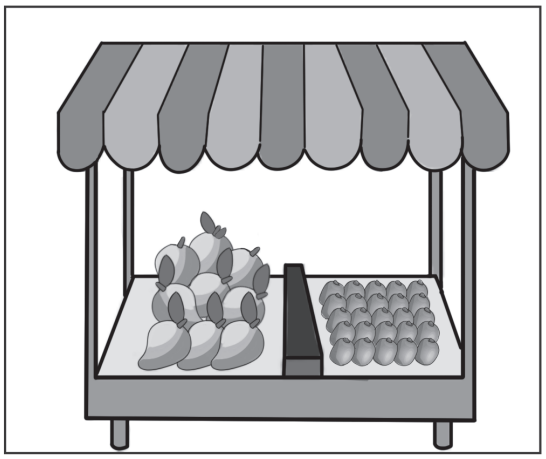


A

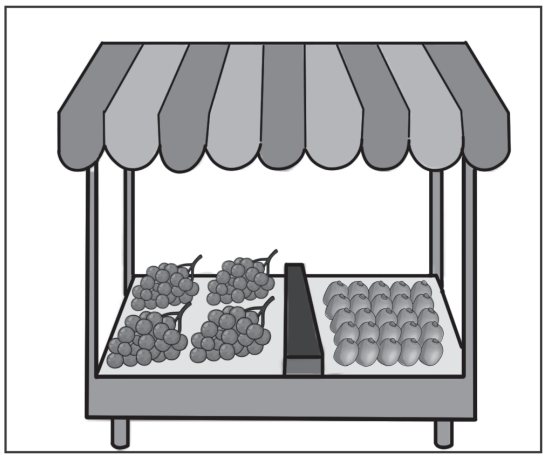


B

1

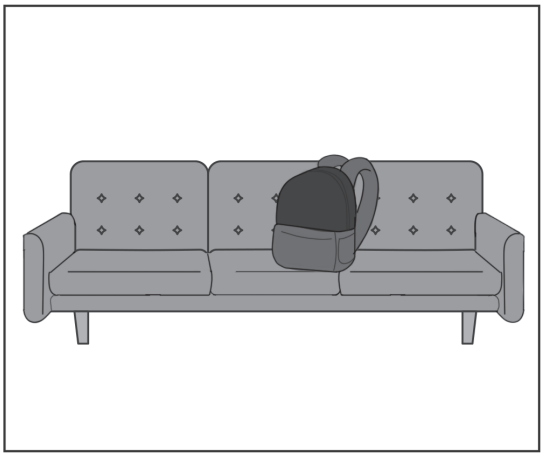


A

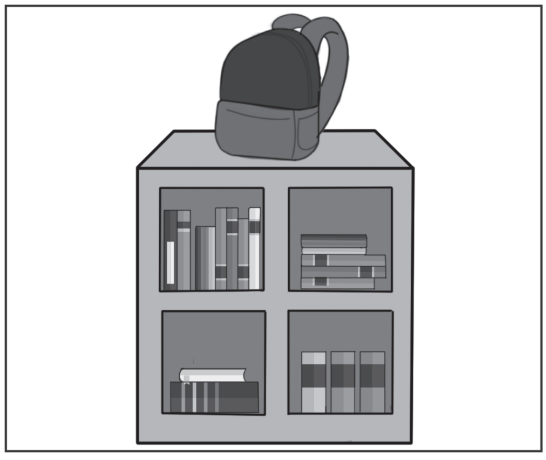


B

2



A



B

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Writing

Task 3 **Look at the picture. Complete the text. Use the words in the box. There is one example.** ____ / 5

mirror books clock armchair television wardrobe



My bedroom

This is a photo of my bedroom.

There's a large mirror on the wall behind my bed.

There's _____

There are lots of _____

There's also a small _____

In my bedroom, I can _____

_____

_____

I love my bedroom!

Total: ____ /10 marks

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Class Test 3

Answer key

Listening

Task 1
1 B
2 C
3 A

Task 2
1 B
2 A

Writing

Task 3 – Model answer
This is a photo of my bedroom.
There's a large mirror on the wall behind my bed.
There's a wardrobe between my bed and the door. There's a bookcase opposite my bed
There are lots of books.
There's also a clock on the bookcase/a small armchair next to the window/a large television in front of my bed.
In my bedroom, I can sit and read/watch things on my computer.
I love my bedroom!

Audioscript

CT3.1 **Task 1**

Hello. This is the Listening Test.
Look at Task 1.
Look at the pictures.
Now listen and number the pictures.

1

Girl: The zoo is great, Mum. Thank you!
Woman: Look at the penguins!
Girl: They can eat fish. Can they fly, Mum?
Woman: No, they can't.

2

Boy: Here are the pandas.
Man: Yes, there are three, look!
Boy: One of the pandas is sitting on an armchair. That's funny!

3

Girl: Mum, can we get a book from the bookshop?
Woman: OK.
Girl: Is there a book about penguins?
Woman: Hm … yes, there is, here. And there's a book about pandas for your brother, too.

Now listen to Task 1 again.

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CT3.2 Task 2

Hello. This is the Listening Test.
Listen and choose the correct picture.
There is one example.

Woman: Where were you?
Boy: I was at the cinema.
Woman: Were you at the cinema next to the chemist?
Boy: No, the cinema next to the bookshop.

Now you listen and choose the correct picture.

1

Woman: Are there any mangoes?
Man: No, there aren't. But there are some grapes and some kiwis.
Woman: And are there any coconuts?
Man: No, sorry.

2

Boy: Mum, I can't find my backpack!
Woman: Is it on the bookcase?
Boy: No. And it isn't next to the television.
Woman: Look on the sofa then.
Boy: Ah, yes! Here it is!

Now listen to Task 2 again.

Use the writing rating scales below for task 3 with a total of 5 marks:

Writing rating scales			
OUTCOME # 1		**OUTCOME # 2**	
Can write sentences.		Can produce short written texts.	
RATING SCALE # 1		**RATING SCALE # 2**	
5	• Word order and spelling are consistently correct. • Use of capital letters, full stops and question marks is very accurate. • Handwriting is very clear.	**5**	• Meaning is always clear. • Grammar, vocabulary, spelling, and punctuation are almost always correct. • Organisation/layout are almost always appropriate to the text.
4	• Word order and spelling are usually correct. • Use of capital letters, full stops and question marks is mostly accurate. • Handwriting is usually clear.	**4**	• Meaning is almost always clear. • Grammar, vocabulary, spelling, and punctuation are usually correct. • Organisation/layout are usually appropriate to the text.
3	• Word order and spelling are reasonably correct. • Use of capital letters, full stops and question marks is sometimes inaccurate. • Handwriting is reasonably clear.	**3**	• Meaning is usually clear. • Grammar, vocabulary, spelling, and punctuation are reasonably correct. • Organisation/layout are reasonably appropriate to the text.
2	• Word order and spelling are often incorrect. • Use of capital letters, full stops and question marks is often inaccurate. • Handwriting is often unclear.	**2**	• Meaning is sometimes unclear. • Grammar, vocabulary, spelling, and punctuation are often incorrect. • Organisation layout are often inappropriate to the text.
1	• 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**	• Meaning is rarely clear. • Grammar, vocabulary, spelling, and punctuation are almost always incorrect. • Organisation/layout are almost always inappropriate to the text.
0	*Performance does not satisfy the Band 1 descriptor.*		

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TEAM Together OMAN 3B

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Practice Sheets

Class Test 2

Name: _____ Time allowed: 30 minutes

Class: _____ Total _____ / 10 marks

Class Test 2

Reading and Writing

Task 1 **Look at the pictures and the letters. Write the words. There is one example.** _____ / 2.5



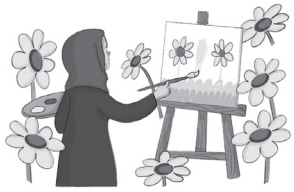
c h e f

h e c f

1 

_ _ _ _ _

s n e u r

2 

_ _ _ _ _ _

r t a t i s

3 

_ _ _ _ _

o p i l t

4 

_ _ _ _ _ _ _ _ _

s r t t a n a o u

5 

_ _ _ _ _ _ _ _ _ _ _

i e i g f e f h r t r

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Task 2 **Look and read. Write *Yes* or *No*. There are two examples.** ____ / 2.5



The boy is collecting the eggs. Yes

The cows are in the barn. No

1 The girl is milking the cows. _____

2 The woman is sweeping the barn. _____

3 The rabbits are in the cage. _____

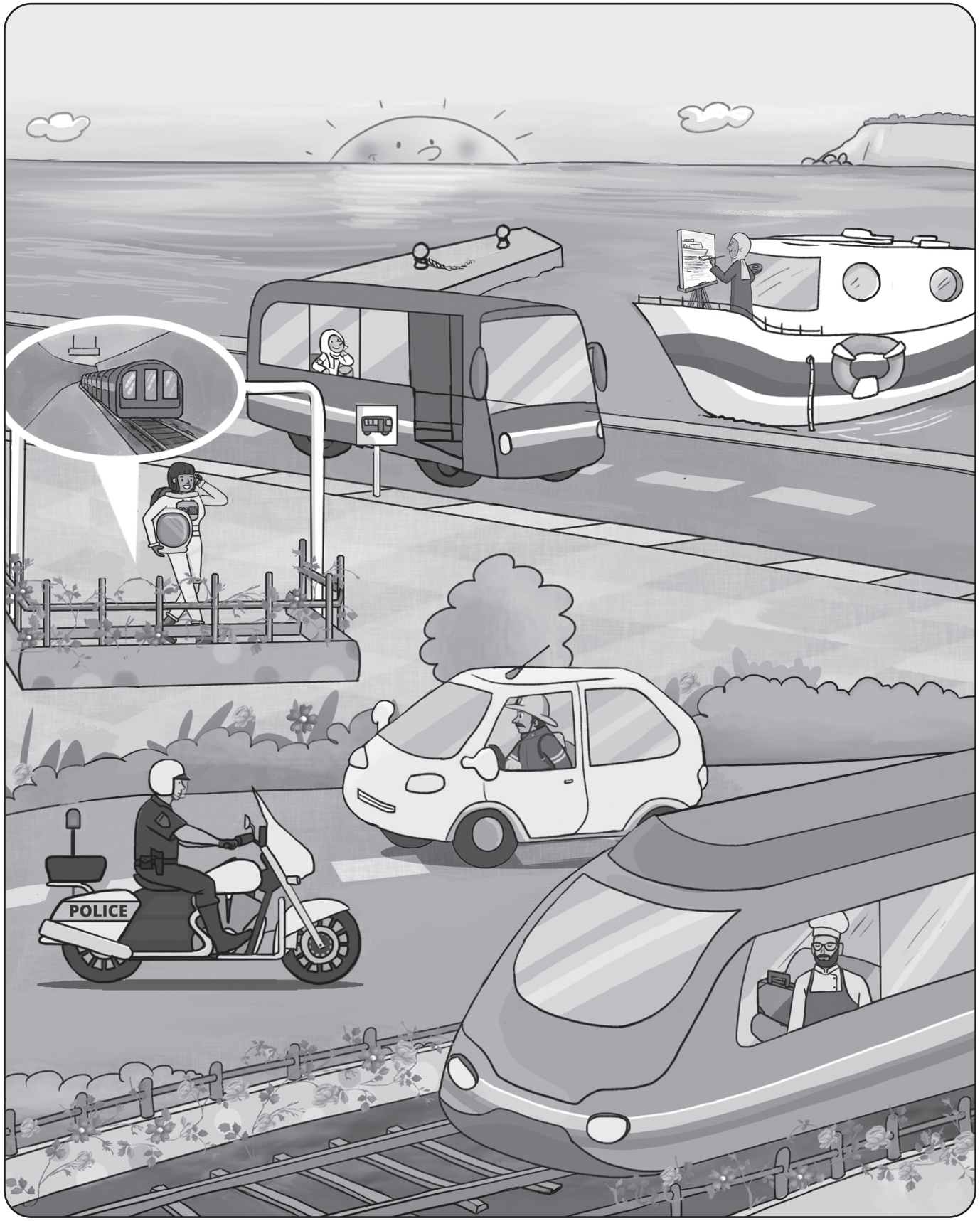
4 The man is cleaning the cage. _____

5 The girl is brushing a horse. _____

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Speaking

Task 3 **Listen to your teacher.** ____ / 5



Total: ____/10 marks

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Class Test 2

Answer key

Reading and Writing

Task 1

1 nurse
2 artist
3 pilot
4 astronaut
5 firefighter

Task 2

1 No
2 Yes
3 Yes
4 No
5 Yes

Speaking

Task 3

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 the suggested questions below 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.
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) Basim.
Examiner: When's your birthday?
Suggested answer: (It's in) December.

Suggested questions

Ask questions about two of the people in the scene picture, e.g. *What's his job?* [point to the firefighter] (Answer: (He's) a firefighter.) Say, *He goes to work by …* (Answer: car)

Other possible questions:

Examiner: What's her job? [point to the nurse]
Answer: (She's) a nurse.
Examiner: She goes to work by … Answer: bus
Examiner: What's her job? [point to the artist]
Answer: (She's) an artist.
Examiner: She goes to work …
Answer: by boat
Examiner: What's his job? [point to the police officer]
Answer: (He's) a police officer.
Examiner: He goes to work …
Answer: by motorbike
Examiner: What's her job? [point to the astronaut]
Answer: (She's) an astronaut.
Examiner: She goes …
Answer: to work by underground
Examiner: What's his job? [point to the chef]
Answer: (He's) a chef.
Examiner: He goes …
Answer: to work by train
You can also vary the questions by asking *Where's the firefighter?* If they just point or say *Here*, ask *Where is he?* again to elicit *In a car*. Ask *Who's on the boat?* If they just point, ask *What's her job?* to elicit *An artist*.

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Speaking rating scale		
	Vocabulary/grammar and pronunciation	**Interaction**
5.0	• 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.
4.0	*Some features of 3.0 and some features of 5.0 in approximately equal measure.*	
3.0	• 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.
2.0	*Some features of 3.0 and some features of 1.0 in approximately equal measure.*	
1.0	• 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.*	

Class Test 3

Name: _____ Time allowed: 30 minutes

Class: _____ Total _____ / 10 marks

Class Test 3

Listening

Task 1 CT3.1 **Listen and write a name or a number. There are two examples.**

_____ / 2.5



What's the boy's name? Saeed

How old is he? 9

1 How many penguins are there? _____

2 What is the name of the giraffe? _____

3 How many elephants are there? _____

4 What is the name of the elephant? _____

5 How many crocodiles are there in the zoo? _____

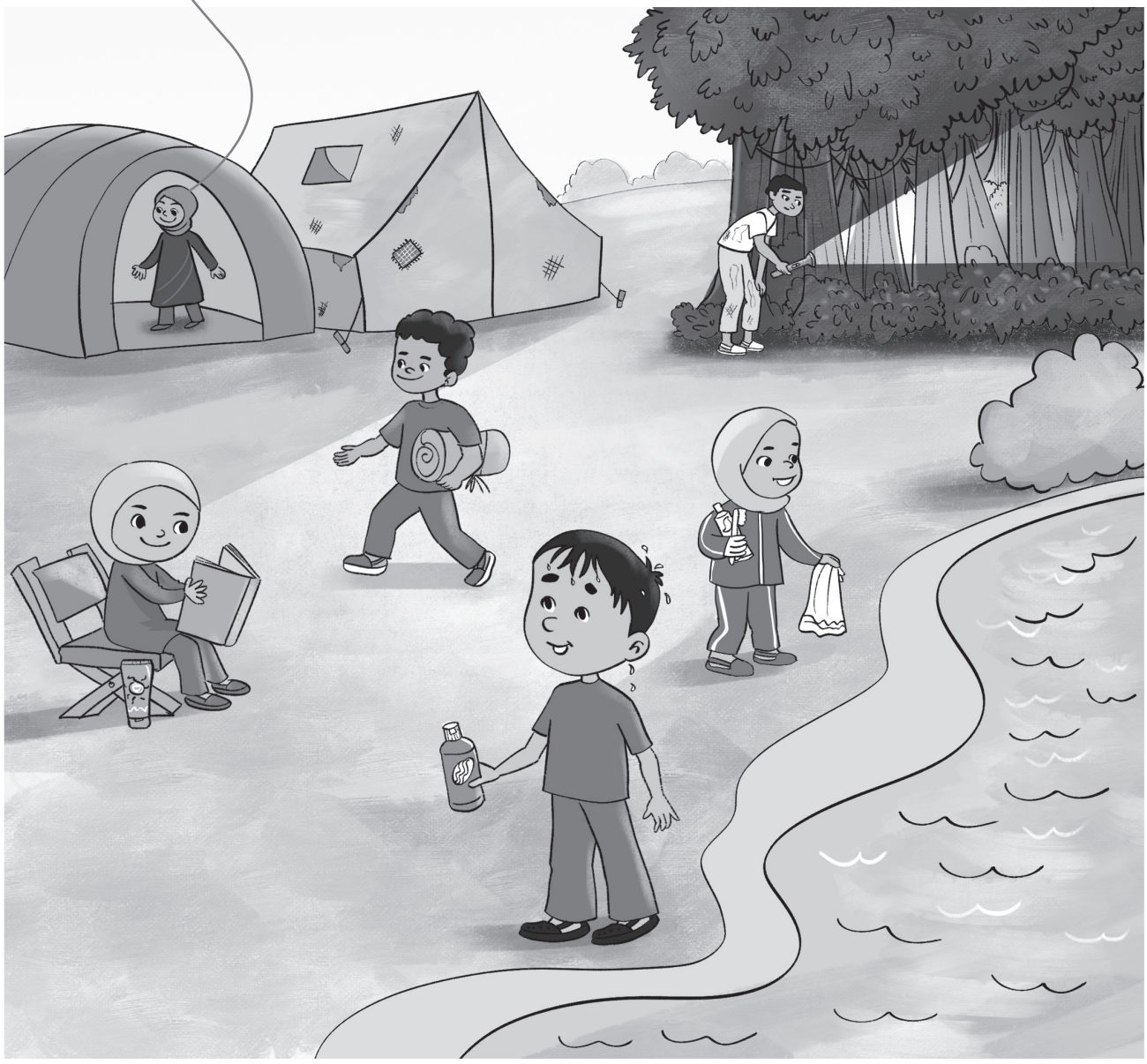
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Task 2 CT3.2 **Listen and draw lines. There is one example.** ____ / 2.5

Maryam

Hamed

Malik



Faisal

Shahad

Laila

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Task 3 **Look at the picture and read the text. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**

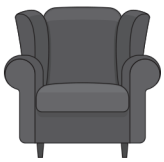
_____ / 2.5



My bedroom

This is a photo of my bedroom. There's a large _____mirror_____ on the wall behind my bed, and there's a **(1)** _____ between my bed and the door. There's a **(2)** _____ opposite my bed with lots of books. There's also a **(3)** _____ on it, and I can see the time from my bed. There's also a small **(4)** _____ next to the window. I like to sit there and read. There's also a small **(5)** _____ in front of my bed, but I prefer to watch things on my computer. I love my bedroom!

 mirror

 armchair

 television

 bed

 wardrobe

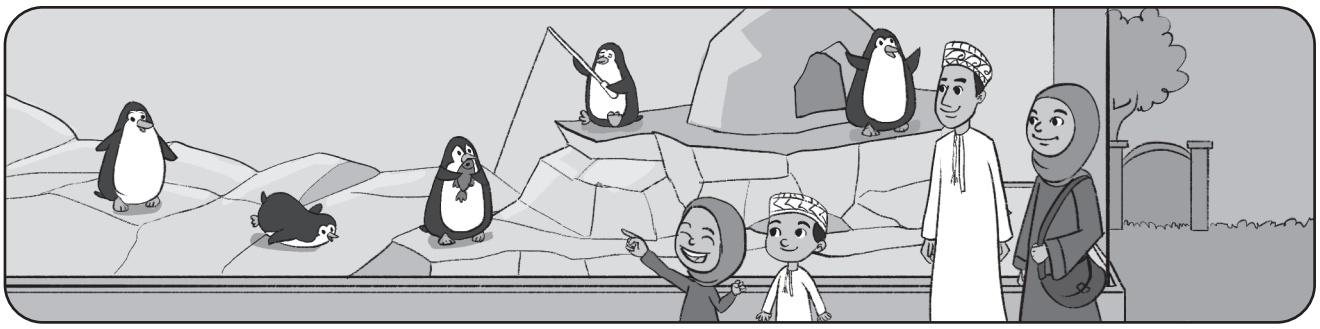
 clock

 sofa

 bookcase

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Task 4 **Look at the pictures and read the questions. Write one-word answers.** ____ / 2.5



Where are they? at the zoo

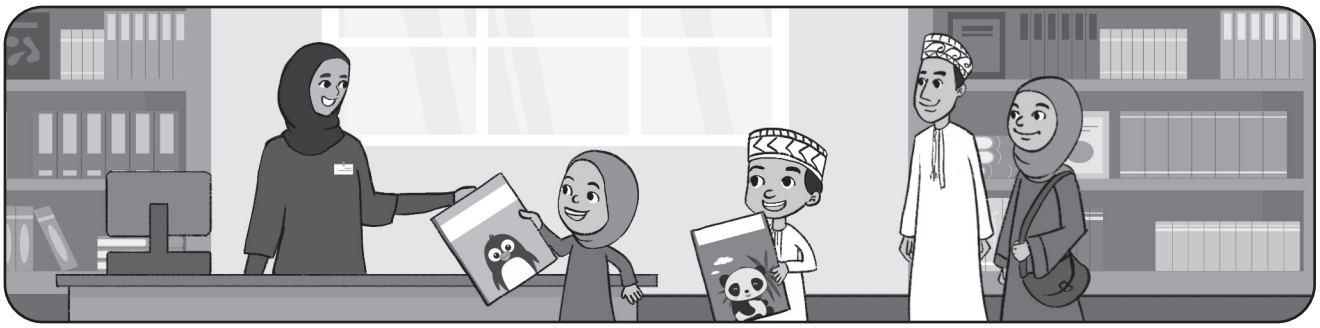
How many penguins are there? five

1 What is one penguin eating? a _____



2 How many pandas are there? _____

3 Where is one panda sitting? on an _____



4 Where are they now? at a _____

5 What has the girl got? a book about _____

Total: ____/10 marks

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Class Test 3

Answer key

Listening

Task 1
1 9/nine
2 Spot
3 1/one
4 Molly
5 0/none

Task 2
Lines should be drawn between:

1	Hamed	the wet boy by the lake
2	Malik	the boy with a torch looking for something in the forest
3	Faisal	the boy with the sleeping bag
4	Shahad	the girl with a towel, toothbrush and toothpaste
5	Laila	the girl reading a book with sunscreen

Reading and Writing

Task 3
1 wardrobe
2 bookcase
3 clock
4 armchair
5 television

Task 4
1 fish
2 three
3 armchair
4 bookshop
5 penguins

Audioscript

CT3.1 Task 1
Hello. This is the Listening test.
Look at Task 1.
Look at the picture.
Listen and write a name or a number.
There are two examples.

Girl: This is a photo of me and my brother at the zoo.
Man: Nice photo! What's your brother's name?
Girl: His name's Saeed.
Man: Is that S-A-E-E-D?
Girl: Yes.
Man: Is he eight years old like you?
Girl: No, he isn't. He's nine.

Can you see the answers?
These are examples.
Now you listen and write a name or a number.

1
Man: And is the zoo good?
Girl: It's great! There are lots of animals: lions, pandas…
Man: Are there any penguins?
Girl: Yes, there are seven penguins. They can swim, but they can't fly.

2
Man: Is there a giraffe at the zoo?
Girl: Yes, there is. He's really tall, but he can't jump!
Man: And what's the name of the giraffe?
Girl: It's Spot. That's S-P-O-T.

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3

Man: And are there any elephants at the zoo?
Girl: Yes, there are.
Man: How many elephants are there?
Girl: There's one elephant. It's very big!

4

Man: That's nice.
What's the elephant's name?
Girl: It's Molly. That's M-O-L-L-Y.
Man: Can she swim?
Girl: Yes, she can!

5

Man: Wow, so lions, pandas, penguins and an elephant. There are lots of animals at the zoo!
Girl: Yes, there are but there aren't any crocodiles. I love crocodiles!
Man: Me, too!

Now listen to Task 1 again.

CT3.2 Task 2

Hello. This is the Listening Test.
Look at Task 2.
Now look at the picture.
Listen and draw lines.
There is one example.

Boy: Here's a photo of me and my friends camping.
Woman: Oh, it's lovely.
Who's that in the tent?
Boy: Her name's Maryam.
She's got a new tent.

Can you see the line? This is an example.
Now you listen and draw lines.

1

Woman: There's a boy here, too.
He's very wet!
Boy: Has he got some shampoo?
Woman: Yes, he has.
Boy: Oh, that's Hamed.

2

Woman: And who's this boy?
He's got a torch.
Boy: His name's Malik.
Woman: Why is he dirty?
Boy: I don't know.

3

Woman: And who's this boy?
Boy: Oh, that's Faisal.
Woman: Has he got a tent?
Boy: No, he hasn't. He's got a sleeping bag. It's very soft!

4

Woman: What's this girl's name?
She's got some toothpaste.
Boy: Is she wearing a tracksuit?
Woman: Yes, she is.
Boy: That's Shahad.

5

Woman: And who's this girl?
She's reading a book.
Boy: Her name's Laila.
Woman: Has she got sunscreen?
Boy: Yes, she has.

Now listen to Task 2 again.

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Unit practice A

End of Semester 2 practice

Name: _____ Time allowed: 40 minutes

Class: _____ Total _____ / 60 marks

Reading and Writing

Task 1 Look and read. Then tick (✔) or cross (✘). _____ / 10

1  This is a crocodile. ☐

2  This is a giraffe. ☐

3  This is a bookcase. ☐

4  This is a mirror. ☐

5  This is a restaurant. ☐

6  This is a supermarket. ☐

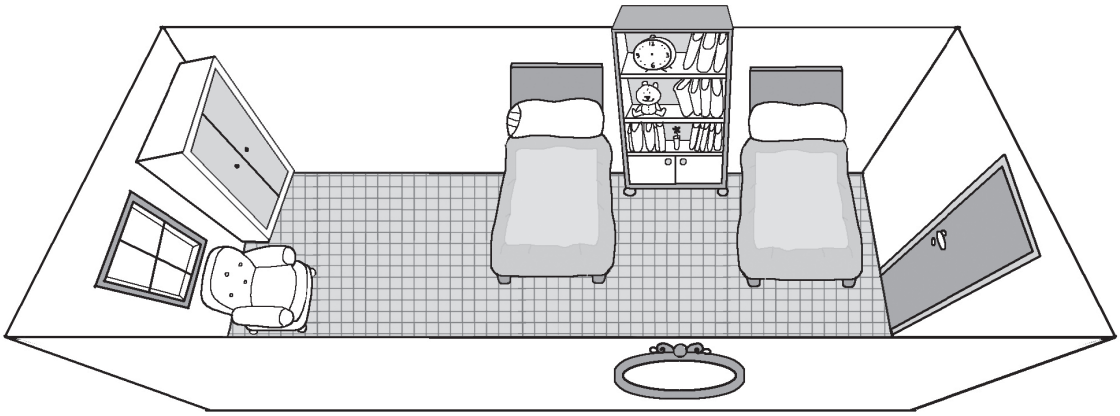
7  This is a penguin. ☐

8  This is an elephant. ☐

9  This is an armchair. ☐

10  This is a sofa. ☐

Task 2 Look, read and circle. _____ / 10



1 There's ~~There isn't~~ a window behind the armchair.

2 There's ~~There isn't~~ a bookcase between the beds.

3 There's ~~There isn't~~ a clock opposite the bookcase.

4 There's ~~There isn't~~ a mirror next to the bookcase.

5 There's ~~There isn't~~ a television in the room.

6 There are ~~There aren't any~~ books in the room.

7 There's ~~There isn't~~ a sofa in the room.

8 There's ~~There isn't~~ a wardrobe next to the window.

9 There's ~~There isn't~~ a bookcase opposite the mirror.

10 There's ~~There isn't~~ a window between the beds.

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Task 3 Read and write. ____ / 8

1 Can tigers fly?

can't they No,

_____.

2 Where's the chemist?

opposite bakery It's the

_____.

3 Has he got a tent?

he Yes, has

_____.

4 Are there any ice lollies?

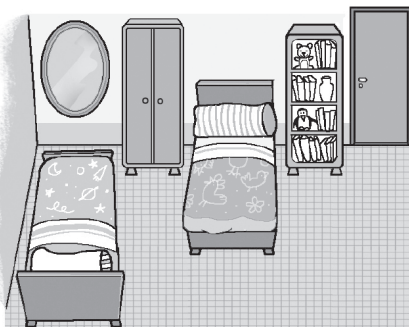
aren't there No,

_____.

Task 4 Look, read and write. ____ / 12

bed between door front isn't next

Hamed and me



I share a bedroom with my brother, Hamed. His bed is in **(1)** _____ of the mirror and my **(2)** _____ is **(3)** _____ to the bookcase. The bookcase is next to the **(4)** _____. There's a wardrobe **(5)** _____ the two beds. There **(6)** _____ a television in our room. The television is in the living room.

are brush collect dirty happy there



This is a photo of Hamed and me. We **(7)** _____ at Grandma and Grandad's farm. We are **(8)** _____ on the farm. I love the farm. At the farm, **(9)** _____ are lots of chickens. In the morning, we **(10)** _____ the eggs. Then, we **(11)** _____ the horses. They are often **(12)** _____!

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Listening

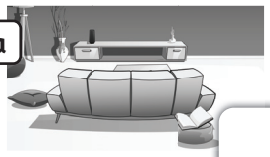
Task 5 UPES.1 Listen and read. Then look and tick (✔). ____ / 5

1 Where's the restaurant?

a 

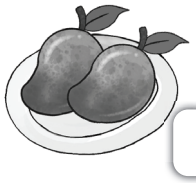
b 

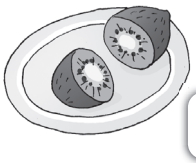
2 Where's her book?

a 

b 

3 What is there?

a 

b 

4 What is the duck doing?

a 

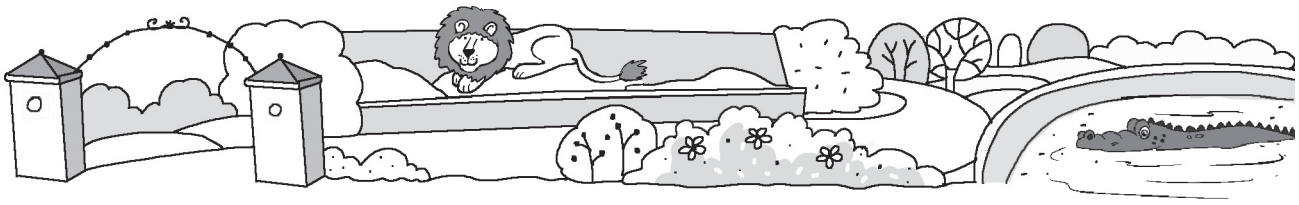
b 

5 What has Rasha got?

a 

b 

Task 6 UPES.2 Listen and read. Then write a name or a number. ____ / 5



1 What is the name of the rescue centre? A_____ Aid.

2 What is the name of the lion? B_____

3 How old is the crocodile? _____ years old.

4 How many animals are there at the centre? _____

5 Where is the animal rescue centre? On F_____ Street.

Task 7 UPES.3 Listen, read and circle. ____ / 5

1 Can giraffes swim? Yes, they can. No, they can't.

2 Are there any books in the bookcase? Yes, there are. No, there aren't.

3 Is the bank next to the chemist? Yes, it is. No, it isn't.

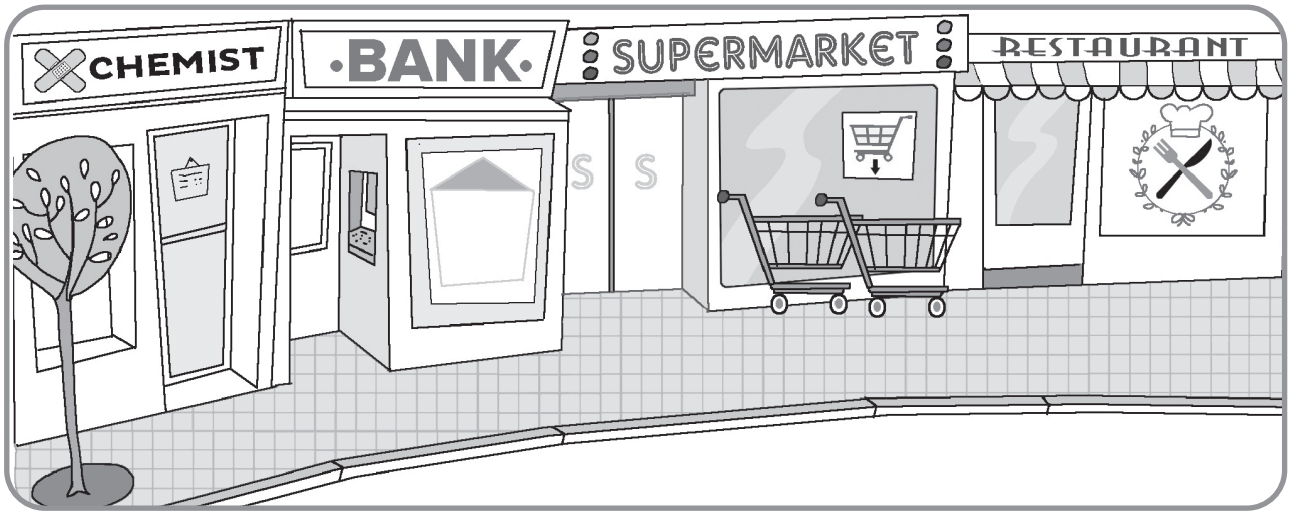
4 Is the armchair in front of the window? Yes, it is. No, it isn't.

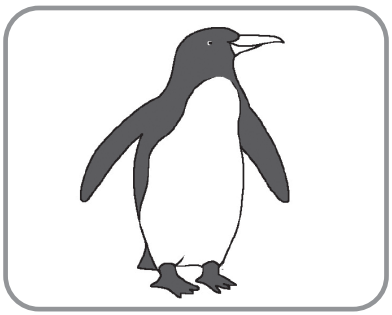
5 Is he cleaning the cage? Yes, he is. No, he isn't.

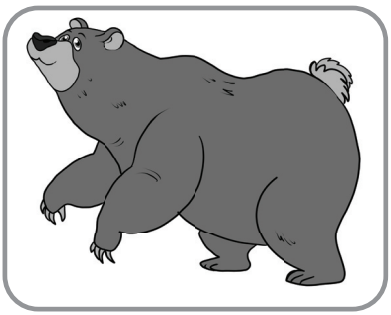
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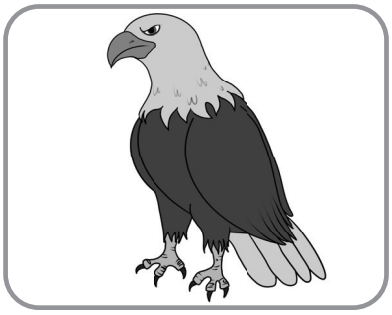
Speaking

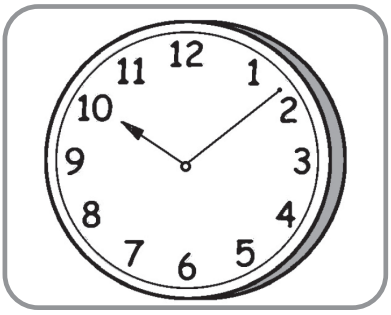
Task 8 **Look and listen to your teacher. Answer the questions.** ____ / 5



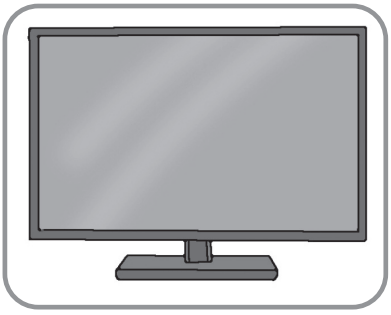












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Unit practice B

End of Semester 2 practice

Name: _____ Time allowed: 40 minutes

Class: _____ Total _____ / 60 marks

Reading and Writing

Task 1 Look and write. _____ / 10

1  p_____

2  g_____

3  b_____

4  e_____

5  r_____

6  s_____

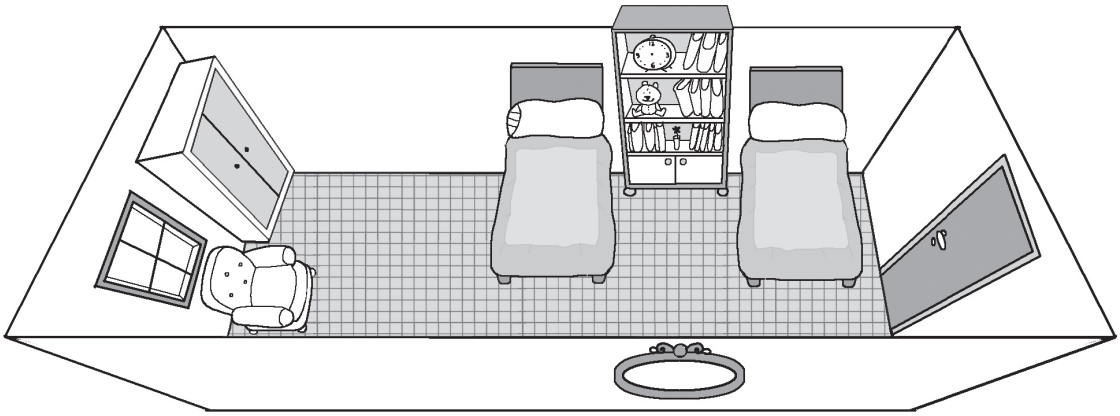
7  c_____

8  m_____

9  a_____

10  s_____

Task 2 Look and read. Write *There's*, *There isn't* or *There are*. _____ / 10



1 _____ a window behind the armchair.

2 _____ a bookcase between the beds.

3 _____ a clock opposite the bookcase.

4 _____ a mirror next to the bookcase.

5 _____ a television in the room.

6 _____ books in the room.

7 _____ a sofa in the room.

8 _____ a wardrobe next to the window.

9 _____ a bookcase opposite the mirror.

10 _____ a window between the beds.

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Task 3 Read and write. ____ / 8

Yes, he has. It's opposite the bakery.
No, there aren't. No, they can't.

1 Can tigers fly?

_____

2 Where's the chemist?

_____

3 Has he got a tent?

_____

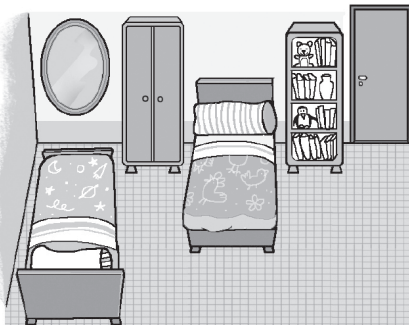
4 Are there any ice lollies?

_____

Task 4 Look, read and write. There are extra words. ____ / 12

bed between door front is isn't next

Hamed and me



I share a bedroom with my brother, Hamed. His bed is in **(1)** _____ of the mirror and my **(2)** _____ is **(3)** _____ to the bookcase. The bookcase is next to the **(4)** _____. There's a wardrobe **(5)** _____ the two beds. There **(6)** _____ a television in our room. The television is in the living room.

are brush collect dirty happy sweep there



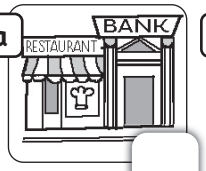
This is a photo of Hamed and me. We **(7)** _____ at Grandma and Grandad's farm. We are **(8)** _____ on the farm. I love the farm. At the farm, **(9)** _____ are lots of chickens. In the morning, we **(10)** _____ the eggs. Then, we **(11)** _____ the horses. They are often **(12)** _____!

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Listening

Task 5 UPES.1 Listen and read. Then look and tick (✔). _____ / 5

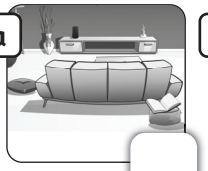
1 Where's the restaurant?

a 

b 

c 

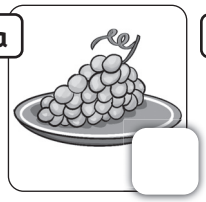
2 Where's her book?

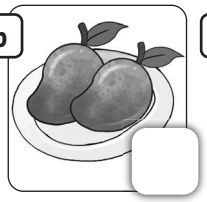
a 

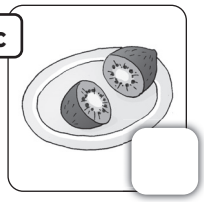
b 

c 

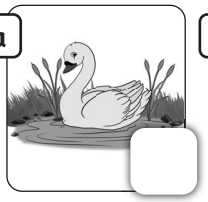
3 What is there?

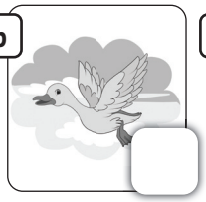
a 

b 

c 

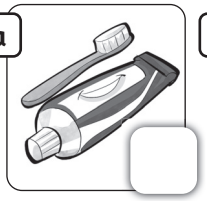
4 What is the duck doing?

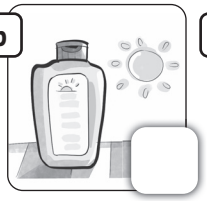
a 

b 

c 

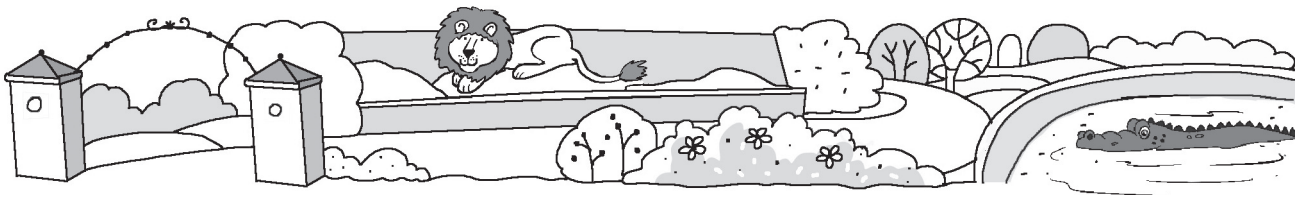
5 What has Rasha got?

a 

b 

c 

Task 6 UPES.2 Listen and read. Then write a name or a number. _____ / 5



1 What is the name of the rescue centre? _____ Aid.

2 What is the name of the lion? _____

3 How old is the crocodile? _____ years old.

4 How many animals are there at the centre? _____

5 Where is the animal rescue centre? On _____ Street.

Task 7 UPES.3 Listen and read. Then write *Yes* or *No* and circle. _____ / 5

1 Can giraffes swim? _____, they can can't.

2 Are there any books in the bookcase? _____, there are aren't.

3 Is the bank next to the chemist? _____, it is isn't.

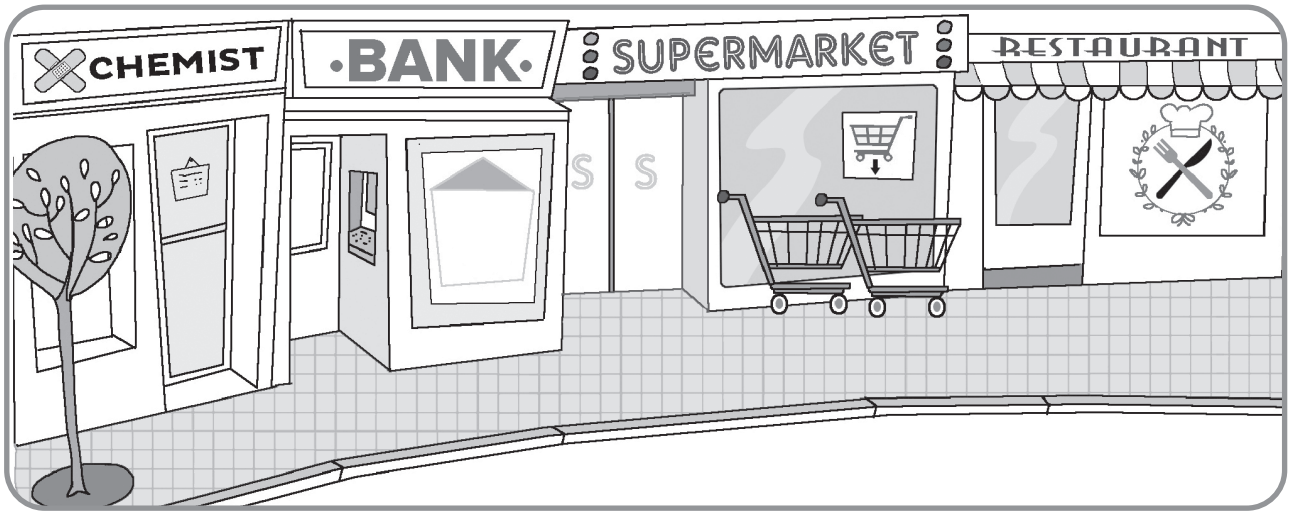
4 Is the armchair in front of the window? _____, it is isn't.

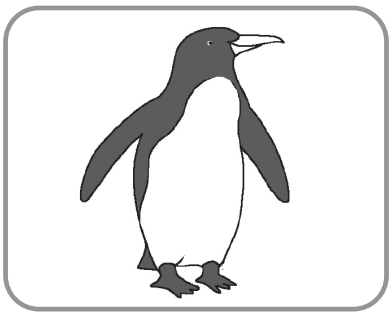
5 Is he cleaning the cage? _____, he is isn't.

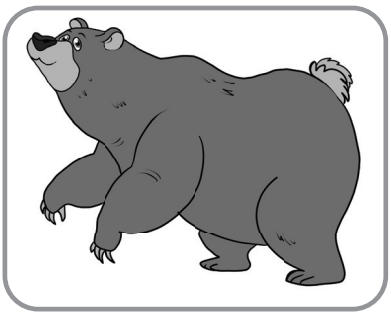
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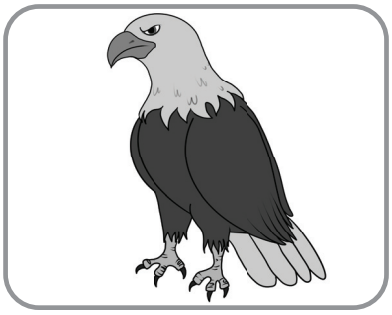
Speaking

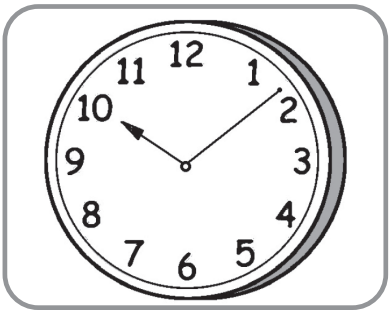
Task 8 **Look and listen to your teacher. Answer the questions.** ____ / 5



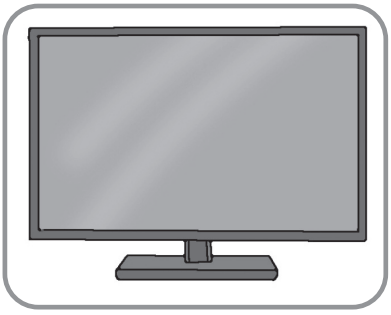












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End of Semester 2 practice

Answer key

Reading and Writing A

1 **1** ✗ **2** ✓ **3** ✓ **4** ✗ **5** ✓ **6** ✓ **7** ✗ **8** ✗ **9** ✓ **10** ✓

2 **1** There's **2** There's **3** There isn't **4** There isn't **5** There isn't **6** There are **7** There isn't **8** There's **9** There's **10** There isn't

3 **1** No, they can't. **2** It's opposite the bakery. **3** Yes, he has. **4** No, there aren't.

4 **1** front **2** bed **3** next **4** door **5** between **6** isn't **7** are **8** happy **9** there **10** collect **11** brush **12** dirty

Reading and Writing B

1 **1** penguin **2** giraffe **3** bookcase **4** elephant **5** restaurant **6** supermarket **7** crocodile **8** mirror **9** armchair **10** sofa

2 **1** There's **2** There's **3** There isn't **4** There isn't **5** There isn't **6** There are **7** There isn't **8** There's **9** There's **10** There isn't

3 **1** No, they can't. **2** It's opposite the bakery. **3** Yes, he has. **4** No, there aren't.

4 **1** front **2** bed **3** next **4** door **5** between **6** isn't **7** are **8** happy **9** there **10** collect **11** brush **12** dirty

Listening A

5 **1** b **2** a **3** a **4** b **5** a

6 **1** Animal **2** Bob **3** Three **4** Nineteen **5** Farm

7 **1** No, they can't. **2** No, there aren't. **3** No, it isn't. **4** Yes, it is. **5** Yes, he is.

Listening B

5 **1** b **2** a **3** b **4** a **5** a

6 **1** Animal **2** Bob **3** Three **4** Nineteen **5** Farm

7 **1** No, can't **2** No, aren't **3** No, isn't **4** Yes, is **5** Yes, is

Audioscript

UPES.1 **Task 5**

1
Woman: Excuse me. Where's the restaurant?
Man: It's in Brown Street.
Woman: Is it next to the bank?
Man: No, it's opposite the bank.
Woman: Thank you!

2
Girl 1: Oh no! Where's my book?
Girl 2: There's a book behind the sofa. There's also a book in front of the television.
Girl 1: Oh, my book is behind the sofa. Thanks!

3
Boy 1: Are there any kiwis?
Boy 2: No, there aren't.
Boy 1: Are there any grapes?
Boy 2: No, there aren't.
Boy 1: Are there any mangoes?
Boy 2: Yes, there are.

4
Girl 1: Is the duck flying?
Girl 2: No, it isn't.
Girl 1: Is it eating?
Girl 2: No, it isn't.
Girl 1: Is it swimming?
Girl 2: Yes, it is.

5
Girl 1: Hi, Rasha!
Girl 2: Hi, Huda!
Girl 1: I love camping.
Girl 2: Me, too!
Girl 1: Have you got shampoo?
Girl 2: Oh no, I haven't.
Girl 1: Have you got sunscreen?
Girl 2: Oh no, I haven't.
Girl 1: Have you got toothpaste?
Girl 2: Yes, I have!

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Audioscript

UPES.2 Task 6

1 **Man:** Hello, everyone, and welcome to Animal Aid rescue centre.
Girl: Excuse me. How do you spell Animal Aid?
Man: Animal is A-N-I-M-A-L. Aid is A-I-D.
Girl: Thanks!

2 **Man:** This is Bob.
Girl: He's a lion!
Man: Yes, he is.
Boy: Excuse me. How do you spell Bob?
Man: B-O-B
Boy: Thanks!

3 **Man:** And this is our crocodile.
Girl: How old is it?
Man: It's three years old.
Boy: Three?
Man: Yes, that's right.

4 **Boy:** Excuse me. How many animals are there at the centre?
Man: There are nineteen animals.
Boy: Nineteen? That's a lot!
Man: Yes, it is!

5 **Boy:** What's the name of this street? Is it Green Street?
Girl: No, it's Farm Street, I think. Excuse me. Is the animal centre on Farm Street?
Man: Yes, that's right.
Girl: Is that F-A-R-M?
Man: Yes, it is.

UPES.3 Task 7

1 **Girl:** Hazim, can giraffes swim?
Boy: I don't know. Let's see. No, they can't.

2 **Girl 1:** This is my bedroom. There's a desk, a bed and a bookcase.
Girl 2: There aren't any books in your bookcase.
Girl 1: No, there aren't.

3 **Woman:** Excuse me. Where's the bank? Is it next to the chemist?
Man: No, it's next to the supermarket.
Woman: Thank you.

4 **Boy 1:** In my bedroom there's a bed, a desk and an armchair.
Boy 2: Where's the armchair?
Boy 1: It's in front of the window.

5 **Boy:** Is he fixing the gate?
Girl: No, he isn't.
Boy: Is he cleaning the chicken cage?
Girl: Yes, he is.

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Use the rating scale below for Tasks 3 and 4:

WRITING RATING SCALE		
8	**12**	• Word order and spelling are consistently correct. • Use of capital letters, full stops and question marks is very accurate. • Handwriting is very clear.
6.5	**10**	• Word order and spelling are usually correct. • Use of capital letters, full stops and question marks is mostly accurate. • Handwriting is usually clear.
4.5	**7**	• Word order and spelling are reasonably correct. • Use of capital letters, full stops and question marks is sometimes inaccurate. • Handwriting is reasonably clear.
3	**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	**1**	• 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. Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.

Cut out the pictures of a street scene and the six items. Place the street scene in front of each pupil and place the six items above the street scene.

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.

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) Basim.
Examiner: When's your birthday?
Suggested answer: (It's in) December.
Examiner: Where's the bear?
Suggested answer: (Here.) [points to the bear]
Examiner: Put the bear in front of the supermarket.
Suggested answer: [places the bear picture in front of the supermarket]
Examiner: Where is the bear?
Suggested answer: It's in front of the supermarket.
Examiner: Where's the mirror?
Suggested answer: (Here.) [points to the mirror]
Examiner: Put the mirror next to the bear.
Suggested answer: [places the mirror picture next to the bear picture]
Examiner: Where is the mirror?
Suggested answer: It's next to the bear.
Examiner: What's this? [point to the restaurant]
Suggested answer: (It's) a restaurant.
Examiner: Put the clock between the restaurant and supermarket.
Suggested answer: [places the clock picture in between the restaurant and supermarket]
Examiner: Where is the clock?
Suggested answer: It's between the restaurant and the supermarket.
Examiner: What's this? [point to the penguin]
Suggested answer: (It's) a penguin.
Examiner: Put the penguin behind the bear.
Suggested answer: [places the penguin picture behind the bear picture]
Examiner: Where is the penguin?
Suggested answer: It's behind the bear.

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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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End of year practice

Name: _____ Time allowed: 40 minutes

Class: _____ Total _____ / 60 marks

Unit practice A

Reading

Task 1 Look, read and circle. _____ / 10

1 
Is this a window?
Yes, it is. No, it isn't.

2 
Is this a pilot?
Yes, it is. No, it isn't.

3 
Is this a bear?
Yes, it is. No, it isn't.

4 
Is this a shirt?
Yes, it is. No, it isn't.

5 
Is this a bee?
Yes, it is. No, it isn't.

6 
Is this a wardrobe?
Yes, it is. No, it isn't.

7 

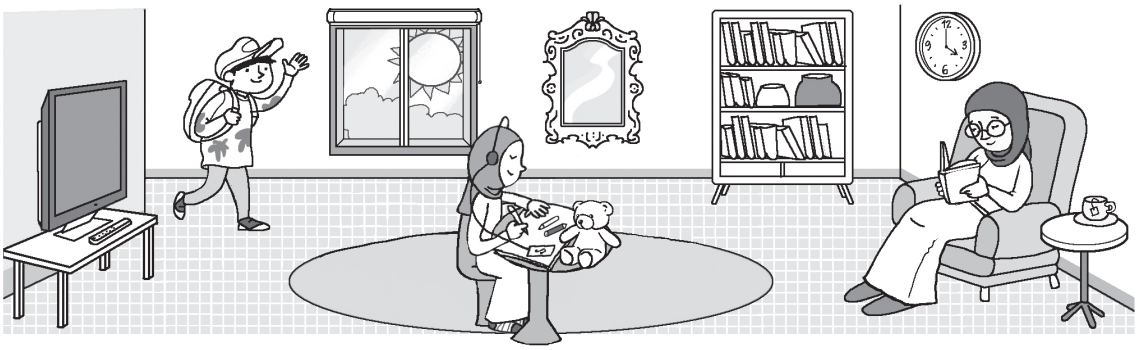
Is this a bookshop?
Yes, it is. No, it isn't.

8 
Is this a jumper?
Yes, it is. No, it isn't.

9 
Is this a motorbike?
Yes, it is. No, it isn't.

10 
Is this a sleeping bag?
Yes, it is. No, it isn't.

Task 2 Look, read and tick (✔) or cross (✘). _____ / 10



1 Mum is watching TV. ☐

2 The boy has got a backpack. ☐

3 The boy is wearing a baseball cap. ☐

4 The boy is wearing a clean shirt. ☐

5 The girl is listening to music. ☐

6 The girl is having lunch. ☐

7 There's a table behind the armchair. ☐

8 There's a mirror between the bookcase and the window. ☐

9 It's half past four. ☐

10 There's a soft kangaroo next to the girl. ☐

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Writing

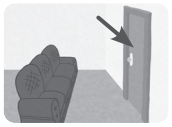
Task 3 Look at the pictures. Write the words. ____ / 10

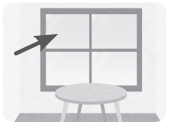
1  t ___ ___ ___ ___

2  c ___ ___ ___

3  c ___ ___

4  p ___ ___ ___

5  d ___ ___ ___

6  w ___ ___ ___ ___ ___

7  p ___ ___ ___ ___

8  l ___ ___ ___

9  s ___ ___ ___ ___ ___ ___ ___

10  p ___ ___ ___ ___

Task 4 Read, choose and write. ____ / 5

It's 20 OMR. It's half past two. It's mine.
It's next to the post office. Yes, there are.

1 Where's the chemist?

_____

2 Are there any elephants?

_____

3 Whose torch is this?

_____

4 How much is this tracksuit?

_____

5 What time is it?

_____

Task 5 Read, choose and write. ____ / 5



I get up at seven o'clock **(1)** _____ the morning. I **(2)** _____ to school at eight o'clock. I go home at 2.30. I **(3)** _____ basketball with my friends in the afternoon. I do my homework and then I **(4)** _____ dinner with my family. I go to **(5)** _____ at nine o'clock.

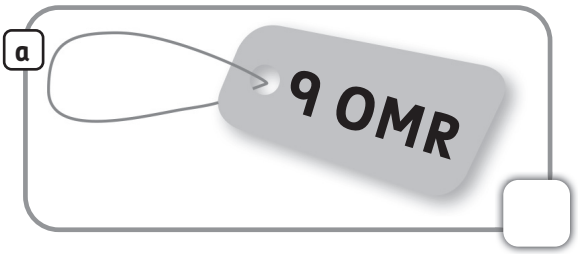
go
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in

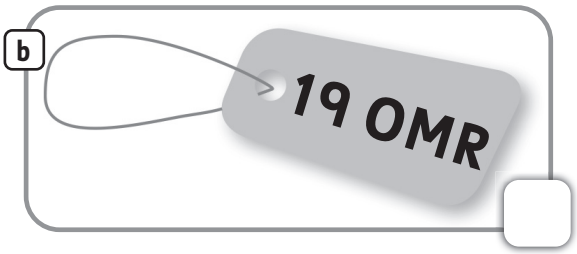
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Listening

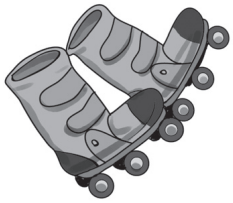
Task 6 UPEY.1 **Listen and read. Then look and tick (✔).** ____ / 5

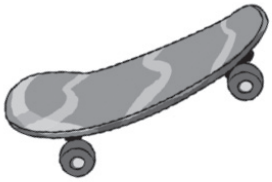
1 How much are the trainers?

a 

b 

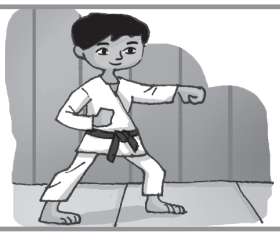
2 What does he do at the weekend?

a 

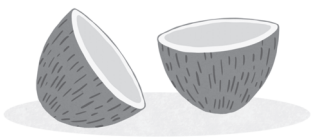
b 

3 What does he do on Saturday?

a 

b 

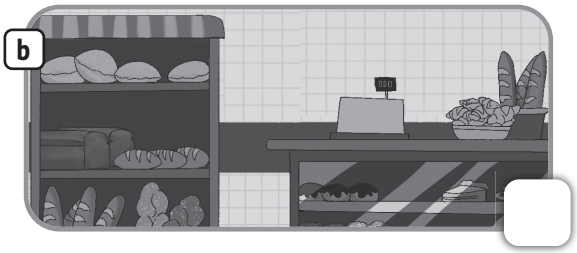
4 What fruit is there?

a 

b 

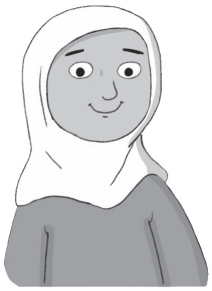
5 Where was she yesterday?

a 

b 

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Task 7 UPEY.2 Listen, read and circle. ____ / 10



Sara

1 Sara wants to be a teacher doctor.

2 Her mum is a teacher doctor.

3 Her mum goes to work by car train.

4 Her mum hasn't got a car motorbike.

5 Her mum goes to work at seven o'clock half past seven in the morning.



Ammar

6 There are five seven people in his family.

7 There aren't any chickens ducks on the farm.

8 Ammar and his brother collect the eggs in the morning afternoon.

9 Ammar and his brother brush the horses in the morning afternoon.

10 He likes the horses cows.

Speaking

Task 8 Look and listen to your teacher. Answer the questions. ____ / 5





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End of year practice

Name: _____ Time allowed: 40 minutes

Class: _____ Total _____ / 60 marks

Unit practice **B**

Reading

Task 1 Look and read. Then write *Yes, it is* or *No it isn't.* _____ / 10

1  Is this a window? _____

2  Is this a pilot? _____

3  Is this a bear? _____

4  Is this a shirt? _____

5  Is this a bee? _____

6  Is this a wardrobe? _____

7 

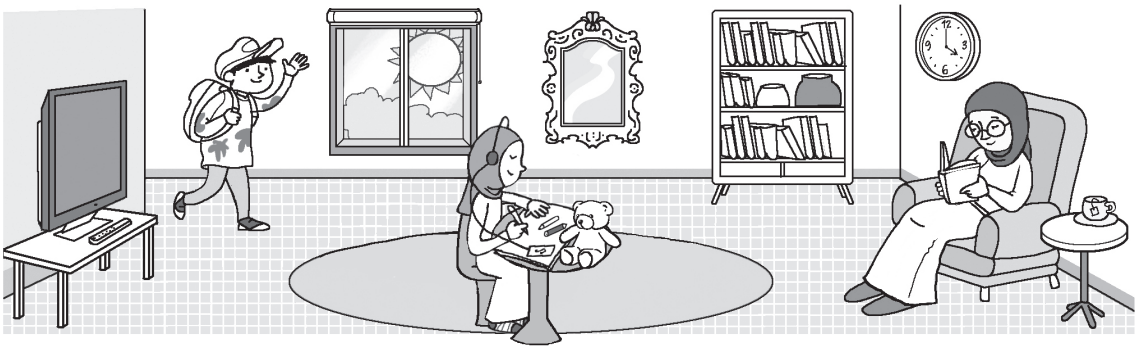
Is this a bookshop? _____

8  Is this a jumper? _____

9  Is this a motorbike? _____

10  Is this a sleeping bag? _____

Task 2 Look, read and write *Yes* or *No*. _____ / 10



1 Mum is watching TV. _____

2 The boy has got a backpack. _____

3 The boy is wearing a baseball cap. _____

4 The boy is wearing a clean shirt. _____

5 The girl is listening to music. _____

6 The girl is having lunch. _____

7 There's a table behind the armchair. _____

8 There's a mirror between the bookcase and the window. _____

9 It's half past four. _____

10 There's a soft kangaroo next to the girl. _____

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Writing

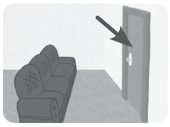
Task 3 Look at the pictures. Write the words. ____ / 10

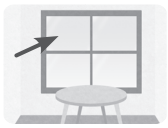
1  _ _ _ _ _ _

2  _ _ _ _ _

3  _ _ _ _

4  _ _ _ _ _

5  _ _ _ _ _

6  _ _ _ _ _ _

7  _ _ _ _ _ _

8  _ _ _ _ _

9  _ _ _ _ _ _ _ _ _

10  _ _ _ _ _ _

Task 4 Read, order and write. ____ / 5

1 Where's the chemist?

next | park. | It's | to | the

_____

2 Are there any elephants?

are. | there | Yes,

_____

3 Whose torch is this?

mine. | It's

_____

4 How much is this tracksuit?

20 OMR. | It's

_____

5 What time is it?

past | half | It's | two.

_____

Task 5 Read and write. There are two extra words. ____ / 5



I get up at seven o'clock **(1)** _____ the morning. I **(2)** _____ to school at eight o'clock. I go home at 2.30. I **(3)** _____ basketball with my friends in the afternoon. I do my homework and then I **(4)** _____ dinner with my family. I go to **(5)** _____ at nine o'clock.

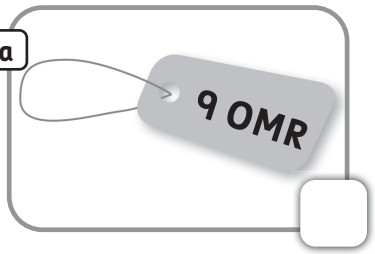
go
play
have
bed
in
do
to

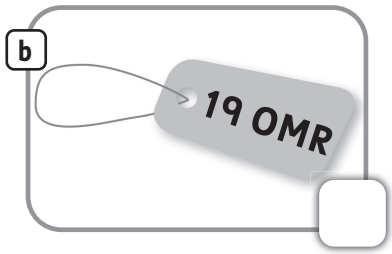
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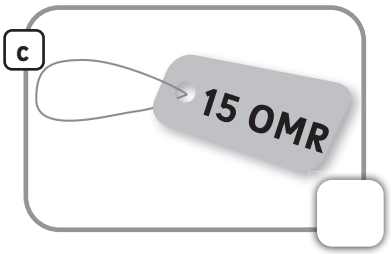
Listening

Task 6 UPEY.1 Listen and read. Then look and tick (✔). _____ / 5

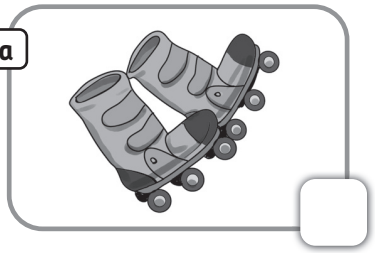
1 How much are the trainers?

a 

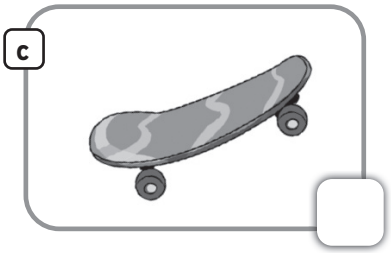
b 

c 

2 What does he do at the weekend?

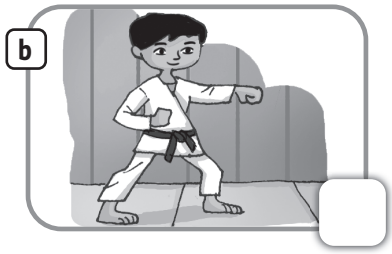
a 

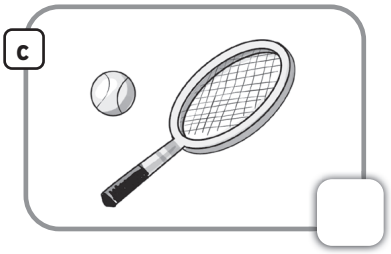
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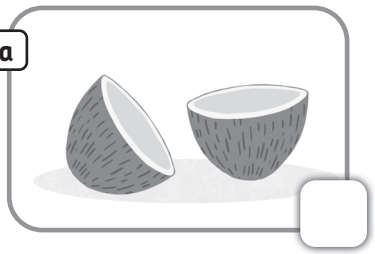
3 What does he do on Saturday?

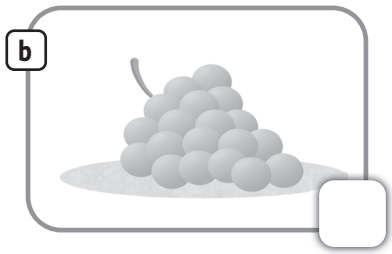
a 

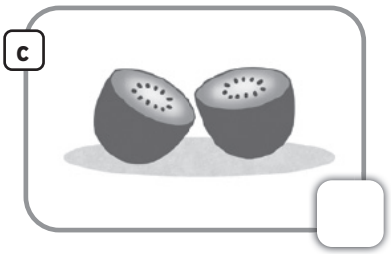
b 

c 

4 What fruit is there?

a 

b 

c 

5 Where was she yesterday?

a 

b 

c 

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Task 7 UPEY.2 Listen, read and circle. ____ / 10



Sara

1 Sara wants to be a teacher **doctor** nurse.

2 Her mum is a teacher **doctor** nurse.

3 Her mum goes to work by car **bus** train.

4 Her mum hasn't got a car **motorbike** bike.

5 Her mum goes to work at seven o'clock **half past seven** eight o'clock in the morning.



Ammar

6 There are two **five** seven people in his family.

7 There aren't any chickens **ducks** sheep on the farm.

8 Ammar and his brother collect the eggs in the morning **afternoon** evening.

9 Ammar and his brother brush the horses in the morning **afternoon** evening.

10 He likes the horses **cows** sheep.

Speaking

Task 8 Look and listen to your teacher. Answer the questions. ____ / 5





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End of year practice

Answer key

Reading and Writing A

1 **1** No, it isn't. **2** Yes, it is. **3** Yes, it is. **4** No, it isn't. **5** Yes, it is. **6** Yes, it is. **7** Yes, it is. **8** No, it isn't. **9** Yes, it is. **10** Yes, it is.

2 **1** ✗ **2** ✓ **3** ✓ **4** ✗ **5** ✓ **6** ✗ **7** ✗ **8** ✓ **9** ✗ **10** ✗

3 **1** train **2** chef **3** cow **4** park **5** door **6** window **7** panda **8** lion **9** slippers **10** phone

4 **1** It's next to the post office. **2** Yes, there are. **3** It's mine. **4** It's 20 OMR. **5** It's half past two.

5 **1** in **2** go **3** play **4** have **5** bed

Reading and Writing B

1 **1** No, it isn't. **2** Yes, it is. **3** Yes, it is. **4** No, it isn't. **5** Yes, it is. **6** Yes, it is. **7** Yes, it is. **8** No, it isn't. **9** Yes, it is. **10** Yes, it is.

2 **1** No **2** Yes **3** Yes **4** No **5** Yes **6** No **7** No **8** Yes **9** No **10** No

3 **1** train **2** chef **3** cow **4** park **5** door **6** window **7** panda **8** lion **9** slippers **10** phone

4 **1** It's next to the park. **2** Yes, there are. **3** It's mine. **4** It's 20 OMR. **5** It's half past two.

5 **1** in **2** go **3** play **4** have **5** bed

Listening A

6 **1** b **2** a **3** a **4** b **5** a

7 **1** teacher **2** doctor **3** train **4** car **5** seven o'clock **6** seven **7** ducks **8** morning **9** afternoon **10** horses

Listening B

6 **1** b **2** a **3** a **4** b **5** a

7 **1** teacher **2** doctor **3** train **4** car **5** seven o'clock **6** seven **7** ducks **8** morning **9** afternoon **10** horses

Audioscript

UPEY.1

Task 6

1
Girl: Excuse me?
Woman: Yes, can I help you?
Girl: Yes, please. How much are these trainers?
Woman: They're nineteen rials.
Girl: Nine?
Woman: No, nineteen.
Girl: Oh …

2
Boy 1: Do you skateboard at the weekend?
Boy 2: No, I don't. I roller skate at the weekend. These are my new roller skates.
Boy 1: Oh, they're great!

3
Boy 1: On Wednesday, I do karate. On Friday, I play tennis.
Boy 2: What about Saturday?
Boy 1: On Saturday, I stay at home and watch TV.

4
Boy: Are there any coconuts?
Woman: Yes, I think so. Oh no, there aren't.
Boy: Are there any kiwis?
Woman: No, there aren't, but there are grapes.

5
Girl 1: Where were you yesterday?
Girl 2: I was at the supermarket.
Girl 1: At the supermarket?
Girl 2: Yes. You can buy lots of food there.
Girl 1: Oh great!

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Audioscript



Task 7

Sara: I want to be a teacher when I grow up. My sister wants to be a doctor. My mother is a doctor. She works in the city. She goes to work by train. She hasn't got a car. She goes to work at seven o'clock in the morning. She loves her job!

Ammar: My parents are artists but we live on a farm. I live with my mum and dad, and I've got two brothers and two sisters. There are seven people in my family! There are a lot of animals on the farm, too. We've got chickens, sheep, cows and horses. My brother Basim and I collect the eggs in the morning and we brush the horses in the afternoon. We really like the horses!

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Use the rating scale below for Tasks 3, 4 and 5:

WRITING RATING SCALE		
Tasks 4 and 5	**Task 3**	
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. 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. 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) Basim.
Examiner: When's your birthday?
Suggested answer: (It's in) December.

In stage 1, encourage pupils to tell you what they can see in the pictures only.
Examiner: What can you see?
Suggested answers:
(There's a) crocodile. (There's a) camel.
(There's an) astronaut. (There's a) firefighter.
(There's a) bookcase. (There's a) wardrobe.
(There are) slippers. (There are) trainers.
(There's a) baseball cap. (There's a) jumper.
(There's a) bird. (There's a) horse.
(There's a) cow. (There's a) sheep.

In stage 2, encourage pupils to tell you the differences between the two pictures. Guide pupils as much as you think they need.
Examiner: What is the girl doing?
Suggested answer: In this picture, she is reading a book. In this picture, she is listening to music.

Examiner: (Pointing to the first picture) Is the bookshelf behind the bed?
Suggested answer: No, it isn't. (It is next to the bed.)

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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 5 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

Reading

Task 1 Read and circle. _____ / 5

1  bees rabbits

2  a sheep a goat

3  a cow a bird

4  a horse a donkey

5  ducks chickens

Task 2 Read and match. _____ / 5

1 brush	**a** the eggs
2 milk	**b** the cows
3 collect	**c** the horses
4 fix	**d** the gate
5 sweep	**e** the barn

Writing

Task 3 Look, read and write. _____ / 10

Yes, it is. Yes, she is. No, it isn't. Yes, they are. No, he isn't.

1  Is she collecting eggs? _____

2  Is he cleaning the cage? _____

3  Are they milking the cows? _____

4  Is it jumping? _____

5  Is it swimming? _____

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Task 4 **Read and write.** ____ / 5

collecting Is Are horses cleaning

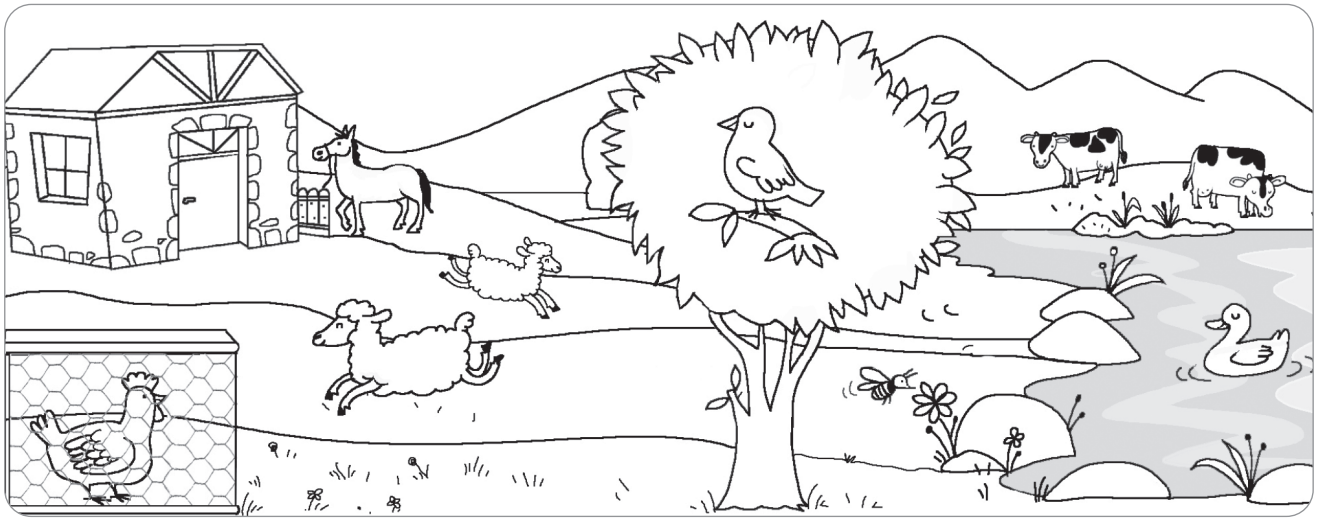
1 _____ they sweeping the barn?
2 Is she _____ eggs?
3 _____ he fixing the gate?
4 Are they _____ the cage?
5 Is he brushing the _____?

Listening

Task 5 UP5.1 **Listen and read. Then tick (✔) or cross (✘).** ____ / 5

1  They're running. ☐
2  They're jumping. ☐
3  She's collecting eggs. ☐
4  They're milking the cows. ☐
5  He's jumping. ☐

Task 6 UP5.2 **Listen, look and circle.** ____ / 5



Speaking

Task 7 **Look at the picture in Task 6. Listen to your teacher. Answer the questions.** ____ / 5

What's this?
Is it ...?
How many ... can you see?

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Unit practice B

Unit 5 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Reading

Task 1 Look and match. There's an extra word. _____ / 5

1 

2 

3 

4 

5 

a bees

b a goat

c a horse

d a bird

e a donkey

f ducks

Task 2 Read and write. _____ / 5

cows eggs barn gate horses

1 brush the _____ **2** milk the _____ **3** collect the _____

4 fix the _____ **5** sweep the _____

Writing

Task 3 Look, read and write. _____ / 10

1  Is she collecting eggs? _____, _____ _____.

2  Is he cleaning the cage? _____, _____ _____.

3  Are they milking the cows? _____, _____ _____.

4  Is it jumping? _____, _____ _____.

5  Is it swimming? _____, _____ _____.

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Task 4 Read and write. ____ / 5

1 Is he _____ the gate?

2 Is she collecting _____?

3 _____ they sweeping the barn?

4 Are they cleaning the _____?

5 Is he _____ the horses?

Listening

Task 5 UP5.1 Listen and read. Then read and circle. ____ / 5

1  Are they running? Yes, they are. No, they aren't.

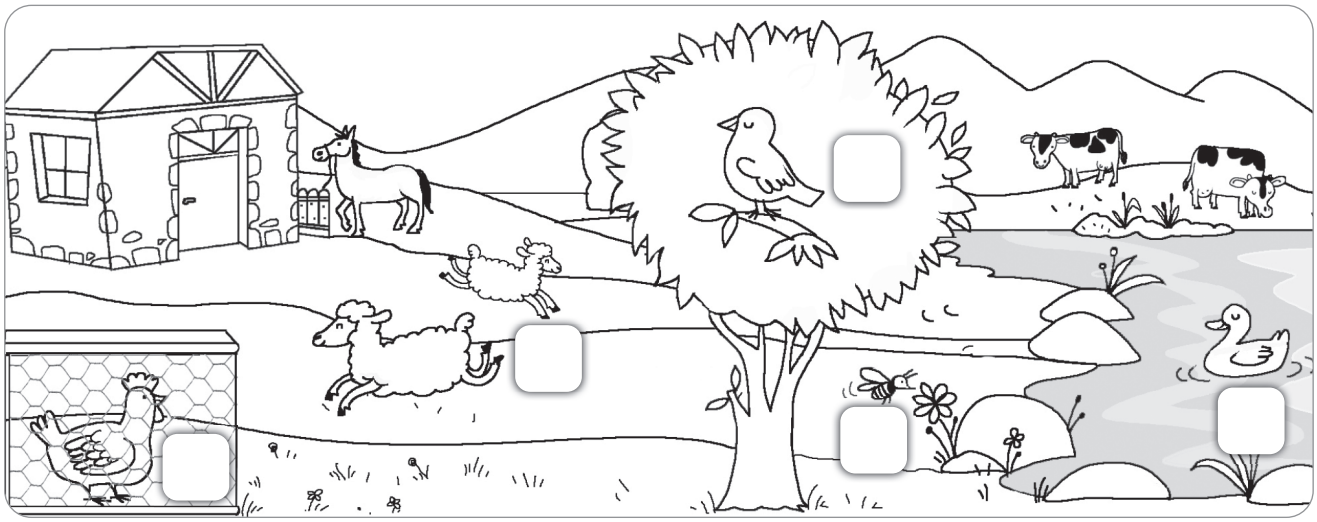
2  Are they jumping? Yes, they are. No, they aren't.

3  Is she collecting eggs? Yes, she is. No, she isn't.

4  Are they milking the cows? Yes, they are. No, they aren't.

5  Is he jumping? Yes, he is. No, he isn't.

Task 6 UP5.2 Listen, look and number. ____ / 5



Speaking

Task 7 Look at the picture in Task 6. Listen to your teacher. Answer the questions. ____ / 5

What's this?

Is it ...?

How many ... can you see?

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Unit 5 practice

Answer key

Reading and Writing A

1 **1** bees **2** a goat **3** a bird **4** a donkey **5** ducks

2 **1** c **2** b **3** a **4** d **5** e

3 **1** Yes, she is. **2** No, he isn't. **3** Yes, they are. **4** Yes, it is. **5** No, it isn't.

4 **1** Are **2** collecting **3** Is **4** cleaning **5** horses

Reading and Writing B

1 **1** e **2** a **3** d **4** b **5** f

2 **1** horses **2** cows **3** eggs **4** gate **5** barn

3 **1** Yes, she is. **2** No, he isn't. **3** Yes, they are. **4** Yes, it is. **5** No, it isn't.

4 **1** fixing **2** eggs **3** Are **4** cage **5** brushing

Listening A

5 **1** ✔ **2** ✘ **3** ✔ **4** ✘ **5** ✔

6 Pupils circle *chicken*, *bee*, *sheep*, *bird* and *duck*.

Listening B

5 **1** Yes, they are. **2** No, they aren't. **3** Yes, she is. **4** No, they aren't. **5** Yes, he is.

6 **1** chicken **2** bee **3** sheep **4** bird **5** duck

Audioscript

UP5.1 Task 5

1 **M:** Is this your farm, Lucy?
G: Yes, it is.
M: Oh, look. I can see two donkeys. Are they running?
G: Yes, they are.

2 **M:** Look at the sheep. Are they jumping?
G: No, they aren't. They're running.

3 **M:** Is she your sister?
G: Yes, she is. She's collecting eggs.

4 **M:** There are your mum and dad. Are they milking the cows?
G: Let me see. No, they aren't. They're brushing the horses.

5 **G:** And there's my brother. He's jumping!

UP5.2 Task 6

1 **W:** Can you see the chicken?
B: Yes, it's in the cage.

2 **W:** I can see the bee.
B: Is it flying?
W: Yes, it is. Look!
B: Oh, yes!

3 **W:** Look at the sheep!
B: Where? Are they running?
W: No, they are jumping.

4 **B**: Is there a bird?
W: Yes, there is.
B: Is it flying?
W: No, it's in the tree.

5 **W:** Look at the duck.
B: Is it eating?
W: No, it isn't. It's swimming.
B: Oh, yes!

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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) Basim.
Examiner: When's your birthday?
Suggested answer: (It's in) December.

Suggested questions

Examiner: What's this? [point to the bee]
Suggested answer: (It's a) bee.
Examiner: Is it flying?
Suggested answer: Yes, (it is).
Examiner: How many bees can you see?
Suggested answer: One.
Examiner: What's this? [point to a sheep]
Suggested answer: (It's a) sheep.
Examiner: Is it eating?
Suggested answer: No, (it isn't). (It's jumping.)

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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 require a great deal of patience for a listener.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Unit 6 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

Reading

Task 1 Look, read and circle. _____ / 8

1  I've got a soft hard doll. I haven't got a soft hard doll.

2  I haven't got a plain fancy backpack. I've got a plain fancy backpack.

3  I haven't got new old glasses. I've got new old glasses.

4  I haven't got a clean dirty skateboard. I've got a clean dirty skateboard.

Task 2 Look, read and tick (✔) or cross (✘). _____ / 5

1 He's got sunscreen. ☐

2 He hasn't got shampoo. ☐

3 He hasn't got a torch. ☐

4 He's got chocolate. ☐

5 He hasn't got toothpaste. ☐

6 He hasn't got a sleeping bag. ☐

7 He hasn't got a tent. ☐



Writing

Task 3 Read and circle. _____ / 10

Randa: **(1)** Have Has you got a tent?

Samia: No, I **(2)** Have haven't. I **(3)** 've 's got a sleeping bag.

(4) Have you You've got a sleeping bag?

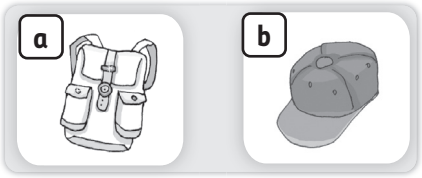
Randa: Yes, I **(5)** have haven't.

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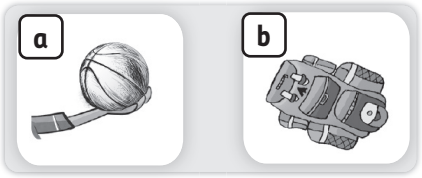
Listening

Task 4 UP6.1 **Listen, look and circle.** ____ / 5

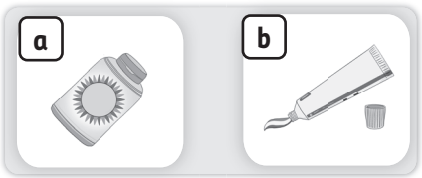
1 What has she got?



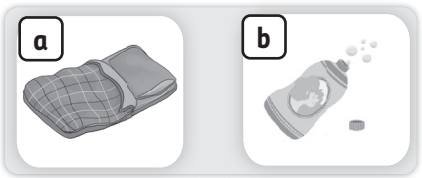
2 What hasn't he got?



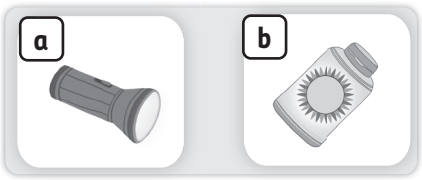
3 What is his?



4 What hasn't he got?

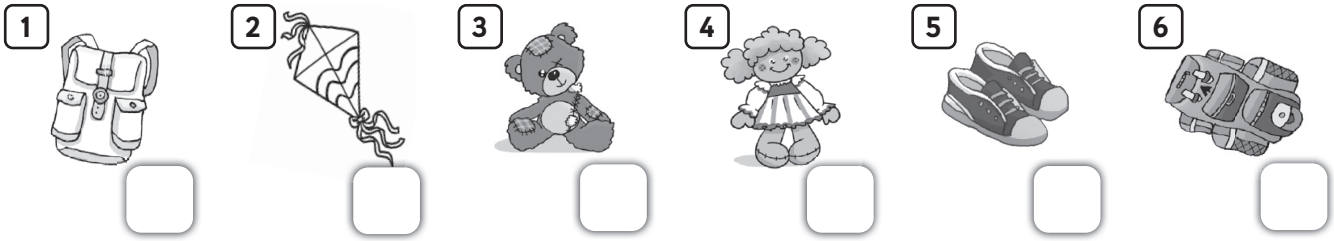


5 What is hers?



Task 5 UP6.2 **Listen, look and tick (✔).** ____ / 5

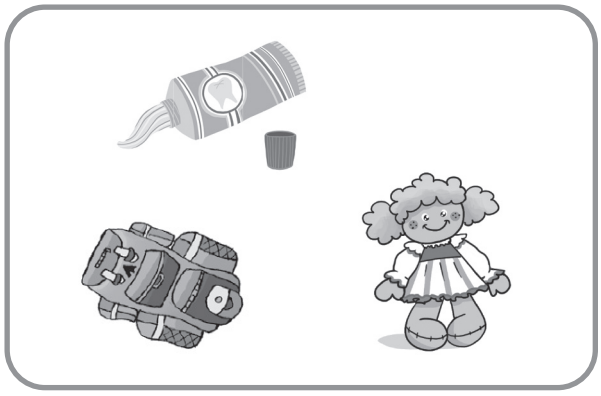
In my tent I've got …



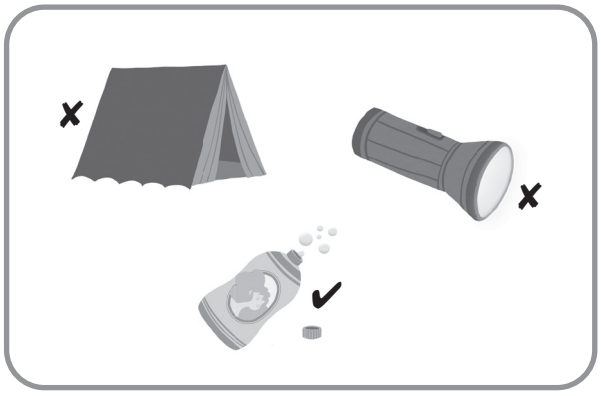
Speaking

Task 6 **Listen to your teacher. Answer and ask questions.** ____ / 5

You've got:



Ask about:



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Unit 6 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice **B**

Reading

Task 1 Look, read and write. _____ / 8

1  I've got a _____ doll. I haven't got a _____ doll. soft hard

2  I haven't got a _____ backpack. I've got a _____ backpack. plain fancy

3  I haven't got _____ glasses. I've got _____ glasses. new old

4  I haven't got a _____ skateboard. I've got a _____ skateboard. clean dirty

Task 2 Look, read and tick (✔) or cross (✘). _____ / 7

1 He's got sunscreen. ☐

2 He hasn't got shampoo. ☐

3 He hasn't got a torch. ☐

4 He's got chocolate. ☐

5 He's got toothpaste. ☐

6 He hasn't got a sleeping bag. ☐

7 He hasn't got a tent. ☐



Writing

Task 3 Read and write. _____ / 10

've Have haven't have

Randa: **(1)** _____ you got a tent?
Samia: No, I **(2)** _____. I **(3)** _____ got a sleeping bag.
(4) _____ you got a sleeping bag?
Randa: Yes, I **(5)** _____. **(6)** _____ you got a ball?
Samia: Yes, I **(7)** _____. I've got a dirty ball!
Randa: I **(8)** _____ got a soft teddy. His name is Ted.
Samia: Look! I **(9)** _____ got new trainers.
Randa: Cool! I **(10)** _____ got wet trainers!
Samia: Oh, no!

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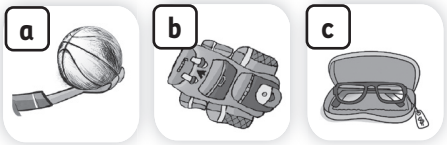
Listening

Task 4 UP6.1 **Listen, look and circle.** _____ / 5

1 What has she got?



2 What has he got?



3 What is his?



4 What hasn't he got?

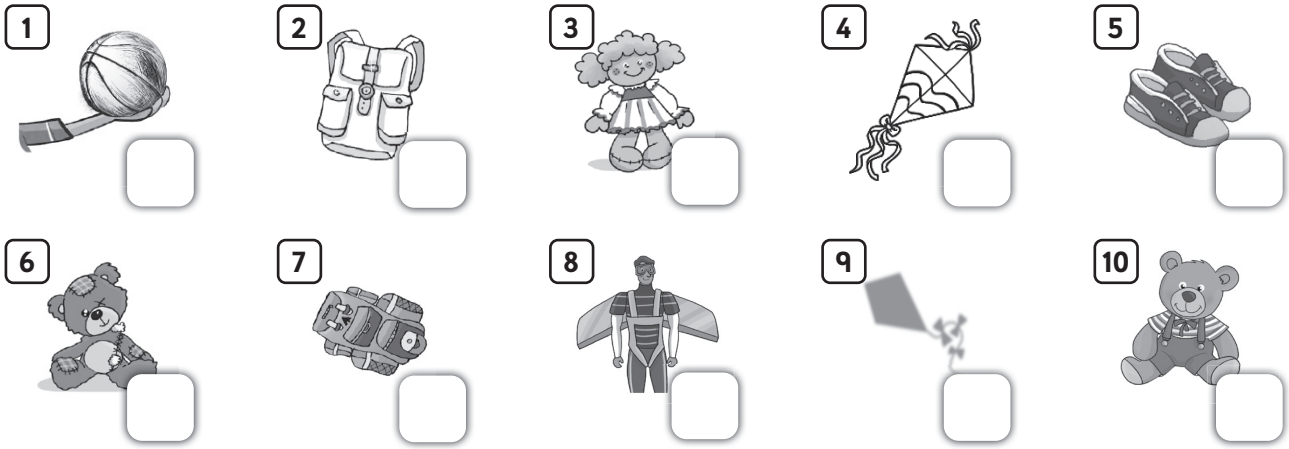


5 What is hers?



Task 5 UP6.2 **Listen, look and tick (✔).** _____ / 5

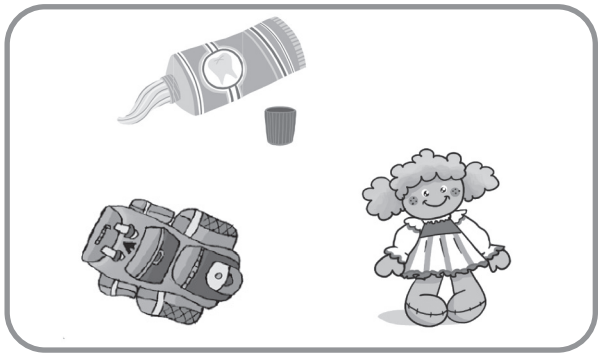
In my tent I've got …



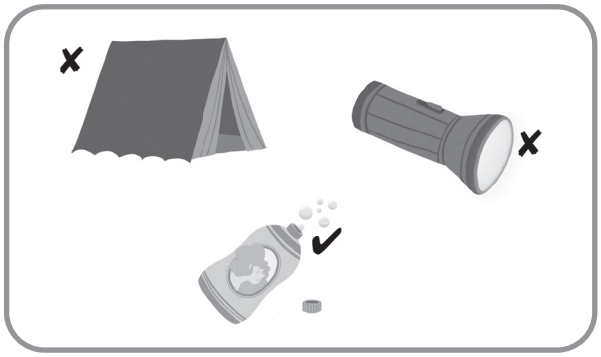
Speaking

Task 6 **Listen to your teacher. Answer and ask questions.** _____ / 5

You've got:



Ask about:



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Unit 6 practice

Answer key

Reading and Writing A

1 **1** soft, hard **2** fancy, plain **3** old, new **4** clean, dirty

2 **1** ✔ **2** ✔ **3** ✘ **4** ✔ **5** ✘ **6** ✘ **7** ✔

3 **1** Have **2** haven't **3** 've **4** Have you **5** have

Reading and Writing B

1 **1** soft, hard **2** fancy, plain **3** old, new **4** clean, dirty

2 **1** ✔ **2** ✔ **3** ✘ **4** ✔ **5** ✔ **6** ✘ **7** ✔

3 **1** Have **2** haven't **3** 've **4** Have **5** have **6** Have **7** have **8** 've **9** 've **10** 've

Listening A

4 **1** b **2** a **3** b **4** a **5** a

5 Pupils tick 1–5.

Listening B

4 **1** c **2** b **3** b **4** c **5** a

5 Pupils tick 2, 3, 4, 5 and 6.

Audioscript

UP6.1 Task 4

1 **B**: You've got dirty trainers!
G: Yes, I have.
B: You've got a dirty backpack, too.
G: I know. My baseball cap is clean!
B: Yes, it is.

2 **B**: These are my things. I've got a new ball. See! I've got an old shirt and I've got a fancy backpack!

3 **B**: Whose sleeping bag is this?
G: It's mine.
B: Whose sunscreen is this?
G: It's hers.
B: Whose toothpaste is this?
G: It's yours!

4 **B**: Let's see. I've got toothpaste and shampoo. Oh no! I haven't got a sleeping bag!

5 **G**: Whose sunscreen is this?
B: It's mine.
G: Whose toothpaste is this?
B: It's mine.
G: Whose torch is this?
B: Let me see. Oh, it's yours.
G: Yes, it's my torch.

UP6.2 Task 5

G: This is my tent. Come inside and look.
I've got a soft doll. Can you see her?
Her name is Hilda.
I've got new trainers. I've got an old teddy. His name is George.
I've got a plain backpack and a fancy kite. I like this kite!

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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) Basim.
Examiner: When's your birthday?
Suggested answer: (It's in) December.

Suggested questions

Examiner: Have you got a doll?
Suggested answer: Yes, (I have).
Examiner: Have you got a sleeping bag?
Suggested answer: No, (I haven't).
Examiner: Have you got toothpaste?
Suggested answer: Yes, (I have).
Examiner: Now your turn. Ask me questions about these things. [point to the other box of items and the student asks questions about two objects]
Suggested question: Have you got shampoo?
Examiner: Yes, (I have).
Suggested question: Have you got a torch?
Examiner: No, (I haven't).

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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 require a great deal of patience for a listener.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Unit 7 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

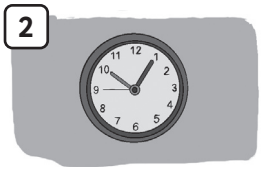
Reading

Task 1 Look, read and circle. _____ / 5



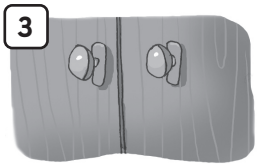
fridge

cooker



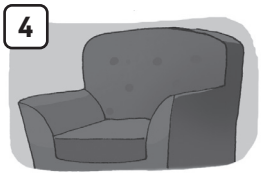
clock

television



wardrobe

mirror



bed

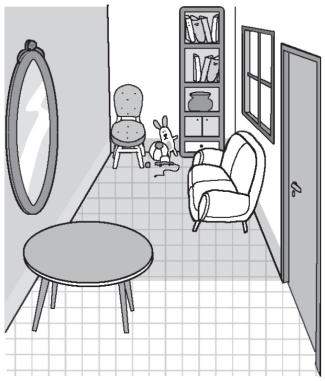
armchair



bed

sofa

Task 2 Look, read and circle. _____ / 10



1 There are aren't any armchairs.

2 There is isn't a sofa.

3 There are aren't any toys.

4 There is isn't a television.

5 There is isn't a mirror.

Writing

Task 3 Look and write five sentences about the room. _____ / 10

wardrobes a bed mirrors windows a bookcase



1 There is _____.

2 There are _____.

3 There is _____.

4 There are _____.

5 There are _____.

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Listening

Task 4 UP7.1 Listen, look and circle. ____ / 7

In my room, there's a …

1  Yes No

2  Yes No

3  Yes No

4  Yes No

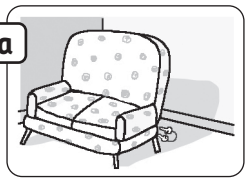
5  Yes No

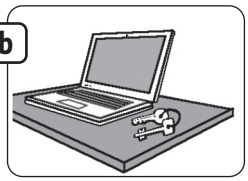
6  Yes No

7  Yes No

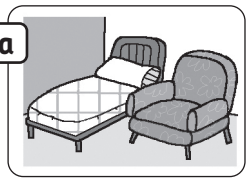
Task 5 UP7.2 Listen and read. Then look and circle. ____ / 3

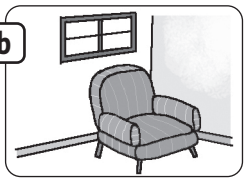
1 Where are the keys?

a 

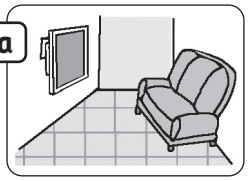
b 

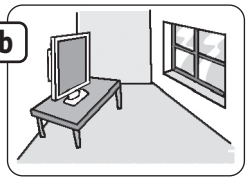
2 Where's the armchair?

a 

b 

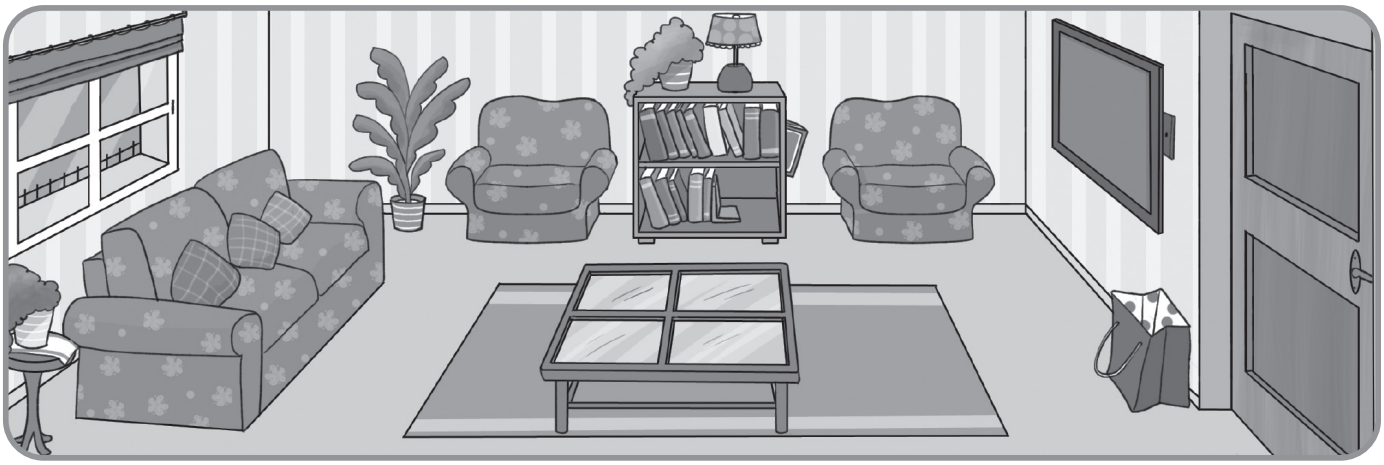
3 Where's the television?

a 

b 

Speaking

Task 6 Listen to your teacher. Answer and ask questions. ____ / 5



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Unit 7 practice

Name: _____ Time allowed: 35 minutes

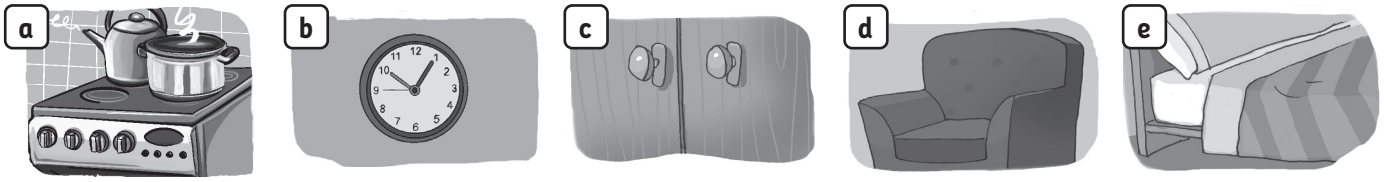
Class: _____ Total _____ / 40 marks

Unit practice **B**

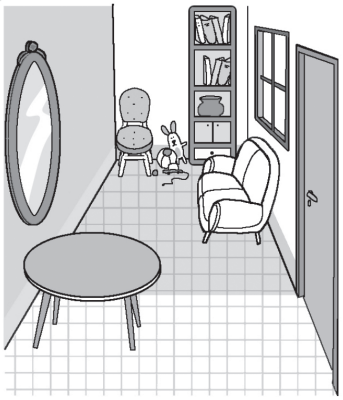
Reading

Task 1 **Look, read and match.** _____ / 5

1 bed **2** cooker **3** armchair **4** clock **5** wardrobe



Task 2 **Look, read and circle.** _____ / 10



1 There are ~~aren't any~~ armchairs next to the sofa.

2 There is ~~isn't~~ a sofa in front of the window.

3 There are ~~aren't any~~ toys between the chair and the bookcase.

4 There is ~~isn't~~ a television opposite the sofa.

5 There is ~~isn't~~ a mirror behind the table.

Writing

Task 3 **Look and write five sentences about the room.** _____ / 10



1 There is _____.

2 There are _____.

3 There is _____.

4 There are _____.

5 There are _____.

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Listening

Task 4 UP7.1 **Listen, look and write *Yes* or *No*.** _____ / 7

In my room, there's a …

1  _____

2  _____

3  _____

4  _____

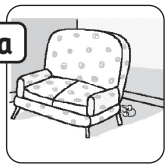
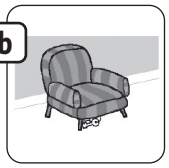
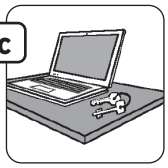
5  _____

6  _____

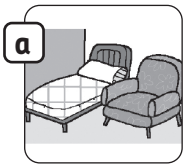
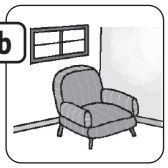
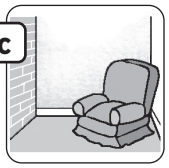
7  _____

Task 5 UP7.2 **Listen and read. Then look and circle.** _____ / 3

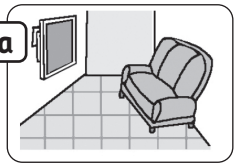
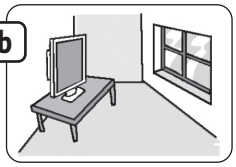
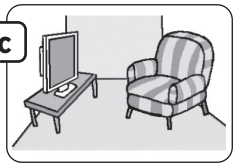
1 Where are the keys?

a 
b 
c 

2 Where's the armchair?

a 
b 
c 

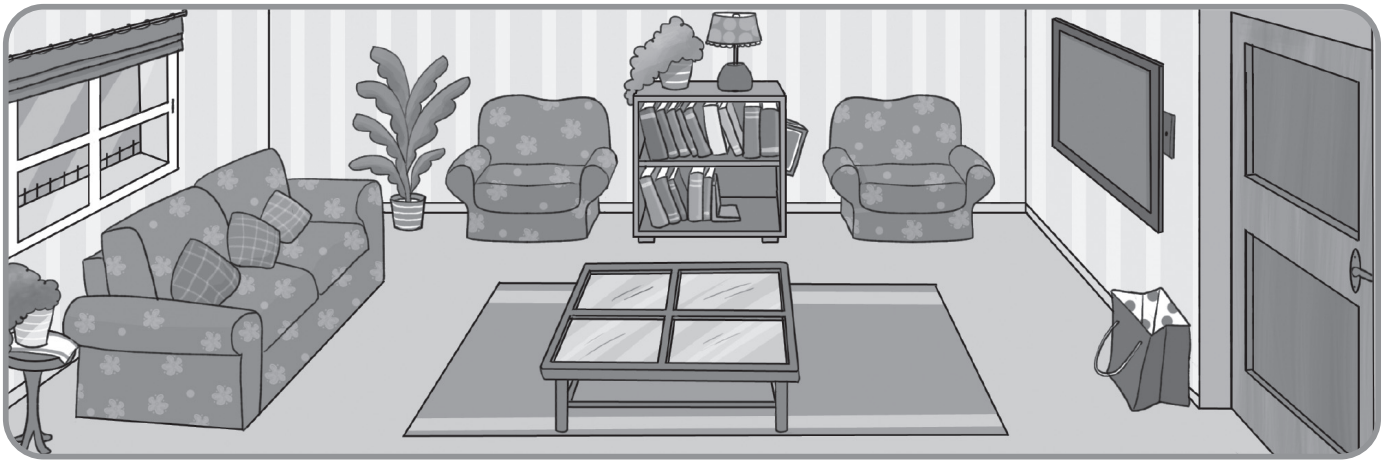
3 Where's the television?

a 
b 
c 

Speaking

Task 6 **Look at the picture and listen to your teacher. Answer the questions.**

_____ / 5



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Unit 7 practice

Answer key

Reading and Writing A

1 **1** cooker **2** clock **3** wardrobe **4** armchair **5** bed

2 **1** aren't any **2** is **3** are **4** isn't **5** is

3 Possible answers:
1 a bed **2** wardrobes **3** a bookcase **4** mirrors **5** windows

Reading and Writing B

1 **1** e **2** a **3** d **4** b **5** c

2 **1** aren't any **2** is **3** are **4** isn't **5** is

3 Possible answers:
1 a bed **2** wardrobes **3** a bookcase **4** mirrors **5** windows

Listening A

4 **1** Yes **2** Yes **3** Yes **4** Yes **5** Yes **6** No **7** No

5 **1** b **2** a **3** a

Listening B

4 **1** Yes **2** Yes **3** Yes **4** Yes **5** Yes **6** No **7** No

5 **1** c **2** a **3** a

Audioscript

UP7.1 Task 4

G: My bedroom is small. There's a bed. It's next to the wall. There's an armchair next to the bed. There's a bookcase next to the armchair. I love my books! There's a mirror and a wardrobe for my clothes. There isn't a desk in my room and there aren't any chairs. My room is very small.

UP7.2 Task 5

1 **B**: Oh no! I can't find my keys!
G: Are they behind the sofa?
B: No, they aren't.
G: Are they behind the armchair?
B: No, they aren't.
G: Look on the desk, next to the computer.
B: Oh, here they are!

2 **B**: Where's the bed?
G: It's next to the wardrobe.
B: Where's the desk?
G: It's in front of the window.
B: Where's the armchair?
G: It's next to the bed.

3 **G**: In my living room, there's a sofa and two armchairs. There's a big window. It's behind the sofa. There's a big television. It's opposite the sofa. We watch TV in the evening.

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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) Basim.
Examiner: When's your birthday?
Suggested answer: (It's in) December.

Suggested questions

Examiner: What's this? [point to the sofa]
Suggested answer: (It's) a sofa.
Examiner: What's this? [point to the window]
Suggested answer: (It's) a window.
Examiner: Where's the sofa?
Suggested answer: (It's) in front of the window.
Examiner: Where's the bookcase? [point to the bookcase]
Suggested answer: (It's) between the (two) armchairs.
Examiner: What's in your bedroom?
Suggested answer: (There's) a bed, a wardrobe, an armchair, etc.

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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 require a great deal of patience for a listener.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Unit 8 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

Reading

Task 1 **Look and read. Then tick (✔) or cross (✘).** _____ / 5

1  This is an eagle. ☐

2  This is a penguin. ☐

3  This is a panda. ☐

4  This is a camel. ☐

5  This is a giraffe. ☐

Task 2 **Look and match.** _____ / 10

1  **a** grapes

2  **b** burger

3  **c** lion

4  **d** kiwi

5  **e** elephant

Writing

Task 3 **Write the questions. Then look and write the answers.** _____ / 15

1 Is _____? coconut there a

_____, _____ _____.

2 Are _____? there any burgers

_____, _____ _____.

3 Are _____? kiwis there any

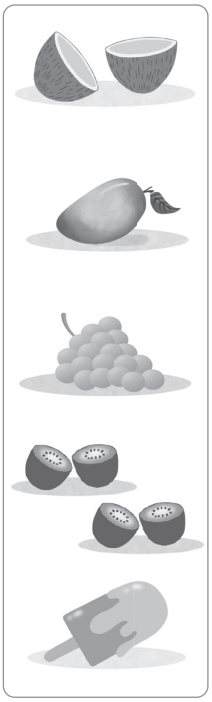
_____, _____ _____.

4 Is _____? there a mango

_____, _____ _____.

5 Is _____? an there lolly ice

_____, _____ _____.



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Listening

Task 4 UP8.1 **Listen, read and circle.** ____ / 5

1 Can elephants swim? Yes, they can. No, they can't.

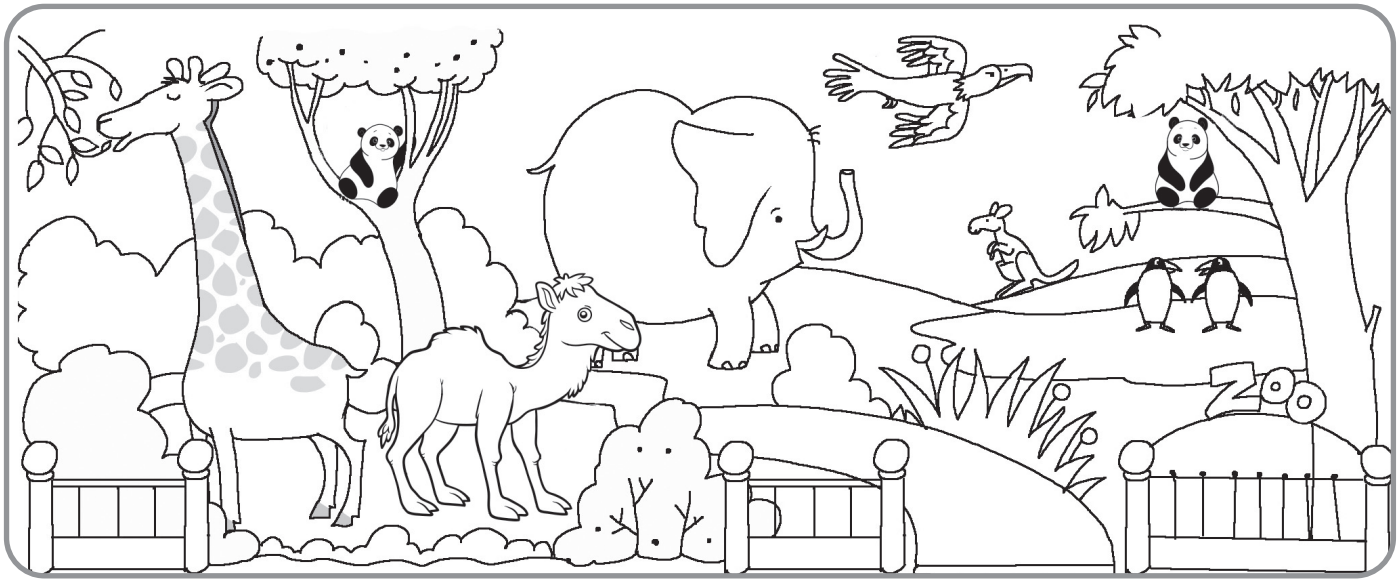
2 Can crocodiles climb trees? Yes, they can. No, they can't.

3 Can kangaroos swim? Yes, they can. No, they can't.

4 Are there any mangoes? Yes, there are. No, there aren't.

5 Are there any coconuts? Yes, there are. No, there aren't.

Task 5 UP8.2 **Listen, look and circle.** ____ / 5



Speaking

Task 6 **Look at the picture in Task 5 and listen to your teacher. Answer the questions.** ____ / 5

Are there any penguins?

How many penguins are there?

What animals can you see?

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Unit 8 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice **B**

Reading

Task 1 Look, read and circle. _____ / 5

1  This is an eagle elephant.

2  This is a lion penguin.

3  This is a panda bear.

4  This is a camel giraffe.

5  This is a kangaroo camel.

Task 2 Look and match. There are two extra words. _____ / 5

1 

2 

3 

4 

5 

a grapes

b burger

c mango

d lion

e kiwi

f elephant

g bear

Writing

Task 3 Write the questions. Then look and write the answers. _____ / 15

1 _____? coconut there a Is

_____, _____ _____.

2 _____? there any burgers Are

_____, _____ _____.

3 _____? kiwis Are any there

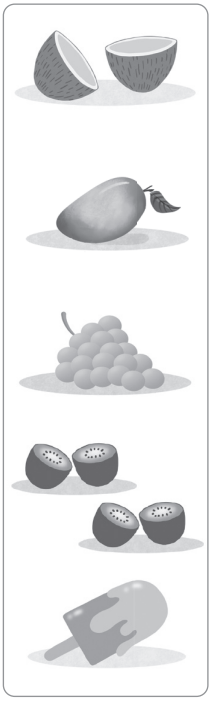
_____, _____ _____.

4 _____? a there Is mango

_____, _____ _____.

5 _____? an there lolly ice Is

_____, _____ _____.



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Listening

Task 4 UP8.1 **Listen and read. Write *Yes* or *No* and circle.** ____ / 5

1 Can elephants swim? _____, they can can't.

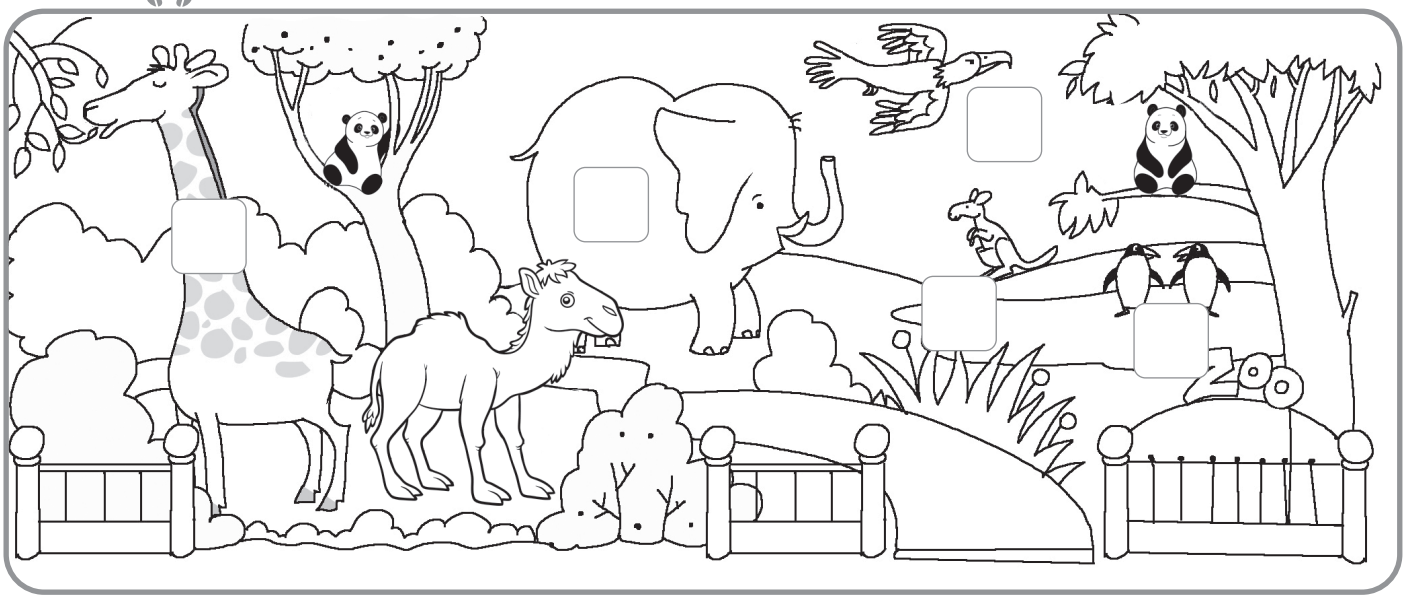
2 Can crocodiles climb trees? _____, they can can't.

3 Can kangaroos swim? _____, they can can't.

4 Are there any mangoes? _____, there are aren't.

5 Are there any coconuts? _____, there are aren't.

Task 5 UP8.2 **Listen, look and number.** ____ / 5



Speaking

Task 6 **Look at the picture in Task 5. Listen to your teacher. Answer the questions.**

____ / 5

Are there any penguins?

How many penguins are there?

What animals can you see?

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Unit 8 practice

Answer key

Reading and Writing A

1 **1** ✔ **2** ✘ **3** ✔ **4** ✘ **5** ✘

2 **1** c **2** d **3** e **4** a **5** b

3 **1** Is there a coconut? Yes, there is.
2 Are there any burgers? No, there aren't.
3 Are there any kiwis? Yes, there are.
4 Is there a mango? Yes, there is.
5 Is there an ice lolly? Yes, there is.

Reading and Writing B

1 **1** eagle **2** penguin **3** panda
4 giraffe **5** kangaroo

2 **1** d **2** e **3** f **4** a **5** b

3 **1** Is there a coconut? Yes, there is.
2 Are there any burgers? No, there aren't.
3 Are there any kiwis? Yes, there are.
4 Is there a mango? Yes, there is.
5 Is there an ice lolly? Yes, there is.

Listening A

4 **1** Yes, they can. **2** Yes, they can.
3 Yes, they can **4** No, there aren't.
5 Yes, there are.

5 Pupils circle the giraffe, eagle, kangaroo, elephant and penguins.

Listening B

4 **1** Yes, they can. **2** Yes, they can.
3 Yes, they can **4** No, there aren't.
5 Yes, there are.

5 **1** giraffe **2** eagle **3** kangaroo
4 elephant **5** penguins

Audioscript

UP8.1 Task 4

1 **B**: Can elephants run?
W: Yes, they can.
B: Can elephants swim?
W: Yes, they can!

2 **W**: Crocodiles can't fly. They can swim and they can climb trees!

3 **B**: Can kangaroos swim?
W: Good question! Yes, they can. They are good swimmers.

4 **G**: Look! A mango tree. Are there any mangoes?
B: No, there aren't.

5 **B**: There are four kiwis and two apples.
G: Are there any coconuts?
B: Let's see. Yes, I can see two coconuts.

UP8.2 Task 5

1 **W**: Can you see the giraffe?
B: Yes, it's eating. Can giraffes jump?
W: No, they can't.

2 **W**: Can you see the eagle?
B: Yes, it's flying. Can eagles swim?
W: No, they can't.

3 **W**: Is there a kangaroo?
B: Yes, there is. It's jumping.

4 **W**: Can you see the elephant?
B: Yes, I can. Can elephants jump?
W: No, they can't.

5 **B**: There are two penguins. Can penguins climb trees?
W: No, they can't.

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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) Basim.
Examiner: When's your birthday?
Suggested answer: (It's in) December.

Suggested questions

Examiner: Are there any penguins?
Suggested answer: Yes, (there are).
Examiner: How many penguins are there?
Suggested answer: (There are) two (penguins).
Examiner: Is there a kangaroo? Where is it?
Suggested answer: Yes, (there is). [points to the kangaroo]
Examiner: What animals can you see? [elicit at least two animals]
Suggested answer: (There is) an eagle, a giraffe, etc.

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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 require a great deal of patience for a listener.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Class Test Audios

Team Together Oman Grade 3B_CT3.1

Team Together Oman Grade 3B_CT3.2

Project Videos

Unit5 Project Video-Make a collage of a farm

Unit6 Project Video-Make a recipe book of popular camping food

Unit7 Project Video-Make a website about unusual houses in your country

Unit8 Project Video-Make a brochure about an animal in Oman

Story Animations

Unit5 Story Animation-Watch out, Lily

Unit6 Story Animation-The map problem

Unit7 Story Animation-Fun at Jack's house

Unit8 Story Animation- A play at the zoo

English in Action

G3B- UNIT 5

G3B- UNIT 6

G3B- UNIT 7

G3B- UNIT 8