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SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 4A

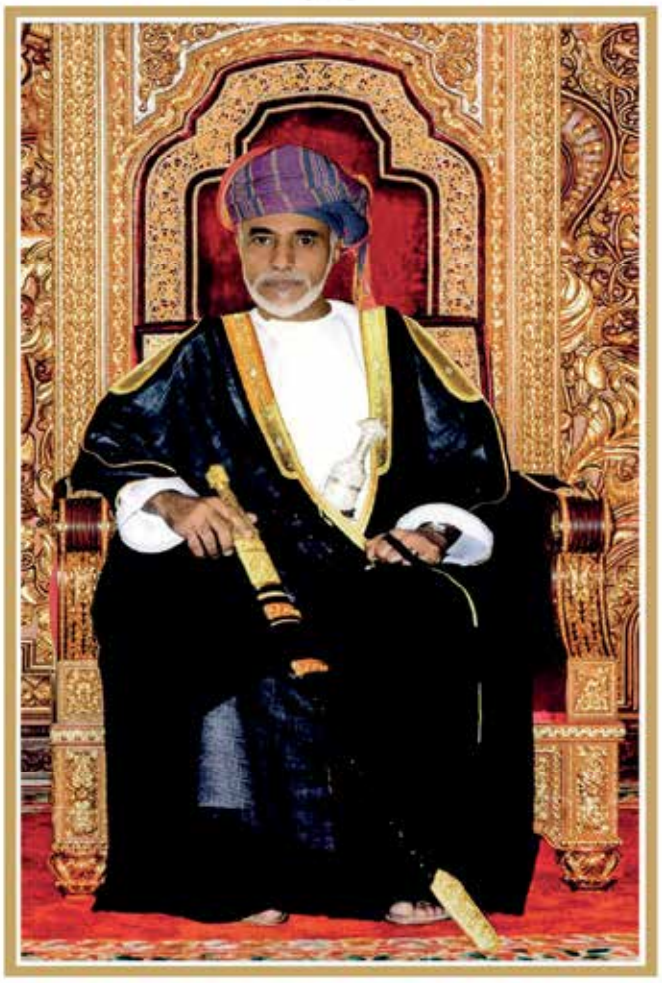
Teacher's Book

with Digital Resources

2024
First Edition

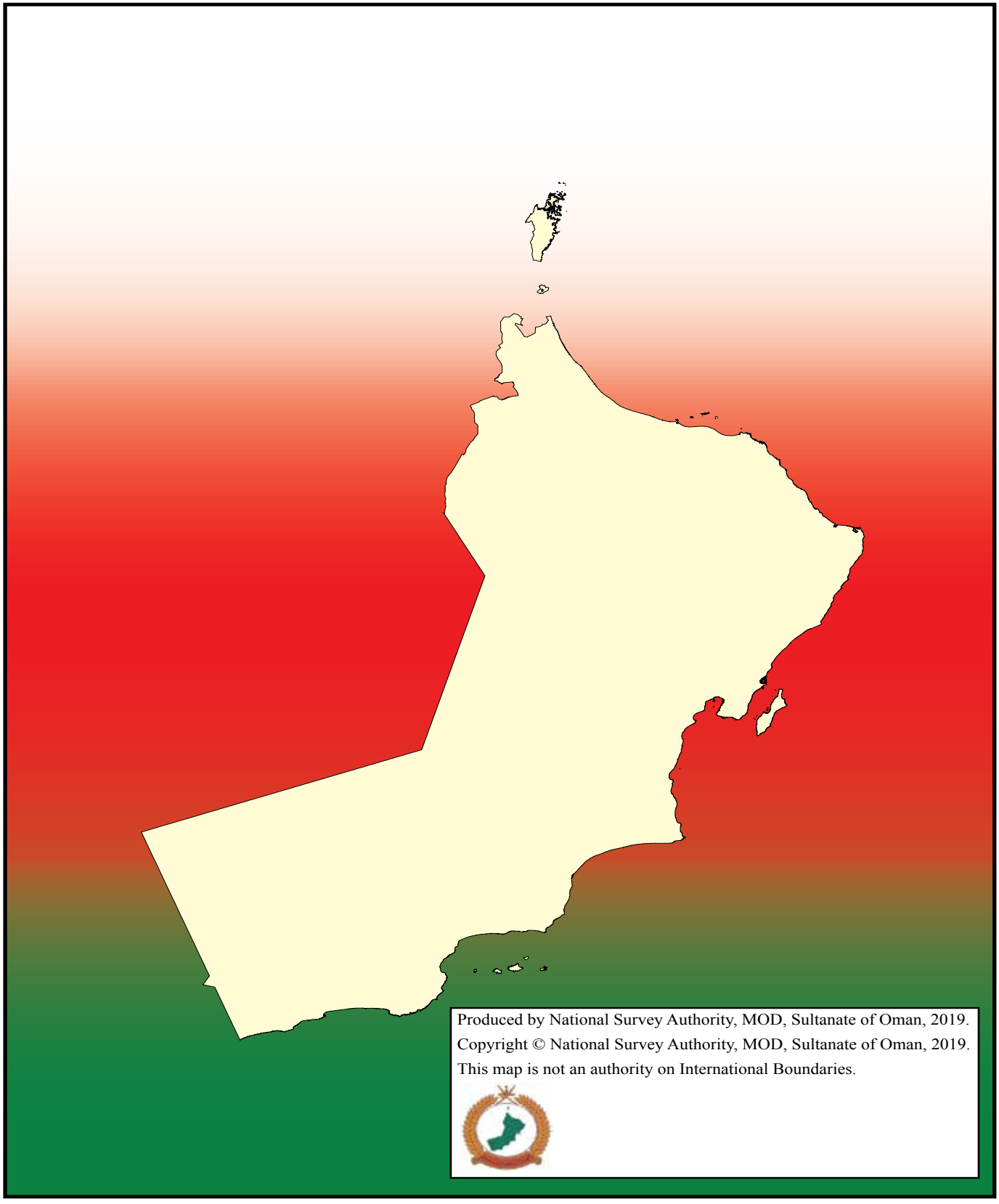


His Majesty
Sultan Haitham Bin Tarik



The Late Sultan
Qaboos Bin Said

Sultanate of Oman



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SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 4A



Teacher's Book
with Digital Resources

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Scope and sequence

Unit	Vocabulary	Grammar	Literacy
W New neighbours	**Countries and nationalities:** *Oman, Australia, China, Britain, Brazil, Egypt, the USA* **Hobbies:** *canoeing, reading, playing table tennis, playing football, going shopping with her mum, playing tennis, playing basketball, swimming* Numbers 50–59 and in tens from 50–100	Revision of *to be* and *like* I like/He likes swimming. Where are you from? I'm from Oman.	
1 New school	**School subjects and places in school:** *Maths, Science, Arabic, Islamic Studies, English, Social Studies, P.E., ICT, Art, science lab, headteacher, school nurse* **Adverbs of frequency and adverbial phrases:** *always, often, sometimes, never, every day, twice a week, once a week, at the weekend*	Present simple with days and times We have Maths on Tuesdays at quarter past eleven. Present simple with adverbs of frequency She plays tennis twice a week.	Reading a diary Writing a description
2 Picnic time!	**Food and drinks:** *fruit, vegetables, sandwiches, cereal, noodles, milkshake, crisps, cupcakes, salad, tea, coffee, lemonade* **Food and drink containers:** *a can of lemonade, a bottle of water, a bowl of soup, a cup of coffee, a glass of milk, a plate of sandwiches, a box of cereal, a bag of fruit*	*There is/There are* with countable and uncountable nouns There's a lot of salad and a little lemonade. There aren't any cupcakes. Are there any apples? Yes, there are. / No, there aren't.	Reading a recipe Writing a simple recipe
Bo's Learning Club 1	**Adjectives of size and shape:** *large, rectangular, round, small, square, triangular* **Locations:** *above, below, bottom, down, top, up*	Questions with *what, where, why, when, who*	
3 Along the wadi	**Landscapes:** *desert, river, mountain, lake, waterfall, oasis, wadi, city, town, forest, hill, island* **Adjectives:** *deep, dry, high, long, low, wide*	Comparatives and superlatives: short adjectives A mountain is higher than a hill. Jabal Shams is the highest mountain in Oman.	Reading a story Writing a fact file
4 All about jobs	**Jobs:** *scientist, farmer, firefighter, police officer, dentist, lawyer, mechanic, computer programmer, chef, vet, engineer, bus driver* **Rules:** *put litter in the bin, follow the rules, be quiet in class, arrive on time; drop litter, break the rules, shout in class, be late*	Present continuous He's cooking. / They aren't playing cards. Are you wearing a green jacket? *Must/mustn't* You must be quiet in class.	Reading a careers website Writing a report
Bo's Learning Club 2	**Health and illness:** *a cold, headache, medicine, sore throat, stomachache, cough* **Health advice:** *drink lots of water, have some medicine, rest in bed*	*Should for advice* He should have some medicine and rest in bed.	

Solve it

Grammar reference

Progress path

Culture	English in action	Phonics	Get ready for ...
Culture: *Unusual schools around the world* Project: *A poster of a perfect school*	Making arrangements Do you want to play football tomorrow morning?	**y** (my, fly) Revise **i_e**, **igh**, **ie** AB tricky word: bye, my	Class Book: Reading and Writing Part 6 Listening Part 2 Activity Book: Reading and Writing Part 4
Culture: *Food around the world* Project: *A poster about special food from your country*	Shopping for food Can I have six apples, please?	**ow** (snow, blow) Revise **oa**, **o_e** AB tricky word: any	Class Book: Reading and Writing Part 2 Speaking Part 3 Activity Book: Listening Part 1
	Asking where things are Excuse me, where are the cupcakes? They're on the top shelf.		
Culture: *Nature reserves in Oman* Project: *A leaflet about a nature reserve*	Asking the way Excuse me, can you tell me the way to the park, please?	**eigh** (eight, sleigh) **ei** (rein, reindeer) AB tricky words: Mr, Mrs	Class Book: Listening Part 1 Speaking Part 1 Activity Book: Listening Part 5
Culture: *Unusual jobs around the world.* Project: *A job book about the jobs my family do*	Calling the emergency services I need an ambulance, please.	**ew** (screw, chew) Revise **oo**, **ue** AB tricky word: people	Class Book: Reading and Writing Part 1 Listening Part 4 Activity Book: Reading and Writing Part 3
	Talking about health I don't feel well. You should rest. You shouldn't go to school.		

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 children 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 children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

Team Together Oman has been designed to create an enjoyable and engaging environment for effective learning. A full colour Class Book and Activity Book are complemented with a wide range of multimedia and digital tools, such as videos, eBooks and digital content online which are certain to captivate pupils' 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. Seamlessly integrated external tests preparation and a complete assessment package will help your pupils get results and prepare for future tests.

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

Course features

Vocabulary

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

- to present new vocabulary in context.
- to revise previously learnt vocabulary from Grade 3.
- to offer speaking practice for both everyday communication purposes as well as external tests preparation.
- to set the scene for the story in the next lesson.

It is followed by engaging step-by-step practice. As well as being close to 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.

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* and *Grammar reference* sections at the end of each unit.

Dictation

The *Vocabulary* and *Grammar reference* sections in the Activity Book end with a dictation task. Pupils hear three sentences that practise the key grammar. By writing the sentences they hear, pupils are also practising their writing skills.

Pupils can also practise writing the new vocabulary words in another Dictation section at the end of Lesson 4 of each unit.

Stories

Team Together Oman Grade 4 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They call themselves The Discovery Team. Fatma and her brother Sami make friends with their new neighbour, an Australian girl called Lottie. Together, they form The Discovery Team and learn new things in each episode. Each story has been built around a specific concept from common Social and Natural Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

Phonics

The work on phonics in this grade builds on the knowledge accrued from previous years. The chart on page 22 shows the sounds learned in each semester.

Skills

All four skills are practised throughout Grade 4 of *Team Together Oman*, with a dedicated skills section in Lessons 7 and 8 of each unit. Special focus has been put on writing: pupils are given a model text and scaffolded, step-by-step support to create their own pieces of writing. Further support is to be found in the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate* activity where pupils can put the newly acquired content into practice and personalise it.
- 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 9, *Phonics*, focuses on different letter sounds to help pupils get used to speaking and writing in English. The corresponding Activity Book page looks at common tricky words such as *Mr*, *Mrs* and *people*.
- Finally, Lesson 12 is an optional lesson, 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 different cultures around the world.

Learning club: Language booster and CLIL

After every two units, 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 4 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 11 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 14–15 for more information.

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

ICT Literacy: In the project work, 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**. The photocopiable resources package includes extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their pupils. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability pupils in the classroom and make the core material in the Class Book more suitable to individual pupils.

Course components

The course for Grade 4 (Semesters 1 and 2) includes the following components:

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

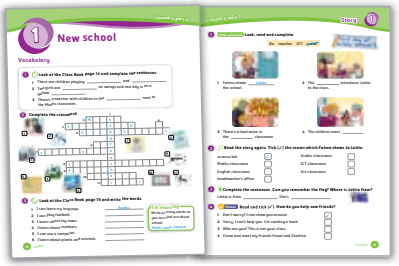
Class Book



The Semester 1 Class Book provides materials to present the target language effectively. It includes an introductory Welcome unit to revise some of the language from Grade 3 and to introduce the story characters. It then includes four main units, followed by a Progress path section for pupils to track their progress at the end of each unit.

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 plus personalisation and further listening and reading activities. It also contains an *Extra practice* section for further consolidation of vocabulary and grammar, and a *Get ready for* … section for further external test practice.

Graded readers

In addition to the unit stories, there are also two graded readers after eachunit of the Class Book. 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.

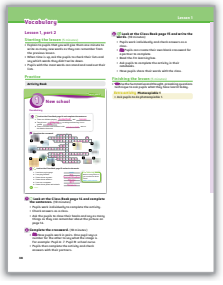


Teacher's Book

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





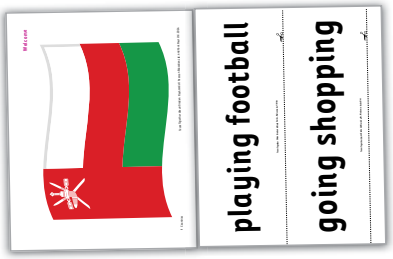
Additional ideas for Extension, TPR and future skills activities, as well as suggestions on how to support or challenge mixed-ability pupils, provide an excellent toolkit for busy teachers who may lack time for planning.

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.

You may also want to make your own flashcards for the phonics lessons. These are optional and may assist in your classes. These would have a simple picture illustrating the target sound and the corresponding letters.



Posters

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

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

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

Practice sheets

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

Presentation tool and digital resources

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

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, self-assessment, 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

Lesson 1



Think! activity to activate pupils' previous knowledge

Photographic vocabulary presentation

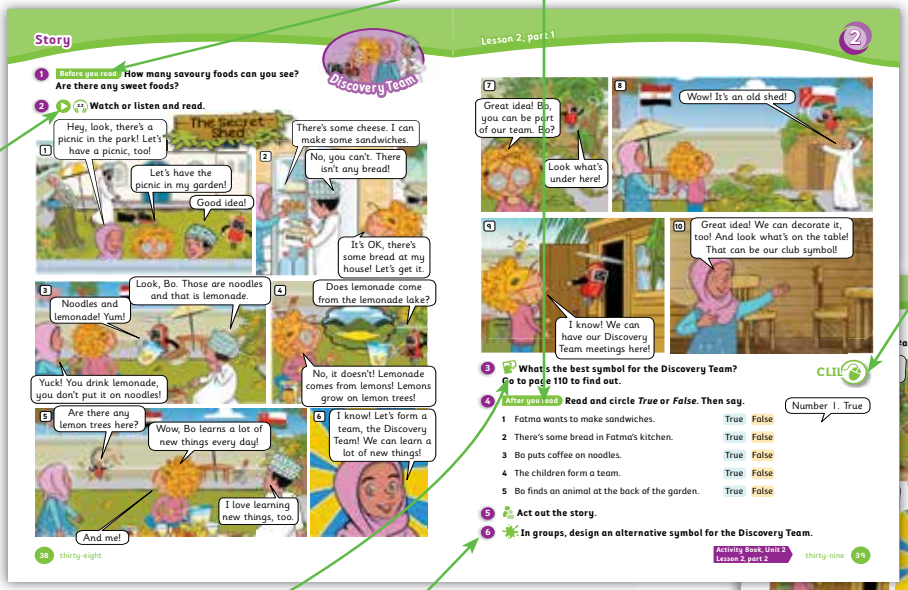
Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Go-to links for the accompanying Activity Book lessons

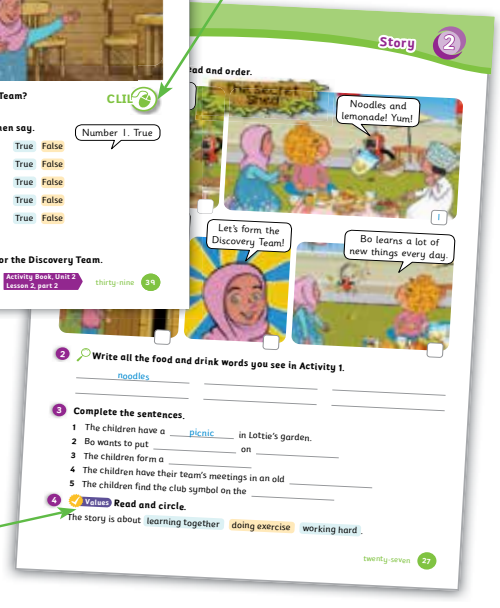
Lesson 2

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



Stories available in video format

CLIL topics embedded in every story



Solve activities encourage curiosity and stimulate critical thinking

Future skills activities in every lesson

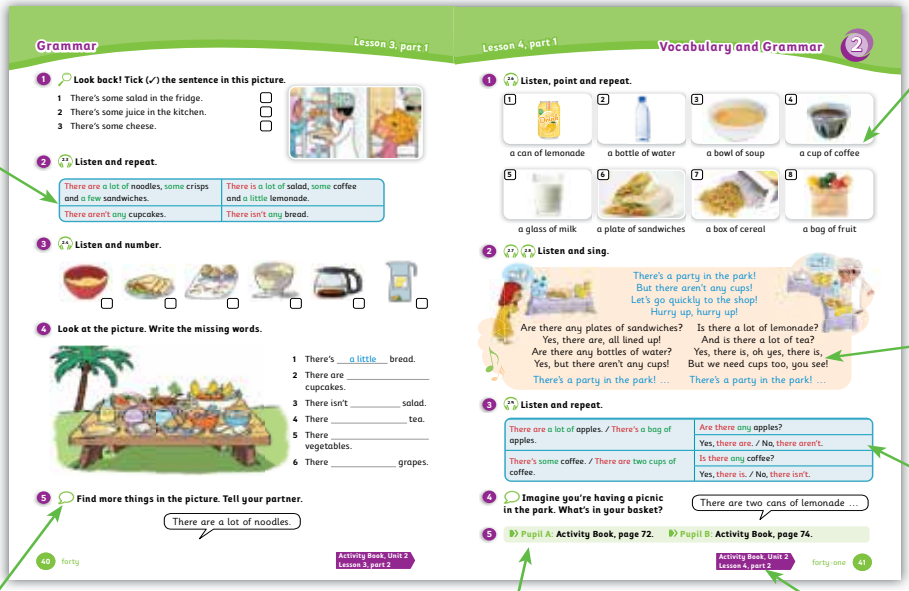
Further work on values in the Activity Book

Unit walkthrough

Class Book and Activity Book

Lessons 3–4

Grammar box with recorded phrases



Visual vocabulary presentation

Song to teach vocabulary and grammar in context

Grammar box for extra support and scaffolding, with recorded phrases

Communicate activity for personalisation and speaking practice

Information gap activities for freer grammar practice in the Activity Book

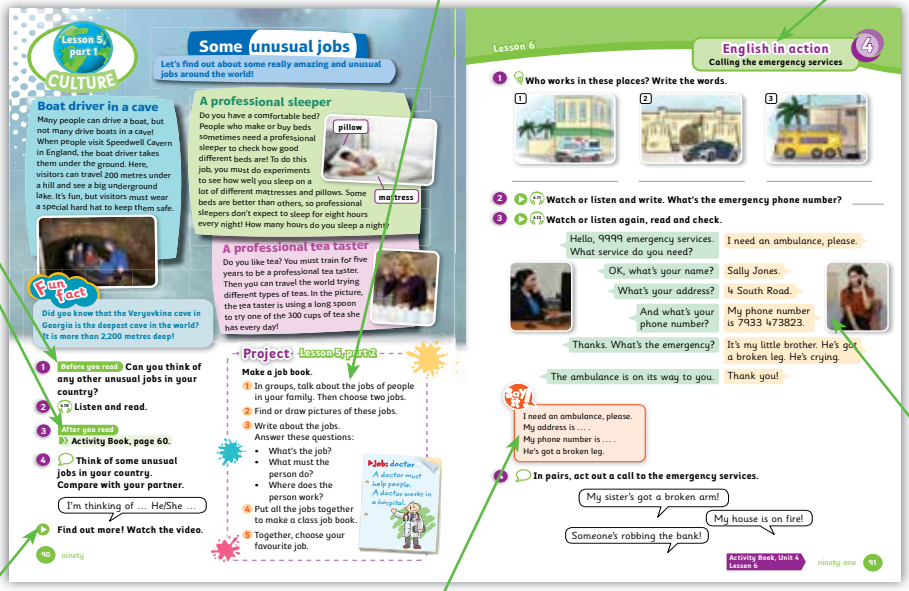
Scaffolded activities to help pupils consolidate new language

Lessons 5–6

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

Focus on functional language from early levels

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



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

Model dialogue to help pupils learn new language in natural contexts

More content related to the topic available on Culture video

Useful phrases at a glance

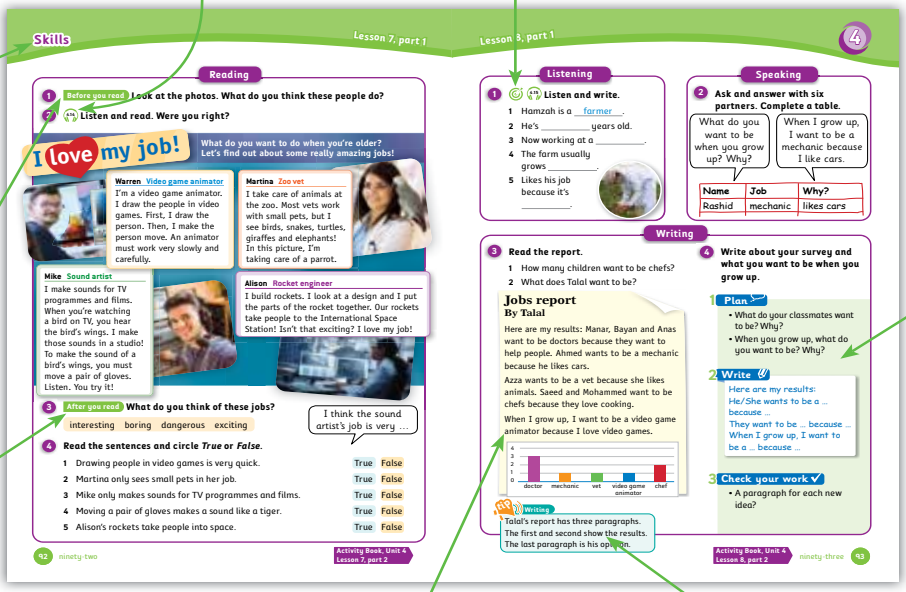
Class Book and Activity Book

Lessons 7–8

Skills section for integrated skills practice

Recorded text

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



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

Scaffolded step-by-step instructions for the writing task

Model text in the writing section

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

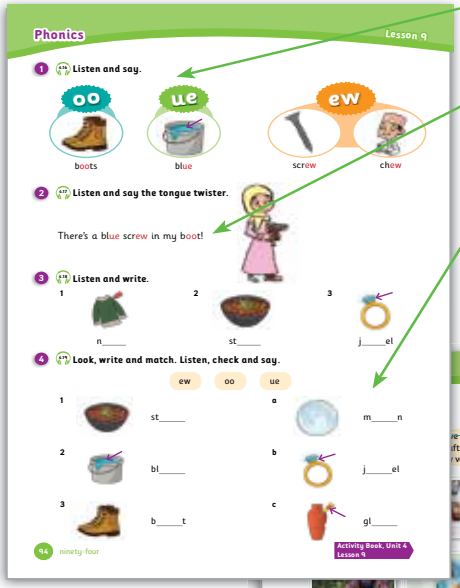
Lessons 9–10

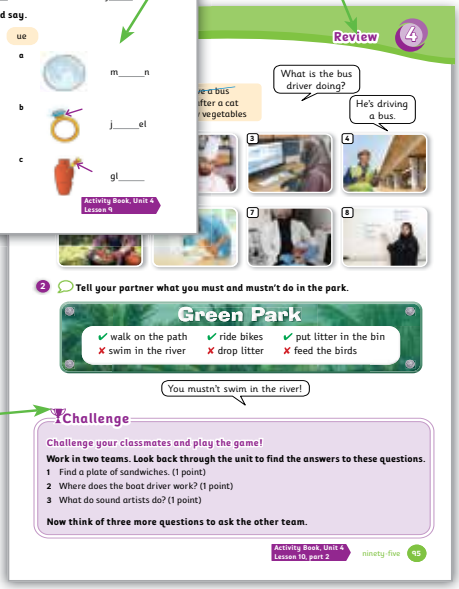
Sample words with the target phonics sounds

Work on pronunciation through tongue twisters

Phonics activities for practice

Review section for consolidation

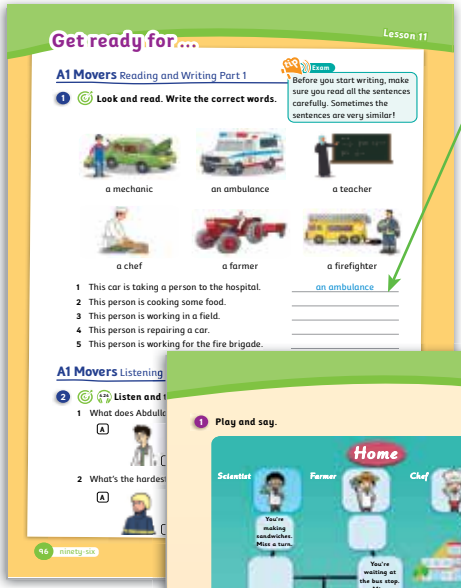




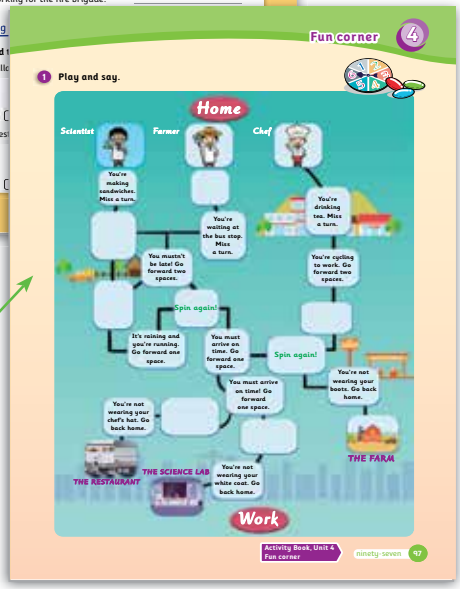
Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path, after each unit

Lesson 11

External tests practice section



Fun tasks and games to recycle language in an enjoyable way



Monitoring progress and test readiness with *Team Together Oman*

Team Together Oman can be used to prepare 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 level and learning goals.

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

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

What is English Benchmark?

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

English Benchmark and *Team Together Oman* make the perfect partners for your language and learning assessment. As your pupils learn with *Team Together Oman*, you can use the English Benchmark tests to measure their progress.

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

Formative assessment / Assessment for learning

Formative assessment, or assessment for learning, is "the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there" (Assessment Reform Group, 2008).

Here are some suggestions on how to implement assessment for learning in your classroom.

Main strategies of formative assessment

The main stages of the formative assessment process are:

1 Setting the aims and criteria for success
2 Monitoring pupils' learning, including giving constructive feedback
3 Peer learning
4 Independent learning/long-term assessment

Setting aims and criteria

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

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

Monitoring pupils' learning

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

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve pupils' 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 pupils' 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 competence 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 children.)

Peer learning

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

- **Think-pair-share**. Pupils work on their own, then 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 pupils' achievement of intended instructional outcomes.

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

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

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

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

How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting pupils' 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.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props. In order to conduct this part of the activity successfully in mixed-ability classes, suggest assigning the characters which have larger parts to stronger pupils.

How to use the Story Cards

There are many ways that the Story Cards can be used with the stories in *Team Together Oman* Grade 4. 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.
- 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 an 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 4, Semester 1 there are seven full-colour vocabulary posters featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

Techniques of working with posters

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

Predicting. In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the pupils a poster, give them its title. Tell pupils that in a moment they will see a poster with, e.g. toys. Ask pupils to think about the vocabulary which may be presented in the poster. Encourage pupils to provide examples of particular words related to this thematic group. In the case of toys it will be *a teddy,*

a doll, a ball, a kite, etc. Then, stick the poster to the wall and check together how many words the pupils predicted correctly.

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

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

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

True or false? Point to various objects in the poster and make true or false sentences related to them. For example, point to a 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 4 there are four types of video material for each unit: story animations, Project videos, English in Action and Culture videos.

When to use the video material?

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

It is likely that during the first viewing 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 repeated often.

You can also use the animations and the videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

What are the techniques of working with the video material?

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

How to use the video material?

- Watch the video with 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.

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 only see 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 the 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*)?

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

Which is different? Stick a set of five cards 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 non-transparent bag. Ask pupils to pick one card from the bag and name the item it presents. A pupil picks up cards and names pictures until he/she takes a picture he/she is not able to name. Count all the correctly named cards and award the pupil one point for each card. Put the cards in the bag again and repeat the game with another pupil. The winner is the pupil who scores the highest number of points.

Countdown. Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards

into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

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

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 the 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 the words that pupils know, and then move on to other words starting with the same letter. The focus here is on recognition of the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b-*, but not *bl-* or *br-*. When pupils know more sounds, you can increase the challenge by putting four different letters around the classroom.

Flashcard and Word Card games

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

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

Find a match. Prepare five flashcards and five corresponding word cards. Distribute them among pupils and then ask them to come to the front of the class. Explain to them that you will count to 10 (or 15, if pupils know these numbers) aloud together with other pupils and during this time they have to find their match. When they find their partners, pupils stand up and raise their cards.

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

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

Games with a puppet/soft toy

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

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

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

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

Games with songs and chants

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

Sing and stand in the correct order. Use the flashcards with the 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.

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.

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 swat. Place words randomly on the board. Say or describe a word. The pupil with the fly swat must run and swat the correct word. 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 pupil from each team to the front of the class. Stick a few flashcards to the board and number them. Ask a pupil to provide the number of a picture on the board. Roll the dice or spin the spinner. The pupil has to repeat a given word the stated number of times. For the 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 the cards are revealed.

Noughts and crosses. Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one card in each field of the grid, picture side up to the board. Ask a 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.

Backs to the board. Divide the class into two teams. One pupil from each team sits with their back to the board. Write a word on the board. Team members describe the word (without saying that word) for them to guess. The first pupil to guess the word wins one point for his or her team. Repeat with other words and different pupils.

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 cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Welcome

New neighbours

Unit objectives

To talk about hobbies, where people are from and their nationality. Learn the numbers 50–59 and in tens from 50–100

Language

Vocabulary	**Countries**: *Australia, Brazil, Britain, China, Egypt, Oman, the USA* **Nationalities**: *American, Australian, Brazilian, British, Chinese, Egyptian, Omani* **Hobbies**: *canoeing, going shopping, playing basketball, playing football, playing table tennis, playing tennis, reading, swimming* **Numbers**: *50–59, 50 (fifty), 60 (sixty), 70 (seventy), 80 (eighty), 90 (ninety), 100 (one hundred)*
Grammar	Revision of *to be* and *like*
Functions	*Where's she from?* *She's from Britain. She's British.*

Learning outcomes

Listening	• Respond to instructions • Listen and identify familiar words and set phrases in short, simple texts on familiar topics • Listen and join in with chants and songs • Listen and respond appropriately to peers and adults
Speaking	• Accurately reproduce modelled language • Recite cardinal numbers 50–59 and in tens from 50–100 • Ask and answer questions on familiar topics like daily activities, habits, times and events • Participate in short, simple interactions on familiar topics
Reading	• Read frequently encountered words with ease • Read and understand the overall meaning of short, simple texts on familiar topics
Writing	• Write clearly formed letters and words • Write high frequency words correctly • Copy words, phrases and sentences accurately • Maintain appropriate spacing between letters in a word and between words • Spell frequently used words correctly
Cognitive skills	• Match objects, people, letters, pronunciation and words • Understand and carry out basic instructions for class/school

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–2)
Mathematical, scientific and technological competences: use numbers to complete an activity (L. 2)
Digital competence: use Class Book ebook (L. 1–2)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–2); follow instructions (L. 1); personalisation of language learnt (L. 1)

Future skills

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

Evaluation

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

Countries and nationalities

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about countries and nationalities
- **Target language:** *I like swimming. She likes swimming. Where are you from? I'm from Oman.*; *Australia/Australian, Brazil/Brazilian, Britain/British, China/Chinese, Egypt/Egyptian, Oman/Omani, the USA/American*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can understand main information when people introduce themselves (e.g. name, age and where they are from) (GSE 19).
- **Speaking:** Can introduce people using simple language (GSE 30). Can talk about furniture and rooms using simple language (GSE 32). Can act out parts of a picture story using simple actions and words (GSE 31).

Materials

- Welcome Unit flashcards (the USA, Oman, Australia, China, Britain, Brazil, Egypt)
- sheet of A4 paper per pair
- sticky notes
- stopwatch/timer
- photocopiable S1

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork

Lesson 1, part 1

Starting the lesson (3 minutes)

- Introduce yourself. Say *Hello, everyone! I'm (name), I'm from … in … .*
- Write *What's your name and where are you from? I'm (name), I'm from … in …* on the board.
- Have pupils introduce themselves to their partner.

Presentation (2 minutes)

- Explain that in this lesson pupils will meet some new children and will learn about countries and nationalities.
- Place the Welcome Unit flashcards for countries on the board. Point to each one and say the word. Pupils repeat after you. Ask pupils if they know the corresponding nationalities.
- On the board, write *Where's she/he from? She/He's from … . She/He's … .*

Practice

Class Book



1 W.1 Watch or listen and read. (10 minutes)

- Refer pupils to page 10. Give them time to look at the pictures.
- Play the audio or the animation. Have pupils follow the dialogue silently in their Class Books.
- Check comprehension. Ask *What's the boy's/girls' name (s)? How old is Lottie/Fatma/Sami? Where's Lottie from?*
- Pick up the stopwatch. Explain to pupils they will have to work within a time limit. Appoint a timekeeper and decide on a time.
- Give one sheet of paper to each pair. They collaborate to draw a simple outline of a house and the furniture they see in the story, putting it in the correct room.
- Pairs name the furniture and compare with another pair.

Extra activity **Communication**

- Challenge pupils to retell the story to their partner.

W.1

1 Fatma: Look, a new family is moving in next door!
Sami: I think that girl likes playing basketball and tennis.

2 Fatma: Great! I like playing basketball! But I don't like tennis.
Sami: She likes swimming, too! Is that her canoe? Maybe she likes canoeing.

3 Lottie: Hi! I'm Lottie. Well, my name's Charlotte, but everyone calls me Lottie. Are you my new neighbours?
Fatma: Yes, we are! I'm Fatma, and this is my brother, Sami.

4 Fatma: I'm nine and Sami's eight. How old are you?
Lottie: I'm nine.

5 Sami: Where are you from?
Lottie: I'm from Melbourne, in Australia. I'm Australian!
Fatma: Welcome to Oman, Lottie!


Lesson 1, part 1
Countries and nationalities
2 Read and circle *True* or *False*.
1 Sami is Fatma's brother. True False
2 Lottie lives next door. True False
3 Lottie doesn't like basketball. True False
4 Fatma likes tennis. True False
5 Sami is nine. True False
6 Lottie is Australian. True False
3 Act out the story.
4 W.2 Listen, point and repeat.
Britain
the USA
Egypt
Oman
China
Brazil
Australia
5 W.3 Listen and number.
American
Omani
Australian
Chinese
British
Brazilian
Egyptian
3 5 1 6 2 4 7
6 Choose a picture. Then ask and answer.
Where's she from?
She's from Britain. She's British.
Activity Book, Welcome Lesson 1, part 2
eleven 11

2 Read and circle *True* or *False*. (3 minutes)

- Have pupils read sentences 1–6. Pupils find and circle the correct answers.
- Check answers as a class.

3 Act out the story. (5 minutes)

- Play the audio again. Then pupils act out the story in groups. Each pupil has a role.

Diversity

Support

- Pupils choose one sentence from each frame to write out. Read the sentences slowly, with pupils tracking the words. They can act out their sentences.

Challenge

- Pupils write two extra sentences for their characters on sticky notes to stick on the correct frame. They include them in their role play.

Extra activity **Photocopiable S1**

- Ask pupils to do photocopiable S1.

4 W.2 Listen, point and repeat. (5 minutes)

- Have pupils look at the world map. Ask them if they know, and what they know about, any of the countries named.
- Play the audio and have pupils point and repeat the words as they hear them.

W.2

the USA, Brazil, Britain, Egypt, Oman, China, Australia

5 W.3 Listen and number. (5 minutes)

- Have pupils listen and elicit the first answer to demonstrate the task.
- Pupils find the correct picture and write the number.

W.3

1 Man: Hello, everyone! What's your name and where are you from?
Boy 1: I'm Jimmy. I'm from Australia. I'm Australian.

2 Man: How about you?
Girl 1: Hi, my name's Emily. I'm from Britain. I'm British.

3 Man: And you? Where are you from?
Girl 2: I'm Carla. I'm from the USA. I'm American.

4 Man: Hello! Where are you from?
Boy 2: Hi, my name's Paulo. I'm from Brazil. I'm Brazilian.

5 Man: How about you?
Girl 3: I'm Eman. I'm from Oman. I'm Omani.

6 Man: What's your name? Where are you from?
Boy 3: My name's Jin. I'm from China. I'm Chinese.

7 Man: What about you?
Girl 4: I'm Dina. I'm from Egypt. I'm Egyptian.

Countries and nationalities

6 **Choose a picture. Then ask and answer.** (5 minutes)

- Elicit *Where's she/he from? She/He from . . . . She/He's . . . .* Demonstrate the task first, then have pupils work in pairs.

Finishing the lesson (2 minutes)

- Have pupils work in pairs taking turns describing the pictures in Activity 5 using *She/He's . . .* (name) *She/He's from . . .* (country/city) *She/He's . . .* (nationality) for their partner to guess. Focus on correct usage of *She/He's*.

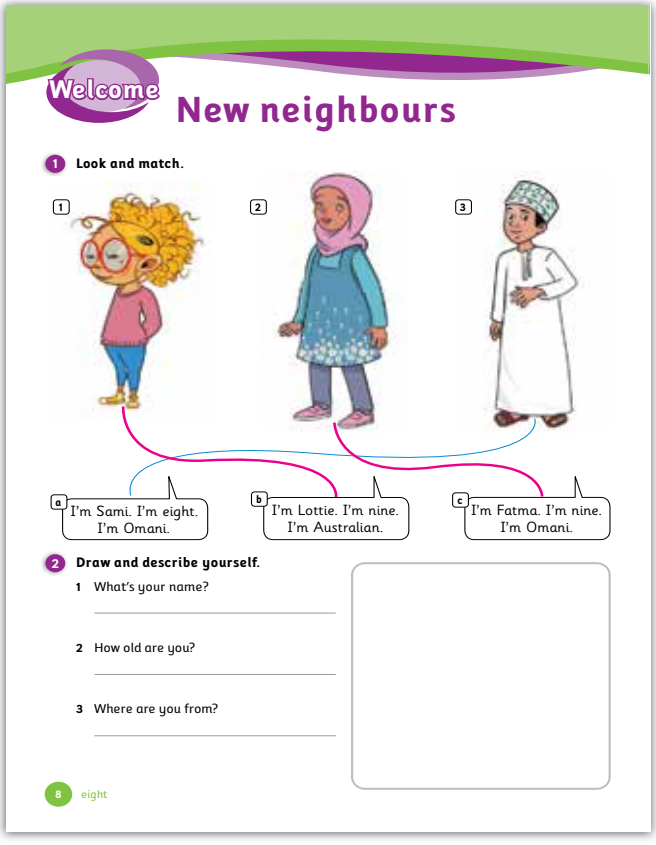
Lesson 1, part 2

Starting the lesson (5 minutes)

- Ask pupils to tell you what they remember about the story and about the characters Lottie, Fatma and Sami.

Practice

Activity Book



Welcome

New neighbours

1 Look and match.

1 2 3

a I'm Sami. I'm eight. I'm Omani.

b I'm Lottie. I'm nine. I'm Australian.

c I'm Fatma. I'm nine. I'm Omani.

2 Draw and describe yourself.

1 What's your name?

2 How old are you?

3 Where are you from?

8 eight

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

- Pupils complete the activity individually, then in pairs, asking *Who's this?*

2 **Draw and describe yourself.** (10 minutes)

- Pupils work individually, then check in pairs.



Lesson 1, part 2 — Countries and nationalities — W

3 Look and write the countries.

1 Oman 2 Britain 3 China

4 Australia 5 Brazil 6 the USA 7 Egypt

4 Look at Activity 3. Read and write the nationalities.

American Australian Brazilian British ~~Chinese~~ Egyptian

1 My flag is red and yellow. I'm Chinese.
2 There are lots of small, white stars on my flag. I'm American.
3 There's a big red cross on my flag. I'm British.
4 My flag is blue with a small red and white cross. I'm Australian.
5 My flag is green, yellow and blue. I'm Brazilian.
6 My flag is red, white and black with a small bird. I'm Egyptian.

5 Write about your flag and your nationality.

My flag is _____

I'm _____

nine 9

3 **Look and write the countries.** (5 minutes)

- Pupils work individually, then check in pairs.
- Using the Lollipop stick technique (see page 14), have pupils spell answers as you write them on the board.

4 **Look at Activity 3. Read and write the nationalities.** (5 minutes)

- Read the example answer.
- Pupils work in pairs.
- Check their answers as a class.

5 **Write about your flag and your nationality.** (5 minutes)

- Describe a flag for pupils to guess, e.g. *This flag is red and yellow. There's a big star on it. (China.)*
- Pupils work individually, then check in pairs.

Finishing the lesson (5 minutes)

- Ask pupils which is their favourite flag and why.
- Revise countries and nationalities with the Welcome Unit flashcards. Then ask pupils if they know the names of any other countries or nationalities. Praise all good answers.

Hobbies and numbers

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about hobbies and to review *like;* to ask and answer about numbers
- **Target language:** *I like playing football. She likes going shopping. Do you like playing sports?; animals, arts and crafts, building machines, canoeing, going shopping, listening to music, karate, playing basketball, playing football, playing table tennis, playing tennis, reading, swimming; 51–59, 50 (fifty), 60 (sixty), 70 (seventy), 80 (eighty), 90 (ninety), 100 (one hundred)*

Global Scale of English (GSE)

- **Reading:** Can read cardinal numbers up to ten written as words (GSE 12). Can recognise cardinal numbers up to 100 written as words (GSE 23).
- **Speaking:** Can describe someone's likes or dislikes in a simple way (GSE 30). Can express basic likes and dislikes in relation to familiar topics (GSE 29). Can use cardinal numbers up to 100 (GSE 28). Can recite a short, simple rhyme or chant (GSE 16).
- **Listening:** Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly (GSE 31). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).

Materials

- Welcome Unit flashcards (canoeing, reading, playing table tennis, playing football, going shopping, playing tennis, playing basketball, swimming; 51–59, 50, 60, 70, 80, 90, 100)
- Welcome Unit poster: Activities
- fly swats
- sheets of A4 paper, enough for each pupil
- counters or small pieces of paper for *Bingo*!

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Hands up/down technique (see page 15); Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork
- Independent learning: Learning diary (see page 15); Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson (3 minutes)

- Show pupils the Welcome Unit poster. Ask pupils if they can name any of the activities. Then play *Mime the word* (see page 20) with the Welcome Unit flashcards and word cards.
- Encourage pupils to start a diary with questions about their learning and notes on challenges and successes.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to talk about hobbies and free time activities.
- Explain that in this lesson pupils will learn how to count from 51 to 60 and in tens from 50 to 100.

Practice

Class Book



1 Look at the pictures on page 10 again. What does Lottie like doing? Tick (✔). (2 minutes)

- Pupils point to Lottie. Pupils tick the correct pictures.
- Using the Hands up/down technique (see page 15), ask *Did you find what Lottie likes doing?*

Extra activity Critical thinking

- Have pupils decide which three hobbies are the best/healthiest/most sociable and why.

Hobbies and numbers

2 W.4 **Listen. What doesn't Lottie like doing?** (3 minutes)

- Pupils listen and point to the hobbies as they hear them.
- Using the Hands up/down technique (see page 15), pupils listen again, raising hands up for what Lottie likes and putting hands down for what she doesn't like.

W.4

Fatma: Do you like playing sports, Lottie? You've got a lot of sports things in those boxes!
Lottie: Yes, I do! I love playing sports. I like playing basketball and tennis. I play every day after school.
Fatma: Oh really? I like playing football! I like playing basketball, too. What else do you like doing?
Lottie: I love water sports, like canoeing and swimming.
Fatma: I like swimming, too.
Lottie's dad: Lottie, come on! We need to go shopping.
Lottie: That's something I don't like! I don't like shopping!

3 **Look at Fatma and Sami's rooms. What do they like? Look at the table and tick (✔).** (2 minutes)

- Check pupils know which room is whose.
- Pupils tick the right name in the table.
- Elicit answers as a class. Have pupils point to the evidence.

4 **Tell your partner. What do you like doing? What don't you like doing?** (3 minutes)

- On the board write *I like … I don't like … Me, too!*
- Pupils look at the table and picture in Activity 3. Ask some pupils what they like/don't like doing. Pupils ask each other in pairs.

Diversity

Support

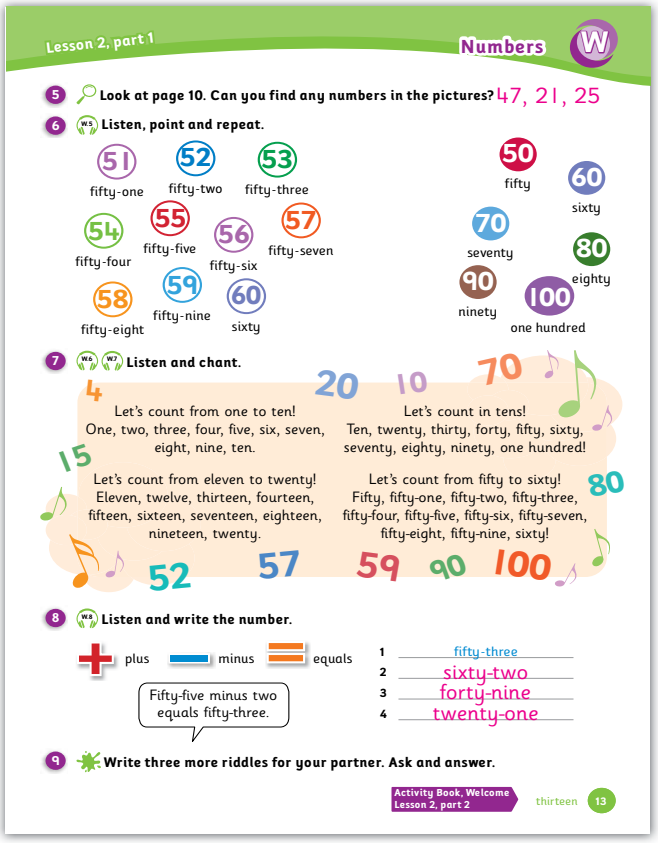
- *True or False*? Pupils write two false and one true statement about their hobbies for the class to guess the truth.

Challenge

- Pupils work in mixed-ability pairs to write a short dialogue using the question *What do you like doing at the weekend?*

Extra activity **TPR**

- Create 16 word cards: one for each of the eight activities from Activity 1, one card with a smiley for *like* and the other with a sad face for *don't like*. Split the class into two groups. Elicit volunteers to mime the activity.
- Elicit *He/She likes …* or *He/She doesn't like …* from the first pupil to raise their hand.



5 **Look at page 10. Can you find any numbers in the pictures?** (3 minutes)

- Pupils work in pairs.
- Check answers as a class.

6 W.5 **Listen, point and repeat.** (5 minutes)

- Hand out the Welcome Unit flashcards for numbers to pupils. Pupils pass the flashcards around the class. When you say *Stop!* ask those pupils holding a flashcard to stand up and read the number aloud. Continue until all pupils have said a number.
- Point at each number and say it in English. Have pupils repeat after you.
- Play the audio and ask pupils to listen, point and repeat.
- Using the Lollipop stick technique (see page 14), bring two pupils to the front of the class and give them a fly swat. Tell pupils they will play a game.
- Explain that you will say a number and the first pupil to swat the word on the board wins.
- Continue for a few rounds.

W.5

Man: fifty-one, fifty-two, fifty-three, fifty-four, fifty-five, fifty-six, fifty-seven, fifty-eight, fifty-nine, sixty, fifty, sixty, seventy, eighty, ninety, one hundred

7 W.6 & W.7 **Listen and chant.** (5 minutes)

- Have pupils stand up and use their hands/fingers to represent the numbers they hear, by moving them up and down and pushing the air as they listen to the chant.
- When pupils feel confident, play the karaoke version (track W.7). Ask pupils to sing and move their hands and fingers as they chant.

W.6

Let's count from one to ten!
One, two, three, four, five, six, seven, eight, nine, ten.

Let's count from eleven to twenty!
Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Let's count in tens!
Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred!

Let's count from fifty to sixty!
Fifty, fifty-one, fifty-two, fifty-three, fifty-four, fifty-five, fifty-six, fifty-seven, fifty-eight, fifty-nine, sixty!

8 W.8 **Listen and write the number.** (5 minutes)

- On the board, write a *plus*, a *minus* and an *equals* symbol.
- Model 1 and do it together on the board.

W.8

1 What number is it? Fifty plus five minus two equals …
2 What number is it? Sixty plus three minus one equals …
3 What number is it? Forty-four plus six minus one equals …
4 What number is it? Twenty plus seven minus six equals …

9 **Write three more riddles for your partner. Ask and answer.** (5 minutes)

- Have pupils work in pairs. Make sure pupils swap roles.

Extra activity **TPR**

- Have pupils form two lines facing the board. Hand the pupils at the front of the line a fly swat. Explain that pupils will now do Activity 8 as a game.
- The first pupil to swat the number hands the fly swat to the next pupil and goes back to their seat.
- The team cannot move if their leader hasn't found the correct number. The team that has all its players sitting down first wins.

Finishing the lesson (2 minutes)

- Using the Summative and thought-provoking questions technique (see page 15), ask pupils to reflect on what was easy and difficult today.
- Give each pupil half a sheet of A4 paper. Ask pupils to create their own riddles for the other pupils to complete. Pupils then ask and answer about their riddle.

Hobbies and numbers

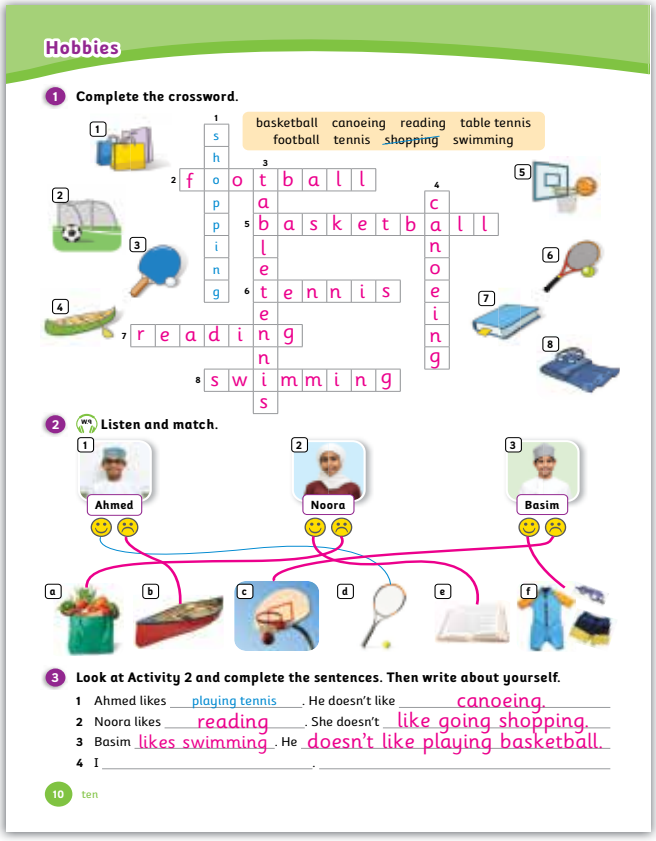
Lesson 2, part 2

Starting the lesson (3 minutes)

- Ask pupils to mime doing an activity or hobby. Their partner guesses, then they swap roles.

Practice

Activity Book



Hobbies

1 Complete the crossword.

basketball canoeing reading table tennis football tennis shopping swimming

2 Listen and match.

Ahmed Noora Basim

3 Look at Activity 2 and complete the sentences. Then write about yourself.

1 Ahmed likes playing tennis. He doesn't like canoeing.
2 Noora likes reading. She doesn't like going shopping.
3 Basim likes swimming. He doesn't like playing basketball.
4 I _____.

10 ten

1 Complete the crossword. (5 minutes)

- Pupils work individually and check in pairs.

Diversity

Support

- Pupils play a guessing game in small groups, taking turns to describe/mime activities 1–8 without naming the activity.
- Pupils write the answers in the crossword.

Challenge

- Have pupils work in mixed-ability pairs or trios. One says the number across/down and how many letters. The other pupils match the words and pictures, count the letters and write the answers.

2 W.9 Listen and match. (5 minutes)

- Do the first example together. Have pupils ask and answer about each picture in pairs, using *What does she/he like/not like?*

W.9

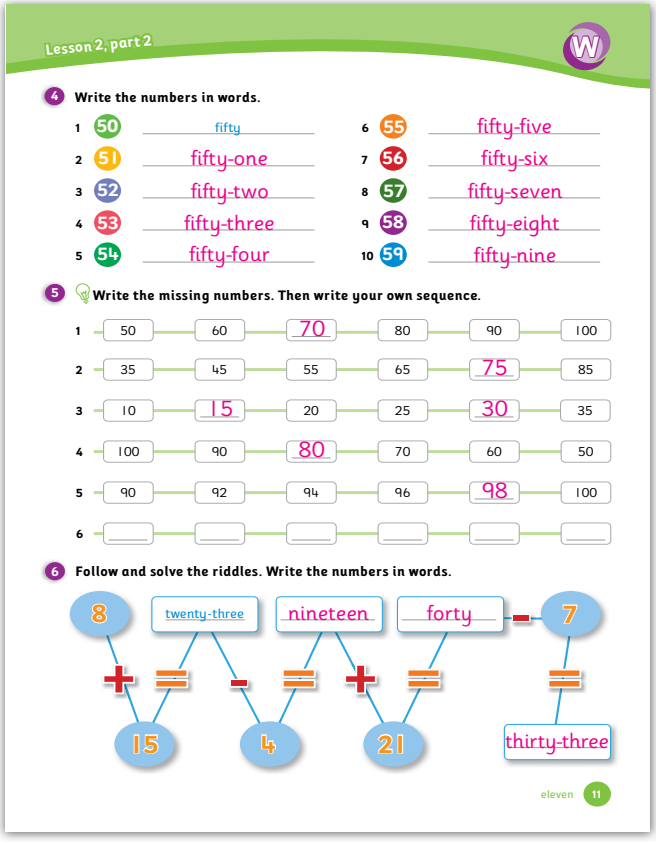
1 Boy 1: Hi, I'm Ahmed. I like playing tennis with my friends, but I don't like canoeing. It's difficult.

2 Girl 1: Hi, my name's Noora. I like reading books, comics, poems … everything! But I don't like going shopping. It's boring.

3 Boy 2: Hello. I'm Basim. Something I like … Yes, I like swimming, but I don't like playing basketball. I never play basketball.

3 Look at Activity 2 and complete the sentences. Then write about yourself. (5 minutes)

- Pupils work individually, then check in pairs.



Lesson 2, part 2

4 Write the numbers in words.

1 50 fifty
2 51 fifty-one
3 52 fifty-two
4 53 fifty-three
5 54 fifty-four
6 55 fifty-five
7 56 fifty-six
8 57 fifty-seven
9 58 fifty-eight
10 59 fifty-nine

5 Write the missing numbers. Then write your own sequence.

1	50	60	70	80	90	100
2	35	45	55	65	75	85
3	10	15	20	25	30	35
4	100	90	80	70	60	50
5	90	92	94	96	98	100
6						

6 Follow and solve the riddles. Write the numbers in words.

8 twenty-three nineteen forty 7
15 4 21 thirty-three

eleven 11

4 Write the numbers in words. (5 minutes)

- Have pupils complete the activity in pairs, taking turns to dictate the correct spellings.

5 **Write the missing numbers. Then write your own sequence.** (5 minutes)

- Display question 1 on the board. Ask pupils to tell you what sequence they see (counting up in 10s).
- Pupils work individually or in pairs.
- Have pupils ask and answer about sequences 1–6 in pairs/fours (*counting up/down in* . . .).

6 **Follow and solve the riddles. Write the numbers in words.** (10 minutes)

- Have pupils complete the activity in pairs, taking turns to dictate the correct spellings.

Extra activity **Communication**

- Draw a blank template on the board for pupils to copy, with three rows and three columns.
- Have pupils work in small groups to fill a bingo board with different numbers from 1–10 in words or numbers.
- When a number is called out, it can be covered with small paper squares. When a line of three is made (across or down), pupils stand up and say *LINE!* When the whole nine squares are covered, pupils stand up and shout *BINGO!*

Finishing the lesson (2 minutes)

- Ask pupils to complete the Progress path for the unit.



1 New school

Unit objectives

To talk about school subjects, people and places in school

Language

Vocabulary	**School subjects, people and places in school**: *Arabic, Art, English, ICT, Islamic Studies, Maths, P.E., Science, Social Studies; headteacher, school nurse; science lab* **Adverbs of frequency**: *always, at the weekend, every day, never, often, once a week, sometimes, twice a week*
Grammar	Present simple with days and time Adverbs of frequency and adverbial phrases
Functions	Making arrangements: *Do you want to play football tomorrow morning?*
Phonics	***y***: *my, fly*; **Revise**: *i_e, igh, ie* **Tricky word**: *bye, my*

Learning outcomes

Listening	Demonstrate an awareness of intonation patterns when listening [TG]; Listen and respond to peers and adults; Listen and understand the overall meaning of short, simple texts on familiar topics; Listen and identify familiar words, set phrases and specific information in short, simple texts on familiar topics; Listen to and join in with songs, chants, jingles, rhymes, tongue twisters and simple dialogues; Respond verbally and non-verbally to short, basic, spoken and aural instructions; Respond to factual and literal questions; Identify core vocabulary; Respond to referential questions based on aural texts; Identify key and specific information in short, simple conversations/dialogues on familiar topics; Demonstrate specific information in short, simple conversations/dialogues
Speaking	Ask questions about routine matters; Make offers; Make basic excuses; Accurately reproduce modelled language; Articulate words and sentences using correct stress, rhythm and intonation; Use basic language structures when speaking; Express ideas using a range of familiar words, set phrases and expressions; Retell simple stories, personal experiences and events using a range of familiar words, set phrases and expressions; Ask and answer questions on familiar topics like daily activities, habits, times and events; Participate in short, simple interactions on familiar topics; Articulate sounds and isolated word forms and connected speech using correct pronunciation; Recite songs, rhymes, chants and tongue twisters individually and chorally; Sing a basic song, rhyme and chant from memory; Act out part of a picture story, short dialogue or role play
Reading	Identify main paragraph topics in simple texts on familiar subjects, if supported by prompts and questions; Decode unfamiliar words by using phonemic awareness and blending strategies when reading; Read frequently encountered words with ease; Recognise the effect of punctuation when reading [TG]; Read and understand the overall meaning of short, simple texts on familiar topics; Read and identify familiar words, set phrases and key information in short, simple factual texts on familiar topics from the headings and illustrations [TG]; Answer factual questions about reading

	material; Extract factual details and specific information in short texts; Make basic inferences from simple information in short texts
Writing	Arrange scrambled words into sentences; Complete a phrase or sentence by supplying the missing word; Write dictated material (word, phrase or sentence); Write simple sentences describing pictures, drawings, or activities, etc., using words from a list; Write clearly formed letters and words; Use phonological awareness and blending strategies to write new words; Construct sentences and questions using correct spacing, capitalisation, question marks, apostrophe/simple contractions and full stops based on a model [TG support]; Write high frequency words correctly; Write legible and neat letters in script; Copy words, phrases and sentences accurately; Maintain appropriate spacing between letters in a word and between words; Spell frequently used words correctly
Cognitive skills	Describe habits and routines; Make arrangements to meet people; Talk about intentions and plans; Talk about oneself; Inquire about people; Talk about school subjects; Talk about what you do/don't do on different days of the week; Say when something starts and finishes; Express frequency/how often; Say the time

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–11)
Mathematical, scientific and technological competences: order to complete a task (L. 2, 6 and 10)
Digital competence: use Class Book and Activity Book eBook (L. 1–11)
Social and civic competences: learn to be creative (L. 1–4); learn to talk about school subjects you like and dislike (L. 1–5 and 10)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1); follow instructions (L. 1–11); personalisation of language learnt (L. 4, 5, 7–10)
Initiative and entrepreneurship: choose roles for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 8); Problem solving (L. 8); Logical thinking (L. 1); Defining and describing (L. 3, 4 and 6); Finding information (L. 1, 2, 3, 4, 5, 6, 7 and 10); Planning (L. 6); Reflecting on learning (L. 1–11)
Creativity	Create a list of crazy activities (L. 4)
Communication	Describing likes, dislikes and differences (L. 1, 4, 5 and 6); Writing and answering questions (L. 3); Comparing (L. 5); Challenge game (L. 10); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 25; Activity Book p. 21
- Unit 1 Extra practice: Activity Book p. 22
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL, Self-assessment
- Unit 1 practice

External tests

Class Book	**Activity Book**
A1 Movers Reading and Writing Part 6 and Listening Part 2	A1 Movers Reading and Writing Part 4

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about school subjects, people and places in school
- **Target language:** *Arabic, Art, English, headteacher, ICT, Islamic Studies, Maths, P.E., school nurse, Science, science lab, Social Studies*

Global Scale of English (GSE)

- **Speaking:** Can ask and answer simple questions to express basic likes and dislikes in relation to school subjects (GSE 29). Can repeat single words if spoken slowly and clearly (GSE 18). Can talk about school subjects using simple language (GSE 34).
- **Writing:** Can write simple basic sentences about other people's likes (GSE 31).

Materials

- Unit 1 flashcards (*Maths, Science, Arabic, Islamic Studies, English, Social Studies, P.E., ICT, Art; science lab; headteacher, school nurse*)
- Unit 1 poster: At school
- stopwatch
- small pieces of paper
- some large sheets of poster paper
- photocopiable 1

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson (5 minutes)

- Draw a place or person in the school on the board. Have pupils guess where or who it is.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn to talk about subjects, people and places in school.
- Place the Unit 1 flashcards or poster on the board. Point to each flashcard (or point to the relevant part of the poster), say the school subject, place or person and have pupils repeat after you.

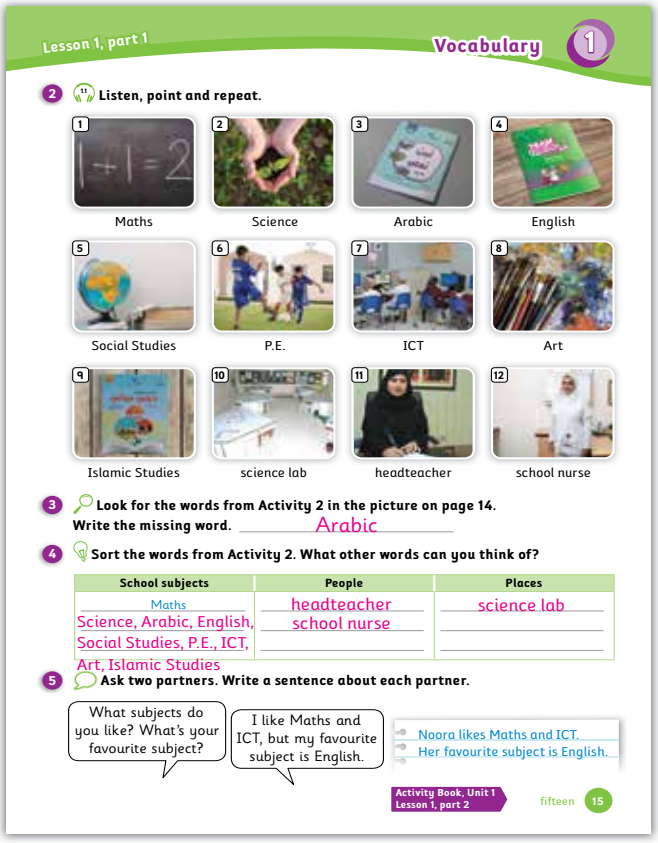
Practice

Class Book



1 How many lessons can you see? How many school words do you know? (5 minutes)

- Refer pupils to page 14.
- Check answers as a class. Have pupils point to the correct part of the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together. Pupils answer the questions in pairs and compare with a different partner. Check answers as a class.


Lesson 1, part 1

Vocabulary 1

2 Listen, point and repeat.

1 Maths 2 Science 3 Arabic 4 English

5 Social Studies 6 P.E. 7 ICT 8 Art

9 Islamic Studies 10 science lab 11 headteacher 12 school nurse

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

4 Sort the words from Activity 2. What other words can you think of?

School subjects	People	Places
Maths, Science, Arabic, English, Social Studies, P.E., ICT, Art, Islamic Studies	headteacher, school nurse	science lab

5 Ask two partners. Write a sentence about each partner.

What subjects do you like? What's your favourite subject?

I like Maths and ICT, but my favourite subject is English.

Noora likes Maths and ICT.
Her favourite subject is English.

Activity Book, Unit 1 Lesson 1, part 2

fifteen 15

2 1.1 Listen, point and repeat. (5 minutes)

- Have pupils listen and point silently first, as a race in pairs.
- Pupils listen again individually, then point and repeat.
- Pupils test each other in turns by pointing at the pictures to elicit the right answer.

1.1

1 Maths
2 Science
3 Arabic
4 English
5 Social Studies
6 P.E.
7 ICT
8 Art
9 Islamic Studies
10 science lab
11 headteacher
12 school nurse

3 Look for the words from Activity 2 in the picture on page 14. Write the missing word. (5 minutes)

- Pupils work in pairs to complete the activity. Ask for feedback, using the Lollipop stick technique (see page 14).
- Ask a pupil to write the missing word on the board to check as a class.

4 Sort the words from Activity 2. What other words can you think of? (5 minutes)

- Pupils complete the table individually.
- Ask pupils to check each other's work for correct spelling.
- Ask pupils to spell their words and add these to the board, correcting where needed.

Extra activity Fast finishers

- In small groups, pupils copy out the key vocabulary onto small pieces of paper, one word on each, so they have a set per group.
- Have pupils add other words related to school (other subjects, places, people, etc.).
- Have pupils swap sets. Then they group the pieces of papers to make as many categories as they can. The group with the most categories wins.

5 Ask two partners. Write a sentence about each partner. (5 minutes)

- Practise the pronunciation and polite intonation of the questions as a class. Make sure pupils are using a rising intonation at the end of questions to make the questions sound more polite.
- Put pupils in groups of three. Have them ask each other which subjects they like and which is their favourite. Pupils write a sentence about each partner in their notebooks using the model in the Class Book.

Extra activity Critical thinking

- Have pupils work together in small groups to create a bar chart, a pie chart or another graphic representation of everyone's answers to represent the most/least popular subjects in the class. Draw and colour these on poster paper. Ask groups to present their posters to the class, describing what they show.

Finishing the lesson (5 minutes)

- Tell pupils to close their books and give them one minute to remember the new vocabulary. Ask them to write down as many words as they can.
- Use the Summative and thought-provoking questions technique (see page 15) to ask *How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly? What can you do to remember them?*

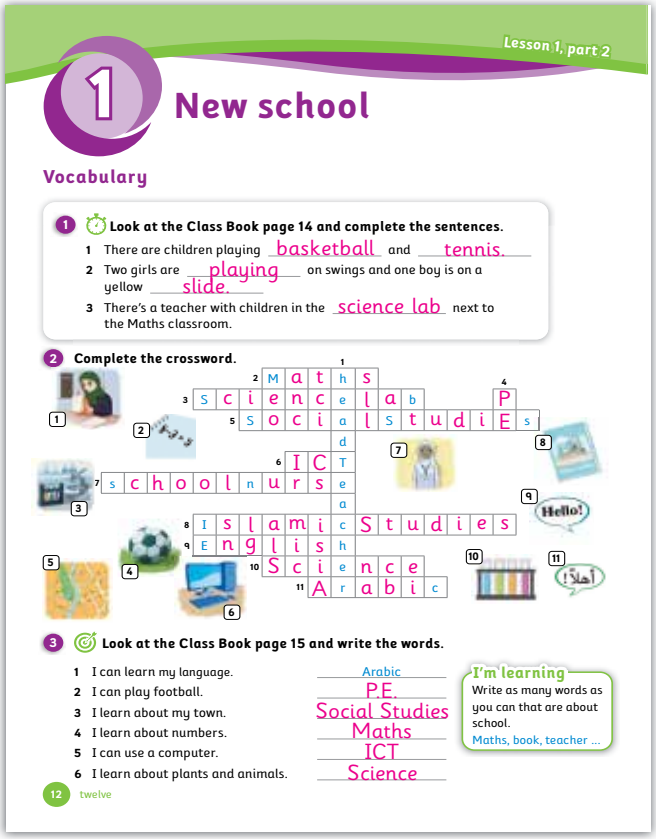
Lesson 1, part 2

Starting the lesson (5 minutes)

- Explain to pupils that you will give them one minute to write as many new words as they can remember from the previous lesson.
- When time is up, ask the pupils to check their lists and say which words they didn't write down.
- Pupils with the most words can stand and read out their lists.

Practice

Activity Book



Lesson 1, part 2

1 New school

Vocabulary

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

1 There are children playing basketball and tennis.
2 Two girls are playing on swings and one boy is on a yellow slide.
3 There's a teacher with children in the science lab next to the Maths classroom.

2 Complete the crossword.

3 Look at the Class Book page 15 and write the words.

1 I can learn my language. Arabic
2 I can play football. P.E.
3 I learn about my town. Social Studies
4 I learn about numbers. Maths
5 I can use a computer. ICT
6 I learn about plants and animals. Science

I'm learning
Write as many words as you can that are about school.
Maths, book, teacher ...

12 twelve

1 Look at the Class Book page 14 and complete the sentences. (10 minutes)

- Pupils work individually to complete the activity.
- Check answers as a class.
- Ask the pupils to close their books and say as many things as they can remember about the picture on page 14.

2 Complete the crossword. (10 minutes)

- Have pupils work in pairs. One pupil says a number for the other to say what the image is. For example: Pupil A: *7*. Pupil B: *school nurse*.
- Pupils then complete the activity and check answers with their partners.

3 Look at the Class Book page 15 and write the words. (10 minutes)

- Pupils work individually and check answers as a class.
- Pupils can create their own blank crossword for a partner to complete.
- Read the *I'm learning* box.
- Ask pupils to complete the activity in their notebooks.
- Have pupils share their words with the class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique to ask pupils what they have learnt today.

Extra activity Photocopiable 1

- Ask pupils to do photocopiable 1.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch, read and act out a story about a new school
- **Target language:** revision of school subjects

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Speaking:** Can briefly say what they think will happen next in a simple story or play (GSE 42). Can retell a familiar story, given prompts or a model (GSE 37). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 1 flashcards (school subjects, places and people)
- two fly swats or two strong magnets
- magnetic classroom objects
- large piece of paper, one per group of four
- coloured crayons or pencils, enough for groups of four
- True/False response cards
- photocopiables S2 and 9

Assessment for Learning (formative assessment)

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

Lesson 2, part 1

Starting the lesson (3 minutes)

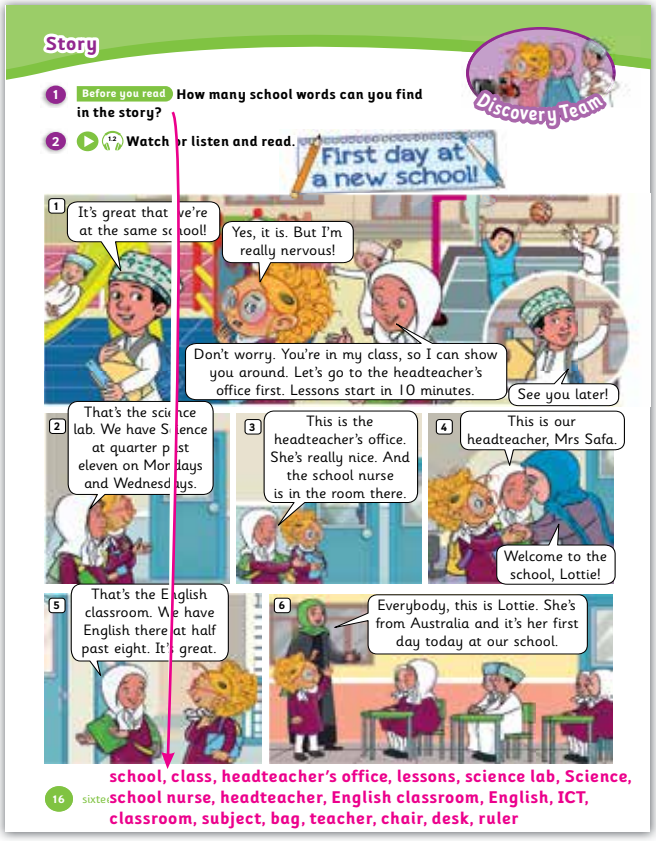
- Have pupils form two lines in front of the board and give each leader a fly swat. Have pupils play the *Word Swat* game (see page 21) with the Unit 1 flashcards.

Presentation (2 minutes)

- Explain that in this lesson pupils will read and talk about the first day at a new school and revise the vocabulary from the last lesson.

Practice

Class Book



1 Before you read How many school words can you find in the story? (5 minutes)

- Pupils work individually and check in pairs.
- Check answers as a class by having pupils point to the correct part of the picture.

2 1.2 Watch or listen and read. (5 minutes)

- Play the audio or the animation.
- Check comprehension. Ask *Why can Fatma show Lottie around? (They are in the same class.)* *What is going on in the ICT classroom? (Bo is malfunctioning.)*

Story

1.2

First day at a new school!

1 Sami: It's great that we're at the same school!
Lottie: Yes, it is. But I'm really nervous!
Fatma: Don't worry. You're in my class, so I can show you around. Let's go to the headteacher's office first. Lessons start in 10 minutes.
Sami: See you later!

2 Fatma: That's the science lab. We have Science at quarter past eleven on Mondays and Wednesdays.

3 Fatma: This is the headteacher's office. She's really nice. And the school nurse is in the room there.

4 Fatma: This is our headteacher, Mrs Safa.
Mrs Safa: Welcome to the school, Lottie!

5 Fatma: That's the English classroom. We have English there at half past eight. It's great.

6 Teacher: Everybody, this is Lottie. She's from Australia and it's her first day today at our school.

7 Teacher: What's that noise?
[fx crash, bang]

8 Fatma: Oh no! Sami has ICT in that classroom! ICT is his favourite subject. Is he OK?

9 *[fx clank, bang, bang, clank]*

10 Sami: Don't worry, I'm fine! This is Bo, my robot! But he's got a problem …

Extra activity Critical thinking

- Using the True/False response cards technique (see page 15), pupils write true and false statements about the story. The class then responds to these.

3 What's the problem with Bo? Go to page 110 to find out. (5 minutes)

- Ask pupils to guess as a class. Pupils find the answer. Demonstrate with a real magnet and teach the words *magnet (n)/magnetic (adj)*.
- Explain to pupils that the material Bo's made from is magnetic and it makes metals move towards it.

4 After you read Number the sentences in the correct order. (5 minutes)

- Have pupils write the sentences in their notebook in the correct order, then check in pairs. Write the correct order on the board.

5 Look at Activity 4 again and retell the story. (5 minutes)

- Ask pupils to work in small groups and stand or sit in circles around the classroom.
- Pupils have one copy of the Class Book and take it in turns to retell the story. They pass around a pencil (or 'story-stick') so that only the person holding it can speak.



Extra activity Photocopiable S2

- Ask pupils to do photocopiable S2.

6 Act out the story. (5 minutes)

- Divide pupils into groups. Allocate a character role from the story to each pupil.
- Working in different parts of the room, using one book to help, pupils act out the story silently (like an old silent film). Ask them to do it at a slow speed, then faster.
- When pupils are comfortable with the actions, include the dialogue.

Diversity

Support

- Pupils imagine and create the next scene in a cartoon format.

Challenge

- Pupils draw and cut out speech bubbles, write their lines in different ones, and glue each to lollipop sticks, writing the number on the back. These pupils might have non-speaking roles and hold up the speech bubbles in the silent film the other pupils act out (above).

Extra activity **Critical thinking**

- Pupils design their own AI robots on paper to present. Ask *What super science powers do they have?*

Finishing the lesson (5 minutes)

- Ask pupils what they remember from the story and what they have learnt.

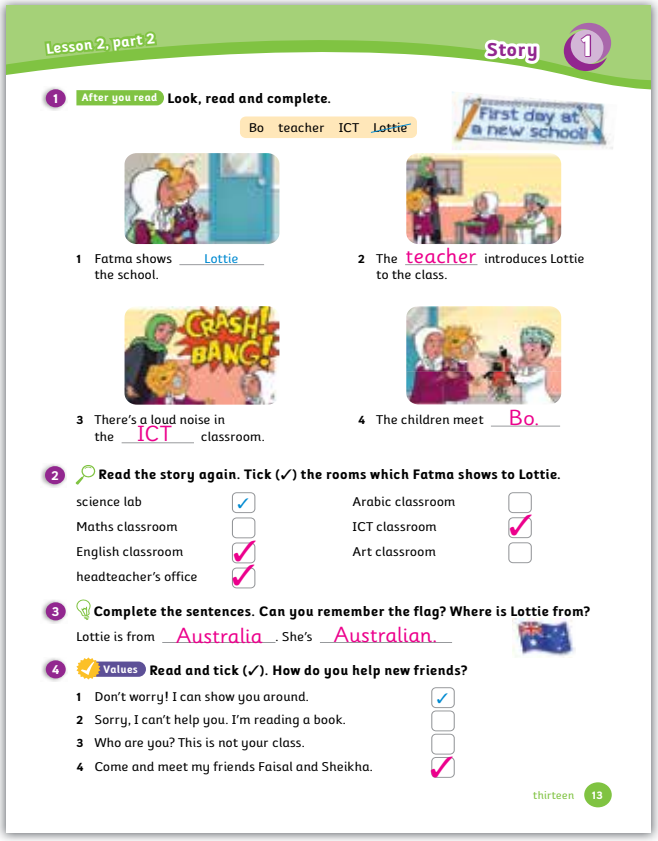
Lesson 2, part 2

Starting the lesson (5 minutes)

- Ask the pupils to say as many things as they can remember about the story.
- Have them talk about their favourite scene.

Practice

Activity Book


Lesson 2, part 2 Story 1

1 After you read Look, read and complete.

Bo teacher ICT ~~Lottie~~

First day at a new school!

1 Fatma shows Lottie the school.

2 The teacher introduces Lottie to the class.

3 There's a loud noise in the ICT classroom.

4 The children meet Bo.

2 Read the story again. Tick (✓) the rooms which Fatma shows to Lottie.

science lab	✓	Arabic classroom	
Maths classroom		ICT classroom	✓
English classroom	✓	Art classroom	
headteacher's office	✓		

3 Complete the sentences. Can you remember the flag? Where is Lottie from?

Lottie is from Australia. She's Australian.

4 Values Read and tick (✓). How do you help new friends?

1 Don't worry! I can show you around. ✓
2 Sorry, I can't help you. I'm reading a book.
3 Who are you? This is not your class.
4 Come and meet my friends Faisal and Sheikha. ✓

thirteen 13

1 After you read Look, read and complete. (5 minutes)

- Give pupils a few minutes to complete the activity in pairs.
- Use the Traffic light cards technique (see page 15) to check pupils understand what to do. Check answers as a class.

2 Read the story again. Tick (✔) the rooms which Fatma shows to Lottie. (5 minutes)

- Have pupils do the activity individually.
- Ask pupils to answer, using the Lollipop stick technique (see page 14), while other pupils hold up traffic light cards to express their agreement or doubt (orange = **?** I'm not sure, red = ✘ I think that's wrong, green = ✔ I think that's right).

3 Complete the sentences. Can you remember the flag? Where is Lottie from? (5 minutes)

- Pupils complete individually and check answers in pairs.

4 Values Read and tick (✔). How do you help new friends? (10 minutes)

- Use the Think-pair-share technique (see page 15) to decide which are helpful and why.

Extra activity **Collaborative work**

- Pupils work together in small groups with a sheet of paper and coloured pens for each.
- Pupils create a poster to show both helpful (kind) and unhelpful (hurtful) behaviours (e.g. bullying, excluding other pupils, not sharing, etc.). Pupils participate in a gallery walk.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they learnt about the characters in the story, e.g. *ICT is Sami's favourite subject. Lottie is Australian. The head teacher Mrs Safa is nice*, etc.

Extra activity **Photocopiable 9**

- Ask pupils to do photocopiable 9.

CLIL Link

In Unit 1, the story is based around the concept of magnetism from Science.

It is Lottie's first day at Fatma and Sami's school. The teacher is introducing her to her new classmates when a loud noise comes from the ICT classroom, where Sami is having a class. He is fine, but he has created a robot, Bo. Bo has a magnet inside and is attracting all the metallic items that are inside the classroom.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the present simple to talk about school lessons with days and times
- **Target language:** *I have Science at quarter past eleven. Rawan doesn't have P.E. at quarter to ten on Wednesdays.*; prepositions of time: *on, at;* revision of school subjects

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- **Listening:** Can recognise basic time words (e.g. days) in simple phrases or sentences (GSE 25).
- **Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Materials

- Unit 1 flashcards (school subjects, places and people)
- Unit 1 poster: At school
- sheets of paper, enough for each pair of pupils
- photocopiable 5

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 14)
- Peer learning: groupwork; pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 3, part 1

Starting the lesson (5 minutes)

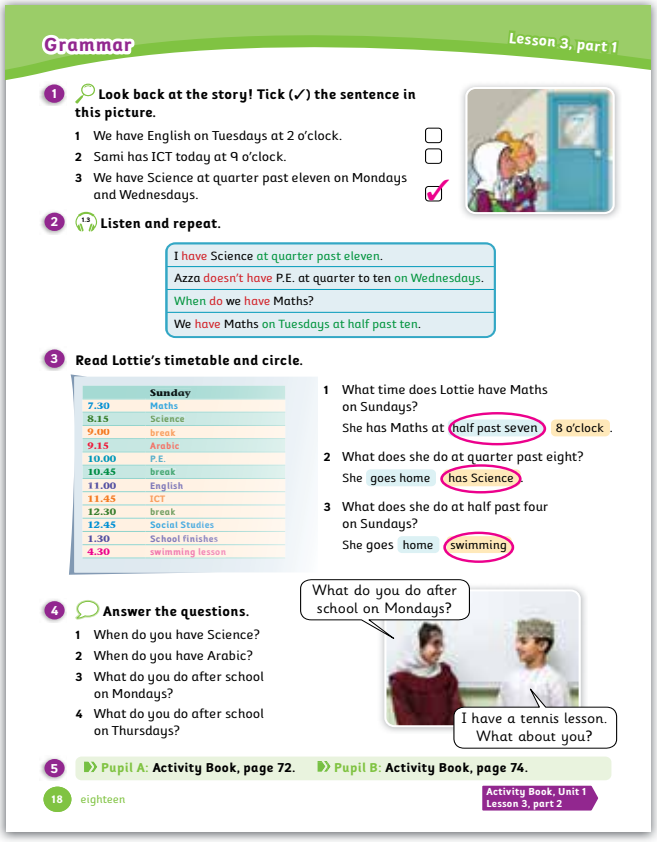
- Have pupils draw a school subject, place or person and hold their drawings up for the other pupils to guess.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn to talk about when they study which school subjects.
- Place the Unit 1 flashcards or poster on the board. Use the Lollipop stick technique (see page 14) to have pupils spell a word you point to on the flashcards or poster. As pupils spell the word, write it on the board.

Practice

Class Book



Grammar — Lesson 3, part 1

1 Look back at the story! Tick (✓) the sentence in this picture.
1 We have English on Tuesdays at 2 o'clock. ☐
2 Sami has ICT today at 9 o'clock. ☐
3 We have Science at quarter past eleven on Mondays and Wednesdays. ☑

2 Listen and repeat.
I have Science at quarter past eleven.
Azza doesn't have P.E. at quarter to ten on Wednesdays.
When do we have Maths?
We have Maths on Tuesdays at half past ten.

3 Read Lottie's timetable and circle.

Sunday	
7.30	Maths
8.15	Science
9.00	break
9.15	Arabic
10.00	P.E.
10.45	break
11.00	English
11.45	ICT
12.30	break
12.45	Social Studies
1.30	School finishes
4.30	swimming lesson

1 What time does Lottie have Maths on Sundays?
She has Maths at half past seven / 8 o'clock.
2 What does she do at quarter past eight?
She goes home / has Science.
3 What does she do at half past four on Sundays?
She goes home / swimming.

4 Answer the questions.
1 When do you have Science?
2 When do you have Arabic?
3 What do you do after school on Mondays?
4 What do you do after school on Thursdays?

What do you do after school on Mondays?
I have a tennis lesson. What about you?

5 Pupil A: Activity Book, page 72. Pupil B: Activity Book, page 74.

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

1 Look back at the story! Tick (✔) the sentence in this picture. (5 minutes)

- Pupils look at pages 16 and 17 to find the answer.
- Pupils answer the question individually and check with a partner.
- Check answers as a class by having pupils point to the correct part of the picture.
- **Extension** Ask pupils to look at pages 16 and 17. Read out the sentences with the target language and prepositions of time in them in random order, and ask pupils to find them in the story.

Extra activity **Critical thinking**

- Pupils decide which they think is the most important school subject for their future and say why.

2 1.3 **Listen and repeat.** (5 minutes)

- Write the sentences from the grammar box on the board.
- Ask two different pupils to go to the board and underline the verbs in the sentences and mark them +, - or ?.
- Play the audio. Ask pupils to listen and repeat. Play the audio again and pause after each sentence. Have the class repeat chorally.

1.3

I have Science at quarter past eleven.
Azza doesn't have P.E. at quarter to ten on Wednesdays.
When do we have Maths?
We have Maths on Tuesdays at half past ten.

3 **Read Lottie's timetable and circle.** (5 minutes)

- Check pupils know what the subjects and times are with a memory quiz. Give them one minute to read the table. Then ask questions from Activity 3.
- Pupils circle the correct answer.
- Ask volunteers to come to the board and write the completed sentences to check answers.

4 **Answer the questions.** (5 minutes)

- Check pupils understand the task with the Traffic light cards technique (see page 15).
- Have pupils ask and answer the questions in pairs.
- Pupils work in pairs, with a pen as a microphone, acting as TV/radio reporters.

5 **Pupil A: Activity Book, page 72.**
Pupil B: Activity Book, page 74. (5 minutes)

- Assign Pupil A or Pupil B, ask them to find the correct page in their Activity Book, and have them sit either back to back or face to face.
- Pupils work together to complete the timetable and fill in the missing lessons with the information they find out by asking and answering questions, e.g. *When do we have …? We have … on … at … .*

Diversity

Support

- Ask pupils to work in small groups to write out the questions.

Challenge

- Pupils design and create their own Sunday timetable to present to the class.

Finishing the lesson (5 minutes)

- Using the Summative and thought-provoking questions technique (see page 15), pupils reflect on what they found easy and difficult today.

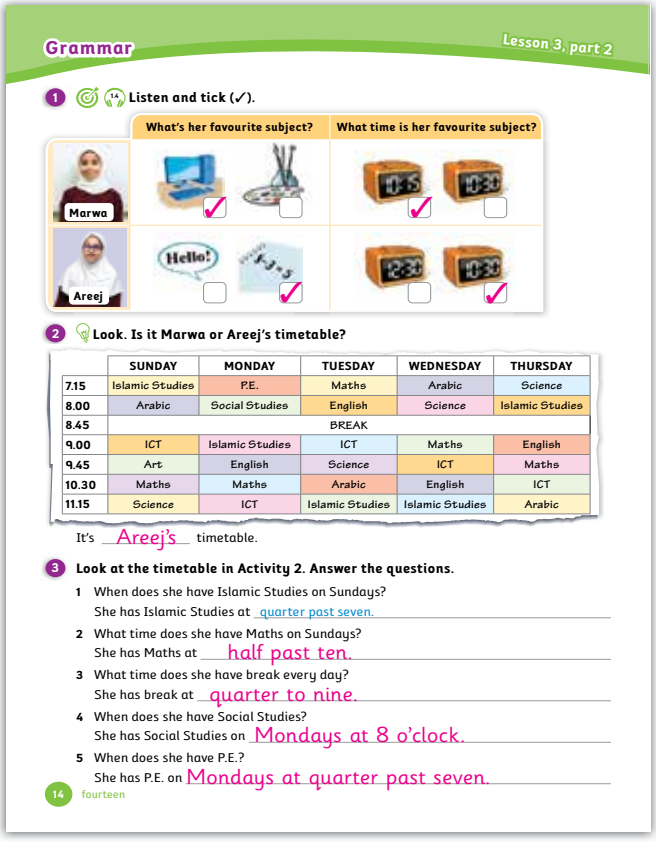
Lesson 3, part 2

Starting the lesson (5 minutes)

- As a class, discuss the pupils' timetable. Ask which days they find most interesting and which ones have their favourite lessons.

Practice

Activity Book


Grammar
Lesson 3, part 2

1 Listen and tick (✓).

	What's her favourite subject?	What time is her favourite subject?
Marwa	✓	✓
Areej	✓	✓

2 Look. Is it Marwa or Areej's timetable?

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
7.15	Islamic Studies	P.E.	Maths	Arabic	Science
8.00	Arabic	Social Studies	English	Science	Islamic Studies
8.45	BREAK				
9.00	ICT	Islamic Studies	ICT	Maths	English
9.45	Art	English	Science	ICT	Maths
10.30	Maths	Maths	Arabic	English	ICT
11.15	Science	ICT	Islamic Studies	Islamic Studies	Arabic

It's Areej's timetable.

3 Look at the timetable in Activity 2. Answer the questions.

1 When does she have Islamic Studies on Sundays?
She has Islamic Studies at quarter past seven.
2 What time does she have Maths on Sundays?
She has Maths at half past ten.
3 What time does she have break every day?
She has break at quarter to nine.
4 When does she have Social Studies?
She has Social Studies on Mondays at 8 o'clock.
5 When does she have P.E.?
She has P.E. on Mondays at quarter past seven.

14 fourteen

1 1.4 Listen and tick (✔). (10 minutes)

- Pupils play *I Spy* with the pictures in small groups, *I spy with my little eye something beginning with c! Is it a computer/clock …?*
- Have pupils do the activity individually and check answers in pairs.

1.4

Marwa: Hello, I'm Marwa. I love Tuesdays. Yes, Tuesday is my favourite day at school because I have my favourite subject, ICT. It's at quarter past ten and it's after break.

Areej: Hi! I'm Areej. I love going to school. My favourite day is Monday. And I love Maths. I have it on Mondays after English, at half past ten.

2 Look. Is it Marwa or Areej's timetable? (5 minutes)

- Pupils work individually, then check in pairs.
- Ask pupils how they came to the answer.

3 Look at the timetable in Activity 2. Answer the questions. (10 minutes)

- Have pupils work in pairs to complete the activity. Then check answers as a class.

Extra activity Critical thinking

- Work with pupils to write the class timetable on the board. Pairs write down four or five questions like those in Activity 3. Pupils ask and answer their questions with another pair.

Finishing the lesson (10 minutes)

- In pairs, ask pupils to make a timetable that they think would be the best for them.
- Pupils share their work with the class.

Extra activity Photocopiable 5

- Ask pupils to do photocopiable 5.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about daily and weekly routines
- **Target language:** *She plays tennis twice a week. He is always busy.; always, at the weekend, every day, never, often, once a week, three times a week, twice a week*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a basic song from memory (GSE 22). Can answer simple questions about habits and routines (GSE 30).

Materials

- slips of paper
- traffic light cards
- pieces of paper, enough for each pupil
- photocopiables 13 and 17

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson (3 minutes)

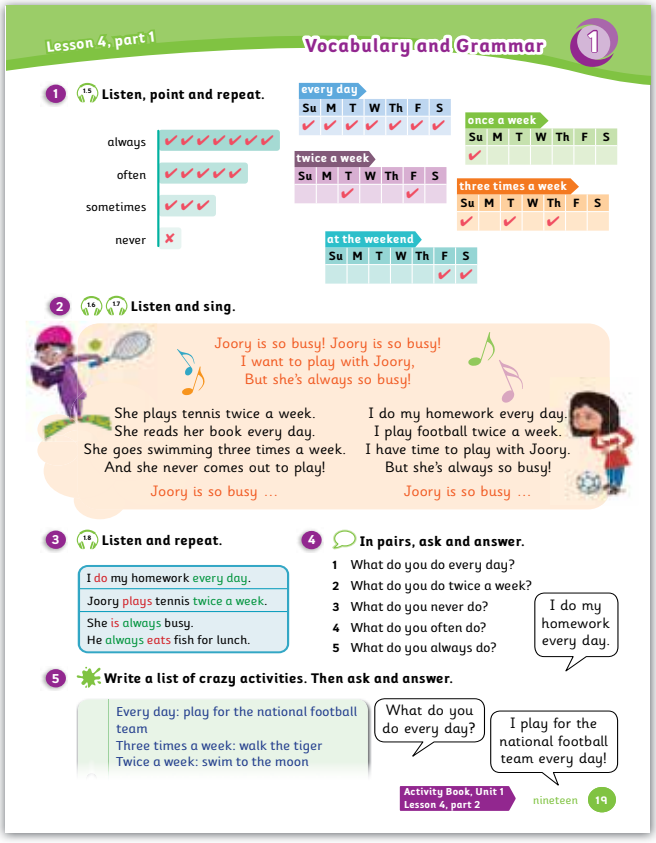
- Play *Charades* (see page 19). Have pupils write or draw their favourite thing to do before or after school on a slip of paper. Set a strict time limit of one minute thinking/drawing time.
- Pupils work in small groups. Each group collects their slips of paper, and pupils randomly choose a slip to mime the activity for the rest of the group to guess.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to talk about how often they do activities.

Practice

Class Book



1 1.5 Listen, point and repeat. (5 minutes)

- Check that pupils know what the words and phrases mean by asking them to quickly translate into their own language.
- Ask pupils to hold up Traffic light cards to peer check (orange = **?** I'm not sure, red = ✘ I think that's wrong, green = ✔ I think that's right).
- Pupils listen and complete the activity, pointing and repeating.
- Pupils practise again in pairs saying expressions at random for partners to point to.

1.5

always, often, sometimes, never

every day, once a week, twice a week, three times a week, at the weekend

Vocabulary and Grammar

2 1.6 & 1.7 **Listen and sing.** (10 minutes)

- Ask *Who's singing? How do you know?* Ask pupils to look at pronouns used: *she* (Joory) and *I* (the girl).
- Play track 1.6. Pupils listen and see if they were correct (*The girl is singing about Joory, who is too busy to play with her.*).
- Play the karaoke version of the song (track 1.7). Pupils point at themselves when they hear *I*.

1.6

Joory is so busy! Joory is so busy!
I want to play with Joory,
But she's always so busy!

She plays tennis twice a week.
She reads her book every day.
She goes swimming three times a week.
And she never comes out to play!

Joory is so busy! Joory is so busy!
I want to play with Joory,
But she's always so busy!

I do my homework every day.
I play football twice a week.
I have time to play with Joory.
But she's always so busy!

Joory is so busy! Joory is so busy!
I want to play with Joory,
But she's always so busy!

Extra activity TPR

- In two teams (one half represents Joory, and the other, the girl), pupils mime the activities of the child they represent in the song as they sing along. The two teams do different things at different times. To make it more challenging, teams should stay seated until their action comes up, then they stand and mime before sitting down quickly.

3 1.8 **Listen and repeat.** (5 minutes)

- Ask pupils to look at the words coloured red and green. Use the Think-pair-share technique (see page 15) for pupils to say what they represent. Red = what they do (verbs in Present simple), green = how often (frequency adverbs/adverbial phrases).
- In pairs, pupils choose – one is red (the verbs) and one is green (the frequency adverbs). As they listen and repeat, they raise a hand when they hear their colour.

1.8

I do my homework every day.
Joory plays tennis twice a week.
She is always busy.
He always eats fish for lunch.

Extra activity Critical thinking

- Pupils decide on some activities that make a healthy, balanced, work/life week for a pupil of their age, a teenager and a pensioner and explain why.

4 **In pairs, ask and answer.** (5 minutes)

- Pupils work in pairs with a pen as a microphone as TV/radio reporters.

Diversity

Support

- First, model and ask pupils to repeat the questions with the correct pronunciation. Elicit example answers from the class and write these on the board.

Challenge

- Ask pupils to write down their partner's answers. When they have finished, have them check each other's answers for spelling and punctuation.

5 **Write a list of crazy activities. Then ask and answer.** (5 minutes)

- Pupils work individually to make a list in their notebooks, then work in pairs to complete the activity.

Extra activity TPR

- In groups, pupils mime their activities in turn for the others to guess. They choose the craziest one to perform for the whole class.

Finishing the lesson (5 minutes)

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

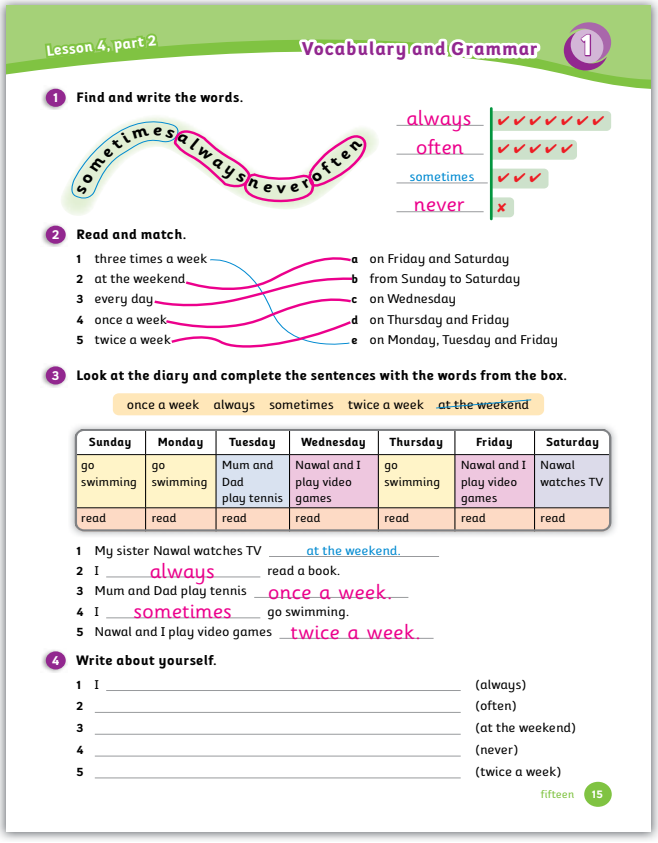
Lesson 4, part 2

Starting the lesson (5 minutes)

- Say sentences using adverbs of frequency in an incorrect place for pupils to correct. For example, say *I once a week go to the beach.* Elicit: *I go to the beach once a week.*

Practice

Activity Book


Lesson 4, part 2

Vocabulary and Grammar 1

1 Find and write the words.

sometimes always never often

always ✓✓✓✓✓✓✓
often ✓✓✓✓✓
sometimes ✓✓✓
never ✗

2 Read and match.

1 three times a week – c on Wednesday
2 at the weekend – a on Friday and Saturday
3 every day – b from Sunday to Saturday
4 once a week – e on Monday, Tuesday and Friday
5 twice a week – d on Thursday and Friday

3 Look at the diary and complete the sentences with the words from the box.

once a week always sometimes twice a week ~~at the weekend~~

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
go swimming	go swimming	Mum and Dad play tennis	Nawal and I play video games	go swimming	Nawal and I play video games	Nawal watches TV
read	read	read	read	read	read	read

1 My sister Nawal watches TV at the weekend.
2 I always read a book.
3 Mum and Dad play tennis once a week.
4 I sometimes go swimming.
5 Nawal and I play video games twice a week.

4 Write about yourself.

1 I _____ (always)
2 _____ (often)
3 _____ (at the weekend)
4 _____ (never)
5 _____ (twice a week)

fifteen 15

1 Find and write the words. (5 minutes)

- Pupils circle the letters to separate the words, then write them in the correct place.
- Pupils work individually and check in pairs.

2 Read and match. (5 minutes)

- After pupils complete the activity and the answers have been checked, ask them to come up with another example for each phrase in the first column. For example, three times a week–Saturday, Wednesday and Thursday.

3 Look at the diary and complete the sentences with the words from the box. (10 minutes)

- Pupils work in pairs, then check with another pair.

4 Write about yourself. (5 minutes)

- Have pupils complete the activity individually.
- Ask pupils to share their work by swapping books and reading silently.
- Have pupils report a similarity and a difference to another pair or the whole class.

Extra activity Fast finishers

- Ask pupils to write their sentences on a sheet of paper and add small drawings and a border to illustrate their writing. Display these and ask the other pupils to guess who wrote each.

Dictation (5 minutes)

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

D1

1 Maths
2 Science
3 Arabic
4 English
5 Social Studies
6 P.E.
7 ICT
8 Art
9 Islamic Studies
10 science lab
11 headteacher
12 school nurse

Finishing the lesson (5 minutes)

- Write *Today I have learnt* … on the board and have pupils complete the sentence in their notebooks. Ask pupils to say how today's lesson has helped them with their English.

Extra activity Photocopiables 13 and 17

- Ask pupils to do photocopiables 13 and 17.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about unusual schools around the world
- **Target language:** revision of vocabulary and grammar; *boarding school, outdoor lesson, computers, floods, Forest School, leaves*

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 a familiar place in a basic way (GSE 33).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- paper, coloured crayons, pens or pencils, enough for several groups
- map of the world
- Traffic light cards
- photocopiable 21

Assessment for Learning (formative assessment)

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

Culture Sources (online)

- forestschoolassociation.org
- unfccc.int
- trtworld.com

Lesson 5, part 1

Starting the lesson (3 minutes)

- Draw a chart on the board. Label one side *same* and the other *different*. Refer pupils to page 20. Pupils look at the pictures only and suggest the differences and similarities they can see to their school. Help with vocabulary and note responses.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about unusual schools around the world and draw a poster of their perfect school.
- Display a map of the world. Ask pupils if they can point to the different parts of the world and any cities.

Culture notes

- Most countries have similar schools to those in Oman, but there are some schools that try to use nature or technology to teach children in a different way.

Practice

Class Book



1 Before you read Is your school the same or different to other schools? (2 minutes)

- Pupils make one or two questions they want to know about schools around the world, e.g. *What time does school start/finish?*

2 1.9 **Listen and read.** (5 minutes)

- Pupils find out the answers to their questions if they are in the text.

1.9

Unusual schools around the world
Most children go to school, but not all schools are the same!
In Bangladesh, there are sometimes floods. So some children study at school on a boat! Wow!
In Indonesia, this school teaches children using examples from nature. It's fun!
In the USA, this school never uses books or paper. All the children use computers for their lessons every day.
Some schools have an outdoor lesson once a week at a school called Forest School. These children in Britain are looking at leaves. What do you think they can find?

3 After you read **Activity Book, page 16.**

- Pupils turn to page 16 in their Activity Books before they complete the Class Book activities for this lesson.

4 **What's different about the schools around the world? Tell your partner.** (5 minutes)

- Pupils discuss the question in pairs. Encourage class feedback and discussion.
- **Extension** Internet search key words: *forest school UK, floods*

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

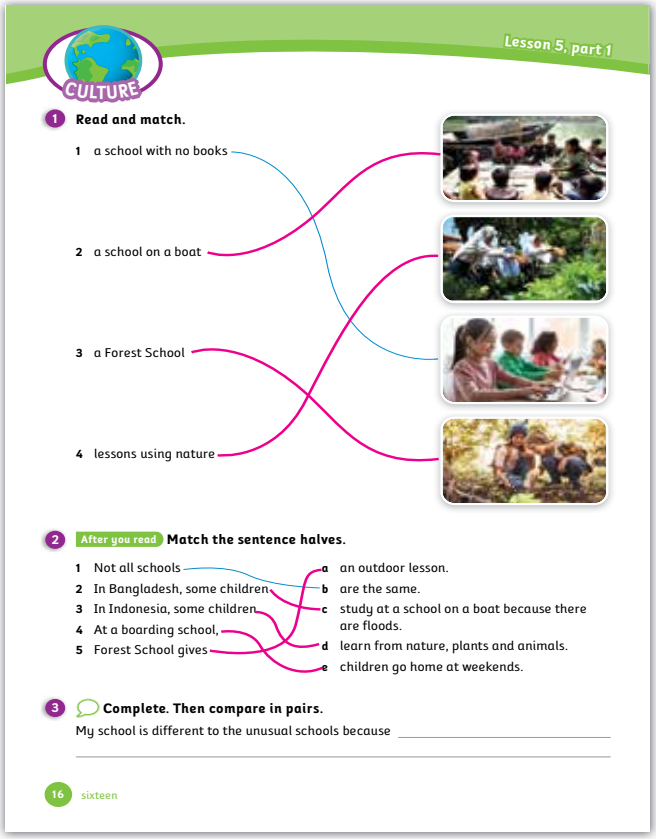
- Tell pupils they are going to watch a video and ask them to watch it carefully.

Diversity

Support
- Play the video again. Stop after each scene and ask pupils questions about the things they see.

Challenge
- Pupils use the Three facts and a fib technique (see page 15) to write sentences about what's the same for their school. Present these to the class to spot the facts and the fib.

Activity Book


Lesson 5, part 1

CULTURE

1 **Read and match.**

1 a school with no books
2 a school on a boat
3 a Forest School
4 lessons using nature

2 After you read **Match the sentence halves.**

1 Not all schools
2 In Bangladesh, some children
3 In Indonesia, some children
4 At a boarding school,
5 Forest School gives

a an outdoor lesson.
b are the same.
c study at a school on a boat because there are floods.
d learn from nature, plants and animals.
e children go home at weekends.

3 **Complete. Then compare in pairs.**
My school is different to the unusual schools because _____

16 sixteen

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

- Refer pupils to the images and ask them to describe the images as best as they can.
- Pupils then complete the activity and check answers with their partners.

2 After you read **Match the sentence halves.** (5 minutes)

- Have pupils work individually to complete the activity. Then check answers as a class.

3 **Complete. Then compare in pairs.** (5 minutes)

- Have pupils find out who can think of the most differences.

Finishing the lesson (3 minutes)

- Using the Summative and thought-provoking questions technique (see page 15), write *One interesting thing in this lesson for me* . . . on the board and have pupils complete the sentence in their notebooks. They read out their ideas to the class.

Lesson 5, part 2

Starting the lesson (5 minutes)

- Ask pupils to say how their school is different to the ones they read about in the first part of the lesson. Ask which school they prefer – theirs or the ones they read about.

Presentation (5 minutes)

- Explain that in this lesson pupils will make a poster about a perfect school.
- Have a class discussion on what, for them, makes a perfect school.

Practice – Project

Class Book



Make a poster about your perfect school.
(25 minutes)

- Divide pupils into groups of six. Give each group a piece of paper and coloured crayons, pens or pencils.
- Have pupils choose from the following roles before they start: timekeeper, team organiser/boss, artist, language expert, journalist, reporter.
- Check that pupils understand their role, first with the Traffic light cards technique (see page 15). Then ask questions, e.g. *Who makes sure you complete the work on time? (timekeeper), Who makes sure everyone knows what to do and helps the whole team keep on track? (team organiser), Who makes the images and decides where they go? (artist), Who writes the words and decides where they go? (journalist), Who checks the language with the teacher/language assistant? (language expert), Who presents our work? (reporter).*
- Pupils make their poster.
- Ensure the reporter rehearses the class poster presentation with their group.
- Use the Two stars and a wish technique (see page 15) for groups to give feedback about a peer.
- Have pupils copy and complete *I worked very well/quite well/not so well in this group as a (their role), because . . . .*

Finishing the lesson (5 minutes)

- Ask pupils to say how learning about schools in different parts of the world has helped them understand the world better. Ask what they enjoy most about the Culture lessons.

Extra activity Photocopiable 21

- Ask pupils to do photocopiable 21.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to learn how to make arrangements
- **Target language:** *Do you want to (play football tomorrow morning)? Sorry, I can't. Sorry, I'm not free. What about (Monday)? Let's meet at …*

Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can make simple arrangements to meet or do something (GSE 36).

Materials

- Welcome Unit flashcards (countries, activities and numbers)
- Unit 1 flashcards (school subjects, places and people)
- three fly swats
- photocopiable 25

Assessment for Learning (formative assessment)

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

Lesson 6

Starting the lesson (5 minutes)

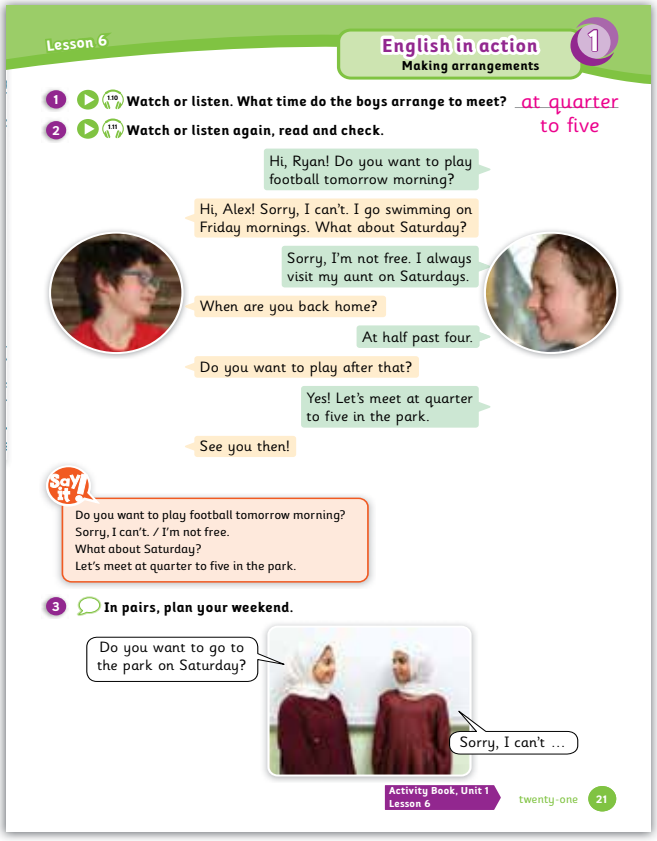
- Review the Welcome Unit vocabulary (countries, activities and numbers) and the Unit 1 vocabulary (school subjects, places and people) using the flashcards. Then write some examples on the board, jumbled up.
- Pupils form three lines in front of the board. Say a category (e.g. subjects, numbers).
- The first person in each of the three lines must find a word and swat it. The fastest pupil wins and sits down. The winners are the first line to sit down.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn how to plan to meet up.
- Have pupils tell you why and when they might arrange to meet up with their friends.

Practice

Class Book



1 1.10 Watch or listen. What time do the boys arrange to meet? (5 minutes)

- Play the audio with books closed or play the video. Pupils raise their hands to offer answers. Do not confirm the answers yet.

1.10

Alex: Hi, Ryan! Do you want to play football tomorrow morning?
Ryan: Hi, Alex! Sorry, I can't. I go swimming on Friday mornings. What about Saturday?
Alex: Sorry, I'm not free. I always visit my aunt on Saturdays.
Ryan: When are you back home?
Alex: At half past four.
Ryan: Do you want to play after that?
Alex: Yes! Let's meet at quarter to five in the park.
Ryan: See you then!

2 1.11 Watch or listen again, read and check. (3 minutes)

- Play the audio or video again. Pupils watch the video or listen and read. Confirm the answer to Activity 1.

English in action

- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain the meanings if necessary.

Extra activity **Critical thinking**

- Have pupils think of safe places in their town to play together. Ask them to say why they feel safe and point out things they should do if they don't feel safe.

3 **In pairs, plan your weekend.** (5 minutes)

- Draw a simple weekend diary on the board. Have pupils copy it into their notebooks.
- Pupils write down three or four activities, leaving some free spaces in parts of the days.
- In pairs, pupils plan to meet up once during the weekend. They write their plans in their diaries.
- **Extension** Divide pupils into two teams. Repeat the activity with two pupils from each team.

Diversity

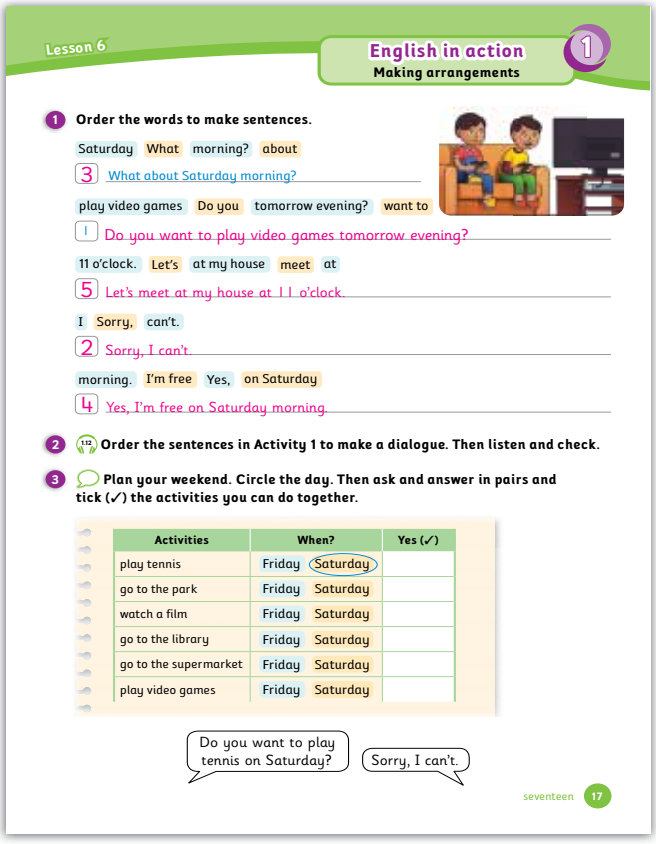
Support

- Write prompts on the board to help pupils, e.g. *Do you want to … on … (day) in the/at …?*

Challenge

- Pupils work in small groups and stand in a circle. They repeat the activity and find some free time that works for all of them.

Activity Book



Lesson 6

English in action 1

Making arrangements

1 **Order the words to make sentences.**

Saturday What morning? about

3 What about Saturday morning?

play video games Do you tomorrow evening? want to

1 Do you want to play video games tomorrow evening?

11 o'clock. Let's at my house meet at

5 Let's meet at my house at 11 o'clock.

I Sorry, can't.

2 Sorry, I can't.

morning. I'm free Yes, on Saturday

4 Yes, I'm free on Saturday morning.

2 1.12 **Order the sentences in Activity 1 to make a dialogue. Then listen and check.**

3 **Plan your weekend. Circle the day. Then ask and answer in pairs and tick (✓) the activities you can do together.**

Activities	When?	Yes (✓)
play tennis	Friday Saturday	
go to the park	Friday Saturday	
watch a film	Friday Saturday	
go to the library	Friday Saturday	
go to the supermarket	Friday Saturday	
play video games	Friday Saturday	

Do you want to play tennis on Saturday?

Sorry, I can't.

seventeen 17

1 **Order the words to make sentences.** (5 minutes)

- Give pupils a few minutes to complete the activity in pairs. Check answers as a class.

2 1.12 **Order the sentences in Activity 1 to make a dialogue. Then listen and check.** (5 minutes)

- Pupils work in pairs to order the sentences into a dialogue. Play the audio for them to check their answers.

1.12

Boy 1: Do you want to play video games tomorrow evening?
Boy 2: Sorry, I can't.
Boy 1: What about Saturday morning?
Boy 2: Yes, I'm free on Saturday morning.
Boy 1: Let's meet at 11 o'clock at my house.

3 **Plan your weekend. Circle the day. Then ask and answer in pairs and tick (✓) the activities you can do together.** (5 minutes)

- Use the Traffic light cards technique (see page 15) to check understanding. Pupils choose the activities they like and when they want to do them. Pupils work in pairs to complete the activity.

Finishing the lesson (5 minutes)

- Ask *When might you have to make arrangements in English?* (Possible answers: *When they have to do a school project together, plan a surprise birthday party, etc.*)
- Use the Summative and thought-provoking questions technique (see page 15) to encourage pupils to think about and discuss notes from their diary on their learning challenges and successes.

Extra activity **Photocopiable 25**

- Ask pupils to do photocopiable 25.

Skills

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to read a diary about a pupil's first day at school
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can understand likes and preferences in short, simple personal texts (e.g. diary entries) (GSE 37). Can understand the main themes of a simplified story (GSE 36).

Materials

- Unit 1 flashcards (school subjects, places and people)
- Unit 1 poster: At school
- red, green and orange or yellow coloured pencils, or highlighters for each table/pair
- photocopiable 29

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 15)
- Peer learning: groupwork; pairwork
- Independent learning: Learning diary (see page 15)

Lesson 7, part 1

Starting the lesson (3 minutes)

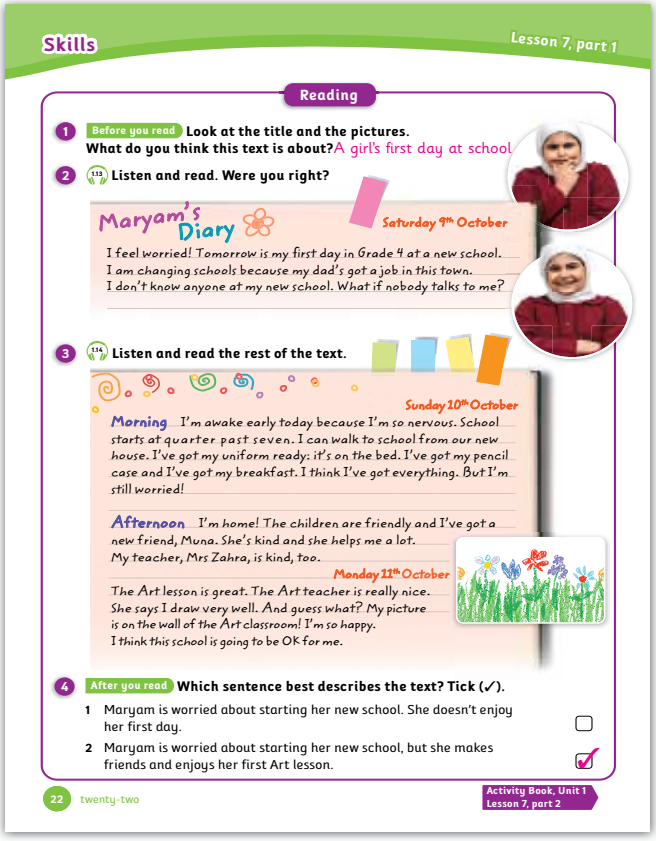
- Ask pupils if they or anyone else in their family keep a diary. Ask if they like the idea or not. Discuss the benefits and drawbacks.

Presentation (2 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Movers exam, and help them enjoy reading longer texts.
- Use the Unit 1 flashcards or poster to revise the vocabulary for this unit.

Practice

Class Book


Skills
Lesson 7, part 1
Reading
1 Before you read Look at the title and the pictures.
What do you think this text is about? A girl's first day at school
2 1.13 Listen and read. Were you right?
Maryam's Diary
Saturday 9th October
I feel worried! Tomorrow is my first day in Grade 4 at a new school.
I am changing schools because my dad's got a job in this town.
I don't know anyone at my new school. What if nobody talks to me?
3 1.14 Listen and read the rest of the text.
Sunday 10th October
Morning I'm awake early today because I'm so nervous. School starts at quarter past seven. I can walk to school from our new house. I've got my uniform ready: it's on the bed. I've got my pencil case and I've got my breakfast. I think I've got everything. But I'm still worried!
Afternoon I'm home! The children are friendly and I've got a new friend, Muna. She's kind and she helps me a lot.
My teacher, Mrs Zahra, is kind, too.
Monday 11th October
The Art lesson is great. The Art teacher is really nice.
She says I draw very well. And guess what? My picture is on the wall of the Art classroom! I'm so happy.
I think this school is going to be OK for me.
4 After you read Which sentence best describes the text? Tick (✓).
1 Maryam is worried about starting her new school. She doesn't enjoy her first day. ☐
2 Maryam is worried about starting her new school, but she makes friends and enjoys her first Art lesson. ☑
22 twenty-two
Activity Book, Unit 1 Lesson 7, part 2

Reading

1 Before you read Look at the title and the pictures. What do you think this text is about? (5 minutes)

- Before pupils open their books, play *Flash the Picture!* Explain that you will show them a page for less than a second. Display, then cover the page. Pupils answer with a partner. Repeat if necessary.
- Pupils discuss the question. Ask them what they expect to read about in a diary.

2 1.13 Listen and read. Were you right? (5 minutes)

- Before pupils do the activity, remind them that when they first listen to and read a longer text, they do not need to understand every word. They just have to get the general idea or gist of the text.
- Play the audio once for them to check their answer.
- Ask pupils to say what the text is about (a girl's first day at school).

1.13

Narrator: Maryam's diary, Saturday 9th October
Maryam: I feel worried! Tomorrow is my first day in Grade 4 at a new school. I am changing schools because my dad's got a job in this town. I don't know anyone at my new school. What if nobody talks to me?

3 1.14 **Listen and read the rest of the text.** (10 minutes)

- Explain that pupils will now listen to and read the rest of the diary entry.
- Pupils read along silently, tracking the words at the speed of the audio. Remind pupils not to worry if they do not understand every word, as long as they get the gist the first time they listen.
- Pupils work in small groups with a set of traffic light colours: red, yellow/orange and green. Explain the Traffic light cards technique (see page 15). Pupils read Maryam's diary again highlighting all the parts they understand in green, and leaving all the rest uncoloured.
- When pupils finish, they work in pairs to explain to each other any words they can, but they must decide which words they don't need to know to understand the overall meaning. This is important to make pupils aware that not every word is necessary for understanding. They should underline these words red. When pupils understand words they have discussed or translated, they colour these words green, or yellow/orange if they are still unsure.
- Circulate, monitoring that pupils are collaborating and working together co-operatively.
- Ask pupils to say what the picture is at the bottom (Maryam's picture for the art class).

1.14

Narrator: Sunday 10th October. Morning.
Maryam: I'm awake early today because I'm so nervous. School starts at quarter past seven. I can walk to school from our new house. I've got my uniform ready: it's on the bed. I've got my pencil case and I've got my breakfast. I think I've got everything. But I'm still worried!
Narrator: Afternoon.
Maryam: I'm home! The children are friendly and I've got a new friend, Muna. She's kind and helps me a lot. My teacher, Mrs Zahra, is kind, too.
Narrator: Monday 11th October
Maryam: The Art lesson is great. The Art teacher is really nice. She says I draw very well. And guess what? My picture is on the wall of the Art classroom! I'm so happy. I think this school is going to be OK for me.

Diversity

Support

- Ask pupils to work in two groups to track the words in the texts as they listen.

Challenge

- Pupils write a sentence or two about Maryam from the perspective of any or all the people she talks about in her diary: Dad, Muna, Mrs Zahra or another child. The idea is that sentences come from their diaries. Pupils can share these new texts with each other.

4 After you read **Which sentence best describes the text? Tick (✔).** (10 minutes)

- Pupils work in pairs to tick the correct sentence. Then they write three interesting questions about the diary to ask and answer with a partner.

Extra activity **Communication**

- Ask pupils to write four or five questions to ask Maryam about her new school experience. In pairs, conduct the interview in the roles of a TV, online or radio interviewer and Maryam.

Finishing the lesson (5 minutes)

- Ask *What do you like reading?* Ask pupils to say how often and where they like to read.
- Encourage pupils to reflect on what they found easy and difficult today.

Extra activity **Photocopiable 29**

- Ask pupils to do photocopiable 29.

Lesson 7, part 2

Starting the lesson (3 minutes)

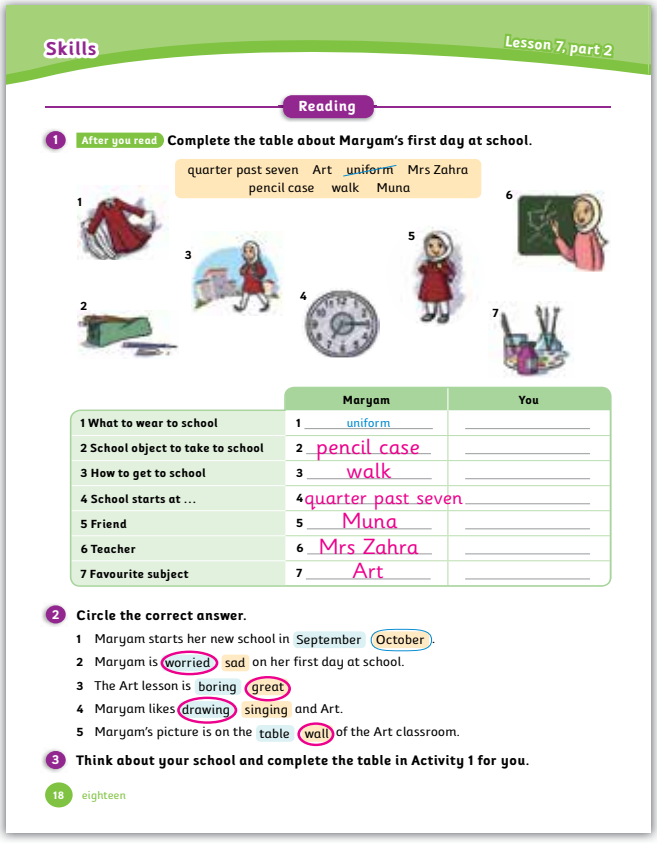
- Ask pupils to tell you the names of all the school subjects they can think of. Ask *Which one is your favourite?*

Presentation (10 minutes)

- Ask pupils to tell you what they can remember about writing a diary. Have pupils say what kinds of things people write about in a diary (things they do, how they feel, etc.).
- Ask pupils to tell you what they can remember about Maryam's diary from the last lesson. They can quickly read it again if necessary. Point out that it is in the present simple.
- Ask *Does it use dates and times?* (Yes.) *Does it talk about what Maryam does at school?* (Yes.) *Does it talk about how she feels?* (Yes.)

Practice

Activity Book



Skills — Lesson 7, part 2

Reading

1 After you read **Complete the table about Maryam's first day at school.**

quarter past seven Art ~~uniform~~ Mrs Zahra pencil case walk Muna

1 2 3 4 5 6 7

	Maryam	You
1 What to wear to school	1 uniform	
2 School object to take to school	2 pencil case	
3 How to get to school	3 walk	
4 School starts at …	4 quarter past seven	
5 Friend	5 Muna	
6 Teacher	6 Mrs Zahra	
7 Favourite subject	7 Art	

2 **Circle the correct answer.**

1 Maryam starts her new school in September (October).
2 Maryam is (worried) sad on her first day at school.
3 The Art lesson is boring (great).
4 Maryam likes (drawing) singing and Art.
5 Maryam's picture is on the table (wall) of the Art classroom.

3 **Think about your school and complete the table in Activity 1 for you.**

18 eighteen

Reading

1 **After you read Complete the table about Maryam's first day at school.** (10 minutes)

- Ask pupils to read the categories and look at the matching pictures 1–7. Ask pupils if they think the diary includes information about all these things.
- Check pupils understand that they should only complete the left-hand column of the table for now. They can refer back to the diary in the Class Book to find the information.
- Pupils can compare answers in pairs.

2 **Circle the correct answer.** (5 minutes)

- In Activity 1, pupils found some key words from the diary. Explain that they are now going to look for specific information.
- Pupils look at page 22 of the Class Book to find the answers. Less able students can work in pairs with more able students to help them find the information if necessary.

3 **Think about your school and complete the table in Activity 1 for you.** (10 minutes)

- Pupils are now going to use the language they have practised for themselves.
- Pupils work in pairs to complete the activity.
- Have pupils share their answers with the class. Encourage them to discuss any differences between them, for example, forms of transport, favourite subjects, etc.

Finishing the lesson (2 minutes)

- Pupils write down what they achieved in their Learning diary (see page 15), in particular what they learnt about diaries and reading longer texts: *Today I read about … and I learnt … .*

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to ask and answer about after-school activities; to read about a pupil's favourite lesson; to write about a favourite lesson or after-school activity
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can understand likes and preferences in short, simple personal texts (e.g. diary entries) (GSE 37).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write simple sentences about their likes or dislikes, given prompts or a model (GSE 30).

Materials

- a clock
- photocopiable 33

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (page 14)
- Monitoring pupils' learning: Traffic light cards technique (see page 15)
- Peer learning: groupwork; pairwork; Two stars and a wish technique (see page 15); Three facts and a fib technique (see page 15); Think-pair-share technique (see page 15)
- Independent learning: Learning diary (page 15)

Lesson 8, part 1

Starting the lesson (5 minutes)

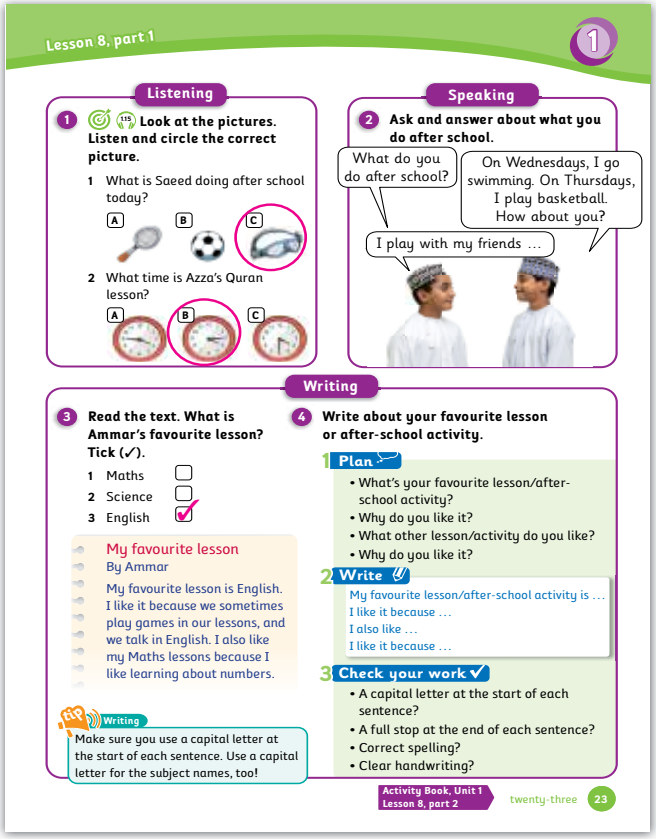
- Revise times. Draw a clock on the board (or use a real clock to show times). Write different times on it using *half past, quarter past/to* and *o'clock*. Pupils say the time for each one.

Presentation (2 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Movers exam and with their writing skills.

Practice

Class Book



Listening

1 1.15 Look at the pictures. Listen and circle the correct picture. (5 minutes)

- In pairs, pupils read the questions and then work out all the possible answers using the pictures.
- Now play the audio. Pupils work individually, then check answers in pairs.

1.15

1 **Narrator:** What is Saeed doing after school today?
Anas: Hi, Saeed.
Saeed: Hi, Anas.
Anas: Do you want to play tennis after school today?
Saeed: Sorry, I can't. I have swimming lessons after school today.
Anas: OK. See you tomorrow.
Saeed: Bye.

2 **Narrator:** What time is Azza's Quran lesson?
Mum: Azza, it's nearly time for your Quran lesson. Are you ready to go?
Azza: Yes, Mum.
Mum: Have you got your bag?
Azza: Yes, Mum. I've got it.
Mum: Your lesson is at quarter past four. Off you go. Hurry up!
Azza: OK! Bye, Mum.

Speaking

2 Ask and answer about what you do after school. (10 minutes)

- Pupils read the speech bubbles, then write down two or three of the things they do after school before completing the activity in pairs.
- Choose some pairs to perform their dialogue for the class.

Diversity

Support
- Pupils listen as you read the dialogue slowly, tracking the words. Ask them to listen and repeat with you. Help them to choose which words they can replace to make a new conversation (the days of the week, the activities).

Challenge
- Pupils write four sentences about their partner's answers, e.g. … *plays tennis after school on Thursdays,* to report to the class. Pupils use the Three facts and a fib technique (see page 15) for the class to spot the fib.

Writing

3 Read the text. What is Ammar's favourite lesson? Tick (✔). (5 minutes)

- Ask pupils to read quickly for gist and to tell you who wrote the text (a pupil called Ammar). Ask them to say what the text is about (Ammar's favourite subject at school).
- Have pupils read again silently and complete the activity individually. Check the answers as a class.
- Have pupils read the Tip box. Ask them to underline examples of capital letters in the text.

4 Write about your favourite lesson or after-school activity. (10 minutes)

- Plan: Go through the bullet points as a class. Elicit suitable answers and put notes for these on the board.
- Write: Draw pupils' attention to Ammar's writing in the Class Book and how he expands the sentence stems. Pupils use the word prompts in the box to expand the notes into full sentences. Elicit these orally and write them on the board.
- Check your work: As a class, go over each bullet point and check that the writing on the board contains all the correct elements.

Diversity

Support
- Ask pupils to work in mixed-ability pairs and have them work co-operatively to write about their favourite lesson/after-school activity.

Challenge
- Pupils interview each other using questions in Activity 4. They add *Tell me another reason why* and write about their partner and read them out for the others to guess who is being described.

Finishing the lesson (3 minutes)

- Tell pupils that they will write their own text about favourite subjects or after-school activities in the next lesson. Ask them to think about what they could write.

Lesson 8, part 2

Starting the lesson (3 minutes)

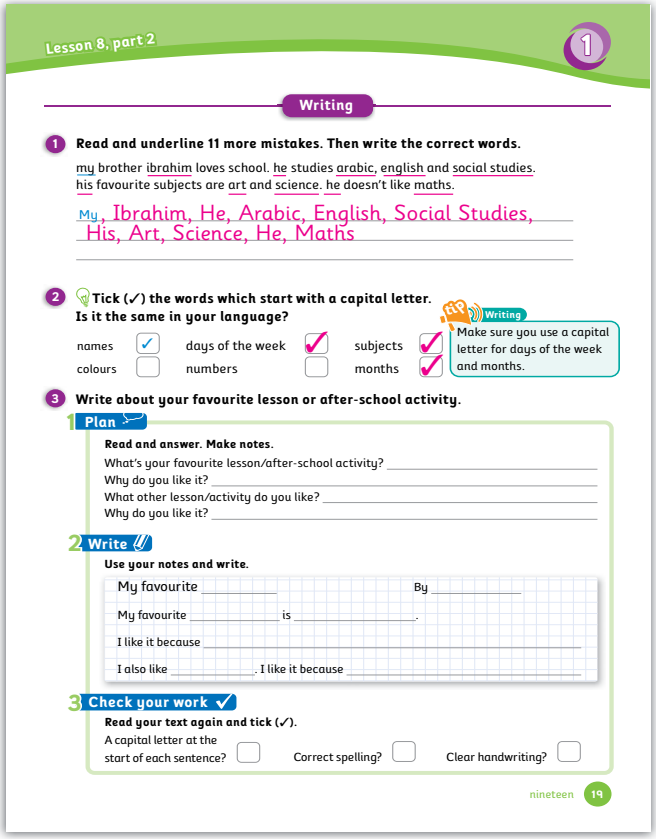
- Use the Key question technique (see page 14) to have a class discussion on what they find most challenging when writing, and why.

Presentation (2 minutes)

- Explain that in this lesson pupils will write about school, favourite lessons and after-school activities.

Practice

Activity Book



Lesson 8, part 2 — 1

Writing

1 Read and underline 11 more mistakes. Then write the correct words.

my brother ibrahim loves school. he studies arabic, english and social studies. his favourite subjects are art and science. he doesn't like maths.

My, Ibrahim, He, Arabic, English, Social Studies, His, Art, Science, He, Maths

2 Tick (✓) the words which start with a capital letter. Is it the same in your language?

names	✓	days of the week	✓	subjects	✓
colours		numbers		months	✓

Writing: Make sure you use a capital letter for days of the week and months.

3 Write about your favourite lesson or after-school activity.

1 Plan
Read and answer. Make notes.
What's your favourite lesson/after-school activity? _____
Why do you like it? _____
What other lesson/activity do you like? _____
Why do you like it? _____

2 Write
Use your notes and write.
My favourite _____ By _____
My favourite _____ is _____.
I like it because _____
I also like _____. I like it because _____

3 Check your work ✓
Read your text again and tick (✓).
A capital letter at the start of each sentence? ☐ Correct spelling? ☐ Clear handwriting? ☐

nineteen 19

Writing

1 Read and underline 11 more mistakes. Then write the correct words. (5 minutes)

- Refer pupils to Activity Book page 19. Remind pupils of what they learnt about capital letters in the last lesson.
- Check pupils understand the task using the Traffic light cards technique (see page 15). Pupils work individually, then in pairs.

2 Tick (✓) the words which start with a capital letter. Is it the same in your language? (5 minutes)

- Refer pupils to the Tip box before completing the activity. Check answers as a class.

3 Write about your favourite lesson or after-school activity. (20 minutes)

- Refer pupils to the Tip box before completing the activity.
- Use the Think-pair-share technique (see page 15) to discuss the writing plan from the Class Book in the last lesson.
- Pupils take notes to make plans for their own writing. Walk around monitoring pupils as they take notes and offer help and support.
- Pupils work individually to expand the sentence stems into full sentences. Walk around monitoring, offering help and support.
- When they have finished, ask pupils to check their writing by ticking the boxes to show they have done each of these things.
- Using the Two stars and a wish technique (see page 15), pupils read and check each other's work, taking into account the Writing Tip.
- Encourage pupils to read out their completed work to their classmates.

Diversity

Support

- Ask pupils to work in mixed-ability pairs and have them work co–operatively to produce their individual texts.

Challenge

- Pupils interview each other using questions in Activity 3, Plan. They add *Tell me another reason why* and write about their partner and read them out for the others to guess who is being described.

Extra activity Critical thinking

- Ask pupils to reflect on what helped them learn today, what stopped them and how to avoid this in the future. Pupils write their answers on slips of paper and give them in. Reflection should be in L1.

Finishing the lesson (5 minutes)

- Pupils write down what they achieved in their Learning diary (see page 15): *Today I listened to … and I described … .*

Extra activity Photocopiable 33

- Ask pupils to do photocopiable 33.

Phonics

Lesson 9

Objectives

- **Lesson objectives:** to learn a new spelling for the vowel digraph /aɪ/; to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky words: *bye, my*; to adopt strategies to recognise and read tricky words in sentences
- **Target language:** *-y /aɪ/: fly, shy, cry, dry, fry*
- **Tricky words:** *bye, my*

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can identify key information from short audio recordings, if spoken slowly and clearly (GSE 31).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- optional teacher-made flashcards for the vowel digraph /aɪ/, with *y, ie, igh* and *i_e* spellings

Assessment for Learning (formative assessment)

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

Starting the lesson (2 minutes)

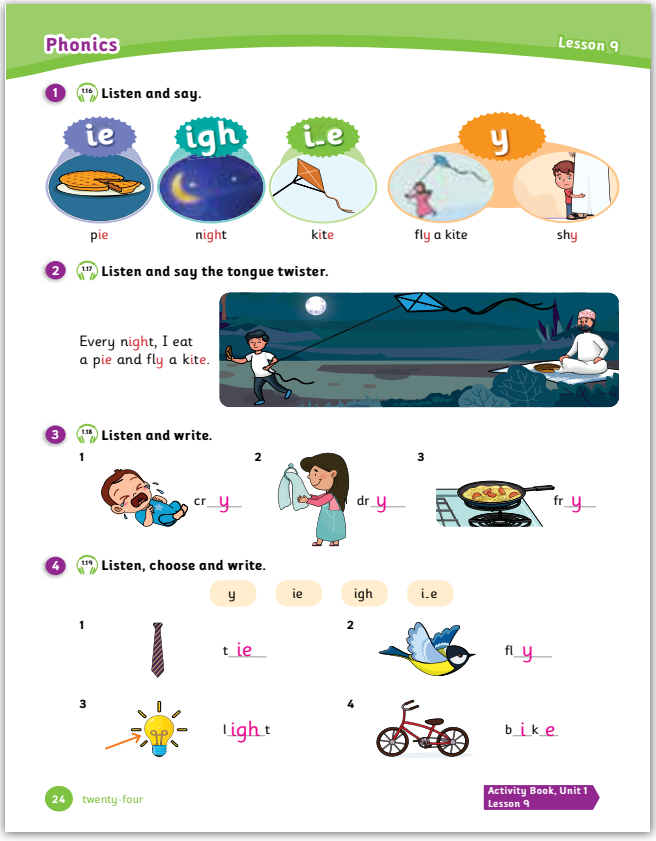
- Review the sound /aɪ/ from Grades 1 and 2. Write the different spellings of the digraph on the board (*ie, igh, i_e*). Point to the letters at random and ask pupils to say the sound. Ask *Are they the same or different? (They are the same.)*

Presentation (3 minutes)

- Ask pupils if they can remember any words that contain the /aɪ/ sound. You can invite them up to draw a picture or do a mime to represent the word.
- Write *ie, igh,* and *i_e* on the board. Say words with each spelling, for example *tie, light, bike.* Encourage pupils to point to the correct set of letters each time. If they find this difficult, write the words on the board and ask volunteers to come up and draw a line to the correct set of letters.
- Then write any words from the previous activity which aren't already on the board, and invite pupils to identify the letters in each word that make the /aɪ/ sound. They can come up and circle the letters, or tell you which letters to choose.
- If pupils find it difficult to remember the different spellings for this digraph, you may wish to use flashcards and games (see page 20) to revise this further.

Practice

Class Book


Phonics Lesson 9

1 Listen and say.

ie igh i_e y

pie night kite fly a kite shy

2 Listen and say the tongue twister.

Every night, I eat a pie and fly a kite.

3 Listen and write.

1 cr_y 2 dr_y 3 fr_y

4 Listen, choose and write.

y ie igh i_e

1 t_ie 2 fl_y

3 l_igh_t 4 b_i_k_e

24 twenty-four

Activity Book, Unit 1 Lesson 9

1 1.16 Listen and say. (5 minutes)

- Look at Activity 1 on page 24 with the class. Focus on the pictures and talk about what the pupils can see. Explain that they might recognise some of these words from earlier levels. Revise the words *pie, night* and *kite* and check understanding. Ask pupils to say what is the same and what is different about them. (They have the same sound but a different spelling.)
- Tell pupils that in this lesson, they will learn a new way to spell the sound /aɪ/. Point to the graphemes on the page and recap the sound.
- Play the audio. Help pupils to match each sound and word in the audio to a grapheme or picture and to point to the correct object as they hear each word.
- Model the words, emphasising the /aɪ/ sound each time and ensure this is clear. Encourage pupils to repeat the words, then point to each picture in turn and have them say the words independently.
- Display teacher-made flashcards or the whiteboard to show the four spellings of the /aɪ/ sound again. Say the words again in a different sequence and ask pupils to point to the correct spelling each time.
- Write the gapped form of the words on the board: fl_, sh_, p_ _, n _ _ _ t, k _ t _. Elicit the missing letters as a class to check understanding.

1.16

ie	pie
igh	night
i_e	kite
y	fly a kite, shy

2 1.17 **Listen and say the tongue twister.** (5 minutes)

- Write the graphemes *y, ie, igh* and *i_e* on the board. Look at the picture in Activity 2 with the class and see if pupils can identify any of the items in the picture that contain these spellings.
- Explain that pupils will hear a tongue twister that relates to the picture and that they should point to the items in the picture as they listen. Play the audio.
- Play the audio again and ask the pupils to follow the words in the tongue twister as they listen.
- Play the audio a third time and ask pupils to join in with the tongue twister.
- Check understanding by using your flashcards or the whiteboard to show the four different spellings, and asking pupils to say the corresponding word from the tongue twister.
- Repeat the tongue twister as a class until pupils are confident with the language and the pronunciation.

1.17

Every night, I eat a pie and fly a kite.

3 1.18 **Listen and write.** (5 minutes)

- Explain that pupils will now learn some more words with the new *y* spelling for the /aɪ/ sound.
- Play the audio. Tell pupils to listen and point to each picture in turn.
- Play the audio a second time, pausing after each item for pupils to repeat. Check understanding of each word using mimes or gestures to demonstrate meaning.
- Play the audio a third time and pause for pupils to complete the *y* ending. You can write *fly* and *shy* on the board as a model, and do the first item as an example to show that this is the only letter they need to write to complete the /aɪ/ sound in these words.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the gapped words on the board and inviting pupils to come up and complete the words.

1.18

1 cry
2 dry
3 fry

4 1.19 **Listen, choose and write.** (5 minutes)

- Focus on Activity 4. Point to each of the graphemes in turn for pupils to say, and ensure they are saying the same sound each time. Look at each of the pictures and show that there is a gapped word beside each one. Some of these words (*tie, light, bike*) are revised from earlier grades, so elicit or model the words and check understanding.
- Play the audio for pupils to listen, point and repeat each word.
- Play the audio for item 1 again and ask pupils to choose the correct grapheme from the boxes to complete the word. If they aren't sure, point to each one again in turn and ask for a show of hands for each option. Confirm the answer *ie*.
- Repeat with items 2 to 4, or let pupils work individually.
- Check answers by writing the graphemes on the board or displaying your own flashcards. Ask pupils to say the words for each picture and point to the correct grapheme.

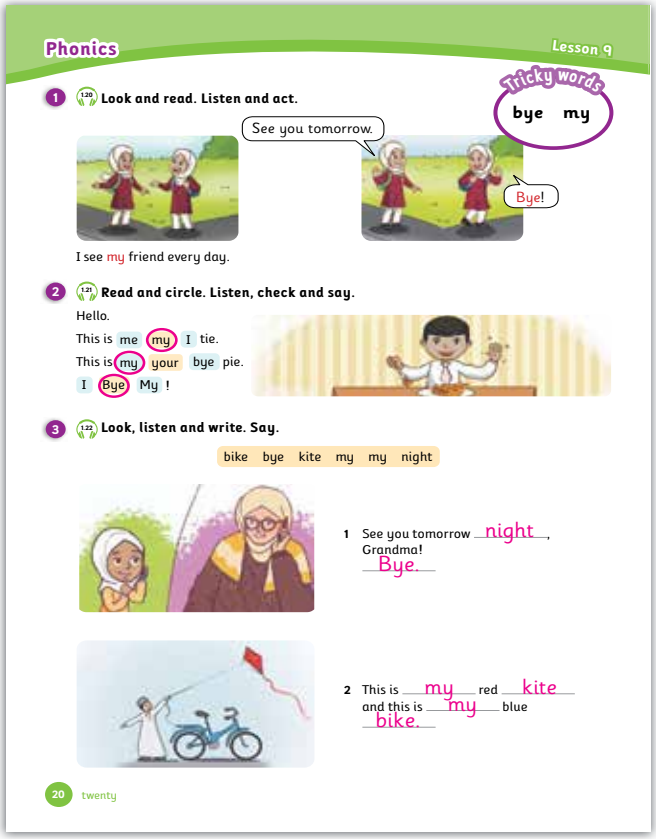
1.19

1 tie
2 fly
3 light
4 bike

Extra activity **TPR**

- Write *y, ie, igh* and *i_e* on the board. Ask pupils to give you a list of words with each spelling.
- Write *y, ie, igh* and *i_e* in large letters on four separate pieces of paper, and stick these up in different parts of the classroom.
- Say a word with one of the spellings, e.g. *shy*. Pupils move to stand under the correct piece of paper, or point to it. Check they are correct, then repeat with more words to practise all of the spellings.

Activity Book


Phonics
Lesson 9
1 Look and read. Listen and act.
Tricky words
bye my
See you tomorrow.
Bye!
I see my friend every day.
2 Read and circle. Listen, check and say.
Hello.
This is me my I tie.
This is my your bye pie.
I Bye My !
3 Look, listen and write. Say.
bike bye kite my my night
1 See you tomorrow night, Grandma!
Bye.
2 This is my red kite and this is my blue bike.
20 twenty

1 1.20 Look and read. Listen and act. (3 minutes)

- 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.
- Focus on the words at the top of the page and explain that pupils will learn two new tricky words. Read them out and ask pupils if they rhyme (yes). Ask if they are spelled in the same way (no).
- Look at Activity 1 and see if pupils can recognise or read any of the words in the caption or speech bubbles.
- Play the audio for pupils to listen and follow. Point to the highlighted word each time and model the pronunciation again for pupils to repeat. Show how *my* follows the phonetic rule from part 1 of the lesson, but *bye* has an added e. Encourage pupils to memorise the spelling of this word.
- Play the audio again, then put pupils in pairs to practise the dialogue. Remind them to swap roles, so they both have a turn at saying the tricky words.
- If time allows, ask one or two pairs to perform their dialogue for the class.

1.20

Girl 1: I see my friend every day.
Girl 2: See you tomorrow.
Girl 1: Bye!

2 1.21 Read and circle. Listen, check and say. (4 minutes)

- Focus on Activity 2 and ask pupils if they can identify any of the items in the picture. If they need prompting, you can point out *tie* and *pie* and ask pupils to repeat.
- Play the audio once all the way through for pupils to listen. Then point out the word options within each line of the rhyme.
- Play the audio again and pause after the first option. Write each of the word options (*me, my, I*) on the board and ask for a show of hands for each option. Confirm the answer *my*, then write the complete sentence on the board for pupils to repeat. Ask pupils to circle the correct word within the sentence in their books.
- Repeat this process for the second and third sentences, or let pupils work individually to choose and circle the correct word each time.
- Check answers, then play the audio in full again for pupils to repeat. Encourage them to mime waving for *Bye!*

1.21

Boy: Hello.
This is my tie.
This is my pie.
Bye!

3 1.22 Look, listen and write. Say. (5 minutes)

- Look at Activity 3 with the class. First, look at the pictures. Discuss what pupils can see and what they think is happening.
- Then point out the words in the word box and elicit each one from the class. You can discuss what pupils notice about them (they rhyme but are spelled in different ways). Explain that one word is repeated in the box as it will be used in two gaps.
- Play the audio for the first picture. First play it for pupils to listen, then play it again and see if they can repeat.
- Focus on the word box and ask pupils to find the word for the first gap (*night*). Pupils point to the word then write it in the gap.
- For the second gap, elicit the word *bye*. Challenge pupils to say how it needs to change in order to complete the gap accurately (it needs an upper-case letter). Allow time for pupils to write the word.

- Repeat the process for the second picture. Pause after each gap if necessary. Remind pupils to look at the picture carefully and use the colours to help them identify each item.
- Check answers by eliciting the correct word from the class, then play the audio all the way through for pupils to listen again and repeat.
- Finally, ask pupils to take turns reading out the captions for each picture.

1.22

1 Girl: See you tomorrow night, Grandma!
Grandma: Bye!

2 Boy: This is my red kite and this is my blue bike.

Finishing the lesson (3 minutes)

- Write a rhyme similar to the one in Activity 2 on the board. You can use different items that revise the /aɪ/ sound from part 1 of the lesson, or draw pictures of these for pupils to supply the word. Leave gaps for *my* and *bye*.
- Ask pupils to read out the complete rhyme, with the gaps completed.
- Then put them into pairs for them to act out the mime with gestures for *Hello* and *Bye*.

Review

Lesson 10, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write some familiar words (GSE 20). Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- Unit 1 flashcards (school subjects, places and people)
- Unit 1 poster: At school
- (optional) cameras or mobile devices
- photocopiable 37

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring pupils' learning: Traffic light cards technique (see page 15)
- Peer learning: groupwork; pairwork
- Independent learning: Thought-provoking questions technique (see page 15)

Lesson 10, part 1

Starting the lesson (3 minutes)

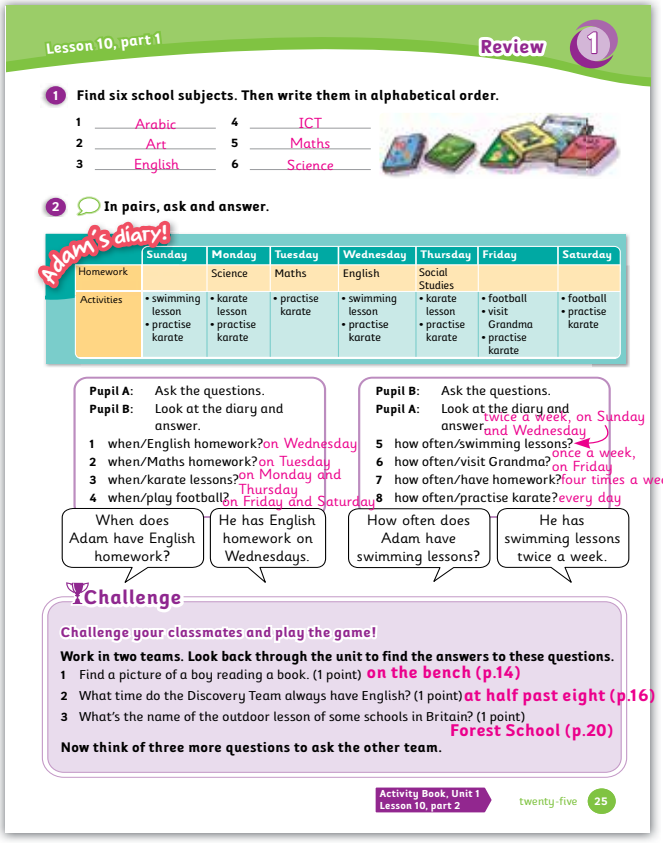
- Using the Key question technique (see page 14), ask pupils why it's important to revise vocabulary. Accept all reasonable answers.
- Use the Unit 1 flashcards or poster to do a quick review of the unit vocabulary.

Presentation (2 minutes)

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.

Practice

Class Book



1 Find six school subjects. Then write them in alphabetical order. (5 minutes)

- Ask pupils to work in pairs and set a time limit of two minutes. Write the answers on the board and elicit their alphabetical order. Ask pupils where and when it is important to put lists in alphabetical order.

2 In pairs, ask and answer. (10 minutes)

- Ask pupils to look at Adam's diary with a partner and take it in turns to mime the activities at random. Their partner says the day of the week.
- Ask pupils to expand the prompts 1–8 to check the questions are correctly formed. Practise them.
- Nominate pupils A or B, check they understand the task and monitor the activity around the class. Remind pupils to swap roles.

Diversity

Support

- Ask pupils to write the full form of the questions and practise the pronunciation.

Challenge

- Pupils write some more questions about the timetable for their partner to answer.

Review

Challenge (15 minutes)

Challenge your classmates and play the game!

- Choose team A and team B. Decide on a time limit.
- Each team finds the answers to questions 1–3.
- Pupils work in pairs within their team. They write three interesting questions for the other team.

Finishing the lesson (5 minutes)

- Pupils write more questions for the other team under these categories: pictures, facts, culture, vocabulary, grammar.

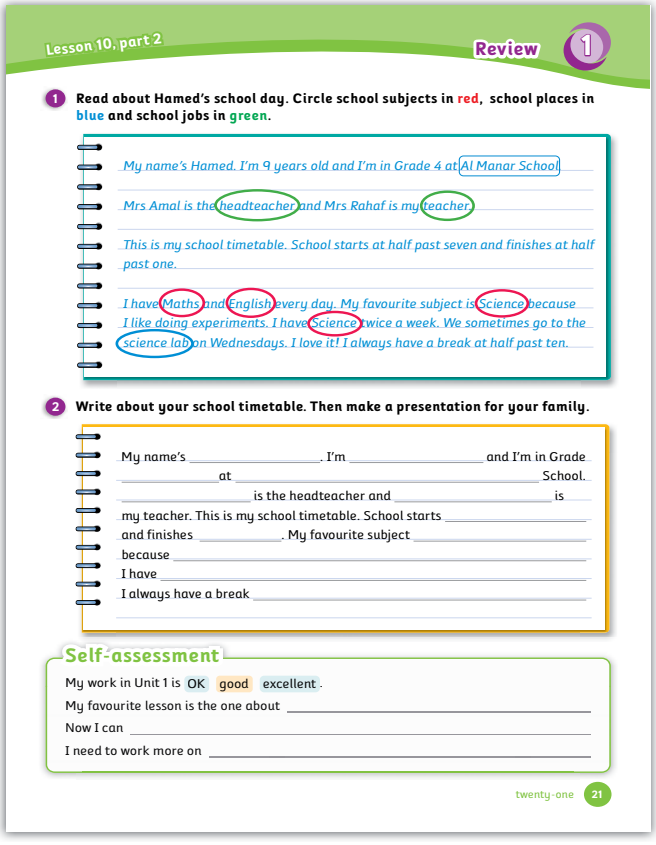
Lesson 10, part 2

Starting the lesson (3 minutes)

- Revise with pupils when we use capitals. Have pupils come to the board and write sentences with capitals in the correct place.

Practice

Activity Book



Lesson 10, part 2 — Review 1

1 Read about Hamed's school day. Circle school subjects in red, school places in blue and school jobs in green.

My name's Hamed. I'm 9 years old and I'm in Grade 4 at Al Manar School.
Mrs Amal is the headteacher and Mrs Rahaf is my teacher.
This is my school timetable. School starts at half past seven and finishes at half past one.
I have Maths and English every day. My favourite subject is Science because I like doing experiments. I have Science twice a week. We sometimes go to the science lab on Wednesdays. I love it! I always have a break at half past ten.

2 Write about your school timetable. Then make a presentation for your family.

My name's _____. I'm _____ and I'm in Grade _____ at _____ School. _____ is the headteacher and _____ is my teacher. This is my school timetable. School starts _____ and finishes _____. My favourite subject _____ because _____ I have _____ I always have a break _____

Self-assessment

My work in Unit 1 is OK good excellent.
My favourite lesson is the one about _____
Now I can _____
I need to work more on _____

twenty-one 21

1 **Read about Hamed's school day. Circle school subjects in red, school places in blue and school jobs in green.** (2 minutes)

- Check pupils understand the task using the Traffic light cards technique (see page 15).

2 **Write about your school timetable. Then make a presentation for your family.** (5 minutes)

- Pupils work individually and check in pairs.

Extra activity **Future Skills**

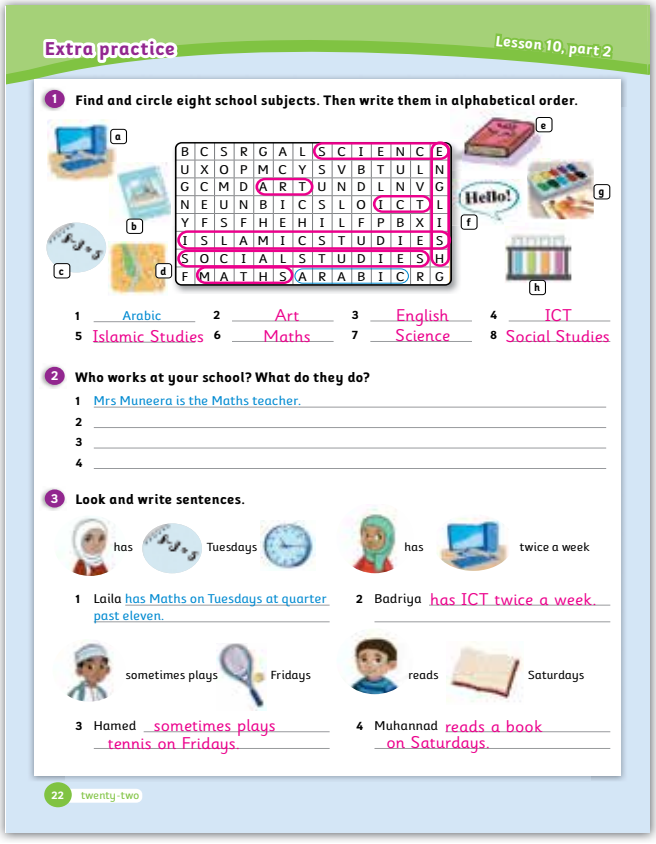
- Encourage small groups or individuals to use the camera function of their smartphones/tablets, or provide them with a device to borrow, to take photos of the things, people and places in their presentation. Make sure they ask and get permission to take pictures of people beforehand. Ask pupils to make a short six-slide presentation using photos to help them remember their talk. They can give their presentation to the class to practise before showing their family.

Self-assessment (2 minutes)

- Ask pupils to complete the sentences individually.

Extra practice

Activity Book



Extra practice — Lesson 10, part 2

1 Find and circle eight school subjects. Then write them in alphabetical order.

1 Arabic 2 Art 3 English 4 ICT
5 Islamic Studies 6 Maths 7 Science 8 Social Studies

2 Who works at your school? What do they do?

1 Mrs Muneera is the Maths teacher.
2 _____
3 _____
4 _____

3 Look and write sentences.

1 Laila has Maths on Tuesdays at quarter past eleven.
2 Badriya has ICT twice a week.
3 Hamed sometimes plays tennis on Fridays.
4 Muhannad reads a book on Saturdays.

22 twenty-two

1 Find and circle eight school subjects. Then write them in alphabetical order. (3 minutes)

- Pupils work in pairs to complete the word search.

2 Who works at your school? What do they do? (5 minutes)

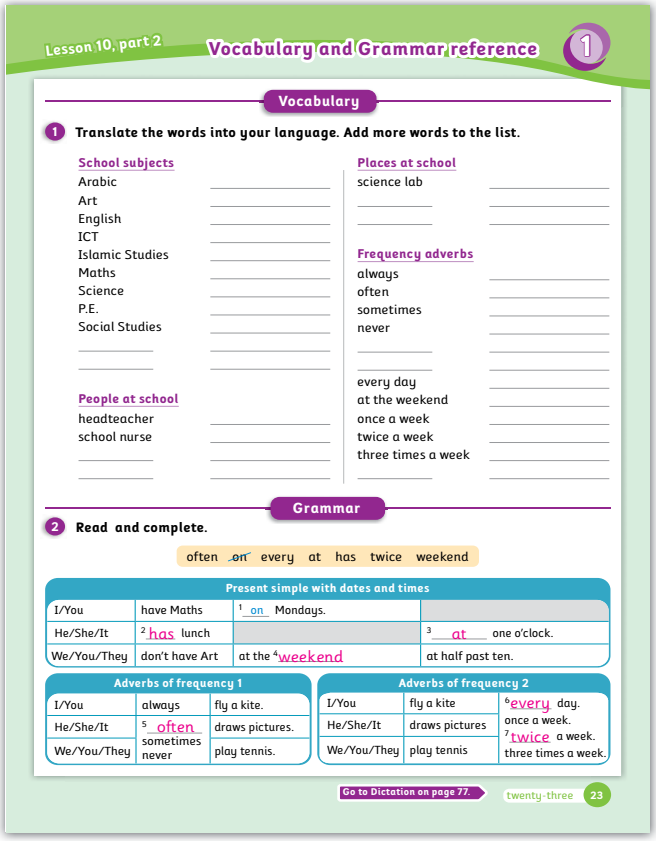
- Pupils complete the activity individually, then compare answers in pairs.

3 Look and write sentences. (5 minutes)

- Pupils complete the activity individually, then discuss as a class.

Vocabulary and Grammar reference

Activity Book



Lesson 10, part 2 — Vocabulary and Grammar reference 1

Vocabulary

1 Translate the words into your language. Add more words to the list.

School subjects: Arabic, Art, English, ICT, Islamic Studies, Maths, Science, P.E., Social Studies

People at school: headteacher, school nurse

Places at school: science lab

Frequency adverbs: always, often, sometimes, never, every day, at the weekend, once a week, twice a week, three times a week

Grammar

2 Read and complete.

often ~~on~~ every at has twice weekend

Present simple with dates and times			
I/You	have Maths	1 on Mondays.	
He/She/It	2 has lunch		3 at one o'clock.
We/You/They	don't have Art	at the 4 weekend	at half past ten.

Adverbs of frequency 1		
I/You	always	fly a kite.
He/She/It	5 often	draws pictures.
We/You/They	sometimes never	play tennis.

Adverbs of frequency 2		
I/You	fly a kite	6 every day.
He/She/It	draws pictures	once a week. 7 twice a week.
We/You/They	play tennis	three times a week.

Go to Dictation on page 77. twenty-three 23

Vocabulary

1 Translate the words into your language. Add more words to the list. (5 minutes)

- Pupils work in pairs to complete the list. Check answers as a class.

Grammar

2 Read and complete. (3 minutes)

- Pupils complete the activity individually, then compare in pairs.

Dictation (5 minutes)

- Have pupils turn to page 77 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check the answers as a class.

1.23

1 I like Maths, but my favourite subject is English.
2 We have Science on Tuesday at quarter to ten.
3 She always visits her aunt on Saturdays.

Finishing the lesson (2 minutes)

- Ask pupils to complete the Progress path for the unit and the Challenge section.



Extra activity Photocopiable 37

- Ask pupils to do photocopiable 37.

Get ready for ...

Lesson 11

Objectives

- **Lesson objectives:** to practise for the A1 Movers Reading and Writing Parts 4 and 6, and Listening Part 2
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly (GSE 31).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- sheets of 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 14)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 15); Three facts and a fib technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson (5 minutes)

- Have pupils work in pairs facing each other. One pupil describes the picture in Activity 1 with his/her Class Book open and the other draws what is described on a sheet of paper.

Presentation (2 minutes)

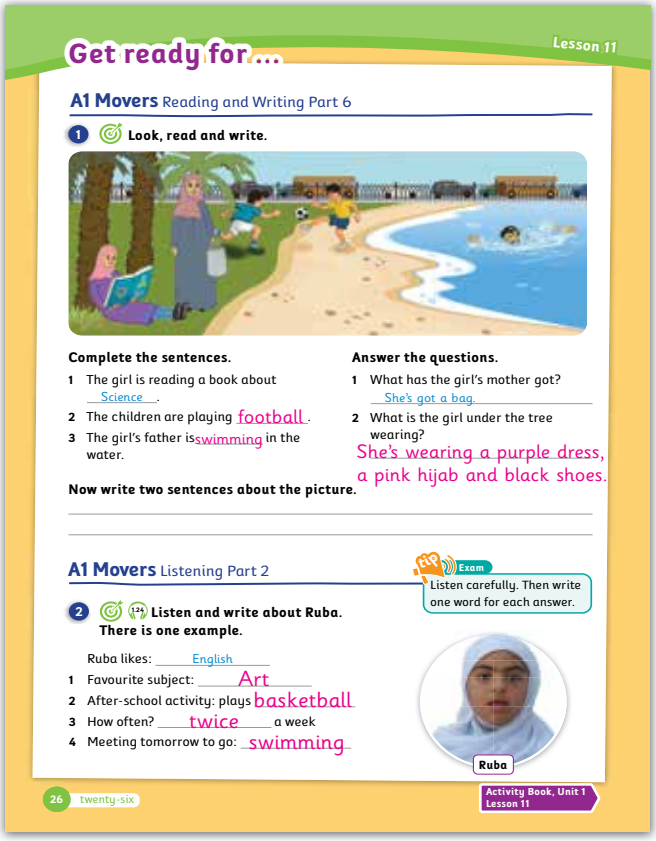
- Explain that in this lesson pupils will practise for the Movers Reading and Writing Test in both the Class Book and the Activity Book, and the Movers Listening Test in the Class Book.

Practice

Class Book

1 Look, read and write. (10 minutes)

- Tell pupils that this is the A1 Movers Reading and Writing Part 6 test.
- Tell pupils that this is a practice test and they shouldn't be nervous about completing it.
- Pupils complete the sentences individually and then check with a partner.
- Check answers using the Lollipop stick technique (see page 14). Pupils can write the answers on the board for the class to check.
- Pupils work in pairs. They write two or three sentences about the picture. Suggest pupils focus on what the children and the women are wearing, what the man is doing, what the children have got, what transport they can see, and so on.
- **Extension** Pupils use the Three facts and a fib technique (see page 15) to write sentences about the picture. The rest of the class says which sentence isn't true.



Get ready for ... Lesson 11

A1 Movers Reading and Writing Part 6

1 Look, read and write.

Complete the sentences.

1 The girl is reading a book about Science.
2 The children are playing football.
3 The girl's father is swimming in the water.

Answer the questions.

1 What has the girl's mother got? She's got a bag.
2 What is the girl under the tree wearing? She's wearing a purple dress, a pink hijab and black shoes.

Now write two sentences about the picture.

A1 Movers Listening Part 2

Exam: Listen carefully. Then write one word for each answer.

2 Listen and write about Ruba. There is one example.

Ruba likes: English
1 Favourite subject: Art
2 After-school activity: plays basketball
3 How often? twice a week
4 Meeting tomorrow to go: swimming

Ruba

26 twenty-six

Activity Book, Unit 1 Lesson 11

2 1.24 Listen and write about Ruba. There is one example. (10 minutes)

- Tell pupils that this is the A1 Listening Part 2 test. Have pupils focus on the Exam tip box and read it aloud. Explain that pupils should listen carefully for key words and then only write one-word answers.
- Read the items aloud and check comprehension. Elicit possible answers to the items. (1 Maths, Science, Art; 2 football, tennis, basketball, video games; 3 once, twice, three times, four times; 4 to the cinema, the park, a mall ...)
- Play the audio. Pupils listen and write the answers in the correct places. Play the audio again for pupils to check their answers. Correct as a class.

1.24

Girl: Ruba, can I ask you some questions about school?
Ruba: Yes!
Girl: Do you like Science?
Ruba: No, I don't like Science.
Girl: Do you like English?
Ruba: Yes, I do. I like English a lot.
Narrator: Can you see the answer? Now you listen and write.

1 Girl: Is English your favourite subject?
Ruba: No, I like English, but it isn't my favourite subject.
Girl: What's your favourite subject?
Ruba: Art is my favourite subject because I like drawing.

2 Girl: What do you do after school?
Ruba: I play basketball.
Girl: I play basketball, too!
Ruba: That's great!

3 Girl: How often do you play basketball?
Ruba: I play after school on Mondays and Fridays.
Girl: So you play twice a week?
Ruba: Yes, that's right.

4 Girl: What other sports do you like?
Ruba: I love swimming.
Girl: Do you want to go swimming tomorrow after school?
Ruba: Yes, that's a great idea!
Girl: OK! Let's meet at the swimming pool.

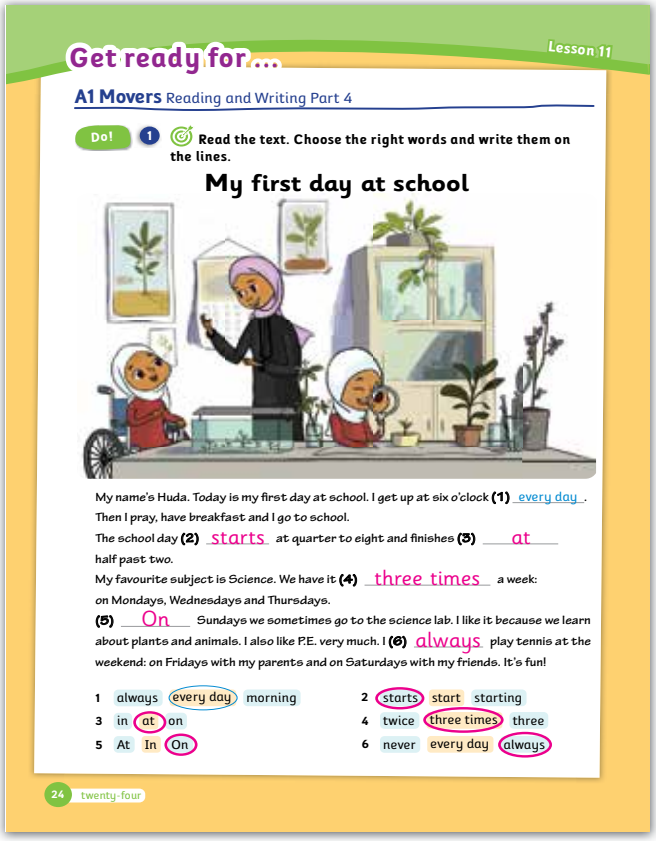
Diversity

Support
- Play the audio for Activity 2 but pause it after each item. Allow pupils extra time to write down the answers.

Challenge
- Ask pupils to look at Activity 2. In pairs, they ask and answer questions, e.g. *What does Ruba like? What's her favourite subject?* etc. Alternatively, pupils can ask each other about themselves, e.g. *What's your favourite subject? What do you do after school?* and so on.

Activity Book

1 Do! Read the text. Choose the right words and write them on the lines. (8 minutes)
- Tell pupils that this is the A1 Movers Reading and Writing Part 4 test.
- Tell pupils to read all the choices before choosing.
- Check answers using the Lollipop stick technique (see page 14).



Get ready for...

Lesson 11

A1 Movers Reading and Writing Part 4

Do! 1 Read the text. Choose the right words and write them on the lines.

My first day at school

My name's Huda. Today is my first day at school. I get up at six o'clock (1) every day. Then I pray, have breakfast and I go to school.
The school day (2) starts at quarter to eight and finishes (3) at half past two.
My favourite subject is Science. We have it (4) three times a week: on Mondays, Wednesdays and Thursdays.
(5) On Sundays we sometimes go to the science lab. I like it because we learn about plants and animals. I also like P.E. very much. I (6) always play tennis at the weekend: on Fridays with my parents and on Saturdays with my friends. It's fun!

1 always every day morning
2 starts start starting
3 in at on
4 twice three times three
5 At In On
6 never every day always

24 twenty-four

Extra activity Communication
- Divide the class into pairs and give each pair half a sheet of paper. Ask pupils to create their own gap fills like the one on Activity Book page 24 for another pair to complete. They can create their own character. Encourage pupils to be creative and to use Huda's text as a model.

Extra activity Collaborative work
- Divide the class into groups to discuss what they liked about the unit. Write a list of things on the board to help them. Pupils write down what they liked best and, using the Expert envoy technique (see page 15), the envoy reports back to the class.

Finishing the lesson (5 minutes)
- Ask *How did you get on in Unit 1? Which lesson did you like best? Which words were the easiest and most difficult?*
- Use the Thought-provoking questions technique (see page 15) to ask how successful pupils' learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.

Shared reading Unit 1
- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

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

Optional lesson

Objectives

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

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 daily routines (GSE 31). Can talk about habits or daily routines in a simple way, given prompts or a model (GSE 32).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 1 flashcards (school subjects, places and people)
- Unit 1 poster: At school
- number spinner and colour tokens for the game

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 1 flashcards and poster as prompts.
- Using the Lollipop stick technique (see page 14), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Using the Key question technique (see page 14), ask pupils if they like to play games and, if so, what kind.
- Explain that in this lesson, pupils will play a game. Ask pupils to look at the game in the Class Book. Ask pupils what they think will happen in the game.

Practice

Class Book



1 Play and say. (10 minutes)

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

Diversity

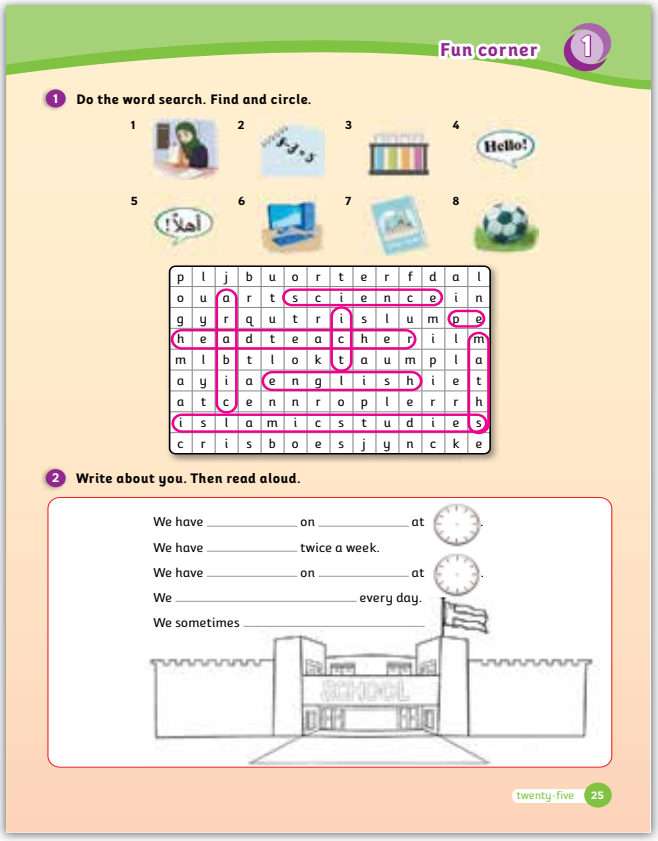
Challenge

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

Extra activity TPR

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

Activity Book



1 Do the word search. Find and circle. (10 minutes)

- Pupils use the picture clues to complete the activity in pairs. Do the first one (headteacher) as an example.
- Check their answers and help with any they cannot find.

2 Write about you. Then read aloud. (10 minutes)

- Explain that they are now going to write about their own school timetable. First, pupils can discuss what they are going to write in pairs.
- Pupils then write sentences and put the correct times on the clocks.
- Go around and monitor while they work and offer help and support.
- When they have finished, pupils take it in turns to read their work to their partners.
- Ask a few pupils to read their sentences aloud.

Extra activity Fast finishers

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

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask what pupils have learnt today. Ask *Did you enjoy the lesson?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 1
- **Target language:** *We have Science lessons on Tuesdays and Thursdays at nine o'clock. We sometimes learn about plants and animals in Science lessons. We have Arabic lessons every day at quarter past eleven. Do you want to play with my kite this afternoon? Sorry, I can't. On Saturday afternoon, Snake sometimes sleeps in a tall tree.*
- **Phonics:** *y, ie, igh, i_e*
- **Vocabulary:** *Brazil, busy, clean, cry, feathers, free (available), grow, show a video, toes, water the plants*

Global Scale of English (GSE)

- **Listening:** Can identify key information (e.g. places, times), if spoken slowly and clearly (GSE 31).
- **Speaking:** Can introduce people using simple language (GSE 30). Can talk about a familiar place in a basic way (GSE 35). Can answer simple questions about habits and daily routines (GSE 31).
- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify the main themes of a simplified story (GSE 36). Can understand the information in a simple school timetable giving days and times of classes (GSE 27). Can understand basic factual statements relating to pictures or simple texts (GSE 30).

Learning outcomes

- **Listening:** Listen and understand the overall meaning of short, simple texts on familiar topics
- **Speaking:** Ask and answer questions on familiar topics like daily activities, habits, times and events; Use basic language structures when speaking; Act out part of a picture story, short dialogue or role play
- **Reading:** Read frequently encountered words with ease; Read and understand the overall meaning of short, simple texts on familiar topics; Answer factual questions about reading material; Extract factual details and specific information in short texts
- **Cognitive skills:** Participate in activities that involve taking the role of familiar people; Say whether they like a story, song or game, and give reasons for their choice/preference; Recognise the differences between a story and a fact

Materials

- Unit 1 flashcards (school subjects, places and people)
- The Big Book Unit 1
- photocopiables R1 and R2

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson (5 minutes)

- Use the Unit 1 flashcards to revise the vocabulary from the unit.
- Ask pupils to tell you what they learnt and heard about in the unit.

Presentation (5 minutes)

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

Before reading (5 minutes)

- Prepare pupils for some of the key words they will encounter in the story by writing them on the board to practise together, for example *Brazil, grow (vegetables), water the plants, show a video.*
- Show pupils where Brazil is on a map and elicit what they know about the country.
- Ask pupils if they have ever made a video and, if yes, what it was about.

During reading (15 minutes)

Class Book

Graded reader 1

Welcome to Our School

Today we want to make a video about our school. The video is for our friends in Brazil. We want to show them the science lab, our classroom and the school garden.



Graded reader 1 1

Welcome to the science lab. We have Science lessons on Tuesdays and Thursdays at nine o'clock. We sometimes learn about plants and animals in Science lessons.



This is our classroom. We have Arabic lessons every day at quarter past eleven. After Arabic lessons, we have a break.



Graded reader 1

This is the school garden. We grow vegetables and we water the plants every day after school. The school garden is my favourite place.



Graded reader 1 1

We show the video to our friends in Brazil. They like it a lot. They want to make a video, too. They want to make a video about their school for us!



We love school!



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next.
- After reading page 28 to the pupils, ask: *What do they want to do today?* (*They want to make a video about their school.*); *Who is the video for?* (*Their friends in Brazil*); *What do they want to show them? (The science lab, their classroom and the school garden.); What do they say to their friends in Brazil?* (*Welcome to our school. It's great.*)
- Ask pupils to say what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 29: *Look at picture 1. Where are they?* (*They are in the science lab.*); *When do they have Science lessons?* (*On Tuesdays and Thursdays at nine o'clock.*); *Look at picture 2. Where are they?* (*In the classroom.*); *What do they have every day here?* (*Arabic lessons.*); *At what time do they have Arabic lessons?* (*At quarter past eleven.*); *What do they have after Arabic lessons? (They have a break.)*
- Ask pupils to say what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 30: *Where are they?* (*In the school garden.*); *What do they grow in the garden? (Vegetables.); What do they do there every day?* (*They water the plants after school.*); *Who wants to help them?* (*A bird.*); *Is the bird kind?* (*Yes.*)
- Ask pupils to say what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 31: *What do the pupils do next?* (*They show the video to their friends in Brazil.*); *Do they like the video?* (*Yes, they do.*); *What do they want to do?* (*They want to make a video, too.*); *What do they want to make a video about? (Their school.)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board.
- 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)

- Ask the pupils what they think the video by the Brazilian pupils will be about.
- Ask them to discuss their ideas in pairs, then share their ideas with the class.

Lesson 2, option A

Starting the lesson (5 minutes)

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

Presentation (5 minutes)

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

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Walk around monitoring pairs and offer help as they do this.
- Now divide the class into groups of four. Explain that they are going to act out the story. Ask pupils to read one page each.
- Give pupils time to practise their roles. Encourage them to do the actions as they speak, for example showing the classrooms, watering the plants, etc.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the rest of the class to clap at the end.

Extra activity **Photocopiable R1**

- Ask pupils to do photocopiable R1.

Finishing the lesson (5 minutes)

- Ask pupils how they can tell the difference between a story and a factual text (by the characters, pictures, what happens, etc.).
- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot.
- Ask pupils if they would like to make a video about their school and what they would include in it.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 1. Write *y, ie, igh, i-e* on the board. Ask pupils to say the sounds and then any words they can say with these sounds.
- Explain that the next story is about animals. Brainstorm all the names of animals that pupils know and write these on the board.
- Elicit or present *bird, hippo, snake, monkey, crocodile*. Ask pupils what they know about these animals.

Presentation (5 minutes)

- Look at page 32 with the class. Ask pupils what they can see and elicit *a bird* and *a hippo*. Read the story title *Hippo's Kite* 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 language and phonics from Unit 1 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the new words in the story: *busy, cry*. Demonstrate by drawing or explaining the words or by doing the actions.

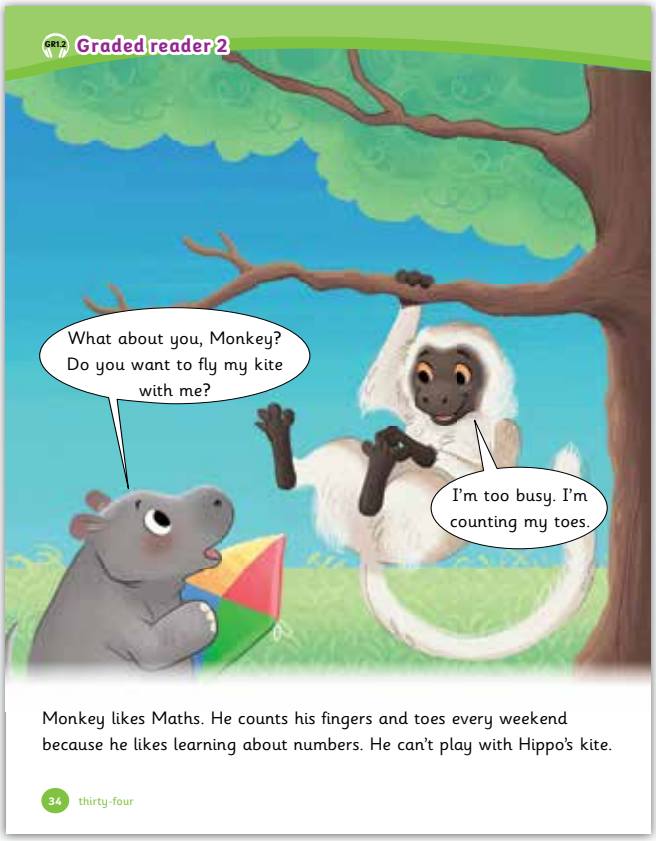
During reading (15 minutes)

Class Book





Graded readers 1 and 2





- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what they think will happen next.
- After reading page 32 to the pupils, ask: *What has Hippo got? (A kite.); What does Hippo want Bird to do? (Play with his kite this afternoon.); What does Bird say? (Hi, Hippo! Sorry, I can't.); What does Bird always do on Saturday afternoons? (She always cleans her feathers.)*
- Ask what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 33: *Who does Hippo speak to? (Snake.); Is she free this afternoon? (No.); Why? (She sometimes sleeps in a tree.)*
- Ask what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 34: *Who does Hippo speak to? (Monkey.); What does Hippo say? (What about you, Monkey? Do you want to fly my kite with me?); Is Monkey free? (No.); Why? (He's too busy. He's counting his toes.); What does Monkey like? (Maths.); What does he do every weekend? (He counts his fingers and toes.); Why does he count his fingers and toes? (Because he likes learning about numbers.)*
- Continue reading the story. Ask questions at the end of page 35: *Who sees Hippo? (Crocodile.); Where is Hippo? (Behind a tree.); Is Hippo sad? (Yes.); Is Crocodile too busy? (No.); What does he say? (Don't cry. We can fly your kite! When do you want to meet?); When do they want to meet? (At half past three.)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board.
- 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: *y, ie, igh, i_e.*
- Ask pupils to find words in the story that contain these spellings (*fly, cry, high, kite*). 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 *Hippo's Kite*.
- 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. Walk around monitoring pairs and offer help as they do this.
- Now divide the class into groups of six (Hippo, Bird, Snake, Monkey, Crocodile, 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: cleaning feathers, sleeping in a tree, counting toes, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R2**

- Ask pupils to do photocopiable R2.

Finishing the lesson (5 minutes)

- Ask pupils how they can tell the difference between a story and a factual text (by the characters, pictures, what happens, etc.).
- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot.
- Ask pupils if they like to fly a kite and, if so, when they do this.

Unit 1 Big Book

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

Look and match.

- When you have read *Welcome to Our School*, ask pupils to look at the Big Book page 8.
- Pupils read the four sentences and match them to the correct pictures a–d.

Answers

1c 2b 3d 4a

Look and match.

- When you have read *Hippo's Kite*, ask pupils to look at the Big Book page 14.
- Pupils look at and match the four picture halves.
- Encourage pupils to say what is happening in each picture as they answer.

Answers

a3 b1 c4 d2

Look, read and choose.

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

Answers

a o'clock **b** every **c** cleans **d** never

2 Picnic time!

Unit objectives

To talk about food

Language

Vocabulary	**Food**: *cereal, coffee, crisps, cupcakes, fruit, lemonade, milkshake, noodles, salad, sandwiches, tea, vegetables* **Containers**: *bag, bottle, bowl, box, can, cup, glass, plate*
Grammar	*There is/are* with countable and uncountable nouns *a few, a little, a lot of, any, some*
Functions	Shopping for food: *Can I help you? Can I have (six apples), please?* *Here you are! Anything else? No, that's it, thanks! That's (five rials), please.*
Phonics	***ow***: *snow, blow;* **Revise**: *oa, o_e* **Tricky word**: *any*

Learning outcomes

Listening	Listen and respond to peers and adults; Listen and understand the overall meaning of short, simple texts on familiar topics; Listen and identify familiar words, set phrases and specific information in short, simple texts on familiar topics; Listen to and join in with songs, chants, jingles, rhymes, tongue twisters and simple dialogues; Respond verbally and non-verbally to short, basic, spoken and aural instructions; Respond to factual and literal questions; Identify core vocabulary; Respond to referential questions based on aural texts; Identify key and specific information in short, simple conversations/dialogues on familiar topics; Demonstrate specific information in short, simple conversations/dialogues
Speaking	Respond verbally to direct questions, instructions; Accurately reproduce modelled language; Articulate words and sentences using correct stress, rhythm and intonation; Use basic language structures when speaking; Express ideas using a range of familiar words, set phrases and expressions; Retell simple stories, personal experiences and events using a range of familiar words, set phrases and expressions; Ask and answer questions on familiar topics like daily activities, habits, times and events; Participate in short, simple interactions on familiar topics; Articulate sounds and isolated word forms and connected speech using correct pronunciation; Recite songs, rhymes, chants and tongue twisters individually and chorally; Sing a basic song, rhyme and chant from memory; Act out part of a picture story, short dialogue or role play
Reading	Identify the correct sequence of events in a simple story, cartoon or dialogue that uses simple words; Identify the connections between short phrases by recognising short linking words; 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 on familiar topics; Answer factual questions about reading material; Extract factual details and specific information in short texts; Make basic inferences from simple information in short texts
Writing	Write a short list of instructions, given a model; Write about the sequence of actions or events using a limited range of linking words given prompts or a model; Write simple sentences describing pictures, drawings or activities, etc., using words from a list; Write clearly formed letters and words; Use phonological awareness and blending strategies to write new words; Construct sentences and questions using correct spacing, capitalisation, question marks, apostrophe/simple contractions and full stops based on a model; Write high frequency words correctly; Write legible and neat letters in script; Copy words, phrases and sentences

	accurately; Maintain appropriate spacing between letters in a word and between words; Spell frequently used words correctly; Write basic, single clause sentences given a model; Construct sentences using correct question marks
Cognitive skills	Find uses for created objects or contents (e.g. in a play, story or game); Understand the steps needed to complete the activity; Say if they feel happy with what they have done; Recognise when a task has been completed; Say if a task has been completed well; Try to help solve a problem in the group; Explore different materials and decide what to use (projects); Say whether they like a story, song or game, and give reasons for their choice/preference; Draw basic pictures to represent vocabulary and familiar concepts; Participate in drama-based activities which allow for personal interpretation; Participate in activities that involve taking the role of familiar people; Listen and respond physically to songs, rhymes, chants and jingles; Use own ideas for doing creative activities like colouring, drawing and building to represent vocabulary and familiar concepts; Stay engaged and focused on short tasks, to not get distracted; Match objects, people, letters, pronunciation and words; Guess words from illustrations in storybooks; Understand and carry out basic instructions for class/school; Take personal responsibility for one's own contribution to a group task; Make eye contact with group members; Engage with others to make sense of things around them; Observe rules of games when playing with other children; Take turns in shared activities; Share space and objects; Listen carefully, attend to, and take account of what others say

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–11)
Mathematical, scientific and technological competences: order to complete a task (L. 2, 5, 6 and 8)
Digital competence: use eText Basic (L. 1–11)
Social and civic competences: learn to be creative (L. 2)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1); follow instructions (L. 1–11); personalisation of language learnt (L. 5 and 8)
Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7–8); Problem solving (L. 2); Logical thinking (L. 1, 6, 8 and 10); Defining and describing (L. 2 and 10); Finding information (L. 1–3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–11)
Creativity	Design an alternative symbol for the Discovery Team (L. 2); Draw food on a plate (L. 3)
Communication	Asking, answering and talking about food (L. 1, 4 and 6); Challenge game (L. 10); Comparing (L. 10); Asking for and giving information (L. 6); Functional dialogue (L. 6); Writing about a recipe (L. 7)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 47; Activity Book p. 35
- Unit 2 Extra practice: Activity Book p. 36
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL, Self-assessment
- Unit 2 practice

External tests

Class Book	Activity Book
A1 Movers Reading and Writing Part 2 A1 Movers Speaking Part 3	A1 Movers Listening Part 1

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use food vocabulary
- **Target language:** *cereal, coffee, crisps, cupcakes, fruit, lemonade, milkshake, noodles, salad, sandwiches, tea, vegetables*

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar, everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- **Speaking:** Can name everyday objects in pictures using single words (GSE 23). Can read aloud single familiar words (GSE 20). Can ask a range of questions in guessing games to find the answer (GSE 36).

Materials

- Unit 2 flashcards (*fruit, vegetables, sandwiches, cereal, noodles, milkshake, crisps, cupcakes, salad, tea, coffee, lemonade*)
- Unit 2 poster: Food and drink
- stopwatch
- sheets of paper, enough for each pupil
- photocopiable 2

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson (3 minutes)

- Write *Picnic time* on the board. Have pupils think of foods and drinks that start with these letters, e.g. *P – pizza, I – ice cream* and so on.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn food vocabulary.

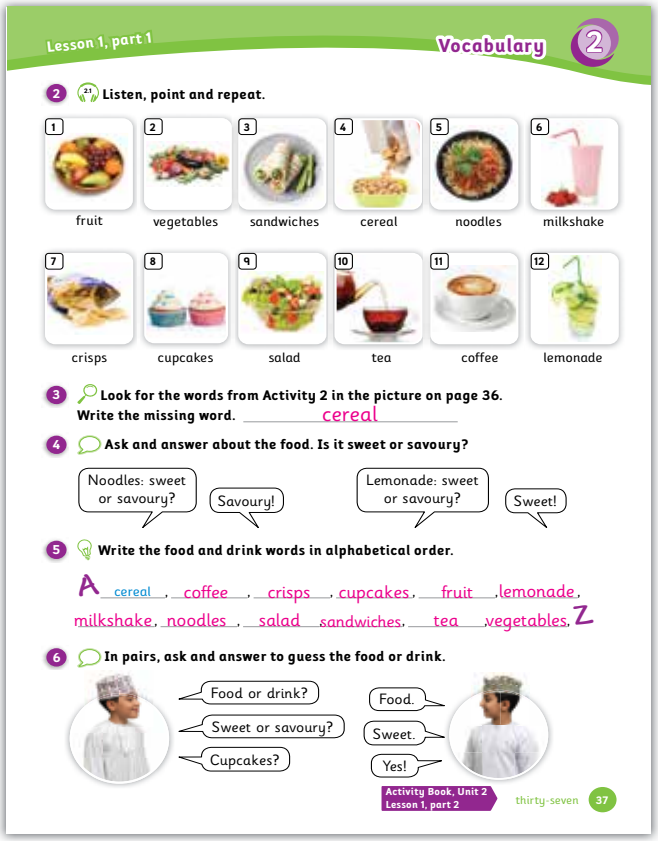
Practice

Class Book



1 How many food and drink words do you know? (5 minutes)

- Refer pupils to page 36. Pupils look at the picture for one minute. Give pupils an example: *A banana.* Ask pupils to point to a banana.
- Using the Lollipop stick technique (see page 14), ask pupils to name food and drink words they know.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Check answers as a class with pupils raising their hands.
- **Extension** Have pupils look at page 36 and describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and what objects and places they can see, e.g. the park.


Lesson 1, part 1 Vocabulary 2

2 Listen, point and repeat.

1 fruit 2 vegetables 3 sandwiches 4 cereal 5 noodles 6 milkshake

7 crisps 8 cupcakes 9 salad 10 tea 11 coffee 12 lemonade

3 Look for the words from Activity 2 in the picture on page 36. Write the missing word. cereal

4 Ask and answer about the food. Is it sweet or savoury?

Noodles: sweet or savoury? Savoury! Lemonade: sweet or savoury? Sweet!

5 Write the food and drink words in alphabetical order.

A cereal, coffee, crisps, cupcakes, fruit, lemonade, milkshake, noodles, salad, sandwiches, tea, vegetables. Z

6 In pairs, ask and answer to guess the food or drink.

Food or drink? Sweet or savoury? Cupcakes? Food. Sweet. Yes!

Activity Book, Unit 2 Lesson 1, part 2 thirty-seven 37

2 2.1 Listen, point and repeat. (5 minutes)

- Place the Unit 2 flashcards (food and drink) or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Ask pupils how many of the things in the photos they have already talked about in this lesson.
- Play the audio.
- Pupils work in pairs, taking turns to say a word and point to the correct picture.

2.1

1 fruit, **2** vegetables, **3** sandwiches, **4** cereal, **5** noodles, **6** milkshake, **7** crisps, **8** cupcakes, **9** salad, **10** tea, **11** coffee, **12** lemonade

3 Look for the words from Activity 2 in the picture on page 36. Write the missing word. (5 minutes)

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

Extra activity **Critical thinking**

- Pupils say which of the food and drinks they eat regularly. Promote discussion, e.g. *Which are good/bad for you? Why? Which ones should you eat/drink every day? Which ones are only for special occasions like parties or picnics? Which ones are for kids/adults? Why?*

4 Ask and answer about the food. Is it sweet or savoury? (5 minutes)

- Place pupils in different pairs. Ensure they understand *sweet* and *savoury*.
- **Extension** Have pupils stand up. Ask *Which do you prefer, sweet or savoury?* Have pupils move into groups to show their preference.
- Sweet food includes fruit, cereal, milkshake, cupcakes, tea, coffee and lemonade. Savoury food includes vegetables, sandwiches, noodles, crips and salad.

5 Write the food and drink words in alphabetical order. (5 minutes)

- Check answers as a class by having pupils raise their hands to spell the words in the correct order. Write them on the board.

6 In pairs, ask and answer to guess the food or drink. (5 minutes)

- Before pupils do Activity 6, have them read the speech bubbles. Choose a food or drink and tell them to try and guess what it is, using the speech bubbles to help.
- Have pupils work with new partners. Ensure pupils understand they can ask other questions, e.g. *Does it begin with C?*

Diversity

Support

- Give pupils time to write some questions down.

Challenge

- Repeat Activity 6 with different pupils describing a food or drink item from the lesson to the class. The class must guess what it is.

Finishing the lesson (5 minutes)

- Pupils close their books and work in pairs.
- Give pairs one minute to draw a picnic with all the food and drinks they can remember from the lesson.
- Have pupils swap papers with another pair, and give them one minute to label the drawing.
- Ask pupils to check and correct each other's work.
- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils *How many words did you remember? Can you spell them correctly?*

Vocabulary

Lesson 1, part 2

Starting the lesson (5 minutes)

- Explain that you will say a word for the pupils to draw in their notebooks. Say a food word and give pupils a little time to draw it. Encourage pupils to write the words as well, if possible.

Practice

Activity Book



Lesson 1, part 2

2 Picnic time!

Vocabulary

1 Look at the Class Book page 36 and complete the sentences.

1 There are lots of children playing football.
2 The Omani flag is red, white and green.
3 The baby wants to have a cupcake.
4 The boy is hungry because he wants to have some fruit.

2 Find and number.

cupcakes	6	tea	8
salad	2	lemonade	1
sandwiches	7	noodles	9
coffee	5	milkshake	10
fruit	3	crisps	11
cereal	4	vegetables	12

3 Look at Activity 2 and complete the table.

sweet	savoury	other
cupcakes	salad	coffee
fruit	sandwiches	tea
lemonade	noodles	
milkshake	crisps	
cereal	vegetables	

4 Can you think of another category to classify food? Write some examples.

I'm learning
Draw pictures of the new words from the lesson.

26 twenty-six

1 Look at the Class Book page 36 and complete the sentences. (5 minutes)

- Ask pupils what they remember from Lesson 1. Have them open their Class Book to page 36 and look at the main picture.
- Have them say as many things as they can about it to their partners.
- Give pupils one minute to complete the activity. Have pupils check the answers in pairs.

2 Find and number. (5 minutes)

- Ask pupils to look and say what food they can see in the image.
- Pupils work individually and check in pairs.
- Say the words and ask different pupils to give the corresponding numbers.
- Extend the activity by asking pupils to spell the words as well.

3 Look at Activity 2 and complete the table. (10 minutes)

- As a class, define the words *sweet* and *savoury*. Ask them to say a few foods that are sweet and then a few that are savoury.
- Pupils work individually and check in pairs.
- Draw the table on the board. Use the Lollipop stick technique (see page 14) to write pupils' answers on the board.

4 Can you think of another category to classify food? Write some examples. (10 minutes)

- Complete the activity as a class by writing the category on the board. Suggestions: salty, spicy, bland.
- Read the *I'm learning* box. Pupils draw the new words that they have learnt in the lesson.

Finishing the lesson (5 minutes)

- Ask pupils to make a school canteen menu for three days of the week.
- Encourage pupils to say why they chose those foods.
- Finish by asking pupils how learning food words can help them with their English. They can then draw the new words from the lesson.

Extra activity Photocopiable 2

- Ask pupils to do photocopiable 2.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch, read and act out a story about a secret place
- **Target language:** revision of food vocabulary

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen whilst reading (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can talk about simple things in pictures using single words (GSE 23). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 2 flashcards (food and drink)
- Unit 2 poster: Food and drink
- sheets of paper, enough for each pair of pupils
- photocopiables S3 and 10

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Hands up/down technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: groupwork; pairwork; Three facts and a fib technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson (3 minutes)

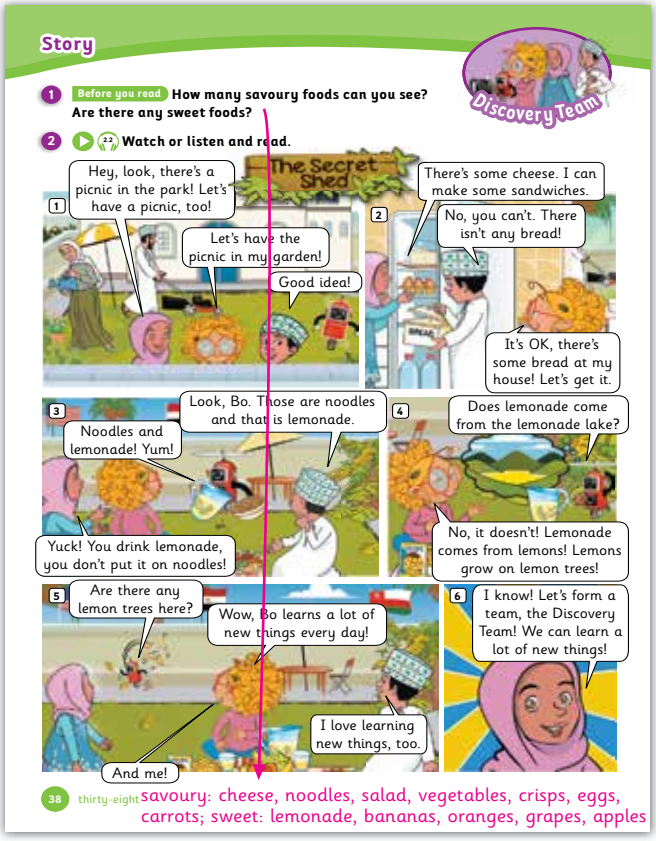
- Place the Unit 2 flashcards (food and drink) or poster on the board. Revise the words by pointing at them one by one for pupils to repeat.
- Write the consonants of the food words from Lesson 1 on the board. Ask different pupils to complete the words with the missing vowels.

Presentation (2 minutes)

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

Practice

Class Book



1 Before you read How many savoury foods can you see? Are there any sweet foods? (5 minutes)

- Pupils complete the task in pairs.

2 2.2 Watch or listen and read. (10 minutes)

- Pre-teach or check pupils understand (*lemon*) *trees, secret, team/club, shed, meetings, decorate* and *club symbol* with translations, the pictures in the story or drawings.
- Play the audio or the animation.
- Check comprehension. Ask *Why are the children happy?* (*They have a secret place for the club to meet.*); *Does Lottie know the shed was in her garden?* (*No.*); *Where does Bo find the shed?* (*He finds it under the plants.*); *Who likes learning new things?* (*Bo, Lottie and Sami.*)

Story

2.2

The Secret Shed

1 Fatma: Hey, look, there's a picnic in the park! Let's have a picnic, too!
Lottie: Let's have the picnic in my garden!
Sami: Good idea!

2 Fatma: There's some cheese. I can make some sandwiches.
Sami: No, you can't. There isn't any bread!
Lottie: It's OK,. There's some bread at my house! Let's get it.

3 Sami: Look, Bo. Those are noodles and that is lemonade.
Bo: Noodles and lemonade! Yum!
Fatma: Yuck! You drink lemonade, you don't put it on noodles!

4 Bo: Does lemonade come from the lemonade lake?
Lottie: No, it doesn't! Lemonade comes from lemons! Lemons grow on lemon trees!

5 Bo: Are there any lemon trees here?
Lottie: Wow, Bo learns a lot of new things every day!
Sami: I love learning new things, too.
Lottie: And me!

6 Fatma: I know! Let's form a team, the Discovery Team! We can learn a lot of new things!

7 Lottie: Great idea! Bo, you can be part of our team. Bo?
Bo: Look what's under here!

8 Sami: Wow! It's an old shed!

9 Lottie: I know! We can have our Discovery Team meetings here!

10 Fatma: Great idea! We can decorate it, too! And look what's on the table! That can be our club symbol!

3 What's the best symbol for the Discovery Team? Go to page 110 to find out. (2 minutes)

- Pupils discuss in pairs.
- Ask *Which do you think is the best?* Pupils vote using the Hands up/down technique (see page 15).

Extra activity Creativity

- Pupils work in small groups to decide on a club they would like to form. They describe it to another group.

4 After you read Read and circle *True* or *False*. Then say. (5 minutes)

- Pupils work individually to complete the activity.
- Say the numbers 1–5 and have pupils stand up if they think it's true and stay seated if they think it's false. Then ask individual pupils to say the answers using the example in the speech bubble.

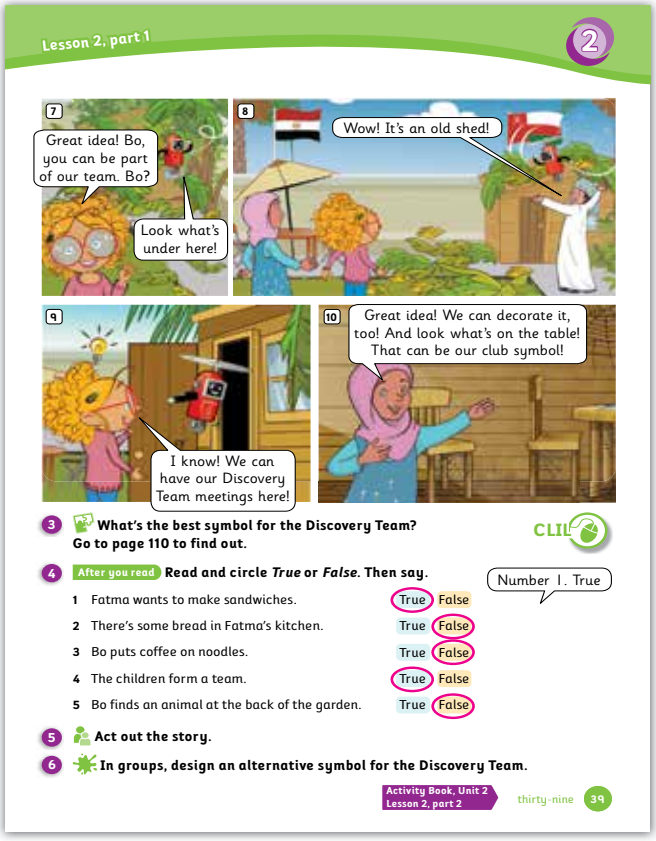
Diversity

Support

- Pupils compare answers with a partner before feedback.

Challenge

- Pupils write four more sentences using the Three facts and a fib technique (see page 15).



Extra activity Photocopiable S3

- Ask pupils to do photocopiable S3.

5 Act out the story. (5 minutes)

- Divide pupils into groups of four. Allocate a role to each pupil (Lottie, Fatma, Sami and Bo).
- Pupils act out the story in groups.

6 In groups, design an alternative symbol for the Discovery Team. (5 minutes)

- Give each group a sheet of paper to design their symbols.
- Pupils present and describe the rationale for their designs to the class.

Extra activity **TPR**

- Have pupils work in groups in the same roles as in Activity 5, miming the story like a silent film, but changing one of the events for the rest of the class to spot.

Finishing the lesson (3 minutes)

- Ask pupils what their favourite part of the story was and have them read it to their partner.
- Have pupils say how reading stories has helped them improve their English.

Lesson 2, part 2

Starting the lesson (5 minutes)

- Place pupils in pairs and have them say what the story in this unit is about.
- Have pairs come to the front of the class to do the activity.

Practice

Activity Book


Lesson 2, part 2 Story 2

1 After you read Look, read and order.

Lemonade comes from lemons! 2

The Secret Shed

Noodles and lemonade! Yum! 1

I know! We can have our Discovery Team meetings here! 5

Let's form the Discovery Team! 4

Bo learns a lot of new things every day. 3

2 Write all the food and drink words you see in Activity 1.

noodles lemonade crisps sandwiches vegetables fruit

3 Complete the sentences.

1 The children have a picnic in Lottie's garden.
2 Bo wants to put lemonade on noodles.
3 The children form a team.
4 The children have their team's meetings in an old shed.
5 The children find the club symbol on the table.

4 Values Read and circle.

The story is about learning together / doing exercise / working hard.

twenty-seven 27

1 After you read Look, read and order. (5 minutes)

- Give pupils one minute to complete the activity, checking answers in pairs.

2 Write all the food and drink words you see in Activity 1. (5 minutes)

- Pupils complete individually and then compare the answers and spelling in pairs.

3 Complete the sentences. (10 minutes)

- Check pupils know what to do, using the Traffic light cards technique (see page 15).
- In pairs, pupils complete the sentences with words from the story and then check with another pair.

Extra activity **Fast finishers**

- Pupils write a list of things the Discovery Team need to do before the next meeting in the club shed.

4 Values Read and circle. (10 minutes)

- Give pupils 30 seconds to look back at the story and choose the right answer, with a reason or evidence.
- Assign the answers to three corners of the classroom: *learning together, doing exercise, working hard*. The fourth corner can be all three answers. Ask pupils to stand in the one they think is correct. Accept any reasonable answers, provided pupils can give a good reason why. Possible ideas are: *learning together* (team work, how to make a picnic, learning from each other, teaching Bo …), *doing exercise* (clearing the plants from the secret shed …), *working hard* (making the picnic, clearing the plants from the secret shed, decorating the shed …). The pupils circle the answer they have chosen as correct after they have justified their answer.
- Encourage pupils to think of different ideas with the other pupils standing in the same corner.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they can remember from the story. Encourage them to discuss any challenges and successes in their learning so far.

Extra activity **Photocopiable 10**

- Ask pupils to do photocopiable 10.

CLIL Link

In Unit 2, the story is based around the concept of where food comes from, from Science.

The children have a picnic in Lottie's garden. Bo likes lemonade very much and he wants to know if it comes from the lemonade lake. Lottie explains to him that it comes from lemons, which grow on lemon trees. When Bo starts looking for lemon trees, he finds an old shed covered with vegetation. The kids form the Discovery Team and they make the shed their club house.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn to talk about quantity
- **Target language:** *There are a lot of noodles, some crisps and a few sandwiches.; There is/are, there isn't/aren't, some, any, a little, a lot of*

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Listening:** Can identify common objects from spoken descriptions, if spoken slowly and clearly (GSE 28).

Materials

- Unit 2 flashcards and word cards (food and drink)
- Unit 2 poster: Food and drink
- photocopiable 6

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14)
- Peer learning: groupwork; pairwork; Three facts and a fib technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 3, part 1

Starting the lesson (5 minutes)

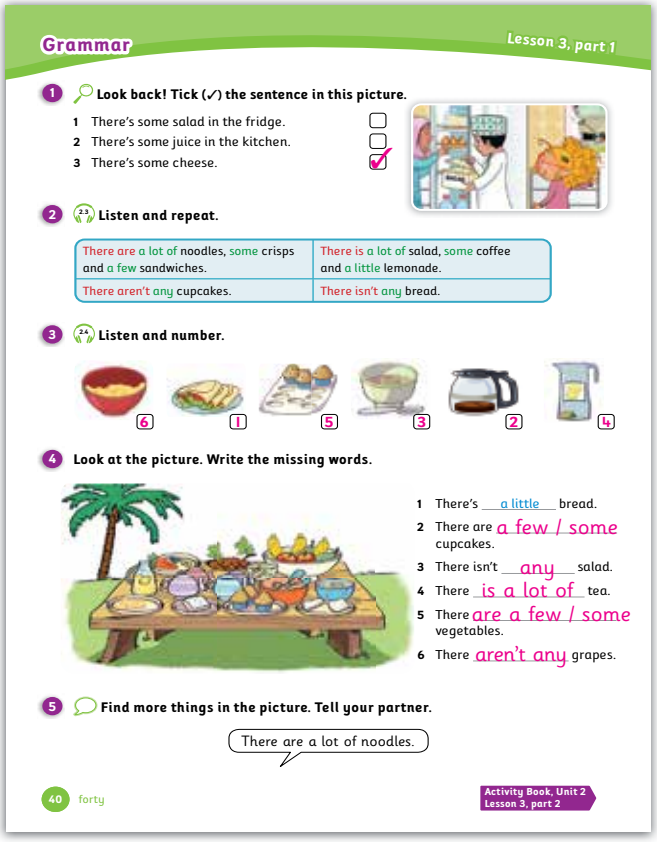
- Draw or show the Discovery Team symbol on the board. Ask *What is this?*
- Ask pupils what they remember from the story from Lesson 2. Prompt with questions, e.g. *What is the name of the team? Who is in it? What do the Discovery Team want to do?*

Presentation (5 minutes)

- Explain that in this lesson, pupils will learn to talk about quantity with *there is/are, there isn't/aren't, some, any, a little, a lot of.*
- Write *There is/There are, There isn't/There aren't, some, any, a little* and *a lot of* on the board. Place the Unit 2 poster on the board. Point to items on the poster, say sentences about what there is/isn't and there are/aren't on the poster and have pupils repeat after you.

Practice

Class Book


Grammar

Lesson 3, part 1

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

1 There's some salad in the fridge.
2 There's some juice in the kitchen.
3 There's some cheese. ✓

2 2.3 Listen and repeat.

There are a lot of noodles, some crisps and a few sandwiches.	There is a lot of salad, some coffee and a little lemonade.
There aren't any cupcakes.	There isn't any bread.

3 2.4 Listen and number.

6 1 5 3 2 4

4 Look at the picture. Write the missing words.

1 There's a little bread.
2 There are a few / some cupcakes.
3 There isn't any salad.
4 There is a lot of tea.
5 There are a few / some vegetables.
6 There aren't any grapes.

5 Find more things in the picture. Tell your partner.

There are a lot of noodles.

40 forty

Activity Book, Unit 2 Lesson 3, part 2

1 Look back! Tick (✔) the sentence in this picture. (5 minutes)

- Pupils complete the task in pairs.
- **Extension** Ask pupils to say what else they can see in the fridge. Ask *Why are Fatma and Sami unhappy?* (*There isn't any bread.*)

2 2.3 Listen and repeat. (5 minutes)

- Play the audio. Have pupils track the words as they listen.
- Draw pupils' attention to the grammar box. Ask *What's the same/different about the red and green words? What else can you tell me?* Set a time limit of one minute for individual work. Have pupils compare their ideas and their translations in pairs.
- Draw a circle around the letter 's' in the left column (*noodles, crisps, sandwiches, cupcakes*). Ask *What is different about the words in the right column?* (*There's no s/no plural form.*)
- Underline *are* and *is* and elicit the difference (*are = plural nouns; is = singular or uncountable/mass nouns, the ones with no plural form*).
- Underline *a lot of/some* and ask which shows there is more of something.

- Underline *a little/few*. Elicit or tell pupils they mean the same thing. Write on the board *We use … when there is no 's'* (*uncountable/singular*). *We use … when there is more than one* (*plural*).
- Circle *n't* and elicit what the apostrophe indicates. Tell pupils the *o* in *not* is missing. Explain this is the spoken form of *is not/are not*. Underline *any*. Draw an arrow to connect *any* with *n't* and add an X to cross out the words *cupcakes* and *bread* to show there are none. Write on the board *We use … with n't/not (are)*.

2.3

There are a lot of noodles, some crisps and a few sandwiches.
There aren't any cupcakes.
There is a lot of salad, some coffee and a little lemonade.
There isn't any bread.

3 2.4 **Listen and number.** (5 minutes)

- Pupils look at the pictures and think about what they can see before they listen.
- Play the audio.
- Ask for feedback using the Lollipop stick technique (see page 14).
- Pupils write the numbers. Check answers as a class.

2.4

1 Girl: There are a lot of sandwiches.
2 Boy: There's a little coffee.
3 Girl: There's some cereal.
4 Boy: There isn't any lemonade.
5 Girl: There are a few cupcakes.
6 Boy: There are some crisps.

4 Look at the picture. Write the missing words. (5 minutes)

- Read the example answer and check pupils understand they must answer based on what is in the pictures.
- Pupils work in pairs to complete the activity.
- Check their answers as a class.

5 Find more things in the picture. Tell your partner. (5 minutes)

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

Finishing the lesson (5 minutes)

- Write *a lot of, some, a few, a little* on the board.
- Ask pupils to say what they like to have when they have a picnic, using some of the words on the board.

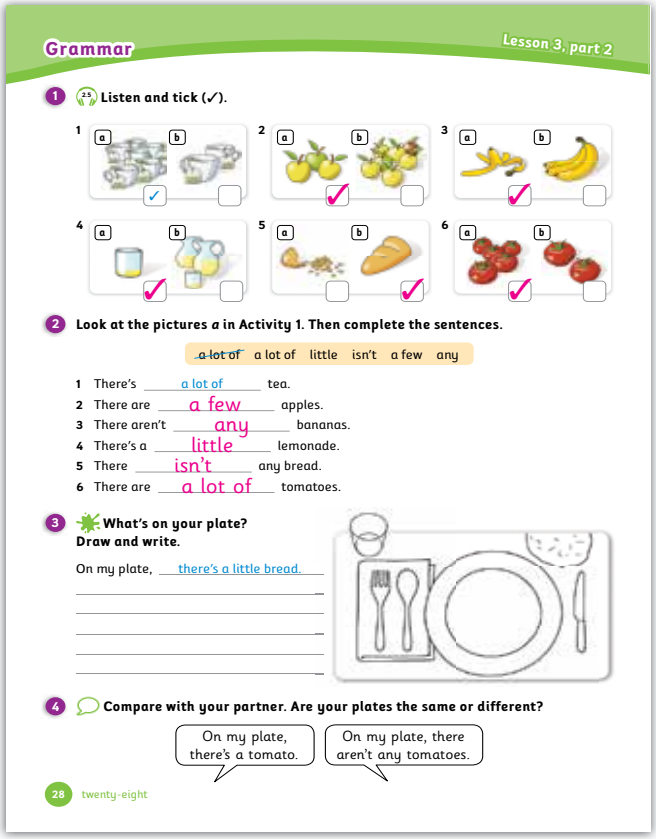
Lesson 3, part 2

Starting the lesson (5 minutes)

- Review food words from the unit using the Unit 2 flashcards, word cards or poster.
- Tell pupils you will spell a word for them to say what it is. Spell four words from the unit, one at a time. Then place pupils in pairs and have them continue.

Practice

Activity Book


Grammar — Lesson 3, part 2

1 Listen and tick (✓).

1 a ✓ b
2 a ✓ b
3 a ✓ b
4 a ✓ b
5 a ✓ b
6 a ✓ b

2 Look at the pictures *a* in Activity 1. Then complete the sentences.

~~a lot of~~ a lot of little isn't a few any

1 There's a lot of tea.
2 There are a few apples.
3 There aren't any bananas.
4 There's a little lemonade.
5 There isn't any bread.
6 There are a lot of tomatoes.

3 What's on your plate? Draw and write.

On my plate, there's a little bread.

4 Compare with your partner. Are your plates the same or different?

On my plate, there's a tomato. / On my plate, there aren't any tomatoes.

28 twenty-eight

1 2.5 Listen and tick (✔). (5 minutes)

- Ask pupils to look and say what they can see in the pictures.
- Then pupils work in pairs and take turns to say what words they expect to hear for each picture. Play the audio. If necessary, repeat the audio for pupils to check their answers. Check answers as a class.

2.5

1 There is a lot of tea.
2 There are a few apples.
3 There aren't any bananas.
4 There is a little lemonade.
5 There is some bread.
6 There are a lot of tomatoes.

2 Look at the pictures *a* in Activity 1. Then complete the sentences. (5 minutes)

- Review how *a lot of, some, little, isn't, a few, any* are used with food.
- Pupils look at pictures *a* in Activity 1 only and then complete the activity individually. Check answers as a class.
- Extend the activity by having pupils say more food they can use with *a lot of, some* and so forth.

3 What's on your plate? Draw and write. (10 minutes)

- Have pupils look at the picture and say what food they can draw on it.
- Pupils then work individually to complete the activity.

4 Compare with your partner. Are your plates the same or different? (10 minutes)

- In pairs, pupils compare their drawings, e.g. *On my plate, there is some cheese.* The other pupil answers *On my plate, there isn't any cheese* or *On my plate, there is some cheese, too.*

Diversity

Support

- After completing Activity 4, ask pupils to close their Activity Books and write down three things they can remember about their partner's plate using *there is/are* with *some/a lot of/a few* and *there isn't/aren't any*.

Challenge

- Pupils work in pairs and use the Three facts and a fib technique (see page 15) to say what there is in the classroom using *there is/are* with *some/a lot of/a few* and *there isn't/aren't any*. Elicit some ideas to get them started: *There are a lot of chairs/pictures. There aren't any cars*, etc.

Extra activity TPR

- Assign *True* to the right wall and *False* to the left wall. Pupils take turns to read a sentence from the ones they wrote in the Challenge activity above. The rest of the class face the correct wall.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Did you understand the grammar? How will you remember when to use a little/a few/some/any?*

Extra activity Photocopiable 6

- Ask pupils to do photocopiable 6.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about containers and food; to learn and sing a song
- **Target language:** *bag, bottle, bowl, box, can, cup, glass, plate; Are there any apples? Yes, there are./No, there aren't.*

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a basic song from memory (GSE 22).

Materials

- Unit 2 flashcards (*a can of lemonade, a bottle of water, a bowl of soup, a cup of coffee, a glass of milk, a plate of sandwiches, a box of cereal, a bag of fruit*)
- a can, a bottle, a bowl, a cup, a glass, a plate, a box, a bag
- paper, enough for each group
- coloured pencils
- photocopiables 2, 6, 14 and 18

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson (5 minutes)

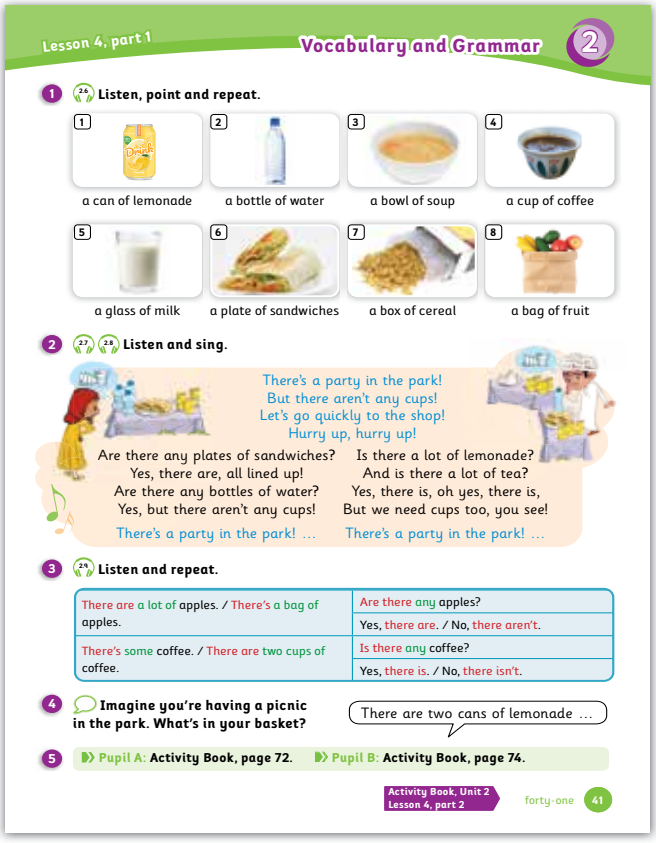
- Display the containers that you brought. Ask *Do you know the English words for these?* Elicit answers.

Presentation (3 minutes)

- Explain that in this lesson, pupils will learn how to describe containers, and ask and answer about what's in a place or picture. They will also sing a song.
- Place the Unit 2 flashcards for containers on the board. Go through each phrase and have pupils repeat after you.
- Ask pupils to tell you other types of food containers they know.

Practice

Class Book


Lesson 4, part 1 Vocabulary and Grammar 2

1 2.6 Listen, point and repeat.

1 a can of lemonade
2 a bottle of water
3 a bowl of soup
4 a cup of coffee
5 a glass of milk
6 a plate of sandwiches
7 a box of cereal
8 a bag of fruit

2 2.7 2.8 Listen and sing.

There's a party in the park!
But there aren't any cups!
Let's go quickly to the shop!
Hurry up, hurry up!

Are there any plates of sandwiches?
Yes, there are, all lined up!
Are there any bottles of water?
Yes, but there aren't any cups!
There's a party in the park! …

Is there a lot of lemonade?
And is there a lot of tea?
Yes, there is, oh yes, there is,
But we need cups too, you see!
There's a party in the park! …

3 2.9 Listen and repeat.

There are a lot of apples. / There's a bag of apples.	Are there any apples?
	Yes, there are. / No, there aren't.
There's some coffee. / There are two cups of coffee.	Is there any coffee?
	Yes, there is. / No, there isn't.

4 Imagine you're having a picnic in the park. What's in your basket?

There are two cans of lemonade …

5 Pupil A: Activity Book, page 72. Pupil B: Activity Book, page 74.

Activity Book, Unit 2 Lesson 4, part 2 forty-one 41

1 2.6 Listen, point and repeat. (5 minutes)

- Refer pupils to page 41. Play the audio.
- Pupils take it in turns to describe the pictures in a different order for a partner to point to.
- Extend by asking pupils to say what other food we can use with a bottle, bowl, plate and so forth.

2.6

1 a can of lemonade
2 a bottle of water
3 a bowl of soup
4 a cup of coffee
5 a glass of milk
6 a plate of sandwiches
7 a box of cereal
8 a bag of fruit

2 2.7 & 2.8 Listen and sing. (10 minutes)

- Pupils look at the pictures and say what they can see.
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.

- Play the karaoke version of the song (track 2.8) and encourage pupils to sing along.

2.7

There's a party in the park!
But there aren't any cups!
Let's go quickly to the shop!
Hurry up, hurry up!

Are there any plates of sandwiches?
Yes, there are, all lined up!
Are there any bottles of water?
Yes, but there aren't any cups!

There's a party in the park!
But there aren't any cups!
Let's go quickly to the shop!
Hurry up, hurry up!

Is there a lot of lemonade?
And is there a lot of tea?
Yes, there is, oh yes, there is,
But we need cups too, you see!

There's a party in the park!
But there aren't any cups!
Let's go quickly to the shop!
Hurry up, hurry up!

Extra activity **TPR**

- In small groups, pupils listen to the song and act it out with appropriate gestures and body language (e.g. nodding head, hand on head, beckoning gesture).

3 2.9 **Listen and repeat.** (5 minutes)

- Remind students of when we use *is* and *are* (*are* = plural nouns; *is* = singular or uncountable/mass nouns, the ones with no plural form).
- Ask them to find the singular phrase in the first column (*a bag of*). Ask them which is the plural phrase (*two cups of*).
- Play the audio. Ask *How do we answer the questions?* and nod/shake your head to elicit *Yes, there is./No, there isn't.*

2.9

There are a lot of apples. There's a bag of apples.
Are there any apples?
Yes, there are. No, there aren't.

There's some coffee. There are two cups of coffee.
Is there any coffee?
Yes, there is. No, there isn't.

Diversity

Support

- To monitor pronunciation, ask pupils to repeat the questions and answers from the grammar box individually.

Challenge

- Pupils work in pairs to ask and answer questions about items in the classroom with *Is/Are there (any) …?*. Walk around the class monitoring pairs.

4 **Imagine you're having a picnic in the park. What's in your basket?** (5 minutes)

- Pupils work in pairs to play a guessing game taking turns to ask and answer *Is there a/Are there any …? Yes, there is/No, there isn't.* or *Yes, there's a (bag) of … .*

5 **Pupil A: Activity Book, page 72.**
Pupil B: Activity Book, page 74. (5 minutes)

- Place pupils in pairs for this activity and make sure they refer to the correct pages.
- Explain to pupils that they are going to ask and answer questions to find out what there is in the kitchen. Pupils can write the questions before they begin if they wish. Remind them of when we use *Is/Are there any …?*

Finishing the lesson (2 minutes)

- Place pupils in pairs and have them ask and answer questions about items in the classroom. Ask pupils some example questions before they begin, e.g. *Are there any apples in the classroom?* (*No, there aren't.*) *Are there any chairs?* (*Yes, there are.*).

Lesson 4, part 2

Starting the lesson (5 minutes)

- Place the Unit 2 flashcards or word cards on the board. Give pupils one minute to look at them. Ask pupils to close their eyes. Remove two or three of the flashcards or word cards and ask pupils to say which ones are missing.
- Explain to pupils that you will give them one minute to write as many words from the unit as they have learnt so far.
- Pupils work in pairs and then share their answers with the class.

Practice

Activity Book

1 **Look at the pictures. Find the containers and complete the phrases.** (10 minutes)

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

What's the message?

- Use the Hands up/down technique (see page 15) to check pupils understand the activity.
- Pupils complete the activity individually by writing down the letters that they haven't circled in Activity 1. These letters should be the message they are looking for.


Lesson 4, part 2 Vocabulary and Grammar 2

1 Look at the pictures. Find the containers and complete the phrases.

B	I	D	R	I	N	B	O	W	L		
O	K	P	L	A	T	E	F	B	I		
T	V	E	G	C	L	A	S	A	S		
T	E	S	O	A	F	W	A	G	T		
L	E	R	E	N	V	E	B	O	X		
E	R	Y	D	A	Y	A	N	D	Y		
C	U	P	O	G	L	A	S	S	U		

1 a can of lemonade
2 a bottle of water
3 a bowl of salad
4 a cup of tea
5 a glass of orange juice
6 a plate of cupcakes
7 a box of eggs
8 a bag of carrots

What's the message? I drink five glasses of water every day. And you?

2 2.10 Write questions with *any*. Then listen and circle.

1 fruit	Is there any fruit?	Yes	No
2 apples	Are there any apples?	Yes	No
3 oranges	Are there any oranges?	Yes	No
4 orange juice	Is there any orange juice?	Yes	No
5 bananas	Are there any bananas?	Yes	No
6 ice cream	Is there any ice cream?	Yes	No

3 Look at Activity 2. In pairs, ask and answer.

Is there any fruit? Yes, there is.

twenty-nine 29

2 2.10 Write questions with *any*. Then listen and circle. (10 minutes)

- Ask pupils to make questions using *any* and food. Write a few examples on the board.
- Have pupils look at items 1 to 6 and say what questions they can make with the food. Play the audio. Pupils listen and circle the correct answer.

2.10

Girl 1: It's tea time. I'm hungry. Let's make a fruit salad.
Girl 2: OK! But, is there any fruit?
Girl 1: I think there is. Let's check in the kitchen.
Girl 2: Are there any apples?
Girl 1: Mmm, no … there aren't any apples.
Girl 2: And what about oranges? Are there any oranges?
Girl 1: No, I'm afraid not, but there's a bottle of orange juice.
Girl 2: OK, and, are there any bananas?
Girl 1: Yes, there's a bag of bananas.
Girl 2: And, is there any ice cream?
Girl 1: Yes! There's a lot of ice cream.

3 Look at Activity 2. In pairs, ask and answer. (5 minutes)

- Place pupils in pairs for this activity. Pupils work with a different partner to ask and answer questions about what there is/isn't in Activity 2.

Extra activity Critical thinking

- Ask pupils to think of ways to reduce packaging and encourage recycling containers in school and at home. Pupils make posters with their ideas, using the container vocabulary from the unit, with symbols to show those that can be recycled. Ask pupils to find out which containers are currently recycled in school.

Dictation (5 minutes)

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

D2

1 fruit
2 vegetables
3 sandwiches
4 cereal
5 noodles
6 milkshake
7 crisps
8 cupcakes
9 salad
10 tea
11 coffee
12 lemonade

Finishing the lesson (5 minutes)

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

Extra activity Photocopiables 2, 6, 14 and 18

- Ask pupils to do photocopiables 2, 6, 14 and 18.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about food around the world; to make a poster about special foods from your country
- **Target language:** *chopsticks, cooked, curry, jelly, meat, raw, spoon, stick, straw*

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 21). Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23). Can extract factual details from a simple text (GSE 40).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- pieces of paper/card for each group
- coloured pencils
- True/False response cards
- photos of meat, curry, a spoon, chopsticks, jelly, a straw, a stick, fish (cooked and raw)
- photocopiable 22

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: True/False response cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique (see page 15)

Lesson 5, part 1

Starting the lesson (2 minutes)

- Divide the class into pairs. Give pupils three minutes to write down any food items they know. Check as a class and write all the foods on the board.
- Point to each food word and say *Put up your hands if you like . . . .*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about special foods from around the world.

Practice

Class Book



1 Before you read Do you know any interesting food from around the world? (5 minutes)

- Ask pupils about food from different countries they know and if they have tried it, e.g. *fish and chips – Britain, sushi – Japan, tacos – Mexico, burgers – the USA, paella – Spain, pizza – Italy*, etc.
- Place the photos on the board. Point to each one and pre-teach the vocabulary.

2 2.11 Listen and read. (5 minutes)

- Ask pupils to look at the photos. Say the words in bold for pupils to point and repeat.
- Play the audio for pupils to listen and follow in their Class Books. Play the audio again for pupils to read along.
- Ask pupils to read the texts aloud. Then ask comprehension questions, e.g. *What's in bunny chow? What's sushi? What do you dip into chocolate fondue? What's in bubble tea?*
- Tell pupils to look at the photos next to the texts. Remind pupils of the difference between *sweet* and *savoury*. Then ask *Is this food savoury or sweet?*

- Ask a volunteer to read the Fun fact. Ask *Do you usually like savoury or sweet food?*
- **Extension** Pupils work in pairs and say three things they have learnt, e.g. *Sushi is made with raw fish.*

2.11

Food around the world

There's a lot of great food around the world! Let's take a look at some unusual and interesting dishes!

This is bunny chow from South Africa. It's bread with vegetable or meat curry inside. You don't need a plate, you just need a spoon!

This is sushi. It's a very popular meal in Japan. Sushi is rice with fish or vegetables. But the fish isn't cooked – it's raw! Japanese people eat sushi with chopsticks. Can you eat with chopsticks?

A popular drink in Asia is bubble tea. They make this sweet tea with milk or fruit. There are jelly balls in it, too. You drink it with a straw.

In Switzerland, people love fondue. They put cake or fruit on sticks and dip them into warm chocolate. Mmm … delicious!

Extra activity Critical thinking

- Pupils work in pairs and choose a different paragraph each in the text. Pupils write one comprehension question about their paragraph to ask their partner.

3 After you read Activity Book, page 30. (5 minutes)

- Pupils turn to page 30 in their Activity Books before they complete the Class Book activities for this lesson.

Extra activity TPR

- Pupils use the True/False response cards technique (see page 15) to answer *True* or *False* to these sentences: *You use a fork to eat bunny chow.* (*False*) *You eat sushi with chopsticks.* (*True*) *Bubble tea has got ice cream in it.* (*False*) *You can use fruit on a stick to eat chocolate fondue.* (*True*)

4 Put the foods in order. 1 = I really want to try this. 4 = I really don't want to try this! Then tell your partner. (5 minutes)

- Pupils discuss the foods in pairs and put them in order of preference. Have a class discussion. Encourage pupils to give reasons for their choices.

Diversity

Support

- Ask pupils to write down any new words from page 42 or draw and label them. In pairs, they test each other.

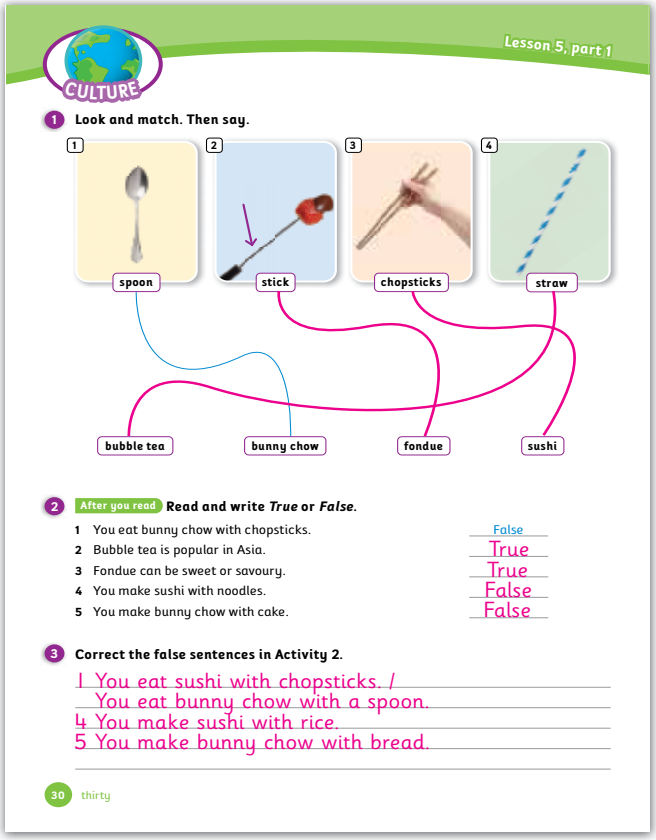
Challenge

- Put the class into groups and allocate a country to each. They find out what dishes people eat in that country. Groups can share their findings with the class.

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

- Ask pupils what they think the video will be about. Tell them to watch the video carefully.
- After watching the video, use the Thought-provoking questions technique (see page 15) to ask pupils what they found interesting.

Activity Book



1 Look and match. Then say. (2 minutes)

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

2 After you read Read and write *True* or *False*. (5 minutes)

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

3 Correct the false sentences in Activity 2. (2 minutes)

- As a class, correct sentence 1. Then have pupils work in pairs to complete the activity.
- Check answers as a class.

Finishing the lesson (2 minutes)

- In small groups, pupils make sentences about their favourite food and their leader reads the sentences to the class.
- Write on the board *The best thing in this lesson for me was* . . . . Have pupils think about this and complete the sentence in their notebooks.

Lesson 5, part 2

Starting the lesson (5 minutes)

- Have a general class dicsussion about traditional food from their country that tourists or foreigners would enjoy eating.
- Encourage pupils to describe them using some of the new vocabulary.
- Write the words on the board. Pupils can reference them when making their posters.

Presentation (3 minutes)

- Explain that in this lesson pupils will make a poster about some special food from their country.

Practice – Project

Class Book

Make a poster about special foods from your country. (30 minutes)

- Divide pupils into groups of four. Give each group a piece of paper or card and some coloured pencils.
- Help pupils find information about special foods from their country.
- Explain that pupils will design a poster. This should include pictures and at least three facts.
- Monitor and help groups.
- Encourage each person in the group to be responsible for one task, for example finding a fact, a photo, etc.
- Each group reads their facts to the class.
- As they present their work, remind them to make eye contact with the people they are talking to and to stand in a position where people can see their work.
- Make sure pupils take turns to give their presentations and to listen attentively while others are talking.
- Encourage pupils to engage with what others are saying and to ask questions at the end.
- Make a classroom display when they have all finished.



Finishing the lesson (2 minutes)

- Use the Thought-provoking questions technique (see page 15) to ask pupils to say what they enjoyed most about this lesson and how it helped them with their English.

Extra activity **Photocopiable 22**

- Ask pupils to do photocopiable 22.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to learn food shopping language; to learn to talk about prices
- **Target language:** *Can I help you? Can I have (six apples /some grapes), please? Here you are! Anything else? No, that's it, thanks! That's (five rials), please.*

Global Scale of English (GSE)

- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 30).
- **Listening:** Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly (GSE 37).
- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 23). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can order food and drink using simple language (GSE 38).

Materials

- Yes/No response cards
- photocopiable 26
- notebooks

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards technique (see page 14); Lollipop stick technique (see page 14)
- Peer learning: groupwork; pairwork
- Independent learning: Thought-provoking questions technique (see page 15)

Starting the lesson (2 minutes)

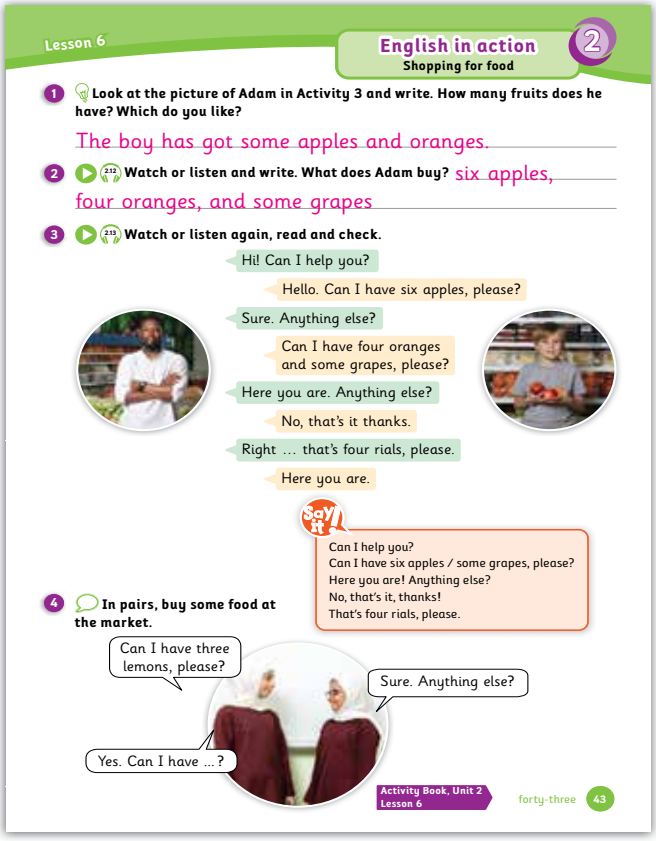
- Ask pupils questions for them to respond with their Yes/No response cards. Ask *Do you like fruit? Is it healthy? Do you like vegetables? Are they healthy? Do you go food shopping with your family? Do you grow fruits or vegetables in your gardens?*

Presentation (3 minutes)

- Explain that in this lesson pupils will learn words for food shopping.
- Display pupils' posters from Lesson 5 on the board. Ask one question about what you can see on each: *Can you see …? What's in …?* Pupils from the groups answer your questions.
- Ask the class to turn around and move to the back of the classroom. Using the Lollipop stick technique (see page 14), ask the class questions about the projects *When do we eat …?*

Practice

Class Book


Lesson 6
English in action 2
Shopping for food
1 Look at the picture of Adam in Activity 3 and write. How many fruits does he have? Which do you like?
The boy has got some apples and oranges.
2 Watch or listen and write. What does Adam buy? six apples, four oranges, and some grapes
3 Watch or listen again, read and check.
Hi! Can I help you?
Hello. Can I have six apples, please?
Sure. Anything else?
Can I have four oranges and some grapes, please?
Here you are. Anything else?
No, that's it thanks.
Right … that's four rials, please.
Here you are.
Say it!
Can I help you?
Can I have six apples / some grapes, please?
Here you are! Anything else?
No, that's it, thanks!
That's four rials, please.
4 In pairs, buy some food at the market.
Can I have three lemons, please?
Sure. Anything else?
Yes. Can I have …?
Activity Book, Unit 2 Lesson 6
forty-three 43

1 Look at the picture of Adam in Activity 3 and write. How many fruits does he have? Which do you like? (3 minutes)

- Refer pupils to page 43. Ask them where Adam is and what he is buying. Pupils then discuss in pairs and raise their hands to share answers with the class.
- **Extension** Pupils suggest what else you can buy at local fruit and vegetable markets.

Extra activity Collaborative work

- Pupils work in pairs. They look up meanings of new words (or those they want to know to extend this vocabulary area) in class or in online dictionaries. Encourage pupils to keep a vocabulary list at the back of their notebooks and add drawings to show meanings instead of or as well as translations.

English in action

2 2.12 **Watch or listen and write. What does Adam buy?** (5 minutes)

- Play the audio or the video. Pupils raise their hands to offer answers. Do not confirm answers yet.
- Check possible answers as a class. Pupils write down the correct answer.

2.12 & 2.13

Man: Hi! Can I help you?
Adam: Hello. Can I have six apples, please?
Man: Sure. Anything else?
Adam: Can I have four oranges and some grapes, please?
Man: Here you are. Anything else?
Adam: No, that's it thanks.
Man: Right … that's four rials, please.
Adam: Here you are.

3 2.13 **Watch or listen again, read and check.** (5 minutes)

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

Diversity

Support

- Have pupils practise the conversation in Activity 3 in pairs.

Challenge

- Pupils copy the dialogue into their notebooks but change as many elements as they can.

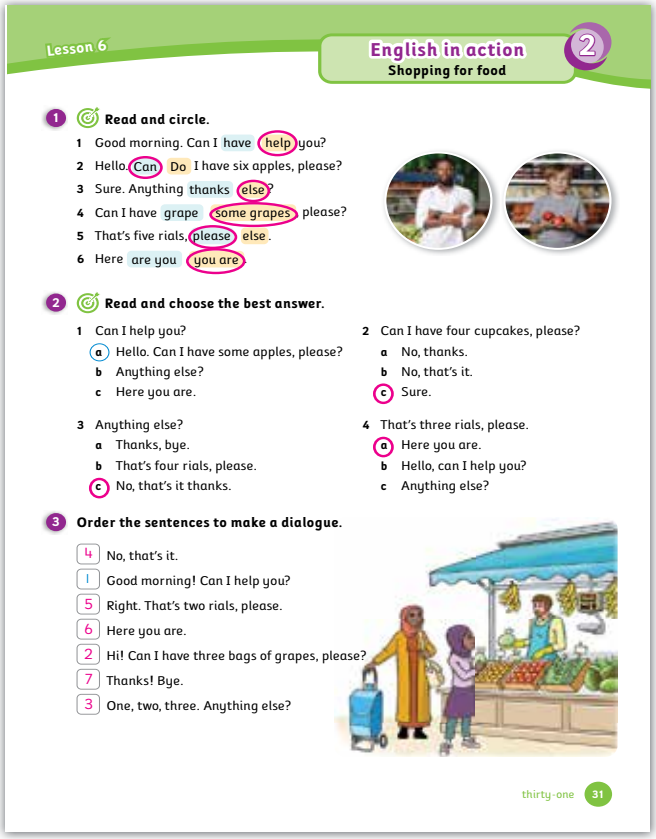
Extra activity **TPR**

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

4 **In pairs, buy some food at the market.** (8 minutes)

- Assign roles. Pupil A is the customer and Pupil B is the stallholder. Then pupils swap.
- **Extension** Pupils continue the dialogue with other vocabulary items they know.

Activity Book



Lesson 6

English in action 2
Shopping for food

1 **Read and circle.**

1 Good morning. Can I have help you?
2 Hello. Can Do I have six apples, please?
3 Sure. Anything thanks else?
4 Can I have grape some grapes please?
5 That's five rials, please else.
6 Here are you you are

2 **Read and choose the best answer.**

1 Can I help you?
a Hello. Can I have some apples, please?
b Anything else?
c Here you are.

2 Can I have four cupcakes, please?
a No, thanks.
b No, that's it.
c Sure.

3 Anything else?
a Thanks, bye.
b That's four rials, please.
c No, that's it thanks.

4 That's three rials, please.
a Here you are.
b Hello, can I help you?
c Anything else?

3 **Order the sentences to make a dialogue.**

4 No, that's it.
1 Good morning! Can I help you?
5 Right. That's two rials, please.
6 Here you are.
2 Hi! Can I have three bags of grapes, please?
7 Thanks! Bye.
3 One, two, three. Anything else?

thirty-one 31

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

- Ask pupils to say the sentences showing how we can ask for things.
- Place pupils in pairs and have them complete the activity.
- Check answers as a class.

2 **Read and choose the best answer.** (5 minutes)

- Pupils work individually to choose the best answers.
- Check answers as a class.

3 **Order the sentences to make a dialogue.** (3 minutes)

- Have pupils work in pairs to complete the activity.
- After checking the answers, have pupils role-play in pairs.

Extra activity **Fast finishers**

- Pupils write four things they remember from this lesson.

Finishing the lesson (2 minutes)

- Use the Thought-provoking questions technique (see page 15) to ask *How easy/hard did you find this lesson? What did you like best about this lesson? Why?*

Extra activity **Photocopiable 26**

- Ask pupils to do photocopiable 26.

Skills

Lesson 7, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can follow simple recipes, if supported by pictures (GSE 38). Can scan a simple text to find specific information (GSE 38).

Materials

- Unit 2 flashcards (food and drink; containers)
- paper, enough for each group
- coloured pencils
- photocopiable 30

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14)
- Peer learning: groupwork; pairwork; Three facts and a fib technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 7, part 1

Starting the lesson (5 minutes)

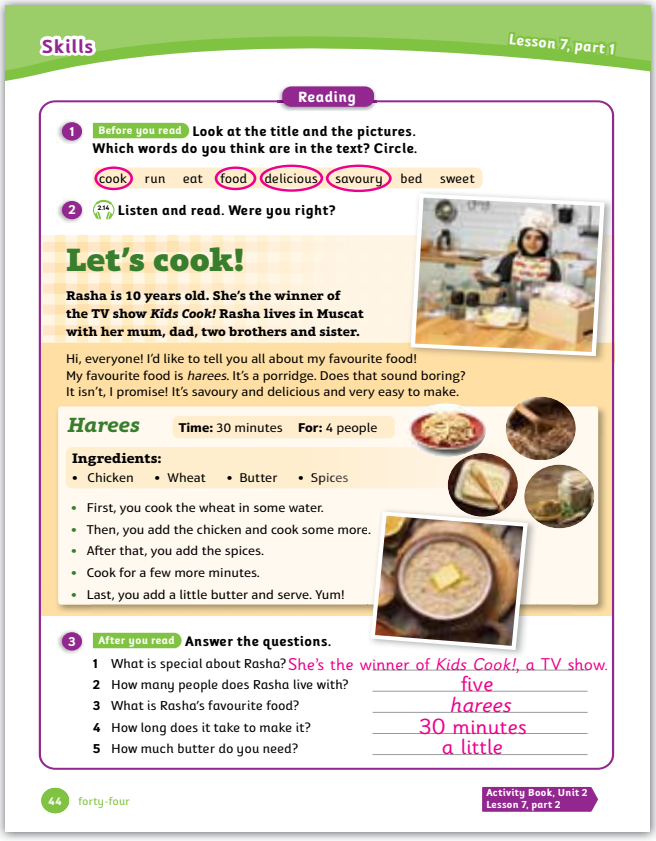
- Ask pupils to name the different foods and containers they have learnt in the unit. When they say a word or phrase, place the corresponding Unit 2 flashcard on the board. Ask and answer using grammar from the unit, e.g. *Are there any sandwiches? (Yes, there are.); Is there any apple juice? (No, there isn't.).*
- Ask pupils what they know about recipes. Encourage class discussion with questions, e.g. *Are you interested in recipes and cooking? Where can you find and read different recipes? Does anyone in your family read or write recipes?*

Presentation (5 minutes)

- Explain that in this lesson pupils will read an article about a young chef and her favourite recipe.
- Pre-teach *wheat*, *butter*, *spices* and *cook*. Write the words on the board. Say sentences to explain the meanings. Ask the pupils if they cook with these ingredients and if so, what food they make.

Practice

Class Book



Skills — Lesson 7, part 1

Reading

1 Before you read Look at the title and the pictures. Which words do you think are in the text? Circle.

cook run eat food delicious savoury bed sweet

2 2.14 Listen and read. Were you right?

Let's cook!

Rasha is 10 years old. She's the winner of the TV show *Kids Cook!* Rasha lives in Muscat with her mum, dad, two brothers and sister.

Hi, everyone! I'd like to tell you all about my favourite food! My favourite food is *harees*. It's a porridge. Does that sound boring? It isn't, I promise! It's savoury and delicious and very easy to make.

Harees **Time:** 30 minutes **For:** 4 people

Ingredients:
- Chicken
- Wheat
- Butter
- Spices

- First, you cook the wheat in some water.
- Then, you add the chicken and cook some more.
- After that, you add the spices.
- Cook for a few more minutes.
- Last, you add a little butter and serve. Yum!

3 After you read Answer the questions.

1 What is special about Rasha? She's the winner of *Kids Cook!*, a TV show.
2 How many people does Rasha live with? five
3 What is Rasha's favourite food? *harees*
4 How long does it take to make it? 30 minutes
5 How much butter do you need? a little

44 forty-four

Activity Book, Unit 2 Lesson 7, part 2

Reading

1 Before you read Look at the title and the pictures. Which words do you think are in the text? Circle. (5 minutes)

- Refer pupils to page 44. Pupils discuss in pairs first. Using the Lollipop stick technique (see page 14), ask pupils for ideas. Accept all reasonable suggestions, and ask them for reasons for their ideas. They then circle the words.
- Ask them if they have ever read a recipe. Ask those who have what the recipe was for.

2 2.14 Listen and read. Were you right? (5 minutes)

- Before pupils do the activity, remind them that when they first listen to and read a longer text, they do not need to understand every word. They just have to get the general idea or gist of the text.
- Ask pupils to look out for the words in Activity 1 while they listen and read. Play the audio. Read the words in Activity 1 aloud and ask pupils to raise their hands if they are in the text: *cook (Y), run (N), eat (N), food (Y), delicious (Y), savoury (Y), bed (N), sweet (N).*

- Ask pupils to say what the text is about (a young cook, her favourite food and how it's made).
- **Extension** Pupils use the Three facts and a fib technique (see page 15) to write about the text. Ask pairs to work with another pair or two pairs. Pupils take it in turns to read the statements aloud in random order. The other pupils listen and say *True* or *False*.

2.14

Narrator: Let's cook!
Rasha is ten years old. She's the winner of the TV show *Kids Cook!* Rasha lives in Muscat with her mum, dad, two brothers and sister.

Rasha: Hi, everyone! I'd like to tell you all about my favourite food! My favourite food is *harees*. It's a porridge. Does that sound boring? It isn't, I promise! It's savoury and delicious and very easy to make.

Narrator: *Harees*. Time: 30 minutes. For: four people. Ingredients: chicken, wheat, butter, spices.

Rasha: First, you cook the wheat in some water. Then, you add the chicken and cook some more. After that, you add the spices. Cook for a few more minutes. Last, you add a butter and serve. Yum!

Diversity

Support
- Have pupils listen to and read the text again in pairs, following and tracking the words with their fingers as they listen.

Challenge
- Pupils copy the recipe into their notebooks but add an extra ingredient and rename the dish. Have pupils present their ideas to the rest of the class. Pupils vote using one or more of these categories: the most unusual/the tastiest/the easiest to make/the healthiest, etc.

3 After you read Answer the questions. (10 minutes)
- Give pupils a few minutes to complete the activity individually.
- Ask for feedback using the Lollipop stick technique (see page 14).
- **Extension** Internet search key words: recipes kids can make.

Extra activity Communication
- Pupils work in pairs: A as a TV interviewer, B as Rasha. The task is to conduct an interview of the winner (Rasha) for the TV programme *Kids Cook!* Pupils work together to write questions and answers. To prepare, pupils can make a storyboard with speech bubbles containing their questions and answers. Pupils practise and role-play their interviews. Monitor and select a few pupils to perform their interview for the class.

Finishing the lesson (10 minutes)
- Hand out paper and coloured pencils. Show pupils how to draw a grid with six squares (two columns and three rows) and number them 1–6. Tell them that you will say a food or container word and they should draw a picture of it in any square. Give pupils one minute for them to draw each picture quickly.
- Put pupils into pairs. Explain to pupils that they are going to find where items are, e.g. *Is there a cup of coffee in number 1? Yes, there is*. Pupils get a point for each correct answer.
- Using the Summative and thought-provoking questions technique (see page 15), encourage pupils to reflect on what they found easy and difficult today.

Lesson 7, part 2

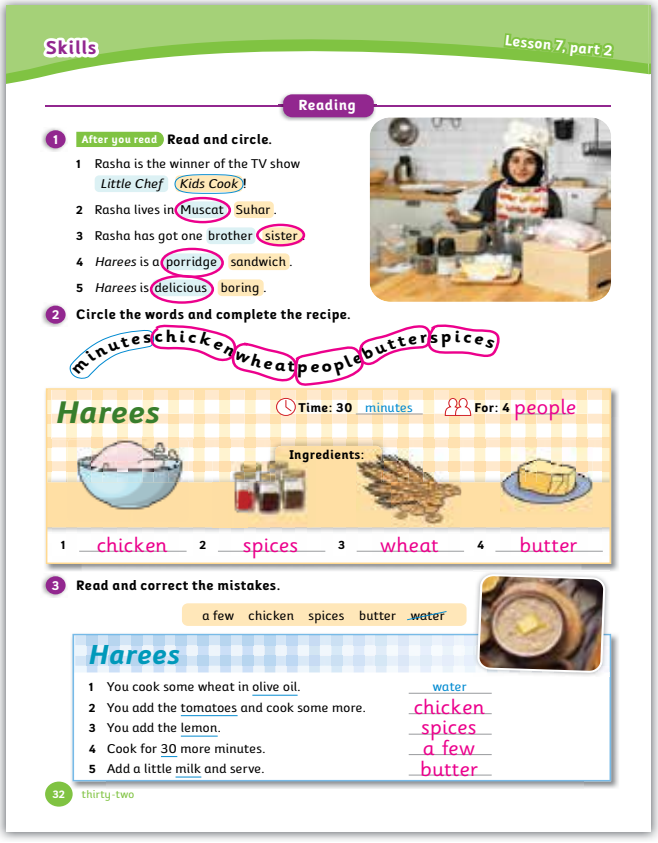
Starting the lesson (3 minutes)

- Ask pupils what they found interesting about Part 1 of the lesson. Have a class discussion on whether the lesson has inspired them to take up cooking as a hobby or not.

Presentation (7 minutes)

- Ask pupils to tell you what they can remember about the recipe. Have pupils say what the ingredients were in *harees* (chicken, wheat, butter, spices). They can quickly read the recipe again if necessary.
- Say true or false sentences about the recipe, e.g. *There aren't any spices in harees. (False). There's some butter. (True).* If the sentence is true, pupils do not do anything. If it's false, they clap. Ask pupils to say the correct sentences if it is false.
- Ask pupils to name some of the ingredients in their favourite recipes.

Activity Book


Skills
Lesson 7, part 2
Reading
1 After you read Read and circle.
1 Rasha is the winner of the TV show Little Chef / Kids Cook!
2 Rasha lives in Muscat / Suhar.
3 Rasha has got one brother / sister.
4 Harees is a porridge / sandwich.
5 Harees is delicious / boring.
2 Circle the words and complete the recipe.
minutes chicken wheat people butter spices
Harees
Time: 30 minutes
For: 4 people
Ingredients:
1 chicken 2 spices 3 wheat 4 butter
3 Read and correct the mistakes.
a few chicken spices butter water
Harees
1 You cook some wheat in olive oil. water
2 You add the tomatoes and cook some more. chicken
3 You add the lemon. spices
4 Cook for 30 more minutes. a few
5 Add a little milk and serve. butter
32 thirty-two

Reading

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

- Refer pupils to page 32 in the Activity Book.
- Ask pupils to read the sentences. Then give pupils one minute to complete the activity. They can refer back to the recipe in the Class Book to find the information.
- Pupils compare answers in pairs.
- Select a few pupils using the Lollipop stick technique (see page 14) to check answers.

2 Circle the words and complete the recipe. (5 minutes)

- Pupils complete the activity individually. They compare answers with a partner before class feedback.
- Ask a pupil what food they enjoy eating. Then ask the rest of the class to say some of the ingredients in that food. Continue with other pupils.

3 Read and correct the mistakes. (7 minutes)

- Pupils complete the activity individually. They can refer to the Class Book if necessary.
- Pupils read and compare their answers in pairs.
- Walk around the class monitoring pupils.
- Confirm the correct answers.

Extra activity Critical thinking

- Pupils work in small groups. Give out a sheet of paper to each group. Pupils work out the ingredients for a simple meal they can make after school. They draw the ingredients and the basic steps and present their ideas to the class. You can make a classroom display with their recipes.

Finishing the lesson (8 minutes)

- Choose a flashcard, or you can choose another type of food, without showing the class. Explain what some of the ingredients are, what it tastes like and whether or not it is healthy, e.g. *This has got milk and ice cream. We can add strawberries or chocolate. It's very sweet. It's not very healthy.* Pupils try and guess what it is (*milkshake*).
- Ask *Would you like to try making and eating harees? Why/Why not? Can you remember how to make it? Do you cook at home? What do you make?*

Extra activity Photocopiable 30

- Ask pupils to do photocopiable 30.

Skills

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to ask and answer questions about favourite recipes; to read and order a recipe; to plan and write a recipe
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Listening:** Can identify common objects from spoken descriptions, if spoken slowly and clearly (GSE 28).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- Unit 2 flashcards (food and drink; containers)
- Unit 2 poster: Food and drink
- photocopiable 34

Assessment for Learning (formative assessment)

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

Lesson 8, part 1

Starting the lesson (5 minutes)

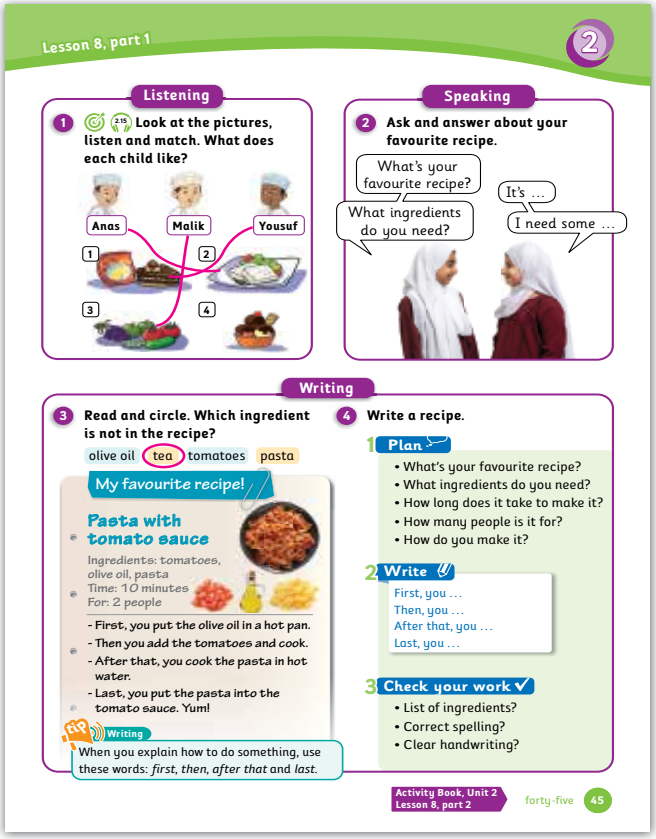
- Revise foods and containers using the Unit 2 flashcards or poster. Use the Lollipop stick technique (see page 14) to have a pupil say a word you point at. Prompt pupils to spell the words. Continue until all words have been covered by all pupils.

Presentation (2 minutes)

- Explain that in this lesson pupils will listen to children saying which food they like, ask and answer questions about their favourite recipes, read a recipe and then plan and write their own recipe.

Practice

Class Book



Listening

1 2.15 Look at the pictures, listen and match. What does each child like? (5 minutes)

- Refer pupils to page 45 and tell them to look at the children and food. Ask different pupils to predict which food they think each child likes.
- Play the audio.
- Pupils compare answers in pairs. Ask one pupil to confirm the answer.
- **Extension** Pupils listen again and note down the foods children like/don't like in their notebooks.

2.15

Narrator: It's Saturday morning. Amjed invites his friends for lunch today. What does each child like?

Boy: Dad, my friends Anas, Malik and Yousuf are coming for lunch today and there isn't any food in the house!

Man: Oh, yes, you're right. Let's do the shopping list and then we can go to the supermarket.

Boy: But it's so difficult because they all like different things.

Man: OK. What do they like?

Boy: Well, Anas loves cheese. But he doesn't like bread. So we can't even give him sandwiches.

Man: OK. What about Malik?

Boy: Well, Malik loves fruit and vegetables.

Man: That's great because we can give him a lot of healthy food.

Boy: Yes, and he doesn't like sweet things like ice cream.

Man: What about Yousuf?

Boy: Oh, Yousuf is really difficult! He loves crisps and cake. But he doesn't like fruit or vegetables. Can you think of any recipe?

Man: Oh! Making food for your friends isn't easy!

Speaking

2 Ask and answer about your favourite recipe. (10 minutes)

- Pupils work in pairs. When they have talked about a favourite recipe, ask one pupil in each pair to stand up and sit with another pupil from another pair. Pupils then repeat the activity.
- Ask different pupils to talk to the class about their favourite recipe.

Diversity

Support

- Have two pupils read out the example. As a class, brainstorm some recipes and useful ingredients for each recipe and write them on the board, e.g. *It's pizza. I need some tomatoes. I need some cheese and . . . .*

Challenge

- Pupils write their conversation in their notebooks using speech bubbles like the example in Activity 2.

Writing

3 Read and circle. Which ingredient is not in the recipe? (10 minutes)

- Ask pupils to look at the ingredients. Ask them to predict which of them is not in the recipe. Ask pupils to read the text quickly.
- Have pupils read again silently and complete the activity individually. Check the answers as a class.
- Check comprehension with questions. Ask *What is in the recipe? (Pasta, tomatoes, water, olive oil.); How many people is it for? (Two.); What do you do before you put the pasta into the tomato sauce? (You cook the pasta in hot water.)*
- Discuss the model text with pupils. Ask them what type of text it is (a recipe) and what recipes are (a set of instructions which tell you how to cook something).
- Have pupils read the Tip box. Ask them to circle examples of the words in the text. Explain that we use these words to show the order in which something is done.

4 Write a recipe. (5 minutes)

- Plan: Go through the bullet points as a class. Pupils then work individually to answer the questions. Elicit the answers and write them on the board.
- Write: Draw pupils' attention to the recipe. Ask pupils to notice how each sentence is expanded upon in the recipe. Pupils work individually, using the sentence stems in the box, to write full sentences about how to make their recipe. Walk around the class monitoring pupils. Then choose one pupil and elicit their sentences orally and write them on the board.
- Check your work: As a class, go over each bullet point and check that the writing on the board contains all the correct elements.

Finishing the lesson (3 minutes)

- Write the words *last*, *first*, *then* and *after that* on the board and ask pupils to put them in the correct order.
- Ask pupils if they think cooking is easy or difficult and if they enjoy cooking.

Lesson 8, part 2

Starting the lesson (5 minutes)

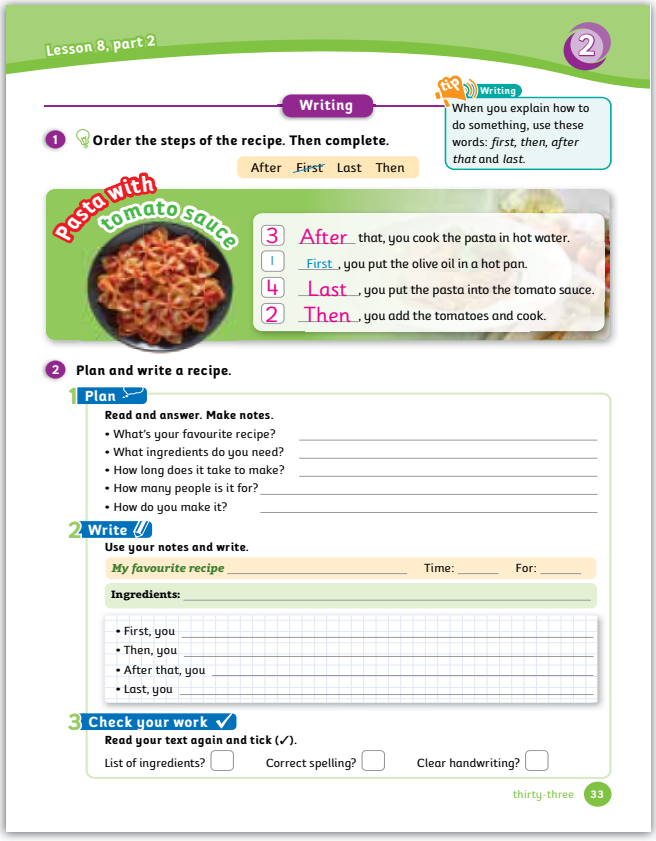
- Ask pupils to say which words they found difficult to learn in the last lesson and what methods they use to learn them.

Presentation (2 minutes)

- Explain that in this lesson pupils will order the steps of a recipe and then plan and write a recipe.
- Use the Think-pair-share technique (see page 15) to discuss the writing plan for a recipe from the Class Book in the last lesson.

Practice

Activity Book


Lesson 8, part 2

2

Writing

Writing

When you explain how to do something, use these words: *first, then, after that* and *last*.

1 Order the steps of the recipe. Then complete.

After ~~First~~ Last Then

Pasta with tomato sauce

3 After that, you cook the pasta in hot water.
1 First, you put the olive oil in a hot pan.
4 Last, you put the pasta into the tomato sauce.
2 Then, you add the tomatoes and cook.

2 Plan and write a recipe.

1 Plan

Read and answer. Make notes.

- What's your favourite recipe?
- What ingredients do you need?
- How long does it take to make?
- How many people is it for?
- How do you make it?

2 Write

Use your notes and write.

My favourite recipe Time: For:

Ingredients:

- First, you
- Then, you
- After that, you
- Last, you

3 Check your work

Read your text again and tick (✓).

List of ingredients? Correct spelling? Clear handwriting?

thirty-three 33

Writing

1 Order the steps of the recipe. Then complete. (5 minutes)

- Refer pupils to page 33 of the Activity Book. Remind pupils of what they learnt about the words we use to explain the order of how to do something.
- Check pupils understand the task using the Traffic light cards technique (see page 15). Pupils work individually and then compare answers in pairs.

2 Plan and write a recipe. (25 minutes)

- Pupils answer the questions in order to plan for their own writing. Walk around the class monitoring pupils as they take notes and offer help and support.
- Refer pupils to the Writing Tip before completing the activity.
- Pupils work individually to expand the sentence stems into full sentences. Walk around the class monitoring pupils, offering help and support.
- When they have finished, ask pupils to check their writing by ticking the boxes to show they have done each of these things.
- Using the Two stars and a wish technique (see page 15), pupils read and check each other's work, taking into account the Writing Tip.
- Encourage pupils to read out their completed work to their classmates.

Extra activity Critical thinking

- Ask *Is your recipe healthy? Is it good for you? Why/Why not? Can you make a healthier option?* Pupils think about the answers and tell a partner or the class. Encourage a class discussion on the benefits of cooking at home and the possible problems of ready/pre-prepared meals or takeaway meals.

Finishing the lesson (3 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils about what they have learnt today. Ask if they plan to make their recipes at home.

Extra activity Photocopiable 34

- Ask pupils to do photocopiable 34.

Phonics

Lesson 9

Objectives

- **Lesson objectives:** to learn a new spelling for the vowel digraph *ow*; to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky word: *any*; to adopt strategies to recognise and read tricky words in sentences
- **Target words:** ow /əʊ/: *snow*, *blow*, *grow*, *slow*, *bow*
- **Tricky word:** *any*

Global Scale of English (GSE)

- **Listening:** Can identify key information from short audio recordings, if spoken slowly and clearly (GSE 31).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- optional teacher-made flashcards for the vowel digraph /əʊ/, with *ow*, *oa*, and *o_e* spellings
- optional teacher-made flashcards for tricky word: *any*

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

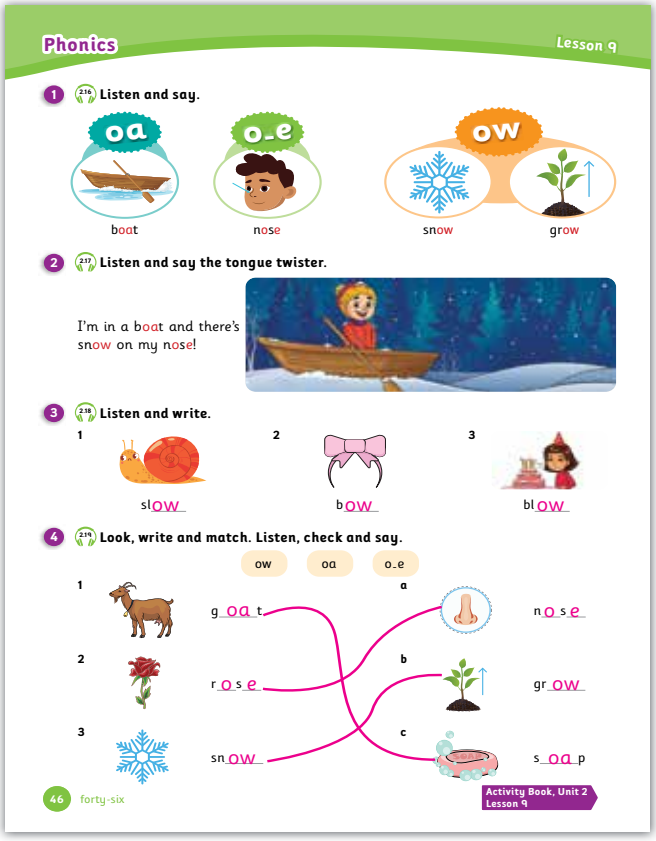
Peer learning: groupwork; pairwork

Starting the lesson (5 minutes)

- Review the sound /əʊ/ from Grade 2. Write the different spellings of the digraph on the board (*oa*, *o_e*). Point to the letters at random and ask pupils to say the sound. Ask *Are they the same or different?* (The same.)
- Ask pupils if they can remember any words that contain the /əʊ/ sound. You can invite them up to draw a picture or do a mime to represent the word.
- Write *oa* and *o_e* on the board. Say words with each spelling, for example *goat*, *rose*. Encourage pupils to point to the correct set of letters each time. If they find this difficult, write the words on the board and ask volunteers to come up and draw a line to the correct set of letters.
- Then write any words from the previous activity which aren't already on the board, and invite pupils to identify the letters in each word that make the /əʊ/ sound. They can come up and circle the letters, or tell you which letters to choose.
- If pupils find it difficult to remember the different spellings for this digraph, you may wish to use flashcards and games to revise this further.

Presentation

Class Book



1 2.16 **Listen and say.** (5 minutes)

- Look at Activity 1 on page 46 with the class. Focus on the pictures and talk about what the pupils can see. Explain that they might recognise some of these words from earlier levels. Revise the words *boat* and *nose* and check understanding. Ask pupils to say what is the same and what is different about them. (They have the same sound but a different spelling.)
- Tell pupils that in this lesson they will learn a new way to spell the sound /əʊ/. Point to the digraphs on the page and recap the sound.
- Play the audio. Help pupils to match each sound and word in the audio to a grapheme or picture and to point to the correct object as they hear each word.
- Model the words, emphasising the /əʊ/ sound each time and ensure this is clear. Encourage pupils to repeat the words, then point to each picture in turn and have them say the words independently.
- Display teacher-made flashcards or the whiteboard to show the three spellings of the /əʊ/ sound again.
- Say the words again in a different sequence and ask pupils to point to the correct spelling each time.

- Write the gapped form of the words on the board: *sn_ _, gr_ _, b_ _ t, n_ s_*. Elicit the missing letters as a class to check understanding.

2.16

oa	boat
o_e	nose
ow	snow, grow

Practice

2 2.17 **Listen and say the tongue twister.** (5 minutes)

- Write the digraphs *ow*, *oa* and *o_e* on the board. Look at the picture in Activity 2 with the class and see if pupils can identify any of the items in the picture that contain these spellings.
- Explain that pupils will hear a tongue twister and that they should point to the items in the picture as they listen. Play the audio.
- Play the audio again and ask the pupils to follow the words in the tongue twister as they listen.
- Play the audio a third time and ask pupils to join in with the tongue twister.
- Check understanding by using your flashcards or the whiteboard to show the three different spellings and asking pupils to say the corresponding word from the tongue twister.
- Repeat the tongue twister as a class until pupils are confident with the language and pronunciation.

2.17

I'm in a boat and there's snow on my nose!

3 2.18 **Listen and write.** (5 minutes)

- Explain that pupils will now learn some more words with the new *ow* spelling for the /əʊ/ sound.
- Play the audio. Tell pupils to listen and point to each picture in turn.
- Play the audio a second time, pausing after each item for pupils to repeat. Check understanding of each word using mimes or gestures to demonstrate meaning.
- Play the audio a third time and pause for pupils to complete the *ow* ending.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the gapped words on the board and inviting pupils to come up and complete the words.

2.18

1 slow
2 bow
3 blow

4 2.19 **Look, write and match. Listen, check and say.** (5 minutes)

- Focus on Activity 4. Point to each of the graphemes in turn for pupils to say, and ensure they are saying the same sound each time. Look at each of the pictures and show that there is a gapped word beside each one. Some of these words (*goat, rose, soap*) are revised from earlier grades, so elicit or model the words and check understanding.
- Ask pupils to choose the correct grapheme from the boxes to complete the word. If they aren't sure, point to each one again in turn and ask for a show of hands for each option. Confirm the answer *oa*.
- Now point out that the items are in two columns, with a matching spelling on each side. Focus on the first item *goat*. Ask pupils to look and find the word with the same spelling in items a–c. Confirm the answer *soap*, and have pupils draw a line to match.
- Repeat with items 2 and 3, or let pupils work individually.
- Play the audio to listen, check their answers and say the words.

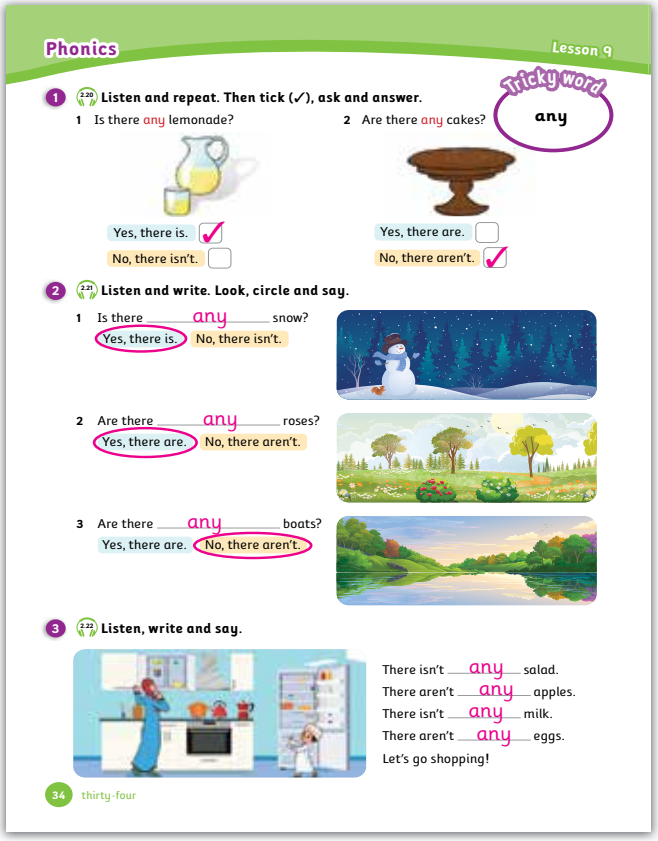
2.19

1 goat, soap
2 rose, nose
3 snow, grow

Extra activity **TPR**

- Write *ow*, *oa* and *o_e* on the board. Ask pupils to give you a list of words with each spelling.
- Write *ow*, *oa* and *o_e* in large letters on four separate pieces of paper, and stick these up in different parts of the classroom.
- Say a word with one of the spellings, e.g. *snow*. Pupils move to stand under the correct piece of paper, or point to it. Check they are correct, then repeat with more words to practise all of the spellings.

Activity Book


Phonics Lesson 9

1 2.20 Listen and repeat. Then tick (✓), ask and answer.

Tricky word: any

1 Is there any lemonade?
Yes, there is. ✓
No, there isn't.

2 Are there any cakes?
Yes, there are.
No, there aren't. ✓

2 2.21 Listen and write. Look, circle and say.

1 Is there any snow?
Yes, there is. No, there isn't.

2 Are there any roses?
Yes, there are. No, there aren't.

3 Are there any boats?
Yes, there are. No, there aren't.

3 2.22 Listen, write and say.

There isn't any salad.
There aren't any apples.
There isn't any milk.
There aren't any eggs.
Let's go shopping!

34 thirty-four

1 2.20 Listen and repeat. Then tick (✔), ask and answer. (3 minutes)

- Start by revising the tricky words that pupils covered in Unit 1 (*bye, my*). You can make flashcards of each word to elicit the form orally as a class. Then write sentences containing each word and invite volunteers to read them out. Pupils can mime saying *Hello!* and *Bye!* in pairs.
- Look at page 34 with the class. Focus on the word at the top of the page and explain that pupils will learn a new tricky word. Read it out and ask pupils if the letter 'a' makes a sound they would expect to hear (no – it has */e/* rather than */a/*). Remind pupils that they need to memorise the sound and spelling of this word.
- Look at Activity 1 and see if pupils can identify any of the items in the pictures. Then ask pupils if they can recognise or read any of the words in the questions or answers. You can recap tricky words from earlier grades, *there*, *are* and *no*. Model these words for pupils to repeat.
- Play the audio for pupils to listen and follow. Point to the red word each time and model the pronunciation again for pupils to repeat.
- Ask pupils to listen again and look at the pictures more closely to see why each answer is given. Confirm that there is lemonade, but there aren't any cakes. Pupils tick the correct answer for each picture.
- Play the audio again, then put pupils in pairs to practise each question and the correct answer. Remind them to swap roles so they both have a turn at saying the tricky word.
- If time allows, ask one or two pairs to perform their dialogues for the class.

2.20

1 Boy 1: Is there any lemonade?
Boy 2: Yes, there is.

2 Girl 1: Are there any cakes?
Girl 2: No, there aren't.

2 2.21 Listen and write. Look, circle and say. (5 minutes)

- Focus on item 1 in Activity 2. Allow time for pupils to look at the picture and discuss what they can see.
- Then focus on the gapped question and the two answer options. Check pupils understand what they have to do, then play the audio for the question in item 1, pausing before the answer is given.
- Pupils listen and complete the question. If necessary, remind them that they can use the word at the top of the page for support in spelling.
- Ask pupils to look carefully at the picture again and see if they can predict the correct answer. Then play the audio to confirm the answer (*Yes, there is.*). Allow time for pupils to circle this answer.
- Repeat this process for the second and third items, or let pupils work individually to choose and circle the correct word each time.
- Check answers, then play the audio again for pupils to listen and repeat.
- Finally, let pupils practise asking and answering the questions in pairs. Remind them to swap roles.

2.21

1 Boy 1: Is there any snow?
Boy 2: Yes, there is.

2 Girl 1: Are there any roses?
Girl 2: Yes, there are.

3 Girl 3: Are there any boats?
Girl 4: No, there aren't.

3 2.22 **Listen, write and say.** (4 minutes)

- Look at Activity 3 with the class. First, look at the picture. Discuss with pupils what they can see and what they think is happening. You can ask prompt questions such as *Can you see any salad? Can you see any apples? (No.)*
- Play the audio all the way through for pupils to listen. Then ask pupils to complete the sentences, either using the audio for support and pausing as necessary, or letting the pupils work independently.
- Check answers by eliciting the correct sentences from the class, then play the audio all the way through for pupils to listen again.
- You can ask pupils to take turns reading out the complete text.

2.22

Boy: There isn't any salad. There aren't any apples. There isn't any milk. There aren't any eggs. Let's go shopping!

Finishing the lesson (3 minutes)

- Invite pupils to draw and label a further picture, similar to the one in Activity 3, e.g. an empty plate with 'There aren't any cakes.' They can write a caption under it and finish with *Let's go shopping!* Remind them to look back through the unit for different food types.

Review

Lesson 10, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39).
- **Writing:** Can write some familiar words (GSE 20). Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- word cards (containers)
- sheets of paper, enough for each pair of pupils
- photocopiable 38
- notebooks

Assessment for Learning (formative assessment)

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

Lesson 10, part 1

Starting the lesson (5 minutes)

- Use the Key question technique (see page 14) to ask pupils about learning vocabulary: *Why is it important to revise the language we study?*

Presentation (5 minutes)

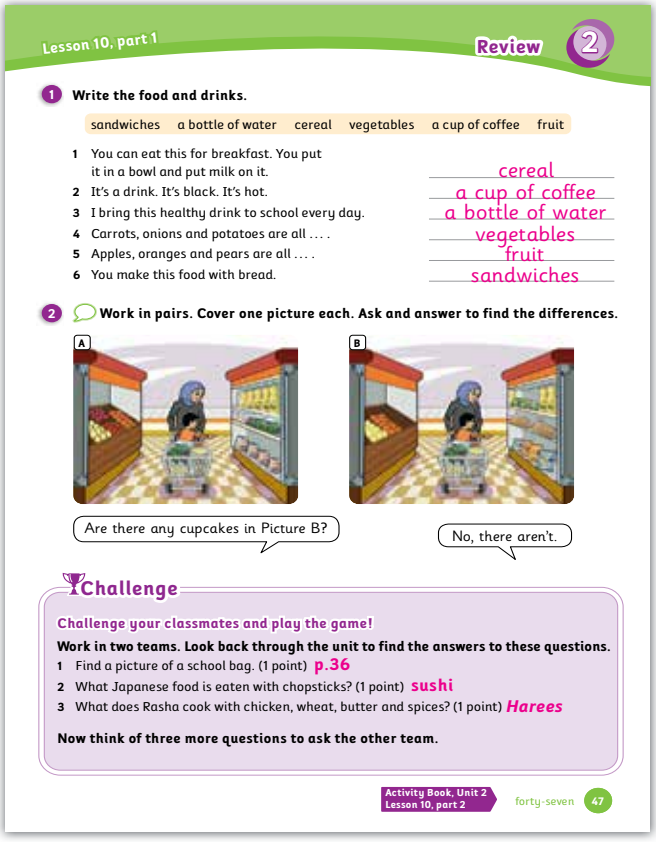
- Explain that in this lesson pupils will do revision of the unit vocabulary and then play a game.
- Revise the food vocabulary by writing the words on the board with the vowels missing:
  _ b_g _f _ppl_s, _ b_ttl_ _f w_t_r, _ b_wl _f s_ _p, etc.
- Ask different pupils to write the answers on the board.

Extra activity **TPR**

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

Practice

Class Book


Lesson 10, part 1 Review 2

1 Write the food and drinks.

sandwiches | a bottle of water | cereal | vegetables | a cup of coffee | fruit

1 You can eat this for breakfast. You put it in a bowl and put milk on it. — cereal
2 It's a drink. It's black. It's hot. — a cup of coffee
3 I bring this healthy drink to school every day. — a bottle of water
4 Carrots, onions and potatoes are all . . . . — vegetables
5 Apples, oranges and pears are all . . . . — fruit
6 You make this food with bread. — sandwiches

2 Work in pairs. Cover one picture each. Ask and answer to find the differences.

A B

Are there any cupcakes in Picture B?

No, there aren't.

Challenge

Challenge your classmates and play the game!

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

1 Find a picture of a school bag. (1 point) p.36
2 What Japanese food is eaten with chopsticks? (1 point) sushi
3 What does Rasha cook with chicken, wheat, butter and spices? (1 point) Harees

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

Activity Book, Unit 2 Lesson 10, part 2 forty-seven 47

1 Write the food and drinks. (5 minutes)

- Refer pupils to page 47 and have them complete the activity individually.
- After pupils have completed the activity, using the Lollipop stick technique (see page 14), pupils share their answers with the class.

2 Work in pairs. Cover one picture each. Ask and answer to find the differences. (10 minutes)

- Teach *supermarket trolley* by miming, drawing or explaining with the picture in the book.
- Pupils work in different pairs to complete the activity. Check answers as a class.

Diversity

Support

- Pupils can write some ideas in note form before speaking.

Challenge

- Have pupils write complete sentences in their notebooks, using the suggested model: *In picture A there is/are . . . but in picture B there isn't/aren't . . . .*

Review

Extra activity **Critical thinking**

- Give each pair a sheet of paper. They choose three words from anywhere in the unit and write a sentence that contains each word with a gap. Pupils write the missing words in a word choice box. Pupils swap with another pair and complete.

Challenge (10 minutes)

Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four.
- Give pupils two minutes to think of three extra questions.
- Monitor the game or groups and award points.

Finishing the lesson (5 minutes)

- Ask pupils to share with the class different methods they use to learn vocabulary and grammar.

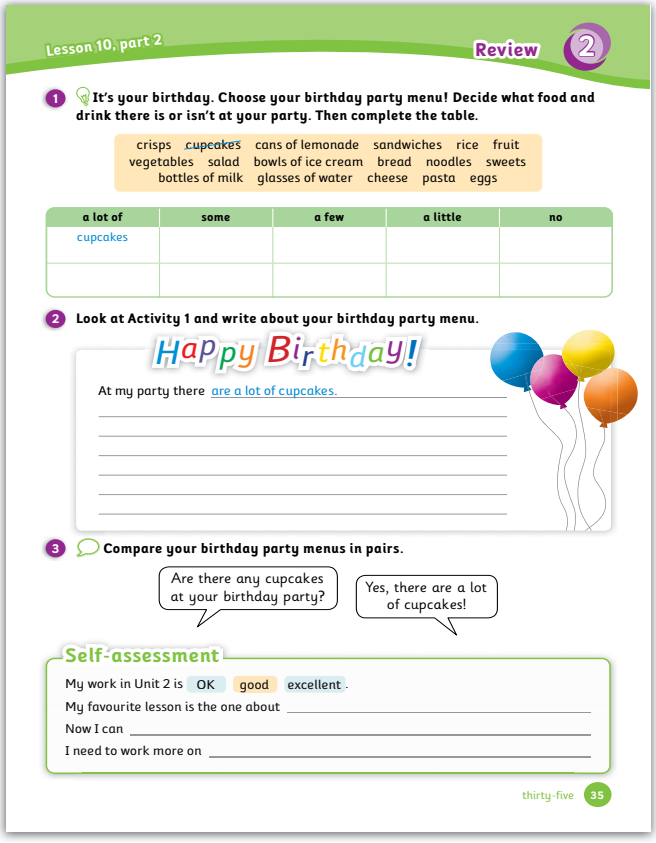
Lesson 10, part 2

Starting the lesson (2 minutes)

- Ask the pupils to say what they enjoy most about Review lessons and how these lessons help them.

Practice

Activity Book


Lesson 10, part 2 Review 2

1 It's your birthday. Choose your birthday party menu! Decide what food and drink there is or isn't at your party. Then complete the table.

crisps cupcakes cans of lemonade sandwiches rice fruit vegetables salad bowls of ice cream bread noodles sweets bottles of milk glasses of water cheese pasta eggs

a lot of	some	a few	a little	no
cupcakes				

2 Look at Activity 1 and write about your birthday party menu.

Happy Birthday!

At my party there are a lot of cupcakes.

3 Compare your birthday party menus in pairs.

Are there any cupcakes at your birthday party?

Yes, there are a lot of cupcakes!

Self-assessment

My work in Unit 2 is OK good excellent.
My favourite lesson is the one about _____
Now I can _____
I need to work more on _____

thirty-five 35

1 It's your birthday. Choose your birthday party menu! Decide what food and drink there is or isn't at your party. Then complete the table. (3 minutes)

- Pupils do the activity individually and check in groups.

2 Look at Activity 1 and write about your birthday party menu. (3 minutes)

- Ask pupils what food they think they would like to eat at their birthday party. Pupils then work individually to complete the activity.

3 Compare your birthday party menus in pairs. (2 minutes)

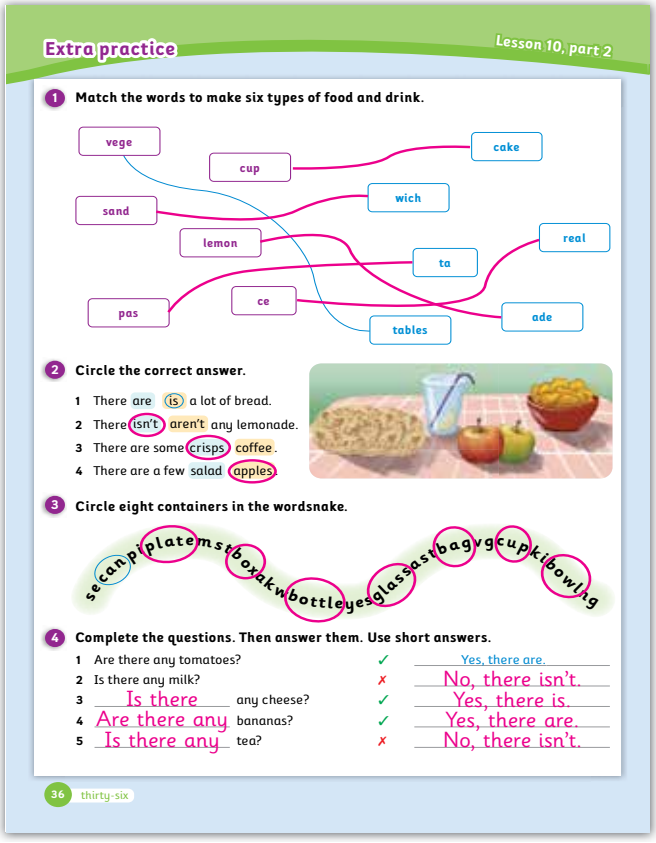
- Ask a pair to stand up, facing each other, to demonstrate how the activity works.
- Pupils perform the activity in pairs.

Self-assessment (2 minutes)

- Pupils do the activity individually.

Extra practice

Activity Book


Extra practice Lesson 10, part 2

1 Match the words to make six types of food and drink.

vege + tables, cup + cake, sand + wich, lemon + ade, ta + ce, pas + real

2 Circle the correct answer.

1 There are (is) a lot of bread.
2 There (isn't) aren't any lemonade.
3 There are some (crisps) coffee.
4 There are a few salad (apples).

3 Circle eight containers in the wordsnake.

secanpiplatemstboxakwbottleyesglassastbagvgcupkibowlig

4 Complete the questions. Then answer them. Use short answers.

1 Are there any tomatoes? ✓ Yes, there are.
2 Is there any milk? ✗ No, there isn't.
3 Is there any cheese? ✓ Yes, there is.
4 Are there any bananas? ✓ Yes, there are.
5 Is there any tea? ✗ No, there isn't.

36 thirty-six

1 Match the words to make six types of food and drink. (3 minutes)
- Ask pupils what words they think they will match in the activity.
- Pupils work in pairs to complete the activity.
- Check answers as a class.

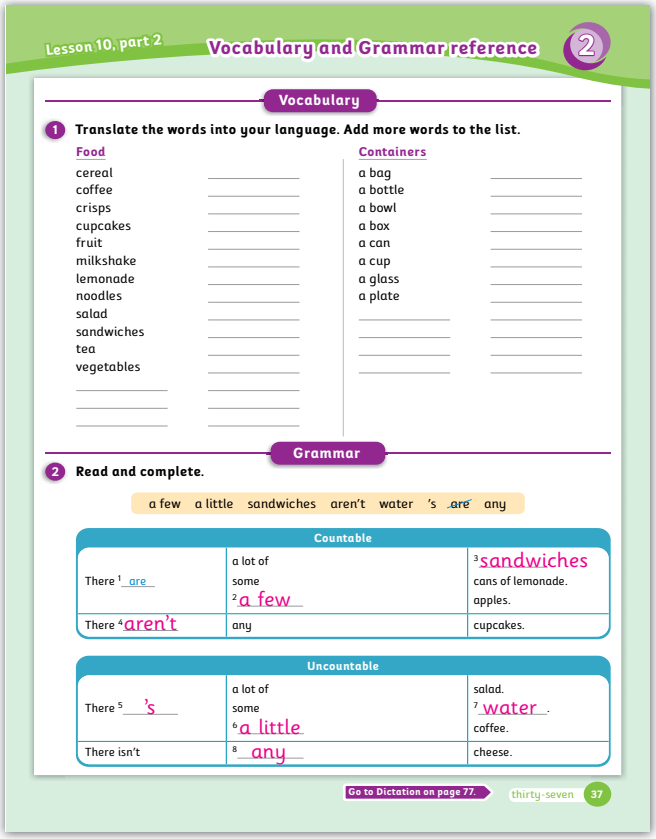
2 Circle the correct answer. (3 minutes)
- Quickly review usage of *some*, *any*, *a few*, *a lot of*.
- Pupils complete the activity in pairs.
- Check answers as a class.
- Ask pupils to make more sentences using *some*, *any*, *a lot of*, *a few*.

3 Circle eight containers in the wordsnake. (3 minutes)
- Pupils work indiviually and then check answers with their partners.

4 Complete the questions. Then answer them. Use short answers. (4 minutes)
- Pupils work individually and check in pairs.
- Ask pairs to share their answers with the class.

Vocabulary and Grammar reference

Activity Book



Lesson 10, part 2 — Vocabulary and Grammar reference 2

Vocabulary

1 Translate the words into your language. Add more words to the list.

Food		Containers	
cereal		a bag	
coffee		a bottle	
crisps		a bowl	
cupcakes		a box	
fruit		a can	
milkshake		a cup	
lemonade		a glass	
noodles		a plate	
salad			
sandwiches			
tea			
vegetables			

Grammar

2 Read and complete.

a few a little sandwiches aren't water 's ~~are~~ any

Countable		
There [1] are	a lot of some [2] a few	[3] sandwiches cans of lemonade. apples.
There [4] aren't	any	cupcakes.

Uncountable		
There [5] 's	a lot of some [6] a little	salad. [7] water . coffee.
There isn't	[8] any	cheese.

Go to Dictation on page 77. thirty-seven 37

Vocabulary

1 Translate the words into your language. Add more words to the list. (5 minutes)
- Ask for feedback and write pupils' ideas on the board.

Grammar

2 Read and complete. (3 minutes)
- Go through each section as a class and write the answers on the board for pupils to copy.
- Explain anything pupils might not have understood.

Dictation (5 minutes)
- Have pupils turn to page 77 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check the answers as a class.

2.23

1 There is a lot of salad and a little lemonade.
2 First, you put the olive oil in a hot pan.
3 Can I have four apples and some grapes, please?

Finishing the lesson (2 minutes)
- Ask pupils to complete the progress path for the unit.



Extra activity Photocopiable 38
- Ask pupils to do photocopiable 38.

Get ready for ...

Lesson 11

Objectives

- **Lesson objectives:** to practise for the A1 Movers Reading and Writing Part 2, Speaking Part 3 and Listening Part 1
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 32).
- **Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39).

Materials

- sheets of 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 14); Hands up/down technique (see page 15)
- Peer learning: pairwork; Expert envoy technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson (5 minutes)

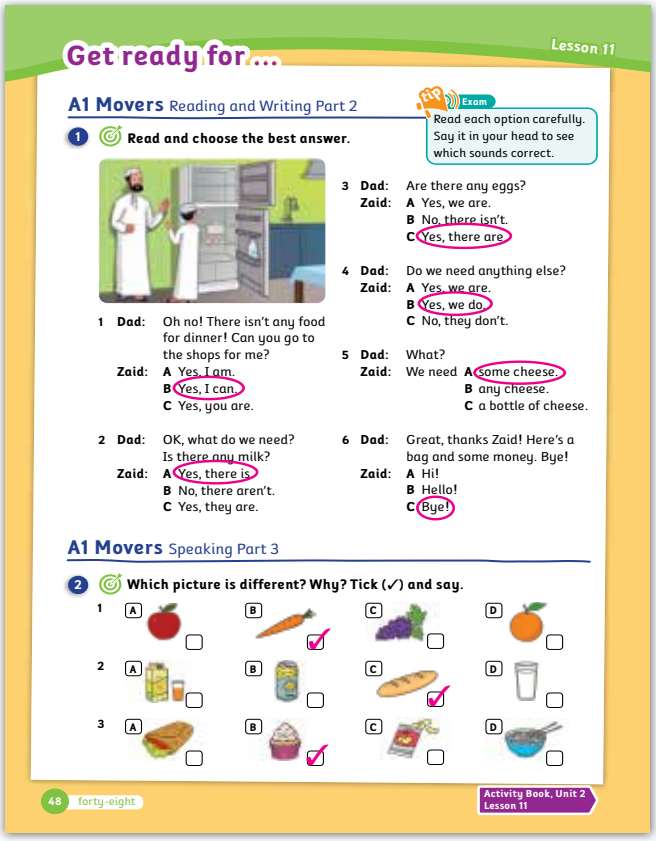
- Ask pupils how they feel when taking tests and what they do to relax and feel better.

Presentation (2 minutes)

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

Practice

Class Book


Get ready for ... Lesson 11

A1 Movers Reading and Writing Part 2

Exam: Read each option carefully. Say it in your head to see which sounds correct.

1 Read and choose the best answer.

1 Dad: Oh no! There isn't any food for dinner! Can you go to the shops for me?
Zaid: A Yes, I am. B Yes, I can. C Yes, you are.

2 Dad: OK, what do we need? Is there any milk?
Zaid: A Yes, there is. B No, there aren't. C Yes, they are.

3 Dad: Are there any eggs?
Zaid: A Yes, we are. B No, there isn't. C Yes, there are.

4 Dad: Do we need anything else?
Zaid: A Yes, we are. B Yes, we do. C No, they don't.

5 Dad: What?
Zaid: We need A some cheese. B any cheese. C a bottle of cheese.

6 Dad: Great, thanks Zaid! Here's a bag and some money. Bye!
Zaid: A Hi! B Hello! C Bye!

A1 Movers Speaking Part 3

2 Which picture is different? Why? Tick (✓) and say.

1 A B ✓ C D
2 A B C ✓ D
3 A B ✓ C D

48 forty-eight

Activity Book, Unit 2 Lesson 11

1 Read and choose the best answer. (10 minutes)

- Tell pupils that they will practise the A1 Movers Reading and Writing Part 2 test.
- Tell pupils that this is a practice test and they shouldn't be nervous about completing it. Have pupils focus on the Exam tip box and read it aloud. Explain that pupils should read each option carefully, saying them in their heads to see which one sounds correct. Ask *Why is it important to read the options carefully?*
- Elicit what pupils can see in the picture (*a boy and his dad*).
- Pupils complete the activity individually and use the Hands up/down technique (see page 15) to express how they feel.
- Have pupils read the dialogues aloud in pairs to check the answers. Discuss any problems and elicit corrections for the mistakes pupils might have made.

2 Which picture is different? Why? Tick (✓) and say. (10 minutes)

- Tell pupils that they will practise the A1 Movers Speaking Part 3 test.
- Pupils look at the pictures. Ask *What's this? Is it a fruit or a vegetable? Do you eat it or drink it?*

- Place pupils in pairs. Pupils look at the items. They decide which one is the odd one out in each row and say why.
- When pupils have finished, check answers around the class.

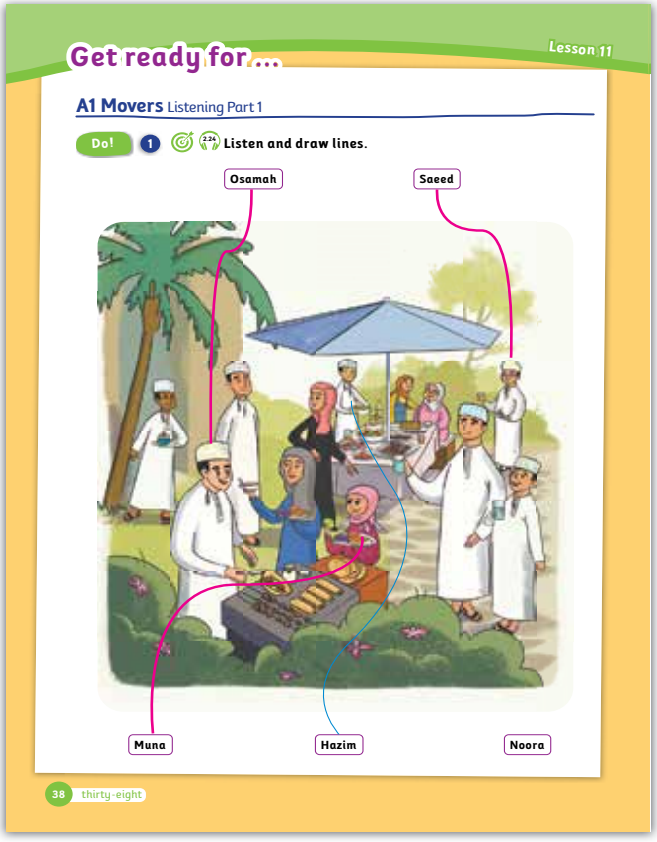
Answer key 1 B The carrot is different because it's a vegetable, not a fruit. 2 C The bread is different because you eat it, you don't drink it. 3 B The cupcake is different because it's sweet, not savoury.

Diversity

Challenge

- Ask pupils to make their own odd-one-out game about food and drink. They create two odd-one-out rows, similar to Activity 2, drawing pictures of items. Then they swap with a partner and decide which one is different.

Activity Book



1 Do! 2.24 Listen and draw lines. (8 minutes)

- Tell pupils that this is the A1 Movers Listening Part 1 test.
- Tell pupils to look at the picture to try to predict the vocabulary.
- Play the audio.
- Check answers using the Lollipop stick technique (see page 14). Point out that there is no answer for Noora. The name is here as a distractor.

2.24

1 Boy: Look, Uncle Ahmed. My friends are here for my birthday.
Man: Oh, yes. That's fantastic. Who's the boy with the bowl of crisps?
Boy: That's Hazim. He's my best friend.
Man: OK.

2 Man: The girl with the bowl of fruit. Is that Noora?
Boy: Which girl? I can't see her.
Man: She's got an apple in one hand.
Boy: Oh, I can see her now. No, that's my sister Muna.
Man: Oh, OK.

3 Man: I know that boy. There's a cupcake on his plate.
Boy: Do you mean the boy with the glass of orange juice?
Man: Yes. His name is Saeed, isn't it?
Boy: Yes, Uncle Ahmed. I play football with Saeed every Saturday.
Man: Yes, I remember.

4 Man: Look at that man! He's got lots of sandwiches.
Boy: Where?
Man: He's at the table, next to the pink flowers.
Boy: Oh yes, that's Hazim's father, Osamah. He likes making food. There are a lot of sandwiches for everybody.
Man: Great. I love sandwiches!

Extra activity Collaborative work

- Divide the class into groups to discuss what they liked about the unit. Write a list of things on the board to help them: opening picture, vocabulary activities, story, listening activities, culture page, English in action, phonics, review page. Pupils write down what they liked best on a piece of paper and, using the Expert envoy technique (see page 15), the envoy reports back to the class.

Finishing the lesson (5 minutes)

- Ask *How did you get on in Unit 2? What did you like best? Which words were the most difficult to remember? Did you understand the grammar?*
- Use the Thought-provoking questions technique (see page 15) to ask how successful pupils' learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.

Shared reading Unit 2

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

Unit 2 practice

- Pupils now complete the Unit 2 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

Optional lesson

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can order food and drink, using simple language (GSE 34).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 38).
- **Writing:** Can write some familiar words (GSE 20). Can write simple sentences about familiar things, given prompts as a model (GSE 32).

Materials

- Unit 2 flashcards (food and drink; food containers)
- number spinner and colour tokens for the game

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 2 flashcards as prompts.
- Using the Lollipop stick technique (see page 14), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Using the Key question technique (see page 14), ask pupils if they liked the last game they played in the Optional lesson.
- Explain that in this lesson, pupils will play another game. Ask pupils to look at the game in the Class Book. Ask pupils what they think will happen in the game.
- Ask pupils if it is important to follow rules when you play a game (yes) and remind them that they should take turns and share objects when they are playing.

Practice

Class Book



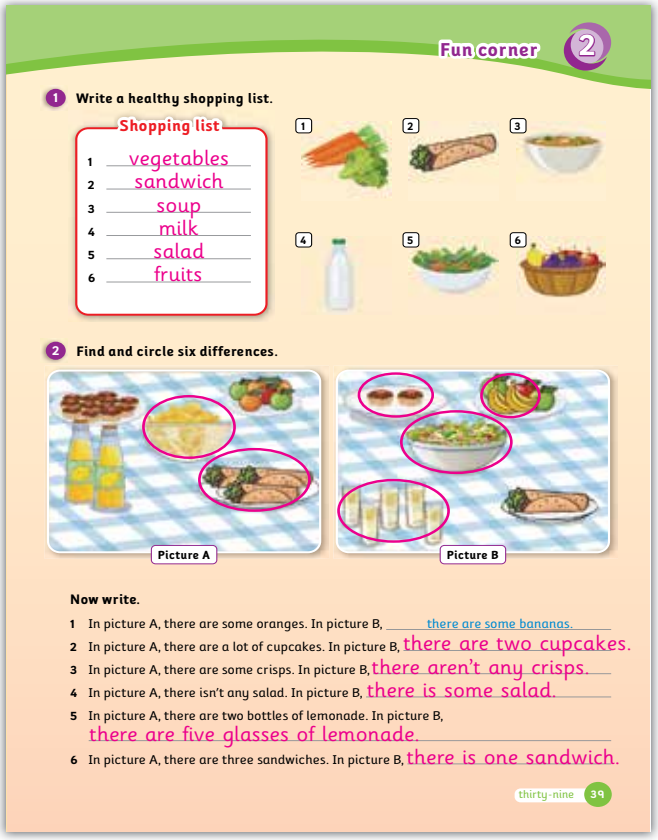
1 Write, play and say. (15 minutes)

- Put pupils into pairs or groups of between two and five pupils. Each pair or group will need a spinner and colour tokens.
- Explain the game to pupils. First, all the players look at the items of food in the pictures. Then they make a list of only six of these items that they would want to buy at the shops.
- They take it in turns to spin the spinner. They then move forward to the number on the spinner. For example, if they spin one, they move onto square one. If they then spin four, they move onto square five, and so on.
- The idea of the game is to land on all the items on their shopping list. When they land on one of the items on their list, they can ask *Can I have* (*the salad*), *please?* and tick this off on their list.
- The first pupil to get all six of the items on their list can then keep spinning until they get to the checkout. The first pupil to the checkout is the winner.
- Pupils who do not have all six items must keep moving around the board until they do.
- Walk around the class monitoring pupils and help with any queries.

Extra activity TPR

- Explain that you will ask for an item of food or drink, but some of them will not be in the pictures in the game.
- When pupils hear an item that is not in the pictures, they have to clap their hands and say *NO!*

Activity Book



Fun corner 2

1 Write a healthy shopping list.

Shopping list
1 vegetables
2 sandwich
3 soup
4 milk
5 salad
6 fruits

2 Find and circle six differences.

Picture A

Picture B

Now write.
1 In picture A, there are some oranges. In picture B, there are some bananas.
2 In picture A, there are a lot of cupcakes. In picture B, there are two cupcakes.
3 In picture A, there are some crisps. In picture B, there aren't any crisps.
4 In picture A, there isn't any salad. In picture B, there is some salad.
5 In picture A, there are two bottles of lemonade. In picture B, there are five glasses of lemonade.
6 In picture A, there are three sandwiches. In picture B, there is one sandwich.

thirty-nine 39

1 Write a healthy shopping list. (5 minutes)

- Explain the task. Pupils use the items in the pictures to write a healthy shopping list.
- Pupils complete the activity in pairs.
- Check their answers as a class.

Extra activity Fast finishers

- Ask pupils to write additional items that they can add to their healthy shopping list.
- Alternatively, ask pupils to list items that are not healthy!

2 Find and circle six differences. (5 minutes)

- Explain that the two pictures are similar, but not the same. They need to find and circle the differences between them.
- Pupils complete the activity in pairs.
- Check that all pupils have found the differences.

Now write. (5 minutes)

- Pupils now complete the sentences that show the six differences.
- Check their answers as a class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask what pupils have learnt today. Ask *Did you enjoy the lesson? Which task did you enjoy the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 2
- **Target language:** *There are a lot of cupcakes. But there aren't any people at the shop. Can I have a milkshake, please? Sure. Anything else? There's a book of recipes. Let's make Grandad's special soup for dinner! Are there any noodles? Yes, there are. There's a box of noodles, a bag of rice, a bottle of lemonade and some apples. First, put the noodles in a pan. Then, add a little water and cook the noodles.*
- **Phonics:** *ow, oa, o_e.*
- **Vocabulary:** *add, boil, bowl, delicious, empty, milkshake, popular, tell, tidy up, try, wow*

Global Scale of English (GSE)

- **Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33). Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly (GSE 37).
- **Speaking:** Can answer simple questions about familiar topics, if delivered slowly and clearly (GSE 29). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Reading:** Can follow simple dialogues in short illustrated stories, if they can follow while listening (GSE 26). Can follow simple recipes, if supported by pictures (GSE 38). Can understand a simple written dialogue on a familiar topic (GSE 32).

Learning outcomes

- **Listening:** Listen and identify familiar words and set phrases in short, simple texts on familiar topics; Identify core vocabulary
- **Speaking:** Ask and answer questions on familiar topics; Participate in short, simple interactions on familiar topics; Act out part of a picture story, short dialogue or role play
- **Reading:** Read frequently encountered words with ease; Answer factual questions about reading material; Read and identify familiar words, set phrases and key information in short, simple factual texts on familiar topics from the headings and illustrations
- **Cognitive skills:** Ask and answer simple questions; Participate in activities that involve taking on the role of familiar people; Participate in drama-based activities which allow for personal interpretation

Materials

- Unit 2 flashcards and poster
- The Big Book Unit 2
- photocopiables R3 and R4

Assessment for Learning (formative assessment)

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

Lesson 1, option A

Starting the lesson (5 minutes)

- Review the phonics from Unit 2. Write *ow*, *oa*, *o-e* on the board. Ask pupils to say the sounds and then any words they can say with these sounds.
- Explain that the next story is about a new shop that sells food. Brainstorm all the names of food that pupils know and write these on the board.
- Ask pupils what their favourite treat is that they can buy from the shops.

Presentation (5 minutes)

- Look at page 50 with the class. Ask pupils what they can see. Read the story title *The New Shop* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 2 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for some of the key words in the story: *wow* (expressing surprise), *milkshake, try something, tell someone something, popular, delicious*. Check that pupils understand them. Present the new word *empty*. Show them a water bottle or glass with or without water. Ask pupils which one is empty.

During reading (15 minutes)

Class Book

Graded reader 1

The New Shop

There is a new shop in Hamzah's town. There is a lot of sweet food in the shop window.



Hamzah looks in the shop window. The shop has some milkshakes and there are a lot of cupcakes. But there aren't any people at the shop. It's empty!

Graded reader 1 2

There are pink milkshakes and yellow milkshakes. Hamzah really wants to try a milkshake. The pink milkshakes look delicious.



Graded reader 1

Hamzah tells his cousins about the shop. They really want to try a milkshake, too. They go to the new shop.



Graded reader 1 2

Hamzah's cousins tell all their friends about the shop. They go to the shop to try a milkshake. Then those friends tell all their friends!



Now there are a lot of people at the shop. The milkshakes are all very popular!



- Begin reading the story to the pupils. As before, look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what they think will happen next.
- After reading page 50 to the pupils, ask: *Where is the new shop? (It is in Hamzah's town.); What is in the shop window? (A lot of sweet food.); Does Hamzah like the new shop? (Yes.); Where does Hamzah look? (In the shop window.); What is there in the shop? (Some milkshakes and a lot of cupcakes.); Are there any people at the shop? (No.) Is the shop empty? (Yes.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 51: *What colour are the milkshakes? (They are pink and yellow.); What does Hamzah want to try? (A pink milkshake.); Why? (They look delicious.); What does Hamzah ask? (Can I have a milkshake?); Does he want anything else? (No.).*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask questions at the end of page 52: *What does Hamzah tell his cousins? (He tells them about the shop.); What do his cousins want to do? (They want to try a milkshake, too.); Where do Hamzah's cousins go? (They go to the new shop.); What do they ask? (Can I have a milkshake, please?)*
- 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 53: *What do Hamzah's cousins do? (They tell all their friends about the shop.); Where do they go? (To the shop.); What do these friends do? (They tell their friends.); Are there a lot of people at the shop now? (Yes.); Do people like the milkshakes? (Yes; they are all very popular.)*

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 (*any*).
- 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)

- Ask pupils if they would like to go to the shop and why.
- Ask pupils to tell you about their favourite shop.

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 New Shop*.
- 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. Walk around the class monitoring pupils and offer help as they do this.
- Now divide the class into groups of five (Hamzah, shopkeeper, two cousins, 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: looking in the shop window, asking for and giving milkshakes, queuing, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R3**

- Ask pupils to do photocopiable R3.

Finishing the lesson (5 minutes)

- Write the phonic spelling *ow* on the board.
- Ask pupils to find words in the story that contain the spelling (*town*, *window*, *yellow*). Segment each word and write them on the board. Point to them for pupils to read. See if pupils know other words with *ow*.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 2. Write *ow, oa, o-e* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 2 flashcards and poster to revise the vocabulary.

Presentation (5 minutes)

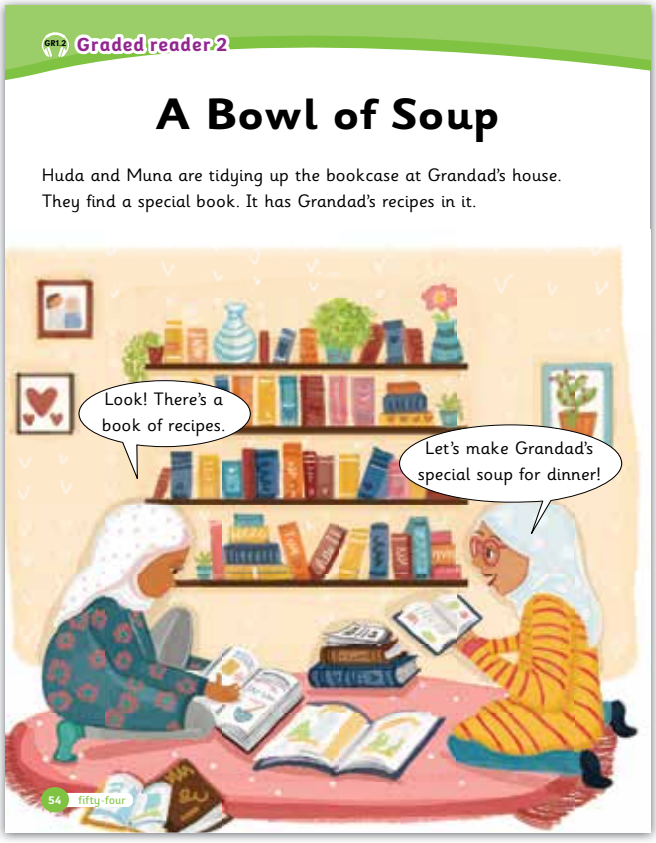
- Look at page 54 with the class. Ask pupils what they can see. Read the story title *A Bowl of Soup* and ask pupils what they think the story will be about.
- Explain that pupils will participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 2 will feature in the story. Use the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the key words they will encounter in the story by writing them on the board to practise together: *tidy up, bowl, add.*
- Check pupils understand the words.
- Present the new word *boil.* Ask pupils if they know what happens when water boils.

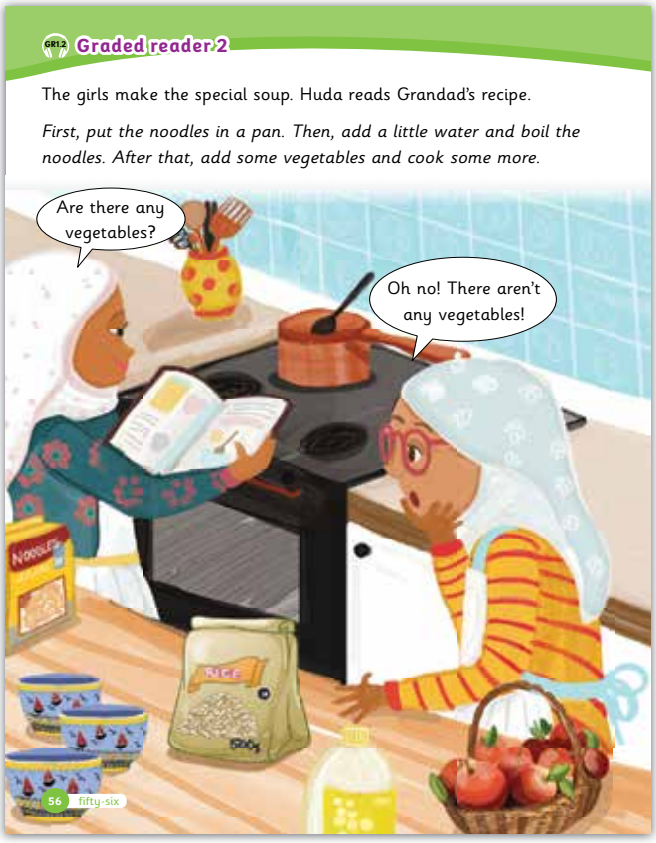
During reading (15 minutes)

Class Book





Graded readers 1 and 2





- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next.
- After reading page 54 to the pupils, ask: *What are Huda and Muna doing? (They are tidying up the bookcase at Grandad's house.); What do they find on the bookcase? (A special book.); What does the book have? (Grandad's recipes.); What does Muna want to do? (She wants to make Grandad's special soup for dinner.)*
- Ask pupils to predict what happens next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 55: *What does Huda ask? (Are there any noodles?); Is there a bottle of rice? (No, there is a bag of rice.); Is there a bottle of lemonade? (Yes.); What is on the table? (Some apples.); What has boats on them? (Three blue and yellow bowls.)*
- Ask pupils to predict what happens next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 56: *Who reads the recipe? (Huda.); What do they do first? (They put the noodles in a pan.); What do they add? (A little water.) Do they boil the noodles? (Yes.) Do they add any vegetables? (No.); Why? (There aren't any vegetables.)*
- Ask pupils to predict what happens next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 57: *Are there any vegetables? (Yes.); Where are they? (In Grandad's garden.); Do they eat the soup for breakfast? (No, they eat it for dinner.); Is the soup good? (Yes, it is delicious.)*

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 (*any*).
- 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: *ow, oa, o_e.*
- Ask pupils to find two words in the story that contain these spellings (*bowl, boat*). 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 Bowl of Soup*.
- 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. Walk around the class monitoring pupils and offer help as they do this.
- Now divide the class into groups of four (Huda, Muna, Grandad, 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. Encourage them to do the actions too, e.g. tidying the bookcase, looking at the recipe book, looking for ingredients, cooking, etc.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R4**

- Ask pupils to do photocopiable R4.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot.
- Ask pupils if they like soup. Ask *Do you want to cook soup? Do you know any recipes?*

Unit 2 Big Book

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

Look, read and say.

- When you have read *The New Shop*, ask pupils to look at the Big Book page 8.
- Pupils read the four gapped sentences and choose the correct words to complete them.

Answers

a cupcakes **b** milkshake **c** cousins **d** people

Look and match.

- When you have read *A Bowl of Soup*, ask pupils to look at the Big Book page 14.
- Pupils look at the four pictures 1–4. They then decide which picture they come from a–d.
- Encourage pupils to say what is happening in each picture as they answer.

Answers

1d 2a 3b 4c

Look, read and choose.

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

Answers

a a lot of **b** There are **c** Are there **d** There aren't

Learning club 1

CLIL: Maths

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about sizes and shapes
- **Target language:** review of shapes, food containers, and everyday objects

Global Scale of English (GSE)

- **Writing:** Can write basic sentences describing everyday items (e.g. shape, size), given prompts or a model (GSE 28).
- **Speaking:** Can use a limited range of fixed expressions to describe objects, possessions or products (e.g. size, shape, use, material) (GSE 37).

Materials

- Learning club flashcards (large, small, round, triangular, rectangular, square)
- Learning club poster: Sizes and shapes
- sheets of paper, enough for each group, wool
- classroom objects such as rulers, pens, pencils, erasers, books
- coloured pencils, glue and scissors, enough for each group, lollipop sticks (or pencils)

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork; Three facts and a fib technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson (5 minutes)

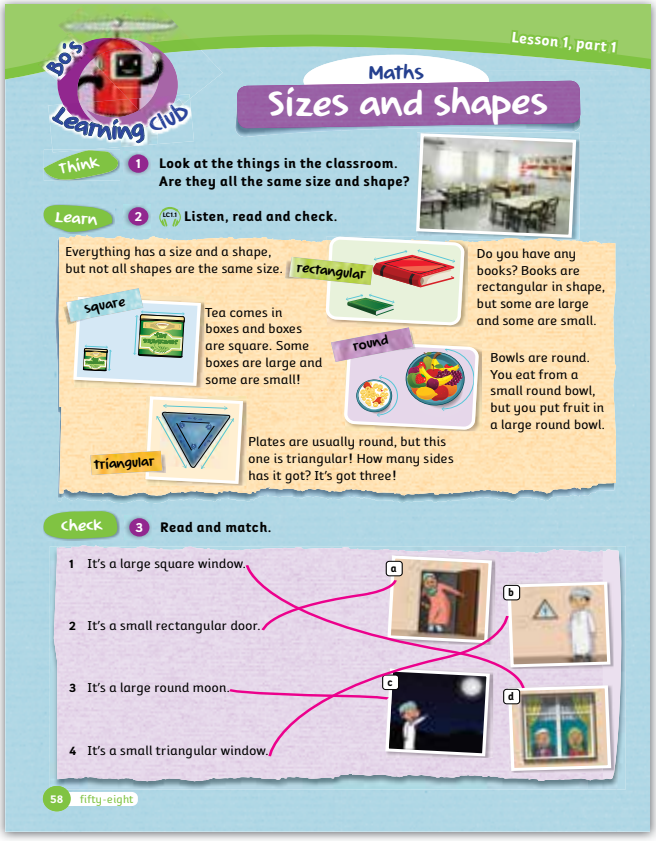
- Show pupils the Learning club flashcards or poster. Point to each picture and read the word aloud for pupils to repeat.
- Draw a square, rectangle and triangle on the board. Ask the pupils to say and spell the shapes.
- Then ask them to say which other shapes they know.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about different shapes and sizes, as well as objects that have these shapes and sizes.

Practice

Class Book



1 Think Look at the things in the classroom. Are they all the same size and shape? (10 minutes)

- Ask pupils to say what they see in the picture. Ask if it is the same as their classroom.
- Place pupils in pairs and have them complete the activity. Then have pairs share their answers with the class.

2 Learn LC1.1 Listen, read and check. (10 minutes)

- Ask pupils to say what they see in each picture.
- Before playing the audio, ask pupils to say what *rectangular*, square, *triangular* and *round* mean. (rectangular: describing a shape with four sides, with the opposite sides of the same length but two sides are longer than the others; square: describing a shape with four sides of the same length; triangular: describing a shape with three sides; round: describing a shape that is circular, with one side)
- Play the audio and ask the pupils to read along.
- Use the Lollipop stick technique (see page 14) to have a few pupils read the text aloud. Then ask what the text is about.
- Ask the pupils what other things they can name that are square, triangular, rectangular and round.

LC1.1

Everything has a size and a shape, but not all shapes are the same size.

Rectangular
Do you have any books? Books are rectangular in shape, but some are large and some are small.

Square
Tea comes in boxes and boxes are square. Some boxes are large and some are small!

Round
Bowls are round. You eat from a small round bowl, but you put fruit in a large round bowl.

Triangular
Plates are usually round, but this one is triangular! How many sides has it got? It's got three!

Diversity

Support
- Read the text with the whole class, or play the audio again as pupils track the words. Explain meanings in L1 if necessary.

Challenge
- Ask pupils to write about the text using the Three facts and a fib technique (see page 15).

3 Check Read and match. (5 minutes)
- Ask the pupils to say what is in each image and to say what shape it is.
- Have pupils complete the activity individually and then check answers as a class.
- Pupils then draw three objects in their notebooks using different shapes. They show their drawings to their partners who have to say what shapes the objects in the pictures have.

Finishing the lesson (5 minutes)
- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they have learnt today.

Lesson 1, part 2

Starting the lesson (5 minutes)
- Ask pupils to say what shapes they remember and to name different objects that have those shapes.

Presentation (5 minutes)
- Explain that in this lesson pupils will do a project with shapes.
- Ask if they can guess what they will make.

Practice

Class Book



1 Let's practise! Look at the picture. How many shapes and sizes can you find? (5 minutes)
- Ask the pupils to say where the children in the picture are and what is happening in it.
- Then have them work in pairs to complete the activity.
- Check answers as a class.

Diversity

Support
- Allow time for pupils to write their answers in their notebooks first.

Challenge
- Ask pupils to say what colour and size each shape is.

Learning club 1

Extra activity **TPR**

- Ask pupils to work in groups of four or five. Call out the names of the different shapes. As you call them out, pupils form the shape with their fingers.

Show what you know **Find shapes in the classroom.** (10 minutes)

- Ask the pupils to bring out different classroom objects they have and put them on their desks.
- Have them say what shapes they are. If two objects have the same shape, ask pupils to try and find an object with a different shape.
- Pupils tell each other what the object is and what shape it is.

Make a shapes chain. (10 minutes)

- Pupils can work in pairs or small groups as they complete the activity.
- Monitor as pupils work and assist as necessary.
- When pupils have completed describing their chains to other groups or pairs, place work on classroom display.

Extra activity **Fast finishers**

- Have pupils write in their notebooks three things they have learnt that they didn't know before these lessons.

Finishing the lesson (5 minutes)

- Ask *What things did you find difficult about this lesson? What things did you find easy?*
- Have the pupils say if this lesson has helped them understand shapes more.

Language booster 1

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to consolidate and extend vocabulary and grammar from Units 1–2
- **Target language:** Locations: *up, down, top, bottom, above, below*; food and drink; *Wh-* questions: *Where, Who, What, Why, When*

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). Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- **Reading:** Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures about where things, animals or people are (GSE 27). Can understand a simple written dialogue on a familiar topic (GSE 32).
- **Speaking:** Can name a few everyday objects (GSE 10). Can describe the position of objects or people in a basic way, using pictures or gestures (GSE 26). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 16). Can ask simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask basic questions about everyday activities (e.g. when they occur) (GSE 33).
- **Writing:** Can describe the position of things in a picture using simple fixed expressions, e.g. 'in the front', 'at the back', given a model (GSE 35). Can write correctly structured questions with question marks (GSE 35).

Materials

- Learning club 1 flashcards (*above, below, bottom, down, top, up*); Unit 2 flashcards (food and drink; containers)
- Unit 2 poster: Food and drink
- sheets of A4 paper, enough for each pupil
- a timer or stopwatch

Assessment for Learning (formative assessment)

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

Lesson 2, part 1

Starting the lesson (3 minutes)

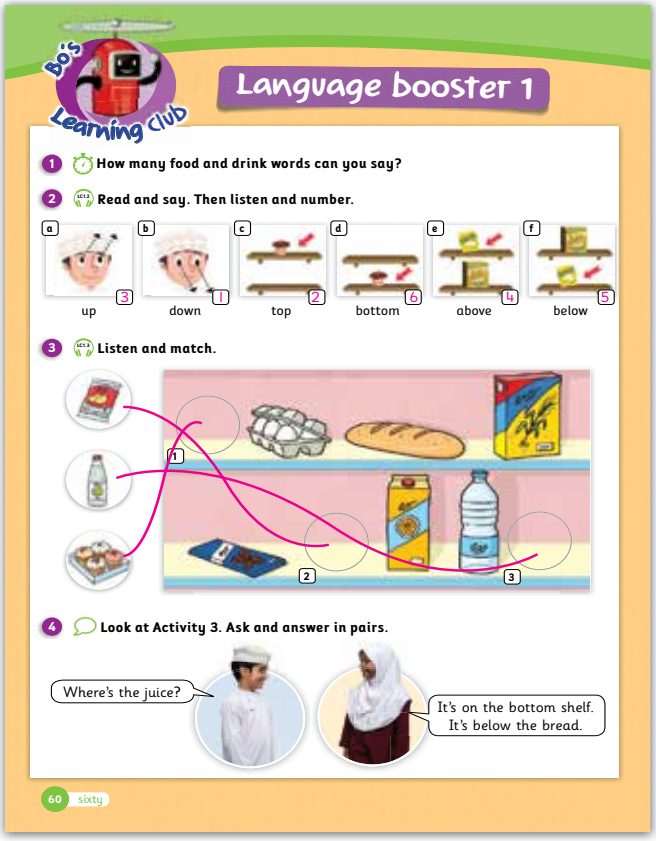
- 2.8 Tell pupils they are going to sing the song from page 41, Activity 2. Divide the class into groups. Play the karaoke version for pupils to sing in their groups.

Presentation (3 minutes)

- Explain that in this lesson pupils will learn more vocabulary related to prepositions and food and drink.
- Use the Unit 2 flashcards or poster to revise food vocabulary.

Practice

Class Book



1 How many food and drink words can you say? (2 minutes)

- Set a timer to one minute and have pupils work in pairs to brainstorm as many food and drink words as they can. They share their ideas around the class and count how many words the class has thought of as a whole.

2 LC1.2 Read and say. Then listen and number. (3 minutes)

- Ask pupils to look at the pictures. Elicit what each item is.

- Read the words under each picture. Then present the words using the flashcards. Check comprehension and have pupils repeat.
- Play the audio for pupils to listen and write the correct number in the box. Check answers as a class.

LC1.2

1 Look down!
2 The cupcake is on the top shelf.
3 Look up!
4 The crisps are above the cereal.
5 The crisps are below the cereal.
6 The cupcake is on the bottom shelf.

3 LC1.3 Listen and match. (5 minutes)

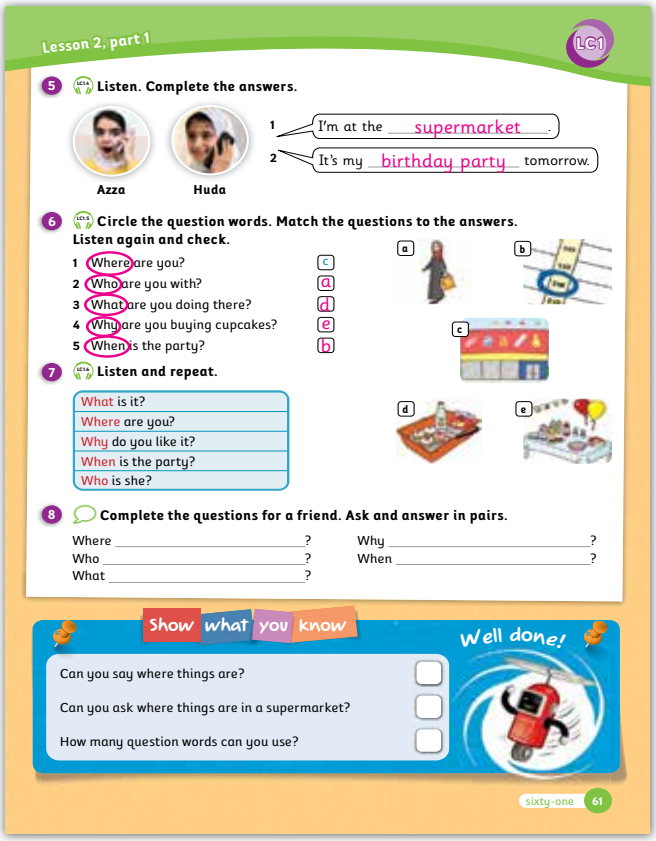
- Ask pupils to look at Activity 3. Tell pupils that the food is on shelves. Point out that the plural of *shelf* is *shelves*. Remind pupils about the prepositions *up, down, top, bottom, above, below*. Elicit what food pupils can see. Then ask *Where is the bread? Is it below the juice? Where are the eggs? Are they on the top shelf?*
- Play the audio for pupils to draw lines from the food to the shelves.
- Check answers as a class. Have pupils say where the items are.

LC1.3

Girl: Excuse me. Where are the cupcakes, please?
Shop assistant: Look up. They're on the top shelf. They're above the chocolate.
Girl: Oh, yes, thank you. And where are the crisps?
Shop assistant: Look down. They're on the bottom shelf. They're below the eggs.
Girl: Thanks. And where's the lemonade?
Shop assistant: The lemonade is on the bottom shelf, too. Below the box of cereal.
Girl: Brilliant! Thanks for your help.

4 Look at Activity 3. Ask and answer in pairs. (5 minutes)

- Have two volunteers read the speech bubbles aloud. Check pupils know when to use the question word *Where*. Practise *Where* questions around the class.
- Use the Traffic light cards technique (see page 15) to check pupils know what to do.
- In pairs, pupils practise the dialogue, changing the food/drinks and prepositions each time.


Lesson 2, part 1 LC1

5 Listen. Complete the answers.

Azza Huda

1 I'm at the supermarket.
2 It's my birthday party tomorrow.

6 Circle the question words. Match the questions to the answers. Listen again and check.

1 Where are you? c
2 Who are you with? a
3 What are you doing there? d
4 Why are you buying cupcakes? e
5 When is the party? b

7 Listen and repeat.

What is it?
Where are you?
Why do you like it?
When is the party?
Who is she?

8 Complete the questions for a friend. Ask and answer in pairs.

Where _____?
Who _____?
What _____?
Why _____?
When _____?

Show what you know
Can you say where things are?
Can you ask where things are in a supermarket?
How many question words can you use?
Well done!
sixty-one 61

5 LC1.4 Listen. Complete the answers. (5 minutes)

- Tell pupils they are going to listen to a dialogue. Read the incomplete speech bubbles and ask pupils to guess what the answers might be.
- Then ask them to listen and complete the sentences. Play the audio for pupils to complete the dialogues. Ask them who's talking in the audio and where they are.
- Place pupils in pairs for them to practise the dialogue as best they can. Help where necessary.

LC1.4 & LC1.5

Azza: Hi Huda. It's Azza here. Where are you?
Huda: Hi Azza. I'm at the supermarket.
Azza: Oh. Who are you with?
Huda: I'm with my mum.
Azza: What are you doing there?
Huda: I'm buying cupcakes, crisps and lemonade.
Azza: Yum! Why are you buying cupcakes?
Huda: Because it's my birthday party tomorrow. Do you want to come?
Azza: I'd love to! When is the party?
Huda: It's at two o'clock.
Azza: Brilliant! See you tomorrow.

6 LC1.5 **Circle the question words. Match the questions to the answers. Listen again and check.** (3 minutes)

- Read the questions from the dialogue and ask pupils to circle the question word in each one. Elicit the question words from pupils and write them on the board. Explain that each question word asks about something specific: *Where – place, Who – person, What – thing, Why – reason, When – time.*
- Pupils match the questions to the answers. Play the audio for pupils to listen and check their answers.
- Pupils practise the dialogue in pairs. Invite pupils to come to the front of the class and act out their dialogues. Repeat with some other pairs.

7 LC1.6 **Listen and repeat.** (3 minutes)

- Read the grammar box, focusing on the question words. Give an answer to each question as an example.
- Play the audio for pupils to repeat. Go around the class and elicit a possible answer to each question.
- Pupils write down the questions and their answers. Have pupils place work in their Portfolio (see page 15).

LC1.6

What is it?
Where are you?
Why do you like it?
When is the party?
Who is she?

8 **Complete the questions for a friend. Ask and answer in pairs.** (2 minutes)

- Elicit what each question word is asking about. Write the answers on the board.
- Pupils write questions for a partner. Then they work in pairs and take turns to ask and answer the questions.

Show what you know (3 minutes)

- Pupils work individually to complete the activity.
- Ask them to share their ideas if they feel comfortable.

Finishing the lesson (3 minutes)

- In pairs, pupils draw their own shelves with food on them. Have pupils ask their partners questions about the position of the food and drink they have drawn.

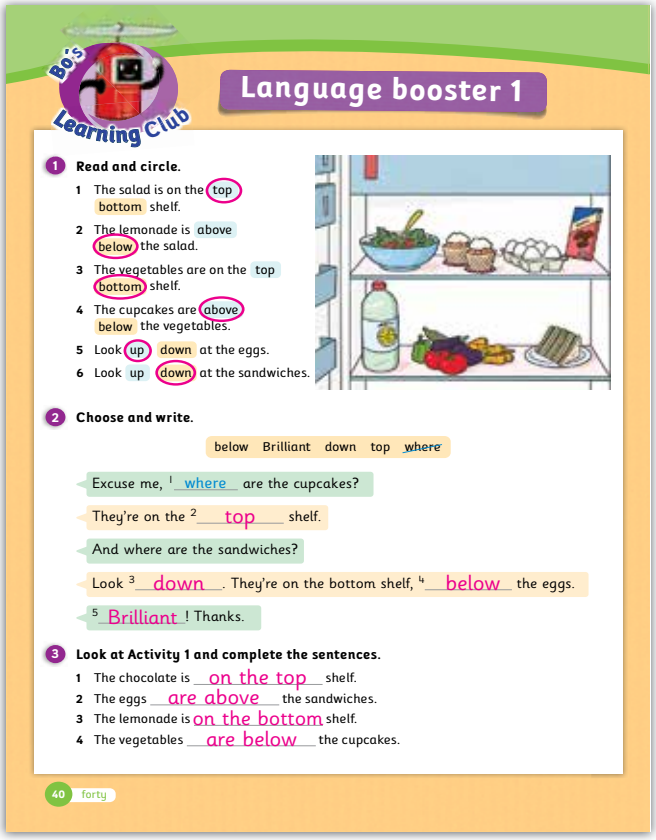
Lesson 2, part 2

Starting the lesson (3 minutes)

- Use the flashcards to review the prepositions further.
- Give pupils examples to review the prepositions further: *The bread is on the top shelf. It is above the juice.*, etc. Pupils can write the examples in their notebooks.

Practice

Activity Book



Bo's Learning Club

Language booster 1

1 **Read and circle.**

1 The salad is on the top / bottom shelf.
2 The lemonade is above / below the salad.
3 The vegetables are on the top / bottom shelf.
4 The cupcakes are above / below the vegetables.
5 Look up / down at the eggs.
6 Look up / down at the sandwiches.

2 **Choose and write.**

below Brilliant down top where

Excuse me, 1 where are the cupcakes?
They're on the 2 top shelf.
And where are the sandwiches?
Look 3 down. They're on the bottom shelf, 4 below the eggs.
5 Brilliant! Thanks.

3 **Look at Activity 1 and complete the sentences.**

1 The chocolate is on the top shelf.
2 The eggs are above the sandwiches.
3 The lemonade is on the bottom shelf.
4 The vegetables are below the cupcakes.

40 forty

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

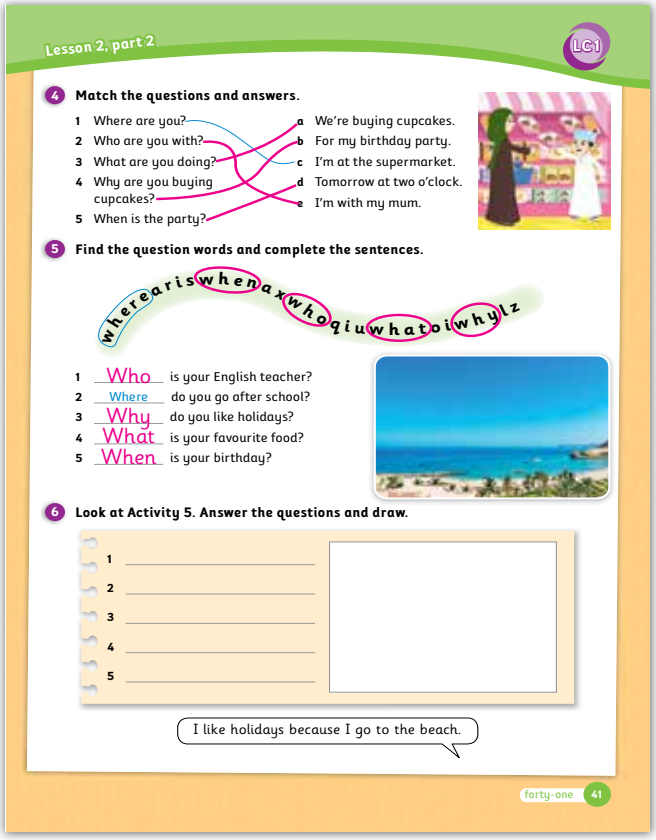
- Ask pupils to look at the pictures and say what they can see.
- Pupils complete the activity individually.
- Check answer as a class, having pupils read the completed sentences.

2 **Choose and write.** (5 minutes)

- Read the words in the box aloud.
- Ask pupils to complete the activity individually.
- Ask pairs to read out the completed dialogue.

3 **Look at Activity 1 and complete the sentences.** (5 minutes)

- Use the Traffic light cards (see page 15) technique to check pupils know what to do.
- Pupils complete the activity individually.
- Ask pupils to read out their answers.
- In pairs, pupils mime their answers for their partner to guess. Then they swap and repeat.



Lesson 2, part 2 LC1

4 **Match the questions and answers.**

1 Where are you? — c I'm at the supermarket.
2 Who are you with? — e I'm with my mum.
3 What are you doing? — a We're buying cupcakes.
4 Why are you buying cupcakes? — b For my birthday party.
5 When is the party? — d Tomorrow at two o'clock.

5 **Find the question words and complete the sentences.**

whereariswhenaxwhoqiuwhatoiwhylz

1 Who is your English teacher?
2 Where do you go after school?
3 Why do you like holidays?
4 What is your favourite food?
5 When is your birthday?

6 **Look at Activity 5. Answer the questions and draw.**

1 _____
2 _____
3 _____
4 _____
5 _____

I like holidays because I go to the beach.

forty-one 41

4 **Match the questions and answers.** (5 minutes)

- Ask pupils to read the questions and answers aloud. They don't match them yet.
- Pupils work individually to match the questions and answers.
- Check answers as a class.
- In pairs, pupils practise saying the dialogue.

5 **Find the question words and complete the sentences.** (5 minutes)

- Pupils look at the wordsnake.
- Explain they have to find and circle the question words.
- Focus pupils' attention on the example. Then they write the question words in the correct place.
- Check as a class. Ask pupils to read out their questions. They can choose someone in the class to answer their question.



6 Look at Activity 5. Answer the questions and draw. (5 minutes)

- Read the questions from Activity 5 aloud.
- Point to the answer to number 3 in the speech bubble as an example. Use the Traffic light cards technique (see page 15) to check pupils know what to do.

Finishing the lesson (7 minutes)

- Hand out a sheet of A4 paper to each pupil. They draw two shelves as in Activity 1.
- Tell pupils where to draw food or drinks to fill the shelves, e.g. *Draw some eggs on the top shelf on the left. Below the eggs, draw some cupcakes. Next to the cupcakes, draw some crisps, and so on.*
- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they think about what they learnt today.

3 Along the wadi

Unit objectives

To talk about landscapes

Language

Vocabulary	**Landscape words:** *city, desert, forest, hill, island, lake, mountain, oasis, river, town, wadi, waterfall* **Adjectives:** *deep, dry, high, long, low, wide* **Prepositions of movement:** *across, along, from … to*
Grammar	Comparatives and superlatives with short adjectives
Functions	Asking the way: *Excuse me, can you tell me the way to* (*the park*), *please? Turn right* (*at the supermarket*). *Turn left* (*at the hospital*). *Go straight ahead. Go across the road. It's on the* (*left*).
Phonics	**eigh:** *eight, sleigh*; **ei:** *rein, reindeer* **Tricky words:** Mr, Mrs

Learning outcomes

Listening	Demonstrate an awareness of intonation patterns when listening; Listen and respond to peers and adults; Listen and understand the overall meaning of short, simple texts on familiar topics; Listen and identify familiar words, set phrases and specific information in short, simple texts on familiar topics; Listen to and join in with songs, chants, jingles, rhymes, tongue twisters and simple dialogues; Respond verbally and non-verbally to short, basic, spoken and aural instructions; Respond to factual and literal questions; Identify core vocabulary; Respond to referential questions based on aural texts; Identify key and specific information in short, simple conversations/dialogues on familiar topics; Demonstrate specific information in short, simple conversations/dialogues
Speaking	Give directions on how to get somewhere; Predict what will happen next in a simple story or play; Accurately reproduce modelled language; Articulate words and sentences using correct stress, rhythm and intonation; Use basic language structures when speaking; Express ideas using a range of familiar words, set phrases and expressions; Retell simple stories, personal experiences and events using a range of familiar words, set phrases and expressions; Ask and answer questions on familiar topics like daily activities, habits, times and events; Participate in short, simple interactions on familiar topics; Articulate sounds and isolated word forms and connected speech using correct pronunciation; Recite songs, rhymes, chants and tongue twisters individually and chorally; Sing a basic song, rhyme and chant from memory; Act out part of a picture story, short dialogue or role play
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 on familiar topics; Read and identify familiar words, set phrases and key information in short, simple factual texts on familiar topics from the headings and illustrations; Answer factual questions about reading material; Extract factual details and specific information in short texts; Make basic inferences from simple information in short texts; 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 on familiar topics; Read and identify familiar words, set phrases and key information in short, simple factual texts on familiar topics from the headings and illustrations; Answer factual questions about reading material; Extract factual details and specific information in short texts; Make basic inferences from simple information in short texts

Writing	Write dictated material (word, phrase or sentence); Write answers to questions based on reading material; Arrange letters into words; Complete a phrase or sentence by supplying the missing word; Write answers based on reading material; Write simple sentences describing pictures, drawings or activities, etc., using words from a list; Write clearly formed letters and words; Use phonological awareness and blending strategies to write new words; Construct sentences and questions using correct spacing, capitalisation, question marks, apostrophe/simple contractions and full stops based on a model; Write high frequency words correctly; Write legible and neat letters in script; Copy words, phrases and sentences accurately; Maintain appropriate spacing between letters in a word and between words; Spell frequently used words correctly; Write basic, single clause sentences given a model
Cognitive skills	Find uses for created objects or contents (e.g. in a play, story or game); Understand the steps needed to complete the activity; Say if they feel happy with what they have done; Recognise when a task has been completed; Say if a task has been completed well; Try to help solve a problem in the group; Explore different materials and decide what to use (projects); Say whether they like a story, song or game, and give reasons for their choice/preference; Draw basic pictures to represent vocabulary and familiar concepts; Participate in drama-based activities which allow for personal interpretation; Participate in activities that involve taking the role of familiar people; Listen and respond physically to songs, rhymes, chants and jingles; Use own ideas for doing creative activities like colouring, drawing and building to represent vocabulary and familiar concepts; Stay engaged and focused on short tasks, to not get distracted; Match objects, people, letters, pronunciation and words; Guess words from illustrations in storybooks

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–11)
Digital competence: use eText Basic (L. 1–11)
Social and civic competences: raise awareness of environmental pollution (L. 2); learn to give directions (L. 6)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1); follow instructions (L. 1–11); personalisation of language learnt (L. 4 and 8)
Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 6); Logical thinking (L. 1, 2 and 6); Defining and describing (L. 3, 5 and 10); Finding information (L. 5 and 7); Planning (L. 8); Reflecting on learning (L. 1–11)
Creativity	Designing a leaflet (L. 5)
Communication	Describing places (L. 1); Asking for and giving directions (L. 6); Using comparative and superlative adjectives (L. 10); Talking about favourite places (L. 5); Functional dialogue (L. 8); Challenge game (L. 10)
Collaboration	Project groupwork (L. 8); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 73; Activity Book p. 51
- Unit 3 Extra practice: Activity Book p. 52
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL, Self-assessment
- Unit 3 practice

External tests

Class Book	**Activity Book**
A1 Movers Listening Part 1 A1 Movers Speaking Part 1	A1 Movers Listening Part 5

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use landscape vocabulary
- **Target language:** *city, forest, hill, island, lake, mountain, river, town, waterfall; deep, high, wide*

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24). Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Listening:** Can describe isolated words related to familiar topics, if spoken slowly and clearly supported by pictures or gestures (GSE 16).
- **Speaking:** Can name everyday objects in pictures using single words (GSE 23). Can read aloud familiar single words (GSE 20). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- Unit 3 flashcards (*desert, river, mountain, lake, waterfall, oasis, wadi, city, town, forest, hill, island; deep, high, wide*)
- Unit 3 poster: Landscapes
- stopwatch
- coloured pencils
- sheets of paper, enough for each group
- photocopiable 3
- notebooks

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson (5 minutes)

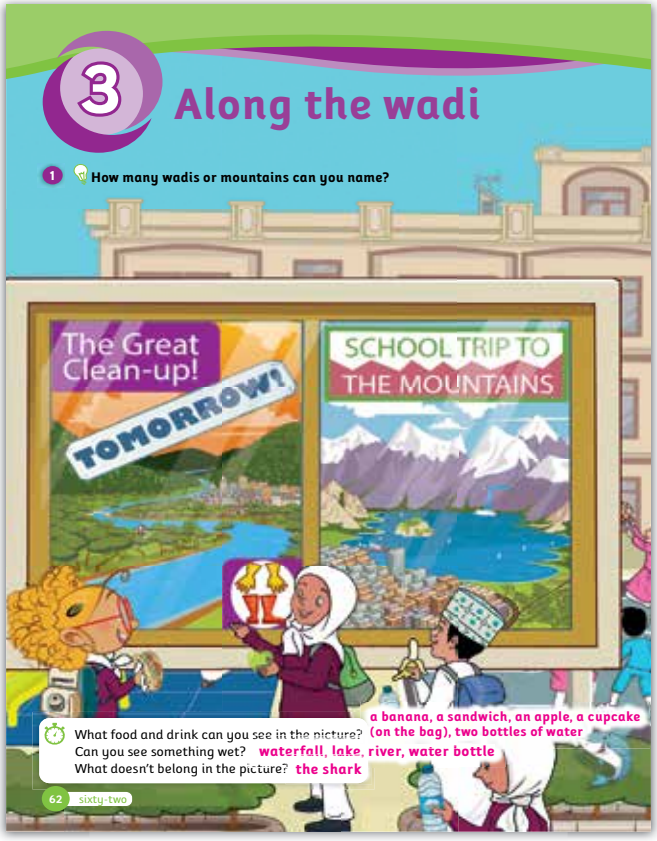
- Draw an island, a river and a mountain on the board. Ask *Do you know what these are in English? What words am I looking for?* and elicit the answers. Write responses above the drawings, read the words and have pupils repeat. Ask pupils to predict the unit topic.

Presentation (3 minutes)

- Explain that in this lesson pupils will learn to talk about landscapes.

Practice

Class Book



1 How many wadis or mountains can you name? (5 minutes)

- Refer pupils to page 62. Read the rubric and tell pupils to look at the picture for help with the answers. Pupils do the activity in pairs.
- Place pupils in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands to give the answers.
- **Extension** Ask pupils to look at page 62. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and naming any objects or people that they know, e.g. *ball, bag, pupils.*


Lesson 1, part 1
Vocabulary 3
2 Listen, point and repeat.
river mountain lake waterfall city town
forest hill island deep high wide
3 Look for the words from Activity 2 in the picture on page 62. Write the missing word. deep
4 Read the definitions and write the word. Then say.
1 It's got a lot of buildings and a lot of people. It's very big. city
2 It's got water. It's wide. It isn't a river. It isn't a waterfall. lake
3 It's hard to climb. It's very high. mountain
4 It's got water all around it. island
5 It's got a lot of trees. forest
Number 1. City.
5 Play a guessing game.
Is there an island?
Yes, there is.
Is there a high mountain?
No, there isn't.
Picture 1!
Yes!
Activity Book, Unit 3 Lesson 1, part 2
sixty-three 63

2 3.1 **Listen, point and repeat.** (5 minutes)

- Place the Unit 3 flashcards (landscapes and adjectives) or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Refer pupils to page 63. Tell pupils to look at the photos 1–12 and elicit the new vocabulary. Prompt with questions, e.g. *Can you see a river? Is there a river near here? Are we in a town or a city? Can you name an island? A mountain? A lake? Look at pictures 1 to 9. Are there any in our region?*
- Play the audio.
- Focus on the pronunciation of the new words. Model each a few times, focusing on the stress. Pupils repeat.
- Have pupils say a word to their partner for them to point to the correct picture. Then they swap.

3.1

1 river
2 mountain
3 lake
4 waterfall
5 city
6 town
7 forest
8 hill
9 island
10 deep
11 high
12 wide

3 **Look for the words from Activity 2 in the picture on page 62. Write the missing word.** (5 minutes)

- Give pupils one minute to work in pairs to find the landscape words. Ask for feedback using the Lollipop stick technique (see page 14).

4 **Read the definitions and write the word. Then say.** (5 minutes)

- Check pupils understand the task. Refer them to the example.
- Pupils work in pairs. Ask for answers using the Lollipop stick technique (see page 14).

5 **Play a guessing game.** (10 minutes)

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

Diversity

Support

- Prepare the guessing game as a class. Ask pupils to work together in pairs to write some questions using the examples. Pupils ask you the questions.

Challenge

- Pupils prepare the guessing game individually. Give them one minute to describe each picture. Pupils can write their descriptions.

Finishing the lesson (2 minutes)

- Play *Guess the name* (see page 22) with the Unit 3 flashcards.

Vocabulary

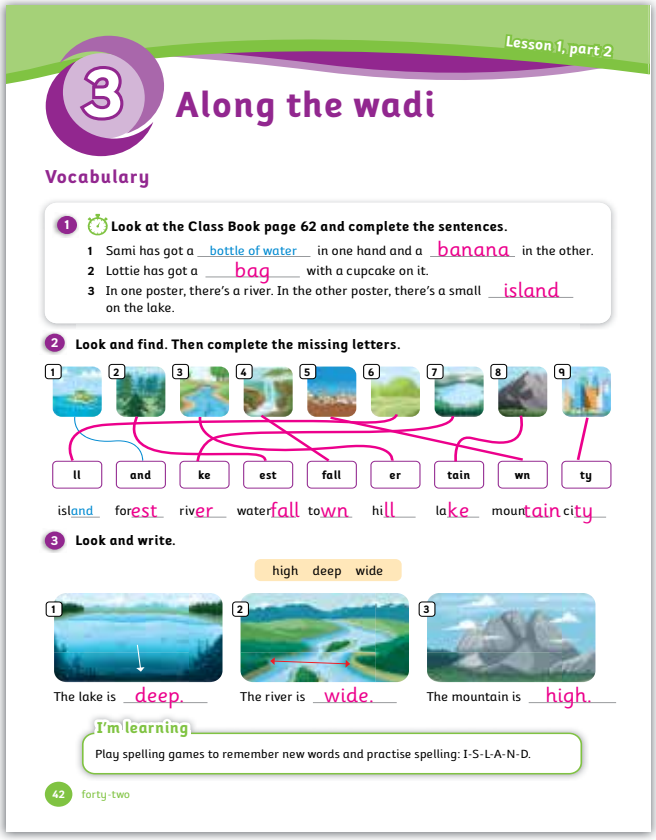
Lesson 1, part 2

Starting the lesson (5 minutes)

- Show pupils a Unit 3 flashcard and say the word. If it is incorrect, they have to correct you. Play for a few rounds.

Practice

Activity Book



Lesson 1, part 2

3 Along the wadi

Vocabulary

1 Look at the Class Book page 62 and complete the sentences.

1 Sami has got a bottle of water in one hand and a banana in the other.
2 Lottie has got a bag with a cupcake on it.
3 In one poster, there's a river. In the other poster, there's a small island on the lake.

2 Look and find. Then complete the missing letters.

1 island 2 forest 3 river 4 waterfall 5 town 6 hill 7 lake 8 mountain 9 city

ll and ke est fall er tain wn ty

3 Look and write.

high deep wide

1 The lake is deep.
2 The river is wide.
3 The mountain is high.

I'm learning

Play spelling games to remember new words and practise spelling: I-S-L-A-N-D.

42 forty-two

1 Look at the Class Book page 62 and complete the sentences. (10 minutes)

- Ask pupils to say what they remember about the words in the Class Book.
- Then have pupils work in pairs to complete the activity. Check answers as a class.

2 Look and find. Then complete the missing letters. (10 minutes)

- Ask pupils to tell their partners what they see in each image.
- Pupils then work individually to complete the activity.
- Using the Lollipop stick technique (see page 14), elicit the answers.

Extra activity Collaborative work

- Divide the class into small groups. Pupils design a map and include some of the landscape items with labels. Pupils compare their drawings.

3 Look and write. (10 minutes)

- Ask pupils to describe what they see in each picture.
- Pupils work individually. Check answers as a class.
- Read the *I'm learning* box. Put pupils into small groups (alternatively you can play as a class). Have them play spelling games to remember the new words they have learnt and to practise spelling. Examples:
  1 Write the words but with the letters in jumbled order, eg ndasil for *island*. Pupils see who can write the word correctly the fastest.
  2 Write the words but with the vowels missing, eg f_r_st for *forest*. Again, pupils see who can write the word correctly the fastest.

Extra activity Fast finishers

- Pupils write down the new words with drawings or definitions in their notebooks.

Finishing the lesson (5 minutes)

- Ask pupils how this lesson has helped them learn about the environment in English.

Extra activity Photocopiable 3

- Ask pupils to do photocopiable 3.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch, read and act out a story about cleaning up a wadi
- **Target language:** revision of landscape vocabulary

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can follow the sequence of events in a simple story, or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can name items of clothing with visual support (GSE 25). Can briefly say what they think will happen next in a simple story or play (GSE 42). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 3 flashcards (landscapes and adjectives)
- Unit 3 poster: Landscapes
- large sheets of paper, enough for each group
- photocopiables S4 and 11

Assessment for Learning (formative assessment)

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

Lesson 2, part 1

Starting the lesson (3 minutes)

- Using the Lollipop stick technique (see page 14), ask pupils to say one landscape word each from Lesson 1.
- Place the Unit 3 flashcards (landscapes and adjectives) or poster on the board and revise the vocabulary from the unit.

Presentation (2 minutes)

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

Practice

Class Book



1 Before you read Find one thing you wear on your hands and one you wear on your feet. (2 minutes)

- Refer pupils to page 64. Elicit answers as a class.

2 3.2 Watch or listen and read. (5 minutes)

- Introduce *clean-up*, *rubbish*, *wood*, *gloves* and *mud* with mime and drawings. Ask *Is there any rubbish to clean up in the classroom? At the playground?* and elicit the answers. Explain the idea of collective or group clean-ups.
- Play the audio or the video.
- Check comprehension. Ask *Why are they going to the forest?* (*There's a lot of rubbish in the forest and by the wadi.*); *Why are the Discovery Team wet?* (*They fell in the wadi when they were picking up a bag together.*); *What can they do with some of the rubbish?* (*Use it for the club shed.*)

Story

3.2

The Great Clean-Up

1 Fatma: Hey, it's the Great Clean-up at Wadi Darbat tomorrow!
Lottie: What's that?
Sami: Well, there's a lot of rubbish in the forest and by the wadi. So … we go there and clean it up!

2 Narrator: The next day …
Lottie: Wow, this forest is beautiful! But look at the rubbish by the wadi!
Fatma: Yes … come on!

3 Woman: OK, first, put the gloves on and pick up the rubbish. Put wood and cans in the biggest bags.

4 Bo: This is harder than flying!
Sami: It's OK, Bo! You don't need gloves!
Lottie: Hey, Bo! Can you help me with this?

5 Lottie: No, Bo! The wood is wider than the bag!
Bo: No problem! Now the bag is wider than the wood!

6 Fatma: Hey, can you help me? These bags are very big! … And the mud is deeper than my shoes!

7 Fatma: Be careful!

8 Lottie: Yuck! I'm all wet!

9 Lottie: Look at all these cans, bags and bottles … Why do people throw them in the wadi?

10 Fatma: Hey, why don't we use some of this for our shed?
Sami: Great idea! I know what we can do!

3 What do they do with the rubbish? Go to page 110 to find out. (5 minutes)

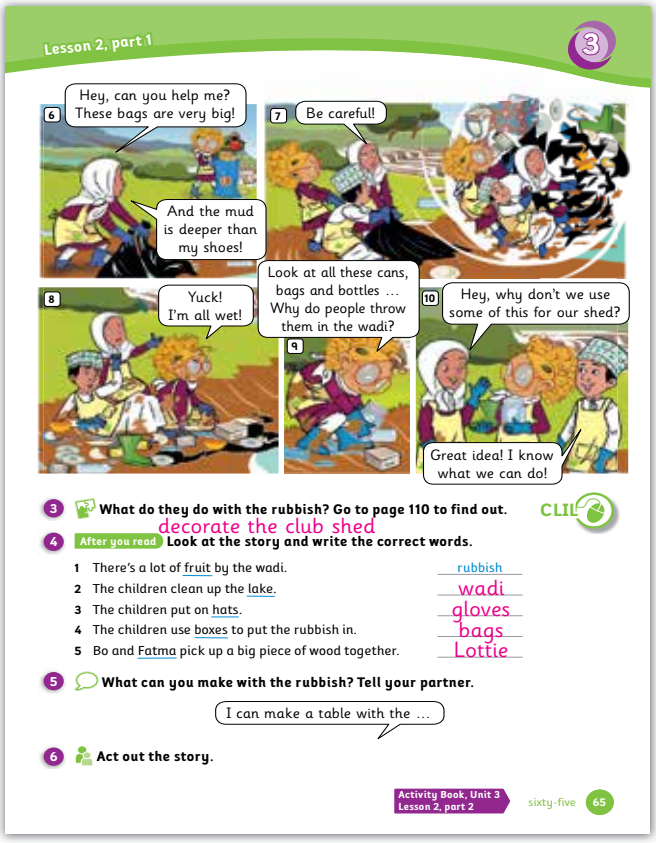
- Pupils discuss the question in pairs.
- Using the Hands up/down technique, ask *Did you work out the answer?*

4 After you read Look at the story and write the correct words. (5 minutes)

- Pupils work individually to complete the activity. Elicit answers using the Lollipop stick technique (see page 14).

5 What can you make with the rubbish? Tell your partner. (5 minutes)

- Pupils discuss the question in pairs.
- **Extension** Internet search key words: *upcycle recycle rubbish projects*



Extra activity Photocopiable S4

- Ask pupils to do photocopiable S4.

6 Act out the story. (10 minutes)

- Divide pupils into groups of four. Allocate a role to each pupil (Fatma, Sami, Lottie and Bo).
- Pupils act out the story in groups.

Diversity

Support

- Pupils write their lines down to help them in preparation to act out the story.

Challenge

- Pupils extend the role play by adding an extra scene, either a conversation between two characters on the way there or on the way back.

Extra activity Critical thinking

- The class brainstorm other upcycling projects for typical rubbish found in the area of the school, and suggest how they can stop people dumping rubbish and littering in natural spaces.

Extra activity TPR

- Using the True/False response cards technique (see page 15), pupils respond to true and false statements you make about the story.

Finishing the lesson (3 minutes)

- Ask pupils to choose their favourite scene and read it to their partner.

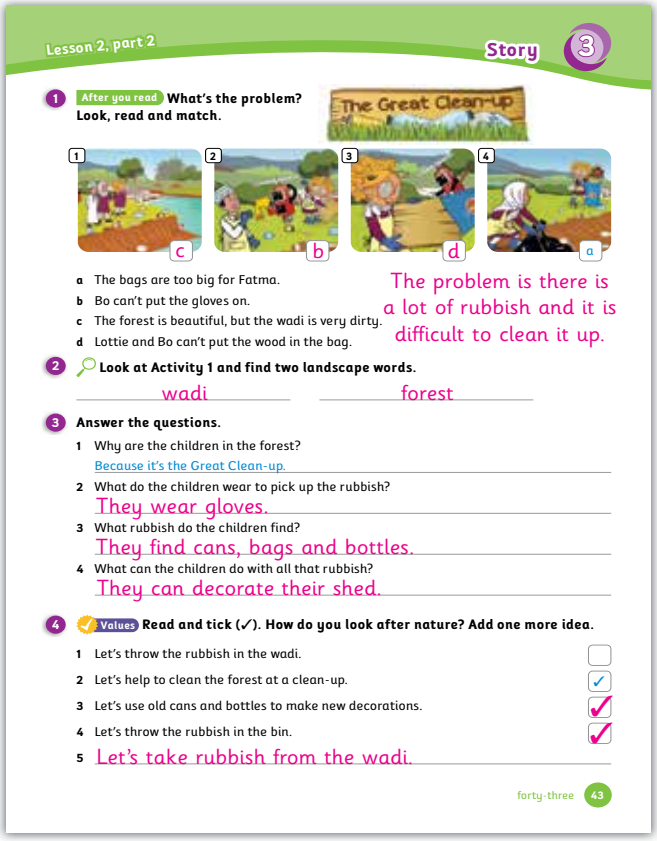
Lesson 2, part 2

Starting the lesson (5 minutes)

- Ask the pupils what they remember from the story.

Practice

Activity Book



Lesson 2, part 2 — Story 3

1 After you read **What's the problem? Look, read and match.**

The Great Clean-up

1 c 2 b 3 d 4 a

a The bags are too big for Fatma.
b Bo can't put the gloves on.
c The forest is beautiful, but the wadi is very dirty.
d Lottie and Bo can't put the wood in the bag.

The problem is there is a lot of rubbish and it is difficult to clean it up.

2 **Look at Activity 1 and find two landscape words.**

wadi forest

3 **Answer the questions.**

1 Why are the children in the forest?
Because it's the Great Clean-up.
2 What do the children wear to pick up the rubbish?
They wear gloves.
3 What rubbish do the children find?
They find cans, bags and bottles.
4 What can the children do with all that rubbish?
They can decorate their shed.

4 Values **Read and tick (✓). How do you look after nature? Add one more idea.**

1 Let's throw the rubbish in the wadi. ☐
2 Let's help to clean the forest at a clean-up. ✓
3 Let's use old cans and bottles to make new decorations. ✓
4 Let's throw the rubbish in the bin. ✓
5 Let's take rubbish from the wadi.

forty-three 43

1 After you read What's the problem? Look, read and match. (5 minutes)

- Ask the pupils to look at the images and describe them as best as they can.
- Give pupils one minute to complete the activity.

2 Look at Activity 1 and find two landscape words. (5 minutes)

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

3 Answer the questions. (10 minutes)

- Give pupils a few minutes to complete the activity individually. Pupils check their answers in pairs.
- Ask pupils to raise their hands to give their answers. Use the Lollipop stick technique (see page 14).

4 Values Read and tick (✓). How do you look after nature? Add one more idea. (10 minutes)

- Pupils write and then compare the answers with a partner.
- Ask some of the pupils to tell you their own ideas for looking after nature.

Extra activity Collaborative work

- Pupils work in small groups to create a slogan e.g. *Clean up* (*name of school or place in the local village/town/city*) and design a poster with ideas to start a campaign. Pupils present their ideas and the class vote on the best ideas. Ask pupils to choose for themselves how to best continue, and allow class/home learning time for pupils to meet and continue with the project.

Finishing the lesson (5 minutes)

- Using the Summative and thought-provoking questions technique (see page 15), ask pupils to say what they enjoyed about the lesson.

Extra activity Photocopiable 11

- Ask pupils to do photocopiable 11.

CLIL Link

In Unit 3, the story is based on wadis.

The Discovery Team attend the great clean-up of Wadi Darbat. They learn how they have to separate rubbish into different bags. Fatma asks for help with a big bag that is stuck in the mud, and when it comes out, causing a big mess, they find a lot of stuff that they can reuse as decorations for the Discovery Team shed.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use shorter adjectives to make comparisons
- **Target language:** *This mud is deeper than my shoes. My gloves are dirtier than yours!; deeper, higher, dirtier, longer*

Global Scale of English (GSE)

- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Listening:** Can understand comparisons between two places, if spoken slowly and clearly (GSE 35).

Materials

- Unit 3 flashcards (*wide, deep, high, long*)
- photocopiable 7

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (3 minutes)

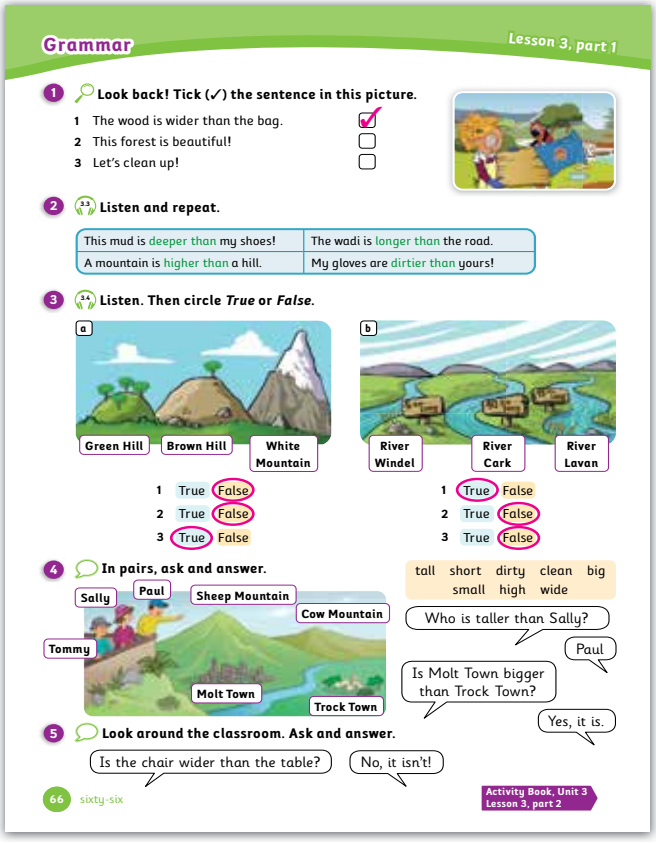
- Write *The Great Clean-up* on the board. Ask *What did the Discovery Team do for the great clean-up?* and elicit the answers.
- Ask pupils what they remember from the story from Lesson 2. Prompt with questions, e.g. *What did they need to do? Why? Who got dirty? Why?*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to use shorter adjectives to compare landscapes.

Practice

Class Book


Grammar
Lesson 3, part 1
1 Look back! Tick (✓) the sentence in this picture.
1 The wood is wider than the bag. ☑
2 This forest is beautiful! ☐
3 Let's clean up! ☐
2 3.3 Listen and repeat.
This mud is deeper than my shoes! | The wadi is longer than the road.
A mountain is higher than a hill. | My gloves are dirtier than yours!
3 3.4 Listen. Then circle True or False.
a
Green Hill
Brown Hill
White Mountain
1 True False
2 True False
3 True False
b
River Windel
River Cark
River Lavan
1 True False
2 True False
3 True False
4 In pairs, ask and answer.
Sally
Paul
Sheep Mountain
Cow Mountain
Tommy
Molt Town
Trock Town
tall short dirty clean big small high wide
Who is taller than Sally?
Paul
Is Molt Town bigger than Trock Town?
Yes, it is.
5 Look around the classroom. Ask and answer.
Is the chair wider than the table?
No, it isn't!
66 sixty-six
Activity Book, Unit 3 Lesson 3, part 2

1 Look back! Tick (✔) the sentence in this picture. (5 minutes)

- Refer pupils to pages 64 and 65.
- Ask pupils to say where they found the answer.

2 3.3 Listen and repeat. (10 minutes)

- Play the audio.
- Write on the board: *A mountain is higher than a hill.* Read out the sentence and have pupils repeat.
- Ask two pupils to go to the board and underline the word that shows we are comparing things. Write the remaining sentences from the grammar box on the board. Ask two more pupils to come to the board and underline the comparative adjective. Continue with other pupils.

3.3

This mud is deeper than my shoes!
The wadi is longer than the road.
A mountain is higher than a hill.
My gloves are dirtier than yours!

3 3.4 **Listen. Then circle *True* or *False*.** (5 minutes)

- Ask pupils to look closely at the pictures and predict what sentences they will hear to describe them. Have pupils say a few sentences comparing the mountains and rivers.
- Play the audio for pupils to complete the activity. Check answers as a class.
- Ask if any of the sentences they used to compare the mountains and rivers were in the audio.

3.4

Picture A: True or false?
1 Green Hill is higher than Brown Hill.
2 Brown Hill is higher than White Mountain.
3 White Mountain is higher than Brown Hill.

Picture B: True or false?
1 The River Lavan is longer than the River Cark.
2 The River Windel is longer than the River Cark.
3 The River Cark is longer than the River Lavan.

4 **In pairs, ask and answer.** (5 minutes)

- Give pupils a few minutes to look at the examples.
- Pupils ask and answer in pairs.
- Invite pairs to ask and answer in front of the class.

Diversity

Support
- Before pupils speak, give them time to prepare the questions.

Challenge
- Ask pupils to use the adjectives *wide* and *short* to compare the mountains and rivers in pairs.

5 **Look around the classroom. Ask and answer.** (5 minutes)

- Pupils work in different pairs. Ask them to make three questions each. Write the example on the board and model pronunciation. Elicit another example using the plural form, e.g. *Are the chairs higher than the tables?*

Extra activity **Critical thinking**

- Pupils repeat Activity 5, but this time they can choose what they want to talk about. For example, comparing football teams, toys, places, things to do, etc.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *How do we make comparisons between two things?*

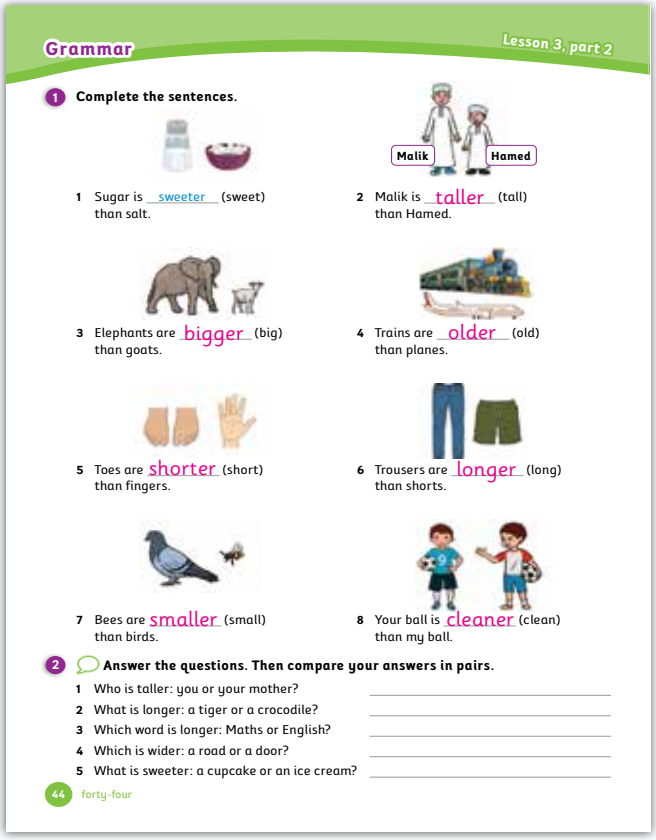
Lesson 3, part 2

Starting the lesson (10 minutes)

- Ask pupils to take out a ruler, pencil and rubber.
- In pairs, ask them to compare the items.
- Invite pairs to share their work with the class.
- Show pupils a Unit 3 flashcard (adjectives). Use the Lollipop stick technique (see page 14) to choose a pupil to come to the board. Ask them to write out the comparative form of the adjective (adding *-er*). Continue with other pupils.

Practice

Activity Book


Grammar
Lesson 3, part 2

1 Complete the sentences.

1 Sugar is sweeter (sweet) than salt.

2 Malik is taller (tall) than Hamed.

3 Elephants are bigger (big) than goats.

4 Trains are older (old) than planes.

5 Toes are shorter (short) than fingers.

6 Trousers are longer (long) than shorts.

7 Bees are smaller (small) than birds.

8 Your ball is cleaner (clean) than my ball.

2 Answer the questions. Then compare your answers in pairs.

1 Who is taller: you or your mother?
2 What is longer: a tiger or a crocodile?
3 Which word is longer: Maths or English?
4 Which is wider: a road or a door?
5 What is sweeter: a cupcake or an ice cream?

44 forty-four

1 Complete the sentences. (10 minutes)

- Have pupils look at the images and say what they see.
- Pupils work in pairs to complete the activity. Check answers as a class.
- Ask pupils to make their own sentences comparing the objects in the pictures.
- When they have finished, ask some pupils to share their sentences with the rest of the class.

2 Answer the questions. Then compare your answers in pairs. (10 minutes)

- Give pupils a few minutes to complete the first part of the activity individually. Then ask them to compare the answers.
- Ask pupils to share their answers with the class.

Finishing the lesson (10 minutes)

- Have the pupils say a false sentence using the comparative for their partners to correct.

Extra activity **Photocopiable 7**

- Ask pupils to do photocopiable 7.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the superlative to compare things
- **Target language:** *What's the hottest desert? My father is the tallest person in my family.*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives, if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Reading:** Can recognise a range of basic everyday nouns and adjectives (GSE 17).
- **Speaking:** Can sing a basic song from memory (GSE 22).

Materials

- Unit 3 flashcards (landscapes and adjectives)
- picture cards with different objects, places or famous people
- notebooks
- photocopiables 15 and 19

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson (3 minutes)

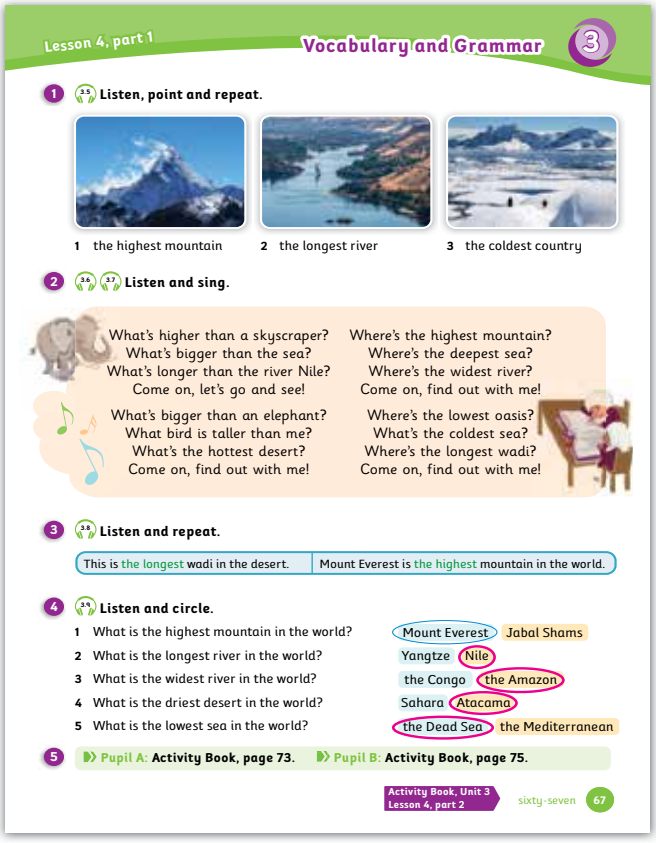
- Play *What's missing?* (see page 19) with the Unit 3 flashcards.
- Ask *Can you remember how to compare two things? (-er than …)*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to compare more than two things. They will also sing a song.
- Use the Unit 3 flashcards to present *dry* and *low*.

Practice

Class Book


Lesson 4, part 1 Vocabulary and Grammar 3

1 3.5 Listen, point and repeat.

1 the highest mountain 2 the longest river 3 the coldest country

2 3.6 3.7 Listen and sing.

What's higher than a skyscraper?
What's bigger than the sea?
What's longer than the river Nile?
Come on, let's go and see!

Where's the highest mountain?
Where's the deepest sea?
Where's the widest river?
Come on, find out with me!

What's bigger than an elephant?
What bird is taller than me?
What's the hottest desert?
Come on, find out with me!

Where's the lowest oasis?
What's the coldest sea?
Where's the longest wadi?
Come on, find out with me!

3 3.8 Listen and repeat.

This is the longest wadi in the desert. | Mount Everest is the highest mountain in the world.

4 3.9 Listen and circle.

1 What is the highest mountain in the world? Mount Everest / Jabal Shams
2 What is the longest river in the world? Yangtze / Nile
3 What is the widest river in the world? the Congo / the Amazon
4 What is the driest desert in the world? Sahara / Atacama
5 What is the lowest sea in the world? the Dead Sea / the Mediterranean

5 Pupil A: Activity Book, page 73. Pupil B: Activity Book, page 75.

Activity Book, Unit 3 Lesson 4, part 2 sixty-seven 67

1 3.5 Listen, point and repeat. (5 minutes)

- Play the audio.
- Pupils look at the pictures and practise the new vocabulary.
- Have pupils say a phrase to their partner and their partner points to the correct picture. They then swap.

3.5

1 the highest mountain
2 the longest river
3 the coldest country

2 3.6 & 3.7 Listen and sing. (5 minutes)

- Ask pupils to look at the pictures and to say what they can see.
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.
- Play the karaoke version of the song (track 3.7) and encourage pupils to sing.

3.6

What's higher than a skyscraper?
What's bigger than the sea?
What's longer than the river Nile?
Come on, let's go and see!

What's bigger than an elephant?
What bird is taller than me?
What's the hottest desert?
Come on, find out with me!

Where's the highest mountain?
Where's the deepest sea?
Where's the widest river?
Come on, find out with me!

Where's the lowest oasis?
What's the coldest sea?
Where's the longest wadi?
Come on, find out with me!

Extra activity TPR

- Demonstrate these actions for the adjectives in the song: *the highest:* stretch both hands high above your head; *the lowest:* stretch both hands low down towards the floor; *the deepest:* stretch both hands to the floor; *the widest*: stretch both arms as far apart as they can go.
- Play the song for pupils to do the actions (including climbing a mountain and swimming) while they listen.

3 3.8 **Listen and repeat.** (5 minutes)

- Pupils listen and repeat the audio.
- Ask pupils which two words show that you are comparing more than two things (*the -est*).

3.8

This is the longest wadi in the desert.
Mount Everest is the highest mountain in the world.

4 3.9 **Listen and circle.** (5 minutes)

- Explain that they are now going to do a quiz. Read the first question and example answer.
- Pupils work in pairs or small groups to answer the other questions.
- Play the audio for them to check their answers.
- Praise those who got the answers right.

3.9

1 The highest mountain in the world is Mount Everest.
2 The longest river in the world is the Nile.
3 The widest river in the world is the Amazon.
4 The driest desert in the world is the Atacama.
5 The lowest sea in the world is the Dead Sea.

Extra activity Collaborative work

- Hand out two or three picture cards to small groups of different pupils. Pupils have to compare them using the adjectives from the lesson.

5 **Pupil A: Activity Book, page 73.**
Pupil B: Activity Book, page 75. (10 minutes)

- Place pupils in pairs and have them choose who is going to be Pupil A and who is going to be Pupil B.
- Have them turn to the correct page in their Activity Books. They both have a table showing details about Rasha, Nawal and Aseel. However, they both have two columns that are blank. They need to ask their partner questions to find the information for the missing columns.
- Explain to pupils that they are going to ask and answer questions using comparatives and superlatives in order to complete the missing information in their tables, like in the example.
- Pupils work individually to write the questions before they begin, using the example question to help them.
- They then ask their questions and complete the information in the table with their partner's answers.
- Monitor pupils and help where needed.

Finishing the lesson (5 minutes)

- Ask pupils to say which part of the song they liked best. Have them draw the verse in their notebooks.

Lesson 4, part 2

Starting the lesson (5 minutes)

- Explain to pupils that you will say an adjective (or you can show them the Unit 3 flashcards with adjectives) for them to say the comparative and superlative form. Say *long*. Elicit *longer* and *the longest*.
- Then ask pupils to continue the game with their partners using *big*, *high*, *tall*, etc.

Practice

Activity Book

1 **Complete the sentences.** (5 minutes)

- Pupils complete the activity individually.
- Ask pupils to check answers in pairs.
- Then have them make their own sentences with the adjectives.

2 3.10 **Listen and match.** (10 minutes)

- Ask pupils to look at the picture and say what they can see.
- Then ask how they think the people in the picture will be compared and what words they expect to hear.

- Play the audio for pupils to complete the activity. Repeat if necessary.
- Check answers as a class.

3.10

1 Girl: Look, Grandad. These are my friends at school.
Man: What are your friends' names?
Girl: This is Bayan. She's happier than the others in the photo. Can you see her?
Man: Yes, she's the one with the tennis racket.
Girl: Yes, she loves tennis.

2 Man: Who is that boy at the back? He's very tall.
Girl: He's Faisal. He's taller than you!
Man: Does he play any sport?
Girl: Yes, he's the captain on the basketball team.

3 Man: And this girl? Wow! She's very dirty!
Girl: You mean Sally? Yes, she's dirty from the clean-up. She's dirtier than me!
Man: Look at her glasses! I'm sure she can't see anything.
Girl: I know.

4 Man: I think I know this boy.
Girl: Who? Zaid? Maybe, he lives next door.
Man: But he looks very sad. He looks sadder than the other children.
Girl: Yes. Look at the paint on his picture. That's why he's sad.
Man: Poor Zaid.

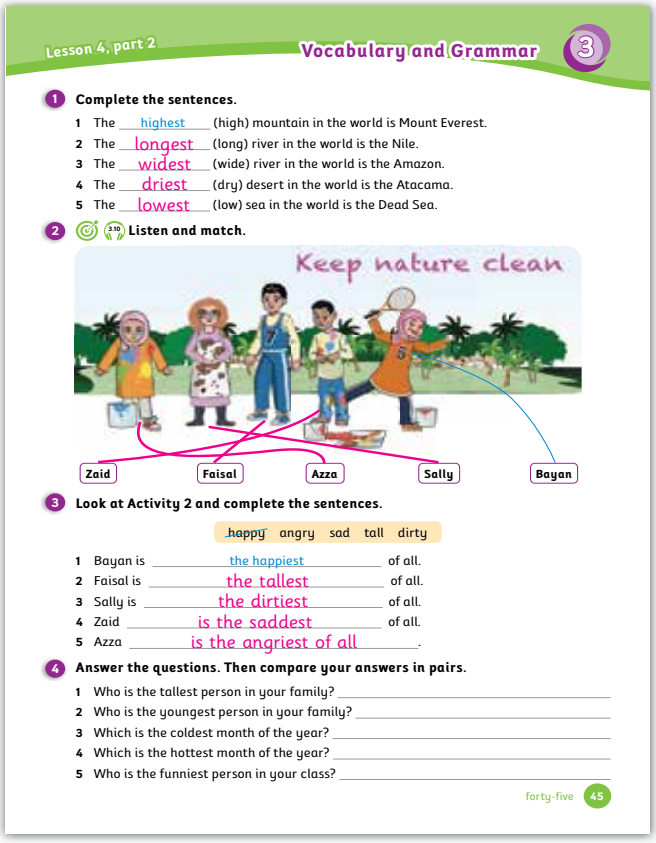
5 Girl: And this girl over there is Azza. She's my best friend.
Man: But she looks angry in this photo!
Girl: Yes, look at her leg! She's angrier than all of us!
Man: Oh, I see! But your friends look really nice.
Girl: Yes, they are.

3 Look at Activity 2 and complete the sentences. (5 minutes)

- Ask pupils to look at the picture in Activity 2 and say which of the children is *happy*, *angry*, *sad*, *tall* and *dirty*.
- Pupils work individually to complete the activity.
- Check answers as a class.

4 Answer the questions. Then compare your answers in pairs. (5 minutes)

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Use the Lollipop stick technique (see page 14) to elicit some answers from different pupils.



Lesson 4, part 2 — Vocabulary and Grammar 3

1 Complete the sentences.

1 The highest (high) mountain in the world is Mount Everest.
2 The longest (long) river in the world is the Nile.
3 The widest (wide) river in the world is the Amazon.
4 The driest (dry) desert in the world is the Atacama.
5 The lowest (low) sea in the world is the Dead Sea.

2 Listen and match.

3 Look at Activity 2 and complete the sentences.

~~happy~~ angry sad tall dirty

1 Bayan is the happiest of all.
2 Faisal is the tallest of all.
3 Sally is the dirtiest of all.
4 Zaid is the saddest of all.
5 Azza is the angriest of all.

4 Answer the questions. Then compare your answers in pairs.

1 Who is the tallest person in your family? _____
2 Who is the youngest person in your family? _____
3 Which is the coldest month of the year? _____
4 Which is the hottest month of the year? _____
5 Who is the funniest person in your class? _____

forty-five 45

Dictation (5 minutes)

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

D3

1	river	**7**	forest
2	mountain	**8**	hill
3	lake	**9**	island
4	waterfall	**10**	deep
5	city	**11**	high
6	town	**12**	wide

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Can you compare school subjects, animals, places and food? Is this easy or difficult for you? Why? When will you have to talk about and compare these things?*

Extra activity **Photocopiables 15 and 19**

- Ask pupils to do photocopiables 15 and 19.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about nature reserves in Oman
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of familiar places, if supported by pictures (GSE 23). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 33). Can give simple reasons to explain preferences, given a model (GSE 35).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- True/False response cards
- leaflets or books about nature reserves
- sheets of paper, enough for each group
- coloured pencils, gluesticks
- photocopiable 23

Assessment for Learning (formative assessment)

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

Culture Sources (online)

- lonelyplanet.com
- omanofw.com
- omanobserver.om

Lesson 5, part 1

Starting the lesson (2 minutes)

- Write *nature reserves* on the board. Ask pupils *Why are nature reserves important?* and elicit answers.

Presentation (3 minutes)

- Explain that in this lesson pupils will read about different nature reserves.
- Write *Daymaniyat Islands, Jabal Samhan, Khawr Ruri* on the board and ask pupils if they know what these places are.

Culture notes

- The nine Daymaniyat Islands have a total area of 100 hectares (250 acres).
- Jabal Samhan has an area of 4,500 square kilometres and is one of the highest mountain ranges in Oman with its summit at 2,100 metres.

Practice

Class Book



1 Before you read How many animals do you know that live in Oman? (3 minutes)

- Write *turtles, sharks, dolphins, leopards* on the board. Ask pupils if they know what these are.
- Refer pupils to page 68 and read the question. Pupils discuss the question in pairs for one minute. Then ask for class feedback.

2 3.11 Listen and read. (5 minutes)

- After listening, ask pupils to say what they found most interesting in the text.
- **Extension** Pupils read the Fun fact.

3.11

Nature reserves in Oman

There are a lot of beautiful nature reserves in Oman and they are all very different. Let's look at three of them.

Daymaniyat Islands

The nine Daymaniyat Islands are a marine reserve. The fish, sharks, whales and dolphins are safe in the sea around the islands. You can't visit the islands from May to October. That's because turtles lay their eggs on their beautiful beaches.

Jabal Samhan

This nature reserve is in the mountains of Dhofar. There are great views of the sea from the top! Lots of animals live here, such as gazelles, wolves and ibex. Did you know that one of the world's rarest animals also lives here? It's called the Arabian leopard.

Khawr Ruri

Khawr Ruri is an important nature reserve where many fish, birds and plants can live. Tourists love seeing the ruins of the old city of Samharam here.

Which nature reserve do you most want to visit?

Extra activity Critical thinking

- Pupils work in groups of three and write one true sentence and two false ones. They then read them to another pair. Pupils use True/False cards technique (see page 15) to answer.

3 After you read Activity Book, page 46.

- Pupils turn to page 46 in their Activity Books before they complete the Class Book activities for this lesson.

4 Which nature reserve do you want to visit? Why? Tell your partner. (5 minutes)

- Pupils discuss and write notes in pairs. Encourage class feedback and discussion.

Diversity

Support

- Pupils find out about nature reserves. They write down two facts and tell the class about them. Pupils use True/False cards technique (see page 15) to answer.

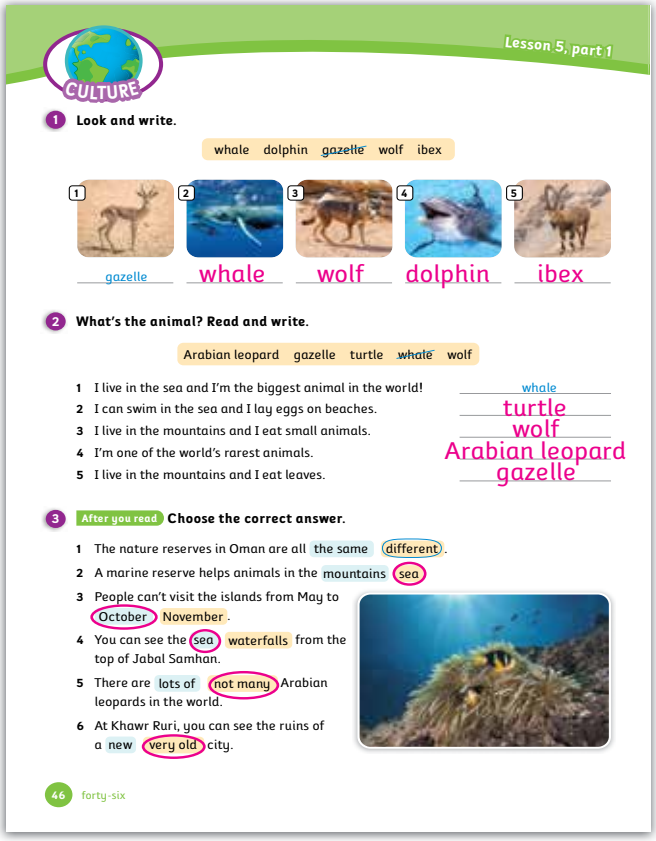
Challenge

- Pupils find out about nature reserves. They write four interesting facts and tell the class about them.

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

- Tell pupils they are going to watch a video and ask them to watch it carefully.
- Ask what they have learnt from the video.

Activity Book



Lesson 5, part 1

CULTURE

1 Look and write.

whale dolphin gazelle wolf ibex

1 gazelle 2 whale 3 wolf 4 dolphin 5 ibex

2 What's the animal? Read and write.

Arabian leopard gazelle turtle whale wolf

1 I live in the sea and I'm the biggest animal in the world! whale
2 I can swim in the sea and I lay eggs on beaches. turtle
3 I live in the mountains and I eat small animals. wolf
4 I'm one of the world's rarest animals. Arabian leopard
5 I live in the mountains and I eat leaves. gazelle

3 After you read Choose the correct answer.

1 The nature reserves in Oman are all the same / different.
2 A marine reserve helps animals in the mountains / sea.
3 People can't visit the islands from May to October / November.
4 You can see the sea / waterfalls from the top of Jabal Samhan.
5 There are lots of / not many Arabian leopards in the world.
6 At Khawr Ruri, you can see the ruins of a new / very old city.

46 forty-six

1 Look and write. (3 minutes)

- Ask pupils to say what animals they can see in the pictures. Pupils work individually. Then they compare the answers in pairs.
- Ask pupils if any of these animals can be found where they live.

2 What's the animal? Read and write. (5 minutes)

- Look at the words in the word box as a class. Ask pupils to describe each animal as best as they can. Focus on what they look like, where they live and what they eat.
- Pupils then complete the activity individually.
- Check answers using the Lollipop stick technique (see page 14).

3 After you read Choose the correct answer. (5 minutes)

- Give pupils a few minutes to complete the activity in pairs. Check answers as a class.

Finishing the lesson (4 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *What facts were the most interesting for you?* Have pupils raise their hands to give the answers. Finally, encourage pupils to reflect on what they found easy and difficult today.

Culture and Project

Lesson 5, part 2

Starting the lesson (3 minutes)

- Ask pupils to say what they remember about nature reserves.

Presentation (2 minutes)

- Explain that in this lesson, pupils will make a leaflet about a nature reserve in their country.

Practice – Project

Class Book



Make a leaflet about a nature reserve in your country. (30 minutes)

- Divide pupils into groups of four. Give each group paper and coloured pencils.
- Help the groups find information about one nature reserve each. Decide on the nature reserves before pupils start.
- Explain that pupils should find photos or draw a picture and write a paragraph like the texts in the Class Book. They can also find photos and stick them on the leaflet.
- Each group presents their nature reserve to the class. Make sure each pupil from each group reads out some information.
- Display the leaflets in a classroom or corridor. Encourage pupils from other classes to read the leaflets. Have a class vote for the best leaflet.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they have learnt today. Ask pupils how this culture lesson has helped them understand more about nature reserves in Oman.
- Then ask them to say five words they can use to describe nature reserves.

Extra activity **Photocopiable 23**

- Ask pupils to do photocopiable 23.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to learn to ask for and give directions using prepositions of movement
- **Target language:** *Excuse me, can you tell me the way to the …, please? Turn right/left … Go straight ahead. Go across the … It's on the left/right. Go along the …, from … to …*

Global Scale of English (GSE)

- **Listening:** Can understand simple directions, if spoken slowly and clearly (GSE 27). Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map (GSE 34).
- **Speaking:** Can ask for directions on how to get somewhere on foot or by public transport, using simple polite language (GSE 40).

Materials

- a few tourist or local maps, enough for each group
- photocopiable 27

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Give simple directions on how to get from the classroom to another place in the school. Use *go along/across/straight ahead, go from … to …, turn left/right.* Ask pupils to follow the way in their minds. Ask *Where are you now?*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to give directions and ask the way.
- Ask *What kind of information do you have to give when you tell someone the way?* Pupils discuss the question in pairs for one minute. Then ask the pupils to raise their hands to offer ideas. Accept all reasonable suggestions.

Practice

Class Book



1 3.12 Listen, point and repeat. (5 minutes)

- Refer pupils to page 69.
- Play the audio. Pupils work individually.
- Focus on the pronunciation. Ask pupils to repeat the directions with gestures.

3.12

go along the road, go across the road, go from the shop to the school, turn left, turn right, go straight ahead

2 3.13 Watch or listen and follow on the map. Where does Razan want to go? (5 minutes)

- Refer pupils to the map on page 69. Ask what places they can see.
- Play the audio or video. Pupils work individually to track the directions with their fingers as they watch or listen.
- Do not confirm the answers yet.

3.13 & 3.14

Girl: Excuse me, can you tell me the way to the park, please?
Woman: Sure. Turn right at the supermarket. Go straight ahead. Go across the road. The park is on the left.
Girl: OK, thank you! Bye!
Woman: Bye!

English in action

3 3.14 **Watch or listen again, read and check.** (5 minutes)

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

Extra activity Collaborative work

- Divide the class into two groups. One group is Razan; the other is the passer-by. Play the audio or video and pause after each sentence. Pupils from each group repeat what they hear in unison.
- Ask pairs of pupils to stand up and practise by acting out the conversation, using hand and arm movements and gestures.

4 **Look at the map in Activity 2 again. In pairs, ask the way.** (5 minutes)

- Ask pupils to look at the map in Activity 2 again and find the bookshop, the library, the supermarket and the post office.
- Place pupils in pairs and assign Pupil A and Pupil B.
- Pupil A knows the way and gives directions and Pupil B asks the way. Then pupils swap roles. Tell pupils to use the dialogue in Activity 3 as a model.
- Walk around the class monitoring pairs.

Diversity

Support

- Give pupils one minute to prepare their directions before talking in pairs.

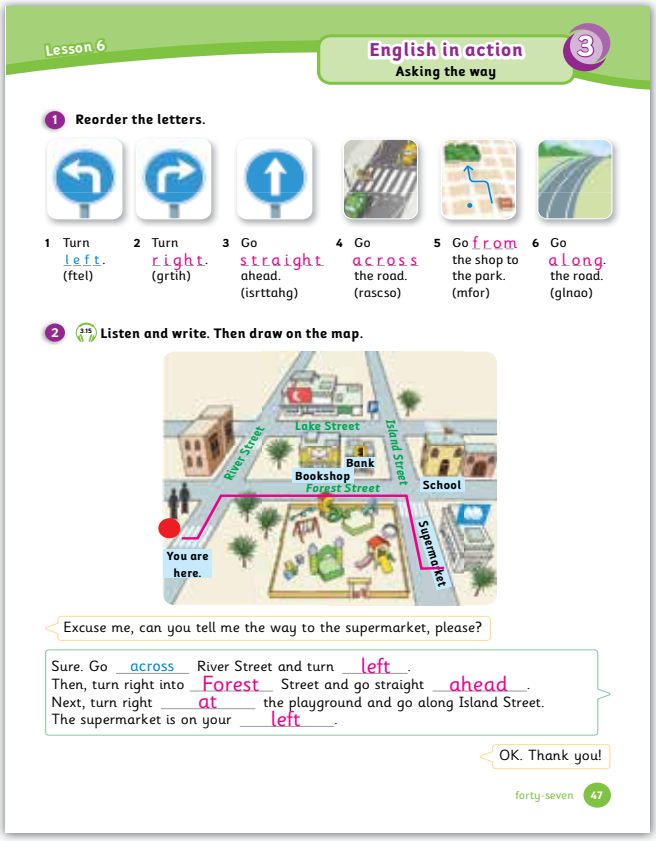
Challenge

- Have pupils perform their dialogues to the class.

Activity Book

1 **Reorder the letters.** (5 minutes)

- Ask pupils to look at the signs and say what each one shows. Pupils do the activity individually, then check in pairs.


Lesson 6

English in action 3
Asking the way

1 Reorder the letters.

1 Turn left. (ftel)
2 Turn right. (grtih)
3 Go straight ahead. (isrttahg)
4 Go across the road. (rascso)
5 Go from the shop to the park. (mfor)
6 Go along the road. (glnao)

2 3.15 Listen and write. Then draw on the map.

Lake Street
River Street
Island Street
Bank
Bookshop
Forest Street
School
Supermarket
You are here.

Excuse me, can you tell me the way to the supermarket, please?

Sure. Go across River Street and turn left.
Then, turn right into Forest Street and go straight ahead.
Next, turn right at the playground and go along Island Street.
The supermarket is on your left.

OK. Thank you!

forty-seven 47

2 3.15 **Listen and write. Then draw on the map.** (5 minutes)

- Ask pupils to study the map closely and what they see in it.
- Explain the activity. Use the Traffic light cards technique (see page 15) to check pupils understand the task.
- **Extension** Pupils practise the dialogue in pairs.

3.15

Boy: Excuse me, can you tell me the way to the supermarket, please?
Man: Sure. Go across River Street and turn left. Then, turn right into Forest Street and go straight ahead. Next, turn right at the playground and go along Island Street. The supermarket is on your left.
Boy: OK. Thank you!

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *When might you have to give directions in English?* Finally, encourage pupils to reflect on what they found easy and difficult today.

Extra activity Photocopiable 27

- Ask pupils to do photocopiable 27.

Skills

Lesson 7, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can follow simple stories with basic dialogue and simple narrative (GSE 35). Can read a short text and predict what they think will happen next (GSE 40). Can scan a simple text to find specific information (GSE 38).

Materials

- Unit 3 flashcards (landscapes and adjectives)
- two fly swats
- photocopiable 31

Assessment for Learning (formative assessment)

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

Lesson 7, part 1

Starting the lesson (5 minutes)

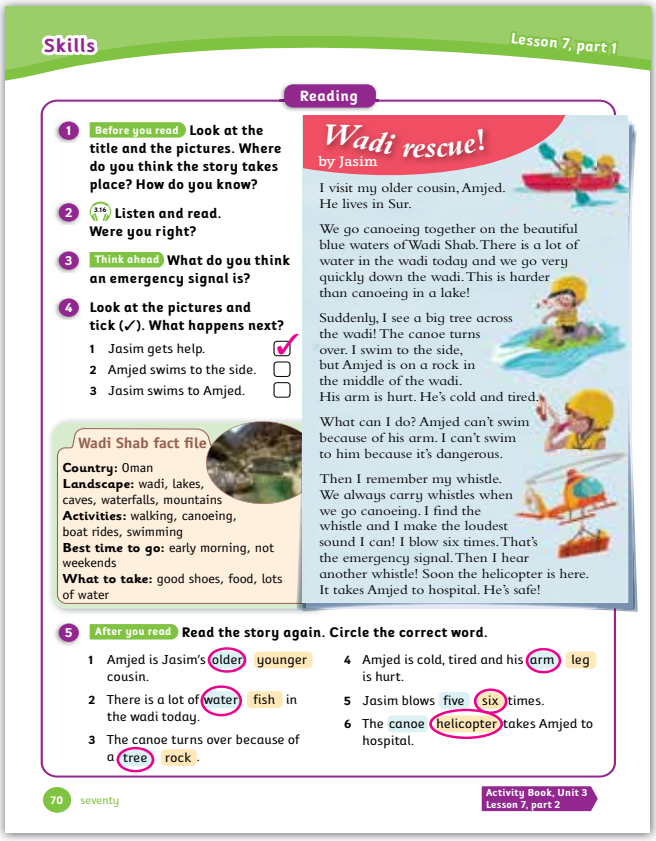
- Place the Unit 3 flashcards on the board. Place pupils in two teams and give each team a fly swat. Explain that you will spell a word which they have to find, swat and say. The team which finishes first wins.
- Write the words wadi and rescue on the board. Ask *What's the nearest river or wadi? Is it dangerous? Why/Why not? What do you think a wadi rescue is?*
- Encourage discussion of what makes a wadi dangerous, when (*after lots of rain*) and why (*flooding*).

Presentation (2 minutes)

- Explain that in this lesson pupils will read a text about a wadi rescue in Wadi Shab.
- Write *whistle, to turn over* and *emergency signal* on the board.
- Explain the meanings with sentences: *It's to tell players to stop* (mime blowing a whistle) – *that's … a whistle.* (Gesture to indicate *turn over* with a sheet of paper.) *This is to … turn over.*

Practice

Class Book


Skills
Lesson 7, part 1
Reading
1 Before you read Look at the title and the pictures. Where do you think the story takes place? How do you know?
2 Listen and read. Were you right?
3 Think ahead What do you think an emergency signal is?
4 Look at the pictures and tick (✓). What happens next?
1 Jasim gets help. ✓
2 Amjed swims to the side.
3 Jasim swims to Amjed.
Wadi Shab fact file
Country: Oman
Landscape: wadi, lakes, caves, waterfalls, mountains
Activities: walking, canoeing, boat rides, swimming
Best time to go: early morning, not weekends
What to take: good shoes, food, lots of water
Wadi rescue!
by Jasim
I visit my older cousin, Amjed. He lives in Sur.
We go canoeing together on the beautiful blue waters of Wadi Shab. There is a lot of water in the wadi today and we go very quickly down the wadi. This is harder than canoeing in a lake!
Suddenly, I see a big tree across the wadi! The canoe turns over. I swim to the side, but Amjed is on a rock in the middle of the wadi. His arm is hurt. He's cold and tired.
What can I do? Amjed can't swim because of his arm. I can't swim to him because it's dangerous.
Then I remember my whistle. We always carry whistles when we go canoeing. I find the whistle and I make the loudest sound I can! I blow six times. That's the emergency signal. Then I hear another whistle! Soon the helicopter is here. It takes Amjed to hospital. He's safe!
5 After you read Read the story again. Circle the correct word.
1 Amjed is Jasim's older younger cousin.
2 There is a lot of water fish in the wadi today.
3 The canoe turns over because of a tree rock.
4 Amjed is cold, tired and his arm leg is hurt.
5 Jasim blows five six times.
6 The canoe helicopter takes Amjed to hospital.
70 seventy
Activity Book, Unit 3 Lesson 7, part 2

Reading

1 Before you read Look at the title and the pictures. Where do you think the story takes place? How do you know? (3 minutes)

- Ask pupils what they can see in the pictures. Ask if any of them have ever been canoeing in a wadi. Ask *Where did you go? Was it fun?*
- Pupils discuss the questions in pairs first. Using the Lollipop stick technique (see page 14), ask pupils for ideas. Accept all reasonable suggestions, and ask them for reasons for their ideas.

2 3.16 **Listen and read. Were you right?** (10 minutes)

- Before pupils do the activity, remind them not to worry if they do not understand every word, as long as they get the gist the first time they listen.
- Play the audio once for them to check their answers.
- Play the audio again.
- Check comprehension with questions. Ask *Does the wadi move very fast or slowly? (Fast.); Is it easy or hard to canoe in the wadi? (Hard.); Why can't Amjed swim? (He hurt his arm.); Why does the canoe turn over? (A tree is across the wadi and they hit it.); Why can't Jasim swim to Amjed? (Because the wadi is dangerous.); Why does Jasim blow his whistle? (It's an emergency signal.)*

3.16

Narrator: Wadi rescue! By Jasim

Boy: I visit my older cousin, Amjed. He lives in Sur. We go canoeing together on the beautiful blue waters of Wadi Shab. There is a lot of water in the wadi today and we go very quickly down the wadi. This is harder than canoeing in a lake! Suddenly, I see a big tree across the wadi! The canoe turns over. I swim to the side, but Amjed is on a rock in the middle of the wadi. His arm is hurt. He's cold and tired.
What can I do? Amjed can't swim because of his arm. I can't swim to him because it's dangerous.
Then I remember my whistle. We always carry whistles when we go canoeing. I find the whistle and I make the loudest sound I can! I blow six times. That's the emergency signal. Then I hear another whistle! Soon the helicopter is here. It takes Amjed to hospital. He's safe!

3 Think ahead **What do you think an emergency signal is?** (3 minutes)

- Ask pupils to answer with a partner, looking at the pictures and words in the text.
- Have pupils share their answers with the class.

4 **Look at the pictures and tick (✔). What happens next?** (2 minutes)

- Give pupils time to think about their answers individually.
- Ask for feedback using the Lollipop stick technique (see page 14).

Diversity

Support

- Ask *What do you think happens next?* Ask pupils to offer suggestions and help guide a class discussion. Write ideas on the board. Ask pupils to tell the story in small groups, with the ideas/language on the board to help.

Challenge

- Ask pupils to write the next part of the story or draw in a cartoon format with speech bubbles.

5 After you read **Read the story again. Circle the correct word.** (5 minutes)

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

Finishing the lesson (10 minutes)

- Tell pupils to work in pairs and choose a role, Jasim or Amjed. Pupils should act out the story using mime and adding words if they want to. Ask pupils to perform for each other.
- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they have learnt today.
- Ask *What else can you do to stay safe around water?*

Lesson 7, part 2

Starting the lesson (5 minutes)

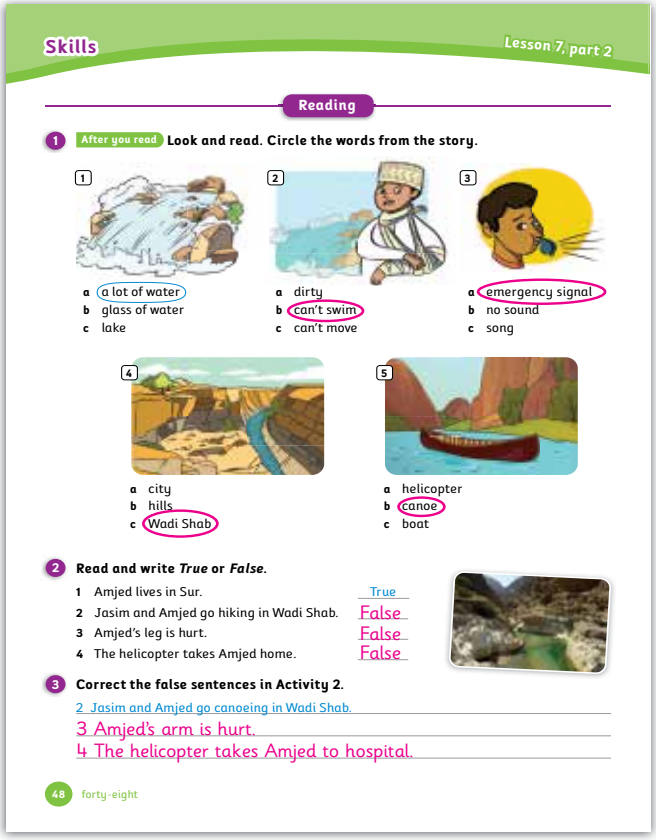
- Using the True/False response cards technique (see page 15), say different statements about the story from the last lesson, e.g. *Canoeing in a lake is easier than canoeing in a wadi (True). There is a big tree across the river (False).* Pupils correct the incorrect statements. You can also use the story cards to ask about the story.

Presentation (10 minutes)

- Explain that in this lesson pupils will practise what they remember about the story.
- Ask pupils to tell you what words they remember from the last lesson. Write them on the board. Put pupils in pairs and ask them to write sentences using the words on the board. Pupils share their sentences with the class.

Practice

Activity Book



Skills — Lesson 7, part 2

Reading

1 After you read **Look and read. Circle the words from the story.**

1
a a lot of water
b glass of water
c lake

2
a dirty
b can't swim
c can't move

3
a emergency signal
b no sound
c song

4
a city
b hills
c Wadi Shab

5
a helicopter
b canoe
c boat

2 **Read and write *True* or *False*.**

1 Amjed lives in Sur. True
2 Jasim and Amjed go hiking in Wadi Shab. False
3 Amjed's leg is hurt. False
4 The helicopter takes Amjed home. False

3 **Correct the false sentences in Activity 2.**

2 Jasim and Amjed go canoeing in Wadi Shab.
3 Amjed's arm is hurt.
4 The helicopter takes Amjed to hospital.

48 forty-eight

1 **After you read Look and read. Circle the words from the story.** (5 minutes)

- Ask pupils to look at the pictures and describe what is happening in each one. Then ask them to read the options below each picture.
- Use the Traffic light cards technique (see page 15) to check pupils know what to do. Give pupils one minute to complete the activity.
- Pupils can compare answers in pairs. Check answers as a class.

2 **Read and write *True* or *False*.** (5 minutes)

- Pupils complete the activity individually. They compare answers in pairs before class feedback.
- Pupils can look at page 70 of the Class Book to find the answers. Less able pupils can work in pairs with more able pupils to help them find the information if necessary.

3 **Correct the false sentences in Activity 2.** (10 minutes)

- Read the first sentence aloud. Ask pupils if the sentence is true or false. Pupils complete the rest of the activity individually and then check answers in pairs.
- Use the Lollipop stick technique (see page 14) to check answers as a class.

Finishing the lesson (5 minutes)

- Ask the pupils to look at the story again. Ask them to say which part they enjoyed the most about the story and why. Have volunteers share their answers with the class.

Extra activity Photocopiable 31

- Ask pupils to do photocopiable 31.

Skills

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about a favourite place; to write a fact file about their region
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36). Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 33).
- **Writing:** Can use capital letters for names and titles (e.g. of people, places) (GSE 24). Can write simple facts about a topic on a planning sheet (GSE 42).

Materials

- Unit 3 flashcards (landscapes and adjectives)
- Unit 3 poster: Landscapes
- sheets of paper, enough for each pair of pupils
- photocopiable 35

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14); Two stars and a wish technique (see page 15); Hands up/down technique (see page 15)
- Peer learning: groupwork; pairwork; Think-pair-share technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 8, part 1

Starting the lesson (5 minutes)

- Revise the unit vocabulary using the Unit 3 flashcards (landscapes and adjectives) or poster. Use the Lollipop stick technique (see page 14) to choose a pupil to come to the front. Ask them to choose a flashcard or word from the poster and draw it on the board for the class to guess. Continue with other pupils and words.

Presentation (2 minutes)

- Explain that in this lesson pupils will listen to someone talking about their favourite place in their country, and they will read and plan a fact file about their region.

Practice

Class Book



Listening

1 3.17 Look at the pictures. Listen and circle the correct picture. (5 minutes)

- Refer pupils to page 71 and tell them to read the sentences and choices in Activity 1 before they listen so they know what to listen for.
- Play the audio.
- Pupils compare answers in pairs. Ask different pupils to say the answers.

3.17

1 Boy: Hi, I'm Osamah.
Girl: Hi, I'm Dina.
Boy: Where are you from, Dina?
Girl: I'm from Egypt.
Boy: That's interesting. Where in Egypt are you from?
Girl: I'm from Cairo.

2 Boy: Is Egypt very beautiful?
Girl: Yes, it is.
Boy: What's the landscape like?
Girl: Well, there are deserts, beautiful mountains and beaches. My favourite place is the mountains. I love walking in the mountains.
Boy: It sounds great.

Diversity

Support
- Play the audio once. Tell pupils to compare answers with a partner. Play the audio again for pupils to check their own answers.

Challenge
- Play the audio once. Pupils swap books. Play the audio again for pupils to check each other's answers.

2 Ask and answer about your favourite place in your country. (10 minutes)
- Pupils work in pairs. Have pupils ask you the question and tell them about your favourite place to model the activity.
- When they have talked about their favourite place, ask one pupil in each pair to stand up and sit with another pupil from another pair. Pupils then repeat the activity.
- Ask different pupils to talk about their places. Prompt with questions, e.g. *Why is it your favourite place?*

Writing

3 Read the fact file. (5 minutes)
- Ask pupils to look at the fact file. Give them one minute to read it quickly.
- Have pupils read again silently. Ask pupils to write one true and one false sentence about Egypt.
- Pupils work in pairs, swap books and check the spelling and use of capital letters.
- Ask two or three pupils to read their sentences to the class. The class respond with the Hands up/down technique (see page 15). Elicit corrections.
- Discuss the model text with pupils. Ask them what type of text it is, what fact files are (a report containing the key facts about a topic) and why they are useful (they can help you to remember specific information easily). Ask pupils what other topics fact files can be used for (animals, people, etc.).
- Have pupils read the Tip box. Ask them to circle examples of the capital letters in the fact file. Elicit that place words start with a capital letter. Revise when capital letters are used in English (names of people, months, days of the week, beginning of a sentence).

4 Write a fact file about your country. (10 minutes)
- Plan: Go through the bullet points as a class. Pupils then work individually to answer the questions. Elicit answers and write them on the board.
- Write: Draw pupils' attention to the fact file. Ask them to notice the headings and bullets and how the information is split into sections so it's clear for the reader. Pupils then use the word prompts in the box to write a new fact file. Elicit the information orally and write this on the board.
- Use the Lollipop stick technique (see page 14) to choose a pupil to read aloud a fact from the fact file.
- Check your work: As a class, go over each bullet point and check that the writing on the board contains all the correct elements and that all place words have capital letters.

Finishing the lesson (3 minutes)
- Tell pupils that they will write their own fact file about their region in the next lesson. Ask them to think about what they could write.

Lesson 8, part 2

Starting the lesson (5 minutes)

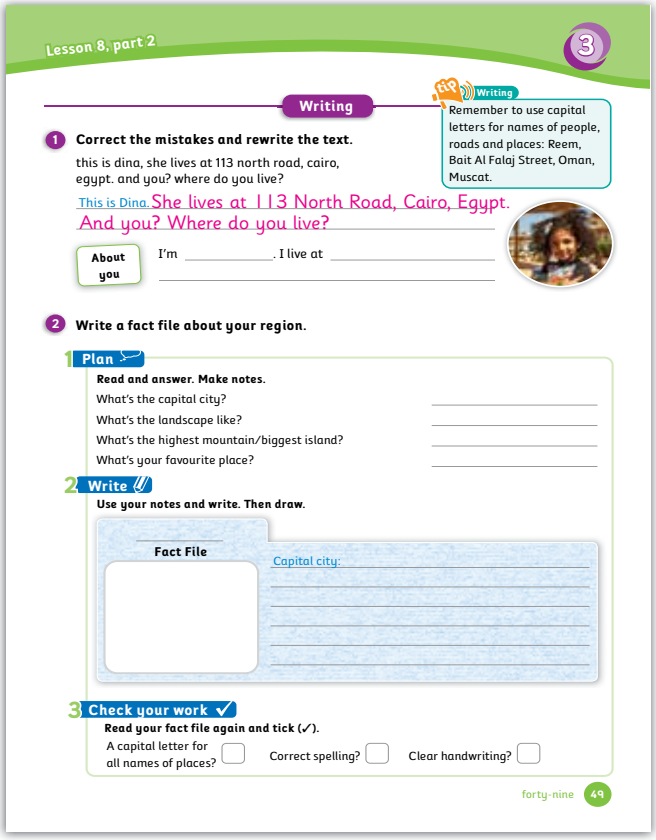
- Divide the class into small groups and hand each one a sheet of paper. Ask groups to write as many words as they can remember from the last three lessons.
- Have pupils share their words with the rest of the class and write them on the board.

Presentation (5 minutes)

- Explain that in this lesson pupils will write a fact file about their region.
- Use the Think-pair-share technique (see page 15) to discuss the writing plan for a fact file from the Class Book in the last lesson.

Practice

Activity Book



Lesson 8, part 2

3

Writing

Writing

Remember to use capital letters for names of people, roads and places: Reem, Bait Al Falaj Street, Oman, Muscat.

1 **Correct the mistakes and rewrite the text.**

this is dina, she lives at 113 north road, cairo, egypt. and you? where do you live?

This is Dina. She lives at 113 North Road, Cairo, Egypt.
And you? Where do you live?

About you

I'm _____. I live at _____

2 **Write a fact file about your region.**

1 Plan

Read and answer. Make notes.

What's the capital city? _____
What's the landscape like? _____
What's the highest mountain/biggest island? _____
What's your favourite place? _____

2 Write

Use your notes and write. Then draw.

Fact File

Capital city: _____

3 Check your work

Read your fact file again and tick (✓).

A capital letter for all names of places? ☐ Correct spelling? ☐ Clear handwriting? ☐

forty-nine 49

Writing

1 Correct the mistakes and rewrite the text. (5 minutes)

- Refer pupils to Activity Book page 49. Remind pupils of what they learnt about capital letters in the last lesson.
- Pupils complete the activity individually. They then compare their work with their partners.
- Invite pupils to share their work with the class.

2 Write a fact file about your region. (20 minutes)

- Give pupils a few minutes to complete their notes in order to plan their writing. Walk around monitoring pupils as they take notes and offer help and support.
- Refer pupils to the Writing Tip before completing the activity.
- Pupils work individually to use their notes to write a fact file. Walk around monitoring, offering help and support.
- When they have finished, ask pupils to check their writing by ticking the boxes to show they have done each of these things.
- Using the Two stars and a wish technique (see page 15), pupils read and check each other's work, taking into account the Writing Tip.
- Encourage pupils to read out their completed work to their classmates.

Extra activity Critical thinking

- Ask pupils to reflect on what helped them learn today, what stopped them and how to avoid this in the future. Pupils write their answers on slips of paper and give them in. Reflection should be in L1.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) 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.
- Pupils write down what they achieved in their Learning diary: *Today, I described … and I wrote a description of … .*

Extra activity Photocopiable 35

- Ask pupils to do photocopiable 35.

Phonics

Lesson 9

Objectives

- **Lesson objectives:** to learn a new spelling for the vowel digraph /ei/; to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky words: *Mr* and *Mrs*; to adopt strategies to recognise and read tricky words in sentences.
- **Target words:** *ei /ei/: reindeer, reins, beige, vein; eigh /ei/: eight, sleigh, weigh, eighteen*
- **Tricky words:** *Mr, Mrs*

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can identify key information from short audio recordings, if spoken slowly and clearly (GSE 31).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- optional teacher-made flashcards for the vowel digraph /ei/, with *ei*, *eigh*, *ay*, *ai* and *a_e* spellings
- optional teacher-made flashcards for tricky words: *Mr*, *Mrs*

Assessment for Learning (formative assessment)

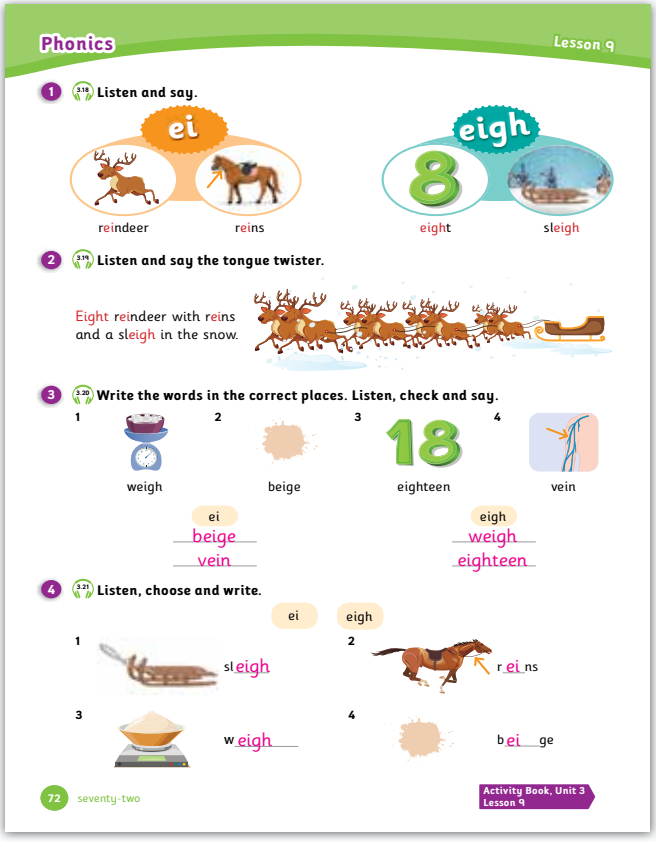
Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Hands up/down technique (see page 15)
Peer learning: pairwork; groupwork

Starting the lesson (5 minutes)

- Review the sound /ei/ from Grades 1 and 2. You can make flashcards to show an image and the word, or use an image to elicit the word from the class, e.g. *cake, train, hay*.
- Write *ay, ai* and *a_e* on the board. Say more words with each spelling, for example *play, rain, game*. Encourage pupils to point to the correct set of letters each time. If they find this difficult, write the words on the board and ask volunteers to come up and draw a line to the correct set of letters. Invite pupils to identify the letters in each word that make the /ei/ sound. They can come up and circle the letters, or tell you which letters to choose.
- For each spelling, challenge pupils to think of another word with the same spelling for the sound /ei/. If they find this difficult, they can give a word with the same sound, using any of the spellings. You can invite them up to draw a picture or do a mime to represent the word.
- If pupils find it difficult to remember the different spellings for this digraph, you may wish to use flashcards and games (see page 20) to revise this further.

Presentation

Class Book



1 3.18 Listen and say. (5 minutes)

- Look at Activity 1 on page 72 with the class. Focus on the pictures and talk about what the pupils can see.
- Tell pupils that in this lesson, they will learn a new way to spell the sound /ei/. Point to the vowel digraphs on the page and model the sound /ei/.
- Play the audio. Help pupils to match each sound and word in the audio to a digraph or picture and to point to the correct object as they hear each word.
- Model the words, emphasising the /ei/ sound each time and ensure this is clear. Encourage pupils to repeat the words, then point to each picture in turn and have them say the words independently.
- Display teacher-made flashcards or use the whiteboard to show the two new spellings of the /ei/ sound again. Say the words again in a different sequence and ask pupils to point to the correct spelling each time. You may like to explain that the letters *gh* are silent in this spelling, and elicit other words where this is the case, e.g. *night, light, bright*.
- Write the gapped form of the words on the board: r_ _ ndeer, r_ _ ns, _ _ _ _ t, sl_ _ _ _. Elicit the missing letters as a class to check understanding.

3.18

ei	reindeer, reins	eigh	eight, sleigh

Phonics

Practice

2 3.19 **Listen and say the tongue twister.** (5 minutes)

- Write the digraphs *ei* and *eigh* on the board. Look at the picture in Activity 2 with the class and see if pupils can identify any of the items in the picture that contain these spellings.
- Explain that pupils will hear a tongue twister and that they should point to the items in the picture as they listen. Play the audio.
- Play the audio again and ask the pupils to follow the words in the tongue twister as they listen.
- Play the audio a third time and ask pupils to join in with the tongue twister.
- Check understanding by using your flashcards or the whiteboard to show the two new spellings of the /ei/ sound, and asking pupils to say the corresponding word from the tongue twister.
- Repeat the tongue twister as a class until pupils are confident with the language and the pronunciation.

3.19

Eight reindeer with reins and a sleigh in the snow.

3 3.20 **Write the words in the correct places. Listen, check and say.** (5 minutes)

- Focus on the pictures in Activity 3. Talk about what pupils can see and check understanding of each image. Then point out the two boxes underneath the pictures, with *ei* and *eigh* as headings. Check pupils understand that they need to look at the spelling carefully and match each word to the correct box.
- Allow time for them to study the spellings and match the words, writing them under the correct heading.
- Then play the audio all the way through for pupils to listen to the pronunciation of each word and check their answers.
- Play the audio again for pupils to listen and repeat each word, then write each spelling (*ei, eigh*) on the board and ask pupils to say the words for each spelling. If they are confident, you can extend this by bringing in the words from Activity 1 as well.

3.20

ei	beige, vein	eigh	weigh, eighteen

4 3.21 **Listen, choose and write.** (5 minutes)

- Focus on Activity 4. Point to each of the digraphs in turn for pupils to say, and ensure they are saying the same sound each time. Look at each of the pictures and show that there is a gapped word beside each one. Point out that all of these words are covered in the preceding activities.
- Play the audio for pupils to listen, point and repeat each word.
- Play the audio for item 1 again and ask pupils to choose the correct digraph from the boxes to complete the word. If they aren't sure, point to each one again in turn and ask for a show of hands for each option using the Hands up/down technique (see page 15). Confirm the answer *eigh*.
- Repeat with items 2 to 4, or let pupils work individually.
- Check answers by writing the digraphs on the board or displaying your own flashcards. Ask pupils to say the words for each picture and point to the correct grapheme.
- Focus on the two new spellings, *ei* and *eigh*. Ask pupils to draw a picture that shows one word with each spelling, e.g. *eight reindeer*, *eighteen sleighs*. They can write a caption for their picture and compare with a partner.

3.21

1 sleigh	**2** reins
3 weigh	**4** beige

Extra activity **Collaborative work**

- Use the flashcards or the board to display *ei, eigh, ai, a_e* and *ay*.
- Say a word with one of the spellings, e.g. *hay*. Pupils point to the correct letters. When they answer correctly, ask them to say another word with this spelling. Check they are correct, then repeat with more words to practise all of the spellings.
- Focus on the two new spellings, *ei* and *eigh*. You could ask pupils to draw a picture that shows one word with each spelling, e.g. *eight reindeer, eighteen sleighs*. They can write a caption for their picture and compare these with a partner.

Activity Book

1 3.22 **Listen and repeat.** (3 minutes)

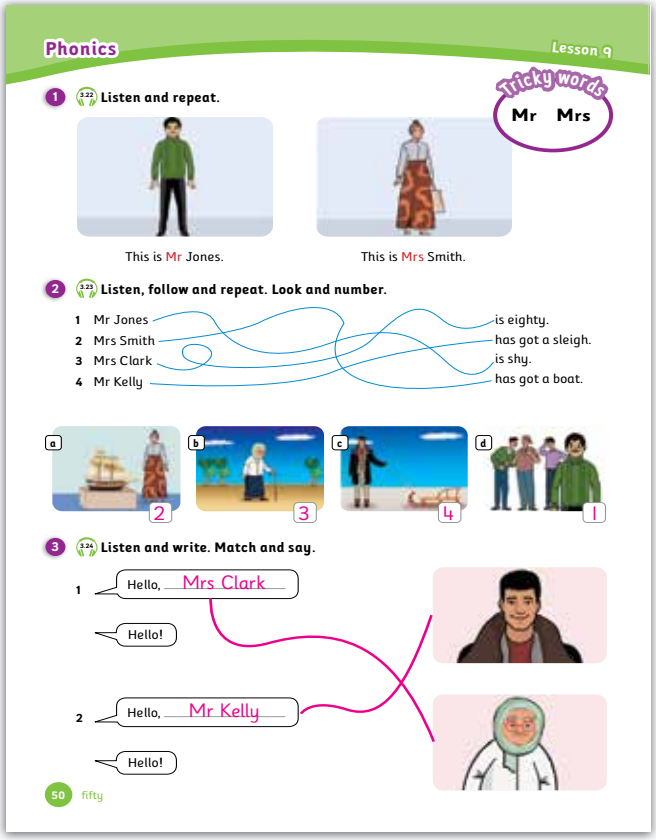
- Start by revising the tricky words that pupils have covered in Units 1 and 2 (*my, bye, any*). You can make flashcards of each word to elicit them orally as a class. Then write sentences containing each word and invite volunteers to read them out.
- Look at page 50 with the class. Focus on the words at the top of the page and explain that pupils will learn two new tricky words. Read them out and ask pupils to identify any phonemes that match the spelling (*m* in *Mr, m* and *s* in *Mrs*).
- Look at Activity 1 and see if pupils can recognise or read any of the words in the captions.
- Play the audio for pupils to listen and follow. Point to the red word each time and model the pronunciation again for pupils to repeat. Explain that these words are abbreviations that are commonly used in English to refer to men and women, preceding their surnames. It is a formal way of addressing adults.

The sound is different from the spelling because some of the letters in the abbreviated form are missed out. You may like to show the full forms (*mister, missus*), but these aren't used in written English. Encourage pupils to memorise the spelling of these abbreviations.

- Play the audio again, then put pupils in pairs to practise saying the sentences. Remind them to swap roles so they both have a turn at saying each of the tricky words.
- If time allows, ask one or two pairs to say their sentences aloud for the class.

3.22

This is Mr Jones. This is Mrs Smith.



2 3.23 Listen, follow and repeat. Look and number. (4 minutes)

- Focus on Activity 2. Ask pupils to quickly look at each of the pictures in turn and think about what they can see. Can they find Mr Jones and Mrs Smith from Activity 1?
- Then focus on the sentence halves above. Work through the first item as a class without the audio. Read out *Mr Jones*, then ask pupils to follow the line with their finger and read out the ending as a class, *is shy*.
- Pupils look at the pictures again and choose which one matches the sentence. Check they recognise Mr Jones, and recap the word *shy* from Unit 1.
- Play the audio to confirm item 1 and ask pupils to repeat. Then play the rest of the audio, pausing for pupils to follow the lines and complete the full sentences.
- Next, allow time for pupils to look and number the pictures.
- Check answers by dividing the class in half. For each item, ask one half to read out the sentence, and the other half to say the correct letter for the picture.

3.23

1 Mr Jones is shy. **2** Mrs Smith has got a boat.
3 Mrs Clark is eighty. **4** Mr Kelly has got a sleigh.

3 3.24 Listen and write. Match and say. (5 minutes)

- Look at Activity 3 with the class. Explain that in this section, pupils will practise writing the tricky words in full names.
- First, look at the pictures. Discuss with pupils what they can see and ask if they recognise any of the characters from Activity 2.
- Play the audio for the first picture. Model both words, *Mr* and *Mrs*, then ask pupils which one they heard in the audio. Confirm the answer *Mrs*, then ask pupils to write the word on the line to complete the sentence.
- Next, ask pupils to look at the pictures and draw a line to the correct character.
- Repeat the process for item 2.
- When they have completed the writing and matching, model the full exchanges for the class to repeat as they point at the pictures. Then have pupils repeat the dialogues in pairs. Remind them to swap roles so they both practise saying the tricky words.

3.24

1 Girl: Hello, Mrs Clark!
Older lady: Hello!

2 Boy: Hello, Mr Kelly!
Man: Hello!

Finishing the lesson (3 minutes)

- Use the pictures from Activity 2 for a game of *Picture dictation* (see page 19). Say sentences, e.g. *I'm Mrs Smith. I've got a boat. I'm Mr Kelly. I've got a sleigh.* Pupils listen and draw the correct characters and objects, using the correct colour for each speaker.

Review

Lesson 10, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).

Materials

- Unit 3 flashcards and word cards (landscapes and adjectives)
- Unit 3 poster: Landscapes
- sheets of paper, enough for each pair of pupils
- photocopiable 39
- notebooks

Assessment for Learning (formative assessment)

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

Lesson 10, part 1

Starting the lesson (5 minutes)

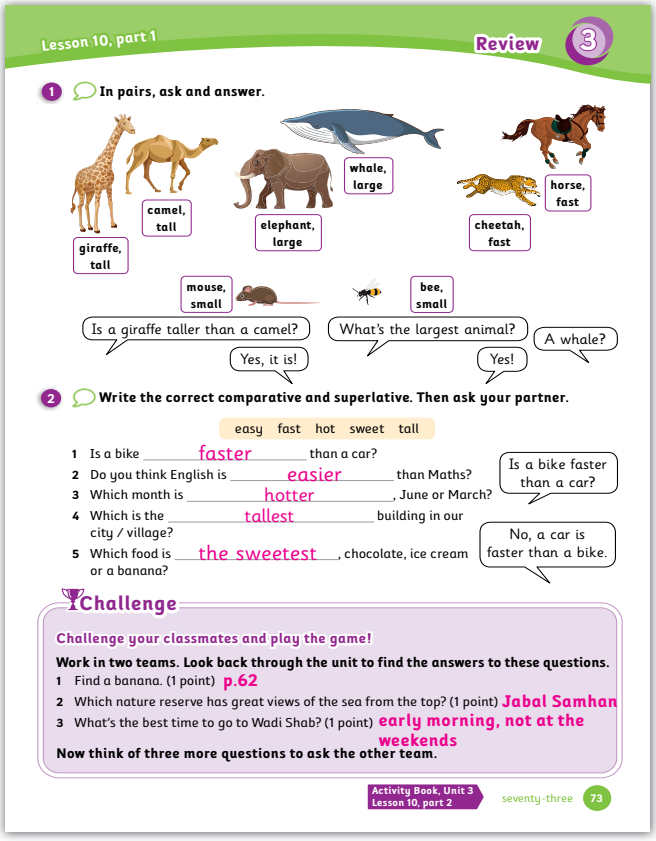
- Use the Key question technique (see page 14) to ask pupils a key question: *When do we use comparative and superlative adjectives in English?* Accept all reasonable answers.

Presentation (5 minutes)

- Explain that in this lesson pupils will do a revision of the unit vocabulary and then play a game.
- Revise unit vocabulary with the Unit 3 flashcards (landscapes and adjectives) or poster. Show pupils the flashcards or point to an item on the poster and say the incorrect word or an incorrect sentence with an adjective. Have pupils correct you.
- Revise questions with *biggest*, *longest*, *highest*. Write *Is … bigger/longer/higher than …? What's the biggest/longest/highest … in …?* on the board. Elicit an example question for each. Pupils can refer to Lesson 4 if necessary.

Practice

Class Book



1 In pairs, ask and answer. (10 minutes)

- Pupils work in pairs and complete the activity.
- Walk around the room monitoring pairs.
- Using the Lollipop stick technique (see page 14), pupils ask a question for the class to answer.

2 Write the correct comparative and superlative. Then ask your partner. (10 minutes)

- Pupils work in the same pairs and complete the activity.
- Walk around the room monitoring pairs.
- Ask different pairs to demonstrate one question and answer each.

Diversity

Support

- Pupils write their questions before asking their partner.

Challenge

- Pupils write two or three more questions using their own ideas with the comparative and superlative adjectives.

Extra activity **Creativity**

- Pupils write down the name of their town or favourite place in the middle of their sheet of paper. They create an acrostic poem by writing adjectives and superlatives horizontally that contain these letters.

Challenge (5 minutes)

Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four.

Finishing the lesson (5 minutes)

- Play a game of *Picture dictation* (see page 19) with the Unit 3 flashcards.

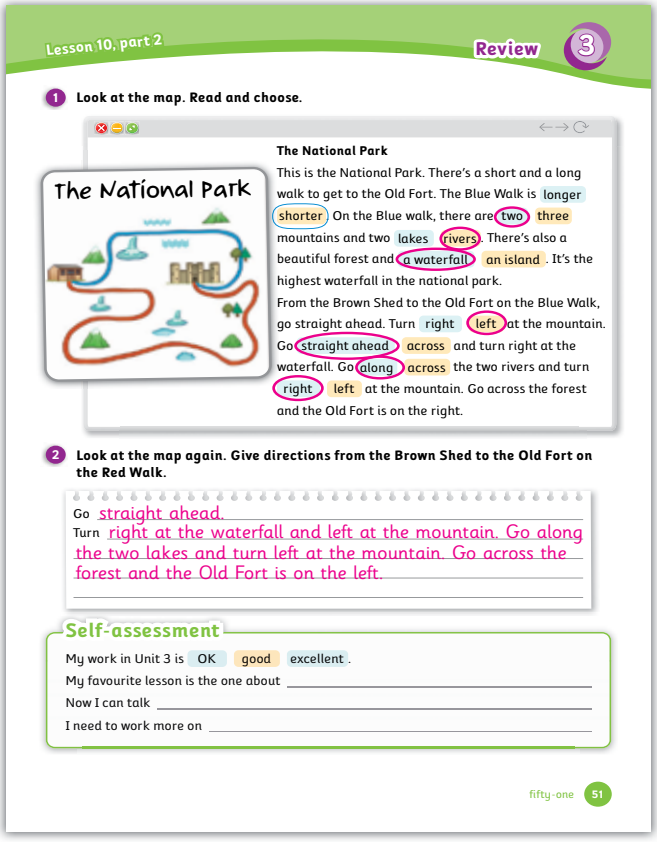
Lesson 10, part 2

Starting the lesson (2 minutes)

- Ask pupils when and how often they use maps. Ask if they use paper or digital maps.

Practice

Activity Book


Lesson 10, part 2 Review 3

1 Look at the map. Read and choose.

The National Park

The National Park

This is the National Park. There's a short and a long walk to get to the Old Fort. The Blue Walk is longer shorter On the Blue walk, there are two three mountains and two lakes rivers. There's also a beautiful forest and a waterfall an island . It's the highest waterfall in the national park.
From the Brown Shed to the Old Fort on the Blue Walk, go straight ahead. Turn right left at the mountain. Go straight ahead across and turn right at the waterfall. Go along across the two rivers and turn right left at the mountain. Go across the forest and the Old Fort is on the right.

2 Look at the map again. Give directions from the Brown Shed to the Old Fort on the Red Walk.

Go straight ahead.
Turn right at the waterfall and left at the mountain. Go along the two lakes and turn left at the mountain. Go across the forest and the Old Fort is on the left.

Self-assessment

My work in Unit 3 is OK good excellent .
My favourite lesson is the one about
Now I can talk
I need to work more on

fifty-one 51

1 **Look at the map. Read and choose.** (5 minutes)

- Pupils work individually and check in pairs.

2 **Look at the map again. Give directions from the Brown Shed to the Old Fort on the Red Walk.** (5 minutes)

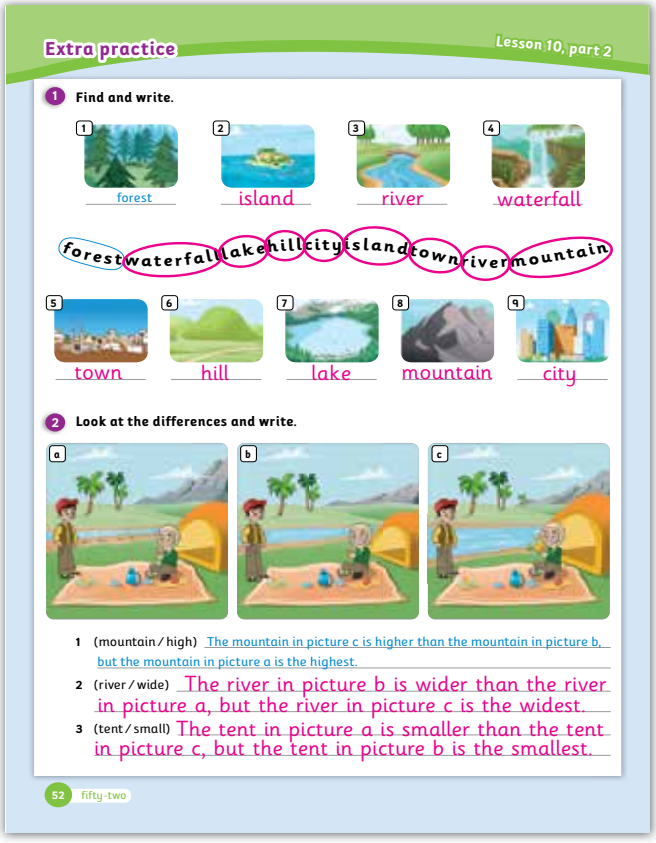
- Pupils work individually and check in pairs.

Self-assessment (2 minutes)

- Pupils do the activity individually. Ask some pupils to share their answers, using the Lollipop stick technique (see page 14).

Extra practice

Activity Book


Extra practice Lesson 10, part 2

1 Find and write.

1 forest 2 island 3 river 4 waterfall

forest waterfall lake hill city island town river mountain

5 town 6 hill 7 lake 8 mountain 9 city

2 Look at the differences and write.

a b c

1 (mountain / high) The mountain in picture c is higher than the mountain in picture b, but the mountain in picture a is the highest.
2 (river / wide) The river in picture b is wider than the river in picture a, but the river in picture c is the widest.
3 (tent / small) The tent in picture a is smaller than the tent in picture c, but the tent in picture b is the smallest.

52 fifty-two

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

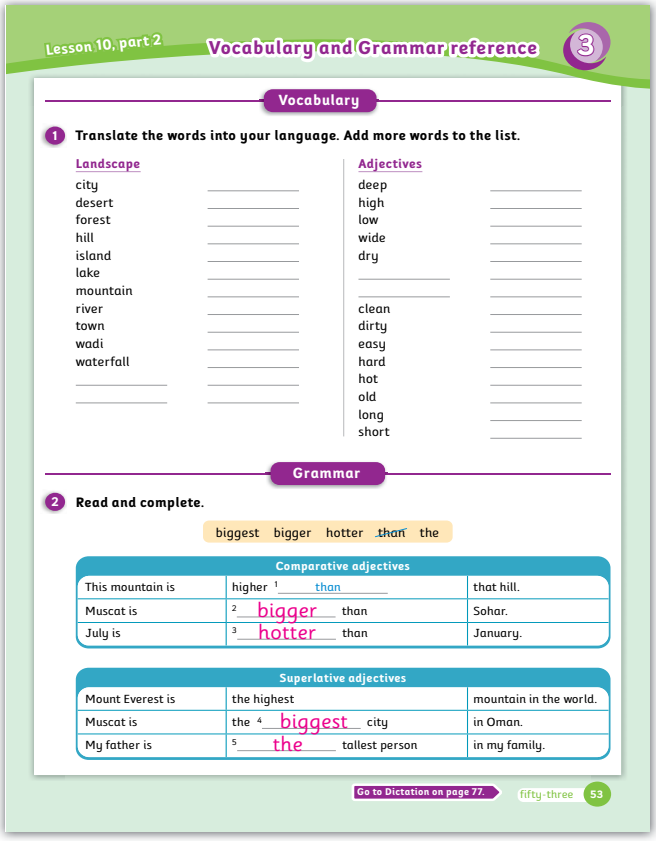
- Ask pupils to say what they see in the pictures.
- Pupils do the activity individually. Ask pupils to spell the words as you write them on the board.

2 **Look at the differences and write.** (5 minutes)

- Pupils complete the activity in pairs. Have different pupils read out their answers.

Vocabulary and Grammar reference

Activity Book



Lesson 10, part 2 — Vocabulary and Grammar reference 3

Vocabulary

1 Translate the words into your language. Add more words to the list.

Landscape		Adjectives	
city		deep	
desert		high	
forest		low	
hill		wide	
island		dry	
lake			
mountain			
river		clean	
town		dirty	
wadi		easy	
waterfall		hard	
		hot	
		old	
		long	
		short	

Grammar

2 Read and complete.

biggest bigger hotter than the

Comparative adjectives		
This mountain is	higher 1 than	that hill.
Muscat is	2 bigger than	Sohar.
July is	3 hotter than	January.

Superlative adjectives		
Mount Everest is	the highest	mountain in the world.
Muscat is	the 4 biggest city	in Oman.
My father is	5 the tallest person	in my family.

Go to Dictation on page 77. fifty-three 53

Vocabulary

1 Translate the words into your language. Add more words to the list. (5 minutes)

- Pupils can work in pairs to complete the activity. Check answers as a class.

Grammar

2 Read and complete. (3 minutes)

- Pupils work individually and check in pairs.

Extra activity Fast finishers

- Pupils copy the grammar boxes into their notebooks and complete them with their own ideas and examples.

Dictation (5 minutes)

- Have pupils turn to page 77 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check the answers as a class.

3.25

1 A mountain is higher than a hill.
2 This is the longest wadi in the desert.
3 Which food is sweeter, chocolate or a banana?

Finishing the lesson (3 minutes)

- Ask pupils to complete the Progress path sections for the unit and the Challenge square.



Extra activity Photocopiable 39

- Ask pupils to do photocopiable 39.

Get ready for ...

Lesson 11

Objectives

- **Lesson objectives:** to practise for the A1 Movers Listening Parts 1 and 5 and Speaking Part 1
- **Target language:** unit vocabulary

Global Scale of English (GSE)

- **Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39).
- **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).

Materials

- face response cards

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14); Face response cards technique
- Peer learning: Expert envoy technique (see page 15); groupwork; pairwork; Two stars and a wish technique (see page 15)
- Independent learning: Thought-provoking questions technique (see page 15)

Starting the lesson (5 minutes)

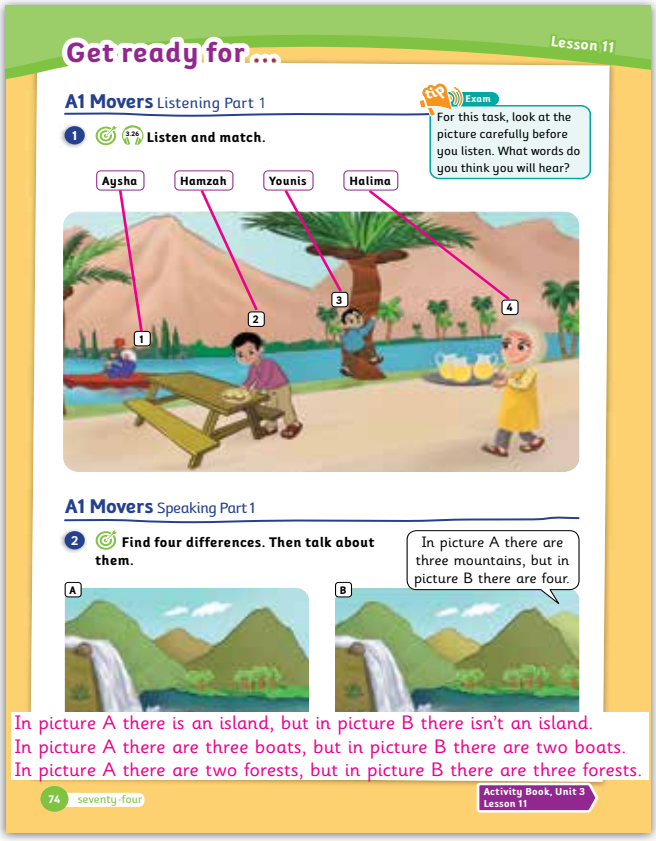
- Play the karaoke track of the song from Lesson 4 (track 3.7) and encourage pupils to sing.

Presentation (3 minutes)

- Explain that in this lesson pupils will practise for the Movers Listening and Speaking Test in the Class Book, and the Movers Listening Test in the Activity Book.

Practice

Class Book



1 3.26 Listen and match. (10 minutes)

- Tell pupils that this is the A1 Movers Listening Part 1 test.
- Read the Exam tip box with pupils before they complete the activity. Ask pupils to describe what the children are doing in the picture. Ask *What words do you think you will hear?* Ask them to give reasons for their answers.
- Play the audio.
- Check answers using the Lollipop stick technique (see page 14).

Get ready for ...

3.26

Boy: Look, here's a picture from our holiday at Wadi Shab.
Girl: Wow, that looks beautiful. Who's that?
Boy: Oh, the boy with the sandwiches?
Girl: Yes, that boy. Is he part of your family?
Boy: Yes, he is. He's my cousin, Hamzah. He's fifteen. And he makes delicious sandwiches!
Girl: And who's the boy climbing a tree?
Boy: That's my little brother Younis. He climbs higher than me! He loves climbing trees. Sometimes he even eats his food in the tree!
Girl: And who's that?
Boy: You mean the girl in the canoe?
Girl: Yes.
Boy: That's my sister Aysha. She goes canoeing every morning.
Girl: It's a beautiful wadi. Wow, look at all those drinks! That's a lot of lemonade!
Boy: Yes, that's my sister, Halima. She's helping Hamzah with the lunch.
Girl: It looks like a lovely holiday!

2 **Find four differences. Then talk about them.**
(10 minutes)

- Tell pupils that this is the A1 Movers Speaking Part 1 test. Give pupils one minute to find the differences.
- Assign different pairs. Ask pupils to look at the model in the speech bubble.
- Focus on the contrastive stress, i.e. *In picture A there are three mountains, but in picture B there are four*. Ask pupils to repeat together and then practise in pairs.
- Pupils work in pairs to talk about the differences.

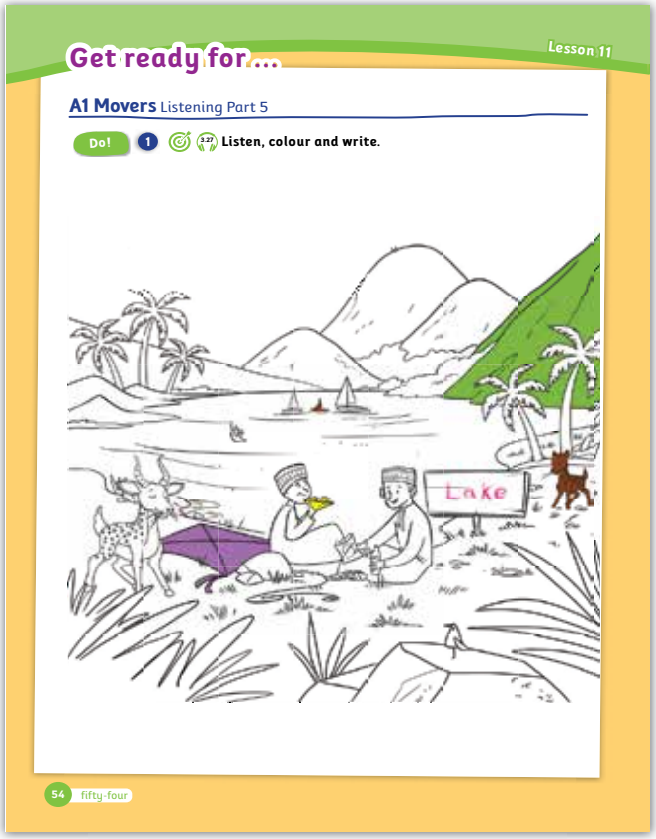
Extra activity **Collaborative work**

- Divide the class into groups that will discuss what they liked about the unit using the Expert envoy technique (see page 15). The envoy reports back to the class.

Extra activity **TPR**

- Using the Face response cards technique, pupils react to your questions. Ask *How much did you like Activity 1? Was it easy, OK or difficult? How much did you like Activity 2? Was it easy, OK or difficult?*

Activity Book



1 **Do!** **3.27** **Listen, colour and write.**
(10 minutes)

- Ask the pupils to describe the picture as best as they can.
- Then ask what they expect to hear in the audio. Ask about words and colours.
- Explain the activity to the pupils.
- Replay the audio if necessary for pupils to check their answers.
- Pupils compare their work and give feedback using the Two stars and a wish technique (see page 15).

3.27

1 Woman: Can you colour this picture now?
Boy: Yes! It's beautiful. I think the children are hungry.
Woman: Yes, they are. The boy's got a sandwich in his hand. Colour it yellow, please.
Boy: OK.

2 Woman: Now, I'd like you to colour the gazelle. Can you see them?
Boy: Yes. There are two gazelles.
Woman: That's right. Colour the gazelle to the right of the picture, please. Can you colour it with your brown pencil, please?
Boy: OK.

3 Boy: Can I colour a hill now?
Woman: All right. Colour the highest hill of all.
Boy: Can I colour it green?
Woman: Yes. That's a very good idea.
Boy: Great.

4 Boy: I love the boats on the lake. The one on the left is bigger than the one in the middle, but the one on the right is the biggest of all! They are all beautiful.
Woman: Yes, they are. I'd like you to colour one boat now.
Boy: The biggest one?
Woman: No. Colour the smallest one. Make it red.
Boy: OK.

5 Boy: Can I do some writing, too?
Woman: Yes. I'd like you to write the word 'Lake'.
Boy: Where? On the signpost?
Woman: Yes, please! The signpost has no name on it!

6 Woman: And now, colour the kite, please.
Boy: All right. Can I colour it blue?
Woman: That's a nice colour, but I'd like you to make it purple, please.
Boy: Oh, OK.
Woman: Thank you! Well done!

Finishing the lesson (2 minutes)

- Use the Thought-provoking questions technique (see page 15) to ask how successful pupils' learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit. Ask *What did you like best in Unit 3? Which words were the most difficult to remember? Did you understand the grammar? What would you like to learn more about?*

Shared reading Unit 3

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

Unit 3 practice

- Pupils now complete the Unit 3 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

Optional lesson

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Reading:** Can understand short, simple descriptions of familiar places, if supported by pictures (GSE 23). Can make basic inferences from simple information in a short text (GSE 40).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Unit 3 flashcards (landscapes and adjectives)
- number spinner and colour tokens for the game

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 3 flashcards (landscapes and adjectives) as prompts.
- Using the Lollipop stick technique (see page 14), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Using the Key question technique (see page 14), ask pupils if they liked the last game they played in the Optional lesson.
- Explain that in this lesson, pupils will play another game. Ask pupils to look at the game in the Class Book. Ask pupils what they think will happen in the game.

Practice

Class Book



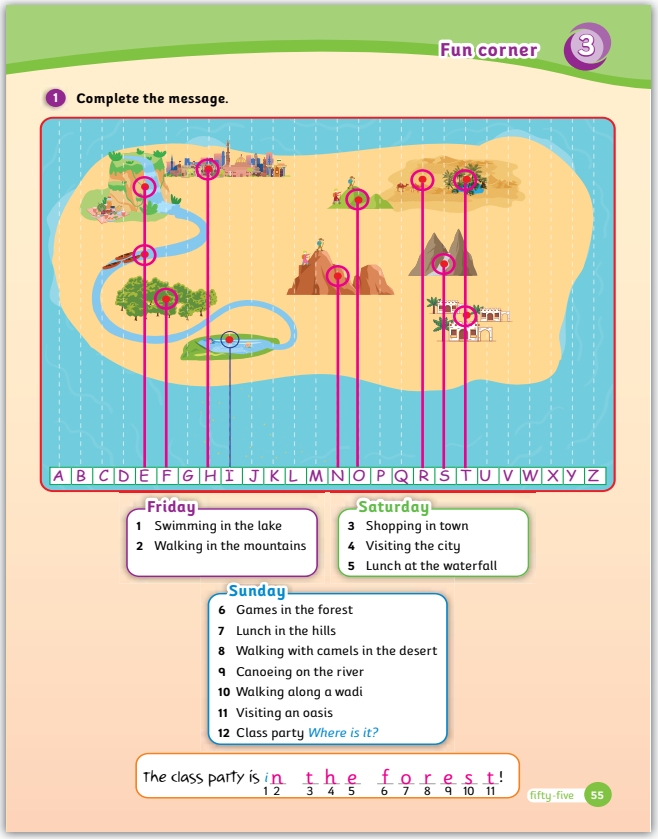
1 Play and say. (20 minutes)

- Put pupils into pairs or groups of between two and five pupils. Each pair or group will need a spinner and colour tokens.
- Explain the game to pupils. They take it in turns to spin the spinner. They then move forward to the number on the spinner. For example, if they spin one, they move onto square one. If they then spin four, they move onto square five, and so on.
- Pupils then read out and follow the instructions on the square.
- The first pupil to get to the last square is the winner.
- Walk around the class monitoring pupils and help with any queries.

Extra activity TPR

- Explain that you will read out instructions from the game, but some of them will include a mistake (for example, *The waterfall is small. Go forward to the island.*)
- When pupils hear a mistake, they have to clap their hands and say *STOP!*

Activity Book



1 Complete the message. (10 minutes)

- Ask pupils to look at the picture and have them identify some of the landscape features and activities they can see.
- Explain the task to pupils. First, pupils read each sentence. They then find the picture to match each sentence. When they have found the corresponding picture, they trace a line from the red dot on the picture to a letter in the alphabet below using the dotted lines. Once they have found that letter, they write it on the line in the correct place.
- Explain that the aim of the task is to work out the secret message and find the location of the class party.
- Use the Traffic light cards technique (see page 15) to check pupils understand the task.
- Pupils can work in pairs.
- Walk around the class monitoring pupils and help with any queries.
- Check answers as a class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask what pupils have learnt today. Ask *Did you enjoy the lesson? Which task did you enjoy the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 3
- **Target language:** *They are on a river in the mountains. Mrs Aseel has the longest boat. My boat is quicker than your boat, Yasir! Your net is the biggest net! The tall trees move in the wind, and the baby bird is in the tallest tree.*
- **Phonics:** *ei, eigh*
- **Vocabulary:** *baby bird, catch, hooray!, move, Oh no!, quick, try hard, watch out!, windy*

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 make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38). Can answer simple questions about familiar topics, if delivered slowly and clearly (GSE 29). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Reading:** Can read a short text and predict what they think will happen next (GSE 42). Can identify specific information in a simple story, if guided by questions (GSE 35).

Learning outcomes

- **Listening:** Listen and understand the overall meaning of short, simple texts on familiar topics; Listen and identify familiar words, set phrases and specific information in short, simple texts on familiar topics
- **Speaking:** Predict what will happen next in a simple story; Ask and answer questions on familiar topics like daily activities, habits, times and events; Participate in short, simple interactions on familiar topics; Act out part of a picture story, short dialogue or role play
- **Reading:** Read frequently encountered words with ease; Answer factual questions about reading material; Read and identify familiar words, set phrases and key information in short, simple factual texts on familiar topics from the headings and illustrations
- **Cognitive skills:** Ask and answer simple questions; Participate in activities that involve taking on the role of familiar people; Participate in drama-based activities which allow for personal interpretation; Say whether they like a story, and give reasons for their choice/preference

Materials

- Unit 3 flashcards (landscapes) and poster
- The Big Book Unit 3
- photocopiables R5 and R6

Assessment for Learning (formative assessment)

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

Lesson 1, option A

Starting the lesson (5 minutes)

- Explain that the next story is about a visit to the mountains. Revise the Unit 3 vocabulary using the Unit 3 flashcards (landscapes) or poster.
- Ask pupils if they like going to the mountains and what they can do there.

Presentation (5 minutes)

- Look at page 76 with the class. Ask pupils what they can see. Read the story title *The Boat Race* and ask pupils what they think the story will be about. Remind them that they have already learnt about camel races and dhow races.
- Explain that pupils will now participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 3 will feature in the story. Show them the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (3 minutes)

- Prepare pupils for some of the key words and phrases in the story: *quick*, *move*, *try hard*, *watch out!* (a warning), *hooray!* (what you can say when you are pleased about something), *at the front*. Check that pupils understand them.

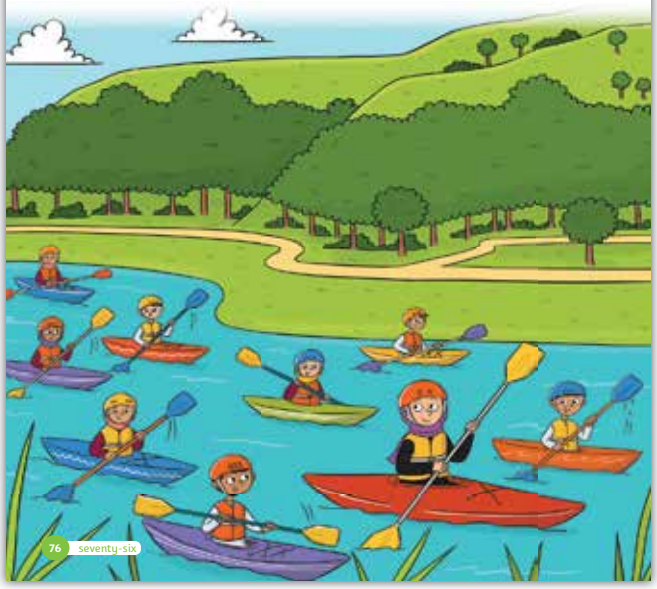
During reading (15 minutes)

Class Book

Graded reader 1

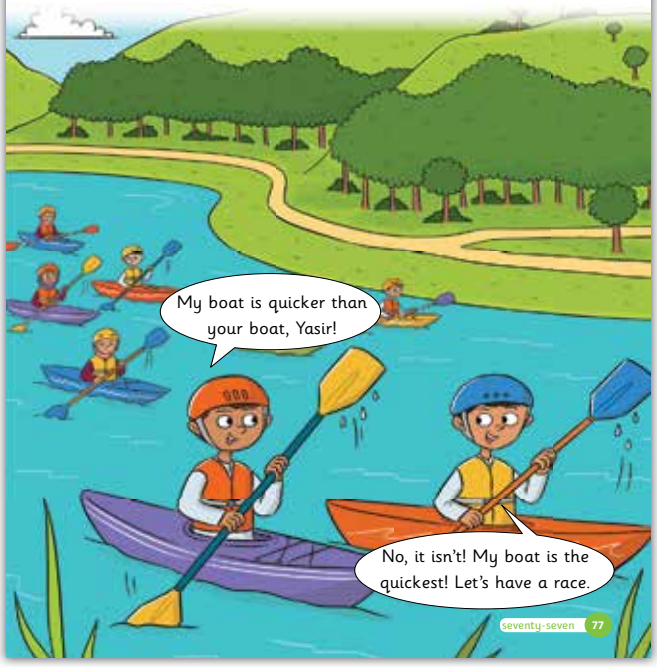
The Boat Race

Today is a special day for the class. They are on a river in the mountains and they all have boats. Mrs Aseel has the longest boat. She is telling the children about the river and the mountains.



Graded reader 1

The river is wide and deep and the mountains are high. The eight children are very happy. They are moving on the river in their boats. Qais and Yasir are at the front.



Graded reader 1

Qais and Yasir move in their boats. Then Yasir sees a hill.



Graded reader 1

Qais is trying very hard, but Yasir's boat is the quickest. Then Qais sees a waterfall.



- Begin reading the story to the pupils. As before, look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what they think will happen next.
- After reading page 76 to the pupils, ask: *Where are the pupils today? (On a river in the mountains.) What have they all got? (Boats.) Is Mrs Aseel's boat very long? (Yes.) Is it longer than the pupils' boats? (Yes.) Is it the longest boat? (Yes.) What is Mrs Aseel telling the children? (She is telling them about the river and the mountains.)*
- 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 77: *What is the river like? (It is wide and deep.); What are the mountains like? (They are high.); How many children are there? (Eight.); Are they happy? (Yes.); Are they moving on the river? (Yes.); Who is at the front? (Qais and Yasir.); What does Qais say? (My boat is quicker than your boat, Yasir.); Is his boat quicker? (We don't know.); What does Yasir want to do? (He wants to have a race.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask questions at the end of page 78: *Do they have a race? (Yes.); What does Yasir see? (A hill.); Where do they want to race to? (To the hill.); What does Yasir say? (Look, Qais. The first boat to that hill wins the race!)*
- 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 79: *Does Qais try hard? (Yes.); Is his boat the quickest? (No.); What does Qais see? (A waterfall.); Does Yasir win the race? (Yes.); What does Yasir say when he wins the race? (Hooray!); Why does Qais say 'watch out'? (There's a big waterfall.); Is Yasir quicker than Qais? (Yes.); Is Qais wetter than Yasir? (No, Yasir is wetter than Qais.)*

Post reading (7 minutes)

- Choose sentences from the story and write them on the board. Ask pupils if they can identify a tricky word in the sentences and circle the word (*Mrs*).
- 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)

- Ask pupils if they would like to go in a boat like the ones in the story.
- Ask pupils if they like to race. Ask *Who is the quickest?*

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 Boat Race*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

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

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Walk around the class monitoring pupils and offer help as they do this.
- Now divide the class into groups of three (Qais, Yasir, 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: moving their boats, racing, winning the race, getting wet, etc.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R5**

- Ask pupils to do photocopiable R5.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot.

Lesson 1, option B

Starting the lesson (5 minutes)

- Ask pupils to look at Class Book page 64. What do they remember about the story? Explain that in today's story, they are going to read about another clean-up day.

Presentation (5 minutes)

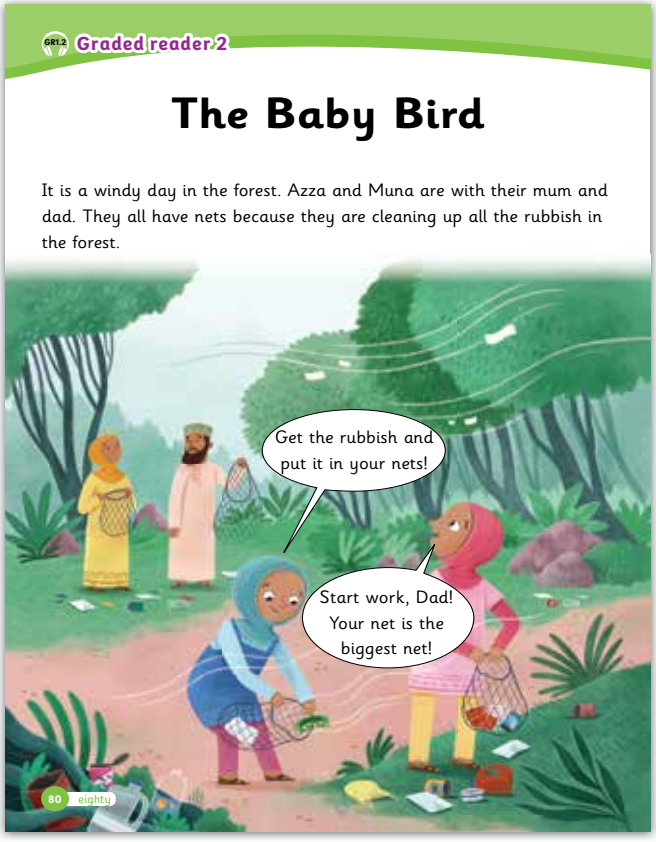
- Look at page 80 with the class. Ask pupils what they can see. Read the story title *The Baby Bird* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in another shared reading activity where you will all enjoy a story together. Explain that some of the language from Unit 3 will feature in the story. Show them the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

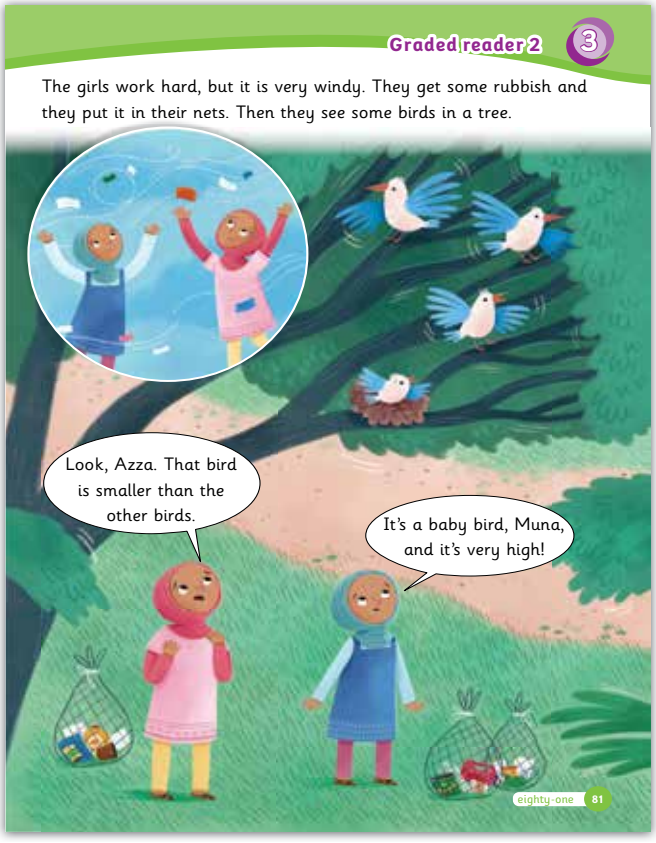
Before reading (5 minutes)

- Prepare pupils for the key words they will encounter in the story by writing them on the board to practise together: *windy, baby bird, net, move* (remind them that they had this word in the last story), *Oh no!* (something you say when you are worried), *catch*.
- Check pupils understand the words.

During reading (15 minutes)

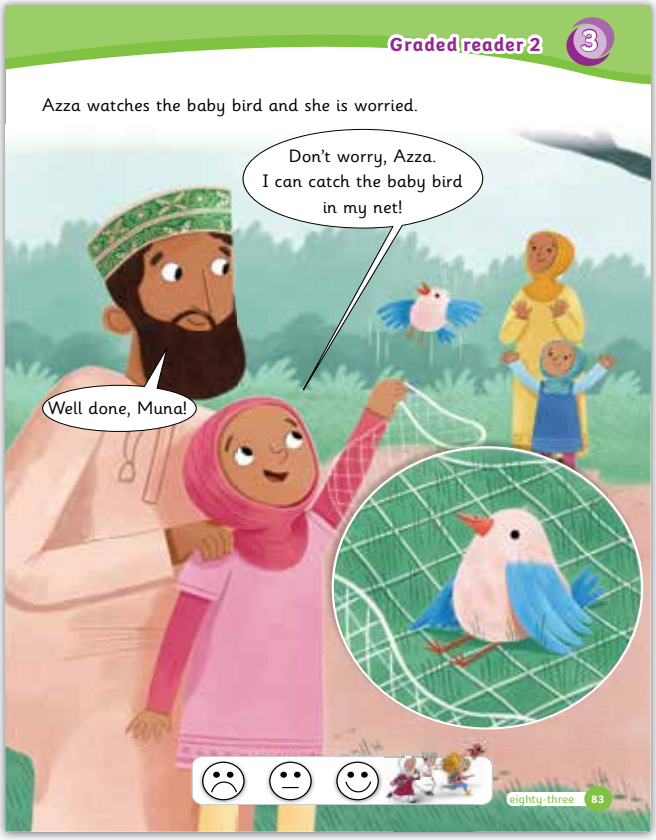
Class Book





Graded readers 1 and 2





- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what they think will happen next.
- After reading page 80 to the pupils, ask: *Where are Azza and Muna? (They are in the forest.); What is the weather like? (It is windy.); Why do they have nets? (Because they are cleaning up the rubbish in the forest.); Who are they with? (Their mum and dad.); What does Azza say? (Get the rubbish and put it in your nets.); Why does Muna say 'Start work, Dad!'? (His net is the biggest net.)*
- Ask pupils to predict what happens next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 81: *Do the girls work hard? (Yes.); Where do they put the rubbish? (In their nets.); What do they see in a tree? (Some birds.); What is the problem? (It is very windy.); Is one bird bigger than the other birds? (No, it is smaller than the other birds.); Why is it small? (It's a baby bird.); Is it very high? (Yes.)*
- Ask pupils to predict what happens next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 82: *Why do the tall trees move? (It is windy/They move in the wind.); Where is the baby bird? (In the tallest tree.); Why does Azza say 'Oh no'? (Because the baby bird can't fly.)*
- Ask pupils to predict what happens next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 83: *Is Azza worried? (Yes.); Is the baby bird OK? (Yes.); Why? (Muna can catch the baby bird in her net.); What does Dad say? (Well done, Muna.)*

Post reading (7 minutes)

- Choose sentences from the story and write them on the board.
- 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 (3 minutes)

- Ask pupils to say why it is important to look after animals like the baby bird, and why it is important to pick up rubbish in forests and other natural places.

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 Baby Bird*.
- 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. Walk around the class monitoring pupils and offer help as they do this.
- Now divide the class into groups of four (Azza, Muna, Dad, teacher). You could also include a fifth pupil acting as the baby bird if you wish (who will not talk but can act out the movements). 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. Encourage them to do the actions too, e.g. collecting rubbish, gesturing to the bird, looking worried, catching the bird in a net, etc.
- 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 R6**

- Ask pupils to do photocopiable R6.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot.

Unit 3 Big Book

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

Look and order the story.

- When you have read *The Boat Race*, ask pupils to look at the Big Book page 8.
- Pupils look at the four pictures and put them in the correct order.
- Encourage pupils to say what is happening in each picture as they answer.

Answers

1c 2b 3d 4a

Look, match and say.

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

Answers

1b 2a 3d 4c

Look, read and choose.

- Now ask pupils to look at page 15. This checks the language in the two stories.
- Pupils read the two sentences and choose the one that matches the picture.

Answers

a Mrs Aseel has the longest boat. **(✔)**
b My boat is quicker than your boat, Yasir. **(✔)**
c Start work, Dad! Your net is the biggest net! **(✔)**
d Look, Azza. That bird is smaller than the other birds. **(✔)**

4 All about jobs

Unit objectives

To talk about jobs and rules

Language

Vocabulary	**Jobs:** *bus driver, chef, computer programmer, dentist, engineer, farmer, firefighter, lawyer, mechanic, police officer, scientist, vet* **Rules:** *arrive on time, be late, be quiet in class, break the rules, drop litter, follow the rules, put litter in the bin, shout in class*
Grammar	Present continuous *must/mustn't*
Functions	Calling the emergency services: *What service do you need? I need an ambulance/the police/the fire brigade, please. What's your address/phone number? My address is … My phone number is … What's the emergency? He's got a broken leg.*
Phonics	***ew:*** *screw, chew*; **Revise:** *oo, ue* **Tricky word:** *people*

Learning outcomes

Listening	Demonstrate an awareness of intonation patterns when listening; Listen and respond to peers and adults; Listen and understand the overall meaning of short, simple texts on familiar topics; Listen and identify familiar words, set phrases and specific information in short, simple texts on familiar topics; Listen to and join in with songs, chants, jingles, rhymes, tongue twisters and simple dialogues; Respond verbally and non-verbally to short, basic, spoken and aural instructions; Respond to factual and literal questions; Identify core vocabulary; Respond to referential questions based on aural texts; Identify key and specific information in short, simple conversations/dialogues on familiar topics; Demonstrate specific information in short, simple conversations/dialogues
Speaking	Accurately reproduce modelled language; Articulate words and sentences using correct stress, rhythm and intonation; Use basic language structures when speaking; Express ideas using a range of familiar words, set phrases and expressions; Retell simple stories, personal experiences and events using a range of familiar words, set phrases and expressions; Ask and answer questions on familiar topics like daily activities, habits, times and events; Participate in short, simple interactions on familiar topics; Articulate sounds and isolated word forms and connected speech using correct pronunciation; Recite songs, rhymes, chants and tongue twisters individually and chorally; Sing a basic song, rhyme and chant from memory; Act out part of a picture story, short dialogue or role play
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 on familiar topics; Read and identify familiar words, set phrases and key information in short, simple factual texts on familiar topics from the headings and illustrations; Answer factual questions about reading material; Extract factual details and specific information in short texts; Make basic inferences from simple information in short texts
Writing	Write a short survey given prompts; Arrange scrambled words into sentences; Complete a phrase or sentence by supplying the missing word; Write answers to questions based on reading material; Write simple sentences describing pictures, drawings or activities, etc., using words from a list; Write clearly formed letters and words; Use phonological awareness and blending strategies to write new words; Construct sentences and questions using correct spacing, capitalisation, question marks, apostrophe/simple contractions and full stops based on a model; Write high frequency words correctly; Write legible and neat letters in script;

	Copy words, phrases and sentences accurately; Maintain appropriate spacing between letters in a word and between words; Spell frequently used words correctly; Write basic, single clause sentences given a model; Construct sentences using correct question marks
Cognitive skills	Find uses for created objects or contents (e.g. in a play, story or game); Understand the steps needed to complete the activity; Say if they feel happy with what they have done; Recognise when a task has been completed; Say if a task has been completed well; Try to help solve a problem in the group; Explore different materials and decide what to use (projects); Say whether they like a story, song or game, and give reasons for their choice/preference; Draw basic pictures to represent vocabulary and familiar concepts; Participate in drama-based activities which allow for personal interpretation; Participate in activities that involve taking the role of familiar people; Listen and respond physically to songs, rhymes, chants and jingles; Use own ideas for doing creative activities like colouring, drawing and building to represent vocabulary and familiar concepts; Stay engaged and focused on short tasks, to not get distracted; Match objects, people, letters, pronunciation and words; Guess words from illustrations in storybooks; Understand and carry out basic instructions for class/school; Take personal responsibility for one's own contribution to a group task

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–11)
Mathematical, science and technological competences: order sentences (L. 2); understand numbers (L. 5 and 6)
Digital competence: use eText Basic (L. 1–11)
Social and civic competences: learn to be creative (L. 4 and 7); learn to communicate an emergency (L. 6)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1); follow instructions (L. 1–11); personalisation of language learnt (L. 3 and 5)
Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1–3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–11)
Creativity	Designing a 'day in the life of' job storyboard (L. 1); Designing a class job book (L. 5); Designing rules and signs (L. 4); Designing a video game character (L. 7)
Communication	Describing different jobs (L. 1); Describing a person, place or thing (L. 3); Talking about what you must/mustn't do (L. 4); Talking about unusual jobs (L. 5); Calling the emergency services (L. 6); Functional dialogue (L. 8); Challenge game (L. 10)
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. 95; Activity Book p. 65
- Unit 4 Extra practice: Activity Book p. 66
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL, Self-assessment
- Unit 4 practice

External tests

Class Book	Activity Book
A1 Movers Reading and Writing Part 1 and Listening Part 4	A1 Movers Reading and Writing Part 3

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use jobs vocabulary
- **Target language:** *bus driver, chef, computer programmer, dentist, engineer, farmer, firefighter, lawyer, mechanic, police officer, scientist, vet*

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words and basic sentences, if supported by pictures (GSE 24).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can read aloud familiar single words (GSE 20). Can ask a range of questions in guessing games to find the answer (GSE 36).

Materials

- Unit 4 flashcards (*scientist, farmer, firefighter, police officer, dentist, lawyer, mechanic, computer programmer, chef, vet, engineer, bus driver*)
- Unit 4 poster: Jobs
- stopwatch
- photocopiable 4

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson (3 minutes)

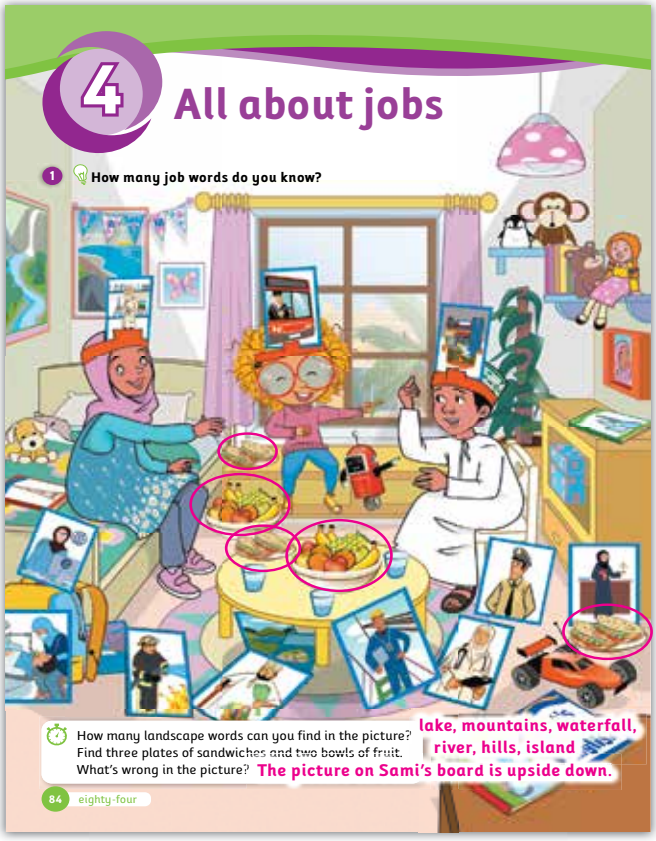
- Write *Jobs* on the board. Use the Key question technique (see page 14) to ask *What jobs do you want to do?* Prompt pupils with any language they need. Pupils raise their hands to answer.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to talk about jobs.

Practice

Class Book



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

- Refer pupils to page 84. Read the rubric and tell pupils to look at the pictures and describe the game they are playing (a guessing game where they're asking each other yes/no questions in order to find out what job the picture stuck to their foreheads shows). Pupils work in pairs and find the pictures of the jobs.
- Using the Lollipop stick technique (see page 14), ask pupils to give the answers.
- Place pupils in the same pairs. With the stopwatch, explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands to give answers.


Lesson 1, part 1 Vocabulary 4

2 Listen, point and repeat.

1 scientist 2 farmer 3 firefighter 4 police officer 5 dentist 6 lawyer

7 mechanic 8 computer programmer 9 chef 10 vet 11 engineer 12 bus driver

3 Look for the words from Activity 2 in the picture on page 84. Write the missing word. chef

4 Read the questions and write the words.

1 Who works with animals? vet
2 Who helps you with your teeth? dentist
3 Who works in a restaurant? chef
4 Who helps people? police officer/firefighter
5 Who works mostly outside? farmer

Number 1. Vet.

5 Play a guessing game. Ask and answer to guess the job.

Does this person help animals? No.
Does this person work in a restaurant? Yes.
Is this person a chef? Yes.

Activity Book, Unit 4 Lesson 1, part 2 eighty-five 85

2 4.1 Listen, point and repeat. (5 minutes)

- Place the Unit 4 flashcards (jobs) or poster on the board. Point to each picture and say the word. Pupils repeat after you. Ask pupils what other jobs they know.
- Refer pupils to page 85. Tell pupils to count how many jobs they know.
- Play the audio for the pupils to listen. Then play it again, pausing after each word for pupils to point and repeat.
- Tell pupils to look at the photos 1–12 and practise the new vocabulary. Ask these questions in any order and have pupils call out the job, for example: *You cook (chef). You work with animals, vegetables or fruits (farmer). You stop thieves (police officer). You rescue people in emergencies (firefighter). You help make roads and bridges (engineer). You work with sick animals (vet). You drive people to school or work (bus driver). You fix cars (mechanic). You fix people's teeth (dentist). You work in IT (computer programmer). You work in a science lab (scientist).*
- Have pupils say a word to their partner, who then points to the correct picture. Then they swap.

4.1

1 scientist	**7** mechanic
2 farmer	**8** computer programmer
3 firefighter	**9** chef
4 police officer	**10** vet
5 dentist	**11** engineer
6 lawyer	**12** bus driver

3 Look for the words from Activity 2 in the picture on page 84. Write the missing word. (5 minutes)

- Give pupils one minute to work in pairs to find the job words. Ask for feedback using the Lollipop stick technique (see page 14).

4 Read the questions and write the words. (5 minutes)

- Pupils work in pairs and take turns to ask and answer the questions.
- Ask different pairs to give one answer.
- **Extension** Pairs repeat the activity for other jobs from the pictures in Activity 2.

Diversity

Support

- First, read the questions to the class and explain meanings if necessary. For the Extension, write pupils' ideas for job definitions on the board first.

Challenge

- For feedback, ask two pupils on different sides of the classroom to stand up and demonstrate a question and answer.

Extra activity Collaborative work

- Pupils work in pairs. Ask pupils to open their notebooks. They choose one of the jobs and draw a typical day storyboard with tasks and events. They label each event or task and present their 'day in the life of . . .' to the class, e.g. *This is our first animal of the day. It's a little bird. It's got some plastic rubbish around its body. We help it . . . .*

5 Play a guessing game. Ask and answer to guess the job. (10 minutes)

- Place pupils in pairs for this activity. Draw pupils' attention to the example speech bubbles. Read them aloud and have pupils repeat.
- Walk around the class monitoring pairs.

Extra activity TPR

- Play *Charades* (see page 19). Point to a job picture for a pupil to mime, making sure the other pupils can't see which picture. Pupils guess which job it is from their actions. Have pupils work in small groups. Pupils take it in turns to mime the different jobs while the others guess. Pupils might like to add different jobs, e.g. hairdresser/barber, head teacher, footballer, etc.

Vocabulary

Finishing the lesson (5 minutes)

- Ask pupils to name a job in their language that hasn't been covered in this lesson. Say it in English for them.
- Ask pupils to choose three jobs they would like to do and one they wouldn't. Encourage them to give reasons.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Explain to pupils you will mime a job for them to guess.
- After miming two or three jobs, have them play in pairs.

Practice

Activity Book



Lesson 1, part 2

4 All about jobs

Vocabulary

1 Look at the Class Book page 84 and complete the sentences.

1 On the table, I can see a plate of sandwiches and three glasses/cups of water.
2 There's a book about vets next to the English book.
3 The three children are playing a game.

2 Look and write.

computer programmer scientist engineer farmer headteacher vet firefighter chef police officer bus driver lawyer mechanic dentist

1 bus driver 2 scientist 3 engineer 4 farmer 5 vet 6 firefighter
7 chef 8 police officer 9 computer programmer 10 dentist 11 lawyer 12 mechanic

3 Look at Activity 2. What's the extra word?

The extra word is headteacher

I'm learning

Make job wheels to help you remember new words. Think of more ideas.

works outside
gives us food
grows vegetables
works with animals
doesn't wear a uniform
a farmer

56 fifty-six

1 Look at the Class Book page 84 and complete the sentences. (10 minutes)

- Give pupils one minute to complete the activity individually.
- Then have pupils check their answers with their partners.

2 Look and write. (10 minutes)

- Ask pupils what job they see in each picture. Pupils then work individually.
- Check answers as a class.
- In pairs, pupils practise spelling the words.

3 Look at Activity 2. What's the extra word? (10 minutes)

- Pupils work individually to write the job from the box in Activity 2 that was not included.
- Read the *I'm learning* box. Pupils work in groups and make job wheels for the box in their Activity Books.
- Pupils close their books and work in pairs. They write down the names of the jobs and one thing this person does.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *How many job words did you remember?*

Extra activity Photocopiable 4

- Ask pupils to do photocopiable 4.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch, read and act out a story about a burglar
- **Target language:** revision of jobs vocabulary; *burglar*, *in trouble*, *phone case*, *upstairs*, *weird*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 4 poster: Jobs
- notebooks
- photocopiables S5 and 12

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14); Hands up/down technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson (3 minutes)

- Review the new vocabulary by placing the Unit 4 poster on the board. Point to a job and ask pupils to say the word and what that person does, e.g. *Vet. They help animals.*

Presentation (2 minutes)

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

Practice

Class Book



1 Before you read Can you find any jobs in the story? (5 minutes)

- Refer pupils to page 86.
- Ask them to look carefully at the pictures and find the jobs. Have pupils say which picture they can see the jobs in.

2 4.2 Watch or listen and read. (5 minutes)

- Pre-teach *burglar*, *weird* and *in trouble*. Write the words on the board and tell pupils they are in the story. To explain the meanings, point to the mask in the story and say *Burglars don't want people to see their face. They go into houses or shops and take things that are not theirs.* Explain that *weird* means very strange, or translate it. Explain that when you are *in trouble*, you need help, like Amjed in the canoeing story.
- Play the audio or the animation.
- Check comprehension *Is Lottie at home?* (*No, she is out.*); *Why does Bo go into Lottie's house?* (*Fatma and Sami think there's a burglar inside.*); *What happens to Bo and why is he in trouble?* (*He is stuck in the curtains with the burglar.*); *Is it a burglar?* (*No, it isn't.*)

Story

4.2

The burglar

1 Fatma: What are you doing, Sami?
Sami: I'm watching Lottie's house. There's a car outside the house.
Fatma: And?
Sami: Well, Lottie and her family aren't at home. They're visiting friends today.

2 Fatma: So who is it? He's upstairs! That's weird!
Sami: Maybe it's a burglar!
Fatma: A burglar! I know … let's send Bo over there.

3 Fatma: Bo, what are you doing?
Bo: Look! I'm a mechanic!
Sami: No, you aren't! Never mind that!

4 Fatma: Bo, there's someone in Lottie's house. Please go and watch him. What's he doing?

5 Bo: I'm going in!
Fatma: He's going in!

6 Bo: He's wearing jeans and a yellow jacket. He's opening the fridge! He's drinking some milk, but he isn't eating any food! Now he's closing the fridge!

7 Bo: He's picking up the car keys!
Sami: Fatma, we must call the police! Call 9999 now!
Fatma: OK!

8 Bo: Whoops! Help!

9 Fatma: Oh no! Bo's in trouble! He needs help!
Sami: Let's go!

10 Lottie's dad: What's going on?
Bo: I'm catching a burglar!
Lottie: No, you aren't! That isn't a burglar! That's Alesha!
Sami: Alesha? Who's Alesha?

Diversity

Support
- Pre-teach other words that pupils might have problems with.

Challenge
- Before pupils open their books, tell them the title of the story and where it takes place. Pupils predict what might happen.



3 Who's Alesha? Go to page 110 to find out. (5 minutes)
- Pupils discuss the question in pairs.
- Elicit pupils' ideas using the Hands up/down technique (see page 15). Ask *Is it Lottie's big sister? Aunt? Cousin? Why do you think that?* Don't confirm the answer until pupils do the next activity.

4 After you read Choose and write the correct words to complete the summary. (5 minutes)
- Pupils work individually to complete the activity. Ask for answers using the Lollipop stick technique (see page 14).

Extra activity Photocopiable S5
- Ask pupils to do photocopiable S5.

5 Act out the story. (10 minutes)
- Divide pupils into groups of five. Allocate a role to each pupil.
- Pupils act out the story in groups.
- Pupils can write their part of the dialogue in their notebooks first, as preparation.

Extra activity TPR
- Pupils listen to the story and mime their part, in the same roles. Pupils work out the appropriate gestures and facial expressions.

Extra activity Critical thinking

- Pupils work together to draw the next two story frames in pairs, with speech bubbles.

Finishing the lesson (5 minutes)

- Ask pupils if sending Bo to Lottie's house was a good idea. Why? Why not?
- Have a class discussion on what the pupils would have done if they were Sami and Fatma.

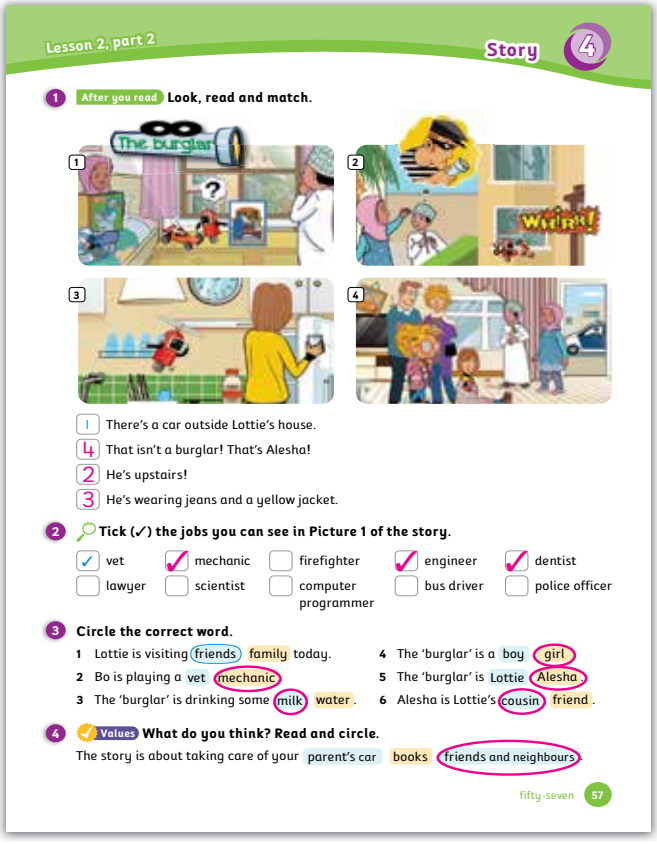
Lesson 2, part 2

Starting the lesson (10 minutes)

- Explain to pupils you will say a sentence from the story in part 1 of the lesson. They have to say who said that sentence.
- Keep score on the board. If the class gives the wrong answer five times, they have to stand up in unison and say the alphabet aloud.

Practice

Activity Book



1 After you read Look, read and match. (5 minutes)

- Give pupils one minute to complete the activity individually. Have pupils check and compare their answers with a partner.

2 Tick (✓) the jobs you can see in Picture 1 of the story. (5 minutes)

- Refer pupils to page 86 of the Class Book to look at Picture 1. Explain they have to look carefully at each picture.
- Pupils complete the activity individually. Pupils compare answers with a partner.
- Ask for the answers using the Lollipop stick technique (see page 14).
- Ask pupils where they got their answers from.

3 Circle the correct word. (5 minutes)

- Quickly have pupils say what happens in the story. Then have the pupils complete the activity individually.
- Ask the pupils to show you where they got the answers from.

4 Values What do you think? Read and circle. (5 minutes)

- Pupils circle the correct answer and then compare it with their partners' answers.
- Have a class discussion on the topic encouraging pupils to give their answers.

Extra activity Collaborative work

- Have a class discussion about the story. Ask *Why did Fatma and Sami think that Alesha was a burglar? Is it good to check and look out for people we don't know in our neighbourhoods? Why/Why not?*

Extra activity Fast finishers

- Pupils find shopping words in the story and write them in their notebooks.

Finishing the lesson (10 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they think happens next or why Alesha is home alone. Finally, ask pupils to tell you what new words they have learnt today.

Extra activity Photocopiable 12

- Ask pupils to do photocopiable 12.

CLIL Link

In Unit 4, the story is based around the concept of families and their many different members from the Social Studies Curriculum.

Fatma and Sami see someone in Lottie's house while she and her parents are away, and they think it could be a burglar. They send Bo to check who the person is, and when Bo says that the person is taking the car keys, they decide to call the police. Bo gets tangled in the curtains and makes a mess out of Lottie's living room. He uses the curtains to trap the supposed burglar, but when Lottie and her parents arrive, they reveal that the 'intruder' is actually Alesha, Lottie's cousin.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the present continuous
- **Target language:** present continuous: *I'm (watching Lottie's house). They aren't (playing cards). Are you (wearing a green jacket)? Yes, I am. / No, I'm not.*

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 (GSE 30).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures (GSE 30).

Materials

- photocopiable 8

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (5 minutes)

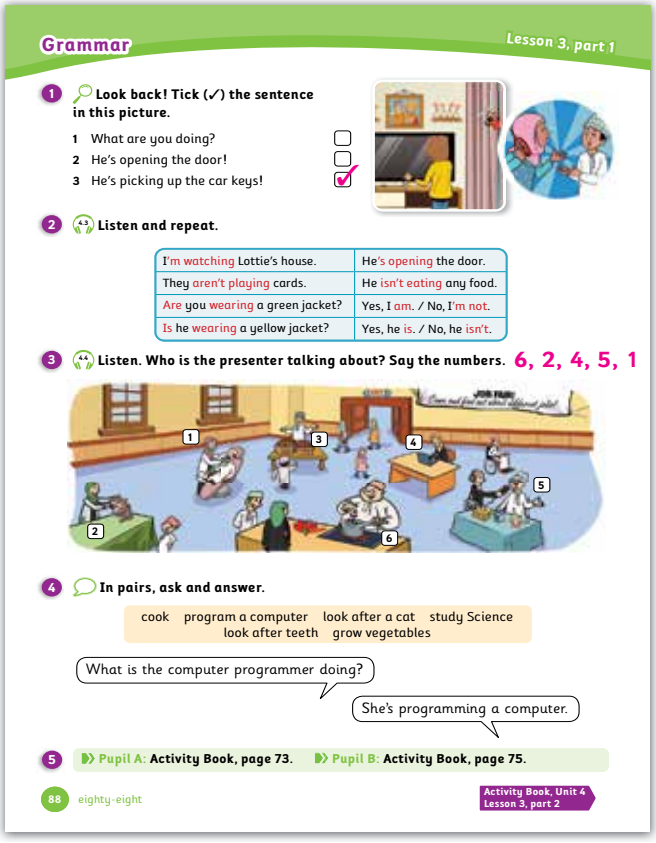
- Ask pupils what they remember from the story in Lesson 2. Prompt with questions: *Where were Lottie and her parents? Why did Bo go into Lottie's house? How did Bo get into trouble?*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to use the present continuous to talk about what is happening around them or in a picture.

Practice

Class Book


Grammar

Lesson 3, part 1

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

1 What are you doing?
2 He's opening the door!
3 He's picking up the car keys!

2 Listen and repeat.

I'm watching Lottie's house.	He's opening the door.
They aren't playing cards.	He isn't eating any food.
Are you wearing a green jacket?	Yes, I am. / No, I'm not.
Is he wearing a yellow jacket?	Yes, he is. / No, he isn't.

3 Listen. Who is the presenter talking about? Say the numbers. 6, 2, 4, 5, 1

4 In pairs, ask and answer.

cook program a computer look after a cat study Science look after teeth grow vegetables

What is the computer programmer doing?

She's programming a computer.

5 Pupil A: Activity Book, page 73. Pupil B: Activity Book, page 75.

88 eighty-eight

Activity Book, Unit 4 Lesson 3, part 2

1 Look back! Tick (✔) the sentence in this picture. (3 minutes)

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

2 4.3 Listen and repeat. (5 minutes)

- Play the audio.
- Focus on the pronunciation, with emphasis on the contractions, the rising intonation for the questions and the falling intonation for the answers.
- Explain to pupils that we use the verb with the *-ing* form to talk about an action that is happening now.

4.3

I'm watching Lottie's house. He's opening the door.
They aren't playing cards. He isn't eating any food.
Are you wearing a green jacket? Yes, I am. No, I'm not.
Is he wearing a yellow jacket? Yes, he is. No, he isn't.

3 4.4 Listen. Who is the presenter talking about? Say the numbers. (5 minutes)

- Play the audio. Pause after each section and elicit the number.
- Repeat the audio if necessary for pupils to check their answers.

- Pupils can point and say the numbers.

4.4

Woman 1: Hello and welcome to the Muscat Job Fair. This is radio Muscat, and we are finding out all about these jobs! Hello! What's your name?
Man 1: My name's Ibrahim.
Woman 1: And what are you doing, Ibrahim?
Man 1: I'm cooking.
Woman 1: Great, thanks Ibrahim. How about you? Are you helping an animal?
Woman 2: Yes, I am. I'm looking after this cat. It's ill.
Woman 1: Oh, dear! Get well soon, cat! How about you? What are you doing?
Woman 3: This is a new computer. I'm programming the computer.
Woman 1: That's fantastic. What are you doing?
Man 2: I'm studying science. Science is important!
Woman 1: Great. Look at those people. What are they doing? He's sitting in a chair, and she's looking in his mouth. Oh, I see. She's looking after his teeth!

4 **In pairs, ask and answer.** (5 minutes)

- Explain the activity to the pupils and model it with a volunteer pupil.
- Have pupils work in pairs. Invite volunteer pupils to act out in front of the class.

Diversity

Support

- Pupils match the verbs in the box with the things in the picture in Activity 3. Explain any that aren't clear.

Challenge

- Tell pupils that they should say a question and a positive or negative sentence each for the verbs in Activity 4.

Extra activity TPR

- Ask pupils to play *Charades* (see page 19) in small groups. In turns, they should mime the actions in the box in Activity 4 for the others to guess.

5 **Pupil A: Activity Book, page 73.**
Pupil B: Activity Book, page 75.
(10 minutes)

- Ask pupils to turn to the correct page in the Activity Book. Pupils can sit opposite each other or back to back to do the task.
- Explain that they both have a picture of a scene in a park, but the scenes are not quite the same. Pupils must take it in turns to describe the people in the park to see if they are the same or different, like the example.

Finishing the lesson (5 minutes)

- Ask pupils how the grammar lesson today has helped them with their English.
- As they leave, stand at the door and ask them to say a sentence using the present continuous.

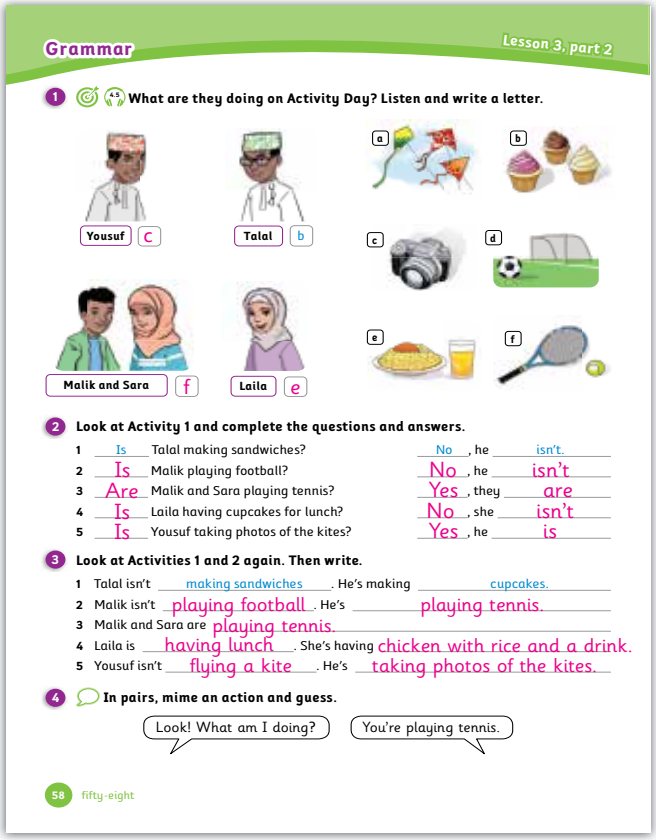
Lesson 3, part 2

Starting the lesson (5 minutes)

- Explain to the pupils that you will say a name and a verb for them to form a sentence in the present continuous.
- Say, *Amir, run.* Elicit *Amir is running.*
- Continue with a few more verbs.
- Have pupils play in pairs.

Practice

Activity Book



Grammar — Lesson 3, part 2

1 What are they doing on Activity Day? Listen and write a letter.

Yousuf c — Talal b — Malik and Sara f — Laila e

2 Look at Activity 1 and complete the questions and answers.

1 Is Talal making sandwiches? No, he isn't.
2 Is Malik playing football? No, he isn't
3 Are Malik and Sara playing tennis? Yes, they are
4 Is Laila having cupcakes for lunch? No, she isn't
5 Is Yousuf taking photos of the kites? Yes, he is

3 Look at Activities 1 and 2 again. Then write.

1 Talal isn't making sandwiches. He's making cupcakes.
2 Malik isn't playing football. He's playing tennis.
3 Malik and Sara are playing tennis.
4 Laila is having lunch. She's having chicken with rice and a drink.
5 Yousuf isn't flying a kite. He's taking photos of the kites.

4 In pairs, mime an action and guess.

Look! What am I doing? — You're playing tennis.

58 fifty-eight

1 4.5 What are they doing on Activity Day? Listen and write a letter. (5 minutes)

- Ask pupils to look at the pictures and say what actions they show.
- Play the audio for the pupils to complete the activity.
- Replay the audio if necessary.
- Check answers as a class.

4.5

Girl: Hi, Yousuf. What are you doing?
Boy: Hi, Samira. I'm looking at some photos.
Girl: Can you show me?
Boy: Yes, sure. Look. This is Activity Day at school. We're doing different things.
Girl: That sounds cool. Who's that boy wearing glasses?
Boy: He's Talal. He's one of my best friends. He's making cupcakes. He's really good. He wants to be a chef.
Girl: It looks delicious.
Boy: Look at Malik and Sara. They are in Grade 4.
Girl: Aha.
Boy: They love sports.
Girl: Are they playing football?
Boy: No, they aren't. They are playing tennis. They play three times a week at school.
Girl: What about this girl? What is she doing?
Boy: She's Laila and she's having lunch. Can't you see it? She's having chicken with rice and a drink.
Girl: Oh, I see … and who's the boy flying that kite?
Boy: But Samira … That boy is me! And I'm not flying a kite! I'm taking photos of those beautiful kites!
Girl: Oh, yes! Sorry, Yousuf.

2 Look at Activity 1 and complete the questions and answers. (5 minutes)

- Explain the activity in case pupils haven't understood it. Model the activity for the second item as a class.
- Pupils can work in pairs to complete the activity.
- Check answers as a class.

3 Look at Activities 1 and 2 again. Then write. (10 minutes)

- Do the activity as a class orally and then have pupils work in pairs to complete it in their Activity Book.
- Invite pairs to share their answers with the class.

4 In pairs, mime an action and guess. (10 minutes)

- Ask pupils to perform for the class using the Lollipop stick technique (see page 14).

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Do you understand when we use the present continuous?*
- Ask the pupils to give examples in the affirmative, negative and interrogative forms.

Extra activity Photocopiable 8

- Ask pupils to do photocopiable 8.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use vocabulary connected to school rules; to learn and use *must/ mustn't*; to learn and sing a song
- **Target language:** *You must be quiet in class. You mustn't break the rules at school.; put litter in the bin, drop litter, follow the rules, break the rules, shout in class, be quiet in class, arrive on time, be late*

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a basic song from memory (GSE 22).

Materials

- Unit 4 flashcards (*put litter in the bin, follow the rules, be quiet in class, arrive on time, drop litter, break the rules, shout in class, be late*)
- Unit 4 word cards
- eight cards with phrases written on each one: *put litter in the bin, drop litter, follow the rules, break the rules, shout in class, be quiet in class, arrive on time, be late*
- photocopiables 16 and 20

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson (3 minutes)

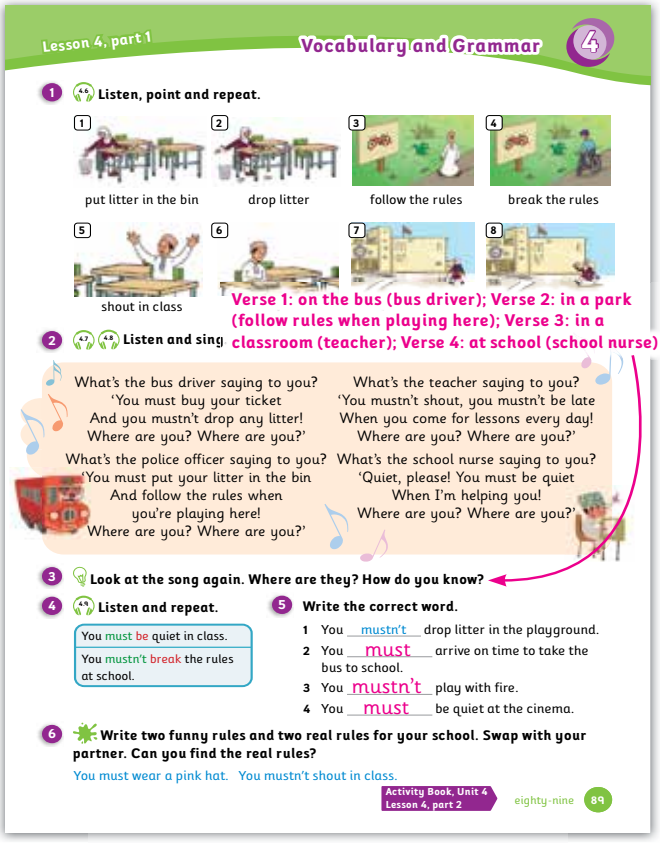
- Ask *Where do people have to follow the rules?* and elicit answers. Accept all reasonable suggestions.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn and use vocabulary connected to school rules and they will learn to talk about what they must and mustn't do. They will also sing a song.

Practice

Class Book



1 4.6 Listen, point and repeat. (5 minutes)

- Play the audio. Pupils work individually.
- Consolidate the meanings of the vocabulary with these definitions. Pupils call out the phrase.
  This is when you do what a teacher says. (*Follow the rules.*)
  This is when you DON'T do what a teacher says. (*Break the rules.*)
  This is the opposite of drop rubbish on the floor. (*Put litter in the bin.*)
  This is another way of saying you come to school before school starts. (*Arrive on time.*)
  This is the opposite of put litter in the bin. (*Drop litter.*)
  This is when you do this in class (shout this option). (*Shout in class.*)
  This is when you come to school after (say a time after the school day starts). (*Be late.*)
  This is when you are like this in class (mime saying nothing). (*Be quiet in class.*)
- Pupils practise pronunciation of the phrases with a partner. They say these in random order and their partner gives the correct number. If some pupils need more support, use the Unit 4 flashcards (school rules) to review the vocabulary again.
- **Extension** Play *Board race* (see page 21) with the new words.

Vocabulary and Grammar

4.6

1 put litter in the bin
2 drop litter
3 follow the rules
4 break the rules
5 shout in class
6 be quiet in class
7 arrive on time
8 be late

Extra activity **Critical thinking**

- Pupils work in pairs and write a sentence for each new vocabulary item. They swap sentences with other pairs.

2 **4.7 & 4.8 Listen and sing.** (5 minutes)

- Pupils look at the pictures and say what they can see *(a bus, a bus driver, a pupil)*.
- Play the song and have pupils listen only this time.
- Read out the song one line at a time and have pupils repeat.
- Play the song again and encourage pupils to join in.
- Play the karaoke version of the song again (track 4.8) and encourage pupils to sing.

4.7

What's the bus driver saying to you?
'You must buy your ticket
And you mustn't drop any litter!
Where are you? Where are you?'

What's the police officer saying to you?
'You must put your litter in the bin
And follow the rules when you're playing here!
Where are you? Where are you?'

What's the teacher saying to you?
'You mustn't shout, you mustn't be late
When you come for lessons every day!
Where are you? Where are you?'

What's the school nurse saying to you?
'Quiet, please! You must be quiet
When I'm helping you!
Where are you? Where are you?'

3 **Look at the song again. Where are they? How do you know?** (5 minutes)

- Elicit answers using the Lollipop stick technique (see page 14).

4 **4.9 Listen and repeat.** (5 minutes)

- Play the audio.
- Tell pupils *must* means you need to do something as a rule. Have pupils find *must* and *mustn't* in the song.
- Ask *What mustn't you do at school?*

4.9

You must be quiet in class.
You mustn't break the rules at school.

5 **Write the correct word.** (5 minutes)

- Pupils work and check their answers in pairs.
- As an extension, ask the pupils to say two more rules using *must* and *mustn't*.
- Have pupils share their answers with the class.

6 **Write two funny rules and two real rules for your school. Swap with your partner. Can you find the real rules?** (5 minutes)

- Place pupils in pairs. Make sure they understand what *funny* means. Ask them to talk about rules they have in the classroom.
- Invite pupils to share their ideas with the class.
- Have the pupils complete the first part of the activity individually. Explain they can use their ideas from the discussion they had with their partners.
- Then have pupils complete the second part of the activity.
- Have pupils share their ideas with the class.

Diversity

Support

- Pupils brainstorm ideas as a class. Write pupils' ideas on the board before they complete the activity.

Challenge

- Pupils complete the activity in pairs without preparation. Ask different pairs to report their ideas to the class. Continue a class discussion: *What must/mustn't you do at school? Why/Why not?*

Extra activity **TPR**

- Place the Unit 4 flashcards (school rules) or word cards around the room. Read out the definitions from the teacher's notes for Activity 1 again. Ask different pupils to find the correct cards.

Finishing the lesson (5 minutes)

- Have a class discussion on why rules are important to follow.
- Ask if they have ever broken a rule and, if so, what the consequence was.

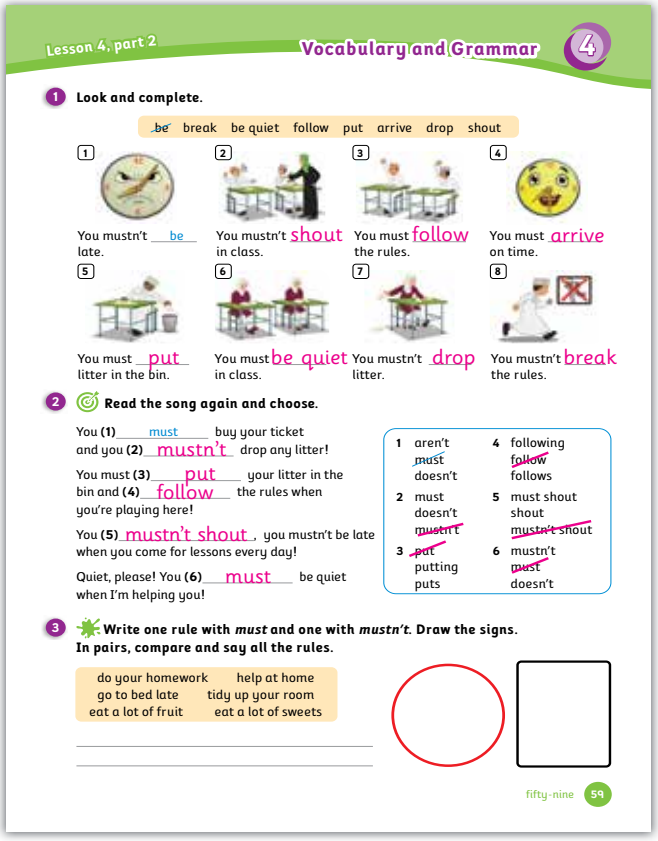
Lesson 4, part 2

Starting the lesson (5 minutes)

- Explain to pupils that you will say a rule for the pupils to say whether it is true or false. Say *You must talk in class.* (*False.*) Continue with other rules, e.g. *You mustn't drop litter in the park.* (*True.*) *You must be late for class.* (*False.*), etc.
- Now have pupils play in pairs.

Practice

Activity Book



Lesson 4, part 2 — Vocabulary and Grammar — 4

1 Look and complete.

~~be~~ break be quiet follow put arrive drop shout

1 You mustn't be late.
2 You mustn't shout in class.
3 You must follow the rules.
4 You must arrive on time.
5 You must put litter in the bin.
6 You must be quiet in class.
7 You mustn't drop litter.
8 You mustn't break the rules.

2 Read the song again and choose.

You (1) must buy your ticket and you (2) mustn't drop any litter!
You must (3) put your litter in the bin and (4) follow the rules when you're playing here!
You (5) mustn't shout, you mustn't be late when you come for lessons every day!
Quiet, please! You (6) must be quiet when I'm helping you!

1 aren't ~~must~~ doesn't
2 must doesn't ~~mustn't~~
3 ~~put~~ putting puts
4 following ~~follow~~ follows
5 must shout shout ~~mustn't shout~~
6 mustn't ~~must~~ doesn't

3 Write one rule with *must* and one with *mustn't*. Draw the signs. In pairs, compare and say all the rules.

do your homework — help at home
go to bed late — tidy up your room
eat a lot of fruit — eat a lot of sweets

fifty-nine 59

1 Look and complete. (5 minutes)

- Ask pupils to say what vocabulary the images show.
- Pupils work individually to complete the activity.
- Write the answers on the board for pupils to check against.

2 Read the song again and choose. (10 minutes)

- Ask pupils to try and sing the song without looking at their books.
- Pupils then complete the activity individually.
- Check feedback using the Lollipop stick technique (see page 14).

3 Write one rule with *must* and one with *mustn't*. Draw the signs. In pairs, compare and say all the rules. (10 minutes)

- Pupils complete the activity in pairs.
- Pupils work with a different pair. They take it in turns to show their signs and say what the rule is.

Dictation (5 minutes)

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

D4

1 scientist
2 farmer
3 firefighter
4 police officer
5 dentist
6 lawyer
7 mechanic
8 computer programmer
9 chef
10 vet
11 engineer
12 bus driver

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils to say how this lesson has helped them with their English.
- Have them say different rules they follow every day.

Extra activity Photocopiables 16 and 20

- Ask pupils to do photocopiables 16 and 20.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about unusual jobs around the world
- **Target language:** revision of vocabulary 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).
- **Speaking:** Can talk about common jobs using simple language (GSE 34).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- notebooks
- coloured pencils
- photocopiable 24

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 15); Three facts and a fib technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Culture Sources (online)

- speedwellcavern.co.uk
- careeraddict.com
- theworkersrights.com

Lesson 5, part 1

Starting the lesson (3 minutes)

- Write *Unusual jobs* on the board. Ask pupils if they know of any unusual jobs or what jobs they would consider to be unusual.

Presentation (2 minutes)

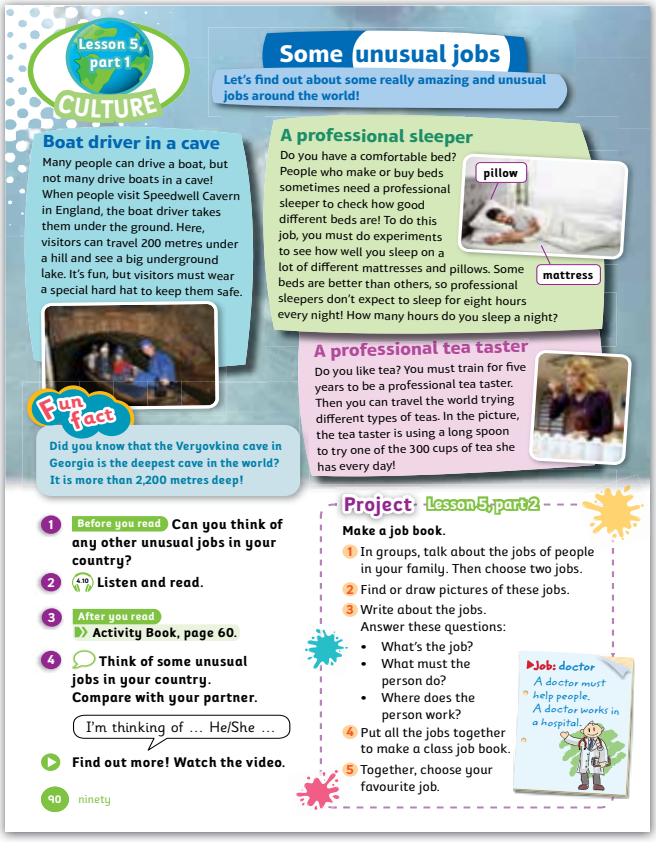
- Explain that in this lesson pupils will talk about unusual jobs in different countries.

Culture notes

- Speedwell Cavern is a former mine in the midlands of England.
- The British drink a lot of tea. 84% of them drink tea or herbal tea every day (around 165 million cups of a day or 60.2 billion cups a year).

Practice

Class Book



1 Before you read Can you think of any other unusual jobs in your country? (2 minutes)

- Refer pupils to page 90 and read the question. Pupils discuss the question in pairs. Then ask for class feedback. Pupils raise their hands to offer ideas.
- Have pupils look at the pictures. Ask *What can you see?* and elicit answers.

2 4.10 Listen and read. (5 minutes)

- Play the audio all the way through.
- Check comprehension with questions: *Where does the boat driver take the passengers?* (*In a cave under a hill/under the ground.*); *What can visitors see there?* (*A lake.*); *What must they wear?* (*A special hard hat to keep them safe.*); *What do professional sleepers check?* (*They check how good beds are.*); *Do they always sleep for eight hours?* (*No.*); *Why?* (*Because some beds are better than others.*); *Why does a tea taster travel so much?* (*To drink and try different teas.*)

4.10

Some unusual jobs
Let's find out about some really amazing and unusual jobs around the world!

Boat driver in a cave
Many people can drive a boat, but not many drive boats in a cave! When people visit Speedwell Cavern in England, the boat driver takes them under the ground. Here, visitors can travel 200 metres under a hill and see a big underground lake. It's fun, but visitors must wear a special hard hat to keep them safe.

A professional sleeper
Do you have a comfortable bed? People who make or buy beds sometimes need a professional sleeper to check how good different beds are! To do this job, you must do experiments to see how well you sleep on a lot of different mattresses and pillows. Some beds are better than others, so professional sleepers don't expect to sleep for eight hours every night! How many hours do you sleep a night?

A professional tea taster
Do you like tea? You must train for five years to be a professional tea taster. Then you can travel the world trying different types of teas. In the picture, the tea taster is using a long spoon to try one of the 300 cups of tea she has every day!

3 After you read Activity Book, page 60.
- Pupils turn to page 60 in their Activity Books before they complete the Class Book activities for this lesson.

Extra activity Creativity
- Pupils work in pairs and use the Three facts and fib technique (see page 15) to test another pair's knowledge of the texts.

4 Think of some unusual jobs in your country. Compare with your partner. (5 minutes)
- First have a class discussion on unusual jobs in the country. Encourage pupils to expand on them and say how they are unusual.
- Then place pupils in pairs for this activity.
- Invite pairs to share their answers with the class.

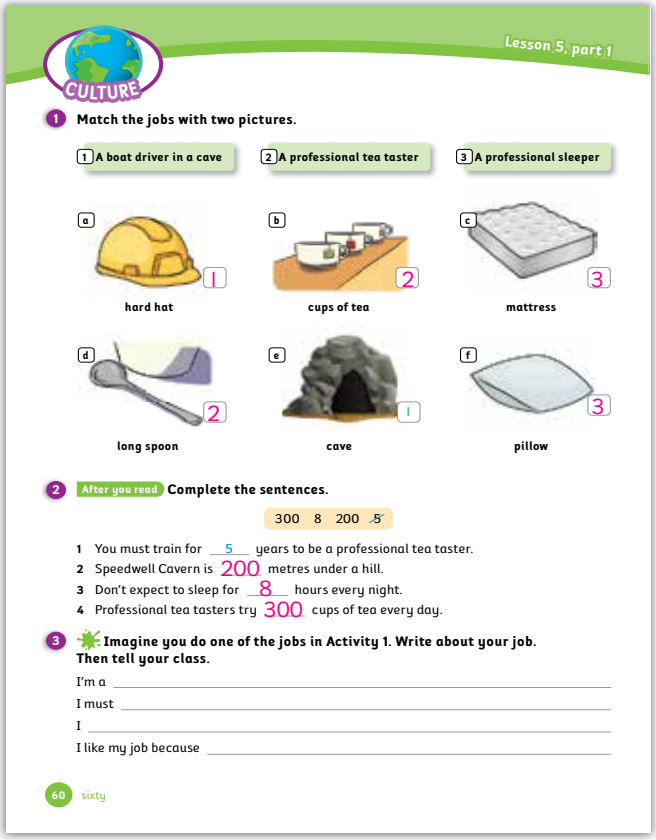
Diversity

Support
- Write key words from the text on the board. Have pupils copy the words into their vocabulary lists. Explain meanings if necessary.

Challenge
- Using the Lollipop stick technique (see page 14), ask pupils to say a key word from the text that is connected to the theme of unusual jobs. Pupils write the words in their lists.

Find out more! Watch the video. (6 minutes)
- Tell pupils they are going to watch a video and ask them to watch it carefully.

Activity Book


Lesson 5, part 1
CULTURE
1 Match the jobs with two pictures.
1 A boat driver in a cave
2 A professional tea taster
3 A professional sleeper
a 1 hard hat
b 2 cups of tea
c 3 mattress
d 2 long spoon
e 1 cave
f 3 pillow
2 After you read Complete the sentences.
300 8 200 5
1 You must train for 5 years to be a professional tea taster.
2 Speedwell Cavern is 200 metres under a hill.
3 Don't expect to sleep for 8 hours every night.
4 Professional tea tasters try 300 cups of tea every day.
3 Imagine you do one of the jobs in Activity 1. Write about your job. Then tell your class.
I'm a _____
I must _____
I _____
I like my job because _____
60 sixty

1 Match the jobs with two pictures. (5 minutes)
- Ask pupils to say what they see in each picture.
- Pupils work individually, then check in pairs.

2 After you read Complete the sentences. (5 minutes)
- Ask pupils to look and say the numbers. Then ask what they think the numbers refer to.
- Pupils then complete the activity individually. Check answers using the Lollipop stick technique (see page 14).

3 Imagine you do one of the jobs in Activity 1. Write about your job. Then tell your class. (5 minutes)
- Ask pupils to say which of the three jobs they would like to do and why.
- Go through each job and discuss what the people who have these jobs must and mustn't do.
- Next, place pupils in groups of three.
- Each pupil draws and writes about one of the jobs in their notebooks.
- Pupils can present one group at a time to the whole class.

- Ask pupils to give feedback to each other after completing the activity. Use the Two stars and a wish technique (see page 15).

Finishing the lesson (2 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *What did you learn today?* and have pupils raise their hands to offer answers.

Lesson 5, part 2

Starting the lesson (5 minutes)

- Have a general class discussion on unusual jobs and ask children to say if they find them interesting or not.

Presentation (1 minute)

- Explain that in this lesson pupils will make a job book.

Practice – Project

Class Book



Make a job book. (30 minutes)

- Divide pupils into groups of four. Tell them they can talk about anyone they know: a friend, neighbour, family member or famous person.
- Pupils should find pictures (or they can draw) and answer the questions for their jobs, and each group should have different ones.
- Each group helps to make a class job book.
- **Extension** Pupils talk about these jobs. Audio record their book on a smartphone. Pupils listen.

Extra activity TPR

- Call out different unusual jobs from the lesson. Pupils mime these, e.g. *a tea taster.*

Finishing the lesson (4 minutes)

- Ask the pupils to say how the Culture lesson in this unit has helped them understand the world better.

Extra activity Photocopiable 24

- Ask pupils to do photocopiable 24.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to learn to call the emergency services
- **Target language:** *What service do you need? I need an ambulance / the police / the fire brigade, please. What's your address/phone number? My address is … My phone number is … What's the emergency? He's got a broken leg.*

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify a caller's name and phone number from a short, simple telephone conversation (GSE 26).
- **Speaking:** Can talk about common jobs using simple language (GSE 34). Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- photocopiable 28

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Ask which emergency services pupils know and write these on the board. Ask pupils what emergencies you must call these services for. Ask pupils if they know the numbers to call.

Presentation (2 minutes)

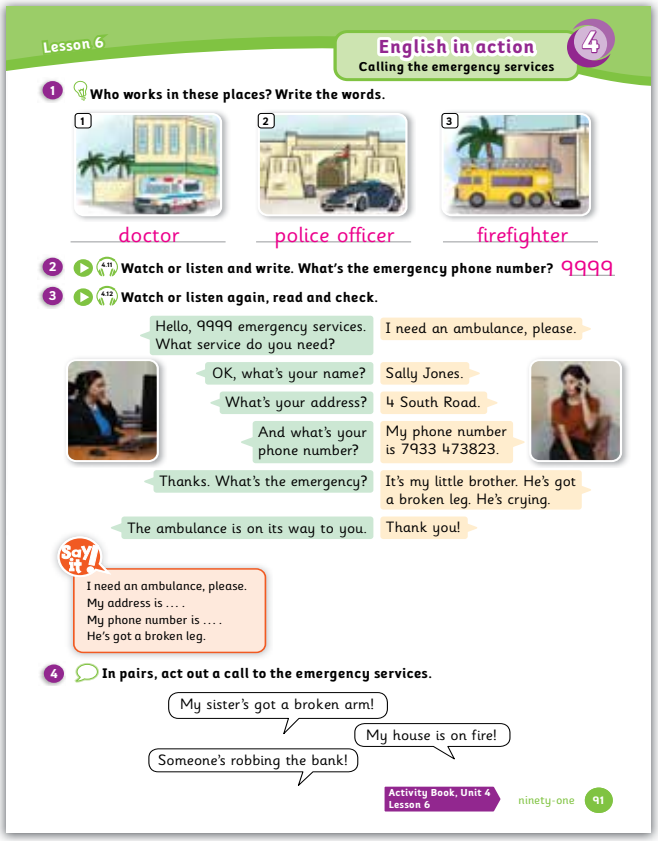
- Explain that in this lesson pupils will learn to call the emergency services in English.

Practice

Class Book

1 Who works in these places? Write the words. (5 minutes)

- Ask pupils to say what they see in each picture.
- Have pupils complete the activity in pairs.
- Ask pairs to share their answers with the class.


Lesson 6

English in action 4
Calling the emergency services

1 Who works in these places? Write the words.

1 doctor 2 police officer 3 firefighter

2 Watch or listen and write. What's the emergency phone number? 9999

3 Watch or listen again, read and check.

Hello, 9999 emergency services. What service do you need?
I need an ambulance, please.
OK, what's your name?
Sally Jones.
What's your address?
4 South Road.
And what's your phone number?
My phone number is 7933 473823.
Thanks. What's the emergency?
It's my little brother. He's got a broken leg. He's crying.
The ambulance is on its way to you.
Thank you!

Say it
I need an ambulance, please.
My address is . . . .
My phone number is . . . .
He's got a broken leg.

4 In pairs, act out a call to the emergency services.

My sister's got a broken arm!
My house is on fire!
Someone's robbing the bank!

Activity Book, Unit 4 Lesson 6 ninety-one 91

2 4.11 Watch or listen and write. What's the emergency phone number? (5 minutes)

- Play the audio or video. Pupils write the answer they believe is correct. Do not confirm answers yet.

4.11 & 4.12

Woman: Hello, 9999 emergency services. What service do you need?
Girl: I need an ambulance, please.
Woman: OK, what's your name?
Girl: Sally Jones.
Woman: What's your address?
Girl: 4 South Road.
Woman: And what's your phone number?
Girl: My phone number is 7933 473823.
Woman: Thanks. What's the emergency?
Girl: It's my little brother. He's got a broken leg. He's crying.
Woman: The ambulance is on its way to you.
Girl: Thank you!

3 4.12 Watch or listen again, read and check. (5 minutes)

- Play the audio or video again.
- Ask a volunteer to dictate the answer for you to write it on the board. Focus on the falling intonation to signal that the number has finished.
- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.

English in action

Extra activity **Collaborative work**

- Divide the class into two groups. One group is the girl from the audio/video; the other is the emergency call handler. Play the audio or video and pause after each sentence. Pupils from each group repeat what they hear in unison.

4 In pairs, act out a call to the emergency services. (5 minutes)

- Place pupils in pairs and assign Pupil A and Pupil B. Pupil A is the person calling the emergency services and Pupil B is the emergency call handler. Then pupils swap roles. Tell pupils to use the dialogue in Activity 3 as a model.
- **Extension** Internet search keywords: *children save lives, emergency call*

Diversity

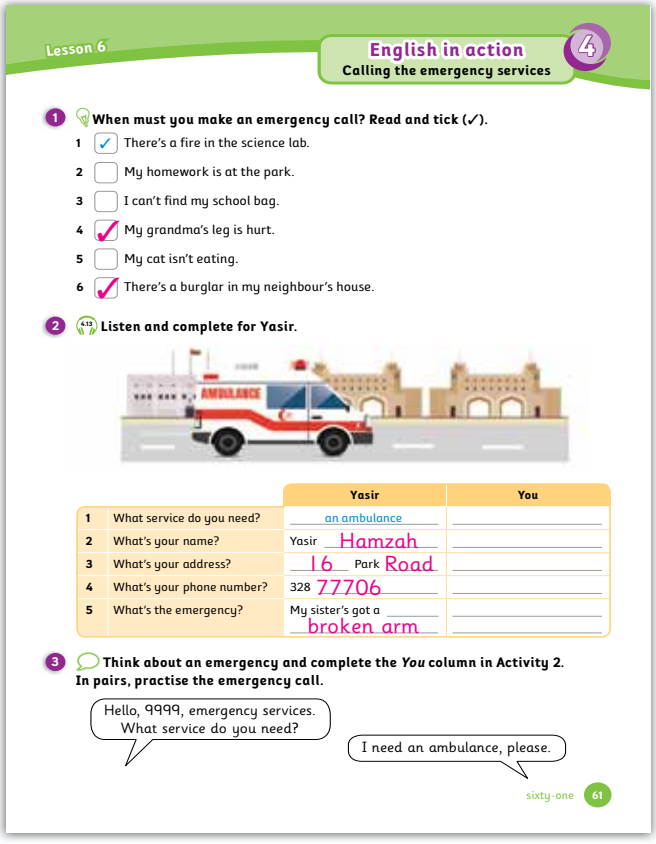
Support

- Give pupils one minute to prepare their ideas before talking in pairs.

Challenge

- Have pupils perform their dialogues to the class.

Activity Book



Lesson 6

English in action 4

Calling the emergency services

1 When must you make an emergency call? Read and tick (✓).

1 ✓ There's a fire in the science lab.
2 ☐ My homework is at the park.
3 ☐ I can't find my school bag.
4 ✓ My grandma's leg is hurt.
5 ☐ My cat isn't eating.
6 ✓ There's a burglar in my neighbour's house.

2 4.13 Listen and complete for Yasir.

		Yasir	You
1	What service do you need?	an ambulance	
2	What's your name?	Yasir Hamzah	
3	What's your address?	16 Park Road	
4	What's your phone number?	328 77706	
5	What's the emergency?	My sister's got a broken arm	

3 Think about an emergency and complete the *You* column in Activity 2. In pairs, practise the emergency call.

Hello, 9999, emergency services. What service do you need?

I need an ambulance, please.

sixty-one 61

1 When must you make an emergency call? Read and tick (✔). (3 minutes)

- Pupils work individually, then check answers in pairs.
- Check answers using the Lollipop stick technique (see page 14).

2 4.13 Listen and complete for Yasir. (2 minutes)

- Pupils work individually to complete the activity.
- Repeat the audio if necessary for pupils to check their answers.
- Check answers as a class.

4.13

Woman: Hello, 9999 emergency services. What service to you need?
Boy: I need an ambulance, please.
Woman: OK, what's your name?
Boy: Yasir Hamzah.
Woman: Could you spell that, please?
Boy: Yes, Yasir, Y-A-S-I-R, Hamzah, H-A-M-Z-A-H.
Woman: What's your address?
Boy: 16 Park Road.
Woman: And your phone number?
Boy: My phone number is 328 77706.
Woman: 328 77706?
Boy: Yes, that's right.
Woman: Thanks. What's the emergency?
Boy: It's my little sister. She's got a broken arm. She's crying.
Woman: The ambulance is on its way to you.
Boy: Thank you!

3 Think about an emergency and complete the *You* column in Activity 2. In pairs, practise the emergency call. (7 minutes)

- Pupils work individually to complete the You column.
- Choose a pupil and model the activity.
- Then have pupils work in pairs.
- Invite pairs to role-play in front of the class.

Finishing the lesson (3 minutes)

- Use the Thought-provoking questions technique (see page 15) to ask *Do you think you can call an emergency service in English now? How? What can you remember?*

Extra activity **Photocopiable 28**

- Ask pupils to do photocopiable 28.

Skills

Lesson 7, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can understand basic phrases in short, simple texts (GSE 24). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).

Materials

- Unit 4 flashcards (jobs)
- Unit 4 poster: Jobs
- poster paper
- photocopiable 32

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring pupils' learning: Lollipop stick technique (see page 14)
- Peer learning: groupwork; pairwork; Two stars and a wish technique (see page 15); Three facts and a fib technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 7, part 1

Starting the lesson (5 minutes)

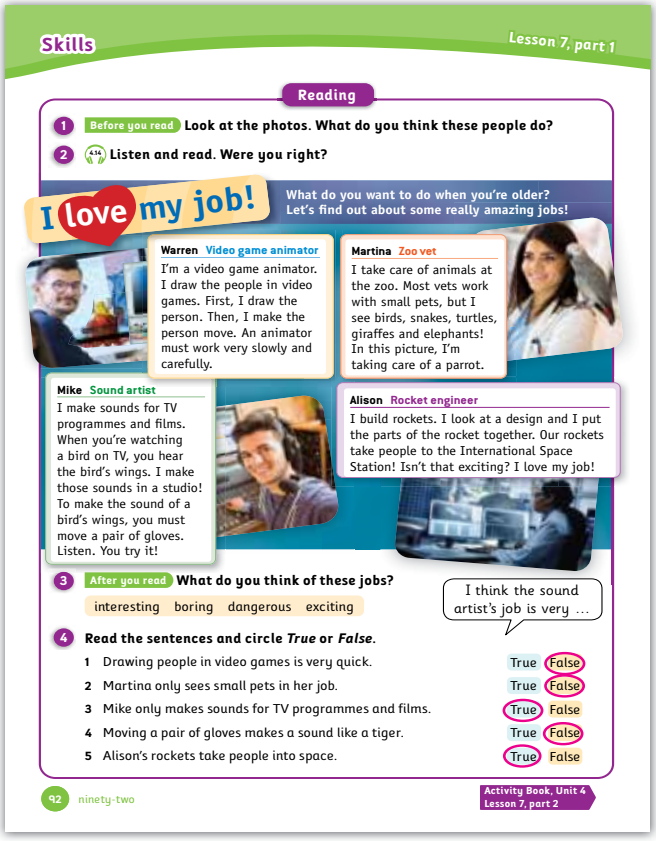
- Write a word snake on the board and ask the pupils to find four hidden jobs: videogameanimatorsoundartistrocketengineerzoovet. (*video game animator, sound artist, rocket engineer, zoo vet*).

Presentation (5 minutes)

- Explain that in this lesson pupils will read short texts about amazing jobs. Ask pupils to predict what they think these jobs involve.
- Revise the vocabulary from the unit. Ask pupils to say as many new vocabulary words from the unit as they can. Write them on the board. Use the Unit 4 flashcards or poster to check if all unit words are on the board.

Practice

Class Book


Skills
Lesson 7, part 1
Reading
1 Before you read Look at the photos. What do you think these people do?
2 4.14 Listen and read. Were you right?
I love my job!
What do you want to do when you're older? Let's find out about some really amazing jobs!
Warren Video game animator
I'm a video game animator. I draw the people in video games. First, I draw the person. Then, I make the person move. An animator must work very slowly and carefully.
Martina Zoo vet
I take care of animals at the zoo. Most vets work with small pets, but I see birds, snakes, turtles, giraffes and elephants! In this picture, I'm taking care of a parrot.
Mike Sound artist
I make sounds for TV programmes and films. When you're watching a bird on TV, you hear the bird's wings. I make those sounds in a studio! To make the sound of a bird's wings, you must move a pair of gloves. Listen. You try it!
Alison Rocket engineer
I build rockets. I look at a design and I put the parts of the rocket together. Our rockets take people to the International Space Station! Isn't that exciting? I love my job!
3 After you read What do you think of these jobs?
interesting boring dangerous exciting
I think the sound artist's job is very ...
4 Read the sentences and circle *True* or *False*.
1 Drawing people in video games is very quick. True False
2 Martina only sees small pets in her job. True False
3 Mike only makes sounds for TV programmes and films. True False
4 Moving a pair of gloves makes a sound like a tiger. True False
5 Alison's rockets take people into space. True False
92 ninety-two
Activity Book, Unit 4 Lesson 7, part 2

Reading

1 Before you read Look at the photos. What do you think these people do? (2 minutes)

- Have pupils discuss the photos in pairs first. Using the Lollipop stick technique (see page 14), ask pupils for ideas. Accept all reasonable suggestions.

2 4.14 Listen and read. Were you right? (5 minutes)

- Before pupils do the activity, remind them that when they first listen to and read a text, they do not need to understand every word. They just have to get the general idea or gist of the text.
- Ask pupils to look at the title at the top and the sub-headings with each section. Explain that these help to make the article easier to read, because it is divided into smaller sections called paragraphs.
- Play the audio. Ask pupils if their predictions were correct.
- Check comprehension with questions: *What must the video game animator draw first? (The people.); What does a sound artist do? (Make the sounds for TV and films.); How is a zoo vet different from a regular vet? (She/He looks after more unusual animals.); Where do the engineers' rockets go and why? (To the international space station, to take people there.)*

4.14

I love my job!

Narrator: What do you want to do when you're older? Let's find out about some really amazing jobs!
Warren: Video game animator

Man 1: I'm a video game animator. I draw the people in video games. First, I draw the person. Then, I make the person move. An animator must work very slowly and carefully.

Narrator: Martina: Zoo vet

Woman 1: I take care of animals at the zoo. Most vets work with small pets, but I see birds, snakes, turtles, giraffes and elephants! In this picture, I'm taking care of a parrot.

Narrator: Mike: Sound artist

Man 2: I make sounds for TV programmes and films. When you're watching a bird on TV, you hear the bird's wings. I make those sounds in a studio! To make the sound of a bird's wings, you must move a pair of gloves. Listen. You try it!

Narrator: Alison: Rocket engineer

Woman 2: I build rockets. I look at a design and I put the parts of the rocket together. Our rockets take people to the International Space Station! Isn't that exciting? I love my job!

Diversity

Support
- Read the texts with the whole class, or play the audio again as pupils track the words. Explain meanings in L1 if necessary.

Challenge
- Ask pupils to write about the texts using the Three facts and a fib technique (see page 15).

3 After you read What do you think of these jobs? (10 minutes)
- Read the words in the box and ask pupils to define them as best as they can. Encourage them to say example sentences using the words.
- Pupils then work in pairs and takes turns to give their opinions using the example in the speech bubble as a model. Walk around the class monitoring pairs.
- When they have finished, ask pupils which job they would most like to do and which they would least like to do. Ask them to give reasons for their answers using the words in the box and any other adjectives they know. Ask for feedback using the Lollipop stick technique (see page 14).

4 Read the sentences and circle *True* or *False*. (10 minutes)
- Pupils complete the activity individually.
- Ask pupils to check their answers in pairs.
- Read the sentences to pupils. Have pupils stand if the answer is *True*, and stay seated in their chairs if it is *False*.
- Have pupils say which part of the text they got their answers from.

Finishing the lesson (3 minute)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they think of their learning so far. Encourage them to discuss anything they may have found difficult in the lesson, and then ask them what they expect to learn in the next lesson.

Lesson 7, part 2

Starting the lesson (5 minutes)

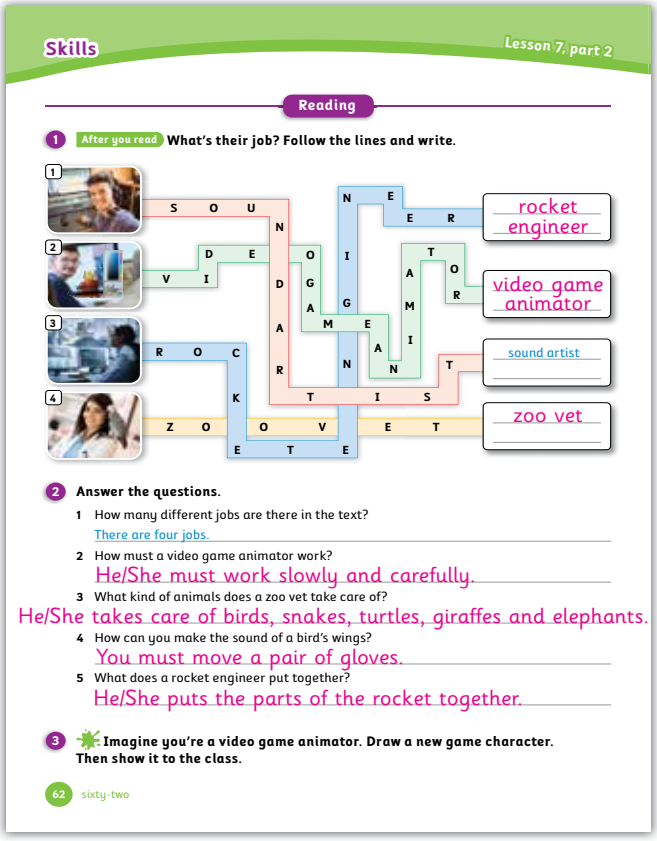
- Ask the pupils to write as many jobs as they can in one minute.
- They then share their lists with their partners.
- Invite pupils to read their lists aloud.

Presentation (5 minutes)

- Write *sound artist, rocket engineer, video animator, zoo vet* on the board. Use the Key question technique (see page 14) to ask pupils to tell you as much as they can about these jobs. They can quickly read the texts again if necessary.

Practice

Activity Book



Skills — Lesson 7, part 2

Reading

1 After you read What's their job? Follow the lines and write.

2 Answer the questions.

1 How many different jobs are there in the text?
There are four jobs.

2 How must a video game animator work?
He/She must work slowly and carefully.

3 What kind of animals does a zoo vet take care of?
He/She takes care of birds, snakes, turtles, giraffes and elephants.

4 How can you make the sound of a bird's wings?
You must move a pair of gloves.

5 What does a rocket engineer put together?
He/She puts the parts of the rocket together.

3 Imagine you're a video game animator. Draw a new game character. Then show it to the class.

62 sixty-two

Reading

1 **After you read What's their job? Follow the lines and write.** (5 minutes)

- Ask pupils to say what jobs they see in the pictures.
- Give pupils one minute to complete the activity individually.
- They compare answers in pairs.
- Extend the activity by asking pupils to spell each job aloud.

2 **Answer the questions.** (5 minutes)

- Tell pupils that they now are going to look for specific information in the text in order to answer questions about it.
- Pupils complete the activity individually, looking at page 92 of the Class Book to help them find the answers. Ask pupils to check their answers in mixed-ability pairs.
- Check answers as a class.

3 **Imagine you're a video game animator. Draw a new game character. Then show it to the class.** (15 minutes)

- Pupils can choose to work together or individually. Brainstorm some of the things to include when inventing a video game character, e.g. name, superpowers, type of game the character is from, etc.
- Walk around the class monitoring pairs/individuals.
- Explain to pupils that they are going to take part in a gallery walk. Display pupils' work or have pairs/individuals hold their drawings up. Divide the class in two halves: artists and visitors. Visitors walk around and ask questions, and artists talk about their work. Elicit useful language on the board before pupils begin, e.g. *What's your character's name? He/She/It's called … What can it do? Tell me about the video game he/she/it is from …* . Pupils switch roles when they have finished.

Extra activity Fast finishers

- Pupils help create the gallery display for the game characters. They prepare questions for each other's characters.

Extra activity Collaborative work

- Ask pupils to work in small groups, and give each a sheet of poster paper. Ask pupils to design a story for an original video game using all their characters. They can make a storyboard or comic. Pupils should present their ideas to other groups or the whole class, and ask for feedback using the Two stars and a wish technique (see page 15).

Finishing the lesson (5 minutes)

- Use the Thought-provoking questions technique (see page 15) to ask how successful pupils' learning is so far and, on a scale of 1–5, have them rate how much they enjoyed the lesson.

Extra activity Photocopiable 32

- Ask pupils to do photocopiable 32.

Skills

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to ask and answer about jobs pupils want to do in the future; to read about a report about a job survey; to write a survey about jobs
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can talk about common jobs using simple language (GSE 34).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- Unit 4 flashcards (jobs)
- photocopiable 36

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 14); Hands up/down technique (see page 15)
- Peer learning: groupwork; pairwork; Think-pair-share technique (see page 15); Two stars and a wish technique (see page 15)
- Independent learning: Thought-provoking questions technique (see page 15); Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson (5 minutes)

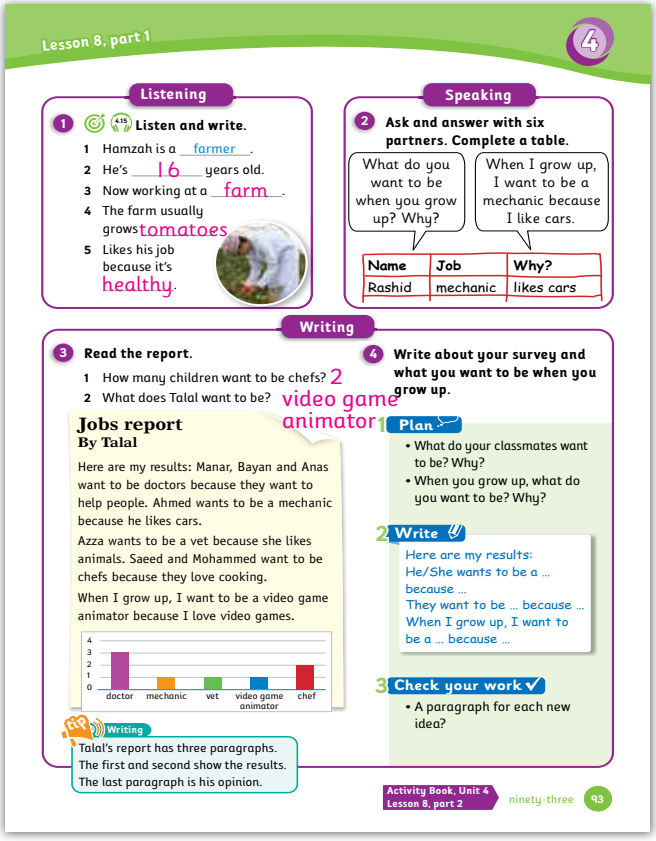
- Place all of the Unit 4 flashcards on the board and quickly revise the words. Ask pupils to close their eyes and remove two flashcards. Have pupils tell you which words are missing. Replace the cards and continue for a few more rounds.

Presentation (2 minutes)

- Explain that in this lesson pupils will listen to someone talking about their job and what they like about it, ask a partner what job they would like to have when they grow up and read and write a report about a class job survey.

Practice

Class Book



Listening

1 4.15 **Listen and write.** (5 minutes)

- Refer pupils to page 93 of their Class Book and tell them to read the sentences in Activity 1 before they listen so they know what to listen for.
- Play the audio for pupils to complete the activity. Repeat if necessary.
- Use the Lollipop stick technique (see page 14) to check answers.

4.15

1 Man: Hi, Hamzah.
Hamzah: Hi.
Man: Tell me about your job.
Hamzah: Well, I'm a farmer.
Man: Really? Do you like being a farmer?
Hamzah: Yes, I do. I love it.

2 Man: And how old are you, Hamzah?
Hamzah: I'm 16.
Man: Are you still studying at school?
Hamzah: Yes, I am. I'm studying and working at the same time.

3 Man: Where are you working right now?
Hamzah: I'm working on my uncle's farm.
Man: Where's the farm?
Hamzah: It's near Muscat. It grows tomatoes.

4 Man: Does your uncle only grow tomatoes?
Hamzah: No, he grows other vegetables and sometimes he has sheep, too.

5 Man: What do you like about farming?
Hamzah: Well, I like working outside. It's healthy!
Man: Thanks very much, Hamzah. Good luck with your job.
Hamzah: Thank you.

Speaking

2 Ask and answer with six partners. Complete a table. (10 minutes)

- Explain to pupils that they will do a survey on jobs.
- Draw attention to the speech bubbles and model the pronunciation.
- Draw an example of the table on the board. Demonstrate the activity with two or three pupils, completing the table with their names and answers.
- Put pupils into groups of seven and tell them to copy the table into their notebooks. Have them interview each other and complete the table.
- When pupils have finished, ask them to talk about their survey. Ask *Do you want to do the same jobs? Who wants to work with people/animals/science/cars/the emergency services? Why?*

Writing

3 Read the report. (5 minutes)

- Ask pupils to look at the report. Ask them to read it quickly.
- Have pupils read it again silently and answer the questions. Check answers as a class.
- Check comprehension with questions. Ask *Why do Manar, Bayan and Anas want to be doctors?* (*To help people.*); *What does a mechanic work with?* (*Cars.*); *What does Azza want to be?* (*A vet.*)
- Discuss the model report with pupils. Ask them what type of text it is (a report), what it's about (the results of a class survey), what the graph at the bottom shows (the number of pupils who want to do each job) and how many paragraphs there are (three).
- Have pupils read the Tip box. Ask them to label the paragraphs *results* and *opinion*.

4 Write about your survey and what you want to be when you grow up. (10 minutes)

- Plan: Go through the bullet points as a class. First, write a list of the jobs from the graph on the board. Ask the first question as a class and count the number of pupils who answer for each one. Pupils then work individually to answer the second questions. They should write notes.
- Write: Draw pupils' attention to the sentence stems for writing a report. Ask them to notice how each sentence is expanded upon in the report. Using the sentence stems, elicit full sentences about the pupils' answers to question 1 (you can use pupils' names). Then elicit a sample answer for what they want to be when they grow up.
- Check your work: Then, as a class, go over each bullet point and check that the writing on the board contains all the correct elements and that there are three paragraphs.

Extra activity **TPR**

- Using the Hands up/down technique (see page 15), pupils respond to your questions: *Do you know how to write a survey? Are you going to read the plan? Are you going to read the Writing Tip?*

Finishing the lesson (3 minutes)

- Use the Thought-provoking questions technique (see page 15) to discuss with pupils what they liked about today's lesson and what they didn't like. Ask pupils if they feel confident about writing reports.

Lesson 8, part 2

Starting the lesson (5 minutes)

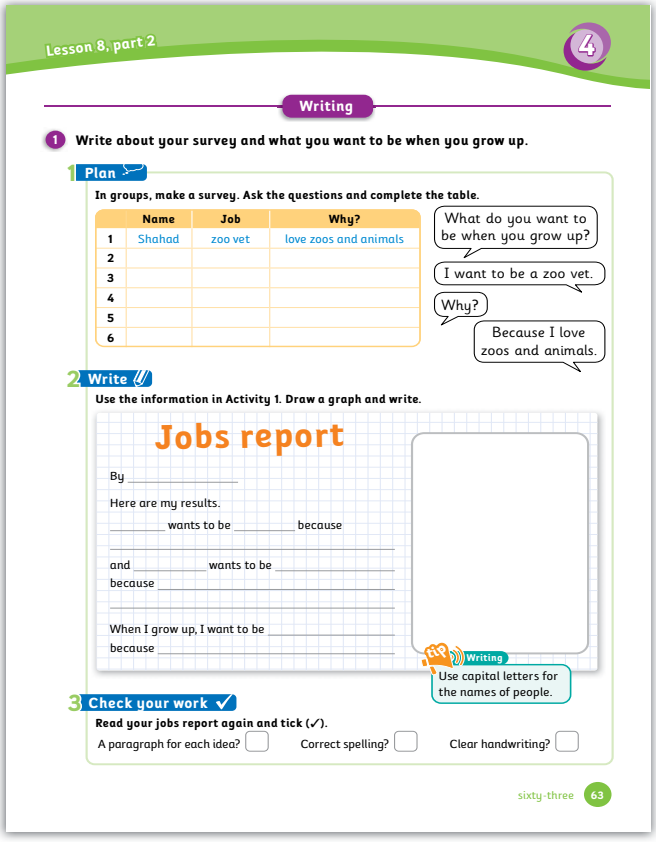
- On the board, write *firefighter*. Ask pupils to say as many words as they can that are related to that job, e.g. *fire, hot, dangerous, brave,* etc. Tell pupils you are going to say a few words that describe a job from the unit and they have to guess the job. Say *cows, sheep, grow fruit* and *vegetables*. Elicit *farmer*.
- Play for a few rounds and then have pupils continue in pairs.

Presentation (5 minutes)

- Explain that in this lesson pupils will write a report about jobs and draw a graph to show the results of a survey.

Practice

Activity Book


Lesson 8, part 2

4

Writing

1 Write about your survey and what you want to be when you grow up.

1 Plan

In groups, make a survey. Ask the questions and complete the table.

	Name	Job	Why?
1	Shahad	zoo vet	love zoos and animals
2			
3			
4			
5			
6			

What do you want to be when you grow up?

I want to be a zoo vet.

Why?

Because I love zoos and animals.

2 Write

Use the information in Activity 1. Draw a graph and write.

Jobs report

By _____

Here are my results.

_____ wants to be _____ because _____

and _____ wants to be _____ because _____

When I grow up, I want to be _____ because _____

Writing

Use capital letters for the names of people.

3 Check your work

Read your jobs report again and tick (✓).

A paragraph for each idea? ☐ Correct spelling? ☐ Clear handwriting? ☐

sixty-three 63

Writing

1 **Write about your survey and what you want to be when you grow up.** (25 minutes)

- Refer pupils to Activity Book page 63. Remind them of what they learnt about writing a report from the last lesson.
- Plan: Put pupils into groups of six or seven. Have them look at the speech bubbles. Read the speech bubbles aloud and have pupils repeat. Explain that they are going to use the speech bubbles as a model to ask questions to complete their tables. Walk around monitoring, offering help and support as pupils ask questions and complete their tables.
- Write: Ask pupils to use the information in their survey to write a report and draw a graph. Use the Think-pair-share technique (see page 15) to discuss the writing plan from the Class Book in the last lesson. Ask *How many paragraphs are in a report?* (*Three.*); *What are the first two paragraphs about?* (*The results.*) *What is the last paragraph about?* (*The author's opinion.*) *What do we use to show the results?* (*A graph.*)
- Ask pupils to read the Tip box.
- Check your work: Using the Two stars and a wish technique (see page 15), pupils read and check each other's work, taking into account the Writing Tip.
- Ask pupils to check their writing by ticking the boxes to show they have done each of these things.
- Encourage pupils to read out their completed work and show their graphs to their classmates.

Extra activity Communication

- Pupils make a whole class graph on the board. Have each group assign a spokesperson to present their results. Then they work with the spokespeople from the other groups to make the class graph.

Finishing the lesson (5 minutes)

- Pupils write down what they achieved in their Learning diary (see page 15): *Today I listened to . . . I made and took part in a survey about . . . and I wrote a report about . . . .*

Extra activity Photocopiable 36

- Ask pupils to do photocopiable 36.

Phonics

Lesson 9 Objectives

- **Lesson objectives:** to learn a new spelling for the vowel digraph /u:/; to blend and segment simple and multisyllabic words containing the target sounds; to revise previously taught tricky words; to learn the new tricky word: *people*; to adopt strategies to recognise and read tricky words in sentences
- **Target words:** *ew* /u:/: *chew, jewel, new, screw, stew*
- **Tricky word:** *people*

Global Scale of English (GSE)

- **Reading:** Can recognise simple words and phrases related to familiar topics, if supported by pictures (GSE 23).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- optional teacher-made flashcards for the vowel digraph /u:/, with *ew, oo* and *ue* spellings
- optional teacher-made flashcards for tricky word: *people*

Assessment for Learning (formative assessment)

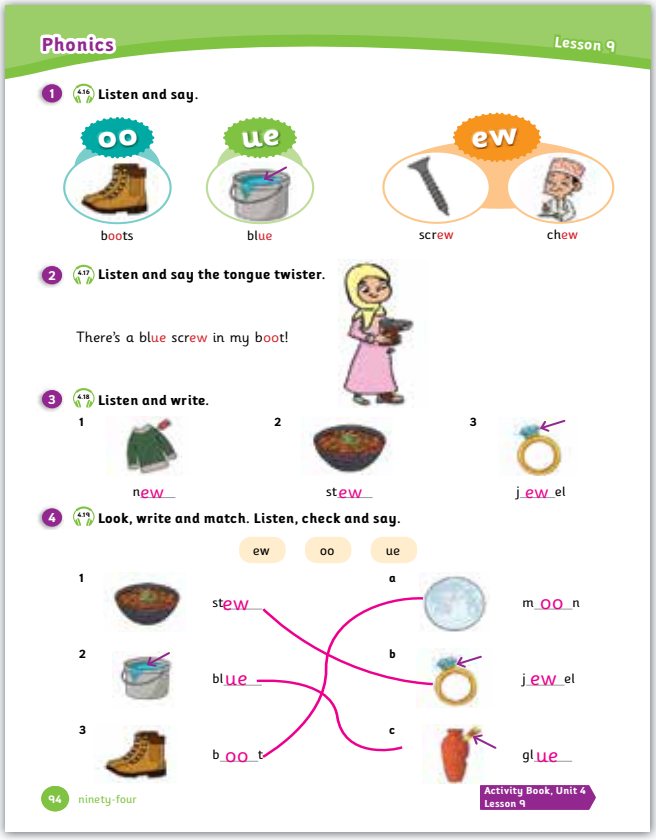
Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Hands up/down technique (see page 15)
Peer learning: pairwork; groupwork

Starting the lesson (5 minutes)

- Review the sound /u:/ from Grades 1 and 2. Write the different spellings of the digraph on the board (*ue, oo*). Point to *ue* and ask pupils to say the sound. Then point to *oo* and elicit the matching sound. Ask pupils if they can remember anything special about these letters (they can make two different sounds – a long *oo* in *boot*, or a short *oo* in *cook*).
- Ask pupils if they can remember any words that contain the /u:/ sound. You can invite them up to draw a picture or do a mime to represent the word.
- Say words with each spelling, for example *flute, glue, room, moon*. Encourage pupils to point to the correct set of letters on the board each time. If they find this difficult, write the complete words on the board and ask volunteers to come up and draw a line to the correct set of letters.
- Invite pupils to identify the letters in each word that make the /u:/ sound. They can come up and circle the letters, or tell you which letters to choose.
- If pupils find it difficult to remember the different spellings for this vowel digraph, you may wish to use flashcards and games (see page 20) to revise this further.

Presentation

Class Book



1 4.16 Listen and say. (5 minutes)

- Look at Activity 1 on page 94 with the class. Focus on the pictures and talk about what the pupils can see. Explain that they might recognise some of these words from earlier levels. If *boots* and *blue* weren't used in the previous section, recap them now. Ask pupils to say what is the same and what is different about these words. (They have the same vowel sound but a different spelling.)
- Tell pupils that in this lesson, they will learn a new way to spell the sound /u:/. Point to the digraphs on the page and recap the sound.
- Play the audio. Help pupils to match each sound and word in the audio to a digraph or picture and to point to the correct object as they hear each word.

- Model the words, emphasising the /u:/ sound each time and ensure this is clear. Encourage pupils to repeat the words, then point to each picture in turn and have them say the words independently.
- Display teacher-made flashcards or use the whiteboard to show the three spellings of the /u:/ sound again. Say the words again in a different sequence and ask pupils to point to the correct spelling each time.
- Write the gapped form of the words on the board: scr_ _, ch_ _, b_ _ ts, bl _ _. Elicit the missing letters as a class to check understanding.

4.16

oo	boots
ue	blue
ew	screw, chew

Practice

2 4.17 **Listen and say the tongue twister.** (5 minutes)

- Write the digraphs *ew*, *oo* and *ue* on the board. Look at the picture in Activity 2 with the class and see if pupils can identify any of the items in the picture that contain these spellings.
- Explain that pupils will hear a tongue twister that relates to the picture and that they should point to the items in the picture as they listen. Play the audio.
- Play the audio again and ask the pupils to follow the words in the tongue twister as they listen.
- Play the audio a third time and ask pupils to join in with the tongue twister. They can mime shaking a screw out of their boot as they speak.
- Check understanding by using your flashcards or the whiteboard to show the three different spellings, and asking pupils to say the corresponding word from the tongue twister.

4.17

There's a blue screw in my boot!

3 4.18 **Listen and write.** (5 minutes)

- Explain that pupils will now learn some more words with the new *ew* spelling for the /u:/ sound. Explain that this can be a medial or final vowel sound.
- Play the audio. Tell pupils to listen and point to each picture in turn.
- Play the audio a second time, pausing after each item for pupils to repeat. Check understanding of each word using mimes or gestures to demonstrate meaning.
- Play the audio a third time and pause for pupils to complete the *ew* ending. Remind them to use the words in Activity 1 for support if they need to.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the gapped words on the board and inviting pupils to come up and complete the words.

4.18

1 new
2 stew
3 jewel

4 4.19 **Look, write and match. Listen, check and say.** (5 minutes)

- Focus on Activity 4. Point to each of the vowel digraphs in turn for pupils to say, and ensure they are saying the same sound each time. Look at each of the pictures and show that there is a gapped word beside each one. Some of these words (*moon, glue*) are revised from earlier grades, so elicit or model the words and check understanding.
- Play the audio for pupils to listen, point and repeat each word.
- Using the Hands up/down technique (see page 15), play the audio for item 1 again and ask pupils to choose the correct digraph from the boxes to complete the word. If they aren't sure, point to each one again in turn and ask for a show of hands for each option. Confirm the answer *ew*.
- Now point out that the items are in two columns, with a matching spelling on each side. Focus on the first item, *stew*. Ask pupils to look and find the word with the same spelling in items a–c. Remind them that the matching digraph can be in the middle or at the end of the word. Confirm the answer *jewel*, and have pupils draw a line to match.
- Repeat with items 2 and 3, or let pupils work individually.
- Check answers by writing each of the items 1–3 on the board and inviting pupils to write the correct word on a piece of paper and hold it up.

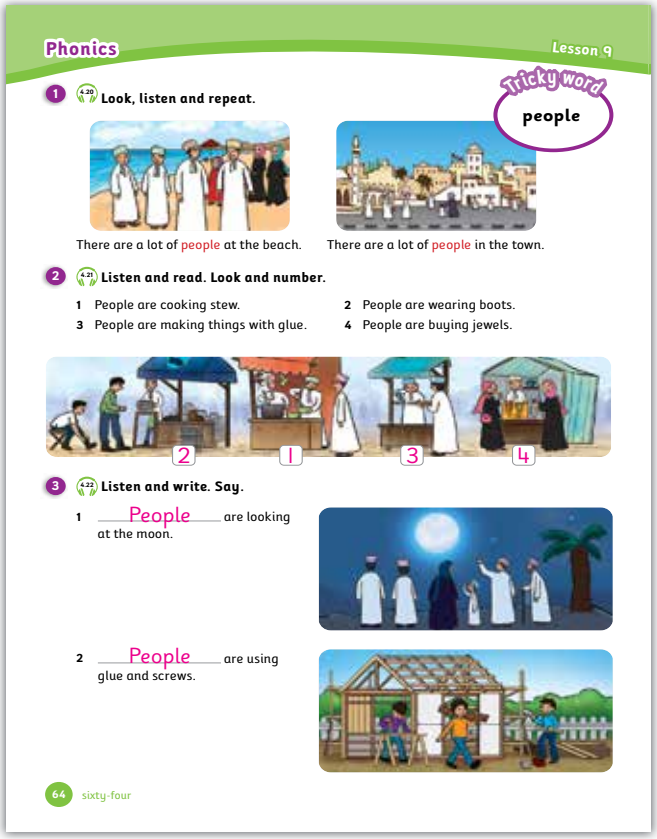
4.19

1 stew, jewel
2 blue, glue
3 boot, moon

Extra activity **TPR**

- Make flashcards for *ew*, *oo* and *ue*, or write them on the board. Pupils say the sound. Elicit words for each of the spellings. Pupils repeat and use mimes if appropriate to confirm understanding of the word.
- Write *ew*, *oo* and *ue* in large letters on three separate pieces of paper, and stick these up in different parts of the classroom.
- Say a word with one of the spellings, e.g. *chew*. Pupils move to stand under the correct piece of paper, or point to it. Check they are correct, then repeat with more words to practise all of the spellings.

Activity Book


Phonics
Lesson 9
1 4.20 Look, listen and repeat.
Tricky word
people
There are a lot of people at the beach.
There are a lot of people in the town.
2 4.21 Listen and read. Look and number.
1 People are cooking stew.
2 People are wearing boots.
3 People are making things with glue.
4 People are buying jewels.
2
1
3
4
3 4.22 Listen and write. Say.
1 People are looking at the moon.
2 People are using glue and screws.
64 sixty-four

1 4.20 Look, listen and repeat. (3 minutes)

- Start by revising the tricky words that pupils have covered so far in this term (*bye*, *my*, *any*, *Mr*, *Mrs*). You can make flashcards of each word to elicit them orally as a class. Then write sentences containing each word and invite volunteers to read them out. Try to combine the words in sentences, e.g. *Mr Kelly, have you got any boots?*
- Look at page 64 with the class. Focus on the word at the top of the page and explain that pupils will learn a new tricky word. Read the word out and ask pupils to identify any phonemes that match the spelling (*p* and *l*).
- Look at Activity 1 and see if pupils can recognise or read any of the words in the captions. They can look at the picture for clues to help them identify the places.
- Play the audio for pupils to listen and follow. Point to the red word each time and model the pronunciation again for pupils to repeat. Point out that the vowel digraph in the middle doesn't correspond to the spelling as the /o/ isn't heard. The ending *-le* is a form that they may see in other places, and, again, doesn't follow phonetic rules. Encourage pupils to memorise the spelling of this word.
- Play the audio again, then put pupils in pairs to practise saying the sentences.
- If time allows, ask one or two pairs to say a sentence aloud for the class. Have the class point to the correct picture each time.

4.20

There are a lot of people at the beach.
There are a lot of people in the town.

2 4.21 Listen and read. Look and number. (5 minutes)

- Focus on Activity 2 and allow time for pupils to look at the picture. Discuss what they can see and what is happening.
- Play the audio for the first item for pupils to listen and read. Pause the audio and have pupils look carefully at the picture to find the correct scene.
- Repeat for items 2–4, pausing the audio if necessary.
- Check answers by dividing the class in half. For each item, ask one half to read out the sentence, and the other half to say the correct letter for the scene in the picture.

4.21

1 People are cooking stew.
2 People are wearing boots.
3 People are making things with glue.
4 People are buying jewels.

3 4.22 **Listen and write. Say.** (4 minutes)

- Look at Activity 3 with the class. Explain that in this section, pupils will practise writing the tricky word in a sentence.
- First, look at the pictures. Discuss with pupils what they can see and ask if they recognise any of the words which they learnt or revised in the Class Book activities.
- Play the audio for the first picture and ask pupils to write the word on the line to complete the sentence.
- Repeat the process for item 2.
- When they have completed the writing, model the full sentences for the class to repeat as they point at the relevant items in the pictures. Then have pupils repeat the sentences in pairs. Remind them to swap roles so they both practise saying the tricky word.

4.22

1 People are looking at the moon.
2 People are using glue and screws.

Finishing the lesson (3 minutes)

- Ask pupils to write a sentence which is similar to the ones on this page, starting with *People are* … or *There are a lot of people* … . They can use a word with /u:/ in the sentence as well, but it isn't essential.
- They swap this with a partner to read out. If time allows, pupils can work in pairs to draw a picture of the scene in their partner's sentence.

Review

Lesson 10, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Materials

- Unit 4 flashcards or word cards (jobs and school rules)
- Unit 4 poster: Jobs
- notebooks
- photocopiable 40

Assessment for Learning (formative assessment)

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

Lesson 10, part 1

Starting the lesson (3 minutes)

- Ask *When do you need to use 'is/are doing' in English?* Accept all reasonable answers.

Presentation (2 minutes)

- Explain that in this lesson pupils will review the unit vocabulary and language and then play a game.

Extra activity **TPR**

- Divide the class into two teams. Hide the Unit 4 flashcards or word cards around the room. Call out a word/phrase and have two pupils (one from each team) search for the word. The pupil who finds the word card thinks of a sentence with the word to win his/her team a point.

Practice

Class Book



1 In pairs, ask and answer. (10 minutes)

- Refer pupils to page 95. Draw pupils' attention to the examples in the speech bubbles.
- Pupils work in pairs to talk about what the people are doing at work.
- Walk around the room monitoring pairs.
- Call out a number from 2–8 at random, and using the Lollipop stick technique (see page 14), ask different pairs to ask and answer.

2 Tell your partner what you must and mustn't do in the park. (10 minutes)

- Assign different pairs from those in Activity 1.
- Pupils work together to complete the activity, using the example in the speech bubble to help them.
- Walk around the room monitoring pairs.

Diversity

Support

- Pupils can note down some ideas before talking in pairs in Activity 2. This can be a class brainstorm or pairwork.

Challenge

- Promote class discussion about what you must/mustn't do in parks. Ask *Why must you put litter in the bin? Why mustn't you . . . ?* Ask pupils to suggest more rules.

Extra activity **Collaborative work**

- Play a memory game. A pupil says *I must put my rubbish in the bin.* The next pupil adds something: *I must put my rubbish in the bin and I mustn't use my phone in class* …, and so on.

Challenge (10 minutes)

Challenge your classmates and play the game!

- Divide the class into two teams. Monitor the game.
- Give pupils two minutes to think of three extra questions.

Finishing the lesson (5 minutes)

- Play a game of *Picture dictation* (see page 19) with the pupils.
- Then pupils can play in groups.

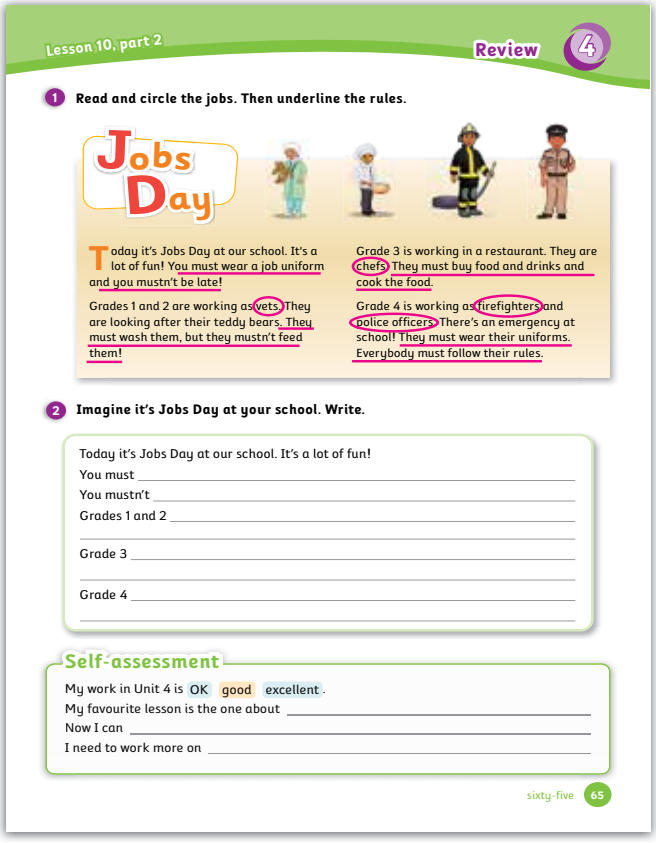
Lesson 10, part 2

Starting the lesson (5 minutes)

- Place the Unit 4 poster on the board. Point to a person and ask *What is his/her job? What is he/she doing? What else does he/she do in his/her job?* Continue with the rest of the people on the poster.

Practice

Activity Book



Lesson 10, part 2 — Review 4

1 Read and circle the jobs. Then underline the rules.

Jobs Day

Today it's Jobs Day at our school. It's a lot of fun! You must wear a job uniform and you mustn't be late!

Grades 1 and 2 are working as vets. They are looking after their teddy bears. They must wash them, but they mustn't feed them!

Grade 3 is working in a restaurant. They are chefs. They must buy food and drinks and cook the food.

Grade 4 is working as firefighters and police officers. There's an emergency at school! They must wear their uniforms. Everybody must follow their rules.

2 Imagine it's Jobs Day at your school. Write.

Today it's Jobs Day at our school. It's a lot of fun!
You must _____
You mustn't _____
Grades 1 and 2 _____
_____
Grade 3 _____
_____
Grade 4 _____
_____

Self-assessment

My work in Unit 4 is OK good excellent.
My favourite lesson is the one about _____
Now I can _____
I need to work more on _____

sixty-five 65

1 Read and circle the jobs. Then underline the rules. (5 minutes)

- Ask pupils to say what jobs they see in the images. Pupils then work individually and check in pairs.
- Ask different pupils to read out their answers to each other in groups. Pupils compare.
- Ask a pupil to write the answers on the board as you confirm them.

2 Imagine it's Jobs Day at your school. Write. (5 minutes)

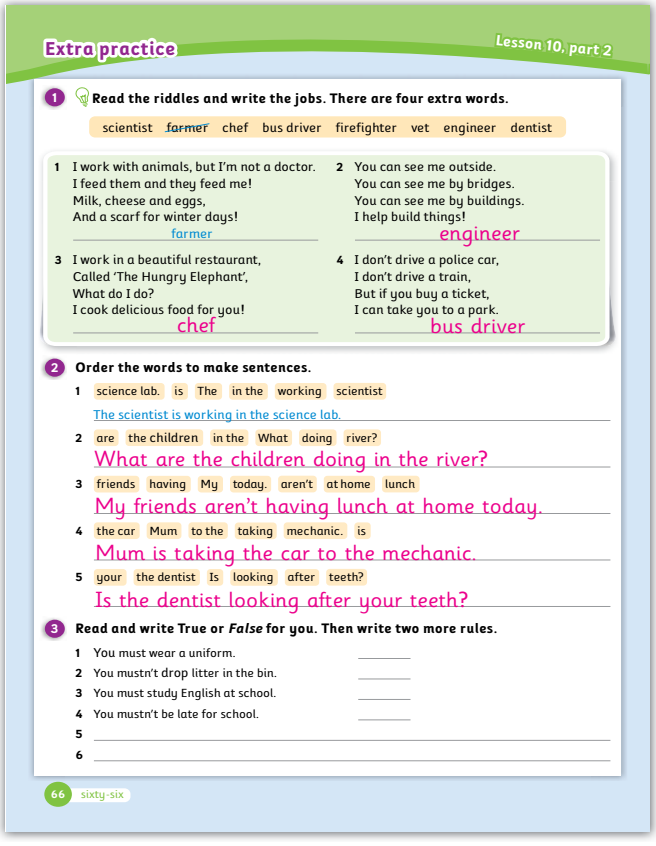
- As a class, discuss what answers they might give for the activity.
- Pupils then complete the activity individually. They read each other's suggestions and check spellings with a partner.
- Ask pupils to read out a sentence from their work using the Lollipop stick technique (see page 14).

Self-assessment (2 minutes)

- Pupils do the activity individually.

Extra practice

Activity Book



Extra practice — Lesson 10, part 2

1 Read the riddles and write the jobs. There are four extra words.

scientist ~~farmer~~ chef bus driver firefighter vet engineer dentist

1 I work with animals, but I'm not a doctor.
I feed them and they feed me!
Milk, cheese and eggs,
And a scarf for winter days!
farmer

2 You can see me outside.
You can see me by bridges.
You can see me by buildings.
I help build things!
engineer

3 I work in a beautiful restaurant,
Called 'The Hungry Elephant',
What do I do?
I cook delicious food for you!
chef

4 I don't drive a police car,
I don't drive a train,
But if you buy a ticket,
I can take you to a park.
bus driver

2 Order the words to make sentences.

1 science lab. is The in the working scientist
The scientist is working in the science lab.
2 are the children in the What doing river?
What are the children doing in the river?
3 friends having My today. aren't at home lunch
My friends aren't having lunch at home today.
4 the car Mum to the taking mechanic. is
Mum is taking the car to the mechanic.
5 your the dentist Is looking after teeth?
Is the dentist looking after your teeth?

3 Read and write True or *False* for you. Then write two more rules.

1 You must wear a uniform. _____
2 You mustn't drop litter in the bin. _____
3 You must study English at school. _____
4 You mustn't be late for school. _____
5 _____
6 _____

66 sixty-six

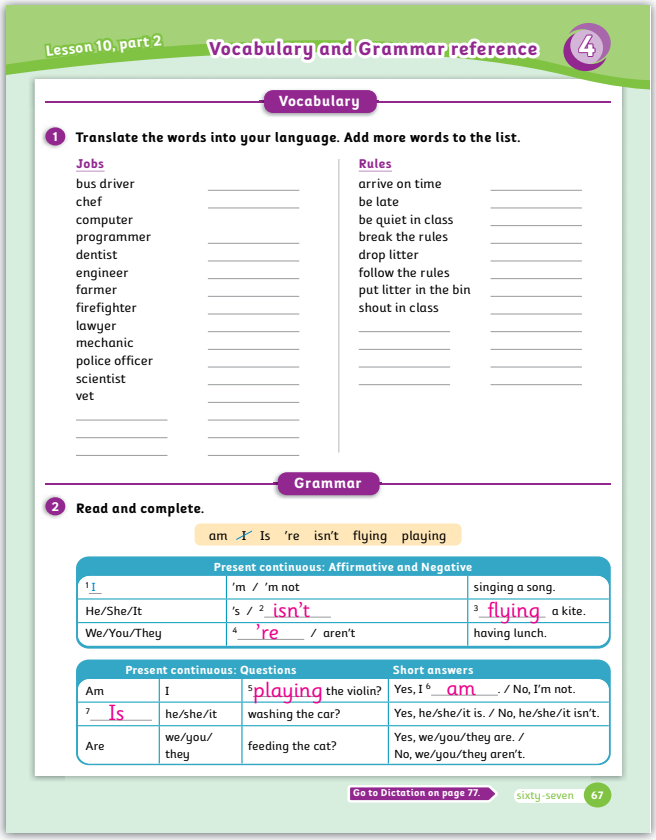
1 **Read the riddles and write the jobs. There are four extra words.** (3 minutes)
- Pupils complete the activity individually.
- As an extension, pupils make riddles for the extra words.

2 **Order the words to make sentences.** (3 minutes)
- Pupils complete the activity individually.
- Check answers as a class.

3 **Read and write *True* or *False* for you. Then write two more rules.** (4 minutes)
- Pupils complete the activity individually.
- Have pupils share their answers with the class.

Vocabulary and Grammar reference

Activity Book



Lesson 10, part 2 — Vocabulary and Grammar reference 4

Vocabulary

1 Translate the words into your language. Add more words to the list.

Jobs		Rules	
bus driver		arrive on time	
chef		be late	
computer programmer		be quiet in class	
dentist		break the rules	
engineer		drop litter	
farmer		follow the rules	
firefighter		put litter in the bin	
lawyer		shout in class	
mechanic			
police officer			
scientist			
vet			

Grammar

2 Read and complete.

am Is 're isn't flying playing

Present continuous: Affirmative and Negative		
1 I	'm / 'm not	singing a song.
He/She/It	's / 2 isn't	3 flying a kite.
We/You/They	4 're / aren't	having lunch.

Present continuous: Questions			Short answers
Am	I	5 playing the violin?	Yes, I 6 am. / No, I'm not.
7 Is	he/she/it	washing the car?	Yes, he/she/it is. / No, he/she/it isn't.
Are	we/you/they	feeding the cat?	Yes, we/you/they are. / No, we/you/they aren't.

Go to Dictation on page 77. sixty-seven 67

1 **Translate the words into your language. Add more words to the list.** (3 minutes)
- Pupils can work in pairs to complete the activity. Ask for feedback and write pupils' ideas on the board.

2 **Read and complete.** (2 minutes)
- Revise how we use the present continuous in class.
- Do the activity as a class and write answers on the board for pupils to check against.

Extra activity **Fast finishers**
- Pupils think of more questions for the Challenge game.

Dictation (5 minutes)
- Have pupils turn to page 77 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check the answers as a class.

4.23

1 Is he wearing a yellow jacket?
2 You mustn't drop litter in the playground.
3 The farmer is growing vegetables.

Finishing the lesson (3 minutes)
- Ask pupils to complete the Progress path sections for the unit and the extra Challenge square. They've now completed the Progress path!



Extra activity **Photocopiable 40**
- Ask pupils to do photocopiable 40.

Get ready for ...

Lesson 11

Objectives

- **Lesson objectives:** to practise for the A1 Movers Reading and Writing Parts 1 and 3, and Listening Part 4
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).

Materials

- notebooks
- slips of paper, five for each group
- a small box or bag

Assessment for Learning (formative assessment)

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

Starting the lesson (5 minutes)

- Pupils work in groups and write jobs from the unit on slips of paper. Collect the slips and put them in a bag or box.
- Divide the class into two teams. The teams take it in turns to take a slip of paper and mime the job for their team to guess. Their team members have to guess correctly at the first try to win a point. The winning team is the one with the most points after all the slips have been used.

Presentation (5 minutes)

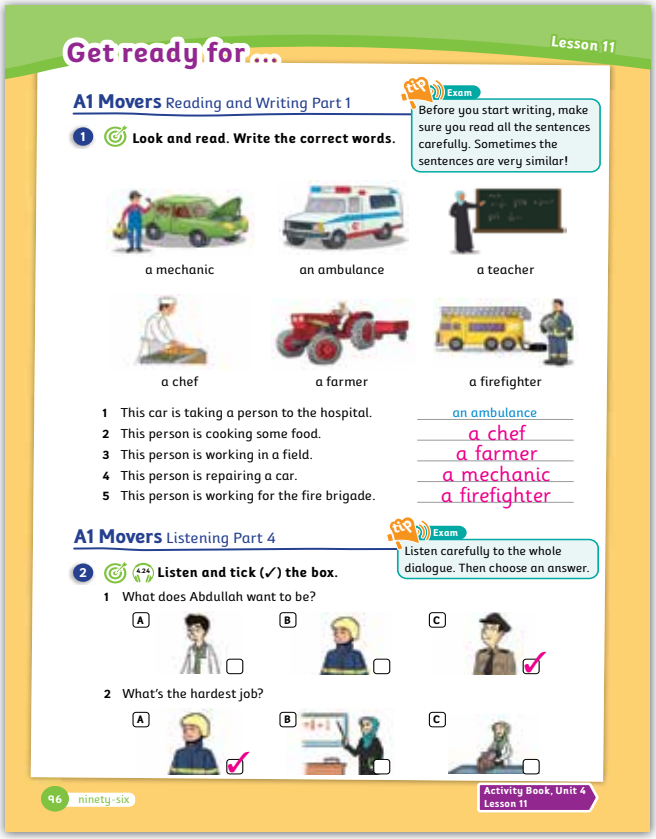
- Explain that in this lesson pupils will practise for the Movers Reading and Writing Test in both the Class Book and the Activity Book, and the Movers Listening Test in the Class Book.

Practice

Class Book

1 Look and read. Write the correct words. (5 minutes)

- Tell pupils that they will practise the A1 Movers Reading and Writing Part 1 test.
- Read out the Exam tip. Check pupils understand. Ask *Why must you read carefully?*
- Ask pupils to say where the people are and what they are doing. Ask them to identify the verbs in each sentence before they begin. Ask *Which sentences are similar? (3 and 5 because they both have the same verb.)*
- Tell pupils that this is a practice test and they shouldn't be nervous about completing it.
- Pupils complete the activity individually. Check answers as a class. Have pupils read out the sentences and give their answers. Explain any mistakes pupils have made.
- Ask for feedback using the Lollipop stick technique (see page 14).
- Ask pupils if they found the activity difficult and, if so, why.



Diversity

Support

- Give pupils two minutes to read the sentences silently. Tell pupils to focus on the last word of each sentence.
- In pairs, they discuss which pictures are related to the words. For example, *hospital – an ambulance, school – teacher*, and so on. They can make notes in their notebooks.

Challenge

- Give pupils one minute to read the sentences silently. They underline or focus on the key words in the sentences and think about the answers.

2 4.24 Listen and tick (✔) the box. (5 minutes)

- Tell pupils that this is practice for the A1 Movers Listening Part 4 test.
- Read aloud the Exam tip and then have pupils look at the pictures. Say *I can see a firefighter. I can see*

a police officer, etc. and have pupils point to the correct picture.

- Ask pupils to read the questions first to make sure they understand what they are listening for. Then play the audio. Pupils listen and tick the correct picture. Play the audio again. Pupils listen and check their answers.
- Pupils write definitions for the jobs in the pictures. Then put pupils in pairs. They say their definitions and their partner guesses what job it is.
- **Extension** Ask pupils further questions about jobs. Ask *What do you want to be when you grow up? Why? What's the most exciting job? What's the most boring job?*

4.24

1 Girl 1: What do you want to be when you grow up, Abdullah?
Boy 1: Well, I want to help people.
Girl 1: So, do you want to be a doctor? Or a firefighter?
Boy 1: No, I want to be a police officer.

2 Boy 2: What's the hardest job in the world?
Girl 2: I think being a firefighter is very hard.
Boy 2: Is that the job you want to do?
Girl 2: No, it isn't. I love helping children, so I'd like to be a teacher.

Extra activity Collaborative work

- Divide the class into groups to discuss what they liked about the unit. Write a list of things on the board to help them: opening picture, vocabulary activities, story, listening activities, culture page, English in action, vocabulary and grammar activities, phonics page, review page. Pupils write down what they liked best on a piece of paper and, using the Expert envoy technique (see page 15), the envoy reports back to the class.

Activity Book

1 Think! Read and complete the sentences. (5 minutes)

- Refer pupils to page 68 of the Activity Book. Tell pupils that this is the A1 Movers Reading and Writing Part 3 test.
- Pupils complete the activity individually first.
- Monitor pupils and help where needed.
- Ask for feedback using the Lollipop stick technique (see page 14). Have pupils read out the sentences and then give their answers.

2 Do! Read. Choose a word from the box. Write the correct word next to numbers 1–6. (10 minutes)

- Tell pupils that this is the A1 Movers Reading and Writing Part 3 test.
- Pupils complete the activity individually first.
- Monitor pupils and help where needed.



Get ready for...

Lesson 11

A1 Movers Reading and Writing Part 3

Think! **1** **Read and complete the sentences.**

easy ~~mechanic~~ drinking favourite zoo difficult eating school dentist exciting

1 Mohammed is a mechanic. He works with cars.
2 Areej is drinking orange juice.
3 I can't do difficult exercises.
4 My friends always arrive on time at school.
5 This is a very exciting film.

Do! **2** **Read. Choose a word from the box. Write the correct word next to numbers 1–6.**

farmer delicious listening dangerous
cows zoo cooking chef

Hi! I'm Manar. I love going to school. Today I want to tell you about our class jobs book. Do you know what it is? Well … it's a book with all the jobs our family do. And this is my family!
This is my mum, Samira. She's a zoo vet. She works in the **(1)** zoo and helps animals when they're ill.
This is my dad, Adam. He's a **(2)** chef. He works in a restaurant. In this picture he's **(3)** cooking rice.
This is my uncle, Rashid. He's a firefighter. I think it's a **(4)** dangerous job, but he says it's exciting.
This is my aunt, Aysha. She's a musician. She plays the violin very well. In this picture she's **(5)** listening to music. She's a music teacher, too.
And these are our cousins, Qais and Ammar. They're farmers. They've got some **(6)** cows and Qais gives us fresh milk every day! They've also got some sheep and horses, too.

68 sixty-eight

Extra activity Fast finishers

- Pupils work in pairs. One pupil says words related to a job and the other guesses what it is. They swap and repeat, e.g. *school, pupils, English (teacher).*

Finishing the lesson (5 minutes)

- Ask *How did you get on in Unit 4? What did you like best? Which words were the most difficult to remember? Did you understand the grammar? What would you like to learn more about?*
- Use the Thought-provoking questions technique (see page 15) to ask how successful pupils' learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Ask them which song or chant they liked. Have a class vote and pupils sing the winning song or chant.

Shared reading Unit 4

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

Unit 4 practice

- Pupils now complete the Unit 4 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

End-of-semester 1 practice

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

Optional lesson

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can understand basic phrases in short, simple texts (GSE 24). Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Speaking:** Can talk about common jobs using simple language (GSE 36).
- **Writing:** Can write some familiar words (GSE 20). Can write short, simple texts about topics of personal relevance, given prompts or a model (GSE 38).

Materials

- Unit 4 flashcards (jobs)
- Unit 4 poster: Jobs
- number spinner and colour tokens for the game

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

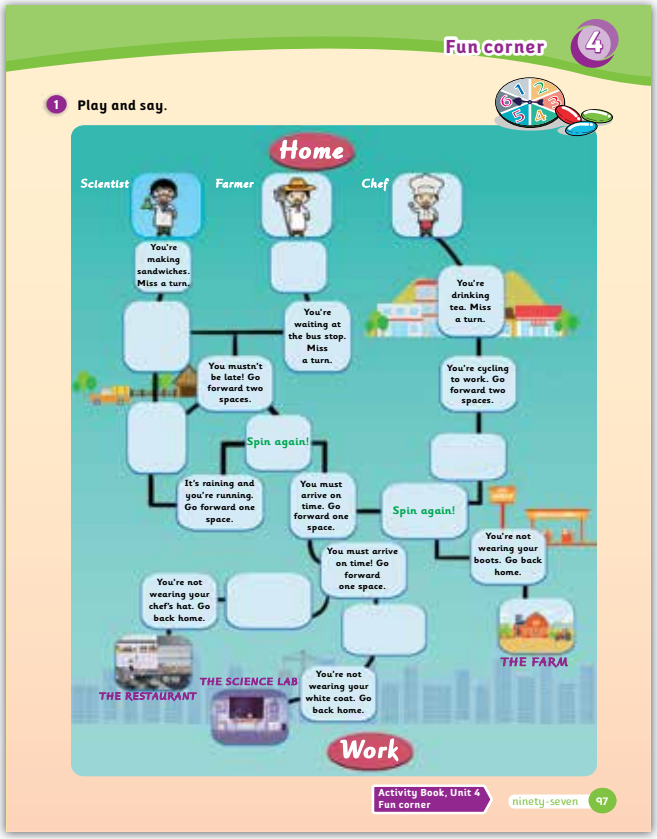
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 4 flashcards and poster as prompts.
- Using the Lollipop stick technique (see page 14), ask pupils to say which part of the unit they most enjoyed and why.

Presentation (2 minutes)

- Using the Key question technique (see page 14), ask pupils if they liked the last game they played in the Optional lesson.
- Explain that in this lesson, pupils will play another game. Ask pupils to look at the game in the Class Book. Ask pupils what they think will happen in the game.
- Remind pupils of the importance of following rules when they play a game, and how they should also take turns and listen attentively when it is another pupil's turn.

Practice

Class Book



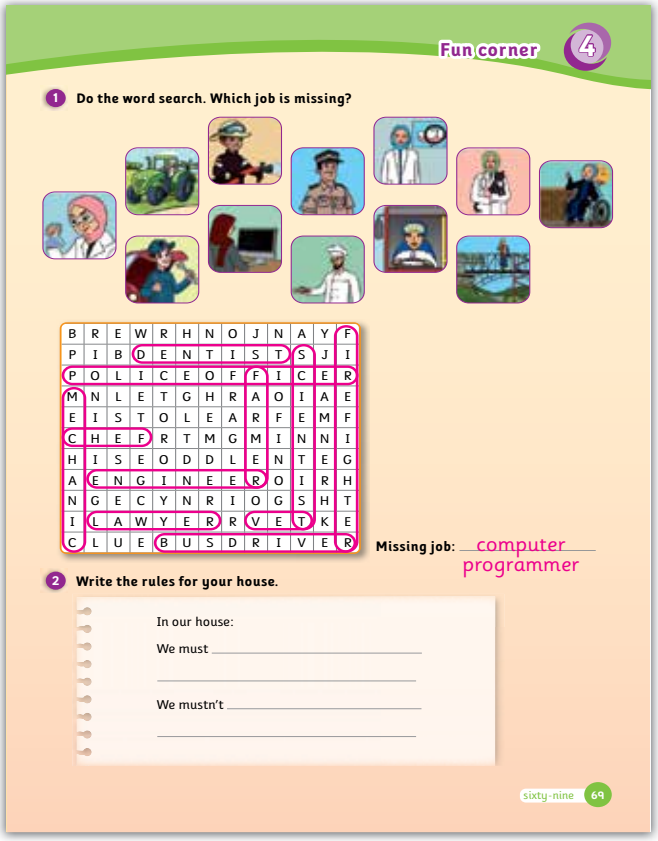
1 Play and say. (15 minutes)

- Put pupils into groups of three pupils. Each group will need a spinner and colour tokens.
- Explain the game to pupils. This game is a race to work. First, each pupil has to choose whether they want to be the scientist, the farmer or the chef, or you could allocate roles. Encourage them to say *I want to be a . . . .*
- They take it in turns to spin the spinner. They then move forward to the number on the spinner. For example, if they spin one, they move onto square one. If they then spin four, they move onto square five, and so on.
- Each pupil then moves from Home at the top to Work at the bottom for their chosen job. When they land on a square, they should read out the instructions and follow them.
- The first pupil to get to the last square is the winner.
- Walk around the class monitoring pupils and help with any queries.

Extra activity TPR

- Explain that you will read out instructions from the game, but some of them will include a mistake (for example, *You mustn't arrive on time.*)
- When pupils hear a mistake, they have to clap their hands and say *STOP!*

Activity Book



1 Do the word search. Which job is missing? (10 minutes)

- Explain the task. Pupils use the picture clues to find the jobs in the word search. Words can be found from left to right or top to bottom. Do the first one as an example.
- Pupils can work in pairs to complete the task.
- Check their answers as a class. Ask them which word is missing from the word search (computer programmer).

Extra activity Fast finishers

- Ask pupils to write the job that they want to do.

2 Write the rules for your house. (8 minutes)

- Ask pupils to say what they must and mustn't do at school.
- Now encourage pupils to say what they must and mustn't do at home.
- Pupils then write sentences individually.
- Ask pupils to read their sentences to their partners.
- Ask a few to read their sentences to the class.

Finishing the lesson (2 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask what pupils have learnt today. Ask *Did you enjoy the lesson? Which task did you enjoy the most?*

Graded readers 1 and 2

Lessons 1–2
Objectives

- **Lesson objectives:** to review the phonics and language from Unit 4
- **Target language:** *I'm helping my dad at his garage. Lots of people are fixing cars in the garage. You mustn't use your skateboard. I want to be a scientist. Mrs Sumaiya is teaching the children some science. You must only put a little powder in the glass.*
- **Phonics:** *ew, oo, ue*
- **Vocabulary:** *powder, tools*

Global Scale of English (GSE)

- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can talk about common jobs using simple language (GSE 36). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand basic factual statements relating to pictures or simple texts (GSE 30).

Learning outcomes

- **Listening:** Listen and understand the overall meaning of short, simple texts on familiar topics; Identify key and specific information in short, simple conversations/dialogues on familiar topics
- **Speaking:** Use basic language structures when speaking; Retell simple stories, personal experiences and events using a range of familiar words, set phrases and expressions; Act out part of a picture story, short dialogue or role play
- **Reading:** Read frequently encountered words with ease; Read and understand the overall meaning of short, simple texts on familiar topics; Answer factual questions about reading material; Extract factual details and specific information in short texts
- **Cognitive skills:** Participate in activities that involve taking the role of familiar people; Participate in drama-based activities which allow for personal interpretation; Say whether they like a story, song or game, and give reasons for their choice/preference

Materials

- Unit 4 flashcards
- The Big Book Unit 4
- photocopiables R7 and R8

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson (5 minutes)

- Use the Unit 4 flashcards to revise the unit vocabulary.
- Review the phonics from Unit 4. Write *ew*, *oo*, *ue* on the board. Ask pupils to say the sounds and then any words they can say with these sounds.

Presentation (7 minutes)

- Look at page 98 with the class. Ask pupils what they can see. Read the story title *My Dad's a Mechanic* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in another shared reading activity where you will all enjoy a story together. Explain that some of the words and phonics from Unit 4 will feature in the story. Show them the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (3 minutes)

- Prepare pupils for some of the key words they will encounter in the story by writing them on the board to practise together, for example *garage*, *skateboard*, *screws*. Explain the new word *tools*.

During reading (15 minutes)

Class Book

Graded reader 1

My Dad's a Mechanic

It's 'Take Your Child to Work' week. I'm helping my dad at his garage. He's a mechanic. Dad walks to his garage and I go on my skateboard. We come to some green doors.



Graded reader 1 4

A lot of people are fixing cars in the garage. The mechanics are working on a blue car and Dad is working on a white car.



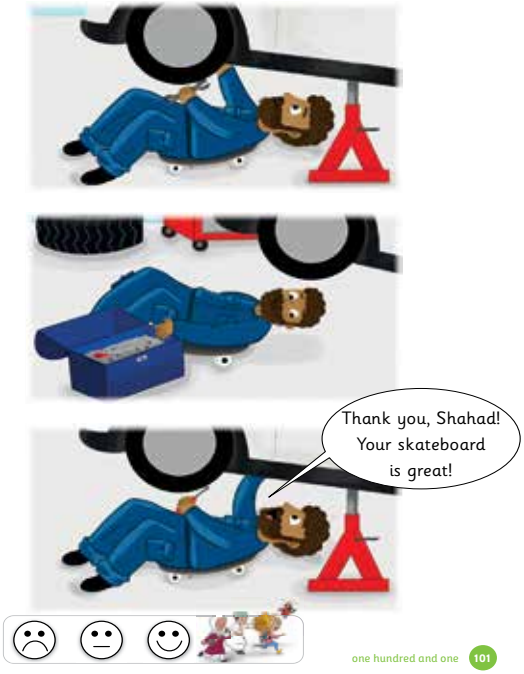
Graded reader 1

I'm cleaning the white car and I'm watching my dad. He's under the white car. He's working hard, but he can't get his tools and screws.



Graded reader 1 4

Now Dad is moving on my skateboard and he can get his tools and screws.



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what they think will happen next.
- After reading page 98 to the pupils, check pupils understand what a 'Take Your Child to Work' week is (parents take their children to work with them to learn about their jobs). Then ask: *What is Shahad's dad's job? (He's a mechanic.); What is Shahad doing? (She's helping her dad at his garage.); Does Dad go to work by bus? (No, he walks.); Does Shahad go by bus? (No, she goes on her skateboard.); What does Shahad ask when she sees the green doors? (Is this your garage, Dad?); What does he say? (Yes, it is.)*
- Ask pupils to say what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 99: *What are a lot of people doing? (They are fixing cars in the garage.); Are the mechanics working on a blue car? (Yes.); What is Dad doing? (He's working on a white car.); What mustn't Shahad do? (She mustn't use her skateboard.); Why? (They're working. They aren't playing.)*
- Ask pupils to say what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 100: *Is Shahad playing now? (No.); What is she doing? (She's cleaning the white car and watching her dad.); Is he working hard? (Yes.); What is the problem? (He can't get his tools and screws.); Where is he? (He is under the white car.); What does Shahad say? (Dad, you can use my skateboard.); What do you think her idea is?* (Pupils guess.)
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 101: *What is Dad doing? (He is moving on her skateboard and he can get his tools and screws.); What does he say? (Thank you, Shahad. Your skateboard is great!)*

Post reading (5 minutes)

- Choose sentences from the story and write them on the board.
- 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)

- Ask pupils if Shahad's idea was a good one.
- Ask them if they would like to go to a 'Take Your Child to Work' week. What could they learn?

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 *My Dad's a Mechanic*.
- 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 (20 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Walk around the class monitoring pupils and offer help as they do this.
- Now divide the class into groups of three (Shahad, 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. Encourage them to do the actions as they speak, for example fixing a car, standing on a skateboard, reaching for tools, lying on the skateboard, etc.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the rest of the class to clap at the end.

Extra activity **Photocopiable R7**

- Ask pupils to do photocopiable R7.

Finishing the lesson (10 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.
- Write the phonic spellings on the board: *ew*, *oo*, *ue*.
- Ask pupils to find words in the story that contain these spellings (*screw*, *tool*, *blue*). 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 1, option B

Starting the lesson (5 minutes)

- Explain that the next story is about another job. Brainstorm all the names of jobs that pupils know and write these on the board.

Presentation (5 minutes)

- Look at page 102 with the class. Ask pupils what they can see. Read the story title *I Want to Be a Scientist*! 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 language from Unit 4 will feature in the story. Show them the Big Book. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for some of the key words in the story: *coat, listen carefully, glass (container), excited, a loud noise, worried, Wow!* (an expression of surprise). Present the new word *powder*. Write the words on the board and demonstrate/explain the meaning of each.

During reading (15 minutes)

Class Book

GR1.2 Graded reader 2

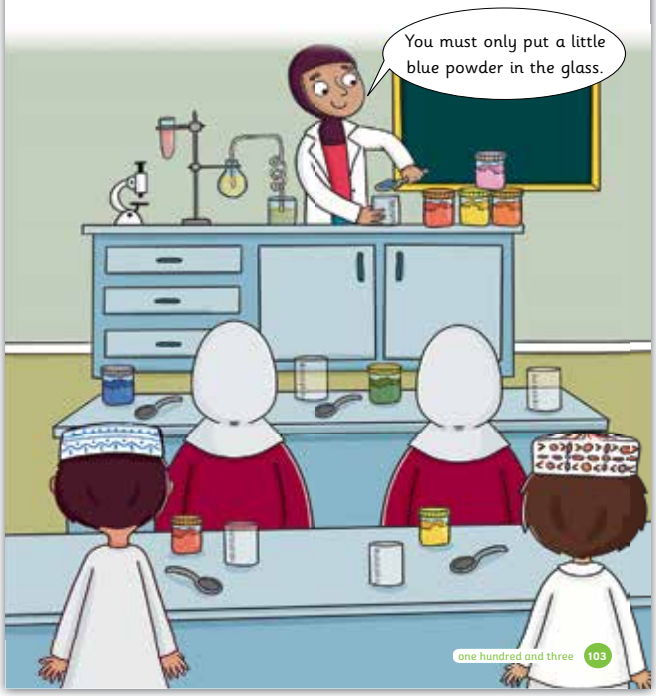
I Want to Be a Scientist!

The class are learning about different jobs. Today the children are visiting a scientist at her science lab. Her name is Mrs Sumaiya and she's wearing a white coat.



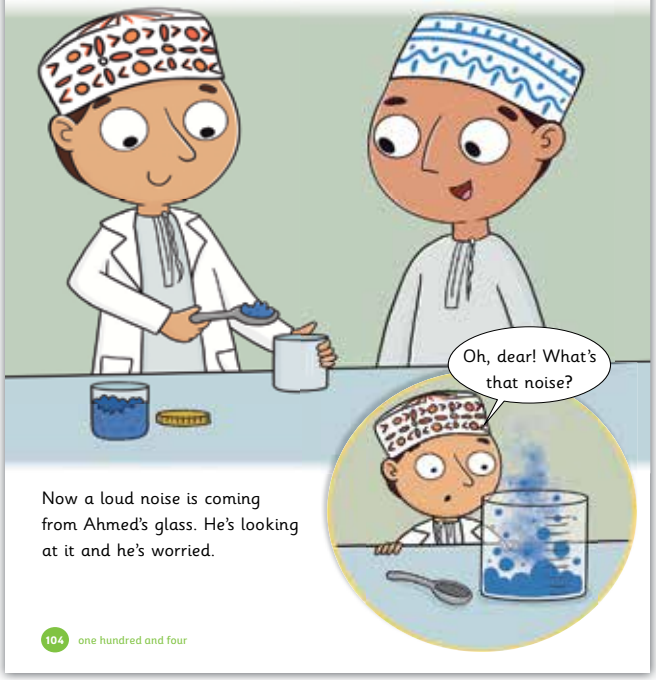
Graded reader 2 4

Mrs Sumaiya is teaching the children some science, and the children are listening carefully. Ahmed is watching Mrs Sumaiya.



GR1.2 Graded reader 2

Ahmed is excited. He's listening to Mrs Sumaiya and he's putting a little blue powder in his glass.



Now a loud noise is coming from Ahmed's glass. He's looking at it and he's worried.

Graded readers 1 and 2



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next.
- After reading page 102 to the pupils, ask: *Where are the children today? (In a science lab/They are visiting a science lab.); Who is Mrs Sumaiya? (She's a scientist.); What is she wearing? (A white coat.); What does Ahmed say? (I'm wearing a white coat, too. I want to be a scientist!)*
- Ask what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 103: *What is Mrs Sumaiya doing now? (She is teaching the children some science.); What are the children doing? (They are listening carefully.); What is Ahmed doing? (He is watching Mrs Sumaiya.); What must the children do? (They must put only a little blue powder in the glass.)*
- Ask what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 104: *What is Ahmed doing? (He's listening to Mrs Sumaiya and he's putting a little blue powder in the glass.); How does Ahmed feel in the big picture? (Excited.); What does he hear? (A loud noise coming from the glass.); What does he say? (Oh dear! What's that noise?); How is he feeling now? (Worried.)*
- Ask what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 105: *Who comes to help Ahmed? (Mrs Sumaiya); What stops? (The noise.); What do they see? (Lots of colours.); What does Mrs Sumaiya say? (Don't worry, Ahmed.); What does Ahmed say in the small picture? (Wow!); What does Ahmed say in the big picture? (Look at all the beautiful colours!); What does the boy want to be? (He wants to be a scientist, too.)*

Post reading (7 minutes)

- Choose sentences from the story and write them on the board.
- 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 (3 minutes)

- Ask pupils if they want to be a scientist.
- Ask pupils what they want to be if not a scientist.

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 *I Want to Be a Scientist*!
- 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. Walk around the class monitoring pupils and offer help as they do this.
- Now divide the class into groups of four (Mrs Sumaiya, Ahmed, boy, 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. Encourage them to do the actions as they speak, for example, putting powder in a glass, looking excited, looking worried, looking surprised, etc.
- 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 R8**

- Ask pupils to do photocopiable R8.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot.
- Ask pupils if they would like to do an experiment like this in science class.

Unit 4 Big Book

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

Look and match.

- When you have read *My Dad's a Mechanic*, ask pupils to look at the Big Book page 8.
- Pupils read the four sentences and match them to the correct pictures a–d.

Answers

1b 2a 3d 4c

Look and match.

- When you have read *I Want to Be a Scientist*, ask pupils to look at the Big Book page 14.
- Pupils look at and match the four picture halves.
- Encourage pupils to say what is happening in each picture as they answer.

Answers

a4 b3 c1 d2

Look, read and choose.

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

Answers

a mustn't **b** cleaning **c** wearing **d** must

Learning club 2

CLIL: Social Science

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about being healthy
- **Target language:** *should/shouldn't* for advice: *He should have some medicine and rest in bed.; headache, cold, stomachache, sore throat, bed, medicine, water*

Global Scale of English (GSE)

- **Writing:** Can write some familiar words (GSE 20). Can write short, simple texts about topics of personal relevance, given prompts or a model (GSE 38).
- **Speaking:** Can read aloud single familiar words (GSE 20).

Materials

- Learning club 2 flashcards (*stomachache, headache, cough, sore throat, a cold, medicine, tablet; drink water, have medicine, rest in bed*)
- Learning club 2 poster: Health
- sheets of paper, enough for each group
- coloured pencils, glue and scissors, enough for each group
- notebooks

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Peer learning: pairwork; groupwork; Three facts and a fib technique (see page 15)

Independent learning: Summative and thought-provoking questions technique (see page 15); Learning diary (see page 15)

Lesson 1, part 1

Starting the lesson (5 minutes)

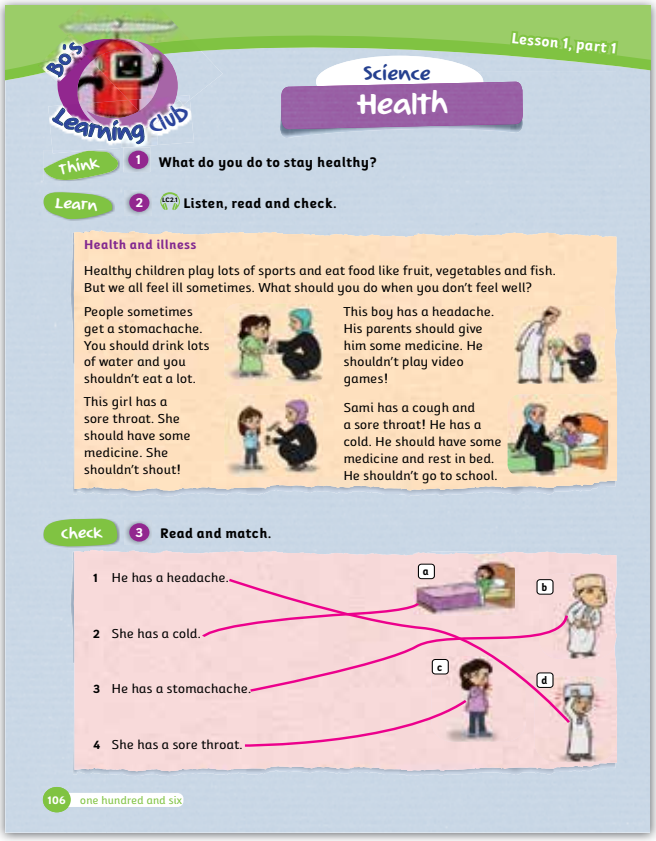
- Tell the pupils you are not feeling very well and have a headache. Ask them to say what they think you should do to get better, e.g. *You should take some medicine.*
- Then tell them a family member has a very bad cold. Again ask them what they should do to get better.
- Have a short class discussion on what they usually do to get better when they are not feeling well. Write answers on the board.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn to talk about staying healthy.
- Show pupils the Learning club 2 flashcards (health) or poster. Point to each picture, say the word and have pupils repeat chorally.

Practice

Class Book



1 Think What do you do to stay healthy?
(5 minutes)

- Ask if they play games outside. Ask how playing games can help you keep healthy.
- Then have pairs share their answers with the class.

2 Learn LC2.1 Listen, read and check.
(10 minutes)

- Ask the pupils to say what they see in each picture.
- Before playing the audio, ask pupils to say what they think the text will be about.
- Play the audio and ask the pupils to read along.
- Then ask what the text is about and if their guesses were correct.
- Ask the pupils in what other ways the children in the pictures can get better.
- Ask if they have ever used the methods in the text.

LC2.1

Health and illness

Healthy children play lots of sports and eat food like fruit, vegetables and fish. But we all feel ill sometimes. What should you do when you don't feel well?

People sometimes get a stomachache. You should drink lots of water and you shouldn't eat a lot.

This boy has a headache. His parents should give him some medicine. He shouldn't play video games!

This girl has a sore throat. She should have some medicine. She shouldn't shout!

Sami has a cough and a sore throat! He has a cold. He should have some medicine and rest in bed. He shouldn't go to school.

Diversity

Support

- Play the audio again with pauses as pupils track the words. Explain meanings in L1 if necessary.

Challenge

- Ask pupils to write about the text using the Three facts and a fib technique (see page 15).

3 Check Read and match. (10 minutes)

- Ask the pupils to say what is happening in each image.
- Have pupils complete the activity individually and then check answers as a class.
- Pupils can then mime one of the actions for their partners to guess.
- Invite pupils to come to the front of the class and act out.

Extra activity

- As an extension, have pupils play silly doctor. One pupil says what health problem they have, and the other pupil gives one good piece of advice and one silly piece of advice. The first pupil has to say what the silly piece of advice is.

Finishing the lesson (5 minutes)

- Using the Summative and thought-provoking questions technique (see page 15), ask the pupils how they feel about today's lesson.
- Pupils write down what they have achieved in their Learning diary (see page 15):
  Today I listened to . . . .
  I learnt about . . . .

Lesson 1, part 2

Starting the lesson (5 minutes)

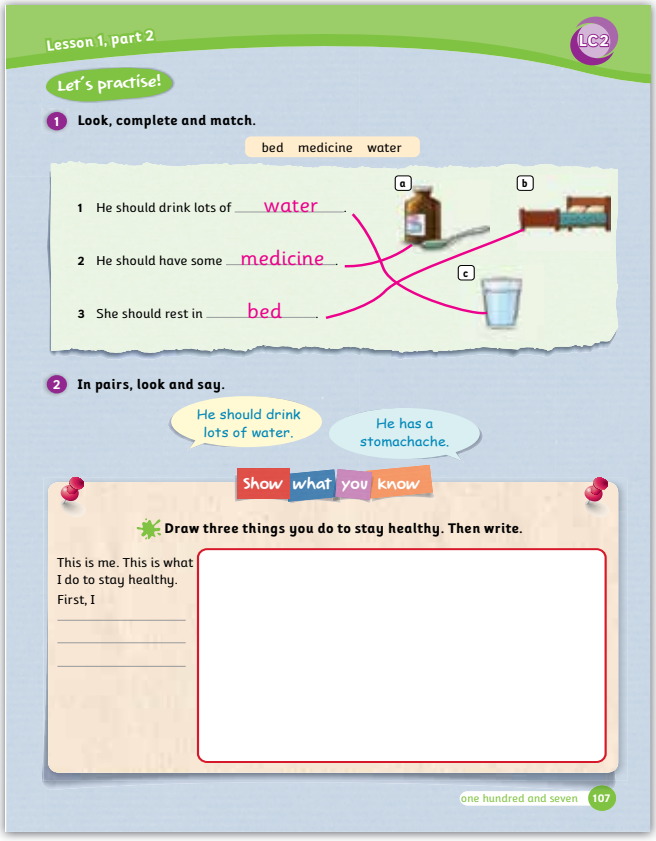
- Display the Learning club 2 flashcards that show illnesses or the poster. Have students say what each illness is. Then ask pupils to give advice for each one with *should* and *shouldn't*.

Presentation (5 minutes)

- Explain that in this lesson, pupils will draw and write about three things they do to stay healthy.
- Ask what things they will write and draw.

Practice

Class Book



1 Let's practise! Look, complete and match. (5 minutes)

- Ask the pupils to look at the words in the word box and define them as best as they can.
- Then have them work in pairs to complete the activity.
- Check answers as a class.

Learning club 2

2 In pairs, look and say. (5 minutes)

- Ask pupils in which situations someone should drink a lot of water, take some medicine, rest in bed.
- Model the activity with a volunteer pupil.
- Then place pupils in pairs and have them complete the activity.
- Invite pairs to come to the front and act out.

Diversity

Support
- Allow time for pupils to write their answers in their notebooks first.

Challenge
- Ask pupils to add one more health problem and a remedy.

Extra activity TPR

- Ask pupils to work in groups of four or five. Call out the names of the different health problems mixed with non-related words such as shapes, colours and so forth. As you call the words, pupils only mime the health words.

Show what you know Draw three things you do to stay healthy. Then write. (15 minutes)

- Have a class discussion about the things we can do to stay healthy. Write the ideas on the board.
- Explain the activity to the pupils.
- Pupils can work in pairs or small groups as they complete the activity.
- Monitor as pupils work and assist as necessary.
- When pupils have completed the activity, ask them to share their work with the class.
- Place work on classroom display.

Extra activity Fast finishers

- Have pupils write in their notebooks three things they learnt that they didn't know before these lessons.

Finishing the lesson (5 minutes)

- Ask *What things did you find difficult about this lesson? What things did you find easy?*
- Have the pupils say if this lesson has helped them understand more about health.

Language booster 2

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to consolidate and extend vocabulary and grammar from Units 3–4; to talk about illnesses
- **Target language:** *should* for advice; *What's the problem? What's the matter? You should . . . . You shouldn't . . . . I don't feel well. What should I do?*

Global Scale of English (GSE)

- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 32).
- **Writing:** Can write some familiar words (GSE 20).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 16). Can ask simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).

Materials

- sheets of A4 paper, enough for each pupil

Assessment for Learning (formative assessment)

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

Lesson 2, part 1

Starting the lesson (3 minutes)

- Review different health problems and advice from the last lessons.

Presentation (2 minutes)

- Explain that in this lesson pupils will act out visiting a doctor.

Practice

Class Book



1 What do you do when you don't feel well? (3 minutes)

- Ask pupils what they do when they don't feel too well.
- Have a short classroom discussion about the things they can do to stay healthy and avoid getting ill.

2 LC2.2 Listen and read. (5 minutes)

- Explain to the pupils the meanings of *should* and *shouldn't*. As examples, say *You have a headache. You should lie down. You shouldn't play in the sun.*
- Say a few more health problems and have pupils make sentences using *should* and *shouldn't*.
- Ask pupils to look at the picture and say what they see. Ask what they think the dialogue will be about.
- Play the audio for pupils to read along to. Ask if their guesses were correct.

LC2.2

Woman: Hello. What's the problem?
Boy: Hello, doctor. I don't feel well.
Woman: What's the matter?
Boy: I have a cold. What should I do?
Woman: You should rest in bed. You shouldn't go to school.
Boy: Thank you, doctor.

Learning club 2

Diversity

Support
- Play the dialogue with pauses for pupils to repeat after.

Challenge
- Ask pupils to close their books and say the two questions from the dialogue aloud.

3 **Act out the dialogue. Use different illnesses and things you should and shouldn't do.** (10 minutes)
- Ask the pupils to look at the words in blue. Say each one aloud for pupils to mime to.
- Then look at the words in green. Confirm that pupils know what they mean.
- Explain to the pupils that they have to change the coloured words in the dialogue in Activity 2 with the words from this activity.
- Use the Traffic light cards technique (see page 15) to make sure pupils have understood the activity.
- Pupils work in pairs to write their dialogues and act them out.
- Invite pairs to act out in front of the class.



4 **Read and order.** (5 minutes)
- Give pupils a few minutes to complete the activity.
- Then ask pupils to act it out with their partners.
- Invite pairs to act out in front of the class.

5 **In pairs, act out visiting the doctor.** (5 minutes)
- Pupils now choose an illness each. They work in pairs and take it in turns to be the doctor and the patient.
- Invite a few pairs to act out their dialogue in front of the class.

Show what you know **Make a health advice chart.** (5 minutes)
- Pupils work individually to complete the activity.
- Ask them to share their ideas.

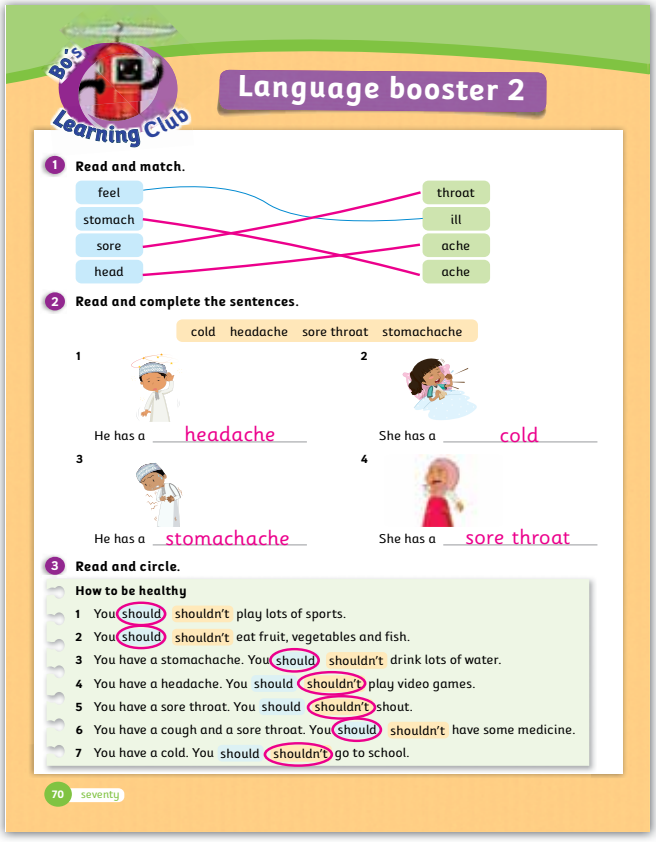
Finishing the lesson (2 minutes)
- Ask the pupils to say what they enjoy about acting out and how it helps them learn English.

Lesson 2, part 2

Starting the lesson (5 minutes)
- Quickly revise the words for different health problems and advice using the Learning club 2 flashcards or poster.
- Then make sentences using *should* and *shouldn't*.

Practice

Activity Book



1 Read and match. (5 minutes)

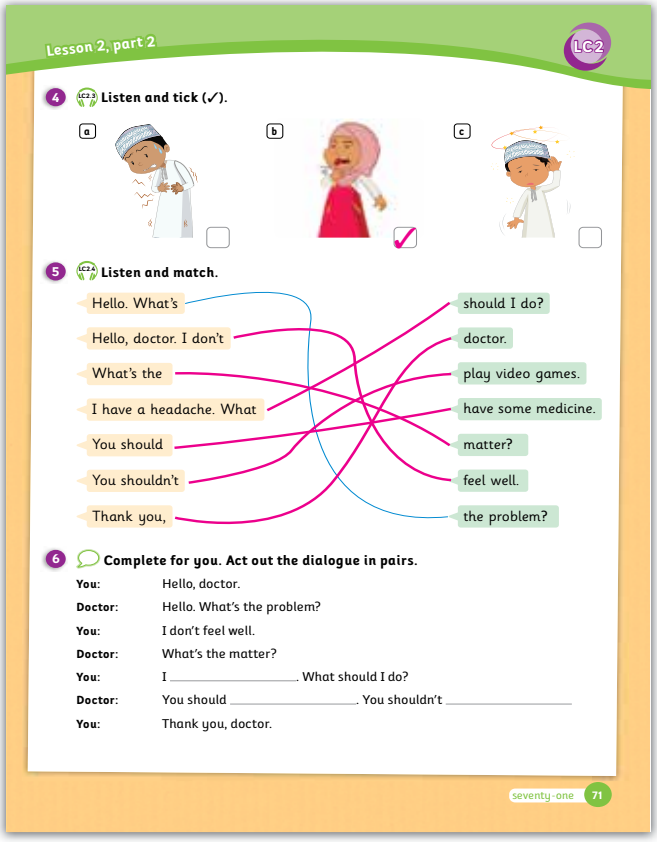
- Have pupils look at each word box and say the words.
- Pupils work individually to complete the activity.
- Check answers as a class.
- Extend by telling pupils you will mime a phrase (for example *sore throat*) for them to say what it is.

2 Read and complete the sentences. (5 minutes)

- Ask pupils to look at the images and say what they see in each one.
- Pupils then work individually to complete the activity.
- Check answers as a class.

3 Read and circle. (5 minutes)

- Revise usage of *should* and *shouldn't*. Invite pupils to make sentences using *should* and *shouldn't*.
- Pupils can work in pairs to complete the activity.
- Check answers as a class.


Lesson 2, part 2 LC2

4 Listen and tick (✓).

a b c

5 Listen and match.

Hello. What's / Hello, doctor. I don't / What's the / I have a headache. What / You should / You shouldn't / Thank you,

should I do? / doctor. / play video games. / have some medicine. / matter? / feel well. / the problem?

6 Complete for you. Act out the dialogue in pairs.

You: Hello, doctor.
Doctor: Hello. What's the problem?
You: I don't feel well.
Doctor: What's the matter?
You: I _____. What should I do?
Doctor: You should _____. You shouldn't _____.
You: Thank you, doctor.

seventy-one 71

4 LC2.3 Listen and tick (✔). (5 minutes)

- Ask pupils to say what they see in each picture. Ask what they think they will hear.
- Play the audio for pupils to complete the activity. Repeat if necessary.
- Check answers as a class.
- Ask if their guesses were correct.

LC2.3

Man: Hello. What's the problem?
Girl: Hello, doctor. I don't feel well.
Man: What's the matter?
Girl: I have a sore throat. What should I do?
Man: You should take some medicine. You shouldn't shout.
Girl: Thank you, doctor.

5 LC2.4 Listen and match. (5 minutes)

- Ask pupils to try and guess the answers.
- Play the audio. Ask pupils if their guesses were correct.

LC2.4

Woman: Hello. What's the problem?
Girl: Hello, doctor. I don't feel well.
Woman: What's the matter?
Girl: I have a headache. What should I do?
Woman: You should have some medicine. You shouldn't play video games.
Girl: Thank you, doctor.

6 Complete for you. Act out the dialogue in pairs. (5 minutes)

- Ask pupils what type of health problems make people go to doctors. What advice do doctors give?
- Pupils can complete the activity in pairs.
- Have pupils act out the dialogue with their partners.
- Check answers as a class.

Diversity

Support
- Write prompts on the board for pupils to use for the gapfill.

Challenge
- Ask pupils to write their own dialogue to present to the class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask the pupils which activity they liked best and how it has helped them with their English.

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Moving Forward with Confidence

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MINISTRY OF EDUCATION

TEAM Together OMAN 4A

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Practice Sheets

Unit practice A

End of Semester 1 practice

Name: _____ Time allowed: 40 minutes

Class: _____ Total _____ / 60 marks

Reading

Task 1 Read Yasir's diary. Then match the sentence halves. _____ / 5

4th May
Tomorrow is the Great Clean-up. I like the Great Clean-up. We don't have lessons at school. Instead we go to the forest and clean it up. We wear boots and gloves. Mrs Maryam, our teacher, brings bags to put the rubbish in. We have a picnic after the Great Clean-up. Then we go home.

5th May
Morning
Mum is helping me because I can't find my boots. I'm making the picnic and Mum is looking for my boots. I've got a few cheese sandwiches, a bottle of water and an apple. Good news! Mum finds my boots.

Afternoon
The Great Clean-up is a lot of fun. Mrs Maryam has got ten big bags of rubbish with bottles and cans. You must put litter in the bin! Now the forest is very clean. Mum washes my coat when I go home because it is very dirty.

1 The Great Clean-up is on	**a** a lot of rubbish.
2 The class go to the forest and	**b** is fun.
3 Yasir thinks the Great Clean-up	**c** 5th May.
4 The class pick up	**d** because it's dirty.
5 His mum washes his coat	**e** clean it up.

Task 2 Read Yasir's diary again and complete the sentences. _____ / 5

home bags forest apple boots water

1 His class go to the _____.

2 Mrs Maryam brings _____ for the rubbish.

3 His mum looks for his _____.

4 Yasir eats sandwiches and an _____.

5 Yasir drinks _____.

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Task 3 Read Yasir's diary again and choose *True* or *False*. ____ / 10



1 The children clean up a river. True False

2 Mrs Maryam is a scientist. True False

3 The children wear boots and gloves. True False

4 Yasir's mum makes a picnic. True False

5 The children collect ten bags of rubbish. True False

6 The rubbish is bottles and paper bags. True False

7 Yasir's mum helps him. True False

8 Yasir doesn't have lessons on 5th May. True False

9 The children have a picnic before the clean-up. True False

10 The children go home after the clean-up. True False

Writing

Task 4 Look and complete. ____ / 5

1 

I'm _____.

2 

We're _____.

3 

He's _____ Science.

4 

She's _____.

5 

They're _____ vegetables.

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Task 5 Read and underline eight mistakes. Then write the sentences correctly.

_____ / 10



my name is jasim. i live in oman. my favourite subjects are maths and english and i like swimming.

_____ name is _____. _____ live in _____. _____ favourite subjects are _____ and _____ like swimming.

Task 6 Look and complete. _____ / 5

1 
You must a_____ on time.

2 
You mustn't s_____ in class.

3 
You must f_____ the rules.

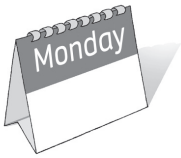
4 
You mustn't d_____ litter.

5 
You must b_____ quiet in class.

Listening

Task 7 ES.1 Listen and choose. _____ / 5

1 What day is tomorrow?

a 

b 

2 Where is the picnic?

a 

b 

3 Who can make sandwiches?

a **Ibrahim**

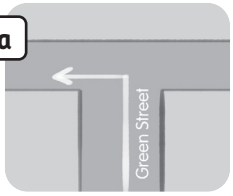
b **Basim and Ibrahim**

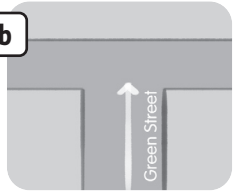
4 What time do they want to meet?

a 

b 

5 Where is Park Street?

a 

b 

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Task 8 ES.1 **Listen again and circle five foods and drinks at the picnic.** _____ / 5

crisps | lemonade | cupcakes | fruit | a salad | water | tea

Task 9 ES.2 **Listen and complete.** _____ / 5

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8.00				Science	
9.00		Maths			
10.00	BREAK				
10.30					Science

Speaking

Task 10 **Talk about the picnic.** _____ / 5



Is there any fruit?

Are there any cupcakes?

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Unit practice **B**

End of Semester 1 practice

Name: _____ Time allowed: 40 minutes

Class: _____ Total _____ / 60 marks

Reading

Task 1 **Read Yasir's diary. Then match the sentence halves. There are two extra halves.** _____ / 5

4th May
Tomorrow is the Great Clean-up. I like it. We don't have lessons. Instead we go to the forest and clean it up. We wear boots and gloves. Mrs Maryam, our teacher, brings bags to put the rubbish in. We have a picnic after the Great Clean-up. Then we go home.

5th May
Morning
Mum is helping me because I can't find my boots. I'm making the picnic and Mum is looking for the boots. I've got a few sandwiches, a bottle of water and an apple. Good news! Mum finds my boots.

Afternoon
The Great Clean-up is fun. Mrs Maryam has got ten big bags of rubbish with bottles and cans. You must put litter in the bin! Now the forest is very clean. Mum washes my coat when I go home because it is very dirty.

1 The Great Clean-up is on	**a** a lot of rubbish.
2 The class go to the forest and	**b** is very clean.
3 Yasir thinks the Great Clean-up	**c** 5th May.
4 The class pick up	**d** because it's dirty.
5 His mum washes his coat	**e** clean it up.
	f is fun.
	g before the clean-up.

Task 2 **Read Yasir's diary again and complete the sentences.** _____ / 5

1 Yasir's class go to the _____.

2 Mrs Maryam brings _____ for the rubbish.

3 Yasir's mum looks for his _____.

4 Yasir eats sandwiches and an _____.

5 Yasir drinks _____.

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Task 3 **Read Yasir's diary again and choose *True* or *False*. Correct the false sentences.** ____ / 10

1	The children clean up a river.	True False	
2	Mrs Maryam is a scientist.	True False	
3	The children wear boots and gloves.	True False	
4	Yasir's mum makes a picnic.	True False	
5	The children collect ten bags of rubbish.	True False	
6	The rubbish is bottles and paper bags.	True False	
7	Yasir's mum helps him.	True False	
8	Yasir doesn't have lessons on 5th May.	True False	
9	The children have a picnic before the clean-up.	True False	
10	The children go home after the clean-up.	True False	

Writing

Task 4 **Look and write.** ____ / 5

1 

2 

3 

_____ Science.

4 

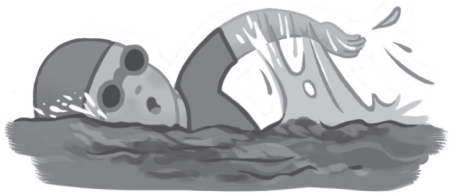
5 

_____ vegetables.

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Task 5 Read and underline eight mistakes. Then write the sentences correctly.

_____ / 10



my name is jasim. i live in oman. my favourite subjects are maths and english and i like swimming.

Task 6 Look and write the rules with *must* and *mustn't*. _____ / 5

1 

2 

3 

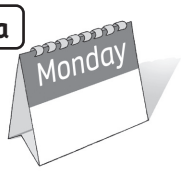
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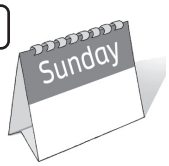
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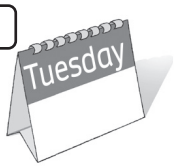
Listening

Task 7 ES.1 Listen and choose. _____ / 5

1 What day is tomorrow?

a 

b 

c 

2 Where is the picnic?

a 

b 

c 

3 Who can make sandwiches?

a **Basim**

b **Ibrahim**

c **Basim and Ibrahim**

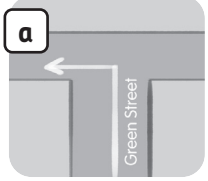
4 What time do they want to meet?

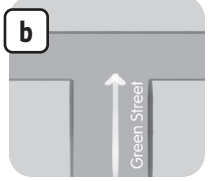
a 

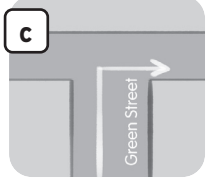
b 

c 

5 Where is Park Street?

a 

b 

c 

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Task 8 ES.1 **Listen again and circle five foods and drinks at the picnic.** _____ / 5

cheese | sandwiches | vegetables | cereal | fruit | crisps | lemonade | cupcakes | noodles | a salad | water | tea

Task 9 ES.2 **Listen and complete.** _____ / 5

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8.00				Science	
9.00		Maths			
10.00	BREAK				
10.30					Science

Speaking

Task 10 **Talk about the picnic.** _____ / 5



Is there any ...?

Are there any ...?

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End of Semester 1 practice

Answer key

Reading and Writing A

1 **1** c **2** e **3** b **4** a **5** d

2 **1** forest **2** bags **3** boots **4** apple **5** water

3 **1** False **2** False **3** True **4** False **5** True **6** False **7** True **8** True **9** False **10** True

4 **1** eating (a sandwich) **2** playing cards **3** studying **4** cooking **5** growing

5 My name is Jasim. I live in Oman. My favourite subjects are Maths and English and I like swimming.

6 **1** arrive **2** shout **3** follow **4** drop **5** be

Reading and Writing B

1 **1** c **2** e **3** f **4** a **5** d

2 **1** forest **2** bags **3** boots **4** apple **5** (a bottle of) water

3 **1** False. The children clean up a forest. **2** False. Mrs Maryam is a teacher. **3** True **4** False. Yasir makes a picnic. **5** True **6** False. The rubbish is bottles and cans. **7** True **8** True **9** False. The children have a picnic after the clean-up. **10** True

4 **1** I'm/I am eating (a sandwich). **2** We're/We are playing cards. **3** He's/He is studying **4** She's/She is cooking. **5** They're/They are growing

5 My name is Jasim. I live in Oman. My favourite subjects are Maths and English and I like swimming.

6 **1** You must arrive on time. **2** You mustn't shout in class. **3** You must follow the rules. **4** You mustn't drop litter. **5** You must be quiet in class.

Listening A

7 **1** a **2** b **3** a **4** a **5** a

8 fruit, crisps, lemonade, cupcakes, water

9

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8.00				Science	ICT
9.00	Maths	Maths		Maths	
10.00	BREAK				
10.30	P.E.		Science		Science

Listening B

7 **1** a **2** b **3** b **4** a **5** a

8 fruit, crisps, lemonade, cupcakes, water

9

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8.00				Science	ICT
9.00	Maths	Maths		Maths	
10.00	BREAK				
10.30	P.E.		Science		Science

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Audioscript

ES.1 Tasks 7 and 8

Ibrahim: Hello, Basim. It's Ibrahim.
Basim: Hi, Ibrahim.
Ibrahim: Tomorrow is Monday but it's a school holiday.
Basim: Oh great!
Ibrahim: Let's have a picnic at the lake. Can you come, Basim?
Basim: Yes, I can.
Ibrahim: Great! My mum and my brother can come, too. My mum is a chef and she doesn't work on Mondays.
Basim: What about your dad?
Ibrahim: He's a dentist. He works on Mondays. What food do you like, Basim?
Basim: I like cheese sandwiches. Can we have cheese sandwiches, Ibrahim?
Ibrahim: There isn't any cheese, but there's some salad. I can make salad sandwiches. Is that OK, Basim?
Basim: Great! I've got a big bag of crisps. I can bring it.
Ibrahim: OK. And I've got a few cupcakes. Yes, 1, 2, 3, 4 – there's one for each of us. Is there any fruit?
Basim: Yes, there's a little fruit, and I've got four bottles of water. Is that everything?
Ibrahim: Mmm, I like lemonade but I haven't got any. I need to buy a big bottle. So let's meet at Park Street at two o'clock.
Basim: Where's that?
Ibrahim: Go along Green Street and then turn left.
Basim: Great. See you there!

ES.2 Task 9

Girl 1: When do we have Maths?
Girl 2: Let's have a look at the new school timetable. Mmm, we've got Maths on Sundays, Mondays and Wednesdays at nine o'clock.
Girl 1: My favourite subject is ICT. When do we have ICT?
Girl 2: We've got it on Thursdays at nine o'clock. No, wait – at eight o'clock. My favourite subject is Science. When have we got it?
Girl 1: Let's see. We've got Science on Tuesdays at half past ten, Wednesdays at eight o'clock and Thursdays at half past ten in the science lab. Our Science teacher is the headteacher!
Girl 2: Oh, great! And when have we got P.E.? I like P.E.
Girl 1: I like P.E. too. We've got it on Sundays at half past ten.

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Use the rating scale below for Tasks 4, 5 and 6:

WRITING RATING SCALE		
5	**10**	• Word order and spelling are consistently correct. • Use of capital letters, full stops and question marks is very accurate. • Handwriting is very clear.
4	**8**	• Word order and spelling are usually correct. • Use of capital letters, full stops and question marks is mostly accurate. • Handwriting is usually clear.
3	**6**	• Word order and spelling are reasonably correct. • Use of capital letters, full stops and question marks is sometimes inaccurate. • Handwriting is reasonably clear.
2	**4**	• Word order and spelling are often incorrect. • Use of capital letters, full stops and question marks is often inaccurate. • Handwriting is often unclear.
1	**2**	• Word order and spelling are almost always incorrect. • Use of capital letters, full stops and question marks is almost always inaccurate. • Handwriting is always unclear.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Allocate one minute per pupil. Allow one minute between each pupil to assess performance according to the speaking rating scale.
Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.
Then ask three or four of the questions here which you will assess.
Using the rating scale below, determine the scale out of 5 for the pupils' answers.
Accept short answers as long as they are appropriate. In the suggested answers, the words in brackets are optional. More advanced pupils will offer longer, more extended answers.

Suggested warm-up questions:

Examiner: What's your name?
Suggested answer: (My name's / I'm) Muna.
Examiner: Where are you from?
Suggested answer: I'm from Oman.
Examiner: Are you wearing (a green jacket)?
Suggested answer: Yes, I am. / No, I'm not.
Examiner: Are you wearing (a tracksuit)?
Suggested answer: Yes, I am. / No, I'm not.

Suggested questions:

Examiner: Is there any fruit?
Suggested answer: Yes, (there is). (There's some / a lot of fruit.)
Examiner: Are there any cupcakes?
Suggested answer:Yes, (there are). (There are a few.)
Examiner: Is there any tea?
Suggested answer: Yes, (there is). (There's a lot of tea.)
Examiner: Is there any cereal?
Suggested answer: No, (there isn't). (There isn't any cereal.)
Examiner: Are there any milkshakes?
Suggested answer: No, (there aren't). (There aren't any milkshakes.

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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. • Has limited control of word stress and intonation. • Can join ideas with some simple linkers (e.g. and, but, then, when).	• Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	*Some features of 3.0 and some features of 5.0 in approximately equal measure.*	
3	• Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce some longer utterances. • Can join ideas with a few simple linkers (e.g. and). • Pronunciation is usually easy to understand, mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to instructions, questions and visual prompts, although some support is required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	*Some features of 3.0 and some features of 1.0 in approximately equal measure..*	
1	• Has the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but basic mistakes and lack of language prevent communication. • Attempts to produce the sounds of the language but Pronunciation is often difficult to understand. • Generally responds at word level but may also produce phrases. • Can join words with simple linkers (e.g. and).	• Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	*Performance does not satisfy the Band 1 descriptor.*	

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Unit 1 practice

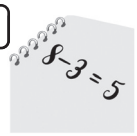
Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

Reading

Task 1 Look, read and circle. _____ / 9

1 

Maths ~~ICT~~

2 

~~Science~~ Social Studies

3 

Arabic ~~ICT~~

4 

P.E. ~~English~~

5 

Social Studies ~~Art~~

6 

Arabic ~~P.E.~~

7 

Art ~~ICT~~

8 

Arabic ~~Art~~

9 

Islamic Studies ~~Arabic~~

Task 2 Look, read and circle. _____ / 6

1 ✔✔✔✔✔✔✔ ~~always~~ never

2 ✔✔✔✔✔ often ~~never~~

3 ✘ never ~~sometimes~~

4 ✔✔✔ ~~sometimes~~ always

5 

twice a week ~~three times a week~~

6 

every day ~~once a week~~

Writing

Task 3 Read part of Ammar's timetable. Then write *True* or *False*. _____ / 5

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8.00	Maths	Maths	Arabic	Maths	English
9.00	Science	Social Studies	Science	English	Social Studies
10.00	BREAK				
10.30	P.E.	English	P.E.	Islamic Studies	Art
11.30	ICT	Art	Islamic Studies	Arabic	ICT

1 Ammar has Arabic twice a week. _____

2 He has English on Mondays at half past ten. _____

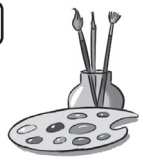
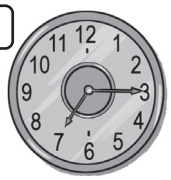
3 He always has break at eleven o'clock. _____

4 He has ICT on Sundays at half past eleven. _____

5 He doesn't have P.E. on Tuesdays. _____

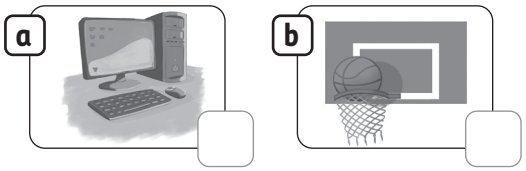
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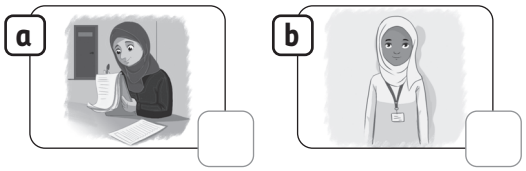
Task 4 Write. Use the pictures to complete the answers. ____ / 5

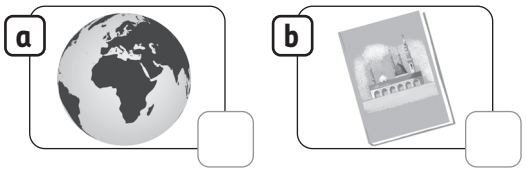
1	2	3	4	5
				
What's your favourite subject? My favourite _____.	When do you start school? I start _____.	What do you every day? _____.	When do you have lunch? _____.	What do you often do after school? _____.

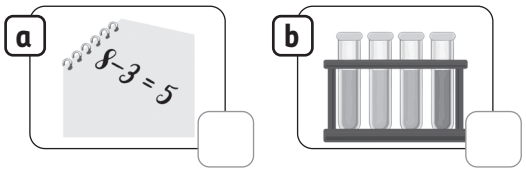
Listening

Task 5 UP1.1 Listen and tick (✔). ____ / 4

1


2


3


4


Task 6 UP1.2 Listen and choose the correct answer. ____ / 6

1 My sister has Social Studies / Science three times a week.
2 Rasha has ICT / P.E. today at ten o'clock.
3 Hamed's favourite subject is English / Arabic.
4 We always have break at twelve / two o'clock.
5 Miss Ruba is my favourite school nurse / teacher.
6 We have Art once / twice a week.

Speaking

Task 7 In pairs, ask and answer. ____ / 5

1 What's your favourite hobby?	My favourite …
2 When do you have break at school?	I have …
3 When does school finish?	School finishes …
4 When do you do sports?	I do …
5 What do you do at the weekend?	I …

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Unit 1 practice

Name: _____ Time allowed: 35 minutes

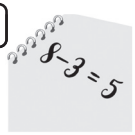
Class: _____ Total _____ / 40 marks

Unit practice **B**

Reading

Task 1 Look, read and write the letters. _____ / 9

a English **b** Maths **c** Islamic Studies **d** Science
e Arabic **f** ICT **g** Art **h** P.E. **i** Social Studies

1 

☐

2 
☐

3 

☐

4 

☐

5 
☐

6 
☐

7 
☐

8 
☐

9 
☐

Task 2 Look, read and match. _____ / 6

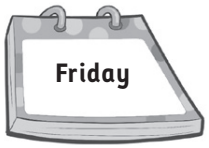
1 ✔✔✔✔✔✔✔

2 ✔✔✔✔✔

3 ✘

4 ✔✔✔

5 

6 

a never ☐ **b** sometimes ☐ **c** once a week ☐ **d** often ☐ **e** twice a week ☐ **f** always ☐

Writing

Task 3 Look at Ammar's timetable. Then complete the sentences. _____ / 5

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8.00	Maths	Maths	Arabic	Maths	English
9.00	Science	Social Studies	Science	English	Social Studies
10.00	BREAK				
10.30	P.E.	English	P.E.	Islamic Studies	Art
11.30	ICT	Art	Islamic Studies	Arabic	ICT

1 Ammar has Arabic _____ a week.
2 He has English on Mondays at half past _____.
3 He _____ has break at ten o'clock.
4 He has _____ on Sundays at half past eleven.
5 He has Maths _____ _____ a week.

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Task 4 Write. Use the pictures to answer the questions. ____ / 5

1 

What's your favourite subject? My favourite _____.

2 

When do you start school? I start _____.

3 

What do you every day? _____.

4 

When do you have lunch? _____.

5 

What do you often do after school? _____.

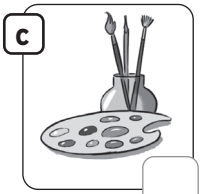
Listening

Task 5 UP1.1 Listen and tick (✔). ____ / 4

1

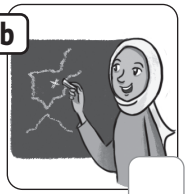
a 

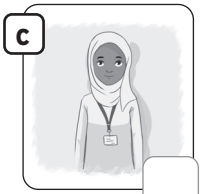
b 

c 

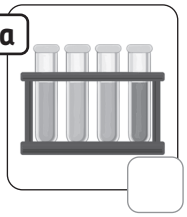
2

a 

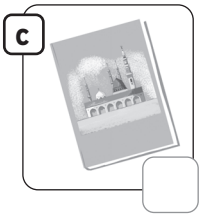
b 

c 

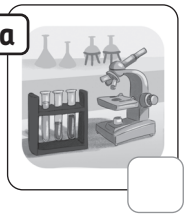
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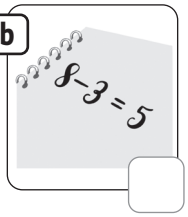
a 

b 

c 

4

a 

b 

c 

Task 6 UP1.2 Listen and complete. ____ / 6

1 My sister has _____ three times a week.

2 Rasha has _____ today at ten o'clock.

3 Hamed's favourite subject is _____.

4 We always have break at _____ o'clock.

5 Miss Ruba is my favourite _____.

6 We have Art _____ a week.

Speaking

Task 7 In pairs, ask and answer. ____ / 5

1 What's your favourite hobby?

2 When do you have break at school?

3 When does school finish?

4 When do you do sports?

5 What do you do at the weekend?

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Unit 1 practice

Answer key

Reading and Writing A

1 **1** Maths **2** Science **3** Arabic **4** English **5** Social Studies **6** P.E. **7** ICT **8** Art **9** Islamic Studies

2 **1** always **2** often **3** never **4** sometimes **5** twice a week **6** once a week

3 **1** True **2** True **3** False **4** True **5** False

4 **1** subject is Art **2** school at quarter past seven **3** read (a book) every day **4** have lunch at half past two **5** often play tennis after school

Reading and Writing B

1 **1** b **2** d **3** e **4** a **5** i **6** h **7** f **8** g **9** c

2 **1** f **2** d **3** a **4** b **5** e **6** c

3 **1** twice **2** ten **3** always **4** ICT **5** three times

4 **1** My favourite subject is Art. **2** I start school at quarter past seven. **3** I read (a book) every day. **4** have lunch at half past two. **5** I often play tennis after school.

Listening A

5 **1** b **2** b **3** a **4** b

6 **1** Science **2** ICT **3** English **4** 12/twelve **5** teacher **6** once

Listening B

5 **1** b **2** c **3** b **4** a

6 **1** Science **2** ICT **3** English **4** 12/twelve **5** teacher **6** once

Audioscript

UP1.1 Task 5

1 I like P.E. P.E. is my favourite subject.
2 This is my school nurse.
3 We have Social Studies twice a week.
4 My brother has Science in the science lab.

UP1.2 Task 6

1 My sister has Science three times a week.
2 Rasha has ICT today at ten o'clock.
3 Hamed's favourite subject is English.
4 We always have break at 12 o'clock.
5 Miss Ruba is my favourite teacher.
6 We have Art once a week.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Ask pupils to work in pairs. They should ask and answer the questions which you will assess.
Using the rating scale below, determine the scale out of 10 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 each pair of pupils to assess performance according to the speaking scales.

Some possible answers:

1 (My favourite hobby is) playing football.
2 (I have break at) half past nine.
3 (School finishes) (at) half past one / in the afternoon.
4 (I do sports) after school / in the evening.
5 (At the weekend, I) play with my friends.

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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. • Has limited control of word stress and intonation. • 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 practice A

Unit 2 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Reading

Task 1 Read and choose the correct answer. _____ / 6

1 There's a few / a lot of fruit.
2 There are a few / a little vegetables.
3 There aren't / isn't any ice cream.
4 There's some / a few lemonade.
5 There are any / a lot of noodles.
6 There aren't any / aren't some eggs.



Task 2 Read and choose *a* or *b*. _____ / 9

1	Are there any cupcakes?	**a** Yes, there are.	**b** No, there are.
2	Is there a milkshake?	**a** Yes, there is.	**b** No, there aren't.
3	Is there any bread?	**a** Yes. There's a little bread.	**b** Yes. There's a few bread.
4	Are there any crisps?	**a** Yes. There's two cans.	**b** Yes. There's one bag.
5	Is there any salad?	**a** Yes, there is a few.	**b** Yes, there's a little.
6	Is there any tea?	**a** Yes, there is.	**b** No, there aren't.
7	Is there any lemonade?	**a** Yes, there's a can.	**b** Yes, there's a plate.
8	Is there a bottle of water?	**a** No, there isn't.	**b** Yes, there are.
9	Is there any cereal?	**a** Yes, there's a glass.	**b** Yes, there's a box.

Writing

Task 3 Read and complete. _____ / 5

glass plate cup bag bowl

1 a _____ of soup. 

2 a _____ of coffee. 

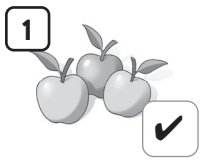
3 a _____ of milk. 

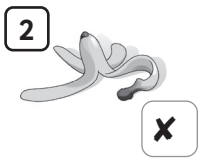
4 a _____ of sandwiches. 

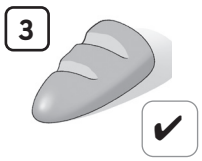
5 a _____ of fruit. 

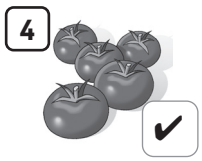
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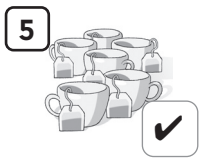
Task 4 **Look and write. Use *a lot of, some, a few, a little* or *any*.** ____ / 5











1 There are **2** There aren't **3** There's **4** There **5** There's

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

Listening

Task 5 UP2.1 **Listen and complete.** ____ / 6

1 n_____ **2** v_____ **3** c_____

4 s_____ **5** c_____ **6** l_____

Task 6 UP2.2 **Listen and complete the dialogue.** ____ / 4

are isn't any little

Dad: What's in the fridge? Is there **(1)** _____ milk?

Zaid: Yes, there is. There's a **(2)** _____ milk.

Dad: Is there any salad?

Zaid: No, there **(3)** _____ any salad.

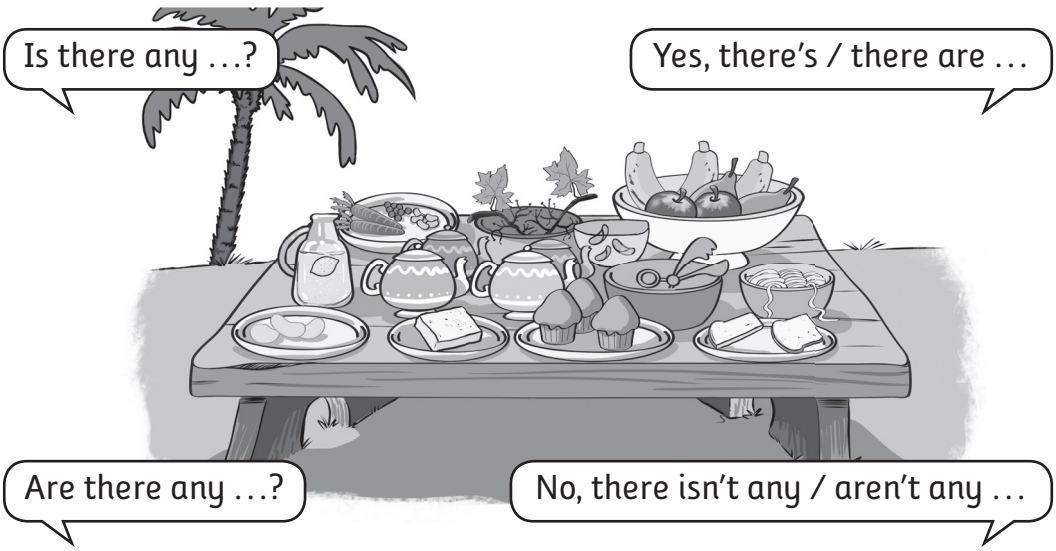
Dad: Are there any eggs?

Zaid: Yes, there **(4)** _____ two eggs.



Speaking

Task 7 **In pairs, ask and answer five questions about the picture. Then change roles.** ____ / 5



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Unit 2 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice **B**

Reading

Task 1 Read and choose the correct answer. _____ / 6

1 There's a few **a lot of** any fruit.

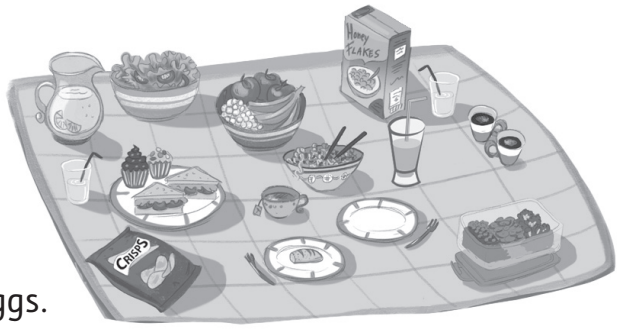
2 There are a few **a little** lot of vegetables.

3 There is **aren't** isn't any ice cream.

4 There's a few **any** some lemonade.

5 There are a lot of **any** a little noodles.

6 There aren't any **aren't some** are some eggs.

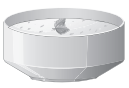


Task 2 Read and choose *a* or *b*. _____ / 9

1	Are there any cupcakes?	**a** Yes, there are.	**b** No, there are.
2	Is there a milkshake?	**a** Yes, there is.	**b** No, there aren't.
3	Is there any bread?	**a** Yes. There's a little bread.	**b** Yes. There's a few bread.
4	Are there any crisps?	**a** Yes. There's two cans.	**b** Yes. There's one bag.
5	Is there any salad?	**a** Yes, there is a few.	**b** Yes, there's a little.
6	Is there any tea?	**a** Yes, there is.	**b** No, there aren't.
7	Is there any lemonade?	**a** Yes, there's a can.	**b** Yes, there's a plate.
8	Is there a bottle of water?	**a** No, there isn't.	**b** Yes, there are.
9	Is there any cereal?	**a** Yes, there's a glass.	**b** Yes, there's a box.

Writing

Task 3 Look and complete. _____ / 5

1 a _____ of soup. 

2 a _____ of coffee. 

3 a _____ of milk. 

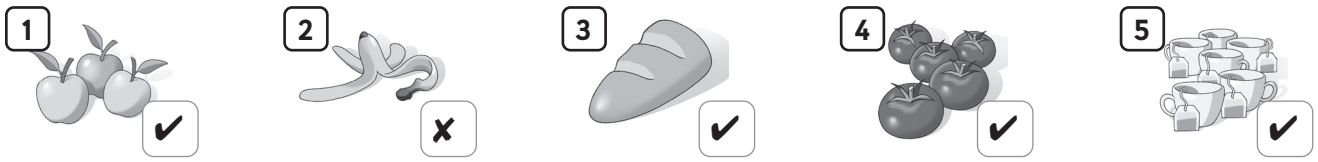
4 a _____ of sandwiches. 

5 a _____ of fruit. 

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Task 4 **Look and write. Use *there's*, *there are*, *a lot of*, *some*, *a few*, *a little* or *any*.**

_____ / 5



1 _____ **2** _____ **3** _____ **4** _____ **5** _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

Listening

Task 5 UP2.1 **Listen and write.** _____ / 4

1 _____ **2** _____ **3** _____

4 _____ **5** _____ **6** _____

Task 6 UP2.2 **Listen and complete the dialogue.** _____ / 6

Dad: What's in the fridge? Is there **(1)** _____ milk?

Zaid: Yes, there is. There's a **(2)** _____ milk.

Dad: Is there any salad?

Zaid: No, there **(3)** _____ any salad.

Dad: Are there any eggs?

Zaid: Yes, there **(4)** _____ two eggs.



Speaking

Task 7 **In pairs, ask and answer five questions about the picture. Then change roles.**

_____ / 5



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Unit 2 practice

Answer key

Reading and Writing A

1 **1** a lot **2** a few **3** isn't **4** some **5** a lot of **6** aren't any

2 **1** a **2** a **3** a **4** b **5** b **6** a **7** a **8** a **9** b

3 **1** bowl **2** cup **3** glass **4** plate **5** bag

4 **1** a few apples. **2** any bananas. **3** a little bread. **4** are some tomatoes. **5** a lot of tea.

Reading and Writing B

1 **1** a lot **2** a few **3** isn't **4** some **5** a lot of **6** aren't any

2 **1** a **2** a **3** a **4** b **5** b **6** a **7** a **8** a **9** b

3 **1** bowl **2** cup **3** glass **4** plate **5** bag

4 **1** There are a few apples. **2** There aren't any bananas. **3** There's a little bread. **4** There are some tomatoes. **5** There's a lot of tea.

Listening A

5 **1** Noodles **2** Vegetables **3** Crisps **4** Sandwiches **5** Cupcakes **6** Lemonade

6 **1** any **2** little **3** isn't **4** are

Listening B

5 **1** Noodles **2** Vegetables **3** Crisps **4** Sandwiches **5** Cupcakes **6** Lemonade

6 **1** any **2** little **3** isn't **4** are

Audioscript

UP2.1 Task 5

1 noodles
2 vegetables
3 crisps
4 sandwiches
5 cupcakes
6 lemonade

UP2.2 Task 6

M: What's in the fridge? Is there any milk?
B: Yes, there is. There's a little milk.
M: Is there any salad?
B: No, there isn't any salad.
M: Are there any eggs?
B: Yes, there are two eggs.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Ask pupils to work in pairs. They should ask and answer five questions about the picture which you will assess.

Using the rating scale below, determine the scale out of 10 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.

Some possible answers:

1 Is there any tea?
Yes, there is. (There's a lot of tea.)

2 Is there any lemonade?
Yes, there is. (There's a little lemonade.)

3 Is there any salad?
No, there isn't. (There isn't any salad.)

4 Are there any sandwiches?
No, there aren't. (There aren't any sandwiches.)

5 Are there any vegetables?
Yes, there are. (There are a few vegetables.)

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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. • Has limited control of word stress and intonation. • 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 3 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice A

Reading

Task 1 Look, read and circle. _____ / 9

1 

hill
mountain

2 

forest
town

3 

lake
hill

4 

island
waterfall

5 

forest
city

6 

lake
river

7 

island
waterfall

8 

mountain
lake

9 

city
island

Task 2 Read and choose the correct answer. _____ / 6

1 Mount Everest is higher / the highest mountain.

2 Muscat is bigger / the biggest than Sohar.

3 Canada is the coldest / colder than Oman.

4 The Yangtze is shorter / the shortest than the Nile.

5 The Atacama is the driest / drier desert.

6 The Nile is longer / the longest river.

Writing

Task 3 Read and complete with comparative or superlative adjectives. _____ / 5

1 His T-shirt is _____ _____ her T-shirt. (dirty)

2 The lake is _____ _____ the river. (deep)

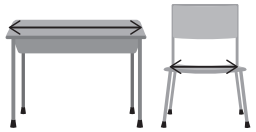
3 Younis is _____ _____ boy in the room. (happy)

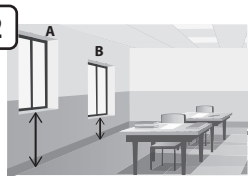
4 Your father is _____ _____ your mother. (tall)

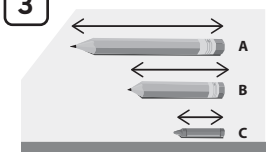
5 I'm _____ _____ in my class. There's no one shorter! (short)

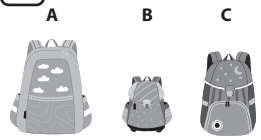
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Task 4 **Use comparative and superlative adjectives to make sentences.** _____ / 5

1 

2 

3 

4 

5 

1 (wide) **2** (high) **3** (long) **4** (small) **5** (short)

_____ _____ _____ _____ _____
_____ _____ _____ _____ _____
_____ _____ _____ _____ _____

Listening

Task 5 UP3.1 **Listen and write. What is it?** _____ / 5

1 m_____ **2** i_____ **3** t_____
4 f_____ **5** l_____

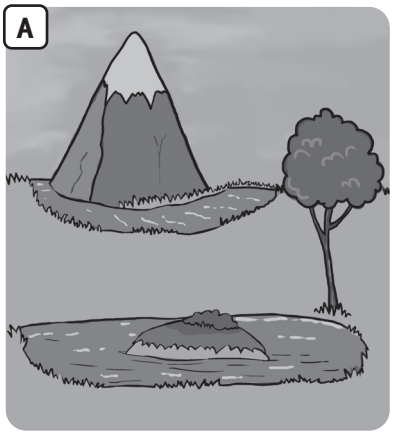
Task 6 UP3.2 **Listen and write *taller* or *shorter*.** _____ / 5

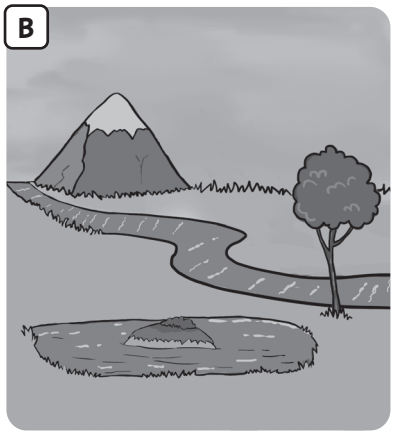
1 Noora's dad is _____ than her mum.
2 Her mum is _____ than her Aunt Samira.
3 Her Uncle Jasim is _____ than her dad.
4 Her mum is _____ than her Uncle Jasim.
5 Her Grandma Rasha is _____ than her Aunt Samira.

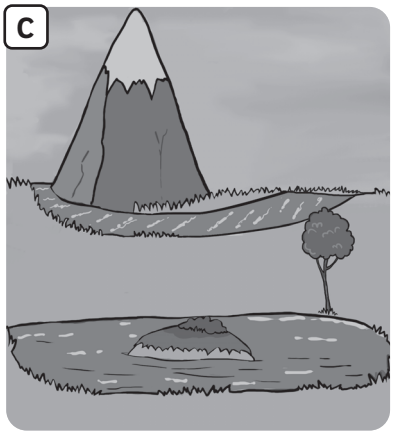
Speaking

Task 7 **In pairs, compare the pictures. Say five sentences. Then change roles.** _____ / 5

short long big small wide high

A 

B 

C 

The river in picture C is longer than the river in picture A. The river in picture B is the longest.

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Unit 3 practice

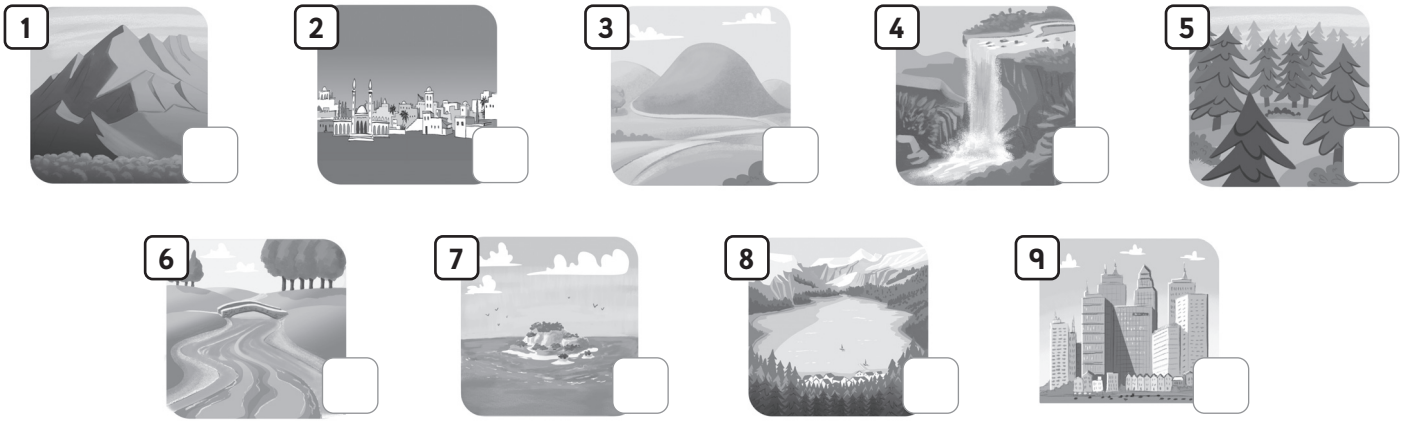
Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Unit practice **B**

Reading

Task 1 Look, read and match. _____ / 9



a hill **b** town **c** city **d** waterfall **e** island **f** lake **g** forest **h** mountain **i** river

Task 2 Read and complete. _____ / 6

1 Mount Everest is _____ (high) mountain.

2 Muscat is _____ (big) than Sohar.

3 Canada is _____ (cold) than Oman.

4 The Yangtze is _____ (short) than the Nile.

5 The Atacama is _____ (dry) desert.

6 The Nile is _____ (long) river.

Writing

Task 3 Read and complete with comparative or superlative adjectives. Choose the most suitable adjective. _____ / 5

1 His T-shirt is _____ _____ her T-shirt. (dirty / tall)

2 The lake is _____ _____ the river. (deep / white)

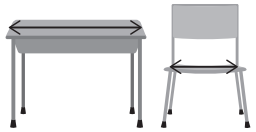
3 Younis is _____ _____ boy in the room. (happy / long)

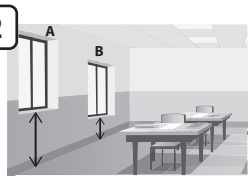
4 Your father is _____ _____ your mother. (deep / tall)

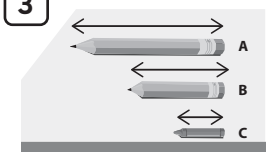
5 I'm _____ _____ in my class. There's no one shorter! (long / short)

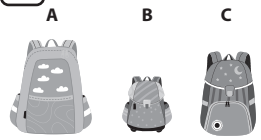
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Task 4 Use comparatives and superlatives to make sentences. _____ / 5

1 

2 

3 

4 

5 

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

Listening

Task 5 UP3.1 Listen and write. What is it? _____ / 5

1 _____ 2 _____

3 _____ 4 _____

5 _____

Task 6 UP3.2 Listen and order the family. _____ / 6

Dad Uncle Jasim Grandma Rasha Aunt Samira Mum

The tallest

1 _____ 2 _____

3 _____ 4 _____

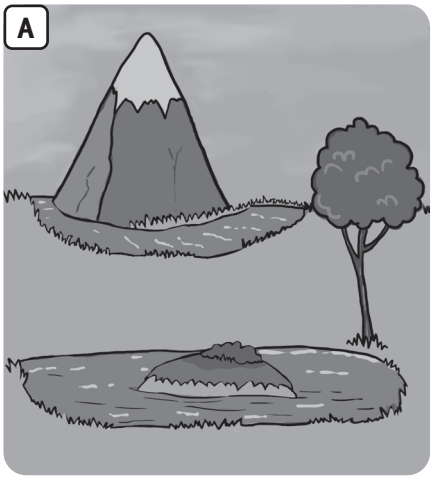
5 _____ The shortest

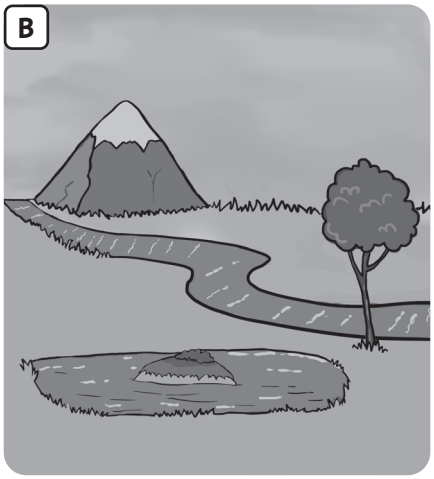
Speaking

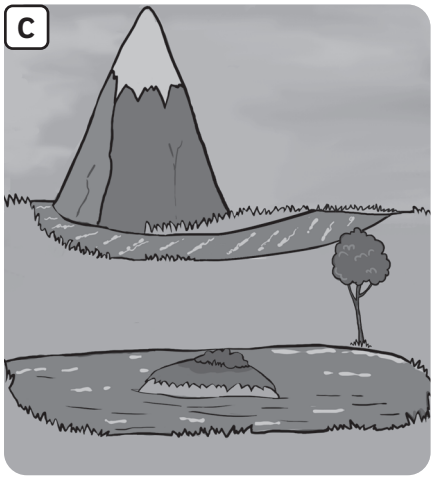
Task 7 In pairs, compare the pictures. Say five sentences. Then change roles.

_____ / 5

short long big small wide high

A 

B 

C 

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Unit 3 practice

Answer key

Reading and Writing A

1 **1** mountain **2** town **3** hill **4** waterfall **5** forest **6** river **7** island **8** lake **9** city

2 **1** the highest **2** bigger **3** colder **4** shorter **5** the driest **6** the longest

3 **1** dirtier than **2** deeper than **3** the happiest **4** taller than **5** the shortest

4 **1** The desk is wider than the chair. **2** Window A is higher than window B. **3** Pencil A is the longest. **4** Bag B is the smallest. **5** Coat A is shorter than coat B.

Reading and Writing B

1 **1** h **2** b **3** a **4** d **5** g **6** i **7** e **8** f **9** c

2 **1** the highest **2** bigger **3** colder **4** shorter **5** the driest **6** the longest

3 **1** dirtier than **2** deeper than **3** the happiest **4** taller than **5** the shortest

4 **1** The desk is wider than the chair. **2** Window A is higher than window B. / Window B is lower than window A. **3** Pencil A is the longest. / Pencil C is the shortest. **4** Bag B is the smallest. / Bag A is the biggest. **5** Coat A is shorter than coat B. / Coat B is longer than coat A.

Listening A

5 **1** mountain **2** island **3** town **4** forest **5** lake

6 **1** taller **2** taller **3** shorter **4** shorter **5** shorter

Listening B

5 **1** mountain **2** island **3** town **4** forest **5** lake

6 **1** Dad **2** Uncle Jasim **3** Mum **4** Aunt Samira **5** Grandma/Rasha

Audioscript

UP3.1 Task 5

1 It's higher than a hill.

2 It's got water all around it.

3 It's smaller than a city.

4 It's got a lot of trees.

5 It's got water. It's wide. It's isn't a river. It isn't a waterfall.

UP3.2 Task 6

My name is Noora. This is my family. This is my dad. His name is Abdullah. He is very tall. He is taller than my mum. Her name is Marwa. But my mum is taller than my Aunt Samira. She is short. My Uncle Jasim isn't short. He's taller than my aunt and my mum, but he isn't taller than my dad. The shortest person in our family is my grandma. Her name is Rasha.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Ask pupils to work in pairs. They should say five sentences each about the picture which you will assess. They should use the comparative or superlative.
Using the rating scale below, determine the scale out of 10 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 each pair of pupils to assess performance according to the speaking scales.

Suggested answers:

The river in picture C is longer (than the river in picture A). The river in picture B is the longest.
The lake in picture C is the widest.
The island in picture C is bigger (than the island in picture B.)
The island in picture B is the smallest.
The tree in picture C is the shortest.
The mountain in picture C is the highest.

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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.*			

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. • Has limited control of word stress and intonation. • 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 4 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

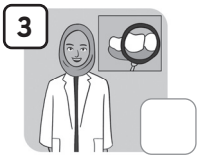
Unit practice A

Reading

Task 1 Look and tick (✔) or cross (✘). _____ / 12


bus driver


lawyer


dentist


mechanic


vet

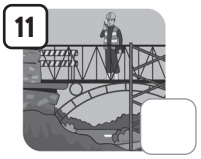

police officer


chef


firefighter


engineer


computer programmer


farmer


scientist

Task 2 Read and choose the correct answer. _____ / 3

1 You must mustn't be quiet in class.

2 You must mustn't drop litter.

3 You must mustn't arrive on time for school.

Writing

Task 3 Complete the sentences with the correct form of the verbs in brackets. _____ / 5

1 

What are you doing?

I _____ a cat. (help)

2 

What is he doing?

He _____ vegetables. (grow)

3 

What is she doing?

She _____ after teeth. (look)

4 

What are you doing?

I _____ computers. (program)

5 

What is he doing?

He _____ experiments. (do)

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Task 4 What are they doing? Look and write. ____ / 5

1  My brother is _____.

2  My mum is _____.

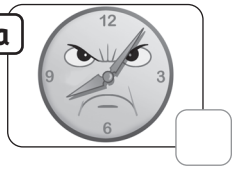
3  My friend is _____.

4  My sisters are _____.

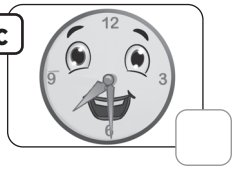
5  My dad is _____.

Listening

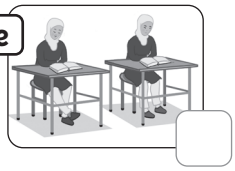
Task 5 UP4.1 Listen and write the number. ____ / 7

a 

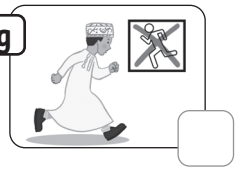
b 

c 

d 

e 

f 

g 

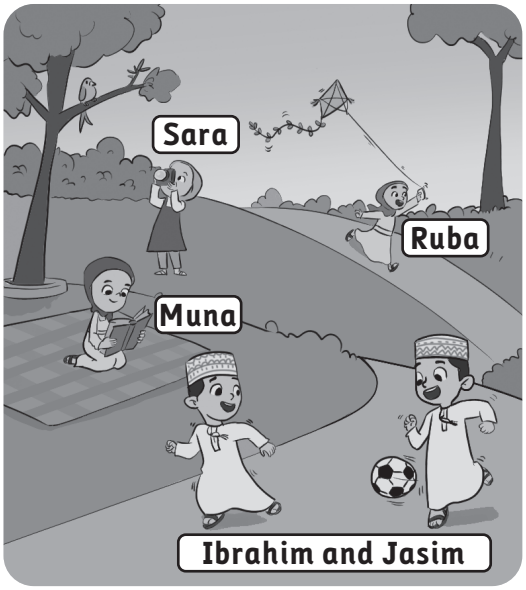
Task 6 UP4.2 What job is it? Listen and write. ____ / 3

farmer chef vet

1 _____ 2 _____ 3 _____

Speaking

Task 7 In pairs, ask and answer. ____ / 5



What are Ibrahim and Jasim doing?

They're …

Is Sara …?

Yes, she is. / No, she isn't.

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Unit practice B

Unit 4 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 40 marks

Reading

Task 1 Look, read and circle. _____ / 12

1 

bus driver
mechanic

2 

lawyer
scientist

3 

dentist
lawyer

4 

chef
farmer

5 

engineer
vet

6 

firefighter
police officer

7 

chef
mechanic

8 

police officer
engineer

9 

scientist
lawyer

10 

police officer
computer programmer

11 

engineer
dentist

12 

mechanic
firefighter

Task 2 Read and tick (✔) or cross (✘). _____ / 3

1 You mustn't be late. ☐ **2** You must shout. ☐ **3** You must drop litter. ☐

Writing

Task 3 Complete the sentences with the correct form of the verbs. _____ / 5

cook grow do look program help

1 

What are you doing?
I _____ a cat.

2 

What is he doing?
He _____ vegetables.

3 

What is she doing?
She _____ after teeth.

4 

What are you doing?
I _____ computers.

5 

What is he doing?
He _____ experiments.

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Task 4 What are they doing? Look and write. ____ / 5

1  My brother _____.

2  My mum _____.

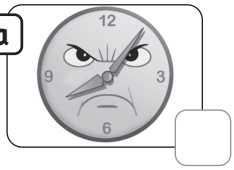
3  My friend _____.

4  My sisters _____.

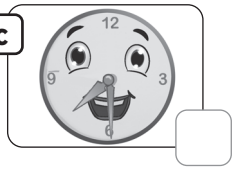
5  My dad _____.

Listening

Task 5 UP4.1 Listen and write the number. ____ / 7

a 

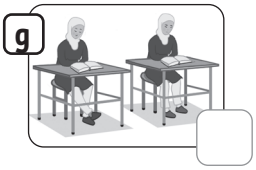
b 

c 

d 

e 

f 

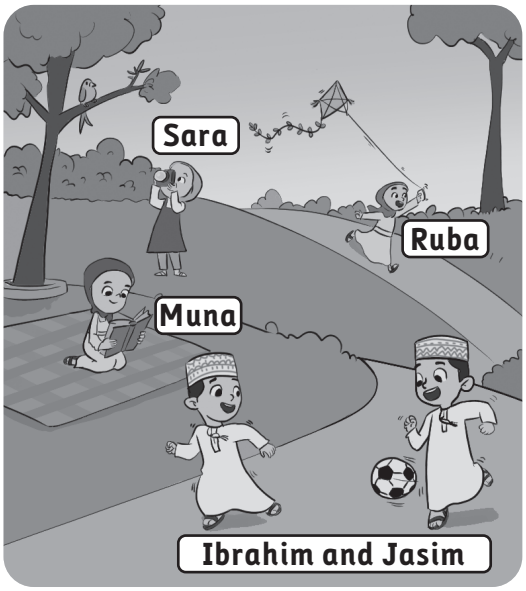
g 

Task 6 UP4.2 Listen and write the job. ____ / 3

1 _____ 2 _____ 3 _____

Speaking

Task 7 In pairs, ask and answer. ____ / 5



What are Ibrahim and Jasim doing?

They're …

Is Sara …?

Yes, she is. / No, she isn't.

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Unit 4 practice

Answer key

Reading and Writing A

1 **1** (✔) **2** (✔) **3** (✔) **4** (✔) **5** (✔) **6** (✘) **7** (✔) **8** (✘) **9** (✘) **10** (✔) **11** (✘) **12** (✘)

2 **1** must **2** mustn't **3** must

3 **1** am/'m helping **2** is/'s growing **3** is/'s looking **4** am/'m programming **5** is/'s doing

4 **1** playing football **2** flying kites **3** taking photos **4** playing tennis **5** cooking

Reading and Writing B

1 **1** bus driver **2** scientist **3** dentist **4** farmer **5** vet **6** firefighter **7** chef **8** police officer **9** lawyer **10** computer programmer **11** engineer **12** mechanic

2 **1** (✔) **2** (✘) **3** (✘)

3 **1** am/'m helping **2** is/'s growing **3** is/'s looking **4** am/'m programming **5** is/'s doing

4 **1** is playing football **2** is flying kites **3** is taking photos **4** are playing tennis **5** is cooking

Listening A

5 **1** f **2** g **3** b **4** a **5** d **6** e **7** c

6 **1** vet **2** chef **3** farmer

Listening B

5 **1** e **2** f **3** b **4** a **5** d **6** g **7** c

6 **1** vet **2** chef **3** farmer

Audioscript

UP4.1 Task 5

1 You must follow the rules in class.
2 You mustn't drop any litter in the classroom.
3 Don't run. You mustn't break school rules.
4 You mustn't shout.
5 You mustn't be late.
6 Keep the classroom tidy. You must put litter in the bin.
7 You must be quiet in class.
8 You must arrive on time.

UP4.2 Task 6

1 I work with animals. I'm looking after a cat. Her name is Snowy.
2 I love food. I work in a restaurant. I'm cooking at the moment.
3 I work outside. I can see lots of hills. I work with animals and I grow vegetables.

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Speaking A and B

The Speaking quiz should be taken by pupils in a separate class. Ask pupils to work in pairs. They should ask and answer five questions about the picture which you will assess.

Using the rating scale below, determine the scale out of 10 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 each pair of pupils to assess performance according to the speaking scales.

Suggested questions and answers:

1 What are Ibrahim and Jasim doing?
(They're) playing football.

2 What is Muna doing?
(She's) reading a book.

3 Is Sara taking a photo?
Yes, she is.

4 Is Ruba taking a photo?
No, she isn't. (She's flying a kite.)

5 Is Ibrahim flying a kite?
No, he isn't. (He's playing football.)

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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. • Has limited control of word stress and intonation. • 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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Class Test 1

Name: _____ Time allowed: 30 minutes

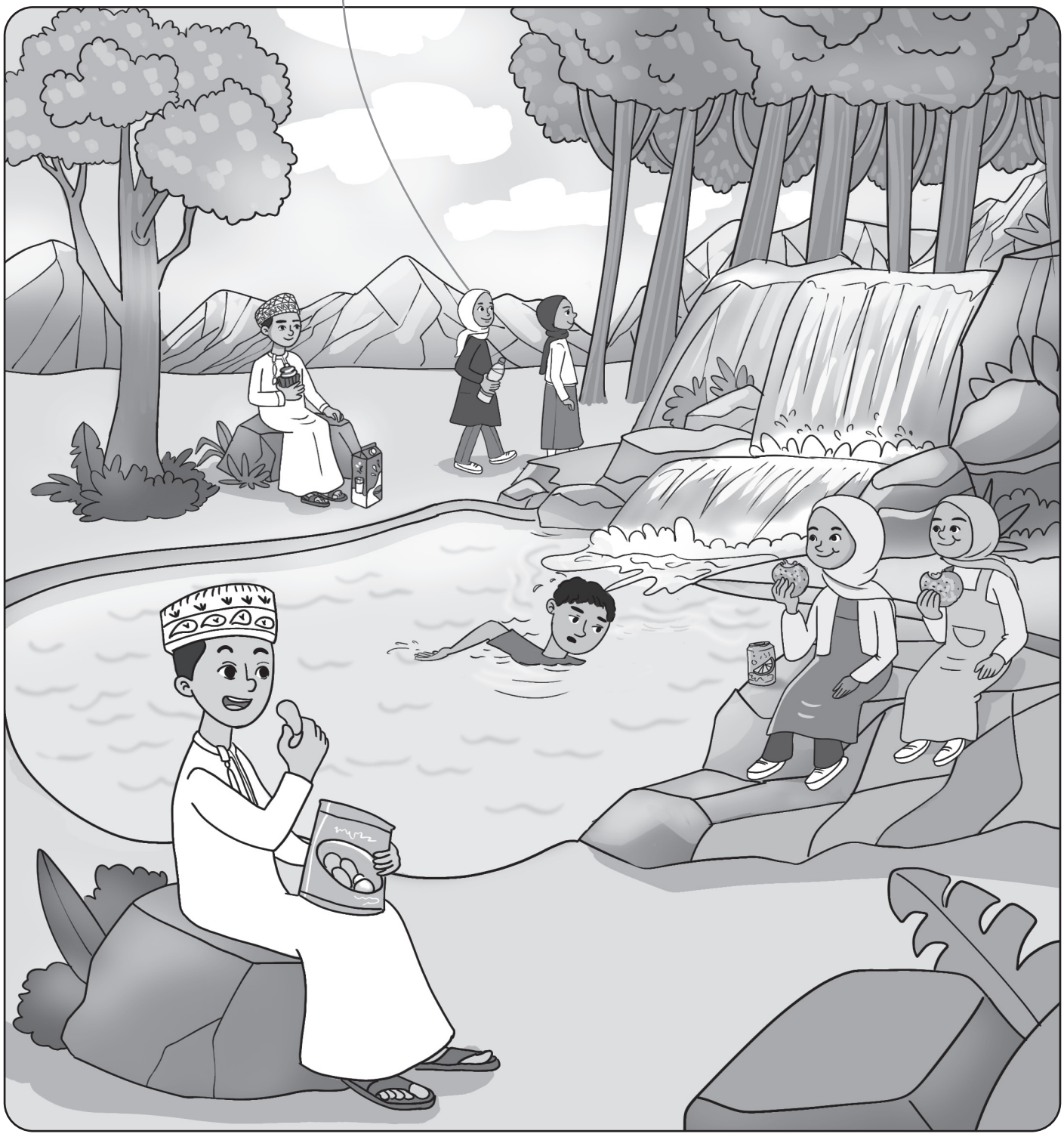
Class: _____ Total _____ / 10 marks

Class Test 1

Listening

Task 1 CT1.1 **Listen and draw lines. There is one example.** _____ / 2

Soha Khalil Hanan

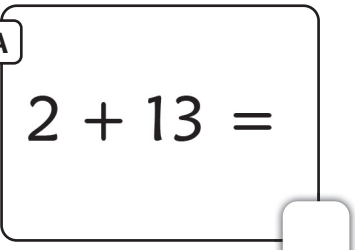


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Task 2 CT1.2 Listen and tick the box. There is one example. ____ / 3

What does Farah study twice a week?

A



B

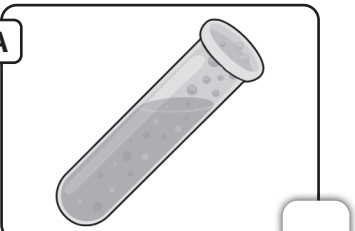


C

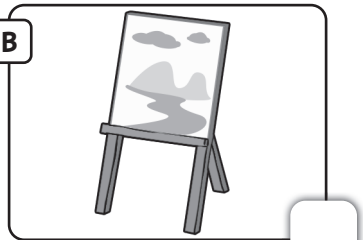


1 What's Ayman's favourite subject?

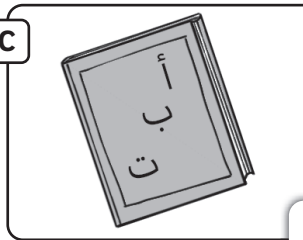
A



B

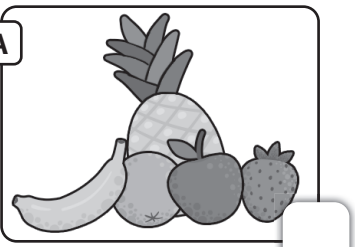


C

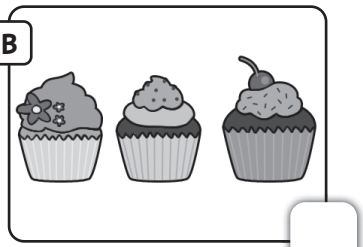


2 What can Zeina bring to the picnic?

A



B

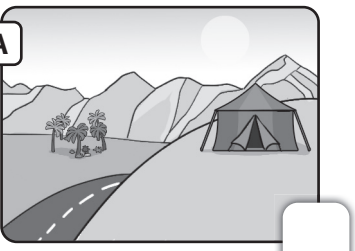


C

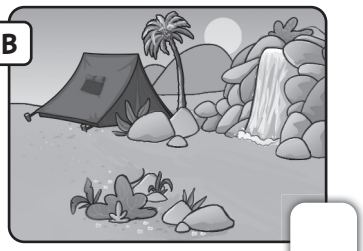


3 Where is Naji camping?

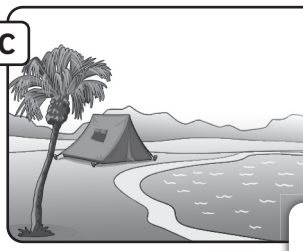
A



B



C



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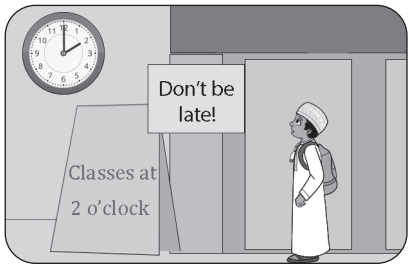
Writing

Task 3 **Look and write a sentence about each picture. There is one example.** _____ / 5

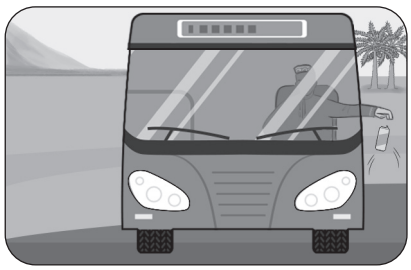


The firefighter is putting litter in the bin.

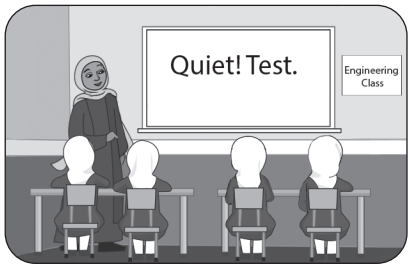
1



2



3



4



5



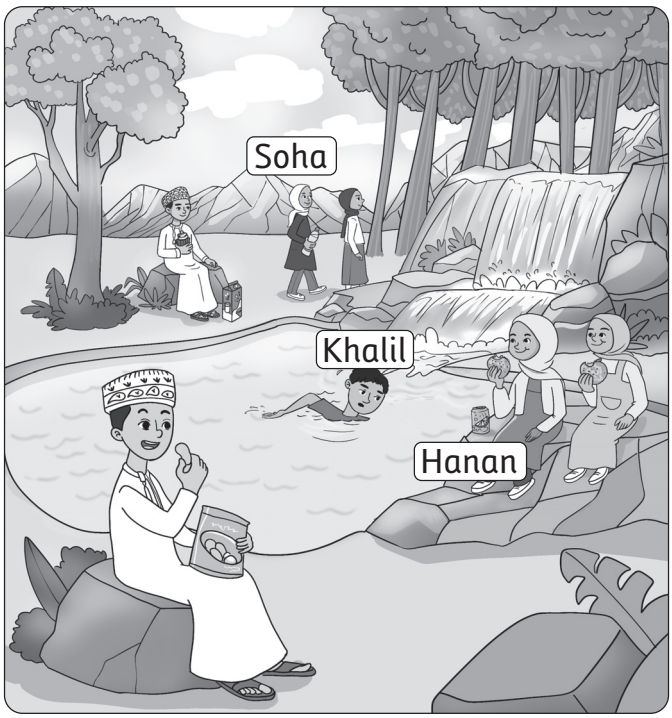
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Class Test 1

Answer key

Listening

Task 1



Task 2

1 C
2 A
3 B

Writing

Task 3

Model answers

1 The child/pupil/student is arriving on time for the class.
2 The bus driver is dropping litter.
3 The children/girls are quiet/being quiet in class/for the test.
4 The vet is following the rules./The vet is washing her hands and wearing a uniform.
5 The computer programmer is having some medicine./The computer programmer has got a headache.

Audioscript

CT1.1 **Task 1**

Hello. This is the Listening test.
Task 1
Listen and draw lines.
There is one example.

Man: Where are you and your friends in this photo, Soha?
Girl: We're having a picnic near a forest. This is me, here. I've got a bottle of water to go for a walk in the forest with Dina.

Can you see Soha? This is an example.
Now you listen and draw lines.

1
Man: And where's Khalil? Is he in the photo?
Girl: Yes, he is. He's swimming in the lake near the waterfall.

2
Man: Oh yes! And who's this girl? She's eating a sandwich.
Girl: Hanan and Noor are eating sandwiches, but Hanan is this girl. She's got a can of lemonade.

Now listen to Task 1 again.

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CT1.2 Task 2

Look at Task 2.
Look at the pictures.
Listen and tick the box.
There is one example.

What does Farah study twice a week?

Girl 1: Do you have Maths today, Farah?
Girl 2: No, today's Tuesday. We have Maths on Monday, Wednesday and Thursday. Today we have ICT and English.
Girl 1: ICT again?
Girl 2: Yes, we have ICT on Tuesday and Thursday, and English every day.

1 What's Ayman's favourite subject?

Woman: Are you painting, Ayman?
Boy: Yes, it's my Art homework.
Woman: Do you like Art?
Boy: Yes, I do but it's not my favourite subject.
Woman: What is your favourite subject?
Boy: Hmm, maybe Science? No, Arabic! Arabic is my favourite subject.

2 What can Zeina bring to the picnic?

Girl 1: What can I bring to the picnic?
Girl 2: We've got lots of sandwiches, Zeina, but we don't have any cupcakes.
Girl 1: I can't make cupcakes. Can I bring some fruit?
Girl 2: Sure.

3 Where is Naji camping?

Man: How's the camping going, Naji?
Boy: Great! We're sleeping right next to a waterfall!
Man: How nice. Is there a lake there too?
Boy: No there isn't, but there's a hill near us.

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.*		

TT_Oman_G4A_Practice_Sheets

TT_Oman_G4A_Practice_Sheets_UP1.1.mp3

TT_Oman_G4A_Practice_Sheets_UP1.2.mp3

TT_Oman_G4A_Practice_Sheets_UP2.1.mp3

TT_Oman_G4A_Practice_Sheets_UP2.2.mp3

TT_Oman_G4A_Practice_Sheets_UP3.1.mp3

TT_Oman_G4A_Practice_Sheets_UP3.2.mp3

TT_Oman_G4A_Practice_Sheets_UP4.1.mp3

TT_Oman_G4A_Practice_Sheets_UP4.2.mp3

TT 4A_End_of_Semester_Practice_ES.1

TT 4A_End_of_Semester_Practice_ES.2

TTO_G4A_Project_Videos

TTO_G4A_Project_Videos_U1

TTO_G4A_Project_Videos_U2

TTO_G4A_Project_Videos_U3

TTO_G4A_Project_Videos_U4

English in Action

Unit1 making arrangements 

UNIT2 SHOPPING FOR FOOD 

UNIT3 ASKING THE WAY 

UNIT4 CALLING THE EMERGENCY SERVICES 

Story Animation

4A W.mp4

4A U1.mp4

4A U2.mp4

4A U3.mp4

4A U4.mp4

Grammar Animation

TTO-G4A-GA-W

TTO-G4A-GA-1.1

TTO-G4A-GA-1.2

TTO-G4A-GA-2.1

TTO-G4A-GA-2.2

TTO-G4A-GA-3.1

TTO-G4A-GA-3.2

TTO-G4A-GA-4.1

TTO-G4A-GA-4.2

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First published 2022

ISBN:

Ministry of Information Publication No. 6554/2023

Printed by: Muscat Printing Press L.L.C - +968 24794452, 24795069

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