



SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 4B

Teacher's Book

with Digital Resources

First Edition
2025

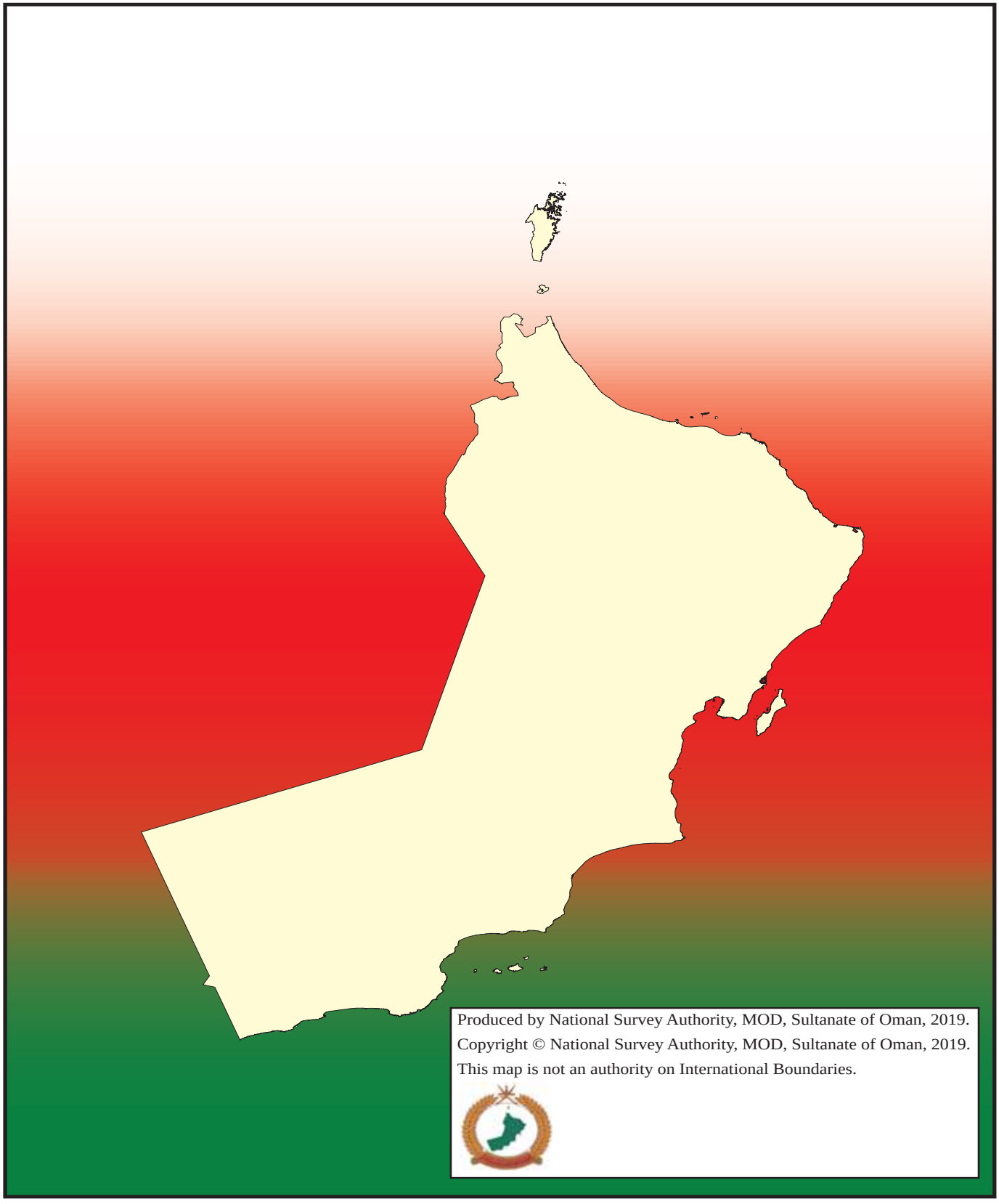


His Majesty
Sultan Haitham Bin Tarik



The Late Sultan
Qaboos Bin Said

Sultanate of Oman



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Global Scale of English
Fast-track your progress

Scope and sequence

Unit	Vocabulary	Grammar	Literacy
5 Hobbies	**Hobbies and sports:** *build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip* **Adverbs of manner:** *badly, carefully, easily, loudly, quickly, quietly, slowly, well*	*can/can't*: I can go sailing./I can't play board games. Can you sew? Yes, I can./No, I can't. Adverbs of manner: She can play board games well.	Reading: a leaflet Writing: filling in a form
6 Our town	**Places in the local area:** *bridge, bus stop, café, car park, clothes shop, hotel, market, mosque, shopping mall, square, train station, zoo* **Adjectives (2):** *ancient, busy, cheap, expensive, modern, noisy, quiet, safe*	Past simple of *to be*: She was at the zoo a week ago. Where were you yesterday morning? *There was/There were*: There was an expensive shop. Was there a café? Yes, there was./No, there wasn't.	Reading: an article Writing: a composition
Bo's Learning Club 3	**Descriptive adjectives:** *beautiful, crowded, famous, interesting, peaceful, popular*	Comparatives and superlatives: long adjectives: I think camel racing is more beautiful to watch than chess, but dhow racing is the most beautiful.	
7 The history of Oman	**Historical finds:** *clay, coins, jar, jewellery, khanjar, necklace, ring, silver, stone, sword, wall, well* **Verbs:** *arrive, live, need, start, stop, use, visit, work*	Past simple regular verbs: They used clay to make jars. They didn't use stone. Did people in the past have coins? Yes, they did./No, they didn't.	Reading: a diary Writing: a diary of a visit to a new place
8 Let's celebrate!	**Celebrations:** *big wheel, buffet, costume, funfair, go-kart, invitation, party, party games, party hat, present, rollercoaster, wedding* **Ordinal numbers:** *first–thirty-first*	Past simple irregular verbs: I wore a new dress. We didn't take photos with our phones. Did she wear a party hat? Yes, she did./No, she didn't.	Reading: a news story Writing: an invitation to a party
Bo's Learning Club 4	**Holiday activities:** *build a sandcastle, buy an ice cream, go camping, go hiking, go sightseeing, go snorkelling, visit a theme park, visit a water park*	*Going to* for future plans: Are you going on holiday next summer? Yes, I am. I'm going on holiday with my family.	

Solve it

Grammar reference

Progress path

Culture	English in action	Phonics	Get ready for...
Culture: *Ball games around the world* Project: *A rules poster for a ball game*	Talking about preferences: I'd rather go fishing. OK. Let's go fishing on the lake.	**ur** *fur, curl* Revise **ir**, **er** Tricky word (Activity Book) *can't*	Class Book: A1 Movers: Reading and Writing Part 3 Activity Book: A1 Movers: Reading and Writing Part 5
Culture: *Historic buildings in Oman* Project: *A poster of historic buildings in Oman*	Making recommendations: It was very new and modern. You should see it!	**dge** *bridge, hedge* **ge** *stage, large* Tricky words (Activity Book) *was, were*	Class Book: A1 Movers: Reading and Writing Part 6 Reading and Writing Part 2 Activity Book: A1 Movers: Listening Part 2
	Giving opinions: I think Qurum Beach is the most popular beach. Yes, but Tiwi beach is more peaceful than Qurum.		
Culture: *Interesting discoveries in Oman* Project: *A leaflet of historic places*	Giving advice: You should work very slowly and carefully.	**wr** *write, wrist* **mb** *thumb, climb* Tricky word (Activity Book) *little*	Class Book: A1 Movers: Speaking Part 3 Speaking Part 4 Activity Book: A1 Movers: Listening Part 3
Culture: *Celebrations in the Arab world* Project: *A leaflet about special days in Oman*	Explaining you've lost something: I can't find my bag!	Revision of sounds Revision of tricky words	Class Book: A1 Movers: Speaking Part 2 Speaking Part 1 Activity Book: A1 Movers: Reading and Writing Part 1
	Making suggestions and giving preference Shall we go snorkelling? I'd rather buy an ice cream!		

Introduction

About *Team Together Oman*

Learn Together! Succeed Together! *Team Together!*

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

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

For pupils

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

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

For teachers

Team Together Oman has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts and an ample supply of resources will help keep pupils engaged and motivated. 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 representation of the target vocabulary, which gets pupils' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context.
- to revise previously learnt vocabulary from Grade 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.

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*, 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 (see list of letter sounds and phonics on page 22). 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

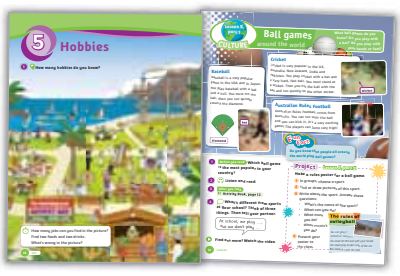
Team Together Oman supports teachers who work with mixed-ability classes. The Teacher's Book includes teaching tips for mixed-ability classes, labelled Diversity: **Support/Challenge** and Extra activity: **Fast finishers**. The photocopiable resources package includes extra worksheets for grammar, vocabulary 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

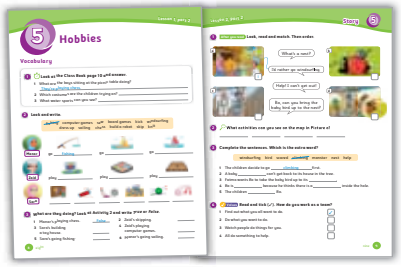


The Semester 2 Class Book provides materials to present the target language effectively.

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

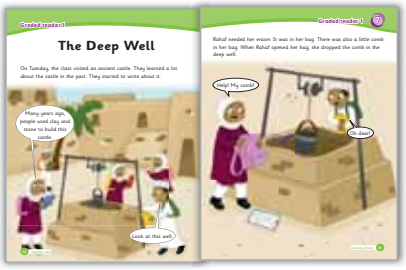
Activity Book



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, 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 each unit 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.



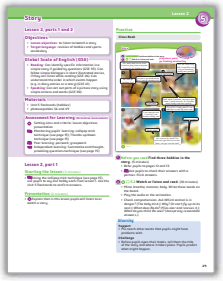
Teacher's Book

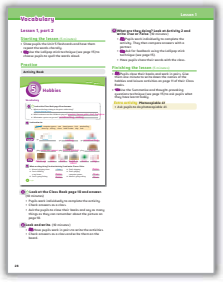
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- 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.

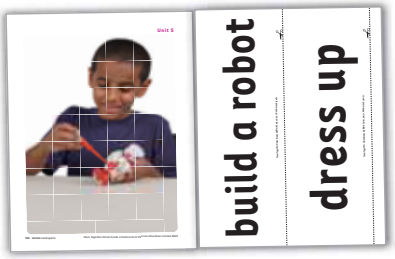




Class Audio

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.

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.

Extra practice

Upon completion of each unit of Semester 2, the teacher is able to check the progress pupils are making by using an extra practice sheet. There are four Unit practice sheets, one end-of-semester practice sheet and one end-of-year practice sheet. All these sheets 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, CLIL, English in action, phonics, self-assessment, 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

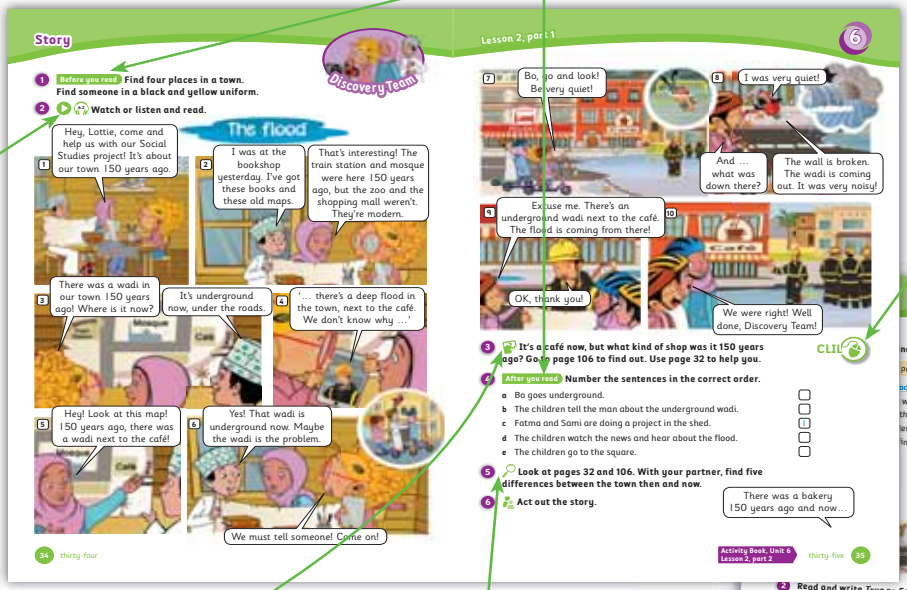
Photographic vocabulary presentation

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



Stories available in video format

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

CLIL topics embedded in every story



Solve activities encourage curiosity and stimulate critical thinking

Future skills activities in every lesson

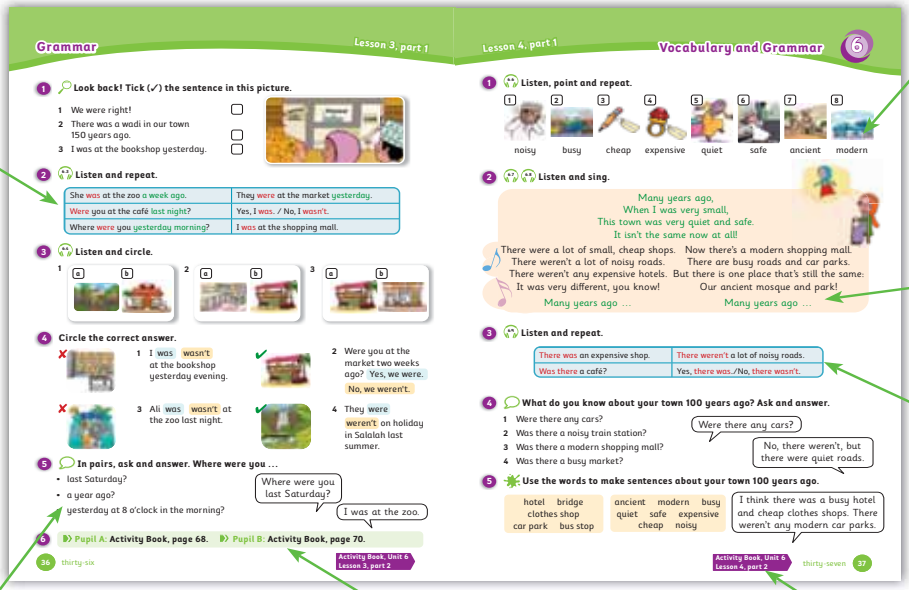
Further work on values in the Activity Book

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

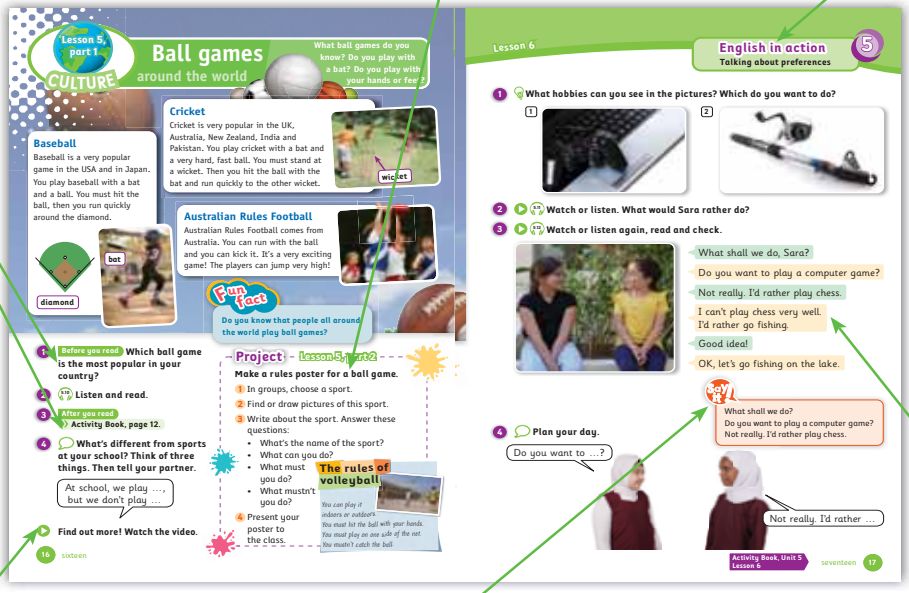
Scaffolded activities to help pupils consolidate new language

Lessons 5–6

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

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

Focus on functional language from early levels



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

Lessons 7–8

Skills section for integrated skills practice

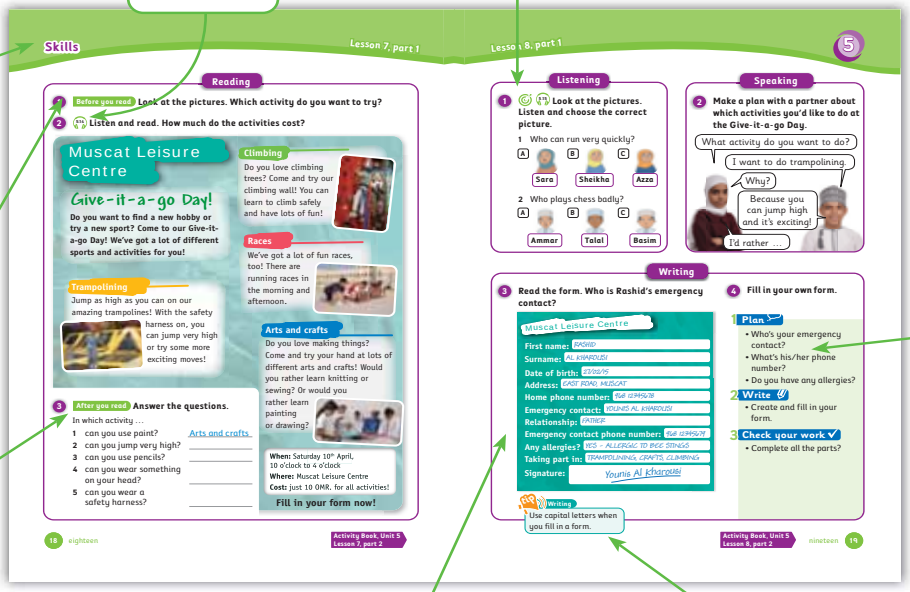
Recorded text

Class Book and Activity Book

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

Scaffolded step-by-step instruction for the writing task

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



Model text in the writing section

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

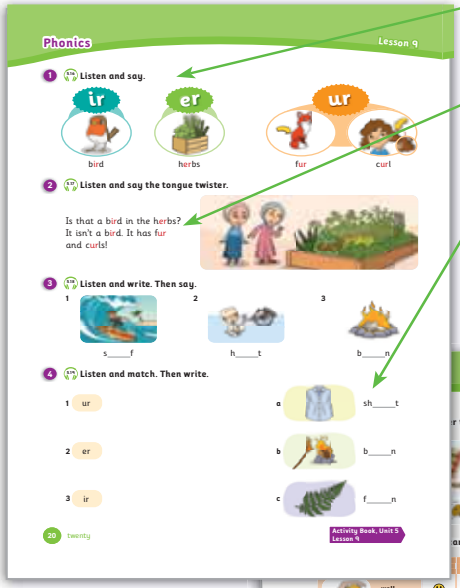
Lessons 9–10

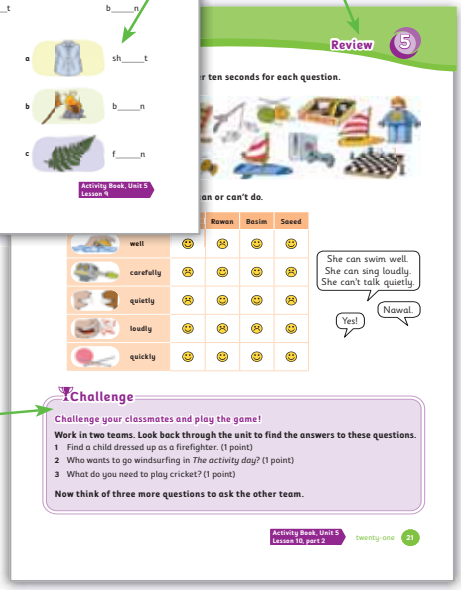
Sample words with the target phonics sounds

Work on pronunciation through tongue twisters

Phonics activities for practice

Review section for consolidation

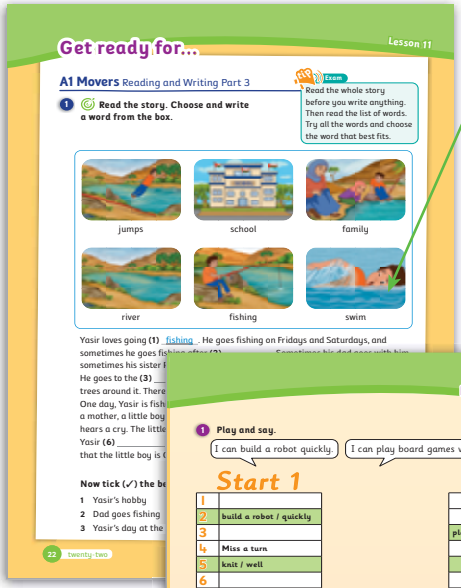


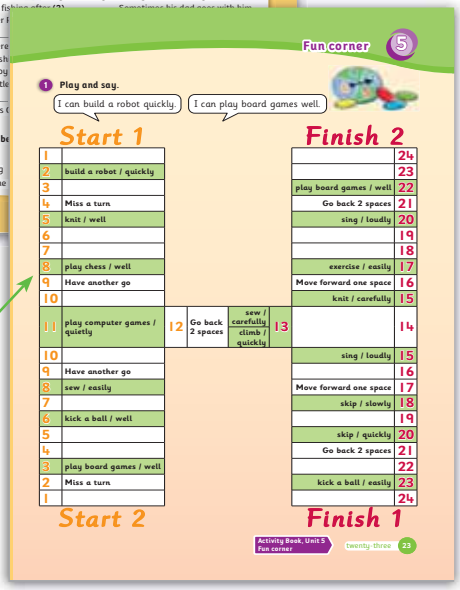


Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path, after each unit

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 semester to check they are on track.

Formative assessment / Assessment for learning

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

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

Main strategies of formative assessment

The main stages of the formative assessment process are:

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

Setting aims and criteria

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

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.

- **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, Thumbs up/down). 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 technique**. Use them to check that pupils know what to do on a given task. Pupils show you a green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer pupils the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

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

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your pupils' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on pupils' work by filling in observation forms to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your pupils from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. (Be aware that you may need parental permission to record 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. You may want to give pupils time to 'learn' their parts to act out in the next lesson. For mixed ability classes, delegate parts to the pupils. More able pupils can take on parts with the most lines.

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

How to use the Story Cards

There are many ways that the Story Cards can be used with the stories in *Team Together Oman* Grade 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 2 there are six 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 provided the biggest number of names of objects from the poster wins.

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

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

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

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

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

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

How to work with videos and animations

Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Pupils may watch the same videos many times and each time their perception of the material they watch is enhanced.

How is the video material presented?

In *Team Together Oman* Grade 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.
- Culture videos are to be used as an extension of the content presented in the Class Books as they offer additional information about the topic covered in the lesson.

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

You can also use the animations and the videos to revise the material. 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 see only part of the picture in the cut-out hole. Ask pupils to guess what the cards show.

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

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

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

Remember and say it! Stick four or five cards to the board. Ask pupils to remember what they present. Then, remove the cards from the board and ask pupils to say the names. Repeat with other cards.

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

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

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

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

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

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

Listen and pass it on! Distribute the flashcards with selected words among pupils (e.g. one card per desk). Speak out sentences including the selected words and ask the pupils to pass 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 ten (or fifteen, if pupils know these numbers) aloud together with other pupils and during this time they have to find their match. When they find their partners, pupils stand up and raise their cards.

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

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

Games with a puppet/soft toy

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

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

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

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

Games with songs and chants

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

Sing and stand in the correct order Use the flashcards with 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 on randomly on the board. Say or describe a word. The pupil with the fly swat must run and swat the correct word/s. The pupil who completes the task first wins a point.

Team games

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

Answer and draw points Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular pictures and ask them to draw their own appropriate pictures on the board. If the team members guess the word first, they win a point for their team.

Games bank

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.

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

5 Hobbies

Unit objectives

To talk about hobbies and sports

Language

Vocabulary	**Hobbies and sports:** *build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip* **Adverbs of manner:** *badly, carefully, easily, loudly, quickly, quietly, well, slowly*
Grammar	*can/can't*
Functions	Expressing agreement and disagreement and talking about preferences: *What shall we do? Do you want to (play a computer game)? Not really. I'd rather (play chess).*
Phonics	***ur**: fur, curl*; **Revise:** *ir, er* **Tricky word:** *can't*

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 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; Identify specific information in short, simple conversations/dialogues
Speaking	Talk about things they can and can't do; Express likes and dislikes; Make offers; 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; Recognize the effect of punctuation when reading; 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; Identify connections between short phrases by recognizing common linking words
Writing	Complete a simple form with basic personal details; Complete a phrase or sentence by supplying the missing word; 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, capitalization, question marks, apostrophe/simple contractions and full stops based on a model; Write high frequency words correctly; Write legibly and neatly letters in script; Copy words, phrases and sentences accurately;

	Maintain appropriate spacing between letters in a word and between words; Spell frequently used words correctly; Write basic, single clause sentences given a model; Construct sentences using correct question marks
Cognitive skills	Express basic likes/dislikes and agreement/disagreement; 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; Recognize 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, does not get distracted; Match objects, people, letters, pronunciation and words; Guess words from illustrations in storybooks; Recognize the differences between a story and a fact; 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; Use gesture and posture inclusively (e.g. sit in a circle, look at other children; wave to other children, point to where they could set); 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 (L. 1–11)
Mathematical, science and technological competences: order sentences (L. 2)
Digital competence: use Class Book and Activity Book eBook (L. 1–11)
Social and civic competences: learn to be creative (L. 8); learn to remind people to do something (L. 6)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–11); 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 form (L.8)
Communication	Remembering words (L. 1); Describing what people are doing (L. 3); Answering questions (L. 4); Talking about sports and hobbies (L. 5 and 6); Expressing preferences (L. 6); Functional dialogue (L. 8); Challenge game (L. 10)
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. 21; Activity Book p. 17
- Unit 5 Extra practice: Activity Book p. 18
- Unit 5 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 5 practice

External tests

Class Book	**Activity Book**
A1 Movers Reading and Writing Part 3	A1 Movers Reading and Writing Part 5

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use hobbies and sports vocabulary
- **Target language:** *build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip*

Global Scale of English (GSE)

- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Materials

- Unit 5 flashcards (*build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip*)
- Unit 5 poster: Hobbies
- stopwatch
- photocopiable 41

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 15); Thumbs up/down technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15); portfolio (see page 15)

Lesson 1, part 1

Starting the lesson (5 minutes)

- Write *Hobbies* on the board. Use the Key question technique (see page 14) to ask *What's your favourite hobby or leisure activity?* Pupils raise their hands to answer.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn to talk about hobbies.
- Place the Unit 5 flashcards or poster on the board. Point to each item and say the word. Pupils repeat after you.

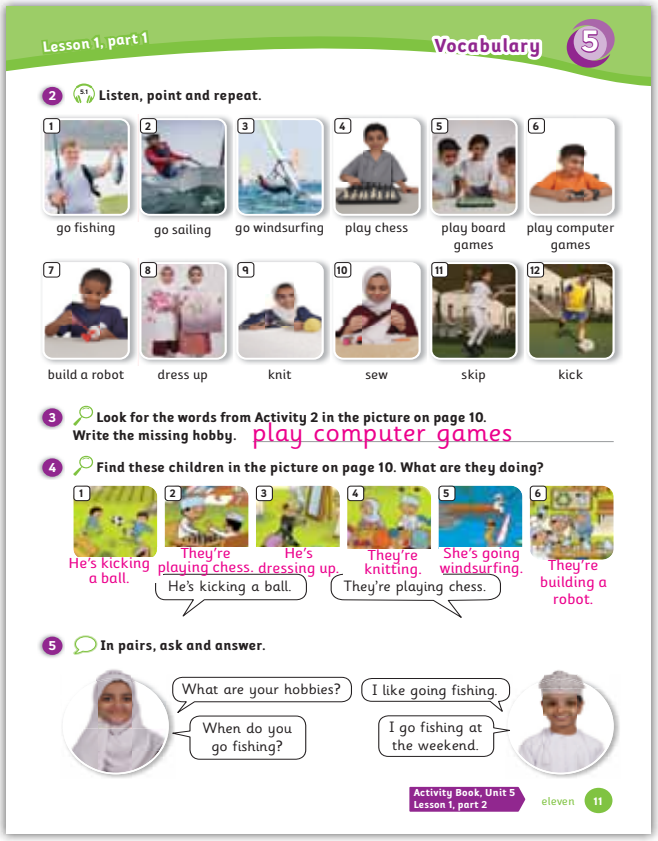
Practice

Class Book



1 How many hobbies do you know? (5 minutes)

- Refer pupils to page 10. Read the rubric and tell them to look at the picture. Pupils work in pairs and tell each other the hobbies they know.
- Using the Lollipop stick technique (see page 15), ask pupils to say hobbies they know.
- 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.
- **Extension** Have pupils describe the picture on page 10 in pairs, telling each other where the people in the picture are and what they are doing, and naming any objects they know, e.g. *beach, picnic, playing a game.*


Lesson 1, part 1 Vocabulary 5

2 Listen, point and repeat.

1 go fishing 2 go sailing 3 go windsurfing 4 play chess 5 play board games 6 play computer games

7 build a robot 8 dress up 9 knit 10 sew 11 skip 12 kick

3 Look for the words from Activity 2 in the picture on page 10. Write the missing hobby. play computer games

4 Find these children in the picture on page 10. What are they doing?

1 He's kicking a ball. 2 They're playing chess. 3 He's dressing up. 4 They're knitting. 5 She's going windsurfing. 6 They're building a robot.

He's kicking a ball. They're playing chess.

5 In pairs, ask and answer.

What are your hobbies? I like going fishing. When do you go fishing? I go fishing at the weekend.

Activity Book, Unit 5 Lesson 1, part 2 eleven 11

2 5.1 Listen, point and repeat. (5 minutes)

- Tell pupils to count how many hobbies they knew on page 10.
- Play the audio, pausing after each item for pupils to point and repeat.
- Tell pupils to look at photos 1–12 and practise the new vocabulary. Tell pupils to give you answers as you mime the actions in random order.
- Have pupils say a word to their partner who points to the correct picture. Then they swap.

5.1

1 go fishing
2 go sailing
3 go windsurfing
4 play chess
5 play board games
6 play computer games
7 build a robot
8 dress up
9 knit
10 sew
11 skip
12 kick

Diversity

Support

- Divide the class into two groups. Play the audio again for each group to listen and repeat.

Challenge

- Play the audio again. Have pupils repeat without looking at the book. Ask different pupils to spell the words.

3 Look for the words from Activity 2 in the picture on page 10. Write the missing hobby. (5 minutes)

- Give pupils two minutes to work in pairs to find the hobbies. Ask for feedback using the Lollipop stick technique (see page 15).

4 Find these children in the picture on page 10. What are they doing? (5 minutes)

- Pupils work in pairs to complete the activity.
- Ask different pairs to give an answer for each picture.

Extra activity Creativity

- Pupils work in pairs. They draw their favourite hobbies and leisure activities from the lesson and label them in their notebooks. They can display their work on the classroom wall or put it in their portfolios (see page 15).

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

- Place pupils in the same pairs for this activity.

Extra activity TPR

- Assign a hobby or sport to each pupil. Call out the words for each. When pupils hear their hobby or sport, they stand up and do a mime which is either a true or a false representation. The other pupils use the Thumbs up/down technique (see page 15) to show which.

Finishing the lesson (5 minutes)

- Pupils close their books and work in pairs. Give them one minute to write down the names of the hobbies and leisure activities on page 11 of their Class Books.
- Use the Summative and thought-provoking questions technique (see page 15) to ask *How many hobbies did you remember?*

Lesson 1, part 2

Starting the lesson (5 minutes)

- Show pupils the Unit 5 flashcards and have them repeat the words chorally.
- Use the Lollipop stick technique (see page 15) to choose pupils to spell the words aloud.

Practice

Activity Book



Lesson 1, part 2

5 Hobbies

Vocabulary

1 Look at the Class Book page 10 and answer.

1 What are the boys sitting at the picnic table doing? They're playing chess.
2 Which costumes are the children trying on? scientist, farmer, pilot, chef, firefighter
3 What water sports can you see? windsurfing, sailing

2 Look and write.

~~fishing~~ computer games sew board games kick windsurfing dress up sailing chess build a robot skip knit

Manar: go fishing; go sailing; go windsurfing
Zaid: play computer games; play board games; play chess
Sara: dress up; sew; kick; build a robot; knit; skip

3 What are they doing? Look at Activity 2 and write *True* or *False*.

1 Manar's playing chess. False
2 Zaid's skipping. False
3 Sara's building a toy house. False
4 Zaid's playing computer games. True
5 Sara's going fishing. False
6 Manar's going sailing. True

8 eight

1 Look at the Class Book page 10 and answer. (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 10.

2 Look and write. (10 minutes)

- Have pupils work in pairs to write the activities.
- Check answers as a class and write them on the board.

3 What are they doing? Look at Activity 2 and write *True* or *False*. (10 minutes)

- Pupils work individually to complete the activity. They then compare answers with a partner.
- Ask for feedback using the Lollipop stick technique (see page 15).
- Have pupils share their words with the class.

Finishing the lesson (5 minutes)

- Pupils close their books and work in pairs. Give them one minute to write down the names of the hobbies and leisure activities on page 11 of their Class Books.
- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they have learnt today.

Extra activity Photocopiable 41

- Ask pupils to do photocopiable 41.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of hobbies and sports vocabulary

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 5 flashcards (hobbies)
- photocopiables S6 and 49

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Thumbs 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)

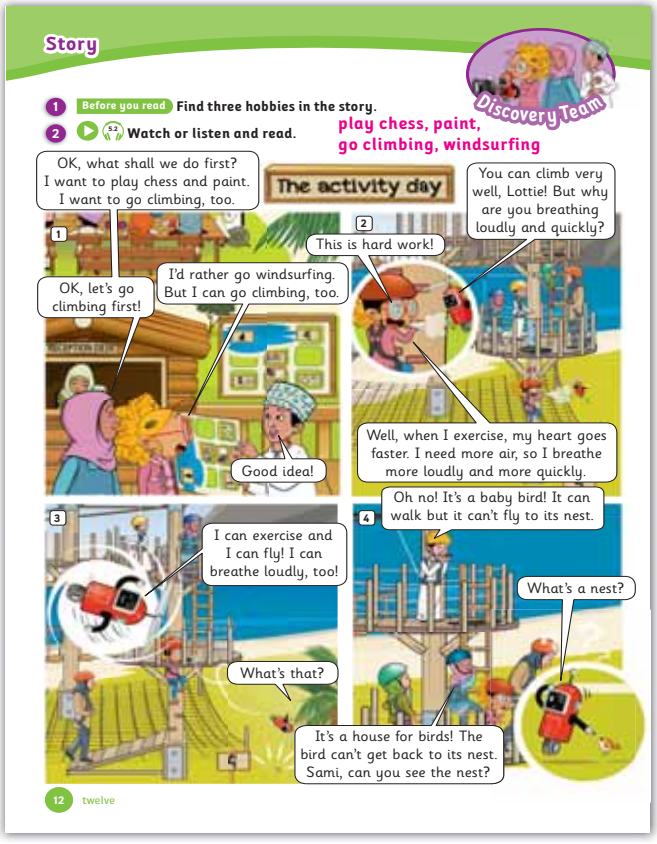
- Using the Lollipop stick technique (see page 15), ask pupils to say one hobby each from Lesson 1. Use the Unit 5 flashcards to confirm answers.

Presentation (2 minutes)

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

Practice

Class Book



1 Before you read Find three hobbies in the story. (5 minutes)

- Refer pupils to pages 12 and 13.
- Ask pupils to check their answers with a partner. Elicit answers.

2 5.2 Watch or listen and read. (10 minutes)

- Mime *breathe, monster, baby.* Write these words on the board.
- Play the audio or the animation.
- Check comprehension. Ask *Which animal is in danger? (The baby bird.); Why? (It can't fly up to its nest.); What does Bo do? (Flies over and rescues it.); What do you think Bo sees? (Accept any reasonable answers.).*

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.

Story

5.2

The activity day

1 Fatma: OK, what shall we do first? I want to play chess and paint. I want to go climbing, too.
Lottie: I'd rather go windsurfing. But I can go climbing, too.
Fatma: OK, let's go climbing first!
Sami: Good idea!

2 Lottie: This is hard work!
Bo: You can climb very well, Lottie! But why are you breathing loudly and quickly?
Lottie: Well, when I exercise, my heart goes faster. I need more air, so I breathe more loudly and more quickly.

3 Bo: I can exercise and I can fly! I can breathe loudly, too! What's that?

4 Sami: Oh, no! It's a baby bird! It can walk but it can't fly to its nest.
Bo: What's a nest?
Fatma: It's a house for birds! The bird can't get back to its nest. Sami, can you see the nest?

5 Sami: Look! Here's the nest!
Fatma: Bo, can you bring the baby bird up to the nest?

6 Bo: Here you are, little bird!

7 Narrator: *A few minutes later...*
Bo: What's this? Is this a house for birds, too?

8 Bo: Help! I can't get out!

9 Bo: Ah! Help! A monster! There's a monster! HELP!

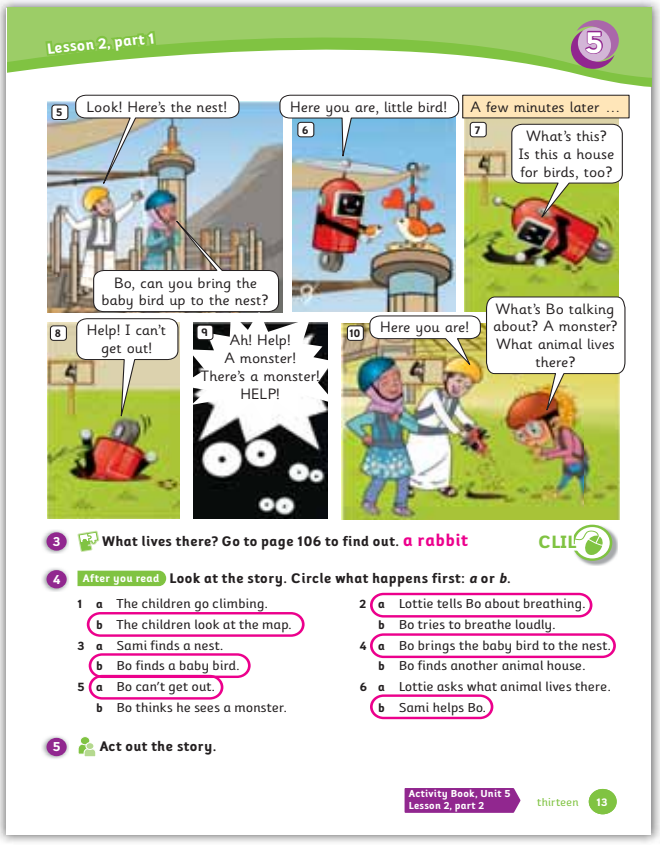
10 Sami: Here you are!
Lottie: What's Bo talking about? A monster? What animal lives there?

Extra activity Collaborative work

- Ask pupils to work in pairs. Have them look back at story frame 2. Ask pupils to draw a diagram in their notebooks with coloured pencils to show Lottie's heart and lungs, adding arrows or other means to illustrate to Bo how the human body works. Elicit ideas on the board with a diagram if necessary.

3 What lives there? Go to page 106 to find out. (5 minutes)

- Explain to pupils that they have to look for clues in the story to know the answer. Pupils discuss in pairs. If they find it difficult to know the answer, draw their attention to the footprints in frame 10 which should match the footprints on page 106.
- Using the Thumbs up/down technique (see page 15), ask *Did you find what animal lives there?*



4 After you read Look at the story. Circle what happens first: *a* or *b*. (5 minutes)

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

5 Act out the story. (5 minutes)

- Divide pupils into groups of four. Allocate a role to each pupil (Fatma, Lottie, Sami, Bo).
- Pupils act out the story in groups. For details of acting out stories, see page 17.

Extra activity TPR

- Have pupils work in the same groups in different roles (Fatma, Lottie, Sami, Bo). Play the story. Pupils listen and act out the story miming what their role/the dialogue/the pictures demand.

Extra activity Fast finishers

- Pupils find words in the story connected to hobbies and sports and draw them in their notebooks, illustrating each to help learn the vocabulary.

Finishing the lesson (5 minutes)

- Ask pupils what they remember from the story.
- Check answers as a class.

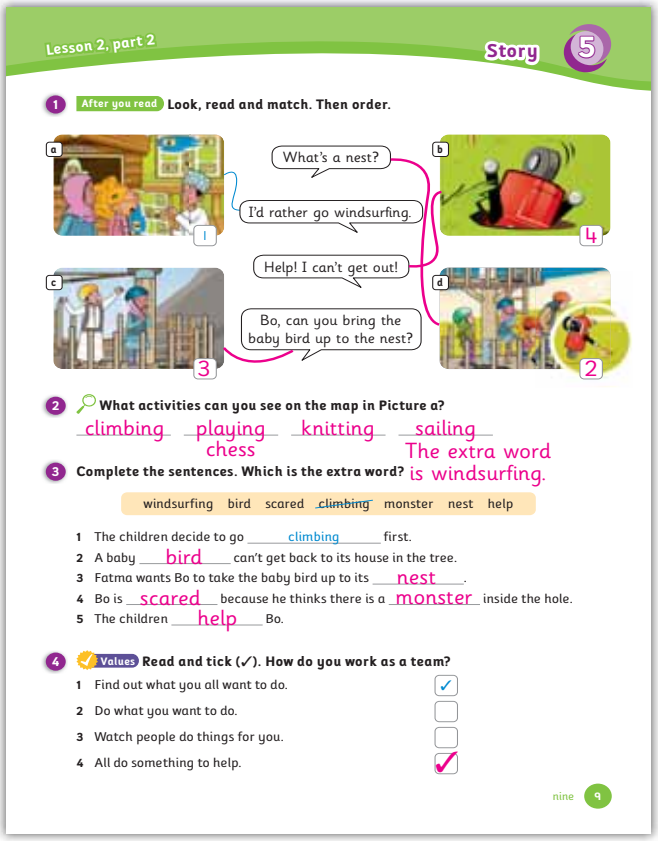
Lesson 2, part 2

Starting the lesson (5 minutes)

- Ask pupils to talk about their favourite scene from the story. Have them give reasons for their answers.

Practice

Activity Book



Lesson 2, part 2 — Story 5

1 After you read Look, read and match. Then order.

a 1 — What's a nest? — I'd rather go windsurfing.

b 4 — Help! I can't get out!

c 3 — Bo, can you bring the baby bird up to the nest?

d 2

2 What activities can you see on the map in Picture a?

climbing, playing chess, knitting, sailing

3 Complete the sentences. Which is the extra word? The extra word is windsurfing.

windsurfing bird scared ~~climbing~~ monster nest help

1 The children decide to go climbing first.
2 A baby bird can't get back to its house in the tree.
3 Fatma wants Bo to take the baby bird up to its nest.
4 Bo is scared because he thinks there is a monster inside the hole.
5 The children help Bo.

4 Values Read and tick (✓). How do you work as a team?

1 Find out what you all want to do. ✓
2 Do what you want to do.
3 Watch people do things for you.
4 All do something to help. ✓

nine 9

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

- Give pupils one minute to complete the activity.
- Check answers as a class.

2 What activities can you see on the map in Picture a? (10 minutes)

- Pupils complete the activity individually. They check answers in pairs.

3 Complete the sentences. Which is the extra word? (10 minutes)

- Pupils complete the activity individually.
- Ask pupils which of the words isn't needed (*windsurfing*). Ask pupils if they would like to try windsurfing.

4 Values Read and tick (✔). How do you work as a team? (5 minutes)

- Pupils tick the correct options and then compare and discuss their answers in small groups, giving reasons why/why not.

Extra activity Critical thinking

- Pupils make posters showing their answers to 4 and add other ways to work as a team. Pupils take it in turns to present their ideas to the class. The posters can be displayed.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they learnt from the story.

Extra activity Photocopiables S6 and 49

- Ask pupils to do photocopiables S6 and 49.

CLIL Link

In Unit 5, the story is based around the heart and how it pumps blood around the body from Science.

The Discovery Team go climbing on the activity day event at the park. Bo asks Lottie why she is breathing loudly and quickly, and she explains that her heart is beating faster and she needs more air. Bo wants to exercise too, and when he is flying around he spots a bird that has fallen from its nest, which he takes back up to the tree. Then he sees a hole and gets scared because there are eyes glowing in the dark. The hole is a rabbits' burrow.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use *can/can't* and *but*
- **Target language:** *I can (go sailing), but I can't (play board games). Can you (sew)? Yes, I can. No, I can't.*

Global Scale of English (GSE)

- **Listening:** Can identify specific information about where people are from their surroundings, or from pictures with a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can ask a range of questions to find the answer (GSE 36).

Materials

- Unit 5 flashcards (hobbies)
- notebooks
- photocopiable 45

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (5 minutes)

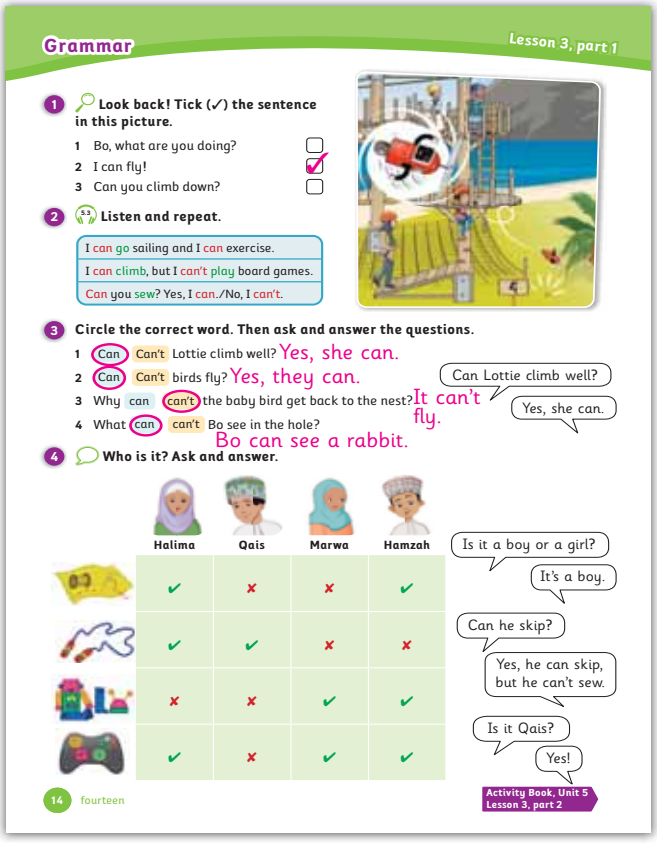
- Write *The activity day* on the board. Ask *What do the kids do? What happens to Bo? What is the monster Bo finds underground?* and elicit answers.
- Ask pupils what else they remember from the story from Lesson 2. Prompt with questions: *What activities are there? Why does Lottie climb? Why does Bo's exercise go wrong? Who can/can't fly?*

Presentation (5 minutes)

- Explain that in this lesson pupils will learn to use *can/can't* to talk about ability.
- Place the Unit 5 flashcards on the board. Point to a flashcard, says its name and have pupils repeat chorally. Then ask individual pupils to name a flashcard using the Lollipop stick technique (see page 15).

Practice

Class Book



1 Look back! Tick (✓) the sentence in this picture. (5 minutes)

- Have pupils work in pairs to look at the picture and say what is happening to Bo and why. They can refer to pages 12 and 13 to help if necessary.

2 5.3 Listen and repeat. (10 minutes)

- Pupils look at the story on pages 12 and 13. They find the sentences with *can/can't* in the story. Write on the board *I can fly!* Ask pupils *Who/What can fly? (Bo).* Ask *Can you fly, (name)?* to elicit *No, I can't.* Write *It can't get back to its nest on the board.* Say *Why not?* (*It can't fly. It's a baby.*). Write *Sami, can you see a nest up there?* on the board. Say *Can he?* (*Yes, he can.*). Ask *Can Bo bring the baby bird up to the nest? Why?* (*Yes, because he can fly.*). Ask pupils to write and illustrate these examples of *can/can't* in their notebooks.
- Play the audio. Ask *How do you make a question with* can*?* (*Can you/he/she/it + green word/verb*) *You know how/are able to. Is that can/can't?* (*can*) *You don't know how, you are not able to is …?* (*can't*).
- Ask pupils to make the sentences true for them by changing the words in red/green. Have pairs make a question by replacing *sew* with any verb of their choice that fits.

5.3

I can go sailing and I can exercise.
I can climb, but I can't play board games.
Can you sew?
Yes, I can. / No, I can't.

3 Circle the correct word. Then ask and answer the questions. (5 minutes)

- Refer pupils to the story on pages 12 and 13. Ask *Which picture frame shows the answer to question 1? In which picture frame is Lottie climbing? (2) Can you point to it?*
- Pupils complete the activity individually. They then compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).

4 Who is it? Ask and answer. (5 minutes)

- Draw pupils' attention to the pictures and the chart. Ask *What can you see in the pictures? (two girls, two boys, play computer games/build a robot/skip/sew).*
- Focus pupils' attention on the speech bubbles and the chart. Model the pronunciation. Divide the class into two halves, ask one half to repeat the questions, and the other the answers.
- Pupils work in pairs.

Diversity

Support

- Pupils take turns to say some affirmative and negative sentences about the children in the pictures/chart first. Work together as a class. Elicit, guide and write the questions on the board.

Challenge

- Pupil A asks a question with *Is it/Can …* about the picture and Pupil B answers. Then they swap roles.

Extra activity TPR

- Say verbs about sports or physical abilities and have pupils mime/shake/nod their heads, e.g. *You can swim/climb,* etc.

Extra activity Communication

- Pupils work in small groups. Set a time limit of one or two minutes for them to find as many things in common that they can/can't do. They can report back to the class taking it in turns, e.g. *We can …, but we can't …*

Finishing the lesson (5 minutes)

- Play *Backs to the board* (see page 22) with the Unit 5 flashcards. Then ask pupils which of the activities they can and can't do. Ask them which they would like to be able to do.

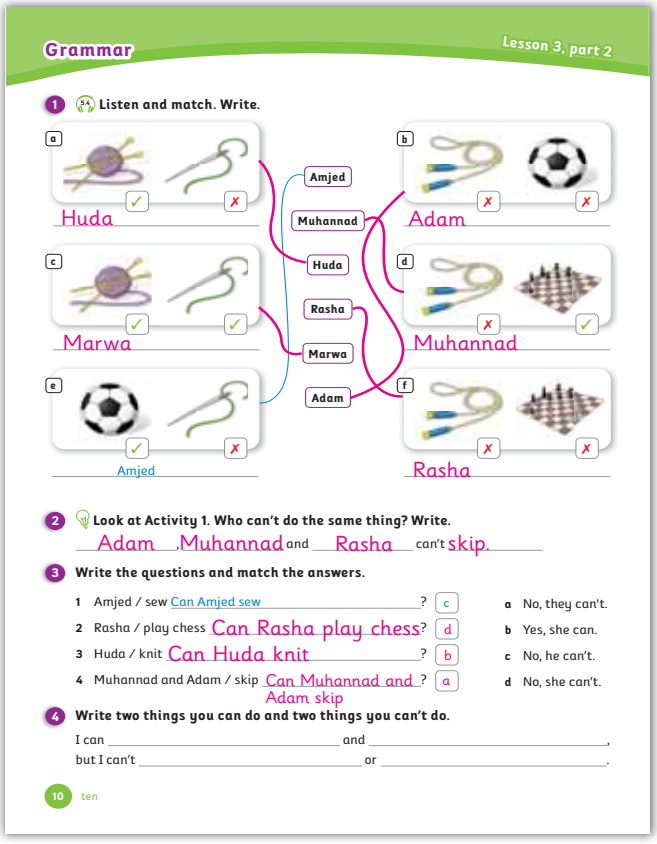
Lesson 3, part 2

Starting the lesson (5 minutes)

- Ask pupils to look at the pictures and, in pairs, discuss which of the activities they find the most/least interesting. Ask them to give reasons for their answers.

Practice

Activity Book



1 5.4 Listen and match. Write. (10 minutes)

- Ask pupils to look at the pictures. Check pupils understand the task using the Traffic light cards technique (see page 15). Ask *What can/can't Amjed do?*
- Play the audio.
- Pupils match the people to the activities and then write their names.
- Check answers using the Lollipop stick technique (see page 15).

5.4

1 I'm Amjed. I can't sew, but I can kick the ball!
2 I'm Muhannad. I can't skip, but I can play chess.
3 I'm Huda. I can knit, but I can't sew.
4 I'm Rasha. I can't skip and I can't play chess.
5 I'm Marwa. I can knit and I can sew. It's fun.
6 I'm Adam. I can't skip and I can't kick a ball.

Grammar

2 **Look at Activity 1. Who can't do the same thing? Write.** (5 minutes)

- Pupils work individually and then check answers in pairs.

3 **Write the questions and match the answers.** (10 minutes)

- Ask pupils to look at the example question and answer and explain that they have to use the information in Activity 1 to complete the questions and match them to the answers.
- Place pupils in pairs. Use the Expert envoy technique (see page 15) when pairing pupils.
- Check answers as a class.

4 **Write two things you can do and two things you can't do.** (5 minutes)

- Pupils work individually to complete the activity and then share their sentences with a partner.
- Ask volunteers to read aloud their answers if they're comfortable doing so.

Finishing the lesson (5 minutes)

- Ask *When and why do we use can/can't?* and elicit answers. Use the Summative and thought-provoking questions technique (see page 15) to encourage pupils to reflect on what they found easy and difficult today.

Extra activity **Photocopiable 45**

- Ask pupils to do photocopiable 45.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use adverbs of manner
- **Target language:** *badly, carefully, easily, loudly, quickly, quietly, slowly, well*

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).

Materials

- Unit 5 flashcards (*badly, carefully, easily, loudly, quickly, quietly, slowly, well*)
- photocopiables 41, 45, 53 and 57

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson (2 minutes)

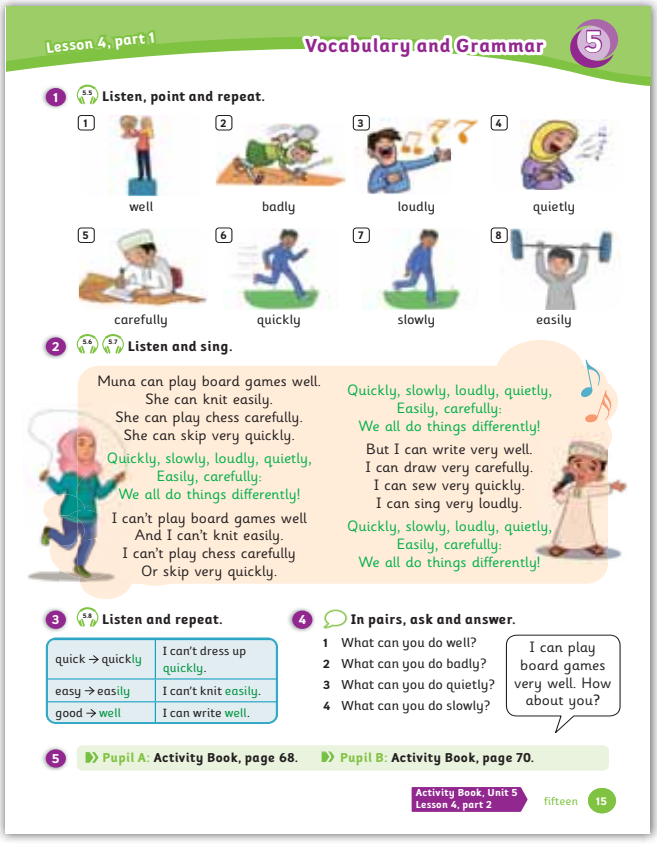
- Ask *What can you do well and very well?* Say *'Well' means you are good, and 'very well' means you are very good at doing this.* Elicit answers.

Presentation (3 minutes)

- Explain that in this lesson pupils will learn to use some adverbs of manner (words that tell us how something happens) with *can*. They will also sing a song.
- Place the Unit 5 flashcards (adverbs of manner) on the board. Point to each flashcard, say the adverb and have pupils repeat after you.

Practice

Class Book



1 5.5 Listen, point and repeat. (5 minutes)

- Refer pupils to page 15.
- Play the audio. Pause after each word and have pupils repeat.
- Practise the vocabulary. Pupils use the adverbs to talk about the pictures. Ask *Who is running? (6 and 7).* Mime running slow. *Which runner is slow? (7); How does he run? (slowly).* Mime running fast. *Which runner is fast? (6); How does he run? (quickly); Who is a good player? (1); How does she play sport? (well); Who is strong? (8).* Mime lifting heavy/light weights. *How does he lift weights? (easily); Who is writing? (5); How is he writing? (carefully); Who isn't very good at sport? (2); How does she play sport? (badly); Who is singing? (3 and 4).* Whisper *Which singer can't you hear well? (4); How does he sing? (quietly).* Shout *Which singer can you hear very well? (3); How does he sing? (loudly).*

5.5

1 well **2** badly **3** loudly **4** quietly **5** carefully **6** quickly **7** slowly **8** easily

Vocabulary and Grammar

Extra activity **Collaborative work**

- Have pupils describe or mime the pictures with the adverbs to their partner who points to the correct picture. Then they swap.

2 **5.6 & 5.7 Listen and sing.** (10 minutes)

- Pupils look at the pictures and raise their hands to say which verb/adverb they can see.
- Play the song and tell pupils to stand up, listen and mime silently this time.
- Play the karaoke version of the song (track 5.7) and encourage pupils to sing along.

5.6

Muna can play board games well.
She can knit easily.
She can play chess carefully.
She can skip very quickly.

Quickly, slowly, loudly, quietly,
Easily, carefully:
We all do things differently!

I can't play board games well,
And I can't knit easily.
I can't play chess carefully
Or skip very quickly.

Quickly, slowly, loudly, quietly,
Easily, carefully:
We all do things differently!

But I can write very well.
I can draw very carefully.
I can sew very quickly.
I can sing very loudly.

Quickly, slowly, loudly, quietly,
Easily, carefully:
We all do things differently!

3 **5.8 Listen and repeat.** (5 minutes)

- Ask pupils to find examples of adverbs of manner in the song. Have pupils copy and illustrate these examples in their notebooks.
- Ask pupils to look at the grammar box and repeat as you play the audio. Focus on the pronunciation.
- *Ask Which words are adjectives? Which are adverbs of manner?* Elicit answers.

5.8

Quick, quick**ly**: I can't dress up quick**ly**.
Easy, eas**ily**: I can't knit eas**ily**.
Good, **well**: I can write **well**.

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

- Ask a pupil to read the example in the speech bubble. Then put pupils in pairs and have them ask and answer the questions.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique (see page 15) to choose some pairs to ask and answer the questions for the rest of the class.

Diversity

Support

- Before completing the activity, write the example on the board. The first pupil uses the example to say something true about themselves. *I can … very well. How about you? (turning to the next pupil) This pupil says (name) can … and I can … How about you?* The pupils continue.

Challenge

- Ask pupils to write more questions using the adverbs.

5 **Pupil A: Activity Book, page 68.**
Pupil B: Activity Book, page 70. (5 minutes)

- Assign Pupil A or Pupil B and ask them to find the correct page in their Activity Book.
- Pupils work together to find out what each person can or can't do by asking and answering questions. Use the Traffic light cards technique (see page 15) to make sure pupils understand what they have to do.
- Monitor pupils, helping where necessary.

Extra activity **Communication**

- Place the Unit 5 flashcards (hobbies and adverbs of manner) around the room. Divide the class into two teams. Assign *hobby* to one group and *adverb* to the other. Pick a pupil from each group. Have all the other pupils shut their eyes. Pupils pick a card each and mime the action in the manner of the word for the other pupils to guess, e.g. *skip slowly, play chess loudly,* etc.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Do you like the song? Can you remember it without looking at the book?*
- Play the karaoke version of the song (track 5.7) again and encourage pupils to sing.

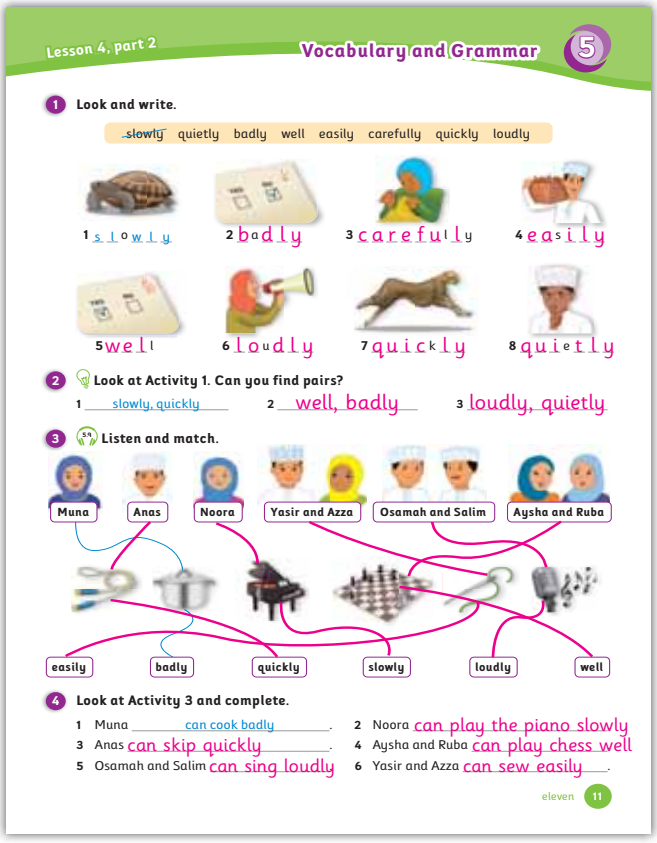
Lesson 4, part 2

Starting the lesson (5 minutes)

- Place the Unit 5 flashcards (adverbs of manner) on the board for a minute, have pupils study them and then remove them.
- Call out an adverb of manner and ask a volunteer to spell the word.

Practice

Activity Book


Lesson 4, part 2 Vocabulary and Grammar 5

1 Look and write.

~~slowly~~ quietly badly well easily carefully quickly loudly

1 slowly 2 badly 3 carefully 4 easily
5 well 6 loudly 7 quickly 8 quietly

2 Look at Activity 1. Can you find pairs?

1 slowly, quickly 2 well, badly 3 loudly, quietly

3 Listen and match.

Muna Anas Noora Yasir and Azza Osamah and Salim Aysha and Ruba

easily badly quickly slowly loudly well

4 Look at Activity 3 and complete.

1 Muna can cook badly.
2 Noora can play the piano slowly.
3 Anas can skip quickly.
4 Aysha and Ruba can play chess well.
5 Osamah and Salim can sing loudly.
6 Yasir and Azza can sew easily.

eleven 11

1 Look and write. (5 minutes)

- Pupils look at the pictures and complete the adverbs of manner with the words from the box.
- Pupils check answers in pairs.

2 Look at Activity 1. Can you find pairs? (5 minutes)

- Pupils write the opposite adverbs of manner individually.
- Check answers using the Lollipop stick technique (see page 15).

3 5.9 Listen and match. (8 minutes)

- Place pupils in pairs.
- Play the audio.
- Ask a pair to tell the class their answers. Ask the other pupils to raise their hands if they have the same answer. Ask pupils to say different answers.

5.9

Girl: Hi, I'm Muna. I can do many things, but there's one thing I do badly. I cook badly! Look at my friends and how they can do some activities. Aysha and Ruba can play chess well. They play every day. Anas can skip quickly; he is the quickest boy in the class. Noora is the only one who can play the piano; she can play it slowly, but it sounds nice. This is Osamah and this is Salim. They can sing loudly. It's fun. And this is Yasir and this is Azza. They love arts and crafts. They can sew easily.

4 Look at Activity 3 and complete. (7 minutes)

- Pupils complete the sentences individually.
- Have pupils swap books to check each other's answers.
- Check answers as a class.

Dictation (5 minutes)

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

D5

1	go fishing	7	build a robot
2	go sailing	8	dress up
3	go windsurfing	9	knit
4	play chess	10	sew
5	play board games	11	skip
6	play computer games	12	kick

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 41, 45, 53 and 57**

- Ask pupils to do photocopiables 41, 45, 53 and 57.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about ball games 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).
- **Writing:** Can write a short list of instructions for using or doing something (e.g. playing a game), given a model (GSE 42).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Materials

- a variety of balls (sizes, purposes)
- coloured pencils
- photocopiable 61

Assessment for Learning (formative assessment)

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

Lesson 5, part 1

Starting the lesson (2 minutes)

- Show pupils all the balls you have. Write *Ball games* on the board. Ask *What's your favourite ball game? Why?* and elicit answers.

Presentation (3 minutes)

- Explain that in this lesson pupils will talk about ball games around the world.
- Introduce the key words from the text, e.g. *bat, wicket,* drawing pupils' attention to the pictures on page 16.

Culture notes

- Rounders is a popular children's ball and bat game for English, Irish, Welsh and Scottish children, played since the 1500s. It was referenced in 1744, in a children's book, where it was called baseball. Points are scored by the team that bats, when a player hits the ball a long way and runs around all the bases in one turn.
- Australian (Aussie) rules football (footy) uses an oval ball like in rugby and involves two teams of 18 players. It's similar to football but to move the ball, you can use any part of your body.

Practice

Class Book



1 Before you read Which ball game is the most popular in your country? (2 minutes)

- Refer pupils to page 16 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas.

2 5.10 Listen and read. (5 minutes)

- Ask pupils to find different pieces of sports equipment while they read.
- Play the audio all the way through.

- Check comprehension with questions *Where in the world do people love baseball? (Japan and the USA.); Can you run with the ball in Aussie Rules? (Yes.); What equipment do you need to play cricket? (A bat, a ball, a wicket).*

5.10

Ball games around the world

What ball games do you know? Do you play with a bat? Do you play with your hands or feet?

Baseball

Baseball is a very popular game in the USA and in Japan. You play baseball with a bat and a ball. You must hit the ball, then you run quickly around the diamond.

Cricket

Cricket is very popular in the UK, Australia, New Zealand, India and Pakistan. You play cricket with a bat and a very hard, fast ball. You must stand at a wicket. Then you hit the ball with the bat and run quickly to the other wicket.

Australian Rules Football

Australian Rules Football comes from Australia. You can run with the ball and you can kick it. It's a very exciting game! The players can jump very high!

3 After you read Activity Book, page 12.

- Pupils turn to page 12 in their Activity Books before they complete the Class Book activities for this lesson.

Extra activity Critical thinking

- Pupils work in pairs and find the similarities and differences between the ball games in the text, e.g. *you need … you must … you can …, etc.*

4 What's different from sports at your school? Think of three things. Then tell your partner. (5 minutes)

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Use the Lollipop stick technique (see page 15) to elicit ideas from different pairs.

Diversity

Support

- Write key phrases or 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 15), ask pupils to say a key word from the text that is connected to the theme of ball games. Pupils write the words in their vocabulary lists.

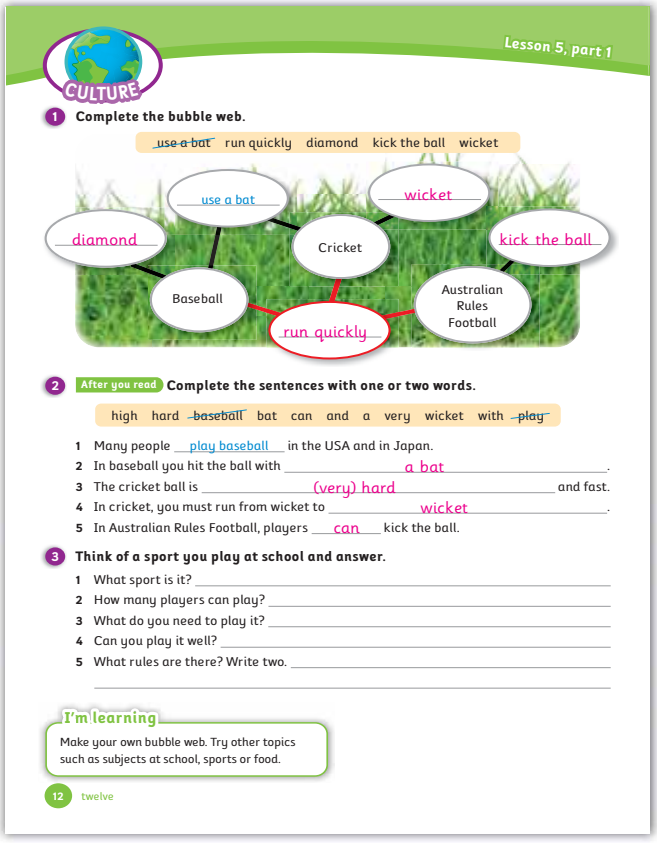
Find out more! Watch the video. (5 minutes)

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

Extra activity TPR

- Ask pupils to choose a ball game from their poster presentations and go outside to play it together.

Activity Book



Lesson 5, part 1

CULTURE

1 Complete the bubble web.

use a bat run quickly diamond kick the ball wicket

use a bat, wicket, diamond, Cricket, kick the ball, Baseball, Australian Rules Football, run quickly

2 After you read Complete the sentences with one or two words.

high hard ~~baseball~~ bat can and a very wicket with ~~play~~

1 Many people play baseball in the USA and in Japan.
2 In baseball you hit the ball with a bat.
3 The cricket ball is (very) hard and fast.
4 In cricket, you must run from wicket to wicket.
5 In Australian Rules Football, players can kick the ball.

3 Think of a sport you play at school and answer.

1 What sport is it?
2 How many players can play?
3 What do you need to play it?
4 Can you play it well?
5 What rules are there? Write two.

I'm learning

Make your own bubble web. Try other topics such as subjects at school, sports or food.

12 twelve

1 Complete the bubble web. (5 minutes)

- Pupils complete the bubble web in pairs with the words/phrases from the box. Explain that the words/phrases relate to more than one sport in some instances.
- Use the Traffic light cards technique (see page 15) to check that pupils know what they have to do.
- Write the answers on the board.

2 After you read Complete the sentences with one or two words. (5 minutes)

- Pupils complete the activity individually. Check answers using the Lollipop stick technique (see page 15).

Culture and Project

3 Think of a sport you play at school and answer. (5 minutes)

- Pupils complete individually first.
- Place pupils in pairs to compare ideas and prepare for the poster activity.
- Walk around the class monitoring pairs.
- Place two pairs together and have pupils discuss their ideas.
- Ask for class feedback after pupils complete the activity.
- Read the *I'm learning box*. Pupils make their own bubble webs using a different topic. Monitor pupils, helping where necessary.

Finishing the lesson (3 minutes)

- Using the Summative and thought-provoking questions technique (see page 15), ask *What did you learn today?* and have pupils raise their hands to offer answers.

Lesson 5, part 2

Starting the lesson (5 minutes)

- Describe a ball game, e.g. *You play this with a ball. You stand at the wicket. You hit the ball with a bat,* etc. and have pupils name the sport. Include other sports not included on page 16 of the Class Book too.

Presentation (5 minutes)

- Explain that in this lesson pupils will make a rules poster for a ball game.
- Elicit some of the rules for common ball games, e.g. *In football, players can't touch the ball with their hands (except the goalkeeper).*

Practice – Project

Class Book



Make a rules poster for a ball game. (25 minutes)

- Divide pupils into groups of four. Have them decide in their groups which sport they are going to make a rules poster for.
- Ask a volunteer to read aloud the example.
- Explain that pupils should write and illustrate (with either drawings or photos) at least two rules – one with *must*, one with *mustn't* – on their poster.
- Monitor pupils, helping where necessary.
- Each group presents their poster to the class. Make sure each pupil says something.

Finishing the lesson (5 minutes)

- Pupils use the Three facts and a fib technique (see page 15) to write sentences about the ball games they learnt about. Ask pupils to present their sentences to the class to spot the facts and the fib.

Extra activity **Photocopiable 61**

- Ask pupils to do photocopiable 61.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to talk about preferences
- **Target language:** *What shall we do? Do you want to (play a computer game)? Not really. I'd rather (play chess).*

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 understand short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35). Can make simple arrangements to do something (GSE 36).

Materials

- Yes/No response cards
- photocopiable 65

Assessment for Learning (formative assessment)

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

Lesson 6

Starting the lesson (3 minutes)

- Ask pupils questions and have them respond using the Yes/No response cards technique (see page 15). Ask *Do you like playing football? Do you like playing board games/computer games? (Which?) Do you like arts and crafts/drawing? Do you like knitting/sewing?* Ask pupils to say what their hobbies are and what sports they do.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to talk about preferences.
- Write these verbs on the board: *play, go, do*. Ask pupils to predict phrases about hobbies and sports using the verbs on the board.

Practice

Class Book



1 What hobbies can you see in the pictures? Which do you want to do? (5 minutes)

- Refer pupils to page 17. Pupils discuss in pairs and then raise their hands to offer answers.

2 5.11 Watch or listen. What would Sara rather do? (5 minutes)

- Play the audio or video. Do not confirm answers yet.

5.11

Girl: What shall we do, Sara?
Sara: Do you want to play a computer game?
Girl: Not really. I'd rather play chess.
Sara: I can't play chess very well. I'd rather go fishing.
Girl: Good idea!
Sara: OK, let's go fishing on the lake.

3 5.12 Watch or listen again, read and check. (5 minutes)

- Play the audio or video again for pupils to 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 the meanings of the sentences if necessary.

English in action

Extra activity **Collaborative work**

- Divide the class into two groups. One group is Sara; the other is her friend. Play the audio and pause after each sentence. Pupils from each group repeat.

4 **Plan your day.** (5 minutes)

- Place pupils in pairs to complete the activity.
- **Extension** Pupils repeat the activity in different pairs.

Diversity

Support

- Give pupils one minute to prepare their ideas before speaking.

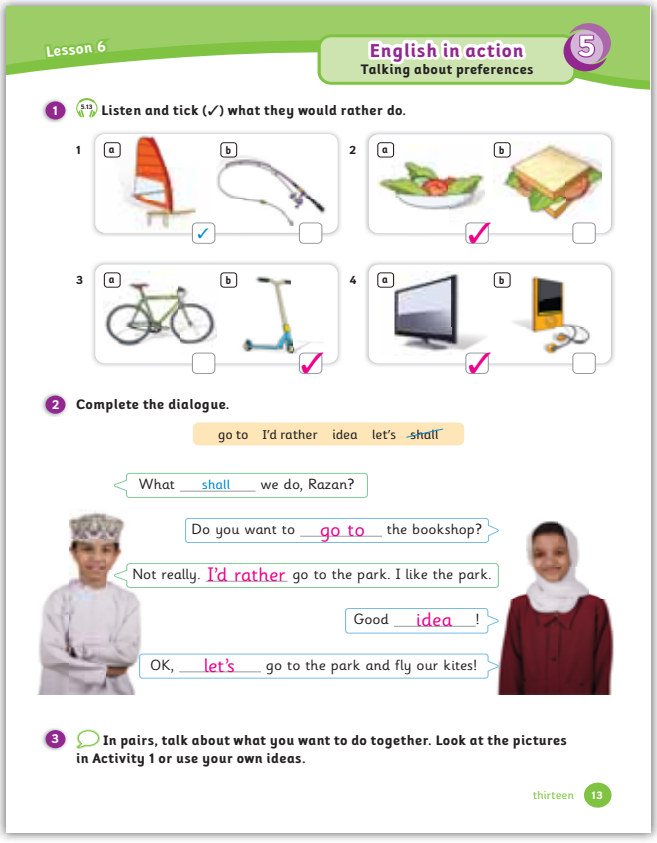
Challenge

- Have pupils perform their conversation to the class.

Extra activity **TPR**

- Team mimes. Ask a pair of pupils to mime exchanges from 4 silently, using body language. The other pupils suggest ideas, which are confirmed (or not) by the players.

Activity Book



Lesson 6

English in action
Talking about preferences
5

1 5.13 Listen and tick (✓) what they would rather do.

1 a ✓ b
2 a ✓ b
3 a b ✓
4 a ✓ b

2 Complete the dialogue.

go to I'd rather idea let's ~~shall~~

What shall we do, Razan?
Do you want to go to the bookshop?
Not really. I'd rather go to the park. I like the park.
Good idea!
OK, let's go to the park and fly our kites!

3 In pairs, talk about what you want to do together. Look at the pictures in Activity 1 or use your own ideas.

thirteen 13

1 5.13 **Listen and tick (✓) what they would rather do.** (5 minutes)

- Check pupils understand *I'd rather*. Say it means you want to do one thing more than another.
- Play the audio.
- Confirm answers using the Lollipop stick technique (see page 15).

5.13

1 **Boy 1:** What shall we do?
Girl 1: Do you want to go fishing?
Boy 1: Not really. I'd rather go windsurfing. It's very windy!
Girl 1: OK. Let's go windsurfing.

2 **Girl 2:** What shall we have for lunch?
Boy 2: Do you want a cheese sandwich?
Girl 2: Not really. I like vegetables. I'd rather have a salad.
Boy 2: OK. Let's have a salad.

3 **Boy 3:** What shall we do?
Girl 3: Do you want to ride a bike?
Boy 3: Not really. I'd rather ride a scooter. My bike is broken.

4 **Girl 4:** What shall we do?
Boy 4: Do you want to listen to music?
Girl 4: Not really. I'd rather watch TV. My favourite TV programme is on now.
Boy 4: Yes! Good idea! Let's watch TV!

2 **Complete the dialogue.** (5 minutes)

- Pupils complete the dialogue with the words from the box.
- Check answers as a class.
- **Extension** Pupils read the dialogue in pairs.

3 **In pairs, talk about what you want to do together. Look at the pictures in Activity 1 or use your own ideas.** (3 minutes)

- Place pupils in pairs to talk about what they want to do. They use the pictures in Activity 1 (or their own ideas) and the dialogue in Activity 2 as a model.

Finishing the lesson (2 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to encourage pupils to discuss their learning challenges and successes. Ask *What shall we do tonight, … or …?* Pupils respond appropriately.

Extra activity **Photocopiable 65**

- Ask pupils to do photocopiable 65.

Skills

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to read and understand a text about a leisure centre and the activities you can do there
- **Target language:** revision of unit 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). Can find specific information about typical free-time activities for young people in simple illustrated information leaflets (GSE 39).

Materials

- notebooks
- photocopiable 69

Assessment for Learning (formative assessment)

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

Lesson 7, part 1

Starting the lesson (5 minutes)

- Write *Leisure centre* on the board. Have pupils raise hands and tell you things they expect to or would like to be able to do in a leisure centre.

Presentation (5 minutes)

- Explain that in this lesson pupils will read a text about a leisure centre. Explain *Give-it-a-go Day* is the same as Activity day.
- Write the words t*rampoline, safety harness, races* and *arts and crafts* on the board. Ask pupils to work in pairs and find the pictures that show these activities on page 18.
- Ask pupils to point to the pictures for feedback.

Diversity

Support

- Give pupils some extra information before they read. Say *The text is about the activities you can see in the pictures. What equipment do you need? Can you do these activities/hobbies/sports?*

Challenge

- Ask pupils extra questions: *Have you been to a leisure centre? What can you do there? What activities are on the page?*

Practice

Class Book


Skills
Lesson 7, part 1
Reading
1 Before you read Look at the pictures. Which activity do you want to try?
2 514 Listen and read. How much do the activities cost? 10 OMR
Muscat Leisure Centre
Give-it-a-go Day!
Do you want to find a new hobby or try a new sport? Come to our Give-it-a-go Day! We've got a lot of different sports and activities for you!
Climbing
Do you love climbing trees? Come and try our climbing wall! You can learn to climb safely and have lots of fun!
Races
We've got a lot of fun races, too! There are running races in the morning and afternoon.
Trampolining
Jump as high as you can on our amazing trampolines! With the safety harness on, you can jump very high or try some more exciting moves!
Arts and crafts
Do you love making things? Come and try your hand at lots of different arts and crafts! Would you rather learn knitting or sewing? Or would you rather learn painting or drawing?
3 After you read Answer the questions.
In which activity ...
1 can you use paint? Arts and crafts
2 can you jump very high? Trampolining
3 can you use pencils? Arts and crafts
4 can you wear something on your head? Climbing
5 can you wear a safety harness? Trampolining / Climbing
When: Saturday 10th April, 10 o'clock to 4 o'clock
Where: Muscat Leisure Centre
Cost: just 10 OMR. for all activities!
Fill in your form now!
18 eighteen
Activity Book, Unit 5 Lesson 7, part 2

Reading

1 Before you read Look at the pictures. Which activity do you want to try? (5 minutes)

- Refer pupils to page 18. Pupils work in pairs. Ask pupils to give reasons for their answers and ask each other *Why/Why not?*
- Ask a few pupils to report back to the class.

2 5.14 **Listen and read. How much do the activities cost?** (15 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.
- Check comprehension with questions. Ask *What day and time is Give-it-a-go Day? (10th of April 10 am–4 pm.); What activities can you try? (Trampolining, climbing, races, arts and crafts.); Why do you need a safety harness? (To try trampolining and climbing.); Where can you climb? (Up a climbing wall.); When can you do fun races? (All day, morning and afternoon.); What's another way to say painting, drawing, sewing and knitting? (Arts and crafts).*

5.14

Muscat Leisure Centre

Give-it-a-go Day!

Do you want to find a new hobby or try a new sport? Come to our Give-it-a-go Day! We've got a lot of different sports and activities for you!

Trampolining

Jump as high as you can on our amazing trampolines! With the safety harness on, you can jump very high or try some more exciting moves!

Climbing

Do you love climbing trees? Come and try our climbing wall! You can learn to climb safely and have lots of fun.

Races

We've got a lot of fun races, too! There are running races in the morning and afternoon.

Arts and crafts

Do you love making things? Come and try your hand at lots of different arts and crafts. Would you rather learn knitting or sewing? Or would you rather learn painting or drawing?

When: Saturday 10th April, 10 o'clock to 4 o'clock.
Where: Muscat Leisure Centre.
Cost: just 10 OMR, for all activities!
Fill in your form now!

Extra activity Critical thinking

- Pupils work in pairs and find all the nouns and verbs in the text connected to the theme of leisure activities. They write the words in their notebooks under two separate headings.

3 After you read **Answer the questions.** (5 minutes)

- Pupils complete the activity individually. They then compare answers with a partner.
- Ask for feedback using the Lollipop stick technique (see page 15).

Extra activity Collaborative work

- Pupils work in groups to think of more/different leisure activities for their own Give-it-a-go Day (e.g. *at school, a local leisure centre, an outdoor space*). Have them draw and label activities they think of.

Extra activity Fast finishers

- Pupils write their ten favourite words from this lesson in their notebooks. They write the meanings or draw pictures next to the words.

Finishing the lesson (5 minutes)

- Pupils close their books. They work in pairs and tell each other what they can do at the leisure centre. They take turns to say a sentence.
- Walk around the class monitoring pairs.
- Use the Summative and thought-provoking questions technique (see page 15) to ask *Did you remember everything? What do you think about Give-it-a-go Day?*

Lesson 7, part 2

Starting the lesson (5 minutes)

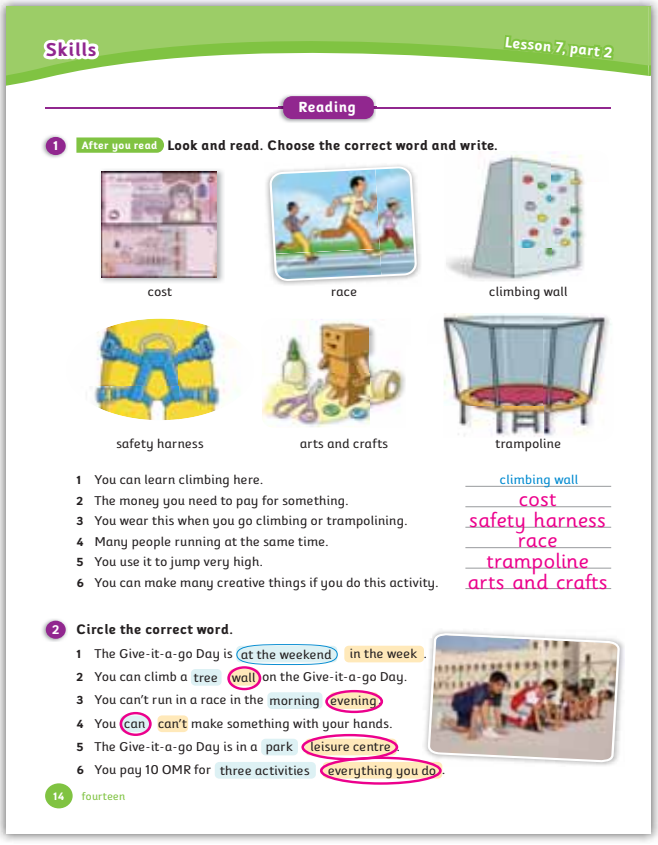
- Ask pupils to name all the activities you can do at a leisure centre, apart from the ones mentioned in the text from the first part of the lesson. Ask them how they can stay safe while doing the activities.

Presentation (5 minutes)

- Ask pupils to tell you what they can remember about the Muscat Leisure Centre from the last lesson. Have pupils say what kinds of activities children can do there, when the activities take place and how much they cost. They can quickly read the text again if necessary.
- Ask them to identify the two adverbs of manner in the text (*safely, high*).

Practice

Activity Book



Skills — Lesson 7, part 2

Reading

1 After you read Look and read. Choose the correct word and write.

cost | race | climbing wall | safety harness | arts and crafts | trampoline

1 You can learn climbing here. — climbing wall
2 The money you need to pay for something. — cost
3 You wear this when you go climbing or trampolining. — safety harness
4 Many people running at the same time. — race
5 You use it to jump very high. — trampoline
6 You can make many creative things if you do this activity. — arts and crafts

2 Circle the correct word.

1 The Give-it-a-go Day is at the weekend / in the week.
2 You can climb a tree / wall on the Give-it-a-go Day.
3 You can't run in a race in the morning / evening.
4 You can / can't make something with your hands.
5 The Give-it-a-go Day is in a park / leisure centre.
6 You pay 10 OMR for three activities / everything you do.

14 fourteen

Reading

1 After you read Look and read. Choose the correct word and write. (10 minutes)

- Ask volunteers to describe the pictures.
- Read the sentences aloud and elicit the meaning of any words that they may not know (*pay, creative,* etc.)
- Explain to pupils that they read the sentences and write the correct word.
- Give pupils time to complete the activity individually. They compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).

2 Circle the correct word. (10 minutes)

- Pupils complete the activity individually. Tell them that they are now going to look for specific information. They can refer to page 18 of their Class Books to find the answers.
- Use the Expert envoy technique (see page 15) to have stronger pupils help weaker pupils do the activity if necessary.
- Check answers using the Lollipop stick technique (see page 15).

Finishing the lesson (10 minutes)

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

Extra activity Photocopiable 69

- Ask pupils to do photocopiable 69.

Skills

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to make a plan with a partner; to complete a form
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can make simple arrangements to meet or do something (GSE 39).
- **Writing:** Can complete a simple form with basic personal details (GSE 29).

Materials

- photocopiable 73

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Thumbs up/down technique (see page 15)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); Think-pair-share technique (see page 15); groupwork
- Independent learning: Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson (5 minutes)

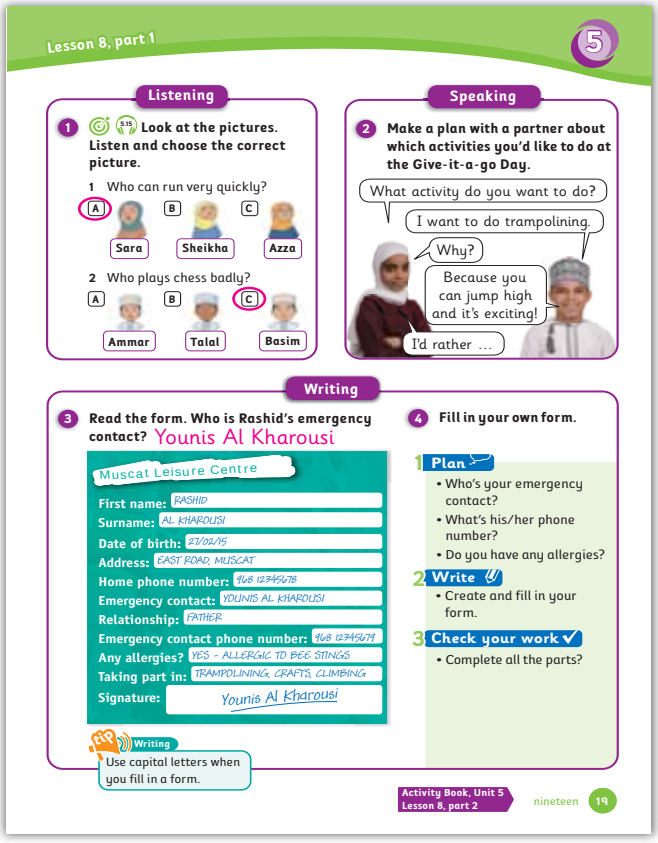
- Play the song from Lesson 4 (track 5.6) and encourage pupils to join in and do the actions.

Presentation (5 minutes)

- Explain that in this lesson pupils will listen to children talk about what they can and can't do well and then fill in a form.
- Using the Lollipop stick technique (see page 15), ask pupils to say activities and hobbies they can do well.

Practice

Class Book



Listening

1 5.15 Look at the pictures. Listen and choose the correct picture. (5 minutes)

- Refer pupils to page 19 and tell them to read the questions and the names before they listen so they know what to listen for.
- Play the audio.
- Pupils check answers in pairs

5.15

1 Who can run very quickly?

Girl: It's Give-it-a-go Day! at the sports centre tomorrow.
Boy: What's that?
Girl: It's an activity day. You can try a lot of different activities. There are races, too. I'm in a running race with Sara. She runs very quickly. I'm worried about it!
Boy: What about Azza? Is she in the race? She can run very quickly too, can't she?
Girl: Azza? No, she runs very slowly. It's Sara who runs quickly.

2 Who plays chess badly?

Boy: And on Tuesday it's the school chess competition.
Girl: Who's playing in the school chess competition?
Boy: Basim. But he's terrible at chess, he plays so badly! Ammar is much better.
Girl: Why isn't Ammar playing?
Boy: He's ill so he can't play. That's why Basim is playing.

Diversity

Support

- Write the questions above on the board for pupils to answer.

Challenge

- Ask more comprehension questions: *When is Give-it-a-go Day? (Tomorrow.); Where is Give-it-a-go Day? (At the sports centre.); Who is the fastest, Sara or Azza? (Sara.); Why isn't Ammar playing in the competition? (He's ill, so he can't.).*

Speaking

2 Make a plan with a partner about which activities you'd like to do at the Give-it-a-go Day. (10 minutes)

- Pupils work in pairs.
- When they have made a plan, 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 tell the class about the activities their partner(s) wants to do.

Writing

3 Read the form. Who is Rashid's emergency contact? (5 minutes)

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions *When's Rashid's birthday? (27th February.); What is the phone number to call if there is an emergency? (968 12345679.); Is he racing? (No.).*

Extra activity TPR

- Using the Thumbs up/down technique (see page 15), pupils respond to your questions: *Do you know how to fill in a form like this? Are you ready to write this text?*

4 Fill in your own form. (5 minutes)

- Read the Writing tip to pupils.
- Plan: Go through the bullet points as a class. Elicit suitable answers and write notes for each on the board.
- Write: Draw pupils' attention to Rashid's writing in the Class Book and how he fills in the form using capital letters and commas (in his address and when listing the activities he wants to take part in). Write the form on the board and elicit information to complete it (the information can be made up).
- Check your work: As a class, check that all sections of the form have been filled in correctly.

Finishing the lesson (5 minutes)

- Tell pupils that they will complete their own form for a leisure centre in the next lesson. Ask them to think about what they could write.

Lesson 8, part 2

Starting the lesson (3 minutes)

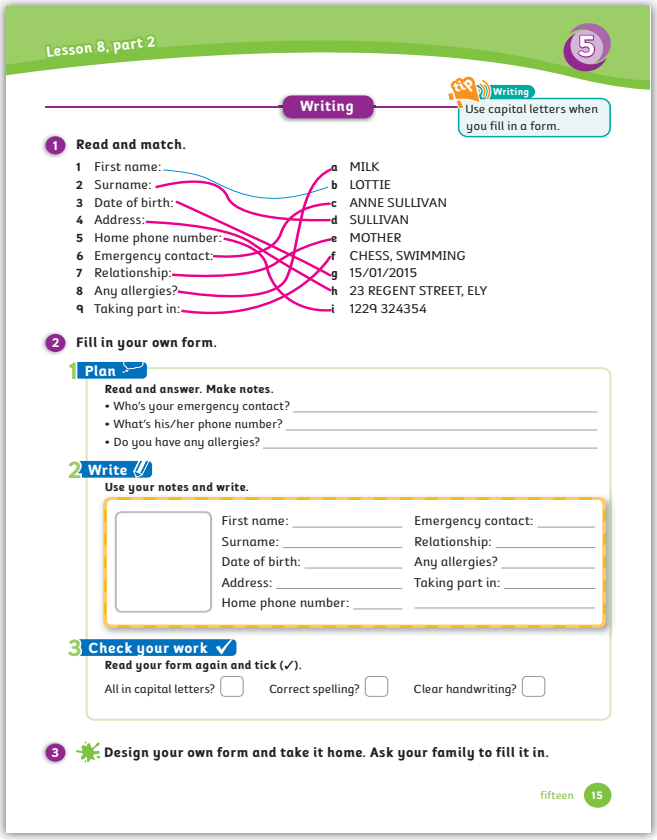
- Place pupils in pairs. Ask them to brainstorm the sections of the form without looking at their Class Books.

Presentation (2 minutes)

- Explain that in this lesson pupils will complete their own form with personal information. Ask them why it's important to provide an emergency contact and their phone number and allergy information.

Practice

Activity Book


Lesson 8, part 2

5

Writing

Writing

Use capital letters when you fill in a form.

1 Read and match.

1	First name:	a	MILK
2	Surname:	b	LOTTIE
3	Date of birth:	c	ANNE SULLIVAN
4	Address:	d	SULLIVAN
5	Home phone number:	e	MOTHER
6	Emergency contact:	f	CHESS, SWIMMING
7	Relationship:	g	15/01/2015
8	Any allergies?	h	23 REGENT STREET, ELY
9	Taking part in:	i	1229 324354

2 Fill in your own form.

1 Plan

Read and answer. Make notes.

- Who's your emergency contact? _____
- What's his/her phone number? _____
- Do you have any allergies? _____

2 Write

Use your notes and write.

First name: _____ Emergency contact: _____
Surname: _____ Relationship: _____
Date of birth: _____ Any allergies? _____
Address: _____ Taking part in: _____
Home phone number: _____

3 Check your work

Read your form again and tick (✓).

All in capital letters? ☐ Correct spelling? ☐ Clear handwriting? ☐

3 Design your own form and take it home. Ask your family to fill it in.

fifteen 15

Writing

1 Read and match. (5 minutes)

- Refer pupils to Activity Book page 15. Remind them of what they learnt about capital letters and commas in the last lesson.
- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.

2 Fill in your own form. (15 minutes)

- Use the Think-pair-share technique (see page 15) to discuss the writing plan from the Class Book in the last lesson. Refer pupils to the Tip box before completing the activity.
- Walk around monitoring pupils as they answer and offer help and support.
- Pupils work individually to use their notes and complete the information in the form.
- 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 forms to their classmates

3 Design your own form and take it home. Ask your family to fill it in. (10 minutes)

- Have pupils look at the form on page 19 of the Class Book. Pupils design their own form in their notebooks, adding any categories they wish.
- Work can be displayed for parents and other classes to see.

Finishing the lesson (5 minutes)

- Pupils write down what they achieved in their Learning diary (see page 15): *Today I wrote …*

Extra activity Photocopiable 73

- Ask pupils to do photocopiable 73.

Phonics

Lesson 9

Objectives

- **Lesson objectives:** to learn a new spelling for the sound /ɜ:/; to revise alternative spellings for this sound; to read simple words containing the target sound; to revise previously taught tricky words; to learn the new tricky word: *can't;* to adopt strategies to recognise and read tricky words in sentences
- **Target language:** *-ur /ɜ:/: fur, curl, surf, burn, hurt*
- **Tricky word:** *can't*

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 sound /ɜ:/, with *er*, *ir* and *ur* spellings
- Optional teacher-made flashcards for tricky word: *can't*

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

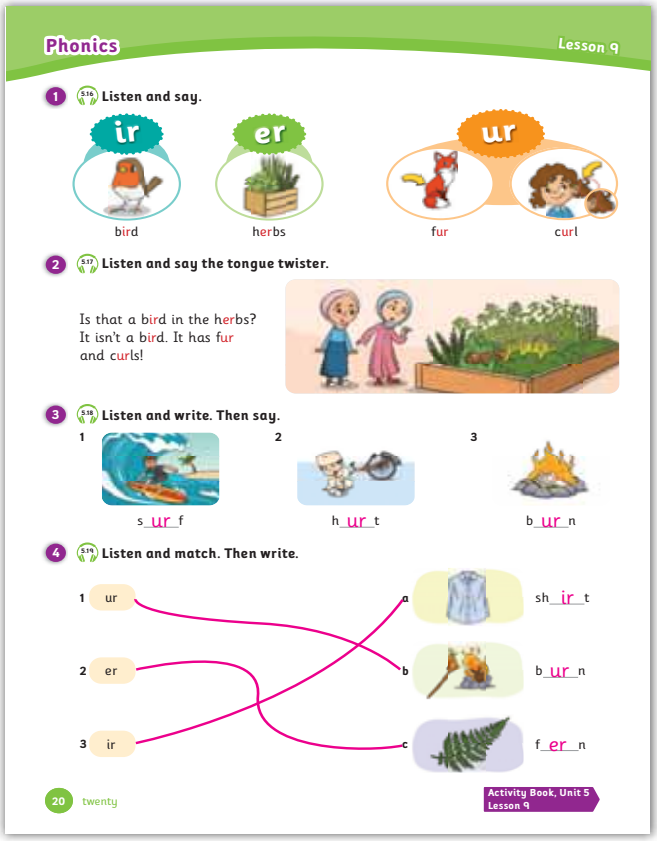
- Review the sound /ɜ:/ from Grade 2. Write the different spellings on the board (*ir, er*). Point to these at random and ask pupils to say the sound. Are they the same or different? (*the same*)
- Ask pupils if they can remember any words that contain the /ɜ:/ sound. You can invite them up to draw a picture or do a mime to represent the word.
- Write *er* and *ir* on the board. Say words with each spelling, for example *girl, fern.* Encourage pupils to point to the correct digraph 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 digraph.
- 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 /ɜ:/ sound. They can come up and circle the letters, or tell you which ones to choose.
- If pupils find it difficult to remember the different spellings for this vowel digraph, you may wish to use flashcards and games to revise this further.

Presentation (2 minutes)

- Tell pupils that in this lesson, they will learn a new way to spell the sound /ɜ:/ and study some words which use this spelling.

Practice

Class Book


Phonics Lesson 9

1 Listen and say.

ir bird
er herbs
ur fur curl

2 Listen and say the tongue twister.

Is that a bird in the herbs?
It isn't a bird. It has fur
and curls!

3 Listen and write. Then say.

1 s_ur_f
2 h_ur_t
3 b_ur_n

4 Listen and match. Then write.

1 ur
2 er
3 ir

a sh_ir_t
b b_ur_n
c f_er_n

20 twenty
Activity Book, Unit 5 Lesson 9

1 5.16 Listen and say. (5 minutes)

- Look at Activity 1 on page 20 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. Check understanding of *bird* and *herbs* if they weren't covered in the lesson opener. Ask pupils to say what is the same and what is different about them. (*They have the same sound but a different spelling.*)
- 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. They point to each object as they hear the word.
- Model the words, emphasising the /ɜ:/ sound each time and ensuring 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 /ɜ:/ sound again. Say the words 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: b _ _ d, h _ _ bs, f _ _, c _ _ l. Elicit the missing letters as a class to check understanding.

5.16

ir bird
er herbs
ur fur, curl

2 5.17 Listen and say the tongue twister. (5 minutes)

- Write *ir*, *er* and *ur* 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 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 or words from the tongue twister.
- Repeat the tongue twister as a class until pupils are confident with the language and the pronunciation.

5.17

Is that a bird in the herbs?
It isn't a bird. It has fur and curls!

3 5.18 Listen and write. Then say. (5 minutes)

- Explain that pupils will now learn some more words with the new *ur* spelling for the /ɜ:/ sound.
- Play the audio. Tell pupils to listen and point to each picture in turn. Check understanding of each word using mimes or gestures to demonstrate meaning.
- Play the audio a second time and pause for pupils to complete the words with *ur*.
- Play the audio a third time, pausing after each item for the class to repeat each word.
- You can check answers by copying the gapped words onto the board and inviting pupils to come up and complete the words.

5.18

1 surf
2 hurt
3 burn

4 5.19 Listen and match. Then 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. Then look at each of the pictures and show that there is a gapped word beside each one. Some of these words (*shirt, fern*) are revised from earlier grades, so elicit or model the words and check understanding.
- Play the audio for pupils to hear the sounds and the words.
- Play the audio for item 1 again and ask pupils to match the digraph to the correct picture on the right. Confirm that it is picture b, *burn*. Then ask pupils to complete the word with the correct letters.
- Repeat with items 2 and 3.
- 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 digraph.

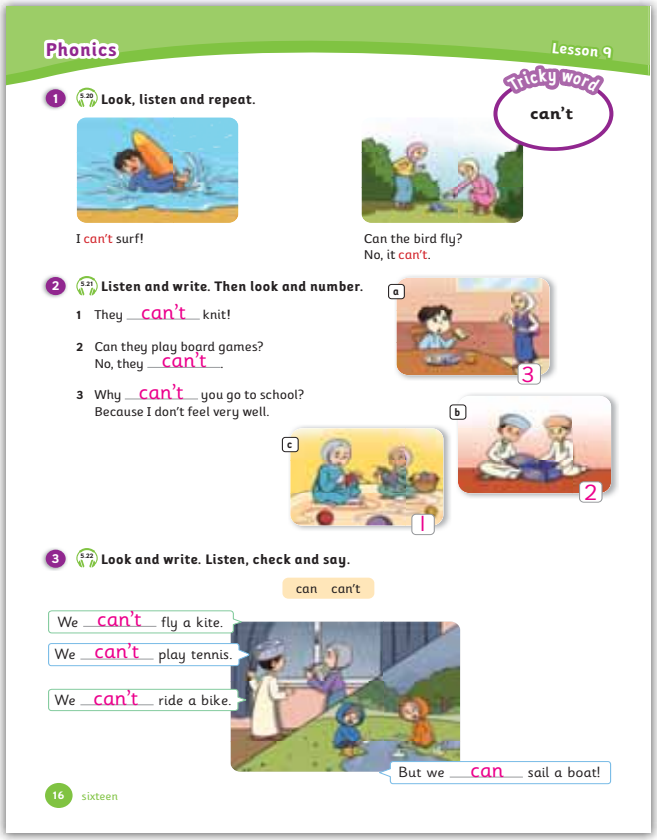
5.19

1 ur burn
2 er fern
3 ir shirt

Extra activity TPR

- Write *ir*, *er* and *ur* on the board. Ask pupils to tell you some words with each spelling.
- Write *ir*, *er* and *ur* 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. *fern*. 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



1 5.20 Look, listen and repeat. (3 minutes)

- Start by revising the tricky words that pupils covered in Grade 4 Semester 1 (*bye, any, Mr, Mrs, people*). 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.
- 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.
- Look at page 16 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, then write the word *can* on the board and ask children to read it aloud. Ask pupils if the two words have the same medial sound (*no*).
- Look at Activity 1 and play the audio for pupils to listen and follow the sentences under the pictures. Point to the highlighted word each time and model the pronunciation again for pupils to repeat. Explain that it's possible to decode the 'a' in the affirmative *can* with phonetic knowledge, but they need to memorise the sound of *can't* as it doesn't follow the same rules.
- Play the audio again, then put pupils in pairs to practise the sentences. 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 sentences for the class.

5.20

A: I can't surf!
B: Can the bird fly?
A: No, it can't.

2 5.21 Listen and write. Then look and number. (5 minutes)

- Focus on Activity 2 and give pupils time to look at the pictures. Play the audio once all the way through for pupils to listen.
- Play the first sentence of the audio again. Pause for pupils to complete the sentence with the correct word, then ask pupils to find the matching picture and write 1 in the box.
- Repeat for the second and third sentences.
- Check answers, then play the audio in full again for pupils to repeat.
- For more speaking practice, pupils can work in pairs to point to a picture for their partner to read out the correct sentence.

5.21

1 They can't knit!
2 Can they play board games?
No, they can't.
3 Why can't you go to school?
Because I don't feel very well.

3 5.22 Look and write. Listen, check and say. (4 minutes)

- Look at Activity 3 with the class. First, look at the pictures. Discuss what pupils can see and what they think is happening in each one.
- Then point out the words in the word box and elicit each one from the class. Explain that they will use these words to complete the sentences.
- Pupils look at the pictures and read the gapped sentences. They use visual clues in the images to help them decide whether to use the affirmative or negative form for each sentence. Give pupils time to work on this quietly.
- When the majority of pupils have finished, play the audio so the class can check their answers.
- Then play the audio all the way through again for pupils to listen and repeat. They can say the sentences as a whole class, then practise in pairs, taking the different roles for the two speakers.
- If appropriate, they could stand up and use mime or gesture to represent the different activities.

5.22

We can't fly a kite.
We can't play tennis.
We can't ride a bike.
But we can sail a boat!

Finishing the lesson (3 minutes)

- On their notebooks, pupils draw two pictures of activities – one which they can do, and one which they can't do. Pupils draw and then write their sentences using *I can … and I can't … .*
- Ask pupils to show their work and read out their sentences.
- Then put them into pairs for them to act out their sentences, using mime and gestures for the activities.

Review

Lesson 10, parts 1 and 2

Objectives

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

Global Scale of English (GSE)

- **Speaking:** Can name activities and say what people can and can't do, if supported by pictures or gestures (GSE 30). Can ask a range of questions in pair games to find the answer (GSE 36).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Materials

- Unit 5 flashcards (hobbies and adverbs of manner)
- Unit 5 poster: Hobbies
- photocopiable 77

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 15); Traffic light cards technique (see page 15)

Peer learning: pairwork; groupwork

Lesson 10, part 1

Starting the lesson (2 minutes)

- Ask pupils a key question about hobbies and sports: *Which hobbies and sports are healthy/enjoyable for you? Why?* Accept all reasonable answers.

Presentation (10 minutes)

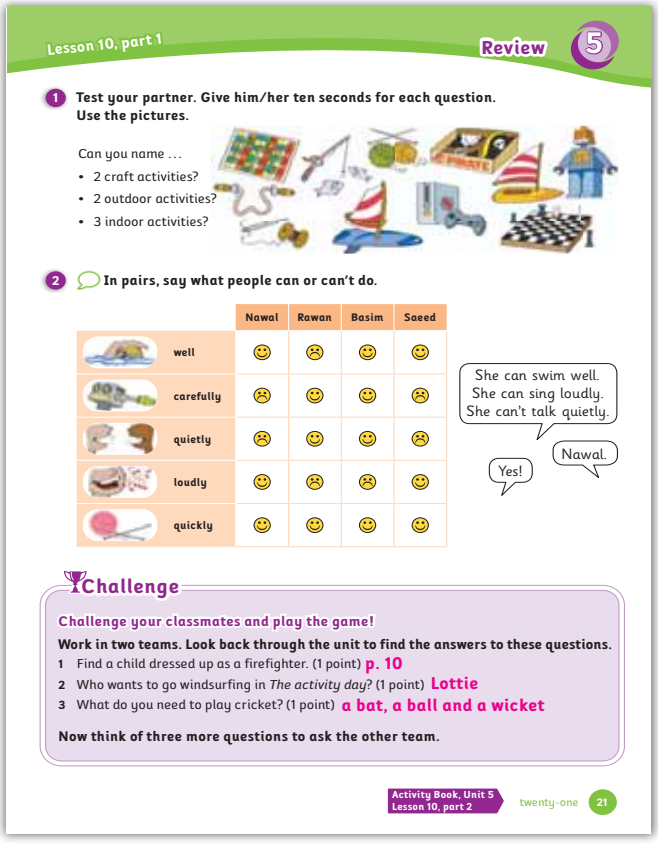
- Explain that in this lesson pupils will do revision of the unit vocabulary and then play a game.
- Revise the adverbs of manner by asking pupils to write down as many as they can remember in one minute. Ask different pupils to write them on the board, e.g. *well, badly, loudly, quietly, quickly, slowly, easily, carefully.*
- Revise hobbies and sports with the Unit 5 flashcards and poster. Stick the flashcards on the board and have different pupils write the words underneath: *build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip.*

Extra activity TPR

- Divide the class into two teams. Hide the Unit 5 flashcards around the room. Call out a word and have two pupils (one from each team) search for the flashcard. They shouldn't take the flashcard. The pupil who finds the flashcard gets two points. One flashcard each gets one point each.

Practice

Class Book


Lesson 10, part 1 Review 5

1 Test your partner. Give him/her ten seconds for each question. Use the pictures.

Can you name …
- 2 craft activities?
- 2 outdoor activities?
- 3 indoor activities?

2 In pairs, say what people can or can't do.

	Nawal	Rawan	Basim	Saeed
well	☺	☹	☺	☺
carefully	☹	☺	☺	☹
quietly	☹	☺	☺	☹
loudly	☺	☹	☹	☺
quickly	☺	☺	☺	☺

She can swim well. She can sing loudly. She can't talk quietly.

Nawal. Yes!

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 child dressed up as a firefighter. (1 point) p. 10
2 Who wants to go windsurfing in *The activity day*? (1 point) Lottie
3 What do you need to play cricket? (1 point) a bat, a ball and a wicket

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

Activity Book, Unit 5 Lesson 10, part 2 twenty-one 21

1 Test your partner. Give him/her ten seconds for each question. Use the pictures. (3 minutes)

- Pupils work in pairs to ask and answers the questions. Explain that they should use the pictures to help them.
- Walk around the room monitoring pairs.

2 In pairs, say what people can or can't do. (5 minutes)

- Place pupils in small groups.
- Use the Lollipop stick technique (see page 15) to choose pupils to name the activities. Explain to pupils that they have to read what each person can or can't do using the adverbs of manner in the table.
- Read aloud the example.
- Walk around the room monitoring groups.
- Ask different groups to tell the class about each person in the chart.

Review

Diversity

Support

- Read through the adverbs in the table and elicit pupils understanding of both these and the activities in the pictures before they complete the activity. Explain meanings if necessary. Read the example in the speech bubble to the class.

Challenge

- Ask pupils to form the questions and write them on the board in a given time limit.

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. Then they write three more questions based on Unit 5. They should use a similar structure to the one on the Class Book page.
- Monitor pupils, helping where necessary. Divide the class into two teams.
- Give pupils two minutes to think of the three extra questions.

Extra activity Fast finishers

- Pupils think of more questions for the Challenge game.

Finishing the lesson (5 minutes)

- Write on the board *In Unit 5, I can … I am good at … I am not very good at …* . Pupils copy the sentences into their notebooks and complete them with their own evaluation. Ask different pupils *What will you do to practise more?*

Lesson 10, part 2

Starting the lesson (3 minutes)

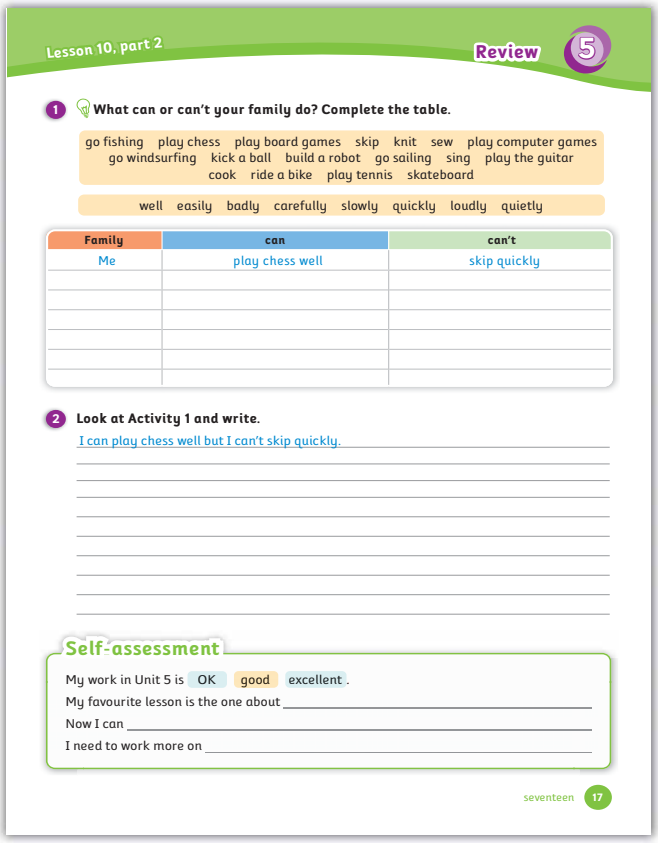
- Revise with pupils when we use capitals and commas. Have pupils come to the board and write sentences with capitals and commas in the correct place.

Practice

Activity Book

1 What can or can't your family do? Complete the table. (2 minutes)

- Go through each of the activities to make sure pupils understand what they are.
- Pupils do the activity individually.
- Use the Traffic light cards technique (see page 15) to check pupils understand what they have to do.



Lesson 10, part 2 — Review 5

1 What can or can't your family do? Complete the table.

go fishing play chess play board games skip knit sew play computer games go windsurfing kick a ball build a robot go sailing sing play the guitar cook ride a bike play tennis skateboard

well easily badly carefully slowly quickly loudly quietly

Family	can	can't
Me	play chess well	skip quickly

2 Look at Activity 1 and write.

I can play chess well but I can't skip quickly.

Self-assessment

My work in Unit 5 is OK good excellent.

My favourite lesson is the one about _____

Now I can _____

I need to work more on _____

seventeen 17

2 Look at Activity 1 and write. (3 minutes)

- Pupils write complete sentences based on the information from Activity 1. Monitor pupils, helping where necessary.
- Ask different pupils to read out their sentences to each other in groups and compare.

Self-assessment (2 minutes)

- Pupils do the activity individually.

Extra practice

Activity Book

1 Complete the missing letters. Use *a*, *e*, *i*, *o* or *u*. (5 minutes)

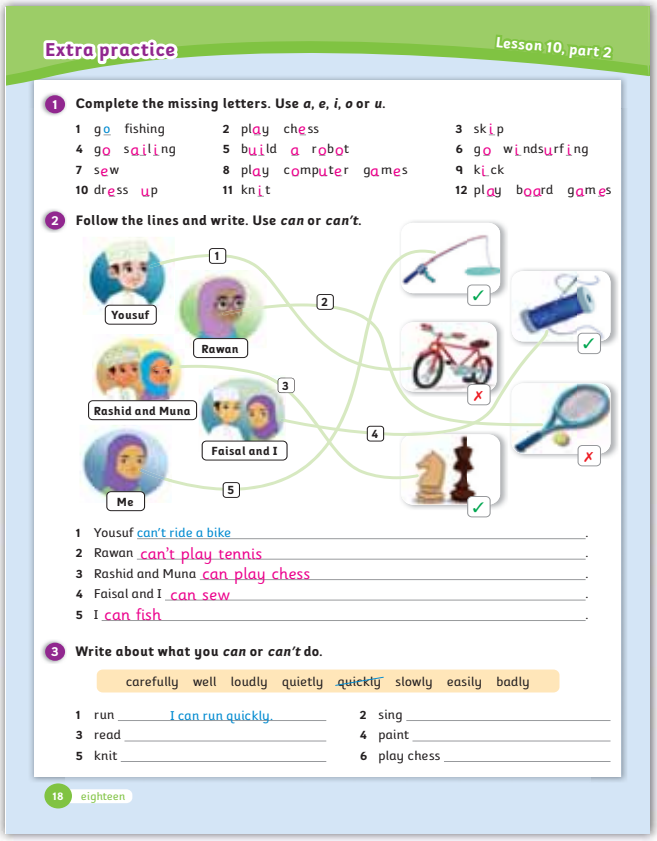
- Pupils complete the activity in pairs. Ask different pairs to read a clue and an answer each.
- Check answers using the Lollipop stick technique (see page 15).

2 Follow the lines and write. Use *can* or *can't*. (5 minutes)

- Pupils work individually. Ask different pupils to read out a sentence.

3 Write about what you *can* or *can't* do. (5 minutes)

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



Extra practice — Lesson 10, part 2

1 Complete the missing letters. Use *a, e, i, o* or *u*.

1 go fishing	2 play chess	3 skip
4 go sailing	5 build a robot	6 go windsurfing
7 sew	8 play computer games	9 kick
10 dress up	11 knit	12 play board games

2 Follow the lines and write. Use *can* or *can't*.

Yousuf, Rawan, Rashid and Muna, Faisal and I, Me

1 Yousuf can't ride a bike.
2 Rawan can't play tennis.
3 Rashid and Muna can play chess.
4 Faisal and I can sew.
5 I can fish.

3 Write about what you *can* or *can't* do.

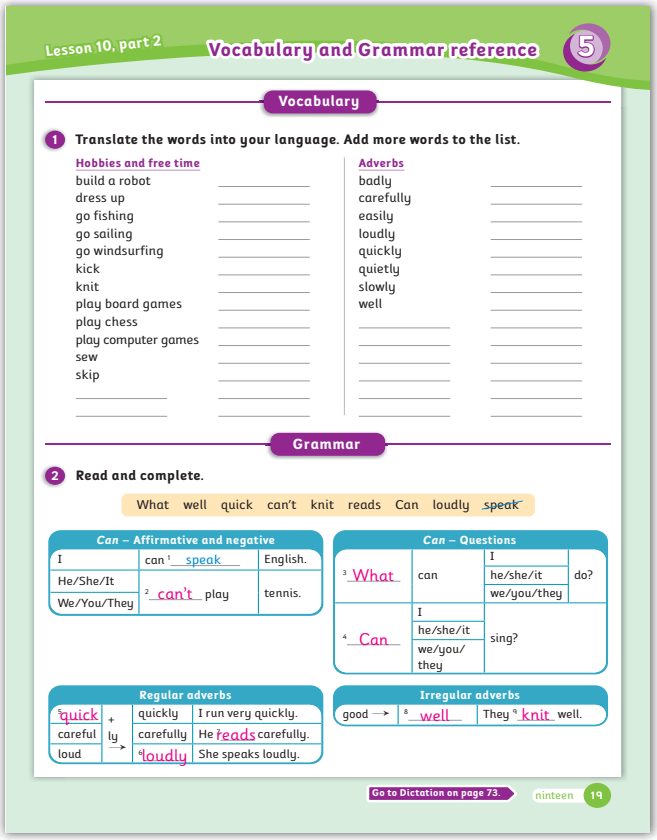
carefully well loudly quietly ~~quickly~~ slowly easily badly

1 run I can run quickly.	2 sing
3 read	4 paint
5 knit	6 play chess

18 eighteen

Vocabulary and Grammar reference

Activity Book



Lesson 10, part 2 — Vocabulary and Grammar reference — 5

Vocabulary

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

Hobbies and free time		Adverbs	
build a robot		badly	
dress up		carefully	
go fishing		easily	
go sailing		loudly	
go windsurfing		quickly	
kick		quietly	
knit		slowly	
play board games		well	
play chess			
play computer games			
sew			
skip			

Grammar

2 Read and complete.

What well quick can't knit reads Can loudly ~~speak~~

Can – Affirmative and negative

I	can [1] speak	English.
He/She/It	[2] can't play	tennis.
We/You/They		

Can – Questions

[3] What	can	I / he/she/it / we/you/they	do?
[4] Can		I / he/she/it / we/you/they	sing?

Regular adverbs

[5] quick	+ ly →	quickly	I run very quickly.
careful		carefully	He reads carefully.
loud		[6] loudly	She speaks loudly.

Irregular adverbs

good →	[8] well	They [9] knit well.

Go to Dictation on page 73.

nineteen 19

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

5.23

1 I go fishing at the weekend.
2 He can sing very loudly.
3 Shall we play a computer game?

Finishing the lesson (2 minutes)

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



Extra activity **Photocopiable 77**

- Ask pupils to do photocopiable 77.

Get ready for...

Lesson 11

Objectives

- **Lesson objectives:** to practise for the A1 Movers Reading and Writing Parts 3 and 5
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

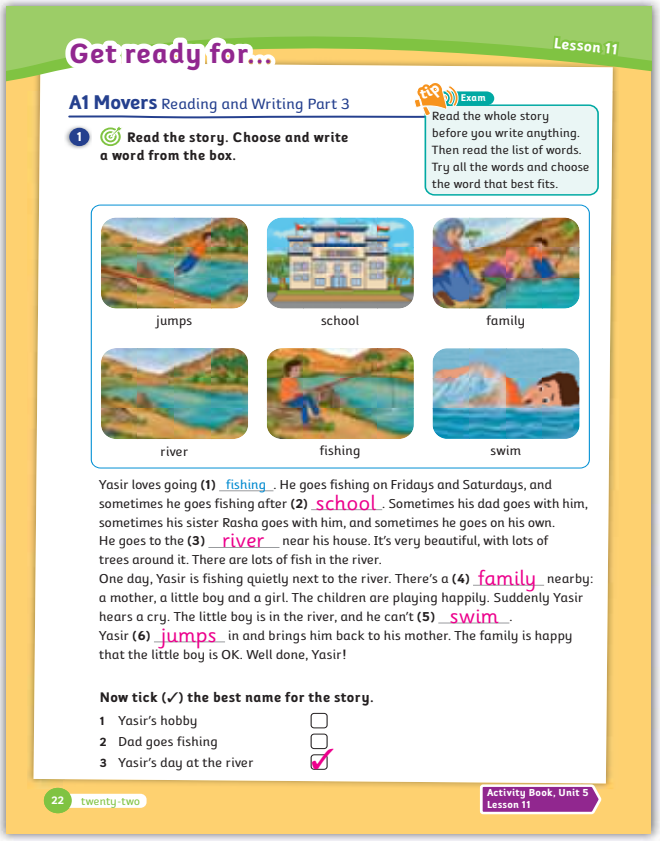
- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).

Materials

- face response cards

Assessment for Learning (formative assessment)

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



Get ready for... Lesson 11

A1 Movers Reading and Writing Part 3

Exam

Read the whole story before you write anything. Then read the list of words. Try all the words and choose the word that best fits.

1 Read the story. Choose and write a word from the box.

jumps school family river fishing swim

Yasir loves going (1) fishing. He goes fishing on Fridays and Saturdays, and sometimes he goes fishing after (2) school. Sometimes his dad goes with him, sometimes his sister Rasha goes with him, and sometimes he goes on his own. He goes to the (3) river near his house. It's very beautiful, with lots of trees around it. There are lots of fish in the river.
One day, Yasir is fishing quietly next to the river. There's a (4) family nearby: a mother, a little boy and a girl. The children are playing happily. Suddenly Yasir hears a cry. The little boy is in the river, and he can't (5) swim.
Yasir (6) jumps in and brings him back to his mother. The family is happy that the little boy is OK. Well done, Yasir!

Now tick (✓) the best name for the story.

1 Yasir's hobby ☐
2 Dad goes fishing ☐
3 Yasir's day at the river ☑

22 twenty-two

Activity Book, Unit 5 Lesson 11

Starting the lesson (5 minutes)

- Ask pupils to say what hobbies, sports or leisure activities they usually do on Fridays and Saturdays.

Presentation (2 minutes)

- Explain that in this lesson pupils will practise for the A1 Movers Reading and Writing Exam in the Class Book and the Activity Book.

Practice

Class Book

1 Read the story. Choose and write a word from the box. (20 minutes)

- Refer pupils to page 22. Tell pupils that this is the A1 Movers Reading and Writing Part 3 exam.
- Read the Exam tip to pupils before they complete the activity.
- Check pupils understand the task. Ask pupils to look at the words and pictures in the box first.
- Ask for feedback using the Lollipop stick technique (see page 15).
- Ask pupils to prepare to say why each option is right/wrong and why, with evidence from the story.

Diversity

Support

- Pupils choose the name for the story individually within a time limit of 30 seconds. Tell pupils to think about any words they don't know and ask them to say if they need these to decide on the best name for the story. Ask pupils to try and explain the words.

Challenge

- Pupils complete the activity individually. Write the correct answers on the board and explain the grammar points where needed.

Extra activity Collaborative work

- Divide the class into pairs that will work together to write their own stories, using the one in this unit as a model. They can draw a storyboard or a cartoon, or write a story and illustrate it.

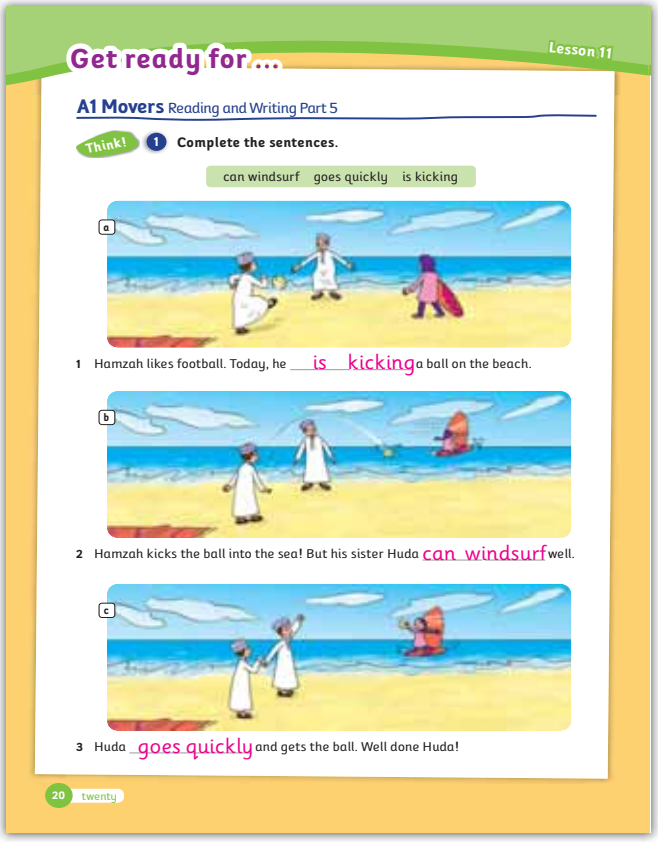
Extra activity Communication

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

Extra activity TPR

- Using the Happy/sad face technique (see page 15), pupils react to your questions: *How much did you like Activity 1? Was it easy, OK or difficult?*

Activity Book



Get ready for...

Lesson 11

A1 Movers Reading and Writing Part 5

Think! 1 Complete the sentences.

can windsurf goes quickly is kicking

a

1 Hamzah likes football. Today, he is kicking a ball on the beach.

b

2 Hamzah kicks the ball into the sea! But his sister Huda can windsurf well.

c

3 Huda goes quickly and gets the ball. Well done Huda!

20 twenty

1 Think! Complete the sentences. (8 minutes)

- Tell pupils that this is the A1 Movers Reading and Writing Part 5 exam.
- Ask a pupil to read the phrases in the box.
- Ask questions about each of the pictures. Picture 1: *Where are the family? What are they doing/ wearing? What items can you see?*; Picture 2: *What are the father and son doing? Where does the ball go? How does the father feel? What is the girl doing?*; Picture 3: *What does the girl do with the ball? How do Hamzah and his father feel?*
- Give pupils time to complete the activity individually
- Check answers using the Lollipop stick technique (see page 15).

Finishing the lesson (5 minutes)

- Use the Summative and 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 5

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

Unit 5 practice

- Pupils now complete the Unit 5 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

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 name activities and say what people can and can't do, if supported by pictures or gestures (GSE 30). Can ask a range of questions in pair games to find the answer (GSE 36). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- Unit 5 flashcards (hobbies and adverbs of manner)
- Unit 5 poster: Hobbies
- spinner
- one counter per pupil

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 15); Lollipop stick 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)

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

Presentation (5 minutes)

- 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 they have to do.

Practice

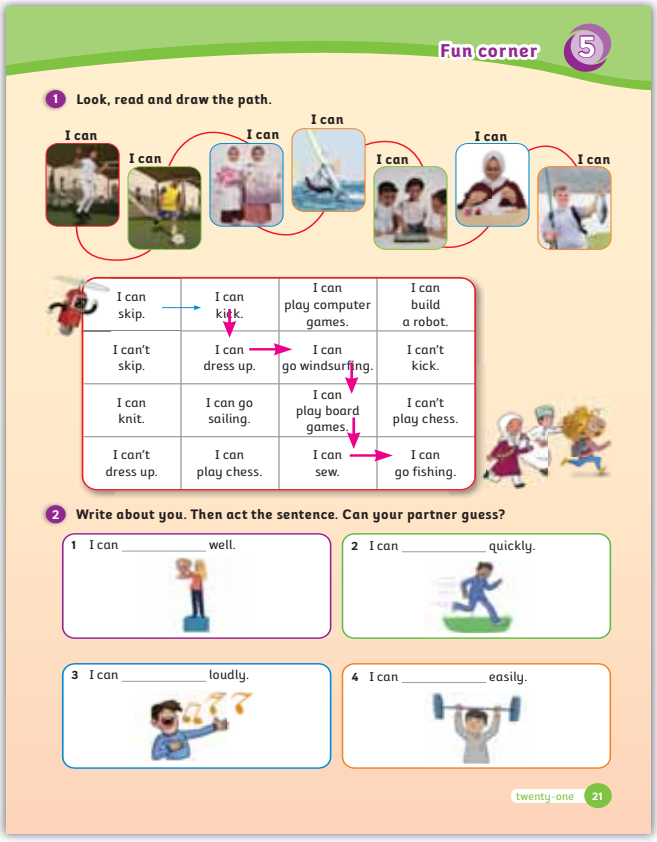
Class Book



1 Play and say. (15 minutes)

- Use the Unit 5 flashcards or poster to quickly review vocabulary from the unit.
- Put pupils in pairs and ask them to choose who is going to be 1 and who is going to be 2. Explain the rules of the game. Ask a pupil to read aloud the speech bubbles.
- Both pupils put their counters on their corresponding positions. Player 1 starts on Start 1 and player 2 on Start 2. The first player to land on Finish 1 or 2 wins the game. Players take it in turns to spin the spinner and move their counter. When a player lands on a green square, they have to make a sentence with *can* or *can't*, the activity and the adverb. If they get the sentence correct, they get another go. When they land on a blank space, they have to make up their own sentence.
- Use the Traffic light cards technique (see page 15) to check pupils know what they have to do.

Activity Book


Fun corner 5

1 Look, read and draw the path.

I can | I can | I can | I can | I can | I can

I can skip.	I can kick.	I can play computer games.	I can build a robot.
I can't skip.	I can dress up.	I can go windsurfing.	I can't kick.
I can knit.	I can go sailing.	I can play board games.	I can't play chess.
I can't dress up.	I can play chess.	I can sew.	I can go fishing.

2 Write about you. Then act the sentence. Can your partner guess?

1 I can _____ well.

2 I can _____ quickly.

3 I can _____ loudly.

4 I can _____ easily.

twenty-one 21

1 Look, read and draw the path. (5 minutes)

- Ask pupils to look at the pictures and elicit each activity. Explain that they have to use the pictures to draw a path to cross the grid.
- Use the Traffic light cards technique (see page 15) to help pupils who haven't understood what they have to do.
- Check answers as a class.

2 Write about you. Then act the sentence. Can your partner guess? (5 minutes)

- Pupils complete the sentences with an activity of their choice (they don't have to use the activities shown in the pictures). They then act out the sentence for their partner to guess.
- Use the Expert envoy technique (see page 15) to help pupils who haven't understood what they have to do.
- Call on volunteers to act out their sentences for the rest of the 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 Fun corner? Which activity did you like the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 5
- **Target language:** *chess, fishing, boat, birds, carefully, hurt, backpack; Shall we play chess, Malik? I can't play chess. Sorry. But I like going fishing. Can we go fishing?*
- **Phonics:** *ur;* revise *ie, er*
- **Tricky word:** *can't*
- **Vocabulary:** *design, feed, shade, sky*

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36). Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly (GSE 38). 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 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can express agreement using simple fixed expressions (GSE 33). Can give simple reasons to explain preferences, given a model (GSE 35).
- **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 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 5 flashcards
- Unit 5 poster: Hobbies
- the Big Book
- photocopiables R9 and R10

Assessment for Learning (formative assessment)

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

Lesson 1, option A

Starting the lesson (5 minutes)

- Explain that the next story is about a craft day at school. Brainstorm craft activities that pupils might do during a craft lesson at school and write these on the board. Use the Unit 5 flashcards to help if necessary.

Presentation (5 minutes)

- Look at page 24 with the class. Ask pupils what they can see. Read the story title *It's Craft Day* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together using The Big Book. Explain that some of the words from Unit 5 will feature in the story. Ensure that they are sitting comfortably, and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the tricky word they will encounter in the story by writing it on the board to practise together (*can't*).
- Write on the board *Can you fly? No, I can't.* Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.
- Present the new words from the story *design* and *feed*.

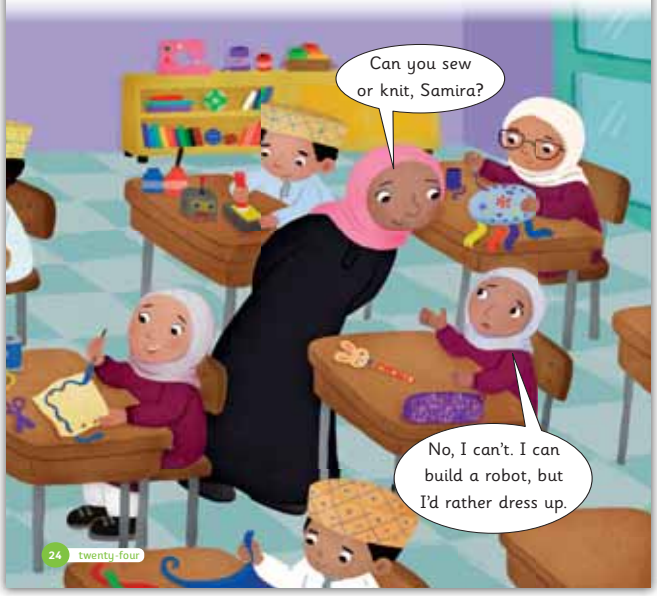
During reading (15 minutes)

Class Book

Graded reader 1

It's Craft Day!

Today is a special day at school. It is Craft Day!
The children can sew, knit and dress up. They can design and build a robot, too.



Graded reader 1 5

Bayan is Samira's friend. Bayan can sew and she can knit, too.
She can help Samira. She can help her to dress up.



Graded reader 1

Bayan works carefully. She sews and she knits quickly.
Samira watches her quietly.



Graded reader 1 5



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 24 to the pupils, ask *What special day is it in school? (Craft Day.); What can the pupils do? (Sew, knit dress up, design and build a robot.); Can Samira knit or sew? (No.); Can she build a robot? (Yes.); What does she have on her desk? (A pencil case with rabbits on it.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 25: *What can Bayan do? (Sew and knit.); What clothes can she help Samira make? (She can help to make a shirt and hat for her.); What does Samira say? (Thank you, Bayan.)*
- 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 26: *How does Bayan work? (She works carefully.); What does Samira do? (She watches her quietly.); Can Samira see her shirt and hat now? (Not now).; Why do you think this is? (Pupils' own answers).*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 27: *What is Samira's costume? (A Rabbit.); What has it got?; (Fur, curls and long ears.); What does Bayan give her? (Herbs.); Can she feed her the herbs? (Yes.); Does Samira like dressing up? (Yes.).*

Post reading (5 minutes)

- Write the sentence with *can't* from the story on the board. Ask pupils if they can identify the tricky word in the sentences and circle it (*can't*).
- 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: *ur, ir, er.*
- Ask pupils to find words in the story that contain these spellings (*fur, curl, shirt, herbs*). Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option A

Starting the lesson (5 minutes)

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

Presentation (5 minutes)

- Say sentences from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.
- Say sentences from the speech bubbles. Pupils say who said it.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go around and offer help as they do this.
- Now divide the class into groups of three (Samira, Bayan, narrator). 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 narrator will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R9**

- Ask pupils to do photocopiable R9.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they understood the plot.
- Ask pupils which character was their favourite and encourage them to give reasons for their answers.

Lesson 1, option B

Starting the lesson (5 minutes)

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

Presentation (5 minutes)

- Look at page 28 with the class. Read the story title *Let's Go Fishing!* and ask pupils what they think the story will be about. Ask them if they have ever been fishing.
- 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 5 will feature in the story. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

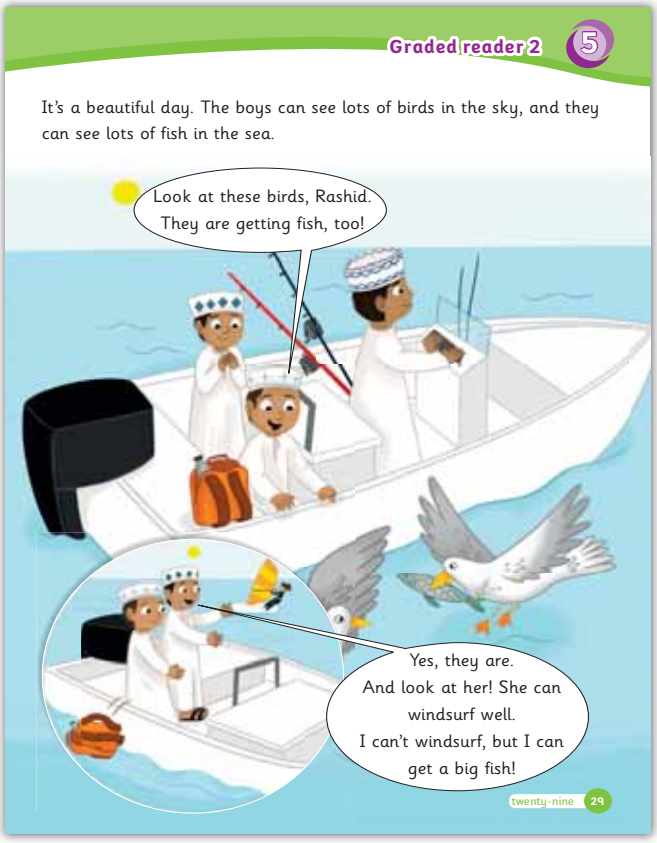
Before reading (5 minutes)

- Prepare pupils for the tricky word they will encounter in the story by writing it on the board to practise together (*can't*). You can also present the words *boat, birds, backpack*.
- Present the new words from the story *shade* and *sky*.

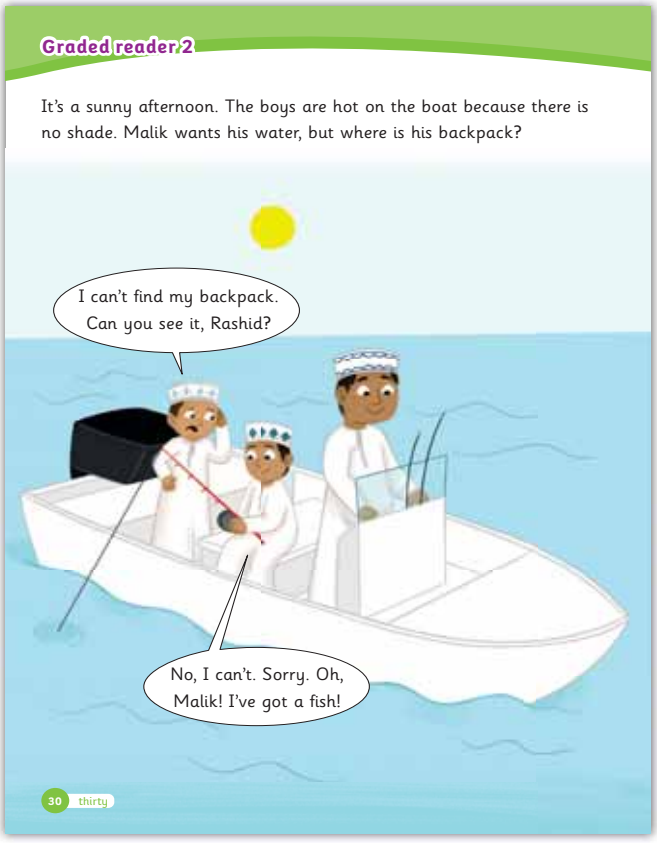
During reading (15 minutes)

Class Book





Graded readers 1 and 2





- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 28 to the pupils, ask *Who are Rashid and Malik? (Friends.); What day is it? (Saturday.); Where are the boys? (They are at Rashid's house.); What does Rashid want to do? (Play chess.); Can Malik play chess? (No, he can't.); What does he want to do? (Go fishing); What do they use to go fishing? (Rashid's dad's boat.).*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 29: *What's the day like? (Beautiful); What can the boys see in the sky? (Lots of birds.); What are the birds doing? (They are getting fish.); What colour is Malik's backpack? (Orange and brown); Can the girl windsurf well? (Yes, she can.); Can Rashid windsurf? (No, he can't.) What can he do? (He can get a big fish.)*
- 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 30: *Are the boys hot? (Yes.); Why are they hot? (There is no shade.); Where is Malik's water? (In his backpack.); Can Malik find his backpack? (No, he can't.) Can Rashid see his backpack? (No, he can't.) What has he got? (A fish.)*
- 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 31: *What does Malik tell Rashid to do with the 'fish'? (To get it carefully and not to hurt it.); What colour is the 'fish'? (Brown and orange.); Do they get it quickly? (Yes.) It is a fish? (No.) What is it? (Malik's backpack.)*

Post reading (5 minutes)

- Choose sentences with *can't* in from the story and write them on the board. Ask pupils if they can identify the tricky word in the sentences and circle it (*can't*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spelling on the board: *ur, ir, er.*
- Ask pupils to find words in the story that contain these spellings (*windsurf, hurt, bird, her*). 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 *Let's Go Fishing!*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say sentences 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 mistakes.
- Say sentences from the speech bubbles. Pupils say who said it, Rashid or Malik.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go around and offer help as they do this.
- Now divide the class into groups of three (Malik, Rashid, narrator). 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 narrator will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R10**

- Ask pupils to do photocopiable R10.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they understood the plot.
- Ask pupils if they think fishing is fun and why/why not.

6 Our town

Unit objectives

To talk about places in the local area

Language

Vocabulary	**Places in the local area**: *bridge, bus stop, café, car park, clothes shop, hotel, market, mosque, shopping mall, square, train station, zoo* **Adjectives**: *ancient, busy, cheap, expensive, modern, noisy, quiet, safe*
Grammar	Past simple of *to be* *There was/were* affirmative and negative sentences and questions
Functions	Drawing conclusions and making recommendations: *I was at the… What was it like? It was… How was it? You should (go and see it)!*
Phonics	***dge**: bridge, hedge*; ***ge**: stage, large* **Tricky words**: *was, were*

Learning outcomes

Listening	Detect a story sequence; 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 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, suggestions and visual input; 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; Recognize the effect of punctuation when reading; 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; Recognize the effect of punctuation when reading; 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	Complete a phrase or sentence by supplying the missing word; 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, capitalization, question marks, apostrophe/simple contractions and full stops based on a model; Write high frequency words correctly; Write legibly and neatly letters in script; Copy words, phrases and sentences accurately; Maintain appropriate spacing between letters in a word and between words; 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; Recognize 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; 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, does not get distracted; Match objects, people, letters, pronunciation and words; Guess words from illustrations in storybooks; Recognize the differences between a story and a fact; 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; Use gesture and posture inclusively (e.g. sit in a circle, look at other children, wave to other children, point to where they could set); 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 (L. 1–11)
Mathematical, science and technological competences: order pictures and sentences to complete a task (L. 2)
Digital competence: use Class Book and Activity Book eBook (L. 1–11)
Social and civic competences: learn to be creative (L. 1); be collaborative (L. 2); raise awareness of social skills and empathy (L. 3)
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, 6–8); Planning (L. 8); Reflecting on learning (L. 1–11)
Creativity	Making a poster of historic buildings in Oman (L. 5)
Communication	Describing a town (L. 1); Asking and answering questions (L. 3); Talking about towns and things people did in the past (L. 1, 3, 5, 6 and 8); Functional dialogue (L. 6); Challenge game (L. 10)
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. 43; Activity Book p. 31
- Unit 6 Extra practice: Activity Book p. 32
- Unit 6 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 6 Practice

External tests

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

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use words related to places in a local area
- **Target language:** *bridge, bus stop, café, car park, clothes shop, hotel, market, mosque, shopping mall, square, train station, zoo*

Global Scale of English (GSE)

- **Speaking:** Can say what's in a town (e.g. buildings, places) using basic words and phrases (GSE 30). Can ask about the location of places in a town, using simple language (GSE 35).

Materials

- Unit 6 flashcards (*bridge, bus stop, café, car park, clothes shop, hotel, market, mosque, shopping mall, square, train station, zoo*)
- Unit 6 poster: Our town
- fly swats
- stopwatch
- photocopiable 42

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 15); Thumbs up/down technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson (3 minutes)

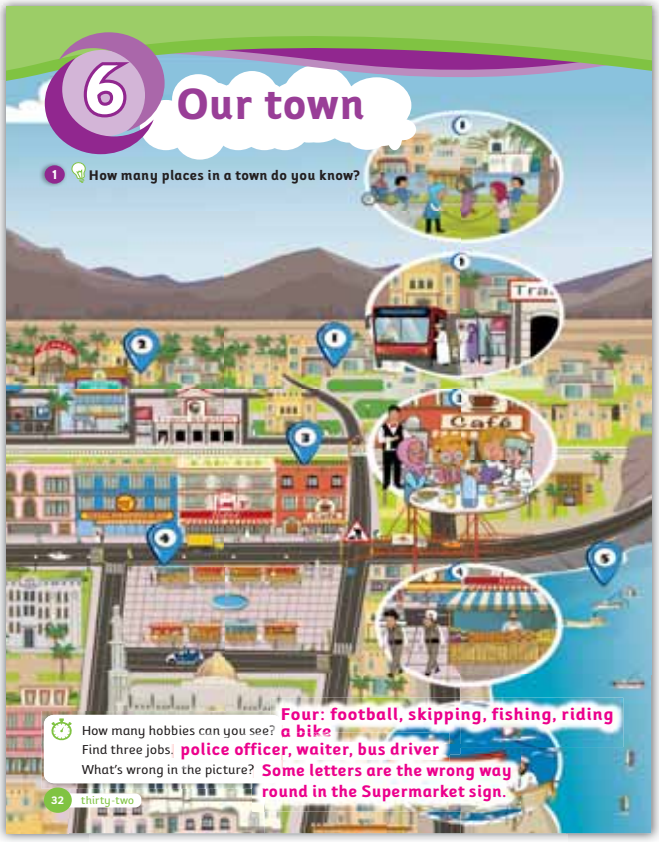
- Write *Our town* on the board. Explain the meaning if necessary. Use the Key question technique (see page 14) to ask *Is this school in a town? Vote! Hands up for 'Yes, it is,' Hands up for 'No, it isn't a town'.* Ask *Why do you say that? Why is/isn't it a town? What makes a place a town/village/city?*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to talk about places in a local area.
- Ask *Do you prefer to be in the town or the country? Why?*

Practice

Class Book



1 How many places in a town do you know? (5 minutes)

- Refer pupils to page 32. Read the rubric and tell pupils to look at the picture in pairs and find the places they know.
- Using the Lollipop stick technique (see page 15), ask pupils to say the names of the places in the town they know.
- Use the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class. Have pupils raise their hands to give answers.
- **Extension** Ask pupils to look at page 32. Have them describe the picture in pairs, telling each other what they can see, e.g. *the sea, a waiter, people fishing.*


Lesson 1, part 1 Vocabulary 6

2 6.1 Listen, point and repeat.

1 market 2 square 3 shopping mall 4 car park
5 train station 6 bus stop 7 hotel 8 mosque
9 café 10 clothes shop 11 bridge 12 zoo

3 Look for the words from Activity 2 in the picture on page 32. Write the missing word. clothes shop

4 Read the sentences and write the missing words. Then say.
1 I want to buy food. I can go to the market or the shopping mall.
2 I want to buy a lot of different things. I can go to the clothes shop.
3 I want to travel in and out of the city. I can go to the bus stop or train station.
4 I want to have fun. I can go to the park, the café or the zoo.
5 I want to sit outside. I can go to the square.

5 In pairs, ask and answer.
buy a T-shirt | go out in the evening
buy some fruit | eat and drink
see some animals | cross the busy road

I want to buy food. I can go to the market or the shopping mall.
Where can I buy a T-shirt?
You can go to the clothes shop or the shopping mall.

Activity Book, Unit 6 Lesson 1, part 2 thirty-three 33

2 6.1 Listen, point and repeat. (10 minutes)

- Refer pupils to page 33. Tell them to count how many places in the town they know.
- Place the Unit 6 flashcards or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Play the audio.
- Ask pupils to say something about the places, e.g. *You can find a bus here, you can have a coffee here,* etc.
- Model and ask pupils to repeat. Have pupils say *It's a …* to their partner and their partner points to the correct picture. Then they swap.

6.1

1 market **2** square **3** shopping mall **4** car park
5 train station **6** bus stop **7** hotel **8** mosque
9 café **10** clothes shop **11** bridge **12** zoo

Diversity

Support

- Divide the class into two groups. Play the audio again for each group to listen and repeat.

Challenge

- Play the audio again. Have pupils repeat without looking at the book. Ask different pupils to then spell out the words orally.

3 Look for the words from Activity 2 in the picture on page 32. Write the missing word. (5 minutes)

- Give pupils one minute to work in pairs to find the place words. Ask them to say which is missing. Ask for feedback using the Lollipop stick technique (see page 15).

4 Read the sentences and write the missing words. Then say. (5 minutes)

- Pupils do the activity and check their answers in pairs.
- Have pupils take it in turns to say the sentences for their partner to complete.

Extra activity Critical thinking

- Pupils work in pairs to make a list of things, people, animals or cars do in the places. Then they make true or false sentences using adverbs of manner, e.g. *People can sleep badly in a hotel,* etc. Ask different pairs to report back to the class to decide *yes, no* or *maybe* using the Thumbs up/down technique (see page 15), e.g. *Elephants eat quietly in the zoo.* Ask pupils who decide *maybe* to say why.

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

- Check pupils understand the words in the box. Say the options and ask pupils to pretend they are tourists, so they must communicate by miming the actions.
- Place pupils in pairs to complete the activity.

Extra activity TPR

- Have pupils work in pairs or groups of three or four to represent one of the places 1–12. Tell them that they are now going to make their own town by using their bodies to make a bridge, a building, a zoo with animals, etc.

Extra activity Creativity

- Pupils work in pairs to design a town in their notebooks. Ask pupils to present their town to another group or the class.

Finishing the lesson (5 minutes)

- Divide pupils into groups to play *Word swat* (see page 21) with the Unit 6 flashcards.
- Encourage pupils to reflect on what they found easy and difficult today.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Put the Unit 6 flashcards or poster on the board and have pupils name the places. Ask pupils to say some of the things they can do or see in the places.

Practice

Activity Book



Lesson 1, part 2

6 Our town

Vocabulary

1 Look at the Class Book page 32 and answer.
1 What's the man sitting in the boat doing? He's fishing.
2 Are some people getting on a train? No, they aren't. They're getting on a bus.
3 What's to the left of the café? The hotel.

2 Look and write.

bridge market shopping mall café square mosque
hotel clothes shop train station bus stop ~~zoo~~ car park

1 zoo 2 car park 3 market 4 café 5 mosque 6 train station
7 square 8 clothes shop 9 shopping mall 10 bridge 11 bus stop 12 hotel

3 Answer the questions with words from Activity 2.
1 Where can I sleep? hotel
2 Where can I buy food? market/shopping mall
3 Where can I take the bus? bus stop
4 Where can I pray? mosque
5 Where can I have a hot drink? café

4 Which places from Activity 2 do you go to at the weekend? Compare in pairs.

22 twenty-two

1 Look at the Class Book page 32 and answer. (5 minutes)

- Ask pupils what they remember from Lesson 1. Have them open their Class Books to page 32 and look at the picture.
- Put pupils in pairs. Have them say as many things as they can about it to their partners.
- Pupils complete the activity individually and check answers in pairs.

2 Look and write. (5 minutes)

- Ask pupils to look at the pictures and describe what each one shows.
- Pupils work individually and check answers in pairs.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Ask pupils to spell the words.

3 Answer the questions with words from Activity 2. (10 minutes)

- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique (see page 15).
- Ask pupils more questions about the places, e.g. *What can you use to cross a river/road? Where can you buy a T-shirt? Where can you catch a train? Where can you leave your car?*

4 Which places from Activity 2 do you go to at the weekend? Compare in pairs. (10 minutes)

- Pupils ask and answer in pairs and then report back to the class.

Finishing the lesson (5 minutes)

- Play *Board race* (see page 21) with the Unit 6 flashcards.
- Use the Summative and thought-provoking questions technique (see page 15) to ask what pupils have learnt today. Ask *Did you enjoy the lesson?*

Extra activity Photocopiable 42

- Ask pupils to do photocopiable 42.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch, read and act out a story about a flood
- **Target language:** revision of places in the local area; *underground, flood, broken*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Unit 6 flashcards (places in a local area)
- Unit 6 poster: Our town
- photocopiables S7 and 50

Assessment for Learning (formative assessment)

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

Lesson 2, part 1

Starting the lesson (3 minutes)

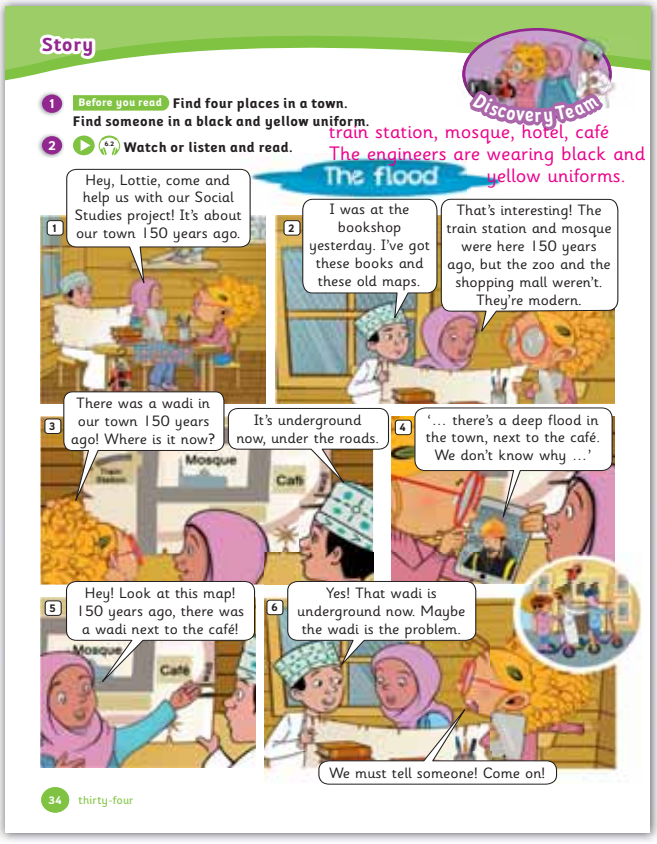
- Using the Lollipop stick technique (see page 15), show pupils a Unit 6 flashcard or point to a place on the poster and ask them to name the place and spell it.

Presentation (2 minutes)

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

Practice

Class Book



1 Before you read Find four places in a town. Find someone in a black and yellow uniform. (5 minutes)

- Refer pupils to pages 34 and 35. Pupils work individually to complete the activity.
- Check answers as a class.

2 6.2 Watch or listen and read. (10 minutes)

- Write *flood* on the board. Draw on the board and explain or translate the word.
- Play the audio or the animation.
- Check comprehension: *Why are the children looking at an old map of their town? (For their Social Studies project.); Which places in their town are more than 150 years old? (The train station and mosque.); What are the children watching on the tablet? (Local TV news.); What is the problem? (There's a deep flood in town.); What does Bo see when he swims in the flood? (A broken wall / Why the wadi is coming out.).*

Story

6.2

The Flood

1 Fatma: Hey, Lottie, come and help us with our Social Studies project! It's about our town 150 years ago.

2 Sami: I was at the bookshop yesterday. I've got these books and these old maps.

Fatma: That's interesting! The train station and mosque were here 150 years ago, but the zoo and the shopping mall weren't. They're modern.

3 Lottie: There was a wadi in our town 150 years ago! Where is it now?

Sami: It's underground now, under the roads.

4 Engineer: '… there's a deep flood in the town, next to the café. We don't know why …'

5 Fatma: Hey! Look at this map! 150 years ago, there was a wadi next to the café!

6 Sami: Yes! That wadi is underground now. Maybe the wadi is the problem.

Lottie: We must tell someone! Come on!

7 Lottie: Bo, go and look! Be very quiet!

8 Bo: I was very quiet!

Lottie: And … what was down there?

Bo: The wall is broken. The wadi is coming out. It was very noisy!

9 Lottie: Excuse me. There's an underground wadi next to the café. The flood is coming from there!

Man: OK, thank you!

10 Sami: We were right! Well done, Discovery Team!

Diversity

Support

- Pre-teach words that pupils might have problems with, e.g. *underground, broken,* etc.

Challenge

- Before pupils open their books, tell them the title of the story. Pupils predict what might happen, using the information they have from the picture in Lesson 1.

3 It's a café now, but what kind of shop was it 150 years ago? Go to page 106 to find out. Use page 32 to help you. (2 minutes)

- Pupils discuss in pairs.
- Using the Thumbs up/down technique (see page 15), ask *Did you find the answer?*



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

- Pupils work individually to complete the activity. Elicit answers using the Lollipop stick technique (see page 15).

Extra activity Critical thinking

- Pupils work in pairs and write two sentences to say what happens next in the story, to add to those in Activity 4. They compare sentences with another pair and choose the best two, or rewrite their sentences to include all the ideas.

5 Look at pages 32 and 106. With your partner, find five differences between the town then and now. (5 minutes)

- Put pupils in pairs, nominating each Pupil A and B. Ask Pupils B to turn to page 106, and Pupils A to page 32.
- Pupils sit so they can't see each other's picture.
- Pupils take it in turns to describe their picture, e.g. *There's a …, but …* Ask *How about now/150 years ago?*
- Use the Lollipop stick technique (see page 15) to choose pupils to say what's the same and what's different.

6 **Act out the story.** (5 minutes)

- Divide pupils into groups of five. Allocate a role to each pupil (Fatma, Lottie, Sami, Bo, the engineer).
- Pupils act out the story in groups. For details of acting out stories, see page 17.

Extra activity **Critical thinking**

- Pupils research, using books, photographs or maps on the Internet, their own location 150 years ago to find out what was there then and what is new.

Extra activity **Fast finishers**

- Pupils find words connected to the places in a town in the story and write the words in their notebooks.

Finishing the lesson (3 minutes)

- Ask pupils what their favourite part of the story was. Have them read it to their partner.

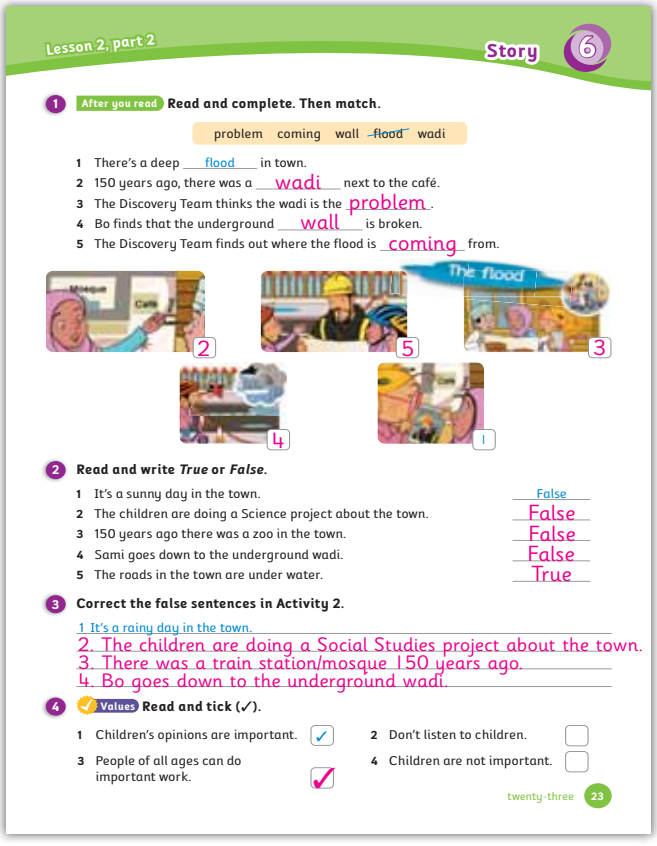
Lesson 2, part 2

Starting the lesson (5 minutes)

- Ask pupils what they remember from the story.

Practice

Activity Book


Lesson 2, part 2 Story 6

1 After you read Read and complete. Then match.

problem coming wall ~~flood~~ wadi

1 There's a deep flood in town.
2 150 years ago, there was a wadi next to the café.
3 The Discovery Team thinks the wadi is the problem.
4 Bo finds that the underground wall is broken.
5 The Discovery Team finds out where the flood is coming from.

2 3 5 4 1

2 Read and write *True* or *False*.

1 It's a sunny day in the town. False
2 The children are doing a Science project about the town. False
3 150 years ago there was a zoo in the town. False
4 Sami goes down to the underground wadi. False
5 The roads in the town are under water. True

3 Correct the false sentences in Activity 2.

1 It's a rainy day in the town.
2. The children are doing a Social Studies project about the town.
3. There was a train station/mosque 150 years ago.
4. Bo goes down to the underground wadi.

4 Values Read and tick (✓).

1 Children's opinions are important. ✓
2 Don't listen to children. ☐
3 People of all ages can do important work. ✓
4 Children are not important. ☐

twenty-three 23

1 **After you read** **Read and complete. Then match.** (5 minutes)

- Ask pupils to say what is happening in each of the pictures.
- Ask pupils to complete the sentences with the words in the box and then match them to the pictures.
- Check answers as a class.

2 **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.** (10 minutes)

- Pupils work in pairs to complete the activity.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique (see page 15) to choose pupils to read aloud the answers.

4 **Values** **Read and tick (✔).** (10 minutes)

- Pupils work individually to read the sentences and then check answers in pairs.
- Have a class discussion. Ask pupils to say why items 2 and 4 aren't very appropriate to say. Elicit ideas for more diplomatic ways to say this, e.g. *That's one/an interesting idea. Why/What about (add the issue/challenge/problem or say why you don't like it with a good reason).*

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 **Photocopiables S7 and 50**

- Ask pupils to do photocopiables S7 and 50.

CLIL Link

In Unit 6, the story is based around the concept of old maps and what these can tell us about how our town used to be, from Social Studies.

There is a flood in the town square, and the Discovery Team find out that there used to be a wadi next to the café – that is where the water is coming from. They find this out by looking at a map of how the town was 150 years ago. They let the engineers know about their discovery so that they can fix the problem.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use *was/were*
- **Target language:** *yesterday, last night*

Global Scale of English (GSE)

- **Listening:** Can understand short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or pictures (GSE 39).
- **Speaking:** Can ask where others were in the past, using was/were, given a model (GSE 37). Can say where they and others were in the past, if supported by questions or prompts (GSE 40).

Materials

- Unit 6 flashcards (places in a local area)
- photocopiable 46

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (3 minutes)

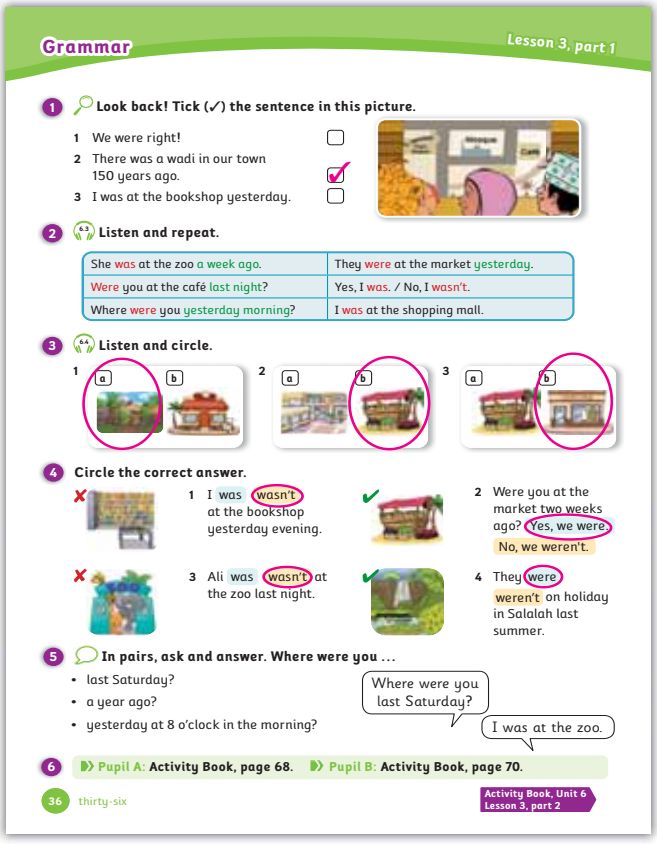
- Ask pupils what they remember from the story from Lesson 2. Prompt with questions, e.g. *What was the emergency in the town? What did Bo see underground? How was the town different 150 years ago? How did the Discovery Team help?*

Presentation (10 minutes)

- Explain that in this lesson pupils will learn to use *there was* and *there were* to talk about the past.
- To contextualise the language, ask pupils *Were you at the shopping mall yesterday?* Elicit truthful answers from pupils. Write answers on the board, e.g. *(Talal) was … and (Samira) wasn't …*
- Ask different pupils *Were you in/at … yesterday morning?* Elicit or tell pupils the short forms, *Yes, I was./No, I wasn't.* Write these on the board. Ask *Was (Talal/Samira) in/at … yesterday morning?* and elicit *Yes, she/he was./No, she/he wasn't.*

Practice

Class Book


Grammar — Lesson 3, part 1

1 Look back! Tick (✓) the sentence in this picture.
1 We were right!
2 There was a wadi in our town 150 years ago. ✓
3 I was at the bookshop yesterday.

2 63 Listen and repeat.

She was at the zoo a week ago.	They were at the market yesterday.
Were you at the café last night?	Yes, I was. / No, I wasn't.
Where were you yesterday morning?	I was at the shopping mall.

3 64 Listen and circle.

4 Circle the correct answer.
1 I was / wasn't at the bookshop yesterday evening.
2 Were you at the market two weeks ago? Yes, we were. / No, we weren't.
3 Ali was / wasn't at the zoo last night.
4 They were / weren't on holiday in Salalah last summer.

5 In pairs, ask and answer. Where were you …
- last Saturday?
- a year ago?
- yesterday at 8 o'clock in the morning?

Where were you last Saturday?
I was at the zoo.

6 Pupil A: Activity Book, page 68. Pupil B: Activity Book, page 70.

36 thirty-six
Activity Book, Unit 6 Lesson 3, part 2

1 Look back! Tick (✓) the sentence in this picture. (2 minutes)

- Refer pupils to pages 34 and 35.
- Ask pupils to say where they found the answer.

2 6.3 Listen and repeat. (3 minutes)

- Explain to pupils that we use *was* with the *I, He, She* and *It;* and we use *were* with *You, They* and *We.*
- Ask pupils to look at the words in green. Explain that they all refer to times in the past. Translate them into pupils' own language if necessary.
- Play the audio.
- Write *I was …* on the board and ask the class where they were yesterday morning.

6.3

She was at the zoo a week ago.
They were at the market yesterday.
Were you at the café last night?
Yes, I was. No, I wasn't.
Where were you yesterday morning?
I was at the shopping mall.



3 6.4 **Listen and circle.** (5 minutes)

- Ask different pupils to describe what they can see in the pictures.
- Play the audio and have pupils circle the correct picture.
- Pupils work individually, then check in pairs.
- Confirm answers using the Lollipop stick technique (see page 15).

6.4

1 Noora: Hi, Azza! Hi, Hamzah! How was your weekend?
Azza: It was good, thanks. I was at the zoo on Saturday afternoon with my family.
Noora: Weren't you there a week ago, too?
Azza: Yes, I was! But we love going to the zoo.

2 Azza: How about you, Noora?
Noora: It was a bit boring. I was at the market with my dad on Saturday.

3 Azza: How was your weekend, Hamzah?
Hamzah: It wasn't very exciting. On Saturday, I was at the clothes shop with my grandad, looking for new trousers. But there weren't any in the shop.

Extra activity **Communication**

- Pupils listen to the audio again and say how the children show interest. Elicit by pausing the audio just after *How was your weekend? Weren't you there a week ago, too? How about you? How was your weekend, Hamzah?* Discuss as a class how these questions show interest.

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

- Use the Traffic light cards technique (see page 15) to check pupils understand what they have to do.
- Pupils check answers in pairs.

Diversity

Support

- As a class, elicit which sentences are negative/positive and whether they need negative/positive short answers.

Challenge

- Where possible, pupils also write the questions and the correct short answers.

5 **In pairs, ask and answer. Where were you …** (5 minutes)

- Ask two pupils to read the example. Elicit the correct questions and write them on the board.
- Pupils work in pairs.

6 **Pupil A: Activity Book, page 68.**
Pupil B: Activity Book, page 70. (5 minutes)

- Place pupils in pairs and tell them to choose who is going to be A and who is going to be B. Ask them to find the correct page in their Activity Book.
- Pupils work together to complete the table with the missing information about where the children were by asking and answering questions.
- Monitor pupils, helping where necessary.

Finishing the lesson (2 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *When do we use was/wasn't or were/weren't?*

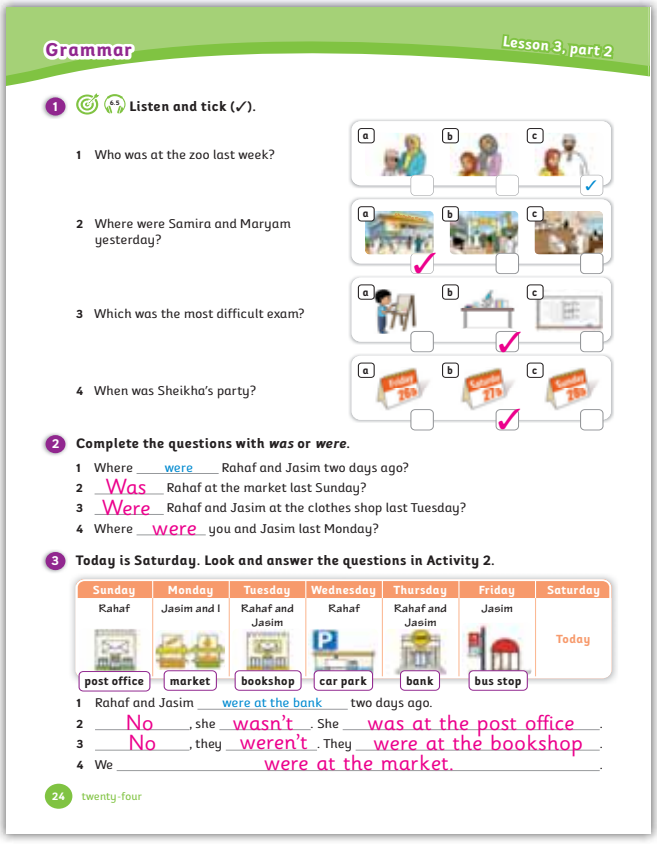
Lesson 3, part 2

Starting the lesson (5 minutes)

- On the board, write *Where were you yesterday/ three days ago/last Saturday?* Place pupils in pairs and have them ask and answer the questions.

Practice

Activity Book


Grammar — Lesson 3, part 2

1 Listen and tick (✓).

1 Who was at the zoo last week?
2 Where were Samira and Maryam yesterday?
3 Which was the most difficult exam?
4 When was Sheikha's party?

2 Complete the questions with *was* or *were*.
1 Where were Rahaf and Jasim two days ago?
2 Was Rahaf at the market last Sunday?
3 Were Rahaf and Jasim at the clothes shop last Tuesday?
4 Where were you and Jasim last Monday?

3 Today is Saturday. Look and answer the questions in Activity 2.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Rahaf	Jasim and I	Rahaf and Jasim	Rahaf	Rahaf and Jasim	Jasim	Today
post office	market	bookshop	car park	bank	bus stop	

1 Rahaf and Jasim were at the bank two days ago.
2 No, she wasn't. She was at the post office.
3 No, they weren't. They were at the bookshop.
4 We were at the market.

24 twenty-four

1 6.5 Listen and tick (✔). (10 minutes)

- Ask questions about the pictures: *What are the places? What school subjects are they? How do you say each of the dates?*
- Explain that pupils have to tick the correct picture. Play the audio.
- Check answers using the Lollipop stick technique (see page 15).

6.5

1 Who was at the zoo last week?

Boy 1: I was at the market with my mum last week. There were delicious fruit and vegetables.
Girl 1: Really? I don't like going shopping.
Boy 1: What do you like doing?
Girl 1: I love going to the zoo. I was at the zoo with my dad last week.

2 Where were Samira and Maryam yesterday?

Boy 2: Hi, Samira. Hi, Maryam.
Girls 2 and 3: Hi, Qais.
Boy 2: Where were you yesterday? I was at the café, but you weren't there.
Girl 3: Sorry, Qais. Maryam and I were at the shopping mall doing some shopping.
Boy 2: That's fine.

3 Which was the most difficult exam?

Boy 3: How were your exams last week, Areej?
Girl 4: Good, I think.
Boy 3: For me, the Maths exam was the easiest.
Girl 4: Yes, for me, too. I think Science was the most difficult of all.
Boy 3: Yes, it was very difficult.

4 When was Sheikha's party?

Boy 4: How was your weekend, Halima?
Girl 5: It was fantastic! I was at Sheikha's party.
Boy 4: Was the party on Friday?
Girl 5: No! I was at a concert on Friday. Sheikha's party was on Saturday.

2 Complete the questions with *was* or *were*. (10 minutes)

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

3 Today is Saturday. Look and answer the questions in Activity 2. (10 minutes)

- Place pupils in pairs. Use the Expert envoy technique (see page 15) when choosing pairs. Ask pupils to name the places in the pictures.
- Pupils complete the answers.
- Check answers as a class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Did you understand the grammar? Is there anything that you didn't understand?*

Extra activity Photocopiable 46

- Ask pupils to do photocopiable 46.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use adjectives to describe places; to learn and use *there* with *was/wasn't and were/weren't;* to learn and sing a song
- **Target language:** *noisy, busy, cheap, expensive, quiet, safe, ancient, modern*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words if spoken slowly and clearly (GSE 18). Can sing a basic song from memory (GSE 22).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

Materials

- Unit 6 flashcards (*noisy, busy, cheap, expensive, quiet, safe, ancient, modern*)
- True/False response cards
- photocopiables 42, 46, 54 and 58

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson (5 minutes)

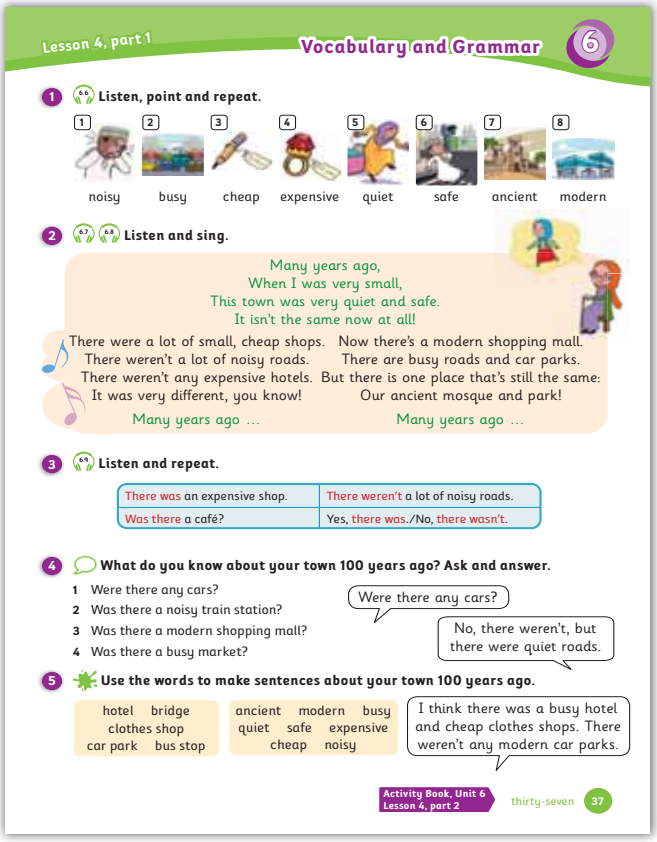
- On the board, write *Where were you yesterday in the evening? What can you remember from the last lesson?* Pupils discuss their answers in pairs.
- Elicit answers.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn and use vocabulary to describe places, things and people, and how to use *there* with *was/were*. They will also sing a song.
- Place the Unit 6 (adjectives) flashcards on the board. Go through each adjective and have pupils repeat after you. Elicit the meaning of each adjective.
- Draw a Venn diagram on the board and label the three circles with *people, places* and *things*. Ask pupils to suggest a word/adjective they know that can describe one or all these things and write their ideas on the board. Accept all reasonable suggestions.

Practice

Class Book


Lesson 4, part 1
Vocabulary and Grammar 6
1 Listen, point and repeat.
1 noisy 2 busy 3 cheap 4 expensive 5 quiet 6 safe 7 ancient 8 modern
2 Listen and sing.
Many years ago,
When I was very small,
This town was very quiet and safe.
It isn't the same now at all!
There were a lot of small, cheap shops. Now there's a modern shopping mall.
There weren't a lot of noisy roads. There are busy roads and car parks.
There weren't any expensive hotels. But there is one place that's still the same:
It was very different, you know! Our ancient mosque and park!
Many years ago … Many years ago …
3 Listen and repeat.
There was an expensive shop. | There weren't a lot of noisy roads.
Was there a café? | Yes, there was./No, there wasn't.
4 What do you know about your town 100 years ago? Ask and answer.
1 Were there any cars?
2 Was there a noisy train station?
3 Was there a modern shopping mall?
4 Was there a busy market?
Were there any cars?
No, there weren't, but there were quiet roads.
5 Use the words to make sentences about your town 100 years ago.
hotel bridge clothes shop car park bus stop
ancient modern busy quiet safe expensive cheap noisy
I think there was a busy hotel and cheap clothes shops. There weren't any modern car parks.
Activity Book, Unit 6 Lesson 4, part 2
thirty-seven 37

1 6.6 Listen, point and repeat. (5 minutes)

- Refer pupils to page 37.
- Play the audio.
- Practise the vocabulary using the True/False response cards technique (see page 15). Say the following sentences and ask pupils to hold the up a card.

  At lunchtime our school is noisy/quiet.
  Our town is ancient/modern.
  Holidays in Dubai are cheap/expensive.
  Climbing mountains is safe/dangerous.
  Muscat/Riyadh/Amman is quiet/busy.

6.6

1 noisy **2** busy **3** cheap **4** expensive **5** quiet **6** safe **7** ancient **8** modern

Extra activity Collaborative work

- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.

Vocabulary and Grammar

2 6.7 & 6.8 **Listen and sing.** (5 minutes)

- Ask pupils to look at the pictures and raise their hands to say who they can see *(an old man thinking about when he was a boy, running)*.
- Play the song and tell pupils to listen only this time. Play the song again and have pupils join in.
- Play the karaoke version of the song (track 6.8) and encourage pupils to sing.

6.7

Many years ago,
When I was very small,
This town was very quiet and safe.
It isn't the same now at all!

There were a lot of small, cheap shops.
There weren't a lot of noisy roads.
There weren't any expensive hotels.
It was very different, you know!

Many years ago,
When I was very small,
This town was very quiet and safe.
It isn't the same now at all!

Now there's a modern shopping mall.
There are busy roads and car parks.
But there is one place that's still the same:
Our ancient mosque and park!

Many years ago,
When I was very small,
This town was very quiet and safe.
It isn't the same now at all!

3 6.9 **Listen and repeat.** (5 minutes)

- Ask pupils to find examples of *There was/were* and *wasn't/weren't* in the song. Have pupils copy and illustrate these examples in their notebooks.
- Ask pupils to look at the grammar box and repeat as you play the audio. Focus on the pronunciation.

6.9

There was an expensive shop.
There weren't a lot of noisy roads.
Was there a café?
Yes, there was.
No, there wasn't.

4 **What do you know about your town 100 years ago? Ask and answer.** (5 minutes)

- Place pupils in pairs for this activity. Check pupils understand that they are making guesses using *I think* …
- Ask two pupils to read out the examples in the speech bubbles.
- Check answers as a class.

5 **Use the words to make sentences about your town 100 years ago.** (5 minutes)

- Place pupils in pairs. Check pupils understand that they are making guesses, using *I think* …
- Ask pupils to illustrate their sentences with simple drawings in their notebooks.
- Walk around the class monitoring pairs.

Diversity

Support

- Read out the example in the speech bubble. Point out to pupils that they need to use *I think* and that they aren't expected to know, they are guessing. Give pupils preparation time. Working in pairs, they write their sentences in their notebooks.

Challenge

- Let pupils work in pairs without preparation time, and have them say their sentences and respond with *Yes, I think you're right* or *I'm not sure, because* …

Extra activity **TPR**

- Hand out the Unit 6 flashcards (adjectives) to different groups of pupils. Tell them they have one minute to practise a mime for the others to copy. After copying, pupils should say the opposite adjective.

Extra activity **Fast finishers**

- Ask pupils to make statements about their town, city or village using the Three facts and a fib technique (see page 15). In small groups, pupils take it in turns to read their sentences aloud.

Finishing the lesson (5 minutes)

- Ask *Do you like the song? Can you remember it without looking at the book?*
- Play the karaoke version of the song (track 6.8) again and encourage pupils to sing.

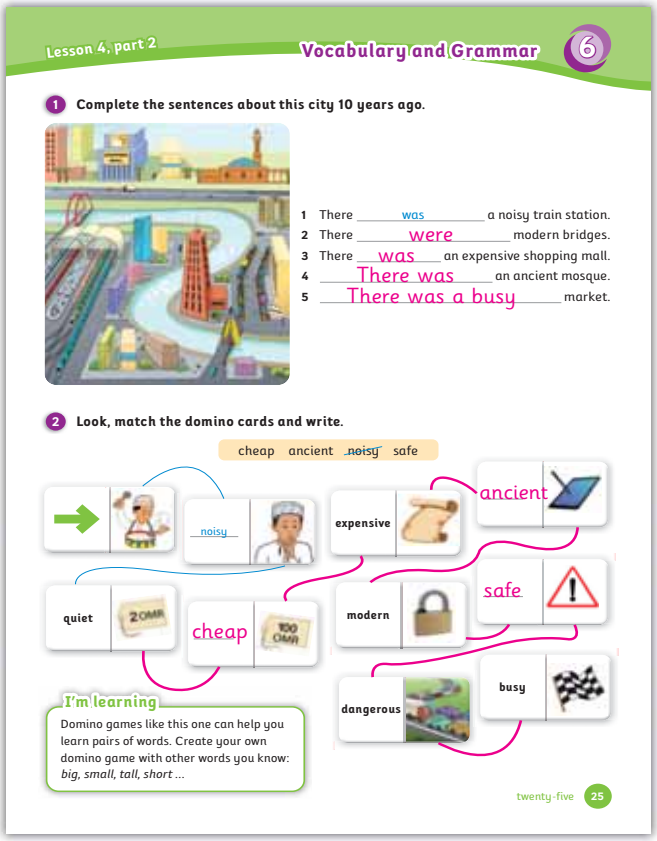
Lesson 4, part 2

Starting the lesson (10 minutes)

- Play *What's missing* (see page 19) with the Unit 6 flashcards (adjectives).
- Show pupils a flashcard and have them say its opposite.

Practice

Activity Book


Lesson 4, part 2 Vocabulary and Grammar 6

1 Complete the sentences about this city 10 years ago.

1 There was a noisy train station.
2 There were modern bridges.
3 There was an expensive shopping mall.
4 There was an ancient mosque.
5 There was a busy market.

2 Look, match the domino cards and write.

cheap ancient ~~noisy~~ safe

noisy
expensive
ancient
quiet
cheap
modern
safe
dangerous
busy

I'm learning
Domino games like this one can help you learn pairs of words. Create your own domino game with other words you know: *big, small, tall, short ...*

twenty-five 25

1 Complete the sentences about this city 10 years ago. (10 minutes)

- Ask pupils to look at the picture and name some of the things they can see.
- Use the Traffic light cards technique (see page 15) to check pupils understand what they have to do.
- Pupils complete the activity in pairs.
- Check answers as a class.

2 Look, match the domino cards and write. (10 minutes)

- Ask pupils to name the items they can see on the dominoes. Explain to pupils how to play dominoes if they don't know. Explain that they must match the pictures on the tiles to words in the box. Ask pupils to look at the example and to notice how the picture and the word match.
- Pupils complete the activity individually and then check answers in pairs.
- Read the *I'm learning* box.
- Put pupils into pairs or small groups.
- Ask them to use the game on the Activity Book page as a model. Tell them to make ten dominoes each. Their dominoes should have a picture on one half and an adjective on the other.
- One pupil begins by putting down a tile. Pupils then take turns playing tiles to match the pictures or words of the tiles on the table. Monitor pupils, helping when necessary. The player to play the most tiles wins.
- Monitor pupils, helping where necessary.
- Check feedback using the Lollipop stick technique (see page 15).

Dictation (5 minutes)

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

D6

1	market	7	hotel
2	square	8	mosque
3	shopping mall	9	café
4	car park	10	clothes shop
5	train station	11	bridge
6	bus stop	12	zoo

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Do you understand how we use adjectives to describe places? Was it easy or difficult? Why?*

Extra activity **Photocopiables 42, 46, 54 and 58**

- Ask pupils to do photocopiables 42, 46, 54 and 58.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about historic buildings in Oman; to make a poster of a historic building in Oman
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can identify the main topic of a simple structured text (GSE 38). 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 talk about familiar places in a basic way (GSE 35). 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

- sheets of A4 paper
- coloured pencils
- pictures of ancient and modern buildings
- photocopiable 62

Assessment for Learning (formative assessment)

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

Culture Sources (online)

- rohmuscat.org.om
- pettitts.co.uk
- sultanqaboosgrandmosque.com
- lonelyplanet.com
- ehsanbayat.com

Lesson 5, part 1

Starting the lesson (3 minutes)

- Put the pictures of buildings on the board and refer pupils to page 38. Check understanding of the words *ancient* and *modern*. Ask *Which buildings are modern and which are ancient?*

Presentation (2 minutes)

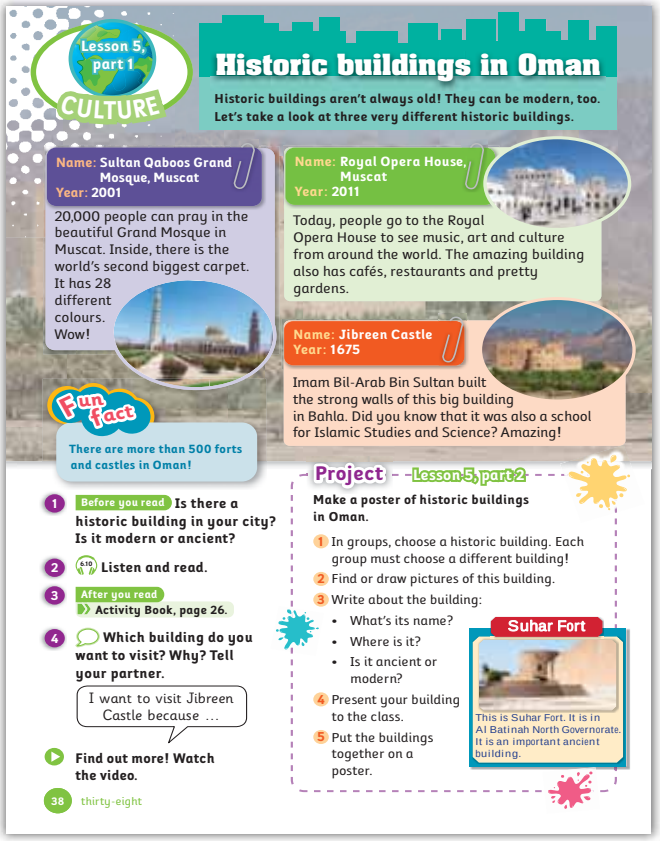
- Explain that in this lesson pupils will learn about historic buildings in their country.

Culture notes

- Jibreen Castle was an important centre of learning for astrology, medicine and Islamic law and inside the castle, there's a lot of other interesting features, such as painted ceilings and hidden rooms. Jibreen is located between the mountains and an especially dry part of the desert. It's incredibly hot for most of the year, which why the castle has a *falaj* (irrigation channel). This channel, which runs through the outer courtyard, was not used for drinking and washing but as an early type of air-conditioning system!

Practice

Class Book


Lesson 5, part 1
CULTURE
Historic buildings in Oman
Historic buildings aren't always old! They can be modern, too. Let's take a look at three very different historic buildings.
Name: Sultan Qaboos Grand Mosque, Muscat
Year: 2001
20,000 people can pray in the beautiful Grand Mosque in Muscat. Inside, there is the world's second biggest carpet. It has 28 different colours. Wow!
Name: Royal Opera House, Muscat
Year: 2011
Today, people go to the Royal Opera House to see music, art and culture from around the world. The amazing building also has cafés, restaurants and pretty gardens.
Name: Jibreen Castle
Year: 1675
Imam Bil-Arab Bin Sultan built the strong walls of this big building in Bahla. Did you know that it was also a school for Islamic Studies and Science? Amazing!
Fun fact
There are more than 500 forts and castles in Oman!
1 Before you read Is there a historic building in your city? Is it modern or ancient?
2 6.10 Listen and read.
3 After you read Activity Book, page 26.
4 Which building do you want to visit? Why? Tell your partner.
I want to visit Jibreen Castle because …
Find out more! Watch the video.
38 thirty-eight
Project – Lesson 5, part 2
Make a poster of historic buildings in Oman.
1 In groups, choose a historic building. Each group must choose a different building!
2 Find or draw pictures of this building.
3 Write about the building:
• What's its name?
• Where is it?
• Is it ancient or modern?
4 Present your building to the class.
5 Put the buildings together on a poster.
Suhar Fort
This is Suhar Fort. It is in Al Batinah North Governorate. It is an important ancient building.

1 Before you read Is there a historic building in your city? Is it modern or ancient? (3 minutes)

- Explain that *historic* refers to famous or very important buildings, not just old ones.
- Give pupils time to think about their town or city in pairs. Then pupils share their answers with the class.

2 6.10 Listen and read. (5 minutes)

- Ask pupils to look at the pictures on page 38. Ask if they recognise any of the buildings.

- Play the audio for pupils to listen and read in silence. Play the audio again for pupils to read aloud.
- Check with comprehension questions, e.g. *How many people can pray at the Sultan Qaboos Grand Mosque? (20,000.); How many colours has it got? (28.); What can you go and see at the Royal Opera House? (Music, art and culture.); What else has the Royal Opera House got? (Cafés, restaurants and pretty gardens.); Where is Jibreen Castle? (Bahla.); Was it only a castle? (No, it wasn't. It was also a school.).*
- **Extension** Pupils work in pairs to make and respond to statements, e.g.
  Pupil A: *There's a big carpet.*
  Pupil B: *the Sultan Qaboos Grand Mosque.*
  Pupil B: *It's got strong walls.*
  Pupil A: *Jibreen Castle.*

6.10

Historic buildings in Oman

Historic buildings aren't always old! They can be modern, too. Let's take a look at three very different historic buildings.

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Year: 2001
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Today, people go to the Royal Opera House to see music, art and culture from around the world. The amazing building also has cafés, restaurants and pretty gardens.

Name: Jibreen Castle
Year: 1675
Imam Bil-Arab Bin Sultan built the strong walls of this big building in Bahla. Did you know that it was also a school for Islamic Studies and Science? Amazing!

Extra activity **Critical thinking**

- Have pupils think about the three buildings in pairs. Ask *Why do you think these buildings have the design they have?* Pupils discuss reasons. Share pupils' ideas with the class.
- Ask a volunteer to read the Fun fact. Ask *Why do you think these castles and forts were built?* Write pupils' ideas on the board.

3 After you read Activity Book, page 26.

- Pupils turn to page 26 in their Activity Books before they complete the Class Book activities for this lesson.

4 Which building do you want to visit? Why? Tell your partner. (5 minutes)

- Pupils discuss the buildings, saying which they would like to visit the most. Encourage pupils to give reasons for their choices.

Diversity

Support

- Write the key words from the text on the board, e.g. *building, historic, beautiful, biggest, different, carpet, culture, amazing, pretty, strong, tallest.* Have pupils copy the words into their vocabulary lists. Review the meanings of the words.

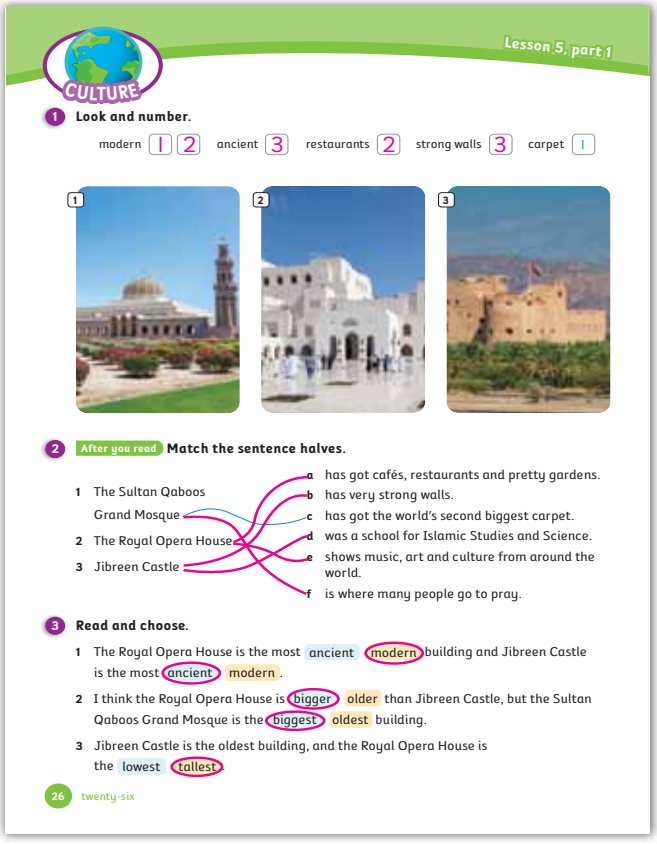
Challenge

- In pairs, pupils find all the adjectives in the texts (*important, old, modern, historic, beautiful, big, different, amazing, pretty, strong, tall*). They write sentences with the adjectives to describe places in their town or city.
- Suggest pupils put their work in their portfolios (see page 15).

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

- After watching the video, use the Summative and thought-provoking questions technique (see page 15) to ask pupils questions about what they found interesting about the video. Encourage them to say, e.g. *The best part for me was when . . . .*

Activity Book


Lesson 5, part 1

CULTURE

1 Look and number.

modern 1 2 ancient 3 restaurants 2 strong walls 3 carpet 1

2 After you read Match the sentence halves.

1 The Sultan Qaboos Grand Mosque
2 The Royal Opera House
3 Jibreen Castle

a has got cafés, restaurants and pretty gardens.
b has very strong walls.
c has got the world's second biggest carpet.
d was a school for Islamic Studies and Science.
e shows music, art and culture from around the world.
f is where many people go to pray.

3 Read and choose.

1 The Royal Opera House is the most ancient modern building and Jibreen Castle is the most ancient modern.
2 I think the Royal Opera House is bigger older than Jibreen Castle, but the Sultan Qaboos Grand Mosque is the biggest oldest building.
3 Jibreen Castle is the oldest building, and the Royal Opera House is the lowest tallest.

26 twenty-six

Culture and Project

1 Look and number. (3 minutes)
- Ask pupils to say the names of the buildings.
- Pupils complete the activity individually.
- Check answers as a class.

2 After you read Match the sentence halves. (5 minutes)
- Pupils complete the activity in pairs.
- Check answers using the Lollipop stick technique (see page 15).

3 Read and choose. (5 minutes)
- Pupils complete the activity individually.
- Check answers as a class.

Finishing the lesson (4 minutes)
- Use the Summative and thought-provoking questions technique (see page 15) to ask *Which building was the most interesting for you? Why?*
- Encourage pupils to reflect on what they found easy and difficult today.

Lesson 5, part 2

Starting the lesson (3 minutes)
- Ask pupils to say what they remember about the three buildings from the first part of the lesson without looking at the texts. Encourage them to use adjectives to describe them.

Presentation (2 minutes)
- Explain that in this lesson, pupils will make a poster about important buildings in Oman.

Practice – Project

Class Book

Make a poster of historic buildings in Oman. (30 minutes)
- Divide pupils into groups of three. Give each group a piece of paper and some coloured pencils.
- Brainstorm a list of historic buildings in Oman and write them on the board (these can include the buildings pupils learnt about in the first part of the lesson).
- Ask groups to choose one of the buildings. Make sure that each group chooses a different building.
- Explain that pupils should find photos or draw pictures of the building and write a paragraph about it using the texts and the example project in the Class Book as models. Tell them that their paragraphs should include its name, where it is, whether it's ancient or modern and why it's important. They should also include some interesting facts about their building.
- Monitor pupils, helping where necessary.
- Each group presents their building to the class. Make sure each pupil from each group reads out some information.
- Make a classroom display of the finished posters.



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 lesson has helped them understand more about historic buildings in Oman.
- Then ask them to say at least five adjectives to describe buildings.

Extra activity Photocopiable 62
- Ask pupils to do photocopiable 62.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to learn to draw conclusions and make recommendations
- **Target language:** *I was at the … What was it like? It was … How was it? You should go and see it!*

Global Scale of English (GSE)

- **Reading:** Can understand a simple text about a past event (GSE 35).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 35). Can talk about past events or experiences, using simple language (GSE 41).

Materials

- photocopiable 66

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

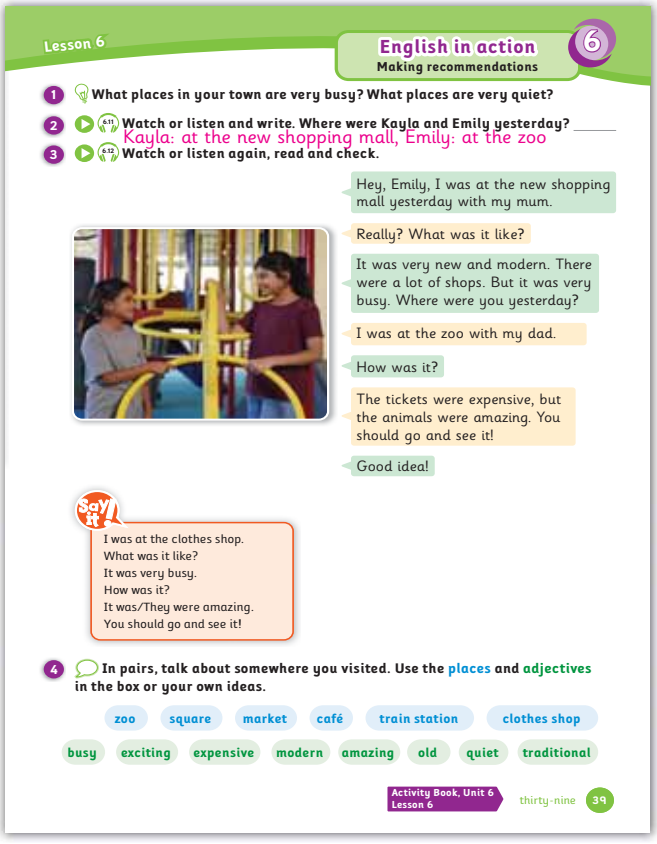
- Ask pupils to think of two or three places they like to visit, and why. Give a minute for pupils to think. Then ask them to tell a partner. Elicit some ideas. Ask the class to tell you places they remember from the last lesson and ask pupils to spell these as you write them on the board.

Presentation (2 minutes)

- Ask *Where were you last summer/on your last holiday/ at the weekend?* and have pupils answer. Respond to different answers and ask *How was it? What was it like? Do you think I/other pupils would like it there? Why/Why not? Do you recommend it? Why?*
- Explain that in this lesson pupils will learn how to make recommendations.

Practice

Class Book


Lesson 6

English in action 6
Making recommendations

1 What places in your town are very busy? What places are very quiet?

2 Watch or listen and write. Where were Kayla and Emily yesterday?
Kayla: at the new shopping mall, Emily: at the zoo

3 Watch or listen again, read and check.

Hey, Emily, I was at the new shopping mall yesterday with my mum.
Really? What was it like?
It was very new and modern. There were a lot of shops. But it was very busy. Where were you yesterday?
I was at the zoo with my dad.
How was it?
The tickets were expensive, but the animals were amazing. You should go and see it!
Good idea!

Say it!
I was at the clothes shop.
What was it like?
It was very busy.
How was it?
It was/They were amazing.
You should go and see it!

4 In pairs, talk about somewhere you visited. Use the places and adjectives in the box or your own ideas.

zoo | square | market | café | train station | clothes shop
busy | exciting | expensive | modern | amazing | old | quiet | traditional

Activity Book, Unit 6 Lesson 6
thirty-nine 39

1 What places in your town are very busy? What places are very quiet? (5 minutes)

- Refer pupils to page 39. Pupils discuss in pairs and then raise their hands to offer answers.

2 6.11 Watch or listen and write. Where were Kayla and Emily yesterday? (5 minutes)

- Play the audio or video. Pupils write their answers before giving feedback. Do not confirm answers yet.

6.11 & 6.12

Kayla: Hey, Emily, I was at the new shopping mall yesterday with my mum.
Emily: Really? What was it like?
Kayla: It was very new and modern. There were a lot of shops. But it was very busy. Where were you yesterday?
Emily: I was at the zoo with my dad.
Kayla: How was it?
Emily: The tickets were expensive, but the animals were amazing. You should go and see it!
Kayla: Good idea!

English in action

3 6.12 **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 Emily and the other group is Kayla. Play the audio and pause after each sentence. Pupils from each group repeat what they hear in unison.
- Have different pupils stand up and read the dialogue to the class.

4 **In pairs, talk about somewhere you visited. Use the places and adjectives in the box or your own ideas.** (5 minutes)

- Place pupils in pairs to complete the activity.
- Walk around the class monitoring pairs.
- **Extension** Pupils repeat the activity in different pairs.

Diversity

Support

- Give pupils one minute to prepare their ideas before talking in pairs.

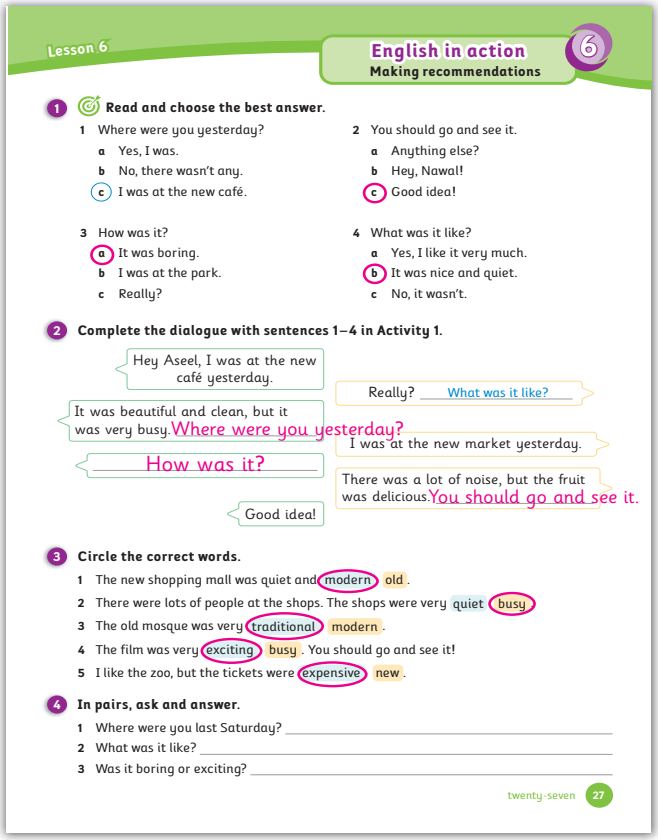
Challenge

- Have pupils perform their conversation to the class.

Extra activity **Fast finishers**

- Pupils write four things they remember from this lesson.

Activity Book



Lesson 6

English in action 6
Making recommendations

1 **Read and choose the best answer.**

1 Where were you yesterday?
a Yes, I was.
b No, there wasn't any.
c I was at the new café.

2 You should go and see it.
a Anything else?
b Hey, Nawal!
c Good idea!

3 How was it?
a It was boring.
b It was at the park.
c Really?

4 What was it like?
a Yes, I like it very much.
b It was nice and quiet.
c No, it wasn't.

2 **Complete the dialogue with sentences 1–4 in Activity 1.**

Hey Aseel, I was at the new café yesterday.
Really? What was it like?
It was beautiful and clean, but it was very busy. Where were you yesterday?
I was at the new market yesterday.
How was it?
There was a lot of noise, but the fruit was delicious. You should go and see it.
Good idea!

3 **Circle the correct words.**

1 The new shopping mall was quiet and modern old.
2 There were lots of people at the shops. The shops were very quiet busy.
3 The old mosque was very traditional modern.
4 The film was very exciting busy. You should go and see it!
5 I like the zoo, but the tickets were expensive new.

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

1 Where were you last Saturday? _____
2 What was it like? _____
3 Was it boring or exciting? _____

twenty-seven 27

1 **Read and choose the best answer.** (3 minutes)

- Check answers using the Lollipop stick technique (see page 15).

2 **Complete the dialogue with sentences 1–4 in Activity 1.** (4 minutes)

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

3 **Circle the correct words.** (3 minutes)

- Pupils work individually.
- Use the Lollipop stick technique (see page 15) to check answers.

4 **In pairs, ask and answer.** (3 minutes)

- Pupils work in pairs. Ask different pupils to report back and tell the class something their partner said.

Finishing the lesson (2 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *What do you think a visitor to your country should do?* and elicit answers.

Extra activity **Photocopiable 66**

- Ask pupils to do photocopiable 66.

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)

- **Listening:** Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).

Materials

- slips of paper, one for each pupil
- photocopiable 70

Assessment for Learning (formative assessment)

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

Lesson 7, part 1

Starting the lesson (5 minutes)

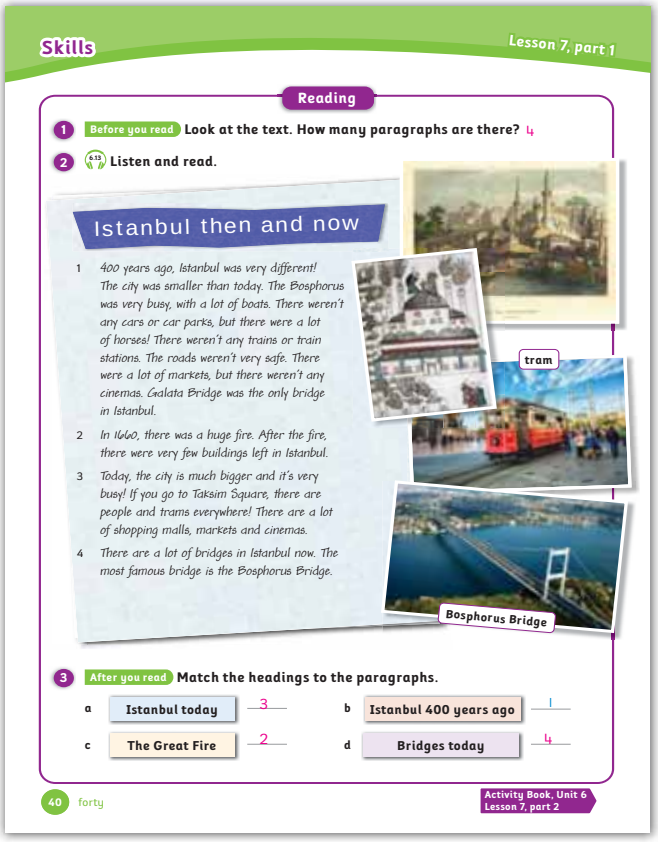
- Write *Istanbul then and now* on the board. Write the current year under *now*, and ask *What was the year 400 years ago?* Write the answer under *then* and ask *What do you think is different about Istanbul then and now?* Give pupils one minute to write down some ideas. Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation (5 minutes)

- Explain that in this lesson pupils will read a text comparing how Istanbul was in the past, and how it is today.
- Ask pupils to look at the images on page 40 and say what they see. Ask for predictions about what ideas the text will contain.

Practice

Class Book


Skills
Lesson 7, part 1
Reading
1 Before you read Look at the text. How many paragraphs are there? 4
2 6.13 Listen and read.
Istanbul then and now
1 400 years ago, Istanbul was very different! The city was smaller than today. The Bosphorus was very busy, with a lot of boats. There weren't any cars or car parks, but there were a lot of horses! There weren't any trains or train stations. The roads weren't very safe. There were a lot of markets, but there weren't any cinemas. Galata Bridge was the only bridge in Istanbul.
2 In 1660, there was a huge fire. After the fire, there were very few buildings left in Istanbul.
3 Today, the city is much bigger and it's very busy! If you go to Taksim Square, there are people and trams everywhere! There are a lot of shopping malls, markets and cinemas.
4 There are a lot of bridges in Istanbul now. The most famous bridge is the Bosphorus Bridge.
tram
Bosphorus Bridge
3 After you read Match the headings to the paragraphs.
a Istanbul today 3
b Istanbul 400 years ago 1
c The Great Fire 2
d Bridges today 4
40 forty
Activity Book, Unit 6 Lesson 7, part 2

Reading

1 Before you read Look at the text. How many paragraphs are there? (5 minutes)

- Refer pupils to page 40. Pupils discuss in pairs first.

2 6.13 Listen and read. (15 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 read and listen.
- Play the audio.
- Check comprehension using the Summative and thought-provoking questions technique (see page 15). Ask *Which paragraph tells us about a famous bridge in Istanbul? (4.); Which paragraph tells us why the city was smaller after an emergency? (2.); Which paragraph is about places and transport now? (3.); Which paragraph is about places and transport then? (1).*

6.13

Istanbul then and now

1 400 years ago, Istanbul was very different! The city was smaller than today. The Bosphorus was very busy, with a lot of boats. There weren't any cars or car parks, but there were a lot of horses!
There weren't any trains or train stations.
The roads weren't very safe. There were a lot of markets, but there weren't any cinemas.
Galata Bridge was the only bridge in Istanbul.

2 In 1660, there was a huge fire. After the fire, there were very few buildings left in Istanbul.

3 Today, the city is much bigger and it's very busy! If you go to Taksim Square, there are people and trams everywhere! There are a lot of shopping malls, markets and cinemas.

4 There are a lot of bridges in Istanbul now.
The most famous bridge is the Bosphorus Bridge.

Extra activity Critical thinking

- Pupils work in pairs and find all the words in the text connected to the themes of places and how to travel in a city. Remind pupils to update their vocabulary lists.
- Pupils create picture crossword clues with the words in their lists in their notebook. They swap their crosswords with others groups to complete.

3 After you read Match the headings to the paragraphs. (5 minutes)

- Pupils work individually, then check answers with a partner. Ask for feedback using the Lollipop stick technique (see page 15) or the TPR activity below.
- In groups, pupils can research and write another paragraph about Istanbul now.

Extra activity TPR

- An alternative for answers to Activity 3: Tell pupils each wall or corner of the class represents *a, b, c* or *d*. Say *The heading for paragraph 1 is …* Pupils move to the wall or corner to show their answers.

Diversity

Support

- Elicit and write a question for each paragraph on the board from the whole class. Have pupils answer in pairs. Decide which one is the most interesting/ easiest, etc.

Challenge

- Ask pupils to write two or three questions with a partner. Pairs work with another pair to ask and answer their questions. Have pupils choose one question from each group to ask the class.

Extra activity Fast finishers

- Pupils write their ten favourite words or expressions from this lesson in their notebooks.

Finishing the lesson (5 minutes)

- Put pupils in pairs. Ask them to discuss which paragraph in the text they found the most/least interesting. Encourage them to give reasons for their answers.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique (see page 15) to choose pairs to give you their answers and reasons.

Lesson 7, part 2

Starting the lesson (5 minutes)

- Using the True/False response cards technique (see page 15), say different statements about the text from the first part of the lesson, e.g. *Istanbul was bigger 400 years ago. (False.); The roads weren't safe. (True.); In 1960, there was a huge fire. (False.)*, etc. Pupils correct the false statements.

Presentation (10 minutes)

- Explain that in this lesson pupils will practise what they remember about the text.
- 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.

Activity Book



Skills — Lesson 7, part 2

Reading

1 After you read **Complete the table.**

~~smaller~~ car parks bigger a lot of markets a lot of horses a lot of bridges no trains cinemas The Bosphorus one bridge

Istanbul	
400 years ago	Now
smaller	bigger
a lot of horses	car parks
a lot of markets	a lot of markets
no trains	a lot of bridges
The Bosphorus	cinemas
one bridge	The Bosphorus

2 **Look at the table. Find two things in common.**

markets The Bosphorus

3 **Choose the correct answer.**

1 Today Istanbul is smaller bigger than 400 years ago.
2 The Bosphorus was very quiet busy 400 years ago.
3 In the past, people used horses cars to travel around Istanbul.
4 The huge fire was in 1660 1666 .
5 The Bosphorus Bridge Galata Bridge was the only bridge across the Bosphorus in Istanbul.

28 twenty-eight

Reading

1 **After you read Complete the table.** (10 minutes)

- Ask pupils to look at the picture and describe some of the things that they can see. Encourage them to use the past tense.
- Give pupils five minutes to complete the activity individually. They compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).

2 **Look at the table. Find two things in common.** (5 minutes)

- Pupils work individually to use the table in activity 1 to find and write two things that were the same 400 years ago and now.
- Monitor pupils, helping where necessary.
- Check answers using the Lollipop stick technique (see page 15).

3 **Choose the correct answer.** (5 minutes)

- Place pupils in pairs to complete the activity.
- Walk around the class, monitoring pairs.
- Place two sets of pairs together and have them compare answers. Have pupils show evidence in the text if they don't agree on the correct answer.

Finishing the lesson (5 minutes)

- Pupils close their books. They work in pairs and tell each other what they remember about each of the headings from the first part of the lesson.
- Walk around the class, monitoring pairs.
- Ask pupils to think about and write the answers to these questions in their notebooks in their first language: *Which activity helped you learn best? Why? What stopped you from learning? Why?*
- Give pupils a small piece of paper each. Ask them to choose one answer. Pupils write this down.
- Pupils hand you their exit ticket anonymously at the end of the class.

Extra activity **Photocopiable 70**

- Ask pupils to do photocopiable 70.

Skills

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk and write about their town or city in the past and now
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can identify specific information related to a familiar topic in a short, simple text (GSE 37).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model (GSE 35).

Materials

- Unit 6 flashcards (places in a local area and adjectives)
- slips of paper, enough for each group
- pupils' anonymous exit tickets from the previous lesson
- photocopiable 74

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Thumbs up/down technique (see page 15)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); Think-pair-share technique (see page 15)
- Independent learning: Learning diary (see page 15); Summative and thought-provoking questions technique (see page 15)

Lesson 8, part 1

Starting the lesson (5 minutes)

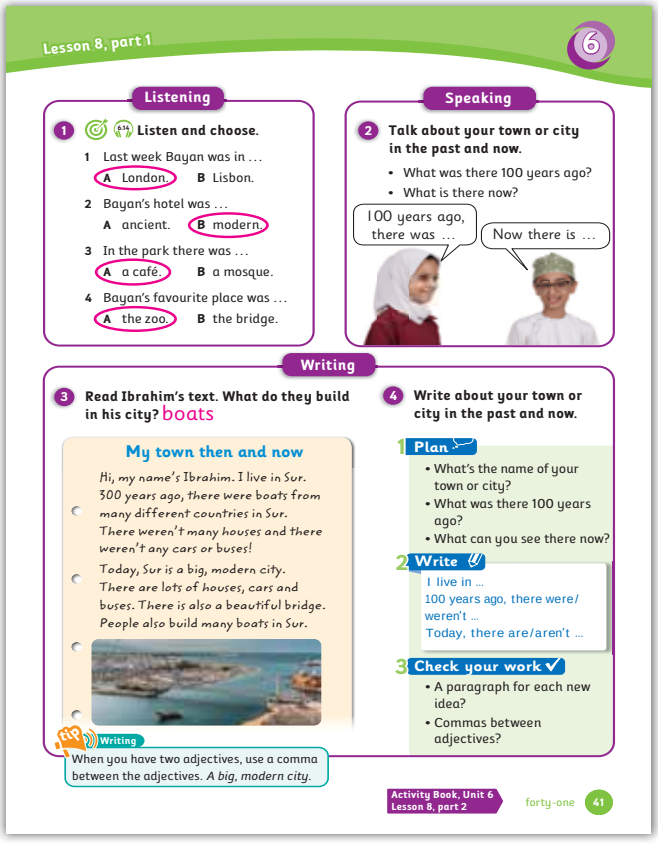
- Ask pupils to think back to what helped them learn in the last lesson, and what didn't help them learn.
- Ask pupils to find their exit ticket. If they don't have them, give pupils a slip of paper.
- Have pupils write or draw *Today, I can … to help me learn*, on one side of the slip. Pupils can use L1.
- Ask pupils to put their slips in their notebooks. Tell pupils they will reflect on them at the end of the class.

Presentation (5 minutes)

- Explain that in this lesson pupils will listen to a conversation about a trip, talk about their town or city now and in the past, and then write a description.
- Using the Lollipop stick technique (see page 15), ask pupils to say place names and words to describe these places. Use the Unit 6 flashcards to help if necessary.

Practice

Class Book



Listening

1 6.14 Listen and choose. (5 minutes)

- Refer pupils to page 41 and tell them to read the sentences carefully before they listen so they know what to listen for.
- Play the audio.
- Check answers as a class.

6.14

Man: I hear you were in London last week, Bayan. Tell me all about it.
Girl: It was great. We were in a hotel next to the Victoria train station. It was a big, modern hotel.
Man: Wasn't that very expensive?
Girl: No, it was a cheap hotel.
Man: Great.
Girl: Next to the hotel there was a beautiful park. There was even a café in the park.
Man: Fantastic! What was your favourite place?
Girl: My favourite place was the zoo! There were so many animals!

Diversity

Support
- Write the questions in the Challenge section below on the board for pupils to answer.

Challenge
- Ask comprehension questions: *Did Bayan go to London alone? (No.); Did she stay with friends? (No, in a hotel.); Did she pay a lot of money for the hotel? (No, it was cheap.); Was the park far away? (No, it was next to the hotel.).*

Speaking

2 Talk about your town or city in the past and now. (5 minutes)
- Pupils work in pairs.
- When they have talked about their town or city in the past and now, ask one pupil in each pair to sit with another pupil from another pair.

Writing

3 Read Ibrahim's text. What do they build in his city? (5 minutes)
- Pupils read the text and find the answer.
- Check comprehension with questions: *Does he live in Muscat? (No, he doesn't.); Were there boats from a lot of different countries 300 years ago? (Yes, there were.); Were there many cars and buses? (No, there weren't.); What is Sur like now? (It's big and modern.); What are there a lot of? (Houses, cars and buses.); What else is there? (A beautiful bridge.)*
- Have pupils read the Tip box. Ask them to circle an example of adjectives separated by a comma in the text. Explain that we use commas between two or more adjectives that are describing the same noun to avoid writing 'and'.

Extra activity TPR
- Using the Thumbs up/down technique (see page 15), pupils respond to your questions: *Do you know how to write a description like this? Are you ready to write this description? Do you have any information to help you? Are you going to plan your ideas first?* Ask *How?*

4 Write about your town or city in the past and now. (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 text. Ask them to notice how the author first describes how his town was in the past and then describes how it is now. Explain that we use a new paragraph when we write about a new idea or topic. Pupils use the sentence prompts in the box to talk about their town or city. Encourage them to use adjectives separated by commas. Write the information 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.

Extra activity Critical thinking
- Pupils write a list of words from the text in Lesson 7 that they could use in their writing activity.

Extra activity Fast finishers
- Pupils find the words connected to comparing a place in the past and now in the lesson and write the words in their notebooks.

Finishing the lesson (5 minutes)
- Pupils take out their slips from the start of the class. They write down what they did/didn't do to help them learn using the Two stars and a wish technique (see page 15) to evaluate themselves.
- Pupils write what they achieved in their Learning diary (see page 15): *Today I listened to … I talked about … and I wrote a description of …*

Lesson 8, part 2

Starting the lesson (5 minutes)

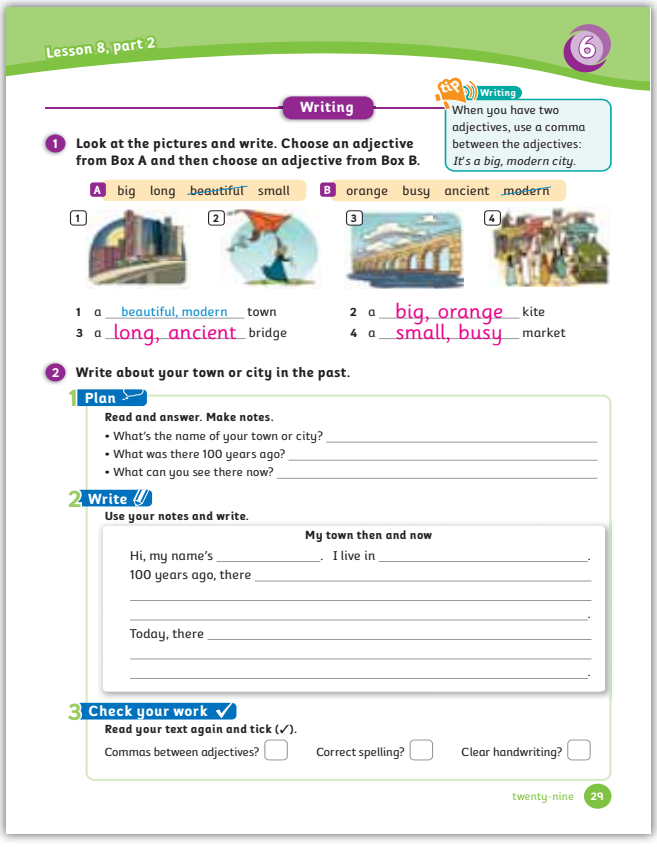
- Brainstorm words/sentence structures from the unit that pupils could use in their texts. Write the words on the board.

Presentation (5 minutes)

- Explain that in this lesson pupils will write a then-and-now text about their town or city.
- Use the Think-pair-share technique (see page 15) to discuss the writing plan for the text from the Class Book in the last lesson.

Practice

Activity Book



Lesson 8, part 2 6

Writing

Writing
When you have two adjectives, use a comma between the adjectives: *It's a big, modern city.*

1 **Look at the pictures and write. Choose an adjective from Box A and then choose an adjective from Box B.**

A big long ~~beautiful~~ small B orange busy ancient ~~modern~~

1 a beautiful, modern town
2 a big, orange kite
3 a long, ancient bridge
4 a small, busy market

2 **Write about your town or city in the past.**

1 Plan
Read and answer. Make notes.
• What's the name of your town or city? _____
• What was there 100 years ago? _____
• What can you see there now? _____

2 Write
Use your notes and write.
My town then and now
Hi, my name's _____. I live in _____.
100 years ago, there _____
_____
_____.
Today, there _____
_____
_____.

3 Check your work
Read your text again and tick (✓).
Commas between adjectives? ☐ Correct spelling? ☐ Clear handwriting? ☐

twenty-nine 29

Writing

1 **Look at the pictures and write. Choose an adjective from Box A and then choose an adjective from Box B.** (5 minutes)

- Refer pupils to Activity Book page 29. Read the information in the Tip box. Remind pupils of what they learnt about commas in the last lesson.
- Pupils complete the activity individually. They then compare answers in pairs.
- Check answers as a class.

2 **Write about your town or city in the past.** (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 then-and-now text. Walk around monitoring, offering help and support where necessary.
- 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.

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.

Extra activity **Photocopiable 74**

- Ask pupils to do photocopiable 74.

Phonics

Lesson 9

Objectives

- **Lesson objectives:** to learn a new spelling for the sound /dʒ/; to read simple words containing the target sounds; to revise previously taught tricky words; to learn the new tricky words: *was, were*; to adopt strategies to recognise and read tricky words in sentences
- **Target language:** *-dge, -ge* /dʒ/: *bridge, hedge, fridge, badge, stage, large, cage, page*
- **Tricky words:** *was, were*

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 sound /dʒ/, with *-ge* and *-dge* spellings
- Optional teacher-made flashcards for tricky words: *was, were*

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Review the sound /dʒ/ from Grade 1 Semester 2. It is covered as an initial sound in words such as *jug, jump* and *jam*. Draw pictures or use flashcards to elicit and revise the vocabulary items. Point to the letter *j* and ask pupils to say the sound.
- Ask pupils if they can remember any other words that contain the /dʒ/ sound. You can invite them up to draw a picture or do a mime to represent the word.
- Then write any words from the previous activity which aren't already on the board, and invite pupils to identify the letter in each word that makes the /dʒ/ sound. They can come up and circle the letter, or tell you which letter to choose.
- You can use flashcards and games to elicit more vocabulary if time allows.

Presentation (2 minutes)

- Tell pupils that in this lesson, they will learn a new way to spell the sound /dʒ/ and study some words which use this spelling.

Practice

Class Book



1 6.15 Listen and say. (5 minutes)

- Look at Activity 1 on page 42 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 or other parts of their English lessons, and check understanding. Ask pupils to focus on the letters in red, and say what is the same and what is different about them. (*They have the same sound but a different spelling – with and without the letter 'd'.*)
- Point to the trigraph *dge* and the digraph *ge* on the page and recap the sound.
- Play the audio. Help pupils to point to the correct object as they hear each word.
- Model the words, emphasising the /dʒ/ 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 two spellings of the /dʒ/ 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: bri _ _ _, he_ _ _, sta _ _, lar _ _. Elicit the missing letters as a class to check understanding.

6.15

dge bridge, hedge
ge stage, large

2 6.16 **Listen and say the tongue twister.**
(5 minutes)

- Write the trigraphs *dge* and the digraph *ge* 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 two 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.

6.16

The bridge is large and the boat is small.
There's a hedge on the stage and it's very tall.

3 6.17 **Listen and point. Write and say.**
(5 minutes)

- Explain that pupils will now learn some more words with the new *dge* and *ge* spellings for the /dʒ/ sound. Allow time for them to look at the pictures and discuss what they can see. Ask questions to check understanding.
- Focus on the wordpool and ask pupils to look at the letters and predict what sounds they will hear. They can focus on the initial letter. Explain that they will hear the words in the correct order.
- Play the audio. Tell pupils to listen and point to each picture in turn. Repeat if necessary.
- Refer pupils back to the wordpool and ask them to match the words to the pictures, then write the words in the correct place.
- Check understanding of each word using mimes or gestures to demonstrate meaning.
- If necessary, play the audio again before asking pupils to say the new words.
- Point to each picture in a random order and elicit the words again.

6.17

1 badge **2** cage **3** fridge **4** page

4 6.18 **Look and write. Listen, check and say.**
(5 minutes)

- Focus on Activity 4. Point to the letter captions 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 under each one. Explain that these are all words covered in the activities above.
- Allow time for pupils to complete the words under each picture, using the caption for support.
- Play the audio for children to listen, check and say each word.
- Check answers by pointing to each picture in random order and eliciting the word.
- Then write *ge* and *dge* on the board. Ask pupils to close their books, then elicit words for each spelling.

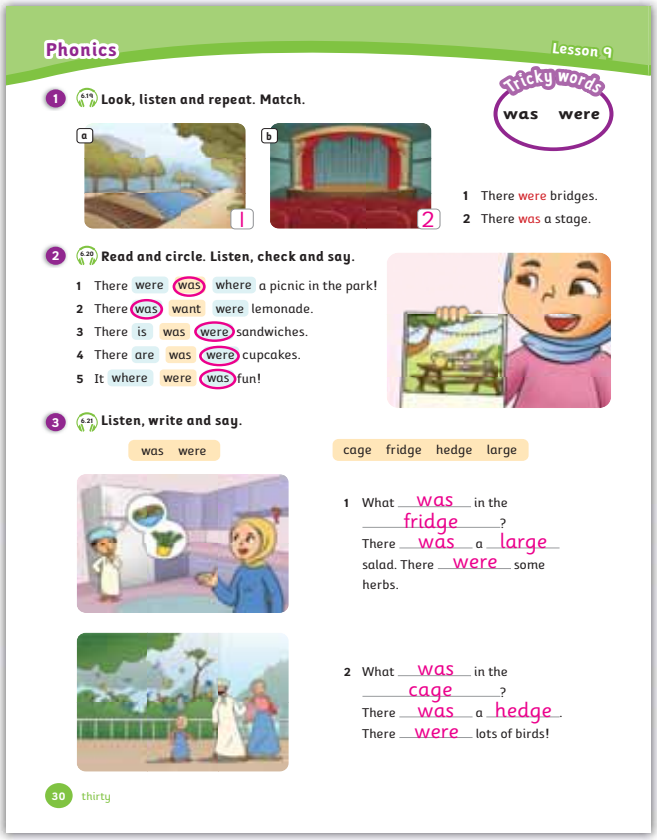
6.18

1 bridge, hedge, fridge
2 page, cage, stage

Extra activity **TPR**

- Write *ge*, *dge* and *j* in large letters on three pieces of paper. Give one each to three pupils and ask them to stand at the front of the class, holding their paper up in front of them.
- Draw or show images of words with each of these spellings, e.g. *stage, fridge, jug,* one at a time.
- Elicit the word for each image from the rest of the class, without showing the written form. Then ask the class to direct the correct pupil from the three at the front to hold up their paper or stand in front of the image.
- Repeat, bringing different children up to the front after a few turns.

Activity Book



Phonics

Lesson 9

1 6.19 Look, listen and repeat. Match.

Tricky words: was were

a

b

1 There were bridges.
2 There was a stage.

2 6.20 Read and circle. Listen, check and say.

1 There were was where a picnic in the park!
2 There was want were lemonade.
3 There is was were sandwiches.
4 There are was were cupcakes.
5 It where were was fun!

3 6.21 Listen, write and say.

was were

cage fridge hedge large

1 What was in the fridge?
There was a large salad. There were some herbs.

2 What was in the cage?
There was a hedge. There were lots of birds!

30 thirty

1 6.19 Look, listen and repeat. Match. (3 minutes)

- Start by revising the tricky word that pupils covered in Unit 5 (*can't*). You can make a flashcard to elicit the form orally as a class. Then write sentences containing *can't* and invite volunteers to read them out.
- 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.
- Look at page 30 with the class and focus on the words at the top of the page. Explain that pupils have met these words in their grammar lessons this unit, and now they will focus on the sound and spelling of these tricky words. Read out was and ask pupils if the letter 'a' makes a sound they would expect to hear (no – it has /o/ rather than /a/).
- Then read out *were*. Elicit or write other known words with this ending: *here, there*. Ask pupils if they have the same sound as *were* (*No, they don't.*) Remind pupils that they need to memorise the sound and spelling of these words.
- Look at Activity 1 and ask pupils to identify the items in the pictures, using the vocabulary from the Class Book lesson. Then ask pupils to read the sentences. If necessary, recap and model the tricky word *there* from earlier grades.
- 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.
- Ask pupils to look at the sentences and say why each highlighted word is used. Confirm that *a stage* is singular, and *bridges* is plural.
- Ask pupils to look and match the sentences to the pictures.
- Play the audio again, then put pupils in pairs to practise each sentence. If time allows, ask one or two pupils to read aloud.

6.19

There was a stage.
There were bridges.

2 6.20 Read and circle. Listen, check and say. (5 minutes)

- Focus on Activity 2. Allow time for pupils to look at the picture the girl is holding and discuss what they can see.
- Then focus on the sentences and the multiple-choice options. Explain that pupils should look at the sentences and the picture, then choose the correct word to complete each sentence. They can apply their learning from the grammar lessons here too.
- Allow time for pupils to read and circle. Then play the audio for pupils to check their answers. Remind them to listen carefully for the distinction between *were* and *where*.
- Play the audio again, pausing after each sentence for pupils to repeat.
- Finally, let pupils practise saying the sentences in pairs. They can take turns to speak, and point to the relevant parts of the picture where appropriate.

6.20

1 There was a picnic in the park!
2 There was lemonade.
3 There were sandwiches.
4 There were cupcakes.
5 It was fun!

3 6.21 Listen, write and say. (4 minutes)

- Look at Activity 3 with the class. First, look at the pictures. Discuss with pupils what they can see and what they think is happening.
- Then look at the words in the boxes. Explain that they can reuse *was* and *were* in the box on the left where they are needed. The words in the box on the right will each be used only once.

- Play the audio all the way through for pupils to listen. Then play it again, pausing as necessary for pupils to complete the sentences.
- Check answers by eliciting the correct sentences from the class, then play the audio all the way through for pupils to listen again and point to the labelled items in the pictures.
- Ask pupils to take turns reading out the complete text for each picture.

6.21

1 Mum: What was in the fridge?
Boy: There was a large salad. There were some herbs.
2 Dad: What was in the cage?
Girl: There was a hedge. There were lots of birds!

Finishing the lesson (3 minutes)

- Ask pupils to draw and label a further picture, using the topic and language from the unit with *was* or *were*, e.g. *There were cakes in the café*. Invite pupils to show their pictures and read out their sentences.

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 talk about past events or experiences, using simple language (GSE 41).
- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

Materials

- Unit 6 flashcards (places in a local area and adjectives)
- Unit 6 poster: Our town
- photocopiable 78

Assessment for Learning (formative assessment)

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

Lesson 10, part 1

Starting the lesson (5 minutes)

- Ask *What makes a town or city good to live in?* Accept all reasonable answers. Have pupils explain the reasons for their answers. Ask *Why is that important?*

Presentation (5 minutes)

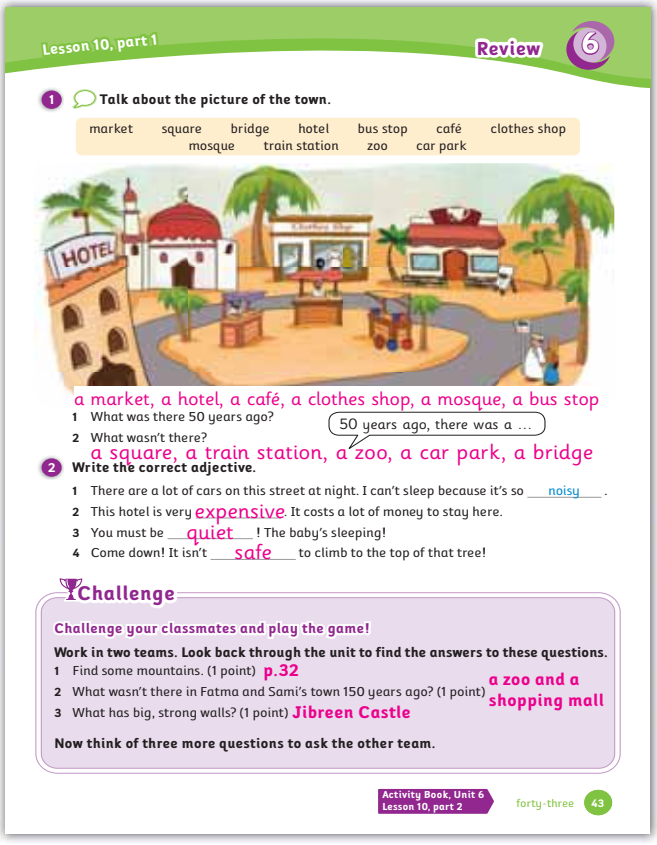
- Explain that in this lesson pupils will do revision of the unit vocabulary and then play a game.
- Revise unit vocabulary with the Unit 6 flashcards or poster. Then have pupils mime or act out walking around and reacting to places and things in a city to elicit the adjectives. Write them on the board as you say them: *noisy, busy, cheap, expensive, quiet, safe, ancient, modern.*
- Ask pupils to work in pairs to use as many of the adjectives as possible to talk about their town or city now and in the past.

Extra activity **TPR**

- Divide the class into two teams. Hide the Unit 6 flashcards (adjectives) around the room. Call out an adjective and have two pupils, one from each team, search for its opposite. The pupils who finds the card gets a point. The team with the most points wins.

Practice

Class Book


Lesson 10, part 1 Review 6

1 Talk about the picture of the town.

market square bridge hotel bus stop café clothes shop mosque train station zoo car park

HOTEL

a market, a hotel, a café, a clothes shop, a mosque, a bus stop

1 What was there 50 years ago?

2 What wasn't there?

50 years ago, there was a …

a square, a train station, a zoo, a car park, a bridge

2 Write the correct adjective.

1 There are a lot of cars on this street at night. I can't sleep because it's so noisy.

2 This hotel is very expensive. It costs a lot of money to stay here.

3 You must be quiet! The baby's sleeping!

4 Come down! It isn't safe to climb to the top of that tree!

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 some mountains. (1 point) p.32

2 What wasn't there in Fatma and Sami's town 150 years ago? (1 point) a zoo and a shopping mall

3 What has big, strong walls? (1 point) Jibreen Castle

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

Activity Book, Unit 6 Lesson 10, part 2 forty-three 43

1 Talk about the picture of the town. (5 minutes)

- Refer pupils to page 43. Ask pupils what the picture represents, now or the past? Elicit ideas. Tell them it is from 50 years ago. Elicit the year.
- Walk around the room monitoring pairs as they ask and answer questions.

Diversity

Support

- Ask pupils to raise their hands and say the things and places they can see in the photos before they complete the activity in pairs.

Challenge

- Before pupils complete the activity, tell them to think of the language they have learnt in this unit and to make sure they use it.

2 Write the correct adjective. (10 minutes)

- Pupils work individually and then check answers in pairs.
- Walk around the room monitoring groups.
- Elicit answers using the Lollipop stick technique (see page 15).

Extra activity **Critical thinking**

- Pairs make a puzzle with words to describe places in a town or city in their notebooks. They can choose what style of puzzle they want to make, e.g. a wordsearch, a wordsnake or a crossword puzzle. They then swap with another pair and solve each other's puzzles.

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. Monitor the game.
- Give pupils two minutes to think of three extra questions.

Extra activity **Fast finishers**

- Pupils think of more questions for the Challenge game.

Finishing the lesson (5 minutes)

- Play a game of *Picture dictation* (see page 19) with the Unit 6 flashcards (places in a local area). Use the adjectives from the unit when describing the places for pupils to draw.

Lesson 10, part 2

Starting the lesson (2 minutes)

- Use the Lollipop stick technique (see page 15) to ask pupils where they were at the weekend. Ask them follow-up questions using the adjectives from the unit, e.g. *Was the place ancient or modern?*

Practice

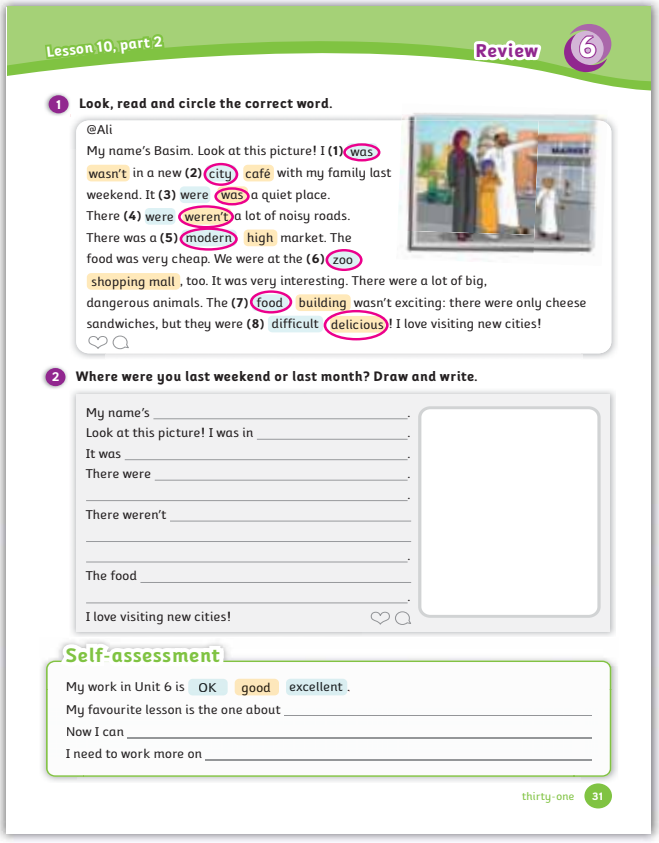
Activity Book

1 Look, read and circle the correct word. (5 minutes)

- Pupils do the activity individually. Tell pupils to read the whole text through first before trying to answer.
- They then compare answers with a partner.

2 Where were you last weekend or last month? Draw and write. (5 minutes)

- Pupils complete the activity individually.
- Pupils can write about last year/summer if they didn't visit anywhere last weekend/month. Pupils should also change the last writing prompt to make it true for them.
- Have pupils ask and answer any questions about their partner's text when they have finished.



Lesson 10, part 2 — Review 6

1 Look, read and circle the correct word.

@Ali
My name's Basim. Look at this picture! I (1) was / wasn't in a new (2) city / café with my family last weekend. It (3) were / was a quiet place. There (4) were / weren't a lot of noisy roads. There was a (5) modern / high market. The food was very cheap. We were at the (6) zoo / shopping mall, too. It was very interesting. There were a lot of big, dangerous animals. The (7) food / building wasn't exciting: there were only cheese sandwiches, but they were (8) difficult / delicious! I love visiting new cities!

2 Where were you last weekend or last month? Draw and write.

My name's _____.
Look at this picture! I was in _____.
It was _____.
There were _____.
_____.
There weren't _____
_____.
_____.
The food _____
_____.
I love visiting new cities!

Self-assessment

My work in Unit 6 is OK / good / excellent.
My favourite lesson is the one about _____
Now I can _____
I need to work more on _____

thirty-one 31

Self-assessment (2 minutes)

- Pupils do the activity individually. Ask some pupils to share their answers using the Lollipop stick technique (see page 15).

Extra practice

Activity Book

1 Match the words and pictures. (3 minutes)

- Ask pupils to name the places in the pictures.
- Pupils working individually and then check answers in pairs.

2 Complete the missing letters. (2 minutes)

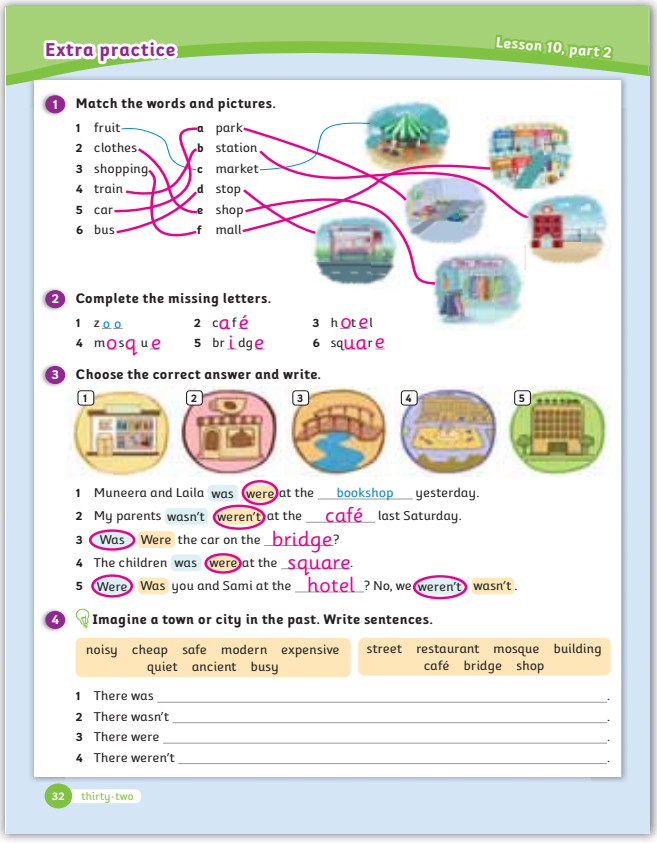
- Pupils complete the activity in pairs. Have different pupils read out their answers.

3 Choose the correct answer and write. (3 minutes)

- Use the Traffic light cards technique (see page 15) to check pupils know what they have to do.
- Check answers as a class.

4 Imagine a town or city in the past. Write sentences. (5 minutes)

- Pupils complete the activity individually.
- Use the Lollipop stick technique (see page 15) to choose pupils to read aloud their sentences.



Extra practice — Lesson 10, part 2

1 Match the words and pictures.

1 fruit — a park
2 clothes — b station
3 shopping — c market
4 train — d stop
5 car — e shop
6 bus — f mall

2 Complete the missing letters.

1 z o o
2 c a f é
3 h o t e l
4 m o s q u e
5 b r i d g e
6 s q u a r e

3 Choose the correct answer and write.

1 Muneera and Laila was / were at the bookshop yesterday.
2 My parents wasn't / weren't at the café last Saturday.
3 Was / Were the car on the bridge?
4 The children was / were at the square.
5 Were / Was you and Sami at the hotel? No, we weren't / wasn't.

4 Imagine a town or city in the past. Write sentences.

noisy cheap safe modern expensive quiet ancient busy

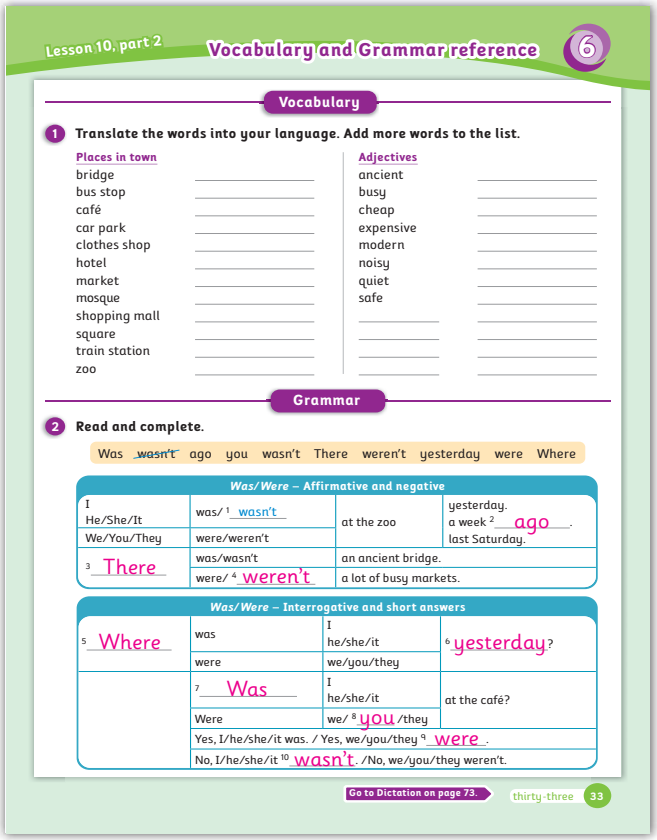
street restaurant mosque building café bridge shop

1 There was _____.
2 There wasn't _____.
3 There were _____.
4 There weren't _____.

32 thirty-two

Vocabulary and Grammar reference

Activity Book



Lesson 10, part 2 — Vocabulary and Grammar reference 6

Vocabulary

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

Places in town		Adjectives	
bridge		ancient	
bus stop		busy	
café		cheap	
car park		expensive	
clothes shop		modern	
hotel		noisy	
market		quiet	
mosque		safe	
shopping mall			
square			
train station			
zoo			

Grammar

2 Read and complete.

Was ~~wasn't~~ ago you wasn't There weren't yesterday were Where

Was/Were – Affirmative and negative

I / He/She/It	was/ 1 wasn't	at the zoo	yesterday. / a week 2 ago. / last Saturday.
We/You/They	were/weren't		
3 There	was/wasn't	an ancient bridge.	
	were/ 4 weren't	a lot of busy markets.	

Was/Were – Interrogative and short answers

5 Where	was	I / he/she/it	6 yesterday?
	were	we/you/they	
	7 Was	I / he/she/it	at the café?
	Were	we/ 8 you /they	
Yes, I/he/she/it was. / Yes, we/you/they 9 were.			
No, I/he/she/it 10 wasn't. / No, we/you/they weren't.			

Go to Dictation on page 73.

thirty-three 33

Vocabulary

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.

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

6.22

1 She was at the zoo a week ago.
2 Where were you last night?
3 Many years ago, there weren't any noisy roads.

Finishing the lesson (2 minutes)

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



Extra activity **Photocopiable 78**

- Ask pupils to do photocopiable 78.

Get ready for ...

Lesson 11

Objectives

- **Lesson objectives:** to practise for the A1 Movers Reading and Writing Parts 2 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 understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning (formative assessment)

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

Starting the lesson (5 minutes)

- Play the song from Lesson 4 (track 6.8). Divide pupils into groups. They sing the song in their groups.

Presentation (2 minutes)

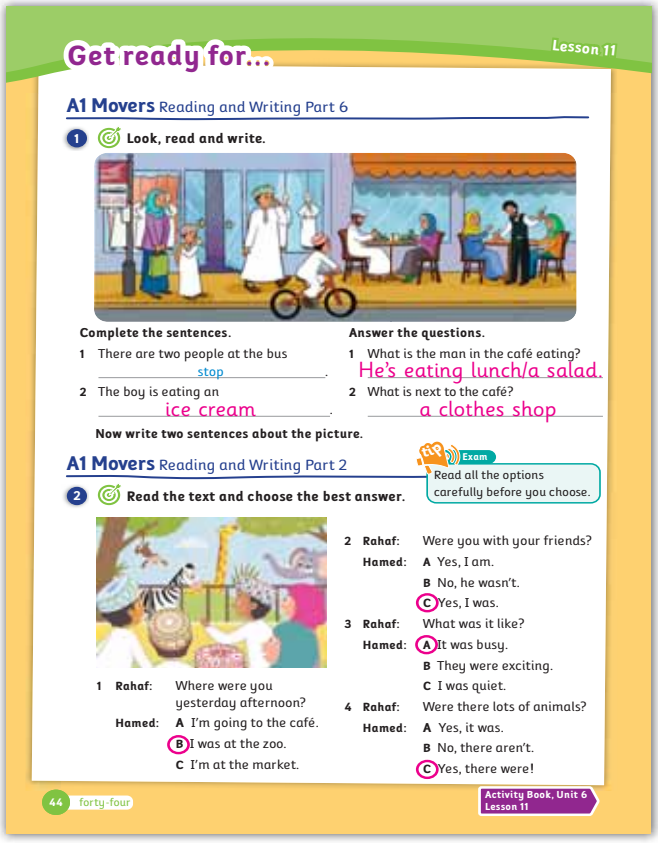
- Explain that in this lesson pupils will practise for the A1 Movers Reading and Writing Exam in the Class Book and the A1 Movers Listening Exam in the Activity Book.

Practice

Class Book

1 Look, read and write. (5 minutes)

- Tell pupils that they will practise the A1 Movers Reading and Writing Part 6 exam.
- Have pupils look carefully at the picture. Say false sentences for pupils to correct, e.g. *There's a firefighter in the street. There's a boy riding a horse.*
- Pupils complete the sentences and answer the questions individually. Check answers using the Lollipop stick technique (see page 15).
- Pupils work in pairs. They write two or three sentences about the picture in their notebooks. Suggest pupils could write sentences about what the other people in the café are eating, doing, wearing, etc.
- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils if they found the activity difficult and if so, why.



Get ready for...

Lesson 11

A1 Movers Reading and Writing Part 6

1 Look, read and write.

Complete the sentences.

1 There are two people at the bus stop.

2 The boy is eating an ice cream.

Answer the questions.

1 What is the man in the café eating? He's eating lunch/a salad.

2 What is next to the café? a clothes shop

Now write two sentences about the picture.

A1 Movers Reading and Writing Part 2

Exam: Read all the options carefully before you choose.

2 Read the text and choose the best answer.

1 Rahaf: Where were you yesterday afternoon?
Hamed: A I'm going to the café. B I was at the zoo. C I'm at the market.

2 Rahaf: Were you with your friends?
Hamed: A Yes, I am. B No, he wasn't. C Yes, I was.

3 Rahaf: What was it like?
Hamed: A It was busy. B They were exciting. C I was quiet.

4 Rahaf: Were there lots of animals?
Hamed: A Yes, it was. B No, there aren't. C Yes, there were!

44 forty-four

Activity Book, Unit 6 Lesson 11

Diversity

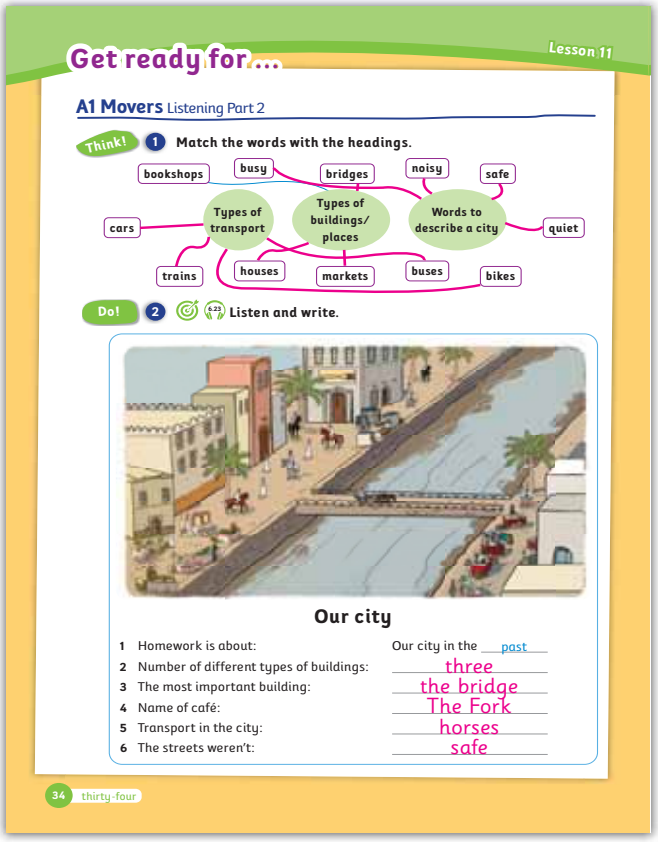
Support

- Give pupils some vocabulary before they complete the sentences by writing *stop, ice cream, sandwich, pasta, pizza* and *clothes shop* on the board.

2 Read the text and choose the best answer. (10 minutes)

- Tell pupils that this is the A1 Movers Reading and Writing Part 2 exam.
- Have pupils look at the scene. Ask *Where are they? What animals can you see? How many people are there?*
- Pupils read the dialogues and choose the best answer. Refer pupils to the Exam tip and read it aloud. Tell pupils to read all options before choosing an answer.
- Have pupils read the dialogues aloud in pairs to check answers. Discuss any problems and elicit corrections for mistakes pupils might have made.

Activity Book



1 Think! Match the words with the headings. (3 minutes)

- Tell pupils that this is the A1 Movers Listening Part 2 exam. Give pupils time to complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

2 Do! 6.23 Listen and write. (10 minutes)

- Play the audio and have pupils complete the activity individually.
- Use the Think-pair-share technique (see page 15). Pupils ask and answer about anything they are unsure about.

6.23

1 Woman: What's your homework today, Younis?
Boy: I'm writing a project about our city.
Woman: That sounds really interesting.
Boy: Yes, it's about our city in the past.
Woman: Wow! That sounds even more exciting.

2 Woman: OK, so how many different types of buildings were there in our city in the past?
Boy: That's difficult.
Woman: Well, think about it. Were there any cinemas?
Boy: Oh, no, Mum, there weren't any cinemas or shopping malls! But there were a lot of houses, small markets… and there was also a bridge.
Woman: Right. So that makes three different types, doesn't it?
Boy: Houses, markets and a bridge … Yes, that's right! Three.

3 Woman: Right… and what was the most important building of all?
Boy: Erm… the bridge, I think.
Woman: Really? What about the markets?
Boy: No, Mum. There were a lot of markets, but there was only one bridge to get to the markets.
Woman: Good point!

4 Woman: And, was there a café in the town?
Boy: Yes, the Fork.
Woman: Sorry?
Boy: The Fork: F-O-R-K.
Woman: OK.

5 Woman: And what about transport. Were there any cars?
Boy: Cars? No, Mum, there weren't any cars or buses or trains.
Woman: So what was there?
Boy: There were a lot of horses.
Woman: Horses?
Boy: Yes, horses were very important animals then.
Woman: How interesting!

6 Woman: So, what were the streets like? Were they safe?
Boy: Well, I don't think so. They weren't very safe because there were a lot of people and a lot of horses.
Woman: Yes, that's not very safe.
Boy: I think they were very noisy.
Woman: Yes, you're right!

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask how successful pupils' learning has been so far.

Shared reading Unit 6

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

Unit 6 practice

- Pupils now complete the Unit 6 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

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 identify specific information related to a familiar topic in a short, simple text (GSE 37). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41). Can talk about familiar places in a basic way (GSE 35). Can ask a range of questions in pair games to find the answer (GSE 36).

Materials

- Unit 6 flashcards (places in an area and adjectives)
- spinner
- one counter per pupil

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Play *Team quiz* (see page 22) with the Unit 6 flashcards (places in an area and adjectives) to revise the unit vocabulary.

Presentation (2 minutes)

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

Practice

Class Book



1 Play and say. (15 minutes)

- Explain the aim of the game. Tell pupils that the characters have to get to the place where they said there were the day before, e.g. *Lottie was at a café yesterday morning*. Therefore, she has to get to the café in order to win the game. The same applies to the other two characters.
- Pupils take it in turns to spin the spinner and move their counters. They can choose any route they want, but they must follow the instructions on the squares they land on, e.g. *The square was quiet. Sit down. Miss a turn* or *The train was cheap. Go forward 2 spaces*. The first player to reach their destination wins.
- Use the Expert envoy technique (see page 15) to have stronger pupils work with weaker pupils to play the game.
- Use the Traffic light cards technique (see page 15) to check pupils know what they have to do.

Activity Book



Fun corner 6

1 Read and answer the questions. Solve the code.

Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Where were you yesterday morning, Sami?
I was at the YFH HGLK bus stop.

Where were you yesterday morning, Fatma?
I was at the XOLGSVH HSLK clothes shop.

Where were you yesterday morning, Lottie?
I was at the NZIPVG market.

2 Use the code and answer the questions.

Lottie Fatma Sami

1 There were HSRIGH and WIVHHVH. shirts dresses — Who is he/she? Fatma
2 There was some UIFRG. fruit — Who is he/she? Lottie
3 There were NLWVIM buses. modern — Who is he/she? Sami

3 Answer the question. Use the code. Show your partner!

Where were you yesterday morning?
I was at the _____.

thirty-five 35

1 Read and answer the questions. Solve the code. (5 minutes)

- Ask pupils to look at the code. Ask *What do the letters on the bottom row show? (the alphabet).* Explain that the letters on the top row also show the alphabet but that it's back to front. Tell them that they have to use the letters on the top row to find the actual letters in the coded words.
- Do the first coded words together as a class. Ask them to look at the coded first letter (*Y*) and find the corresponding letter below (*B*). Continue with the rest of the coded letters. Use the Traffic light cards technique (see page 15) to check pupils know what to do.
- Pupils complete the rest individually. Monitor and help if necessary.
- Ask volunteers to read aloud the answers.

2 Use the code and answer the questions. (5 minutes)

- Pupils use the code to work out the items and write the correct name of the person based on the answers from Activity 1.
- Use the Expert envoy technique (see page 15) to help pupils who haven't understood what they have to do.
- They check answers in pairs and then check answers as a class.

3 Answer the question. Use the code. Show your partner! (5 minutes)

- Pupils use the code to say where they were in the morning (they can make it up).
- They swap books with a partner and work out where each other were.

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 Fun corner? Which activity did you like the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 6
- **Target language:** *zoo, kitchen, busy, tall, crocodiles, noisy; Can we go and see it? Yes, we can! I can't see the baby camel. Mum, can you see the baby camel? No, I can't.*
- **Phonics:** *dge, ge*
- **Tricky words:** *was, were*
- **Vocabulary:** *chips, hide, pretty, stall*

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 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 6 flashcards (places in an area and adjectives)
- Unit 6 poster: Our town
- the Big Book
- photocopiables R11 and R12

Assessment for Learning (formative assessment)

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

Lesson 1, option A

Starting the lesson (5 minutes)

- Explain that the story is about a visit to a zoo to see a baby camel. Brainstorm baby animals that pupils like. Ask them to give reasons for their answers.

Presentation (5 minutes)

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

Before reading (5 minutes)

- Prepare pupils for the tricky words they will encounter in the story by writing them on the board to practise together (*was, were*).
- Write *I was at the zoo yesterday. Where were you yesterday?* Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.
- Present the new words from the story *hide* and *pretty*.

During reading (15 minutes)

Class Book

Graded reader 1

The Baby Camel

In Sara's town, there's a new zoo. Last Friday, Sara was in the kitchen with her mum. The zoo was on the TV.



Graded reader 1 6

On Saturday, Sara and her mum were at the busy zoo. There was a tall giraffe, but there wasn't a baby camel!



Graded reader 1

There were three large crocodiles and there were lots of noisy birds at the zoo. But there wasn't a baby camel!



Graded reader 1 6

Sara was sad. But then there was a small brown nose in the hedge. There were two brown eyes and two brown ears in the hedge, too.



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 46 to the pupils, ask *Is the zoo new or old? (New.); Where was Sara on Friday? (She was in the kitchen.); What was on TV? (The zoo.); When can they go to the zoo? (Tomorrow.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 47: *Was the zoo busy? (Yes.); What was the tall animal? (A giraffe.); Was there a baby camel? (No.); Is it hiding? (Pupils' answers); Does Sara's mum think they can find the baby camel? (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 48: *What animals were there? (Three large crocodiles and lots of noisy birds.); Was there a baby camel? (No.).*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 49: *Was Sara sad? (Yes.) What was in the hedge? (A small brown nose). Do they find the camel? (Yes.); Where was it? (In the hedge.); What does Sara say about the camel? (It's a pretty baby camel.).*

Post reading (5 minutes)

- Choose sentences with *was/were* 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 (*was/were*).
- 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: *dge, ge*.
- Ask pupils to find words in the story that contain these spellings (*hedge, large*). Segment each word and write them on the board below each heading and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 2, option A

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *The Baby Camel*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say sentences 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 mistakes.
- Say sentences from the speech bubbles. Pupils say who said it.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go around and offer help as they do this.
- Now divide the class into groups of three (Mum, Sara, narrator) 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 narrator will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R11**

- Ask pupils to do photocopiable R11.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they understood the plot.
- Ask pupils which character or animal was their favourite and encourage them to give reasons for their answers.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 6. Write *dge* and *ge* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 6 flashcards or poster to revise the vocabulary for places in town and adjectives. If you're using the poster, choose a pupil to come and tap on the picture of the word you say.

Presentation (5 minutes)

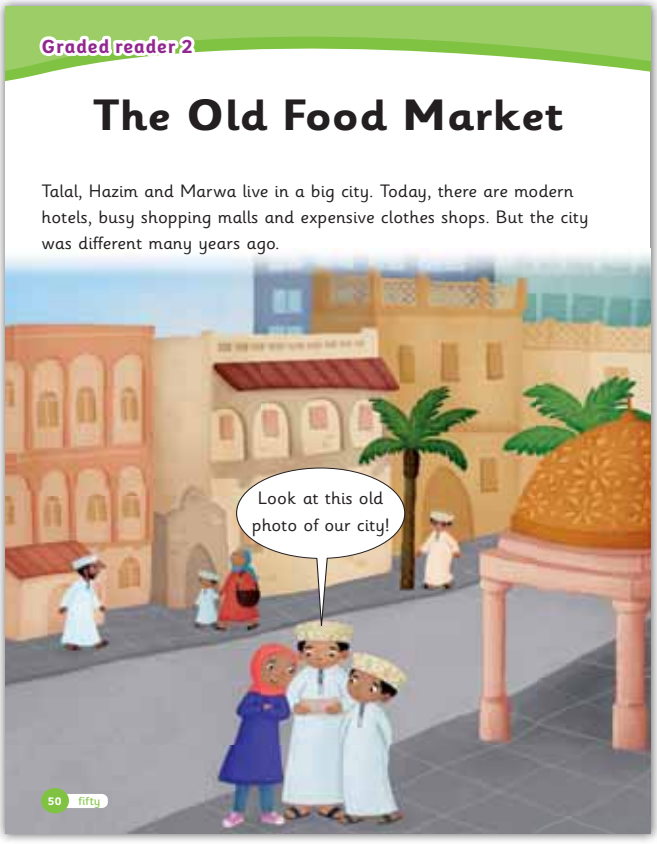
- Look at page 50 with the class. Read the story title *The Old Food Market* and ask pupils what they think the story will be about. Ask them if they have ever been to a food market.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 6 will feature in the story. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

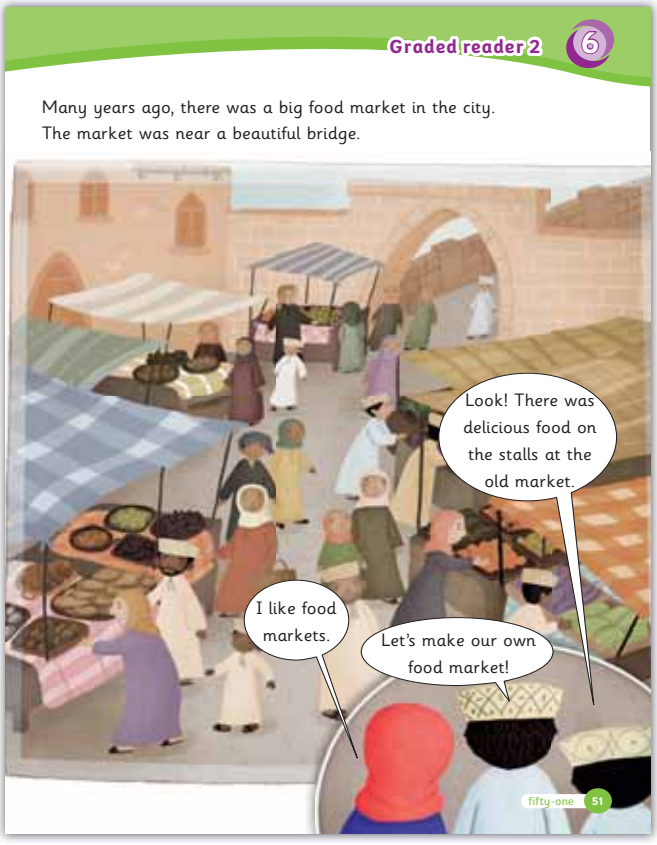
Before reading (5 minutes)

- Prepare pupils for the tricky words they will encounter in the story by writing them on the board to practise together (*was, were*). You can also present the words *expensive, busy, near, delicious, coconut, stall* and *chips*.

During reading (15 minutes)

Class Book





Graded readers 1 and 2





- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 50 to the pupils, ask *Where do the family live (In a big city.); What is there in the city today? (Modern hotels, shopping malls and expensive clothes shops.) What is the photo of? (It's an old photo of the city.)*
- 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: *Where was the old market? (Near a beautiful bridge.); What was on the stalls? (Delicious food.); (Yes, it was delicious.); What does Hazim say? (Let's make our own food market!)*
- 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 52: *What kind of food did they have at the old market? (Sweets, cakes, bread, fruit); What food have they got now? (A coconut and some eggs.); What can they make for their market? (Sweets, cakes and bread.); What is there in the fridge? (Fruit.).*
- 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: *Do the children work hard? (Yes.); Who helps them? (Mum.); Who arrives from work? (Dad.). What does Dad ask for? (A burger and chips.); Why don't they give him one? (It's an old food market, not a modern one.)*

Post reading (5 minutes)

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

Finishing the lesson (5 minutes)

- Write the phonic spelling on the board: *dge, ge.*
- Ask pupils to find words in the story that contain these spellings (*bridge, fridge, large*). 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 *The Old Food Market*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say sentences 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 mistakes.
- Say sentences from the speech bubbles. Pupils say who said it, Talal, Hazim, Marwa or Mum.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go around and offer help as they do this.
- Now divide the class into groups of six (Talal, Hazim, Marwa, Mum, Dad, narrator). 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 narrator will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R12**

- Ask pupils to do photocopiable R12.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot.
- Ask pupils if they often shop at markets and which is their favourite.

Learning club 3

CLIL: Social Studies

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to describe people and places using adjectives; to make an adjectives chain
- **Target language:** *beautiful, crowded, famous, interesting, peaceful, popular*; *The market is crowded. The clothes in the window are popular. The street isn't peaceful. It's crowded.*

Global Scale of English (GSE)

- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly (GSE 19).
- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 21). Can understand basic factual statements relating to pictures or simple texts (GSE 30). Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18). Can describe someone's personality in a basic way, if guided by prompts (GSE 39).

Materials

- Learning club 3 flashcards (*beautiful, crowded, famous, interesting, peaceful, popular*)
- Learning club 3 poster: Adjectives
- stopwatch
- six strips of paper per pair
- a soft ball
- magazines/images from the internet

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson (5 minutes)

- Tell pupils they are going to sing the song from page 37 (track 6.8). Divide the class into groups. Play the karaoke version for pupils to sing (track 6.9).

Presentation (2 minutes)

- Explain that in this lesson, pupils will learn adjectives to describe people and places.

Practice

Class Book



1 Think What adjectives can you say? (3 minutes)

- Set a stopwatch to one minute and have pupils say as many adjectives as possible. Go around the class and count as they say them and write the adjectives on the board.
- Ask pupils which adjective can't be used to describe people (*crowded*).



2 Learn LC3.1 Listen and say. (5 minutes)

- Place the Learning club 3 flashcards or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique (see page 15) to have pupils say and spell the word.
- Ask pupils to look at the pictures and describe them.
- Play the audio, pausing after each word for pupils to repeat. Play the audio again and ask pupils to point to the corresponding picture in the Class Book.
- **Extension** Place pupils in pairs. Give each pair six strips of paper to write the new vocabulary. Together, they look at page 54. One pupil points to a picture (or they can describe it) for the other to place the corresponding strip on it.
- Monitor pupils, helping where necessary.

LC3.1

1 beautiful **2** crowded **3** famous **4** popular
5 peaceful **6** interesting

3 Check Look at the picture. Read and write *True* or *False*. (10 minutes)

- Ask pupils to look at the picture in Activity 3. Ask pupils questions about the picture: *How many people can you see? What places/things/animals are there? Are there any trees?* etc.
- Pupils read the sentences in pairs and write *True* or *False*. Check answers as a class by having pairs read out the sentence and the answer.
- **Extension** Encourage pupils to tell you the correct sentence if the answer is false.

Diversity

Support

- Review the adjectives again before doing Activity 3. Pupils write down the adjectives in their notebooks. They can illustrate them to show the meaning.

Challenge

- Pupils choose three adjectives and draw themselves doing something to reflect these adjectives.

4 In pairs, describe the picture in Activity 3. (10 minutes)

- Ask pupils to look at the speech bubble. Have a volunteer read it aloud.
- In pairs, pupils practise the dialogue, changing the information in the speech bubble.
- **Extension** Write adjectives on the board and have pupils say the opposites, e.g. *interesting – boring, beautiful– ugly,* and so on. Have pupils relate these adjectives to the picture.

Extra activity TPR

- Have pupils stand in a circle. Tell pupils you are going to say an adjective and throw a soft ball to someone. That pupil has to say a sentence with that adjective. Then they say another adjective and throw the ball to someone else. Continue until all pupils have had a turn.

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)

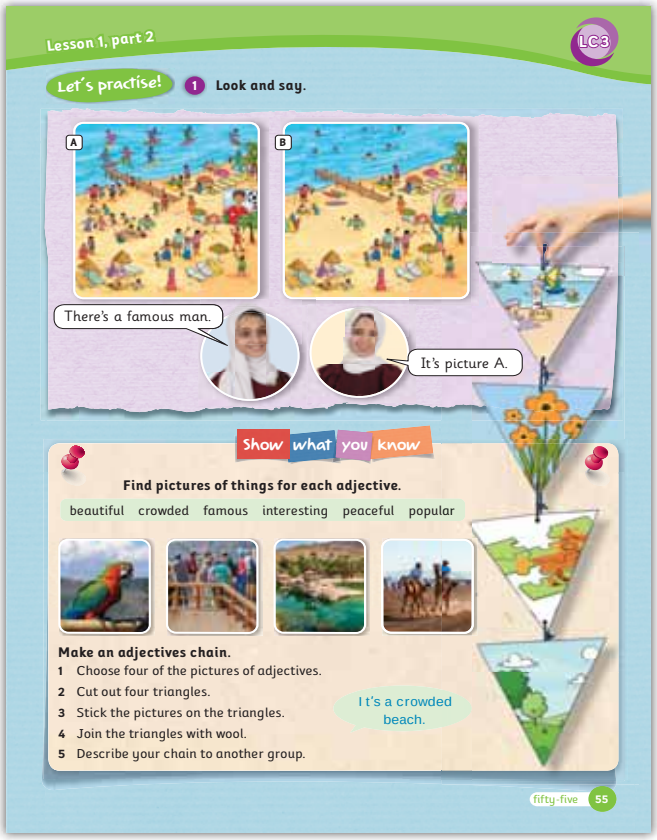
- Play *Remembering the order* (see page 19) with the Learning club 3 flashcards.
- Write the adjectives on the board. Ask pupils to say the opposite of each adjective.

Presentation (5 minutes)

- Explain that in this lesson, pupils will make an adjectives chain.
- Put pupils in pairs and have them write sentences about their city or town using the adjectives on the board, e.g. *The market is crowded,* and so on.

Practice

Class Book



1 Let's practise! Look and say. (5 minutes)

- Ask pupils to look at the two pictures. Ask them if they are the same or different.
- Place pupils in groups and have them find as many differences as they can between the two pictures, e.g. *In Picture A, the boys are surfing, but in Picture B, they're swimming. In Picture A, the man is holding a big fish, but in Picture B, he's holding a small fish. In Picture A, there's a football player on the billboard, but in Picture B, there's a famous woman on the billboard, etc.*
- Use the Lollipop stick technique (see page 15) to call on individual pupils to tell you the differences.
- Place pupils in pairs. Explain that they are going to take turns to say a sentence about one of the pictures for their partner to say which picture it is. Use the Expert envoy technique (see page 15) when choosing pairs.
- Monitor pupils, helping where necessary.

Show what you know Find pictures of things for each adjective. (10 minutes)

- Put pupils into small groups and hand out the magazines. Tell them to look for pictures that represent the adjectives and cut them out (alternatively, they can look for pictures on the internet or draw them). Encourage them to find as many as possible for each of the adjectives.

Make an adjectives chain. (10 minutes)

- In the same groups, pupils choose the four best pictures for four different adjectives and make an adjectives chain.
- Monitor pupils, helping as necessary.
- When pupils have completed describing their chains to other groups or pairs, place their chains on display in the classroom.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they think about what they learnt today.
- Have pupils say the best thing about today's lesson. Encourage them to use *The best thing today was . . . .*

Language booster 3

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to consolidate and extend vocabulary and grammar from Units 5–6
- **Target language:** Comparatives and superlatives: long adjectives; *I think camel racing is more beautiful to watch than chess, but dhow racing is the most beautiful.*

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).
- **Speaking:** Can describe basic differences between common objects or animals (e.g. colour, size, position), given a model (GSE 34). Can form the superlative of longer regular adjectives with 'most' (GSE 36). Can use all forms of comparatives and superlatives of adjectives (GSE 40).
- **Reading:** Can understand basic phrases in short, simple texts (GSE 24). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Writing:** Can make comparisons with 'more' + longer adjectives (GSE 36).

Materials

- Learning club 3 flashcards (*beautiful, crowded, famous, interesting, peaceful, popular*)
- Learning club 3 poster: Adjectives

Assessment for Learning (formative assessment)

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

Lesson 2, part 1

Starting the lesson (3 minutes)

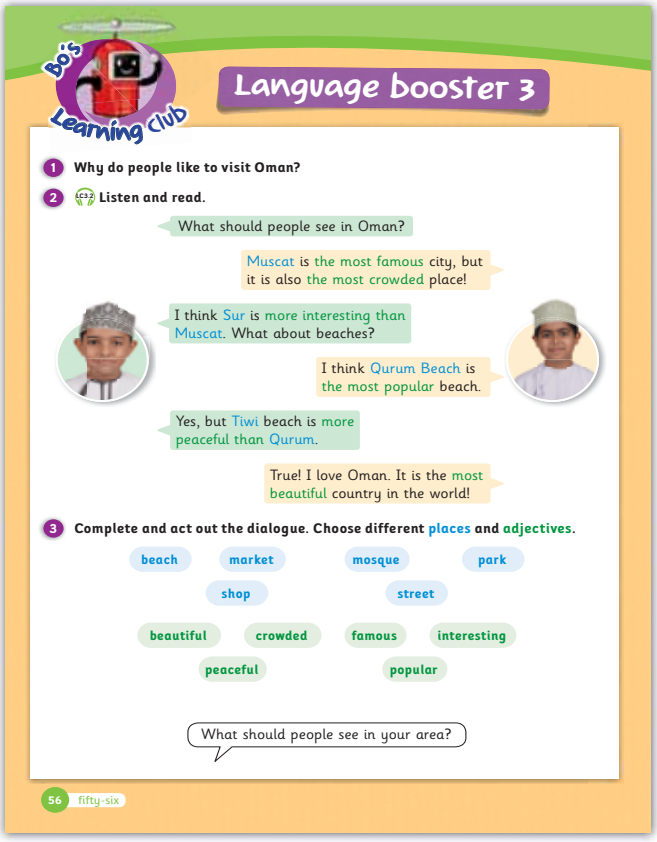
- Review the adjectives from the previous lesson. Show pupils one of the Learning club 3 flashcards or point to the poster and have pupils say and spell the adjective.

Presentation (2 minutes)

- Explain that in this lesson, pupils will use long adjectives to compare two or more things.

Practice

Class Book



1 Why do people like to visit Oman? (3 minutes)

- On the board, write *Which are the most popular places to visit in Oman? Why?*
- Place pupils in pairs and have them discuss the question for a minute or two.
- Have a quick class discussion on why people like to visit Oman.

2 LC3.2 Listen and read. (5 minutes)

- Put pupils in pairs, ask them to look at page 56 of the Class Book and find the adjectives in the dialogue. Ask them to call them out and write them on the board. Ask *Are they short or long adjectives?* (*Long.*).
- Explain that when we want to make long adjectives into comparatives and superlatives we add *more* and *the most* before them. Ask pupils to underline examples of *more* and *the most* on the page.
- Play the audio all the way through and have pupils follow in their books. Play the audio again and ask them to stand up when they hear a comparative or superlative with a long adjective.
- **Extension** Write two sentences on the board: *A city is crowdeder than a town. A city is more crowded than a town.* Ask pupils to say which of the sentences is correct. Ask them to give reasons (*'crowded' is a long adjective*).

Learning club 3

LC3.2

Boy 1: What should people see in Oman?
Boy 2: Muscat is the most famous city, but it is also the most crowded place!
Boy 1: I think Sur is more interesting than Muscat. What about beaches?
Boy 2: I think Qurum Beach is the most popular beach.
Boy 1: Yes, but Tiwi beach is more peaceful than Qurum.
Boy 2: True! I love Oman. It is the most beautiful country in the world!

3 Complete and act out the dialogue. Choose different places and adjectives. (10 minutes)

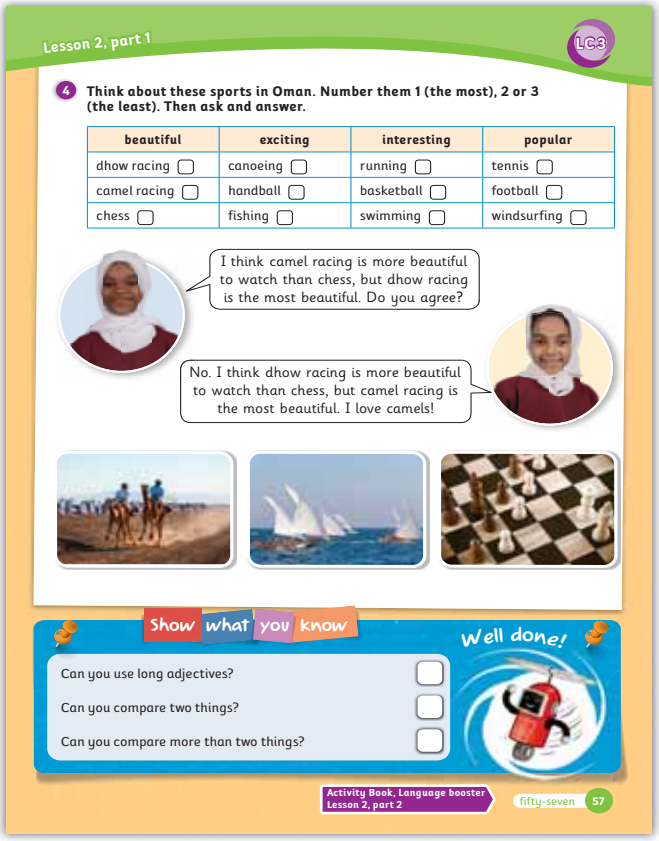
- Ask pupils to look at the words in blue and green.
- Explain to pupils that they are going to act out their own dialogues using the places in blue and the comparatives and superlative forms of the long adjectives in green. They should use the dialogue in Activity 2 as a model.
- Use the Traffic light cards technique (see page 15) to make sure pupils have understood the activity.
- Pupils work in pairs to write their dialogues. Monitor them, helping where necessary.
- Invite pairs to act out their dialogues in front of the class.

4 Think about these sports in Oman. Number them 1 (the most), 2 or 3 (the least). Then ask and answer. (10 minutes)

- Ask pupils to name the sports in the pictures. Then go through the sports in the table and check that pupils know what each one is.
- Ask pupils to work individually to number the sports from most to least interesting in each column.
- Read aloud the speech bubbles.
- Place pupils in pairs and have them use the examples in the speech bubbles to have a similar conversation about the sports based on their own opinions. Use the Expert envoy technique (see page 15) when pairing pupils.
- Use the Traffic light cards technique (see page 15) to make sure pupils know what they have to do.
- Monitor pupils, helping where necessary.

Show what you know (5 minutes)

- Pupils work individually to answer the questions.
- Ask them to share their answers in pairs.



Finishing the lesson (2 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they think about what they learnt today.

Lesson 2, part 2

Starting the lesson (5 minutes)

- Show pupils the Learning club 3 flashcards, one by one. Use the Lollipop stick technique (see page 15) to choose pupils to say the comparative and superlative form of the long adjective on the flashcard.

Practice

Activity Book

1 Find and circle the words. (10 minutes)

- Ask pupils to look at the pictures and describe what's happening in each one.
- Pupils find and circle the adjectives individually. Check answers as a class.

2 Look, read and circle. (5 minutes)

- Ask pupils to look at the first sentence. Read aloud and ask pupils to say the answer.
- Ask pupils to complete the activity individually and then check answers in pairs.
- Ask pupils to read out the correct sentences to check answers.



Bo's Learning Club

Language booster 3

1 Find and circle the words.

b	c	r	o	w	d	e	d	x	z	w
e	h	e	q	i	m	n	o	p	a	a
a	p	q	h	x	e	k	k	l	u	p
u	s	p	e	a	c	e	f	u	l	y
t	w	t	y	z	c	w	k	k	m	o
i	n	t	e	r	e	s	t	i	n	g
f	a	m	o	u	s	c	r	i	n	n
u	c	s	p	o	p	u	l	a	r	u
l	r	e	o	i	y	d	y	q	c	p

2 Look, read and circle.

1 It's beautiful crowded.

2 The market is crowded peaceful.

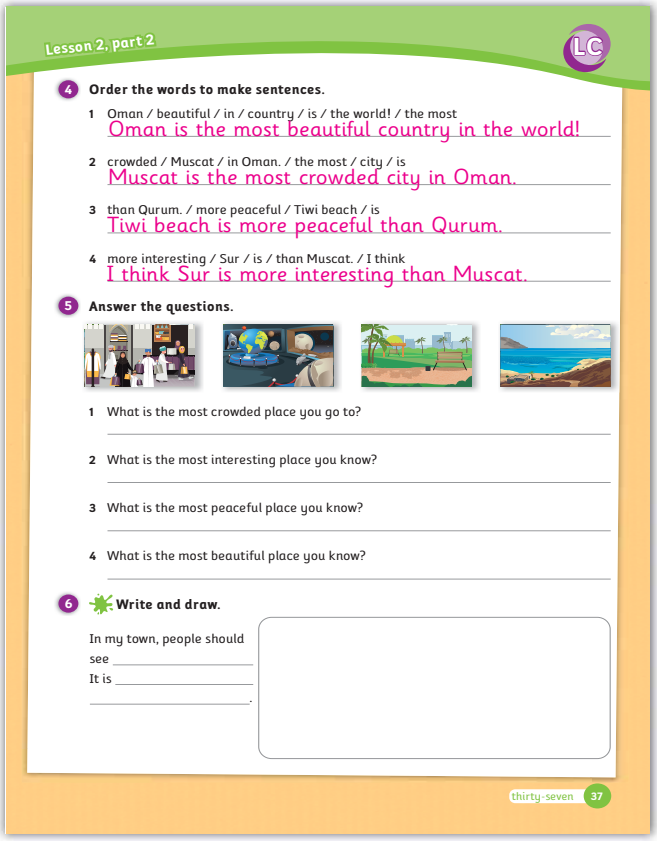
3 The food is peaceful popular.

4 The film is interesting beautiful.

3 Complete the sentences with words from Activity 1.

1 I like the mountains. They are beautiful.
2 The shops are very crowded today.
3 I know that woman! She is famous.
4 This book is very interesting.
5 I go to the park because it is peaceful.
6 We like this restaurant. It is very popular.

36 thirty-six



Lesson 2, part 2 LC

4 Order the words to make sentences.

1 Oman / beautiful / in / country / is / the world! / the most
Oman is the most beautiful country in the world!

2 crowded / Muscat / in Oman. / the most / city / is
Muscat is the most crowded city in Oman.

3 than Qurum. / more peaceful / Tiwi beach / is
Tiwi beach is more peaceful than Qurum.

4 more interesting / Sur / is / than Muscat. / I think
I think Sur is more interesting than Muscat.

5 Answer the questions.

1 What is the most crowded place you go to?

2 What is the most interesting place you know?

3 What is the most peaceful place you know?

4 What is the most beautiful place you know?

6 Write and draw.

In my town, people should see _____
It is _____
_____.

thirty-seven 37

3 Complete the sentences with words from Activity 1. (5 minutes)

- Use the Traffic light cards technique (see page 15) to make sure pupils know what to do.
- Ask a pupil to read the first sentence aloud and say the answer. Pupils do the rest of the activity individually.
- Using the Lollipop stick technique (see page 15), have pupils read out the completed sentences and check answers as a class.

4 Order the words to make sentences. (5 minutes)

- Ask pupils to say how we make comparatives and superlatives with long adjectives.
- Order the first sentence as a class.
- Ask pupils to order the rest of the sentences individually.
- Check answers by having pupils read aloud the sentences.

5 Answer the questions. (5 minutes)

- Ask pupils to name the places in the pictures.
- Pupils can answer the questions using the places in the pictures or they can choose a different place.
- Use the Traffic light cards technique (see page 15) to make sure pupils know what to do.
- Monitor pupils, helping where necessary.

6 Write and draw. (5 minutes)

- Explain to pupils what they have to do. Encourage them to use comparatives and superlatives with long adjectives when completing the sentences.
- Monitor pupils, helping where necessary.
- Pupils draw the place they wrote about.
- When pupils have completed the activity, ask them to share their work with the class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to have a class discussion on how pupils feel about their overall learning. Are they happy with their learning? What do they think they are very good at? What do they think they can improve?

7 The history of Oman

Unit objectives

To talk about historical finds

Language

Vocabulary	**Historical finds:** *clay, coins, jar, jewellery, khanjar, necklace, ring, silver, stone, sword, wall, well* **Verbs:** *arrive, live, need, start, stop, use, visit, work*
Grammar	the Past simple and *wh-* questions forms with regular verbs
Functions	Giving advice: *You should work carefully. You shouldn't run across the road.*
Phonics	***wr***: *write, wrist*; ***mb***: *thumb, climb* **Tricky word:** *little*

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 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; Recognize the effect of punctuation when reading; 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 about past activities using simple language, given a model; Write short, simple descriptive texts about familiar places, given a model; 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; Construct sentences and questions using capitalization, question marks; Write clearly formed letters and words; Use phonological awareness and blending strategies to write new words; Construct sentences and questions using correct spacing, capitalization, question marks, apostrophe/simple contractions and full stops based on a model; Write high frequency words correctly; Write legibly and neatly letters in script; Copy words, phrases and sentences accurately; Maintain appropriate spacing between letters in a word and between words; 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; Recognize 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, does not get distracted; Match objects, people, letters, pronunciation and words; Guess words from illustrations in storybooks; Recognize the differences between a story and a fact; 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; Use gesture and posture inclusively (e.g. sit in a circle, look at other children, wave to other children, point to where they could set); 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 (L. 1–11)
Mathematical, science and technological competences: order words and pictures to complete a task (L. 2, 4 and 5)
Social and civic competences: learn to be creative (L. 1, L. 2 and 5)
Digital competence: use Class Book and Activity Book eBook (L. 1–11)
Cultural awareness and expression: discuss the importance of historical sites and museums (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 topic for the project (L. 5)

Future skills

Criticalthinking	Predicting (L.2); 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); Suggesting reasons for the popularity of museums (L. 8)
Creativity	Design a khanjar, a necklace or a sword (L. 1); Design a coin (L. 2); Make a leaflet of historic places (L. 5)
Communication	Describing pictures (L. 3, 4 and 10); Asking and answering questions about the past (L. 4); Talking about a visit to a museum (L. 5 and 6); Functional dialogue (L. 6); Challenge game (L. 10)
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. 69; Activity Book p. 47
- Unit 7 Extra practice: Activity Book p. 48
- Unit 7 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 7 Practice

External tests

Class Book	**Activity Book**
A1 Movers Speaking Part 3 and Part 4	A1 Movers Listening Part 3

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use words about historical finds
- **Target language:** *clay, coins, jar, jewellery, khanjar, necklace, ring, silver, stone, sword, wall, well*

Global Scale of English (GSE)

- **Speaking:** Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

Materials

- Unit 7 flashcards (*clay, coins, jar, jewellery, khanjar, necklace, ring, silver, stone, sword, wall, well*)
- Unit 7 poster: Historical finds
- two fly swats
- stopwatch
- coloured pencils
- photocopiable 43

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

Lesson 1, part 1

Starting the lesson (3 minutes)

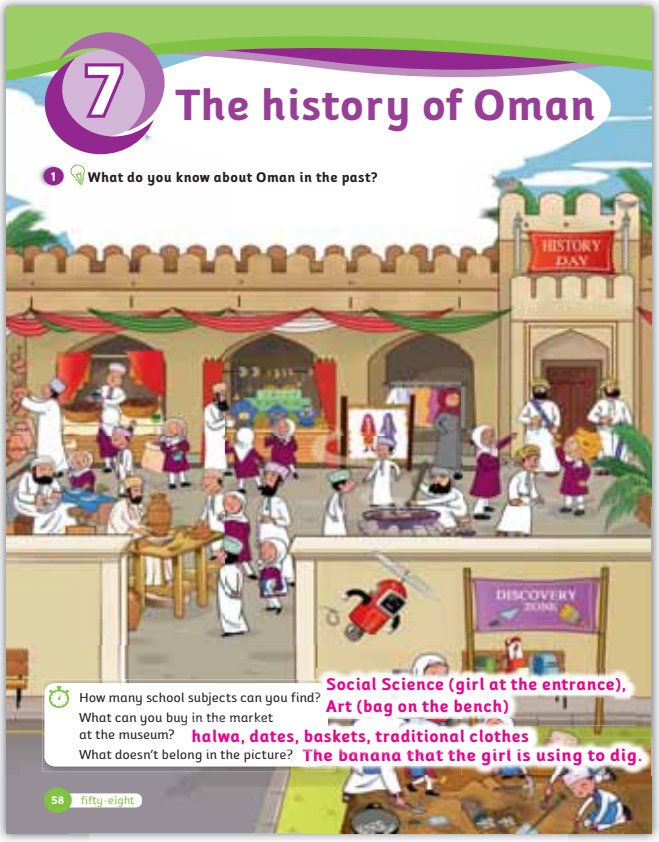
- Write *The history of Oman* on the board. Use the Key question technique (see page 14) to ask *What do you know about Omani history? What would you like to know?* Write these on the board and tell pupils that during this unit they can find out answers. Make a note of the questions for subsequent lessons.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to talk about Oman in the past.

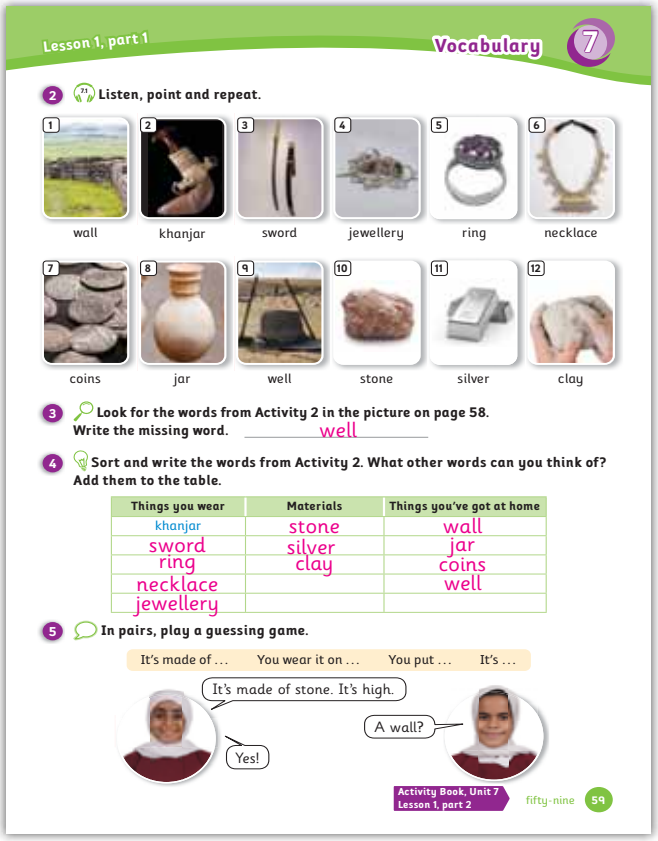
Practice

Class Book



1 What do you know about Oman in the past? (5 minutes)

- Refer pupils to page 58. Tell pupils to look at the picture and find the words they know. In pairs, pupils tell each other the words they know.
- Using the Lollipop stick technique (see page 15), elicit responses.
- 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.
- **Extension** Have pupils look at page 58. Have them describe the picture in pairs, telling each other where the people are and what they are doing, and naming any objects and clothes they know.


Lesson 1, part 1 Vocabulary 7

2 7.1 Listen, point and repeat.

1 wall 2 khanjar 3 sword 4 jewellery 5 ring 6 necklace

7 coins 8 jar 9 well 10 stone 11 silver 12 clay

3 Look for the words from Activity 2 in the picture on page 58. Write the missing word. well

4 Sort and write the words from Activity 2. What other words can you think of? Add them to the table.

Things you wear	Materials	Things you've got at home
khanjar	stone	wall
sword	silver	jar
ring	clay	coins
necklace		well
jewellery		

5 In pairs, play a guessing game.

It's made of … You wear it on … You put … It's …

It's made of stone. It's high. A wall? Yes!

Activity Book, Unit 7 Lesson 1, part 2 fifty-nine 59

2 7.1 Listen, point and repeat. (10 minutes)

- Place the Unit 7 flashcards or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Refer pupils to page 59. Ask pupils which of the objects they already know.
- Play the audio for the pupils to listen. Then play it again, pausing after each word for pupils to point and repeat.
- Pupils look at the pictures and practise the new words. Ask questions and have pupils raise their hands to respond, e.g. *Where can we get water from? (A well.); What is the wall made from? (Stone.); What items of jewellery are there? (Ring and necklace.); What can we keep things in or put water in? (Jars.); Which two things come from the ground? (Clay and silver.); Which items are dangerous? (Khanjars and swords.); What can you buy things with? (Coins.); What do we make jars with? (Clay.).*
- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.

7.1

1 wall **2** khanjar **3** sword **4** jewellery **5** ring **6** necklace **7** coins **8** jar **9** well **10** stone **11** silver **12** clay

3 Look for the words from Activity 2 in the picture on page 58. Write the missing word. (5 minutes)

- Give pupils one minute to work in pairs to find on page 58 the words about the historical finds. Elicit feedback using the Lollipop stick technique (see page 15).

4 Sort and write the words from Activity 2. What other words can you think of? Add them to the table. (5 minutes)

- Check understanding. Elicit an example for each column. Pupils categorise the words, writing them in the correct columns.
- Have three pupils come to the board. Assign each a column. Seated pupils spell out the words for the pupils at the board to write.

Diversity

Support

- Write the columns on the board and guide pupils by eliciting an example or two for each column. Assign pairs or small groups for the pupils to complete the task.

Challenge

- Have pupils work alone first, then check in pairs, adding any more words they can think of to the columns.

Extra activity Creativity

- In pairs, pupils choose and design a khanjar, a necklace, a sword or coins in their notebooks. They can design ancient or modern ones. They label their pictures.

5 In pairs, play a guessing game. (5 minutes)

- Assign pairs. Have two pupils demonstrate the activity by reading the speech bubbles.
- Draw pupils' attention to the word box and ask for possible endings for each. Write these on the board as further examples.

Extra activity TPR

- Assign a historical find to a pair or group of three pupils. All pupils stand up and mime finding, using or putting on the items for other pupils to guess.

Extra activity Fast finishers

- Pupils write their sentences in their Learning diaries (see page 15).

Finishing the lesson (5 minutes)

- In pairs and with books closed, pupils write down the historical find words in one minute.
- Ask *How many words did you remember? Did you spell them correctly?*

Vocabulary

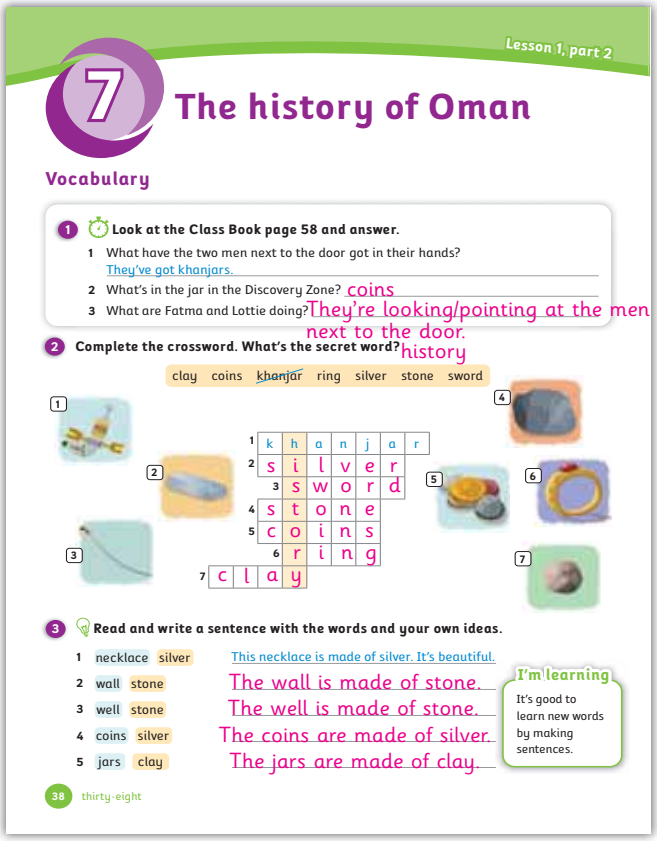
Lesson 1, part 2

Starting the lesson (5 minutes)

- Play *Word swat* (see page 21) with the Unit 7 flashcards (historical finds).

Practice

Activity Book



Lesson 1, part 2

7 The history of Oman

Vocabulary

1 Look at the Class Book page 58 and answer.

1 What have the two men next to the door got in their hands?
They've got khanjars.
2 What's in the jar in the Discovery Zone? coins
3 What are Fatma and Lottie doing? They're looking/pointing at the men next to the door.

2 Complete the crossword. What's the secret word? history

clay coins ~~khanjar~~ ring silver stone sword

1 k h a n j a r
2 s i l v e r
3 s w o r d
4 s t o n e
5 c o i n s
6 r i n g
7 c l a y

3 Read and write a sentence with the words and your own ideas.

1 necklace silver — This necklace is made of silver. It's beautiful.
2 wall stone — The wall is made of stone.
3 well stone — The well is made of stone.
4 coins silver — The coins are made of silver.
5 jars clay — The jars are made of clay.

I'm learning
It's good to learn new words by making sentences.

38 thirty-eight

1 Look at the Class Book page 58 and answer. (10 minutes)

- Give pupils two minutes to complete the activity individually.
- Ask pupils to check their answers in pairs and then check answers as a class.

2 Complete the crossword. What's the secret word? (10 minutes)

- Ask pupils to name the objects in the pictures.
- Pupils work individually to complete the crossword. Ask them what the secret word is.
- Pupils practise spelling the objects in pairs.

3 Read and write a sentence with the words and your own ideas. (10 minutes)

- Pupils work individually, then compare and check spelling and word order in pairs.
- Check pupils sentences using the Lollipop stick technique (see page 15).
- Read the *I'm learning* box. Put pupils into small groups. Have them write more sentences with the unit vocabulary to help them learn the words and practise spelling.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *How many historical find words do you remember?*

Extra activity Photocopiable 43

- Ask pupils to do photocopiable 43.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch, read and act out a story about a historical find
- **Target language:** revision of historic finds vocabulary; *hills, ground, irrigation, careful*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53). 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 7 flashcards (historical finds)
- Unit 7 poster: Historical finds
- photocopiables S8 and 51

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Thumbs up/down technique (see page 15); Traffic light 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)

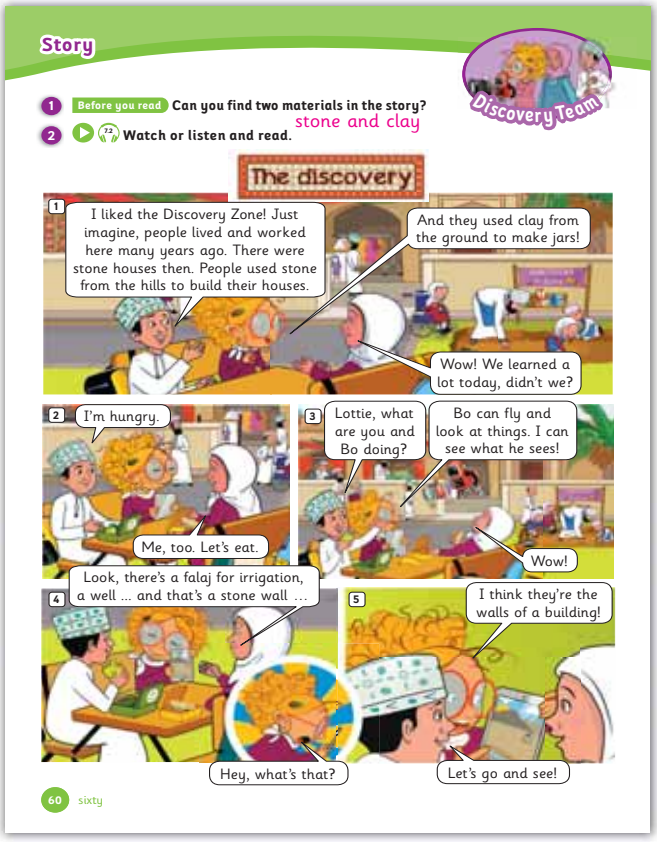
- Using the Lollipop stick technique (see page 15), ask pupils to say one historical find word each from the last lesson. Use the Unit 7 flashcards or poster to help if necessary.

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 two materials in the story? (2 minutes)

- Refer pupils to pages 60 and 61.
- Ask them to look carefully and find the two materials. Ask which pictures they found them in.

2 7.2 Watch or listen and read. (5 minutes)

- Give pupils a minute to look at the pictures. Play the audio or the animation.
- Check comprehension. Ask *Did the kids like the Discovery Zone? (Yes, they did.); Where did people get the stone to build the houses? (From the hills.); What did they use clay for? (To make jars.); What are Lottie and Bo doing? (Discovering places around the museum.); How? (With Bo's video camera and Lottie's mobile/tablet.); What is a 'falaj' for? (Irrigation.); What does Lottie discover? (A piece of silver.); Why do the kids go to the museum?; (To tell Mr Hazim about the discovery.); What are the coins made from? (Silver.); Are they old? (Yes, they are.).*
- Pupils work in groups to find out more about Omani life in the past. They can investigate the questions they had at the beginning of Lesson 1. They can make a poster about what they discover.

Story

7.2

The discovery

1 Sami: I liked the Discovery Zone! Just imagine, people lived and worked here many years ago. There were stone houses then. People used stone from the hills to build their houses.

Lottie: And they used clay from the ground to make jars!

Fatma: Wow! We learned a lot today, didn't we?

2 Sami: I'm hungry.

Fatma: Me, too. Let's eat.

3 Sami: Lottie, what are you and Bo doing?

Lottie: Bo can fly and look at things. I can see what he sees!

Fatma: Wow!

4 Fatma: Look, there's a falaj for irrigation, a well … and that's a stone wall …

Lottie: Hey, what's that?

5 Lottie: I think they're the walls of a building!

Sami: Let's go and see!

6 Narrator: *A few minutes later …*

Sami: People lived here a long time ago. Maybe it's an ancient building!

7 Lottie: Look! People used silver to make jewellery. This is a piece of silver! Is it a ring?

Sami: No, it isn't! It comes from a jar.

8 Sami: Look! It's a jar of coins! Stop, Bo! We must be careful!

Fatma: We must tell Mr Hazim at the museum!

9 Mr Hazim: Are there coins? What are they like?

Fatma: They're silver. They have writing on them.

10 Mr Hazim: I think these silver coins are very old!

Bo: Wow!

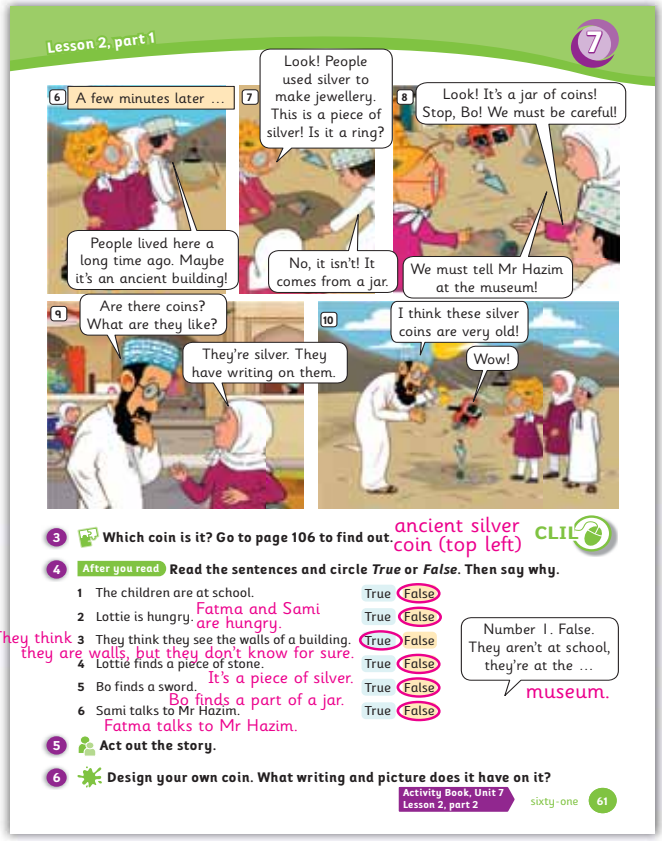
Diversity

Support

- Pre-teach words that pupils might have problems with, e.g. *hills, ground, irrigation, careful, must,* etc.

Challenge

- Before pupils open their books, tell them the title of the story. Pupils predict what might happen, using the information they have from the picture in Lesson 1.



3 Which coin is it? Go to page 106 to find out. (5 minutes)

- Explain to pupils that they have to look for clues in the story to know the answer. Pupils work individually to complete the activity.
- Pupils discuss in pairs. If they find it difficult to know the answer, draw their attention to the coins in frame 10 which should match one of the coins on page 106.
- Using the Thumbs up/down technique (see page 15), ask *Did you find the answer?*

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

- Assign pairs. Ask pupils to compare answers. Tell pupils they must agree by looking back carefully over the story so they can say which story frame and text has the evidence.
- Ask for answers using the Lollipop stick technique (see page 15).

5 Act out the story. (10 minutes)

- Divide pupils into groups of five. Allocate a role to each pupil (Sami, Lottie, Fatma, Bo, Mr Hazim).
- Pupils act out the story in groups. For details of acting out stories, see page 17.
- **Extension** Internet search key words: *Oman in the past kids*

6 **Design your own coin. What writing and picture does it have on it?** (5 minutes)

- Ask pupils to work individually to complete the task in their notebooks.
- Then place pupils in small groups. Have pupils present their designs to each other. They should describe and answer questions about the design decisions.

Extra activity **Collaborative work**

- Pupils make a poster with drawings like traffic signs to indicate things it is important to be always/sometimes careful with, and think of other activities where it is good to be freer, and not so careful, e.g. with art, drawing and painting.

Extra activity **Fast finishers**

- Pupils write *True* and *False* sentences about the story in their notebooks. Ask pupils to read them out for the class. Pupils use the Thumbs up/down technique (see page 15) to indicate if the sentences are true or false. Elicit corrections for the false ones.

Finishing the lesson (3 minutes)

- Ask pupils to say what their favourite scene from the story was. Encourage them to give reasons.
- Ask pupils what they would do if they made an important discovery.

Lesson 2, part 2

Starting the lesson (5 minutes)

- Place pupils in pairs and have them say what the story in this unit was about (historical finds and why it's important to be careful with them).
- Ask them why it's important to be careful with historical finds.

Practice

Activity Book

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

- Pupils complete the activity individually and then check answers in pairs.

2 **Answers the questions.** (10 minutes)

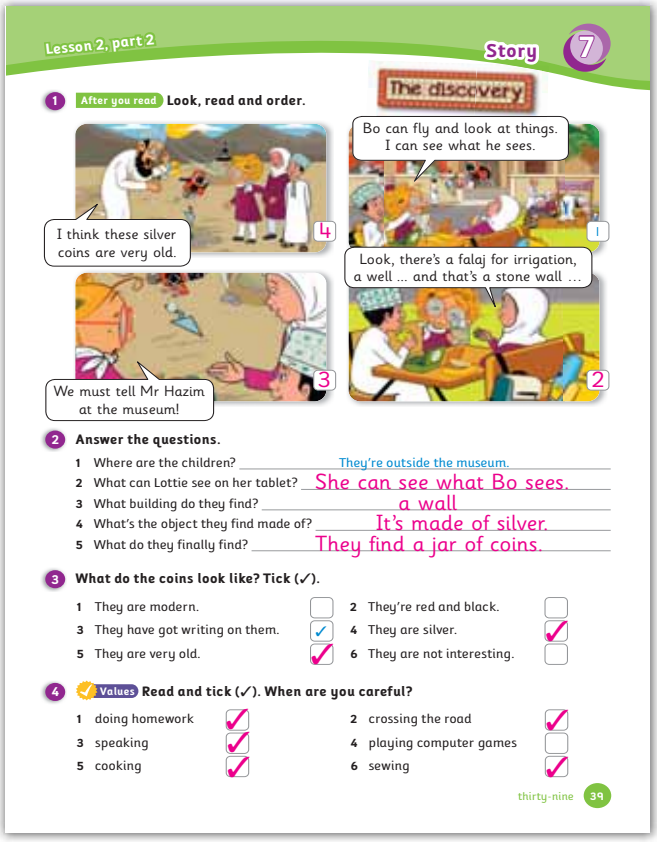
- Pupils work individually to complete the activity.
- Have them swap books with a partner. They check each other's work. Encourage them to look for spelling and punctuation errors.
- Check answers as a class by having pupils read aloud their completed answers.

Extra activity **Fast finishers**

- Pupils who finish first can write their answers on the board. Use these to confirm answers. Allow any other possible answers.

3 **What do the coins look like? Tick (✔).** (5 minutes)

- Check pupils know what to do using the Traffic light cards technique (see page 15).
- Check answers as a class.



4 **Values** **Read and tick (✔). When are you careful?** (10 minutes)

- Pupils choose their answers and then compare with a partner.
- Ask pupils to compare their reasons why they are/aren't (usually) careful doing these things. Ask them what they could do to be more careful.
- Ask for some answers using the Lollipop stick technique (see page 15).

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to discuss any challenges and successes in pupils' learning so far.

Extra activity **Photocopiables S8 and 51**

- Ask pupils to do photocopiables S8 and 51.

CLIL Link

In Unit 7, the story is based around the concept of historical finds and heritage from Social Studies.

The Discovery Team have been learning a lot about the history of their town. Thanks to a new device that Lottie has inserted in Bo, which allows them to see what Bo sees while he is flying, the team discover a hidden jar of silver coins.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the Past simple
- **Target language:** *They used clay to make jars. They didn't use stone. I played football yesterday. I didn't play tennis.*

Global Scale of English (GSE)

- **Listening:** Can follow short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

Materials

- Unit 7 flashcards (historical finds)
- Unit 7 poster: Historical finds
- photocopiable 47

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (3 minutes)

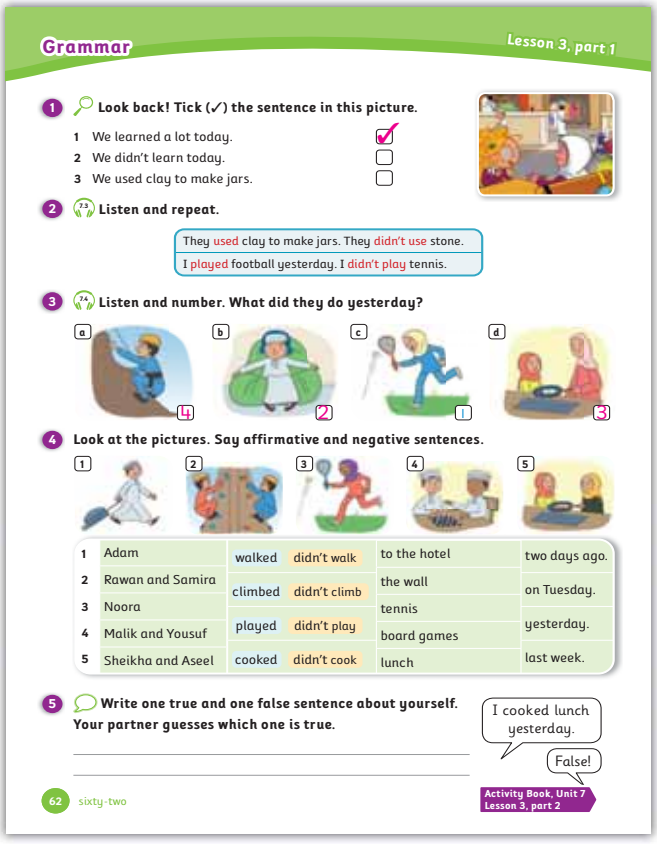
- Write *The discovery* on the board. Ask *What did the kids find? How did Bo help? What was on the coins?* Elicit answers.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to use the Past simple.

Practice

Class Book


Grammar
Lesson 3, part 1
1 Look back! Tick (✓) the sentence in this picture.
1 We learned a lot today. ✓
2 We didn't learn today.
3 We used clay to make jars.
2 Listen and repeat.
They used clay to make jars. They didn't use stone.
I played football yesterday. I didn't play tennis.
3 Listen and number. What did they do yesterday?
a 4 b 2 c 1 d 3
4 Look at the pictures. Say affirmative and negative sentences.
1 Adam walked didn't walk to the hotel two days ago.
2 Rawan and Samira climbed didn't climb the wall on Tuesday.
3 Noora tennis
4 Malik and Yousuf played didn't play board games yesterday.
5 Sheikha and Aseel cooked didn't cook lunch last week.
5 Write one true and one false sentence about yourself. Your partner guesses which one is true.
I cooked lunch yesterday.
False!
62 sixty-two
Activity Book, Unit 7 Lesson 3, part 2

1 Look back! Tick (✓) the sentence in this picture (5 minutes).

- Refer pupils to pages 60 and 61. Pupils complete the activity individually.
- Check answers as a class.

2 7.3 Listen and repeat. (10 minutes)

- Play the audio.
- Explain that we use the Past simple to talk about an event in the past. We usually specify when that event happened, e.g. *yesterday, two weeks ago, last year*, etc. Write the sentences from the grammar box on the board and say *Are we talking about the past, present or future?; (Past.); Which word tells you when? (Yesterday.); Which letters or words tell you we are talking about the past? (-ed* and *didn't.)*. Underline the *-ed* endings and *did + not = n't*. Say *This is how we can talk about the past when something is over.*
- Ask pupils to say other verbs they know. Write them on the board. Ask them to change the verbs so that they are in the Past simple. Explain that some verbs are irregular, e.g. *go (went), have (had)*, etc.

7.3

They used clay to make jars. They didn't use stone.
I played football yesterday. I didn't play tennis.

Diversity

Support
- Write the rules for the form of the Past simple on the board and have pupils copy them into their notebooks.

Challenge
- Ask pupils to look at the form of the Past simple and work out the rules themselves. Ask pairs to write a different example about the past and themselves.

3 7.4 Listen and number. What did they do yesterday? (5 minutes)
- Pupils look at the pictures and describe what's happening.
- Play the audio. Pupils number the pictures in the order they hear them.
- Check answers using the Lollipop stick technique (see page 15).

7.4

Girl 1: Yesterday I didn't play football with my sister. We played tennis. It was great!
Boy 1: Yesterday I listened to music in my bedroom. I didn't watch TV.
Girl 2: Yesterday I didn't play with my friends. I cooked with my mum.
Boy 2: I didn't listen to music yesterday, because I climbed a mountain instead!

4 Look at the pictures. Say affirmative and negative sentences. (5 minutes)
- Pupils do the task individually first. Check understanding.
- Pupils work in pairs. Pupils should say all sentences in affirmative first.
- Pupils say the negative sentence.

5 Write one true and one false sentence about yourself. Your partner guesses which one is true. (5 minutes)
- Pupils work in pairs.
- Check pupils understand the task using the Traffic light cards technique (see page 15). Tell pupils one true and one false sentence about yourself. Pupils guess which is true.

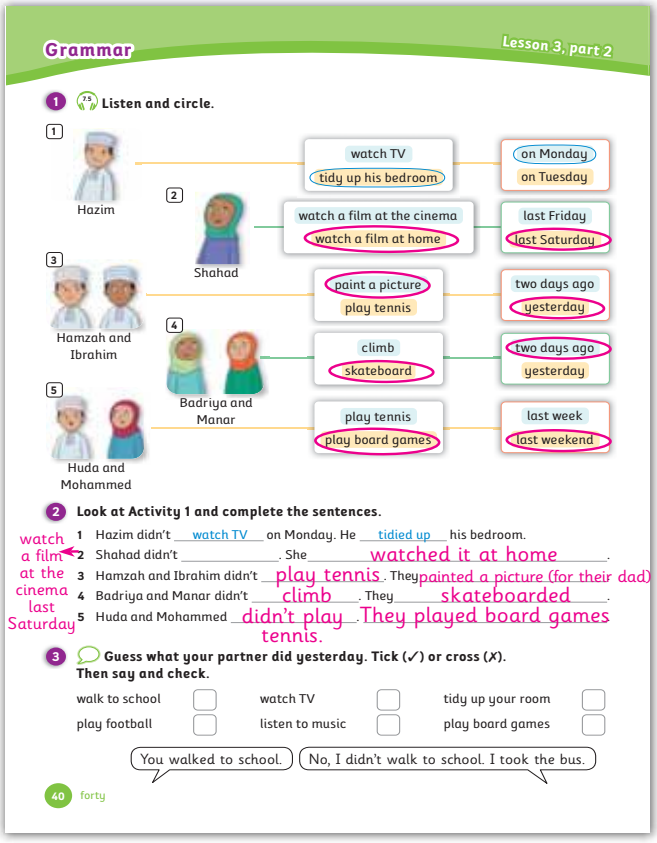
Finishing the lesson (5 minutes)
- Call out regular verbs. Pupils say the Past simple form of the verbs. Write them on the board. Ask pupils what all the verbs have in common (they all end in *-ed*.)

Lesson 3, part 2

Starting the lesson (5 minutes)
- Review the vocabulary using the Unit 7 flashcards or poster.
- Spell words for pupils to say what the historical find is. Then place pupils in pairs and have them continue.

Practice

Activity Book



1 7.5 Listen and circle. (10 minutes)
- Use the Traffic light cards technique (see page 15) to check pupils know what to do.
- Play the audio.
- Check answers using the Lollipop stick technique (see page 15).

Grammar

7.5

1 Boy 1: I'm Hazim. On Monday, I tidied up my bedroom after school. I didn't watch TV because it was very late, but at least my bedroom looks so clean and nice now!

2 Girl 1: I'm Shahad and I watched a beautiful film last Saturday. I didn't watch it at the cinema because it was an old film. I watched it at home with my brother and sister.

3 Boy 2: I'm Hamzah. My brother Ibrahim and I love playing tennis a lot, but we also like painting. Yesterday it was our dad's birthday so we painted a beautiful picture for him. He loved it.

4 Girl 2: I'm Badriya. My friend Manar and I were at the park two days ago. There was a climbing wall in the park, but we didn't climb it because it was very busy. So we skateboarded.

5 Boy 3: I'm Mohammed. At weekends, Huda and I love playing tennis. But last weekend it rained a lot, so we played board games.

2 **Look at Activity 1 and complete the sentences.** (10 minutes)

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

3 **Guess what your partner did yesterday. Tick (✔) or cross (✘). Then say and check.** (10 minutes)

- Ask two pupils to read the example. They then work with a partner and take it in turns to guess.
- Ask volunteer pairs to demonstrate their conversation for the rest of the class.

Finishing the lesson (5 minutes)

- Ask *When do we use the Past simple?* and elicit answers.
- Use the Summative and thought-provoking questions technique (see page 15) to have pupils reflect on what they found easy and difficult today.

Extra activity **Photocopiable 47**

- Ask pupils to do photocopiable 47.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the Past simple and *wh*- questions forms with regular verbs; to learn and sing a song
- **Target language:** *arrive, live, need, start, stop, use, visit, work*

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 talk about past events or experiences, using simple language (GSE 41).

Materials

- Unit 7 flashcards (*arrive, live, need, start, stop, use, visit, work*)
- True/False response cards
- photocopiables 43, 47, 55 and 59

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson (3 minutes)

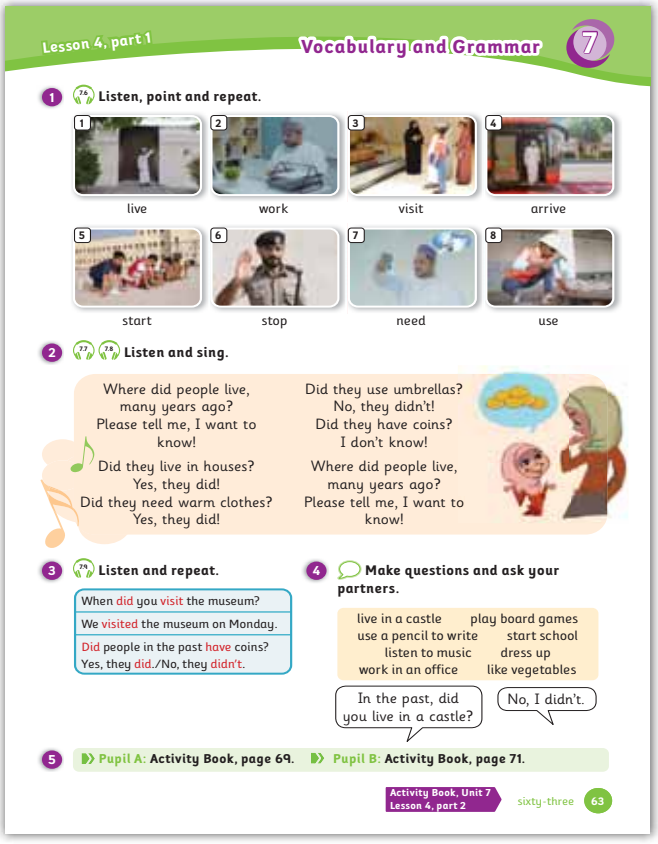
- Say *Last lesson, we ... but we didn't ...* Using the Lollipop stick technique (see page 15), have pupils say something else they remember doing/not doing in the last lesson.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn and use some regular verbs to talk about the past. They will learn to ask questions with *When?* and to answer them with short answers. They will also sing a song.

Practice

Class Book



1 7.6 Listen, point and repeat. (5 minutes)

- Refer pupils to page 63. Have pupils look at the pictures and raise their hands to describe what they can see.
- Play the audio.
- Practise the vocabulary using the True/False response cards technique (see page 15): *We use a pencil to eat with. We live in England. Do you need to go to the toilet? I work on a farm. The opposite of 'start' is 'stop'. We visit the cinema. We visit museums, and friends. 'Begin' means the same as 'start'. We arrive at school after 10 o'clock.*

7.6

1 live **2** work **3** visit **4** arrive **5** start **6** stop **7** need **8** use

Extra activity Collaborative work

- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.

Vocabulary and Grammar

2 7.7 & 7.8 **Listen and sing.** (5 minutes)

- Pupils look at the pictures and say what they can see *(a modern house, and a girl talking to a woman)*.
- Play the song and tell pupils to 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 (track 7.8) and encourage pupils to sing.

7.7

Where did the people live,
many years ago?
Please tell me, I want to know!

Did they live in houses?
Yes, they did!
Did they need warm clothes?
Yes, they did!

Did they use umbrellas?
No, they didn't!
Did they have coins?
I don't know!

Where did the people live,
many years ago?
Please tell me, I want to know!

Extra activity **Communication**

- Pupils work in small groups to change the questions and answers in the song, and then sing it to the class.

3 7.9 **Listen and repeat.** (5 minutes)

- Play the audio.
- Divide the class into four groups. Assign the long answer to group 2, *Wh*-question to group 1, *yes* and *no* short answers to group 3 and Past simple question to group 4. Play the audio again, pausing after each sentence, and have pupils repeat in their groups. Then swap groups around and repeat. Monitor intonation.

7.9

When did you visit the museum?
We visited the museum on Monday.
Did people in the past have coins?
Yes, they did. / No, they didn't.

4 **Make questions and ask your partners.** (5 minutes)

- Explain that pupils are practising questions with *When* about things that happened before now, when pupils were younger. Ask two pupils to read out the example in the speech bubbles. Elicit a question and write it on the board.
- Place pupils in pairs for this activity.

Diversity

Support

- Read out the phrases in the box before pupils complete the activity. Have pupils call out the correct question forms and write them on the board.

Challenge

- Have pupils choose four of the verbs in the box and add four of their own ideas.

5 **Pupil A: Activity Book, page 69.**
Pupil B: Activity Book, page 71. (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 giving information about what Basim did last week but both tables are incomplete. They need to ask their partner questions using the phrases in the box to find out what Basim did in order to complete their tables.
- Ask pupils to read the example in the speech bubbles. Explain that they will need to use the Past simple.
- Ask pupils to write the questions before they begin, using the example as a model.
- Pairs ask their questions and complete the information in their tables.
- Monitor pupils, helping where necessary.
- Check answers as a class.

Extra activity **TPR**

- Display the Unit 7 flashcards (verbs) around the room. Divide the class into groups of five. Tell pupils to walk around and stand near a card when you signal. Pupils should then make a question with the verb to ask and answer. Set a time limit of 30 seconds. Pupils move around to the next card on your signal.

Extra activity **Fast finishers**

- Pupils write two or three more questions to ask the class. Have pupils write these on the board for the class to check first.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Do you like the song? Can you remember it without looking at the book?*
- Play the karaoke version of the song again (track 7.8) and encourage pupils to sing

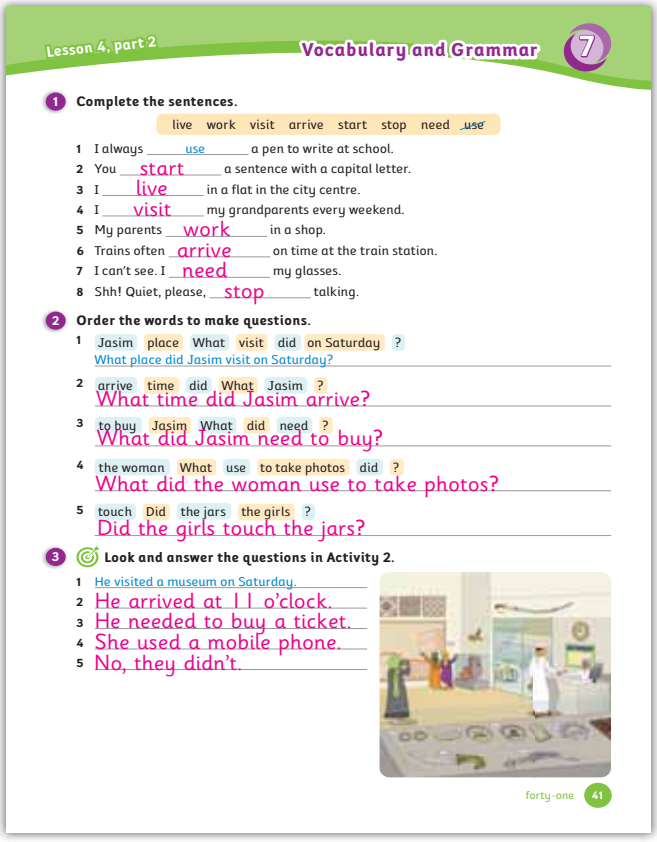
Lesson 4, part 2

Starting the lesson (5 minutes)

- Explain to pupils that you will say a verb (or you can show them the Unit 7 flashcards with verbs) and that they have to say a sentence or a question with that verb in the Past simple. Continue with other verbs.

Practice

Activity Book



Lesson 4, part 2 — Vocabulary and Grammar 7

1 Complete the sentences.

live work visit arrive start stop need use

1 I always use a pen to write at school.
2 You start a sentence with a capital letter.
3 I live in a flat in the city centre.
4 I visit my grandparents every weekend.
5 My parents work in a shop.
6 Trains often arrive on time at the train station.
7 I can't see. I need my glasses.
8 Shh! Quiet, please, stop talking.

2 Order the words to make questions.

1 Jasim place What visit did on Saturday ?
What place did Jasim visit on Saturday?
2 arrive time did What Jasim ?
What time did Jasim arrive?
3 to buy Jasim What did need ?
What did Jasim need to buy?
4 the woman What use to take photos did ?
What did the woman use to take photos?
5 touch Did the jars the girls ?
Did the girls touch the jars?

3 Look and answer the questions in Activity 2.

1 He visited a museum on Saturday.
2 He arrived at 11 o'clock.
3 He needed to buy a ticket.
4 She used a mobile phone.
5 No, they didn't.

1 Complete the sentences. (7 minutes)

- Pupils work individually to complete the activity.
- Ask individual pupils to read aloud the completed sentences to check answers.

2 Order the words to make questions. (10 minutes)

- Pupils work in pairs to put the questions in order.
- Monitor pupils, helping where necessary.
- Check answers using the Lollipop stick technique (see page 15) and write them on the board.

3 Look and answer the questions in Activity 2. (8 minutes)

- Ask questions about the picture, e.g. *What historical finds can you see?*
- Explain to pupils that they are going to use the picture to answer the questions from Activity 2. Ask them to look at the example answer in Activity 3.
- Use the Traffic light cards technique (see page 15) to make sure pupils know what they have to do.
- Pupils complete the activity individually and then check answers in pairs.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have pupils read aloud their answers.

Dictation (5 minutes)

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

D7

1	wall	7	coins
2	khanjar	8	jar
3	sword	9	well
4	jewellery	10	stone
5	ring	11	silver
6	necklace	12	clay

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to *ask Can you use the Past simple? Is it easy or difficult? When do you use the Past simple?*

Extra activity **Photocopiables 43, 47, 55 and 59**

- Ask pupils to do photocopiables 43, 47, 55 and 59.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about discoveries in Oman
- **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 past events or experiences, using simple language (GSE 41). Can talk about a familiar place in a basic way (GSE 35).
- **Writing:** Can write short, simple descriptive texts about familiar places using basic connectors, given a model (GSE 41).

Materials

- sheets of paper, enough for each group
- coloured pencils
- a map of Oman
- photocopiable 63

Assessment for Learning (formative assessment)

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

Culture Sources (online)

- whc.unesco.org
- www.oman.de
- www.omanobserver.om
- www.timesofoman.com
- www.nm.gov.om

Lesson 5, part 1

Starting the lesson (3 minutes)

- Write *discoveries* on the board. Ask pupils to give examples of the type of things that people discover (*cities, coins, tombs, books, cave drawings*, etc.). Ask pupils what archaeological discoveries can tell us (e.g. *where, when and how people lived*).

Presentation (2 minutes)

- Explain that in this lesson pupils will talk about important discoveries in Oman.
- **Extension** Ask pupils to find Sinaw, Musandam and Ibri on a map of Oman.

Culture notes

- Bait al Qufl houses only exist in Musandam and some are over 200 years old. Bait al Qufl means 'house of the lock'.
- The stone towers at Bat don't have entrances, therefore some archaeologists think they may have been used to store grain.

Practice

Class Book



1 Before you read Do you know any ancient sites in your country or another country? (3 minutes)

- Pupils discuss in pairs. Ask for class feedback.
- Tell pupils to look at the photos. Ask *What can you see?* and elicit answers.
- **Extension** Internet search key words: *important historical discoveries Oman*

2 7.10 **Listen and read.** (5 minutes)

- Play the audio all the way through.
- Check comprehension with questions: *What did they find at Sinaw? (A jar of silver coins.); How many were there? (962.); Where were the coins from? (Oman, Egypt, Spain and other countries.); What did the people use to make the houses in Musandam? (Stone and clay.); What did they use to lock the houses? (Special keys.); Why did they lock them? (To keep their food safe while they were away.); What did people use the stone towers at Bat for? (We don't know.); How old are some of the towers? (5,000 years old.).*
- Pupils can search online for more information about the places.

7.10

Interesting discoveries in Oman

There are many ancient sites in Oman and every year, people make amazing new discoveries about the past. Let's learn about three of them.

Sinaw Hoard

In 1979, people found an old blue jar made of clay in Sinaw. Inside the jar were 962 silver coins! The coins were about 1,400 years old and they weren't all from Oman. Some were from Egypt, Spain and other countries. It's the most important discovery of coins in Oman!

Bait Al-Qufl

In the mountains of Musandam, the people used stone and clay to make special houses. In the summer, the people travelled to the sea, and used special keys to lock the houses. In this way, their food was safe for when they returned. You can see the Bait Al-Qufl houses today. Wow!

Bat Tower

In Bat, near Ibri, you can find some round stone towers. We don't know what people used the towers for, because some of them are more than 5,000 years old! This makes them some of the most important towers in the world.

3 After you read **Activity Book, page 42.**

- Pupils turn to page 42 in their Activity Books before they complete the Class Book activities for this lesson.

4 **How many ancient sites do you know in your country? Brainstorm with your partner.** (5 minutes)

- Place pupils in pairs for this activity.
- Ask different pairs to say what they know. Promote class discussion with questions: *Do you know anywhere else? Who has been there? What is it like?*

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

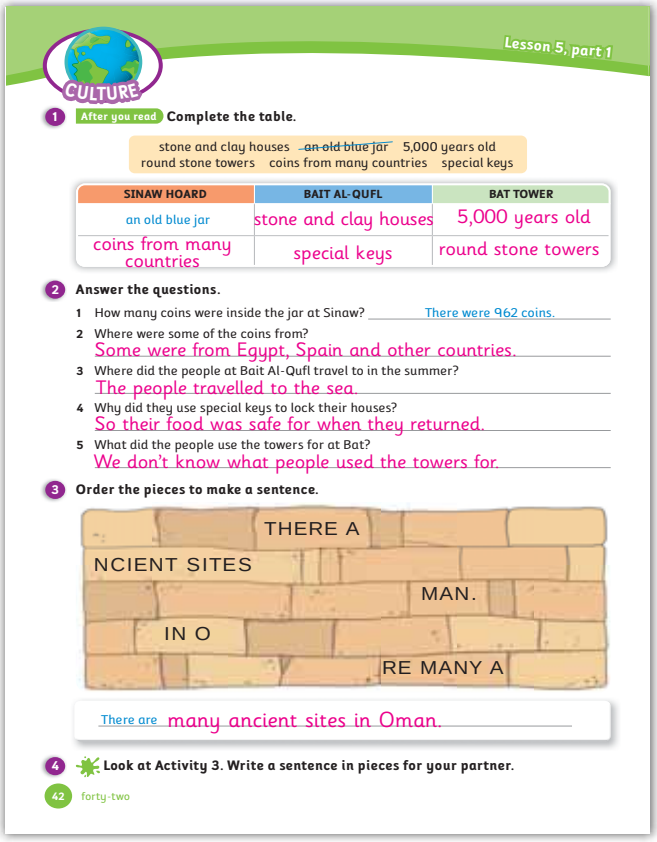
- Using the Lollipop stick technique (see page 15), pupils say a key word from the text that is connected to the theme of important historical discoveries. Pupils write the words in their vocabulary lists.

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

- Tell pupils they are going to watch a video and to watch carefully.
- Ask what they learnt from the video.

Practice

Activity Book


Lesson 5, part 1

CULTURE

1 After you read Complete the table.

stone and clay houses ~~an old blue jar~~ 5,000 years old
round stone towers coins from many countries special keys

SINAW HOARD	BAIT AL-QUFL	BAT TOWER
an old blue jar	stone and clay houses	5,000 years old
coins from many countries	special keys	round stone towers

2 Answer the questions.

1 How many coins were inside the jar at Sinaw? There were 962 coins.
2 Where were some of the coins from? Some were from Egypt, Spain and other countries.
3 Where did the people at Bait Al-Qufl travel to in the summer? The people travelled to the sea.
4 Why did they use special keys to lock their houses? So their food was safe for when they returned.
5 What did the people use the towers for at Bat? We don't know what people used the towers for.

3 Order the pieces to make a sentence.

THERE A
NCIENT SITES
MAN.
IN O
RE MANY A

There are many ancient sites in Oman.

4 Look at Activity 3. Write a sentence in pieces for your partner.

42 forty-two

1 After you read **Complete the table.** (3 minutes)

- Pupils work individually and check in pairs.

2 **Answer the questions.** (3 minutes)

- Pupils work individually to answer the questions.
- Ask pupils to read aloud the answers.

Culture and Project

3 Order the pieces to make a sentence. (3 minutes)
- Pupils complete the activity individually.

4 Look at Activity 3. Write a sentence in pieces for your partner. (5 minutes)
- Pupils work in pairs.
- Each pupil writes their own sentence. Using the sentence in Activity 3 as an example, ask them to separate their sentence into five or six parts. They then swap sentences with their partner and piece each other's sentences back together.
- Pupils check each other's answers.

Finishing the lesson (3 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Which of the three discoveries was the most interesting?* Ask pupils to give reasons for their answers.

Lesson 5, part 2

Starting the lesson (3 minutes)

- Say true/false sentences about the text in the first part of the lesson, e.g. *They discovered the coins in Sinaw three weeks ago. (False.); There were 92 coins in the jar. (False.); The coins were over 1,000 years old. (True.); All the coins were from Oman. (False.); People used wood to make the houses in Musandam. (False.); The houses were difficult to get into. (True.); The houses aren't there anymore. (False.); People don't know what the stone towers were used for. (True.); Some of the towers are more than 5,000 years old. (True.).* Pupils say if the sentences are true or false.

Presentation (2 minutes)

- Explain that in this lesson, pupils will make a leaflet about historic places.

Practice – Project

Class Book

Make a leaflet of historic places. (30 minutes)
- Divide pupils into groups of four.
- Groups can choose one of the historic places from the text, or they can choose their own.
- Pupils work together to answer the questions. When they have finished, have them prepare their presentation. Encourage them to use visuals (photos, drawings, etc.).
- Ask pupils to decide what information they are going to present first and who is going to present it. Make sure each pupil from each group presents.
- When all groups have given their presentations, explain that they are now going to make a leaflet about their historic place. Have pupils look at the example leaflet and tell them they can use it as a model for their own leaflets.
- Hand out the materials for the leaflets. Explain that pupils should all contribute ideas.
- Display the leaflets. Ask pupils to walk around and ask and answer questions about the information in the leaflets.



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 the history of Oman.

Extra activity Photocopiable 63
- Ask pupils to do photocopiable 63.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to learn to give advice
- **Target language:** *You should wear a helmet. You shouldn't …*

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 understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 33). Can give informal advice on everyday matters, using a range of fixed expressions (GSE 48).

Materials

- photocopiable 67

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

Starting the lesson (3 minutes)

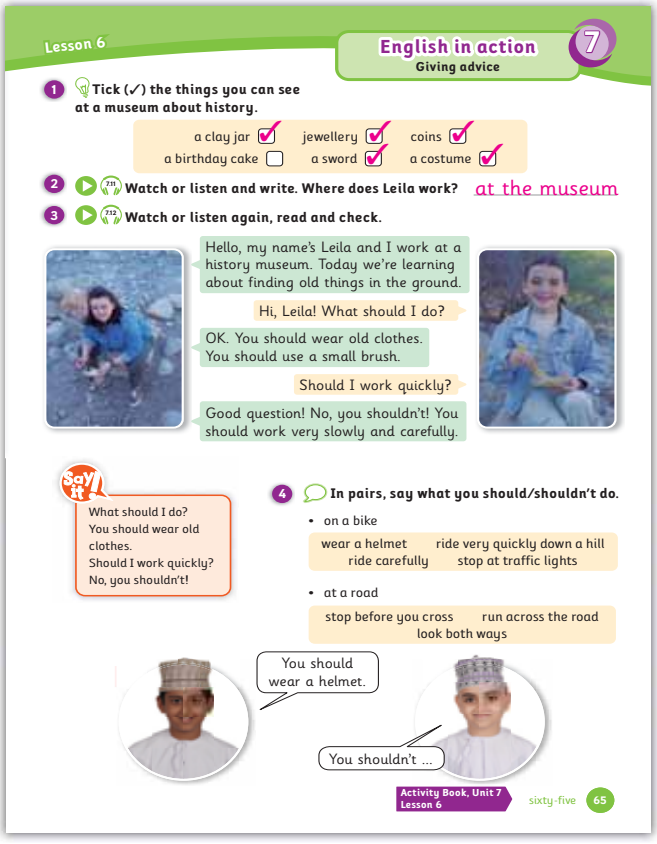
- Tell pupils that you are visiting Oman for the first time and that you need advice about the clothes to bring. On the board write, *You should … and You shouldn't … .*
- Put pupils in pairs and ask them to discuss the clothes items that you should and shouldn't bring with you.
- Ask pupils for their advice. Encourage them to use *You should … and You shouldn't … .*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to give advice.
- Use the Key question technique (see page 14) to ask *When do you need advice?* and elicit ideas, *e.g. when you aren't sure what to do, when you need help with something, when you have a problem.*

Practice

Class Book



1 Tick (✔) the things you can see at a museum about history. (2 minutes)

- Refer pupils to page 65. Pupils complete the activity individually, then check in pairs.

2 7.11 Watch or listen and write. Where does Leila work? (5 minutes)

- Play the audio or video. Pupils raise their hands to offer answers. Do not confirm answers yet.
- Pupils write down the answer they believe is correct.

7.11 & 7.12

Woman: Hello, my name's Leila and I work at a history museum. Today we're learning about finding old things in the ground.
Girl: Hi, Leila. What should I do?
Woman: OK. You should wear old clothes. You should use a small brush.
Girl: Should I work quickly?
Woman: Good question! No, you shouldn't! You should work very slowly and carefully.

English in action

3 7.12 **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.

4 **In pairs, say what you should/shouldn't do.** (5 minutes)

- Check pupils know the meaning of the phrases in the boxes. Ask pupils to mime and act out the actions as you read them aloud.
- Place pupils in pairs and have them complete the activity.

Diversity

Support

- Revise the things you should/shouldn't do. Draw or mime and elicit or prompt the class. Write the words on the board. Do the activity as a class. Ask pupils why each is/isn't a good idea.

Challenge

- After completing the activity, ask pupils to add ideas of their own. Have different pupils write the advice on the board.

Extra activity Collaborative work

- In pairs, pupils design, label and draw a poster for other situations. They present their advice to the class.

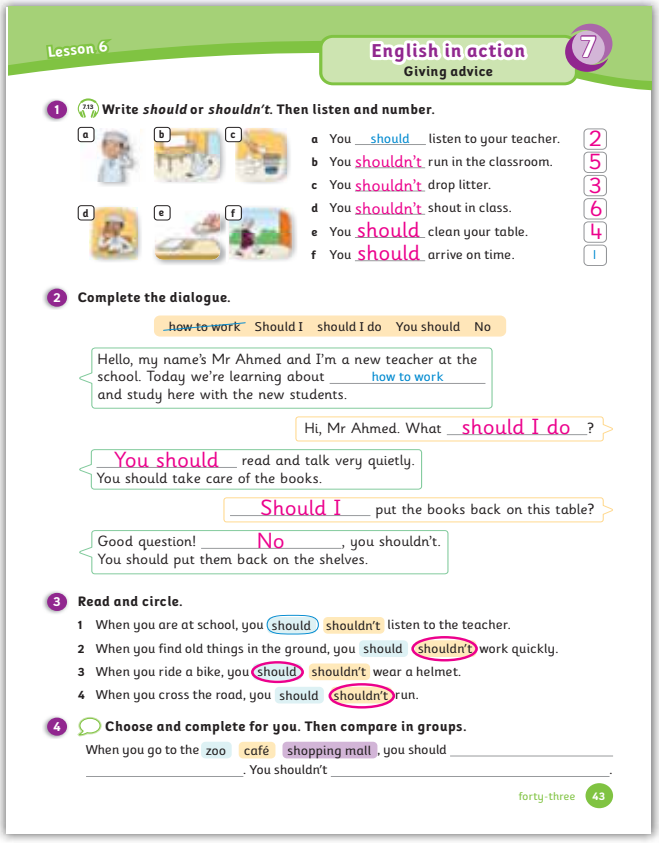
Activity Book

1 7.13 **Write *should* or *shouldn't*. Then listen and number.** (5 minutes)

- Pupils complete the sentences and number them order individually.
- Check answers using the Lollipop stick technique (see page 15).

Man: Listen carefully children. These are the school rules to remember:

1 You should arrive on time.
2 You should listen to your teacher.
3 You shouldn't drop litter.
4 You should clean your table.
5 You shouldn't run in the classroom.
6 You shouldn't shout in class.



Lesson 6

English in action 7
Giving advice

1 7.13 **Write *should* or *shouldn't*. Then listen and number.**

a You should listen to your teacher. 2
b You shouldn't run in the classroom. 5
c You shouldn't drop litter. 3
d You shouldn't shout in class. 6
e You should clean your table. 4
f You should arrive on time. 1

2 **Complete the dialogue.**

how to work ~~Should I~~ should I do You should No

Hello, my name's Mr Ahmed and I'm a new teacher at the school. Today we're learning about how to work and study here with the new students.

Hi, Mr Ahmed. What should I do ?

You should read and talk very quietly. You should take care of the books.

Should I put the books back on this table?

Good question! No, you shouldn't. You should put them back on the shelves.

3 **Read and circle.**

1 When you are at school, you (should) shouldn't listen to the teacher.
2 When you find old things in the ground, you should (shouldn't) work quickly.
3 When you ride a bike, you (should) shouldn't wear a helmet.
4 When you cross the road, you should (shouldn't) run.

4 **Choose and complete for you. Then compare in groups.**

When you go to the zoo café shopping mall, you should _____. You shouldn't _____.

forty-three 43

2 **Complete the dialogue.** (3 minutes)

- Pupils work individually and check in pairs.
- **Extension** Pupils read the dialogue in pairs.

3 **Read and circle** (3 minutes)

- Pupils work individually. Check answers by asking pupils to read aloud the completed sentences.

4 **Choose and complete for you. Then compare in groups.** (3 minutes)

- Pupils complete the sentences individually.
- Put pupils into groups and have them compare answers and decide on the best advice.
- Ask for feedback using the Lollipop stick technique (see page 15).

Finishing the lesson (4 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask for good learning advice for the next lesson. Ask *What should/shouldn't we do?* Elicit answers.

Extra activity Photocopiable 67

- Ask pupils to do photocopiable 67.

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 a simple text about a past event (GSE 38). Can extract specific information in short texts on familiar topics (GSE 39). Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails) (GSE 37).

Materials

- True/False response cards
- slips of paper
- photocopiable 71

Assessment for Learning (formative assessment)

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

Lesson 7, part 1

Starting the lesson (5 minutes)

- Write *Diary of an Omani boy* on the board. Ask *Do you think it was exciting/dangerous to be a child 500 years ago? Why?* Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation (5 minutes)

- Explain that in this lesson pupils will read part of an Omani boy's diary.
- Say *I can't wait for …* (e.g. *the weekend, because …*) Ask *Do we say 'can't wait for' because you want to do something, or you don't want to? (You want to.); How much? A lot or a little? (A lot.).*

Practice

Class Book


Skills
Lesson 7, part 1
Reading
1 Before you read Look at the picture. What do you think the story is about?
2 7.14 Listen and read. Were you right?
DIARY OF AN OMANI BOY
Thursday 8 May 1952
My name is Talal and this is my first diary. I'm 11 years old. I've got three sisters and two brothers, but I'm the oldest child. I live on a farm with my mother and father in the countryside.
Friday 9 May 1952
Today was a very exciting day because I visited Muscat for the first time. Muscat is the busiest and most famous city in my country. My father says that boats come here from around the world. When we arrived, there was a big boat there. I listened to all the people talking and shouting. It was so noisy!
There was also a big market. We watched people buy things from the boat. Some of the things were from China! They looked very beautiful. It was great! I can't wait to go back again.
3 After you read Read the story again. Complete the sentences with one or two words.
1 Talal started his diary on Thursday.
2 On Friday, Talal visited Muscat for the first time.
3 Muscat is the busiest and most famous city in the country.
4 Talal listened to all the people talking and shouting.
5 Some of the things in the market were from China.
Exam
Read each sentence carefully and think. Do you need one word or two?
66 sixty-six
Activity Book, Unit 7 Lesson 7, part 2

1 Before you read Look at the picture. What do you think the story is about? (5 minutes)

- Refer pupils to page 66. Pupils discuss in pairs first.
- Ask pupils what they think the people are doing on the ship. Elicit ideas.
- Using the Lollipop stick technique (see page 15), ask pupils for answers.

2 7.14 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, e.g. *How old is Talal? (He's 11.); Who does he live with? (His mother, father, three sisters and two brothers.); Do they live in Muscat? (No, they don't. They live in the countryside.); What did they see when they arrived? (A big boat.); Was it quiet? (No, it wasn't. It was noisy.); Did people buy things from the boat? (Yes, they did.); Did he enjoy his visit? (Yes, he did.) How do you know? (He says he 'can't wait to go back'.).*

7.14

Diary of an Omani boy

Thursday 8 May 1952

My name is Talal and this is my first diary. I'm 11 years old. I've got three sisters and two brothers, but I'm the oldest child. I live on a farm with my mother and father in the countryside.

Friday 9 May 1952

Today was a very exciting day because I visited Muscat for the first time. Muscat is the busiest and most famous city in my country. My father says that boats come here from around the world. When we arrived, there was a big boat there. I listened to all the people talking and shouting. It was so noisy! There was also a big market. We watched people buy things from the boat. Some of the things were from China! They looked very beautiful. It was great! I can't wait to go back again.

Diversity

Support

- Pre-teach words from the diary that pupils might have a problem with, e.g. *countryside, boat, jewel, shout,* etc.

Challenge

- Have pupils read the text aloud in pairs, taking it in turns to read sentence by sentence.

3 **After you read** **Read the story again. Complete the sentences with one or two words.** (10 minutes)

- Check pupils understand the task. Draw pupils' attention to the example answer. Read the Exam tip.
- Pupils complete the activity individually. They then compare answers with a partner.
- Ask for class feedback. Have pupils raise their hands to read a sentence.

Diversity

Support

- Guide and prompt pupils to work on the sentences together as a class. Ask pupils some questions, e.g. *What kind of word comes next? Why? How do you know? Look at the diary, which words do we use 'the' before? (superlatives).*

Challenge

- Hand pupils a slip of paper. Ask pupils to write a sentence on one side. Pupils then remove one or two words. They write the sentence with gaps on the other side of the paper for their partner to complete.

Extra activity **21st Century Skills**

- Discuss with pupils the idea that in the 21st century, now, instead of diaries many people keep blogs to share with other people online. Find a child-friendly blog and ask pupils if they want to start writing a blog or online journal in English, or read other children's blogs. Have a discussion about how blogging can help reading as well as writing.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Do you write a diary? Do you think it is a good idea? Why?*

Lesson 7, part 2

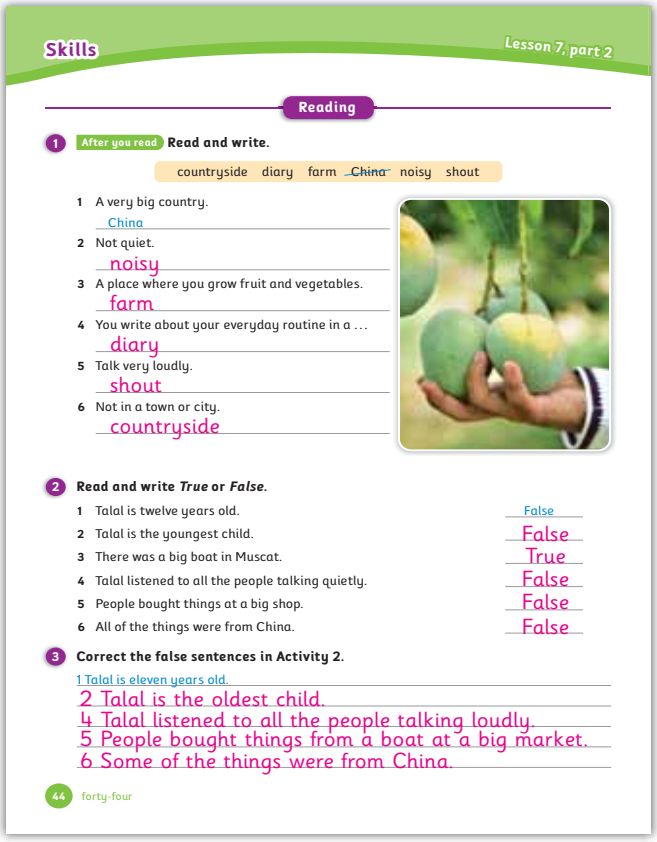
Starting the lesson (5 minutes)

- Using the True/False response cards technique (see page 15), say different statements about the story from the last lesson, e.g. *Talal is writing a blog. (False). Talal and his family live in Muscat. (False.) Talal lives on a farm. (True.)* Pupils correct the incorrect statements.

Presentation (5 minutes)

- Explain that in this lesson pupils will practise what they remember about the diary.
- 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.

Activity Book



Skills — Lesson 7, part 2

Reading

1 After you read **Read and write.**

countryside diary farm ~~China~~ noisy shout

1 A very big country. China
2 Not quiet. noisy
3 A place where you grow fruit and vegetables. farm
4 You write about your everyday routine in a … diary
5 Talk very loudly. shout
6 Not in a town or city. countryside

2 **Read and write *True* or *False*.**

1 Talal is twelve years old. False
2 Talal is the youngest child. False
3 There was a big boat in Muscat. True
4 Talal listened to all the people talking quietly. False
5 People bought things at a big shop. False
6 All of the things were from China. False

3 **Correct the false sentences in Activity 2.**

1 Talal is eleven years old.
2 Talal is the oldest child.
4 Talal listened to all the people talking loudly.
5 People bought things from a boat at a big market.
6 Some of the things were from China.

44 forty-four

1 After you read Read and write. (5 minutes)

- Ask pupils what they can see in the picture.
- Read the words in the box aloud. Elicit the meanings if necessary.
- Use the Traffic light cards technique (see page 15) to check pupils know what to do.
- Check answers using the Lollipop stick technique (see page 15).

2 Read and write *True* or *False*. (10 minutes)

- Pupils complete the activity individually. They compare answers with a partner.
- Pupils can look at page 66 of the Class Book to find the answers. Less able pupils can work with more able pupils to help them find the information if necessary.
- Check answers using the Lollipop stick technique (see page 15).

3 Correct the false sentences in Activity 2. (10 minutes)

- Pupils complete the activity individually. They compare answers with a partner.
- Have pupils raise their hands to offer answers.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they have learnt today.

Extra activity Photocopiable 71

- Ask pupils to do photocopiable 71.

Skills

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about a visit to a museum or ancient site; to read a diary; to write a diary entry about a visit to a new place
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Reading:** Can understand a simple text about a past event (GSE 38).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

Materials

- Unit 7 flashcards (historical finds and verbs)
- sheets of paper, enough for each group
- coloured pencils
- poster paper, enough for each group
- photocopiable 75

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Thumbs up/down technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); groupwork
- Independent learning: Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson (5 minutes)

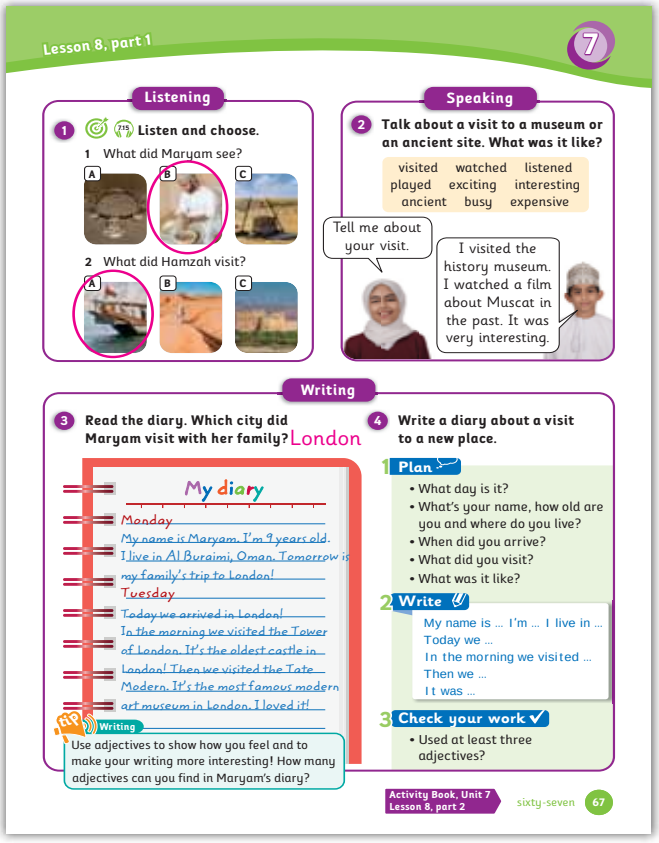
- Divide the class into two teams and play *Board race* (see page 21) with the Unit 7 flashcards.

Presentation (2 minutes)

- Explain that in this lesson pupils will listen to two children talk about places they visited, talk about a museum or ancient site they visited, read a diary entry and then write one of their own.

Practice

Class Book



Listening

1 7.15 **Listen and choose.** (5 minutes)

- Refer pupils to page 67 and tell them to read the sentences carefully before they listen so they know what to listen for.
- Play the audio.
- Ask a pupil to tell you the answers.

7.15

Girl: I'm Maryam. I was in Bahla for my holidays. I visited the famous fort. And I watched people make jars from clay! I loved my holiday there.

Boy: I'm Hamzah. I was in the Musandam Peninsular. I visited the town of Khasab. I watched the boats on the beautiful blue sea, then I watched the sun go down.

Diversity

Support
- On the board, write comprehension questions for pupils to answer: *Where did Maryam go? What were they using to make the jars? Did she enjoy her holiday? Where did Hamzah go? Which town did he visit? What did he do there?*

Challenge
- Ask the questions above for pupils to answer.

Speaking

2 Talk about a visit to a museum or an ancient site. What was it like? (10 minutes)
- Pupils work in pairs.
- If pupils can't remember a visit, they can describe the place that the Discovery Team visited.
- Ask different pupils to tell the class about their visit.

Extra activity TPR
- Using the Thumbs up/down technique (see page 15), check understanding. Pupils respond to your questions *Did you think of a place? Do you know what you are going to say? Do you say what it was like? Do you know what the words in the box mean?*

Writing

3 Read the diary. Which city did Maryam visit with her family? (5 minutes)
- Give pupils a minute to read the diary and find the answer.
- Check comprehension with questions. Ask *When did Maryam get to London? (Tuesday.); Did she see any animals? (No, she didn't.); Did she visit an ancient castle? (Yes, she did.); What did she do after that? (She went to a museum.).*
- Read the Writing tip. Ask pupils to find the adjectives in the text (*oldest, most famous*). Explain that adjectives are often used in diaries because we write about our feelings in them. Tell them that, in the diary entries they will write in Activity 4, they should try to use at least three adjectives or more. Ask them how many diary entries there are (*two – one for Monday and one for Tuesday*).

4 Write a diary about a visit to a new place. (10 minutes)
- Plan: Go through the bullet points as a class. Pupils then work individually to write the answers to the questions. Monitor pupils, helping where necessary. Elicit answers and write them on the board.
- Write: Draw pupils' attention to sentence prompts. Ask them to write notes for their diary entries. Use the Lollipop stick technique (see page 15) to choose a pupil, elicit the information orally and write it on the board.
- Check your work: Ask the class to count the adjectives on the board.

Extra activity Collaborative work
- Pupils work in groups and read each other's work. They then ask and answer extra questions about the visit.

Extra activity Fast finishers
- Pupils draw a picture to go with the text they have written.

Extra activity Creativity
- Pupils work in groups to design, draw and label a museum. Hand out paper and coloured pencils to each group. They can choose any type of museum. They present their work to the class.

Extra activity Critical thinking
- Have pupils work together in small groups to design a quick way to find out the most/least popular museums visited, e.g. a hand count or survey. Pupils create a bar chart, a pie chart or any other graphic representation of the results. Pupils draw and colour these on poster paper. Ask groups to present their posters to the class, describing the most/least popular, with ideas to explain their results.

Finishing the lesson (3 minutes)
- Tell pupils that they will write their own diary entries about a visit to a new place in the next lesson. Ask them to start thinking about what they could write about (where they went, how they felt, and so on).

Lesson 8, part 2

Starting the lesson (5 minutes)

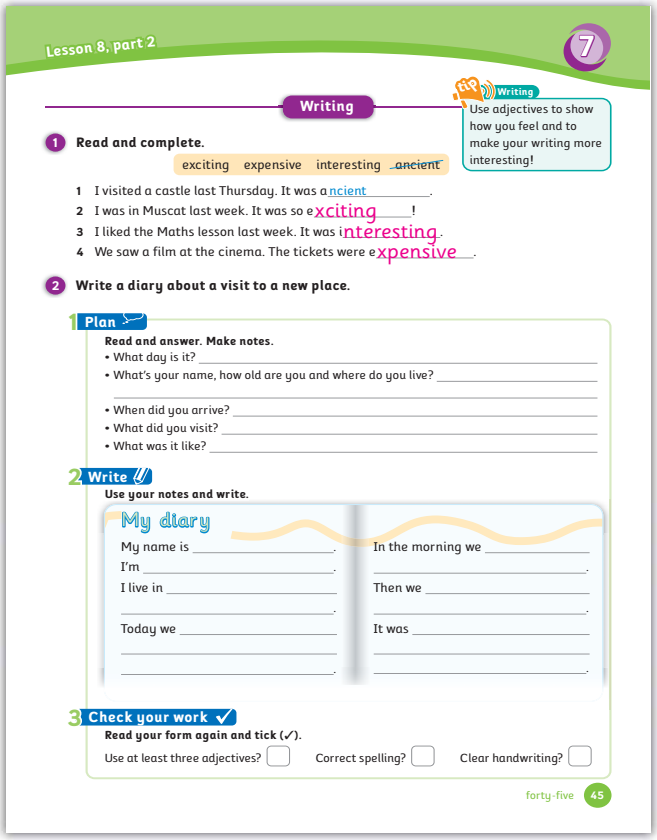
- Elicit long adjectives and write them on the board. Ask the class how we make these into comparatives (we add *more*) and superlatives (we add *the most*).
- Ask pupils to work in pairs, think about a place where they live and write two sentences about it; one using a comparative and one using a superlative. Monitor pupils, helping where necessary.
- Write some of the answers on the board.

Presentation (2 minutes)

- Explain that in this lesson pupils will write a diary entry about a visit to a new place.

Practice

Activity Book



Lesson 8, part 2

7

Writing

Writing

Use adjectives to show how you feel and to make your writing more interesting!

1 **Read and complete.**

exciting expensive interesting ~~ancient~~

1 I visited a castle last Thursday. It was a ncient.
2 I was in Muscat last week. It was so e xciting!
3 I liked the Maths lesson last week. It was i nteresting.
4 We saw a film at the cinema. The tickets were e xpensive.

2 **Write a diary about a visit to a new place.**

1 Plan

Read and answer. Make notes.

- What day is it?
- What's your name, how old are you and where do you live?
- When did you arrive?
- What did you visit?
- What was it like?

2 Write

Use your notes and write.

My diary

My name is ____. I'm ____. I live in ____. Today we ____.

In the morning we ____. Then we ____. It was ____.

3 Check your work

Read your form again and tick (✓).

Use at least three adjectives? ☐ Correct spelling? ☐ Clear handwriting? ☐

forty-five 45

Writing

1 **Read and complete.** (3 minutes)

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

2 **Write a diary about a visit to a new place.** (25 minutes)

- Remind pupils of what they learnt about writing a diary entry from the last lesson.
- Plan: 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.
- Write: Pupils work individually to expand upon their notes to write a diary entry. Walk around monitoring, offering help and support.
- Check your work: 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.
- Encourage pupils to read out their completed work to their classmates.

Finishing the lesson (5 minutes)

- Pupils write down what they achieved in their Learning diary (see page 15): *Today, I wrote a ... and I wrote about . . . .*

Extra activity **Photocopiable 75**

- Ask pupils to do photocopiable 75.

Phonics

Lesson 9

Objectives

- **Lesson aims:** to learn two new irregular spellings of the sounds /r/ and /m/; to read simple words containing the target sounds; to revise previously taught tricky words; to learn the new tricky word: *little*; to adopt strategies to recognise and read tricky words in sentences.
- **Target words:** **wr** /r/: *write, wrist, wrap, wrong;* **mb** /m/: *thumb, climb, lamb, comb*
- **Tricky word:** *little*

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 sounds /r/ and /m/ with *wr* and *mb* spellings
- Optional teacher-made flashcards for tricky word: *little*

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

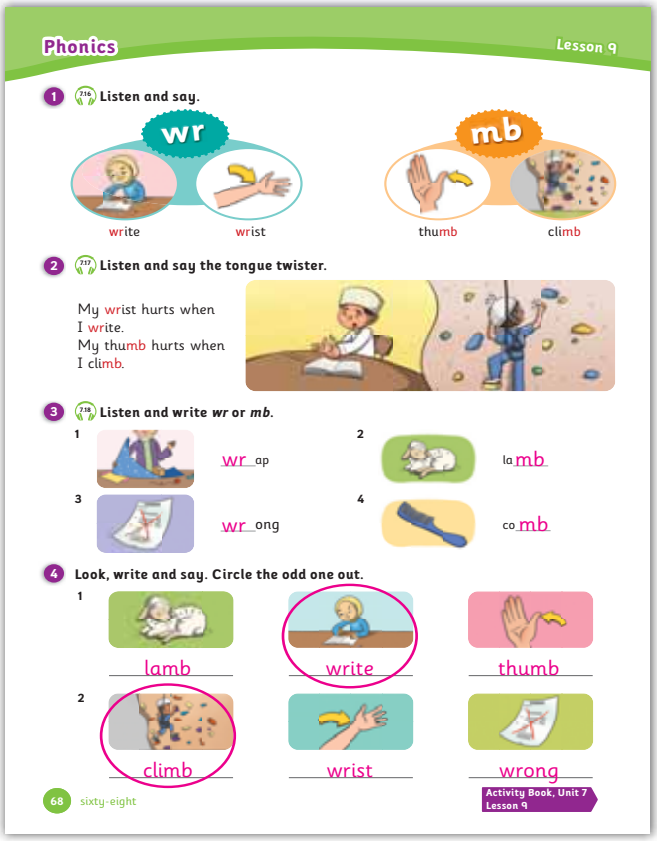
- Review the sounds /r/ and /m/ from Grade 1 using pictures or flashcards. Elicit a variety of known words using the letter *r* as an initial sound, e.g. *run, rain, rabbit*, and *m* as a final sound, e.g. *jam, pram, swim*.
- You could write a further selection of similar words on the board for the class to read out.
- Encourage pupils to point to the letters which make the /r/ or /m/ sound each time, or come up to the front and circle them.
- Challenge pupils to think of more words with the initial *r* or final *m* spellings for the sounds /r/ and /m/. You can invite them up to draw a picture or do a mime to represent the word.
- You may wish to use flashcards and games such as jumbled letters to revise this further.

Presentation (2 minutes)

- Tell pupils that in this lesson, they will learn new ways to spell the sounds /r/ and /m/ and study some words which use these spellings.

Practice

Class Book



1 7.16 Listen and say. (5 minutes)

- Look at Activity 1 on page 68 with the class. Focus on the pictures and talk about what the pupils can see.
- Point to the digraphs on the page and model the sounds /r/ and /m/.
- Play the audio. Pupils listen and point to the correct object as they hear each word.
- Model the words, emphasising the /r/ and /m/ sounds each time, and ensuring these are 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 these sounds. Say the words again in a different sequence and ask pupils to point to the correct spelling each time.
- You may like to point out that the *wr* spelling is used at the start of a word, and the *mb* spelling is used at the end of a word.

- Then ask pupils what they notice about these new spellings. Ask *Can you hear all the letters? (No)*. Explain or elicit that the letter *w* is silent in the *wr-* words, and the letter *b* is silent in the *mb* words. Elicit other words which have silent letters, e.g. *night, light, bright*.
- Write the gapped form of the words on the board: _ _ ite, _ _ ist, thu _ _, cli _ _. Elicit the missing letters as a class to check understanding.

7.16

wr write, wrist
mb thumb, climb

2 7.17 **Listen and say the tongue twister.** (5 minutes)

- Write the digraphs *wr* and *mb* 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 two new spellings of the /r/ and /m/ sounds, and asking pupils to say the corresponding words from the tongue twister.
- Repeat the tongue twister as a class until pupils are confident with the language and the pronunciation.

7.17

My wrist hurts when I write.
My thumb hurts when I climb.

3 7.18 **Listen and write *wr* or *mb*.** (5 minutes)

- Focus on the pictures in Activity 3. Talk about what pupils can see and check understanding of each image.
- Check pupils understand that they need to complete the gapped words with the correct letters. In a stronger class, you can ask them to predict the answers based on what they learned about the initial and final sounds above.
- Play the audio all the way through for pupils to listen and complete each word.
- Play the audio again for pupils to listen and repeat each word, then write each digraph (*wr, mb*) on the board and ask pupils to say the words for each one. You can extend this by bringing in the words from Activity 1 as well.

7.18

1 wrap
2 lamb
3 wrong
4 comb

4 **Look, write and say. Circle the odd one out.** (5 minutes)

- Focus on Activity 4. Look at each of the pictures and show that there is a writing line below each one. Point out that all these words are covered in the preceding activities.
- Allow time for pupils to write the correct word for each picture, using the words presented in the activities above for support.
- When pupils have finished, work through the row of images in item 1. Encourage the class to say the words in unison, then identify which one is different to the others and circle it.
- Repeat with item 2, or let pupils say the words and circle the odd one out individually, then check their answers.

Extra activity **Collaborative work**

- Use the flashcards or the whiteboard to display *r, wr, m* and *mb*.
- Say a word with one of the spellings, e.g. *run*. 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, *wr* and *mb*. You could ask pupils to draw and label words for each of these target spellings.

Activity Book


Phonics
Lesson 9
Tricky word
little
1 7.19 Listen, circle and repeat.
Look at the big little comb!
Can I unwrap the little big box?
2 7.20 Listen and write. Look and number.
1 Look at the little lamb!
2 She writes little letters.
3 It has little thumbs.
4 He's little. He can't climb!
3 7.21 Look and write. Listen, check and say.
The dolls lived in a little house.
They used little jars and they needed little combs.
46 forty-six

1 7.19 Listen, circle and repeat. (3 minutes)

- Start by revising the tricky words that pupils have covered in Units 5 and 6 (*can't, was, were*). 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.
- 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.
- Look at page 46 with the class. Focus on the word at the top of the page and explain that pupils will learn a new tricky word. They may be familiar with this word from other lessons, but they will focus on the sound and spelling here.
- Read out *little* and ask pupils to identify any phonemes that match the spelling (*l, i, t can be decoded*. Pupils have learned double consonants making one sound in Grade 1. The final /əll/ sound for the spelling le needs to be learned).
- Look at Activity 1 and ask pupils to look at the pictures and read the options in the sentences below.
- Play the audio for pupils to listen and follow. Ask pupils to circle the correct word in each sentence, then repeat the correct sentences.
- 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 sentences.
- If time allows, ask one or two pairs to say their sentences aloud for the class.

7.19

1 Look at the little comb!
2 Can I unwrap the little box?

2 7.20 Listen and write. Look and number. (5 minutes)

- Focus on Activity 2. Ask pupils to quickly look at each of the pictures in turn and think about what they can see. Encourage them to name vocabulary items from the Class Book lesson.
- Then focus on the gapped sentences. Play the audio for the first item and ask pupils to listen and complete.
- Then ask pupils to look at the pictures again and choose which one matches the sentence (b).
- Play the rest of the audio, pausing for pupils to complete the sentences then 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 say the correct letter for the picture.

7.20

1 Look at the little lamb!
2 She writes little letters.
3 It has little thumbs.
4 He's little. He can't climb!

3 7.21 Look and write. Listen, check and say. (4 minutes)

- Look at Activity 3 with the class. Explain that in this section, pupils will practise writing the tricky word again in a longer text.
- First, look at the picture. Ask pupils to talk about what they can see and check understanding of the scene. Ask *Is it a big house or a little house?* Confirm that it is little, and allow time for pupils to write the word in the space.
- Let pupils complete the rest of the text individually, then play the audio to confirm the answers.
- Ask pupils to practise the sentences in pairs, then repeat as a class.

7.21

The dolls lived in a little house.
They used little jars and they needed little combs.

Finishing the lesson (3 minutes)

- Ask pupils to look at the picture in Activity 3 again and think of another sentence they could write about it using the word *little*. They could use other revised tricky words, e.g. *The dolls were little*, or revise words from the phonics lesson, e.g. *The dolls had little thumbs*.

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 read aloud a short, simple story in a way that can be understood (GSE 35).
- **Reading:** Can understand a simple text about a past event (GSE 38).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40)

Materials

- Unit 7 flashcards (historical finds and verbs)
- Unit 7 poster: Historical finds
- notebooks
- photocopiable 79

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 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork

Lesson 10, part 1

Starting the lesson (2 minutes)

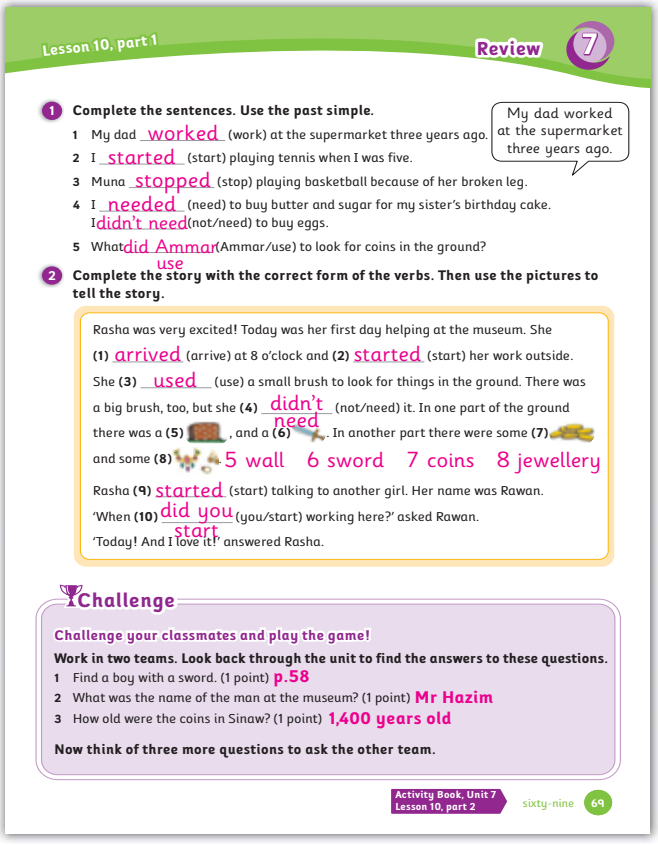
- Use the Key question technique (see page 14) to ask pupils about historical sites: *Why is it important to keep museums and historical sites?* Accept all reasonable answers.

Presentation (8 minutes)

- Explain that in this lesson pupils will do revision of the unit vocabulary and then play a game.
- Revise the historical finds words using the Unit 7 flashcards (historical finds) or poster. Ask pupils to spell the words.
- Hide the Unit 7 flashcards (verbs) around the room and have eight pupils find one card and then ask a question in the Past simple with *When*. The pupils who found the card chooses one or two volunteers to answer.

Practice

Class Book



Lesson 10, part 1 — Review 7

1 **Complete the sentences. Use the past simple.**

1 My dad worked (work) at the supermarket three years ago.
2 I started (start) playing tennis when I was five.
3 Muna stopped (stop) playing basketball because of her broken leg.
4 I needed (need) to buy butter and sugar for my sister's birthday cake. I didn't need (not/need) to buy eggs.
5 What did Ammar use (Ammar/use) to look for coins in the ground?

My dad worked at the supermarket three years ago.

2 **Complete the story with the correct form of the verbs. Then use the pictures to tell the story.**

Rasha was very excited! Today was her first day helping at the museum. She (1) arrived (arrive) at 8 o'clock and (2) started (start) her work outside. She (3) used (use) a small brush to look for things in the ground. There was a big brush, too, but she (4) didn't need (not/need) it. In one part of the ground there was a (5) , and a (6) . In another part there were some (7) and some (8) . 5 wall 6 sword 7 coins 8 jewellery

Rasha (9) started (start) talking to another girl. Her name was Rawan. 'When (10) did you start (you/start) working here?' asked Rawan. 'Today! And I love it!' answered Rasha.

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 boy with a sword. (1 point) p.58
2 What was the name of the man at the museum? (1 point) Mr Hazim
3 How old were the coins in Sinaw? (1 point) 1,400 years old

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

Activity Book, Unit 7 Lesson 10, part 2 sixty-nine 69

1 **Complete the sentences. Use the Past simple.** (5 minutes)

- Refer pupils to page 69. Place pupils in pairs to complete the activity. Explain that they have to use the Past simple form of the verbs in brackets.
- Ask for feedback using the Lollipop stick technique (see page 15).

Diversity

Challenge and Support

- You can place stronger pupils with pupils that need support for this activity. The new language has been revised several times so stronger pupils can help increase the confidence of pupils who need support.

2 **Complete the story with the correct form of the verbs. Then use the pictures to tell the story.** (5 minutes)

- Ask pupils to tell you the first two answers and write them on the board. Point out that the words they need to use are in the pictures or (brackets).
- Pupils work individually and check in pairs.
- Ask different pairs to tell the class their answers by spelling them as you write them on the board.

Review

Extra activity Fast finishers

- Ask pupils to write the answers on the board as the others finish. Have pupils check each other's work.

Extra activity Critical thinking

- Pairs make a picture and verb puzzle like the one in Activity 2 with the words from the unit in their notebooks. They then swap work with another pair and solve each other's puzzles.

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)

- Put pupils in pairs. Have them look back through the unit and write two more questions. Monitor pupils, helping where necessary.
- Ask them to swap questions with another pair and answer each other's questions.

Lesson 10, part 2

Starting the lesson (2 minutes)

- Place the Unit 7 poster on the board. Point to an historical object and, using the Lollipop stick technique (see page 15), choose a pupil to say and spell the word.

Practice

Activity Book

1 Look, read and complete the text. (3 minutes)

- Use the Traffic light cards technique (see page 15) to check pupils know what to do. Pupils do the activity individually. Tell pupils to read the whole text through before trying to answer.
- They then compare answers with a partner.

2 Write about a costume workshop. Use the words in the box. (5 minutes)

- Pupils complete the activity individually.
- Have pupils use the text in Activity 1 as a template. Monitor pupils, helping where necessary.
- Put pupils in pairs. Ask them to check each other's work.
- Use the Lollipop stick technique (see page 15) to choose pupils to read aloud their texts.

Extra activity Collaborative work

- Pairs design and draw a costume in their notebooks and present it to another pair.



Lesson 10, part 2 — Review 7

1 Look, read and complete the text.

Jewellery workshop

We arrived (arrive) at 10 o'clock in the morning and started (start) our workshop. First we used (use) (1) clay to make some (2) jewellery. We didn't use (not use) (3) stone because it was more difficult. We worked (work) for two hours and then we stopped (stop) for thirty minutes. We didn't play (not play) football, but we skipped (skip) in the playground. Then we painted (paint) our (2) jewellery and tidied up (tidy up) the room. We finished (finish) at 2 o'clock. My (4) ring and my (5) necklace were really beautiful!

2 Write about a costume workshop. Use the words in the box.

silver sword stone khanjar dress wood

COSTUME WORKSHOP

We arrived at _____

First we used _____

_____

We worked for _____

_____

Then we _____

We finished at _____. My _____ was/were really _____

Self-assessment

My work in Unit 7 is OK good excellent.

My favourite lesson is the one about _____

Now I can _____

I need to work more on _____

forty-seven 47

Self-assessment (2 minutes)

- Pupils do the activity individually.

Extra practice

Activity Book

1 Read and write. (3 minutes)

- Pupils work individually and check in pairs.
- Write pupils' answers on the board in categories.

2 Can you think of more words for each category in Activity 1? (3 minutes)

- Pupils complete the activity in pairs.

3 Find and circle eight verbs and write them in the Past simple. (2 minutes)

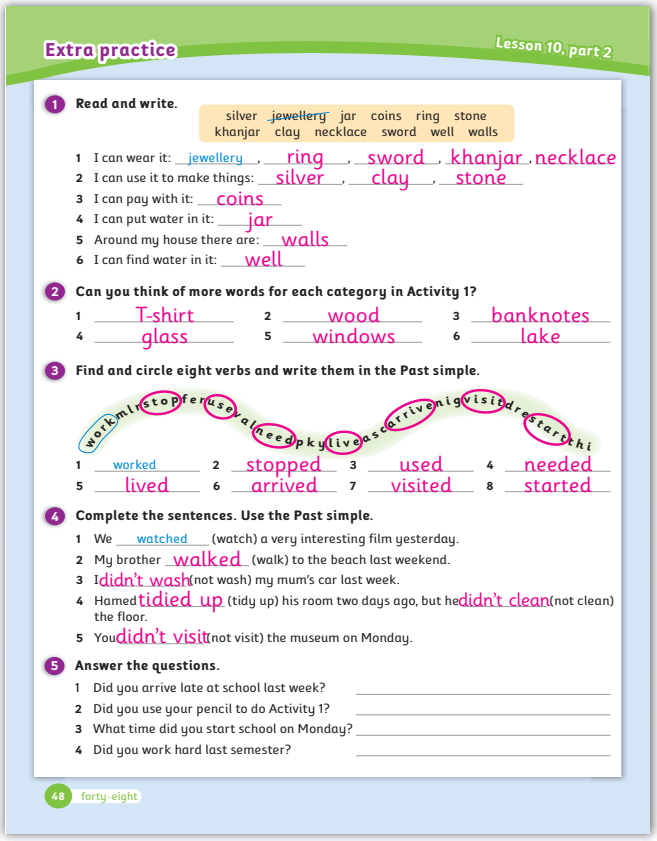
- Pupils complete the activity individually. Check answers as a class.

4 Complete the sentences. Use the Past simple. (3 minutes)

- Pupils complete the activity in pairs.

5 Answer the questions. (2 minutes)

- Pupils take turns to ask and answer in pairs.



Extra practice — Lesson 10, part 2

1 Read and write.

silver jewellery jar coins ring stone
khanjar clay necklace sword well walls

1 I can wear it: jewellery, ring, sword, khanjar, necklace
2 I can use it to make things: silver, clay, stone
3 I can pay with it: coins
4 I can put water in it: jar
5 Around my house there are: walls
6 I can find water in it: well

2 Can you think of more words for each category in Activity 1?

1 T-shirt 2 wood 3 banknotes
4 glass 5 windows 6 lake

3 Find and circle eight verbs and write them in the Past simple.

1 worked 2 stopped 3 used 4 needed
5 lived 6 arrived 7 visited 8 started

4 Complete the sentences. Use the Past simple.

1 We watched (watch) a very interesting film yesterday.
2 My brother walked (walk) to the beach last weekend.
3 I didn't wash (not wash) my mum's car last week.
4 Hamed tidied up (tidy up) his room two days ago, but he didn't clean (not clean) the floor.
5 You didn't visit (not visit) the museum on Monday.

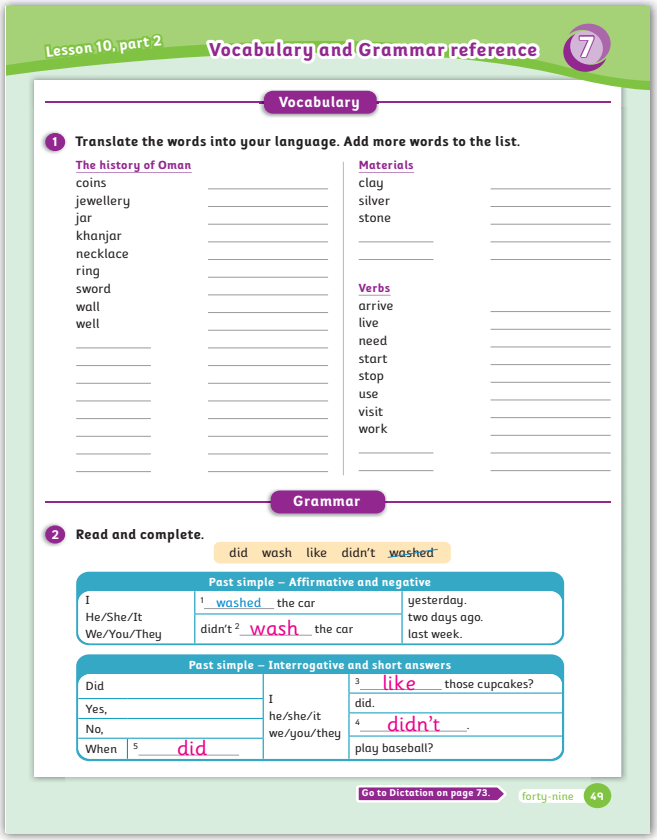
5 Answer the questions.

1 Did you arrive late at school last week? _____
2 Did you use your pencil to do Activity 1? _____
3 What time did you start school on Monday? _____
4 Did you work hard last semester? _____

48 forty-eight

Vocabulary and Grammar reference

Activity Book



Lesson 10, part 2 — Vocabulary and Grammar reference — 7

Vocabulary

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

The history of Oman		Materials		Verbs	
coins		clay		arrive	
jewellery		silver		live	
jar		stone		need	
khanjar				start	
necklace				stop	
ring				use	
sword				visit	
wall				work	
well					

Grammar

2 Read and complete.

did wash like didn't washed

Past simple – Affirmative and negative

I / He/She/It / We/You/They	1 washed the car	yesterday. / two days ago. / last week.
	didn't 2 wash the car	

Past simple – Interrogative and short answers

Did	I / he/she/it / we/you/they	3 like those cupcakes?
Yes,		did.
No,		4 didn't.
When 5 did		play baseball?

Go to Dictation on page 73.

forty-nine 49

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. Ask for feedback and write pupils' ideas on the board.

Grammar

2 **Read and complete.** (2 minutes)

- Do the activity as a class and write answers on the board for pupils to check against.

Dictation (5 minutes)

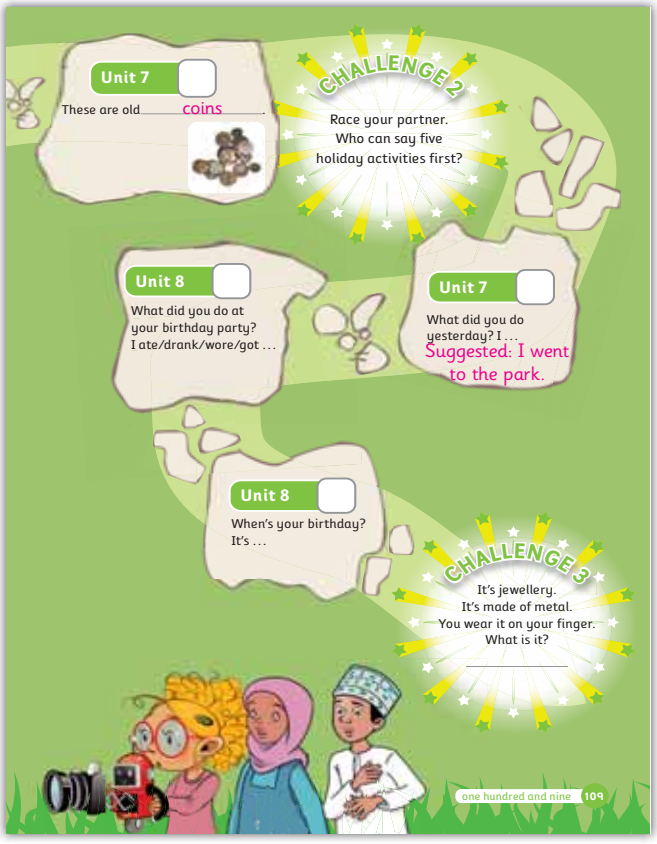
- Have pupils turn to page 73 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check the answers as a class.

7.22

1 We played football yesterday.
2 When did you visit the museum?
3 You should work very slowly and carefully.

Finishing the lesson (3 minutes)

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



Extra activity **Photocopiable 79**

- Ask pupils to do photocopiable 79.

Get ready for ...

Lesson 11

Objectives

- **Lesson objectives:** to practise for the A1 Movers Speaking Parts 3 and 4, and Listening Part 3
- **Target language:** unit vocabulary and grammar

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).
- **Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39). Can give simple reasons to explain preferences, given a model (GSE 35).

Materials

- Face response cards

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Play the song from Lesson 4, page 63 (track 7.8). Divide pupils into groups. They sing the song in their groups.

Presentation (2 minutes)

- Explain that in this lesson pupils will practise for the A1 Movers Speaking Exam in the Class Book and the A1 Movers Reading and Writing Exam in the Activity Book.

Practice

Class Book

1 Which picture is different? Why? Tick (✔) and say. (10 minutes)

- Tell pupils that this is the A1 Movers Speaking Part 3 exam.
- Read the Exam tip to pupils before they complete the activity.
- Look at Activity 1 together. Ask pupils to say what they see in each picture. Elicit pupils' ideas about why A, B and D are the same and C is different.
- Ask for feedback using the Lollipop stick technique (see page 15). Listen to each pupil individually.
- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils if they found the activity difficult and if so, why.



2 Let's talk about museums! Answer the questions. (10 minutes)

- Tell pupils that this is the A1 Movers Speaking Part 4 exam. Give pupils a minute to think about what they want to say.
- Put pupils in pairs and have them ask and answer the questions.

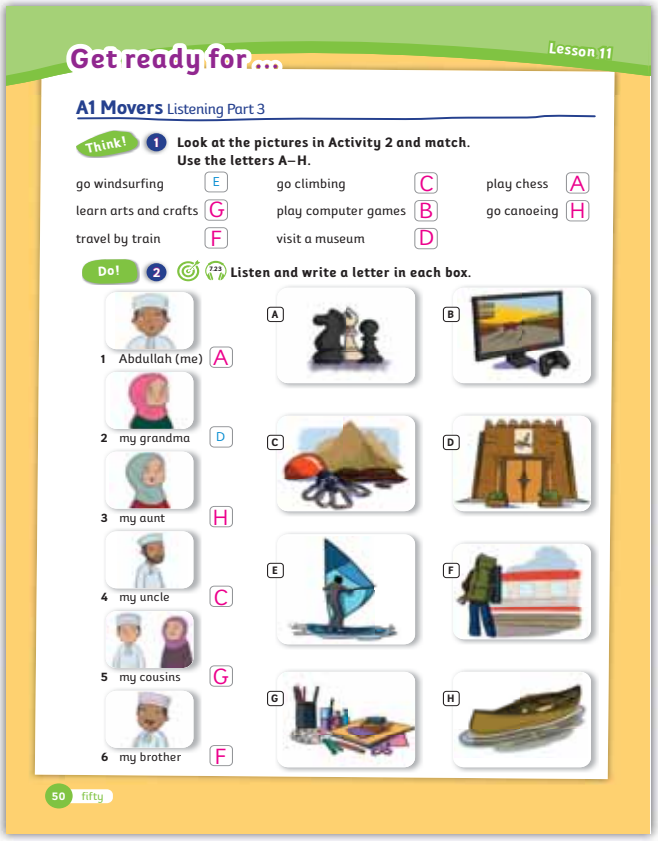
Extra activity TPR

- Using the Happy/sad face technique (see page 15), pupils react to your questions, e.g. *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 Think! Look at the pictures in Activity 2 and match. Use the letters A–H. (5 minutes)

- Tell pupils that this is the A1 Movers Listening Part 3 exam.
- Check answers using the Lollipop stick technique (see page 15).


Get ready for...

Lesson 11

A1 Movers Listening Part 3

Think! 1 Look at the pictures in Activity 2 and match. Use the letters A–H.

go windsurfing E	go climbing C	play chess A
learn arts and crafts G	play computer games B	go canoeing H
travel by train F	visit a museum D	

Do! 2 Listen and write a letter in each box.

1 Abdullah (me) A
2 my grandma D
3 my aunt H
4 my uncle C
5 my cousins G
6 my brother F

50 fifty

2 Do! 7.23 Listen and write a letter in each box. (5 minutes)

- Tell pupils to look carefully at the pictures first.
- Check answers using the Lollipop stick technique (see page 15).

7.23

Woman: Abdullah is telling Rasha about the people in his family. What did each person do last summer holiday?
Boy: Hello, Rasha.
Girl: Hello, Abdullah. How was your weekend?
Boy: It was fun! I was with my family at my grandma's house in the mountains. We talked about our summer holidays. My grandma visited a museum in Muscat and she loved it.
Girl: Wow! How interesting!
Boy: My family loves travelling.
Girl: Cool!
Boy: My uncle Ahmed loves sports.
Girl: What's his favourite sport?
Boy: Well, he loves playing tennis, but he didn't play tennis this summer. He visited Jebel Misht and climbed the highest mountain.
Girl: Really? It must be dangerous.
Boy: My aunt was there too.
Girl: Did she climb the mountain too?
Boy: Well she loves mountains, but she's scared of climbing.
Girl: So what did she do?
Boy: She loves water sports, so she went canoeing in the sea. She enjoyed it a lot.
Girl: What about your cousins?
Boy: My cousins were at a summer holiday camp.
Girl: Really? I love summer camps.
Boy: Yes, they were very busy.
Girl: What did they do? Did they play any exciting sports?
Boy: No, they didn't. They learned a lot of arts and crafts. They loved it. I've also got an older brother, Yasir.
Girl: Yes, I know him. What did he do?
Boy: He travelled around Europe with his best friend. They went by train.
Girl: Really? How exciting!
Boy: They were in Paris, Amsterdam, Berlin … They slept in a tent and carried everything in their backpacks. What an adventure!
Girl: And what about you?
Boy: Me? Hmm, well, I can't say my holiday was exciting!
Girl: Why not?
Boy: I was in bed most of the summer with a broken leg!
Girl: Really? And what did you do? Did you play a lot of computer games?
Boy: No, I didn't. I played a lot of chess. My parents play chess very well, so we played every day.

Finishing the lesson (5 minutes)

- Ask How did you get on in Unit 7? *What did you like best? Which words were the most difficult to remember? Do you understand the grammar? What would you like to learn more about?*
- Use the Summative and 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 7

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

Unit 7 practice

- Pupils now complete the Unit 7 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 recognise single, familiar everyday words if supported by pictures (GSE 21). Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18). Can talk about past events or experiences, using simple language (GSE 41). Can talk about a familiar place in a basic way (GSE 35).

Materials

- Unit 7 flashcards
- Unit 7 poster: Historical finds
- spinner
- pencil

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; Expert envoy technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson (3 minutes)

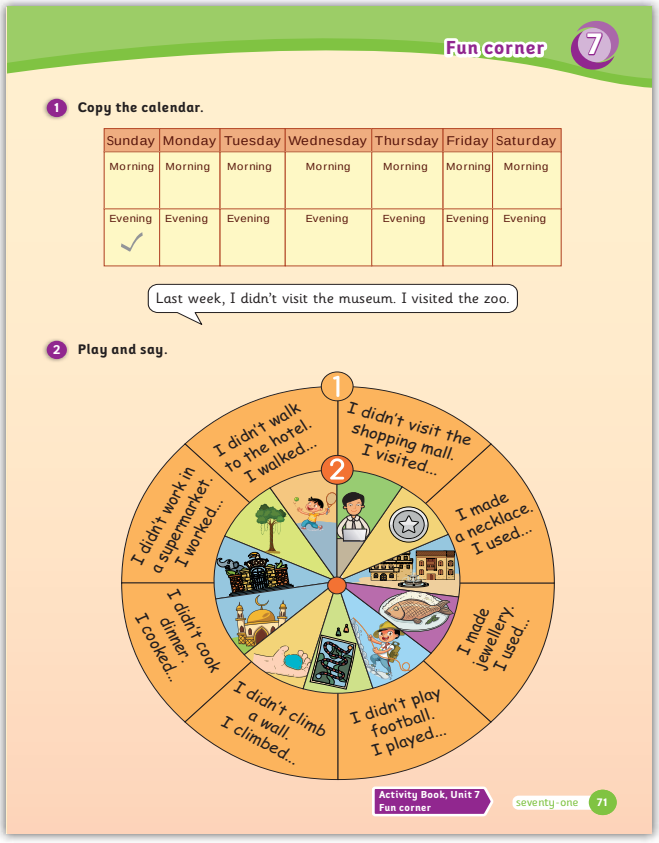
- Brainstorm all the verbs and themes of the unit with the class. Use the Unit 7 flashcards or poster as prompts to remind pupils of the verbs. Ask them to say the past tense of each verb.

Presentation (2 minutes)

- Explain that in this lesson pupils will use a calendar to compare two people and then complete sentences based on pictures. Ask them to look at the page and see if they can work out what to do.

Practice

Class Book


Fun corner 7

1 Copy the calendar.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning	Morning	Morning	Morning	Morning	Morning	Morning
Evening ✓	Evening	Evening	Evening	Evening	Evening	Evening

Last week, I didn't visit the museum. I visited the zoo.

2 Play and say.

Activity Book, Unit 7 Fun corner

seventy-one 71

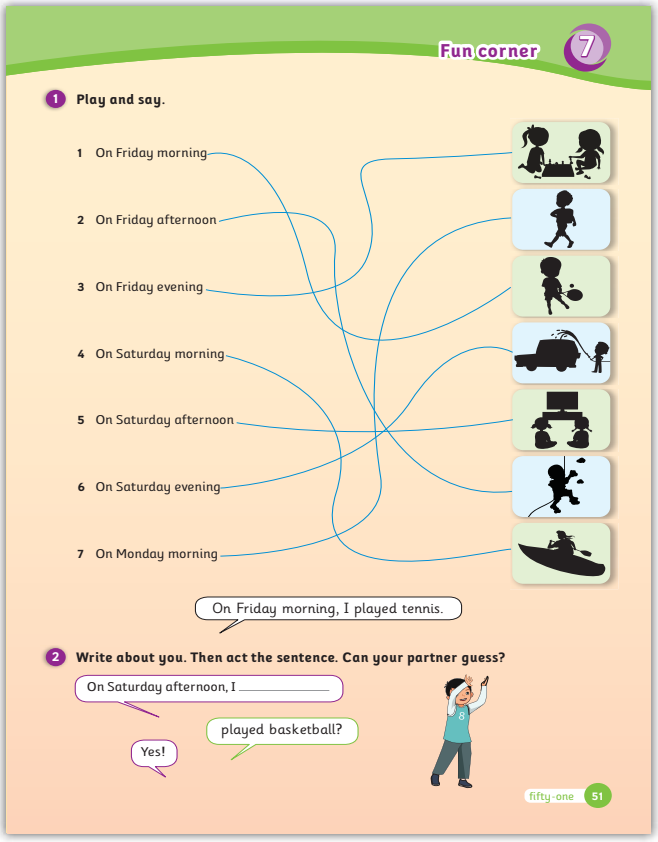
1 Copy the calendar. (5 minutes)

- Tell pupils to copy the calendar into their notebooks before they begin.

2 Play and say. (10 minutes)

- Ask pupils to look at the pictures and identify the places and activities. Ask them which of the activities they enjoy doing.
- Explain the rules to pupils. Pupils take turns to spin a pencil and complete a sentence based on a picture they choose from the inside circle of the spinner. Explain that pupils read the incomplete sentences from the outer circle on the spinner, and then complete them with an activity from the inner circle of the spinner to make correct sentences. For each correct sentence, pupils put a tick in one section of their calendar. The first player to tick each section of their calendar (14 ticks) wins.
- Use the Traffic light cards technique (see page 15) to check pupils know what they have to do.

Activity Book



1 Play and say. (10 minutes)

- Ask pupils to look at the pictures and to identify the activities.
- Place pupils in pairs. Ask them to look at the example. Explain that they take turns to follow the jumbled lines and say a sentence using the Past simple.
- Use the Expert envoy technique (see page 15) to help pupils who haven't understood what they have to do.
- Monitor pupils, helping when necessary.
- Check the answers as a class.

2 Write about you. Then act the sentence. Can your partner guess? (5 minutes)

- Place pupils in pairs. One pupil acts out what they did for the other to guess. Once they guess correctly, they swap roles. Make different pairs and have them play again.

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 Fun corner? Which activity did you like the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 7
- **Target language:** *ancient, castle, well (n.), eraser, comb, drop, deep, khanjar, quickly, carefully; They learned a lot about the past. What should we do? This sword is more important than my comb. We should show it to our teacher.*
- **Phonics:** *wr, mb*
- **Tricky word:** *little*
- **Vocabulary:** *by mistake, carry on, Oh dear!, pleased*

Global Scale of English (GSE)

- **Listening:** Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can read aloud a short, simple story in a way that can be understood (GSE 35).
- **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).

Learning outcomes

- **Listening:** Demonstrate an awareness of intonation patters when 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; Identify core vocabulary.
- **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:** Decode unfamiliar words by using phonemic awareness and blending strategies when reading; Read and understand the overall meaning of short, simple texts on familiar topics; Read frequently encountered words with ease; Recognize the effect of punctuation when reading; Make basic inferences from simple information in short texts.

Materials

- Unit 7 flashcards
- the Big Book
- photocopiables R13 and R14

Assessment for Learning (formative assessment)

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

Lesson 1, option A

Starting the lesson (5 minutes)

- Explain that the next story is about a visit to a castle where pupils learn about the past. Ask pupils if they would like to live in a castle. Ask *What would be different?*

Presentation (5 minutes)

- Look at page 72 with the class. Ask pupils what they can see. Read the story title *The Deep Well* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together using The Big Book. Explain that some of the words from Unit 7 will feature in the story. Ensure that they are sitting comfortably, and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the tricky word they will encounter in the story by writing it on the board to practise together (*little*).
- Write *Look at the little lamb* on the board. Encourage pupils to do some speed reading while you point to each word. Remind them to use phonetic cues and visual memory strategies.
- Present the new words from the story *by mistake* and *Oh dear!*

During reading (15 minutes)

Class Book

Graded reader 1

The Deep Well

On Tuesday, the class visited an ancient castle. They learned a lot about the castle in the past. They started to write about it.



Graded reader 1 7

Rahaf needed her eraser. It was in her bag. There was also a little comb in her bag. When Rahaf opened her bag, she dropped the comb in the deep well.



Graded reader 1

Rahaf and Rashid looked in the well. It was very deep. What was at the bottom of the well?



Rahaf and Rashid worked quickly and carefully.

Graded reader 1 7

It was an ancient khanjar! A man dropped it in the well by mistake many years ago.



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 72 to the pupils, ask *Where are the class? (At a castle.); Did they learn a lot? (Yes.); What did people use to make the castle? (Stone and clay.). Is there a well? (Yes.).*
- Ask pupils to predict what they think will happen next.
- After reading page 73 to the pupils, ask *What did Rahaf need and where was it? (An eraser; it was in her bag.); What else was also in her bag? (A little comb.); What happened to the comb? (She dropped it into the well.) What does Rashid say? (Oh dear!)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 74: *Was the well deep? (Yes.); What do you think was at the bottom of the well? (Pupils' own answers.); Can Rashid see the comb? (Yes.); What else can he see? (A khanjar.); Did Rahaf and Rashidi work quickly and carefully? (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 75: *What did they find? (An ancient khanjar.); Who dropped it in the well? (A man.); Did he want to drop it, or was it by mistake? (It was by mistake.); Which is more important — the comb or the sword?; (Pupils' own answers.); Who do they think they should show it to? (The teacher.): Where do they think the sword should go? (A museum.)*

Post reading (5 minutes)

- Write *There was a little comb in her bag* on the board. Ask pupils if they can identify a tricky word in the sentence and circle it (*little*).
- Encourage pupils to read whole sentence with support.

Finishing the lesson (5 minutes)

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

Lesson 2, option A

Starting the lesson (5 minutes)

- Ask pupils to work in pairs. They tell each other what they can remember about the story *The Deep Well*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say sentences 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 mistakes.
- Say sentences from the speech bubbles. Pupils say who said it.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go around and offer help as they do this.
- Now divide the class into groups of three (Rashid, Rahaf, narrator). 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 narrator will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R13**

- Ask pupils to do photocopiable R13.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they understood of the plot.
- Ask pupils which character was their favourite and encourage them to give reasons for their answers.

Lesson 1, option B

Starting the lesson (5 minutes)

- Review the phonics from Unit 7. Write *wr, mb* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 7 flashcards and poster to revise the vocabulary for historical finds. If you're using the poster, choose a pupil to come and tap on the picture of the word you say.

Presentation (5 minutes)

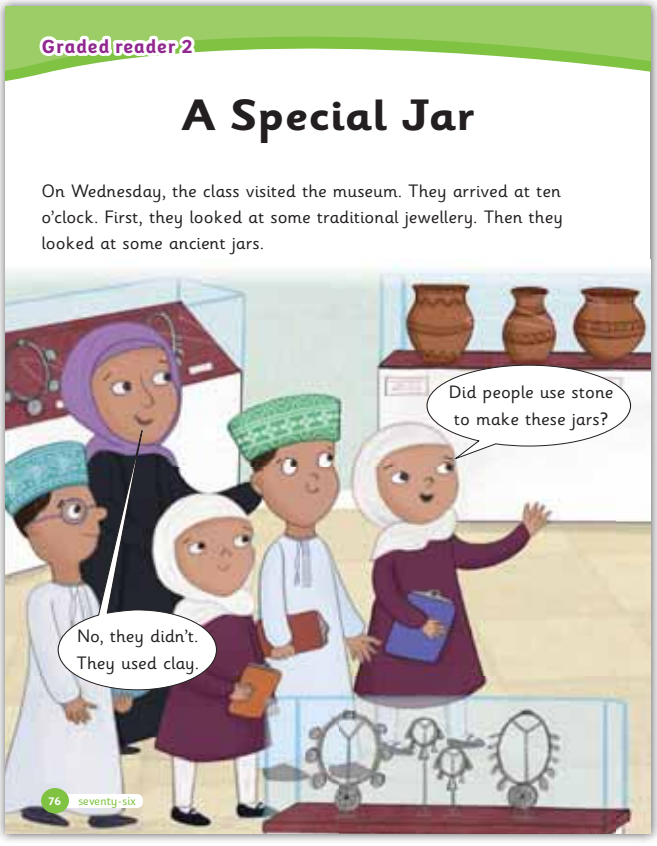
- Look at page 76 with the class. Read the story title *A Special Jar*. Ask pupils what they think the story will be about. Ask them if they have ever made a jar or anything else from clay.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 7 will feature in the story. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the tricky word they will encounter in the story by writing it on the board to practise together (*little*). You can also present the words *traditional, ancient, fingers, thumbs, soft, wet, pleased* and *carry on*.

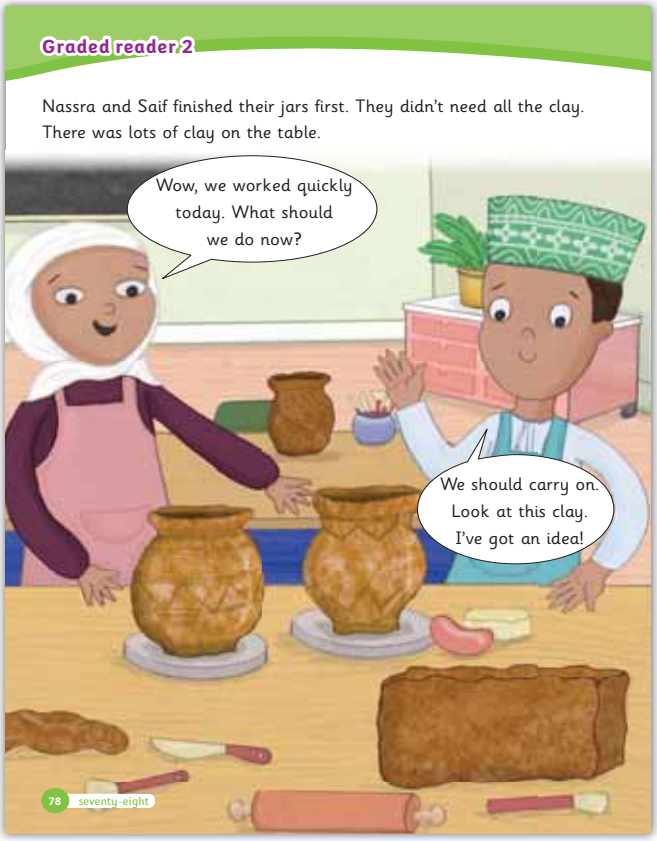
During reading (15 minutes)

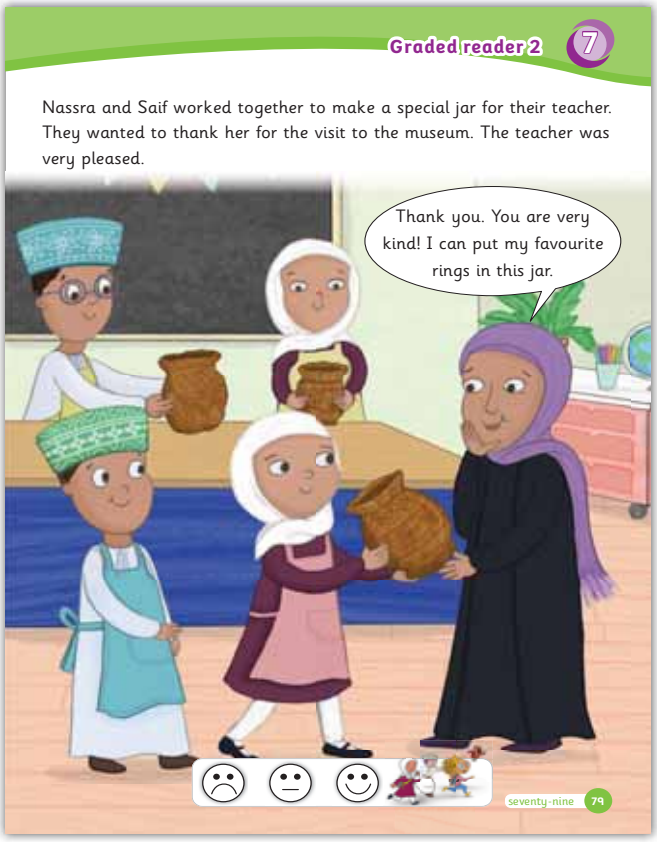
Class Book





Graded readers 1 and 2





- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 76 to the pupils, ask *Where did the class visit? (A museum.); What time did they arrive? (Ten o'clock.); What did they look at first? (Traditional jewellery.); What did they look at next? (Some ancient jars.); Did they use stone to make the jars? (No, they used clay.)*
- 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 did the class do on Thursday? (A fun activity.); What did they do? (They used clay to make little jars.); Can they push the clay with their fingers and thumbs? (Yes.); What is clay like? (It's soft and wet.); What has Nassra got on her wrist? (Some clay.)*
- 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 78: *Who finished their jars first? (Nassra and Saif.); Did they use all the clay? (No.); Where was there lots of clay? (On the table.); Did they work quickly? (Yes.); Do they want to stop or to carry on? (Carry on.); Does Saif have an idea? (Yes.)*
- Ask pupils to predict what Saif's idea is.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 79: *What did Nassra and Saif make? (A special jar for their teacher.); Why did they make it? (They wanted to thank her for the visit to the museum.); Was the teacher pleased? (Yes.); What can she use the jar for? (To put her favourite rings in.)*

Post reading (5 minutes)

- Write the sentence with *little* from the story on the board. Ask pupils if they can identify the tricky word in the sentence and circle it.
- Encourage pupils to read the 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: *wr, mb*.
- Ask pupils to find words in the story that contain these spellings (*wrist, thumbs*). 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 Special Jar*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say a sentence from the story, but include some mistakes. If the sentence is correct, pupils do not do anything. If there is a mistake, they clap. Encourage them to correct the mistake.
- Say one of the speech bubbles. Pupils say who said it, the teacher, Saif or Nassra.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go around and offer help as they do this.
- Now divide the class into groups of three (Saif, Nassra, a narrator). 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 narrator will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R14**

- Ask pupils to do photocopiable R14.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they understood the plot.
- Ask pupils if they think it is important to give gifts to people who do nice things for them.

8 Let's celebrate!

Unit objectives

To talk about celebrations

Language

Vocabulary	**Celebrations:** *big wheel, buffet, costume, funfair, go-kart, invitation, party, party games, party hat, present, rollercoaster, wedding* **Ordinal numbers:** *(for dates) 1st-31st (first–thirty-first)*
Grammar	Past simple irregular verbs Affirmative and negative short answers
Functions	Explaining that you lost something: *What's the matter? I can't find my bag.* *When did you last see it? I had it when …*
Phonics	Revision of sounds Revision of tricky words

Learning outcomes

Listening	Identify ordinal numbers; Recognise basic dates in short, simple texts; 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 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	State dates using standard formats; Respond verbally to direct questions, offers and visual input; Recite ordinal numbers; 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; Recognise the effect of punctuation when reading; 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 simple invitation, given a model; 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, capitalization, question marks, apostrophe/simple contractions and full stops based on a model; Write high frequency words correctly; Write legibly and neatly letters in script; Copy words, phrases and sentences accurately;

	Maintain appropriate spacing between letters in a word and between words; Spell frequently used words correctly; Write basic, single clause sentences given a model
Cognitive skills	Use *Let's* for suggestions; 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, does not get distracted; Match objects, people, letters, pronunciation and words; Guess words from illustrations in storybooks; Recognise the differences between a story and a fact; 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; Use gesture and posture inclusively (e.g. sit in a circle, look at other children, wave to other children, point to where they could set); 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 (L. 1–11); find out how other languages figure in English (L. 8)
Mathematical, science and technological competences: order sentences or events (L. 2, 6, 8 and 9)
Digital competence: use Class Book and Activity Book eBook (L. 1–11); use a child-friendly search engine (L. 2)
Social and civic competences: learn to be creative (L. 2, 5, 6, 8 and 10); discuss the value of talking to older family and other community members (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. 3, 5 and 8)
Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

Critical thinking	Sorting words (L. 1); Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–11)
Creativity	Make a leaflet about special days in Oman (L. 5); Create an invitation to a party (L. 8)
Communication	Describing celebrations (L. 1); Talking about what you have done (L. 3); Describing a crazy day (L. 3); Talking about regional celebrations (L. 5); Talking about birthdays (L. 4); Explaining that you lost something (L. 6); Functional dialogue (L 6); Challenge game (L. 10)
Collaboration	Project groupwork (L. 5); Act out a story (L. 2 and 10); Create language tasks for other pupils (L. 3); Create a new story or dialogue (L. 2, 6 and 10)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 91; Activity Book p. 61
- Unit 8 Extra practice: Activity Book p. 62
- Unit 8 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 8 Practice
- Unit 8 End of semester

External tests

Class Book	**Activity Book**
A1 Movers Speaking Part 2 and Part 4	A1 Movers Reading and Writing Part 1

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use celebration words
- **Target language:** *big wheel, buffet, costume, funfair, go-kart, invitation, party, party games, party hat, present, rollercoaster, wedding*

Global Scale of English (GSE)

- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can write short, basic descriptions of everyday activities, given prompts or a model (GSE 35).

Materials

- Unit 8 flashcards (*big wheel, buffet, costume, funfair, go-kart, invitation, party, party games, party hat, present, rollercoaster, wedding*)
- Unit 8 poster: Celebrations
- stopwatch
- 12 slips of paper per group
- photocopiable 44

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson (3 minutes)

- Write *Let's celebrate!* on the board. Explain the meaning if necessary. Ask *What do you celebrate?*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to talk about parties and funfairs.

Practice

Class Book



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

- Refer pupils to page 80. Have them describe the picture in pairs, telling each other where the people in the picture are and what they are doing, and naming any objects, clothes and food that they know.
- 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.


Lesson 1, part 1 Vocabulary 8

2 8.1 Listen, point and repeat.

1 funfair 2 big wheel 3 rollercoaster 4 present
5 wedding 6 buffet 7 go-kart 8 invitation
9 party 10 party games 11 costume 12 party hat

3 Look for the words from Activity 2 in the picture on page 80. Write the missing word. wedding

4 Ask and answer. Sort the words: party or funfair?

Wedding. Party.

party: 4, 5, 6, 8–12; funfair: 1–3, 7

5 In pairs, ask and answer.

1 What's your favourite funfair ride?
2 What's your favourite thing to do at a party?
3 Were you at a party last year?

My favourite funfair ride is the ...

Activity Book, Unit 8 Lesson 1, part 2 eighty-one 81

2 8.1 Listen, point and repeat. (10 minutes)

- Place the Unit 8 flashcards (celebrations) or poster on the board. Point to each picture and say the word. Pupils repeat after you.
- Play the audio.
- Tell pupils to look at the pictures and ask *Where can you find presents, at a party or at a funfair? (Party.); What games/activities are the children doing? What party games do you play/know? What celebrations or events do you and your family get invitations for? What was your favourite costume when you were younger? And now? When do you and your family go to a party? Do you wear party hats? Where can you go on a big wheel or a rollercoaster? (A funfair.); How do they make you feel?*
- Have pupils say a celebration word to their partners and their partner points to the correct picture. Then they swap.

8.1

1 funfair **2** big wheel **3** rollercoaster **4** present
5 wedding **6** buffet **7** go-kart **8** invitation
9 party **10** party games **11** costume **12** party hat

Extra activity Critical thinking

- In groups, pupils write each word from Activity 2 on slips of paper and sort the words into categories.

3 Look for the words from Activity 2 in the picture on page 80. Write the missing word. (5 minutes)

- Give pupils one minute to find the celebration words and then write what's missing. Ask for feedback using the Lollipop stick technique (see page 15).

4 Ask and answer. Sort the words: party or funfair? (5 minutes)

- Place pupils in pairs to test each other.

Diversity

Support

- Reuse the words on the slips in the Critical thinking activity. Pupils can use these slips again to help them before speaking.

Challenge

- In pairs, pupils draw and label a picture that contains all the words. Explain that this can help them learn new words. Pupils can describe their pictures to the class.

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

- In pairs, pupils ask and answer the questions. Then ask pupils to tell the class one thing about their partner.

Finishing the lesson (5 minutes)

- Pupils close their books and work in pairs. Give them one minute to write down the celebration words.
- Use the Summative and thought-provoking questions technique (see page 15) to ask *How many words did you remember? How are you going to remember them?*

Vocabulary

Lesson 1, part 2

Starting the lesson (5 minutes)

- Show pupils a Unit 8 flashcard or point to an item on the poster 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

8 Let's celebrate!

Vocabulary

1 Look at the Class Book page 80 and write sentences about the picture.

cupcakes elephant costume lake rollercoaster

1 There are cupcakes on the table at the party.
2 There's a girl wearing an elephant costume at the party.
3 There's a lake near/behind the big wheel.
4 There's a rollercoaster at the funfair.

2 Find, circle and write the words.

buffet invitation present birthday
funfair rollercoaster big wheel go-kart
party party games party hat costume

buffet
invitation
present
roller coaster
big wheel
go-kart
party games
party hat
costume

1 birthday 2 funfair 3 party

3 Listen and complete.

1 Muna's got an invitation.
2 It's for Maha's birthday party.
3 Muna can wear a costume.
4 They can play party games.
5 They can go to the funfair in town.

I'm learning
Your family photos can help you remember new words. Find photos from different celebrations and check how many people or things you can name in English. You can also find new words in a dictionary.

52 fifty-two

1 Look at the Class Book page 80 and write sentences about the picture. (10 minutes)

- Pupils have one minute to complete the activity. Then they check their answers with their partners.

2 Find, circle and write the words. (10 minutes)

- Pupils work individually and check in pairs.
- Ask for feedback using the Lollipop stick technique (see page 15).

3 8.2 Listen and complete. (10 minutes)

- Play the audio and ask pupils to complete the sentences. Play the audio again if necessary.
- Ask for feedback using the Lollipop stick technique (see page 15).
- Pupils work in groups on the *I'm learning* box in their Activity Books with images found from the internet.

8.2

1 Girl: Hi, Dad! Look!
Man: What have you got there, Muna?
Girl: It's an invitation.

2 Man: Oh, it looks very nice. What is it for?
Girl: It's Maha's birthday party. She's one of my best friends at school.
Man: And how old is she?
Girl: She's ten next Sunday.

3 Dad: What kind of party is it?
Girl: It's a fancy-dress party. We can wear a costume!
Man: And what are you wearing?
Girl: I'm wearing my new elephant dress!
Man: Wow!

4 Girl: The invitation says we can play a lot of party games.
Man: Wonderful! You like party games.
Girl: Yes, I'm so excited.

5 Girl: But do you know the best of all, Dad?
Man: Tell me...
Girl: That we can go to the funfair in town!
Man: Lucky you!

Finishing the lesson (5 minutes)

- Pupils close their books and work in pairs. Give them one minute to write down the celebration words.
- Use the Summative and thought-provoking questions (see page 15) to ask *How many words did you remember? How are you going to remember them?*

Extra activity Photocopiable 44

- Ask pupils to do photocopiable 44.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of celebrations vocabulary; ordinal numbers

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story, if guided by questions (GSE 35). Can make basic inferences from simple information in a short text (GSE 40).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- coloured pencils
- photocopiables S9 and 52

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lolllipop stick technique (see page 15); Thumbs up/down technique (see page 15)
- Peer learning: groupwork; pairwork
- 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 15), ask pupils to say one celebration word each from Lesson 1.

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 funfair words can you find? (2 minutes)

- Refer pupils to pages 82 and 83.
- Ask them to look through the story quickly and see how many funfair words they can find.

2 8.3 Watch or listen and read. (10 minutes)

- Play the audio or the video.
- Check comprehension with questions, e.g. *What does Bo's metal detector do? (Finds things made of metal, e.g. iron, silver or gold); What did they use to take photos in the past? (A camera.); Has Grandma got photos from when she was young? (Yes, she has.); How old was Grandma at the family party? (21); What did Grandma wear at the party? (A new dress.); What did Grandma and Grandad do at the party? (They drank juice and ate delicious food.); Where did Grandma and Grandad go the next day? (To the beach.); What happened to the camera? (They lost it.); Did the camera have the internet? (No, it didn't.); Where was the camera? (In the wardrobe in frame 9).*

Story

8.3

The lost camera

1 Fatma: Were there funfairs when you were young, Grandma?
Grandma: Yes, there were! I love funfairs!
Fatma: Me, too!

2 Lottie: Look, there's a birthday party! They're taking photos. It's the boy's tenth birthday.
Grandad: We didn't take photos with our phones in the past. We took them with a camera.

3 Sami: Bo, what are you doing?
Bo: I'm finding metal things with my metal detector!
Sami: That's great, but can you find things quietly?

4 Fatma: Grandma, have you still got photos from when you were young?
Grandma: Yes, I have! Do you want to come and see them?

5 Narrator: *At Grandma and Grandad's house…*
Fatma: Wow! You have lots of photos!

6 Grandma: These are photos of a family party. It was my twenty-first birthday. I wore a new dress. We drank juice and ate delicious food. The next day we went to the beach.

7 Grandad: But we lost the camera a few years later.
Sami: Oh, no!

8 Fatma: What was your camera like, Grandma? Did it have the internet?
Grandma: No, it didn't. We didn't have the internet then at all … What's that noise?

9 Sami: What's this?

10 Grandma: That's my camera! Wow! After all those years! Well done, Discovery Team!

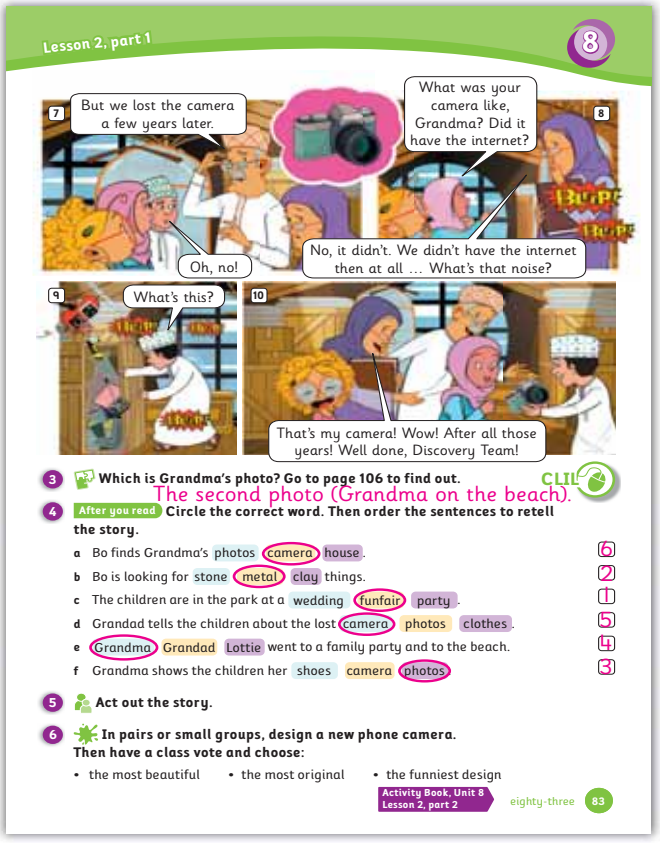
Diversity

Support

- Pre-teach words that pupils might have problems with, e.g. *past, metal, quietly, dress, noise,* etc.

Challenge

- Before pupils open their books, tell them the title of the story. Pupils predict what might happen using the information they have from the picture in Lesson 1.



3 Which is Grandma's photo? Go to page 106 to find out. (5 minutes)

- Pupils discuss in pairs.
- Using the Thumbs up/down technique (see page 15), ask *Did you find the answer?*

4 After you read Circle the correct word. Then order the sentences to retell the story. (5 minutes)

- Pupils work individually to complete the activity. Ask for answers using the Lollipop stick technique (see page 15).

Extra activity Critical thinking

- Pupils work in pairs and draw and write one more picture frame to add anywhere in the story that makes sense.

Extra activity Digital literacy

- Pupils work in small groups to research what a metal detector can/can't do, how much they cost, where they can be used and where they can't. Pupils use a child-friendly search engine and compare their findings with other groups. Ask groups to write one or two facts on the board. Pupils can say why they would like to try some metal detecting, where they would choose to go, and what they would like to find.

5 **Act out the story.** (5 minutes)

- Divide pupils into groups of six. Allocate a role to each pupil (Grandma, Grandad, Fatma, Lottie, Sami and Bo).
- Pupils act out the story in groups. For details of acting out stories, see page 17.

Extra activity **Collaborative work**

- Pupils work in the same groups, taking the same roles as before. They should write out the parts of the dialogue they will say. Working together, ask pupils to change two or three facts in the story, and change the dialogue and actions. Ask pupils to act out the new story. Ask the class to notice and say what is different at the end. Have a class vote on categories pupils decide, e.g. the most changed, the craziest, the most interesting, etc.

6 **In pairs or small groups, design a new phone camera. Then have a class vote and choose.** (5 minutes)

- Divide pupils into pairs or small groups.
- Ask pupils to discuss and design the phone camera in their notebooks with coloured pencils.
- Ask pupils to look at the categories for the class vote. Pupils present their ideas.
- Have a class vote. Encourage pupils to give reasons for their choices.

Extra activity **Communication**

- Pupils write some questions they can ask older family members and friends of the family.

Finishing the lesson (3 minutes)

- Ask pupils what they remember from the story.

Lesson 2, part 2

Starting the lesson (5 minutes)

- Divide the class into two teams and play *Backs to the board* (see page 22) with the Unit 8 flashcards.

Practice

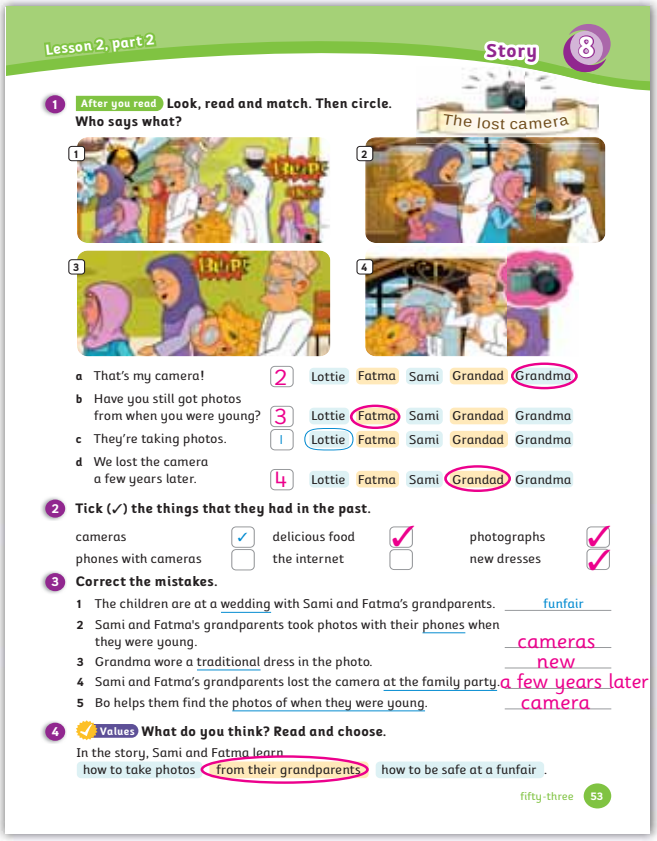
Activity Book

1 **After you read** **Look, read and match. Then circle. Who says what?** (10 minutes)

- Give pupils one minute to complete the activity. Pupils compare answers with a partner.

2 **Tick (✔) the things that they had in the past.** (5 minutes)

- Pupils complete the activity individually then check in pairs.


Lesson 2, part 2 Story 8

1 After you read Look, read and match. Then circle. Who says what?

The lost camera

a That's my camera! 2 Lottie Fatma Sami Grandad Grandma

b Have you still got photos from when you were young? 3 Lottie Fatma Sami Grandad Grandma

c They're taking photos. 1 Lottie Fatma Sami Grandad Grandma

d We lost the camera a few years later. 4 Lottie Fatma Sami Grandad Grandma

2 Tick (✓) the things that they had in the past.

cameras ✓ delicious food ✓ photographs ✓

phones with cameras ☐ the internet ☐ new dresses ✓

3 Correct the mistakes.

1 The children are at a wedding with Sami and Fatma's grandparents. funfair

2 Sami and Fatma's grandparents took photos with their phones when they were young. cameras

3 Grandma wore a traditional dress in the photo. new

4 Sami and Fatma's grandparents lost the camera at the family party. a few years later

5 Bo helps them find the photos of when they were young. camera

4 Values What do you think? Read and choose.

In the story, Sami and Fatma learn ... how to take photos / from their grandparents / how to be safe at a funfair.

fifty-three 53

3 **Correct the mistakes.** (10 minutes)

- Pupils complete the activity individually.

4 **Values** **What do you think? Read and choose.** (5 minutes)

- Pupils circle the correct answer and then compare it with their partner's.
- Have a class discussion on the topic encouraging pupils to give their answers.

Extra activity **Communication**

- Pupils write some questions they can ask older family members and friends of the family

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they think happens next in the story. Ask them what new words they learned.

Extra activity **Photocopiables S9 and 52**

- Ask pupils to do photocopiables S9 and 52.

CLIL Link

In Unit 8, the story is based around the characteristics of metal from the Science curriculum.
The Discovery Team are with Fatma and Sami's grandparents, who tell them about a lost camera. But Bo finds the camera by using a metal detector.

Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the Past simple + irregular verbs
- **Target language:** *I wore a new dress. We didn't take photos with our phones.*

Global Scale of English (GSE)

- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).

Materials

- photocopiable 48

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson (5 minutes)

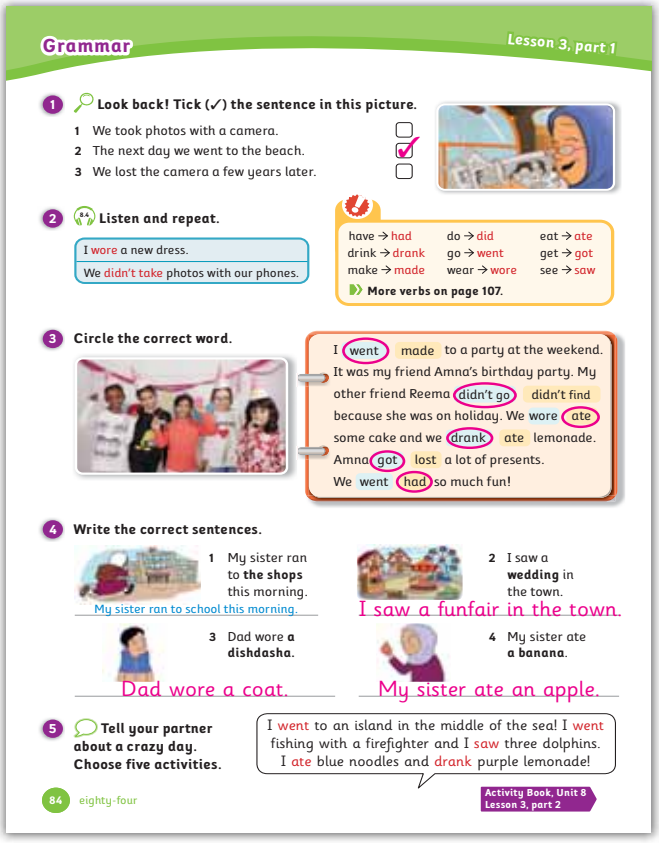
- Write *party, camera, Grandma, Grandad, metal detector* on the board. Ask pupils to work in pairs and say what they remember about these things from the story.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to use the Past simple with irregular verbs.

Practice

Class Book


Grammar — Lesson 3, part 1

1 Look back! Tick (✓) the sentence in this picture.
1 We took photos with a camera.
2 The next day we went to the beach. ✓
3 We lost the camera a few years later.

2 84 Listen and repeat.
I wore a new dress.
We didn't take photos with our phones.

have → had, do → did, eat → ate
drink → drank, go → went, get → got
make → made, wear → wore, see → saw
More verbs on page 107.

3 Circle the correct word.
I went made to a party at the weekend. It was my friend Amna's birthday party. My other friend Reema didn't go didn't find because she was on holiday. We wore ate some cake and we drank ate lemonade. Amna got lost a lot of presents. We went had so much fun!

4 Write the correct sentences.
1 My sister ran to the shops this morning. — My sister ran to school this morning.
2 I saw a wedding in the town. — I saw a funfair in the town.
3 Dad wore a dishdasha. — Dad wore a coat.
4 My sister ate a banana. — My sister ate an apple.

5 Tell your partner about a crazy day. Choose five activities.
I went to an island in the middle of the sea! I went fishing with a firefighter and I saw three dolphins. I ate blue noodles and drank purple lemonade!

84 eighty-four
Activity Book, Unit 8 Lesson 3, part 2

1 Look back! Tick (✔) the sentence in this picture. (3 minutes)

- Refer pupils to pages 82 and 83.

2 8.4 Listen and repeat. (5 minutes)

- Write the two sentences from the grammar box on the board. Ask *Who do you think said this?* about each one (*Grandma* or *Grandad*).
- Play the audio. Ask pupils to look at the grammar box.
- Tell pupils that the verbs in this unit are irregular. Remind them that regular verbs use *-ed* for the Past simple. Ask *How do we make the negative?* (*did + not = didn't*).
- Focus pupils' attention on the irregular verbs box and say them for pupils to repeat.

8.4

I wore a new dress.
We didn't take photos with our phones.

Diversity

Support

- In pairs or small groups, pupils write out the verbs in the box on one side and the Past simple irregular form on the other. Pupils point to a verb while their partner(s) say(s) the Past simple form.

Challenge

- Pupils write two positive and two negative Past simple sentences about yesterday using the Past simple irregular verbs. Ask pupils to use the Three facts and a fib technique (see page 15) to read aloud to the class.

3 Circle the correct word. (5 minutes)

- Ask pupils to describe what they can see in the picture.
- Pupils read through the text and circle the correct words.
- Check answers using the Lollipop stick technique (see page 15).

4 Write the correct sentences. (5 minutes)

- Pupils discuss the sentences in pairs, then work individually to write correct sentences.

Extra activity Collaborative work

- Pupils write sentences like the ones in Activity 4 with incorrect information and draw quick sketches in their notebooks. Place two pairs together. Pupils show each other their notebooks and correct the sentences.

5 Tell your partner about a crazy day. Choose five activities. (10 minutes)

- Ask two pupils to volunteer to come to the board as sketch artists. Close books.
- Read the example in the speech bubble slowly, pausing at the end of each sentence.
- Have the pupils draw what they understand as you speak. The class corrects misunderstandings.
- Ask pupils to open their books and read the example in Activity 5 to check.
- Have pupils work in pairs taking turns to tell each other their crazy day.
- **Extension** Pupils can draw their partner's day as they listen. Their partner corrects any mistakes using the target language, e.g. *I didn't eat fruit pizza! I ate four pizzas!*

Finishing the lesson (5 minutes)

- Ask *What was easy/difficult about this lesson? What helped/didn't help you to learn today?*

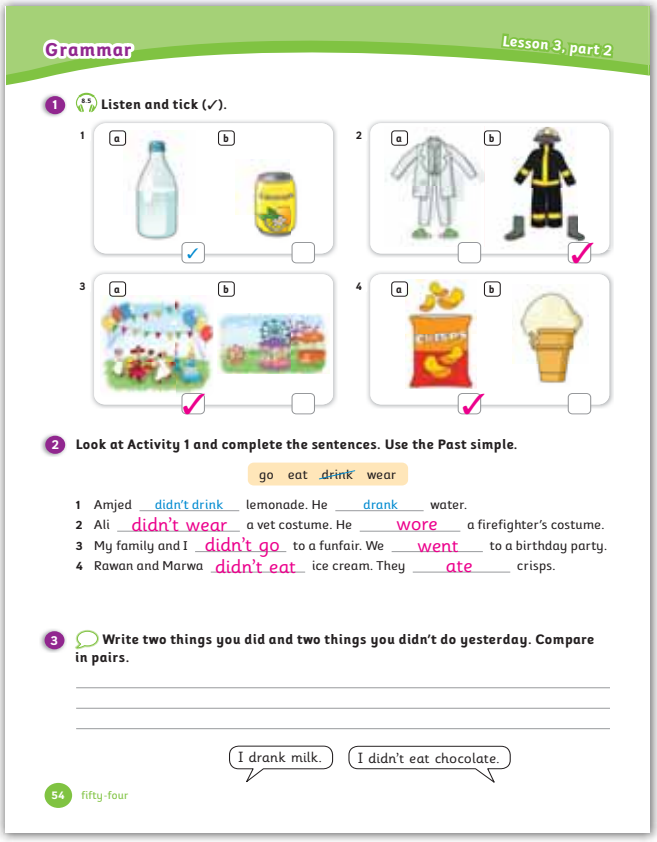
Lesson 3, part 2

Starting the lesson (5 minutes)

- Say an irregular verb in the present tense. Use the Lollipop stick technique (see page 15) to choose a pupil to say its past tense irregular form. Encourage them to say a sentence using that verb if possible. Ask the class to help out if the pupil is having trouble.

Practice

Activity Book


Grammar Lesson 3, part 2

1 8.5 Listen and tick (✓).

1 a b ✓ 2 a b ✓

3 a b ✓ 4 a b ✓

2 Look at Activity 1 and complete the sentences. Use the Past simple.

go eat ~~drink~~ wear

1 Amjed didn't drink lemonade. He drank water.
2 Ali didn't wear a vet costume. He wore a firefighter's costume.
3 My family and I didn't go to a funfair. We went to a birthday party.
4 Rawan and Marwa didn't eat ice cream. They ate crisps.

3 Write two things you did and two things you didn't do yesterday. Compare in pairs.

I drank milk. I didn't eat chocolate.

54 fifty-four

1 8.5 Listen and tick (✔). (10 minutes)

- Play the audio.
- Check answers using the Lollipop stick technique (see page 15).

Grammar

8.5

1 Yesterday it was very sunny and hot, so we went to the park. We played a lot of different games and we ran a lot! We were very thirsty! We drank a lot of water. We didn't drink lemonade because we get thirstier!

2 Yesterday it was Jobs Day at school and we dressed up. At first, I wanted to wear a vet costume, but Hamzah wanted to be a vet, too. So, I wore a pair of black and yellow trousers, a helmet and black boots. A perfect firefighter's costume!

3 Last month, my family and I went to an exciting party. The cake was delicious! We had fun!

4 We went to the funfair last Saturday. There were many people. There was a big wheel and a rollercoaster. We ate crisps and drank lemonade. We didn't eat any ice cream because it wasn't hot!

2 Look at Activity 1 and complete the sentences. Use the Past simple. (10 minutes)

- Pupils complete the activity individually.
- Monitor pupils, helping where necessary.
- Check answers as a class.

3 Write two things you did and two things you didn't do yesterday. Compare in pairs. (10 minutes)

- Pupils write their sentences individually.
- Monitor pupils, helping where necessary.
- Pupils compare their work in pairs to see if they did (or didn't) do the same things. Encourage pupils to check each other's work for mistakes.
- Call on volunteers to read aloud their sentences.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Do you understand when we use Past simple irregular verbs? Can you use the negative forms?*
- Ask the pupils to give examples.

Extra activity **Photocopiable 48**

- Ask pupils to do photocopiable 48.

Vocabulary and Grammar

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use ordinal numbers for dates; to learn and use irregular Past simple questions and short answers; to learn and sing a song
- **Target language:** *1st–31st, What did you eat at your birthday party? I ate cake. Did she wear a party hat? Yes, she did. / No, she didn't.*

Global Scale of English (GSE)

- **Listening:** Can recognise ordinal numbers, if spoken slowly and clearly (GSE 25). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can use ordinal numbers (GSE 27). Can say when their birthday is (day, month) (GSE 23). Can sing a basic song from memory (GSE 22).
- **Reading:** Can recognise ordinal numbers written as words (GSE 29).

Materials

- Unit 8 flashcards (ordinals)
- Unit 8 poster
- a calendar
- True/False response cards
- photocopiables 44, 48, 56 and 60
- fly swats

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson (3 minutes)

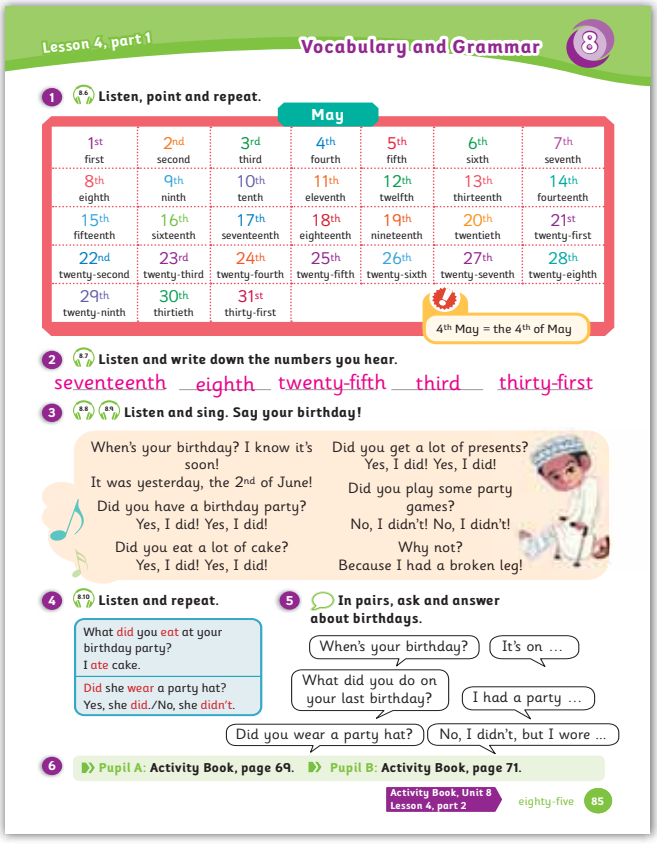
- Using the Lollipop stick technique (see page 15), have pupils say something they remember that helped/didn't help them to learn in the last lesson.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn how to make questions and short answers with Past simple irregular verbs. They will also learn to talk about dates in English.

Practice

Class Book


Lesson 4, part 1 — Vocabulary and Grammar 8

1 Listen, point and repeat.

May

1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth	7th seventh
8th eighth	9th ninth	10th tenth	11th eleventh	12th twelfth	13th thirteenth	14th fourteenth
15th fifteenth	16th sixteenth	17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth	21st twenty-first
22nd twenty-second	23rd twenty-third	24th twenty-fourth	25th twenty-fifth	26th twenty-sixth	27th twenty-seventh	28th twenty-eighth
29th twenty-ninth	30th thirtieth	31st thirty-first				

4th May = the 4th of May

2 Listen and write down the numbers you hear.
seventeenth eighth twenty-fifth third thirty-first

3 Listen and sing. Say your birthday!
When's your birthday? I know it's soon!
It was yesterday, the 2nd of June!
Did you have a birthday party? Yes, I did! Yes, I did!
Did you eat a lot of cake? Yes, I did! Yes, I did!
Did you get a lot of presents? Yes, I did! Yes, I did!
Did you play some party games? No, I didn't! No, I didn't!
Why not? Because I had a broken leg!

4 Listen and repeat.
What did you eat at your birthday party? I ate cake.
Did she wear a party hat? Yes, she did./No, she didn't.

5 In pairs, ask and answer about birthdays.
When's your birthday? It's on …
What did you do on your last birthday? I had a party …
Did you wear a party hat? No, I didn't, but I wore …

6 Pupil A: Activity Book, page 69. Pupil B: Activity Book, page 71.

Activity Book, Unit 8 Lesson 4, part 2 — eighty-five 85

1 8.6 Listen, point and repeat. (5 minutes)

- Show pupils the Unit 8 flashcards (ordinals), say them and have pupils repeat. Then play the audio. Pupils point and repeat individually.
- Practise the language together. Display a calendar of the current month.
- Ask a volunteer to say today's date with an ordinal number. *It's the …* Ask pupils to choose other volunteers. The class use the True/False response cards technique (see page 15) as you say, e.g. *Today is the … Yesterday was the … Tomorrow is the … Last Saturday was the … Next Friday is the … Two weeks ago today was the … This day next week is the … This (name a day, e.g. Thursday) is the …*

8.6

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

Vocabulary and Grammar

2 8.7 **Listen and write down the numbers you hear.** (4 minutes)

- Play the audio.
- Place pupils in pairs to check that their dates are the same.
- Pupils tell you their answers as ordinal numbers.

8.7

seventeenth, eighth, twenty-fifth, third, thirty-first

3 8.8 & 8.9 **Listen and sing. Say your birthday!** (5 minutes)

- Ask pupils to look at the pictures and raise their hands to say who they can see *(a boy with a broken leg)*.
- 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 (track 8.9) and encourage pupils to sing.
- Using the Lollipop stick technique (see page 15), ask pupils to say when their birthdays are.

8.8

When's your birthday? I know it's soon!
It was yesterday, the 2nd of June!

Did you have a birthday party?
Yes, I did! Yes, I did!

Did you eat a lot of cake?
Yes, I did! Yes, I did!

Did you get a lot of presents?
Yes, I did! Yes, I did!

Did you play some party games?
No, I didn't! No, I didn't!

Why not?
Because I had a broken leg!

4 8.10 **Listen and repeat.** (5 minutes)

- Display or write the questions and answers on the board. Point out or underline the red words.
- Point to each example and ask pupils to look and raise their hands to say what they see *(question with what, long answer, question with did and short yes/no answers)*.

8.10

What did you eat at the birthday party?
I ate cake.
Did she wear a party hat?
Yes, she did. / No, she didn't.

5 **In pairs, ask and answer about birthdays.** (3 minutes)

- Ask two pupils to read out the examples.
- Place pupils in pairs for this activity.

Diversity

Support

- Pupils repeat the pronunciation with you and ask you the questions first, before they complete the activity in pairs.

Challenge

- Pupils repeat the activity with the birthdays of their family members. They can also think of their own dates.

6 **Pupil A: Activity Book, page 69.**
Pupil B: Activity Book, page 71. (10 minutes)

- Assign Pupil A or Pupil B, ask them to find the correct page in their Activity Book.
- Pupils work together to find whether they did the same thing last week by asking and answering questions in the Past simple.
- Use the Traffic light cards technique (see page 15) to make sure pupils understand what they have to do.
- Monitor pupils, helping where necessary.

Finishing the lesson (3 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Do you like the song? Can you remember it without looking at the book?*

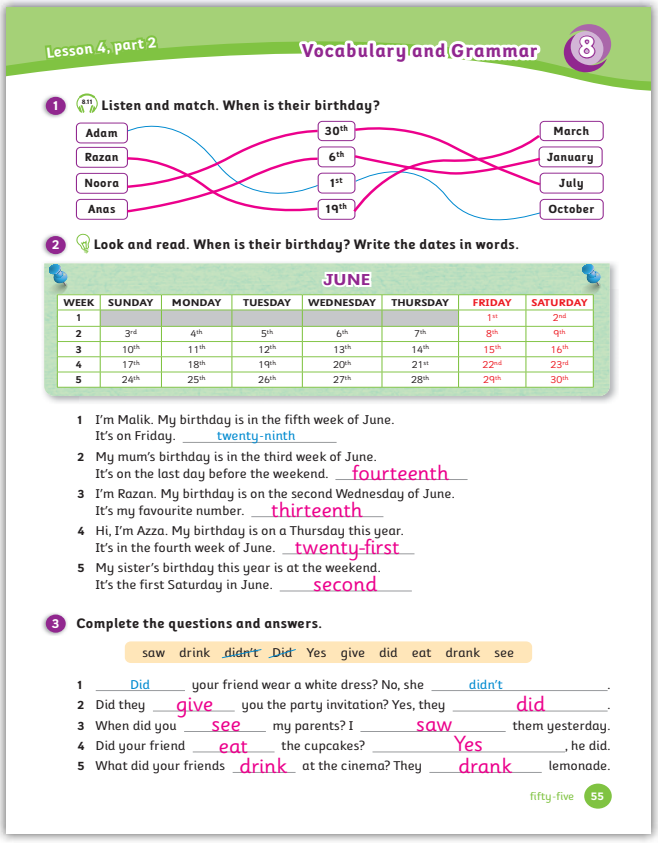
Lesson 4, part 2

Starting the lesson (5 minutes)

- Divide the class into two teams. Play *Word swat* (see page 21) with the Unit 8 flashcards (ordinals).

Practice

Activity Book


Lesson 4, part 2 — Vocabulary and Grammar 8

1 Listen and match. When is their birthday?

Adam, Razan, Noora, Anas — 30th, 6th, 1st, 19th — March, January, July, October

2 Look and read. When is their birthday? Write the dates in words.

JUNE

WEEK	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1						1st	2nd
2	3rd	4th	5th	6th	7th	8th	9th
3	10th	11th	12th	13th	14th	15th	16th
4	17th	18th	19th	20th	21st	22nd	23rd
5	24th	25th	26th	27th	28th	29th	30th

1 I'm Malik. My birthday is in the fifth week of June. It's on Friday. twenty-ninth
2 My mum's birthday is in the third week of June. It's on the last day before the weekend. fourteenth
3 I'm Razan. My birthday is on the second Wednesday of June. It's my favourite number. thirteenth
4 Hi, I'm Azza. My birthday is on a Thursday this year. It's in the fourth week of June. twenty-first
5 My sister's birthday this year is at the weekend. It's the first Saturday in June. second

3 Complete the questions and answers.

saw drink ~~didn't~~ ~~Did~~ Yes give did eat drank see

1 Did your friend wear a white dress? No, she didn't.
2 Did they give you the party invitation? Yes, they did.
3 When did you see my parents? I saw them yesterday.
4 Did your friend eat the cupcakes? Yes, he did.
5 What did your friends drink at the cinema? They drank lemonade.

fifty-five 55

1 8.11 Listen and match. When is their birthday? (8 minutes)

- Play the audio. Point out the example answer. Pupils work individually.
- Place pupils in pairs to check.
- Check answers using the Lollipop stick technique (see page 15).

8.11

Boy 1: Hi. I'm Adam. I'm excited because it's the 30th of September today and tomorrow is a special day. It's the 1st of October, my birthday.

Girl 1: Hi, my name's Razan. I'm planning my birthday party. It's in 6 days, on the 19th of March!

Girl 2: Hi, I'm Noora. I'm two years and two days younger than my sister. She was born on the 28th of July and my birthday is on the 30th of July.

Boy 2: Hi. My name's Anas. My birthday's in the first month of the year. It's on the 6th of January.

2 Look and read. When is their birthday? Write the dates in words. (7 minutes)

- Pupils work individually and check in pairs.
- Check feedback using the Lollipop stick technique (see page 15).

3 Complete the questions and answers. (10 minutes)

- Pupils work individually and check in pairs.
- Ask different pairs to read out one question and answer 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.

D8

1	funfair	7	go-kart
2	big wheel	8	invitation
3	rollercoaster	9	party
4	present	10	party games
5	wedding	11	costume
6	buffet	12	party hat

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 their birthdays.

Extra activity **Photocopiables 44, 48, 56 and 60**

- Ask pupils to do photocopiables 44, 48, 56 and 60.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about celebrations in the Arab world; to make a leaflet about special days in Oman
- **Target language:** revision of vocabulary and grammar

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). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41). Can talk about a familiar place in a basic way (GSE 35).
- **Writing:** Can write short, simple descriptive texts about familiar places using basic connectors, given a model. Can write a simple text (e.g. an invitation to a party) containing key information, given a model (GSE 41).

Materials

- coloured pencils
- photocopiable 64

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; Think-pair-share technique (see page 15)
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Culture Sources (online)

- www.britannica.com
- www.memphistours.co.uk
- www.egyptescapes.com
- www.arabnews.com
- www.shuoon.om
- www.timesofoman.com

Lesson 5, part 1

Starting the lesson (5 minutes)

- Draw fireworks and flags on the board. Elicit pupils' ideas about celebrations and what usually happens during them.

Presentation (2 minutes)

- Explain that in this lesson pupils will talk about traditional celebrations in the Arab world.

Culture notes

- The job of Mesaharati has been around for hundreds of years in Egypt, as well as other Muslim countries. During the month of Ramadan, it's the Mesaharati's job to walk around each neighbourhood banging a drum called a *baza* in order to wake up the residents in time for *Sohour* (the pre-dawn meal eaten before each fasting day) and *Fajr* (the dawn prayer).
- Muslims celebrate not just one Eid during an Islamic year, but two. The first takes place after the month of Ramadan (*Eid al-Fitr* – small Eid) and the second takes place during Qurbani (*Eid al-Adha* – big Eid). The second of these two represents the most sacred time of the year for Muslims as it marks the Hajj pilgrimage.

Practice

Class Book



1 Before you read What's the most important festival in your country? (2 minutes)

- Ask pupils to look at the pictures on page 86. Say *These are three festivals from the Arab world that are very popular.* Ask *What's the most important festival in your country?*
- Pupils discuss the answer in pairs. Then they share their ideas with the class.

2 8.12 Listen and read. (5 minutes)

- Play the audio for pupils to listen and follow in their Class Books. Play the audio again, pausing it after each text. Ask different pupils to read the text aloud.
- Check comprehension with questions; e.g. *When does Ramadan take place? (The ninth month of the Muslim year.); What happens when the sun goes down? (Lights come on at all the mosques.); What are there in a lot of streets? (Decorations.); Do the shops close early? (No.); What do people buy to put in their homes? (Lanterns.); When do children celebrate Al-Taimeena in Oman? (When they finish learning the Quran.); What do the children do? (Walk the streets, wear traditional clothes and hold lanterns.); What do they eat? (Sweets and other food.)*
- Pupils work in pairs and say three things they have learnt, e.g. *Ramadan is the 9th month of the Muslim year.*
- Ask a volunteer to read the Fun fact. Ask pupils what people wear for important festivals in their country.

8.12

Celebrations in the Arab world

Ramadan in Egypt

I learned about Ramadan in Egypt last week. Ramadan is the ninth month of the Hijri year. When the sun goes down, lights come on at all the mosques and there are decorations in many streets. The shops are open late and many people buy pretty lanterns to put in their homes. Ramadan in Egypt is colourful and fun!

Al-Taimeena

In Oman, children celebrate Al-Taimeena when they finish learning the Quran. When my brother finished it last year, he walked around the streets wearing traditional clothes and carrying a lantern. He said a special *Du'a* and then enjoyed sweets and other food with our friends and family. It was a beautiful day.

Eid Al-Adha

People celebrate Eid Al-Adha on 10th Dhu Al-Hijjah. Last year, I prayed at the mosque with my family on the first day. Then we visited our friends and relatives. They gave me some presents! I like Eid Al-Adha. Which celebration do you like?

Extra activity Critical thinking

- Discuss why countries celebrate with festivals.

3 After you read Activity Book, page 56.

- Pupils turn to page 56 in their Activity Books before they complete the Class Book activities for this lesson.

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

- Ask two volunteers to read the speech bubbles. Check pupils know what to do using the Traffic light cards technique (see page 15).
- Place pupils in pairs. They can read the texts again before answering the question.
- Have pairs share their ideas with the class.

Diversity

Support

- Have pupils write down any words they haven't understood from the texts. Encourage them to ask the meaning. Explain the meaning for pupils to write them down.

Challenge

- Ask pupils to say key words from the texts connected to the topic of festivals and celebrations. Go around the class and have pupils say one sentence about a festival in their country.

Find out more! Watch the video. (6 minutes)

- Ask pupils what they think the video will be about. Tell them to watch the video carefully.
- Using the Think-pair-share technique (see page 15), ask pupils to discuss any new things they learnt from the video and present their ideas to the whole class.

Activity Book

1 Match the sentence halves. (5 minutes)

- Pupils turn to page 56 in their Activity Books before they complete the Class Book activities for this lesson.

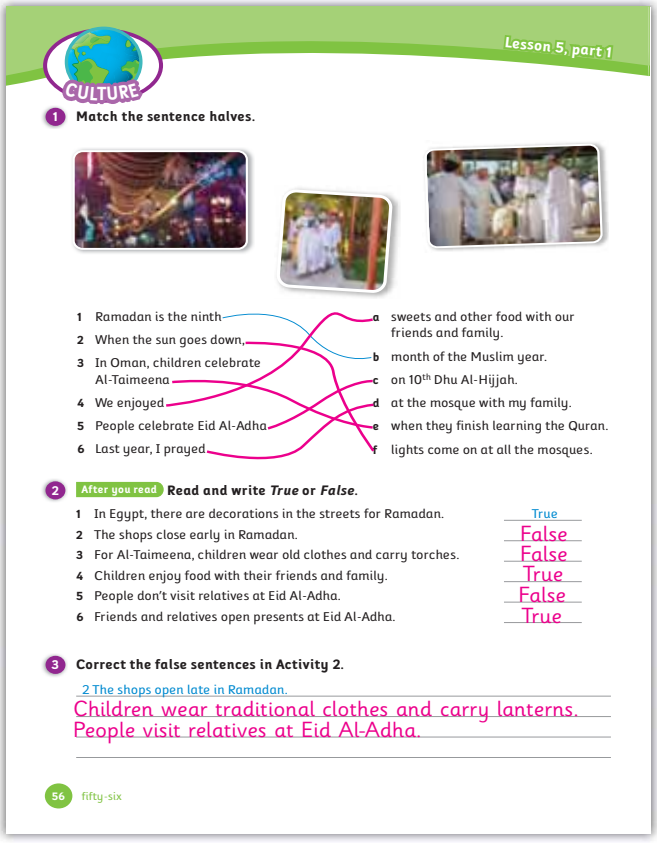
2 After you read Read and write *True* or *False*. (3 minutes)

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

3 Correct the false sentences in Activity 2. (5 minutes)

- Pupils correct the false answers with a partner.
- Ask different pairs to read out their corrected False answers.

Culture and Project



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 discussion about special days in Oman. Ask *Which do you like best? How do you celebrate it? Why is it your favourite?*

Presentation (5 minutes)

- Explain that in this lesson pupils will make a leaflet about a special day in Oman.

Practice – Project

Class Book



Make a leaflet about special days in Oman.
(25 minutes)

- Divide pupils into groups of four.
- Explain that pupils must design a leaflet about a special day in their country in their notebooks using coloured pencils. They should all contribute ideas to the leaflet.
- Display all the leaflets on the walls or make a book for pupils to see. Ask questions about the different special days in the leaflets, e.g. *When is the special day? What is the special day about? What can you see and do at the special day?*

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask the pupils to say how the Culture lesson about Oman in this lesson has helped them understand their country better.

Extra activity **Photocopiable 64**

- Ask pupils to do photocopiable 64.

English in action

Lesson 6

Objectives

- **Lesson objectives:** to learn to explain that you've lost something
- **Target language:** *What's the matter? I can't find my (bag). When did you last see it? I had it when …*

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 understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly (GSE 37).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- coloured pencils
- photocopiable 68

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Hide a few possessions (e.g. a pair of glasses, a pen, etc.) around the class. Start the class by looking for them and acting concerned because you can't find them. Pupils can join in searching for the items.

Presentation (2 minutes)

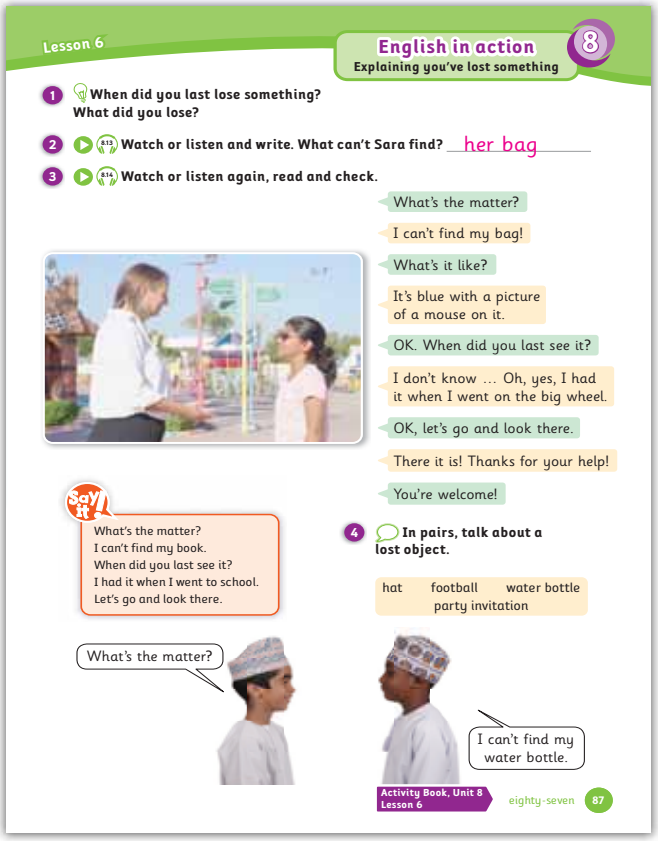
- Explain that in this lesson pupils will learn to explain that they've lost something.

Practice

Class Book

1 When did you last lose something? What did you lose? (5 minutes)

- Refer pupils to page 87. Pupils discuss in pairs and then raise their hands to offer answers.


Lesson 6

English in action 8
Explaining you've lost something

1 When did you last lose something?
What did you lose?

2 Watch or listen and write. What can't Sara find? her bag

3 Watch or listen again, read and check.

What's the matter?
I can't find my bag!
What's it like?
It's blue with a picture of a mouse on it.
OK. When did you last see it?
I don't know … Oh, yes, I had it when I went on the big wheel.
OK, let's go and look there.
There it is! Thanks for your help!
You're welcome!

Say it!
What's the matter?
I can't find my book.
When did you last see it?
I had it when I went to school.
Let's go and look there.

4 In pairs, talk about a lost object.

hat football water bottle party invitation

What's the matter?
I can't find my water bottle.

Activity Book, Unit 8 Lesson 6
eighty-seven 87

2 8.13 Watch or listen and write. What can't Sara find? (5 minutes)

- Play the audio or video. Pupils write their answer and then raise their hands to give feedback. Do not confirm answers yet.

8.13 & 8.14

Mum: What's the matter?
Girl: I can't find my bag!
Mum: What's it like?
Girl: It's blue with a picture of a mouse on it.
Mum: OK. When did you last see it?
Girl: I don't know … Oh, yes, I had it when I went on the big wheel.
Mum: OK, let's go and look there.
Girl: There it is! Thanks for your help!
Mum: You're welcome!

3 8.14 Watch or listen again, read and check. (5 minutes)

- Play the audio or video 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.

English in action

Diversity

Support

- Pupils work in pairs to draw a cartoon to show the story of the lost bag at the funfair. Pupils can work as a class and one or two volunteers can draw it on the board.

Challenge

- Ask pupils to work in pairs and write out and change elements of the dialogue in their notebooks to make it personal to them.

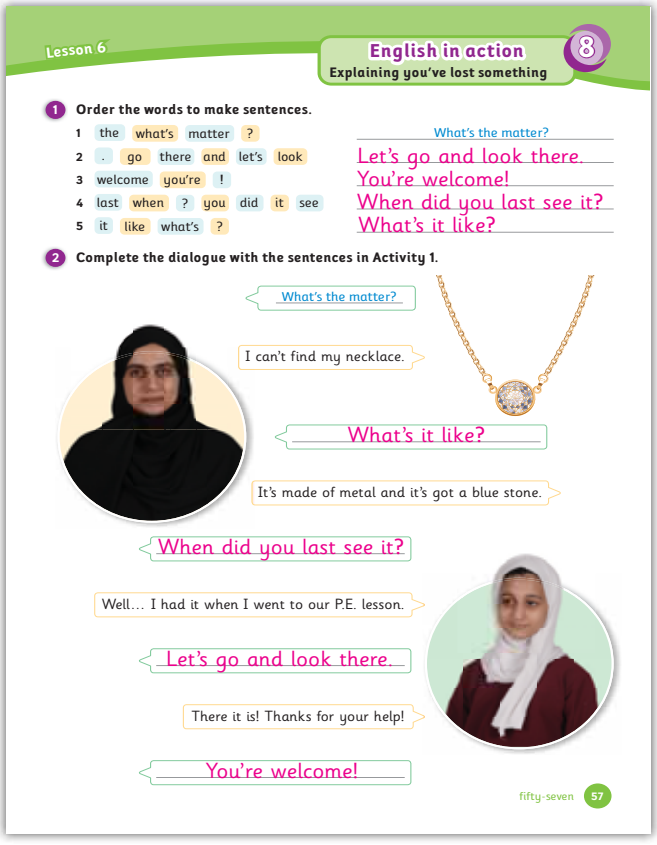
4 In pairs, talk about a lost object. (5 minutes)

- Place pupils in pairs to complete the activity.
- **Extension** Pupils repeat the activity in different pairs.

Extra activity TPR

- Place pupils in small groups. Have each pupil take turns to hide a small personal possession (e.g. a pencil, an eraser) somewhere close, but cleverly positioned, on or around the area where they are sitting or standing. Pupils use the dialogue from 3, but about the object they chose to hide.

Activity Book



Lesson 6

English in action 8

Explaining you've lost something

1 Order the words to make sentences.

1 the what's matter ?
2 . go there and let's look
3 welcome you're !
4 last when ? you did it see
5 it like what's ?

What's the matter?
Let's go and look there.
You're welcome!
When did you last see it?
What's it like?

2 Complete the dialogue with the sentences in Activity 1.

What's the matter?
I can't find my necklace.
What's it like?
It's made of metal and it's got a blue stone.
When did you last see it?
Well... I had it when I went to our P.E. lesson.
Let's go and look there.
There it is! Thanks for your help!
You're welcome!

fifty-seven 57

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

- Check answers using the Lollipop stick technique (see page 15).

2 Complete the dialogue with the sentences in Activity 1. (5 minutes)

- **Extension** Pupils read the dialogue in pairs.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask *Have you ever lost anything? What did you do?* Elicit answers.
- Play *Hangman* with the words from this lesson.

Extra activity Photocopiable 68

- Ask pupils to do photocopiable 68.

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 identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can understand some details in short, simple dialogues on familiar every day topics, if supported by pictures (GSE 30). Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can identify the main information for an event (e.g. day, time, place) (GSE 30).

Materials

- coloured pencils
- photocopiable 72

Assessment for Learning (formative assessment)

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

Lesson 7, part 1

Starting the lesson (3 minutes)

- Revise the dialogue from the last lesson by eliciting what pupils remember about the structure of the lost bag conversation. Write *What's the matter?* on the board. Have pupils raise their hands to offer suggestions about how the conversation can go on. Accept all reasonable, grammatically correct words.

Presentation (2 minutes)

- Explain that in this lesson pupils will read an interview about a party in a school newspaper.

Diversity

Support

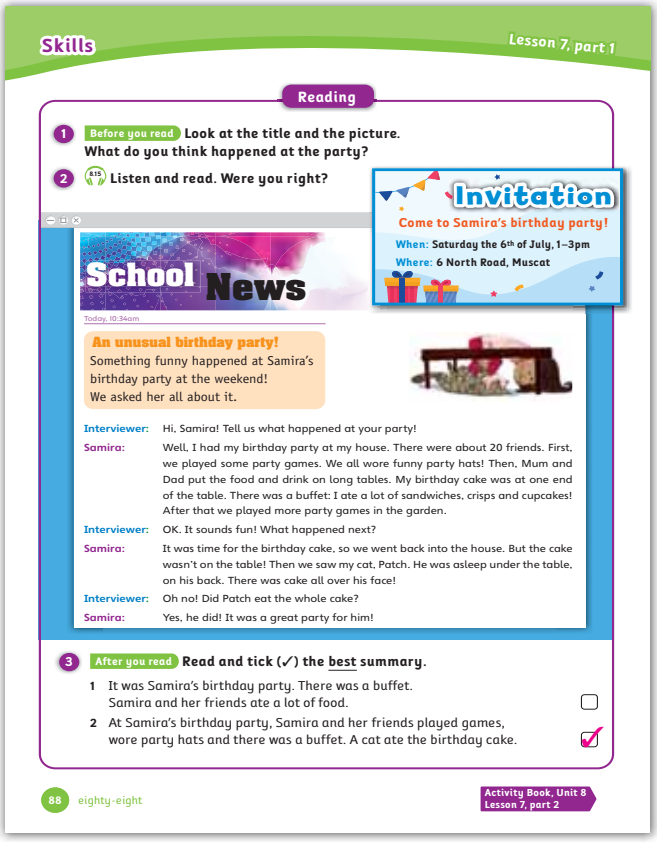
- Pre-teach words from the article that pupils might have a problem with, e.g. *funny, unusual,* etc.

Challenge

- Ask pupils extra questions, e.g. *Can you predict what the text is about from these words?* Have pupils discuss in pairs for one minute and then raise their hands to offer ideas.

Practice

Class Book


Skills
Lesson 7, part 1
Reading
1 Before you read Look at the title and the picture. What do you think happened at the party?
2 Listen and read. Were you right?
Invitation
Come to Samira's birthday party!
When: Saturday the 6th of July, 1–3pm
Where: 6 North Road, Muscat
School News
Today, 10:34am
An unusual birthday party!
Something funny happened at Samira's birthday party at the weekend! We asked her all about it.
Interviewer: Hi, Samira! Tell us what happened at your party!
Samira: Well, I had my birthday party at my house. There were about 20 friends. First, we played some party games. We all wore funny party hats! Then, Mum and Dad put the food and drink on long tables. My birthday cake was at one end of the table. There was a buffet: I ate a lot of sandwiches, crisps and cupcakes! After that we played more party games in the garden.
Interviewer: OK. It sounds fun! What happened next?
Samira: It was time for the birthday cake, so we went back into the house. But the cake wasn't on the table! Then we saw my cat, Patch. He was asleep under the table, on his back. There was cake all over his face!
Interviewer: Oh no! Did Patch eat the whole cake?
Samira: Yes, he did! It was a great party for him!
3 After you read Read and tick (✓) the best summary.
1 It was Samira's birthday party. There was a buffet. Samira and her friends ate a lot of food. ☐
2 At Samira's birthday party, Samira and her friends played games, wore party hats and there was a buffet. A cat ate the birthday cake. ☑
88 eighty-eight
Activity Book, Unit 8 Lesson 7, part 2

Reading

1 Before you read Look at the title and the picture. What do you think happened at the party? (5 minutes)

- Refer pupils to page 88. Tell them to look at the invitation, title and picture. Pupils discuss in pairs first. Using the Lollipop stick technique (see page 15), ask pupils for answers.

2 8.15 **Listen and read. Were you right?** (15 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. Ask pupils if they enjoy going to parties and what they usually do at them.
- Play the audio.

8.15

Narrator: School News.
An unusual birthday party!
Something funny happened at Samira's birthday party at the weekend!
We asked her all about it.

Interviewer: Hi, Samira! Tell us what happened at your party.

Samira: Well, I had my birthday party at my house. There were about 20 friends. First, we played some party games. We all wore funny party hats! Then, Mum and Dad put the food and drink on long tables. My birthday cake was at one end of the table. There was a buffet: I ate a lot of sandwiches, crisps and cupcakes! After that, we played more party games in the garden.

Interviewer: OK. It sounds fun! What happened next?

Samira: It was time for the birthday cake, so we went back into the house. But the cake wasn't on the table! Then we saw my cat, Patch. He was asleep under the table, on his back. There was cake all over his face!

Interviewer: Oh, no! Did Patch eat the whole cake?

Samira: Yes, he did! It was a great party for him!

Extra activity Critical thinking

- Pupils read the text again and find all the verbs in the Past simple. They write the verbs in their notebooks and make a text containing them all.

3 **After you read** **Read and tick (✔) the best summary.** (10 minutes)

- Pupils discuss the best answer in pairs.
- Ask for feedback using the Lollipop stick technique (see page 15).
- Check comprehension with questions, e.g. *What date was Samira's birthday party? (6th of July.); What day of the week was Samira's birthday party? (Saturday.); What time did the party start? (One o'clock.); How many people were there? (About 20.); What did Samira and her friends do at the party? (Played party games, ate party food.); Where was the birthday cake? (At one end of the table.); What did her cat, Patch, do? (He ate Samira's birthday cake).*
- Pupils write an invitation to any event using their imagination. They can use the invitation in the text as a model. They swap invitations with another pair and add a line to say what the activities or food there will be there.

Extra activity TPR

- Divide pupils into groups of two or three pairs. They read and choose one invitation to attend and act out the event. Set a time limit for one or two minutes. The class should watch all the groups. Pupils work out and say what they think the invitation was for (e.g. *a birthday, carnival party,* etc.).

Extra activity Fast finishers

- Pupils modify the options in Activity to write a text about a celebration (e.g. a celebration they wrote an invitation for earlier in the lesson). Pupils write in their notebooks.

Finishing the lesson (5 minutes)

- Pupils close their books. Say true/false sentences about the text, e.g. *Samara's birthday party was on Friday. (False.) There were about 20 people at the party. (True.)* Pupils correct the false sentences.

Lesson 7, part 2

Starting the lesson (5 minutes)

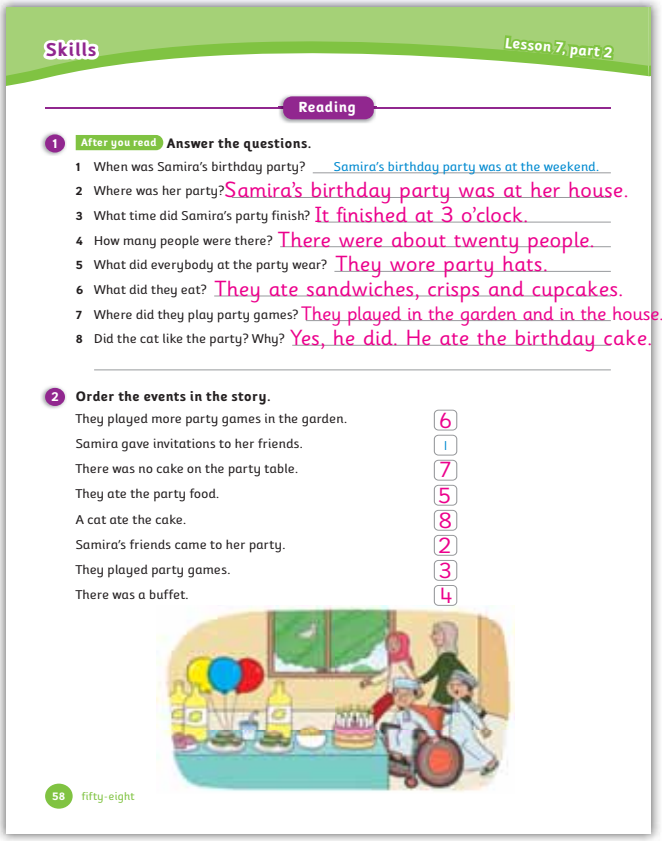
- Ask pupils to write as many celebration words as they can in two minutes.
- The pupils with the most words wins.

Presentation (5 minutes)

- Ask pupils to read the text in the Class Book on page 88 again quickly. Check the meaning of any words they are unsure of.

Practice

Activity Book



Skills — Lesson 7, part 2

Reading

1 After you read **Answer the questions.**

1 When was Samira's birthday party? Samira's birthday party was at the weekend.
2 Where was her party? Samira's birthday party was at her house.
3 What time did Samira's party finish? It finished at 3 o'clock.
4 How many people were there? There were about twenty people.
5 What did everybody at the party wear? They wore party hats.
6 What did they eat? They ate sandwiches, crisps and cupcakes.
7 Where did they play party games? They played in the garden and in the house.
8 Did the cat like the party? Why? Yes, he did. He ate the birthday cake.

2 **Order the events in the story.**

They played more party games in the garden. 6
Samira gave invitations to her friends. 1
There was no cake on the party table. 7
They ate the party food. 5
A cat ate the cake. 8
Samira's friends came to her party. 2
They played party games. 3
There was a buffet. 4

58 fifty-eight

Reading

1 After you read Answer the questions. (15 minutes)

- Tell pupils to write complete sentences when answering the questions. They compare answers with a partner.

Extra activity Collaborative work

- Ask pupils if it is good for animals to eat cake, and why not. Explain that some food can be harmful to animals. Elicit pupils' ideas and help them to research what animals should and shouldn't eat. They can make posters to inform other classes.

2 Order the events in the story. (10 minutes)

- Ask pupils to check answers using the Lollipop stick technique (see page 15).

Finishing the lesson (5 minutes)

- Use the Summative and 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 72

- Ask pupils to do photocopiable 72.

Skills

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about a celebration you went to; to write an invitation to a party
- **Target language:** revision of vocabulary and grammar

Global Scale of English (GSE)

- **Listening:** Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30). Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can identify the main information for an event (e.g. day, time, place) (GSE 30).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write a simple text (e.g. an invitation to a party) containing key information, given a model (GSE 36).

Materials

- Unit 8 flashcards (celebrations and ordinals)
- coloured pencils
- photocopiable 76

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 15); Thumbs up/down technique (see page 15)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 15); Think-pair-share technique (see page 15)
- Independent learning: Learning diary (see page 15); Summative and thought-provoking questions technique (see page 15)

Lesson 8, part 1

Starting the lesson (5 minutes)

- Play the song from Lesson 4 (track 8.8) and encourage pupils to join in.

Presentation (2 minutes)

- Explain that in this lesson pupils will listen to children talking about celebrations, speak about a celebration they went to, read a birthday invitation and write an invitation.
- Using the Lollipop stick technique (see page 15), ask pupils to say the celebration words that they remember.

Practice

Class Book



Listening

1 8.16 Look at the pictures. Listen and match. What celebration did each child go to? (5 minutes)

- Refer pupils to page 89. Tell them to look at the pictures carefully before they listen so they know what to listen for.
- Play the audio.
- Use the Lollipop stick technique (see page 15) to check answers.

8.16

Man: Yousuf and his friends Manar and Malik are talking about a busy weekend. What celebration did each child go to?
Boy 1: Hi, Manar. Hi, Malik!
Girl: Hi, Yousuf! How was your weekend?
Boy 1: It was good, thanks! I went to a great party!
Girl: Cool! Was it a birthday party?
Boy 1: No, it wasn't. It was a street party! There were lots of tables with food and drinks.
Boy 1: How about you? What did you do?
Girl: I went to a festival. We listened to music and then there were fireworks. What about you, Malik?
Boy 2: Well, I didn't go to a party or a festival; I went to a funfair! It was fantastic. I went on the big wheel and the rollercoaster!

Diversity

Support
- Write the questions below in the Challenge section on the board for pupils to answer.

Challenge
- Ask comprehension questions: *Did Yousuf enjoy his party? (Yes.); Where was it? (Outside/On the street.); Did Manar go to a party? (No.); What did she do? (She went to a festival.); What was at the festival? (Music and fireworks.); Did Malik go to a party? (No.); What did Malik do at the funfair? (He went on a rollercoaster and the big wheel).*

Speaking

2 Talk about a celebration you went to. (5 minutes)
- Pupils work in pairs.
- Walk around the room monitoring pairs.
- Ask different pairs to tell the class their ideas.

Writing

3 Read the invitation. When is Muna's birthday party? (5 minutes)
- Give pupils a minute to read the invitation and find the answer.
- Check the answer as a class.
- Ask pupils to read the Writing tip and then ask comprehension questions about the invitation and the tip, e.g. *What time does Muna's party finish? (1 pm.); Who is the invitation for? (Laila.); How should Laila tell Muna she can come? (Email.); What is the date to reply before? (10th April.); How do you know that you should reply? (RSVP.); What does 'RSVP' mean? (Répondez s'il vous plait.) Tell pupils that this is French and means 'Please reply'. When do we use am/pm? (In the morning./In the afternoon.)*

Extra activity TPR
- Using the Thumbs up/down technique (see page 15), pupils respond to your questions, e.g. *Do you know how to write an invitation like this? Are you ready to write your invitation? Do you know which celebration you are going to write an invitation for? Are you going to write a plan first?*

4 Write an invitation to a party. (15 minutes)
- Plan: Go through the bullet points as a class. First, explain to pupils that they are going to make a list of the people they plan to invite (make sure they invite all class members). Then decide when your party is going to take place and what you'll be celebrating. Think about the number of people you want to invite. Decide how you are going to ask party guests to RSVP – by email or phone. Pupils work individually to answer the question. Monitor and help where necessary to help pupils write their notes.
- Write: Draw pupils' attention to the sections in an invitation. Ask them what to write in each section, e.g. *What goes in the 'To:' section? (The name of the person you are inviting.)* and write the answers on the board *(the answers can be made up).*
- Check your work: Read the Writing tip and make sure pupils understand it. Then, as a class, go over each bullet point and check that the writing on the board contains all the correct elements and that all sections of the invitation are covered.

Finishing the lesson (3 minutes)
- Pupils write down what they achieved in their Learning diary (see page 15): *Today I learnt about … and I wrote …*

Lesson 8, part 2

Starting the lesson (5 minutes)

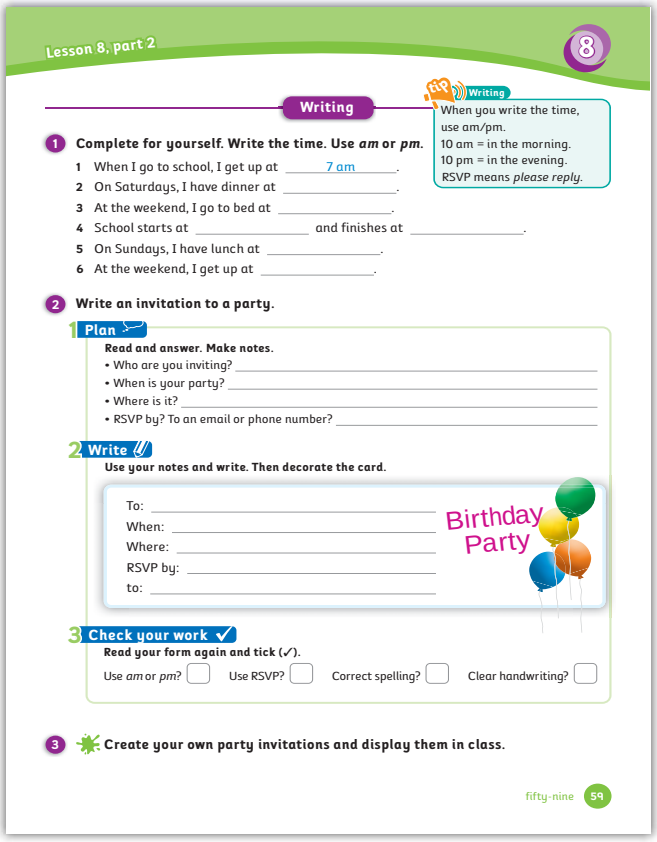
- Divide the class into two teams. Play *Team quiz* (page 22) with the Unit 8 flashcards.

Presentation (3 minutes)

- Explain that in this lesson pupils will write an invitation to a party. Ask pupils about the last party they went to and whether they enjoyed it. Ask what they did there.

Practice

Activity Book



Lesson 8, part 2

8

Writing

Writing

When you write the time, use am/pm.
10 am = in the morning.
10 pm = in the evening.
RSVP means *please reply.*

1 Complete for yourself. Write the time. Use *am* or *pm*.

1 When I go to school, I get up at 7 am.
2 On Saturdays, I have dinner at _____.
3 At the weekend, I go to bed at _____.
4 School starts at _____ and finishes at _____.
5 On Sundays, I have lunch at _____.
6 At the weekend, I get up at _____.

2 Write an invitation to a party.

1 Plan
Read and answer. Make notes.
• Who are you inviting? _____
• When is your party? _____
• Where is it? _____
• RSVP by? To an email or phone number? _____

2 Write
Use your notes and write. Then decorate the card.

To: _____
When: _____
Where: _____
RSVP by: _____
to: _____

Birthday Party

3 Check your work
Read your form again and tick (✓).
Use *am* or *pm*? ☐ Use RSVP? ☐ Correct spelling? ☐ Clear handwriting? ☐

3 Create your own party invitations and display them in class.

fifty-nine 59

Writing

1 Complete for yourself. Write the time. Use *am* or *pm*. (5 minutes)

- Have pupils read the Writing tip. Explain that *am* refers to the morning and that *pm* the afternoon/evening (after 12pm).
- Have pupils complete the sentences so they are true for them.
- Check answers as a class.
- **Extension** Explain that *am* and *pm* are from the Latin words for the two cycles of the day from midnight to midday and midday to midnight.

2 Write an invitation to a party. (15 minutes)

- Refer pupils to Activity Book page 59. Remind them of what they learnt about writing an invitation from the last lesson.
- Plan: 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 sections are usually in an invitation?* Ask them what they are (*who the invitation is for, when the celebration takes place, where it is and how to RSVP*). Pupils answer the questions individually.
- Write: Pupils use their plans to write their invitations. Monitor pupils, helping where necessary. Encourage them to decorate their invitations.
- 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.
- Encourage pupils to read aloud their completed invitations and show them to their classmates.

3 Create your own party invitations and display them in class. (7 minutes)

- Pupils write their own party invitations in their notebooks and decorate them.
- Put pupils in pairs. Have them use the Two stars and a wish technique (see page 15) to check each other's work.
- Make a class display of the invitations.

Finishing the lesson (5 minutes)

- Use the Summative and 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 invitations.

Extra activity Photocopiable 76

- Ask pupils to do photocopiable 76.

Phonics

Lesson 9

Objectives

- **Lesson objectives:** to review the sounds and spellings from Grade 4 Semesters 1 and 2; to review the tricky words from Semesters 1 and 2.
- **Target words:** revision: **ow:** *snow, blow*; **eigh:** *eight, sleigh*; **ei:** *reindeer*; **ew:** *screw, chew*; **ur:** *fur, curl*; **dge:** *bridge, hedge*; **ge:** *stage, large*; **wr:** *write, wrist*; **mb:** *thumb, climb*
- **Tricky words:** revision: *bye, my, any, Mr, Mrs, people, can't, was, were, little*

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 sounds and spellings covered in Grade 4
- Optional teacher-made flashcards for tricky words covered in Grade 4

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Peer learning: pairwork

Starting the lesson (5 minutes)

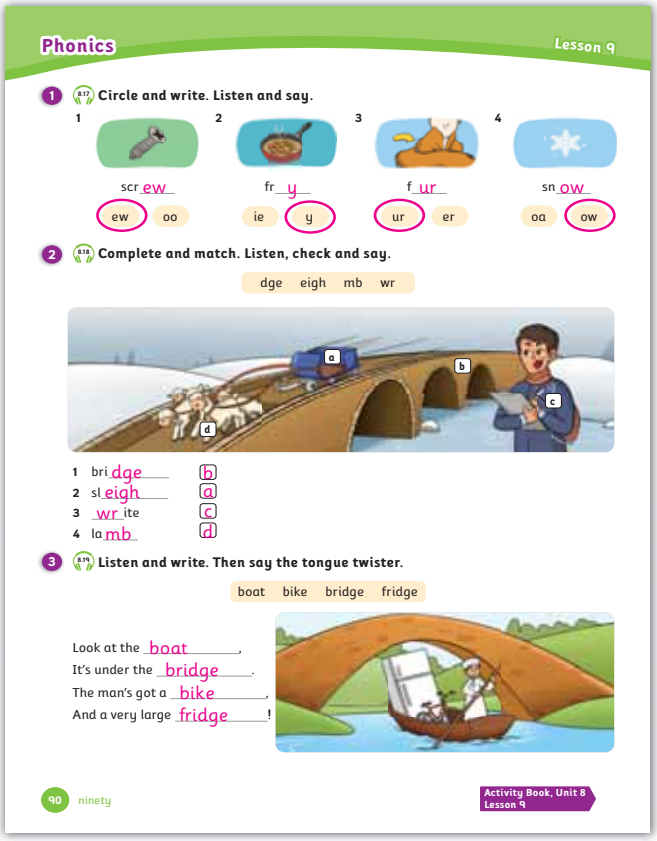
- Review the sounds and spellings covered in Grade 4 Semesters 1 and 2, as listed above. Write the different spellings on the board, then point to each in turn and ask pupils to say the sounds.
- Then write alternative spellings where appropriate, but arranged in a random order across the board, e.g. for *y*: *ie, igh;* for *ew: oo, ue*. Ask pupils to tell you which sounds match.
- Point to each of the spellings in turn and ask pupils if they can remember any words that contain the 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 *sleigh, stage, curl, wrist*. 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 target sound. They can come up and circle the letters, or tell you which letters to choose.

Presentation (2 minutes)

- Tell pupils that in this lesson, they will review and consolidate their phonics learning from the whole of Grade 4.

Practice

Class Book



1 8.17 Circle and write. Listen and say. (5 minutes)

- Look at Activity 1 on page 90 with the class. Focus on the pictures and talk about what the pupils can see. Remind them that some of these items are revision from Semester 1.
- Focus on item 1 and elicit the word *screw* from the class. Then ask pupils to look at the two options underneath. Ask them to choose the correct vowel digraph to complete the word. They circle the correct answer *ew*, then write it on the line to complete the word.
- Play the audio for item 1 for pupils to listen, check and say.
- Repeat with items 2–4, working at a speed to suit your class.

8.17

1 screw
2 fry
3 fur
4 snow

2 8.18 **Complete and match. Listen, check and say.** (6 minutes)

- Ask pupils to look at Activity 2. Elicit the sounds in the wordpool from the class. Then look at the picture and discuss what it shows. Ask questions to check understanding of the scene and actions. Then see if pupils can identify items in the picture that contain these spellings.
- Focus on the first gapped word under the picture, *bri _ _ _*. Ask pupils to choose the correct letters to complete the word, then label the correct part of the image with number *1*.
- You can play the audio for item 1 at this point for pupils to listen, check and say, or let pupils complete the remaining items and play the full audio at the end for confirmation.
- Check answers by pointing to the items in the picture and eliciting the correct words. In a confident class, ask pupils to come up and write the words on the board.

8.18

1 bridge
2 sleigh
3 write
4 lamb

3 8.19 **Listen and write. Then say the tongue twister.** (7 minutes)

- Look at the picture in Activity 3 with the class. Ask pupils to read out the words in the box and see if they can find the items in the picture.
- Explain that pupils will hear a tongue twister that relates to the picture. They will listen and complete the tongue twister with the words in the box.
- Play the audio and ask pupils to follow the words as they listen.
- Play the audio again and allow time for the pupils to write. Remind them to use the box to check they are spelling the words correctly.
- Repeat the tongue twister as a class until pupils are confident with the language and the pronunciation.

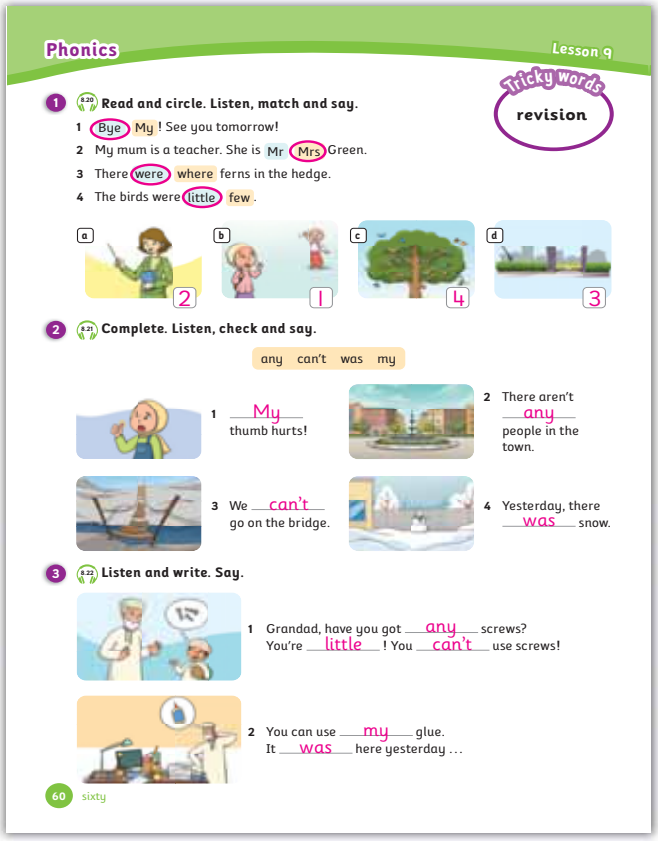
8.19

Look at the boat.
It's under the bridge.
The man's got a bike,
And a very large fridge!

Extra activity **Collaborative work**

- Display the spellings of all the sounds using flashcards or write them on the board. Challenge pupils to choose three of them and to draw a scene that shows three items with these spellings. Ask them to label the picture, or see if they can write a sentence that uses all three words.
- Pupils can share their work with the class.

Activity Book


Phonics
Lesson 9
Tricky words revision
1 8.20 Read and circle. Listen, match and say.
1 (Bye) My ! See you tomorrow!
2 My mum is a teacher. She is Mr (Mrs) Green.
3 There (were) where ferns in the hedge.
4 The birds were (little) few .
a 2 b 1 c 4 d 3
2 8.21 Complete. Listen, check and say.
any can't was my
1 My thumb hurts!
2 There aren't any people in the town.
3 We can't go on the bridge.
4 Yesterday, there was snow.
3 8.22 Listen and write. Say.
1 Grandad, have you got any screws? You're little ! You can't use screws!
2 You can use my glue. It was here yesterday …
60 sixty

1 8.20 **Read and circle. Listen, match and say.** (3 minutes)

- Start by revising the tricky words that pupils have covered in Semesters 1 and 2 (*bye, my, any, Mr, Mrs, people, can't, was, were, little*). You can make flashcards of each word to elicit them orally as a class.
- Write sentences containing each word and invite volunteers to read them out. Try to combine the words in sentences, e.g. *There were lots of people.*
- 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 Activity 1 on page 60 of the Activity Book and ask pupils to look at the sentences. Elicit or explain that they need to choose the correct word to complete the sentences, then complete the first item together as an example. Pupils read the whole sentence for context, then choose the correct word (*Bye*).
- Play the audio for pupils to listen and check. Then ask pupils to look at the pictures and choose the matching one (b). Explain that they should number the image in the box, then say the correct sentence as a class.
- Let pupils read items 2–4 and circle the correct words. Then play the audio all the way through for them to check their answers.
- When pupils have checked their answers, ask them to match the sentences to the images.
- Check answers by pointing to the images in turn and eliciting the correct sentence from the class.

8.20

1 Bye! See you tomorrow!
2 My mum is a teacher. She is Mrs Green.
3 There were ferns in the hedge.
4 The birds were little.

2 8.21 Complete. Listen, check and say. (5 minutes)

- Focus on Activity 2 and allow time for pupils to look at the pictures. Discuss what they can see and what is happening in each one.
- Ask pupils to read out the words in the box, and check their pronunciation. Model and repeat if necessary.
- Look at the first sentence and elicit suggestions from the class for the correct word to complete it. Confirm the answer (*My*). Allow time for pupils to write this on the line.
- Let pupils complete the remaining items individually.
- Play the audio all the way through for pupils to listen and check. Then ask pupils to say the sentences. If they need more support, play the audio again for each sentence at a time, pausing for them to repeat.
- Check answers by pointing to the pictures in random order and asking pupils to say the correct sentence.

8.21

1 My thumb hurts!
2 There aren't any people in the town.
3 We can't go on the bridge.
4 Yesterday, there was snow.

2 8.22 Listen and write. Say. (4 minutes)

- Look at Activity 3 with the class. Explain that in this section, pupils will practise listening and writing the tricky word in a sentence without a wordpool for support.
- First, look at the pictures. Discuss with pupils what they can see and what the boy and his grandad are doing. Ask if they can name any items which they have learned 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 the second picture.
- Play the audio again for pupils to check, then have pupils repeat the sentences in pairs. Remind them to swap roles so they practise both parts of the conversation.

8.22

1 Boy: Grandad, have you got any screws?
Grandad: You're little! You can't use screws!

2 Grandad: You can use my glue. It was here yesterday …

Finishing the lesson (3 minutes)

- Create five sentences that use the tricky words, e.g. *Mr Green was in the town*. Use flashcards or paper to put the words in jumbled order. Ask pupils to put the words in the correct sequence and write the correct sentences.
- Check answers by asking pupils to say the correct sentences aloud.

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 get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write correctly structured questions with question marks (GSE 35). Can write about past activities using simple language, given a model (GSE 40).

Materials

- Unit 8 flashcards (celebrations and ordinals)
- Units 5–7 flashcards
- fly swats
- photocopiable 80

Assessment for Learning (formative assessment)

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

Lesson 10, part 1

Starting the lesson (3 minutes)

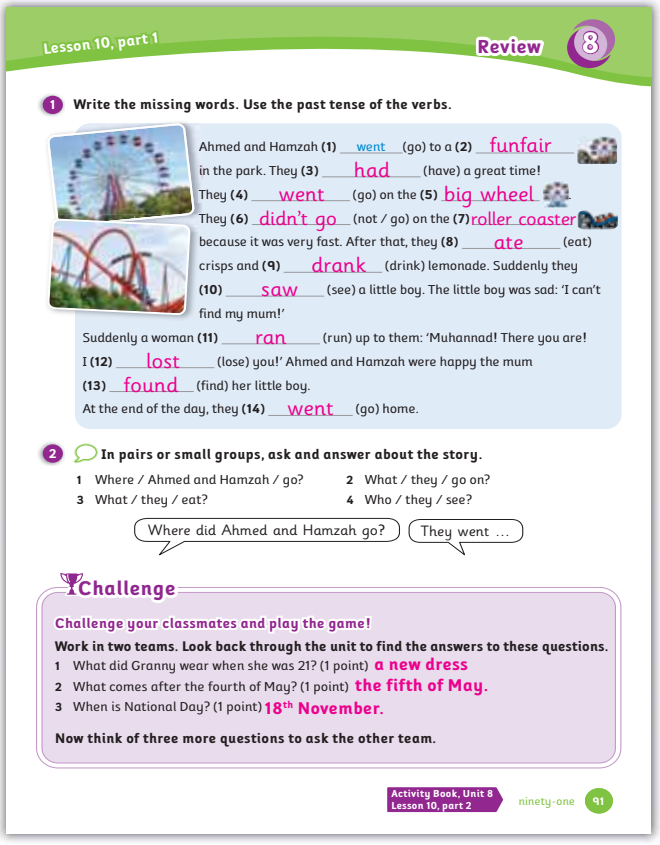
- Ask *What events do we celebrate? How can we celebrate?* Accept all reasonable answers.

Presentation (2 minutes)

- Explain that in this lesson pupils will review the unit and then play a game.

Practice

Class Book



Lesson 10, part 1 — Review 8

1 Write the missing words. Use the past tense of the verbs.

Ahmed and Hamzah (1) went (go) to a (2) funfair in the park. They (3) had (have) a great time! They (4) went (go) on the (5) big wheel. They (6) didn't go (not / go) on the (7) roller coaster because it was very fast. After that, they (8) ate (eat) crisps and (9) drank (drink) lemonade. Suddenly they (10) saw (see) a little boy. The little boy was sad: 'I can't find my mum!'

Suddenly a woman (11) ran (run) up to them: 'Muhannad! There you are! I (12) lost (lose) you!' Ahmed and Hamzah were happy the mum (13) found (find) her little boy.

At the end of the day, they (14) went (go) home.

2 In pairs or small groups, ask and answer about the story.

1 Where / Ahmed and Hamzah / go?
2 What / they / go on?
3 What / they / eat?
4 Who / they / see?

Where did Ahmed and Hamzah go? — They went ...

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 What did Granny wear when she was 21? (1 point) a new dress
2 What comes after the fourth of May? (1 point) the fifth of May.
3 When is National Day? (1 point) 18th November.

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

Activity Book, Unit 8 Lesson 10, part 2

ninety-one 91

1 Write the missing words. Use the past tense of the verbs. (10 minutes)

- Refer pupils to page 91.
- Pupils work in pairs to complete the text with the past tense verbs.
- Walk around the room monitoring pairs.
- Call out a number at random, and, using the Lollipop stick technique (see page 15), ask different pairs to ask and answer.

Diversity

Support

- Write the verbs from the story on the board. Check pupils know when they mean, e.g. elicit the translations. Ask pupils to tell you the Past simple positive/negative of these verbs before they do Activity 1.

Challenge

- Have pupils work in pairs to draw the story as a comic strip/cartoon in a few frames with speech bubbles.

Extra activity **TPR**

- Have pupils work in groups of four to take one of the roles in the story and act it out. Add an extra role if needed. Pupils can make their own dialogue and/or use what's in the story.

2 In pairs or small groups, ask and answer about the story. (10 minutes)

- Place pupils in pairs.
- Check pupils can pronounce the questions appropriately. Elicit the question forms. Have pupils repeat after you if they need help.

Answer key

1 Where did Ahmed and Hamzah go?
They went to a funfair.

2 What did they go on?
They went on the big wheel.

3 What did they eat?
They ate crisps.

4 Who did they see?
They saw a little boy.

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. Monitor the game.
- Give pupils two minutes to think of three extra questions.

Extra activity **Fast finishers**

- Pupils think of more questions for the Challenge game.

Finishing the lesson (5 minutes)

- Play *Word swat* (see page 21) with all the flashcards from the book.

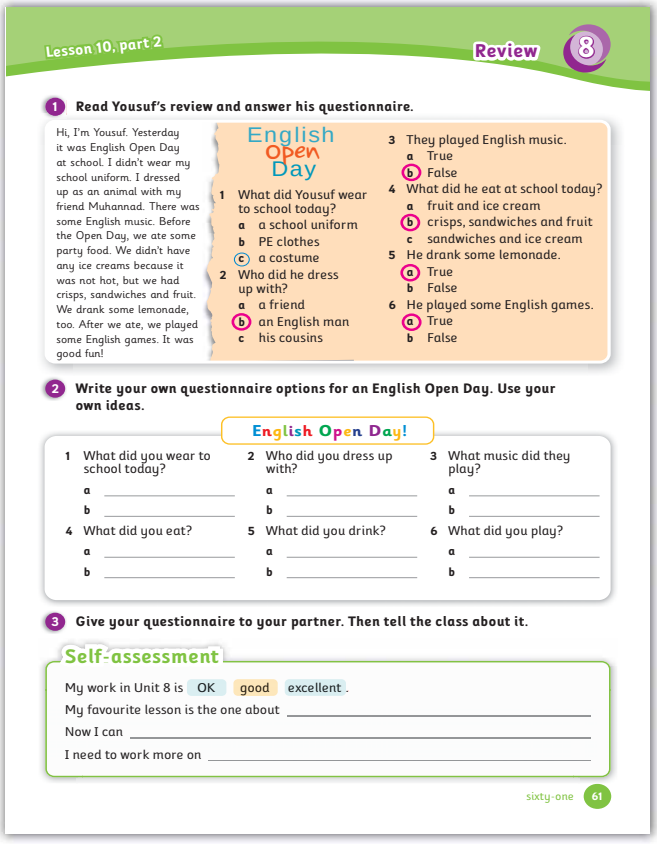
Lesson 10, part 2

Starting the lesson (4 minutes)

- Play a game of *Picture dictation* with the Unit 8 celebration flashcards (see page 19). Then have pupils can play in groups.

Practice

Activity Book



Lesson 10, part 2 — Review 8

1 Read Yousuf's review and answer his questionnaire.

Hi, I'm Yousuf. Yesterday it was English Open Day at school. I didn't wear my school uniform. I dressed up as an animal with my friend Muhannad. There was some English music. Before the Open Day, we ate some party food. We didn't have any ice creams because it was not hot, but we had crisps, sandwiches and fruit. We drank some lemonade, too. After we ate, we played some English games. It was good fun!

English Open Day

1 What did Yousuf wear to school today?
a a school uniform
b PE clothes
c a costume

2 Who did he dress up with?
a a friend
b an English man
c his cousins

3 They played English music.
a True
b False

4 What did he eat at school today?
a fruit and ice cream
b crisps, sandwiches and fruit
c sandwiches and ice cream

5 He drank some lemonade.
a True
b False

6 He played some English games.
a True
b False

2 Write your own questionnaire options for an English Open Day. Use your own ideas.

English Open Day!

1 What did you wear to school today? a ____ b ____
2 Who did you dress up with? a ____ b ____
3 What music did they play? a ____ b ____
4 What did you eat? a ____ b ____
5 What did you drink? a ____ b ____
6 What did you play? a ____ b ____

3 Give your questionnaire to your partner. Then tell the class about it.

Self-assessment

My work in Unit 8 is OK good excellent.
My favourite lesson is the one about ____
Now I can ____
I need to work more on ____

sixty-one 61

1 Read Yousuf's review and answer his questionnaire. (4 minutes)

- Pupils work individually and check in pairs.

2 Write your own questionnaire options for an English Open Day. Use your own ideas. (4 minutes)

- Ask pupils to write the options for the questions individually.
- Monitor pupils, helping where necessary.

3 Give your questionnaire to your partner. Then tell the class about it. (4 minutes)

- Ask pupils to swap their questionnaires with a partner and answer each other's questions.
- Pupils then share their partners' answers with the class. Encourage them use complete sentences when sharing answers, e.g. *Khalid wore a ... .*

Review

Extra activity **Critical thinking**

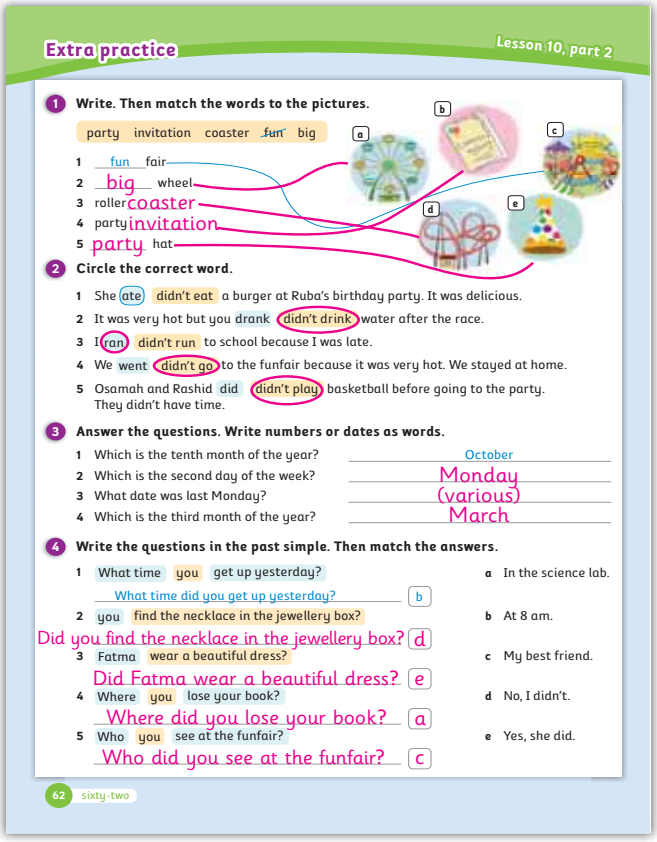
- Pairs make a questionnaire to find out the most popular type of celebration in the class in their notebooks. They can choose what style of questionnaire they want to make, e.g. questions with true/false options, multiple choice, etc. Pairs can ask everyone in the class and create a poster with the results to present to the class.

Self-assessment (2 minutes)

- Pupils work individually and check in pairs.

Extra practice

Activity Book



Extra practice — Lesson 10, part 2

1 Write. Then match the words to the pictures.

party invitation coaster ~~fun~~ big

1 fun fair
2 big wheel
3 roller coaster
4 party invitation
5 party hat

2 Circle the correct word.

1 She ate / didn't eat a burger at Ruba's birthday party. It was very hot but you drank / didn't drink water after the race.
2 I ran / didn't run to school because I was late.
3 We went / didn't go to the funfair because it was very hot. We stayed at home.
4 Osamah and Rashid did / didn't play basketball before going to the party. They didn't have time.

3 Answer the questions. Write numbers or dates as words.

1 Which is the tenth month of the year? October
2 Which is the second day of the week? Monday
3 What date was last Monday? (various)
4 Which is the third month of the year? March

4 Write the questions in the past simple. Then match the answers.

1 What time you get up yesterday? What time did you get up yesterday? b
2 you find the necklace in the jewellery box? Did you find the necklace in the jewellery box? d
3 Fatma wear a beautiful dress? Did Fatma wear a beautiful dress? e
4 Where you lose your book? Where did you lose your book? a
5 Who you see at the funfair? Who did you see at the funfair? c

a In the science lab.
b At 8 am.
c My best friend.
d No, I didn't.
e Yes, she did.

62 sixty-two

1 Write. Then match the words to the pictures. (3 minutes)

- Pupils complete the activity individually.

2 Circle the correct word. (2 minutes)

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

3 Answer the questions. Write numbers or dates as words. (2 minutes)

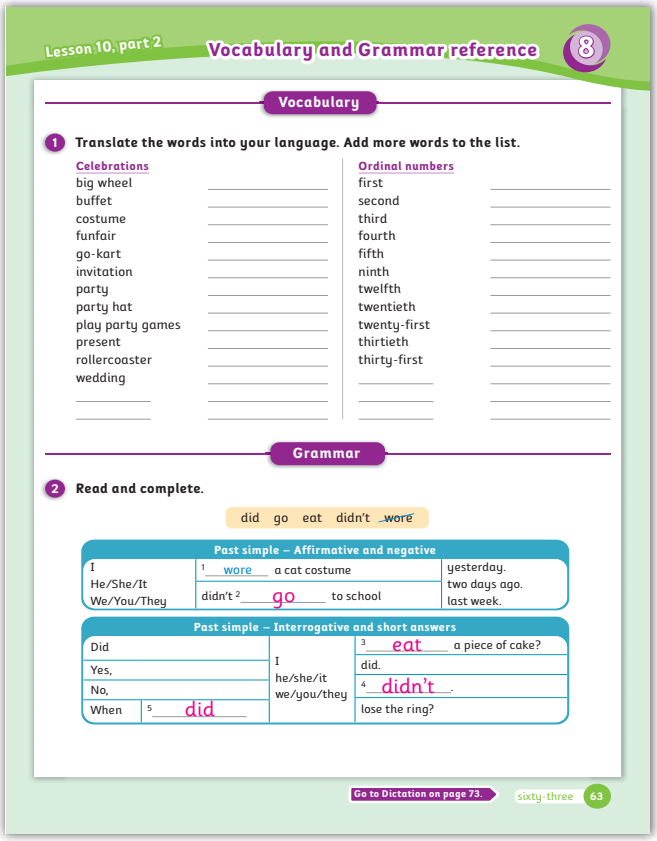
- Pupils complete the activity in pairs.
- Ask pupils to read out the completed answers to check.

4 Write the questions in the Past simple. Then match the answers. (3 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 8

Vocabulary

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

Celebrations		Ordinal numbers	
big wheel		first	
buffet		second	
costume		third	
funfair		fourth	
go-kart		fifth	
invitation		ninth	
party		twelfth	
party hat		twentieth	
play party games		twenty-first	
present		thirtieth	
rollercoaster		thirty-first	
wedding			

Grammar

2 Read and complete.

did go eat didn't ~~wore~~

Past simple – Affirmative and negative

I / He/She/It / We/You/They	1 wore a cat costume	yesterday. / two days ago. / last week.
	didn't 2 go to school	

Past simple – Interrogative and short answers

Did	I / he/she/it / we/you/they	3 eat a piece of cake?	
Yes,		did.	
No,		4 didn't .	
When 5 did		lose the ring?	

Go to Dictation on page 73. sixty-three 63

Vocabulary

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.

Grammar

2 Read and complete. (2 minutes)

- Do the activity as a class and write answers on the board for pupils to check against.

Dictation (5 minutes)

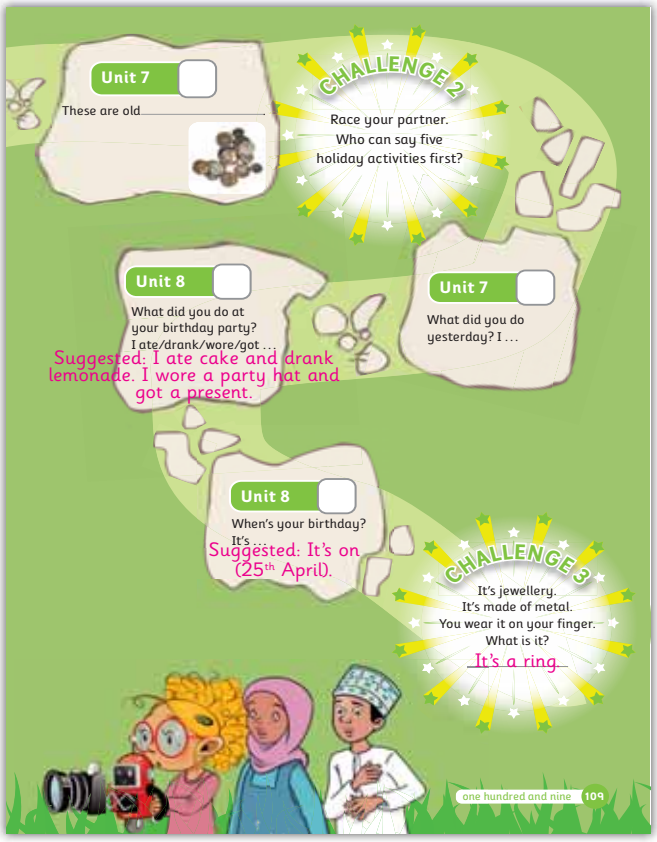
- Have pupils turn to page 73 in their Activity Book.
- Play the audio for pupils to individually listen and write the sentences.
- Check the answers as a class.

8.23

1 We didn't take photos with our phones.
2 Did she wear a party hat?
3 We went to the park yesterday.

Finishing the lesson (2 minutes)

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



Extra activity **Photocopiable 80**

- Ask pupils to do photocopiable 80.

Get ready for ...

Lesson 11

Objectives

- **Lesson objectives:** to practise for the A1 Movers Speaking Parts 1 and 2 and Reading and Writing Part 1
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Speaking:** Can re-tell a familiar story, given prompts or a model (GSE 39).

Materials

- an audio recording device
- slips 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 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 15)
- Independent learning: Summative and thought-provoking questions (see page 15)

Starting the lesson (3 minutes)

- Display or show the pictures on page 92. Ask pupils to tell each other what they can see and describe where the people are, why they are there, what they are doing and why. Pupils use only the visuals and their imaginations.

Presentation (2 minutes)

- Explain that in this lesson pupils will practise for the A1 Movers Speaking Exam in the Class Book and the A1 Movers Reading and Writing Exam in the Activity Book.

Practice

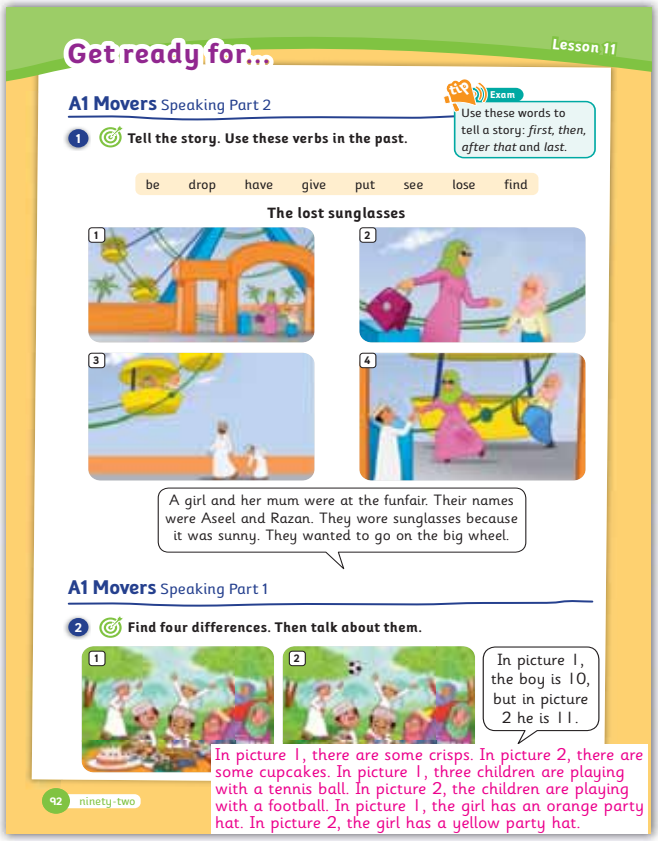
Class Book

1 Tell the story. Use these verbs in the past. (10 minutes)

- Pupils look at the pictures in Activity 1. Tell pupils that this is the A1 Movers Speaking Part 2 exam. Ask general questions about the pictures, e.g. *Where are they? How many people can you see? What is the woman holding in the first picture?*
- Read the Exam tip and check comprehension. Point out the order of the words and that they should be used in that order.
- Ask pupils to practice telling the story in pairs. Explain that they should use the verbs in the box in the Past simple. They can use the example in the speech bubble to help them tell their own version of the story. Pupils take turns to tell parts of the story. They help each other if they aren't sure of a word or expression.
- Invite pairs to tell their version of the story.
- Ask for feedback using the Lollipop stick technique (see page 15). Listen to a section from each pupil individually.

Extra activity Communication

- Ask pupils to record their story/talk if they have tablets or other audio recording devices. Ask pupils to listen in pairs and notice where they didn't know the right word or pronunciation, paused for a long time, or had to repeat things. Have pupils help each other to spot the mistakes or gaps in knowledge. Pupils ask you questions about things they're not sure of. Then have pupils rehearse and record the story or talk again.



2 Find four differences. Then talk about them. (10 minutes)

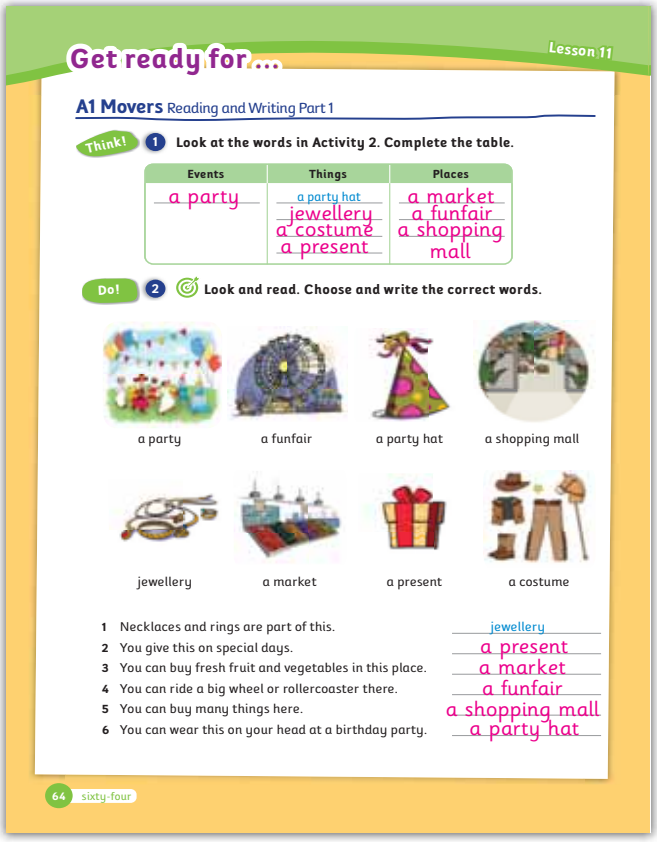
- Tell pupils that they will practise the A1 Movers Speaking Part 1 exam.
- Explain that both pictures are similar but there are some differences.
- Pupils work individually to find four differences.

- Put pupils in pairs. Read aloud the example in the speech bubble. Tell pupils to talk about the remaining differences with their partner.
- Monitor pupils, helping where necessary.
- Check answers as a class.

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. 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



Get ready for ... Lesson 11

A1 Movers Reading and Writing Part 1

Think! 1 Look at the words in Activity 2. Complete the table.

Events	Things	Places
a party	a party hat jewellery a costume a present	a market a funfair a shopping mall

Do! 2 Look and read. Choose and write the correct words.

a party | a funfair | a party hat | a shopping mall

jewellery | a market | a present | a costume

1 Necklaces and rings are part of this. — jewellery
2 You give this on special days. — a present
3 You can buy fresh fruit and vegetables in this place. — a market
4 You can ride a big wheel or rollercoaster there. — a funfair
5 You can buy many things here. — a shopping mall
6 You can wear this on your head at a birthday party. — a party hat

64 sixty-four

1 Think! Look at the words in Activity 2. Complete the table. (5 minutes)

- Tell pupils that this is the A1 Movers Reading and Writing Part 1 exam.
- Ask pupils to look at the words and pictures in Activity 2. Tell them work individually to write the words in the correct column in Activity 1.
- Check answers using the Lollipop stick technique (see page 15).

2 Do! Look and read. Choose and write the correct words. (5 minutes)

- Tell pupils to read through the sentences first so they know what it is being described. Tell them to look carefully at all the choices before they decide which word to choose.
- Pupils complete the activity individually. Then they compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).

Finishing the lesson (5 minutes)

- Ask *How did you get on in Unit 8? 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 Summative and 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 8**

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

Unit 8 practice

- Pupils now complete the Unit 8 practice. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Praise pupils for their hard work.

End-of-semester 2 practice

- Pupils now complete the End-of-semester 2 practice. 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 make basic inferences from simple information in a short text (GSE 40). 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 understand some details in short, simple dialogues on familiar every day topics, if supported by pictures (GSE 30).
- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18). Can talk about past events or experiences, using simple language (GSE 41).

Materials

- Unit 8 flashcards (celebrations)
- Unit 8 poster: Celebrations

Assessment for Learning (formative assessment)

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

Starting the lesson (3 minutes)

- Brainstorm all the celebrations that pupils have learnt about in Unit 8. Use the Unit 8 flashcards or poster as prompts. Ask pupils which is their favourite type of celebration.

Presentation (2 minutes)

- Explain that in this lesson pupils will play a game to locate a lost item.

Practice

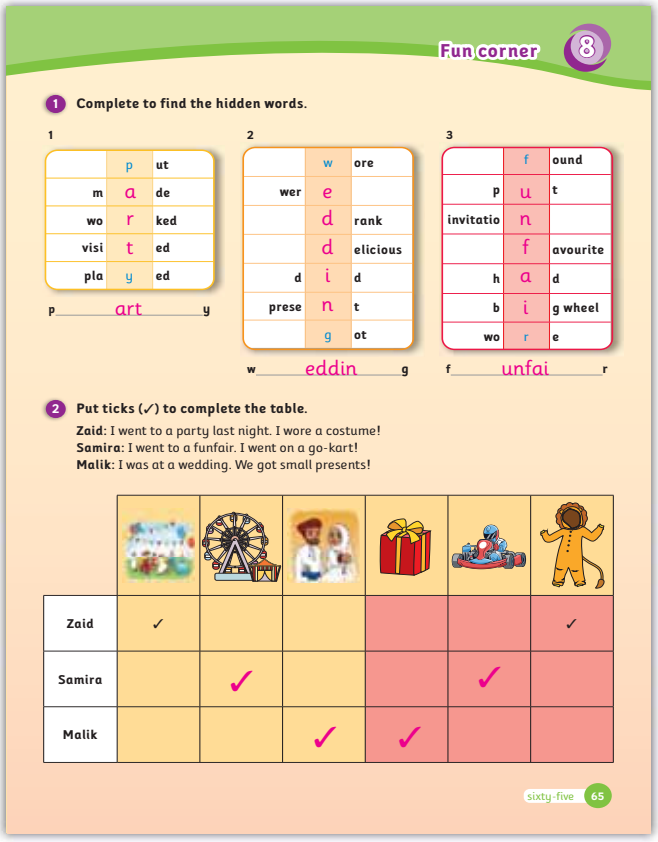
Class Book



1 Play and say. (15 minutes)

- Ask pupils to look at the pictures and identify the celebrations.
- Pupils read either the orange speech bubbles or the green speech bubbles. Each pupil starts at the top. Pupil A playing in orange needs to read the story and find the party hat. Pupil B playing in green needs to find the costume.
- After each clue, each pupil needs to choose the correct photo under each pair of speech bubbles.
- At the end, pupils give a summary of the story and then complete the story to find where the costume or the party hat is.
- Use the Traffic light cards technique (see page 15) to check pupils know what they have to do.

Activity Book


Fun corner 8

1 Complete to find the hidden words.

1

	p	ut
m	a	de
wo	r	ked
visi	t	ed
pla	y	ed

p art y

2

	w	ore
wer	e	
	d	rank
	d	elicious
d	i	d
prese	n	t
	g	ot

w eddin g

3

	f	ound
p	u	t
invitatio	n	
	f	avourite
h	a	d
b	i	g wheel
wo	r	e

f unfai r

2 Put ticks (✓) to complete the table.

Zaid: I went to a party last night. I wore a costume!
Samira: I went to a funfair. I went on a go-kart!
Malik: I was at a wedding. We got small presents!

Zaid	✓					✓
Samira		✓			✓	
Malik			✓	✓		

sixty-five 65

1 Complete to find the hidden words. (10 minutes)

- Pupils complete the missing words by filling in the coloured squares. Ask them what they think the first missing letter is in the first box. Tell pupils that most of the words are verbs in the past tense but that there are some other words too. Once they have completed each word, they use the letters in the coloured squares to write the missing word below.
- When pupils have finished, use the Lollipop stick technique (see page 15) to practise pronunciation of the verbs.
- Use the Traffic light cards technique (see page 15) check pupils know what to do.
- Pupils complete the words individually and check answers in pairs.

2 Put ticks (✔) to complete the table. (5 minutes)

- Ask a pupil to read aloud the sentences.
- Pupils read the sentences and tick the correct boxes in the table.
- 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 Fun corner? Which activity did you like the most?*

Graded readers 1 and 2

Lessons 1–2

Objectives

- **Lesson objectives:** to review the phonics and language from semesters 1 and 2.
- **Target language:** *funfair, baseball cap, present, go-karts, rolleroaster, big wheel, bridge, high; What's the matter, Max? When did you last see it? Oh, yes, I had it when I went on the rollercoaster.*
- **Phonics:** revision
- **Tricky words:** revision
- **Vocabulary:** *finally, strange, tasty, tunnel*

Global Scale of English (GSE)

- **Listening:** Can identify key information about future plans in short, simple dialogues (GSE 32).
- **Speaking:** Can talk about everyday activities using simple language (GSE 34).
- **Reading:** Can understand the main themes of a simplified story (GSE 36). 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; Identify core vocabulary.
- **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:** 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.
- **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 8 flashcards
- the Big Book
- photocopiables R15 and R16

Assessment for Learning (formative assessment)

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

Lesson 1, option A

Starting the lesson (5 minutes)

- Explain that the next story is about a visit to a fun fair. Ask pupils if they like funfairs and what their favourite ride is.

Presentation (5 minutes)

- Look at page 94 with the class. Ask pupils what they can see. Read the story title *At the Funfair* and ask pupils what they think the story will be about.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together using The Big Book. Explain that some of the words from Unit 8 will feature in the story and they will also revise some of the letter sounds. Ensure that they are sitting comfortably, and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the tricky words they will encounter in the story by writing them on the board to practise together (*my, can't*).
- Present the new words from the story *finally* and *tunnel*.

During reading (15 minutes)

Class Book

Graded reader 1

At the Funfair

It was 19th July – Max's birthday! Max liked going to the funfair, so he asked Harry to go with him. Harry gave Max a baseball cap for his birthday. Max put his new cap on.



Graded reader 1

First, the boys went on the go-karts. Then, they went on the rollercoaster. Finally, they went on the big wheel. They had lots of fun! But after the big wheel, Max stopped and touched the top of his head.



Graded reader 1



Max and Harry quickly ran back to the rollercoaster.

Graded reader 1

Max saw his baseball cap on the tunnel on a bridge. It was very high. The rollercoaster stopped and a man got the cap for Max.



- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 94 to the pupils, ask *What's the date? (19th of July.); Who's birthday is it? (Max's.); Where do Max and his friend go? (The funfair.); What did Harry give Max? (A baseball cap; What does Max say? (Thanks for my cool present!)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. After reading page 95 to the pupils, ask *What do the boys do first? (They go on the go-karts); What do they do after that? (They go on the rolleroaster.); What do they do finally? (They go on the big wheel.); What did Max do after they rode on the big wheel? (He stopped and touched the top of his head.); What can't he find? (His baseball cap.)*
- 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 96: *When did Max last have the baseball cap? (On the rollercoaster.) Where do the run quickly to? (The rollercoaster.)*
- 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 97: *Where was the baseball cap? (On the tunnel on a bridge.); Was the tunnel on the bridge very high? (Yes.); Who got the cap? (A man.) Who is happy? (Harry.) Why? (Max found his cap.)*

Post reading (5 minutes)

- Write *Thanks for my cool present! I can't find my baseball cap on the board.* Ask pupils if they can identify any tricky words in the sentences and circle these words (*my, can't*).
- Encourage pupils to read whole sentences with support and reinforce the meaning of any words you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

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

Lesson 2, option A

Starting the lesson (5 minutes)

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

Presentation (5 minutes)

- Say sentences 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 mistakes.
- Say sentences from the speech bubbles. Pupils say who said it.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go around and offer help as they do this.
- Now divide the class into groups of three (Max, Harry, narrator) 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 narrator will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R15**

- Ask pupils to do photocopiable R15.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they understood the plot.
- Ask pupils which character was their favourite and encourage them to give reasons for their answers.

Lesson 1, option B

Starting the lesson (5 minutes)

- Write *y, ge* on the board. Ask pupils to say any words they can remember with these sounds.
- Use the Unit 8 flashcards and poster to revise the vocabulary. If you're using the poster, choose a pupil to come and tap on the picture of the word you say.

Presentation (5 minutes)

- Look at page 98 with the class. Read the story title *The Animal Party*. Ask pupils what they think the story will be about. Ask them if they have ever been to a costume party.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words from Unit 8 will feature in the story. Ensure that they are sitting comfortably and in a position where they can see the text and the pictures easily.

Before reading (5 minutes)

- Prepare pupils for the tricky words they will encounter in the story by writing them on the board to practise together (*my, was, little*). You can also present the words *invitation, dress up, milkshake, wrong, strange* and *tasty*.

During reading (15 minutes)

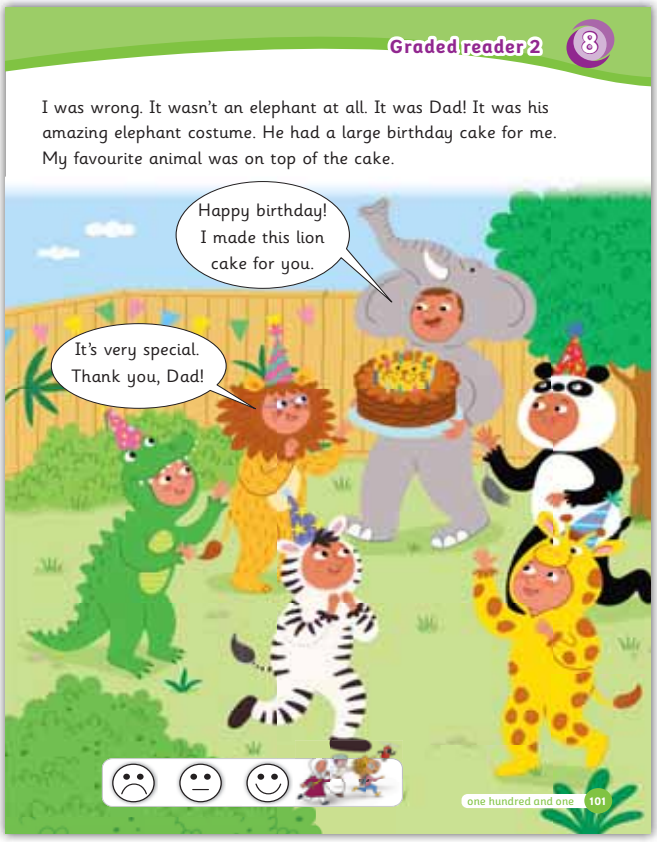
Class Book





Graded readers 1 and 2





- Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 98 to the pupils, ask *What date is the birthday? (25th April.); What birthday party did the girl have last year? (An animal party.); Who did she give invitations too? (All her friends.); Did they dress up? (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 99: *What animals did they dress up as? (A black and white zebra, an orange giraffe, a green crocodile, a black and white panda, a lion.); What was delicious? (The buffet.); What did they eat and drink? (Tasty burgers, little animal cakes and chocolate milkshake).*
- 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 100: *What did they do after the buffet? (They played party games in the garden.); Were the games fun? (Yes.); What did the girl think she saw? (Something strange.); What does she think it is? (An elephant.) Where was it? (Behind the gate.)*
- 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 101: *Was it an elephant? (No.); What was it? (It was Dad.); What did he give her? (A large cake.); What was on top of the cake? (A lion.); Who made the cake? (Her dad.); What does she say? (It's very special. Thank you, Dad!)*

Post reading (5 minutes)

- Write *My birthday is 25th April. I was a lion. We ate big burgers and little animal cakes* on the board. Ask pupils if they can identify the tricky words in the sentences and circle them (*my, was, little*).
- Encourage pupils to read the whole sentences with support and reinforce the meaning of using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Write the phonic spelling on the board: *y, ge*.
- Ask pupils to find words in the story that contain these spellings (*my, you, very large, burgers*). 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 *The Animal Party*.
- Ask pairs to share what they can remember with the class.

Presentation (5 minutes)

- Say sentences 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 mistakes.
- Say sentences from the speech bubbles. Pupils say who said it.

Act the story (25 minutes)

- First, ask pupils to work in pairs. They take it in turns to read a sentence from the story. Go around and offer help as they do this.
- Now divide the class into groups of three (girl, dad, narrator). 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 narrator will read the story as the others act, and will help the actors with prompts if they forget or do not know what to say.
- Give pupils time to practise their roles.
- When they are ready, groups take turns to perform the story to the class. Encourage them to do the actions as they speak.
- Encourage the class to clap at the end.

Extra activity **Photocopiable R16**

- Ask pupils to do photocopiable R16.

Finishing the lesson (5 minutes)

- Ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they understood the plot.
- Ask pupils what animal they would dress up as.

Learning club 4

CLIL: Social Studies

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to describe things to do on a holiday
- **Target language:** *build a sandcastle, buy an ice cream, go camping, go hiking, go sightseeing, go snorkelling, visit a theme park, visit a water park; Shall we go snorkelling? I'd rather buy an ice cream.*

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 basic phrases in short, simple texts (GSE 24). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Speaking:** Can talk about things they can or can't do using a simple fixed expression (GSE 28).

Materials

- Learning club 4 flashcards (*build a sandcastle, go snorkelling, buy an ice cream, go sightseeing, go hiking, visit a water park, visit a theme park, go camping*)
- Learning club 4 poster: Holidays

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson (5 minutes)

- Use the Lollipop stick technique (see page 15) to choose individual pupils to say where they went and what they did on their last holiday. Encourage them to use complete sentences.

Presentation (2 minutes)

- Explain that in this lesson, pupils will talk about things to do on holiday.

Practice

Class Book



1 Think What can you do on a holiday? (3 minutes)

- Pupils discuss in pairs what they can do on a holiday. Give them one minute.
- Check answers as a class.

2 Learn LC4.1 Listen and say. (10 minutes)

- Play the audio for pupils to listen and follow in their Class Books. Play the audio again and pause after each phrase. The class repeats the phrase chorally.
- **Extension** Pupils work in pairs and say which of the activities they would prefer to do and why.

LC4.1

1 build a sandcastle **2** go snorkelling **3** buy an ice cream **4** go sightseeing **5** go hiking **6** visit a water park **7** visit a theme park **8** go camping



3 Check Write the correct activity. Then say. (5 minutes)

- Pupils work individually to complete the definitions.
- Put pupils in pairs. Ask one pupil to read a definition and have their partner say the activity.
- Use the Traffic light cards technique (see page 15) to make sure pupils know what do to.
- Check the answers as a class.

Diversity

Support

- Review the holiday activities before doing Activity 3. Pupils draw pictures in their notebooks. They swap with a partner to guess the activity.

Challenge

- Pupils choose three holiday activities and describe them to a partner. Their partner guesses the activities. Swap roles.

4 Make a new sentence for your partner. (5 minutes)

- Put pupils in pairs. Use the Expert envoy technique (see page 15) when choosing pairs.
- Pupils can write a sentence about one of the activities from Activity 3 or they choose a new one. Pupils work individually to write a sentence for their partner.
- Pupils read out their sentences and see if their partner can guess. Monitor pupils, helping where necessary.

5 Cover the photographs. How many words can you remember? (5 minutes)

- Put pupils in pairs. Pupils cover the photos in Activity 2. Ask them how many of the activities they can remember. One pupil says an activity. Then their partner repeats that activity and adds another. They continue like this to see if they can say all of the activities.

Extra activity TPR

- Put the class into two teams. Have a pupil act out a holiday activity for the rest of their team to guess. Continue until all pupils have had a turn. The team with the most points wins.

Extra activity Creativity

- Place pupils in small groups. Tell them to draw their ideal holiday in their notebooks. Ask volunteers to present their holidays.

Finishing the lesson (5 minutes)

- On the board, place the Learning club 4 flashcards or poster. Point to an activity and ask pupils to say that activity. Then ask pupils if they can spell the complete phrases.
- 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)

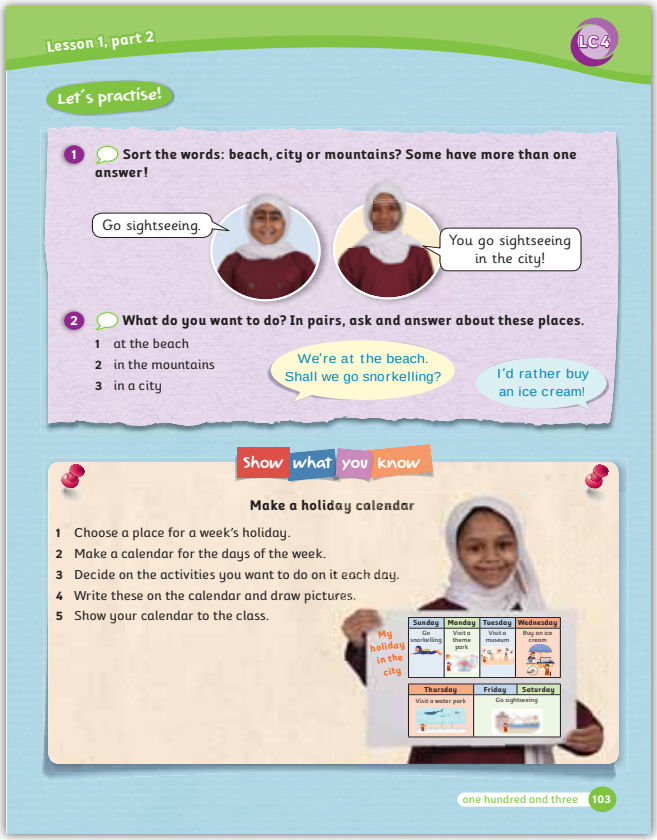
- Play *Remembering the order* (see page 19) with the Learning club 4 flashcards.
- Write the activities on the board after.

Presentation (5 minutes)

- Explain that in this lesson, pupils will make a holiday calendar.
- Put pupils in pairs and have them write sentences about their last holiday (*where they went, what they did, what they ate,* etc.). Monitor and check they are using the Past simple correctly.

Practice

Class Book



1 Let's practise! Sort the words: beach, city or mountains? Some have more than one answer! (5 minutes)

- Ask pupils which of the places they prefer to go to on holiday: the beach, the mountains or the city.
- Place pupils in groups and have them sort the activities from the previous lesson into the correct categories. Remind them that there can be more than one answer.
- Check the answers and write them on the board.
- Use the Lollipop stick technique (see page 15) to check their the answers.
- Ask a volunteer to read aloud the speech bubbles. Place pupils in pairs. Explain that they are going to take it in turns to say an activity. Their partner then says where they can do that activity. Use the Expert envoy technique (see page 15) when choosing pairs.
- Monitor pupils, helping where necessary.

2 What do you want to do? In pairs, ask and answer about these places. (10 minutes)

- Put pupils into pairs and have them ask and answer about the places and the activities that they'd prefer to do there. Ask them to use *Shall we ...? and I'd rather...* in the speech bubbles when talking about the places and activities.
- Monitor pupils, helping where necessary.
- Call on volunteer pairs to present their dialogues to the class.

Extra activity Fast finishers

- Have pupils write in their notebooks three things they learnt that they didn't know before the lesson.

Show what you know Make a holiday calendar. (10 minutes)

- Put pupils into small groups. Have them read the instructions and decide amongst themselves where they're going, what they are going to do and when they are going to do the activities. Explain that they can use different activities than those in the previous lesson.
- Monitor pupils to make sure they are doing the activity correctly.
- When groups have finished, they present their calendars to the class. Have the class vote on the best calendar.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they think about what they learnt today.
- Have pupils say the best thing about today's lesson.

Language booster 4

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to consolidate and extend vocabulary and grammar from Units 7–8
- **Target language:** Future with *going to*

Global Scale of English (GSE)

- **Speaking:** Can express personal plans and intentions for the future using *going to* (GSE 35).
- **Reading:** Can understand basic phrases in short, simple texts (GSE 24). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).

Materials

- Learning club 4 flashcards (Holiday activities)
- Learning club 4 poster: Holidays
- fly swats

Assessment for Learning (formative assessment)

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

Lesson 2, part 1

Starting the lesson (3 minutes)

- Review the holiday activities from the previous lesson. Show pupils one of the Learning club 4 flashcards or point to the poster and have pupils say and spell the activity.

Presentation (2 minutes)

- Explain that in this lesson, pupils will decide what activities they are going to do on their next holiday using *going to*.

Practice

Class Book



1 Where do you want to go on your next holiday? (5 minutes)

- Put pupils in pairs. Ask them to discuss where they would like to go on their next holiday. Encourage them to give reasons for their choices.

2 LC4.2 Listen and read. (10 minutes)

- Say *I'm going to visit England. I'm going to go on the London Eye. I'm not going to go to the Tower of London.* Explain that we use *going to* and a verb to talk about future plans.
- Play the audio and have pupils read along to it.
- Ask pupils comprehension questions about the dialogue: *Who is the girl going on holiday with? (Her family.); Is she going to go to the beach? (No, she isn't.); Where is she going to go? (The mountains.); Is she going to go camping? (No, she's going to go hiking); What does the other girl say? ('That sounds great!')*
- Ask pupils to work in pairs and practise the dialogue.
- Have volunteers read it aloud. Check pronunciation.

LC4.2

Girl 1: Are you going on holiday next summer?
Girl 2: Yes, I am. I'm going on holiday with my family.
Girl 1: Are you going to the beach?
Girl 2: No, I'm not. We're going to go to the mountains.
Girl 1: Are you going to go camping?
Girl 2: No, we're not. We're going to go hiking.
Girl 1: That sounds great!

3 Act out the dialogue. Choose different places and activities. (5 minutes)

- Ask pupils to look at the words in blue and green.
- Explain to pupils that they are going act out their own dialogues using the places in blue and the activities in green. They should use the dialogue in Activity 2 as a model.
- Use the Traffic light cards technique (see page 15) to make sure pupils have understood the activity.
- Pupils work in pairs to practise their dialogues. Monitor them, helping where necessary.
- Invite pairs to act out their dialogues in front of the class.



4 LC4.3 Listen and number 1–4. Who is talking? (5 minutes)

- Ask pupils to say what activities the people are doing in the pictures.
- Place pupils in pairs. Use the Expert envoy technique (see page 15) when pairing pupils. Explain that they have to number the people who are talking.
- Play the audio.
- Use the Traffic light cards technique (see page 15) to make sure pupils know what they have to do.
- Monitor pupils, helping where necessary.
- Check answers as a class.

LC4.3

Ahmed: I'm going to go snorkelling. Then I'm going to go windsurfing. Then I'm going to build a sandcastle.
Badriya: I'm not going to go windsurfing. I'm going to build a sandcastle and buy an ice cream.
Noora: I'm not going to buy an ice cream. I'm not hungry. I'm not going to go windsurfing either. I'm going to build a sandcastle.
Hamzah: I'm going to buy an ice cream and go snorkelling, but I'm not going to go windsurfing.

5 Play a game. (5 minutes)

- Put pupils in pairs. They take it in turns to say sentences about a person from Activity 4 with *going to*. Their partner then has to say who that person is.
- Monitor pupils to make sure they are using *going to* correctly.

Show what you know (2 minutes)

- Pupils work individually to complete the activity.
- Ask them to share their answers if they feel comfortable.

Finishing the lesson (3 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to ask pupils what they learnt today.

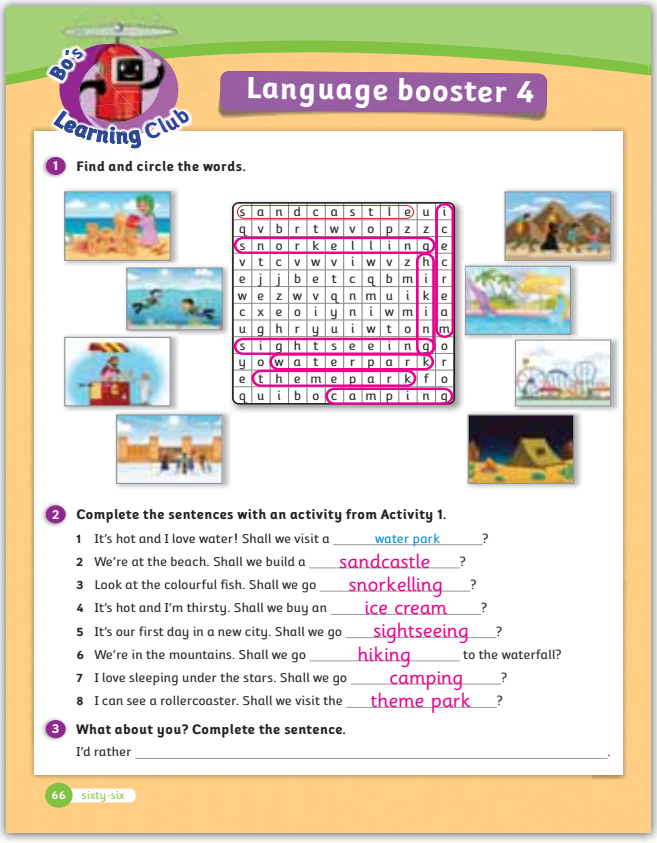
Lesson 2, part 2

Starting the lesson (5 minutes)

- Divide the class into teams. Play *Word swat* (see page 21) with the Learning Club 4 flashcards.

Practice

Activity Book



1 Find and circle the words. (5 minutes)

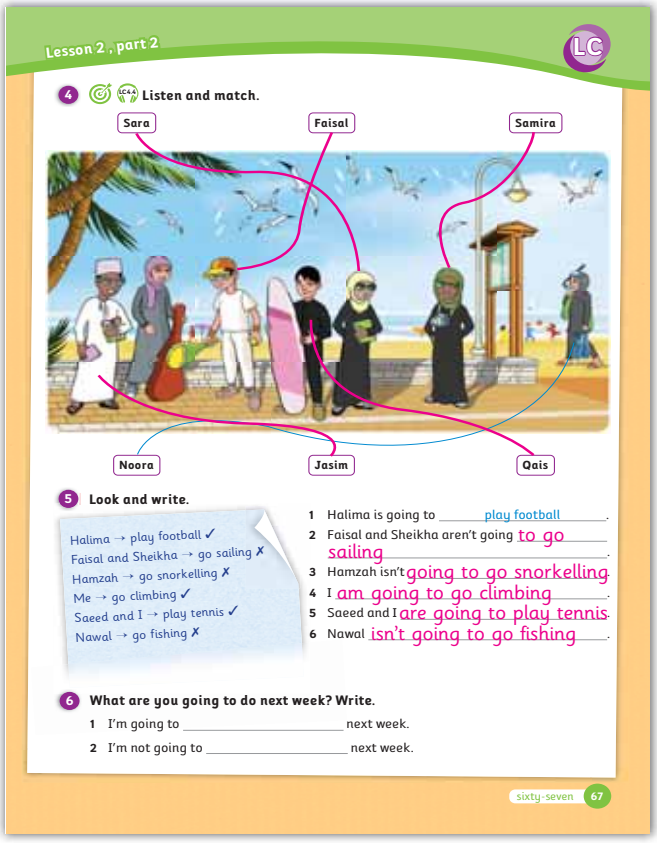
- Ask pupils to look at the pictures and say what the holiday activities are.
- Pupils find and circle the activities individually. Check answers as a class.

2 Complete the sentences with an activity from Activity 1. (5 minutes)

- Ask pupils to read the example. Use the Traffic light cards technique (see page 15) to make sure pupils know what to do.
- Ask pupils to complete the activity individually and then check answers in pairs.
- Check answers as a class.

3 What about you? Complete the sentence. (2 minutes)

- Use the Traffic light cards technique (see page 15) to make sure pupils know what to do.
- Using the Lollipop stick technique (see page 15), have pupils read aloud their completed sentences. See which activity is the most popular.



4 LC4.4 Listen and match. (8 minutes)

- Use the Lollipop stick technique (see page 15) to check pupils know what to do.
- Play the audio once all the way through. Then play it again for pupils to match the people to the activities.
- Check answers as a class.

LC4.4

1
Boy: Who are all these people in the photo?
Girl: These are some of my friends at school. Look! This is Noora.
Boy: The one with sunglasses?
Girl: No, the one with the beach towel. She is going to go snorkelling with her friends.
Boy: I see.

2
Boy: So, who is the girl wearing sunglasses?
Girl: Well, there are two girls wearing sunglasses.
Boy: Oh, yes, you're right.
Girl: This one is Sara. She's going to read a book at the beach.
Boy: Ah yes, I can see her book.
Girl: Yes.

3 Boy: And the other one is …?
Girl: That's Samira.
Boy: She isn't going to go to the beach, is she?
Girl: No, she's going to go to the mountains. She's going to take a lot of photos.
Boy: I can see her camera.

4 Boy: What about the boys? What are their names?
Girl: This one is Qais. He's not wearing sunglasses. He's going to go to the beach. Can you see his windsurfing board?
Boy: Ah yes, I think he's going to go windsurfing at the beach.
Girl: Yes, he loves windsurfing.

5 Boy: So, who is the boy wearing glasses? It looks like he's going to play baseball. Look at his hat!
Girl: Oh, that's Faisal. He's not going to play baseball. He's going to play tennis. Can you see his racket?
Boy: Ah yes, that's right.

6 Boy: And the boy with the sunglasses?
Girl: Yes, he's Jasim.
Boy: I'm sure he's going to a party.
Girl: I think he's going to a birthday party. Look! He's carrying a present.
Boy: Yes, you're right!

5 Look and write. (5 minutes)

- Ask pupils to write what each person is going to do using the information on the sticky note.
- Use the Traffic light cards technique (see page 15) to make sure pupils know what to do.
- Monitor pupils, helping where necessary.
- Ask pupils to read aloud their completed sentences to check answers.

6 What are you going to do next week? Write. (5 minutes)

- Pupils complete the activity individually and then check answers in pairs.
- When pupils have finished, ask them to share their answers with the class.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 15) to have a class discussion on how pupils feel about their overall learning. Are they happy with their learning? What do they think they are very good at? What do they think they can improve?

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First published 2022

ISBN:

Ministry of Information Publication No. 2024 / 7307

Printed by: Muscat Printing Press L.L.C - +968 24794452, 24795069

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Team Together Oman
Teacher's Book
Grade 4B
First Edition

Class Test 2

Name: _____ Time allowed: 30 minutes

Class: _____ Total _____ / 10 marks

Class Test 2

Reading

Task 1 **Look and read. Match the texts to the pictures. There is one extra picture.** _____ / 2

1 Rana knits very badly, and her brother Rami plays chess quickly. ☐

2 Dina sews very well, and her brother Imad plays chess slowly. ☐

A



B



C



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Task 2 Read and tick the box. There is one example. ____ / 3

Last weekend, I was at my friend Tarek's house. We were at the city centre on Saturday with Tarek's dad, and it was great! There was a shopping mall with lots of shops, but it wasn't busy because they were very expensive. There was also a big market in the city centre. The best thing in the city was the zoo. There were so many animals like lions and elephants, but there weren't any giraffes. We were at the train station on time on Saturday evening, but the train was late, so I was only home at 9pm.

Bassil

Example

The shops at the shopping mall were _____.

A expensive ✔

B busy ☐

C ancient ☐

1 Bassil's favourite part of the city was _____.

A the shopping mall ☐

B the zoo ☐

C the market ☐

2 There weren't any _____ at the zoo.

A giraffes ☐

B lions ☐

C elephants ☐

3 On Sunday evening, Bassil was late because _____.

A he and Tarek were at home all day ☐

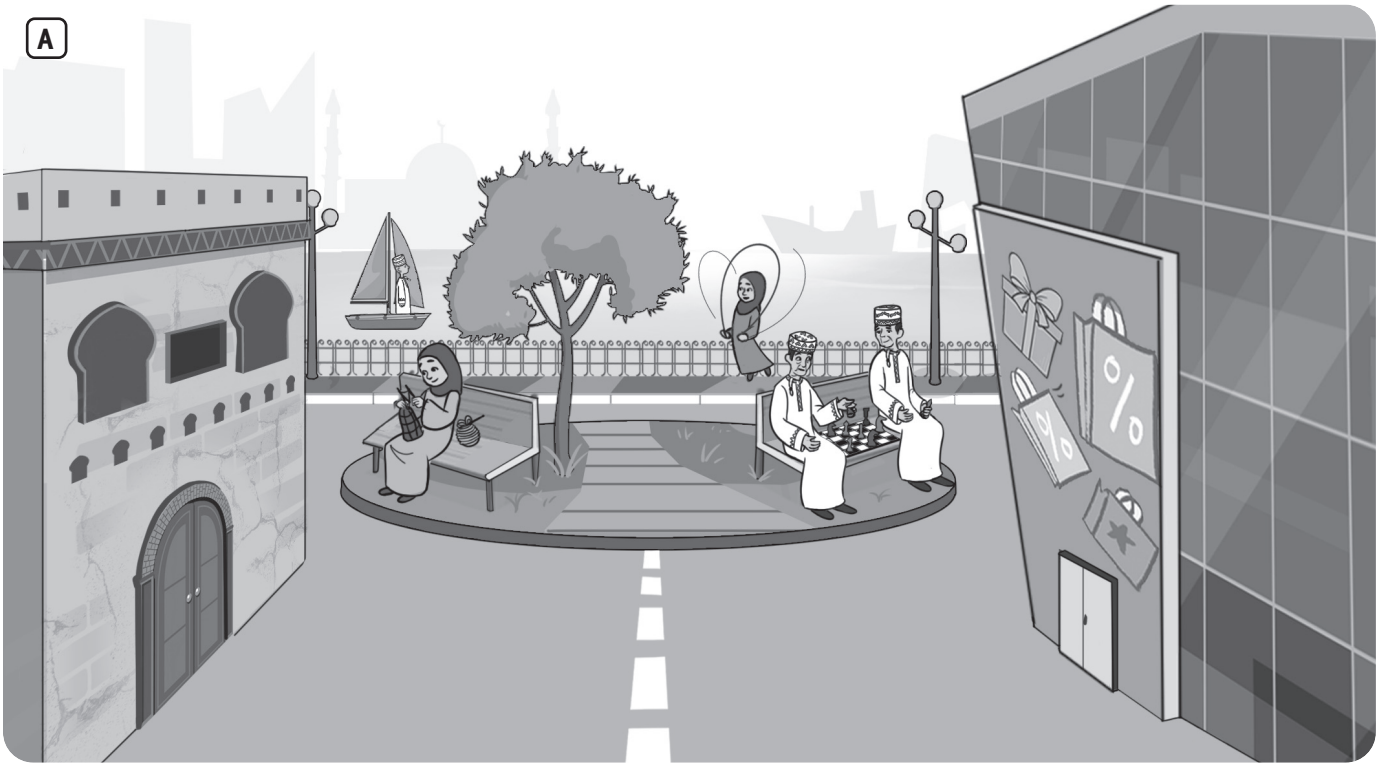
B he was late at the train station ☐

C the train was late ☐

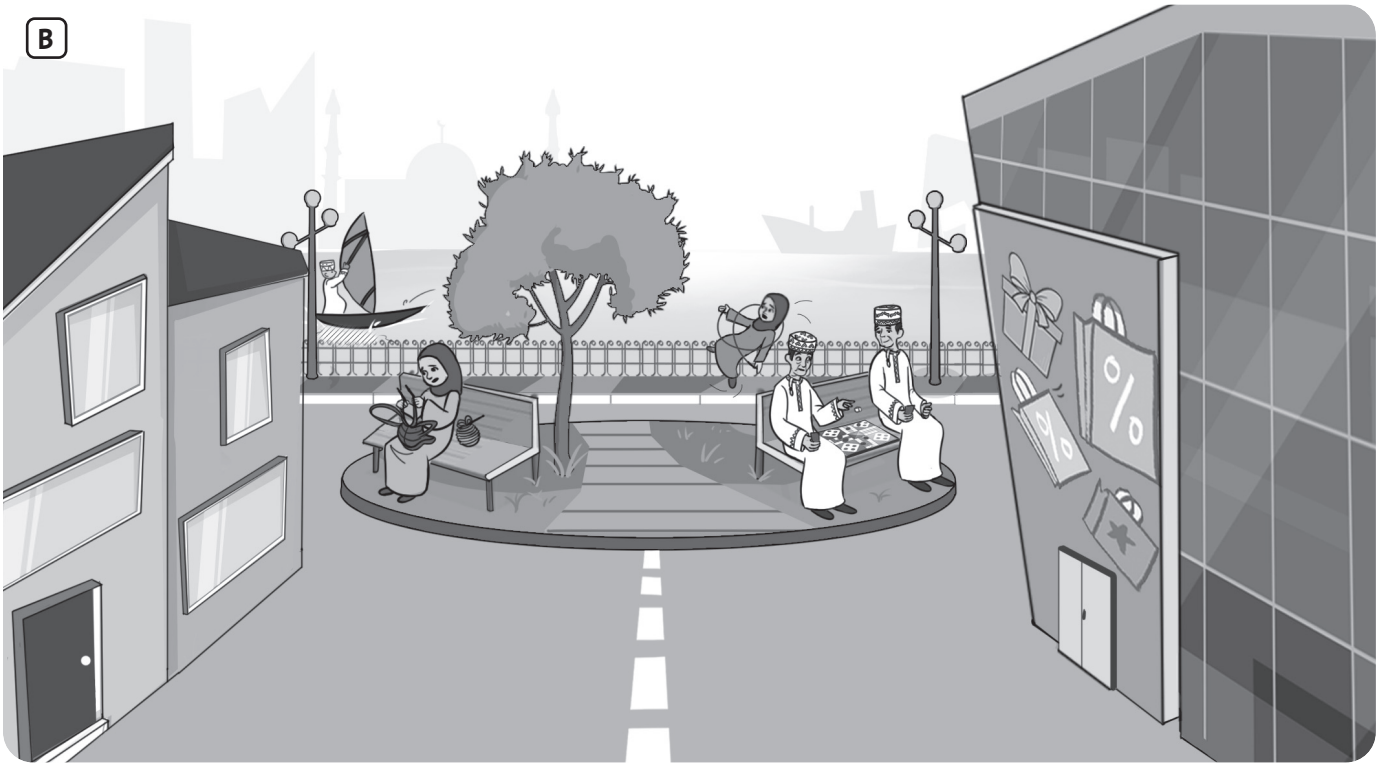
Speaking

Task 3 **Look at the pictures. How are they different?** _____ / 5

A



B



Total: _____/10 marks

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Class Test 2

Answer key

Reading

Task 1

1 C
2 A

Task 2

1 B
2 A
3 C

Speaking

Task 3

The Speaking quiz should be taken by pupils in a separate class. Allocate two minutes per pupil. Ask each pupil two or three warm-up questions which won't be assessed. This might be asking their name, etc.
Then do the task below which you will assess. Using the rating scale below, determine the scale out of 5 for the pupils' answers. Accept short answers as long as they are appropriate. More advanced pupils will offer longer, more extended answers.
Allow for a minute between pupils to mark performance according to the speaking scales.

Suggested warm-up questions:

Examiner: What's your name?
Suggested answer: (My name's / I'm) Basim.
Examiner: When's your birthday?
Suggested answer: (It's in) December.

Task

Show pupils the two pictures. Explain that there are differences between the pictures. Ask pupils to tell you how the pictures are different.

Model answers

1 In picture A, the girl can skip and in picture B, she can't.
2 In picture A, the man is sailing, and in picture B, he is windsurfing.
3 In picture A, the two men are playing chess and in picture B, they are playing a board game.
4 In picture A, the house is ancient and in picture B, it is modern.
5 In picture A, the woman can knit very well and in picture B, she can't.

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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 and some features of 5 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 and some features of 1 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 3

Name: _____ Time allowed: 30 minutes

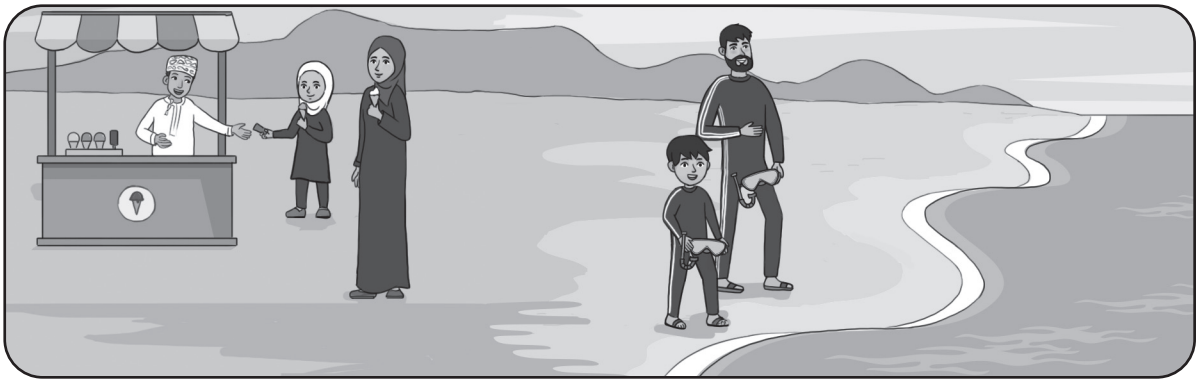
Class: _____ Total _____ / 10 marks

Class Test 3

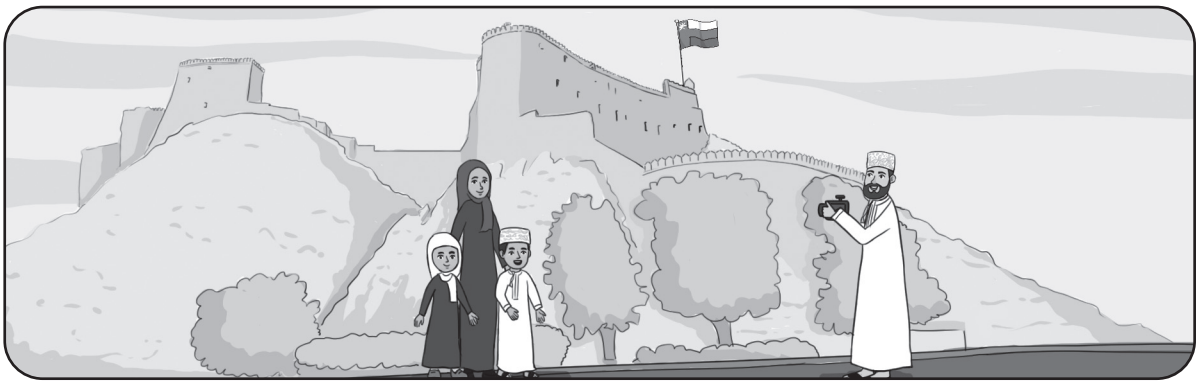
Listening

Task 1 CT3.1 **Listen and number the pictures.** _____ / 3

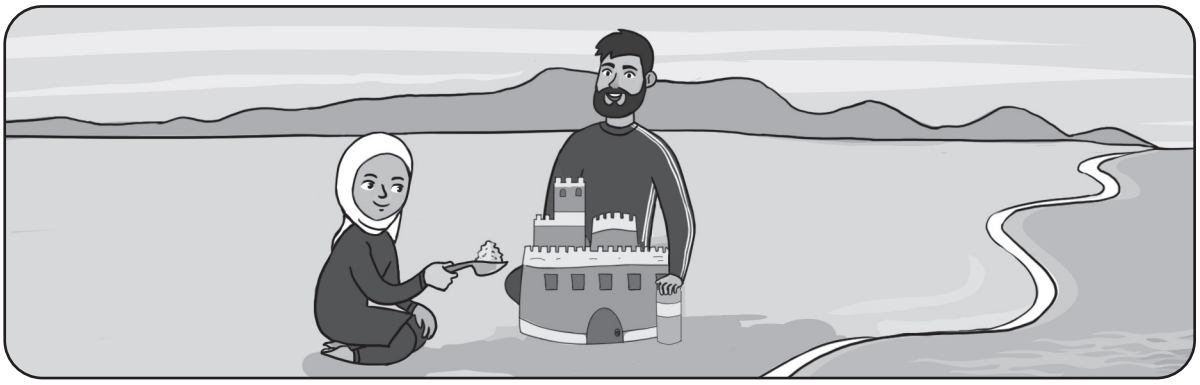
A



B



C



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Task 2 CT3.2 Listen and tick the correct picture. There is one example.

_____ / 2

A



B

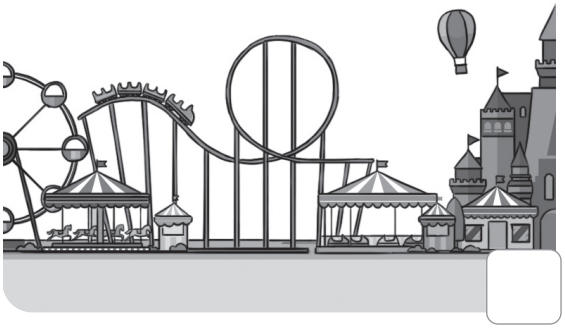


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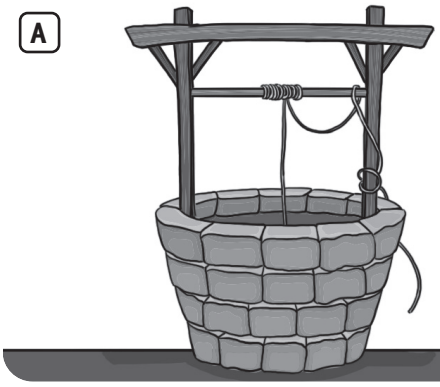
1 A



B



2 A



B



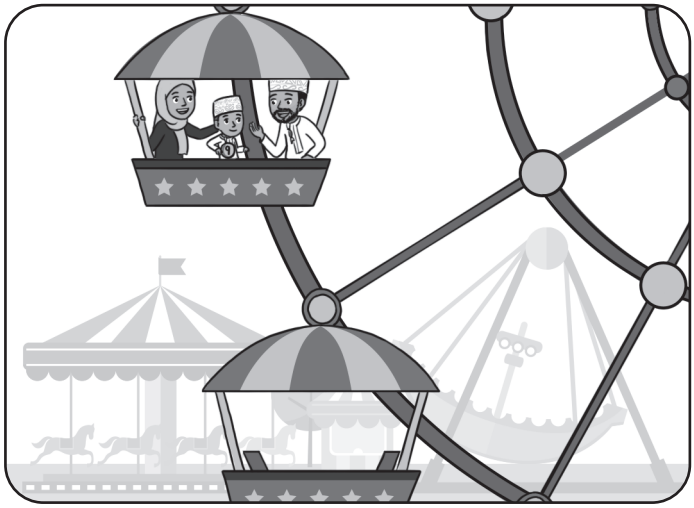
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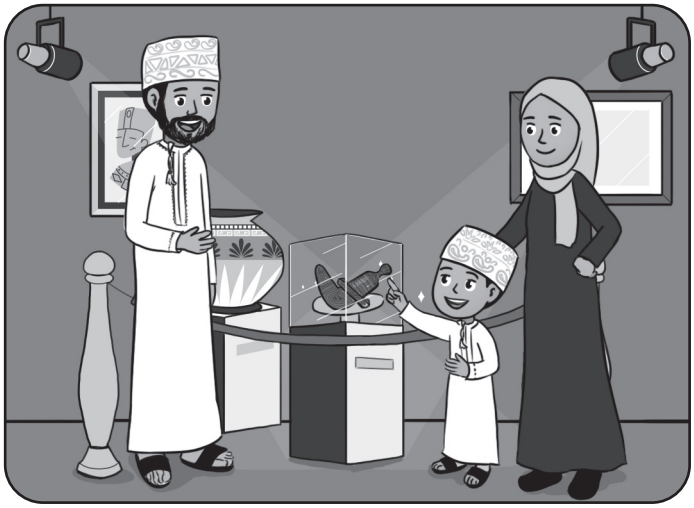
Writing

Task 3 **Look at the three pictures. Write this story in 30 or more words.**

You can use the words in the box. _____ / 5

funfair big wheel museum khanjar cake







Total: _____ /10 marks

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Class Test 3

Answer key

Listening

Task 1

A 2
B 3
C 1

Task 2

1 B
2 A

Writing

Task 3 – Model answer

Imad went with his family to the funfair. They went on the big wheel. Then they went to a museum. Imad saw a khanjar. In the evening, they had a birthday party with cake.

Audioscript



Task 1

Hello. This is the Listening test.
Look at Task 1.
Listen and number the pictures.

1

Woman: How was your weekend?
Girl: It was great! We went to the beach on Friday!
Woman: That's nice! Did you build a sandcastle?
Girl: Yes, I did.

2

Woman: And then what did you do?
Girl: After that, my dad and my brother went snorkelling, and my mum and I bought an ice cream.

3

Woman: Did you go to the beach on Saturday too?
Girl: No, we didn't. We went sightseeing on Saturday. It was a great weekend!

Now listen to Task 1 again.

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Audioscript

CT3.2 Task 2

Listen and tick the correct picture.
There is one example.

Girl: Our class is going to visit the museum tomorrow with our teacher.
Woman: Really? I went there last week.
Girl: Were they any necklaces or swords?
Woman: No, there weren't. But there were some beautiful clay jars and some silver coins.

Now you listen and tick the correct picture.

1

Boy 1: Are you going to have a family party for your birthday?
Boy 2: No, I'm not. We're going to the funfair.
Boy 1: That's nice! What's your favourite ride?
Boy 2: The rollercoaster! I'm going to ride on it many times!

2

Boy: What's that, Mum?
Woman: It's an old well.
Boy: What was it for?
Woman: People in the past didn't have water in their homes, so they used a well.

Now listen to Task 2 again.

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Class Test Audios

Team Together Oman Grade 4B_CT3.1

Team Together Oman Grade 4B_CT3.2

Projects

Unit 5 Project-Make a rules poster for a ball game

Unit6 Project-Make a poster of historic buildings in Oman

Unit7 Project-Make a leaflet of historic places

Unit8 Project-Make a leaflet about special days in Oman

Story Animations

Unit5 Story Animation-The activity day

Unit6 Story Animation- The flood

Unit7 Story Animation-The discovery

Unit8 Story Animation- The lost camera

English in Action

G4B- UNIT5

G4B- UNIT6

G4B- UNIT7

G4B- UNIT8

Grammar Animation

TTO-G4B-GA-5.1

TTO-G4B-GA-5.2

TTO-G4B-GA-6.1

TTO-G4B-GA-6.2

TTO-G4B-GA-7.1

TTO-G4B-GA-7.2

TTO-G4B-GA-8.1

TTO-G4B-GA-8.2