

# Mapping

## Topics

Theme 4: Environment    Theme 2: Culture

## Scope and Sequence Matrix

**Listening:** demonstrating appropriate listening behaviours; using prior knowledge to understand short familiar dialogue with familiar words; following simple short instructions of a teacher, peers or a recording in activities and games; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; identifying rhyming words; demonstrating preferences after listening to an audio text

**Speaking:** communicating ideas clearly; communicating with the correct use of pauses; using adjectives to describe people and objects

**Reading:** understanding simple dialogues; reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text; identifying the relationship between characters

**Writing:** using accurate spelling, capitalisation and punctuation; revising a short, simple written text with the teacher/peers

**Viewing and presenting:** viewing visual information and starting to show some understanding by asking questions about genre; beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience

## 6 Out in the forest

Adjectives: dirty, clean, old, new, plain, fancy, hard, soft, wet, dry  
Camping objects: tent, sleeping bag, shampoo, toothpaste, sunscreen, toilet paper, old

1 I can see two boats.  
How many boats can you see?

16 sixteen

What colour are the backpacks?  
How many birds can you see?  
Where's the bee?

What colour are the backpacks? They're grey, red, green, blue, yellow, pink and orange.  
How many birds can you see? I can see two birds.  
Where's the bee? It's over the slide.

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)

**Speaking:** talk about situations, people and things; use adjectives that are in alignment with the themes selected; retell a short story

**Reading:** use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues; spell one-syllable words that have blends, contractions or words ending in -tion, -ing; use stress and intonation patterns to clearly communicate ideas (stress content words; contract weak forms; express rising-falling intonation; stress the main verb in a sentence; stress the final word in a sentence); use syllabification and sentence segmentation to communicate with correct pauses; use the correct stress, intonation and pauses to effectively ask, answer, advise, direct and express likes and dislikes.

**Writing:** write a letter to a friend using proper format; learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback

**Viewing and presenting:** start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations

## Unit objectives

to talk about adjectives and camping objects

## Language

Vocabulary	<b>Adjectives:</b> dirty, clean, old, new, plain, fancy, hard, soft, wet, dry <b>Camping objects:</b> tent, sleeping bag, shampoo, toothpaste, sunscreen, torch
Grammar	<i>I haven't got a new book. He/She hasn't got a soft ball. Have you got a tent? Yes, I have./No, I haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.</i>
Functions	<i>Whose torch is this? Is it yours?</i>
Phonics	/cl/, /sl/, /fl/ clean, cliff; sleep, slug; flag, flip flop

## Key competences

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

**Mathematical, scientific and technological competences:** use numbers to count things and animals (L. 1)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** raise awareness of cultural similarities and differences (L. 8)

**Cultural awareness and expression:** learn to be creative (L. 3 and 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1–10); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21<sup>st</sup> Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3 and 8); Defining and describing (L. 1, 3, 5, 7, 8 and 9); Finding information (L. 3, 5, 7 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10)
Creativity	Design a path through a forest (L. 3)
Communication	Talking about objects using adjectives and talking about camping objects (L. 1 and 5); Talking about possessions (L. 7 and 9); Cut-outs game (L. 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 3 and 9)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 45
- Unit 6 Extra practice: Activity Book p. 21
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 6 Test

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to talk about things using adjectives
- Target language:** *dirty, clean, old, new, plain, fancy, hard, soft, wet, dry; I haven't got a new book. He/She hasn't got a soft ball.*

## Global Scale of English (GSE)

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

## Materials

- Pupil's Book Pages 16–17
- flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each pupil
- fly swatters
- new or old book
- Resources 40 and 48

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork

## Starting the lesson

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

## Presentation

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

## Practice

### Pupil's Book

#### 1 How many boats can you see?

- Ask pupils to count the boats in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- Extension** Have pupils write three sentences about the picture using colours and numbers.
- Walk around and quiz pupils on the pictures.

#### Extra activity Critical thinking

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

#### 2 6.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is.
- Extension** Have pupils make two sentences with the new vocabulary to say aloud.

Girl 1: Wow. Look at all these things!  
 Girl 2: Yes! Look! This T-shirt is dirty.  
 That T-shirt is clean.



Girl 1: And this car is old. That car is new.  
 Girl 2: Look! This kite is plain. And that kite is fancy.  
 Girl 1: This doll is hard. That doll is soft.  
 Girl 2: Oh, no! It's raining. These socks are wet.  
 These socks are dry.  
 Girl 1: Hurry up! Run!

#### Now listen and say.

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

## Diversity

### Support

- Write new vocabulary on the board with some letters mixed up. Ask pupils to write the words correctly in their notebooks.
- Then ask pupils to come to the board and correct your words.

### Challenge

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

#### 3 Find the adjectives in the picture on page 16.

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

#### 4 6.2 & 6.3 Listen and chant.

- On the board, write *I haven't got an old scooter*.
- Explain that we place the adjective before the noun. Also tell pupils we use *I haven't got* and *He/She hasn't got* to show that we don't own something.
- Have pupils read the chant and find examples of the new grammar. Play the chant.
- Extension** Pupils write an adjective. When they hear their word, they raise their paper. Keep papers for the TPR activity.
- A karaoke version of the chant is available (track 6.3).



#### 5 Point and say.

- Draw pupils' attention to the Grammar box and the recorded model.
- Have pupils read and act out the model dialogue.
- Place pupils in pairs to complete the activity.



#### Extra activity TPR

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

## Finishing the lesson

- Play Word swat with the Unit 6 flashcards.

## 2 Listen and stick. Then listen and say.



dirty



clean



old



new



plain



fancy



hard



soft



wet



dry

## 3 Find the adjectives in the picture on page 16.

## 4 Listen and chant.

I haven't got a scooter,  
this is true.

I've got a ball,  
it's old and blue.

I've got a bike,  
it's fancy and new.  
And I've got a kite –

it's fancy, too.



She hasn't got a kite,  
this is true.

She's got a robot,  
it's hard and blue.

She's got a teddy,  
it's soft and green.  
And she's got a doll –

it's old and clean.



## 5 Point and say.



I've got a new pencil case.  
I haven't got fancy shoes.



I've got a soft pencil case.  
I haven't got a plain backpack.



I haven't got a new book.

He/She hasn't got a soft ball.

seventeen

17

## Lesson 2 Activity Book

## Objectives

- Lesson aims:** to talk about things using adjectives
- Target language:** *dirty, clean, old, new, plain, fancy, hard, soft, wet, dry; I haven't got a new book. He/She hasn't got a soft ball.*

## Global Scale of English (GSE)

- Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

## Materials

- Activity Book Pages 14–15

## Assessment for Learning

- Graduation:** Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils to remember the new words from Lesson 1. Ask them to point to something in the room that demonstrates each adjective as they say it.

## Practice

## 1 Look at Pupil's Book page 16. Read and write.

- Pupils read and answer the questions. Ask them to refer back to the Pupil's Book if necessary.

**Answer key** 1 It's sunny.; 2 The teacher is wearing trousers and a shirt.; 3 I can see one fish.

## 2 Look, match and write.

- Pupils look at the pictures, match to the opposite adjective and write the word using the word pool.

**Answer key** 2 clean, d; 3 wet, a; 4 hard, b; 5 new, c

## 3 Follow and circle.

- Pupils follow the lines and circle the correct words.

**Answer key** 2 She hasn't got; 3 She's got; 4 I haven't got

## 4 Look and write.

- Pupils complete the sentences using the words in the word pool.

**Answer key** 1 She hasn't got, She's got; 2 He's got, He hasn't got; 3 I haven't got, I've got

## Finishing the lesson

- Graduation:** Use the Summative questions technique to ask pupils what they liked about today's lesson.



1 Before you read Who's got the yoyo?

2 Listen and read.



## The map problem

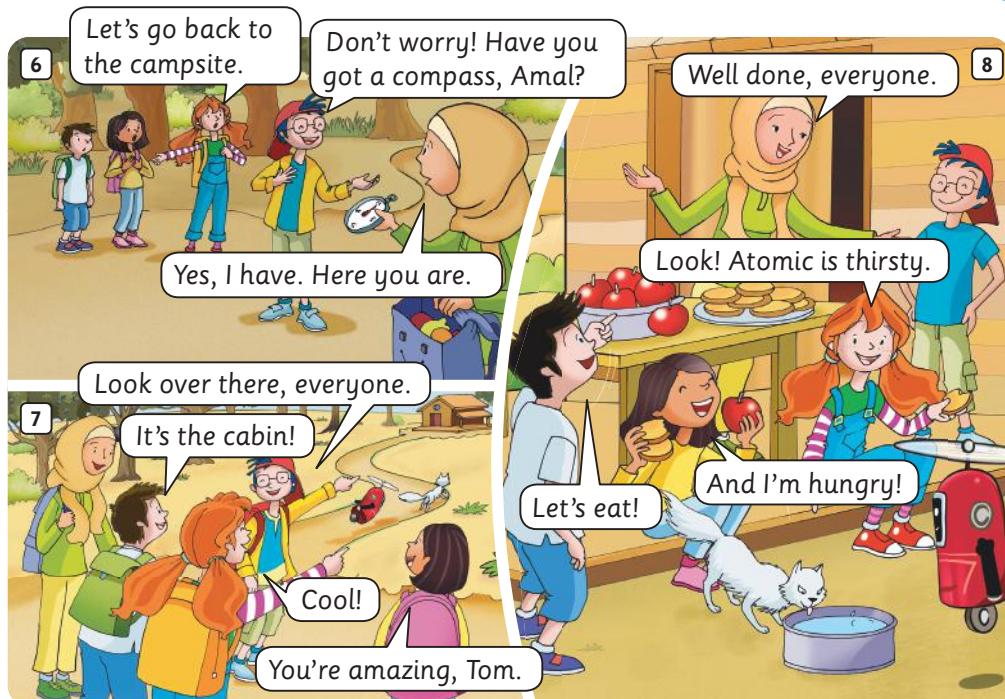


18 eighteen



How can they find the cabin?

**They can use the compass.**



3 After you read **Look at the story. Read and write.**

's got      hasn't got

1 Tom 's got  
an old backpack.

3 Atomic hasn't got  
a yoyo.

2 Sami hasn't got  
a wet sweater.

4 Amal 's got  
a compass.

4  **Act out the story.**

 **Values**

Be resourceful  
Don't leave your things in nature

5   **Look at the map in the story.**  
Design and share your path through a forest.  
Where do you start? Where do you end?

# Story

## Objectives

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

## Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand basic sentences about things people have, if supported by pictures (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can answer simple questions about things people have got (GSE 28). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Pupil's Book Pages 18–19
- sheets of A4 paper, enough for each pupil
- Unit 6 story cards
- strips of paper
- a bag or a box
- True/False response cards
- Resources 63 and 71

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; True/False cards technique
- Peer learning: pairwork; groupwork

## Starting the lesson

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

## Presentation

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

## Practice

### Pupil's Book

#### 1 Before you read Who's got the yoyo?

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

#### 2 6.5 Listen and read.

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the True/False cards technique, say different statements about the story, e.g. *Polly loves walking.* (True) *Sami has got an old backpack.* (No).
- **Extension** Pupils write three questions about the story for their partners to answer.
- Refer pupils to the question box again. Ask if their guesses were correct.



## Diversity

### Support

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

### Challenge

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

### Extra activity TPR

- Say sentences from the story for pupils to mime. Say *I love walking.* Pupils mime walking.

#### 3 After you read Look at the story. Read and write.

- **Extension** Pupils write three sentences with *has got* and three with *hasn't got* about the characters in the story.

#### 4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. map, yoyo. They can also use real props, e.g. sweater.
- Have the groups perform in front of the class.

#### 5 Viewing and presenting Look at the map in the story. Design and share your path through a forest. Where do you start? Where do you end?

- Ask pupils how maps help us. Have pupils tell you what kind of things they would find on a map of a forest.
- Place pupils in small groups and have them complete the activity on a sheet of A4 paper.
- Use the Lollipop stick technique to ask groups to present their work to the class. Make a classroom display.

### Values

- Ask pupils in what ways we can be resourceful. Have pupils think about why being resourceful is important.
- Ask pupils why it's important that we make sure that we don't leave any of our possessions or things when we are in nature.

### Extra activity Communication

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

## Finishing the lesson

- In pairs, pupils discuss their favourite scene from the story.

## 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 ask pupils to point to the appropriate pictures in the Pupil's Book.

### Stage 3 – After listening to the story

After listening to 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 recommended to speak English.

### Stage 4 – Acting out

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

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

For more ideas, see page 17.

### CLIL Link

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

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

To explore this concept further, you can use Resource 71.

### Lesson 4 Activity Book

#### Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** adjectives and camping objects; *My backpack is old. I've got a wet sweater.*

#### Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about things people have, if supported by pictures (GSE 26).

#### Materials

- Activity Book Page 16

#### Assessment for Learning

- Peer learning: pairwork; Think-pair-share technique
- Independent learning: Summative questions technique

#### Starting the lesson

- Write some of the words from the story with their vowels missing. Pupils complete the words with the missing vowels.

#### Practice

##### 1 After you read Remember the story. Correct the words in bold.

- With books closed, ask pupils to tell you about the story.
- Check answers as a class.

**Answer key** 2 yoyo, 3 sweater, 4 cabin, 5 hungry

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

- Ask pupils how the people in the pictures are being resourceful.
- **Extension** In pairs, pupils help the girl in the first picture to be resourceful. What would they do?

**Answer key** 1 ✗, 2 ✓, 3 ✓

##### 3 Look and colour.

- Use the Think-pair-share technique to discuss if pupils liked the story.

#### Finishing the lesson

- Use the Summative questions technique to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

# Vocabulary and Grammar

## Objectives

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

## Global Scale of English (GSE)

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

## Materials

- Pupil's Book Page 20
- unit flashcards
- sheets of A4 paper, enough for each pupil
- fly swatters
- Resources 41, 49, 55 and 59

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
- Peer learning: pairwork

## Starting the lesson

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

## Presentation

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

## Practice

### Pupil's Book

#### 1 6.6 Listen and say. Then listen and tick (✓). What's missing?

- Say an item for pupils to point to in their Pupil's Books.
- Play the first part of the audio. Pupils repeat the items as they hear them. The second time they tick the objects.
- Extension** In pairs, pupils say a word for their partner to point to and spell.



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

#### Now listen and tick. What's missing?

**Boy 1:** I think I've got everything. Let's check. I've got the shampoo. I've got the torch. I've got the toothpaste. Good! I've got the sunscreen. Oh, and I've got the tent.

**Boy 2:** Good. Let's go!

#### 2 6.7 & 6.8 Listen and sing.

- Ask pupils to read the song and underline all the new vocabulary.
- Explain that we use *Have you got ...?* and *Has he/she got ...?* to ask about things people own.
- Play the song for pupils to sing. Explain that when they hear camping items, they clap their hands.
- A karaoke version of the song is available (track 6.8).



## Diversity

### Support

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

### Challenge

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

#### 3 Look at Activity 1. Circle one thing you've got. Then ask.

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



### Extra activity Creativity

- Place pupils in pairs and give them a sheet of A4 paper. Tell them to imagine they are going on a camping trip. Have them make a list of ten items they have to take with them, using adjectives, e.g. *new book, new sunscreen*.
- Have pupils illustrate their work and present it to the class.

## Finishing the lesson

- Play Word swat with the Unit 6 flashcards.

1  Listen and say. Then listen and tick (✓).  
What's missing? **The sleeping bag is missing.**



2   Listen and sing.



Sunscreen, a torch.  
A tent, shampoo.  
A sleeping bag  
And toothpaste, too.  
Have you got a torch?  
Yes, I have. Yes, I have.  
Have you got a tent?  
No, I haven't. No, I  
haven't.  
I've got a sleeping bag.

Has she got toothpaste?  
Yes, she has. Yes, she has.  
Has she got shampoo?  
No, she hasn't. No, she  
hasn't.  
She's got sunscreen.  
Sunscreen, a torch.  
A tent, shampoo.  
A sleeping bag  
And toothpaste, too.



3  Look at Activity 1. Circle one thing you've got.  
Then ask.



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

20 twenty

## Lesson 6 Activity Book

### Objectives

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

### Global Scale of English (GSE)

- Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).

### Materials

- Activity Book Page 17

### Assessment for Learning

-  Independent learning: Summative questions technique; portfolios

### Starting the lesson

- Ask individuals questions with *Have you got ...?* Encourage them to respond with *Yes, I have.* or *No, I haven't.*

### Practice

1  Look, order and write.

**Answer key** 2 toothpaste, 3 sunscreen, 4 shampoo, 5 sleeping bag, 6 tent

2  6.10 Listen and match.

- Tell pupils to go to the Extra practice on page 21 and do the activities. See notes in Lesson 10.
- Then tell pupils to complete the Picture dictionary on page 45.  
**Answer key** 2 a, 3 d, 4 b

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



### Extra activity Fast finishers

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

### Finishing the lesson

-  Use the Summative questions technique to ask pupils how this lesson has helped them improve their English and what they would like to learn next.

# Skills

## Objectives

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

## Global Scale of English (GSE)

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

## Materials

- Pupil's Book Page 21
- Activity Book Page 18
- unit flashcards
- sheets of A4 paper, enough for each pupil
- Activity 1 audioscript with names or actions blotted out
- scissors

## Assessment for Learning

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

## Starting the lesson

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

## Presentation

- Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out cards.
- Ask pupils to say as many words from the unit vocabulary as they can. Write them on the board as they do so.
- Use the flashcards to play a matching game on the board.

## Practice

### Pupil's Book

#### Diversity

##### Support

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

##### Challenge

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

### 1 6.11 Listen and tick (✓).

- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Play the audio twice, pausing for pupils to write their answers.
- **Extension** Place pupils in pairs. Give pupils the audioscript with items blotted out. Pupils use it as a template to write dialogues about items of their choice from the activity.

- Use the Lollipop stick technique to have pupils read out their dialogues to the class.

- 1 What has he got?  
What has he got? Has he got a tent?  
No, he hasn't. He's got a sleeping bag.
- 2 What have you got?  
What have you got? Have you got sunscreen?  
No, I haven't. I've got shampoo.
- 3 What has she got?  
What has she got? Has she got a fancy tent?  
Yes, she has.



### 2 6.12 Cut out. Then listen and play.

- Place pupils in pairs and play the audio.
- Ask pupils to look at their cards and using the Lollipop stick technique, have random pupils describe a picture.
- Use the Expert envoy technique to help pupils who haven't understood the game.



#### Extra activity Creativity

- Place pupils in small groups and give them a sheet of A4 paper. Tell them to imagine they are going camping. Have them make a list of things they should take with them and illustrate their work.

#### Extra activity TPR

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

## Activity Book

### 1 Read and write.

**Answer key** 2 No, hasn't; 3 Yes, has; 4 Yes, has

## 1 6.11 Listen and tick (✓).

1 What has he got?

A B C 

2 What have you got?

A B C 

3 What has she got?

A B C 

## 2 6.12 Cut out. Then listen and play.



I haven't got a hard ball.

I haven't got a hard ball. Snap!



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## 2 Write, draw and share.

- Ask pupils to imagine they are on a camping weekend and write sentences about what they are doing there with friends or family.
- Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's work. They read their sentences in pairs.
- Extension** Pupils make three false statements about their paragraph for their partners to correct.

## Finishing the lesson

- Give each pupil a sheet of A4 paper. Use the Summative questions technique to have the pupils think about what they learnt so far in the unit and what their favourite activities were. Ask them to make brief notes. Then have the pupils stand up and read their notes to the class. Pupils illustrate their work.

# Culture

## Objectives

- Lesson aims:** to read a simple text about camping food in Jordan; to make a recipe book of popular camping food
- Target language:** *hole, lid, meat, vegetables, grills, fire, barrel*

## Global Scale of English (GSE)

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

## Materials

- Pupil's Book Page 22
- Activity Book Page 19
- sheets of A4 paper, enough for each pupil
- pictures of popular camping food in Jordan

## Assessment for Learning

- ⌚ Setting aims and criteria: Key question technique; lesson objectives presentation
- 📝 Monitoring pupils' learning: Lollipop stick technique; Stop/Go technique
- 👥 Peer learning: groupwork
- 🎓 Independent learning: Thought-provoking questions technique

## Starting the lesson

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

## Presentation

- ⌚ Explain that in this lesson pupils will learn about a popular camping food in Jordan.
- Ask pupils to say what they know about camping food in Jordan.

## Culture notes

- Zarb is a traditional Bedouin style of cooking marinated meat and vegetables. The food is slow-cooked in an oven dug in the sandy ground. Bedouins would prepare their meals at midday and place their food underground. The food would be ready for dinner at sunset.

### Key words search

Zarb, Bedouin traditional cooking method

## Practice

### Pupil's Book

#### 1 Before you read What's your favourite camping food?

- Show pupils pictures of different food. Ask pupils what they enjoy eating when they go camping or would enjoy should they go.
- Ask pupils if they think camp food should be easy to make and why.

#### 2 6.13 Listen and read.

- Ask pupils to describe the pictures in the text and tell you what their favourite food item is.
- After listening to the audio, ask pupils if they have tried Zarb or would like to try it.
- Extension** Tell pupils you are going to say how to make Zarb but you might make a mistake. When they hear a mistake, pupils clap their hands and correct you.



## Diversity

### Support

- On the board write words from the text, e.g. *hole, fire, grills, lid*.
- Point at each word as you say it for pupils to repeat after you. Then have pupils find four of these words in the text. They copy the sentence in their notebooks and underline the word from the board in the sentence.
- Help pupils as they read the text.

### Challenge

- Ask pupils to read the cooking method and try to remember it by heart or say it in their own words.

#### 3 After you read Activity book, page 19.

- Pupils turn to page 19 in their Activity Books.

### Extra activity Critical thinking

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

### Activity Book

#### 1 Look and write.

**Answer key** 2 fire, 3 grill, 4 hole

#### 2 After you read Read and number.

- 📝 Use the Stop/Go technique to make sure pupils have understood the activity.

**Answer key** 2 c, 3 e, 4 a, 5 b

# Camping food!

Families in Jordan often like to cook **Zarb** when they go camping in the desert or countryside. It's a traditional type of barbecue.

How do you make a Zarb oven?



- 1 Make a hole and put the metal barrel in the hole.
- 2 Make a fire in the barrel.
- 3 Put two grills on top of the fire. Put vegetables on the top grill and meat on the bottom grill.
- 4 Put a lid on the oven and cook!
- 5 Then, enjoy the food with rice and salad. Tasty!

1 **Before you read** What's your favourite camping food?

2 **6.13 Listen and read.**



3 **After you read** Activity Book, page 19.

Let's make *sajiyeh*. Have you got meat, onions, peppers and tomatoes?

## Project

**Viewing and presenting** **Make a recipe book of popular camping food.**

- 1 Together, think of the food.
- 2 Find photos or draw pictures.
- 3 Write. *Let's make ... Have you got ...?*  
*Put ... Then put ...*
- 4 Make a class recipe book.
- 5 Present it to the class.



### SAJIYEH



- 1 Fry meat and onions.
- 2 Add peppers.
- 3 Chop tomatoes. Add the tomatoes.
- 4 Eat with yoghurt and bread.

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## Project

**Viewing and presenting** **Make a recipe book of popular camping food.**

- Place pictures of food on the board. Point to the *sajiyeh* and ask pupils to tell you how they would make a *sajiyeh*. Write the steps on the board. Tell pupils they have just written a recipe.
- Ask pupils to say what words they think they will use for the project and write them on the board.
- **Group work** Place pupils in groups and give them a sheet of A4 paper.
- **Using the Lollipop stick technique**, ask a pupil to read through the instructions.
- Pupils present their work to the class.



### Extra activity TPR

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

## Finishing the lesson

- **Thought-provoking questions** Use the Thought-provoking questions technique to ask pupils which lessons they like the best. Ask pupils what else they would like to learn in future Culture lessons.

**Next lesson** Have pupils bring in a coat hanger for the next lesson and twelve index cards.

### Objectives

- **Lesson aims:** to talk about who possessions belong to
- **Target language:** *Whose torch is this? It's his.*

### Global Scale of English (GSE)

- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).
- **Speaking:** Can ask basic questions to find out who things belong to (GSE 31).

### Materials

- Pupil's Book Page 23
- Activity Book Page 20
- sheets of A4 paper, enough for each pupil
- bags or boxes
- straw puppets
- pictures of boys and pictures of girls
- Resource 67

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

### Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit.
- Say all the new words from this unit in random order. Each time pupils hear a word on their list, they cross it off. The first person to cross off all their words calls out *Bingo!*

### Presentation

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

### Practice

#### Pupil's Book

#### Diversity

##### Support

- Write on the board *It's my chair. It's mine. It's his book. It's his. It's her desk. It's hers.*
- Hold the picture of the boy in one hand and an object from the classroom in the other. Say *It's his (book). It's his.* Pupils repeat after you. Repeat with picture of the girl. Then pick up a pencil and say *It's my book. It's mine.*
- Place pupils in pairs and have them do the activity using the pictures you brought. Monitor and help as necessary.

##### Challenge

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

#### Activity Book

##### 1 6.15 Listen and write.

Answer key shampoo, plain, fancy



### Finishing the lesson

- Use the Summative questions technique to ask ss to tell you what they enjoyed about today's lesson.

#### 1 6.14 Listen and read.

- Ask pupils to look at the picture and tell you what they see.
- Play the audio once for pupils to read and listen to.
- Play the audio again for pupils to repeat chorally.



#### 2 Act out the dialogue. Use different objects and adjectives.

- Using the Traffic light cards technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.

## 1 Listen and read.

Whose **torch** is this? Is it yours?

Yes, it's mine.

No, it isn't. It's **his**.You're right. This one is **fancy**. Mine is **plain**. I'm sorry.

## 2 Act out the dialogue. Use different objects and adjectives.

sleeping bag   tent   toothpaste

clean   wet   new



## Phonics

## Lesson 10

## 1 Listen and say.



clean   cliff



sleep   slug



flag   flip flop

2 Listen and write **cl**, **fl** or **sl**.
 1 sl   3 cl   5 cl  
 2 sl   4 fl   6 sl


## 3 Listen and say the tongue twister.

The **slug** sleeps on a **clean** **flip flop** on a **cliff**.

### Objectives

- Lesson aims:** to listen to and say the blends *cl*, *sl* and *fl*

### Global Scale of English (GSE)

- Reading:** Can identify individual sounds within simple words (GSE 26).
- Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).
- Writing:** Can write the letters of the alphabet by their sounds (GSE 10).

### Materials

- Pupil's Book Page 23
- Activity Book Page 20
- coat hanger for each pupil
- index cards
- dice
- string and stapler
- phonics notebooks for each pupil

### Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork

### Starting the lesson

- Divide the class into small groups. Give each group a die.
- Tell pupils you will say a sound. Pupils then throw the die and they have to say as many words with that sound as the number on the die.
- Use the Lollipop stick technique to have groups say the words aloud.

### Practice

#### Pupil's Book

##### 1 6.16 Listen and say.

- On the board, write *cl*, *sl* and *fl*. Have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Write the phonic words on the board. Tell pupils you will spell a phonic word for them to say which one it is.
- Have pupils say the phonic sounds and words in pairs.
- Extension** Ask pupils to write sentences with the new phonics.



##### 2 6.17 Listen and write *cl*, *fl* or *sl*.

- Extension** Play the audio again, with pauses for pupils to write and say the words they hear.
- Have pupils take out their phonics notebooks and write the phonics they have learnt today in them.
- Say different phonics for pupils to say a word.



1 slug 2 sleep 3 clap 4 flag 5 clip 6 slip

##### 3 6.18 Listen and say the tongue twister.

- Ask pupils to read the tongue twister and find and say words with the phonics in today's lesson.
- In pairs, pupils say the tongue twister as fast as they can to their partner.



#### Extra activity Creativity

- Ask pupils to take out their coat hangers and index cards. Supply if necessary. Tell pupils to write a phonic they have learnt so far on each index card, one on the front and one on the back.
- Staple a piece of string on each card and hang the card on the coat hanger.
- Place a hanger in the classroom and add a new phonic after every lesson. Pupils use it to say words with that phonic.

#### Activity Book

##### 1 6.19 Listen and write *cl*, *fl* or *sl*.

**Answer key** 2 slug, 3 flag, 4 flip flop, 5 sleep, 6 clean

1 cliff, cliff 2 slug, slug 3 flag, flag  
4 flip flop, flip flop 5 sleep, sleep 6 clean, clean



#### Extra practice

##### 1 Look and write.

**Answer key** 2 sleeping bag, 3 torch, 4 tent, 5 toothpaste, 6 sunscreen

##### 2 Write.

**Answer key** clean

##### 3 Follow and circle.

**Answer key** 2 a, 3 a, 4 a

### Finishing the lesson

- Say one of the words containing *cl*. Pupils clap. Say one of the words containing *sl*. Pupils stand up. Say one of the words containing *fl*. Pupils put their hands up. Continue saying words with the sounds from the lesson for pupils to do the actions.

**Next lesson** Unit 6 Test

## 1 6.14 Listen and read.

Whose **torch** is this? Is it yours?

Yes, it's mine.

No, it isn't. It's **his**.You're right. This one is **fancy**.  
Mine is **plain**. I'm sorry.

## 2 6.15 Act out the dialogue. Use different objects and adjectives.

sleeping bag   tent   toothpaste

clean   wet   new



## Phonics

## Lesson 10

## 1 6.16 Listen and say.



clean   cliff



sleep   slug



flag   flip flop

2 6.17 Listen and write **cl**, **fl** or **sl**.
 1 sl   3 cl   5 cl  
 2 sl   4 fl   6 sl


## 3 6.18 Listen and say the tongue twister.

The **slug** sleeps on a **clean** **flip flop** on a **cliff**.