

Mapping

Topics

Theme 4: Environment Theme 2: Culture

Scope and Sequence Matrix

Listening: identifying people and objects based on oral descriptions; identifying rhyming words; following simple short instructions of a teacher, peers or a recording in activities and games; responding to short, simple questions before, during and after listening; demonstrating appropriate listening behaviours; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; demonstrating preferences after listening to an audio text

Speaking: communicating ideas clearly; communicating with the correct use of pauses; participating in short guided dialogues to express advice and likes and dislikes tactfully; retelling a short story based on pictures or by using puppets

Reading: 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; understanding simple dialogues; retelling basic information in a reading text

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

Viewing and presenting: 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

8

Animals are fun!

Wild animals: monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo
Food: coconut, burger, kiwi, grapes, mango, ice lolly

1 **How many animals can you see?**
I can see twelve animals.

What's in Polly's backpack?
 How many school buses can you see?
 Where are the apples?

32 thirty-two

What's in Polly's backpack? **Atomic is in Polly's backpack.**
 How many school buses can you see? **I can see two school buses.**
 Where are the apples? **They're in the monkeys' cage.**

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; 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 short, simple memo to a friend; 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 wild animals and food

Language

Vocabulary	Wild animals: <i>monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo</i> Food: <i>coconut, burger, kiwi, grapes, mango, ice lolly</i>
Grammar	<i>Can penguins swim? Yes, they can.</i> <i>Can hippos jump? No, they can't.</i> <i>Is there a coconut? Yes, there is./No, there isn't.</i> <i>Are there any burgers? Yes, there are./No, there aren't.</i>
Functions	<i>You should have some orange juice.</i>
Phonics	<i>/fr/, /gr/, /cr/ frog, green, crab</i>

Key competences

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

Mathematical, scientific and technological competences: use numbers to complete an activity (L. 1); talk about quantity (L. 5)

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

Social and civic competences: raise awareness of cultural similarities and differences (L. 8); learn to ask for and offer help (L. 9)

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 and 3); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

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

21st 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, and 9); Finding information (L. 3, 5, 7 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10)
Creativity	Design an animal mask (L. 3)
Communication	Talking about wild animals and food (L. 1 and 5); Talking about feelings (L. 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. 47
- Unit 8 Extra practice: Activity Book p. 37
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 8 Test

Objectives

- **Lesson aims:** to talk about wild animals
- **Target language:** *monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo; Can penguins swim? Yes, they can. Can hippos jump? No, they can't.*

Global Scale of English (GSE)

- **Reading:** Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic actions words (GSE 15).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can express ability or lack of ability in relation to basic everyday action. (GSE 31).

Materials

- Pupil's Book Pages 32–33
- lesson flashcards
- stopwatch
- fly swatters
- Resources 44 and 52

Assessment for Learning

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

Starting the lesson

- Use the Lollipop stick technique to ask pupils the names of different furniture, find the flashcard and place it on the board. Repeat for adjectives.

Presentation

- Explain that in this lesson pupils will learn about wild animals.
- Ask pupils to look for the children in the picture on page 32 and tell you where they are and what they're wearing.

Practice

Pupil's Book

1 How many animals can you see?

- Using the Lollipop stick technique, have pupils tell you how many species of animals they can see and to name them.
- **Extension** Ask pupils to say what colour the animals are.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.

Extra activity Critical thinking

- Ask pupils if we should keep animals in zoos. Have a discussion on the pros and cons of the topic.

2 8.1 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 animal it is and what colour it is.

Girl 1: I love animals.

Girl 2: Me, too. And I love the zoo.

Girl 1: Let's have a look at the animals! There's a monkey.

Girl 2: Yes. There's a tiger.

Girl 1: I see a hippo.

Girl 2: Me, too. There's a giraffe.

Girl 1: There's a zebra.

Girl 2: I see an elephant.

Girl 1: Cool! There's a crocodile.

Girl 2: There's a penguin.

Girl 1: I see an eagle.

Girl 2: Look! There's a kangaroo.

Girl 1: The zoo is fun.



Now listen and say.

monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo

3 Find the animals in the picture on page 32.

- Pupils find the animals in the picture and tell their partners.

4 8.2 & 8.3 Listen and chant.

- Explain that we use *Can* to show ability.
- Ask *Can cats fly?* Elicit *No, they can't.* Continue with more animals.
- Play the chant. When pupils hear an animal, they clap.
- A karaoke version of the chant is available (track 8.3).



Diversity

Support

- Read the chant slowly, verse by verse, miming each action every time. Then pupils repeat after you, copying you.

Challenge

- Have pupils rewrite the chant using different animals and verbs.

5 8.4 Listen and tick (✓) or cross (✗). Then ask and answer.

- Have pupils look at the table. Explain that they will hear short conversations and put a tick or a cross in the boxes.
- 8.5 Draw pupils' attention to the Grammar box.



1 Girl 1: Can penguins fly?

Girl 2: No, they can't.

2 Girl 2: Can elephants jump?

Girl 1: No, they can't.

3 Girl 1: Can crocodiles run?

Girl 2: Yes, they can.

4 Girl 2: Can eagles swim?

Girl 1: Yes, they can.

5 Girl 1: Can giraffes climb trees?

Girl 2: No, they can't.



Finishing the lesson

- Play Word swat with the Unit 8 flashcards.

2  Listen and stick. Then listen and say.



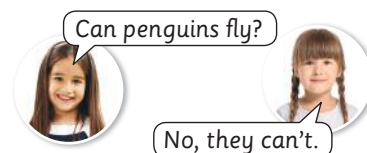
3  Find the animals in the picture on page 32.

4   Listen and chant.

We're at the zoo, There's a tiger! There's a hippo!
 You and me. Can tigers run? Can hippos jump?
 Have a look. Yes, they can. No, they can't.
 What do you see? Oh, what fun! I don't know why.

5   Listen and tick (✓) or cross (✗). Then ask and answer.

1 penguins	2 elephants	3 crocodiles	4 eagles	5 giraffes
fly ✗	jump ✗	run ✓	swim ✓	climb trees ✗



Can penguins swim? Yes, they can.
 Can hippos jump? No, they can't.

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Lesson 2 Activity Book

Objectives

- **Lesson aims:** to talk about wild animals
- **Target language:** monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo; Can penguins swim? Yes, they can. Can hippos jump? No, they can't.



Global Scale of English (GSE)

- **Reading:** Can recognise basic action words (e.g. clap, stamp, jump, walk) (GSE 21).
- **Listening:** Can understand basic actions words (GSE 15).
- **Writing:** Can write basic, single-clause sentences, given a model. (GSE 29)


Materials

- Activity Book Pages 30–31

Assessment for Learning

-  Peer learning: groupwork
-  Independent learning: Summative questions technique

Starting the lesson

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

Practice

1  Look at Pupil's Book page 32. Read and write.

- Pupils answer the questions.
- Check answers with the whole class.

Answer key 1 It's sunny/hot.; 2 The buses are red and white.; 3 No, he hasn't.

2 **Look, read and circle.**

- Pupils look at the pictures and circle the correct words.

Answer key 2 penguin, 3 elephant, 4 hippo, 5 eagle, 6 tiger, 7 giraffe, 8 kangaroo, 9 monkey, 10 crocodile

3  **8.6 Listen and circle.**

- Pupils listen and circle the answers to the questions.


Answer key 2 Yes, they can.; 3 No, they can't.; 4 Yes, they can.

4 **Read and write.**

- Pupils complete the answers.

Answer key 2 Yes, can; 3 No, can't; 4 Yes, can

Finishing the lesson

-  Use the Summative questions technique to ask pupils what they enjoyed about the lesson.



1 Before you read **Who's the elephant?**



2 ^{8.7} Listen and read.

A play at the zoo

1 Let's do a play. Here are your masks.

Great!

I'm ready!

2 Hello, children. Let's learn about animals.

Hi! I'm a penguin. Are there any fish? I'm hungry.

Penguins can swim. They can't fly! They eat fish.

Look, everyone!

I'm an elephant. I love eating grass.

3 Elephants can walk and run. They can't jump. They eat grass.

4 I'm a monkey. I'm hungry. Is there any fruit?

Yes, there is. Monkeys can climb trees. They can't fly. They eat fruit.

5 Atomic is ready. Bo is ready, too.

Good robot, Bo!

What animal costumes are Atomic and Bo wearing?

What animal costumes are Atomic and Bo wearing?
Atomic is wearing a tiger costume and Bo is wearing a crocodile costume.



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

Yes No can can't

- 1 Can penguins fly? No, they can't.
- 2 Can elephants jump? No, they can't.
- 3 Can monkeys climb trees? Yes, they can.
- 4 Can tigers and crocodiles swim? Yes, they can.

✓ Values

Eat healthy food
Respect animals

4 Act out the story.

5 Viewing and presenting Design and share an animal mask.

Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** wild animals; *Penguins can swim. They can't fly! They eat fish.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).
- **Writing:** Can write simple sentences about what they or other people can or can't do (GSE 28).

Materials

- Pupil's Book Pages 34–35
- sheets of A4 paper, enough for each pupil
- Unit 8 story cards
- unit flashcards
- animal mask (for animals mentioned in the story) cut-outs from the internet
- elastics for masks, enough for each pupil
- scissors
- Resources 65 and 73

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Stop/Go technique
- Peer learning: pairwork; groupwork

Starting the lesson

- Divide the class into two teams. On the left and right side of the board, draw a pizza with eight slices. Hold up a flashcard from Lesson 1, and ask a pupil to say the word. If the pupil cannot say the word, erase one of the slices of pizza from their team. The team with the most slices of pizza left wins the game.

Presentation

- Using the Key question technique, ask pupils why they think it's good to read stories in English.
- Tell pupils that today's story is about a play at the zoo. Ask pupils what they think will happen in the story.

Practice

Pupil's Book

1 Before you read Who's the elephant?

- Have pupils look at all the pictures of the story. Ask where each character in the story is.
- Ask pupils to find who the elephant is.
- **Extension** Ask pupils to think about which animal they would like to be in a play and why.

2 8.7 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 Stop/Go technique, say different statements about the story, e.g. *Polly is a penguin.* (Stop). *Bo is a crocodile.* (Go).
- **Extension** Use the story cards to ask about the story.
- Refer pupils to the question box again. Ask if their guesses were correct.



Diversity

Support

- Place pupils in pairs. They choose a frame each and read the sentences to their partner, slowly, pausing in places for their partner to complete it.

Challenge

- In pairs, pupils rewrite the story using different rooms and characters in each room. They read the story to the class.

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

- Ask pupils what the animals in the story can do.
- Pupils do the activity individually and check with their partners.

Extra activity TPR

- Have pupils stand in a circle. Ask a question using *Can*. If the animals can do the action, then they mime the action and say *Yes, they can*. If not, they say *No, they can't* and stand still. Ask, *Can elephants run?* Elicit *Yes, they can* and pupils mime running. Then ask *Can elephants climb trees?* Elicit *No, they can't*. Pupils mustn't move. Pupils who move, lose a turn.

4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give pupils cut-outs of the animal masks to cut around and colour. Tell pupils these will be their props for the play.
- Have the groups perform in front of the class.

5 Viewing and presenting Design and share an animal mask.

- Ask pupils to think about their favourite animal.
- Give pupils a sheet of A4 paper and explain they have to make a mask with their favourite animal. Pupils colour their mask and then cut it out. They place an elastic from side to side so they can wear it. Pupils parade their masks in front of the class.

Extra activity Collaborative work

- In groups, pupils write a few sentences about what the animals on their masks can do and eat. They come to the front and parade with their masks, miming the actions they have written.
- Read out the sentences.

Values

- Ask pupils why it is important to eat healthy food and how it helps us grow.
- Have pupils discuss a healthy menu in groups.
- Ask pupils why it's important to respect animals in a zoo or in the wild. How can they show their respect? e.g. *Don't run or shout because it might scare them. Don't feed them.*

Finishing the lesson

- Explain to pupils that you will write sentences on the board but the words have their vowels missing, e.g. *l p h n t s c n w l k n d r n* (*Elephants can walk and run.* – Frame 3).
- In groups, pupils have to find the sentences from the story in two minutes and write them down. The group with the most correct sentences wins.

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 8, the story is based around the concept of our body and eating healthy food from the Natural Science curriculum.

Polly and her friends perform a play about animals and what they eat at the local zoo.

To explore this concept further, you can use Resource 73.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** wild animals and food; *Penguins can swim. They can't fly! They eat fish.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21).


Materials

- Activity Book Page 32

Assessment for Learning

-  Peer learning: pairwork; Think-pair-share technique

Starting the lesson

-  Write some of the sentences from the story on the board in a random order. Pupils work in pairs to put the sentences in the correct order.

Practice

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

- With books closed, ask pupils to tell you about the story.


Answer key 2 Polly, 3 Tom, 4 Laila, 5 Atomic, 6 Bo

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

- Pupils complete the activity individually. Ask why each food is healthy or unhealthy.

Answer key 2 ✓, 3 ✗, 4 ✓, 5 ✗

3 Look and colour.

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

Finishing the lesson

- Explain to pupils that you will read sentences from the story with key words missing. Pupils will try to identify the missing words.

Objectives

- **Lesson aims:** to talk about food
- **Target language:** *coconut, burger, kiwi, grapes, mango, ice lolly; Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't.*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).

Materials

- Pupil's Book Page 36
- lesson flashcards
- sheets of A4 paper, enough for each pupil
- strips of paper, three per pupil
- Resources 45, 53, 57 and 61

Assessment for Learning

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

Starting the lesson

- Use the Lollipop stick technique to have pupils say a word from the unit for you to write on the board.
- Pupils spell the word in unison as you write the word. Then use the Lollipop stick technique to have a pupil tell you what that animal can or can't do.

Presentation

- Explain that in this lesson pupils will learn about food.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- In pairs, ask pupils to point to a word for the other to say it.
- Monitor pupils as they work, supporting where necessary.

Practice

Pupil's Book

- 1 **8.8 Listen and say. Then listen and draw** 😊 or ☹️.
 - Say a food 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 draw the faces.
 - **Extension** In pairs, pupils draw and write more food and add the happy or sad smiley.

coconut, burger, kiwi, grapes, mango, ice lolly

Now listen and draw a happy face or a sad face.

Great! We're at the café.
I'm really hungry. Hmm ... What can I eat?
Look! Coconuts.
Hmm. I don't like coconuts.
Really? What about burgers?
Oh, I love burgers.
And I see kiwi ... and grapes. Do you like kiwi and grapes?
No, I don't. But I like mangoes. And I like ice lollies.



Extra activity Creativity

- Place pupils in pairs and give them a sheet of A4 paper. Have them make a poster of healthy food to present to the class.

Diversity

Support

- Give pupils three strips of paper each. Have them write a fruit on each one. Then tell them to cut the strip of paper in the word at a syllable, e.g. *co - co - nut*.
- Place pupils in small groups. Have them place all their strips in the middle and mix them up. Slowly, they match the strips and say the word. Pupils may refer to their Pupil's Books.

Challenge

- Place pupils in pairs. One says a word for the other to spell without looking in their books.

2 **8.9 & 8.10 Listen and sing.**

- Ask pupils to read the song and underline all new vocabulary.
- Play the song for pupils to sing. Explain that when they hear a word related to food, they stamp their feet.
- A karaoke version of the song is available (track 8.10).



Extra activity TPR

- Divide the class into four groups. Give each group a food from the song. Play the audio again. Pupils read the song and sing their food aloud when they hear it. Repeat by having groups change food.

3 **What's in your café? Tick (✓) or cross (X). Then ask and answer.**

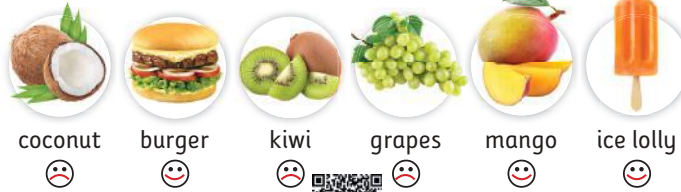
- **8.11** Draw pupils' attention to the Grammar box and the recorded model.
- Place three flashcards on the board. Explain that we use *Is there* or *Are there* to ask if something is here. We use short answers to reply.
- Ask pupils to look at the board. Ask about a fruit that is on the board using *Is there ...?* Elicit the correct answer. Repeat with a fruit that isn't on the board. Repeat a few times.
- Use the Traffic light cards technique to check understanding.
- Have pupils complete the table in pairs.



Finishing the lesson

- Ask pupils to write four questions using *Is there ...?* and *Are there ...?* about classroom objects to ask their partners.
- Pupils then swap partners to ask and answer.
- Use the Summative questions technique to have pupils say what they liked about today's lesson and how it has helped them with their English.

1 Listen and say. Then listen and draw 😊 or ☹️.



2 Listen and sing.



<p>Are there any coconuts, coconuts, coconuts? Are there any coconuts? Yes, there are. Yes, there are. Yippee! I'm hungry!</p>	<p>Are there any burgers, burgers, burgers? Are there any burgers? No, there aren't. No, there aren't.</p>
<p>Is there a mango, a mango, a mango? Is there a mango? No, there isn't. No, there isn't. Oh, no! I'm hungry!</p>	<p>Oh, no! I'm hungry! Is there a kiwi, a kiwi, a kiwi? Is there a kiwi? Yes, there is. Yes, there is. Yippee! I'm hungry!</p>

3 What's in your café? Tick (✓) or cross (X). Then ask and answer.

Me							
My friend							

Are there any ice lollies?
No, there aren't.

Is there a coconut?
Yes, there is./No, there isn't.
Are there any burgers?
Yes, there are./No, there aren't.

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Lesson 6 Activity Book

Objectives

- **Lesson aims:** to talk about food
- **Target language:** coconut, burger, kiwi, grapes, mango, ice lolly; Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't.

Global Scale of English (GSE)

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

Materials

- Activity Book Page 33
- lesson flashcards
- graph paper

Assessment for Learning

- Peer learning: pairwork

Starting the lesson

- Have pupils write as many food words as they can in one minute.

Practice

1 Find, circle and write.

- Pupils look at the pictures, find the words in the wordsearch and write the words.

Answer key 2 burger, 3 ice lolly, 4 coconut, 5 grapes, 6 mango

2 Look, read and circle.

- Tell pupils to go to the Extra practice on page 37 and do the activities. See notes in Lesson 10.
- Then tell pupils to complete the Picture dictionary on page 47.

Answer key 2 grapes, 3 an apple, 4 burgers

Extra activity Fast finishers

- Give pupils a sheet of graph paper and have them make a word search puzzle. Tell them to use animals and food.

Finishing the lesson

- Put different food flashcards on the board. Ask pupils questions, Are there any ...? Is there a ...? Have pupils work in pairs to answer the questions.

Next lesson Have pupils bring in colour markers for the next lesson.

Objectives

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

Global Scale of English (GSE)

- **Listening:** Can follow basic instructions to colour, draw or make something (GSE 23). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can express ability or lack of ability in relation to basic everyday actions (GSE 31).

Materials

- Pupil's Book Page 37
- Activity Book Page 34
- unit flashcards, colour flashcards
- strips of paper, two per pupil
- colour markers

Assessment for Learning

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

Starting the lesson

- Do a quick review of unit vocabulary with flashcards.
- Bring six pupils to the front of the class and hand them a flashcard each. Say a sentence with *can*. If the animal can do the action, the pupil with that flashcard has to mime the action.
- Say *This animal can run*. Pupils with an animal that can run, mime running.

Presentation

- Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out cards.
- Place flashcards from Lessons 1 and 5 on the board. Point to one and intentionally say it wrong for pupils to correct you.

Practice

Pupil's Book

1 8.12 Listen and colour.

- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Play the audio twice, pausing for pupils to colour the picture.

1 **Girl:** Look! It's a zoo.
Woman: Yes. I like zoos.
Girl: Me, too. Are there any tigers in the zoo?
Woman: Yes, there are. There are 3 green tigers.
Girl: What?! Green tigers?
Woman: [laughing] Yes. Colour the tigers green.
Girl: [giggling] OK.



2 **Girl:** Is there an elephant in the zoo?
Woman: No, there isn't.
Girl: Is there a giraffe?
Woman: Yes, there is. Look! Here it is.
Girl: I can see it.
Woman: Colour the giraffe, please.
Girl: [giggling] Can I make it purple?
Woman: [happily] Yes. Colour the giraffe purple.

3 **Girl:** Are there any zebras?
Woman: No, there aren't. Are there any kangaroos?
Girl: Yes, there are. Here.
Woman: Have you got a red crayon?
Girl: Sorry? Red?

Woman: Yes.
Girl: Yes, I have.
Woman: Colour the kangaroos red.
Girl: OK.

4 **Girl:** Monkeys are funny. Are there any monkeys?
Woman: No, there aren't.
Girl: Oh, no!
Woman: But there are hippos. Can you see the hippos?
Girl: Yes, I can.
Woman: Well done! What colour would you like to colour them?
Girl: Blue!
Woman: OK, colour the hippos blue!

Diversity

Support

- Before pupils start the activity, do a revision of the colours.
- Then refer pupils to the picture in Activity 1. Say a sentence with a colour and animal. Pupils have to pick up that colour marker and put it on the animals.
- Tell pupils that sometimes the colours may be unusual. Pupils mustn't colour or draw lines. Say *The tigers are brown*. Pupils pick up a brown marker and place it on the tigers. Then say, *The giraffe is red*. Pupils place a red marker on the giraffe.
- Continue for a few rounds and then place pupils in pairs.

Challenge

- After Activity 1, pupils make sentences about the animals in the picture using *There is/are*.

2 8.13 Cut out. Then listen and play.

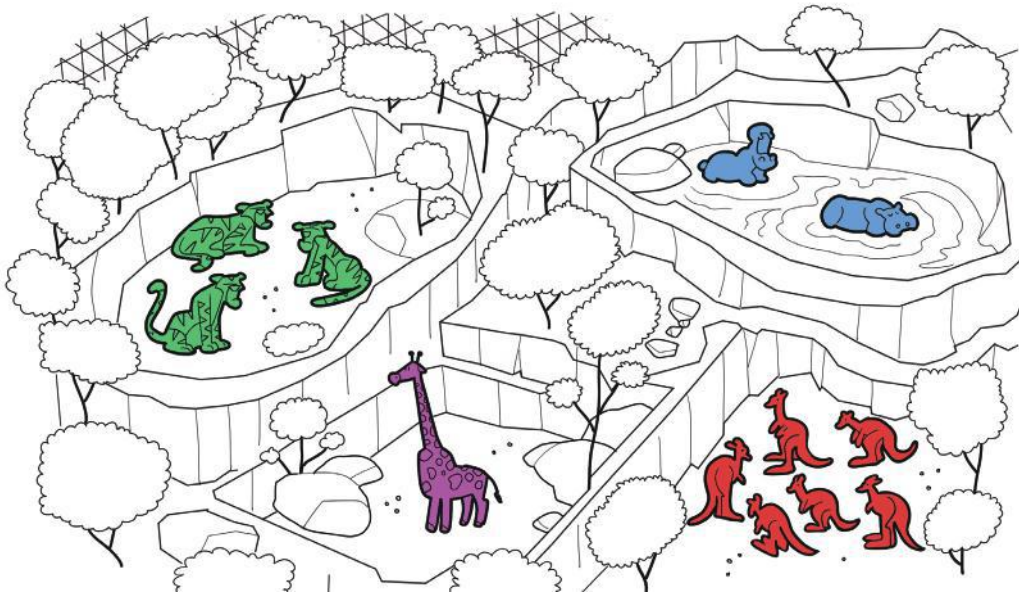
- Place pupils in pairs and play the audio.
- Ask pupils to look at their cubes and using the Lollipop stick technique, have random pupils describe a side.
- Use the Expert envoy technique to help pupils who haven't understood the game.
- Monitor pupils as they work and assist where necessary.



Extra activity Creativity

- In pairs, pupils create a factfile of an imaginary animal. They draw a picture, write the name, describe the colour and the food they eat. Then they present the animal to the class.

1  Listen and colour.



2  Cut out. Then listen and play.



Can kangaroos fly?

No, they can't.



thirty-seven

37


Extra activity TPR


- Elicit wild animal and food words from Lessons 1 and 3 and write them on the board. Give pupils two strips of paper each to write two of these words. Pupils stand in a circle. Say a word for them to run to the middle of the circle when they hear their word. Count pupils and check the most popular word.

Activity Book


1 Read and write.

Answer key 2 Yes, there are.; 3 No, there isn't.; 4 Yes, there is.; 5 Yes, they can.; 6 Yes, they can.; 7 No, they can't.

2  Write, draw and share.

- Ask pupils to draw and write about their favourite zoo. Tell pupils they can refer to the text in Activity 1.
- Ask pupils to say new words from the unit and write them on the board. Then go through the unit flashcards and check if all unit words are written.
-  Use the Two stars and a wish technique for pupils to assess each other's work.

Finishing the lesson

-  Using the Summative questions technique, have pupils reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at.

Objectives

- **Lesson aims:** to read a simple text about wild animals; to make a brochure about a rescue centre
- **Target language:** *wild animals, rescue centre, visit, sick, baby monkey*

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).

Materials

- Pupil's Book Page 38
- Activity Book Page 35
- sheets of A4 paper, enough for each pupil
- a ball
- different brochures

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique; Stand up and change places technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Have the class form a circle. Throw the ball to a pupil and say an animal. The pupil has to say a verb that animal can do, and then throw the ball to another pupil who in turn, has to say another verb that animal can do. If a pupil cannot say a verb, they sit down.

Presentation

- Explain that in this lesson pupils will learn about a place where wild animals are rescued.
- Ask pupils if they've ever seen a wild animal.

Culture notes

- There's a rich diversity of wildlife in Jordan, especially in the desert region. Jordan's national bird, the Sinai rosefinch, lives in dry, treeless mountains and the desert. Its colour is believed to be similar to the red sandstone of Petra.
- Some animals are brought to Jordan to live in private homes or zoos. They include bears, lions and tigers, whose natural habitat isn't the desert. Sometimes, they can't be looked after properly so animal rescue centres take them in and provide conditions that suit their natural needs. The most well-known wild animal rescue centre in Jordan is Al Ma'wa for Nature and Wildlife. If the animals can't be sent back to their country of origin or released into the wild, the animals are given a permanent home at the centre.

Key words search

wild animal rescue centre in Jordan

Practice

Pupil's Book

1 Before you read Are there animal rescue centres where you live?

- Ask pupils if they know of any rescue centres and if so what animals they have.
- **Extension** Encourage pupils to imagine they were going to open an animal rescue centre. Ask what type of animals they would save and why.

2 8.14 Listen and read.

- Ask pupils to describe the pictures in the text.
- After listening to the audio, ask pupils what



they found interesting about it. Ask if they would like to volunteer in a rescue centre. Ask what they would do there.

- **Extension** To help with pronunciation and expression, play the audio again, for pupils to repeat.

Diversity

Support

- Ask pupils to look at the text and copy in their notebooks the words they know from each paragraph. Play the audio and have pupils tick their words as they hear them. Then have pupils look back at the text and read the sentences with the words they have on their list. Ask if they understand the text better.

Challenge

- In pairs, one pupil reads a sentence and the other one points to the matching picture.

3 After you read Activity book, page 35.

- Pupils turn to page 35 in their Activity Books.

Extra activity Critical thinking

- Ask pupils why it's important to take care of all the wild animals on the planet. Have them think about what would happen if all animals disappeared. Ask how they think rescue centres can help.

Activity Book

1 8.15 Listen and number.

Answer key 2 d, 3 c, 4 e, 5 a



- | | |
|---------------------|---------------------------------|
| 1 a wildlife centre | 2 a sick tiger |
| 3 a baby monkey | 4 keep animals safe and healthy |
| 5 visit | |

2 After you read Read and write.

- Use the Traffic light cards technique to make sure pupils have understood the activity.

Answer key 2 Yes, are; 3 Yes, can; 4 Yes, can

Extra activity TPR

- Use the Stand up and change places technique. Tell pupils about the rescue centre. If the statements are correct, they stand up and change places. If not, they sit still.

CULTURE

rescue centre

Some wild animals in Jordan don't come from Jordan and they can't survive in the desert. They include lions and tigers. Look at these wild animals. They live in rescue centres in Jordan.

sick

Some animals are sick or hurt. People at the centres keep them safe and healthy. Are there baby animals in the rescue centres?
Yes, sometimes there are!
Look, there's a baby monkey!

baby monkey

visit

People can visit the rescue centres. They can't feed the wild animals. They learn about wild animals and have fun.

There's a lot of wildlife in Jordan, especially in the desert and mountains. For example, this is the Sinai rosefinch, the national bird of Jordan.

1 Before you read Are there animal rescue centres where you live?

2 Listen and read.

3 After you read Activity Book, page 35.



There are lots of brown bears. People help the animals.

Project

Viewing and presenting Make a brochure about an animal rescue centre in your country.

- 1 Together, think of an animal rescue centre.
- 2 Find photos or draw pictures.
- 3 Write. *There are ... People can ...*
- 4 Make the brochure.
- 5 Present your brochure to the class.

38 thirty-eight



Project

Viewing and presenting Make a brochure about an animal rescue centre in your country.

- Explain to pupils that they are going to make a brochure about a rescue centre in their country.
- Show pupils some brochures and their information.
- Ask pupils to think about their brochure and which words they will use, then make sentences about their rescue centre.
- Give pupils a sheet of A4 paper and, using the Lollipop stick technique, ask a pupil to read through the instructions.
- Monitor pupils helping as necessary.



Finishing the lesson

- Use the Summative questions technique to ask pupils about their learning in the Culture lesson. Ask what the lesson has taught them, how they have managed to use the language in it and what they find difficult.

Objectives

- **Lesson aims:** to talk about feelings
- **Target language:** *You should have some orange juice. Yes, please. Would you like an apple, too? No, thanks. I'm not hungry.*

Global Scale of English (GSE)

- **Listening:** Can understand how people are feeling if they use simple language and speak slowly and clearly (GSE 30).
- **Speaking:** Can say how they feel, using a limited range of common adjectives (e.g. *happy, cool*) (GSE 22). Can say food or drink they would like using simple words and gestures (GSE 23).

Materials

- Pupil's Book Page 39
- Activity Book Page 36
- sheets of A4 paper, enough for each pupil
- strips of paper
- straw puppets
- a bag or a box
- Resource 69

Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗉 Monitoring pupils' learning: Stop/Go technique
- 👥 Peer learning: pairwork
- 🎓 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 their feelings.

Extra activity Communication

- Have a class discussion on why it is important to express your feelings, even if they aren't good ones. Ask pupils why we should listen to people when they are expressing themselves and how we can help them.

Practice

Pupil's Book

1 🗣️ 8.16 Listen and read.

- On the board, write *Would you like some ...?*
- Explain to pupils that we use this to offer something.
- Play the audio once for pupils to read and listen to.
- **Extension** Ask pupils to read the dialogue and underline other sentences which show how to offer something and accept or refuse politely.



2 🗣️ Act out the dialogue. Use different drinks and foods.

- 🗉 Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.

Diversity

Support

- Give pupils the dialogue written on strips and mixed in a bag or a box.
- 👥 In pairs, have pupils put the dialogue in order and then check against their Pupil's Books.

Challenge

- 👥 Pupils learn the dialogue by heart. In pairs, pupils act it out in front of the class.

Activity Book

1 🗣️ 8.17 Listen and circle.

Answer key 1 b, 2 b

- | | | | |
|---|--------|---|--|
| 1 | Boy: | I'm thirsty. | |
| | Woman: | You should have some milk. | |
| | Boy: | OK, thanks. | |
| | Woman: | You should have a burger, too. | |
| | Boy: | No, thanks. I'm not hungry. | |
| 2 | Girl: | I'm thirsty. | |
| | Man: | You should have some juice. | |
| | Girl: | OK, thanks. | |
| | Man: | Would you like a mango and a kiwi, too? | |
| | Girl: | No, thanks. I'm not hungry. | |

Finishing the lesson

- 🎓 Use the Summative questions technique to ask pupils to tell you what they have learnt today, what they think they are good at and what area they need a little more practice in.

1  Listen and read.

I'm thirsty.

OK, thank you.

No, thanks. I'm not hungry.



You should have some orange juice.

Would you like an apple, too?

2  Act out the dialogue. Use different drinks and foods.

grape juice

water

milk

mango

burger

kiwi

Phonics

Lesson 10

1  Listen and say.

frog



green



crab

2  Listen and circle.

1 fr gr cr 2 fr gr cr 3 fr gr cr

4 fr gr cr 5 fr gr cr 6 fr gr cr

3  Listen and say the tongue twister.

The cross crab looks at a green frog.



Phonics

Objectives

- **Lesson aims:** to listen to and say the blends *fr*, *gr*, and *cr*

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).

Materials

- Pupil's Book Page 39
- Activity Book Page 36
- phonics notebooks for each pupil
- fly swatters

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: groupwork
- Independent learning: portfolios

Starting the lesson

- Write the phonics pupils have learnt so far on the board all jumbled up.
- Ask pupils to form one line in front of the board. Say a phonic sound and the first person in the line has to find a word with that phonic and swat the phonic in five seconds to win a point for the class. If they don't find it, you get a point.

Practice

Pupil's Book

1 8.18 Listen and say.

- On the board, write *fr*, *gr* and *cr*. Say their sounds aloud. Have pupils repeat after you.
- Play the audio for pupils to listen and say.
- **Extension** Elicit other words with these sounds. Write them on the board.




2 8.19 Listen and circle.

- Use the Lollipop stick technique to ask pupils to read the phonics in each item.
- Have pupils take out their phonics notebooks and write the phonics they have learnt today in them.




1 friend, friend 2 crab, crab 3 grandmother, grandmother
4 great, great 5 Friday, Friday 6 crisp, crisp

3 8.20 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.
- **Extension**  Place pupils in groups. Give each pupil a tongue twister from this and other units. Ask pupils to choose a tongue twister and practise it.



Extra activity Fast finishers

-  Pupils change the word order in the tongue twister and draw a new picture to represent the tongue twister. Place their work in their portfolios.

Activity Book

1 8.21 Listen and circle two words with the same sound.

Answer key 1 a, c; 2 a, b; 3 b, c

1 grass, glasses, grandfather 2 crab, crisps, pyjamas
3 tent, frog, friends



2 8.22 Listen and write *fr*, *gr* or *cr*.

Answer key 2 fr, 3 fr, 4 gr, 5 cr, 6 fr

1 grapes, grapes 2 fry, fry 3 Friday, Friday
4 grey, grey 5 crocodile, crocodile
6 fruit, fruit



Extra practice

1 Follow and write.

Answer key 2 elephants swim, Yes, they can.
3 eagles jump, No, they can't. 4 crocodiles climb, No, they can't.
5 kangaroos run, Yes, they can.

2 Read, draw and share.

Answer key Pupils draw a mango, ice lollies and coconuts.

Finishing the lesson

- Say one of the words containing *fr*. Pupils clap. Say one of the words containing *gr*. Pupils stand up. Say one of the words containing *cr*. Pupils put their hands up. Continue with other words with those sounds.

Next lesson Unit 8 Test

1  Listen and read.

I'm thirsty.

OK, thank you.

No, thanks. I'm not hungry.

You should have some **orange juice**.Would you like an **apple**, too?2  Act out the dialogue. Use different **drinks** and **foods**.

grape juice

water

milk

mango

burger

kiwi

Phonics

Lesson 10

1  Listen and say.

frog



green



crab

2  Listen and circle.

1 fr gr cr 2 fr gr cr 3 fr gr cr

4 fr gr cr 5 fr gr cr 6 fr gr cr

3  Listen and say the tongue twister.The **cross** **crab** looks at a **green** **frog**.





Objectives

- **Lesson aims:** to talk about places in town; to talk about yesterday; to ask for and give directions
- **Target language:** *park, department store, supermarket, chemist's, bakery, post office, bank, bookshop; I was / wasn't at ... yesterday. Excuse me. Where's the bakery? It's on ... Is it ...?*

Materials

- Pupil's Book Pages 40–41
- Activity Book Pages 38–39
- timer or stopwatch
- sheets of A4 paper, enough for each pupil

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique
-  Peer learning: pairwork
-  Independent learning: portfolios; Summative questions technique

Global Scale of English (GSE)

- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23). Can identify key information in short, simple factual texts (GSE 34). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write short, basic descriptions of everyday activities, given prompts or a model (GSE 35).

Mapping

Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
<p>Listening: identifying people and objects based on oral descriptions; identifying rhyming words; following simple short instructions of a teacher, peers or a recording in activities and games; responding to short, simple questions before, during and after listening; demonstrating appropriate listening behaviours; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; recognising intonation for <i>wh</i>-questions; demonstrating preferences after listening to an audio text</p> <p>Speaking: communicating ideas clearly; communicating with the correct use of pauses; using adjectives to describe people and objects; retelling a short story based on pictures or by using puppets</p> <p>Reading: 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; understanding simple dialogues; retelling basic information in a reading text</p> <p>Writing: using accurate spelling, capitalisation and punctuation; revising a short, simple written text with the teacher/peers</p> <p>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</p>	<p>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?)</p> <p>Speaking: talk about situations, people and things; talk about time; use adjectives that are in alignment with the themes selected; retell a short story; partake in exchanges to express the difference between habitual routines, past events and actions happening now</p> <p>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</p> <p>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</p> <p>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</p>

Language booster 2

How many places in town can you say?



1 Listen and say. Then listen and number.



park



department store



supermarket



chemist's



bakery



post office



bank



bookshop

2 Listen again and match.

- | | |
|----------------|----------------------------|
| 1 Fadi was | a at the department store. |
| 2 Nadia wasn't | b at the chemist's. |
| 3 Reem was | c at the bakery. |
| 4 Ramzi was | d at the supermarket. |
| 5 Lama wasn't | e at the park. |
| 6 Issa wasn't | f at the post office. |



3 Point and say.



I was at the department store yesterday. I wasn't at the park.



I/He/She **was** at the park.

I/He/She **wasn't** at the park.

Starting the lesson

- Ask pupils to name as many wild animals and food they can remember from the previous unit.

Presentation

- Explain that in this lesson pupils will learn vocabulary related to places in town.

Practice

Pupil's Book

How many places in town can you say?

- Set a timer to a minute and have pupils say as many places in town as possible. Go around the class and count as pupils say them. Then say the total number the class as a whole said.

1 Listen and say. Then listen and number.

- Ask pupils to look at the pictures. Play the audio. Pupils repeat the items as they hear them.
- Play the audio again and this time, pupils listen and write the correct number in the box. Check answers as a class.
- Extension** In pairs, pupils mime a place in town from Activity 1 and their partner guesses what it is.



Listen and say.

park, department store, supermarket, chemist's, bakery, post office, bank, bookshop

Boy 1: Where was everyone yesterday?

Boy 2: Well, everyone was in town. Fadi was at the bakery.

Boy 1: Where was Nadia? Was she at the park?

Boy 2: No, Nadia wasn't at the park. She was at the bakery with Fadi.

Boy 1: What about Reem? Where was Reem?

Boy 2: She was at the department store.

Boy 1: Where was Ramzi? Was he at the department store?

Boy 2: No, he wasn't. He was at the chemist's.

Boy 1: What about Lama? Was she at the post office?

Boy 2: Lama wasn't at the post office. She was at the bank.

Boy 1: Where was Issa? Was he at the supermarket?

Boy 2: No, he wasn't at the supermarket. He was at the bookshop.

2 Listen again and match.

- Ask pupils to read the sentence halves before they listen to the audio. Ask pupils to listen out for the names and the words in town.
- Play the audio again.
- Pupils check their answers in pairs.



3 Point and say.

- **LC1.3** Draw pupils' attention to the grammar table and recorded model.
- Have a pupil read the words in the speech bubble.
- In pairs, ask pupils to make positive and negative sentences with *was/wasn't*, and point to the corresponding places in town on the page.



4 LC1.4 Listen and read.

- Ask pupils what they can see in the picture. Ask where they think the woman and girl are and what they are doing.
- Play the audio and pupils follow in their Pupil's Books. Play the audio again and pupils read along.
- Place pupils in pairs and they practise the dialogue as best they can. Help where necessary.



5 Act out the dialogue. Use different places and prepositions.

- Ask pupils to look at the different places and prepositions. Read them aloud.
- In pairs, pupils practise the dialogue in Activity 4 but replace the places (in blue) and prepositions (in green) with the new ones in Activity 5.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out their dialogues. Repeat with as many pupils as possible.

6 Draw and write where you and your family were yesterday. Then share.

- Tell pupils where you were and weren't yesterday. Write example sentences on the board.
- Pupils draw a picture and write sentences about where they and their family were yesterday on a sheet of A4 paper. Pupils talk about them and their families yesterday and show their drawings to the class. Place their work in their portfolios.

Show what you know Tick (✓).

- Pupils read and complete the Show what you know box. Check what pupils have learnt.
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

1 Look, read and choose.

- Pupils look at the pictures and circle the correct place.

Answer key 2 bakery, 3 department store, 4 bookshop, 5 post office, 6 supermarket

2 Read about Maha. Write *was* or *wasn't*.

- Pupils look at the pictures and the ticks and crosses. Pupils complete the sentences with *was* or *wasn't*.

Answer key 2 was, 3 wasn't, 4 was, 5 wasn't

3 Read and order the dialogue.

- Pupils read and order the speech bubbles.

Answer key 2 It's on Green Street. 3 Is it next to the bank? 4 No, it's next to the bookshop. 5 Thank you.

4 Complete the dialogue. Use different places.

- Pupils use the dialogue in exercise 3 as a model. They complete the dialogues with different places. In pairs, they say the dialogues

5 Where were they yesterday? Read and write.

- Pupils read the text and write the names under the pictures.

Answer key 2 Hanan 3 Malak 4 Heba

Finishing the lesson

- Ask pupils to draw five places in town. In pairs, they swap their drawings with a partner. They write the names of the places.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.



4 **Listen and read.**

Excuse me. Where's the **bakery**?

Is it **next to** the **bank**?

Thank you.



It's on Green Street.

No, it's **next to** the **bookshop**.

5 **Act out the dialogue. Use different places and prepositions.**

post office

department store

supermarket

behind

opposite

in front of

6 **Draw and write where you and your family were yesterday. Then share.**

1 I was at the _____ yesterday.

2 I wasn't at the _____.

3 My _____ was at the _____.

4 My _____ wasn't at the _____.



Show what you know

Tick (✓).

How many places in town can you say now?

Can you talk about where you were yesterday?

Can you ask for and give directions?

Well done!



What can we see on a map?

Objectives

- **Lesson aims:** to talk about maps
- **Target language:** *compass, satellite, satellite map*





Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract factual details from a simple text (GSE 37).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 37).

Materials

- Pupil's Book Page 42
- all units flashcards from Semesters 1 and 2
- sheets of A4 paper, enough for each pupil
- fly swatters
- True/False response cards
- pictures of different types of maps (old and new)
- Google maps app if phone or tablet and internet access is available
- old book of a city's street maps


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipopstick technique; True/False cards technique
-  Peer learning: groupwork
-  Independent learning: Summative questions technique; portfolios

Starting the lesson

- Have a class vote on which unit pupils have enjoyed the most.
- Take out the flashcards from that unit and place them on the board.
- Have pupils form a line in front of the board. Draw a pizza with eight slices on it. Explain that you will say a word for them to swat. If they swat the incorrect word, they lose a piece of pizza.
- Pupils sit after their turn. The game ends when all pupils have sat down.

Presentation

-  Explain that in this lesson pupils will learn about maps.
- Show pupils different maps and ask them what they find interesting about them.
- Then show pupils Google maps if possible or Google Earth.
- Tell pupils that in the past people used paper maps to get around and that a GPS is a new invention.

Culture notes

- In 700 BCE, thousands of years ago, a clay tablet was found which had a drawing of a place called Babylon on it. Historians consider this to be the first map. As people began travelling all over the world, discovering new places, maps became important and so they started making maps. But many of these maps were incorrect.

Key words search

history of maps, cartography history, modern maps, ancient maps, Google maps


Practice

Pupil's Book


1 Think Why do we need maps?

- Ask pupils if they use maps and what for.
- Show pupils the different maps again. Ask pupils why a person would use each map.

Extra activity Communication

-  In groups, pupils discuss who they think would need to have a map as part of their work (*pilots, bus/taxi drivers, sailors*). Pupils discuss what would happen if these people didn't have access to a map.

2 Learn LC2.1 Listen, read and check.

- Have pupils look at the pictures in the text.
- Ask pupils what kind of things they would like a satellite to show them and why.
- Play the audio for pupils to read and listen to.
- **Extension**  Use the True/False cards technique to quiz pupils about the text. Say *Maps are paintings. (False). Maps have names of places on them. (True).*



Culture notes

- Satellites are special machines in space that send back to Earth information about space and our Earth. They have very good cameras and can photograph Earth well.
- A GPS actually sends a signal to a satellite in space so it can work. Satellites not only work with maps but they help scientists with weather reports and to study the Earth. We can also watch many of our favourite TV programmes because of satellites.


Diversity

- Write the following words on the board: *rivers, mountains, north, south, east, west, images, woods, paths.*
- Ask pupils if they know these words. Use L1 to translate them if necessary.
- Pupils read the text and find the sentences with these words. Pupils read the sentences to their partners.

Challenge

- Pupils write their own sentences using: *rivers, woods.*

Extra activity TPR

- Draw a compass on the board with all its points. Go through each point. Show pupils a map and show them where *north, south, east* and *west* are.
-  Divide the classroom into the four points. On a sheet of A4 paper write the point and put it in the area.
- Tell pupils you are going to play *Simon says*. Say *Simon says go north* etc., and pupils have to run to it. If a pupil runs to the wrong place, they sit down.

What can we see on a map?

Think

1 Why do we need maps?

Learn

2  Listen, read and check.



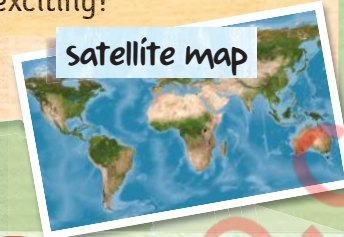
What are maps?

Maps are drawings of places. We can see our country and our town on maps. There are rivers and mountains on maps, too.



Maps have got the names of places on them. They've also got a compass on them. The compass shows north, south, east and west.

Satellite images are different. They show photographs of places, not drawings. The images come from satellites in space. They show farms and woods. They've also got parks and paths on them. Satellite images are exciting!





check

3 Read and circle.


- 1 Maps have got the names of people places.
- 2 The compass shows north names.
- 3 Satellite images are old different.
- 4 Satellite images have got drawings photographs on them.
- 5 Satellite images have got haven't got parks and paths on them.

42 forty-two


3 Check Read and circle.

-  Use the Lollipop stick technique to have pupils tell you as much as they can about the text.
- **Extension**  In small groups, pupils write a few sentences of what they have learnt today and illustrate their work.
- Help pupils with any queries.
- Pupils present their work to the class. Make a classroom display.

Extra activity Fast finishers

-  Have pupils choose a paragraph from the text. On a sheet of paper they copy it and illustrate what it says. Pupils present their work to the class. Place their work in their portfolios.

Finishing the lesson

- Give each pupil a sheet of A4 paper. Tell pupils to pretend they are a satellite in space that is taking photos of the Earth. Tell them to draw a few things they see to send back to Earth and to write a few sentences about them.
-  Use the Summative questions technique to ask pupils how this lesson has helped them understand how things work.

What can we see on a map?

Objectives

- **Lesson aims:** to make a map of a park
- **Target language:** north, south, east, west, museum, fountain, hospital





Global Scale of English (GSE)

- **Reading:** Can identify key buildings on a plan or key features on a map (GSE 32).
- **Speaking:** Can give simple directions using a map (GSE 37).

Materials

- Pupil's Book Page 43
- sheets of A4 paper, enough for each pupil
- scrap sheets of paper, enough for each pupil
- small and big sticky notes
- markers, glue, scissors and coloured paper
- symbols on maps, e.g. school, restaurant, hotel, beach
- different tourist maps


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Thumbs up/down technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Learning diary; portfolios

Starting the lesson

- Ask pupils what they remember from the text in Lesson 1 and the words they learnt.
- Give pupils a few minutes to read the text on page 42. Play the audio if pupils would like to hear it again as they read.
- Tell pupils you will say three things about the text but one is wrong. Pupils have to tell you what the incorrect sentence is.

Presentation

-  Explain that in this lesson pupils will learn how to read a map.
- Have pupils look at the map in Activity 1. Ask them to tell you what they think it shows.
- Ask pupils who they think would use this map and why.


Key words search

how to make and read a map, tourist maps, map keys


Practice

Pupil's Book

1 Let's practise Look at the map and find.

- Have pupils look at the text and ask them to find the references on the map.
- Show pupils the different tourist maps and ask if they recognise any of the keys on them.
-  Use the Thumbs up/down technique to check understanding.
- Ask pupils why they think these keys are important on maps.
- **Extension** Show pupils other keys that are usually found on maps. Ask pupils to draw some symbols on sticky notes and place them on the map in their Pupil's Books.

2 Look at the map again and say. What's in the north, south, east and west?

- **Extension** Pupils extend the activity by talking about the keys on the post-it maps.
-  Pupils work in pairs and make sentences based on the maps they have.

Diversity

Support

- Give pupils four big sticky notes to stick on their tables. Have them write the four points of the compass on each one. Have pupils stick the sticky notes in the correct place on their desk. Walk around the class to check their work.
- Ask pupils to place different classroom items in the areas next to compass points. Pupils tell their partners where they are, e.g. *The rubber is in the north.*


Challenge

- Pupils challenge each other by saying incorrect sentences about where each place is.

Extra activity Fast finishers

- Have pupils look at a tourist map and write three things they see in it and where they are.

Show what you know Make a map of a town. Then show and tell.

- Explain that pupils are going to make a map of a town. Give pupils a sheet of A4 paper.
- Tell pupils you are going to say each step and they have to follow you. Tell pupils not to continue to the next step unless you tell them to.
- Walk around the class and assist as necessary.
- First, ask pupils what kind of places they can find in a town. Write them on the board.
- Then have pupils design their town on a scrap sheet of paper.
- Next, pupils use coloured paper to draw and cut out the places they are going to place on their maps.
- Tell pupils to think carefully about where they will place their items and then draw their maps on the sheet of A4 paper.
- Pupils can use markers to colour their work.
- On a separate sheet of A4 paper, pupils write sentences about where each place is, e.g. *The park is opposite the supermarket.*
-  In pairs, pupils read their sentences to the class.
- Pupils take their maps home to show their parents.

Let's practise!

1 Look at the map and find.

- the bus station
- the letter 'H'
- the fountain
- the museum

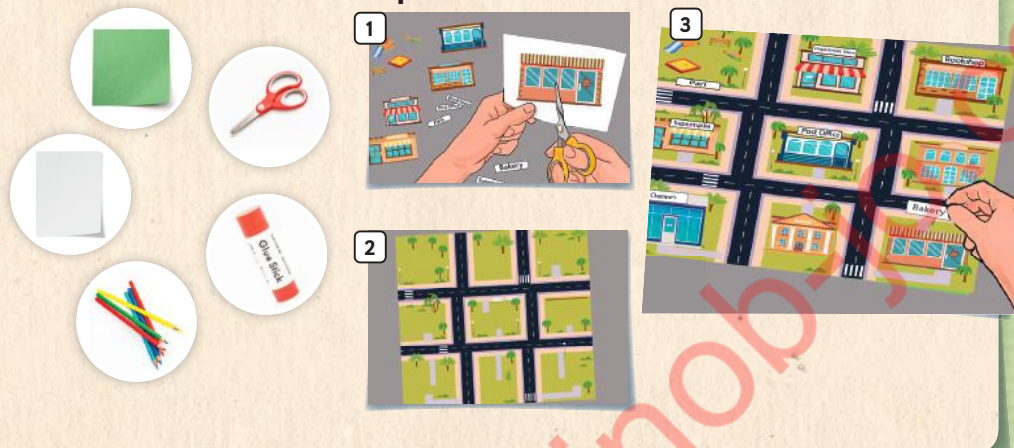


2 Look at the map again and say. What's in the north, south, east and west?

The bus station is in the north.

Show what you know

Make a map of a town. Then show and tell.



The hospital is in the west.
The fountain is in the south.
The museum is in the east.

forty-three 43

Extra activity TPR

- Divide the class into north, south, east, west.
- In small groups, give each one a place that can be found on a map, e.g. hospital, school, etc. Tell pupils you are going to say where each place is and they have to go to that place, but sometimes you make mistakes. e.g. *The hospital is in the east. No, no, it's in the south.* Continue until all groups have had a go.

Extra activity Critical thinking

- Ask pupils if they think paper maps will disappear because of new technologies. Ask them what type of maps their families use more often.

Finishing the lesson

- Have pupils take out their Learning diary from their portfolios.
- Explain that in it, they have to write what they have learnt so far in this semester.
- On the board, write *What I learn*.
- Ask pupils to give their answers and write them on the board.
- Tell pupils to decorate their work.
- Pupils present their work to their partners and then show their parents.
- Collect the diaries and place them in their portfolios.

National Olive Festival



1  Listen and stick. Then listen and say.

1



olives

2



oil

3



pour

4



dip

5



taste

6



demonstrations

7



bottle

8

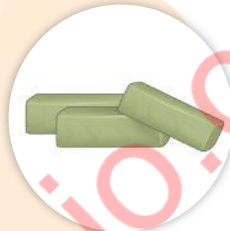


soap

2  Listen and say the poem.



Come to the festival today
Listen to everything the farmers say
About the olives and its oil, too
And learn how it's good for you
There's olive oil to taste - just look!
And watch people use it to cook
I can also buy some olive soap for me
What a great day for the family!



3 Say the poem again.

44 forty-four



4 Listen and read.

5 Listen and number.



You can use olive oil to cook meat.

How much is that beautiful bottle?

We start to pick the olives in September.

They're giving a cookery demonstration.
They start to pick the olives in September.
They're brown and red.

What are the women giving?
When do farmers pick the olives?
What colour are the olives?

Project

Viewing and presenting **Make an olive oil and watercolour painting.**

- 1 Fill a tray with watercolour paint.
- 2 Put some olive oil in a bowl.
- 3 Put some olive oil on a spoon. Slowly drip the oil into the paint.
- 4 Put a piece of paper onto the paint and oil.
- 5 Take the paper out and let it dry.
- 6 Present it to the class. Which is the most interesting painting?



National Olive Festival

Objectives

- **Lesson aims:** to talk about the National Olive Festival; to make an olive oil and watercolour painting
- **Target language:** *olives, oil, pour, dip, taste, demonstrations, bottle, soap; You can use olive oil to cook meat; How much is that beautiful bottle? We start to pick the olives in September.*





Global Scale of English (GSE)

- **Reading:** Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures (GSE 28). Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can sing a basic song from memory (GSE 22).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).


Materials

- Pupil's Book Pages 44–45
- Activity Book Page 40
- flashcards, lesson flashcards
- stopwatch or timer
- fly swatters


Assessment for Learning

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

Starting the lesson

- Place the colour flashcards on the board. Revise by pointing to each colour, saying it for pupils to repeat after you.
-  Have pupils form two lines in front of the board and give each leader a fly swatter. Explain that you will say a word for each line, which the leader has to find, swat, say a sentence and sit down to get a point for the class.

Presentation

-  Explain that in this lesson pupils will learn about the National Olive Festival. Ask pupils what they know about festivals.

Culture notes

- The National Olive Festival takes place in Amman every year.
- Over 10 days, hundreds of exhibitors show their products.
- The festival includes traditional foods, handicrafts, folklore, as well as olive oil and educational seminars.
- Olive trees cover 20 percent of cultivated land in Jordan. Jordan exports olive oil to over 15 countries per year. Olive oil provides an income to nearly 1 million families in Jordan.


Key search words

National Olive Festival, Jordan

Practice

Pupil's Book

1 F1.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Ask pupils if they know any of these words. 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 and spell it.



- **Extension**  Place pupils in pairs and have them say a word for their partner to spell.

Extra activity Critical thinking


- Ask pupils if they know of any festivals in their country and how they think festivals can increase cultural awareness.

2 F1.2 Listen and say the poem.

- Ask pupils what they think the poem will be about.
- Have pupils read the poem and tell you what new words they see in it.




Extra activity Fast finishers


-  Have pupils draw their favourite meal or food that uses olive oil in its preparation. Place work in their portfolios.

Diversity


Support

- On the board, write *olives, oil, taste* and *soap*. Say the words and pupils repeat after you. Then tell pupils to find the words in the poem and point to the correct picture in Activity 1 each time.
-  Then, in pairs, pupils read the poem slowly, line by line. One reads the first half of a line and the other the second half.

Challenge

-  In pairs, pupils read the poem out loud in different manners or voices.


3 Say the poem again.

-  Have the groups say the poem to the class.
- **Extension** Ask pupils to look at the poem again and find words words that rhyme.

Extra activity TPR

- Mime each of the words on page 36 for the pupils to name the word. Speed up the game as the pupils become more confident. Ask confident pupils to take over the miming of the words.


4 F1.3 Listen and read.

- Have pupils look at the pictures and say as many new vocabulary words as they can. As pupils say the words, place their matching flashcards on the board.
- Play the audio for pupils to follow. Then have pupils read the text to their partners.
- Ask pupils to describe the picture. Ask *What are the women doing? (They are cooking meat and pouring olive oil over salad.) What does the girl want to buy? (An olive oil bottle.) What is the man describing? (When to pick olives.)*
- **Extension**  Ask pupils to think about what kinds of things they do at a festival.



Diversity


Support

- Play the audio for pupils to read the text along to.
-  In pairs, have pupils say one word from the text to their partners who have to find it in the text and read the full sentence.

Challenge

- Pupils write different sentences to describe the three pictures and read them to the class.


5 F1.4 Listen and number.

- Tell pupils that they will now number the items they hear.
- Check answers as a class.
-  Pupils answer the questions in the box in 60 seconds.




- 1 Look! The olives are red and brown. They aren't green or black.
- 2 You can use olive oil to pour over salads.
- 3 It's 6 JD. You can put olive oil inside.

Extra activity Communication


-  Place pupils in small groups. Pupils choose a festival from their own country and discuss different ways it is celebrated.

Extra activity Fast finishers

-  Ask pupils to draw themselves with their friends at a party and write a few sentences about their picture. Place pupils' work in their portfolios.

Project

Viewing and presenting Make an olive oil and watercolour painting.

- Explain to pupils that they are going to make an olive oil and watercolour painting.
-  Give pupils a sheet of A4 paper and using the Lollipop stick technique, ask a pupil to read through the first three steps of the instructions.
- Pupils prepare their watercolour and olive oil paint mixture.
- Then have another pupil read the rest of the instructions.
- Pupils place their paper in the mixture for a few seconds before letting their painting dry.



Activity Book

1 Look and write.

Answer key 2 dip, 3 soap, 4 taste, 5 olives, 6 bottle

2 Read and write.

Answer Key farmers, demonstrations, taste, bottles/soap, soap/bottles

- Now tell pupils to complete the Picture dictionary on page 48.

Finishing the lesson

- Tell pupils to think about what food they would like to see demonstrated at the National Olive Festival using olive oil. Write all suggestions on the board. The class vote for their favourite.

Eid al-Fitr



1  Listen and stick. Then listen and say.



meat



sweets



feast



crescent moon



Arabic coffee



money



charity



lantern

2  Listen and say the poem.



Friends and family
Let's all meet
And have a big feast
With lots of food to eat
Vegetables, rice and meat
Even desserts and sweets
Oh what fun!



3  Say the poem again. Use different words for **your favourite foods**.



4 **Listen and read.**



3

Look! It's a crescent moon. Eid al-Fitr begins.



2



5 **Listen and number.**



4

We give money to charity.



1

We decorate our homes with lanterns.

It begins when the moon is a crescent.

They give money to charity.

They decorate their homes with lanterns.



When does Eid al-Fitr begin?

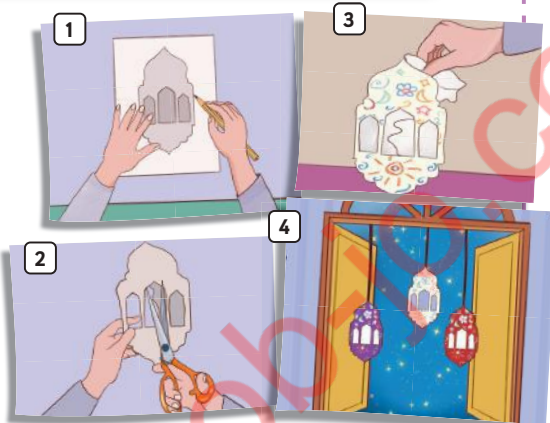
Who do people give money to?

What do people decorate their homes with?

Project

Viewing and presenting **Make a lantern. Work in groups.**

- 1 Draw a lantern on card.
- 2 Cut out the lantern.
- 3 Use coloured crayons to decorate the lantern.
- 4 Stick tissue paper behind the lantern.
- 5 Use string to hang the lantern in front of a window.
- 6 Present it to the class.



Objectives

- **Lesson aims:** to talk about Eid al-Fitr; to make a lantern
- **Target language:** *meat, sweets, feast, crescent moon, Arabic coffee, money, charity, lantern; We give money to charity. Look! It's a crescent moon. Eid al-Fitr begins. We drink coffee with friends. We decorate our homes with lanterns.*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20).

Materials

- Pupil's Book Pages 46–47
- Activity Book Page 41
- lesson flashcards
- cards, crayons, scissors, glue, tissue paper
- stopwatch or timer
- True/False response cards

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic lights cards technique; True/False cards technique
- Peer learning: pairwork
- Independent learning: portfolios; Thought-provoking questions technique

Starting the lesson

- Place the lesson flashcards on the board. Point to each one in turn. Say the words and pupils repeat.

Presentation

- Explain that in this lesson pupils will learn about Eid al-Fitr. Ask pupils what they know about it.

Culture notes

- Eid al-Fitr means 'Holiday of Breaking the Fast'. It marks the end of a month-long dusk-to-dawn fast called Ramadan for Muslims. The day is also known as Eid. Food is central to the celebrations, and the holiday is sometimes called 'Sweet Eid' or 'Sugar Feast'. Depending on the country, Eid al-Fitr lasts one to three days.

Practice

Pupil's Book

1 F2.1 Listen and stick. Then listen and say.

- Pupils look at page 46. Read the title *Eid al-Fitr* and have pupils repeat.
- Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension** Place pupils in pairs. They say and point with their partner. One pupil says *number 4*. The other one points and says *crescent moon* and so on.



2 F2.2 Listen and say the poem.

- Ask pupils to look at the poem. Ask *What can you see in the picture?*
- Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the poem.
- **Extension** Have pupils write the poem and use simple drawings for the new vocabulary words. Place their work in their portfolios.



3 Say the poem again. Use different words for your favourite foods.

- Explain the activity. Use the Traffic light cards technique to check understanding.
- The class says the poem twice. They replace *vegetables, rice and desserts* with their favourite foods.

4 F2.3 Listen and read.

- Ask pupils to look at the pictures on page 47. They say as many words as they can about the pictures.
- Play the audio for pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the picture.
- Ask pupils what they like most about the festival.
- **Extension** Use the True/False cards technique to say sentences about the picture. *It's a full moon. (False) People have lanterns in their houses. (True)*



5 F2.4 Listen and number.

- Play the audio. Pupils listen and write the number in the correct boxes.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.

- 1 Let's decorate!
- 2 Would you like some coffee?
Yes, please!
- 3 Look at the night sky!
- 4 Can you give some money?



Project

Viewing and presenting Make a lantern. Work in groups.

- Explain that pupils are going to make a lantern.
- Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they have to do.
- Give out all the materials pupils will need.
- Demonstrate how to draw and cut out the lantern if necessary.
- Pupils present and describe their lanterns to the class.



Activity Book

1 Look, read and number.

- Pupils number the pictures.


Answer key 2 d, 3 a, 4 c, 5 b, 6 e

2 Read and write.

- Pupils complete the text with the words in the box.

Answer Key 2 feasts, 3 meat, 4 Arabic coffee, 5 charity, 6 lanterns

Finishing the lesson

-  Use the Thought-provoking questions technique to discuss with pupils what they liked and didn't like about today's lesson.

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Aqaba Arts Festival

1  F3.1 Listen and stick. Then listen and say.



stall



bracelet



necklace



rug



bowl



basket



henna painting



workshop

2  F3.2 Listen and say the poem.



Look at all the beautiful things!

We can go to a workshop

And make a **bracelet**.

We can go to a stall

And buy a **basket**.

Look at this beautiful **necklace**!

Look at all the beautiful things!



3  Say the poem again. Use different **Aqaba Arts Festival** words.

48 forty-eight



4 **Listen and read.**

5 **Listen and number.**



We're buying a rug.

I'm making a basket!

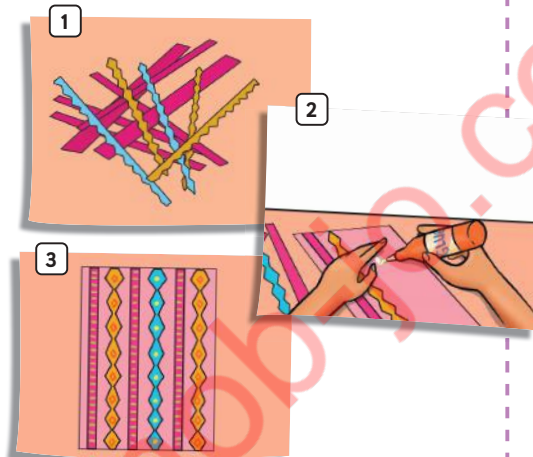
I've got henna painting on my hand!

- What has the girl got on her hand? — **She's got henna painting on her hand.**
 What are they buying? — **They're buying a rug.**
 What is the boy making? — **He's making a basket.**

Project

Viewing and presenting **Design a rug.**

- 1** Cut out strips from coloured paper.
- 2** Glue the strips onto a rectangle of coloured paper.
- 3** Decorate with coloured pens or glue on more shapes.



Aqaba Arts Festival

Objectives

- **Lesson aims:** to talk about the Aqaba Arts Festival; to design a rug
- **Target language:** *stall, bracelet, necklace, rug, bowl, basket, henna painting, workshop; I've got henna painting on my hand! We're buying a rug. I'm making a basket!*

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can understand simple sentences, given prompts (GSE 24)
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20).

Materials

- Pupil's Book Pages 48–49
- Activity Book Page 42
- lesson flashcards
- coloured paper, scissors, glue, coloured pens
- stopwatch or timer
- True/False response cards

Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique; True/False cards technique
- 👥 Peer learning: pairwork
- 📖 Independent learning: portfolios; Thought-provoking questions technique

Starting the lesson

- Place the lesson flashcards on the board. Point to each one in turn. Say the words and the pupils repeat.

Presentation



- 🗨️ Explain that in this lesson pupils will learn about the Aqaba Arts Festival. Ask pupils if they know anything about it.

Culture notes

- The Aqaba traditional Arts Festival takes place on the coast in the city of Aqaba in Jordan. It takes place every year, usually in February. The festival is a celebration of Bedouin arts and culture. Stalls and events can be found in various venues along the waterfront, such as cultural centres, public squares and other outdoor spaces. Visitors can buy food and handicrafts, attend workshops, watch demonstrations, or simply enjoy the festive atmosphere.

Practice


Pupil's Book

- 1 🗨️ **F3.1 Listen and stick. Then listen and say.** 
 - Pupils look at page 48. Read the title *Aqaba Arts Festival* and have pupils repeat.
 - Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
 - Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
 - **Extension** 🗨️ Place pupils in pairs. They say and point with their partner. One pupil says *number 4*. The other one points and says *rug* and so on.
- 2 🗨️ **F3.2 Listen and say the poem.** 
 - Ask pupils to look at the poem. Ask *What can you see in the picture?*
 - Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the poem.
 - **Extension** 🗨️ Have pupils write the poem and use simple drawings for the new vocabulary words. Place their work in their portfolios.

3 🗨️ Say the poem again. Use different Aqaba Festival words.

- Have pupils look at the words in Activity 3. Ask a pupil to come to the board and draw them.
- 🗨️ Explain the activity. Use the Traffic light cards technique to check understanding.
- The class says the poem twice. They replace *bracelet, basket and necklace* with other words.

4 🗨️ F3.3 Listen and read.

- Ask pupils to look at the picture on page 49. They say as many words as they can about the picture. 
- 🗨️ Play the audio for pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the picture.
- Ask pupils what they like most about the festival.
- **Extension** 🗨️ Use the True/False cards technique to say sentences about the picture. *We can see rugs. (True) He's making a bracelet. (False)*

5 🗨️ F3.4 Listen and number.


- Play the audio. Pupils listen and write the number in the correct boxes.
- Check answers as a class.
- 🕒 Pupils answer the questions in the box in 60 seconds.

- 1 I like this red and blue rug.
- 2 I've got a green necklace!
- 3 Do you like this basket?
- 4 I can see lots of stalls!



Project

Viewing and presenting 🗨️ Design a rug.

- Explain that pupils are going to make a design for the kind of traditional rug they might buy at the Aqaba Arts Festival. 
- 🗨️ Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they have to do.
- Give out all the materials pupils will need.
- Demonstrate how to zig-zag strips if necessary.
- Pupils present and describe their trees to the class.

Activity Book

1 Look, read and write.

- Pupils write the words under the correct pictures.


Answer key 2 henna painting, 3 necklace, 4 bracelet, 5 bowl, 6 basket

2 Read and write.

- Pupils complete the text with the words in the box.

Answer Key necklaces/bowls/rugs, henna, workshops

Finishing the lesson

-  Use the Thought-provoking questions technique to discuss with pupils what they liked and didn't like about today's lesson.

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Welcome

builder – /'bɪl.dər/
chef – /ʃef/
doctor – /'dɒk.tər/
dress – /dres/
hat – /hæt/
jeans – /dʒi:nz/
police officer – /pə'li:s ,ɒf.ɪ.sər/
sandals – /'sæn.dəlz/
scarf – /skɑ:f/
socks – /sɒks/
teacher – /'ti:tʃər/

Unit 5

bee – /bi:/
bird – /bɜ:d/
brush the horses – /brʌʃ ðə 'hɔ:rsɪz/
chicken – /'tʃɪk.ɪn/
clean the cage – /kli:n ðə keɪdʒ/
collect the eggs – /kə'lekt ðə eɡz/
cow – /kaʊ/
donkey – /'dɒŋ.ki/
duck – /dʌk/
fix the gate – /fiks ðə geɪt/
goat – /gəʊt/
horse – /hɔ:s/
king – /kɪŋ/
milk the cows – /mɪlk ðə kaʊz/
milking – /'mɪlkiŋ/
ring – /rɪŋ/
sheep – /ʃi:p/
singing – /'sɪŋɪŋ/
sweep the barn – /swi:p ðə bɑ:rn/
turkey – /'tɜ:ki/

Unit 6

clean – /kli:n/
cliff – /klɪf/
dirty – /'dɜ:ti/
dry – /draɪ/
fancy – /'fænsi/
flag – /flæg/
flip flop – /'flɪp.flop/
hard – /hɑ:d/
new – /nju:/
old – /əʊld/
plain – /pleɪn/
shampoo – /ʃæm'pu:/
sleep – /sli:p/
sleeping bag – /'sli:pɪŋ ,bæg/

slug – /slʌg/
soft – /sɒft/
sunscreen – /'sʌn.skri:n/
tent – /tent/
toothpaste – /'tu:θ.peɪst/
torch – /tɔ:tʃ/
wet – /wet/

Unit 7

armchair – /'ɑ:m.tʃeər/
bed – /bed/
behind – /br'haɪnd/
between – /br'twi:n/
bookcase – /'bʊk.keɪs/
clock – /klɒk/
door – /dɔ:ɪ/
in front of – /ɪn frʌnt ɒv/
mirror – /'mɪr.ər/
next to – /nekst tu/
opposite – /'ɒp.ə.zɪt/
sofa – /'səʊ.fə/
television – /'tel.ɪ.vɪʒ.ən/
truck – /trʌk/
wardrobe – /'wɔ:drəʊb/
window – /'wɪn.dəʊ/

Unit 8

burger – /'bɜ:ɡər/
coconut – /'kəʊ.kə.nʌt/
crab – /kræb/
crocodile – /'krɒk.ə.daɪl/
eagle – /'i:ɡəl/
elephant – /'el.ɪ.fənt/
frog – /frɒɡ/
giraffe – /dʒɪ'ra:f/
grapes – /greɪps/
green – /gri:n/
hippo – /'hɪp.ə/
ice lolly – /aɪs 'lɒli/
kangaroo – /kæŋ.gə'ru:/
kiwi – /'ki:wi:/
mango – /'mæŋ.gəʊ/
monkey – /'mʌŋ.ki/
penguin – /'penŋ.gwɪn/
tiger – /'taɪ.gər/
zebra – /'zeb.rə/

Learning Club

bakery – /'beɪ.kəri/

bank – /bæŋk/

bookshop – /'bʊk.ʃɒp/

chemist's – /'kem.ɪsts/

department store – /dɪ'pɑːt.mənt ,stɔːr/

park – /pɑːk/

post office – /'pəʊst ,ɒf.ɪs/

supermarket – /'suː.pə.mɑː.kɪt/

National Olive Festival

bottle – /'bɒt.əl/

demonstrations – /,dem.ən'streɪ.fənz/

dip – /dɪp/

oil – /ɔɪl/

olives – /'ɒl.ɪvz/

pour – /pɔːr/

soap – /səʊp/

taste – /teɪst/

Eid al-Fitr

Arabic coffee – /'ærəbɪk 'kɒfi/

charity – /'tʃær.ə.ti/

crescent moon – /'kresənt muːn/

feast – /fiːst/

lantern – /'læn.tən/

meat – /miːt/

money – /'mʌn.i/

sweets – /swiːts/

Aqaba Arts Festival

basket – /'bɑːskɪt/

bowl – /bəʊl/

bracelet – /'breɪ.slət/

henna painting – /'hen.ə 'peɪn.tɪŋ/

necklace – /'nek.ləs/

rug – /rʌg/

stall – /stɔːl/

workshop – /'wɜːk.ʃɒp/

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