

# Mapping

## Topics

**Theme 4:** Environment

**Theme 5:** Welfare

## Scope and Sequence Matrix

**Listening:** understanding the main idea and specific details in oral texts describing people, places and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information or clarify something; developing critical listening behaviour

**Speaking:** taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion); writing short speeches on how one can contribute positively to one's community

**Reading:** identifying and using prefixes, suffixes and visual clues to infer the meaning of new words; reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language; segmenting long texts into smaller sections and reading one section at a time; expressing, and justifying, opinions on characters and events

**Writing:** independently writing short texts (letters, memos, reminders, stories) using adequate spelling, punctuation, grammar and organisation

**Viewing and presenting:** viewing visual information and showing understanding by asking relevant questions; interpreting visual cues to analyse and make inferences about the intended message



## Animals in danger

**Sea animals:** dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale

**Land animals:** camel, gorilla, koala, lion, panda, parrot, polar bear, rhino

**Pronunciation:** appear/disappear, like/dislike, agree/disagree, connect/disconnect

### 1 How many sea animal words do you know?



What doesn't belong in the picture?  
Who is ready to go snorkelling?  
Find thirteen stars on the boat.  
What number can you find?

8 eight

What doesn't belong in the picture? **The book doesn't belong. (1)**  
Who is ready to go snorkelling? **Hamed and Millie are ready to go snorkelling. (2)**  
Find thirteen stars on the boat. **(circled in the picture)**  
What number can you find? **13504 (3)**

## Learning Outcomes and Performance Indicators

**Listening:** identify the main ideas and specific details in oral descriptions of people, places and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions to seek help, get information or clarify something; begin to compare oral input (story vs. conversation)

**Speaking:** speak intelligibly while making statements, asking questions, giving instructions and reporting events; speak with less preparation and guidance from the teacher and more improvisation; identify and use prefixes and suffixes (*un-*, *dis-*, *ir-*, *-ful*, *-ment*, *-tion*) and visual clues to infer the meaning of new vocabulary items

**Reading:** use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main idea(s) and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text; summarise fiction and non-fiction texts

**Writing:** use correct sentence grammar, punctuation and capitalisation; write texts using a range of sentence connectives

**Viewing and presenting:** start to demonstrate understanding of visual information by asking relevant questions; interpret visual cues in order to analyse and make inferences about the intention of the message; design posters and charts, using shapes, colours, symbols, layout and fonts to achieve particular effects

## Unit objectives

to talk about sea animals and land animals

## Language

<b>Vocabulary</b>	<b>Sea animals</b> <i>dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale</i> <b>Land animals</b> <i>camel, gorilla, koala, lion, panda, parrot, polar bear, rhino</i>
<b>Grammar</b>	Past continuous Past continuous vs Past simple
<b>Functions</b>	Reminding someone to do something: <i>Remember to (change the cat's food and water).</i>
<b>Pronunciation</b>	Identify and use the prefix <i>dis-</i> to infer meaning: <i>appear/disappear, like/dislike, agree/disagree, connect/disconnect</i>

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–12)

**Mathematical, science and technological competences:** order pictures (L. 4)

**Digital competence:** use Pupil's Book eBook (L. 1–12)

**Social and civic competences:** learn to be creative (L. 3, 9 and 12); learn to remind people to do something (L. 10)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 9)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 5, 9 and 10)

**Initiative and entrepreneurship:** choose a topic for the project (L. 9)

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

<b>Critical thinking</b>	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 3 and 9); Defining and describing (L. 1, 3, 7 and 9); Finding information (L. 1, 3, 5, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Writing about a sea animal (L. 3)
<b>Communication</b>	Remembering words (L. 1); Describing what animals were doing (L. 5); Answering questions (L. 7); Talking about animals (L. 9 and 10); Reminding people (L. 10); Functional dialogue (L. 10 and 12)
<b>Collaboration</b>	Project groupwork (L. 9); Acting out (L. 3)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 5 Test

### Objectives

- **Lesson aims:** to learn and use sea animals vocabulary
- **Target language:** *dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale*
- **Skills:** Speaking, Reading

### Materials

- Pupil's Book Pages 8–9
- sheets of A4 paper, enough for each pair of pupils
- stopwatch
- a ball
- Resource 35 A

### Global Scale of English (GSE)

- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can take part in basic games that use fixed expressions or rhymes (GSE 22).
- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Exit slips
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; portfolio

### Starting the lesson

- Write *Animals* on the board. Ask *What's your favourite animal? Do you have a favourite animal which lives in the sea? What is it?* Pupils raise their hands to answer.

### Presentation

- Explain that in this lesson pupils will learn to talk about sea animals.

### Practice

#### Pupil's Book

- 1 **How many sea animal words do you know?**
  - Refer pupils to page 8. Read the rubric and tell pupils to look at the picture and find the animals they know. Pupils work in pairs and tell each other the animals they know.
  - Using the Lollipop stick technique, ask pupils to name sea animals they know.
  - Place pupils in different pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
  - Check answers as a class by having pupils raise their hands to give answers.
  - **Extension** Ask pupils to look at page 8. Have them describe the picture in pairs, telling each other where the people in the picture are and what they are doing, and to name any objects or colours that they know, e.g. *blue sea, boat*.

#### 2 5.1 Listen, point and repeat.

- Refer pupils to page 9. Tell pupils to count how many animals they know.
- Play the audio.



- Tell pupils to look at the photos 1–12 and practise the new vocabulary. Tell pupils to give you all the possible answers for each definition:
- *It's grey, it swims and it hasn't got arms or legs.* (dolphin, whale, shark)
- *It has tentacles instead of legs.* (octopus, jellyfish, squid)
- *It has a shell.* (turtle, oyster, lobster)
- *It is dangerous.* (shark, ray)
- Place pupils in pairs. Have pupils say a word to their partner for them to point to the correct picture. Then they swap.

### Diversity

#### Challenge

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

#### Support

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

#### 3 Look for the words from Activity 2 in the picture on page 8. Which word is missing from page 8?

- Give pupils one minute to work in pairs to find the animals in the picture and write the missing word. Check answers using the Lollipop stick technique or the Basketball technique.

#### 4 Write the words in the table.

- Pupils work in pairs to complete the activity. Explain that some sea animals can go in more than one column.
- Ask different pairs to give one answer for each category.
- **Extension** Internet search key words: *sea animals, sea creatures, ocean animal facts*

### Extra activity Creativity

- Pupils work in pairs. Give each pair a sheet of A4 paper. They draw their favourite sea animals from the lesson and label them. They can display their work on the classroom wall or put it in their portfolios.

#### 5 Work with a partner. Play a memory game!

- Place pupils in the same pairs for this activity.
- Move around the classroom monitoring pairs.
- Play the game again as a class.

### Finishing the lesson

- Place pupils in groups. Assign a sea animal to each group. Call out the animals. When groups hear their animal, they stand up and mime it.
- Using the Summative questions technique, ask pupils *What have you learnt today?* You can also use Exit slips to have pupils evaluate the lesson.

### Lesson 2 Activity Book

### Objectives

- **Lesson aims:** to learn and use sea animals vocabulary
- **Target language:** *dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale*
- **Skills:** Writing

### Materials

- Activity Book Page 6
- Pupil's Book Page 8
- sheets of A4 paper, enough for each pupil



## 2 Listen, point and repeat.



whale



dolphin



shark



seal



jellyfish



octopus



squid



lobster



oyster



seahorse



turtle



ray

3 Look for the words from Activity 2 in the picture on page 8. Which word is missing from page 8? **whale**

## 4 Write the words in the table.

Animals which have to breathe air.	Animals which have got legs.	Animals which have got a shell.
<b>whale</b>	<b>octopus</b>	<b>lobster</b>
<b>dolphin</b>	<b>lobster</b>	<b>oyster</b>
<b>seal, turtle</b>	<b>turtle*, seal*</b>	<b>turtle</b>

## 5 Work with a partner. Play a memory game!



I went to Aqaba aquarium, and I saw a jellyfish!

I went to Aqaba aquarium, and I saw a jellyfish and a turtle!

I went to Aqaba aquarium, and I saw a jellyfish, a turtle and a seahorse!



nine 9

\* Turtles have webbed feet, while sea turtles have flippers, not feet. Seals are pinnipeds, which means 'fin feet'. Some pupils may perceive them as 'legs'.

## Global Scale of English (GSE)

- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38).

## Assessment for Learning

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

## Starting the lesson

- Pupils play *Sea Animals Bingo!* Hand each pupil a sheet of A4 paper and tell them to draw six squares in a grid. Pupils draw different sea animals in each square. Call out the sea animals for pupils to cross out the ones they have. When a pupil crosses out all his/her animals, he/she calls out *Bingo!*

## Practice

## 1 Look at Pupil's Book page 8 and write.

- Give pupils one minute to complete the activity. Have pupils check their answers with their partners.

**Answer key** 1 She's holding a net. 2 It's called the *Jordanstar*.

## 2 Look, write and count.

- Pupils complete the activity individually. They then compare answers with a partner.
- Pupils work in groups and make vocabulary lists in their notebooks for the *I'm learning* box in their Activity Books.

**Answer key** 1 dolphin (2), 2 seal (2), 3 whale (1), 4 ray (5), 5 jellyfish (6), 6 squid (7), 7 octopus (5), 8 turtle (2), 9 seahorse (3), 10 shark (1), 11 oyster (8), 12 lobster (4)

## 3 Find and circle the odd one out. Write why.

- Pupils work individually to complete the activity. They then compare ideas with a partner.
- Check answers using the Lollipop stick technique.

**Answer key** 2 octopus – An octopus hasn't got a shell.  
3 jellyfish – A jellyfish doesn't breathe air. 4 dolphin – A dolphin hasn't got a shell/legs.

## Extra activity Fast finishers

- Have pupils find the words that they didn't sort in their Pupil's Book Activity 4. They think of a category for each sea animal.

## Finishing the lesson

- Pupils close their books and work in pairs. Give them one minute to write down the names of sea animals.
- Using the Summative questions technique, ask *How many animals did you remember?*

## Story

10 (identifiable) fish, 3 seahorses, 1 ray, 4 squid, 1 shark



- 1 Before you read How many sea animals can you find in the story?

- 2 Listen and read.



## Shark adventure

1 OK, kids. We heard there were some humpback whales here today. They were swimming this way. But if you see a whale, remember, don't get too close! Whales are endangered animals!

2 Can I come?

The whales were swimming over there. Why don't you fly over the water with your camera?

OK! I love flying!

3

4 What's this? It was floating down there.

Is it a fish?

I don't think so. Let's ask my mum.

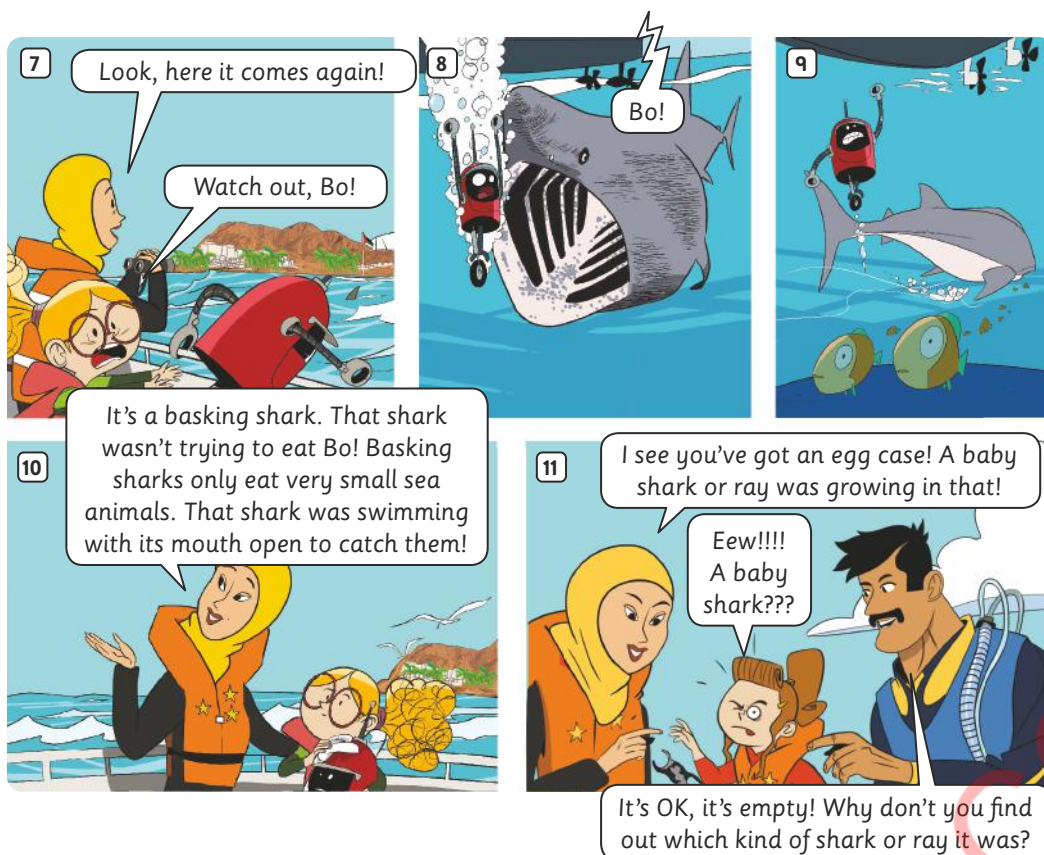
5 Back on the boat ...

Look! It's a shark!

Or is it a whale?

Was it a whale? What was it doing? How quickly was it swimming?

6 It was swimming more slowly than a whale, and it didn't come up for air.



3 Which animal was growing in the egg case?

Go to page 58 to find out. **A blonde ray was growing in the egg case.**



4 After you read Look at the story and write the names. Who ...

- |                         |             |                            |                            |
|-------------------------|-------------|----------------------------|----------------------------|
| 1 uses a camera?        | <b>Bo</b>   | 4 is talking about whales? | <b>Dad</b>                 |
| 2 finds an egg case?    | <b>Katy</b> | 5 is snorkelling?          | <b>Hamed, Katy, Millie</b> |
| 3 falls into the water? | <b>Bo</b>   | 6 is flying?               | <b>Bo</b>                  |



I am careful not to harm animals.

5 Act out the story.

6 Find out about a sea animal. Does it lay eggs or does it have live babies? Share with the class.



## Objectives

- **Lesson aims:** to listen to, analyse and act a story
- **Target language:** revision of sea animals vocabulary; *endangered*
- **Skills:** Reading, Listening

## Materials

- Pupil's Book Pages 10–11
- a ball
- Happy/Sad face cards
- sheets of A4 paper, enough for each pupil
- Resource 39

## Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can identify specific information in a simple story, if guided by questions (GSE 35). Can act out parts of a picture story, using simple actions and words (GSE 30).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Happy/Sad face cards technique; Lollipop stick technique
- Peer learning: acting out; pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Using the Basketball technique, ask pupils to say one sea animal each from Lesson 1.

## Presentation

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

## Practice

### Pupil's Book

### 1 Before you read How many sea animals can you find in the story?

- Refer pupils to pages 10 and 11.

### 2 5.2 Listen and read.

- Write *endangered* on the board and ask pupils to find a word inside this word (*danger*). Ask *What does danger mean?* and elicit answers.
- Play the audio.
- Check comprehension. Ask *Which animal is endangered?* (*whale*) *What does Bo do?* (*flies over the whales with his camera*) *What did the kids see swimming near them?* (*a basking shark*)



## Diversity

### Challenge

- Before pupils open their books, tell them the title of the story and where it takes place. Pupils predict what might happen.

### Support

- Pre-teach other words that pupils might have problems with.

### 3 Which animal was growing in the egg case? Go to page 58 to find out.

- Pupils discuss in pairs.
- Using the Happy/Sad face cards technique, ask *Did you find what animal was growing in the egg case?*

### 4 After you read Look at the story and write the names. Who ...

- Pupils work individually to complete the activity. Check answers using the Lollipop stick technique or the Basketball technique.

### 5 Act out the story.

- Divide pupils into groups of six. Allocate a role to each pupil (Katy, Millie, Hamed, Bo, Mum and Dad).
- Pupils act out the story in groups.

## Values

- Pupils think about the value individually and then discuss in pairs.
- Discuss the value as a class.
- Ask *Why is it important to be kind to animals? How can we protect animals? If you see an animal in trouble, what should you do? How do you show respect to animals?*

### 6 Find out about a sea animal. Does it lay eggs or does it have live babies? Share with the class.

- Give pupils a sheet of A4 paper for their work.
- Pupils describe their sea animal to the class.
- **Extension** Internet search key words: *sea animals, sea creatures, ocean animal fact*

## Extra activity Critical thinking

- Pupils swap work from Activity 6 with a partner and write two questions about the animal for extra information. Pupils find answers to their partner's questions.

## Finishing the lesson

- Assign *shark* or *whale* to different pupils. Play the story. Pupils stand up when they hear their animal.
- Using the Summative questions technique, ask pupils what their favourite part of the story was and to give reasons for their answers.

## Lesson 4 Activity Book

## Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of sea animals vocabulary; *endangered*
- **Skills:** Reading

## Materials

- Activity Book Page 7

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).

## 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.) 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.

### Stage 2 – Listening to the story

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. When answering, pupils additionally practise and consolidate the previously introduced language material.

### 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.

#### Suggested exercises

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

## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Peer learning: pairwork
-  Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils if they have been snorkelling before. Ask *Where did you go? Did you enjoy it? What sea animals did you see?*

## Practice

### 1 After you read Look and order the story.

- Give pupils one minute to complete the activity.

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

### 2 Read and complete.

- Pupils complete the activity individually.

**Answer key** 2 water, whale; 3 shark, Bo; 4 mum, animals

### 3 Correct the mistakes.

- Pupils complete the activity individually.

**Answer key** 2 flies over, 3 an egg case, 4 ray

### 4 Values Read and circle. What do you think?


-  Pupils write and then compare answers with a partner.

**Answer key** 2 they mustn't disturb them, 3 learn about the animal from the egg case

## Extra activity Fast finishers

- Pupils find words in the story connected to the sea and write them in their notebooks.

## Finishing the lesson

-  Using the Summative questions technique, ask pupils what they remember from the story.

### CLIL Link

In Unit 5, the story is based around the concept of living organisms and their vital functions (reproduction in sharks and manta rays) from the Science curriculum.

The Discovery Team find a blonde ray egg case in the sea, but they don't know what it is at first. Back on the boat, a basking shark approaches when Bo falls into the water very near it and Katy worries, but Hamed's mum explains that this shark eats very small sea animals, so it isn't dangerous.

To explore the concept of living organisms further, you can use Resource 39.



## Objectives

- **Lesson aims:** to learn and use the Past continuous
- **Target language:** *The shark was looking for small sea animals.*
- **Skills:** Reading, Listening, Speaking

## Materials

- Pupil's Book Page 12
- Resource 45 A
- a ball

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can talk about an event in the past using fixed expressions, given a model (GSE 37).

## Assessment for Learning

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

## Starting the lesson

- Write *Shark adventure* on the board. Ask *What sea animals did the kids see? What did they find? What was in the egg case?* Ask pupils what else they remember from the story from Lesson 3. Prompt with questions, e.g. *What do basking sharks eat? Which sea animal is endangered? Why did Bo fly?*

## Presentation

- Explain that in this lesson pupils will learn to use the Past continuous.
- Write *The dolphin was swimming*. Read the sentence and have pupils repeat. Circle *The dolphin* and underline *was swimming*. Ask *What's the animal?* and *What's the verb?* Explain that we use *was/were* and the verb with *-ing* to talk about things that were happening at a particular time. Say *At 7 o'clock yesterday, I was eating breakfast.*

## Practice

## Pupil's Book

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

- Refer pupils to pages 10–11.

- 2 **5.3 Listen and repeat.**

- Play the audio.

- 3 **5.4 Listen and point to the correct picture.** What were the sea animals doing? There are two pictures you don't need.

- Ask pupils to describe what they can see in the pictures.
- Play the audio. Pupils work individually and check in groups.
- Check answers using the Lollipop stick technique or the Basketball technique.



**Girl:** I went to the aquarium at the weekend. I saw so many sea animals! It was great!

**Boy:** What did you see there?

**Girl:** I saw some seals. They were amazing.

**Boy:** What were they doing?

**Girl:** They were swimming, and one seal was jumping out of the water!

**Boy:** What else did you see?

**Girl:** I saw some rays and sharks. The rays were swimming in a small pool. The sharks were eating their lunch.

**Boy:** What were the sharks eating? Were they eating other fish?

**Girl:** No, they weren't. They were eating meat!

**Boy:** Cool!

**Girl:** And we also saw some seahorses. They were really small and colourful. They weren't swimming. They were holding onto plants.

- 4 **Hani visited the aquarium on Saturday. What were the animals doing when he arrived at 11 o'clock? In pairs, look, ask and answer.**

- Pupils work in pairs. Monitor the pairs.

## Diversity

## Challenge

- Pupil A asks a question with *What ...* about the picture and Pupil B answers. Then they swap roles.

## Support

- Pupils take turns to say an affirmative sentence about the picture.

## Finishing the lesson

- Say sentences in the Past continuous and pupils mime: *You were swimming/sleeping/eating, etc.*
- Using the Summative questions technique, ask pupils how we form the Past continuous and what we use it for. You can also use Exit slips to have pupils evaluate the lesson.

## Lesson 6 Activity Book

## Objectives

- **Lesson aims:** to learn and use the Past continuous
- **Target language:** *He was buying a toy dolphin.*
- **Skills:** Listening, Writing

## Materials

- Activity Book Page 8

## Global Scale of English (GSE)

- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

## Assessment for Learning

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

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

- 1 A baby shark or ray was growing in that! ☒
- 2 That shark wasn't trying to eat Bo! ☐
- 3 It was swimming more slowly than a whale. ☐



## 2 Listen and repeat.

What **was** the shark **doing**?

The shark **was looking** for small sea animals. It **wasn't looking** for big fish.



## 3 Listen and point to the correct picture. What were the sea animals doing? There are two pictures you don't need.



a eating meat



b swimming and jumping



c holding onto plants



d swimming in a small pool



e swimming in a small pool



f swimming in a small pool

## 4 Hani visited the aquarium on Saturday. What were the animals doing when he arrived at 11 o'clock? In pairs, look, ask and answer.

jump out of the water   catch a small fish   climb out of the tank  
eat fish   look out of the water   walk along the bottom of the tank



What were the seals doing at 11 o'clock?

They were eating fish!

12 twelve

## Starting the lesson

- On the board, write *What were you doing at 7 o'clock yesterday evening?*
- Place pupils in pairs and have them ask and answer. Monitor pupils, helping where necessary.

## Practice

## 1 Listen and write the letters.

- Play the audio.
- Check answers using the Lollipop stick technique.



- Jaber:** I've got an idea! Let's see if we were doing the same thing at the same time!
- Huda:** That sounds fun ... so Jaber, what were you doing last Saturday at 12 o'clock?
- Jaber:** Well ... I **was** buying a present for my sister's birthday at the **toy** shop in town. She loves dolphins and seals, so I bought her a toy dolphin.
- Huda:** Oh! How fun!
- Jaber:** What about you, Huda?
- Huda:** Hmm ... I was having fun with my family at the aquarium in town. There were dolphins, octopi, seals. At 12 o'clock, I was watching the seals.
- Jaber:** That sounds exciting! What about you, Talal and Nour? Were you at the aquarium, too?
- Talal:** Oh, no! But we were with our family as well.

**Nour:** Yes, and we were shopping in town. At around 12 o'clock, we were buying a big octopus at the fishmonger's.

**Jaber:** Wow! What about you, Dana and Aisha? Were you in town?

**Dana:** Oh, yes ... but we weren't shopping. We were having lunch at a restaurant.

**Jaber:** And what were you having? An octopus?

**Aisha:** Ha, ha! No! We were having oyster soup! Yummy!!

**Answer key** Huda C, Talal and Nour E, Dana and Aisha D

## 2 Look at Activity 1 and complete the sentences.

**Answer key** 2 was watching the seals; 3 were, buying, were buying an octopus; 4 Were, having, No, weren't, were having oyster soup

## 3 What were you doing last Saturday at 12 o'clock? Write. Then compare in pairs.

- Place pupils in pairs for this activity. Monitor.

## Extra activity Fast finishers

- Pupils write down the story from Pupil's Book Activity 4.

## Finishing the lesson

- Using the Summative questions technique, ask pupils if they understand how to use the Past continuous.

### Objectives

- **Lesson aims:** to learn and use land animals vocabulary; to compare the Past continuous and the Past simple; to learn and sing a song
- **Target language:** camel, gorilla, koala, lion, panda, parrot, polar bear, rhino; *I was watching the koalas when the lion escaped!*
- **Skills:** Listening, Speaking

### Materials

- Pupil's Book Page 13
- eight cards with words: camel, gorilla, koala, lion, panda, parrot, polar bear, rhino
- eight cards with pictures (drawings or printouts): camel, gorilla, koala, lion, panda, parrot, polar bear, rhino
- Resources 35 B, 45 B, 49, 53

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can sing a basic song from memory (GSE 22). Can talk about an event in the past using fixed expressions, given a model (GSE 37).

### Assessment for Learning

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

### Starting the lesson

- Ask pupils *What is your favourite sea animal? What is your favourite land animal?* and elicit answers.

### Presentation

- Explain that in this lesson pupils will learn and talk about land animals and they will learn how to use the Past continuous and the Past simple together. They will also sing a song.
- Stick the picture cards on the board. Ask pupils to raise their hands and say which animals they know. Point and say the animals and have pupils repeat. Explain to pupils that these are the land animals for the lesson today.

### Practice

#### Pupil's Book

#### 1 5.6 Listen, point and repeat.

- Refer pupils to page 13.
- Play the audio.
- Practise the vocabulary. Pupils call out the animals:  
*Which animal can fly? (parrot)*  
*Which animal climbs trees? (gorilla, panda, koala)*  
*Which animal is a big cat? (lion)*  
*Which animal lives in the desert? (camel)*  
*Which animal has a horn on its nose? (rhino)*  
*Which animal lives on ice? (polar bear)*
- **Extension** Internet search key words: *facts for kids* – camel, gorilla, koala, lion, panda, parrot, polar bear, rhino



### Extra activity Collaborative work

- Have pupils take it in turns to say a word to their group for their group members to point to the correct picture.

#### 2 5.7 & 5.8 Listen and sing.

- Ask pupils to look at the pictures and raise their hands to say which animals they can see (parrot, bee, gorilla, polar bear, camel).
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.
- 5.8 Play the karaoke version of the song again and encourage pupils to sing.



#### 3 5.9 Listen and repeat.

- Play the audio.
- Tell pupils *I was eating breakfast when the phone rang*. Write this sentence on the board as you say it. Ask *Which words are in the Past continuous/Past simple?* and elicit answers. Ask *Which words are for something that was happening/happened?* and elicit answers.



#### 4 In pairs, ask and answer questions about the song.

- Ask two pupils to read out the examples.
- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.

### Diversity

#### Challenge

- Pupils can complete the activity in pairs without preparation. After the activity, ask different pairs to demonstrate one question and answer.

#### Support

- Before completing the activity, write the examples on the board. Underline the Past continuous in the examples and circle the Past simple and point out that we use the Past simple after *when*.

#### 5 Pupil A: Activity Book, page 44.

#### Pupil B: Activity Book, page 46.

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.

### Extra activity TPR

- Place the word cards and picture cards around the room. Divide the class into two groups. Assign *word* to one group and *picture* to the other group. Say the animal words and have a pupil from each group find the correct card.

### Finishing the lesson

- Call out an animal and have pupils mime it.
- Using the Summative questions technique, ask pupils *What have you learnt today? Did you find the lesson difficult or easy?* You can also use Exit slips to have pupils evaluate the lesson.

### Lesson 8 Activity Book

### Objectives

- **Lesson aims:** to learn and use land animals vocabulary; to review the Past continuous and the Past simple
- **Target language:** lion, rhino, gorilla, panda, camel, parrot, koala, polar bear; *The lions were drinking when we drove past.*
- **Skills:** Writing, Speaking



## 1 Listen, point and repeat.



lion



rhino



gorilla



panda



camel



parrot



koala



polar bear

## 2 Listen and sing.



I was walking along the path through the hills,  
When seven gorillas jumped out of the trees.

I was watching the gorillas playing in the forest,  
When seven large parrots arrived with seven large bees.

I wasn't looking at those bees flying high in the sky,  
Because seven big camels started to play.

I was watching those camels when I heard a noise,  
And seven polar bears arrived in a sleigh.

The bears weren't there anymore,  
When I woke up! It was a brand new day!



## 3 Listen and repeat.



What **were** you **doing** when the lion **escaped**?

I **was watching** the koalas when the lion **escaped**! I **wasn't watching** the lion!

## 4 In pairs, ask and answer questions about the song.

What were you doing when the gorillas jumped out of the trees?

I was walking along the path.

## 5 Pupil A: Activity Book, page 44. Pupil B: Activity Book, page 46.

thirteen 13

## Materials

- Activity Book Page 9
- a ball

## Global Scale of English (GSE)

- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).
- **Speaking:** Can sing a basic song from memory (GSE 22). Can talk about an event in the past using fixed expressions, given a model (GSE 37).

## Assessment for Learning

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

## Starting the lesson

- Play *Backs to the board* with the land animals vocabulary.

## Practice

## 1 Look and complete the cards.

- Pupils complete the activity individually. They then compare answers with a partner.

- Pupils make fact files as suggested in the *I'm learning* box. They use the Internet to search for ideas.

**Answer key** 2 gorilla, 3 koala, 4 lion, 5 panda, 6 parrot, 7 rhino, 8 polar bear

## 2 Read and circle.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 was eating, took out; 3 were sailing, jumped; 4 were sleeping, arrived

## 3 In pairs, ask and answer the questions.

- Place pupils in pairs.
- Monitor pupils, helping where necessary.
- Ask volunteer pairs to ask and answer the questions for the class.

## Extra activity Fast finishers

- Pupils copy one verse of the song from the Pupil's Book into their notebooks and draw a picture to match.

## Finishing the lesson

- Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*
- Play the karaoke version of the song again and encourage pupils to sing.



## Objectives

- **Lesson aims:** to learn about the RSPCA (Royal Society for the Prevention of Cruelty to Animals)
- **Target language:** revision of vocabulary and grammar; *wildlife, in trouble, injured, rescue, recover*
- **Skills:** Reading, Speaking, Listening

## Materials

- Pupil's Book Page 14
- Activity Book Page 10
- a ball
- Happy/Sad face cards
- sheets of A4 paper, enough for each group of pupils
- coloured pencils

## 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 specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Happy/Sad face cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils if they know of any organisations that protect or help injured animals. Ask them why it's important to protect animals.

## Presentation

- Explain that in this lesson pupils will talk about an organisation in the UK called the RSPCA.
- Write *RSPCA = Royal Society for the Prevention of Cruelty to Animals* on the board. Elicit the meaning of *cruelty* and *prevention*. Say *If you hurt or don't look after an animal, it is called cruelty. When you stop something before it happens, that is called prevention.*
- Introduce these words from the text and explain meanings: *wildlife* (not pets), *in trouble* (having a problem), *injured* (hurt, like a broken leg), *rescue* (save), *recover* (get better).

## Culture notes

- The RSPCA is a charity that operates in England and Wales. It supports the welfare of animals. It is funded by donations.

## Practice

### Pupil's Book

### 1 Before you read Which organisations in Jordan protect animals?

- Refer pupils to page 14 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback.
- Tell pupils to look at the photos. Ask *What can you see?*

### 2 5.10 Listen and read.

- Tell pupils to find different animals while they read.
- Play the audio and have pupils read along in their books.
- Check comprehension with questions: *What does the RSPCA have for injured animals? (hospitals and centres) How many animals did they rescue last year? (over 120,000) How many cats did they find homes for? (30,000 cats)*



## Fun activity

- Pupils draw and label a picture of their favourite animals.
- Pupils present their drawings to the class.

### 3 After you read Activity Book, page 10.

- Pupils turn to page 10 in their Activity Books and complete the activities.

## Extra activity Critical thinking

- Pupils work in pairs and find all the numbers in the text. They write down the figures, say the numbers to each other and then write the numbers in words.

### 4 What do you do if you find an injured animal?

- Place pupils in pairs for this activity.
- Ask different pairs to say what they do. Promote class discussion with questions, e.g. *Do you agree? What would you do instead? What else can you do? Has anyone ever found an injured animal? What did you do?*

## Diversity

### Challenge

- Using the Basketball technique, ask pupils to say a key word from the text that is connected to the theme of animals. Pupils write the words in their vocabulary lists.

### Support

- Write key words from the text on the board. Have pupils copy the words into their vocabulary lists. Explain meanings if necessary.

## Project

### Make a spider diagram about an animal protection organisation.

- Divide pupils into groups of four.
- Explain that pupils should write at least one idea each in their spider diagram.
- Monitor and help groups.
- Each group presents their spider diagram to the class. Make sure every pupil says something.
- **Extension** Internet search key words: *Animal protection organisations/societies in Jordan, RSPCA*



## Extra activity TPR

- Call out things that people do to animals. Pupils respond with their Happy/Sad face cards; a happy face for good treatment and a sad face for cruelty: *hit, hurt, injure, chase, throw stones, don't feed, leave in the street, pet, feed, cuddle, look after, play ball, walk, keep warm, give water*



# HELPING ANIMALS FOR NEARLY 200 YEARS!



The Royal Society for the Prevention of Cruelty to Animals, or RSPCA for short, is a British animal protection organisation. It started in 1824!

If you find an animal which is in trouble or hurt, you can call the RSPCA. The RSPCA has hospitals and centres where it looks after animals. Last year the RSPCA rescued over 120,000 animals!

If you want to find an animal for your home, you can go to an RSPCA centre and choose one. Last year the RSPCA found new homes for over 30,000 cats! You can find cats, rabbits, birds and even horses! But you can't just take the animal home. The RSPCA workers will ask you lots of questions about your home and your family, to help you choose the right one for you. For example, if you haven't got a garden, you probably shouldn't have a rabbit!

The RSPCA also has special centres for injured wildlife, like bats or birds. This green parrot is called Roxie. She had a broken leg, but now she's recovering at a wildlife centre!



**Fun Activity**

Draw and label a picture of your favourite animal!

- 1 **Before you read** Which organisations in Jordan protect animals?

- 2 **Listen and read.**



- 3 **After you read**

► **Activity Book, page 10.**

- 4 **What do you do if you find an injured animal?**

If I find an injured animal, I ...

14 fourteen

## Project

### Make a spider diagram about an animal protection organisation.



- 1 In groups, choose an organisation.
- 2 Find out about this organisation.
- 3 Draw a spider diagram and write.
  - What's the name of the organisation?
  - When did it start?
  - What kind of animals does it help?

- 4 Present your diagram to the class.



### Activity Book

- 1 **Look and complete the sentences.**

- Pupils complete then compare with a partner.
- Answer key** 2 trouble, 3 protection, rescued, 4 wildlife, look after

- 2 **After you read** Complete the sentences. Use 1, 2 or 3 words.

- Check answers using the Basketball technique.
- Answer key** 2 than 120,000 animals, 3 centre, 4 cats, 5 your family

### Extra activity Creativity

- Pupils look at Activity 1 again and think of a different animal and change the text.
- Ask them to retell their new texts to the class.
- Write the following ideas on the board to help: *Animals: cat, turtle, bird, koala, parrot, hamster, rabbit, horse; Injured body parts: tail, wings, teeth, shell*

### Extra activity Fast finishers

- Pupils copy out the song from Lesson 7 and change the animals.

### Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today?* and have pupils raise their hands to offer answers.



## Objectives

- **Lesson aims:** to learn to remind someone to do something; to identify and use the prefix *dis-* to infer meaning
- **Target language:** *Remember to (change the cat's food and water); appear/disappear, like/dislike, agree/disagree, connect/disconnect*
- **Skills:** Reading, Listening, Speaking

## Materials

- Pupil's Book Page 15
- Activity Book Page 11
- Yes/No response cards
- a ball
- Resource 57

## Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can talk about everyday activities using simple language (GSE 32). Can say simple tongue twisters and other types of playful language (GSE 27).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards technique; Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Ask pupils questions for them to respond with their Yes/No response cards. Ask *Have you got a cat? Have you got a fish? Have you got a parrot? Have you got a rabbit? Have you got a different animal from these ones?*

## Presentation

- Explain that in this lesson pupils will learn to remind someone to do something and identify and use the prefix *dis-* to infer meaning.
- Write these verbs on the board: *feed, clean, change, wash, take*. Ask pupils to predict sentences about looking after pets, using the verbs that they think will be in the lesson.
- Ask different pupils to write their ideas on the board.

## Practice

## Pupil's Book

- 1 **Have you got an animal? How do you look after it? Circle.**
  - Refer pupils to page 15. Pupils discuss in pairs and then raise their hands to offer answers.
- 2 **5.11 Listen. Why is the vet talking to Nadia?**
  - Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.
- 3 **5.12 Listen, read and check.**
  - Play the audio again and pupils listen and read. Confirm the answer to Activity 2.
  - Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class.

## Extra activity Collaborative work

- Divide the class into two groups. One group is Nadia; the other is the vet. Play the audio and pause after each sentence. Pupils from each group repeat what they hear in unison.
- Have different pupils stand up and read the dialogue to the class.

## 4 Choose an animal. Have a conversation with a partner about how to look after it.

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

## Diversity

## Challenge

- Have pupils act out their conversation to the class.

## Support

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

## Extra activity TPR

- Read out the ways of looking after a cat from Activity 1. Pupils mime the actions you say: *Remember to feed the cat, etc.*

## Pronunciation

## 5 5.13 Listen and say the tongue twister.

## What do you notice about the coloured words?

- Ask pupils to say what they can see in the picture.
- Ask pupils what they notice about the coloured words. Explain that the prefix *dis-* means 'not' or 'opposite of'. Tell them that we can add *dis-* to some words to change their meaning.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the tongue twister with the audio.
- In pairs, pupils say the tongue twister to their partner as fast as they can.
- **Extension** Place pupils in groups of four. Ask them to think of other words that the prefix *dis-* can be added to.

## Activity Book

## 1 Complete the sentences in your notebook so that they mean the same.

- Pupils do the activity individually. Pupils raise their hands to offer answers.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 to change the water every three days, 3 to look after my fish, 4 to feed the fish in the morning every day

## 2 5.14 Complete the dialogue with the new sentences in Activity 1. Listen and check.

- Pupils work in pairs to complete the activity.
- Play the audio.

**Man:** So, Salwa, you're going to adopt an animal from the animal centre, right?  
**Salwa:** Yes, I am.  
**Man:** What kind of animal do you want to adopt?  
**Salwa:** I want to adopt some fish.  
**Man:** OK. About the food ... Remember to feed the fish in the morning every day.  
**Salwa:** I'll remember!  
**Man:** And one more thing. Don't forget to change the water every three days.  
**Salwa:** I won't forget! I promise to look after my fish!

- 1 Have you got an animal? How do you look after it? Circle.

feed it    clean the cage  
change water    wash it

- 2 5.11 Listen. Why is the vet talking to Nadia?  
**Nadia wants to adopt a cat and the vet is giving her advice.**

- 3 5.12 Listen, read and check.



Nadia, you're going to adopt an animal from our centre, right?

Yes, that's right.

What kind of animal do you want to adopt?

I want to adopt a cat.

OK. You must look after it. Remember to change the cat's food and water every day.

I'll remember!

And don't forget to clean the bowls every day.

I won't forget! I promise to look after my cat!

**Say it!**

Remember to change the cat's food and water every day.  
Don't forget to clean the bowls every day.  
I promise to look after my cat!

- 4 Choose an animal.  
Have a conversation with a partner about how to look after it.

a cat    a rabbit    a fish  
a parrot    a tortoise

### Pronunciation

- 5 5.13 Listen and say the tongue twister. What do you notice about the coloured words?

The whale **appears** in the morning,  
And swims around in the sea.  
It **disappears** in the evening,  
And swims away from me!



**They're opposites (by adding the prefix *dis-* to some words, we can make them opposite/negative).**

fifteen

15

**Answer key** 2 Remember to feed the fish in the morning every day.; 3 Don't forget to change the water every three days.; 4 I promise to look after my fish!

- 3 5.15 Write the negative forms.  
Listen and check.

- Pupils do the activity individually.
- Play the audio to check answers.
- Pupils write sentences for both forms of each word in their notebooks. Monitor pupils, helping where necessary.

like – dislike, agree – disagree, honest – dishonest, obey – disobey, connect – disconnect, appear – disappear

**Answer key** 1 dislike, 2 disagree, 3 dishonest, 4 disobey, 5 disconnect, 6 disappear

### Extra activity Fast finishers

- Pupils write the reminders the vet gave Nadia.

### Finishing the lesson

- Using the Thought-provoking questions technique, ask *What do your mum and dad remind you to do? Do they have to remind you often?*

## Objectives

- **Lesson aims:** to read and analyse an article about whales
- **Target language:** revision of unit vocabulary and grammar; *save, ocean, emergency, frightened, calming, reach*
- **Skills:** Reading, Speaking

## Materials

- Pupil's Book Page 16
- Activity Book Page 12
- a ball
- some classical music
- Resource 61

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can briefly say what they like or dislike about a simple story (GSE 32).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Write *Whales* on the board. Have pupils raise their hands and tell you things they know about whales.

## Presentation

- Explain that in this lesson pupils will read a text about whales in trouble. Before reading the text, ask pupils to predict what problem they think the whales had.
- Write *save, ocean, emergency, frightened, calming and reach* on the board. Ask pupils to work in pairs and think of words that mean the same thing for each word. Check answers using the Lollipop stick technique (*rescue, sea, dangerous situation, scared, relaxing, get to*).
- Ask pupils to add ideas to their predictions for the story with these new words.

## Diversity

## Challenge

- Ask pupils extra questions: *Have you heard of beluga whales? What do you know about beluga whales? Do you think they are big or small? Do you think they live in cold or hot oceans?*

## Support

- Give pupils some extra information before they read: *The text is about beluga whales. They live in cold oceans.*

## Practice

## Pupil's Book

## 1 Before you read What do you know about the Arctic?

- Refer pupils to page 16. Pupils discuss in pairs first. Using the Lollipop stick technique, ask pupils for ideas. Accept all reasonable suggestions.

## 2 5.16 Listen and read.

- Ask pupils to find out if their prediction was correct. Play the audio.
- Check comprehension with questions. Ask *Where do beluga whales stay? (in the open ocean) Where did a group of whales get trapped? (under the ice) What did the captain do to make the whales follow the ship? (He played calming classical music.)*



## Extra activity Critical thinking

- Pupils work in pairs and find all the nouns and verbs in the text connected to the theme of whales and the ocean. They write the words in their notebooks under two separate headings.
- **Extension** Ask pupils to say what tense the verbs are in.

## 3 After you read Write the paragraph number for each summary.

- Pupils complete the activity individually. They then compare answers with a partner.
- Check answers using the Lollipop stick technique or the Basketball technique.
- In groups, pupils can find out more about different whales and then present their information to the class.

## Extra activity TPR

- Assign the role of whales to some pupils and the role of the ship to some other pupils. Read the text and have pupils mime out the event. Play some classical music to add to the miming.
- Repeat with other groups. Have a class vote for the best miming.

## 4 What did you like about this article? What surprised you?

- Pupils discuss in pairs.
- Ask for class feedback.

## Activity Book

## 1 After you read Match the words and the pictures.

- Give pupils one minute to complete the activity. They compare answers with a partner.
- Check answers using the Lollipop stick technique or the Basketball technique.

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

2 Correct the underlined mistakes.

- Pupils work individually and check in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 winter, 3 ship, ice, 4 channel, ship, 5 under, 6 followed, 7 days, 8 safe

## 3 In groups, draw four pictures and make a poster of the story about the beluga whales. Display your posters in class and retell the story.

- Place pupils in groups and ask them to draw four pictures and make a poster of the story about the beluga whales.
- Walk around the class monitoring pairs.



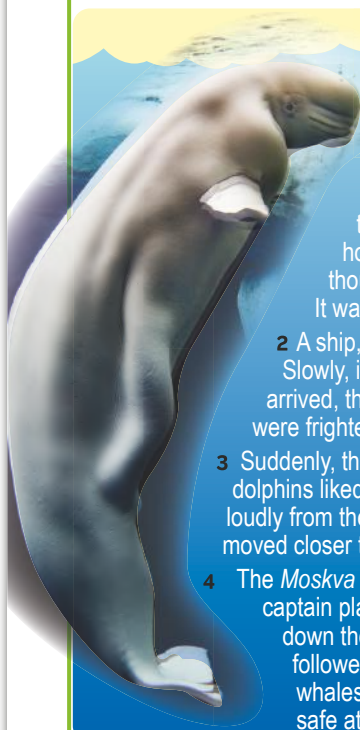
Possible answers: it's mainly ocean, in summer it doesn't get dark, many animals live there (Arctic foxes, Arctic hares, reindeers, seals, etc.), the Inuit people live there, it's getting warmer

## Reading

1 Before you read What do you know about the Arctic?

2 Listen and read.

It's very cold! There are polar bears ...



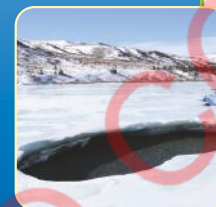
## SAVE THE BELUGA WHALES!

1 Beluga whales are white whales that live in the Arctic Ocean. In winter, they stay in the open ocean, away from the sea ice. But some years ago, a group of them became trapped under the ice. There was only one hole in the ice where they could come up to breathe. But thousands of whales all needed to breathe at the same hole! It was an emergency!

2 A ship, the *Moskva*, started breaking the ice to get to the whales. Slowly, it made a channel to them. But when the *Moskva* finally arrived, the whales didn't want to swim into the channel. They were frightened of the ship!

3 Suddenly, the captain of the *Moskva* had an idea. He knew that dolphins liked music, so he started playing calming classical music loudly from the ship. When he was playing classical music, the whales moved closer to the ship!

4 The *Moskva* started moving down the channel, stopped, and the captain played music. The whales came closer. The ship moved down the channel, stopped, and played music again. The whales followed. It took many days, but finally the *Moskva* and the whales reached the open ocean. The beluga whales were safe at last!



3 After you read Write the paragraph number for each summary.

- |  |          |
|--|----------|
| a The whales reached the open sea.                     | <u>4</u> |
| b The captain had a good idea.                         | <u>3</u> |
| c A ship made a channel through the ice to the whales. | <u>2</u> |
| d The beluga whales were trapped.                      | <u>1</u> |

4 What did you like about this article? What surprised you?

I liked how ...

I was surprised that ...

16 sixteen

- Place two groups together and have them compare and talk about their posters.
- Display the posters on the wall.
- Have pupils look at the posters on display and give their classmates feedback using the Two stars and a wish technique.

### Extra activity Fast finishers

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

### Finishing the lesson

- Pupils close their books. They work in pairs and tell each other what happened to the beluga whales. They take turns to say a sentence.
- Walk around the class monitoring pairs.
- Using the Thought-provoking questions technique, ask *Did you remember everything? What did you learn about beluga whales? What do you think about the captain's idea?*

## Objectives

- **Lesson aims:** to understand a listening task; to talk about an animal in danger; to write about an animal in danger
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing

## Materials

- Pupil's Book Page 17
- Activity Book Page 13
- a ball
- sheets of A4 paper, enough for each pupil
- coloured pencils
- a folder
- Yes/No response cards
- Resource 65

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can describe where an animal lives in a simple way (GSE 31).
- **Writing:** Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Yes/No response cards technique
- Peer learning: pairwork; Two stars and a wish technique; groupwork
- Independent learning: Learning diary

## Starting the lesson

- **5.7** Play the song from Lesson 7 and encourage pupils to join in and do the actions.



## Presentation

- Explain that in this lesson pupils will listen to people talk about animals in danger and then write about an animal in danger.
- Using the Basketball technique, ask pupils to name the sea and land animals they remember.

## Practice

### Pupil's Book

### Listening

- **5.17** Listen and choose the correct answers.

- Refer pupils to page 17 and tell them to read the questions and all the multiple-choice answers before they listen.
- Play the audio.



**Interviewer:** And today we're talking to Dr Hassan Albanna, who is a scientist studying polar bears in the Arctic. Tell us about polar bears, Dr Albanna.

**Dr Albanna:** Well, polar bears are beautiful animals! They are very big, white bears which live on the ice in the Arctic.

**Interviewer:** What do they eat?

**Dr Albanna:** They eat seals. Seals are polar bears' favourite food.  
**Interviewer:** How do they catch the seals? Can they swim quickly?  
**Dr Albanna:** Yes, they can. Polar bears are very fast swimmers; they can swim at ten kilometres an hour!  
**Interviewer:** That's fast! Are there a lot of polar bears in the Arctic?  
**Dr Albanna:** Yes, there are, but they are in danger because our Earth is getting warmer. When the Earth gets warmer, the sea ice melts. Then the polar bears have no home.  
**Interviewer:** That's terrible! So what is ...

## Diversity

### Challenge

- Ask more comprehension questions: *What is Dr Albanna's job? What animal does he study? Do polar bears swim slowly? Why are they in danger?*

### Support

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

## Speaking

- **2** Talk about an animal in danger. What do you know about it?

- Pupils work in pairs.
- When they have talked about their animal, pupils change pairs and repeat the activity.
- Ask different pupils to tell the class about their animals.
- **Extension** Internet search key words: *endangered animals*

## Writing

- **3** Read. What do basking sharks eat?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *How long can basking sharks be? (10 metres) Do they swim near land? (Yes, they do.) What mustn't we do now? (We mustn't hunt basking sharks.)*

## Extra activity TPR

- Using the Yes/No response cards technique, pupils respond to your questions: *Do you know how to write a text like this? Are you ready to write this text?*

- **4** Find out about an animal in danger in Jordan and write about it.

- Read the *Writing tip* and the plan to pupils. Pupils turn to their Activity Books.
- **Extension** Internet search key words: *endangered animals, (name of animal) Jordan*

## Extra activity Critical thinking

- Pupils write a list of words from the text in Lesson 11 on page 16 that they could use in their writing activity.

## Activity Book

- **1** Read and match.

- Pupils complete the activity individually. They then read the matching sentences in pairs.

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

- **2** Find out about an endangered animal and write about it.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to complete the report.



## Listening

- 1 Listen and choose the correct answers.
- Where do polar bears live?  
a the Arctic  
b the Antarctic  
c the Atlantic Ocean
  - What do polar bears eat?  
a oysters b seals c fish
  - How quickly can polar bears swim?  
a 15 kilometres an hour  
b 12 kilometres an hour  
c 10 kilometres an hour

## Speaking

- 2 Talk about an animal in danger. What do you know about it?

What do you know about dolphins?

They're mammals. They can move very quickly and jump out of the water! They eat fish. Dolphins are in danger because they get caught in fishing nets.



## Writing

- 3 Read. What do basking sharks eat?  
**They eat small sea animals.**

Basking sharks

Basking sharks are the second largest fish in the world! They can be 10 metres long!

Where do they live?

Basking sharks live in the sea. They often swim near the land.

What do they do?

Basking sharks swim slowly with their mouths open to catch small sea animals.

Why are they in danger?

Basking sharks are in danger because people hunted them. Now you mustn't hunt them.

**tip** Writing

When your text has got a lot of information, headings make it easier to read. Look at the Plan and use the questions as headings.

- 4 Find out about an animal in danger in Jordan and write about it.

## 1 Plan

- Where do these animals live?
- What do they eat?
- What do they do?
- Why are they in danger?

## 2 Write

They live ...  
They eat ...  
They like ...  
They are endangered because ...

## 3 Check your work

- Used headings?

Activity Book, page 13.

seventeen

17

- Check your work: Write the following questions on the board: *Did you use a heading? Did you use a capital letter at the start of each sentence? Did you use a full stop at the end of each sentence? Did you use the correct spellings? Did you use clear handwriting?* Pupils evaluate their own work by answering the questions.
- Using the Two stars and a wish technique, pupils read and check each other's work.

3 Put your texts together to make a class book on endangered animals.

- Hand each pupil a sheet of A4 paper. Ask them to copy their written work onto the paper and decorate it.

- Ask pupils to put texts together to make a class book on endangered animals. Bind pupils' work in a folder.
- Have a class vote for the best page.

**Extra activity Fast finishers**

- Pupils find the *Animals in danger* vocabulary in the lesson and write the words in their notebooks.

**Finishing the lesson**

- Pupils write down what they achieved in their Learning diary: *Today, I listened to ..., I described ... and I wrote ...*