

Mapping

Topics

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

Speaking: taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion)

Reading: reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language; expressing, and justifying, opinions on characters and events; skimming and scanning a text for main ideas and key details, graphing them; distinguishing facts from opinions

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; responding to a variety of oral presentations

6 Staying healthy

Illnesses: a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick
Healthy lifestyles: do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy
Pronunciation: balanced/unbalanced, healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible

1 **How many illnesses do you know?**

2 **What's wrong in the picture?**
Who has got long, dark hair?
Find seven animals.
Who is tying his shoelaces?

18 **eighteen**

3 **What's wrong in the picture?** **Hamed's mum's magazine is upside down.** (1)
Who has got long, dark hair? **The woman with her hand on her ear and the girl in the wheelchair.** (2)
Find seven animals.
Who is tying his shoelaces? **The boy in the play area.** (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

Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events; take longer turns in pair and group work

Reading: identify and use prefixes and suffixes (*un-, dis-, ir-, -ful, -ment, -tion*) and visual clues to infer the meaning of new vocabulary items; 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

Writing: use correct sentence grammar, punctuation and capitalisation; use simple and compound sentences to produce a variety of text types (letters, emails, memos, reminders)

Viewing and presenting: respond to a variety of oral presentations including stories, poems and rhymes with confidence; 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

Unit objectives

to talk about illnesses and healthy lifestyles

Language

Vocabulary	Illnesses a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick Healthy lifestyles do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy
Grammar	should/shouldn't Infinitive of purpose
Functions	At the doctor's: <i>I'm feeling (sick).</i>
Pronunciation	Identify and use the prefixes <i>un-</i> and <i>ir-</i> to infer meaning: <i>healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible</i>

Key competences

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

Mathematical, science and technological competences: order sentences (L. 3)

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 tell a doctor what the matter with you is (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 12)

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

21st Century Skills for Learning and Innovation

Critical thinking	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)
Creativity	Designing a doctor's waiting room (L. 3)
Communication	Describing how you feel (L. 1); Giving advice (L. 5); Answering questions (L. 7 and 10); Talking about staying healthy (L. 9, 10 and 12); Talking to the doctor (L. 10); Functional dialogue (L. 10)
Collaboration	Project groupwork (L. 9); Acting out (L. 3)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the Lesson plans)
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 6 Test

Vocabulary

Objectives

- **Lesson aims:** to learn and use illnesses vocabulary
- **Target language:** *a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick*
- **Skills:** Speaking

Materials

- Pupil's Book Pages 18–19
- stopwatch
- a ball
- Resource 36 A

Global Scale of English (GSE)

- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe basic symptoms to a doctor, using gestures to support the meaning (GSE 35).

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

Starting the lesson

- Write *Health* on the board. Explain the meaning if necessary. Ask *Is health important? What do you do for your health?* Pupils raise their hands to answer.

Presentation

- Explain that in this lesson pupils will learn to talk about illnesses.
- Ask *Do you ever get ill? What do you do when you get ill? How do you feel?*

Practice

Pupil's Book

1 How many illnesses do you know?

- Refer pupils to page 18. Read the rubric and tell pupils to look at the picture and find the illnesses they know. Pupils work in pairs and tell each other the illnesses they know.
- Using the Lollipop stick technique, ask pupils to name illnesses 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.
- **Extension** Ask pupils to look at page 18 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and naming any objects, animals or appearances that they know, e.g. *fish, beard*.

2 6.1 Listen, point and repeat.

- Refer pupils to page 19. Tell pupils to count how many illnesses they knew.
- Play the audio.
- Tell pupils to look at the pictures and practise the new vocabulary. Read out the words, do a mime and have pupils copy the mime and repeat the word: *I've got a cold/a cough/a headache/a high temperature/a rash/a runny nose/a sore throat/a stomach ache/a toothache/an earache. I feel dizzy/sick.*
- Have pupils say an illness 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 18. Which word is missing from page 18?

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

4 6.2 Listen, read and say.

- Play the audio. Have the class repeat.
- Play the audio again. Choose different pupils to repeat.



Extra activity Critical thinking

- Pupils write a list of illnesses that they get. Then they compare lists with a partner and talk about the illnesses using adverbs of frequency.
- Ask different pairs to report back to the class, e.g. *My friend sometimes has a cold, but she's never sick.*

5 In pairs, play a guessing game.

- Place pupils in pairs for this activity.
- Play the game again as a class.

Finishing the lesson

- Say sentences for the illnesses with *I've got* and have pupils point to the correct part of their bodies.
- 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 2 Activity Book

Objectives

- **Lesson aims:** to learn and use illnesses vocabulary
- **Target language:** *a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick*
- **Skills:** Writing

Materials

- Activity Book Page 14
- Pupil's Book Page 18
- sheets of A4 paper, enough for each pupil
- sheets of A4 paper, enough for each group

2 Listen, point and repeat.

I've got



a cold



a headache



a sore throat



a stomach ache



a high temperature



a toothache



a runny nose



an earache



a cough



a rash



dizzy



sick

I feel



dizzy



sick

3 Listen for the words from Activity 2 in the picture on page 18. Which word is missing from page 18? **a high temperature**

4 Listen, read and say.



a I've got a sore throat!

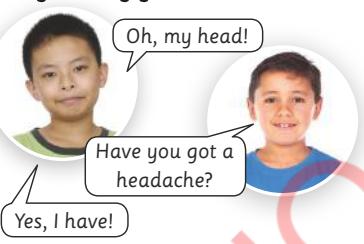
d I've got a cough!

b I've got a runny nose!

e I've got a cold!

c I feel dizzy!

5 In pairs, play a guessing game.



nineteen 19

Global Scale of English (GSE)

- Writing: Can label simple pictures related to familiar topics by copying single words (GSE 16).

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

2 Look and complete.

- Pupils work in groups to make vocabulary lists and drawings in their notebooks for the *I'm learning* box.

Answer key 2 rash, 3 sore throat, 4 toothache, 5 earache, 6 stomach ache, 7 headache, 8 cough, 9 runny nose, 10 high temperature, 11 sick, 12 dizzy

3 What's the matter? Look at Activity 2 and write.

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

Answer key 2 rash, 3 dizzy, 4 earache, 5 high temperature

Extra activity Fast finishers

- Hand pupils a sheet of A4 paper. Have pupils make their own word search with the illness words. They can swap with other fast finishers.

Finishing the lesson

- Place pupils into groups. Hand each group a sheet of A4 paper. Pupils play *Hangman* in their groups with the illness words.
- Pupils close their books and work in pairs. Give them one minute to write down the illnesses.
- Using the Summative questions technique, ask *How many illnesses did you remember? Did you spell them correctly?*

Starting the lesson

- Brainstorm the names of the illnesses and write them on the board.
- Describe the illnesses, e.g. *This is when your throat hurts. This is when you feel like everything is turning around*, etc.
- Pupils guess the illness from the description.

Practice

1 Look at Pupil's Book page 18 and write.

- Pupils work individually and check in pairs.

Answer key 1 It's about sharks/sea animals/animals.

2 She's reading a magazine.

Story

dizzy, rash, earache, feel sick, runny nose, cold, cough, high temperature

1 Before you read How many illnesses can you find?

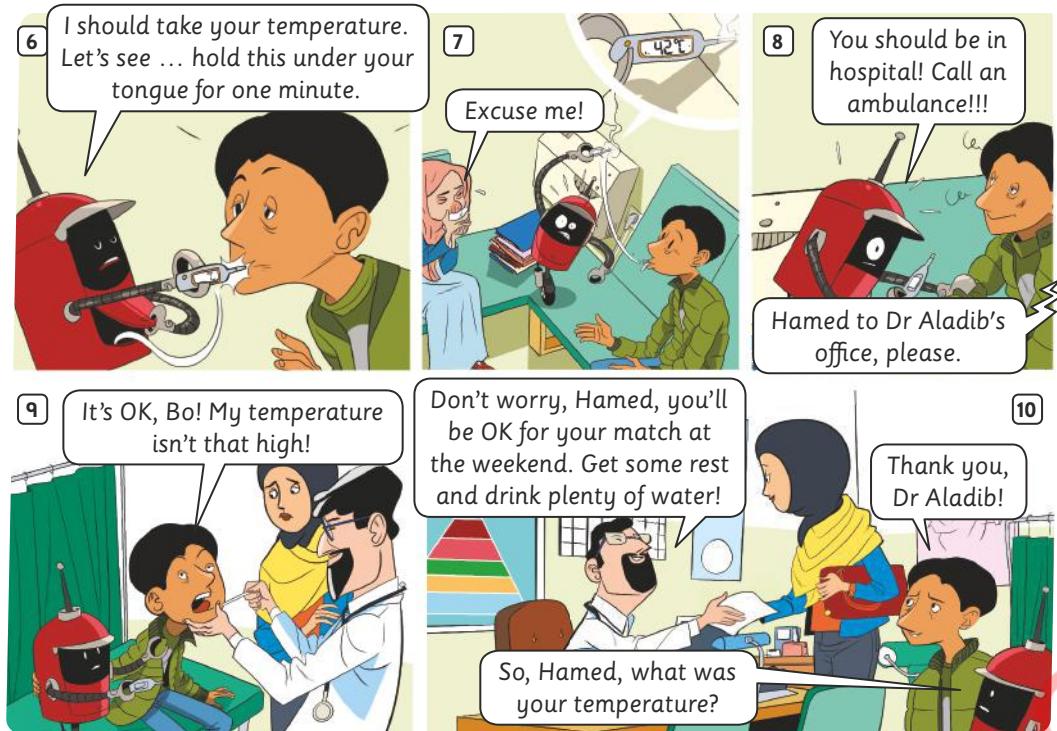
2 Listen and read.



A high temperature



20 twenty



- 3 Did Hamed have a high temperature? Go to page 58 to find out. **No, he didn't. It was 37.5°C, which isn't very high.** CLIL

- 4 **After you read** Write the words to complete the sentences.

- 1 At school, Hamed feels dizzy.
- 2 At the weekend, Hamed is going to watch a big football match.
- 3 Mum and Bo go with Hamed to the doctor's.
- 4 Bo takes Hamed's temperature.
- 5 Bo thinks Hamed should be in hospital.
- 6 The doctor tells Hamed to rest and drink plenty of water.

- 5 **Act out the story.**

Values

I help my friends when they are ill.

- 6 **Design the perfect doctor's waiting room! What things are there? Share your waiting room with the class.**

Story

Objectives

- **Lesson aims:** to listen to, analyse and act a story
- **Target language:** revision of illnesses vocabulary; *hospital, ambulance*
- **Skills:** Reading, Speaking, Listening

Materials

- Pupil's Book Pages 20–21
- a ball
- Happy/Sad face cards
- sheets of A4 paper, enough for each pupil or pair of pupils
- coloured pencils
- Resource 40

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).
- **Speaking:** 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: pairwork; groupwork; acting out
- Independent learning: Summative questions technique

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

1 Before you read How many illnesses can you find?

- Refer pupils to pages 20 and 21.

2 6.3 Listen and read.

- Write *hospital* and *ambulance* on the board. Say *You go to hospital when you are very ill. Sometimes you call an ambulance to take you there.*
- Play the audio.
- Check comprehension. Ask *Did Hamed have to go to hospital in an ambulance? (no) What sport was Hamed playing when he felt dizzy? (football) What has Hamed got? (a cough) What's the doctor's name? (Dr Aladib)*

Diversity

Challenge

- Before pupils open their books, tell them the title of the story. Pupils predict what might happen.

Support

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

3 Did Hamed have a high temperature? Go to page 58 to find out.

- Pupils discuss in pairs.
- Using the Happy/Sad face cards technique, ask *Did you find the answer?*

4 After you read Write the words to complete the sentences.

- Check answers using the Lollipop stick technique or the Basketball technique.

Extra activity Critical thinking

- Pupils work in pairs and write two incomplete sentences to add to Activity 4. They swap sentences with another pair and complete each other's sentences.

5 Act out the story.

- Divide pupils into groups of six. Allocate a role to each pupil (Katy, Millie, Hamed, Bo, Mum and Dr Aladib).
- 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 help friends when they are ill? What can you do to help? How would you feel if a friend helped you when you were ill?*

6 Design the perfect doctor's waiting room! What things are there? Share your waiting room with the class.

- Give pupils or pairs a sheet of A4 paper.
- Pupils present their waiting room to the class.

Finishing the lesson

- Read the story again. When pupils hear an illness word, they hold up a sad face.
- Using the Summative questions technique, ask pupils what their favourite part of the story was.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of illnesses vocabulary
- **Skills:** Reading

Materials

- Activity Book Page 15
- a ball

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
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Ask pupils to tell you what happens in the story from the previous lesson. Play the audio again if necessary.

Practice

1 After you read Look, read and order.

- Pupils check their answers in groups.

Answer key 2 d, 3 a, 4 c

2 Circle the answers from the story.

- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 1 dizzy, 2 ~~high~~ temperature, in hospital, 3 better, get some rest, water

3 Read and write True or False.

- When pupils have finished, ask them to correct the false sentences. They can check their answers in pairs.

Answer key 2 True, 3 False, 4 False; (3 Bo puts the thermometer under Hamed's tongue. 4 Hamed's real temperature is 37.5°C.)

4 Values Read and tick (✓). How should you help others when they're ill at school?

- Pupils compare their answers in pairs.

Answer key 3 ✓, 5 ✓, 6 ✓

Extra activity Fast finishers

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

Finishing the lesson

- Using the Summative questions technique, ask pupils what they learnt about illnesses from the story.

CLIL Link

In Unit 6, the story is based around the concept of health and illness from the Science curriculum.

Hamed feels dizzy while playing football, so he goes to the doctor with his mum and Bo. Bo tries to find out what's wrong with him by taking his temperature. But right after doing so he holds the thermometer too close to the heater and thinks that Hamed's temperature is too high. He thinks that Hamed should be in hospital. However, the doctor examines Hamed and says that he's fine. He only needs to get some rest and drink plenty of water.

To explore the concept of health and illness further, you can use Resource 40.

Objectives

- **Lesson aims:** to learn and use *should/shouldn't*
- **Target language:** *You should go to the doctor's!; take some medicine, put cream on it, sit down, not scratch it, not go swimming, blow your nose, go home*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 22
- Yes/No response cards
- Resource 46 A

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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give simple advice, using fixed expressions (GSE 43).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique; Exit slips
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Write *high temperature* on the board. Ask *What did Bo do with the thermometer? What did the doctor tell Hamed to do?*
- Ask pupils what else they remember from the story from Lesson 3. Prompt with questions, e.g. *When did Hamed feel dizzy? What does he want to see at the weekend? Who went to the doctor's with him?*

Presentation

- Explain that in this lesson pupils will learn to use *should* and *shouldn't* for advice.
- On the board write *I've got a temperature* and *You should go to the doctor's*. Read the sentences and have pupils repeat.
- Pre-teach the advice. Say *Here is some more advice*. Write these phrases on the board and explain or mime the meanings: *take some medicine, put cream on it, sit down, not scratch it, not go swimming, blow your nose, go home*.

Practice

Pupil's Book

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

- Refer pupils to page 22. Pupils look back at the story on pages 20–21 to find the answer.

2 6.4 Listen and repeat.

- Play the audio.
- **Extension** Pupils look at the story on pages 20–21. They find the sentences with *should* and *shouldn't* in the story.

3 6.5 Listen and point. Then match with the advice.

- Ask different pupils to describe the picture.
- Play the audio.
- Check answers using the Lollipop stick technique.



- | | |
|-----------------|---|
| Doctor: | Hello, Sami! What's the matter with you? |
| Sami: | I feel sick! |
| Doctor: | You should sit down. How about you, Salwa? |
| Salwa: | I've got an earache. |
| Doctor: | You should go home. You shouldn't go swimming today. And Jameela, what's the matter with you? |
| Jameela: | I've got a rash. |
| Doctor: | You should put this cream on it. You shouldn't scratch it. Malek, what's up with you? |
| Malek: | I've got a cold. |
| Doctor: | You should get some tissues and blow your nose! |

4 Choose someone from the picture. In pairs, ask and answer.

- Place pupils in pairs. Ask them to choose someone from the picture. One pupil says what they've got and the other gives them advice with *should* or *shouldn't*.

Extra activity TPR

- Using the Yes/No response cards technique, say an illness and some advice. For good advice pupils hold up their *Yes* cards and for bad advice their *No* cards.

Finishing the lesson

- Tell the class you've got an illness, e.g. a sore throat. Ask the class to give you advice with *should* and *shouldn't*.
- Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to revise the use of *should/shouldn't*
- **Target language:** *Adel should take some medicine. He shouldn't eat hard food.*
- **Skills:** Listening, Writing

Materials

- Activity Book Page 16

Global Scale of English (GSE)

- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33). Can understand a limited range of basic language related to common symptoms and illnesses (GSE 39).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

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

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

- 1 I don't feel very well. I feel dizzy.
2 You should go to the doctor's.
3 I should take your temperature.



- 2  **Listen and repeat.**

You **should** go to the doctor's!

You **shouldn't** go to school!

Should I take some medicine? Yes, you **should**. / No, you **shouldn't**.



- 3  **Listen and point.** Then match with the advice.

put cream on it **c** sit down **a** not scratch it **c** not go swimming **b**
blow your nose **d** go home **b**



- 4  **Choose someone from the picture. In pairs, ask and answer.**

I've got a rash.

You should ... You shouldn't ...

22 twenty-two

Starting the lesson

-  Place pupils into groups. Ask them to discuss what they should and shouldn't do if they feel ill in school. Ask groups to tell the class their advice.

4 **Doctor:** Good afternoon, Lama. What's the matter?
Lama: I've got a stomach ache. What should I do?
Doctor: A stomach ache? OK ... you should use a hot water bottle. Put it on your stomach. It will help you with the pain. But you shouldn't drink milk because it's not good for your stomach.

Answer key 2 a, rest, ride a bike; 3 d, drink warm tea, eat crisps; 4 b, use a hot water bottle, drink milk

- 2 **Look at Activity 1 and answer the questions.**

- Pupils complete the activity individually.
-  Pupils check their answers in groups.

Answer key 2 No, shouldn't. 3 She should rest. 4 He shouldn't eat crisps or other dry foods. 5 She should use a hot water bottle.

- 3  **Look at Activity 1 again. Choose two people and write what else they should and shouldn't do. In pairs, discuss your ideas.**

-  Pupils work in pairs to give more advice.

Extra activity Fast finishers

- Pupils write the advice they gave from Pupil's Book Activity 4.

Finishing the lesson

-  Using the Summative questions technique, ask *When do we use should or shouldn't?*

- 1 **Doctor:** Good morning, Adel. What's the matter?
Adel: I've got a terrible toothache. What should I do?
Doctor: OK, let me see. You should take some medicine for a couple of days. You shouldn't eat hard food because it will hurt more.
- 2 **Doctor:** Good morning, Muna. What's the matter?
Muna: I feel dizzy. What should I do?
Doctor: Well ... first of all you should rest. You shouldn't ride your bike. It can be dangerous.
- 3 **Doctor:** Good afternoon, Mazen. What's the matter?
Mazen: I've got a sore throat. Should I drink something warm?
Doctor: Let me see. Yes ... you should drink a warm cup of tea every two hours, and you shouldn't eat crisps or other dry foods because it's bad for your throat.

Vocabulary and Grammar

Objectives

- Lesson aims:** to learn and use healthy lifestyle vocabulary; to learn and use the infinitive of purpose; to learn and sing a song
- Target language:** *do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy*
- Skills:** Listening, Speaking

Materials

- Pupil's Book Page 23
- True/False response cards
- Yes/No response cards
- 16 cards with words: *do, exercise, eat, a balanced diet, eat, junk food, feel, fit, be, healthy, relax, at home, be, unfit, feel, unhealthy*
- Resources 36 B, 46 B, 50, 54

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 everyday activities, using simple language (GSE 32).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: True/False response cards technique; Yes/No response cards technique; Lollipop stick technique; Exit slips
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Ask *What is your worst illness? What should someone do if they have got this illness?* and elicit answers.

Presentation

- Explain that in this lesson pupils will learn and use healthy lifestyle vocabulary and they will learn how to use the infinitive of purpose. Explain that this is a verb followed by *to* and another verb that gives you a reason to do something. They will also sing a song.
- Write *healthy* and *unhealthy* on the board at the top of two columns. Ask pupils to suggest what is healthy and what is unhealthy and write their ideas on the board.

Practice

Pupil's Book

1 6.7 Listen, point and repeat.

- Refer pupils to page 23.
- Play the audio.
- Practise the vocabulary using the True/False or Yes/No response cards technique:
Playing in the park is healthy/unhealthy.
Watching TV is healthy/unhealthy.
Running gets you fit/unfit.
Sitting down gets you fit/unfit.
Doing exercise is good/bad.
Relaxing is important/not necessary.
Eating a balanced diet/junk food is good.
- Extension** Internet search key words: *fitness for kids, healthy lifestyles for kids*

Extra activity Collaborative work

- Have pupils say a word to their partner for them to point to the correct picture. Then they swap.

2 6.8 & 6.9 Listen and sing.

- Ask pupils to look at the pictures and raise their hands to say who they can see (a girl who is running).
- 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.
- 6.9 Play the karaoke version of the song and encourage pupils to sing.



3 6.10 Listen and repeat.

- Play the audio.
 - Ask pupils *Why are you running?* and tell them to find the answer in the grammar box. Write these sentences on the board and ask pupils to finish them with their own ideas. Pupils discuss in pairs and then raise their hands to offer ideas.
- I'm eating salad to ...*
He's playing football to ...

4 Combine the sentences.

- Place pupils in groups for this activity. Monitor.
- Check answers using the Lollipop stick technique.

Diversity

Challenge

- Let pupils work out on their own that they need to reverse the order of the sentences.

Support

- Read out the example answer. Point out to pupils that they need to use the second sentence **before** the first sentence and they don't use the verb *need*.

5 Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

- Place pupils in pairs for this activity. Monitor.

Extra activity TPR

- Hand out the word cards to 16 pupils. Tell them they have one minute to find the matching cards. Point out that there is more than one possibility with some phrases.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they do to stay fit and healthy. Ask them how often they do exercise. You can also use Exit slips to have pupils evaluate the lesson.

Lesson 8 Activity Book

Objectives

- Lesson aims:** to learn and use healthy lifestyle vocabulary; to learn and use the infinitive of purpose
- Target language:** *do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy*
- Skills:** Writing

Materials

- Activity Book Page 17

1 Listen, point and repeat.



2 Listen and sing.

 I wasn't very healthy,
 But I wanted to be fit.
 I wanted to do some exercise,
 To walk instead of sit!

 I started walking round the park,
 I ran for a little bit.
 Soon I could run for longer,
 I was getting fit!

 I wanted to do some exercise,
 I ran to get healthy and fit!
 I ran my first race in the park!
 Now I feel super-fit!

3 Listen and repeat.

4 Combine the sentences.

1 I need to be fit and healthy. I'm going for a walk twice a day.

I'm going for a walk twice a day to be fit and healthy.

2 I need to buy some trainers. I'm going to the sports shop.

I'm going to the sports shop to buy some trainers.

3 I need to eat a balanced diet. I'm going to eat less junk food.

I'm going to eat less junk food to eat a balanced diet.

4 I need to buy some vegetables. I'm going to the greengrocer's.

I'm going to the greengrocer's to buy some vegetables.

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

twenty-three

23

Global Scale of English (GSE)

- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning

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

Starting the lesson

-  Place pupils in groups and ask them to make a weekly fitness and diet planner.
- Ask groups to share their planners with the class.

Practice

1 Find and circle the words in the word search. Then look and write.

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

Answer key 2 relax, 3 fit, 4 unhealthy, 5 junk food, 6 unfit, 7 exercise, 8 balanced diet

2 Look at Activity 1. **Healthy** and **unhealthy** are opposites. Can you find three more opposites?

-  Check answers using the Lollipop stick technique.

Answer key fit – unfit, junk food – a balanced diet, do exercise – relax

3 Complete the sentences.

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

Answer key 2 to feel, 3 to buy, 4 to get

Extra activity

- Write the following on the board. *I go to school to _____.*
I would like to go to the wildlife park to _____.
I learn English to _____. *I don't eat junk food to _____.*
- Pupils work individually to complete the sentences for them and then check in pairs.
- Ask different pupils to read aloud their sentences.

Finishing the lesson

-  Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*

-  6.9 Play the karaoke version of the song again and encourage pupils to sing.



Culture

Objectives

- **Lesson aims:** to learn about Healthy Food Day
- **Target language:** revision of vocabulary and grammar; *surprise, local, chef, share, teamwork*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 24
- Activity Book Page 18
- a ball
- sheets of A4 paper, enough for each group
- coloured pencils
- large sheets of paper or card, enough for each group

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).

Assessment for Learning

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

Starting the lesson

- Write *Lunch* on the board. Ask *Do you eat lunch at school? What do you like to eat for lunch?*

Presentation

- Explain that in this lesson pupils will talk about healthy school lunches.
- Write *surprise, local, chef, share* and *teamwork* on the board. Explain meanings: *A surprise is something you didn't expect. Something local means that it comes from nearby. A chef is a person who cooks in a restaurant. When you share something, you give it to others. Teamwork is working together as a team.*
- Pupils work in pairs and think of healthy food that they usually eat.

Culture notes

- In many countries, children get free school meals and research has found that school meals are some of the healthiest meals children receive each day.

Practice

Pupil's Book

1 Before you read What do you usually have for school lunch?

- Refer pupils to page 24 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer answers.
- Tell pupils to look at the photos. Ask *What can you see? Does the food look healthy?* and elicit answers.

2 6.11 Listen and read.

- Play the audio and have pupils read along in their books.
- Check comprehension with questions. Ask *When can Healthy Food Day happen? (anytime in the year) Who sends electronic invitations? (teachers) What foods do students usually bring? (local fruits, vegetables and healthy snacks) What do students wear? (chef hats) What do they learn about on Healthy Food Day? (how healthy foods help us)*



Fun activity

- Pupils work in pairs to design and create an invitation for Healthy Food Day.
- The class votes for the best invitation.

3 After you read Activity Book, page 18.

- Pupils turn to page 18 in their Activity Books and complete the activities.

Extra activity Critical thinking

- In pairs, pupils brainstorm examples of local fruits and vegetables, and healthy snacks. They write the items in two columns: countable and uncountable nouns.

4 In pairs, ask and answer.

- Place pupils in pairs for this activity.
- Ask different pairs to say what they do. Have a class discussion about the last question. Ask *Why is it important to make good food choices when you're younger? How can it help you when you grow up?*

Diversity

Challenge

- Using the Basketball technique, ask pupils to say a key word from the text that is connected to the theme of healthy school lunches. 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 healthy lunch for Healthy Lunch Day.

- Divide pupils into groups of five. Read the instructions aloud or have a pupil read them. Hand out the materials. Monitor pupils, helping where necessary.
- Explain that pupils should include one idea each in their healthy lunch.
- Groups present their healthy lunches to the class. Make sure each pupil presents.

Extra activity TPR

- Call out food items for a healthy lunch. Pupils clap twice for an item they think is healthy. They clap once for an item they think is unhealthy, e.g. *chocolate, sweets, biscuits, crisps, cola, apples, orange juice, sandwich, carrot stick, boiled egg*.

Activity Book

1 After you read Number the Healthy Food Day events in order.

- Pupils work individually and check in pairs.

Answer key a 3, b 1, c 6, d 4, e 2, f 5

2 Match the sentences in Activity 1 to the pictures.

- Pupils work individually and check in pairs.

Answer key 1 f, 2 d, 3 c, 4 e, 5 b, 6 a



Fun activity

Create an invitation for Healthy Food Day!

- 1 Before you read **What do you usually have for school lunch?**

- 2 Listen and read.



- 3 After you read

» **Activity Book, page 18.**

- 4 In pairs, ask and answer.

1 What's your favourite school lunch?

2 Do you have Healthy Food Day in your school? What do you eat?

3 Why is it important to learn about healthy food at school?

24 twenty-four

- 3 Answer the questions.

- Pupils work individually and check in pairs.

Answer key 1 Because it can happen at anytime in the year.
2 They bring extra fruits and vegetables.

- 4 In groups, create a healthy school lunch menu for one week. Share your menu with other groups in class. Which menu is the healthiest?

- Place pupils in groups for this activity. Hand each group a large sheet of paper or card.
- Give pupils time to brainstorm and plan their menus.
- Ask groups to share their menus with other groups.
- Have a class vote on the healthiest menu.

Healthy Food Day !

Do you want to be a chef for a day? Well, now you can – on Healthy Food Day!

Many primary schools in Jordan have Healthy Food Day for children of all ages. And it can happen anytime during the school year, so it's always a surprise! First, teachers send electronic invitations to parents. Then, parents think of healthy foods and teachers decide what food students should bring. These usually include local fruits, vegetables or other healthy snacks, which are all easy to get in Jordan.



On Healthy Food Day, students get to be chefs. They can even wear chef hats while preparing and then enjoying their healthy lunches. But it's not just about eating. Teachers also give lessons during the day on different types of healthy food, explaining how these foods help us to grow strong and stay healthy. Some teachers even bring extra fruits and vegetables to share with their classes. The day also focuses on teamwork, with students working together, sharing meals and helping each other to prepare their lunches.

Project

Make a healthy lunch for Healthy Lunch Day.



- In groups, agree on five food items for your healthy lunch from your local area. Draw pictures.
- Write about your healthy lunch.
 - What food did you choose and why?
 - Where does the food come from?
 - Why should we eat healthy food?
- Present your healthy lunch to the class.
- Have a class vote! Which is the healthiest?

Extra activity Fast finishers

- Pupils write a healthy school lunch menu of their own.

Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today?*

Objectives

- Lesson aims:** to learn to talk at the doctor's; to identify and use the prefixes *un-* and *ir-* to infer meaning
- Target language:** *I'm feeling sick.; healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible*
- Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 25
- Activity Book Page 19
- Yes/No response cards
- Resource 58

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 express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards 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 headache? Have you got a cold? Have you got a cough? Do you feel dizzy? Do you feel sick? Do you do exercise? Do you eat junk food?*

Presentation

- Explain that in this lesson pupils will learn to talk at the doctor's and identify and use the prefixes *un-* and *ir-* to infer meaning.
- Write *What's the matter?* on the board and tell pupils this is what a doctor asks someone who isn't well.
- Ask different pupils to mime an illness. Ask *What's the matter?* and have pupils answer.
- Pupils mime and ask and answer in pairs for one minute.

Practice

Pupil's Book

1 When do you go to the doctor's? When do you go to the hospital?

- Refer pupils to page 25. Pupils discuss in pairs and then raise their hands to offer answers.

2 6.12 Listen. What's the matter with Saeed?

- Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.



3 6.13 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 Saeed and the other group is Dr Alhakeem. Play the audio and pause after each sentence. Pupils from each group repeat what they hear in unison.

4 Work with a partner. Go to the doctor's and say what the matter is.

- Place pupils in pairs to complete the activity.
- 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.

Pronunciation

5 6.14 Listen and read. What do you notice about the coloured words?

- Explain to pupils that the prefixes *un-* and *ir-* mean 'not' or 'opposite of'. Tell them that we can add these to some words to change their meaning.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Ask pupils how the words in the second speech bubble are different.
- Place pupils in pairs. Ask them to think of other words that the prefixes *un-* and *ir-* can be added to.
- Extension** Pupils write sentences with the words.



Activity Book

1 6.15 Complete the dialogue. Listen and check.

- Pupils work individually and check in pairs.
- Play the audio.



- | | |
|----------------|---|
| Doctor: | Hello, Habib. What's the matter? |
| Habib: | Hi, Dr Alqadi. I'm feeling sick, and I've got a terrible headache, too. |
| Doctor: | Where does it hurt? |
| Habib: | Here, near my eyes. |
| Doctor: | OK. I'll take your temperature ... Yes, you've got a high temperature. When did you start feeling sick? |
| Habib: | Last night. |
| Doctor: | You shouldn't use the computer today. You should stay in bed and relax. |
| Habib: | Should I take any medicine? |
| Doctor: | Yes, take this medicine every four hours. |

Answer key 2 headache, 3 near my eyes, 4 high, 5 Last night, 6 shouldn't, 7 should, 8 every four hours

2 What else should and shouldn't Habib do?

- Pupils work in pairs. Ask different pairs to offer ideas.

1 When do you go to the doctor's? When do you go to the hospital?

a headache a broken leg a cold feeling sick

2 6.12 Listen. What's the matter with Saeed? *He feels sick, dizzy and his neck hurts.*

3 6.13 Listen, read and check.

Hello, Saeed. What's the matter?

Where does it hurt?

OK. I'll take your temperature ... Yes, you've got a high temperature. When did you start feeling sick and dizzy?

You shouldn't go to school today. You should stay at home.

No, but you should rest.

Hi, Dr Alhakeem. I'm feeling sick and dizzy, and my neck hurts, too.

Here.

Yesterday evening.



Should I take any medicine?



What's the matter?
I'm feeling sick.
My neck hurts.
Where does it hurt?
I'll take your temperature.
When did you start feeling sick?
You shouldn't go to school. You should rest.

4 Work with a partner. Go to the doctor's and say what the matter is.

a rash a cough
a stomach ache
a toothache an earache

Pronunciation

5 6.14 Listen and read. What do you notice about the coloured words?

*They're opposites (by adding the prefixes *un-* and *ir-* to some words, we can make them opposite/negative).*I am **fit** and **healthy**. I eat a **balanced** diet.
I do **regular** exercise.I am **unfit** and **unhealthy**. I eat an **unbalanced** diet.
My exercise routine is **irregular**.

twenty-five

25

3 6.16 Look and write. Listen and check.

- Pupils do the activity individually.
- Play the audio to check answers.
- Place pupils in pairs. Have them write and then say sentences using the words. Monitor and help.
- Ask the class what makes the words negative.



fit, irresponsible, regular, healthy, irresistible, unbalanced

Extra activity Fast finishers

- Pupils close their books and write down four more pieces of advice for Saeed with *should* and *shouldn't*.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do you agree with Dr Alhakeem's advice? What do you think Saeed should do? What do you think he shouldn't do?*

Answer key Positive: fit, regular, healthy; Negative: irresponsible, irresistible, unbalanced

Skills

Objectives

- **Lesson aims:** to read and analyse an article giving health tips
- **Target language:** revision of unit vocabulary and grammar; *sleep tight, portions, calm, top tip, out and about*
- **Skills:** Reading

Materials

- Pupil's Book Page 26
- Activity Book Page 20
- a ball
- sheets of A4 paper, enough for each group
- Resource 62

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).

Assessment for Learning

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

Starting the lesson

- Write *Health tips* on the board. Say *A tip is a piece of advice. What tips do you get from your parents/friends/blogs for staying healthy? What are your tips for staying healthy?* Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson pupils will read a text about staying healthy. Tell pupils there are five tips. Give pupils one minute to write down what the tips will be.
- Write *sleep tight, portions, calm, top tip* and *out and about* on the board. Tell pupils these words are in the text. Explain meanings: *We say sleep tight before someone goes to bed. It means sleep well. A portion of food is how much you put on your plate. When you relax, you are calm. A top tip is an important tip. When you are outdoors, you are out and about.*

Diversity

Challenge

- Ask pupils extra questions *What do you think a balanced diet is? How much exercise do you think we should do every day? How many hours should we sleep? Is it important to drink water? What should you do to relax?*

Support

- Write these questions on the board to help pupils focus on what they will read. Assign one question to each pupil and have them look for the answer as they read.

Practice

Pupil's Book

- 1 **Before you read** Look at the headings in the text. What do you think the top five tips are about?

- Refer pupils to page 26. Pupils discuss in pairs first. Using the Lollipop stick technique, ask pupils for ideas. Accept all reasonable suggestions.

- 2 6.17 Listen and read.

- Play the audio.
- Check comprehension with questions. Ask *Which tip talks about water? (4) Which tip talks about sleep? (3) How can you keep fit on the way to school? (walk) Why are relaxing and having fun important? (They help you stay fit and healthy.)*



Extra activity Critical thinking

- Pupils work in pairs and find all the words in the text connected to the theme of staying healthy. Remind pupils to update their vocabulary lists.
- Hand a sheet of A4 paper to each group. Pupils play *Hangman* in groups with the words in their lists.

- 3 **After you read** Were your ideas about the tips correct?

- Ask pupils to check if their answers to Activity 1 are correct. Play the audio.
- Check answers using the Lollipop stick technique.
- In groups, pupils can write more tips about staying healthy and make a *Staying healthy* poster.
- **Extension** Internet search key words: *kids health, kids and exercise*

- 4 **Correct the sentences.**

- Pupils work in pairs.
- Check answers using the Lollipop stick technique.

Extra activity TPR

- Read out the sentences in Activity 4 again to pupils. They nod their heads for a correct sentence and shake their heads for an incorrect sentence. Add sentences of your own or have pupils suggest sentences, e.g. *You should watch TV just before you go to bed. You should drink a lot of water when it's hot. You shouldn't rest after playing football. You shouldn't do exercise every day.*

Activity Book

- 1 **After you read** Complete the sentences so that they mean the same.

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

Answer key 2 portions, 3 out and about, 4 sleep tight

- 2 **Answer the questions. Then match them with headings a–e.**

- Pupils complete the activity individually. They compare answers with a partner.
- Check answers using the Basketball technique.

Answer key 2 It's when you eat at least five portions of fruit and vegetables every day. (c); 3 Because it helps your body to work properly and helps you get better when you are ill. (e); 4 You can do exercise, read a book, watch a film and see friends in the park. (a); 5 You should sleep 9 to 10 hours. (d)

Reading

1 Before you read Look at the headings in the text. What do you think the top five tips are about?

2  Listen and read.



TOP 5 TIPS ON HOW TO STAY HEALTHY!



1 Eat well, feel well!

If you want to be healthy, eat a balanced diet! You should eat at least five portions of fruit and vegetables every day to stay healthy. You shouldn't eat a lot of junk food.



2 Get out and about!

Get moving to stay fit! You should do exercise for 30 minutes a day. Run around in the playground, play a sport or simply walk quickly to school!



3 Sleep tight!

Make sure you get plenty of sleep each night! You should sleep for 9–10 hours each night. Make your bedroom a calm, quiet place and don't keep a phone or tablet by your bed.



4 Drink water!

We all need water, and drinking water in the day helps your body to work properly. Water also helps you get better when you are ill. So, if you've got a headache or a cough, you should drink some water!



5 Have fun!

What do you do to relax? Do you do exercise, read a book or watch a film? Or do you meet friends in the park? Whatever you choose, relaxing and having fun are important ways to stay fit and healthy!



3 After you read Were your ideas about the tips correct?

4 Correct the sentences.

- 1 A balanced diet should have at least ~~seven~~ ^{five} portions of fruit and vegetables a day.
- 2 Walking or doing other exercise for ~~ten~~ ³⁰ minutes a day keeps you fit and healthy.
- 3 You should ~~always~~ ^{not} keep a phone in your bedroom.
- 4 If ~~you aren't~~ ^{you} feeling well, you ~~shouldn't~~ ^{should} drink water.
- 5 Relaxing ~~doesn't~~ ^{helps} you stay fit and healthy.

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Extra activity Creativity

-  Place pupils into groups. Ask them to think of five more tips on how to stay healthy.
- Walk around the class monitoring groups.
- Place two sets of groups together and have them compare and talk about their tips.
- Ask groups to share their ideas with the class.

Finishing the lesson

-  Pupils close their books. They work in pairs and tell each other what they remember about each tip: the heading, and at least one sentence with *should* or *shouldn't*.
- Walk around the class monitoring pairs.
-  Using the Thought-provoking questions technique, ask *Did you remember everything? Which tip do you agree with the most? Are you going to follow any of the tips?*

Extra activity Fast finishers

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

Skills

Objectives

- Lesson aims:** to understand a listening task; to talk about staying healthy and relaxing; to write a description about staying fit and healthy
- Target language:** revision of vocabulary and grammar
- Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 27
- Activity Book Page 21
- a ball
- Yes/No response cards
- Resource 66

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 talk about everyday activities, using simple language (GSE 32).
- Writing:** Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning

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

Starting the lesson

- 6.8 Play the song from Lesson 7 and encourage pupils to join in.



Presentation

- Explain that in this lesson pupils will listen to a football player talk about staying healthy, talk about how they stay healthy and relax, and then write a description of how they stay fit and healthy.
- Using the Basketball technique, ask pupils to say the health phrases they remember.



Practice

Pupil's Book

Listening

1 6.18 Listen and choose the correct picture.

- Refer pupils to page 27 and tell them to look at the pictures carefully before they listen.
- Play the audio.

Narrator: Omar is a famous football player. He's talking about how he stays fit and healthy.

- 1 Interviewer:** Hi, Omar!
Omar: Hi!

- Interviewer:** So, Omar, you're a football player, but you enjoy doing other types of sports in your free time.
Omar: Yes, that's right.
Interviewer: Tell us about how you stay fit and healthy. What exercise do you do?
Omar: Well, every morning I run in the park.
2 Interviewer: And what else do you do to stay healthy?
Omar: Well, the most important thing is that I get plenty of sleep. That isn't always easy because we have a lot of football matches in the evening. Usually because it's not as hot!
Interviewer: When you play in the evening, you must be up late.
Omar: Yes, I am. Some nights I only get about six hours of sleep. But when I don't have a match, I make sure I sleep at least eight hours a night.
Interviewer: What do you do to relax?
Omar: Well, I practise my piano. That's always relaxing.
Interviewer: I'm sure it is! What else do you do?
Omar: I also love watching documentaries about animals. One of my favourite things is to watch an animal documentary in the evening.

Diversity

Challenge

- Ask more comprehension questions. Ask *Does Omar do any other sports? (Yes, he does.) How often does he run? (every morning) Why are there a lot of football matches in the evening? (Because it's not as hot.) What does he practise to relax? (piano)*

Support

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

Speaking

2 What do you do to stay healthy? What do you do to relax?

- Ask different pupils to tell the class what they do to stay healthy and to relax.
- Pupils work in groups and write a class survey about what pupils do to: 1 relax and 2 stay healthy, with yes/no options. They interview pupils from another group and then record their results in a graph.

Writing

3 Read. What does Nadia do to stay fit and healthy?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *Does she ride her bike to school? (No, she walks.) Where does she play games with her friends? (at the park) What does she do once a week at school? (gymnastics) What does she sometimes eat? (junk food) Who does she play computer games with? (her friends)*

Extra activity TPR

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

4 Write a description of how you stay fit and healthy.

- Read the *Writing tip* and the plan to pupils. Pupils turn to their Activity Books.

Extra activity Critical thinking

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



Listening

1 6.18 Listen and choose the correct picture.

1 What does Omar do to keep fit?



2 What does Omar do to relax?



Speaking

2 What do you do to stay healthy? What do you do to relax?

What do you do to stay healthy and relax?

I play tennis to stay healthy. I watch TV and read to relax.



Writing

3 Read. What does Nadia do to stay fit and healthy?

Staying fit and healthy

By Nadia

I like sport and exercise, but I should probably do more! I walk to school with my mum every day. At the weekend, I play games with my friends in the park. I like doing gymnastics and going swimming. I do gymnastics once a week at school.

I try to eat a balanced diet (it isn't always easy because I sometimes like to eat junk food!). At home we eat a lot of meat, fish and vegetables.

I like to meet my friends to relax. We watch films and play computer games together, and we often go to the park.

tip Writing

We use brackets () to give extra information. Can you find some extra information in the text?

She walks to school, plays games, does gymnastics, goes swimming and eats a balanced diet.

4 Write a description of how you stay fit and healthy.

1 Plan

- What exercise do you do?
- What food do you eat?
- What do you do to relax?

2 Write

I like ... I do ...
I eat ...
I ..., to relax.

3 Check your work

- Used brackets to give extra information?

Activity Book, page 21.

twenty-seven

27

Activity Book

1 Tick (✓) the sentences that have extra information in the correct place.

- Pupils complete the activity individually.
- Pupils check their answers in groups.

Answer key 1 a, 2 b

2 Write about how you stay fit and healthy.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually.
- Check your work: Write the following questions on the board: *Did you use brackets to give extra information? Did you use a full stop at the end of each sentence? Did you use the correct spelling? Was your handwriting clear?* Pupils evaluate their own work by answering the questions.

you use a full stop at the end of each sentence? Did you use the correct spelling? Was your handwriting clear? 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.

Extra activity Fast finishers

- Pupils find the words connected to staying fit and healthy 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 talked about ... and I wrote a description of*

Objectives

- Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–6
- Target language:** places in town: *theatre, zoo, shopping centre, bus station*; places in the country: *desert, stream, coast, jungle, cave, ocean, countryside, field*
- Skills:** Listening, Reading, Speaking

Materials

- Pupil's Book Page 28
- Activity Book Page 22
- sheets of A4 paper, enough for each pupil
- Traffic light cards
- stopwatch

Global Scale of English (GSE)

- Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- Reading:** Can understand simple sentences, given prompts (GSE 24). Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (GSE 31).
- Speaking:** Can talk about a familiar place in a basic way (GSE 35). Can explain the meaning of a word or phrase (GSE 50).

Assessment for Learning

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

Mapping

Topics	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 2: Culture Theme 4: Environment Theme 6: Recreation	Listening: asking and answering questions to seek help, get information or clarify something Speaking: taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion) Reading: segmenting long texts into smaller sections and reading one section at a time Writing: using the writing process to write simple texts (e.g. short stories with pictures)	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 Speaking: maintain the conversation (keep it going); speak with less preparation and guidance from the teacher and more improvisation; segment long texts into smaller sections and read one section at a time Reading: demonstrate understanding of message in stories, fables or lesson Writing: correct a written text with mistakes of spelling, punctuation and usage Viewing and presenting: demonstrate how the words and pictures work together to convey a particular message

Starting the lesson

- Write words from page 28 on the board, gapping the vowels, e.g. *d_s_rt* (*desert*), *j_ng_l* (*jungle*), etc. Ask pupils to say the words and the missing letters.

- Pairwork** In pairs, one pupil says the name of a place and the other pupil says the number and letter, e.g. Pupil A: *jungle*, Pupil B: *2b*.

- 1 A small river is called a stream.
- 2 A green place with a lot of plants and animals is called a jungle.
- 3 The land outside a town is called the countryside.
- 4 A piece of land on a farm is called a field.

Presentation

- Icon** Explain that in this lesson pupils will learn vocabulary related to places in the town and countryside.

Practice

Pupil's Book

1 ⏳ How many places can you name in the town or country?

- Set a timer to one minute and have pupils say as many places as possible. Go around the class and count as they say them and write them on the board. Then say the total number the class as a whole has said.

2 🎧 LC3.1 Listen and tick (✓).

- Pupils look at the pictures. Hold up your book, point to a photo and ask *What place is this?* Continue with all the photos.
- Play the audio. Pupils listen and tick the correct picture. Play the audio again if necessary.



3 Read and match.

- Ask pupils to look at Activity 3. Ask a volunteer to read the places in the right-hand column. Check comprehension.
- Read the first part of the sentence aloud. Show pupils the matching line from the sentence to the place in the countryside. Make sure pupils know what to do.
- Icon** Pupils complete the activity in pairs. They practise reading the complete sentences and the answers. Check answers as a class.

Diversity

Challenge

- Pupils write two definitions for Activity 2: 2a and 3b.

Support

- Have pupils match the words in the right-hand column to the pictures in Activity 2 before doing Activity 3 (*the countryside* – 3a, *a desert* – 1a, *a cave* – 4b, *a jungle* – 2b, *a stream* – 1b, *a field* – 4a).



Language booster 3

1 ⏳ How many places can you name in the town or country?

2 Listen and tick (✓).



1

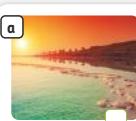


a

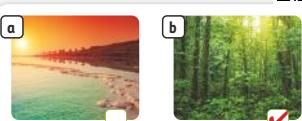


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a

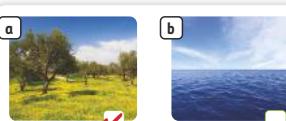


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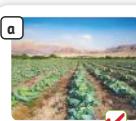


a



b

4



a



b

3 Read and match.

- 1 A small river is called a the countryside.
 2 A green place with a lot of plants is called b a desert.
 3 The land outside a town is called c a cave.
 4 A piece of land on a farm is called d a jungle.
 5 A hot, dry place with a lot of sand is called e a stream.
 6 A dark place underground is called f a field.

4 Look at the pictures in Activity 2. Complete the definitions in pairs.



A large sea is called ...



... an ocean.



The land next to the sea is called ...

... the coast.

LC3.2
A small river is called a stream.
The land next to the sea is called the coast.

28 twenty-eight

4 Look at the pictures in Activity 2. Complete the definitions in pairs.

- LC3.2 Play the audio. Pupils listen and read along to the sentences in the grammar box. Play the audio again and have pupils repeat.
- In pairs, pupils take turns to say the beginning and the ending of the definitions. Monitor pupils' responses.



3 Complete the sentences.

- Pupils read and complete the sentences with the words from the box.
- Have pupils read the sentences aloud to check answers.
- Ask questions to check comprehension, e.g. *What is a big sea called? What is a big hill called?*, etc.

Answer key 2 ocean, 3 is, 4 called, 5 animals

Activity Book

1 Write the words in the correct column.

- Go around the class and say either *town* or *countryside* to each pupil. Pupils say a place according to whether their word is *town* or *countryside*.
- Read out the words in the box. Use the Traffic light cards technique to make sure pupils know what to do. Pupils complete the activity individually. Check answers as a class.

Answer key Town: school, shopping centre, theatre;
Countryside: cave, coast, field, stream

2 Read and circle the correct answer.

- Pupils complete the activity individually. Check answers in pairs. Then ask pupils to read out the correct complete sentences.
- Extension Say one of the answers and pupils put up their hands to say the definition.

Answer key 2 b, 3 b, 4 b, 5 a, 6 a

Extra activity Communication

- Go around the class and have pupils say a place in the countryside. Start by saying, *I went to the countryside, and I saw a cave*. A pupil continues with *I went to the countryside, and I saw a cave and a field*. Continue in this way.

Finishing the lesson

- Hand out a sheet of A4 paper to each pupil. Allocate or allow pupils to choose a place in the town or in the countryside. They draw and write the word. Then they glue it on a card to make a flashcard.
- Using the Summative questions technique, ask pupils what they learnt about today.

Objectives

- Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–6
- Target language:** places in town: *theatre, zoo, shopping centre, bus station*; places in the country: *desert, stream, coast, jungle, cave, ocean, countryside, field*
- Skills:** Listening, Reading, Speaking, Writing

Materials

- Pupil's Book Page 29
- Activity Book Page 23

Global Scale of English (GSE)

- Listening:** Can understand simple conversations about things that have happened in the past (GSE 42).
- Reading:** Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (GSE 31).
- Speaking:** Can explain the meaning of a word or phrase (GSE 50).
- Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning

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

Starting the lesson

- Ask questions to review the vocabulary from the previous lesson. Say, e.g. *What do you call a small river?* and so on.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to places in the town and countryside.

Practice

Pupil's Book

5 LC3.3 Listen and circle.

- Ask pupils to look at the picture. Ask questions, e.g. *What can you see in the picture?*
- Play the audio and pupils look at their Pupil's Books. Play the audio again and pupils circle the correct answer.
- Check answers as a class.



- Boy:** Where did you go at the weekend, Talal?
Talal: I went to visit my grandparents.
Boy: Do they live in town?
Talal: No, they live in a place where you see lots of fields and animals. It's called the countryside!
Boy: What animals did you see in the fields?
Talal: I saw some baby cows. Did you know that a baby cow is called a calf?
Boy: No, I didn't.
Talal: I loved visiting the countryside. I want to go again next weekend!

6 Read and number the definitions.

- Ask pupils to look at the pictures and name the places in town and countryside they can see.
- Then they read the definitions and write the correct number. Check answers using the Lollipop stick technique.
- In pairs, pupils test each other. One student reads the definition and the other says the place. Then they swap and repeat.

7 In pairs, make true and false sentences. Correct the false sentences.

- Have two volunteers read the speech bubbles aloud. Make sure pupils know what to do.
- Pupils work in pairs and take turns to say true and false sentences. Their partner says if the sentence is true or false and corrects the false ones.

Show what you know

- Ask pupils what they have learnt on the Bo's Learning Club pages. Pupils answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually.
- Extension** Use games in the Games Bank to review any new words.

Activity Book

4 Find the words. Complete the sentences.

- Pupils look at the pictures and say what they can see.
- Pupils find the words in the word search and they use them to complete the sentences.

Answer key b bus station, c theatre, d field, e desert, 2 is called a bus station, 3 is called a theatre, 4 is called a desert, 5 is called a field

5 Write complete sentences.

- Pupils complete the sentences individually. Check as a class.
- Answer key** 2 A big hill is called a mountain. 3 A small river is called a stream. 4 A place where you see plants on a farm is called a field. 5 A place where you see lots of buses is called a bus station.

6 Draw a place in town and in the countryside. Write a definition for each place.

- Pupils choose a place in the town and in the countryside. They draw and write about them.
- Pupils show their work to their partner.

Finishing the lesson

- Using the Summative questions technique, ask pupils if they enjoyed the lesson. Ask them if there was anything they found difficult.


5 Listen and circle.

- 1 Talal visited his grandparents / friends.
- 2 They live / don't live in the town.
- 3 A place where you see fields and animals is called the ocean / countryside
- 4 Talal saw some baby sheep / cows
- 5 A baby cow is called a kitten / calf


6 Read and number the definitions.


- a A place where you see lots of buses is called a bus station. 2
- b A place where you see lots of animals is called a zoo. 4
- c A place where you see a show is called a theatre. 1
- d A place where you see lots of sand is called a desert. 3
- e A place where you see plants growing on a farm is called a field. 5

7 In pairs, make true and false sentences. Correct the false sentences.

A small river is called an ocean.



No. A small river is called a stream.



A place where you see lots of trains is called a train station.

Yes, that's right.

Show what you know
Well done!

Can you name places in the town and countryside?

Can you say what different places are called?



Can you make definitions about places?

What do landscape paintings look like?

Objectives

- Lesson aims:** to learn about landscape paintings
- Target language:** *background, cityscape, cold, foreground, landscape, seascape, warm*
- Skills:** Reading, Speaking



Materials

- Pupil's Book Page 30
- Yes/No response cards
- sheets of A4 paper, enough for each group
- Resource 41

Global Scale of English (GSE)

- Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back') (GSE 43).

Assessment for Learning

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

Starting the lesson

- Write *Paintings* on the board. Ask *Do you like painting? What do you paint pictures of? Have you ever painted a picture of a landscape? What type of landscape was it?* Have pupils raise their hands to offer answers.

Presentation

- Explain that in this lesson pupils will learn about landscape paintings.
- Pre-teach these words. Write them on the board one at a time with definitions. Pause and ask pupils to predict the definitions in some sentences:
 - landscapes: these are outdoor pictures of the countryside*
 - cityscapes: these are outdoor pictures of the ... city*
 - seascapes: these are outdoor pictures of the ... sea*
 - foreground: this is the part of the painting at the front*
 - background: this is the part of the painting at the ... back*
 - warm: a warm colour is a colour like red*
 - cold: a cold colour is a colour like ... blue*
- Read out the definitions and explain if necessary.

Practice

Pupil's Book

1 Think What do you know about landscapes?

- Refer pupils to page 30. Read the question. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class.
- Extension** Internet search key words: *landscape painting for kids, images/videos of landscapes for kids*

2 Learn LC3.4 Listen and read.

- Before pupils read, draw their attention to the paintings. Read out the words, have pupils point to the correct painting and repeat. Refer to the definitions on the board if necessary.
- Play the audio.
- Check comprehension with questions. Ask *What weather scenes do landscape artists paint? (sunny, rainy, snowy scenes) Does a seascape have forests in it? (no) Where do artists paint bigger objects? (in the foreground) Can you name two warm colours and two cold colours that artists use? (red and orange, grey and blue)*

Diversity

Challenge

- Using the Thought-provoking questions technique, ask *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?*

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Add translations to the definitions on the board for pupils to copy.

3 Check Circle the correct word.

- Pupils work individually to complete the activity. They then compare answers in pairs. Check answers using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils work in groups of four. Hand a sheet of A4 paper to each group. They make a spider diagram with the title *Paintings* and three circles: *Landscapes, Cityscapes and Seascapes*. In each circle they write words for things that an artist can put in each kind of painting.
- Have two groups look at each other's spider diagrams and compare their words. Move groups around so pupils see all their classmates' words.

4 Work with a partner. Describe one of the paintings from Activity 2.

- Place pupils in pairs and give them time to discuss. Tell pupils to use the examples in speech bubbles to help them.
- Ask different pairs to describe a painting to the class.

Extra activity TPR

- Using the Yes/No response cards technique, pupils answer these questions and any others you might want to add:
 - Are landscape paintings indoor scenes?*
 - Do artists paint at different times of the year?*
 - Are there flowers in seascapes?*
 - Are there buildings in cityscapes?*
 - Did you learn some new words today?*
 - Is the foreground near you?*
 - Is blue a warm colour?*

Extra activity Fast finishers

- Have pupils find the words connected to landscape paintings in the text and write the words in their notebooks.



ART

What do landscape paintings look like?

Think

1 What do you know about landscapes?

Learn

2 Listen and read.

What do landscape paintings look like?

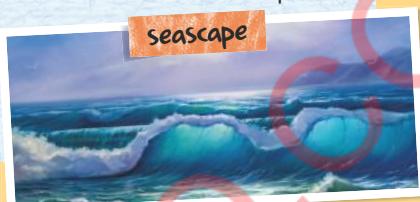
Landscapes in art are paintings of outdoor scenes. Landscape artists paint sunny, rainy and snowy scenes at different times of the year. Some artists paint blue skies with clouds, other artists paint dark skies in storms. Landscapes of the countryside can have forests, hills and lakes. Not all artists paint the countryside, however. Some artists prefer seas and oceans, while others prefer buildings and streets. A painting of the sea or ocean is called a **seascape**. A painting of a scene from a city is called a **cityscape**.



How do we describe landscape paintings?

The part nearest to you is called the **foreground**. Artists usually paint objects in the foreground bigger than those at the back of the landscape. The part at the back is called the **background**. The background of a landscape looks far from you. This is because artists paint the objects smaller than the objects in the foreground.

We can also describe the colours. Artists use yellow, orange and red to make their landscapes look **warm**. They use blue and grey to make them look **cold**.



Check

3 Circle the correct word.

- 1 Landscapes are paintings of outdoor spaces / **scenes** / streets.
- 2 Landscapes of the **countryside** / sea / city can have hills and rivers in them.
- 3 Seascapes show scenes with streets / **seas** / snow.
- 4 The part of the landscape **behind** / opposite / **nearest** to you is the foreground.
- 5 The part of a landscape **next to** / **far from** / **in front of** you is the background.

4

Work with a partner. Describe one of the paintings from Activity 2.

30 thirty

 This painting is a **seascape** / landscape / cityscape.

It looks old / modern / sunny / cold / stormy.

The colours the artist used are ...

In the foreground / background you can see ...

Finishing the lesson

- Erase the definitions of the new words from the board. Have pupils raise their hands to say a definition for each word.
- Using the Summative questions technique, ask pupils *What new information did you learn in this lesson?*

What do landscape paintings look like?

Objectives

- Lesson aims:** to learn about materials artists use in landscape paintings
- Target language:** brushes, oil paints, pencils, watercolour paints
- Skills:** Writing, Reading

Materials

- Pupil's Book Page 31
- sheets of A3 paper, enough for each group
- coloured pencils
- brush, pencil, oil paint, watercolour paint

Global Scale of English (GSE)

- Writing:** Can write correctly structured questions with question marks (GSE 35).
- Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).

Assessment for Learning

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

Starting the lesson

- Write *cityscape* on the board. Ask *What can an artist draw in a cityscape?* Elicit answers. Repeat for *seascape* and *landscape*. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson pupils will learn about the materials artists use in their landscape paintings.
- Pre-teach the words *brush*, *pencil*, *oil colours* and *watercolours* with the items you have brought to class. Hold up each item one at a time and say *It's a brush/pencil/These are oil paints/watercolour paints* and have pupils repeat.
- Alternatively, write the words on the board and ask pupils to open their books and find the objects.

Practice

Pupil's Book

1 Let's practise! What materials do artists use in their landscape paintings?

- Refer pupils to page 31. Read the question and the different objects to pupils. Have pupils point and repeat.
- Pupils discuss in pairs. Check answers using the Lollipop stick technique.
- Read the text to pupils one section at a time. Check comprehension with questions after each section: *Can anyone show me a light/dark coloured pencil? Can anyone show me a rubber? What are the primary colours? (red, yellow, blue) What are the secondary colours? (purple, green, orange) Do you paint on wet or dry paper?*
- Extension** Internet search key words: *primary colours, secondary colours*

Diversity

Challenge

- Pupils say other materials an artist needs (*paper, easel, palette, water, rubber*).

Support

- Explain meanings of words after you finish reading the text. Have pupils write them in their vocabulary lists.

2 Write three questions about materials artists use in your notebook.

- Pupils read the text again individually and then complete the activity individually, using the question prompts to help.
- Do not ask for answers yet.

3 In pairs, ask and answer your three questions. Which questions were different?

- Pupils work in pairs to complete the activity and discuss.
- Check answers using the Lollipop stick technique.

Show what you know

4 Make a drawing of an outdoor scene.

- Place pupils in groups of three to complete the activity. Hand each group a sheet of A3 paper and coloured pencils.
- Read out the questions before pupils start and tell pupils to discuss and decide together.
- Give pupils time to complete their drawings.
- Encourage pupils to use language they have learnt when they describe their drawings (warm/cold colours, in the foreground/background, primary/secondary colours).

Extra activity Critical thinking

- Pupils write a short description of a drawing from another group in the style of an art critic.

Extra activity TPR

- Call out the names of the different materials in this lesson. Pupils mime using them.

Extra activity Fast finishers

- Have pupils write in their notebooks three things they learnt that they didn't know before these lessons.

Finishing the lesson

- Play *Hangman* with the key words they have learnt.
- Using the Summative questions technique, ask pupils *Did you enjoy being artists? Did the information in the lessons help you draw better? Why? Why not?*

Let's practise!

1 What materials do artists use in their landscape paintings? **pencils, brushes, oil paints, watercolours**



pencils



brushes



oil paints



watercolour paints

Materials artists use	Colours	Why do artists use the materials?
pencils	light and dark coloured pencils	Most artists use a pencil to draw what they see first. This is because they can use a rubber if they don't like it. Then artists try to draw the outdoor scene better the next time.
oil paints and brushes	bright and dark primary and secondary colours	Artists have used oil paints for hundreds of years. They like oil paints because the colours work well together. Artists can also use thick or thin oil paints for their scenes.
watercolour paints and brushes	primary and secondary colours	Some artists like using watercolour paints because they dry quickly. Artists can then paint on top of watercolour paints. They can also use wet or dry paper for their landscapes.

2 Write three questions about materials artists use in your notebook.

3  In pairs, ask and answer your three questions. Which questions were different?

- 1 What type of materials do ...?
- 2 What colours are the ...?
- 3 Why do artists use ...?

Show what you know



Make a drawing of an outdoor scene.

- 1 Think! What are you going to draw: a landscape, a seascape or a cityscape?
- 2 What's in the foreground and the background?
- 3 What's the weather like in your drawing?
- 4 What colours are you going to use?
- 5 When you've finished, take turns to describe your outdoor scene to another group.

