

Mapping

Topics

Theme 2: Culture

Theme 6: Recreation

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); retelling stories and factual events using a variety of structures; partaking in long dialogues and exchanges

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

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

7

Curtain up!

Theatre: act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props,

scenery, stage

Entertainment: classical music, comic, concert, country music, festival, musical, poem,

puppet show

Pronunciation: cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful

1 How many theatre words do you know?



32 thirty-two

2 What doesn't belong in the picture? **The oyster doesn't belong in the picture.** (1)
Who is holding a book? **The woman is holding a book.** (2)
Who is feeling dizzy? Who's got a rash? **The boy on stage is feeling dizzy (3) and the girl in the middle of the stage has got a rash (4).**
Can you find a mobile phone? **It's in the props box.** (5)

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; tell a story or a fiction text

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; identify themes and moral lessons; demonstrate understanding of message in stories, fables or lesson; identify and use prefixes and suffixes (*un-, dis-, ir-, -ful, -ment, -tion*) and visual clues to infer the meaning of new vocabulary items

Writing: use correct sentence grammar, punctuation and capitalisation; write a short, simple descriptive text of a person or place in Jordan

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; rehearse and deliver individually or in collaboration a visual presentation on familiar course theme topics; use body language to add meaning to oral presentation

Unit objectives

to talk about the theatre and entertainment

Language

| | |
|----------------------|---|
| Vocabulary | Theatre act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage Entertainment classical music, comic, concert, country music, festival, musical, poem, puppet show |
| Grammar | Present perfect Present perfect questions with ever |
| Functions | Describing clothes: <i>The (trousers) are (too long).</i> |
| Pronunciation | Identify and use the suffix <i>-ful</i> to infer meaning: <i>cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful</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 describe clothes (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)

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 | Making a poster for a show (L. 9) |
| Communication | Describing theatre words (L. 1); Describing pictures (L. 5); Answering questions (L. 7); Talking about theatres (L. 9); Describing clothes (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 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 7 Test

Vocabulary

Objectives

- **Lesson aims:** to learn and use theatre words
- **Target language:** act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage
- **Skills:** Speaking

Materials

- Pupil's Book Pages 32–33
- sheets of A4 paper, enough for each pair of pupils
- stopwatch
- dictionaries
- Resource 37 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).

Assessment for Learning

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

Starting the lesson

- Write *Theatre* on the board. Explain the meaning if necessary. Ask *How often do you go to the theatre? What do you like about the theatre?*

Presentation

- Explain that in this lesson pupils will learn to talk about the theatre.

Practice

Pupil's Book

1 How many theatre words do you know?

- Refer pupils to page 32. Read the rubric and tell pupils to look at the picture and find the theatre words they know. Pupils work in pairs.
- Using the Lollipop stick technique, ask pupils to say the words 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 32. Have them describe the picture in pairs, where the people in the picture are and what they are doing, naming any objects, clothes and appearances that they know.

2 7.1 Listen, point and repeat.

- Refer pupils to page 33. Tell pupils to count how many theatre words they knew.
- Play the audio and have pupils point and repeat. Tell pupils to look at the pictures and practise the new vocabulary. Ask questions: *Who stands on the stage? The cast or the audience? When does the curtain open? At the start or the end of the play?*



Do you wear costumes or props?

Does the audience cheer or act?

Do actors wait on stage or backstage?

Does the director do the lighting or tell the cast what to do?

- Have pupils say a theatre 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 32. Which word is missing from page 32?

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

4 Write the words.

- Pupils complete the activity individually, then check their answers in groups.
- **Extension** Pupils think of definitions for the other words. They can use a dictionary for help.

Extra activity Creativity

- Pupils work in pairs. Hand each pair a sheet of A4 paper. Pupils draw a scene like the one on page 32. They include all the theatre words and label their picture.

5 Play a game in groups. Each person adds a new word.

- Divide the class into groups of six to play the game.
- Play the game again as a class.

Extra activity TPR

- Assign a theatre word to each pupil. All pupils stand up. Read this description and pupils sit down when they hear their word:
I went to the theatre, but I didn't cheer. The cast couldn't act. The lighting was terrible. The costumes were old. There weren't any props and there wasn't any scenery. Two actors came on stage late and one actor stayed backstage because he forgot to come on when the curtain opened. The director wasn't happy! The audience wasn't happy either!

Finishing the lesson

- 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 theatre words
- **Target language:** act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage
- **Skills:** Writing

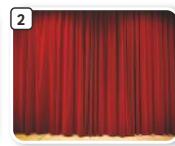
Materials

- Activity Book Page 24
- Pupil's Book Page 32
- coloured pencils: blue, red, green, orange

2 Listen, point and repeat.



stage



curtain



audience



cast



director



costumes



backstage



lighting



props



scenery



cheer



act

3 Look for the words from Activity 2 in the picture on page 32. Which word is missing from page 32? **audience**

4 Write the words.

- 1 The people who are watching the show.
- 2 The place which is at the back of the stage.
- 3 The people who are acting in the show.
- 4 The person who tells the actors what to do.
- 5 The pictures at the back of the stage.

audience
backstage
cast
director
scenery

5 Play a game in groups. Each person adds a new word.

I went to the theatre, and I saw the audience.

I went to the theatre, and I saw the audience and the director.

I went to the theatre, and I saw the audience, the director and the cast.

thirty-three

33

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

Starting the lesson

- Write the vocabulary on the board.
- Describe an item using the language from the previous lesson.
- Pupils guess the words from the descriptions.

Practice

1 Look at Pupil's Book page 32. Use the words in the box to write sentences about the picture.

- Pupils work individually and check answers in pairs.

Answer key (possible answers) 2 There are lemons on the trees.
3 The teacher/director/woman in front of the stage is clapping.
4 The boy on the stage is feeling dizzy.

2 Look and write. Then circle the people blue, the places red, the things green and the actions orange.

- Pupils work individually and check in pairs.
- Place pupils in groups.

Write the following on the board: *The first thing you see when you arrive at a theatre is the (1) s_____ which can have the (2) c_____ up or down. In front of it, you can see the seats where the (3) a_____ sit and enjoy the show. You can't see the actors when you arrive because they are usually (4) b_____, putting their (5) c_____ on and getting their (6) p_____.*

- Pupils complete the text in their groups. Check answers using the Lollipop stick technique.

Answer key 2 props, 3 act, 4 costumes, 5 backstage, 6 curtain, 7 cheer, 8 director, 9 stage, 10 scenery, 11 audience, 12 lighting

People: cast, director, audience; Places: backstage, stage; Things: props, costumes, curtain, scenery, lighting; Actions: act, cheer

Extra activity Fast finishers

- Pupils write the new words in their vocabulary lists.

Finishing the lesson

- Pupils close their books and work in pairs. Give them one minute to write down the theatre words.
- Using the Summative questions technique, ask *How many words did you remember? Did you spell them correctly?*



1

Before you read

Can you find any props? **In the cardboard box (frame 6).**

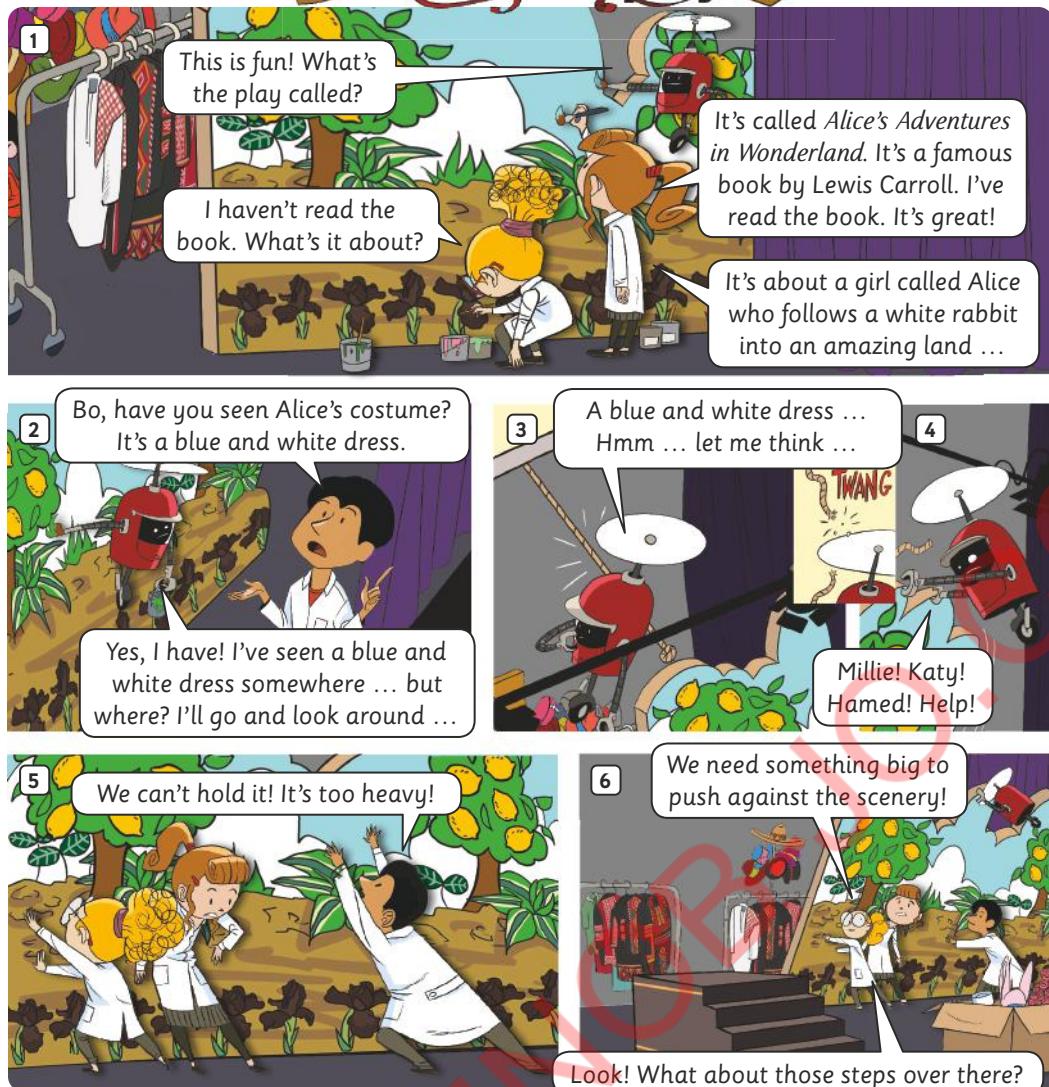
2

72

Listen and read.

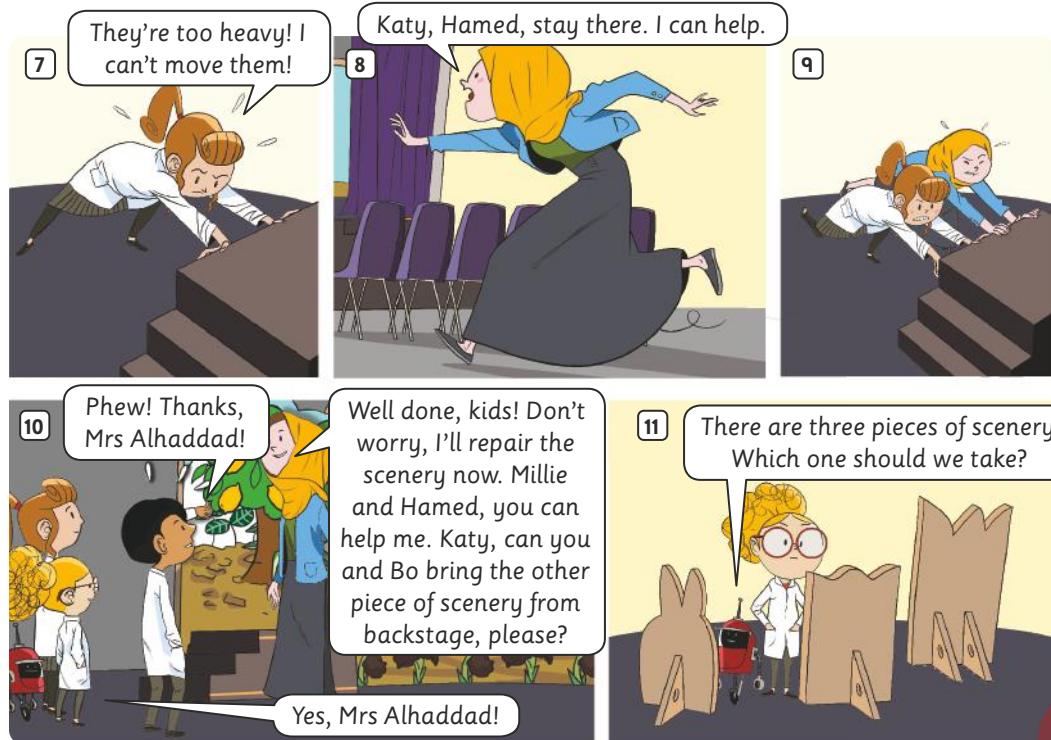


The school play



34

thirty-four



3 **Which piece of scenery belongs with the play?**

Go to page 58 to find out.



The piece of scenery on the left of the white rabbit dressed up.

4 **After you read** Circle the correct answer.

- 1 The play is called ...
 - a Alice Loves Wonderland.
 - b Alice's Adventures in Wonderland.**
 - c Alice's Stories in Wonderland.
- 2 Hamed and Bo are looking for ...
 - a Alice's black and white dress.
 - b Alice's green and white dress.**
 - c Alice's blue and white dress.

5 **Act out the story.**

- 3 Bo was flying when he ...
 - a broke something.**
 - b painted something.
 - c made a hole in something.
- 4 Mrs Alhaddad stops the **scenery** from falling over. She uses ...
 - a a box.
 - b some steps.**
 - c some costumes.



I work well together with my friends.

Story

Objectives

- **Lesson aims:** to listen to, analyse and act a story
- **Target language:** revision of theatre vocabulary; *steps, heavy, push*
- **Skills:** Reading, Speaking, Listening

Materials

- Pupil's Book Pages 34–35
- a ball
- Yes/No response cards
- Resource 42

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; Yes/No response cards technique
- Peer learning: pairwork; groupwork; acting out
- Independent learning: Summative questions technique

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

1 Before you read Can you find any props?

- Refer pupils to pages 34 and 35.

2 7.2 Listen and read.

- Write *steps, heavy* and *push* on the board. Say *You walk up and down steps in front of buildings. When something is heavy, you can't carry or lift it. When you go in a shop, you usually push the door.*
- Play the audio.
- Check comprehension. Ask *Does Bo like painting scenery? (yes) Can the kids hold the scenery? (no) Why not? (It's too heavy.) Who can repair the scenery? (Mrs Alhaddad)*
- Pupils work in groups and find out more about the book *Alice's Adventures in Wonderland*. They can make a poster about the characters in it.



Diversity

Challenge

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

Support

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

3 Which piece of scenery belongs with the play? Go to page 58 to find out.

- Pupils discuss in pairs.
- Using the Yes/No response cards technique, ask *Did you find the right piece of scenery?*

4 After you read Circle the correct answer.

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

Extra activity Critical thinking

- Pupils work in pairs and write one more sentence with three possible endings to add to Activity 4. They swap sentences with another pair and choose the correct ending.

Values

- Pupils think about the value individually and then discuss in pairs.
- Discuss the value as a class.
- Ask *Why is working well together in class important? Can you name a time when working in a team helped you? How can you be a good teammate? How does sharing ideas help? Why is it important to respect team members?*

5 Act out the story.

- Divide pupils into groups of five. Allocate a role to each pupil (Katy, Millie, Hamed, Bo and Mrs Alhaddad).
- Pupils act out the story in groups.
- **Extension** Internet search key words: *Alice's Adventures in Wonderland, Lewis Carroll*

Extra activity TPR

- Read the story. When pupils hear a theatre word, they hold up a happy face.

Finishing the lesson

- 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 theatre vocabulary
- **Skills:** Reading, Writing

Materials

- Activity Book Page 25

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.

Global Scale of English (GSE)

- Reading:** 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). Can identify specific information in a simple story, if guided by questions (GSE 35).
- 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; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Use the Lollipop stick technique to ask pupils what happened in the story. Play the audio again if you have time.

Practice

1 After you read Look and order.

- Give pupils one minute to complete the activity.

Answer key 2 d, 3 c, 4 b

2 Match the sentences with the pictures in Activity 1.

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

Answer key 2 a, 3 b, 4 c

3 Answer the questions.

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

Answer key 2 Hamed, 3 Millie, Katy and Hamed, 4 Millie, Hamed, Mrs Alhaddad, 5 Katy and Bo

4 Values Read and tick (✓). What does 'working together' mean to you?

- Pupils choose and then compare answers with a partner.

Answer key 3 ✓, 6 ✓

Extra activity Fast finishers

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

Finishing the lesson

- Using the Summative questions technique, ask pupils what they learnt today.

CLIL Link

In Unit 7, the story is based around the concept of forces and their effects from the Science curriculum.

The Discovery Team are helping to get the stage ready to perform a play at school. When Bo's looking for a costume, his rotor blades cut some rope that is holding the scenery and it starts falling. They can't hold it up and Millie tries to move some steps to support it, but they are too heavy for her. At last, Mrs Alhaddad arrives and helps Millie with the steps to hold up the scenery.

To explore the concept of forces further, you can use Resource 42.

Grammar

Objectives

- **Lesson aims:** to learn and use the Present perfect
- **Target language:** *I've read (Alice's Adventures in Wonderland).*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 36
- a ball
- True/False or Yes/No response cards
- Resource 47 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 talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Write *The school play* on the board. Ask *What were the kids painting? What did Bo break? What did they push against the scenery?* and elicit answers.
- Ask pupils what else they remember from the story from Lesson 2. Prompt with questions: *What's the name of the play? Were the steps easy to push? Who helped?*

Presentation

- Explain that in this lesson pupils will learn to use the Present perfect.
- Hold up the ball and say *Look. I've brought the ball.*
- Write on the board:
I didn't bring the ball last Friday.
I often bring the ball to class.
I've brought the ball today.
- Ask *Which sentence is in the Present simple/Past simple?* and elicit answers. Explain that the last sentence is in the Present perfect and it talks about something that started in the past but is still affecting the present.

Practice

Pupil's Book

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

- Refer pupils to page 36. Pupils look back at the story on pages 34–35 to find the answer.

2 7.3 Listen and repeat.

- Play the audio.
- Explain to pupils that the Present perfect uses *have* and then the past participle of the verb. Explain that sometimes the past

participle is the same as the Past simple form, but for some irregular verbs it is different. Draw pupils' attention to the irregular and regular verbs box. Pupils should learn the irregular past participles.

- **Extension** Pupils look at the story on pages 34–35. They find the examples of the Present perfect in the story.

Diversity

Challenge

- Ask pupils to look at the form of the Present perfect and work out the rules themselves.

Support

- Write the rules for the form of the Present perfect on the board and have pupils copy them into their notebooks.

3 7.4 Listen and point to the correct picture.

- Ask different pupils to describe what the children are thinking about.
- Play the audio.
- Check answers using the Basketball technique.



1 **Girl 1:** I've seen that play, but I haven't read the book.

2 **Boy 1:** I've been to the theatre. I haven't acted in a play.

3 **Girl 2:** I've written a story, but I haven't written a play.

4 **Boy 2:** I've made a card for my mum. But I haven't bought a present.

4 Describe a picture. Your partner guesses.

- Pupils work in pairs. Monitor.

5 In groups, make true and false sentences about what you've done. Can you guess which are true?

- Pupils work in groups. Monitor.

Extra activity TPR

- Ask each pupil, one at a time, to read out a sentence from Activity 5. It can be true or false. Pupils react using their True/False or Yes/No response cards.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to learn and use the Present perfect
- **Target language:** *My friends and I haven't eaten junk food for ages.*
- **Skills:** Listening, Writing

Materials

- Activity Book Page 26

Global Scale of English (GSE)

- **Listening:** Can identify activities occurring in the past in short, simple dialogues (GSE 36).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

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

- 1 I haven't read the book.
- 2 I've seen a blue and white dress somewhere ...
- 3 Bo, have you seen Alice's costume?



2  **Listen and repeat.**

I've **read** Alice's Adventures in Wonderland.
I **haven't seen** the film.
He's **seen** Alice's costume somewhere, but he **hasn't found** it.
Let's go to the theatre. We **haven't been** for ages!



Irregular verbs
be → been, go → been/gone, see → seen,
make → made, buy → bought, read → read
write → written, wear → worn, sing → sung
Regular verbs
act → acted, visit → visited
play → played, listen → listened



More verbs in Activity Book page 48.



3  **Listen and point to the correct picture.**



4  **Describe a picture. Your partner guesses.**

He's/He hasn't She's/She hasn't

written bought seen
read made been

He's been to the theatre. He hasn't acted in a play.

Is it Picture ...?

5  **In groups, make true and false sentences about what you've done. Can you guess which are true?**

been to the theatre acted in a play acted in a film
worn a costume made a costume read a play
read a really long book made a present for a friend seen a documentary

I've acted in a film!

False!

36 thirty-six

Assessment for Learning

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

On Sunday we're going to the theatre. My brother has sung many times in school plays, but he hasn't acted on stage. It's going to be his first time.

Then we're going to have a birthday party at home. My parents haven't had a party for a while, and they promised to do it for my brother's birthday. I'm going to bake a cake for the party. I haven't made a cake before. I hope it's delicious!

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

2 **Write the sentences.**

- Pupils work individually and check answers in pairs.

Answer key 2 My parents have bought rice for dinner.

3 Sana has written an email to her grandparents. 4 The actor hasn't visited this theatre for many years.

3  **Write one thing you've done at school today and one thing you haven't done for ages! In pairs, compare.**

-  Pupils work individually and compare their answers in pairs.
-  Check answers using the Lollipop stick technique.

Extra activity Fast finishers

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

Finishing the lesson

-  Using the Summative questions technique, ask *When do we use the Present perfect?*

Starting the lesson

-  Write some past participles on the board. Use the Lollipop stick technique to ask pupils to say a sentence in the Present perfect and one of the verbs on the board.

Practice

1  **7.5 What haven't they done? Listen and match.**

- Tell pupils that there is one picture they won't need. Play the audio.
-  Check answers using the Lollipop stick technique.



Hi! I'm Tareq. I'm so excited because it's going to be a very busy weekend! My grandparents want to buy a mobile phone that's got the Internet. They've used a mobile phone before, but they haven't sent an email from it. My sister needs to buy new trainers. She likes sport. She's played basketball and tennis, but she hasn't played football. She has her first football practice next week.

Vocabulary and Grammar

Objectives

- Lesson aims:** to learn and use entertainment vocabulary; to learn and use Present perfect questions with ever; to learn and sing a song
- Target language:** classical music, comic, concert, country music, festival, musical, poem, puppet show
- Skills:** Listening, Speaking

Materials

- Pupil's Book Page 37
- a ball
- 16 cards with words and word halves: *musi-*, *-cal*, *pup-*, *-pet show*, *con-*, *-cert*, *fest-*, *-ival*, *class-*, *-ical music*, *coun-*, *-try music*, *com-*, *-ic*, *po-*, *-em*
- True/False response cards
- Resources 37 B, 47 B, 51, 55

Global Scale of English (GSE)

- Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can sing a basic song from memory (GSE 22). Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; True/False response cards technique; Exit slips
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Say *I've read Alice's Adventures in Wonderland*. Using the Basketball technique, have pupils say something they have done.

Presentation

- Explain that in this lesson pupils will learn and use entertainment vocabulary and they will learn to ask questions with *Have you ever...?* and to answer them with short answers. They will also sing a song.
- Write *Entertainment* on the board. Pupils say any related words they know. Write their ideas on the board.

Practice

Pupil's Book

1 7.6 Listen, point and repeat.

- Refer pupils to page 37. Ask pupils if they see any of the words they thought of. Have pupils look at the pictures and raise their hands to describe what they can see.
- Play the audio.
- Practise the vocabulary using the True/False response cards technique:
In a musical, the cast act and sing.
In a puppet show, you see the person who makes the puppet move.
In a concert, you go to watch people play music.
The audience often sits outside at a festival.
Classical music isn't a serious type of music.
Country music is popular in the USA.
There are pictures in a comic.
A poem doesn't have lines or rhymes.

Extra activity Collaborative work

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

2 7.7 & 7.8 Listen and sing.

- Ask pupils to look at the pictures and say what they can see (*a puppet and a sheet of paper and pen*).
- 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.
- 7.8 Play the karaoke version of the song again and encourage pupils to sing.



3 7.9 Listen and repeat.

- Play the audio.
- Divide the class into three groups. Assign questions to group 1, yes answers to group 2, and no answers to group 3. Play the audio again, pausing after each sentence, and have pupils repeat in their groups. Then swap groups around and repeat. Monitor intonation.



4 In pairs, ask and answer.

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

Diversity

Challenge

- Point out to pupils that they need to use the correct past participle for their questions. Have pupils add two of their own ideas.

Support

- Read out the phrases in the box before pupils complete the activity. Have pupils call out the past participles of the verbs and write them on the board.

5 Pupil A: Activity Book, page 45.

Pupil B: Activity Book, page 47.

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

Extra activity TPR

- Hand out the word halves cards to 16 pupils. Tell them they have one minute to find the matching cards.

Finishing the lesson

- Using the Summative questions technique, ask pupils if they thought the lesson was difficult or easy, and whether or not they need more help using ever in questions. You can also use Exit slips to have pupils evaluate the lesson.

Lesson 8 Activity Book

Objectives

- Lesson aims:** to learn and use entertainment vocabulary; to learn and use Present perfect questions with ever
- Target language:** classical music, comic, concert, country music, festival, musical, poem, puppet show; *Has Reem ever read a comic? Yes, she has.*
- Skills:** Writing

1 Listen, point and repeat.



musical



puppet show



concert



festival



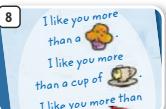
classical music



country music



comic



poem

2 Listen and sing.



I love music and entertainment,
I love singing and laughing, too!
I love poems and concerts and musicals.
Do you love all those things, too?



Have you ever sung
in a musical?

Yes, I have! I've sung
in a musical,

Have you ever been
to a puppet show?

And I've listened to music
at home.

Have you ever written a poem?
Have you ever listened
to music at home?

I haven't written a lot of poems,
And I haven't been
to a puppet show.

But I love music and entertainment ...

3 Listen and repeat.

| | |
|--|---|
| Have you ever been to a festival? | Yes, I have . / No, I haven't . |
| Has she ever sung in a musical? | Yes, she has . / No, she hasn't . |



4 In pairs, ask and answer.

go to a concert or festival see a musical
read a comic write a poem listen to classical music

Have you ever been
to a festival?

Yes, I have.

5 Pupil A: Activity Book, page 45. Pupil B: Activity Book, page 47.

thirty-seven 37

Materials

- Activity Book Page 27

Global Scale of English (GSE)

- Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write about past activities using simple language, given a model (GSE 40).

Answer key 2 festival, 3 puppet show, 4 comic, 5 musical, 6 poem, 7 country music; *classical music* is the missing word

2 Complete the questions. Look and write the answers.

- Check answers using the Lollipop stick technique.
- Extension** Ask pupils to work in groups and ask each other if they have done any of the things.
- Walk around the class monitoring groups.
- Ask different groups to tell the class one thing each.

Answer key 2 Have, been, No, they haven't.; 3 Has, read, No, he hasn't.; 4 Have, read, Yes, they have.; 5 Has, made, No, she hasn't.

Extra activity Fast finishers

- Pupils find the Present perfect forms in the song and write the words in their notebooks.

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

- Use the Lollipop stick technique to ask pupils questions with *Have you ever...?* and the new vocabulary.

Practice

1 Find and circle the words. Then complete. Which word is missing?

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

Finishing the lesson

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



Culture

Objectives

- **Lesson aims:** to learn about theatres; to make a poster for a show
- **Target language:** revision of vocabulary and grammar; *rebuilt*
- **Skills:** Speaking, Reading, Writing

Materials

- Pupil's Book Page 38
- Activity Book Page 28
- a large sheet of paper or card, enough for each group of pupils
- paper/card and coloured pencils
- sheets of A4 paper, enough for each group of pupils

Global Scale of English (GSE)

- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Reading:** Can understand simple sentences, given prompts (GSE 24). 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 41).
- **Writing:** Can write simple facts about a topic on a planning sheet (GSE 42). Can create a poster to advertise an event or product, given a model (GSE 45).

Assessment for Learning

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

Starting the lesson

- Brainstorm the words from Lesson 1 and write them on the board. Say a definition and pupils come to the front and point to and say the word. Say, e.g. *The people who watch a play. (audience)* *The clothes the actors wear. (costumes)* *The pictures at the back of the stage. (scenery)* *The place where the actors act inside the theatre. (stage)* *The group of actors in a play. (cast)*

Presentation

- Explain that in this lesson pupils will learn about theatres.
- Ask pupils if they have ever been to the theatre. Ask them to say names of famous theatres they know.

Practice

Pupil's Book

1 Before you read Do you know any famous plays or musicals?

- Refer pupils to page 38.
- Read the question aloud and give pupils examples of famous plays or musicals.
- Pupils work in pairs to write a list of plays or musicals they might know. They share their answers with the class.

2 7.10 Listen and read.

- Ask pupils to look at the pictures. Tell them the first photo is of Broadway in New York and the second is of the Roman Theatre in Amman. Elicit the meaning of *rebuilt* (to build something again after it's been damaged).
- Play the audio and have pupils read along in their books.

- Ask pupils to read the texts aloud. Then ask comprehension questions, e.g. *How many theatres are there on Broadway? (40)* *What is the name of the theatre in the text? (Majestic Theatre)* *Is it a big theatre? (one of the largest)* *When was the Roman Theatre built? (over 2,000 years ago)* *When was it rebuilt? (1957)* *How can children learn about the theatre at the Haya Cultural Centre? (by taking workshops and acting classes)*
- Pupils work in groups and decide what Broadway show they would like to see. Write their choices on the board. Have a class vote to decide which is the most popular.
- Pupils search online for Broadway plays or musicals.
- **Extension** Write three headings on the board: *Majestic Theatre*, *Roman Theatre*, *Haya Cultural Centre*. Ask pupils to say information from the text and which heading it goes under. (*Majestic Theatre: New York, USA, Broadway, 1988; Roman Theatre: Amman, Jordan, over 2,000 years old, opposite Amman Citadel; Haya Cultural Centre: modern, children of all ages, workshops, acting classes*)

Fun activity

- Pupils find all the numbers in the text and write them as words in their notebooks.

3 After you read Activity Book, page 28.

- Pupils turn to page 28 in their Activity Books and complete the activities.

4 What do you know about other famous ancient and modern theatres around the world?

- In pairs, pupils discuss the question. Monitor pupils and help where necessary. You might want to write some examples on the board to help them (Sydney Opera House, Teatro Olimpico, The Globe, La Scala).

Diversity

Challenge

- Give definitions about key words from the text. Pupils write the word described in the definition in their notebooks and the definition itself, e.g. *a place where people go to watch a play – theatre; a play where people sing – a musical; another word for a show – performance*.

Support

- Write key words from the text on the board. Pupils write the words in their notebooks.

Project

Make a poster for a new show.

- Divide pupils into groups of four. Give each group a sheet of A4 paper/card and coloured pencils.
- Explain that pupils are going to invent a new show and make a poster for it. They should provide pictures and answer the questions with as much detail as possible. Use the Traffic light cards technique to check pupils know what to do.
- Monitor and help groups. Also make sure all pupils contribute ideas for the poster.
- Make a classroom display after pupils have presented their posters to the class.



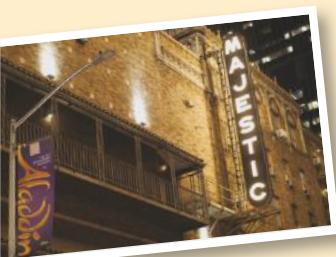
HAVE YOU EVER BEEN TO THE THEATRE?

There are lots of famous modern theatres around the world where you can see a play or a musical.

One of them is the Majestic Theatre in New York.

It's in an area of the city centre called Broadway.

There are more than 40 theatres on Broadway, and many visitors to New York see a Broadway show. The Majestic is one of the largest theatres on Broadway



and many famous musicals have played here. Have you ever seen a musical? One famous musical opened at the Majestic Theatre in 1988 and is now the longest-running show on Broadway.



There are also many ancient theatres around the world. The Roman Theatre in Amman, Jordan, is one example. It was built over 2,000 years ago and is on a hill opposite the Amman Citadel. It was rebuilt in 1957, and many people have visited it since then. In fact, it's one of the most visited attractions in Amman.

Amman is also home to the more modern Haya Cultural Centre. Here, children of all ages can learn about the theatre and acting by taking acting classes and workshops. The centre makes learning about theatre fun and gives children the chance to explore acting from a young age.

Fun activity

Find all the numbers in the text.
Write them as words!

1 Before you read **Do you know any famous plays or musicals?**



2 Listen and read.



3 After you read

Activity Book, page 28.

4 What do you know about other famous ancient and modern theatres around the world?

38 thirty-eight

Project

Make a poster for a new show.

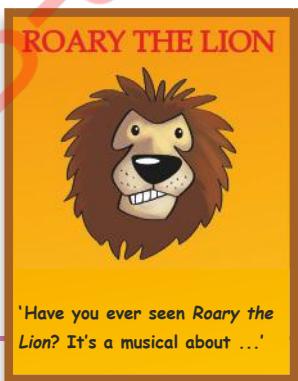


1 In groups, invent a show.

2 Think about information for your show:

- What's the name of the show?
- What kind of show is it? (A musical? A play?)
- What's it about?
- How much are the tickets?

3 Make a poster for your show and present it to the class.



'Have you ever seen Roary the Lion? It's a musical about ...'

Activity Book

1 Complete the second sentence in each pair so that it means the same as the first sentence.

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

Answer key 2 longest-running, 3 areas, 4 as well as

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

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

Answer key 2 more than, 3 rebuilt, 4 2,000 years ago, 5 acting classes

3 Make a fact file.

- Place pupils in groups and hand out A4 paper.
- Pupils brainstorm and choose a theatre.
- Display the fact files and have pupils compare them.
- Extension** Ask pupils to order the theatres from the oldest to the newest and compare.

Finishing the lesson

- In pairs, pupils choose a Culture lesson text to read again.
- Using the Summative questions technique, write on the board *The best thing in this lesson for me was ...* Have pupils complete the sentence in their notebooks.

Objectives

- Lesson aims:** to learn to describe clothes; to identify and use the suffix *-ful* to infer meaning
- Target language:** *The trousers are too long.; cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful*
- Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 39
- Activity Book Page 29
- Yes/No response cards
- sheets of A4 paper, enough for each pupil
- Resource 59

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; Lollipop stick technique
- Peer learning: pairwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Ask pupils questions about clothes for them to respond with their Yes/No response cards. Ask *Are you wearing trousers/a T-shirt/a dress/a hat/a costume?*

Presentation

- Explain that in this lesson pupils will learn to describe clothes and identify and use the suffix *-ful* to infer meaning.
- Write *Alice's costume* on the board. Ask *What colour was the dress for Alice's costume?* and elicit *blue and white*.

Practice

Pupil's Book

1 Which clothes do you need for ...

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

Diversity

Challenge

- Revise clothes after pupils complete the activity. Have different pupils write the clothes on the board.

Support

- Revise clothes before pupils complete the activity. Point to the clothes pupils are wearing. Say the clothes and have pupils repeat. Write the words on the board.

2 7.11 Listen. What is Imad's part in the school play?

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



3 7.12 Listen, read and check.

- Play the audio again for pupils to listen and read. Confirm the answer to Activity 2.
- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
- Extension** Pupils read the dialogue in pairs. Then they repeat the dialogue but change their role and clothes and use their own ideas. Have different pairs act out their dialogue to the class.



Extra activity Creativity

- Hand a sheet of A4 paper to each pupil. Pupils design a costume and label the clothes you need for the costume. They present their costumes to the class.

4 Work with a partner. Choose a costume. What's wrong with it?

- Place pupils in pairs to complete the activity.
- Walk around the class monitoring pairs.
- Extension** Pupils repeat the activity in different pairs.
- Pupils act out a funny dialogue for actors trying on costumes for a play and complaining that the costumes have problems.

Pronunciation

5 7.13 Listen and read. What do you notice about the coloured words?

- Explain to pupils that the suffix *-ful* means 'full of' or 'having a lot of'. When you add it to the end of a word, it changes the meaning to show that something has a lot of that quality.
- Play the audio. Then play it again, pausing after each sentence for pupils to repeat. Tell pupils that we can add *-ful* to some verbs (as well as some nouns) to make them into adjectives.
- Place pupils in pairs. Ask them to think of other words that the suffix *-ful* can be added to. Have pupils write sentences using the words.



Activity Book

1 Match the words and the pictures.

- Check answers using the Lollipop stick technique.
- Answer key** 1 too long, 3 not long enough, 4 too big

2 7.14 Look at the picture and complete the sentences with two answers from Activity 1. Then order the sentences to make a conversation. Listen and check.

- Play the audio.
- Pupils check their answers in pairs.



Girl 1: I'm a turtle in the school play. Do you like my costume?

Girl 2: I like the colour, but the shell is too big. Let's cut it a bit. Try it on now.

Girl 1: You're right. The shell is better now.

Girl 2: And your trousers are not long enough. Try these trousers on.

Girl 1: OK, that's better.

Girl 2: You look great now!

Answer key 1 not long enough, 2 too big

Order of sentences from top to bottom: 5, 1, 4, 6, 3, 2

1 Which clothes do you need for ...

- an astronaut costume?
- a princess costume?
- a tiger costume?

2 Listen. What is Imad's part in the school play?

He's a lion.



3 Listen, read and check.

I'm a lion in the school play.

Do you like my costume? Grrr!



I like the colour, but the trousers are too long. Try on these trousers.

You're right. These trousers are better.



And your T-shirt is too small. Try on this T-shirt.

OK, that's better.

You look great now!



I'm a lion in the school play.
The trousers are too long.
The T-shirt is too small.
Try on this T-shirt.

4 Work with a partner. Choose a costume. What's wrong with it?

chef polar bear doctor
firefighter shark queen

Pronunciation

5 Listen and read. What do you notice about the coloured words? *By adding -ful, we change the verbs into adjectives.*

In the school play, my character forgets things. She's forgetful.



In the school play, my character likes to play. She's playful.



thirty-nine

39

3 7.15 Look and write. Listen and check.

Say a sentence for each word.

- Pupils complete the chart individually. Play the audio to check answers.
- Pupils write a sentence using each of the words. Monitor pupils, helping where necessary.
- Place pupils in pairs and have them say their sentences to each other.
- Ask pupils what makes each of the verbs an adjective (we add the suffix *-ful*).



cheer, cheerful, thank, thankful, hope, hopeful, care, careful, play, playful, forget, forgetful

Extra activity Fast finishers

- Pupils think of five problems a costume can have, using *too*.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Have you ever worn a costume? When did you wear it? What was the costume? Which clothes did you need?*
- Play *Hangman* with the clothes words from this lesson.

Skills

Objectives

- **Lesson aims:** to read and analyse part of a play
- **Target language:** revision of unit vocabulary and grammar; *stick, ride, search, running, chase, wolf, drop*
- **Skills:** Reading

Materials

- Pupil's Book Page 40
- Activity Book Page 30
- a ball
- sheets of A4 paper, enough for each group of pupils
- Resource 63

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can follow simple stories with basic dialogue and simple narrative (GSE 35). Can identify key parts of simple stories (e.g. beginning, middle, end) (GSE 35).

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 *Characters in a play* on the board. Say *In a play the cast play different characters. What characters might a play about a family have?* Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson pupils will read part of a play.
- Write *stick, ride, search, running, chase, wolf* and *drop* on the board. Tell pupils these words are in the play. Explain meanings:
Some old people use a stick to help them walk.
You can ride a bike.
Walking is slow; running is fast.
To chase means to run behind someone to catch them.
A wolf is a large wild animal that hunts in groups.
If you drop a glass, it usually breaks.

Diversity

Challenge

- Ask pupils extra questions: *Can you predict what the play is about from these words?*

Support

- Pre-teach any other words from the play that pupils might have a problem with.

Practice

Pupil's Book

1 **Before you read** Who is the main character? How do you know?

- Refer pupils to page 40. Pupils discuss in pairs first. Use the Lollipop stick technique to check answers.



2 7.16 Listen and read.

- Play the audio.
- Check comprehension with questions. Ask *What does Yousuf give the old lady? (his stick) Who offers to help Yousuf? (the old lady and the girl) Why? (Because he helped them.) Is the wolf good at climbing trees? (no)*
- **Extension** Place pupils in groups of five (narrator, Yousuf, old lady, girl, wolf). Assign roles to each pupil. Play the audio again and pause after each sentence. Pupils repeat their parts.

Extra activity Critical thinking

- Pupils read the play and count how many verbs they find in the different present tenses: Present simple, Present continuous, Present perfect.

3 **After you read** Which parts of the text tell us what the characters are doing?

- Pupils discuss in pairs.
- Check answers using the Lollipop stick technique.
- **Extension** Internet search key words: *How to write a play*

4 **Complete the sentences in your notebook. Use 1, 2 or 3 words.**

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

Extra activity TPR

- Divide pupils into groups of four and assign a character to each pupil (Yousuf, old lady, girl, wolf). Play the audio for the play again. Pupils mime their parts while they listen.

Activity Book

1 **After you read** Look at the pictures and write. What has happened?

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

Answer key 2 chasing, 3 wolf, 4 running, 5 riding, 6 searching, 7 dropped

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

- Pupils work individually and check in pairs.
- Check answers using the Basketball technique.
- **Extension** Ask pupils to correct the false sentences in Activity 2. (1 Yousuf is carrying a small bag. 3 Yousuf helps the girl to search for/find a necklace. 4 A wolf is waiting for Yousuf at home. 5 The wolf is chasing Yousuf.)

Answer key 2 True, 3 False, 4 False, 5 False, 6 True

Reading

1 Before you read Who is the main character? How do you know?

2 ^{7.16} Listen and read.

Yousuf. Because his name is in the title.



Yousuf in the mountains

Scene 1: On the road

(A boy, Yousuf, is walking through the mountains along a road. He's carrying a small bag on a stick. An old lady is sitting under a tree.)

Yousuf: Hello! I'm going to visit my uncle.

Old lady: Hello, young man! I've lost my stick. (Yousuf takes his bag off the stick and gives the stick to her.)

Yousuf: You can have this!

Old lady: Thank you! You have helped me and, when you need help, I will help you.

Yousuf: Thank you! Goodbye!

(Yousuf walks on. Soon he comes to a young girl. She is looking everywhere on the ground and seems very worried.)

Yousuf: Hello! Are you OK?

Girl: I've dropped my necklace!

(Yousuf and the girl search together. Suddenly, Yousuf finds the necklace.)

Yousuf: Here it is!

Girl: Thank you! You have helped me and, when you need help, I will help you.

Yousuf: Thank you! Goodbye!



Scene 2: In a house

(Yousuf is standing in front of a door to a house. He knocks and the door opens. A wolf is standing there.)

Yousuf: You aren't Uncle Imad!

Wolf: No, I'm not.

Yousuf: Help!

(Yousuf runs away.)

Scene 3: On the road

(Yousuf has stopped, out of breath. He is near the young girl, who is sitting in a tree.)

Girl: What's the matter?

Yousuf: A wolf is chasing me!

Girl: Here, take my scooter. (She gives him a scooter.)

Yousuf: Thank you! What about you?

Girl: Don't worry, that wolf isn't very good at climbing trees! Now go!

(Yousuf rides off on the scooter. Soon he comes to the old lady.)

Old lady: ...



3 After you read Which parts of the text tell us what the characters are doing? *The stage directions (in brackets and italics) tell us what they are doing.*

4 Complete the sentences in your notebook. Use 1, 2 or 3 words.

1 Yousuf is going to visit his uncle. 4 A wolf opens the door.

2 The old lady has lost her stick. 5 The wolf chases Yousuf.

3 The girl has dropped her necklace 6 The girl gives Yousuf her scooter

40 forty

3 In groups, act out the play from Pupil's Book page 40. Choose the director, the narrator and the characters.

- Place pupils in groups to complete the activity. Hand them a sheet of A4 paper to write their ideas.
- Remind pupils to write the narration and to divide the play into three scenes. The director makes the final decisions.
- Have groups rehearse their plays before they act them out to the class.

Extra activity Fast finishers

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

Finishing the lesson

- Pupils close their books. Ask questions about the play and have pupils raise their hands to say what they remember.
- Using the Thought-provoking questions technique, ask *Do you like writing plays? Have you ever written a play? Was it easy or hard? Have you ever acted in a play? What did you like most about acting?*

Skills

Objectives

- Lesson aims:** to understand a listening task; to discuss what happens next in a play; to write the ending to the play in Lesson 11
- Target language:** revision of vocabulary and grammar
- Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 41
- Activity Book Page 31
- a ball
- Happy/Sad face cards
- Yes/No response cards
- coloured pencils
- Resource 67

Global Scale of English (GSE)

- Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- Speaking:** Can briefly say what they think will happen next in a simple story or play (GSE 42).
- Writing:** Can write a simple story describing the main events, if supported by pictures (GSE 40).

Assessment for Learning

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

Starting the lesson

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

Presentation

- Explain that in this lesson pupils will listen to a writer talk about plays, talk about the ending to the play from Lesson 11 and then write their own ending to the play.
- Using the Basketball technique, ask pupils to say the theatre words that they remember.

Practice

Pupil's Book

Listening

1 7.17 Listen and circle True or False.

- Refer pupils to page 41 and tell them to read the sentences carefully before they listen.
- Play the audio.



Presenter: Welcome to Radio 6! Today we're talking to the writer Dalia Allabban. She's written many stories and plays for children. Her newest play is called 'Yousuf in the Mountains'. Hello, Dalia!

Dalia: Hello.

Presenter: I know you've written a lot of plays. How many have you written?
Dalia: I've written over twenty plays.

Presenter: Wow! That's a lot! Tell us about your new play.
Dalia: Well, it's about a boy, Yousuf, who goes to visit his uncle in the mountains. On the way, he meets an old lady and a girl, and he helps them. But when he gets to his uncle's house, he meets a wolf! And ... well, I won't tell you the rest! You have to come and see the play yourself!

Presenter: Where can we see the play?
Dalia: It's at the Children's Theatre. It starts tomorrow.

Presenter: Tell me about how you write your plays. Is it difficult to write?
Dalia: No, it isn't. I write every day for four hours.

Presenter: And do you get any exercise when you're working?
Dalia: Yes, I do. I go for a walk, and sometimes I go for a swim or a run. Today I went for a walk, and I've also been for a run.

Presenter: You have a busy life! Thanks for talking to us, Dalia!
Dalia: Thank you!

Diversity

Challenge

- Ask more comprehension questions: *How many plays has she written? (over twenty) When does the play start? (tomorrow) How many hours does she write every day for? (for four hours).*

Support

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

Speaking

2 Look back at the play on page 40. What do you think happens next?

-  Pupils work in groups to discuss what they think happens next.
- Ask different groups to tell the class their ideas.

Writing

3 Read. In this ending, how does Yousuf escape from the wolf?

- Give pupils a minute to read the play and find the answer.
- Check comprehension with questions. Ask *What comes off the scooter? (a wheel) Can the wolf see Yousuf? (no) Is Yousuf in danger? (No, he's safe.)*

Extra activity TPR

-  Using the Happy/Sad face cards technique (or the Yes/No response cards technique), pupils respond to your questions: *Do you know how to write a play ending like this? Are you ready to write this play ending? Are you going to use stage directions?*

4 Write your ending to the play on page 40.

- Read the *Writing tip* and the plan to pupils. Pupils write the ending to the play individually. Monitor.

Extra activity Collaborative work

-  Pupils write a few ideas they can use in the ending before they write and compare with a partner. They ask each other for ideas and other suggestions.



Listening

1 Listen and circle **True** or **False**.

- 1 Dalia Allabban is a poet. True / False
- 2 Dalia has written a new poem. True / False
- 3 You can see the play at the Children's Theatre. True / False
- 4 Dalia writes every day for six hours. True / False
- 5 Today she went for a walk, and she's also been for a run. True / False

Speaking

2 Look back at the play on page 40. What do you think happens next?

I think Yousuf climbs up a tree! I think the old lady helps him.



Writing

3 Read. In this ending, how does Yousuf escape from the wolf? **He climbs a tree.**
Scene 4: On the road

(Yousuf is on the scooter. The wheel comes off.)

Yousuf: Oh no! The wheel has come off! What am I going to do? The wolf is coming!

(He looks around.) I know! I'll climb a tree! That girl said that the wolf isn't good at climbing trees!

(He looks up at the trees.) I'll climb that one!

(Yousuf climbs up a tree. Soon after, the wolf arrives. He sees the scooter at the bottom of the tree. He looks up, but he can't see Yousuf. The wolf runs down the road. Yousuf climbs down from the tree.)

Yousuf: I'm safe!

tip Writing

Stage directions tell us what the characters are doing. We write stage directions in brackets.

4 Write your ending to the play on page 40.
1 Plan

- What happens after Yousuf gets the scooter?
- Which characters are in the scene?
- What happens at the end?

2 Write

Yousuf is ...
The wolf is ...

3 Check your work

- Used stage directions in brackets?

»»» Activity Book, page 31.

forty-one

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Activity Book

1 Match the lines in plays with the stage directions.

- Pupils check their answers in pairs.

Answer key 2 c, 3 b, 4 a

2 Write your ending to the play on Pupil's Book page 40.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to complete the scene.
- Check your work: Write the following questions on the board: *Did you use stage directions in brackets? 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? 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 Collaborative work

- Pupils work in groups and read each other's work. They then act out the play on page 40 with the different endings. Have a class vote for the best ending.

Finishing the lesson

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