## Mapping

## **Topics**

Theme 1: Society Theme 2: Culture Theme 3: Science and technology

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**: following rules for discussions (e.g. speaking one at a time about the topics under discussion)

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

**Writing:** independently writing short texts (letters, memos, reminders, stories); using adequate spelling, punctuation, grammar, and organisation; using simple and compound sentences in journaling writing

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions; responding to a variety of oral presentations; interpreting visual cues to analyse and make inferences about the intended message



## 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; listen to others with care and show engagement

**Speaking**: practise English rhythm; speak intelligibly while making statements, asking questions, giving instructions and reporting events; identify and use prefixes and suffixes (un-, dis-, ir-, -ful, -ment, -tion) and visual clues to infer the meaning of new vocabulary items

**Reading:** use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main ideas(s), and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text; identify the setting, participants, and plot of a short story; express opinions on characters, and events, justifying them with information in a text

**Writing**: use correct sentence grammar, punctuation, and capitalisation; write texts using a range of sentence connectives; use simple and compound sentences to produce a variety of text types (letters, email, memos, reminders)

**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; listen to other learners' responses, realising that people react differently

## Unit objectives

to talk about technology and use verbs

### Language

Vocabulary	<b>Technology</b> computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study <b>Verbs</b> post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace
Grammar	Past simple could/couldn't
Functions	Asking for information I'd like some information about the (Science Museum), please.
Pronunciation	Changing verbs to nouns using the suffix -tion: inform - information, describe - description

#### Key competences

Linguistic competence: use language as an instrument for communication (L. 1–14)

Mathematical, science and technological competences: learn technology vocabulary (L. 1)

Digital competence: use Pupil's Book eBook (L. 1–14)

Social and civic competences: learn to be creative (L. 3); learn to talk about a visit to a museum (L. 12)

Cultural awareness and expression: raise awareness about museums in different countries (L. 9)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–14); use previous knowledge (L. 1); follow instructions (L. 1–14); personalisation of language learnt (L. 5 and 9)

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); Planning (L. 12); Reflecting on learning (L. 1–14)
Creativity	Using a code to write sentences (L. 3)
Communication	Describing objects (L. 1); Telling a story about the past (L. 5 and 6); Talking about past abilities (L. 7 and 8); Challenge game (L. 13); Asking for and giving information (L. 10); Functional dialogue (L. 12)
Collaboration	Project groupwork (L. 9); Acting out (L. 3)

#### **Evaluation**

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 30; Activity Book p. 26
- Unit 2 Extra practice: Activity Book pp. 27 and 28
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 2 Test

## External exams

Pupil's Book	Activity Book
A1 Movers Speaking Part 3	A1 Movers Listening Part 2
A1 Movers Reading and Writing Part 3	A1 Movers Speaking Part 4

- Lesson aims: to learn and use technology vocabulary
- Target language: computer, email, smartwatch, keyboard. letter. carry, mouse, telephone, call, tablet, mobile phone, study
- Skills: Reading, Listening, Speaking

#### Materials

- stopwatch
- a mobile phone or picture of a mobile phone
- sheets of A4 paper, enough for each pupil
- Resource 2 A

## Global Scale of English (GSE)

- Reading: Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).
- Listening: Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- Speaking: Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe common everyday objects using simple language (GSE 31).

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique

Peer learning: pairwork; groupwork

## Starting the lesson

- Show pupils a mobile phone and say Look. This is a mobile phone. It uses electricity. Do you know what electricity means? Explain as necessary.
- Ask pupils to find other things in the classroom that use electricity. They raise their hands to offer ideas.

#### **Presentation**

Explain that in this lesson pupils will learn technology vocabulary.

#### **Practice**

#### Pupil's Book

## 1) 🗑 How many things can you find that use electricity?

- Refer pupils to page 20. Read the rubric. Give pupils an example: A computer uses electricity. Ask pupils to point to a computer.
- 🗐 Using the Lollipop stick technique, ask pupils to say things that use electricity.
- O Replace pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands.
- Extension Ask pupils to describe the pictures on page 20 in pairs, telling each other where the people are, what they are doing, and naming any objects/places that they know, e.g. the beach.

#### 2.1 Listen, point and repeat.

· Refer pupils to page 21. Ask them how many things in the photos have they already talked about in this lesson.



- Tell pupils to find mobile phone. Ask Can you see the girl in picture 11? She's calling someone. Who do you think she's calling? Pupils look at the pictures and do the activity.
- · Play the audio.
- A Have pupils say a word to their partners for their partner to point to the correct picture. Then they swap.

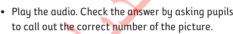
#### \( \sum\_\) Look for the words from Activity 2 in the picture on page 20. Write the missing word.

• 🗐 🎘 Give pupils one minute to work in pairs to find the objects and write the missing word. Ask for feedback using the Lollipop stick

#### Extra activity Critical thinking

• 🎎 Pupils say which English words they already know. Put pupils in groups and ask them to have a discussion about the use of English words in their language. Why do we use English words? Can you think of other English words we use?

#### 2.2 What is it? Listen and point to the picture in Activity 2.





(Sound of keyboard) (Sound of mobile phone) (Sound of mouse clicking) (Sound of phone ringing)

#### Extra activity TPR

• Hand each pupil an A4 sheet of paper. Tell each pupil a different word from Activity 4 to write on their sheet of paper. Play the audio for Activity 4 again. When pupils hear their object, they hold their sheet of paper up.

#### 5 🦺 💭 Describe a word to your partner.

- Replace pupils in different pairs for this activity.
- Extension Internet search key words: things that use electricity, tech gadgets, home appliances

#### Diversity

#### Challenge

• Repeat Activity 5, with different pupils describing an object in the classroom. The class has to guess what the object is.

Brainstorm verbs pupils connect with the objects before they do Activity 5 in pairs. Write their ideas on the board.

#### Finishing the lesson

Ask pupils to describe things in the classroom that use electricity.

#### Lesson 2 Activity Book

## Objectives

- Lesson aims: to learn and use technology vocabulary
- Target language: computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study
- Skills: Writing

#### Materials

• sheets of A4 paper, enough for each group











computer

keyboard

mouse

tablet

Inbox (5376354)







email

letter

telephone

mobile phone









smartwatch

carry

call

study

- Second For the words from Activity 2 in the picture on page 20. Write the missing word.
  Second For the words from Activity 2 in the picture on page 20.
- What is it? Listen and point to the picture in Activity 2.



🕟 🧸 💭 Describe a word to your partner.



I've got this thing at home. I do homework on it. My mum works on it.

Yes!

A computer?



twenty-one

#### 2

## Global Scale of English (GSE)

- Writing: Can label simple pictures related to familiar topics by copying single words (GSE 16). Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37).
- Assessment for Learning
- **(** 
  - Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork
  - 😭 Independent learning: Summative questions technique

## Starting the lesson

Write names of some technology objects on the board.

- Describe one object using language from the previous lesson.
- Pupils guess the object from the description.
- If you have time, pupils can continue with descriptions and their classmates guess.

#### **Practice**

- 1 O Look at Pupil's Book page 20 and complete the
  - Answer key 1 basketball, 2 beard
- 2 Look and write.
  - Pupils work individually to complete the activity.
     Answer key 2 telephone, 3 mouse, 4 tablet, 5 computer, 6 mobile phone, 7 email, 8 keyboard, 9 letter



#### Complete the table.

• Pupils work individually, then compare answers with a partner.

**Answer key** carry: a bag; call: a friend, the doctor; study: Maths, grammar

#### Extra activity Fast finishers

 Pupils write descriptions of the objects they like best from Pupil's Book Activity 2.

- Pupils close their books and work in groups of three. Tell groups to draw 12 boxes on a sheet of A4 paper.
- Using the Summative questions technique, ask Howmany words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly?

Lesson 3



- What does Millie say? Go to page 66 to find out. CLIL
- 4 After you read Match the sentence halves. Hello Hamed!
  - 1 Hamed's project is about b
  - 2 Ten years ago, people sent e
  - 3 100 years ago, people in big houses a
  - 4 Millie has an idea 🖕
  - 5 The children make a speaking tube d

- a used speaking tubes to talk to each other.
- **b** how things were different ten years ago.
- **c** for a secret Discovery Team code.
- **d** to go between their two houses.
- e emails and letters.
- 6 Act out the story.
- 6 🗰 Make sentences in Discovery Team code about what you did (I played football! last weekend.

Iay layedpay ootballfay!

twenty-three 23



- Lesson aims: to listen to a story
- Target language: revision of technology vocabulary; can, hose,
- Skills: Reading, Listening, Speaking

#### Materials

- objects/drawings of a can, a hose and string
- sheets of A4 paper, enough for each pair of pupils
- Resource 6

## 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 extract specific information in short texts on familiar topics (GSE 39)
- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Happy/Sad face technique Peer learning: groupwork; pairwork; acting out

## Starting the lesson

• Write the first three letters of the technology words from Lesson 1 on the board. Ask different pupils to complete the words.

#### Presentation

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

#### **Practice**

#### Pupil's Book

- Before you read How many different types of phone can you find in the story?
  - · Refer pupils to pages 22 and 23.

#### 2 🞧 2.3 Listen and read.

- Pre-teach can, hose and string with objects or drawings. Say Look. This is a can/a hose/some string. and have pupils repeat.
- · Play the audio.
- Check comprehension: Whose project is it? (Hamed's) Did Hamed's mum and dad have a tablet? (No) Who gave Millie the idea for the

#### 🗿 🚰 What does Millie say? Go to page 66 to find out.

- Pupils discuss in pairs.
- 🕽 Using the Happy/Sad face technique, ask Did you find out what Millie said?

#### Extra activity Creativity

• Republis work in pairs and design their own speaking tube on a sheet of A4 paper. They label the parts of their tube and show it to the class.

#### After you read Match the sentence halves.

• Pupils work individually to complete the activity. Ask different pupils to read out the complete sentences.

#### Diversitu

#### Challenge

• Pupils memorise the second halves of the sentences. Read out the first halves of the sentences and ask different pupils to say the other half

#### Support

• Republic compare answers with a partner before feedback.

#### 🚺 🎎 Act out the story.

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

#### 💪 🌟 Make sentences in Discovery Team code about what you did last weekend.

- RP Put pupils in pairs. Give pairs a sheet of A4 paper for their
- · Pupils swap codes with other pairs and decipher them.

#### Extra activity TPR

• Assign is/are to the left wall and was/were to the right wall. Read sentences from the story with these forms for pupils to face the correct wall.

## Finishing the lesson

- 🌇 Put pupils in groups of three and have them discuss what happened in the story.
- Ask different pupils to feed back to the class.

#### Lesson 4 Activity Book

## **Objectives**

- Lesson aims: to review a story
- Target language: revision of technology vocabulary; can, hose,
- Skills: Reading, Writing

#### Materials

notebooks

## Global Scale of English (GSE)

- Reading: Can extract specific information in short texts on familiar topics (GSE 39).
- Writing: Can write some familiar words (GSE 20).

## 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

#### 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.

## Starting the lesson

 Ask pupils to tell you what happens in the story from the previous lesson. Replay the audio if you have time.

#### **Practice**

- After you read Look, read and match. Then write Katy,
   Millie, Hamed or Bo.
  - Early Give pupils one minute to complete the activity. Pupils check their answers in groups.

**Answer key** 2 d, Was everything very different 10 years ago? Bo; 3 a, Look at this picture of a speaking tube! Katy; 4 c, Let's use this code mum told me about! Millie

- Correct the mistakes.
  - Pupils complete the activity individually.
     Answer key 2 Jerash, 3 computer, 4 speaking tube, 5 code
- Values Read and tick (
  ). Who's being creative?
  - ② Pupils tick and then compare answers with a partner.

    Answer key 3 ✓, 5 ✓
- Make your own version of Millie's code. Then write a message. Can your partners break the code?
  - Ask pupils to make their own version of Millie's code and write a message. They swap messages with a partner and see if they can break each other's code.
  - Check pupils know what to do using the Traffic light cards technique.

#### Extra activity Fast finishers

Pupils find be in the present and be in the past in the story. They
write the words in their notebooks under two separate headings.

#### Finishing the lesson

• Susing the Summative questions technique, ask pupils what they learnt about old technology from the story.

#### **CLIL Link**

In Unit 2, the story is based around the concept of technology and machines from the Science curriculum.

Hamed shows his school project, which has old pictures of his family, to the girls, and they explain to Bo how telephones and computers used to be years ago. Katy finds out information about the first telephone and they build a speaking tube to speak to each other from house to house.

To explore the concept of technology and machines further, you can use Resource 6.

- Lesson aims: to learn and use the Past simple
- Target language: Did you have a phone ten years ago? That computer was really big!
- Skills: Reading, Writing, Speaking

#### Materials

- Resource 11 A
- notehooks

## Global Scale of English (GSE)

- Reading: 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).
- **Speaking:** Can talk about common past activities, using simple linking words (GSE 41). Can retell the main points of an extended story in their own words (GSE 54). 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: Lollipop stick technique

#### Peer learning: pairwork; Three facts and a fib technique

## Starting the lesson

- Write Millie's code on the board. Ask What was Millie's code? Can you write 'Hello Hamed' in the code? and elicit answers.
- · Ask pupils what they remember from the story: What was Hamed's project about? What was a speaking tube? What did the Discovery Team use to make their speaking tube?

### Presentation

- Explain that in this lesson pupils will learn to use the Past simple.
- Write Today and Ten years ago on the board. Write use under Today and used under Ten years ago.
- Write is, are, have, write under Today. Ask different pupils to write the Past simple of these verbs under Ten years ago.

### **Practice**

#### Pupil's Book

- Look back! Tick (🗸) the sentence in this picture.
  - Refer pupils to pages 22-24.

#### 🔼 🎧 2.4 Listen and repeat.

- · Play the audio.
- Write on the board We had a phone ten years ago and \_\_\_\_ you \_\_\_\_ a phone? Ask pupils to say the correct question word and form of have to complete the sentence.
- Write Yes, we\_ \_ a mobile phone. Ask pupils . But we to say the correct missing words and complete the sentences.
- Draw pupils' attention to was/were. Ask Do we need the question word Did? and elicit No. Ask How do we answer? With did or was/ were? Didn't or wasn't/weren't? and elicit the answers.
- Draw pupils' attention to the irregular verbs. Tell pupils to look at the list at the back of their Activity Books and ask the meaning of any verbs they don't know.

#### Diversity

#### Challenge

• Pupils work in pairs and write sentences in the Past simple with the verb find: an affirmative sentence, a question, a short answer and a negative sentence.

· Have pupils copy the examples from the board into their notebooks.

#### 3) 🮧 2.5 Put the pictures in the correct order. 💻 Then listen and check.



- · Pupils look at the pictures and think about what they see.
- · Play the audio.

Boy: My name's Ali. This story is about my dad. Thirty years ago, when my dad was a child, something really frightening happened to him. He went on holiday to Agaba with his family. He went to the beach. He played with his sister, and they ate ice creams. Then he went swimming in the sea. He didn't go swimming near the lifeguards. Suddenly, he started moving out to sea. He tried to swim back to the beach, but the sea was too strong. He was a long way out when the lifeguards came to get him on their surfboards. It's good there are lifeguards on the beach because my grandma didn't have

#### Extra activity Critical thinking

• Place pupils in pairs. Using the Three facts and a fib technique, pupils write sentences about last weekend. Have them share their sentences to see if they can identify the false information.

a mobile phone to call for help. Now, my dad is always

🚹 Retell Ali's story. Write the past tense of the verbs in

very careful and swims near the lifeguards.

- 📻 Check answers using the Lollipop stick technique.
- 🛂 🦺 💭 Tell your partner about a story from your childhood. Include one piece of crazy information.
  - Replace pupils in pairs for this activity and monitor.

#### Extra activity TPR

• Assign Now to the left wall and Then to the right wall. Read sentences from Ali's story in the present and the past for pupils to face the correct wall.

#### Finishing the lesson

Put the class into two teams. Call out a verb in the present tense. The first pupil to put up their hand and correctly say the verb in the past tense wins a point for their team.

#### Lesson 6 Activity Book

## Objectives

- Lesson aims: to learn and use the Past simple
- Target language: Did you have a phone ten years ago? That computer was really big!
- Skills: Writing, Listening

## Global Scale of English (GSE)

- Writing: Can write some familiar words (GSE 20).
- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36). Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39)

Lesson 5 Grammar

## $oldsymbol{0} \ oldsymbol{arphi}$ Look back! Tick ( $oldsymbol{\checkmark}$ ) the sentence in this picture.

- 1 Now everyone has mobile phones.
- 2 Mum and Dad didn't have a tablet, but they had a computer.
- 3 100 years ago, people in big houses used them like a phone.



🗿 😘 Listen and repeat.

Was everything very different ten years ago?

That computer was really big!

Did you have a phone ten years ago?

Yes, we did! We had a phone in the house, but we didn't have a mobile phone.

Last month / weekend . A long time ago / Two days ago / Ten years ago ...

#### Reaular verbs:

play  $\rightarrow$  played, try  $\rightarrow$  tried Irregular verbs:

have  $\rightarrow$  had, find  $\rightarrow$  found

Nore verbs in Activity Book page 64.

Put the pictures in the correct order. Then listen and check.











Retell Ali's story. Write the past tense of the verbs in brackets.

Thirty years ago, when he **(1)** \_\_\_\_<del>was</del>\_\_ (be) a child, Ali's dad 🌡 (2) <u>went</u> (go) on holiday to Aqaba with his family. He (3) went (go) to the beach. He (4) played (play) with his sister and they (5) (eat) ice creams. Then he ate went (go) swimming. He (7) didn't go (not/go) swimming near the lifequards. Suddenly he (8) started (start) moving out to sea. He (9) was (be) a long way out when the lifequards (10) \_\_\_came\_\_ (come) to get him on their surfboards.

- 🚵 💭 Tell your partner about a story from your childhood. Include one piece of crazy information.
  - What happened?
- · Where were you?
- Who was with you?



twenty-four

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Peer learning: pairwork



## Starting the lesson

• Write four verbs in the present tense on the board. Ask pupils to tell you the past tense for each.

#### **Practice**







#### 1 Where did Fatima go last weekend?

Girl 1: Did you go to the beach last weekend, Fatima?

Girl 2: No, I didn't. It was too cold. Girl 1: So did you go to the mountains?

No. I didn't. I went to a beautiful forest near here. Girl 2: Girl 1:

Oh, that's nice. I love forests in autumn!

#### 2 What did Tareq have for lunch at school two days ago?

Tareq, what did you have for lunch at school today? Man:

I had noodles, Dad, Boy 1:

OK ... noodles ... and what about yesterday? Did you Man:

eat pizza?

No, I didn't. I had a salad. We ate pizza two days ago. Boy 1:

Man: Oh, OK.

### 3 What did Zeinab use to write to her granny?

Woman: Zeinab? Yes. Mum? Girl 3:

Woman: The computer, doesn't work. Did you use it to write

to Granny?

No, Mum. Dad used the computer, and Omar played Girl 3:

with the tablet.

So what did you use?

Girl 3: I wrote a message with my mobile phone!

#### 4 Which sport did Sami try at the summer camp?

Hi, Sami! Did you enjoy the summer adventure camp? Boy 2:

Boy 3: Oh, yes! But ...

Did you climb? Boy 2:

Boy 3: Well, ... I didn't because ...

Boy 2: And did you go canoeing? Boy 3: Well.... I didn't because ...

Boy 2: So what did you do?

Boy 3: Fadi! It was not an adventure camp, it was a windsurfing camp! So I only tried windsurfing!

Answer key 2 a pizza, 3 b mobile phone, 4 b windsurfing

#### Look and complete the sentences.

• Pupils complete the activity individually. Check the answers as a class.

Answer key 2 didn't play, played; 3 drank, didn't drink; 4 didn't wear, wore; 5 went, didn't go

#### Extra activity Fast finishers

• Pupils study the irregular verbs on Activity Book page 64.

### Finishing the lesson

• Susing the Summative questions technique, ask Do you understand the grammar? How will you learn the irregular verbs?

## **Vocabulary and Grammar**

## **Objectives**

- Lesson aims: to learn and use verbs; to learn and use could/ couldn't, to learn and sing a song
- Target language: post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace
- Skills: Speaking, Listening

#### Materials

- 16 word cards with one of the following written on each one: hold, a pen, make, a face, make, a sandwich, post, a letter, send, an email, tell, a story, tie, a shoelace, win, a race
- Resources 2 B, 11 B, 15, 19

## Global Scale of English (GSE)

- Speaking: Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can sing a basic song from memory (GSE 22). Can express ability or lack of ability in relation to basic everyday actions (GSE 31). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- Listening: Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique



Peer learning: pairwork; groupwork

## Starting the lesson

Ask Do you write letters/send emails? Are you good at telling a story? Use the Lollipop stick technique to elicit answers.

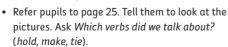
#### Presentation

- Explain that in this lesson pupils will learn verbs and they will talk about what they could and couldn't do in the past. They will also sing
- Draw pupils' attention to the verbs by writing them on the board: hold, make, post, send, tell, tie and win.
- Tell pupils you are going to do three actions and that they should copy you. Say these sentences and do the actions: I'm holding a pen. I'm making a face. I'm tying my shoelace.
- · Ask Which verbs did you hear? and elicit answers.

#### **Practice**

#### Pupil's Book

## 1 🕡 2.7 Listen, point and repeat.





- Tell pupils to look at the pictures, listen and answer. Ask What can we post, a letter or an email? Ask Do we send an email? What can you win?
- · Play the audio.
- Pupils work in groups. One pupil mimes an action and the others guess.

#### Extra activity Collaborative work

• R Hand out one word card each to 16 different pupils. Pupils have to find the pupil with the word card that makes a phrase with their own.

#### 2 🎧 2.8 & 2.9 Listen and sing.

- · Play the song and tell pupils to listen only this time
- · Read out the song one line at a time for pupils to repeat.
- Play the song again and encourage pupils to join in.
- 2.9 Play the karaoke version of the song again and encourage pupils to sing.

#### Extra activity TPR

• Pupils listen to the song and hold up the correct number of fingers for each number.

## 3 2.10 Listen and repeat.

- · Play the audio.
- · Ask What word do we use for can/can't in the past? and elicit could/couldn't.



#### Diversity

#### Challenge

- To monitor pronunciation, ask pupils to repeat individually.
- To build confidence, ask pupils to repeat in groups.

#### 🛂 🚵 💭 In pairs, ask and answer. What could you do when you were five? What couldn't you do?

- Place pupils in pairs for this activity and monitor.
- 5 🕪 Pupil A: Activity Book, page 60.
  - Pupil B: Activity Book, page 62.
  - 🕮 Place pupils in pairs for this activity and monitor.

### Finishing the lesson

Ask pupils to give a short presentation to the class about what they could do when they were five. Encourage the class to be supportive and to clap.

#### Lesson 8 **Activity Book**

## Objectives

- Lesson aims: to learn and use verbs; to learn and use could/couldn't
- Target language: post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace When I was (one), I could (walk), but I couldn't (talk).
- Skills: Listening, Writing

#### Materials

notebooks

## Global Scale of English (GSE)

- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36). Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- Writing: Can write some familiar words (GSE 20).



## Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique



Peer learning: pairwork; groupwork

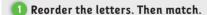


Independent learning: Summative questions technique

#### Starting the lesson

- Put pupils into groups. Ask them to find out what group members were good at when they were five.
- · Ask pupils to tell the class about their groups.

#### **Practice**



• Pupils complete the activity individually. Check the answers as

Answer key: 2 win, race, b; 3 post, letter, a; 4 tell, story, d; 5 make, sandwich, g; 6 send, email, f; 7 tie, shoelace, h; 8 make, face, c

- $\bigcirc$  2.11 Listen and tick ( $\checkmark$ ) or cross (X). What could or couldn't they do when they were younger?
  - · Play the audio.
  - Encheck answers using the Lollipop stick



- 1 Girl 1: I'm Salwa. When I was younger, I couldn't post a letter because the letter box was very high! But I could make a face. It was very funny!
- **2 Boy 1**: I'm Osama and this is Ibrahim. We couldn't tie a shoelace when we were younger. It was too difficult! But we could win races because we were the fastest at school!

- 3 Girl 2: I'm Eman, and this is my sister, Rola. When we were younger, we could make a delicious sandwich with cheese. Our mum loved it! But we couldn't send an email.
- 4 Boy 2: I'm Abbas. I couldn't hold a pen when I was younger, but I could tell stories to my teddy bears!

**Answer key** 2 a win a race ✓, 2 b tie a shoelace ✗, 3 a make a sandwich 🗸, 3 b send an email 🗶, 4 a hold a pen 🗶, 4 b tell a story 🗸

#### 3 Look at Activity 2 and write.

- Pupils complete the activity individually and check answers in pairs.
- 🕮 In pairs, have pupils say what they couldn't do last year but what they can do now. Monitor and check.

**Answer key** 2 could win races, but they couldn't tie a shoelace; 3 could make a sandwich, but they couldn't send an email; 4 couldn't hold a pen, but he could tell stories

#### Extra activity Fast finishers

· Pupils write the collocations in their notebooks.

### Finishing the lesson

• 🕯 Using the Summative questions technique, ask pupils what they have learnt today. Have them write their answers in their notebooks. Ask some pupils to tell you their answers.

- Lesson aims: to learn about museums around the world; to write a guide for a museum
- Target language: revision of vocabulary and grammar
- Skills: Reading, Listening, Speaking, Writing

#### Materials

- notebooks
- paper/card and coloured pencils
- leaflets or printouts with information about museums in your
- True/False response cards

## 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 41).
- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- Speaking: Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can give simple reasons to explain preferences, given a model (GSE 35).
- Writing: Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20).

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation

Monitoring pupils' learning: True/False response cards technique

Peer learning: pairwork; groupwork

Independent learning: Summative questions technique

### Starting the lesson

• Write museum on the board. Ask What museums are there in your country? What museums have you visited?

#### **Presentation**

Explain that in this lesson pupils will learn about different types of museums from around the world.

#### Culture notes.

- The Jordan Museum is a famous museum in Amman, Jordan, that contains the country's most important archaeological findings, including the Dead Sea Scrolls. The museum was opened in 2014.
- The Shanghai Museum of Science and Technology has 14 permanent exhibitions. There is also a special science exhibition and there are IMAX cinemas.
- The Natural History Museum opened in London, England, in 1881. It is well known for its collection of dinosaur bones and fossils.

### **Practice**

#### Pupil's Book

#### Before you read What are your favourite museums?

• Encourage a class discussion, e.g. Do you have a different favourite museum? What do you prefer about it?

• Ask pupils to look at the icons next to the museum names and the photos. Have pupils predict what they will see in the

#### 2 🎧 2.12 Listen and read.

- Ask pupils to look at the photos again.
- · Play the audio for pupils to listen and follow in their Pupil's Books.
- · Ask pupils to take turns to read the texts aloud. Then ask comprehension questions, e.g. Where is the Jordan Museum? (Amman) What can you see there? (ancient objects, statues) What can you see in the Shanghai Museum of Science and Technology? (technology, Chinese inventions from long ago) What dinosaur bones can you see in the Natural History Museum? (T-Rex bones)
- Ask a volunteer to read the Fun fact. Ask Have you visited the Jordan Museum? Would you like to?
- **Extension** Pupils work in pairs and invent their own museum. They decide what they want to show the public.

#### Extra activity Critical thinking

• Pupils work in groups of four and think of the advantages of visiting museums. They try and agree on the top three ideas and then present those to the class.

#### After you read Activity Book, page 22.

 Pupils turn to page 22 in their Activity Books and complete the activities.

#### Extra activity TPR

epupils use their True/False response cards to react to the following sentences.

You can see statues in the Jordan Museum. (True) You can see robots in the Jordan Museum. (False) You can watch films in the Shanghai Museum. (True) There was a real earthquake when the girl went to the Natural History Museum in London. (False)

#### 🙆 💭 Which museum do you want to visit? Why?

• Rupils discuss the museums in groups. They give reasons for why they prefer one museum to another. Then they put them in order of preference. Have a class discussion.

#### Diversity

#### Challenge

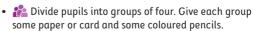
• R Write Living Museum on the board and explain that a living museum is a place that recreates a time in history. Put pupils into pairs. They think about what their Living Museum will be like.

#### Support

• Ask further questions about the museums in the texts to help pupils understand. Ask, e.g. Are you interested in paintings? Which museum has paintings and sculptures?

## Project

#### Write a guide to a museum.



- · Explain that pupils must work on the museum of their choice. They should provide pictures and at least four facts.
- · Monitor and help groups when necessary.
- Each group reads their guide to the class like a tour guide. They should read one fact each.
- · Make a classroom display.





# World museums

Last year,
I visited some
amazing museums.
I love learning about
the past, and in these
museums I learned
a lot of different
things.



#### The Jordan Museum

I went to Amman, Jordan, and I visited the Jordan Museum. It's a museum where you can see ancient objects from Jordan's past. I saw some very famous statues there. They are some of the oldest statues ever made: they're around 9,000 years old! They were amazing.



#### Shanghai Museum of Science and

Technology
I like science and technology, so
I love this museum in Shanghai,
in China. You can explore
technology from today, and also
learn about Chinese inventions
from hundreds of years ago.
There are lots of activities for
children. I did a science workshop
and learned all about robot
design. I also watched a film
about space exploration. It was
fantastic!



#### Natural History Museum

I visited this museum in London, England, on holiday. Here I saw a T-Rex and a blue whale, and I learned about plants and volcanoes! Do you know what an earthquake is? It's when the earth shakes! At the Natural History Museum, I went into a room and the floor started shaking like an earthquake! It was so exciting!



Did you know that the Jordan Museum is the biggest museum in Jordan?



- 2 (212) Listen and read.
- 3 After you read
  - >> Activity Book, page 22.
- Which museum do you want to visit? Why?

I want to visit ... because ...



twenty-six



## Write a guide to a museum.

- 1 In groups, choose a museum in your country.
- Find information about your museum:
- What can you see there?
- What can you do there?
- 3 Write about your museum.
- 4 Tell the class about your museum. Act as tour quides.
- 5 Have a class vote: which museum do you want to visit?

## THE CHILDREN'S MUSEUM

The Children's Museum is in Amman, in Jordan. You can see ... You can learn about ...



#### **Activity Book**

#### Find the words and write. Then find the hidden message.

- Ask pupils to read the words in the box. Make sure they understand them.
- Pupils label the pictures and then they find the words in the puzzle. They check answers in pairs.

**Answer key** b volcano, c shake, d inventions, e technology, f earthquake, g explore; The Science Museum is my favourite because I can learn how things work.

#### After you read Read and answer.

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

Answer key 2 Natural History Museum, 3 Natural History Museum, 4 The Jordan Museum, 5 Shanghai Museum, 6 Shanghai Museum

#### Extra activity Fast finishers

• Pupils write ten important words from the text in the Pupil's Book in their notebooks.

### Finishing the lesson

• Susing the Summative questions technique, write What was the best thing in the lesson for you? on the board. Have pupils answer the question in their notebooks.

- Lesson aims: to learn to ask for information; to learn and practise changing verbs to nouns using the suffix -tion
- Target language: I'd like some information about the Science Museum, please.
- · Skills: Reading, Writing, Listening, Speaking

### Materials

- Yes/No response cards
- a ball
- · projects from Lesson 9
- Resource 23

## Global Scale of English (GSE)

- Reading: Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 32).
- Writing: Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- Listening: Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
   Can identify the context of short, simple dialogues related to familiar everyday situations (GSE 32).
- Speaking: 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; Basketball technique



Peer learning: pairwork; groupwork

Independent learning: Thought-provoking questions technique

## Starting the lesson

 Ask pupils questions for them to respond with their Yes/No response cards. Ask Do you like museums? Can you learn about technology at the London Science Museum? Do you want to visit the Science Museum?

#### **Presentation**

- Explain that in this lesson pupils will learn to ask for information.
- Display pupils' projects from Lesson 9 on the board. Ask one question about what you can see at each museum.
- Ask the class to turn around and move to the back of the classroom. Using the Basketball technique, ask the class questions about the projects, e.g. Where can you see ...?

#### **Practice**

#### Pupil's Book

- Circle the things you can see in a natural history museum. <u>Underline</u> the things you can see in a science museum.
  - Refer pupils to page 27. Pupils discuss in pairs and complete the activity, then raise their hands to offer answers.

#### Extra activity Collaborative work

 Pupils work in groups of three or four. They look up meanings of new words in class or in online dictionaries. Encourage pupils to keep a vocabulary list at the back of their notebooks.

## 2 ( 2.13 Listen. Which museum does Abbas want to visit?



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

- 3 2.14 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.



#### Diversity

#### Challenge

Are pupils practise the conversation in Activity 3 in pairs.
 Make sure they copy the intonation correctly.

#### Support

Have pupils practise the conversation as a class to copy intonation.
 Play the audio, pausing after each sentence, and have pupils repeat.

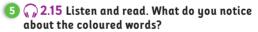
#### Extra activity TPR

 Read out the questions and answers in the Say it! box in random order. Assign questions to half the class and answers to the other half of the class. Pupils all stand up. They sit down accordingly when they hear a question or an answer.

#### In pairs, ask for and give information about a different museum.

 Place pupils in pairs and assign Pupil A and Pupil B. Pupil A asks for information and Pupil B gives information. Then pupils swap roles and Pupil B asks.

## **Pronunciation**





- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say what they notice about the words in red. Ask them which words are verbs (inform, describe). Ask How do we change these verbs to nouns? (we add -tion)
- Extension Replace pupils in groups of four. Ask them to think of other verbs that we can change into nouns by adding -tion (create creation, imagine imagination, etc.)
- Ask groups to share their words with the class.

#### **Activity Book**

Match the sentence halves.

**Answer key** 2 g, 3 d, 4 b, 5 e, 6 a, 7 f

- 2.16 Complete the dialogue with the sentences in Activity 1. Then listen and check.
  - Pupils work individually. Then they listen and check.



Answer key 2 What do you want to know?; 3 What can you see and do there?; 4 You can learn about animals, plants and volcanoes.; 5 What time does it open and close?; 6 It's open every day from 11 am to 5 pm.; 7 Thank you very much.

Asking for information

 $^{igsigma}$  Circle the things you can see in a natural history museum. <u>Underline</u> the things you can see in a science museum.

robots dinosaurs planes (plants) butterflies

- Listen. Which museum does Abbas want to visit? the Science Museum
- Listen, read and check.

Hello. I'd like some information about the Science Museum. please.

What can you see and do there?

It sounds great! What time does it open and close?

OK. Thank you very much!

Yes, of course. What do you want to know?

You can learn about space rockets, planes, computers and many other things!

It's open every day from 10 am until 6 pm.

You're welcome! Enjoy your visit!

I'd like some information about ..., please. What can you see and do there? You can learn about ... What time does it open and close? It's open every day from 10 am until 6 pm.

🚵 💭 In pairs, ask for and give information about a different museum.

#### Pronunciation

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



I'd like to inform you that there's a lot of information in the museum.

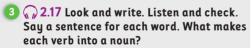
> I can describe the dinosaur. I'll write a good description.





twenty-seven





- · Pupils complete the table with the words in the box.
- Play the audio to check answers.
- RP Put pupils in pairs and ask them to make sentences using the words. Monitor and help where necessary.
- Ask pupils how we change the verbs into nouns (we add the suffix -tion).

Answer key Verb: decorate, celebrate; Noun: donation, education

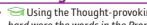


#### Extra activity Fast finishers

• Pupils close their books and write down four things they remember from this lesson.

#### Finishing the lesson

• Susing the Thought-provoking questions technique, ask How easy/ hard were the words in the Pronunciation activity to pronounce? What can you do to improve pronunciation?





- Lesson aims: to read and understand a reading text
- · Target language: revision of grammar
- Skills: Reading, Listening, Writing

#### Materials

- a ball
- Resource 27

## 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 identify the main idea of each paragraph in extended structured texts on familiar topics (GSE 51).
- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- Writing: Can write some familiar words (GSE 20). 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: Basketball technique; Lollipop stick technique

Peer learning: pairwork; groupwork; Two stars and a wish technique

Independent learning: Thought-provoking questions technique

## Starting the lesson

- Write the following questions on the board: Where can you read blogs? Who can write a blog? What can you write about in a blog? Are blogs interesting? Put pupils in groups of four and ask them to discuss the questions.
- Ask for class feedback.

#### **Presentation**

- Explain that in this lesson pupils will read a blog about cardboard.
- Pre-teach cardboard, company, bridge and engineer. Write the
  words on the board. Say sentences to explain the meanings. Say
  Do you eat cereal? Well, a cereal box is made of cardboard. A food
  company makes cereal. How do you cross a river? Well, you walk
  across a bridge. Are bridges made of cardboard? Did you know that a
  person who designs a bridge is called an engineer?

#### Diversity

#### Challenge

 Ask pupils extra questions using the new vocabulary, e.g. What else do we use cardboard for? What else can an engineer design? Are there any famous bridges in your country?

#### Support

• Point to the words on the board as you say the sentences. Explain meanings if necessary.

#### **Practice**

#### Pupil's Book

## Before you read Look at the title. What do you already know about cardboard?

- Refer pupils to page 28. Pupils discuss in pairs first. Using the Basketball technique, ask pupils for ideas.
- Extension Pupils raise their hands and say what objects they use that are made of cardboard.

#### 2 🞧 2.18 Listen and read.





- Ask pupils to say what information they think is amazing.
- Check comprehension with questions. Ask Where was the engineer from? (Scotland) What was in the thin boxes? (cereal) Is cardboard strong? (yes) What shapes are in cardboard? (triangles)
- Read the text aloud to pupils for extra pronunciation practice.
   They shout Stop! when they hear a regular verb in the Past simple. They say the sound of the ending. They then write the verbs on the board under the headings d and id. Ask pupils which sound is missing and have them suggest verbs with the t sound.

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

- Give pupils a minute to complete the activity individually.
- Ask for feedback using the Lollipop stick technique.
- **Extension** Internet search key words: facts about cardboard

#### Extra activity Critical thinking

• & Pupils work in pairs. They find the key information in each paragraph of the text that helped them do Activity 3.

Paragraph 1: amazing information, cardboard

Paragraph 2: 1879, 1906 Paragraph 3: Today

Paragraph 4: why cardboard is so strong Paragraph 5: triangle shapes everywhere Pupils raise their hands to offer feedback.

#### Extra activity TPR

• Play the audio for the blog again. Pupils nod every time they hear the word *cardboard* and shake their heads every time they hear the word *triangle/triangles*.

#### **Activity Book**

#### After you read Look, read and match.

• Que Give pupils one minute to complete the activity. They compare answers with a partner.

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

#### Complete the sentences.

 Pupils complete the activity individually. They compare answers with a partner before class feedback.

**Answer key** 1 engineer, cardboard; 2 different; 3 strong, inside; 4 triangle, bridges

Skills Lesson 11

## Reading

- 1 Before you read Look at the title. What do you already know about cardboard?
- 2 Listen and read.



←→ ८४

## Mustafa's science blog

cardboard

## How cardboard is like a bridge

- Hello, everyone! Today, I visited a museum and found out a lot of amazing information about cardboard!
- In 1879, a Scottish engineer called Robert Gair invented the cardboard box. In 1906, a cereal company started using very thin cardboard boxes for its cereal.
- 3 Today, we use cardboard boxes for many different things because cardboard is so strong.
- 4 Do you know why cardboard is so strong? Inside each piece of cardboard, there are a lot of triangles. Triangles are really strong: they can carry a lot.
- 5 I learned that there are triangle shapes everywhere: in bridges, in houses, on bikes and even on kites!

triangle





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

- a Triangles everywhere
- **b** Introduction
- c Why cardboard is strong
- d History of cardboard
- e Cardboard today
- 5
- 1
- 2
- 2

28

twenty-eight

- 3 & \( \sum \) Think about an object made of cardboard you have at home. What it it? Where is it? Write. Then compare in pairs.
  - Pupils complete the activity individually. Monitor and help.
  - See Pupils read and compare their writing with a partner using the Two stars and a wish technique. Ask different pairs to talk about their objects and then ask for class feedback.

#### Extra activity Fast finishers

 Pupils write key words and their meanings from the text in their notebooks.

- Using the Thought-provoking questions technique, ask Was the blog easy/hard to understand? Did you manage to match the headings to the paragraphs? How did you do it? Will you read blogs online now? and encourage class discussion.
- Extension Internet search key words: blogs for kids, blogging for kids



- Lesson aims: to understand a listening task; to talk about a visit to a museum; to write a report about a visit
- Target language: revision of vocabulary and grammar
- Skills: Reading, Listening, Speaking, Writing

#### Materials

- sheets of A4 paper, enough for each pupil
- Resource 31

## Global Scale of English (GSE)

- Reading: Can scan a simple text to find specific information (GSE 38).
- Listening: Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- Speaking: Can talk about past events or experiences, using simple language (GSE 41).
- 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: Basketball technique; Happy/Sad face technique



Peer learning: pairwork; Two stars and a wish technique; groupwork



Independent learning: Learning diary

## Starting the lesson

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

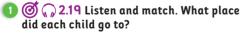
#### Presentation

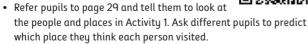
- Explain that in this lesson pupils will listen to children talking about places they visited on holiday, talk about a visit to a museum and then write a report about a visit to an interesting place.
- 🗐 Using the Basketball technique, ask pupils to say what they like to see at a museum or do on holiday.

#### **Practice**

#### Pupil's Book

#### Listening





- · Play the audio.
- Pupils compare answers with a partner. Ask one pupil to confirm the answers.

Woman: Salwa and her cousins, Aisha and Jameel, are talking about places they visited on holiday. What place did each child ao to?

Girl 1: Hi, Aisha! Hi, Jameel!

Girl 2: Hi, Salwa! Did you have a good summer? How was your

holidau?

It was great, thanks! We went to Paris for a week. I loved it! Girl 1:

Girl 2: What did you do there?

Girl 1: We walked a lot! We visited parks, we went to the zoo, and we went to one of the most famous art museums in the world: the Louvre.

Girl 2: It sounds fun! I went to a museum, too, when I was on holidau.

Girl 1: What kind of museum was it?

It was a car museum. My mum loves cars. I didn't think it Girl 2: was very interesting, though! I like bikes better! How about you, Jameel? What did you do on holiday? Girl 1:

Boy: I visited my granny. She lives at the seaside. I love going there. I didn't go to any museums, but I went to a funfair. I

went on a rollercoaster. It was the best!

#### Speaking

#### Talk about a visit to a museum.

- & Pupils work in pairs.
- When they have talked about a visit to a museum, pupils then repeat the activity with a new partner.
- · Ask different pupils to talk to the class about their visits.

#### Diversity

#### Challenge

· Ask pupils what tense they should use in the Speaking activity and elicit Past simple.

 Have two pupils read out the example. Point out that the tense used is the Past simple. Brainstorm as a class some useful questions for the Speaking activity and write them on the board, e.g. What was it like?

#### Writing

#### Read the report. Where did Kamal go?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask When did Kamal go there? (20th September) Why is the building special? (It's beautiful.) What was inside? (art)

#### Extra activity TPR

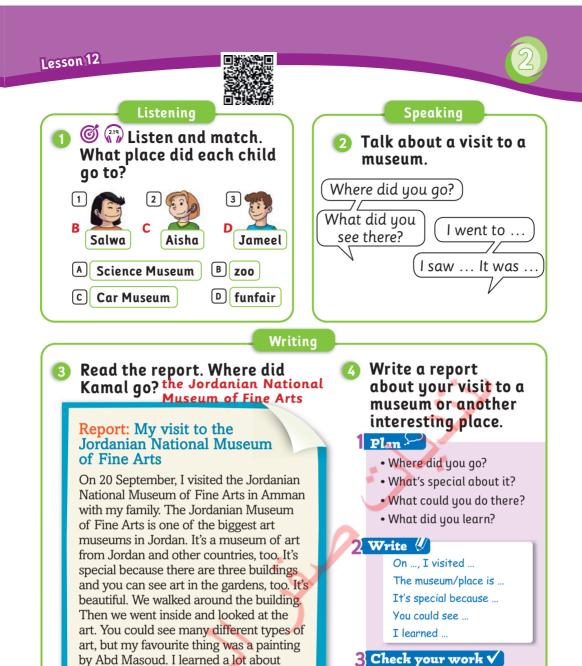
• 🗐 Using the Happy/Sad face technique, pupils respond to your questions. Ask Do you understand Kamal's report? Do you feel confident about writing a report now?

#### Write a report about your visit to a museum or another interesting place.

- · Read the Writing tip to pupils. Tell pupils to find the date in Kamal's report. Pupils think about what each paragraph is about.
- Read the plan to pupils. Pupils turn to their Activity Books.

#### Extra activity Critical thinking

• Pupils think of a question for each paragraph in Kamal's report.



ip Writing

With a report about a visit, you are giving information to your reader. Start with the date of the visit. Then organise your work into paragraphs.

Jordanian and world art when I was there.

#### 3 Check your work √

- · Started with a date?
- · Used paragraphs?

Activity Book, page 25.

twenty-nine

#### **Activity Book**

Read and match the sentences with the paragraph headings.

Answerkey 2d, 3c, 4a

- Write a report about your visit to a museum or another interesting place.
  - Plan: Give pupils one minute to complete their notes.
  - Write: Pupils work individually to complete the report.
  - Check your work: Write the following questions on the board: Did you include the date of the visit? Did you use paragraphs? Did you use linking words? 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 writing clear? Pupils evaluate their own work by answering the questions.

- check each other's work.
- Extension 🎥 Put pupils in groups and have them make a poster about one of the places they chose in Activity 2. When pupils have finished, make a class display of the posters.

#### Extra activity Fast finishers

• Pupils find the verbs in Kamal's report.

#### Finishing the lesson

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

- Lesson aims: to review unit language
- · Target language: unit vocabulary
- Skills: Speaking, Writing

#### Materials

- 16 word cards from Lesson 7
- · sheets of A4 paper, enough for each pair of pupils
- notehooks

## Global Scale of English (GSE)

- Speaking: Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can express ability or lack of ability in relation to basic everyday actions (GSE 31). Can ask a range of questions in guessing games to find the answer (GSE 36).
- Writing: Can write about past activities using simple language, given a model (GSE 40). Can write simple sentences about familiar things, given prompts or a model (GSE 32).

## 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

 Ask pupils a key question about learning grammar, e.g. Why is it important to revise Past simple verbs?

#### Presentation

- Explain that in this lesson pupils will do revision of the unit vocabulary and then play a game.
- Revise the technology vocabulary on the board with the first three letters missing: call, carry, computer, email, keyboard, letter, mobile phone, mouse, smartwatch, study, tablet, telephone.
- Revise the verbs by writing the nouns on the board: (hold) a pen, (make) a face, (make) a sandwich, (post) a letter, (send) an email, (tell) a story, (tie) a shoelace, (win) a race.
- Revise the Past simple of be, other verbs and could/couldn't. Write
  Now and Then on the board. Ask pupils to work in pairs and tell each
  other the Past simple of: is, are, have, write, visit, can, can't. Pupils write
  the answers on the board.

#### Extra activity TPR

 
 Place the word cards around the room. Say a word and choose a pupil to find it. When different pupils have found the words, they find their partner to make phrases.

#### **Practice**

#### Pupil's Book

- 1 Look at the picture and answer the questions in your
  - Sefer pupils to page 30. Pupils work in pairs and write the answers in their notebooks.
  - ullet Use the Lollipop stick technique to check their answers.

## 2 What couldn't you do when you were five that you can do now?

- Rupils work in the same pairs and complete the activity.
- Ask different pairs to say one sentence each.

#### Diversity

#### Challenge

 Promote class discussion about Activity 2. Ask Who couldn't do that either? What else couldn't you do? Who could do that? Are all five-year-olds the same?

#### Support

 Pupils can write some ideas down in notes before talking in pairs in Activity 2.

#### Extra activity Critical thinking

• See Give each pair a sheet of A4 paper. Pupils work in pairs and choose three unit words that are not in Activities 1 or 2. They write a sentence for each word with the word missing and write the words in a word choice box. Pupils swap sentences with another pair and complete each other's sentences.

### Challenge

#### Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four.
- Give pupils two minutes to think of three extra questions.
- Monitor the game and award points.

#### Extra activity Learning skills

• Pupils think of more questions for the Challenge game.

#### **Activity Book**

- Read and answer for you. Then, in groups of four, ask and answer the questions and complete the questionnaire.
  - Pupils work individually and then they check in groups.
- 2 Look at Activity 1. Write about what your friends and you could do at the age of five and what you did last year. Write in your notebook.
  - SP Pupils complete the activity individually. They read their partner's work.

## Self-evaluation

• Pupils do the activity individually.

#### Extra practice

- Find and match.
  - Pupils can work in pairs to complete the activity.
- Write the correct form of the words in brackets.
  - · Pupils complete the activity individually.

**Answer key** 2 Did, call; 3 didn't study; 4 didn't go; 5 ate; 6 Did, see

- What could or couldn't they do when they were six? Look and write.
  - Pupils complete the activity individually.

**Answer key** 2 couldn't send an email; 3 could post a letter; 4 couldn't tie a shoelace; 5 couldn't win a race; 6 could make a sandwich

Look at the picture and answer the questions in your notebook.



letter, tie a shoelace, tablet, computer, email, keyboard,

- mouse, carry

  Find eight words from this unit.
  - **2** Who is holding something?
  - What is it?
    The dark-haired boy who's in the room. A pen
    3 Who is carrying something?

What is it?
The bland man who's in the kitchen. The shopping 4 Who is thinking about posting

a letter? The dark-haired boy who's in the room upstairs.

- 5 Who is sending an email?
  The woman who's in the living room downstairs.
  6 Who is learning something
- NeW? The girl who's in the bedroom, tie a shoelace.
- 7 Who is making a face? The girl in the bedroom. 8 Who is making a sandwich?

The man with a moustache who's in the kitchen.

What couldn't you do when you were five that you can do now?

## Challenge

## Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

- 1 Find a beard. (1 point) Dad then and now (Lesson 1)
- 2 What can you see at the Jordan Museum? (1 point) ancient objects, statues (Lesson 9)
- 3 Who invented the cardboard box? (1 point) Robert Gair (Lesson 11)

Now think of three more questions to ask the other team.



thirty

#### Vocabulary and Grammar reference

- 🚺 Translate the words into your language in your notebook. Add more words to the lists.
  - · Check answers as a class.
- Read and complete.
  - Rupils work individually and check in pairs.

Answer key 2 ago, 3 play, 4 last, 5 When, 6 Did, 7 throw 8 couldn't, 9 What, 10 Could

#### Finishing the lesson

Write on the board In Unit 2, I can ..., I am good at ..., I am not  $\mathit{very}\ \mathit{good}\ \mathit{at}\ldots$  . Pupils complete the sentences. Using the Summative questions technique, ask different pupils What do you need to practise more? How?

Next lesson Unit 2 Test

## Get ready for...

## **Objectives**

- Lesson aims: to practise for A1 Movers Reading and Writing Part 3, Listening Part 2 and Speaking Parts 3 and 4
- Target language: unit vocabulary and grammar
- Skills: Reading, Writing, Listening, Speaking

#### Materials

· sheets of A4 paper, enough for each pupil

## Global Scale of English (GSE)

- Reading: Can scan a simple text to find specific information (GSE 41). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- Writing: Can write some familiar words (GSE 20).
- Listening: Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts
- **Speaking**: Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39). 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: Lollipop stick technique



Peer learning: Expert envoy technique; pairwork; groupwork Independent learning: portfolio; Thought-provoking questions technique

## Starting the lesson

- Elicit names of technology devices from pupils. They say a word and if it's correct, invite them to come and draw it on the board.
- Give pupils an example of a sentence with a prompt, e.g. email I sent an email to my grandma yesterday because she was ill. Ask pupils to say other sentences with prompts, using the Lollipop stick technique.
- 2.9 Play the karaoke version of the song from Lesson 7 and encourage pupils to sing.

#### Presentation

Explain that in this lesson pupils will revise the work from the unit and practise for the A1 Movers exams.

#### **Practice**

#### Pupil's Book

#### A1 Movers Speaking Part 3



- Tell pupils that this is practice for the A1 Movers Speaking Part 3
- First, pupils look at each set of four pictures carefully and decide which one is different in each set.
- In groups of three, pupils discuss which picture is different and give their reasons why.

#### A1 Movers Reading and Writing Part 3

#### 🔼 🌀 Read the text. Choose a word from the box. Write the correct word.

- Tell pupils that this is practice for the A1 Movers Reading and Writing Part 3 exam.
- Pupils look at the pictures and words and read the text. Tell them it's important to look at the word before and after the gaps before they choose an option.
- Pupils complete the activity individually. Check as a class.

#### Diversity

#### Challenge

• 😭 Hand a sheet of A4 paper to each pupil. Ask them to write about their favourite device and say why. Write prompts on the board if necessary: I like using  $my \dots I$  like it because  $\dots I$  use it to .... I really love my ... because .... Encourage pupils to keep their work in their portfolios.

#### Support

• Write on the board the following gapped sentences. Have pupils give options to complete them: I send .... I talk to my friends on ....

#### Extra activity Collaborative work

• & Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique. Pupils write their opinion about the unit under the lesson headings. The envoy reports back to the class.

#### **Activity Book**

### A1 Movers Listening Part 2

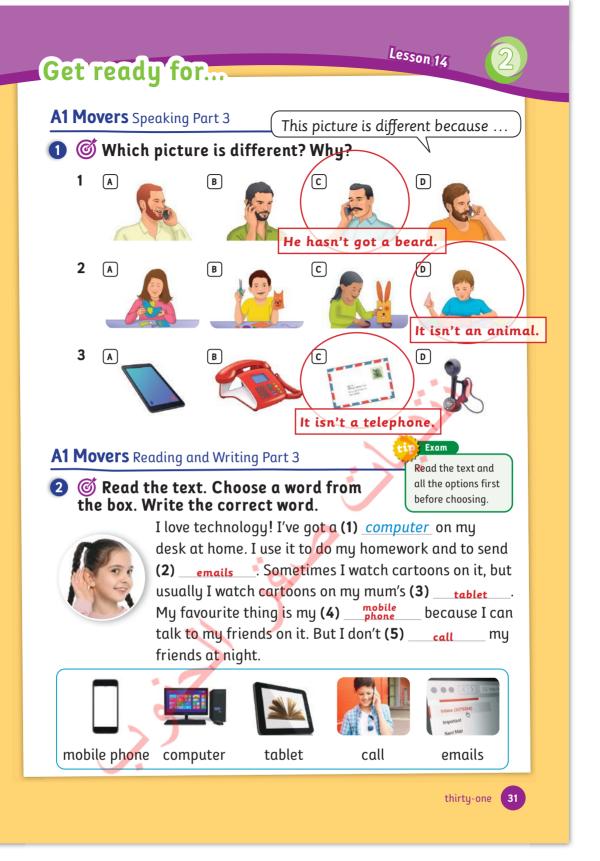
## 🚺 Do! 🎯 🎧 2.20 Listen and write.



- · Tell pupils that this is practice for the A1 Movers Listening Part 2 exam. Tell them to read the text and try to predict the answers
- · Play the audio for pupils to complete the information. Play the audio again if necessary.
- Check answers using the Lollipop stick technique.

Answer key 2 mobile phones, 3 play, 4 2 o'clock, 5 home

- 1 Girl: Hi, Jamal! Where were you yesterday? I phoned you, but you didn't answer.
  - Hi, Dana. I went to the Computer and Technology Boy: Museum.
  - Sorry, I didn't hear you. The Computer and the what Museum?
  - The Computer and Technology Museum, T - E - C - H - N - O - L - O - G - Y.
  - Girl: Ah, OK.
- And what did you see there? 2 Girl:
  - It was very interesting. We could see the oldest computers in history!
  - Girl: Wow! And could you see the oldest tablets, too?
  - Boy: I'm afraid not, but we could use the most modern mobile phones
  - Girl: How exciting!
- 3 Girl: Were there any interesting activities?
  - Yes, of course! We couldn't use the old computers, but we could send emails and play games on the newest mobile phones!
  - Girl: Wow!
- 4 Girl: Did you go to the museum in the morning?
- No, we didn't. We were very busy in the  $\bar{\text{morning}}$ . We arrived at the museum in the afternoon, at 2 o'clock.



5 Girl: Can you eat in the museum?

**Boy:** You can eat in the café at the museum, but we didn't have lunch there. We made some sandwiches and ate them at home. We went to the museum after lunch.

Girl: Cool!

#### A1 Movers Speaking Part 4

- 2 🎯 Let's talk about you. Answer the questions.
  - Read the questions aloud for the class and point out the corresponding speech bubble.
  - Pupils complete the activity individually.
  - Pupils work in pairs and take turns to ask and answer the questions.

- Ask How did you get on in Unit 2? Which lesson did you like best?
   Which words were the easiest and most difficult to remember?
- Susing the Thought-provoking questions technique, ask pupils how successful their learning is so far and, on a scale of 1-5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.

## <u>Language boosters</u>

## **Objectives**

- Lesson aims: to consolidate and extend vocabulary and grammar
- Target language: make a pizza, bake a cake, do an experiment, build a robot, make a rocket, visit a museum
- Skills: Reading, Listening, Speaking, Writing

#### Materials

- sheets of A4 paper, enough for each pupil
- · stopwatch or timer

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique



Peer learning: pairwork; groupwork



Independent learning: portfolio; Summative questions technique

## Global Scale of English (GSE)

- Reading: Can follow a simple dialogue about familiar, everyday activities (GSE 31).
- Listening: Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- Speaking: Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 16). Can talk about their hobbies and interests, using simple language (GSE 34). Can make simple arrangements to meet or do something (GSE 39).
- · Writing: Can write some familiar words (GSE 20).

## Mapping

#### **Topics**

Theme 4: Science and technology

Theme 6: Recreation

#### Scope and Sequence Matrix

**Listening**: asking and answering questions to seek help, qet 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)

Viewing and presenting: discussing a newspaper report and telling how the words and pictures work together to convey a particular message and purpose; journaling regularly

#### Learning Outcomes and Performance Indicators

**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: produce two- and three-syllable words with the correct stress; 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:** reinterpret information through creating an illustration (charts, diagrams, timelines) based on the information in the text; demonstrate understanding of message in stories, fables, or lesson

**Writing**: use simple and compound sentences to produce a variety of text types (letters, email, memos, reminders)

Viewing and presenting: demonstrate how the words and pictures work together to convey a particular message

## Starting the lesson



#### **Presentation**

 Explain that in this lesson pupils will learn more vocabulary related to activities and making suggestions.

#### **Practice**

#### Pupil's Book

#### 🚺 Ö How many hobbies can you say?

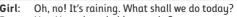
- Set a timer to one minute and have pupils say as many hobbies as possible in pairs. They share their ideas around the class and you write them on the board.
- Extension Ask pupils to say their favourite hobby. Give pupils an example. Say, e.g. My favourite hobby is swimming. For this hobby, you need a swimsuit. You can swim in the sea or in a swimming pool.

## 🔼 🎧 LC1.1 Read and say. Then listen and order. 🔳

- Ask pupils to look at the pictures. Read the words under each picture and have pupils repeat.
- Using the Lollipop stick technique, have volunteers read the words aloud to the class.
- Play the audio for pupils to listen and write the correct number in the box. Check answers as a class.
- 1 build a robot
- 2 visit a museum
- 3 make a pizza
- 4 do an experiment
- 5 make a rocket
- 6 bake a cal

## 3 (√) LC1.2 Listen and tick (√) or cross (X). What do the children decide to do?

- Ask pupils to look at Activity 3. Ask pupils to say what is in the speech bubble. (a cake, a pizza, a robot, a test tube)
- Tell pupils they are going to listen to a dialogue. Play the audio for pupils to put a tick or cross next to the items.



Boy: Um. How about baking a cake?

Girl: No, I'm not very good at baking.

Boy: What about making a pizza?

Girl: No, I'm not hungry.

**Boy:** All right. How about building a robot? Or making a rocket?

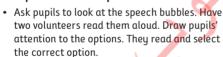
Girl: I'm not great at making things.

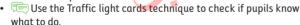
**Boy:** OK ... I know! I got a science kit as a gift. What about doing an experiment?

Girl: Yes! That's a great idea. I love science! Let's do an experiment.



### 👍 🎧 LC1.3 🦺 💭 Read and circle. Then listen and practise with a partner.





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- R Play the audio for pupils to check their work. Ask for pairs
- to read the correct dialogue aloud.

What shall we do today? Girl:

Boy: Um. How about visiting a museum?

Girl: No, I don't like museums. What about baking a cake? Boy:

That's a great idea! I love baking.

All right. Let's bake a cake then! Bou:

#### Diversity

#### Challenge

In pairs, pupils practise the dialogue, changing the activities each time. The first speech bubble stays the same. Ask volunteers to perform their dialogue for the class.

#### Support

• Review the vocabulary and grammar with pupils. Point out that How about ...? and What about ...? are ways of making suggestions. Pupils practise making suggestions about other activities.

#### **Activity Book**

#### Write the letters to complete the words.

- Pupils complete the activity individually. Check as a class, having pupils read the complete phrases.
- Ask pupils to mime one of the activities. The rest of the class quesses what it is.

Answer key 2 bake, 3 do, 4 build, 5 make, 6 visit

#### Match the questions and answers.

- Ask pupils to look at Activity 3. Read the instruction aloud.
- Pupils complete the activity individually. Then check answers as a class.
- Divide the class into pairs. One reads the questions and the other the answers. Swap and repeat.

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

- All Hand out a sheet of A4 paper to each pupil. They draw themselves doing their favourite activity from today. Suggest they keep their work in their portfolios.
- Summative questions technique, ask pupils what they think about what they learnt today.

## Language booster1

## **Objectives**

- Lesson aims: to consolidate and extend vocabulary and grammar
- Target language: make a pizza, bake a cake, do an experiment, build a robot, make a rocket, visit a museum
- Skills: Reading, Speaking, Writing, Grammar

## Global Scale of English (GSE)

- Reading: Can follow a simple dialogue about familiar, everyday activities (GSE 31).
- Speaking: Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?') (GSE 42). Can talk about their hobbies and interests, using simple language (GSE 34).
- Writing: Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- Grammar: Can use 'Let's' to suggest an action (GSE 30).

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique



Peer learning: pairwork; groupwork

Independent learning: portfolio; Summative questions technique

### Starting the lesson

Review the activities from the previous lesson. Spell a word for pupils to say the complete phrase. Say, e.g. C-A-K-E. Pupils say bake a cake. Practise all the activities in this way.

#### Presentation

Explain that in this lesson pupils will learn more vocabulary related to activities and suggestions.

#### **Practice**

#### Pupil's Book

#### Read and circle.

- Write How about ...? What about ...? Shall we ...? and Let's ... on the board. Explain that these are ways of making suggestions. Tell pupils that we use the gerund after about, e.g. How about going ...? What about making ...?
- · Pupils complete the activity individually. Correct as a class.

#### Write the words to complete the dialogue.

- Pupils look at the word box. Then they complete the dialogue with the correct word.
- 🥽 Check answers as a class using the Lollipop stick technique. Explain any mistakes pupils might have made.
- Pupils practise the dialogue in pairs. Invite pupils to come to the front of the class and act out their dialogues. Repeat with as many pupils as possible.

#### 🕜 🦺 💭 Think. Make suggestions with a partner.

- · Read the grammar box, focusing on the verbs and nouns.
- **LC1.4** Play the audio for pupils to repeat. Go around the class and elicit a possible answer to each question from pupils.
- R Pupils work in pairs and form a dialogue using the suggestions and the possible answers.



- · Help and monitor where necessary.
- Pupils write down the guestions and answers from their dialogue. Suggest they keep it in their portfolios.

#### Show what you know

- Ask pupils what they have learnt in 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**

#### Order the words to complete the dialogue.

- Pupils look at the example. Read the words aloud and then the sentence. Explain that pupils have to order the words.
- Pupils complete the activity individually. Check answers as a class using the Lollipop stick technique. Ask for two volunteers to read out the completed dialogue.

**Answer key** 2 How about doing an experiment; 3 No, I don't like science; 4 What about making a pizza; 5 Yes, that's a great idea; 6 OK, let's make a pizza

#### Extra activity TPR

 Pivide the class into two teams – Team A and Team B. The team members from each team take it in turns to mime an activity for their own team. The rest of the team has to guess what it is to win a point. For example, one person in Team A mimes baking a cake and his/her teammates say How about baking a cake? Then Team B mimes, e.g. doing an experiment and his/her teammates say What about doing an experiment?

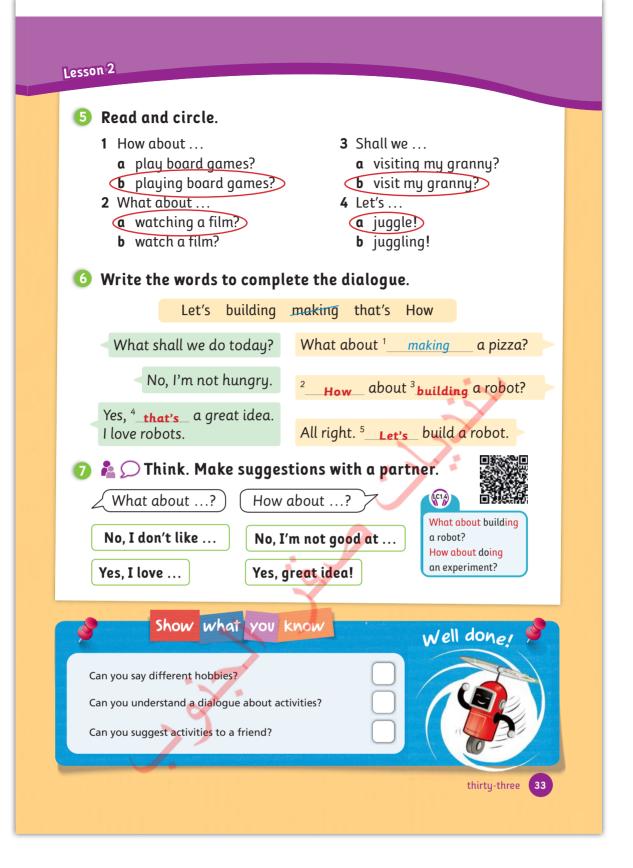
#### 4 Now write your own dialogue. Use the picture prompts.

- Pupils look at the pictures. Ask them to say what they can see and what phrase the picture represents (bake a cake, make a rocket, build a robot, visit a museum, do an experiment, juggle, play video games).
- Pupils write their own dialogue individually. Then they work in pairs and practise each other's dialogue.

## 5 🌟 Draw an indoor activity. Write a suggestion. Share.

- · Pupils think about an indoor activity and draw in the box.
- Then they write a suggestion using How about ...? or What about ...?
- Check what pupils have drawn and ask them to tell the class. Ask pupils to read out their suggestion. They can choose someone in the class to answer with Yes, that's a great idea! or No, I don't like ... .

- Do a class survey on the hobbies and activities in the lessons. Find out which are the most popular. Write them on the board for pupils to vote for their favourite.
- Summative questions technique, ask pupils what they think about what they learnt today.



- Lesson aims: to learn about the rocky planets in our solar
- Target language: core, crater, metal, surface, gas; rock, rocky
- Skills: Reading, Listening

#### Materials

- sheets of A4 paper, enough for each group of pupils
- Yes/No response cards
- Resource 7

## 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).
- 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; Key question technique



Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique



Peer learning: pairwork; groupwork



Independent learning: Summative questions technique

## Starting the lesson

Write Our solar system on the board. Ask pupils to raise their hands and name any planets they know in our solar system. Tell pupils they will learn the names of the planets and also a lot of interesting things about them in these lessons.

## Presentation

- Explain that in this lesson pupils will learn about rocky planets in our solar system. Explain the meaning of rocky if necessary.
- Pre-teach the names of the four rocky planets: Mercury, Venus, Earth, Mars. Write the names on the board. Draw the Sun and then ask different pupils to draw the planets on the board. Ask pupils to suggest where the planets are. Encourage discussion and then confirm where each planet should be.

#### **Practice**

#### Pupil's Book

#### Think What do you know about planets?

- Refer pupils to page 34. Read the question. Pupils discuss for one minute in groups of three or four. They then raise their hands to offer ideas to the class.
- Extension Internet search key words: European Space Agency, Kids, planets and the solar system

#### Learn LC1.5 Listen and read.

- · Before pupils read, draw their attention to the photos. Read out the words, have pupils point to the correct photo and repeat. Explain meanings if necessary.
- · Play the audio.



• Check comprehension with questions. Ask How many planets are in our solar system? (eight) What kind of scientists study planets? (space scientists) What do they need to see planets? (a strong telescope) What does the Moon orbit? (the Earth)

#### Diversity

#### Challenge

• Ask pupils thought-provoking questions: 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. Write definitions or translations on the board for pupils to copy.

#### Check Match the questions with the answers.

• 🗐 👺 Pupils work individually to complete the activity. They then compare answers in pairs. Ask for feedback from pairs 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 write three more questions and answers to match, based on the text. Make sure they mix up the order of the answers. They swap work with another group and complete each other's activities.

#### Extra activity TPR

• 🗐 Using their Yes/No response cards, pupils answer these questions and others you might want to add.

Is Mars a rocky planet?

Is the Moon a planet?

Is there another planet outside our solar system?

Does the Earth orbit the Moon?

Are you interested in planets?

Do you know the names of all the planets?

Do you want to find out more about planets?

Do you want to be an astronaut?

#### Extra activity Fast finishers

· Have pupils find the space words in the text and write them in their notebooks.

- Pupils work in pairs. Pupil A looks at Activity 3 and asks a question. Pupil B closes his/her book and tries to remember the answer. Pupils then swap roles.
- Summative questions technique, ask What new information did you learn in this lesson?

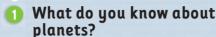
Lesson 3



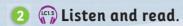
## Social Studies Are all the planets rocky?

surface





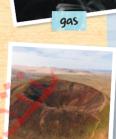




## Are all the planets rocky?

Not all of the eight planets in our solar system are rocky. Only four planets are made of rocks. They are the planets nearest to the Sun: Mercury, Venus, Earth and Mars. These four planets have got a hard, rocky surface, and their core is mostly made of metal. Space scientists know there are volcanoes, valleys and craters on the surface of the rocky planets. They also know that Mars has a very high mountain. Scientists found out that there is another rocky planet outside our solar system. They saw it with a strong telescope in space. Perhaps there are more rocky planets in other solar systems, too.

And what's the Moon like? The Moon is rocky, but it isn't a planet. This is because the Moon doesn't go around the Sun; the Moon goes around the Earth.



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**TOCK** 



#### check

## 3 Match the questions with the answers.

- 1 Are all the planets in our solar system rocky? d
- 2 What's the surface of the rocky planets like? e
- 3 What's made of metal? a
- 4 What do space scientists know? b
- 5 What's the Moon like? c

- a The core of the rocky planets.
- **b** There's another rocky planet outside our solar system.
- c It's rocky but it isn't a planet.
- d No, only Mercury, Venus, Earth and Mars.
- e It's hard with volcanoes, valleys and craters.

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- Lesson aims: to learn about the other four planets in our solar
- Target language: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Skills: Reading, Writing

#### Materials

- sheets of A4 paper, enough for each group of pupils
- glue, scissors

## Global Scale of English (GSE)

- Reading: Can understand simple details in short fact files containing some unfamiliar language, if supported by pictures (GSE 38). Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets) (GSE 34).
- Writing: Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can write some familiar words (GSE 20).
- 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

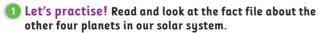
- Write Rocky planets on the board. Ask pupils to raise their hands and name them in order from the Sun outwards.
- Draw a diagram of the Sun and these planets on the board: Sun, Mercury, Venus, Earth and Mars.

#### Presentation

- Explain that in this lesson pupils will learn about the other planets in our solar system. They will also make a fact file about the rocky planets.
- Pre-teach the names of the other four planets: Jupiter, Saturn, Uranus and Neptune. Write the names on the board. Ask different pupils to draw the planets and add the names to the diagram on the board. Leave this diagram on the board.
- Extension Internet search key words: image of our solar system

#### Practice

#### Pupil's Book



· Refer pupils to page 35. Read the question. Give pupils one minute to read the fact file.

#### What do you know about the four planets in the fact file? Read and answer.

- Republis work in pairs to read and answer the guestions.
- Ask for feedback using the Lollipop stick technique.

#### Diversity

#### Challenge

- Ask pupils to answer the questions in Activity 2 with full sentences. Support
- Write the answers to the questions in Activity 2 on the board.

#### Show what you know

#### Make a fact file about the rocky planets

- Place pupils in groups to complete the activity. Hand each group a sheet of A4 paper, scissors and glue.
- Display the fact files on the classroom wall. Ask pupils to read each other's work and vote for their favourite one.

#### Extra activity Critical thinking

• Pupils read a fact file from another group and write questions like those in Activity 2 for the fact file. They hand the questions to another group to answer.

#### Extra activity TPR

· Call out the names of the planets. Pupils show fists for a rocky planet or spread their hands wide for a giant planet.

#### 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

- Erase the names of the planets from the diagram on the board. Pupils work in pairs. Give them one minute to write down all the planets in our solar system. Ask different pupils to label the diagram again.
- Summative questions technique, ask Did you remember all the planets? Can you spell them?

#### Extra activity Progress path

#### Teacher's Book pages 148 (Pupil's Book) and 149 (Activity Book)

- Pupils work in pairs through the questions from the Welcome Unit to Unit 2 in the Pupil's Book (page 68) and/or the Activity Book (page 66).
- Depending on the amount of time you have, pupils could work through the Progress paths for both Pupil's Book and Activity Book unit-by-unit in class, or do the Pupil's Book one in class and the Activity Book one for homework.

Pupil's Book answer key Welcome Unit: pupils' own answers; Unit 1: pupils' own answers; Unit 2: pupils' own answers

Activity Book answer key Welcome Unit: pupils' own answers; Unit 1: pupils' own answers; make a pizza, fix toys, bake a cake, throw a ball; Unit 2: telephone; lemonade

## Let's practise!

Read and look at the fact file about the other four planets in our solar system.

#### Gas giants



Names of planets: Jupiter, Saturn, Uranus and Neptune

Also called: Gas giants

(Uranus and Neptune sometimes called 'Ice giants')

Made of: gas and ice

Surface: not hard

**Core:** mostly small and rocky

**Compare with rocky planets:** bigger, further from the Sun, take longer to go round the Sun

- What do you know about the four planets in the fact file? Read and answer.
  - 1 What are the names of the four planets?
  - 2 Why are they called 'Ice giants'?
  - 3 What is the surface of the planets like?
  - 4 What is the core of the planets like?
  - 5 Which planets are bigger, the rocky planets or the ice and gas giants?
    The ice and gas giants: Jupiter, Saturn, Uranus, Neptune

Show what you know



## Make a fact file about the rocky planets

- 1 Work in a group. Brainstorm words about the rocky planets from this unit.
- 2 Write three questions about the rocky planets and answer them.
- 3 Choose images from the Internet to print and stick in your fact file.
- 4 Show your fact file to another group.

## The rocky planets

What are the rocky planets? What are they like?



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