Mapping

Topics

Theme 4: Science and technology

Theme 5: Welfare

Scope and Sequence Matrix

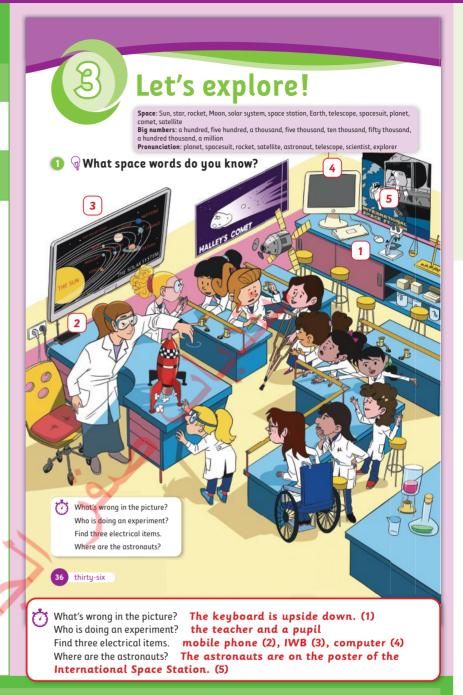
Listening: understanding the main idea and specific details in oral texts describing people, places, and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and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

Speaking: speaking for up to two minutes (about an activity, a hobby, etc.) using different structures; taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion)

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

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

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions; responding to a variety of oral presentations; rehearsing and delivering (individually or collaboratively) a visual presentation on familiar topics



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; begin to make inferences when listening; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions to seek help, get information, or clarify something

Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events; take longer turns in pair and group work; produce two- and three-syllable words with the correct stress

Reading: identify a range of punctuation marks for expression and meaning; distinguish facts from opinions; distinguish the (expository) type of the text (cause/effect, comparison, problem/solution, chronology); determine key points in a text and whether or not they concur on it; 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

Writing: use correct sentence grammar, punctuation, and capitalisation; write texts using a range of sentence connectives; revise a composition based on peer feedback

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; discuss his/her own feelings in response to visual messages; reflect on why others may perceive the images differently

Unit objectives

to talk about space and use big numbers (100-1,000,000)

Language

Vocabulary	Space Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite	
	Numbers a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million	
Grammar	will/won't	
	How?	
Functions	Giving personal information; I'm interested in joining (the Space Explorers Club)	
Pronunciation	Syllable stress with two and three syllable words: planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer	

Key competences

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

Mathematical, science and technological competences: order pictures to complete a task (L. 4); learn big numbers (L. 7); order numbers (L. 8)

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

Social and civic competences: learn to be creative (L. 3); learn to give personal information (L. 10)

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

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–14); 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); Logical thinking (L. 1, 3 and 9); Finding information (L. 1, 3, 4, 5, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–14)
Creativity	Design a bed for an astronaut (L. 3)
Communication	Describing space words (L. 1); Making plans (L. 5 and 6); Using big numbers (L. 7 and 8); Talking about ancient places (L. 9); Functional dialogue (L. 12); Challenge game (L. 13)
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. 46; Activity Book p. 40
- Unit 3 Extra practice: Activity Book pp. 41 and 42
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 3 Test

External exams

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

- Lesson aims: to learn and use space vocabulary
- Target language: Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite
- Skills: Listenina, Writina, Speakina

Materials

- stopwatch
- Resource 3 A

Global Scale of English (GSE)

- 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).
- Writing: Can write some familiar words (GSE 20).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can describe common everyday objects using simple language (GSE 31).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation; Key question technique



Monitoring pupils' learning: Lollipop stick technique



Peer learning: pairwork; groupwork

Starting the lesson

Write day and night on the board. Above day draw the Sun and above night the Moon. Ask Do you know what these are? What words am I looking for? Write Sun and Moon above the drawings, read the words and pupils repeat. Ask pupils to predict what this unit is going to be about.

Presentation

Explain that in this lesson pupils will learn to talk about space. Explain the meaning of space if necessary

Practice

Pupil's Book

🚺 🗑 What space words do you know?

- Refer pupils to page 36. Give pupils an example I know the word Sun. I can see the Sun in the picture. Hold up your book and show pupils the Sun in the picture. Pupils do the activity in pairs.
- 🕽 Using the Lollipop stick technique, ask pupils to find space words they know.
- O Place pupils in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- · Check answers as a class.
- Extension Ask pupils to look at page 36 and describe the picture in pairs, telling each other where the people are, what they are doing, and naming any objects or people they know, e.g. keyboard, pupils.

2 🞧 3.1 Listen, point and repeat.

• Refer pupils to page 37. Tell pupils to find the Sun and Moon. Tell pupils to look at the photos 1–12 and teach/explain the new vocabulary. Prompt with questions, e.q. Can you see Earth? Is Earth



a star or a planet? Is the Sun or the Moon at the centre of the solar system? What can you look at through a telescope? Has a comet got a tail? Look at pictures 9 to 12. Are they made by people? Which other object is made by people?

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

\int Look for the words from Activity 2 in the picture on page 36. Write the missing word.

• $\begin{tabular}{ll} \blacksquare \end{tabular}$ Pupils work in pairs to find the space words and write the missing word. Ask for feedback using the Lollipop stick technique.

Extra activity Critical thinking

• Divide the class into four groups. Assign three words from Activity 2 to each group. Pupils look up definitions of their three space words in an English learner's dictionary (online if available). They read out their words and definitions to the class.

🚺 🗑 Write the words in the table in your notebook. How many words can go into each group?

- · Pupils write the table headings in their notebooks and complete each column with their ideas.
- Ask pupils to write the words in columns on the board to check their ideas.
- **Extension** Internet search key words: space for kids, NASA kids, planets for kids

Extra activity TPR

• Assign a group from Activity 4 to three different corners of the room. Read out the words from Activity 2 and have pupils point to the correct corner or corners.

🦺 💭 Play a guessing game.

• Place pupils in different pairs for this activity.

Diversity

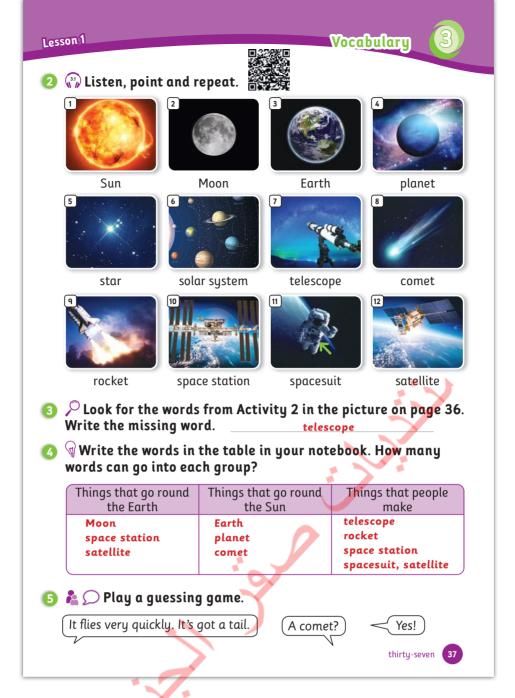
Challenge

• Pupils prepare the game alone. Give them one minute to think of words they can use for each space word.

• Prepare the quessing game as a class. Call out these words and ask pupils to say which space words they are connected with: wear, fly, burn, scientists, astronaut, live, travel, fast, tail, hot, cold, study, look at.

Finishing the lesson

- Choose four to six space vocabulary words. With the class, think of a mime for each word.
- Ask the class to walk around the room. Call out a word. Pupils do the
- Clap your hands as a signal for pupils to walk again and listen to the next word.



Lesson 2 Activity Book

Objectives

- Lesson aims: to learn and use space vocabulary
- Target language: Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite
- Skills: Writing

Materials

• 10-16 blank cards for each pupil for the I'm learning game

Global Scale of English (GSE)

• Writing: Can write some familiar words (GSE 20).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation

Peer learning: pairwork; groupwork

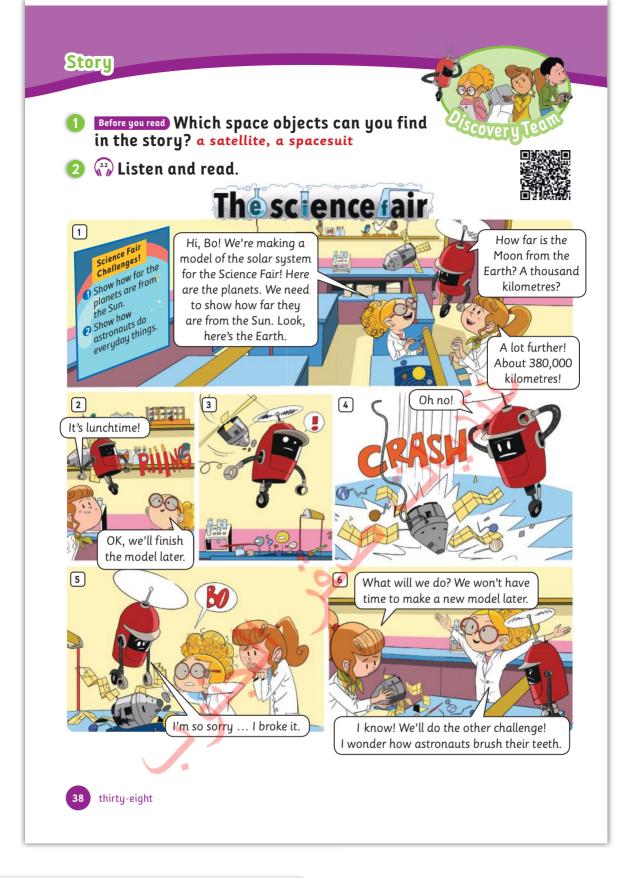
Starting the lesson

- Write some space vocabulary on the board.
- Describe one item using the language from the previous lesson.
- Pupils guess the right item from the description.
- If you have time, pupils can continue with descriptions and their classmates quess.

Practice

- 🚺 Ö Look at Pupil's Book page 36 and complete the
 - A Have pupils check their answers with their partners. Answer key 1 experiment, 2 rocket
- Look and number.
 - · Pupils complete the activity individually.
 - Pupils work in groups to prepare and play the game in the I'm learning box.

Answer key telescope 7, space station 9, solar system 6, spacesuit 10, Moon 2, comet 12, satellite 11, star 5, planet 4, Earth 3, rocket 8



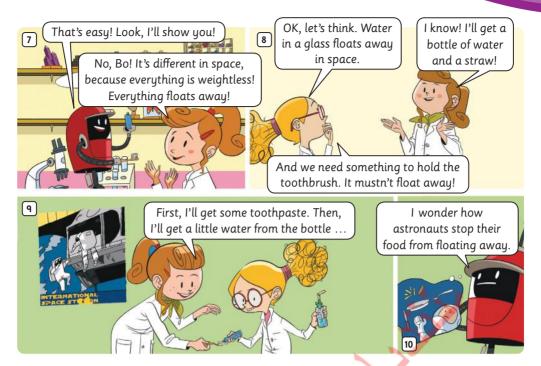
Extra activity Fast finishers

 Have pupils write down the new words with drawings or definitions in their notebooks.

Finishing the lesson

- Æ Pupils work in pairs. Pupil A looks at Activity 2. Pupil B tries to recite the words by heart. Pupil A helps by prompting with the first letter. Pupils swap roles.
- Ask How many words did you remember?





- 🔞 F How do astronauts stop their food from floating away? Go to page 66. They tape it down and hold it down with strips.
- After you read Correct the false sentences.
 - 1 There are three challenges for the Science Fair.

There are two challenges for the Science Fair.

- 2 The children are making a model of the Moon.
- 3 The Moon is about a thousand kilometres from the Earth.
- 4 Brushing your teeth in space to the same as brushing your teeth
- on Earth.

 a bottle of water and a straw

 The children use a bottle of water to stop the toothbrush from floating away.
- 6 The children-don't work hard for the Science Fair.
- 6 Act out the story.
- ⑥ ★ In space, how do you sleep? Design a bed for an astronaut and share.

thirty-nine 39

- Lesson aims: to listen to a story
- Target language: revision of space vocabulary; weightless
- Skills: Reading, Writing, Listening, Speaking

Materials

- a ball
- a ball (that floats, e.g. ping pong ball), a glass of water
- True/False response cards
- sheets of A4 paper, enough for each pupil
- Resource 8

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).
- Writing: Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- Speaking: Can name everyday objects, animals or people around them or in pictures using single words (GSE 23). 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: Basketball technique; Happy/Sad face technique; True/False response cards



Peer learning: groupwork; pairwork; acting out

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

🚺 Before you read Which space objects can you find in the story?

• Refer pupils to pages 38 and 39.

Diversity

Challenge

- · Pupils look up the names of all the planets in the solar system. Support
- · Pupils find the planets in the text and write the words in their notebooks.

2) 🎧 3.2 Listen and read.

· Introduce weightless and float with a glass of water and a ball. Place the ball in the glass of water and say Look. The ball floats. Then ask Do things float in space? and elicit yes. Explain They float because they are weightless.



- · Play the audio.
- Check comprehension. Ask What is the model for? (the Science Fair) What does Bo do? (breaks the model)

📵 <page-header> Go to page 66.

- & Pupils discuss in pairs.
- 🗐 Using the Happy/Sad face technique, ask Did you work out

After you read Correct the false sentences.

• Pupils work individually to complete the activity. Ask for answers using the Basketball technique.

6 Act out the story.

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

👩 🌟 In space, how do you sleep? Design a bed for an astronaut and share.

- · Give pupils sheets of paper for their designs.
- Extension Internet search key words: NASA sleeping in space

Extra activity Critical thinking

• The class brainstorm other objects that astronauts use in space and suggest how they stop them floating away.

Extra activity TPR

• Jusing the True/False response cards technique, pupils respond to true and false statements you make about the story.

Finishing the lesson

· Ask pupils what their favourite part of the story was.

Lesson 4 **Activity Book**

Objectives

- Lesson aims: to review a story
- Target language: revision of space vocabulary; weightless
- Skills: Reading, Writing

Global Scale of English (GSE)

- Reading: Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- 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

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

• Use the Lollipop stick technique to ask pupils what happened in the story from the previous lesson. Replay the audio if you have time.

Practice

- 1 After you read Read and circle. Then order the pictures.
 - · Give pupils one minute to complete the activity.

Answer key b Bo, c teeth, d food Correct order: 3, 2, 4, 1

- Read and answer the questions.
 - · Pupils complete the activity individually.

Answer key 2 Katy suggests trying a different challenge.; 3 In space everything is weightless.; 4 The children use a bottle of water and a straw.

- Values Read and tick (). What should you do to be a good citizen in school?
 - & Pupils choose and then compare answers with a partner.

Answer key 1 V, 2 V

Extra activity Fast finishers

 Pupils find words connected to space in the story on the Pupil's Book pages and write them in their notebooks.

Finishing the lesson

• Susing the Summative questions technique, ask pupils what they learnt about the solar system and gravity from the story.

CLIL Link

In Unit 3, the story is based around the solar system and the concept of gravity from the Science curriculum.

Millie and Katy are making a model of the solar system for the Science, but Bo breaks it and they have to rethink what to do. Finally, they decide to present a poster about how astronauts stop things from floating away while they are in space, in zero gravity.

To explore the concept of gravity further, you can use Resource $8. \,$

- Lesson aims: to learn and use will/won't
- Target language: I'll (get him a present). I won't (get him a book).
- Skills: Speaking, Listening

Materials

- Yes/No response cards
- Resource 12 A

Global Scale of English (GSE)

- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38).
- Listening: Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36). Can identify key information about future plans in short, simple dialogues (GSF 35)

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



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



Peer learning: groupwork

Starting the lesson

- Write Science Fair on the board. Ask What did the Discovery Team do for the Science Fair? and elicit answers.
- Ask pupils what they remember from the story from Lesson 3. Prompt with questions What was the model? (the solar system) Who broke the model? (Bo)

Presentation

- Explain that in this lesson pupils will learn to use will and won't to talk about future plans.
- Write tomorrow on the board. Ask questions, pupils answer using their Yes/No response cards: Will you have a sandwich for lunch? Will you do your homework? Will you call your friend?

Practice

Pupil's Book

\nearrow Look back! Tick (\checkmark) the sentence in this picture.

• Refer pupils to pages 38-40.

🔼 🎧 3.3 Listen and repeat.

- · Play the audio.
- Write I'll get up early tomorrow. I won't watch TV this evening. Read out the sentences and have
- · Ask two different pupils to go to the board and underline the words in the sentences that tell them we are talking about a
- · Draw pupils' attention to the abbreviations and the time expressions.

3.4 Listen and say the correct picture.

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



- I'm looking at a comet, but it's getting cold. I think I'll go home soon and have a hot bath!
- 2 Girl: I've got a big project on space this week, and a lot of Maths homework, too! I know! I'll do my Maths homework tomorrow and start my space project on Wednesday.
- 3 Boy: It's my sister's graduation tomorrow! I think I'll make her a big chocolate cake this evening.
- It's going to be sunny this afternoon! I don't think I'll go to the library; I think I'll go swimming.

Diversity

Challenge

- Before listening, ask pupils what they can see in each picture. Support
- Before pupils listen, describe what you can see in each picture in random order for pupils to call out the letter.

🎎 In groups, plan a surprise space party for your friend! What will you do? What won't you do?

- Place pupils into groups of four to complete the activity.
- · Write the following ideas on the board to help pupils plan their parties: tell your friend about the party, bake a rocket cake, go to school, buy drinks, buy a book about space, buy a card, go shopping for party food, read a book, decorate the house with space decorations, invite all your friends, bring your friend to the house, shout 'surprise!' when your friend comes in.

互 🎎 Tell another group about your plan.

• Place groups together. Tell pupils that each pupil should talk about at least one plan. Repeat in new groups.

Extra activity Critical thinking

• Pupils repeat Activities 4 and 5, but this time plan what they will do for a school Science Fair and use their own ideas.

Extra activity TPR

• Say sentences with will and won't. Pupils raise their right hand for will and left hand for won't.

Finishing the lesson

- · Write on the board this afternoon.
- Ask the class to close their eyes. Rub out some of the letters.
- Ask the class to open their eyes and tell you which letters are missing. You could ask a pupils to come to the board and complete the phrase.
- Repeat with other time expressions if you have time.

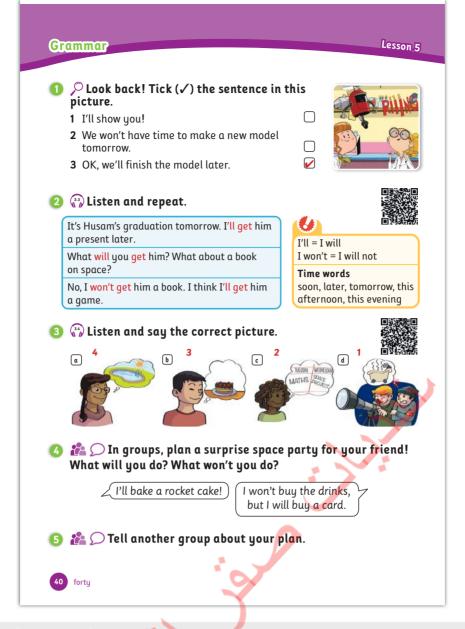
Activity Book

Objectives

- Lesson aims: to learn and use will/won't
- Target language: I'll (get him a present). I won't (get him a book).
- · Skills: Writing, Listening

Global Scale of English (GSE)

- Writing: Can write some familiar words (GSE 20).
- Listening: Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36). Can identify key information about future plans in short, simple dialogues (GSE 35).



Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique



Peer learning: pairwork

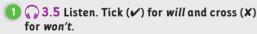


Independent learning: Summative questions technique

Starting the lesson

• Write the time phrases on the board. Ask pupils to say a sentence for each one using will and won't.

Practice





• 🕽 Use the Lollipop stick technique to check answers.

- 1 Girl 1: What will you wear to the party next week, Hala? Girl 2: It's a fancy dress party, so I won't wear my new jeans. But I'll wear my new spacesuit costume. It's
- cool! 2 Girl 3: What will you do this evening, Salwa?
 - Girl 4: Well ... I think I'll study with Sana, but we won't study Maths. We'll study the solar system.
- 3 Boy 1: What will you send to your friend on Monday, Tarea?
 - Boy 2: I think I'll send him an email. I haven't got his address, so I won't send him a letter.
- 4 Boy 3: What will you bake this evening, Raed?

- Boy 4: I think I'll bake a rocket cake with Jamal. We won't bake a star cake this time.
- 5 Boy 5: What will you use in class this afternoon, Sami?
 - Boy 6: Well ... it's the Science week, so I won't use the tablet as usual. I think I'll use the telescope!
- 6 Boy 7: What will you make for your Science project tomorrow, Malek?
 - Boy 8: Well, I haven't got any grey paints, so I won't make a model of the Moon. I think I'll make a really big model of the Sun. I'll send you a picture later!

Answer key 2 a v, b x; 3 a x, b v; 4 a x, b v; 5 a v, b x; 6 a X, b V

2 Look at Activity 1 and complete the sentences.

Answer key 2 will study, won't study; 3 won't send, will send; 4 will bake, won't bake; 5 won't use, will use; 6 won't make, will make

Extra activity Creativity

- Write the following on the board: wear trainers, study English, use the computer, send a letter, bake a cake.
- RP Put pupils in pairs and have them ask questions using Will you ...? and the phrases on the board about tomorrow.

Extra activity Fast finishers

· Pupils write down four personal plans for tomorrow.

Finishing the lesson

• Summative questions technique, ask How do we usually say 'I will' and 'I will not'?

Vocabulary and Grammar

Objectives

- Lesson aims: to learn and use big numbers; to learn and use How; to learn and sing a song
- Target language: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million; How deep is the Grand Canyon?
- Skills: Listening, Speaking

Materials

- 16 cards with words and numbers written on each one: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million, 100, 500, 1,000, 5,000, 10,000, 50,000, 100,000, 1,000,000
- Resources 3 B, 12 B, 16, 20

Global Scale of English (GSE)

- Listening: Can identify numbers relating to height, weight, length, etc. in simple descriptions of objects, animals or buildings, if guided by questions (GSE 35).
- Speaking: Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can sing a basic song from memory (GSE 22).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Basketball technique



Peer learning: pairwork



Starting the lesson

Ask Can you count to a hundred? Have pupils count to a hundred around the class, saying one number each.

Presentation

- Explain that in this lesson pupils will learn big numbers and they will learn to ask questions with How. They will also sing a song.
- Write these numbers on the board in figures and check that pupils know them in L1. If necessary, spend time familiarising pupils with the numbers: 100, 500, 1,000, 5,000, 10,000, 50,000, 100,000, 1,000,000

Practice

Pupil's Book

🚺 🎧 3.6 Listen, point and repeat.

- Refer pupils to page 41.
- · Play the audio.
- **Extension** Using the Basketball technique, have pupils say the numbers 1-8 in Activity 1.



Diversity

Challenge

• Do a numbers dictation after pupils listen and repeat. Read out the numbers in random order and have pupils write.

Support

• Do a numbers dictation after pupils listen and repeat. Read out the numbers in numerical order and have pupils write.

Extra activity Collaborative work

• & Hand out one word or number card each to sixteen different pupils. Pupils have to find the pupil with the word card that matches the number. Repeat with different pupils.

2 3.7 & 3.8 Listen and sing.

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

Extra activity TPR

- · Demonstrate these actions from the song. How tall: place both hands on your head How high: stretch both hands high above your head How deep: stretch both hands to the floor How long: stretch both hands wide How far: mime with both hands that you are looking through a telescone
- Play the song for pupils to do the actions while they listen.

3.9 Listen and repeat.

· Play the audio. Pupils listen and repeat.



4 3.10 Listen and repeat.

· Play the audio. Pupils listen and repeat.



[🔁 💭 Say a number. Your partner points to the number.

- Place pupils in pairs for this activity. Monitor.
- 🜀 Ŋ Pupil A: Activity Book, page 61.
 - Pupil B: Activity Book, page 63.
 - R Place pupils in pairs for this activity. Monitor.

Finishing the lesson

Summative questions technique, ask pupils what they think about what they learnt today

Lesson 8 **Activity Book**

Objectives

- Lesson aims: to learn and use big numbers; to learn and use How
- Target language: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million; How deep is the Grand Canyon?
- Skills: Listening, Writing

Materials

• sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- Listening: Can identify numbers relating to height, weight, length, etc. in simple descriptions of objects, animals or buildings, if guided by questions (GSE 35).
- Writing: Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can write some familiar words (GSE 20).



Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Peer learning: pairwork



Independent learning: Summative questions technique

Starting the lesson

- Give each pupils a sheet of paper. Ask them to write a big number on it
- Ask pupils to walk around the room holding up their numbers. When you clap your hands, they stop and turn to the pupils nearest to them. They read out each other's numbers.

Practice

 \P Complete the table. Then order the numbers from the biggest (1) to the smallest (8).

Answer key fifty thousand -50,000 (3); a hundred -100 (8); a thousand -1,000 (6); five thousand -5,000 (5); ten thousand 10,000 (4); five hundred – 500 (7); a hundred thousand – 100,000 (2)

- 3.11 Complete the questions and circle the answers. Then listen and check.
 - Revise the adjectives. Write high, deep, far, wide and tall on the board. Say these words and have pupils call out the correct adjectives: man, mountain, river, the Sun from the Earth, the sea.
 - · Pupils complete the activity individually.
 - · Play the audio.

- 1 Boy 1: How far is it from Amman to Aqaba by car?
 - Boy 2: It's about 332 kilometres.
- 2 Girl 1: How tall is this basketball player?
 - Girl 2: He's 213 centimetres tall.
- Boy 1: How high is Mount Everest?
 - Boy 2: It's 8,848 metres high.
- Girl 1: How deep is the Pacific Ocean at its deepest point?
 - Girl 2: It's about 10,911 metres deep.
- **5 Boy 1**: How wide is the Earth?
 - Boy 2: It's about 12,750,000 metres wide.

Answer key 1 far, 332; 2 tall, 213; 3 high, 8,848; 4 deep, 10,911; 5 wide, 12,750,000

• Extension Put pupils in pairs and explain that they are going to play a game. They take turns to ask each other the questions in Activity 2 to see if they can remember the answers.

Extra activity Fast finishers

• Pupils copy the numbers and words from Pupil's Book Activities 1 and 4 into their notebooks.

Finishing the lesson

Summative questions technique, ask Can you count to 100/1,000/10,000/100,000/ 1,000,000? Can you write the numbers in words? Is it easy or hard to count in a different language? Why?

- Lesson aims: to learn about the history of stone circles in the UK
- Target language: revision of vocabulary
- Skills: Reading, Writing, Listening, Speaking

Materials

- a picture of Stonehenge
- history books about your country
- sheets of A4 paper, enough for each group of pupils
- coloured pencils, a hole punch
- a folder to use for the class book
- modelling clay, stones or cork
- True/False response cards

Global Scale of English (GSE)

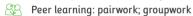
- Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- Writing: Can write a short, simple guide to their town/city with appropriate sub-headings, given a model (GSE 47).
- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** 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; True/ False response cards technique



Independent learning: Summative questions technique

Starting the lesson

Write history on the board. Ask What do we learn about in history? and elicit answers.

Presentation

- Explain that in this lesson pupils will talk about the history of stone
- Show a picture of Stonehenge. Ask pupils to raise their hands if they have seen this place before.

Culture notes

- Castlerigg stone circle is in Cumbria, north-west England. The tallest stone is 2.3 metres high and the heaviest stone weighs
- Stonehenge is in Wiltshire, south England. Each stone is about 4 metres high and weighs about 25 tons.

Practice

Pupil's Book

Before you read Where can you see stone circles?

· Write stone circles on the board. Ask pupils if they know or can quess what these are.

- Refer pupils to page 42 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback.
- Tell pupils to look at the photos. Ask What can you see? Are these stones old or new? and elicit answers.

3.12 Listen and read.

- Play the text all the way through.
- · Check comprehension with questions. Ask How old is Castlerigg stone circle? (5,000 years) How far away is Wales from Stonehenge? (240 kilometres) Do we know what the circles were for? (no)
- Extension 🏖 Pupils discuss the final question in pairs.

Extra activity Critical thinking

• Pupils work in pairs and write three sentences about the text: two true and one false. They read them to another pair who use their True/False response cards to say which ones are true and which is false.

3 After you read Activity Book, page 36.

- Write calendar and measure on the board and explain their meanings if necessary.
- Pupils turn to page 36 in their Activity Books and complete the activities...

🚺 💭 Are there any stone circles or other ancient places in your country?

- · Encourage class feedback and discussion.
- Extension Internet search key words: stone circles in [your country], ancient places in [your country]

Diversity

Challenge

· Pupils find out about stone circles or other ancient places and they write four interesting facts and tell the class.

• Pupils find out about stone circles on the Internet or in books. Place bookmarks in the books to show pupils where to look. Or give pupils key words to use in an Internet search. Ask pupils to write down two facts and tell the class.

Project

Make a class book about ancient places in your country.



- A Divide pupils into groups of four. Give each group a sheet of A4 paper and coloured pencils.
- · Help pupils find information about one ancient place each. Decide on the different places before pupils start.
- Explain that pupils should draw a picture and write a paragraph like the text in the Pupil's Book.
- 🕮 Each group presents their place to the class. Make sure each pupil from each group reads out some information.
- File pupils' work together in the folder to make a class book. Have a class vote for the favourite projects.

Extra activity TPR

• Say big numbers to the class. For numbers below 1,000, pupils squat down. For numbers between 1,000 and 10,000, they stand up. For numbers over 10,000, they jump.



Activity Book

- Look and tick (
) the correct picture.
 - Answer key 2 b, 3 b, 4 a, 5 a
- 2 After you read Read and circle the correct answer.
 - Check answers using the Lollipop stick technique.

 Answer key 2 6,000, 3 world, 4 north, 5 240, 6 markets

Extra activity Creativity

• Put pupils in groups. Ask them create their own stone circle on a piece of cardboard. They can use small stones, modelling clay or cork. Ask them to write the answers to the following questions about their stone circle: Where is it? How old is it? How wide is it? What do you use it for? Monitor and help. Groups present their stone circles to the class.

Extra activity Fast finishers

 Pupils find all the big numbers in the Pupil's Book and Activity Book in this lesson. They write them as words.

Finishing the lesson

Using the Summative questions technique, ask What facts were the most interesting for you? Why?

Englishinaction

Objectives

- Lesson aims: to learn to give personal information; to learn and practise syllable stress with two and three syllable words
- Target language: I'm interested (in joining the Space Explorers
- Skills: Reading, Writing, Listening, Speaking

Materials

- Yes/No response cards
- a ball
- Resource 24

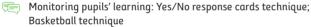
Global Scale of English (GSE)

- Reading: Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets) (GSE 34). Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- Writing: Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- Listening: Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 34).
- Speaking: Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



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 clubs? Are you a member of any clubs? Would you like to join a space club?

Presentation

- Explain that in this lesson pupils will learn to give personal information.
- Ask What kind of information do you have to give when you join a club? Pupils discuss in groups for one minute.

Practice

Pupil's Book

$oldsymbol{1}$ $oldsymbol{0}$ Look at the posters. What type of clubs are they?

- Refer pupils to page 43. Pupils discuss in groups of three or four and then raise their hands to offer answers.
- Extension Ask pupils comprehension questions about the posters: When does the club meet? What time? What can you do at this club?

2 🎧 3.13 Listen. What type of club does Mariam want to join?

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



3.14 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

Extra activity Collaborative work

• Divide the class into two groups. One group is Mariam; the other is Laila. Play the audio and pause after each sentence. Pupils from each group repeat what they hear.

4 💭 Choose a club to join!

• Place pupils in pairs and assign Pupil A and Pupil B. Pupil A wants to join a club and gives information and Pupil B asks for information. Then pupils swap roles. Tell pupils to use the dialogue in Activity 3 as a model.

Diversity

Challenge

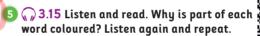
• A Have pupils perform their dialogues to the class.

• B Give pupils one minute to prepare their personal information before talking in pairs.

Extra activity TPR

• Assign the numbers 1–9 to all pupils in the class. Tell pupils that they stand up when they hear their number. But when you say 0 or double 0, all pupils must stand up: 1287 445006, 1976 032001, 9876 001234.

Pronunciation



· Play the audio. Ask pupils why part of each word is coloured (to show the stressed syllables). Play the audio again, pausing after each word, for pupils to repeat.

Activity Book

Order the words to make sentences.

· Ask different pupils to read out their sentences.

Answer key 3 How do you spell your last name?; 5 What's your date of birth?; 7 What's your home phone number?

2 🞧 3.16 Listen and complete the conversation in Activity 1.

· Play the audio.



Girl 1: Hi! I'm interested in joining the Science Club.

Girl 2: What's your name?

Girl 1: Alia Asmar.

Girl 2: How do you spell your last name?

Girl 1: A-S-M-A-R.

Girl 2: What's your date of birth?

Girl 1: The fifteenth of January 2008.

Girl 2: What's your home phone number?

Girl 1: 4766 032821.

Girl 2: Thanks very much. Welcome to the Science Club!

Answer key 2 Alia Asmar. 4 A-S-M-A-R. 6 The fifteenth of January 2008. 8 4766 032821.

Lesson 10

Look at the posters. What type of clubs are they? Space Club and Science

Listen. What type of club does Mariam want to join?the Space Explorers

🗿 😘 Listen, read and

Hello! I'm Mariam. I'm interested in joining the Space Explorers Club.

Mariam Rahhal.

R-A-H-H-A-L.

23/2/13 - that's the 23rd February, 2013.

1287 445006

English in action

Giving personal information



Hi, Mariam! I'm Laila. OK, what's your name?

How do you spell your last name?

Thanks. What's your date of birth?

OK. What's your home phone number?

Thanks. Welcome to the club!

Choose a club to join!

Gardening Club Maths Club Science Club **Gymnastics Club**



I'm interested in joining ... How do you spell your last name? What's your date of birth? What's your home phone number? 1287 445006 = one two eight seven double-four five double-oh six

Pronunciation

Listen and read. Why is part of each word coloured? Listen again and repeat.

planet astronaut **spacesuit** telescope

rocket

scientist



satellite

explorer

forty-three



- 🗿 🧸 🗰 Now design your own membership club card. In pairs, practise the conversation in Activity 1 using your card. Share.
- 🕠 3.17 Listen and read. Circle the stressed parts of the words. Then practise saying the words with your
 - · Play the audio. Pupils circle the stressed part of each word.
 - & Pupils practise saying the words in pairs. Monitor and

Answer key 1 (ifty, 2 thousand, 3 hundred, 4 twenty, 5 seventeen, 6 thirty, 7 number, 8 membership, 9 circle

Extra activity Fast finishers

· Pupils close their books and write down the questions Fadia asked Alia in Activity 1. They try to remember the answers.

Finishing the lesson

 $\bullet \hspace{0.2cm} \textcircled{\label{eq:constraint} Using the Thought-provoking questions technique, ask} \textit{When might}$ you have to give personal information in English?

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

Materials

- sheets of A4 paper, enough for each pair of pupils

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).
- Writing: Can write some familiar words (GSE 20). Can label simple pictures related to familiar topics by copying single words
- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- Speaking: Can express their opinions on familiar topics, using simple language (GSE 41). Can talk about plans for the near future in a simple way (GSE 38).

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 satellite and space station on the board. Ask Where are satellites? Who makes them? What do we use them for?
- Ask what they know about the space station. Encourage class discussion with questions, e.g. Where is it? Does anyone live there?

Presentation

- Explain that in this lesson pupils will read a text about the International Space Station.
- Write muscles, spacewalk, orbits and tools on the board. Read them out and have pupils repeat.
- Explain the meanings with sentences. Say the sentences and pause before each word so pupils can say the word:

We have muscles in our bodies. Look, this is an arm ... muscle. You can walk in space. It is a called a ... spacewalk.

A satellite that goes around the Earth ... orbits the Earth.

Finally, astronauts use ... tools to do work in space.

Diversity

Challenge

· Ask pupils extra questions: What do astronauts wear for a spacewalk? What do we use muscles for?

• Point to the words on the board as you say the sentences. Speak slowly and clearly. Explain meanings in L1 if necessary.

Practice

Pupil's Book

Before you read What do astronauts do on the **International Space Station?**

• Refer pupils to page 44. Pupils discuss in pairs first. Using the Basketball technique, ask pupils for ideas. Accept all reasonable suggestions.

2 🮧 3.18 Listen and read.

- · Ask pupils to find out if their ideas in Activity 1 were correct. Play the audio.
- · Ask pupils to say which ideas they had also appear in the text.
- · Check comprehension with questions. Ask Does the ISS travel fast or slowly? (fast) Are the astronauts busy? (yes) What do they do when they aren't working? (read and take photos) Why do they exercise? (to keep their muscles strong)

Extra activity Critical thinking

- & Pupils work in pairs and find five words in the text connected to the theme of space and write them in their notebooks. Hand each pair a piece of paper. They write an activity on it with the words in a box and gapped sentences. They swap sentences with another pair and solve their activities.
- Pairs give each other feedback about their activities using the Two stars and a wish technique.

After you read Complete the sentences. Write one or two

- · Give pupils a minute to complete the activity individually.
- 🥽 Ask for feedback using the Lollipop stick technique.
- Pupils work in small groups and make a quiz about the ISS. They swap quizzes with other groups. They can use information in the text and/or look for information online.
- Extension Internet search key words: NASA ISS

Extra activity TPR

• Tell pupils that they are astronauts and they should mime what you describe. Say:

You put on your spacesuit.

You are floating in space doing a spacewalk.

You are fixing the space station with a toothbrush!

You are taking photos of the Earth.

You are sleeping in a space bed.

You are trying to catch your tools that are floating away!

Activity Book

After you read Look and write.

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

Answer key 2 spacewalk, 3 tools, 4 muscles

Read and write True or False.

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

Answer key 2 True, 3 False, 4 True

3 Correct the false sentences in Activity 2.

· Pupils complete the activity individually.

Answer key There are 10 astronauts living on the ISS.

Reading

- 1 Before you read) What do astronauts do on the International Space Station? They find out about space.
- 2 (3.18) Listen and read.

LIFE ON THE INTERNATIONAL SPACE STATION

The International Space Station (ISS) is a satellite. It orbits the Earth once every 90 minutes, travelling at 28,000 kilometres per hour! But it's different from a normal satellite because about ten astronauts live on it.

The astronauts on the ISS have a lot of jobs to do every day. They do



out more about space. They use special tools to fix the station, and if they need to fix something

outside, they put on their spacesuits and do a spacewalk! When they aren't working, astronauts read and take photos.

There's one more important thing for astronauts to do: exercise! People are weightless

in space, so
their muscles
don't work
hard and
can become
very weak.
Astronauts
need to
exercise for
two hours a day!



- After you read Complete the sentences. Write one or two words.
 - 1 The International Space Station is a <u>satellite</u> with astronauts on it.
 - 2 The astronauts every day to find out more about space.
 - 3 For a spacewalk they need to wear spacesuits.
 - **4 Exercise** is very important for astronauts because their muscles get weak in space.



forty-four

- Imagine you're a group of astronauts planning a trip to Mars. Decide as a group what nine personal things you want to take with you. All your group's things must fit in a box which is one metre high, wide and deep. Discuss and make a list. Write in your notebook and share with the class.
 - Place pupils in groups to complete the activity.
 - Walk around the class monitoring groups.
 - Ask different groups to talk about their boxes. Ask for class feedback for comparisons.
- Susing the Thought-provoking questions technique, ask What did you learn today? Do you think you can tell your family about the ISS? What interesting things will you tell them?

Finishing the lesson

Extra activity Fast finishers

• Pupils write ten favourite words from this lesson in their notebooks.

- Lesson aims: to understand a listening task; to talk about plans for a trip to the ISS; to write a blog post by an astronaut
- Target language: revision of vocabulary and grammar
- Skills: Reading, Writing, Listening, Speaking

Materials

- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- Reading: Can identify the context of a short, simple text related to familiar situations (GSE 33).
- Listening: Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- Speaking: Can give an opinion in a structured discussion, if guided by questions (GSE 46).
- Writing: Can write short, simple personal emails/letters about familiar topics, given prompts (GSE 40).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



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

Independent learning: Learning diary

Starting the lesson

3.7 Play the song from Lesson 7 and encourage pupils to join in and do the actions they learnt.



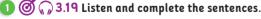
Presentation

- Explain that in this lesson pupils will listen to an interview with an astronaut, talk about a plan to go to the ISS and then write a blog post about being an astronaut on the ISS.
- 🗐 Using the Basketball technique, ask pupils to say what they remember about the International Space Station from Lesson 11.

Practice

Pupil's Book

Listening



- Refer pupils to page 45 and tell them to read the sentences in Activity 1 before they listen so they know what to listen for.
- · Play the audio.
- Pupils compare answers with a partner.



Woman 1: Hello, everybody. Today, I am talking to Helen Robertson. She's a British astronaut on the International Space Station! Hello, Helen. Welcome to the programme.

- Woman 2: Hello, Nicole.
- Woman 1: So, Helen, you spent 247 days in space on the International Space Station, right?
- Woman 2: Yes, that's right! I loved living in space. My favourite hobby was looking out of the window! I could see the rivers, the mountains and the oceans on Earth. It was so beautiful! I could also see the Moon, the planets and millions of stars. I didn't need a telescope!
- Woman 1: There's one important question I want to ask you: where did you get your food from? You can't grow food in
- Woman 2: The food came in rockets. Every few months a rocket arrived with fresh food and food in packets for the astronauts.
- Woman 1: Wow! Food by rocket! Amazing! How big is that rocket?
- Woman 2: It isn't very big about seven metres tall. But it's full of food and other interesting things.

Diversity

Challenge

• Play the audio once. Pupils swap books. Play the audio again for pupils to check each other's work.

• Play the audio once. Pupils compare answers with a partner. Play the audio again for pupils to check their work.

Speaking

- 2 Imagine you're an astronaut on the International Space Station. What will you do every day? What won't you do?
 - · Remind pupils to use will for this activity.
 - Pupils work in pairs.
 - After a set amount of time, change pupils' pairs and they repeat the activity.
 - Ask different pupils to talk about their plans. Ask Do you have the same ideas? Ask for class feedback. Prompt with questions: Who had the same idea? What will you do, (name)? Do you think that's a good idea? Why/Why not?

Writing

Read. What is the blog post about?

- Give pupils a minute to read the text and find the answer.
- · Check comprehension with questions. Ask What's the astronaut's name? (Ali) How many meals a day do they have? (three) Why don't they have cakes and biscuits? (Because crumbs are a problem.)

Extra activity TPR

- 🗐 Using the Happy/Sad face technique, pupils respond to your questions: Do you like the blog post? Are you ready to write a blog post? Give more help as necessary.
- Imagine you're an astronaut on the International Space Station. Write a blog post.
 - · Read the Writing tip to pupils. Tell pupils to find the question in the blog post.
 - Read the plan to pupils. Pupils turn to their Activity Books.
 - Extension Internet search key words: NASA kids International Space Station

Extra activity Critical thinking

• Hand a sheet of A4 paper to each pupil. Ask them to write a list of food that has crumbs and food that doesn't have crumbs. They then write a three-meal menu for a day on the space station.





Listening

1) Ø 😘 Listen and complete the sentences.

- 1 Helen Robertson is a/an

 British astronaut.
- 2 Helen spent <u>247</u> days on the International Space Station.
- 3 On the ISS, Helen's favourite hobby was looking out of
- the window
 The astronauts got more
 food by rocket
- 5 The rocket was about <u>seven</u> metres tall.

Speaking

Imagine you're an astronaut on the International Space Station. What will you do every day? What won't you do?

I'll get a packet of food ...

I won't forget to exercise ...





Writing

Read. What is the blog post about? What astronauts eat.

Hi, this is Astronaut Ali! My blog post today is about food. What do astronauts eat?

In space, we have three meals a day, just like on Earth. But all our food is in bags. You need to add water to some types of food. We have a lot of different types of food, but we don't have food with a lot of crumbs, like biscuits or cakes. If we drop crumbs, they float around, and that's a problem!

tip Writing

Use questions to make your writing more interesting. Can you find the question in Ali's blog post?

Imagine you're an astronaut on the International Space Station. Write a blog post.

Plan -

Choose from these topics: food, clothes, repairs, hobbies. Find out more about these topics on the ISS!

- What do you eat/wear/do?
- How is it different from on Earth?

Write 🖑

Hi, I'm ...

My blog post today is about ... In space, we ...

Did you know ...?

3 Check your work √

- · Used a question?
- Activity Book, page 37.

forty-five



Activity Book

Match the questions with the answers.

Answer key 2 d, 3 c, 4 a

2 Imagine you're an astronaut on the International Space Station. Write a blog post.

- Plan: Give pupils one minute to complete their notes. Monitor and help with ideas.
- Write: Pupils work individually to complete the report.
- Check your work: Write the following questions on the board:
 Did you use questions? 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.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Fast finishers

• Pupils find the space vocabulary in the lesson and write the words in their notebooks.

Finishing the lesson

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

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

Materials

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

Global Scale of English (GSE)

- Reading: Can extract specific information in short texts on familiar topics (GSE 39). Can scan a simple text to find specific information (GSE 41).
- Writing: Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37).
- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38). Can ask a range of questions in guessing games to find the answer (GSE 36).

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 numbers: When will you use numbers in English? Accept all reasonable answers

Presentation

- Explain that in this lesson pupils will do revision of the unit vocabulary and then play a game.
- · Revise the space vocabulary by writing the target language on the board with the vowels missing.
- Revise the big numbers by writing the figures on the board. Ask different pupils to go up to the board, choose a number and say it in English:

100, 500, 1,000, 5,000, 10,000, 50,000, 100,000, 1,000,000

- Revise will and won't. Using the Lollipop stick technique, ask pupils to say what they will do as an astronaut on the ISS.
- · Revise questions with How. Ask pupils to remember the How questions and answers from the song. They can refer back to Lesson 7 if necessary.

Extra activity TPR

• Place the word and number cards around the room. Call out a number and choose one pupil to find the word and another to find the figure.

Practice

Pupil's Book

Look at the picture. How many space words can you find?

- Refer pupils to page 46. Pupils work in pairs to find the
- 🗐 Using the Lollipop stick technique, pupils say their answers.

🔼 🦺 Work with a partner. In turns, say the numbers.

- Pupils work in the same pairs and complete the activity.
- Ask different pairs to demonstrate one number each.

ᢃ 🧸 💭 You're going into space! What will you take? Tell your partner.

- Pupils work in the same pairs and complete the activity.
- Ask different pupils to say one idea each.

🙆 💭 Circle the correct word. Match with the answers. Then ask and answer.

- Pupils complete the activity individually.
- (2) Then they read the questions and answers in pairs.

Diversity

Challenge 🧋

• Promote class discussion about Activity 3. Ask Who will take the same thing? What else will you take? Why? Who has a different idea?

Support

Pupils can write some ideas down in note form before talking in pairs in Activity 3.

Extra activity Collaborative work

• Divide the class into two groups. Play Hangman with vocabulary from this unit.

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.

Activity Book

- Read and complete the fact file for Malak. Write numbers as digits.
 - · Pupils do the activity individually.

Answer key 2 green, looks like a rocket; 3 10,542 km; 4 2,000,000 km; 5 yes, three pink moons; 6 next week; 7 food, tablet and ball

2 Think about your new planet. Complete the 'You' column in Activity 1. Then write, draw and share.

Ask different pupils to read out their descriptions to each other in groups and compare.

Self-evaluation

· Pupils do the activity individually.

Extra practice

Read and complete the sentences.

Answer key 2 telescope, 3 solar system, 4 rocket, space station, 5 planets, 6 satellite

Look at the picture. How many space words can you find?



2 🥻 Work with a partner. In turns, say the numbers.

645 1,500 2,450 10,000 50,000 35,000 246,500 1,000,000

- 3 & \(\sum \) You're going into space! What will you take? Tell your partner.
- Circle the correct word. Match with the answers. Then ask and answer.
 - 1 How far / long / deep is the Moon from the Earth? a
 - 2 How tall / high / long is the River Jordan?c
 - 3 How deep / far / high is Jabal Umm Ad Dami? b
- **a** It's 384,400 kilometres away!
- **b** It's 1,854 metres high!
- c It's 251 kilometres long!

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 How long is the River Nile? (1 point) 6,670 kilometres (Lesson 7)
- 2 Find two boys with a telescope. (1 point) Lesson 5 Activity 3
- 3 Where did some of the stones in Stonehenge come from? (1 point) Wales (Lesson 9)

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



- 2 Look at the pictures. Write the questions and answers using will or won't.
 - Pupils complete the activity individually. Have different pairs read out the questions and answers.

Answer key 2 What will Jawad make this evening? He'll make a pizza this evening.; 3 What will Mariam use to look at the stars? She'll use a telescope to look at the stars.; 4 Will Jameela and Samia post a letter? Yes, they will.

Vocabulary and Grammar reference

- 1 Translate the words into your language in your notebook. Add more words to the list.
 - & Pupils can work in pairs to complete the activity.

Read and complete.

• 🕾 Pupils work individually and check in pairs.

Answer key 2 next, 3 won't, 4 on, 5 When, 6 Will, 7 wear, 8 will, 9 How, 10 deep, 11 It's, 12 metres, 13 high

Extra activity Fast finishers

• Pupils think of more questions for the Challenge game.

Finishing the lesson

 Swrite on the board In Unit 3 I can ..., I am good at ..., I am not very good at Pupils complete the sentences in their notebooks. Using the Summative questions technique, ask different pupils What will you do to practise more?

Next lesson Unit 3 Test

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

Materials

- sheets of A4 paper, enough for each pupil
- Face response cards

Global Scale of English (GSE)

- Reading: Can follow a simple dialogue about familiar, everyday activities (GSE 31). Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat'
- Writing: Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Speaking**: Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39). Can tell a simple story (GSE 41).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique; Face response cards technique



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

Starting the lesson

Draw the space vocabulary items from page 36 on the board and have pupils name them. Then say false sentences that pupils correct, e.g. The sun goes around the Earth. (The Earth goes around the sun.) The Earth is a star. (The Earth is a planet.) There are nine planets in our Solar System. (There are eight.) The Moon goes around the Sun. (The Moon goes around the Earth.) The Moon is a planet. (The Moon is a satellite.)

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 Reading and Writing Part 2



- · Tell pupils that this is practice for the A1 Movers Reading and Writing Part 2 exam.
- Read the exam tip aloud before pupils start.
- Pupils complete the activity individually. Correct as a class.
- Extension Pupils work in pairs. One pupil is Tareq and the other is Majeda but they should each give their own answers to the questions.

A1 Movers Speaking Part 4

Continuous pace in the questions.

- This activity is based on the A1 Movers Speaking Part 4 exam. Ask volunteers to read the questions aloud.
- Rut pupils in pairs. Pupils look at the questions and ask and answer in pairs.
- Extension Pupils think of other questions to ask about space, e.g. What do you know about other planets? Would you like to go to the Moon? Do you think there's life outside our solar system?

Diversity

Challenge

• After pupils have practised their questions and answers, pupils give a summary of what they know about space. They talk for 30 seconds without stopping and without looking in their Pupil's Books

Support

• Read the questions one by one in Activity 2. Brainstorm possible answers to help pupils before they work in pairs.

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.

Extra activity TPR

• Jim Using the Face response cards, pupils react to your questions: How much did you like Activity 1? Was it easy, OK or difficult? How much did you like Activity 2? Was it easy, OK or difficult?

Activity Book

A1 Movers Speaking Part 2

- 1) Think! Look at the pictures in Activity 2. Write the words and phrases you can use to tell the story in your notebook.
 - Tell pupils that this is practice for the A1 Movers Speaking Part 2 exam.
 - Pupils work in pairs to write the words and phrases they
 - Theck answers using the Lollipop stick technique.

Possible answers be ill, comet, Earth, travel to space, teacher, be shy, theatre play, Moon, be angry, spacesuit

2 Do! Look at the pictures and tell the story.

- · Allow pupils time to think about a story using the pictures and words they wrote from Activity 1.
- · Pupils can tell the story individually.

A1 Movers Speaking Part 3

Which picture is different? Write why.

• Pupils look at the pictures and decide which one is different. Then they complete the sentences under each group of pictures. They ask and answer in pairs.

Answer key 1 The solar system is different because the other things are artificial / we use the other things to explore the solar system. 2 The Earth is different because the other things go around the Earth.

Get ready for...

A1 Movers Reading and Writing Part 2

Read the text and choose the
hest answer

1 Tareq: Hi, Majeda! Will you

go to Space Club this afternoon?

Majeda: A No, I don't think I'll go today. I've got a

lot of homework.

B No, I had English yesterday. I'm tired.

C No, I haven't got a pen today. Can I borrow yours?

2 Tareq: Did you make a

rocket last week at Space Club?

Majeda: A Yes, I painted a

picture. **B** Yes, but I didn't finish it.

C Yes, I made a comet.

tip Exam

The answers are often very similar. Make sure you read each one carefully.

3 Majeda: Oh no! I haven't got

my bag! I think I left

it on the bus!

Tareq: A I'll go to the park

and look for it.

B I'll ask if I can drive

the bus home.

C I'll go and ask the bus driver if he's

qot it.

4Tareq: Look! I talked to the

bus driver! Here's

your bag!

Majeda: A No, thanks, Tareq!

B Thank you, Tareq!

C Sorry, Tareq!

A1 Movers Speaking Part 4

2 @ Let's talk about space. Answer the questions.

- What do you know about the solar system?
- How is life different in space?
- Would you like to be an astronaut? Why?

forty-seven



Extra activity Fast finishers

- $\bullet\,$ Pupils write down their story for Activity 2.
- Suggest pupils keep their work in their portfolios.

Finishing the lesson

- Ask How did you get on in Unit 3? 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.
- Ask them which song or chant they liked. Have a class vote and pupils sing the winning song or chant.