

# Mapping

## Topics

Theme 1: Society Theme 2: Culture

## Scope and Sequence Matrix

**Listening:** demonstrating appropriate listening behaviours; using prior knowledge to understand short familiar dialogue with familiar words; following simple short instructions of a teacher, peers or a recording in activities and games; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; identifying rhyming words; demonstrating preferences after listening to an audio text

**Speaking:** communicating ideas clearly; communicating with the correct use of pauses; retelling a short story based on pictures or by using puppets

**Reading:** understanding simple dialogues; reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text; identifying the relationship between characters; reading short stories

**Writing:** using accurate spelling, capitalisation, and punctuation; revising a short, simple written text with the teacher/peers; writing a short memo or letter to a friend

**Viewing and presenting:** viewing visual information and starting to show some understanding by asking questions about genre; beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience

# 4

## I want to be a teacher!

**Jobs:** teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist  
**Transport:** bus, boat, underground, train, motorbike, car  
**Wh:** what, when, wheel, whistle, whale

### 1 How many jobs do you know?



38 thirty-eight

What's the time **10 o'clock**  
Who's painting? **the artist**  
What food can you see? **tomatoes, carrots, meat, fish and beans**

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)

**Speaking:** talk about situations, people, and things; retell a short story

**Reading:** use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues; use stress and intonation patterns to clearly communicate ideas (stress content words; contract weak forms; express rising-falling intonation; stress the main verb in a sentence; stress the final word in a sentence)

**Writing:** write a short, simple memo to a friend; learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback

**Viewing and presenting:** start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations

## Unit objectives

to talk about jobs and transport

## Language

<b>Vocabulary</b>	<b>Jobs:</b> teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist <b>Transport:</b> bus, boat, underground, motorbike, car, train
<b>Grammar</b>	<i>I want to be a pilot.</i> <i>He/She goes to work by bus.</i>
<b>Functions</b>	Buying tickets
<b>Phonics</b>	/wh/ what, when, wheel, whistle, whale

## Viewing and presenting

to design a uniform and share with the class; to show a graph about how you go to school to the class

## Key competences

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

**Mathematical, scientific and technological competences:** understand the time in a story (L. 3); use numbering to complete an activity (L. 5)

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

**Social and – civic competences:** raise awareness of cultural similarities and differences (L. 8); learn how to buy tickets (L. 9)

**Cultural awareness and expression:** learn to be creative (L. 3 and 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 8 and 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

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

<b>Critical thinking</b>	Predicting (L. 3); Problem solving (L. 3 and 11); Logical thinking (L. 3 and 8); Defining and describing (L. 1–12); Finding information (L. 3–8); Planning (L. 5 and 8); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Design your uniform (L. 3)
<b>Communication</b>	Talking about jobs and transport (L. 1, 5 and 7); Buying tickets (L. 9); Cut-outs game (L. 7); Functional dialogue (L. 9)
<b>Collaboration</b>	Project groupwork (L. 8); Acting out (L. 3 and 9)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 46 and 59; Activity Book p. 43
- Picture dictionary: Activity Book p. 55
- Unit 4 Extra practice: Activity Book p. 44
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 4 Test

## External exams

### Pupil's Book

Pre A1 Starters Reading and Writing Part 1  
Pre A1 Starters Speaking Part 4

### Activity Book

Pre A1 Starters Reading and Writing Part 5

### Objectives

- **Lesson aims:** to talk about jobs
- **Target language:** teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist
- **Skills:** Listening, Speaking

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

### Materials

- flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each pupil
- 3 strips of paper per pupil
- Resources 7, 15 and 20

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Random selection tool; Lollipop stick technique
- Peer learning: pairwork; groupwork

### Starting the lesson

- On the board, write *Find a friend who ... watches TV, reads books, plays video games, plays tennis.*
- Give pupils a sheet of A4 paper and have them copy the material on the board but in list form.
- Pupils then go around the class, asking their classmates if they do these activities using *Do you ...?*
- Monitor and assist as necessary.

### Presentation

- Explain that in this lesson pupils will learn about jobs.
- Ask pupils what kinds of things they do every day.
- Then ask pupils to say what jobs their family members do.

### Practice

#### Pupil's Book

#### 1 How many jobs do you know?

- Ask pupils to say jobs they know and write them. Ask pupils if the jobs they have mentioned are in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- **Extension** Use the Random selection tool for pupils to tell you who and what they see in the picture.

#### Extra activity Critical thinking

- Ask pupils to look at the picture and say one job they would like to do and one they wouldn't. Pupils give reasons.
- Help with vocabulary if necessary.

#### 2 4.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is. Pupils complete the activity.
- **Extension** Have pupils place the words in alphabetical order.

Girl 1: These are pictures of our families.  
My mum's a teacher.  
Girl 2: My dad's a doctor.  
Girl 1: My dad's a nurse.  
Girl 2: My mum's a firefighter.



Girl 1: My uncle's an astronaut.  
Girl 2: My uncle's a pilot.  
Girl 1: My cousin's a police officer.  
Girl 2: My cousin's a builder.  
Girl 1: My grandfather's a chef.  
Girl 2: My grandfather's an artist.  
Girl 1 & Girl 2: We love our families!

**Now listen and say.**  
teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist

#### 3 Find the jobs in the picture on page 38.

- In pairs, pupils do the activity in their notebooks.

#### 4 4.2 & 4.3 Listen and chant.

- On the board, write *I want to be a ...*. Explain to pupils that we use this to tell people what we want to do.
- Give pupils three strips of paper and have them write a job on each one.
- Play the chant. As pupils sing, have them pick up their strips of paper when they hear the job on them.
- A karaoke version of the chant is available (track 4.3).



#### Extra activity TPR

- Have pupils form a circle. Explain that you will say a job and they have to mime but only if you say *Open Sesame*.
- Say *Open Sesame. I'm an artist*. Pupils mime being an artist. If pupils mime when *Open Sesame* isn't said, they sit down.

#### 5 Ask and answer.

- 4.4 Draw pupils' attention to the grammar box and the recorded model.
- Have pupils read the model dialogue. Then walk around the class, asking pupils the first part of the activity.
- **Extension** Give pupils a sheet of A4 paper and have them draw what they would like to be and write a sentence.



#### Diversity

##### Support

- On the board, write *I want to be a ... What about you?* Use the lesson flashcards, say *I want to be a ...* and elicit each job. Then pupils repeat the whole sentence.

##### Challenge

- Place the lesson flashcards in a pile. In pairs, pupils take one and practise the conversation in front of the class.

### Finishing the lesson

- Show pupils the job flashcards and ask them to name each one.



2 Listen and stick. Then listen and say.



3 Find the jobs in the picture on page 38.

4 Listen and chant.

I want to be a pilot,  
a doctor and a builder.  
I want to be a chef and  
a nurse, too.  
Tell me, please.  
What about you?

I want to be an  
artist,  
a firefighter and  
a teacher.  
I want to be a police officer  
and an astronaut, too.  
Tell me, please.  
What about you?

5 Ask and answer.

I want to be an astronaut. What about you?

I want to be a doctor.

thirty-nine 39

## Lesson 2 Activity Book

## Objectives

- **Lesson aims:** to talk about jobs
- **Target language:** teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist
- **Skills:** Listening, Reading, Writing

## Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

## Assessment for Learning

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

## Starting the lesson

- Ask pupils to write down the names of all the jobs they can remember from the last lesson. Then pool their ideas on the board. Tell them they will do more on these in this lesson.

## Practice

1 Look at Pupil's Book page 38. Read and answer.

- Pupils refer to the Pupil's Book to answer the questions individually.
- Answer key** 1 A cap, coat and trousers.; 2 It's ten o'clock.; 3 Thirteen



1 Before you read What is the chef making?

food



2 Listen and read.

The job fair

1 Aunt Maha, these are my friends.  
Nice to meet you.  
Hello!  
Thanks, everyone. It looks fantastic!

2 My friend Mrs Halima is a chef.  
Yum! This is delicious.  
I want to be a chef!

3 I want to be a pilot. I want to fly a plane!  
I can teach you.

4 Flying a plane is fun!  
You're a good teacher, Mr Hani.  
I want to be a teacher.

5 Here's my sister, Lisa.  
Hello, Lisa.  
I don't feel well.  
What happens next?

40 forty

2 4.5 Listen and number. Then read and match.

- Ask pupils to look at the pictures which are all related to jobs. See if they can guess the jobs before they listen. They then listen and match each job with the correct picture.

**Answer key** 2 chef d, 3 police officer e, 4 nurse b, 5 teacher a, 6 artist j, 7 firefighter h, 8 doctor g, 9 astronaut i, 10 pilot f

1 builder, 2 chef, 3 police officer, 4 nurse, 5 teacher, 6 artist, 7 firefighter, 8 doctor, 9 astronaut, 10 pilot



3 Look, read and circle.

- Pupils use the picture clues to circle the correct jobs.

**Answer key** 2 builder, 3 chef, 4 teacher

4 Look, read and write.

- Pupils use the picture clues to complete the sentences with the words from the box. They can do this individually.

**Answer key** 2 doctor; 3 I want to be an astronaut; 4 I want to be a pilot; 5 I want to be an artist; 6 I want to be a nurse.




Finishing the lesson

- Use the Summative questions technique to ask pupils what they have learnt today.



- 3 After you read Look at the story.  
Read and write Yes or No.



- 1  I want to be a doctor. Yes
- 2  I want to be a teacher. Yes
- 3  I want to be a chef. Yes
- 4  I want to be a doctor. No

- 4  Act out the story.

- 5  Viewing and presenting  Who do you want to be? Design and share your uniform.



Follow your dreams



Where do they go?

**They go on stage with Aunt Maha.**

### Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** jobs; *I want to be a teacher. I want to be a chef.*
- **Skills:** Listening, Speaking, Reading
- **Viewing and presenting:** to design a uniform and share with the class

### Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can understand basic information about people's likes and dislikes, if supported by pictures (GSE 27). Can understand the order in which events happen (GSE 41).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

### Materials

- Unit 4 story cards
- sheets of A4 paper, enough for all pupils
- strips of paper
- Resources 28 and 36

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: True/False cards technique
- Peer learning: pairwork; groupwork

### Starting the lesson

- On the board, draw a pizza cut into six pieces.
- Bring pupils to the front of the class and have them form a line.
- Tell pupils you are going to say a word and they have to spell it. If they make a mistake, you take away a piece of the pizza on the board. If they spell it correctly, you start drawing another pizza, piece by piece.

### Presentation

- Using the Key question technique, ask pupils why reading stories is a good activity. Ask pupils what type of stories they like and how often they read them.
- Tell pupils that today's story is about a job fair. Ask pupils if they have ever been to a job fair.
- On the board, write *The job fair*. Ask pupils what they think will happen in the story.

### Practice

#### Pupil's Book

#### 1 Before you read What is the chef making?

- Ask pupils to look at the picture and say as many foods as they can remember. Write them on the board.
- Have pupils look at scene 2 to answer the question.
- **Extension** Ask pupils to think about what kind of things they can do at a job fair.

#### 2 4.6 Listen and read.

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the True/False cards technique, say different statements about the story, e.g. *Bo and Atomic are on the stage (True). Tom wants to be a chef (False)*. You can also use the story cards to ask about the story.
- **Extension** Pupils write their own statements to elicit true or false answers from their partners.
- Refer pupils to the question box again. Ask if their guesses were correct.



#### 3 After you read Look at the story. Read and write Yes or No.

- Ask pupils what jobs are mentioned in the story.
- Pupils do the activity individually and check in pairs.

### Diversity

#### Support

- Place pupils in pairs. Give pupils three strips each. Have pupils write a sentence from the story on each but to make sure it isn't the same as their partner's. Then pupils swap strips, read the sentences to their partners and find them in the story.

#### Challenge

- Give pupils five strips each to write five sentences from the story.
- In pairs, they swap the strips, read the sentences and guess who says them.

### Extra activity TPR

- Read the story but mix up the sentence order in each frame.
- When pupils hear the wrong sentence order, they have to clap their hands and say *STOP!* A volunteer corrects you.

#### 4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. food, uniforms and jobs mentioned.
- Have the groups perform in front of the class.

#### 5 Viewing and presenting Who do you want to be? Design and share your uniform.

- Ask pupils which jobs need a uniform.
- Have pupils complete the activity on a sheet of A4 paper and present their work to the class. Make a classroom display.

### Extra activity Creativity

- Place pupils in small groups and have them think of a job from the course. Tell pupils to mime doing the job they chose and the class have to guess what it is.

### Values

- Ask pupils what dreams they have for the future and why it is important to follow them. Ask them if any of their dreams have already come true.

### Finishing the lesson

- Mime one of the jobs from the story (chef, pilot, teacher, doctor, artist). Pupils name the job.

## 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). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. 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. Questions for this stage can be found at the back of each story card.

### Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. 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. You may use the questions provided on the back of each story card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

### 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.

For more ideas, see page 17.

### CLIL Link

In Unit 4, the story is based around the concept of work and occupational tools from the Social Science curriculum. Laila's aunt, Maha, is attending a job fair organised by the children. They meet people who have different jobs. To explore this concept further, you can use Resource 36.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** jobs; *I want to be a teacher. I want to be a chef.*
- **Skills:** Listening, Speaking, Reading, Writing

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: Think-pair share technique
- Independent learning: Summative questions technique

### Starting the lesson

- Ask pupils to tell you what they can remember about the story from the previous lesson. Tell them they will work more on the story in this lesson.

### Practice

#### 1 After you read Remember the story. Read and circle.

- Pupils complete the sentences individually by choosing the correct word.

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

#### 2 Values 4.7 Listen and number.

- Pupils say what job each picture shows. They then listen and number the pictures in the order they hear them.

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

- 1 I want to be a builder.
- 2 I want to be an astronaut.
- 3 I want to be a pilot.
- 4 I want to be an artist.



#### 3 Look and colour.

- Use the Think-pair-share technique to discuss if pupils liked the story.

#### Extra activity Fast finishers

- Have pupils write sentences about the story to read to the class.

### Finishing the lesson

- Use the Summative questions technique to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

### Objectives

- **Lesson aims:** to talk about types of transport
- **Target language:** *bus, boat, underground, motorbike, car, train*
- **Skills:** Listening, Speaking

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe their daily routines in a simple way (GSE 30).

### Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- Resources 8, 16 and 24

### Assessment for Learning

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

### Starting the lesson

- On the board, write *teacher*. Ask pupils to say as many words as they can that are associated with the job, e.g. *school, books, board, pupils*.
- Tell pupils you are going to say a few words that describe a job and they have to say the job. Say *hospital, white uniforms, nurses help me*. Elicit *doctor*.
- Play for a few rounds and then have pupils continue in pairs.

### Presentation

- Explain that in this lesson pupils will learn words for different types of transport.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Ask pupils to tell you how they come to school, go to the centre, visit family, go on holiday, etc.

### Practice

#### Pupil's Book

#### 1 4.8 Listen and say. Then listen and number.

- Say a type of transport for pupils to point to in their Pupil's Books. Spell the word and have pupils repeat after you.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time, they number the transport items they hear.
- **Extension** In pairs, pupils talk about the transport items they see, e.g. *It's a car. It's yellow. It's small.*

bus, boat, underground, motorbike, car, train

#### Now listen and number.

- 1 I'm going to the underground.
- 2 I go to work by bus.
- 3 I'm on the train.
- 4 I'm on the boat.
- 5 I'm on the motorbike.
- 6 I'm in the car.



### Diversity

#### Support

- Place pupils in pairs. Give each pair a sheet of A4 paper for them to cut it into four pieces. They draw four transport items, and write the four words.
- Pupils mix them up and place them face down to play a memory game.

#### Challenge

- Pupils write the new words in their notebooks and then check against their Pupil's Books. Then they draw a picture and write the translation.

#### 2 4.9 & 4.10 Listen and sing.

- Ask pupils what forms of transport they can see in the song.
- Play the song for pupils to sing. Explain that when they hear a form of transport, they clap their hands.
- A karaoke version of the song is available (track 4.10).



#### 3 Talk about your family.

- 4.11 Draw pupils' attention to the grammar box and the recorded model.
- On the board, write *He goes to work by car*. Explain to pupils that we use *by* with the form of transport when we talk about using it.
- Use the Traffic light cards technique to check understanding.
- **Extension** Give pupils a sheet of A4 paper and ask them to make a poster showing the different types of transport they and their family use and to write sentences.
- Pupils present their work to the class and place it in their portfolios.



### Extra activity Collaborative work

- Place pupils in groups and give them a sheet of A4 paper. Tell them to draw an ideal city showing different types of transport it has. Pupils present their work to the class.



### Finishing the lesson

- Place the lesson flashcards around the classroom and bring pupils to the middle of the classroom. Play the song again. When pupils hear a form of transport, they run to that flashcard.

## 1 Listen and say. Then listen and number.



## 2 Listen and sing.

 <p>Off to work they go. Some go fast. Some go slow. Off to work they go. He goes to work by boat. He goes to work by boat. Bus and underground, car and boat. He goes to work by boat.</p>	 <p>Off to work they go. Some go fast. Some go slow. Off to work they go. She goes to work by train. She goes to work by train. Motorbike and car, bus and train. She goes to work by train.</p>
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## 3 Talk about your family.



My dad goes to work by train.



My aunt goes to work by car.



He/She goes to work by bus.

## Lesson 6 Activity Book

## Objectives

- **Lesson aims:** to talk about types of transport
- **Target language:** bus, boat, underground, car, train, motorbike
- **Skills:** Reading, Writing

## Global Scale of English (GSE)

- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- **Writing:** Can label simple pictures related to familiar topics by copying simple words (GSE 16).

## Materials

- unit flashcards

## Assessment for Learning

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

## Starting the lesson

- Ask pupils if they can name any forms of transport. Now show the flashcards for each form of transport and get pupils to repeat.

## Practice

## 1 Look, read and write.

- Pupils use the picture clues to complete the word grid. They can do this in pairs.

**Answer key** 2 underground, 3 car, 4 train

## 2 Write.

- If pupils have completed the grid correctly, the shaded squares will give them the answer.

**Answer key** boat

## Extra activity Fast finishers

- Pupils make their own word puzzle like the one in Activity 1 for other fast finishers in future lessons to do. They can use jobs, food, clothes, etc.

## 3 Follow, circle and write.

- Pupils follow the lines to circle the correct person and write the form of transport. They can do this individually.
- Now tell pupils to go to the Extra practice on page 44 and do the activity. See notes in Lesson 11.

**Answer key** 2 He, car; 3 She, bus; 4 He, boat

## Finishing the lesson

- Show pupils a flashcard from the lesson and tell them to write the word in their notebooks. Put each flashcard on the board.
- Check answers by having pupils come to the board and write the words.
- Use the Summative questions technique to ask pupils how this lesson has helped pupils improve their English. Ask pupils what they would like to learn next.

## Objectives

- **Lesson aims:** to play a game about jobs and transport
- **Target language:** revision of all taught words and grammar
- **Skills:** Listening, Speaking, Reading, Writing

## Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can say what someone's job is, using familiar common job names (GSE 20).
- **Writing:** Can write a simple basic sentence about daily routines and activities (GSE 28). Can write simple sentences about common jobs (GSE 36).

## Materials

- unit flashcards
- song from Lesson 1
- scissors
- a bag or a box
- a ball

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: Summative questions technique

## Starting the lesson

- Put the unit flashcards in a bag or a box and place pupils in a circle. Play the song from Lesson 1. While it is playing, pupils pass the bag or the box to the next pupil. When the audio stops, the pupil holding the box has to take a flashcard out of it, say what it is and make a sentence with the word.

## Presentation

- Explain that in this lesson pupils will do an activity to help them with the Starters Exam and then play a game with their cut-out cards.

## Practice

## Pupil's Book

## Diversity

## Support

- Before pupils start the activity, have them look at the picture and say what transport and jobs they see. Tell pupils you are going to say a few sentences and with their fingers they have to match the names with the pictures.
- Say *My name's Malek. Look at me. I'm playing with a plane. I want to be a pilot.* Pupils draw a line from Malek to the boy with the plane.
- Continue using different types of sentences. Tell pupils that the names and actions you mentioned are not the same as on the audio.

## Challenge

- Pupils write sentences about the picture using the names at the top of it and unit vocabulary and grammar.

## 1 4.12 Listen and draw lines.

- This task is based on **Pre A1 Starters Listening Part 1**.
- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Ask pupils what they think the answers will be.
- Play the audio twice, pausing for pupils to draw the lines.
- **Extension** Ask pupils to make sentences about the picture.



- 1 **Man:** Good morning.  
**Boy 1:** Good morning.  
**Man:** Who's this boy? He's painting.  
**Boy 1:** Oh, that's Kareem. He's my cousin.  
**Boy 2:** Hi. I'm Kareem. Can you see me in the picture?  
**Man:** Yes, I can!  
**Boy 2:** I love painting. I want to be an artist.

- 2 **Man:** And who's this? The man on the motorbike?  
**Boy 1:** Oh, that's Mazen. Mazen goes to work by motorbike.  
**Man:** By motorbike?  
**Boy 1:** Yes. He likes motorbikes.  
**Man:** Me, too.
- 3 **Man:** That's a great plane. Who is this boy with the plane?  
**Boy 1:** That's my friend, Jaber.  
**Boy 3:** Hi, I'm Jaber.  
**Man:** Hello, Jaber.  
**Boy 3:** I like planes. I want to be a pilot.  
**Man:** Great!
- 4 **Man:** There's a man here. He's in a car.  
**Boy 1:** Yes. He's my uncle! His name's Hassan. He's a chef.  
**Man:** A chef?  
**Boy 1:** Yes. And he goes to work by car.  
**Man:** Cool!
- 5 **Man:** A boy is helping an old woman. What's his name?  
**Boy 1:** Muneer. He's in my class at school.  
**Boy 4:** Hello. I'm Muneer. I want to be a police officer.  
**Man:** A police officer!  
**Boy 4:** Yes. I want to help people.
- 6 **Man:** And who's this? He's wearing a brown jacket.  
**Boy 1:** A brown jacket. Hmm ... Oh, that's Nader. He's a teacher.  
**Man:** Cool!  
**Boy 1:** And he goes to work by underground.  
**Man:** By underground?  
**Boy 1:** Yes.

## 2 4.13 Cut out. Then listen and play.

- Place pupils in pairs and play the audio.
- Ask pupils to look at their cards and using the Lollipop stick technique, have random pupils describe a picture.



## Extra activity Critical thinking

- Ask pupils if we should use cars or public transport and how public transport helps the environment.

## Extra activity TPR

- Have the class form a circle. Explain that you will throw the ball to a pupil who has to say a job. The pupil has to throw the ball to another one who in turn has to say a different job. If a pupil cannot say a job or if they say the same job as the last person, they sit down.
- Continue the game with transport vocabulary.

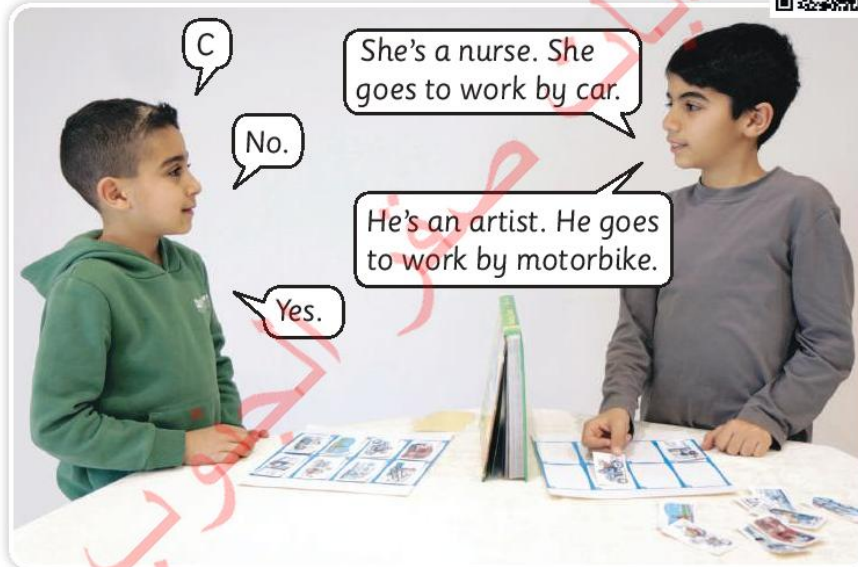
## 1 Listen and draw lines.



Hassan Jaber Malek Mazen Kareem Muneer Nader



## 2 Cut out. Then listen and play.



forty-three

43

## Activity Book

## 1 Read and circle.

- Pupils read the text carefully and then circle the correct answers. They can do this individually.

**Answer key** 1 a doctor, car; 2 an artist, bus; 3 a chef, motorbike

## 2 Write, circle and draw. Then share.

- Ask pupils to say as many new words from the unit as they can. Write them on the board. With the unit flashcards, check if all unit words are on the board.

- Explain that pupils have to complete the letter about the job they want and how their family member gets to work and what job they do. They can use their imagination. They then draw a picture to illustrate it.
- Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's work.

## Finishing the lesson

- Have pupils play a game of their choice.
- Use the Summative questions technique to ask pupils what they think of their learning and what they expect to learn.

## Objectives

- **Lesson aims:** to read a simple text about the yellow school bus; to do a class survey and a graph; to present project work to the class
- **Target language:** *pupil, school bus, bus driver, stop*; the present simple, adjectives
- **Skills:** Listening, Speaking, Reading
- **Viewing and presenting:** to show a graph about how you go to school to the class

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can describe their daily routines in a simple way (GSE 30).

## Materials

- sheets of A4 paper, enough for each pupil

## 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: Thought-provoking questions technique

## Starting the lesson

- Make a list of vocabulary covered in Units 2 and 4. Have pupils stand in a circle. Explain that you will say a word for them to spell. The first pupil on your left begins by saying the first letter of the word, the second pupil the second letter of the word and so on until the word is correctly spelt.
- If a pupil makes a mistake, they sit down and the game starts from the beginning of the line again until the word is spelt correctly. The last three pupils standing, win the game.

## Presentation

- Explain that in this lesson pupils will learn about the yellow school buses in India that children use to go to school.

## Culture notes

- Schools want to keep pupils in India safe. Firstly, school buses are painted yellow because bright colours are easy to see and so there shouldn't be any accidents. The bus driver can only drive up to 40 miles per hour. There are grills on all the windows so pupils are safe. In case of any accidents, there is a first-aid kit and fire extinguisher in every bus. Parents must put their children on the bus and pick them up from the bus every day.

## Key words search

yellow school bus India, India school buses, school bus

## Practice

### Pupil's Book

#### 1 Before you read Can you see school buses where you live? What colour are they?

- Ask pupils if they come to school by bus and if so, if it's a school bus and what colour it is.
- **Extension** Ask pupils if taking a school bus is a good idea.

#### 2 4.14 Listen and read.

- Ask pupils to describe the pictures in the text.
- After listening to the text, ask pupils what they found interesting about it. Ask them if they think it is a good idea to use the same colour for school buses and why.
- Play the audio again, pausing between sentences or mid-way through them, for pupils to complete the sentences in unison.
- **Extension** Ask pupils different questions about the text for them to answer.



## Diversity

### Support

- On the board, write incomplete sentences from the text. Tell pupils to choose three and to complete them in their notebooks looking at their Pupil's Books as they work.
- Pupils then read the sentences aloud.
- Pupils can also show you the sentence. You read it for them to repeat.

### Challenge

- In pairs, pupils change the text into the interrogative form, sentence by sentence, and answer them using short answers.

## Extra activity Creativity

- Have pupils imagine they take a school bus. Have them draw it and describe its colour, size and anything else they think is interesting. Make a classroom display.

## Activity Book

### 1 Order and write.

- Pupils use the picture clues to help them reorder the letters into correct labels.

**Answer key** 2 pupils, 3 school bus, 4 stop

### 2 After you read Read and tick (✓).

- Use the Traffic light cards technique to make sure pupils have understood the activity.

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

## Extra activity Fast finishers

- Pupils write as many words as possible using the phrase *A yellow school bus*.

## Lesson 8

### CULTURE

# The yellow school bus

Some pupils walk to school in India.  
Some pupils go by car, underground or train.  
But many pupils go to school by school bus.

school bus

pupil

Bus drivers take the pupils to school in the morning. Then they take the pupils home in the afternoon.

bus driver

Going to school by bus is fun. Do you go to school by bus?

Some school buses are long. Some school buses are short. But all Indian school buses are yellow.

Cars and trucks stop for school buses in India.

stop

1 Before you read Can you see school buses where you live?  
What colour are they?

2 Listen and read.

3 After you read Activity Book, page 41.

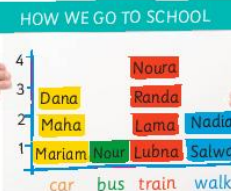
I'm Dana. I go to school by car. In our group, three pupils go to school by car.

## Project

Viewing and presenting

Make a graph about how you go to school. Work in groups.

- 1 Together, ask and answer about how you go to school.
- 2 Count the number of pupils for each transport.
- 3 Draw a graph.
- 4 Write. *I'm ... I go to school by ... In our group, ...*
- 5 Tell the class.



44 forty-four

## Project

Viewing and presenting Make a graph about how you go to school. Work in groups.

- Explain to pupils that they are going to make a graph of how they and their classmates go to school.
- Ask pupils to say words they think they will use for the project on the board. On the board, copy the graph presented in the activity. Explain to pupils that we write the numbers vertically, and they can go up by twos or fives, depending on how big the class is. On the horizontal lines we place the types of transport.
- Place pupils in small groups.
- Give each group a sheet of A4 paper and using the Lollipop stick technique, ask a pupil to read through the instructions.

- Remind pupils to write sentences.
- Pupils present their work to the class.
- Make a classroom display.

## Finishing the lesson

- Play a game of charades for pupils to guess the job.
- Use the Thought-provoking questions technique to ask pupils what they think about the Culture lesson and what kind of things they have learnt so far. Ask pupils what else they would like to learn in future Culture lessons.

### Objectives

- **Lesson aims:** how to buy tickets
- **Target language:** *Hello. Four bus tickets, please.*
- **Skills:** Listening, Speaking

### Global Scale of English (GSE)

- **Listening:** Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly (GSE 29).
- **Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31).

### Materials

- straw puppets
- a die for each pair
- index cards
- Resource 32

### Assessment for Learning

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

### Starting the lesson

- Place pupils in pairs and give each pair a dice. Explain that each pupil throws the dice and has to write as many sentences as the number on the dice shows, using the vocabulary or the grammar they have learnt in this unit.
- They throw the dice three times and read the sentences.

### Presentation

- Explain that in this lesson pupils will learn how to buy tickets.
- Ask pupils where they buy travel tickets from and for what forms of transport.
- On the board, write *Four bus tickets, please.*

### Extra activity Communication

- Place pupils in groups. Ask pupils to say if public transport should be expensive. Have pupils think of different types of transport and say how much money a ticket should cost and who should travel free.

### Practice

#### Pupil's Book

#### 1 4.15 Listen and read.

- Ask pupils to look at the picture and tell you what they see. Ask if they can buy tickets on a bus in their city.
- Play the audio once for pupils to read and listen to.
- Play the audio again for pupils to repeat chorally.
- **Extension** Ask pupils what their favourite form of transport is and how often they use it.



#### 2 Act out the dialogue. Use different transports and times.

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.

### Diversity

#### Support

- Write the dialogue on the board but not in the correct order. Read each sentence for pupils to repeat after you. Then, in their notebooks, pupils number each sentence to place the dialogue in the correct order.

### Challenge

- Pupils add one more question and answer to the dialogue. They read their full dialogue to the class.

### Activity Book

#### 1 4.16 Listen and circle.

- Pupils listen to the conversations and circle the correct pictures. Play the conversations more than once if needed.

**Answer key** 1 a, 2 b, 3 a

- Good morning.  
Hello. Two train tickets, please.  
Here you are.  
What time is the next train?  
At 12:00 o'clock.  
Thank you.
- Good morning.  
Hello. Two boat tickets, please.  
Here you are.  
What time is the next boat?  
At 2:00 o'clock.  
Thank you.
- Good morning.  
Hello. Two bus tickets, please.  
Here you are.  
What time is the next bus?  
At 5:00 o'clock.  
Thank you.



### Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

1 Listen and read.

Good morning.

Here you are.

At eight o'clock.

Hello. Four bus tickets, please.

What time is the next bus?

Thank you.



2 Act out the dialogue. Use different transports and times.

boat

train

underground

twelve

one

ten

Phonics

Lesson 10

1 Listen and say.



What time is the next train?

When does Malek go to work?



2 Listen, say and write wh. Then ask and answer using What.



1 wheel



2 whistle



3 whale

What is object two?

It's a ...



3 Listen and say the tongue twister.

The whale has a wheel and a whistle.



## Objectives

- **Lesson aims:** to say the stress and intonation in questions that start with *what* and *when*
- **Target language:** *what, when, wheel, whistle, whale*
- **Skills:** Listening, Speaking, Reading

## Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).

## Materials

- phonics notebooks for each pupil

## Starting the lesson

- Use the sounds which pupils learned in Unit 3. Give each pupil a word from Unit 3. Say the word. The pupil writes the word correctly on the board.
- Suggested words include *swim, skip* and *stand*.

## Presentation

- On the board, write *wh*. Say the phonics sound and have pupils repeat after you.
- Elicit words that pupils know with this sound and write them on the board.

## Practice

## Pupil's Book

## 1 4.17 Listen and say.

- Play the audio for pupils to listen and say. Then have pupils say the words and sentences to their partners, making sure they point to the correct picture as they do so.
- Focus on the intonation of the questions. Look at the arrows with the class. This indicates that the intonation goes down at the end.

/wh/ /What/ What time is the next train?  
/wh/ /When/ When does Malek go to work?

2 4.18 Listen, say and write *wh*. Then ask and answer using *What*.

- Have pupils look at the pictures. What can they see?
- Play the audio for pupils to listen and repeat. Then pupils ask and answer the questions to use *what*. Make sure pupils use the right intonation.
- Have pupils take out their phonics notebooks. Pupils write the phonics they have learnt today and make sentences.

- 1 wheel  
2 whistle  
3 whale



## 3 4.19 Listen and say the tongue twister.

- Ask pupils to read the tongue twister and find and say words with the phonics from today's lesson.
- Pupils practise the tongue twister and say it together as a class. They could clap their hands each time they encounter a phonics word from the lesson.
- **Extension** Have pupils use the other phonics words from the lesson to write another tongue twister.



The whale has a wheel and a whistle.

## Activity Book

## 1 4.20 Listen and read. Do the questions go up or down? Draw an arrow. Then ask and answer with your partner.

- Pupils listen and read the questions using *what*.
- Then play the audio again for the first question. Write the first question on the board. Draw an arrow to reflect the intonation. Model and pupils repeat.
- Play the audio for the remaining questions. Pupils draw the arrows.
- Pupils then ask and answer the questions in pairs. Make sure they use the right intonation.

**Answer key** The intonation goes down.

What do you want to be?  
What's your favourite hobby?  
When do you do homework?  
When do you play?



## Finishing the lesson

- Say one of the words containing *wh* and then other distractors. With the words containing the Unit 4 sound, pupils clap. Continue in the time available to finish the lesson.

## 1 Listen and read.

Good morning.

Here you are.

At eight o'clock.

Hello. Four bus tickets, please.

What time is the next bus?

Thank you.

## 2 Act out the dialogue. Use different transports and times.

boat

train

underground

twelve

one

ten

## Phonics

## Lesson 10

## 1 Listen and say.



What time is the next train?

When does Malek go to work?

## 2 Listen, say and write wh. Then ask and answer using What.



1 wh eel



2 wh istle



3 wh ale

What is object two?

It's a ...

## 3 Listen and say the tongue twister.

The whale has a wheel and a whistle.

## Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar
- **Skills:** Listening, Reading, Writing

## Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

## Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- strips of paper, six per pupil
- straw puppets
- your own stickers, gold stars or stamps
- pictures from the internet of people travelling on different forms of transport

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Happy/sad face technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Summative questions technique

## Starting the lesson

- Give pupils six strips each to write a job on three and a type of transport on the other three.
- On the board write: *What do you want to be? I want to be a ...*  
*How do you go to work? I go to work by ...?*
- Use the Lollipop stick technique to bring a pupil to the front with their strips and straw puppet. Explain that they have to answer using their strips. First go through the jobs and then the transport. Ensure pupils swap roles in pairs.
- Walk around the class with a straw puppet asking pupils different questions.

## Presentation

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- Have a volunteer come to the board and write the two grammar points they learnt in this unit (*I want to be ... / He goes to work by ...*).

## Diversity

## Support

- Before pupils start the review, ask them to say the different jobs and forms of transport they have learnt in the unit and as they say a word, place the flashcards on the board. Then go through all the words. Ask and answer using grammar from the unit.

## Challenge

- Pupils make sentences and illustrate them with all the vocabulary items from the unit.

## Practice

## Pupil's Book

## 1 4.21 Listen and number.

- Use the Lollipop stick technique to ask pupils what the pictures are.
- Place pupils in pairs and have them ask and answer about each item asking *What do you want to be?*



- |                               |                           |
|-------------------------------|---------------------------|
| 1 I want to be a firefighter. | 2 I want to be a chef.    |
| 3 I want to be a doctor.      | 4 I want to be an artist. |

## 2 Look, circle and write.

- Use the Lollipop stick technique to have a pupil read the words in the box.
- **Extension** Show pictures of people travelling from the internet and have pupils make sentences about them.

3 Go to page 59. **Teacher's Book page 143**

- Refer pupils to page 59 and have them answer the questions.
- Check the answers (*underground, chef*). Pupils can now stick their star.

## Activity Book

## 1 Read and circle.

- Pupils read the whole text carefully first, then circle the correct words.

**Answer key** nurse, at the weekend, seven, in the morning, train, her

## 2 Write, circle and draw. Then share.

- Explain to pupils that they have to complete the paragraph about one of their parents, a family member or a friend and then draw a picture.
- Ask pupils to say what words they can use in the activity. Write them on the board.
- Pupils use the Happy/sad face technique to express how they feel about the activity.
- Tell pupils that they can refer to Activity 1 for help.
- Pupils show their work to their partners, and using the Two stars and a wish technique, assess each other's work.
- Now tell pupils to complete the Picture dictionary on page 55.

## Extra activity Critical thinking

- Use the Summative questions technique to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place in their Activity Books.

1  Listen and number.

2



3



4

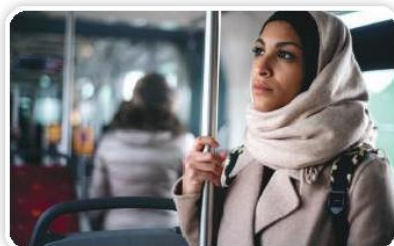


1



## 2 Look, circle and write.

car    motorbike    underground    boat

1 He She goes to work  
by underground.2 He She goes to work  
by boat.3 He She goes to work  
by motorbike.4 He She goes to work  
by car.3  Go to page 59.

46 forty-six

## Extra practice

## 1 Find, circle and write.

**Answer key** 2 pilot, 3 builder, 4 teacher, 5 chef, 6 astronaut, 7 artist, 8, nurse



2  Read, draw and share.

- Ask pupils to read the sentences quietly and draw the corresponding pictures.
- Pupils show their work to their partners.

## Extra activity Fast finishers

- Give pupils a sheet of A4 paper and ask them to make a word puzzle for the class. Photocopy the puzzle and give it to pupils as homework. Fast finishers check answers in the next lesson.

## Finishing the lesson

-  Place pupils in small groups and have them make a collage with the pictures of the words they have learnt so far. Pupils also label their pictures. Make a classroom display.
-  Using the Summative questions technique ask pupils if they are happy with their progress and ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 4 Test

### Objectives

- **Lesson aims:** to practise for the Pre A1 Starters Reading and Writing Parts 1 and 5, and Speaking Part 4 exams
- **Target language:** unit vocabulary
- **Skills:** Speaking, Reading, Writing

### Global Scale of English (GSE)

- **Speaking:** Can talk about common jobs using simple language (GSE 36).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- **Writing:** Can write some familiar words (GSE 20).

### Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- strips of paper, twelve for each pair

### 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: Thought-provoking questions technique; portfolios

### Starting the lesson

- Place pupils in pairs. Ask pupils to write eight words from Lesson 1 and all the new words from Lesson 5 one on each strip.
- Pupils mix up the strips and place them face down in two stacks of six in front of them.
- They each pick up a stack. They put a strip down and if they are from the same vocabulary group, they have to race to say *snap*, and snap it with their hands.

### Presentation

- Explain that in this lesson pupils will practise for the Pre A1 Starters Reading and Writing Exam in both the Pupil's Book and Activity Book, and the Speaking Exam in the Pupil's Book.
- On the board, place all the flashcards from this unit. Quickly revise them.
- Then have pupils close their eyes and remove two cards. Have two pupils tell you which words are missing.
- Replace the cards and continue for a few more rounds.

### Practice

#### Pupil's Book

#### 1 Look and read. Put a tick (✓) or a cross (X) in the box.

- Place pupils in pairs and have them describe each picture, mentioning forms of transport and jobs.
- Use the Lollipop stick technique to have pupils describe a picture of their choice aloud.
- Pupils complete the activity individually and use the Traffic light cards technique to express how they feel about the activity.
- Monitor pupils as they work and gently correct where necessary.
- **Extension** Have pupils correct the wrong sentences.

### Diversity

#### Support

- Point to each picture, elicit the job or the form of transport and read the sentence slowly for pupils to trace the words. Then ask *Tick or cross?* Continue with the activity.

#### Challenge

- Pupils write new similar sentences for each picture. In pairs, pupils swap them and tick or cross.

#### 2 Say about you.

- Use the Lollipop stick technique to ask two pupils read the sample dialogue.
- Bring pupils to the front of the class. They move around and do the activity with different partners.

#### Activity Book

#### 1 Look at the pictures and complete the sentences. Write the answers.

- Ask pupils to look closely at the picture and tell you what jobs and forms of transport they see.
- Explain the activity and ask pupils to use the Traffic light cards technique to express how they feel about the activity.
- Check answers as a class.
- Use the Lollipop stick technique to have pupils read the sentences.
- **Extension** Say incorrect sentences about each item for pupils to correct you.

**Answer key** 2 motorbike, 3 artist, 4 underground, 5 astronaut

#### Extra activity Collaborative work

- Place pupils in pairs and give them two sheets of A4 paper. Tell pupils they have to make a test for other groups with two different activities that focus on what they've learnt in this unit. Pupils make one activity per page.
- Remind pupils to make an answer key in their notebooks.
- Pupils swap tests with other pairs who have to complete the test and return it to the original pair to be marked.

#### Extra activity Fast finishers

- Have pupils make a list of their favourite sentences from the unit and illustrate them. Place their work in their portfolios.

#### Extra activity TPR

- Have pupils stand in the middle of the class. Tell pupils that they are photographers who constantly take photos. Explain that you will say different words from this unit as they photograph different things in the classroom. If however, they hear a word from another unit, they have to stop taking photographs. If they don't, they have to hop on the spot four times.
- Start by saying words slowly and then build up speed to make the game much more fun.

## Pre A1 Starters Reading and Writing Part 1

- 1 Look and read. Put a tick (✓) or a cross (x) in the box.

1



I want to be a chef. ☒

2



He goes to work by train. ☒

3



He goes to work by car. ☒

4



I want to be a pilot. ☒

5



I want to be a teacher. ☒

6



He goes to work by underground. ☒

## Pre A1 Starters Speaking Part 4

- 2 Say about you.



I want to be a doctor.



And I want to be a pilot.

## Finishing the lesson

- Have pupils look through each lesson and read a sentence from it to their partner.
- Ask pupils to work in pairs. Give each one a sheet of A4 paper and have pupils take out their markers. Explain that they have to make a word cloud with words and grammar they learnt in this unit. Tell pupils to make it as colourful as possible and to illustrate it if they like. Make a classroom display.
- Use the Thought-provoking questions technique to ask how successful their learning is and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit. Ask pupils which activity they liked best from the unit and do it in class.

### Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–4; to talk and write about activities
- **Target language:** *watch TV, do homework, go to bed, go to sleep, read a book, play video games, take photos, draw pictures; What do you do ...?; and/but; I like (taking photos).*
- **Revised language:** *watch TV, do homework, go to bed, read a book, do karate, play video games, skateboard, play tennis, roller skate; days of the week*
- **Skills:** Listening, Speaking, Reading, Writing

### Materials

- Units 1–4 flashcards
- 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
- 👥 Peer learning: pairwork; groupwork
- 📁 Independent learning: portfolios; Summative questions technique

### Global Scale of English (GSE)

- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23). Can understand the correct sequence of events in a simple story or dialogue (GSE 37). Can identify the connections between short phrases by recognising common linking words (GSE 43).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write short, basic descriptions of everyday activities, given prompts or a model (GSE 35).

### Mapping

Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
<p><b>Listening:</b> following simple short instructions of a teacher, peers or a recording in activities and games; demonstrating appropriate listening behaviours; recognising information while listening</p> <p><b>Speaking:</b> communicating ideas clearly; communicating with the correct use of pauses; participating in short guided dialogues to express advice, likes and dislikes tactfully</p> <p><b>Reading:</b> reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text</p> <p><b>Writing:</b> using accurate spelling, capitalisation, and punctuation</p> <p><b>Viewing and presenting:</b> delivering a short oral presentation about an object or event of interest; deducing the purpose of the visual text and relating it to his/her personal experience</p>	<p><b>Listening:</b> follow simple instructions in activities and games; draw, select or write simple words in response to questions in presented oral material; locate needed information while listening</p> <p><b>Speaking:</b> talk about time</p> <p><b>Reading:</b> use pictures and contextual clues to infer the meanings of new vocabulary items; locate key facts or information in a reading text (e.g. names, places, events, etc.); use stress and intonation patterns to clearly communicate ideas (stress content words; contract weak forms; express rising-falling intonation; stress the main verb in a sentence; stress the final word in a sentence); use syllabification and sentence segmentation to communicate with correct pauses; use the correct stress, intonation and pauses to effectively ask, answer, advise, direct, and express likes and dislikes</p> <p><b>Writing:</b> learn to accept peer review and objectively discuss criticism; revise a written text based on peer feedback</p> <p><b>Viewing and presenting:</b> realise that texts and illustrations work together to convey information; deliver a short oral presentation about an object or event of interest</p>

### Starting the lesson

- Write the following verbs on the board and/or use the flashcards: *go, do, have, play, do, watch, read*. Ask pupils to say the rest of the activities from Units 1 and 3. Point out there could be more than one ending, e.g. *Go ... Go to school, Go home* and so on.

### Presentation

- 🗨️ Explain that in this lesson pupils will learn more vocabulary related to activities and hobbies.

### Practice

#### Pupil's Book

#### 🕒 How many daily activities can you say?

- Set a timer to one minute and have pupils say as many daily activities as possible. Go around the class and count as pupils say them. Then say the total number the class as a whole has said.

#### 1 🎧 LC1.1 Listen and say. Then listen and number.

- Ask pupils to look at the pictures. Play the audio. Pupils repeat the items as they hear them.
- Play the audio again and this time, pupils listen and write the correct number in the box. Check answers as a class.
- 🎭 In pairs, pupils mime an activity from Activity 1 and their partner guesses what it is.



#### Listen and say.

watch TV, do homework, go to bed, go to sleep, read a book, play video games

#### Now listen and number.

- Boy 1:** Nader, what do you do at the weekend?  
**Boy 2:** Hmm. Well, on Friday I do homework in the morning and then I play video games in the afternoon.  
**Boy 1:** What do you do in the evening?  
**Boy 2:** I watch TV at 6 o'clock. I go to bed at 7 o'clock and then I read a book. I go to sleep at about 8 o'clock.  
**Boy 1:** Do you do homework on Saturday?  
**Boy 2:** No, I don't. I play with my friends, but I don't do homework!

# Language booster

🔊 How many daily activities can you say?

1 🔊 Listen and say. Then listen and number.



watch  
TV

do  
homework

go to  
bed

go to  
sleep

read  
a book

play video  
games

2 🔊 Listen again and match.

- |                                      |                  |
|--------------------------------------|------------------|
| 1 When does Nader do homework?       | a go to sleep    |
| 2 What does Nader do at 6 o'clock?   | b watch TV       |
| 3 What does Nader do at 7 o'clock?   | c go to bed      |
| 4 What does Nader do at 8 o'clock?   | d Saturday       |
| 5 When does Nader play with friends? | e Friday morning |

3 🔊 Say and play. Use and or but.



48 forty-eight

## Diversity

### Support

- Practise saying the activities around the class. Then point to an activity and ask, e.g. *Do you watch TV in the morning, in the afternoon or in the evening?*

### Challenge

- In pairs, have pupils ask and answer *When?* questions about the activities. One pupil points and asks, e.g. *When do you watch TV?* The other replies *I watch TV in the evening.*

2 🔊 LC1.2 Listen again and match.

- Ask pupils to look at Activity 2. Remind pupils that *When?* asks about a time and *What?* asks about an activity.
- Play the audio and pupils match the two columns. Check answers as a class.
- Extension** 📅 Pupils draw one thing they do in the morning, the afternoon and the evening. They write sentences. Place pupils' work in their portfolios.

3 🔊 Say and play. Use *and* or *but*.

- Put the flashcards from Unit 3 on the board to review.
- LC1.3 Have pupils look at the grammar box. Play the audio. Have pupils repeat the sentences. Write on the board *I play football ... I play tennis. I do my homework ... I don't play video games.* Ask pupils to say *and* or *but* to complete the sentences.
- Ask pupils to look at the speech bubbles. Have two volunteers read them aloud.
- In pairs, pupils practise the dialogue, changing the activities for the ones on the flashcards on the board.

- Extension** 🧑‍🤝‍🧑 In groups, pupils design, draw and write activities for an after-school club.

## Extra activity TPR

- Divide the class into two teams/lines. Give the first pupil from Team A an instruction, e.g. *read a book* or *go to sleep*. They have to mime it correctly. If they do, they go to the back of the line. If they don't, they are out. Then give the first pupil from Team B an instruction and so on. After ten activities (five each), the winning team is the one with the most pupils left.


4 🔊 LC1.4 Listen and read.

- Ask pupils what they can see in the picture. Ask where they think the children are and what they are doing.
- Play the audio and pupils follow in their Pupil's Books. Play the audio again and pupils read along.
- Place pupils in pairs and they practise the dialogue as best they can. Help where necessary.

5 🔊 Act out the dialogue. Use different activities.

- Ask pupils to look at the four activities. Read them aloud and ask if they do any of these things and if they like them.
- In pairs, pupils practise the dialogue in Activity 4 but replace the activities (in blue) with the new ones in Activity 5.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out their dialogues. Repeat with as many pupils as possible.

## 6 Draw and write about your favourite hobbies. Then share.

- Tell pupils what your hobby is and write example sentences on the board.
-  Pupils draw a picture and write sentences about their favourite hobbies on a sheet of A4 paper. Pupils talk about their hobbies and show their drawings to the class. Place their work in their portfolios.



## Show what you know Write, tick (✓) and stick.

- Pupils read and complete the Show what you know box. Check what pupils have learnt. Praise pupils and tell them to stick their star.
- **Extension** Use games in the Games Bank to review any new words.

## Extra activity Critical thinking

- Have pupils think about the importance of getting enough sleep. Ask *What time do you go to bed?* Tell pupils they should try to sleep for at least nine hours every night.

## Finishing the lesson

-  Ask pupils to draw five symbols for activities from the lessons. In pairs, they swap their symbols/drawings with a partner. They write the phrases that go with each of the symbols/drawings.
-  Use the Summative questions technique to ask pupils what they think about what they learnt today.

## Activity Book

### 1 Look, read and circle.

- Ask pupils to look at the pictures and say what they are.
- Pupils complete the activity individually. Check as a class.


**Answer key** 2 watch TV, 3 play video games, 4 go to sleep, 5 do homework, 6 go to bed

### 2 Read about Fadi. Write *and* or *but*.

- Ask pupils to look at the first sentence. Read aloud and point out that *and* is used because it means as well as.
- Ask pupils to complete the activity individually. Then ask pupils to read out the correct sentences.


**Answer key** 2 but, 3 and, 4 but

### 3 Read and order the dialogue.

- Pupils look at the dialogue. Have pupils read the speech bubbles aloud. Point out that the speech bubbles aren't in order.
-  In pairs, pupils decide the order of the dialogue and write numbers. When they have completed the activity, they practise saying the dialogue.

**Answer key** 4, 2, 3, (1)

### 4 Complete the dialogue. Use different hobbies.

- Write the end of some activities on the board, e.g. *book, pictures, sleep, video games*. Ask pupils to say the complete phrase, e.g. *I like playing video games.*
-  In pairs, pupils complete the dialogue with different hobbies.
- Ask pupils to perform their dialogues for the rest of the class.

### 5 What are Amina's hobbies? Read and circle.

- Pupils look at the pictures in Activity 5. Ask them what activities they represent.
- Read the description in the speech bubble aloud. Check understanding.
- Pupils decide which group of pictures is correct and circle the letter.
- **Extension** Have pupils look at pictures a and b. Ask them to give a description with these items based on Amina's description of c. They can start with *Hello I'm (Ali). I've got a lot of hobbies. I like ...*

**Answer key** c

4  Listen and read.



What's your favourite hobby?

I like **taking photos**. How about you? Do you have any hobbies?

Yes. I like **drawing pictures**.

Me, too! Let's draw together now!



5  Act out the dialogue. Use different **activities**.

skateboarding

roller skating

playing tennis

playing basketball

6  Draw and write about your favourite hobbies. Then share.

1 I like \_\_\_\_\_.

2 I also like \_\_\_\_\_ and \_\_\_\_\_.



show what you know

Write, tick (✓) and stick.

How many daily activities can you say now? ☐

Can you talk about what you do after school? ☐

Can you talk about your favourite hobby? ☐

Well done!



### Objectives

- **Lesson aims:** to tell the time
- **Target language:** *o'clock, half past, quarter to/past, minute hand, hour hand*
- **Skills:** Listening, Reading, Speaking

### Global Scale of English (GSE)

- **Listening:** Can understand the time of day when expressed to the quarter hour (GSE 22). Can understand the time of day when expressed to the half hour (GSE 25).
- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can read the time when written as word (GSE 29).
- **Speaking:** Can talk about common everyday objects using single words, if supported by pictures (GSE 26). Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31).

### Materials

- numbers 1–20 flashcards
- sheets of A4 paper, enough for each pupil
- sticky notes with the time written on them, enough for each pupil
- pictures of sundials and water clocks
- card or paper plates, markers
- scissors and coloured paper
- butterfly pins
- Resource 37

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique; Thumbs up/down technique; Stop/Go technique
- Peer learning: pairwork; groupwork
- Independent learning: Learning diary; portfolios

### Starting the lesson

- Place the number flashcards on the board. Point to the numbers in random order and pupils say the word.
- On the board, write numbers 20–30. Point to number 20 and elicit *twenty*. Then point to number one and elicit *one*. Write number 21 and say *twenty-one* for pupils to repeat. Continue until 30.

### Presentation

- Explain that in this lesson pupils will learn how to tell the time.
- On the board, write numbers from 1–25 and say *Let's count in fives*. Circle numbers 1, 5, 10, 15, 20, 25 and elicit the numbers.
- On the board, draw a big clock. Explain to pupils that when we say the time, we count in fives.
- Count in fives again, pointing at numbers 1 and 2. Make a pause and say that number 3 is called *quarter* and write the word. Continue counting in fives and pointing to 4 and 5. Make a pause and say that number 6 is called *half past* and write the word. Do the same with the other half, starting at number 11 and making a pause in number 9 to write *quarter* on the board. Then point to number 12 and elicit the time *o'clock*.
- Say again all numbers in the clock and ask pupils to repeat after you.
- Then draw a line down the middle of the clock. On the left write *to*, and on the right write *past*. Tell pupils we use *past* and *to* with the times. *Past* shows that it is past the hour, whereas *to* shows it's coming to the next hour.
- On the clock, write the numbers 1–12. Then go through each one, saying *five past, ten past, quarter past*, etc. Pupils repeat after you.

### Extra activity Critical thinking

- Ask pupils to think about why time is important and how it helps us work better. Ask pupils what their favourite time of the day is.

### Practice

#### Pupil's Book

#### 1 Think What do you know about the clock?

- Ask pupils if they know anything about the history of the clock.
- Show pupils pictures of a sundial and water clocks.

### Culture notes

- The first mechanical clock was made in 1510. Before that people used sundials and water clocks to tell the time.

### Key words search

how to tell the time, history of the clock, sundials, water clocks

#### 2 Learn LC2.1 Listen, read and check.

- Have pupils look at the clock in the Pupil's Book. Explain to pupils that the big hand shows the minutes and the small hand shows the hour.
- Play the audio for pupils to read along with.
- **Extension** In pairs, give pupils a sheet of A4 paper each. Have them draw a big clock on it, with its numbers in place. Then give pupils the sticky notes but make sure they are in random order. They have one minute to label the clock, without looking in their Pupil's Books.
- Pupils then check against their Pupil's Books.



### Extra activity TPR

- Bring pupils to the front of the class and have them form a circle. Have them ask you in unison *What's the time Mr Wolf?* and you say a time. They have to show the time using their hands. Their left hand is the hour hand while their right hand is the minutes hand.
- If a pupil makes a mistake, they lose a turn.

### Diversity

#### Support

- Do a choral read of the text, pausing after each sentence so pupils can follow you and point to the picture in their books.

#### Challenge


- In small groups, pupils read the text again but change the time in the clock. Tell them to reread the text with the following times: *quarter past four, half past eight, a quarter to nine, ten past five and twenty-five to seven*.
- Monitor and correct any mistakes.

# How do we tell the time?

Think

1 What do you know about the clock?

Learn

2  Listen, read and check.

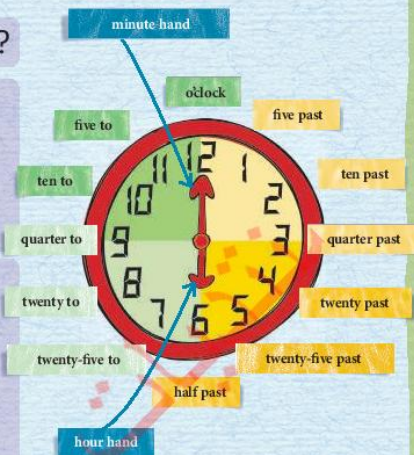


## What's the time?

Look at the clock. What's the time?

The **minute hand** points to twelve. The **hour hand** points to six. It's six **o'clock**! It can be six o'clock in the morning or six o'clock in the evening.

When the minute hand is at three and the hour hand is at six, it's **quarter past** six. When the minute hand and the hour hand are at six, it's **half past** six. When the minute hand is at nine and the hour hand is at six, it's **quarter to** seven.





check

3 Read and match.

- 1 It's half past nine.
- 2 It's quarter past eleven.
- 3 It's quarter to eight.
- 4 It's half past two.
- 5 It's twenty past five.
- 6 It's ten to four.



### 3 Check Read and match.

-  Play with pupils showing different times on the clock. Use the Lollipop stick technique to elicit answers.
- On the board, write the times for a whole hour in digital form.
- Explain to pupils that even when the clock shows 1:50, we refer to the new hour the clock is going towards.
- Go through each one showing pupils how we express the times when we see a digital clock.
-  Use the Traffic light cards technique to monitor pupils.

### 1 Let's practise! Look and number.

- Use the Lollipop stick technique to ask pupils to read the sentences.
- Explain that pupils have to put the times in order. Use the Thumbs up/down technique to check understanding.
- **Extension** Place pupils in pairs. Give pairs a sheet of A4 paper and have them make their own activity, similar to this one, for other pairs to complete.

#### Diversity

##### Support

- Pupils tell you the parts of the day for you to write them in the correct order on the board: *in the morning, in the afternoon and in the evening.*
- Ask one pupil to read the first time and tell you where to place it on the board. Then write the time. Continue with the following times.
- When they finish, ask pupils what time comes first, second, third and fourth. Then they write the numbers in their books.

##### Challenge

- Pupils write four different times in their notebooks.
- In pairs, they swap notebooks, order the times and draw the clocks.

### 2 Ask and answer.

- Ask pupils what time they play, watch TV, and so forth.
- Pupils look at the activity. Use the Stop/Go technique to check understanding.
- **Extension** Pupils continue the activity by adding five sports or after-school activities. On the board, write *What time do you get up on Saturday?* Ask a pupil for the answer.

#### Extra activity Fast finishers

- Have pupils write sentences about a member of their family and what time they do three different things during the day.

### Show what you know Make a clock. Then show and tell.

- Explain that pupils are going to make a clock. Give pupils some card or a paper plate, coloured paper and a butterfly pin.
- Tell pupils you are going to say **each step** and they have to follow you. Tell pupils not to continue to the next step unless you tell them to.
- First, have pupils cut a round clock if they are using card. To make sure the clock isn't disproportionate, use a big plate for pupils to trace around on the paper.
- Then tell pupils to use the coloured paper to make the hands. Remind pupils that one has to be longer than the other. Tell pupils to make sure the hands are also wide.
- Next, pupils pick up their clocks and mark its centre. Show pupils how to pin the hands on the clock.
- Pupils can use markers to colour their clocks.
- On a separate sheet of A4 paper, pupils write different sentences about their day and what times they do different activities.
- In pairs, pupils read their sentences and set the clock to the time the sentences show.

#### Extra activity TPR

- Give pupils a sheet of paper and ask them to write a number from 1 to 12 on it.
- Tell pupils that the A4 paper is the minute hand of a clock.
- Explain that you are going to say a time and they raise their paper if their minute hand shows that time.
- Bring different pupils to the front to call out the times.

#### Extra activity Creativity

- Place pupils in small groups. Pupils make a poster about their school day. They draw pictures and clocks showing times, and make sentences.
- They write about what time school starts, when they have lunch, have lessons, play and go home.

### Finishing the lesson

- The CLIL lessons are a great time to introduce the Learning diary.
- Have pupils take out their notebooks or a small notepad.
- Explain that they have to write what they have learnt so far in each unit and in the CLIL lessons.
- On the board, write *What I learnt: Unit 1.* Have pupils say words or sentences and write them on the board.
- Do the same for Units 2–4 and the CLIL lessons.
- Collect the diaries and place them in the pupils' portfolios.

Let's practise!

1 Look and number.



2

quarter past two  
in the afternoon



1

eleven o'clock  
in the morning



4

half past nine  
in the evening



3

twenty to four  
in the afternoon

2 Ask and answer.

What time do you...

- play?
- watch TV?
- go to school?
- do homework?
- have dinner?



Show what you know

Make a clock. Then show and tell.



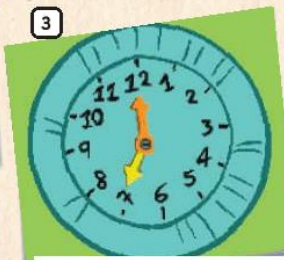
1



2



3



We get up at  
seven o'clock.

# Months and seasons

1  Listen and stick. Then listen and say.



winter

1 

2 

3 

spring

4 

5 

6 


summer


7 


8 

9 

autumn

10 

11 

12 

2   Listen and sing.



Seasons, seasons.  
There are four.  
Clap three times.  
Then clap once more.

March, April, May.  
Spring is lots of fun.  
March, April, May.  
Spring is my favourite one.



3    Sing the song again. Use different months and seasons.



52 fifty-two



**4** Listen and read.



They're green and red.  
He's wearing a T-shirt and shorts.  
It's playing with the leaves.



**5** Listen and number.

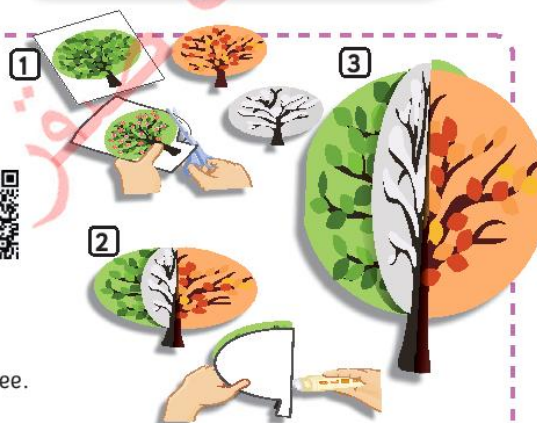


What colour are the scarves?  
What is the man wearing?  
What is the cat doing?

**Project**

**Make and share a four seasons tree. Work in groups.**

- 1** Choose your seasons.
- 2** Cut and glue them.
- 3** Cut out, fold and glue your trees together.
- 4** Talk about your four seasons tree.



# Months and seasons

## Objectives

- **Lesson aims:** to say the months and seasons
- **Target language:** *January, February, March, April, May, June, July, August, September, October, November, December, winter, spring, summer, autumn; It's hot in ..., It's cold in ...*
- **Skills:** Listening, Reading, Speaking, Writing

## Global Scale of English (GSE)

- **Listening:** Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 25). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic phrases about the weather (GSE 24).
- **Reading:** Can understand simple sentences about the weather if supported by pictures (GSE 26).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe objects in a basic way (GSE 26).
- **Writing:** Can write simple sentences about likes and dislikes (GSE 30).

## Materials

- flashcards from the lesson
- sheets of A4 paper, enough for each pupil
- the alphabet on scrunched up papers
- a bag or a box
- scissors, glue and coloured pencils
- trees cut outs from Team Together Cut-outs
- stopwatch or timer

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Stop/Go technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolios; Thought-provoking questions technique

## Starting the lesson

- On small pieces of paper, write a letter of the alphabet and scrunch it up. Do not use X. Place all the scrunched up pieces of paper in a bag or a box.
- Write the names of all the pupils on the board and have the class form a circle.
- Pass the box around for each pupil to choose a scrunched up ball. They have to open it and say as many words that begin with that letter as they can. Pupils get a point for each word.
- Count up points after two sessions to decide on a winner.

## Presentation

- Explain that in this lesson pupils will learn about the months and seasons. Ask pupils what they know about the months or seasons and write them on the board.

### Key search words

the four seasons, months of the year

## Practice

### Pupil's Book

- 1 **F1.1 Listen and stick. Then listen and say.**
  - Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
  - Point to an item and use the Lollipop stick technique to have pupils tell you what it is.
  - **Extension** Place pupils in pairs and have one point to an item for their partner to spell and say what it is.

### Diversity

#### Support

- Give pupils a sheet of A4 paper. In pairs, each one chooses six different months from their partners to write on the sheet.
- In pairs, pupils point to a word on their paper for their partner to read. Pupils swap roles. Repeat for the seasons.

#### Challenge

- Have pupils write sentences with today's new vocabulary.

## Extra activity Communication

- Ask pupils to think of their favourite season, write its name, what months it is in and three reasons why they like it. They illustrate it, too.
- In groups, pupils share their ideas. Place their work in their portfolios.

### 2 F1.2 & F1.3 Listen and sing.

- On the board, write the four seasons in a row. Ask pupils to say what months each season is in.
- Use the Lollipop stick technique to bring pupils to the board and write a month under each season.
- Ask pupils to look at the pictures and tell you what they see.
- Have pupils read the song and tell you the new words.
- Play the song for pupils to listen. When they hear a new vocabulary word, they clap.
- A karaoke version of the song is available (track F1.3).

### 3 F1.4, F1.5 & F1.6 Sing the song again. Use different months and seasons.

- Place pupils in small groups and have them rewrite the song using different months and seasons.
- Help pupils as they work, moving around to make sure all pupils are helped equally.
- Use Stop/Go technique to check understanding of the activity.
- Use the Lollipop stick technique to have groups sing their song.


## Extra activity TPR

- Give pupils a sheet of A4 paper and have them cut the paper in half. On one sheet ask them to write their favourite month. On the other, their favourite season.
- Say a word and pupils with that word stand up and clap their hands.

### 4 F1.7 Listen and read.

- Have pupils look at the pictures and say as many new vocabulary words as they can. As pupils say the words, place their matching flashcards on the board.
- Play the audio for pupils to follow. Then have pupils read the text to their partners.
- **Extension** Ask pupils to describe the pictures. Use the True/False cards technique to ask questions about the pictures.

### 5 F1.8 Listen and number.


- Tell pupils that they will now number the items they hear.
- Check answers as a class.
-  Pupils answer the questions in the box in 60 seconds.
- **Extension** On a sheet of A4 paper, have pupils write three things for their partners to find in 60 seconds.



- 1 I'm swimming.
- 2 I'm playing in the snow. It's fun.
- 3 I'm sitting in the garden.
- 4 I'm flying a kite.

## Project

### Make and share a four seasons tree. Work in groups.

- Explain to pupils that they are going to make a four seasons tree. You can show some pictures with examples.
- Ask pupils to say words associated with each season. Write them on the board.
-  Place pupils in small groups. Give each group a sheet of A4 paper and using the Lollipop stick technique, ask a pupil to read through the instructions.
- Pupils use their cut-outs to complete the project.
- Pupils present their work to the class.



### Activity Book


#### 1 Look, read and write.

**Answer key** 2 April, 3 August, 4 September

#### 2 Find and circle.

**Answer key** winter, spring, autumn, summer

#### 3 F1.9 Listen and read.


- Play the audio for pupils to listen and read along to.
-  Place pupils in pairs and have them ask each other two questions about the text.



#### 4 Write, draw and share

- Pupils write about their favourite season like the text in Activity 3. Then they talk about their favourite season and share their drawing with the class.

## Finishing the lesson

-  Use the Thought-provoking questions technique to discuss with pupils what they liked about the Months and seasons lesson and what they didn't like.

# Calgary Stampede

1  Listen and stick. Then listen and say.



craftwork



cowboy



rodeo



race



tipis



cowboy boots



cowboy hat



barbecue



2  Listen and chant.



At the Calgary Stampede there are  
horses and cows.  
I can see lots of cowboys just now.  
I like the rodeo. It's fun, fun, fun!  
And look at the cowboy hats  
on everyone!



3  Say the chant again. Use different Calgary Stampede words for things to see and activities.

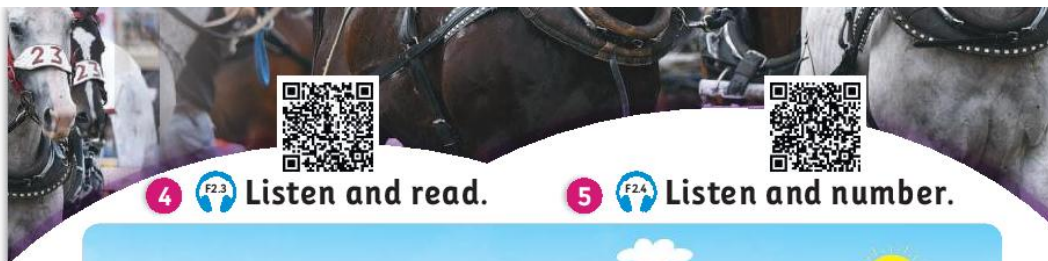
craftwork

tipis

race

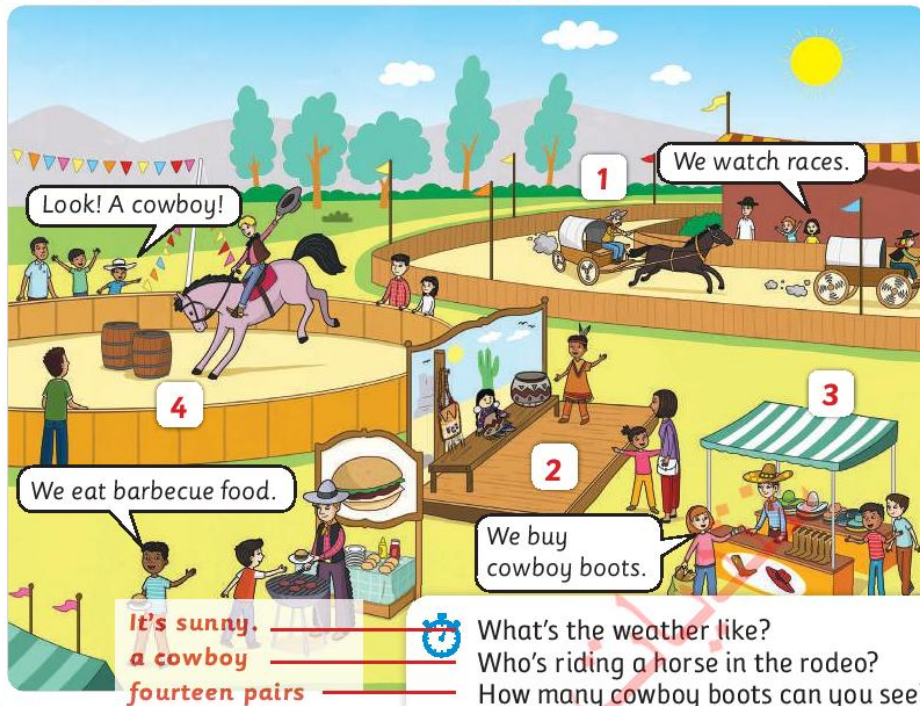
barbecue

54 fifty-four



4 Listen and read.

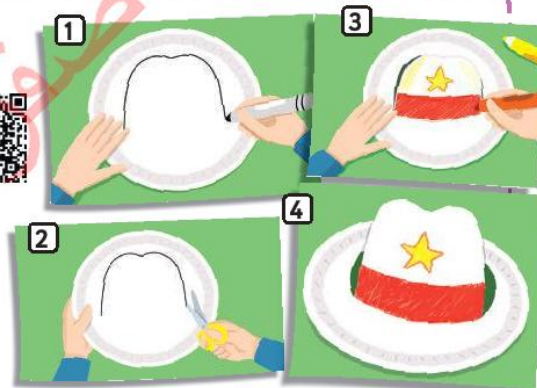
5 Listen and number.



## Project

**Make a cowboy hat.**  
**Work in groups.**

- 1 Draw the shape of your cowboy hat.
- 2 Cut out your cowboy hat.
- 3 Colour and decorate your cowboy hat.
- 4 Talk about your hat. Say the chant and hold up your cowboy hat.



fifty-five

55

# Calgary Stampede

## Objectives

- **Lesson aims:** to read about the Calgary Stampede festival in Canada
- **Target language:** *craftwork, cowboy, rodeo, race, tipis, cowboy boots, cowboy hat, barbecue; We watch races, We eat barbecue food, We buy cowboy boots*
- **Skills:** Listening, Reading, Speaking, Writing

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can understand simple sentences, given prompts (GSE 24)
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

## Materials

- flashcards from the lesson
- sheets of A4 paper, enough for each pupil
- card, crayons, scissors, glue
- cowboy hat cut-outs from Team Together Cut-outs
- stopwatch or timer

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolios; Thought-provoking questions technique

## Starting the lesson

- Place the Calgary Stampede flashcards on the board. Point to each one in turn. Say the words and pupils repeat.
- Say that the word *cow* appears a lot. Ask pupils why they think this is and where they can find cows (*on farms*).

## Presentation

- Explain that in this lesson pupils will learn about the Calgary Stampede and cowboys and horses. Ask pupils if they know anything about it, or about what cowboys do.

### Culture notes

- The Calgary Stampede is held in Calgary, Canada every year in July. A stampede /stæmpɪd/ is when a group of large animals suddenly start running in the same direction because they are excited or scared.
- The festival lasts for one week and celebrates Canadian Western traditions. The festival starts with a parade. There are rides, concerts, barbecues and a rodeo. There's also a traditional pancake breakfast. Many people from around the world visit Calgary to attend the festival.
- A rodeo is a show where cowboys show their skills at throwing ropes and riding horses and cows. These are dangerous and a person dressed as a clown is there to help steer the cows and horses away if someone has an accident.

## Practice

### Pupil's Book

#### 1 F2.1 Listen and stick. Then listen and say.

- Pupils look at page 54. Read the title *Calgary Stampede* and have pupils repeat. Tell them that Calgary is a place in Canada.
- Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension** Place pupils in pairs. They say and point with their partner. One pupil says number 4. The other one points and says *race* and so on.



## Extra activity Critical thinking

- Explain that there are parades, rodeos with horses, cows and bulls (male cows) and a lot of food at the festival. Ask pupils if they know about other festivals that have got animals. Ask why they think there aren't any fireworks. (*They would scare the animals.*)

#### 2 F2.2 Listen and chant.

- Ask pupils to look at the chant. Ask *What can you see in the pictures?* (*a cowboy, cows, a man on a horse in a rodeo*)
- Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the chant.
- **Extension** Have pupils write the chant but use simple drawings for the new vocabulary words. Place their work in their portfolios.



## Diversity

### Support

- Play the chant with pauses for pupils to repeat slowly.
- In pairs, have pupils read alternate lines with their partner.

### Challenge

- In groups, pupils take turns to read the chant. They replace the words *horses, cows, cowboys* and *rodeo* with claps to represent the syllables (e.g. two claps for *horses*, one clap for *cows* and so on).

#### 3 Say the chant again. Use different Calgary Stampede words for people and activities.

- Have pupils look at the words in Activity 3. Ask a student to come to the board and draw them.
- Explain the activity. Use the Traffic light cards technique to check understanding.
- The class says the chant twice. The first time, they replace *cowboys* with *tipis* and *rodeo* with *race*.
- **Extension** Pupils practise spelling the new Calgary Stampede words in pairs.

#### 4 F2.3 Listen and read.

- Ask pupils to look at the picture on page 55. They say as many words as they can about the picture.
- Play the audio for pupils to follow. Then have pupils read the text in pairs.



- Ask questions about the picture: *How many people are wearing cowboy hats? (six) Can I buy a burger? (Yes)*
- Ask pupils what they like most about the festival – the rodeo, the races, the food or the clothes.
- **Extension** 🗨️ Use the True/False cards technique to say sentences about the picture. Say *People are riding elephants. (False) You can buy a cowboy hat. (True)*

### 5 🗣️ F2.4 Listen and number.

- Play the audio. Pupils listen and write the number in the correct boxes.
- Check answers as a class.
- **Extension** On a sheet of A4 paper, have pupils write three things for their partners to find in 60 seconds.
- 🕒 Pupils answer the questions in the box in 60 seconds.

- 1 This race is amazing!
- 2 Let's buy some craftwork.
- 3 Wow! He's wearing a fantastic hat!
- 4 I want to be a cowboy in a rodeo!



## Project

### 👥 Make a cowboy hat. Work in groups.

- Explain that pupils are going to make a cowboy hat.
- 🗨️ Using the Lollipop stick technique, ask a student to read through the instructions. Make sure they understand what they have to do.
- Give each student a cut-out of the cowboy hat and access to scissors and glue.
- Have pupils cut out the photocopy of the hat and decorate it.
- Remind pupils they have to talk about their cowboy hat to the class. They can use sentences like *This is my cowboy hat. It's (brown/red). I like it because ... I wear it because it's sunny.*
- Pupils present and describe their hats to the class.



### Activity Book

#### 1 Look, read and tick (✓).

- Point to the items in the pictures and elicit what they are. Ask pupils as a class to read each word.

**Answer key** 2 a, 3 b, 4 a

#### 2 Order and write. Then match.

- Point to the pictures on the right and elicit what they are.
- Focus pupils on the mixed-up letters and the example. Explain what they have to do.
- Pupils complete the activity individually.

**Answer key** 2 cowboy boots – b, 3 tipis – c, 4 cowboy – a

#### 3 Read and write.

- Ask pupils to look at the picture and say what they can see.
- Pupils complete the activity individually. Check as a class.

**Answer key** rodeos, cowboys, boots/hats, hats/boots, tipis

## Finishing the lesson

- Have pupils make word cards with the vocabulary from the Calgary Stampede. They can illustrate the words as well. Make sure they put their names on the cards.
- 🗨️ In pairs, pupils play pelmanism with the cards. They place them face down and turn them over to find pairs.
- 🗨️ Use the Thought-provoking questions technique to discuss with pupils what they liked about today's lesson and what they didn't like.

# Independence Day

1  Listen and stick. Then listen and say.



flag



fireworks



crafts



parade



mansaf



air show



band



dessert

2  Listen and say the poem.



We're going to the **parade**.  
 We get together and **say**  
 We're going to have a good time today.  
**Mansaf** for lunch  
 And then a lovely **dessert**.  
 Fireworks are fun.  
 It's a great day for the family.




3  Say the poem again. Use different Independence Day words.

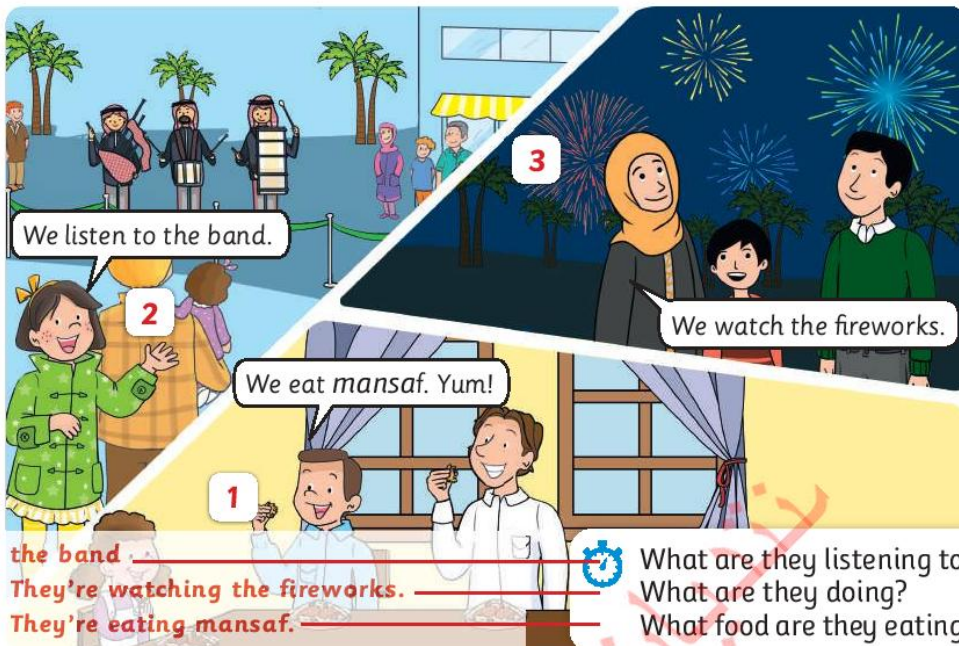
air show

flag


crafts

4  Listen and read.

5  Listen and number.



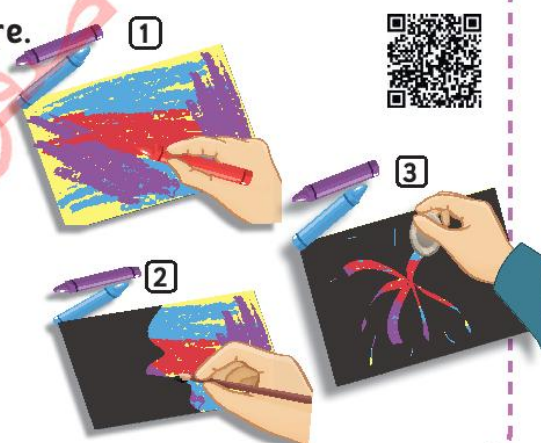
the band .  
They're watching the fireworks.  
They're eating mansaf.

 What are they listening to?  
What are they doing?  
What food are they eating?

## Project

 **Make a firework picture.**  
**Work in groups.**

- 1 Use coloured crayons and colour a piece of paper.
- 2 Glue the straws between the plates.
- 3 Use a coin to draw fireworks.
- 4 Talk about your picture.  
What colours are there?



fifty-seven

57

# Independence Day

## Objectives

- **Lesson aims:** to read about Independence Day in Jordan
- **Target language:** *flag, fireworks, crafts, parade, mansaf, airshow, band, dessert*
- **Skills:** Listening, Reading, Speaking, Writing





## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can understand simple sentences, given prompts (GSE 24)
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

## Materials

- flashcards from the lesson
- sheets of A4 paper, enough for each pupil
- crayons, black paint, a coin for each pupil
- stopwatch or timer


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique; True/False cards technique
-  Peer learning: pairwork; groupwork
-  Independent learning: portfolios; Thought-provoking questions technique

## Starting the lesson

- Place the Independence Day flashcards on the board. Point to each one in turn. Say the words and pupils repeat.
- Ask pupils which type of firework do they like, and why.

## Presentation

-  Explain that in this lesson pupils will learn about Independence Day celebrations. Ask pupils what they know about it. Note their interesting ideas on the board.


## Culture notes

- Independence Day is held every year in Jordan on May the 25<sup>th</sup>.
- Known as 'Eid al-Istiklaal', the holiday marks the independence of Jordan on May 25<sup>th</sup>, 1946, when British control ended and Jordan was declared a kingdom.
- The day is celebrated with huge fireworks displays, and many other exciting activities. The day usually starts with the official national celebration, attended by the Royal Family. After the national anthem 21 big guns are fired. Most people put a flag outside their homes and eat a delicious lamb stew called *Mansaf*.

## Practice


### Pupil's Book

#### 1 F3.1 Listen and stick. Then listen and say.

- Pupils look at page 56. Read the title *Independence Day* and have pupils repeat.
- Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension**  Place pupils in pairs. They say and point with their partner. One pupil says *number 7*. The other one points and says *band* and so on.





#### 2 F3.2 Listen and say the poem.


- Ask pupils to look at the poem. Ask *What can you see in the pictures? (mansaf, dessert/kanafeh)*
- Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the poem.
- **Extension**  Have pupils write the poem but use simple drawings for the new vocabulary words. Place their work in their portfolios.



#### 3 Say the poem again. Use different Independence Day words.



- Have pupils look at the words in Activity 3. Ask a pupil to come to the board and draw them.
-  Explain the activity. Use the Traffic light cards technique to check understanding.
- Ask the class how they will need to change the poem to add the new words. Point to the lines *Mansaf for lunch, And then a lovely dessert*. Ask for suggestions for new lines or give the example *See flags in the morning, And then buy crafts*.
- **Extension**  Pupils practise spelling the new Independence Day words in pairs.

#### 4 F3.3 Listen and read.

- Ask pupils to look at the pictures on page 57. They say as many words as they can about the pictures.
- Play the audio for pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the pictures: *How many people are in the band? (three) Where are the family eating? (at home)*
- Ask pupils what they like most about the festival – the music, the fireworks or the food?
- **Extension**  Use the True/False cards technique to say sentences about the picture. Say *People are playing guitars. (False) You can see fireworks (True)*



#### 5 F3.4 Listen and number.


- Play the audio. Pupils listen and write the number in the correct boxes.
- Check answers as a class.
- **Extension**  On a sheet of A4 paper, have pupils write three things for their partners to find in 60 seconds.
-  Pupils answer the questions in the box in 60 seconds.



- 1 Mmm, this is my favourite food!
- 2 I love music!
- 3 Ooh, look at all the different colours!

## Project

### Make a firework picture. Work in groups.

- Explain that pupils are going to make a firework picture.
-  Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they have to do.
- Give each pupil a sheet of paper and access to crayons, black paint and a coin.
- Have pupils colour the cards with crayons, then paint over it with black paint. When the paint is dry, tell them to use a coin to scratch the black paint and draw fireworks.
- Pupils present and describe their firework display to the class.



### Activity Book

#### 1 Look, read and write.

- Point to the items in the pictures and elicit what they are. Ask pupils as a class to read each word.



**Answer key** 2 flag, 3 mansaf, 4 fireworks, 5 band, 6 dessert

#### 2 Read and write

- Ask pupils to look at the picture and say what they can see.
- Pupils complete the activity individually. Check as a class.

**Answer key** flags, air show, fireworks, dessert, mansaf

## Finishing the lesson

- Have pupils make word cards with the vocabulary from the Independence Day. They can illustrate the words as well.
-  In groups pupils put their cards in one pile face down on the table. They then take turns to pick up a card and tell the others about their own Independence Day memories – e.g. the best fireworks, how to make *mansaf*, where they watched the air show, etc.
-  Use the Thought-provoking questions technique to discuss with pupils what they liked about today's lesson and what they didn't like.

# Progress path

Read and write. Then stick.

## Welcome Unit

What number is this?

20

twenty

## Welcome Unit

What number is it?

13

thirteen

## Unit 1

We have this in the morning.  
We eat eggs, toast and milk.  
What is it?

breakfast

## Unit 1

When do you have dinner?

in the evening

## Unit 2

We can carry our sweater, scarf, books, phone and pencil case in this. What is it?

a backpack

Ready?

58

fifty-eight

Unit 3

When is the weekend?

Friday and Saturday

Unit 3

We play this, but it isn't a video game, basketball, tennis or table tennis. What is it?

badminton

Unit 2

You wear it on your head, but it's not a hat. What is it?

a baseball cap

Unit 4

We can ride on this. It's long. It doesn't go on a road. It doesn't go on the ground. It goes under it. What is it?

underground

Unit 4

Mr Kareem works in a kitchen. He makes food. What is his job?

a chef

Well done!



# Glossary

## Welcome

eighteen – /eɪ'ti:n/  
 eleven – /ɪ'lev.ən/  
 fifteen – /fɪf'ti:n/  
 fourteen – /fɔ:'ti:n/  
 nineteen – /naɪn'ti:n/  
 seventeen – /sev.ən'ti:n/  
 sixteen – /sɪk'sti:n/  
 thirteen – /θɜ:'ti:n/  
 twelve – /twelv/  
 twenty – /'twenti/

## Unit 1

afternoon – /ɑ:f.tə'nu:n/  
 black – /blæk/  
 block – /blɒk/  
 blond – /blɒnd/  
 blue – /blu:/  
 do homework – /du 'həʊm.wɜ:k/  
 evening – /'i:v.nɪŋ/  
 get up – /get ʌp/  
 go home – /gəʊ həʊm/  
 go to bed – /gəʊ tə bed/  
 go to school – /gəʊ tə sku:l/  
 have art lessons – /hæv ɑ:t 'lesənz/  
 have breakfast – /hæv 'brekfəst/  
 have dinner – /hæv 'dɪnə/  
 have lunch – /hæv lʌntʃ/  
 morning – /'mɔ:ɪ.nɪŋ/  
 night – /naɪt/  
 plane – /pleɪn/  
 play – /pleɪ/  
 play with my friends – /pleɪ wɪð maɪ frɛndz/  
 plug – /plʌg/  
 plum – /plʌm/

## Unit 2

backpack – /'bæk.pæk/  
 baseball cap – /'beɪs.bɔ:l kæp/  
 brain – /breɪn/  
 bread – /bred/  
 brush – /brʌʃ/  
 computer – /kəm'pjʊ:tər/  
 dress – /dres/  
 drive – /draɪv/  
 drop – /drɒp/  
 drum – /drʌm/  
 glasses – /'glɑ:sɪz/  
 handbag – /'hænd.bæg/  
 hat – /hæt/

jeans – /dʒi:nz/  
 keys – /ki:z/  
 phone – /fəʊn/  
 pyjamas – /prɪ'dʒɑ:məz/  
 sandals – /'sændəlz/  
 scarf – /ska:f/  
 shirt – /ʃɜ:t/  
 socks – /sɒks/  
 train – /treɪn/  
 trainers – /'treɪnəz/  
 tree – /tri:/  
 trip – /trɪp/

## Unit 3

do karate – /du: kə'rɑ:ti/  
 Friday – /'fraɪ.deɪ/  
 Monday – /'mʌn.deɪ/  
 play badminton – /pleɪ 'bædmɪntən/  
 play basketball – /pleɪ 'bɑ:skɪtbɔ:l/  
 play tennis – /pleɪ 'tenɪs/  
 play video games – /pleɪ 'vɪdɪəʊ geɪmz/  
 read books – /ri:d bʊks/  
 roller skate – /'rəʊ.lə sket/  
 Saturday – /'sæt.ə.deɪ/  
 skate – /sket/  
 skateboard – /'sket.bɔ:d/  
 skip – /skip/  
 skirt – /skɜ:t/  
 stand – /stænd/  
 star – /stɑ:r/  
 step – /step/  
 stop – /stɒp/  
 Sunday – /'sʌn.deɪ/  
 sweet – /swi:t/  
 swim – /swɪm/  
 swing – /swɪŋ/  
 table tennis – /'teɪ.bəl 'ten.ɪs/  
 Thursday – /'θɜ:z.deɪ/  
 Tuesday – /'tʃu:z.deɪ/  
 watch TV – /wɒtʃ 'ti:vi:/  
 Wednesday – /'wenz.deɪ/

## Unit 4

artist – /'ɑ:tɪst/  
 astronaut – /'æs.trə.nɔ:t/  
 boat – /bəʊt/  
 builder – /'bɪl.dər/  
 bus – /bʌs/  
 car – /kɑ:r/  
 chef – /ʃef/

**doctor** – /'dɒk.tər/  
**firefighter** – /'faɪəˌfaɪ.tər/  
**motorbike** – /'məʊ.tə.baɪk/  
**nurse** – /nɜːs/  
**pilot** – /'paɪ.lət/  
**police officer** – /pə'liːs ,pɒ.ɪ.sər/  
**teacher** – /'tiː.tʃər/  
**train** – /treɪn/  
**underground** – /ˌʌn.dəˈgraʊnd/  
**whale** – /weɪl/  
**what** – /wɒt/  
**wheel** – /wiːl/  
**when** – /wen/  
**whistle** – /'wɪs.əl/

### Learning Club

**do homework** – /du 'həʊm.wɜːk/  
**go to be** – /gəʊ tu beɪd/  
**go to sleep** – /gəʊ tuː sliːp/  
**play video games** – /pleɪ 'vɪdiəʊ geɪmz/  
**read a book** – /riːd ə bʊk/  
**watch TV** – /wɒtʃ ,tiː'viː/

### Months and seasons

**April** – /'eɪ.prəl/  
**August** – /'ɔː.gəst/  
**autumn** – /'ɔː.təm/  
**December** – /dɪ'sem.bər/  
**February** – /'feb.ru.ər.i/  
**January** – /'dʒæn.ju.ər.i/  
**July** – /dʒuˈlaɪ/  
**June** – /dʒuːn/  
**March** – /mɑːtʃ/  
**May** – /meɪ/  
**November** – /nəʊ'vem.bər/  
**October** – /ɒk'təʊ.bər/  
**September** – /sep'tem.bər/  
**spring** – /sprɪŋ/  
**summer** – /'sʌm.ər/  
**winter** – /'wɪn.tər/

### Calgary Stampede

**barbecue** – /'bɑː.bɪ.kjuː/  
**cowboy** – /'kaʊ.bɔɪ/  
**cowboy boots** – /'kaʊ.bɔɪ buːts/  
**cowboy hat** – /'kaʊ.bɔɪ hæʔ/  
**craftwork** – /'kraːftwɜːk/  
**race** – /reɪs/  
**rodeo** – /rəʊ'deɪ.əʊ/  
**tipis** – /'tiː.piː/

### Independence Day

**air show** – /eə ʃəʊ/  
**band** – /bænd/  
**crafts** – /kraːfts/  
**dessert** – /dɪzɜːt/  
**fireworks** – /'faɪəwɜːks/  
**flag** – /flæg/  
**parade** – /pə'reɪd/

مكتبة  
 صفوة الجفون