

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, whole

1 How many jobs do you know?



What's the time?
Who's painting?
What food can you see?

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

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

21st Century Skills for Learning and Innovation

Critical thinking	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)
Creativity	Design your uniform (L. 3)
Communication	Talking about jobs and transport (L. 1, 5 and 7); Buying tickets (L. 9); Cut-outs game (L. 7); Functional dialogue (L. 9)
Collaboration	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.

- 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.

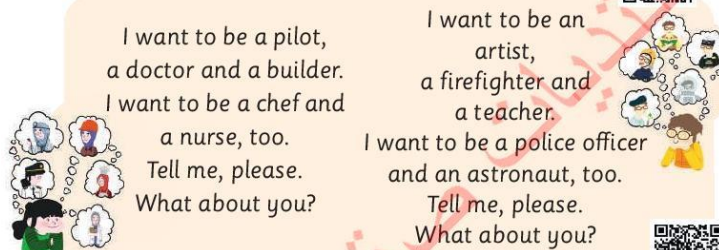


2 Listen and stick. Then listen and say.

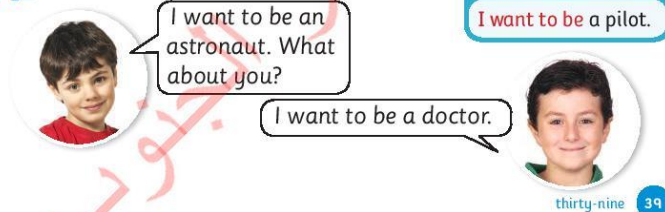


3 Find the jobs in the picture on page 38.

4 Listen and chant.



5 Ask and answer.



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

Story



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

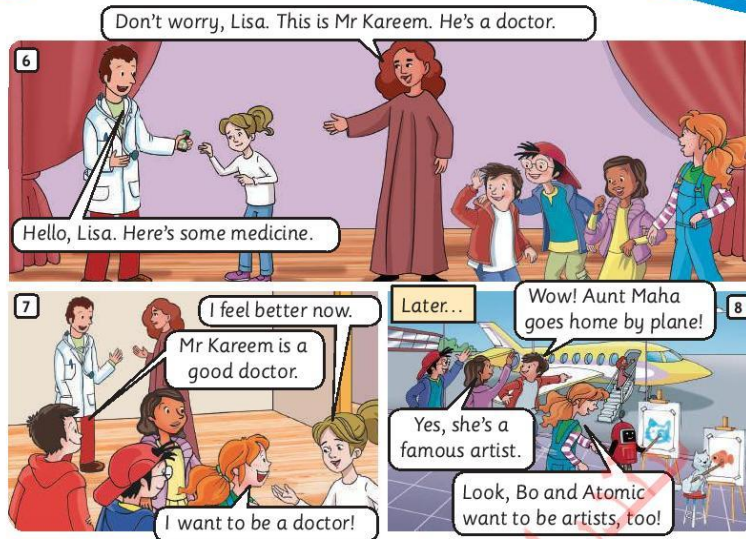
4 Look, read and write.

- 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 **Who do you want to be? Design and share your uniform.**

Values

Follow your dreams

forty-one 41



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 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 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.

- 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.

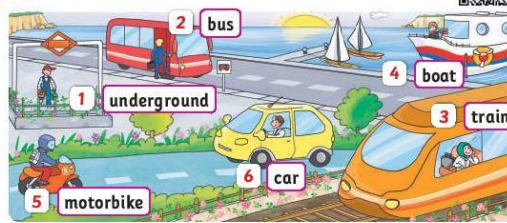
Finishing the lesson

- 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.

Vocabulary and Grammar

Lesson 5

1 Listen and say. Then listen and number.



2 Listen and sing.

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.

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.

3 Talk about your family.



42 forty-two

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.

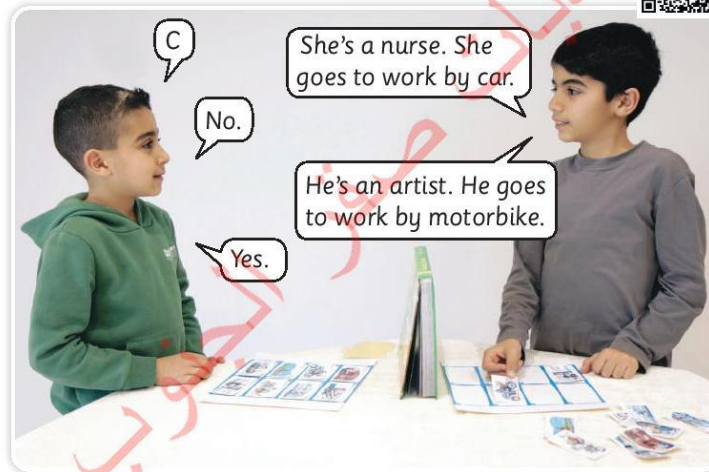
1 Listen and draw lines.



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.

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