

Mapping

Topic

Theme 6: Recreation

Scope and Sequence Matrix

Listening: understanding the main idea and specific details in oral texts describing people, places, and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information, or clarify something; using non-language-based clues to guess meaning (e.g. gestures, situation, relationships, etc.)

Speaking: taking turns in pair or group discussions; retelling stories and factual events using a variety of structures; partaking in long dialogues and exchanges; following rules for discussions (e.g. speaking one at a time about the topics under discussion)

Reading: expressing, and justifying, opinions on characters and events; reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language

Writing: independently writing short texts (letters, memos, reminders, stories) using adequate spelling, punctuation, grammar, and organisation; using the writing process to write simple texts (e.g. short stories with pictures)

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions; responding to a variety of oral presentations; interpreting visual cues to analyse and make inferences about the intended message; using body language to add meaning to oral presentation and to connect with audience

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Off to the shops

Shops: butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop
Money and prices: money box, save, purse, spend, wallet, buy, birthday money, sell
Pronunciation: pay, payment, encourage, encouragement

1 How many shops do you know?



What doesn't belong in the picture?
 Can you find some coins and a tablet?
 How many people are carrying bags?
 What's the name of the building where the shops are?

48 forty-eight

What doesn't belong in the picture? **the envelope (1)**
 Can you find some coins and a tablet? **coins (2), tablet (3)**
 How many people are carrying bags? **There are ten people carrying bags. (4)**
 What's the name of the building where the shops are? **a shopping centre**

Learning Outcomes and Performance Indicators

Listening: identify the main ideas and specific details in oral descriptions of people, places, and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions to seek help, get information, or clarify something

Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events; retell stories and factual events based on visual input using 4–7 connected sentences that use a variety of structures (simple present, simple past, present progressive, simple future, questions, negatives, permission, suggestions, invitations); identify and use prefixes and suffixes (*un-*, *dis-*, *ir-*, *-ful*, *-ment*, *-tion*) and visual clues to infer the meaning of new vocabulary items

Reading: use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main idea(s), and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text

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

Viewing and presenting: start to demonstrate understanding of visual information by asking relevant questions; interpret visual cues in order to analyse and make inferences about the intention of the message; identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters; rehearse and deliver individually or in collaboration a visual presentation on familiar course theme topics; use body language to add meaning to oral presentations

Unit objectives

to talk about shops, money and prices

Language

Vocabulary	Shops <i>butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop</i> Money and prices <i>money box, save, purse, spend, wallet, buy, birthday money, sell</i>
Grammar	Relative clauses <i>have to/don't have to</i>
Functions	Asking for a price: <i>How much is (it)? It's (fifteen) dinars and (fifty) piastres.</i>
Pronunciation	Changing verbs to nouns using the suffix <i>-ment</i> : <i>pay – payment, encourage – encouragement</i>

Key competences

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

Mathematical, science and technological competences: order to complete a task (L. 3 and 4)

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

Social and civic competences: learn to be creative (L. 3 and 4); make suggestions about shops to visit (L. 12)

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

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

Initiative and entrepreneurship: choose topic for the project (L. 9)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 2, 3, 4 and 9); Finding information (L. 1, 2, 3, 4, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–14)
Creativity	Designing a phone case (L. 3)
Communication	Describing what you can buy in shops (L. 1); Describing a person, place or thing (L. 5); Talking about what you have/don't have to do (L. 7 and 8); Talking about a shop (L. 9); Giving prices (L. 10); Functional dialogue (L. 10 and 12); Challenge game (L. 13)
Collaboration	Project groupwork (L. 9); Acting out (L. 3)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 58; Activity Book p. 52
- Unit 4 Extra practice: Activity Book pp. 53 and 54
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 4 Test
- End-of-semester 1 test

External exams

Pupil's Book

A1 Movers Reading and Writing Part 1
A1 Movers Speaking Part 4

Activity Book

A1 Movers Listening Part 5

Objectives

- **Lesson aims:** to learn and use shops vocabulary
- **Target language:** *butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop*
- **Skills:** Listening, Speaking

Materials

- sheets of A4 paper, enough for each pair of pupils
- stopwatch
- Resource 4 A

Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book from the library), using simple language (GSE 35).

Assessment for Learning

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

Starting the lesson

- Write *Shops* on the board. Ask *How often do you go to the shops? Who do you go with? What do you like buying?* Pupils raise their hands to answer.

Presentation

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

Practice

Pupil's Book

1 How many shops do you know?

- Refer pupils to page 48. Read the rubric and tell pupils to look at the pictures and find the shops. Give pupils an example: *Farid Shoes is a shoe shop*. Pupils work in pairs and find the shops they know.
- Using the Lollipop stick technique, ask pupils to name shops they know.
- Place pupils in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands to give the answers.
- **Extension** Ask pupils to look at page 48 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and to name any objects or appearance words that they know, e.g. *mobile phone, moustache*.

2 4.1 Listen, point and repeat.

- Refer pupils to page 49. Tell pupils to count how many shops they knew.
- Play the audio.
- Tell pupils to look at the photos 1–12 and practise the new vocabulary. Ask these questions in any order and have pupils call out the shop:
*You can buy meat/oranges/fish/medicine at this shop.
You go to this shop to buy a comic/pair of earrings/basketball/present.
You can get a mobile phone/all kinds of things/leather shoes/a doll at this shop.*
- Have pupils say a word to their partner for them to point to the correct picture. Then they swap.



3 Look for the words from Activity 2 in the picture on page 48. Write the missing word.

- Give pupils one minute to work in pairs to find the shop words and write the missing word. Ask for feedback using the Lollipop stick technique.

Extra activity Creativity

- Pupils work in pairs. Give each pair a sheet of A4 paper. They draw an imaginary line of shops in a local shopping street and the favourite shops they would like there. They label each type of shop and present their shopping street to the class, e.g. *This is a sports shop. You can buy tennis balls here.*

4 You and your partner need to buy some things from the shops. Decide where you'll go.

- Place pupils in the same pairs for this activity. Ask different pupils to say what they can see in the pictures.
- Walk around the class monitoring pairs.

Extra activity TPR

- Assign four shops to each corner of the room: *fishmonger's, butcher's, toy shop and jeweller's*.
- Say (*Name*), *let's get some fish/some meat/a doll/a necklace*.
- The pupil goes to the correct shop. Repeat with other pupils and also change the shops.

Finishing the lesson

- Ask pupils to describe their favourite shop in groups of four.
- Using the Summative questions technique, ask pupils what they found difficult about the lesson.

Lesson 2 Activity Book

Objectives

- **Lesson aims:** to learn and use shops vocabulary
- **Target language:** *butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop*
- **Skills:** Writing

Global Scale of English (GSE)

- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

2  Listen, point and repeat.

butcher's



greengrocer's



fishmonger's



pharmacy



newsagent's



jeweller's



sports shop



gift shop



phone shop




corner shop



shoe shop



toy shop



3  Look for the words from Activity 2 in the picture on page 48. Write the missing word. corner shop4  You and your partner need to buy some things from the shops. Decide where you'll go.

I need to buy a necklace for my sister.

We'll go to the jeweller's or the gift shop!

forty-nine 49


Assessment for Learning


-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Peer learning: pairwork; groupwork

Starting the lesson


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



Practice

1  Look at Pupil's Book page 48 and write.

-  Give pupils one minute to complete the activity. Have pupils check their answers with their partners.

Answer key 1 He's posting a letter.; 2 He's got red curly hair, and he's tall and slim.

2  Look and write.



-  Pupils complete the activity individually. They then talk about the things you can buy in the shops in pairs.
-  Pupils work in groups and make spider webs in their notebooks for the *I'm learning* box in their Activity Books.

Answer key 2 butcher's, 3 pharmacy, 4 phone shop, 5 greengrocer's, 6 gift shop, 7 sports shop, 8 fishmonger's, 9 shoe shop, 10 jeweller's, 11 newsagent's, 12 corner shop

Extra activity Fast finishers

- Have pupils write down two lists: the shops they knew and the shops that are new words for them.

Finishing the lesson

-  In groups of three or four, pupils close their books and write down the names of the shops and one thing you can buy in each shop.
-  Ask *How many shops did you remember?*

Story

newsagent's (frame 1), toy shop (frame 5),
phone shop (frames 6-9)



1 Before you read Which shops can you see in the story?

2 Listen and read.



1 I have to buy a present for my mum. I'll get her a new mobile phone case. There's a case which she really likes in the phone shop.

Where's the phone shop?

It's upstairs. We have to go up the escalator.

2 This is amazing! What is it?

It's an escalator! It's a machine which carries you upstairs and downstairs!

How does it work?

3 Well, an escalator is actually three simple machines! It's got a wheel and a ...

4 What an unkind man!

Are you OK?

5 Yes, I am, thanks. Come on, let's go to the phone shop.

6 Is this the phone case which your mum likes?

7 This one?

Yes, that's it!

8 Hey, isn't that the man who walked into me earlier? What's he doing?

He's stealing those phones!



3 Who is the thief? Go to page 66 to find out.

The third man in the line of four men: black T-shirt, blue jeans, trainers, moustache and blue bag.



4 After you read Number the sentences in the correct order to tell the story.

- | | |
|---|---|
| a They go up the escalator. | 1 |
| b The children see a man stealing a phone. | 3 |
| c The children look for the thief outside the shop. | 6 |
| d Bo tries to stop the thief. | 5 |
| e A man walks into Katy. | 2 |
| f They tell the shop assistant about the thief. | 4 |

5 Act out the story.

6 Design your own phone case! Tell your partner about it.

Story

Objectives

- **Lesson aims:** to listen to a story
- **Target language:** revision of shops vocabulary; *downstairs, escalator, phone case, upstairs*
- **Skills:** Reading, Listening, Speaking




Materials

- a ball
- a mobile phone case
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Resource 9


Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Basketball technique; Happy/Sad face technique
-  Peer learning: pairwork; groupwork; acting out

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

1 Before you read Which shops can you see in the story?

- Refer pupils to pages 50 and 51.

2 4.2 Listen and read.

- Pre-teach *downstairs, upstairs, escalator* and *phone case*. Write the words on the board and tell pupils they are in the story. To explain the meanings, draw an escalator and say *This is an escalator. Here is downstairs and here is upstairs*, pointing accordingly. Show pupils the phone case and say *Look. This is a phone case*.
- Play the audio.
- Check comprehension. Ask *Who is Hamed buying a present for? (his mum) Has Bo seen an escalator before? (no) What does the man steal? (phones)*



Diversity



Challenge

- Before pupils open their books, tell them the title of the story and where it takes place. Pupils predict what might happen.


Support

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


3 Who is the thief? Go to page 66 to find out.

-  Pupils discuss in pairs.
-  Using the Happy / Sad face technique, ask *Did you find the thief?*


4 After you read Number the sentences in the correct order to tell the story.

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


5 Act out the story.

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

6 Design your own phone case! Tell your partner about it.

- Give pupils sheets of A4 paper for their designs.
-  Pupils describe their case to a partner. Monitor.
- **Extension** Internet search key words: *cool phone case images*

Extra activity Critical thinking

-  Divide the class into four groups. Assign one shop from the story to each group. Give the groups one minute to make a list of things you can buy in their shop. Which group found the most words?

Extra activity TPR

- Pupils listen to the story and pretend to talk on the phone when they hear the word *phone*.

Finishing the lesson

- Ask pupils to retell the story in a round around the class.

Lesson 4 Activity Book





Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of shops vocabulary; *downstairs, escalator, phone case, upstairs*
- **Skills:** Reading

Global Scale of English (GSE)

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

Assessment for Learning

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

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story.

Stage 2 – Listening to the story

At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. When answering, pupils additionally practise and consolidate the previously introduced language material.

Stage 4 – Acting out

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

Suggested exercises

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask pupils about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

Starting the lesson

- Ask pupils to tell you what happens in the story from the previous lesson. Replay the audio (track 4.2) if you have time.

Practice

1 After you read Look, read and order.

- Use the Lollipop stick technique to check answers.

Answer key 1 How does it work?; 2 What an unkind man!; 3 What's he doing?; 4 Where did he go?

2 Circle the correct answer.

- Pupils complete the activity individually. Have them check their answers in pairs.

Answer key 2 phone case, 3 stealing, 4 sports bag

3 Values Read and tick (✓). Which are examples of good citizenship?

- Pupils tick and then compare answers with a partner.

Answer key 1 ✓, 4 ✓, 6 ✓

Extra activity Fast finishers

- Pupils find shopping words in the story and write them in their notebooks.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they learnt about machines and mechanisms (the escalator) from the story.

CLIL Link

In Unit 4, the story is based around the concept of compound machines and mechanisms (an escalator) from the Science curriculum.

The Discovery Team are shopping at the mall to buy a present for Hamed's mother when they have to take the escalator to go upstairs. Bo has never seen an escalator before and Katy explains to him how it works. When they arrive upstairs, a man bumps into Katy, and later they see him stealing phones at the phone shop.

To explore the concept of compound machines further, you can use Resource 9.

Grammar

Objectives

- **Lesson aims:** to learn and use relative clauses
- **Target language:** *It's the man who we saw earlier. We're in the shop where my brother works.*
- **Skills:** Reading, Speaking




Materials

- sheets of A4 paper/card, three for each pupil
- Resource 13 A

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can read aloud a short, simple story in a way that can be understood (GSE 35). Can describe someone's personality in a basic way, if guided by prompts (GSE 39). Can describe common everyday objects using simple language (GSE 31). Can describe where they live in a basic way (GSE 29).


Assessment for Learning

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

Starting the lesson





- Write *Stop, Thief!* on the board.
- Ask pupils what they remember from the story from Lesson 3. Prompt with questions: *What did Hamed buy? Who was the present for? What did Bo see for the first time?*

Presentation

-  Explain that in this lesson pupils will learn to use relative clauses: *who*, *which* and *where* which give us more information about a person, thing or place.

Practice

Pupil's Book


- 1  **Look back!** Tick (✓) the sentence in this picture.
 - Refer pupils to pages 50–52.
- 2  **4.3 Listen and repeat.**
 - Play the audio.
 - Tell pupils to copy the sentences. Then they underline in red the word before the relative clause that the relative clause refers back to.
 - Ask different pupils to say the sentences again with a new person, thing or place of their own choice.
 - **Extension** Pupils look at the story on pages 50–51. They find the sentences with relative clauses in the story and write them in their notebooks.
- 3 **Circle the correct word.**
 -  Pupils complete the activity individually. They then compare answers with a partner.
 -  Check answers using the Lollipop stick technique.



Extra activity Critical thinking

- Pupils add number 6 to Activity 3 with their own idea.

4 In pairs, describe a person, place or thing. Your partner guesses.


-  Pupils work in the same pairs. Monitor.

Diversity

Challenge

- Tell pupils that they should say two sentences each, for each relative clause.


Support

-  Pupils brainstorm *people*, *things* and *places* as a class before completing the activity in pairs.

Extra activity TPR

- Hand each pupil three sheets of A4 paper/card. Pupils write *Person*, *Thing* and *Place* on the cards. Read out sentences with relative clauses from the lesson. Pupils hold up the correct card.

Finishing the lesson

-  Put pupils in groups of three. Say sentence starters (or write them on the board) and ask the groups to finish them using *who*, *which* or *where*. Monitor groups and then check answers.

Lesson 6 Activity Book




Objectives

- **Lesson aims:** to learn and use relative clauses
- **Target language:** *It's the man who we saw earlier. We're in the shop where my brother works.*
- **Skills:** Writing, Listening, Speaking

Global Scale of English (GSE)

- **Writing:** Can write some familiar words (GSE 20).
- **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 describe common everyday objects using simple language (GSE 31).

Assessment for Learning

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

Starting the lesson

- Write *who*, *which* and *where* on the board. Ask pupils to tell you when each one is used.

Practice

1 4.4 Listen and draw lines.

- Play the audio.



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

- 1 Isn't that the man who walked into me earlier?
- 2 Is this the phone case which your mum likes?
- 3 It's a machine which carries you upstairs and downstairs.



2 🎧 Listen and repeat.

It's the man **who** we saw earlier. (person)

That's the phone case **which** my mum wants. (thing)

We're in the shop **where** my brother works. (place)



3 🗨️ Circle the correct word.

- 1 That's the girl **who** / which / where bought a ball from the sports shop.
- 2 This is Sharp's Shoes. It's the shop **who** / which / **where** I buy all my shoes.
- 3 Look, that's the boy **who** / which / where lives next door to us!
- 4 Amer likes magazines **who** / **which** / where are about space.
- 5 Can you see that house? That's the house **who** / which / **where** my dad lived as a child.

4 👥 In pairs, describe a person, place or thing. Your partner guesses.

It's a shop where you can buy medicine.

The pharmacy?

Yes!



52 fifty-two

- 1 **Man:** Hi, Tara! What are you doing?
Girl: Hi, Grandpa! I'm looking at some photos. Look! Yesterday, I went shopping with my friends.
Man: Really? What are your friends' names?
Girl: The girl who's wearing a blue T-shirt is Salwa.
Man: The one who's holding a spacesuit costume?
Girl: Yes ... it's for the school play.
Man: What about the other girl in the toy shop?
Girl: You mean the girl who's next to Salwa?
Man: Yes, the one who's wearing a red T-shirt.
Girl: She's Dalia. She loves teddy bears!
Girl: My best friends, Fatima and Jameela, are buying magazines.
Man: So they're at the newsagent's.
Girl: That's right. Fatima is the girl who's holding a sports magazine.
Man: Is she the girl who's wearing glasses?
Girl: Yes, she is!
Man: So Jameela is the girl who is next to Fatima.
Girl: Yes. She's got a magazine which is about arts and crafts. She loves making models and drawing.
Man: I see.
Man: Is this the sports shop where our neighbour Ramzi works?
Girl: Yes, and these are two of my friends, Reem and Lubna. They're sisters.
Man: So is Reem the girl who is holding a football?
Girl: Yes, correct!
Man: What about Lubna? Is she the girl in a wheelchair, next to the shoe boxes?
Girl: No, she isn't. Lubna is the girl who's holding a baseball.
Man: I see. She's wearing a baseball cap which looks like yours.
Girl: Yes, we're in the same baseball team!

Answer key Dalia: girl in a red T-shirt, holding a teddy bear; Fatima: girl holding a sports magazine; Jameela: girl holding a magazine about arts and crafts; Reem: girl holding a football; Lubna: girl holding a baseball

2 🗨️ Complete the sentences with **who**, **which** or **where**.

- Pupils work individually.

Answer key 2 which, 3 who, 4 where, 5 who, 6 which

3 🗨️ In pairs, look at Activity 1 and play a guessing game. Use **who**, **which** or **where**.

- 🗨️ Place pupils in pairs for this activity.

Finishing the lesson

- 🎓 Using the Summative questions technique, ask *Do you understand how to use relative clauses?*

Objectives

- **Lesson aims:** to learn and use vocabulary connected to money and prices; to learn and use *have to/don't have to*; to learn and sing a song
- **Target language:** *money box, save, purse, spend, wallet, buy, birthday money, sell*
- **Skills:** Listening, Speaking

Materials

- a ball
- 8 word cards with words and phrases written on each one: *buy, birthday money, money box, purse, save, sell, spend, wallet*
- Resources 4 B, 13 B, 17, 21

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can sing a basic song from memory (GSE 22). Can talk about everyday activities using simple language (GSE 32). Can talk about everyday activities using simple language (GSE 34).

Assessment for Learning

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

Starting the lesson

- Ask *Where do people keep money?* and elicit answers.

Presentation

- Explain that in this lesson pupils will learn and use vocabulary connected to money and prices and they will learn to talk about what they *have to* and *don't have to* do. They will also sing a song.
- Stick the word cards on the board. Ask pupils to count how many words they already know. Explain to pupils that these are the new words for the lesson today.

Practice

Pupil's Book

1 4.5 Listen, point and repeat.

- Refer pupils to page 53.
- Play the audio.
- Practise the vocabulary to consolidate the meanings with these definitions. Pupils call out the word.
- *This is when you get something from a shop with money. (buy) You can save money in this. (money box) People put money in this and then put it in a handbag. (purse) This is when you keep money and add more to it for something special. (save) This is what you do with money when you use it in a shop. (spend) People usually keep their money in one of these. (wallet) This is money you receive from family for your birthday. (birthday money)*
- **Extension** Play *Hangman* with the new words.



Extra activity Critical thinking

- Pupils work in pairs and write a sentence for each new vocabulary item. They swap sentences with other pairs to compare.

2 4.6 & 4.7 Listen and sing.

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



3 4.8 Listen and repeat.

- Play the audio.
- Tell pupils *have to* means it is necessary to do something, you don't have a choice. Tell pupils to find *have to* and *don't have to* in the song.
- Ask *What do you have to do at school?*



4 In pairs, ask and answer.

- Ask three pupils to read out the examples.
- Place pupils in pairs for this activity. Monitor.

Diversity

Challenge

- Pupils can complete the activity in pairs without preparation. Ask different pairs to report their ideas to the class. Continue a class discussion.

Support

- Pupils brainstorm ideas as a class.

5 Pupil A: Activity Book, page 61.

Pupil B: Activity Book, page 63.

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

Extra activity TPR

- Place the word cards around the class. Read out the definitions from Activity 1 teacher's notes again. Ask different pupils to find the correct cards.

Finishing the lesson

- Write some of the vocabulary connected to money on the board but jumble the letters. Ask pupils to work out what the words are and write them correctly.
- Using the Summative questions technique, ask pupils what the most interesting part of the lesson was and to give reasons for their answers.

Lesson 8 Activity Book

Objectives

- **Lesson aims:** to learn and use vocabulary connected to money and prices; to learn and use *have to/don't have to*
- **Target language:** *money box, save, purse, spend, wallet, buy, birthday money, sell*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 41).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

1 Listen, point and repeat.



money box



purse



wallet



birthday money



save



spend



buy



sell

2 Listen and sing.

I stood outside the toy shop,
And I saw a big, blue boat.
I have to spend my birthday
money,
So I can buy that boat!

I don't have to buy it now,
I can save money every day.
But I have to spend my birthday
money,
So I can buy that boat!

3 Listen and repeat.

I **have to** / He **has to** spend my/his birthday money.

I **don't have to** / He **doesn't have to** buy it now.

Do you **have to** buy that boat? Yes, I **do**. / No, I **don't**.

Does he **have to** buy that boat? Yes, he **does**. / No, he **doesn't**.

4 In pairs, ask and answer.

What do you
have to do at
home?

I have to tidy my room!

I don't have to tidy
my room, but I have
to help my mum.

5 Pupil A: Activity Book, page 61. Pupil B: Activity Book, page 63.

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Assessment for Learning

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

Starting the lesson

- Ask pupils to tell you something they do or don't have to do at home.

Practice

1 Find and circle money words in the wordsnake.

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

Answer key purse, buy, wallet, money box, sell, spend, save

2 Label the pictures. Use the words from Activity 1.

- Check feedback using the Lollipop stick technique.

Answer key 2 wallet, 3 purse, 4 save, 5 money box, 6 sell, 7 buy, 8 spend

3 Look at the pictures in Activity 2. Tell the story. What's the present?

- Pupils complete the activity in pairs.

4 Read and write the correct form of have to.

- Pupils work individually and check in pairs.
- Check answers using the Lollipop stick technique.
- Extension** In pairs, pupils say what they have to and don't have to do tomorrow.

Answer key 2 doesn't have to; 3 doesn't have to, has to; 4 have to, don't have to

Extra activity Fast finishers

- Pupils copy the song but change the *big blue boat* to something they would like and draw a picture.

Finishing the lesson

- Ask *Do you like the song? Can you remember it without looking at the book?*
- Ask some fast finishers / different pupils for a different idea for a toy. Pupils sing the song with a different toy.
- 4.7 Play the karaoke version of the song again and encourage pupils to sing.



Culture

Objectives

- **Lesson aims:** to learn about corner shops in different countries
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking





Materials

- a ball
- objects that you can buy at a corner shop (newspaper, magazine, stamps, cleaning products, stationery, ice cream wrapper)
- sheets of A4 paper, six for each group
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).


Assessment for Learning

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

Starting the lesson

- Write *Corner shop* on the board. Ask *What can you buy at a corner shop?* and elicit answers.

Presentation

-  Explain that in this lesson pupils will talk about corner shops in different countries.
- Ask to guess which English-speaking countries they will read about. Write their ideas on the board.
- Introduce these words from the text. If available, show pupils the objects you brought in. Write the words on the board with the first letter missing. Pupils raise their hands to say the complete words: *newspaper, magazine, stamps, cleaning products, stationery, ice cream.*
- Ask *What would you buy from a corner shop from this list?* They come to the front, point to an object/word and say *I'd buy...*


Culture notes

- There are fewer milk bars in Australia today than 30 years ago, but you can still find them in suburban areas.
- In North America you can usually find a convenience store at a petrol station.
- Corner shops usually open early and close late, so they are open when other shops are closed.

Practice

Pupil's Book

1 Before you read What do you buy from corner shops?

-  Refer pupils to page 54 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback.
- Tell pupils to look at the photos. Ask *What can you see?*

2 4.9 Listen and read.


- Tell pupils to find different names for *corner shop* in the text.
- Play the audio all the way through.
- Check comprehension with questions. Ask *What other names did you find? (milk bar, dairy, bodega, convenience store) What countries did you read about? (the UK, Australia, New Zealand, North America/the USA) Look at the countries on the board. Did you guess these countries?*




3 After you read Activity Book, page 48.

- Pupils turn to page 48 in their Activity Books and complete the activities.

Extra activity Critical thinking


-  Pupils work in pairs and write three more sentences about the text: two true and one false. They then read them to another pair who guess which are true.

4 In pairs, ask and answer.

-  Place pupils in pairs for this activity.
- Ask different pairs to demonstrate a question and answer.

Diversity

Challenge


-  Using the Basketball technique, ask pupils to say a key word from the text that is connected to the theme of shops. Pupils write the words in their vocabulary lists.

Support

- Write key words from the text on the board. Have pupils copy the words into their vocabulary lists.

Project

Make a TV advert for a corner shop!

-  Divide pupils into groups of four.
- Explain that pupils should write a script for their advert and that there should be something for every pupil in the group to say.
- Each group presents their advert to the class.
- **Extension** Film the adverts on a mobile phone. Pupils watch their adverts.



Extra activity TPR

- Call out different things you can buy at a corner shop. Pupils mime they are using each thing, e.g. *newspaper, ice cream, pen, chocolate bar, carton of juice, a stamp.*

The world of the corner shop

Which shop will you go to when you need something quickly, or when you want to spend your money? Do you have to go to a supermarket or a shopping centre? Or will you go to a corner shop, where it's quick and easy to get what you need?



Most corner shops sell sweets, food, drinks, newspapers and magazines. In the UK, corner shops also sell stamps, cleaning products and stationery, such as pens and greetings cards.

In Australia, a traditional corner shop is called a *milk bar*. In New Zealand, it's called a *dairy*. In the past, milk bars and dairies sold a lot of milk and ice cream, and some were also cafés where you could eat and drink. Now they usually sell a lot of different foods and drinks, as well as milk and ice cream.

In North America, there are many different names for corner shops! In New York, a corner shop is often called a *bodega*. In other parts of the USA, it's a *convenience store*.

There are many names for corner shops, but one thing is the same: we all buy things from them!



Fun fact

Did you know that South Korea has more convenience stores for each person than any other country in the world?

1 Before you read What do you buy from corner shops?

2 Listen and read.

3 After you read
Activity Book, page 48.

4 In pairs, ask and answer.

- What does your corner shop sell?
- What do you like buying there?

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food, drinks, newspapers

Project

Make a TV advert for a corner shop!

- 1 Work in groups.
 - Choose a name for your shop.
 - Decide what you sell in the shop.
 - Choose three things to say about your shop.
- 2 Plan and practise your TV advert.
- 3 Present your advert to the class.



Activity Book

1 After you read Read and write *True* or *False*.

- Check answers using the Basketball technique.

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

2 Open a corner shop!

- Place pupils in groups of six for this activity.
- Hand six pieces of paper to each group. Each pupil draws one item you can buy at their shop.
- Ask for class feedback after pupils complete the activity. Prompt with questions: *What does your shop sell? What are your prices? How much money did your shop make?*

Extra activity Fast finishers

- Pupils draw a shelf with products in a corner shop and label the items you can buy there.

Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today?* and have pupils raise their hands to offer answers.

Objectives

- **Lesson aims:** to learn to ask for a price; to learn and practise changing verbs to nouns using the suffix *-ment*
- **Target language:** *How much is (it)? It's (fifteen) dinars and (fifty) piastres.*
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Yes/No response cards
- sheets of A4 paper, enough for each pupil
- Resource 25

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Writing:** Can write some familiar words (GSE 20).
- **Listening:** Can identify how much something costs in short, simple dialogues about the price of something, e.g. in a shop, if speech is slow and clear (GSE 31).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

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

Starting the lesson

- Ask pupils questions for them to respond with their Yes / No response cards. Ask *Do you spend money on presents? Are you careful about prices? Do you buy things which are expensive / cheap? Do you like buying presents? Do you like getting presents?*

Presentation

- Explain that in this lesson pupils will learn to ask for prices.
- Ask *What do we call a shop where you can buy presents?* and elicit *gift shop*. Ask *What was the last present you bought? Who was it for?* Pupils raise their hands to offer answers.

Practice

Pupil's Book

1 What can you find in a gift shop?

- Refer pupils to page 55. Pupils think about ideas individually and then compare their answers in pairs.

2 4.10 Listen. How much is the present which Laith buys?

- Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.
- **Extension** Internet search key words: *money in Jordan*



3 4.11 Listen, read and check.

- Play the audio again and pupils listen and read. Confirm the answer to Activity 2.
- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class.



Extra activity Collaborative work

- Divide the class into two groups. One group is Laith; the other is the shop assistant. Play the audio and pause after each sentence. Pupils from each group repeat what they hear in unison.
- Have different pupils stand up and read the dialogue.

4 Go shopping for presents for your family.

- Place pupils in pairs and assign Pupil A and Pupil B. Pupil A is a customer and asks for information and prices and Pupil B is the shop assistant. Then pupils swap roles. Use the dialogue in Activity 3 as a model.
- **Extension** Pupils repeat the activity with ideas of their own.

Diversity

Challenge

- Have pupils perform their dialogues to the class.

Support

- Give pupils one minute to prepare their ideas.

Extra activity TPR

- Play *Prices bingo*. Hand each pupil a sheet of A4 paper and tell them to draw a grid with six squares in it. They write six of these prices in the squares: *15.50 JD, 16.70 JD, 10.20 JD, 9.25 JD, 4.50 JD, 30.00 JD, 14.10 JD, 1.60 JD*.
- Read out the prices in random order. When pupils hear a price in their grid, they cross it out. When they cross out all their prices, they stand up and shout *Bingo!*

Pronunciation

5 4.12 Listen and read. What do you notice about the coloured words?

- Play the audio. Play it again, pausing after each line, and have pupils repeat.
- Put pupils in pairs and have them discuss the coloured words. Ask them to identify the verbs and the nouns. See if they can think of more examples (*enjoy – enjoyment, agree – agreement, etc.*).



Activity Book

1 4.13 Listen and match. Then write.

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



- 1 **Boy:** This magazine about video games is three dinars and fifty piastres.
 2 **Girl:** I'll buy this pizza. It's six dinars and ninety-nine piastres.
 3 **Boy:** This bag of apples is one eighty.
 4 **Boy:** How much is this football?
Man: It's five ninety-five.
 5 **Woman:** This pen is two dinars and thirty piastres.
 6 **Girl:** I'll buy the pack of shoelaces. It's four fifteen.

Answer key 2 f, 6.99 JD; 3 a, 1.80 JD; 4 b, 5.95 JD; 5 d, 2.30 JD; 6 e, 4.15 JD

- 1 What can you find in a gift shop?
- 2 Listen. How much is the present which Laith buys? **12.99 JD**
- 3 Listen, read and check.



Hi, can I look at a necklace which is in the window, please?

Sure. Which necklace would you like?

The one which has got the blue star on it.

Here it is.

How much is it?

It's fifteen dinars and fifty piastres.

Oh, I haven't got enough money. I've only got thirteen dinars.

How about the necklace which has a flower on it? That's twelve ninety-nine.

OK, that's a good idea. I'll have that one, please. Thank you!

My pleasure!

- 4 **Go shopping for presents for your family.**

Say it!

Can I look at a necklace which is in the window, please?
How much is it?
It's fifteen dinars and fifty piastres. / It's fifteen fifty.
I'll have that one, please.
Thank you!
My pleasure!

Pronunciation

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



I'll **pay** for the necklace.
I have coins for the **payment**.

I'll **encourage** my friends to walk to the sports shop. They need **encouragement** to walk!



fifty-five 55

- 2 You've got five dinars. Look at Activity 1. What two things can you buy?

Answer key apples, pen

- 3 4.14 Look and write. Listen and check. Say a sentence for each word. What makes each verb into a noun?



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

Answer key Verb: agree, amuse; Noun: payment, excitement

Extra activity Fast finishers

- Pupils write the questions for the shop assistant. Then they try to remember the answers.

Finishing the lesson

- Using the Summative questions technique, ask *Do you think you can ask for prices in English?*

Objectives

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





Materials

- a ball
- sheets of A4 paper, enough for each pair of pupils
- Resource 29


Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can follow simple stories with basic dialogue and simple narrative (GSE 35). Can scan a simple text to find specific information (GSE 33). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 38).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring pupils' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork; Two stars and a wish technique
-  Independent learning: Thought-provoking questions technique

Starting the lesson

- Write *trainers* on the board. Ask *What's the name of the shop where you can buy trainers? What's the word for a person who steals something? What's the name of the object which a woman often puts her money in?*
-  Ask a pupil to write the three words on the board (*sports shop, thief, purse*). Say *We're doing a reading lesson today. What am I looking for?* Elicit key words that are in the reading text.

Presentation

-  Explain that in this lesson pupils will read a text about some thieves in a shop. Ask pupils to predict what they think the story will be about, using the words on the board.
- Write *storeroom, detective* and *notice* on the board. Read them out and have pupils repeat.
- Explain the meanings with sentences:
Shops keep some items they sell in a storeroom.
A shop detective watches people so they don't steal things.
A shop detective looks carefully and notices everything.
- Ask pupils to add ideas to their predictions for the story with these new words.

Diversity

Challenge

- Ask pupils extra questions, e.g. *Is there a detective in your corner shop/sports shop? Have you ever noticed a thief in a shop?*


Support

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

Practice

Pupil's Book

1 Before you read What kind of text is it?



-  Refer pupils to page 56. Using the Lollipop stick technique, ask pupils to quickly say what kind of text it is.

2 4.15 Listen and read.

- Ask pupils to find out if their prediction was correct. Play the audio.
- Check comprehension with questions. Ask *When did Tareq go to the sports shop? (on Saturday) What did the thieves steal? (some expensive trainers) Did they get away? (no) What happened? (The store detective shut them in the storeroom after putting her purse in there.)*



Extra activity Critical thinking

-  Pupils work in pairs and find all the words in the text connected to the theme of shopping. They write the words in their notebooks. Hand each pair a sheet of A4 paper. They write an activity on it with the words in a box and gapped sentences. They swap sentences with another pair and solve their activities.
-  Pairs give each other feedback about their activities, using the Two stars and a wish technique.

Extra activity TPR


- Tell pupils that they are at the sports shop and they should mime what you describe. Say
You are Tareq and you are trying on some trainers.
You are a thief and you are putting some trainers in a bag.
You are the shop assistant and you are looking for some trainers in the storeroom.
You are the shop detective and you are looking at your purse.
You are kicking your purse into the storeroom.
You are locking the thieves in the storeroom.
You are a thief and you are banging on the storeroom door.

3 After you read Tick (✓) the best summary.

- Read the Reading tip to pupils.
- Give pupils a minute to complete the activity.

Activity Book

1 After you read Complete the crossword.

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

Answer key 2 storeroom, 3 notice, 4 detective, 5 thief

Reading

1 **Before you read** What kind of text is it? **an email**



2 **Listen and read.**



Hi Ibrahim!

Guess what? On Saturday I saw a store detective catch some thieves! In the sports shop near us, there were some trainers which I really wanted. For months, I saved money. Finally, on Saturday Dad and I went to buy them. Dad and I were waiting for the shop assistant when a man and a woman came into the shop. We saw them put some expensive trainers into their bags before the shop assistant came out of the storeroom with the trainers for me. They were thieves!

I didn't know what to do. Then I noticed the woman nearby. She took out her purse, which had a lot of money in it. She opened her purse and counted the money loudly. The thieves watched her. Then she dropped her purse! As she walked away, she kicked it into the storeroom.

The thieves went straight into the storeroom to get the purse. Then the woman suddenly came back, quickly shut the storeroom door and shouted for help. It turned out the woman was a store detective! The police came and took the thieves away! Can you imagine?

From,
Tareq

3 **After you read** Tick (✓) the best summary.

- a Tareq saved money to buy some trainers. In the sports shop he saw thieves stealing expensive trainers. The store detective caught the thieves. The police came and took the thieves away.
- b Tareq saved money to buy some trainers. In the sports shop he saw thieves stealing expensive trainers. The police came and took the thieves away.

tip Reading

A summary should mention all the important points in the story. Which summary does that?



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2 **Answer the questions.**

- Pupils complete the activity individually.
- **Extension** Write the following on the board: 1 Saturday 2 Tareq 3 Dad 4 sports shop 5 trainers 6 a man and a woman 7 woman 8 purse. Pupils turn to page 56 of their Pupil's Books. They change information on the board to make their own version of the story and then retell it in pairs. Monitor and help.

Answer key 2 Tareq wanted to buy some trainers.; 3 The thieves put expensive trainers into their bags.; 4 She dropped her purse and kicked it into the storeroom.; 5 She was a store detective.; 6 The police took them away.

Extra activity Fast finishers

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

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Did you like Tareq's email? Did you believe his story? What do you think about thieves? Would you like to be a story detective/shop assistant? Why?*

Objectives

- **Lesson aims:** to understand a listening task; to talk about where you like to go shopping; to write an email to a friend about shops
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing





Materials

- a ball
- sheets of A4 paper, enough for each group of pupils
- coloured pencils
- Resource 33


Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions (GSE 35).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model (GSE 45).

Assessment for Learning



-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Basketball technique; Happy/Sad face technique
-  Peer learning: pairwork; Two stars and a wish technique; groupwork
-  Independent learning: Learning diary

Starting the lesson

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



Presentation

-  Explain that in this lesson pupils will listen to people talk about a shopping centre, talk about the shops they like and then write an email to a friend about the shops.
-  Using the Basketball technique, ask pupils to name the shops they remember.

Practice

Pupil's Book

Listening

1 **4.16** Listen and write.

- Refer pupils to page 57 and tell them to read the information before they listen so they know what to listen for.
- Play the audio.



- 1 Man 1:** Hi, everyone. Here we are in Westport and it's time to go shopping! I'll tell you about the different shops in Westport. Firstly, the main shopping street is High Street. On High Street, there is also an indoor market, where you can buy clothes, pictures and shoes.
- Girl:** Can you buy food there?
- Man 1:** Oh, yes! There are a lot of cafés, and also a greengrocer's and a fishmonger's.
- 2 Man 1:** In the city centre, there's also a big shopping centre. It's called the Smith Centre.
- Boy:** How do you spell 'Smith'?
- Man 1:** S-M-I-T-H.
- Boy:** Thank you!
- 3 Girl:** Excuse me. I've got a headache. I have to find a pharmacy and buy some medicine.
- Man 1:** I'm sorry you're not feeling well. There's a pharmacy at the shopping centre. I can take you there.
- Girl:** Thank you.

Diversity

Challenge


- Ask *What can you buy at the indoor market? Why does the girl want to find a pharmacy?*

Support

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

Speaking

2 Ask and answer where they like to go shopping.


-  Pupils work in pairs.
- When they have talked about shops, pupils change partners and repeat the activity.
- Ask different pupils to talk about their preferences. Ask for class feedback. Prompt with questions: *Who likes going shopping in the market?*

Writing

3 Read. What does Mariam like to buy from the greengrocer's?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *What's the name of the street she likes? (Jacinto Street) What can you buy at the shopping centre? (clothes and presents) What is her favourite shop? (the toy shop)*

Extra activity TPR

-  Using the Happy/Sad face technique, pupils respond to your questions: *Do you know how to write an email? Are you ready to write this email? Are you going to read the plan?*

4 Write an email to a friend suggesting some shops to visit where you live.

- Read the Writing tip and read the plan to pupils. Pupils turn to their Activity Books.

Extra activity Critical thinking

- Pupils write a list of items that a lot of people buy online.



Listening

1 Listen and write.

Shopping in Westport

Main shopping street: High Street

- 1 Indoor market has cafés, a greengrocer's, a **fishmonger's**
- 2 The shopping centre is called the **Smith** Centre.
- 3 For medicine: go to the **pharmacy** in the shopping centre.

Speaking

2 Ask and answer where they like to go shopping.

Where do you like to go shopping?

I like to go shopping in the sports shop and the gift shop.



Writing

3 Read. What does Mariam like to buy from the greengrocer's? **apples and pears**

Hi Nour,
You asked for some advice about good places to shop in my city. On Rainbow Street there are a lot of great shops and there's also a market where you can buy delicious food. There's a fishmonger's, a butcher's and a greengrocer's at the market. I love the apples and pears from the greengrocer's! There's a big shopping centre where you can buy clothes and presents. There are gift shops, a jeweller's, shoe shops and a big toy shop which is called Happy Toys. My favourite shop is the toy shop, of course!
From Mariam

tip Writing

We use an apostrophe after some shop names. That's because *the greengrocer's* is short for *the greengrocer's shop* = *shop of the greengrocer*.

4 Write an email to a friend suggesting some shops to visit where you live.

1 Plan

- Which shops should he/she visit?
- Are the shops at a shopping centre, at a market or on a street?
- What special things can he/she buy there?

2 Write

You asked for some advice about ...
At the market ...
At the shopping centre ...
I love ...

3 Check your work ✓

- Used an apostrophe correctly?

Activity Book, page 51.

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Activity Book

1 Look and write 's to the shop names where necessary.

Answer key 2 fishmonger's, 4 greengrocer's, 5 newsagent's

2 Plan and write an email to a friend suggesting some shops to visit in your town.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to complete the email.
- Check your work: Write the following questions on the board: *Did you use apostrophes correctly? Did you use a capital letter at the start of each sentence? Did you use a full stop at the end of each sentence? Did you use linking words? Did you use the correct spellings? Was your handwriting clear?* Pupils evaluate their own work by answering the questions.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Creativity

- Put pupils in groups. Ask them to make a shopping map of their town to display in the classroom. Have a class vote on the best map.

Extra activity Fast finishers

- Pupils find the shopping vocabulary and write the words down.

Finishing the lesson

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

Review

Objectives

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





Materials

- eight word cards from Lesson 7


Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 41).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31). Can talk about everyday activities using simple language (GSE 32). Can ask a range of questions in guessing games to find the answer (GSE 36).



Assessment for Learning

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


Starting the lesson

-  Ask pupils a key question about learning numbers, e.g. *When will you need to ask for prices in English?* Accept all reasonable answers.

Presentation





-  Explain that in this lesson pupils will do revision of the unit vocabulary and then play a game.
- Revise the shops by saying what you can buy in a shop. Ask different pupils to write the names on the board: *butcher's, corner shop, fishmonger's, gift shop, greengrocer's, jeweller's, newsagent's, pharmacy, phone shop, shoe shop, sports shop, toy shop.*
- Write vocabulary connected to money and prices on the board with the first letter missing: *buy, money box, purse, save, sell, spend, wallet.*
- Say these sentences, but say *beep* instead of the relative clause. Pupils raise their hands to say the missing word. *My friend is a person 'beep' likes going shopping. The shopping centre is the place 'beep' we often meet. The trainers in the sports shop are 'beep' he likes best.*
-  Revise *have to* and *don't have to*. Using the Lollipop stick technique, ask pupils to say one thing they have to or don't have to do at home.

Extra activity TPR


-  Divide the class into two teams. Hide the word cards around the room. Call out a word/phrase and have two pupils (one from each team) search for the word. The pupil who finds the word card thinks of a sentence with the word to win his/her team a point.

Practice

Pupil's Book


- 1 **Sort the words. Write the words in your notebook.**
 -  Refer pupils to page 58. Pupils copy the table in their notebooks and complete it in pairs.
 -  Check answers using the Lollipop stick technique.
- 2  **Muneer, Rana, Aisha and Ramzi have to buy and sell some things. Describe what they have to and don't have to do. Your partner guesses.**
 -  Pupils work in the same pairs and complete the activity.
 - Walk around the room monitoring pairs.

Extra activity Collaborative work

-  Play a memory game. A pupil says *I have to sell my bike*. The next pupil adds something: *I have to sell my bike and my books*, and so on.

Challenge

Challenge your classmates and play the game!

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


Activity Book

- 1 **Read and circle in red the shops Zeinab will visit and in blue the things she will buy. Then write how much Zeinab will spend and save.**

Answer key

Shops Zeinab will visit: toy shop, newsagent's
 Things Zeinab will buy: orange yo-yo, yellow pencil case, magazine
 Spend: 8.50 JD
 Save: 6.50 JD

- 2 **You've got 15 JD. Look at Activity 1. Choose three things you want to buy. Write and say how much you are going to spend.**

- Pupils work individually. They read their partner's work.
-  Ask different pupils to read out their descriptions to each other in groups and compare.

Self-evaluation

- Pupils do the activity individually.

Extra practice

- 1 **Circle the odd one out.**

Answer key 2 medicine, 3 magazine, 4 TV

- 2 **Complete the sentences. Use *who*, *which* or *where*.**

Answer key 2 where you can buy nice presents; 3 which I'm going to buy tomorrow; 4 who are from Aqaba


- 3 **Read and complete for you. Use *have to* or *don't have to*. Then compare in pairs.**

-  Pupils work individually and check in pairs.

1 Sort the words. Write the words in your notebook.

jeweller's pharmacy sports shop newsagent's butcher's
corner shop fishmonger's gift shop

Shops where you can buy food	Shops where you can buy jewellery	Shops where you can buy medicine	Shops where you can buy something to wear
butcher's fishmonger's corner shop newsagent's	jeweller's gift shop	pharmacy	sports shop gift shop

2  Muneer, Rana, Aisha and Ramzi have to buy and sell some things. Describe what they have to and don't have to do. Your partner guesses.

	Muneer	Rana	Aisha	Ramzi
sell a bike	✓	x	✓	x
spend birthday money	x	✓	x	✓
buy a new wallet	✓	x	x	✓
buy a new money box	x	✓	✓	x

He has to sell a bike. He doesn't have to spend his birthday money.

Yes! Muneer?

Challenge

Challenge your classmates and play the game!


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

- 1 Find a person who is holding a credit card. (1 point) *The shopper at the newsagent's. (Lesson 1)*
 - 2 Find the name for a corner shop in New Zealand. (1 point) *dairy (Lesson 9)*
 - 3 Say 14.53 JD in two different ways. (1 point)
fourteen dinars and fifty-three piastres; fourteen fifty-three (Lesson 10)
- Now think of three more questions to ask the other team.

58 fifty-eight

Vocabulary and Grammar reference


1 Translate the words into your language in your notebook. Add more words to the list.

-  Pupils can work in pairs to complete the activity.

2 Read and complete.

Answer key 2 email, 3 where, 4 has to, 5 have to, 6 What, 7 Does, 8 don't, 9 does

Finishing the lesson

-  Write on the board *In Unit 4 I can ..., I am good at ..., I am not very good at ...*. Pupils complete the sentences with their own evaluation.

Next lesson Unit 4 Test and End-of-semester 1 test

Objectives

- **Lesson aims:** to practise for A1 Movers Reading and Writing Part 1, Speaking Part 4 and Listening Part 5
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Writing:** Can write some familiar words (GSE 20).
- **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 talk about everyday activities using simple language (GSE 34).

Assessment for Learning

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

Starting the lesson

- Elicit the different shops from page 49 of Unit 4 and ask pupils to write the words correctly on the board. Say sentences and pupils say which shop it is. Say, e.g. *This is a place where you can buy fruit and vegetables. This is a place where you can buy fish. This is a place where you can buy a football. This is a place where you can buy a comic.*

Presentation

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

Practice

Pupil's Book

A1 Movers Reading and Writing Part 1

- 1 **Look and read. Choose the correct words and tell your partner.**
 - Tell pupils that this practises the A1 Movers Reading and Writing Part 1 exam.
 - Ask a volunteer to read the *Exam tip* aloud. Point out that there are eight pictures and five sentences.
 - Pupils read the sentences and choose their answers individually. Then they compare their answers with a partner.
 - Check answers as a class using the Lollipop stick technique. Pupils read out the sentences and their answers. Point out that number 2 could be *purse* or *wallet*.

Diversity

Challenge

- Once the pupils have finished, have them write definitions for the pictures not used in the activity.

Support

- Read the sentences with the class. Ask pupils which they think are the key words and have them underline them.

A1 Movers Speaking Part 4

- 2 **Let's talk about shopping. Answer the questions.**

- This activity is based on the A1 Movers Speaking Part 4 exam.
- Ask two volunteers to read Activity 2. One person reads the question and the other says the answer.

Extra activity Collaborative work

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

Activity Book

A1 Movers Listening Part 5

- 1 **Think! Tick (✓) the things and places you can see in the picture in Activity 2. Then say where they are.**

- Tell pupils that this activity practises the A1 Movers Listening Part 5 exam.
- Check answers using the Lollipop stick technique.

Answer key 2 ✓, 3 ✓, 4 ✓, 7 ✓, 10 ✓, 12 ✓

- 2 **Do! 4.17 Listen, colour and write.**

- Hand out coloured pencils and play the audio.



- 1 **Woman:** Can you colour this picture now?
Boy: Yes, OK! It's a busy shopping day at the shopping centre.
Woman: That's right. There's a girl who's buying some carrots at the greengrocer's. Colour the carrots.
Boy: OK.
Woman: You have to make them orange.
- 2 **Woman:** Now, I'd like you to colour the gift shop. Can you see it?
Boy: Yes. It's the shop which is between the pharmacy and the jeweller's.
Woman: That's right. Well ... you don't have to colour all the shop. Colour only the present which is in the window. Colour it green, please.
Boy: It's a big present!
Woman: Yes, it is!
- 3 **Boy:** Can I colour a wallet?
Woman: OK. Colour the wallet which the boy in the pharmacy is holding.
Boy: Can, I colour it red?
Woman: Yes, why not? Red is a nice colour.
Boy: Great!
- 4 **Boy:** Can I do some writing, too?
Woman: Yes, I'd like you to write the word 'Pharmacy'.
Boy: Where? At the top of the pharmacy which is next to the gift shop?
Woman: Yes, please. You have to be careful when writing the word. Don't rush!
Boy: OK.
Woman: You don't have to write anything else.
Boy: OK, but can I colour something else?
Woman: Yes, of course. I'd like you to colour a pair of shoes.

tip Exam

Remember: you won't need all the pictures! But check each picture carefully to make sure you've got the right one.

A1 Movers Reading and Writing Part 1

1 **Look and read. Choose the correct words and tell your partner.**

 spend 5	 corner shop 4	 money box 3	 fishmonger's
 wallet 2	 birthday money	 purse 2	 gift shop 1

- This is a place where you can buy presents for your family and friends.
- This is something which people use to carry their money.
- This is something which you can save your money in.
- This is a small shop on the street where you can buy a lot of different things.
- You do this when you take your money to a shop and buy something with it.

Number 1.
Gift shop.

A1 Movers Speaking Part 4

2 **Let's talk about shopping. Answer the questions.**

- How often do you go shopping?
- Who do you go shopping with?
- What shops do you like to go to?
- What kinds of things do you buy?

Boy: The shoes which the boy in the shoe shop is trying on?
Woman: No, the big pair of shoes in the shoe shop window. Can you see them?
Boy: Yes, they're big.
Woman: Please colour them pink.
Boy: OK.
5 Woman: And now, can you see the jeweller's? Colour the money box which the girl is holding, please.
Boy: All right. Can I colour it yellow?
Woman: That's a nice colour, but I'd like you to colour it blue, please.
Boy: Blue then.
Woman: Thank you! Well done!

Answer key orange carrot, green present, red wallet, Pharmacy, pink shoes, blue money box

Finishing the lesson

- Ask *How did you get on in Unit 4? Which lesson did you like best? Which words were the easiest and most difficult?*
- Using the Thought-provoking questions technique, ask pupils how successful their learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar
- **Target language:** *horse, turtle, monkey, parrot, kangaroo, rabbit; run, swim, jump, fly, climb, hop*
- **Skills:** Speaking, Listening, Reading, Writing

Materials

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

Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring pupils' learning: Lollipop stick technique
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent learning: Summative questions technique

Global Scale of English (GSE)

- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18). Can express ability or lack of ability in relation to basic everyday actions (GSE 31).
- **Listening:** Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly (GSE 38).
- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Mapping

Topic	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 5: Welfare	<p>Listening: asking and answering questions to seek help, get information, or clarify something</p> <p>Speaking: taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion)</p> <p>Reading: segmenting long texts into smaller sections and reading one section at a time</p> <p>Writing: using the writing process to write simple texts (e.g. short stories with pictures)</p> <p>Viewing and presenting: journaling regularly</p>	<p>Listening: respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts</p> <p>Speaking: maintain the conversation (keep it going); speak with less preparation and guidance from the teacher and more improvisation; segment long texts into smaller sections and read one section at a time</p> <p>Reading: demonstrate understanding of message in stories, fables, or lesson</p> <p>Viewing and presenting: demonstrate how the words and pictures work together to convey a particular message</p>

Starting the lesson

- 🧑‍🎓 Play Parachute with the vocabulary from Units 3 and 4.

Presentation

- 🗨️ Explain that in this lesson pupils will learn vocabulary related to animals and how they move. They will also learn comparative adverbs and superlative adjectives.

Practice

Pupil's Book

1 🕒 How many animals can you say? Which of them can ...

- Set a timer to one minute and have pupils say as many animals as possible. Go around the class and count as they say them and write them on the board. Then say the total number the class as a whole has said.
- Then using the list of animals on the board, ask *What can a (lion) do?* Pupils answer, e.g. *A lion can run, swim and climb.* Continue with all the animals on the board.

2 🎧 LC2.1 Read and say. Listen and number.

- Ask pupils to look at the words and photos. Read the words aloud and pupils repeat as they hear them. Read the words again but this time, not in the order on the page. Pupils repeat.
- Play the audio and pupils number the photos. Play the audio a second time if necessary.



- 🗨️ Check answers as a class using the Lollipop stick technique.
- 👥 In pairs, pupils describe one of the animals from Activity 2 for their partner to guess what animal it is, e.g. *This animal has got two legs. It can jump and run. It's brown. It eats grass. (kangaroo)*

- 1 It's a turtle.
- 2 It's a parrot.
- 3 It's a horse.
- 4 It's a kangaroo.
- 5 It's a rabbit.
- 6 It's a monkey.

3 🎧 LC2.2 Listen and match.

- Ask pupils to look at the pictures in Activity 3. Say an action word and have pupils mime it to reinforce the vocabulary.
- Play the audio. Pupils listen and draw lines to the correct animal. Play the audio again if necessary.
- **Extension** Pupils close their books. Elicit the names of the animals on page 60 and write them on the board. Have pupils choose one and say how it moves and what it can do.



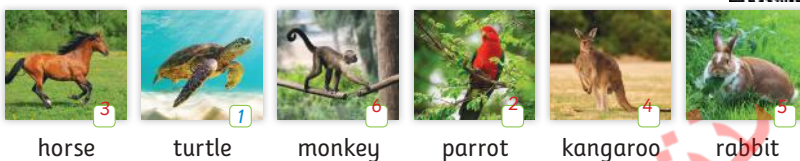
- 1 This bird can talk loudly. It's a parrot.
- 2 This animal can jump easily. It's a kangaroo.
- 3 This animal can climb carefully. It's a monkey.
- 4 This animal can swim slowly. It's a turtle.
- 5 This animal can hop quietly. It's a rabbit.
- 6 This animal can run quickly. It's a horse.

Language booster 2

1 🕒 How many animals can you say? Which of them can ...

run swim jump fly climb hop ?

2 🎧 Read and say. Listen and number.



3 🎧 Listen and match.

60 sixty

Extra activity Critical thinking

- Pupils write six columns on a sheet of A4 paper with the headings: *talk, run, jump, swim, hop, climb*. They complete the columns with animals that can do these movements. Point out they can repeat animals in the different columns. For example, they can write *horse* under *run, jump* and *swim*.

Activity Book

1 Look and write.

- Ask pupils to look at the words in the box. Ask a pupil to read them aloud.
- Pupils complete the activity individually, writing the words from the box under the correct picture.
- Check as a class.

Answer key 2 horse, 3 kangaroo, 4 turtle, 5 monkey, 6 rabbit

Diversity

Challenge

- 🧑🏫 In pairs, pupils practise spelling the words in Activity 1. One person spells an animal and the other says what it is. They can also say one thing that animal can do.

Support

- Review the animals again. Pupils write down the animals in their notebooks. They can illustrate them to show the meaning.

2 Read and circle the correct answer.

- Write *slowly, quickly, quietly, loudly, carefully* and *easily* on the board. Explain these are adverbs and are used to describe how something is done. Give an example: walk to the door slowly and then walk to the door quickly.
- 🧑🏫 Ask pupils to complete the activity individually. Check answers in pairs. Then ask pupils to read out the correct complete sentences.

Answer key 1 a, 2 b, 3 b, 4 a, 5 a, 6 a

3 Complete the sentences.

- Ask pupils to look at Activity 3. Tell pupils they take one word from each box to complete each sentence. Make sure pupils know what to do.
- 🧑🏫 Pupils complete the activity individually. Put pupils in groups and have them read out their sentences.

Answer key (possible answers) 2 A parrot flies easily/quickly.; 3 A turtle swims slowly/carefully.; 4 A monkey climbs easily/quickly/carefully.; 5 A rabbit hops quietly.; 6 A horse jumps easily.

Finishing the lesson

- 🎒 Using the Summative questions technique, ask pupils what they think about what they have learnt today.
- Have pupils say the best thing about today's lesson. Encourage them to use *The best thing today was ...*

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar to say and write sentences with comparative adverbs and superlative adjectives
- **Target language:** *horse, turtle, monkey, parrot, kangaroo, rabbit; run, swim, jump, fly, climb, hop*
- **Skills:** Reading, Speaking, Writing, Listening

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35). Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model (GSE 30). Can write simple sentences about familiar things, given prompts or a model (GSE 32)
- **Listening:** Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly (GSE 38).

Assessment for Learning

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

Starting the lesson

- Review the animals and movements from the previous lesson. Ask pupils to come to the front to mime an animal. The class guesses what it is.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to animals and how they move. They will also learn comparative and superlative adverbs.

Practice

Pupil's Book

4 LC2.3 Read and write True or False. Listen and check your answers.



- Ask pupils to look at the example in Activity 4. Read the sentence aloud and explain that *more quickly* compares how a turtle and a dolphin swim.
- Play the audio and pupils check their answers. Have pupils correct the false sentences.

- 1 True or False? A turtle swims more quickly than a dolphin. It's False. A turtle swims more slowly than a dolphin.
- 2 True or False? A rabbit hops more easily than a panda. It's True.
- 3 True or False? A parrot talks more quietly than a frog. It's False. A parrot talks more loudly than a frog.

Diversity

Challenge

- Write prompts on the board: *bear/swim/more slowly/dolphin; kangaroo/jump/more easily/tiger; lion/run/more quickly/panda; parrot/talk/more loudly/frog.*
- In pairs, pupils take turns to say sentences, e.g. *A bear can swim more slowly than a dolphin.*

Support

- Review how different animals do things before doing Activity 4. Elicit sentences from pupils and write them on the board. Pupils copy them into their notebooks. Write, e.g. *A dolphin swims quickly. A rabbit hops easily. A parrot talks loudly. A monkey climbs easily.*

5 Think of animals you know. Make true sentences.

- **LC2.4** Tell pupils to look at the grammar box. Play the audio and ask pupils to repeat.
- Ask a pupil to read the speech bubble. Ask *Is this true?* (Yes)
- Pupils work in groups and say true sentences. Help pupils where necessary with their sentences.



6 Read the sentences. Tick (✓) the correct animal.

- Pupils look at the photos at the top of the table (*a turtle, shark, octopus*). Say *They are all quick. Which animal is the quickest?* Pupils tick the correct photo.
- Pupils work individually to complete the rest of the activity. Check as a class.

7 Talk in pairs. Which animal do you like best?

- **LC2.5** Play the audio and pupils repeat the sentences.
- Pupils look at the speech bubbles in Activity 4. Ask two volunteers to read them aloud.
- In pairs, pupils take turns to say sentences about the animals on pages 60 and 61. Monitor pupils are using the structure correctly.



Show what you know

- Ask pupils what they have learnt on Bo's Learning Club pages. Pupils answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually.

Activity Book

4 Read and circle the correct answer.

- Pupils look at Activity 4. Read out the animals and ask pupils to say one thing about them.
 - Pupils complete the activity individually. Check answers by having pupils read out the complete sentences. Use the Lollipop stick technique.
 - **Extension** Have pupils swap the animals in each sentence and say the new sentences, e.g. *A panda runs more slowly than a lion.*
- Answer key** 2 more slowly, 3 more quietly, 4 more easily, 5 more carefully

5 Read and write the animal.

- Read the words in the boxes and check pupils understand what they are.
 - Pupils work in pairs and complete the activity. One reads the sentence and the other chooses the answer.
 - Elicit the opposite superlative for each item and write them on the board. Pupils re-do the activity with the new superlatives. (*1 the quickest – a shark, 2 the quietest – a butterfly, 3 the slowest – a tortoise, 4 the loudest – a lion*)
- Answer key** 1 seahorse, 2 parrot, 3 lion, 4 panda

4  Read and write **True** or **False**. Listen and check your answers.

- 1 A turtle swims more quickly than a dolphin.
- 2 A rabbit hops more easily than a panda.
- 3 A parrot talks more quietly than a frog.



False

True

False

5  Think of animals you know. Make true sentences.







A rabbit hops more easily than a horse.

 LC2.4

A parrot flies **more quickly** than a bee.
A seahorse swims **more slowly** than a dolphin.

6 Read the sentences. Tick (✓) the correct animal.

1 Which animal is the quickest ?			
2 Which animal is the quietest ?			

7  Talk in pairs. Which animal do you like best?



I like the parrot best.
Because it's beautiful.

Why?

 LC2.5


The shark is **the quickest**.
I like the lion **best**.


Show what you know

Well done!


- Can you name animals and say what they can do?
- Can you compare what different animals can do?
- Can you talk about the animal you like best?



6  Draw, write and share about the animal you like best.

- Brainstorm the animals from the two lessons and write them on the board.
- Pupils choose one and draw and write about the animal they like best.
-  In pairs, they show each other their work.
- **Extension** Ask a pupil to come to the front of the class. The rest of the class asks questions to guess which animal the pupil has drawn and written about (e.g. *Does your animal live in the sea? Does your animal live on land? Can it fly? Can it fly more quickly than a ...?*).

Finishing the lesson

- Hand out A4 paper. Pupils divide each sheet into six and draw the animals from page 84. They colour and cut them out. Pupils then choose four animals and play animal bingo. When pupils hear their animal they turn it over. The winner is the first one to turn over all the animals.
-  Using the Summative questions technique, ask pupils what they think about what they learnt today.

How can plants keep us healthy?

Objectives

- **Lesson aims:** to learn about how plants keep us healthy
- **Target language:** *carbohydrates, minerals, proteins, source, spinach, vitamins, wheat*
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- English learners' dictionaries / online access to English learners' dictionary
- sheets of A4 paper, enough for each group of pupils
- Yes / No response cards
- Resource 34

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write some familiar words (GSE 20).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; Yes / No response cards
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; Summative questions technique

Starting the lesson

- Write *Plants we eat* on the board. Ask pupils to raise their hands and name any plants they know that we eat. Tell pupils they will learn about different plants and what is in them.

Presentation

- Explain that in this lesson pupils will learn about how plants keep us healthy.
- Pre-teach these words. Write them on the board one at a time with definitions: *carbohydrates: these are in potatoes and pasta and they give us energy minerals: these are in food that keeps us healthy, like iron in greens proteins: these are in food like beans and they are good for our bodies source: this is where something comes from spinach: this is a green leaf plant – the one Popeye likes vitamins: these are in food that keeps us healthy, like vitamin C in oranges wheat: this is a grain we use to make bread*
- Read out the definitions and explain if necessary.

Practice

Pupil's Book

1 Think What do you know about keeping healthy?

- Refer pupils to page 62. Read the question. Pupils discuss for one minute in groups of four. They then raise their hands to offer ideas to the class.
- **Extension** Internet search key words: *kids health – healthy eating*

2 Learn LC2.6 Listen and read.

- Before pupils read, draw their attention to the photos. Read out the words, have pupils point to the correct photo and repeat. Explain meanings if necessary.
- Play the audio.
- Check comprehension with questions: *What is in peas and beans? (proteins) What is in apples, oranges and spinach? (vitamins and minerals) What is in pasta, bread and potatoes? (carbohydrates)*



Diversity

Challenge

- Ask pupils thought-provoking questions, e.g. *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?*

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea. But remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Add translations to the definitions on the board for pupils to copy.

3 Check Write words from the text.

- Pupils work individually to complete the activity. They then compare answers in pairs. Ask for feedback from pairs, using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils work in groups of four. Hand a sheet of A4 paper to each group. They write three more definitions for words in the text. They can use a dictionary to do this. They swap work with another group and find each other's words.

Extra activity TPR

- Using their Yes/No response cards, pupils answer these questions and others you might want to add:
*Does spinach have minerals?
Do plants keep us healthy?
Do we use potatoes to make pasta?
Are there carbohydrates in bread?
Is wheat a green vegetable?
Did you learn some new words today?
Do you like spinach?
Do you eat a lot of fruit and vegetables?*

Extra activity Fast finishers

- Have pupils find the plant words in the text and write the words in their notebook.

Finishing the lesson

- Erase the definitions of the new words from the board. Have pupils raise their hands to say a definition for each word.
- Using the Summative questions technique, ask *What new information did you learn in this lesson?*




Science

How can plants keep us healthy?

Think

1 What do you know about keeping healthy?

Learn

2  Listen and read.source of vitamins
and minerals

How can plants keep us healthy?

Plants are important because they are a **source** of food. All fruit and vegetables come from plants and eating fruit and vegetables keeps us healthy. For example, beans and peas have got **proteins** in them.

We need proteins to help our bodies grow and get better when we're hurt. When we eat oranges and apples or make them into a fruit drink, we get a lot of **vitamins** and **minerals** from them. There are also vitamins and minerals in green vegetables, for example, in **spinach**. We need vitamins and minerals to keep our bodies and teeth strong.

To keep fit and healthy, we need to eat some **carbohydrates**, too. Carbohydrates give us energy. Potatoes are a source of carbohydrates, but we can also find them in pasta and bread. That's **because** pasta and bread come from **wheat** and wheat is a plant. When we eat fruit and vegetables every day, our bodies get some proteins, vitamins, minerals and carbohydrates.

So eating food from plants keeps us healthy!

source of
proteins

spinach

source of
carbohydrates

wheat

check

3 Write words from the text.

- | | |
|---|------------------------------|
| 1 These keep our bodies and our teeth strong. | vitamins and minerals |
| 2 These give us energy. | carbohydrates |
| 3 This is a plant we can make into bread and pasta. | wheat |
| 4 These help our bodies to grow and get better when we're hurt. | proteins |
| 5 This vegetable gives us vitamins and minerals. | spinach |

How can plants keep us healthy?

Objectives

- **Lesson aims:** to learn about food groups
- **Target language:** *fats*
- **Skills:** Reading, Writing, Speaking





Materials

- sheets of A4 paper/paper plates, enough for each group
- coloured pencils
- pictures or printouts of different foods for each group


Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write some familiar words (GSE 20).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).


Assessment for Learning

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

Starting the lesson


-  Write *Oranges and spinach* on the board. Ask *What things are in oranges and spinach that keep us healthy?* Elicit vitamins and minerals.
- Write *wheat* and then *beans* on the board and ask the same question. Elicit the answers *carbohydrates* and *proteins*.

Presentation

-  Explain that in this lesson pupils will learn about another group in the food groups.
- Write *Fats* on the board. Ask pupils if they know what it means. If not, explain the meaning. Pupils could look up fats online if available.
- **Extension** Internet search key words: *fats in plants we eat*

Practice

Pupil's Book

- 1 **Let's practise! Look at these four groups of food. Think! Write the two words that go into the 'fats' group.**
 - Refer pupils to page 63. Read the question and the different foods to pupils. Explain meanings if necessary.
 -  Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.

Diversity


Challenge

- Pupils say other foods for each group.

Support


- Call out other words and ask pupils which group they go in.

2 Read and check. Were you right?


- Pupils read the text individually.
-  Ask for feedback using the Lollipop stick technique.

Show what you know

Make a healthy food plate with four types of food.

-  Place pupils in groups to complete the activity. Hand each group a sheet of A4 paper/paper plate, coloured pencils and pictures.
- Display the food plates. Ask pupils to look at each other's work and vote for their favourite one.

Extra activity Critical thinking

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


Extra activity TPR

- Call out the names of the different foods in this lesson. Pupils hold up their left hand for food from plants and their right hand for food from other sources.

Extra activity Fast finishers

- Have pupils write in their notebooks three things they learnt that they didn't know before these lessons.

Finishing the lesson

- Pupils close their books. Draw a spidergram on the board with the body titled *Plants*. Draw four different circles titled *Fats*, *Proteins*, *Carbohydrates* and *Vitamins/Minerals*. Have different pupils go to the board and write one food word each from the previous lessons in the correct circles.
-  Using the Summative questions technique, ask *Did you remember what each food is a source of? Are you going to eat more plants? Why? Why not?*

Extra activity Progress path

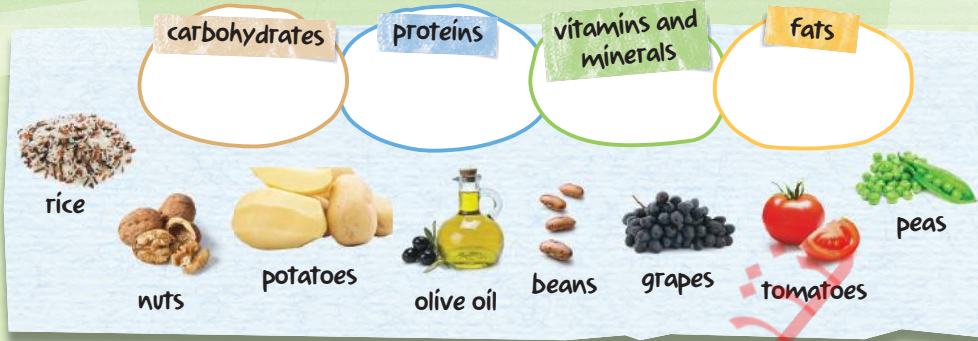
Teacher's Book pages 148 (Pupil's Book) and 149 (Activity Book)

- Pupils work in pairs through the questions from Unit 3 to Unit 4 in the Pupil's Book (page 68) and/or the Activity Book (page 67).
- Depending on the amount of time you have, pupils could work through the Progress paths for both Pupil's Book and Activity Book unit-by-unit in class, or do the Pupil's Book one in class and the Activity Book one for homework.
- After completing the Unit 3 question(s), pupils can complete Challenge 1 in the Pupil's Book with their partner. Tell pupils they should try to complete the challenge in less than one minute.
- After completing the Unit 4 question(s), pupils can complete Challenge 2 in the Pupil's Book with their partner. Tell pupils they should try to complete the challenge in less than one minute.

Pupil's Book answer key Unit 3: a million; pupils' own answers; Unit 4: greengrocer's, toy shop, fishmonger's, butcher's; pupils' own answers; Challenge 1: planet; Challenge 2: pupils' own answers
Activity Book answer key Unit 3: spacesuit; pupils' own answers; Unit 4: False; Mum went to the fishmonger's to buy fish.

Let's practise!

1 Look at these four groups of food. Think! Write the two words that go into the 'fats' group. **olive oil and nuts**



2 Read and check. Were you right?

Foods that are fats keep us warm. Some plants are a source of fats. Olive oil and some nuts are fats but to keep healthy, we shouldn't eat a lot of fat.

Show what you know

Make a healthy food plate with four types of food.

- 1 Brainstorm healthy foods for each part of the plate.
- 2 Draw a plate, or use a paper one, with the four food groups. Colour and label them.
- 3 Find pictures of two foods for each part of the plate.
- 4 Circle the foods that come from plants.
- 5 Compare your plate with three friends. Say why your plates are healthy.



Harvest Festival

Objectives

- **Lesson aims:** to learn about Harvest Festival
- **Target language:** *harvest, grateful, tins, community, field, full moon*
- **Skills:** Reading, Writing, Listening, Speaking





Materials

- sheets of A3 paper/card, enough for each group of pupils
- coloured pencils
- a box or basket for each group
- things to decorate the box, e.g. ribbons, tissue paper
- fruit, vegetables and food/photos of food
- Yes/No response cards



Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38). Can understand simple sentences, given prompts (GSE 24). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Writing:** Can write some familiar words (GSE 20). Can create a poster to advertise an event or product, given a model (GSE 45).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can talk about basic personal experiences, using simple linking words (GSE 37).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

Starting the lesson

-  Write *Fruit and Vegetables* on the board. Ask different pupils to write the words they know on the board.
-  Write *Harvest Festival* on the board. Say *Harvest is when the food on farms is ready and we collect it to eat.* Ask *What's the connection between fruit and vegetables and Harvest Festival?*

Presentation

-  Explain that in this lesson pupils will learn about a festival that takes place in autumn called Harvest Festival.
- Write *tins, grateful* and *community* on the board. Explain the meanings:
You can buy fresh fruit and vegetables, but you can also buy them in metal tins. Do you like food in tins?
When someone cooks you a nice meal, you are happy, aren't you?
You say 'thank you' because you are grateful.
Your community is everyone who lives in your town or near you.
- A Harvest Festival is a festival for the whole community. A lot of schools around the world have a Harvest Festival.

Practice

Pupil's Book


1 F1.1 Listen and read.

- Refer pupils to page 64. Read the question. Tell pupils to find out what Diya takes to her Harvest Festival.
- Play the audio.
- Check comprehension with questions. Ask *What does Diya usually bring? (a big bag of apples) Where does she get the apples from? (a tree in her garden) Is this one of Diya's favourite festivals? (yes) Do you like her poem? Why / Why not?*



Diversity


Challenge

-  Ask pupils thought-provoking questions, e.g. *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meaning?*


Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Write definitions or translations on the board for pupils to copy.


2 Answer the questions.

-  Pupils work individually, then compare answers. Ask for feedback from pairs using the Lollipop stick technique.


Extra activity Critical thinking

-  Pupils work in groups of four. Hand a sheet of A3 paper to each group. They write three more questions based on the text. They swap work with another group and answer each other's questions.

3 Do you celebrate a harvest? What do you do?


-  Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. If pupils don't celebrate a harvest, or to promote class discussion, ask *What do you think of the idea of a Harvest Festival? What food would you like to share with your community? Who do you think you could share food with?*
- **Extension** Internet search key words: *Harvest Festival*

4 Make a Harvest Festival basket.

-  Place pupils in groups.
- Hand groups all the materials they need.
- Display the baskets and have pupils talk about what they can see and like.
- **Extension** Internet search key words: *Harvest Festival basket images*



Extra activity TPR

-  Using their Yes/No response cards, pupils answer these questions and any others you might want to add:
Is Harvest Festival in September/November?
Can you bring food/clothes from your garden/shops?
Does Diya usually bring apples/bananas/tins?
Is Harvest Festival Diya's favourite festival?
Is the moon at Harvest Festival time called a Harvest Moon/Festival Moon?
Does Diya talk about fields/shops/sharing in her poem?

My name's Diya!
Harvest Festival is one of
my favourite festivals!

Harvest Festival

1 Listen and read.



Harvest Festival is every year in September in India. Now we celebrate it in Jordan. At Harvest Festival, we celebrate because the **harvest** is finished and we are **grateful** that we have food on our tables. Everyone usually brings some food to school: it can be food from your garden or it can be food from a shop. In our garden we have an apple tree, so I usually bring a big bag of apples to school. Other people bring **tins** of food. Then we share the food with people in our **community**.



1 in September

2 Because they are grateful that they have food on their tables.

3 food from their garden or a shop

4 They share it with people in their community.



The full moon at Harvest Festival time is called a Harvest Moon!

2 Answer the questions.

- 1 When is Harvest Festival?
- 2 Why does Diya's school celebrate Harvest Festival?
- 3 What do children bring to school?
- 4 What do they do with the food?

3 Do you celebrate a harvest? What do you do?

64 sixty-four

4 Make a Harvest Festival basket.



- 1 In groups, plan what to put in your Harvest Festival basket.
- 2 Find a box or basket and decorate it.
- 3 Bring fruits, vegetables and other food to school. If you can't bring real food, find photos.
- 4 Share the food with your classmates!

Activity Book

1 After you read Read and match.

- Ask for feedback using the Lollipop stick technique.

Answer key 2 grateful, f; 3 tins, e; 4 full moon, c; 5 field, a; 6 community, b

2 Complete the sentences with the words in Activity 1.

- Have pupils raise their hands to offer answers.

Answer key 2 grateful, 3 tins, 4 community, 5 full moon, 6 field

3 Make a Harvest Festival poster. Include a poem and the things to bring.

- Put pupils into groups of four. Give them materials.
- Give pupils time to write a poem. Encourage them to use the language from the lesson.
- Display the posters. Pupils discuss them.

Finishing the lesson

- Using the Summative questions technique, ask *What new information did you learn in this lesson? Did you enjoy making a Harvest Festival basket?*

World Water Day

Objectives

- **Lesson aims:** to learn about World Water Day
- **Target language:** *important, running water, raise money, sale, decorations, charity*
- **Skills:** Reading, Writing, Listening, Speaking





Materials

- sheets of A4 paper, enough for each group of pupils, or whiteboard and whiteboard software and computers
- coloured pencils/whiteboard markers
- Yes/No response cards


Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can create a poster to advertise an event or product, given a model (GSE 45).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can make suggestions about what to do, using a few basic fixed expressions (e.g. *Let's, Why don't we ...?*) (GSE 42).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

Starting the lesson

-  Write *Water* on the board. Ask pupils to raise their hands and say words that they connect to water. Accept all reasonable suggestions.

Presentation

-  Explain that in this lesson pupils will learn about a day called *World Water Day*. Write *World Water Day* on the board. Have a class vote for the month they think this day is celebrated in.
- Pre-teach the **words** *important, running water, raise money, sale, decorations* and *charity*. Write the words on the board. Explain the meanings by asking pupils to find the word:
These are colourful things you hang up for a party.
This is water that comes from a tap.
This is an organisation that helps people.
This means something makes a difference.
This is when you sell a product in exchange for money.

Practice

Pupil's Book


1 F2.1 Listen and read.

- Refer pupils to page 65. Read the question. Tell pupils to find out when World Water Day is.
- Play the audio.
- Check comprehension with questions. Ask *When is World Water Day? (22 March) How many people don't have running water? (millions) What did Farid and his classmates make this year? (posters)*



Diversity



Challenge

-  Ask pupils thought-provoking questions, e.g. *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?*


Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Write definitions or translations on the board for pupils to copy.


2 Finish the sentences.

-   Pupils work individually to complete the activity. They then compare answers in pairs. Ask for feedback from pairs using the Lollipop stick technique.


Extra activity Critical thinking

-  Pupils work in groups of four. Hand a sheet of A4 paper to each group. They write three more unfinished sentences based on the text. They swap work with another group and complete each other's sentences.

3 What can you do on World Water Day?


-  Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. To promote class discussion, ask *Do you agree? What else could you sell? What costumes can you wear? What would you put on posters?*
- **Extension** Internet search key words: *World Water Day*

4 Make a whiteboard presentation about saving water.

-  Place pupils in groups.
- Hand groups all the materials they need and/or organise them depending on how they will do the presentation (paper on the board, drawings on the board or projection on the board).
- Have groups present their work to the class. Make sure all pupils in each group say something.
- **Extension** Internet search key words: *how to save water*



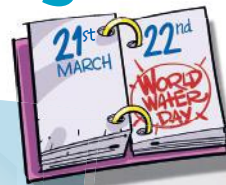
Extra activity TPR

-  Using their Yes/No response cards, pupils answer these questions and any others you might want to add:
Is World Water Day in September/March? Did Farid's school make posters/whiteboard presentations? Did they sell biscuits/cakes/milk bottles/water bottles? Did they all wear red/blue? Did they raise money?

World Water Day

Hello, I'm Farid! I think World Water Day is really important!

1 Listen and read.



On World Water Day, we think about water and how **important** it is. In Jordan, most people have clean **running water**, but millions of people all over the world don't have any. At our school, we **raise money** on World Water Day to help more people get clean water.

This year, we made posters about how you can save water, and put them around the school. Then we all dressed up in blue. We had a cake **sale**. We sold cakes with blue **decorations**. We sold water bottles that you can use again and again. In one day, we raised over 200 dinars! We sent the money to a **charity** that helps people get clean water.



2 Finish the sentences.

- 1 World Water Day is on **the 22nd of March**.
- 2 Many people in the world don't have **clean running water**.
- 3 At Farid's school on World Water Day, they raise money to **help people get clean water**.
- 4 They sold blue cakes and **water bottles you can use again and again**.
- 5 They raised **over 200 dinars**.

3 What can you do on World Water Day?

4 Make a whiteboard presentation about saving water.




- 1 In groups, think of three ways you can save water.
- 2 Draw and write about them.
- 3 Present your ideas to the class.

sixty-five **65**


Activity Book

1 After you read Match the pictures and write.

-  Ask for feedback using the Lollipop stick technique.


Answer key 2 sale, 3 running water, 4 decorations

2 Tick (✓) the things pupils did at Farid's school on World Water Day.


-  Pupils work individually and check in pairs.

Answer key made posters, dressed up in blue, had a cake sale, used blue decorations for the cakes, raised money

3 In groups, make posters for World Water Day. Display them in school.

-  Divide pupils into groups of four.
- Hand each group the materials they need.
- Give pupils time to design their posters. Encourage them to use language from the lesson.
- Display the posters for other pupils to see.
- Ask feedback questions about the posters, e.g. *Which posters do you like best? What's the same about the posters? What's different?*

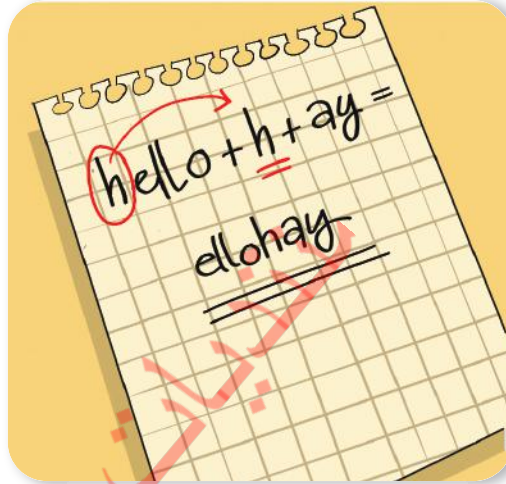
Finishing the lesson

-  Using the Summative questions technique, ask *What new information did you learn in this lesson? Did you enjoy making a whiteboard presentation?*

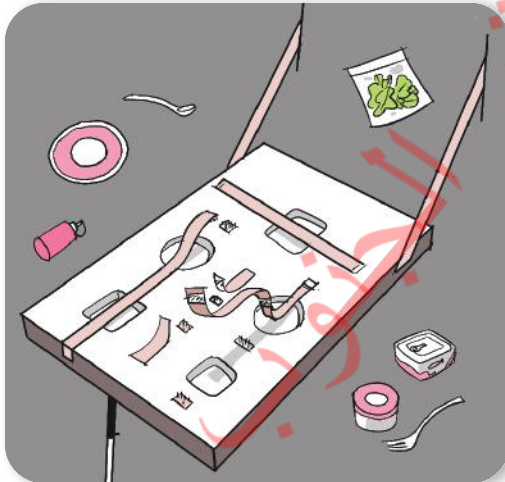
Unit 1 Pages 10–11



Unit 2 Pages 22–23



Unit 3 Pages 38–39



Unit 4 Pages 50–51



Grammar reference

Unit 1

My mum is **shorter** than me.

She's **the shortest** person in our family!

I'm **more hard-working** than my best friend.

I'm **the most hard-working** person in the class!

I'm **good at** baking cakes.

I'm **not very good at** making pizza.

Katie is **great at** acting.

Harry's **terrible at** juggling!

Unit 2

Was everything very different ten years **ago**?

That computer **was** really big!

Did you **have** a phone ten years **ago**?

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

When I was one, I **could** walk but I **couldn't** talk.

Could you talk when you were two?

Yes, I **could**. / No, I **couldn't**.

Unit 3

It's Jack's graduation tomorrow. I'll **get** him a present later.

What **will** you **get** him? What about a book on space?

No, I **won't get** him a book. I think I'll **get** him a game.

How deep is the Grand Canyon?

It's 1,800 metres **deep**.

Unit 4

It's the man **who** we saw earlier. (person)

That's the phone case **which** my mum wants. (thing)

We're in the shop **where** my brother works. (place)

I **have to** / He **has to** save some money!

I **don't have to** / He **doesn't have to** buy it now.

Do you **have to** buy that boat?
Yes, I **do**. / No, I **don't**.

Does he **have to** buy that boat?
Yes, he **does**. / No, he **doesn't**.

Progress path

In pairs, read and answer. Then tick (✓).

Welcome

Describe your friend.

He's / She's got ...

Unit 1

Say three things you're good at.

Unit 1

Use adjectives to describe yourself.

Unit 3

What number is this?

1,000,000
a million

Unit 2

What could you do when you were five?

Unit 2

Where did you go last weekend?

Unit 3

Plan a party for your friend. What will you do?

Unit 4

This is a shop where you can buy ...

some apples. **greengrocer's**
a doll. **toy shop**
fish. **fishmonger's**
meat. **butcher's**

Unit 4

What shops are there in your town?

Circle the odd one out.

satellite

planet

space station

rocket

Unit 4

Go shopping for your classmate. You shop and your classmate is the shop assistant.

CHALLENGE 1

CHALLENGE 2



Progress path

Read and write. Then tick (✓).

Unit 1

Match. Draw lines.

make — a ball
 fix — a pizza
 bake — toys
 throw — a cake

Unit 1

Circle for you.
 I'm shy / confident.
 I'm tidy / untidy.

Unit 2

It's a mobile phone / telephone.



Unit 2

Circle the odd one out.

mouse computer email
 keyboard lemonade tablet

Welcome

What do you do after school?
 I _____

Unit 4

Write True or False.
 A newsagent's is a shop where you can buy medicine.
False

Unit 3

Write another word in the same vocabulary group.

star telescope planet
 rocket _____

Unit 3

An astronaut wears this.

It's a p a c e t i s t i u _____
spacesuit

Unit 4

Order the words to make a sentence.

Mum went to
 fishmonger's the
 fish buy to

Mum went to the fishmonger's to buy fish.



Welcome

basketball – /'bɑːskɪtbɔːl/
beard – /bɪəd/
club – /klʌb/
curly – /'kɜːli/
dark – /dɑːk/
fair – /feə/
football – /'fʊtbɔːl/
go – /gəʊ/
granny – /'græni/
hair – /heə/
lesson – /'lesən/
long – /lɒŋ/
moustache – /mʊ'staɪf/
play – /pleɪ/
science – /saɪəns/
short – /ʃɔːt/
straight – /streɪt/
swimming – /'swɪmɪŋ/
tennis – /'tenɪs/
visit – /'vɪzɪt/

Unit 1

bake – /beɪk/
ball – /bɔːl/
cake – /keɪk/
cheerful – /'tʃɪəfl/
confident – /'kɒnfɪdənt/
count – /kaʊnt/
experiment – /ɪk'sperɪmənt/
fix – /fɪks/
friendly – /'frendli/
hard-working – /,hɑːd'wɜːkɪŋ/
juggle – /'dʒʌɡl/
kind – /kaɪnd/
lazy – /'leɪzi/
make – /meɪk/
pizza – /'pɪːtsə/
polite – /pə'laɪt/
quiet – /kwaɪət/
rude – /ruːd/
shy – /ʃaɪ/
spell – /spel/
throw – /θrəʊ/
tidy – /'taɪdi/
toy – /tɔɪ/
unfriendly – /ʌn'frendli/
unhappy – /ʌn'hæpi/
unlucky – /ʌn'lʌki/
unsafe – /ʌn'seɪf/
untidy – /ʌn'taɪdi/
unwell – /ʌn'wel/

Unit 2

call – /kɔːl/
carry – /'kæri/
computer – /kəm'pjʊ:tə/
describe – /dɪ'skraɪb/
description – /dɪ'skrɪpʃn/
email – /'iːmeɪl/
face – /feɪs/
hold – /həʊld/
inform – /ɪn'fɔːm/
information – /,ɪnfə'meɪʃn/
keyboard – /'kiːbɔːd/
letter – /'letə/
make – /meɪk/
mobile phone – /'məʊbaɪl fəʊn/
mouse – /maʊs/
pen – /pen/
post – /pəʊst/
race – /reɪs/
sandwich – /'sænwɪdʒ/
send – /send/
shoelace – /'ʃuːleɪs/
smartwatch – /'smɑːrtwa:tʃ/
story – /'stɔːri/
study – /'stʊdi/
tablet – /'tæblət/
telephone – /'telɪfəʊn/
tell – /tel/
tie – /taɪ/
win – /wɪn/

Bo's Learning Club 1

build – /bɪld/
museum – /'mjuːziəm/
robot – /'rəʊbɒt/
rocket – /'rɒkɪt/

Unit 3

astronaut – /'æs.trə.nɔːt/
comet – /'kɒmɪt/
Earth – /ɜːθ/
explorer – /ɪk'splɔːrə/
fifty – /'fɪfti/
five – /faɪv/
hundred – /'hʌndrəd/
million – /'mɪljən/
Moon – /muːn/
planet – /'plænɪt/
satellite – /'sæt.əl.aɪt/
scientist – /'saɪəntɪst/
solar system – /'səʊlə ,sɪstəm/
space station – /'speɪs ,steɪʃn/
spacesuit – /'speɪs.suːt/
star – /stɑː/
Sun – /sʌn/

telescope – /'telɪskəʊp/
ten – /ten/
thousand – /'θaʊzənd/

Unit 4

birthday – /'bɜːθdeɪ/
butcher's – /'bʊtʃ.əz/
buy – /baɪ/
corner shop – /'kɔː.nə ʃɒp/
encourage – /ɪn'kʌrɪdʒ/
encouragement – /ɪn'kʌrɪdʒmənt/
fishmonger's – /'fɪʃ.mʌŋ.ɡəz/
gift – /ɡɪft/
greengrocer's – /'ɡriːŋ.ɡrəʊ.səz/
jeweller's – /'dʒuː.əl.əz/
money – /'mʌni/
money box – /'mʌni bɒks/
newsagent's – /'njuːz.ɛɪ.dʒənts/
pay – /peɪ/
payment – /'peɪmənt/
pharmacy – /'fɑː.mə.si/
phone shop – /fəʊn ʃɒp/
purse – /pɜːs/
save – /seɪv/
sell – /sel/
shoe shop – /ʃuː ʃɒp/
spend – /spend/
sports shop – /spɔːts ʃɒp/
toy – /tɔɪ/
toy shop – /tɔɪ ʃɒp/
wallet – /'wɒlɪt/

Bo's Learning Club 2

climb – /klaɪm/
hop – /hɒp/
horse – /hɔːs/
jump – /dʒʌmp/
kangaroo – /,kæŋ.ɡə'ruː/
monkey – /'mʌŋki/
parrot – /'pærət/
quickly – /'kwɪkli/
rabbit – /'ræbɪt/
run – /rʌn/
slowly – /'sləʊli/
swim – /swɪm/
talk – /tɔːk/
turtle – /'tɜːtl/

Jordan
TEAM
Together
Grade 5
Semester 1

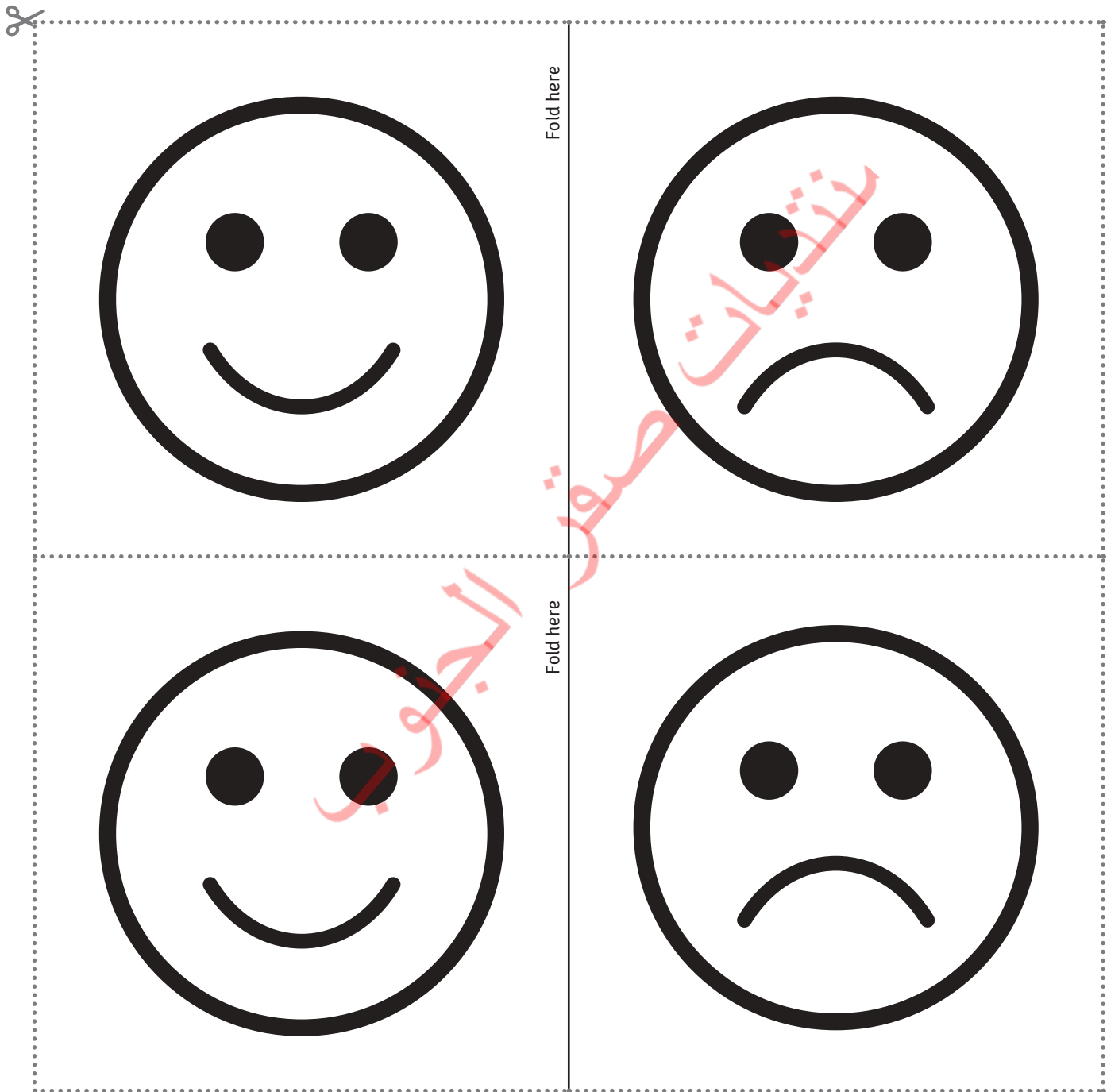
Extra resources

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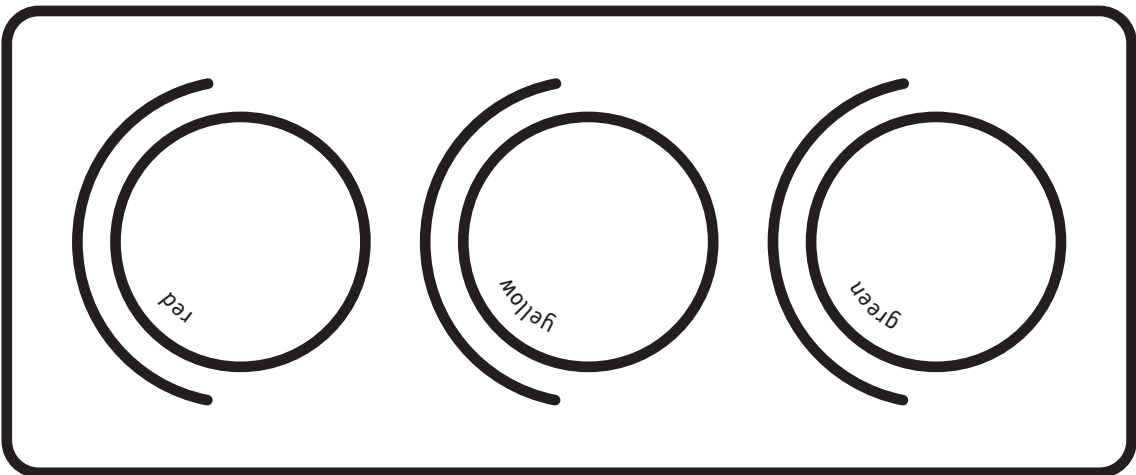
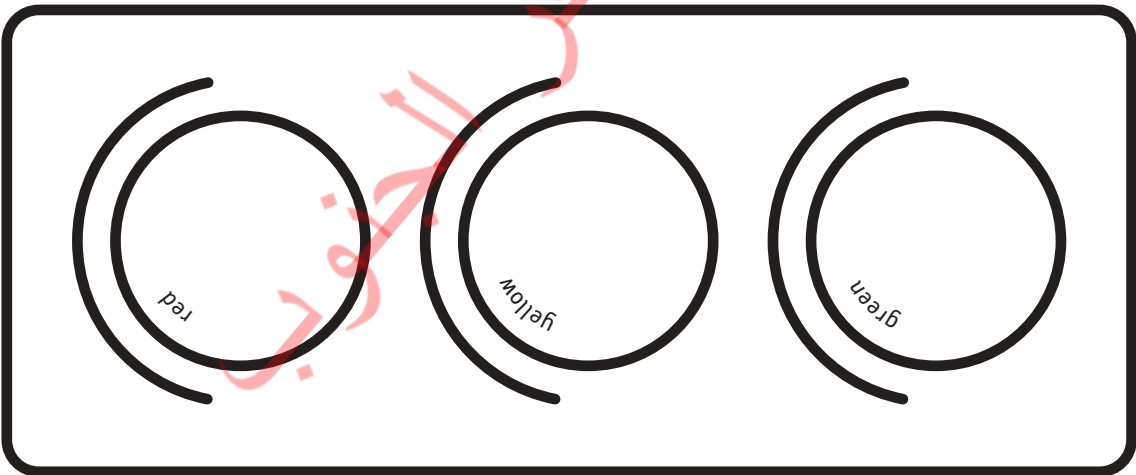
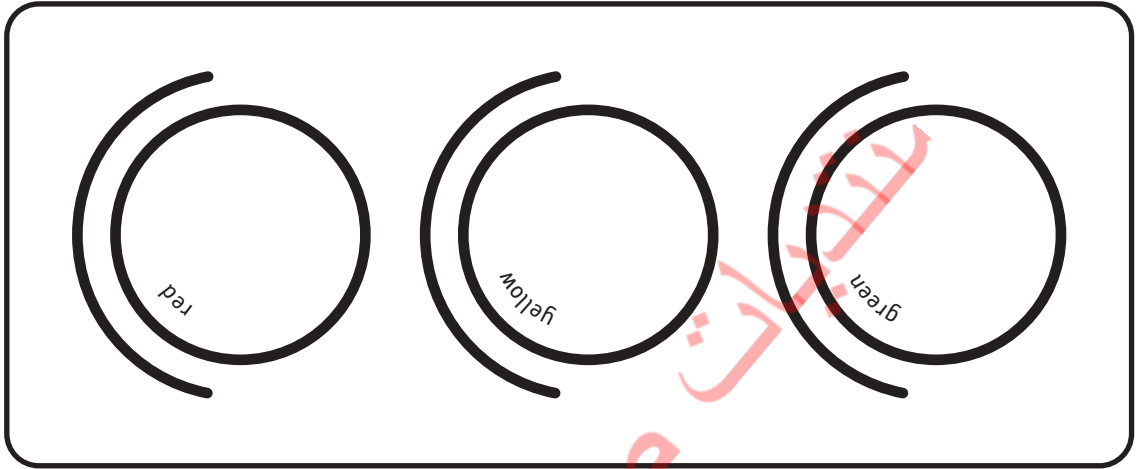
Happy/Sad face cards

Cut out, fold and stick.



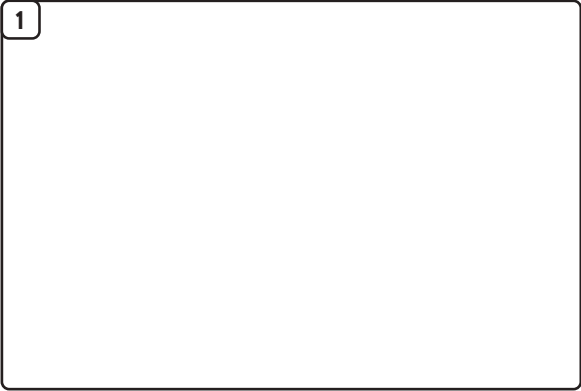
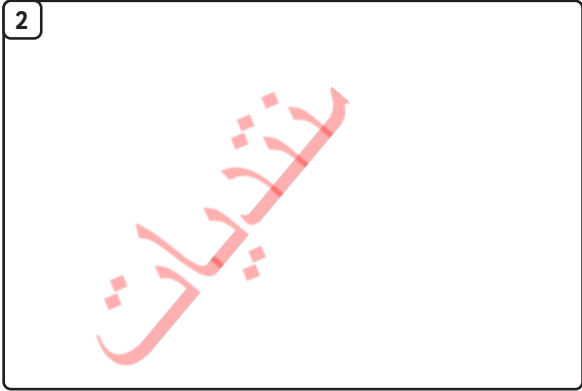

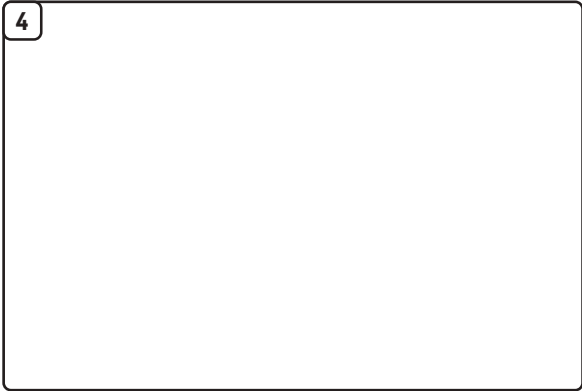
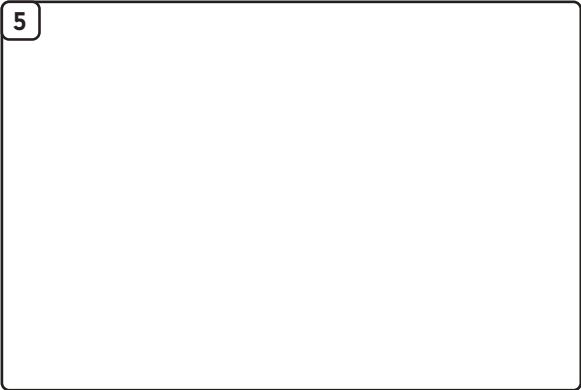
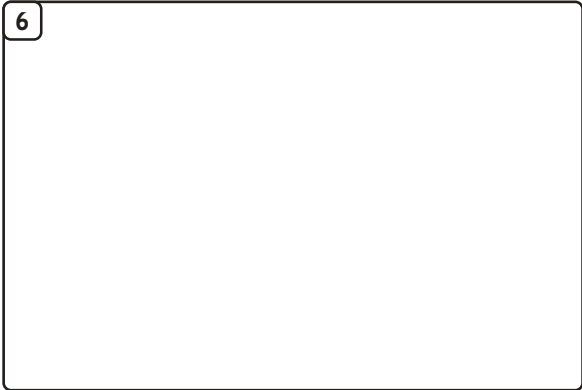
Traffic light cards

Cut out and colour.



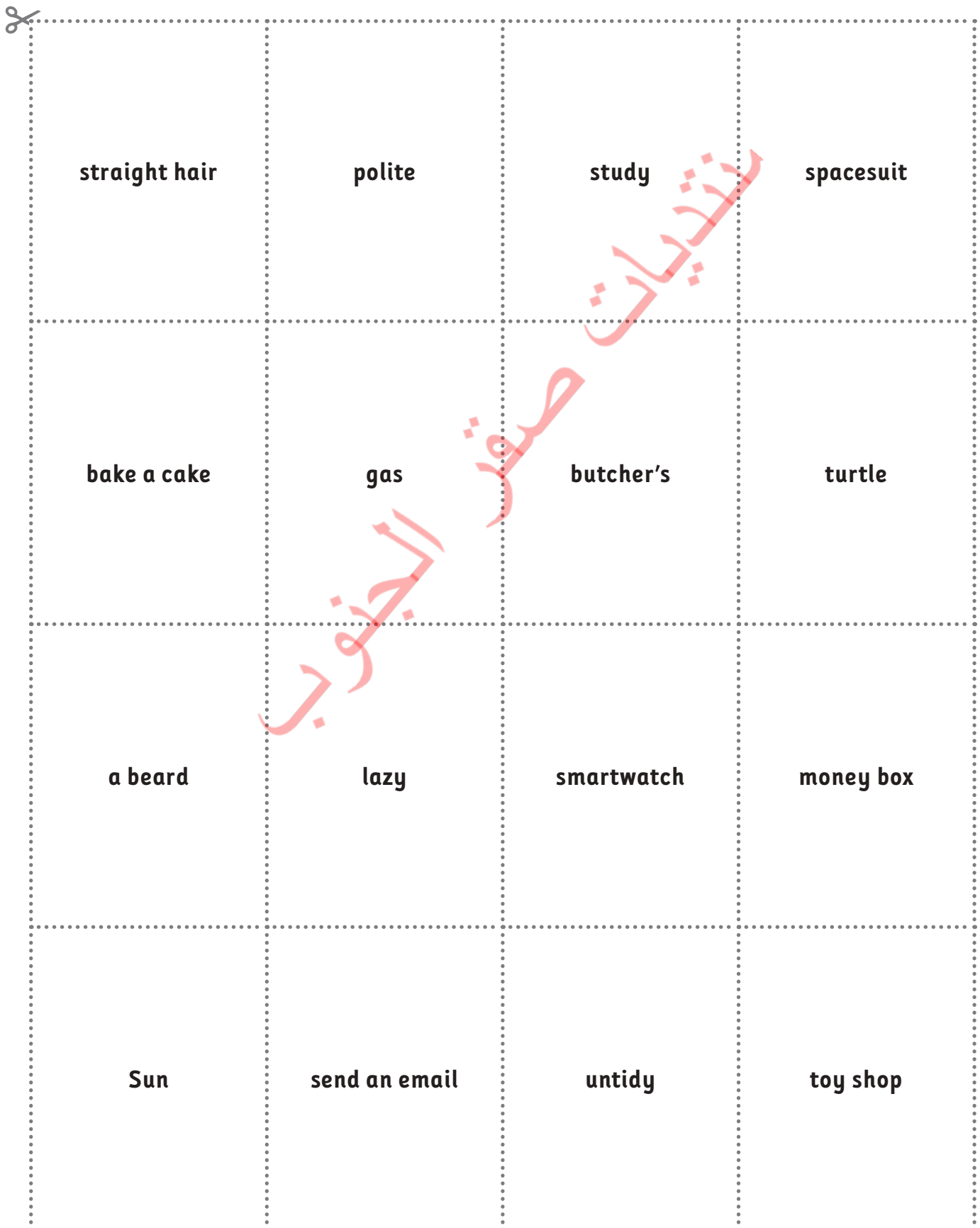
Blank storyboard

Draw and write your story!

Story title:	
<p>1</p>  <hr/> <hr/>	<p>2</p>  <hr/> <hr/>
<p>3</p>  <hr/> <hr/>	<p>4</p>  <hr/> <hr/>
<p>5</p>  <hr/> <hr/>	<p>6</p>  <hr/> <hr/>

Picture charades cards

Cut out and play.

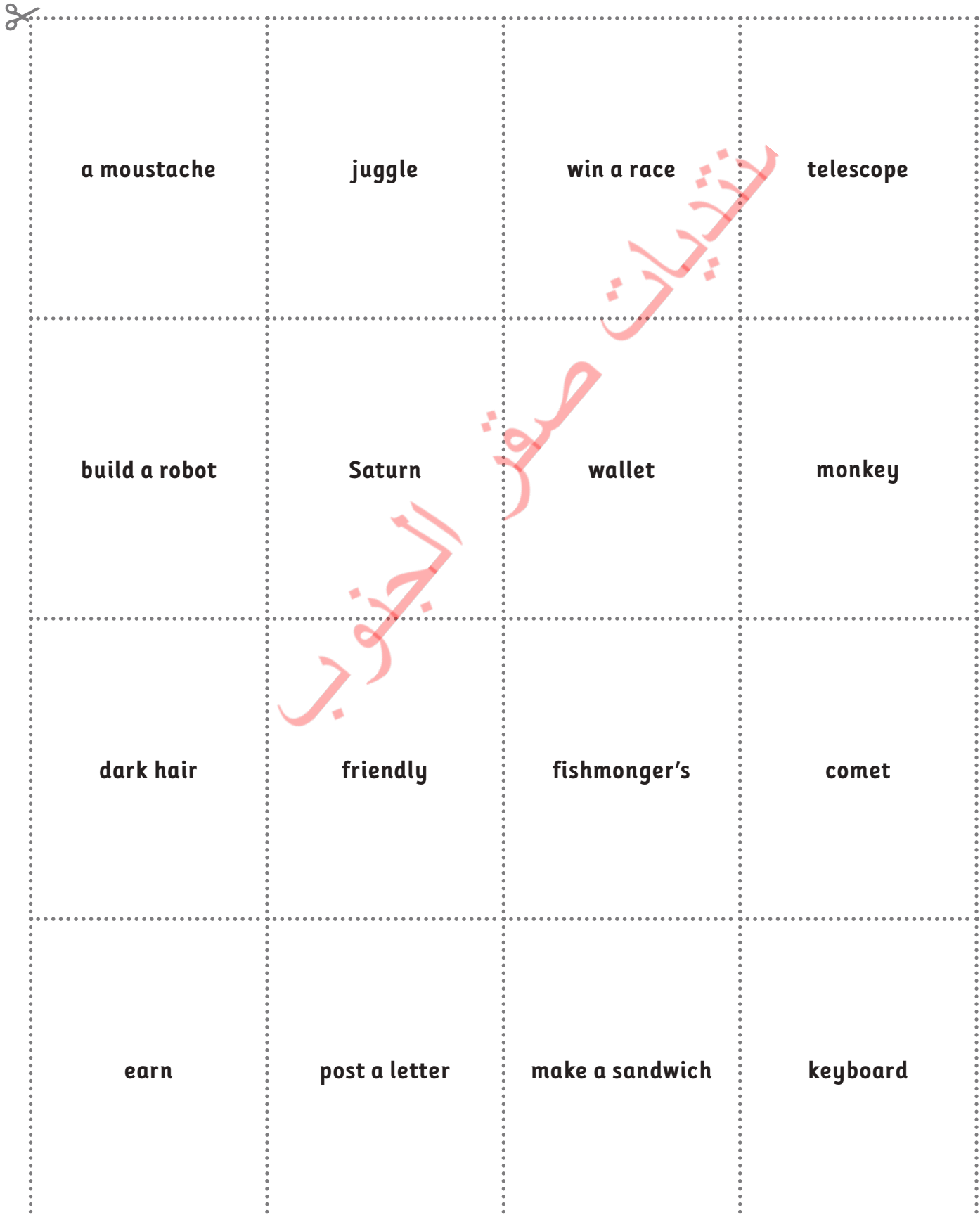


Teacher note:

the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.

Word charades cards

Cut out and play.



a moustache	juggle	win a race	telescope
build a robot	Saturn	wallet	monkey
dark hair	friendly	fishmonger's	comet
earn	post a letter	make a sandwich	keyboard

Teacher note:

the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.

Don't say it! cards

Cut out and play.

beard X face X hair	spell X letters X words	tablet X computer X Wi-Fi	star X light X sky
make a pizza X bake X bread	Earth X planet X people	pharmacy X medicine X shop	parrot X talk X bird
email X computer X send	butcher's X meat X sell	go swimming X water X swimming pool	count X numbers X maths
friendly X people X friend	study X school X work	rocket X fly X space	sports shop X sport X clothes

Teacher note:

the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.

Irregular verbs

Infinitive	Past simple
be	was/were
buy	bought
do	did
drink	drank
drive	drove
eat	ate
find	found
get	got
give	gave
go	went
have	had
hold	held
keep	kept
know	knew
lose	lost
make	made
put	put
ride	rode
run	ran
see	saw
sell	sold
send	sent
sing	sang
sleep	slept
stand	stood
take	took
tell	told
throw	threw
wear	wore
win	won
write	wrote

Notes

التعليقات
صفحة الجيوب

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Ministry of Education: 15

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