

What doesn't belong in the picture? the dog
How many hobbies can you find? football, tennis,
playing music, playing in the park, reading

Unit objectives

Talk about school subjects, people and places in school

Language

Vocabulary	School subjects, people and places in school Art, dinner lady, English, headteacher, Maths, Music, Natural Science, PE, science lab, Social Science, Spanish				
	Adverbs of frequency always, at the weekend, every day, never, often, once a week, sometimes, three times a week, twice a week				
Grammar	Present simple with dates and time				
	Adverbs of frequency				
Functions	Making arrangements Do you want to play football tomorrow morning?				
Pronunciation	/i:/				

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–9)

STEM: order to complete a task (L. 2, 6 and 9)

Digital competence: use Presentation tool (L. 1-9)

Personal/Social competences: learn to be creative (L. 1-4); learn to talk about school subjects you like and dislike (L. 1–5 and 9)

Cultural and artistic competences: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–9); use previous knowledge (L. 1); follow instructions (L. 1–9); personalisation of language learnt (L. 4, 5, 7–9)

Entrepreneurial competence: choose roles for the project (L. 5)

Future Skills for Learning and Innovation

Critical thinking	Predicting (L. 8); Problem solving (L. 8); Logical thinking (L. 1); Defining and describing (L. 3, 4 and 6); Finding information (L. 1, 2, 3, 4, 5, 6, 7 and 9); Planning (L. 6); Reflecting on learning (L. 1–9)				
Creativity	Create a list of crazy activities (L. 4)				
Communication	Describing likes, dislikes and differences (L. 1, 4, 5 and 6); Writing and answering questions (L. 3); Comparing (L. 5); Challenge game (L. 9); Functional dialogue (L. 6)				
Collaboration	Project groupwork (L. 5); Acting out (L. 2)				

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 18; Activity Book p. 14
- Unit 1 Extra practice: Activity Book p. 15
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL
- Unit 1 Test

External exams

Pupil's Book	Activity Book
A1 Movers Reading and Writing Part 6	A1 Movers Reading and Writing Part 4
A1 Movers Speaking Part /	

Vocabulary

Objectives

- Lesson aims: to talk about school subjects, people and places in school
- Target language: Art, dinner lady, English, headteacher, ICT, Maths, Music, Natural Science, PE, science lab, Social Science, Spanish

Materials

- · small pieces of paper
- · some large sheets of poster paper
- Resource 1A

Global Scale of English (GSE)

- Speaking: Can ask and answer simple questions to express basic likes and dislikes in relation to school subjects (GSE 29). Can repeat single words if spoken slowly and clearly (GSE 18). Can talk about school subjects using simple language (GSE 34).
- Writing: Can write simple basic sentences about other people's likes (GSE 31).

Assessment for Learning

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

Starting the lesson

 Draw a place or person in the school on the board. Have ss guess where or who it is.

Presentation

 Explain that in this lesson, ss will learn to talk about subjects, people and places in school.

Practice

Pupil's Book

1 Think! How many lessons can you see? How many school words do you know?

- Refer ss to page 8.
- Check answers as a class. Have ss point to the correct part of the picture.
- Ö Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together. Ss answer the questions in pairs and compare with a different partner. Check answers as a class.

2 1.11 Listen, point and repeat.

- All Have ss listen and point silently first as a race in pairs.
- Ss listen again individually, then point and repeat.
- (28) Ss test each other in turns by pointing at the pictures to elicit the right answer.

2 Look for the words from Activity 2 in the picture on page 8. Which word is missing?

- 🥽 Ss work in pairs to complete the activity. Ask for feedback using the Lollipop stick technique.
- Ask a student to write the missing words on the board to check as a class.

4 Think! Sort the words from Activity 2. What other words can you think of? Add them to the table.

- Ss copy the table into their notebooks and work individually.
- Ask ss to check each other's work for correct spelling.
- Ask ss to spell their words and add these to the board, correcting where needed.

5 Compare with your partner. Have you got the same words?

• As sit opposite each other to ask and answer What subjects/people/places do you have?

Extra activity Fast finishers

- In small groups, ss copy out the key vocabulary onto small pieces of paper, one word on each, so they have a set per group.
- Have ss add other school subjects, places, people or words they may know.
- Have ss move and group the papers to make as many categories as they can. The group with the most categories wins.

6 Communicate Ask two partners. Write a sentence about each partner.

- Practise the pronunciation and polite intonation of the questions as a class.
- AS Ss complete the activity, stand and ask two or more ss as a mill drill, or in small groups in concentric circles.

Diversity

Challenge

- Ss write an extra question and sentence.
 Support
- Have ss write down their questions.

Extra activity Critical thinking

Regular Have ss work together in small groups to create a
bar chart, a pie chart or other graphic representation of
everyone's answers to represent the most/least popular
subjects in the class. Draw and colour these on poster
paper. Ask groups to present their posters to the class,
describing what they show.

Activity Book

- 1 Ö Look at Pupil's Book page 8 and complete the sentences.
 - Ss work individually and check in pairs.

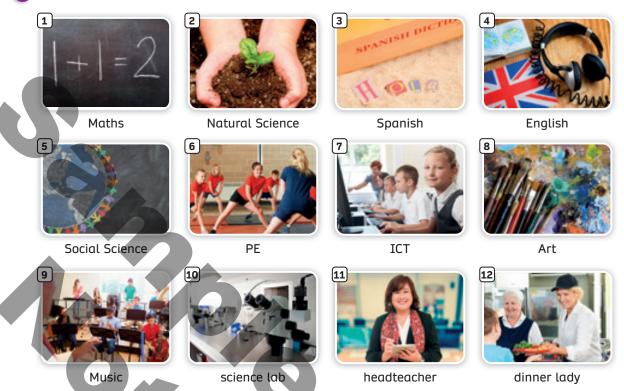
Answer key 1 football, tennis; 2 playing, slide; 3 science lab

Complete the crossword.

Answer key 1 headteacher, 2 Maths, 3 science lab, 4 Social Science, 5 dinner lady, 6 ICT, 7 English, 8 Natural Science, 9 Music, 10 Spanish, 11 PE, 12 Art



2 🚻 Listen, point and repeat.



- 3 Look for the words from Activity 2 in the picture on page 8. Which word is missing?
- 4 Think! Sort the words from Activity 2. What other words can you think of?

 Add them to the table.

School subjects	People		Places	Things
→ Maths	headteache	r so	ience lab	
	dinner lady			
Social Science Compare with	e, Natural Sci vour partner.	ence, Have	Spanish, End Vou got the	glish, PE, ICT, Art, Music same words?

6 Communicate Ask two partners. Write a sentence about each partner.

What subjects do you like? What's your favourite subject?

I like Maths and ICT, but Music is my favourite subject.

Natalia likes Maths and ICT.

Her favourite subject is Music.

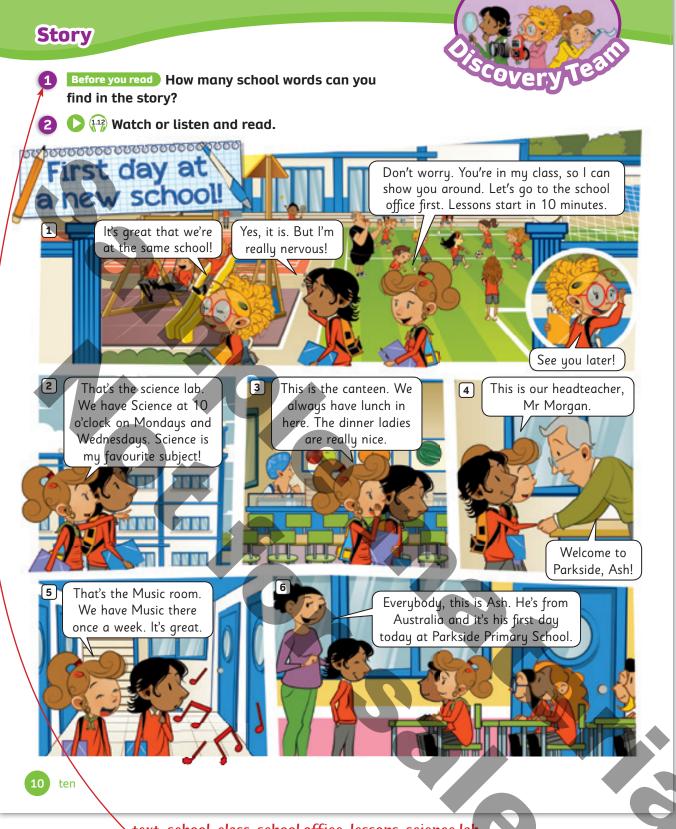
nine 9

3 Look at Pupil's Book page 8 and complete the sentences.

- Ss work individually and check answers as a class. **Answer key** 1 Music, 2 PE, 3 Social Science, 4 Maths, 5 ICT, 6 Natural Science
- Check ss understand *I'm learning* box and give each a sheet of A4 paper.
- Ask ss to work individually to write their own definitions.
- Ss create their own blank crossword for a partner to complete.

Finishing the lesson

- Tell ss to close their books and give them one minute to remember the 12 new words. Ask them to write them down.
- Ask ss How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly? What can you do to remember them?



text- school, class, school office, lessons, science lab, Science, canteen, dinner ladies, headteacher, Music room, Music, Primary school images - books, pupils, pen, pencil, paper, PE, book-bags, school, classroom, teacher(s), dinner lady, headteacher, school building, canteen





- 3 Solve What's the problem with Bo? Go to page 125 to find out. Bo is magnetic.
- 4 After you read Number the sentences in the correct order.
 - a There's a loud noise. 5
 - c Lottie shows Ash the school. >
 - e The children arrive at school. 1
- 5 Look at Activity 4 again and retell the story.
- 6 Team up! Act out the story.

- **b** Ash meets his new class. 4
- d Everyone meets Bo. 6
- f Ash meets the headteacher. 3
 - The children arrive at school. Then...

eleven 11



- Lesson aims: to listen, read and act out a story about a new school
- Target language: revision of school subjects

Materials

- 1 or 2 strong magnets
- magnetic classroom objects
- A3 paper, 1 per group of 4
- · coloured, crayons or pencils, enough for groups of 4
- True/False response cards
- Resource 73

Global Scale of English (GSE)

- Reading: Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- Speaking: Can briefly say what they think will happen next in a simple story or play (GSE 42). Can re-tell a familiar story, given prompts or a model (GSE 37). 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 students' learning: Lollipop stick technique; Traffic lights cards technique; True/False response cards technique
- Peer learning: groupwork; pairwork; Think-pair-share technique
- Independent learning: Portfolio; Summative questions technique

Starting the lesson

 Play Taboo! Ss describe or mime a school subject, place, or person for other ss to guess.

Presentation

 Explain that in this lesson, ss will read and talk about the first day at a new school, and revise vocabulary from the last lesson.

Practice

Pupil's Book

Before you read How many school words can you find in the story?

- Ss work individually and check in pairs.
- Check answers as a class by having ss point to the correct part of the picture.

$2 \bigcirc 1.12$ Watch or listen and read.

- Play the audio or the animation.
- Check comprehension: Why can Lottie, not Lois, show Ash around? (they are in the same class) What is going on in the ICT room? (Bo is malfunctioning)

Extra activity Communication

• Ising the True/False response cards technique, ss write true and false statements about the story. The class then responds to these.

3 Solve What's the problem with Bo? Go to page 125 to find out.

• Ask ss to guess as a class. Ss find the answer.

Demonstrate with a real magnet and teach the words

magnet (n)/magnetic (adj).

After you read Number the sentences in the correct order.

 Have ss write the sentences in their notebook in the correct order, then check in pairs. Write the key on the hoard.

6 Look at Activity 4 again and retell the story.

- ASK ss to work in small groups and stand or sit in circles around the classroom.
- Ss have one copy of the Pupil's Book and take it in turns to retell the story. They pass around a pencil (or 'storystick') so that only the person holding it can speak.

Team up! Act out the story.

- & Divide ss into groups. Allocate a role to each student (Mr Morgan, teacher, Ash, Lottie, Lois, Bo, 2 or 3 other ss).
- Working in different parts of the room, using one book to help, ss act out the story silently (like an old silent movie). Ask them to do it at a slow speed, then faster.
- When ss are comfortable with the actions, include the dialogue.

Diversity

Challenge

Ss imagine and create the next scene in a cartoon format.

Support

 Ss draw and cut out speech bubbles, write their lines in different ones and glue each to lollipop sticks, writing the number on the back. These ss might have nonspeaking roles and hold up the speech bubbles in the silent movie the other ss act out (above).

Extra activity Critical thinking

 Ss design their own AI robots on paper to present. What super science powers do they have?

Activity Book

1 After you read Look, read and complete.

• 🕽 Use the Traffic lights cards technique to check ss understand what to do.

Answer key 2 teacher, 3 ICT, 4 Bo

2 Read the story again. Tick (✓) the rooms which Lottie shows to Ash.

- Have ss do the activity individually.
- ★ Ask ss to answer using the Lollipop stick technique, while other ss hold up traffic lights cards to express their agreement or doubt (orange=? I'm not sure, red=* I think that's wrong, green=* I think that's right.

Answer key science lab, canteen, English classroom, headteacher's office, Music room, ICT classroom

3 Think! Can you remember the flag? Where is Ash from?

• Ss complete individually and check answers in pairs. **Answer key** Australia, Australian

4 Values Read and tick (🗸). How do you help new friends?

• W Use the Think-pair-share technique to decide which are helpful and why.

Answer key 1, 4

Extra activity Collaborative work

- Ss work together in small groups with a sheet of A3 paper and coloured pens for each.
- Ss produce a poster to show both helpful (kind) and unhelpful (hurtful) behaviours (e.g. bullying, or excluding other pupils, not sharing, etc.). Ss participate in a gallery walk.

Finishing the lesson

 Ask ss what they remember from the story and what they have learned.

How to work with stories

Stage 1 - Before listening to the story

First, talk to ss about the characters appearing in the story and about the places in which they appear. Ask ss what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise all ideas, but do not correct them and do not explain too much. (In a moment ss 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, ss 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 ss to compare their previous ideas with what actually happened in the story. Play the recorded story and ask ss 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 ss a few questions about it to make sure that they understood what happened. When answering, ss additionally practise and consolidate the previously introduced language material.

Stage 4 – Acting out

After having listened to the story a few times your ss should be ready to act it out. Ss 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 ss to repeat them each time.

Next, you may divide ss 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, ss quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

Suggested exercises

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



CLIL Link

In Unit 1, the story is based around the concept of magnetism from the Natural Science curriculum.

It is Ash's first day at Parkside. The teacher is introducing him to his new classmates when a loud noise comes from the ICT classroom, where Lois is having class. She is fine, but she has created a robot, Bo. Bo has a magnet inside and is attracting all the metallic items that are inside the classroom.

To explore the concept of magnetism further, you can use Resource 73.

- Lesson aims: to talk about school lessons with days and times
- Target language: Present simple to have + on (day)
 Mondays, Tuesdays, Wednesdays, Thursdays, Fridays /
 at (1 o'clock); prepositions of time: on, at; revision of
 school subjects

Materials

- Sheets of A4 paper, enough for each pair of students
- Resource 10A

Global Scale of English (GSE)

- Reading: Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- Listening: Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 25).
- Speaking: Can answer simple questions about times and events (e.g., in a schedule, timetable or calendar) (GSE 31). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: groupwork; pairwork; Think-pair-share technique
- Independent learning: Summative questions technique

Starting the lesson

And their drawings up for the other ss to guess.

Presentation

 Explain that in this lesson, ss will learn to talk about when they study which school subjects.

Practice

Pupil's Book

\bigcirc Look back! Which sentence is in this picture?

- Ss look at page 10 to find the answer.
- Ss answer the question individually and check with a partner.
- Check answers as a class by having ss point to the correct part of the picture.
- Extension Ask ss to look at pages 10 and 11. Read out sentences with the target language and prepositions of time in them in random order, and ask ss to find them in the story.

Extra activity Critical thinking

• Ss decide which is the most important for their future, Music, ICT or Science, and say why.

2 (1.13 Listen and repeat.

- Write the sentences from the grammar box on the board.
- Ask two different ss to go to the board and underline the verbs in the sentences and mark them +, - and ?
- Play the audio. Ask ss to listen and move their hands to show the intonation in the air as they listen.

3 Read Lottie's timetable and choose.

- Check ss know what the subjects and times are with a memory quiz. Give them 1 minute to memorise the table. Then ask the questions from 3.
- Ss write the correct sentences on a piece of paper.
- Ask a student to write their sentences on the board to check as a class.

4 Think of two more questions about the timetable. Then ask and answer with your partner.

- Check ss understand with the Traffic lights cards technique.
- As so work in pairs to prepare, write and practise their questions.
- R Have ss ask and answer in groups.

6 Communicate Answer the questions.

 Ss work in pairs, with a pen as a microphone, as TV/ radio reporters.

6 N Student A: Activity Book, page 117.

Student B: Activity Book, page 121.

- Assign ss either A or B and ask them to find the correct page in their AB, and sit either back to back or face to face.
- Ss work together to complete the timetable and fill in the missing lessons with information they find out by asking and answering questions, e.g. When do we have ...? We have ... on ... at ...

Diversity

Challenge

• Ss design and create a Friday timetable to present to the class.

Support

Ask ss to work in small groups to write their questions.

Extra activity TPR

- En groups, ss design a different Bingo! Monday timetable, using the one in 3 as a template.
- In turns, ss read out their times and subjects. If they
 have the same subject at the same time, they stand up
 and shout 'Bingo!'

Activity Book

\bigcirc 1.14 Listen and tick (\checkmark).

- & Ss play I Spy with the pictures in small groups, I spy with my little eye something beginning with c! Is it a computer/clock...?
- Have ss do the activity individually and check answers in pairs.

Answer key Pauline: ICT, 13:00; Emma: Wednesday, Maths, 10:30

Grammar

- $oldsymbol{oldsymbol{1}}$ Look back! Which sentence is in this picture?
 - 1 We have Music on Tuesdays at 2 o'clock.
 - 2 Lois has ICT today at 9 o'clock.
 - 3 We have Science at 10 o'clock on Mondays and Wednesdays





Grammar

I have Science at 11 o'clock.

Ann doesn't have PE on Wednesdays.

When do we have Maths?

We have Maths on Tuesdays at 11 o'clock.

3 Read Lottie's timetable and choose.

		Monday
	9-10	Maths
	10-11	break
	11-12	Natural Science
	12-1	lunch
	1-2	PE
	2-2.30	break
	2.30-3.30	English
	4.30	swimming lesson

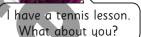
- **1** What time does Lottie have Maths on Mondays? She has Maths at 11 o'clock / 9 o'clock.
- 2 What does she do at half past two? She goes home /(has English.)
- What does she do at half past four on Mondays? She goes home (swimming.)
- 4 Think of two more questions about the timetable. Then ask and answer with your partner.

When does she have...?

- 5 Communicate Answer the questions.
 - 1 When do you have Natural Science?
 - 2 When do you have Music?
 - 3 What do you do after school on Mondays?
 - 4 What do you do after school on Fridays?



What do you do after school on Mondays?



6 Student A: Activity Book, page 117. Student B: Activity Book, page 121.



- Girl 1: Hello. I'm Pauline. Today is Tuesday. I don't like Tuesdays because I have Spanish in the morning. I love Fridays! Yes, Friday is my favourite day at school because I have my favourite subject, ICT. It's at one o'clock and then we go home!
- Girl 2: Hi! I'm Emma. I love going to school, but I don't like Thursdays! My favourite day is Wednesday! And I love Maths. I have it on Wednesday after English, at half past ten.
- 2 Think! Look. Is it Pauline's or Emma's timetable?
 - Ss work individually, then check in pairs.
 Answer key Emma's

- 3 Look at the timetable in Activity 2. Answer the questions.
 - Ss complete in pairs, then discuss as a class.

Extra activity Communication

 Mork with ss to write the class timetable on the board. Pairs write down 4 or 5 questions like those in 3. Ss ask and answer their questions with another pair.

Finishing the lesson

• Ss reflect on what they found easy and difficult today.

Vocabulary and Grammar

Objectives

- Lesson aims: to talk about daily and weekly routines
- Target language: always, at the weekend, every day, never, often, once a week, three times a week, twice a week

Materials

- slips of paper
- Traffic light cards
- Pieces of A4 paper, enough for each student
- Resources 1B, 10B, 19 and 28

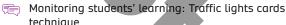
Global Scale of English (GSE)

- Listening: Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking: Can sing a basic song from memory (GSE 22). Can answer simple questions about habits and routines (GSE 30).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



technique Peer learning: groupwork; pairwork; Think-pair-share

technique

Starting the lesson

- Play Charades. Have ss write or draw their favourite thing to do before or after school on slips of paper. Set a strict time limit of 1 minute thinking/drawing time.
- R Ss work in small groups miming the activity for the rest of the group to guess.

Presentation

Explain that in this lesson, ss will learn to talk about how often they do activities.

Practice

Pupil's Book

1.15 Listen, point and repeat.

- Check ss know what the items mean with a quick-fire translation team game.
- 🚍 Ask ss to hold up traffic light cards as peer-checks (orange =? I'm not sure, red = ✓ I think that's wrong, green = x I think that's right)
- Ss complete the activity, pointing and repeating.
- 🕾 Ss practise again in pairs saying expressions at random for partners to point to.

\bigcirc 1.16 & 1.17 Listen and sing.

- Ask ss Who's singing? How do you know? Ask ss to look at pronouns used: she (Ruby, the girl) and I (the boy).
- Play audio 1.16. Ss listen and see if they were correct (the boy is singing about Ruby, who is too busy to play with him).

• Play the karaoke version of the song. Ss point at themselves when they hear *I*, shake their heads, frown and point away from themselves when they hear she, and waggle their finger/hand to show being cross.

Extra activity TPR

• $\ensuremath{\mathcal{R}}\xspace$ In two teams (one half represents Ruby, and the other, the boy), they mime the activities of the child they represent in the song as they sing along. The two teams are doing different things at different times. To make it more challenging, teams should stay seated until their action comes up, when they stand and mime, before sitting down quickly.

3 1.18 Listen and repeat.

- 🕾 Ask ss to look at the words coloured red and green. Use the Think-pair-share technique for ss to say what they represent. Red = what they do (verbs in Present simple), green = how often (frequency adverbs/ adverbial phrases).
- 🕾 In pairs, ss choose one is red (the verbs) and one is green (the frequency adverbs). As they listen and repeat, they raise a hand when they hear their colour.

Extra activity Critical thinking

 Ss decide on some activities that make a healthy, balanced, work/life week for a pupil of their age, a teenager and a pensioner and why.

Communicate In pairs, ask and answer.

Ss work in pairs, with a pen as a microphone, as TV/ radio reporters.

Diversity

Ask ss to write sentences to report the answers.

• First, model and ask ss to repeat the questions with the correct pronunciation. Elicit example answers from the class and write these on the board.

5 Create Write a list of crazy activities. Then ask and answer.

• 🕾 Ss work individually to make a list in their notebooks, then work in pairs to complete the activity.

Extra activity TPR

• RR In groups, ss mime their crazy activities in turn for the others to guess. They choose the craziest one to perform for the whole class.

Activity Book

Find and write the words.

- Ss circle the letters to separate the words, then write them in the correct place.
- Ss work individually and check in pairs.

Answer key always, often, never

Read and match

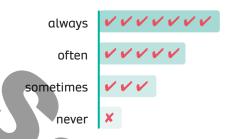
• Ss work individually, then check in pairs.

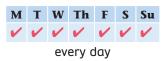
Answer key 2 a, 3 b, 4 c, 5 d

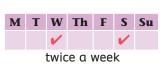
Vocabulary and Grammar

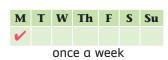


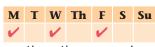






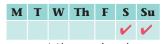


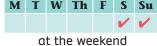














Ruby is so busy! Ruby is so busy! I want to play with Ruby But she's always so busy!

She plays tennis twice a week. She plays the piano every day. She goes swimming three times a week And she never comes out to play!

Ruby is so busy...

I do my homework every day. I play football twice a week. I have time to play with Ruby. But she's always so busy!

Ruby is so busy...



Listen and repeat.

Grammar

I do my homework every day.

Ruby plays tennis twice a week

She is always busy. She always eats fish for lunch. Communicate In pairs, ask and answer.

- What do you do every day?
- 2 What do you do twice a week?
- 3 What do you never do?
- 4 What do you often do?
- 5 What do you always do?

I do my homework every day.

Create Write a list of crazy activities. Then ask and answer.

Every day: play for Manchester United Three times a week: walk the tiger Twice a week: swim to the Moon

What do you do every day? play for Manchester United every day!

thirteen

- 3 Look at the diary and complete the sentences with the words from the box.
 - Ss work in pairs, then check with another pair. **Answer key** 2 always, 3 once a week, 4 sometimes, 5 twice a week
- Write about yourself.
 - Have ss complete the activity individually.
 - Ask ss to share their work by swapping books and reading silently.
 - R Have ss report a similarity and a difference to another pair or the whole class.

Extra activity Fast finishers

• Ask ss to write their sentences on a sheet of paper, and add small drawings and a border to illustrate their writing. Display these and ask the other ss to guess who wrote each.

Finishing the lesson

• Some Write Today I have learnt... on the board and have ss complete the sentence in their notebooks.

- Lesson aims: to learn about schools in the UK
- Target language: revision of vocabulary and grammar; boarding school, book bags, building, forest school, primary school, uniform

Materials

- A3 paper, coloured crayons, pens or pencils, enough for several groups
- UK map
- stopwatch (real/on Active Teach)
- · Traffic lights cards
- Resource 55

Global Scale of English (GSE)

- Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- Speaking: Can talk about a familiar place in a basic way (GSE 33).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: groupwork; pairwork; Two stars and a wish technique
- Independent learning: Summative questions technique; Three facts and a fib technique

Starting the lesson

 Draw a Venn diagram on the board. Label one side same and the other different. Ss look at the pictures only (in the PB) and suggest the differences and similarities they can see to their school. Help with vocabulary and note responses.

Presentation

- 🍪 Explain that in this lesson, ss will learn about schools in the UK and draw a poster of their perfect school.
- Display a map. Ask ss if they can point to the different parts of the UK (England, Northern Ireland, Scotland and Wales) and any cities.

Culture notes -

 In the UK pupils wear uniforms to show they belong to a community. The idea is to make all pupils feel equal, and not display inequality (e.g. those whose parents can afford more expensive clothes).

Practice

Pupil's Book

Before you read How is α British school different from your school?

 Ss make one or two questions they want to know about schools in the UK, e.g. What time does school start/finish?

2 1.19 Listen and read.

• Ss find out answers to their questions if they are in the text.

Extra activity 21st Century Skills

• Ss work in pairs using a child friendly search engine (kiddle, swiggle, kidrex, safesearch kids) to find answers to their questions in 1 that weren't in the text. Write the questions in the search engine. Use primary schools UK as key words with their questions. Ask ss to point out which results are ads (look for ad icon), and how these are different from the search results. Ask ss if the information listed in search engine results is necessarily true (no) and discuss why not (paid content, incorrect information, lack of fact checking, etc.).

3 After you read Activity Book, page 10.

• Ss turn to page 10 in the AB.

4 Communicate What's different from your school? Find three things. Then tell your partner.

- Ss discuss in pairs. Encourage class feedback and discussion
- Extension Internet search key words: forest school UK, boarding school UK, primary school uniform UK.

Find out more! Watch the video.

 Tell ss they are going to watch a video and to watch carefully.

Diversity

Challenge

 Ss write three facts and a fib about what's the same for their school. Present these to the class to spot the truths and the fib.

Support

 Ask ss to write down their questions, then check with another student.

Team Project

Make a poster about your perfect school.

- ② Divide ss into groups of 6. Give each group a piece of A3 paper and coloured pens.
- Have ss choose from the following roles before they start work: timekeeper, team organiser/boss, artist, language expert, journalist, reporter.
- Check ss understand their role, first with the Traffic lights cards technique. Then ask questions, e.g. Who makes sure you complete in time? (timekeeper) Who makes sure everyone knows what to do, and helps the whole team keep on track? (organiser) Who makes the images and decides where they go? (artist) Who writes the words, and decides where they go? (journalist) Who checks the language with the teacher/language assistant? (language expert) Who presents our work? (reporter)
- Ss make their poster.
- Ensure the reporter rehearses the class poster presentation with their group.
- ② Use the Two stars and a wish technique for groups to give feedback about a peer.
- And the second and complete I worked very well/quite well/not so well in this group as a (their role), because...



Schools in the UK

This is a primary school in the UK.
The building is old.



The school day in the UK usually starts at 9 o'clock and finishes at about 3 o'clock.



Most British children wear school uniforms. At this school, the uniform is a red jumper, a white shirt and a grey skirt or trousers.

British children use book bags. Every day they take books home in their book bags. They read the books after school.

Fact

At some schools, children sleep at school on weekdays, and go home at the weekend or only for holidays! This is called a boarding school.

Some schools have an outdoor lesson once a week. This lesson is called Forest School. These children are building with sticks in their Forest School lesson.



1 Before you read How is a British school different from your school?

- 2 🙌 Listen and reads
- 3 After you read Activity Book, page 10.
- 4 Communicate What's different from your school? Find three things. Then tell your partner.

In British schools they finish at 3 o'clock. In my school...

Find out more! Watch the video.

14 fourteen

Team Project_

Make a poster about your perfect school.

- 1 In groups, choose a name for your school.
- 2 Write about your school:
 - Is the school building old or modern?
 - What time does the school day start and finish?
 - · Do you wear a uniform?
 - Do you have a book bag?
- 3 Draw your perfect school.
- Present your poster to the class.

Cool School



This is Cool School.
The building is modern.
The school day...

• LA The language assistant helps ss do the project. Have them describe similarities and differences between your school and primary schools in their country. Focus on the target language used in the lesson/unit.

Activity Book

1 Read and complete the puzzles with the words from the box.

Answer key 1 primary, uniform; 2 boarding, day; 3 Forest, building

After you read Match the sentence halves.

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

- 3 Communicate Complete. Then compare in pairs.
 - Have ss write the reason why it is their favourite day.

Finishing the lesson

• If we will the second of the

English in action

Objectives

- Lesson aims: to learn how to make arrangements
- Target language: Do you want to (play football tomorrow morning)? Sorry, I can't. Sorry, I'm not free. What about (Monday)? Let's meet at...

Materials

- · coloured pencils
- Resource 64

Global Scale of English (GSE)

- Reading: Can extract specific information in short texts on familiar topics (GSE 39).
- Listening: Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- Speaking: Can make simple arrangements to meet or do something (GSE 36). Can say simple tongue-twisters and other types of playful language (GSE 27).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: groupwork; pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Write the Starter and U1 language on the board jumbled up.
- 😩 Ss form 3 lines in front of the board. Say a category (e.g. subjects, numbers).
- The first person in each of the 3 lines must find a word and swat it. The fastest student wins and sits down. The winners are the first line to sit down.

Presentation

- Explain that in this lesson ss will learn how to plan to meet up
- Have ss tell you why and when they might arrange to meet up with their friends.

Practice

Pupil's Book

1 Think! Which isn't a school subject?

 Refer ss to page 16. Have ss work in pairs and give a reason for their answer.

$2 \cap 1.20$ Listen. Where do the boys arrange to meet?

 Play the audio with books closed. Ss raise hands to offer answers. Do not confirm answers yet.

3 (1.21 Listen, read and check.

- Play the audio again. Ss listen and read. Confirm the answer to 2.
- Draw ss' attention to the Say it! box. Read out the sentences and have ss repeat as a class. Explain meanings if necessary.

Extra activity Critical thinking

 Have ss think of safe places in their town to play together. Ask them to say why they feel safe and point out things they should do if they don't feel safe.

4 Communicate In pairs, plan your weekend.

- Draw a simple weekend diary on the board. Have ss copy it into their notebooks.
- Ss write down three or four activities, leaving some free spaces.
- In pairs, ss plan to meet up once during the weekend. They write their plans in their diaries.
- **Extension** Divide ss into two teams. Repeat the activity with two ss from each team.

Diversity

Challenge

Ss work in small groups and stand in a circle. They
repeat the activity and find a free time that works for all
of them.

Support

 Write prompts on the board to help ss, e.g. Do you want to .../on ...day in the/at...?

Pronunciation

\bigcirc 1.22 Listen and say the tongue twister.

- Play the audio. Ss stand up and sit down quickly when they hear the sound /i:/.
- (22) In pairs, ss say the tongue twister as fast as they can, stretching their mouths like wide-mouthed frogs and smile each time they read the words in red with the sound /i:/.
- Extension In small groups, ss write a tongue twister replacing the words in red, with others that make sense and use the same sound. Groups swap tongue twisters and practise saying them.

Activity Book

1 Order the words to make sentences.

Answer key 1 Do you want to play video games tomorrow evening?; 2 Sorry, I can't.; 3 What about Saturday morning?; 4 Yes, I'm free on Saturday morning.; 5 Let's meet at my house at 11 o'clock.

2 (1.23 Order the sentences in Activity 1 to make a dialogue. Then listen and check.

Boy: Do you want to play video games tomorrow evening?

Girl: Sorry, I can't.

Boy: What about Saturday morning? **Girl:** Yes, I'm free on Saturday morning.

Boy: Let's meet at 11 o'clock at my house.

English in action Making arrangements

1

1 Think! Which isn't a school subject?



- Listen. Where do the boys arrange to meet? in the park
- (3) Listen, read and check.



Hi, Archie! Do you want to play football tomorrow morning?

Hi, Ethan! Sorry, I can't. I go swimming on Saturday mornings. What about Sunday?

Sorry, I'm not free. I always visit my aunt on Sundays.

When are you back home?

At four o'clock.

Do you want to play after that?

Yes! Let's meet at half past four in the park.

See you then!



Do you want to play football tomorrow morning? Sorry, I can't. / I'm not free. What about Sunday? Let's meet at four in the park. your weekend.

Do you want to go to the park on Saturday?

I can't...

Pronunciation_

5 (122) Listen and say the tongue twister.

Are you free? Are you free?

Quick, come and meet me by the sea!

You need to see, you need to see!

Come quickly, please, and bring your key

To the hut beside the sea!



fifteen 15

- 3 Communicate Plan your weekend. Circle the day. Then ask and answer in pairs and tick (✓) the activities you can do together.
 - Use the Traffic lights cards technique to check ss understand the task. Ss choose activities they like and when they want to do them. They work in pairs, but not the same student they worked with on 4 in the PB.
- 1.24 Colour the words with the /i:/ sound.
 Then listen and check.
 - Check answers as a class. Say the words and have ss repeat after you.

Extra activity TPR

 As ss move around the classroom (e.g. walk slowly, quickly, on tiptoes, hop, jump, creep, take a giant stride or fairy steps), you will say words with a sound from today's lesson. If they hear an incorrect word, they must stop and freeze in position, e.g. sea, key, free, men... If ss don't freeze, they sit down on the spot and lose a turn.

Finishing the lesson

- Ask ss When might you have to make arrangements in English?
- Encourage ss to think about and discuss notes from their diary on their learning challenges and successes.



- Lesson aims: to read a diary about a pupil's first day at school
- Target language: revision of vocabulary and grammar

Materials

- photocopy of Pupil's Book page 16 for each group
- red, green and orange or yellow coloured pencils or highlighters for each table/pair
- Resource 37

Global Scale of English (GSE)

 Reading: Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can understand likes and preferences in short, simple personal texts (e.g. diary entries) (GSE 37). Can understand the main themes of a simplified story (GSE 36).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light reading technique
- Peer learning: groupwork; pairwork
- Independent learning: Summative questions technique

Starting the lesson

Ask ss if they or anyone else in their family keep a diary.
 Ask if they like the idea or not. Discuss the benefits and drawbacks.

Presentation

 Explain that in this lesson, ss will do an activity that will help them with the Movers exam, and help them enjoy reading a longer text with images and graphics to help their understanding.

Practice

Pupil's Book

Reading

- Before you read Look at the title and the pictures.
 What do you think this text is about?
 - Before ss open their books, play Flash the Picture!
 Explain that you will show them a page for less than a
 second. Display, then cover the page. Ss answer with a
 partner. Repeat if necessary.
- 2 🞧 1.25 Listen and read. Were you right?
 - Ss check answers in pairs.
- \bigcirc 1.26 Listen and read the rest of the text.
 - Ss read along silently, tracking the words at the speed of the audio.
 - Ss work in small groups with the PB photocopy and a set of traffic-light colours: red, yellow/orange and green. Explain the Traffic light reading technique.

- Ss read Grace's diary again highlighting all the parts they understand in green, and leave all the rest uncoloured. When ss finish, they work together to explain to each other any words they can, BUT they must decide which words they don't need to know to understand the overall meaning. This is important to make ss aware that not every word is necessary for understanding. They should underline these words red. When ss understand words they have discussed or translated, they colour these words green, or yellow/orange if they are still unsure.
- Circulate, monitoring that ss are collaborating and working together co-operatively.
- LA The language assistant works with groups helping them with questions they have about words they do not know.

4 After you read Which sentence best describes the text?

- Ask ss to check answers in pairs.
- Ss work in pairs. They write 3 interesting questions to ask and answer with a different partner.

Diversity

Challenge

 Ss write a sentence or two about Grace from the perspective of any or all the people she talks about in her diary: Mum, Dad, friend, Rose, Mrs Little, Mr Peers.
 The idea is that sentences come from their diaries. Ss can share these new texts with each other.

Support

• ASK ss to work in 2 groups to track the words in the texts as they listen.

Extra activity Communication

 Ask ss to write 4 or 5 questions to ask Grace about her new school experience. In pairs, conduct the interview in the roles of a TV, YouTube or radio interviewer and Grace.

Activity Book

- After you read Complete the table about Grace's first day at school.
 - Check ss understand they complete the left-hand column of the table for now.

Answer key 2 pencil case, 3 walk, 4 a quarter to nine, 5 sandwiches, 6 Rose, 7 Mrs Little, 8 Mr Peers, 9 Art

2 Choose the correct answer.

Ss look at page 16 of the PB to find the answers.
 Answer key 2 scared, 3 great, 4 drawing, 5 wall

Think about your first day at school and complete the table in Activity 1 for you.

- If ss can't remember, ask them to imagine moving to Grace's school in the UK for an exchange visit.
- LA Ask language assistants to tell the story of their own first day at primary or secondary school, and ask ss to ask questions and draw part of the story as a cartoon.

Reading

- 1 Before you read Look at the title and the pictures.
 What do you think this text is about? a girl's diary
- 🙎 🙌 Listen and read. Were you right?



Sunday 9th October

I'm so scared! Tomorrow is my first day in Year 3 at Alton Park Primary School. I am changing schools because my dad's got a job in this town. I don't know anyone at my new school. What if nobody talks to me? Mum says 'Don't worry!,' but that's impossible! I miss my old friends.



3 $\binom{126}{3}$ Listen and read the rest of the text.



Monday 10th October

Morning It's early; Mum and Dad are still in bed. I'm awake early today because I'm so nervous. School starts at 8:45. I can walk to school from our new house. I've got my uniform ready: it's on the bed. I've got my lunch: sandwiches, an apple and a drink. I've got my pencil case. I think I've got everything. But I'm still scared!

Afternoon I'm home! The children are friendly and I've got a new friend, Rose. She's kind and she helps me a lot. My teacher, Mrs Little, is kind, too. And there is a great Art room! I love drawing and Art is my favourite subject. I hope the Art lessons are good at this new school.



Tuesday 11th October

The Art lesson was great today! The teacher, Mr Peers, is really nice. He says I draw very well! And guess what? My picture is on the wall of the Art room! Hooray! I'm so happy! I think this school is going to be OK for me...

- 4 After you read Which sentence best describes the text?
 - 1 Grace is scared about starting her new school. She doesn't enjoy her first day.
 - 2 Grace is scared about starting her new school, but she makes friends and enjoys her first Art lesson.
 - 3 Grace is happy about her new school, but she doesn't like her Art lesson.



sixteen

Finishing the lesson

- Ask ss What do you like reading? Ask ss to say how often and where they like to read.
- Encourage ss to reflect on what they found easy and difficult today.



- Lesson aims: to understand a listening task; to ask and answer about after-school activities; to read about a pupil's favourite lesson, to write about a favourite lesson or after-school activity
- Target language: revision of vocabulary and grammar

Materials

- A4 paper, enough for each student
- Resource 46

Global Scale of English (GSE)

- Reading: Can understand likes and preferences in short, simple personal texts (GSE 37).
- Listening: Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- Speaking: Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- Writing: Can write simple sentences about their likes or dislikes, given prompts or a model (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: groupwork; pairwork; Two stars and a wish technique
- Independent learning: Learning diary; Three facts and a fib technique

Starting the lesson

- Explain that reading, writing, listening and speaking will be integrated into today's lesson.
- Use the Key question technique to have a class discussion on which of these they find most challenging, the easiest, the most important, and why.

Presentation

 Explain that in this lesson, ss will listen to two conversations about after-school activities, speak about what they do after school, read about a pupil's favourite lesson and write about their own favourite lesson or afterschool activity.

Practice

Pupil's Book

Listening

6 (1.27 Look at the pictures. Listen and choose the correct picture.

- (2) In pairs, ss read the questions and then work out all the possible answers using the pictures in 1 and 2, e.g. He's playing tennis. It's at 2 o'clock.
- Now play the audio. Ss work individually, then check answers in pairs.

1 What is Tim doing after school today?

Boy 1: Hi, Timmy! Boy 2: Hi, Harry!

Boy 1: Do you want to play tennis after school today?
Boy 2: Sorry, I can't. I have swimming lessons after school today.

Boy 1: OK! See you tomorrow!

Boy 2: Bye!

2 What time is Sally's violin lesson?

Woman: Sally, it's nearly time for your violin lesson! Are

you ready to go?

Girl: Yes, Mum!

Woman: Have you got your violin? **Girl:** Yes, Mum, I've got it!

Woman: Your lesson is at four o'clock! Off you go!

Hurry up!

Girl: OK! Bye, Mum!

Speaking

6 Ask and answer about what you do after school.

- Ss read the speech bubbles, then write down 2 or 3 of the things they do after school before completing the activity in pairs.
- Choose some pairs to perform their dialogue for the class.

Diversity

Challenge

• Ss write a sentence or two about their partner's answers, e.g. ... plays tennis after school on Thursdays, to report to the class. Ss use the Three facts and a fib technique for the class to spot the fib.

Support

 Ss listen as you (and/or the language assistant) read the dialogue slowly, getting ss to track the words.
 Ask them to listen and repeat with you. Help them to choose which words they can replace to make a new conversation (the days of the week, the activities).

Writing

Read the text. What is Billy's favourite lesson?

- Ask ss to read silently and complete the activity individually. Check the answers as a class.
- Have ss look at the tip box.

8 Write about your favourite lesson or after-school activity.

- Plan: Give ss one minute to complete their notes.
 Monitor and help with ideas. Draw ss' attention to Billy's writing and see how he expands the sentence stems.
- Write: Ss write individually in their Activity Books (page 13).
- Check: Ss work individually to check their work using the four guide questions.
- Ss use the Two stars and a wish technique in pairs or small groups.

Diversity

Challenge

• SS interview each other using questions in Activity 8. They add *Tell me another reason why* and write about their partner and read them out for the others to guess who is being described.

Support

 Ask ss to work in mixed ability pairs and have them work co-operatively to produce their individual texts.



Listening

- 5 Ø P Look at the pictures. Listen and choose the correct picture.
 - 1 What is Tim doing after school today?







2 What time is Sally's violin lesson?





Speaking

6 Ask and answer about what you do after school.

What do you do after school?

On Thursday, I go swimming. On Friday, I play football. How about you?



Writing

- Read the text. What is Billy's favourite lesson?
 - 1 his Maths lesson
 - 2 his Science lesson
 - 3 his Music lesson
 - My favourite lesson
 - By Billy
 - My favourite lesson is Music. I like it
 - because we sing a lot in our lessons,
 - and we play the guitar and the piano.
 - I also like my Maths lessons because
 - I like learning about numbers.

tip Writing

Make sure you use a capital letter at the start of each sentence. Use a capital letter for the subject names, too! 8 Write about your favourite lesson or after-school activity.

L Plan 🖳

- What's your favourite lesson/after-school activity?
- Why do you like it?
- What other lesson/activity do you like?
- Why do you like it?
- Write #

My favourite lesson/after-school activity is:

I like it because...
I also like...

I like it because...

Check your work 🗸

- A capital letter at the start of each
- A full stop at the end of each sentence?
- Correct spelling?
- Clear handwriting?

Activity Book, page 13

seventeen

Activity Book

- After you read Read and underline 13 mistakes.
 Then write the correct words.
 - Check ss understand the task using the Traffic lights cards technique. Ss work individually, then in pairs.

Answer key Nick, He, Spanish, English, Social, Science, His, Art, Natural, Science, He, Maths.

2 Think! Tick (🗸) the words which start with a capital letter.

Answer key days of the week, subjects, months.

- 3 Write about your favourite lesson or afterschool activity.
 - Ss rewrite and illustrate their texts on A4 paper.

Extra activity Critical thinking

 Ask ss to reflect on what helped them learn today, what stopped them and how to avoid it in the future. Ss write their answers on slips of paper and give them in. Reflection should be in L1.

Finishing the lesson

• Ss write down what they achieved in their Learning diary: Today I listened to... I read about... and I described....



- Lesson aims: to review unit language
- · Target language: unit language

Materials

• (optional) cameras or mobile devices

Global Scale of English (GSE)

- Reading: Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- Writing: Can write some familiar words (GSE 20).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: groupwork; pairwork
 - Independent learning: Summative questions technique; Thought-provoking questions technique

Starting the lesson

 Ask ss a key question about reviews: Why is it important to revise vocabulary? Accept all reasonable answers.

Presentation

 Explain that in this lesson, ss will review the grammar and vocabulary they have learnt in the unit.

Practice

Pupil's Book

- Find six school subjects. Then write them in alphabetical order.
 - Ask ss to work in pairs and set a time limit of two minutes. Write the answers on the board and highlight the clues in alphabetical order. Ask ss where and when this is important or useful.
- Communicate In pairs, ask and answer.
 - Ask ss to look at Ellie's diary with a partner and take it in turns to mime the activities at random, to say which day of the week.
 - Ask ss to expand the prompts 1-10 to check the questions are correctly formed. Practise them.
 - Nominate ss A or B, check they understand the task and how to swap.

Diversity

Challenge

 Ss write some more questions about the timetable for other ss to answer.

Support

 Ask ss to write the full form of the questions and practise the pronunciation.



Challenge

Challenge your classmates and play the game! Work in two teams. Look back through the unit to find the answers to these questions.

- RR Choose team A and team B. Decide on a time limit.
- Each team completes 1-3.
- Ss work in pairs within their team. They write 3 interesting questions for the other team.
- LA Supports ss who are having difficulty thinking of questions, prompting them with some ideas.
- **Extension** Ss write more questions for the other team in these categories: pictures, facts, culture, vocabulary, grammar.

Activity Book

- Read about Matthew's school day. Circle school subjects in red, school places in blue and school jobs in green.
 - (E) Check ss understand the task using the Traffic lights cards technique.

Answer key school subjects: Maths, English, Natural Science; school places: Castle Village Primary School, science lab, canteen; school jobs: headteacher, teacher

- Write about your school timetable. Then make a presentation for your family.
 - Ss work individually and check in pairs.

Extra activity 21st Century Skills

• Encourage small groups or individuals to borrow/ use the camera function of their tablets/borrow a camera to take photos of the things, people and places in their presentation. Make sure they ask and get permission beforehand. Ask ss to make a short six slide presentation using photos to help them remember their talk. They can give their presentation to the class to practise before showing their family.

Self-evaluation

• Ask ss to complete the sentences individually.

Extra practice

- 1 Find and circle eight school subjects. Then write them in alphabetical order.
 - 🕾 Ss work in pairs to complete the wordsearch Answer key 2 English, 3 ICT, 4 Maths, 5 Music, 6 Natural Science, 7 Social Science, 8 Spanish
- Who works at your school? What do they do?
 - Ss complete the activity individually, then compare answers in pairs.
- 3 Look and write sentences.
 - Ss complete the activity individually, then discuss as a class.

Answer key 1 has Maths on Tuesday at 11 o'clock, 2 has ICT twice a week, 3 sometimes plays tennis on Sundays, 4 reads a book on Saturdays.

Review

Find six school subjects. Then write them in alphabetical order. Art, English, ICT, Maths, Natural Science, Social Science



Communicate In pairs, ask and answer.

1	diary	MATY!						
Le.	2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	Homework		Natural Science	Maths	English	Social Science		
	Activities	swimming lessonpractise piano	· piano lesson · practise piano	• practise piano	swimming lessonpractise piano	piano lessonpractisepiano	footballvisit Grannypractise piano	footballpractisepiano

Now swap!

Student A: Ask the questions.

Student B: Look at the diary and answer.

- 1 when/English homework? Thursday
- 2 when/Maths homework? Wednesday
- 3 when/piano lessons? Tuesday and Friday
- 4 when/play football? Saturday and Sunday

When does Ellie have English homework?

She has English homework on Thursdays.

Student B: Ask the questions.

Student A: Look at the diary and answer.

- 5 how often/swimming lessons? Monday and Thursday
- 6 how often/visit Granny? Saturday
- 7 how often/have homework? 4 times a week
- 8 how often/practise piano? every day

How often does Ellie have swimming lessons?

She has swimming lessons twice a week.



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 picture of a boy reading a book. (1 point) on the bench (p8)
- 2 Where do the Discovery Team always have lunch? (1 point) in the canteen (p10)
- 3 What's the name of the outdoor lesson of some schools in the UK? (1 point) Forest school (p14)

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

Ask and answer! Each correct answer gets 1 point.

eighteen

Vocabulary and Grammar reference

- Translate the words into your language. Add more words to the list.
 - 🕾 Ss work in pairs to complete the list. Ask for feedback and write ss' ideas on the board.
- Read and complete.
 - Ss complete the activity individually, then compare in pairs.

Answer key 2 has, 3 at, 4 weekend, 5 often, 6 every,

Finishing the lesson

• 🗃 Write on the board In Unit 1 I can..., I am good at..., I am not very good at... . Ss copy the sentences into their notebooks and complete them with their own evaluation. Remind ss of the strategies above What do you need to practise more? How can you do that? What are you already doina?

Next lesson Unit 1 Test.

Get ready for...

Objectives

- Lesson aims: to practise for the A1 Movers Reading and Writing Parts 6 and 4 and Speaking Part 4
- Target language: unit vocabulary

Materials

• A4 papers, enough for each student

Global Scale of English (GSE)

- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- Writing: Can write a single basic sentence about what they/other people are doing (GSE 31).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Face response cards technique
- Peer learning: Expert envoy technique; groupwork
- Independent learning: Thought-provoking questions technique; Three facts and a fib technique

Starting the lesson

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Presentation

- Explain that in this lesson, ss will revise the work from the unit, and develop confidence and understanding in the skills needed in the Trinity/Cambridge exam.
- Extension Internet search key words: Helping with Primary exam stress, exam tips for primary students

Practice

Pupil's Book

A1 Movers Reading and Writing Part 6

🚹 🎯 Look and read and write.

- Tell ss that this is the A1 Movers Reading and Writing Part 6 exam.
- Ask ss to complete the sentences individually, then check with a partner.
- Energy Check answers using the Lollipop stick technique.
 Ss can write these on the board for the class to check spellings, etc.
- Ask ss to ask and answer the questions with a partner.
- Ask ss to work in pairs and write 2 or 3 different questions for the class to answer.
- Ss can write the answers to each other's questions in their notebooks.
- Extension
 Ss use the Three facts and a fib technique, writing sentences about the picture.

T1 Movers Speaking Part 4

2 Let's talk about a special school day! Answer the questions.

- Tell ss that they will practise the A1 Movers Speaking Part 4 exam.
- Read the questions with the class. Ask one or two ss to answer the questions.
- Put ss in pairs. Ss look at the questions and ask and answer. They use the speech bubbles to help them. Then they share their answers with the class.
- Extension Have ss come to the front of the class. Ask volunteers to ask them the questions in Activity 2. Ss at the front of the class answer about last Saturday or Sunday, e.g. one student asks Where did you go last Saturday? The other student answers, e.g. I went to the cinema. I saw a funny film.

Diversity

Support

- Remind ss which speech bubbles match which question.
 1 Where did you go? I went ... 2 What did you see? I saw ... 3 Did you like it? Why? Yes, I liked it because
- Point out that the questions are in the past and they
 have to answer in the past. Remind ss that with did you
 write the present, e.g. did + go.

Challenge

- Add further questions for ss to answer, e.g. Who did you go with? What was the weather like? What did you wear?

Extra activity TPR

• 🕽 Using the Face response cards, ss react to your questions:

How much did you like Activity 1? Was it easy, OK or difficult? How much did you like Activity 2? Was it easy, OK or difficult?

Activity Book

A1 Movers Reading and Writing Part 4

1 @ Read the text. Choose the right words and write them on the lines.

- Tell ss that this is the Movers Reading and Writing Part 4 exam.
- Tell ss to read the questions and all the choices before choosing.
- Check answers using the Lollipop stick technique.

Answer key 2 starts, 3 at, 4 three times, 5 On, 6 always

Extra activity Communication

• Divide the class into pairs and give each a half sheet of A4 paper. Ask ss to create their own gap fills like the one on p 17 for another pair to complete. They can create their own character, who could be a pupil from the future, an alien, a super hero, etc. Encourage ss to be as creative as they like, using Mark's text as a model.

Get ready for...



A1 Movers Reading and Writing Part 6





Cook and read and write.





Complete the sentences.

- 1 The girl is reading a book about Science.
- 2 The children are playing football
- 3 The dog is ... in the water. swimming

Answer the questions.

- 1 What has the dog got in its mouth? It's got a ball.
- **2** What is the girl under the tree wearing? She's wearing a red shirt, a grey skirt and black shoes.

Now write two sentences about the picture.

A1 Movers Speaking Part 4





2 O Let's talk about a special school day! Answer the questions.

- 1 Where did you go? I went to ...
- 2 What did you see? | saw ...
- 3 Did you like it? Why? Yes, I liked it because ...





Yes, I liked ii because

Extra activity Collaborative work

• $\ensuremath{\mathbb{Z}}$ Divide the class into groups to discuss what they liked about the unit, using the Expert envoy technique. Ss write their opinion about the unit under lesson headings. The envoy reports back to the class.

Finishing the lesson

• 😪 Ask ss How did you get on in Unit 1? Which lesson did you like best? Which words were the easiest and most difficult to remember? What would you like to learn more about?