



Learn it Share it 1

Sample Teacher's Material

Uncorrected
Proofs

Let's Start

- Your course and the LOMLOE
- Key Components
- Welcome to *Learn It Share It*
- Syllabus Levels 1 & 2

Teacher's Book

- Introduction
- Sample unit: Unit 3



Learn it Share it and the LOMLOE

Basic Principles



Digitalisation and technology



Sustainability



Gender equality



Inclusion and fairness



Children's rights

Key Competences



Competence in citizenship



Digital competence



Competence in entrepreneurship



Plurilingual competence



Social and personal competence and learning to learn



Competence in science, technology, engineering and maths (STEM)



Competence in cultural awareness and expression



Linguistic communication

Specific Competences



Interaction



Linguistic mediation



Interculturalism focus



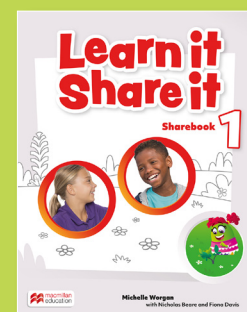
Plurilingualism focus



Comprehension



Production



Methodology



Cross-Curricular Projects



Learning Situations



Formative Assessment

Want to see specific examples? Scan here



Everything you need for engaging classes

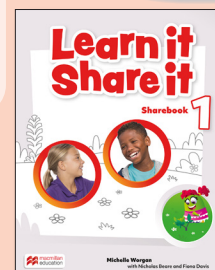
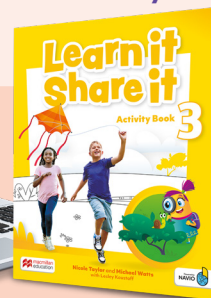


Components for pupils

Pupil's Book with Digital Pupil's Book



Activity Book and Essential Activity Book with Digital Activity Book

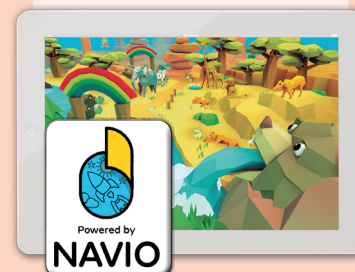


Sharebook

Pupil's Resource Centre



Pupil's App on Navio

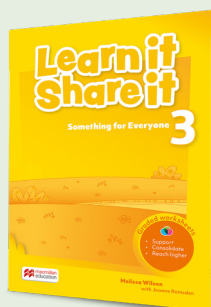


Teacher's Resources

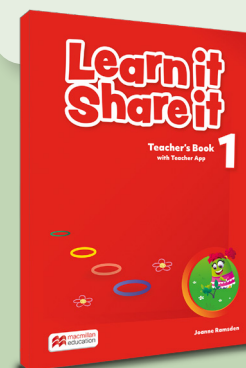
- Something for Everyone Graded Worksheets
- Flashcards
- Word cards

Teacher's App

- Teacher's Resource Centre:
 - Methodology Handbook
 - Worksheets
 - Graded tests at 3 levels
 - External exam practice tests
 - Multimedia
- Classroom Presentation Kit
- Test Generator
- Progress Tracker



Teacher's Book



LET'S GET
DIGITAL

Guide to Developing
Digital Competences

Exclusive resources and training opportunities
for Macmillan Education teachers.

Advantage
by macmillan education

**Learn it
Share it**

Welcome to *Learn it Share it*

This well-balanced six-level course helps pupils to grow and thrive. Language learning is built around a Presentation, Practice and Production (PPP) approach, in which relevant, age-appropriate contexts are closely linked to the Sustainable Development Goals so that you and your pupils will feel engaged and empowered to learn and share.



Learn to communicate. Share your ideas.

Being able to communicate well is a key life skill. However, it's not always easy to get pupils to communicate in English. Pupils are often shy and classes can be large, so managing speaking can be difficult. **Learn it Share it** perfectly balances the development of accuracy and fluency through fun and easy-to-manage activities, grammar animation videos and a focus on linguistic mediation. It will give your pupils all the tools they need to become confident speakers.



Learn to believe in yourself. Share your progress and successes.

Motivation is essential for real learning to take place. However, sometimes progress can feel slow, so encouraging your pupils to think about what they've learned can help maintain interest. **Learn it Share it** lessons are focused on simple, achievable language goals and each one ends with a reflection statement designed to build self-belief and a can-do attitude. In addition, having your children participate actively in setting their own goals at the end of each unit can help focus them to be successful in exams and contributes to their general enjoyment of learning.



Learn about the world. Share the future.

Language learning and cultural awareness go hand-in-hand, and the primary English classroom is a great place to foster empathy and an appreciation of our world. By exploring topics in a modern context, **Learn it Share it** helps children to develop responsible attitudes towards sustainability, inclusivity and global citizenship. Your pupils can share their experiences and work together to solve problems, helping them to make good choices for a better world.



Learn and share in a supportive community.

Having a rich, happy and positive learning environment is an important factor that directly affects how well pupils learn. **Learn it Share it** encourages pupils to have a growth mindset: participate actively in communicative and collaborative tasks and to be open to feedback. By creating a supportive community in which they all feel a sense of belonging and trust, your children will try their best and you will be amazed at what they can do!



Key guiding principles in **Learn it Share it**

Throughout the course, **Learn it Share it** draws on research into how children learn best so that everyone is motivated both in terms of attitude and achievement. A **growth mindset** ensures teachers and pupils are open to learning and recognise the benefit of making mistakes, that people develop at different paces and that there are different ways to reach an objective. In addition, the **Assessment for learning** approach encourages reflection and evaluation of what has been learned, what techniques and tools work best for each individual, and what learners and teachers can do next. At a young age, reflection and self-evaluation can be carried out using simple can-do sentences, ranking their recall ability of specific language or lesson content, or recording activities they enjoyed. This all helps to establish a habit of thinking about what they've done and in noticing progress.

Key competences

The Key competences outline the **knowledge, skills and behaviours** that pupils need to develop in order to achieve their full personal potential, to participate in an effective and constructive way in society as responsible global citizens and to become autonomous life-long learners.

What are the key competences?	Competence in linguistic communication: the ability to use language as an instrument to express and interpret concepts, facts, feelings and ideas in an appropriate and creative way.
	Plurilingual competence: the ability to draw on one's personal linguistic repertoires across languages to improve the ability to communicate and learn a new language.
	Competence in science, technology, engineering and mathematics: the ability to develop and apply mathematical thinking to everyday contexts; to develop and use scientific knowledge to explain the natural world; and to understand the consequences of human action.
	Digital competence: the ability to use digital technology confidently, critically and responsibly.
	Competence in cultural awareness and expression: the ability to understand and appreciate different artistic and cultural forms.
	Competence in entrepreneurship: the ability to develop and apply personal qualities and skills such as creativity, critical thinking and perseverance, and to plan and manage projects successfully.
	Social and personal competence, and learning to learn: the ability to understand and appreciate diversity in society; to develop personal, interpersonal and cultural competence; and to organise one's learning and work efficiently and autonomously as an individual or in a group.
	Competence in citizenship: the ability to respond to a range of global issues by being tolerant, inquisitive, kind and responsible global citizens.

Key competences in Learn it Share it



Competence in linguistic communication: *Learn it Share it* provides pupils with the opportunity to learn use language to express and interpret concepts, facts, feelings and ideas. Language is presented and practised systematically, and grammar and pronunciation are modelled so that pupils can participate in songs, dialogues, games and speaking activities with confidence. Real-world reading texts and literacy tasks act as examples for pupils' own writing, while multimedia support develops aural skills using video and audio content which reflects language usage in today's world.



Plurilingual competence: *Learn it Share it* recognises that children have a wealth of language knowledge which they bring to the English classroom and encourages them to make comparisons between English and the languages they know. Plurilingual feature boxes in Vocabulary and Grammar lessons encourage pupils to look for patterns in language, while tips help children develop strategies to improve their learning and use of English.



Competence in science, technology, engineering and mathematics: Every unit in *Learn it Share it* provides the opportunity to develop an understanding of the consequences of human action through the focus on Sustainable Development Goals, which are explored in a whole-class *Learning situation* task. In addition, pupils develop and apply mathematical thinking to everyday concepts by working with simple charts, graphs and diagrams, and practise presenting information on a variety of cross-curricular topics using different technologies. They carry out tasks such as ordering, sequencing, classifying, counting, and identifying differences and similarities which include the recognition and practice of numbers.



Digital competence: With the *Learn it Share it* Pupil's App, children work independently to reinforce the language and themes presented in class, playing interactive language games, listening to songs and stories and watching animations and videos. Pupils are also encouraged to make use of technology to create presentations and carry out research to further their understanding and learning. Within the classroom, the Teacher's App provides interactive resources for presentation and practice of the lesson, including audio, video, and interactive games.



Competence in cultural awareness and expression: *Learn it Share it* promotes cultural awareness and artistic expression through the stories and plays to act out, the music videos and the creative project tasks. The Culture lessons in every unit, and the Share the World readings every term, raise awareness of other cultures and encourage pupils to explore and appreciate different text types including blogs, posters, letters, poems and folktales. Documentary-style videos provide further opportunities for pupils to learn about and discuss aspects of life and culture around the world, and to think about them in relation to their own context and place in society.



Competence in entrepreneurship: *Learn it Share it* supports pupils to develop critical literacy and critical thinking skills with carefully scaffolded analysis of reading, video and audio texts. Pupils learn to interpret ideas, draw conclusions, and express their opinions in English, and the SEL strand in the stories helps develop confidence, resilience and perseverance. *Learning situation* tasks and projects require pupils to work collaboratively and creatively, to share ideas, to plan and show initiative.



Social and personal competence, and learning to learn: Social and emotional learning, and sharing are at the heart of *Learn it Share it* supporting the ability to understand and appreciate diversity in society, as modelled in the stories and throughout the course. The *Learning situations* and projects in every unit allow pupils to develop highly transferable collaborative, problem-solving and decision-making skills. At the same time, learner autonomy is fostered through end-of-lesson can-do statements and My learning pages, which encourage pupils to reflect on and identify their learning preferences and strengths, and to take action outside the classroom on their own or with others.



Competence in citizenship: *Learn it Share it* promotes responsible citizenship through the course characters and stories. In every unit, the characters encounter and respond to a range of global issues. In the Communication lessons, the focus on Sustainable Development Goals encourages pupils to be aware of issues in the world and to develop an 'every-little-helps' attitude, helping them to become tolerant of others, inquisitive, kind and responsible global citizens.

Pupils' components

The **Pupil's Book** contains six core units, three festival lessons and three review lessons. Each unit has two vocabulary and two grammar lessons as well as four skills lessons to contextualise the language: culture (reading and writing), communication with Sustainable Development Goals (listening and speaking), cross-curricular with a project (reading, writing and speaking) and a story (reading, listening and speaking).

In each unit, **videos** help to make lessons more memorable:

- vocabulary and sing-along songs focus children on the core language and provide models for pronunciation work.
- grammar animations provide contexts and break down the structures in a highly visual way.
- documentary-style videos provide information about life and Sustainable Development Goals.
- dialogue videos provide models for successful communication in everyday situations.
- story animations act as a reward at the end of the unit and review the language studied.

The Pupil's Book has stickers to reinforce the core vocabulary and to support the Assessment for learning strand. There are also three sections at the end of the book to help support learner autonomy and goal setting:

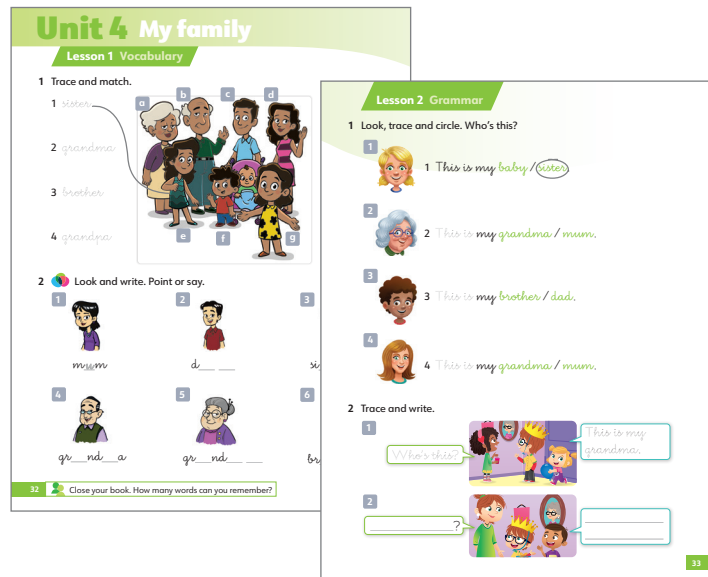
- a My learning self-assessment page.
- a Picture dictionary.
- three practice exams modelled on the Cambridge English Young Learners exam (Pre-A1 Starters).

The unique **Sharebook** contains the communicative and collaborative pair- and group-work speaking activities for the grammar lessons. Every child has their own copy, making communication and collaboration tasks easy to set up and fun to do.

The full-colour **Activity Book** consolidates and reinforces the language and content presented in the Pupils' Book. It also develops the four skills, a progressive approach to developing writing, which includes tracing and writing tasks at letter, word and short phrase level. In tracing words, children work on their fine-motor skills as well as familiarising themselves with English spelling, so they are well prepared to express themselves freely and accurately when the opportunities arise. Matching activities and puzzles help make developing reading and writing skills fun.

There are practice activities for every Pupil's Book lesson, including the Share the World readings and the Festival lessons.

The **Pupil's App** allows pupils to explore Navio's immersive 3D worlds. They complete game-based activities designed to practise and review the language and content learned in class. As they do so, they earn rewards, points and badges. The Pupil's App tracks children's progress so the teacher can see how they are doing and provide extra support where it is needed. The App also includes all the videos from the course so that pupils can review them at home and share them with their family.



Pupils can access the audio and video files for the Pupil's Book via the **Pupil's Resource Centre (PB)** and the audio for the Activity Book via the **Pupil's Resource Centre (AB)**.

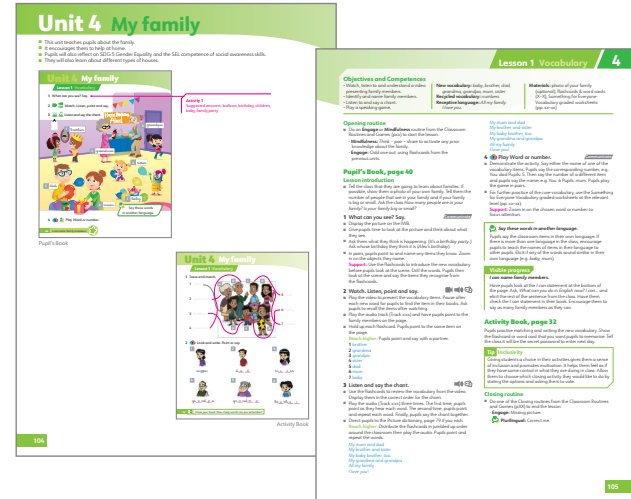
The **Digital Pupil's Book** and **Digital Activity Book**, each with its audio, video and interactive activities embedded, allow pupils access to their materials outside the classroom.



Teachers' components

The easy-to-use **Teacher's Book** contains a full syllabus, which maps the language and competence learning objectives for every lesson and unit, and an introduction to the *Learn it Share it* philosophy and methodology. The lesson notes include classroom routines and games, tips and ideas for exploiting all the course resources fully. Throughout the notes there are **Support** or **Reach higher** ideas to help adapt activities to cater to the different language learning levels, and sections giving specific information related to the lesson (*Did you know ...?* culture features, or information about the Sustainable Development Goals) help ensure the lessons are relevant and engaging.

A list of materials is included at the top each lesson to help teachers prepare, and a Classroom routines and games section on pp24–31 is a handy reference section for adding fun or changing the dynamic of a class. Answers are embedded in the Pupil's and Activity Book pages, and audio/video scripts are easy to find and use.



Additional support for differentiated learning is provided in the **Something for Everyone** book of graded worksheets.

Every Vocabulary and Grammar lesson has a photocopiable activity at three levels of challenge: Support, Standard and Reach higher, and a section exploring the principles behind every-ability teaching as well as tips for the classroom will help ensure every child can reach their full potential.

A set of picture **Flashcards** and **Word cards** of the core vocabulary is a must for every primary classroom. These practical resources can be used to present and practise target vocabulary from Lessons 1 and 5 as well as core words from the Welcome and Festival lessons. Suggestions for using these cards are included in the teaching notes and Classroom routines and games section.

The **Teacher's App** contains accessible and interactive digital resources to help teachers plan and deliver their lessons whilst also increasing pupils' participation and engagement.

- **Classroom Presentation Kit:** allows teachers to project a page-faithful presentation of the Digital Pupil's and Activity Books, including all the video, audio and interactive activities needed for a memorable lesson. The digital flashcards can also be used for presentation and review games.
- **Progress tracker:** accessed through the Classroom Presentation Kit, this helps teachers track and monitor progress of a whole class or an individual pupil. Teachers can also use the **Classroom management tool** to award points be it for good behaviour or success in an activity in class.
- **Test Generator:** this tool allows teachers to download ready-made tests or make their own. Tests are available at three levels of challenge.
- **Teacher's Resource Centre:** gives teachers access to a wealth of supplementary materials and resources to enrich their teaching.
 - **Learn it Share it Introduction Handbook:** in Castilian and Catalan.
- **Testing & evaluation:**
 - **Core language tests:** a bank of diagnostic, unit, term and end-of-year tests at three levels of challenge (Essential, Standard, Reach higher).
 - **Competence-based tests:** tests for each unit allowing for competence-focused evaluation.
- **Cambridge English Young Learners exams:** practice tests and videos.
- **Letters to parents:** a description of the core teaching objectives for each unit.
- **Lesson support materials:**
 - Learning situation worksheets and project templates (where needed)
 - Values worksheets
 - *Something for Everyone* graded worksheets
 - Unit review games templates
 - all the course video, animation and audio files.

Meet the characters

Learn it Share it centres around a group of children and their friends, the Sharepals. They all live in the town of Shareville. Level 1 features May, Dan, Nancy and Alex (see page 8), and the Sharepals, Sam and Sally. However, all the Sharepals are often seen around town. They provide examples of good behaviour, playful moments and opportunities to review language.



Sam



Sally



Sid



Suzy



Sandy



Stella



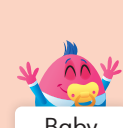
Aunt Sadie



Professor Smart



Professor Wise



Baby

Syllabus

	Vocabulary	Grammar	Literacy and Culture
Welcome	Colours Greetings Numbers 1–10	What's your name? I'm (Nancy). How old are you? I'm (six). What colour is the ball? It's (yellow).	
1 In my classroom	book, crayon, pen, pencil, pencil case, pencil sharpener, rubber, ruler board, chair, computer, desk	What's this? It's a (crayon). Is it a (rubber)? Yes, it is. / No, it isn't.	Literacy: A poster Culture: In the classroom
2 I've got a pet	bird, cat, dog, fish, hamster, snake, spider, tortoise long, old, short, young	I've got a (cat). I haven't got a (cat). Have you got a (cat)? Yes, I have. / No, I haven't.	Literacy: A magazine Culture: Pets at home
🌐 Share the world 1	A poem: A surprise for you		
3 My activities	catch, clap, dance, jump, read, run sing, throw, draw, paint, talk, walk	I can (catch). I can't (dance). Can you (paint)? Yes, I can. / No, I can't.	Literacy: A bar chart Culture: Playground activities
4 My family	baby, brother, dad, grandma, grandpa, mum, sister bathroom, bedroom, dining room, kitchen, living room	Who's this? This is my (grandma). He's in the (living room). She's in the (dining room).	Literacy: A photo album Culture: The family
🌐 Share the world 2	A story: A present for Yan		
5 I like picnics!	bread, cake, cheese, ice cream, milk, pizza, salad, sweets fruit, juice, rice, yoghurt, water	I like (cheese). I don't like (ice cream). Do you like (cake)? Yes, I do. / No, I don't.	Literacy: A menu Culture: School lunch
6 My clothes	shirt, shoes, skirt, socks, sweater, T-shirt, trainers, trousers boots, dress, hat, jacket, jeans	I'm wearing (trainers). What are you wearing? I'm wearing a (T-shirt) and (jeans).	Literacy: A flyer Culture: A fancy dress party
🌐 Share the world 3	A play: Sang Kancil and the crocodile		
Halloween	bat, ghost, monster, pumpkin, witch	What's this? It's a (monster).	
Christmas	presents, reindeer, snowman, stocking	I've got (presents).	
Easter	basket, chick, Easter bunny, Easter eggs, hot cross buns	What are these? These are (Easter eggs).	

Communication

Pronunciation

Real world and Share Project

Story



Functional language: Put the crayons in the pencil case.

Learning situation: Why is it good to keep your school clean?

/b/
board, book,
rubber

Art: Shapes

Project: A classroom shapes poster

Let's share!

Value: Why is it good to share?



Functional language: Can I feed the animals?

Learning situation: How can you help animals?

/ʃh/
fish, sharpener,
short

Natural science:
Where animals live

Project: A pet house

My animal friends

Value: Why is it good to be kind to animals?



Functional language: Let's play together.

Learning situation: Can everyone do the same activities?

/ɔ:/
draw, talk, walk

Art: The theatre

Project: A mini theatre

Good friends

Value: How are you a good friend?



Functional language: This is my sister. These are my grandparents.

Learning situation: How can you help at home?

/ɪ/
kitchen, living
room, sister

Social science: Types of houses

Project: A small house

Happy birthday

Value: When are you polite?



Functional language: Can I have salad please?

Learning situation: Why is it good to share food?

/u:/
fruit, juice

Natural science:
Healthy eating

Project: A rainbow plate

Picnic in the park

Value: Do you eat healthy food?



Functional language: Take off your sweater. Put on your T-shirt.

Learning situation: Why is it good to swap your toys and clothes?

/dʒ/
jacket, jeans,
juice

Social science:
A charity shop

Project: A fashion show

May's new clothes

Value: How do you look after your things?

Project: A Halloween decoration

Project: A snowman

Project: An Easter mobile

Syllabus

	Vocabulary	Grammar	Literacy and Culture	
Welcome	Numbers 11-20 Days of the week The weather	Hello. My name's ... How are you? What's the weather like? It's (cold). What day is it today? It's (Monday).		
1 At home	attic, balcony, bathroom, living room, hall, kitchen, garden, garage bed, sofa, bath, fridge, wardrobe	Where's (grandpa)? He's in (the living room) Where's your (rucksack)? It's on / next to / under (the table).	Literacy: A to-do list Culture: In my room	
2 I can do it!	do a puzzle, draw a picture, fly, play volleyball, run a race, skateboard, swim, write climb a tree, play the guitar, ride a bike, ride a scooter, skip	He can (draw) but he can't (fly). Can she (play the guitar)? Yes, she can. / No, she can't.	Literacy: A blog Culture: My sports and activities	
🌐 Share the world 1	A fable: The Ant and the Bird			
3 The wildlife park	crocodile, elephant, giraffe, hippo, lion, monkey, tiger, zebra bookshop, playground, school, swimming pool, wildlife park	There's / There isn't (a monkey). There are / There aren't any (hippos). Where's the (playground)? It's in front of / behind the (zoo). Where's the (bookshop)? It's behind the (zoo).	Literacy: A brochure Culture: A wildlife park	
4 At the fair	arm, body, feet, fingers, hand, head, leg, toes ears, eyes, hair, mouth, nose, teeth	She's got (big hands). He hasn't got (big hands). Has it got (big eyes)? Yes, it has. / No, it hasn't	Literacy: A poster Culture: A school fair	
🌐 Share the world 2	A play: Picnic in the jungle			
5 My day	brush my teeth, get up, go home, go to bed, go to school, have breakfast, have dinner, have lunch chips, egg, milkshake, pancakes, sandwich, soup	I have (breakfast). I (don't have) lunch. I want (pancakes). I don't want (juice).	Literacy: A journal Culture: My daily activities	
6 All about me	listening to music, playing board games, playing football, playing tennis, playing video games, reading a comic, taking a photo, watching TV cap, hoodie, pyjamas, sandals, shorts, tracksuit	What are you doing? I'm playing (tennis). What's she wearing? She's / isn't wearing wearing a (dress).	Literacy: A poem Culture: My special place	
🌐 Share the world 3	A poem: Snack time			
Christmas	baubles, bells, Father Christmas, mince pies, sleigh	What's this? It's a (mince pie).		
Pancake Day	eggs, flour, lemon, pancake, sugar	Where are the eggs? They're (in the fridge).		
Easter	egg hunt, flowers, grass, lamb, rabbit	What' are you doing? I'm (looking for Easter eggs).		

Communication

Pronunciation

Real world and Share Project

Story



Functional language: Can you help me, please? Yes, of course!

Learning situation: What makes a safe house?

/əʊ/
robot, sofa,
throw

Social science: Houses in nature

Project: A tiny house

Where are you?

Value: Do you think about others?



Functional language: Can I have a go? Sure! Now it's your turn!

Learning situation: Why is it good to do sports?

/aɪ/
bike, climb, ride

PE: Keeping fit

Project: A sports routine

You can do it!

Value: How do you help your friends?



Functional language: Where are the monkeys? They're over there.

Learning situation: Why is it important to look after animals?

/w/
walk, wildlife,
windy

Natural science: Baby animals

Project: A baby animal nest

At the wildlife park

Value: Do you follow the rules?



Functional language: How many computers are there? There are six computers.

Learning situation: Why is it good to have computers in schools?

/θ/
bath, mouth,
teeth

Natural science: The five senses

Project: A senses wheel

Be careful!

Value: Are you careful when you play?



Functional language: What sport can we do? Let's play basketball!

Learning situation: Why is it good to be healthy and happy?

/tʃ/
cheese, chicken
soup, chips

Natural science: Fruit and vegetables

Project: Life cycle poster

Ready for school!

Value: Are you always ready for school?



Functional language: Can I help you? I'd like a book about animals, please.

Learning situation: Why are libraries important?

/h/
hat, hippo,
hoodie

Music: Musical instruments

Project: A musical instrument

Good idea

Value: How do you play together?

Project: A Christmas bauble

Project: A pancake menu

Project: An Easter egg hunt

Unit walkthrough

Learn it Share it is the perfect course to develop accuracy and fluency in English in tandem: every lesson is developed to be easy to deliver within topics that are engaging and fun.

Creating interest in the topic & activate prior knowledge

Vocabulary presentation

Vocabulary practice

Vocabulary production

Assessment for learning

Unit 4 My family

Lesson 1 Vocabulary

- 1 What can you see? Say.
- 2 Watch. Listen, point and say.
- 3 Listen and say the chant.

1 brother
2 grandma
3 grandpa
4 sister
5 dad
6 mum
7 baby

Say these words in another language.

4 Play Word or number.

10 I can name family members.

Lesson 1: Vocabulary

Pupils Book

The first vocabulary lesson presents and practises **8 new words** with the course characters in Shareville.

Presentation

A **vocabulary video presents** the words and allows for very controlled pronunciation practice.

Practice

A catchy and memorable **chant** contextualises the new words and creates a safe opportunity for the children to sing along in unison.

A **plurilingual feature** encourages pupils to reflect on language patterns and connections which will help make the words memorable.

Production

In the **personalised speaking** activity, the children use the new words in sentences using grammar **recycled** from previous units and levels.

Assessment for learning

At the end of the lesson, the *I can ...* statement develops an awareness of children's progress in building their vocabulary knowledge. This can help promote a growth mindset for learning new words.

Vocabulary practice

Vocabulary production

Vocabulary consolidation

Unit 4 My family

Lesson 1 Vocabulary

- 1 Trace and match.
- 2 Look and write. Point or say.

1 sister
2 grandma
3 brother
4 grandpa
5 dad
6 baby
7 mum

1 Look and write. Point or say.

1 mum
2 dad
3 sister
4 grandpa
5 grandma
6 brother

32 Close your book. How many words can you remember?

Activity Book

The Activity Book practice consolidates the new words.

Activity 1 focuses on **recognition** of the new words, through tracing or matching tasks.

In Activity 2, pupils **show what they know** by writing some letters or whole words. The core words are always on the page and can be copied, and the activity is designed to be easily adaptable for **differentiated learning** needs.

Extension

An optional extension activity encourages further work with the new words and can be adapted for different language learning levels.

Lesson 2 Grammar

1 Watch or listen. Say.

2 Listen and say Yes or No.

3 Play Family.

Grammar presentation

Grammar practice

Grammar production & linguistic mediation

Assessment for learning

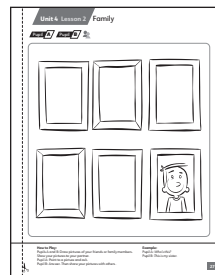
Who's this? This is my grandma.

Who's this? This is my sister.

Sharebook

A B page 27

I can ask and answer about my family.



Lesson 2: Grammar

Pupils Book

The first **grammar** lesson is linked to the vocabulary just learned and builds on the unit theme.

Presentation

A **grammar animation video** showcases the new structure in context, which also appears on the Grammar Robot screen to help highlight the patterns shown in speech bubbles on the Pupil's Book page. The example sentences are highlighted on the Grammar Robot screen, with key patterns highlighted, making it easy for the teacher to focus on form, and for the children to refer back to.

Practice

A recognition activity to listen and identify the correct pictures consolidates the learning.

Production

Children carry out a speaking task using the **Sharebook communication cards**. Working in pairs, this activity also develops **linguistic mediation** as children work to understand each other to complete the game.

Assessment for learning

At the end of the lesson, the *I can ...* statement develops an awareness of children's progress in understanding and using grammar correctly. Recognising progress can help promote a growth mindset for using English structures.

Lesson 2 Grammar

1 Look, trace and circle. Who's this?

2 Trace and write.

Controlled grammar practice

1 This is my baby / sister.

2 This is my grandma / mum.

3 This is my brother / dad.

4 This is my grandma / mum.

Who's this? This is my grandma.

33

Activity Book

The Activity Book practice consolidates the new grammar structure.

Activity 1 provides **very controlled practice** of the language through a tracing task.

In Activity 2 the learning is consolidated within a context, through tracing and controlled writing tasks. There is often a **personalisation opportunity** when the topic allows for that.

Introduction

Topic presentation & literacy development

Listening presentation & comprehension

Freer speaking

Assessment for learning

Lesson 3 Literacy and Culture A photo album

1 Look at the photo album. Read and trace.

2 Listen. How old is William's sister?

Here are my family and friends!

My family

parents

sister

friends

grandpa

Share culture

3 How many people are in your family? Draw. Tell a friend.

I've got a sister and a brother.

4 I can understand a photo album.

Lesson 3: Culture

Pupil's Book

Lessons 3 and 4 develop the **four skills** of reading, writing, listening and speaking across the Pupil's Book and Activity Book.

The first real-world lesson provides an opportunity to see the new language from Lessons 1 and 2 in context, and to learn about other cultures.

Presentation

The lesson is introduced by children from the UK, who activate pupils' prior knowledge by sharing something about themselves. Pupils interact with the **realia text**, tracing some key words, further developing their **literacy skills**.

Practice

The child describes the realia text which provides information about the unit topic in a **cultural context**. In this way, pupils are exposed to different **text types** and recycle vocabulary and grammar from the previous lessons.

Production

The **Share culture** activity at the end of the lesson invites children to talk about their own culture and experiences and the ones they've been reading about, helping to develop empathy tolerance and cultural awareness.

Assessment for learning

The *I can ...* statement develops an awareness of children's progress in understanding and writing texts of different genres. Recognising progress can help promote a growth mindset.

Focus on culture and literacy practice

Lessons 3 and 4 Culture and Skills

1 Look and write.

friends grandpa mum parents sister

1 2 3

4 5

2 Who do you help at home? Tick (✓).

1 2 3

3 Read and trace. Act out.

This is my family.

These are my brothers.

34 Choose two people. Practise the conversation with a friend.

Activity Book

Lessons 3 and 4 share a page in the Activity Book, bringing together the culture and SDG topics, and giving further practice of reading, writing and speaking skills.

Activity 1 relates to the **Literacy and Culture** lesson. Pupils work with the core vocabulary which was presented in the Pupil's Book through the listening and realia text. This builds on the tracing task in the Pupil's Book to **develop literacy competence**.

SDG focus

SDG topic presentation

SDG topic development

Functional language presentation & practice

Assessment for learning

Lesson 4 Communication

4

1 What can you see in the pictures? Say.



2 Watch. How do the children help at home?

3 Watch again. Tick (✓) the people in Jay's family.

 ☐
 ☐
 ☐

4 Watch or listen. Act out with a friend.



This is my dad.



These are my sisters.

Learning situation

5 How can you help at home?

Think → Find out → Share

I can talk about my family. I can help at home.

43
5

Lesson 4: Communication

Pupil's Book

This second real-world lesson builds on an aspect of the culture lesson, with a special focus on the **Sustainable Development Goals**. The teaching notes give additional information about the topic for each unit.

Presentation

Each lesson starts with impactful photos, which encourage children to think about some familiar situations and how they are the same or different for people around the world. A **documentary-style video** explores the topic in an accessible, child-friendly way, helping broaden the pupils' understanding of the wider world.

Related to the global issues presented, a **second video models a dialogue** between two children using everyday expressions and phrases.

Practice

Pupils can act out the functional language dialogue.

Production

The lesson ends with a **Learning situation** which can be explored as a whole class or in groups.

A problem related to the SDG is presented and the children are encouraged to find solutions, working together, carrying out research and sharing ideas. (Ideas for developing the Learning situations at this age are included in the lesson notes.)

Assessment for learning

The *I can ...* statement highlights the development of communication skills and an awareness of children's understanding of global issues.

SDG further development & understanding

Functional language practice & controlled speaking task

Speaking practice

Lessons 3 and 4 Culture and Skills

1 Look and write.

1

2

3



friends

4

5



2 Who do you help at home? Tick (✓).

1

2

3



3 Read and trace. Act out.



This is my family.



These are my brothers.

Choose two people. Practise the conversation with a friend.

Activity Book

The Activity Book tasks for Lesson 4 focus on developing **speaking** skills using the SDG topic as a foundation. **Linguistic mediation** is also key to successful communication and this is practised in the functional language task.

In Activity 2, pupils reflect on how they apply the SDG focus **in their own lives**.

Activity 3 consolidates the useful phrases from the Pupil's Book, first through a tracing or writing task, and then in an **act-out** task, which allows them to use the appropriate **mediation** tools such as body language for a successful conversation.

Extension

An optional extension activity provides further practice of the functional language.

Lesson 5 Vocabulary

1 Listen and say. Stick the stickers.

1 bedroom 2 living room 3 kitchen

4 bathroom 5 dining room

2 Listen and read. Say.
 sister kitchen living room

3 Watch or listen. Sing and act out.

4 Play Mime or say. Guess the room.
 It's the kitchen!

4 I can name the rooms in a house.

Vocabulary presentation

Pronunciation & vocabulary practice

Freer speaking production

Assessment for learning

Lesson 5: Vocabulary

Pupil's Book

This second vocabulary lesson presents and practises **4-5 new words**, building on the unit theme and the words learned in Lesson 1.

Presentation

In this lesson, the new words are presented through individual illustrations, **stickers** and an audio.

Practice

A **pronunciation** activity highlights a sound in order to help children become more confident speakers. Example words come from the lesson and from previous lessons in order to recycle and consolidate the learning.

A catchy **song** contextualises the lesson vocabulary and a **video** encourages heads-up participation.

Production

The lesson ends with a speaking activity or game using the new vocabulary. This activity is designed to be easily adaptable to **differentiated learning** needs.

Assessment for learning

The *I can ...* statement develops an awareness of children's progress in building their vocabulary and understanding of English pronunciation. Recognising progress can help promote a growth mindset.

Lesson 5 Vocabulary

1 Listen. Trace and circle. Sing.

1 living room 2 bedroom 3 dining room 4 kitchen 5 bathroom

My dad / mum / cat's in the kitchen.

2 Look and write. Say these words in another language.

bathroom bedroom dining room
kitchen living room

FPO

1 bedroom 2
 3
 4
 5

Controlled vocabulary practice & production

Activity Book

The Activity Book consolidates the learning of the new vocabulary through a variety of **listening** and **writing** tasks.

In Activity 1, children listen to the song and identify the new words. A tracing activity helps familiarise them with English spelling patterns before they sing it again.

Activity 2 is a controlled practice task, which encourages pupils to demonstrate understanding. In the early units, children match the words to a picture; this progresses to become a more productive writing task through the units.

A **plurilingual feature** encourages children to make relate the new words to another language they know. Encouraging children to take pleasure in building a wealth of language knowledge can help make the words more memorable.

Lesson 6 Grammar 4

1 Watch or listen. Say.

He's in the living room.

She's in the dining room.

2 Listen and match.

1 a b c

3 Play At home.

In my picture, mum's in the living room.

It's the same.

Sharebook

A page 29 B page 31

I can say where people are at home. 45

Unit 4, Lesson 6 At home

Unit 4, Lesson 6 At home

Lesson 6: Grammar

Pupil's Book

The **second grammar lesson** presents the new structure in the same way as in Lesson 2. The structure often builds on the one seen earlier in the unit and the context allows for the vocabulary from Lesson 5 to be recycled.

Sharebook & Linguistic mediation

The Sharebook activities are designed to provide repetitive practice of the grammar helping children use the structure over and over until it becomes familiar. Children are motivated to participate through a variety of **card games**, **information-gap** tasks, **quizzes** and **surveys**, which are easy to set up and can be played multiple times. By collaborating, manipulating language and negotiating mutual understanding, pupils make use of all their linguistic mediation skills to fulfil the tasks.

Assessment for learning

At the end of the lesson, the *I can ...* statement develops an awareness of children's progress in understanding and using grammar correctly.

Lesson 6 Grammar

1 Listen and number.

FPO

DSN: Please scan the image of the house, and all elements including trees, fence, bushes, etc (except from the grass) be moved down as marked? It will improve the balance in the image.

2 Read and trace. Write *He's* or *She's*.

1 Where's Grandma? *He's* in the dining room.

2 Where's Mum? _____ in the living room.

3 Where's Dad? _____ in the kitchen.

4 Where's Grandma? _____ in the bathroom.

5 Where's my sister? _____ in the bedroom.

3 Read and write. Act out.

Where's _____ ? _____ in the _____.

Close your book. How many questions and answers can you remember?

Activity Book

Like lesson 2, the Activity Book practice for Lesson 6 consolidates the new grammar structure.

In Activity 1 a listening task encourages recognition of the new grammar within a context.

In Activity 2 children demonstrate understanding through tracing and controlled writing tasks.

Extension

An optional extension activity consolidates the grammar and **recycles** the vocabulary from Lesson 5.

Introduction

Topic presentation
& visual literacy
development

Comprehension &
speaking

Assessment for
learning

Lesson 7 Real World Types of houses

1 Look. Count the windows.
2 Listen. Who plays in the garden?

HOUSES in the UK

flat house

small big

3 Look and point. Tell your friend.
I live in a flat. It's big.

4 I can identify different types of houses.

Share project A small house

4 Investigate. Which is a house? Which is a flat?

5 Plan and prepare. Make your small house.

1 Draw and colour your house.
2 Cut out the house. Draw the rooms.
3 Draw your family in the house.

6 Share. Talk about your project with the class.

This is my small house. This is my brother. He's in the kitchen.

Share at home
Tell your family: Is your home big or small?
I can talk about my project.

Freer speaking &
critical thinking

Project
development

Freer speaking
& whole class
collaboration

Home-school
connection

Lesson 7: Review & Project

Pupil's Book

This lesson brings together the unit topic in a relevant **real-world context** and provides a context for four new topic words. The Share project encourages children to think, plan and be creative as individuals and collaboratively.

Presentation

In this lesson, pupils are first guided to look at the pictures to stimulate interest and activate prior knowledge. This approach helps **develop visual literacy**.

An audio track presents information about the unit topic in a **cross-curricular context**, exposes pupils to different text types and **recycles** vocabulary and grammar from the previous lessons. Four new topic-related words are introduced in context.

Practice

Children work in pairs to support each other in understanding and remembering what they have learned from the audio.

Production

The Share project is carefully staged so that **all children can participate** using different classroom set-ups.

The **Investigate** stage is a small-group task in which pupils think critically and beyond about the topic seen on the previous page. In the next stage, **Plan and prepare**, children work in pairs to focus on one of the ideas from the Investigate stage. With the help of prompts, they plan and prepare a craft, which can be developed in one or more lessons depending on interest and time. Finally, they can **Share** their work with the whole class.

The optional **Share at home** activity creates a home-school connection.

Assessment for learning

The *I can ...* statement develops an awareness of children's progress in understanding cross-curricular topics in English and in sharing ideas with others. Recognising progress can help promote a growth mindset.

Topic development &
vocabulary practice

Writing task &
personalisation

Lesson 7 Real World

1 Read and trace. Circle.

This is a house / flat.
This house is big / small.
This is a flat / house.
This house is small / big.

2 Read and write for you. Draw.

I live in a _____.
It's _____.
I live with my _____.

37

Activity Book

The Activity Book lesson develops **reading** and **writing** skills like Lesson 3. The lesson consolidates the real-world information learned in the Pupil's Book and helps pupils write their own text with careful scaffolding.

Activity 1 **checks comprehension** of the main information from the audio, and provides practice of the key **topic words**.

In Activity 2 children are guided to **write about themselves**. They can also **draw a picture** in order to support their writing, making it **easy for all pupils to participate** and feel a sense of achievement.

Story presentation

Personal response

Story reflection & freer speaking

Assessment for learning

Lesson 8 Story

1 Watch or listen. How old is Alex?

Happy birthday!

1 Who's this? Knock knock

2 Happy Birthday, Alex!

3 You're welcome.

4 Sally's in the dining room.

5

6 Me, please!

Value When are you polite?

2 What do you think of the story?

48 I can understand a story.

Lesson 8: Story

Pupil's Book

The story is a **fun and rewarding** way to review some of the vocabulary and grammar, and to contextualise a **social-emotional learning value**. Having the story at the end of the unit means all the children can enjoy it as the language will be familiar.

Presentation

The teaching notes encourage using the pictures to create interest and activate prior knowledge about the situation.

The story is presented as an **animation video** as well as an audio track, catering to all classrooms and teaching styles, and allowing for the story to be exploited in different ways. A gist question helps focus them on the main message while reading.

Practice

Being able to give a **personal response** to something you have read or heard is an essential life skill. In this lesson, the **differentiated learning task** means that all children can say if they like the story or not, either in words or using gestures.

Production

The **Value** question encourages children to reflect on the message in the story and how it relates to them, giving them the opportunity to **share their thoughts** freely, which could be in L1.

Assessment for learning

The *I can ...* statement develops an awareness of children's progress in understanding a story and the moral message it contains.

Story comprehension

Reflection & personalisation of the Value

Lesson 8 Story

1 Read, trace and match. Colour your favourite part.

1 Sally's in the dining room.

2 I've got a present for you.

3 Happy Birthday, Alex!

a

b

c

Value Read and tick (✓). Draw and write.

1 I say 'Hello' and 'Goodbye'.

2 I say 'Please' and 'Thank you'.

3 I say 'Nice to meet you'.

4

38

Activity Book

The Activity Book provides further **comprehension** and **critical thinking** analysis of the story. There is also an opportunity to **reflect on** and **personalise** the Value.

In Activity 1 children show understanding of the **main message** in the story. They are also encouraged to develop **critical thinking skills** and confidence in their **own opinion** when they select a favourite part of the story to colour in.

In Activity 2 children think about the Value and how it relates to their behaviour using photos of real situations to bring the concept to life. Developing **empathy** for others can help promote a growth mindset.

Introduction

Unit review:
vocabulary &
grammar practice

Unit review: speaking
production

Assessment for
learning

Review
4

1 Look and trace. Ask and answer *Who's this? This is my ...*

1 
dad

2 
brother

3 
grandma

4 
sister

2 Look and point. Say.

1 

2 

3 

4 

He's in the kitchen.

3  Play Race to win!

Sharebook

A B page 50



I can use the language from Unit 4.

49



Review

This section provides a quick oral review of the unit.

Pupil's Book

Presentation

In Activities 1 and 2, images from the unit serve to remind children of the different lessons and language studied. They work together to practise and remember the language.

Practice & Production

Each unit has a full-colour **communication game** in the Sharebook. It tests children on the language they have studied and makes reviewing the unit fun. It also provides a natural opportunity to further develop their linguistic mediation skills. This game can be played multiple times.

Assessment for learning

The *I can ...* statement helps children develop an awareness of their progress over the unit as a whole. This should be motivating and help promote a growth mindset for the next unit.

Review of vocabulary
(Lessons 1 & 5) &
grammar
(Lessons 2 & 6)

Personal reflection
on the unit

Review
4

1 Follow. Read and write.

1 

2 

3 

a This is my .
She's in the .

b This is .
He's in the .

c

2 Draw or write. Tick (✓).

My new words

My favourite lesson

What can I do next?

Think ☐
Write ☐
Say ☐
Sing ☐

I can use the language from Unit 4.

39

Activity Book

The Activity Book Review page is divided into two parts. The top part focuses on **reviewing** the vocabulary and grammar from the unit. The activities pull together all the language and children are challenged to produce accurate responses with little support. This approach is useful in order to prepare for exams.

The bottom half of the page is an **Assessment for learning** section. It encourages children to **reflect on the progress** they're making in English. Using the prompts, they are guided to think about what they learned and what they enjoyed. Recognising what they enjoy can help them decide what else they can do to continue learning outside of the classroom.

These graphics can be completed in the pupils' L1, with pictures or simple words. It can be useful to work as a class to remember the different lessons and contexts in the unit, but each child should complete their own page individually and as honestly as they can. They don't need to write a lot for it to be a successful assessment.

Pre-reading presentation

While-reading presentation

Post-reading practice

Freer speaking production

Assessment for learning

Share the World

Pupil's Book

Share the World pages give pupils an opportunity to **learn about different cultures** through a variety of **literary genres** (poetry, a traditional story and a play), each inspired by a different country around the world.

Presentation

The lesson starts with a pre-reading scanning task or question to create interest, activate prior knowledge and make predictions.

Practice

The text helps pupils to review and consolidate the language learned in previous units and presents new vocabulary in context. The **plurilingual feature** encourages pupils to reflect on language patterns and connections which will help make the words memorable.

Activity 2 focuses on the main message, while Activity 3 provides more detailed reading comprehension questions.

Production

The final activities encourage children to reflect on their own lives and culture and how it relates to them, giving them the opportunity to share their experiences, relay relevant information and act out the scenario.

Assessment for learning

The *I can ...* statement develops an awareness of children's progress in understanding different text types or genres.

Reading comprehension: visual literacy

Reading comprehension: details

Personal response: freer writing

Activity Book

The Activity Book provides further comprehension work on the text, while also giving pupils the opportunity to practise and **review the language learned in previous units**. There is also an opportunity for children to share their opinions.

In Activity 1 children show understanding of the main vocabulary of the lesson.

The task in Activity 2 requires children to produce short written answers based on the pictures which accompany the Pupil's Book text.

Activity 3 checks detailed understanding of the text and its message using a variety of tasks including colouring, tracing and acting out.

Activity 4 encourages children to have a **personal response** to what they have read. Reacting to different text types and developing an opinion is a key critical-thinking skill, and sharing opinions in words or pictures makes it accessible for everyone.

Additional sections

Topic & vocabulary

1 Listen, point and say.
2 Listen and number. Say these words in another language.

a presents b stocking c reindeer d snowman

Practice & production

3 Look and choose. Say.
I've got presents. I've got a reindeer.

Project development

4 Plan and prepare. Make a snowman.
1 Draw your snowman.
2 Decorate the snowman and cut it out.

Production

5 Share. Talk about your snowman with the class.
This is my snowman. It's white. I can talk about Christmas.

Assessment for learning

75

Festivals

Pupil's Book

The Festivals lessons expose pupils to vocabulary, traditions and crafts, thus supporting the development of **language and speaking skills** while focusing on world festivals.

Presentation

Key vocabulary is presented through photos and flashcards at the start of the lesson to create interest in the topic.

A **plurilingual feature** encourages children to make connections with their own language.

Practice

In Activity 3, children use the new words in context, recycling grammar they have learned in previous units.

Activity 4 is a **craft activity**, which can be done quickly in one lesson or developed more slowly over several lessons depending on time and interest.

Production

The final activity invites children to share their work with the class, and to use the new word in context. Encouraging the class to **give positive feedback** to their classmates forms part of the growth mindset philosophy. It also builds on the Values messages from the stories seen in the Pupil's Book.

Practice & production of topic language

1 Colour. Trace and count.

1 present 6 2 reindeer 0
3 stocking 0 4 snowman 0

2 Read and trace. Write and draw.

I'm white.
I'm big or small.
I've got two circles.
What am I?
You're a _____.

Play a Christmas guessing game with your friend.

61

Activity Book

The Activity Book provides pupils with the opportunity to practise and review the specific festival vocabulary and language learned. They are designed to be fun and age-appropriate, and to foster an interest in festivals around the world, and a **competence in cultural awareness** and expression.

Assessment for learning

My learning

Units 1 and 2

I can say classroom words. ☐ crayon

I can talk about shapes. ☐ It's a triangle.

I can talk about pets. ☐ I've got a cat.

I can sing a song. ☐

Units 3 and 4

I can talk about my activities. ☐ I can run.

I can talk about my family. ☐ This is my grandma.

I can say room words. ☐

I can make suggestions. ☐ Let's play together!

Units 5 and 6

I can say food words. ☐

I can ask and answer about food. ☐ Do you like fruit? ☐ Yes, I do.

I can talk about clothes. ☐

I can ask for things politely. ☐ Can I have ... ?

Picture dictionary

1 Listen and trace. Tell your family the words you know.

Unit 3

run

read

jump

catch

clap

dance

sing

throw

Unit 4

brother

grandma

grandpa

sister

dad

mum

baby

Vocabulary review & practice

My learning and Picture dictionary

Pupil's Book

The Pupil's Book contains a section at the back of the book which provides an opportunity for reflection and review of larger periods of work. This serves as a reference for recognising progress and a reminder of what has been covered.

The My learning page provides a summary of the language learned in each term, as part of the Assessment for learning strand. It is designed to encourage children to notice their progress and helps to **foster a growth mindset**, when language learning can sometimes feel slow.

The **Picture dictionary** encourages pupils' **autonomous learning** and **self-assessment**, giving them the opportunity to work on their own, revise and practise the core vocabulary from each unit. Children can listen to each word to help review the pronunciation before they trace or write them. In keeping with the **progressive approach to writing**, children trace the words in Units 1–4. In Units 5 and 6, children write the words.

A **home-school connection** encourages children to share their learning with their family.

Cambridge English Pre-A1 Starters practice: Listening

Exam practice 3

Listening

1 Listen and draw lines. There is one example.

Bill
Ann
Mark
Hugo

Grace
Kim
Dan

3

Reading and Writing

2 Look at the pictures. Look at the letters. Write the words. There is one example.

Example

ilncpe seca

Questions

racnoy

ulrre

vetewl

wstese

tmhoer

Cambridge English Pre-A1 Starters practice: Reading & Writing

Exam practice

Pupil's Book

The Cambridge English **YL exam practice** section offers **extra practice** for those pupils who would like to prepare for the Pre-A1 Starters exam. There are three practice exams: the first two cover the Listening paper only, while the third one covers Listening, Reading and Writing.

Classroom Routines and Games

The classroom routines and games bank provide you with ideas to help create a positive and creative environment for learning and playing in English. These activities are designed to support your daily activities and lessons, and aim at making a positive impact on pupils' engagement and classroom behaviour. These classroom routines and games also support pupils' emotional well-being by helping them gain the confidence to be able to use English to communicate in the real world.

The classroom routines and games bank incorporate four types of routines:

- Mindfulness
- Engage (whole-class)
- Mediation
- Plurilingual

Mindfulness routines

These routines and games can be played by the whole class, in pairs and individually. They provide fun without raising the energy levels and can be used after a lively activity or after break time as a transition to a calmer activity. They allow pupils to stop and take a deep breath before moving on to an activity that requires higher levels of concentration.

10-second stretch

Have the pupils stand up with some space around them. Say: *Let's stretch!* Pupils slowly stretch out their arms while they count to 10. Have them count to 10 once again while they relax and sit down.

Anagrams

Choose three to five of the key words from the lesson or unit. Write them as anagrams (jumbled letters) on the board. Pupils unscramble the letters to make the words individually or with a partner. This activity is ideal for fast-finishers.

Back to back breathing

Sit pupils in pairs, back to back. Ask them to breathe in and out slowly, focusing on their partner's breath. Is it fast or slow? Can they breathe in and out at the same time?

Back drawing / writing

Pupils work in pairs. Pupil A turns around in their chair so Pupil B sees their back. Pupil B draws a picture, or writes a letter or word on Pupil A's back. Pupil A guesses the picture/letter/word. This works well with words in Lesson 5.

Each routine includes activities and games to help you make the most of your lessons and give you the flexibility to adapt them to your needs. The lesson plans in the Teacher's Book include suggestions on when and how to use a given activity, depending on what you are hoping to achieve at each stage.

For example, the mindfulness routines can be used to help pupils' calm down after an activity, to help improve the pupils' concentration when they get distracted, or to support the social and emotional learning value of a story. The engage routines, on the other hand, can help you to engage pupils when motivation is low, to motivate pupils after a hands-down type of task, or to foster communication, collaboration and group work.

Finally, the plurilingual games help pupils to build their plurilinguistic competence by integrating their knowledge of their first language(s) to the English they are learning at school. Together with the mediation games, pupils will increase their ability to mediate by learning to summarise, paraphrase, interpret and adapt what they read or hear in English into their first language(s), and vice versa.

Beach ball circle

Sit the pupils in a large circle on the floor. Start the game by naming an item. Roll the beach ball slowly to the next pupil. Pupils add vocabulary items to the list before passing the ball slowly to the next person.

Bear breath

When they hibernate, bears breathe very slowly. Learn to breathe like a bear. Breathe in and count to three. Then breathe out and count to three again. Repeat 10 times.

Bee breathing

Pupils put their fingers in their ears. Then they breathe in and breathe out, humming like a bee. Repeat up to 10 times. This can help calm angry feelings.

Body scan

Ask the class to sit comfortably and take two or three deep breaths. If space allows, have them lie down on the floor and close their eyes. Ask them to concentrate on each part of their body in turn, starting from their toes, through their legs, body and up to their head. Once they reach their head, they focus their attention back through their body until they reach their toes again.

Breathing

Have the pupils sit comfortably and quietly. Ask them to breathe normally and to think about their breathing. Then ask them to take a deep breath and focus all their attention on breathing in and then breathing out slowly.

Breathing colours

Ask pupils to choose a colour they find relaxing. Now ask them to choose a colour to represent sadness or anger. Ask pupils to breathe in. Tell them to imagine they are breathing in the relaxing colour. When they breathe out, they should imagine they are breathing out the colour representing sadness or anger.

Counting our breath

Ask the class to breathe in and out slowly, counting silently. First, they breathe in and count 1, then they breathe out and count 2. Repeat 20 times.

Criss-cross words

Children make a criss-cross pattern by writing a word vertically, then horizontally along each line. This can be useful for practising words with difficult spelling.

school
school
school
school
school
school
school

Five finger starfish

Have pupils hold up one hand with fingers outstretched like a starfish. With their other hand, they should slowly trace up and down each finger of the starfish, focusing on their breathing as they do so.

Five senses experience

In the classroom (or outside), pupils notice things they can see, touch / feel, hear, smell and taste. They can also look at the scene from the opening spread, and imagine what the people can see, hear, feel, smell and taste.

Guided visualisation

Choose a place or situation and tell pupils to imagine they are there. Give instructions and ask questions to help pupils visualise the scene, e.g. *It's your birthday! You're having a party. Look around. What can you see? Who's at the party? Think about all your friends and family. How do you feel? Are you happy or excited? What's your favourite thing about the party?*

Heartbeat

Ask the pupils to jump up and down energetically for 20 seconds. When the time is up, have them put their hand over their heart, focusing their attention on how their heartbeat feels and slowing their breathing at the same time.

Listen to your body

Pupils sit comfortably and close their eyes. They breathe in and out deeply. Tell pupils to notice how their body feels. Is it awake or sleepy? Does it hurt? Start with the head and face, naming each body part. Pupils explore how that part feels inside. Slowly move down the body: arms, hands, fingers, tummy, legs, feet and toes. Encourage pupils to relax each part of their body.

Mindful listening

Help pupils to practise mindful listening. Tell them to stop what they are doing and look at the speaker. They should breathe in as they start to listen and then breathe out slowly. Tell them to make sure they understand and if not, ask a question. Tell them to repeat what the speaker said to show they were listening.

Mindful safari

Ask pupils to find a space in the classroom to sit quietly. Ask them to close their eyes and imagine they are outside in nature. Say: Use your senses. Can you feel the sun on your face? Can you feel the wind in your hair? What can you smell? What can you hear? What animals can you see?, etc. To make this a mediation activity, pupils can share their thoughts quietly with a partner first and their partner shares it with the class.

On one foot

Have pupils stand on one leg and keep their gaze on a focal point slightly below eye level. Have them breathe in and out slowly. Set a task, e.g. sing the song, recite the alphabet, recall vocabulary, etc. while they continue to stand on one leg. The act of standing on one leg helps them to concentrate.

Pass the object

Bring in one or more topic-related objects. These could be things you have at home or things found in nature. Pupils sit in a circle and pass the objects around, using their senses to interact with them. They could notice texture, whether the object is hard or soft, and smell. Alternatively, you can also use pictures or photos, and encourage pupils to ask questions.

Positivity

If pupils repeat a positive sentence over and over, it can help them to develop self-belief and a positive outlook. Introduce a positive statement and encourage pupils to chant it quietly to themselves, e.g. I am happy. I can (speak English). I have great friends. Learning is fun!, etc.

Quiet teacher

Give the class instructions, but speak quietly so that pupils have to listen carefully. You can start at a normal volume and gradually make your voice quieter. Instructions can be TPR based, e.g. Put your hand on your head or part of classroom management, e.g. Sit down and open your books.

Quiet time

If your session is after break or after lunch, you may want to give pupils some quiet time to relax and calm down before you start the class. Allocate five minutes and give pupils a choice of activities to do quietly in this time. Allow them to choose between reading, writing, drawing, finishing an exercise or simply resting.

Secret password

Write the phrase or sentence that you want pupils to memorise on the board. Tell the class it is going to be the secret password to leave the classroom or enter the next day. Give them one minute to silently memorise the password before erasing it.

Shake it off

Pupils stand up, leaving some distance around them. Tell them they are going to shake off their worries. Say: *Shake your fingers*. Repeat with hands and then arms.

Shark's fin

Ask the class to stop what they're doing and sit or stand straight. They should stay still and silent. Tell them to close their eyes and make a shark fin on top of their heads with one hand. They breathe slowly and slide their hand slowly down the front of their face.

Silence

Give pupils a sequence and ask them to organise themselves into the correct order in complete silence. For example, hand out word cards for pupils to arrange in alphabetical order, or have them silently sequence days of the week, months of the year, letters of the alphabet, numbers, etc.

Silent ball

Have all the pupils stand in a circle. Throw a soft ball to one of the pupils. Pupils throw the ball to each other without saying a word. Any pupil who drops the ball or speaks has to sit down.

Slow motion

Choose an activity from your topic, e.g. eating an apple, playing tennis or moving like an animal. Tell the class that you are going to do the activity together in slow motion, thinking about each step very carefully.

Snake breathing

Breathe in through your nose. Then breathe out through your mouth, making a hissing sound. Have the pupils do the same and repeat 10 times.

The five senses exercise

Teach the class the five senses exercise to calm their minds after break time or after a lively activity. Go through the steps together slowly and calmly.

Step 1: Find five things you can see. Look around you.

Step 2: Find four things you can touch.

Step 3: Find three things you can hear.

Step 4: Find two things you can smell.

Step 5: Find one thing you can taste.

Today's feelings

For this routine, you will need to make a chart or poster with pictures of different emotions. Ask pupils how they feel today and encourage them to point to one of the pictures. You could do this routine at the beginning of the lesson to find out the general mood of the class. You could also try this after an activity to find out how much pupils enjoyed it. The routine may also help pupils reflect on their learning at the end of a lesson or unit.

Yoga

Refer to the yoga positions on Pupil's Book page xx and on the cross-curricular video for this lesson and do them together with the class.

Engage routines

You can use these whole-class routines at the start or at the end of the lesson, to get your pupils moving when the energy is low, or as a way to engage learners with the content or each other. Most of these activities are group activities so they promote cooperation teamwork and creative thinking in the classroom.

5, 4, 3, 2, 1

Stick five flashcards on the board and chant them in sequence. Turn over the last flashcard so the pupils cannot see it. Chant the whole sequence again. Continue until the pupils can say the whole sequence from memory. Then turn the flashcards over again and have them repeat the sequence one last time.

Mediated Mindful Safari

See Mindful Safari on page xx. To make this a mediation activity, pupils can share their thoughts quietly with a partner first and their partner shares it with the class.

Mediated Running Dictation

Organise the class in groups of five pupils. Put four flashcards per group face down on the board. A pupil from each group goes to the front and turns their flashcard over. They look at it and turn it over again. They walk back to the group and say the word in their L1. The members of the group write the word down in English. Repeat alternating the pupil who goes to the board, and the pupil who writes, until the group has written the four words. The fifth pupil writes the four words in English on the board. The pupils turn the cards over and check their answers are correct. The group that finishes first is the winner.

Physical role-play

Pupils act out a scene from a story in their own words or make up their own story including movement. Alternatively, they can act out their role-play silently.

See, think, wonder

Show pupils an interesting picture related to the unit topic or use the scene from the opening spread. Ask *What do you see?* Give pupils time to think then share ideas with a partner. Then ask *What do you think about the picture?* and repeat. Next, repeat the process with *What questions have you got?* Finally, invite pupils to share their thoughts with the class.

Plurilingual routines

The plurilingual games and activities are perfect for getting every pupil to communicate and to help them build their plurilinguistic competence by integrating their knowledge of their first language(s) to the English they are learning at school.

Correct me

Show pupils a flashcard and say an incorrect sentence. For example, show the flashcard of the cake and say *It's a burger*. Prompt pupils to correct you, saying *No, it's a cake*. You can also play this game with initial letter sounds. For example, you can say *This word begins with /s/*. Pupils correct you, saying *No, it begins with /f/*. To add a plurilingual element, you could say the wrong word in the pupils' first language.

Telephone

Pupils stand or sit in a circle. Whisper a word to the pupil next to you. The pupil whispers that word to the pupil next to them. When the word reaches the last pupil, they say it out loud. If you want to develop the inter-lingual mediation competence, you can ask the penultimate pupil to translate it into their own language (or the shared language of the class) for the last pupil to carry out the instruction.

Think-Pair-Share

Ask a question related to the unit – this could be a question about the topic or a personalised question. Give pupils time to think of their answer then quietly share it with a partner. Finally, hold a class feedback session. Encourage pupils to share their partners' answers and respond to each other's ideas.

Three good things

Ask pupils to reflect on the lesson or the unit, choosing three things that they liked about it. Encourage pupils to share one of the things with the class and talk about how it made them feel. To make this a mediation activity they can share their thoughts quietly with a partner first and their partner shares it with the class.

What am I?

Put pupils into two teams and invite one pupil from each team to the front. Show the teams a flashcard, but don't let the two pupils at the front see it. Each team gives clues to their teammate so that they guess the word. They say e.g. *It's fast. It's friendly. It's brown*, etc.

Definitions

Organise the pupils into four teams. Put the flashcards of the words you want to review face down on your desk. A pupil from one group comes to the front, picks up a flashcard and says the word, e.g. *sandcastle*. A member of the second group has to say the word in their own language. A member of the third group has to make a sentence using the word, e.g., *I make sandcastles on the beach*. A member of the fourth group has to write it on the board. Rotate the teams so they all have to say the word in English, in their language, use it in a sentence in English, and write the sentence.

Unit 3 My activities

- This unit teaches pupils about activities.
- It encourages them to make sure everyone is included in activities.
- Pupils will also reflect on SDG 4 Quality Education and the SEL competence of relationship skills.
- They will also learn about the things you can do in the theatre.

Unit 3 My activities

Lesson 1 Vocabulary

- 1 What can you see? Say.
- 2 Watch. Listen, point and say.
- 3 Listen and say the chant.

1 run
2 read
3 jump
4 catch
5 clap
6 dance
7 sing
8 throw

Say these words in another language.

4 Play Mime or say.

30 I can name activities.

Pupil's Book

Activity 1

Suggested answers: character names, boys, girls, colours, ball, dog, bird, park

Unit 3 My activities

Lesson 1 Vocabulary

1 Trace and match.

1 catch
2 clap
3 sing
4 dance
5 run
6 jump
7 read
8 throw

2 What's next? Trace. Write and draw.

1			
throw	run	throw	run
2			
read	catch	read	catch

24 Close your book. How many words can you remember?

Objectives and Competences

- Watch, listen to and understand a video presenting activities.
- Identify and name activities.
- Listen to and say a chant.
- Play a miming game.

New vocabulary: *catch, clap, dance, jump, read, run, sing, throw*
Receptive language: *Let's play in the playground. We're having so much fun.*
Receptive vocabulary: *ball, hands, smile, swing*

Materials: flashcards & word cards (58–65), Something for Everyone Vocabulary graded worksheets (Unit 3)

Opening routine

- Do a **Mindfulness** or **Engage** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson.
 - **Mindfulness:** *Guided visualisation in the playground.*
 - **Engage:** *Quiz, quiz, trade.*

Pupil's Book, page 30

Lesson introduction

- Play an action game with the pupils using any classroom actions they already know, e.g. *stand up, sit down, point, look, listen, cut, stick* etc. *You say the action and they mime doing it.*
 - Tell them that today they are going to learn about actions they do in the playground.
- Reach higher:** Elicit any playground actions that pupils may already know.

1 What can you see? Say.

Communicate

- Display the picture on the IWB.
- Give pupils time to look at the picture and think about what they see.
- Ask them to name the Shareville characters and elicit that the picture shows a school playground. Point out that everyone is doing a different activity and they are all having lots of fun.
- In pairs, pupils point to and name any items or actions they already know. Zoom in on the things they name.

Tip Confident speakers

Asking pupils specific questions when talking about the big picture can encourage less confident pupils to answer. If you find that they are shy to respond to the more general question *What can you see?* include more specific questions, e.g. *What colour is...? How many... What's this?*

Support: Use the flashcards to introduce the new vocabulary before pupils look at the scene. Drill the words. Pupils then look at the scene and say the items they recognise from the flashcards.

2 Watch. Listen, point and say.



- Play the video to present the vocabulary items. Pause after each new word for pupils to find the item in their books. Ask pupils to recall the items after watching.
- Play the audio (Track 3.01) and have pupils point to the actions on the page.
- Hold up each flashcard. Pupils point to the same item on the page.

Support: Watch the video again and have pupils do each action at the same time.

Reach higher: Pupils point to an action and say *What's this?* Their partner does the action and says the name.

- 1 run
- 2 read
- 3 jump
- 4 catch
- 5 clap
- 6 dance
- 7 sing
- 8 throw

3 Listen and say the chant.



- Use the flashcards to review the vocabulary from the video. Display them in the correct order for the chant.
 - Play the audio (Track 3.02) three times. The first time, pupils point as they hear each word. The second time, pupils point and repeat each word. Finally, pupils say the chant together.
 - Direct pupils to the Picture dictionary, page 79 if you wish.
- | | |
|-------------------------------------|-------------------------------------|
| <i>Let's play in the playground</i> | <i>Let's play in the playground</i> |
| <i>We read, and dance and sing</i> | <i>We jump and play and run</i> |
| <i>We throw and catch a ball</i> | <i>We clap our hands and smile</i> |
| <i>And we play on the swing!</i> | <i>We're having so much fun!</i> |



Say these words in another language.

Pupils say the classroom items in their own language. If there is more than one language in the class, encourage pupils to teach the names of items in their language to other pupils.

Tip Plurilingualism

If you have more than one language in the class, having pupils teach each other words in their language can be beneficial in several ways. As well as create cohesion within the class, having pupils teach each other helps them to stay engaged.

4 Play Mime or say.

Communicate

- Call out numbers from the scene. Pupils mime the actions or say the word, or you can tell them which to do. Pupils play the game in pairs.
- For further practice of the core vocabulary, use the Something for Everyone Vocabulary graded worksheets at the relevant level (pp. 17–19).

Support: Display the flashcards and the word cards on the board.

Reach higher: (Books closed) In pairs, pupils interpret each other's mimes by saying the word.

Visible progress

I can name activities.

Have pupils look at the *I can* statement at the bottom of the page. Ask, *What can you do in English now? I can...* and elicit the rest of the sentence from the class. Have them check the *I can* statement in their book. Encourage them to say as many actions as they can.

Activity Book, page 24

Pupils practise tracing and identifying the new vocabulary.

Closing routine

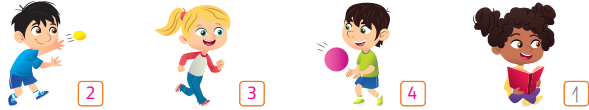
- Do one of the closing routines from the Classroom Routines and Games (pp. 24–31) to end the lesson:
 - **Engage:** *Sam says.*
 - **Plurilingual:** *Mirror me.*

Lesson 2 Grammar

1   Watch or listen. Say.



2  Listen and number.



3   Play Find the activity.

Number 3.
I can read.

Yes, I can read.



Sharebook

A page 19 B page 21

I can ask and answer about activities.  31

Pupil's Book

Lesson 2 Grammar

1 Read and trace. Circle.

1 
I can / can't catch.

2 
I can / can't throw.

3 
I can / can't jump.

4 
I can / can't run.

2 Draw things you can and can't do. Trace and write.

1 | can _____.

2 | can't _____.

3 | can _____.

4 | can't _____.

25

Activity 2
Pupils' own answers.

Objectives and Competences

- Watch, listen to and understand a video animation about activities.
- Identify actions that children can or can't do.
- Play a mediation game.

New language: *I can (catch). I can't (catch).*
Recycled vocabulary: activities

Materials: flashcards & word cards (58–65), scissors, Something for Everyone Grammar graded worksheets (pp. 38–40), a soft ball, Sharebook (Unit 3)

Opening routine

- Do a **Mediation** or **Engage** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson:
 - **Mediation:** *Act it out.*
 - **Engage:** *Robots.*

Pupil's Book, page 31

Lesson introduction

- Play *Hide the picture* (p. 25) with the activity flashcards to review the vocabulary. Once pupils have named each item, stick the flashcards on the board. Show the word cards one by one. Pupils read and match to the flashcards.
- Give out the flashcards to individual pupils. Play the chant from Lesson 1. Pupils hold up the flashcard as they hear it.
Support: Show the flashcards in order and say the names of the activities before playing the game.
Reach higher: Number the flashcards on the board. Mime an activity. The class says the number and then the name of the activity.

Reflect 

1 Watch or listen. Say.

- Present the key structure. Throw a soft ball up in the air. Make a show of catching it and say *I can catch*. Throw it again, but this time let it fall to the floor. Say *I can't catch*. Repeat with different actions. Drill the structure.
- Play the video or audio (track 3.03), pausing after each line for pupils to repeat.
- Play the video again. Half the class repeats the boy's lines and the other half the girl's.
- Practise with individual pupils. Throw the ball to them and encourage them to catch or miss, saying *I can catch*. / *I can't catch* as appropriate.
- For further practice, use the Something for Everyone Grammar graded worksheets (pp. 38–40).
Reach higher: Encourage the class to use the phrases *Well done!* And *Try again!* As appropriate.
Nancy: *I can catch!*
Alex: *Well done, Nancy!*
Dan: *Oh, no! I can't catch!*
Alex: *Try again, Dan!*

2 Listen and number.

- Elicit the actions from the page before the pupils do the task. Stick the flashcards up in order on the board.
- Play the audio (track 3.04) twice.
- Check answers together by writing the number next to each flashcard.
 - 1 **Girl:** *This is fun! I can read.*
 - 2 **Boy:** *I can throw! Yes!*
 - 3 **Girl:** *Oh, no! I can't run.*
 - 4 **Boy:** *Oh dear... I can't catch!*

3 Play *Find the activity*.

 **Mediation**

- Refer pupils to their Sharebook. Assign pupils A or B. Pupils cut out the cards (p. 19) and (p. 21).
- Demonstrate placing your three cards on the grid. Pupils choose a number and make a statement about the action, e.g. Number 1 *I can read*. If it's correct, confirm: Yes, *I can read*. If it's incorrect, say No, *I can't read*. Repeat until the class guesses all three actions.
- Ask the class if they know what to do: thumbs up for yes, thumbs down for no and thumbs sideways for not sure.
- Pupils play in pairs.
Support: Zoom in on the illustration and speech bubbles and keep them visible while pupils complete the pairwork activity.

Tip Confident speakers

Encourage pupils to make positive statements to each other during speaking tasks. *That's great! Well done! Good job!* This will help to increase their own confidence in speaking.

Visible progress

I can ask and answer about activities.

Have pupils look at the *I can* statement at the bottom of the page. Ask, *What can you do in English now? I can...* and elicit the rest of the sentence from the class. Have them check the *I can* statement in their book. Encourage the class to say the exchange again.

Activity Book, page 25

Pupils practise the grammar presented in the lesson.

Closing routine

- Do one of the closing routines from the Classroom Routines and Games (pp. 24–31) to end the lesson:
 -  **Plurilingual:** *Round the circle.*
 - **Mindfulness:** *Five finger starfish.*

Lesson 3 Literacy and Culture A bar chart

1 Look at the bar chart. Read and trace.

2 Listen and colour.

I skip in the playground.

My playground activity chart

skip read dance play hopscotch

Share culture

3 Which activities do you do in the playground? Draw. Tell a friend.

I play hopscotch.

32 I can understand a bar chart.

Activity 2

Pupils should colour the bars to show that 2 of Kim's friends read, 2 friends dance and 4 friends play hopscotch.

Activity 3

Pupils' own answers.

Pupil's Book

Lessons 3 and 4 Culture and Skills

1 Match and trace.

1 2 3 4

a b c d

dance skip read play hopscotch

2 Which activities do you do with your friends? Tick (✓).

1 2 3

3 Read and trace. Act out.

Let's play hopscotch! *Good idea!*

26 Choose two activities. Practise the conversation with a friend.

Objectives and Competences

- Listen to and read a bar chart.
- Raise awareness about playground games.
- Talk about your culture: *What activities do you do in the playground?*

New language: *playground, hopscotch*
Recycled vocabulary: activities
Receptive vocabulary: activity chart
Receptive language: *I love skipping*

Materials: flashcards & word cards (58–65)

Did you know?

Literacy: A bar chart

A bar chart shows information in a simple, visual way. It displays information using rectangular bars of different heights. The higher the bar, the greater the number. In the bar chart in this lesson, each block of one represents a single child.

Culture

The most popular playground game in the UK is skipping. This is followed by hide and seek in second place, tag in third place and hopscotch in fourth. Traditional games such as What's the time Mr Wolf? and Rock, Paper, Scissors are also still played.

Opening routine

- Do an **Engage** or **Plurilingual** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson:
 - **Engage:** *Listen and jump.*
 -  **Plurilingual:** *Telephone.*

Pupil's Book, page 32

Lesson introduction

- Teach the playground game *Rock, paper, scissors* to the class. Have pupils hide their hand behind their back and produce a rock, paper or scissors on the count of three. Explain (in L1 if necessary) how scissors beats paper, paper beats rock, and rock beats scissors. Then put them into pairs to play the game a few times.
- Explain that today they are going to learn about other activities that they can play in the playground.

1 Look at the bar chart. Read and trace

- Focus attention on the bar chart and read the title. Zoom in on the numbers and point out that each number represents one child. Elicit the actions from the bottom of the bar chart. Explain that the chart gives information about how many children like each activity. You may wish to use the pupils' first language for this discussion.
- Read the words collectively before pupils trace over them.

Tip Literacy

Encouraging pupils to say the words as they trace over them ensures that they are actively involved and focused on the meaning as well as the mechanics of letter formation.

2 Listen and colour.

- Read Kim's speech bubble and explain that she skips in the playground. Point out on the bar chart that three children skip. Ask them to predict numbers for the other activities.
- Play the audio (Track 3.05) twice. The first time, check predictions. The second, pause to check how many children do each activity and allow time for the class to colour.

Support: Elicit answers and then demonstrate colouring the squares on your bar chart along with the class.

Answer: skip – 3, read – 2, dance – 2, play hopscotch – 4

Kim: Hello. I'm Kim. This is my school playground activity chart. My friends do lots of activities in the playground. Look at the chart. Three friends skip. I love skipping! How many friends read? Only two friends read in the playground. And two friends dance in the playground. What about games? Four friends play hopscotch in the playground. How fun!

Tip Real World

Make your own bar chart with the class. Copy the chart onto the board and ask pupils about the activities they do in the playground. Complete it with the relevant bars. Alternatively you could create a bar chart on a different topic, such as eye or hair colour.

3 Share culture Which activities do you do in the playground? Draw. Tell a friend.

- Ask the class to reflect on their own playground activities by comparing themselves to Kim. Which activities do they do?
- As the class names the activities they do, draw them on the board and encourage them to make the statements: *I play hopscotch. I skip* etc.
- Do a quick survey by asking them to put up their hands if they do each activity.
- Pupils then choose one activity to draw and tell their friend.
- As an extension, you can play *Simon says*. Call out different actions and playground games.

Visible progress

I can understand a bar chart.

Have pupils look at the *I can* statement at the bottom of the page. Ask, *What can you do in English now? I can...* and elicit the rest of the sentence from the class. Have them check the *I can* statement in their book. Encourage them to look at the bar chart one more time.

Activity Book, page 26

Pupils practise their literacy and writing skills, using Activity 1 only. They also act out a dialogue.

Closing routine

- Do one of the closing routines from the Classroom Routines and Games (pp. 24–31) to end the lesson:
 - **Engage:** *Follow the leader.*
 -  **Mediation:** *Think – pair – share.*

Lesson 4 Communication **3**

1 What can you see in the pictures? Say.



2 Watch. What can you do on school activity day?

3 Watch again. Tick (✓) the activities the children can do.



4 Watch or listen. Act out with a friend.

Let's play together.



Good idea!

Learning situation

5 Can everyone do the same activities?

Think → Find out → Share

I can make suggestions. I can take part in activities.

33

Activity 1

Suggested answers: boys, girls, a man, a woman, teachers, children colours, playing, water, plants, a classroom.

Activity 2

play music, sing, dance, play football, play hopscotch

Pupil's Book

Lessons 3 and 4 Culture and Skills

1 Match and trace.



a  dance

b  skip

c  read

d  play hopscotch

2 Which activities do you do with your friends? Tick (✓).



3 Read and trace. Act out.

Let's play hopscotch!



Good idea!

26 Choose two activities. Practise the conversation with a friend.

Activity 2

Pupils' own answers.

Objectives and Competences

- Watch and understand a video about a school activity day.
- Learn useful expressions to make suggestions.
- Research, share and suggest ideas about activities that everyone can do.

Functional language: *Let's play together.*

Good idea!

Recycled vocabulary: activities

Receptive language: *How fun!*

Materials: flashcards & word cards (58–65), Teacher's Resource Centre: Learning situations worksheet Unit 3

Sustainable Development Goal 4: Quality education

SDG 4 aims to raise awareness about the importance of good quality education for everyone. In this lesson, pupils explore activities that everyone can take part in on a school activity day.

Learning situation

The question *Can everyone do the same activities?* encourages students to analyse and understand the topic of Quality Education and prompts them to find out think about how their activities can be inclusive.



Opening routine

- Do a **Mindfulness** or **Engage** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson:
 - **Mindfulness:** *Slow motion.*
 - **Engage:** *Mime game.*

Pupil's Book, page 33

Lesson introduction

- Tell the class that they are going to learn about school activity day. Ask them to guess what activities the children do. Mime some of the playground activities from the previous lesson if necessary to give them ideas.

Support: Alternatively, say the playground activities yourself and have the class mime along, giving a thumbs up if they think it will be in the video and thumbs down if not.

1 What can you see in the pictures? Say. **Communicate**

- Give the pupils time to look at the pictures individually before asking them what they can see. Zoom in so that the class can see the children's expressions and the activities they are doing.

2 Watch. What can you do on school activity day?

- Watch the video to check if the activities pupils predicted appear in the video.
- Play the video again and encourage the class to mime the activities along with the children.

Answer: Make bracelets, play music, sing or dance, try different sports, play football, play hopscotch.

Girl: Today is a special day at school. It's school activity day. We try new activities together. Everyone is invited! Look! We can make bracelets!

Boy: How fun! I can make a bracelet for my dad too.

Girl: On Activity Day we can play music, sing or dance. It's important that we all do the same things.

Boy: Good idea! Let's dance together! I love music.

Girl: OK!

Girl: Everyone can try different sports or play games too. I can play football with my friends. Which game can we play together?

Boy: I know! Let's play hopscotch! It's fun.

Girl: Activity day is so much fun! Everyone is invited and anyone can play! Come on. Let's play together!

3 Watch again. Tick ✓ the activities the children can do.

- Watch again to tick the activities the children can do. Pupils can check their answer with a partner before you zoom in on the correct answers.

4 Watch or listen. Act out with a friend.



- Play the audio (Track 3.06) three times. First, pupils listen and follow the speech bubbles in their books. Then, they listen and repeat. Finally, divide them into pairs and have them repeat only one role and then swap roles.
- Pupils act out the dialogue with a partner.
- As extension, pupils act out doing different activities together. Encourage them to use the language *Let's.... Good idea!*

Girl: *Let's play together.*
Boy: *Good idea!*

5 Learning situation Can everyone do the same activities?

Critical thinking

Think

- Focus on the learning situation. Ask the class if they can think of the activities that they can all do together. Ask them to think and share their ideas with a partner.

Support: Accept answers in L1.

Reach higher: Encourage the class to use the language from the dialogue to structure their ideas.

Find out

- If you have access to tablets or computers, show the class how to look for information in pairs or small groups using a safe site.

Share

- Encourage the class to draw their findings and share them with other groups.
- For further practice, use the Learning situations worksheet Unit 3 in the Teacher's Resource Centre.

Tip Real World

With the class, make a timetable of inclusive activities that pupils can do during playtime, e.g. singing, dancing, playing football, skipping etc. Encourage them to look around at play time and make sure everyone is involved and no one is left out. Alternatively you could plan an Activity Day involving the whole school where each class suggests a different activity for everyone to try.

Visible progress

I can make suggestions. I can take part in activities.

Have pupils look at the *I can* statement at the bottom of the page. Ask, *What can you do in English now? I can...* and elicit the rest of the sentence from the class. Have them check the *I can* statement in their book. Encourage them to make suggestions about the different activities.

Closing routine

- Do one of the closing routines from the Classroom Routines and Games (pp. 24–31) to end the lesson:
 - **Mediation:** *Physical role play in the park.*
 - **Mindfulness:** *Heartbeat.*

Lesson 5 Vocabulary

1  Listen and say. Stick the stickers.



1 walk



2 talk



3 draw



4 paint

2  Listen and read. Say. aeiO

walk talk draw

3   Watch or listen. Sing and act out.

4  Play Mime or say. Guess the activity.

I can talk.

I can draw.

34 I can name more activities. 

Pupil's Book

Activity 2

- 1 d paint
- 2 a draw
- 3 b talk
- 4 c walk

Lesson 5 Vocabulary

3

1   Listen and number. Trace. Sing.



4

paint



1

walk



2

talk



1

draw

2 Follow and trace.

1 

2 

3 

4 



a draw

b talk

c walk

d paint

 Say these words in another language.

27

Activity Book

Objectives and Competences

- Identify and name more activities.
- Recognise and practise the /aw/ sound.
- Watch, act out and sing a song.
- Play a mime game.

New language: *draw, paint, talk, walk*
Recycled vocabulary: activities

Materials: flashcards & word cards (66–69), Something for Everyone Vocabulary graded worksheets (pp. 17–19)

Opening routine

- Do an **Engage** or **Mindfulness** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson:
 - **Engage:** *Musical statues.*
 - **Mindfulness:** *Breathing hands.*

Pupil's Book, page 34

Lesson introduction

- Play *Mirror me* (p. 31) using the activities pupils have learnt in this unit.
- Tell the class that they are going to learn more activities in this lesson.

1 Listen and say. Stick the stickers.

- Use the flashcards to present the new vocabulary. Display them in the correct order for the audio and model pronunciation.
- Play the audio (Track 3.07) three times. First, have the class listen and do the actions at the same time. Then, they listen and repeat. Finally, they listen and stick the stickers. Encourage pupils to say the words as they place the stickers and then check answers in pairs by comparing with the picture dictionary.
- Check the class has placed their stickers correctly by zooming in on each action.

Support: Read and match the word cards collectively before sticking the stickers.

Reach higher: Pupils take turns to say the word and do the actions.

- 1 walk
- 2 talk
- 3 draw
- 4 paint

2 Listen and read. Say.

- Say the three words yourself (*walk, talk, draw*), *doing the actions at the same time. Exaggerate the 'aw' sound and ask the class what sound is the same in all three words.*
- Then, write the words on the board and point out that sounds are the same, but written with different letters. Ask them to circle the sound in each word and focus on the letters used (al / aw).
- Point out to the class that the 'l' in 'walk' and 'talk' is a 'secret' letter and we write it, but we don't say it.
- Play the audio (Track 3.08). Pupils listen and read the words, following with their finger.
- Encourage groups or pairs of pupils to try say the tongue twister.

Reach higher: Once pupils can say the phrase confidently, have them try and say it faster and faster without making a mistake.

walk... talk ... draw

Draw a fork that can walk and talk.

Repeat x 2

Tip Pronunciation

Add a section to your sound wall for sounds that are the same, but spelt with different letters. Make a small chart. Cut out both sets of letters and add them to the chart. Add the words to the corresponding part of the chart. Encourage pupils to use the chart to help them with spelling. Add any new words that come up with the same sound.

3 Watch or listen. Sing and act out.

- Play the video or audio (track 3.09) twice. The first time, pupils watch for general comprehension. The second time, pupils watch and try to sing along.
- Pupils sing and act out the song. You can also use the karaoke version of the song.

I can!

*I can draw,
Draw a circle!*

*I can paint,
Paint a picture!*

*I can walk and talk all day,
Walk and talk!*

Hey! Hey!

*I can draw,
Draw a circle!*

*I can paint,
Paint a picture!*

*I can walk and talk all day,
Walk and talk!*

Hey! Hey!

4 Play Mime or say. Guess the activity.

Communicate

- Call out numbers from the scene. Pupils mime the activity or say the word, or you can tell them which to do. Pupils play the game in pairs.
- For further practice of the core vocabulary, use the Something for Everyone Vocabulary graded worksheets at the relevant level (pp. 17–19).

Support: Pupils use the picture dictionary to help.

Reach higher: Pupils use the model dialogue in the speech bubbles to make sentences about their actions.

Visible progress

I can name more activities.

Have pupils look at the *I can* statement at the bottom of the page. Ask, *What can you do in English now? I can...* and elicit the rest of the sentence from the class. Have them check the *I can* statement in their book. Encourage them to name as many of the new activities as they can.

Activity Book, page 27

Pupils practise the vocabulary they learnt in the lesson. They also say the words in another language.

Closing routine

- Do one of the closing routines from the Classroom Routines and Games (pp. 24–31) to end the lesson:
 - **Mediation:** Sing and act out the song as a class.
 - **Engage:** *Ball game.*

Lesson 6 Grammar **3**

1 Watch or listen. Say.

Can you paint? Yes, I can. Can you paint?
No, I can't!

2 Listen and tick (✓) or cross (✗).

1 2 3 4 ☒ ☒ ☒ ☒

3 Play Can you find me?

Can you dance? Yes, I can.
You're number one!

Sharebook

A page 23 B page 25

I can ask and answer about activities. 35

Pupil's Book

Lesson 6 Grammar

1 Listen and tick (✓) or cross (✗).

	talk	read	paint	walk	jump
	✓	✗	✓	✓	✗

2 Look, read and trace. Circle.

1 Can you run? Yes, I can. / No, I can't.

2 Can you jump? Yes, I can. No, I can't.

3 Can you dance? Yes, I can. / No, I can't.

4 Can you sing? Yes, I can. No, I can't.

28 Close your book. How many questions can you remember?

Objectives and Competences

- Watch, listen to and understand a video about activities.
- Listen and tick or cross the activities you hear.
- Play a mediation game.

New language: *Can you (paint)? Yes, I can. / No, I (can't).*

Recycled vocabulary: activities

Materials: flashcards & word cards (66–69), Something for Everyone Grammar graded worksheets (pp. 38–40), Sharebook (Unit 3)

Opening routine

- Do an **Engage** or **Mindfulness** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson:
 - **Engage:** *Freeze.*
 - **Mindfulness:** *Quiet teacher.*

Pupil's Book, page 35

Lesson introduction

- Sing and act out the song from lesson 5. Divide the class into two groups and have them face each other. One group joins in with the part of the boy and the other group joins in with the girl.
- Using the karaoke version of a song can encourage pupils to join in and sing the words, rather than just enjoying miming along.

1 Watch or listen. Say.



- Present the key structure. Hold up the paint flashcard and ask *Can you paint?* Give a thumbs up and model *Yes, I can.* Repeat the question, this time giving a thumbs down for the answer. Model *No, I can't.* Repeat with different activities. Drill the structure.
- Elicit the activity in the pictures. Zoom in on the speech bubbles. Play the video or audio (track 3.11), pausing after each line for pupils to repeat.
- Play the video or audio again. Half the class repeats the question and the other half answer, then change roles.
- Practise with individual pupils. Hold up different activity flashcards and ask *Can you (sing)? etc.*
- For further practice, use the Something for Everyone Grammar graded worksheets (pp. 38–40).

Support: Use the flashcards to act out the mini dialogues from the video.

Reach higher: Have pupils ask and answer using the flashcards of activities from Lesson 2.

Alex: Hi, Dan! *Can you paint?*

Dan: Yes, I can. *Can you paint?*

Alex: No, I can't.

2 Listen and tick ✓ or cross ✗.



- Elicit all the activities shown before playing the audio (Track 3.12).
- Reach higher:** Ask pupils to guess which actions they will hear before listening.

1 Boy: Hi, Lara!

Girl: Hi!

Boy: Can you jump?

Girl: Yes, I can. Look!

2 Girl: Dance with me!

Boy: Oh no ...

Girl: Come on! 1, 2, 3 ... Yes! That's it!

Boy: Yes, I can dance!

3 Girl: Can you sing?

Girl: No, I can't.

4 Girl: Can you paint?

Boy: Yes, I can. Look!

3 Play Can you find me?



- Refer pupils to their Sharebook. Assign pupils A and B. Pupils A cut out the cards (p23) and (p25) and place them face up.
 - Demonstrate how to play the game with a volunteer. Place all your Pupil A cards face up. Ask the volunteer to choose a person from their Pupil B picture sheet. Ask questions to guess the person e.g. *Can you dance?* Turn over any cards you don't need. Continue until you guess the person your partner chose. Repeat the demonstration for one or two more turns. Check the pupils know what to do by using the thumbs up routine.
- Reach higher:** Pupils swap cards and roles and play the game again.

Tip Mixed ability

It is tempting to let pupils who participate more help move the lesson along. Be sure to also call on or allow time for lower-level pupils to process new content. Be patient and ask for patience from other pupils during whole-class activities so that pupils feel less pressure. Giving all pupils time to speak in class can help build their confidence. To allow for more time during activities, be ready with some extra activities for fast finishers.

Visible progress

I can ask and answer about activities.

Have pupils look at the *I can* statement at the bottom of the page. Ask, *What can you do in English now? I can...* and elicit the rest of the sentence from the class. Have them check the *I can* statement in their book. Encourage them to ask one or two questions with a partner.

Activity Book, page 28

Pupils practise the grammar presented in the lesson. As an extension, you can tick all the activity flashcards on the board. Ask the class about each one in turn e.g. *Can you paint? Have the class stand up if they can and sit down if they can't.*

1 Listen and tick ✓ or cross ✗.

Robot: Hello! I'm Rob the robot.

Child: Hello, Rob. *Can you talk?*

Robot: Yes, I can.

Child: *Can you read?*

Robot: No, I can't.

Child: *Can you paint?*

Robot: Yes, I can.

Child: *Can you walk?*

Robot: Yes, I can.

Child: *Can you jump?*

Robot: No, I can't. Sorry!

Closing routine

- Do one of the closing routines from the Classroom Routines and Games (pp. 24–31) to end the lesson:
 - **Engage:** *Say please.*
 - **Engage:** *Get into groups.*

Activity 1
dance, sing, act in a play.

Activity 2
Sing in the choir, act in the play

Activity 4
Suggested answers: act, sing, dance, perform, tell jokes.

Lesson 7 Real World The theatre

1 Look. Say the activities.

2 Listen. Which activities can you do in the show?

A SCHOOL SHOW

3 Look and point. Tell your friend.

I sing in the choir.

36 I can identify activities in the theatre.

Share project A mini theatre

3

4 **Investigate.** What do people do in a theatre?



5 **Plan and prepare.** Make your mini theatre.



- 1 Choose a theatre activity.
2 Draw and colour the activity.
3 Cut and stick the activity on the mini theatre.

6 **Share.** Talk about your project with the class.

This is my mini theatre. I can sing and dance.



Share at home
Ask your family. What activity can they do?

I can talk about my project.

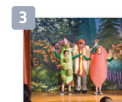
37

Pupil's Book

Lesson 7 Real World

3

1 Match and trace.



a an actor

b a play

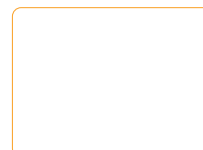
c a show

d a choir

Activity 2
Pupils' own answers.

2 What can you do in the theatre? Read and write. Draw.

- 1 I can sing in the _____.
- 2 I can dance in the _____.
- 3 I can be an _____ in a _____.



29

Objectives and Competences

- Listen to and learn about a school show.
- Identify theatre activities.
- Work collaboratively and creatively to make a mini theatre.
- Present your mini theatre to the class.

New vocabulary: *school show*
Recycled vocabulary: *activities*
Receptive vocabulary: *choir*
Receptive language: *I'm an actor. See you tomorrow.*

Materials: flashcards & word cards (58–69), scissors, card, different coloured paper, glue

Opening routine

- Do an **Engage** or **Mindfulness** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson:
 - **Engage:** *Cross the river with Can you ...?*
 - **Mindfulness:** *Bee breathing.*

Pupil's Book, page 36 and 37

Lesson introduction

- Draw a simple stage with curtains on the board and ask the class what they can do on the stage. Tell them that today they are going to learn about a school show.

1 Look. Say the activities.

- Zoom in on each activity and ask the class to name them (*dance and sing*).

2 Listen. Which activities can you do in the show?

- After listening to the audio (Track 3.14), pupils check their answer in pairs. Ask them to point to the corresponding photo.

Answer: sing

Nick: Hello, Lucy.

Lucy: Hi Nick.

Nick: It's the school show tomorrow. I'm so excited!

Lucy: Oh, yes. Are you in the show?

Nick: Yes, I am! I sing in the choir. In the choir, there are 8 boys and 8 girls and we sing lots of songs together. It's fun. What about you? Are you in the show too?

Lucy: Oh, yes. I'm in the show too. But I can't sing... I'm in the play. I'm an actor. Look at me!

Nick: That's wonderful.

Lucy: Yes! See you tomorrow, Nick.

3 Look and point. Tell your friend.

- Zoom in on each activity and say *I (sing in the choir)*. Encourage the class to repeat after you. Then, pupils look and point in pairs.

4 Investigate. What do people do in a theatre?

- Zoom in on the four photos and discuss what people can do in a theatre (*dance, sing, dress up*.)
- Encourage pupils to consider other options from their own experience at the theatre.

5 Plan and prepare. Make your mini theatre.

- This is a good opportunity for pupils to work in pairs or small groups.
- Zoom in on the first instruction, read it aloud and then demonstrate cutting shapes out of the coloured paper. Read the second instruction and draw a classroom object on one of the shapes. Finally, read the third instruction and stick items on the poster.
- Focus the pupils' attention on the instructions as they do the task.

Support: Pre-cut some shapes for pupils who may need them or provide templates for them to draw around.

Reach higher: Pupils can label the items on their poster.

6 Share. Talk about your project with the class.

Communicate

- If you have a large class, have the pupils mingle to show their theatre rather than coming to the front one by one.
- As extension, ask the class to bring in a photo or a video of their family members doing the different activities. In the next class they can show them and say what each one can do.

Share at home: Ask your family. What activity can they do?

- Encourage the class to investigate at home, asking their family about the activities they can do.

Tip Growth mindset

Encourage pupils to record their interviews with their family. Recording themselves and watching the video back can help pupils gain confidence as they see their own progression. It can also help them identify any mistakes that they make – remind them that making mistakes is important in language learning.

Visible progress

I can identify activities in the theatre. I can talk about my project.

Have pupils look at the *I can* statement at the bottom of the page. Ask, *What can you do in English now? I can... and elicit the rest of the sentence from the class. Have them check the I can statement in their book. Once pupils finish their project, have them work in groups of three or four, presenting their project to each other. If pupils don't feel confident to use English yet, allow use of L1 so that everyone is included and takes part.*

Activity Book, page 29

Pupils practise identifying different theatre words and write about what they can do in the theatre.

Closing routine

- Do one of the closing routines from the Classroom Routines and Games (pp. 24–31) to end the lesson:
 - **Engage:** *Memory chain with questions.*
 - **Engage:** *Quiz, quiz, trade.*

Lesson 8 Story

- 1 Watch or listen. Who helps their friends?

Good friends



- 2 What do you think of the story?

38 I can understand a story.

Activity 1
Alex and May.

Activity 2
Pupils' own answers.

Value
How are you a good friend?

Value
Pupils' own answers.

Pupil's Book

Lesson 8 Story

- 1 Read, trace and match. Colour your favourite part.



- 2 **Value** Read and tick (✓). Draw and write.



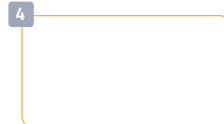
I play with my friends.



I help my friends.



I'm nice to my friends.



I _____.

Objectives and Competences

- Watch, listen to and understand a story about good friends.
- Develop the SEL competence of relationship skills by exploring the value of being a good friend.

New language: *I can help you. Thanks for helping me. You're a good friend.*

Recycled vocabulary: *run, read, throw, catch, book*

Recycled language: *I can't run. I can run.*

Receptive language: *But I don't like running. This is fun!*

Materials: flashcards & word cards (58–69)

Opening routine

- Do an **Engage** or **Mindfulness** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson:
 - **Engage:** *Quiz, quiz, trade with Can you...?*
 - **Mindfulness:** *Magic wands.*

Pupil's Book, page 38

Lesson introduction

- Play *Act it out* (p. 29) with the activity flashcards.
- Zoom in on the story title *Good friends*. Ask pupils who their good friends are. In L1 discuss why they are a good friend.

1 Watch or listen. Who helps their friends?

- Zoom in on the story frames and ask *Who / What can you see?* Zoom in on any activities and encourage the class to name them. Ask how many items they can see, what colour they are, etc.
- Ask the class what they think is happening in the story. They can express their ideas in L1 if they wish.
Play the video or audio (Track 3.14) and ask *Who is a good friend?*
- Watch the video again and ask questions to check comprehension: *Can Alex run? (no) Who helps Alex? (May) Is May a good friend? (yes) Can Alex run now? (yes) Can May read? (no) Who helps May? (Alex) Is Alex a good friend? (yes) Can May read now? (yes)*

Answer: Alex and May

Tip Inclusivity

Giving thinking-time after asking comprehension questions allows pupils time to process their ideas. Higher-level pupils may wish to shout out answers as soon as they know them. Encourage pupils to think first, and then share answers quietly with a friend. This allows lower-level learners time to come up with the answer themselves and to be more involved in the activity.

Good friends

- Teacher:** *Come on, children. Let's run!*
May: *Where's Alex? Oh, there you are! Come on, Alex!*
Alex: *I... can't... run...*
- May:** *Yes, you can!*
Alex: *But I don't like running.*
May: *Come on, run with me. It's fun!*
Alex: *OK.*
- Alex:** *I can run! Thanks for helping me, May. You're a good friend.*
May: *That was fun!*
- Alex:** *This book is great! [pause] What's the matter, May?*
May: *I can't read.*
Alex: *I can help you.*
- Alex:** *You can read this book with me.*
May: *OK. Oh, I can read!*
Alex: *Yes. Well done, May!*
- May:** *Thanks, Alex! You're a good friend.*
Nancy and Dan: *Hello, friends!*
Dan: *Let's play! Throw the ball, Nancy!*
Nancy: *OK. Catch!*
Alex: *This is fun!*

2 What do you think of the story?

Communicate

- Ask the class if they liked the story. Encourage them to use thumbs up / down.
Reach higher: Ask pupils to say which part of the story they like best.

Value: How are you a good friend?

SEL

- This story helps pupils develop the SEL competence of relationship skills. It focuses on the value of being a good friend. Have pupils point to the pictures in the story when the characters are being good friends.
- Watch the video again and pause when the characters are sharing. Elicit what they say: *I can help you.*
- Stick the activity flashcards on the board. Say *I can't (read)* and encourage the class to volunteer help.
- Encourage the class to offer help to each other by saying *I can help you. / Thanks for helping me. You're a good friend.*
Reach higher: Pupils take turns to offer help to each other in pairs.

Visible progress

I can understand a story.

Have pupils look at the *I can* statement at the bottom of the page. Ask *What can you do in English now? I can...* and elicit the rest of the sentence from the class. Have them check the *I can* statement in their book. Encourage them to look at the story again.

Activity Book, page 30

Pupils review and personalise the story, and reflect more on the value of helping their friends.

SEL Relationship skills

Encourage pupils to reflect on their own SEL behaviour and attitudes by asking how they can help their friends, e.g. *I'm kind to my friends. I play with my friends. I help my friends etc.* Elicit the language they can use. Have pupils draw around their hand and draw choose a way of helping to draw in the hand. Have pupils cut out their hands for a class display titled *Helping hands*.

Closing routine

- Do one of the closing routines from the Classroom Routines and Games (pp. 24–31) to end the lesson:
 - **Engage:** *Hidden picture* with the story cards.
 - **Mediation:** *Physical role play* with the story.

Review **3**

1 Look and trace. Say *I can ... / I can't ...*

1  *read*

2  *catch*

3  *sing*

4  *run*

2  Ask and answer. Do the actions.

1  *Can you sing?*

2  *Yes, I can.*

3 

4 

3  Play *Three in a row!*

Sharebook



A B page 49

I can use the language from Unit 3.  39

Activity 1
Pupils' own answers.

Activity 2
Pupils' own answers.

Pupil's Book

Review **3**

1 Look and write.

clap jump paint sing walk

1  *jump*

2  *walk*

3  *sing*

4  *paint*

5  *clap*

2 Read and trace. Write.

1 *I can* _____. *I can't* _____.

2 *Can you sing?* _____

3  Draw or write. Tick (✓).

My learning 

My new words

My favourite lesson

What can I do next?

 Think ☐  Draw ☐  Say ☐  Sing ☐

31

Activity Book

Objectives and Competences

- Review the key vocabulary and language from the unit.
- Reflect on own learning and share knowledge with peers.
- Work collaboratively to share and relay information.

Recycled vocabulary: activities
Recycled language: *I can catch. I can't catch. Can you (paint)? Yes, I can. / No, I (can't).*

Materials: flashcards & word cards (58–69), scissors, counters, Sharebook (Unit 3)

Opening routine

- Do an **Engage** or **Mindfulness** routine from the Classroom Routines and Games (pp. 24–31) to start the lesson:
 - **Engage:** *Board Pelmanism* with flashcards and word cards.
 - **Mindfulness:** *Chameleons*.

Pupil's Book, page 39

Lesson introduction

- Use the activities flashcards to play Guess the picture using *Can you (sing)? Yes, I can. No, I can't.*
 - Then give the word cards to several pupils. They come to the board and stick them under the correct flashcard.
- Support:** Pupils refer to their picture dictionary to match the words and pictures.

1 Look and trace. Say *I can... / I can't...*

- Elicit the actions. Encourage the class to say the word as they trace over it.
- They point to each item and say *I can (read)*.

2 Ask and answer. Do the actions.

- Demonstrate with flashcards on the board first. Point to one and ask, *Can you (sing)?* Ask the class do the action and answer *Yes, I can / No, I can't* as appropriate.
- Repeat with the remaining actions before the class play in pairs in their books.

Tip Diversity

Be aware that some pupils may not be able, or may find it very difficult, to do certain actions. For example, some pupils may not be able to run or jump because of disability. Make sure you are sensitive to any pupils who cannot do an action for a particular reason and consider including some activities that you know all pupils can do.

3 Play Three in a row!



Communicate

- The review game is an opportunity to consolidate and review all the grammar and vocabulary of the unit in a fun and collaborative way.
 - Demonstrate how to play the game. Read the instructions aloud.
 - Choose a square and read the prompt. Give a correct answer and place your counter on the square.
 - Show how to place three counters vertically or horizontally to win.
 - Monitor while pupils play the game, allowing them to play the game freely. Give pupils lots of praise and encouragement for good behaviour, sharing and taking turns.
 - Check pupils understand what to do by using the thumbs up routine and organise the class to play in pairs.
- Reach higher:** Fast finishers can play again with a different group.

Go to Teacher's Book page 102 and Sharebook page 49.

Tip Mediation

Mediation in primary focuses on using strategies to communicate basic information in a simple way. In order to assess mediation, pupils need to be able to explain simple concepts by implementing different strategies, e.g. using their L1, paraphrasing, drawing, miming or writing notes. Another important aspect is to monitor pupils' attitude

when participating in mediation activities or games. Ensure pupils are paying attention to their classmates, respecting turn taking, and showing a genuine interest in what their classmates are saying or doing.

Visible progress

I can use the language from Unit 3.

Have pupils look at the *I can* statement at the bottom of the page. Ask, *What can you do in English now? I can...* and elicit the rest of the sentence from the class. Have them check the *I can* statement in their book. Encourage the pupils to show how much they have learnt by asking and answering the unit question and making statements using the unit vocabulary.

Activity Book, page 31

The Activity Book reviews and practises the vocabulary and grammar presented in the unit. This page includes an end-of-unit self-assessment section.



Draw or write. Tick ✓. Reflect

- Through the **My Learning** sections, pupils are encouraged to take control of their progress by reflecting on their learning so far and considering their next step.
- Tell pupils to look at the *My learning* page. Explain that this is an opportunity to think about and show what they have learnt in the unit. It's also a chance to reflect on those areas they feel they can improve.
- Using the IWB, zoom in on each heading. Elicit examples for each. Then invite pupils to complete the sections individually.
- Remind them that they can choose to draw or write (or do both).
- Invite pupils to share their *My learning* page with another pupil, or alternatively, share with the class.
- Flick through your own pupil's book and show one of the lessons. Say, *This is my favourite lesson. What about you?*
- Elicit the new words pupils have learnt in the unit, then pupils choose whether to draw or write them.

What can I do next?

Reflect

- Ask pupils to think about all the work they've done during the unit and what they can do next.
- Ask questions to help pupils reflect on their learning and think about what they can do next, e.g. *Can you say / think / draw / say / sing?*

Tip Growth mindset

Encourage pupils to focus on what they CAN do, rather than what they can't. Monitor the class carefully while they complete the review section to identify any areas where pupils feel less confident. Remind them that it's OK to make mistakes.

Closing routine

- Have an awards ceremony for pupils to celebrate completing Unit 3. You can include some categories, e.g. singing, speaking, hard-work, motivation, etc.

Picture dictionary

1 Listen and trace.

Tell your family the words you know.



Unit 3



1



run

2



read

3



jump

4



catch

5



clap

6



dance

7



sing

8



throw

Unit 4



1



brother

2



grandma

3



grandpa

4



sister

5



dad

6



mum

7



baby

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Pupil's Book

Unit 3 Review Three in a row!

Pupil A Pupil B



Can you ... ? 	Say it in your language. 	Name it.
I can ... 	Name it. 	Can you ... ?
Name it. 	I can ... 	Say it in your language.

How to play

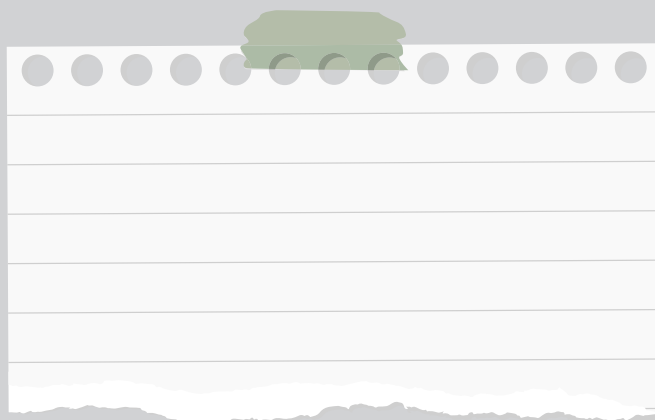
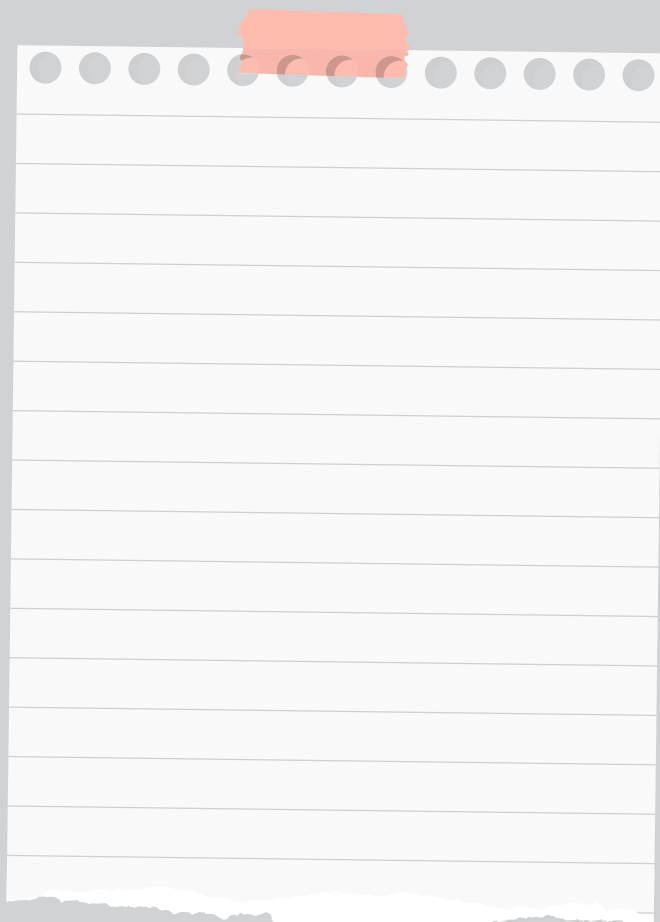
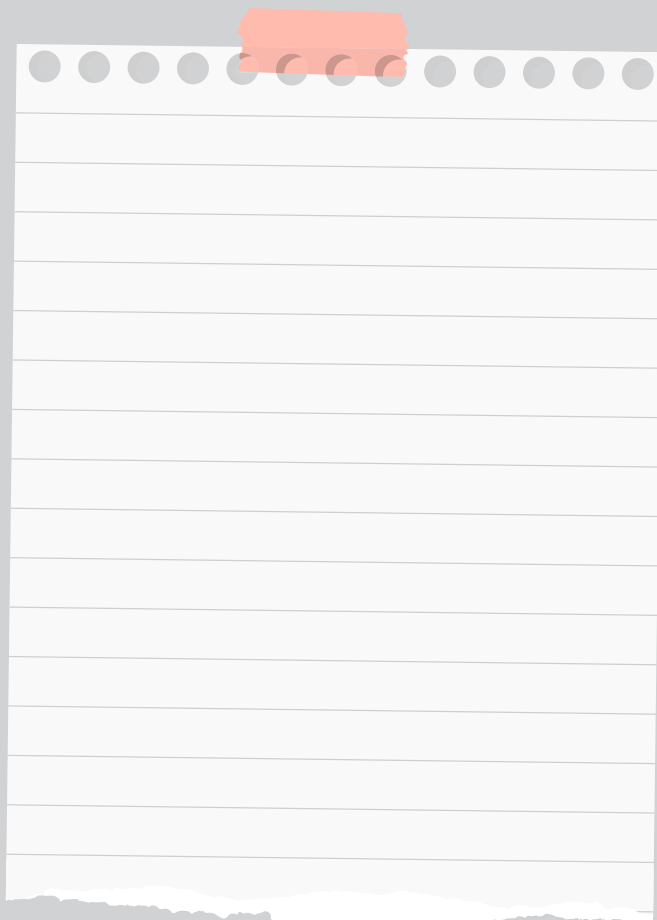
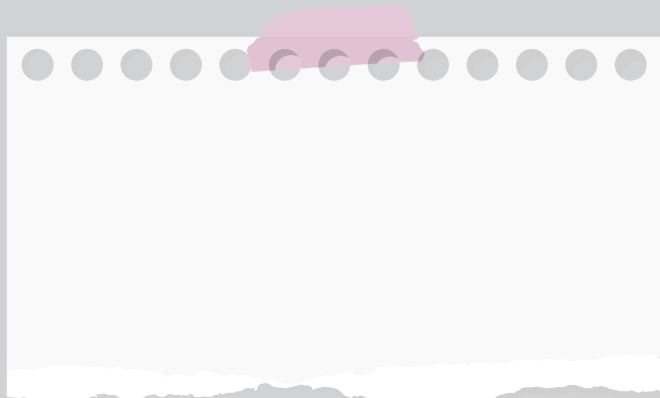
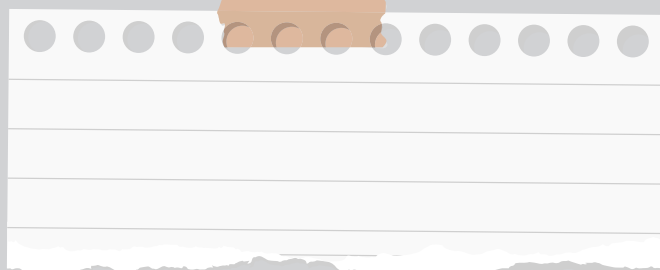


- 1 Collect six counters.
- 2 Choose a space. Look, read, and answer.
- 3 Put a counter on the square.
- 4 Get three counters in a row to win.



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Notes



Learn it Share it

A well-balanced course which helps pupils to grow and thrive.

Helps pupils communicate and share with confidence

Learn it, Share it helps pupils develop real communicative competence and confidence, making pairwork communication activities fun and easy.

Makes progress visible and goals attainable

With tools to monitor progress and lots of practice activities, children are motivated and prepared for success in language learning and exams.

Creates an awareness of the world around us

Through culturally- rich content, pupils develop empathy for other cultures and responsible attitudes towards sustainability, inclusivity and global citizenship.

Encourages a growth mindset and a positive classroom culture

A growth-mindset approach encourages every child to participate actively, to reflect on how they learn best and to be open to feedback.



The **Pupil's App** includes gamified language practice in immersive 3D worlds that encourages pupils to repeat activities, creating opportunities for better language acquisition.



The **Teacher's App** contains a Classroom Presentation Kit with integrated audio, video and interactive activities, helping to deliver stimulating lessons. All useful files and documents are available at the click of a button.

Please see inside the front cover for the minimum system requirements and other terms and conditions for the digital components of the course.



ADVANCING FUTURES

Education for Sustainable Development and Citizenship



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- Sharebook
- Pupil's App
- Activity Book
- Digital Pupil's Book
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- Pupil's Resource Centre

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