

Jordan TEAM Together Grade 7 Semester 2



Teacher's Book with Digital Resources

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Jordan TEAM Together Grade 7 Semester 2



Teacher's Book with Digital Resources

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Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
Welcome Let's get started!	Meeting the characters again; revising grammar forms from Semester 1; revising vocabulary from Semester 1	City travel and transport Jobs and life events Books and adjectives The environment and extreme weather	Semester 1 Grammar	Understanding the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures
5 Adventure sports	Talking about extreme sports and geography	Extreme sports: rock climbing, horse-riding, ice hockey, motor-racing, go-karting, surfboarding, water skiing, kite surfing, diving, squash, jogging, golf Geography: north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay	Reflexive pronouns <i>I fell when I was rock climbing and hurt myself.</i> Past perfect <i>After they had eaten their breakfast, they looked in their guidebook.</i>	Understanding some details in extended dialogues on familiar everyday topics
6 Spend or save?	Talking about shopping and imaginary situations	Shopping: on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping Imaginary situations: go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup	Zero and first conditionals <i>If I need something, I ask my parents to buy it online.</i> <i>If we buy everything online, shops will close.</i> Second conditional <i>If I could travel back in time, I'd go to Ancient Jordan.</i>	Understanding some details in extended dialogues on familiar everyday topics; identifying the context in which an everyday conversation is taking place; understanding the details of extended conversations on familiar topics, if delivered in clear standard speech

Dana's Learning Club Language booster 3

7 Let's talk!	Talking about communication and feelings	Communication: receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument Feelings: embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable	(not) as ... as <i>Podcasts can be as good as vlogs.</i> <i>Podcasts aren't as interesting as vlogs.</i> Question tags <i>Your name is Ibrahim, isn't it?</i>	Understanding people's likes in informal conversations, if the speakers talk slowly and clearly; extracting factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts
8 Inventions	Talking about inventions and health and medicine	Inventions: electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics Health and medicine: feel ill, feel better, get a prescription, take some pills, have an injection, have a fever, have an X-ray, have an operation, do some research, win a prize, make a discovery, carry out an experiment	Relative pronouns <i>Guglielmo Marconi is the person who invented it.</i> Embedded questions <i>Can you tell us what we should do?</i>	Understanding some details in extended dialogues on familiar everyday topics; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing

Dana's Learning Club Language booster 4

Festivals
Grammar reference
How to write...
English in action reference

	Speaking	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Giving brief reasons for their opinions on familiar topics; talking about their hobbies and interests, using simple language; asking a range of questions in guessing games to find the answer	Understanding short, school-related messages in emails, text messages and social media postings; scanning several short, simple texts on the same topic to find specific information; following extended stories and texts written in simple, familiar language					
	Acting out a short dialogue or role play, given prompts; expressing their opinions on familiar topics, using simple language; talking about past events or experiences, using simple language	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story, if guided by questions	Creating a brochure to advertise an event or product, given a model	Sentence stress with Past perfect	Making a poster about a new sport for PE lessons	Presenting the poster to the class	Asking and saying what you prefer <i>Would you rather go jogging or play golf?</i>
	Giving brief reasons for their opinions on familiar topics; repeating phrases and short sentences, if spoken slowly and clearly; talking about matters of personal information and interest in some detail	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts	Writing short, simple texts on familiar topics in linked sentences	Strong and weak forms in the second conditional	Making a tourist leaflet about an interesting market	Presenting the leaflet to the class	Making a complaint <i>I'm afraid I have a complaint about this jacket.</i>

Think like a scientist! How can we talk about chronology?

	Acting out a short dialogue or role play, given prompts; expressing their opinions on familiar topics, using simple language; giving brief reasons for their opinions on familiar topics	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; creating a poster to advertise an event or product, given a model	Intonation in questions and statements	Making a poster about a language that doesn't have words	Presenting the poster to the class	Giving your opinion <i>Personally, I think ...</i>
	Expressing their opinions on familiar topics, using simple language; repeating phrases and short sentences, if spoken slowly and clearly; giving brief reasons for their opinions on familiar topics; asking a range of questions in guessing games to find the answer	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts	Creating simple language puzzles for classmates to solve; writing a short, simple biography of a famous person with basic paragraph structure, given prompts or a model; writing short, simple, personal emails/letters about familiar topics, given prompts or a model	Stress patterns and relative pronouns	Making a fact file about a famous inventor	Presenting the fact file to the class	Talking about how sure you are <i>Are you sure about that?</i>

Think like a scientist! Don't stop the music!

Introduction

About Jordan Team Together

Learn Together! Succeed Together! *Team Together!*

Jordan Team Together is a fast-paced, 7-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Jordan Team Together* sets out a clear path for progress and prepares children for success.

Jordan Team Together takes pupils from level Pre A1 to B1 of the Common European Framework of Reference for Languages (CEFR).

For pupils

Throughout their Primary education, pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally.

Jordan Team Together follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

Jordan Team Together has been designed to create an enjoyable and engaging environment for effective learning. A full-colour Pupil's Book and an Activity Book are complemented with a wide range of multimedia and digital tools, which are certain to captivate pupils' attention.

For teachers

Jordan Team Together has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts will help keep pupils engaged and motivated.

A complete assessment package will help your pupils get results.

Jordan Team Together has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audioscripts, but it will also give you ideas on how to extend Pupil's Book activities and adapt them to your pupils' level.

Course features

Vocabulary

In Grade 7, each unit starts with an eye-catching visual presentation of the target vocabulary, which has a form of an online magazine and which gets pupils' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context
- to revise previously learnt vocabulary
- to offer speaking practice for everyday communication purposes.

It is followed by engaging step-by-step vocabulary presentation.

The *Think!*  feature at the start of the unit allows for quick revision of the lexical items that pupils are very likely to know from previous learning, which is a great confidence-booster.

The *Communicate*  activities effectively help pupils use English in meaningful contexts from the very beginning.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice.

Work with words feature in every lesson 5 focuses on word formation and extends the content from the Pupil's Book.

Words in context section in every lesson 10 focuses on new vocabulary to support the learning of the new content from the Pupil's Book.

Content from the main lessons is complemented by a *Wordlist* section at the end of the Activity Book.

Grammar

Grammar structures are taught in a clear, step-by-step approach in every unit. The new structures presentation is contextualised through the Team Talk dialogues and Book Club texts. Grammar boxes on the Pupil's Book page contain clear, pupil-friendly examples of the target structures and provide a reference point for pupils as they learn and practise.

Further consolidation practice is available in the Activity Book in the corresponding lesson.

Team Talk

Jordan Team Together Grade 7 features a group of Primary children who run an online magazine called the World of Wonder! or WOW! Magazine.

Dana, Alex, Mei and Sami interact with the pupils, asking questions that encourage them to reflect on their learning and their knowledge of the world.

Skills

All four skills are practised throughout *Jordan Team Together* Grade 7, with a dedicated listening section in lesson 3 and a literacy section in lessons 10 and 11 of each unit.

Special focus has been put on reading and writing. The Book Club section focuses on different literature genres and allows pupils to become familiar with the characteristics of each genre.

In the literacy spread, pupils are acquainted with different types of everyday texts, such as articles, blogs and reports. Pupils follow a model text and step-by-step instructions to create their own pieces of writing. The *How to write ...* and *Writing Tip* boxes offer extra support and draw pupils' attention to some of the challenging aspects of writing.

Further support and extension activities can be found in the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate*  activity where pupils can put the newly acquired content into practice and personalise it.
- Lesson 9, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing pupils to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say in a variety of situations, such as asking the way or calling the emergency services.

Culture

Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of countries where that language is spoken.

The *Culture* sections in *Jordan Team Together* are designed in such a way as to bring that information closer to pupils in a friendly manner.

Learning Club: Language Booster and CLIL

After every two units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster lesson and a CLIL lesson.

The Language Booster lesson consolidates and extends language and topics taught in the preceding units.

CLIL and STEAM provide a pathway to language, literacy and employability in later life, and prepare students for the world of work by enabling students to see English in context through a real-world lens.

Each of the CLIL lessons in the Learning Club sections of *Jordan Team Together* Grade 7 also includes a focus on STEAM subjects. While studying a variety of topics including Social Studies and Science, pupils also have to employ 21st-century skills like creativity and critical-thinking. As part of the lessons, they present their final learnings via different presentation methods, which help to reinforce the learning and bring the concepts to life.

21st century skills

One of the features of *Jordan Team Together* is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Pupils need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Jordan Team Together* serve both purposes – as pupils put new knowledge into practice, they also work on the development of their 21st century skills. These activities are easily identifiable with the following icons:

- | | |
|---|---|
|  Critical thinking |  Communication |
|  Problem-solving |  Collaboration |
|  Creativity | |

Other 21st century skills covered in *Jordan Team Together* include:

Social and cultural awareness: Lesson 8 of each unit enables pupils to learn about other countries and through a project reflect on how their own country is similar or different.

Curiosity and Initiative: In the project work, pupils are encouraged to find information, make decisions and present their opinions.

Assessment for learning: see page 11 for more information.

Literacy, Numeracy, Scientific Literacy: These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

ICT Literacy: In the project work, pupils are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

Support for mixed-ability classes

Jordan Team Together supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

The photocopiable resources package includes extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their pupils. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability pupils in the classroom and make the core material in the Pupil's Book more suitable to individual pupils.

Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and two Learning Club sections.



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities.



Teacher's Book

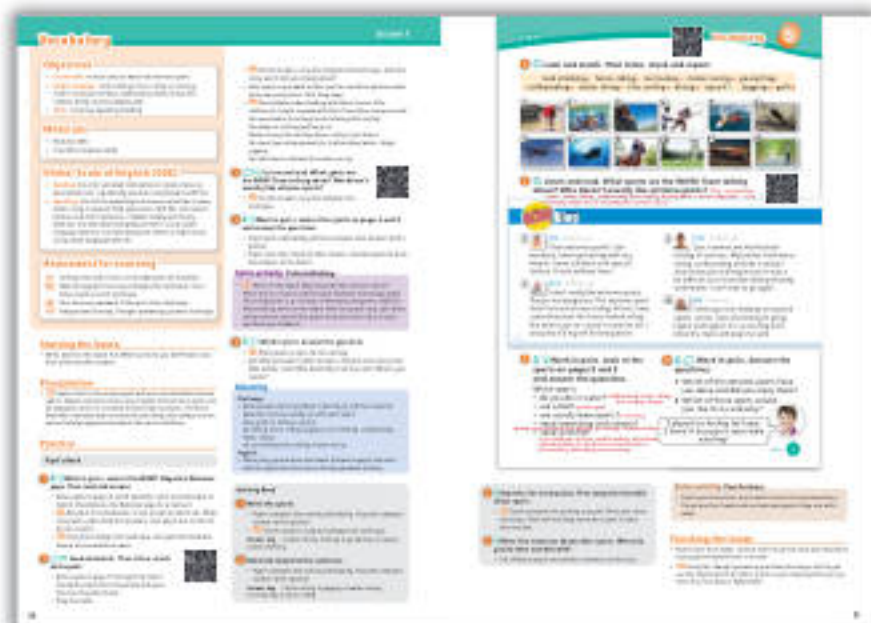
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson

Additional ideas for Extension and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability pupils are an excellent tool for busy teachers who may lack time for planning.

The Introduction includes recommended procedures for effective use of games and posters and also contains tips on working with mixed-ability groups.

The mapping to the English Language Standards and Performance Indicators Framework for Jordanian learners can be found at the beginning of each unit.



Class Audio

The Class Audio MP3s have all the recordings for the Pupil's Book and Activity Book. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.

Tests

Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress pupils are making by using a test. There are four Unit tests, three End-of-semester tests and one End-of-year test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers for more flexibility with mixed-ability classes.

The worksheets and audio are available in the teacher's resource area online.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL and English in action. There are also graded reading and listening skills worksheets to support mixed-ability classes. They are all available online.

Interactive e-book

The interactive e-book offers teachers an offline interactive version of the Pupil's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or by a page view. The planning area gives a useful overview with both teacher's notes and activity previews.

QR codes

Listening activities have QR codes to launch the relevant activity from the main components.

Posters

The Posters designed for *Jordan Team Together* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.

The Classroom posters contain five posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.

The 'How to work with posters' section on page 17 details a variety of suggestions of how the posters can be used.



There are 12 lessons in each main unit. The lesson division is as follows:

Lesson	Component and focus
1	Pupil's Book and Activity Book Vocabulary
2	Pupil's Book and Activity Book Team Talk
3	Pupil's Book Grammar
4	Activity Book Grammar
5	Pupil's Book and Activity Book Book Club
6	Pupil's Book Vocabulary and Grammar
7	Activity Book Vocabulary and Grammar
8	Pupil's Book and Activity Book Culture
9	Pupil's Book and Activity Book English in action
10	Pupil's Book and Activity Book Literacy
11	Pupil's Book Writing
12	Activity Book Writing

Unit walkthrough

Lesson 1

Big questions to activate critical thinking

Photographic vocabulary presentation

5 Adventure sports

Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

WOW! World of Wonder! Magazine

Some of you have told us that you love the feeling that you get when you do an exciting sport. How many words do you know for the extreme sports on this page? What places can you see?

Sarah has a question for you. Can you think of some answers to his question?

WOW! Think!

What are the advantages and disadvantages of extreme sports?

In this unit I will:

- learn words for extreme sports and places
- use reflexive pronouns and the Past perfect tense
- read an adventure story
- learn about unusual sports around the world
- work in a group to make a poster about an unusual sport
- learn how to ask and talk about things I prefer
- read and write brochures

Work 1

Look and match. Then listen, check and repeat.

rock climbing, horse-riding, ice hockey, motor-racing, go-karting, surfing, water skiing, kite surfing, diving, squash, jogging, golf

Work 2

Listen and read. What sports are the WOW! Team talking about? Who doesn't usually like extreme sports?

WOW! Blog

1. **Ali** I love extreme sports! Last weekend, I went go-karting with my friends. I was so fast and I was so close. I had a brilliant time!

2. **Sam** Last weekend, we had the best feeling of our lives. My brother and I went diving, surfing and kite surfing! I also had my first diving lesson. It was a bit difficult, but I loved the feeling of being underwater. I can't wait to go again.

3. **Mike** I don't really like extreme sports. They're too dangerous. The extreme sport that I've tried is horse-riding. At first, I was scared because the horse looked so big. But when I got on, I wasn't scared at all. I was proud of myself for being brave.

4. **Ali** I often go rock climbing at my local sports centre. I love the feeling of going higher and higher. It's so exciting and I know the ropes will keep me safe.

Work 3

Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

Which sports:

- do you do in water?
- are a ball?
- are usually team sports?
- need something with wheels?
- need a helmet?

Work 4

Work in pairs. Answer the questions.

1. Which of the extreme sports have you done and did you enjoy them?

2. Which of these sports would you like to try and why?

I played ice hockey last year. I loved it because it was really exciting!

A clear list of unit objectives

Think! activity to activate pupils' previous knowledge

Communicate activity for personalisation and speaking practice

Lessons 2-4

Grammar contextualised through dialogues

WOW! Team Talk

Listen and read. What do the girls disagree about?

Dialogue:

Diana: Oh yes, Mei! What happened? I went to Wadi Bura with my family. I fell when I was rock climbing and I hurt myself.

Mei: Poor you! I've always said that children shouldn't do extreme sports because they often hurt themselves. I told you so!

Diana: It's nothing serious. I'll be climbing again by next week. All sports can be dangerous, why? My sister cut her leg when she was playing squash last week! That's not an extreme sport!

Mei: I suppose so. I don't want to stop you from enjoying yourself, but I just think that some sports are too dangerous. Not really. There's a cousin who started playing ice hockey when he was four years old. That's too young. What if he hurts himself?

Diana: He's never hurt himself. He always wears a helmet and wears special clothes. Anyway, it's just part of being a kid, isn't it? How can we learn about danger if we're always protected from everything?

Mei: Maybe you're right. Come on, let's go or we'll be late for PE. I can't do PE at the moment. It's so annoying. I'll just sit here and dream about rock climbing.

Work 1

Work in pairs. Read the dialogue again and answer the questions.

- Why does Diana think children shouldn't do extreme sports?
- How does Mei explain that all sports can be dangerous?
- How does Mei's cousin stay safe when he's playing ice hockey?
- Where is Diana going now?

Work 2

Work in pairs. Find these expressions in the dialogue above. Match them to the speech bubbles below. Then use the expressions and act out.

I suppose so. I told you so! Not really.

I tried playing squash, but I hated it. Just like you said I would!

You don't like diving very much, do you?

You can hurt yourself playing any sport!

Work 3

Do you think that children should do extreme sports?

Grammar

Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- Mei hurt her arm because she fell while playing squash.
- Mei's arm will be better by next week.
- Mei's sister was hurt when she was jogging.
- Mei's cousin plays ice hockey.

Look at the grammar table. Then complete the rule.

Grammar

Reflexive pronouns

I felt when I was rock climbing and I hurt myself. Children shouldn't do extreme sports because they often hurt themselves. My sister cut herself when she was playing squash. Did you do it yourself?

Work 4

Listen. For each question, choose the correct picture.

- Fadi is talking to his mother. Where are his trainers?
- Haba and Dale are talking about a sport. They would like to try. What sport does Haba choose?
- Jamal and Ali are talking about a party. What type of party has Jamal been to today?

Listen again and answer the questions.

- a. Why is Fadi looking for his trainers? b. Who is going to get the trainers?
- a. When did Haba go water skiing? b. Why doesn't she want to go diving?
- a. Why does Jamal feel proud? b. When is Ali's birthday?

Work 5

Talk to your partner about the topics in the box.

- What time do you hurt yourself?
- How do you and your friends enjoy yourselves at weekends?
- What have you taught yourself to do something?

I hurt myself when I was diving last weekend!

Focus on everyday expressions

Listening skills practice

Pupils work with grammar rules box for better understanding

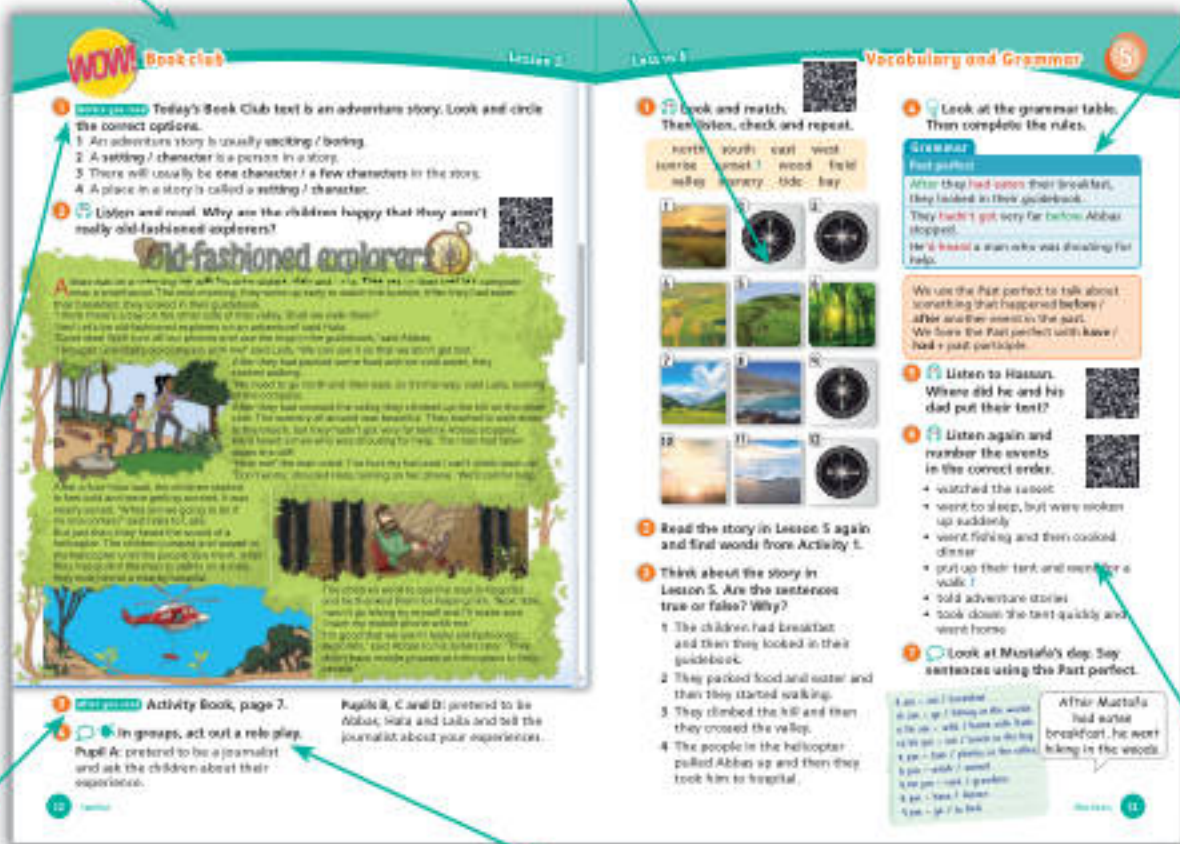
Communicate activity for personalisation and speaking practice

Lessons 5-7

A section to work with literature and different text genres

Photographic vocabulary presentation

Pupils work with grammar rules box for better understanding



Before you read and After you read activities for clearly staged reading practice

21st century skills practice

Further practice of listening skills

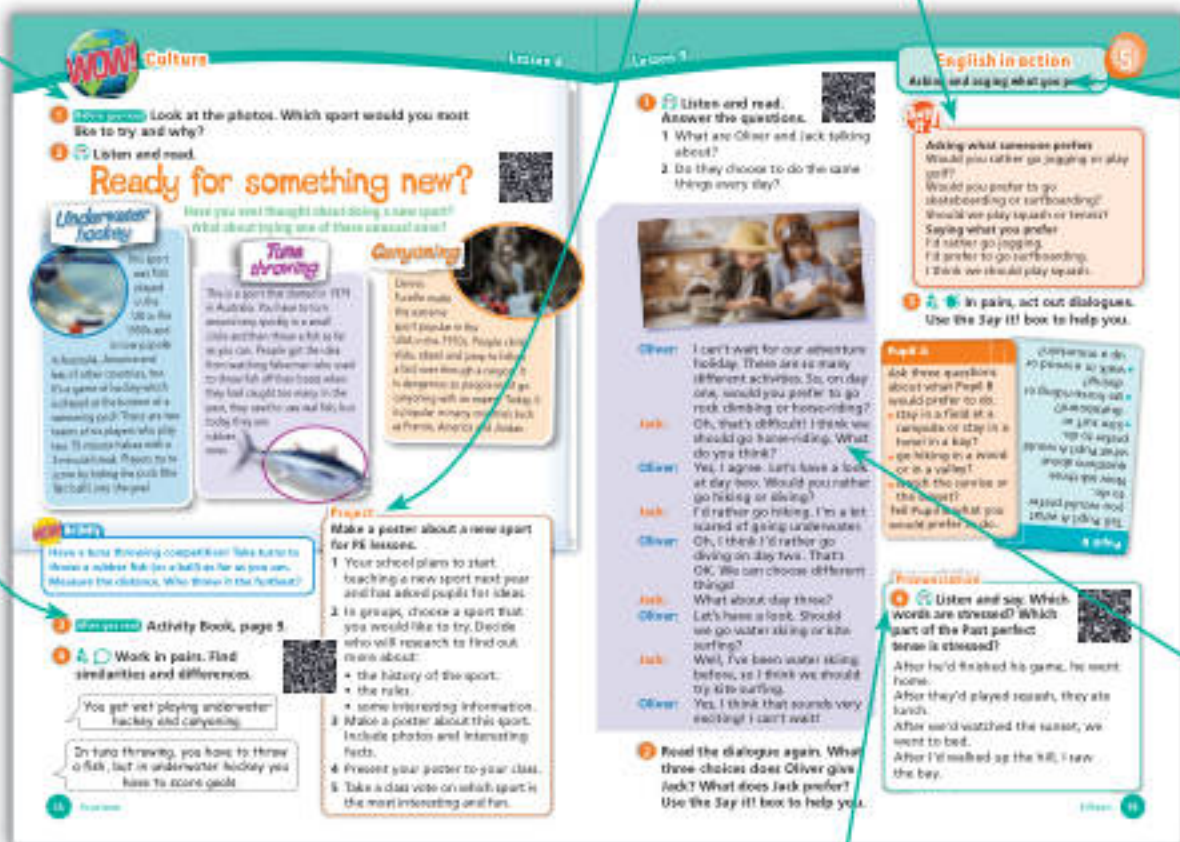
Lessons 8-9

Before you read and **After you read** activities
for clearly staged reading practice

Project based on the principles of team work to foster collaboration, creativity and initiative

Useful phrases at a glance

Focus on functional language



Model dialogue to help pupils learn new language in natural contexts

Work on pronunciation

Lessons 10-12

Literacy sections for dedicated reading and writing skills practice

Recorded text
for modelling
pronunciation

Model text

Scaffolded step-by-step instructions for the writing task

Literary: brochures and adverts

Lesson 20

Lesson 21

5

Writing

1 **1. Listen and read.** Read the text quickly. Why was it written?

- to get you to go on an adventure holiday
- to describe someone's adventure holiday
- to teach you about different parts of the world

2 **2. Listen and read.**

Brochures and adverts sell things. They use lots of positive and persuasive words (adjectives or nouns) that they might not be true!

3 **3. Listen and read.**

MAKE YOUR NEXT HOLIDAY AN ADAMS' ADVENTURE!

EXTREME SPORT ADVENTURES

You can describe the feelings of an adventure holiday in the first line. Choose any of the phrases you like to use when you go to the next part of the world.

ADAMS' ADVENTURES

It was a fantastic holiday of taking a hot air balloon. When it took off, it was like a hot air balloon. The view was amazing. It was like a hot air balloon. The view was amazing. It was like a hot air balloon. The view was amazing.

4 **4. Listen and read.**

Write a brochure about a different extreme sport. Use the flow to write... Use to help you.

- Write a plan.
- Write your text.
- Add more information.
- Read and check your brochure. Check your spelling and punctuation.

5 **5. Listen and read.** Read and choose the best adventure holiday for each person.

- I like watching extreme sports, but I'm not very good. I would really like to go on an adventure holiday. I would like to go on an adventure holiday. I would like to go on an adventure holiday. I would like to go on an adventure holiday.
- I love to go to Africa and see the animals. I would like to go on an adventure holiday. I would like to go on an adventure holiday. I would like to go on an adventure holiday. I would like to go on an adventure holiday.
- I like to go to the mountains. I would like to go on an adventure holiday. I would like to go on an adventure holiday. I would like to go on an adventure holiday. I would like to go on an adventure holiday.
- I like to go to the beach. I would like to go on an adventure holiday. I would like to go on an adventure holiday. I would like to go on an adventure holiday. I would like to go on an adventure holiday.

6 **6. Ask and answer in pairs.** Which holiday would you prefer? Why?

7 **7. Listen and read.**

KITE SURFING AT TALA BAY

Do you get bored of doing the same sport all the time? Would you prefer to try something exciting? How about trying kite surfing? It's the most brilliant extreme sport. It's like a hot air balloon. It's like a hot air balloon. It's like a hot air balloon. It's like a hot air balloon.

8 **8. Listen and read.**

Write a brochure about a different extreme sport. Use the flow to write... Use to help you.

- Write a plan.
- Write your text.
- Add more information.
- Read and check your brochure. Check your spelling and punctuation.

9 **9. Listen and read.**

Write a brochure about a different extreme sport. Use the flow to write... Use to help you.

- Write a plan.
- Write your text.
- Add more information.
- Read and check your brochure. Check your spelling and punctuation.

Before you read and After you read activities for clearly staged reading practice

Vocabulary extension with further work in the Activity Book

Writing tip to help pupils deal with important grammar, lexical or composition points

Monitoring progress and exam readiness with *Jordan Team Together*

Jordan Team Together can be used for all general English courses. *Jordan Team Together* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals. *Jordan Team Together* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

	GSE	CEFR	PTE YL	English Benchmark
Starter	10–22	Pre A1		
Level 1	17–29	Pre A1/A1	Firstwords	Level 1
Level 2	20–32	A1	Springboard	Level 2
Level 3	24–39	A1/A2	Quickmarch	Level 3
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4
Level 5	33–46	A2/B1	Breakthrough	Level 5
Level 6	36–50	A2+/B1		

The Global Scale of English



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a pupil to the right course material for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your pupils to help them progress. It does not mean that pupils need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse.

What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves pupils' English abilities to parents, monitors learning progress and ensures teaching targets the right skills. English Benchmark measures pupils' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include pupils' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Jordan Team Together* make the perfect partners for your language and learning assessment. As your pupils learn with *Jordan Team Together*, you can use the English Benchmark tests to measure their progress. After pupils have taken their test, you will see recommendations of which lessons to teach next in order to focus on the areas that need improvement.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each semester to check they are on track.

Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on pupil learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.).

In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. If you use it to improve the teaching and learning process, you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it.

Formative assessment, or assessment for learning, is “the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and pupils which are used as an ongoing process, which are flexible and adapted to the individual needs of pupils and which guarantee that all the pupils engage in the learning process.

Here are some suggestions on how to use these types of tools to implement assessment for learning in your classroom.

Main strategies of formative assessment

The main stages of the formative assessment process are:

- 1 Setting the aims and criteria for success
- 2 Monitoring pupils' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

Setting aims and criteria

If you want your pupils to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance. At the beginning of each lesson, the teacher should tell the pupils what they are going to learn. This can be done by using key questions which are meant to inspire pupils' curiosity, interest and engagement.

Monitoring pupils' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve pupil achievement of intended outcomes

Tools that can be used for monitoring pupils' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions thus ensuring that all pupils have an active role and will produce a similar amount of language, because pupil talking time (PTT) matters!
- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Pupils write their answers individually and hold up the whiteboards and you get feedback from all your pupils at the same time!

- **Happy/sad face technique**. (also Yes/No, Stop/Go, True/False) Use this for critical thinking development and yes/no answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each pupil – or pupils can make their own. After practising a skill, ask pupils how they feel they are doing. Alternatively, pupils can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the yes and no answers.
- **Traffic light cards**. Use them to check that pupils know what to do on a given task. Pupils show you a green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer pupils the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use during instruction are those oriented towards helping you actively observe the different skills and competences that your pupils are developing while they are working in class.

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your pupils' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on pupils' work by filling in observation forms or reading written assignments to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your pupils from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. [Be aware that you may need parental permission to record children.]

Peer learning

Working together in pairs or groups gives pupils an opportunity to share knowledge and also learn from their classmates.

Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Pupils work on their own, then they discuss their ideas in pairs and finally they present their ideas to a group or the whole class.
- **Two stars and a wish**. Pupils say two positive things about the work of their partner and suggest one area for improvement.
- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have pupils who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
- **Three facts and a fib**. Pupils write three true statements and one false statement about the topic of a lesson and share them with other pupils/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, e.g. a unit.

Checklists and video recordings can also be used as peer learning tools.

Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for the pupils to develop critical thinking skills about their own performance
- to promote collaboration
- to improve pupil achievement of intended instructional outcomes

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping pupils become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions.** At the end of a lesson or a unit, pupils are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions: *What have I learnt? What do I need to work on? I can ... I'm (not) good at ...*
- **Portfolios.** Pupils are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists.** These are used to assess pupils' completion of a task. They are not rating scales and they only include Yes/No or ✓/✗ descriptors.
- **Projects.** Pupils present what they know through pictures and texts such as essays, research reports or long-term projects.
- **Pupil Travel journals/Learning diaries.** Pupils create their own books, in which they chart the journey of their learning.
- **Rubrics.** They can be used when evaluating pupil performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and pupils are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

Using rubrics for assessment in CLIL

Rubrics can be very useful tools to help CLIL teachers fulfil the requirements of assessment practice in bilingual contexts. There are many reasons to use them, but these are the most important ones:

- firstly, because they suit the CLIL dual approach (content learning and language development);
- secondly, because they allow for performance-based assessment to provide qualitative feedback connected to the assessment criteria;
- thirdly, because they tell teachers, pupils and parents in advance what needs to be done to successfully perform the task;
- finally, because they give teachers and pupils a sense of direction and a context to share the learning goals from the beginning of the teaching and learning process.

Language should not be an invisible component in the bilingual classroom. Teachers in bilingual schools should be aware of the language proficiency of their pupils and systematically conduct language demands analyses of the content to provide appropriate scaffolding. Since not all pupils in the same class have the same language proficiency, effective assessment in CLIL should measure pupils' progress in the foreign language at different levels and along distinct learning paths. Rubrics are a tool that can help teachers achieve this goal of effective assessment of content, language and process in an integrated way.

Rubrics are scoring guides, which include several assessment criteria to evaluate pupils' performance or work resulting from a performance task. In this sense, they are different from checklists because they are rating scales, which means that they not only contain a list of items to be checked but they also include a range of marks to assess how well each item has been performed. These rating scales can be holistic or analytic.

Holistic rubrics

All criteria are evaluated simultaneously at a unidimensional level because each level of the rubric (1, 2, 3) includes all the descriptors for the different criteria assessed (for content, language and delivery).

Holistic Rubric

Oral Presentations	The three descriptors are assessed at the same time.
Accomplished (Level 1): content, language and delivery	Stays on topic all the time and speaks clearly. Body language is appropriate.
Developing (Level 2): content, language and delivery	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
Beginning (Level 3): content, language and delivery	It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time.

Holistic rubrics provide an overall evaluation of quality, proficiency and understanding, thus the feedback is limited because the descriptors are not analysed in detail. This means that errors are tolerated, and no correct answer is expected. Also, the scoring process is faster.

Analytic rubrics

Each criterion is evaluated separately at a multidimensional level because each criterion of the rubric (to assess content, language and delivery) includes several descriptors at different levels of performance of the task.

Analytic rubric

Oral presentations Criteria/performance	Beginning (Level 3)	Developing (Level 2)	Accomplished (Level 1)
Content	Does not seem to understand the topic very well. It was hard to tell what the topic was.	Shows a good understanding of parts of the topic. Stays on topic some (50–89%) of the time.	Shows a full understanding of the topic. Stays on topic all (90–100%) of the time.
Language	Often mumbles or cannot be understood OR mispronounces more than five words.	Speaks clearly and distinctly most (75–94%) of the time. Mispronounces no more than five words.	Speaks clearly and distinctly all (95–100%) of the time and mispronounces no words.
Delivery	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

Analytic rubrics provide detailed information from the defined performance levels. This means that a significant degree of feedback is provided. However, the scoring process is slower.

The use of each type of rubric will depend on the nature of the task and other factors such as the time available, the need for substantial feedback, the number of pupils, different language/competence levels in the group and the assessment goal: holistic rubrics should be used for overall scores and analytic ones when detailed feedback on each criterion is desired.

For your rubrics to be valid, reliable and fair, there must be a coherent connection between the learning goals and the task, the learning goals and the assessment criteria, and the descriptors with each assessment criterion.

Steps to make a rubric

Here are some steps to be followed when making rubrics to assess pupils in CLIL classrooms.

- First, begin by designing an authentic task likely to help pupils 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the pupils' level, e.g. create a questionnaire.
- Next, define the criteria to assess pupil learning from this task. These assessment criteria will be the reference points to describe the acceptable level of performance of the task, e.g.
 - pupils know about the festival (their level of comprehension of the subject);
 - pupils are able to write questions about the festival (type of questions; tenses; number; etc.);
 - pupils are able to work in groups to create a questionnaire (contributions; quality of work; time management; attitude; etc.).
- Use the CEFR charts or the Global Scale of English (english.com/GSE) to measure learner progress on the language proficiency scale and get your assessment criteria for language from their available descriptors. Using these scales as a reference is useful for understanding your pupils' levels of proficiency more precisely, to monitor pupils' progress in a more accurate way and to make more informed choices in selecting materials or assessments, e.g. Speaking: Can ask someone simple questions about their life and experiences, GSE 37/A2(+); Can summarise the key information in basic diagrams, e.g. bar charts, timelines, GSE 54/B1(+).
- Then use a cognitive taxonomy to identify the cognitive domain and skill that your tasks involve, e.g. "interpret the information collected from the questionnaires" involves applying knowledge. Then write differentiating descriptors as you move on the scale from lower order thinking skills (LOTS) to higher order thinking skills (HOTS), e.g. the information is used to create a graph but not clearly displayed; the information is used and displayed in a graph but there are some mistakes in the interpretation of data; the information is clearly displayed and interpreted.
- Once you have defined the assessment criteria and identified possible descriptors of performance, you can:
 - make a holistic rubric, then write descriptors incorporating all criteria in each descriptor;
 - create an analytic rubric, then write descriptors for each individual criterion.
- Check that the criteria and descriptors you have included in your rubric assess pupils' content, process and language learning at the right level.
- Finally, adapt the format of the rubric to the age and language proficiency of your pupils and plan carefully the structure of the rubric. You may wish to leave space at the bottom of the rubric to write comments, add signatures, stickers, parental feedback, etc.

After having used teacher-made rubrics for some time, pupils may feel ready to have an active role in this process and create their own rubrics and checklists as guidelines for goal setting. Train your pupils to do it and they will develop a very important key competence: learning to learn.

How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, pupils will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise pupil interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable, but there are some clear differences between them:

Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving pupils an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which pupils must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom, you should:

- Keep a flexible project schedule and involve pupils in project design when possible. Promote parent involvement.
- Prepare pupils by having them think about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so pupils have ownership of them by using rubrics or checklists.
- Avoid making decisions for pupils. It will take time for pupils to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a timeline with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick; a webquest to develop critical thinking skills, etc.
- Assess the quality of projects by using professional work as a reference. Boost the quality of your pupils' work by showing them good examples of other pupils' work. Develop scaffolding to help pupils reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of pupils that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

When deciding on how to group your pupils, you should consider your rationale so as to group pupils according to the right criterion. Here are some ideas to arrange your class for group and project work.

Grouping for leadership. If you have passive pupils who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these pupils share groups with class leaders (those pupils who are more skilled or have more knowledge).

Random selection groups. If the task does not require specific pupils to be separate or together, you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers ...) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your pupils' interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular films, TV series and cartoons of their interest.

Grouping by interest. Have your pupils complete a survey and group them based on their responses. You can also design the task according to different interests and give pupils the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, pupils interested in history can focus on historical buildings and pupils interested in sports can focus on stadiums and sports facilities.

How to work with mixed-ability groups

by Magdalena Custodio Espinar

Teaching and learning EFL or CLIL involves many different processes such as recording observations, presentation of ideas, argumentation, modelling constructions and explanations, arriving at conclusions, obtaining, evaluating and communicating information ... in English! This is a very rich and complex communicative context which requires both cognitive and language skills for learning to occur.

Pupils' engagement in the learning process can be increased significantly by analysing in advance the linguistic and cognitive demands of every task. This analysis will allow teachers to provide pupils with the necessary scaffolding to encourage them to actively participate in the lesson, regardless of the language level of that pupil.

Language scaffolding

In EFL and CLIL, language is used for learning and communicating. This means that it is necessary to scaffold the input (the language pupils receive), the intake (the information they process) and the output (the language they are able to produce after this information processing) to ensure an effective interaction. This scaffolding is very important because the interaction promotes the necessary feedback to connect the input received and the output produced in a meaningful way by pupils. This is called interlanguage development and it is a key factor of content learning and language development.

To identify the necessary scaffolding for our pupils, we can conduct a language demands analysis. It consists of identifying and describing in advance different types of language involved in CLIL lessons and performance-based tasks: language of learning, language for learning and language through learning (Coyle, Hood, Marsh, 2010).

Language of learning refers to the language connected with the content being learnt. Pupils will learn it to access new knowledge, e.g. learning about sound: high/low pitch, tone, volume, etc.

Language for learning is the language necessary to perform the communicative functions of the learning context. If pupils need to compare the waves of the sound in a graph, do they know the comparative and superlative form of adjectives? If not, scaffolding is required to complete this task.

Language through learning refers to language learnt due to cognitive and academic development. Each pupil will develop this type of language during the learning process in close relation to their individual cognitive development by interacting with the resources (personal, digital, etc.) and completing the tasks.

Analysing the linguistic demands of the content and the task will allow teachers to provide pupils with suitable scaffolding strategies likely to promote interaction and feedback in the classroom. In the previous example, the teacher can provide oral scaffolding by displaying visual aids such as word cards for the language of learning and the comparative and superlative structure on a poster to help pupils interact (compare the waves of the sound).

In addition, a cognitive taxonomy provides a hierarchy of thinking skills organised from lower order thinking skills (LOTs, e.g. identify) to higher order thinking skills (HOTs, e.g. compare). Bloom's revised taxonomy comprises six cognitive domains involving cognitive skills such as remembering, understanding, applying, analysing, evaluating and creating. Using a taxonomy will allow teachers to adapt the degree of difficulty of the activities they plan from a cognitive point of view by identifying the cognitive domain and skill they demand. It will also help them develop a 'continuum of practice' of always going from LOTs to HOTs, thus starting at pupils' present cognitive level (because, for example, you cannot apply if you do not first understand and remember).

Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the pupils. Here are some examples of strategies to cope with mixed-ability pupils in the classroom.

- **Low-level pupils are a majority.** Since a taxonomy is a hierarchy of cognitive skills, we must try to extend children's thinking skills from LOTs to HOTs by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High-level pupils are a majority.** If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous pupils.** Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time. For example, list the main stages of metamorphosis (LOT); find out and describe the main stages of metamorphosis (HOT).
- **Fast finishers.** All pupils work first on the same set of activities, then pupils who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted pupils with a special curricular adaptation.** Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more pupils with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted pupil in an easy and unforced manner. For example, prepare a set of activities from different levels about the properties of light, then offer the possibility to investigate what a shadow is, when it can be seen, why it changes length, etc. You can give pupils a book or website, etc. for them to find out about it.

How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Pupil's Book.

In *Jordan Team Together* Grade 7, there are four full colour vocabulary posters. Each poster can be used for presentation or revision of the vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course.

The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.



Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind pupils of the material they have covered.

Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the pupils a poster, give them its title. Tell pupils that in a moment they will see a poster with e.g. toys. Ask pupils to think about the vocabulary which may be presented in the poster. Encourage pupils to provide examples of particular words related to this thematic group. In the case of toys it will be: *a teddy, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the pupils predicted correctly.

Asking questions

Point to the objects, persons, colours, etc. presented in the poster and ask questions: *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?*, etc.

Finding and pointing

Ask individual children to come to the poster, find and point to appropriate objects, e.g. *Point to the (red car)*, etc. You may also divide pupils into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Pupils may replace the teacher and give the commands.

Memory game

Set a specific time limit, e.g. 30 seconds. Tell pupils to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask children one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g. *Is the (ball) (big)? What colour is the (kite)?* Pupils' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a zebra*. Pupils answer *No*.

Quiz

Tell pupils that you are thinking about a certain picture from the poster. The pupils' task is to guess which picture you mean. You may describe the object you have in mind for more advanced pupils, e.g. *It's grey. It's small. It has got a tail. What is it?* Pupils answer *It's a bird*.

Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask pupils what they can see. Move the sheet on the poster so that each time children guess the name of another object.

Singing

Use a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more pupils to come to the poster. Play the chant; the task of children standing by the poster is to point to the objects mentioned in the recording.

Placing words on the poster

If pupils can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by one, pupils come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all pupils to read the words aloud together.

Make your own poster

Pupils can create their own posters, based on a similar topic.

Greeting the class

Hello. Hi!	How are you today?
Good morning/afternoon.	Is everyone here?
Come in.	Is anyone away today?
Sit down/Stand up, please.	Where is (Juan)?
What day is it today?	

Starting the lesson

Are you ready?	Give this/these out, please.
Let's begin/start.	Have you got a (pencil)?
Listen (to me).	Open your books at page (4).
Look (at me/at the board).	Turn to page (6).
Take out your books/ notebooks/coloured pencils.	Open the window/door.
	Close the window/door.

Managing the class

Be quiet, please.	Who's next?
Look at me/Listen to me.	Queue/Line up!
Come to the front of the class.	Repeat after me.
Come to the board.	Wait a minute, please.
Come here, please.	Hurry up.
Put your hands up/down.	

Words of praise

Well done!	Much better.	Great work!
Excellent!	Good job.	Good luck!
Fantastic!	Congratulations!	Thank you.
That's nice.	That's correct!	

During the lesson – instructions

Hold up your picture.	It's break time/lunch time.
Draw/Colour/Stick/	Wait a minute, please.
Cut out ...	Be careful.
Write the answer on the board/ in your book.	Sorry, guess/try again.
Let's sing.	Next, please.
All together now.	Again, please.

During the lesson – questions

Are you ready?	May/Can I help you?
Do you understand?	Are you finished?
What do you think?	Who's finished?
Anything else?	What can you see?

Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

Language used for playing games

It's my/your/his/her turn.	Roll the dice.
Whose turn is it?	Move your/my counter (3) spaces.
You're out.	Miss a turn.
Don't look.	Go back (2) spaces.
No cheating.	Roll again.
Turn around.	I've won!
Close your eyes.	You're the winner!
Pass the (ball, cup), etc.	
Wait outside.	

Useful phrases for the pupils

May/Can I go to the toilet?	I'm sorry.
I understand/I don't understand.	Can you help me?
Excuse me ...	I'm ready.
	I'm finished.

Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Word card games

Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a pupil to pick up the first card and draw the object mentioned in the card in the box on the board. Other pupils guess the word. When they guess the word, the pupil shows the word card to the class.

TPR activities

What does the picture present?

Distribute small sheets of paper among pupils and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to pupils' backs without revealing to them what the pictures present. The aim of the game is to stimulate pupils to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (banana)?* Pupils may walk around the classroom or play in pairs.

Alternative bingo

Ask each pupil to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While pupils are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask pupils to stand up. Pick up one piece of paper at a time and read out the word. The pupils who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

Catch and say it!

Ask pupils to stand in a big circle. Say a category of vocabulary (e.g. food) aloud and throw a soft ball to a selected pupil. The pupil has to say a word from the category you chose. If the pupil doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all pupils sit down.

Pass the ball

Ask pupils to sit in a circle. Choose a category of vocabulary. Give pupils a small soft ball and ask them to pass it from hand to hand. Every pupil who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

The ball is burning

Pupils standing in a circle throw a ball to one another and name words from a vocabulary set. The ball shouldn't be caught when somebody says the 'forbidden' word (previously agreed), e.g. *lemonade* if the vocabulary set is food. If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

Guessing game: pictures

Ask one pupil to slowly draw on the board a picture presenting a new word from the current lesson. Other pupils try to guess what the picture presents and say the appropriate word. The pupil who guesses the word first draws the next picture.

Simon says

Give pupils simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Simon says*, e.g. when you say *Simon says jump*, pupils can jump, but when you say only *Jump*, they cannot move (explain to pupils that Simon is a king who gives them commands). The pupil who makes a mistake loses one point. Vary the speed of instructions to make the game more interesting. Later you may ask pupils to give instructions.

Team games

Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Pupils draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point.

Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly, give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the pupil rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

Parachute

Divide pupils into two teams. On the board, draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters as there are in the word. Pupils from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

Shadowing

Pupils follow the audio they hear with its written form at the same time as moving their mouths (lips, tongue, etc.) and sub-vocalising. In this way, they are practising moving their mouths to make the right shape at the right speed, but are not making a noise; this is the silent version. This re-uses texts to work on pronunciation, but only when overall meaning has been understood. The technique can also be used with vocalisation, where pupils carry out shadowing the intonation and rhythm. I was first made aware of it in the early 1990s but it is having a renaissance as a useful strategy for young learners.

Ghost Writing

Pupils write letters or words in the air with their whole arm.

Backs to the board

Pupils work in two or three teams, with one pupil (the player) from each standing with their back to the board, facing their team members. The teacher writes a word, phrase or drawing which players are NOT allowed to look at. The teams need to find ways to make their player say the target expression/words correctly, and can use any way of doing this, e.g. defining, explaining, miming, giving clues (it's got seven letters, it starts with the letter before B, it sounds like X, etc.). If noise levels get too high, have pupils whisper instead, or pass the talking stick/microphone, so only one team member speaks at a time.

Mill drill

The class work in two halves, where one has a question or statement that needs a response. The activity takes place with pupils mingling, walking (with a slip of paper on which they have written down a prompt) around to collect answers/responses, before changing roles.

Concentric circles

Pupils work in two circles to carry out a role play or Q & A or short exchange. The inner circle of pupils (standing or sitting) turn around to face the other pupils in the outer circle, who move around at the teacher's instruction. In this way they rehearse, repeat and practise the TL in a controlled way, with different partners.

Don't say it!

Pupils work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another pupil or team or the class to name.

Charades

Pupils work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify.

Picture Pair Dictation

Pupils describe and draw, using any picture from the book, or a drawing they have made (e.g. the furniture in their room). One describes, the other draws. They should work without being able to see the drawing or the picture (e.g. opposite or back to back). Afterwards, they compare and spot the differences. Pupils then change roles. Encourage communication in English with questions to check, e.g. *on the right or the left of ...?*

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Welcome

Let's get started!

1 Listen and read. What are the children talking about?



World of Wonder! Magazine

Welcome

Book Club

Culture

Hello, friends! It's nice to be with you again! We hope you enjoyed Semester 1! The WOW! Team is here and we have lots of new things to show you in our magazine!

And of course, we can't wait to hear about your ideas, too! You can send us messages about what you want us to talk about and also leave comments on our magazine articles.



Semester 1 was about living in cities and we also talked about what kind of jobs there are and what each of us would like to do!

We also discussed different kinds of books and what we can do to protect our planet! Semester 2 has a lot more! How about adventure sports and inventions? Join us to find out more!

4 four

Mapping

Topic	Theme 1: Society Theme 6: Recreation
Scope and Sequence Matrix	Listening: understanding the main idea and specific details in oral texts describing people, places and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information or clarify something Speaking: taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion) Reading: reading and understanding short, simple stories involving familiar, concrete situations written in a high-frequency everyday language Viewing and presenting: viewing visual information and showing understanding by asking relevant questions
Learning Outcomes and Performance Indicators	Listening: identify the main ideas and specific details in oral descriptions of people, places and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements) Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events Reading: use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main idea(s) and key facts in a reading text Writing: use correct sentence grammar, punctuation and capitalisation Viewing and presenting: start to demonstrate understanding of visual information by asking relevant questions

Objectives

- **Lesson aims:** to revise vocabulary and grammar presented in Semester 1; to introduce the Semester 2 topics
- **Target language:** Semester 1 vocabulary
- **Skills:** Listening, Speaking, Reading

Materials

- sheets of A4 paper, enough for each pupil (fast finishers)

Global Scale of English (GSE)

- **Listening:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Reading:** Can understand short, school-related messages in emails, text messages and social media postings (GSE 39). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

Assessment for Learning

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

Starting the lesson

- Write *cities, jobs, books, environment* on the board. Using the Lollipop stick technique, ask pupils to say a word connected to one of the topics. Specify a topic for each pupil.
- Ask *What are your favourite books/jobs/places to visit?* and *What do you do to protect the environment?* Elicit answers.

Presentation

- Explain that in this lesson pupils will read about the WOW! Team and the topics they will talk about in Semester 2.

Practice

Pupil's Book

1 W1 Listen and read. What are the children talking about?

- Refer pupils to page 4. Ask pupils to look at the pictures and to raise their hands to name the children.
- Play the audio.
- Check comprehension with questions: *What were the topics of the WOW! Magazine in Semester 1? (city life, future jobs, books and our planet) What will be in the magazine in Semester 2? (adventure sports and inventions)*
- **Extension** Tell pupils to think of two more topics that might be covered in Semester 2.
- Ask for feedback and promote class discussion: *Do you agree? Is that an interesting topic? What's your idea?*



2 Look and read. Match the pictures to the WOW! Magazine ideas.

- Refer pupils to page 5. Pupils work individually and write their answers in their notebooks. Then they compare ideas with a partner.
- Ask pupils to read out their answers using the Lollipop stick technique. Ask them to give reasons for their answers, saying key words and describing what they can see in the pictures.

3 With a partner, discuss these questions about Activity 2.

- Ask two pupils to read out the questions.
- Walk around the class monitoring pairs.
- Promote class discussion: *Which of the comments do you agree with? Which do you disagree with?* Pupils raise their hands. Ask different pupils to give reasons why.
- Using the Lollipop stick technique, ask pupils to offer ideas for more topics and write their ideas on the board.

Extra activity Critical thinking

- Ask pupils to decide on the four best topics for the magazine for Semester 2 and explain why.

Activity Book

1 Read and choose the correct words to complete the sentences.

- Pupils complete the activity individually. Have pupils check their answers with their partners.

Answer key 1 will have, 2 can, 3 city, 4 job, 5 inventions

2 Read the ideas on Pupil's Book page 5 again. Choose T (true) or F (false).

- Pupils work individually.
- Check answers using the Lollipop stick technique.

Answer key 1 F, 2 T, 3 T, 4 F, 5 F, 6 T, 7 T, 8 T

3 Think of the new topics in Semester 2. Which one do you think is the most interesting? Why?

- Pupils work individually and then compare answers with a partner.
- Have a class vote for the most interesting topic.

Extra activity Fast finishers

- Have pupils close their books and write down the topics they remember from Activity 2.

Finishing the lesson

- Using the Summative questions technique, ask *Which do you think will be your favourite topic for the WOW! Magazine?*



This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1



Aisha, 13, Jordan 3 minutes ago

It was great to read about what kind of books there are in Semester 1. I started reading poetry and I even wrote a couple of my own poems. One of them won a school contest! I'd like to be a poet when I grow up.

2



Jameela, 12, UAE
2 minutes ago

I love travelling and my family and I visited London this summer. I knew all about the Monument from Semester 1 and I was able to ask for train tickets. That really helped my parents!

3



Alfie, 12, Australia 3 minutes ago

I'd like to find out more about shopping and interesting places to shop around the world. Also, we all need to think about how to shop in a more environmentally friendly way. Perhaps you could talk about that in Semester 2?

4



Abbas, 11, Jordan 7 minutes ago

Extreme and unusual sports have always fascinated me! Please, could you write about those in this semester? I'm particularly into kite surfing and water skiing, because I live near the Red sea.

5



Matilda, 13, Sweden
5 minutes ago

My friends and I are worried about our planet. We try to do what we can here in our city. We plant trees and recycle paper and glass at school. We found more solutions in the article in Semester 1. Thank you!

6



Eleni, 11, Greece
11 minutes ago

I loved the Semester 1 articles! I want to be a journalist when I grow up. So, I must be good at communicating. Can you talk about different ways of communicating in this semester?

7



Scarlett, 13, Germany 8 minutes ago

My favourite article in Semester 1 was the one about jobs, although I don't think that robots will take all our jobs. I want to read more about inventions, how the inventors thought about them and how they work.

8



Luigi, 10, Italy 10 minutes ago

I had some problems at school with some bullies. I felt really bad. But your article about books was very helpful. I didn't know there were self-help books. I found one about building confidence and I was able to deal with it all!



2 Look and read. Match the pictures to the WOW! Magazine ideas.

1 c, 2 h, 3 a, 4 d, 5 e, 6 f, 7 g, 8 b

3 With a partner, discuss these questions about Activity 2.

- 1 Which of the comments do you agree with? Which do you disagree with?
- 2 What other topics would you like to see in the WOW! Magazine? Why?

five

5

1 Listen and read. What three new topics does the WOW! Team mention for Semester 2? *The three new topics are exploration, science and inventions.*



About Us



Dana

Semester 1 was an adventure for us! I hope it was for you, too. I spent the holidays helping my aunt who's an architect in Egypt. She used to have an employee, but she needed to leave. I asked my aunt if she wanted me to help and she told me to be there every day at 9 am. I really enjoyed it and I might go back again next summer!



Alex

Hi and welcome back! I've got some great news. I got into the professional football team for boys of my age. I'm starting practice next month and I can't wait! Practice takes place five times a week and each one lasts from 5–8 pm in the evening. I shouldn't stay up late at nights, because I won't play well. We are expected to play in tournaments with other teams. Last year, the team was awarded a medal. They came first!



Mei

Thank you for all your ideas! Another friend posted a comment today and asked if we could talk about exploring. I told her not to worry! This topic is also covered in Semester 2. You needn't worry at all. There's plenty to find out in this book!



Sami

I hope you all liked the articles on science that I found for Semester 1. My friends and I are working on some more articles on science and inventions for this semester. You'll enjoy them, too! Let's begin!

Objectives

- **Lesson aims:** to revise vocabulary and grammar presented in Semester 1; to talk about the Semester 2 topics
- **Target language:** Semester 1 grammar
- **Skills:** Listening, Speaking, Reading

Materials

- Yes/No response cards

Global Scale of English (GSE)

- **Listening:** Can follow extended stories and texts written in simple, familiar language, if supported by pictures (GSE 44).
- **Reading:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can talk about their hobbies and interests, using simple language (GSE 34). Can ask a range of questions in guessing games to find the answer (GSE 36). Can ask someone simple questions about their life and experiences (GSE 36).
- **Speaking:** Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures (GSE 33).

Assessment for Learning

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

Starting the lesson

- Ask different pupils these questions: *What job might you do in the future? What book are you going to read? What do you have to do to help at home?*
- Call out these activities one at a time and ask pupils to respond to which ones they do, using their Yes/No response cards: *reading, writing, listening to music, playing music, driving, cycling, using social media, water skiing, cooking, buying clothes, watching TV.*

Presentation

- Explain that in this lesson pupils will read about the WOW! Team and the topics they will talk about in Semester 2.

Practice

Pupil's Book

- 1 **W2** Listen and read. What three new topics does the WOW! Team mention for Semester 2?
 - Refer pupils to page 6. Ask different pupils to describe the appearance of the children in the photos before they listen and read.
 - Play the audio. Pupils write their answers in their notebooks.
 - Check answers using the Lollipop stick technique.



Extra activity Critical thinking

- Ask pupils to mention any details they remember for each child from Semester 1, e.g. *Dana comes from Jordan, but her grandmother is English.*

- 2 Read the About Us page again. Underline examples of the following grammar points from Semester 1.

- Place pupils in pairs for this activity.
- Check answers and ask for feedback using the Lollipop stick technique.

Answer key

used to: She used to have an employee.

present continuous for future plans: I'm starting practice next month.

present simple for timetables: Practice takes place five times a week and each one lasts from 5–8 pm in the evening.

will for predictions: because I won't play well; You'll enjoy them, too!

might/may/could for predictions: I might go back again next summer!

reported speech: statements, questions and commands: I asked my aunt if she wanted me to help and she told me to be there every day at 9 am.; asked if we could talk about exploring. I told her not to worry!

present simple passive: We are expected to play in tournaments with other teams; This topic is also covered in Semester 2.

past simple passive: Last year, the team was awarded a medal.

modal verbs of obligation: but she needed to leave; I shouldn't stay up late at nights; You needn't worry at all.

- 3 Write an example for each grammar point and compare with a partner.

- Pupils work individually and write their examples.
- They compare their ideas in pairs.
- Check answers using the Lollipop stick technique.

- 4 Match the words with their definitions.

- Pupils work individually and match the items.
- Check answers using the Lollipop stick technique.

Extra activity Fast finishers

- Have pupils use the words from Activity 4 to write sentences or a short story.

- 5 Play a game. Describe or mime the words for your partner to find.

- Divide pupils into pairs.
- Give pairs two minutes to choose their words without letting their partner know.
- Set a time limit for each word and ask pairs to keep the score.
- Monitor and help pairs.
- Announce the winners of each pair.
- **Extension** Have the winners of each pair compete for another round.

Activity Book

- 1 Read the text on Pupil's Book page 6 again and complete the sentences with a word.

Answer key 1 aunt, 2 summer, 3 practise, 4 tournaments, 5 exploration, 6 inventions

- 2 Read the following comments from other children and give answers that the WOW! Team would give.

- Give pupils a few minutes to complete the activity. Then they can compare answers with other pupils.
- Place pupils in different pairs for this activity.

2 Read the About Us page again. Underline examples of the following grammar points from Semester 1.

- *used to*
- present continuous for future plans
- present simple for timetables
- *will* for predictions
- *might/may/could* for predictions
- reported speech: statements, questions and commands
- present simple passive
- past simple passive
- modal verbs of obligation

3 Write an example for each grammar point and compare with a partner.

4 Match the words with their definitions.

- | | |
|---------------|--|
| 1 monument | a to stop working because of age |
| 2 pavement | b the part of the street where people walk |
| 3 retire | c a list of ways to cook different kinds of food |
| 4 recipe book | d with lots of light |
| 5 bright | e a big wave caused by an earthquake |
| 6 pollution | f a structure that reminds people of a person or important event |
| 7 tsunami | g the damage caused to the environment |

5 Play a game. Describe or mime the words for your partner to find.



seven

7

Diversity

Challenge

- Pupils do Activities 1 and 2 individually. Ask different pupils to write the answers on the board.

Support

- Pupils do Activities 1 and 2 in pairs. Write the answers on the board.

3 With a partner, role-play the comments and your replies in Activity 2.

- Place pupils in different pairs again. Have pairs swap their replies and role-play the dialogues.
- Monitor and help pairs.

Extra activity Fast finishers

- Pupils think of other words from Semester 1 to add to Activity 5.

Finishing the lesson

- Using the Summative questions technique, ask *What can you remember about the team members and Semester 1?*

Mapping

Topics

Theme 4: Environment Theme 6: Recreation

Scope and Sequence Matrix

Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences

Speaking: responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions

Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and details; using self-assessment tools (e.g. rubric) to assess their comprehension

Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, publishing); revising written texts for clarity, correctness and coherence; expressing themselves in writing different forms for different purposes (e.g. letters, emails)

Viewing and presenting: using appropriate terminology to describe visual texts (logos, font, foreground, background, impact); identifying and explaining overt and implied messages in simple media texts; discussing own feelings in response to visual messages; presenting and developing ideas and opinions on a variety of topics orally or visually; using PowerPoint, Google Slides and Keynote to create presentations

5

Adventure sports

Extreme sports: rock climbing, horse-riding, ice hockey, motor-racing, golf, go-karting, surfing, water skiing, kite surfing, diving, squash, jogging

Geography: north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay

Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

WOW! World of Wonder! Magazine

Welcome

Book Club

Culture

Some of you have told us that you love the feeling that you get when you do an exciting sport. How many words do you know for the extreme sports on this page? What places can you see?

Sami has a question for you. Can you think of some answers to his question?

WOW! Question



Sami: 3 months ago

What are the advantages and disadvantages of extreme sports?

In this unit I will ...

- learn words for extreme sports and places
- use reflexive pronouns and the Past perfect tense
- read an adventure story
- learn about unusual sports around the world
- work in a group to make a poster about an unusual sport
- learn how to ask and talk about things I prefer
- read and write brochures

8 eight

Learning Outcomes and Performance Indicators

Listening: follow detailed instructions or directions, answer a variety of questions or perform an appropriate social act (expressing gratitude or agreement) in response to an oral text; identify type of text (persuasive, expository, informative); distinguish facts from opinions; use resources to help construct meaning (dictionaries, online search engines); ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information or enhance understanding of a topic or issue

Speaking: determine the referent of a pronoun used in the text; recognise the main points made by other speakers and respond by asking questions, commenting or giving suggestions; partake in short discussions on simple themes; explain their ideas, reflection and feelings clearly; use rising and falling intonation to show willingness, approval, disagreement

Reading: preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; use prior knowledge and identify types of texts; draw inferences through referring to explicit details and examples in a reading text; identify the main idea of a text and explain how it is supported by key details; explain how specific images contribute to and clarify a text; determine the referent of a pronoun used in the text

Writing: write diaries and personal journals

Viewing and presenting: use appropriate terminology to describe visual texts (logos, font, foreground, background, impact); identify and explain overt and implied messages in simple media texts; demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; describe the influence of visual presentations on a particular audience; describe visual images of various types by illustrating intentions; present and develop ideas and opinions on a variety of topics orally or visually with posters

Unit objectives

Talk about extreme sports and geography

Language

Vocabulary	Extreme sports <i>rock climbing, horse-riding, ice hockey, motor-racing, go-karting, surfboarding, water skiing, kite surfing, diving, squash, jogging, golf</i> Geography <i>north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay</i>
Grammar	Reflexive pronouns Past perfect
Functions	Expressing preferences
Phonics	Sentence stress with the Past perfect

Key competences

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

Mathematical, science and technological competences: order events (L. 5)

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

Social and civic competences: learn to be creative (L. 5, 8, 9 and 11); learn to talk about sport and geography (L. 1–12)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 8)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 3 and 4)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 2, 6 and 7); Finding information (L. 8); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Making a poster about a new sport for PE lessons (L. 8)
Communication	Talking about sports (L. 1); Using reflexive pronouns (L. 3); Using the Past perfect (L. 6); Functional dialogue (L. 9); Talking about adventure holidays (L. 10)
Collaboration	Project groupwork (L. 8); Acting out (L. 2, 5 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 5 Test

Objectives

- **Lesson aims:** to learn and use words for extreme sports
- **Target language:** rock climbing, horse-riding, ice hockey, motor-racing, go-karting, surfboarding, water skiing, kite surfing, diving, squash, jogging, golf
- **Skills:** Listening, Speaking, Reading

Materials

- Resource 30A
- True/False response cards

Global Scale of English (GSE)

- **Reading:** Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Speaking:** Can list the advantages of a course of action in some detail, using a range of fixed expressions (GSE 56). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about everyday activities, using simple language (GSE 32). Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/False response cards technique
- Peer learning: pairwork; Think-pair-share technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Write *Sport* on the board. Ask *What sports do you like?* Pupils raise their hands to offer answers.

Presentation

- Explain that in this lesson pupils will learn to talk about extreme sports. Explain *extreme* if necessary. Explain that extreme sports can be dangerous and it is essential to learn from an expert. Tell them that when someone does an extreme sport they must always use the correct safety equipment and wear the correct clothing.

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
 - Refer pupils to pages 8 and 9. Read the rubric and tell pupils to look at the photos on the Welcome page for a moment.
 - Read out the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Give pupils one minute to discuss in pairs.
 - Using the Lollipop stick technique, ask pupils for feedback. Accept all reasonable answers.
- 2 **5.1 Look and match. Then listen, check and repeat.**
 - Refer pupils to page 9. Tell pupils to match the words and phrases they know and guess the ones they don't know.
 - Play the audio.



- Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.
- Consolidate understanding with these true or false statements. Pupils respond with their True/False response cards.
 - You need water for diving/rock climbing/kite surfing.*
 - You play ice-hockey/golf on grass.*
 - Motor-racing/Go-karting/Horse-riding is for drivers.*
 - You need special equipment for surfboarding/water skiing/jogging.*
 - You don't wear a helmet for motor-racing.*

3 **5.2 Listen and read. What sports are the WOW! Team talking about? Who doesn't usually like extreme sports?**



- Check answers using the Lollipop stick technique.

4 **Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.**

- Pupils work individually and then compare their answers with a partner.
- Pupils raise their hands to offer answers. Ask two pupils to write the answers on the board.

Extra activity Critical thinking

- Write on the board *Why do people like extreme sports?* Pupils discuss in pairs and then give feedback. Encourage pupils to use adjectives, e.g. *exciting, challenging, dangerous, difficult*. Alternatively, write on the board *How can people stay safer when doing extreme sports?* Ask pupils to discuss their ideas in pairs and then give feedback.

5 **Work in pairs. Answer the questions.**

- Place pupils in pairs for this activity.
- Ask different pupils to offer answers. Promote class discussion: *Who did the same? Who would like to do the same? What's your reason?*

Diversity

Challenge

- Before pupils do the pairwork in Activity 5, tell them to write down the verb we usually use with each sport:
 - play: golf, ice hockey, squash*
 - go: diving, horse-riding, jogging, rock climbing, surfboarding, water skiing*
 - do: go-karting, kite surfing, motor-racing*

Support

- Write *play, go* and *do* on the board. Dictate to pupils the verbs with the sports for them to use for the pairwork activity.

Activity Book

1 Write the sports.

- Pupils complete the activity individually. They then compare answers with a partner.
- Check answers using the Lollipop stick technique.

Answer key 2 water skiing, 3 diving, 4 go-karting, 5 squash, 6 rock climbing

2 Read and complete the sentences.

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

Answer key 2 kite surfing, 3 jogging, 4 motor-racing, 5 ice hockey, 6 horse-riding



2 Look and match. Then listen, check and repeat.

rock climbing 3 horse-riding 9 ice hockey 4 motor-racing 11 go-karting 2
surfboarding 5 water skiing 6 kite surfing 7 diving 8 squash 1 joggin 12 golf 10



3 Listen and read. What sports are the WOW! Team talking about? Who doesn't usually like extreme sports? Alex – go-karting; Sami – water skiing, surfboarding, kite surfing, diving; Dana – horse-riding; Mei – rock climbing. Dana doesn't usually like extreme sports.



WOW! Blog

1 Alex 2 minutes ago

I love extreme sports! Last weekend, I went go-karting with my friends. I wore a helmet and special clothes. I had a brilliant time!

3 Dana 30 minute ago

I don't really like extreme sports. They're too dangerous. The extreme sport that I've tried is horse-riding. At first, I was scared because the horse looked so big. But when I got on, I wasn't scared at all! I was proud of myself for being brave.

2 Sami 15 minutes ago

Last summer, we had the best holiday of our lives. My brother tried water skiing, surfboarding and kite surfing! I also had my first diving lesson. It was a bit difficult, but I loved the feeling of being underwater. I can't wait to go again.

4 Mei 2 hours ago

I often go rock climbing at my local sports centre. I love the feeling of going higher and higher! It's so exciting and I know the ropes will keep me safe.

4 Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

Which sports:

- do you do in water? *surfboarding, water skiing, kite surfing, diving*
- use a ball? *squash, golf*
- are usually team sports? *ice hockey*
- need something with wheels? *cycling, motor-racing, dirt biking, go-karting, skateboarding*
- need a helmet? *rock climbing, cycling, snowboarding, go-karting, skateboarding, ice hockey, treetop adventure, horse-riding, dirt biking, motor-racing*

5 Work in pairs. Answer the questions.

- 1 Which of the extreme sports have you done and did you enjoy them?
- 2 Which of these sports would you like to try and why?

I played ice hockey last year. I loved it because it was really exciting!



nine

9

3 Read the I'm learning box. Then complete the table about sports.

- Pupils complete the activity using the Think-pair-share technique. Point out that they can write a sport in more than one box.

4 Write five sentences about other sports. Where do you do them and who with?

- Ask different pupils to read their sentences to the class.

Extra activity Fast finishers

- Pupils give themselves one minute to learn the new vocabulary. They close their books and see how many words they can write down.

Finishing the lesson

- Pupils close their books. Call out the first part of each sport word and have pupils complete them in unison.
- Using the Thought-provoking questions technique, ask *Do you use the English words for these sports in your language? Do you say them the same way or differently?*

Objectives

- **Lesson aims:** to listen to and read a dialogue about extreme sports
- **Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork; acting out; Three facts and a fib technique

Starting the lesson

-  Say the underlined parts of these phrases from Lesson 1 and have pupils complete in unison: diving, go-karting, golf, horse-riding, ice hockey, jogging, kite surfing, motor-racing, rock climbing, squash, surfboarding, water skiing.

Presentation

-  Explain that in this lesson pupils will read about the opinions of the WOW! team regarding extreme sports.

Practice

Pupil's Book

- 1  **5.3 Listen and read. What do the girls disagree about?** 
 - Refer pupils to page 10.
 - Ask pupils to raise their hand to offer answers.
- 2  **Work in pairs. Read the dialogue again and answer the questions.**
 -  Tell pupils to read the dialogue quietly and then discuss the answers in pairs.
 -  Check answers using the Lollipop stick technique. Ask volunteers to write the answers on the board.

Key words search

Extreme sports for kids

Extra activity Critical thinking

- Write the headings *Nouns*, *Verbs* and *Adjectives* on the board. Pupils write the words connected to extreme sports in this lesson in their notebooks under the headings.

- 3  **Work in pairs. Find the expressions in the dialogue above. Match them to the speech bubbles below. Then use the expressions and act out.**

-  Pupils act out the expressions in pairs. Ask different pairs to demonstrate the expressions to the class.
- **Extension** Ask pupils to think of their own statements that could prompt these expressions.

- 4  **Do you think that children should do extreme sports?**

-  Place pupils in new groups for this activity.
- Walk around the class monitoring groups.
- Ask different groups to tell the class their ideas and to give reasons.
- **Extension** Pupils choose a sport they think is good for children and tell the class what it is and why they think it is good.

Diversity

Challenge

- Tell pupils to think of at least two reasons each to support their opinion for Activity 4.

Support

- Before pupils talk in pairs, ask the class to think of positive and negative words connected to extreme sports. Pupils raise their hands to offer ideas. Write the words on the board for pupils to use while speaking.

Activity Book

- 1  **5.4 Read and complete the sentences from the dialogue on Pupil's Book page 10. Who said them? Write. Then listen and check.** 

- Give pupils one minute to complete the activity. Pupils check their answers with their partners.
- Play the audio.
- Ask different pupils to offer answers.

Answer key 2 Mei, playing squash; 3 Dana, enjoying yourself; 4 Dana, hurts himself; 5 Mei, always uses; 6 Dana, let's go

- 2 **Read the dialogue again and circle T (true) or F (false). Then explain.**

- Pupils write and then compare answers with a partner.
- Ask different pupils to offer answers. Ask for class agreement.

Answer key 2 T – She says that she will be climbing again by next week.; 3 F – Her cousin started playing ice hockey when he was four.; 4 T – She thinks it's just part of being a kid.; 5 F – She doesn't want to be late for PE.

- 3  **5.5 Read and complete the dialogues. Then listen and check.** 

- Pupils write and then compare answers with a partner. Play the audio for pupils to check.
-  Check answers using the Lollipop stick technique, choosing two pupils. One pupil reads the sentence and the other pupil uses the expression.

Answer key 2 I told you so!; 3 I suppose so.; 4 I told you so!; 5 Not really.; 6 I suppose so.

Extra activity Fast finishers

- Write these questions on the board: *What sports are good for children under seven and over seven? How many times a week should children do sports?* Pupils write the answers in their notebooks.



1 Listen and read. What do the girls disagree about?
They disagree about whether extreme sports are too dangerous for children.



Dana: Oh no, Mei! What happened?

Mei: I went to Wadi Rum with my family. I fell when I was rock climbing and I hurt myself.

Dana: Poor you! I've always said that children shouldn't do extreme sports because they often hurt themselves. I told you so!

Mei: It's nothing serious. I'll be climbing again by next week. All sports can be dangerous, anyway. My sister cut herself when she was playing squash last week! That's not an extreme sport!

Dana: I suppose so. I don't want to stop you from enjoying yourself, but I just think that some sports are too dangerous.

Mei: Not really. I have a cousin who started playing ice hockey when he was four years old.

Dana: That's too young. What if he hurts himself?

Mei: He's never hurt himself! He always uses a helmet and wears special clothes. Anyway, it's just part of being a kid, isn't it? How can we learn about danger if we're always protected from everything?

Dana: Maybe you're right. Come on, let's go or we'll be late for PE.

Mei: I can't do PE at the moment. It's so annoying. I'll just sit here and dream about rock climbing.

2 Work in pairs. Read the dialogue again and answer the questions.

- Why does Dana think children shouldn't do extreme sports?
Because children often hurt themselves.
- How does Mei explain that all sports can be dangerous?
She says her sister cut herself playing squash last week and that's not an extreme sport.
- How does Mei's cousin stay safe when he's playing ice hockey?
He always wears a helmet and special clothes.
- Where is Dana going now?
She is going to her PE lesson.

3 Work in pairs. Find these expressions in the dialogue above. Match them to the speech bubbles below. Then use the expressions and act out.
Refer to Activity 1 for answer key (answers circled in red).

I suppose so. I told you so! Not really.

1 I tried playing squash, but I hated it. Just like you said I would!

I told you so! (...)

2 You don't like diving very much, do you?

Not really. (...)

3 You can hurt yourself playing any sport.

I suppose so. (...)

4 Do you think that children should do extreme sports?

10 ten

Finishing the lesson

- Using the Three facts and a fib technique, pupils write sentences about the sports they do and like. The class guesses the fib.

Objectives

- **Lesson aims:** to learn and use reflexive pronouns; to understand a listening task
- **Target language:** *I fell when I was rock climbing and hurt myself.*
- **Skills:** Listening, Speaking, Reading

Materials

- Resources 34 and 50

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Using the Lollipop stick technique, pupils say any word connected to sport. It can be a verb, a noun or an adjective.

Presentation

- Explain that in this lesson pupils will learn to use reflexive pronouns and they will also do a listening activity.
- Write *I hurt my leg!* and *I hurt myself!* on the board. Ask pupils what difference they can see in the sentences. Tell them that *myself* is a reflexive pronoun.

Practice

Pupil's Book

- 1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- Refer pupils to pages 10 and 11. They answer individually.
- Ask different pupils to raise their hands to offer answers and reasons. Ask for class agreement.

Diversity

Challenge

- Each pupil writes down three more True/False sentences for another pupil to decide if they're True or False.

Support

- Pupils work together in pairs and they write True/False sentences together for another pair.

- 2 Look at the grammar table. Then complete the rule.

- Give pupils a minute to work out the rules.
- Check answers using the Lollipop stick technique.
- Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

- 3 Read the dialogue in Lesson 2 again. Underline the examples of reflexive pronouns.

- Pupils work individually.
- Ask for feedback using the Lollipop stick technique.
- **Extension** Have pupils think of their own sentences using the reflexive pronouns.

- 4 Say the sentences using reflexive pronouns.

- Place pupils in pairs for this activity and have them take turns to say the sentences.
- Ask different pupils to say the answers.
- Pupils repeat the pairwork, reading a sentence of their choice. Their partner says the number of the sentence.

- 5 5.6 Listen. For each question, choose the correct picture.

- Tell pupils to read the questions and look at the pictures before they listen.
- Play the audio. See page 48 for audioscript.
- Check answers using the Lollipop stick technique.



- 6 5.7 Listen again and answer the questions.

- Pupils read the questions before listening again.
- Check answers using the Lollipop stick technique.



- 7 Talk to your partner about the topics in the box.

- Pupils work in pairs.
- Ask different pairs to tell the class about their friend, e.g. *My friend hurt herself when she was riding her bike.*

Extra activity Critical thinking

- Pupils write a list of verbs that use reflexive pronouns. They can refer to the text and online.
- Pupils choose five verbs and write a sentence with a different reflexive pronoun for each one.

Finishing the lesson

- Using the Summative questions technique, ask *Did you enjoy/ behave yourself today? What did you teach yourself?* Elicit answers.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use reflexive pronouns
- **Target language:** *I fell when I was rock climbing and hurt myself.*
- **Skills:** Listening, Reading

Materials

- Resources 17 and 45

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

- 1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

false (She hurt her arm because she fell when she was rock climbing.)

- 1 Mei hurt her arm because she fell while playing squash.
- 2 Mei's arm will be better by next week. **true**
- 3 Mei's sister was hurt when she was jogging. **false (Mei's sister was hurt when she was playing squash.)**
- 4 Mei's cousin plays ice hockey. **true**

- 2 Look at the grammar table. Then complete the rule.

Grammar

Reflexive pronouns

I fell when I was rock climbing and hurt **myself**.
Children shouldn't do extreme sports because they often hurt **themselves**.
My sister cut **herself** when she was playing squash.
Did you do it **yourself**?

We use reflexive pronouns when the subject and object is **the same** / different.

- 3 Read the dialogue in Lesson 2 again. Underline the examples of reflexive pronouns.

Refer to Activity 1 on page 10 for answer key (answers underlined in green).

- 4 Say the sentences using reflexive pronouns.

- 1 I hurt my leg when I fell off my bike yesterday. **I hurt myself when I fell off my bike yesterday.**
- 2 They cut their arms at the go-karting party. **They cut themselves at the go-karting party.**
- 3 We hurt our heads when we were rock climbing. **We hurt ourselves when we were rock climbing.**
- 4 She hurt her hand in the swimming pool. **She hurt herself in the swimming pool.**
- 5 Did you cut your finger with the knife? **Did you cut yourself with the knife?**
- 6 The cat didn't hurt its leg when it fell out of the tree. **The cat didn't hurt itself when it fell out of the tree.**

- 5 Listen. For each question, choose the correct picture.

- 1 Fadi is talking to his mother. Where are his trainers?
- 2 Heba and Dalia are talking about a sport they would like to try. What sport does Heba choose?
- 3 Jamal and Ali are talking about a party. What type of party has Jamal been to today?



Because he wants to go skateboarding.

- 6 Listen again and answer the questions.

- 1 a Why is Fadi looking for his trainers? b Who is going to get the trainers?
- 2 a When did Heba go water skiing? b Why doesn't she want to go diving?
- 3 a Why does Jamal feel proud? b When is Ali's birthday? **next month**

last year on holiday

Because he went rock climbing even though he was scared.

Fadi



Because she prefers to be out of the water and not under it.

- 7 Talk to your partner about the topics in the box.

- the last time you hurt yourself
- how you and your friends enjoy yourselves at weekends
- a time you taught yourself to do something

I hurt myself when I was diving last weekend.

eleven

11

Assessment for Learning



Peer learning: groupwork



Independent learning: Summative questions technique

Starting the lesson

- Ask pupils to work in groups and say what they remember about the rules for reflexive pronouns from the last lesson.

Practice

- 1 Listen and circle the correct sentences.

- Play the audio. See page 48 for audioscript.

Answer key 2 b, 3 b, 4 a



- 2 Write the reflexive pronouns.

Answer key 2 yourself, 3 himself, 4 herself, 5 itself, 6 ourselves, 7 yourselves, 8 themselves

- 3 Read and circle the correct pronouns.

Answer key 2 him, 3 themselves, 4 yourself

- 4 Read and complete the sentences with a reflexive pronoun.

Answer key 2 yourselves, 3 herself, 4 ourselves, 5 itself, 6 themselves

- 5 Answer the questions.

- Pupils complete the activity individually. Monitor pupils and correct their work as necessary.

Extra activity Fast finishers

- Have pupils copy the sentences from the grammar table into their notebooks.

Finishing the lesson

- Using the Summative questions technique, ask *What new information did you learn in this lesson?*

Objectives

- **Lesson aims:** to understand a reading text; to introduce geography words
- **Skills:** Reading, Speaking

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

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

Starting the lesson

- Ask *Do you like adventure stories? What adventure stories have you read?* and elicit answers.

Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Old-fashioned explorers* on the board. Ask *What things did old-fashioned explorers take with them on an adventure?* Pupils raise their hands to offer ideas.

Practice

Pupil's Book

- Before you read** Today's Book Club text is an adventure story. Look and circle the correct options.

- Refer pupils to page 12. Tell them to look at the pictures.
- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

Key words search

How to write an adventure story

- 5.9 Listen and read.** Why are the children happy that they aren't really old-fashioned explorers?



- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions:
What old-fashioned things did they take with them? (a map and a compass) What did they pack? (some food and ice-cold water) Did they use their phone? (yes) What for? (to call for help) What will the man do next time he goes hiking? (He'll go with someone and he'll take a phone.)

- After you read** Activity Book, page 7.

- Pupils turn to page 7 in their Activity Books.

- In groups, act out a role play.**

- Ask different groups to act out their role play to the class.
- Assign Pupil A, B, C and D to pupils in their groups.
- Walk around the class monitoring groups.

Diversity

Challenge

- Tell pupils to plan their role play in groups. They think of the questions the journalist will ask each person. They also plan the answers. Then they perform the role play once with their notes and then without their notes.

Support

- Help pupils plan the role plays as a class. Ask different pupils to suggest questions the journalist will ask. Write them on the board. Do the same for the answers.

Extra activity Critical thinking

- Write *Old-fashioned explorers* and *Modern explorers* on the board. Pupils work in pairs and write lists for what each type of explorer takes on an adventure. Ask for feedback and class agreement. Write their ideas on the board.

Activity Book

- After you read** Read the adventure story on Pupil's Book page 12 again. Match the two parts of the sentences.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

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

- Answer the questions. Use complete sentences.**

- Pupils complete the activity individually. Ask pupils to raise their hands to offer answers.

Answer key 2 They wanted to see the sunrise.; 3 She brought her grandfather's compass.; 4 They stopped because they heard a man shouting for help.; 5 They waited for four hours.; 6 He will remember to take his mobile phone with him.

- Read the Work with words box. Make compound adjectives.**

- Pupils work individually and then compare answers with a partner. Write the answers on the board.

Answer key 2 home-made, 3 ice-cold, 4 English-speaking, 5 prize-winning, 6 world-famous

- Read and complete the sentences with the compound adjectives from Activity 3.**

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 English-speaking, 3 world-famous, 4 ice-cold, 5 prize-winning, 6 home-made

Extra activity Fast finishers

- Pupils find all the irregular verbs in the Past simple in the adventure story. They list the verb and the irregular Past simple form in their notebooks.

Finishing the lesson

- Using the Summative questions technique, write *Today I have learnt ...* on the board and have pupils complete the sentence in their notebooks.

- 1 **Before you read** Today's Book Club text is an adventure story. Look and circle the correct options.

- 1 An adventure story is usually exciting / boring.
- 2 A setting / character is a person in a story.
- 3 There will usually be one character / a few characters in the story.
- 4 A place in a story is called a setting / character.

- 2 **Listen and read.** Why are the children happy that they aren't really old-fashioned explorers?



Old-fashioned explorers

Abbas was on a camping trip with his older sisters, Hala and Laila. They put up their tent in a campsite near a small wood. The next morning, they woke up early to watch the sunrise. After they had eaten their breakfast, they looked in their guidebook.

'I think there's a bay on the other side of that valley. Shall we walk there?'

'Yes! Let's be old-fashioned explorers on an adventure!' said Hala.

'Good idea! We'll turn off our phones and use the map in the guidebook,' said Abbas.

'I brought Grandad's old compass with me!' said Laila. 'We can use it so that we don't get lost.'

After they had packed some food and ice-cold water, they started walking.

'We need to go north and then east, so it's this way,' said Laila, looking at the compass.

After they had crossed the valley, they climbed up the hill on the other side. The scenery all around was beautiful. They started to walk down to the beach, but they hadn't got very far before Abbas stopped.

He'd heard a man who was shouting for help. The man had fallen down the cliff!

'Help me!' the man cried. 'I've hurt my foot and I can't climb back up.'

'Don't worry,' shouted Hala, turning on her phone. 'We'll call for help.'

After a four-hour wait, the children started to feel cold and were getting worried. It was nearly sunset. 'What are we going to do if no one comes?' said Hala to Laila.

But just then, they heard the sound of a helicopter. The children jumped and waved at the helicopter until the people saw them. After they had pulled the man to safety on a rope, they took him to a nearby hospital.



The children went to see the man in hospital and he thanked them for helping him. 'Next time, I won't go hiking by myself and I'll make sure I have my mobile phone with me.'

'It's good that we aren't really old-fashioned explorers,' said Abbas to his sisters later. 'They didn't have mobile phones or helicopters to help people.'

- 3 **After you read** Activity Book, page 7.

- 4 **In groups, act out a role play.**

Pupil A: pretend to be a journalist and ask the children about their experience.

Pupils B, C and D: pretend to be Abbas, Hala and Laila and tell the journalist about your experiences.

12 twelve

Because old-fashioned explorers didn't have mobile phones and there were no helicopters to help people.

Objectives

- **Lesson aims:** to learn and use words for geography; to learn and use the Past perfect
- **Target language:** north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay; After they had eaten their breakfast, they looked in their guidebook.
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 30B, 35 and 42

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about an event in the past using fixed expressions, given a model (GSE 37).

Assessment for Learning

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

Starting the lesson

- Ask *What can you remember from the adventure story?* Pupils raise their hands to offer ideas.

Presentation

- Explain that in this lesson pupils will learn words for geography and learn to use the Past perfect.
- Pre-teach the directions with a compass drawing on the board. Mark it N, E, S and W. Ask pupils to say the words and elicit or teach North, East, South and West.

Practice

Pupil's Book

- 1 **5.10 Look and match. Then listen, check and repeat.**

- Refer pupils to page 13. Tell them to look at the pictures.
- Play the audio.
- Ask different pupils to offer answers.

Extra activity Critical thinking

- Ask pupils to work in pairs and to write a list of other geographical features they know in English and then make a class list on the board.
- 2 **Read the story in Lesson 5 again and find words from Activity 1.**
 - Refer pupils to page 12.
 - Pupils work in pairs to find the words. Ask different pairs for feedback.

- 3 **Think about the story in Lesson 5. Are the sentences true or false? Why?**

- Pupils complete the activity individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique.

- 4 **Look at the grammar table. Then complete the rules.**

- Give pupils a minute to work out the rules.
- Check answers using the Lollipop stick technique.
- Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

- 5 **5.11 Listen to Hassan. Where did he and his dad put their tent?**

- Play the audio. See page 48 for audioscript.
- Ask a pupil to answer and ask for class agreement.



- 6 **5.12 Listen again and number the events in the correct order.**

- Tell pupils to read the sentences first. Play the audio again.
- Ask a pupil to say the order and ask for class agreement.
- **Extension** Pupils write sentences in their notebooks about what Hassan did, using the Past perfect. Write an example on the board: *After they had put up their tent, they went for a walk.*



- 7 **Look at Mustafa's day. Say sentences using the Past perfect.**

- Pupils work in pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class one sentence.

Diversity

Challenge

- Play a speed game. Give pupils two minutes to say all the sentences.

Support

- Pupils do the pairwork using the Expert envoy technique.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Did you like Mustafa's day? Is it like yours? What's different?*

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to use words for geography; to use the Past perfect
- **Target language:** north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay; After they had eaten their breakfast, they looked in their guidebook.
- **Skills:** Reading, Listening

Materials

- Resources 30B, 35 and 42

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

- 1 Look and match. Then listen, check and repeat.

north 2 south 9 east 12 west 3
sunrise 10 sunset 7 wood 6 field 4
valley 7 scenery 5 tide 11 bay 8



Refer to Activity 2 on page 12 for answer key (answers underlined in green).

- 2 Read the story in Lesson 5 again and find words from Activity 1.

- 3 Think about the story in Lesson 5. Are the sentences true or false? Why?

- The children had breakfast and then they looked in their guidebook. **true**
- They packed food and water and then they started walking. **true**
- They climbed the hill and then they crossed the valley.
- The people in the helicopter pulled Abbas up and then they took him to hospital.

false (They crossed the valley and then climbed the hill.)

false (The people in the helicopter pulled the man up and then they took him to hospital.)

- 4 Look at the grammar table. Then complete the rules.

Grammar

Past perfect

After they **had eaten** their breakfast, they looked in their guidebook.

They **hadn't got** very far **before** Abbas stopped.

He'd **heard** a man who was shouting for help.

We use the Past perfect to talk about something that happened **before** / **after** another event in the past. We form the Past perfect with **have / had** + past participle.

- 5 Listen to Hassan. Where did he and his dad put their tent?

on the beach

- 6 Listen again and number the events in the correct order.

- watched the sunset 4
- went to sleep, but were woken up suddenly 5
- went fishing and then cooked dinner 2
- put up their tent and went for a walk 7
- told adventure stories 3
- took down the tent quickly and went home 6

- 7 Look at Mustafa's day. Say sentences using the Past perfect.

9 am - eat / breakfast
10 am - go / hiking in the woods
11.30 am - walk / home with Jon
12.30 pm - eat / lunch in the bay
2 pm - take / photos in the valley
3 pm - watch / sunset
5 pm - visit / grandma
5.30 pm - visit / grandma
8 pm - have / dinner
9 pm - go

After Mustafa had eaten breakfast, he went hiking in the woods.

After he had gone hiking in the woods, he walked home with Jon.
After he had walked home with Jon, he ate lunch in the bay.
After he had eaten lunch in the bay, he took photos in the valley.
After he had taken photos in the valley, he watched the sunset.
After he had watched the sunset, he visited his grandma.
After he had visited his grandma, he had dinner.
After he had had dinner, he went to bed.

Assessment for Learning



Peer learning: groupwork



Independent learning: Thought-provoking questions technique

Starting the lesson

- Put pupils in teams and play Back to the board with the vocabulary from the previous lesson.

Practice

- 1 Look, read and complete.

Answer key 2 sunrise, 3 bay, 4 wood, 5 sunset, 6 valley

- 2 5.13 Listen. In which dialogue do you hear these words, 1 or 2? There are two extra words.

- Play the audio. See page 49 for audioscript.
- Extension** Ask pupils to draw two maps in their notebooks based on the instructions in the audio.

Answer key 1: west, field, bay, tide; 2: east, wood, valley, scenery, sunrise

Words not needed: north, sunset



- 3 Complete the sentences with the Past perfect form of the verbs in the box.

Answer key 2 had watched, 3 had taken, 4 had left, 5 had started, 6 had eaten

- 4 Read and write sentences in the Past perfect.

Answer key 2 After she had gone for a swim, she put up her umbrella.; 3 She had put up her umbrella before she read a magazine.; 4 After she had read a magazine, she ate a sandwich.; 5 She had eaten a sandwich before she took some photos.

Extra activity Fast finishers

- Pupils write the new words from the lesson in their notebooks.

Finishing the lesson

- Using the Summative questions technique, ask *What did you do after you had eaten breakfast this morning?* Ask pupils to answer with full sentences.

Objectives

- **Lesson aims:** to learn about unusual sports
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Writing

Materials

- sheets of A4 paper, enough for each group of pupils
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38). Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions (GSE 37).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can create a poster to advertise an event or product, given a model (GSE 45).

Assessment for Learning

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

Starting the lesson

- Tell pupils they have one minute to write down as many sports words from Lesson 1 as they can remember. Repeat with the geography words.

Presentation

- Explain that in this lesson pupils will talk about unusual sports.
- Pre-teach *abseiling*.
- **Extension** Ask pupils to find the UK, Australia, France, America and Jordan on a map. Use an online map if available.

Culture notes

- Underwater hockey is also called *Octopush*. Players hold their breath when they dive under water. They wear a diving mask, snorkel and flippers.
- The record for the longest tuna throw is 37.23 metres. Every year there is a Tunarama festival in Port Lincoln.
- The origins of canyoning go back to the late 19th century in France. Edouard Alfred Martel used canyoning techniques to do research in caves.

Practice

Pupil's Book

- Before you read** Look at the photos. Which sport would you most like to try and why?

- Refer pupils to page 14. Pupils discuss in pairs for one minute. Then ask for class feedback.

Key words search

Underwater hockey, Tunarama festival, Canyoning (search images too)

- 5.14 Listen and read.**

- Play the text all the way through.
- Check comprehension with questions:
Which sport can people do in Jordan? (canyoning)
In which sport do you hit something? (underwater hockey)
What do they throw in tuna throwing today? (a rubber fish)



WOW! Activity

- If possible, take the class outside or into a hall. Tell them they are going to have a tuna throwing competition. If you have a large class, divide them into teams. Give each team a ball. Ask them to throw it forwards as far as they can. Tell them to measure the distance and write it down. Find out who threw the ball the furthest in each team.

- After you read** Activity Book, page 9.

- Pupils turn to page 9 in their Activity Books.

- Work in pairs. Find similarities and differences.**

- Pupils discuss in pairs for one minute. Write *Similarities* and *Differences* on the board. Ask two pupils to write their classmates' answers on the board during feedback.
- **Extension** Ask pupils what their favourite sport is. Have them say what is the same or different about them compared to the unusual sports in the text.

Project



Make a poster about a new sport for PE lessons.

- Divide pupils into groups of three. Give each group paper and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Help pupils decide who will do each part of the research. Assign parts if necessary.
- Each pupil designs and writes their part of the poster.
- Have pupils present their posters together.

Diversity

Challenge

- Pupils refer to the texts in their Pupil's Books for help with vocabulary and grammar.

Support

- Have pupils find useful words and grammar in the texts that they can use for their posters. Write their ideas on the board.

Activity Book

- After you read** Read the text on Pupil's Book page 14 again. Read and complete the sentences. Write one word in each space.

Answer key 2 game, break; 3 turn, throw; 4 fish, caught; 5 made, America

- Read the sentences and circle T (true) or F (false). Then explain your answers.**

Answer key 2 F – It was first played in the UK.; 3 F – People got the idea from watching fishermen.; 4 T – Today people use rubber fish.; 5 F – Canyoning is popular in Jordan.

1 **Before you read** Look at the photos. Which sport would you most like to try and why?

2 **Listen and read.**

Ready for something new?



Underwater hockey



This sport was first played in the UK in the 1950s and is now popular in Australia, America and lots of other countries, too. It's a game of hockey which is played at the bottom of a swimming pool! There are two teams of six players who play two 15-minute halves with a 3-minute break. Players try to score by hitting the puck (the flat 'ball') into the goal.

Have you ever thought about doing a new sport?
What about trying one of these unusual ones?

Tuna throwing

This is a sport that started in 1979 in Australia. You have to turn around very quickly in a small circle and then throw a fish as far as you can. People got the idea from watching fishermen who used to throw fish off their boats when they had caught too many. In the past, they used to use real fish, but today they use rubber ones.



Canyoning



Dennis Turville made this extreme sport popular in the USA in the 1970s. People climb, slide, abseil and jump to follow a fast river through a canyon. It is dangerous so people must go canyoning with an expert. Today, it is popular in many countries such as France, America and Jordan.

Activity

Have a tuna throwing competition! Take turns to throw a rubber fish (or a ball) as far as you can. Measure the distance. Who threw it the furthest?

3 **After you read** Activity Book, page 9.

4 **Work in pairs. Find similarities and differences.**



You get wet playing underwater hockey and canyoning.

In tuna throwing, you have to throw a fish, but in underwater hockey you have to score goals.

14 fourteen

Project

Make a poster about a new sport for PE lessons.

- 1 Your school plans to start teaching a new sport next year and has asked pupils for ideas.
- 2 In groups, choose a sport that you would like to try. Decide who will research to find out more about:
 - the history of the sport.
 - the rules.
 - some interesting information.
- 3 Make a poster about this sport. Include photos and interesting facts.
- 4 Present your poster to your class.
- 5 Take a class vote on which sport is the most interesting and fun.

3 **5.15 Listen to a report about another unusual extreme sport. Complete the text.**

- Play the audio. See page 49 for audioscript.

Answer key 2 fields, 3 plastic, 4 three/3, 5 races, 6 fun, 7 water, 8 exciting



Finishing the lesson

- Using the Summative questions technique, write *The most interesting thing in this lesson for me is ...* on the board and have pupils complete the sentence in their notebooks. They read out their ideas to the class.

Objectives

- **Lesson aims:** to learn to ask and say what you prefer; to learn and practise sentence stress of 'd' in the contracted form of the Past perfect
- **Target language:** *I'd rather go jogging.*
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 54

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Listening:** Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).

Assessment for Learning

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

Starting the lesson

- Write *Holiday activities* on the board. Using the Lollipop stick technique, ask pupils to say a holiday activity.

Presentation

- Explain that in this lesson pupils will learn to ask and say what they prefer.
- Ask pupils to raise their hands to say which activity from starting the lesson they prefer.

Practice

Pupil's Book

- 1 **5.16 Listen and read. Answer the questions.**
 - Refer pupils to page 15. Ask pupils to look at the picture and raise their hands to say what they can see.
 - Play the audio.
 - Check answers using the Lollipop stick technique.
- 2 **Read the dialogue again. What three choices does Oliver give Jack? What does Jack prefer? Use the *Say it!* box to help you.**
 - Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
 - Pupils work in pairs and discuss. Ask different pairs for feedback.
 - **Extension** Pupils read out the dialogue in pairs.

- 3 **In pairs, act out dialogues. Use the *Say it!* box to help you.**

- Ask different pairs to act out one question each to the class.
- Assign Pupil A and Pupil B to pairs. Tell Pupil Bs to turn their books upside down.
- Walk around the class monitoring pairs.

Diversity

Challenge

- Pupils read through their instructions quietly to themselves before doing the pairwork.

Support

- Read out the boxes for Pupil A and B to the class before pupils do the pairwork. Explain meanings if necessary.

Extra activity Critical thinking

- Pupils think of two things you can choose between from other topics (sports, hobbies, food, books, games, films, clothes, etc.). Using the Lollipop stick technique, choose one pupil to ask and another to answer.

Pronunciation

- 4 **5.17 Listen and say. Which words are stressed? Which part of the Past perfect tense is stressed?**

- Explain if necessary.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the sentences with the audio. Make sure they copy the intonation.
- Ask different pupils to offer answers.
- **Extension** If available, record individual pupils' pronunciation of one sentence and have them listen and check themselves.



Activity Book

- 1 **5.18 Read and complete the dialogue. Then listen and check.**

- Pupils do the activity individually. Then they listen and check.
- Pupils raise their hands to offer answers.

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

- 2 **Read and complete the dialogues with your own ideas. Then act them out.**

- Pupils work individually. Check and correct answers before pupils act out in pairs.
- Walk around the room monitoring pairs. They act out both their ideas.

- 3 **5.19 Listen and match. Then listen and repeat. Practise with your partner.**

- Play the audio. Give pupils enough time to match. Have them repeat what they hear.
- Pupils practise in pairs. Monitor sentence stress and the contraction *d*.

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



- 1 Listen and read.
Answer the questions.



- 1 What are Oliver and Jack talking about? *what activities to do on each day of their adventure holiday*
2 Do they choose to do the same things every day? *No, they don't.*



- Oliver:** I can't wait for our adventure holiday. There are so many different activities. So, on day one, would you prefer to go rock climbing or horse-riding?
- Jack:** Oh, that's difficult! I think we should go horse-riding. What do you think?
- Oliver:** Yes, I agree. Let's have a look at day two. Would you rather go hiking or diving?
- Jack:** I'd rather go hiking. I'm a bit scared of going underwater.
- Oliver:** Oh, I think I'd rather go diving on day two. That's OK. We can choose different things!
- Jack:** What about day three?
- Oliver:** Let's have a look. Should we go water skiing or kite surfing?
- Jack:** Well, I've been water skiing before, so I think we should try kite surfing.
- Oliver:** Yes, I think that sounds very exciting! I can't wait!

- 2 Read the dialogue again. What three choices does Oliver give Jack? What does Jack prefer? Use the *Say it!* box to help you.

Rock climbing or horse-riding, hiking or diving, water skiing or kite surfing. He prefers horse-riding, hiking and kite surfing.

Say it!

Asking what someone prefers

Would you rather go jogging or play golf?

Would you prefer to go skateboarding or surfboarding?

Should we play squash or tennis?

Saying what you prefer

I'd rather go jogging.

I'd prefer to go surfboarding.

I think we should play squash.

- 3 In pairs, act out dialogues. Use the *Say it!* box to help you.

Pupil A

Ask three questions about what Pupil B would prefer to do.

• stay in a field at a campsite or stay in a hotel in a bay?

• go hiking in a wood or in a valley?

• watch the sunrise or the sunset?

Tell Pupil B what you would prefer to do.

Now ask three questions about what Pupil A would prefer to do.

• go horse-riding or skateboarding?

• kite surf or prefer to do.

• walk in a wood or up a mountain?

Pupil B

Pronunciation

- 4 Listen and say. Which words are stressed? Which part of the Past perfect tense is stressed? *the participle*



After he'd finished his game he went home.

After they'd played squash they ate lunch.

After we'd watched the sunset we went to bed.

After I'd walked up the hill I saw the bay.

fifteen

15

Extra activity Fast finishers

- Pupils read the dialogue and find all the phrases for asking and saying what you prefer.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Who could you talk to about what you prefer? When/Where could you ask someone what they prefer?* Ask pupils to raise their hands to answer.

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *perfect, terrific, stunning, gentle, expert*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking

Materials

- Resource 46

Global Scale of English (GSE)

- **Reading:** Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55). Can get the gist of short factual school texts (GSE 41). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Three facts and a fib technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Write *Dangerous* on the board. Ask *What other adjectives do you know that describe extreme sports?* Pupils think of ideas in pairs and then tell the class.

Presentation

- Explain that in this lesson pupils will read a text about holidays.
- Draw pupils' attention to these words: *perfect, terrific, stunning, gentle* and *expert*. Write them on the board and ask pupils to find them in the text and say what part of speech they are and how they know. (They are adjectives, and we know that because they go before nouns that they describe.) Explain meanings with definitions on the board:

perfect: without anything wrong

terrific: excellent

stunning: beautiful to look at

gentle: easy, not steep

expert: knowing a lot about something

Diversity

Challenge

- Write only the definitions on the board and have pupils match them to the words in context when they read the text.

Support

- Pre-teach the words. Then after pupils read the text, erase the definitions and ask pupils to remember what they were. They use the context of the text to help.

Practice

Pupil's Book

- 1 **Before you read** Read the text quickly. Why was it written?

- Refer pupils to page 16. Time one minute to make sure pupils skim for gist.
- Pupils raise their hands to offer answers.
- Read the *Reading tip* to pupils.

- 2 **5.20 Listen and read.**

- Play the audio.
- Check comprehension with questions: *What feeling does doing an extreme sport give you? (excitement) What can you do in Finland? (play ice hockey) What animals can you see in the USA? (wolves and bears) Where can you sleep under the night sky? (the Wadi Rum Desert)*
- **Extension** Pupils do the differentiation for the reading tasks.



- 3 **After you read** Read and choose the best adventure holiday for each person.

- Pupils work individually to complete the activity.
- Ask for feedback using the Lollipop stick technique. Ask different pupils to give reasons.

- 4 **Ask and answer in pairs. Which holiday would you prefer? Why?**

- Place pupils in pairs.
- Walk around the room monitoring pairs.
- Ask different pairs for feedback.

Extra activity Collaborative work

- Pupils play *Three facts and a fib* in small groups. Pupils say something they like or don't like about each activity holiday. Their friends decide which sentence is not true and give reasons based on their knowledge of their friend.

Activity Book

- 1 **Read and complete the definitions.**

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key 2 stunning, 3 terrific, 4 expert, 5 perfect

- 2 **Read the brochure on Pupil's Book page 16 again. Write the holidays.**

- Pupils complete the activity individually.
- Ask different pupils to offer answers.

Answer key 2 climbing adventures, 3 desert adventures, 4 safari adventures, 5 extreme sport adventures

- 3 **Answer the questions. Use complete sentences.**

- Pupils complete the activity individually. They can refer to their Pupil's Books if necessary.

Answer key 2 You can go to India to see tigers.; 3 Because small groups can get close to animals.; 4 They can go to the gentle hills in the UK.; 5 The expert climbers help to keep the climbing adventures safe.; 6 They must go to the Wadi Rum desert.

Extra activity Fast finishers

- Pupils write the words in context in their notebooks with definitions.

Reading

1 **Before you read** Read the text quickly. Why was it written?

- a to get you to go on an adventure holiday
- b to describe someone's adventure holiday
- c to teach you about different parts of the world

2 **Listen and read.**

tip Reading

Brochures and adverts sell things. They use lots of positive and persuasive words (*brilliant* or *great*). But they might not be true!



MAKE YOUR NEXT HOLIDAY AN ADAMS' ADVENTURE!



EXTREME SPORT ADVENTURES

You can't describe the feeling of excitement when you do an extreme sport for the first time. Once you try it for yourself, you'll keep coming back for more! You can go diving in Australia, kite surfing in Mexico or play ice hockey in Finland. We have the **perfect** extreme sports holiday for you! Choose from many **terrific** activities in all parts of the world.

SAFARI ADVENTURES

Have you ever dreamed of seeing a lion or tiger where it lives, in its natural habitat? Then come and enjoy yourself on one of our **stunning** safari adventures. Go and see lions, elephants and rhinos in Africa or tigers in India or bears and wolves in the USA. All our tour groups are small, which means you can get close to the animals and have an experience you'll never forget.



CLIMBING ADVENTURES

Do you want to climb to the top of the world? Then choose one of our climbing adventures. We have trips for everyone, from **gentle** hill climbing in the UK to rock climbing in Spain or mountain climbing in the Himalayas in Nepal. All our climbing adventures are run by **expert** climbers, so you're always safe.

DESERT ADVENTURES

Imagine riding a camel in Wadi Rum desert in Jordan. You can sleep in Bedouin tents under the starry night and see the animals and birds. Try the nomad life for yourself on this desert adventure!



Words in context

perfect terrific stunning gentle expert

Activity Book, page 11

3 **After you read** Read and choose the best adventure holiday for each person.

Climbing Adventures

1 'I love watching extreme sports, but I'm not very sporty. I would really like to go on a hiking holiday, maybe in a valley or across some green hills.'

Desert Adventures

2 'I love animals! I went to Africa last year and I saw lions and gorillas. It was amazing! Next time, I'd really like to see and travel on a camel.'

Extreme Sport Adventures

3 'I like holidays where I can try lots of different activities, like water skiing or surfboarding. I'm scared of high places though, so I won't go climbing.'

Safari Adventures

4 'I enjoy going on holiday to places I've never been before. Last year, I went to Nepal. Next year, I'd like to go somewhere where I can see lots of different animals.'

4 **Ask and answer in pairs. Which holiday would you prefer? Why?**

16 sixteen

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do you read holiday brochures? Where can you find holiday brochures? What do brochures use to persuade us?* and elicit answers.

Objectives

- **Lesson aims:** to write a brochure
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can find specific information about typical free-time activities for young people in simple illustrated information leaflets (GSE 39). Can find specific information in extended informational texts using text features such as headings and captions (GSE 56).
- **Writing:** Can write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures (GSE 39).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: portfolio; Learning diary

Starting the lesson

- Pupils work alone and write down as many new words from Unit 5 as they can remember in alphabetical order.
- Ask for feedback using the Lollipop stick technique.

Presentation

- Explain that in this lesson pupils will write a brochure.

Practice

Pupil's Book

- 1 **Look at the text and tick the correct answer.**
 - Refer pupils to page 17.
 - Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.
- 2 **Read the *How to write...* box. Then circle the correct options about the brochure in Activity 1.**
 - Pupils work individually. Ask a pupil to offer answers. Ask for class agreement.
 - **Extension** Check comprehension with questions: *What are the positive adjectives for persuading? (exciting, brilliant, extreme, gorgeous, expert) Do you need to bring your own equipment? Why? (No, they provide it.) How many different courses are there? (two)*
 - **Extension** Pupils take turns to ask and answer the two questions in the brochure in pairs. They then work individually and write full-sentence answers in their notebooks.
- 3 **Write a brochure about a different extreme sport. Use the *How to write...* box to help you.**
 - Read the *Writing tip* to pupils.
 - Give pupils time to complete their plan. Monitor and help with ideas.

- Pupils work individually to complete the brochure.
- Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Diversity

Challenge

- Pupils work alone on their brochures.

Support

- Monitor and help pupils while they write the brochures, reminding them to use adjectives, questions and reflexive pronouns.

Extra activity Creativity

- After checking their written work, pupils copy it onto a sheet of paper and find/draw a picture for the brochure. They display their work on the classroom wall and later add it to their portfolios.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: *Today I wrote a brochure for*

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write a brochure
- **Target language:** revision of vocabulary and grammar
- **Skills:** Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Writing:** Can write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures (GSE 39).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: Summative questions technique

Starting the lesson

- Ask pupils what outdoor activities they do. Write some ideas on the board.

Practice

1 Rewrite the sentences with exciting adjectives.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 terrible/awful, 3 brilliant, 4 delicious, 5 great, 6 awful/terrible

2 Plan a brochure for an outdoor activity.

- Pupils complete the activity individually. Monitor and help with ideas. They then compare ideas with a partner.

1 Look at the text and tick the correct answer.

This brochure is trying to get people:

- a to buy equipment for kite surfing at Tala Bay.
 b to come kite surfing at Tala Bay.
 c to learn how to stay safe when you're kite surfing.

☐
☒
☐

KITE SURFING AT TALA BAY

Do you get bored of doing the same sport all the time? Would you prefer to try something exciting? How about trying kite surfing at Tala Bay? Kite surfing is one of the most brilliant extreme sports.

- Fly like a bird above the waves.
- Enjoy yourself in the gorgeous Tala Bay.
- Our expert teachers will help you to do your best.
- We provide all the equipment.
- You can do day or week courses.

Book today for the adventure of your life!

2 Read the *How to write...* box. Then circle the correct options about the brochure in Activity 1.

- 1 It starts with sentences / **questions** to make readers interested.
- 2 It uses **exciting** / boring adjectives to convince readers.
- 3 It uses long / **short** paragraphs.
- 4 It finishes with a boring / **an interesting** sentence that readers will remember.

3 Write a brochure about a different extreme sport. Use the *How to write...* box to help you.

- 1 Write a plan.
- 2 Write your text.
- 3 Add more information.
- 4 Read and check your brochure. Check your spelling and punctuation.

How to write... a brochure

- Use a title to say what the brochure is about.
- Ask the reader questions.
- Use pronouns like *you* and *we* to talk to the reader.
- Remember that a brochure sells something, so make it sound as good as possible.

Tip Writing**Strong adjectives**

Use strong adjectives. Instead of *nice*, use *excellent* or *brilliant*. Instead of *bad*, use *awful* or *terrible*. Use the word *really* before an adjective to make it stronger.

seventeen

17

3 Now write your brochure.

- Give pupils one minute to complete their notes. Give students time to write their brochure. Monitor and help with ideas.

4 Read your brochure. Check your spelling and punctuation.

- Give students time to check their work.

5 Work in pairs. Read your partner's brochure. Do you want to do this outdoor activity?

- Using the Two stars and a wish technique, pupils read and check each other's work. They say whether they would like to do this outdoor activity.

Extra activity Fast finishers

- Pupils find all the adjectives in the text and think of the opposites.

Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today?* Pupils raise their hands to answer.

Next lesson Unit 5 Test

5.6 & 5.7

- Narrator:** One. Fadi is talking to his mother. Where are his trainers?
- Fadi:** Mum, have you seen my trainers? I want to go skateboarding and I can't find them anywhere.
- Mum:** Well ... they must be somewhere. Have you looked under your bed?
- Fadi:** Yes, I looked there. And they're not in my cupboard. Oh! Hang on. I remember now. I left them in my sports bag.
- Mum:** Shall I get them for you?
- Fadi:** No, don't worry. I'll get them. Thanks, Mum.
- Narrator:** Two. Heba and Dalia are talking about a sport they would like to try. What sport does Heba choose?
- Dalia:** What sport would you like to do next year? Something you've never done before. How about water skiing?
- Heba:** I did that last June on holiday. I'd like to try kite surfing though. It looks fun.
- Dalia:** Oh, yes. That would be good. What about diving, too?
- Heba:** No. I don't think I'd like that. I prefer to be out of the water and not under it.
- Narrator:** Three. Jamal and Ali are talking about a party. What type of party has Jamal been to today?
- Jamal:** I feel really proud today.
- Ali:** Why is that?
- Jamal:** I went to a rock-climbing party. I was really scared, and I didn't want to do it. But I told myself to be brave and try it. It was great fun! And I climbed really high.
- Ali:** What a great idea for a party! I've been to parties where we've been horse-riding and played golf. But I've never been rock-climbing before. Maybe I'll ask my parents if we can do that for my birthday next month.
- Jamal:** Yes! I'd love to do it again.

5.8

- Narrator:** One
- Boy 1:** Ouch! That hurt.
- Boy 2:** What happened? Did you cut yourself?
- Boy 1:** Yes, I was using the scissors.
- Boy 2:** Let me see. Oh, it's not too bad.
- Narrator:** Two
- Girl 1:** Look at the cat! It's standing in front of the mirror.
- Girl 2:** Do you think it can see itself?
- Girl 1:** Of course! But it thinks it's seeing another cat.
- Girl 2:** Oh, look! It got scared and ran away!
- Narrator:** Three
- Boy 3:** I'm hungry. Let's make lunch!
- Boy 4:** Okay! Shall we make ourselves pizza?
- Boy 3:** Not now. A salad will be quicker and easier.
- Narrator:** Four
- Girl 3:** What's wrong? Are you sad about something?
- Girl 4:** Yes, I am. I did really badly in the maths exam.
- Girl 3:** Why? Was it really difficult?
- Girl 4:** No, but I didn't study. What a mistake!
- Girl 3:** Well, don't be too hard on yourself. Next time you'll do better!

5.11 & 5.12

- Boy:** My dad and I had an exciting adventure last Saturday. We went camping in a beautiful bay which is not far from where we live. After we had put up our tent on the beach, we went for a walk in the hills around the bay. Then we went fishing to catch some food for our dinner. We cooked the fish over the campfire and then we told adventure stories and sang some songs. After we had watched the sunset, we went straight to sleep.
- Then suddenly I was woken up by the sound of waves against the tent. The tide had come in and we were nearly in the sea. I woke my dad up and we quickly took down the tent, packed up the car, and drove home. We were a bit wet and cold, but after we had got home and had a hot drink, we started laughing about our adventure. We've decided we'll go to a campsite next time.

5.13

Narrator: One

Boy 1: Hi, Hamed. Do you know anywhere to go for a really nice, long walk? My grandparents are coming to stay at the weekend, and they love walking.

Boy 2: Yes! I know a lovely, long walk. Here! Look at the map. Walk south on this path for 200 metres. Then, turn west across the big field. Continue on the path until you come to the bay. The best time to go there is in the evening. It's beautiful but be careful if you go swimming. The tide can be very strong, and it can be dangerous.

Boy 1: That sounds lovely. Thanks, Hamed. I'm sure my grandparents will love it.

Narrator: Two

Girl 1: Where did you go camping at the weekend, Lama?

Girl 2: Oh! Let me show you on the map. Come out of the village and go east until you come to a small wood. Go through the wood and continue walking for two kilometres. Then, you come to a small valley and that's where the campsite is. I think the scenery there is wonderful. I love camping there, so I can get up early and see the sunrise.

Girl 1: It sounds like a really beautiful place!

5.15

Narrator: Zorbing is an unusual outdoor sport that people do on hills in fields. They get inside a big ball called a zorb. It's made of clear plastic. After they get inside, people roll down the hill as fast as they can. Zorbs are usually about three metres across and only one person can fit inside. Some people enjoy competing in zorb races to see who is the fastest. Other people only go zorbing for fun. You can go zorbing on water like lakes and swimming pools. Does that sound exciting to you?

Mapping

Topics

Theme 5: Welfare

Scope and Sequence Matrix

Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences; responding accurately to oral language

Speaking: responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions; drilling regularly on short speeches

Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and details; using metalinguistic knowledge to infer meanings of new phrases; drawing inferences by referring to explicit details in a text; reading a range of stories, poetry and information books and beginning to make links between them

Writing: writing a well-developed text, considering purpose and audience; expressing themselves in writing different forms for different purposes (e.g. letters, emails); revising written texts for clarity, correctness and coherence

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing intended meaning; responding to open-ended questions related to the visual texts; presenting and developing ideas and opinions on a variety of topics orally or visually

Shopping: on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping

Imaginary situations: go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup

6

Spend or save?

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

WOW! World of Wonder! Magazine

Welcome
Book Club
Culture

Some of you love shopping and many of you give money to charity! Others prefer to save money. How many words do you know for the things on this page?

Mei has a question for you. Can you think of some answers?

WOW! Question

Mei 2 minutes ago
Why is money important?

In this unit I will ...

- learn words for shopping and for imaginary situations
- use the zero, first and second conditionals
- read a poem
- learn about interesting markets around the world
- work in a group to make a tourist leaflet about an interesting market
- learn how to make a complaint in a shop
- read and write emails

18 eighteen

Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation with reasons and evidence a speaker provides to support particular points; use resources to help construct meaning (dictionaries, online search engines); make suggestions for the improvement of his/her own and peers' presentations; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information or enhance understanding of a topic or issue; empathise with classmates

Speaking: recognise the main points made by other speakers and respond by asking questions, commenting or giving suggestions; speak (7-10 sentences) to communicate an idea using correct cohesive devices; use formulaic expressions to express greetings, obligation, requests, prohibition, agreement or disagreement

Reading: preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; use prior knowledge and identify types of texts; identify the main idea of a text and explain how it is supported by key details; explain how specific images contribute to and clarify a text; explain how an author uses reasons and evidence to support particular points in a text; close read a literary text

Writing: write diaries and personal journals

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; make connections to more than one of the six course themes

Unit objectives

Talk about shopping and imaginary situations

Language

Vocabulary	Shopping <i>on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping</i> Imaginary situations <i>go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup</i>
Grammar	Zero and first conditionals Second conditional
Functions	Making a complaint
Phonics	Strong and weak forms in the second conditional

Key competences

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

Mathematical, science and technological competences: order sentences (L. 5)

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

Social and civic competences: learn to be creative (L. 5, 6 and 8)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 8)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 3 and 6)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 10); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 10); Defining and describing (L. 8 and 12); Finding information (L. 8); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Making a tourist leaflet about an interesting market (L. 8)
Communication	Talking about shopping (L. 1 and 2); Talking about what you would like to do (L. 6 and 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 6 Test
- End-of-term 2 Test

Objectives

- **Lesson aims:** to learn and use words and phrases for shopping
- **Target language:** on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping
- **Skills:** Reading, Speaking

Materials

- Resource 31A

Global Scale of English (GSE)

- **Reading:** Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about matters of personal information and interest in some detail (GSE 51).

Assessment for Learning

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

Starting the lesson

- Write *Shopping* on the board. Ask *What shops do you like best?* Pupils raise their hands to offer ideas.

Presentation

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

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
 - Refer pupils to pages 18 and 19. Read the rubric and tell pupils to look at the photos on the Welcome page for a moment.
 - Read out the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Give pupils one minute to discuss in pairs.
 - Using the Lollipop stick technique, ask pupils for feedback. Accept all reasonable answers.
- 2 **6.1 Look and match. Then listen, check and repeat.**
 - Refer students to page 19. Tell pupils to match the words and phrases they know and guess the ones they don't know.
 - Play the audio.
 - Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
 - Have pupils say a word to their partners and their partner points to the correct picture. Then they swap.
 - Consolidate understanding with these questions. Pupils raise their hands to suggest answers:
Who/Where/How do/can you pay for shopping? (the shop assistant, at the till, with a credit card)



Are on sale/second-hand/designer label items cheaper or more expensive?
Do you mind waiting in a queue?
Do you think the customer is always right?
What shows you the price of all your shopping?
If you want your money back, do you get a refund or exchange an item?
Do you like going to shops or online shopping? Why?

Diversity

Challenge

- Tell pupils to write the new words and phrases in their notebooks in a vocabulary list and to write explanations in English for homework. They can use an online dictionary to help.

Support

- Tell pupils to write the new words and phrases in their notebooks in a vocabulary list. Give them explanations and/or translations to write with each phrase.

3 **6.2 Listen and read. Who doesn't like going shopping and why?**

- Check answers using the Lollipop stick technique.



4 **Work in pairs. Look at the words in Activity 2 and answer the questions.**

- Give pupils a minute to write two lists in pairs.
- Pupils raise their hands to offer answers. Ask two pupils to write the answers on the board.

5 **Work in pairs. Answer the questions.**

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pupils to offer answers.

Extra activity Collaborative work

- Pupils work in pairs and write a short dialogue between two customers in a shop. They should use as many of the new words as possible. They act out their dialogues to the class.

Activity Book

1 Read the clues and complete the crossword.

- Pupils complete the activity in pairs.
- Check answers using the Lollipop stick technique.

Answer key 2 on sale, 3 second-hand, 4 queue, 5 customer, 6 till

2 Read and complete the sentences.

- Pupils complete the activity individually. They then compare answers with a partner.
- Ask different pupils to read out their answers.

Answer key 2 credit card; 3 get, refund; 4 shop assistant; 5 online shopping; 6 designer labels

3 Read the I'm learning box. Read and complete the sentences with shopping and money verbs.

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

Answer key 2 buy, 3 sell, 4 save, 5 buy, 6 spend



2 Look and match. Then listen, check and repeat.

on sale 6 queue 9 till 3 designer labels 10 get a refund 11 exchange (v) 12
shop assistant 7 credit card 2 customer 4 second-hand 8 receipt 7 online shopping 5



3 Listen and read. Who doesn't like going shopping and why?

Sami doesn't like shopping because he prefers to be outside enjoying himself.



WOW! Blog

1 Mei 8 minutes ago

I like shopping in second-hand shops. If you look carefully, you can find really brilliant things for just a few coins. So, I'm helping my wallet and the environment!

zero conditional

3 Dana 1 hour ago

Some things are made in poor countries by people who don't get much money. We must go to shops that sell things that are made fairly. If we only buy from these shops, we'll help the people who make the things we buy.

first conditional

2 Sami 10 minutes ago

I don't really like shopping. Why would I stand in a queue of customers at a till when my parents can buy everything we need online? I prefer to be outside enjoying myself!

4 Alex 2 hours ago

I love shopping! My favourite shop is Sports Superstar. There are lots of designer labels, which are very expensive. I'm not very good at saving money ... I'm much better at spending it!

4 Work in pairs. Look at the words in Activity 2 and answer the questions.

1 Which words are things you might see in a shop?

till, receipt, credit card, designer labels

2 Which words are people you might see in a shop?

customer, shop assistant, queue

5 Work in pairs. Answer the questions.

1 Do you like shopping in second-hand shops? Why?/Why not?

2 Do you ever buy designer labels? Why?/Why not?

3 Are you better at saving or spending money?

4 Did you or someone in your family ever ask for a refund or exchange something? What was it?

I never buy designer labels. I think they're too expensive!



nineteen

19

Extra activity Fast finishers

- Pupils give themselves one minute to learn the new vocabulary. They close their books and see how many words they can recite in their head.

Finishing the lesson

- Pupils close their books. Call out the first word or syllable for each phrase/word and have pupils raise their hands to complete the phrase/word.
- Using the Thought-provoking questions technique, ask Are phrases harder to remember than single words? How will you learn these words and phrases?

Objectives

- **Lesson aims:** to listen to and read a dialogue about shopping
- **Skills:** Reading, Listening, Speaking

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can give brief reasons for their opinions on familiar topics (GSE 48).

Assessment for Learning

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

Starting the lesson

- Revise the shopping words using the Lollipop stick technique. Pupils say a word or phrase they remember from Lesson 1. They shouldn't repeat something already said.

Presentation

- Explain that in this lesson pupils will read about shopping.

Practice

Pupil's Book

- 1 **6.3 Listen and read. Do Alex and Sami both like online shopping?**

- Refer pupils to page 20.
- Ask pupils to raise their hands to offer answers.



Extra activity Critical thinking

- Ask *Do you like shopping? Why do people like/dislike shopping? How does shopping make people feel?* Discuss as a class.

- 2 **Work in pairs. Read the dialogue again and answer the questions.**

- Tell pupils to read the dialogue quietly and then discuss the answers in pairs.
- Check answers using the Lollipop stick technique. Ask volunteers to write the answers on the board.

Diversity

Challenge

- After discussing in pairs, pupils write down their answers in their notebooks. They swap with a partner and check each other's work.

Support

- After discussing in pairs, pupils write down their answers in their notebooks. Write the answers on the board for them to use to check.

- 3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.**

- Pupils act out the expressions in pairs. Ask different pairs to demonstrate the expressions to the class.
- **Extension** Ask pupils to think of their own statements that could prompt these expressions.
- Pupils work in small groups. They look back at the expressions in the units so far and practise using them in conversations.

- 4 **Work in pairs. Say your answers to the questions.**

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their opinions. Promote class discussion: *Who agrees/disagrees? What's your opinion?*

Activity Book

- 1 **6.4 Read and complete the sentences from the dialogue on Pupil's Book page 20. Then listen and check.**



- Give pupils one minute to complete the activity. Pupils check their answers with their partners.
- Play the audio.
- Ask different pupils to offer answers.

Answer key 2 kidding, 3 time, 4 what, 5 enough, 6 suppose, 7 online, 8 happy

- 2 **Read the dialogue again. Circle T (true) or F (false). Then explain your answers.**

- Pupils write and then compare answers with a partner.
- Ask different pupils to offer answers. Ask for class agreement.

Answer key 2 T – He says he has read it.; 3 F – They buy things online for Sami.; 4 F – He says he prefers shops.; 5 T – He says you don't get long queues for the tills online.; 6 F – He says he won't be happy if the shops close.

- 3 **6.5 Read and complete the dialogues with the expressions. Listen and check.**



- Pupils write and then compare answers with a partner. Play the audio for pupils to check.
- Check answers using the Lollipop stick technique, choosing two pupils. One pupil reads the sentence and the other pupil uses the expression.

Answer key 2 I'm only kidding!, 3 No chance!, 4 That's true., 5 No chance!, 6 I'm only kidding!

Extra activity Fast finishers

- Pupils write the words connected to shopping in this lesson in their notebooks.

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask them the questions in Pupil's Book Activity 2 again. Pupils raise their hands to offer answers.
- Ask different pupils to think of a question of their own about shopping. They ask the class and choose someone to answer using the Lollipop stick technique.



Zero conditional

1 Listen and read. Do Alex and Sami both like online shopping?

No. Alex prefers going to shops.



Alex: Hey, Sami! Do you want to come shopping with me?

Sami: No chance! I don't like shopping.

Alex: I'm only kidding! I read your blog. But why don't you like shopping?

Sami: It's just such a waste of time. If I need something, I ask my parents to buy it online.

Alex: But what about clothes and shoes? What do you do if they aren't big enough?

Sami: You can still try things on. If something isn't big enough, you send it back.

Alex: I suppose so. But I still prefer shops. I really love walking around bookshops. You don't get that online.

Sami: You also don't get long queues for the tills and lots of impolite customers!

Alex: But if we buy everything online, shops will close.

Sami: That's true. Maybe we won't need shops at all in the future.

Alex: If that happens, I won't be happy. Also, what will the shop assistants do if there aren't any shops?

Sami: Yes, I hadn't thought of that. Maybe we should keep some shops then!

First conditional

2 Work in pairs. Read the dialogue again and answer the questions.

1 What does Alex invite Sami to do?

to go shopping with him

2 Why doesn't Sami like shopping?

He thinks it's a waste of time.

3 What does Sami do if something he buys online doesn't fit?

He sends it back.

4 What shops does Alex really like? bookshops

5 What does Sami not like about shops?

long queues for the tills and impolite customers

6 What does Sami think will happen to shops in the future?

He thinks we might not need them.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out. Refer to Activity 1 for answer key (answers circled in red).

No chance! I'm only kidding! That's true.

1 It's usually cheaper to buy things online.

2 Are you going to get some new trainers?

3 I'm going to buy this designer T-shirt.

Really?

(...)

I'm giving my pocket money to a poor family.

No. (...) I never spend lots of money on designer labels.

4 Work in pairs. Say your answers to the questions.

1 Do you prefer online shopping or going to the shops? Why?

2 Are there any shops that you really like or don't like? Why?

3 Do you think we'll need shops in the future? Why?/Why not?

Objectives

- **Lesson aims:** to learn and use zero and first conditional; to understand a listening task
- **Target language:** *If I need something, I ask my parents to buy it online. If we buy everything online, shops will close.*
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 36 and 51

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35). Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

Assessment for Learning

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

Starting the lesson

- Ask a key question: *What do you buy online/in the shops?* Pupils raise their hands to offer answers.

Presentation

- Explain that in this lesson pupils will learn to use the zero and the first conditional. They will also do a listening activity.
- Write *If I want to read a book, I buy one online/at a bookshop.* Ask different pupils to read out the sentence with their choice. Explain that this is a zero conditional.
- Write *If I buy this recipe book, I will lend it to my friend/mum, too.* Ask different pupils to read out the sentence with their choice. Explain that this is a first conditional. Ask pupils what difference they can see. Draw their attention to *will* for the first conditional.

Practice

Pupil's Book

- 1 Look back at the dialogue in Lesson 2. Who might say these sentences: Alex or Sami?
 - Refer pupils to pages 20 and 21. They discuss in pairs.
 - Ask different pupils to raise their hands to offer ideas. Ask for class agreement.
- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.
 - Give pupils a minute to work out the rules.
 - Check answers using the Lollipop stick technique.
 - Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

- 3 Read the blog on page 19 again. Underline an example of each conditional.
 - Pupils work individually.
 - Ask for feedback using the Lollipop stick technique.

- 4 Work in pairs. Complete the sentences and swap with your partner. In what ways are your ideas about shopping the same?
 - Pupils work individually before the pairwork.

Diversity

Challenge

- Pupils report back to the class what their friend said.

Support

- Pupils do the pairwork using the Expert envoy technique.

- 5 6.6 Zeina is talking to her mum. What are they talking about?

- Tell pupils to read the questions and look at the pictures before they listen.
- Play the audio. See page 70 for audioscript.
- Check answers using the Lollipop stick technique.



- 6 6.7 Listen again. Are these sentences true or false? Say why.

- Pupils read the questions before listening again.
- Check answers using the Lollipop stick technique. Ask different pupils to give reasons.



- 7 Work in pairs. What will you do if these things happen?

- Pupils write their ideas in their notebooks. Then they compare and discuss in pairs.
- Ask different pairs to tell the class their ideas.

Extra activity Critical thinking

- Play a game. Start with this sentence: *If I go out today, I'll go to the shops.* Choose a pupil to continue using the last part of your sentence: *If I go to the shops, I'll ...*, adding his/her own idea. The game continues like this around the class.

Finishing the lesson

- Using the Summative questions technique, ask pupils to write an example sentence for the zero conditional and another for the first conditional in their notebooks. Ask different pupils to read out their ideas.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use zero and first conditional
- **Target language:** *If I need something, I ask my parents to buy it online. If we buy everything online, shops will close.*
- **Skills:** Reading

Materials

- Resources 36 and 51

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37). Can scan a simple text to find specific information (GSE 38).

- 1 Look back at the dialogue in Lesson 2. Who might say these sentences: Alex or Sami?

- 1 I always buy my trainers online. **Sami**
- 2 I love walking around bookshops. **Alex**
- 3 Some customers are impolite. **Sami**
- 4 I'm going shopping tomorrow. **Alex**

- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Zero conditional

If I **need** something, I **ask** my parents to buy it online.

If something **isn't** big enough, you **send** it back.

What **do** you **do** if the trainers **aren't** big enough?

First conditional

If we **buy** everything online, shops **will** **close**.

If that **happens**, I **won't** be happy.

What **will** the shop assistants **do** if there **aren't** any shops?

zero / first conditional: real situations
zero / first conditional: things that might happen in the future
 zero conditional: *if + Present simple, ... **Present simple** / **will** + verb*
 first conditional: *if + Present simple, ... **Present simple** / **will** + verb*

- 3 Read the blog on page 19 again. Underline an example of each conditional.

Refer to Activity 1 on page 20 for answer key (answers underlined in green).

- 4 Work in pairs. Complete the sentences and swap with your partner. In what ways are your ideas about shopping the same?

- 1 If I need to buy something, I usually ...
- 2 If I go to a shopping centre, I always ...
- 3 If I have time for shopping this Saturday, I ...
- 4 If I go to my favourite shop today, I ...



- 5 Zeina is talking to her mum. What are they talking about?



- 6 Listen again. Are these sentences true or false? Say why.



- 1 Zeina's banana was grown fairly. **true**
- 2 The supermarket where Zeina's mum buys her food only sells things that are made fairly. **true**
- 3 If Zeina wants to find out more about this topic, she will ask her teacher. **false (They will look online.)**
- 4 If Zeina does her project about this topic, she will teach other students about it. **true**

- 7 Work in pairs. What will you do if these things happen?

- go shopping / on Saturday
- rain / tomorrow
- lose / wallet
- save / a lot of money

If I go shopping on Saturday, I'll buy a new game.

twenty-one 21

Assessment for Learning



Peer learning: pairwork; groupwork



Independent learning: Summative questions technique

Starting the lesson

- Pupils work in small groups and discuss what they think each group member will do at the weekend if it rains.

Practice

- 1 Listen and circle the correct words.

- Play the audio. See page 70 for audioscript.

Answer key 2 a, 3 c, 4 b



- 2 Read and complete the zero conditional sentences.

Answer key 2 get, is; 3 aren't, spend; 4 feel, have; 5 go, have; 6 wants, buys

- 3 Read and complete the sentences.

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

- 4 Complete the first conditional questions. Then write the answers.

Answer key 2 will you have, 3 will you study, 4 will you spend, 5 will you say

- 5 Work with your partner. Ask and answer the questions from Activity 4. Write their answers in your notebook.

- Place pupils in pairs. They take turns to ask the questions and write down the answers.

Extra activity Fast finishers

- Have pupils copy the sentences from the grammar table into their notebooks.

Finishing the lesson

- Using the Summative questions technique, ask *Do you understand the grammar?* Ask pupils to explain the difference between first and zero conditional.

Objectives

- **Lesson aims:** to understand a reading text; to introduce imaginary situations
- **Skills:** Speaking, Listening

Materials

- sheets of A4 paper, enough for each pair of pupils

Global Scale of English (GSE)

- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).
- **Listening:** Can understand some details in extended dialogues on a range of non-technical topics (GSE 50).

Assessment for Learning

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

Starting the lesson

- Ask pupils to think of ideas to finish the sentence *If I had lots of money, I would ...*. Use the Lollipop stick technique.

Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Poem* on the board. Ask a key question: *What do you know/think about poems?* Pupils raise their hands to offer answers.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a poem. Look and circle the answers that describe the poem. Then discuss.

- Refer pupils to page 22. Tell them to look at the pictures.
- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

Key words search

Tips for writing a poem using conditionals

- 2 **6.9 Listen and read.** What four places would the speaker in the poem like to visit?

- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *Where would the poet go? (Ancient Jordan) Why would the poet like to be Sherlock Holmes? (Because he is cleverer than the rest.) Where would the poet walk in space? (on the Moon) Which animals would the poet see in the Arctic? (polar bears)*



- 3 **After you read** Activity Book, page 17.

- Pupils turn to page 17 in their Activity Books.

- 4 **Work in pairs.** Would you like to do the things in the poem? Ask and answer.

- Place pupils in pairs for this activity. They ask one question each.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their ideas.

Diversity

Challenge

- Pupils do the pairwork without preparation. Write their ideas on the board during feedback.

Support

- Brainstorm ideas for answers to the questions as a class and write pupils' ideas on the board for them to use during pairwork.

Extra activity Creativity

- Hand each pair a sheet of paper. Pupils use their ideas from Activity 4 to rewrite one of the verses from the poem. They swap with another pair and read each other's ideas.

Activity Book

- 1 **After you read** Read the poem on Pupil's Book page 22 again. Number the sentences in order.

- Pupils complete the activity individually. Ask pupils to raise their hands to offer answers.

Answer key 2 g, 3 h, 4 c, 5 f, 6 a, 7 b, 8 e

- 2 **Answer the questions.** Write complete sentences.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 The speaker dressed up as a Nabatean guard.; 3 He's clever because he always finds the thief.; 4 Neil Armstrong and Buzz Aldrin were the first people on the Moon.; 5 They left a flag on the Moon.; 6 The sea ice is melting quickly.

- 3 **Read the Work with words box.** Write the correct prepositions.

- Pupils work individually and then compare answers with a partner.

Answer key 2 down, 3 around, 4 through, 5 under, 6 behind

Extra activity Fast finishers

- Pupils find all the words that rhyme in the poem.

Finishing the lesson

- Using the Summative questions technique, write *Today I have learnt ...* on the board and have pupils complete the sentence in their notebooks.

- 1 **Before you read** Today's Book Club text is a poem. Look and circle the answers that describe the poem. Then discuss.

- 1 This poem has three / four verses.
- 2 Each verse has four / six lines.
- 3 The first and second lines and the third and fourth lines of each verse rhyme / rhythm.
- 4 Do you prefer poems that rhyme or don't rhyme? Why?



- 2 **Listen and read.** What four places would the speaker in the poem like to visit?

Ancient Jordan, London, the Moon, the Arctic

If you could...

If you could travel back in time, what would you choose to do?
I'd go to Ancient Jordan to see Petra when it was new.
We learned about this in History last year and we wore costumes to school.
I dressed as a Nabatean guard. I looked really cool!



If you could become a character, what film or book would you choose?
I'd like to become Sherlock Holmes, then I'd catch a thief or two!
I'd live in London, years ago, and I would be the best.
Sherlock always finds the thief! He's cleverer than the rest.

If you could go into space, what would you do and why?
I'd walk on the Moon, I'd look down at Earth and see how it looks from the sky.
First Neil Armstrong, then Buzz Aldrin, stepped down to have a look.
They walked around, left a flag and walked into history books!



If you could travel the world one day, where would you choose to go?
I'd go to the Arctic, I'd play in the ice, and I'd build a house in the snow.
The sea ice is melting quickly, so I want to go while I can.
I want to look after some polar bears and make a huge snowman!

- 3 **After you read** Activity Book, page 17.

- 4 **Work in pairs.** Would you like to do the things in the poem? Ask and answer.

22 twenty-two

Would you like to go into space?

Yes, I would. I'd like to see Earth from space. Would you?

No, I wouldn't. I prefer to keep my feet on the ground.

Objectives

- **Lesson aims:** to learn and use words for imaginary situations; to learn and use the second conditional
- **Target language:** *go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup; If I could travel back in time, I'd go to Ancient Egypt.*
- **Skills:** Reading, Speaking, Listening, Writing

Materials

- Resources 31B, 37 and 43

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22).
- **Writing:** Can write a very simple story, given prompts or a model (GSE 36).

Assessment for Learning

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

Starting the lesson

- Ask *What would the poet in Lesson 5 do?* Pupils raise their hands to offer ideas.

Presentation

- Explain that in this lesson pupils will learn words for different situations and learn to talk about them using the second conditional.
- Pre-teach the new words. Write the verbs in the box at the top of the board and the phrases in a column underneath. Ask different pupils to complete the phrases with the correct verbs. Explain meanings if necessary:

be, become, donate, go, have, meet, pass, travel, win, pass, travel
 ___ three wishes, ___ invisible, ___ a cup, ___ a book or film
 character, ___ an Olympic athlete, ___ to a charity, ___ a lot of
 money, ___ a famous person, ___ into space, ___ exams, ___ the
 world, ___ back in time

Practice

Pupil's Book

- 1 **6.10** Look and match. Then listen, check and repeat.

- Refer pupils to page 23. Tell them to look at the pictures.
- Play the audio.

Extra activity Collaborative work

- Pupils order the situations in the box in order of what they would like to do, from the most to the least. They compare and contrast their ideas in groups of three.

- 2 Read the poem in Lesson 5 again. How many of these words and phrases can you find?

- Refer pupils to page 22.
- Pupils work in pairs to find the words. Ask different pairs for feedback.

- 3 Think about the poem in Lesson 5. Are the questions asking about real or imaginary situations?

- Check answers using the Lollipop stick technique.

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

- Give pupils a minute to work out the rules.
- Check answers using the Lollipop stick technique.
- Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

- 5 **6.11** Listen to Yousuf and Kamal. What three things do they wish for?

- Play the audio. See page 71 for audioscript. Give pupils time to note down their answers.
- Play the audio again for pupils to check and verify. Ask different pupils to write their answers on the board.



- 6 Work in pairs. Play a sentence chain game using sentences in the second conditional. Then tell your sentences to another pair.

- Place pupils in pairs. After they finish their stories, place two sets of pairs together.
- Have pairs stand up and move to join another pair so pupils can repeat the activity.

Diversity

Challenge

- Pupils try to retell the story from memory.

Support

- Pupils can write down notes and refer to them to tell their stories.

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *If you were the teacher, what would you ask your pupils to do for homework?* Pupils raise their hands to offer ideas.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to use words for imaginary situations; to use the second conditional
- **Target language:** *go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup; If I could travel back in time, I'd go to Ancient Egypt.*
- **Skills:** Reading, Listening

Materials

- Resources 31B, 37 and 43

- 1 Look and match. Then listen, check and repeat.



go into space 8 meet a famous person 9
travel the world 10 donate to a charity 12
have a lot of money 4
have three wishes 5 travel back in time 3
pass exams 11
become an Olympic athlete 7
become a book or film character 2
be invisible 7 win a cup 6



Refer to Activity 2 on page 22 for answer key (answers underlined in green).

- 2 Read the poem in Lesson 5 again. How many of these words and phrases can you find?

- 3 Think about the poem in Lesson 5. Are the questions asking about real or imaginary situations? **imaginary**

Kamal – for his family to be healthy and happy; to be invisible for a day; to travel back in time to Rome
Yousuf – to have a lot of money; to pass all his exams; that his team wins a cup in football this year

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Second conditional

If I **could** travel back in time, I'd **go** to Ancient Jordan.

If I **went** into space, I'd **walk** on the Moon.

If you **could** become a film character, what character **would** you **choose**?

If you **were** rich, **would** you **donate** to a charity?

second conditional: real / **imaginary** situations
second conditional: **if + Present simple** / **Past simple** ..., would + verb

- 5 Listen to Yousuf and Kamal. What three things do they wish for?



- 6 Work in pairs. Play a sentence chain game using sentences in the second conditional. Then tell your sentences to another pair.

1 If I had three wishes, I'd become an Olympic athlete.

2 If I became an Olympic athlete, then I'd give more money to schools to play sports.

3 If I gave more money to schools to play sports, more children would get fit.

4 (..)

twenty-three 23

Global Scale of English (GSE)

- Reading:** Can scan a simple text to find specific information (GSE 38).
- Listening:** Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).

Assessment for Learning

- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Ask *If you had a lot of money, what would you buy?* Pupils raise hands to answer using the correct grammar structure.

Practice

- 1 6.12 Listen and complete the sentences.

- Play the audio. See page 71 for audioscript.

Answer key 2 have a lot of money, 3 pass exams, 4 travel the world, 5 meet a famous person, 6 win a cup



- 2 Read and complete the questions.

Answer key 2 become an Olympic athlete, 3 to a charity, 4 a film character, 5 three wishes, 6 travel back in time

- 3 Work with your partner. Ask and answer the questions in Activity 2. Do you have similar answers?

- Place pupils in pairs. They take turns to ask and answer the questions.

- 4 Read and complete the sentences. Use the second conditional.

Answer key 2 I would tell you; 3 we'd visit the museum; 4 I would understand Mario; 5 he'd see the film; 6 you could drive a car

- 5 Read and complete the questions. Use the second conditional.

Answer key 2 had, would you go; 3 could, would you live; 4 met, would you say; 5 lost, would you feel; 6 could, would you choose

Finishing the lesson

- Using the Summative questions technique, write *What have you learnt today?* on the board and have pupils answer the question in their notebooks.

Objectives

- **Lesson aims:** to learn about interesting markets
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Writing

Materials

- sheets of A4 paper, enough for each group of pupils
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write a short, persuasive text (e.g. a leaflet), given a model (GSE 55).

Assessment for Learning

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

Starting the lesson

- Give pupils one minute to write down as many shopping words and phrases from Lesson 1 as they can remember. Read out the words and phrases and have pupils tick them from their list.

Presentation

- Explain that in this lesson pupils will talk about interesting markets around the world.
- **Extension** Ask pupils to find Indonesia, Morocco, Thailand and Jordan on a map. Use an online map if available.

Culture notes

- The Floating Market is where the Kuin and Barito rivers meet. It is popular with locals and visitors.
- The market in Marrakech in the square is next to the souk, which is the large market for all goods. It is a popular tourist attraction.
- The Night Bazaar is about 1 km long. It is on the east side of the old walled city. It opens every evening from dusk until around midnight.
- The Souk Jara Market is in Jabal next to Rainbow Street and it started in 2005. Apart from shopping, people can watch films, attend concerts and other cultural events.

Practice

Pupil's Book

1 Before you read What are markets like where you live? What type of things do you buy at a market?

- Pupils discuss in pairs for one minute. Ask for class feedback. Pupils raise their hands to offer ideas.
- Refer pupils to page 24. Tell them to look at the photographs and describe what they can see.

Key words search

the world's greatest markets

2 6.13 Listen and read.

- Play the text all the way through.
- Check comprehension with questions:
Which market happens very early/late? (Muara Kuin Floating Market/Chiang Mai Night Bazaar) What can you listen to in the market in Marrakech? (stories) Which market is open until September? (the Souk Jara Market)



WOW! Activity

- Have students think of something they can buy at a market. Give them time to work out how to describe it. Tell them to write notes rather than full sentences. Invite a pupil to the front of the class. Ask them to describe their item, being careful not to name it. The rest of the class listens and tries to guess the item being described. They raise their hands to guess the item.

Extra activity Critical thinking

- Pupils work in pairs and write down three things that they found the most unusual. Ask for feedback.

3 After you read Activity Book, page 19.

- Pupils turn to page 19 in their Activity Books.

4 Work in pairs. Which market would you most like to visit? Why?

- Pupils discuss in pairs for one minute.



Project

Make a tourist leaflet about an interesting market.

- Divide pupils into groups of three. Give each group paper and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Help pupils decide who will do each part of the research. Assign parts if necessary.
- Each pupil designs and writes their part of the leaflet.
- Have pupils present their leaflets together. They give reasons for the market they choose in the vote.

Diversity

Challenge

- Pupils refer to the texts in their Pupil's Books for help with vocabulary and style.

Support

- Ask pupils to raise their hands to suggest style and vocabulary they can use in their leaflets from the text in their Pupil's Books. Write their ideas on the board.

Activity Book

1 After you read Read the text on Pupil's Book page 24 again. What do the sentences describe? Write.

Answer key 2 Floating market, 3 Souk Jara, 4 Night Bazaar, 5 Djemaa el Fna, 6 Floating Market

2 Answer the questions. Write complete sentences.

Answer key 2 There is a market in Djemaa el Fna every day.; 3 You must go there before 7 am/sunrise.; 4 It used to be small with only a few stalls.; 5 You should visit the Muara Kuin Market.

- 1 **Before you read** What are markets like where you live? What type of things do you buy at a market?
- 2 **Listen and read.**



INTERESTING MARKETS

We all love shopping, but have you ever wanted to go somewhere new and buy something different? What about visiting these interesting markets?

Muara Kuin Floating Market, Indonesia

There aren't any shops in this market, but there are a lot of shop-boats! There's been a market on this river for hundreds of years. You can buy fruit, vegetables, flowers and fish. But you have to get there before sunrise because it's usually finished by 7am.



Djemaa el Fna, Marrakech, Morocco

One of the most interesting markets in the world, Djemaa el Fna, is in the central square in Marrakech every day. This market is famous for selling leather bags and shoes and bright bowls and cups. After sunset, the market becomes even more charming. You can eat delicious food, listen to stories and watch snakes and monkeys doing tricks.



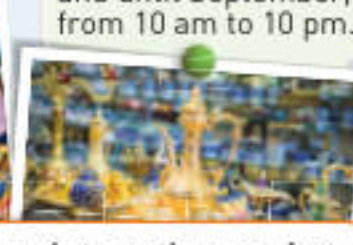
Chiang Mai Night Bazaar, Thailand

As the sun sets every night, the shops close and the market stalls arrive. This market started with just a few stalls, but it now fills many streets and squares in the area. You can buy lots of cheap souvenirs, pictures, clothes and jewellery.



Souk Jara Market, Jordan

In the historic neighbourhood of Jabal in Amman, a colourful, lively market takes place. It is known as Souk Jara. You can find lots of handmade things like jewellery, jam and other beautiful objects. There's also plenty of music and food. Visit the market during the summer months and until September, from 10 am to 10 pm.



WOW! Activity

Think of something you can buy at a market. Describe it to your classmates. Can they guess what it is?

- 3 **After you read** Activity Book, page 19.
- 4 **Work in pairs.** Which market would you most like to visit? Why?

24 twenty-four

Project

Make a tourist leaflet about an interesting market.

- 1 In groups, find out about interesting markets in the world.
- 2 Choose the market that you would most like to visit.
- 3 Decide who will find out more about:
 - where/when the market is.
 - what you can buy at the market.
- 4 Make your leaflet. Include photos and interesting facts which will make people want to visit.
- 5 Present your leaflet to the class.
- 6 Take a class vote on which market you would most like to visit.



- 3 **6.14 Listen to a report about another market. Complete the text.**

• Play the audio. See page 71 for the audioscript.
Answer key 2 busy, 3 bananas, 4 visit, 5 bright, 6 friendly



Finishing the lesson

- Using the Summative questions technique, write on the board *The most surprising thing in this lesson for me is ...* and have pupils complete the sentence in their notebooks. They read out their ideas to the class.

Extra activity Fast finishers

- Pupils write ten important words from the text in their notebooks.

Objectives

- **Lesson aims:** to learn to make a complaint; to learn and practise intonation in questions and statements
- **Target language:** *I'd like to complain about ...*
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 55

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).

Assessment for Learning

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

Starting the lesson

- Write *A complaint* on the board and explain the meaning. Ask *Have you ever made a complaint in a shop? What was the problem?*

Presentation

- Explain that in this lesson pupils will learn to make a complaint.
- Ask pupils to work in pairs and think of a phrase they would say to make a complaint in a shop.

Practice

Pupil's Book

1 6.15 Listen and read. Answer the questions.

- Refer pupils to page 25. Ask pupils to look at the picture and raise their hands to say what they can see.
- Play the audio.
- Check answers using the Lollipop stick technique.

2 Read the dialogue again. What are the complaints and what does the man ask the shop assistant to do about them? Use the *Say it!* box to help you.

- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
- Pupils work in pairs and discuss. Ask different pairs for feedback.
- **Extension** Pupils read out the dialogue in pairs.

Diversity

Challenge

- Ask two pupils to read out the dialogue to the class.

Support

- Read out one sentence at a time and have pupils repeat.

3 Act out dialogues with your partner. Take it in turns to make complaints and find a solution. Use the *Say it!* box to help you.

- Place pupils in different pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to perform one situation of their choice to the class.

Extra activity Collaborative work

- Pupils remain in the same pairs as in Activity 3. They think of two more situations and they make a complaint for each one.

Pronunciation

4 6.16 Listen and say. Is *would* in the second conditional stressed or unstressed?

- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the sentences with the audio. Make sure they copy the intonation.
- Ask different pupils to offer answers.
- **Extension** If available, record individual pupils' pronunciation of one sentence and have them listen and check themselves.



Activity Book

1 6.17 Read and complete the dialogue. Then listen and check.

- Pupils do the activity individually. Then they listen and check.
- Pupils raise their hands to offer answers.
- Pupils read out the dialogue in pairs.

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

2 Read and complete the dialogues with your own ideas. Then act out with your partner.

- Pupils work individually. Check and correct answers before pupils act out in pairs.
- Walk around the room monitoring pairs.

3 6.18 Listen and complete the second conditional sentences. Use 'd or would and a verb from the box. Then practise with your partner.

- Play the audio. Give pupils enough time to choose. Have them repeat what they hear.
- Pupils practise in pairs. Monitor intonation.

Answer key 2 'd become, 3 'd go, 4 'd choose



Extra activity Fast finishers

- Pupils read the dialogue and find all the phrases for making a complaint.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do people make complaints like this in your country/language?* Ask pupils to say what is different or the same.



Ali: Hello. I'm afraid I have a complaint about some things I bought last week.

Mustafa: OK, what's the problem?

Ali: I found that there is a button missing on these trousers. I need to exchange them.

Mustafa: I'm very sorry. Of course you can.

Ali: I'm afraid there's also a problem with this scarf. It's damaged here.

Mustafa: I'm sorry about that. Would you like to exchange it, too?

Ali: No. Please could I have a refund for the scarf?

Mustafa: No problem. I'll just need to see your receipt.

Ali: Here you go.

Mustafa: That's great. Thanks.

1 Listen and read.
Answer the questions.



- 1 Where are the people?
in a clothes shop
- 2 Are these people friends? *No, they aren't.*

Say it!

Making a complaint

I'm afraid I have a complaint about this jacket.
I'd like to complain about this phone.
I'm afraid there is a problem with these shoes.
Please could I have a refund?
I need to exchange them.

2 Read the dialogue again. What are the complaints and what does the man ask the shop assistant to do about them? Use the **Say it!** box to help you. *The trousers have a missing button – exchange them. The scarf is damaged – get a refund.*

3 Act out dialogues with your partner. Take it in turns to make complaints and find a solution. Use the **Say it!** box to help you.

- broken phone
- shirt missing button
- damaged trainers
- damaged T-shirt
- tablet doesn't work



Pronunciation

- 4 Listen and say. Is **would** in the second conditional stressed or unstressed?
- If I had a lot of money, I **would** donate some to charity.
- If I could travel the world, I **would** go to Africa.



Reading

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *enormous, underwater, jealous, incredible, embarrassed*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking

Materials

- Resource 47

Global Scale of English (GSE)

- **Reading:** Can find specific information in extended informational texts using text features such as headings and captions (GSE 56). Can understand a simple text about a past event (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

Assessment for Learning

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

Starting the lesson

- Ask key questions: *Do you write emails? Do your parents write emails? What do you have to do to write and send an email?* Pupils raise their hands to offer answers.

Presentation

- Explain that in this lesson pupils will read two emails.
- Draw pupils' attention to these words: *enormous, underwater, jealous, incredible and embarrassed*. Write them on the board and ask pupils to find them in the text and say what part of speech they are and how they know. (*They are adjectives. We know that because they go before nouns that they describe.*) Explain meanings or ask pupils to explain with definitions on the board:
enormous: very big
underwater: below the surface of the water
jealous: wanting what someone else has
incredible: unbelievable
embarrassed: red-faced

Practice

Pupil's Book

- 1 **Before you read** Read just the subject of the emails. Are these emails formal or informal? What will they be about?
 - Refer pupils to page 26. Explain *formal* and *informal* if necessary.
 - Pupils raise their hands to offer answers. Do not confirm yet.
 - Read the *Reading tip* to pupils.

2 6.19 Listen and read.

- Play the audio. Ask pupils if they predicted correctly.
- Check comprehension with questions: *Where is Hala? (in Dubai) When did she go to the shopping centre? (yesterday) Where can you find out more about the shopping centre? (on the website) What did Abeer buy? (a black T-shirt) What does she want Hala to send? (photos)*



3 **After you read** Answer the questions.

- Pupils work individually to complete the activity.
- Ask for feedback using the Lollipop stick technique. Ask different pupils to give reasons.

Extra activity Critical thinking

- Pupils work in pairs to think of two more comprehension questions for the emails. They swap with another pair and answer each other's questions.

4 Ask and answer in pairs.

- Place pupils in pairs.
- Walk around the room monitoring pairs.
- Ask different pairs for feedback.

Diversity

Challenge

- During feedback for Activity 4, include all pupils in the discussion with prompts: *Do you agree, (name)? Have you had a similar experience, (name)?*

Support

- Use the Expert envoy technique for pairwork for Activity 4.

Activity Book

1 Read the definitions and write the words.

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key 2 jealous, 3 enormous, 4 embarrassed, 5 incredible

2 Read the emails on Pupil's Book page 26 again. Read and complete the sentences. Who wrote them? Write A (Abeer) or H (Hala).

- Pupils complete the activity individually.
- Ask different pupils to offer answers.

Answer key 2 Abeer: explained, assistant; 3 Hala: bored, aquarium; 4 Abeer: embarrassed, quickly; 5 Abeer: could, plane; 6 Hala: write, shopping

3 Read the sentences and circle T (true) or F (false). Then explain your answers.

- Pupils complete the activity individually. They can refer to their Pupil's Books if necessary.

Answer key 2 T – Hala has never been to such an enormous place.; 3 F – There are more than 200 places to eat.; 4 F – Abeer wrote that she was having a good holiday at home.; 5 F – She wanted to make a complaint and get a refund.; 6 T – It belonged to Abeer's little sister.

Extra activity Fast finishers

- Pupils write the words in context in their notebooks with definitions.

Reading

- 1 **Before you read** Read just the subject of the emails. Are these emails formal or informal? What will they be about?

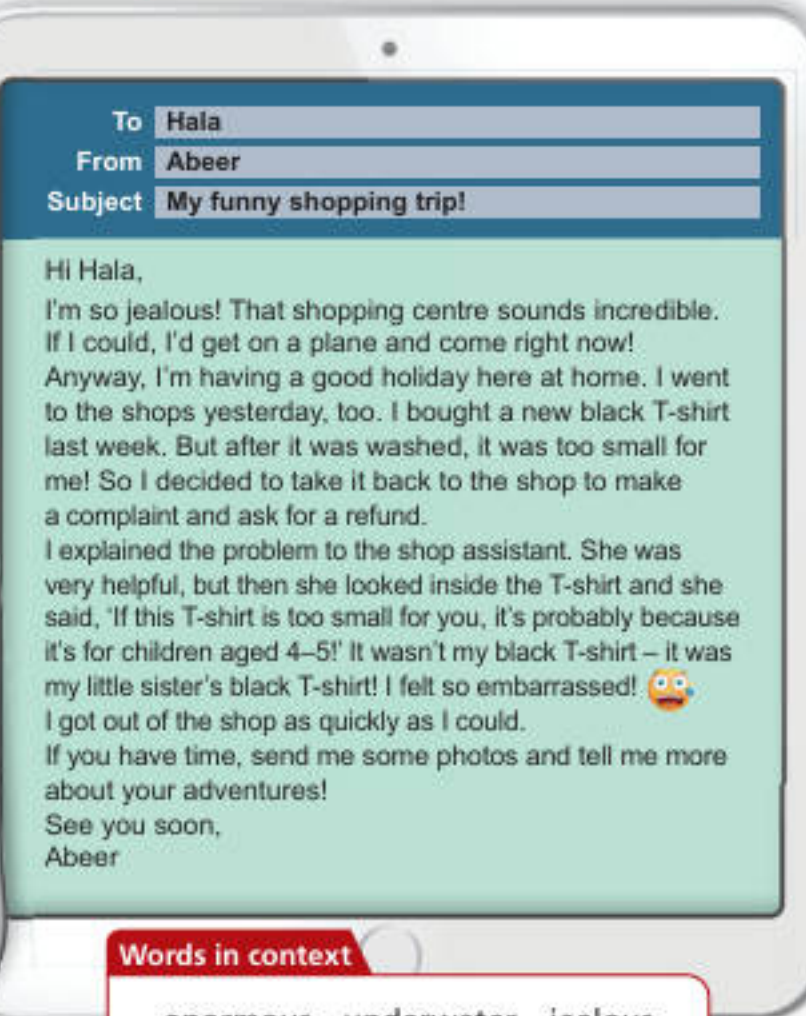
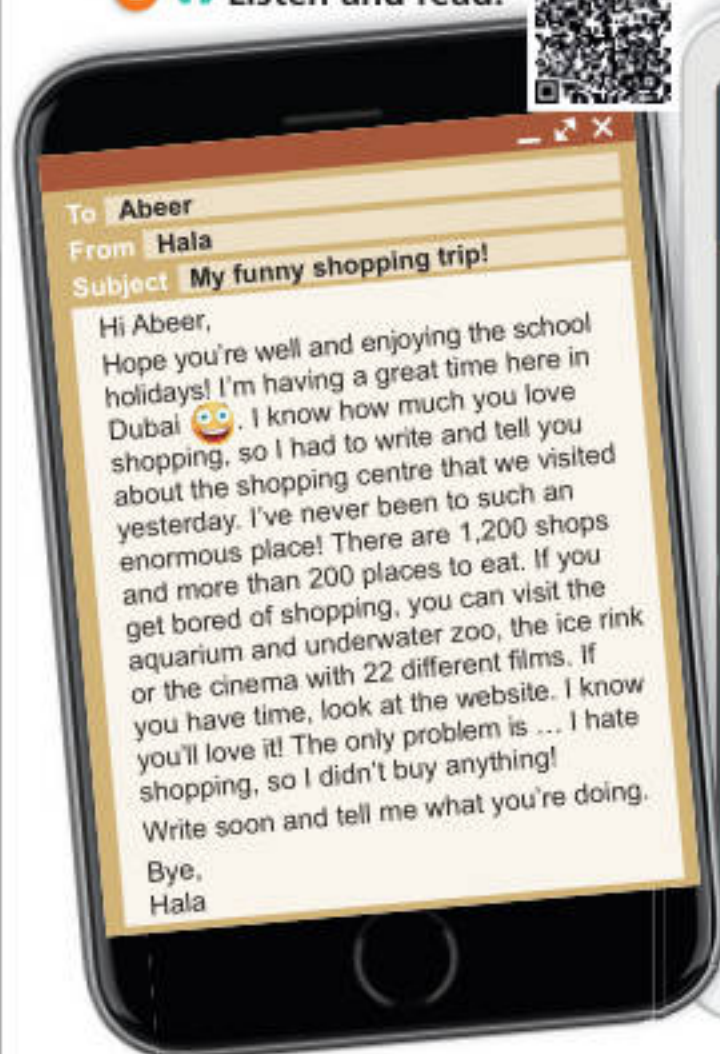
- 2 **Listen and read.**



informal; about a shopping trip

tip Reading

We sometimes have more than one email in our inbox. You can scan down your inbox to see who the emails are from and read the subject. Then you can read the ones that are the most important first.



Words in context

enormous underwater jealous
incredible embarrassed

Activity Book, page 21

- 3 **After you read** Answer the questions.

- How many shops are there in the Dubai shopping centre? **1200**
- How many places are there to eat? **more than 200**
- What else can you do in the shopping centre if you don't want to go shopping?
visit the aquarium, underwater zoo, ice rink or cinema
- Who likes shopping?
Abeer
- Why did Abeer go to the shops **to get a refund for a T-shirt that got smaller after she washed it yesterday?**
- Why did she feel embarrassed?
It wasn't her T-shirt – it was her little sister's T-shirt.

26

twenty-six

- 4 **Ask and answer in pairs.**

- Would you like to go to the shopping centre that Hala describes? Why?/Why not?
- What's the most interesting shop or shopping centre you have ever been to? Why?
- Have you ever felt embarrassed in a shop? Why?

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do you write emails to friends? How do you keep in touch with friends when you are on holiday? Who do you/your parents send emails to?* Pupils raise their hands to answer.

Objectives

- **Lesson aims:** to write an email
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55). Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write short, simple personal emails/letters about familiar topics, given prompts or a model (GSE 40).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: portfolio; Learning diary

Starting the lesson

- Using the Lollipop stick technique, pupils say any word connected to shopping and money they can think of.

Presentation

- Explain that in this lesson pupils will write an email.

Practice

Pupil's Book

1 Read the email and choose the best subject line.

- Refer pupils to page 27.
- Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.

2 Read the *How to write...* box. Then answer the questions about the email in Activity 1.

- Pupils work individually. Ask a pupil to offer answers. Ask for class agreement.
- **Extension** Check comprehension with questions: *What would Camila do if she had a lot of money? (go shopping every day) Does she only want to go shopping? (No, she wants to do something fun, too.) When will she see Zeinab? (next weekend)*

Diversity

Challenge

- Pupils think of ideas alone to answer the questions in the email.

Support

- Pupils collaborate in pairs and think of answers to the questions in the email.

3 Write Zeinab's email to Camila. Use the *How to write...* box to help you.

- Read the *Writing tip* to pupils.
- Give pupils time to complete their plan. Monitor and help with ideas.
- Pupils work individually to complete the email.
- Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Creativity

- After checking their written work, pupils copy it onto a sheet of paper. They display their work on the classroom wall and later add it to their portfolios.

Finishing the lesson

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

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write an email
- **Target language:** revision of vocabulary and grammar
- **Skills:** Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Writing:** Can write short, simple personal emails/letters about familiar topics, given prompts or a model (GSE 40).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: Two stars and a wish technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Play *The ball is burning!* or *Pass the ball* to revise the vocabulary from Unit 6.

Practice

1 Rewrite the sentences with *unless*.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 We'll miss the last bus unless we leave now.; 3 Unless Emilia calls me today, I'll be angry with her.; 4 You won't get a refund unless you have a receipt.; 5 Unless the shop opens soon, I'll have to leave.

2 Imagine you've just visited the shopping centre in Lesson 10. Plan an email to a friend at home.

- Give pupils one minute to complete their notes. Monitor and help with ideas.
- Using the Two stars and a wish technique, pupils read and check each other's work.

1 Read the email and choose the best subject line.

- a My new computer game **b Next weekend!** c My favourite shop

To: Zeinab
From: Camila
Subject: ...

Hi Zeinab,

I'm so excited about coming to visit you next weekend! I'd really like to go shopping while I'm there. Can we go to some shops without stairs? I can't walk well, so it's easier for me without stairs. What are the shops like where you live? _____

I love shopping! If I had a lot of money, I'd go shopping every day! What's your favourite shop and why? _____

If we have time after shopping, let's do something fun in town. What else is there to do there? _____

I can't wait to see you!
Bye,
Camila

Describe the shops where you live.

Describe your favourite shop.

Say what else there is to do where you live.

2 Read the *How to write...* box. Then answer the questions about the email in Activity 1.

How to write... an informal email

- Use the subject box to explain why you're sending the email.
- Start your email with *Dear* or *Hi* + the name of the person.
- Use clear and simple language.
- Use paragraphs to make your email easy to understand.
- Finish your email with *Bye* or *See you soon* + your name.

- 1 What do we put in the subject box?
what the email is about
- 2 How do we start an informal email?
Hi or Dear
- 3 How do we finish an informal email?
Bye or See you soon

3 Write Zeinab's email to Camila. Use the *How to write...* box to help you.

- 1 Write a plan. Answer all of Camila's questions.
- 2 Write your email. Start and finish your email correctly.
- 3 Read and check your email. Check your spelling and punctuation.

tip Writing

unless

We use the word *unless* for *if ... not*.
I won't have time to get it *unless I go* this weekend. = *If I don't go* this weekend, I won't have time to get it.

3 Now write your email.

- Pupils work individually to complete the email.

4 Read your email. Check your spelling and punctuation.

- Give pupils time to read and check their email.

5 Work in pairs. Exchange your emails. Use these questions to check your partner's email.

- Using the Two stars and a wish technique, pupils read and check each other's work. They say whether they would like to visit the shopping centre.

Extra activity Fast finishers

- Pupils write down two sentences about themselves and shopping using *unless*. They swap with another fast finisher and compare ideas.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do you often write emails? If you don't, how do you talk to your friends instead? Will you write more emails now?*

6.6 & 6.7

Girl: Mum, where does this banana come from?

Woman: Oh, uh, I'm not sure. Let me have a look at what it says.
Oh! Here we are! These bananas come from Ghana in Africa.

Girl: That's a long way away! Who grew the bananas?

Woman: It doesn't tell us that. But I know that the supermarket that I bought them from only sells things that are made fairly.

Girl: What do you mean fairly?

Woman: Well, it means that the people who grew these bananas were paid a fair price for their work. In some countries, people have to work for very little money to make things for us to buy in this country.

Girl: That's not fair.

Woman: Exactly!

Girl: So what other things do you buy that are made fairly?

Woman: I buy chocolate, coffee, tea, honey, and sugar. There are other fruits, too. For example, oranges and mangoes. If you want to know about it, we can look online.

Girl: Yes! Definitely. I hope that our school uses foods that are made fairly.

Woman: If you ask your teacher, she'll be able to tell you.

Girl: We have to do a project over the holidays. If I do my project on this topic, then I'll be able to teach other students about it, too!

Woman: Yes! That's a good idea.

6.8

Narrator: One

Boy 1: I love shopping for new books!

Boy 2: Really? I'd rather get books from a library.

Boy 1: Yes, but you have to wait for them.

Boy 2: That's true, but they're free!

Narrator: Two

Boy 3: You look confused. What's wrong?

Boy 4: I've just bought this shirt. Does it look okay?

Boy 3: The size is good, but red isn't a good colour for you.

Boy 4: You're right. I'll exchange it for a blue one.

Narrator: Three

Girl 1: Let's go to the shopping centre. I need to return these shoes.

Girl 2: Are you sure? It's Saturday and the queues will be long.

Girl 1: Oh, I don't mind waiting. I can listen to music on my phone.

Girl 2: How can you be so patient? I hate queues!

Narrator: Four

Boy 5: Let's go into this shop. I buy all of my clothes here.

Boy 6: In a second-hand shop? Why do you want old clothes?

Boy 5: Because you can find great things and they're cheap.

Boy 6: I'm sorry, but I prefer new clothes.

6.11

- Yousuf:** If you had three wishes, what would you wish for?
- Kamal:** Oh, good question! Well, for my first wish, I'd wish for my family to be healthy and happy. For my second wish, I'd wish to be invisible for a day. If nobody could see, I'd have such good fun!
- Yousuf:** Oh, dear, yes! I think you would. What would your last wish be?
- Kamal:** I'd like to go back in time. If I could go anywhere, I'd go back to Ancient Jordan. I love that part of history. What about you?
- Yousuf:** Well, my first wish would be to have a lot of money.
- Kamal:** Really? Do you think money is that important?
- Yousuf:** Yeah! If I had a lot of money, I'd help my family and I'd donate some to a charity. Maybe a charity that helps endangered animals.
- Kamal:** Oh, okay! That's a good idea! What would your other wishes be?
- Yousuf:** My second wish would be to pass all my exams!
- Kamal:** You don't need to wish for that. You always study hard, so you'll definitely pass your exams!
- Yousuf:** And my third wish is for my team to win a cup in football this year!
- Kamal:** Hmm ... yes, I think that is something you need to wish for.

6.12

- 1 My brother would like to become an astronaut one day and go into space.
- 2 I'd like to have a lot of money in the future, but I don't want to work!
- 3 Most students have to pass exams if they want to finish school.
- 4 Would you like to travel the world alone or would you prefer to go with a friend?
- 5 You might meet a famous person if you visit Hollywood, in California.
- 6 Our school team could win a cup this year if they practise a lot.

6.14

- Narrator:** The Souk El-Khodra is a famous market. It's in Amman, which is the biggest city in Jordan. It's an outdoor market and it's busy. It's near the Grand Hussein Mosque. You can buy so many different types of fruit and vegetables there, for example bananas, grapes and beans. It's open in the mornings. Tourists often visit the market to enjoy the bright colours. They can listen to the calls of the friendly market sellers. And if you want to take a break, there are many cafés and restaurants nearby.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5 and 6
- **Target language:** vocabulary to describe music and parties
- **Skills:** Reading, Speaking, Listening

Materials

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

Assessment for Learning

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

Global Scale of English (GSE)

- **Reading:** Can extract factual details from a simple text (GSE 40). Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Speaking:** Can talk about basic personal experiences, using simple linking words (GSE 37).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).

Mapping

Topic	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 6: Recreation	Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences; responding accurately to oral language; using learned expressions to interact in informal situations Speaking: responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions Reading: previewing a text, making predictions about content Writing: writing a well-developed text, considering purpose and audience; expressing themselves in writing different forms for different purposes (e.g. letters, emails) Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing intended meaning	Listening: identify the gist of short to medium-length passages, presentations and messages; make suggestions for the improvement of his/her own and peers' presentations Speaking: partake in dialogues with little or no help from the teacher; partake in short discussions on simple themes Reading: preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; draw inferences through referring to explicit details and examples in a reading text Writing: practise writing different types of texts (descriptive, narrative); write a well-developed text, considering purpose and audience Viewing and presenting: use actions and body language to reinforce and add meaning to oral presentation; empathise with classmates

Starting the lesson

- Tell pupils they are going to talk about music. Say *Put your hand up if you listen to music. What kind of music do you listen to? Do you play a musical instrument? What's your favourite band or artist? Have you ever been to a concert?*

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to music.

Practice

Pupil's Book

- 1 **How many words can you say about parties?**
 - Set a timer to one minute and have pupils think of as many party words as they can and write them in their notebooks. Elicit their ideas and count as they say them. Write any appropriate words on the board.
 - **Extension** Pupils work in pairs and say what their favourite song is.
- 2 **Read and tick (✓) the best title for the text.**
 - Ask volunteers to read the text aloud. Ask questions to check comprehension: *Why is Aisha excited? (Because she's taking*

part in a competition with her band.) What instrument does Aisha play? (the keyboard) Who plays the trumpet? (Manal) Who will announce the winner? (the headteacher) What will the teachers do? (serve dessert)

- Ask pupils to choose the best title.

3 Look at the text in Activity 2 again. Find and write the words.

- Pupils work individually to complete the activity, then check answers in pairs.
- **Extension** Brainstorm types of musical instruments and types of music and write them on the board. Give examples to help pupils. Say *There can be classical instruments, electric instruments and ... what else?*

4 Find and write the words from the text in Activity 2.

- Pupils read the text in Activity 2 again.
- Pupils complete the activity individually. Check answers as a class using the Lollipop stick technique.

Extra activity Fast finishers

- Pupils choose a song and write the lyrics to it. Encourage them to keep their work in their portfolios.

5 Talk to your classmates.

- Pupils work in pairs and answer the questions. Encourage them to give details about any competitions they have won or parties they have been to.

1 How many words can you say about parties?

2 Read and tick (✓) the best title for the text.

- 1 My visit to a music performance ☐
- 2 My musical birthday party ☐
- 3 The big band competition ☒



Hi, I'm Aisha and today is an exciting day! I'm taking part in a competition with my band at school! I play the keyboard and the thumb piano, Laila plays the drums, Manal plays the trumpet and Dana plays the violin.

It was Laila who started our band last summer, and we hope to win a prize today! Each band in the competition will play a tune, and then the headteacher will announce the winner! After that, we'll all have a big party to celebrate! Our teachers will serve dessert and all the students will have a good time!

I have to go now. It's nearly time for our performance and I need to finish getting ready. See you later!

3 Look at the text in Activity 2 again. Find and write the words.



performance



keyboard



trumpet



drums



violin



thumb piano

4 Find and write the words from the text in Activity 2.

- 1 an event where you try to show you're the best: competition
- 2 the thing you give to the person who wins something: prize
- 3 a piece of music: tune
- 4 the person who wins: winner

5 Talk to your classmates.

- 1 Have you ever won a competition?
- 2 What was the last party you went to?

Activity Book

1 After you read Read the text on Pupil's Book page 28 again. Answer the questions.

- Ask pupils what they can see in the photo. Ask *Do you like listening to classical music?*
- Pupils complete the activity individually. Check as a class, having pupils read the questions and say the answer.

Answer key 2 Manal, 3 Dana, 4 Laila, 5 the headteacher, 6 the teachers

2 Read and write the music words. What's the mystery word?

- Read the first definition aloud and give the answer orally to illustrate what pupils need to do.
- Pupils complete the activity individually, then check answers as a class.

Answer key 2 trumpet, 3 violin, 4 keyboard, 5 drums
The mystery word is tune.

- **Extension** Pupils work in pairs and find other definitions for the words. One reads the definition and the other reads the word to the class.

3 Read and match the sentence halves.

- Give pupils time to complete the activity.
- Invite each pupil to read a sentence aloud to the class.

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

4 Answer the questions.

- Allow pupils some time to write their answers in their notebooks.
- Pupils need to write at least one reason to justify their answer.
- Invite pupils to read their answers to the class.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today. Ask *What did you like best?*

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5 and 6
- **Target language:** party vocabulary; ways of saying goodbye
- **Skills:** Reading, Speaking, Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can identify specific information in detailed written dialogues (GSE 53).
- **Speaking:** Can act out a simple role play or dialogue with correct intonation (GSE 41).
- **Writing:** Can write a simple story in the form of a dialogue between characters (GSE 43).

Assessment for Learning

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

Starting the lesson

- Review the vocabulary from the previous lesson. Say definitions for pupils to say the word. Say, e.g. *This is an instrument that you play with your hands and feet. (drums)* This is a word for 'an event you try to win'. (competition)

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to parties and ways of saying goodbye.

Practice

Pupil's Book

- LB3.1 Listen and read. Answer the questions.**

 - Play the audio for pupils to listen and read. Pupils read and answer the questions.
 - Play the audio again for pupils to check their answers.
 - Pupils read the conversation in pairs. Have some pairs perform the conversation for the class.
- Find three ways that Farid and Ali say goodbye. Use the Say it! box to help you.**

 - Pupils look at the Say it! box. They read silently.
 - Pupils find and say the ways Farid and Ali say goodbye. They raise their hands to say the answers.

Extra activity TPR

- Ask volunteers to act as if they are leaving the room and to choose one of the ways of saying goodbye. Encourage pupils to say why they have to go, e.g. *I've got to go because ...*

- Work in pairs. Complete the dialogue using phrases from the Say it! box. Then make your own dialogue.**

- Pupils work in pairs to do the activity. Ask different pairs to read out their dialogues.

- Decide who is going to do each job. Plan a class party.**

- Pupils work in groups. Each group picks one of the jobs to do.
- Pupils tell other groups their plans for the party.

Show what you know

- Tell pupils they are going to think about what they have learnt on Dana's Learning Club pages. Pupils read and complete the *Show what you know* box individually.
- In pairs, pupils ask and answer the questions giving an example to show what they know.
- **Extension** Use games in the Games bank to review any new words.

Activity Book

- LB3.2 Read and listen to the dialogue on Pupil's Book page 29 again. Write True or False.**



- Play the audio for pupils to listen and read the dialogue again.
- Pupils complete the activity individually. Then play the audio again for pupils to check their answers.
- Check answers as a class using the Lollipop stick technique.

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

- Complete the dialogue with the words below.**

- Pupils read the words in the word box and complete the activity individually.
- Pupils practise reading the dialogue in pairs.

Answer key 2 you, 3 soon, 4 See, 5 Bye

- Write another dialogue using expressions for saying goodbye. Use the dialogue in Activity 6 to help you.**

- To help pupils write their own dialogue, tell them which parts of the dialogue in Activity 6 they can change: *great game, dad's waiting for me, later, soon, tomorrow at the party.*
- Pupils work individually to write their dialogues. They raise their hands to read out their dialogues. They can choose a partner to help them.

Extra activity Fast finishers

- Hand out a sheet of A4 paper to each pupil. Pupils work in pairs and make up a short goodbye poem, e.g.
See you later, Nader.
Bye, Farid.
See you soon, Nader.
I've got to go now.
- Suggest pupils keep their poems in their portfolios.

- Look back at the Pupil's Book and answer the questions.**

- Remind pupils what the topic for units 5 and 6 was.
- Pupils answer the questions individually. Have pupils read out their answers to check. Ask the other pupils *Do you agree? Why? Why not?*

Finishing the lesson

- Using the Summative questions technique, write on the board *I'm good at ... I'm not good at ...* for pupils to complete the sentences, thinking about what they have done in the Pupil's Book. Encourage them to think about where they might need more practice.

6 Listen and read.
Answer the questions.



- 1 Where are Farid and Ali at the moment? *at a party*
- 2 Why are they celebrating? *They won the prize for Best Band.*



- Ali:** This is a great party, isn't it?
Farid: Yes, it is! I always enjoy celebrating!
Ali: I always enjoy eating cake! Don't worry – I promise to leave you some!
Farid: Ha, ha! I still can't believe we won the prize for Best Band today! I thought that we weren't as good as some of the bands that took part.
Ali: Well, I think we were great! We practised a lot and we learned to play our tune really well!
Farid: Yes, that's true.
Ali: You aren't leaving already, are you? That's a bit unfriendly!
Farid: Yes, I've got to go. My mum's picking me up at 7 pm. See you soon, Ali!
Ali: Yes, very soon! Don't forget band practice tomorrow morning at 8 am. We have to keep practising for the next competition!
Farid: Oh, yes, OK! See you tomorrow!
Ali: Bye!

7 Find three ways that Farid and Ali say goodbye. Use the Say it! box to help you.



*I've got to go.
See you soon, Ali!
See you tomorrow!
Bye!*

Saying goodbye

I've got to go. I have to go now.
See you soon / later / tomorrow / next week!
Bye! Goodbye!

8 Work in pairs. Complete the dialogue using phrases from the Say it! box. Then make your own dialogue.

Are you going home already?

Yes, *I've got to go / I have to go now*

OK, see *you soon / later / tomorrow / next week*

Bye / Goodbye !

9 Decide who is going to do each job. Plan a class party.

give out invitations make a playlist
put up decorations prepare food
play some tunes
organise a competition buy prizes
announce the winners

Show what you know

- Can you use words to describe music and parties? ☐
 Can you use expressions to say goodbye? ☐
 Can you plan a class party? ☐

twenty-nine

29

- Divide the class into groups to discuss what they liked about the two units and have them report back to the class using the Expert envoy technique. Pupils can write their opinion about the units under lesson headings.

Objectives

- **Lesson aims:** to learn how to talk about chronology
- **Target language:** *chronological report, timeline, printed, atlas, adding machine*
- **Skills:** Reading, Speaking, Writing

Materials

- Resource 58

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts (GSE 46).
- **Speaking:** Can give their opinions on general topics, using a range of fixed expressions (GSE 50).

Assessment for Learning

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

Starting the lesson

-  Write on the board *2010: born, 2015: started school, 2017: started tennis lessons*. Ask *What does this list show?* Pupils raise their hands to offer answers. Accept all reasonable ideas.

Presentation

-  Explain that in this lesson pupils will learn how to talk about chronology. Write *chronology = the order events happen*. Ask *Can we use this word to talk about the list on the board?* and elicit *Yes*.

Practice

Pupil's Book

1 Think What do you know about inventions and their inventors? Can you think of an old and a new invention?

-  Refer pupils to page 30. Read the questions. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class.
- Teach the words by writing them on the board and explaining meanings:
chronological report: a report that shows the time of events
timeline: a line with important dates or years
printed: words put on paper with a machine, not written by hand
atlas: a map of the world
adding machine: a device used for adding numbers together

2 Learn LB3.3 Listen and read. How can we present inventions in the order in which they happened?

- Play the audio.
- Ask for feedback. Check comprehension with questions: *In which subjects can we use chronological reports? (History and Science) What are two examples of important people? (kings and inventors) Which invention is the oldest on the timeline? (the printed book)*



Diversity

Challenge

-  Ask thought-provoking questions: *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?* Write the new words pupils suggest on the board and have them write them in their notebooks with definitions or translations.

Support

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

3 Check Circle the correct words.

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

Extra activity Critical thinking

-  Pupils work in pairs. They each write a multiple-choice sentence based on the text. They swap work with each other and choose the correct word.

4 Look at the information below. Draw a timeline in your notebook and put the four dates in order. Write the name of the instrument and where it was made under each date.

-  Place pupils in pairs and give them time to draw their timelines.
- Have pairs compare timelines. Ask a pupil to draw the timeline on the board.

Extra activity Fast finishers

- Have pupils write the new words from the lesson in their notebooks with definitions.

Finishing the lesson

- Pupils close their books. Say some false sentences and have pupils correct them, e.g.
We don't use chronological reports to talk about famous people.
A timeline doesn't show the order of events.
In the 1980s, the first supercomputers were made.
-  Using the Summative questions technique, ask *What new information did you learn in this lesson?*



Social Studies

How can we talk about chronology?

Think

- 1 What do you know about inventions and their inventors? Can you think of an old and a new invention?

Learn

- 2 Listen and read. How can we present inventions in the order in which they happened? *by using a timeline*



printed writing

atlas



adding machine



In History and Science we often read texts about the lives of famous or important people, such as kings or inventors. Usually the things these people did are told in the order in which they happened. We call this a **chronological report**. A chronological report is an example of a non-fiction text. In Science, chronological reports can also be used to describe the steps in a scientific experiment. Chronological reports are often planned using a **timeline**. Timelines help present information about dates and events.



In 1468, the first book was **printed**. About four hundred years ago the first **atlas** was printed. Almost fifty years after that, the first **adding machine** was invented. About two hundred years later the first form of computer was invented. And then in the 1960s, the first super computers were made.

Check

- 3 Circle the correct words.

- We can present information in chronological order / time / line.
- Chronological reports are fiction / non-fiction / difficult texts.
- We can use timelines to present information about the lives of famous / serious / proud people in History.
- Timelines can also show the steps in a science explanation / essay / experiment.
- Examples of words in a chronological report are on / at / in 1468 and about / after / between four hundred years ago.

- 4 Look at the information below. Draw a timeline in your notebook and put the four dates in order. Write the name of the instrument and where it was made under each date.

- The first piano was invented in Italy in about 1700.
- The first modern classical guitar was made in Spain in 1850.
- The first violin was invented in Italy in the 1530s.
- The first clarinet was invented in Germany around 1690.

Objectives

- **Lesson aims:** to learn how to make a timeline
- **Target language:** *cello, viola*
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, two for each group of pupils
- Resource 58

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37).

Assessment for Learning

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

Starting the lesson

- Ask pupils to remember the new words they learnt in Lesson 1. Have different pupils write the words on the board (*chronological report, timeline, printed, atlas, adding machine*). Ask *What does it mean?* and elicit answers.

Presentation

- Explain that in this lesson pupils will learn about a musician. They will also write a chronological report about a famous person.

Practice

Pupil's Book

- 1 **Let's practise!** Read this information about a famous young musician. Is it presented in chronological order?
 - Refer pupils to page 31. Read the question. Give pupils one minute to read the paragraph and work out the answer.
 - Ask for feedback using the Lollipop stick technique.
- 2 **Read about Sheku again and complete the timeline with the correct years.**
 - Pupils read the paragraph again. Pupils work in pairs to fill in the timeline.
 - Draw the timeline on the board. Ask different pupils to fill in one date each.
- 3 **Match these sentences with numbers 1–7 on the timeline.**
 - Pupils work individually and then compare answers with a partner.
 - Ask for feedback using the Lollipop stick technique.

Show what you know

Write a chronological report about the life of someone you know.

- Place pupils in groups to complete the activity. Hand each group a sheet of paper for their timeline and a sheet of paper for the chronological report.
- Pupils prepare their timelines to be checked before they write the report. The timelines can be checked by you or in peer groups.
- Pupils then write their reports.
- Before the presentations, read the *Speaking tip* to pupils. Make sure every pupil takes part in the presentation by having them take turns to read out sentences.

Diversity

Challenge

- Pupils read the example timeline, brainstorm together as a group and ask if they have any problems. They also look at the example for help in their groups.

Support

- Draw pupils' attention to the example timeline before they start to work in groups and deal with any problems. Help and monitor while they brainstorm, offering ideas for dates and vocabulary.

Extra activity Critical thinking

- Pupils write three points in a timeline for their own life. They give the timelines to their partner who writes full sentences.

Extra activity Fun time!

- Before the class, prepare multiple-choice quiz questions about the dates of famous inventions, e.g. *When was the telephone invented: 1876 or 1906?* Divide the class into two teams. They take part in a TV-style quiz and win a point for each correct answer.

Extra activity Fast finishers

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

Finishing the lesson

- Pupils close their books. Ask them to raise their hands and say a date and a piece of information they learnt from another pupil's chronological report they listened to. The pupil who wrote the information says if it is correct.
- Using the Summative questions technique, ask *Did the timeline help you write the report? Did you include everything in your report? How did you feel about doing a presentation?*

Let's practise!

- 1 Read this information about a famous young musician. Is it presented in chronological order? *yes*

Sheku Kanneh-Mason was born in 1999 in Britain. When he was five years old, he started to play the piano. The year after that, he started playing the cello. By the time he was nine, Sheku had passed many music exams. In 2016, he won a UK competition for the best young musician of the year. The next year, he played his cello at the film and television awards and he also played in many concerts around the world. In May 2018, Sheku played his cello for a special performance in London and millions of people watched and listened to him on television. Sheku's brother and five sisters all play musical instruments. In their house, there are four pianos, three cellos, a viola and four violins.



- 2 Read about Sheku again and complete the timeline with the correct years.



- 3 Match these sentences with numbers 1–7 on the timeline.

- | | |
|--|--|
| a He was the best young musician in the UK. <i>5</i> | d The year Sheku was born. <i>1</i> |
| b He was six. <i>3</i> | e He was five. <i>2</i> |
| c He played his cello for a special performance in London and it was watched by millions of people. <i>7</i> | f He played his cello for the film and television awards. <i>6</i> |
| | g He had passed many music exams. <i>4</i> |

Show what you know

Write a chronological report about the life of someone you know.

- 1 Brainstorm famous people you know – for example, musicians, sports stars or inventors – and choose one.
- 2 Find out five important years in the person's life and write them on a timeline.
- 3 Write a few words below the timeline to say why each date is important.
- 4 Use your timeline with its notes to write a report.
- 5 Present your famous person to the class, but don't say who it is. Can the class guess?

tip Speaking

Use words and phrases that will make your presentation more interesting.
We'll start / begin with the date when this person ...
Did you know that in ...?



Mapping

Topics

Theme 1: Society

Theme 3: Science and technology

Theme 6: Recreation

Scope and Sequence Matrix

Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences; responding accurately to oral language

Speaking: responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions

Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and details; drawing inferences by referring to explicit details in a text; reading a range of stories, poetry and information books and beginning to make links between them

Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, publishing); writing a well-developed text, considering purpose and audience; revising written texts for clarity, correctness and coherence; expressing themselves in writing different forms for different purposes (e.g. letters, emails)

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing intended meaning; identifying and explaining overt and implied messages in simple media texts; discussing own feelings in response to visual messages

Communication: receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument
Feelings: embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable

7

Let's talk!

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

World of Wonder! Magazine

Welcome
Book Club
Culture

We can communicate with our friends in so many ways. Some of you told us about your favourite ways to chat to friends. How many types of communication do you know?

Alex has a question for you. Can you think of some answers to his question?

WOW! Question

Alex 3 minutes ago
What's the best way to communicate with friends and why?

In this unit I will ...

- learn words for communication, friendship and feelings
- compare things with *as ... as* and *not as ... as*
- use question tags
- read a play
- learn about languages without words
- work in a group to find out more about a language that doesn't have words
- learn how to give my opinion
- read and write interviews

32
thirty-two

Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation with reasons and evidence a speaker provides to support particular points; identify type of text (persuasive, expository, informative); assess audio material (outstanding, interesting, lacking); guess the meaning of unknown vocabulary words and phrases from context; use tone to help identify speakers' mood (surprise, disappointment) or purpose (warning, advice)

Speaking: recognise the main points made by other speakers and respond by asking questions, commenting or giving suggestions; partake in dialogues with little or no help from the teacher; explain processes using appropriate connectives; explain their ideas, reflection and feelings clearly

Reading: preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; use metalinguistic knowledge (prefixes, roots, suffixes) to infer meanings of new words or phrases; use prior knowledge and identify types of texts; use knowledge of cohesive devices to aid comprehension; read and understand a variety of factual recounts and informational and literary texts along with supplemental materials; explain how a text's illustrations contribute to what is conveyed in a story (e.g. setting, characters); identify the setting, characters and main events in literary texts; explain how specific images contribute to and clarify a text; close read a literary text

Writing: practise the writing strategies of brainstorming, outlining, drafting, revising, editing and publishing; practise writing different types of texts (descriptive, narrative); apply knowledge of the writing conventions of English

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; describe the influence of visual presentations on a particular audience; describe visual images of various types by illustrating intentions; present and develop ideas and opinions on a variety of topics orally or visually with posters; express his/her own feelings in response to visual messages in posters, cartoons or illustrations using the mother tongue, if necessary; use body language in a variety of ways to communicate and convey understanding of ideas and feelings visually

Unit objectives

Talk about communication and feelings

Language

Vocabulary	Communication <i>receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument</i> Feelings <i>embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable</i>
Grammar	(not) as ... as Question tags
Functions	Expressing opinions
Phonics	Intonation in questions and statements

Key competences

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

Mathematical, science and technological competences: ordering phrases (L. 9)

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

Social and civic competences: learn to be creative (L. 1, 2 and 4)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 8)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 4 and 6)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 3 and 4); Finding information (L. 8); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Making a poster about a language that doesn't have words (L. 8)
Communication	Talking about communication and friends (L. 1, 5, 6 and 9); Comparing people (not) as ... as (L. 3 and 4); Talking about feelings (L. 6); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 2 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 7 Test

Objectives

- **Lesson aims:** to learn and use words for communication
- **Target language:** receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument
- **Skills:** Reading, Speaking

Materials

- Resource 32A

Global Scale of English (GSE)

- **Reading:** Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give brief reasons for their opinions on familiar topics (GSE 48).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Think-pair-share technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Write *Let's talk!* on the board. Ask *How do you talk to your friends when you are not together?* Pupils raise their hands to offer ideas.

Presentation

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

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**

- Refer pupils to pages 32 and 33. Read the rubric and tell pupils to look at the photos on the Welcome page for a moment.
- Read out the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Give pupils one minute to discuss in pairs.
- Using the Lollipop stick technique, ask pupils for feedback. Accept all reasonable answers.

- 2 **7.1 Look and match. Then listen, check and repeat.**

- Refer pupils to page 33. Tell pupils to match the words and phrases they know and guess the ones they don't know.
- Play the audio.
- Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.



- Consolidate understanding with these questions and pupils raise their hands to suggest answers:
What do we call a written/picture message on a phone?
What do we call a blog that is a video?
What's the opposite of telling the truth?
What's another word for talk/disagree?
What's a phrase for having a good relationship?

- 3 **7.2 Listen and read. Which children are talking about communication and which children are talking about friendship?**

- Check answers using the Lollipop stick technique.



Diversity

Challenge

- Pupils find the new vocabulary in the blog and report to the class what the children said, using reported speech, e.g. *Dana said that she liked sending and receiving text messages.*

Support

- Tell pupils to find the new vocabulary in the blog and raise their hands to say what they find, e.g. *Send a text message is in Dana's blog.*

- 4 **Work in pairs.**

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pupils to offer ideas.

- 5 **Work in pairs. Answer the questions.**

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pupils to offer answers. Promote class discussion: *Who does the same? Do you have another idea? Do you agree/disagree?*

Extra activity Collaborative work

- Play Broken telephone. A pupil whispers a 'secret' into the ear of another pupil. That pupil then whispers the 'secret' to the next pupil and so on. The last pupil says the 'secret'. Ask the first pupil if the 'secret' is still the same.
- Ask *Does this happen when people talk about others behind their backs? Do facts get changed?*

Activity Book

- 1 **Read and circle the correct options.**

- Pupils complete the activity individually. They then compare answers with a partner.
- Check answers using the Lollipop stick technique.

Answer key 2 chat, 3 using, 4 watch, 5 keep, 6 tell

- 2 **Unscramble the survey questions. Then ask and answer with your partner.**

- Pupils complete the activity individually. Check answers before pairwork.
- **Extension** Pupils write their partner's answers in their notebook.

Answer key 2 receive text messages, 3 keep a secret, 4 tell the truth, 5 insert an emoji, 6 have an argument

- 3 **Read the I'm learning box. Then match the pairs of opposites.**

- Pupils complete the activity using the Think-pair-share technique.

Answer key 2 badly, 3 send, 4 truth, 5 keep



2 Look and match. Then listen, check and repeat.

receive a text message **6** chat to friends **9** use social media **12** insert an emoji **7**
listen to a podcast **2** watch a vlog **4** tell the truth **5** tell a lie **7** keep a secret **8**
keep a promise **11** get on well **3** have an argument **10**



3 Listen and read. Which children are talking about communication and which children are talking about friendship?

Dana and Alex are talking about communication and Sami and Mei are talking about friendship.



WOW! Blog

1 **Dana** 8 minutes ago

My favourite way of communicating with my friends is chatting to them! Talking to someone online isn't as nice as talking face to face. But if that isn't possible, then I like sending and receiving text messages from my friends. Sometimes we send hundreds of messages to each other every week!

2 **Alex** 10 minutes ago

I love inserting emojis into my messages. It's an easy way to show how I'm feeling without using words! Can you guess how I'm feeling today? 😊 I think that emojis are as good as words! There are so many different, funny emojis and there are always lots of new ones, too!

3 **Sami** 1 hour ago

My friends and I get on well most of the time, but sometimes we have arguments. It doesn't matter because the arguments never last for long and we soon forget about them!

4 **Mei** 2 hours ago

I think friends should always tell you the truth, even if you don't always want to hear it. Also, a friend should always keep your secrets.

4 Work in pairs.

- 1 Look at the ways of communicating on pages 32 and 33. Are they a good way of keeping in touch with friends?
- 2 Which of these things should good friends do? Which shouldn't they do?

5 Work in pairs. Answer the questions.

- 1 How do you communicate with friends?
- 2 Do you always keep your promises to your friends? Why?
- 3 Do you always keep your friends' secrets? Why?
- 4 Do you ever have arguments with your friends? Why?

thirty-three

33

Extra activity Fast finishers

- Pupils write the new vocabulary in their notebooks under the headings *Should* and *Shouldn't*.

Finishing the lesson

- Pupils close their books. Call out the phrases, but say *beep* for one word. Pupils say the missing word.
- Using the Thought-provoking questions technique, ask *Are these words useful for you? Why?*

Objectives

- **Lesson aims:** to listen to and read a dialogue about getting on well with people
- **Skills:** Reading, Listening, Speaking

Global Scale of English (GSE)

- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 30). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can express their opinions on familiar topics, using simple language (GSE 41). Can give brief reasons for their opinions on familiar topics (GSE 48).

Assessment for Learning

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

Starting the lesson

- Pupils work in pairs and write down as many phrases from Lesson 1 as they can in one minute. Ask for feedback using the Lollipop stick technique.

Presentation

- Explain that in this lesson pupils will read about getting on with people.

Practice

Pupil's Book

- 1 **7.3 Listen and read. What is Dana trying to do this month?**
 - Refer pupils to page 34.
 - Ask pupils to raise their hands to offer answers.
- 2 **Read the dialogue again and answer the questions. Talk to your partner.**
 - Tell pupils to read the dialogue quietly and then discuss the answers in pairs.
 - Check answers using the Lollipop stick technique. Ask volunteers to write the answers on the board.
- 3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.**
 - Pupils act out the dialogues in pairs. Ask different pairs to demonstrate the expressions to the class.
 - **Extension** Ask pupils to think of their own statements that could prompt these expressions.
 - Pupils work in small groups and make mini-dialogues with the expressions to use in role plays.



- 4 **Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?**

- Place pupils in pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their ideas.

Diversity

Challenge

- Tell pupils to give detailed reasons for their answers.

Support

- Pupils do the pairwork using the Expert envoy technique.

Extra activity Critical thinking

- Ask *What should you do after you've had an argument with someone? Why do you think people have arguments? Are arguments always bad?* Discuss as a class.

Activity Book

- 1 **7.4 Read and complete the sentences from the dialogue on Pupil's Book page 34. Then listen and check.**



- Give pupils one minute to complete the activity. Pupils check their answers with their partners.
- Play the audio.
- Ask different pupils to offer answers.

Answer key 2 easy, arguments; 3 angry, huge; 4 Maybe, experiences; 5 podcasts, vlogs; 6 cool, borrow

- 2 **Read the dialogue again and circle T (true) or F (false). Then explain your answers.**

- Pupils write and then compare answers with a partner.
- Ask different pupils to offer answers. Ask for class agreement.

Answer key 2 T – She says it isn't as easy with her sister.; 3 F – Dana's sister ruined her T-shirt.; 4 T – She says it's great.; 5 F – She thinks vlogs are more interesting.; 6 F – She listens to podcasts all the time.

- 3 **7.5 Read and complete the dialogues with the correct expressions. Then listen and check.**



- Pupils write and then compare answers with a partner. Play the audio for pupils to check.
- Check answers using the Lollipop stick technique, choosing two pupils. One pupil reads the sentence and the other pupil uses the expression.

Answer key 2 That's not on., 3 Never mind., 4 That's not on., 5 Never mind., 6 What are you up to?

Extra activity Fast finishers

- Pupils write the words connected to friendship in this lesson in their notebooks.

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask them the questions in Activity 2 in the Pupil's Book again. Pupils raise their hands to offer answers.



1 Listen and read. What is Dana trying to do this month?

She is trying to get on well with everyone.



Dana: Hey, Mei. I'm doing an experiment. I'm trying to get on well with everyone for a month.

Mei: How's it going?

Dana: Well, it's been easy with my friends. I haven't had any arguments with them. But I've realised that getting on well with your older sister isn't as easy as getting on well with your friends.

Mei: Oh, dear! What happened?

Dana: Well, yesterday my sister decided to borrow my favourite T-shirt without asking me.

Mei: Hmm, that's not on.

Dana: That isn't even the worst of it! She got tomato sauce all over it and now it's completely ruined. I was so angry and we had a huge argument!

Mei: Never mind! If that's the only argument you have all month, then I think you've done well. It's a great experiment. Maybe you should record your experiences in some way. Perhaps you could make a vlog or a podcast about it?

Dana: Oh, that's a good idea. I think I'll make a vlog! Podcasts aren't as interesting as vlogs.

Mei: Oh, no! Podcasts can be as good as vlogs! I listen to them all the time. I think that podcasts will be as popular as vlogs one day.

Alex: Hey guys. What are you up to? Do you like my new T-shirt?

Mei: Hi, Alex. Maybe you shouldn't talk to Dana about T-shirts ...

Dana: Don't worry, Alex. She's just joking. I think it's a cool T-shirt! Just don't let my sister borrow it!

2 Read the dialogue again and answer the questions. Talk to your partner.

- Who does Dana get on well with? *her friends*
- What did her sister borrow? *her favourite T-shirt*
- What happened to the T-shirt? *Her sister got tomato sauce all over it and ruined it.*
- How did Dana feel after this? *She was angry.*
- How is Dana going to record her experiences? *She is going to make a vlog.*
- What does Mei listen to a lot? *podcasts*

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out. Refer to Activity 1 for answer key (answers circled in red).

What are you up to? That's not on! Never mind!

1 My brother ate all the sandwiches and didn't leave any for us.

(...) He shouldn't have done that.

2 I didn't receive your text message.

(...) It wasn't important!

3 (...)

We're just watching a vlog.

4 Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?

Objectives

- **Lesson aims:** to learn and use *(not) as ... as*; to understand a listening task
- **Target language:** *Podcasts can be as good as vlogs. Podcasts aren't as interesting as vlogs.*
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 38 and 52

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).

Assessment for Learning

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

Starting the lesson

- Ask *What do you remember about Dana and her sister from Lesson 2?* Pupils raise their hands to offer answers.

Presentation

- Explain that in this lesson pupils will learn to compare things using *as ... as* and *not as ... as*. They will also do a listening activity.
- Write *Cats are as nice as rabbits. Cats are not as nice as rabbits.* Ask pupils *Do you agree with either of these sentences?* Pupils raise their hands to give their opinion.

Practice

Pupil's Book

- 1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.
 - Refer pupils to pages 34 and 35. Pupils work individually and then compare answers with a partner.
 - Ask different pupils to raise their hands to offer ideas. Ask for reasons.
- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.
 - Give pupils a minute to work out the rules.
- 3 Read the dialogue in Lesson 2 again. Underline examples of *as ... as* and *not as ... as*.
 - Give pupils a minute to work out the rules.
 - Check answers using the Lollipop stick technique.
 - Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

- 4 Look at the pictures and compare Susie and Rita using *as ... as* or *not as ... as* and the adjectives in the box.

- Pupils work in pairs.
- Ask for feedback using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils compare themselves with their partner using *(not) as ... as*. They write down four sentences and then compare sentences with their partner to see if they had the same ideas.

- 5 7.6 Listen. Eman is talking to her dad. What is she telling him about?

- Play the audio. See page 100 for audioscript.



- 6 7.7 Listen again. For each question, choose the correct answer.

- Tell pupils to read the questions and options before they listen.
- Play the audio again.
- Check answers using the Lollipop stick technique.



Diversity

Challenge

- Pupils read the sentences and options to themselves before they listen.

Support

- Read out the sentences and options to the class and explain meanings if necessary.

Finishing the lesson

- Using the Summative questions technique, ask pupils to say a sentence about themselves and someone in their family using *(not) as ... as*.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use *(not) as ... as*; to understand a listening task
- **Target language:** *Podcasts can be as good as vlogs. Podcasts aren't as interesting as vlogs.*
- **Skills:** Reading, Listening

Materials

- Resources 38 and 52
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Three facts and a fib technique
- Independent learning: Summative questions technique

1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.

- 1 Dana thinks it's easy to get on with everyone.
- 2 Her sister asked to borrow her T-shirt. **false** (She borrowed her T-shirt without asking.)
- 3 Dana and her sister argued. **true**
- 4 Mei suggests making a vlog or a podcast. **true**

2 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Comparing things

as ... as

Podcasts can be **as good as** vlogs.

Podcasts will be **as popular as** blogs.

not as ... as

Getting on well with everyone for a month **isn't as easy as** getting on well with everyone for a day.

Podcasts **aren't as interesting as** vlogs.

We use **as + adjective + as** to compare two things that **are** aren't the same.

We use **not as + adjective + as** to compare two things that **are** aren't the same.

Refer to Activity 1 on page 34 for answer key (answers underlined in green).

3 Read the dialogue in Lesson 2 again. Underline examples of **as ... as** and **not as ... as**.

4 Look at the pictures and compare Susie and Rita using **as ... as** or **not as ... as** and the adjectives in the box.

short long curly straight
happy tall old young

Rita's hair isn't as long as Susie's hair. Susie's hair isn't as curly as Rita's hair. Rita's hair isn't as straight as Susie's hair. Rita isn't as happy as Susie. Susie isn't as old as Rita. Rita isn't as young as Susie. Susie isn't as tall as Rita.

5 Listen. Eman is talking to her dad. What is she telling him about?



She's telling him about a talk at school on communicating with friends.

6 Listen again. For each question, choose the correct answer.



- 1 When we send a text message, we should always be
A unkind.
B kind.
C mean.
- 2 We should only chat to people who
A are kind.
B we know in real life.
C are interesting.
- 3 We should only write things online that we would be happy to
A wear on a T-shirt.
B say to a teacher.
C say to our friends.
- 4 Once a photo is online, it will
A be funnier.
B be easy to share.
C be there forever.
- 5 If we see something worrying, we
A should talk to someone online.
B should not talk to an adult.
C should turn off the computer and talk to an adult.

Susie, 11



Rita, 12



Susie's hair isn't as short as Rita's hair.

thirty-five 35

Starting the lesson

- Place pupils in groups of four. Hand each pupil a sheet of paper. Pupils practise (not) as ... as using the Three facts and a fib technique. Walk around the class monitoring groups.

Practice

1 Listen and tick (✓) the correct sentences.

- Pupils read the sentences before they listen.
- Play the audio. See page 100 for audioscript.
- Check answers using the Lollipop stick technique.

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

2 Rewrite the sentences with (not) as ... as and the underlined adjective.

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key 2 are as old as, 3 isn't as tidy as, 4 is as clever as, 5 as confident as

3 Look at the information. Write sentences with (not) as ... as.

Answer key 2 Omar is as tall as Gabriel; 3 Gabriel isn't as keen on sports as Omar; 4 Omar isn't as good at Maths as Gabriel; 5 Gabriel is as hard-working as Omar; 6 Omar isn't as bad at keeping secrets as Gabriel.

4 Compare two friends. Use (not) as ... as.

- Pupils decide in pairs which two friends to write about. Make sure they write about the same people.

Extra activity Fast finishers

- Have pupils copy the sentences from the grammar table into their notebooks.

Finishing the lesson

- Using the Summative questions technique, write *Today I have learnt...* on the board and have pupils complete the sentence in their notebooks.

Objectives

- **Lesson aims:** to understand a reading text; to introduce words for feelings
- **Skills:** Reading, Speaking, Listening

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

Assessment for Learning

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

Starting the lesson

- Using the Lollipop stick technique, ask pupils to say a word or phrase connected with the topics of communication and friendship. Accept all reasonable ideas.

Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Play* on the board. Ask *Where do you see a play?* and elicit *At the theatre*. Ask *What do you know about plays?* Pupils raise their hands to offer ideas.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a playscript. Look and circle the options that describe a play. Then answer.

- Refer pupils to page 36. Tell them to look at the pictures.
- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

Key words search

Tips for writing a play

- 2 **7.9 Listen and read.** What game do the children play and what are the rules?

- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *What are they looking at? (their phones) Who suggests a game? (Faisal) How many questions does Ibrahim manage before answering 'yes'? (two) What about Hamed? (zero)*



Extra activity Critical thinking

- Pupils think of another question that Faisal could ask that has a *yes* or *no* answer. Ask for feedback and write pupils' ideas on the board.

- 3 **After you read** Activity Book, page 29.

- Pupils turn to page 29 in their Activity Books.

- 4 **Discuss in a group.**

- Place pupils in groups of three for this activity.
- Walk around the class monitoring groups.
- Ask different groups to tell the class their ideas.

- 5 **Play the Yes/No game in groups of three.**

- Pupils play in the same groups. The pupil who answers the most questions without saying *yes* or *no* wins.

Diversity

Challenge

- Ask pupils to report back to the class and say what words and phrases they used instead of *yes* or *no*.

Support

- Brainstorm words and phrases pupils could use instead of *yes* or *no* before they play the game.

Activity Book

- 1 **After you read** Read the playscript on Pupil's Book page 36 again. Who says the following lines? Write.

- Pupils complete the activity individually. Ask pupils to raise their hands to offer answers.

Answer key 2 Hamed, 3 Faisal, 4 Ibrahim, 5 Hamed, 6 Hamed, 7 Ibrahim, 8 Faisal

- 2 **Answer the questions. Write complete sentences.**

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 He suggested playing the Yes/No game.; 3 The person mustn't say 'yes' or 'no'; 4 He answers 'That's right'; 5 Hamed is the second person to sit in the middle.; 6 They aren't very good at it.

- 3 **Read the Work with words box. Then complete the table.**

- Pupils work individually and then compare answers with a partner. Write the answers on the board.

Answer key 2 argue, 3 disappointment, 4 enjoy, 5 entertainment, 6 excite, 7 improvement, 8 move

Extra activity Fast finishers

- Pupils find all the questions and answers in the playscript.

Finishing the lesson

- Using the Summative questions technique, write *Today I have learnt ...* on the board and have pupils complete the sentence in their notebooks.

- 1 **Before you read** Today's Book Club text is a playscript. Look and circle the options that describe a play. Then answer.
 - 1 A playscript usually has various characters / titles.
 - 2 There's usually an introduction / a conclusion to tell you about the characters and the setting.
 - 3 Information about what the characters are doing or feeling is sometimes given in brackets / capital letters.
- 2 **Listen and read.** What game do the children play and what are the rules?
The Yes/No game – you ask someone questions to try and get them to say 'yes' or 'no'.



Let's talk!

Scene 1

Faisal, Ibrahim and Hamed are in the living room on their phones.

Faisal: *(Looking up from his phone)* Hang on a minute, guys. I've just realised something. We're all chatting with each other online, aren't we? But we're all in the same room! Why don't we just talk to each other instead?

Hamed: *(delighted, putting his phone down)* Let's try it, OK? Somebody say something then ...

Faisal: Errrrrrrrrr.

Ibrahim: Hmmmmmm.

Scene 2

The children are sitting in silence on the sofa, looking at each other.

Hamed: Maybe we've forgotten how to speak to each other!

Faisal: Of course we haven't! *(He jumps up, smiling.)* I know! Let's play the Yes/No game. That'll get us talking.

Hamed: *(curious)* What's that?

Faisal: One person sits in the middle and the other two ask them questions. We have to try to get them to say 'yes' or 'no'.

Ibrahim: *(nervous)* I'll go first ...

Faisal and Hamed sit on the floor in front of Ibrahim.

Faisal: OK, Ibrahim. Remember, you can't say 'yes' or 'no'! Your name is Ibrahim, isn't it?

Ibrahim: That's right.

Hamed: You're 12 years old, aren't you?

Ibrahim: Absolutely.

Faisal: You don't like blogging, do you?

Ibrahim: Yes, I do!

Faisal: You said 'yes'!

Ibrahim: *(disappointed)* Oh, no! I did!

Hamed: This game isn't very hard, is it? I want to have a go!

Hamed sits on the sofa and Ibrahim sits on the floor with Faisal.

Ibrahim: You're quite confident about this game, aren't you?

Hamed: Yes, I am! *(embarrassed)* I mean ... Oh, no!

Faisal: *(laughing)* You said 'yes' and 'no'! Never mind! We might not be very good at this game, but at least we've had fun for five minutes without our phones! Let's play another game ...

They all run out of the room.




- 3 **After you read** Activity Book, page 29.
- 4 **Discuss in a group.**
 Do you and your friends ever find it difficult to think of things to say to each other? Why?/Why not?
- 5 **Play the Yes/No game in groups of three.**

Objectives

- **Lesson aims:** to learn and use words for feelings; to learn and use question tags
- **Target language:** *embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable; Your name is Ibrahim, isn't it?*
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 32B, 39 and 44

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand how people are feeling, if they use simple language and speak slowly and clearly (GSE 30).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can say how they or someone else feels, giving a brief reason (GSE 38).

Assessment for Learning

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

Starting the lesson

- Ask pupils questions with question tags and tell them to try and answer without saying *yes* or *no*, e.g. *Your name is (name), isn't it? You're ten, aren't you?*

Presentation

- Explain that in this lesson pupils will learn words for feelings and to use question tags.
- Pre-teach the new words. Write them on the board and ask pupils which ones they know. Explain meanings with definitions, e.g. *calm* is when you are relaxed, not worried.

Practice

Pupil's Book

1 7.10 Look and match. Then listen, check and repeat.

- Refer pupils to page 37. Tell them to look at the pictures.
- Play the audio.
- Ask different pupils to offer answers.

Extra activity Critical thinking

- Ask pupils to think about what situations make them have these feelings, e.g. *I feel nervous before an exam*. They work in pairs and write down their ideas. Ask for class feedback and promote class discussion.

2 Read the play in Lesson 5 again. How many words can you find for the way that people feel?

- Refer pupils to page 36.
- Pupils work in pairs to find the words. Ask different pairs for feedback.

3 Answer the questions about the play.

- Pupils complete the activity individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique.

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

- Give pupils a minute to work out the rules.
- Check answers using the Lollipop stick technique.
- Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

5 7.11 Listen to three conversations and answer the questions.

- Play the audio. See page 100 for audioscript. Ask different pupils to write their answers on the board.



Diversity

Challenge

- Pupils read the questions to themselves. Play the audio once. Ask for answers. Play the audio again to confirm answers.

Support

- Read out the questions to the class before playing the audio. Play the audio twice. Ask pupils for answers. Play the audio again to confirm answers.

6 Work in pairs.

- Pupils work in pairs using the Think-pair-share technique.

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *Is it easy to use question tags?* and elicit answers.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to use words for feelings; to use question tags
- **Target language:** *embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable; Your name is Ibrahim, isn't it?*
- **Skills:** Reading, Listening

Materials

- Resources 32B, 39 and 44

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand how people are feeling, if they use simple language and speak slowly and clearly (GSE 30).

Assessment for Learning

- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Put pupils in teams and play *Don't say it!* with the vocabulary from the previous lesson.

- 1 Look and match.
Then listen, check and repeat.

embarrassed 7 disappointed 9
jealous 10 upset 1 confused 5
curious 6 delighted 3 nervous 2
calm 12 serious 4 proud 11 miserable 8



Refer to Activity 2 on page 36 for answer key (answers underlined in green).

- 2 Read the play in Lesson 5 again. How many words can you find for the way that people feel?

- 3 Answer the questions about the play.

They are chatting with each other on their phones.

- 1 What are the children doing at the start of the play?
- 2 How do they start talking? They play the Yes/No game.
- 3 What will they do at the end? They're going to play another game.

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Question tags

Your name is Ibrahim, isn't it?
You're 13 years old, aren't you?
You don't like blogging, do you?
This game isn't very hard, is it?

When we speak, we sometimes add question tags at the start / end of a sentence.

When the sentence is positive, the question tag is positive / negative.

When the sentence is negative, the question tag is positive / negative.

- 5 Listen to three conversations and answer the questions.

- 1 How does Ghada feel and why? Ghada is embarrassed because she sent a text message to the wrong friend by mistake.
- 2 How does Adnan feel and why? Adnan is nervous because he has a test today.
- 3 How does Malek feel and why? Malek is disappointed because his football team lost the match.

- 6 Work in pairs.

- 1 Guess how your partner might feel in different situations. Write five sentences using the words from Activity 1.
- 2 Say the sentences to your partner and use question tags to check if you are correct.

You feel nervous before a test, don't you?

You don't feel embarrassed when you act, do you?

thirty-seven 37

Practice

- 1 Read the clues and complete the crossword.

Answer key 2 upset, 3 serious, 4 nervous, 5 calm, 6 delighted

- 2 7.12 Listen and circle the correct answers.

• Play the audio. See page 101 for audioscript.

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

- 3 Read and complete the sentences with the correct question tags.

Answer key 2 isn't it, 3 doesn't it, 4 are they, 5 is she, 6 aren't you

- 4 Write the sentences with question tags.

• **Extension** Pupils take turns to ask and answer the questions.

Answer key 2 You often use social media, don't you?; 3 You have never cheated, have you?; 4 You like staying at home, don't you?; 5 You don't like blogging, do you?; 6 You're usually a calm person, aren't you?

Extra activity Fast finishers

- Pupils write the new words from the lesson in their notebooks.

Finishing the lesson

- Put pupils in pairs. Have them ask and answer questions using question tags. They can use the ones in the book.
- Using the Summative questions technique, ask *How do you feel about question tags now?* and elicit answers.

Objectives

- **Lesson aims:** to learn about communicating without words
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Writing

Materials

- sheets of A4 paper, enough for each group of pupils
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can create a poster to advertise an event or product, given a model (GSE 45).

Assessment for Learning

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

Starting the lesson

- Write these words on the board with the vowels missing and ask different pupils to complete them:
calm, confused, curious, delighted, disappointed, embarrassed, jealous, nervous, proud, serious, upset, miserable.

Presentation

- Explain that in this lesson pupils will talk about communicating without words.
- **Extension** Ask pupils to find Egypt and Japan on a map. Use an online map if available.

Culture notes

- Emojis first appeared in Japanese mobile phones in 1999. They became popular worldwide after being added to many mobile systems in 2010.
- In Ancient Egypt, only the highly educated were able to read and write hieroglyphics.
- It is a common misconception that all sign languages are the same. It is not known exactly how many sign languages exist across the world. The earliest record of a sign language is in the 5th century BCE by Plato.

Practice

Pupil's Book

- 1 **Before you read** Do you ever communicate with your friends without using words? How do you do this? Try to say something to your partner without words.
 - Pupils complete the activity in pairs.

2 7.13 Listen and read.

- Pupils complete the activity individually.



WOW! Activity

- Have students choose an emoji. Give them time to practise acting it out. Then invite them to come to the front of the class to act it out. Have the rest of the class watch and guess which emoji they are acting out. Pupils raise their hands to guess the emoji.

Extra activity Critical thinking

- Pupils work in pairs and write down three things that they didn't know before they read the text. Ask *Do you think it is easy to learn a sign language? How many people in your family use emojis? Which emojis do you use the most? Why?* Promote class discussion.

3 After you read Activity Book, page 31.

- Pupils turn to page 31 in their Activity Books.

4 Work in pairs. Which of the languages in the article would be the easiest to learn? Why?

- Pupils discuss in pairs for one minute. Encourage class feedback and discussion.



Project

Make a poster about a language that doesn't have words.

- Divide pupils into groups of three. Give each group paper and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Help pupils decide who will do each part of the research.
- Each pupil designs and writes their part of the poster.
- Have pupils present their posters together.

Diversity

Challenge

- Pupils refer to the texts in their Pupil's Books for help with vocabulary.

Support

- Suggest that pupils use vocabulary related to the topic. Write some ideas from the texts on the board.

Activity Book

1 After you read Read the text on Pupil's Book page 38 again. Then read and complete the sentences. Write one word in each gap.

- Pupils complete the activity individually. Then they compare answers with a partner.

Answer key 2 pictures, media; 3 written, Ancient; 4 International, September

2 Read the sentences and circle T (true) or F (false). Then explain your answers.

- Pupils complete the activity individually.

Answer key 2 F – Most 18–25 year-olds prefer emojis for showing feelings.; 3 T – About 70% of emojis are positive.; 4 F – The Rosetta Stone helps us understand them.; 5 T – Many countries have their own form of sign language.

- 1 **Before you read** Do you ever communicate with your friends without using words? How do you do this? Try to say something to your partner without words.

- 2 **Listen and read.**

Communicating without words

The language of **Emojis** uses pictures instead of words. From social media to text messages, from blogs to T-shirts, these little pictures are everywhere! Young people use them a lot. In fact a survey showed that 72% of 18- to 25-year-olds think it's easier to talk about their feelings with emojis than words. Emojis have made it easier to communicate with people in different countries because we don't have to speak the same language. A report found that the emoji that is used most often around the world is the happy face. 😊 It said that 70% of emojis were positive and 15% were negative. So most people use happy emojis rather than miserable emojis.

WOW! Activity

Choose an emoji. Act it out. Can your classmates guess which emoji it is?

- 3 **After you read** Activity Book, page 31.

- 4 **Work in pairs.** Which of the languages in the article would be the easiest to learn? Why?

38 thirty-eight

Some languages don't use words. In fact, it is possible for people to communicate with each other without saying a single word.



But emojis aren't the first time we've used pictures to communicate. The Ancient Egyptians used **hieroglyphics**. This is one of the oldest written languages, but the meaning of the pictures wasn't understood for many years. Archaeologists found the Rosetta Stone in 1799 and this helped us to understand what they mean.



Sign language is another way of communicating without saying a word. You use your hands and other parts of the body to make the language. It's useful for people with hearing disabilities; that is, people who can't hear. More than 70 million people around the world use sign language and 23rd September is the International Day of Sign Languages. Each culture has made its own form of sign language that works with the language that is spoken in that country.



Project

Make a poster about a language that doesn't have words.

- In groups, choose one of the languages from the article or research to find another one.
- Decide who will research to find out more about:
 - where this language started.
 - how this language is different in various parts of the world.
 - how you can learn this language.
- Present the information in a poster and share it with the rest of the class. Try to communicate a simple idea in the language you have chosen.
- What was the most interesting thing you found out about other languages today?



- 3 **7.14 Listen to a report about another way of communicating without words. Complete the notes.**

- Pupils look at the notes before listening so they know what to listen for.
- Play the audio. See page 101 for audioscript.

Answer key 2 22,000, 3 island, 4 (large) valleys, 5 walking, 6 thousands, 7 Spanish, 8 1999, 9 2009, 10 tourists



Finishing the lesson

- Using the Summative questions technique, write *The most interesting thing in this lesson for me is ...* on the board and have pupils complete the sentence in their notebooks. They read out their ideas to the class.

Extra activity Fast finishers

- Pupils write ten important words from the text in their notebooks.

Objectives

- **Lesson aims:** to learn to give your opinion; to learn and practise intonation in questions and statements
- **Target language:** *Personally, I think ...*
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 56

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Listening:** Can understand how people are feeling, if they use simple language and speak slowly and clearly (GSE 30).

Assessment for Learning

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

Starting the lesson

- Write *My opinion* on the board. Ask *Do you like giving your opinion? Do you listen to other people's opinions?* Pupils call out *Yes* or *No*.

Presentation

- Explain that in this lesson pupils will learn to give their opinion.
- Ask pupils to work in pairs and think of a phrase they would say to give their opinion to a friend.

Practice

Pupil's Book

1 Listen and read. Answer the questions.

- Refer pupils to page 39. Ask pupils to look at the picture and raise their hands to say what they can see.
- Play the audio.
- Check answers using the Lollipop stick technique.



Extra activity Critical thinking

- Ask *Do you think Miyu is right to be upset? How would you feel if a friend didn't keep your secret? Do you think people make mistakes? Is it easy to forgive someone?* Promote class discussion.

2 Read the dialogue again. Find and write Miyu and Yuki's opinions. Use the Say it! box to help you.

- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
- Pupils work in pairs and discuss. Ask different pairs for feedback.
- **Extension** Pupils read out the dialogue in pairs.

3 Take it in turns to give your opinions on these subjects. Use the Say it! box to help you.

- Place pupils in different pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their opinions and compare ideas.

Diversity

Challenge

- Ask a confident pupil to promote class discussion with questions to individual pupils.

Support

- Place pupils in groups after the pairwork. They discuss their ideas and report back to the class using the Expert envoy technique.

Pronunciation

4 7.16 Listen and say. Does the intonation go down or up in each sentence?

- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the sentences with the audio. Make sure they copy the intonation.
- Ask different pupils to offer answers.
- **Extension** If available, record individual pupils' pronunciation of one sentence and have them listen and check themselves.



Activity Book

1 7.17 Listen and order the phrases for giving opinions. Then listen again and complete.

- Pupils do the activity individually. Then they listen and check.
- See page 101 for audioscript.
- Pupils raise their hands to offer answers.

Answer key 2 d, Jamal feels bad about it; 3 b, he's just embarrassed; 4 a, he should pay me something for the tablet; 5 c, Jamal will change his mind



2 Read and complete the dialogues with your own ideas. Then act out with your partner.

- Pupils work individually. Check and correct answers before pupils act out in pairs.
- Walk around the room monitoring pairs.

3 7.18 Listen and complete the sentences. Use the correct form of the verbs. Then practise with your partner.

- Play the audio. Give pupils enough time to finish the sentences. Have them repeat what they hear.
- Pupils practise in pairs. Monitor word and sentence stress.

Answer key 2 tries; 3 Did, buy; 4 Does, pay; 5 is



Extra activity Fast finishers

- Pupils read the dialogue and find all the phrases for giving opinions.



Yuki: Are you OK, Miyu?

Miyu: Yes, I am, Yuki. I'm just upset because I had an argument with Kiyo. She promised that she would keep a secret that I told her. But then she went and told everyone.

Yuki: That's not on.

Miyu: She said sorry, but I don't know if I can forgive her. Personally, I think that friends should always keep secrets.

Yuki: I'm sorry that you're upset, Miyu. I bet that Kiyo didn't mean it. I guess that she just made a mistake.

Miyu: Yes, you're right. We all make mistakes. I'm sure that I'll be able to forgive her in a day or two.

- 1 Listen and read. Answer the questions.



- 1 Why is Miyu upset with Kiyo? *Because she told everyone her secret.*
2 Does Miyu think she'll be able to forgive Kiyo? *Yes, she thinks she'll be able to forgive her in a day or two.*



Giving your opinion

Personally, I think ... I'm sure that ...
I bet that ... I guess that ...
I'm certain that ...

- 2 Read the dialogue again. Find and write Miyu and Yuki's opinions. Use the *Say it!* box to help you.
- 3 Take it in turns to give your opinions on these subjects. Use the *Say it!* box to help you.

- You should never say mean things to your friends.
- If your friend is upset, you should find out why.
- You should talk to your friends every day.
- You should never be jealous of your friends.
- It's better to have lots of friends than just one best friend.
- It isn't always easy to make new friends.

Pronunciation

- 4 Listen and say. Does the intonation go down or up in each sentence?

Can I try this shirt on?

up / down

I'm afraid these trousers aren't big enough.

up / down

We haven't got this dress in red.

up / down

How much do these shoes cost?

up / down



Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do people give opinions like this in your country/language?* Ask pupils to say what is different or the same.

Miyu thinks that friends should always keep secrets. She thinks she'll be able to forgive Kiyo in a day or two. Yuki thinks that a friend should always keep secrets. But she also thinks that Kiyo didn't mean to upset Miyu and that she just made a mistake.

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *interview, relationship, age, shape, part*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking

Materials

- Resource 48

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions) (GSE 47).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

Assessment for Learning

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

Starting the lesson

- Pupils work alone and write down as many adjectives for feelings from Unit 7 as they can remember in one minute.
- Ask for feedback using the Lollipop stick technique.

Presentation

- Explain that in this lesson pupils will read an interview.
- Draw pupils' attention to these words: *interview, relationship, age, shape* and *part*. Write them on the board and ask for or explain meanings, e.g. *An interview can be when someone asks questions for a magazine or blog. A relationship is the feelings people have towards each other. Your age is how old you are. A shape is what something looks like, e.g. a square or circle. A part is a piece of something.*

Practice

Pupil's Book

1 Before you read Look at the text. How can you tell that this is an interview?

- Refer pupils to page 40.
- Pupils raise their hands to offer answers.
- Read the *Reading tip* to pupils.

2 7.19 Listen and read.

- Play the audio.
- Check comprehension with questions: *What has Abbas written? (a book about young people and their friendships) Are friendships all the same? (No, they come in different shapes and sizes.) Does he talk about making friends only? (No, he also talks about keeping friends.) What do some people do on vlogs? (make themselves look better than they are in real life)*



3 Read again. Are these sentences true or false? Say why.

- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique. Ask different pairs to give reasons.

Extra activity Critical thinking

- Pupils work in pairs to think of two more true or false statements about the interview. They swap with another pair and decide if they are true or false. For false ones, they give reasons.

4 Work in pairs.

- Place pupils in pairs.
- Walk around the room monitoring pairs.
- Ask different pairs for feedback.

Diversity

Challenge

- During feedback for Activity 4, include all pupils in the discussion with prompts: *Do you agree, (name)? What do you think, (name)?*

Support

- Use the Expert envoy technique for pairwork for Activity 4.

Activity Book

1 Read and complete the definitions.

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key 2 age, 3 interview, 4 relationship, 5 part

2 Read the interview on Pupil's Book page 40 again. Match.

- Pupils complete the activity individually.
- Ask different pupils to offer answers.

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

3 Answer the questions. Use complete sentences.

- Pupils complete the activity individually. They can refer to their Pupil's Books if necessary.

Answer key 2 He thinks friends are really important when they're at school.; 3 Osama's friend is two years older than him.; 4 You may feel upset and miserable.; 5 You should talk about problems.; 6 They want to make themselves look better and happier.

Extra activity Fast finishers

- Pupils write the words in context in their notebooks with definitions.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Did you find the interview interesting? Would you like to read Abbas's book? Why?* and encourage class discussion.

Reading

- 1 **Before you read** Look at the text. How can you tell that this is an interview?
Because it's set out as a dialogue with questions and answers.

- 2 **Listen and read.**



Interview with Abbas Alra'i

by Osama Almallah

This week I interviewed Abbas Alra'i, who has written a book called Friends for Life.

Osama: *Thanks for doing this interview, Abbas. So, your new book will be in the shops next Monday, won't it? Tell us a bit about it.*

Abbas: Well, it's about young people and their friendships. Having good friends is important all through our lives, but it's really important when we're at school.

Osama: *Yes, you're right. So, what type of things do you talk about in the book?*

Abbas: I've written about different types of relationships, for example, friends at school, friends

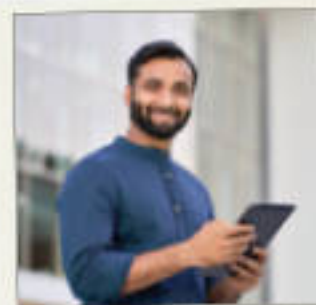
out of school or friendships between people of different ages.

Osama: *That's cool! I have a friend who is two years older than me. My friendship with him*

is as important as my friendships with people who are my own age. He helps me a lot and is proud of me when I do well.

Abbas: Exactly! Friendship comes in all different shapes and sizes.

Osama: *In the book, you also talk about making and keeping friends, don't you?*



Abbas: Yes, that's right. I look at things you can do to help you to make friends. For example, be friendly, smile, be positive and ask lots of questions! But keeping friends isn't as easy as making friends. You might not get on well all the time and when you have an argument, you may feel upset and miserable. So I look at things you can do when friendships go through difficult times. For example, talk about problems, say sorry, forgive and forget, don't be jealous and keep promises and secrets.

Osama: *What about online friendships? You talk about those too, don't you?*

Abbas: Yes, I do. In the book, I show how online friendships can be difficult. People don't always tell the truth on social media, blogs or vlogs. They can make themselves look better and happier than they are in real life. So when you or I look at the photographs, we might think that we aren't as happy as they are and that our lives are not as interesting as their lives. But we mustn't feel jealous because these people are only showing us a small part of their lives.

Osama: *Thank you very much for answering my questions, Abbas. You've given us a lot to think about and I can't wait to read your book!*

Words in context

interview relationship
age shape part

Activity Book, page 33

- 3 **Read again.** Are these sentences true or false? Say why.

1 Abbas Alra'i is the author of a book called Friends for Life. **true**

2 You can buy this book now. **false** (You can buy this book next Monday.)

3 The book is about how to stay safe on social media. **false** (The book is about young people and their friendships.)

- 4 **Work in pairs.**

1 Do you think it's good to have friends in school and friends out of school? Why?/Why not?

2 What do you think of Abbas's advice about making and keeping friends?

3 Do you agree or disagree with what he says about online friendships? Why?

40 forty

4 Osama is friends with someone who is younger than he is. **false** (He's friends with someone who is older than he is.)

5 Abbas gives advice on how to make and keep friends. **true**

6 Sometimes people tell lies on social media. **true**

Objectives

- **Lesson aims:** to write an interview
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55). Can identify the key characteristics and structure of a limited range of factual text types, e.g. articles, instructions (GSE 47).
- **Writing:** Can create a poster to advertise an event or product, given a model (GSE 45).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: portfolio; Learning diary

Starting the lesson

- Write *Social media* on the board. Using the Lollipop stick technique, pupils say what is most important for them when using social media to communicate with their friends. They can repeat each other's ideas. Have a vote for the most important thing.

Presentation

- Explain that in this lesson pupils will write an interview.

Practice

Pupil's Book

- Look at the interview. Who was interviewed and what about?**
 - Refer pupils to page 41.
 - Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.
- Read the *How to write...* box. Then circle the correct options about the interview in Activity 1.**
 - Pupils work individually. Ask a pupil to offer answers. Ask for class agreement.
 - **Extension** Check comprehension with questions: *What does Asma use social media for most? (to chat to her friends after school) Who does she talk to if a message upsets her? (her mum) Are vlogs or podcasts more interesting for Asma? (Asma likes them both the same.)*
- Write an interview about how people use social media. Use the *How to write...* box to help you.**
 - Read the *Writing tip* to pupils.
 - Give pupils time to complete their plan. Monitor and help with ideas.
 - Pupils work individually to complete the report.
 - Pupils evaluate their own work.

- Using the Two stars and a wish technique, pupils read and check each other's work.
- **Extension** Pupils role play the interviews.

Diversity

Challenge

- Pupils work alone on their interviews.

Support

- Monitor and help pupils while they write the interviews.

Extra activity Creativity

- After checking their written work, pupils copy it onto a sheet of paper and find/draw a picture. They display their work on the classroom wall and later add it to their portfolios.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: *Today I wrote an interview about ...*

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write an interview
- **Target language:** revision of vocabulary and grammar
- **Skills:** Writing

Global Scale of English (GSE)

- **Writing:** Can write an interview, given a model.

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: Two stars and a wish technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Ask pupils to describe a good student. Ask them to try and use *whereas* in their answers.

Practice

1 Rewrite the sentences with *whereas*.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 My older brother is keen on social media, whereas my parents never use it.; 3 Some people can keep promises, whereas other people break them.; 4 Maher made a vlog for his project, whereas Heba did a podcast.; 5 I'm very calm before exams, whereas my friends get really nervous.

2 Plan an interview about the things that are important for being a good pupil.

- Give pupils one minute to complete their notes. Monitor and help with ideas.
- Using the Two stars and a wish technique, pupils read and check each other's work.

3 Now write your interview.

- Pupils work individually to complete the interview.

1 Look at the interview. Who was interviewed and what about?

Asma was interviewed about the things that are important in good friendships.

Writing

An interview with Asma

- Manal:** Hi, Asma. Thanks for agreeing to be interviewed today. I want to find out how you use social media. So, what do you use it for most?
- Asma:** I use social media to chat to my friends Mariam and Sophia after school. Mariam is chatty, energetic and bossy whereas Sophia's quiet, calm and kind.
- Manal:** So, what if someone sends you a message that makes you feel upset or confused?
- Asma:** I talk to my mum. It's important to talk to an adult when you feel upset, isn't it?
- Manal:** Yes, it is. What about emojis? Do you insert them?
- Asma:** Yes, I do. They make it easier to communicate, don't they?
- Manal:** Yes, OK. So, is there anything else that you do on social media?
- Asma:** Well, yes, I enjoy watching vlogs. I don't read blogs. Vlogs are more interesting than blogs, aren't they?
- Manal:** Well, yes. What about podcasts? I listen to them a lot. I think podcasts are as good as vlogs.
- Asma:** No, I disagree. In my opinion, podcasts aren't as interesting as vlogs.
- Manal:** That's interesting. Thank you very much for answering my questions.

2 Read the *How to write...* box. Then circle the correct options about the interview in Activity 1.

- The interview is written as an essay / a dialogue.
- It's written in formal / informal spoken language and the tone is polite / impolite.
- The questions are about one topic / a lot of topics.

3 Write an interview about how people use social media. Use the *How to write...* box to help you.

- Think about what questions you want to ask. Take notes.
- Interview your partner. Take notes of his/her answers. Answer his/her questions, too.
- Write your interview.
- Read and check your interview. Check your spelling and punctuation.

How to write... an interview

- Use clear questions or sentences with question tags.
- Set the interview out as a dialogue so it's easy to read.
- Use polite language, but it can be informal because it's spoken.
- Start and finish the interview by thanking the person.

tip Writing

whereas

I'm chatty, energetic and bossy whereas she's quiet, calm and kind.

We use *whereas* to link two different things or ideas.

forty-one

41

4 Read your interview. Check your spelling and punctuation.

- Give pupils time to read and check their work.

5 Work in pairs. Exchange your interviews. Use these questions to check your partner's interview.

- Using the Two stars and a wish technique, pupils read and check each other's work. They say whether they would like to do this interview.

Extra activity Fast finishers

- Pupils find all the new vocabulary from the unit in the lesson.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do you think you are a good pupil? Why/why not?*

Next lesson Unit 7 Test

7.6 & 7.7

- Man:** Did you have a good day?
- Girl:** Yes, I did. A speaker came in to talk to us about communicating with friends.
- Man:** Oh, okay! That sounds interesting. What did they say?
- Girl:** Well, he said we must always be kind when we communicate with other people. Sending a mean text message is as bad as saying something mean to somebody's face.
- Man:** Absolutely.
- Girl:** He also said we had to be careful online. We should only chat to people online that we know. People aren't always who they say they are.
- Man:** That's a good point. You should also be careful what you write online because anyone can read it.
- Girl:** Yes! He said that we should never write something online that we wouldn't be happy to wear on a T-shirt. It's the same with photographs. A funny photo might not be as funny in the future as it is now. But once it's online, it'll be there forever.
- Man:** Hmm, did he say anything else?
- Girl:** Yes. He said we must never write anything about ourselves online. For example, our school or where we live. And he said if we ever see anything that makes us feel worried, we should turn off the computer and talk to an adult about it.
- Man:** Yes, absolutely. You can always talk to me about anything.

7.8

- Girl 1:** So, Julie, who's your best friend?
- Girl 2:** My best friend's name is Suha. She's a year younger than me, so we aren't in the same class. We met on the baseball team at school. We're both good at playing baseball because we practise a lot.
- Girl 1:** And how are you different?
- Girl 2:** Well, I have fair hair and Suha's hair is dark. But we're the same height. We're both 150 centimetres tall. I'm a bit thinner but not very much.
- Girl 1:** And your personalities?
- Girl 2:** We're both very friendly, but I'm more serious than Suha. She's funny and she's also very confident. I can be quite shy with new people.

7.11

- Narrator:** One
- Girl 1:** You look really upset, Ghada. What's the matter?
- Girl 2:** I'm not upset. I'm embarrassed. I've just sent a text message to the wrong friend by mistake. I was meant to send it to Nadia and I sent it to Halima instead.
- Girl 1:** That doesn't matter, does it?
- Girl 2:** Yes, it does! The text was about what we're going to buy Halima for her birthday.
- Girl 1:** Oh, don't worry about it. She'll probably just be a bit confused when she reads it.
- Narrator:** Two
- Boy 1:** I feel so nervous about the test today.
- Woman 1:** Don't worry, Adnan. You'll be fine. You've worked really hard, haven't you? So just stay calm and it'll be fine. You'll be delighted when it's all over, won't you? Maybe we can go out for a pizza tonight to celebrate.
- Boy 1:** Thanks, Mum!
- Narrator:** Three
- Woman 2:** You look very miserable and serious. What's wrong, Malek?
- Boy 2:** Nothing's wrong. I'm just disappointed because my football team lost their match again.
- Woman 2:** Oh dear. That's the third time this month, isn't it? Maybe you should support another team.
- Boy 2:** No way!

7.12

Narrator: One

Boy 1: Uh, Osama, can you help me?

Boy 2: Yes, of course! What's wrong?

Boy 1: I'm trying to do my Maths homework, but I don't understand it.

Narrator: Two

Girl 1: Look, Mum! I got the best marks in my class for my Science project.

Woman: Wow that's really good!

Girl 1: I know! I'm amazing.

Narrator: Three

Boy 1: Oh no, it's raining.

Girl 2: Why, is that a problem?

Boy 1: Because I wanted to go cycling and now I can't.

Narrator: Four

Girl 3: Why is your face so red, Asma?

Girl 4: I just dropped all my books on the floor in the canteen. And everyone's laughing at me.

Girl 3: Oh no. Well, never mind. I'll help you pick them up.

Narrator: Five

Boy 4: Hey. What's that? It looks interesting.

Boy 5: It's a new computer adventure game.

Boy 4: That sounds cool. Tell me more about it!

Narrator: Six

Girl 5: Are you upset with me about something?

Girl 6: Yes, I am. You spend more time with Zeina and Mariam than you spend with me.

Girl 5: Really? I'm sorry. I didn't notice that!

7.14

Girl: Silbo Gomero is an unusual language because it doesn't have any spoken or written words. It uses whistling sounds to communicate.

About 22,000 people use the language on the island of La Gomera. It's one of the Canary Islands which belong to Spain.

Silbo Gomero is used in the mountainous part of the island, where people are separated by large valleys. It's much easier to whistle across the valley than walk long distances for a conversation.

Silbo Gomero is thousands of years old. It was used by the Guanches, who were the native people of the island. Later, the language changed and people used it to communicate the Spanish language.

In 1999, Silbo Gomero became an official school subject on the island. And 10 years later, in 2009, it was recognised as a World Heritage language by UNESCO.

Nowadays, many tourists come to the island to hear people using this unusual language.

7.17

Boy 1: Are you okay, Mazen? You look upset.

Boy 2: I'm just angry because I had an argument with Jamal.

Boy 1: Oh, no. What did you argue about this time?

Boy 2: Jamal borrowed my tablet and lost it. I guess that he left it somewhere.

Boy 1: I'm sure that Jamal feels bad about it.

Boy 2: Yes, he does. But he doesn't want to buy me a new tablet.

Boy 1: That's not on. I bet that he's just embarrassed.

Boy 2: I don't know if I can forgive him for this. I'm really disappointed.

Boy 1: Maybe he just needs to save some money for a new one. What do you think?

Boy 2: Personally, I think that he should pay me something for the tablet.

Boy 1: I agree with you. Give him some more time. I'm certain that Jamal will change his mind.

Boy 2: You're right. I guess we'll make up in a few days. And I'll have a new tablet soon!

Mapping

Topics

Theme 3: Science and technology
Theme 5: Welfare
Theme 7: National Identity and World Affinities

Scope and Sequence Matrix

Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences; responding accurately to oral language

Speaking: responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions

Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and details; drawing inferences by referring to explicit details in a text; reading a range of stories, poetry and information books and beginning to make links between them

Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, publishing); writing a well-developed text, considering purpose and audience; revising written texts for clarity, correctness and coherence; expressing themselves in writing different forms for different purposes (e.g. letters, emails)

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing intended meaning; presenting and developing ideas and opinions on a variety of topics orally or visually

Inventions: electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics
Health and medicine: feel ill, feel better, get a prescription, take some pills, have an injection, have a fever, have an X-ray, have an operation, do some research, win a prize, make a discovery, carry out an experiment

8

Inventions

Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

World of Wonder! Magazine

Welcome
Book Club
Culture

You told us you were interested in finding out more about inventions that have changed our lives. How many inventions do you know?

Dana has a question for you. Can you think of any answers to her question?

WOW! Question

Dana 3 minutes ago

What do you think is the greatest invention of all time and why?

In this unit I will ...

- learn words for inventions and medicine
- use relative pronouns and embedded questions
- read a story about an important discovery
- learn about young inventors
- work in a group to make a fact file about a famous inventor
- use expressions to talk about how sure I am
- read and write letters

42 forty-two

Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation with reasons and evidence a speaker provides to support particular points; identify type of text (persuasive, expository, informative); guess the meaning of unknown vocabulary words and phrases from context

Speaking: recognise the main points made by other speakers and respond by asking questions, commenting or giving suggestions; partake in dialogues with little or no help from the teacher; explain processes using appropriate connectives; identify how changes in tonic stress relate to meaning

Reading: preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; use metalinguistic knowledge (prefixes, roots, suffixes) to infer meanings of new words or phrases; use prior knowledge and identify types of texts; use knowledge of cohesive devices to aid comprehension; read and understand a variety of factual recounts and informational and literary texts along with supplemental materials

Writing: practise the writing strategies of brainstorming, outlining, drafting, revising, editing and publishing; practise writing different types of texts (descriptive, narrative); practise using linking words (coordinating, subordinating, correlative and adverbial conjunctions) in and between sentences within a paragraph; apply knowledge of the writing conventions of English; write diaries and personal journals

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; describe the influence of visual presentations on a particular audience; use drawings or other visual display when sharing information to clarify ideas, thoughts and feelings; observe and discuss illustrations in picture books in English (with Arabic guidance, if needed) to explain ideas; show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages (with the help of the teacher and use of Arabic, if necessary); express his/her own feelings in response to visual messages in posters, cartoons or illustrations using the mother tongue, if necessary; use body language in a variety of ways to communicate and convey understanding of ideas and feelings visually; understand simple questions and respond with actions or vocabulary words introduced in KG

Unit objectives

Talk about inventions and health and medicine

Language

Vocabulary	Inventions <i>electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics</i> Health and medicine <i>feel ill, feel better, get a prescription, take some pills, have an injection, have a fever, have an X-ray, have an operation, do some research, win a prize, make a discovery, carry out an experiment</i>
Grammar	Relative pronouns Embedded questions
Functions	Talking about how sure you are
Phonics	Sentence stress in relative sentences

Key competences

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

Mathematical, science and technological competences: order events (L. 5)

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

Social and civic competences: learn to be creative (L. 1, 2 and 3); learn to talk about how sure you are (L. 9)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 8)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 3 and 4)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1 and 10); Problem solving (L. 3 and 4); Logical thinking (L. 1, 3 and 8); Defining and describing (L. 1, 3, 4 and 5); Finding information (L. 8); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Make a fact file about a famous inventor (L. 8)
Communication	Talking about inventions and inventors (L. 1, 2, 5, 6 and 8); Describing a person, thing or place with relative pronouns (L. 3 and 4); Asking embedded questions (L. 6 and 7); Functional dialogue (L. 9); Comparing life in the past with life today (L. 10)
Collaboration	Project groupwork (L. 8); Acting out (L. 2 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 8 Test

Objectives

- **Lesson aims:** to learn and use words for inventions
- **Target language:** *electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics*
- **Skills:** Reading, Speaking

Materials

- sheets of blank paper, enough for each pair of pupils
- Resource 33A

Global Scale of English (GSE)

- **Reading:** Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give brief reasons for their opinions on familiar topics (GSE 48). Can ask a range of questions in guessing games to find the answer (GSE 36).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Think-pair-share technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Write *Inventions* on the board. Ask a key question: *What inventions do you know in English?* Pupils raise their hands to offer ideas.

Presentation

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

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
 - Refer pupils to pages 42 and 43. Read the rubric and tell pupils to look at the photos on the Welcome page for a moment.
 - Read out the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Give pupils one minute to discuss in pairs.
 - Using the Lollipop stick technique, ask pupils for feedback. Accept all reasonable answers.
- 2 **8.1 Look and match. Then listen, check and repeat.**
 - Refer pupils to page 43. Tell pupils to match the words and phrases they know and guess the ones they don't know.
 - Play the audio.
 - Check answers using the Lollipop stick technique. Ask *How many words did you already know?*



- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.
- Consolidate understanding with these questions and pupils raise their hands to suggest answers:
Which four things are connected to transport?
Which two things give power?
Which three things does a doctor do?

Diversity

Challenge

- Tell pupils to write the new words in their notebooks in a vocabulary list and to write explanations in English for homework. They can use an online dictionary to help.

Support

- Tell pupils to write the new phrases in their notebooks in a vocabulary list. Give them explanations and/or translations to write with each phrase.

3 **8.2 Listen and read. Which invention from Activity 2 is each person describing?**

- Check answers using the Lollipop stick technique.



4 **Work in pairs. Look at the photos on pages 42 and 43 and answer the questions.**

- Pupils work individually and then compare their answers with a partner.
- Pupils raise their hands to offer answers. Ask two pupils to write the answers on the board.

5 **Work in pairs. Imagine that you're moving to a desert island and you can only take three inventions with you. What would you take and why?**

- Place pupils in pairs for this activity.
- Ask different pupils to offer answers. Promote class discussion: *Who would take the same thing? Do you have a better idea? Do you agree/disagree?*

Extra activity Critical thinking

- Give each pair a sheet of paper. They draw four inventions and then swap with another pair. The other pair labels their inventions.

Activity Book

1 Label the inventions.

- Pupils complete the activity individually. They compare answers with a partner.
- Check answers using the Lollipop stick technique.

Answer key 2 wheel, 3 aeroplane, 4 radio, 5 battery, 6 light bulb

2 Read and complete the sentences with inventions.

- Pupils complete the activity individually. They compare with a partner.
- Different pupils read out their answers.

Answer key 2 spacecraft, 3 electricity, 4 steam engine, 5 photography, 6 antibiotics

3 Read the I'm learning box. Use a dictionary to check the stress of the words. Then underline the stressed syllables.

- Pupils complete the activity using the Think-pair-share technique.

Answer key 2 X-ray, 3 vaccination, 4 engine, 5 electricity, 6 aeroplane, 7 spacecraft



2 Look and match. Then listen, check and repeat.

electricity 11 light bulb 9 spacecraft 12 battery 5 photography 6 radio 4
wheel 3 steam engine 7 aeroplane 10 X-ray 1 vaccination 2 antibiotics 8



3 Listen and read. Which invention from Activity 2 is each person describing?



WOW! Quiz

1 Sami 7 minutes ago **aeroplane**
I think that the most important invention was made in the twentieth century. It completely changed our lives because it meant we could travel by air. We can now get to different countries very quickly.

3 Alex 3 hours ago **vaccination**
I think the most important invention is a simple thing that stops babies and children from getting sick. This has saved a lot of lives.

2 Mei 5 minutes ago **photography**
The most important invention of all time is a way of recording something with a picture. Everyone has a camera phone now and we take pictures of people, places and lots more.

4 Dana 1 hour ago **electricity**
I think that this is the most important thing we have ever invented because it completely changed the way we live. Can you imagine a world without light or heat?

4 Work in pairs. Look at the photos on pages 42 and 43 and answer the questions.

Which inventions have helped people:

1 to travel? **steam engine, spacecraft, aeroplane, wheel, automobile**

2 to get better when they are sick?
X-ray, vaccination, antibiotics

3 to share ideas? **computer, radio, photography**

4 around the home? **electricity, light bulb, fridge, radio, battery**

5 Work in pairs. Imagine that you're moving to a desert island and you can only take three inventions with you. What would you take and why?

I would take a battery because ...

forty-three

43

Extra activity Fast finishers

- Pupils give themselves one minute to learn the new vocabulary. They close their books and see how many words they can recite in their head.

Finishing the lesson

- Pupils close their books. Ask pupils to work in pairs and list the new words in alphabetical order.
- Using the Thought-provoking questions technique, ask *Are any of these words similar in your language? Does that make them easier or more difficult to learn?*

Objectives

- **Lesson aims:** to listen to and read a dialogue in a Science Museum
- **Skills:** Reading, Listening, Speaking

Materials

- True/False response cards

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can give brief reasons for their opinions on familiar topics (GSE 48).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/False response cards technique
- Peer learning: pairwork; groupwork; acting out

Starting the lesson

- Using the Lollipop stick technique, pupils say their favourite invention from Lesson 1.

Presentation

- Explain that in this lesson pupils will read about inventions the team see at a Science Museum.

Practice

Pupil's Book

- 1 **8.3 Listen and read. What two inventions do the children look at?**

- Refer pupils to page 44.
- Ask pupils to raise their hands to offer answers.



Extra activity Critical thinking

- Ask *Have you ever been to a Science Museum? What did you see? What would you like to learn about at a Science Museum?* Discuss as a class.

- 2 **Work in pairs. Read the dialogue again and answer the questions.**

- Tell pupils to read the dialogue quietly and then discuss the answers in pairs.
- Check answers using the Lollipop stick technique. Ask volunteers to write the answers on the board.

Diversity

Challenge

- After discussing in pairs, pupils write down their answers in their notebooks. They swap with a partner and check each other's work.

Support

- After discussing in pairs, pupils write down their answers in their notebooks. Write the answers on the board for them to use to check.

- 3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.**

- Pupils act out the expressions in pairs. Ask different pairs to demonstrate the expressions to the class.
- **Extension** Ask pupils to think of their own statements that could prompt these expressions.
- Pupils work in small groups and act out a visit to a Science Museum. They choose different inventions to look at.

- 4 **Work in pairs.**

- Place pupils in pairs.
- Walk around the class monitoring pairs.
- Ask pairs to tell the class their ideas.

Activity Book

- 1 **8.4 Match the two halves of the sentences from the dialogue on Pupil's Book page 44. Then listen and check.**

- Pupils match and then compare answers with a partner.
- Play the audio.
- Ask different pupils to offer answers.

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

- 2 **Read the dialogue on Pupil's Book page 44 again. Choose T (true) or F (false). Then explain your answers.**

- Pupils write and then compare answers with a partner.
- Ask different pupils to offer answers. Ask for class agreement.

Answer key 2 T – There's a button that turns it on.; 3 F – Marconi won the prize that year.; 4 F – He's never seen an old light bulb.; 5 T – Thomas Edison was born in America.

- 3 **8.5 Read and complete the dialogues with the correct expressions. Then listen and check.**

- Pupils write and then compare answers with a partner. Play the audio for pupils to check.
- Check answers using the Lollipop stick technique. Pupils read the dialogues in pairs.

Answer key 2 Nor have I.; 3 I'm not surprised.; 4 Nor have I.; 5 I'm not surprised.; 6 You're right!

Extra activity Fast finishers

- Pupils write the words connected to inventions in this lesson in their notebooks. They also write the numbers they find, in words.



- 1 Listen and read. What two inventions do the children look at? *the radio and the light bulb*



Alex: I love this museum. This is the room where you can see lots of old inventions. Look! That's the radio which my great-grandmother told me about. It was made in the 1930s. She remembers the time when everyone used radios like this.

Sami: Does it still work?

Alex: Yes, that's the button that turns it on. Did you know that the first radio was called a Marconi radio? Guglielmo Marconi is the person who invented it in 1904. It says here that Marconi won the Nobel Prize for his invention in 1909. That was the year when he won it instead of the Wright Brothers.

Sami: Who are they?

Alex: They were the people who invented the aeroplane, of course!

Sami: Oh, yes!

Alex: Hey, look at this. It's an old light bulb. I've never seen one like this before.

Sami: Nor have I.

Alex: It says here that the light bulb was invented in 1879 by Thomas Edison in America. That was where he was born. I think that he's the person whose invention has changed our lives the most.

Sami: I've heard of him. Wasn't he the inventor whose experiment started a fire on a train?

Alex: You're right! It says here that happened when he was only 15 years old! They made him get off the train after that!

Sami: I'm not surprised!

- 2 Work in pairs. Read the dialogue again and answer the questions.

- 1 Who told Alex about the early radio? *his great-grandmother*
- 2 Who invented the radio? *(Guglielmo) Marconi*
- 3 When did he win the Nobel Prize? *1909*
- 4 What did the Wright Brothers invent? *the aeroplane*
- 5 What did Thomas Edison invent? *the light bulb*

- 3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out. *Refer to Activity 1 for answer key (answers circled in red).*

I'm not surprised. You're right. Nor have I.

- 1 I think that Thomas Edison invented the light bulb.
- 2 I've never been to this science museum before.
- 3 This cool museum has made me want to think of an invention of my own!

- 4 Work in pairs.

- 1 Would you like to be an inventor? Why?/Why not?
- 2 If you were an inventor, what would you invent and why?

I'd love to be an inventor because it would be exciting to think of new ideas. I'd invent a time machine so that I could travel into the future and see what life will be like.

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Finishing the lesson

- Pupils close their books. Say some true and false statements from the dialogue for pupils to respond with their True/False response cards:

Alex doesn't like the museum.

The radio in the museum still works.

The Wright brothers didn't win the Nobel Prize.

The light bulb was invented in Italy.

Objectives

- **Lesson aims:** to learn and use relative pronouns; to understand a listening task
- **Target language:** *Guglielmo Marconi is the person who invented it.*
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Resources 40 and 53

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can create simple language puzzles for classmates to solve (GSE 47).

Assessment for Learning

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

Starting the lesson

- Ask *What did you learn about inventors in Lesson 2?* Pupils raise their hands to offer answers.

Presentation

- Explain that in this lesson pupils will learn to use relative pronouns. They will also do a listening activity.
- Write *Thomas Edison invented the light bulb. / is the man who.* Tell pupils to think and insert the phrase in the sentence. Tell pupils that *who* is a relative pronoun and we use it to add more information to a sentence.

Practice

Pupil's Book

- 1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.
 - Refer pupils to pages 44 and 45. They work in pairs.
 - Ask different pupils to raise their hands to offer ideas and to give reasons by saying where they found the information.
- 2 Look at the grammar table. Then read and circle the correct options to complete the rule.
 - Give pupils a minute to work out the rules.
 - Check answers using the Lollipop stick technique.
 - Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.
- 3 Read the dialogue in Lesson 2 again. Find examples of relative pronouns.
 - Pupils work individually.
 - Ask for feedback using the Lollipop stick technique.

- 4 Play a guessing game. Describe a thing, a place, a time or a person. Can your partner guess who/what you are describing?

- Pupils write their lists in their notebooks. Then they compare and suggest in pairs.
- Walk around the class monitoring pairs.

- 5 8.6 Listen. For each question, choose the correct answer. You will hear Maha and Nadia talking about a podcast.

- Tell pupils to read the sentences and options before they listen.
- Play the audio. See page 122 for audioscript.
- Check answers using the Lollipop stick technique.



- 6 8.7 Listen again and answer the questions.

- Pupils read the questions and note down anything they remember before listening again.
- Check answers using the Lollipop stick technique. Ask different pupils to give reasons.



Extra activity Critical thinking

- Using the Three facts and a fib technique, pupils say sentences using a different relative pronoun in each one.

Finishing the lesson

- Using the Summative questions technique, ask pupils to say a sentence about themselves using the relative pronoun *who*.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use relative pronouns; to understand a listening task
- **Target language:** *Guglielmo Marconi is the person who invented it.*
- **Skills:** Reading, Listening, Writing

Materials

- Resources 40 and 53

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: groupwork
- Independent learning: Summative questions technique

- 1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.

- Guglielmo Marconi invented the first radio in 1907. *false (He invented it in 1904.)*
- The Wright Brothers won the Nobel Prize in 1909. *false (Marconi won it in 1909.)*
- Thomas Edison invented the light bulb in 1879. *true*
- Thomas Edison was asked to get off a train when he was 15. *true*

- 2 Look at the grammar table. Then read and circle the correct options to complete the rule.

Grammar

Relative pronouns

Guglielmo Marconi is the person who invented it.

That's the radio that / which my great-grandmother told me about.

This is the room where you can see lots of old inventions.

She remembers the time when everyone used radios like this.

He's the person whose invention has changed our lives the most.

We use that / who or which for things, where / whose for places, when / who for people, where / when for time and who / whose to talk about possessions.

- 3 Read the dialogue in Lesson 2 again. Find examples of relative pronouns.

- 4 Play a guessing game. Describe a thing, a place, a time or a person. Can your partner guess who/what you are describing?

- 5 Listen. For each question, choose the correct answer. You will hear Maha and Nadia talking about a podcast.

- The podcast was by a doctor who
A does a lot of podcasts.
B has been on TV.
C doesn't watch TV.
- In the last 100 years, the doctor thinks that vaccination is the thing that
A has helped a lot of people.
B has helped doctors.
C has changed medicine the most.
- Nadia has an aunt who
A needed antibiotics last year.
B needed a vaccination last year.
C worked in a hospital last year.

- 6 Listen again and answer the questions.

- Where did Dr Marie work for a while? *in Africa*
- Why does the doctor think that vaccination is important? *Because it has helped to stop some illnesses completely.*
- How long was Nadia's aunt in hospital for? *six weeks*



forty-five 45

Refer to Activity 1 on page 44 for answer key (answers underlined in green).

Starting the lesson

- Ask pupils to work in groups and say what they remember about the rules for relative pronouns from the last lesson.

Practice

- 1 Listen. Then circle T (true) or F (false).

- Pupils read the sentences before they listen.
- Play the audio. See page 122 for audioscript.
- Check answers using the Lollipop stick technique.

Answer key 2 T, 3 F, 4 T, 5 F, 6 F

- 2 Read and complete the sentences with the correct relative pronouns.

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key 2 where, 3 who, 4 that, 5 whose, 6 when

- 3 Rewrite the sentences with relative pronouns.

- Pupils complete the activity individually.
- Ask different pupils to read out the answers.

Answer key 2 A lab is a place where we do experiments.; 3 Marconi was a scientist who invented the radio.; 4 Electricity is a type of energy that/which we use every day.; 5 Alfred Nobel was a man whose name is now famous.; 6 Summer is a season when we go to the beach.

- 4 Write sentences with relative pronouns.

- Pupils work individually to write the sentences.

Extra activity Fast finishers

- Have pupils copy the sentences from the grammar table into their notebooks.

Finishing the lesson

- Use the Summative questions technique to ask different pupils to say something using the relative pronoun *where*.

Objectives

- **Lesson aims:** to understand a reading text; to introduce health and medicine words
- **Skills:** Reading, Speaking

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

Assessment for Learning

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

Starting the lesson

- Ask pupils to name any illnesses they know in English, e.g. *cough, cold*. Ask *What should you do when you are ill?* Pupils raise their hands to offer answers.

Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Medicine* on the board. Ask *Why do people take medicine?* and elicit answers.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a story about an invention. Look and circle the correct options.

- Refer pupils to page 46. Tell them to look at the picture.
- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

Key words search

Penicillin, Dorothy Hodgkin

- 2 **8.9 Listen and read.** What is the plot of this story? Who are the characters? What is the setting?



- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *What was the name of the medicine that Mariam took? (penicillin) What was the name of her science teacher? (Miss Alrammal) What was the name of the man who discovered Penicillin? (Alexander Fleming) What was the year when Dorothy Hodgkin was born? (1910) What was the year when she won the Nobel Prize? (1964)*

- 3 **After you read** Activity Book, page 39.

- Pupils turn to page 39 in their Activity Books.

- 4 **Discuss in a group.** Why is the work of these people important?

- Place pupils in groups of three for this activity.
- Walk around the class monitoring groups.
- Ask different groups to tell the class their ideas.

Diversity

Challenge

- Ask pupils to think of two ideas for each person.

Support

- Brainstorm ideas as a class before the group activity. Pupils can choose from these ideas when they do the groupwork, as well as adding their own ideas.

Extra activity Critical thinking

- Play a game using relative clauses. Dictate the following sentence starters. Ask pupils to each complete the first sentence starter at the top of a piece of paper, then fold over the paper and pass it along. They should then complete the next sentence starter, and so on. When they've finished, they can unfold and read the stories.

This is a story that ... / It all happened in a place where ... / It was a time when ... / There was a girl who ... / She had a friend whose ... / It was surprising when ... / In the end, ...

Activity Book

- 1 **After you read** Read the story on Pupil's Book page 46 again. Number the sentences in order.

- Pupils complete the activity individually. Ask pupils to raise their hands to offer answers.

Answer key 2 g, 3 f, 4 a, 5 e, 6 h, 7 b, 8 d

- 2 **Answer the questions.** Use complete sentences.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 Her teacher told her about it.; 3 She didn't feel very well.; 4 Alexander Fleming discovered Penicillin.; 5 She worked in an X-ray laboratory.; 6 She studied and worked at Oxford University.

- 3 **Read the Work with words box.** Then write the collocations with *take*.

- Pupils work individually and then compare answers with a partner. Write the answers on the board.

Answer key 2 take your temperature, 3 take a look, 4 take a selfie, 5 take a break, 6 take a tour

Extra activity Fast finishers

- Pupils find all the relative pronouns in the story.

Finishing the lesson

- Using the Summative questions technique, write *Today I have learnt ...* on the board and have pupils complete the sentence in their notebooks.

1 Before you read Today's Book Club text is a story about an invention. Look and circle the correct options.

- 1 The character / plot is what the story is about.
- 2 The characters / setting are the people in the story.
- 3 The characters / setting is the time and the places in the story.
- 4 Stories use speech marks [' '] / speech bubbles to show what the characters say.

2 Listen and read. What is the plot of this story? Who are the characters? What is the setting?



An important discovery



Mariam was sitting on her bed. She didn't feel very well, so her mum took her to see the doctor. 'Please can you tell us what we should do?' they asked.

The doctor looked at Mariam and took her temperature. Mariam got a prescription for some medicine, which was called Penicillin. She started taking the pills and soon she was feeling better. She was curious about the medicine that she had taken, so when she went back to school, she asked her science teacher about it.

'Excuse me, Miss Alrammal,' she said. 'Could you tell me who discovered Penicillin? Do you know if it's a new medicine?'

Miss Alrammal replied, 'Penicillin is a type of antibiotic and it was first discovered by Alexander Fleming in 1929. But it was Dorothy Hodgkin who found out more about it in 1945. Why don't you do some research about her and you can do a short presentation in next week's lesson?'

'I'd love to!' said Mariam, delighted.

The day of the presentation arrived and Mariam felt a bit nervous. She took her time as she stood up. She relaxed and began her talk.

'Today, I'd like to talk to you about an important English scientist, Dorothy Hodgkin. She was born in 1910 and she always loved science. She studied Chemistry at Oxford University and then later worked there. She did a lot of research and carried out experiments in an X-ray laboratory in Oxford. She made many important discoveries and found out a lot about Penicillin and Vitamin B12. She won the Nobel Prize in 1964.

Do you know why I wanted to do my presentation? Two weeks ago I felt really ill and now I feel better! And that's because of Dorothy Hodgkin and other important scientists. I wonder if in the future one of us will discover or invent something that will help people, too. I hope so!'

Everyone clapped and Mariam sat down, smiling.

Miss Alrammal said, 'Thank you, Mariam, for that brilliant presentation and good luck to all of you with your future inventions and discoveries!'

3 After you read Activity Book, page 39.

4 Discuss in a group. Why is the work of these people important?

inventors scientists doctors

46 forty-six

I think doctors are important because they make people better when they are sick.

The plot: It's about a girl who is called Mariam who took some Penicillin when she was ill. She found out more about Dorothy Hodgkin.
The characters: Mariam, her mum, her doctor, Miss Alrammal
The setting: Mariam's home, the doctor's surgery, Mariam's school
It's set in modern time but Mariam talks about the past in the presentation.

Objectives

- **Lesson aims:** to learn and use words for health and medicine; to learn and use reported embedded questions
- **Target language:** *feel ill, feel better, get a prescription, take some pills, have an injection, have a fever, have an X-ray, have an operation, do some research, win a prize, make a discovery, carry out an experiment; Can you tell us what we should do?*
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 33B, 41 and 45

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

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

Starting the lesson

- Ask *What can you remember about Mariam from the story?* Pupils raise their hands to offer ideas.

Presentation

- Explain that in this lesson pupils will learn words for health and medicine and learn to use embedded questions.
- Pre-teach the new words. Write the verbs on the board in a row. Add the phrases under each verb. Explain meanings with sentences you say, e.g. *feel – ill/better (When you have a cold, you feel ill. When it goes, you feel better.)*

Practice

Pupil's Book

1 8.10 Look and match. Then listen, check and repeat.

- Refer pupils to page 47. Tell them to look at the pictures.
- Play the audio.
- Ask different pupils to offer answers.



Extra activity Critical thinking

- Write two headings on the board: *Health and Studies*. Ask different pupils to write a new phrase under a heading. Then ask pupils to brainstorm other ideas and add them to the categories.

2 Read the story in Lesson 5 again. How many of the phrases from Activity 1 can you find?

- Refer pupils to page 46.
- Pupils work in pairs to find the words.

3 Answer the questions about the story.

- Pupils complete the activity individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique.

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

- Give pupils a minute to work out the rules.
- Check answers using the Lollipop stick technique.
- Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

5 8.11 Listen. In your notebook, write the polite questions each person asks.

- Play the audio. See page 122 for audioscript. Ask different pupils to write their answers on the board.



6 Work in pairs. Ask polite questions at the doctor's or pharmacy. Use the ideas below.

- Place pupils in pairs. They take turns to ask polite questions.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class one question.

Diversity

Challenge

- Tell pupils to think of different ways of answering the polite questions so they can role play a customer and the pharmacist.

Support

- Before pupils role play a customer and a pharmacist, brainstorm as a class ways of answering the questions politely. Write the pupils' ideas on the board.

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *Can you tell me if it is easy to use embedded questions?* and elicit answers.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to use words for health and medicine; to use reported embedded questions
- **Target language:** *feel ill, feel better, get a prescription, take some pills, have an injection, have a fever, have an X-ray, have an operation, do some research, win a prize, make a discovery, carry out an experiment; Can you tell us what we should do?*
- **Skills:** Reading, Listening

Materials

- Resources 33B, 41 and 45

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

- 1 Look and match. Then listen, check and repeat.

feel ill 7 feel better 8
get a prescription 10 take some pills 12
have an injection 11 have a fever 1
have an X-ray 9 have an operation 3
do some research 6 win a prize 4
make a discovery 5
carry out an experiment 2



- 2 Read the story in Lesson 5 again. How many of the phrases from Activity 1 can you find?

- 3 Answer the questions about the story.

- 1 Who felt ill? **Mariam**
2 What medicine did she take?
Penicillin/antibiotics
3 Who first discovered this? **Alexander Fleming**
4 What happened to Dorothy Hodgkin in 1964? **She won the Nobel Prize.**

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Embedded questions

What **should** we do?
Can you tell us what **we should** do?
Is **it** a new medicine?
Do you know **if / whether** it's new?
Who **invented** Penicillin?
Could you tell me **who** **invented** Penicillin?
Do **you** like Science?
I **wonder** **if / whether** you like Science.

When we ask a question politely, we can use phrases such as *Can you tell me ... / I wonder ... / Do you know ...* at the **start** / end of the question.

For questions starting with question words (*what, where, when, how*), we use **the same question word** **if or whether**.

For yes / no questions, we use the same question word **if or whether**.

- 5 Listen. In your notebook, write the polite questions each person asks.

- 6 Work in pairs. Ask polite questions at the doctor's or pharmacy. Use the ideas below.

get a prescription take some pills
have an X-ray have an injection
go to the doctor

I wonder whether I can get a prescription.

Can you tell me if you have the medicine I need? *forty-seven*
Could you tell me how often I need to take the pills?
Do you know if I need to go to the hospital?
I wonder if you can tell me if my baby needs to have any injections today.

Refer to Activity 2 on page 46 for answer key (answers underlined in green).

Assessment for Learning

- Peer learning: groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Put pupils in teams and play Charades with the vocabulary from the previous lesson.

Practice

- 1 8.12 Read and complete. Then listen and check.

Answer key 2 feel ill, 3 carry out an experiment, 4 make a discovery, 5 feel better, 6 win a Nobel Prize

- 2 8.13 Listen and circle T (true) or F (false).

- Play the audio. See page 123 for audioscript.

Answer key 1 b T; 2 a T, b F; 3 a F, b T

- 3 Read the questions about the Science Museum. Then complete the embedded questions.

Answer key 2 there's a special price for students; 3 we can take photos; 4 there are any old inventions; 5 there's somewhere we can have a snack; 6 the museum is open on Mondays

- 4 Read the answers. Then write embedded questions.

Answer key 2 there's a pharmacy near here; 3 what time it is / what the time is; 4 we should go out now; 5 how old you are

Extra activity Fast finishers

- Pupils write the new words from the lesson in their notebooks.

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *Is it easy to use embedded questions?* and say *Where is the library?* Ask pupils to say it as an embedded question.

Objectives

- **Lesson aims:** to learn about young inventors
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Writing

Materials

- sheets of A4 paper, enough for each group of pupils
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model (GSE 45).

Assessment for Learning

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

Starting the lesson

- Write these words on the board with the first letter missing and ask different pupils to complete them and say the whole word:
experiment, research, better, ill, prescription, fever, injection, operation, X-ray, discovery, pills, prize

Presentation

- Explain that in this lesson pupils will talk about young inventors.
- **Extension** Ask pupils to find the UAE, India and South Africa on a map. Use an online map if available.

Culture notes

- Adeeb Sulaiman Alblooshi has won numerous awards and honours, including the Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance.
- Anurudh Ganesan won the LEGO Education Builder Award for his refrigerated vaccine bike.
- In 2016 Thato Kgathanye became the youngest woman at age 23 to appear on the cover of Forbes Women Africa.

Practice

Pupil's Book

- Before you read** Are you good at thinking of new ideas and inventions? Why?/Why not?

- Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer answers.
- Refer pupils to page 48. Tell them to look at the photos and describe what they can see.

Key words search

young inventors

- 8.14 Listen and read.**

- Play the text all the way through.
- Check comprehension with questions: *How did Adeeb get the idea for his invention? (When he saw his father struggle with his heavy prosthetic leg.) What else has he invented? (a small cleaning robot and a seatbelt that checks the heart condition of the driver) What do the wheels on the bicycle do? (The wheels keep the vaccinations cold.) Why do the children need solar energy? (Because they don't have electricity.) What do they use it for? (to study at home)*



- After you read** Activity Book, page 41.

- Pupils turn to page 41 in their Activity Books.

WOW! Activity

- Put pupils into teams. Tell them they are going to design an invention to help people recycle more at school. Have them brainstorm ideas for things they could recycle (e.g. food waste, food packaging, paper). Then ask them to choose one and brainstorm ways to help people recycle. As a group, they draw and label their invention. Have them present their invention to the class. The rest of the class listens and asks questions at the end. When all the groups have presented their inventions, ask pupils to raise their hands to vote for the best one.

- Work in pairs. Which of the inventions in the article do you think is the most important? Why?**

- Pupils discuss in pairs for one minute. Encourage class feedback and discussion.

Extra activity Critical thinking

- Pupils work in pairs and write down adjectives to describe the young inventors.

Project

Make a fact file about a famous inventor.

- Divide pupils into groups of four. Give each group paper and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Help pupils decide who will do each part of the research.
- Each pupil designs and writes their part of the fact file.
- Have pupils present their fact files together.



Diversity

Challenge

- Pupils refer to the texts in their Pupil's Books for help with vocabulary and grammar.

Support

- Suggest that pupils use relative pronouns and vocabulary from the texts for their fact files.

Activity Book

- After you read** Read the text on Pupil's Book page 48 again. Read and complete the sentences with the correct words.

- Pupils complete the activity individually. Then they compare answers with a partner.

Answer key 2 C, 3 B, 4 A, 5 C, 6 B

- 1 **Before you read** Are you good at thinking of new ideas and inventions? Why?/Why not?
- 2 **Listen and read.**



YOUNG INVENTORS

Young people always have a lot of new and exciting ideas. These are three young people who have already made a big difference to the world with their brilliant inventions.

Adeeb Sulaiman Alblooshi

from the UAE was only nine years old when he invented an artificial leg that was lighter than the ones in the market. He got the idea when he saw his father struggle with his heavy prosthetic leg. Adeeb has also invented a small cleaning robot for his mum and a seatbelt that checks the heart condition of the driver and sends messages if something is not right. What's Adeeb's favourite phrase? 'Always ask "why?"'.



Anurudh Ganesan

from India was 15 years old when he had a brilliant idea about how to get vaccinations to more babies. Some people live in places that are far away from doctors and you need to keep vaccinations in a fridge. So Ganesan invented a special bicycle with a fridge that didn't need electricity or ice. It's the wheels on the bike that keep the vaccinations cool!



Thato Kgatlhanye

from South Africa had an idea to help children who don't have electricity at home. She was 18 years old when she made a school bag using recycled plastic shopping bags. This bag stores solar energy for up to 12 hours, which means that children can study when they get home. The bag is also bright. This is important because it means that children are safer when they walk home from school after dark.



WOW! Activity

In teams, design an invention to help people recycle more at school. Present your idea to the class. Have a class vote on the best invention.

- 3 **After you read** Activity Book, page 41.



- 4 **Work in pairs.** Which of the inventions in the article do you think is the most important? Why?

48 forty-eight

Project

Make a fact file about a famous inventor.

- 1 In groups, choose an inventor to write about.
- 2 Decide who will research to find out about:
 - key dates in the inventor's life.
 - the inventor as a child and his/her education.
 - important people in the inventor's life.
 - the inventor's most important invention.
- 3 Put the information together into a fact file.
- 4 Present your fact file to the class.
- 5 Vote on the most important invention you heard.

- 2 **Answer the questions. Write complete sentences.**

- Pupils complete the activity individually.

Answer key 2 It is lighter than the ones in the market.; 3 He wanted to help babies who need vaccinations.; 4 The wheels keep them cool.; 5 Recycled plastic shopping bags are used to make them.; 6 So that people can see them in the dark.

- 3 **8.15 Listen to a report about another invention. Complete the text.**

- Pupils look at the notes before listening so they know what to listen for.
- Play the audio. See page 123 for audioscript.
- Check answers using the Lollipop stick technique.

Answer key 2 amazing, 3 10th / tenth, 4 operations, 5 special, 6 discovery, 7 clean, 8 500



Extra activity Fast finishers

- Pupils write ten important words from the text in their notebooks.

Finishing the lesson

- Using the Summative questions technique, write *The most interesting thing in this lesson for me is ...* on the board and have pupils complete the sentence in their notebooks. They read out their ideas to the class.

Objectives

- **Lesson aims:** to learn to talk about how sure you are; to learn and practise stress in sentences with relative pronouns
- **Target language:** *Are you sure about that? Do you really think that? I'm absolutely/quite sure. Maybe. I doubt it.*
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 57

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give their opinions on general topics, using a range of fixed expressions (GSE 50).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

Assessment for Learning

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

Starting the lesson

- Write *Famous inventors* on the board. Ask *Who is your favourite inventor in this unit so far?*

Diversity

Challenge

- Pupils look back at the unit and find the inventors mentioned.

Support

- Write the names of the inventors mentioned in the unit on the board: *Guglielmo Marconi, Wright Brothers, Thomas Edison, Alexander Fleming, Dorothy Hodgkin, Adeb Sulaiman Alblooshi, Anurudh Ganesan, Thato Kgathanye.*

Presentation

- Explain that in this lesson pupils will learn to talk about how sure they are.
- Ask pupils to work in pairs and think of a phrase they would use to say they are sure about something to a friend.

Practice

Pupil's Book

1 8.16 Listen and read. Answer the questions.

- Refer pupils to page 49. Ask pupils to look at the photo and raise their hands to say what they can see.
- Play the audio.
- Check answers using the Lollipop stick technique.



2 Read the dialogue again. What things are the girls sure and not sure about?

- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
- Pupils work in pairs and discuss. Ask different pairs for feedback.
- **Extension** Pupils read out the dialogue in pairs.

3 Work in pairs. Do you agree or disagree? How sure are you about your answers? Use the *Say it!* box to help you.

- Place pupils in different pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their opinions and how sure they are.
- Pupils work in small groups and prepare information about other inventors. They discuss which ones they think are important.

Extra activity Collaborative work

- Pupils remain in the same pairs as in Activity 3. They think of two more situations and they give more advice.

Pronunciation

4 8.17 Listen and read. Do we stress relative pronouns?

- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the sentences with the audio. Make sure they copy the intonation.
- Ask different pupils to offer answers.
- **Extension** If available, record individual pupils' pronunciation of one sentence and have them listen and check themselves.



Activity Book

1 8.18 Read and complete the dialogue. Then listen and check.

- Pupils do the activity individually. Then they listen and check.
- Pupils raise their hands to offer answers.

Answer key 2 f, 3 a, 4 b, 5 d, 6 g, 7 e



2 8.19 Listen and complete the dialogues. Then act them out with your partner.

- Pupils work individually. Check and correct answers before pupils act out in pairs.
- Walk around the room monitoring pairs.
- Play the audio. See page 123 for audioscript.

Answer key 2 I'm quite sure; 3 I doubt it; 4 Maybe; 5 Are you sure about that; 6 I'm absolutely sure



3 8.20 Complete the sentences. Listen and repeat. Practise with a partner.

- Play the audio. Give pupils enough time to complete the sentences. Have them repeat what they hear.
- Pupils practise in pairs. Monitor intonation.

Answer key 2 who, 3 when, 4 that





- Noura:** I really liked today's History lesson, Suha. I think that Leonardo da Vinci was the greatest inventor of all time.
- Suha:** Really? Are you sure about that? I thought he was an artist.
- Noura:** Yes, I'm absolutely sure. He drew the first pictures of a flying machine. This was hundreds of years before the Wright Brothers made the first aeroplane!
- Suha:** Hmm, maybe. But anyone can draw a picture! I think Ibn al-Haytham is the most important inventor.
- Noura:** Do you really think that?
- Suha:** Yes! I'm quite sure! He invented the camera in the eleventh century. He showed how we see. Can you imagine our world without cameras? He's much more important than Leonardo da Vinci.
- Noura:** I doubt it. Let's see if we'll be talking about cameras in 500 years!

1 Listen and read.

Answer the questions.

- Who does Noura think is the most important inventor? Why? *Leonardo da Vinci because he drew the first pictures of a flying machine.*
- Who does Suha think is the most important inventor? Why? *Ibn al-Haytham because he invented the camera.*



2 Read the dialogue again. What are the girls sure and not sure about?



Asking if someone is sure

Are you sure about that?

Do you really think that?

Being sure

I'm absolutely sure.

I'm quite sure.

Being unsure

Maybe.

I doubt it.

3 Work in pairs. Do you agree or disagree? How sure are you about your answers? Use the Say it! box to help you.

- Leonardo da Vinci was more important than Ibn al-Haytham.
- Dorothy Hodgkin was an important scientist.
- Young people are good at inventing things.
- Vaccinations are more important than antibiotics.

I think that Leonardo da Vinci was more important than Ibn al-Haytham.

Are you sure about that?

I'm quite sure.



Pronunciation

No – we stress the words that carry the meaning.

4 Listen and read. Do we stress relative pronouns?

This is the place
where I was born.

This is the runner
who came first.

That was the time
when I lived in
Paris.

This is the
girl whose coat I
borrowed.



Extra activity Fast finishers

- Pupils read the dialogue and find all the phrases for asking and saying how sure you are.

Noura is sure that Leonardo da Vinci is the greatest inventor of all time. She's not sure if Ibn al-Haytham is more important than Leonardo da Vinci. Suha is sure that Ibn al-Haytham invented the camera. She isn't sure that Leonardo da Vinci is the greatest inventor of all time.

Finishing the lesson

- Using the Summative questions technique, ask Which phrase would you use to say you are sure? How about for saying you are not sure? Pupils raise their hands to offer answers.

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *time capsule, item, generation, list, row, blackboard*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking

Materials

- Resource 49

Global Scale of English (GSE)

- **Reading:** Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

Assessment for Learning

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

Starting the lesson

- Write 1953 on the board. Ask pupils *What was different about school in 1953?* Pupils think of ideas in pairs and then tell the class.

Presentation

- Explain that in this lesson pupils will read a letter in a newspaper article.
- Draw pupils' attention to these words: *time capsule, item, generation, list, row* and *blackboard*. Write them on the board and ask for or explain meanings: *A time capsule is a box, with information about a year, that you hope people in the future will find. An item is a thing. Your parents are the generation before you; your grandparents are two generations before you. A list is lots of things written down. A row is a line of something. Classrooms used to have blackboards before the whiteboards we have today.*

Practice

Pupil's Book

- 1 **Before you read** Read the article quickly and choose the best headline.

- Refer pupils to page 50.
- Pupils raise their hands to offer answers.
- Read the *Reading tip* to pupils.

- 2 **8.21 Listen and read.**

- Play the audio.
- Check comprehension with questions: *In which country was the time capsule? (UK) How old was Marion in 1953? (11) What did she wear to school? (school uniform) Did she have a TV at home? (no) Where does she live now? (Australia)*



- 3 **Read again. Are these sentences true or false? Say why.**

- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique. Ask different pairs to give reasons.

Extra activity Critical thinking

- Pupils work in pairs to think of two more true or false statements for the text. They swap with another pair and decide if they are true or false. For false ones, they give reasons.

- 4 **Work in pairs. How was Marion's life similar and different to your life?**

- Place pupils in pairs.
- Walk around the room monitoring pairs.
- Ask different pairs for feedback.

Diversity

Challenge

- Give pupils two minutes to write down some ideas and then discuss in pairs.

Support

- Ask pupils to say what topics are mentioned in the article and write their ideas on the board to use during pairwork.

Activity Book

- 1 **Read and complete the sentences.**

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key 2 blackboard, 3 time capsule, 4 list, 5 generations, 6 items

- 2 **Read the letter on Pupil's Book page 50 again. Read and complete the sentences.**

- Pupils complete the activity individually.
- Ask different pupils to offer answers.

Answer key 2 If, found; 3 whose, love; 4 classroom, front; 5 When, stand; 6 town, modern

- 3 **Answer the questions. Use complete sentences.**

- Pupils complete the activity individually. They can refer to their Pupil's Books if necessary.

Answer key 2 She lived in Northtown.; 3 She was eleven years old.; 4 She wrote things on the blackboard.; 5 They wore a school uniform.; 6 They used to travel to London on a steam train.

Extra activity Fast finishers

- Pupils write the words in context in their notebooks with definitions.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Did you find the article interesting? Would you like to make/find a time capsule?* and encourage class discussion.

Reading

- 1 **Before you read** Read the article quickly and choose the best headline.

- a Builder travels to Australia to deliver letter
b Builder finds hidden treasure in school walls
 c Builder writes letter for time capsule

- 2 **Listen and read.**



Builder Tom Harris was working at Northgate School in the United Kingdom when he found an old time capsule from 1953. 'This is where I found it,' said Tom, pointing at the old walls of a classroom. 'They had buried some really interesting items for future generations to find. There were some old school books, some pencils and a list of teachers and students. There were also some old photographs. But the most interesting thing was this old letter that I found.'



Marion Waleen in 1953

Dear future student,

Hello! My name is Marion. If you are reading this, then you have found our time capsule!

I'm a student at Northgate School. It's nearly the end of 1953 and I'm 11 years old. My teacher is called Mrs Parks. She's the teacher whose lessons we all love! My favourite subjects are English and History.

In the classroom, we sit in rows in front of Mrs Parks, who writes on the blackboard. We use pens, pencils and paper to write our lessons. Sometimes we sing songs, too. When Mrs Parks comes into class, we stand up and say 'Good morning, Mrs Parks.' After she says 'Good morning, girls and boys,' we can sit down. We wear white shirts and black ties. The boys wear grey trousers and the girls wear black dresses. We have milk at play time.

In our town, there are some modern cars and sometimes we go to London on a steam train. In our home, we have an electric fridge. I've heard that some people have black and white televisions, but we're very happy with our radio! My friend has a telephone at home, but we don't have one. We write letters to our friends.

We're lucky because there are a lot more medicines now than there used to be. We have vaccinations when we're babies, so we don't get ill as often as our grandparents did.

I wonder if you go to my school, too?

Best wishes,
 Marion

Tom searched for Marion on the internet and found her in Australia. She was very happy to see her letter again!

tip Reading

Headlines often use the present tense (even when the text is about the past) and they usually miss out articles (a/an, the).

- 3 **Read again.** Are these sentences true or false? Say why.

- 1 Tom Harris is a teacher at Northgate School. **false (He's a builder who was working at Northgate School.)**
 2 The time capsule was full of things from 1953. **true**
 3 Marion's teacher was called Mrs Parks. **true**
 4 The subjects Marion liked best were singing and writing. **false (The subjects that she liked best were English and History.)**

50 fifty

Words in context

time capsule item generation
 list row blackboard

Activity Book, page 43

- 5 Marion didn't have a fridge at home. **false (They had an electric fridge.)**
 6 Tom Harris showed the letter to Marion. **true**
 4 **Work in pairs.** How was Marion's life similar and different to your life?

Objectives

- **Lesson aims:** to write a letter
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can identify the key characteristics and structure of a limited range of factual text types, e.g. articles, instructions (GSE 47).
- **Writing:** Can write short, simple personal emails/letters about familiar topics, given prompts or a model (GSE 40).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: portfolio; Learning diary

Starting the lesson

- Pupils work alone and write down as many new phrases from Unit 8 as they can remember in one minute.
- Ask for feedback using the Lollipop stick technique.

Presentation

- Explain that in this lesson pupils will write a letter.

Practice

Pupil's Book

- 1 **Look at the letter. Who wrote the letter? Who was it written to? Why was it written?**
 - Refer pupils to page 51.
 - Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.
- 2 **Read the *How to write...* box. Then look at the letter in Activity 1 again and match the paragraphs with the descriptions.**
 - Pupils work individually. Ask a pupil to offer answers. Ask for class agreement.
 - **Extension** Check comprehension with questions: *What is the Maths teacher's name? (Mr Allabban) What transport does Khalil mention? (cars, aeroplanes, trains) How long was Khalil in hospital? (less than a day) What is the photo of JJ? (Khalil's class)*
- 3 **Write a letter to a future pupil for a time capsule. Use the *How to write...* box to help you.**
 - Read the *Writing tip* to pupils.
 - Give pupils time to complete their plan. Monitor and help with ideas.
 - Pupils work individually to complete the letter.
 - Pupils evaluate their own work.
 - Using the Two stars and a wish technique, pupils read and check each other's work.

Diversity

Challenge

- Pupils work alone on their letters.

Support

- Monitor and help pupils while they write the letters.

Extra activity Creativity

- After checking their written work, pupils copy it onto a sheet of paper and find/draw a picture of the item they mention. They display their work on the classroom wall and later add it to their portfolios.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: *Today I wrote a letter about ...*

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write a letter
- **Target language:** revision of vocabulary and grammar
- **Skills:** Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Writing:** Can write short, simple personal emails/letters about familiar topics, given prompts or a model (GSE 40).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: groupwork; Two stars and a wish technique
- Independent learning: Summative questions technique

Starting the lesson

- Put pupils in groups and have them discuss what they would put in a time capsule/talk about in the time capsule. Ask pupils what they think will be different in the future.

Practice

1 Rewrite the sentences with *as much as*.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 I enjoy buying clothes as much as my sister enjoys buying books.; 3 Noura goes cycling as much as Lubna goes running.; 4 We like having family parties as much as other people like coming to them.; 5 I love parrots as much as you love cats.

2 Imagine you're making a time capsule for your grandchildren. Plan a letter to include in the time capsule.

- Give pupils one minute to complete their notes. Monitor and help with ideas.
- Using the Two stars and a wish technique, pupils read and check each other's work.

- 1 Look at the letter. Who wrote the letter? Who was it written to? Why was it written?

It's a letter from Khalil to future students telling them about their school's time capsule.

Writing

113 Hroun Al-Rashid Street, Amman, 11118
15 June 2024

Dear student from the future,

1 Hello! My name is Khalil and welcome to our time capsule!

2 I'm 13 years old. I'm a student at World School. I'm in class 7J. The subject that I like best is Maths. My teacher is called Mr Allabban. He's the person who made me love Maths!

3 I live in a busy city with a lot of cars. We travel on very fast aeroplanes and trains, too. At home, we have a television, a tablet, a computer and a laptop. Everyone has a mobile phone. When we feel ill, there are a lot of medicines we can take. Last year, I had to have an operation in hospital. I came home the same day and I got better very quickly.

4 We have put some interesting things in our time capsule. You will find a school uniform, some sports equipment, some books and a newspaper. We've also put in a few photographs. There are pictures of a new smartphone and laptop, the world's fastest train in China, and Mr Allabban's X-ray from when he broke his leg last year. There's also a photo of my friends in 7J!

We hope you enjoy opening our time capsule as much as we enjoyed filling it!

Best wishes,
Khalil



- 2 Read the *How to write...* box. Then look at the letter in Activity 1 again and match the paragraphs with the descriptions.

How to write... an informal letter

- Put your address at the top right.
- Put the date below your address.
- Start the letter with *Dear* + (the name of the person you're writing to).
- Finish the letter with *Best wishes*, + your name.

- 1 Paragraph one **b**
2 Paragraph two **c**
3 Paragraph three **d**
4 Paragraph four **a**

- a information about what's in the time capsule
b an introduction to the letter
c information about the letter writer and school
d information about today's travel, technology and medicine

- 3 Write a letter to a future pupil for a time capsule. Use the *How to write...* box to help you.

- 1 Think about what you want to include in your time capsule and why.
- 2 Write a paragraph plan, using the tips in Activity 2.
- 3 Write your letter, with the correct start and end.
- 4 Read and check your letter. Check your spelling and punctuation.

Tip **Writing**

as much as
We use *as much as* to compare two things when they are the same.

fifty-one

51

- 3 Now write your letter.

- Pupils work individually to complete the letter.

- 4 Read your letter. Check your spelling and punctuation.

- Give pupils time to read and check their work.

- 5  Work in pairs. Exchange your letters. Use these questions to check your partner's letter.

-  Using the Two stars and a wish technique, pupils read and check each other's work. They say whether they would like to find their partner's time capsule.

Extra activity Fast finishers

- Pupils find all the items in Khalil's time capsule and write a list. They write a list of what they would put in a time capsule and compare.

Finishing the lesson

-  Using the Summative questions technique, write on the board: *The best thing in this lesson for me was ...* Pupils complete the sentence in their notebooks.

Next lesson Unit 8 Test

8.6 & 8.7

- Girl 1:** I listened to an interesting podcast today. It was by the doctor who was on TV last week.
- Girl 2:** Oh, yes! I remember that programme. She's the doctor that worked in Africa for a while, isn't she?
- Girl 1:** Yes, that's right. Doctor Marie.
- Girl 2:** What was her podcast about?
- Girl 1:** She was talking about vaccination. She thinks that vaccination is the thing that changed medicine the most in the last 100 years.
- Girl 2:** That's interesting. Why is that then?
- Girl 1:** She said that vaccination is important because it has helped us to stop some illnesses completely.
- Girl 2:** I know that vaccination is important, but don't you think that antibiotics are just as important? Do you remember my aunt who was in hospital last year? She had to stay there for six weeks because she didn't take the right type of antibiotics early enough.
- Girl 1:** Oh, yes. I remember you telling me about her.

8.8

- Narrator:** Ice cream is a sweet, cold food which we love to eat on hot summer days. But who was the person who invented the first ice cream maker and made this cold dessert so popular? It was a woman from the USA whose name was Nancy Johnson. She invented a simple ice cream maker in 1843. That was a time when ice cream was something expensive that most people only had on special occasions. But Johnson's invention changed that. Suddenly, people could make ice cream at home. Some people also opened shops where customers could buy different types of ice cream. Nancy's invention was a simple machine that was operated by hand because that was a time when most people didn't have electricity at home. Things have changed so much since then.

8.11

- Narrator:** One. Laila is at the pharmacy. She asks the pharmacist if she could tell her ...
- Girl:** Good morning, I have a prescription here from the doctor. Can you tell me if you have the medicine I need?
- Woman 1:** Let me have a look.
Yes, we have. I'll just get it for you. Here you go!
- Girl:** Great! Could you tell me how often I need to take the pills?
- Woman 1:** Yes, of course. You need to take two pills every morning after food.
- Girl:** Thanks very much.
- Narrator:** Two. Imad is talking to the doctor. He asks him if he knows ...
- Man 1:** I've cut my leg. Do you know if I need to go to the hospital?
- Man 2:** Let's have a look. Oh dear. That looks sore. I'm going to clean it up and then I'm going to put a plaster on it. It will hurt for a few days, but you don't need an X-ray. So you don't need to go to the hospital.
- Man 1:** Thank you so much. It feels better already!
- Narrator:** Three. Samia is talking to the nurse. She wonders ...
- Woman 1:** Hello. I wonder if you can tell me if my baby needs to have any injections today. He's six months old now.
- Woman 2:** Yes, he does. It's very important that he has all of his injections so that he doesn't get ill. I can do that for you today, and it won't take long.
- Woman 1:** Thank you.

8.13

Narrator: One

Man: You look ill, Randa. Do you have a fever?

Girl 1: No, and I don't feel ill. I'm just tired today.

Man: Well, maybe you should take a break and then have a rest.

Girl 1: You're right! I'll feel better after that.

Man: I'm sure you will.

Narrator: Two

Boy 1: I saw the doctor today.

Boy 2: Really? Did you have an injection?

Boy 1: No, I didn't, but I got this. Look!

Boy 2: Oh! Is that to get a prescription?

Boy 1: No. It says I can stay home for three days.

Boy 2: Oh, Hamzah!

Narrator: Three

Woman: Okay, Muna. Does your foot hurt here?

Girl 2: Ouch! Yes, it does. Do you think it's serious?

Woman: It might be. You need to go to the hospital.

Girl 2: Will I need to have an operation?

Woman: No. I don't think so, but you should probably have an X-ray just to be sure.

8.19

1 A: In the future, I think people will go to the Moon on holiday.

B: No way! Do you really think that?

A: Oh, yes. I'm quite sure. What do you think?

B: I doubt it. Space travel is too expensive.

2 A: Do you think there will be paper books in the future?

B: Maybe, but most people will read books on tablets.

A: Really? Are you sure about that?

B: I'm absolutely sure. Paper books are old-fashioned.

8.15

Abu al-Qasim al-Zahrawi was a doctor, a teacher and an amazing inventor. He lived in the tenth century, from 936 to 1013. He invented more than 200 items for doctors to use in operations. Some of them are still used today, for example, special scissors. He made many discoveries. One discovery was how to keep cuts clean. He also wrote an important book about medicine and drew pictures of his inventions. His book was used by doctors for 500 years.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from units 7 and 8
- **Target language:** drums, flute, keyboard, trumpet, violin; classical, bedouin, folk, opera
- **Skills:** Reading, Writing, Speaking

Materials

- True/False response cards
- stopwatch

Assessment for Learning

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

Global Scale of English (GSE)

- **Reading:** Can extract factual details from a simple text (GSE 40). Can scan a simple text to find specific information (GSE 41).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

Mapping

Topic	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 2: Culture	Listening: responding to instructions or questions about an oral activity	Listening: identify key ideas and supporting details in an oral presentation or conversation with reasons and evidence a speaker provides to support particular points; make a variety of simple inferences related to the setting, relationship between speakers or speaker's feelings and motivation
Theme 6: Recreation	Speaking: partaking in simple discussions Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and details; drawing inferences by referring to explicit details in a text Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, publishing); revising written texts for clarity, correctness and coherence Viewing and presenting: presenting and developing ideas and opinions on a variety of topics orally or visually	Speaking: partake in dialogues with little or no help from the teacher; use formulaic expressions to express greetings, obligation, requests, prohibition, agreement or disagreement Reading: preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; use knowledge of cohesive devices to aid comprehension Writing: practise the writing strategies of brainstorming, outlining, drafting, revising, editing and publishing Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning

Starting the lesson

- Tell pupils they are going to talk about music. Ask *Can you play an instrument? Which? What's your favourite type of music?*

Presentation

- Explain that in this lesson pupils will learn to talk about musical instruments and types of music.

Practice

Pupil's Book

- 1 **How many music words do you know? Make a list and compare in groups.**
 - Refer pupils to page 52.
 - Set a stopwatch to one minute and have pupils think of as many words and phrases as they can related to music and write them in their notebooks.
 - Place pupils in groups and have them compare answers.
 - Elicit their ideas and count as they say them, writing appropriate examples on the board.
- 2 **Read and underline five words for musical instruments and four words for types of music.**
 - Ask pupils to read the text and underline the musical instruments and types of music they can find.

- Invite volunteers to read a section of text each.
- Check answers using the Lollipop stick technique.
- Using the True/False response cards, pupils respond to these statements: *Jaber is learning to play the flute. (true) He has to practise twice a week. (false) He's going to be in a performance with the school orchestra. (true) Kim used to play the violin. (false). Stan doesn't play a musical instrument. (true) Stan likes folk music. (false) Hala plays the keyboard in a band. (true) Hala is nervous about the concert next month. (false)*

- 3 **Look at the text in Activity 2 again. Find and write the words.**
 - Pupils complete the activity individually.
 - Check answers using the Lollipop stick technique.
 - **Extension** Pupils write down three questions about the text and ask and answer in pairs.
- 4 **Find and write the words from the text in Activity 2.**
 - Place pupils in pairs for this activity.
 - Monitor pupils, helping where necessary.
 - Check answers as a class.
- 5 **Talk to your classmates.**
 - Ask two pupils to read the questions aloud. Make sure they understand the questions.
 - Place pupils in groups and have them discuss the questions. Monitor pupils, helping where necessary.
 - Give pupils time to think about their answers.

- 1 How many music words do you know? Make a list and compare in groups.
- 2 Read and underline five words for musical instruments and four words for types of music.



Jaber, 11 2 minutes ago

Hi! I'm Jaber. I'm learning to play the flute. I have to practise playing every day. I'm going to be in a performance with the school orchestra at the summer concert!



Kim, 11 11 minutes ago

It's Kim, here! I used to play the drums, but I stopped because I didn't practise enough. I might start learning the violin or the trumpet!



Stan, 11 8 minutes ago

I'm Stan. I've never learnt to play any musical instruments, but I enjoy listening to music. I love classical music. My mum sometimes plays me old music. I also like some bedouin music, but I don't like folk music or opera!



Hala, 11 5 minutes ago

I'm Hala and I play the keyboard in a school band. We usually play the Royal National Anthem or soundtracks from films pupils love. We're playing in a concert next month. I'm very excited!

- 3 Look at the text in Activity 2 again. Find and write the words.



violin



opera



folk music



trumpet



concert



soundtrack
- 4 Find and write the words from the text in Activity 2.

1 people that play music together band

2 singers sing in very high or low notes and also act opera

3 it looks like a piano but needs electricity keyboard

4 a type of music that usually has a lot of instruments playing classical

5 a musical instrument that is thin, straight and which you blow air into flute

6 round boxes that you hit with sticks to create a rhythm drums
- 5 Talk to your classmates.

1 Do you play any musical instruments? Which one would you like to learn? Why?

2 What kind of music do you like listening to?

52 fifty-two

Diversity

Challenge

- Pupils find out more about other musical instruments and types of music (e.g. *cello, banjo, saxophone, double bass, blues, electronic, ambient*). They choose one and write some sentences about it.

Support

- To help pupils do Activity 5, ask the first question and give an example answer. Write on the board: *I'd like to learn the piano because I think it would help me to relax.* Encourage pupils to use a complete sentence.
- For the second question, brainstorm types of music and write them on the board.

Activity Book

- 1 After you read Read the comments on Pupil's Book page 52 again. Choose the correct person.

- Ask pupils to look at the photo. Ask them if they can remember the instruments and the types of music that the pupils mention. Ask specific questions, if necessary, e.g. *What instrument is Jaber learning to play? (flute) What types of music does Stan like/doesn't like? (classical, some bedouin music; folk, opera), etc.*
- Pupils read the text and complete the activity individually.
- Check answers using the Lollipop stick technique.

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

- 2 Read the comments again and write a reply to each person.

- Ask pupils to read the comments again. Tell pupils to find something they have in common with each person and write a short reply. Give pupils time to think about their answers.
- Place pupils in pairs to complete the activity.
- Monitor pairs, helping where necessary.
- Invite volunteer pairs to read aloud their replies to the class.

- 3 Write your own comment about music and how you feel about it.

- Pupils complete the activity individually.
- Monitor pupils, helping where necessary.
- Place pupils in groups and have them share their comments with each other.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today. Ask *What did you like best?*
- Write on the board: *Today I have learnt ...*. Have pupils complete the sentence.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 7–8; use expressions to say and respond to 'thank you'
- **Target language:** music vocabulary; *Thanks a lot. Thanks so much. Thanks a million. Many thanks. I'm really grateful. It's a pleasure. Don't mention it. You're welcome. No problem. No worries.*
- **Skills:** Listening, Reading, Speaking

Materials

- Traffic light cards, enough for each pupil

Global Scale of English (GSE)

- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Reading:** Can identify specific information in detailed written dialogues (GSE 53). Can find relevant internet texts on specific topics and extract the most important information, e.g. for school projects (GSE 55).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22).

Assessment for Learning

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

Starting the lesson

- Review the vocabulary from the previous lesson. Ask a pupil to come to the front and draw an instrument. The class guesses what it is and what type of music it's commonly associated with. Repeat with other pupils.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to music and will learn ways to say and respond to 'thank you'.

Practice

Pupil's Book

6 LB4.1 Listen and read. What are the children going to do this weekend?

- Refer pupils to page 53.
- Tell pupils that the teenagers are talking about a concert that one of them is going to perform in. Ask *Have you ever played music on stage to an audience? If not, would you like to? What do you think you have to do to prepare for a concert? Would you be nervous?*
- Play the audio and have pupils read along in the Pupil's Books.
- Play the audio again for pupils to listen and check their answers.
- Pupils read the conversation in pairs. Ask some pairs to perform the conversation for the class.



7 Find expressions to say and respond to 'thank you' that Ali and Maher use. Use the *Say it!* box to help you.

- Read out the expressions in the *Say it!* box. Ask pupils if they know other ways of saying 'thank you' and ways to respond to 'thank you'. Ask pupils why it's important to say thanks (because it shows appreciation and kindness).
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

8 Work in pairs. Say 'thank you' and respond to thanks.

- Place pupils in pairs, A and B.
- Read aloud the situations in the boxes. Explain or elicit the meaning of *playlist* (a list of pieces of music chosen by someone to listen to on their computer, phone, etc.)
- Use the Traffic light cards technique to make sure pupils have understood what they have to do. Read aloud the speech bubbles if necessary.
- Monitor pupils, helping where necessary.
- Ask volunteers to act out their conversations for the class.

Show what you know

- Tell pupils they are going to think about what they have learnt on the Dana's Learning Club pages. Pupils read and complete the *Show what you know* box individually.
- In pairs, pupils ask and answer the questions giving an example to show what they know.
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

4 LB4.1 Read and listen to the dialogue on Pupil's Book page 53 again. Answer the questions.



- Refer pupils to page 53 in their Pupil's Books.
- Play the audio and have pupils read along. Pupils answer the questions individually.
- Play the audio again if necessary.
- Pupils compare answers in pairs.
- Check answers using the Lollipop stick technique.

Answer key 1 Ali is preparing for his band's concert, and Maher is helping him. 2 Ali tells Maher he should learn the drums. Maher tells Ali that he learnt to play the violin when he was younger and that he still plays well. He's also written his own songs.

5 Find examples of verbs + *-ing* and verbs + infinitive in the dialogue on Pupil's Book page 53.

- Pupils work in pairs to complete the activity.
- Check answers using the Lollipop stick technique.

Answer key verb + *-ing*: enjoy looking, keeps saying; verb + infinitive: learnt to use, going to put, love to be around, learnt to play, 'd love to hear, 'd love to show

6 Write three sentences with verb + *-ing* and three sentences with verb + infinitive.

- Pupils complete the activity individually.
- Monitor pupils, helping where necessary.
- Place pupils in pairs and have them compare and, if necessary, correct each other's work.
- Using the Lollipop stick technique, choose pupils to read aloud their sentences.

Finishing the lesson

- In pairs, pupils write three things they enjoyed about today's lesson and one thing they didn't like. Pupils share their thoughts with the class.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.



6 Listen and read. What are the children going to do this weekend?

Ali's band is going to perform.

Ali: Thanks so much, Maher! The poster is brilliant! Everyone will enjoy looking at it while we play!

Maher: Don't mention it, Ali. I learnt to use this new program on my computer.

Ali: Great! I'm going to put the drums on stage now. Ibrahim keeps saying he'll be here to help, but he's always late.

Maher: I can help!

Ali: Thanks a million!

Maher: Don't mention it. Drums are my favourite instrument so I love to be around them.

Ali: Hey, why don't you learn to play them? We sometimes need a second drummer in the band. Here, hold this drum.

Many thanks

Maher: No worries. I learnt to play the violin when I was 6 years old. I can still play well.

Ali: Can you play the violin? That's amazing! I'd love to hear you play!

Maher: Sure! I'd love to show you some of my songs.

Ali: What? Have you written your own songs, too?

Maher: Yes, I have.

Ali: OK, I'm really grateful for your help, but let's go now!

Maher: No problem. Let's go!

7 Find expressions to say and respond to 'thank you' that Ali and Maher use. Use the Say it! box to help you.

Refer to Activity 6 for answer key (answers circled in red).



Saying thank you	Responding to thanks
Thanks a lot.	It's a pleasure.
Thanks so much.	Don't mention it.
Thanks a million.	You're welcome.
Many thanks.	No problem.
I'm really grateful.	No worries.

8 Work in pairs. Say 'thank you' and respond to thanks.

Pupil A

Say thank you to Pupil B for helping you to:

- prepare a special meal.
- make a playlist for your holiday.
- clear up the mess in your bedroom.

Say thank you to Pupil A for helping you to:

- find transport tickets for the National Day parade.
- find new songs for your birthday party.
- give out invitations to the school flag Day performance.

Pupil B

Thanks so much for helping me to prepare a special meal.

No worries.

Show what you know

Can you use words for musical instruments and music?

Can you use expressions to say and respond to 'thank you'?

Can you say 'thank you' to a friend for something they did for you?

☐
☐
☐

Objectives

- **Lesson aims:** to learn about different festivals from around the world
- **Target language:** *underwater, diver, speakers, flash mob, film*
- **Skills:** Reading, Listening, Speaking

Materials

- sheets of A4 paper, enough for each group of four pupils
- Traffic light cards, enough for each pupil

Global Scale of English (GSE)

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

Assessment for Learning

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

Starting the lesson

- Revise the music vocabulary that pupils learnt in the previous lessons.
- Ask pupils if they have ever been to a music festival or, if they haven't, if they would like to. Ask pupils if they know of any music festivals in their country.

Presentation

- Explain that in this lesson pupils will learn about music festivals from around the world.
- Ask pupils to say one word connected to festivals using the Lollipop stick technique.

Practice

Pupil's Book

1 Think Do you think that playing and listening to music is a good way to celebrate an event? Why?/Why not?

- Refer pupils to page 54.
- Read the questions. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class.

2 Learn LB4.2 Listen and read. Which of these events would you most like to go to? Why?



- Before pupils read, draw their attention to the photos. Ask pupils to say what's happening in each one.
- Write the vocabulary words that pupils will encounter in the text on the board and elicit or explain their meanings: *underwater: under the surface of the water; diver: someone who swims under water, usually with special equipment to breathe; speakers: part*

of a computer or piece of musical equipment that the sound comes out of; flash mob: a group of people who arrange (by phone or email) to get together in a public place at the same time, spend a short time doing something there, usually a dance, and then quickly all leave; film: to record moving pictures with a camera.

- Encourage pupils to say sentences using the vocabulary, e.g. *I've got an underwater camera.*
- Play the audio and have pupils read along in their books.
- Check comprehension: *When did the Jordanian Armed Forces band start? (1921) How many musicians are there today? (more than 500) Where does the Underwater Music Festival take place? (Florida, USA) What are the songs usually about? (the ocean) What is the organisers' aim of the festival? (to remind us of how we should protect animals and plants in the oceans) Where do people share flash mob videos? (on social media) What kind of flashmob took place in 2016? (a flashmob at a mall with dabkeh dancers and music) Where did it take place? (Amman, Jordan).*

Diversity

Challenge

- Ask thought-provoking questions: *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings? Write the new words pupils suggest on the board and have them write them in their notebooks with definitions or translations.*

Support

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

3 Check Write A (Jordanian Armed Forces Band), B (Underwater Music Festival) or C (Music Flash Mob) for each statement.

- Pupils work individually to complete the activity. They then compare answers in pairs.
- Use the Traffic light cards technique to make sure pupils have understood what they have to do.
- Check answers using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils work in groups of four. Hand a sheet of paper to each group. They write two True and two False sentences based on the text. They swap work with another group and complete each other's activities.

Extra activity Fast finishers

- Have pupils write the new words from the lesson in their notebooks with definitions.

Finishing the lesson

- Using the Summative questions technique, ask *What new information did you learn in this lesson?*



Social Studies

Don't stop the music!

Think

- 1 Do you think that playing and listening to music is a good way to celebrate an event? Why?/Why not?

Learn

- 2 Listen and read. Which of these events would you most like to go to? Why?



A The Jordanian Armed Forces Band performs at important ceremonies, often in front of the Jordanian royal family. The musicians wear red and white checked *keffiyehs* with their uniform. The band started in 1921 when there were ten musicians. Today there are over 500 musicians!



B Another unusual musical event is the Underwater Music Festival, which takes place in Florida, USA, every year. Divers get together and music is played through underwater speakers. Musician-divers play instruments (which aren't real) and the songs are often about the ocean. The people who organise the festival want to remind us of how we should protect animals and plants in the oceans.

C Musical flash mobs are popular around the world. A flash mob is a group of people who come together in a place, do something unusual and then leave. People enjoy filming these types of events and sharing them on social media. There was a flash mob at a shopping centre in Amman in 2016 with *dabkeh* dancers and music. The people at the mall enjoyed watching it!



check

- 3 Write **A** (Jordanian Armed Forces Band), **B** (Underwater Music Festival) or **C** (Music Flash Mob) for each statement.

- 1 'We could hear songs at the bottom of the pool!'
- 2 'There were about 70 of us in the square, we started a *dabkeh* dance and then we left. It was fun!'
- 3 We feel very proud when we play in front of the Jordanian royal family.
- 4 'We look very smart in our uniforms.'
- 5 'Everyone was looking at us with surprise, but then some of them joined the *dabkeh* dance!'

B

C

A

A

C

Objectives

- **Lesson aims:** to learn about the Jerash Festival
- **Target language:** archaeological site, attend, promote, folklore
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, enough for each group

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning

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

Starting the lesson

- Ask pupils to remember the new words they learnt in the previous lesson. Have different pupils write the words on the board.

Presentation

-  Explain that in this lesson pupils will learn more about the Jerash Festival. Ask pupils what they know about the festival. Ask if any of them have been to a festival and what it was like.
- Pre-teach the following words: *archaeological site* (an important place in the past; by studying the buildings and objects there, we can learn about past cultures), *attend* (to go to an event), *promote* (to advertise something to make it more popular), *folklore* (the traditions and stories of a country or community).

Practice

Pupil's Book

- 1 **Let's practise!** Read about another festival. What is special about it?
 - Refer pupils to page 55.
 - Pupils read the text.
 -  Pupils compare answers in pairs.
 -  Check answers using the Lollipop stick technique.
- 2 **Where are these things mentioned? In Paragraph 1 or 2? Tick (✓).**
 -  Pupils work in pairs to choose the correct paragraph for each topic.
 -  Check answers using the Lollipop stick technique.

Extra activity Critical thinking

-  Place pupils in groups. Ask *Why are archaeological sites important?* Pupils discuss the question in their groups. After a couple of minutes, ask groups to share their ideas.

3 Find out about another music event from around the world. Write a short description.

- Invite a pupil to read aloud the steps.
-  Place pupils in groups to complete the activity. Hand each group a sheet of A4 paper for their notes and their descriptions. The descriptions can be checked by you or in peer groups. Make sure their paragraphs have distinct topics.
- Ask pairs to present their descriptions. Make sure every pupil presents by having them take turns to read out sentences.

Extra activity Fun Time

- Before the class, prepare quiz questions about the festival, e.g. *How old is the city of Jerash?* Divide the class into two teams. They take part in a TV-style quiz and they win a point for each correct answer.

Extra activity Fast finishers

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

Extra activity Collaborative work

-  Divide the class into groups. Ask them to discuss what they liked about the Learning club using the Expert envoy technique. Pupils write their opinion about it and the envoy reports back to the class.

Finishing the lesson

-  Use the Summative questions technique to ask pupils what they think about what they learnt today.
- Congratulate pupils on finishing the Learning club. Ask which section they enjoyed the most.

Let's practise!

1 Read about another festival. What is special about it?

It promotes Arab culture.

Jerash Festival



Just north of Amman you can find an ancient city. The city of Jerash is more than 5,000 years old.

Apart from its history and the amazing archaeological sites, Jerash is worth visiting for its festival. The Jerash Festival started in 1981. Since then, it has taken place each year, between the months of July and August and thousands of people attend it. In 2016 more than 100,000 people were in the

city to celebrate the festival and in 2015, 40 artists from Jordan and other Arab countries took part.

The Jerash Festival aims to promote Arab culture and it offers a variety of events, like folklore dances and national chants. There's also a market and visitors can buy traditional creations. The Jerash Festival is a great opportunity to taste Arab culture against brilliantly lit Greco-Roman, Byzantine and other ancient monuments.



2 Where are these things mentioned? In Paragraph 1 or 2? Tick (✓).

- | | | |
|-------------------------------|---------------------------------------|---------------------------------------|
| a details of the events there | 1 ☐ | 2 ☒ |
| b history of the event | 1 ☒ | 2 ☐ |
| c where it happens | 1 ☒ | 2 ☐ |
| d a general recommendation | 1 ☐ | 2 ☒ |

3 Find out about another music event from around the world. Write a short description.

- 1 In groups, brainstorm national or folklore festivals you know about or search for some online. Think about details you would use to describe one.
- 2 Write notes about the information you find and search for some images.
- 3 Organise your paragraphs.
- 4 Write your description.
- 5 Share your description with the rest of your class. What interesting national or folklore festivals did you find out about?

fifty-five

55

Objectives

- **Lesson aims:** to understand a reading text; to learn about World Book Day
- **Skills:** Listening, Reading

Materials

- sheets of A4 paper, enough for each pupil (fast finishers)

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning

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

Starting the lesson

- Write *books, humanity, event and celebration* on the board. Using the Lollipop stick technique, ask pupils to say a word connected to one of the topics. Specify a topic for each pupil.
- Ask *What are your favourite books/events/celebrations?* and *What should a city do to promote reading?* Elicit answers.

Presentation

- Explain that in this lesson pupils will read a text about World Book Day.
- Ask pupils to raise their hands to guess what the event is about.

Practice

Pupil's Book

1 F1.1 Listen and read.

- Refer pupils to page 56. Ask pupils to look at the pictures and to raise their hands to name the child.
- Play the audio.
- Check comprehension with questions: *What is UNESCO? (an international organisation) What is a World Book Capital? (a city in the world that promotes reading for a week)*
- **Extension** Tell pupils to find out another city that was World Book Capital and what events took place.

2 Answer the questions.

- Pupils work individually and write their answers. Then they compare ideas with a partner.
- Ask pupils to read out their answers using the Lollipop stick technique.

3 Work in groups. Prepare an event to celebrate World Book Day. Decide what will happen and create a poster.



- Divide pupils into groups of four.
- Help pupils decide who will do each part of the project or research.
- Monitor and help groups as they create their poster.
- Ask groups to present their posters to the class.

Finishing the lesson

- Using the Summative questions technique, ask the class to give positive feedback to the groups who have presented their work.

World Book Day Activity Book

Objectives

- **Lesson aims:** to write a letter to UNESCO about the importance of World Book Day
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Independent learning: Summative questions technique

Starting the lesson

- Ask pupils what they remember about World Book Day.
- Ask for feedback using the Lollipop stick technique.

Practice

1 After you read Read and write the correct words from the text on Pupil's Book page 56.

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key 2 humanity, 3 World Book Capital, 4 Spain, 5 author, 6 public

2 Use the words in Activity 1 to complete the text.

- Pupils work individually.
- Check answers using the Lollipop stick technique.

Answer key 1 Spain, 2 World Book Capital, 3 author, 4 Humanity, 5 UNESCO

3 Write a letter to UNESCO about how important World Book Day is.

- Pupils work individually and then compare answers with a partner.
- Have a class vote for the most convincing letter.

World Book Day

Hello, it's Sami again!
Let's find out more about
World Book Day!

1 Listen and read.



People around the world celebrate World Book Day on 23rd April, a date decided by UNESCO (United Nations Educational, Scientific and Cultural Organization). On this day, people remember how important books are for humanity. UNESCO has also organised another event which starts on the same day as World Book Day and it is called World Book Capital. Each year, a different city around the world is given that honour and various events that promote reading are organised in that city. And this goes on for the entire year, until the city changes the next year. The first country that thought of celebrating books and reading was Spain. At first they celebrated the day on 7th October, because that was Miguel de Cervantes' birthday. He was a very important Spanish author who wrote *Don Quixote*. But then they moved the celebration to 23rd April, as that was the date of his death. William Shakespeare also died on the same day! In the UK they celebrate the day by having public readings and donating books to charity.



2 Answer the questions.

1 Who decided the date for World Book Day?

UNESCO

2 What other event has UNESCO organised?

World Book Capital

3 How long can a city be a World Book Capital?

for a year

4 What is strange about Cervantes and Shakespeare?

They died on the same day.

3 Work in groups. Prepare an event to celebrate World Book Day. Decide what will happen and create a poster.

1 Decide what will happen during the event.

2 Search for some online photos to decorate your poster.

3 Stick your photos onto the poster and write the important details of the event.

4 Present your poster.

5 Celebrate the event in class.



56 fifty-six

Finishing the lesson

- Using the Summative questions technique, ask the class to give suggestions for the books which they would like to discuss for a class book day.

Objectives

- **Lesson aims:** to understand a reading text; to learn about World Space Week
- **Skills:** Listening, Reading

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning

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

Starting the lesson

- Ask *Do you enjoy learning about the universe and space? Why? What do you find interesting about it?* and elicit answers.

Presentation

- Explain that in this lesson pupils will read a text about World Space Week.
- Ask pupils to raise their hands to guess what the event is about.

Practice

Pupil's Book

1 F2.1 Listen and read.

- Refer pupils to the pictures of space on page 57. Ask what they know about these space vehicles.
- Play the audio and check comprehension.



2 Answer the questions.

- Pupils work in pairs to answer the questions.
- Using the Lollipop stick technique, ask pupils for feedback.

3 Is space important for people? Why?

- Divide pupils into groups of four.
- Ask each group to note down four important reasons why space is or isn't important.
- Each group presents their ideas to the class.

4 Find out about the theme of other World Space Weeks.

- Place pupils in different groups for this activity.
- Walk around the class monitoring groups.
- Ask different groups to share their ideas.



Finishing the lesson

- Using the Summative questions technique, ask the class to give positive feedback to the groups who have presented their work.

World Space Week Activity Book

Objectives

- **Lesson aims:** to create a poster for another space week
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, enough for each pupil (fast finishers)

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: groupwork

Starting the lesson

- Ask pupils what they remember about World Space Week.
- Ask for feedback using the Lollipop stick technique.

Practice

1 After you read Match the numbers to the correct information.

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key 1 d, 2 a, 3 e, 4 c, 5 b

2 Complete the text with words from the text on Pupil's Book page 57.

- Pupils work individually.
- Check answers using the Lollipop stick technique.

Answer key 1 space, 2 theme, 3 important, 4 exhibition, 5 planetarium, 6 activities

3 Create a poster for the World Space Week with the theme: 'The Sun: The Brightest Star of Our Galaxy'.

- Pupils work in groups to make their posters using coloured pencils and any other material they wish.
- Monitor and help.
- Pupils evaluate their own work.

Finishing the lesson

- Ask groups to show their work to the class.

WORLD SPACE WEEK

1 Listen and read.




On 4th October 1957, the first satellite that humans made was sent into space. The name of the satellite was Sputnik 1. On 10th October 1967 the Outer Space Treaty was signed and it's all about space law. It is signed by 115 countries around the world. To celebrate these two important events, the United Nations General Assembly decided to declare this week as World Space Week.

It is the most important event about space in the world and thousands of events take place during this week each year. Some of the events are exhibitions, school activities, and events that take place in planetaria around the world. Each year, the people who organise World Space Week decide the theme for that year's Space Week. For example, in 2019 the theme was 'The Moon: Gateway to the Stars' and it was the 50th anniversary of the landing of Apollo 11 on the Moon. In 2021 the theme was 'Women in Space'.



2 Answer the questions.

1 What happened on 4th October 1957?

The first human satellite was sent into space.

2 What did people do on 10th October 1967?

They signed the Outer Space Treaty.

3 Why does World Space Week happen during the week between 4th and 10th October?

to celebrate these two important events

4 What was the theme of the World Space Week in 2019?

The Moon: Gateway to the Stars

3 Is space important for people? Why?

4 Find out about the theme of other World Space Weeks.

1 In groups, find out about the theme of other World Space Weeks in the past.

2 What events took place?

3 Take notes and present to the class.



fifty-seven

57

Grammar reference

Unit 5

Reflexive pronouns

I fell when I was rock climbing and hurt **myself**.
 Children shouldn't do extreme sports because they often hurt **themselves**.
 My sister cut **herself** when she was playing squash.
 Did you do it **yourself**?

Past perfect

After they **had eaten** their breakfast, they looked in their guidebook.
 They **hadn't got** very far **before** Abbas stopped.
 He'd **heard** a man who was shouting for help.

Unit 6

Zero conditional

If I **need** something, I **ask** my parents to buy it online.
 If something **isn't** big enough, you **send** it back.
 What **do** you **do** if the trainers **aren't** big enough?

First conditional

If we **buy** everything online, shops **will close**.
 If that **happens**, I **won't be** happy.
 What **will** the shop assistants **do** if there **aren't** any shops?

Second conditional

If I **could** travel back in time, I'd **go** to Ancient Jordan.
 If I **went** into space, I'd **walk** on the Moon.
 If you **could** become a film character, what character **would** you **choose**?
 If you **were** rich, **would** you **donate** to a charity?

Unit 7

Comparing things

as ... as

Podcasts can be **as good as** vlogs.
 Podcasts will be **as popular as** blogs.

not as ... as

Getting on well with everyone for a month **isn't as easy as** getting on well with everyone for a day.
 Podcasts **aren't as interesting as** vlogs.

Question tags

Your name **is** Ibrahim, **isn't** it?
 You're 13 years old, **aren't** you?
 You **don't like** blogging, **do** you?
 This game **isn't** very hard, **is** it?

Unit 8

Relative pronouns

Guglielmo Marconi is the person **who** invented it.
 That's the radio **that** / **which** my great-grandmother told me about.
 This is the room **where** you can see lots of old inventions.
 She remembers the time **when** everyone used radios like this.
 He's the person **whose** invention has changed our lives the most.

Embedded questions

What **should** we do?
 Can you tell us what **we should** do?
Is it a new medicine?
 Do you know **if** / **whether** **it's** new?
Who **invented** Penicillin?
 Could you tell me **who** **invented** Penicillin?
Do you like Science?
 I **wonder** **if** / **whether** **you** like Science.

Unit 5 a brochure

- Use a title to say what the brochure is about.
- Ask the reader questions.
- Use pronouns like *you* and *we* to talk to the reader.
- Remember that a brochure sells something, so make it sound as good as possible.

Unit 6 an informal email

- Use the subject box to explain why you're sending the email.
- Start your email with *Dear* or *Hi* + the name of the person.
- Use clear and simple language.
- Use paragraphs to make your email easy to understand.
- Finish your email with *Bye* or *See you soon* + your name.

Unit 7 an interview

- Use clear questions or sentences with question tags.
- Set the interview out as a dialogue so it's easy to read.
- Use polite language, but it can be informal because it's spoken.
- Start and finish the interview by thanking the person.

Unit 8 an informal letter

- Put your address at the top right.
- Put the date below your address.
- Start the letter with *Dear* + (the name of the person you're writing to).
- Finish the letter with *Best wishes*, + your name.

English in action reference



Unit 5

Asking what someone prefers

Would you rather go jogging or play golf?

Would you prefer to go skateboarding or surfboarding?

Should we play squash or tennis?

Saying what you prefer

I'd rather go jogging.

I'd prefer to go surfboarding.

I think we should play squash.



Unit 6

Making a complaint

I'm afraid I have a complaint about this jacket.

I'd like to complain about this phone.

I'm afraid there is a problem with these shoes.

Please could I have a refund?

I need to exchange them.



Unit 8

Asking if someone is sure

Are you sure about that?

Do you really think that?

Being sure

I'm absolutely sure.

I'm quite sure.

Being unsure

Maybe.

I doubt it.



Language Booster 3

Saying goodbye

I've got to go. I have to go now.

See you soon / later / tomorrow / next week!

Bye! Goodbye!



Language Booster 4

Saying thank you

Thanks a lot.

Thanks so much.

Thanks a million.

Many thanks.

I'm really grateful.

Responding to thanks

It's a pleasure.

Don't mention it.

You're welcome.

No problem.

No worries.



Unit 7

Giving your opinion

Personally, I think ... I'm sure that ...

I bet that ... I guess that ...

I'm certain that ...

Glossary

Unit 5

rock climbing – /rɒk 'klaɪmɪŋ/
horse-riding – /hɔːs'raɪdɪŋ/
ice hockey – /aɪs 'hɒki/
motor-racing – /'məʊtə'reɪsɪŋ/
go-karting – /gəʊ 'kɑːtɪŋ/
surfboarding – /'sɜːf'bɔːdɪŋ/
water skiing – /'wɔːtə 'skiːɪŋ/
kite surfing – /kaɪt 'sɜːfɪŋ/
diving – /'daɪvɪŋ/
squash – /skwɒʃ/
jogging – /'dʒɒɡɪŋ/
golf – /ɡɒlf/
north – /nɔːθ/
south – /saʊθ/
east – /iːst/
west – /west/
sunrise – /'sʌnraɪz/
sunset – /'sʌnsɛt/
wood – /wʊd/
field – /fiːld/
valley – /'væli/
scenery – /'siːnəri/
tide – /taɪd/
bay – /beɪ/

Unit 6

on sale – /ɒn seɪl/
queue – /kjuː/
till – /tɪl/
designer labels – /dɪ'zaɪnə 'leɪbʰlz/
get a refund – /ɡet ə 'riːfʌnd/
exchange – /ɪks'tʃeɪndʒ/
shop assistant – /ʃɒp ə'sɪstənt/
credit card – /'kredɪt kɑːd/
customer – /'kʌstəmə/
second-hand – /,sekənd'hænd/
receipt – /rɪ'siːt/
online shopping – /'ɒn,lain 'ʃɒpɪŋ/
go into space – /gəʊ 'ɪntuː speɪs/
meet a famous person – /miːt ə 'feɪməs 'pɜːsən/
travel the world – /'trævəl ðə wɜːld/
donate to a charity –
/dəʊ'neɪt tuː ə 'tʃærəti/
have a lot of money –
/hæv ə lɒt ɒv 'mʌni/
have three wishes – /hæv θriː 'wɪʃɪz/
travel back in time –
/'trævəl bæk ɪn taɪm/
pass exams – /pɑːs ɪɡ'zæmz/
become an Olympic athlete –
/bɪ'kʌm ən ə'lɪmpɪk 'æθliːt/
become a book or film character –
/bɪ'kʌm ə buːk ɔː fɪlm 'kærəktə/
be invisible – /biː ɪn'vɪzəbəl/
win a cup – /wɪn ə kʌp/

Language Booster 3

competition – /,kɒmpə'tɪʃən/
tune – /tjuːn/
winner – /'wɪnə/

Unit 7

receive a text message – /rɪ'siːv ə
tekst 'mesɪdʒ/
chat to friends – /tʃæt tuː frendz/
use social media – /juːz 'səʊʃl
'miːdiə/
insert an emoji – /'ɪnsɜːt ən ɪ'məʊdʒi/
listen to a podcast – /'lɪsən tuː ə
'pɒdkɑːst/
watch a vlog – /wɒtʃ ə vlog/
tell the truth – /tel ðə truːθ/
tell a lie – /tel ə laɪ/
keep a secret – /kiːp ə 'siːkrət/
keep a promise – /kiːp ə 'prɒmɪs/
get on well – /ɡet ɒn wel/
have an argument – /hæv ən
'ɑːɡjʊmənt/
embarrassed – /ɪm'bærəst/
disappointed – /,dɪsə'pɔɪntɪd/
jealous – /'dʒeləs/
upset – /ʌp'set/
confused – /kən'fjuːzd/
curious – /'kjʊəriəs/
delighted – /dɪ'laɪtɪd/
nervous – /'nɜːvəs/
calm – /kɑːm/
serious – /'sɪəriəs/
proud – /praʊd/
miserable – /'mɪzə'rabəl/

Unit 8

electricity – /,elɪk'trɪsəti/
light bulb – /laɪt bʌlb/
spacecraft – /'speɪskrɑːft/
battery – /'bætəri/
photography – /fə'tɒɡrəfi/
radio – /'reɪdiəʊ/
wheel – /wiːl/
steam engine – /stiːm 'endʒɪn/
aeroplane – /'eərəpleɪn/
X-ray – /'eksreɪ/
vaccination – /væk'sɪneɪʃən/
antibiotics – /,æntɪbaɪ'ɒtɪks/
feel ill – /fiːl ɪl/
feel better – /fiːl 'betə/
get a prescription – /ɡet ə
prɪ'skrɪpʃən/
take some pills – /teɪk sʌm pɪlz/
have an injection – /hæv ən
ɪn'dʒekʃən/
have a fever – /hæv ə 'fiːvə/
have an X-ray – /hæv ən 'eksreɪ/
have an operation – /hæv ən
,ɒpə'reɪʃən/

do some research – /duː sʌm rɪ'sɜːtʃ/
win a prize – /wɪn ə praɪz/
make a discovery – /meɪk ə dɪ'skʌvəri/
carry out an experiment – /'kæri aʊt ən
ɪk'sperɪmənt/

Language Booster 4

concert – /'kɒnsət/
soundtrack – /'saʊndtræk/
drums – /drʌmz/
keyboard – /'kiːbɔːd/

[illegible]

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