المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan TEAM Together Grade 6

Semester 1



Teacher's Book with Digital Resources

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Teacher's Book with Digital Resources

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Pearson

Catherine Zgouras
with Magdalena Custodio and Victoria Bewick

YORK PRESS

Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
Welcome **The WOW! Team** Page 4	Talking about personality	**Personality adjectives**: *cheerful, confident, friendly, hard-working, kind, lazy, polite, quiet, responsible, shy, tidy, untidy*	**Present simple** *I'm 12 years old.* *I have dark, curly hair.*	Understanding the main idea of a simple news story, with visual support	Giving brief reasons for opinions on familiar topics
1 **Free-time fun** Page 8	Talking about sports and hobbies	**Sports**: *do archery, do athletics, do gymnastics, go cycling, go ice skating, go scooting, go skiing, go snowboarding, play badminton, play hockey, play table tennis, play volleyball* **Hobbies**: *do photography, do puzzles, do the gardening, draw pictures, go to book fairs, go to museums, listen to audiobooks, make models, play board games, watch cartoons, write a blog, write a diary* **Pronunciation**: *basketball, friends, learn, likes, prefer, sport, television, want, watching*	**Present simple and Present continuous** *I play volleyball after school.* *I'm sitting straight now.* **State verbs** *He prefers doing photography.* *It sounds good.* *Do you know this song?*	Identifying people; identifying specific information in short, simple dialogues; understanding the main information in short, simple dialogues; identifying specific information in short, simple dialogues; understanding the main points of a short, informal interview	Repeating phrases and short sentences; taking part in basic games; talking about familiar topics; expressing opinions on familiar topics; saying how often they and others do common everyday activities; acting out a short dialogue or role play; saying what people are doing at the time of speaking; talking about their hobbies and interests; making suggestions
2 **Technology** Page 18	Talking about devices and using technology	**Devices**: *app, device, digital camera, e-reader, headphones, laptop, password, printer, screen, smartphone, speaker, website* **Using technology**: *click on an icon, download an app, go online, press a button, search the internet, send a message, take a selfie, turn off the TV, turn on the computer, type a password, upload a photo, watch a video* **Pronunciation**: *a, and, can, he, I, me, my, on, the, to, you*	***could/couldn't, had to/ didn't have to*** *We could write. We couldn't use computers.* *We had to use a pen. He didn't have to write.* **Comparative adverbs** *It does everything more quickly than before.* *It takes photos better.*	Identifying people; extracting factual information; understanding the main information in short, simple dialogues about familiar activities	Repeating phrases and short sentences; expressing opinions on familiar topics; acting out a short dialogue or role play; talking about past events or experiences; talking about common past activities, using simple linking words; reading aloud a short, simple story; repeating phrases and short sentences; comparing their own and others' possessions; expressing ability or lack of ability; expressing likes and dislikes
Lara's Learning Club Language booster 1, Page 28					
3 **Places** Page 32	Talking about places and buildings and parts of buildings	**Places and buildings**: *apartment building, castle, factory, harbour, hospital, office building, palace, skyscraper, sports centre, stadium, swimming pool, tower* **Parts of buildings**: *ceiling, corner, corridor, entrance, escalator, exit, floor, lift, roof, stairs, steps, wall* **Pronunciation**: *a, corner, escalator, harbour, the, to, tower*	**Relative pronouns** *He's the doctor Arlo saw in the hospital.* *A stadium is a place where you can watch sports matches.* *What's the book that/ which you want to read?* *I remember the time when you went to hospital.* **Past continuous** *He wasn't playing in the garden when it started to rain.* *What was she doing when it started to rain?*	Identifying specific information; extracting factual information from short, simple dialogues; understanding some details in longer dialogues on familiar everyday topics; follow the sequence of events in a simple story or narrative	Repeating phrases and short sentences; talking about a familiar place; giving simple reasons to explain preferences; talking about an event in the past using fixed expressions; acting out a short dialogue or role play; talking about past events or experiences; giving simple directions using a map; asking for directions, using simple polite questions; telling a simple story
4 **Happy homes** Page 42	Talking about chores, food and drink	**Household chores**: *clear the table, cook the dinner, do the washing-up, dust the furniture, empty the bin, load the dishwasher, put away the clothes, sweep the floor, take out the rubbish, tidy up, vacuum the carpet, water the plants* **Cooking**: *add, bake, boil, chop, cut, fork, fry, knife, mix, pepper, salt, spoon* **Pronunciation**: *butter, dinner, dishwasher, interesting, order, sister, water*	**Present perfect with *already, just* and *yet*** *I've just swept the floor.* *I've already eaten lunch.* *She hasn't cleared the table yet.* **Sense verbs** *What does it taste like?* *It smells delicious.* *It feels soft.*	Understanding some details in extended dialogues; identifying specific information in short, simple dialogues; extracting factual information; identifying specific information in short, simple dialogues	Repeating phrases and short sentences; talking about everyday activities; expressing opinions on familiar topics; acting out a short dialogue or role play; talking about plans for the near future; talking about past events or experiences; describing objects in a basic way; expressing likes and dislikes; say what people are doing at the time of speaking
Lara's Learning Club Language booster 2, Page 52					

Festivals: Tree Day, Belonging to My School Day, Pages 56–57
Grammar reference, Pages 58–59
***How to write*... reference**, Page 60
English in action reference, Page 61

	Reading	Writing	Pronunciation	Project	Viewing and presenting	Functions
	Understanding short school-related messages in emails, text messages and social media postings; scanning short, simple texts on the same topic to find specific information	Writing short, simple texts on familiar topics in linked sentences			Presenting writing ideas to the class	
	Making basic inferences from simple information; identifying the overall theme of a simple illustrated story; identifying specific information; scanning a simple text to find specific information; following the sequence of events; getting the gist of short, simple texts; identifying basic similarities and differences in the facts between two short simple texts; understanding the main points of short, simple dialogues related to everyday situations	Writing a single basic sentence about daily routines and activities; writing short, simple personal messages giving information of immediate relevance, given prompts or a model	**Identifying stress words:** *She likes watching cartoons on television.* *I want to learn a new sport.*	A mini-book about popular free-time activities in Jordan	Presenting a list of sports to the class; presenting a mini-book about popular free-time activities in Jordan	**Making and responding to suggestions:** *Why don't you write a blog?* *That's a good idea.*
	Understanding short school-related messages; scanning a simple text to find specific information; identifying the overall theme of a simple illustrated story; identifying specific information in a simple story; getting the gist of short, simple texts; understanding the main points of short, simple dialogues	Writing about past activities using simple language, given a model; completing a table or form with specific information extracted from a short, simple written text on a familiar topic; writing a simple review of a film or book with appropriate paragraph breaks, given a model	**Identifying unstressed words:** *I can upload a photo.* *I go online and send a message.*	A spider diagram about technology and learning	Presenting a problem to the class	**Asking for help:** *Can you show me how to turn it on?* *Do you have time to help me revise.*
	Think like a scientist!: How can we classify sports? Page 30					
	Getting the gist of short, simple texts on familiar topics; identifying the overall theme of a simple illustrated story; identifying specific information in a simple story; scanning a simple text to find specific information; understanding the order in which events happen; inferring unstated information in simple stories or descriptive texts; getting the gist of short factual school texts; understanding the main points of short, simple dialogues; understanding the main themes of a simplified story	Creating simple language puzzles for classmates to solve; beginning and ending a simple story using an appropriate fixed expression; writing a short, simple guide to their town/city with appropriate sub-headings, given a model; writing a very simple story, given prompts or a model	**Unstressed words and syllables:** *She climbed a hill to see a tower.* *The harbour is around the corner.*	A tourist brochure about an ancient city	Writing and presenting a new ending to story	**Giving directions in a building:** *It's upstairs.* *It's on the left.*
	Scanning a simple text to find specific information; understanding the main points of short, simple dialogues related to everyday situations; identifying specific information in a simple story; inferring unstated information in simple stories or descriptive texts; understanding the order in which events happen; getting the gist of short factual school texts; identifying key information in short, simple factual texts from the headings and illustrations; following simple recipes	Writing simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model; writing a short list of instructions for using or doing something (e.g. playing a game), given a model	***er* versus the schwa sound** *Shall we have dinner?* *The food is interesting.*	A menu for an international food festival	Writing and presenting a new scene for a play	**Offering to help:** *Shall I cook the noodles?* *What do you want us to do now.*
	Think like a scientist!: How can we compare materials? Page 54					

منهاجي
متعة التعليم الهادف

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 6, 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 6 features a group of Primary children who run an online magazine called the World of Wonder! or WOW! Magazine.

Alia, Arlo, Lara and Faisal 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 6, 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 (Content and Language Integrated Learning)

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 pupils for the world of work by enabling pupils 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 6 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

 Problem-solving

 Creativity

 Communication

 Collaboration

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 12 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.

Digital Skills 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 and differentiation

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.

Course components

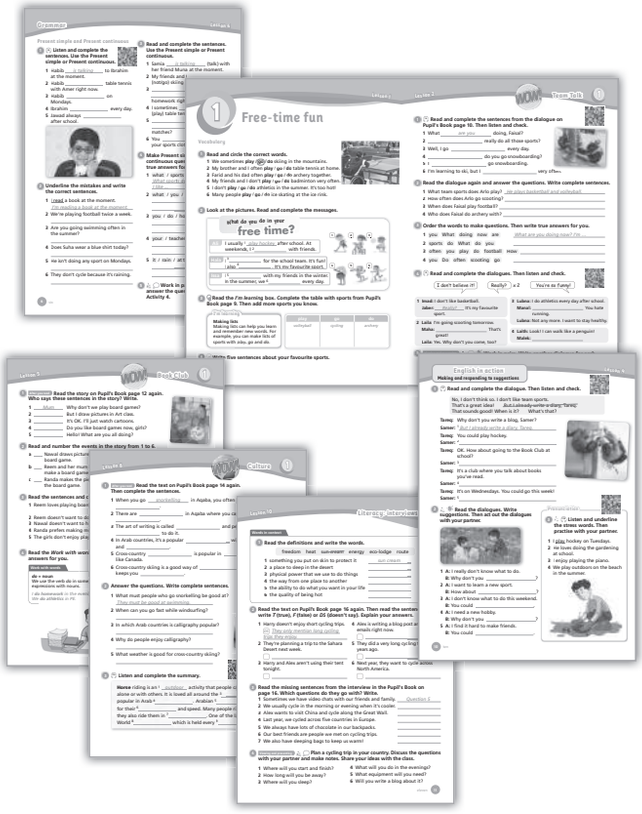
Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and two additional units related to festivals: *Tree Day* and *Belonging to My School Day*.



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

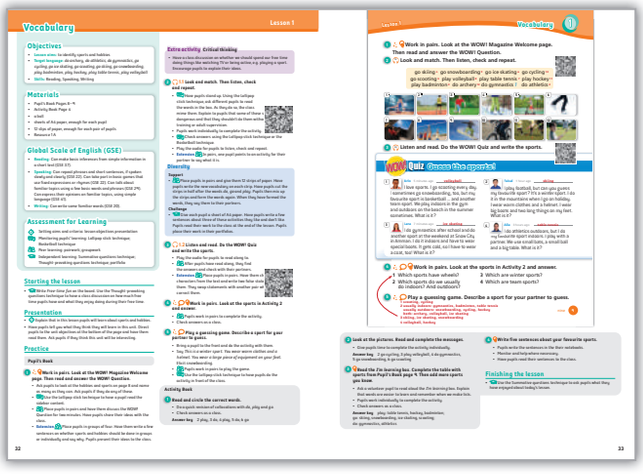
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- 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, two 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:

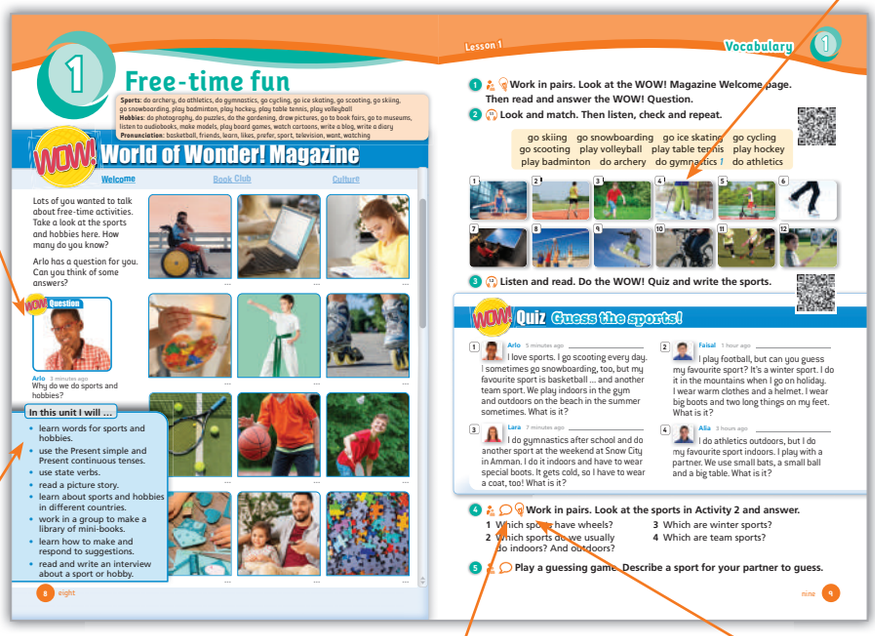
Lesson	Component and focus
1	Pupil's Book and Activity Book Vocabulary
2	Pupil's Book and Activity Book Team Talk
3	Pupil's Book Grammar
4	Activity Book Grammar
5	Pupil's Book and Activity Book Book Club
6	Pupil's Book Vocabulary and Grammar
7	Activity Book Vocabulary and Grammar
8	Pupil's Book and Activity 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



There are accompanying activities in the Activity Book for the lesson.

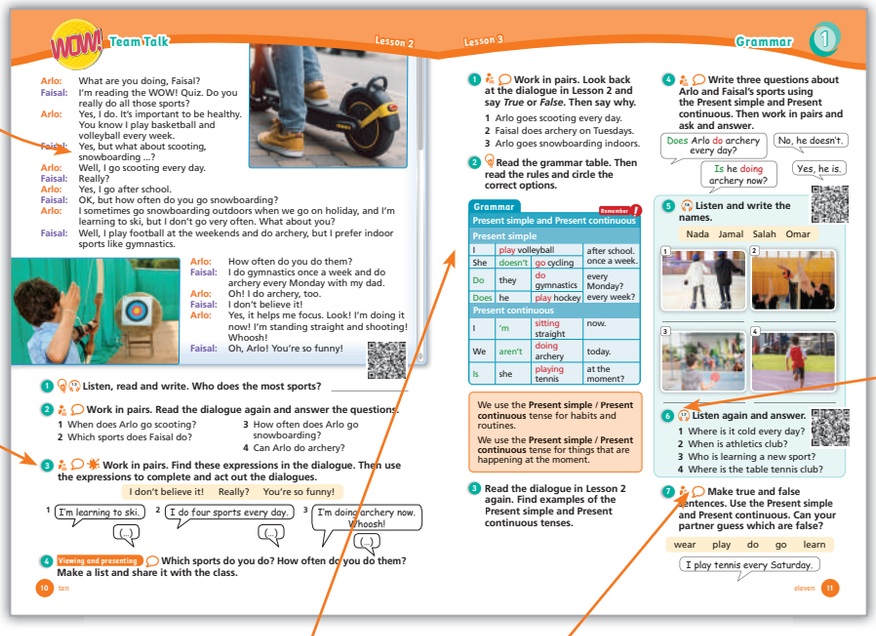
A clear list of unit objectives

Communicate activity for personalisation and speaking practice

Think! activity to activate pupils' previous knowledge

Lessons 2–4

Grammar contextualised through dialogues



Lesson 4 is the accompanying Activity Book lesson for Lesson 3.

Focus on everyday expressions

Listening skills practice

Pupils work with grammar rules box for better understanding

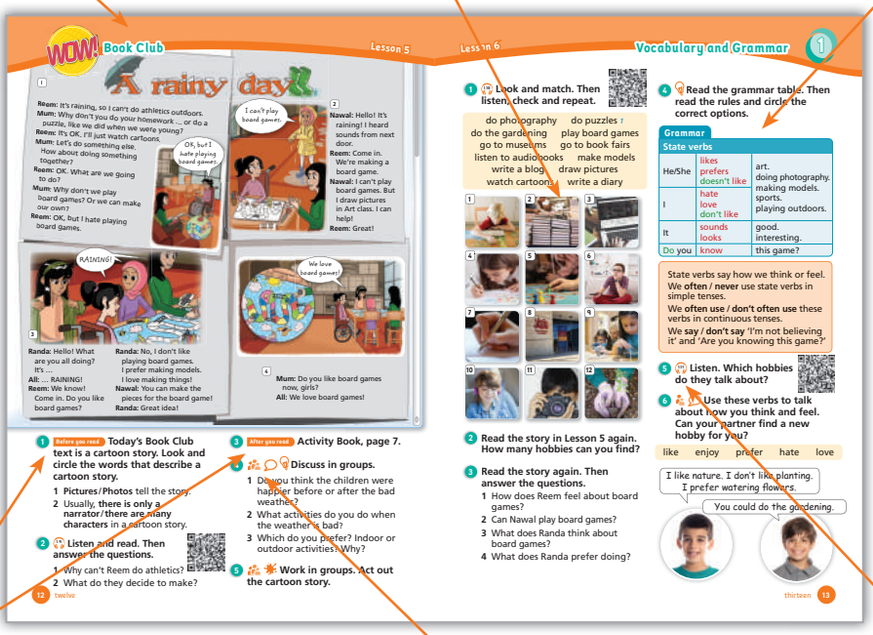
Communicate activity for personalisation and speaking practice

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



Lesson 7 is the accompanying Activity Book lesson for Lesson 6.

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

21st century skills practice

Further practice of listening skills

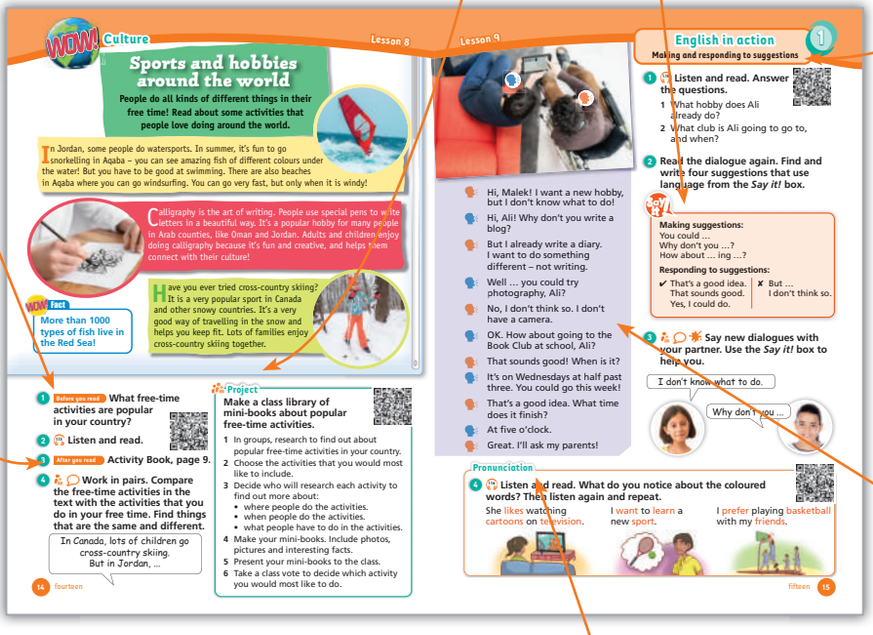
Lessons 8–9

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



Accompanying activities for both lessons are in the Activity Book.

Work on pronunciation

Model dialogue to help pupils learn new language in natural contexts

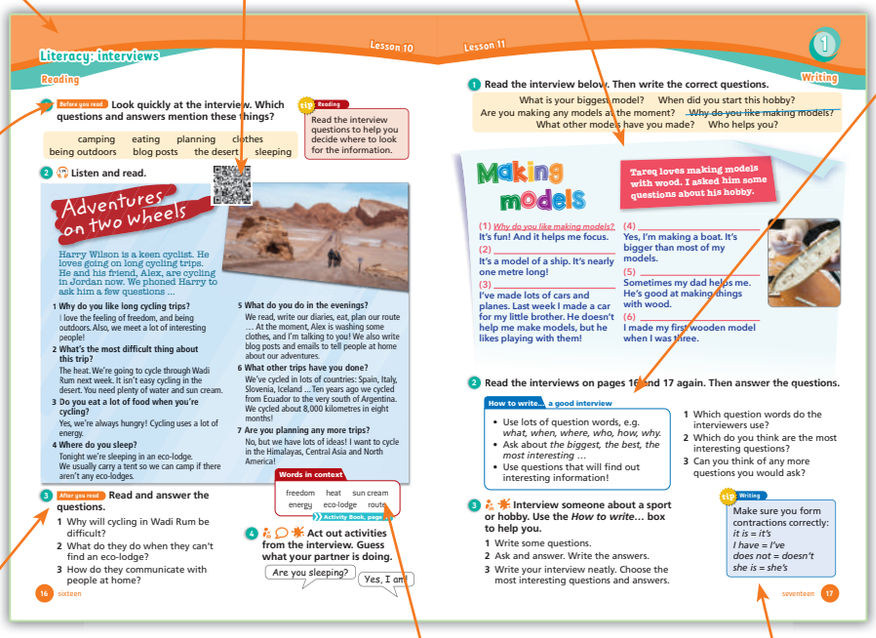
Lessons 10–12

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



Lesson 12 is the accompanying Activity Book lesson for Lesson 11.

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 with *Jordan Team Together*

Jordan Team Together can be used for all general English courses. *Jordan Team Together* aligns with the CEFR (the Common European Framework of Reference for Languages). This framework can be used to map achievements in language learning.

It 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.

by Magdalena Custodio Espinar

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

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.

Classroom language

Greeting the class

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

Starting the lesson

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

Managing the class

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

Words of praise

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

During the lesson – instructions

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

During the lesson – questions

Are you ready?
Do you understand?
What do you think?
Anything else?
May/Can I help you?
Are you finished?
Who's finished?
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.
Whose turn is it?
You're out.
Don't look.
No cheating.
Turn around.
Close your eyes.
Pass the (ball, cup), etc.
Wait outside.
Roll the dice.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Roll again.
I've won!
You're the winner!

Useful phrases for the pupils

May/Can I go to the toilet?
I understand/I don't understand.
Excuse me …
I'm sorry.
Can you help 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 (Total Physical Response) 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.

Salah says

Give pupils simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Salah says*, e.g. when you say *Salah says jump*, pupils can jump, but when you say only *Jump*, they cannot move. 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.

Air 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 …?*

Notes

Welcome

The WOW! Team

Adjectives: cheerful, confident, friendly, hard-working, kind, lazy, polite, quiet, responsible, shy, tidy, untidy

1 W1 **Listen and read. Circle the best description for the WOW! Magazine.**

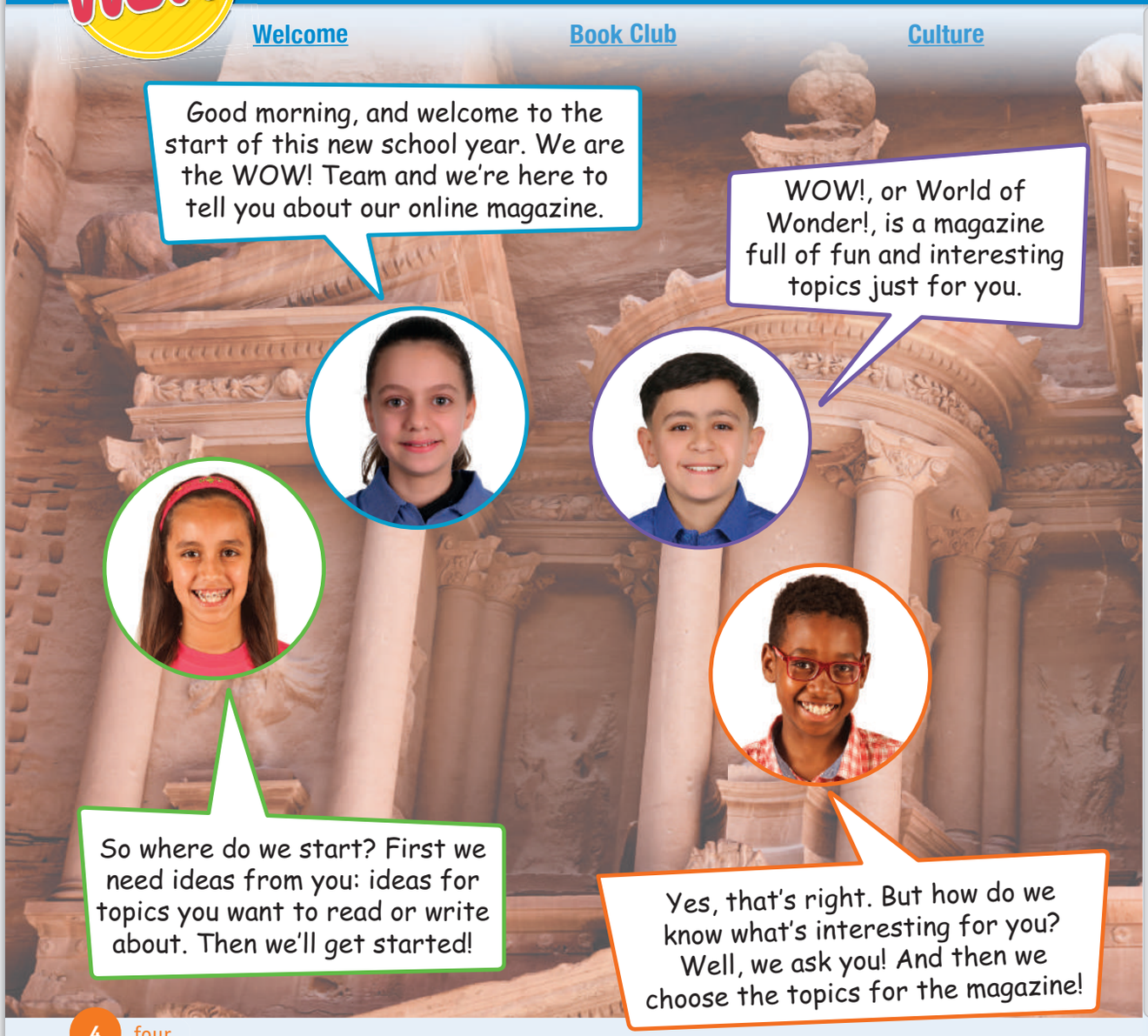
a **A magazine about the world**

b **The magazine made by kids for kids**

c **Where learning is fun**

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture



Unit objectives

to talk about personality

Language

Vocabulary	**Personality adjectives** *cheerful, confident, friendly, hardworking, kind, lazy, polite, quiet, responsible, shy, tidy, untidy*
Grammar	Present simple

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–2)

Digital competence: use Pupil's Book eBook (L. 1–2)

Social and civic competences: learn to share ideas (L. 2)

Cultural awareness and expression: learn to be creative (L. 1–2)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–2); use previous knowledge (L. 1–2); follow instructions (L. 1–2); personalisation of language learnt (L. 1–2)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 1–2); Logical thinking (L. 1–2); Defining and describing (L. 2); Finding information (L. 1–2); Reflecting on learning (L. 1–2)
Creativity	Play a guessing game about classmates (L. 2)
Communication	Talking about personalities (L. 2)
Collaboration	Dialogue (L. 1–2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)

Mapping

Topic	**Theme 1**: Society
Scope and Sequence Matrix	**Listening**: deducing information for an oral or written task; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions **Speaking**: turn-taking in dialogues on simple themes **Reading**: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text
Learning Outcomes and Performance Indicators	**Listening**: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; take simple notes while listening **Speaking**: participate in dialogues on a variety of simple themes and take turns **Reading**: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text **Viewing and presenting**: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings

Meet the WOW! Team

Objectives

- **Lesson aims:** to describe physical appearance and use personality adjectives
- **Target language:** *cheerful, confident, friendly, hard-working, kind, lazy, polite, quiet, responsible, shy, tidy, untidy; Good morning, Welcome, Where do we start?*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 4–5
- Activity Book Page 2
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **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).
- **Listening:** Can understand the main idea of a simple news story, with visual support (GSE 37).
- **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; True/False response cards technique

Peer learning: Expert envoy technique; pairwork; groupwork; Three facts and a fib technique

Starting the lesson

- Welcome pupils to the first lesson. Ask pupils why they think learning English is important and what kind of things they expect to learn.
- Write *What's your name? How old are you? What's your favourite hobby? Why are you learning English?* on the board.
- Place pupils in pairs and have them ask and answer the questions on the board.

Presentation

- Explain that in this lesson pupils will meet the new characters in the Pupil's Book.

Practice

Pupil's Book

1 W1 Listen and read. Circle the best description for the WOW! Magazine.

- Ask pupils if they read magazines and, if so, what they are about.
- Ask pupils to explain their answer.
- **Extension** Write *Who are the new characters? What two ideas would you give the WOW! Team? What interesting topics do you think this course will have?* on the board. Pupils discuss the questions in pairs.

Extra activity Creativity

- Put pupils in pairs. Give each pair a sheet of A4 paper. Tell pupils to make a word cloud with their favourite English words. Pupils present their work to the class.

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

- Pupils work in pairs to complete the activity.
- Use the Lollipop stick technique to elicit answers.
- **Extension** Say a few statements about the text using the True/False response cards technique. Pupils correct the false statements, e.g. *Jaber has a new computer. (True) Hala wants to know about the future. (False – She wants to know about the past). Zaid wants to write about hobbies. (True) Dalia thinks food isn't very interesting. (False – She's interested in food and thinks it's important to learn about foods from other countries and cultures.),* etc.

3 Read the comments again and answer the questions.

- Pupils check answers with their partners.
- **Extension** In pairs, pupils say a name for their partners to say one thing about them, e.g. Pupil 1: *Laith,* Pupil 2: *He likes reading stories.*

Diversity

Support

- Place pupils in small groups. Employ the Expert envoy technique. Pupils read the texts on page 5 and note any words they don't know. Pupils explain words to each other. Then pupils talk about each text answering these questions: *What does this person like? What do they want to know?*

Challenge

- Place pupils in pairs. They write a paragraph about themselves for the magazine. Pupils read their paragraph to the class.

4 Viewing and presenting What would you like to read or write about in the WOW! Magazine? Share your ideas with the class.

- Give pupils a couple of minutes to think of ideas.
- Use the Lollipop stick technique to have pupils share their ideas with the class.

Activity Book

1 Write the names of the WOW! Team. Then read and complete.

- Ask pupils to name the children in the pictures.
- Check answers as a class.

Answer key a Lara, b Faisal, c Alia, d Arlo

1 fun; 2 four, team; 3 write, people; 4 ideas, read

2 Match the two parts of the dialogues.

- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.

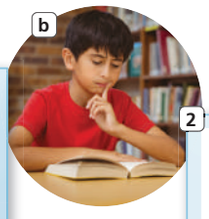
Answer key 2 e, 3 b, 4 f, 5 a, 6 c

3 Which three topics from Activity 2 are the most interesting? Why? Write.

- Use the Lollipop stick technique to elicit answers.

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


a


b

1
Jaber 3 minutes ago
My parents gave me a new computer recently. I want to read about technology and how it can help us at school. I'd also like to know how other children use technology around the world. ☐

2
Hala 8 minutes ago
I went to The Jordan Museum in the holidays and now I want to know more about places in the past. ☐

d

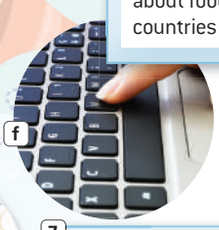

3
Zaid 40 minutes ago
I wasn't at school today as I was ill, but I heard about your magazine. I want to write about hobbies. I love doing photography, and I also enjoy writing in my diary. ☐


c

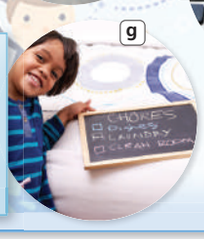
4
Dalia 6 hours ago
I want to write about cooking. I'm really interested in food in my country, Jordan, and food from around the world. It's important to learn about foods from different countries and cultures. ☐

5
Freya 21 hours ago
I love free-time activities, like table tennis and gymnastics. I want to learn more about what children my age do around the world in their free time. ☐


e


f

6
Laith 1 day ago
I like reading stories. I often go to book fairs, too. I'd like to know what kind of books other people read in their free time. ☐



g

7
Malak 3 days ago
I'd like some tips about how I can help more at home. ☐

2 **Look and read. Match the pictures to the WOW! Magazine comments.**
1 f, 2 e, 3 d, 4 c, 5 a, 6 b, 7 g

3 **Read the comments again and answer the questions.**

1 Who got a computer recently? *Jaber*
2 Which girl wants to know more about places in the past? *Hala*
3 Who goes to book fairs? *Laith*
4 Which girl wants to help more at home? *Malak*
5 Why does Dalia think cooking is important? *Because it's important to learn about foods from different countries and cultures.*

4 Viewing and presenting **What would you like to read or write about in the WOW! Magazine? Share your ideas with the class.**

Finishing the lesson

- Open the Pupil's Book to Unit 1. Ask pupils what they think the unit will be about and what they expect to learn in it.
- Put pupils in small groups. Use the Three facts and a fib technique to discuss the lesson.

Next lesson Ask pupils to bring in a small photo of themselves.

WOW! Team Talk


Lara


Arlo


Alia


Faisal

About Us

1 

Arlo

I'm twelve years old. I've got dark, curly hair. I'm responsible and I never feel lazy – I've got a lot of energy! People say I'm a friendly person because I like to meet new people. I love all kinds of sports, too. It's my favourite thing in the world. I like football and running, and I'm tall, so basketball is one of my best sports. I started playing for the school team this year.

2 

Lara

Hello. I'm twelve, and I've got long, brown hair and brown eyes. My friends say I'm cheerful. I think they're being polite! They also say I'm hard-working in class. I just want to do my best, that's all! I'm also good at learning languages because I've travelled a lot. I love learning about the world, and I'm confident about meeting new people. I can speak English, Spanish and I'm learning Japanese!

3 

Faisal

Hi! I'm twelve years old, too. I'm good at Maths and Science. I think I'm kind because I always help people in class when I can. I'm medium-height and I've got short, black hair. I like nature, and I care about animals and plants. I love computers, too, so I designed the WOW! Magazine. I'm also a bit untidy – my room is sometimes a mess – but I want to help at home more often.

4 

Alia

Hello, everyone! I'm twelve years old. I'm short, and I've got black hair and brown eyes. I'm shy and quiet. I only came to this school last year, but the people were nice to me, and I made new friends quickly. I love computers and Digital Skills, too. Mum and Dad say I'm tidy because I love helping around the house. I love visiting new places and talking to friends about them!

Objectives

- **Lesson aims:** to use personality adjectives
- **Target language:** *cheerful, confident, friendly, hard-working, kind, lazy, polite, quiet, responsible, shy, tidy, untidy*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Pages 6–7
- Activity Book Page 3
- large sheets of paper
- a ball

Global Scale of English (GSE)

- **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 describe someone's personality in a basic way, if guided by prompts (GSE 39).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Have pupils say what the previous lesson was about.

Presentation

- Explain that in this lesson pupils will use adjectives to describe people and their personalities.
- Use the Lollipop stick technique to have pupils come to the front and describe themselves.

Practice

Pupil's Book

1 W2 Listen and read the *About Us* page. Write the name of the correct person on each profile.

- Have pupils say what they remember about each character.
- Play the audio for pupils to read along to.
- Pupils complete the activity individually and check answers with their partners.
- **Extension** Put pupils in pairs. They say two things about the characters, one of which is incorrect. Their partners correct the false statement.

2 Read the *About Us* page again and write the correct names.

- Use the Lollipop stick technique to elicit answers.
- **Extension** Pupils write down all the adjectives they can find.
- Pupils write two more questions to ask their partners.

3 Read the descriptions. Use the adjectives to write your own descriptions.

- Say *I always say 'please' and 'thank you'. What am I?* Elicit *polite.*
- Pupils complete the activity in pairs.
- Check answers as a class.
- **Extension** Place pupils in pairs. Pupils make sentences about themselves using the adjectives. Their partners respond by giving definitions, e.g. Pupil 1: *I'm tidy.* Pupil 2: *You like to keep your bedroom clean.*

4 What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.

- Pupils work individually, noting down the adjectives to describe themselves.
- In pairs, pupils talk about themselves to see if they have any adjectives in common.

Diversity

Support

- Before starting the activity, write all characteristic adjectives on the board. Pupils define them, e.g. *quiet – a person who doesn't talk much; cheerful – happy.*

Challenge

- Pupils write a few sentences about their family members using the adjectives.

5 Play a guessing game in groups. Take turns to describe somebody in your class.

- In groups, each pupil gives a description of one pupil from the group for the rest to guess. Before pupils start, emphasise that only positive descriptions will be accepted and about how important it is to be friendly and supportive of others.
- Use the Lollipop stick technique to have pupils describe a pupil in the class for the rest of the class to guess.

Extra activity Fast finishers

- Pupils think about their favourite people and write a few sentences about them describing them physically and characteristically.

Activity Book

1 Read and circle the correct words.

- Ask pupils to define the words in bold.
- Pupils complete the activity and check answers as a class.
- **Extension** In pairs, pupils write sentences with the adjectives not used in each sentence.

Answer key 2 long, 3 dark, 4 black, 5 good, 6 brown, 7 medium-height, 8 shy

2 Read the descriptions and write the adjectives.

- Ask a volunteer pupil to read the words in the box. Make sure pupils understand them.
- Pupils complete the activity individually.
- Use the Lollipop stick technique to check answers.

Answer key 2 cheerful, 3 hard-working, 4 lazy, 5 tidy, 6 responsible

3 Read and complete the adjectives.

- Pupils complete the activity individually.
- Use the Basketball technique to check answers.

Answer key 2 quiet, 3 shy, 4 kind, 5 confident, 6 untidy

4 Complete the sentences about you and your partner. Then compare your answers.

- Pupils complete the sentences and then compare with a partner.
- Pupils present their work to the class.

1 W2 **Listen and read the *About Us* page. Write the name of the correct person on each profile.**

2 **Read the *About Us* page again and write the correct names.**

1 Who designed the magazine? Faisal
2 Who doesn't talk a lot? Alia
3 Who is good at sports? Arlo
4 Who has travelled a lot? Lara

3 **Read the descriptions. Use the adjectives to write your own descriptions.**

shy confident lazy hard-working ~~friendly~~ ~~cheerful~~
kind quiet polite responsible tidy untidy

1 He likes making friends and is always happy. *He's friendly and cheerful.*
2 She doesn't talk much. She's shy and quiet.
3 He's not scared of meeting new people. He's confident.
4 He works well and always does homework. He's hard-working and responsible.
5 She sometimes doesn't work but she cleans. She's lazy and tidy.
6 She's nice to animals. She's kind.
7 He always says 'please' and 'thank you'. He's polite.
8 She sometimes makes a mess. She's untidy.

4 **What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.**





5 **Play a guessing game in groups. Take turns to describe somebody in your class.**







Finishing the lesson

- Put pupils in small groups. Give each group a large sheet of paper. They make a profile for each member of the class, using the *About Us* text as an example. Pupils glue their photos next to the paragraphs about them.
- Make a classroom display.
- Use the Summative questions technique to have pupils write sentences about what they learnt today.

Notes

Mapping

Topics

Theme 6: Recreation

Scope and Sequence Matrix

Listening: deducing information for an oral or written task; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions; detecting the sequence of events in a story; using clues to understand unfamiliar words when listening

Speaking: turn-taking in dialogues on simple themes; narrating short stories

Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text; identifying different parts of speech; reading very short simple fiction and non-fiction texts with confidence and enjoyment

Writing: writing a paragraph on a familiar topic; writing a simple descriptive or narrative text

Viewing and presenting: reviewing visual information and showing understanding by asking relevant questions and discussing possible meanings; identifying overt and implied messages in simple media texts; think more positively about public speaking; dealing with nerves



Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; take simple notes while listening; identify the topic, setting, participants and plot of oral stories; make inferences when listening

Speaking: participate in short simple dialogues; use clues to understand unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions in order to seek help, get information, or clarify something; participate in dialogues on a variety of simple themes and take turns; act short interviews; practice stress and intonation patterns

Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text; scan a text for specific details; retell key details of a reading text; identify who is telling the story at various points in a text

Writing: use writing strategies of brainstorming, planning, drafting, and editing; write a well-organised paragraph with introductory, development and concluding sentences; write short descriptive and narrative texts

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; identify overt and implied messages in simple media texts; respond to questions related to the visual text

Unit objectives

to talk about sports and hobbies

Language

Vocabulary	**Sports** *do archery, do athletics, do gymnastics, go cycling, go ice skating, go scooting, go skiing, go snowboarding, play badminton, play hockey, play table tennis, play volleyball* **Hobbies** *do photography, do puzzles, do the gardening, draw pictures, go to book fairs, go to museums, listen to audiobooks, make models, play board games, watch cartoons, write a blog, write a diary*
Grammar	Present simple and Present continuous State verbs
Functions	*You could play hockey.* *Why don't you write a blog?* *How about going to the Book Club at school?*
Pronunciation	Identifying stress words

Key competences

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

Mathematical, science, technological competences: research a project on the internet (L. 8)

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

Social and civic competences: learn to make and respond to suggestions (L. 9)

Cultural awareness and expression: learn to be creative (L. 1, 2, 9 and 11); 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. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 1–12)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2, 3 and 5); Logical thinking (L. 2, 6 and 7); Defining and describing (L. 1–12); Finding information (L. 1–12); Planning (L. 3, 4, 6, 7, 11 and 12); Reflecting on learning (L. 1–12)
Creativity	Playing a guessing game about sports (L. 1); Making a class library of mini-books about popular free-time activities (L. 8)
Communication	Talking about sports and hobbies (L. 1–12); Making and responding to suggestions (L. 9); Functional dialogue (L. 9)
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 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 1 Test

Vocabulary

Objectives

- **Lesson aims:** to identify sports and hobbies
- **Target language:** *do archery, do athletics, do gymnastics, go cycling, go ice skating, go scooting, go skiing, go snowboarding, play badminton, play hockey, play table tennis, play volleyball*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Pages 8–9
- Activity Book Page 4
- a ball
- sheets of A4 paper, enough for each pupil
- 12 slips of paper, enough for each pair of pupils
- Resource 1 A

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can take part in basic games that use fixed expressions or rhymes (GSE 22). Can talk about familiar topics using a few basic words and phrases (GSE 29). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Write *Free-time fun* on the board. Use the Thought-provoking questions technique to have a class discussion on how much free time pupils have and what they enjoy doing during their free time.

Presentation

- Explain that in this lesson pupils will learn about sports and hobbies.
- Have pupils tell you what they think they will learn in this unit. Direct pupils to the unit objectives at the bottom of the page and have them read them. Ask pupils if they think this unit will be interesting.

Practice

Pupil's Book

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

- Ask pupils to look at the hobbies and sports on page 8 and name as many as they can. Ask pupils if they do any of these.
- Use the Lollipop stick technique to have a pupil read the sidebar content.
- Place pupils in pairs and have them discuss the WOW! Question for two minutes. Have pupils share their ideas with the class.
- **Extension** Place pupils in groups of four. Have them write a few sentences on whether sports and hobbies should be done in groups or individually and say why. Pupils present their ideas to the class.

Extra activity **Critical thinking**

- Have a class discussion on whether we should spend our free time doing things like watching TV or being active, e.g. playing a sport. Encourage pupils to explain their ideas.

2 1.1 Look and match. Then listen, check and repeat.

- Have pupils stand up. Using the Lollipop stick technique, ask different pupils to read the words in the box. As they do so, the class mime them. Explain to pupils that some of these sports can be dangerous and that they shouldn't do them without the proper training or adult supervision.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Play the audio for pupils to listen, check and repeat.
- **Extension** In pairs, one pupil points to an activity for their partner to say what it is.

Diversity

Support

- Place pupils in pairs and give them 12 strips of paper. Have pupils write the new vocabulary on each strip. Have pupils cut the strips in half after the words *do, go* and *play*. Pupils then mix up the strips and form the words again. When they have formed the words, they say them to their partners.

Challenge

- Give each pupil a sheet of A4 paper. Have pupils write a few sentences about three of these activities they like and don't like. Pupils read their work to the class at the end of the lesson. Pupils place their work in their portfolios.

3 1.2 Listen and read. Do the WOW! Quiz and write the sports.

- Play the audio for pupils to read along to.
- After pupils have read along, they find the answers and check with their partners.
- **Extension** Place pupils in pairs. Have them choose two characters from the text and write two false statements about them. They swap statements with another pair who have to correct them.

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

- Pupils work in pairs to complete the activity.
- Check answers as a class.

5 Play a guessing game. Describe a sport for your partner to guess.

- Bring a pupil to the front and do the activity with them.
- Say *This is a winter sport. You wear warm clothes and a helmet. You wear a large piece of equipment on your feet.* Elicit *snowboarding*.
- Pupils work in pairs to play the game.
- Use the Lollipop stick technique to have pupils do the activity in front of the class.

Activity Book

1 Read and circle the correct words.

- Do a quick revision of collocations with *do, play* and *go*.
- Check answers as a class.

Answer key 2 play, 3 do, 4 play, 5 do, 6 go

Vocabulary 1

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

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

go skiing 4 go snowboarding 9 go ice skating 6 go cycling 10
go scooting 5 play volleyball 8 play table tennis 7 play hockey 11
play badminton 3 do archery 12 do gymnastics 1 do athletics 2



3 **Listen and read. Do the WOW! Quiz and write the sports.**

WOW! Quiz Guess the sports!

1 **Arlo** 5 minutes ago — volleyball
I love sports. I go scooting every day. I sometimes go snowboarding, too, but my favourite sport is basketball ... and another team sport. We play indoors in the gym and outdoors on the beach in the summer sometimes. What is it?

2 **Faisal** 1 hour ago — skiing
I play football, but can you guess my favourite sport? It's a winter sport. I do it in the mountains when I go on holiday. I wear warm clothes and a helmet. I wear big boots and two long things on my feet. What is it?

3 **Lara** 7 minutes ago — ice skating
I do gymnastics after school and do another sport at the weekend at Snow City in Amman. I do it indoors and have to wear special boots. It gets cold, so I have to wear a coat, too! What is it?

4 **Alia** 3 hours ago — table tennis
I do athletics outdoors, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table. What is it?

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

1 Which sports have wheels?
2 Which sports do we usually do indoors? And outdoors?
3 Which are winter sports?
4 Which are team sports?

5 **Play a guessing game. Describe a sport for your partner to guess.**

1 scooting, cycling
2 usually indoors: gymnastics, badminton, table tennis
usually outdoors: snowboarding, cycling, hockey
both: archery, volleyball, ice skating
3 skiing, ice skating, snowboarding
4 volleyball, hockey

2 **Look at the pictures. Read and complete the messages.**

- Give pupils time to complete the activity individually.

Answer key 2 go cycling, 3 play volleyball, 4 do gymnastics, 5 go snowboarding, 6 go scooting

3 **Read the *I'm learning* box. Complete the table with sports from Pupil's Book page 9. Then add more sports you know.**

- Ask a volunteer pupil to read aloud the *I'm learning* box. Explain that words are easier to learn and remember when we make lists.
- Pupils work individually to complete the activity.
- Check answers as a class.

Answer key play: table tennis, hockey, badminton;
go: skiing, snowboarding, ice skating, scooting;
do: gymnastics, athletics

4 **Write five sentences about your favourite sports.**

- Pupils write the sentences in the their notebooks.
- Monitor and help where necessary.
- Have pupils read their sentences to the class.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they have enjoyed about today's lesson.

Objectives

- **Lesson aims:** to interpret a dialogue about sports and hobbies
- **Target language:** *I don't believe it! Really? You're so funny!*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 10
- Activity Book Page 5
- a ball
- sheets of A4 paper, enough for each pupil
- three sheets of paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story if guided by questions (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month) (GSE 37). 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; Basketball technique; Happy/Sad face technique
Peer learning: pairwork; groupwork
Independent learning: Summative questions technique; portfolio

Starting the lesson

- Place pupils in small groups and have them play a game of charades, miming the new vocabulary for their group members to guess.
- Ensure all group members have a go at miming an action.

Presentation

- Explain that in this lesson pupils will read a dialogue about different sports and hobbies and learn new expressions.
- Write *I don't believe it! Really? You're so funny!* on the board.
- Ask pupils if they have used these expressions and, if so, when.

Practice

Pupil's Book

1 1.3 Listen, read and write. Who does the most sports?

- Ask pupils how many sports they do in their free time.
- Play the audio for pupils to read along to. Elicit answers.
- **Extension** Ask pupils if they do any of the activities mentioned in the text. Encourage pupils to say why they like them and how often they do them.

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

- Using the Happy/Sad face technique, say different statements about the story, e.g. *Arlo does tennis. (sad) Arlo goes scooting after school. (happy)*
- Pupils complete the activity in pairs. Check answers as a class.
- Place pupils in pairs and have them act out the dialogue. Encourage them to replace the activities in the dialogue with different activities.
- **Extension** Pupils write three false statements about the dialogue on strips of paper. They hand them to their partners who have to correct them.
- Remind pupils that archery is a sport which can only be done under the supervision of an adult.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

- Pupils work in pairs to complete the activity.
- Ask pupils to raise their hands when they have found all the expressions.
- Use the Lollipop stick technique to have pairs come to the front and act out the dialogues.

Diversity

Support

- To help with fluency, repeat the audio for the first part of the dialogue only, with pauses for pupils to repeat. Then in pairs, have pupils choose a part and read the dialogue. Invite pupils to the front of the class to read and act out the dialogue.

Challenge

- Give each pupil a sheet of A4 paper. Pupils write a mini dialogue with themselves as the main characters. Pupils read their work to the class. Pupils place their work in their portfolios.

4 Viewing and presenting Which sports do you do? How often do you do them? Make a list and share it with the class.

- Ask pupils to say as many sports and hobbies as they can from Lesson 1.
- Pupils work individually to complete the activity.
- Choose pupils to share their lists with the class using the Lollipop stick technique or the Basketball technique.

Extra activity Collaborative work

- Divide the class into small groups. Have each group rewrite the dialogue using different sports and hobbies. Groups choose two pupils to act out their dialogue.

Activity Book

1 1.4 Read and complete the sentences from the dialogue on Pupil's Book page 10. Then listen and check.

- Pupils work individually to complete the activity.
- Play the audio to check answers.

Answer key 2 Do you, 3 scooting, 4 How often, 5 sometimes, 6 don't go

2 Read the dialogue again and answer the questions. Write complete sentences.

- Pupils complete the activity individually.
- Make sure they are writing complete sentences.
- Check answers as a class.

Answer key 2 He goes every day.; 3 He plays football at the weekends.; 4 He does archery with his dad.



Arlo: What are you doing, Faisal?
Faisal: I'm reading the WOW! Quiz. Do you really do all those sports?
Arlo: Yes, I do. It's important to be healthy. You know I play basketball and volleyball every week.
Faisal: Yes, but what about scooting, snowboarding ...?
Arlo: Well, I go scooting every day.
Faisal: Really?
Arlo: Yes, I go after school.
Faisal: OK, but how often do you go snowboarding?
Arlo: I sometimes go snowboarding outdoors when we go on holiday, and I'm learning to ski, but I don't go very often. What about you?
Faisal: Well, I play football at the weekends and do archery, but I prefer indoor sports like gymnastics.



Arlo: How often do you do them?
Faisal: I do gymnastics once a week and do archery every Monday with my dad.
Arlo: Oh! I do archery, too.
Faisal: I don't believe it!
Arlo: Yes, it helps me focus. Look! I'm doing it now! I'm standing straight and shooting! Whoosh!
Faisal: Oh, Arlo! You're so funny!

1 1.3 **Listen, read and write. Who does the most sports?** Arlo

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

1 When does Arlo go scooting? *every day*
2 Which sports does Faisal do? *football, gymnastics, archery*
3 How often does Arlo go snowboarding? *sometimes*
4 Can Arlo do archery? *no*

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

I don't believe it! Really? You're so funny!

1 I'm learning to ski. (...)
2 I do four sports every day. (...)
3 I'm doing archery now. Whoosh! (...)

4 Viewing and presenting **Which sports do you do? How often do you do them? Make a list and share it with the class.**

3 **Order the words to make questions. Then write true answers for you.**

- Have pupils read their sentences to their partners.
- Check answers as a class.
- Pupils write true answers to the questions.

Answer key 2 What sports do you do?; 3 How often do you play football?; 4 Do you often go scooting?

4 1.5 **Read and complete the dialogues. Then listen and check.**

- Pupils work individually to complete the activity.
- Play the audio to check answers.
- Place pupils in pairs and have them practise reading the dialogues.

Answer key 2 Really?; 3 I don't believe it!; 4 You're so funny!

5 Viewing and presenting **Work in pairs. Write another dialogue for each expression. Then act out the dialogues for the class.**

- Pupils work in pairs.
- Pupils act out their dialogues for the class.

Finishing the lesson

- Use the Summative questions technique to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

Grammar

Objectives

- **Lesson aims:** to learn and use the Present simple and Present continuous
- **Target language:** Present simple and Present continuous: *I play volleyball after school. I'm doing archery now.*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 11
- a ball
- Resources 5 and 17

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30). Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month) (GSE 37).

Assessment for Learning

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

Starting the lesson

- Use the Lollipop stick technique to have pupils say a sport for you to mime. Intentionally make mistakes for pupils to correct.

Presentation

- Explain that in this lesson pupils will learn the difference between the Present simple and Present continuous.
- Write *I play volleyball after school. I'm learning to ski now.* on the board. Elicit how the sentences are different.

Practice

Pupil's Book

1 Work in pairs. Look back at the dialogue in Lesson 2 and say *True* or *False*. Then say why.

- Pupils work in pairs to complete the activity.
- Check answers as a class. Ask them to give reasons for their answers.

2 Read the grammar table. Then read the rules and circle the correct options.

- Ask pupils if they remember the difference between the tenses.

3 Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.

- Pupils work in pairs to find the examples.

4 Write three questions about Arlo and Faisal's sports using the Present simple and Present continuous. Then work in pairs and ask and answer.

- Pupils work individually to write three questions in their notebooks.
- Pupils ask and answer their questions in pairs.

5 1.6 Listen and write the names.

- Play the audio with pauses for pupils to write the names.

Man: Hello, Omar! Why are you wearing that jacket? You must be hot.
Omar: Yes, I am, but it's Thursday and I go ice skating.
Man: Where do you go?
Omar: I go to the ice rink in Amman. It's cold every day there!
Man: What's your favourite sport, Jamal?
Jamal: I like athletics. I go to athletics club every Sunday.
Man: What do you do at athletics club?
Jamal: I run and sometimes I do long jump. Sometimes I run in races, but I never win.
Man: Do you play basketball, Nada?
Nada: No, I don't, but I'm learning to play volleyball at the moment. It's really fun! We play after school on Tuesdays. It's a great way to meet people and make new friends.
Man: Where are you going, Salah?
Salah: I'm going to the sports centre to Table Tennis Club.
Man: Do you play table tennis every day at the sports centre?
Salah: No, but I play every weekend. I love table tennis!

6 1.7 Listen again and answer.

- Pupils answer the questions before listening to the audio again.

7 Make true and false sentences. Use the Present simple and Present continuous. Can your partner guess which are false?

- Pupils write true and false sentences in their notebooks.
- Place pupils in pairs and have them say their sentences.

Finishing the lesson

- Ask pupils to write six sentences about themselves using the two tenses. They read their sentences to the class.

Lesson 4 **Activity Book**

Objectives

- **Lesson aims:** to practise the Present simple and Present continuous
- **Target language:** *I play volleyball after school. I'm doing archery now.*
- **Skills:** Listening, Writing

Materials

- Activity Book Page 6

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Play *Backs to the board* with the sports vocabulary.

1 Work in pairs. Look back at the dialogue in Lesson 2 and say *True* or *False*. Then say why.

1 Arlo goes scooting every day. True
2 Faisal does archery on Tuesdays. False
3 Arlo goes snowboarding indoors. False

2 Read the grammar table. Then read the rules and circle the correct options.

Grammar Remember!

Present simple and Present continuous			
Present simple			
I	play volleyball		after school.
She	doesn't	go cycling	once a week.
Do	they	do gymnastics	every Monday?
Does	he	play hockey	every week?
Present continuous			
I	'm	sitting straight	now.
We	aren't	doing archery	today.
Is	she	playing tennis	at the moment?

We use the **Present simple** / **Present continuous** tense for habits and routines.

We use the **Present simple** / **Present continuous** tense for things that are happening at the moment.

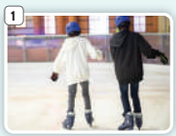
3 Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.

4 Write three questions about Arlo and Faisal's sports using the Present simple and Present continuous. Then work in pairs and ask and answer.

Does Arlo do archery every day? — No, he doesn't.
Is he doing archery now? — Yes, he is.

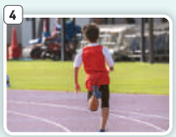
5 16 Listen and write the names.

Nada Jamal Salah Omar


1 Omar


2 Nada


3 Salah


4 Jamal

6 17 Listen again and answer.

1 Where is it cold every day? at the ice rink
2 When is athletics club? every Sunday
3 Who is learning a new sport? Nada
4 Where is the table tennis club? at the sports centre

7 Make true and false sentences. Use the Present simple and Present continuous. Can your partner guess which are false?

wear play do go learn

I play tennis every Saturday.

Practice

1 1.8 Listen and complete the sentences. Use the Present simple or Present continuous.

- Play the audio. Check answers as a class.

Ibrahim: Hi, Habib. What are you doing?
Habib: Hi, Ibrahim. I'm at Amer's house. We're playing table tennis.
Ibrahim: Really? So aren't you doing gymnastics today?
Habib: No, I'm not. I do that on Tuesdays. Don't you remember?
Ibrahim: Oh, right! And today's Monday.
Habib: And what are you doing today? Cycling?
Ibrahim: Of course! I go cycling every day.
Habib: Who's cycling with you? Jawad?
Ibrahim: No, Jawad always plays volleyball after school. That's why I'm calling you. Do you want to go cycling?
Habib: Not today, but we can go tomorrow.
Ibrahim: OK! See you tomorrow. Bye.
Habib: Bye.

Answer key 2 is playing; 3 doesn't do gymnastics; 4 goes cycling; 5 plays volleyball

2 Underline the mistakes and write the correct sentences.

- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 We play; 3 Do you go; 4 Is Suha wearing; 5 He doesn't do; 6 They aren't cycling

3 Read and complete the sentences. Use the Present simple or Present continuous.

- Pupils complete the activity in pairs.
- Check answers as a class.

Answer key 2 don't go; 3 Is, doing; 4 play; 5 Do, go; 6 aren't wearing

4 Make Present simple or Present continuous questions. Then write true answers for you.

- Pupils complete the activity individually. Monitor and help.

Answer key 2 What are you wearing today?; 3 Are you doing homework now?; 4 Does your teacher speak English?; 5 Is it raining at the moment?

5 Work in pairs. Ask and answer the questions from Activity 4.

- In pairs, pupils ask and answer their questions.

Finishing the lesson

- Using the Summative questions technique, ask *When do we use the Present simple and the Present continuous?*

Book Club

Objectives

- **Lesson aims:** to learn and interpret a cartoon story
- **Target language:** collocations with *do; Why don't we play board games? I prefer making models.*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 12
- Activity Book Page 7
- sheets of A4 paper, enough for each pupil
- strips of paper, enough for each pupil
- a bag or a box
- cartoon strips from newspapers, magazines, etc.

Global Scale of English (GSE)

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

Starting the lesson

- Bring six pupils to the front of the class and hand them a strip of paper with the unit vocabulary written on.
- Pupils mime the sport or hobby they have for the class to guess.

Presentation

- Explain that in this lesson pupils will read and interpret a cartoon story.
- Show pupils the different cartoon stories. Ask how often they read cartoons and if they like them.
- **Extension** Ask pupils how they think a writer and illustrator of cartoons manages to create a story with a few words and pictures *(characters in the pictures have expressions, etc.)*.

Practice

Pupil's Book

1 Before you read Today's Book Club text is a cartoon story. Look and circle the words that describe a cartoon story.

- Do the activity as a class by reading the sentences aloud and having pupils say the correct option.
- **Extension** Ask pupils why they think people enjoy reading cartoons.

Diversity

Support

- Have pupils read the text quietly and underline words they don't understand. Have pupils ask what the words are.

2 1.9 Listen and read. Then answer the questions.

- Play the audio for pupils to read along to.
- Pupils work in pairs to complete the activity.
- Use the Lollipop stick technique to check answers.

Diversity

Challenge

- Pupils write three questions about the text to ask their partners.

3 After you read Activity Book, page 7.

- Pupils turn to page 7 in their Activity Books and complete activities 1, 2 and 3. The remaining activity can be done after all Pupil's Book activities have been completed.

4 Discuss in groups.

- Place pupils in groups and have them discuss the questions.
- Ask groups to share their ideas with the class.
- Have pupils make notes of their answers. Have groups choose a member to read out their answers.

5 Work in groups. Act out the cartoon story.

- Place pupils in small groups. Have pupils write the parts on strips of paper and place them in a bag. They then pick a strip from the bag and take that character's role.

Activity Book

1 After you read Read the story on Pupil's Book page 12 again. Who says these sentences in the story? Write.

- Ask pupils to complete the activity individually.
- Check answers with their partners.

Answer key 2 Nawal, 3 Reem, 4 Mum, 5 Randa

2 Read and number the events in the story from 1 to 6.

- Ask pupils to say what the story was about in their own words.
- Pupils check answers with their partners.

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

3 Read the sentences and circle *T* (true) or *F* (false). Explain your answers.

- Do the activity as a class. Encourage shy pupils to give explanations.

Answer key 2 T – She says that she will watch cartoons.; 3 F – Nawal says that she can help.; 4 T – She says that she prefers making models.; 5 F – They say that they love playing board games.

4 Read the *Work with words* box. Write the questions. Then write true answers for you.

- Ask a volunteer to read aloud the *Work with words* box.
- Pupils complete the activity individually and check answers in pairs.
- Write the answers on the board for pupils to check against.
- Pupils read their answers to their partners.
- **Extension** Pupils write three or four sentences about their friends and family using expressions with *do*. Have pupils read aloud their sentences to the class.

Answer key 2 Does your mum do puzzles?; 3 Do you do athletics after school?; 4 Do your friends do gymnastics?

A rainy day!

1

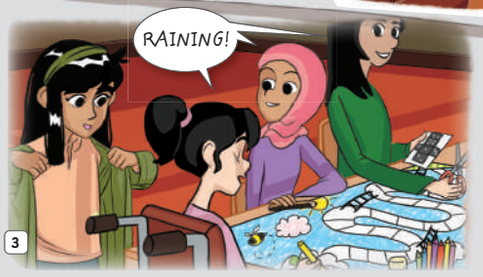
Reem: It's raining, so I can't do athletics outdoors.
Mum: Why don't you do your homework ... or do a puzzle, like we did when we were young?
Reem: It's OK. I'll just watch cartoons.
Mum: Let's do something else. How about doing something together?
Reem: OK. What are we going to do?
Mum: Why don't we play board games? Or we can make our own?
Reem: OK, but I hate playing board games.





2

Nawal: Hello! It's raining! I heard sounds from next door.
Reem: Come in. We're making a board game.
Nawal: I can't play board games. But I draw pictures in Art class. I can help!
Reem: Great!



3

Randa: Hello! What are you all doing? It's ...
All: ... RAINING!
Reem: We know! Come in. Do you like board games?
Randa: No, I don't like playing board games. I prefer making models. I love making things!
Nawal: You can make the pieces for the board game!
Randa: Great idea!



4

Mum: Do you like board games now, girls?
All: We love board games!

1 Before you read **Today's Book Club text is a cartoon story. Look and circle the words that describe a cartoon story.**

1 **Pictures** / **Photos** tell the story.
2 Usually, **there is only a narrator** / **there are many characters** in a cartoon story.

2 1.9 **Listen and read. Then answer the questions.**

1 Why can't Reem do athletics? Because it's raining.
2 What do they decide to make? a board game

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

4 **Discuss in groups.**

1 Do you think the children were happier before or after the bad weather?
2 What activities do you do when the weather is bad?
3 Which do you prefer? Indoor or outdoor activities? Why?

5 **Work in groups. Act out the cartoon story.**

Finishing the lesson

- Place pupils in small groups and give them a sheet of A4 paper each. Have pupils make a cartoon story and illustrate it as best as they can.
- Groups present their work to the class. Make a classroom display.
- Using the Summative questions technique, have pupils reflect on the lesson and say what they found difficult and easy to do.

Vocabulary and Grammar

Objectives

- **Lesson aims:** to learn and use state verbs
- **Target language:** *do photography, do puzzles, do the gardening, draw pictures, go to book fairs, go to museums, listen to audiobooks, make models, play board games, watch cartoons, write a blog, write a diary; He/She likes, prefers, doesn't like … . I hate, love, don't like … . It sounds/looks … . Do you know this game?*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 13
- sheets of A4 paper, enough for each pupil
- Resources 1 B, 9 and 13

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** 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).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about their hobbies and interests, using simple language (GSE 34).

Assessment for Learning

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

Starting the lesson

- Ask pupils to say different types of hobbies and write them on the board.

Presentation

- Explain that in this lesson pupils will learn about hobbies and how to use state verbs. Have pupils name the hobbies in Activity 1.

Practice

Pupil's Book

1 1.10 **Look and match. Then listen, check and repeat.**

- Pupils complete the activity individually.
- Play the audio for pupils to listen, check and repeat.
- You might want to explain to pupils that a *blog* is a website where people write and share their thoughts and feelings, stories or opinions on different topics. It's similar to an online magazine or diary.

2 **Read the story in Lesson 5 again. How many hobbies can you find?**

- Ask pupils to tell you what they remember from the story in Lesson 5.
- Have pupils read the story again and find the hobbies.

3 **Read the story again. Then answer the questions.**

- Pupils complete the activity individually.
- Use the Lollipop stick technique to check answers.

4 **Read the grammar table. Then read the rules and circle the correct options.**

- Pupils work in pairs to complete the activity. Check answers.
- Explain to pupils that state verbs describe feelings.

5 1.11 **Listen. Which hobbies do they talk about?**

- Tell pupils that they are going to listen to three children talking about their hobbies.
- Play the audio. Check answers as a class.

Interviewer: We asked three children about their hobbies. What are your hobbies, Hassan?
Hassan: I don't really enjoy sports. I prefer watching cartoons or listening to audiobooks.
Interviewer: You don't like sport? I don't believe it. It's really good for your health. It keeps your body strong and it helps you sleep well at night.
Hassan: I know, but I love doing the gardening and that's good for you, too.
Interviewer: It is!

Interviewer: What do you like doing in your free time, Osama?
Osama: Well, I walk with my friends every day after school.
Interviewer: Where do you go?
Osama: We take our cameras to the park and we do some photography. We take pictures of birds and trees. We like it there.
Interviewer: That sounds good.

Interviewer: Do you have any hobbies, Kamal?
Kamal: I go to book fairs because I like writing. I sometimes write a blog about sport. And I write in my diary every day. One day, I want to write a book about my life.
Interviewer: Can I read your diary some time?
Kamal: No, sorry! You'll have to wait and buy my book!
Interviewer: Haha! OK.

6 **Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?**

- Place pupils in pairs to complete the activity.

Finishing the lesson

- Do a dictation with the new vocabulary.

Lesson 7 **Activity Book**

Objectives

- **Lesson aims:** to practise state verbs
- **Target language:** hobbies; state verbs
- **Skills:** Reading, Listening, Writing

Materials

- Activity Book Page 8

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** 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).
- **Writing:** Can write some familiar words (GSE 20).

1 1.10 **Look and match. Then listen, check and repeat.**

do photography 11 do puzzles 1
do the gardening 12 play board games 5
go to museums 8 go to book fairs 2
listen to audiobooks 10 make models 9
write a blog 3 draw pictures 4
watch cartoons 6 write a diary 7



do athletics, do a puzzle, play board games, watch cartoons, draw pictures, make models

2 **Read the story in Lesson 5 again. How many hobbies can you find?**

3 **Read the story again. Then answer the questions.**

1 How does Reem feel about board games? *She hates playing board games.*
2 Can Nawal play board games? *No, she can't.*
3 What does Randa think about board games? *She doesn't like board games.*
4 What does Randa prefer doing? *She prefers making models.*

4 **Read the grammar table. Then read the rules and circle the correct options.**

Grammar

State verbs

He/She	likes prefers doesn't like	art. doing photography. making models. sports. playing outdoors.
I	hate love don't like	
It	sounds looks	good. interesting.
Do you	know	this game?

State verbs say how we think or feel.
We often / never use state verbs in simple tenses.
We often use / don't often use these verbs in continuous tenses.
We say / don't say 'I'm not believing it' and 'Are you knowing this game?'

5 1.11 **Listen. Which hobbies do they talk about?**

1 watching cartoons and listening to audiobooks, doing the gardening
2 doing photography
3 writing a diary, going to book fairs, writing a blog

6 **Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?**

like enjoy prefer hate love



Assessment for Learning

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

Starting the lesson

- Ask pupils to tell you what we use state verbs for.

Practice

1 1.12 **Complete the hobbies. Then listen and number them in order.**

- Play the audio.
- Check answers as a class.

Heba: Hi, Muna. Are you doing your homework?
Muna: Hi, Heba. No, I'm not. I'm writing my diary. It's one of my hobbies.
Heba: Really? What other hobbies do you have?
Muna: Well, I do photography and I love to go to museums.
Heba: I often do puzzles, especially big ones with hundreds of pieces. Oh, and I make models too - you know, of boats and things.
Muna: And what about books? Do you read books?
Heba: Yes, I do, but I listen to audiobooks more than I read books.
Muna: I'd like to listen to audiobooks. Can you lend me some?
Heba: Sure! And you can show me your photos!

Answer key a 4; b make models, 5; c write a diary, 1; d go to museums, 3; e listen to audiobooks, 6; f do photography, 2

2 **Read and complete the sentences.**

- Pupils read the sentences and complete with a word or words from the lesson. Pupils complete the activity individually. Check answers as a class.

Answer key 2 fairs, 3 cartoons, 4 gardening, 5 pictures, 6 board games

3 **Look, read and complete the sentences with affirmative or negative state verbs.**

- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 doesn't like, 3 prefers, 4 love/like

4 **Write about yourself. Use hobbies from this lesson and your own ideas. Then compare with your partner.**

- Have pupils share their ideas with the class.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

Culture

Objectives

- **Lesson aims:** to learn about international sports and hobbies; to create a mini-book about free-time activities around the world
- **Target language:** *snorkelling, windsurfing, calligraphy, cross-country skiing*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 14
- Activity Book Page 9
- a ball
- two A4 or A5 sheets, enough for each group of pupils
- stapler
- coloured pencils or markers

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 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 express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: True/False response cards technique; Stop/Go technique; Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Explain that when you say *Go,* pupils have to write as many words as they can from the previous lessons in one minute.
- Have pupils say their words to their partners and then check answers as a class.

Presentation

- Explain that in this lesson pupils will learn about sports and hobbies around the world.

Practice

Pupil's Book

1 Before you read What free-time activities are popular in your country?

- Ask pupils to say what activities are popular in their country in summer and winter. Write answers on the board.
- Ask the class what their favourite sport is in summer and winter.

Culture notes

- Windsurfing combines sailing and surfing, and was created in 1948 by Newman Darby.
- Snorkelling might have started in Crete around 5,000 years ago. Divers would use hollow reeds to breathe while collecting natural sponges.
- The word calligraphy comes from the Greek words *kallos* (beauty) and *graphe* (writing), and has been around for thousands of years.
- Cross-country skiing is popular in Europe and it is a winter Olympic sport.

Key words search
Cross-country, Olympic games, snorkelling, windsurfing, calligraphy

Diversity

Support

- As pupils read along to the text, have them make a note of words they think are difficult to pronounce. Then have pupils come to the board one by one and write the words on the board for the class to pronounce. If pronounced incorrectly, pronounce the word for pupils to repeat after you.

Challenge

- Choose five words from the text and have pupils write sentences with them. Pupils say their sentences to their partners.

2 1.13 Listen and read.

- Play the audio for pupils to read along to.
- After playing the audio, use the True/False response cards technique to say statements about the text.

3 After you read Activity Book, page 9.

- Pupils turn to page 9 in their Activity Books and complete activities 1 and 2. The remaining activity can be done after all Pupil's Book activities have been completed.

4 Work in pairs. Compare the free-time activities in the text with the activities that you do in your free time. Find things that are the same and different.

- Have pupils work in pairs and invite them to share their answers.

Project

Make a class library of mini-books about popular free-time activities.

- Tell pupils they are going to make a mini-book about different free-time activities from around the world.
- Ask pupils what key words they think they will use to search the internet. Write them on the board.
- Place pupils in small groups, making sure there is an Expert envoy pupil in each group. Ask a volunteer to read through the steps.
- Pupils can contribute different pages of the group mini book and then stick or staple the pages together to make a book.
- Pupils present their work to the class. Use the Two stars and a wish technique to have pupils comment on the books presented.

Activity Book

1 After you read Read the text on Pupil's Book page 14 again. Then complete the sentences.

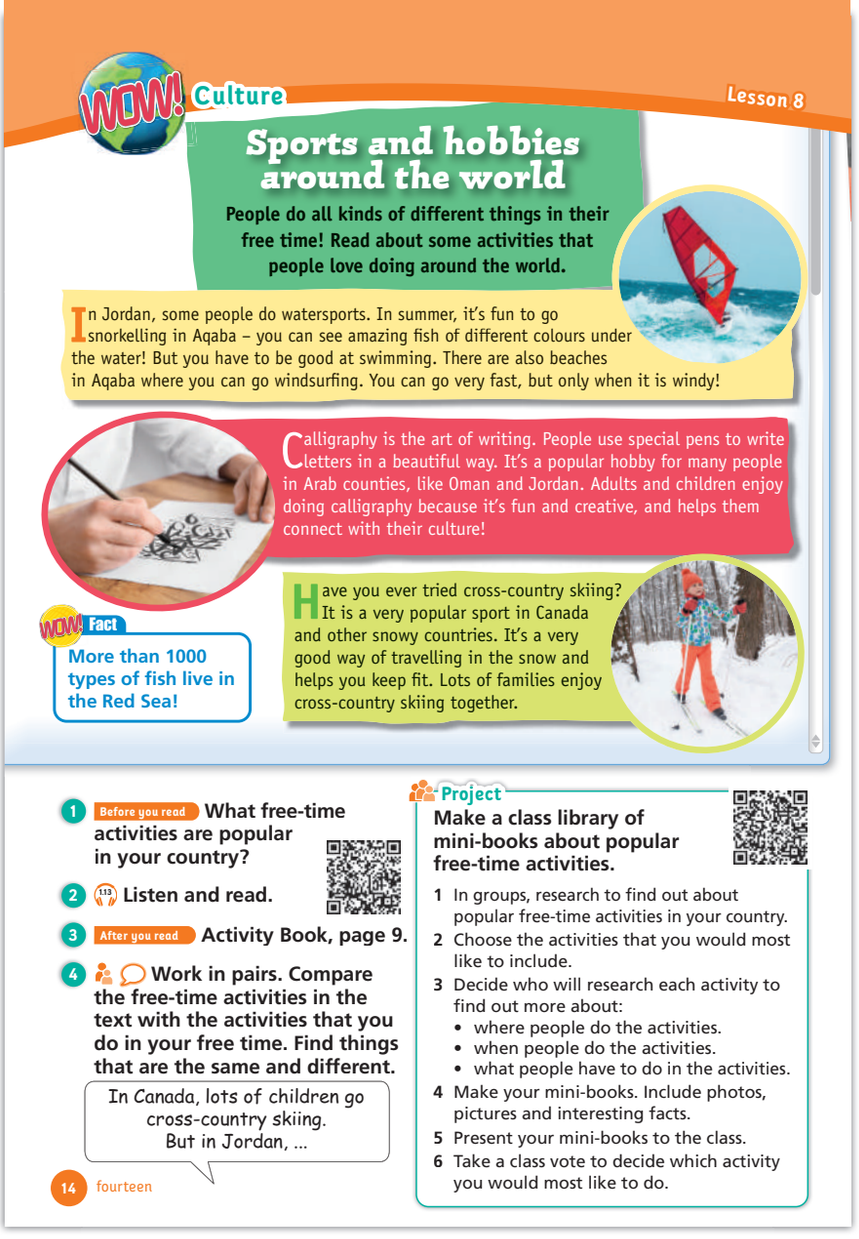
- Pupils complete the activity individually and check answers in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 1 fish; 2 beaches, windsurfing; 3 calligraphy, pens; 4 hobby, adults; 5 skiing, snowy; 6 travelling, fit

2 Answer the questions. Write complete sentences.

- Pupils complete the activity individually.
- Make sure they are writing complete sentences.
- Check answers as a class.

Answer key 2 You can go fast when it's windy.; 3 It's popular in Jordan and Oman.; 4 People enjoy calligraphy because it's fun and creative, and helps people connect with their culture.; 5 Cold and snowy weather is good for cross-country skiing.



3 1.14 **Listen and complete the summary.**

- Place pupils in pairs to complete the activity.
- Play the audio. Play it again if necessary.
- Check answers as a class.

Let me tell you about my favourite sport – horse riding. It's a popular outdoor activity that you can do on your own or with other people. Horse riding is popular all around the world, but it's really popular in Arab countries. Did you know that Arabian horses are famous for their beauty and speed?

Today, many people in Arab countries enjoy riding horses for fun and in competitions. In many cities, there are special events where riders show their skills. One of the biggest competitions is the Dubai World Cup which takes place every year. Why don't you give horse riding a try? It's great!

Answer key 2 do, 3 world, 4 countries, 5 horses, 6 beauty, 7 competitions, 8 Cup, 9 year

Extra activity **Collaborative work**

- Place pupils in groups. Ask them to choose another sport, preferably one they don't know much about.
- Write the following questions on the board: *What kind of sport is it? Who plays or watches the sport? What equipment do players need? What is interesting about the sport? Why do people enjoy playing or watching it?*
- Pupils use the internet to find out about their chosen sport.
- Ask groups to share their work with the class.

Finishing the lesson

- Allocate a section in pupils' notebooks as the Learning diary. Tell pupils to make a few notes about each lesson so far and what they have learnt in them. Pupils read their sentences to the class.

English in action

Objectives

- **Lesson aims:** to learn and demonstrate how to make and respond to suggestions; to identify stress words
- **Target language:** *You could … . Why don't you …? How about … ing …? That's a good idea. That sounds good. Yes, I could do. But … I don't think so.*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 15
- Activity Book Page 10
- a ball
- sheets of A4 paper, enough for each pupil
- a photocopy of the audio script with key vocabulary blotted out, one per pair
- Resource 21

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 identify specific information in short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Speaking:** Can make suggestions about what to do, using a few basic fixed expressions (e.g. *Let's, Why don't we … ?*) (GSE 42).

Assessment for Learning

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

Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit.
- Explain that you will say all the new words from this unit in a random order. Each time they hear a word on their list they cross it off. The first person to cross off all their words calls out *Bingo!*

Presentation

- Explain that in this lesson pupils will learn how to make and respond to suggestions, and to identify stress words.
- Say *It's raining outside. What can I do?* Ask pupils how they would respond using polite language and elicit suggestions.

Practice

Pupil's Book

1 1.15 **Listen and read. Answer the questions.**

- Play the audio once for pupils to listen to and read along to. Ask pupils what the dialogue is about.
- Play the audio again with pauses for pupils to answer the questions.
- **Extension** Divide the class in half and assign each side one of the two roles. Pupils read the dialogue chorally.

2 **Read the dialogue again. Find and write four suggestions that use language from the *Say it!* box.**

- Refer pupils to the *Say it!* box. Explain that after *How about* we use the gerund (*-ing*) form of the verb.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.

3 **Say new dialogues with your partner. Use the *Say it!* box to help you.**

- Pupils work in pairs to complete the activity. Use the Lollipop stick technique to have pupils act out their dialogues in front of the class.

Diversity

Support

- Place pupils in pairs and give each pair the dialogue, making sure key vocabulary structures have been blotted out. Pupils complete the dialogue from memory and then check against their Pupil's Books.

Challenge

- Pupils rewrite the dialogue using different hobbies and activities.

Extra activity Collaborative work

- Place pupils in small groups. Have them write dialogues where there are three incorrect exchanges. Groups assign a leader who acts out the dialogue. When the class hears an incorrect exchange they must correct it.

Pronunciation

4 1.16 **Listen and read. What do you notice about the coloured words? Then listen again and repeat.**

- Play the audio for pupils to listen and ask them if they notice anything about how the coloured words sound.
- Explain that some words are emphasised more than others when we speak. These words may be louder, stronger and more clearly pronounced and are known as stress words. Stress words are usually the content words (nouns, verbs, adjectives and adverbs) and are important for fluency, rhythm and clarity. Negative words are also stressed because they can change the meaning.
- Explain to pupils that if they concentrate on listening to the stress words in a sentence, their listening skills will improve since they don't need to understand every word.
- See if pupils can identify the stress words. Demonstrate how the meaning of each sentence can be extracted just by pulling out the stress words. Then show them how the unstressed (grammar) words don't make any sense on their own.
- Pupils practise reading the sentences with a partner to emphasise stress and rhythm in the correct places. Note that there are exceptions and no hard rules because sentence stress can change to emphasise different meanings.

Activity Book

1 1.17 **Read and complete the dialogue. Then listen and check.**

- Pupils complete the activity in pairs.
- Play the audio to check answers.
- Have pupils read the sentences and exchanges to each other.

Answer key 2 No, I don't think so. I don't like team sports.; 3 What's that?; 4 That sounds good. When is it?; 5 That's a good idea!

English in action 1

Making and responding to suggestions



Hi, Malek! I want a new hobby, but I don't know what to do!

Hi, Ali. Why don't you write a blog?

But I already write a diary. I want to do something different – not writing.

Well … you could try photography, Ali?

No, I don't think so. I don't have a camera.

OK. How about going to the Book Club at school, Ali?

That sounds good! When is it?

It's on Wednesdays at half past three. You could go this week!

That's a good idea. What time does it finish?

At five o'clock.

Great. I'll ask my parents!

1 1.15 **Listen and read. Answer the questions.**

1 What hobby does Ali already do? *He already writes a diary.*

2 What club is Ali going to go to, and when? *Book Club, on Wednesday*

2 **Read the dialogue again. Find and write four suggestions that use language from the *Say it!* box.**

Say it!

Making suggestions:
You could …
Why don't you …?
How about … ing …?

Responding to suggestions:

✔ That's a good idea. That sounds good. Yes, I could do.

✘ But … I don't think so.

3 **Say new dialogues with your partner. Use the *Say it!* box to help you.**



Pronunciation

4 1.16 **Listen and read. What do you notice about the coloured words? Then listen again and repeat.** *They are stressed.*

She likes watching cartoons on television.



I want to learn a new sport.



I prefer playing basketball with my friends.



2 **Read the dialogues. Write suggestions. Then act out the dialogues with your partner.**

- Pupils complete the activity individually and then work in pairs to act out the dialogues.
- Invite pupils to act out their dialogues in front of the class.

Answer key (Suggested answers) 1 read a book, 2 playing tennis, 3 go to a museum, 4 do gymnastics, 5 join a book club

3 1.18 **Listen and underline the stress words. Then practise with your partner.**

- Play the audio for pupils to identify the stress words. They listen and the words and then practise saying each sentence with a partner.
- Check answers as a class.
- Encourage pupils to practise sentence stress daily as it will improve their fluency when speaking.

Answer key 1 I play hockey on Tuesdays.; 2 He loves doing the gardening at school.; 3 I enjoy playing the piano.; 4 We play outdoors on the beach in the summer.

Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today and how the lesson has helped them improve their English.

Literacy: Reading

Objectives

- **Lesson aims:** to read and interpret a text about cycling
- **Target language:** *freedom, heat, sun cream, eco-lodge, energy, route*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 16
- Activity Book Page 11
- a ball
- a world map
- sheets of A4 paper, enough for each pupil
- Resource 25

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main points of a short, informal interview on a familiar topic (GSE 43).
- **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; Basketball technique; True/False response cards technique
Peer learning: pairwork; groupwork; Expert envoy technique
Independent learning: Summative questions technique; portfolio

Starting the lesson

- Have pupils stand up. Explain that you will say a sport or a hobby and mime it. They also have to mime it, but must be careful as you could mime incorrectly.
- As you play, mime a few sports and hobbies incorrectly.
- Pupils who mime incorrectly lose a turn.

Presentation

- Explain that in this lesson pupils will read and interpret a text.
- Write *Adventures on two wheels* on the board. Ask pupils what they think the text will be about.

Practice

Pupil's Book

Diversity

Support

- Look at the *Words in context* box and explain any unknown words. Have pupils look for the words in the text and copy the sentences in their notebooks. Pupils read the sentences to each other.

Challenge

- Pupils make their own sentences with the words in the box. Use the Lollipop stick technique to have pupils read their sentences to the class.

1 Before you read Look quickly at the interview. Which questions and answers mention these things?

- Refer pupils to the *Reading tip* box. Explain that the questions can help us find the answers we are looking for.
- Ask pupils to read the words in the box. Have pupils make sentences with them.
- Give pupils one minute to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Ask pupils what helped them decide on an answer.

2 1.19 Listen and read.

- Play the audio for pupils to read along to.
- Use the True/False response cards technique to ask pupils different questions about the text.
- Help pupils with the location of the countries in the text by using a world map.

3 After you read Read and answer the questions.

- Pupils work individually to complete the activity.
- Check answers as a class.
- **Extension** Have pupils tell you where they got their answers from.

4 Act out activities from the interview. Guess what your partner is doing.

- Have pupils look at the text quickly and note different activities from it.
- Elicit answers and write them on the board *(cycling, meeting people, cycling through the desert, eating lots of food, reading, writing a diary, eating, planning the route, washing clothes, writing blog posts/emails).*
- Place pupils in pairs and have them complete the activity.
- Use the Lollipop stick technique to have pupils come to the front and act out activities for the class to guess.

Activity Book

1 Read the definitions and write the words.

- Use the Expert envoy technique to have stronger pupils help weaker pupils through all the activities.
- Check answers as a class.

Answer key 2 eco-lodge, 3 energy, 4 route, 5 freedom, 6 heat

2 Read the text on Pupil's Book page 16 again. Then read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

- Have pupils say what they remember from the text.
- Pupils read the text again and complete the activity individually.
- Pupils check their work with their partners.
- Check answers as a class.

Answer key 2 F – They're cycling through Wadi Rum.; 3 T – They're sleeping in an eco-lodge tonight.; 4 F – He's washing some clothes.; 5 T – They cycled 8,000 kilometres.; 6 DS – They don't mention when.

3 Read the missing sentences from the interview in the Pupil's Book on page 16. Which questions do they go with? Write.

- Refer pupils to the *Reading tip* box again on the Pupil's Book page. Explain that the sentences in this activity are 'missing' from the interview on the Pupil's Book page. Have pupils write which questions they correspond to. Before pupils begin, have them underline key words in each sentence to help them find the answer.
- Check answers as a class.

Answer key 2 Question 2, 3 Question 7, 4 Question 6, 5 Question 3, 6 Question 1, 7 Question 4

Literacy: interviews

Reading

camping – 4, eating – 3, planning – 5 and 7 clothes – 5
being outdoors – 1, blog posts – 5, the desert – 2, sleeping – 4

1 Before you read **Look quickly at the interview. Which questions and answers mention these things?**

camping eating planning clothes
being outdoors blog posts the desert sleeping

tip **Reading**
Read the interview questions to help you decide where to look for the information.

2 1.19 **Listen and read.**



Adventures on two wheels

Harry Wilson is a keen cyclist. He loves going on long cycling trips. He and his friend, Alex, are cycling in Jordan now. We phoned Harry to ask him a few questions ...

1 Why do you like long cycling trips?
I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!

2 What's the most difficult thing about this trip?
The heat. We're going to cycle through Wadi Rum next week. It isn't easy cycling in the desert. You need plenty of water and sun cream.

3 Do you eat a lot of food when you're cycling?
Yes, we're always hungry! Cycling uses a lot of energy.

4 Where do you sleep?
Tonight we're sleeping in an eco-lodge. We usually carry a tent so we can camp if there aren't any eco-lodges.

5 What do you do in the evenings?
We read, write our diaries, eat, plan our route … At the moment, Alex is washing some clothes, and I'm talking to you! We also write blog posts and emails to tell people at home about our adventures.

6 What other trips have you done?
We've cycled in lots of countries: Spain, Italy, Slovenia, Iceland ... Ten years ago we cycled from Ecuador to the very south of Argentina. We cycled about 8,000 kilometres in eight months!

7 Are you planning any more trips?
No, but we have lots of ideas! I want to cycle in the Himalayas, Central Asia and North America!

Words in context
freedom heat sun cream
energy eco-lodge route

3 After you read **Read and answer the questions.**

1 Why will cycling in Wadi Rum be difficult? *Because you need plenty of water and sun cream.*
2 What do they do when they can't find an eco-lodge? *They camp.*
3 How do they communicate with people at home? *They write blog posts and emails.*

Activity Book, page 11

4 **Act out activities from the interview. Guess what your partner is doing.**

Are you sleeping? Yes, I am!

4 **Viewing and presenting** **Plan a cycling trip in your country. Discuss the questions with your partner and make notes. Share your ideas with the class.**

- Place pupils in pairs and have them complete the activity. In order to help pupils plan their trips, write the following example plan on the board: *We'll start in Amman and finish in Aqaba. We'll be away for five days. We'll sleep in tents or in eco-lodges. In the evenings, we'll sit by the fire, tell stories and eat local food. We need bikes, helmets, water bottles and sun cream. And yes, we'll write a blog about our adventure!*
- Pairs share their work with the rest of the class.

Extra activity **Critical thinking**

- Place pupils in pairs. Ask pupils to think about why spending time outdoors is fun and healthy. Have them make a list of the advantages to present to the class.

Extra activity **Fast finishers**

- Give pupils a sheet of A4 paper and have them write a paragraph about their favourite outdoor activity. Have pupils illustrate their work. Pupils place their work in their portfolios.

Finishing the lesson

- Using the Summative questions technique, ask pupils if they enjoyed the lesson and what they learnt from it. Explain that you will give them each a piece of paper on which they have to draw what they learnt and write a few sentences.
- Have pupils present their work to the class.

Literacy: Writing

Objectives

- **Lesson aims:** to plan and write an interview
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- Pupil's Book Page 17
- 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).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: pairwork; groupwork; Two stars and a wish technique

Starting the lesson

- Divide the class into small groups and hand each one a sheet of paper. Write eight vocabulary words from the unit without their vowels, e.g. *hcky (hockey)* on the board.
- Explain that vowels are missing from each word, which pupils have to find. The group that finishes first comes to the board and writes eight more words, without vowels, for the class to find.

Presentation

- Explain that in this lesson pupils will learn how to write an interview.
- Have pupils refer to Lesson 10 and tell you what the interview questions are. Ask pupils to think of any other questions.

Practice

Pupil's Book

Diversity

Challenge

- Before doing Activity 1, pupils read the answers and guess the questions.

1 Read the interview below. Then write the correct questions.

- Have pupils read the questions and tell you what they expect the answers to be.
- Pupils complete the activity individually. Check answers as a class.
- **Extension** Have pupils answer the questions about themselves. In pairs, they ask and answer.

2 Read the interviews on pages 16 and 17 again. Then answer the questions.

- Read the *How to write...* box aloud as pupils read along in their books.
- Pupils read the interviews on pages 16 and 17 again and answer the questions.
- Give pupils a short time to find the answers. Then discuss the answers as a class.

Diversity

Support

- Before doing Activity 3, have pupils make a list of words they can use in interview questions and answers. Write the words on the board. Tell pupils they can refer to these words as they do Activity 3.

3 Interview someone about a sport or hobby. Use the *How to write...* box to help you.

- Refer pupils to the *Writing tip* box. Ask if there are any other contractions they would like to add.
- Use the Traffic light cards technique to ask pupils if they are ready to do the activity.
- Have pupils work in pairs. First ask them to write six questions.
- Have pairs read their questions to the class.
- Then have pupils swap partners and ask and answer the questions. Ensure both pupils in the pairs ask and answer. Tell pupils to note the answers in their notebooks.
- Finally, have pupils write their interview and illustrate it on a sheet of A4 paper.
- Tell them to keep referring to the *How to write...* box while they write their interviews.
- Pupils present their work to the class.
- Use the Two stars and a wish technique to have pupils comment on each other's work.

Finishing the lesson

- Place pupils in small groups. Explain that they have seen a famous writer or sports person outside a restaurant. Have them write six questions to ask him or her.
- Then choose a strong pupil to be the writer or sports person. The groups ask the person as many questions as they can in two minutes. The person has to answer as quickly as possible.
- Groups then write an article with the person's responses to present to the class.

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write an interview
- **Target language:** unit vocabulary and grammar
- **Skills:** Writing

Materials

- Activity Book Pages 12–13
- a ball
- strips of paper
- a bag or a box

Global Scale of English (GSE)

- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Assessment for Learning

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

1 **Read the interview below. Then write the correct questions.**

What is your biggest model? 2 When did you start this hobby? 6
Are you making any models at the moment? 4 ~~Why do you like making models?~~ 1
What other models have you made? 3 Who helps you? 5

Making models

Tareq loves making models with wood. I asked him some questions about his hobby.

(1) *Why do you like making models?*
It's fun! And it helps me focus.

(2) _____
It's a model of a ship. It's nearly one metre long!

(3) _____
I've made lots of cars and planes. Last week I made a car for my little brother. He doesn't help me make models, but he likes playing with them!

(4) _____
Yes, I'm making a boat. It's bigger than most of my models.

(5) _____
Sometimes my dad helps me. He's good at making things with wood.

(6) _____
I made my first wooden model when I was three.



2 **Read the interviews on page 16 and 17 again. Then answer the questions.**

How to write... a good interview

- Use lots of question words, e.g. *what, when, where, who, how, why.*
- Ask about *the biggest, the best, the most interesting …*
- Use questions that will find out interesting information!

1 Which question words do the interviewers use? What, When, Why, Who, Where
2 Which do you think are the most interesting questions?
3 Can you think of any more questions you would ask?

3 **Interview someone about a sport or hobby. Use the *How to write…* box to help you.**

1 Write some questions.
2 Ask and answer. Write the answers.
3 Write your interview neatly. Choose the most interesting questions and answers.

tip Writing

Make sure you form contractions correctly:
it is = it's
I have = I've
does not = doesn't
she is = she's

Starting the lesson

- Write sentences using the Present simple and Present continuous on strips of paper. Make enough strips for small groups to have at least eight sentences.
- Cut up the sentences and put them in a bag or a box.
- Divide the class into small groups and hand each group a bag or box with the strips of paper. Explain that they have to put the strips in the correct order to make sentences. The team that finishes first wins.

Practice

1 **Rewrite the sentences using contractions.**

- Refer pupils to the *Writing tip* box.
- Check work as a class by writing answers on the board for pupils to check against.

Answer key 2 don't, it's, They're; 3 We've, There's, It's; 4 Sami's, isn't, That's; 5 aren't, that's, They've

2 **Write some questions for an interview about a sport.**

- Ask pupils what kind of questions they would ask their favourite sports star.
- Pupils complete the activity in pairs. Have pupils read their questions to the class.

3 **Now write your interview questions**

- Have pupils complete the activity individually.
- Monitor and help where necessary.
- Have volunteer pupils read aloud their interviews to the class.

4 **Check your work. Tick (✓) the steps you have done.**

- Remind pupils to use the checklist once they have completed the writing process.

Extra activity Fast finishers

- Have pupils help classmates complete their activities.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils how successful their learning is and, on a scale of 1 -5, have them rate how much they enjoyed this unit.
- Ask pupils to work in pairs to write what they learnt in each lesson of the unit, e.g. *In lesson 1, I learnt about sports.* Explain that pupils can look through the unit as they work.
- Congratulate pupils on completing the unit.

Mapping

Topics

Theme 3: Science and technology
Theme 7: National identity and World affairs

Scope and Sequence Matrix

Listening: deducing information for an oral or written task; distinguishing expressions of politeness, requests, invitations, and obligation; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions; detecting the sequence of events in a story; using clues to understand unfamiliar words when listening

Speaking: turn-taking in dialogues on simple themes; narrating short stories

Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text; identifying different parts of speech; reading very short simple fiction and non-fiction texts with confidence and enjoyment; reading simple scripts in groups

Writing: using writing strategies of brainstorming, planning, drafting, and editing; writing a paragraph on a familiar topic; writing a simple descriptive or narrative text; reviewing visual information and showing understanding by asking relevant questions and discussing possible meanings; presenting and developing ideas and opinions on a variety of topics orally or visually (posters, PowerPoint presentations)

Viewing and presenting: think more positively about public speaking



Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; take simple notes while listening; identify the topic, setting, participants and plot of oral stories; make inferences when listening

Speaking: participate in short simple dialogues; use clues to understand unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions in order to seek help, get information, or clarify something; practice stress and intonation patterns; participate in dialogues on a variety of simple themes and take turns; act short interviews

Reading: preview a text and make predictions about its content; skim a text for general idea(s); use graphics and contextual clues to guess meanings of unfamiliar words or phrases; identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text; scan a text for specific details; retell key details of a reading text; identify who is telling the story at various points in a text; use illustrations and details in a text to describe its key ideas; identify the setting, characters, and main events in literary texts

Writing: use writing strategies of brainstorming, planning, drafting, and editing; write a well-organised paragraph with introductory, development and concluding sentences; write short descriptive and narrative texts; use various sentence structures (simple, compound, complex); apply knowledge of the conventions of English

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; respond to questions related to the visual text

Unit objectives

to talk about devices and using technology

Language

Vocabulary	**Devices** *app, device, digital camera, e-reader, headphones, laptop, password, printer, screen, smartphone, speaker, website* **Using technology** *click on an icon, download an app, go online, press a button, search the internet, send a message, take a selfie, turn off the TV, turn on the computer, type a password, upload a photo, watch a video*
Grammar	*could/couldn't* *had to/didn't have to* Comparative adverbs
Functions	*Could you … (please)? Can you show me how to turn it on? Have you got time to …?* *Please can I use …?*
Pronunciation	Identifying unstressed words

Key competences

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

Mathematical, science, technological competences: research a project on the internet (L. 8)

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

Social and civic competences: learn to make suggestions (L. 9)

Cultural awareness and expression: learn to be creative (L. 1, 2, 9, 11 and 12); 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. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 9–12)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2, 3 and 4); Logical thinking (L. 2, 3, 6 and 7); Defining and describing (L. 1–12); Finding information (L. 1–12); Planning (L. 3 , 6, 7, 11 and 12); Reflecting on learning (L. 1–12)
Creativity	Making a spider diagram poster (L. 8)
Communication	Talking about devices (L. 1); Asking for help (L. 9); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Dialogue (L. 9)

Evaluation

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

Vocabulary

Objectives

- **Lesson aims:** to identify technological devices
- **Target language:** *app, device, digital camera, e-reader, headphones, laptop, password, printer, screen, smartphone, speaker, website*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Pages 18–19
- Activity Book Page 14
- a ball
- sheets of A4 paper, enough for each pupil
- index cards
- Resource 2 A

Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Write three questions on the board, e.g. *What's your favourite sport? What hobby do you do? Do you do outdoor activities?*
- Have pupils form two lines facing each other.
- Explain that when you say *Go!*, pupils have to begin asking the person opposite them the questions on the board.
- *When* you say *Switch!*, pupils change positions and start again when you say *Go!*.

Presentation

- Explain that in this lesson pupils will learn about technology and about how to access technology safely.
- Have pupils tell you what they think they will learn in this unit. Direct pupils to the unit objectives at the bottom of the page and have them read them. Ask pupils which part of the unit they think will be interesting.

Practice

Pupil's Book

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

- Ask pupils to look at the pictures on page 18 and say how many of the devices they use.
- Use the Lollipop stick technique to have a pupil read the sidebar content.
- Place pupils in pairs and have them discuss the WOW! Question for two minutes. Have pupils share their ideas with the class.
- **Extension** Place pupils in groups of four. Have them write a few sentences on how technology helps them at home and school. Pupils present their ideas to the class.

Extra activity Creativity

- Use the Thought-provoking questions technique to have a class discussion on how technology is changing our lives. Ask pupils if they can imagine their lives without technology.

2 2.1 Look and match. Then listen, check and repeat.

- Use the Lollipop stick technique to have pupils say a word you point to.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Play the audio for pupils to listen, check and repeat.
- **Extension** In pairs, one pupil spells a word for their partner to say what it is.

Diversity

Support

- Place pupils in pairs and give them six index cards each. Have pupils write the new vocabulary on each index card. Pupils then mix up the cards. One pupil picks them all up and quizzes their partner on the word they see by giving the first letter. As the partner does so, they point to its picture in Activity 2. Keep them for the next lesson.

Challenge

- Have pupils write as many new words as they can by heart and then check against the pictures in their Pupil's Books.

3 2.2 Listen and read. Who uses technology for school work?

- Play the audio for pupils to read along to.
- After pupils read along to the text, they find the answer and check with their partners.
- **Extension** Place pupils in pairs. Have them choose two people from the text and write two questions about them. They swap questions with another pair who have to answer them.

4 Work in pairs. Think about the kinds of technology in Activity 2. Answer the questions.

- Pupils work in pairs to complete the activity.
- Check answers as a class.
- **Extension** Ask each pupil what their favourite device is. Write the responses on the board and find the most and least popular technological device. Ensure that pupils are accessing the internet safely and with parental supervision.

5 Work in groups and answer the questions.

- Place pupils in small groups to complete the activity. As groups work, monitor for proper use of language and pronunciation.
- Use the Lollipop stick technique to have pupils ask and answer the questions in front of the class. Raise also that pupils must only use devices which connect to the internet with parental supervision.

Activity Book

1 Complete the technology words.

- Ask pupils what devices they see.
- Pupils work individually to complete the activity.
- Check answers as a class. Have pupils spell the words.

Answer key 2 speaker, 3 e-reader, 4 smartphone, 5 printer, 6 laptop

Vocabulary 2

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

2 2.1 **Look and match. Then listen, check and repeat.**

password 11 app 7 laptop 2 headphones 4 digital camera 3 speaker 6
smartphone 8 website 10 e-reader 9 screen 1 printer 5 devices 12



3 2.2 **Listen and read. Who uses technology for school work?** Alia

WOW! Blog

1 **Arlo** 15 minutes ago
I like TV! It isn't very modern, but I love watching sports on TV. Sometimes I watch on my tablet, but I like the TV best because the screen is bigger!

2 **Faisal** 10 minutes ago
I love my digital camera. It takes better photos than my smartphone, but the smartphone is good if you want to send photos quickly to your friends.

3 **Lara** 1 hour ago
I often listen to audiobooks on my smartphone. I haven't got a speaker. I use headphones, but sometimes I can't hear when Mum calls me for dinner!

4 **Alia** 2 hours ago
I think technology's great, especially for doing school work. I always do homework on my laptop and send it to the school homework website.

4 **Work in pairs. Think about the kinds of technology in Activity 2. Answer the questions.**

1 Which devices have got screens?
2 Can you name three things you can do with a smartphone?
3 Can you put these things in order of size? Start with the biggest.

headphones laptop computer smartphone

1 laptop, digital camera, smartphone, e-reader
2 take photos, send photos, listen to music
3 computer, laptop, headphones, smartphone

5 **Work in groups and answer the questions.**

1 How many devices have you got?
2 What's your favourite device? What do you use it for?
3 Do you use a laptop to do your homework?
4 How many apps have you got? Which ones do you like best?
5 How many hours a day do you spend using technology?

2 **Read and complete the messages.**

- Have a pupil read out the words in the box.
- Give pupils time to complete the activity individually. Check answers as a class.

Answer key 1 digital camera; 2 website, password; 3 app, screen

3 **Read the *I'm learning* box. Then write three devices for each group.**

- Ask a volunteer pupil to read aloud the *I'm learning* box. Explain that words are easier to learn and remember when we group them.
- Pupils work individually to complete the activity.
- Check answers as a class.

Answer key 1 computer, laptop; 2 digital camera, smartphone, tablet; 3 computer, smartphone, laptop

4 **Write three or more sentences about the devices that you have got and what you use them for. Use the adverbs in the box.**

- Ask a pupil to read aloud the words in the box.
- Remind pupils of what we use adverbs of frequency for (to say how often something happens).
- Pupils work individually to complete the activity.
- Have pupils read their sentences to their partners.
- Use the Lollipop stick technique or Basketball technique to have pupils read aloud their sentences to the rest of the class.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they have enjoyed about today's lesson.

Objectives

- **Lesson aims:** to interpret a dialogue about a problem with technology
- **Target language:** *Why not? Oh, dear! You're joking!*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 20
- Activity Book Page 15
- a ball
- index cards
- strips of paper
- large sheets of paper, enough for each group of pupils

Global Scale of English (GSE)

- **Reading:** Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story, if guided by questions (GSE 35). 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). 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; Basketball technique; Stop/Go technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; portfolio

Starting the lesson

- Place pupils in pairs and have them quiz each other on the new vocabulary using the index cards from the previous lesson.

Presentation

- Explain that in this lesson pupils will read a dialogue about a problem with technology and learn new expressions.
- Write *Why not?, Oh, dear!* and *You're joking!* on the board.
- Ask pupils to try and make an exchange with these expressions.

Practice

Pupil's Book

1 2.3 **Listen and read. What happened to Alia's laptop?**

- Play the audio for pupils to read along to. Elicit the answer.
- **Extension** Ask pupils if they prefer writing with pen and paper or on a computer. Discuss the advantages and disadvantages of both.

2 **Work in pairs. Read the dialogue again and say *True* or *False*. Then say why.**

- Using the Stop/Go technique, ask pupils if they have understood the text to continue with this activity. Check any problems.
- Pupils work in pairs to complete the activity. Check answers as a class.
- **Extension** Pupils write three sentences from the dialogue on strips of paper. Their partners have to say who said the sentence in the dialogue.

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

- Pupils work in pairs to complete the activity.
- Ask pupils to raise their hands when they have found all the expressions. Choose random pupils to read the exchanges aloud.
- Use the Lollipop stick technique to have pairs come to the front and act out their dialogues.

4 **Viewing and presenting** **Have you ever had problems with technology? What happened? Share with the class.**

- Pupils work individually to complete the activity.
- Choose pupils to share their ideas with the class using the Lollipop stick technique or the Basketball technique.

Diversity

Support

- Write some possible problems pupils might have had with technology on the board, e.g. *lose your charger, slow internet, forget password,* etc. Elicit more ideas. Allow pupils to use L1, but write the ideas in English on the board. Pupils use the ideas on the board to discuss with their partners.

Challenge

- Pupils write a paragraph using the rubric in Activity 4. They read their work to the class at the end of the lesson. Pupils place their work in their portfolios.

Extra activity Creativity

- Divide the class into groups of four. Have each group write four things that can go wrong with technology on index cards. Groups swap cards and have to find solutions to the problems. They write them on the index cards. They read the problems and solutions aloud.
- Place all index cards on a large sheet of paper to make a poster. Make a classroom display.

Activity Book

1 2.4 **Listen and complete the sentences from the dialogue on Pupil's Book page 20. Then listen again and check.**

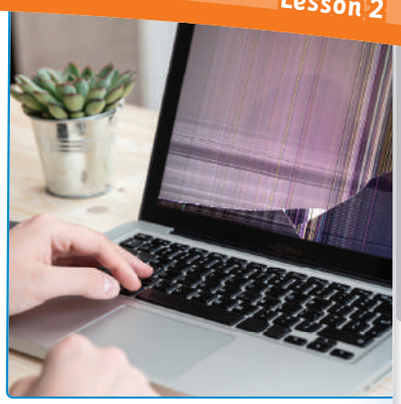
- Have pupils guess the answers before listening to the audio.
- Play the audio, pausing after each sentence for pupils to write the answer.
- Play the audio again to check answers.

Answer key 2 forget, 3 have, 4 give, 5 couldn't, 6 can't

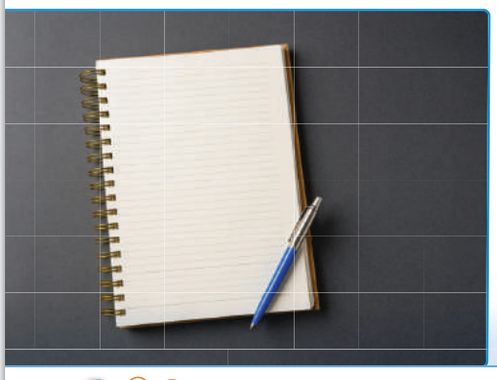
2 **Read the dialogue again and answer the questions. Write complete sentences.**

- Pupils work individually to complete the activity.
- Make sure they are writing complete sentences.
- Use the Lollipop stick technique or Basketball technique to check answers.

Answer key 2 Alia's laptop stopped working.; 3 She used her brother's computer.; 4 Her printer doesn't work.; 5 She gives her a pen and some paper.; 6 She has to write her homework again.



Lara: What's the matter, Alia?
Alia: Oh, Lara, I did my homework last night, I always do my homework, but I couldn't send it to Miss Allaham.
Lara: Why not? Did you forget your password?
Alia: No. My laptop stopped working, so I had to use my brother's computer.
Lara: Oh, no! Did you have to start again?
Alia: Yes, I did, but then the Wi-Fi didn't work.
Lara: Oh, dear! You have to give it to her today.
Alia: I know, but I haven't got it! It's still on the computer. And our printer doesn't work.



Lara: Don't worry, you've still got time to do it. Here, Alia. Take this.
Alia: What's that?
Lara: Er ... It's a pen! And here's some paper.
Alia: You're joking! I can't write my homework again with this!
Lara: You could write when you were five. And you can write now!
Alia: I know, but ...
Lara: In the past, children couldn't do homework on computers. They had to write all their homework with a pen.
Alia: Yes, but they didn't have to do it three times!

1 2.3 **Listen and read. What happened to Alia's laptop?**
Her laptop stopped working.

2 **Work in pairs. Read the dialogue again and say *True* or *False*. Then say why.**

1 Alia forgot her password. *False (She didn't forget her password.)*
2 She had to use Miss Allaham's computer. *False (She had to use her brother's computer.)*
3 The Wi-Fi didn't work. *True*
4 She hasn't got a printer. *False (She has a printer but it didn't work.)*
5 Lara gives her some paper and a pen to write her homework. *True*
6 In the past, children didn't have to use a pen. *False (They had to use a pen.)*

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

Why not? Oh, dear! You're joking!

1 I left my backpack at school yesterday. (...)
2 I couldn't use my smartphone last night. (...)
3 My little brother broke my laptop! (...)

4 Viewing and presenting **Have you ever had problems with technology? What happened? Share with the class.**

3 2.5 **Read and complete the dialogue. Then listen and check.**

- Pupils work individually to complete the activity.
- Play the audio to check answers.
- Place pupils in pairs and have them practise reading the dialogues.

Answer key 2 You're joking!; 3 Oh, dear!; 4 Why not?

4 Viewing and presenting **Work in pairs. Write another dialogue using the expressions from Activity 3. Then act out the dialogue for the class.**

- Pupils work in pairs to complete the activity.
- Monitor and help where necessary.
- Choose pairs to share their dialogues with the class using the Lollipop stick technique or the Basketball technique.

Finishing the lesson

- Use the Summative questions technique to have pupils discuss what they think about today's lesson and what it has taught them.
- In pairs, pupils write three things they enjoyed about today's lesson and one thing they didn't. Pupils share their sentences with the class.

Grammar

Objectives

- **Lesson aims:** to learn and use *could/couldn't, had to/didn't have to*
- **Target language:** *can/can't, have to/don't have to, could/couldn't, had to/didn't have to*
- **Skills:** Listening, Speaking, Writing

Materials

- Pupil's Book Page 21
- Resources 6 and 18

Global Scale of English (GSE)

- **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).
- **Speaking:** Can talk about common past activities, using simple linking words (GSE 41).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning

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

Starting the lesson

- Give pupils thirty seconds to write as many sentences as they can using the Present simple and Present continuous. Pupils read their sentences aloud.

Presentation

- Explain that in this lesson pupils will learn how to use *could/couldn't* and *had to/didn't have to*.

Practice

Pupil's Book

1 Look back at the dialogue in Lesson 2. Then read the sentences and circle the best options.

- Pupils complete the activity individually.
- Check answers as a class.

2 Read the grammar table. Then read and answer the questions.

- Refer pupils to *He/She* and at how *have to* is formed.
- Pupils work individually to complete the activity.

3 Read the dialogue in Lesson 2 again. Underline examples of *could* and *couldn't, had to* and *didn't have to*.

- Check answers using the Lollipop stick technique.

4 Write three true or false sentences about Alia. Then talk to your partner.

- Pupils work individually to write three sentences in their notebooks. Monitor and help where necessary.
- Place pupils in pairs and have them share their sentences. Encourage pupils to correct their partner's false sentences.

5 2.6 Listen and match.

- Play the audio with pauses for pupils to match.

Adnan: Hi, Nasser, did you have a good weekend?
Nasser: Yes, thanks, Adnan. I spent a lot of time helping my family with technology!
Adnan: Really?
Nasser: Yes. My grandad's computer broke so he had to buy a new laptop, but he didn't know how to use it. He needed a password so he used my name!
Adnan: You're joking! Well, I guess they didn't have computers when he was young.
Nasser: No. Then my dad decided he wanted to listen to an audiobook on his smartphone. I showed him how to buy the audiobook app and choose the books he liked. He loved it, but I had to give him my headphones because everyone could hear him listening to his book!
Adnan: Oh, dear.
Nasser: Then my grandma wanted to send an email to my aunt.
Adnan: Does she have a laptop?
Nasser: No, she doesn't. She has a tablet. She can send emails, but she had the wrong address so we had to phone my aunt to check her address.
Adnan: Haha! So then she didn't have to send the email!
Nasser: No!
Adnan: Did you have to help your mum, too?
Nasser: Yes, I did. She has an e-reader. It's great, but the text was too small, so I helped her make it bigger. She said 'thank you' and read me a story.
Adnan: That's nice!

6 2.7 Listen again and answer.

- Ask pupils to try to answer the questions before listening again.

7 Make notes about how technology has changed our lives. Compare with a partner.

- Pupils work individually and then compare with a partner. Do bring in internet safety into the class discussion.

Finishing the lesson

- Ask pupils how confident they feel using the new grammar.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to practise *could/couldn't, had to/didn't have to*
- **Target language:** *can/can't, have to/don't have to, could/couldn't, had to/didn't have to*
- **Skills:** Listening, Writing

Materials

- Activity Book Page 16

Global Scale of English (GSE)

- **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).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

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

1 **Look back at the dialogue in Lesson 2. Then read the sentences and circle the best options.**

1 She **had to**/**didn't have to** use her brother's computer.
2 She **has to**/**doesn't have to** give it to the teacher today.
3 She **could**/**couldn't** write when she was five.
4 In the past, children **could**/**couldn't** use computers to do their homework.

2 **Read the grammar table. Then read and answer the questions.**

Grammar

could/couldn't, had to/didn't have to

Present simple		
I/We/You/He/She/They	can/can't	upload the homework. start again. go to school.
I/We/You/They	have to don't have to	
He/She	has to doesn't have to	
Past simple		
I/We/You/He/She/They	could/couldn't	write. use computers. use a pen.
	had to didn't have to	

What's the past tense of ***can*** and ***can't***? **could, couldn't**
What's the past tense of ***have to*** and ***don't have to***? **had to, didn't have to**

3 **Read the dialogue in Lesson 2 again. Underline examples of *could* and *couldn't*, *had to* and *didn't have to*.**

4 **Write three true or false sentences about Alia. Then talk to your partner.**

She had to do her homework five times.
False! She had to do her homework three times.

5 **Listen and match.**

a grandad b dad
c grandma d mum



6 **Listen again and answer.**

Nasser's name

1 What password did Nasser's grandad use?
2 Why did Nasser give his dad his headphones? **Because everyone could hear him listening to his book.**
3 What did Nasser's grandma want to do? **She wanted to send an email to his aunt.**
4 How did Nasser help his mum? **He helped her make the text bigger.**
5 How did Nasser's mum thank him? **She read him a story.**

7 **Make notes about how technology has changed our lives. Compare with a partner.**

They couldn't send emails. They had to write letters.

Starting the lesson

- Write six sentences on the board incorrectly with *could* and *had to* for pupils to correct.

Practice

1 **2.8 Listen to Lubna and her grandma. Then circle the correct options.**

- Play the audio. Check answers as a class.

Lubna: Oh, no! Not again!
Grandma: What's wrong, Lubna? Are you OK?
Lubna: Yes, Grandma. But the Wi-Fi isn't working, so I can't chat with my friends!
Grandma: Oh! When I was young, people couldn't write messages like that because we didn't have smartphones.
Lubna: Really? How did you communicate with your friends? Did you have to see them every day to speak to them?
Grandma: No, we didn't, because we had phones in our houses. But we always had to speak on those phones, of course. We couldn't write messages on them.
Lubna: And how did you have group conversations?
Grandma: Well, we had to meet at someone's house.
Lubna: And did you have email when you were young?
Grandma: No, we didn't, but we could write letters. Then we had to take them to the post office.
Lubna: Wow! That's hard to believe!

Answer key 2 couldn't, 3 had to, 4 didn't have to, 5 had to, 6 had to

2 **Look at the pictures from the past and complete the sentences. Use *could/couldn't* or *had to/didn't have to*.**

- Pupils work in pairs to complete the activity. Check answers.

Answer key 2 didn't have to, 3 could, 4 couldn't

3 **Read and complete the sentences for you. Use *could/couldn't* or *had to/didn't have to* and the verbs in brackets.**

- Pupils work individually to complete the activity.

Answer key 2 could/couldn't draw; 3 had/didn't have to make; 4 had/didn't have to do; 5 had/didn't have to study

4 **Write four more sentences about your life in the past in your notebook. Use *could/couldn't* and *had to/didn't have to* and the ideas in the box.**

- Pupils work individually to complete the activity.

5 **Compare your sentences from Activity 4 with your partner.**

- Pupils work in pairs to complete the activity.
- Pupils share their sentences with the class after comparing.

Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today?*

Book Club

Objectives

- **Lesson aims:** to learn and interpret a poem
- **Target language:** adverbs ending in *-ly*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 22
- Activity Book Page 17
- a ball
- sheets of A4 paper, enough for each pupil
- strips of paper
- a bag or a box
- photocopied poems from books or magazines

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can read aloud a short, simple story in a way that can be understood (GSE 35). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique; Basketball technique
Peer learning: pairwork; groupwork; Three stars and a wish technique
Independent learning: Summative questions technique; portfolio

Starting the lesson

- Divide pupils into small groups. Give each group a picture from a random page in the Pupil's Book to describe. Pupils take notes.
- Have a group member read out their sentences to the class.

Presentation

- Explain that in this lesson pupils will read and interpret a poem.
- Show pupils the poems and elicit some of their features.
- **Extension** Ask pupils if they've ever read a poem and if they enjoyed it.

Practice

Pupil's Book

1 Before you read Today's Book Club text is a poem. Look and circle the words that describe a poem. Then answer.

- Pupils complete the activity individually.
- Check answers as a class.
- **Extension** Ask pupils if they think writing a poem may be difficult and to say why/why not.

Diversity

Support

- Place pupils in pairs. Have pupils choose a verse and note what it is about. Pupils then read their ideas to the class.

Challenge

- Have pupils make their own verse about a smartphone or any other device. Pupils read their work to the class. Pupils place their work in their portfolios.

2 2.9 Listen and read. Which verse matches the picture?

- Play the audio for pupils to read along to.
- Tell pupils to note anything they don't understand as they read through the poem. Explain where necessary.
- Use the Lollipop stick technique to check the answer.

3 After you read Activity Book, page 17.

- Pupils turn to page 17 in their Activity Books and complete activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Discuss in groups.

- Place pupils in groups and have them discuss the questions.
- Ask groups to share their ideas with the class.

5 Work in groups. Read and act out the poem.

- Place pupils in small groups. Have pupils write the verses on strips of paper and place them in a bag. Pupils pick one and act out that verse.

Extra activity Collaborative work

- Place pupils in small groups. Tell pupils they have to invent a smartphone which can do many new things. Pupils discuss the design of the phone and its functions and write a description about it. Groups present their work to the class.

Activity Book

1 After you read Read the poem on Pupil's Book page 22 again. Find and write words that rhyme.

- Pupils work individually to complete the activity.
- Check answers as a class by writing them on the board.

Answer key 2 phone, 3 before, 4 town, 5 map, 6 forget, 7 lighter, 8 seen

2 Number the lines of the poem in order.

- Pupils work individually to complete the activity.
- Use the Lollipop stick technique or Basketball technique to check answers.
- Ask pupils to say the poem in their own words.

Answer key 2 b, 3 f, 4 a, 5 g, 6 e, 7 c

3 Read the *Work with words* box. Then write the adverbs.

- Explain that an adverb describes how a verb is done.
- Ask a volunteer pupil to read aloud the *Work with words* box.
- Pupils complete the activity individually and check answers in pairs.
- Have pupils give more examples of adverbs.

Answer key 2 badly, 3 quietly, 4 noisily, 5 carefully, 6 slowly

A smarter smartphone

I have the latest smartphone.
It's better than my last phone.
It does everything faster than before.
It's thinner and lighter,
The screen is much brighter.
It does everything my old phone did – and more!

First you press this button.
Look! It turns the phone on.
Type a password you won't forget.
Then click on an icon,
Try the blue and white one.
Now you can search the internet!

Do you want to do some shopping,
But have no time to go in,
To buy a present for your friend in town?
Shop more quickly online,
It doesn't take so much time,
You can do it while you're sitting down.

When you're in a new place,
And you're going to be late,
Find your way more easily with your phone.
Download this free app,
Find your place on the map,
It will take you safely back home.

If you want to take a photo,
The phone can take them better,
Click on the camera icon on the screen.
Take a selfie of your face,
In front of a famous place,
That's the best photo that I've seen!

You need some information,
For an examination,
Or a project you're doing with your team.
Are all your facts right?
Find a good website,
Check the facts more carefully on the screen.

When you have some free time,
To do something creative,
Or do something more quietly alone,
Why not read an e-book,
Or find something to cook,
Lying on the sofa with your phone?



1 Before you read **Today's Book Club text is a poem. Look and circle the words that describe a poem. Then answer.**

1 In poems, the lines of text are often **long**/**short**.
2 Poems **sometimes**/**never** have words that rhyme.
3 What poems do you know?

2 2.9 **Listen and read. Which verse matches the picture?**
verse 4

3 After you read **Activity Book, page 17.**

4 **Discuss in groups.**

1 What does the poem say you can do with a smartphone? Make a list.
2 What's the best thing about the smartphone? Put your list in order of importance.

5 **Work in groups. Read and act out the poem.**

4 **Complete the sentences with the adverbs from Activity 3.**

- Pupils complete the activity individually and check answers in pairs.

Answer key 2 quietly, 3 badly, 4 slowly, 5 carefully, 6 noisily

5 **Write five sentences about you, your friends and your family. Use the adverb form of the words in the box.**

- Pupils work individually to complete the activity.
- Monitor and help where necessary.
- Choose pupils to share their sentences with the class using the Lollipop stick technique or the Basketball technique.

Finishing the lesson

- Place pupils in small groups and give them a sheet of A4 paper each to write another verse for the poem. Write on the board:
  When you have some free time,
  (2),
  Or do something more quietly alone,
  (4)
  (5),
  (6)
- Tell pupils that line 6 must rhyme with line 3.
- Groups present their work to the class. Make a classroom display.
- Using the Summative questions technique, have pupils reflect on the lesson and say what they enjoyed.

Vocabulary and Grammar

Objectives

- **Lesson aims:** to learn and use comparative adverbs; to identify vocabulary for using technology
- **Target language:** *click on an icon, download an app, go online, press a button, search the internet, send a message, take a selfie, turn off the TV, turn on the computer, type a password, upload a photo, watch a video*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 23
- a ball
- Resources 2 B, 10 and 14

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can compare their own and others' possessions using simple language (GSE 34).

Assessment for Learning

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

Starting the lesson

- Ask pupils to say different devices and what they use them for.

Presentation

- Explain that in this lesson pupils will learn expressions that tell us how to use different devices and how to use comparative adverbs.

Practice

Pupil's Book

1 2.10 **Look and match. Then listen, check and repeat.**

- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Play the audio for pupils to listen, check and repeat.
- Have pupils quiz each other on new vocabulary by pointing to a picture for their partners to say what it is.

2 **Read the poem in Lesson 5 again. Find some phrases from Activity 1.**

- Check answers by having pupils read aloud the sentences from the poem.

3 **Read the poem again. Why is the new phone better? Write.**

- Ask a pupil to read the words in the box aloud.
- Check answers as a class.

4 **Read the grammar table. Then match the sentence halves to complete the rules.**

- Explain to pupils that with words with two or more syllables, we use *more* in the comparative. Tell pupils there are some irregular adverbs as well.
- Pupils complete the activity individually.
- Check answers as a class.

5 2.11 **Listen. Match the children with the apps.**

- Ask pupils what apps they use and how they are useful.
- Play the audio and then check answers as a class.

1 Do you want to learn a new language? You can learn more easily with our language learning apps. *Learn Languages!* is a great app. Play language games, watch language videos and do quizzes. Do you want to learn a language more quickly and have fun at the same time? Then download this app!
2 *Pass First* is the best way to prepare for an English exam – there are lots of activities to help you remember words and there are tips to help you study harder. Click on the picture and hear the word, then say the word. You can learn online or offline on any device – smartphone, tablet or computer wherever you are!
3 *Let's Go!* is an excellent app if you want to speak English better when you travel. Go online and chat to real English people and meet other classmates from around the world. Learn more quickly and speak English better with *Let's go!*

6 **Play a game in pairs: *I can do anything better than you!***

- Do the activity as a class first by making statements and having volunteer pupils say what they can do better.
- Place pupils in pairs to complete the activity.

Finishing the lesson

- Say a part of a new vocabulary phrase and have pupils complete it, e.g. say *the internet* and elicit *search*. Repeat with a few more words. Pupils continue in pairs.

Lesson 7 **Activity Book**

Objectives

- **Lesson aims:** to practise how to use comparative adverbs
- **Target language:** using technology vocabulary
- **Skills:** Listening, Speaking, Writing

Materials

- Activity Book Page 18
- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- **Speaking:** Can express ability or lack of ability in relation to basic everyday actions (GSE 31).
- **Writing:** Can write some familiar words (GSE 20).

Vocabulary and Grammar 2

1 2.10 **Look and match. Then listen, check and repeat.**

go online 6 turn on the computer 9
type a password 4 upload a photo 12
download an app 5
search the internet 7 watch a video 8
press a button 1 turn off the TV 10
click on an icon 2 send a message 11
take a selfie 3



2 **Read the poem in Lesson 5 again. Find some phrases from Activity 1.**

3 **Read the poem again. Why is the new phone better? Write.**

more easily faster more carefully
more quickly more quietly better

1 It does everything ___faster___ than before.
2 You can shop ___more quickly___.
3 You can find your way ___more easily___.
4 You can check facts ___more carefully___.
5 It takes photos ___better___.
6 You can do something ___more quietly___ lying on the sofa.

4 **Read the grammar table. Then match the sentence halves to complete the rules.**

Grammar

Comparative adverbs	
adverbs ending in *-ly*	
quickly → more quickly	
carefully → more carefully	
clearly → more clearly	
short adverbs	
hard → harder	fast → faster
irregular adverbs	
well → better	badly → worse

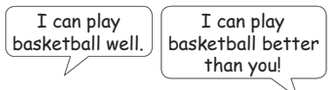
1 We add *more* before — a irregular adverbs.
2 We add *-er* to — b adverbs ending in *-ly*.
3 *Well* and *badly* are — c short adverbs.

5 2.11 **Listen. Match the children with the apps.**



6 **Play a game in pairs: *I can do anything better than you!***

well fast hard carefully
badly clearly



Assessment for Learning

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

Starting the lesson

- Place pupils in small groups and give them a sheet of A4 paper. Explain that they have to design a useful app for a smartphone.
- Have groups present their apps to the class.

Practice

1 **Read and circle the correct words.**

- Pupils work individually to complete the activity.
- **Extension** After completing the activity, in pairs pupils say sentences with the words that weren't in the answer, e.g. 1 *go* and *upload*.

Answer key 2 watch, 3 type, 4 upload, 5 go, 6 turn

2 2.12 **Read and complete the sentences with two or three words. Then listen and check your guesses.**

- Ask pupils to predict the answers first.
- Play the audio, pausing after each sentence for pupils to check answers.

Answer key 2 turn off, 3 download an app, 4 take a selfie, 5 click on, 6 send a message

3 **Write sentences about Sana and Heba's schoolwork. Use comparative adverbs.**

- Pupils work in pairs to complete the activity.
- Monitor and help where necessary.
- Use the Lollipop stick technique or Basketball technique to check answers.

Answer key 2 Heba studies harder than Sana.; 3 Sana speaks more clearly than Heba.; 4 Heba works faster than Sana.; 5 Sana learns more easily than Heba.; 6 Heba writes better than Sana.

4 **Write comparative sentences about you and your friends. Use the adverbs in the box and your own ideas. Then compare with your partner.**

- Monitor and help where necessary.
- Invite pupils to read their work to the class.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

Culture

Objectives

- **Lesson aims:** to learn about technology and education in Jordan; to produce a spider diagram poster
- **Target language:** *online learning platform, interactive whiteboard, coding, robotics, screen reader*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 24
- Activity Book Page 19
- a ball
- different types of spider diagrams

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can talk about 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: True/False response cards technique; Stop/Go technique; Lollipop stick technique; Basketball technique

Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique

Independent learning: Learning diary

Starting the lesson

- Explain that when you say *Go!*, pupils have to say as many sentences as they can with comparative adverbs to their partners.

Presentation

- Explain that in this lesson pupils will learn about educational technology in Jordan.
- Have pupils tell you about their typical day at school.

Practice

Pupil's Book

1 Before you read What devices do you use to help you study at home or at school?

- Have a class discussion and note on the board the devices pupils mention. Ask pupils how they use them.
- **Extension** Ask if there are particular apps they use on a daily basis to help them with their homework.

Culture notes

- Screen readers help disabled children by reading the text on screens aloud, making it easier for those with visual impairments or learning disabilities. They can also describe images and help navigate websites or apps.

Key words search

Jordan schools, technology in Jordanian schools

Extra activity

Support

- Have pupils work in pairs. Ask them to choose a paragraph and choose three sentences from it. They read the sentences quietly and then aloud to their partners. If they make a pronunciation error, their partner corrects them or asks for help with pronunciation.

Challenge

- Pupils read the text to themselves and then close their books. They write five things they remember to tell their partners.

2 2.13 Listen and read.

- Play the audio for pupils to read along to.
- After listening to the audio, use the True/False response cards technique to say different statements about the text.

3 After you read Activity Book, page 19.

- Pupils turn to page 19 in their Activity Books and complete activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Work in pairs. Discuss the questions.

- Have pupils work in pairs and invite them to share their answers.

Project

Make a spider diagram poster about technology and learning.

- Tell pupils they are going to make a spider diagram. Show pupils examples of spider diagrams. Explain that we use spider diagrams to organise ideas and information. They start with a main idea in the centre and have branches with related points, making it easier to see connections between them. Draw an example on the board to illustrate this.
- Ask pupils what devices they can talk about.
- Place pupils in small groups, making sure there is an Expert envoy in each group. Have a volunteer read through the steps. Tell pupils they have to keep referring to them as they work.
- Pupils present their work to the class. Use the Two stars and a wish technique to have pupils comment on the posters presented.
- Make a classroom display.

Extra activity Critical thinking

- Ask pupils to think about how we can help poorer countries learn. Pupils work in groups to create a website idea to help pupils around the world and present their work to the class.

Activity Book

1 After you read Read the text on Pupil's Book page 24 again. Match.

- Pupils work individually to complete the activity.
- Check answers as a class.

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

2 Answer the questions. Write complete sentences.

- Pupils work individually to complete the activity.
- Make sure they are writing complete sentences.
- Use the Lollipop stick technique or the Basketball technique to have pupils read out sentences.

Answer key 2 They are using tablets, e-readers and interactive whiteboards to make them more fun.; 3 They learn to give instructions to computers so they can do things.; 4 It allows them to explore different cultures and make friends from around the world.; 5 Screen readers are helping children with disabilities learn more easily.

WOW! Culture

Lesson 8

Technology in JORDAN



Find out how people are using technology in Jordan to help children study.



Technology is helping children in Jordan study in many ways. Online learning platforms let pupils take free courses in subjects like Maths and Science. Many schools are also using tablets, e-readers and interactive whiteboards to make lessons more fun and interesting for pupils. Some schools even have coding workshops (where pupils learn to give instructions to computers so they can do things) and robotics clubs! And there are also a number of organisations that support education and technology in schools, like the Queen Rania Center for Education and Information Technology.

More children now have access to the internet all over Jordan. This means they can explore different cultures and make friends from around the world. Apps are also helping them with English and other languages.
For children with disabilities, tools like screen readers are helping them to learn more easily. The internet also means children can stay in touch with family and friends, even when they are far away!

Technology is helping children in Jordan learn, be creative and connect with others. How is technology helping you?

WOW! Fact

Around 60 percent of people in the world have a mobile phone!

1 Before you read **What devices do you use to help you study at home or at school?**

2 2.13 **Listen and read.**

3 After you read **Activity Book, page 19.**

4 **Work in pairs. Discuss the questions.**

1 Have you ever used apps to help you study? Which ones?
2 Have you ever used an e-reader?
3 Do you prefer reading and studying with devices or books? Why?
4 What new technology would you like to use in lessons at your school? Why?

Project

Make a spider diagram poster about technology and learning.

1 In groups, think about the different devices you use at home and at school, and how they can help you learn.
2 Choose the ones that you would most like to include in the diagram.
3 Decide who will write about each device.
4 Make a spider diagram: write the word *Technology* in the middle of your poster. Write the devices around the page and add information about how each one helps you learn.
5 Include photos or drawings to decorate.
6 Display your poster in the classroom.
7 Take a class vote to decide which device is best for learning.

3 2.14 **Listen and complete the notes.**

- Play the audio. Play it again if necessary.
- Check answers as a class.

Have you heard of Camara Education? It's an amazing charity that helps schools, especially in Africa. They take old computers, fix them and then put fun learning programs on them for children. Camara Education believes that all children should be able to use technology to help them with their education. The computers help students to practise reading skills, maths and even coding! Teachers also get training to use the technology in their classes. Thanks to Camara, millions of children now have better learning opportunities, and it's making a difference in local communities.

Answer key 2 Africa, 3 computers, 4 fun, 5 technology, 6 reading, 7 maths, 8 communities

4 Viewing and presenting **Work in groups. Use the internet to find answers to the questions. Then share your information with the class.**

- Place pupils in small groups and tell them to make notes as they answer the questions.
- Have groups share their findings with the rest of the class.

Finishing the lesson

- Refer pupils to the Learning diary. Tell pupils to make a few notes about what they've learnt so far in the Culture lessons and what interested them the most. Pupils read their sentences to the class.

English in action

Objectives

- **Lesson aims:** to learn and demonstrate how to ask for help; to identify unstressed words in sentences
- **Target language:** *Could you …? Can you show me how to …? Do you have time to …? Please can I use …?*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 25
- Activity Book Page 20
- a ball
- one die for each pair of pupils
- Resource 22

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).

Assessment for Learning

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

Starting the lesson

- Place pupils in pairs and give each pair a die. Explain that each pupil throws the die and has to say as many sentences as the number on the die shows, using the vocabulary or the grammar they have learnt from this unit.

Presentation

- Explain that in this lesson pupils will learn how to ask for help politely, and to identify unstressed words in sentences.
- Say *Show me how to use this* quite emphatically, and then *Could you show me how to use this, please?*
- Ask pupils which of the two was the more polite. Ask pupils why we should always be polite.

Practice

Pupil's Book

1 2.15 Listen and read. Answer the questions.

- Ask pupils who they ask for help from at home and what kind of things they ask for help with.
- Play the audio once for pupils to read and listen to. Ask pupils what the girl is asking for help with.
- Play the audio again with pauses for pupils to answer the questions.
- **Extension** Place pupils in pairs and have them choose roles. Pupils act out the dialogue.

2 Read the dialogue again. Underline three questions asking for help that use language from the *Say it!* box.

- Refer pupils to the *Say it!* box. Point out that we use *could* here to ask politely, not to show an ability in the past.
- Use the Lollipop stick technique or the Basketball technique to elicit answers.
- **Extension** Say different sentences for pupils to turn into polite questions, e.g. *Open the door.* Elicit *Can you open the door, please?* Continue with as many sentences as possible.

3 Say new dialogues with your partner. Ask for help with something. You can use these ideas. Use the *Say it!* box to help you.

- In pairs, pupils complete the activity. Monitor and help where necessary.
- Use the Lollipop stick technique to have pupils act out their dialogues in front of the class.

Extra activity Communication

- Place pupils in pairs. Have them write six polite questions. They then swap papers with other pairs who have to reply to the questions as politely as possible.

Pronunciation

4 2.16 Listen and read. Are the coloured words stressed or unstressed? Then listen again and repeat.

- Play the audio for pupils to listen and ask them if they notice anything about how the coloured words sound. (They are unstressed.)
- Explain that some words are emphasised more than others when we speak, and these are known as stressed words (see Unit 1), but that other words are spoken quickly with less accurate pronunciation to improve fluency and rhythm. These are known as unstressed words.
- Unstressed words generally include articles, prepositions, conjunctions, pronouns and auxiliary verbs.
- The unstressed words don't change the meaning of the sentence and aren't crucial to the understanding.
- See if pupils can identify the stressed and unstressed words. Demonstrate how the meaning of each sentence can be extracted just by pulling out the stress words. Then show them how the unstressed words don't make any sense on their own.
- Pupils practise reading the sentences with a partner to emphasise stress and rhythm in the correct places.

Activity Book

1 2.17 Read and complete the dialogue. Then listen and check.

- In pairs, pupils read and complete the dialogue.
- Play the audio to check answers.
- Have pupils practise the dialogue in pairs.

Answer key 2 want to do; 3 search the internet; 4 that button; 5 at the screen; 6 my Science project; 7 tidy the garage; 8 this evening

2 Read the questions and number the pictures. Then match the questions and answers.

- Pupils complete the activity individually and then work in pairs to act out the dialogue.
- Invite pupils to act out their dialogues in front of the class.

Answer key top row: 3, 4, 6; bottom row: 2, 5; 2 b, 3 f, 4 d, 5 a, 6 e

3 2.18 Listen and underline the unstressed words in the questions from Activity 2.

- Play the audio for pupils to identify the unstressed words.
- They listen and underline the words and then practise saying each sentence.
- Check the answers as a class.
- Encourage pupils to practise sentence stress daily as it will improve their fluency when talking.



English in action 2

Asking for help

Please can I use the printer, Dad?
Of course. What do you want to print?
My English homework. Can you show me how to turn it on?
It's easy! Press that button there.
OK. What next?
Look at the laptop. Click on that icon at the top of the screen.
Thanks. Do you have time to help me revise for an exam?
Sorry, not now. I have to help with the dinner.
Alright. Could you help me after dinner, please?
Of course.

1 2.15 **Listen and read. Answer the questions.**

1 What two things does the girl need to do for school? print her English homework, revise for an exam
2 Why can't her dad help her now? He needs to help with the dinner.

2 **Read the dialogue again. Underline three questions asking for help that use language from the *Say it!* box.**

Say it!

Asking for help:
Could you ...?
Can you show me how to ...?
Do you have time to ...?

3 **Say new dialogues with your partner. Ask for help with something. You can use these ideas. Use the *Say it!* box to help you.**

download an app
do your homework
upload photos

Pronunciation

4 2.16 **Listen and read. Are the coloured words stressed or unstressed? Then listen again and repeat.** They are unstressed.

I can upload a photo.
I can send a message to my friend.
I do my homework on my laptop.
I go online and send a message.
He turns on the computer to download the app.
Can you show me how to use the printer?



Answer key 1 Do you have, to, tidy, the; 2 Could you, to the; 3 Can, your, to, an; 4 Do you have, to, me; 5 Can you, me, to, this; 6 can, your, to, my

Extra activity Fast finishers

- Have pupils make a list of what they have learnt in today's lesson.

Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today and how the lesson has helped them improve their English.

Literacy: Reading

Objectives

- **Lesson aims:** to read and interpret a review of a computer game
- **Target language:** *solve a problem, challenge yourself, program a computer, score points, give tips, play online*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 26
- Activity Book Page 21
- a ball
- sheets of A4 paper, enough for each pupil
- Resource 26

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write a simple review of a film or book with appropriate paragraph breaks, given a model (GSE 55).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Yes/No technique
Peer learning: pairwork; groupwork; Expert envoy technique
Independent learning: Thought-provoking questions technique; portfolios

Starting the lesson

- Write five letters in a circle on the board.
- Place pupils in pairs and explain that they have to write as many words as they can using those letters in two minutes.
- Then have them swap papers with other pairs who have to write sentences with the words.
- Have pupils read out their sentences.

Presentation

- Explain that in this lesson pupils will read two reviews of a computer game.
- Ask pupils how reviews help us decide what to buy. Have a brief classroom discussion about how to play computer games safely and about how important it is for parents to supervise gameplay and to manage any in-app purchases.
- Have pupils say what they expect to read in the reviews.

Practice

Pupil's Book

Diversity

Support

- Look at the *Words in context* box and explain any unknown phrases. Have pupils look for the phrases in the text and copy the sentences in their notebooks. Pupils then write their own sentences with the phrases.

Challenge

- Pupils write a short paragraph using three of the phrases from the *Words in context* box. Pupils read their work to the class.

1 Before you read Look quickly at the reviews. Which reviewer mentions these things?

- Refer pupils to the *Reading tip* box. Ask pupils if they read texts quickly or slowly. Have pupils say when it is important to read something slowly.
- Give pupils thirty seconds to complete the activity.
- Use the Lollipop stick technique or the Basketball technique to elicit answers.

2 2.19 Listen and read.

- Play the audio for pupils to read along to.
- Use the Yes/No technique to ask pupils different questions about the text.

3 After you read Read and write *Y* (yes), *N* (no) or *DS* (doesn't say).

- Have pupils work individually to complete the activity.
- Check answers as a class.
- **Extension** Place pupils in pairs and ask them to make three false statements about the text for their partners to correct.

4 Work in pairs. Do you play any computer games? What do you like about them? What do you not like?

- Place pupils in pairs and have them complete the activity. Raise with the class that pupils must never communicate via games with people they do not know.
- Use the Lollipop stick technique to have pupils come to the front and tell the class what they discussed.

Activity Book

1 Read and complete the sentences.

- Use the Expert envoy technique to have stronger pupils help weaker pupils through all the activities if necessary.
- Check answers as a class.

Answer key 2 Challenge, 3 program, 4 score, 5 play, 6 give

2 Read the text on Pupil's Book page 26 again. Who gives these facts about *TopCity*? Write *Mariam* or *Yousuf*.

- Have pupils say what they remember from the text.
- Pupils read the text again and complete the activity individually.
- Have pupils compare answers with a partner and then check answers as a class.

Answer key 2 Mariam, 3 Mariam, 4 Yousuf, 5 Mariam, 6 Yousuf

3 Answer the questions. Write complete sentences.

- Have pupils underline key words in each sentence that will help them find the answer.
- Pupils work individually to complete the activity.
- Make sure they are writing complete sentences.
- Use the Lollipop stick technique or Basketball technique to check answers.

Answer key 2 He thinks it's too expensive.; 3 She uses a tablet.; 4 He enjoys playing online with friends.; 5 She has to upload a selfie and type in a password.; 6 He watched a video.

4 Viewing and presenting Work in groups. Discuss the questions and make notes. Then share your ideas with the class.

- Place pupils in small groups and have them complete the activity.
- Have groups share their ideas with the rest of the class.

Literacy: reviews

Reading

Mariam: a password, an icon, treasure, buildings, a selfie
Yousuf: a video, friends

1 Before you read **Look quickly at the reviews. Which reviewer mentions these things?**

a password an icon a video treasure
a selfie friends buildings

tip **Reading**
You don't always need to read every word. Look quickly at the text to find the information you're looking for.

2 2.19 **Listen and read.**

Words in context
solve a problem challenge yourself
program a computer score points
give tips play online
Activity Book, page 21

TopCity the exciting new game

★★★★★ **Amazing game!**
by Mariam Aljabi
This game is fantastic! I downloaded it onto my tablet and play it every day. In the game, you travel around a city looking for treasure. In every building, you have to click on an icon and solve a problem. These get more difficult, so you have to work harder. It's good to challenge yourself!
To move, you have to write instructions. It's like programming a computer. I'm learning lots of new skills! Now I can move around more easily. Last night I scored 50,000 points!
Positive points: 1 It was easy to start playing. First, I had to take a selfie and upload it, then I had to type a password. Then I could move around the city!
2 The graphics are really good.
Any negative points? The game isn't free, but I think it's good value!

★★★☆☆ **Quite a good game!**
by Yousuf Alsayeh
This is quite a good game, but there are lots of programming games that are better.
Positive points: 1 You can watch a video to learn how to play. It gave me some good tips.
2 You can play it online with your friends. That's fun!
Negative points: 1 I had to buy it! I think it's too expensive.
2 It doesn't work on all my devices – I can't download it onto my phone.

3 After you read **Read and write *Y* (yes), *N* (no) or *DS* (doesn't say).**

1 You have to pay for this game. Y
2 You look for treasure in the game. Y
3 Mariam lives in a city. DS
4 Yousuf thinks *TopCity* is the best programming game. N
5 Yousuf has watched the video. Y
6 Yousuf has a tablet. DS

4 **Work in pairs. Do you play any computer games? What do you like about them? What do you not like?**

Extra activity **Critical thinking**

- Place pupils in pairs. Ask pupils to write three reasons why we shouldn't play computer games for long periods of time and three reasons why computer games are good for us.

Extra activity **Fast finishers**

- Give pupils a sheet of A4 paper and have them write a paragraph about their favourite app. Pupils read their work to the class at the end of the lesson. Pupils place their work in their portfolios.

Finishing the lesson

- Ask pupils if they enjoyed the lesson and what they learnt from it. Use the Thought-provoking questions technique to ask pupils about their learning so far. Ask, e.g. *How successful is your learning? How can you improve? What would you like to learn next?*

Literacy: Writing

Objectives

- **Lesson aims:** to plan and write a review
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- Pupil's Book Page 27
- 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).
- **Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can write a simple review of a film or book with appropriate paragraph breaks, given a model (GSE 55).

Assessment for Learning

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

Starting the lesson

- Use the Three facts and a fib technique to have pupils write four statements about what they have learnt in this unit so far.
- Place pupils in pairs and have them say the statements to each other. Explain that they have to correct the false statements.

Presentation

- Explain that in this lesson pupils will learn how to write a review.
- Have pupils refer to Lesson 10 and tell you what the review covers. Ask pupils to think of other things a review may cover.

Practice

Pupil's Book

1 Read. Then use the notes to complete the review.
- Have pupils read the notes quietly and complete the activity.
- Check answers as a class.
- **Extension** Have pupils add one more positive and negative point.

2 Read. Then answer the questions about the reviews on pages 26 and 27.
- Read the *How to write...* box aloud. Ask pupils to add more adjectives and adverbs to the list.
- Have pupils read the review again and answer the questions individually.
- Check answers as a class.

Diversity

Support
- Read the positive and negative points in a random order for pupils to say if it's a positive or negative point. Then say sentences with and without *You* for pupils to find in the text. Finally, say adjectives and adverbs in a random order for pupils to say if it's an adjective/adverb.
- Then pupils do the activity in pairs.

Challenge
- Have pupils look at the review and make each point a short note.

3 Write a review of an app or game. Plan, write, check and rewrite. Use the *How to write...* box to help you.
- Refer pupils to the *Writing tip* box. Have pupils give you examples of how to make notes.
- Use the Traffic light cards technique to ask pupils if they are ready to do the activity.
- Have pupils work in pairs. First, ask them to write three positive points and stop there. Have pairs read their points to the class. Repeat with three negative points.
- Finally have pupils write their review. Tell them to keep referring to the *How to write...* box while they write their reviews.
- Pupils present their work to the class.
- Use the Two stars and a wish technique to have pupils comment on each other's work.

Finishing the lesson

- Place pupils in pairs. Have them choose a device. Tell pupils they have to write as many good things about it to persuade someone to buy it.
- Then they present their device to another pair and use their reasons to persuade them to buy it. The other pair, however, has to come back with reasons as to why they shouldn't buy the device. In the end, they have to decide whether or not to buy it.
- Use the Thought-provoking questions technique to ask pupils what this literacy lesson has taught them.

Lesson 12 **Activity Book**

Objectives

- **Lesson aims:** to write a review
- **Target language:** unit vocabulary and grammar
- **Skills:** Writing

Materials

- Activity Book Pages 22–23
- a ball
- sheets of A4 and A5 paper, enough for each pupil

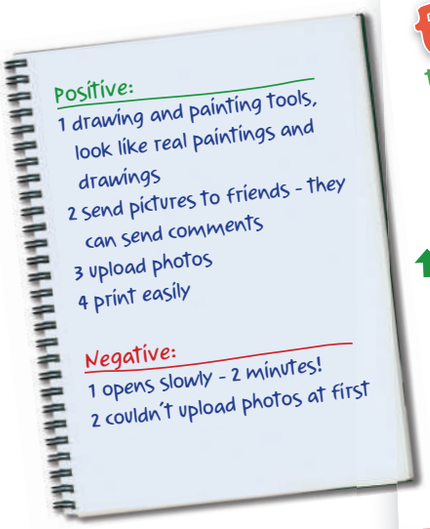
Global Scale of English (GSE)

- **Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can write a simple review of a film or book with appropriate paragraph breaks, given a model (GSE 55).

Assessment for Learning

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

1 **Read. Then use the notes to complete the review.**



FunTime4Kids

the drawing and painting app

★★★★★ **Great fun!**

by Randa Aladib

This is a great app for kids who like being creative. You can use it to make fantastic pictures!

Positive points:

1 There are tools for painting and (1) **drawings** . My pictures look like real paintings and drawings!
2 You can send your pictures to your friends, and they can send you (2) **comments** .
3 You can upload (3) **photos** , too, and draw or paint on your photos.
4 You can (4) **print** the pictures easily.

Negative points:

1 It opens too slowly. I had to wait for two (5) **minutes** after I typed my password!
2 I couldn't (6) **upload** photos at first, but it's OK now.

2 **Read. Then answer the questions about the reviews on pages 26 and 27.**

1. Positive points: Randa Aladib, 4; Mariam Aljabi 2; Yousuf Alsayeh 2
2. Negative points: Randa Aladib 2; Mariam Aljabi 1; Yousuf Alsayeh 2

How to write... a review

Include:
- a short introduction
- positive and negative points
- *you*, e.g. *You can ..., It helps you ...*
- adjectives, e.g. *brilliant, expensive*
- adverbs, e.g. *cheaply*

1 How many positive points does each reviewer mention? And how many negative points?
2 What sentences can you find that use *you*?
3 What adjectives can you find?
4 What adverbs can you find?

3 **Write a review of an app or game. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

tip Writing

When you plan, make notes. You don't need to write sentences!

Starting the lesson

- Divide the class into small groups and give each one a sheet of paper.
- Explain that you will say a category (*sports, hobbies, devices, using the internet*) and each group has to write as many words associated with it as they can in thirty seconds.
- Have the groups read out their words. The group with the most words wins.

1 **Read the notes. Then complete the review.**

- Refer pupils to the *Writing tip* box.
- Check work as a class by writing answers on the board for pupils to check against.

Answer key 2 app, 3 groups, 4 simple/easy, 5 basic, 6 2/two Jordanian Dinars, 7 4/four, 8 private

2 **Make some notes to plan a review about an app or a game you use.**

- Ask pupils what kind of things they would write in a review.
- Pupils complete the activity in pairs. Have pupils read their notes to the class.

3 **Now write your review.**

- Have pupils complete the activity individually.
- Monitor and help where necessary.
- Have volunteer pupils read aloud their reviews to the rest of the class.

4 **Check your work. Tick (✓) the steps when you have done them.**

- Remind pupils to use the checklist once they have completed the writing process.

Finishing the lesson

- Place pupils in small groups and give each group a sheet of A5 paper. Explain that they have to make a colourful word cloud with their favourite words from the unit. Under it they have to write sentences with the words.
- Make a classroom display.
- Using the Summative questions technique, ask pupils if they are happy with their progress so far. Then ask how this unit has helped pupils progress as English learners.
- Congratulate pupils on completing the unit.

Language booster 1

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–2
- **Target language:** places in a town or city; prepositions; giving and asking for directions
- **Skills:** Reading, Speaking, Writing

Assessment for Learning

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

Materials

- Pupil's Book Page 28
- Activity Book Page 24
- a ball
- sheets of A4 paper, enough for each pupil
- stopwatch

Global Scale of English (GSE)

- **Reading:** Can follow short, simple written directions (e.g. go from X to Y) (GSE 27). Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (GSE 31). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Speaking:** Can say what's in a town (e.g. buildings, places) using basic words and phrases (GSE 32). Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions (GSE 40).
- **Writing:** Can write some familiar words (GSE 20).

Mapping

Topics	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 1: Society **Theme 6:** Recreation	**Listening:** deducing information for an oral or written task; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions **Speaking:** turn-taking in dialogues on simple themes **Reading:** skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text **Writing:** recording ideas and reflections of reading texts **Viewing and presenting:** Viewing visual information and showing understanding by asking relevant questions and discussing possible meanings	**Listening:** respond to questions before, during and after listening; take simple notes while listening **Speaking:** participate in dialogues on a variety of simple themes and take turns; narrate a short story, or a folktale or a fable using the appropriate tense **Reading:** preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text **Viewing and presenting:** demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; find own examples to share understanding of visual texts; discuss his/her own feelings in response to a range of visual messages

Starting the lesson

- Tell pupils they are going to talk about places in towns and cities. Have pupils say one town or city they have visited and why they liked it. Ask *What did you like about the city? Was it old or modern? Were there any interesting buildings? Which was your favourite? What is its history?*

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to places in a town or city and practise giving and asking for directions.

Practice

Pupil's Book

1 How many places in a town or city can you name?

- Set a stopwatch to one minute and have pupils think of as many places in a town or city as they can and write them in their notebooks. They share their ideas with the class. Write any useful words on the board.
- **Extension** Place pupils in pairs. One person says a definition of a place on the board and the other guesses what it is. Do an example first. Say *This is a place where people make things. (factory)*

2 LC1.1 Listen and read. Match the maps to the directions.

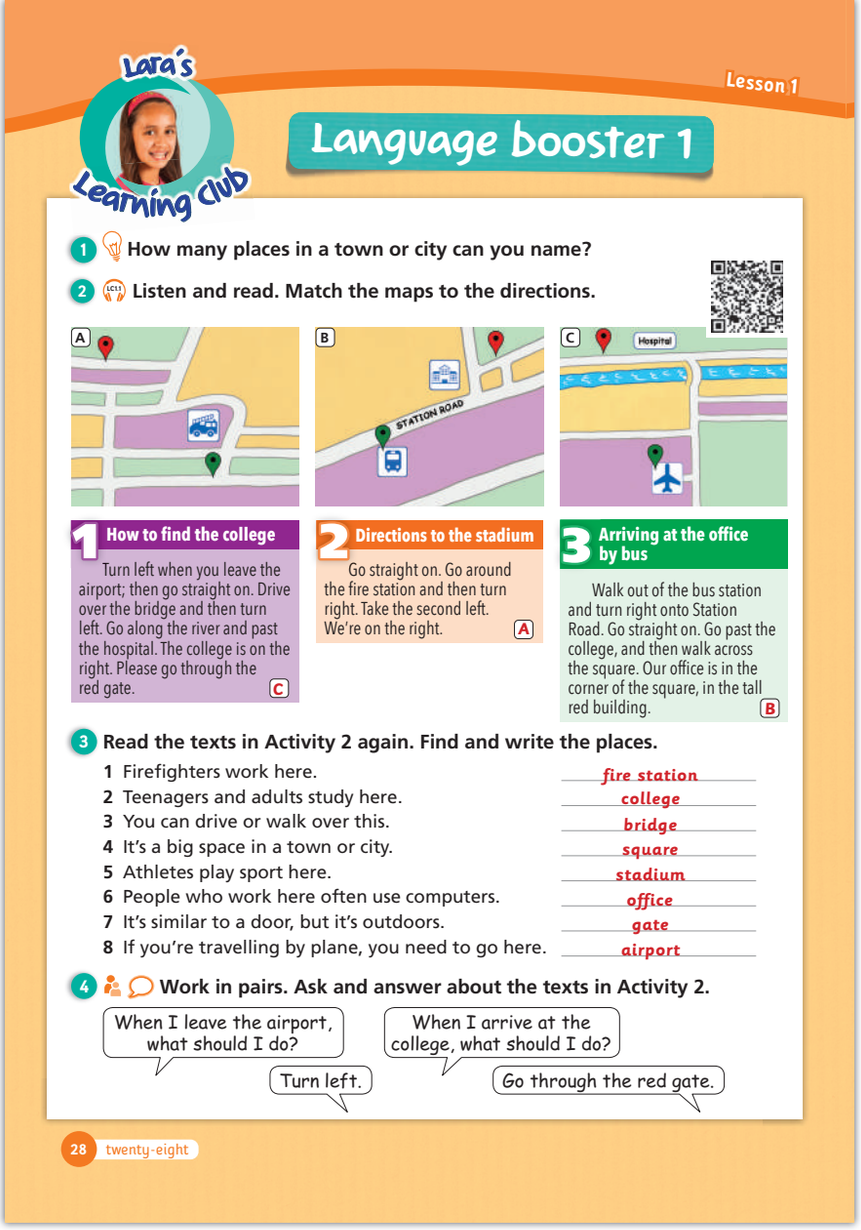
- Ask pupils to look at the three maps. Point out that the green symbol is where they need to start and the red symbol is where they need to go.
- Play the audio for pupils to listen and read along to. Play the audio again, pausing after each description for pupils to write the letter in the box. Check answers as a class.
- Use the Lollipop stick technique to have a pupil read out the descriptions. Then ask questions, e.g. *Where does the person start in 1? What does he/she walk past?*

3 Read the texts in Activity 2 again. Find and write the places.

- Explain to pupils that they have to find the answers in Activity 2.
- Pupils complete the activity individually and check answers with their partners.
- **Extension** Pupils draw a similar map to the ones in Activity 2 and write a description of how to get from A to B. Pupils place their work in their portfolio.

Extra activity **Fast finishers**

- Pupils copy one of the maps and draw the places that are mentioned in the corresponding texts but don't appear on the map.



4 Work in pairs. Ask and answer about the texts in Activity 2.

- Have volunteers read the exchanges. Point out that the exchanges are based on text 1, picture C.
- Have pupils work in pairs to complete the activity.
- Monitor and help pupils, making sure they are using the structures correctly.

Activity Book

1 Look and match.

- Elicit that the icons represent different places in a town.
- Pupils work individually to complete the activity. Check answers as a class. Have pupils read the complete words and say the number.
- Ask pupils to mime what people do in one of the places. The other pupils guess what place it is.

Answer key 2 square, 3 bridge, 4 office, 5 fire station, 6 college, 7 stadium, 8 gate

2 Read and complete the sentences.

- Read the words in the word box aloud.
- Pupils complete the activity individually. Use the Lollipop stick technique or the Basketball technique to ask pupils to read the answers aloud.
- **Extension** Pupils work in pairs to say who works in a college, fire station, airport and office.

Answer key 2 college, 3 airport, 4 office, 5 stadium, 6 square, 7 gate, 8 fire station

3 Read and draw the directions.

- Pupils complete the activity individually.
- Check answers as a class.

4 Read and circle the directions.

- Say a direction from Activity 3 and ask pupils to come and draw it on the board.
- Pupils read the speech bubbles and choose the correct direction. Check answers as a class.
- **Extension** Pupils write a description of a route that's familiar to them. Pupils place their work in their portfolios.

Answer key over, straight on, across, past, through

Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Language booster 1

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–2
- **Target language:** places in a town or city; prepositions; giving and asking for directions
- **Skills:** Reading, Listening, Writing, Speaking

Materials

- Pupil's Book Page 29
- Activity Book Page 25
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can follow short, simple written directions (e.g. go from X to Y) (GSE 27). Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Listening:** Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map (GSE 34).
- **Writing:** Can write basic instructions (e.g. how to draw or colour something) (GSE 39).
- **Speaking:** Can ask for directions on how to get somewhere on foot or by using public transport, using simple polite questions (GSE 40).

Assessment for Learning

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

Starting the lesson

- Review the places from the previous lesson. Say *This is a place where you can catch a plane. (airport)* Have pupils give definitions of other places.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to places in a town or city and give and ask for directions.

Practice

Pupil's Book

1 LC1.2 Listen and read. Answer the questions.

- Play the audio for pupils to listen and read along to. Ask pupils to read and answer the questions.
- Check answers as a class.
- Pupils work in groups of three. They read the dialogue in their groups. Then they can act out the dialogue for the class.

2 Look at the *Say it!* box. Then look at the pictures and complete the directions.

- Pupils look at the *Say it!* box. Make sure they understand the use of the imperative and the prepositions.
- Pupils complete the activity individually. Check answers as a class by having pupils read the correct sentences aloud.

Extra activity Fast finishers

- Hand out a sheet of A4 to each pupil. They draw a Treasure Map with a forest, a river and a bridge, a road and so on. They write instructions to find their treasure on their maps, e.g. *Walk through the forest. Go past the mountains.*
- Suggest pupils keep their work in their portfolios.

3 Work in pairs. Draw or find a map. Then take turns to ask for directions.

- Have two volunteers read the speech bubbles aloud. Make sure pupils know what to do.
- Pupils work in pairs and take turns to ask for directions using their maps.
- Monitor and help where necessary.

Show what you know

- Tell pupils they are going to think about what they have learnt in Lara's Learning Club pages. Pupils read and complete Lara's Reflection Box individually.
- In pairs, pupils ask and answer the questions giving an example to show what they know, e.g. *Can you say more places in a town or city? Yes, I can: car park, museum.*
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

1 LC1.3 Listen and look at the map. Start at A and follow the routes. Write *B*, *C*, *D* or *E* below.

- Pupils look at the map. Ask pupils what places they can see.
- Play the audio and pupils listen and write the letters. Play the audio again for pupils to check their answers.

1 Start at A. Go straight on and go over the bridge. Go straight on again and go past the stadium. It's on your right. Where are you? B, C, D or E?
2 Start at A. Turn left and go straight on. Go around the college and turn right. Go straight on. Where are you? B, C, D or E?
3 Start at A. Turn right then take the second left. Walk across the park. Where are you? B, C, D or E?
4 Start at A. Go straight on. Go over the bridge and turn right. Walk along the river. It's on your left. Where are you? B, C, D or E?

Answer key 1 C, 2 B, 3 E, 4 D

2 Look at the map in Activity 1 and complete the directions. Start at A.

- Ask a volunteer to read out the first speech bubble. Have pupils find the office on the map. Then imagine the route from A to the office.
- Pupils complete the activity individually.
- Check answers as a class. Have pupils read out their directions. Ask the rest of the class *Do you agree? What do you think?*

Answer key 1 straight on; 2 left, left; 3 right, left, along, right

3 Write directions to the fire station. Start at A.

- Pupils look again at the map in Activity 5. Use the Traffic light cards technique to check pupils understand what they have to do.
- Pupils write the directions and then read out their answer to the class.
- **Extension** In pairs, pupils write the directions to the other places.

Answer key (Suggested answer) Go straight on. Go over the bridge. Take the first left. Walk past the stadium. The fire station is on your right.

1 LC1.2 Listen and read. Answer the questions.

1 Where is Ali trying to go?
to the stadium to meet a friend
2 Where is he at five o'clock?
at the big gate

Ali: Excuse me. Can you tell me where the stadium is, please?

Man: Yes. Go across the road and go over the bridge. Turn left and walk along the river, then take the second right. Then you'll see the stadium. It's very big!

Ali: Thank you. Bye!



Ali: Hi, Imad. I'm at the stadium now. Where are you?



Imad: Hurry, it's five o'clock! Go through the big gate and turn left.

Ali: OK … I'm going through the gate now … and I'm turning left.

Imad: Now go straight on along the corridor. I'm in front of you!

Ali: Oh, yes! I can see you!

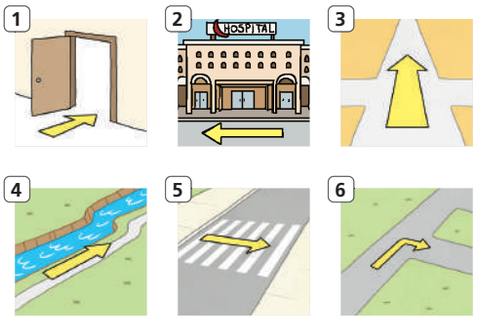
Say it!

Turn left/right.
Take the first/second/third on the left/right.
Go straight on/along the road/through the gate/around the fire station/past the college/over the bridge/across the square.

2 Look at the *Say it!* box. Then look at the pictures and complete the directions.

past across right along through straight on

1 Go t*hrough* the door.
2 Go *pas*t the hospital.
3 Go *straigh*t *on*.
4 Go *alon*g the river.
5 Go a*cross* the road.
6 Take the first r*ight*.



3 Work in pairs. Draw or find a map. Then take turns to ask for directions.

Excuse me. Can you tell me where the college is, please?

Yes, of course. Go along Main Street and take the second right. The college is on the left.

Show what you know

Can you say more places in a town or city? ☐
Can you understand directions? ☐
Can you use a map and give directions? ☐

Finishing the lesson

- In pairs, pupils write three things they enjoyed about today's lesson and one thing they didn't. Pupils share their thoughts with the class.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Think like a scientist!

Objectives

- **Lesson aims:** to learn how to classify sports
- **Target language:** *goal-scoring game, racket game, field game, halfway line, shuttlecock*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 30
- sheets of A4 paper, enough for each pupil
- index cards
- fly swatter
- pencils, scissors, glue, hard paper
- images of tree diagrams

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can understand the main information in basic diagrams related to familiar topics (GSE 37).
- **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: Summative questions technique

Starting the lesson

- Write some of the sports from Unit 1 on the board. Tell pupils you will point to a word for them to say.
- Have pupils form a line in front of the board. Explain that you will say a word for them to swat and mime.

Presentation

- Explain that in this lesson pupils will learn how to make a tree diagram and classify sports.

Key search words

sports rules, tree diagrams, types of sports

Practice

Pupil's Book

1 Think What do you know about sports? Can you think of ways to classify them?

- Ask pupils to say a team sport or a sport that is played with a partner and write them on the board.
- Point to a sport and ask pupils to say how it is played, how many people play it and what equipment is needed.
- Define the term *classify* (to put things in a group).
- Ask pupils if they know different terms we use to describe sports *(team, group, indoor, outdoor)*. Write them on the board.
- Ask pupils to name sports for each of the terms. Write them under each term.
- Tell pupils they have just classified a few sports.
- Explain that each group of classification has more areas added to it, e.g. *team sports, big/small team.*

2 Learn LC1.4 Listen and read. How can we classify games?

- Write *goal-scoring game, racket game, field game, halfway line, shuttlecock* on the board.
- Ask pupils which of these words and phrases they know.
- Elicit or explain the meaning of unknown words or expressions.
- Play the audio.
- **Extension** Put pupils in pairs. Ask them to think of *goal-scoring, racket* and *field games.* Pupils make lists of these games.
- Pupils share their ideas with the class.

Diversity

Support

- Ask pupils to look at the tree diagram and then read the text. Pupils underline the sports words in the text, e.g. *goal-scoring games, racket games, field games, played with a ball, goal.* Then pupils read the text and write the sport presented in the tree diagram, next to the matching sentences, e.g. *Goal-scoring games are when one team goes over the halfway line to score a point or a goal – basketball.*

Challenge

- Pupils read the text and say three things about it by heart.

Extra activity Critical thinking

- Ask pupils to think about other things we can classify *(animals, plants)*. Ask pupils to think of two animals. Ask *What kind of things would you classify them in? Is it a mammal or a reptile? Does it have wings? Is it wild or domestic?* Pupils share their ideas. Write ideas on the board. Repeat for plants.

3 Check Look at this tree diagram with the three types of games. Then identify the game.

- Show pupils the examples of tree diagrams. Explain that we put the name of the group we are trying to classify at the top, followed by a sub category. This is then further broken down to make the classification a little more specific.
- Use the Traffic light cards technique to check understanding.
- Pupils work in pairs to answer the questions. Check answers as a class.

Extra activity Creativity

- Place examples of tree diagrams on the board. Put pupils in small groups. Give each one a sheet of A4 paper. Ask them to make a tree diagram using the one in Activity 3 as an example. Tell them to add one more sport to each category. Tell pupils that they cannot add one to badminton and cricket. *(basketball, soccer; hockey, polo; tennis, table tennis; badminton, -; baseball, soft ball; cricket, -)*

4 Why do you think it's helpful to put classifications in a tree diagram?

- Have a class discussion on how tree diagrams are helpful.

Finishing the lesson

- Give pupils six index cards each. Have pupils write three different sports on each.
- In pairs, pupils show the card to their partner who has to say what type of sport it is, e.g. *goal-scoring, field, racket.*
- Use the Summative questions technique to ask pupils what they liked about this lesson. Ask pupils how confident they feel classifying sports on a scale of 1–5.

Lara's Learning Club

Think like a scientist!

How can we classify sports?

Think **1** **What do you know about sports? Can you think of ways to classify them?**

Learn **2** LC1.4 **Listen and read. How can we classify games?**

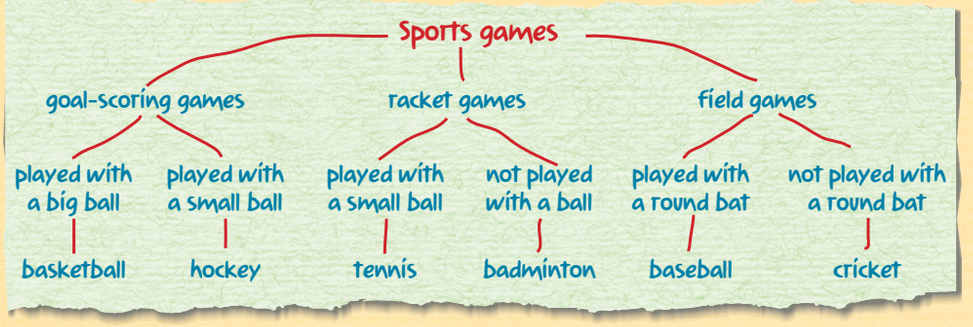
goal-scoring games, racket games and field games

Sports can be classified in many different ways. One way is to classify them into different types of games.

Games can be grouped into three classifications. These are **goal-scoring games**, **racket games** and **field games**. Goal-scoring games are when one team goes over the **halfway line** to score a goal or a point. Racket games are when a player uses a racket to hit a ball or **shuttlecock** over a net to try to win a point. Field games are games with one team hitting a hard ball with a bat to get runs. The other team tries to catch the ball and get the other team out.



Check **3** **Look at this tree diagram with the three types of games. Then identify the game.**



1 You play it with a small ball and hit it over a net. tennis
2 You hit a small, hard ball with a round bat and run. baseball
3 You play it with a big ball and try to go over the halfway line. basketball
4 An example of this type of game is hockey. goal-scoring games
5 An example of this type of game is baseball. field games
6 An example of this type of game is badminton. racket games

4 **Why do you think it's helpful to put classifications in a tree diagram?**

We can easily/quickly see/read/understand ...

Think like a scientist!

Objectives

- **Lesson aims:** to reinforce classifying sports
- **Target language:** *swimming, beach volleyball, badminton, baseball, hockey, table tennis*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 31
- sheets of A4 paper or bigger, enough for each pupil
- pictures of swimming, beach volleyball, baseball, badminton, hockey, table tennis
- Resource 29

Global Scale of English (GSE)

- **Reading:** Can understand the main information in basic diagrams related to familiar topics (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' Learning: Happy/Sad face technique; Stop/Go technique
- Peer learning: Expert envoy technique; pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Explain that you will say a sport for pupils to classify, e.g *goal-scoring*, *field* or *racket*. Say *tennis*. Elicit *racket*. Continue with a few sports.
- Place pupils in pairs and have them continue.

Presentation

- Explain that in this lesson pupils will classify more sports.
- Ask pupils to think of different indoor and outdoor sports.

Key search words

field games, goal-scoring games, racket games, indoor sports, outdoor sports; swimming, beach volleyball, badminton, baseball, hockey, table tennis

Practice

Pupil's Book

1 Let's practise! Look at these different sports. Identify them with the identification key below. Can you find out which sport goes in each of the boxes?

- Show pupils pictures of swimming, beach volleyball, badminton, baseball, hockey, and table tennis. Ask pupils if they know any of these sports and activities.
- Ask pupils if they have ever tried any and, if so, how they played them.
- Have pupils look at the tree diagram and say what words they think can go in the empty boxes.
- Explain that pupils have to complete the tree diagram. Use the Happy/Sad face technique to check understanding. Pupils complete the activity in pairs.
- Check answers as a class.
- **Extension** Have pupils explain their answers.

Diversity

Support

- Write on the board different categories pupils can put sports in. Under each category, ask pupils to name sports. Write them on the board.

Challenge

- Put pupils in pairs. They make two classified lists of sports to present to the class.

2 What other sports could you put in the boxes in the key?

- Ask pupils to think of the answers in pairs.

Show what you know

Make a sports identification key.

- Put pupils in small groups using the Expert envoy technique. Give each group a sheet of A4 or bigger paper.
- Explain to pupils that they will now make their own tree diagram with sports of their choice and can classify them as they like.
- Pupils look at the activity. Use the Stop/Go technique to check understanding.
- Tell pupils to first think of how they will classify their sports, e.g. Will they be *indoor, outdoor, goal-scoring, racket, field games,* etc.
- Ask pupils what other categories they can classify sports in, e.g. *summer, winter, Olympic, non-Olympic, team, solo, extreme.*
- Read through the steps up to 4. Tell pupils to focus on these for now.
- Once pupils have completed these steps, read out the next set of steps (5–7) and have pupils complete the activity.
- Ask groups to present their work to the class.

Extra activity Fast finishers

- Have pupils write a paragraph about their favourite sport using new words from this and the previous lesson, e.g. *indoor, outdoor, field,* etc.

Extra activity Creativity

- Give each pupil a sheet of A4 paper. Have them make a poster about three of their favourite sports. They draw them or use pictures. Around them they write different words that describe them, e.g. *field sport, round ball, indoor,* etc. Make a classroom display.

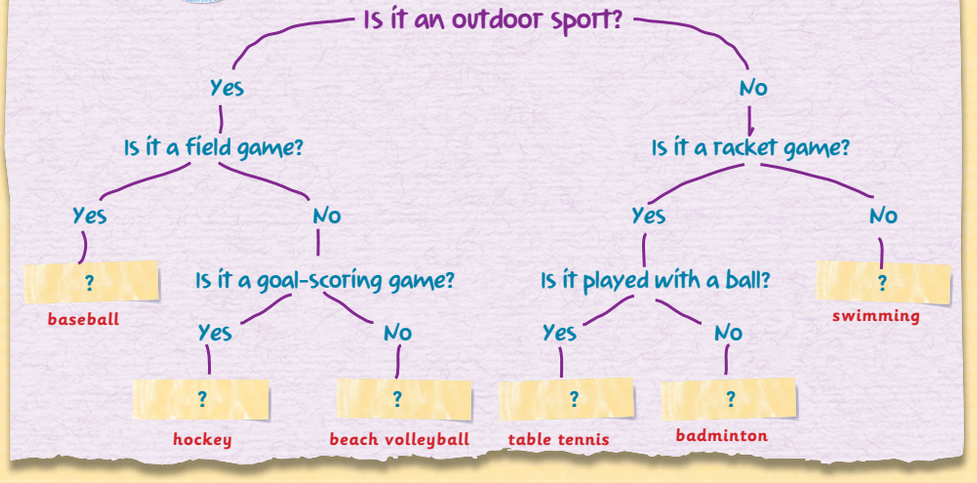
Finishing the lesson

- Using the Summative questions technique, ask pupils *What new information did you learn in this lesson? How do you think it will be useful?*

Let's practise!

1 **Look at these different sports. Identify them with the identification key below. Can you find out which sport goes in each of the boxes?**

swimming · beach volleyball · badminton · baseball · hockey · table tennis



2 **What other sports could you put in the boxes in the key?**

Show what you know

Make a sports identification key.

1 In groups, brainstorm six sports you'd like to classify.
2 Write down five questions to identify the sports.
3 Draw a key with your questions. Write *Yes*/*No*, and draw lines and boxes.
4 Check that the questions and answers match the sports.
5 Give your key to another group to answer.
6 Be ready to describe your key to a different group.
7 Use the ideas on the right to help you.

The groups are ... and ...

We've classified ... into two groups.

Examples of ... are ... and ...

Mapping

Topics

Theme 1: Society **Theme 2**: Culture
Theme 7: National identity and World affinities

Scope and Sequence Matrix

Listening: deducing information for an oral or written task; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions; detecting the sequence of events in a story; using clues to understand unfamiliar words when listening

Speaking: turn-taking in dialogues on simple themes; describing objects, people and places using adjective clauses; narrating short stories; describing processes and experiences

Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text; identifying different parts of speech; reading very short simple fiction and non-fiction texts with confidence and enjoyment

Writing: writing a paragraph on a familiar topic; writing a simple descriptive or narrative text

Viewing and presenting: Reviewing visual information and showing understanding by asking relevant questions and discussing possible meanings; responding to questions and discussing own feelings in response to a range of visual messages



Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; take simple notes while listening; extract information to accomplish a physical, oral or written task; identify the topic, setting, participants and plot of oral stories; make inferences when listening

Speaking: participate in short simple dialogues; use clues to understand unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions in order to seek help, get information, or clarify something; talk with fewer instances of hesitation (rehearsing roles); participate in dialogues on a variety of simple themes and take turns; use adjective clauses to produce complex sentences; pronouncing the schwa sound in unstressed syllables

Reading: preview a text and make predictions about its content; skim a text for general idea(s); use graphics and contextual clues to guess meanings of unfamiliar words or phrases; use fix-up strategies to assist in comprehension; identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text; scan a text for specific details; retell key details of a reading text; describe the connection between characters, events, ideas or pieces of information in a text; use illustrations and details in a text to describe its key ideas; identify the setting, characters, and main events in literary texts; identify the word in a text whose meaning is given

Writing: use writing strategies of brainstorming, planning, drafting, and editing; write a well-organised paragraph with introductory, development and concluding sentences; write short descriptive and narrative texts; use various sentence structures (simple, compound, complex); apply knowledge of the conventions of English; edit a written text for errors of spelling, punctuation, use of vocabulary and grammar; write a paragraph on a familiar topic for a specific audience

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; respond to questions related to the visual text; make connections to one of the six course themes; use posters or PowerPoint to present ideas and opinions orally on a variety of topics

Unit objectives

to talk about places and buildings and parts of buildings

Language

Vocabulary	**Places and buildings** *apartment building, castle, factory, harbour, hospital, office building, palace, skyscraper, sports centre, stadium, swimming pool, tower* **Parts of buildings** *ceiling, corner, corridor, entrance, escalator, exit, floor, lift, roof, stairs, steps, wall*
Grammar	Relative pronouns Past continuous
Functions	*It's upstairs / on the left / the first door; Go through / straight ahead / along the corridor / around the corner; Take the lift*
Pronunciation	Unstressed words and syllables

Key competences

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

Mathematical, science, technological competences: research a project on the internet (L. 8)

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

Social and civic competences: learn to give directions (L. 9)

Cultural awareness and expression: learn to be creative (L. 1, 2, 9, 10, 11 and 12); 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. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 9–12)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2, 6 and 7); Defining and describing (L. 1–12); Finding information (L. 1–12); Planning (L. 3, 4, 6 , 7, 11 and 12); Reflecting on learning (L. 1–12)
Creativity	Making a tourist brochure about an ancient city (L. 8)
Communication	Talking about buildings and places in a building (L. 1, 6 and 7); Giving directions (L. 9); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Dialogue (L. 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 3 Test

Vocabulary

Objectives

- **Lesson aims:** to identify places and buildings
- **Target language:** *apartment building, castle, factory, harbour, hospital, office building, palace, skyscraper, sports centre, stadium, swimming pool, tower*
- **Skills:** Speaking, Reading, Writing

Materials

- Pupil's Book Pages 32–33
- Activity Book Page 26
- a ball
- sheets of A4 paper, enough for each pupil
- strips of paper, enough for three per pupil
- a bag or a box
- Resource 3 A

Global Scale of English (GSE)

- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about a familiar place in a basic way (GSE 33). Can give simple reasons to explain preferences, given a model (GSE 35). Can talk about an event in the past using fixed expressions, given a model (GSE 37).
- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Give pupils three strips of paper each and ask them to write a word from the previous units on each one.
- Divide the class into small groups and have each pupil place the strips of paper in a bag or a box.
- Explain that they each draw a strip and ask a member of their team to define or mime the word.

Presentation

- Explain that in this lesson pupils will learn about places and buildings.
- Direct pupils to the unit objectives at the bottom of the page and have them read them. Ask pupils which part of the unit they are looking forward to.

Practice

Pupil's Book

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

- Ask pupils to look at the pictures on page 32 and say how many of these places they know and what they do there.
- Use the Lollipop stick technique to have a pupil read the sidebar content.
- Place pupils in pairs and have them discuss the WOW! Question for two minutes. Have pupils share their ideas with the class.
- **Extension** Place pupils in pairs. Have them write a few sentences about which of the places on page 32 they last visited and what they did there.

Extra activity **Critical thinking**

- Use the Thought-provoking questions technique to have a short class discussion on whether it's important to have beautiful buildings in a city or town, or to have practical ones even if they aren't nice to look at.

2 3.1 Look and match. Then listen, check and repeat.

- Say all the words at random for pupils to point to their corresponding pictures. Use the Lollipop stick technique to have a pupil describe or say something about the pictures.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Play the audio for pupils to listen, check and repeat.

Diversity

Support

- Have pupils spell the new words as you write them on the board. Then, point to a word and have the class spell and say the word chorally.

Challenge

- Have pupils use the new vocabulary to write sentences about their city or town. Pupils read their work to the class.

3 3.2 Listen and read. Do the WOW! Quiz and write the places.

- Play the audio for pupils to read along to.
- Pupils compare answers with a partner.
- Check answers as a class.
- **Extension** Place pupils in pairs. Have them write three incorrect statements about the text to read to their partners who have to correct them.

4 Work in pairs. Look at the places in Activity 2. Answer the questions.

- Pupils work in pairs to complete the activity.
- Check answers as a class.

5 Play a guessing game about places you have visited. Can your partner guess the answer?

- Use the Lollipop stick technique to bring a pupil to the front of the class to model the activity.
- Pupils play the game. Tell them that they can use their books if necessary.
- **Extension** In pairs, pupils play a miming game about places. One pupil mimes a building or place and the other asks Yes/No questions to guess it.

Activity Book

1 Read the clues and complete the crossword.

- Pupils work individually to complete the activity.
- Check answers as a class.

Answer key 2 palace, 3 tower, 4 skyscraper, 5 factory, 6 harbour, 7 stadium, 8 castle

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

2 3.1 **Look and match. Then listen, check and repeat.**

castle 5 harbour 11 stadium 7 tower 6 skyscraper 2 factory 4 hospital 8
palace 10 swimming pool 12 sports centre 9 office building 3 apartment building 1



3 3.2 **Listen and read. Do the WOW! Quiz and write the places.**

WOW! Quiz Guess the places!

1 **Arlo** 5 minutes ago **hospital**
I stayed there last year. I can remember the smell. The doctors and nurses were kind, but I wasn't happy at that time. I couldn't play volleyball or football. I wanted to go home.

2 **Faisal** 1 hour ago **skyscraper**
This is the tallest building in the city. I like going there to do photography. There's a café at the top and you can go outdoors. On a sunny day you can see the whole city, but don't look down!

3 **Lara** 7 minutes ago **castle**
I love this place. It's so old. You can climb to the top of a tower. Sometimes people dress up as characters from history here. It's great for history projects.

4 **Alia** 3 hours ago **factory**
My classmates and I visited this place last summer. We saw how to make chocolate. The smell was delicious. There were a lot of people working there. I'd like to work there, too!

4 **Work in pairs. Look at the places in Activity 2. Answer the questions.**

1 Which places can people live in? *apartment building, skyscraper, castle, tower and palace*
2 Which places do people work in? *skyscraper, office building, factory, tower, stadium, hospital, sports centre*
3 Which places are for sports? *stadium, sports centre, swimming pool*
4 Which places are in your town or city? *pupils' own answers*

5 **Play a guessing game about places you have visited. Can your partner guess the answer?**

There were so many people in this place. The match was exciting.
Were you at the stadium?
Yes, I was! Your turn.

2 **Complete the places in a city.**

- Have a pupil say what they see in the picture.
- Explain to pupils that these are compound nouns.
- Pupils work in pairs to complete the activity.
- Check answers as a class.

Answer key 2 shop, 3 centre, 4 pool, 5 centre, 6 station, 7 building, 8 office

3 **Read the *I'm learning* box. Then write the definitions.**

- Ask a volunteer pupil to read aloud the *I'm learning* box.
- Pupils work individually to complete the activity.
- Monitor and help where necessary.
- Check answers as a class.

Answer key (Suggested answers) 2 A sports centre is a place where you can do sports and exercise.; 3 An office building is a place where people work.; 4 A shopping centre is a place where you can buy different things.; 5 A bookshop is a place where you can buy books.; 6 A swimming pool is a place where you can go for a swim.

4 **Write about three or more places near your home. What can you do there? Use words from this lesson and your own ideas.**

- Pupils write the sentences in the their notebooks.
- Monitor and help where necessary.
- Have pupils read their sentences to the class.

Finishing the lesson

- Use the Summative questions technique to ask pupils how this lesson has helped them with their English.

Objectives

- **Lesson aims:** to read and interpret a dialogue
- **Target language:** *Right. No way! Hey, look!*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 34
- Activity Book Page 27
- a ball
- sheets of A4 paper, enough for each pupil
- different maps

Global Scale of English (GSE)

- **Reading:** Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story if guided by questions (GSE 35). 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). 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; Basketball technique; Yes/No technique
Peer learning: pairwork; groupwork; Three facts and a fib technique
Independent learning: Summative questions technique; portfolio

Starting the lesson

- Define new words from the previous lesson for pupils to guess.

Presentation

- Explain that in this lesson pupils will read a dialogue about two children looking for a place and learn new expressions.
- Write *Right. No way! Hey, look!* on the board.
- Ask pupils if they've ever used these expressions.

Practice

Pupil's Book

1 3.3 Listen and read. Which places do Faisal and Arlo talk about?

- Ask pupils what they do if they don't know where a place is.
- Play the audio for pupils to read along to. Elicit the answers.
- **Extension** Ask pupils what type of maps they like to use (digital or paper) and why. Discuss the advantages and disadvantages of both.

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

- Using the Yes/No technique, ask pupils if they have understood the text in order to continue with this activity. Check any problems.
- Pupils complete the activity in pairs. Check answers as a class.
- **Extension** Pupils make three questions about the text to ask their partners.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

- Pupils work in pairs to complete the activity.
- Ask pupils to raise their hands when they have found all the expressions. Choose random pupils to read the exchanges using the expressions aloud.
- Use the Lollipop stick technique to have pairs come to the front and act out the dialogues.

Diversity

Support

- Play the audio and pause after each expression. Pupils repeat using the same intonation. Write the words on the board. Give pupils some situations for them to choose the correct expression, e.g. *We will listen to the audio again. (Right.) I've never seen a stadium. (No way!) (Hey, look!) It's raining!*

Challenge

- Pupils write three short dialogues with the new expressions to read to the class. Pupils place their work in their portfolios.

4 Viewing and presenting Choose five places that you have been to in your town or city. Make a list. Share it with the class.

- Pupils work individually to complete the activity.
- Choose pupils to share their lists with the class using the Lollipop stick technique or the Basketball technique.

Extra activity Creativity

- Place pupils in pairs. Give each pair a sheet of A4 paper. Show the class the different maps. Have pairs draw a map of their city, town or an imaginary place with five or six different places from the new vocabulary on it. Pupils write a few sentences about their maps and present their work to the class. Make a classroom display.

Activity Book

1 3.4 Read and complete the sentences from the dialogue on Pupil's Book page 34. Who said them? Write. Then listen and check.

- Have pupils read the word box and prompts before completing the activity.
- Pupils work individually to complete the activity.
- Play the audio to check answers.

Answer key 2 Arlo, hospital; 3 Faisal, behind; 4 Arlo, place; 5 Faisal, remember

2 Read the dialogue again and circle *T* (true) or *F* (false). Explain your answers.

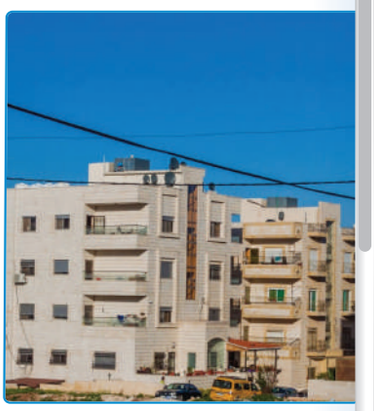
- Pupils complete the activity individually.
- Make sure pupils are explaining their answers.
- Have pupils read their answers to the class.
- Write the explanations on the board if necessary.

Answer key 2 T – Arlo went to hospital in April.; 3 T – They went to a chocolate factory.; 4 T – The doctors and nurses were really nice.; 5 F – They saw the stadium on the street map. It was right behind them.

3 3.5 Read and complete the dialogues. Then listen and check.

- Pupils work individually to complete the activity.
- Play the audio to check answers.
- Place pupils in pairs and have them practise reading the dialogues.

Answer key 2 Hey, look!, 3 Right., 4 Hey, look!, 5 Right., 6 No way!



Faisal: Oh, dear! Where's the stadium? We went past the apartment building where Alia lives.
Arlo: Right. And then we saw the sports centre where I learnt to swim.
Faisal: I don't believe it! We're going to be late for the football match.
Arlo: I think it's this way. It's near the hospital where I went in April.
Faisal: I don't remember the time when you went to hospital.
Arlo: Really? It was the day when we went to the chocolate factory. I was sick. Remember?
Faisal: Oh, yes. I remember. You weren't the only child who ate too much chocolate!
Arlo: I didn't like it in hospital. The doctors and nurses were really nice, but I couldn't play sports for a long time after.



Faisal: Hey, look! There's a map.
Arlo: Oh, yes! We're here and ... What's this big place?
Faisal: Oh! It's the place that we're looking for! The stadium is right behind us!
Arlo: No way!

1 3.3 **Listen and read. Which places do Faisal and Arlo talk about?**
stadium, apartment building, sports centre, hospital, factory

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

1 Where does Alia live?
She lives in an apartment building.
2 What did Arlo learn at the sports centre?
He learnt to swim.
3 Why did Arlo go to hospital?
He was sick because he ate too much chocolate.
4 Are they far from the stadium?
No, it's right behind them.

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

Right. No way! Hey, look!

1 (...) There's a bus stop. / Oh, yes!
2 So, we've answered the first question. / (...)
3 I played football in that stadium. / (...)

4 Viewing and presenting **Choose five places that you have been to in your town or city. Make a list. Share it with the class.**

I've been to the hospital. It was the place where I first saw my baby brother.
I went to the stadium when I was ten.

4 **Work in pairs. Write another dialogue for each expression. Then act out the dialogues.**

- Pupils work in pairs.
- Pupils present their dialogues to the class.

Finishing the lesson

- Use the Three facts and a fib technique to have pupils talk about today's lesson.
- Use the Summative questions technique to have pupils discuss what they think about today's lesson, what they've managed to learn and where they had difficulties.

Grammar

Objectives

- **Lesson aims:** to learn and use relative pronouns
- **Target language:** *who, where, that/which, when*
- **Skills:** Listening, Writing

Materials

- Pupil's Book Page 35
- Resources 7 and 19

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (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
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Give pupils thirty seconds to write as many sentences as they can using the grammar covered in previous units.

Presentation

- Explain that in this lesson pupils will learn relative pronouns.

Practice

Pupil's Book

1 Look back at the dialogue in Lesson 2. Complete these sentences.

- Pupils complete the activity individually.
- Check answers as a class.

2 Read the grammar table. Then read the rules and circle the correct options.

- Pupils work individually to complete the activity.

3 Read the dialogue in Lesson 2 again. Find and underline examples of relative pronouns.

- Have pupils work in pairs to complete the activity.
- Use the Lollipop stick technique to check answers.

4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

- Pupils work individually to write questions. Monitor and help.
- Place pupils in pairs and have them ask and answer.

5 3.6 Listen and choose the correct answers.

- Play the audio with pauses for pupils to answer the questions.



Mazen: Hey, Khalil, do you want to come into town with me and Mum on Saturday?
Khalil: Er … maybe, what are you going to do, Mazen?
Mazen: Well, we want to go shopping, then we're going to the museum where there's a new technology exhibition.
Khalil: Is that in the old museum that's opposite the library?
Mazen: No, the new museum that's next to the office building where Dad works.
Khalil: Right! That's the place where there's a cafe, too.
Mazen: Yes! And Mum knows Amina. She's the person who works in the cafe at the museum. She says it's really good. We can have some food there after the exhibition.
Khalil: Sounds good, but hey, how does Mum know her?
Mazen: She's the friend who Mum met at the sports centre. They go swimming together. She came to our house once, remember?
Khalil: No, I've never met her.
Mazen: Oh, that's right. She came on the day when you were at the hospital.
Khalil: Oh, you mean the time when I broke my finger?
Mazen: Yeah.
Khalil: So, how are you going to get there?
Mazen: Dad's driving us. The exhibition opens at 2.30.
Khalil: OK. I don't want to go shopping so I'll go by bus and meet you there at 2.15.
Mazen: OK. I'll tell Mum.

6 3.7 Listen again and say *True* or *False*. Then say why.

- Pupils try to answer the questions before listening again.



7 Play a definitions game. Write a definition of a place, person, animal or thing without saying the word. Can your partner guess the word?

- Monitor and help where necessary.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils how successful their learning is so far. Invite pupils to share tips.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to practise relative pronouns
- **Target language:** *who, where, that/which, when*
- **Skills:** Listening, Writing

Materials

- Activity Book Page 28

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

1 **Look back at the dialogue in Lesson 2. Complete these sentences.**

1 The hospital is the place where … *Arlo went when he was sick.*
2 They saw the apartment building where … *Alia lives.*
3 Arlo remembers the doctors who … *were very kind.*
4 He went to hospital on the day when … *they visited the factory.*
5 The stadium is the place that … *they are looking for.*

2 **Read the grammar table. Then read the rules and circle the correct options.**

Grammar

Relative pronouns		
He's the doctor	who	Arlo saw in the hospital.
A stadium is a place	where	you can watch sports matches.
What's the book	that/ which	you want to read?
I remember the time	when	you went to hospital.

We use *that* or ***which*** / ***who*** for things.
We use ***where*** / ***which*** for places.
We use ***when*** / ***who*** for time.
We use ***where*** / ***who*** for people.

3 **Read the dialogue in Lesson 2 again. Find and underline examples of relative pronouns.**

4 **Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.**

Which building did they go past?
They went past the apartment building where Alia lives.




5 **Listen and choose the correct answers.**

1 Where's the new museum?
a opposite the library
b next to the office building
c next to the café
2 Amina is the person who
a works at the sports centre.
b works at the library.
c goes swimming with Mazen's mum.
3 How is Khalil going to get there?
a by car **b** by bus c by bike
4 When is Khalil going to meet them?
a at 2.30 **b** at 2.15 c at 2 o'clock

6 **Listen again and say *True* or *False*. Then say why.**

1 They're seeing an art exhibition. *False. They're seeing a technology exhibition.*
2 The café is in the sports centre. *False. The cafe is next to the office building.*
3 Mazen's mum says the café is really good. *False. Amina/The waitress who works there says it's really good.*
4 Khalil wasn't at home when Amina came to the house. *True. He was at the hospital.*
5 The exhibition opens at 2.30. *True.*

7 **Play a definitions game. Write a definition of a place, person, animal or thing without saying the word. Can your partner guess the word?**

It's a place where you go when you are very sick.
It's a person who …
It's a thing which …
It's a day when …

Starting the lesson

- Ask pupils to explain the new grammar in their own words.

Practice

1 **3.8 Listen and tick (✓).**

- Pupils complete the activity individually.
- Play the audio. Check answers as a class.

Huda: Hi, Nadia! So, you're going to Rome this year! Is that right?
Nadia: Hi, Huda. Italy? No, I'm going to France. I went to Italy last year.
Huda: Oh, lucky you! And are you going with your mum and dad?
Nadia: Only with my dad this time. My mum's really busy with work.
Huda: Oh, that's a shame. Are you going to go quite soon?
Nadia: Yes, we're travelling in May. I wanted to go in July, but Dad says it's too busy then.
Huda: Are you staying in a hotel?
Nadia: We don't need a hotel. My aunt has a flat near Paris, so we can stay with her.
Huda: Oh! I love Paris. Send me a photo of the Eiffel Tower.
Nadia: Oh, we're not going into Paris this time. But I can send you photos of the royal palace in Versailles. I haven't been there yet!

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

2 **Circle the correct relative pronouns.**

- Pupils complete the activity individually. Check answers as a class.

Answer key 2 that, 3 where, 4 when, 5 which

3 **Complete the sentences. Use relative pronouns.**

- Pupils complete the activity in pairs. Check answers.

Answer key 2 who are always there for you; 3 that/which you should use carefully; 4 when it sometimes snows; 5 who sells fruit and vegetables

4 **Write sentences with relative pronouns. Use the words below and your own ideas.**

- Pupils work individually to complete the activity. Monitor and help where necessary.
- Have volunteers read aloud their sentences.

5 **Compare your sentences from Activity 4 with your partner.**

- Pupils compare their sentences in pairs.
- Invite volunteers to read aloud their sentences for the class.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar.

Objectives

- **Lesson aims:** to read and interpret a mystery story
- **Target language:** compound nouns
- **Skills:** Reading, Writing

Materials

- Pupil's Book Page 36
- Activity Book Page 29
- a ball
- sheets of A4 paper, enough for each pupil
- strips of paper

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can understand the order in which events happen (eg. in diary entries or a story) (GSE 41). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Writing:** Can begin and end a simple story using an appropriate fixed expression (GSE 41).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Happy/Sad face technique
Peer learning: pairwork; groupwork
Independent learning: Summative questions technique; portfolio

Starting the lesson

- Ask pupils what type of texts they have read so far in the previous two units.
- Have pupils say what they remembered from the cartoon story and the poem.

Presentation

- Explain that in this lesson pupils will read a mystery story.
- Ask pupils if they've ever read a mystery story and what it was about.
- **Extension** Ask pupils what plots mystery stories have.

Practice

Pupil's Book

1 Before you read Today's Book Club text is a mystery story. Look and circle the words that describe a mystery story.

- Pupils do the activity individually.
- Check answers as a class.
- **Extension** Ask pupils why they think mystery stories are popular.

2 3.9 Listen and read. Then answer the questions.

- Play the audio for pupils to read along to.
- Tell pupils to note anything they don't understand as they read through. Explain where necessary after the audio.
- Use the Lollipop stick technique or the Basketball technique to check answers.
- **Extension** Use the Happy/Sad face technique to quiz pupils on the text by making different statements about it.

3 After you read Activity Book, page 29.

- Pupils turn to page 29 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Discuss in groups.

- Place pupils in groups and have them discuss the questions.
- Ask groups to share their ideas with the class.

5 Viewing and presenting Work in groups. Plan and write a different ending to the story. Share it with the class.

- Ask pupils if they like the ending to the story.
- Have a class discussion about what other endings this story could have.
- Place pupils in small groups. Have pupils complete the activity and choose a group member to share it with the class.

Extra activity Creativity

- Place pupils in small groups. Explain that they have been chosen to draw three pictures to accompany the story. Give each group three sheets of A4 paper. Pupils also write a sentence from the story to accompany each picture. Groups present their work to the class.
- Pupils place their work in their portfolios.

Activity Book

1 After you read Read the mystery story on Pupil's Book page 36 again. Number the events in order.

- Pupils work in pairs to complete the activity.
- Check answers as a class by writing them on the board.

Answer key 2 c, 3 a, 4 d, 5 f, 6 h, 7 b, 8 e

2 Answer the questions. Write complete sentences.

- Pupils work individually to complete the activity.
- Make sure they are writing complete sentences.
- Use the Lollipop stick technique or Basketball technique to check answers.

Answer key 2 The first room that they saw was a big hall.; 3 The picture was in a corridor on the first floor.; 4 He noticed that there were three windows in the picture.; 5 Because Omar fell down some stairs.; 6 The man in traditional clothes gave Omar the paintbrush.

3 Read the *Work with words* box. Then look and write the compound nouns.

- Ask a volunteer pupil to read aloud the *Work with words* box.
- Explain that compound nouns are words made up of two or more nouns. Ask pupils to look at Lesson 1 and find the compound nouns there *(swimming pool, sports centre, office building, apartment building)*.
- Have pupils give some more examples of compound nouns.
- Pupils complete the activity individually. Write answers on the board.

Answer key 1 bathroom, bookshop, dishwasher; 2 paintbrush, headphones, firefighter, homework; 3 volleyball, skateboard, waterfall, supermarket

The secret room

Omar was sitting under a tree, drawing the palace in front of him in his sketchbook.
'Hurry, Omar! We're late,' called Rakan.
They ran to the steps at the front of the palace.

'Welcome to the palace,' said the guide as they walked through the entrance into a big hall with high ceilings. They followed him up the stairs to a corridor on the first floor.

'Look at this everyone,' the guide said, pointing to a picture on the wall. 'He lived here many years ago. He painted lots of pictures, but some of them got lost.'

'Look! The painting of the palace is wrong!' said Omar. He was holding his sketchbook next to the picture.
'There are only two windows in the tower.'
'Maybe you didn't see the third window,' said Rakan.

'No way! I think there's a secret room,' thought Omar. He was touching a bookcase when suddenly it moved and he fell. Everything went black.

'Hello.' It was a young man dressed in beautiful, traditional clothes.
'Oh, hello. I'm Omar!' he said. 'I draw pictures, too!'
'Here,' said the man, giving him a paintbrush.
'We can paint together!'

'Omar, wake up!' said Rakan. 'You fell down some stairs. You found a secret room. The owner of the palace wants to see you.'
'Oh, really?' Omar answered. He got up quickly and went to see him.

'You found my grandfather's paintings,' he said to Omar.
'Thank you! Oh, dear! Are you OK?'
'Yes, it's just my leg,' said Omar. 'Wait a minute!' He took something from his pocket. 'It's the paintbrush I was painting with! So now I can finish my picture!'



1 Before you read **Today's Book Club text is a mystery story. Look and circle the words that describe a mystery story.**

1 There is always **a puzzle to solve**/**a journey somewhere**.
2 One character is often **a kind of detective**/**a princess**.

2 3.9 **Listen and read. Then answer the questions.**

1 What do Omar and the young man both like doing? *They both like painting.*
2 Why was the palace owner happy? *Because Omar found his grandfather's paintings that were lost many years ago.*

3 After you read **Activity Book, page 29.**

4 **Discuss in groups.**

1 Do you think Omar really met the young man?
2 Why do you think the paintings were in the secret room?

5 Viewing and presenting **Work in groups. Plan and write a different ending to the story. Share it with the class.**

Diversity

Support

- Place pupils in pairs and give them eight strips of paper each. Pupils say a compound noun to each other. One pupil writes the first noun on their strip and the other writes the second noun. Pairs then swap strips, place the strips on the desk and mix them up. They then match the compound nouns.

Challenge

- Ask pupils to find five compound nouns in the text on Pupil's Book page 36 *(sketchbook, secret room, bookcase, paintbrush, grandfather)*.

4 **Write definitions for five words from Activity 3. Use relative pronouns.**

- Pupils work individually to complete the activity.
- Monitor and help where necessary.
- Choose pupils to share their sentences with the class using the Lollipop stick technique or the Basketball technique.

Finishing the lesson

- Using the Summative questions technique, have pupils reflect on the lesson and say what they enjoyed.

Vocabulary and Grammar

Objectives

- **Lesson aims:** to identify parts of buildings; to learn and use the Past continuous
- **Target language:** *ceiling, corner, corridor, entrance, escalator, exit, floor, lift, roof, stairs, steps, wall*
- **Skills:** Listening, Speaking

Materials

- Pupil's Book Page 37
- sheets of A4 paper, enough for each pupil
- Resources 3 B, 11 and 15

Global Scale of English (GSE)

- **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).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). 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; groupwork

Starting the lesson

- Ask pupils to name as many places and buildings as they can remember. Write them on the board.

Presentation

- Explain that in this lesson pupils will learn places in a building and how to use the Past continuous.

Practice

Pupil's Book

1 3.10 **Look and match. Then listen, check and repeat.**

- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique.
- Play the audio for pupils to listen, check and repeat

2 **Read the story in Lesson 5 again. How many words about buildings can you find?**

- Check answers by having pupils read out the sentences.

3 **Read the story again. Match the actions. Which actions are longer? Which are shorter?**

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

4 **Read the grammar table. Then read the rule and circle the correct options.**

- Write *I was walking home when it started to rain.* on the board. Focus pupils on *was walking*. Explain that this is the Past continuous. Ask pupils if they can explain the grammar rule.
- Pupils complete the activity individually.
- Check answers as a class.

5 3.11 **Listen to four children. Which places do they talk about?**

- Play the audio and then check answers as a class.

Interviewer:	We asked lots of children about their earliest memories. What do you remember, Fadi?
Fadi:	I remember my first day at primary school, I was wearing a uniform that was too big for me. We were early so we had to wait outside the entrance on the steps. I remember those steps. They were so big! I was scared!
Interviewer:	What about you, Hala? What do you remember?
Hala:	Well, I was staying at my grandma's house. I was going to the bathroom in the night when I saw something in the corridor. I thought it was a monster. I was screaming so loud I woke up my grandparents. I think I was about four.
Interviewer:	How about you, Rola?
Rola:	I was staying somewhere. I can't remember where. It was a beautiful bedroom. There was a painting of a castle on the wall and the ceiling was dark blue with stars on it.
Interviewer:	That sounds cool. What's your earliest memory, Hisham?
Hisham:	Umm, we were in a skyscraper in Amman. My mum and my sister were going to the top floor in the lift, but my dad and I decided to walk up the stairs. It was a long way, but we made it. I was so tired my dad had to carry me home!
Interviewer:	Oh dear, your poor dad!

6 **Work in groups. What are your earliest memories?**

- Place pupils in groups to complete the activity.

Finishing the lesson

- Say *You use this to go up. It uses electricity.* Elicit *lift*. Pupils continue defining words for each other to guess in pairs.

Lesson 7 **Activity Book**

Objectives

- **Lesson aims:** to practise the Past continuous
- **Target language:** parts of buildings
- **Skills:** Listening, Writing

Materials

- Activity Book Page 30

Global Scale of English (GSE)

- **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).
- **Writing:** Can write some familiar words (GSE 20).

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

- Write three sentences in the Present continuous and three in the Past continuous in random order on the board. Ask them which tense each sentence is in. Then have them write a sentence in each tense.

Vocabulary and Grammar 3

1 3.10 **Look and match. Then listen, check and repeat.**

ceiling 10 floor 11 wall 9 roof 12
corner 8 corridor 7 stairs 2 steps 1
lift 4 escalator 3 entrance 5 exit 6



2 **Read the story in Lesson 5 again. How many words about buildings can you find?**

1 the steps outside the entrance to the primary school
2 the corridor at her grandma's house
3 a beautiful bedroom with a painting of a castle on the wall
4 the stairs to the top floor of a skyscraper

3 **Read the story again. Match the actions. Which actions are longer? Which are shorter?**

1 Omar was drawing b (longer / shorter)
2 The guide was talking c (longer / shorter)
3 Omar was holding his sketchbook e (longer / shorter)
4 Omar was touching a bookcase d (longer / shorter)
5 Omar woke up a (shorter / longer)

a when Rakan was talking to him.
b when Rakan called Omar.
c when they walked through the entrance.
d when he fell.
e when he looked at the painting.

4 **Read the grammar table. Then read the rule and circle the correct options.**

Grammar

Past continuous

I/He/She		was wasn't	playing in the garden	when it started to rain.
You/We/They		were weren't		
What	was	I/he/she	doing when it started to rain?	
	were	you/we/they		

We use the Past simple with the Past continuous when a **longer** / **shorter** action happens in the middle of a **longer** / **shorter** action.

5 3.11 **Listen to four children. Which places do they talk about?**

6 **Work in groups. What are your earliest memories?**

1 Where were you? Describe the place.
2 What were you doing? What happened?

Practice

1 3.12 **Listen and complete the sentences with one, two or three words.**

- Ask pupils to predict the answers first. Play the audio.
- Play the audio again to check answers.

Answer key 2 long corridor, 3 in the corner, 4 steps, 5 on the roof

2 **Look at the pictures. Complete the sentences.**

- Pupils work individually to complete the activity.
- Check answers as a class.

Answer key 2 corner, 3 ceiling, 4 floor, 5 entrance, 6 escalator, 7 stairs, 8 lift

3 **Complete the sentences with the Past continuous form of the verbs in the box.**

- Pupils complete the activity individually.
- Use the Lollipop stick technique to check answers.

Answer key 2 wasn't watching, 3 were talking, 4 were waiting, 5 wasn't working, 6 was visiting

4 **Complete the sentences for you in the Past continuous.**

- Pupils work individually to complete the sentences.
- Invite pupils to read aloud their sentences to the class.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar.

Culture

Objectives

- **Lesson aims:** to learn about ancient cities; to make a tourist brochure
- **Target language:** *fountain, pond, tomb, temple, erupt, ash, dig*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 38
- Activity Book Page 31
- tourist brochures

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 talk about a familiar place in a basic way (GSE 33).
- **Writing:** Can write a short, simple guide to their town/city with appropriate sub-headings, given a model (GSE 47).

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; Expert envoy technique; Two stars and a wish technique
Independent learning: Learning diary

Starting the lesson

- Have pupils write as many words as they can remember from this unit by heart.

Presentation

- Explain that in this lesson pupils will learn about ancient cities in two parts of the world and make a tourist brochure.
- Ask pupils what they know about ancient cities.

Practice

Pupil's Book

1 Before you read Are there ancient cities in your country? How old are they?

- Have a class discussion. Encourage pupils to think about what life would have been like in those cities.

Culture notes

- Pompeii was considered a modern city and it's plumbing was almost as good as modern day plumbing.
- The Nabataeans created advanced water channels, dams and reservoirs which supplied Petra with water.
- Petra was made a UNESCO World Heritage Site in 1985 and is one of the New Seven Wonders of the World.

Key words search
Pompeii, Vesuvius, findings in Pompeii, Petra, The Nabataeans

2 3.13 Listen and read.

- Play the audio for pupils to read along to.
- After listening to the audio, use the True/False response cards technique to ask pupils different questions about the text.

Diversity

Support
- Have pupils work in pairs. Ask them to choose one text to focus on. They read it and note anything they don't understand about it. Explain any queries. Pupils then discuss the text in pairs. Pupils can then change partners.

Challenge
- Pupils read the texts and then write as many sentences about them with their books closed as they can.

3 After you read Activity Book, page 31.

- Pupils turn to page 31 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Work in pairs. Discuss the questions.

- Have pupils work in pairs and invite them to share their answers.

Extra activity Critical thinking

- Ask pupils what we can learn from studying ancient cities and buildings. Ask pupils if it is correct to build over ancient cities. Why?/Why not?

Project

Make a tourist brochure about an ancient city.

- Tell pupils they are going to make a tourist brochure. Show pupils different types of brochures. Ask pupils what information a brochure usually has.
- Place pupils in small groups, making sure there is an Expert envoy in each group. Have a volunteer read through the steps.
- Pupils present their work to the class. Use the Two stars and a wish technique to have pupils comment on the brochures.

Activity Book

1 After you read Read the text on Pupil's Book page 38 again. Write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

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

Answer key 2 F – There were fountains, ponds and a swimming pool.; 3 T – Most of the city is still underground.; 4 F – Pompeii was a city when the volcano erupted.; 5 F – They started digging under the ash.

2 Answer the questions. Write complete sentences.

- Pupils work individually to complete the activity.
- Make sure they are writing complete sentences.
- Check answers as a class.

Answer key 2 Because there were gardens.; 3 They aren't sure – some think it was a tomb, others think it was a temple.; 4 The volcano covered Pompeii with ash about 2,000 years ago.; 5 They wrote on some walls in Pompeii.

Ancient cities



Al-Khazneh at Petra



Pompeii street with houses and shops



Amphitheatre at Pompeii

There are ancient cities and buildings in many countries around the world. They can tell us a lot about the past!

In 1812, a man from Switzerland was travelling in Jordan. He heard about an ancient city and asked someone to take him there. He then told the world about it. This was Petra. Petra was built by the Nabataeans over 2,000 years ago. It had gardens with fountains and ponds and even a swimming pool. The most famous place in the city is *Al-Khazneh*. Archaeologists aren't sure why it was built. Some think it was a tomb for a king, while others believe it was a temple. Amazingly, most of the city is still underground!

In ancient Rome, now in Italy, there was a city called Pompeii. About 2,000 years ago, a volcano called Vesuvius erupted and covered the city with ash. In 1748, archaeologists started to dig under the ash, and today people can visit the city. There are streets, houses, shops, cafés and small factories. There is also a big outdoor amphitheatre, like a modern stadium. This is the place where people went to watch events.

WOW! Fact

People in Pompeii often wrote on the walls of buildings. Their writing gives us lots of information about life in Roman times!

1 Before you read **Are there ancient cities in your country? How old are they?**

2 3.13 **Listen and read.**

3 After you read **Activity Book, page 31.**

4 **Work in pairs. Discuss the questions.**

1 What are the oldest buildings in your town? How old are they?
2 What do you know about these old buildings?
3 What do these buildings tell you about the past?

Project

Make a tourist brochure about an ancient city.

1 In groups, find out about other ancient cities around the world.
2 Choose the city that you would most like to visit.
3 Decide who will research to find out about:
- how old the city is and how many people lived there.
- the oldest buildings in the city.
- what you can see there today.

4 Write short texts from your notes on small pieces of paper and glue them into your brochure. Add photos or pictures.
5 Present the information to the rest of the class.
6 Take a class vote to decide where you're going to go and what you're going to see.

3 3.14 **Listen and complete the notes.**

- Play the audio. Play it again if necessary.
- Check answers as a class.
- Ask pupils what they found interesting about the text.

There's a town in Jordan called Umm Qais. It's very near the ancient town of Gadara. It's 28 kilometres north of Irbid. Gadara is more than two thousand years old. It was an important town for the Ancient Greeks, and then for the Nabateans and later the Romans.
It is very interesting to visit. There is a Roman aqueduct and a tunnel under the aqueduct. There is also a Roman theatre. You can also visit the museum at the site and there's also a restaurant.

Answer key 2 Gadara, 3 28 kilometres, 4 two thousand, 5 Ancient Greeks, 6 Nabateans, 7 theatre, 8 restaurant

4 Viewing and presenting **Work in groups. Choose another ancient city in the Arab world and find answers to the questions. Then make a fact file and share it with the class.**

- Place pupils in small groups to complete the activity.
- Pupils share their work with the class. Make a classroom display.

Finishing the lesson

- Refer pupils to the Learning diary. Tell pupils to make a few notes about what they've learnt so far in the Culture lessons and what interested them the most. Pupils read their sentences to the class.

English in action

Objectives

- **Lesson aims:** to learn and demonstrate how to give directions in a building; to identify unstressed words and syllables
- **Target language:** *It's upstairs/downstairs. It's on the left/right. It's the (first) door on the (right). It's on the ground/first/second floor. Go through the door/straight ahead/along the corridor/ around the corner. Take the lift/escalator (to the first floor).*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 39
- Activity Book Page 32
- a ball
- sheets of A4 paper, enough for each pupil
- strips of paper
- Resource 23

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).
- **Listening:** Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).
- **Speaking:** Can give simple directions using a map (GSE 37). Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions (GSE 40).

Assessment for Learning

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

Starting the lesson

- Give each pupil three strips of paper and ask them to write a new word they have learnt on each one.
- Divide the class into small groups and have each group sit in a circle. The game is played one player at a time. Each pupil shows their strip to the pupil on the right. That pupil has to say a sentence with the word.

Presentation

- Explain that in this lesson pupils will learn how to give directions, and to identify unstressed words and syllables.
- Ask pupils in what situations they are likely to ask for directions.
- Ask a pupil to tell you where a place in the school is, e.g. *the library, canteen, playground.*

Practice

Pupil's Book

1 3.15 Listen and read. Answer the questions.

- Play the audio once for pupils to read and listen to. Ask pupils where the places the girl asks for are.
- Play again with pauses for pupils to answer the questions.
- **Extension** Place pupils in pairs and have them choose roles. Pupils act out the dialogue.

2 Read the dialogue again. Underline sentences that use language from the *Say it!* box.

- Refer pupils to the *Say it!* box. Ask pupils to read the directions. Pupils then complete the activity.
- Use the Lollipop stick technique or the Basketball technique to check answers.
- **Extension** Ask pupils about different places in the school again. After a few rounds ask pupils if they feel they can express themselves better now.

3 Say new dialogues with your partner. Imagine you're in a public building. Ask for and give directions. Use the *Say it!* box to help you.

- Refer pupils to the question. Tell pupils that it's important to always ask for directions politely.
- In pairs, pupils complete the activity.
- Monitor and help where necessary.
- Use the Lollipop stick technique to have pupils act out their dialogues in front of the class.

Extra activity Collaborative work

- Place pupils in pairs and give them a sheet of A4 paper. Ask them to draw a building with different places in it. Pupils then join other pairs and ask for directions using the diagrams they have in front of them.

Pronunciation

4 3.16 Listen and read. Listen carefully to the sound made by the coloured letters. Then listen again and repeat.

- Point out that unstressed words and syllables are usually said faster and at a lower volume than stressed words or syllables, so any vowel sound in an unstressed word or syllable can lose its purity resulting in the schwa sound. Explain that this improves fluency and rhythm and that they don't always sound the way they're spelt.
- Encourage pupils to listen to the sentences first and to identify which words are stressed and which are unstressed. Note that unstressed words generally include articles, prepositions, conjunctions, pronouns and auxiliary verbs, and unstressed syllables tend to fall in the second syllable of most two-syllable nouns and adjectives.
- Ask pupils to identify the sound made by the coloured letters and elicit that this sound occurs in the unstressed words or syllables.
- Pupils practise reading the sentences with a partner to emphasise stress and rhythm in the correct places.

Activity Book

1 3.17 Read and complete the dialogue. Then listen and check.

- Pupils read the dialogue and words in the box quietly. Have them try and guess the answers.
- Play the audio to check answers as a class.
- Have pupils practise the dialogue with their partner.

Answer key 2 Yes, it is. I'm learning about history at school.; 3 Yes, I am. I love learning about ancient cultures.; 4 Can you tell me where the jewellery exhibition is?; 5 On the second floor? Is there an escalator?; 6 And what about the toilets? Where are they, please?

2 Circle the correct words.

- Pupils work individually to complete the activity.
- Check answers as a class.
- **Extension** Pupils make sentences with the unused words.

Answer key 1 around; 2 through, along; 3 straight, around; 4 an escalator, the stairs

English in action 3

Giving directions in a building



Welcome to the museum! Is this your first visit?

Yes, it is! We learned about the Romans at school last week.

Was it interesting?

Yes, very. I want to find out more! Can you tell me where the Roman room is, please?

Yes, of course. It's upstairs. Go through that door, then take the escalator to the first floor. It's the second door on the right.

Thank you. And what about the café? Where's that, please?

Oh, that's easy – it's on the ground floor! Go along the corridor and around the corner. The café is next to the exit.

That's great. Thanks very much.

Enjoy your visit!

1 3.15 **Listen and read. Answer the questions.**

1 Why did the girl go to the museum? *Because she learned about the Romans at school and now wants to find out more.*

2 What two places does she want to find? *the Roman room and the café*

2 **Read the dialogue again. Underline sentences that use language from the *Say it!* box.**

Say it!

Giving directions in a building:

It's *upstairs/downstairs*. It's on the *left/right*.

It's the (first) door on the (right).

It's on the *ground/first/second* floor.

Go *through the door/straight on/along the corridor/around the corner.*

Take the *lift/escalator* (to the first floor).

3 **Say new dialogues with your partner. Imagine you're in a public building. Ask for and give directions. Use the *Say it!* box to help you.**

Can you tell me where the (...) is, please?

Pronunciation

4 3.16 **Listen and read. Listen carefully to the sound made by the coloured letters. Then listen again and repeat.**

She climbed a hill to see a tower.



The harbour is around the corner.



Take the escalator to the second floor.



3 **Work in pairs. Choose a place and write another dialogue. Use Activity 1 to help you.**

- Pupils write a new dialogue in pairs.
- Invite pupils to act out their dialogues in front of the class.

4 3.18 **Listen and underline the schwa sound (/ə/). Practise with your partner.**

- Play the audio for pupils to identify the schwa sound. They listen and underline the letters and then practice saying each word with a partner.
- Check the answers as a class, identifying where the sounds occur (in the unstressed words / unstressed syllables).

Answer key 1 skyscraper, 2 the, 3 interesting, 4 escalator, 5 firefighter, 6 water, 7 adventure, 8 visitor, 9 supermarket

Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you how the pronunciation lessons have helped them so far. Have pupils share tips on how to improve pronunciation.

Literacy: Reading

Objectives

- **Lesson aims:** to read and interpret a short story about a bird
- **Target language:** *sketch, zoom, yell, remember, whisper, smile*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 40
- Activity Book Page 33
- a ball
- sheets of A4 paper, enough for each pupil
- strips of paper
- Resource 27

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).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can tell a simple story (GSE 38).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Yes/No technique
Peer learning: pairwork; groupwork; Expert envoy technique
Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson

- Each pupil writes four words from the previous lessons on strips of paper.
- In pairs, they mix up their words and place the bundle face down in front of them.
- One pupil takes a strip of paper and starts spelling the word slowly for their partner to continue and finish the word. They swap roles.

Presentation

- Explain that in this lesson pupils will read a story about a bird.
- Ask pupils if they find stories interesting.
- Have pupils predict what the boy and the bird in the story will do.

Practice

Pupil's Book

1 Before you read Look quickly at the story and complete the sentences.

- Refer pupils to the *Reading tip* box. Tell pupils they don't need to know all the words in a text to understand the idea.
- Give pupils thirty seconds to complete the activity.
- Use the Lollipop stick technique or the Basketball technique to check answers.

Diversity

Support

- Look at the *Words in context* box and explain any unknown words. Have pupils look for the words in the text and then spell them chorally. Then tell them to choose three words to make sentences with and read to the class.

Challenge

- Pupils find the words in the text and write a definition of the words. Then pupils read them to the class for them to guess the words.

2 3.19 Listen and read.

- Play the audio for pupils to read along to.
- Ask pupils to say any words they don't understand. Write them on the board and see if they can work out their meaning using context or the pictures.
- Use the Yes/No technique to ask pupils different questions about the text.
- Ask pupils what they think about the *Reading tip* now.

3 After you read Read and answer the questions.

- Have pupils work individually to answer the questions.
- Check answers as a class. Ask pupils where they found the answers.
- **Extension** Have pupils quiz their partners on the story by asking them three questions.

4 Look at the picture and tell a story with your partner. You can use the words to help you.

- Place pupils in pairs and have them complete the activity.
- Use the Lollipop stick technique to have pairs come to the front and read their story to the class.

Activity Book

1 Read and complete the sentences.

- Use the Expert envoy technique to have stronger pupils help weaker pupils through all the activities if necessary.
- Ask pupils to define or translate the words in the word box.
- Pupils work individually to complete the activity.
- Check answers by asking volunteers to read the sentences aloud.

Answer key 2 smiled, 3 whispered, 4 remembered, 5 zoomed, 6 yelled

2 Read the story on Pupil's Book page 40 again. Match.

- Have pupils say what they remember from the story.
- Pupils work individually and then check answers in pairs.
- Check answers as a class.

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

3 Answer the questions. Write complete sentences.

- Have pupils underline key words in each sentence that will help them find the answer.
- Pupils work individually to complete the activity.
- Make sure they are writing complete sentences.
- Use the Lollipop stick technique or Basketball technique to check answers.

Answer key 2 He felt scared about flying.; 3 He saw skyscrapers, factories and an office building.; 4 He thought his adventure was just a dream.; 5 He had an idea for his homework.; 6 Pupils' own answers

Literacy: short stories

Reading

1 Before you read **Look quickly at the story and complete the sentences.**

1 The boy in the story is called ___Yousuf___.
2 The story begins and ends in his ___bedroom___.

tip Reading

When you see a word that you don't know, try to guess the meaning. Use the pictures and the text to help you.

The fantastic bird

Yousuf was in his bedroom. He was trying to write a story for his homework, but he didn't have any good ideas. He stopped writing and started to draw. He sketched a really big orange bird with a long blue tail. He was pleased with his picture! After that, he decided to go to bed.



He was lying in his bed when he suddenly heard a noise. He looked up. The bird from his picture was flying in through the window! The bird asked, 'Do you want to fly?' Yousuf was amazed. He was scared of flying, but he loved adventures, so he climbed onto the bird's back. The bird zoomed out of the window and flew over the city. Yousuf saw skyscrapers and factories. They flew over the office building where his mum worked. They flew over the harbour. The people in the boats looked very small. 'Wow!' Yousuf yelled.



At last, the bird flew back to the apartment building where Yousuf lived, and back into his bedroom. He climbed off the bird's back and got into bed. 'Goodbye, bird,' he said. He quickly went to sleep.



When Yousuf woke up in the morning, he remembered his amazing adventure. 'Oh,' he whispered, sadly. 'It was just a dream.' But then he smiled. Now he had an idea for his homework! He started to write. When he finished his story, he looked up. He thought he saw something orange next to the window. Was it the bird? Or was it his imagination?





Words in context

sketch zoom yell
remember whisper smile

Activity Book, page 33

2 3.19 **Listen and read.**

3 After you read **Read and answer the questions.**

1 What was Yousuf's problem? *He didn't have any good ideas for his story.*
2 What was unusual about the bird? *It could talk.*
3 Why did Yousuf climb onto the bird's back? *Because he loved adventures.*
4 Read the two questions at the end of the story. What do you think? *Pupils' own answers*

4 **Look at the picture and tell a story with your partner. You can use the words to help you.**

Adel was playing in the park when ...

opened closed
saw heard
went ran
said whispered
shouted yelled
asked smiled



4 **Viewing and presenting** **Work in groups to make the story longer. Imagine what happens to Yousuf after he sees the harbour and before he goes home. Use the ideas below. Then share your ideas with the class.**

- Place pupils in small groups and have them complete the activity.
- Monitor and help where necessary.
- Groups elect a leader to share their work with the class.

Extra activity **Communication**

- Place pupils in small groups and have them discuss what they liked or didn't like about the story. Have groups share their ideas with the class.

Extra activity **Fast finishers**

- Pupils choose six words from the story (ones that aren't in the unit) and make sentences with them. They read them to the class at the end of the lesson. Pupils place their work in their portfolios.

Finishing the lesson

- Ask pupils if they enjoyed the lesson and what they learnt from it. Use the Thought-provoking questions technique to ask pupils about their learning so far, e.g. *How successful is your learning? How can you improve? What are we going to do next? What would you like to learn next?*

Literacy: Writing

Objectives

- **Lesson aims:** to plan and write a short story
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- Pupil's Book Page 41
- a ball
- 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).
- **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: Traffic light cards technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique; Three facts and a fib technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Use the Three facts and a fib technique to have pupils write four statements about what they have learnt in the book so far.
- Place pupils in pairs and have them say the statements to each other. Explain that they have to correct the false statements.

Presentation

- Explain that in this lesson pupils will learn how to write a short story.
- Have pupils refer to Lesson 10 and tell you what the short story was about.

Practice

Pupil's Book

1 Read. Match the pictures to the paragraphs 1–4.

- Ask pupils what the pictures show. Ask them what they think the story will be about.
- Have pupils read the story and complete the activity individually.
- Check answers as a class.
- **Extension** Ask pupils how the pictures helped them understand the story. You can also refer pupils to the *Reading tip* box on page 40 about how to understand new words in context.

2 Read the stories on pages 40 and 41 again. Then complete the story plans.

- Read the *How to write...* box aloud.
- Have pupils read the stories again and complete the story plans individually.
- Check answers as a class.

Diversity

Support

- Pupils read the stories sentence by sentence aloud. Make sure they understand the vocabulary and what the stories are about. After they have read both stories, ask pupils questions so that they can find the answer, e.g. *Where is the setting? Who are the characters? What happens at the beginning? What happens in the middle? What happens at the end?* After answering each question, pupils write their answers.

Challenge

- Have pupils rewrite the sentences in the box for each point with their own ideas, e.g. *where – setting – in the classroom.*

3 Write a short story. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- Refer pupils to the *Writing tip* box. Ask pupils to find more examples of direct speech in the stories.
- Explain that we use direct speech to show someone's exact words. We use quotation marks around the spoken words, and we use a comma, question mark or exclamation mark before the closing quotation mark. The first word in direct speech is always capitalised. Write some examples on the board and then have pupils write their own examples. Monitor and help where necessary.
- Use the Traffic light cards technique to ask pupils if they are ready to do the activity.
- Pupils work individually. First, have pupils make notes on what their story will be about. Check their notes before they proceed to writing their story. Tell them to keep referring to the *How to write...* box while they write their stories.
- Pupils present their work to the class.
- Use the Two stars and a wish technique to have pupils comment on each other's work.

Extra activity **Critical thinking**

- Ask pupils why they think people write stories. Have pupils say if they like writing stories and how writing makes them feel. Ask pupils if they would like to become writers. Why?/Why not?

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils what they enjoyed in this lesson.

Lesson 12 **Activity Book**

Objectives

- **Lesson aims:** to write a short story
- **Target language:** unit vocabulary and grammar
- **Skills:** Writing

Materials

- Activity Book Pages 34–35
- a ball

Global Scale of English (GSE)

- **Writing:** Can write a very simple story, given prompts or a model (GSE 36).

1 **Read. Match the pictures to paragraphs 1–4.**

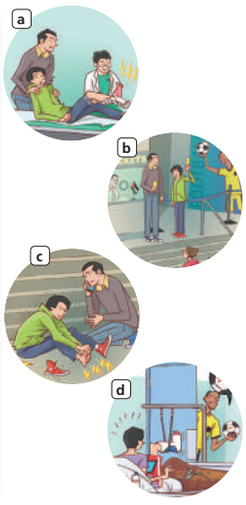
A SPECIAL VISITOR

1 Sultan was at the stadium with his dad. They were buying tickets for a football match. 'I'm so excited about the match tonight,' Sultan said, happily. 'I've never seen my favourite team in their stadium before!' b

2 But then Sultan fell down some steps. 'Ouch!' he shouted. 'My foot hurts!' c

3 Sultan's dad took him to the hospital. A doctor looked at his foot. It was broken! Sultan was very sad. 'Oh no! Now I won't see my team play,' he said. a

4 He was reading a book in his hospital room when suddenly the door opened and a man walked in. He was the best player from his favourite team! 'Hello, Sultan!' he said. 'I saw you fall down the steps. I decided to visit and give you a signed football from the team!' d



2 **Read the stories on pages 40 and 41 again. Then complete the story plans.**

How to write... a short story

Think about these things:
- Where does the story take place?
- Who is in your story?
- What happens at the beginning?
- What happens in the middle?
- What happens at the end?

		The fantastic bird	A special visitor
where	setting	bedroom and the sky!	(1) *stadium* and (2) **hospital**
who	characters	Yousuf bird	Sultan, his (3) **dad**, the (4) **football player**
what	beginning	trying to write a story	buying (5) **tickets** for a match
	middle	flies over city on bird's back	falls down (6) **steps**
	end	writes story	football player visits him in (7) **hospital**

3 **Write a short story. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

tip Writing

Show the words that people say like this:
'I'm so excited about the match tonight,' *Sultan said.*
'Ouch!' *he shouted.* ***'My foot hurts!'***

Assessment for Learning

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

Starting the lesson

- Divide the class into small groups. Choose a letter from the alphabet, and have each group list as many words as they can that start with that letter. The words must come from the new vocabulary learnt in this unit and the previous ones.
- Say a few letters from the alphabet and give the groups a little time to think and write. Have the groups swap papers to check answers.
- The group that has written the most words wins.

1 **Read what the people said. Then complete the sentences.**

- Refer pupils to the *Writing tip* box.
- Check answers by asking pupils to read the sentences aloud.

Answer key 2 Don't tell anyone; 3 Do you want to fly?; 4 You're too slow!; 5 That room is closed

2 **Plan a short story.**

- Ask pupils what they will write about.
- Pupils complete the activity individually.
- Have pupils compare their plans with their partners.

3 **Now write your short story.**

- Have pupils complete the activity individually.
- Monitor and help where necessary.
- Use the Lollipop stick technique or the Basketball technique to choose pupils to read their stories to the class.

4 **Check your work. Tick (✓) the steps when you have done them.**

- Remind pupils to use the checklist once they have completed the writing process.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.

Mapping

Topics

Theme 1: Society **Theme 2**: Culture

Scope and Sequence Matrix

Listening: deducing information for an oral or written task; detecting the sequence of events in a story; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions; using clues to understand unfamiliar words when listening
Speaking: turn-taking in dialogues on simple themes; using perfect tenses to ask and answer simple questions and partake in dialogues; expressing opinion
Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text; identifying different parts of speech; reading very short simple fiction and non-fiction texts with confidence and enjoyment

Writing: using writing strategies of brainstorming, planning, drafting, and editing; writing a paragraph on a familiar topic; writing a simple descriptive or narrative text

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing possible meanings; identifying overt and implied messages in simple media texts; using appropriate terminology to describe visual texts (logos, font, foreground, background, impact); debating emerging topics in society


4 Happy homes

Household chores: clear the table, cook dinner, do the washing-up, dust the furniture, empty the bin, load the dishwasher, put away the clothes, sweep the floor, take out the rubbish, tidy up, vacuum the carpet, water the plants
Cooking: add, bake, boil, chop, cut, fork, fry, knife, mix, pepper, salt, spoon
Pronunciation: butter, dinner, dishwasher, interesting, order, sister, water

WOW! World of Wonder! Magazine

Welcome Book Club Culture

Do you sometimes help at home? Look at the photos here. How many jobs at home do you know?

Faisal loves doing the gardening and watering the plants. He has a question for you. What do you think?

WOW! Question

Faisal 6 hours ago
How can we make our homes happy places?

In this unit I will ...
- learn some words for jobs at home and things in the kitchen.
- use the Present perfect tense with *already*, *just* and *yet*.
- use sense verbs (*look, smell, taste, sound, feel*).
- read a playscript.
- find out about traditional food around the world.
- work in a group to make a menu for an international food festival.
- learn how to offer to help.
- read and write recipes.

42 forty-two

Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; make inferences when listening; compare oral input (story vs. conversation)

Speaking: participate in short simple dialogues; use clues to understand unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions in order to seek help, get information, or clarify something; participate in dialogues on a variety of simple themes; describe unfinished actions using the present perfect; express opinion and show emotions using body language and facial expressions; pronouncing the schwa sound used in unstressed syllables

Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text; scan a text for specific details; retell key details of a reading text; identify who is telling the story at various points in a text; relate background knowledge to text content; narrate a short story, or a folktale or a fable

Writing: use writing strategies of brainstorming, planning, drafting, and editing; write short descriptive and narrative texts

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; respond to questions related to the visual text; use appropriate terminology to describe visual texts (logos, font, foreground, background, impact)

Unit objectives

to talk about chores, food and drink

Language

Vocabulary	**Household chores** *clear the table, cook the dinner, do the washing-up, dust the furniture, empty the bin, load the dishwasher, put away the clothes, sweep the floor, take out the rubbish, tidy up, vacuum the carpet, water the plants* **Cooking** *add, bake, boil, chop, cut, fork, fry, knife, mix, pepper, salt, spoon*
Grammar	Present perfect with *already, just* and *yet* Sense verbs: *look, smell, taste, sound, feel* + adjectives Sense verbs: *look, smell, taste, sound, feel* + *like* + nouns
Functions	*I'll …, Shall I …?, Do you want me to …?, Can I help you?, What do you want me/us to do (now)?*
Pronunciation	*er* versus *schwa*

Key competences

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

Mathematical, science, technological competences: learn about amounts to cook recipes (L. 8, 10 and 11)

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

Social and civic competences: learn to offer to help (L. 9)

Cultural awareness and expression: learn to be creative (L. 1, 2, 9, 11 and 12); 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. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 9–12)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2, 5); Logical thinking (L. 2, 6 and 7); Defining and describing (L. 1–12); Finding information (L. 1–12); Planning (L. 3, 4, 6, 7, 11 and 12); Reflecting on learning (L. 1–12)
Creativity	Designing a menu for an international food festival (L. 8)
Communication	Talking about chores, food and drink (L. 1–12); Offering help (L. 9); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Dialogue (L. 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 4 Test
- End-of-semester 1 Test

Vocabulary

Objectives

- **Lesson aims:** to identify jobs at home
- **Target language:** *clear the table, cook the dinner, do the washing-up, dust the furniture, empty the bin, load the dishwasher, put away the clothes, sweep the floor, take out the rubbish, tidy up, vacuum the carpet, water the plants*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 42–43
- Activity Book Page 36
- a ball
- sheets of A4 paper, enough for each pupil
- index cards
- Resource 4 A

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about everyday activities using simple language (GSE 32). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Think-pair-share technique
- Independent learning: Thought-provoking questions technique; Summative questions technique; portfolio

Starting the lesson

- Give pupils one minute to write as many words from Units 1–3 as they can remember.
- Pupils check their spelling by referring to their Pupil's Books.

Presentation

- Explain that in this lesson pupils will learn about jobs at home.
- Direct pupils to the unit objectives at the bottom of the page and have them read them.

Practice

Pupil's Book

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

- Ask pupils to look at the pictures on page 42 and say which of the jobs they do at home.
- Use the Lollipop stick technique to have a pupil read the sidebar content.
- Place pupils in pairs and have them discuss the WOW! Question for two minutes. Have pupils share their ideas with the class.
- **Extension** In small groups, pupils write different ways of making homes a happy place.

2 4.1 Look and match. Then listen, check and repeat.

- In pairs, pupils say and point to the words they know.
- Say all the words in the pictures at random for pupils to point to them.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Play the audio for pupils to listen, check and repeat.
- **Extension** Ask pupils to close their books. Say the first part of the new vocabulary words for them to say the second part. Say *clear*. Elicit *the table*. After a few rounds, have pupils continue in pairs.

Diversity

Support

- Place pupils in pairs. Give each pair twelve index cards. Have pupils write the verb on the front of the card and the noun on the back, e.g. *cook/the dinner*. Then the pairs join another pair. They mix their cards up and choose a card to show their group, who then have to say the complete word.

Challenge

- Have pupils use the new vocabulary to write a small paragraph about the jobs they do at home. Pupils place their work in their portfolios.

Extra activity Critical thinking

- Use the Thought-provoking questions technique to have a short class discussion on why it is important to help with the chores at home.

3 4.2 Listen and read. Which jobs does Faisal do at home? Which are his favourites?

- Play the audio for pupils to read along to.
- Check answers as a class.

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

- Use the Think-pair-share technique to complete the activity.
- Check answers as a class.
- **Extension** Ask volunteer pairs to do the activity for the class.

5 Write the jobs in order from the best to the worst for you. Compare your list with your partner.

- Remind pupils that after *like* and *don't like*, the main verb takes on the *-ing* form.
- Pupils write and then compare their lists with a partner.
- Have volunteer pupils read their lists to the class. Vote for the favourite job and the job pupils like the least.

Activity Book

1 Read and circle the correct words.

- Have pupils say the words from the new vocabulary.
- Pupils work individually to complete the activity.
- Check answers as a class.

Answer key 2 dust, 3 tidy up, 4 vacuum, 5 water, 6 take out

2 Look at the pictures. Complete the sentences.

- Have a pupil say what they see in the pictures.
- Pupils work in pairs to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 sweep the floor; 3 empty the bin; 4 cook dinner; 5 load the dishwasher; 6 clear the table

Vocabulary 4

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

2 4.1 **Look and match. Then listen, check and repeat.**

tidy up 11 clear the table 1 vacuum the carpet 8 dust the furniture 3
sweep the floor 7 do the washing-up 12 empty the bin 4 put away the clothes 5
load the dishwasher 6 cook dinner 2 water the plants 10 take out the rubbish 9



3 4.2 **Listen and read. Which jobs does Faisal do at home? Which are his favourites?**

He tidies his room, clears the table, loads the dishwasher, does the washing-up, sometimes cooks dinner, puts away the clothes, waters the plants and takes out the rubbish. He enjoys tidying his room and loves watering the plants.

WOW! Blog

Faisal 45 minutes ago

Hi, everyone! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home. In our house, my dad empties the bins and takes out the rubbish, and my mum vacuums the carpets.

My sister sometimes dusts the furniture, and we both have to tidy our rooms. I'm a tidy person, so I enjoy tidying my room. After dinner, we have to clear the table and load the dishwasher or do the washing-up. I helped to cook dinner on Saturday, and everyone enjoyed it so I'm going to do it again! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?

My favourite jobs are outdoors. I love watering the plants in the garden, and I don't mind taking out the rubbish either.

What about you? How do you help at home? Send me a message!

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

1 Which jobs do people do in the kitchen?
2 Which jobs do people do outdoors?
3 Which jobs do you do at home?

take out the rubbish, water the plants, empty the bin

Pupils' own answers

clear the table, load the dishwasher, do the washing-up, cook dinner, empty the bin, sweep the floor, tidy up, dust the furniture

5 **Write the jobs in order from the best to the worst for you. Compare your list with your partner.**

I like cooking dinner.

I don't like emptying the bin.

3 **Read the *I'm learning* box. Then read and complete the sentences for you. Use phrases from this lesson and your own ideas.**

- Ask a volunteer pupil to read aloud the *I'm learning* box. Explain that adverbs of frequency always go before the verb.
- Pupils work individually to complete the activity.
- Pupils read their work to their partners.
- Have volunteer pupils read aloud their sentences to the class.

4 **Write three or more sentences about you and your family. What jobs at home does each person do? Use the adverbs from Activity 3.**

- Ask pupils to say the adverbs of frequency from Activity 3 and write them on the board.
- Pupils work individually to write sentences.
- Monitor and help where necessary.
- Have pupils read their sentences to the class.

Finishing the lesson

- Use the Summative questions technique to ask pupils which part of the lesson they found the most interesting.

Objectives

- **Lesson aims:** to read and interpret a dialogue about a surprise
- **Target language:** *Surprise! Hang on! What a mess!*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 44
- Activity Book Page 37
- a ball
- sheets of A4 paper, enough for each pupil

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 talk about plans for the near future in a simple way (GSE 38).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Stop/Go technique
Peer learning: pairwork; groupwork
Independent learning: Summative questions technique; portfolio

Starting the lesson

- Tell pupils you are going to say the new vocabulary words, but that they might sometimes be incorrect. If pupils hear an incorrect word, they raise their hands to correct you.
- Say *tidy up*. Pupils do nothing. Say *vacuum the plants*. Pupils raise their hands. Elicit *vacuum the carpet* or *water the plants*.

Presentation

- Explain that in this lesson pupils will read a dialogue about a surprise and the tasks it requires.
- Write *Surprise! Hang on! What a mess!* on the board.
- Elicit or explain their meanings and when we use these expressions.

Practice

Pupil's Book

1 4.3 Listen and read. Why are they tidying up?

- Ask pupils if they like surprises and if they've ever had or planned one.
- Play the audio for pupils to read along to. Elicit the answer.
- **Extension** Ask pupils to think of times when they have made a mess at home. Have pupils tell the class their experiences.

Diversity

Support

- Ask questions about each line of the dialogue. For the first line ask *Is the room tidy? (No, it's a mess). What do they have to do? (Tidy up). Why must they hurry? (Because Lara's dad is on his way).*

Challenge

- Pupils rewrite the dialogue with different chores on an A4 sheet of paper. They read their work to the class. Pupils place their work in their portfolios.

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

- Have pupils say what the dialogue is about.
- Using the Stop/Go technique, ask pupils if they have understood the text enough to continue with this activity.
- Pupils work in pairs to complete the activity.
- Check answers as a class.
- **Extension** Pupils make three false statements for their partners to correct.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

- Pupils work in pairs to complete the activity.
- Ask pupils to raise their hands when they have found all the expressions. Choose random pupils to read the dialogues using the expressions aloud.
- Use the Lollipop stick technique to have pairs come to the front and act out the dialogues.
- **Extension** Have pupils write three short dialogues with the new expressions.

4 Viewing and presenting Imagine you're planning a surprise for someone. What jobs do you have to do? Talk to your partner and write a list. Share it with the class.

- Pupils work in pairs to complete the activity.
- Choose pairs to share their ideas with the class using the Lollipop stick technique or the Basketball technique.

Extra activity Communication

- Place pupils in small groups and have them play a quick game of *Who said what*. Tell pupils they say a sentence or a phrase from the dialogue and their group members have to say who said it. Pupils read three sentences each in random order.

Activity Book

1 4.4 Read and complete the sentences from the dialogue on Pupil's Book page 44. Then write who says the sentences and listen and check.

- Check the meaning of the words in the box and then have pupils complete the activity individually.
- Play the audio to check answers.

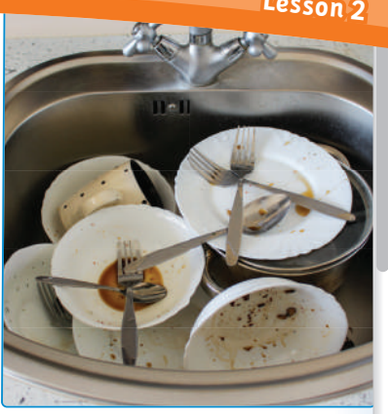
Answer key 2 Alia, floor; 3 Alia, cake; 4 Lara, tidy; 5 Lara, bins

2 Read the dialogue again and circle *T* (true) or *F* (false). Explain your answers.

- Pupils work individually to complete the activity.
- Use the Lollipop stick technique or Basketball technique to check answers.

Answer key 2 F – She hasn't done the washing-up yet.; 3 T – Lara says she's just swept it.; 4 F – She says that they can empty the bins later.

WOW! Team Talk



Lara: What a mess! Hurry up! We have to tidy up! My dad will be here soon.
Alia: Well, we've already made a cake.
Lara: And I've just cleared the table.
Alia: But look at the mess over here!
Lara: I've loaded the dishwasher, but I haven't done the washing-up yet.
Alia: And we haven't swept the floor yet.
Lara: Hang on! I've just done that!
Alia: Oh, sorry! Maybe we should vacuum it.
Lara: What about the bins? Have you emptied the bins yet?



Alia: No, but we can do that later. What time does your dad get home?
Lara: Here he is now! Quick! Hide!
Lara/Alia: Surprise!
Dad: Wow! What's this for?
Lara: We just wanted to surprise you!
Dad: Thanks, girls!

1 4.3 **Listen and read. Why are they tidying up?**
Because they made a cake.

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

1 Why have they made a cake? to surprise Lara's dad
2 Have they cleared the table yet? yes
3 Who loaded the dishwasher? Lara loaded the dishwasher.
4 Has anybody swept the floor yet? Lara
5 Who thinks they should vacuum the floor? Alia
6 Which job are they going to do later? empty the bins

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

Surprise! Hang on! What a mess!

1 Can you load the dishwasher? (...) I did it last time. It's your turn.
2 (...) It's OK. We're going to tidy up.
3 (...) This present is for you! Oh, thank you!

4 Viewing and presenting **Imagine you're planning a surprise for someone. What jobs do you have to do? Talk to your partner and write a list. Share it with the class.**

We have to make a cake. Then we have to do the washing-up.

3 4.5 **Read and complete the dialogues. Then listen and check.**

- Pupils work individually to complete the activity.
- Play the audio to check answers.
- Have pupils practise the dialogues in pairs.

Answer key 2 What a mess!; 3 Hang on!; 4 What a mess!; 5 Hang on!; 6 Surprise!

4 **Work in pairs. Write another dialogue for each expression. Then act out the dialogues.**

- Pupils work in pairs to complete the activity.
- Monitor and help where necessary.
- Choose pairs to share their dialogues with the class using the Lollipop stick technique or the Basketball technique.

Extra activity Fast finishers

- Pupils write a reading comprehension activity about the dialogue to ask other fast finishers.

Finishing the lesson

- Use the Summative questions technique to have pupils talk about their progress.

Grammar

Objectives

- **Lesson aims:** to learn and use the Present perfect with *already, just* and *yet*
- **Target language:** *I've already/just swept the floor. I haven't cleared the table yet. Have you emptied the bin yet?*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 45
- Resources 8 and 20

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).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **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; groupwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Write six incorrect sentences using the grammar from previous units on the board. In their notebooks, pupils correct the sentences.

Presentation

- Explain that in this lesson pupils will learn how to use the Present perfect. Explain that we use it when we don't know exactly when a past action happened or the action has just been completed.

Practice

Pupil's Book

1 Look back at the dialogue in Lesson 2. What have they done? What haven't they done?

- Pupils complete the activity individually and check answers in pairs. Ask which verbs are irregular.

2 Read the grammar table. Then read the rules and circle the correct options.

- Pupils work individually to complete the activity.
- Explain to pupils that *already* can come at the end of sentences, too.

3 Read the dialogue in Lesson 2 again. Underline examples of *already*, *just* and *yet*.

- Have pupils work in pairs to complete the activity.
- Check answers using the Lollipop stick technique.

4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

- Pupils work individually to write three questions in their notebooks. Monitor and help where necessary.
- Place pupils in pairs and have them ask and answer.

5 4.6 Listen and match.

- Play the audio with pauses for pupils to match. Check answers as a class.

Dana: So are we ready for the family party?
Mum: No, there's lots to do. First, we have to tidy the house. Saeed, can you vacuum the carpet, please?
Saeed: Hang on, Mum, it's Dana's turn. I've already swept the floor.
Mum: She's just dusted the furniture for me, and now she's laying the table.
Saeed: OK. I'll vacuum the carpet.
Dana: OK, I've laid the table, now where's the cake? Has Grandma made the cake yet?
Mum: Yes, I think she's just arrived with it. I can hear her car.
Dana: Great! Grandma makes the best cakes!
Saeed: Where's Dad? Is he going to help?
Mum: He's just gone to the shop to buy drinks. I'm going to do the washing up and he can take out the rubbish.
Grandma: Hello! Has the party started yet? Oh no, the cake!
Saeed: Oh, dear! I've just vacuumed in here! I'll have to do it again!
Grandma: Oh, I'm sorry! What a mess! I'll have to make another cake.

6 4.7 Listen again and answer.

- Play the audio again. Pupils answer the questions in pairs.

7 Make a list of the jobs you have done and haven't done today. Compare with a partner.

- Pupils write their lists individually and compare them in pairs.
- Have volunteer pairs act their dialogues for the class.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils how successful their learning is so far. Invite pupils to share learning tips.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to practise the Present perfect
- **Target language:** *already, just, yet*
- **Skills:** Listening, Writing

Materials

- Activity Book Page 38
- index cards

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

1 **Look back at the dialogue in Lesson 2. What have they done? What haven't they done?**

tidy up ✘ make the cake ✔
clear the table ✔ load the dishwasher ✔
do the washing-up ✘ sweep the floor ✔
vacuum the floor ✘ empty the bins ✘

2 **Read the grammar table. Then read the rules and circle the correct options.**

Grammar

Present perfect with *already*, *just* and *yet*

I've He's They've	already just	swept the floor. eaten lunch. loaded the dishwasher. taken out the rubbish.
I haven't She hasn't		watered the plants cleared the table
	yet.	
Have you Has anyone		emptied the bins done the washing-up
	yet?	

We sometimes use the Present perfect with *already*, *just* and *yet*.
We use ***already*** / ***just*** / ***yet*** when we have done something a very short time ago.
We use ***already*** / ***just*** / ***yet*** when we have done something earlier than someone expected.
We use ***already*** / ***just*** / ***yet*** in negative sentences and questions to talk or ask about something we haven't done, but we are going to do soon.

3 **Read the dialogue in Lesson 2 again. Underline examples of *already*, *just* and *yet*.**

4 **Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.**

Have they made the cake yet?
Yes, they've already made the cake.

5 **Listen and match.** 4.6

1 Mum	a make a cake
2 Dad	b vacuum the carpet
3 Dana	c lay the table
4 Saeed	d do the washing-up
5 Grandma	e take out the rubbish

6 **Listen again and answer.** 4.7

1 What is the celebration? *It's family party.*
2 What has Saeed already done? *He has already swept the floor.*
3 How does Grandma get there? *by car*
4 Why isn't Dad there? *He's gone to the shops to buy some drinks.*
5 What happens to the cake? *The cake fell on the ground.*

7 **Make a list of the jobs you have done and haven't done today. Compare with a partner.**

Have you made your bed yet?
Yes, I have. I've just finished.
No, I haven't. Have you done your homework yet?




Starting the lesson

- Place pupils in pairs. Give each pair twelve index cards to write twelve verbs. One pupil picks up a card and their partner says the verb in the Present perfect and a sentence with *already*, *just* or *yet*.

Practice

1 4.8 **Listen and look at the picture. Circle four mistakes.**

- Play the audio. Play it again if necessary.
- Check answers as a class.

Mum, Dad, Muna and Kamal are in the kitchen.
Kamal has already cleared the table and Dad has just taken out the rubbish, but he hasn't swept the floor yet. Muna has just watered the plants, and she's already dusted the furniture. Mum hasn't loaded the dishwasher, and she hasn't cooked the dinner yet, and nobody has done the washing-up yet.

Answer key The dishwasher has already been loaded.; The plants haven't been watered yet.; The washing-up has already been done.; The rubbish hasn't been taken out yet.

2 **Underline the mistakes and write the correct sentences.**

- Pupils work in pairs to complete the activity.
- Check answers as a class.

Answer key 2 Have you already swept the floor?; 3 We've just loaded the dishwasher.; 4 Ali has just dusted the furniture.; 5 Faten has just emptied the bins.; 6 We've already watered the plants.

3 **Read the text. Then write sentences with the Present perfect and *already*, *just* or *yet*.**

- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 He hasn't tidied his room yet.; 3 Dad has already vacuumed the carpet.; 4 He hasn't watered the plants yet.; 5 Mum has just done the washing-up.

4 **Write questions about today. Use the Present perfect and *yet*. Then ask and answer with a partner.**

- Pupils work individually to write the questions.
- Place pupils in pairs to ask and answer the questions.

Answer key 2 Have you tidied your room yet?; 3 Has a teacher spoken to you yet?; 4 Have you done your homework yet?; 5 Have you sent an email yet?

Finishing the lesson

- Use the Summative questions technique to ask pupils how confident they feel using the new grammar.

Objectives

- **Lesson aims:** to read and interpret a playscript
- **Target language:** collocations: verb + noun
- **Skills:** Reading

Materials

- Pupil's Book Page 46
- Activity Book Page 39
- a ball
- one die for each group of pupils

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).

Assessment for Learning

- Setting aims and criteria: Key question technique; lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; True/False response cards technique
- Peer learning: pairwork; groupwork; Three facts and a fib technique
- Independent learning: Summative questions technique; portfolio

Starting the lesson

- Use the Key question technique to have pupils say how reading texts can help them with their English. Ask *How do texts teach us language? Do you study texts in your native language? What do you learn from them? Do you learn the same things from English texts?*

Presentation

- Explain that in this lesson pupils will read a playscript.
- Have pupils look at the layout and ask them to say how it is different to a dialogue (*it has scenes, a cast of characters,* etc.).
- **Extension** Ask pupils if they have ever seen a play and if they enjoyed it.

Practice

Pupil's Book

1 Before you read Today's Book Club text is a playscript. Look and circle the words that describe a playscript.

- Pupils do the activity in pairs.
- Check answers as a class.
- Ask pupils if they have ever read a playscript before.
- Ask pupils why they think plays are set up in scenes.

2 4.9 Listen and read. Then answer.

- Play the audio for pupils to read along to.
- Pupils work individually to answer the questions.
- Use the Lollipop stick technique or the Basketball technique to check answers.
- Use the True/False response cards technique to quiz pupils on the text by making different false statements about it for pupils to correct.

3 After you read Activity Book, page 39.

- Pupils turn to page 39 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Discuss in groups.

- Place pupils in groups and have them discuss the questions.
- Ask groups to share their ideas with the class.
- Discuss question 2 as a class.

5 Viewing and presenting Work in groups. Write four more scenes, between Scene 4 and Scene 5, where Anansi meets four more friends. Their names are in the Cast at the top. Share them with the class.

- Have a class discussion on what other things could happen in the play.
- Place pupils in small groups.
- Make sure pupils understand what they have to do.
- Monitor and help where necessary.
- Groups share their new scenes with the class by acting them out.

Diversity

Support

- Explain to pupils that scenes are quite short. Give weaker pupils only one scene to write.

Challenge

- Have pupils write a new ending to the play.

Extra activity Creativity

- Explain to pupils that the play answers why spiders have long legs. Ask pupils what other queries they have about animals. Start by writing on the board *Why do giraffes have long necks? Why do elephants have long trunks?* Elicit four more ideas and write them on the board. Number them 1–6. Place pupils in groups and have them roll a die. The number on the die shows the statement from the board they take. Pupils then write a short play or story to explain the story of that animal. Groups present their work to the class.
- Pupils place their work in their portfolios.

Activity Book

1 After you read Read the playscript on Pupil's Book page 46 again. Who says these sentences in the playscript? Write.

- Pupils complete the activity in pairs.
- Check answers as a class.

Answer key 2 Mabel, 3 Narrator, 4 Ronny, 5 Anansi, 6 Henry

2 Read the sentences and circle *T* (true) or *F* (false). Explain your answers.

- Pupils work individually to complete the activity.
- Use the Lollipop stick technique or Basketball technique to check answers.
- Write the explanations on the board.

Answer key 2 T – Mabel says 'I have to sweep the floor'.; 3 F – He says Anansi can help him boil them.; 4 T – Lulu says 'I've added salt and pepper'.; 5 T – In the park, Anansi was feeling hungry.; 6 F – Anansi's legs became longer because everyone was pulling them.

Why do spiders have long legs?

Cast:
Narrator, Anansi the spider, Ronny the rabbit, Mabel the monkey, Henry the tortoise, Lulu the mouse, Friends of Anansi: Freddie the frog, Bill the badger and Felix the fox, Horace the hedgehog

Scene 1:
Narrator: Anansi was walking past Ronny's house when he smelt something.
Anansi: Mmm... that smells good!
Ronny: Hi, Anansi. Have you had lunch yet?
Anansi: No. What are you cooking?
Ronny: I haven't finished yet, but you can help. Here's a knife.
Anansi: Oh, that's OK. Just pull my web and I'll come back when it's ready.



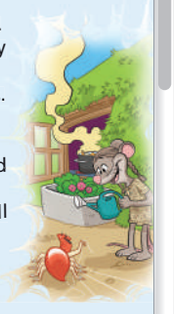
Scene 2:
Narrator: On his way to the park, Anansi met Mabel.
Mabel: Hi, Anansi. I've just been shopping. Come for lunch! I've already baked a cake.
Anansi: Mmm... It smells like chocolate cake!
Mabel: What a mess! I have to sweep the floor. It doesn't look clean.
Anansi: Oh! I'll come back. Pull my web later.



Scene 3:
Narrator: Anansi was walking past Henry's house.
Henry: Anansi! Come for lunch! I've already chopped the vegetables. You can help me boil them...
Anansi: I'll come back later. Just pull my web.



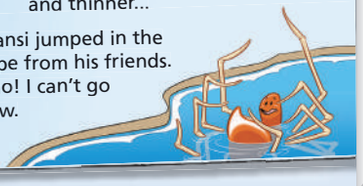
Scene 4:
Narrator: Anansi saw his friend, Lulu.
Lulu: Hi, Anansi. Come in! I've already made lunch.
Anansi: I'm sure it will taste delicious.
Lulu: I've added salt and pepper, and I've just put it in the oven. Let's lay the table. We need knives, forks and spoons.
Anansi: Oh! I can come later. Just pull my web.
Narrator: Anansi met four more friends and they all invited him to eat. He said the same thing.



Scene 5:
Narrator: In the park, Anansi was feeling hungry when he felt something.
Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Mabel! And now Henry! Ouch!
Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner...



Scene 6:
Narrator: Anansi jumped in the river to escape from his friends.
Anansi: Oh, no! I can't go for lunch now.



1 Before you read **Today's Book Club text is a playscript. Look and circle the words that describe a playscript.**

1 There is a list of characters / places at the beginning.
2 Different parts of the playscript are called chapters / scenes.

2 4.9 **Listen and read. Then answer.**

1 How many friends did Anansi meet? eight
2 Why did he want to come back later? Because he wanted to eat, but he didn't want to help/do any jobs.

3 After you read **Activity Book, page 39.**

4 **Discuss in groups.**

1 Why do you think that Anansi didn't want to help his friends?
2 What important things can we learn from the story?

5 Viewing and presenting **Work in groups. Write four more scenes, between Scene 4 and Scene 5, where Anansi meets four more friends. Their names are in the Cast at the top. Share them with the class.**

3 **Read the *Work with words* box. Then look and make collocations.**

- Ask a volunteer pupil to read aloud the *Work with words* box.
- Explain that we can use verbs and a noun to make a new word. These are called collocations.
- Have pupils give some more examples of collocations from the playscript on Pupil's Book page 46 *(baked a cake, sweep the floor, lay the table)*.
- Pupils complete the activity individually. Write the answers on the board.
- **Extension** Ask pupils to make new collocations for *feed, make, read* and *write*.

Answer key 2 the button, 3 the table, 4 a salad, 5 a book/story, 6 the letter

4 **Write five sentences about you, your friends and your family. Use the collocations in the box or any other collocations you know.**

- Pupils work individually to complete the activity.
- Monitor and help where necessary.
- Choose pupils to share their sentences with the class using the Lollipop stick technique or the Basketball technique.

Finishing the lesson

- Have pupils talk about the lesson using the Three facts and a fib technique.
- Using the Summative questions technique, ask *Did you enjoy the lesson? Would you like to read more playscripts in the future?*

Vocabulary and Grammar

Objectives

- **Lesson aims:** to identify words associated with cooking and food; to learn and use sense verbs
- **Target language:** *add, bake, boil, chop, cut, fork, fry, knife, mix, pepper, salt, spoon*
- **Skills:** Listening, Speaking

Materials

- Pupil's Book Page 47
- a ball
- photocopy of the audioscript from Activity 5
- Resources 4 B, 12 and 16

Global Scale of English (GSE)

- **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).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe objects in a basic way (e.g. colour, size) (GSE 25).

Assessment for Learning

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

Starting the lesson

- Write *SWEEP THE FLOOR* on the board. Pupils have to write a word for each letter, e.g. S – *sister*, W – *white*, E – *empty*, etc. Pupils get one point for each word, but three points if they use a word from this and previous units. Continue with a few more vocabulary items from this unit and previous units.

Presentation

- Explain that in this lesson pupils will learn words associated with cooking and food and how to use sense verbs.

Practice

Pupil's Book

1 4.10 **Look and match. Then listen, check and repeat.**

- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Play the audio for pupils to listen, check and repeat.

2 **Read the playscript in Lesson 5 again. How many words from Activity 1 can you find?**

- Ask pupils what they remember from the story in Lesson 5.
- Check answers by having pupils read aloud the sentences.

3 **Read the playscript again and match.**

- Pupils work in pairs to complete the activity.
- Check answers as a class.
- **Extension** Have pupils make their own sentences using the words from a–d.

4 **Read the grammar table. Then read the rules and circle the correct options.**

- Ask pupils which parts of our bodies we use with each sense verb.
- Pupils complete the activity individually.
- Check answers as a class.

5 4.11 **Listen. What kind of ice cream do they taste?**

- Play the audio and then check answers as a class.
- **Extension** Hand pupils a copy of the audioscript and have them underline all the examples of sense verbs + nouns/adjectives.

Interviewer: We're standing outside the new ice cream café in town. There's a special offer today. You get a free ice cream if you can guess the flavours. Here's our first customer. What's your name?
Imad: Hello, I'm Imad.
Interviewer: Hi there, Imad. Are you ready to taste this ice cream?
Imad: OK.
Interviewer: Here's a spoon.
Imad: Thanks. Right. It's yellow. It looks like lemon ice cream. Wait a minute. It smells strong. It smells like banana. Is it banana ice cream?
Interviewer: Yes, that's right. Well done.
Imad: Hmm, it tastes delicious.
Manal: Hi, my name's Manal. Can I have a go?
Interviewer: Yes, of course, Manal. Here's your ice cream.
Manal: OK, it looks like chocolate ice cream. Hmmm … smells good. Let me taste! It tastes like chocolate ice cream, but wait! There's something else. It tastes like a fruit. Is it chocolate and orange?
Interviewer: Yes, that's right. They've mixed chocolate and orange. Fantastic! You win an ice cream of your choice!
Interviewer: Now it's your turn. What's your name?
Mustafa: Mustafa.
Interviewer: Here, take this spoon, Mustafa.
Mustafa: Thank you. OK, this ice cream is brown, too. It looks like chocolate, but it doesn't smell like chocolate. It smells horrible. Oh, I know! It's coffee. I don't like coffee, it tastes disgusting! Yuk!
Interviewer: Haha! Well done. You've already guessed!

6 **Think of an ice cream. Answer the questions.**

- Ask pupils to answer the questions in their notebooks first.
- Pupils share their answers in pairs.
- Ask volunteers to share their ideas with the class.

Finishing the lesson

- Write *cut, bake, mix, chop, boil, fry* on the board. Place pupils in pairs and have them make as many collocations with the words as possible, e.g. *cut the cake, cut some bread, cut paper*. The pair with the most collocation wins.

Lesson 7 **Activity Book**

Objectives

- **Lesson aims:** to practise using sense verbs
- **Target language:** cooking vocabulary
- **Skills:** Reading, Listening, Writing

Materials

- Activity Book Page 40
- a ball

1 4.10 **Look and match. Then listen, check and repeat.**

knife 6 fork 10 spoon 11 fry 4
salt 5 pepper 1 cut 7 bake 12 add 9
mix 2 chop 3 boil 8



2 **Read the playscript in Lesson 5 again. How many words from Activity 1 can you find?**

3 **Read the playscript again and match.**

1 Anansi feels → b hungry.
2 Ronny's lunch smells → a good.
3 Mabel's cake smells → d delicious.
4 Mabel's house doesn't look → c clean.
5 Lulu's lunch will taste → e like chocolate cake.

4 **Read the grammar table. Then read the rules and circle the correct options.**

Grammar

Sense verbs: *look, smell, taste, sound, feel*

What does it	look smell taste sound feel	like?
It	looks smells tastes	like a chocolate cake. delicious.
	sounds	like a bell. interesting.
	feels	like leather. soft.

We use **adjectives** / **nouns** after sense verbs + *like*.
We use **adjectives** / **nouns** after sense verbs.

5 4.11 **Listen. What kind of ice cream do they taste?**

banana, chocolate and orange, coffee

6 **Think of an ice cream. Answer the questions.**

1 What does it look like?
2 What does it smell like?
3 What does it taste like?

Global Scale of English (GSE)

- **Reading:** Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **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).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Place pupils in small groups. Explain that they are chefs who have created three new dishes for a restaurant. Pupils write about their dishes using sense verbs to say what they look, smell and taste like. Groups present their dishes to the class who have to comment on the dishes using *Your dish sounds (interesting / delicious / unusual)*, etc.

Practice

1 **Look and complete the sentences.**

- Pupils work individually to complete the activity.
- Check answers as a class.

Answer key 2 pepper, 3 knife, 4 spoon, 5 fork

2 4.12 **Listen and number in order. Then complete.**

- Play the audio for pupils to number.
- Use the Lollipop stick technique or Basketball technique to check answers.
- Pupils complete the dialogue.
- Check answers as a class.

Answer key top row: 5, 2, 3; bottom row: 6, (1), 4; 2 boil, 3 cut, 4 mix, 5 add, 6 bake

3 **Complete the sentences with the correct form of the verbs. Match.**

- Pupils work individually to complete the activity.
- Check answers as a class.

Answer key 2 b, sounds; 3 e, look; 4 a, smells; 5 c, feels

4 **Choose five topics from the box. Write sentences using each of the sense verbs. Then compare with your partner.**

- Pupils work individually to write their sentences.
- Monitor and help where necessary.
- Place pupils in pairs and have them share and compare sentences.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

Culture

Objectives

- **Lesson aims:** to learn about traditional food; to design a menu for an international food festival
- **Target language:** *lentils, cracked wheat, creamy, crispy, herbs, spices, lamb, palm leaves, underground, dough*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 48
- Activity Book Page 41
- a ball
- menus with international food

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can get the gist of short factual school texts (GSE 41).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). 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; Basketball technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Write twelve letters in random order on the board. Make sure there are three vowels.
- Place pupils in pairs and have them make as many words as they can in one minute.

Presentation

- Explain that in this lesson pupils will learn about traditional foods and design a menu for an international food festival.

Practice

Pupil's Book

1 Before you read What traditional foods do you know?

- Ask pupils what traditional foods from other countries they have tried and what they tasted like.
- Have a class discussion. Write the dishes on the board and vote for the favourite one.

Culture notes

- Rashoof is made with *jameed*, a hardened yoghurt made from sheep's or goat's milk. It's one of the most popular dairy products in Jordan and is a key ingredient in *mansaf*, Jordan's national dish.
- Chinese New Year is celebrated in accordance to the new moon. Celebrations last for days and families travel long distances to meet up. The red decorations they put up are for good luck. They sweep the floors as a symbol of cleaning away bad luck.

Key words search

rashoof, shuwa, Chinese New Year, dumplings, traditional foods, dishes, food festival

2 4.13 Listen and read.

- Play the audio for pupils to read along to. Ask pupils to write down any unknown words and elicit or explain their meanings.
- After reading and listening, ask pupils questions about the text. Explain that *cracked wheat* is wheat that has been broken up into smaller pieces.
- Use the Lollipop stick technique to choose pupils to answer questions about the text.
- **Extension** Ask pupils to go through the text again and write down all the adjectives to describe food.

3 After you read Activity Book, page 41.

- Pupils turn to page 41 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Work in pairs. Discuss the questions.

- Have pupils work in pairs and invite them to share their answers.

Extra activity Critical thinking

- Ask pupils why food is an important part of different celebrations. Have pupils think about how food brings people together.

Project

Design a menu for an international food festival.

- Show pupils different types of menus. Explain that international food menus say what's in the food and describe what it tastes like.
- Place pupils in small groups, making sure there is an Expert envoy in each group. Have a volunteer read through the steps. Tell pupils they have to keep referring to them as they work.
- Pupils present their work to the class. Use the Two stars and a wish technique to have pupils comment on the menus.
- Make a classroom display.

Activity Book

1 After you read Read the text on Pupil's Book page 48 again. Tick (✓) the foods that the sentences describe.

- Pupils complete the activity individually.
- Use the Lollipop stick technique or the Basketball technique to check answers.

Answer key 2 dumplings, 3 rashoof, dumplings, 4 rashoof, 5 shuwa, 6 dumplings

2 Answer the questions. Write complete sentences.

- Pupils work individually to complete the activity.
- Make sure they are writing complete sentences.
- Check answers as a class.

TRADITIONAL FOOD

People all around the world have fun cooking and eating together. Different countries have different traditional dishes.



Rashoof is a traditional dish from **Jordan**. To prepare it, start by chopping onions and frying them in a pan. Then add lentils and cracked wheat. People sometimes also add rice. Cook in boiling water. Add a special yoghurt called *jameed* and cook until the mixture becomes thick and creamy. Serve it with crispy fried onions on top. People love to eat this in winter!



Shuwa is **Oman**'s national dish, and is often enjoyed during Eid al-Fitr. To make it, add herbs and spices to a leg of lamb and wrap it in banana or palm leaves. Then cook it slowly in an underground oven. This makes the meat extra soft. Shuwa is usually eaten with rice and salads.



In **China**, the New Year starts in January or February. Many people celebrate for two weeks! They eat lots of tasty food. Families often make dumplings together on New Year's Eve. You make them with meat or vegetables and very thin dough. Then you boil the dumplings in water.

WOW! Fact

Families clean their homes before Chinese New Year. Then they put up special red decorations.

1 Before you read **What traditional foods do you know?**

2 4.13 **Listen and read.**

3 After you read **Activity Book, page 41.**

4 **Work in pairs. Discuss the questions.**

1 Which food from the reading would you prefer to try? Why?
2 Which food would you prefer to make?
3 Do you make any traditional food at home?
4 What traditional food do you like best?

Project

Design a menu for an international food festival.

1 In groups, choose a country and find out about its traditional dishes.
2 Decide who will research each dish and find out:
- what the dish is called.
- where people eat it.
- what it is made with.
- how it is made.

3 Stick your notes on a big piece of paper and add photos or drawings to make a menu.
4 Display the menus in the classroom.
5 Imagine you're at the festival. Choose the dishes that you would most like to try.

Answer key 2 A special yoghurt called jameed makes rashoof thick and creamy.; 3 Lamb is usually used to make shuwa.; 4 Shuwa is usually eaten with rice and salad.; 5 Chinese families make boiled dumplings on New Year's Eve.; 6 Chinese people celebrate the New Year in January or February.

3 4.14 **Listen to a report about a traditional food. Complete the notes.**

- Play the audio. Play it again if necessary.
- Check answers as a class.

My report is about a traditional food from Vietnam. It's called *Banh chung*. Banh chung are special cakes that Vietnamese families make and eat during their traditional New Year's festival. The cakes are quite large and they are square in shape. They look like boxes! To make the cakes, people mix rice with meat and beans. Then they wrap the cakes in banana leaves and boil them in hot water for six hours. Some people also make vegetarian banh chung, with rice and beans, but without any meat. Banh chung are usually served hot with lots of vegetables. I'd love to try them. They look delicious!

Answer key 2 cake, 3 Mix, 4 beans, 5 large, 6 banana, 7 Boil, 8 meat, 9 vegetables

4 Viewing and presenting **Work in groups. Choose a traditional festival and find answers to the questions. Then make a poster and share it with the class.**

- Place pupils in groups and have them research online to find the answers to the questions. Pupils write about the festival and then make a poster about it.
- Groups share their posters with the class. Make sure each group member presents.
- Make a classroom display.

Finishing the lesson

- Refer pupils to the Learning diary. Tell pupils to make a few notes about what they've learnt in this lesson and what interested them the most. Pupils read their sentences to the class.

English in action

Objectives

- **Lesson aims:** to learn and demonstrate how to offer help; to identify the difference between the *er* sound and the *schwa*
- **Target language:** *I'll …, Shall I …?, Do you want me to …?, Can I help you?, What do you want me/us to do (now)?*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 49
- Activity Book Page 42
- a ball
- Resource 24

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can 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; Basketball technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson

- Have pupils write three sentences using the words from this unit.
- Explain that they have to read their sentences to their partners as dictation.
- Pupils check their work by referencing the Pupil's Book.

Presentation

- Explain that in this lesson pupils will learn how to offer to help, and to identify the difference between the *er* sound and the schwa sound.
- Ask pupils if they offer help to their friends and family.

Practice

Pupil's Book

1 4.15 **Listen and read. Answer the questions.**

- Play the audio once for pupils to read and listen to. Ask pupils if they help with the cooking at home.
- Play again with pauses for pupils to answer the questions.
- **Extension** Place pupils in pairs and have them choose roles. Pupils act out the dialogue.

2 **Read the dialogue again. Find five offers that use language from the *Say it!* box.**

- Refer pupils to the *Say it!* box. Pupils then complete the activity.
- Use the Lollipop stick technique or the Basketball technique to elicit answers.
- Ask pupils to read the text again and find the responses to the offers of help. Pupils then make simple exchanges with the language from the *Say it!* box.

3 **Act out new dialogues with your partner. Say what you're going to do and offer to help. Use the *Say it!* box to help you.**

- Model the activity with a volunteer pupil.
- In pairs, pupils complete the activity.
- Monitor and help where necessary.
- Use the Lollipop stick technique to have pupils act out their dialogues in front of the class.

Extra activity **Critical thinking**

- Ask pupils why it's good to help others. Ask why it's important to always help the elderly and in what ways pupils can help them. Continue by asking how we can help people with special needs.

Pronunciation

4 4.16 **Listen and read. Which letters make the schwa (/ə/) sound? Then listen again and repeat.**

- Remind pupils that the schwa sound is the most common sound in English and correct use enhances fluency, speed and makes pronunciation more accurate.
- The schwa sound is most often seen in words where a vowel is followed by the letter 'r' with 'er' at the end of words being the most common.
- Play the audio and ask pupils to identify which letters make the schwa sound. Play the audio again for pupils to repeat after each sentence.
- Pupils practise reading the sentences with a partner, pronouncing the schwa sound correctly.
- Check answers as a class.

Activity Book

1 4.17 **Read and complete the dialogue. Then listen and check.**

- Pupils read the dialogue and sentences in the box. Have pupils complete the dialogue individually.
- Play the audio to check answers.
- Have pupils practise the dialogue in pairs.

Answer key 2 Yes, of course.; 3 Chicken with rice and vegetables.; 4 Thank you.; 5 I've already washed them.; 6 How about loading the dishwasher?

2 **Read the sentences. Write offers. Then act out the dialogues with your partner.**

- Pupils complete the activity individually.
- Monitor and help where necessary.
- Place pupils in pairs and have them act out the dialogues.
- Invite pupils to the front of the class to act out their dialogues.

3 4.18 **Listen and read. Does 'er' make the schwa sound (/ə/)? Tick (✓) or cross (✗) . Then practise with your partner.**

- Play the audio for pupils to identify the schwa sound. They listen and tick or cross for each word.
- Explain that the long sound tends to be used if the letters *er* are in the middle of a word but note that this isn't always the case. However, the schwa sound is frequently heard at the end of a word ending in *-er*.
- Check answers as a class, identifying where the sounds occur.
- **Answer key** 1 ✓, wat**er**, 2 ✗, 3 ✗, 4 ✓, dinn**er**, 5 ✗, 6 ✓, butt**er**, 7 ✓, pepp**er**, 8 ✓, dishwash**er**



Hi, Mum. What are you doing?
I'm emptying the dishwasher. After that, I'm going to cook dinner.
Can I help you?
Yes, of course.
Do you want me to help, too?
Yes, please!
What's for dinner?
Noodles with chicken and vegetables. Here's the recipe.
Mmm, that looks delicious. I'll chop the vegetables.
Thank you.
Shall I cook the noodles?
That would be great. I've already boiled the water.
What do you want us to do now?
How about laying the table? We need knives and forks and plates!
Sure, Mum!

English in action 4

Offering to help

1 4.15 **Listen and read. Answer the questions.**

1 What are they going to have for dinner?
noodles with chicken and vegetables
2 How are the children going to help? Name three jobs.
chop the vegetables, cook the noodles, lay the table

2 **Read the dialogue again. Find five offers that use language from the *Say it!* box.**

Say it!

Offering to help:
I'll ...
Shall I ...?
Do you want me to ...?
Can I help you?
What do you want *me*/*us* to do (now)?

3 **Act out new dialogues with your partner. Say what you're going to do and offer to help. Use the *Say it!* box to help you.**

clean the kitchen make a salad
tidy my room

I'm going to clean the kitchen.
Shall I do the washing-up?

Pronunciation

4 4.16 **Listen and read. Which letters make the schwa (/ə/) sound? Then listen again and repeat.**

Shall we have dinner?
The food is interesting.
I'll order my lunch.



My dishwasher is broken.
I like butter.
My sister likes drinking water.

Extra activity **Fast finishers**

- Pupils write their own dialogue using the new expressions. They read their work to the class. Pupils place their work in their portfolios.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils why learning different expressions and practising pronunciation is important for their English learning.
- Ask pupils to say what else they think is important when learning a language is concerned.

Literacy: Reading

Objectives

- **Lesson aims:** to read and interpret recipes
- **Target language:** *cream, sauce, butter, teaspoon, rolling pin, tray*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 50
- Activity Book Page 43
- a ball
- instructions from the recipes on index cards, one instruction per card
- recipes
- Resource 28

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can follow simple recipes, if supported by pictures (GSE 38).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Yes/No technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Draw a Tick-Tack-Toe (or Noughts and Crosses) box on the board.
- In each box, write a word spelt incorrectly. Invite two volunteer pupils to the board.
- Explain they have to correct the words, but at the same time try to win the game by correcting three words in a horizontal, vertical or diagonal row.
- Play for a few rounds.

Presentation

- Explain that in this lesson pupils will read recipes.
- Ask pupils if they have ever used recipes to cook. Ask pupils what their favourite recipe is.

Practice

Pupil's Book

1 Before you read Look quickly at the recipes. Which dish would you prefer to make? Why?

- Give pupils a little time to read the text. Have them point out any unknown words. Explain or elicit their meanings.
- Use the Lollipop stick technique or the Basketball technique to have pupils give their opinions.
- **Extension** Ask pupils what type of food they make at family parties.

2 4.19 Listen and read.

- Refer pupils to the *Reading tip* box. Ask pupils how they choose a recipe to make.
- Ask pupils to say the title and ingredients in each recipe.
- Play the audio for pupils to read along to.
- Use the Yes/No technique to ask pupils different questions about the text.

3 After you read Read and find the recipe. Write *A* or *B*.

- Have pupils work individually to answer the questions.
- Check answers as a class.
- **Extension** Have pupils say an instruction from a recipe for their partners to say which recipe it belongs to.

4 Work in pairs. Act out actions from the recipes. Watch and guess.

- Ask pupils to say what actions are mentioned in the recipes.
- Place pupils in pairs and have them act out actions from the recipes to each other.
- Use the Lollipop stick technique to have pairs come to the front and do the activity for the rest of the class.

Diversity

Support

- Explain that when we write recipes we use simple language. Write all the imperatives from the texts on the board *(chop, put, mix, heat, eat, cut, add, roll, rub)*. Pupils copy them down in their notebooks. In pairs, pupils find them in the texts and write the words to complete the instructions.

Challenge

- Give each pupil one of the recipe's instructions on index cards, which are all mixed up. Have pupils put the instructions in order.

Activity Book

1 Unscramble the words and complete the sentences.

- Use the Expert envoy technique to have stronger pupils help weaker pupils through all the activities if necessary.
- Pupils work individually to complete the activity.
- Check answers by asking volunteer pupils to read the sentences aloud. Write the answers on the board.

Answer key 2 sauce, 3 butter, 4 teaspoon, 5 rolling pin, 6 cream

2 Read the recipe for fruit on sticks on Pupil's Book page 50 again. Number the instructions in order.

- Pupils work in pairs to complete the activity.
- Use the Lollipop stick technique or Basketball technique to check answers.

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

3 Read the recipe for cheese straws again. Answer the questions. Write complete sentences.

- Have pupils underline key words in each question that will help them find the answer.
- Check answers as a class.

Answer key 2 We must beat the egg before we add it to the other ingredients.; 3 We need to rub the butter with our fingers to make small/tiny pieces.; 4 The oven must be 180°C to cook the dough.

Literacy: recipes

Reading

1 Before you read **Look quickly at the recipes. Which dish would you prefer to make? Why?**

2 4.19 **Listen and read.**

tip Reading
To help you choose recipes, look at the titles, the ingredients and the pictures.

FAMILY PARTY FOOD

What food do you like to eat at family parties? We asked our readers to send us their favourite family party recipes. Here are two of them. We've already tried them – they taste delicious, and they're fun to make!

A Fruit on sticks with chocolate sauce

Ingredients:
- 50g chocolate
- 50ml cream
- fruit, e.g. strawberries, grapes, kiwi, cherries, mango

What to do:
1. Chop the fruit and put the pieces of fruit on wooden sticks.
2. Put the chocolate in a bowl in the microwave and melt it slowly. Don't boil it!
3. Mix the cream and the melted chocolate.
4. Heat the cream and chocolate in the microwave for 20 seconds and mix it again.
5. Eat the fruit with the chocolate sauce.



B Cheese straws

Ingredients:
- 100g flour
- ½ teaspoon salt
- 50g butter
- 75g grated cheese
- 1 egg

What to do:
1. Cut the butter into small pieces and then beat the egg.
2. Put the flour, salt and butter into a big bowl. Rub the butter with your fingers to make very tiny pieces.
3. Add the cheese and the egg. Mix everything together to make the dough.
4. Roll the dough with a rolling pin and then cut it into long pieces.
5. Put the pieces of dough on a metal tray in the oven and bake them at 180°C for 10 to 15 minutes.



3 After you read **Read and find the recipe. Write *A* or *B*.**

Which recipe tells you to ...

1 use wooden sticks? *A*
2 make a dough? *B*
3 use the microwave? *A*
4 beat an egg? *B*
5 bake something *B*
6 melt something? *A*

Words in context

cream sauce butter
teaspoon rolling pin tray

Activity Book, page 43

4 **Work in pairs. Act out actions from the recipes. Watch and guess.**

Are you chopping fruit?

Yes, I am.

4 Viewing and presenting **Work in groups. Choose a recipe. Discuss the questions and make notes. Share your ideas with the class.**

- Place pupils in small groups and have them complete the activity.
- Groups share their ideas with the class. Make sure each group member presents.
- Ask the class whether they would eat the food presented or not.

Extra activity Collaborative work

- Have a class discussion on what types of food we should eat to be healthy. Write them on the board. Then place pupils in small groups. Explain that they work in a healthy restaurant and have to write a recipe for a new healthy dish or drink.
- Pupils present their work to the class. Have a class vote on the best recipe.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils what they particularly liked about today's lesson. Ask pupils what kind of recipes they would write in a cookbook.

Objectives

- **Lesson aims:** to plan and write a recipe
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- Pupil's Book Page 51
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can follow simple recipes, if supported by pictures (GSE 38).
- **Writing:** Can write a short list of instructions for using or doing something (e.g. playing a game), given a model (GSE 42).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: pairwork; groupwork; Two stars and a wish technique; Three facts and a fib technique

Starting the lesson

- Use the Three facts and a fib technique to have pupils write four sentences that are cooking instructions. Remind pupils that one mustn't be correct.
- Place pupils in pairs and have them say the statements to each other. Explain that they have to correct the false statements.

Presentation

- Explain that in this lesson pupils will learn how to write a recipe.
- Have pupils refer to Lesson 10 and tell you what features a recipe has and what the instructions are like (title, ingredients, picture, simple instructions with imperatives).
- Ask pupils if they think writing a recipe will be easy.

Practice

Pupil's Book

1 Read the recipe. Match the pictures to numbers 1–5.

- Ask pupils what the pictures show. Have pupils think of how the items in the pictures will be presented in the recipe instructions, e.g. *Cut the chocolate.*
- Have pupils complete the activity individually.
- Check answers as a class.
- Ask pupils if the instructions for this recipe are easy to understand and if they think this is an easy recipe to make.

2 Read. Then answer the questions about the recipes on pages 50 and 51.

- Refer pupils to the *How to write…* box. Explain that abbreviations are short forms for long words. Give a few more examples on the board, e.g. *cm = centimetre, ltr = litre,* etc.
- Have pupils read the recipes again and answer the questions individually.
- Check answers as a class.

Diversity

Support

- Draw a table with three columns on the board and write: *Ingredients, Abbreviations* and *Cooking verbs.* Refer pupils to the recipes on page 50 and go through them finding the information to complete the table. In pairs, pupils do the same for the recipe on page 51.

Challenge

- When pupils finish, they test each other on each recipe in pairs. One pupils says an ingredient *(100 grammes of brown sugar)* for their partner to say the correct recipe *(chocolate cookies).*

3 Write a recipe for a dish that you like. Plan, write, check and rewrite. Use the *How to write…* box to help you.

- Refer pupils to the *Writing tip* box. Ask pupils to look at the recipes in this and the previous lesson and say how the instructions have been ordered.
- Use the Traffic light cards technique to ask pupils if they are ready to do the activity.
- Pupils work individually. First, have pupils make notes on the recipe they are writing, its ingredients and instructions. Check their notes before they proceed to write their recipes.
- Tell them to keep referring to the *How to write…* box while they write their recipes.
- Pupils present their work to the class.
- Use the Two stars and a wish technique to have pupils comment on each other's work.

Finishing the lesson

- Place pupils in four groups and hand each group a sheet of A4 paper.
- Explain that the class will write a recipe for a banana and chocolate cake. Each group writes or draws one part of the recipe. Tell pupils you will call out the parts, e.g. *title, ingredients, instructions, picture.* Groups write or draw that part and then swap papers with another group.
- When you get to the instructions, tell pupils that each group will only write or draw one instruction because the next group will continue.
- Place the recipes on display. Have pupils vote on the best written and presented recipe.

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write a recipe
- **Target language:** unit vocabulary and grammar
- **Skills:** Writing

Materials

- Activity Book Pages 44–45
- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Writing:** Can write a short list of instructions for using or doing something (e.g. playing a game), given a model (GSE 42).

Assessment for Learning

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

1 **Read the recipe. Match the pictures to numbers 1–5.**

2 c, 3 e, 4 a, 5 d

CHOCOLATE COOKIES

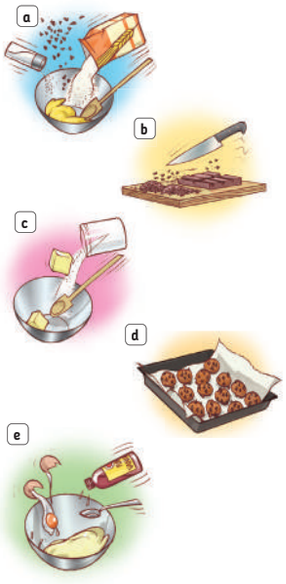


INGREDIENTS

- 100g brown sugar
- 125g butter
- 1 egg
- 1 teaspoon vanilla
- ½ teaspoon salt
- 225g flour
- 200g chocolate

WHAT TO DO

1 Cut the chocolate into small pieces. (b)
2 Mix the butter and sugar together to make a dough. ☐
3 Add the egg and vanilla and mix again. ☐
4 Now add the flour, salt and chocolate pieces and mix again. ☐
5 Make small balls of dough with your hands and put them on a metal tray. Bake the cookies in the oven at 200°C for 15 to 20 minutes. ☐



2 **Read. Then answer the questions about the recipes on pages 50 and 51.**

How to write... a recipe

- First write a title.
- Then write the ingredients. Use abbreviations, e.g. *g = grammes, ml = millilitres, °C = degrees Celsius*
- Then write what to do. Give instructions with cooking verbs, e.g. *Cut ... , Bake ... , Add ... , Don't boil ...*

1 Which recipe has the most ingredients? chocolate cookies
2 What abbreviations do the recipes use? g (grammes), °C (degrees Celcius)
3 What cooking verbs can you find in the recipes? chop, put, melt, boil, mix, heat, eat, cut, beat, rub, add, roll, bake

3 **Write a recipe for a dish that you like. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

tip Writing

When you write instructions, make sure the order is clear. You can use bullet points (•), numbers (*1, 2, 3,* etc.), and words like *first, next, then.*

Starting the lesson

- Draw a pizza on the board. Bring pupils to the front of the class and have them form a line.
- Tell pupils you are going to say a word from this and the previous lesson and they have to spell it. If they make a mistake you take away a piece of the pizza on the board. If they spell it correctly, you start drawing another pizza, piece by piece.

1 **Number the pictures in order. Then complete the recipe.**

- Refer pupils to the *Writing tip* box. Ask pupils to describe the pictures using cooking instructions.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key Order of pictures: 2 e, 3 b, 4 d, 5 a; Instructions: Then, Next, After That, Finally

2 **Plan a recipe for a dish that you like.**

- Ask pupils what dish they will write about.
- Pupils complete the activity individually.
- Have pupils compare answers with their partners.

3 **Now write your recipe.**

- Have pupils complete the activity individually.
- Monitor and help where necessary.
- Have volunteer pupils read aloud their recipes to the rest of the class.

4 **Check your work. Tick (✓) the steps when you have done them.**

- Remind pupils to use the checklist once they have completed the writing process.

Extra activity Fast finishers

- On a sheet of A4 paper, pupils make a table of contents for a cookbook they would like to read or write. Have pupils illustrate their work. Make a classroom display.

Finishing the lesson

- Place pupils in small groups and give them a sheet of A4 paper each.
- Have them make a word collage of the new vocabulary and grammar they have learnt in this unit. Pupils also make sentences with their words or grammar structures.
- Groups present their work to the class.
- Use the Thought-provoking questions technique to ask pupils how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.

Language booster 2

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 3–4
- **Target language:** *to make* + object + adjective; *comfortable/uncomfortable, plain/colourful, smart/casual, expensive/cheap, formal/informal*
- **Skills:** Speaking, Reading, Writing

Assessment for Learning

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

Materials

- Pupil's Book Page 52
- Activity Book Page 46
- a ball
- sheets of A4 paper, enough for each pupil
- two strips of paper, enough for each pupil
- stopwatch

Global Scale of English (GSE)

- **Speaking:** Can name items of clothing if supported by pictures (GSE 22).
- **Reading:** Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (GSE 32). 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 someone's likes or dislikes (GSE 33). Can describe someone's personality or emotions using simple language (GSE 40).

Mapping

Topics	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 2: Culture	**Listening:** responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions **Speaking:** turn-taking in dialogues on simple themes **Reading:** skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text	**Listening:** respond to questions before, during and after listening **Speaking:** participate in dialogues on a variety of simple themes and take turns **Reading:** preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text

Starting the lesson

- Tell pupils they are going to talk about clothes. Write words for patterns on the board: *plain*, *spotted*, *striped*, etc.
- Ask pupils to come to the front and illustrate the designs. Encourage them to find out if someone in the class is wearing one of the patterns.

Presentation

- Explain that in this lesson pupils will learn vocabulary related to clothes and adjectives.

Practice

Pupil's Book

1 How many items of clothes can you name?

- Set a stopwatch to one minute and have pupils write as many words related to clothes as they can in their notebooks. Ask how many words each pupil wrote. Ask each pupil to share their ideas and write them on the board. Count and say the total number the class as a whole has said.

2 LC2.1 Listen and read the interview. Answer the questions.

- Read the questions aloud and check for understanding.
- Play the audio for pupils to read along to.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique..
- Ask volunteers to read the paragraphs aloud and then ask further questions, e.g. *Who taught Hala to sew? (her grandma) What did her grandma buy her? (a sewing machine) What does she say about unusual clothes? (They make people interesting.)*

Diversity

Support

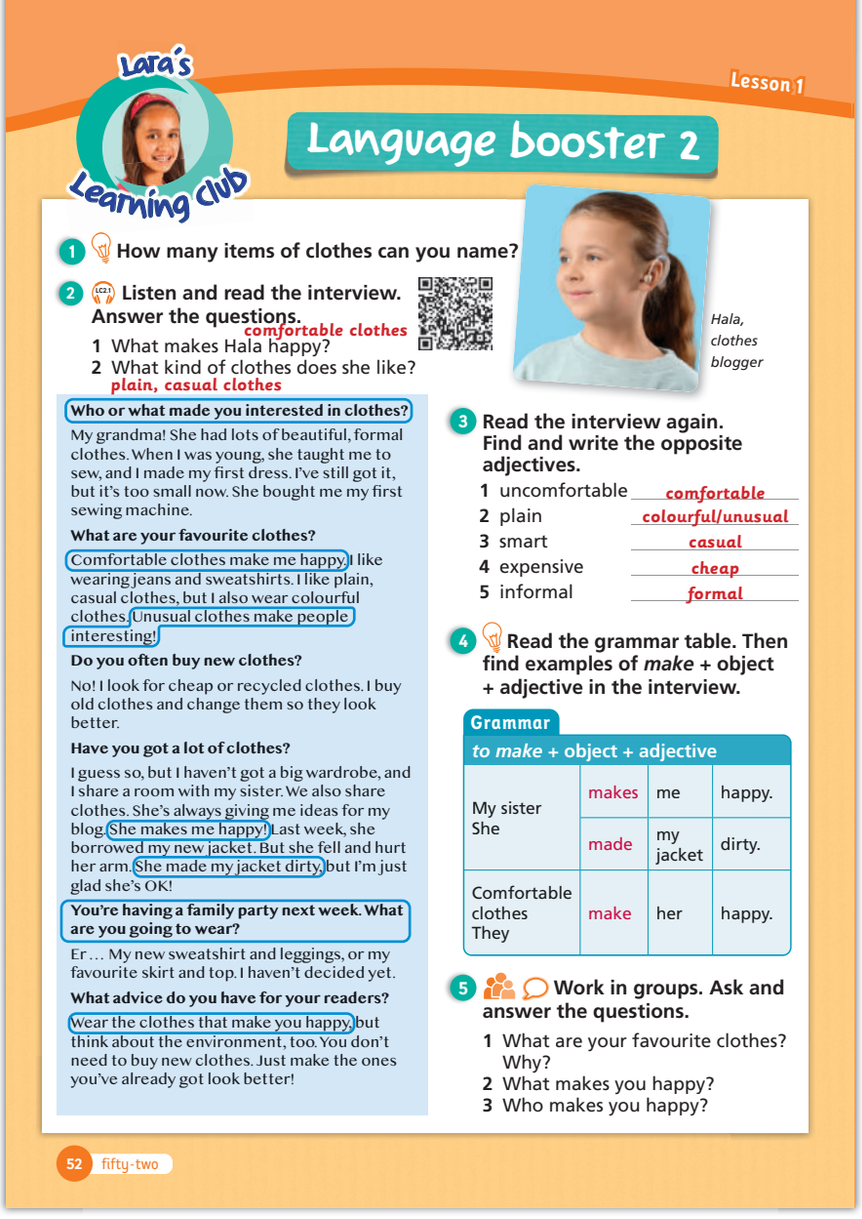
- Review the vocabulary with pupils. Ask them which clothes were mentioned in the interview and which adjectives. Write two columns on the board.

Challenge

- Place pupils in pairs and have them act out the interview with new answers. Allow them to write down the answers first. Pupils act out their interviews as though it were a TV interview.

3 Read the interview again. Find and write the opposite adjectives.

- Have pupils read the interview again. They find the opposite adjectives in the text.
- Tell pupils that there might be more than one answer for some adjectives.



- Check answers as a class. Ask pupils where they found the adjectives in the text.
- **Extension** Pupils draw themselves wearing either their favourite clothes or unusual clothes. Pupils write about the clothes. Pupils place their work in their portfolios.

4 Read the grammar table. Then find examples of *make* + object + adjective in the interview.

- Read the table aloud and have pupils repeat.
- Give pupils time to read the text again. Pupils say examples they find in the text.

5 Work in groups. Ask and answer the questions.

- Place pupils in groups and have them ask and answer the questions.
- Hand out two strips of paper to each pupil. On one, they write what makes them happy and on the other what makes them sad.
- Collect the strips of paper and read them aloud.

Activity Book

1 Read and complete the sentences.

- Ask pupils to read the interview on page 52 of the Pupil's Book again.
- Pupils work individually to complete the activity.
- Monitor and help where necessary.
- Ask pupils to read the complete sentences aloud to check answers.

Answer key 2 Comfortable, 3 casual, 4 interesting, 5 recycled, 6 better

2 Imagine you are a blogger. Answer the questions in your notebook. Use three or more words.

- Check that pupils understand what they have to do.
- Check answers using the Lollipop stick technique or the Basketball technique.

3 Write four sentences. Use a word from each column.

- Ask pupils to look at the table in Activity 3. Elicit the difference between *makes*, *make* and *made*.
- Pupils complete the activity individually.
- In pairs, pupils take turns to read out their sentences.

4 Write two more sentences about you using *make* + object + adjective.

- Ask pupils to close their Activity Books. Do a quick review of adjectives and write them on the board.
- Pupils write two more sentences in their Activity Books. They must be different from the ones in Activity 3.
- Monitor and help where necessary.
- Have pupils read out their sentences to the class.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Language booster 2

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 3–4
- **Target Language:** clothes and adjectives
- **Skills:** Listening, Reading, Speaking, Writing

Materials

- Pupil's Book Page 53
- Activity Book Page 47
- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Listening:** Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).
- **Reading:** Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (GSE 31). 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 41).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can say how they or someone feels, giving a brief reason (GSE 40).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Review the clothes and adjectives from the previous lesson. Ask *What clothes make you happy? What are your favourite clothes?*
- Then write incomplete adjectives on the board (e.g. *p_ _ _n*) and pupils say the correct word *(plain)*.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to clothes and adjectives.

Practice

Pupil's Book

1 LC2.2 **Listen and read. Answer the questions.**

- Ask pupils to describe the picture.
- Play the audio for pupils to complete the activity.
- Use the Lollipop stick technique or Basketball technique to check answers.
- Play the audio again and ask the class to repeat each line.
- Place pupils in pairs and have them read the dialogue. Ask volunteers to act out the dialogue for the class.

2 Read the dialogue again. Find adjectives to describe these items.

- Tell pupils to read the dialogue again and find the adjectives.
- Check answers as a class.

3 Choose an event, e.g. a family party. Say new dialogues with your partner. Help your partner decide what to wear.

- Pupils read the dialogue from Activity 1 again. Ask questions to check comprehension, e.g. *Who doesn't know what to wear? (Rola) What is wrong with her new dress? (It's too smart.) What's wrong with her jeans? (They're too casual.) What does she decide to wear in the end? (her blue skirt) Why? (It's comfortable.)*
- In pairs, pupils invent their own conversation. Tell pupils to decide first where they are going and also what clothes could be included in the conversation.

Extra activity Critical Thinking

- Write a list of events on the board: *a family party, a walk in the hills, lunch with grandparents, a sporting event,* etc. Pupils copy the words in their notebooks and write what they would wear to each event. Pupils share their ideas with the class. Encourage pupils to say if they agree or not with the choice of clothing and if the clothes are appropriate.

Show what you know

- Tell pupils they are going to think about what they have learnt on Lara's Learning Club pages. Pupils read and complete Lara's Reflection Box individually.
- In pairs, pupils ask and answer the questions giving an example to show what they know, e.g. *Can you use adjectives to describe different clothes? Yes, I can. This is my new dress. It's very smart.*

Activity Book

1 LC2.3 **Read and listen to the dialogue on Pupil's Book page 53 again and circle *T* (true) or *F* (false). Explain your answers.**

- Ask *Who is this? What has she made? Why do you think she has made it?*
- Play the audio for pupils to complete the activity individually. Play the audio again if necessary.
- Check answers as a class.

Answer key 1 T – Rola hasn't got dressed yet.; 2 F – Maha has made a cake.; 3 F – Rola's new dress is smart.; 4 T – Rola's jeans are too small.; 5 T – They make her feel uncomfortable.; 6 F – Maha is wearing her new gold bracelet.

2 Circle the clothes in red and the adjectives in blue.

- Pupils complete the activity individually.
- Ask pupils to say sentences with the words they find, e.g. *I usually wear a smart dress to a family party. Wearing smart clothes makes me happy.*

Answer key clothes: dress, jeans, sweatshirt, skirt, tie, top; adjectives: comfortable, striped, plain, smart, casual

Extra activity Fast finishers

- In pairs, pupils take turns to choose a word from the word snake and say a definition. Their partner guesses what it is, e.g. *This is something you wear to keep warm. You can wear it over a top. (sweatshirt)*

1 LC2.2 **Listen and read. Answer the questions.**

1 Which clothes do they talk about?
a dress, jeans, skirt, cotton top
2 Where do you think they're going?
Pupils' own answers



Maha: Are you ready?

Rola: Not yet!

Maha: Hurry up! We'll be late.

Rola: Have you made the cake yet?

Maha: Yes, I have.

Rola: I don't know what to wear.

Maha: You could wear your new patterned dress.

Rola: That dress is too smart, but jeans are too casual.

Maha: Come on! Jeans are smart enough!

Rola: But my jeans are too small. They make me uncomfortable.

Maha: How about your long blue skirt?

Rola: Yes, OK. I'll wear my blue skirt. It's comfortable. What are you wearing?

Maha: My blue jeans and a spotted cotton top. Oh, and my new, gold bracelet.

Rola: That's great. You'll look casual but smart, too!

2 **Read the dialogue again. Find adjectives to describe these items.**

1 Rola's dress: smart, new, patterned
2 Rola's jeans: casual, uncomfortable, tight
3 Rola's skirt: long, blue, comfortable
4 Maha's jeans: blue
5 Maha's top: spotted, cotton
6 Maha's bracelet: new, gold

3 **Choose an event, e.g. a family party. Say new dialogues with your partner. Help your partner decide what to wear.**

Are you ready?

No, I don't know what to wear!

You could ...?

No, it's/they're too ...

How about ...?

No, it's/they're not ... enough.

Well, what about ...

Yes, OK. I'll ...

Show what you know

Can you use adjectives to describe different clothes? ☐
Can you use *make* + object + adjective? ☐
Can you help someone decide what to wear? ☐

3 **Write a new dialogue. Use clothes words and adjectives.**

- Use the Traffic light cards technique to check pupils understand what they have to do. Pupils write their own dialogue individually. Then in pairs, pupils practise each other's dialogue.
- Ask pupils to act out their dialogues for the rest of the class.

Finishing the lesson

- Do a class survey on the clothes in the lessons. Find out which is the most popular item of clothing. Write options on the board and pupils vote for their favourite.
- Using the Summative questions technique, ask pupils how confident they feel using the vocabulary and grammar.

Think like a scientist!

Objectives

- **Lesson aims:** to learn how to compare materials; to interpret Venn diagrams
- **Target language:** *zip, strap, laces*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 54
- a ball
- sheets of A4 paper, enough for each pupil
- index cards
- images of Venn diagrams

Global Scale of English (GSE)

- **Reading:** Can understand the main information in basic diagrams related to familiar topics (GSE 37). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31). 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; Basketball technique; Traffic light cards technique; True/False response cards technique
- Peer learning: Expert envoy technique; pairwork; groupwork
- Independent learning: Summative questions technique; portfolio

Starting the lesson

- Play *Bingo!* using vocabulary from semester 1.

Presentation

- Explain that in this lesson pupils will learn how to make a Venn diagram about clothes.
- Ask pupils to name different clothes and accessories.

Key search words
Venn diagrams

Practice

Pupil's Book

1 Think What do you know about materials? Can you think of different types of materials?

- Ask pupils to look at the clothes and accessories they are wearing and their school bags. Ask if they can name the materials they are made of. As pupils answer, ask them to point to the item. Write the materials on the board.
- Ask if the materials are *soft*, *smooth* or *hard*.

2 Learn LC2.4 Listen and read. What do we call the diagram described in the text?

- Write *zip, strap, laces* on the board. Teach by pointing at zippers, straps and laces on pupils' clothes or accessories, e.g. a zip on a bag, pencil case or blazer.
- Play the audio for pupils to read along to.
- Ask pupils if they know what the diagram is called *(Venn)*.
- Refer pupils to the word *trainers* in the diagram. Ask if they understand why it is in the middle. Explain that *trainers* are in the middle because they can be *soft*, *hard* and *smooth*.
- Elicit the meaning of *silk* (a type of cloth that is very smooth and soft). Refer pupils to *silk shirts*. Ask if they can be hard *(No)*. Explain that silk shirts don't go in the hard circle. Ask pupils to complete the following: *Cotton bags with zips are soft and . . . . (hard) Silver bracelets are smooth and . . . . (hard)*
- Use the True/False technique to quiz pupils about the text.
- Ask pupils if they think reading and understanding a Venn diagram is easy. Encourage pupils to explain their reasons.

Diversity

Support

- Write *Likes to wear: jeans – trousers* on the board. Draw a simple two circle Venn diagram on the board. In one circle write *jeans*, and *trousers* in the other. Write two random names under *jeans* and *trousers* and one in the middle circle that represents both items. Explain to pupils that the people in the middle enjoy wearing both items. Repeat with other clothing items.

Challenge

- In small groups, pupils make a Venn diagram about two different items of clothes they like to wear.

3 Check Find and write the words for these clothes and accessories in the Venn diagram in Activity 2.

- Use the Traffic light cards technique to check pupils understand what they have to do.
- Pupils work in pairs to answer the questions.
- Check answers using the Lollipop stick technique or the Basketball technique.

Extra activity Creativity

- Place examples of Venn diagrams on the board. Ask pupils to think of different things they can categorise in them. Put pupils in small groups and employ the Expert envoy technique. Give each group a sheet of A4 paper. Have pupils make a simple Venn diagram, using one from the board, with a theme of their choice. Pupils present their work to the class.

4 Describe two of the clothes or accessories in the Venn diagram. Ask your partner to guess what you describe. Use this example to help you.

- Use the Lollipop stick technique to bring two pupils to the front of the class. Model the activity for two items.
- Place pupils in pairs and have them describe and guess items of clothing. Tell them to use the example in the speech bubble to help. Monitor for proper use of language and pronunciation.

Extra activity Fast finishers

- Pupils make a poster of what they are wearing. They write simple sentences to describe them. Pupils share their work with the class. Pupils place their work in their portfolios.

Lara's Learning Club

Think like a scientist!

How can we compare materials?

Think **1** **What do you know about materials? Can you think of different types of materials?**

Learn **2** LC2.4 **Listen and read. What do we call the diagram described in the text?** Venn diagram

When we talk about types of materials in Science, we can compare them using different adjectives. We can then write examples of the materials in a Venn diagram. The diagram makes it easy to see what's the same and what's different between different categories of materials.

Find leggings in the diagram. They're soft and smooth, but they aren't hard. Now find bracelets. They're smooth too, but they're hard, not soft. This is how a Venn diagram helps to show what's the same and what's different.



Check **3** **Find and write the words for these clothes and accessories in the Venn diagram in Activity 2.**

1 They're made of soft material. woolly hats
2 They're made of smooth, hard material. silver bracelets
3 They're made of soft, smooth material. cotton leggings
4 They're made of hard materials. watches with metal straps
5 They're made of soft material and they've got metal on top. cotton bags with zips
6 They're made of soft material on top and hard material on the bottom. They've also got smooth laces. trainers

4 **Describe two of the clothes or accessories in the Venn diagram. Ask your partner to guess what you describe. Use this example to help you.**

They aren't soft. They're smooth and hard. They're silver.

Finishing the lesson

- Give pupils six index cards each and ask them to write an item of clothing or an accessory on each.
- Place pupils in pairs. Pupil 1 shows an index card to Pupil 2 who has to say what material it can be made of.
- Use the Summative questions technique to ask pupils what they liked about this lesson.

Think like a scientist!

Objectives

- **Lesson aims:** to demonstrate comparing materials
- **Target Language:** *silk, plastic, woolly, leather, gold*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 55
- a ball
- sheets of A4 paper or bigger, enough for each pupil
- pictures of different clothes and accessories from magazines
- Resource 30

Global Scale of English (GSE)

- **Reading:** Can understand the main information in basic diagrams related to familiar topics (GSE 37).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Stop/Go technique
- Peer learning: pairwork; groupwork; Think-pair-share technique; Expert envoy technique
- Independent learning: Summative questions technique

Starting the lesson

- Describe your clothes to the class, *e.g. I'm wearing a cotton shirt and leather shoes. My shoes are smooth. My shirt is soft.*
- Ask pupils to look at what they are wearing or think about their favourite clothes. Pupils describe their clothes and accessories to their partners. Use the Lollipop stick technique to ask pupils to come to the front of the class and describe their clothes.

Presentation

- Explain that in this lesson pupils will make their own Venn diagram.
- Ask pupils to say different adjectives that describe clothes. Write them on the board.

Key search words
Venn diagrams, adjectives to describe clothes

Practice

Pupil's Book

1 Let's practise! Look at this Venn diagram and answer the questions.

- Ask pupils to define the words *casual* and *smart. (smart – clothes that we wear on special occasions; casual – every day clothes).*
- Refer pupils to the clothes in the activity. Ask pupils to say which items are casual, which are smart and which are both casual and smart.
- Have pupils work in pairs to complete the activity.
- Draw the Venn diagram on the board. Choose pupils to come to the front and write the answers in the correct place on the diagram.
- Ask the rest of the class to say whether or not they agree with the answer.

Diversity

Support

- Show pupils the pictures of clothes and accessories from magazines. Ask pupils a set of questions about them, e.g. *Is this (dress) (casual)?* Elicit short answers. Go through as many items as possible covering as many adjectives as possible.

Challenge

- Place pupils in pairs. Pupils discuss their favourite clothing and accessories using vocabulary.

2 Circle the adjectives which describe these clothes and accessories.

- Use the Think-pair-share technique to complete the activity.
- Use the Lollipop stick technique or Basketball technique to check answers.
- Tell pupils you are going to say an adjective and they must say an item it can describe, e.g. *smooth – leather shoes.* Use as many adjectives as possible.
- Place pupils in pairs and have them continue.

Show what you know

Make a Venn diagram.

- Put pupils in small groups. When forming groups, use the Expert envoy technique. Give each group a sheet of A4 paper or bigger.
- Explain to pupils that they will now make their own Venn diagram with clothes of their choice.
- Pupils look at the activity. Use the Stop/Go technique to check pupils understand what they have to do.
- Tell pupils to first think of three adjectives they will use.
- Ask pupils what adjectives they can use.
- Ask groups to present their work to the class.

Extra activity Creativity

- Put pupils in small groups. Give each pupil a sheet of A4 paper. Tell pupils to imagine they are getting a catalogue ready for a clothing and accessories shop they work in. On each sheet, they draw two items of clothing and accessories with a description and price. Pupils make a small booklet by stapling the sheets together. Groups swap booklets and discuss what items they would buy and why. Make a classroom display.

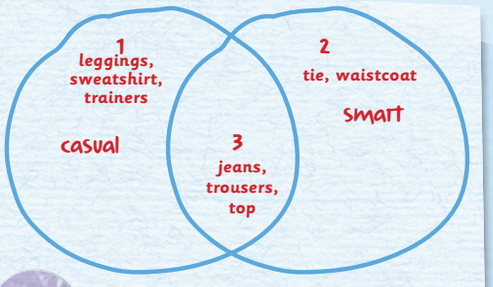
Finishing the lesson

- Play *Backs to the board* with the key words from Lessons 3 and 4.
- 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 Look at this Venn diagram and answer the questions.

1 Look at the list of clothes. Which are:
- casual? (1)
- smart? (2)
- casual and also smart? (3)





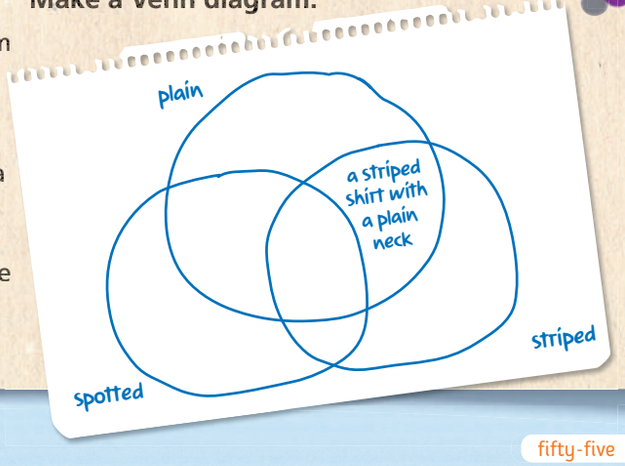
2 Circle the adjectives which describe these clothes and accessories.

1	a silk tie	hard	smooth	unusual
2	a plastic handbag	casual	formal	comfortable
3	woolly gloves	silver	hard	soft
4	a leather belt	colourful	brown	curly
5	gold earrings	smart	soft	cheap

Show what you know

Make a Venn diagram.

1 Complete the diagram with examples of clothes that have these patterns.
2 Swap diagrams with a partner.
3 Draw and colour clothes that match the descriptions in your partner's diagram.



Tree Day

Objectives

- **Lesson aims:** to learn about Tree Day in Jordan
- **Target language:** *plant, palm tree, olive, school trip, green space, desert*
- **Skills:** Reading, Writing, Speaking

Materials

- Pupil's Book Page 56
- Activity Book Page 48
- sheets of A4 paper, enough for each group of pupils
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Writing:** Can write some familiar words (GSE 20).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Divide the class into two teams. Have them form two lines in front of the board. Explain that you will say a new vocabulary word from semester 1. The pupils at the front of each line have to spell the word correctly for their team to get a point. If a pupil makes a mistake, the team misses a turn. If a pupil does not know a word, they can give their turn to the next player, as weaker pupils may not have the confidence to spell in front of their peers. The team with the most points wins.
- Write *Trees* on the board. Give pupils one minute to write as many words as they can related to trees. Write their ideas on the board.

Presentation

- Explain that in this lesson pupils will learn about Tree Day in Jordan. Explain that Tree Day focuses on protecting the environment.
- Write *plant, palm tree, olive, school trip, green space* and *desert* on the board. Elicit or explain their meanings: *plant – to put a plant into the ground; palm tree – a tree with long leaves that grows in hot countries; olive – a small black or green fruit that tastes bitter and is used to make oil; school trip – a visit or journey for pupils organised by a school, often to places like museums; green space – an area of trees and grass in a city; desert – a large, dry area of land.*

Practice

Pupil's Book

1 F1.1 **Listen and read.**

- Play the audio for pupils to read along to.
- Check comprehension. Ask *When is Tree Day in Jordan? (the 15th of January) What do people do? (They plant trees.) What kind of trees did Hanan's class plant this year? (olive trees) Where did they plant them? (Irbid)*, etc.

2 **Answer the questions.**

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

Extra activity **Critical Thinking**

- Place pupils in pairs and have them discuss how having trees in cities can make life better for people. Ask pairs to share their ideas with the class.

3 **Work in pairs. Discuss the questions.**

- Elicit one of the most important functions of trees (they release oxygen which people and animals need to breathe).
- In pairs, have pupils discuss the other key roles for question 1.
- Have pupils raise their hands to offer ideas for questions 2 and 3.

Extra activity **Critical Thinking**

- Ask pupils why their opinions are important and why we should respect others' opinions even when we disagree with them.

4 **Viewing and presenting** **Make a tree lifecycle poster.**

- Place pupils in groups and provide all necessary materials.
- Groups present their poster to the class.

Extra activity **TPR**

- Using their Yes/No response cards, pupils answer these questions and any others you might want to add:

  Is Tree Day in February?
  Do other countries have Tree Day?
  Does Hanan's school do anything for Tree Day?
  Did they go to Aqaba to plant trees?
  Does Tree Day help us to understand the importance of trees?

Activity Book

1 **Look and write.**

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

Answer key 2 plant, 3 green space, 4 school trip, 5 palm tree, 6 desert

2 **After you read** **Read the text on Pupil's Book page 56 again. Circle *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.**

- Pupils work in pairs to complete the activity.
- Make sure they explain their answers.
- Use the Lollipop stick technique to check answers.

Answer key 2 DS – The text doesn't mention when Tree Day first began.; 3 F – It's celebrated in other countries but not always on the same day.; 4 F – People plant trees all over the country.; 5 T – It's the first thing people do on Tree Day.

3 **Answer the questions. Write complete sentences.**

- Pupils work in pairs to complete the activity.
- Make sure they write complete sentences.
- Check answers as a class and write them on the board.

Answer key 2 They planted olive trees.; 3 They went to Irbid.; 4 There aren't many green spaces in Jordan.; 5 It can help us understand how important trees are to the environment.

Tree Day





1 F1.1 **Listen and read.**

Tree Day is a special day in Jordan. It's celebrated every year on 15th January! It's also celebrated in other countries but not always on the same day. Here, people all over the country **plant** trees. In fact, it's the first thing people do on Tree Day. Even His Majesty King Abdullah II and Her Majesty Queen Rania Al Abdullah plant trees!

Palm trees are the most popular to plant, but this year we planted **olive** trees. But we didn't plant them in school. We went on a **school trip** to Irbid and planted some trees there. We really enjoyed it. Tree Day helps to make **green spaces** because there aren't many in Jordan – 90 % of our country is **desert**! It also helps us to understand how important trees are to the environment. It's a day to celebrate nature and make a difference.



2 **Answer the questions.**

1 When is Tree Day? **on 15th January**
2 What do people do? **plant trees**
3 What do you usually do on Tree Day?

3 **Work in pairs. Discuss the questions.**

1 Why are trees important?
2 How do trees help people and animals?
3 What do trees need to grow?

4 **Viewing and presenting**

Make a tree lifecycle poster.

1 In groups, research the lifecycle of a tree.
2 Draw pictures of the stages and label them. Include interesting or unusual facts.
3 Practise talking about your poster in groups. Decide what information each of you will present.
4 Present your posters to the class.

4 **Viewing and presenting** **Work in groups. What activities can you do for Tree Day in school? Make a list. Share it with the class.**

- Place pupils into groups of four.
- Give pupils time to discuss what activities they could do.
- Pupils present their lists to the class.

Finishing the lesson

- Using the Summative questions technique, ask *What new information did you learn? Did you enjoy making a poster?*

Belonging to My School Day

Objectives

- **Lesson aims:** to learn about Belonging to My School Day
- **Target language:** *proud, community, assembly, headteacher, education, mural*
- **Skills:** Reading, Writing, Speaking

Materials

- Pupil's Book Page 57
- Activity Book Page 49
- a ball
- sheets of A4 paper, enough for each group of pupils

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Writing:** Can write some familiar words (GSE 20).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Have the class form a circle. Start by throwing the ball to a pupil who must say a new word they learnt this semester. That pupil then throws the ball to another pupil, who also says a new word. Continue throwing the ball around the circle until all pupils have had a turn.
- Ask pupils what they think is the most important thing a school should teach children.

Presentation

- Explain that in this lesson pupils will learn about Belonging to My School Day in Jordan.
- Write *proud, community, assembly, headteacher, education* and *mural* on the board. Elicit or explain their meanings: *proud – feeling very pleased about something you have done; assembly – a meeting of all the pupils and teachers at a school; headteacher – the person in charge of a school; education – the process of teaching and learning in a school or university; mural – a picture that is painted on a wall.*

Practice

Pupil's Book

1 F2.1 **Listen and read.**

- Ask pupils to look at the photos. Ask *What are they doing?*
- Play the audio for pupils to read along to.
- Check comprehension. Ask *Where does Laith live? (Zarqa) Who took part in Belonging to My School Day? (pupils, teachers and parents) What did Laith's class make? (a mural),* etc.

Diversity

Challenge

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

Support

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

2 **Answer the questions.**

- Pupils work individually to complete the activity.
- Encourage them to write complete sentences.
- Check answers using the Lollipop stick technique or the Basketball technique.

Extra activity Critical Thinking

- Pupils work in groups. Ask if they think it's more important to get good grades or to enjoy learning. Ask them to give reasons for their answers. Discuss answers as a class.

3 **Work in pairs. Discuss the questions**

- Have pupils discuss the questions in pairs.
- Check answers as a class.

Extra activity Creativity

- Have pupils prepare a short speech about why they are proud of their school. Brainstorm moments, activities or support from teachers, for example, that has made them feel proud. Write them on the board.
- Place pupils in pairs and give them time to prepare their speeches. Monitor and help where necessary. Have pupils give their speeches to the class. Make sure to provide positive feedback.

4 **Viewing and presenting** **Give a presentation about Belonging to My School Day activities.**

- Place pupils in groups.
- Monitor and help where necessary.
- Groups present their activities to the class. Have the class vote for the best activity. If time allows, do the chosen activity together as a class.

Extra activity TPR

- Using their Yes/No response cards, pupils answer these questions and any others you might want to add:

Was Belonging to My School Day in November?
Did Laith know about Belonging to My School Day?
Did the headteacher talk about the importance of education?
Was the day about having fun?
Is Laith looking forward to next year's Belonging to My School Day?

Belonging to My School Day



1 F2.1 **Listen and read.**



I go to school in Zarqa, the second-biggest city in Jordan. This November, we celebrated something new: Belonging to My School Day. I had never heard of it before, so it was quite a surprise! Everyone at school got involved – pupils, teachers, even our parents. The whole day was about feeling **proud** of our school and how school is an important part of the **community**.

We started the day with a big **assembly**. The **headteacher** talked about the importance of **education**. After that, we went to our classrooms. Our teacher wanted us to create something that showed how we work together at school. So, together with the teacher, we painted a **mural**! But it wasn't just about having fun; it was about realising how being part of a school community helps us grow. It made me feel I was part of something special. I can't wait for next year!





2 **Answer the questions.**

1 When was Belonging to My School Day at Laith's school? in November
2 What did he and his class do? painted a mural
3 Would you like to have a Belonging to My School Day? Why?

3 **Work in pairs. Discuss the questions.**

1 Why is school important?
2 Why is working as a team important?

4 Viewing and presenting **Give a presentation about Belonging to My School Day activities.**

1 In groups, think about what you could do for Belonging to My School Day.
2 Choose your favourite activity and write about it.
3 Present your activity to the class.

Activity Book

1 **Read the definitions and write the words. Then match the definitions to the pictures.**

- Ask a pupil to read aloud the words in the box.
- Pupils work individually to complete the activity.
- Check answers as a class.

Answer key 2 community, 3 assembly, 4 proud, 5 headteacher; 4, 2, (1), 5, 3

Extra activity Creativity

- Place pupils in pairs and give each one an A4 sheet of paper. Tell them to write five sentences using the new vocabulary words they have just learnt. Once they have finished, ask them to remove the new vocabulary word from each sentence and replace it with a blank space. Pairs exchange papers with other pairs. Pairs read the sentences and try to fill in the blanks with the correct vocabulary words.

2 After you read **Read the text on Pupil's Book page 57 again. Then complete the sentences.**

- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 November, 3 heard, 4 parents, 5 proud, 6 community

3 **Answer the questions. Write complete sentences.**

- Pupils work in pairs to complete the activity.
- Make sure they write complete sentences.
- Monitor and help where necessary.
- Check answers as a class and write them on the board.

Answer key 2 The headteacher talked about the importance of education.; 3 They went to their classrooms.; 4 His teacher wanted them to create something that showed how they work together at school.; 5 They decided to paint a mural.

4 Viewing and presenting **Work in pairs. Make a poster for Belonging to My School Day. Share it with the class.**

- Place pupils in pairs.
- Provide pairs with all the materials they will need.
- Monitor and help where necessary.
- Pairs present their poster to the class. Have the class vote for the best poster.

Finishing the lesson

- Using the Summative questions technique, ask pupils if they enjoyed today's lesson. You can also use Exit slips to have pupils evaluate the lesson.

Grammar reference

Unit 1

Present simple and Present continuous

Remember !

Present simple			
I	play volleyball		after school.
She	doesn't	go cycling	once a week.
Do	they	do gymnastics	every Monday?
Does	he	play hockey	every week?
Present continuous			
I	'm	sitting straight	now.
We	aren't	doing archery	today.
Is	she	playing tennis	at the moment?

State verbs

He/She	likes prefers doesn't like	art. doing photography. making models.
I	hate love don't like	sports. playing outdoors.
It	sounds looks	good. interesting.
Do you	know	this game?

Unit 2

could/couldn't, had to/didn't have to

Present simple		
I/We/You/ He/She/ They	can/can't	upload the homework. start again. go to school.
I/We/You/ They	have to don't have to	
He/She	has to doesn't have to	
Past simple		
I/We/You/ He/She/ They	could/ couldn't	write. use computers. use a pen.
	had to didn't have to	

Comparative adverbs

adverbs ending in *-ly*

quickly → more quickly
carefully → more carefully
clearly → more clearly

short adverbs

hard → harder fast → faster

irregular adverbs

well → better badly → worse

Unit 3

Relative pronouns

He's the doctor	who	Arlo saw in the hospital.
A stadium is a place	where	you can watch sports matches.
What's the book	that/ which	you want to read?
I remember the time	when	you went to hospital.

Past continuous

I/He/She		was wasn't	playing in the garden	when it started to rain.
You/We/ They		were weren't		
What	was	I/he/she	doing when it started to rain?	
	were	you/we/ they		

Unit 4

Present perfect with *already*, *just* and *yet*			
I've He's They've	already just	swept the floor. eaten lunch. loaded the dishwasher. taken out the rubbish.	
I haven't She hasn't		watered the plants cleared the table	yet.
Have you Has anyone		emptied the bins done the washing-up	yet?

Sense verbs: *look, smell, taste, sound, feel*		
What does it	look smell taste sound feel	like?
It	looks smells tastes	like a chocolate cake. delicious.
	sounds	like a bell. interesting.
	feels	like leather. soft.

LC2

to make + object + adjective			
My sister She	makes	me	happy.
	made	my jacket	dirty.
Comfortable clothes They	make	her	happy.

Glossary

Welcome
cheerful – /ˈtʃɪəfəl/
confident – /ˈkɒnfɪdənt/
friendly – /ˈfrendli/
hard-working – /ˌhɑːdˈwɜːkɪŋ/
kind – /kaɪnd/
lazy – /ˈleɪzi/
polite – /pəˈlaɪt/
quiet – /kwaɪət/
responsible – /rɪˈspɒnsəbl/
shy – /ʃaɪ/
tidy – /ˈtaɪdi/
untidy – /ʌnˈtaɪdi/

Unit 1
altitude – /ˈæltɪtjuːd/
archery – /ˈɑːtʃəri/
athletics – /æθˈletɪks/
audiobook – /ˈɔːdi.əʊ.bʊk/
badminton – /ˈbæd.mɪn.tən/
blog – /blɒg/
board game – /ˈbɔːd ˌgeɪm/
book fair – /bʊk fer/
cartoon – /kɑːˈtuːn/
cycling – /ˈsaɪ.klɪŋ/
diary – /ˈdaɪə.ri/
do – /duː/
draw – /drɔː/
eco-lodge – /ˈiːkəʊlɒdʒ/
energy – /ˈen.ə.dʒi/
freedom – /ˈfriː.dəm/
gardening – /ˈgɑː.dən.ɪŋ/
go – /gəʊ/
gymnastics – /dʒɪmˈnæs.tɪks/
hobby – /ˈhɒb.i/
hockey – /ˈhɒk.i/
ice skating – /ˈaɪs ˌskeɪt/
listen – /ˈlɪs.ən/
make – /meɪk/
model – /ˈmɒd.əl/
museum – /mjuːˈziː.əm/
oxygen – /ˈɒk.sɪ.dʒən/
photography – /fəˈtɒg.rə.fi/
picture – /ˈpɪk.tʃər/
play – /pleɪ/
puzzle – /ˈpʌz.əl/
route – /ruːt/
scooting – /ˈskutɪŋ/
skiing – /ˈskiː.ɪŋ/
snowboarding – /ˈsnəʊ.bɔː.dɪŋ/
table tennis – /ˈteɪ.bəl ˌten.ɪs/
volleyball – /ˈvɒl.i.bɔːl/
watch – /wɒtʃ/
write – /raɪt/

Unit 2
app – /æp/
button – /ˈbʌt.ən/
camera – /ˈkæm.rə/
challenge – /ˈtʃæl.ɪndʒ/
click – /klɪk/
computer – /kəmˈpjuː.tər/
device – /dɪˈvaɪs/
digital – /ˈdɪdʒ.ɪ.təl/
download – /ˈdaʊn.ləʊd/
e-reader – /ˈiː.riː.dər/
headphones – /ˈhed.fəʊnz/
icon – /ˈaɪ.kɒn/
internet – /ˈɪn.tə.net/
laptop – /ˈlæp.tɒp/
message – /ˈmes.ɪdʒ/
online – /ˈɒn.laɪn/
password – /ˈpɑːs.wɜːd/
photo – /ˈfəʊ.təʊ/
press – /pres/
printer – /ˈprɪn.tər/
problem – /ˈprɒb.ləm/
program – /ˈprəʊ.græm/
score – /skɔːr/
screen – /skriːn/
search – /sɜːtʃ/
selfie – /ˈsel.fi/
send – /send/
smartphone – /ˈsmɑːt.fəʊn/
solve – /sɒlv/
speaker – /ˈspiː.kər/
technology – /tekˈnɒl.ə.dʒi/
tip – /tɪp/
turn off – /tɜːn ɒf/
turn on – /tɜːn ɒn/
TV – /ˌtiːˈviː/
type – /taɪp/
upload – /ʌpˈləʊd/
video – /ˈvɪd.i.əʊ/
watch – /wɒtʃ/
website – /ˈweb.saɪt/

Lara's Learning Club 1
across – /əˈkrɒs/
along – /əˈlɒŋ/
around – /əˈraʊnd/
field – /fiːld/
game – /geɪm/
goal-scoring – /gəʊ.l ˌskɔːr.ɪŋ/
halfway line – /hɑːfˈweɪ ˌlaɪn/
over –/ˈəʊ.vər/
past – /pɑːst/
racket– /ˈræk.ɪt/
right – /raɪt/
shuttlecock – /ˈʃʌt.əl.kɒk/
straight– /streɪt/
through – /θruː/

Unit 3
apartment – /əˈpɑːt.mənt/
building – /ˈbɪl.dɪŋ/
castle – /ˈkɑː.səl/
ceiling – /ˈsiː.lɪŋ/
corner – /ˈkɔː.nər/
corridor – /ˈkɒr.ɪ.dɔːr/
entrance – /ˈen.trəns/
escalator – /ˈes.kə.leɪ.tər/
exit – /ˈek.sɪt/
factory – /ˈfæk.tər.i/
floor – /flɔːr/
harbour – /ˈhɑː.bər/
hospital – /ˈhɒs.pɪ.təl/
lift – /lɪft/
office – /ˈɒf.ɪs/
palace – /ˈpæl.ɪs/
remember – /rɪˈmem.bər/
roof – /ruːf/
sketch – /sketʃ/
skyscraper – /ˈskaɪˌskreɪ.pər/
smile – /smaɪl/
sports centre – /ˈspɔːrts ˌsen.ʈə˞

stadium – /ˈsteɪ.di.əm/
stairs – /steərz/
steps – /stepz/
swimming pool – /ˈswɪm.ɪŋ ˌpuːl/
tower – /taʊər/
wall – /wɔːl/
whisper – /ˈwɪs.pər/
yell – /jel/
zoom – /zuːm/

Unit 4
add – /æd/
bake – /beɪk/
bin – /bɪn/
boil – /bɔɪl/
butter – /ˈbʌt.ər/
carpet – /ˈkɑː.pɪt/
chop – /tʃɒp/
clear – /klɪər/
clothes – /kləʊðz/
cook – /kʊk/
cream – /kriːm/
cut – /kʌt/
dinner – /ˈdɪn.ər/
dishwasher – /ˈdɪʃˌwɒʃ.ər/
dust – /dʌst/
empty – /ˈemp.ti/
fork – /fɔːk/
fry – /fraɪ/
furniture – /ˈfɜː.nɪ.tʃər/
knife – /naɪf/
load – /ləʊd/
mix – /mɪks/
pepper – /ˈpep.ər/
plant – /plɑːnt/
put away – /pʊt əˈweɪ/
rolling pin – /ˈrəʊ.lɪŋ ˌpɪn/
rubbish – /ˈrʌb.ɪʃ/
salt – /sɒlt/
sauce – /sɔːs/
spoon – /spuːn/
sweep – /swiːp/
table – /ˈteɪ.bəl/
take out – /teɪk aʊt/
teaspoon – /ˈtiː.spuːn/
tidy up – /ˈtaɪ.di ʌp/
tray – /treɪ/
vacuum – /ˈvæk.juːm/
washing-up – /ˌwɒʃ.ɪŋˈʌp/
water – /ˈwɔː.tər/

Lara's Learning Club 2
casual – /ˈkæʒ.ju.əl/
cheap – /tʃiːp/
comfortable – /ˈkʌm.fə.tə.bəl/
expensive – /ɪkˈspen.sɪv/
formal – /ˈfɔː.məl/
informal – /ɪnˈfɔː.məl/
laces – /leɪsz/
plain – /pleɪn/
smart – /smɑːt/
strap – /stræp/
uncomfortable – /ʌnˈkʌmf.tə.bəl/
unusual – /ʌnˈjuː.ʒu.əl/
zip – /zɪp/

Jordan TEAM Together Grade 6

Semester 1

Extra resources

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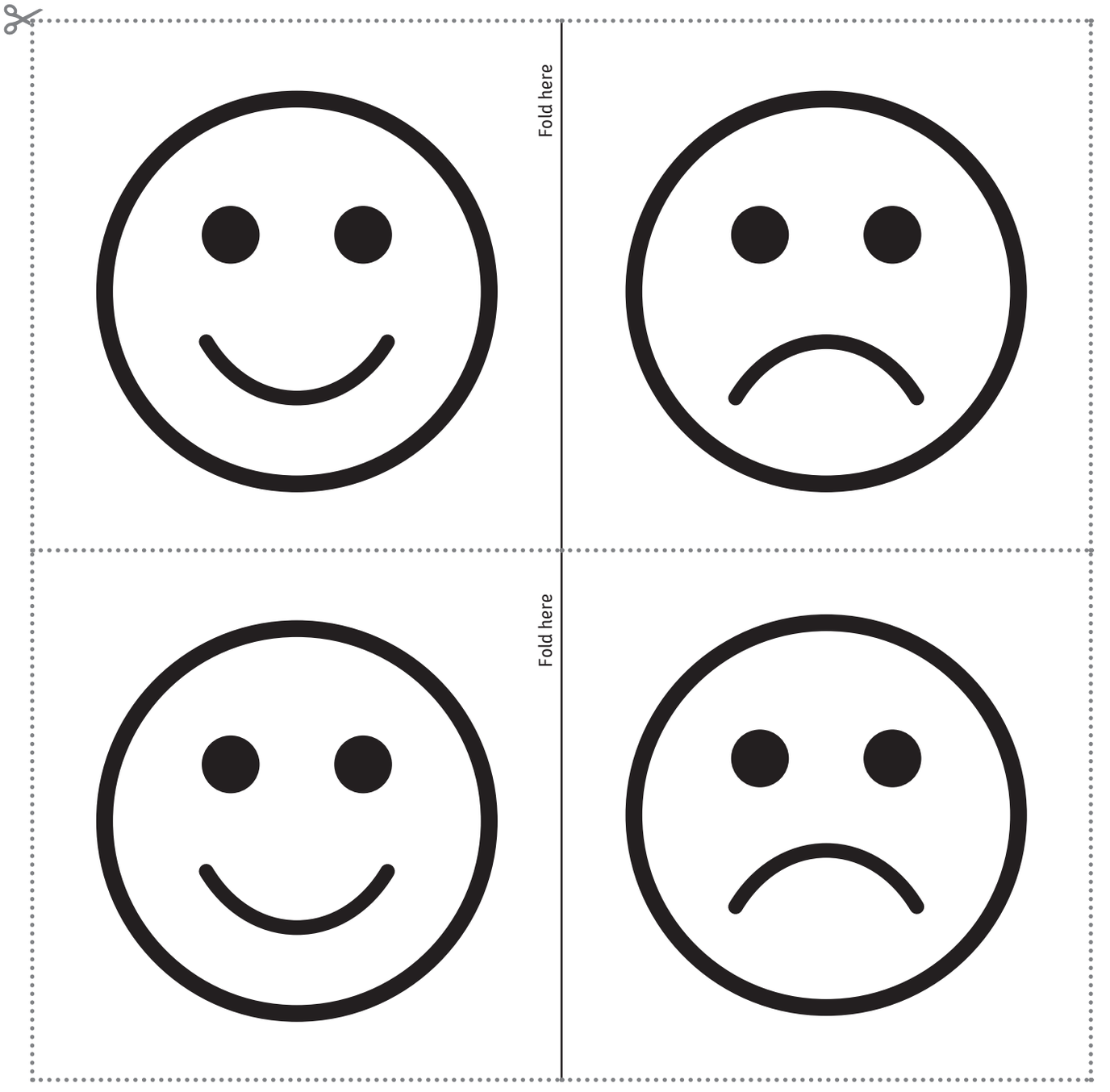
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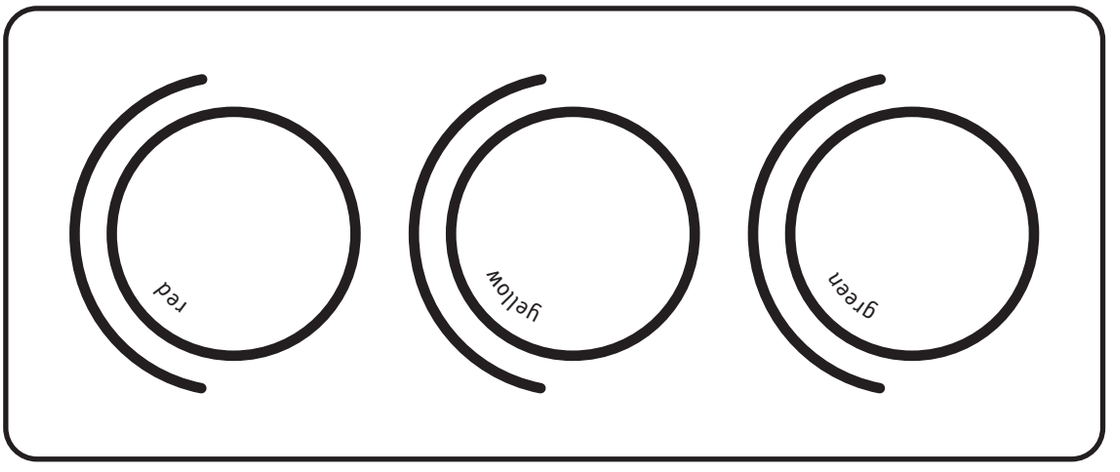
Happy/Sad face cards

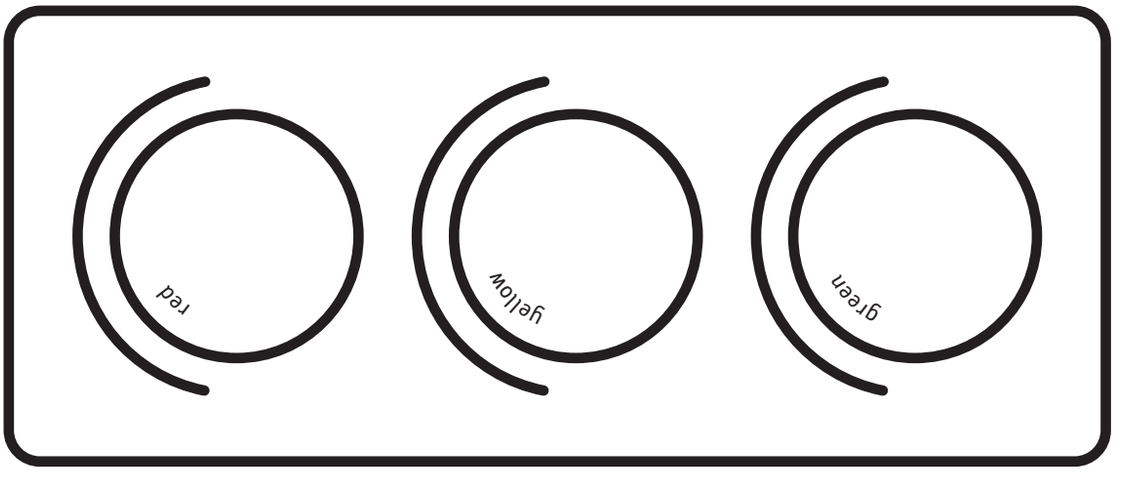
Cut out, fold and stick.

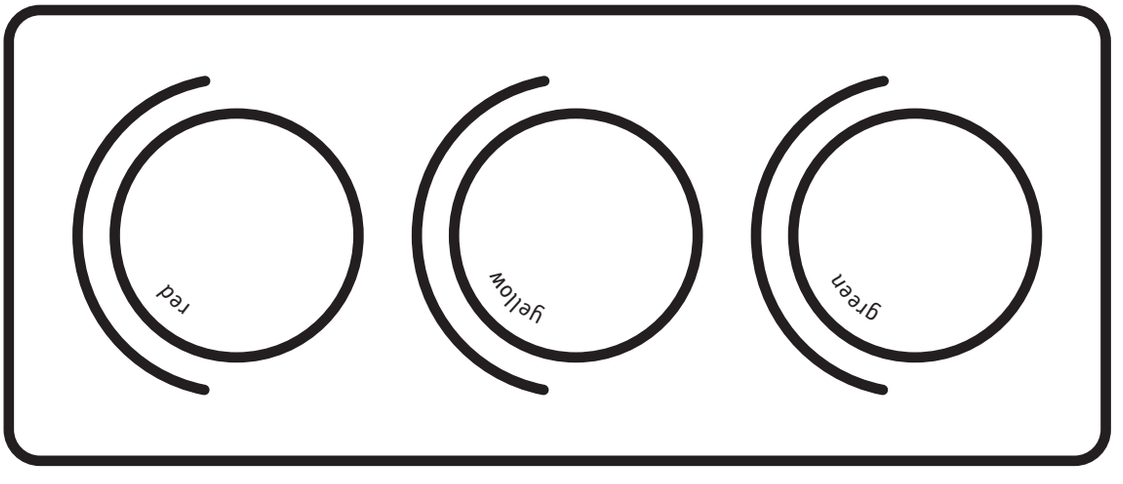


Traffic light cards

Cut out and colour.







Picture charades cards

Cut out and play.

confident	hard-working	do archery	go scooting
do the gardening	write a blog	headphones	digital camera
download an app	click on an icon	airport	harbour
ceiling	clear the table	bake	salt

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

Word charades cards

Cut out and play.

tidy	**polite**	**play hockey**	**go cycling**
listen to audiobooks	**play board games**	**laptop**	**password**
press a button	**take a selfie**	**straight on**	**uncomfortable**
factory	**stairs**	**take out the rubbish**	**chop**

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

Don't say it! cards

Cut out and play.

cheerful ✗ happy ✗ friendly	**go snowboarding** ✗ snow ✗ mountain	**do photography** ✗ camera ✗ photos	**printer** ✗ paper ✗ copy
speaker ✗ listen ✗ sound	**search the internet** ✗ website ✗ look	**bridge** ✗ river ✗ across	**smart** ✗ tidy ✗ clean
castle ✗ old ✗ tower	**skyscraper** ✗ floors ✗ tall	**escalator** ✗ stairs ✗ machine	**roof** ✗ building ✗ top
do the washing-up ✗ wash ✗ plates	**cook the dinner** ✗ food ✗ oven	**knife** ✗ metal ✗ cut	**goal-scoring game** ✗ halfway line ✗ points

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

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone/been
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known

Irregular verbs

Infinitive	Past simple	Past participle
learn	learned	learned
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sleep	slept	slept
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won

Notes

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