



Jordan TEAM Together Grade 7 Semester 1



Teacher's Book with Digital Resources

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Jordan TEAM Together Grade 7 Semester 1



Teacher's Book with Digital Resources

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Scope and sequence

	Unit	Unit objectives	Vocabulary	Grammar	Listening
Welcome	Let's get started!	Introducing the characters; revising question words; revising vocabulary to describe people	Hobbies and interests Describing people		Understanding the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures
1	City life	Talking about cities, travel and transport	City travel and transport: capital city, backpacker, tour guide, tourist information centre, accommodation, luggage, statue, monument, police station, fountain, tourist, clock tower Travel and transport: taxi, neighbourhood, lorry, roundabout, coach, road sign, railway station, traffic lights, crossroads, fire engine, traffic jam, pavement	used to <i>They used to throw buckets of water over fires.</i> Present continuous for future plans <i>My friends are doing a treasure hunt tomorrow.</i> Present simple for timetables and scheduled events <i>The treasure hunt starts at 10 am in the city square.</i>	Understanding some details in longer dialogues on familiar, everyday topics; extracting factual information from short, simple dialogues or stories about past events
2	Our future	Talking about jobs and life events	Jobs: hairdresser, manager, dentist, computer programmer, inventor, architect, novelist, graphic designer, politician, diver, professional footballer, journalist Life events: start a business, find a job, be born, get a degree, retire, get married, go to school, have children, go to university, grow up, move house, go backpacking	will for predictions <i>I think you'll be a brilliant footballer.</i> might, may and could for predictions <i>I might get a good degree.</i> <i>I may start a business.</i> <i>I could find a job as a teacher.</i>	Identifying basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly

Dana's Learning Club Language booster 1

3	Let's read!	Talking about books; describing places	Books: fantasy, graphic novel, recipe book, biography, science fiction, drama, adventure story, poetry, mystery, horror story, self-help, detective story Adjectives: tiny, dark, empty, steep, strange, gorgeous, terrible, secret, huge, bright, popular, charming	Reported speech <i>They said that they enjoyed reading.</i> Present simple passive and Past simple passive <i>The tower is visited by many tourists every year.</i> <i>The tower was built a long time ago.</i>	Understanding people's likes in informal conversations, if the speakers talk slowly and clearly; extracting factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts
4	Our planet	Talking about the environment and extreme weather	The environment: protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming Extreme weather: hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm	Modal verbs <i>We should take part in the competition.</i> <i>We must close doors.</i> <i>We need to switch off the lights when we leave a room.</i> Reported questions and commands <i>I asked my dad what a hurricane was.</i>	Understanding some details in extended dialogues on familiar everyday topics; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing

Dana's Learning Club Language booster 2

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

	Speaking	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Giving brief reasons for their opinions on familiar topics; talking about their hobbies and interests, using simple language; asking a range of questions in guessing games to find the answer; asking someone simple questions about their life and experiences	Understanding short, school-related messages in emails, text messages and social media postings; scanning several short, simple texts on the same topic to find specific information; following extended stories and texts written in simple, familiar language					
	Comparing the advantages and disadvantages of different options using a range of complex linking words/phrases; repeating phrases and short sentences; describing past events or experiences using simple descriptive language to add interest	Following extended stories and texts written in simple, familiar language, if supported by pictures	Writing short, simple descriptive texts about familiar places using basic connectors, given a model	Different sounds of the hard and soft c in words	Making a fact file about a city	Presenting the fact file to the class	Asking for travel information <i>Excuse me, how much is a single/return ticket to Berlin?</i>
	Making simple predictions about the future, given a model; talking about plans for the near future in a simple way	Identifying specific information in a simple story, if guided by questions; scanning a simple text to find specific information	Writing short, simple texts on familiar topics in linked sentences	Intonation in questions and statements	Making a poster about an unusual university degree	Presenting the poster to the class	Making and responding to offers of help <i>Do you need any help?</i>

Social Studies: How can we compare and contrast things?

Acting out a short dialogue or role play, given prompts	Making basic inferences from simple information in a short text	Writing a very simple story, given prompts or a model	Letter sounds <i>str, spr, scr</i> and <i>tch</i>	Making a presentation about an unsolved mystery	Giving the presentation to the class	Agreeing and disagreeing <i>I totally agree.</i>
Expressing their opinions on familiar topics, using simple language; repeating phrases and short sentences, if spoken slowly and clearly; talking about everyday activities, using simple language	Scanning several short informational texts on the same theme to find relevant information	Writing a report on a survey about endangered animals	Voiced and unvoiced <i>th</i>	Writing an action plan to help an endangered animal	Presenting the action plan to the class	Giving advice <i>Perhaps you ought to ...</i>

Social Studies: How can we give an explanation?

Introduction

About *Jordan Team Together*

Learn Together! Succeed Together! *Team Together!*

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

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

For pupils

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

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

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

For teachers

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

A complete assessment package will help your pupils get results.

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

Course features

Vocabulary

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

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

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

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

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

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

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

Words in context section in every lesson 10 focuses on new vocabulary

to support the learning of the new content from the Pupil's Book.

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

Grammar

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

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

Team Talk

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

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

Skills

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

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

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

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

The speaking skill is practised through a variety of contexts:

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

Culture

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

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

Learning Club: Language Booster and CLIL

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

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

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

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

21st century skills

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



Critical thinking



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 11 for more information.

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

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

Support for mixed-ability classes and differentiation

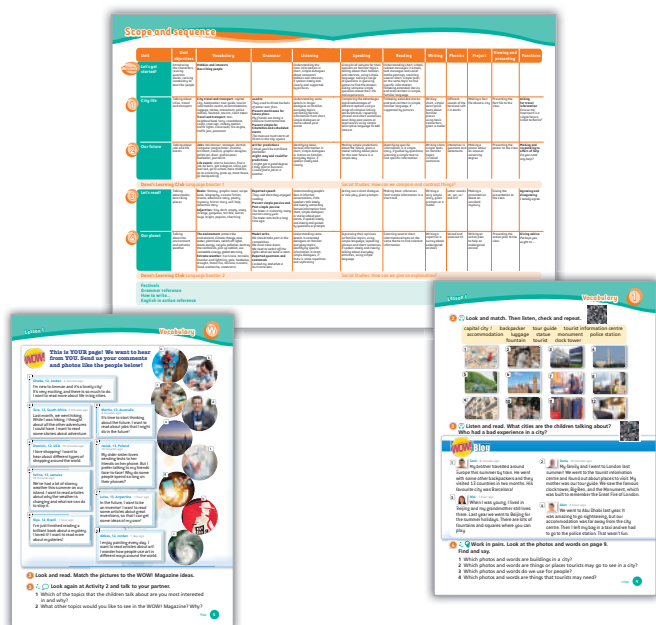
Jordan Team Together supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

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

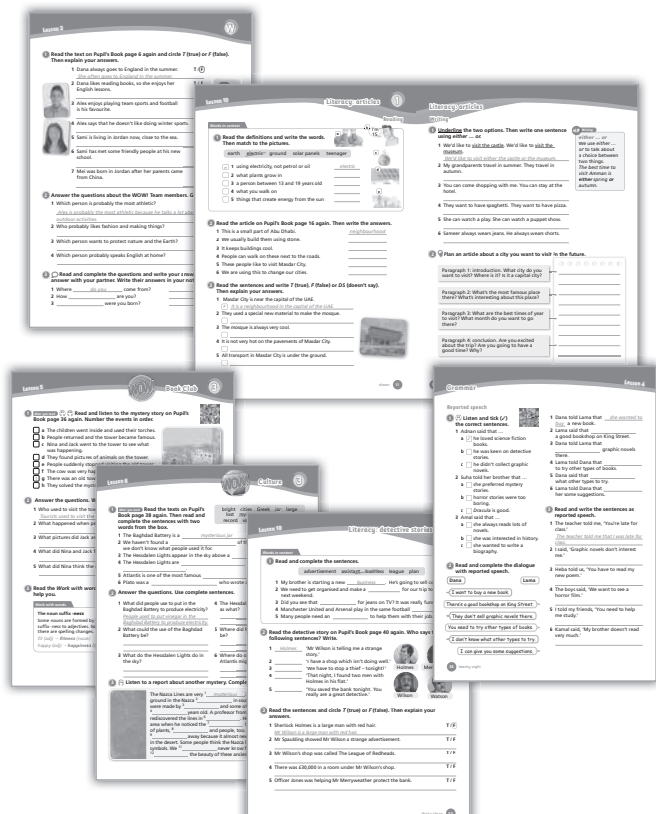
Pupil's Book

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



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. Every unit also contains a *Grammar reference* section.



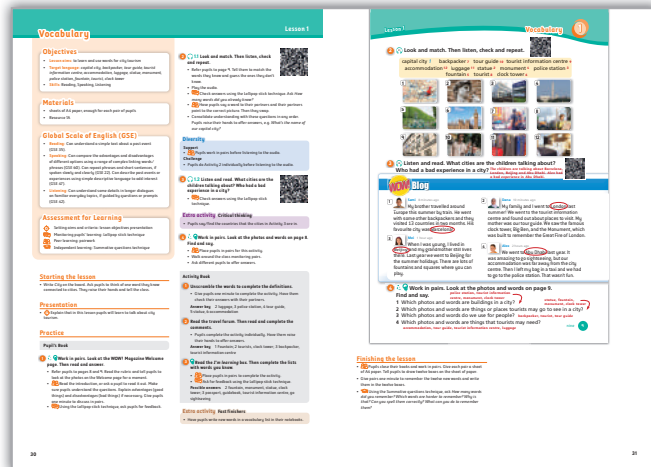
Teacher's Book

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.



Class Audio

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

Tests

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

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

Photocopiable resources

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

Presentation tool

The presentation tool offers teachers an 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 traditional page view. The planning area gives a useful overview with both teacher's notes and activity previews. The presentation tool is also available offline.

Online practice and pupil resources

Pupils can do games and extra practice online. There is also a Pupil's Book eBook and more.

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

Think! activity to activate pupils' previous knowledge

Photographic vocabulary presentation

4 Our planet

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

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

3 Listen and read. Which children helped the environment and how?

4 Look at the words in Activity 2 and put them into two groups.

5 Work in pairs. Answer the questions.

Big questions to activate critical thinking

A clear list of unit objectives

Communicate activity for personalisation and speaking practice

Lessons 2-4

Grammar contextualised through dialogues

Focus on everyday expressions

Listening skills practice

WOW! Team Talk

Lesson 2 Lesson 3 Grammar

1 Listen and read. What competition are the children going to take part in?

2 Read the dialogue again and answer the questions. Talk to your partner.

3 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

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

6 Listen again. Are these sentences true or false? Say why.

7 Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.

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

WOW! Book Club Lesson 5 Lesson 6 Vocabulary and Grammar 4

1 Before you read Today's Book Club text is a diary. Look and circle the options that describe a diary.

- 1 A diary entry is written in the first person (I/third person (he/she)).
- 2 Diaries are usually formal/informal.
- 3 A diary usually describes what happens in the writer's life/a newspaper article.
- 4 A diary often describes the writer's feelings/clothes.

2 Listen and read. What was Saleem's frightening experience?

A frightening experience 12th June, Thursday

Dear Diary, Yesterday I had one of the most frightening experiences of my life! I was woken up early by a large storm. I got up and looked out of the window of our hotel. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time - I was excited! But then I looked at my phone and saw on the news that a hurricane was coming. I asked my dad what a hurricane was and he told me it was a very big storm. We played in our hotel room and by 10:00 in the afternoon, there was even more rain. There was a flood in the barbour and a gale was blowing the trees! In the evening, the hotel manager told us not to panic. He told us to go to the dining room. He said that it was the safest place in the hotel. The dining room was already full of other tourists. When we were all inside, we put the furniture in front of the door and we got down on the floor together of the door. Then it suddenly went dark. My dad told me to hold his hand. He told me not to be scared. I finally, morning arrived and the rain stopped. I couldn't believe that the storm was finally over. I hope I never have a night like that again...

Saleem

3 After you read Activity Book, page 39.

4 Discuss in a group. Imagine there is a hurricane where you live.

- 1 Where do you go?
- 2 What do you do?
- 3 How do you feel?

5 Work in pairs. Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

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

hurricane tornado thunder and lightning gale heatwave drought forest fire volcano tsunami flood avalanche snowstorm

7 Read the diary in Lesson 5 again. How many weather words can you find?

8 Match the people in the story to the words they said.

Saleem Saleem's dad the hotel manager

- 1 'What's a hurricane?'
- 2 'Don't worry! A hurricane is just a big storm.'
- 3 'Do you know what to do?'
- 4 'Go to the dining room, please.'
- 5 'Don't panic.'
- 6 'Hold my hand.'

9 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Reported speech: Wh- questions

'What is a hurricane?'

I asked my dad what a hurricane was.

Reported speech: yes/no questions

'Do you know what to do?'

I asked him if he knew what to do.

Reported speech: commands

'Hold my hand!'

Dad told me to hold his hand.

'Don't panic!'

He told me not to panic.

When we report questions, we change present tenses to past / future tenses and we sometimes change I don't change pronouns, for example you becomes he.

When we report Wh- questions, we use say / ask + question word.

When we report yes / no questions, we use ask / tell + if.

When we report commands, we use ask / tell + pronoun + to + verb.

10 Zeinab is telling Manal about a radio interview. Listen and answer the questions.

- 1 What four questions did the presenter ask?
- 2 What four commands did the scientist give?

11 Work in pairs.

- 1 Ask and answer two questions about natural disasters.
- 2 Give two commands about what to do.

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

WOW! Culture Lesson 8 Lesson 9 English in action 4

1 Before you read What's your favourite animal and why? Will it be in danger because of climate change? Why/Why not?

2 Listen and read.

Climate change and animals

Scientists have found that some animals might become extinct because of climate change.

Endangered animals

Polar bears The sea ice in the Arctic is getting smaller each year. In some areas, it melts completely in the summer. This is causing problems for polar bears. Their beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.

Giant pandas Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, so climate change could cause problems. If there isn't enough bamboo, then pandas won't survive.

Gorillas Scientists are worried because as the Earth gets hotter, there will be more diseases. These can be passed from humans to gorillas, so they might be in danger in the future. Mountain gorillas live in central Africa. In some ways, they can adapt well to climate change. They can live in high temperatures, but there are very few mountain gorillas left in the world. We think there are only about 1,100, so we must protect them from diseases.

Project

We must do everything we can to slow down climate change, so that we do not put animals in danger.

Write an action plan for how you can help an endangered animal.

- 1 In groups, choose an animal that is in danger because of climate change. Use one from the box below or find your own.
- 2 Decide who will research to find out more about the following ideas:
 - adopting an animal
 - protecting natural habitats
 - organising a sponsored event
 - visiting wildlife centres
- 3 Discuss and choose the three best ideas.
- 4 Present your action plan to the rest of the class.

Useful phrases

snow leopard African/Asian elephant green sea turtle cheetah tiger

3 After you read Activity Book, page 41.

4 Work in pairs. Which of these animals would you most like to adopt and why?

5 Listen and read. Answer the questions.

1 What does Rana want to do?

2 How is Mrs Akel helping her?

6 Read the dialogue again. Find five pieces of advice that Mrs Akel gives Rana. Use the Say it! box to help you.

Giving advice

I think you should ...

Perhaps you ought to ...

You could always ...

If I were you, I would ...

Why don't you ...?

7 Take it in turns to give each other advice. Use the Say it! box to help you.

- revise for an English test - how?
- buy a present - where?
- go out for lunch - which cafe?
- play a new computer game - which game?
- go to the cinema - which film?
- buy a new book - which book?

Perhaps you ought to learn some vocabulary.

8 Pronunciation

9 Listen and repeat. Is the th sound the same or different in each pair of words? Then listen again and repeat.

weather thunder brother thin feather three

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

Literacy reports

Lesson 10

Reading

1 **Before you read** Look at the title and the diagrams. What do you think this report is about?

2 **Listen and read.**

Plastic pollution in the sea

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause a lot of problems for the whole planet.

Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. This is the same as putting one rubbish lorry of plastic into the ocean every minute. Small pieces of plastic can kill fish and larger pieces of plastic are dangerous for turtles and seals.

This report is important because it shows how serious the plastic problem is. It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.

Graph to show how much plastic we make

1950 2010 2050

211 million tonnes 1,124 million tonnes

Ratio of plastics to fish in the ocean

1:1 1:1.1

Words in context

foundation tonne piece business government end up

After you read Read again. Are these sentences true or false? Say why.

- 1 This report is about how much plastic we will need to make in the future.
- 2 There is more plastic in the sea than fish at the moment.
- 3 We made twenty times less plastic 50 years ago than we do today.
- 4 Only 5% of plastics are thrown away.
- 5 Every year, 8 million tonnes of plastic pollution ends up in the sea.
- 6 The report says that businesses and governments must both help with this problem.

How do the diagrams help us to understand the text?

Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?

Lesson 11

Writing

1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?

Is it important to help the environment?

Don't know 2% No 11% Yes 87%

What's the best way to help the environment?

32% Recycling 24% Saving energy 18% Saving water 14% Picking up rubbish 9% Planting trees 3% Don't know

Survey of 483 students, aged between 12 and 13 years

Young people and the environment

These diagrams show how students answered a survey about the environment. 453 students, between the ages of 12 and 13, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked what the best way to help the environment was. 32% of students said recycling while 24% said saving energy. 18% said saving water and 14% said picking up rubbish. However, only 3% of students said that planting trees was the best thing to do.

In conclusion, the survey shows that most young people are interested in helping the environment. So, they think that recycling and saving energy are the best ways to help.

2 Read the **How to write...** box. Then read the report in Activity 1 again and match the paragraphs with the descriptions.

How to write... a report

- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows...* to explain the results.
- Use phrases such as *firstly, secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

1 Paragraph one
2 Paragraph two
3 Paragraph three

a Describes the survey results in detail.
b Explains what the survey results show.
c Says what the survey was about.

3 Write a report on a survey about endangered animals. Use the **How to write...** box to help you.

1 Look at the diagrams and write a plan, using the information in Activity 2.
2 Write your report.
3 Read and check your report. Check your spelling and punctuation.

Writing tip

while and however

To compare two different things, use **while** or **however**.

Is it important to help endangered animals?

Don't know 4% No 4% Yes 92%

What's the best way to help endangered animals?

Protecting their homes 42% Supporting wildlife charities 18% Making our gardens safer 19% Picking up rubbish 12% Not using plastic 9% Don't know 4%

Survey of 342 students, aged between 12 and 13 years

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* 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	Cambridge English Qualifications
Starter	10–22	Pre A1			
Level 1	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Level 2	20–32	A1	Springboard	Level 2	
Level 3	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
Level 5	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Level 6	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

The Global Scale of English



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

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

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

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

What is English Benchmark?

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

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

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

Formative assessment / Assessment for learning

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

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

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

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

Main strategies of formative assessment

The main stages of the formative assessment process are:

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

Setting aims and criteria

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

Monitoring pupils' learning

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

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

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

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions thus ensuring that all pupils have an active role and will produce a similar amount of language, because student talking time (STT) 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 for Earth Day.
- 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* level 7, there are eight full colour vocabulary posters. Each poster can be used for presentation or revision of the vocabulary from each unit.

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

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



Techniques of working with posters

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

Predicting

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

Asking questions

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

Finding and pointing

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

Memory game

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

True or false?

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

Quiz

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

Peeping through a keyhole

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

Singing

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

Placing words on the poster

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

Make your own poster

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

Greeting the class

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

Starting the lesson

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

Managing the class

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

Words of praise

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

During the lesson – instructions

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

During the lesson – questions

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

Pair work/Group work

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

Language used for playing games

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

Useful phrases for the pupils

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

Ending the lesson

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

Word card games

Draw the word

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

TPR activities

What does the picture present?

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

Alternative bingo

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

Catch and say it!

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

Pass the ball

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

The ball is burning

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

Guessing game: pictures

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

Simon says

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

Team games

Picture charades

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

Answer and draw points

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

Parachute

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

Shadowing

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

Ghost Writing

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

Backs to the board

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

Mill drill

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

Concentric circles

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

Don't say it!

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

Charades

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

Picture Pair Dictation

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

[illegible]

Welcome

Let's get started!

- 1  Listen and read. Who are these children?
They are the new WOW! Team.



World of Wonder! Magazine

Welcome

Book Club

Culture

Good morning, everyone, and welcome to Grade 7! We're your WOW! Team! It's going to be an exciting year for us all and for the magazine!

We hope we can work together on the magazine this year.



The WOW!, or World of Wonder!, magazine is full of articles just for you. You tell us what you want in your magazine and we'll make it for you!

So, we need to hear your ideas! What do you want to read about? What do you want to talk about? Tell us and we'll get to work!

4 four

Mapping

Topic	Theme 1: Society
Scope and Sequence Matrix	Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences; responding accurately to oral language Speaking: responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions Reading: previewing a text, making predictions about content
Learning Outcomes and Performance Indicators	Listening: identify the gist of short to medium-length passages, presentations, and messages; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or enhance understanding of a topic or issue Speaking: recognise the main points made by other speakers and respond by asking questions, commenting, or giving suggestions; partake in short discussions on simple themes Reading: previewing a text, making predictions about content; skim and scan a text for general ideas and specific details

Objectives

- **Lesson aims:** to revise vocabulary to describe hobbies and interests; to introduce the new WOW! Team; to introduce the unit topics
- **Target language:** describing hobbies and interests
- **Skills:** Listening, Reading, Speaking

Materials

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

Global Scale of English (GSE)

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

Assessment for Learning

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

Starting the lesson

- Write *sports, hobbies, TV programmes, school subjects, clothes* on the board. Using the Lollipop stick technique, ask pupils to say a word connected to one of the topics. Specify a topic for each pupil.
- Ask *What are your favourite sports/hobbies/TV programmes/school subjects/clothes?* and elicit answers.

Presentation

-  Explain that in this lesson pupils will meet the new WOW! Team.

Practice

Pupil's Book

1 W1 Listen and read. Who are these children?

- Refer pupils to page 4. Ask pupils to look at the pictures and to raise their hands to describe the children.
- Play the audio.
- Check comprehension with questions: *What does WOW stand for? (World of Wonder) What is in the magazine? (articles for primary school pupils)*
- **Extension**  Tell pupils to work in groups and think of answers to Alex's questions.
- Ask for feedback and promote class discussion: *Do you agree? Is that an interesting topic? What's your idea?*



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

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

3 Look again at Activity 2 and talk to your partner.

-  Ask two pupils to read out the questions.
- Walk around the class monitoring pairs.
- Promote class discussion: *Who is most interested in inventions?* Pupils raise their hands. Ask different pupils to give reasons why.
-  Using the Lollipop stick technique, ask pupils to offer ideas for more topics and write their ideas on the board.

Extra activity Critical thinking

- Ask pupils to think of reasons why their own ideas for topics are good for the magazine.

Activity Book

1 Read and complete the sentences.

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

Answer key 1 Team; 2 Everyone; 3 articles, find out; 4 reading, ideas

2 Read the ideas on Pupil's Book page 5 again. Then write the names.

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

Answer key 2 Ghada, 3 Dominic, 4 Selina, 5 Luisa, 6 Abbas, 7 Martin, 8 Jasiek, 9 Tara

3 How interesting are these topics for you? Number them from 1 (the most interesting) to 4 (the least interesting).

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

Extra activity Fast finishers

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

Finishing the lesson

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



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

1

Ghada, 12, Jordan 2 minutes ago

I'm new to Amman and it's a lovely city! It's very exciting, and there is so much to do. I want to read more about life in big cities.

2

Tara, 12, South Africa 3 minutes ago

Last month, we went hiking. While I was hiking, I thought about all the other adventures I could have. I want to read some stories about adventure.

4

Dominic, 12, USA 10 minutes ago

I love shopping! I want to hear about different types of shopping around the world.

6

Selina, 13, Jamaica

20 minutes ago

We've had a lot of stormy weather this summer on our island. I want to read articles about why the weather is changing and what we can do to stop it.

8

Riya, 12, Brazil 1 hour ago

I've just finished reading a brilliant book about a mystery. I loved it! I want to read more about mysteries!

3

Martin, 12, Australia

4 minutes ago

It's time to start thinking about the future. I want to read about jobs that I might do in the future!

5

Jasiek, 13, Poland

10 minutes ago

My older sister loves sending texts to her friends on her phone. But I prefer talking to my friends face-to-face! Why do some people spend so long on their phones?

7

Luisa, 13, Argentina 1 hour ago

In the future, I want to be an inventor! I want to read some articles about great inventions, so that I can get some ideas of my own!

9

Abbas, 12, Jordan 1 day ago

I enjoy painting every day. I want to read articles about art! I wonder how people use art in different ways around the world.



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

1 e, 2 a, 3 d, 4 c, 5 g, 6 i, 7 b, 8 h, 9 f

3 Look again at Activity 2 and talk to your partner.

- 1 Which of the topics that the children talk about are you most interested in and why?
- 2 What other topics would you like to see in the WOW! Magazine? Why?

five

5



1 Listen and read. Match the photos to the WOW! Team.



Alex



Mei



Sami



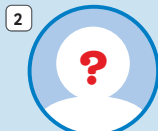
Dana

About Us



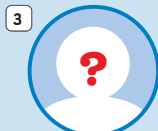
Dana

Hello. I'm twelve years old and I'm from Jordan. My grandmother comes from England, so we often go to England in the summer holidays. In my free time, I love reading and writing. At school, my favourite subject is English because we read a lot of interesting books and I enjoy writing. I'm looking forward to writing some articles for the magazine this year!



Alex

Hi! I'm twelve years old and I'm from the United Kingdom. I love football because it's exciting and fun to be part of a team. In the winter, I go snowboarding and skiing. I also love taking photographs. I promise I'll take some interesting ones for the magazine this year!



Sami

I'm twelve years old and I come from Aqaba in Jordan. My family and I moved to Amman two weeks ago. I miss my old friends and I miss the sea, but it's great to move to a new city! All the students here are very kind. I really love science and nature. I ride my bike to school every day because I want to keep our planet clean. I will try to find interesting articles about science for our magazine.



Mei

Hello, everyone! I'm twelve and I come from China. We moved to Jordan because of my mum's job. I really love design. In my free time, I design my own clothes. I'm going to design the WOW! Magazine this year. I hope you like it!

Objectives

- **Lesson aims:** to introduce the characters; to revise question words; to revise vocabulary to describe people
- **Target language:** revision of question forms
- **Skills:** Reading, Speaking, Listening

Materials

- Yes/No response cards

Global Scale of English (GSE)

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

Assessment for Learning

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

Starting the lesson

- Ask different pupils these questions: *How old are you? Where do you come from?*
- Call out these activities one at a time and ask pupils to respond to which ones they do, using their Yes/No response cards: *reading, writing, playing table tennis, playing football, athletics, cycling, snowboarding, skiing, taking photographs, making clothes, watching TV.*

Presentation

- Explain that in this lesson pupils will learn more about the new WOW! Team members.

Practice

Pupil's Book

1 W2 Listen and read. Match the photos to the WOW! Team.

- Refer pupils to page 6. Ask different pupils to describe the appearance of the children in the photos before they listen and read.
- Play the audio. Pupils write their answers in their notebooks.
- Check answers using the Lollipop stick technique.



Extra activity Critical thinking

- Ask pupils to say what they have in common with the WOW! Team members, e.g. *Dana is going to be thirteen soon. I'm also going to be thirteen soon.*

2 Read the About Us page again. Talk to your partner.

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

3 W3 Listen and circle the correct option to complete the questions. Then match to the answers.



- Pupils choose and match individually.
- Play the audio.
- Check answers using the Lollipop stick technique. Play the audio again if necessary.

Boy: Hi, Alex, welcome to the WOW! Team. I'd like to ask you a few questions so that our readers can get to know you better! So, where do you come from?

Alex: I come from England.

Boy: And how old are you?

Alex: I'm twelve years old.

Boy: Great, when were you born?

Alex: I was born on the 4th of March.

Boy: OK, and how many brothers and sisters do you have?

Alex: I have one older brother.

Boy: And what's your favourite sport?

Alex: That's a difficult question. No! Not really! It's easy! I love football more than anything else!

Boy: And why do you like football so much?

Alex: I think it's exciting and it's fun to be part of a team!

Boy: Thanks Alex, and good luck on the WOW! Team this year!

4 Work in pairs. Take it in turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?

- Ask different pupils to read out the questions in Activity 3 to make sure all pupils have the correct versions.
- Place pupils in pairs for this activity.
- Place two pairs together to compare things that are the same and different.
- Ask pairs to demonstrate one question and answer each.
- **Extension** Pupils think of one extra question to add to Activity 3. They then ask and answer their questions in pairs. Monitor pairwork and help where necessary.

5 Play a guessing game about question words. Can your partner guess the answer?

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask for feedback using the Lollipop stick technique.

6 Work in groups to find out some information about your classmates.

- Place pupils in groups of four for this activity.
- Ask different groups to demonstrate two of their questions.
- **Extension** Pupils stand up and mingle, asking and answering questions about themselves.

Activity Book

1 Read the text on Pupil's Book page 6 again and circle T (true) or F (false). Then explain your answers.

Answer key 2 T – She loves reading and her favourite subject is English.; 3 T – It's fun to be part of a team.; 4 F – He goes snowboarding and skiing.; 5 F – He lives in Amman and he misses the sea.; 6 T – All the students are very kind.; 7 F – She comes from China.

2 Read the About Us page again. Talk to your partner.

- 1 What are the WOW! Team going to do for the magazine this year?
- 2 Which job would you like to do on the magazine? Why?
- 3 Do you have a magazine at school?

Dana is going to write some articles for the magazine. Alex is going to take some photos. Sami is going to find articles about science. Mei is going to design the magazine.



3 Listen and circle the correct option to complete the questions. Then match to the answers.

- 1 Where do/does you come from? **c**
 - 2 How many years/old are you? **f**
 - 3 When/Who were you born? **a**
 - 4 How many/much brothers and sisters do you have? **b**
 - 5 What/Why's your favourite sport? **d**
 - 6 What/Why do you like football so much? **e**
- a I was born on 4th March.
 - b I have one older brother.
 - c I come from England.
 - d My favourite sport is football.
 - e I love it because it's exciting and it's fun to be part of a team.
 - f I'm twelve years old.

4 Work in pairs. Take it in turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?

5 Play a guessing game about question words. Can your partner guess the answer?

who what where why how many when

6 Work in groups to find out some information about your classmates.

- 1 Write six questions of your own using the question words from Activity 5.
- 2 Ask questions about some of the topics in the box below or use your own ideas.
- 3 Work with another group. Ask and answer questions.

sports hobbies TV programmes school subjects clothes

seven

7

2 Answer the questions about the WOW! Team members. Give reasons.

Answer key 2 Mei, because she loves design and she makes her own clothes.; 3 Sami, because he's interested in science, nature and the environment.; 4 Alex, because he's English and Dana, because her grandmother is from England and she spends holidays there.

Diversity

Challenge

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

Support

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

3 Read and complete the questions and write your answers. Then ask and answer with your partner. Write their answers in your notebook.

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

Answer key 2 old, 3 Where

Extra activity Fast finishers

- Pupils find the question words on page 7 that they like and write them in their notebooks.

Finishing the lesson

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

Mapping

Topics

Theme 1: Society

Theme 2: Culture

Theme 4: Environment

Theme 6: Recreation

Scope and Sequence Matrix

Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences; using tone to help identify speakers' purpose or mood; responding accurately to oral language

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

Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and details; using metalinguistic knowledge to infer meanings of new phrases; drawing inferences by referring to explicit details in a text

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

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing intended meaning; responding to open-ended questions related to the visual texts



City life

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

City tourism: capital city, backpacker, tour guide, tourist information centre, accommodation, luggage, statue, monument, police station, fountain, tourist, clock tower
Travel and transport: taxi, neighbourhood, lorry, roundabout, coach, road sign, railway station, traffic lights, crossroads, fire engine, traffic jam, pavement



Welcome

Book Club

Culture

We love visiting big cities! There's so much to do and see! Look at the photos here. How many words do you know for places in cities? How many words do you know for different ways to travel around?

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

WOW! Question

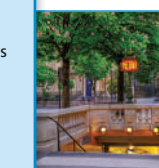
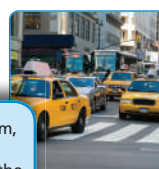
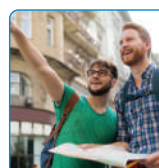
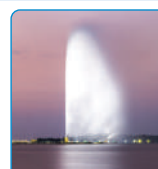


Sami 3 minutes ago
What are the advantages and disadvantages of big cities?

In this unit I will ...

- learn words for city tourism, travel and transport.
- use *used to* to talk about the past.
- read a picture story.
- use the Present continuous and Present simple to talk about the future.
- learn about big and small cities.
- work in a group to write a fact file about a city.

8 eight



Learning Outcomes and Performance Indicators

Listening: identify the gist of short to medium-length passages, presentations, and messages; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or enhance understanding of a topic or issue; make a variety of simple inferences related to the setting, relationship between speakers or speakers' feelings and motivation; use intonation to help identify meaning (questions, declarations); identify how changes in tonic stress relate to meaning; guess the meaning of unknown vocabulary words and phrases from context; distinguish individual vowel and consonant sounds

Speaking: recognise the main points made by other speakers and respond by asking questions, commenting, or giving suggestions; partake in short discussions on simple themes

Reading: preview a text, make predictions about content; skim and scan a text for general ideas and specific details; use prior knowledge and identify types of texts; identify the topic, main idea(s), and specific details of a reading text; explain how a text's illustrations contribute to what is conveyed in a story (e.g. setting, characters); make predictions about what will happen next in a story and check your predictions; identify different parts of speech (grammatical categories, such as nouns, verbs, etc.) in certain sentences in the text

Writing: practise writing different types of texts (descriptive, narrative); apply knowledge of the writing conventions of English; write a well-developed text, considering purpose and audience

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; respond to questions related to visual texts

Unit objectives

To talk about cities, travel and transport

Language

Vocabulary	City tourism <i>capital city, backpacker, tour guide, tourist information centre, accommodation, luggage, statue, monument, police station, fountain, tourist, clock tower</i> Travel and transport <i>taxi, neighbourhood, lorry, roundabout, coach, road sign, railway station, traffic lights, crossroads, fire engine, traffic jam, pavement</i>
Grammar	<i>used to</i> Present continuous for future plans Present simple for timetables and scheduled events
Functions	Asking for travel information
Phonics	Different sounds of the hard and soft c in words

Key competences

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

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

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

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 6)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 3 and 9)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 10); Problem solving (L. 2); Logical thinking (L. 1, 2 and 10); Planning (L. 6); Reflecting on learning (L. 1–12)
Creativity	Making a fact file about a city (L. 8)
Communication	Describing cities (L. 1, 6); Answering questions (L. 2); Talking about what you used to do (L. 3); Functional dialogue (L. 9); Playing a True/False game (L. 10)
Collaboration	Project groupwork (L. 8); Acting out (L. 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

Objectives

- **Lesson aims:** to learn and use words for city tourism
- **Target language:** *capital city, backpacker, tour guide, tourist information centre, accommodation, luggage, statue, monument, police station, fountain, tourist, clock tower*
- **Skills:** Reading, Speaking, Listening

Materials

- sheets of A4 paper, enough for each pair of pupils
- Resource 1A

Global Scale of English (GSE)

- **Reading:** Can understand a simple text about a past event (GSE 35).
- **Speaking:** Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases (GSE 60). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe past events or experiences using simple descriptive language to add interest (GSE 47).
- **Listening:** Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).

Assessment for Learning

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

Starting the lesson

- Write *City* on the board. Ask pupils to think of one word they know connected to cities. They raise their hands and tell the class.

Presentation

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

Practice

Pupil's Book

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

- Refer pupils to pages 8 and 9. Read the rubric and tell pupils to look at the photos on the Welcome page for a moment.
- Read the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Explain *advantages* (good things) and *disadvantages* (bad things) if necessary. Give pupils one minute to discuss in pairs.
- Using the Lollipop stick technique, ask pupils for feedback.

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

- Refer pupils to page 9. Tell them to match the words they know and guess the ones they don't know.
- Play the audio.
- Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
- Have pupils say a word to their partners and their partners point to the correct picture. Then they swap.
- Consolidate understanding with these questions in any order. Pupils raise their hands to offer answers, e.g. *What's the name of our capital city?*



Diversity

Support

- Pupils work in pairs before listening to the audio.

Challenge

- Pupils do Activity 2 individually before listening to the audio.

3 1.2 Listen and read. What cities are the children talking about? Who had a bad experience in a city?

- Check answers using the Lollipop stick technique.



Extra activity Critical thinking

- Pupils say/find the countries that the cities in Activity 3 are in.

4 Work in pairs. Look at the photos and words on page 8. Find and say.

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

Activity Book

1 Unscramble the words to complete the definitions.

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

Answer key 2 luggage, 3 police station, 4 tour guide, 5 statue, 6 accommodation

2 Read the travel forum. Then read and complete the comments.

- Pupils complete the activity individually. Have them raise their hands to offer answers.

Answer key 1 Fountain; 2 tourists, clock tower; 3 backpacker, tourist information centre

3 Read the I'm learning box. Then complete the lists with words you know.

- Place pupils in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

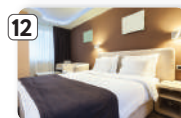
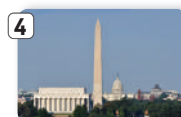
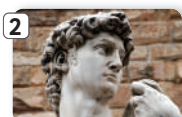
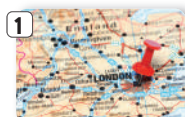
Possible answers 2 fountain, monument, statue, clock tower; 3 passport, guidebook, tourist information centre, go sightseeing

Extra activity Fast finishers

- Have pupils write new words in a vocabulary list in their notebooks.

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

capital city 1 backpacker 7 tour guide 10 tourist information centre 9
 accommodation 12 luggage 11 statue 2 monument 4 police station 3
 fountain 5 tourist 8 clock tower 6

3 Listen and read. What cities are the children talking about? Who had a bad experience in a city?

The children are talking about Barcelona, London, Beijing and Abu Dhabi. Alex had a bad experience in Abu Dhabi.

**WOW! Blog**

Sami 8 minutes ago

My brother travelled around Europe this summer by train. He went with some other backpackers and they visited 13 countries in two months. His favourite city was Barcelona!



Dana 10 minutes ago

My family and I went to London last summer! We went to the tourist information centre and found out about places to visit. My mother was our tour guide. We saw the famous clock tower, Big Ben, and the Monument, which was built to remember the Great Fire of London.



Mei 1 hour ago

When I was young, I lived in Beijing and my grandmother still lives there. Last year we went to Beijing for the summer holidays. There are lots of fountains and squares where you can play.



Alex 2 hours ago

We went to Abu Dhabi last year. It was amazing to go sightseeing, but our accommodation was far away from the city centre. Then I left my bag in a taxi and we had to go to the police station. That wasn't fun.



4 Work in pairs. Look at the photos and words on page 9.

Find and say.

police station, tourist information centre, monument, clock tower

statue, fountain, monument, clock tower

1 Which photos and words are buildings in a city?

2 Which photos and words are things or places tourists may go to see in a city?

3 Which photos and words do we use for people? backpacker, tourist, tour guide

4 Which photos and words are things that tourists may need?

accommodation, tour guide, tourist information centre, luggage

nine

9

Finishing the lesson

-  Pupils close their books and work in pairs. Give each pair a sheet of A4 paper. Tell pupils to draw twelve boxes on the sheet of paper.
- Give pairs one minute to remember the twelve new words and write them in the twelve boxes.
-  Using the Summative questions technique, ask *How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly? What can you do to remember them?*

Objectives

- **Lesson aims:** to listen to and read a dialogue about the Monument in London
- **Skills:** Reading, Speaking, Listening

Global Scale of English (GSE)

- **Reading:** Can understand the main themes of a simplified story (GSE 36). 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 describe past events or experiences using simple descriptive language to add interest (GSE 47).
- **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).

Assessment for Learning

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

Starting the lesson

- Using the Lollipop stick technique, ask pupils to say one thing they remember about one of the WOW! Team members.

Presentation

- Explain that in this lesson pupils will read about a monument in London that is called the Monument.
- Write *fire*, *burn* and *fire brigade* on the board. Write this sentence on the board too and ask pupils to fill in the gaps: *When there is a ____, you must call the ____ or the building will ____.*

Practice

Pupil's Book

- 1 **1.3 Listen and read. What event from the past does the Monument in London remember?**

- Refer pupils to page 10.
- Ask pupils to raise their hands to offer answers.



Key words search

The Monument in London, The Great Fire of London

Extra activity Critical thinking

- Ask *Why do people build monuments?* Discuss as a class.

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

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

- **Extension** Check comprehension with questions: *What did Dana think of the Monument? (It was brilliant.) What does Mei think of Dana's photo? (It's amazing.) What started in Pudding Lane? (a fire in a bakery) How many days did the fire burn? (four) Did they call the fire brigade? (No, there wasn't one.)*

Diversity

Challenge

- Have pupils complete Activity 2 orally.

Support

- Tell pupils to write down their answers in their notebooks.

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

- Pupils act out the expressions in pairs. Ask different pairs to demonstrate the expressions to the class.
- **Extension** Pupils act out the expressions again, but change the information to their own ideas.

Activity Book

- 1 **1.4 Read and complete the sentences from the dialogue on Pupil's Book page 10. Who said them? Write. Then listen and check.**

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

Answer key 2 Dana, burned; 3 Mei, think; 4 Mei, know; 5 Dana, brilliant; 6 Mei, do

- 2 **Read the dialogue again. Circle T (true) or F (false). Then explain your answers.**

- Ask different pupils to offer answers. Ask for class agreement.

Answer key 2 T – She said she thought it was brilliant.;
3 F – She knew there was a monument about the Great Fire.;
4 F – The fire started in an oven in a bakery.;
5 F – There weren't fire brigades in those days.

- 3 **1.5 Read and complete the dialogues with the correct expressions. Then listen and check.**

- Check answers using the Lollipop stick technique, choosing two pupils. One pupil reads the sentence and the other pupil uses the expression.

Answer key 2 That's amazing!; 3 Oh, no! That's awful!;
4 That's amazing!

Extra activity Fast finishers

- Pupils write a mini fact file about the Monument in London in their notebooks.

Finishing the lesson

- Pupils close their books. Use the Summative questions technique to ask them what they remember about the Monument in London.



- 1 Listen and read. What event from the past does the Monument in London remember? *The Great Fire of London*

Dana: Hi, Mei. What's up?

Mei: Hey, Dana. I saw in your blog that you visited the Monument in London. What did you think?

Dana: I thought it was brilliant. Look, here's a picture I took.

Mei: That's amazing! I know that it's a monument to remember the Great Fire of London, but I don't know much else about it.

Dana: Well, it's a tall tower with a gold ball at the top. It's a few metres away from where the fire started in 1666.

Mei: I didn't know that. How did the fire start?

Dana: Well, there was a bakery on Pudding Lane and the fire started in an oven. The houses in London used to be wooden, so the fire moved from house to house very quickly.

Mei: Oh, no! That's awful! Then what happened?

Dana: The fire burned for four days because there was no fire brigade.

Mei: So what did people use to do when there was a fire?

Dana: Well, they didn't use to be able to call the fire brigade like we do now, so they just used to throw buckets of water over fires.



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

- 1 Where is the Monument and why? *It's on Pudding Lane, near to where the fire started.*
- 2 When was the Great Fire of London? *in 1666*

- 3 Why did the fire move so quickly? *Because the houses in London used to be wooden.*
- 4 How many days did the fire burn for? *It burned for four days.*

- 3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out. *Refer to Activity 1 for answer key (answers circled in red).*

That's amazing! What's up? Oh, no! That's awful!

1 I broke my leg last week.

(...)

Oh, no!
That's awful!

2 (...)

What's up?

Nothing much. I'm doing my homework.

3

We won our football match 11-0!

(...)

That's amazing!

Objectives

- **Lesson aims:** to learn and use *used to*; to understand a listening task
- **Target language:** *They used to throw buckets of water over fires.*
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Yes/No response cards
- sheets of A4 paper, enough for each pupil
- Resources 5, 13 and 21

Global Scale of English (GSE)

- **Reading:** 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).
- **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 past events or experiences, using simple language (GSE 41).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork; Three facts and a fib technique

Starting the lesson

- Ask pupils to answer questions about the Monument using their Yes/No response cards: *Is the Monument in London/Manchester? Does it remember the Nice/Great Fire of London? Did the fire start in 1666/1555? Did it start in a butcher's/bakery? Was the street called Bread/Pudding Lane? Did it burn for three/four days? Was there a fire brigade?*

Presentation

- Explain that in this lesson pupils will learn to use *used to* and they will also do a listening activity.
- Write *Sami used to go to school in _____. He moved to Amman _____ weeks ago.* Ask pupils to fill in the gaps (*Aqaba, two*).
- Underline *used to go* and circle *moved*. Ask *Which verb is in the Past simple?* and elicit answers.

Practice

Pupil's Book

- 1 **Look back at the dialogue in Lesson 2.**
 - Refer pupils to pages 10 and 11. They discuss in pairs.
 - Ask different pupils to raise their hands to offer answers.
- 2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**
 - Give pupils a minute to work out the rules.
 - Tell pupils to look at the sentences on the board. Ask *Which thing happened many times? (Sami used to go to school.) Which thing is a completed action? (he moved)*
 - Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

Diversity

Challenge

- Pupils work out the rules individually.

Support

- Pupils work in pairs and discuss the rules.

- 3 **Read the dialogue in Lesson 2 again. Find two examples of *used to* + verb.**

- Pupils work individually.
- Ask for feedback using the Lollipop stick technique.
- **Extension** Pupils find the Past simple regular verbs for completed actions (*visited, started, moved, happened, burned*).

- 4 **Write three questions about life in London in 1666. Then work in pairs and ask and answer.**

- Pupils work individually before the pairwork.
- Ask pairs to demonstrate one question and answer.

- 5 **1.6 Listen. For each question, choose the correct picture.**

- Ask pupils to think about what they can see in the photos before they listen.
- Play the audio. See page 48 for audioscript.
- Check answers using the Lollipop stick technique.



- 6 **1.7 Listen again and answer the questions.**

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



- 7 **In pairs, talk about things you used to do and didn't use to do when you were 6 years old.**

- Place pupils in pairs for this activity.

Extra activity Critical thinking

- Pupils compare what they do now with what their parents used to do at the same age. They work in pairs and write three sentences on papers.

Finishing the lesson

- Say true/false sentences about the Monument. Pupils correct the false sentences.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use *used to*; to understand a listening task
- **Target language:** *They used to throw buckets of water over fires.*
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- sheets of A4 paper, enough for each pupil
- Resources 5, 13 and 21

Global Scale of English (GSE)

- **Reading:** 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).
- **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 past events or experiences, using simple language (GSE 41).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Houses used to be wooden. / People didn't use to call the fire brigade when there was a fire. / People used to throw buckets of water over a fire.

1 Look back at the dialogue in Lesson 2.

- Find three things that were different about life in London at the time of the Great Fire.
- Find how the Great Fire of London started.
It started in an oven in a bakery.
- Find how long the Great Fire of London burned.
It burned for four days.

2 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

used to

They	used to	throw buckets of water over fires.
We	didn't use to	call the fire brigade.
Did she	use to	live in a wooden house?
Yes, she <i>did</i> . / No, she <i>didn't</i> .		

We use *used to* + **verb** / the **Past simple** for things that happened many times in the past.

We use *used to* / **the Past simple** for completed actions in the past.

3 Read the dialogue in Lesson 2 again. Find two examples of *used to* + verb. *Refer to Activity 1 on page 33 for answer key (answers underlined in green).*

4 Write three questions about life in London in 1666. Then work in pairs and ask and answer.

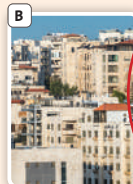
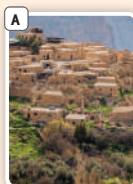
Did they use to have fire brigades?

No, they didn't.

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



1 Where did Ali's grandfather use to live when he was young?



2 What place did Imad and Hala always use to visit when they were children?



6 Listen again and answer the questions.



- a Why did Ali's grandfather live in a hotel?
It was his family's hotel.

b What can he remember about living there?
The delicious breakfasts his mother used to cook for the tourists.
- a What city did Imad and Hala use to visit when they were children? *Paris*

b Why did they have to go to the police station one year?
Their dad lost his passport.

7 In pairs, talk about things you used to do and didn't use to do when you were 6 years old.

play with toys go to school
ride a bike drink milk
talk to my friends play football
chant read books

eleven 11

Assessment for Learning



Peer learning: groupwork; Three facts and a fib technique

Practice

1 Listen to Nadia and her dad. Read and circle T (true) or F (false).

- Play the audio. See page 48 for audioscript.
- Check answers as a class.

Answer key 2 T, 3 F, 4 F, 5 T, 6 T



2 Read and circle the correct answers.

- Pupils work individually to circle the correct answer. They compare answers with a partner.
- Ask volunteers to read the completed sentences.

Answer key 2 didn't use to, 3 used to, 4 didn't use to, 5 used to

3 Read and complete the sentences with the correct form of *used to*.

- Pupils complete the sentences with the correct form of the verbs in brackets.
- Check answers as a class.

Answer key 2 used to visit, 3 used to be

4 Write survey questions. Then write true answers for you.

- Pupils write survey questions about what they used to do when they were younger and then answer them.
- Call on volunteers to read aloud their answers.

Answer key 2 Did your parents use to read to you?; 3 Did your family use to go camping?; 4 Did you use to watch cartoons?; 5 Did your friends use to play with toys?; 6 Did you use to sleep with the light on?

Finishing the lesson

- Place pupils in groups of four. Hand each pupil a sheet of paper. Pupils practise *used to* using the Three facts and a fib technique. Walk around the class monitoring groups.

Objectives

- **Lesson aims:** to understand a reading text; to introduce compound nouns
- **Skills:** Reading, Listening

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple picture stories that use familiar key words (GSE 32).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

Assessment for Learning

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

Starting the lesson

- Ask *What kind of books do you read? Do you read picture stories?* and elicit answers.

Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Treasure Hunt* on the board. Ask pupils to raise their hands to offer explanations of what a treasure hunt is.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a picture story. Look and circle the words that describe a picture story.
 - Refer pupils to page 12. Tell them to look at the pictures.
 - Pupils work in pairs to complete the activity.
 - Ask for feedback using the Lollipop stick technique.

Key words search

How to write a picture story

- 2 **1.9 Listen and read.** What treasure do the children find?

- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *When are the children doing the treasure hunt? (tomorrow) Is Salwa going to join the treasure hunt? (yes) What happens in the traffic jam? (The fire engine can't get through.)*



Extra activity Collaborative work

- Divide pupils into groups of three. Assign a role to each pupil (Lubna, mum, Salwa). Pupils act out the picture story.

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

- Pupils turn to page 7 in their Activity Books.

Activity Book

- 1 **After you read** Read the picture story on Pupil's Book page 12 again. Number the places or things in the city in the order they appear.

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

Answer key 2 library, 3 roundabout, 4 traffic lights, 5 post office, 6 crossroads, 7 bus station, 8 bank

- 2 **Answer the questions. Write complete sentences.**

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

Answer key 2 They travel by bus.; 3 She gets it on her phone.; 4 They find it on the road sign in front of the library.; 5 They find it on the pavement in front of the post office.; 6 They find the treasure at the bank.

Diversity

Challenge

- Ask different pupils to write the answers on the board. Ask for class agreement on the correct spelling.

Support

- Write the answers on the board and have pupils check their spelling.

- 3 **Read the Work with words box. Read and complete the sentences with compound nouns from the picture story and from the Vocabulary Box on Pupil's Book page 13.**

- Pupils work individually and then compare answers with a partner.

Answer key 2 crossroads, 3 fire engine, 4 roundabout, 5 railway station

Other compound nouns: post office, treasure hunt, city square, road sign, traffic jam, bus station

- 4 **Make compound nouns with a word from each box. Then write three sentences using a compound noun from this lesson.**

- Pupils work individually and then compare answers with a partner.
- Ask for feedback using the Lollipop stick technique. Write pupils' ideas on the board. Explain meanings if necessary.

Answer key backpack, bathroom, clock tower, football, motorbike, police station, shopping centre, underground

Extra activity Fast finishers

- Pupils write the compound nouns in their notebooks.

Finishing the lesson

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

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

- 1 The action is shown in lots of pictures / one large picture.
- 2 The text uses names / speech bubbles.



2 Listen and read. What treasure do the children find?

chocolate money



Lubna: Mum, some of my friends are doing a treasure hunt around the city tomorrow. Can we go, too?

Mum: Yes, OK.

Lubna: It starts at 10 am in the city square. Can we take Salwa, too?

Mum: Yes, of course. The bus for the city leaves at 9.30 am.

Mum: Right, I have the first clue on my phone.

The first place you will need to look is at the place where you borrow books.

Lubna: The library!

Salwa: Yes! Where's the nearest library?

Mum: It's on the other side of the roundabout, past the traffic lights. Come on! Let's go!



Mum: Oh, what a big traffic jam. The fire engine can't get through. Mind that lorry and the taxis!

Salwa: I have it! The second clue is on this road sign in front of the library.

The clues just get better and better. Where do you go to send a letter?

Lubna: The post office! Where's that, Mum?

Mum: It's on the other side of the crossroads, near the bus station.



Lubna: I have it! Here's the third clue on the pavement in front of the post office!

We hope you think the treasure's funny. You'll find it where you keep your money!

Salwa: The bank! There's a bank over there, where the coach is. Oh, look! There's the treasure! It's chocolate money!

3 After you read Activity Book, page 7.

12 twelve

Objectives

- **Lesson aims:** to learn and use vocabulary for city travel and transport; to learn and use Present continuous for future plans; to learn and use Present simple for timetables and scheduled events
- **Target language:** taxi, neighbourhood, lorry, roundabout, coach, road sign, railway station, traffic lights, crossroads, fire engine, traffic jam, pavement; My friends are doing a treasure hunt tomorrow. The treasure hunt starts at 10 am in the city square.
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 1B and 6

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can 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
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Revise the city tourism words. Write them on the board with the first and last letter missing and have different pupils complete the words.

Presentation

- Explain that in this lesson pupils will talk about city travel and transport.
- Write on the board half of the compound nouns that pupils used in Lesson 5. Ask pupils to raise their hands to say the whole word: round (about), road (sign), railway (station), traffic (lights), cross (roads), fire (engine), traffic (jam).

Practice

Pupil's Book

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

- Refer pupils to page 13. Tell them to look at the pictures. Ask *Which words did we just talk about?*
- Play the audio.
- Ask different pupils to offer answers.
- Consolidate understanding of the new words. Tell pupils to look at the pictures, listen and answer. Ask *Which means of transport can you hire to take you somewhere? (taxi)*



2 Read the story in Lesson 5 again. How many things or places in a city can you find in it? How many types of transport?

- Refer pupils to page 12.
- Pupils work in pairs to find the words. Ask different pairs for feedback.

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

- Pupils complete the activity individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique. Have pupils correct the false sentences.

Extra activity Critical thinking

- Pupils work in pairs and choose a different frame each in the picture story. Pupils write one false sentence of their own about the frame and ask their partner to correct it.

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

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

5 1.11 Listen to two children and answer the questions.

- Play the audio. See page 48 for audioscript.



Diversity

Challenge

- Ask pupils to try to get all the answers with only one listening.

Support

- Allow pupils to listen to the audio for the second time. You may also give out the photocopied audioscript for them to follow and underline the answers.

Finishing the lesson

- Use the Summative questions technique to ask pupils to explain the difference between the Present continuous and the Present simple.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to understand a reading text; to introduce compound nouns
- **Skills:** Reading, Listening, Speaking

Materials

- Unit 1 flashcards

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple picture stories that use familiar key words (GSE 32).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about plans for the near future in a simple way (GSE 38).

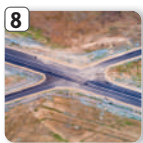
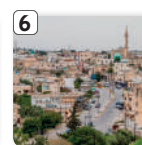
Assessment for Learning

- Peer learning: pairwork
- Independent learning: Summative questions technique

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



taxi 1 neighbourhood 6 lorry 3 roundabout 7 coach 2 road sign 10
 railway station 5 traffic lights 11 crossroads 8 fire engine 4
 traffic jam 12 pavement 9

2 Read the story in Lesson 5 again. How many things or places in a city can you find in it? How many types of transport? *Refer to Activity 2 on page 37 for answer key (answers underlined in green).*

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

- 1 Some of Lubna's friends are doing a city treasure hunt next week. T / ~~F~~
- 2 Lubna is seeing Salwa tomorrow. ~~T~~ / F
- 3 The treasure hunt starts at 10 am. ~~T~~ / F
- 4 The bus leaves at 9 am. T / ~~F~~

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Present continuous for future

My friends are doing a treasure hunt tomorrow.

I'm seeing Salwa tomorrow.

Present simple for future

The treasure hunt starts at 10 am in the city square.

The bus for the city leaves at 9.30 am.

We use the Present continuous / Present simple tense to talk about arrangements for the future.

We use the Present continuous / Present simple tense to talk about timetables, for example, trains or buses.

5 Listen to two children and answer the questions.

- 1 Which city are they talking about? Madrid
- 2 How is Hanan getting to her grandmother's house? by train
- 3 What doesn't Hanan like about this city? the traffic



thirteen 13

Starting the lesson

- Play Word swat with the Unit 1 flashcards.

Practice

1 1.12 Complete the words. Then listen and tick (✓) the places or things in the city you hear.

- Play the audio. See page 48 for audioscript.

Answer key 1 1 coach, 2 crossroads ✓, 3 fire engine, 4 railway station ✓, 6 traffic jam ✓

2 7 lorry, 8 neighbourhood ✓, 9 pavement, 10 road sign ✓, 11 roundabout ✓, 12 traffic lights ✓

2 Read and match the definitions to the pictures. Then write the words.

- Pupils work in pairs to complete the activity.

Answer key 2 e, crossroads; 3 b, taxi; 4 f, lorry; 5 a, traffic jam; 6 c, pavement



3 Read and complete with the Present simple or Present continuous for future.

- Pupils work individually to complete the activity.
- They check answers in pairs.

Answer key 2 are staying, 3 aren't travelling, 4 leaves, 5 are getting up, 6 'm having, 7 are meeting, 8 opens, 9 are going, 10 starts

Extra activity Fast finishers

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

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *What are you doing tomorrow? What time does the first lesson start next Thursday?* and elicit answers.

Objectives

- **Lesson aims:** to learn about Tokyo, Japan, and Nuuk, Greenland
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Listening, Writing

Materials

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

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can 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). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning

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

Starting the lesson

- Write *big city* and *small city* on the board. Ask pupils to name big and small cities in their country.

Presentation

- Explain that in this lesson pupils will talk about a big city called Tokyo in Japan and a small city called Nuuk in Greenland.
- **Extension** Ask pupils to find Tokyo and Nuuk on a map. Use an online map if available.

Culture notes

- Tokyo is the capital of Japan. Around 37 million people live there.
- Nuuk is the largest city in Greenland. Just over 19,000 people live there.

Practice

Pupil's Book

1 Before you read Would you rather live in a very big city or a very small city?

- Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas. Encourage class discussion with questions, e.g. *Who agrees? What do you think, (name)? Do you have another idea?*

- Refer pupils to page 14. Tell them to look at the pictures. Ask *What can you see? What are the buildings like?* and elicit answers.

2 1.13 Listen and read.

- Check comprehension with questions: *What do they sell in Tokyo's large market? (fish) How do lots of people get on the train in Tokyo? (People push them on.) What goes through Nuuk? (small rivers) What can you buy at the market? (fish and seal meat)*



Extra activity Critical thinking

- Pupils work in pairs and choose a different paragraph each in the text. Pupils write one comprehension question about the paragraph and ask their partner to answer it.

3 After you read Activity Book, page 9.

- Pupils turn to page 9 in their Activity Books.

Key words search

fun Japan facts for kids, Nuuk facts for kids

Project

Make a fact file about a city.

- Divide pupils into groups of three. Give each group papers and coloured pencils. Give pupils two minutes to brainstorm ideas.
- Help pupils decide who will do each part of the research.
- Display the fact files in the classroom. Using viewing and presenting skills, pupils present their fact file to the class.



Activity Book

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

- Ask pupils to complete the activity individually and then compare answers in pairs.
- Check answers as a class.

Answer key 2 The temperature can be -13°C in Nuuk during the winter.; 3 Tokyo's Sky Tree tower is one of the tallest towers in the world.; 4 People can buy fresh fish every day at the market.; 5 1.2 billion people pass through the Shinjuku Station in a year.; 6 Visitors can see whales near Nuuk in the summer months.

2 Read the comments from a travel blog. Should the people visit Tokyo, Nuuk or both? Write and explain your answers.

- Ask pupils which of the two places they would prefer to visit, using the Lollipop stick technique.
- Pupils answer the questions individually. They swap books with a partner to check spelling and grammar.

Answer key 2 Tokyo, because it's big and busy with lots of things to do.; 3 Nuuk, because you can see whales there in the summer.; 4 Tokyo, because it's warmer than Nuuk.; 5 Both places are good for eating fish and trying interesting new dishes.

3 1.14 Listen to a report about another capital city. Complete the notes.

- Play the audio. See page 48 for audioscript.
- Check answers as a class.

Answer key 2 San Marino, 3 Italy, 4 About 4,000, 5 About 7 km², 6 cool, 7 Italian, 8 euros



1 Before you read Would you rather live in a very big city or a very small city?

2 Listen and read.



There are so many interesting cities in the world. Here's an article about one of the **BIGGEST** and one of the **smallest** cities in the world. Cities come in all different shapes and sizes. Some are very big and some are very small. Some have a lot of people living in them and some have very few.

Big city, small city

TOKYO

Country	Japan
Population	37 million people
Size	13,572 km ²
Language(s)	Japanese
Money	Yen



The biggest city in the world is Tokyo in Japan. It's on the biggest island of Japan, Honshu.

- Tokyo is home to one of the largest fish markets in the world. More than 2,000 tonnes of fish are sold every day!
- The Tokyo Sky Tree is one of the tallest towers in the world at 634 metres tall.
- The busiest railway station in the world is Shinjuku Station in Tokyo. 1.2 billion people use the station every year! There are people who push passengers into the trains to get as many people in as possible.

NUUK

Country	Greenland
Population	19,000 people
Size	690 km ²
Language(s)	Greenlandic and Danish
Money	Danish krone



Nuuk is one of the smallest capital cities in the world.

- The city is very beautiful, with mountains on one side and the sea on the other. There are small rivers that go through the city, too.
- There's a market every day in the city where you can buy fresh fish and seal meat.
- Nuuk is one of the coldest capital cities in the world. The temperature is below zero for many months of the year. The coldest month is February with temperatures as low as -13°C.
- Visitors to Nuuk often go to see whales, which visit the waters around the city in the summer months.

WOW! Fact

There are more than 30 mega-cities in the world. These are cities with more than 10 million people.

3 After you read Activity Book, page 9.

14 fourteen



Project

Make a fact file about a city.

- 1 In groups, imagine you're planning a visit to a city for your next holiday.
- 2 Choose a city in the world.
- 3 Decide who will research to find:
 - basic information (capital city, population).
 - interesting facts.
 - photos.
- 4 Write your notes on a piece of paper. Add photos or pictures.
- 5 Present your fact file to the class.

Finishing the lesson

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

Objectives

- **Lesson aims:** to learn to ask for travel information; to differentiate between the sounds of the hard and soft c in words
- **Target language:** *Excuse me, how much is a single/return ticket to Berlin?*
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Yes/No response cards
- Resource 25

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 basic, factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write a simple story in the form of a dialogue between characters (GSE 43).

Assessment for Learning

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

Starting the lesson

- Ask pupils questions and they respond with their Yes/No response cards, e.g. *Do you like travelling? Have you been to a foreign city? Do you travel on train/buses/coaches?*

Presentation

- Explain that in this lesson pupils will learn to ask for travel information.
- Ask two pupils to come to the front. Tell the class to listen carefully. Ask pupils *What city have you visited? Did you like it?* and elicit answers. Pupils can then sit down.
- Using the Lollipop stick technique, ask the class questions about the two pupils who stood up, e.g. *What city has (name) visited? Did he/she like it?* Write the questions on the board and leave them there for later.

Diversity

Challenge

- Write the answers on the board under pupils' names so pupils can answer more easily.

Support

- Use confident pupils for the presentation.

Practice

Pupil's Book



1 1.15 Listen and read. Answer the questions.

- Refer pupils to page 15. Ask them to look at the picture and raise their hands to say what they can see.
- Play the audio.
- Check answers using the Lollipop stick technique.

2 Read the dialogue again. Find and write how Anna asks for travel information. Use the *Say it!* box to help you.

- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
- Pupils work in pairs and discuss.
- **Extension** Pupils read out the dialogue in pairs.

Pronunciation



3 1.16 Listen and say. When does c make a /s/ sound? When does it make a /k/ sound?

- Write the letter c on the board and ask pupils what sound it makes. See if pupils can list some words that have the /k/ sound and write them on the board. Explain that some letters make different sounds depending on where they are used in a word and that by learning some specific rules, they will improve their pronunciation.
- Play the audio several times for pupils to listen and see if they can identify the words where c makes a /k/ sound and words where it makes a /s/ sound. Ask pupils to write the phonetic sounds they hear for c in each box and then check answers as a class.
- Ask pupils to study the words and sounds to see if they can identify the pronunciation rule (c = /s/ when c is in front of i, y, or e; c = /k/ in other situations).
- **Extension** Ask pupils to make two lists of words where c makes a /s/ and a /k/ sound. See if they can find any words that contain both sounds for c. Encourage pupils to practise saying the words with the correct pronunciation.

Activity Book



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

- Have pupils complete the dialogue.
- Play the audio and have pupils check their answers.

Answer key 2 8 JOD, 3 direct, 4 next, 5 12:45, 6 leave, 7 coach, 8 stop

2 Write a dialogue between you and a travel assistant. Use the questions below and Activity 1 to help you. Then act out with your partner.

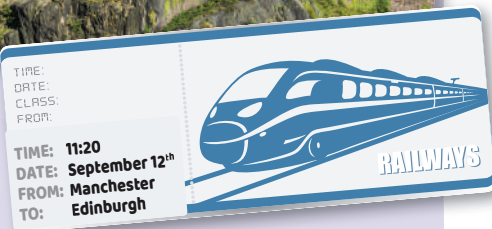
- Walk around the room monitoring pairs.

3 1.18 Listen to the words. Write them in the correct column. Which word can go in both columns?



- Ask pupils to read the words to see if they can work out the pronunciation based on the rules they learnt in the Pupil's Book Activity 3.
- Play the audio and ask pupils to write the words in the correct column based on the sound that c makes.
- **Extension** See if pupils can add more words to each list.

Answer key /k/ car, because, circle
/s/ pencil, circle, face



Anna: Excuse me, how much is a return ticket to Edinburgh?

Man: That'll be £137.

Anna: And what time is the next train?

Man: It leaves at 11.20.

Anna: Is that a direct train?

Man: Yes, it is.

Anna: OK, great. Which platform does it leave from?

Man: That train goes from Platform 19.

Anna: Thank you.

1 Listen and read. Answer the questions.



- 1 Where is Anna going? Edinburgh
- 2 How is she getting there? by train

2 Read the dialogue again. Find and write how Anna asks for travel information. Use the Say it! box to help you. Refer to the dialogue for answer key (answers underlined in green).



Asking for travel information
Excuse me, how much is a single/
return ticket to Berlin?
What time is the last train?
Is that a direct train or do I need to
change?
Which platform does it leave from?

Pronunciation

3 Listen and say. When does c make a /s/ sound? When does it make a /k/ sound?



- 1 city s
- 2 tourist information centre s
- 3 clock tower k
- 4 crossroads k
- 5 police station s
- 6 traffic jam k
- 7 cycle s k

Extra activity Fast finishers

- Pupils copy the dialogue from page 15 into their notebooks and mark the intonation on the questions with arrows.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *How successful is your learning?* Ask pupils to say what they are doing to learn.

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *earth, electric, ground, solar panel, teenager;* revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Writing, Listening

Materials

- Resource 17

Global Scale of English (GSE)

- **Reading:** Can make basic predictions about text content from headings, titles or headlines (GSE 41). Can identify the main ideas in straightforward, structured magazine articles on familiar topics (GSE 52). Can identify supporting details in simple, structured paragraphs on familiar topics, if guided by questions (GSE 43). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

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

- Ask pupils about green cities. Encourage class discussion with questions, e.g. *What is a green city? Can you name any green cities in the world? Do you think green cities are important? Why?*

Presentation

- Explain that in this lesson pupils will read an article about Masdar City, a special neighbourhood in Abu Dhabi.
- Draw pupils' attention to these words: *earth, electric, ground, solar panel* and *teenager*. Write them on the board, draw and ask *Which word is a person? Which word shows that something has a type of energy? Which word means soil and is also a planet in the solar system? Which word is what we stand on? Which word is something that stores energy from the sun?* Elicit answers.

Practice

Pupil's Book

1 Before you read Read the title and the first paragraph of the article. What do you think it will be about?

- Refer pupils to page 16. Read the *Reading Tip* to pupils. Give pupils a minute to think. Accept all reasonable suggestions.

2 1.19 Listen and read.

- Ask pupils to find words that belong to the general category *building* while they listen and read. Play the audio.
- Check comprehension with questions: *Is there a lot of pollution in big cities? (yes) Where is Masdar City? (in Abu Dhabi) What is the new Masdar City mosque built of? (It's built of the same earth as traditional mosques.) What is missing from Masdar City because of the buildings which are very close together? (sunlight) Which words did you find that belong to the general category building? (houses, mosques)*
- **Extension** Pupils do the differentiation for the reading tasks.



Extra activity Critical thinking

- Pupils work in pairs. They think of a place in their town or city where a green neighbourhood can be built.

3 After you read Read the text again and write the letters for the sentences to fill the gaps in the article.

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

Diversity

Challenge

- Tell pupils to think of key words in the sentences and the text before and after the gaps to help them choose.

Support

- Work as a class and discuss key words in the sentences and the text before and after the gaps to help them choose.

Activity Book

1 Read the definitions and write the words. Then match to the pictures.

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

Answer key 2 c, earth; 3 b, teenager; 4 a, ground; 5 d, solar panels

2 Read the article on Pupil's Book page 16 again. Then write the answers.

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

Answer key 2 mosques, 3 earth, 4 pavements, 5 school students, 6 green technology

3 Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say). Then explain your answers.

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

Answer key 2 F – They used earth. Old mosques used to be made of this material.; 3 DS – We do not know this.; 4 T – There is not much sun on the pavements.; 5 F – Some of the buses go under the ground, not all of the transport.

Extra activity Fast finishers

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

Reading

tip Reading

The first paragraph of an article often gives the main idea of the text as well as a useful summary.

- 1 **Before you read** Read the title and the first paragraph of the article. What do you think it will be about?
- 2 **Listen and read.**



An amazing city in the UAE

Cities are big places where there are a lot of people and a lot of cars. That means they are often very hot and very dirty. So people are now designing green cities which are easier to live in.

Masdar City is a special new neighbourhood in Abu Dhabi, the capital of the United Arab Emirates. The designers are creating houses and buildings that are all new. The buildings do not use much energy because they use traditional materials. (1) D In the UAE, mosques used to be made of earth from the ground. We usually build new mosques using stone, but they used the same earth as traditional mosques to build the new Masdar City mosque. (2) C The mosque also produces all the energy it needs using solar panels which take energy from the sun.



The buildings in Masdar City are very close together so that there is not much sun on the pavements. There are no cars and most of the roads are for walkers and bikes. (3) A Some of them go under the ground!



Many school students visit the city on school trips. Teenager Hani Akel, 14, told us, 'This is such an exciting project. (4) B It's also using green technology that could really change our cities in the 21st century.'

Words in context

earth electric ground
solar panel teenager

Activity Book, page 11

- 3 **After you read** Read the text again and write the letters for the sentences to fill the gaps in the article.
 - A You can also travel on electric buses.
 - B It's not only creating an amazing new city for people to live in.
 - C That is because the material keeps the building cool.
 - D An example is the mosque.

16 sixteen

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Are you good at understanding what kind of text you are reading? Is it possible to understand a text without knowing all the words? Do you feel confident about reading activities? How can you get better?* and encourage class discussion.

Objectives

- **Lesson aims:** to write an article about the place where you live
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55). Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Writing:** Can write short, simple descriptive texts about familiar places using basic connectors, given a model (GSE 41).

Assessment for Learning

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

Starting the lesson

- Pupils work in pairs and write down as many new words from Unit 1 as they can remember in one minute.
- Ask for feedback using the Lollipop stick technique.

Presentation

- Explain that in this lesson pupils will write an article for WOW! Magazine about the place where they live.

Practice

Pupil's Book

1 Read the article and circle the best title.

- Refer pupils to page 17. Give them one minute to read and choose.
- Ask a pupil to offer an answer. Ask for class agreement.
- **Extension** Check comprehension with questions: *Where does Adnan live? (Amman) Where is Amman? (in the north west of Jordan) Which season does he prefer? (spring) What do people enjoy in Amman? (the food and the city sights)*

2 Read the **How to write...** box. Then read the article in Activity 1 again and match the paragraphs to the questions.

- Give pupils time to complete the activity individually.
- Ask for feedback using the Lollipop stick technique.

Diversity

Challenge

- Pupils read the box to themselves.

Support

- Read the box aloud to pupils and explain meanings if necessary.

3 Write an article for the WOW! Magazine about the place where you live. Use the **How to write...** box to help you.

- Read the *Writing tip* to pupils.
- Monitor and helps pupils with ideas.
- Pupils work individually to complete the article.
- Pupils evaluate their own work. Make sure that pupils double check their spelling and punctuation.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Finishing the lesson

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

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write an article about a city you want to visit in the future
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Writing:** Can write short, simple descriptive texts about familiar places using basic connectors, given a model (GSE 41).

Assessment for Learning

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

Starting the lesson

- Ask pupils to describe their ideal cities.
- Ask if they know the difference between *either* and *or*.

Practice

1 Underline the two options. Then write one sentence using **either ... or**.

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

Answer key 2 in summer/in autumn, My grandparents travel either in summer or in autumn.; 3 come shopping with me/stay at the hotel, You can either come shopping with me or stay at the hotel.; 4 spaghetti/pizza, They want to have either spaghetti or pizza.; 5 a play/a puppet show, She can watch either a play or a puppet show.; 6 jeans/shorts, Sameer always wears either jeans or shorts.

2 Plan an article about a city you want to visit in the future.

- Give pupils one minute to complete their notes. Monitor and help with ideas.
- Using the Two stars and a wish technique, pupils read and check each other's work.

- 1 Read the article and circle the best title.
- My favourite place to go on holiday
 - The place where I live
 - The place where I want to live when I grow up



I live in the beautiful city of Amman, which is in north west of Jordan.

The place I like the best is the Roman theatre, in the east of the city. The Romans built it about 1,900 years ago and around 6,000 people used to watch plays there. Now it's a famous place for tourists to visit.

The best time to visit Amman is either spring or autumn, when it is not very hot. I prefer the spring because there are flowers in the parks. People come from all over the world to enjoy the food and the city sights. I enjoy eating an ice cream in Abu Bakr al Siddiq Street.

I think tourists should come to Amman because there are a lot of awesome places to visit and many beautiful buildings. The people are also very friendly!

Adnan, 12, Jordan



- 2 Read the *How to write...* box. Then read the article in Activity 1 again and match the paragraphs to the questions.

How to write... an article

- Include an introduction, clear paragraphs and a conclusion.
- Use formal language.
- Check your facts – only use websites you can trust.

- | | | |
|-----------------------------|---|---------------------------------------|
| 1 Paragraph 1: introduction | b | a What's your favourite place? |
| 2 Paragraph 2: a | | b Where do you live? |
| 3 Paragraph 3: d | | c Why should people visit? |
| 4 Paragraph 4: conclusion | c | d What's your favourite time of year? |

- 3 Write an article for the WOW! Magazine about the place where you live. Use the *How to write...* box to help you.

- Write a plan: use the questions in Activity 2.
- Write your answers.
- Then check your spelling and punctuation.

tip Writing

either ... or

We use *either ... or* to talk about a choice between two things.
The best time to visit Amman is *either spring or autumn*.

- 3 Now write your article.

- Pupils work individually to complete the description.

- 4 Read your article. Check your spelling and punctuation.

- Make sure that pupils double check their spelling and punctuation.

- 5  Work in pairs. Read your partner's article. Do you want to visit this city?

-  Pupils work in pairs. They read each other's articles and say if they want to visit the city their partner described.

Extra activity Fast finishers

- Pupils find the words connected to cities in Adnan's article and write a list in their notebooks.

Finishing the lesson

-  Pupils write down what they achieved in their Learning diary: Today I wrote an article about ...

1.6 & 1.7

Narrator: One. Where did Ali's grandfather use to live when he was young?
Boy: Grandad, where did you use to live when you were a little boy? Did you use to live in the countryside like we do now?
Man: No, I didn't! I used to live in a big city. But I didn't use to live in a house. I used to live in a hotel. It was my family's hotel. I can still remember the delicious breakfasts my mother used to cook every day for the tourists!

Narrator: Two. What place did Imad and Hala always use to visit when they were children?
Man: Do you remember our holidays in Paris when we were kids?
Woman: Yes, I do! Dad always used to take us to that museum. Do you remember? The one with all the statues.
Man: Oh yes, that's right! And one year we went to that amazing monument, the one they built to remember Napoleon. Do you remember how dad lost his passport while we were there and then we had to go to the police station?
Woman: Oh dear, yes, I remember that!

1.8

Man: Good morning, Nadia. What's that you're reading?
Girl: Morning, Dad. It's an article for my History class. It's about the Great Fire of London.
Man: That's interesting. I used to like History when I was your age.
Girl: Really? I didn't use to like History. I couldn't remember all the names and dates. But this year I enjoy it because our teacher makes it fun.
Man: Well, that helps!
Girl: And which subjects used to give you problems, Dad?
Man: Hmm. I used to have problems with Maths, so I had to study a lot.
Girl: And which subject did you like the most?
Man: Oh, I used to love Art, although I didn't use to do well in my exams.
Girl: Why not?
Man: Well, I wasn't a very good artist. My best subject was Digital Skills. That's because my hobby used to be playing with computers. I built a computer when I was only fifteen.
Girl: Really? That's cool! Digital Skills is my favourite subject, too.

1.11

Girl 1: What are you doing next week, Hanan?
Girl 2: I'm visiting my grandmother. She lives near Madrid.
Girl 1: Cool, I've never been there. How are you getting there?
Girl 2: I'm going by train. It leaves at 6.47 tomorrow morning, so I have to get up very early! Then I'm getting the coach from Madrid to my grandmother's house.
Girl 1: What's Madrid like?
Girl 2: It's a great city. My favourite place is the old city square because there are a lot of beautiful, old buildings, but I like the museums and parks, too.
Girl 1: Is there anything you don't like about it?
Girl 2: Well, there's a lot of traffic. Last time I was there, we waited in a traffic jam on a roundabout for more than an hour!
Girl 1: Yes, that's the problem with big cities.

1.12

Narrator: One
Boy 1: Come on! Our train leaves in an hour and I don't want to miss it.
Boy 2: Relax! We're going by taxi so we can be at the railway station in ten minutes.
Boy 1: Well, yes. Usually! But what if there's a traffic jam? And have you called the taxi?
Boy 2: No, I haven't. I'm sure we can catch one at the crossroads. Don't worry!

Narrator: Two
Woman 1: Excuse me. Is there a tourist information office near here?
Woman 2: Not in this neighbourhood. You have to go to the city centre.
Woman 1: Oh! And how do I get there?
Woman 2: It's easy. You go to the next traffic lights and turn left.
Woman 1: Left ... and then?
Woman 2: Then you'll come to a roundabout and turn right. Look for a road sign that says city centre.

1.14

Girl: The City of San Marino is situated in one of the smallest countries in Europe, also called San Marino, which is located in the Apennines, a mountainous region of Italy. San Marino has a population of about 33,500 people and about 4,000 people live in its capital city. The country has an area of about 24 square kilometres, and the city a size of about 7 square kilometres, so both are really very small. The weather in San Marino is nice so it's good to visit at any time of year – it's warm in summer and cool in winter. The official language in San Marino is Italian and because San Marino doesn't have its own currency, euros are used.

[illegible]

Mapping

Topic

Theme 2: Society

Scope and Sequence Matrix

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

Speaking: using rising and falling intonation to show willingness, approval, disagreement; responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions

Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and details; using metalinguistic knowledge to infer meanings of new phrases; drawing inferences by referring to explicit details in a text

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

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing intended meaning; identifying and explaining overt and implied messages in simple media texts; discussing own feelings in response to visual messages; responding to open-ended questions related to the visual texts

2

Jobs: hairdresser, manager, dentist, computer programmer, inventor, architect, novelist, graphic designer, politician, diver, professional footballer, journalist

Life events: start a business, find a job, be born, get a degree, retire, get married, go to school, have children, go to university, grow up, move house, go backpacking

Our future

1 **Work in pairs.**

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

World of Wonder! Magazine

Welcome
Book Club
Culture

Lots of you wanted to hear about different jobs and the exciting things that might happen to you in the future. Take a look at the pictures. How many words do you know? Dana has a question for you. Can you think of some answers?

WOW! Question

Dana 3 minutes ago

What's more important – having a good job or having a big family and a lot of friends? Why?

In this unit I will ...

- learn words for jobs and important life events.
- use *will*, *might*, *may* and *could* for predictions.
- read a poem.
- learn about unusual university degrees in different countries.
- work in a group to do a poster presentation.
- learn how to make and respond to offers of help.
- read and write a blog about the future.

18

eighteen

Learning Outcomes and Performance Indicators

Listening: identify the gist of short to medium-length passages, presentations, and messages; identify type of text (persuasive, expository, informative); distinguish facts from opinions; guess the meaning of unknown vocabulary words and phrases from context; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or enhance understanding of a topic or issue; identify signal words and use them to understand the sequence of and relationships between ideas (main idea/detail, cause/effect, contrast, chronological order, exemplification, fact/opinion, elaboration/paraphrase); use social cues (body language, facial expressions), visual imagery and prior knowledge to help construct meaning and make inferences; use intonation to help identify meaning (questions, declarations)

Speaking: recognise the main points made by other speakers and respond by asking questions, commenting, or giving suggestions; explain processes using appropriate connectives; partake in short discussions on simple themes; use formulaic expressions to express greetings, obligation, requests, prohibition, agreement, or disagreement; explain their ideas, reflection, and feelings clearly

Reading: previewing a text, making predictions about content; skim and scan a text for general ideas and specific details; use knowledge of cohesive devices to aid comprehension; identify the topic, main idea(s), and specific details of a reading text; explain events, ideas or procedures in a text including what happened and why, based on specific information in a text; make predictions about what will happen next in a story and check your predictions; find and discuss words in the text whose grammatical category or meaning has changed through affixation

Writing: practise the writing strategies of brainstorming, outlining, drafting, revising, editing, and publishing; use cohesive devices; practise writing different types of texts (descriptive, narrative); apply knowledge of the writing conventions of English; write a well-developed text, considering purpose and audience; revise written texts for clarity, correctness, and coherence

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; respond to questions related to visual texts; discuss own feelings in response to visual messages; present and develop ideas and opinions on a variety of topics orally or visually with posters

Unit objectives

To talk about jobs and life events

Language

Vocabulary	Jobs <i>hairdresser, manager, dentist, computer programmer, inventor, architect, novelist, graphic designer, politician, diver, professional footballer, journalist</i> Life events <i>start a business, find a job, be born, get a degree, retire, get married, go to school, have children, go to university, grow up, move house, go backpacking</i>
Grammar	<i>will</i> for predictions <i>might, may</i> and <i>could</i> for prediction
Functions	Making and responding to offers of help
Phonics	Intonation in questions and statements

Key competences

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

Mathematical, science and technological competences: order to complete a task (L. 2)

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

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

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

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 3 and 9)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 10); Problem solving (L. 2); Logical thinking (L. 1, 2 and 10); Defining and describing (L. 1, 2, 5 and 6); Making and responding to offers of help (L. 9); Planning (L. 8); Reflecting on learning (L. 1–12)
Creativity	Making a poster about an unusual university degree (L. 8)
Communication	Talking about jobs (L. 1); Answering questions (L. 2); Making future predictions (L. 3 and 6); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 9)

Evaluation

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

Objectives

- **Lesson aims:** to learn and use words for jobs
- **Target language:** hairdresser, manager, dentist, computer programmer, inventor, architect, novelist, graphic designer, politician, diver, professional footballer, journalist
- **Skills:** Reading, Speaking, Listening

Materials

- sheets of A4 paper, enough for each pair of pupils
- Resource 2A

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can list the advantages of a course of action in some detail, using a range of fixed expressions (GSE 56). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give brief reasons for their opinions on familiar topics (GSE 48). Can talk about common jobs using simple language (GSE 34).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

Assessment for Learning

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

Starting the lesson

- Write *Jobs* on the board. Using the Key question technique, ask pupils to think of a job they like, then to raise their hands and tell the class. Have a vote for the most popular job.

Presentation

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

Practice

Pupil's Book

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

- Refer pupils to pages 18 and 19. Read the rubric and tell pupils to look at the photos on the Welcome page for a moment.
- Read out the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Give pupils one minute to discuss in pairs.
- Using the Lollipop stick technique, ask pupils for feedback. Accept all reasonable answers.

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

- Refer pupils to page 19. Tell pupils to match the words they know and guess the ones they don't know.
- Play the audio.
- Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.



- Consolidate understanding with these questions in any order. Pupils call out the job in unison, e.g. *Which person styles your hair?* (hairdresser) *Which person writes books with stories?* (novelist) *Which person designs buildings?* (architect) *Which person do you see for your teeth?* (dentist), etc.

- 3 **2.2 Listen and read. What jobs do the children want to do?**

- Check answers using the Lollipop stick technique.



Extra activity Critical thinking

- Pupils think about what the different jobs have in common, e.g. *A journalist and a novelist write. A hairdresser and a dentist look after your appearance.*

- 4 **Work in pairs. Look at the jobs on pages 18 and 19. Find and say.**

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

Diversity

Challenge

- Make sure pupils speak in full sentences linked with *because*, and encourage them to discuss with *agree/disagree*.

Support

- Read the questions aloud to pupils before they talk in pairs and make sure they understand them.

Activity Book

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

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

Answer key 2 inventor, 3 diver, 4 dentist, 5 hairdresser, 6 journalist

- 2 **Read the comments. What job would be good for each person? Write.**

- Pupils complete the activity individually. Have them raise their hands to offer answers.

Answer key 2 professional footballer, 3 architect, 4 computer programmer, 5 graphic designer, 6 politician

- 3 **Read the I'm learning box. Then complete the jobs with the correct suffixes.**

- Place pupils in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

Answer key 2 artist, 3 physician, 4 builder, 5 doctor, 6 librarian, 7 scientist, 8 actor

Extra activity Fast finishers

- Have pupils write new words in a vocabulary list in their notebooks.

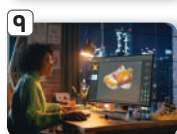
Finishing the lesson

- Pupils close their books and work in pairs. Give each pair a sheet of A4 paper. Tell pupils to draw twelve boxes on the paper.
- Give pairs one minute to remember the twelve new words and write them in the twelve boxes.
- Using the Summative questions technique, ask *How many words did you remember? Which words are harder to remember? What can you do to remember them?*



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

hairdresser⁶ manager⁸ dentist⁷ computer programmer² inventor⁴ architect⁵
 novelist¹¹ graphic designer⁹ politician¹² diver¹⁰ professional footballer³ journalist¹



3 Listen and read. What jobs do the children want to do?



WOW! Blog

1 **Dana** 7 minutes ago **novelist**
 I love reading and writing! I want to do a job where I can read and write every day. I don't think I'll become a journalist. I want to write my own books.

2 **Alex** 15 minutes ago **inventor**
 I always have so many ideas in my head! For example, yesterday I thought it would be nice to have a pair of football boots that get hot and cold. Then when it's really hot, they will keep you cool and when it's cold, they will keep you warm. I won't become a professional footballer because I'm not good enough, but I want to do a job where I can use my ideas to make real things and have something to do with sports! ⚽

3 **Sami** 1 hour ago **architect**
 My favourite hobby is making things. In the future, I think I'll do a job where I can design and build new buildings!

4 **Mei** 3 hours ago **diver**
 Every summer, I go to the beach with my family and I spend all my time under the water like a fish! 🐟 Maybe I'll be a fish when I grow up! Maybe not! But I'll do a job where I can spend a lot of time in and under the water.

4 Work in pairs. Look at the jobs on pages 18 and 19. Find and say.

- 1 Which of the jobs do you think is the most difficult and why?
- 2 Which of the jobs do you think is the easiest and why?
- 3 Which of the jobs do you think is the most interesting and why?

nineteen

19

Objectives

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

Global Scale of English (GSE)

- **Reading:** 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 common jobs using simple language (GSE 34).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

Assessment for Learning

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

Starting the lesson

- Using the Lollipop stick technique, ask pupils to say one job they remember from Lesson 1.

Presentation

- Explain that in this lesson pupils will read about the jobs Alex and Sami want to do. Ask pupils to guess what the jobs might be.

Practice

Pupil's Book

- 1 **2.3 Listen and read. What job does Sami think Alex will do in the future?**

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



Extra activity Critical thinking

- Ask *How do we choose the job we like? Is it because of talent, hobbies, what our parents do? Or something else?* Discuss as a class.

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

- Tell pupils to read the dialogue quietly and then discuss the answers in pairs.
- Check answers using the Lollipop stick technique. Ask pupils if they guessed correctly.
- **Extension** Check comprehension with questions: *Does Sami agree with Alex's blog? (no) When does Alex think he will be a professional footballer? (in his dreams) What does Alex ask Sami to do for him? (design a house) What does Sami say Alex will also need? (a big garden)*

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

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

Diversity

Challenge

- Have pupils act out the expressions without their books.

Support

- Pupils can refer to the books when they act out.

Activity Book

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

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

Answer key 1 big; 2 kind, don't; 3 keep, knows; 4 such, building; 5 won't, wanted; 6 type, live

- 2 **Read the dialogue again. Circle T (true) or F (false). Then explain your answers.**

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

Answer key 2 F – He doesn't think that will happen.; 3 F – He says he'll keep practising.; 4 T – He says he does a great job with the WOW! website.; 5 F – He says he will design a house for him.; 6 F – He says he isn't sure.

- 3 **2.5 Read and complete the dialogues with the correct expressions. Then listen and check.**

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

Answer key 2 I disagree!, 3 Oh, cool!, 4 I disagree!

Extra activity Fast finishers

- Pupils write their answers to the questions from Pupil's Book Activity 2 in their notebooks.

Finishing the lesson

- Pupils close their books. Use the Summative questions technique to ask them the questions from Pupil's Book Activity 2 again. Pupils raise their hands to offer answers.



1 **Listen and read. What job does Sami think Alex will do in the future?**
a professional footballer

Sami: Great goal, Alex!

Alex: Thanks!

Sami: I read in the blog that you don't think you're good enough to be a professional footballer when you grow up. I disagree! I think you'll be a brilliant footballer for one of the big teams!

Alex: Ah, that's kind of you to say, but I don't think that will happen. I'm pretty sure it won't happen!

Sami: Yes, it will! A football manager will come to our school and she'll see you play and she'll ask you to join!

Alex: Ha ha! I think that will only happen in my dreams! But thank you anyway. I'll keep practising and who knows what will happen in the future? What about you? What will you do when you grow up? You do such a great job designing and building the WOW!



website. Will you become a graphic designer? Or maybe a computer programmer?

Sami: No, I won't. I've always wanted to be an architect.

Alex: Oh, cool! Will you design a house for me?

Sami: Of course I will! What type of house will you want to live in?

Alex: Oh, I'm not sure. I think I'll live in a big house near the sea.

Sami: You'll need a big garden so you can practise scoring goals for your professional team!

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

- Why doesn't Alex think he can be a professional footballer? *He doesn't think he's good enough.*
- What job does Sami do on the WOW! website? *He designs and builds the website.*

- What does Sami want to be when he grows up? *an architect*
- Where does Alex want his house to be in the future? *near the sea*

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.** *Refer to Activity 1 for answer key (answers circled in red)*

Oh, cool! I disagree! I'm not sure.

1 What do you want to be when you grow up?

(...)

I'm not sure.

2 I've got some chocolate for us to share!

(...)

Oh, cool!

3 I think being a politician would be boring.

(...)

I disagree!

Objectives

- **Lesson aims:** to learn and use *will* for predictions; to understand a listening task
- **Target language:** *I think you'll be a brilliant footballer.*
- **Skills:** Reading, Listening, Speaking

Materials

- True/False response cards
- Resources 7, 14 and 22

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 23). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can make simple predictions about the future, given a model (GSE 42). 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: True/False response cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Play an *ABC jobs* game. Ask pupils in turn around the class to say a job starting with A and going to Z. If they cannot think of a job for their letter, they say *Pass!*

Presentation

- Explain that in this lesson pupils will learn to use *will* for predictions and they will also do a listening activity.
- Write *Alex* _____ *a brilliant footballer.* Ask pupils to fill in the gaps (*will be*).
- Underline *will* and circle *be*. Ask pupils what the form of the verb after *will* is and elicit answers.

Practice

Pupil's Book

- 1 **Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.**
 - Refer pupils to pages 20 and 21. They discuss in pairs.
 - Pupils give answers using their True/False response cards.
 - Ask different pupils to raise their hands to offer reasons.
 - They write the answers in their notebooks.
- 2 **Look at the grammar table. Then read and circle the correct options to complete the rule.**
 - Give pupils a minute to work out the rule.
 - Check answers using the Lollipop stick technique.

- Tell pupils to look at the sentence on the board. Ask *How do we know this is about the future? (Alex isn't a professional footballer now.)*
- Tell pupils to write down the correct rule in their notebooks. Have pupils check each other's notes.

Diversity

Challenge

- Pupils work out the rule individually.

Support

- Pupils work in groups and discuss the rule.

- 3 **Read the dialogue in Lesson 2 again. Find examples of *will* for predictions.**

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

- 4 **Work in pairs. Make predictions about the things below.**

- Place pupils in pairs for this activity.
- Ask one pupil from each pair to stand up and move to sit with a different pupil. Pupils repeat the pairwork.

- 5 **2.6 Listen. What is Abeer doing and why?**

- Ask pupils to think about what they can see in the photo before they listen.
- Play the audio. See page 70 for audioscript.



- 6 **2.7 Listen again. For each question, choose the correct answer.**

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



Extra activity Critical thinking

- Pupils think about what jobs people *will/won't* do in one hundred years' time. They raise their hands to give suggestions and reasons, e.g. *People won't be shop assistants because all shops will be online.*

Finishing the lesson

- Use the Summative questions technique to ask pupils to explain when we use *will*.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use *will* for predictions
- **Target language:** *I think you'll be a brilliant footballer.*
- **Skills:** Reading, Listening, Speaking, Writing

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can make simple predictions about the future, given a model (GSE 42). Can talk about plans for the near future in a simple way (GSE 38).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

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

false (He wants to be an architect.)

false (Alex wants Sami to design a house for him.)

- 1 Sami thinks Alex is good enough at football to become a professional footballer. **true**
- 2 Alex thinks that Sami is good at designing. **true**
- 3 Sami wants to be a graphic designer when he grows up.
- 4 Alex wants Sami to design a website for him in the future.

2 Look at the grammar table. Then read and circle the correct options to complete the rule.

Grammar

will for predictions

I think you'll **be** a brilliant footballer.

It **won't** happen.

Will you **become** a graphic designer?

What **will** you **do** when you grow up?

We use *will/won't* + verb to talk about things that we think can happen in the **present / future**.

3 Read the dialogue in Lesson 2 again. Find examples of *will* for predictions. Refer to Activity 1 on page 55 for answer key (answers underlined in green).

4 Work in pairs. Make predictions about the things below.

- 1 something that will happen at school tomorrow
- 2 a sporting event that will happen next year
- 3 what schools will be like in 2100

Tomorrow at school I'll finish my science project.



I'll have lunch with my friends.



5 Listen. What is Abeer doing and why?



She's doing a survey about jobs for her science project.

6 Listen again. For each question, choose the correct answer.



- 1 What job will Huda do when she grows up?
 - A She'll be a novelist.
 - B She'll be an architect.
 - C She'll be a journalist.**
- 2 What job will Lama do?
 - A She'll be a politician.**
 - B She'll be a footballer.
 - C She'll be a diver.
- 3 What job will Mariam do?
 - A She'll be a dentist.
 - B She'll be a manager.
 - C She doesn't know yet.**

twenty-one 21

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Pupils work in small groups and discuss what they think each group member will do at the weekend.

Practice

1 Listen and complete the sentences with *will* or *won't*.



- Play the audio. See page 70 for audioscript.
- Answer key** 2 won't, 3 will, 4 won't, 5 will, 6 won't

2 Read and complete the sentences with *will* or *won't* and the verbs in the box.

- Check answers using the Lollipop stick technique.

Answer key 2 will watch, 3 will go, 4 won't eat, 5 won't buy, 6 will study

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

Answer key 2 Will you work for a big company?; 3 Will your family live in another country?; 4 Will you learn any foreign languages?; 5 Will your home be in a small town?; 6 Will you have a lot of children?

4 Write questions about the future with *will*. Use the ideas in the box or your own ideas.

Answer key 2 What will you study?; 3 When will you start working?; 4 What job will you have?

Finishing the lesson

- Using the Summative questions technique, ask different pupils *What will you be when you grow up?* and elicit answers.

Objectives

- **Lesson aims:** to understand a reading text; to introduce life events vocabulary
- **Skills:** Reading, Speaking, Listening

Materials

- sheets of A4 paper, enough for each pupil
- a ringbinder folder

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 talk about matters of personal information and interest in some detail (GSE 51).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

Assessment for Learning

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

Starting the lesson

- Ask *Do you read poems? What do you know about poems?* and elicit answers.

Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *My Life* on the board. Ask pupils to raise their hands to guess what the poem is about.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a poem. Answer the question. Then look and circle the words that describe a poem.

- Refer pupils to page 22. Tell them to look at the pictures.
- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

Key words search

How to write a poem

- 2 **2.9 Listen and read.** What is Laila thinking about?

- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *Was Laila born in the morning or the evening? (evening) What subjects does she mention? (English and Maths) What job will she do? (a teacher or an astronaut) Will she start a business? (She may start a business.)*



Extra activity Critical thinking

- Pupils work in pairs and find the words in the poem that rhyme. Promote class discussion: *Do poems have to rhyme? Do you prefer poems that rhyme? Why? Do you think songs are poems?*

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

- Pupils turn to page 17 in their Activity Books.

- 4 **Work in pairs.** Pupil A, read the first two lines of each verse and Pupil B, read the second two lines of each verse. Then swap roles and repeat.

- Place pupils in pairs for this activity. Assign Pupil A and B to pairs.
- Play the audio again and tell pupils to listen to the rhythm of the poem.
- Walk around the class monitoring pairs.
- Ask for feedback: *Is it easy to read a poem in English? Why?/ Why not?*

- 5 **Take it in turns to answer the questions in the poem about you. Then write the poem with your answers.**

- Place pupils in the same pairs for this activity.
- Walk around the class monitoring pairs.
- Ask pupils to read out their poems, time permitting.
- **Extension** Pupils copy their version of the poem onto paper. Put all the poems in a folder for pupils to browse through.

Activity Book

- 1 **After you read** Read the poem on Pupil's Book page 22 again. Then read and complete the sentences.

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

Answer key 2 backpacking, 3 university, 4 teacher, 5 business

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

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

Answer key 2 She will get a job after she finishes university.; 3 She can't tell. / She doesn't know.; 4 She will look back at her life when she finishes work/retires.

Diversity

Challenge

- Ask different pupils to write the answers on the board. Ask for class agreement for the correct spelling.

Support

- Write the answers on the board and have pupils check their spelling.

- 3 **Read the Work with words box. Write the homophones for these words.**

- Read the explanation of homophones to pupils.
- Pupils work individually and then compare answers with a partner. Write the answers on the board.

Answer key 2 sun, 3 one, 4 meet, 5 no, 6 buy, 7 four, 8 there/they're, 9 here, 10 write, 11 where, 12 our

- 1 **Before you read** Today's Book Club text is a poem. Answer the question. Then look and circle the words that describe a poem.

- 1 What poems have you read?
- 2 Poems usually have verses paragraphs.
- 3 In this poem, there are four six lines in each verse.

- 2 **Listen and read.** What is Laila thinking about?
She's thinking about her future life.



I might...

Tell me, Laila, about your life,
When were you born, on what day?
I was born on a Tuesday, at 6.30 pm,
On 29th May.

And what will you do when you grow up?
For example, when you leave school?
I may go backpacking, I may travel the world,
I think that will be cool!

What will you do when you come back?
Will you go to university?
I might study English, I might study Maths,
I might get a good degree.

What will you do when you finish that?
What job do you think you'll do?
I could find a job as a teacher.
Or I could be an astronaut, too!

Do you think that you will start a business?
Do you think you'll be successful as well?
I may start a business – it may happen to me.
At the moment, I just can't tell.

When you finish work, when you retire,
What will you do for fun?
I might sit by the sea and look back at my life
And laugh at the things that I've done!

- 3 **After you read** Activity Book, page 17.
- 4 **Work in pairs.** Pupil A, read the first two lines of each verse and Pupil B, read the second two lines of each verse. Then swap roles and repeat.
- 5 **Take it in turns** to answer the questions in the poem about you. Then write the poem with your answers.

22 twenty-two

Extra activity Fast finishers

- Pupils count the number of predictions with *will* in the poem.

Finishing the lesson

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

Objectives

- **Lesson aims:** to learn and use words for life events; to learn and use *might*, *may* and *could* for predictions
- **Target language:** *start a business, find a job, be born, get a degree, retire, get married, go to school, have children, go to university, grow up, move house, go backpacking; I might get a good degree. I could find a job as a teacher.*
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Resources 2B and 8

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can make simple predictions about the future, given a model (GSE 42).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning

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

Starting the lesson

- Revise the jobs words. Pupils work in groups. Tell them they have one minute to write down as many of the jobs as they can remember.
- Ask a key question for feedback: *How many jobs did you remember?*

Presentation

- Explain that in this lesson pupils will talk about life events and make predictions with *may*, *might* and *could*.
- Draw two columns on the board. Write *start, find, go, move and grow* on the left. Write *a job, backpacking, a business, house and up* on the right. Ask different pupils to come to the board and draw lines to match the words.

Practice

Pupil's Book

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

- Refer pupils to page 23. Tell them to look at the pictures. Ask *Which words did we just talk about?*
- Play the audio.
- Ask different pupils to offer answers.
- Consolidate understanding of the new words. Tell pupils to look at the pictures, listen and answer:
Where do you get a degree from? School or university?
When you move house, do you move or does the house move?
How old are people when they stop work and retire?



Extra activity Critical thinking

- Ask pupils why the photos are in this order (*they are the usual order of events in a person's life*). Ask pupils if they think the life events could be in a different order and why.

2 Read the poem in Lesson 5 again. How many words for important life events can you find?

- Refer pupils to page 22.
- Pupils work in pairs to find the words. Ask different pairs for feedback.

3 Read the poem again. Find the answers to these questions.

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

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

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

5 2.11 Listen to Fadi and answer the questions.

- Play the audio. See page 70 for audioscript.



Diversity

Challenge

- Ask further comprehension questions about the audio.

Support

- Say True/False sentences about the audio. Pupils correct the false sentences.

6 Read and make predictions using *will/won't* or *might, may* and *could*. Then rewrite the sentences to make predictions about your own future.

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

Finishing the lesson

- Pupils write what they learnt about today in their Learning diary: *Today, I learnt ...*

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to use words for life events; to use *might*, *may* and *could* for predictions
- **Target language:** *start a business, find a job, be born, get a degree, retire, get married, go to school, have children, go to university, grow up, move house, go backpacking; I might get a good degree. I could find a job as a teacher.*
- **Skills:** Reading, Listening, Speaking, Writing

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can make simple predictions about the future, given a model (GSE 42).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).



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

start a business 8 find a job 7
be born 1 get a degree 6 retire 12
get married 9 go to school 3
have children 11 go to university 5
grow up 2 move house 10
go backpacking 4



- 2 Read the poem in Lesson 5 again. How many words for important life events can you find? Refer to Activity 2 on page 59 for answer key (answers underlined in green).

- 3 Read the poem again. Find the answers to these questions.

- When was Laila born? on 29th May
- What does she want to do when she leaves school? go backpacking, travel the world
- What does she want to study at university? Maths or English
- What does she want to do when she retires? sit by the sea and look back at her life

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

might, may and could for predictions

I might get a good degree.

I may start a business.

I could find a job as a teacher.

When we are / aren't sure about our prediction, we use *will/won't* + verb.

When we are / aren't sure about our prediction, we use *might, may or could or might not, may not* + verb.

- 5 Listen to Fadi and answer the questions.



- What might Fadi do in the future? He might travel the world.
- What will his sister NOT do in the future? She won't get married too early.
- What could his grandfather do when he's 60? He could get another degree.

- 6 Read and make predictions using *will/won't* or *might, may* and *could*. Then rewrite the sentences to make predictions about your own future.

- 1 **Nada**

I want to go to university. Maybe.

Nada might go to university.

- 2 **Jawad and Khaled**

We definitely want to go backpacking.

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Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Play *Parachute* with the life events vocabulary.

Practice

- 1 Complete the life events. Then tick (✓) the five most important life events for you.

- Check answers using the Lollipop stick technique.

Answer key 2 grow, 3 go, 4 go, 5 go, 6 get, 7 find, 8 start, 9 get, 10 move, 11 have, 12 retire

- 2 2.12 Listen to Jamal and his grandpa. Then listen again and write the life events you hear.

- Play the audio. See page 70 for audioscript.

Answer key 2 grow up, 3 go to school, 4 move house, 5 go to university, 6 find a job, 7 get married



- 3 Look at the table. Then write sentences with *will, won't, may (not), might (not) or could*.

- Tell pupils there is more than one answer for sentences that use *may, might* and *could*.

Answer key 2 He may/might not move to a village in the country.; 3 He may/might/could get married before the age of 30.; 4 He won't become a Maths teacher.; 5 He may/might not have two children.; 6 He will retire before the age of 65.

- 4 Write your answers in the table in Activity 3. Then write sentences with *will, won't, may (not), might (not) or could*.

- Pupils work individually and then read each other's work and give feedback.

Extra activity Fast finishers

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

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *What might you do when you grow up?* and elicit answers.

Objectives

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

Materials

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

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 basic personal experiences, using simple linking words (GSE 37). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

Assessment for Learning

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

Starting the lesson

- Write *University degrees* on the board. Ask pupils to name the first university degree that comes to their mind.

Presentation

- Explain that in this lesson pupils will talk about some unusual university degrees in the UK, the USA and Canada.
- **Extension** Ask pupils to find the UK, the USA and Canada on a map. Use an online map if available.

Culture notes

- Although there are many ways to become a baker in the UK, even without any studies or training, some employers may require some basic qualifications.
- Many people consider 'theme parks' to be the same as 'amusement parks', however the difference between the two is the 'theme'. Theme parks always have a storytelling and visitors enter a unique situation and setting.
- Puppets can be as big as a human and even larger and these are used in parades and demonstrations. One or more people need to work together to move the puppet!

Practice

Pupil's Book

1 Before you read What are the most popular university degrees in your country?

- Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas. Encourage class discussion with questions, e.g. *What about other degrees? Do students usually choose to study the same degree at university?*

- Refer pupils to page 24. Tell them to look at the pictures. Ask *What can you see? Where do you think the photos are from?* and elicit answers.

Diversity

Challenge

- Using the Lollipop stick technique, ask pupils to give details about their experiences with any of the topics in the photos using food and clothes words, colours and other adjectives.

Support

- Write *Everyday life*, *Weekend trip* and *Performance* on the board to help pupils think of ideas.

2 2.13 Listen and read.

- Play the text all the way through.
- Check comprehension with questions: *What do students learn during the Bakery degree? (ingredient chemistry and its effects on the products) Where? (in special laboratories) What other sites can students of Themed Experience work on? (zoos, virtual worlds and aquariums) What do students use to make puppets? (various materials, including wood)*



Extra activity Critical thinking

- Pupils work in pairs to discuss which job they would like to do and why. Ask pairs for feedback. Have a class vote.

3 After you read Activity Book, page 19.

- Pupils turn to page 19 in their Activity Books.

4 Work in pairs. Ask and answer.

- Pupils discuss in pairs for one minute.

Key words search

bakery, theme park, puppetry

Project

Make a poster about an unusual university degree.

- Divide pupils into groups of three. Give each group papers and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Help pupils decide who will do each part of the research.
- Monitor and help groups.
- Each pupil designs and writes their part of the poster. Using viewing and presenting skills, pupils present their poster to the class.
- Display the posters in the classroom so pupils can read them again before the class vote.



Activity Book

1 After you read Read the text on Pupil's Book page 24 again. What do the sentences describe?

Answer key 2 ingredient, 3 rollercoaster, 4 aquariums, 5 puppet, 6 edit

2 Answer the questions. Write complete sentences.

Answer key 2 Famous bakers from around the world visit and share their experience.; 3 There are more than twelve theme parks.; 4 People can see things that are not really there in virtual worlds.; 5 Students learn how to make a puppet out of various materials.; 6 They learn how to use sound when performing with puppets.

- 1 Before you read What are the most popular university degrees in your country?
- 2 Listen and read.

UNUSUAL UNIVERSITY STUDIES

When school finishes, most students continue their studies at university. Here are some university degrees that are a little different than the usual ones!



► Baking Science and Technology, London, UK

Baking bread and cakes might seem like a simple, fun activity, but if you want to become an expert, then there's a degree for you. London offers a university course on Baking Science and Technology, where students study the chemistry of each ingredient and how it affects products in special laboratories. Students also get a chance to take part in projects and famous bakers from around the world visit to talk to students.



► Themed Experience, Orlando, USA

The city of Orlando in Florida has more than twelve theme parks full of roller coasters and water parks. Where would it be better to study Themed Experience than here? With this degree, you will become an expert in designing and organising theme parks, zoos, virtual worlds, aquariums, etc. That's a job that anyone would pay to do!

► School of Puppetry, Toronto, Canada

All people enjoy watching puppet shows. So, why not study the art of creating and performing with puppets? The Toronto School of Puppetry offers just that. Here students learn to make puppets out of various materials, including wood. They also learn secrets about sound and how to create stories, film and edit videos with puppets.



WOW! Fact

Puppetry has been around for thousands of years. The Ancient Greek, Egyptian and Chinese civilisations all used this form of art.

- 3 After you read Activity Book, page 19.
- 4 Work in pairs. Ask and answer.
 - 1 Which of the studies would you choose and why?
 - 2 What do you think would be difficult about studying these degrees?

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Project

Make a poster about an unusual university degree.

- 1 In groups, think about unusual university degrees.
- 2 Choose one and decide who will find:
 - information about what the degree is about.
 - information about what pupils learn and practise.
 - some good photos and some interesting facts about the degree.
- 3 Put your notes and photos onto a poster.
- 4 Display your poster in the classroom and present it to the class.
- 5 Take a class vote to decide which degree sounds the most interesting and why.

- 3 2.14 Listen to a report about another university degree. Complete the text.

- Play the audio. See page 70 for audioscript.

Answer key 2 degrees, 3 moves, 4 fast, 5 protection, 6 design, 7 learn/practise, 8 job



Finishing the lesson

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

Extra activity Fast finishers

- Pupils write ten important words from the text in their notebooks.

Objectives

- **Lesson aims:** to learn to make and respond to offers of help; to learn and practise intonation in questions and statements
- **Target language:** *Do you need any help?*
- **Skills:** Reading, Speaking, Listening

Materials

- Yes/No response cards
- Resource 26

Global Scale of English (GSE)

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

Assessment for Learning

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

Starting the lesson

- Ask pupils questions and they respond with their Yes/No response cards: *Do you like parties? Do you like clearing up after a party? Do you make a mess at a party? Do your guests make a mess?*

Presentation

- Explain that in this lesson pupils will learn to make and respond to offers of help.
- Ask pupils to work in pairs and think of a sentence they would say to offer a friend some help. Ask different pupils for suggestions and write their ideas on the board.

Practice

Pupil's Book

- 1 **2.15 Listen and read. Answer the questions.**
 - Refer pupils to page 25. Ask pupils to look at the picture and raise their hands to say what they can see.
 - Play the audio.
 - Check answers using the Lollipop stick technique.
- 2 **Read the dialogue again. Find and write four offers of help. Use the *Say it!* box to help you.**
 - Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
 - Pupils work in pairs and discuss. Ask different pairs for feedback.
 - **Extension** Pupils read out the dialogue in pairs.

Pronunciation

- 3 **2.16 Listen and repeat. When does our voice go up at the end, in the question or the statement?**

- Ask *What is intonation?* Pupils offer answers. Explain if necessary.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the sentences with the audio. Make sure they copy the intonation.
- Ask different pupils to offer answers.
- **Extension** Ask pupils to write two sentences: one in which the intonation goes up at the end and one in which it goes down.
- Invite a few pupils to the front to say their sentences.

Activity Book

- 1 **2.17 Read and complete the dialogue. Then listen and check.**
 - Pupils do the activity individually. Then they listen and check.
 - Pupils raise their hands to offer answers.

Answer key 2 hand, 3 this food, 4 Let me help, 5 need any help, 6 but no need, 7 help you, 8 bring you some
- 2 **Read and complete the dialogues with your own ideas. Then act out the dialogues with your partner.**
 - Place pupils in pairs.
 - Walk around the room monitoring pairs.
- 3 **2.18 Listen to the questions and answers. Write them in the correct column. Then practise with your partner.**
 - Play the audio. See page 70 for audioscript.
 - Ask different pupils to write the questions and answers on the board.
 - Pupils practise in pairs. Monitor intonation.

Answer key Up: Would you like a hand?; Do you need any help?; Can I help with the washing-up? Down: No, don't worry, I'm nearly done.

Extra activity Fast finishers

- Pupils work in pairs to read out random questions or answers to each other. They say whether the intonation goes up or down.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *How successful is your learning?* Ask pupils to say what they are doing to learn.



Dad: The room is such a mess after our family party last night! We have to tidy it.

Son: Would you like a hand?

Dad: Yes, please.

Son: I'll clean the shelves.

Dad: That would be great.

Daughter: Let me help you, too. I'll put the books away.

Dad: Thanks! I'll tidy up the mess on the floor.

Daughter: I've finished with the books now. Do you need any help with the floor?

Dad: Thanks, but I'm nearly done and Mum's already helping me.

Daughter: I'll get us all some juice and biscuits.

Son: I'll help you, too!

Daughter: No, don't worry! You've done enough! Sit down and relax and I'll bring you a snack!

1 Listen and read. Answer the questions.



- 1 Which room is messy and why?
The living room is messy because they had a party.
- 2 What does the girl do to help?
She puts away the books.
- 3 What does Dad do to help?
He tidies up the mess on the floor.

2 Read the dialogue again. Find and write four offers of help. Use the Say it! box to help you.

Refer to the dialogue for answer key (answers underlined in green).



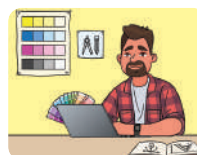
Offering to help	Accepting an offer of help
I'll help you.	Yes, please!
Let me help you.	That would be great!
Can I help you?	Refusing an offer of help
Would you like a hand?	Thanks, but no need!
Do you need any help?	I'm nearly done.
	No, don't worry!

Pronunciation

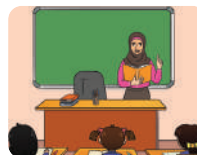
3 Listen and repeat. When does our voice go up at the end, in the question or the statement? *in the question*



Will you become a graphic designer?



I could find a job as a teacher.



Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *blog, opinion, housework, idea, feeling*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Listening

Materials

- sheets of A4 paper, enough for each pupil
- Resource 18

Global Scale of English (GSE)

- **Reading:** Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55). Can get the gist of short, factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

Assessment for Learning

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

Starting the lesson

-  Write *Robots* on the board. Ask a key question: *Do you like robots? Do you think they are useful?* Encourage class discussion with questions, e.g. *What can a robot do? Where do we see robots?* Note you can also source online videos here which show robots in action so as to stimulate class discussion.

Presentation

-  Explain that in this lesson pupils will read an article about robots and jobs in the future.
- Draw pupils' attention to these words: *blog, opinion, housework, idea and feeling*. Write them on the board and ask *Which word is something you write online? Which word is an emotion? Which word means chores? Which word is what you think about something? Which word is something that pops into your head?* Elicit answers.

Practice

Pupil's Book

- 1 **Before you read** Read the first paragraph quickly. Does the blogger agree or disagree with the title of the blog?
 - Refer pupils to page 26. Read the *Reading tip* to pupils. Give pupils time to read the blog quickly.
 - Pupils raise their hands to offer answers.

Diversity

Challenge

- Pupils work alone to decide on an answer. Ask them to give reasons for their answer from the text.

Support

-  Pupils work in pairs to decide on an answer. Tell pupils where the reason can be found in the text.

2 2.19 Listen and read.

- Play the audio.
- Check comprehension with questions: *Is Samia worried? (no) What kind of jobs can people do now? (more interesting jobs) What will we have time for in the future? (new things and different jobs) Who would like a robot to do her homework? (Nina)*
- **Extension** Pupils do the differentiation for the reading tasks.



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

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

Extra activity Creativity

- Hand each pupil a sheet of paper to design a working robot. They present it to the class and say what it does.

Activity Book

1 Read the definitions and write the words.

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

Answer key 2 blog, 3 feeling, 4 opinion, 5 housework

2 Read the blog on Pupil's Book page 26 again. Read and complete the sentences with two words.

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

Answer key 2 our jobs, 3 any need, 4 used to, 5 will drive, 6 to do

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

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

Answer key 2 T – She says robots make cars in factories.;
3 F – She says people can do more interesting jobs now.
4 T – She says we will have time to learn new things.;
5 F – She says robots will never have ideas or feelings.;
6 F – She says robots will never understand a worried child.

Extra activity Fast finishers

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

Finishing the lesson

-  Using the Thought-provoking questions technique, ask *Are you good at understanding what kind of text you are reading? Is it possible to understand a text without knowing all the words? Do you feel confident about reading activities? How can you get better? Do you read blogs? Do you leave comments?* Encourage class discussion.

Reading

- 1 **Before you read** Read the first paragraph quickly. Does the blogger agree or disagree with the title of the blog? *She disagrees with the title.*

- 2 **Listen and read.**

tip Reading

Remember that a blog is the opinion of the writer, so it might not be true!



JUST SAYING | My blog by Samia Wakil

18 October

Robots are coming for our jobs ...

I was talking to some friends yesterday about robots. Everyone thinks that there won't be any jobs left for us in the future because robots will do all our jobs instead. 'They're coming for our jobs,' one friend said! But I don't agree with this idea and I don't think there's any need to worry about the future.

Robots aren't coming for our jobs. They're already doing them! They do a lot of the jobs that people used to do in the past. For example, robots make cars in factories and milk cows on farms. This doesn't mean that people can't find jobs any more. It just means that people can do more interesting jobs now.

In the future, it's true that robots will do more jobs. For example, they will do housework and drive cars. But this means that we will have time to learn new things and do different jobs.

Also, robots will never have ideas or feelings, so there are some jobs that they will never do. For example, a robot will never take care of a sick person like a nurse can and a robot will never understand what a worried child needs in the way a teacher can.



LET ME KNOW WHAT YOU THINK ABOUT THIS ...



Kim • 23 minutes ago
Completely agree! Robots can never take the place of people!



Anthony • 57 minutes ago
I think you're wrong. By 2050, robots will do nearly half of all our jobs. What will we all do then?



Maha • 2 hours ago
We need to change how we think about work. There may be new jobs which nobody is doing yet. We need to keep learning and keep changing!



Nina • 2 hours ago
I'll be happy if a robot does my homework!

Words in context

blog opinion housework
idea feeling

Activity Book, page 21

- 3 **After you read** Read the blog again and answer the questions.

- 1 What did Samia and her friends talk about on the blog? *They talked about robots doing our jobs in the future.*
- 2 Where do robots already do jobs for us? *They do jobs in factories and on farms.*
- 3 What type of jobs will robots do in the future? *They will do housework and drive cars.*
- 4 What two jobs does Samia think robots will never do and why? *They will never be able to take care of sick people like nurses can or understand children like teachers can.*
- 5 Who disagrees with Samia's opinion and why?

- 26 **twenty-six** *Anthony disagrees because he thinks that robots will do nearly half of all our jobs by 2050.*

Writing

Objectives

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

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55). Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Writing:** Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning

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

Starting the lesson

- Pupils work alone and write down as many new words from Unit 2 as they can remember in one minute.
- Ask for feedback using the Lollipop stick technique.

Presentation

- Explain that in this lesson pupils will write a blog about teachers in the future.

Practice

Pupil's Book

- 1 **Read Dalia's blog and tick the best title for it.**
 - Refer pupils to page 27. Give them one minute to read and choose.
 - Ask a pupil to offer an answer. Ask for class agreement.
 - **Extension** Check comprehension with questions: *Does she agree that we won't need doctors? (no) Are patients all the same? (no) Can robots make decisions? (no)* Promote class discussion: *Do you agree with Dalia? Do you want to see a doctor when you are sick? Do you think robots can make decisions? Can robots learn? Do they have feelings?*
- 2 **Read the *How to write...* box. Then read the blog in Activity 1 again and match the paragraphs to the questions.**
 - Give pupils time to complete the activity individually.
 - Ask for feedback using the Lollipop stick technique.
- 3 **Write a blog called: Will we need teachers in the future? Use the *How to write...* box to help you.**
 - Read the *Writing tip* to pupils.
 - Give pupils time to complete their plan. Monitor and help with ideas.
 - Pupils work individually to complete the blog.

- Pupils evaluate their own work. Make sure that pupils double check their spelling and punctuation.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Creativity

- After checking their written work, pupils copy it onto a sheet of paper and find/draw a picture. They display their work on the classroom wall and later add it to their portfolios.
- Invite parents or pupils from other classes to see the work displayed in the classroom. Ask them for feedback.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: *Today, I wrote a blog about ...*

Lesson 12 Activity Book

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Writing:** Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning

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

Starting the lesson

- Write *Education in the future* on the board. Pupils work in groups to make predictions. Check answers and write some of the ideas on the board.

Practice

- 1 **Read and complete the sentences with *because* or *so*. Use a comma where necessary.**
 - Pupils complete the activity individually.
 - Check answers using the Lollipop stick technique.

Answer key 2 because; 3 because; 4 , so; 5 because; 6 , so
- 2 **Plan a blog called *Will we need to study languages in the future?***
 - Give pupils one minute to complete their notes. Monitor and help with ideas.
 - Using the Two stars and a wish technique, pupils read and check each other's work.

1 Read Dalia's blog and tick the best title for it.

- a What jobs will robots do in the future? ☐
- b Will we need doctors in the future? ☒
- c What job will I do in the future? ☐

1 I've just read a blog that says that we won't need doctors in the future. Robots will look after patients, do operations and give out medicines.
2 I completely disagree with this idea. I think that we will always need doctors because when you are sick, you want to talk to a person and not a robot. Also, every patient is different – doctors can understand this, but robots can't. In addition, sometimes doctors have to make difficult decisions about how to make a patient better. In my opinion, robots can't make decisions, so we will always need to talk to a doctor.
3 Overall, robots can help doctors to do their jobs, but I don't think they will ever do their jobs for them.



2 Read the *How to write...* box. Then read the blog in Activity 1 again and match the paragraphs to the questions.**How to write... a blog**

Blogs can be formal or informal, but most are informal. To write a good blog:

- share your opinions and experiences about things you're interested in.
- use phrases to introduce your opinions, for example *In my opinion ...*, *In my view ...*
- use linking words when you have a lot of ideas, for example *also*, *in addition*, *what's more*.
- use short forms instead of long forms, for example *I've just read a blog ...* instead of *I have just read a blog ...*

- A What's your final idea about the topic?
- B What are your opinions on this topic?
- C What's the topic of your blog?

- Paragraph 1 **C**
- Paragraph 2 **B**
- Paragraph 3 **A**

3 Write a blog called: **Will we need teachers in the future?** Use the *How to write...* box to help you.

- 1 Write a plan: use the questions in Activity 2.
- 2 Write your answers.
- 3 Add more information to your answers to make a blog.
- 4 Read and check your blog. Check your spelling and punctuation.

tip Writing**so and because**

We use **so** to link two ideas when the second idea is the result of the first idea.

We use a comma before **so**.

We use **because** to link two ideas when the second idea is a reason for the first idea. We don't use a comma with **because**.

twenty-seven

27

3 Now write your blog.

- Pupils work individually to complete the blog in their notebooks.

4 Read your blog. Check your spelling and punctuation.

- Make sure that pupils double check their spelling and punctuation.

5 Work in pairs. Read your partner's blog. Do you agree with your partner?

-  Pupils work in pairs. They read each other's blogs and say if they agree with their partner.

Extra activity Fast finishers

- Pupils find the words they used from Dalia's blog in their own blog and write a list in their notebooks.

Finishing the lesson

-  Using the Summative questions technique, ask *Do you write a blog? If you don't, what would you write a blog about?*

Next lesson Unit 2 Test

2.6 & 2.7

- Girl 1:** Hi, my name is Abeer and I'm doing a survey about jobs for a science project. I'm talking to lots of students at my school about what jobs they want to do in the future. Hi, Huda, what job do you think you will do in the future?
- Girl 2:** Well, I used to want to be a writer, but now I'm not sure because I don't think that I'll enjoy working on my own every day. Maybe I'll be an architect because I love looking at houses and buildings, but I'm not very good at drawing. Hmm, I think I'll be a journalist because it'll be exciting to work at a newspaper!
- Girl 1:** Lama, what job will you do when you grow up?
- Girl 3:** I think I'll become a politician when I grow up because I want to do a job where I can help people and make their lives better. But when I was a little girl I dreamed about becoming a professional footballer or a diver!
- Girl 1:** Mariam, what job will you do in the future?
- Girl 4:** My mum wants me to be a dentist and my dad wants me to be a manager. I don't know yet. I think I'll wait until I'm older before I decide.

2.8

- Boy:** My name's Mazen. I'm really keen on foreign languages. I'm sure I'll become a language teacher one day. I already speak English and Italian really well. I think I'll start learning Spanish or German after school next year. I'm not sure which. One day maybe I'll live in another country, but I'll stay close to Jordan because I want to be near my family.
- Girl:** My name's Fadia. I love sports like basketball, but I won't be a professional player because I'm not good enough. I'm a great writer though, so maybe I'll become a sports journalist! I'll study journalism at university, but I won't need to study photography because that's my hobby. I have a blog with lots of photos.

2.11

- Boy 1:** Do you think you might have children when you grow up, Fadi?
- Boy 2:** Well, I definitely will get married and have children. But I might travel the world first! I'll go to as many countries as I can.
- Boy 1:** Does your sister know what she wants to do when she leaves school, Fadi?
- Boy 2:** She might go to university and get a degree. She isn't sure yet. She doesn't want to get married too early.
- Boy 1:** Will your grandfather retire next year when he's sixty?
- Boy 2:** No, he won't. He doesn't want to retire. He may get another degree!
- Boy 1:** Really? That's cool! Do you think he might go backpacking?
- Boy 2:** No! He says he's too old for that now!
- Boy 1:** That's not true!

2.12

- Boy 1:** Can I ask you some questions, Grandpa?
- Man:** Of course, Jamal. Go ahead.
- Boy:** OK. You were born in Amman, weren't you?
- Man:** No, dear. That's where I grew up, but I was born in a town near Amman, called Kerak.
- Boy:** Oh, I didn't know that! And is that where you went to school?
- Man:** No, dear. My parents moved house ... to Amman when I was only three years old so that's where I went to school.
- Boy:** I see. And when you finished school, did you go to university?
- Man:** No. I found a job at a bookshop because I needed to make money to study.
- Boy:** Oh, I see!
- Man:** And that's where I met your grandmother. She worked at the bookshop.
- Boy:** That's nice! And what happened then? Did you get married?
- Man:** No, we waited for a few years because we wanted to go to university first.
- Boy:** Oh! That was good thinking!
- Man:** Yes, it was!

2.14

Newquay is a town in Cornwall in Southwest England. It's popular for its beaches and the big waves from the Atlantic ocean are perfect for surfing. This town also has one of the most unusual university degrees – in surfing of course! Students study how water moves and what a surfer can do to use this energy and surf as fast and high as possible. Another subject is the protection of beaches that can be in danger from natural and human causes. The course also covers the design and making of surfing boards. Unfortunately, students don't learn how to surf during the course, but there are lots of instructors on the beach for that. After the course, students can find a job in the surfing industry, which is becoming bigger and bigger.

2.18

- Would you like a hand?
- Thanks, but no need.
- Do you need any help?
- No, don't worry.
- Can I help with the washing up?
- I'm nearly done.

[illegible]

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–2
- **Target language:** places in a city, adjectives, making suggestions and plans
- **Skills:** Reading, Writing, Listening, Speaking

Materials

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

Assessment for Learning

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

Global Scale of English (GSE)

- **Reading:** Can extract factual details from a simple text (GSE 40). Can get the gist of short factual school texts (GSE 41). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Writing:** Can write short, simple descriptive texts about familiar places using basic connectors, given a model (GSE 41).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs (GSE 49).

Mapping

Topic	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 4: Environment	Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences; responding accurately to oral language Speaking: responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions Reading: previewing a text, making predictions about content Writing: writing a well-developed text, considering purpose and audience; expressing themselves in writing different forms for different purposes (e.g. letters, emails) Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing intended meaning	Listening: identify the gist of short to medium-length passages, presentations, and messages; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or enhance understanding of a topic or issue Speaking: recognise the main points made by other speakers and respond by asking questions, commenting, or giving suggestions; partake in short discussions on simple themes Reading: preview a text and make predictions about content; skim and scan a text for general ideas and specific details Writing: practise writing different types of texts (descriptive, narrative); apply knowledge of the writing conventions of English; write a well-developed text, considering purpose and audience Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; respond to questions related to visual texts

Starting the lesson

- Say the name of a country. Have pupils work in pairs and write down the capital city of the country for one point and any other city in that country for two points.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to places in a city and how to describe them.

Practice

Pupil's Book

1 How many places in a city can you name? Think of adjectives to describe the places.

- Set a timer for one minute and have pupils think of as many places in a city as possible and write them in their notebooks. They share their ideas with the class. Write the appropriate ones on the board.
- Ask pupils to work in groups and write adjectives to describe the places on the board. Pupils raise their hands to offer suggestions.

2 Read and match the tips to the photos.

- Read out the title of the article. Ask a volunteer to define the word *tourist* (a person who visits a place as part of a holiday).
- Write *postcard*, *flag* and *promenade* on the board. Say a gapped sentence for pupils to guess which word is missing, e.g. *Sue is on holiday in Paris this week. I got a ... from her saying that it was raining there. (postcard) The ... for Spain has the colours red and yellow. You can see it outside official buildings. (flag) There is a lovely ... along the sea. A lot of tourists love taking a walk here. (promenade)*
- Ask pupils to look at the four photos and, without looking at the texts, say if they know what the places are.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique.
- **Extension** Ask *Do you read tips or opinions about where you are going to travel?* Pupils work in pairs and tell each other why they do or don't.

3 Look at the text in Activity 2 again. Find and write the words.

- Pupils work individually to complete the activity.
- **Extension** Pupils work in pairs. They find out where photos 1–4 were taken and for 1–6, what they show.

Language booster 1

1 How many places in a city can you name? Think of adjectives to describe the places.

2 Read and match the tips to the photos.

TOURIST TIPS



Are you planning a city holiday? Then read our city travel tips, which are written by local people. You won't need a tour guide to find these special places! Why not send us a postcard of a secret place in your city?

1 Habib, 12, Amman, Jordan

A If you visit Amman, you must stop at the amazing Roman Theatre. Roman Emperor Antoninus Pius built the theatre in around 150 CE. Around 5,000 people could visit it! Today it is a famous tourist hotspot and you can still see concerts and events there today.

2 Matias, 12, Buenos Aires, Argentina

D One of my favourite places in my city is the Obelisco de Buenos Aires, which is a huge stone monument. It's important because our country's flag was flown here for the first time. People meet here to celebrate happy events like winning a football match!

3 Lucy, 13, London, United Kingdom

C My favourite place in my city is our clock tower, Big Ben. Big Ben is over 96 metres tall, so you feel tiny when you're standing at the bottom! You can climb the steep steps inside to get a gorgeous view of the city!

4 Fatima, 12, Muscat, Oman

B My favourite place in Muscat is the popular Mutrah Corniche. It's a long promenade that stretches about 3 kilometres! During the day, you can walk along and look at the ships, mosques, fountains and beautiful buildings. At night when it's dark, you can look at all the lights shimmering on the water.

3 Look at the text in Activity 2 again. Find and write the words.



concert



monument



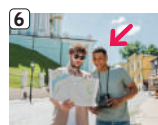
fountain



clock tower



tour guide



tourist

4 Find and write the adjectives from the text in Activity 2.

- | | |
|-----------------------------|---------|
| 1 that not many people know | secret |
| 2 very big | huge |
| 3 very small | tiny |
| 4 with no light | dark |
| 5 a lot of people like it | popular |
| 6 very pleasant | happy |

5 Talk to your classmates.

- What's your favourite place near where you live?
- Describe it using some of the adjectives from Activity 4.

28 twenty-eight

4 Find and write the adjectives from the text in Activity 2.

- Review the list of adjectives from Activity 1.
- Ask pupils to complete the activity individually.
- Extension** In pairs, pupils prepare four definitions for other adjectives (they can choose any appropriate adjective, not just from the unit). Then ask different pairs to read out their definitions to the class and guess each other's adjectives.

Extra activity Fast finishers

- Give out a sheet of A4 paper to each pupil. Pupils work in pairs to look at Activity 3 and write descriptions of the places using the adjectives from Activity 4 and the texts, e.g. *The monument is huge*. Pupils can keep their work in their portfolios.

5 Talk to your classmates.

- Read out the questions. Tell pupils to write notes in their notebook or on a piece of paper.
- Place pupils in pairs. They ask and answer the questions using the notes they made.

Diversity

Challenge

- Pupils write about places near where they live without mentioning the names of the places. Then they read out the descriptions for the class to say what place it is.

Support

- Brainstorm places in your area with pupils. Write them on the board. Help pupils think of adjectives to describe the places.

Activity Book

1 After you read Read the text on Pupil's Book page 28 again. Choose T (true) or F (false).

- Pupils read the text again and do the activity individually.
- Ask pupils to correct the false statements.

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

2 Read and match.

- Pupils do the activity individually. Check answers as a class, using the Lollipop stick technique.

Answer key 2 concert, 3 tourist, 4 promenade, 5 monument, 6 clock tower

3 Order the letters to complete the sentences.

- Pupils complete the activity individually, then check answers in pairs.

Answer key 2 popular, 3 steep, 4 tiny, 5 dark, 6 gorgeous

Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today. Ask *What did you like best?*

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–2
- **Target language:** places in a city, adjectives, making suggestions and plans
- **Skills:** Reading, Speaking, Listening

Materials

- sheets of A4 paper, enough for each pupil
- True/False response cards

Global Scale of English (GSE)

- **Reading:** Can identify specific information in detailed written dialogues (GSE 53).
- **Speaking:** Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?' (GSE 42).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

Assessment for Learning

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

Starting the lesson

- Review the places and adjectives from the previous lesson. Say definitions for pupils to say the word, e.g. *something very small (tiny), no or very little light (dark), a person who shows tourists around (tour guide), something in the street you can look at to tell the time (clock tower)*, etc.

Presentation

- Explain that in this lesson pupils will have further practice with vocabulary related to places in a city and how to describe them.

Practice

Pupil's Book

6 LB1.1 Listen and read. What are the children going to be this weekend? Match.

- Pupils look at the illustration. Ask *What do you think they are talking about? What are they saying?* Have two pupils invent an imaginary conversation for the rest of the class to listen to.
- Play the audio. Pupils listen and follow in their books. Encourage pupils to ask about any words they don't understand.
- Play the audio again for pupils to match the names with the jobs.
- Check comprehension with the True/False response cards. Say statements for pupils to hold up one of their cards. Say, e.g. *Heba wants a tour of the city. (false) Salwa wants to go to a market on Sunday morning. (false) The views from the top of the hill are great. (true) Heba wants to continue watching TV. (true)*



- Pupils work in pairs. They practise performing the conversation together. Ask volunteers to perform the conversation for the class.

7 Find three suggestions that Salwa and Heba make. Use the *Say it!* box to help you.

- Pupils look at the *Say it!* box. Make sure they understand how to use *shall* in questions for suggestions.
- Pupils complete the activity individually. Check as a class, having pupils read the correct questions aloud.

Extra activity Fast finishers

- Write situations on the board (e.g. *I'm hungry*). Ask pupils to write a suggestion to go with it (e.g. *Shall we go for lunch?*). Other situations: *I can't find my keys. I'm too hot.*

8 Make suggestions to your partner.

- Place pupils in pairs. They choose if they are A or B.
- Using the cards, they make suggestions. Their partner can answer with the answer suggestions in the *Say it!* box or with their own answers.
Possible answers A: 1 Shall we go to the library tomorrow?; 2 Shall we play basketball after school?; 3 Shall I help you with your homework?
B: 1 Shall I make us some coffee?; 2 Shall we walk to the station?; 3 Shall we eat outside?

9 An exchange student is visiting you this weekend and wants to do a tour of your favourite places. Make suggestions to your partner and plan a schedule.

- Read the instructions aloud.
- Pupils work in pairs and make a plan. They can use the dialogue in Activity 6 to help them.
- Help and monitor where necessary.

Show what you know

- Tell pupils they are going to think about what they have learnt on Dana's Learning Club pages. Pupils read and complete the *Show what you know* box individually.
- In pairs, pupils ask and answer the questions giving an example to show what they know, e.g. *Can you use nouns and adjectives to describe places in cities? Yes, I can. In my city, there's a huge modern monument.*
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

4 LB1.2 Read and listen to the dialogue on Pupil's Book page 29 again. Complete Salwa and Heba's schedule for the weekend.

- Ask pupils to read the dialogue around the class.
- Play the audio for pupils to listen and complete the schedule. Play the audio again for pupils to check their answers.

Answer key 2 climb a steep hill, 3 basketball match, 4 Science Museum

5 Write suggestions.

- Ask a volunteer to read out the first sentence. Point out that pupils have to add *shall* to complete the questions.
- Pupils complete the activity individually. Check as a class using the Lollipop stick technique.

Answer key 2 Shall I carry your luggage?; 3 Shall we climb the monument?; 4 Shall we meet at the fountain?; 5 Shall I call a taxi?; 6 Shall we take the bus?



6 **Listen and read.**
What are the children going to be this weekend? Match.

- 1 Salwa **b** a tourist
2 Heba **c** b photographer
3 Li **a** c tour guide



Salwa: Hey, Heba, can you help me with something?
Heba: OK. Let me stop my TV programme ... What is it?
Salwa: My exchange friend, Li, is visiting this weekend and she wants to go on a tour of the city.
Heba: I'm free this weekend. Shall I come with you?
Salwa: That would be great!
Heba: No problem! Let's think of some places we can take Li.
Salwa: OK! So, there's the market under the clock tower on Friday morning from 10 am. Shall we go there?
Heba: Yes, great idea! Li might want to do some shopping. What else?
Salwa: Well, maybe we could climb the steep hill next to the theatre. You get gorgeous views from there.
Heba: Yes, I remember when we visited there last year. What next?
Salwa: Well, on Saturday morning, you could come and watch my basketball match.
Heba: Yes, OK. What about Saturday afternoon? Shall we take her to the Science Museum?
Salwa: Yes, good idea! I think it'll be fun! You can be the tour guide because you love talking!
Heba: Ha! And you can be the photographer because you're always on your phone!
Salwa: Yes, OK! So, have you finished watching TV?
Heba: No! Don't change the channel! I was watching that!

7 Find three suggestions that Salwa and Heba make. Use the Say it! box to help you.

Refer to the dialogue for answer key (answers underlined in green).



Making suggestions:

Shall we have lunch in this café?
Shall I open the window?

Responding to suggestions:

- ✓ Yes, good/ great idea! ✗ No, I don't think so.

8 **Make suggestions to your partner.**

Pupil A

- 1 we / go to library / tomorrow?
2 we / play basketball / after school?
3 I / help you / with your homework?

Pupil B

- 1 I / make us / some coffee?
2 we / walk / to the station?
3 we / eat / outside?

9 **An exchange student is visiting you this weekend and wants to do a tour of your favourite places. Make suggestions to your partner and plan a schedule.**

Fri. am _____ Fri. pm _____
Sat. am _____ Sat. pm _____

Show what you know

- Can you use nouns and adjectives to describe places in cities? ☐
Can you use *shall* to make suggestions? ☐
Can you plan a tour of your town/city? ☐

twenty-nine 29

6 **LB1.3 Complete the dialogue with the words below. Then listen and check.**

- Pupils complete the dialogue individually.
- Check in pairs. One person is Adel and the other is Hamed. Pupils check they have the same answers.
- Play the audio.

Answer key 2 next, 3 what, 4 shall, 5 minute



Finishing the lesson

- In pairs, pupils write on sheets of A4 papers three things they enjoyed about today's lesson and one thing they didn't like. Pupils share thoughts with the class.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Objectives

- **Lesson aims:** to learn to compare and contrast things
- **Target language:** location, population, transport, climate
- **Skills:** Speaking, Reading, Listening

Materials

- True/False response cards

Global Scale of English (GSE)

- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Reading:** Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

Assessment for Learning

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

Starting the lesson

- Write *Reports* on the board. Ask *What is the purpose of a report?* Pupils raise their hands to offer ideas.

Presentation

-  Explain that in this lesson pupils will learn to compare and contrast two places. Ask *What do we do when we compare and contrast?* Elicit or explain that we look for similarities and differences.

Practice

Pupil's Book

- 1 **Think** Think of two cities in your country that you know or that you have heard about. In what ways can you compare them?

-  Refer pupils to page 30. Read the question. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class.
- Teach the words or consolidate understanding for all pupils if the words were already suggested: *location, population, transport, climate*. Write them on the board. Write these questions next to each new word:
Location: Where is it?
Transport: How can you travel in the city?
Climate: What's the weather like there?
Population: How many people live there?

- 2 **Learn**  **LB1.4** Listen and read. How can we compare with a T-chart? Why do we call it a T-chart?



- Before pupils read, tell them to note down key words from the text that help them answer.
- Play the audio.
-  Ask for feedback using the Lollipop stick technique. Check comprehension with questions: *Is a poem/report fiction or non-fiction? (fiction/non-fiction) What letter shape is the chart? (T) What two things are compared in the T-chart? (a city and a town)*

Diversity

Challenge

-  Ask thought-provoking questions: *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?* Write the new words pupils suggest on the board and have them write them in their notebooks with definitions or translations.

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea. But remind them to learn key words. Ask pupils to say which words are new and write them on the board. Have pupils copy them into their notebooks. Write definitions or translations on the board for pupils to copy, too.

Extra activity TPR

-  Using their True/False response cards, pupils respond to these statements and others you might want to add:
A story is fiction.
A report is fiction.
Most school texts are non-fiction.
A report compares and contrasts facts.
It isn't important to plan a report.
We don't learn about cities in social science.
We don't compare and contrast facts in T-charts.
T-charts are useful for planning reports.

Extra activity Fast finishers

- Have pupils find the numbers in the text and write them as words in their notebooks.

Finishing the lesson

-  Pupils work in pairs. They look at the T-chart for one minute. They cover the information for the town and together try to remember the contrasting information.
-  Using the Summative questions technique, ask *What new information did you learn in this lesson?*



Social Studies

How can we compare and contrast things?

Think

- 1 Think of two cities in your country that you know or that you have heard about. In what ways can you compare them?

Learn

- 2  Listen and read. How can we compare with a T-chart? Why do we call it a T-chart?

We can compare two places or things. We call it a T-chart because the chart has a shape of a letter T.



We read and write different types of texts (fiction and non-fiction) and we plan them in different ways. For example, when we plan a fiction story, we think about the characters, the beginning, the middle and the ending. When we write a non-fiction text such as a report, we plan the information that we want to include.

You already know different ways of organising information. For example, a **Venn diagram**  which shows how **two** things are the **same** (in the middle) and in what ways they are **different** (at the sides). A **T-chart** compares and contrasts **two** things using information about the same topics. For example, in Social Studies, we can compare two places. To do this, we write the names of the places that we want to compare at the top, on the left and the right. We draw a line under the two names and a line down the middle. Then we think about each topic in turn and complete each side of the chart with information. Can you see why we call it a T-chart?

Place 1	Place 2
A. It's near the coast and beside a river.	A. It's in a valley in the mountains.
B. In winter it's usually quite wet and windy.	B. It can get very cold and snowy in the winter.
C. More than ninety thousand people live here.	C. About five hundred people live here.
D. Most of them are aged between 18 and 50.	D. There are not many under 20. Most are over 40.
E. There is an airport and there are buses and trains.	E. Only buses and cars can drive in the valley.



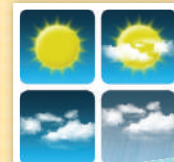
location



population



transport



climate

Objectives

- **Lesson aims:** to learn about two different mountain cities in South America
- **Target language:** *slope, peak, foot*
- **Skills:** Reading, Speaking, Writing

Materials

- sheets of A4 paper, two for each group of pupils
- Resource 29

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 express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write a short text to report something (GSE 49). Can make simple comparisons between people, places or things (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

Starting the lesson

- Write *Information to compare and contrast places* on the board. Ask pupils to raise their hands and say the information headings for information that we can use to compare and contrast places. Ask different pupils to write them on the board and to explain the meanings.

Presentation

-  Explain that in this lesson pupils will learn about two different mountain cities in South America. They will also write and present a report about two places of their choice.
- Pre-teach the words: *slope, peak* and *foot* with a labelled drawing of a mountain. Point to each part and say *This is the peak/slope/foot of the mountain*.

Practice

Pupil's Book

- 1 **Let's practise!** Read Fatima's report about two mountain cities.
 - Refer pupils to page 31. Give pupils one minute to read the report.
- 2 **Look at paragraph 2. Choose the correct topic order. Does she follow the same order in paragraph 3?**
 -  Pupils work in pairs to read and answer the questions.
 -  Ask for feedback using the Lollipop stick technique.

Show what you know

Write a compare and contrast report about two places in your country.

-  Place pupils in groups of four to complete the activity. Hand each group a sheet of paper for notes in a T-chart and a sheet of paper for the report.
- Pupils prepare their T-charts to be checked before they write the report. The T-charts can be checked by you or in peer groups.
- Pupils then write their reports.
- Before the presentations, read the *Speaking tip* to pupils. Make sure every pupil takes part in the presentation by having them read out one topic each.
- Say *Let's compare and contrast your reports*. Encourage class discussion.

Diversity

Challenge

-  Pupils read the notes together as a group and ask if they have any problems. They also look at the example for help in their groups.

Support

- Read out the notes to pupils and draw their attention to the example before they start to work in groups and deal with any problems.

Extra activity Critical thinking

- Pupils write a report about their own town and include one of the other topics of information they suggested in Lesson 1.

Extra activity

- Before the class, prepare quiz questions about cities all over the world about location, climate, transport and population, e.g. *In which country is Buenos Aires?* Divide the class into two teams. They take part in a TV-style quiz and they win a point for each correct answer.

Extra activity Fast finishers

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

Finishing the lesson

- Pupils close their books. Ask them to raise their hands and say one piece of information they remember about one of the two cities. Another pupil says the contrasting information about the other city.
-  Using the Summative questions technique, ask *Did the T-chart help you plan? Did you include everything in your report? Did you compare and contrast all the details? How did you feel about doing a presentation?*

Let's practise! 1 Read Fatima's report about two mountain cities.

Many people live in mountains with steep **slopes** and snow on their **peaks**. The Andes Mountains in South America have two of the highest cities in the world.



The highest city is in Peru. It's 5,100 metres above the sea and it's called La Rinconada. La Rinconada is also at the **foot** of a glacier called 'The sleeping beauty'. La Rinconada has rainy summers and dry winters with lots of snow. The roads can be dangerous because of rocks and ice. About 50,000 people live there.

The second highest city is El Alto in Bolivia. It's 4,150 metres above the sea. El Alto means 'The high one' because it's high up in the Andes. Like Rinconada, El Alto is cold even in warm months and it has some very rainy seasons. It has a railway and lots of traffic. Nearly one million people live in El Alto.



- 2 Look at paragraph 2. Choose the correct topic order.
- A. location, population, climate, transport
 - B. location, climate, transport, population **B**
- Does she follow the same order in paragraph 3? **yes**

Show what you know

Write a compare and contrast report about two places in your country.

- 1 In groups, brainstorm places you want to compare. Choose four topics that you can compare for the places.
- 2 Write notes about the places in a T-chart, as in this example and the one on page 30.
- 3 Order your information.
- 4 Think of something special about your two places for the introduction.
- 5 Then write your report and draw or find pictures of each place.
- 6 Present your report. What interesting things did you learn from your classmates' reports?

Climate: The climate of ... is ... and ... in summer. In winter it's ... and ...	
Location: ... is in / near / beside a ...	
Population: The population is about ...	
Transport: There are ... types of transport. Examples are ... and ...	
Bangkok	Chiang Mai
B. very hot and dry in winter, wet in summer	B. warm in winter, very wet in summer and autumn
C. subway, buses, the BTS Skytrain and two airports	C. shuttle buses, taxis and an airport
D. more than 10 million people	D. about 1.2 million people

tip Speaking

Stand still and wait until the class is quiet. Keep your head up when you speak. Speak slowly and clearly. Wait 2-3 seconds between each bit of information. Smile at the end.

Mapping

Topics

Theme 1: Society

Theme 2: Culture

Theme 6: Recreation

Scope and Sequence Matrix

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

Speaking: using rising and falling intonation to show willingness, approval, disagreement; responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions; drilling regularly on short speeches

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

Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, publishing) using cohesive devices; using posing questions, problem-solving practices and scenarios to conduct small-scale investigations and projects; writing a well-developed text, considering purpose and audience; revising written texts for clarity, correctness, and coherence

Viewing and presenting: identifying and explaining overt and implied messages in simple media texts; discussing own feelings in response to visual messages; responding to open-ended questions related to the visual texts; presenting and developing ideas and opinions on a variety of topics orally or visually; using body language to reinforce and add meaning to oral presentations; using PowerPoint, Google Slides and Keynote to create presentations; dealing with nerves and thinking more positively about public speaking



Books: fantasy, graphic novel, recipe book, biography, science fiction, drama, adventure story, poetry, mystery, horror story, self-help, detective story
Adjectives: tiny, dark, empty, steep, strange, gorgeous, terrible, secret, huge, bright, popular, charming

Let's read!

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



World of Wonder! Magazine

Welcome

Book Club

Culture

Some of you said that your favourite hobby is reading. What type of books can you see? Which do you like best? Mei loves books and she has a question for you. Can you think of some answers to her question?

WOW! Question



Mei 3 minutes ago
Why do we enjoy reading books?

In this unit I will ...

- learn words for different types of books.
- learn adjectives for describing places.
- use reported speech.
- read a mystery story.
- use the Present simple and Past simple passive.
- work in a group to find out more about a mystery.
- learn how to agree or disagree.
- read and write a detective story.

32 thirty-two



Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation with reasons and evidence a speaker provides to support particular points; identify the gist of short to medium-length passages, presentations, and messages; identify type of text (persuasive, expository, informative); guess the meaning of unknown vocabulary words and phrases from context; assess audio material (outstanding, interesting, lacking); make suggestions for the improvement of his/her own and peers' presentations; show appreciation of other's ideas through facial expressions, gestures, and words; empathise with classmates

Speaking: recognise the main points made by other speakers and respond by asking questions, commenting, or giving suggestions; speak (7–10 sentences) to communicate an idea using correct cohesive devices; partake in dialogues with little or no help from the teacher; partake in short discussions on simple themes; articulate evidence-based and sound table-topic discussions; use formulaic expressions to express greetings, obligation, requests, prohibition, agreement, or disagreement; explain their ideas, reflection, and feelings clearly; pronounce three-element consonant clusters in initial and final positions

Reading: previewing a text, making predictions about content; skim and scan a text for general ideas and specific details; use metalinguistic knowledge (prefixes, roots, suffixes) to infer meanings of new words or phrases; use knowledge of cohesive devices to aid comprehension; identify the topic, main idea(s), and specific details of a reading text; draw inferences through referring to explicit details and examples in a reading text; read and understand a variety of factual recounts and informational and literary texts along with supplemental materials; explain events, ideas or procedures in a text including what happened and why, based on specific information in a text; find and discuss words in the text whose grammatical category or meaning has changed through affixation; read and understand short classic stories and relate it to immediate lived realities; narrate a short story, or a folktale or a fable; identify the setting, characters, and main events in literary texts; summarise short stories of level-appropriate; make predictions about what will happen next in a story and check your predictions; close read a literary text

Writing: practise the writing strategies of brainstorming, outlining, drafting, revising, editing, and publishing; use cohesive devices; practise writing different types of texts (descriptive, narrative); apply knowledge of the writing conventions of English; write a well-developed text, considering purpose and audience; revise written texts for clarity, correctness, and coherence; revise and edit written texts for irregularities and errors of writing; edit peer-written texts for the conventions of English writing, organisation, clarity, and coherence

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; describe the influence of visual presentations on a particular audience; respond to questions related to visual texts; discuss own feelings in response to visual messages; make connections to more than one of the six course themes; use actions and body language to reinforce and add meaning to oral presentations; empathise with classmates

Unit objectives

To talk about books and describe places

Language

Vocabulary	Books <i>fantasy, graphic novel, recipe book, biography, science fiction, drama, adventure story, poetry, mystery, horror story, self-help, detective story</i> Adjectives to describe places <i>tiny, dark, empty, steep, strange, gorgeous, terrible, secret, huge, bright, popular, charming</i>
Grammar	Reported speech: statements Present and past simple passive
Functions	Agreeing and disagreeing
Phonics	Letter sounds <i>str, spr, scr</i> and <i>tch</i>

Key competences

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

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

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

Social and civic competences: learn to be creative (L. 1, 2 and 5); learn to talk about books (L. 10)

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

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

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1 and 10); Problem solving (L. 2 and 5); Logical thinking (L. 1, 2 and 10); Defining and describing (L. 1, 2, 5 and 6); Finding information (L. 9); Planning (L. 8); Reflecting on learning (L. 1–12)
Creativity	Make a presentation about a mystery (L. 8)
Communication	Talking about books (L. 1, 3); Answering questions (L. 2, 8 and 11); Reporting information (L. 3); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 2 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 3 Test

Objectives

- **Lesson aims:** to learn and use words for types of books
- **Target language:** *fantasy, graphic novel, recipe book, biography, science fiction, drama, adventure story, poetry, mystery, horror story, self-help, detective story*
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 3A

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

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 *Bookworm* on the board. Say *A bookworm is someone who loves reading.*
- Say *My favourite book is (title). The author's name is (name).* Ask pupils to think of their favourite book and then to raise their hands and tell the class the title and the author.

Presentation

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

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
 - Refer pupils to pages 32 and 33. Read the rubric and tell pupils to look at the book covers on the Welcome page for a moment.
 - Read out the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Give pupils one minute to discuss in pairs.
 - Using the Lollipop stick technique, ask pupils for feedback. Accept all reasonable answers.
- 2 **3.1 Look and match. Then listen, check and repeat.**
 - Refer pupils to page 33. Tell pupils to match the words they know and guess the ones they don't know.
 - Play the audio.
 - Check answers using the Lollipop stick technique.
 - Have pupils say a word to their partners and their partners point to the correct picture. Then they swap.



- Consolidate understanding with these questions. Pupils raise their hands to suggest answers, e.g. *Which book is about cooking? Which one has cartoon-style drawings? Which one is scary? Are science fiction and fantasy about the real world, or not? Which books give people advice to change their lives? What is an adventure story like – boring or exciting?*

3 3.2 Listen and read. Do the WOW! Quiz and guess the type of book.

- Check answers using the Lollipop stick technique.



Extra activity Critical thinking

- Pupils underline the key words in the quiz which helped them find the answers.

4 Work in pairs and answer the questions.

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

5 Make up a sentence from one of the types of books in Activity 2. Can your partner guess what type of book it is?

- Pupils write their sentence individually and then swap notebooks with a partner.
- Ask for feedback: *Did you find the type of book? What helped you? Was it the vocabulary?*

Diversity

Challenge

- Point out to pupils that different types of books have different vocabulary and styles and they need to think about this when they write their sentence for Activity 5.

Support

- Write *Style* and *Vocabulary* on the board. Tell pupils that different types of books have different vocabulary and style. Brainstorm some ideas on the board, e.g. *A recipe book has instructions. A horror story has words connected to fear.*

Activity Book

1 Find and circle the types of books. Then write.

Answer key 2 horror, 3 poetry, 4 science, 5 mystery, 6 adventure, 7 fantasy, 8 graphic, 9 self-help, 10 detective, 11 biography, 12 recipe

2 Match the pictures to the descriptions. Then write the book types from Activity 1.

Answer key 2 b, horror story; 3 f, graphic novel; 4 e, recipe book; 5 a, science fiction; 6 d, self-help

3 Read the I'm learning box. Then write the adjective form of the nouns. Use a dictionary to help you.

- Ask for feedback using the Lollipop stick technique.

Answer key 2 mysterious, 3 comedic, 4 terrible, 5 fantastic

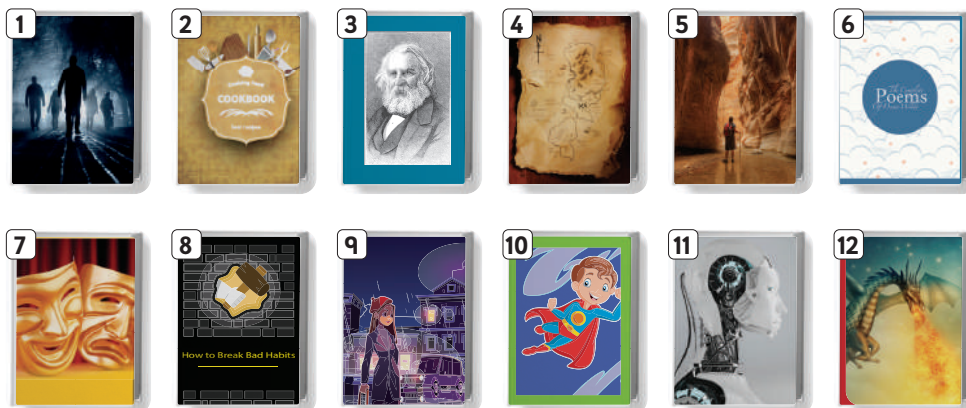
Extra activity Fast finishers

- Have pupils write new words and definitions in a vocabulary list in their notebooks.



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

fantasy¹² graphic novel¹⁰ recipe book² biography³ science fiction¹¹ drama⁷
adventure story⁵ poetry⁶ mystery⁴ horror story¹ self-help⁸ detective story⁹



3 Listen and read. Do the WOW! Quiz and guess the type of book.

WOW! Quiz



1 **Mei** 5 minutes ago **graphic novel**
I like a lot of different types of books, but I really enjoy reading books with pictures of the characters. I want to write my own story book with pictures one day! 😊

3 **Dana** 1 hour ago **science fiction**
I like stories that take place on different planets. I always enjoy reading about space.

2 **Alex** 3 hours ago **biography**
I like reading true stories about people's lives. That's always much more exciting than reading a story. Last month, I read a book about my favourite footballer and I found out a lot of interesting things about his life.

4 **Sami** 7 minutes ago **horror story**
I enjoy being a little bit frightened when I'm reading a story. I don't want to feel very scared, just scared enough to make the story surprising.

4 Work in pairs and answer the questions.

- 1 What type of book do you enjoy reading and why?
- 2 What type of book do you not like reading and why?

5 Make up a sentence from one of the types of book in Activity 2. Can your partner guess what type of book it is?

thirty-three **33**

Finishing the lesson

- Pupils close their books. Using the Lollipop stick technique, have pupils say a book type from the lesson without repeating one their classmates have already named.
- Using the Summative questions technique, ask *How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly? What can you do to remember them?*

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55). Can identify 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).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

Assessment for Learning

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

Starting the lesson

- Say the first word or syllable of a book type from Lesson 1 and have pupils complete it in unison.

Presentation

- Explain that in this lesson pupils will read about a survey that the WOW! Team have done.

Practice

Pupil's Book

- 1 **3.3 Listen and read. What type of survey are the girls talking about?**

- Refer pupils to page 34.
- Ask pupils to raise their hands to offer answers.



Extra activity Critical thinking

- Ask *What type of books do you think your grandparents liked? What about your parents? Why do popular book types change?* Discuss as a class.

- 2 **Read the dialogue again and answer the questions.**

- Tell pupils to read the dialogue quietly and then to discuss the answers in pairs.
- Check answers using the Lollipop stick technique. Ask volunteers to write the answers on the board.
- **Extension** Check comprehension with questions: *Where are the results of the survey? (on Mei's computer) Who said they enjoyed reading? (everyone) What does Dana think adventure stories, detective stories and mystery stories have in common? (They're the most exciting.) What does Dana think is a shame? (that only two pupils liked poetry)*

- 3 **Find these expressions in the dialogue and match them with the meaning. Then make your own dialogues with these expressions and act them out.**

- Pupils act out the expressions in pairs. Ask different pairs to demonstrate the expressions to the class.

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.**

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

Answer key 2 Mei, Hold on; 3 Dana, exciting; 4 Mei, drama; 5 Dana, tell me; 6 Mei, recipe books

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

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

Answer key 2 F – Everyone said they enjoyed reading.; 3 F – Most pupils said they liked detective stories.; 4 T – Her older sister, Majeda, loves it.; 5 F – Only two people said they liked poetry.; 6 T – She suggests having a poetry competition on the website.

- 3 **3.5 Read and complete the dialogues with the correct expressions. Then listen and check.**

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

Answer key 2 What a shame.; 3 Sure, no problem.; 4 What a shame.; 5 Sure, no problem.; 6 Hold on.

Extra activity Fast finishers

- Pupils write their answers in their notebooks to the questions in Pupil's Book Activity 2.

Finishing the lesson

- Pupils close their books. Use the Summative questions technique to ask them the questions in Pupil's Book Activity 2 again. Pupils raise their hands to offer answers.



- 1 Listen and read. What type of survey are the girls talking about? *a book survey*



Dana: Hey, Mei. Alex told me that you had the results of our book survey.

Mei: Yes, that's right. Over 100 students answered the survey.

Dana: Oh, that's good. So, what were the results?

Mei: Hold on. Let me find them on my computer. Here we are. Well, everyone said that they enjoyed reading, so that's a good start! A lot of children like reading books that are films, too. Most students said that they liked

adventure stories, detective stories and mystery stories best.

Dana: That doesn't surprise me. They're the most exciting. What do they not like?

Mei: A lot of students said that they didn't like drama.

Dana: My older sister, Majeda, loves it. She told me that it was her favourite type of book. What about biographies?

Mei: Hmm, most students said that they didn't read biographies very often and only one person said that biographies were their favourite type of book.

Dana: Can you tell me some of the other results?

Mei: Sure, no problem. Some students said that they used recipe books at home. Also, some students said that they enjoyed reading self-help books, but only two students said that they liked poetry.

Dana: What a shame! Poetry is cool. Maybe we should have a poetry competition on the website to get more students interested.

Mei: That's a good idea!

- 2 Read the dialogue again and answer the questions.

- Do all the pupils who did the survey enjoy reading? *yes*
- What types of books do most pupils like best? *adventure stories, detective stories and mystery stories*
- What type of book do a lot of pupils not like? *drama*
- Who likes drama? *Dana's older sister*
- How many pupils said that they liked biographies best? *one person*

- 6 How are the girls going to get pupils interested in poetry?

They are going to have a poetry competition on the website.

- 3 Find these expressions in the dialogue and match them with the meaning. Then make your own dialogues with these expressions and act them out. *Refer to Activity 1 for answer key (answers circled in red).*

- | | |
|---------------------|---------------------------|
| 1 Hold on. | a That's fine. |
| 2 What a shame! | b Wait a moment. |
| 3 Sure, no problem. | c I'm sorry to hear that. |

Objectives

- **Lesson aims:** to learn and use reported speech; to understand a listening task
- **Target language:** 'We enjoy reading.' They said that they enjoyed reading.
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 9, 15 and 23

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand people's likes in informal conversations, if the speakers talk slowly and clearly (GSE 36). 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 something they like or dislike and give reasons, if guided by questions (GSE 39).

Assessment for Learning

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

Starting the lesson

- Ask *What is your favourite type of book?* and elicit answers. Write the answer for one pupil on the board in quotation marks, e.g. 'My favourite type of book is fantasy,' said Asma.

Presentation

- Explain that in this lesson pupils will learn to use reported speech and they will also do a listening activity.
- Write under the previous sentence *Asma said that her favourite type of book was fantasy.* Ask pupils to find the differences in the two sentences. Ask a volunteer to underline them (*her, that, was*). Tell pupils that this is reported speech.

Practice

Pupil's Book

- 1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.
 - Refer pupils to pages 34 and 35. They discuss in pairs.
 - Ask different pupils to raise their hands to offer answers and reasons.
- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.
 - Give pupils a minute to work out the rules.
 - Check answers using the Lollipop stick technique.
 - Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

Diversity

Challenge

- Pupils work out the rules individually.

Support

- Pupils work in pairs and discuss the rules.

- 3 Read the dialogue in Lesson 2 again. Underline examples of reported speech.

- Pupils work individually.
- Ask for feedback using the Lollipop stick technique.
- **Extension** Pupils look at the text again and say what the direct speech was.

- 4 Work in pairs. Tell your partner about what books you like and don't like to read. Then change pairs. Report to your new partner what your old partner said.

- Place pupils in pairs for this activity.
- Ask one pupil from each pair to stand up and move to sit with a different pupil. Pupils repeat the pairwork.
- Ask pairs to demonstrate one statement and one reported statement.

- 5 3.6 Listen. For each question, choose the correct answer.

- Tell pupils to read the questions and all the options before they listen.
- Play the audio. See page 100 for audioscript.
- Check answers using the Lollipop stick technique



- 6 3.7 Listen again. Are these sentences true or false? Say why.

- Check answers using the Lollipop stick technique. Ask different pupils to give reasons.



Finishing the lesson

- Pupils write the reported sentences from Exercise 4 and check in pairs.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use reported speech; to understand a listening task
- **Target language:** 'We enjoy reading.' They said that they enjoyed reading.
- **Skills:** Listening, Reading

Global Scale of English (GSE)

- **Listening:** Can understand people's likes in informal conversations, if the speakers talk slowly and clearly (GSE 36). 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).
- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).

Assessment for Learning

- Peer learning: groupwork
- Independent learning: Summative questions technique

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

- 1 Mei has the results of the reading survey. **true**
- 2 Dana's brother loves reading drama. **false (Dana's sister loves reading drama.)**
- 3 Three pupils like biographies best. **false (One person likes biographies best.)**
- 4 Only two pupils like poetry. **true**

- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Reported speech: statements

'We **enjoy** reading.'

They **said** that **they** **enjoyed** reading.

'We **don't like** biographies.'

They **said** that **they** **didn't like** biographies.

'Mei **has** the results of the book survey.'

Alex **told me** that Mei **had** the results of the book survey.

'It's **my** favourite type of book.'

She **told me** that it **was** **her** favourite type of book.

When we report speech, we say *said* *that* or *told me that* + the words. We change the **present** / **past** tense to the **present** / **past** tense, for example, *enjoy* changes to *enjoyed*. We **change** / **don't change** pronouns and possessive adjectives. For example, *we* changes to *they* and *my* changes to *her*.

- 3 Read the dialogue in Lesson 2 again. Underline examples of reported speech. Refer to Activity 1 on page 85 for answer key (answers underlined in green).

- 4 Work in pairs. Tell your partner about what books you like and don't like to read. Then change pairs. Report to your new partner what your old partner said.

Randa said that she liked reading adventure stories and mystery stories. She said that she didn't like reading biographies. She told me that her favourite book was *The Railway Children*.

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



- 1 Abeer and Halima are talking about Halima's Book Club. What type of book are they discussing this week?

- A** a biography
B a recipe book
C a science fiction book

- 2 Farid is telling Issa about a detective book. He said that:

- A he liked it because it was old-fashioned.
B he liked the characters.
C he liked the ending.

- 6 Listen again. Are these sentences true or false? Say why.



- 1 a Jameela Musa is a chef. **true**
b She has written one recipe book. **false (She's written a lot of recipe books.)**
c Abeer's dad told her that the biography was interesting. **false (Her mum told her it was interesting.)**
2 a Farid is talking about a mystery book. **false (He's talking about a detective book.)**
b His favourite character was the detective. **true**
c Issa doesn't like detective stories. **false (He likes detective stories.)**

thirty-five

35

Starting the lesson

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

Practice

- 1 Listen and tick (✓) the correct sentences.

- Play the audio. See page 100 for audioscript.

Answer key 2 c, 3 b



- 2 Read and complete the dialogue with reported speech.

Answer key 2 there was, 3 they didn't sell, 4 she needed, 5 she didn't know, 6 she could give

- 3 Read and write the sentences as reported speech.

Answer key 2 I said that graphic novels didn't interest me.; 3 Heba told us that we had to read her new poem.; 4 The boys said that they wanted to see a horror film.; 5 I told my friends that they needed to help me study.; 6 Kamal said that his brother didn't read very much.

Extra activity Fast finishers

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

Finishing the lesson

- Use the Summative questions technique to ask different pupils to say something they like and other pupils to report what they said.

Objectives

- **Lesson aims:** to understand a reading text; to introduce adjectives to describe places
- **Skills:** Reading, Listening, Speaking

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can read a short text and predict what they think will happen next (GSE 40).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can briefly say what they like or dislike about a simple story (GSE 32). Can briefly say what they think will happen next in a simple story or play (GSE 42). Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

- Ask *Do you read mystery stories? What do you like about them?* and elicit answers.

Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Mysteries* on the board. Using the Lollipop stick technique, pupils say a word they think will be in the mystery.

Practice

Pupil's Book

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

- Refer pupils to page 36. Tell them to look at the pictures.
- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

Key words search

How to write a mystery story

- 2 **3.9** Listen and read. What is the mystery?

- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *What is the building in the story? (a tower) Were the children brave or scared? (brave) What did they use to see in the dark? (torches)*



- 3 **Work in groups. What do you think is making the strange noises? Tell the class your ideas and then have a class vote.**

- Using the Expert envoy technique, pupils discuss in groups and give feedback to the class.

- 4 **3.10** Now listen to the rest of the story. Were you right?

- Play the audio for pupils to check. See page 100 for audioscript.



Extra activity Creativity

- Hand each pupil a sheet of paper. They draw an illustration for the end of the mystery story. Have pupils compare their drawings.

- 5 **After you read** Activity Book, page 29.

- Pupils turn to page 29 in their Activity Books.

- 6 **Discuss in a group.**

- Place pupils in groups of three for this activity. They ask one question each.
- Walk around the class monitoring groups.
- Ask different groups to tell the class their ideas.

Activity Book

- 1 **After you read** **3.9 & 3.10** Read and listen to the mystery story on Pupil's Book page 36 again. Number the events in order.

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

Answer key 2 e, 3 c, 4 d, 5 a, 6 h, 7 f, 8 b

- 2 **Answer the questions. Write complete sentences.**

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

Answer key 2 They were scared and they ran away.; 3 They saw pictures of animals on the walls.; 4 They saw a cow in the corner of the tower.; 5 She thought the cow was saying thank you.

Diversity

Challenge

- Ask different pupils to write the answers on the board. Ask for class agreement for the correct spelling.

Support

- Write the answers on the board and have pupils check their spelling.

- 3 **Read the Work with words box. Write the nouns. Use a dictionary to help you.**

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

Answer key 2 darkness, 3 emptiness, 4 greatness, 5 illness, 6 kindness, 7 sadness, 8 strangeness, 9 tidiness

Extra activity Fast finishers

- Pupils find the verbs in the Past simple in the story and think about the Present simple form.

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

- 1 A good mystery story has a lot of *suspense*, which means you want to read to the end / put the book down.
- 2 A question is usually answered at the start / end of the story.
- 3 The writer uses adjectives to describe the setting, which is the place where the story happens / the people in the story.

- 2 **Listen and read.** What is the mystery? *strange noises in the tower*



What's in the tower?

Once, there was a charming, old tower on a steep hill near a village. It was built a long time ago and it used to be very popular. Many tourists used to come to look at the gorgeous paintings on the walls. But one day, people heard strange noises from inside the tower. Everyone was scared and ran away.

Two brave children from the village heard about the mystery and decided to explore. 'We're detectives,' said Nina to her brother, Jack. 'We'll solve this mystery!' They walked to the tower and they listened carefully, but they couldn't hear anything. 'Look!' said Nina. 'The walls are painted on the outside with bright pictures.' 'Oh yes,' replied Jack. 'They're beautiful. Look at those animals. I can see pictures of horses and cows. Let's have a look inside.'

Inside, the tower was dark, empty and quiet. They turned on their torches. 'Jack, look!' said Nina. 'The tower isn't empty. What's that thing in the corner?'

- 3 **Work in groups.** What do you think is making the strange noises? Tell the class your ideas and then have a class vote.

- 4 **Now listen to the rest of the story.** Were you right?

A cow was making the noise.

- 5 **After you read** Activity Book, page 29.

- 6 **Discuss in a group.**

- 1 Why do you think the people were scared of the noise?
- 2 Do you think Nina and Jack were brave? Why?/Why not?
- 3 Would you go and explore like Nina and Jack did? Why?/Why not?



36 thirty-six

Finishing the lesson

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

Objectives

- **Lesson aims:** to learn and use adjectives for places; to learn and use the Present simple passive and the Past simple passive
- **Target language:** *tiny, dark, empty, steep, strange, gorgeous, terrible, secret, huge, bright, popular, charming; The tower is visited by many tourists every year. The tower was built a long time ago.*
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 3B and 10

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, 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).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can re-tell the main points of an extended story in their own words (GSE 54).

Assessment for Learning

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

Starting the lesson

- Revise the book type words. Pupils work in pairs. Tell them they have one minute to write down as many of the book types as they can remember *fantasy, graphic novel, recipe book, biography, science fiction, drama, adventure story, poetry, mystery, horror story, self-help, detective story.*
- Ask for feedback: *How many did you remember?*

Presentation

- Explain that in this lesson pupils will learn adjectives for places and learn to use the Present simple passive and the Past simple passive.
- Draw two columns on the board. Write *tiny, dark, empty, strange and gorgeous* on the left. Write *huge, bright, full, normal and terrible* on the right. Ask different pupils to look and work out how the word on the left and right are connected (*they are opposites*).

Practice

Pupil's Book

1 3.11 Look and match. Then listen, check and repeat.

- Refer pupils to page 37. Tell them to look at the pictures. Ask *Which words did we just talk about?*
- Play the audio.
- Ask different pupils to offer answers.
- Ask questions and have pupils call out the words, e.g. *What's another word for very big/small/pretty/bad/black/light/attractive? (huge, tiny, gorgeous, terrible, dark, bright, charming) Is a steep hill difficult to walk up? Do we know about secret places? When everyone likes something, what is it?*



Extra activity Critical thinking

- Ask pupils why we use adjectives in stories and elicit answers. Ask pupils to make a list of other adjectives they know that can describe places. Write their ideas on the board.

2 Read the story in Lesson 5 again. How many of the adjectives from Activity 1 can you find?

- Refer pupils to page 36.
- Pupils work in pairs to find the words.

3 Think about the story in Lesson 5. Are the sentences true or false? Say why.

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

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

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

5 3.12 Listen to the tour guide. What events happened to the tower in these years?

- Play the audio. See page 100 for audioscript. Ask different pupils to write their answers on the board.



Diversity

Challenge

- Ask different pupils to read out the dates before they listen.

Support

- Read out the dates before pupils listen and have them repeat.

Finishing the lesson

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

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to learn and use reported speech; to understand a listening task
- **Target language:** *'We enjoy reading.' They said that they enjoyed reading.*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning

- Independent learning: Summative questions technique

Starting the lesson

- Play *Backs to the board* with the adjectives from Lesson 6.



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

tiny 2 dark 3 empty 5 steep 7
strange 9 gorgeous 10 terrible 11
secret 12 huge 1 bright 4
popular 6 charming 8



- 2 Read the story in Lesson 5 again. How many of the adjectives from Activity 1 can you find? Refer to Activity 2 on page 89 for answer key (answers underlined in green).

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

- Some people built the tower last year. **false** (It was built a long time ago.)
- A cow made the strange noises. **true**
- Many tourists now visit the tower every year. **true**
- Nobody enjoys the paintings on the tower now. **false** (The paintings are enjoyed by everyone.)

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Present simple passive

Many tourists **visit** the tower every year.
The tower **is visited** by many tourists every year.
Everyone **enjoys** the paintings.
The paintings **are enjoyed** by everyone.

Past simple passive

Some people **built** the tower a long time ago.
The tower **was built** a long time ago.
A cow **made** the noises.
The noises **were made** by a cow.

We use the passive when the action is **more** / **less** important than the person who does the action. We make the **Present** / **Past** simple passive by using **am/is/are** + the past participle of the verb. We make the **Present** / **Past** simple passive by using **was/were** + the past participle of the verb. To say who did the action, we use **by** / **to**.

- 5 Listen to the tour guide. What events happened to the tower in these years?



The tower was built in 1856.

*The castle was damaged by a huge thunderstorm in 1911.
The tower was bought by an artist in 1976.
The tower was opened to tourists in 1984.
A mystery was solved by two children last year.*

thirty-seven

37

Practice

- 1 Read the clues and complete the crossword.

Answer key 2 huge, 3 dark, 4 terrible, 5 tiny, 6 gorgeous, 7 bright, 8 secret, 9 strange

- 2 Read and circle the correct words.

Answer key 2 aren't, 3 is, 4 weren't, 5 are, 6 wasn't

- 3 Complete the text with the Present or Past simple passive.

Answer key 2 is known, 3 are visited, 4 was built, 5 wasn't designed, 6 was made, 7 was damaged, 8 was rediscovered, 9 was listed

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *Is the person or the action more important when we use the passive?* and elicit the action.

Objectives

- **Lesson aims:** to learn about unexplained mysteries
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Listening

Materials

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

Global Scale of English (GSE)

- **Reading:** Can get the gist of short factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

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

- Revise the adjectives from Lesson 6. Write them on the board with the vowels missing and ask different pupils to complete them: *briht, charming, dark, empty, gorgeous, huge, popular, secret, steep, strange, terrible, tiny.*

Presentation

- Explain that in this lesson pupils will talk about mysteries that can't be explained.
- **Extension** Ask pupils to find the USA, China and India on a map. Use an online map if available.

Culture notes

- The Baghdad Battery was tested on the series *MythBusters* and with the use of lemon juice instead of vinegar the battery produced 4 volts of electricity.
- The Hessdalen Lights appear at day and night from a few seconds to over an hour. Sometimes they move fast and other times they hover. They have been seen there since the 1930s.
- Today experts agree that Plato's *Atlantis* was fictional. The story has been depicted in art and literature over the centuries.

Practice

Pupil's Book

1 Before you read Do you know any famous mysteries? Why do you think that people like mysteries?

- Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas.
- Refer pupils to page 38. Tell them to look at the headings. Ask *Have you ever heard of any of these mysteries?* and elicit answers.

2 3.13 Listen and read.

- Play the text all the way through.
- Check comprehension with questions using the Lollipop stick technique: *How old is the Baghdad Battery? (about 2,000 years) What do scientists say about the lights? (They can't agree on what makes them.) Do you know what BCE is? (Before Common Era) Which mystery is connected to Greek mythology? (the lost city of Atlantis)*



Extra activity Critical thinking

- Pupils work in pairs and discuss a possible solution for each mystery. Ask pairs for feedback.

3 After you read Activity Book, page 31.

- Pupils turn to page 31 in their Activity Books.

4 Work in pairs. Which of the mysteries from the text do you think is the most difficult to solve and why?

- Pupils discuss in pairs for one minute. Encourage class feedback and discussion.

Key words search

Unexplained mysteries, the Baghdad battery, Hessdalen lights, Atlantis

Project

Make a presentation about an unsolved mystery.

- Divide pupils into groups of three. Give each group papers and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Help pupils decide who will do each part of the research. Assign parts if necessary.
- Have pupils do their presentations for the class.



Diversity

Challenge

- Encourage pupils to learn their presentation well, so they can look at their audience while they speak.

Support

- Allow pupils to read their presentations from their paper.

Activity Book

1 After you read Read the texts on Pupil's Book page 38 again. Then read and complete the sentences with two words from the box.

Answer key 2 written record; 3 Norwegian valley; 4 large, bright; 5 lost cities; 6 Greek writer

2 Answer the questions. Use complete sentences.

Answer key 2 It could be used to stick gold onto silver.; 3 They go on and off and move around the sky or down the valley.; 4 They can be as large as cars.; 5 Plato thought Atlantis might be near Spain.; 6 People think Atlantis might be in Africa, Greece or Antarctica.

3 3.14 Listen to a report about another mystery. Complete the text.

- Play the audio. See page 100 for audioscript.

Answer key 2 desert, 3 people, 4 2,000, 5 USA, 6 1939, 7 unusual, 8 animals, 9 washed, 10 rains, 11 may, 12 enjoy





- 1 **Before you read** Do you know any famous mysteries? Why do you think that people like mysteries?
- 2 **Listen and read.**



MYSTERIES

with no answers

? LOST CITY OF ATLANTIS

One of the oldest mysteries in the world is the Lost City of Atlantis. People have been trying to find this city, which was lost underwater in around 9,600 BCE. The Greek writer, Plato, was the first to write about the city and he thought it was a huge island near Spain. Since then, people have had many ideas about where Atlantis might be, for example, Africa, Greece and Antarctica.

Husam
1 week ago

? HESSDALEN LIGHTS

Another mystery that we can't explain is the Hessdalen Lights. These bright lights are sometimes seen in the sky above a valley in Norway. They go on and off and they move around the sky or down the valley. They can be as large as cars. Scientists can't agree on what makes these lights, so they are still a mystery!

Loren
15 days ago

? THE BAGHDAD BATTERY

It seems that 2,000 years ago, people in Khujut Rabu, near Baghdad, used to use batteries! The Baghdad Battery is a jar made of clay that has a metal stick on the top. When vinegar is poured in it, the jar produces electricity! It's still a mystery what it was used for, because there's no written record, but they probably used it to stick gold onto silver.

Mike
20 minutes ago



Fact

Some people think that Atlantis must be in the Atlantic Ocean because the names are similar. Both names may come from Atlas, a character from Greek mythology.



Project

Make a presentation about an unsolved mystery.

- 1 In groups, choose one of the mysteries from the article.
- 2 Decide who will find out more about:
 - the mystery.
 - the place it happened.
 - possible answers to explain it.
- 3 Discuss and decide which answer you think is the best.
- 4 Present your ideas to the rest of the class. Say why you chose your answer.

- 3 **After you read** Activity Book, page 31.

- 4 **Work in pairs.** Which of the mysteries from the text do you think is the most difficult to solve and why?

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Extra activity Fast finishers

- Pupils write ten important words from the texts in their notebooks.

Finishing the lesson

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

Objectives

- **Lesson aims:** to learn to agree and disagree; to learn and practise intonation for agreeing and disagreeing
- **Target language:** *I totally agree.*
- **Skills:** Reading, Listening, Speaking

Materials

- Yes/No response cards
- Resource 27

Global Scale of English (GSE)

- **Reading:** Can understand likes and preferences in short, simple personal texts, e.g. diary entries or emails (GSE 37). Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Listening:** Can understand people's likes in informal conversations, if the speakers talk 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: Yes/No response cards technique; Lollipop stick technique
- Peer learning: acting out; pairwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Ask pupils questions and they respond with their Yes/No response cards: *Do you ever disagree with a friend? Are you polite when you disagree?* Then ask *What do you say?*

Presentation

- Explain that in this lesson pupils will learn to agree and disagree.
- Ask pupils to work in pairs and think of a phrase they would say to agree with a friend. Repeat for disagreeing with a friend.

Practice

Pupil's Book

1 3.15 Listen and read. Answer the questions.

- Refer pupils to page 39. Ask pupils to look at the picture and raise their hands to say what they can see.
- Play the audio.
- Check answers using the Lollipop stick technique.

2 Read the dialogue again. Find and write something Amal and Eman agree about and something they disagree about. Use the *Say it!* box to help you.

- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
- Pupils work in pairs and discuss. Ask different pairs for feedback.
- **Extension** Pupils read out the dialogue in pairs.

Diversity

Challenge

- Ask two pupils to read out the dialogue to the class.

Support

- Read out one sentence at a time and have pupils repeat.

3 Choose a situation and act out dialogues with your partner. Then swap roles. Use the *Say it!* box to help you.

- Place pupils in pairs and assign Pupils A and B.
- Walk around the class monitoring pairs.
- Ask different pairs to act out to the class.

Extra activity Collaborative work

- Pupils remain in the same pairs as in Activity 3. They think of two more situations and they act out new dialogues.

Pronunciation

4 3.16 Listen, write and say.

- Ask pupils to look at the pictures and then complete the words.
- Play the audio to check answers. Play it again, pausing after each word, and have pupils repeat. Make sure they copy the pronunciation.



Activity Book

1 3.17 Listen and number the expressions in order. Then answer the question.

- Play the audio. See page 100 for audioscript.
- Pupils do the activity individually.
- Pupils raise their hands to offer answers.

Answer key Saying you agree: 6, 7, 8, 5
Saying you disagree: 2, 3, 1, 4
detective film



2 Read the statements. Do you agree or disagree? Write your answers. Use the expressions in Activity 1 to help you. Then practise with your partner.

- Pupils work individually and then in pairs.
- Walk around the room monitoring pairs.

3 3.18 Listen to the words. Write them in the correct column. Then listen again and repeat.

- Play the audio. Pause after each word to give pupils time to write it in the correct column. Play the audio again and have them repeat what they hear.
- Pupils practise saying the words in pairs. Monitor pronunciation.

Answer key street: stripe, straw, stretch, string, strong, strawberry; sprint: spring, spread, spray; screen: screw, scream; catch: ditch, patch, stretch, switch, watch



Extra activity Fast finishers

- Ask pupils to work in pairs. See if they can add more words to each column.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do people agree and disagree like this in your country/language?* Ask pupils to say what is different or the same.



Eman: Do you prefer reading a book or watching a film, Amal? I prefer reading books. The pictures we see in our heads when we read are much better than films!

Amal: I totally disagree, Eman. I'd much rather watch a film than read a book. It's more relaxing.

Eman: I don't think so. I prefer reading.

Amal: I quite like reading, too, and if there's a film made of a book, then I like to read the book before I watch the film.

Eman: Absolutely! I totally agree. Otherwise, you always see the actors in your head when you're reading about the characters.

Amal: That's so true!

- 1 Listen and read. Answer the questions.

- 1 Who prefers reading? **Eman**
2 Who prefers watching films? **Amal**



Saying you agree
I (totally) agree.
Absolutely!
You're right.
That's so true.

Saying you disagree
I (totally) disagree.
I don't think so.
I'm not so sure about that.
I don't agree.

- 2 Read the dialogue again. Find and write something Amal and Eman agree about and something they disagree about. Use the **Say it!** box to help you.

- 3 Choose a situation and act out dialogues with your partner. Then swap roles. Use the **Say it!** box to help you.

Pupil A

You think

- detective stories are better than biographies.
- reading is better than going to the cinema.
- writing stories is fun.

Pupil B

You think

- biographies are better than detective stories.
- going to the cinema is better than reading.
- writing stories is boring.

Pronunciation

- 4 Listen, write and say.

tch
scr
str
spr



s t r e e t



s p r i n g



s c r e e n



c a t c h



They agree about:

- they always read the book before they watch a film.
- if you watch the film before you read the book, you always see the actors in your head when you're reading.

They disagree about:

- books are better than films.

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *league, advertisement, assistant, business, plan*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 19

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can understand the main themes of a simplified story (GSE 36). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can briefly say what they like or dislike about a simple story (GSE 32).
- **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).

Assessment for Learning

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

Starting the lesson

- Write *Sherlock Holmes* on the board and ask pupils what they know about this name. Pupils raise their hands to offer answers.

Presentation

- Explain that in this lesson pupils will read a detective story.
- Draw pupils' attention to these words: *league, advertisement, assistant, business and plan*. Write them on the board and explain meanings: *A league is a group of people. An advertisement tells you to buy something. An assistant helps you. A business is a company. A plan is what you organise to do.*

Practice

Pupil's Book

- 1 **Before you read** Look at the title of the story and the pictures. What do you think it's going to be about?

- Refer pupils to page 40.
- Pupils raise their hands to offer answers.
- Read the *Reading tip* to pupils.

- 2 **3.19 Listen and read.**

- Play the audio.
- Check comprehension with questions: *What colour was Mr Wilson's hair? (red) Who is Vincent Spaulding? (Mr Wilson's assistant) What's the name of the thief? (John Clay) Who caught the thief? (Sherlock Holmes)*



- 3 **After you read** Read the story again and answer the questions.

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

Extra activity Critical thinking

- Pupils work in pairs to think of two more comprehension questions for the story. They swap with another pair and answer each other's questions.

- 4 **Work in pairs. What did you like about this story? Was there anything you didn't like?**

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

Diversity

Challenge

- During feedback, ask pupils to give reasons for what they liked and didn't like.

Support

- Use the Expert envoy technique for pairwork.

Activity Book

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

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

Answer key 2 plan, 3 advertisement, 4 league, 5 assistant

- 2 **Read the detective story on Pupil's Book page 40 again. Who says the following sentences? Write.**

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

Answer key 2 Wilson, 3 Holmes, 4 Watson, 5 Merryweather

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

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

Answer key 2 T – His assistant, Mr Spaulding, showed him an advertisement.; 3 F – Mr Wilson saw an advertisement for the League of Redheads.; 4 F – There was £30,000 in a room under the bank.; 5 T – The police officer, Jones, was helping to catch the thief.

Extra activity Fast finishers

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

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Are you good at understanding stories in English? Is it possible to understand a text without knowing all the words? Do you feel confident about reading stories in English? How can you get better?* Encourage class discussion.

Literacy: detective stories

Reading

- 1 **Before you read** Look at the title of the story and the pictures. What do you think it's going to be about?

- 2 **Listen and read.**

tip Reading

When you're reading a story with dialogue, remember that each new speaker starts on a new line. This will help you to understand who is talking.



The Red-headed League

'Come in, Watson!' Holmes cried. 'Mr Wilson is telling me a strange story.' He turned to the large man. 'Dr Watson helps me with my detective work.'

Wilson showed us an old advertisement. 'It began with this,' he said. 'I have a shop which isn't doing well,' Wilson said. 'My assistant, Vincent Spaulding, works hard for little money. He showed me this advertisement eight weeks ago. Yes, it was strange, but the money was good!'



Spaulding helped Wilson to get the job at the League of Redheads. He worked there for eight weeks, then suddenly the business closed. [...]

Sherlock Holmes asked Wilson's assistant, Spaulding, some questions, then told Watson his plan.

'We have to stop a thief - tonight!' Holmes said suddenly. 'Meet me at home later.'

That night, I found two men with Holmes in his flat. We went back to the fine street near Wilson's shop, into a dark building and down into an underground room.

'Watson,' Holmes said quietly,

'Officer Jones hopes to catch John Clay, a thief. Mr Merryweather works for this bank. There's £30,000 here and he doesn't want to lose it.'

We waited. Suddenly, two men climbed up through the floor into the room. Holmes quickly caught the first man. The second man ran outside into the arms of a policeman.

'Thank you, Holmes,' said Merryweather. 'You saved the bank tonight. You really are a great detective.'



Words in context

league advertisement assistant business plan

Activity Book, page 33

- 3 **After you read** Read the story again and answer the questions.

- 1 What does Dr Watson help Sherlock Holmes with? **his detective work**
- 2 What does the job advertisement ask for? **a man with red hair**
- 3 Who helped Wilson to get the job? **Spaulding**
- 4 How long did he work there? **eight weeks**
- 5 What's the name of the thief? **John Clay**

- 4 **Work in pairs.** What did you like about this story? Was there anything you didn't like?

40 forty

Objectives

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

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can understand the main themes of a simplified story (GSE 36). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Writing:** Can write a very simple story, given prompts or a model (GSE 36).

Assessment for Learning

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

Starting the lesson

- Pupils work alone and write down as many new words from Unit 3 as they can remember in one minute.
- Ask for feedback using the Lollipop stick technique.

Presentation

- Explain that in this lesson pupils will write a detective story.

Practice

Pupil's Book

1 Read Nawal's detective story. Who do you think is the thief and why?

- Refer pupils to page 41.
- Ask a pupil to offer an answer. Ask for class agreement.
- **Extension** Check comprehension with questions: *What did the shop sell? (jewellery) Who called the police? (Osama and Raed) Where was the glass? (outside) Who had to go to the police station? (Raed)*

2 Answer the questions in the story planner about Nawal's story. Compare with your partner.

- Give pupils time to complete the activity individually before talking in pairs.
- Ask for feedback using the Lollipop stick technique.

3 Write your own detective story. Use the *How to write...* box to help you.

- Give pupils time to complete their plan. Monitor and help with ideas.
- Pupils work individually to complete the detective story.
- Pupils evaluate their own work. Make sure that pupils double check their spelling and punctuation.
- Using the Two stars and a wish technique, pupils read and check each other's work. They can also check for spelling and punctuation.

Finishing the lesson

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

Lesson 12 Activity Book

Objectives

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

Global Scale of English (GSE)

- **Writing:** Can write a very simple story, given prompts or a model (GSE 36).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Put pupils in groups and have them discuss what the story from the previous lesson was about. Write *characters*, *plot* and *setting* on the board to help them with their discussions.

Practice

1 Rewrite the sentences with correct punctuation for reported speech.

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

Answer key 2 'It's quite late,' said Rana, 'and we should probably go.'; 3 'When did you guess the identity of the thief?' asked Watson.; 4 'Don't move!' shouted the police officer. 'You're under arrest.'; 5 'This is the best pizza I've ever had,' smiled Yousuf.

2 Plan a detective story.

- Give pupils one minute to complete their notes. Monitor and help with ideas.
- Using the Two stars and a wish technique, pupils read and check each other's work.

3 Now write your story.

- Pupils work individually to complete the story.

4 Read your story. Check your spelling and punctuation.

- Make sure pupils double check their spelling and punctuation.

5 Work in pairs. Read your partner's story. Did you enjoy the story?

- Pupils work in pairs. They read each other's story and say if they enjoyed reading it.

Raed because he knew that there were three empty boxes and the glass was outside rather than inside the shop so the thief had a key.

- 1 Read Nawal's detective story. Who do you think is the thief and why?

Writing

The missing jewellery

Osama and Raed Hayek had a jewellery shop called Hayek Brothers' Jewellery. Osama was very hard-working, but Raed was a bit lazy. One day, Osama arrived at the shop and one of the windows was broken. He and his brother called the police.

'Detective Issa,' Osama said, 'there's a broken window at our shop and we think some jewellery was stolen.'

'I'm on my way,' said Detective Issa. 'Don't go inside and don't touch anything.'

Detective Issa was very clever and very good at catching thieves. He went inside the dark shop and found three empty jewellery boxes. Then he saw some broken glass

outside the shop.

'Osama and Raed,' he said to the brothers, 'where were you last night?'

'Do you think we are the thieves?' asked Raed. 'I didn't do it!'

'The broken glass was outside the shop,' said Detective Issa. 'So, the thief was inside when the window was broken. The thief had a key to get in.'

'It wasn't me,' said Raed. 'I didn't take the jewellery out of those three boxes.'

'Raed,' said the detective. 'How do you know that there were three empty boxes when you haven't been inside? I think you should come with me to the police station.'



- 2 Answer the questions in the story planner about Nawal's story. Compare with your partner.

How to write... a good story

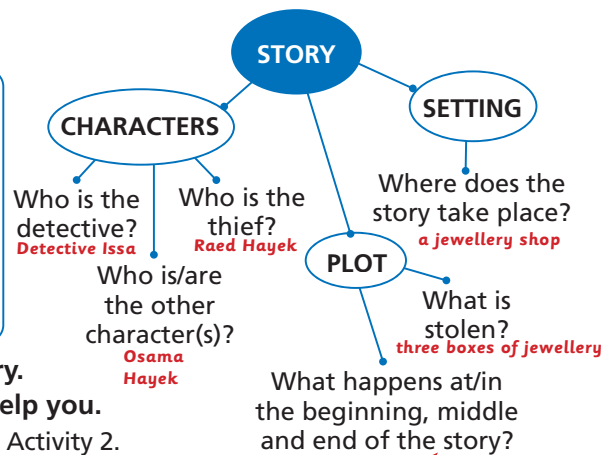
Include:

- a beginning that explains the mystery and makes us want to read it.
- a middle that is exciting.
- an end that solves the mystery and doesn't leave us with lots of questions.
- interesting characters and setting.
- suspense through the story to keep us interested.

- 3 Write your own detective story.

Use the *How to write...* box to help you.

- 1 Write a plan: use the questions in Activity 2.
- 2 Write your answers.
- 3 Add more information to your answers to make your story more interesting.
- 4 Read and check your story. Check your spelling and punctuation.



Osama finds a broken window.
They call the detective.
The detective works out who the thief is.

forty-one

41

Extra activity Fast finishers

- Pupils find the words they used from Nawal's story in their own story and write a list in their notebooks.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary:
Today I wrote a detective story about ...

Next lesson Unit 3 Test

3.6 & 3.7

Narrator: One. Abeer and Halima are talking about Halima's Book Club. What type of book are they discussing this week?

Girl 1: Did you decide which book we're discussing this week?

Girl 2: Yes, I did. I got a brilliant new biography about Jameela Musa. She's my favourite chef and she's written lots of recipe books. I have all of them! I can't wait to share it. My mum said that she read it last week and it was really interesting.

Girl 1: Cool! Can I decide what we're reading next week?

Girl 2: Sure, no problem.

Narrator: Two. Farid is telling Issa about a detective book. He said that...

Boy 1: I have nothing to read. Can I borrow a book?

Boy 2: Yes, of course. This detective book is good. It's quite old-fashioned, but you should read it because the characters are great. I like the detective best of all – he's very clever. The ending isn't as exciting as the start but I think you'll still enjoy reading it.

Boy 1: OK, great. I always like reading detective stories.

3.8

Narrator: One

Adnan

Boy 1: I'm a real bookworm. I like all types of books, but I love science fiction. I'm also into graphic novels. My friends and I collect them. I'm not that keen on detective stories. I think they're boring.

Narrator: Two

Suha

Girl 1: My favourite books are horror stories, like *Dracula*, by Bram Stoker. I told my little brother it was a good book for him to read, but he prefers mystery stories. We're so different!

Narrator: Three

Amal

Girl 2: I'm always busy with homework, so I don't read many novels, but I like biographies about historical people. I think it's interesting to learn about history and how people used to live in the past.

3.10

'Oh Nina, it's a huge cow. Poor thing! It can't get out. Let's help it.' The children let the cow out of the tower and it ran outside quickly into the sunshine. It said, 'MOOOOOOOOOOOO!'

'The cow is saying thank you!' said Nina. 'It was trapped in the tower. The terrible noises were made by the cow. There were cows outside and inside the tower! We've solved the secret of the noisy tower!'

Today, the tower is popular again. It is visited by many people every year and the paintings are enjoyed by everyone. Tourists always enjoy hearing about the tower's most famous visitor – the noisy cow!

3.12

Man: Good morning, everyone. I know it was a long, steep climb up that hill, but thank you for visiting and welcome to our charming tower. First, I'd like to tell you a bit about the history. It was built in 1856. It used to be part of a large castle, which was owned by a rich family in the area. However, the castle was damaged by a huge thunderstorm in 1911. The tower was empty for many years. In 1976, an artist bought the tower and made it beautiful again. You can see the gorgeous paintings of animals that were painted on the walls of the tower. In 1984, the tower was opened to tourists and it has been very popular ever since. Last year, we heard some strange noises coming from the tower, but two brave children from the village solved the mystery! It was only a cow that came to visit!

3.14

Boy: The Nazca Lines are very mysterious. They are on the ground in the Nazca desert in southern Peru. They were made by people and some of them are about 2,000 years old. A professor from the USA rediscovered the lines in 1939. He was flying over the area when he noticed the unusual lines. He found pictures of plants, animals and people, too. The pictures haven't washed away because it almost never rains in the desert. Some people think the Nazca lines are astronomical symbols. We may never know for sure, but we can enjoy the beauty of these ancient pictures.

3.17

Boy 1: Do you like reading books, Tareq?

Boy 2: Yes, I do, but I prefer watching videos. They're the best.

Boy 1: I'm not so sure about that. They aren't as relaxing.

Boy 2: Oh, I totally disagree. I relax on the sofa when I'm watching a video.

Boy 1: Really? Do you think people in the future will only watch videos?

Boy 2: I don't think so. Videos and books are totally different. People enjoy both.

Boy 1: What books do you like?

Boy 2: I like science fiction stories because they're really exciting.

Boy 1: I don't agree. I prefer reading biographies. They're more interesting.

Boy 2: Maybe, but I'd rather read exciting stories.

Boy 1: I like exciting stories, but biographies teach you things.

Boy 2: That's so true, but they aren't as fun.

Boy 1: What other books do you like?

Boy 2: I love detective stories.

Boy 1: I totally agree. We should watch a detective film together this weekend.

Boy 2: Absolutely! How about Sherlock Holmes? That would be fun.

Boy 1: You're right. Good idea, Tareq!

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

Mapping

Topics

Theme 4: Environment

Theme 7: National Identity and World Affinities

Scope and Sequence Matrix

Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences using signal words to understand the sequence of and relationships between ideas; responding accurately to oral language

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

Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and detail; using metalinguistic knowledge to infer meanings of new phrases; drawing inferences by referring to explicit details in a text describing the logical connection between particular sentences and paragraphs in a text

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

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing intended meaning; responding to open-ended questions related to the visual texts

The environment: protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming

Extreme weather: hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm

4

Our planet

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

World of Wonder! Magazine

Welcome
Book Club
Culture

You told us that you're worried about our planet's future. Why is the weather changing? What are we doing to our world? Look at the pictures. How many words do you know for things on our planet?

Alex has a question for you. Can you think of any answers to his question?

WOW! Question

Alex 3 minutes ago

What can we do to protect our planet?

In this unit I will ...

- learn words for the environment and natural disasters.
- use modal verbs and reported questions and commands.
- read a diary about a frightening experience.
- learn about how climate change can cause problems for animals.
- work in a group to write an action plan to help an endangered animal.
- learn how to give advice.
- read and write reports.

42
forty-two

Learning Outcomes and Performance Indicators

Listening: identify the gist of short to medium-length passages, presentations, and messages; respond to critical thinking questions before, during, and after listening; use tone to help identify speakers' mood (surprise, disappointment) or purpose (warning, advice); ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or enhance understanding of a topic or issue; guess the meaning of unknown vocabulary words and phrases from context

Speaking: recognise the main points made by other speakers and respond by asking questions, commenting, or giving suggestions; partake in short discussions on simple themes; use formulaic expressions to express greetings, obligation, requests, prohibition, agreement, or disagreement; articulate evidence-based and sound table-topic discussions; differentiate between voiced and unvoiced *th*

Reading: preview a text, make predictions about content; skim and scan a text for general ideas and specific details; use prior knowledge and identify types of texts; identify the topic, main idea(s), and specific details of a reading text; explain how a text's illustrations contribute to what is conveyed in a story (e.g. setting, characters); identify the main idea of a text and explain how it is supported by key details; describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second. . . in a sequence); explain how specific images contribute to and clarify a text; use information gained from illustrations and words in a text to tell where, when, why and how key events occur; explain how an author uses reasons and evidence to support particular points in a text; identify the word in a text whose meaning is given

Writing: practise writing different types of texts (descriptive, narrative); apply knowledge of the writing conventions of English; write a well-developed text, considering purpose and audience

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; respond to questions related to visual texts; describe visual images of various types by illustrating intentions; find own examples to share understanding of visual texts

Unit objectives

To talk about the environment and extreme weather

Language

Vocabulary	The environment <i>protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming</i> Extreme weather <i>hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm</i>
Grammar	Modal verbs Reported questions and commands
Functions	Giving advice
Phonics	Voiced and unvoiced <i>th</i>

Key competences

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

Mathematical, science and technological competences: order words (L. 3); number events (L. 5)

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

Social and civic competences: learn to be creative (L. 1, 2 and 5); learn to talk about the environment and weather (L. 10)

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

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

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1 and 10); Problem solving (L. 2 and 5); Logical thinking (L. 1, 2 and 10); Defining and describing (L. 1, 2, 5 and 6); Finding information (L. 9); Planning (L. 8); Reflecting on learning (L. 1–12)
Creativity	Writing an action plan to help an endangered animal (L. 8)
Communication	Talking about saving the planet (L. 1, 2 and 10); Talking about school rules (L. 3); Giving commands (L. 5); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 9)

Evaluation

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

Objectives

- **Lesson aims:** to learn and use words related to the environment
- **Target language:** *protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming*
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 4A

Global Scale of English (GSE)

- **Reading:** Can scan several short informational texts on the same theme to find relevant information (GSE 57).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about everyday activities, using simple language (GSE 32).
- **Listening:** Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech (GSE 55).

Assessment for Learning

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

Starting the lesson

- Write *Save our planet* on the board. Ask *What problems does our planet have?* Pupils discuss in groups and then raise their hands to offer ideas.

Presentation

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

Practice

Pupil's Book

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

- Refer pupils to pages 42 and 43. Read the rubric and tell pupils to look at the photos on the Welcome page for a moment.
- Read out the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Give pupils one minute to discuss in pairs.
- Using the Lollipop stick technique, ask pupils for feedback. Accept all reasonable answers.

- 2 **4.1 Look and match. Then listen, check and repeat.**

- Refer pupils to page 42. Tell pupils to match the words and phrases they know and guess the ones they don't know.



- Play the audio.
- Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
- Have pupils say a word to their partners and their partner points to the correct picture. Then they swap.
- Consolidate understanding with these questions. Pupils raise their hands to suggest answers, e.g. *What's another word for look after/weather/use less/turn off/use too much/all around the world? (protect, climate, save, switch off, waste, global) Can we recycle glass? Do you pick up rubbish on the beach? Can the sun give us renewable energy?*

Diversity

Challenge

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

Support

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

- 3 **4.2 Listen and read. Which children helped the environment and how?**

- Check answers using the Lollipop stick technique.



- 4 **Look at the words in Activity 2 and put them into two groups.**

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

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

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pupils to offer answers. Promote class discussion: *Who does the same? Do you have another idea? Do you agree/disagree?*

Extra activity Critical thinking

- Draw two columns on the board and put + and – at the top of each. Ask pupils to work in pairs and find words in Activity 3 which they think are positive and negative for our planet. Ask for feedback and have pupils write the words on the board.

Activity Book

- 1 **Read and circle the correct options.**

- Check answers using the Lollipop stick technique.
- Answer key** 2 protect, 3 waste, 4 global, 5 change, 6 pollution

- 2 **Look, read and complete the sentences.**

- Ask different pupils to read out their answers.
- Answer key** 2 switch off, lights; 3 save water; 4 pick up rubbish; 5 use renewable energy; 6 plant trees

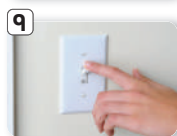
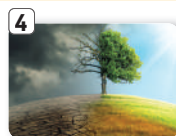
- 3 **Read the I'm learning box. Then read and complete the sentences with verbs for protecting our planet. There may be more than one correct answer.**

- Pupils complete the activity using the Think-pair-share technique.
- Answer key** 2 destroy, 3 protect, 4 use, 5 waste, 6 plant



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

protect the environment² climate change⁴ save water⁵ plant trees⁶
switch off lights⁹ waste energy⁷ recycle¹² pollution⁸ destroy the rainforests³
pick up rubbish¹¹ use renewable energy¹⁰ global warming³



3 Listen and read. Which children helped the environment and how?

WOW! Blog



1 Sami 5 minutes ago
I love nature and my favourite place is the sea! But I'm worried about global warming. We have to do everything we can now to stop climate change.

2 Mei 15 minutes ago
During the summer, we took part in the Great Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.

3 Dana 20 minutes ago
We did a project on renewable energy last term. I made an oven out of an old pizza box and sunlight. It was so cool!

4 Alex 3 hours ago
Last year, my aunt gave me a tree to plant. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year. 🌳

4 Look at the words in Activity 2 and put them into two groups.

Our planet's problems

Things we can do to help our planet

5 Work in pairs. Answer the questions.

1 What things do you recycle? Can you think of any other things you could recycle?

2 How do you save water?

3 How do you save energy?

4 What can we do to stop pollution?

5 Do you use renewable energy? What type?

climate change, global warming, pollution, destroy the rainforests, waste energy

forty-three 43

Mei – she picked up rubbish from the beach.
Alex – he planted a tree.

Extra activity Fast finishers

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

Finishing the lesson

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

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can talk about everyday activities, using simple language (GSE 32).

Assessment for Learning

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

Starting the lesson

- Say the underlined openings of these phrases from Lesson 1 and have pupils complete in unison: climate change, destroy the rainforests, global warming, pick up rubbish, plant trees, pollution, protect the environment, recycle, save water, switch off lights, use renewable energy, waste energy.

Presentation

- Explain that in this lesson pupils will read about a competition that the WOW! Team want to take part in.

Practice

Pupil's Book

- 1 **4.3** Listen and read. What competition are the children going to take part in?

- Refer pupils to page 44.
- Ask pupils to raise their hands to offer answers.



Extra activity Critical thinking

- Ask *Why do people take part in competitions? What competitions do schools take part in?* Discuss as a class.

- 2 **Read the dialogue again and answer the questions. Talk to your partner.**

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

Diversity

Challenge

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

Support

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

Activity Book

- 1 **4.4** Read and match the two halves of the sentences from the dialogue on Pupil's Book page 44. Then listen and check.

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

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

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

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

Answer key 2 T – He asks what they can do to save energy.; 3 F – He says they shouldn't throw plastic bottles away.; 4 F – He agrees with Alex.; 5 T – Alex says he hopes Sami isn't going to forget to turn it off.

- 3 **4.5** Read and complete the dialogues with the correct expressions. Then listen and check.

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

Answer key 2 I know!, 3 Brilliant!, 4 I know!, 5 Me too!, 6 Brilliant!

Extra activity Fast finishers

- Pupils write the words connected to saving the planet in this lesson in their notebooks.

Finishing the lesson

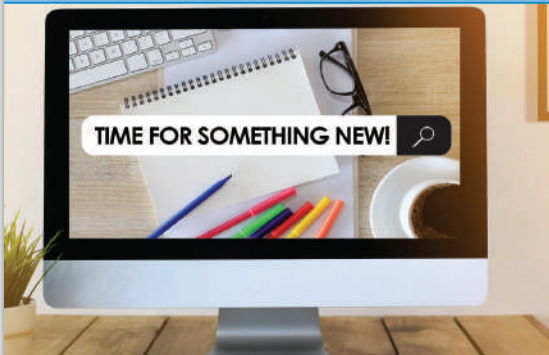
- Pupils close their books. Use the Summative questions technique to ask them the questions in Pupil's Book Activity 2 again. Pupils raise their hands to offer answers.



1 Listen and read. What competition are the children going to take part in? *a competition to see which school can save the most energy*

2 Read the dialogue again and answer the questions. Talk to your partner.

- 1 What are the WOW! Team going to do when they leave a classroom? *switch off lights, turn off computers and close doors*
- 2 Why are they going to close doors? *to keep the classrooms warm*
- 3 What recycling boxes do they already have? *paper*
- 4 What recycling boxes do they need? *plastic*
- 5 How are they going to tell the other pupils about the competition? *They're going to put ideas up on the WOW! website.*
- 6 What should Sami do when he leaves the classroom? *turn off the computer and switch off the lights*



Sami: Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!

Alex: I think that's a great idea. What can we do to save energy then?

Sami: I know! We need to switch off lights and turn off computers when we leave a room.

Alex: And we must close doors in winter, too. That will keep the classrooms warm. What else should we do?

Sami: How about recycling more things?

Alex: Yes, good idea. At the moment, there are recycling boxes for paper, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.

Sami: I agree. OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?

Alex: No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.

Sami: Brilliant! Come on, we must go or we'll be late for our next lesson.

Alex: Sami, I hope you aren't going to forget to turn off the computer and switch off the lights!

Sami: No! I was just about to do that! Alex, close the door behind you ...!

Objectives

- **Lesson aims:** to learn and use modal verbs; to understand a listening task
- **Target language:** *We should take part in the competition. We must close doors. We need to switch off the lights when we leave a room.*
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 11, 16 and 24

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, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

Assessment for Learning

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

Starting the lesson

- Ask *What do you switch off at home?* and elicit answers.

Presentation

- Explain that in this lesson pupils will learn to use modal verbs for things that are right or necessary to do. They will also do a listening activity.
- Write *We're going out. We should switch off the lights.* Ask *Which verb is the modal verb?* and elicit *should*.

Practice

Pupil's Book

- 1 **Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.**
 - Refer pupils to pages 44 and 45. They write their lists in pairs.
 - Ask different pupils to raise their hands to offer ideas. Ask for class agreement and have pupils tick the points off their lists.

Diversity

Challenge

- One pupil in each pair finds an idea and dictates it to the other pupil to write down.

Support

- Pupils work in pairs and they both write down the lists.

- 2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

- Give pupils a minute to work out the rules.

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

- 3 **Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.**

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

- 4 **Talk about the rules at your school. Use the modal verbs from the grammar box.**

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask one pupil from each pair to stand up and move to sit with a different pupil. Pupils repeat the pairwork.

- 5 **4.6 Listen. For each question, choose the correct picture.**

- Tell pupils to read the questions and look at the pictures before they listen.
- Play the audio. See page 122 for audioscript.
- Check answers using the Lollipop stick technique.



- 6 **4.7 Listen again. Are these sentences true or false? Say why.**

- Pupils read the questions before listening again.
- Check answers using the Lollipop stick technique. Ask different pupils to give reasons.



- 7 **Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.**

- Pupils write their lists in their notebooks. Then they compare and suggest in pairs.
- Walk around the class monitoring pairs.

Finishing the lesson

- Pupils work in groups. Use the Summative questions technique to ask them to discuss and then write a list of other things people waste and what they should do to stop. Groups share their lists with the class.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to use modal verbs; to understand a listening task
- **Target language:** modal verbs
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

Assessment for Learning

- Peer learning: groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Put pupils in teams and play *Charades* with the vocabulary from Lesson 1.

switch off lights,
turn off computers,
close doors, recycle more things

- 1 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.
- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Modal verbs

We should take part in the competition.
We shouldn't throw away plastic bottles.
We must close doors.
We mustn't waste water.
We need to switch off the lights when we leave a room.
We needn't put our ideas in the newsletter.

We use **should** when you think something **is** / **isn't** the right thing to do.
We use **need to** and **must** when it **is** / **isn't** necessary to do something.
We use **needn't** / **mustn't** when it is **not** necessary to do something.
We use **needn't** / **mustn't** when it is necessary **not** to do something.

- 3 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs. Refer to Activity 2 on page 107 for answer key (answers underlined in green).
- 4 Talk about the rules at your school. Use the modal verbs from the grammar box.



We must wear a school uniform. We should work hard. We need to be polite.



We mustn't use mobile phones. We shouldn't forget our homework. We needn't bring any money to school.

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



1 Jaber is talking to his mother. What must he recycle?



2 Alia is talking to her father. What should she do to save energy?



- 6 Listen again. Are these sentences true or false? Say why.



- 1 a Jaber's mum is going to use the metal reusable water bottle again. **true**
b She has finished reading the newspaper. **false** (She hasn't finished reading the newspaper yet.)
c Jaber should leave the glass bottle by the sink. **false** (Jaber should leave the metal water bottle by the sink.)
- 2 a Alia's family should have showers instead of baths. **false** (They already have showers instead of baths.)
b When they brush their teeth, they always turn off the water. **true**
c Alia usually goes to school by car. **true**

- 7 Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.



You needn't have a bath every day. You should have quick showers.

forty-five

45

Practice

- 1 Listen and tick (✓) the correct sentences.

- Play the audio. See page 122 for audioscript.

Answer key 2 a, 3 a, 4 b

- 2 Read and circle the correct modal verbs.

Answer key 2 must, 3 shouldn't, 4 mustn't, 5 needn't, 6 should

- 3 Re-write each sentence so that it means the same as the first sentence. Use the affirmative or negative form of the modal verb in brackets.

Answer key 2 We must stop cutting down trees.; 3 I needn't tidy my room today.; 4 You mustn't shout in the classroom.; 5 You should put on a jumper.; 6 People need to recycle more plastic.



- 4 Order the words to make sentences. Tick (✓) the sentences you agree with. Then compare your answers with your partner.

Answer key 2 Everyone must protect the environment.; 3 People needn't save water.; 4 We should try to waste more energy.

Finishing the lesson

- Use the Summative questions technique to ask pupils to say a rule that they agree with from the lesson.

Objectives

- **Lesson aims:** to understand a reading text; to introduce extreme weather words
- **Skills:** Reading, Speaking, Writing, Listening

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).
- **Writing:** Can write a short description of a trip or event (GSE 40).
- **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).

Assessment for Learning

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

Starting the lesson

- Ask *What types of good weather do you get in your country? How about bad weather?* Use the Lollipop stick technique for feedback.

Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Diary* on the board. Ask *Who keeps a diary?* and ask for a show of hands.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a diary. Look and circle the options that describe a diary.
 - Refer pupils to page 46. Tell them to look at the pictures.
 - Pupils work in pairs to complete the activity.
 - Ask for feedback using the Lollipop stick technique.

Key words search

Tips for keeping a diary

- 2 **4.9 Listen and read.** What was Saleem's frightening experience?

- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *Where were Saleem and his dad staying? (in a hotel) What happened to the wind? (It got stronger and stronger.) Did they stay in their room? (no) Do you think Saleem was scared? (Yes, but his dad told him not to be.)*



- 3 **After you read** Activity Book, page 39.

- Pupils turn to page 39 in their Activity Books.

- 4 **Discuss in a group.** Imagine there is a hurricane where you live.

- Place pupils in groups of three for this activity. They ask one question each.
- Walk around the class monitoring groups.
- Ask different groups to tell the class their ideas.

- 5 **Work in pairs.** Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

- Explain the meaning of *natural disaster*. Brainstorm natural disaster words as a class and write the words pupils know on the board. Tell them to look at Saleem's diary for help. Explain meanings or ask pupils to look the words up in a dictionary if available.
- After they complete the activity, ask for feedback: *Did you guess the disaster? Was it easy/hard? Why?*

Diversity

Challenge

- Ask pupils to work out the meanings of the natural disaster words in the text from the context.

Support

- Tell pupils the translation for the natural disaster words.

Extra activity Creativity

- Pupils add illustrations to their diary paragraph.

Activity Book

- 1 **After you read** Read the diary on Pupil's Book page 46 again. Number the events in order.

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

Answer key 2 f, 3 a, 4 g, 5 c, 6 h, 7 e, 8 b

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

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

Answer key 2 He saw the news on his phone.; 3 He spent the first morning in the hotel room.; 4 It was the safest place in the hotel.; 5 They put it in front of the doors.; 6 He told him to hold his hand.

- 3 **Read the Work with words box.** Then read and complete the sentences with a phrasal verb with *get*.

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

Answer key 2 get into, 3 get up

Extra activity Fast finishers

- Pupils find all the adjectives in Saleem's diary entry.

Finishing the lesson

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

- 1 Before you read Today's Book Club text is a diary. Look and circle the options that describe a diary.

- 1 A diary entry is written in the first person (I) third person (he/she).
- 2 Diaries are usually formal (informal).
- 3 A diary usually describes what happens in the writer's life a newspaper article.
- 4 A diary often describes the writer's feelings clothes.

- 2 Listen and read. What was Saleem's frightening experience?



A frightening experience

12th June, Thursday

Dear Diary,
Yesterday I had one of the most frightening experiences of my life!
I was woken up early by a large storm. I got up and looked out of the window of our hotel. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting!
But then I looked at my phone and saw on the news that a hurricane was coming. I asked my dad what a hurricane was and I asked him if he knew what to do. My dad told me not to worry because a hurricane was just a big storm. We stayed in our hotel room and by the afternoon, there was even more rain. There was a flood in the harbour and a gale was blowing the trees! In the evening, the hotel manager told us not to panic. He told us to go to the dining room. He said that it was the safest place in the hotel.
The dining room was already full of other tourists. When we were all inside, we put the furniture in front of the doors and we got down on the floor together in the corner. Then it suddenly went dark. My dad told me to hold his hand. He told me not to be scared. Finally, morning arrived and the rain stopped. I couldn't believe that the storm was finally over. I hope I never have a night like that again...

Saleem



- 3 After you read Activity Book, page 39.

- 4 Discuss in a group. Imagine there is a hurricane where you live.

- 1 Where do you go?
- 2 What do you do?
- 3 How do you feel?

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- 5 Work in pairs. Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

Objectives

- **Lesson aims:** to learn and use words for extreme weather; to learn and use reported questions and commands
- **Target language:** *hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm; 'What is a hurricane?' I asked my dad what a hurricane was.*
- **Skills:** Reading, Listening, Speaking

Materials

- Resources 4B and 12

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, 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).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give an opinion in a structured discussion, if guided by questions (GSE 46).

Assessment for Learning

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

Starting the lesson

- Ask a key question *What can you remember from Saleem's frightening experience?* Pupils raise their hands to offer ideas.

Presentation

- Explain that in this lesson pupils will learn words for extreme weather and learn to use the reported questions and commands.
- Pre-teach the new words. Write them all on the board and ask pupils which ones they know or can work out. Pupils raise their hands to offer ideas. Explain meanings with definitions or drawings, e.g. *Avalanche: this is when snow falls down a mountainside.*

Practice

Pupil's Book

- 1 **4.10 Look and match. Then listen, check and repeat.**

- Refer pupils to page 47. Tell them to look at the pictures.
- Play the audio.
- Ask different pupils to offer answers.

Extra activity Critical thinking

- Ask pupils to think about what people do to stay safe in these conditions. They work in pairs and write down one idea for each condition. Promote class discussion.
- 2 **Read the diary in Lesson 5 again. How many weather words can you find?**
 - Refer pupils to page 46.
 - Pupils work in pairs to find the words. Ask for feedback.

- 3 **Match the people in the story to the words they said.**

- Pupils complete the activity individually and then compare answers in groups.
- Check answers using the Lollipop stick technique.

- 4 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

- Give pupils a minute to work out the rules. Explain that tenses change in reported questions in the same way as they do in reported affirmative and negative sentences.
- Point out that in *Wh*-questions, the word order changes back to a regular sentence. Write this example "*What is this?*" *my friend asked.* → *My friend asked what that was.*
- For *yes/no* questions, explain that the auxiliary verbs used to form a question are replaced by *if* or *whether*. Write this example "*Did you like the movie?*" *I asked John.* → *I asked John if/whether he had liked the movie.*
- To report a command, remind pupils to use the verb *tell* and the infinitive with *to*. Write this example "*Stay on this side of the street!*" *my dad said.* → *My dad told us to stay on that side of the street.*
- Check answers using the Lollipop stick technique.
- Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

- 5 **4.11 Zeinab is telling Manal about a radio interview. Listen and answer the questions.**

- Play the audio. See page 122 for audioscript. Ask different pupils to write their answers on the board.



- 6 **Work in pairs.**

- Pupils work in pairs using the Think-pair-share technique.

Diversity

Challenge

- Pupils check each other's written questions and commands before they report back to each other.

Support

- Go around the class briefly checking pupils' questions and commands before they report back in pairs.

Finishing the lesson

- Using the Summative questions technique, write on the board: *The best thing in this lesson for me was ...* . Pupils complete the sentence in their notebooks.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to use words for extreme weather; to use reported questions and commands
- **Target language:** *hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm; 'What is a hurricane?' I asked my dad what a hurricane was.*
- **Skills:** Reading, Listening

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, 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).



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

hurricane 5 tornado 7
thunder and lightning 2 gale 6
heatwave 4 drought 9 forest fire 12
volcano 11 tsunami 8 flood 10
avalanche 1 snowstorm 3



- 2 Read the diary in Lesson 5 again. How many weather words can you find? *Refer to Activity 2 on page 111 for answer key (answers underlined in green).*
- 3 Match the people in the story to the words they said.

Saleem Saleem's dad
the hotel manager

- 'What's a hurricane?' *Saleem*
- 'Don't worry! A hurricane is just a big storm.' *Saleem's dad*
- 'Do you know what to do?' *Saleem*
- 'Go to the dining room, please.' *the hotel manager*
- 'Don't panic.' *the hotel manager*
- 'Hold my hand.' *Saleem's dad*

Why are heatwaves and droughts happening more often than they used to?
Is there anything we can do about this?
What's a tsunami?
Are tornadoes dangerous?

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Reported speech: *Wh-* questions

'What is a hurricane?'

I asked my dad what a hurricane was.

Reported speech: *yes/no* questions

'Do you know what to do?'

I asked him if he knew what to do.

Reported speech: commands

'Hold my hand!' → Dad told me to hold his hand.

'Don't panic!' → He told me not to panic.

When we report questions, we change present tenses to past / future tenses and we sometimes change / don't change pronouns, for example *you* becomes *he*.

When we report *Wh-* questions, we use say / ask + question word.

When we report *yes / no* questions, we use ask / tell + *if*.

When we report commands, we use ask / tell + pronoun + *to* + verb.

- 5 Zeinab is telling Manal about a radio interview. Listen and answer the questions.

- What four questions did the presenter ask?
- What four commands did the scientist give?

Go to the basement of your house. Hide under a heavy table or desk. Don't go near windows or doors. Don't panic.

- 6 Work in pairs.

- Ask and answer two questions about natural disasters.
- Give two commands about what to do.

forty-seven

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Assessment for Learning



Peer learning: pairwork; groupwork



Independent learning: Summative questions technique

Starting the lesson

- Put pupils in teams and play *Don't say it!* with the vocabulary from the previous lesson.

Practice

- 1 Label the pictures.

Answer key 2 volcano, 3 tsunami, 4 thunder and lightning, 5 avalanche, 6 flood

- 2 4.12 Listen and tick (✓) the extreme weather that you hear. There is more than one answer.

- Play the audio. See page 122 for audioscript.

Answer key 1 tornado, gale; 2 heatwave, drought, forest fire



- 3 4.13 Listen again. Complete the text.

Answer key 2 tornadoes, 3 bigger, 4 gale, 5 strong, 6 heatwave, 7 hot, 8 drought, 9 rain, 10 forest fire

- 4 Read and complete the reported questions.

Answer key 2 where penguins lived.; 3 asked if a tornado lasted a long time.; 4 asked when it was summer in Australia.; 5 asked if a tsunami was very dangerous.; 6 asked what she could do to help.

Extra activity Fast finishers

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

Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *Is it easy to report questions?* and say *Don't forget your homework!* Ask pupils to report your question and command.



Objectives

- **Lesson aims:** to learn about climate change and endangered animals
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Listening

Materials

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

Global Scale of English (GSE)

- **Reading:** Can get the gist of short factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 46). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Listening:** Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly (GSE 38).

Assessment for Learning

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

Starting the lesson

- Write these words on the board with the first and last letter missing and ask different pupils to complete them: *avalanche, drought, flood, forest fire, gale, heatwave, hurricane, snowstorm, thunder and lightning, tornado, tsunami, volcano.*

Presentation

- Explain that in this lesson pupils will talk about endangered animals.
- **Extension** Ask pupils to find the Arctic, China and Africa on a map. Use an online map if available.

Culture notes

- Polar bears are born on land, but live most of their life on sea ice where they hunt seals for food.
- The panda is classified as a meat eater, but in fact it eats bamboo, often over 9 kg per day.
- Gorillas are the largest primates and they live in groups. The dominant male is called *the silverback*.

Practice

Pupil's Book

- 1 **Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?

- Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas.
- Refer pupils to page 48. Tell them to look at the photographs and describe what they can see.

Key words search

WWF list of endangered animals

- 2 **4.14 Listen and read.**

- Play the text all the way through.
- Check comprehension with questions: *What can't polar bears find in summer? (enough food to eat) What will happen to pandas if there isn't enough bamboo? (They won't survive.) What will cause more diseases? (the Earth getting hotter)*



Extra activity Critical thinking

- Pupils work in pairs and write down three things that they didn't know before they read the text. Ask *Do you think people know about endangered animals? How can they learn about the problem?*

- 3 **After you read** Activity Book, page 41.

- Pupils turn to page 41 in their Activity Books.

- 4 **Work in pairs. Which of these animals would you most like to adopt and why?**

- Explain the meaning of *adopt* if necessary. Pupils discuss in pairs for one minute. Encourage class feedback and discussion.

Key words search

polar bears, giant pandas, mountain gorillas

Project

Write an action plan for how you can help an endangered animal.

- Divide pupils into groups of four. Give each group papers and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Help pupils decide who will do each part of the research. Assign parts if necessary.
- Each pupil designs and writes their part of the action plan.
- Have pupils present their plans together to the class.



Diversity

Challenge

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

Support

- Suggest that pupils use modals and vocabulary related to the topic. Write some ideas from the texts on the board.

Activity Book

- 1 **After you read** Read the text on Pupil's Book page 48 again. What do the sentences describe? Write.

Answer key 2 sea ice in the Arctic, 3 mountain gorillas, 4 diseases, 5 polar bears, 6 bamboo

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

Answer key 2 Polar bears go onto the sea ice to find their food.; 3 The sea ice melts completely in some areas.; 4 The giant pandas won't survive. / There won't be enough food for the pandas.; 5 There are about 1,100 mountain gorillas right now.; 6 They can live in high temperatures.



- 1 **Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?

- 2 **Listen and read.**



Climate change and animals

Scientists have found that some animals might become extinct because of climate change.

→ Sea ice and polar bears

The sea ice in the Arctic is getting smaller each year. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.



We must do everything we can to slow down climate change, so that we do not put animals in danger.

→ Bamboo and giant pandas

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, so climate change could cause problems. If there isn't enough bamboo, then pandas won't survive.



→ Global warming and diseases

Scientists are worried because as the Earth gets hotter, there will be more diseases. These can be passed from humans to gorillas, so they might be in danger in the future. Mountain gorillas live in central Africa. In some ways, they can adapt well to climate change. They can live in high temperatures. But there are very few mountain gorillas left in the wild. We think there are only about 1,100, so we must protect them from diseases.



Project

Write an action plan for how you can help an endangered animal.

- 1 In groups, choose an animal that is in danger because of climate change. Use one from the box below or find your own.

snow leopard African/Asian elephant
green sea turtle cheetah tiger

- 2 Decide who will research to find out more about the following ideas:
- adopting an animal
 - protecting natural habitats
 - organising a sponsored event
 - visiting wildlife centres
- 3 Discuss and choose the three best ideas.
- 4 Present your action plan to the rest of the class.

WOW! Fact

Polar bears have a very good sense of smell. For example, they can smell seals that are 16 km away!

- 3 **After you read** Activity Book, page 41.

- 4 **Work in pairs.** Which of these animals would you most like to adopt and why?

48 forty-eight



- 3 **4.15 Listen to a report about another endangered animal. Complete the notes.**

- Play the audio for pupils to complete the activity. See page 122 for audioscript.

Answer key 2 orange, 3 white, 4 plants, 5 flowers, 6 south, 7 5,000/five thousand, 8 wetter, 9 colder, 10 forests



Finishing the lesson

- Using the Summative questions technique, write *The most interesting thing in this lesson for me is ...* on the board and have pupils complete the sentence.

Objectives

- **Lesson aims:** to learn to give advice; to learn and practise letters that are not pronounced in modals
- **Target language:** *Perhaps you ought to ...*
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 28

Global Scale of English (GSE)

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

Assessment for Learning

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

Starting the lesson

- Write *Advice* on the board. Using the Lollipop stick technique, ask pupils *Who do you ask for good advice?*

Presentation

- Explain that in this lesson pupils will learn to give advice.
- Ask pupils to work in pairs and think of a phrase they would say to give advice to a friend.

Practice

Pupil's Book

1 4.16 Listen and read. Answer the questions.

- Refer pupils to page 49. Ask pupils to look at the picture and raise their hands to say what they can see.
- Play the audio.
- Check answers using the Lollipop stick technique.



2 Read the dialogue again. Find five pieces of advice that Mrs Akel gives Rana. Use the *Say it!* box to help you.

- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.
- Pupils work in pairs and discuss. Ask different pairs for feedback.
- **Extension** Pupils read out the dialogue in pairs.

Diversity

Challenge

- Ask two pupils to read out the dialogue to the class.

Support

- Read out one sentence at a time and have pupils repeat.

3 Take it in turns to give each other advice. Use the *Say it!* box to help you.

- Place pupils in different pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their advice and compare ideas.

Extra activity Collaborative work

- Pupils remain in the same pairs as in Activity 3. They think of two more situations and they give more advice.

Pronunciation

4 4.17 Listen and repeat. Is the *th* sound the same or different in each pair of words? Then listen again and repeat.

- Play the audio and have pupils repeat, making sure they copy the pronunciation. Play it again, pausing after each word, and have pupils say if the *th* sound in each pair of words is the same or if it's different. Play it a third time for pupils to confirm their answers.
- **Extension** If available, record individual pupils' pronunciation of each pair of words and have them listen and check themselves.



Activity Book

1 4.18 Read and complete the dialogue. Then listen and check.

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

Answer key 2 If I were you, I would join a nature club.; 3 Why don't you look for one online?; 4 You could always pick up rubbish.; 5 I think you should try to recycle more, too.; 6 Perhaps you ought to write a blog.

2 Read the statements. Write advice. Then act out the dialogues with your partner.

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

3 4.19 Listen to the words. Write them in the correct column. Then listen again and repeat.

- Play the audio. Pause after each word and give pupils time to write it in the correct column. Play the audio again and have them repeat what they hear.
- Pupils practise saying the words in pairs. Monitor pronunciation.

Answer key weather: clothing, other, together; thunder: thick, thorn, throat, throw, thumb





Rana: My friends and I want to do something to help animals that are in danger. Do you have any ideas?

Mrs Akel: Yes, of course. First of all, I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.

Rana: Oh, yes. That's a good idea.

Mrs Akel: Perhaps you ought to put a notice in the school newsletter as well.

Rana: OK. Yes, I can do that.

Mrs Akel: Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.

- 1 Listen and read. Answer the questions.

- 1 What does Rana want to do?
help animals that are in danger
2 How is Mrs Akel helping her?
She's giving her some advice on things she can do.

- 2 Read the dialogue again. Find five pieces of advice that Mrs Akel gives Rana. Use the **Say it!** box to help you. *Refer to the dialogue for answer key (answers underlined in green).*

Say it!

Giving advice

I think you should ...
Perhaps you ought to ...
You could always ...
If I were you, I would ...
Why don't you ...?

- 3 Take it in turns to give each other advice. Use the **Say it!** box to help you.

- revise for an English test – how?
- buy a present – where?
- go out for lunch – which café?
- play a new computer game – which game?
- go to the cinema – which film?
- buy a new book – which book?

Perhaps you ought to learn some vocabulary.

Pronunciation

- 4 Listen and repeat. Is the *th* sound the same or different in each pair of words? Then listen again and repeat. *It's different in each pair of words.*

weather thunder brother thin feather three



Extra activity Fast finishers

- Pupils read the dialogue in Activity Book Activity 1 to practise giving advice.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *How do people give advice in your country/language? Is it the same or different?*

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *foundation, tonne, piece, business, government, end up*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking, Listening

Materials

- Resource 20

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can get the gist of short, factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

Assessment for Learning

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

Starting the lesson

- Write *Plastic* on the board. Ask pupils *What do you use every day that is plastic?* Pupils think of ideas in pairs and then tell the class.

Presentation

- Explain that in this lesson pupils will read a report.
- Draw pupils' attention to these words: *foundation, tonne, piece, business, government* and *end up*. Write them on the board and explain meanings: *A foundation is an organisation that helps people. A tonne is one thousand kilos. A piece is a part of something. A business is a company. The government is the politicians running a country. 'End up' is a phrasal verb that means be somewhere at the end of a journey.*

Practice

Pupil's Book

- 1 **Before you read** Look at the title and the diagrams. What do you think this report is about?
 - Refer pupils to page 50. Ask students to read the titles of the diagrams carefully, so that they understand what they represent. Explain that they usually show differences of certain things between years, e.g. the first one shows how much plastic was produced today compared to how much plastic will be produced by 2050.
 - It also shows how much plastic there is today compared to fish and how much plastic there will be in 2050 in comparison to fish.

- The second diagram shows a trend. Ask pupils to look carefully at the vertical and horizontal line and check they understand what each one shows (years and tonnes respectively). This diagram is different because it shows the past and the present amount of plastic, whereas the first one makes a prediction about the future.
- Pupils raise their hands to offer answers.
- Read the *Reading tip* to pupils.



2 4.20 Listen and read.

- Play the audio.
- Check comprehension with questions: *What will cause a problem in the oceans? (plastic) How much plastic do we recycle? (five percent) What do small pieces of plastic do? (kill fish) Who does the report give advice to? (businesses and governments)*

3 **After you read** Read again. Are these sentences true or false? Say why.

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

Extra activity Critical thinking

- Pupils work in pairs to think of two more true or false statements for the report. They swap with another pair and decide if they are true or false. For false ones, they give reasons.

4 How do the diagrams help us to understand the text?

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

5 Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?

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

Diversity

Challenge

- During feedback for Activities 4 and 5, include all pupils in the discussion with prompts: *Do you agree, (name)? What do you think, (name)?*

Support

- Use the Expert envoy technique for pairwork for Activities 4 and 5.

Activity Book

1 Read the definitions and write the words.

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

Answer key 2 piece, 3 government, 4 tonne, 5 end up, 6 business

2 Read the report on Pupil's Book page 50 again. Read and complete the sentences with two words.

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

Answer key 2 thrown away, 3 every year, 4 are dangerous, 5 will be, 6 plastic problem

Reading

- 1 **Before you read** Look at the title and the diagrams. What do you think this report is about? *plastic pollution*

- 2 **Listen and read.**



tip Reading

To understand the main idea of a report, read the title and the first paragraph. Also, look at the diagrams because they can help you to understand the information in the text quickly.

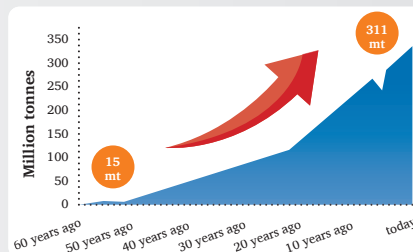
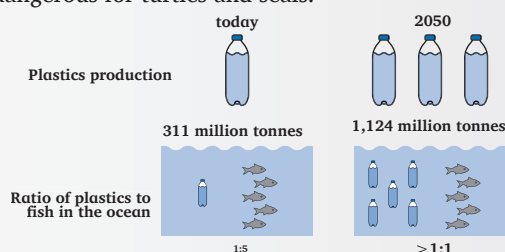
Plastic pollution in the sea

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause a lot of problems for the whole planet.

Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. This is the same as putting one rubbish lorry of plastic into the ocean every minute. Small pieces of plastic can kill fish and larger pieces of plastic are dangerous for turtles and seals.

This report is important because it shows how serious the plastic problem is. It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.

Graph to show how much plastic we make



Words in context

foundation tonne piece
business government end up

Activity Book, page 43

- 3 **After you read** Read again. Are these sentences true or false? Say why.

- This report is about how much plastic we will need to make in the future. *false (It's about the problem of plastic pollution in the sea.)*
- There is more plastic in the sea than fish at the moment. *false (By 2050, there will be more plastic in the sea than fish.)*
- We made twenty times less plastic 50 years ago than we do today. *true*
- Only 5% of plastics are thrown away. *false (Only 5% of plastics are recycled.)*
- Every year, 8 million tonnes of plastic pollution ends up in the sea. *true*
- The report says that businesses and governments must both help with this problem. *true*

- 4 **How do the diagrams help us to understand the text?**

- 5 **Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?**

50 fifty

The pictures of the fish and the plastic bottles help us to understand how much of each is in the sea now and how much will be in the sea by 2050. The graph helps us to understand how much more plastic we are making now than we were making 50 years ago.

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

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

Answer key 2 We make twenty times more plastic now than we did 50 years ago.; 3 One rubbish lorry of plastic goes into the ocean every minute.; 4 Larger pieces of plastic cause problems for seals and turtles.; 5 It's important because it tells us that plastic pollution is a serious problem.; 6 Businesses should always use plastics that can be recycled.

Extra activity Fast finishers

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

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Did you find the report interesting? Was it easy or hard to understand? Did the diagrams help?* and encourage class discussion.

Objectives

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

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can integrate numerical information into an informational text to give more precise details, given a model (GSE 54).

Assessment for Learning

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

Starting the lesson

- Pupils work in groups of three or four to write down as many environment words from Unit 4 as they can remember in one minute.
- Ask for feedback using the Lollipop stick technique.

Presentation

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

Practice

Pupil's Book

- 1 **Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?**
 - Refer pupils to page 51. Ask pupils to look at the first diagram and study the information. Then do the same for the second one.
 - Give students enough time to go through the symbols, numbers and colours and make sure they have worked out the colours/ways to help the environment to the corresponding sections in the circle.
 - Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.
- 2 **Read the *How to write...* box. Then read the report in Activity 1 again and match the paragraphs with the descriptions.**
 - Pupils work individually. Ask a pupil to offer answers. Ask for class agreement.
 - **Extension** Check comprehension with questions: *What was the survey about? (the environment) How old were the pupils who took part? (12 and 13) How many pupils thought picking up rubbish was the best way to help? (14%) Did the survey show that pupils are interested or not interested in the environment? (interested)*

- 3 **Write a report on a survey about endangered animals. Use the *How to write...* box to help you.**

- Read the *Writing tip* to pupils.
- Point out to pupils that the diagrams they need to use are the same as the ones in Exercise 3.
- Give pupils time to complete their plan. Monitor and help.
- Pupils work individually to complete the report. Make sure that pupils double check their spelling and punctuation.
- Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Diversity

Challenge

- Pupils work alone on their reports and diagrams.

Support

- Monitor and help pupils while they write the reports and draw diagrams.

Extra activity Creativity

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

Finishing the lesson

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

Lesson 12 Activity Book

Objectives

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

Global Scale of English (GSE)

- **Reading:** Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Writing:** Can integrate numerical information into an informational text to give more precise details, given a model (GSE 54).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Play *The ball is burning!* or *Pass the ball* to revise the vocabulary from Unit 4.

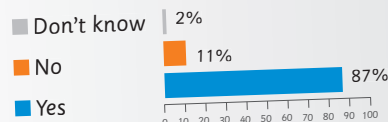
Practice

- 1 **Read and complete the sentences with *while* or *however*.**
 - Pupils complete the activity individually.
 - Check answers using the Lollipop stick technique.

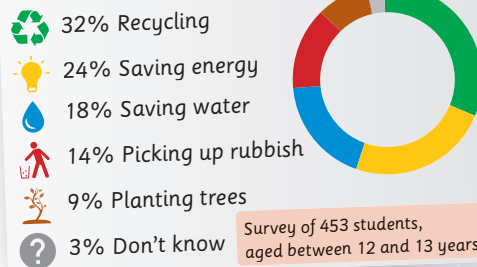
Answer key 2 while, 3 However,

- 1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?

Is it important to help the environment?



What's the best way to help the environment?



Young people and the environment

These diagrams show how students answered a survey about the environment. 453 students, between the ages of 12 and 13, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked what the best way to help the environment was. 32% of students said recycling while 24% said saving energy. 18% said saving water and 14% said picking up rubbish. However, only 9% of students said that planting trees was the best thing to do.

In conclusion, this survey shows that most young people are interested in helping the environment. Also, they think that recycling and saving energy are the best ways to help.

- 2 Read the **How to write...** box. Then read the report in Activity 1 again and match the paragraphs with the descriptions.

How to write... a report

- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly*, *secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

- 1 Paragraph one
- 2 Paragraph two
- 3 Paragraph three
- a Describes the survey results in detail.
- b Explains what the survey results show.
- c Says what the survey was about.

- 3 Write a report on a survey about endangered animals. Use the **How to write...** box to help you.

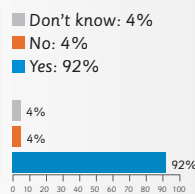
- 1 Look at the diagrams and write a plan, using the information in Activity 2.
- 2 Write your report.
- 3 Read and check your report. Check your spelling and punctuation.

tip Writing

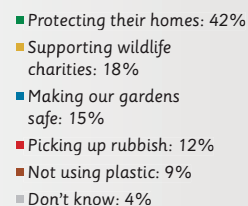
while and however

To compare two different things, use **while** or **however**.

Is it important to help endangered animals?



What's the best way to help endangered animals?



Survey of 342 students, aged between 12 and 13 years

fifty-one

51

- 2 Look at the diagrams. Answer the questions.

Answer key 2 386, 3 11–14, 4 77%, 5 4 ways, 6 take a quick shower, turn off the water when you're brushing your teeth

- 3 Study the two diagrams and plan a report about the survey results.

- Give pupils one minute to complete their notes. Monitor and help with ideas.
- Using the Two stars and a wish technique, pupils read and check each other's work.

- 4 Now write your report.

- Pupils work individually to complete the report.

- 5 Read your report. Check your spelling and punctuation.

- Make sure pupils double-check their spelling and punctuation.

- 6 Work in pairs. Read your partner's report. Is there a good conclusion?

- Pupils work in pairs. They read each other's reports and evaluate their partner's conclusion.

Extra activity Fast finishers

- Pupils find all the numbers in the lesson and write them down in words.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: Today I wrote a report about ...

Next lesson Unit 4 Test

4.6 & 4.7

Narrator: One. Jaber is talking to his mother. What must he recycle?
Boy: Can I sort out the recycling to take to the bins? Should I take this metal water bottle?
Woman: No, you don't have to take that today. I can use it again, so leave it by the sink.
Boy: What about this glass bottle?
Woman: Yes, that should go. But don't take my newspaper. I haven't finished it yet!
Boy: OK.

Narrator: Two. Alia is talking to her father. What should she do to save energy?
Girl: Our school is taking part in a competition to save energy. We must do something at home to help the planet, too.
Man: OK, what do you want to do?
Girl: We should plant a tree!
Man: Hmm, that's a bit difficult. We don't have a garden – where are you going to plant it?
Girl: Hmm, good point. Can we do something to save water then?
Man: Well, we already have showers instead of baths. And we always turn the water off when we brush our teeth. I know! We should ride our bikes to school instead of taking the car.
Girl: Yes, let's do that! It will help to stop pollution and it's good fun!

4.8

Narrator: One
Boy 1: Excuse me, Mrs Haddad. Can we hand in our reports on Sunday?
Woman: No, Faisal. Everyone must hand in their report on Thursday.
Boy 1: OK. And do we have to make a poster, too?
Woman: No, you needn't do that. You can do a digital presentation if you like.
Boy 1: That's good. I prefer working on the computer.

Narrator: Two
Man: Why are you inside the house, Dalia? It's a beautiful spring day.
Girl 1: I know, but I want to watch this video.
Man: Why don't you go out now and watch the video later?
Girl 1: You're right. I'll call Abeer and we can go to the park.
Man: Good, but come back by half past five, please. We're going out for dinner at six o'clock.
Girl 1: Of course. See you later!

Narrator: Three
Woman: Muneer, you're going to be late for school.
Boy 2: Just a minute, Mum. I can't find my Maths book, and I need it today.
Woman: Oh, Muneer. You can't find it because your bedroom is a mess!
Boy 2: I know. I should tidy it up this weekend.
Woman: Good idea, but why not today?
Boy 2: OK. I will.

Narrator: Four
Girl 1: Hey, Alia. Do you want to go to the cinema this afternoon?
Girl 2: Sure! But wait ... I don't have any money.
Girl 1: No problem. I can pay for you this time.
Girl 2: No, that's OK. I can ask my mum and dad for some money.

4.11

Girl 1: I was just listening to an interview with a scientist about natural disasters. The presenter asked him why heatwaves and droughts were happening more often than they used to and he also asked if there was anything we could do about that.
Girl 2: Well, you don't have to be a scientist to answer those questions. Heatwaves and droughts are happening more often because of climate change, so if we want to do something we have to stop polluting the environment.
Girl 1: Yes, that's what the scientist said!
Girl 2: What else did he ask?
Girl 1: He asked him what a tsunami was.
Girl 2: I know this, too – that's a big wave, which is caused by an earthquake or volcano under the sea.
Girl 1: Yes, that's right. You're a bit of an expert on natural disasters, aren't you?
Girl 2: I watch quite a lot of videos about extreme weather! I think it's really interesting!
Girl 1: Can you answer the last question, too? He asked him if tornadoes were dangerous.
Girl 2: Really? Everyone knows the answer to that question! Of course they are!
Girl 1: Yes, the scientist thought that was a strange question, too.
Girl 2: I don't know much about tornadoes though. What else did he say?
Girl 1: He gave some advice about what to do during a tornado. He told listeners to go to the basement of their houses or to hide under a heavy table or desk. He told them not to go near windows or doors and he told them not to panic.
Girl 2: Hmm, that's interesting. I'm going to go and watch some videos about tornadoes now!

4.12 & 4.13

Narrator: One
Woman: OK, class. Does anyone know what a hurricane is? Nada?
Girl 1: Yes, it's a really big storm with lots of rain and strong winds that blow around in a circle.
Woman: OK. And how is that different from a tornado? Reem?
Girl 2: A tornado is smaller, but the winds are much faster. And tornadoes don't last as long as hurricanes.
Woman: Good. And what about a gale? What's that? Hanan?
Girl 3: A gale is a very strong wind, but it doesn't blow around in circles like a hurricane or a tornado.
Woman: Excellent! Now open your books ...

Narrator: Two
Boy 1: Phew! It's so hot today. When is this heatwave going to end?
Man: The weather service says it could last another two or three days.
Boy 1: Oh, no! And when is it going to rain?
Man: I don't know. We're going to have a bad drought this year. Everything is so dry and that's dangerous.
Boy 1: Dangerous? Why's that?
Man: Because there could be a forest fire. Do you remember what happened in California last year?
Boy 1: I do! That was terrible! Let's hope for rain!

4.15

The Monarch butterfly

We can find them in North America. They are black and orange with white spots.
 Monarchs get their food from plants and flowers.
 They fly south in winter and travel about five thousand kilometres from the US to Mexico.
 Monarchs will have problems if winters become wetter and colder.
 People are also destroying the forests where monarchs live.

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

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 3–4
- **Target language:** climate change vocabulary, saying big numbers
- **Skills:** Vocabulary, Reading, Speaking, Writing

Assessment for Learning

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

Materials

- sheets of A4 paper, enough for each student
- stopwatch or timer
- True/False response cards

Global Scale of English (GSE)

- **Vocabulary:** Can use language related to environmental issues (GSE 43–58).
- **Reading:** Can extract factual details from a simple text (GSE 40). Can scan a simple text to find specific information (GSE 41).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38). Can integrate numerical information into an informational text to give more precise details, given a model (GSE 54).

Mapping

Topic	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 4: Environment	Listening: responding to instructions or questions about an oral activity; making a variety of simple inferences; responding accurately to oral language Speaking: responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions Reading: previewing a text, making predictions about content; skimming and scanning for main ideas and details Writing: using posing questions, problem-solving practices and scenarios to conduct small-scale investigations and projects; expressing themselves in writing different forms for different purposes (e.g. letters, emails) Viewing and presenting: discussing own feelings in response to visual messages; presenting and developing ideas and opinions on a variety of topics orally or visually	Listening: identify the gist of short to medium-length passages, presentations, and messages; make suggestions for the improvement of his/her own and peers' presentations; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or enhance understanding of a topic or issue; identify signal words and use them to understand the sequence of and relationships between ideas (main idea detail, cause/effect, contrast, chronological order, exemplification, fact/opinion) Speaking: partake in dialogues with little or no help from the teacher; partake in short discussions on simple themes; articulate evidence-based and sound table-topic discussions Reading: preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; draw inferences through referring to explicit details and examples in a reading text; describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second... in a sequence); explain how an author uses reasons and evidence to support particular points in a text Writing: practise writing different types of texts (descriptive, narrative); write a well-developed text, considering purpose and audience Viewing and presenting: discuss own feelings in response to visual messages

Starting the lesson

- Tell pupils they are going to talk about climate change, how our planet is affected by it, and what we should do to help.

Presentation

-  Explain that in this lesson pupils will learn more vocabulary related to climate change.

Practice

Pupil's Book

1 How many words can you say about climate change?

- Set a timer to one minute and have pupils think of as many words and phrases as they can and write them in their notebooks. Give the examples of global warming and save water. Elicit their ideas and count as they say them, writing appropriate examples on the board.

- **Extension**  Put pupils into small groups. They think of one unpleasant fact related to climate change that they know. It can be that coral reefs are dying, or that ice caps are melting, and so on. They raise their hands to say their ideas.

2 Read and complete the article with the missing headings.

- Ask pupils to look at the photo. Ask *What animal can you see? What do you know about polar bears?*
- Read the paragraphs around the class. Pupils raise their hands to offer the answers.
-  Using the True/False response cards, pupils respond to these statements: *Polar bears have black skin. (true) They can weigh 800 kilos. (true) Polar bears cannot swim. (false) There are only 20,000 polar bears left. (false) The Arctic is 30% bigger than it was in 1979. (false)*

Language booster 2

1 How many words can you say about climate change?

2 Read and complete the article with the missing headings.

Three sad facts Three fun facts



(1) **Three fun facts**

- You might think that polar bears are white, but they actually have black skin! The light on the fur makes them look white!
- Male polar bears can be up to three metres long and weigh up to 800 kilograms. That's as much as about ten men!
- Polar bears can swim for days at a time. A female polar bear once swam for nine days, travelling over 687 kilometres!

(2) **Three sad facts**

- There are only about 30,000 polar bears left in the Arctic. If we don't do something to help, scientists think that this number will go down by 30% by 2050.
- The sea ice in the Arctic is disappearing because of global warming. It's more than 30% smaller now than it was in 1979, so some polar bears can't find enough food.
- Pollution from ships is put into the sea. Polar bears get sick when they swim in polluted sea or eat fish that are full of pollution.

3 Read the article in Activity 2 again. Answer the questions.

1 How long are some male polar bears?

3 metres

2 How much do some male polar bears weigh?

800 kilograms

3 How far did a female polar bear once swim in nine days?

over 687 kilometres

4 How many polar bears are there in the Arctic?

about 30,000

5 How much smaller is the Arctic sea ice now than in 1979?

30%

4 How do we say numbers over 100? Find and say three big numbers in the article. Use the Say it! box to help you.

800 – eight hundred

687 – six hundred and eighty-seven

30,000 – thirty thousand



Saying big numbers

101	one/a hundred and one
200	two hundred
450	four hundred and fifty
770	seven hundred and seventy
835	eight hundred and thirty-five
1,000	one thousand
10,000	ten thousand

52 fifty-two

3 Read the article in Activity 2 again. Answer the questions.

- Ask pupils to look at Activity 3. Read out the first sentence and tell pupils that they can find the answer in Activity 2.
- Pupils work individually to complete the activity. Check answers using the Lollipop stick technique.
- Extension** Pupils write down three more questions about the text and ask and answer in pairs.

4 How do we say numbers over 100? Find and say three big numbers in the article. Use the Say it! box to help you.

- Read the numbers and have pupils repeat them.
- Pupils find the numbers in the article, then check answers in pairs. They practise saying and writing the numbers.

Extra activity Fast finishers

- Give out a sheet of A4 paper to each pupil. Write five numbers in numerals on the board: 498, 954, 2,130, 9,081, 11,279. Have pupils write the numbers in words. Write, e.g. *four hundred and ninety-eight*.

Activity Book

1 After you read Read the text on Pupil's Book page 52 again. Write True or False.

- Pupils look at the photo. Ask if they can remember what the text said about polar bears when they swim in the sea. (*They get sick when they swim in polluted water.*)
- Pupils read the text and complete the activity individually.

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

2 Rewrite the false sentences from Activity 1 to make them true.

- Pupils correct the false statements (1 and 4).

Answer key 1 The skin of polar bears is black. ; 4 Polar bears can swim for days at a time.

3 Write the numbers in words as we say them.

- Pupils complete the activity individually and write the numbers in words.
- Extension** Hand out a sheet of A4 paper to each pupil. Say six numbers and have pupils write them down in numbers and then in words.

Answer key 2 two hundred and fifty, 3 five hundred and eighty, 4 six hundred and five, 5 nine hundred and fifty, 6 one thousand

4 Research and write one more fun fact and one more sad fact about polar bears.

- Ask pupils what fun facts and sad facts they can remember from page 52 of the Pupil's Book.
- Pupils work individually to complete the activity.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today. Ask *What did you like best?*
- Write on the board: *Today I have learnt ...* Have pupils complete the sentence.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 3–4
- **Target language:** climate change vocabulary, saying sentences with *should/shouldn't*, using *by myself, by yourself*
- **Skills:** Listening, Reading, Writing, Speaking

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Reading:** Can find a word in a sentence that has the same meaning as another given word or phrase (GSE 44). Can identify specific information in detailed written dialogues (GSE 53). Can find relevant internet texts on specific topics and extract the most important information, e.g. for school projects (GSE 55).
- **Grammar:** Can use 'should(n't)' to offer or ask for advice or suggestions (GSE 36). Can use reflexive pronouns as objects or complements (GSE 44).
- **Writing:** Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38).
- **Speaking:** Can act out a simple role-play or dialogue with correct intonation (GSE 41).

Assessment for Learning

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

Starting the lesson

- Review the numbers and vocabulary from the previous lesson. Say numbers from the text on page 52 for pupils to say what they refer to without opening their books. Say, e.g. 800 (*kilograms a polar bear can weigh*), 30,000 (*the number of polar bears left in the Arctic*).

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to climate change and will talk about things they can do by themselves.

Practice

Pupil's Book

5 LB2.1 Read and circle. Then listen and check.

- Pupils look at the photo in Activity 2. Tell pupils that the teenagers are talking about climate change. Ask *Do you talk about climate change with your friends? Are you worried about it?*
- Pupils read the conversation silently and circle the words.
- Play the audio for pupils to listen and check their answers.
- Encourage pupils to say any words they got wrong. Help by explaining their mistakes.
- Pupils read the conversation in pairs. Ask some pairs to perform the conversation for the class.



- Nadia:** Hey, I'm just reading an article in this geography magazine about how the Arctic sea ice is disappearing. That means that polar bears are in danger. We must do something to help them.
- Salwa:** But what can we do to improve things for polar bears? I can't save them all by myself!
- Nadia:** No, of course you can't do it by yourself. But, if we all helped, then we would really make a difference.
- Salwa:** How do you mean?
- Nadia:** Well, global warming is destroying the sea ice. So we should do everything we can to stop global warming.
- Salwa:** Oh, yes, I see. There are lots of things we can do to help with that. For example, we shouldn't waste energy and we should recycle plastic, paper and glass.
- Nadia:** Yes, and I should repair my bike so I can cycle to school. We also need to find a way to tell other people how they can help.
- Salwa:** I know! Let's invent a new game about protecting the environment! We can call it the 'Go Green Game'!
- Nadia:** Great idea!

6 Look at the grammar table. Then read and circle the correct answer to complete the rules.

- Read out the grammar table. Ask pupils if they know other ways of saying *by myself* (*alone* or *on my own*). Ask pupils questions about what they do by themselves, e.g. *Do you make your bed by yourself? Do you make breakfast by yourself? Can you tie your shoelaces by yourself?* Have them answer in complete sentences using *by myself*.
- Pupils complete the activity individually. Check answers using the Lollipop stick technique.

7 Say the sentences using *by myself* or *by yourself*.

- Pupils work in pairs and read and say the sentences.
- Pupils give other examples of things they can do by themselves. They share their ideas with the rest of the class.

8 Play the 'Go Green Game'.

- Read the instructions aloud and the information in the squares. Tell pupils that some of the phrases are what we should do and some what we shouldn't do.
 - Pupils work in pairs and play the game.
 - Help and monitor where necessary.
- Possible answers** 1 We should save water. 2 We should plant trees. 3 We should switch off lights. 4 We shouldn't waste energy. 5 We should recycle plastic. 6 We shouldn't destroy the rainforests. 7 We should pick up rubbish. 8 We should use renewable energy. 9 We shouldn't cause pollution. 10 We should protect endangered animals. 11 We should recycle paper. 12 We shouldn't cut down trees.

Extra activity Fast finishers

- Hand out a piece of A4 paper to each student. Have pupils write a summary of the game. They write the title *How to save our planet* and the sentences with illustrations.
- Suggest pupils keep their work in their portfolios.
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

5 LB2.2 Read and listen to the dialogue on Pupil's Book page 53 again. Answer the questions.

- Play the audio for pupils to listen and answer the questions.
- Play the audio again for pupils to check their answers.

Answer key 1 They want to help to save the polar bears because they are in danger.; 2 They are going to make a game about protecting the environment.





5 **Read and circle.**
Then listen and check.

Nadia: Hey, I'm just reading an article in this geography magazine about how the Arctic sea ice is (1) **appearing** / **disappearing**. That means that polar bears are in danger. We must do something to help them.

Salwa: But what can we do to (2) **improve** / **save** things for polar bears? I can't (3) **improve** / **save** them all by myself!

Nadia: No, of course you can't do it by yourself. But, if we all helped, then we would really make a difference.

Salwa: How do you mean?

Nadia: Well, global warming is destroying the sea ice. So we should do everything we can to stop global warming.

Salwa: Oh, yes, I see. There are lots of things we can do to help with that. For example, we shouldn't (4) **waste** / **disappear** energy and we should (5) **destroy** / **recycle** plastic, paper and glass.

Nadia: Yes, and I should repair my bike so I can cycle to school. We also need to find a way to tell other people how they can help.

Salwa: I know! Let's (6) **invent** / **improve** a new game about protecting the environment! We can call it the 'Go Green Game'!

Nadia: Great idea!

6 **Look at the grammar table. Then read and circle the correct answer to complete the rules.**

Grammar

Reflexive pronouns after *by*

I can't save them **by myself**.

Of course you can't do it **by yourself**.

We use **myself** / **yourself** with 'I'.

We use **myself** / **yourself** with 'you'.

7 **Say the sentences using *by myself* or *by yourself*.**

1 I can do my homework on my own.

I can do my homework by myself.

2 Are you going to walk to the shop alone?

Are you going to walk to the shop by yourself?

3 I want to watch this film alone.

I want to watch this film by myself.

4 Can I cook dinner on my own today?

Can I cook dinner by myself today?

5 If you go out alone, you must take your phone.

If you go out by yourself, you must take your phone.

8 **Play the 'Go Green Game'.**

Take it in turns to choose a square.

Say a sentence with *we should* / *shouldn't*.

Score one point for each correct answer.

1 save water	2 plant trees	3 switch off lights
4 waste energy	5 recycle plastic	6 destroy the rainforests
7 pick up rubbish	8 use renewable energy	9 cause pollution
10 protect endangered animals	11 recycle paper	12 cut down trees

6 **Write suggestions.**

- Ask a volunteer to read out the words in the word box. Check comprehension.
- Pupils complete the activity individually.
- Extension** Pupils work in pairs and write new sentences with the words in the box.

Answer key 2 disappeared, 3 invented, 4 wasted, 5 saved, 6 improved

7 **Read and circle.**

- Pupils look at the illustration. Ask *Can you eat a whole pizza by yourself?*
- Pupils complete the activity individually.

Answer key 2 myself, 3 myself, 4 yourself, 5 myself, 6 myself

Extra activity Critical thinking

- Pupils think about ways to reduce their carbon footprint in groups. Give them ideas to help them get started. Say, e.g. *You can take public transport. You can fly less.*

Finishing the lesson

- In pairs, pupils write three things they enjoyed about today's lesson and one thing they didn't like. Pupils share their thoughts with the class.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Objectives

- **Lesson aims:** to learn how to give an explanation
- **Target language:** *arrow, gas, coal, cut down*
- **Skills:** Reading, Speaking, Listening, Writing

Materials

- sheets of A4 paper, enough for each group

Global Scale of English (GSE)

- **Reading:** Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Listening:** Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly (GSE 38).
- **Writing:** Can use linking words such as "when", "if", "that" and "because" to join clauses and sentences together (GSE 47).

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; Summative questions technique

Starting the lesson

- Write *Explanation* on the board. Ask *What verb does the noun 'explanation' come from?* and elicit *explain*.

Presentation

- Explain that in this lesson pupils will learn how to give an explanation about the environment. Ask pupils to say one word connected to the environment using the Lollipop stick technique.

Practice

Pupil's Book

1 Think What do you know about changes in the environment?

- Refer pupils to page 54. Read the questions. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class.
- Teach the words by writing them on the board and explaining meanings:
arrow: →
gas: this is air we burn for energy
coal: this is black rock we use to make electricity
cut down: this means to chop down

2 Learn LB2.3 Listen and read. How can we plan an explanation of how or why something happens?



- Before pupils read, tell them to note down key words from the text that help them answer.
- Play the audio.
- Ask for feedback. Explain the meaning of *cause* (what makes something happen) and *effect* (what happens afterwards). Check comprehension with questions: *Where do we use arrows? (between information) What can we use the plan for? (to write short explanations)*

Diversity

Challenge

- Ask thought-provoking questions: *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?* Write the new words pupils suggest on the board and have them write them in their notebooks with definitions or translations.

Support

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

3 Check Are the sentences true or false? Correct any false sentences.

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

Extra activity Critical thinking

- Pupils work in groups of four. Hand a sheet of paper to each group. They write two more true and false sentences (one of each) based on the text. They swap work with another group and complete each other's activities.

4 Write three things that are caused by climate change. Use an arrow between the cause and effect. Then make sentences to explain them. Use the language below to help you.

- Place pupils in pairs and give them time to think of three sentences.
- Place two sets of pairs together and have them compare notes with arrows and ideas.

Extra activity Fast finishers

- Have pupils write the new words from the lesson in their notebooks with definitions.

Finishing the lesson

- Pupils close their books. Say some false sentences and have pupils correct them:

Explanation is from the word exclaim.

Gas is rocks.

Coal is air.

Cut down means to break down.

An arrow is a square.

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



Social Studies

How can we give an explanation?

Think

- 1 What do you know about changes in the environment?

Learn

- 2 Listen and read. How can we plan an explanation of how or why something happens? *by giving the causes and effects*



When we give an explanation, we say how or why something happens or why something happened in the past. An explanation often needs to show cause and effect. When we plan to write about cause and effect, we can use **arrows (→)** between our notes. For example, look at these notes about how our climate is changing.

gases from cars, buses and aeroplanes → pollution → global warming
coal from fires → pollution → global warming
cutting down trees in forests → global warming
global warming → planet gets hotter → climate change

With this plan we can write a short explanation.

Why is our climate changing?

Our climate is changing because of many things we do.

Gases made by cars, buses and aeroplanes cause pollution

and pollution causes global warming. Using coal for fires

and cutting down trees in forests also cause global warming.

Due to global warming our planet gets hotter, so the climate changes.



check

- 3 Are the sentences true or false? Correct any false sentences.

false (Explanations tell us how or why something happens or why something happened in the past.)

- 1 Explanations tell us when and where something happens.
- 2 Explanations can tell us about something that's happening now or something that happened in the past. *true*
- 3 Arrows link ideas in our notes. *true*
- 4 Pollution from transport causes global warming. *true*
- 5 Global warming causes the cutting down of forests.

false (The cutting down of forests causes global warming.)

- 4 Write three things that are caused by climate change. Use an arrow between the cause and effect. Then make sentences to explain them. Use the language below to help you.

This is causing / has caused ...

This happens because / because of ...

Because of this, ...

... is happening / has happened, so ...

climate change → melting ice in the Arctic

Climate change is causing the melting of ice in the Arctic.

Objectives

- **Lesson aims:** to learn about rainforests
- **Target language:** fuel, burning, dying plant, soil
- **Skills:** Reading, Writing

Materials

- sheets of A4 paper, two for each pair of pupils
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Writing:** Can use linking words such as "when", "if", "that" and "because" to join clauses and sentences together (GSE 47).

Assessment for Learning

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

Starting the lesson

- Ask pupils to remember the new words they learnt in Lesson 1. Have different pupils write the words on the board: *explanation, arrow, gas, coal, cut down, cause, effect*. Ask *What does it mean?* and elicit answers.

Presentation

-  Explain that in this lesson pupils will learn about the problems in rainforests. They will also write and present a report about plastic pollution.
- Pre-teach the words *fuel, burning, dying plant* and *soil* with definitions:

Fuel is what we use to run a car.

When something is on fire, it is burning.

A dying plant will not live.

Plants have their roots in soil in the ground.

Practice

Pupil's Book

- 1 **Let's practise!** Why is it a problem to cut down the rainforest? Read the two texts and check your ideas.
 - Refer pupils to page 55. Read the question. Give pupils one minute to read the explanations.
- 2 **Write a plan for each text. Use the ideas below and join them with arrows.**
 -  Pupils work in pairs to read and answer the questions.
 -  Ask for feedback using the Lollipop stick technique.

Show what you know

Make a cause and effect presentation about pollution caused by plastic rubbish.

-  Place pupils in groups to complete the activity. Hand each group a sheet of paper for their plan with arrows and a sheet of paper for the presentation and coloured pencils.
- Pupils prepare their plans to be checked before they write the report. The plans can be checked by you or in peer groups.
- Pupils then write their presentations.
- Before the presentations, read the *Speaking tip* to pupils. Make sure every student takes part in the presentation by having them take turns to read out sentences.

Diversity

Challenge

-  Pupils read the notes together as a group and ask if they have any problems. They also look at the example for help in their groups.

Support

-  Read out the notes to pupils. Draw their attention to the example before they start to work in groups and deal with any problems.

Extra activity Critical thinking

-  Pupils write two points with arrows in a plan for another environmental issue. They give the plan to their partner who writes full sentences.

Extra activity Fun Time

- Before the class, prepare quiz questions about the environment, e.g. *What do we use coal for?* Divide the class into two teams. They take part in a TV-style quiz and they win a point for each correct answer.

Extra activity Fast finishers

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

Finishing the lesson

- Pupils close their books. Ask them to raise their hands and say a cause or effect that they remember about the rainforest. Another pupil says if this information is a cause or effect.
-  Using the Summative questions technique, ask *Did the arrows help you plan? Did you include everything in your presentation? Did you include causes and effects? How did you feel about doing a presentation?*

Plants start dying, animals lose food and habitat, gases go into the air and cause pollution, so people can get ill. The pollution also causes global warming.

Let's practise!

- 1 Why is it a problem to cut down the rainforest? Read the two texts and check your ideas.



fuel



burning



dying plant



soil

Why are rainforests in danger?

Rainforests are forests that grow where there is lots of rain. They are very important because they have more plants and animals than any other habitat.

However, some workers in the rainforests are cutting down many trees. This is because trees are used to make fuel and oil. They are also used to make paper, furniture and wooden homes. Forest workers sometimes burn the trees so that farmers can have new land for their crops and farm animals. All this is causing the rainforests to be in danger.

Why is cutting down and burning rainforest trees a problem?

Cutting down many rainforest trees causes problems for plants, animals and people. Plants and trees are important because they help to keep the soil good for other plants. Without good soil, plants start dying. Then without plants, animals lose food and habitat, so they move away.

Another problem is for people. When rainforest trees are burned, they make gases. These gases go into the air and cause pollution, so people can get ill. The pollution also causes global warming.

- 2 Write a plan for each text. Use the ideas below and join them with arrows.

plants die

animals move away

rainforest trees are cut down

burning rainforest trees

global warming

makes gases

air pollution

Show what you know

Make a cause and effect presentation about pollution caused by plastic rubbish.

- 1 In groups, think about the problems caused by plastic rubbish. Use these notes to help you.

Lots of ... on beach → ... in wind → ... into sea → fish ...

- 2 Use these words in your explanation: *cause/causes, because, then.*
3 Draw or find pictures to show when you present your explanation.
4 Present your information to the class.
5 Think about other groups' presentations. What elements helped you understand them? Was it the use of clear pictures, clear cause and effect diagrams or correct facts?

What happens when we drop plastic on the beach?

When people drop plastic bottles and plastic from food on the beach, the wind causes it to blow...



tip Speaking

Make a short introduction: *Today / Now / Next we'll explain ... / It's our turn to explain what happens when / if ...* Say the key words in your explanation more loudly than the other words.

World Teacher's Day

Objectives

- **Lesson aims:** to understand a reading text; to create a group collage
- **Skills:** Reading, Listening, Writing, Speaking

Materials

- pictures or photos
- sheets of A4 paper, enough for each group
- glue

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38)
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

Assessment for Learning

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

Starting the lesson

- Ask *Do you celebrate World Teacher's Day? Do you know when it is?* and elicit answers.

Presentation

-  Explain that in this lesson pupils will read a text about World Teacher's Day.
- Ask pupils to raise their hands to guess what will be in the text.

Practice

Pupil's Book

1 F1.1 Listen and read.

- Refer pupils to the picture of Rola.
- Ask pupils to raise their hands to offer answers. Accept all reasonable answers.



2 Answer the questions.

-  Pupils work in pairs to answer the questions.
-  Using the Lollipop stick technique, ask pupils for feedback.

3 What will you do to thank your teacher on 5th October?

-  Place pupils in different pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pairs to share their ideas.

Project

4 Make a collage to thank your teacher.

-  Place pupils in groups for this activity.
- Refer pupils to the class collage image.
- Help pupils decide who will do what.
- Walk around the class monitoring groups.
- Ask groups to present their collage to the class.



Diversity

Challenge

- Encourage pupils to learn their presentation well, so they can look at their audience while they speak.

Support

-  Allow pupils to read their presentations from their paper.

World Teacher's Day Activity Book

Objectives

- **Lesson aims:** to write a thank you note
- **Skills:** Writing

Materials

- sheets of A4 paper, one for each pupil

Global Scale of English (GSE)

- **Writing:** Can write short, simple personal messages giving information of immediate relevance, given prompts or a model (GSE 38).

Assessment for Learning

-  Monitoring pupils' learning: Lollipop stick technique
-  Peer learning: Two stars and a wish technique
-  Independent learning: Learning diary

Starting the lesson

- Ask pupils what they remember about World Teacher's Day.
-  Ask for feedback using the Lollipop stick technique.

Practice

1 After you read Read and match.

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

Answers a 5 Brazil, b 1 Switzerland, c 6 collage, d 2 sign, e 4 celebrate, f 3 fantastic

2 Complete the sentences with the words in Activity 1.

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

Answers 2 fantastic, 3 collage, 4 sign, 5 celebrate, 6 Brazil

3 Write a thank you note to your teacher.

- Give pupils time to complete their note on a sheet of paper. Monitor and help with ideas.
- Pupils work individually to complete the note.
- Pupils evaluate their own work.
-  Using the Two stars and a wish technique, pupils read and check each other's work.

World Teacher's Day



1 Listen and read.

Hello, I'm Rola. We should all remember World Teacher's Day!



5th October

World Teacher's Day

World Teacher's Day is on 5th October, when people around the world remember how important it is to have a good teacher. World Teacher's Day was started by UNESCO in 1994 and on their website you can see photographs of amazing teachers working hard in many countries, from Brazil to Switzerland!

So what can you do on 5th October this year to thank your fantastic teachers? Our class are making

a special thank you collage for our English teacher. We will all sign it with our names!

You needn't be a student to celebrate World Teacher's Day either. Some teachers will hear from the men and women they used to teach. My mother told me she got her job as a scientist because her science teacher was so good! She always writes a special letter to her teacher on World Teacher's Day to thank her.



2 Answer the questions.

- 1 Where do people celebrate World Teacher's Day?

They celebrate it around the world.

- 2 What can you see on UNESCO's website?

You can see photographs of amazing teachers working hard in many countries.

- 3 Do teachers only hear from children on World Teacher's Day? Why?

No, some teachers will hear from the men and women they used to teach.

- 4 Why did Rola's mother want to write to her teacher?

She wanted to thank her for helping her get a job.

- 3 What will you do to thank your teacher on 5th October?

- 4 ✨ Make a collage to thank your teacher.

- 1 In groups, find pictures or photos for your collage.
- 2 Stick your pictures onto some paper to make your collage.
- 3 Write a thank you note and sign your names.
- 4 Present your collage to the class.



56 fifty-six

4 Read your note to the class.

- Pupils read their notes to the class.

Finishing the lesson

- 📖 Pupils write down what they achieved in their Learning diary:
Today, I wrote

Mother's Day

Objectives

- **Lesson aims:** to understand a reading text; to learn about Mother's Day
- **Skills:** Reading, Listening, Writing, Speaking

Materials

- sheets of A4 paper, enough for each group

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

Assessment for Learning

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

Starting the lesson

- Ask *Do you celebrate Mother's Day? How? What do you do?* and elicit answers.

Presentation

-  Explain that in this lesson pupils will read a text about Mother's Day.
- Ask pupils to raise their hands to guess what will be in the text.

Practice

Pupil's Book

1 F2.1 Listen and read.

- Refer pupils to the picture of Omar.
- Ask pupils to raise their hands to offer answers. Accept all reasonable answers.



2 Answer the questions.

-  Pupils work in pairs to answer the questions.
-  Using the Lollipop stick technique, ask pupils for feedback.

3 Which country's Mother's Day do you think is the most interesting? Why?

-  Place pupils in different pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pairs to share their ideas.

Project



4 Find out about Father's Day.

-  Divide pupils into groups of four.
- Help pupils decide who will do each part of the research.
- Monitor and help groups as they make notes.
- Ask groups to present their notes to the class.

Diversity

Challenge

- Encourage pupils to learn their presentation well, so they can look at their audience while they speak.

Support

- Allow pupils to read their presentations from their notes.

Mother's Day Activity Book

Objectives

- **Lesson aims:** to make a Mother's Day card
- **Skills:** Writing

Materials

- coloured pencils

Global Scale of English (GSE)

- **Writing:** Can write short, simple personal messages giving information of immediate relevance, given prompts or a model (GSE 38).

Assessment for Learning

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

Starting the lesson

- Ask pupils what they remember about Mother's Day.
-  Ask for feedback using the Lollipop stick technique.

Practice

1 After you read Match the countries with the pictures.

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

Answers 1 b, 2 c, 3 d, 4 a

2 What does your mother do for you every week? Make a list.

- Pupils complete the activity individually and then compare their lists with a partner.
- Ask different pupils for ideas.

3 Make a Mother's Day card. Remember to thank her for everything she does.

- Pupils work individually to make their card using coloured pencils.
- Monitor and help.
- Pupils evaluate their own work.

Mother's Day

1 Listen and read.

Hello, I'm Omar. Let's learn about Mother's Day around the world.



2 Answer the questions.

1 What do children give their mothers in many countries?

They give special cards, flowers or a present.

2 What date is Mother's Day around the world?

It is on different dates.

3 In which country do people sing songs for their mothers?

Mexico

4 Why do you think Mother's Day is a holiday in Thailand?

Because it is also the Queen's birthday.

5 What is different about Mother's Day in Ethiopia?

It lasts for three days.

3 Which country's Mother's Day do you think is the most interesting? Why?

4 Find out about Father's Day.

1 In groups, find out about Father's Day around the world.

2 Make some notes.

3 Present your notes to the class. Did you find the same information?



fifty-seven

57

- Using the Two stars and a wish technique, pupils read and check each other's work.
- Pupils read each other's cards in groups of four.

Finishing the lesson

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

Glossary

Unit 1

accommodation – /əˌkɒməˈdeɪʃn/
backpacker – /ˈbækpækə/
capital city – /ˈkæpɪtl 'sɪti/
clock tower – /klɒk 'taʊə/
coach – /kəʊtʃ/
crossroads – /ˈkrɒsˌrəʊdz/
fire engine – /faɪər 'endʒɪn/
fountain – /ˈfaʊntɪn/
lorry – /ˈlɒri/
luggage – /ˈlʌɡɪdʒ/
monument – /ˈmɒnjəmənt/
neighbourhood – /ˈneɪbəhʊd/
pavement – /ˈpeɪvmənt/
police station – /pəˈliːs 'steɪʃn/
railway station – /ˈreɪlweɪ 'steɪʃn/
road sign – /rəʊd saɪn/
roundabout – /ˈraʊndəbaʊt/
statue – /ˈstætʃuː/
taxi – /ˈtæksi/
tour guide – /tuə gaɪd/
tourist – /ˈtuərɪst/
tourist information centre – /ˈtuərɪst
 ˌɪnfəˈmeɪʃn 'sentə/
traffic jam – /ˈtræfɪk dʒæm/
traffic lights – /ˈtræfɪk laɪts/

Unit 2

architect – /ˈɑːkɪtekt/
be born – /biː bɔːn/
computer programmer – /kəmˈpjʊːtə
 ˈprəʊgræmə/
dentist – /ˈdentɪst/
diver – /ˈdaɪvə/
find a job – /faɪnd ə dʒɒb/
get a degree – /get ə dɪˈɡriː/
get married – /get 'mæɪrɪd/
go backpacking – /gəʊ 'bækˌpækɪŋ/
go to school – /gəʊ tuː skuːl/
go to university – /gəʊ tuː
 juːnɪˈvɜːsəti/
graphic designer – /ˈɡræfɪk dɪˈzaɪnə/
grow up – /grəʊ ʌp/
hairstylist – /ˈheəˌdraɪst/
have children – /hæv 'tʃɪldrən/
inventor – /ɪnˈventə/
journalist – /ˈdʒɜːnəlɪst/
manager – /ˈmænɪdʒə/
move house – /muːv haʊs/
novelist – /ˈnɒvəlɪst/
politician – /ˌpɒlɪˈtɪʃn/
professional footballer – /prəˈfeʃnl
 ˈfʊtbɔːlə/
retire – /rɪˈtaɪə/
start a business – /stɑːt ə 'bɪznɪs/

Learning Club 1

concert – /ˈkɒnsət/
happy – /ˈhæpi/

Unit 3

adventure story – /ədˈventʃə 'stɔːri/
biography – /baɪˈɒɡrəfi/
bright – /braɪt/
charming – /ˈtʃɑːmɪŋ/
dark – /dɑːk/
detective story – /dɪˈtektɪv 'stɔːri/
drama – /ˈdraːmə/
empty – /ˈempti/
fantasy – /ˈfæntəsi/
gorgeous – /ˈɡɔːdʒəs/
graphic novel – /ˈɡræfɪk ˈnɒvl/
horror story – /ˈhɒrə 'stɔːri/
huge – /hjuːdʒ/
mystery – /ˈmɪstri/
poetry – /ˈpəʊtri/
popular – /ˈpɒpjələ/
recipe book – /ˈresɪpi bʊk/
science fiction – /ˈsaɪəns ˈfɪkʃn/
secret – /ˈsiːkrət/
self-help – /ˌself ˈhelp/
steep – /stiːp/
strange – /streɪndʒ/
terrible – /ˈterəbl/
tiny – /ˈtaɪni/

Unit 4

avalanche – /ˈævələːnʃ/
climate change – /ˈklaɪmət tʃeɪndʒ/
destroy the rainforests – /dɪˈstrɔɪ ðə
 ˈreɪnˌfɒrɪsts/
drought – /draʊt/
flood – /flʌd/
forest fire – /ˈfɒrɪst faɪə/
gale – /geɪl/
global warming – /ˈɡləʊbl ˈwɔːmɪŋ/
heatwave – /ˈhiːtweɪv/
hurricane – /ˈhʌrɪkən/
pick up rubbish – /pɪk ʌp ˈrʌbɪʃ/
plant trees – /plɑːnt triːz/
pollution – /pəˈluːʃn/
protect the environment – /prəˈtekt ðɪ
 ɪnˈvaɪrənmənt/
recycle – /ˌriːˈsaɪkl/
save water – /seɪv ˈwɔːtə/
snowstorm – /ˈsnəʊstɔːm/
switch off lights – /swɪtʃ ɒf laɪts/
thunder and lightning – /ˈθʌndə ænd
 ˈlaɪtnɪŋ/
tornado – /tɔːˈneɪdəs/
tsunami – /tsuːˈnɑːmi/

use renewable energy – /juːz
 rɪˈnjuːəbl ˈenədʒi/
volcano – /vɒlˈkeɪnəʊ/
waste energy – /weɪst ˈenədʒi/

Learning Club 2

appear – /əˈpiə/
disappear – /ˌdɪsəˈpiə/
improve – /ɪmˈpruːv/
invent – /ɪnˈvent/
myself – /maɪˈself/
yourself – /jɔːˈself/

[illegible]

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