

# Welcome

# Welcome back

**Hobbies:** bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball

**Technology:** call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone

## 1 Listen and read.



### THE RETURN OF THE DISCOVERY TEAM!



⌚ How many balls is Bo juggling?

How many different types of technology can you see?

4 four



How many balls is Bo juggling? **He's juggling five balls.**

How many different types of technology can you see? **There are six –**

**mobile phone, computer, keyboard, mouse, smartwatch, tablet.**

## Unit objectives

to talk about hobbies and technology

## Language

Vocabulary	<b>Hobbies</b> bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball <b>Technology</b> call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone
Grammar	Past simple

## Key competences

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

**Digital competence:** use Pupil's Book eBook (L. 1–3)

**Social and civic competences:** learn to be creative (L. 2 and 3)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 1 and 2)

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

## 21<sup>st</sup> Century Skills for Learning and Innovation

Critical thinking	Remembering information (L. 1 and 2); Reflecting on learning (L. 1 and 2)
Creativity	Describing forms of technology (L. 3)
Communication	Talking about hobbies (L. 1)
Collaboration	Acting out (L. 1)

## Evaluation

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

## Mapping

Topics	Theme 4: Science and technology	Theme 6: Recreation
Scope and Sequence Matrix	<b>Listening:</b> understanding the main idea and specific details in oral texts describing people, places and events; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information or clarify something <b>Speaking:</b> taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion) <b>Reading:</b> reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language <b>Writing:</b> using adequate spelling, punctuation, grammar and organisation <b>Viewing and presenting:</b> viewing visual information and showing understanding by asking relevant questions	
Learning Outcomes and Performance Indicators	<b>Listening:</b> identify the main ideas and specific details in oral descriptions of people, places and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements) <b>Speaking:</b> speak intelligibly while making statements, asking questions, giving instructions and reporting events <b>Reading:</b> use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main idea(s) and key facts in a reading text <b>Writing:</b> use correct sentence grammar, punctuation and capitalisation <b>Viewing and presenting:</b> start to demonstrate understanding of visual information by asking relevant questions	

# Vocabulary

## Objectives

- Lesson aims:** to revise hobbies and technology; to recall the characters with a story
- Target language:** *bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball*
- Skills:** Reading, Listening, Speaking

## Materials

- Pupil's Book Pages 4–5
- Activity Book Pages 2–3
- a stopwatch
- a ball
- Yes/No response cards

## Global Scale of English (GSE)

- Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can identify specific information in a simple story, if guided by questions (GSE 35).
- Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- Speaking:** 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: Yes/No response cards technique; Lollipop stick technique; Basketball technique
-  Peer learning: pairwork; groupwork; Two stars and a wish technique
-  Independent learning: Summative questions technique

## Starting the lesson

- Ask *What are the names of the Discovery Team members? What do you know about them? Who's your favourite? Why?*
-  Place pupils in groups. Ask them to brainstorm hobbies. Write them on the board.
-  Call out these hobbies one at a time. Ask pupils to respond to the ones they do using the Yes/No response cards: *bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball*. Ask pupils if they do any other hobbies.

## Presentation

-  Explain that in this lesson pupils will meet the Discovery Team again and revise hobbies, as well as some forms of technology.

## Practice

### Pupil's Book

#### 1 W1 Listen and read.

- Refer pupils to page 4. Ask pupils to look at the pictures and to raise their hands to say who and what they can see.
- Play the audio.
- Ask *What hobbies did you hear? (bake a cake, fix toys, do experiments, throw a ball, juggle) What technology words did you hear? (computer, emails, smartwatch, tablet)*



- Check comprehension. Ask *What can Granny do on her smartwatch? (make calls and play games) Can Hamed fix Katy's tablet? (He's not sure.) What club did Katy go to? (Science Club)*
- Pick up the stopwatch and explain that pupils have fifteen seconds to answer the question and find the different types of technology.
-  Check answers using the Lollipop stick technique or the Basketball technique.

#### 2 Read the sentences and write the missing words.

- Before pupils begin, remind them who the characters are by asking questions, e.g. *Who is Bo? (He's the robot.)*, etc.
- Pupils work individually and compare ideas in pairs.
-  Check answers using the Lollipop stick technique or the Basketball technique.

#### 3 Act out the story.

-  Divide pupils into groups of four and allocate a role to each pupil (Katy, Millie, Hamed and Bo).
- Play the audio again for pupils to listen to and practise.
- Pupils act out the story in groups. Have a class vote for the best performance.

## Diversity

### Challenge

- Pupils act out the story to the class without the books.

### Support

- Struggling pupils can use the book.



#### 4 W2 Listen and write Fatima or Amal.

- Play the audio. Pupils write their answers.
- Play the audio to check answers then check answers as a class.

**Amal:** What did you do at the weekend, Fatima?

**Fatima:** I did lots of things! It was my little brother's birthday, so I helped mum to bake baklava. What about you, Amal?

**Amal:** I didn't do much. I practised juggling. I'm still not very good at it! Did you do anything else?

**Fatima:** Well, it's the Science Fair soon, so I practised doing experiments. You can do all sorts of great things with this science kit I've got.

**Amal:** Wow, Fatima, that sounds great!

**Fatima:** It was! What did you do yesterday?

**Amal:** Nothing exciting. Oh, wait! I helped my brother to fix his toy robot. He was so happy when it worked.

**Fatima:** That's great!

#### 5 Describe a hobby. Your partner guesses.

- Write more examples of hobbies on the board (e.g. *drawing, cycling, swimming, travelling, reading, playing board games*, etc.).
-  Place pupils in pairs.
- Monitor pupils, helping where necessary.
-  Use the Lollipop stick technique or the Basketball technique to choose pairs to act out their dialogues for the class.

## Extra activity Critical thinking

-  Place pupils in groups. Ask *Which hobbies do you think are best for connecting with other people? Why?* Pupils discuss the question in groups. Ask for ideas.

#### 6 Write about your favourite hobby. Share with the class.

- Pupils work individually to write about their favourite hobby. Brainstorm what they could write about (how often they do it, if they do it alone or in a group, why they like it, etc.).

## 2 Read the sentences and write the missing words.

1 Millie went to see her Granny and Grandpa.

2 Hamed learnt how to bake a cake and to fix toys.

3 Katy did amazing experiments in Science Club.

4 Bo learnt how to juggle.

5 Bo wants someone to throw him another ball.

## 3 Act out the story.

## 4 Listen and write Fatima or Amal.



Amal



Amal



Fatima



Fatima

## 5 Describe a hobby. Your partner guesses.



You make this in the oven.  
It's got tomatoes and cheese  
on top. It's delicious!

Yes!



Make a pizza?

five

5

## 6 Write about your favourite hobby. Share with the class.

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- Using the Two stars and a wish technique, have pupils read each other's work.
- Use the Lollipop stick technique or the Basketball technique to choose pupils to read aloud their texts.

## Activity Book

## 1 Look, read and match.

- Explain to pupils that they will use their Activity Books throughout the course both to consolidate and extend the Pupil's Book lessons and as separate lessons where indicated.
- Pupils work individually and check answers in pairs.

Answer key 2 d, 3 a, 4 c

## 2 Look and write.

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

Answer key 2 juggle, 3 pizza, 4 experiment, 5 ball, 6 toys

## 3 Complete the sentences with the words from Activity 2.

- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 pizza, 3 toys, 4 ball, 5 experiment, 6 juggle

## 4 What did they do at the weekend? Write and match.

- Pupils work individually.
- Check answers as a class.

Answer key 2 did, b; 3 fixed, d; 4 juggled, a; 5 threw, e

## Extra activity Fast finishers

- Pupils write the answers to the questions in their notebooks.

## Finishing the lesson

- Using the Summative questions technique, write *What have you learnt today?* on the board and have pupils answer the question in their notebooks.

# Grammar

## Objectives

- **Lesson aims:** to review the Past simple
- **Skills:** Reading, Writing, Listening, Speaking

## Materials

- Pupil's Book Page 6
- Activity Book Page 4
- a ball
- Yes/No response cards
- True/False response cards

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Writing:** Can write about past activities using simple language, given a model (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).
- **Speaking:** Can talk about common past activities, using simple linking words (GSE 41). Can retell the main points of an extended story in their own words (GSE 54). Can talk about past events or experiences, using simple language (GSE 41).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique; Basketball technique; True/False response cards technique; Yes/No response cards technique
- Peer learning: pairwork; Three facts and a fib technique
- Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils what they remember from the story: *What did Hamed/Millie/Katy/Bo do during the summer holidays?*

## Presentation

- Explain that in this lesson pupils will use the Past simple. Ask pupils if they can remember what we use the Past simple for (completed actions in the past).

## Practice

### Pupil's Book

#### 1 Look back! Tick (✓) the sentence in this picture.

- Refer pupils to page 6. Ask different pupils to read out the sentences.
- Pupils refer back to page 4 to check their answer.
- **Extension** Ask pupils to say who said the other sentences in Activity 1 (*Hamed, Millie*).

#### 2 W3 Listen and repeat.

- Play the audio.
- Draw pupils' attention to *were*. Ask *Do we need the question word Did?* and elicit *No*. Ask *How do we answer? With did or was/were? Didn't or wasn't/weren't?* and elicit the answers.
- Draw pupils' attention to the irregular verb (*learnt*). Tell pupils to look at the list at the back of their Activity Books and ask the meaning of any verbs they don't know.

#### 3 W4 Put the pictures in the correct order. Listen and check.

- Pupils look at the pictures and think about what they see.
- Play the audio.
- Check pupils know what to do by using the Traffic light cards technique. Play the audio again if necessary.
- **Extension** Play the audio again and ask comprehension questions: *Where did they buy the ingredients? (at the supermarket) Who made the bread part of the pizza? (Mum) Was Laith good at throwing the pizza? (no) Why didn't Laith put olives on the pizza? (He doesn't like them.) How long did Laith's mum put the pizza in the oven for? (10 minutes) How many slices did Laith eat? (three)*



My name's Laith, and I kind of learnt how to make pizza at the weekend. I love pizza, so I asked Mum to help me make one because she knows how to do it.

First, we went to the supermarket to buy the ingredients. When we got home, we made the dough – that's the bread part of a pizza. Well, I didn't make it, Mum did. She also tried to teach me to throw the dough in the air like they do in pizza restaurants. I wasn't very good at it! Once the dough was ready, I put all the ingredients on top. I didn't put on any olives because I don't like them. After that, Mum put the pizza in the oven. In 10 minutes, it was ready. I ate three large slices! But I didn't eat it all. The whole family enjoyed it!

#### 4 Complete the email. Write the correct form of the verbs in brackets.

- Elicit the meaning of *seaside* (an area by the sea that people visit for a day or for a holiday).
- Pupils do the activity individually and compare answers with a partner.
- Check answers using the Lollipop stick technique or the Basketball technique.

## Extra activity Critical thinking

- Pupils work in pairs and, using the Three facts and a fib technique, they write three sentences about the email: two true and one false. They read them to another pair who use their True/False or Yes/No response cards to say which ones are true and which is false.

#### 5 Write one true and one false sentence about what you did at the weekend. Your partner guesses which one is true.

- Place pupils in pairs to complete the activity.
- Use the Lollipop stick technique or the Basketball technique to choose pupils to read aloud their sentences to the class. The class guesses if they are true or false.

## Activity Book

#### 1 Look and write sentences.

- Give pupils a moment to look at the pictures. Ask *What can you see?* and elicit answers.
- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 Amal didn't bake a cake. She made a pizza. 3 Zeinab didn't write an email. She wrote a letter. 4 Kareem juggled. He didn't throw a ball.



**1** Look back! Tick (✓) the sentence in this picture.

- 1 I'm not sure I can do that!
- 2 They've got all this new technology!
- 3 I can juggle five balls at the same time!

  
  



**2** Listen and repeat.

I learnt how to cook.	What did you do, Katy?
I didn't do much.	How were your holidays?



**3** Put the pictures in the correct order. Listen and check.



**4** Complete the email. Write the correct form of the verbs in brackets.

send forward attach

Hi Millie,

This is Grandpa! How (1) was (be) your weekend? Did you (2) have (have) a good time? Granny and I (3) went (go) to the seaside in Aqaba. It was lovely. We (4) ate (eat) a lovely lunch and (5) had (have) ice creams after. There (6) were (be) a lot of people there. Next, we (7) visited (visit) a museum. We (8) didn't get (not get) home until late. I (9) sent (send) some emails when we got back, but Granny (10) didn't play (not play) games on her smartwatch – she was too tired.

Anyway, got to go, more emails to send!

Love,  
Grandpa

**5** Write one true and one false sentence about what you did at the weekend. Your partner guesses which one is true.

6 six

**Diversity**

**Challenge**

- Have pupils complete Activity 1 individually.

**Support**

- Tell pupils to work in pairs to complete Activity 1.

**2** Order the words to make sentences.

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

**Answer key** 2 Did you do experiments yesterday? 3 I didn't fix my toys at the weekend. 4 I threw a ball with my best friend last night.

**Extra activity** Fast finishers

- Pupils close their books and write down four things they remember from this lesson.

**Finishing the lesson**

- Using the Summative questions technique, ask Do you understand the grammar?

# Vocabulary

## Objectives

- **Lesson aims:** to recall types of technology
- **Target language:** *call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone*
- **Skills:** Reading, Listening, Speaking

## Materials

- Pupil's Book Page 7
- Activity Book Page 5
- a ball
- sheets of A4 paper, enough for each pupil

## Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).
- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe common everyday objects, using simple language (GSE 31).

## Assessment for Learning

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

## Starting the lesson

- Play a game with the vocabulary from the lesson. Divide the class into two teams. Ask a pupil from one of the teams to stand with their back to the board, facing his/her team. Write a word from the lesson on the board. Explain that the pupil with their back to the board is not allowed to look at the word. His/Her team needs to find a way to make their player say the word. They can define, explain, mime, give clues (it's got ten letters, etc.). The player has one minute to guess the word. If they can guess the word, they get a point. Then it's the other team's turn.

## Presentation

- Explain that in this lesson pupils will revise technology vocabulary.

## Practice

### Pupil's Book

#### 1 W5 Listen, point and repeat.

- Write *Technology* on the board.
- Place pupils in pairs. Hand a sheet of A4 paper to each pupil and ask them to write down as many types of technology as they can in one minute. Ask pupils how many types they were able to write. The pupil with the most words wins.
- Pupils refer to page 7.
- Play the audio. Pupils listen, point and repeat.



#### 2 W6 Listen and tick (✓).

- Ask pupils to look at Activity 2. Ask pupils to say what they can see in the pictures.
- Tell pupils they are going to listen to dialogues.



- Play the audio for pupils to tick the correct object.
- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Check answers using the Lollipop stick technique or the Basketball technique.

#### 1 What did Sami use to do his homework?

Mum: Sami?  
 Sami: Yes, Mum?  
 Mum: Did you do your homework?  
 Sami: Well, I started doing it on the computer. But then Dad needed to use it for work.  
 Mum: So, how did you do it?  
 Sami: I used my tablet!  
 Mum: Good thinking!

#### 2 What did Fadi's dad buy at the weekend?

Boy: Hey Fadi! Did you have a good weekend?  
 Fadi: Oh, yes! I went shopping with my dad.  
 Boy: Great! Did you buy anything?  
 Fadi: No, I didn't, but I got my mobile phone fixed. But guess what?  
 Boy: What?  
 Fadi: My dad bought a smartwatch!  
 Boy: Oh, that's nice. I'd like a smartwatch, too!

#### 3 What did Abeer send to her grandpa?

Dad: Abeer, did you write to Grandpa yesterday? It was his birthday.  
 Abeer: I did! I wrote to him three days ago.  
 Dad: Why did you write to him three days ago? His birthday was yesterday.  
 Abeer: Yes, but remember his computer doesn't work.  
 Dad: Ah, that's right.  
 Abeer: So I wrote him a letter and a card and posted them.  
 Dad: Great!

## Diversity

### Challenge

- Play the audio once. Pupils swap books. Play the audio again for pupils to check each other's work.

### Support

- Play the audio once. Pupils compare answers with a partner. Play the audio again for pupils to check their work.

#### 3 Make questions and ask your partner.

- Place pupils in pairs. Have them write the questions before they begin.
- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to act out their questions and answers.

## Activity Book

#### 1 Complete the crossword.

- Pupils work individually to complete the crossword.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** Across: 2 study, 3 computer, 6 call, 8 tablet, 9 mobile phone; Down: 2 smartwatch, 4 email, 5 keyboard, 7 telephone

#### Extra activity Fast finishers

- Pupils write their ten favourite words from the Welcome unit in their notebooks.

#### 2 W7 Listen and match. Which is their favourite?

- Play the audio.
- Pupils compare answers with a partner.
- Play the audio again for pupils to confirm answers.




**1**  Listen, point and repeat.


call



computer



email



keyboard



letter



mobile phone



study



smartwatch



tablet



telephone

**2**  Listen and tick (✓).


1 What did Sami use to do his homework?



2 What did Fadi's dad buy at the weekend?



3 What did Abeer send to her grandpa?


**3**  Make questions and ask your partner.

study for a test    use a smartwatch    play games on a tablet  
 write an email    send a letter    call a friend  
 make a call with a mobile phone    do homework on a computer

Did you study for a test at the weekend?

Yes, I did. What about you?

I did, too!

seven

7

-  Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 1d, 2e, 3a

1 **Ali:** Hi, I'm Ali. I like lots of technology. I really like my mobile phone, but my favourite is my tablet. I use it to do art and all kinds of other interesting things.

2 **Noura:** Hi, I'm Noura. My favourite technology item is unusual. I love talking with my cousins, but they live in the countryside and don't have the Internet. They do have a telephone, though. So, my favourite is the telephone because I use it to talk to my cousins!

3 **Abbas:** Hello. My name's Abbas. I really like my computer because I use it a lot for my homework to find out about things. But my favourite is my smartwatch. It can do so many things.

3  **Describe three items in your notebook. In pairs, read and guess.**

- Read out the example in the speech bubbles aloud.
- Monitor pupils while they're writing their descriptions.
-  Place pupils in pairs and have them read and guess their descriptions.

### Finishing the lesson

-  Using the Summative questions technique, ask pupils if they found the lesson easy or difficult. You can also use Exit slips to have pupils evaluate the lesson.