Mapping

Topics

Theme 2: Culture
Theme 6: Recreation

Scope and Sequence Matrix

Listening: understanding the main idea and specific details in oral texts describing people, places and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information or clarify somethina

Speaking: taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion)

Reading: reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language; expressing, and justifying, opinions on characters and events; skimming and scanning a text for main ideas and key details, graphing them; distinguishing facts from opinions

Writing: independently writing short texts (letters, memos, reminders, stories) using adequate spelling, punctuation, grammar and organisation

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions; responding to a variety of oral presentations



What doesn't belong in the picture? The octopus in the dishwasher doesn't belong. (1)
What is Bo doing? He's juggling. (2)

What has someone made for lunch? They've made a plate of falafel for lunch. (3) What is Millie reading? She's reading a comic. (4)

Learning Outcomes and Performance Indicators

Listening: identify the main ideas and specific details in oral descriptions of people, places and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions to seek help, get information or clarify something

Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events; produce two- and three-syllable words with the correct stress

Reading: use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main idea(s) and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text

Writing: use correct sentence grammar, punctuation and capitalisation; write a short, simple descriptive text of a person or place in Jordan

Viewing and presenting: start to demonstrate understanding of visual information by asking relevant questions; interpret visual cues in order to analyse and make inferences about the intention of the message

Unit objectives

to talk about machines and materials

Language

Vocabulary	Machines coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine Materials cotton, gold, leather, metal, paper, plastic, rubber, silver	
Grammar	Present perfect with ever/never is/are made of	
Functions	Explaining that something doesn't work: You need to turn it on.	
Pronunciation	Produce two- and three-syllable words with the correct stress (verbs and verbs with -ing): begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching	

Key competences

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

Mathematical, science and technological competences: order sentences (L. 3)

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

Social and civic competences: learn to be creative (L. 3, 9 and 12); learn to explain that something doesn't work (L. 10)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 9)

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. 5, 9 and 10)

Initiative and entrepreneurship: choose a topic for the project (L. 9)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 3 and 9); Defining and describing (L. 1, 3, 7 and 9); Finding information (L. 1, 3, 5, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Making a class book about traditional crafts (L. 9)
Communication	Describing machines (L. 1); Talking about what you have done (L. 5); Describing material (L. 7); Talking about traditional crafts (L. 9); <mark>Explain</mark> ing that something doesn't work (L. 10); Functional dialogue (L. 10)
Collaboration	Project groupwork (L. 9); Acting out (L. 3)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 8 Test
- End-of-semester 2 Test
- End-of-year Test

Vocabulary

Objectives

- Lesson aims: to learn and use household appliance words
- Target language: coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine
- Skills: Speaking

Materials

- Pupil's Book Pages 42-43
- · stopwatch
- a ball
- Resource 38 A

Global Scale of English (GSE)

 Speaking: Can repeat single words, if spoken slowly and clearly (GSE 18). Can ask a range of questions in guessing games to find the answer (GSE 36).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation; Key question technique



Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Exit slips



Peer learning: pairwork

Independent learning: Summative questions technique

Starting the lesson

 Write Machines at home on the board. Explain the meaning if necessary. Ask Have you got machines in your home? Which rooms are they in? Which machines do you use the most? Pupils raise their hands to answer.

Presentation

 Explain that in this lesson pupils will learn to talk about machines at home.

Practice

Pupil's Book

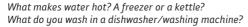
⊕ How many words for machines in the house do you know?

- Refer pupils to page 42. Read the rubric and tell pupils to look at the picture and find the machines they know. Pupils work in pairs and tell each other the words they know.
- Sign of the Lollipop stick technique, ask pupils to say machines they know.
- One of the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands to give answers.
- Extension (A) Ask pupils to look at page 42 again. Have them describe the picture in pairs, telling each other where the people in the picture are and what they are doing, and to name any objects, clothes and food that they know, e.g. oranges, glasses.

2 🮧 8.1 Listen, point and repeat.

- Refer pupils to page 43. Tell pupils to count how many machine words they knew.
- Play the audio.
- Tell pupils to look at the pictures and practise the new vocabulary. Ask questions and have pupils raise their hands to offer answers:

Where can you bake a cake? In the fridge or the oven?



What do you need to make clothes? A coffee machine or a sewing machine?

Can you find two machines that you can use to make hot soup? What do you need to clean up bread crumbs on the carpet? A toaster or a vacuum cleaner?

 Explace pupils in pairs. Have pupils say a machine word to their partners for them to point to the correct picture. Then they swap.

Extra activity Critical thinking

- Pupils work in pairs. They discuss in which rooms you have and use these machines. Start with the question Where do you use a toaster? (in the kitchen)
- Ask different pairs to say their ideas and promote class discussion about different possible answers.

Dook for the words from Activity 2 in the picture on page 42. Which word is missing from page 42?

• As Give pupils one minute to work in pairs to find the machine words and write the missing word. Check answers using the Lollipop stick technique or the Basketball technique.

4 🕠 8.2 Listen and write. What is it?

- Explain to pupils that they will hear noises that different machines make.
- Play the audio. Stop after each noise for pupils to write their answer. Pupils raise their hands to offer answers.



- 1 sound of a toaster
- 2 sound of a microwave
- 3 sound of a sewing machine
- 4 sound of a dishwasher
- 5 sound of a vacuum cleaner

5 🦺 💭 Work with a partner. Play a guessing game!

• Place pupils in pairs to play the game.

Diversity

Challenge

 Pupils ask about other machines that are in the house, e.g. computers, tablets, TVs, electric toothbrushes, shavers, tumble dryers.

Suppor

 Say the verbs in phrases that are connected to each machine and ask pupils to say which machine they go with, before pupils complete the activity in pairs, e.g. cook food, bake cakes, heat up food, keep food cold and fresh, freeze food, boil water, wash clothes, wash plates, toast bread, make coffee, clean the floor, sew clothes.

Finishing the lesson

 Susing the Summative questions technique, ask pupils what they found difficult about the lesson. You can also use Exit slips to have pupils evaluate the lesson.

Lesson 2 Activity Book

Objectives

- Lesson aims: to learn and use household appliance words
- Target language: coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine
- Skills: Writing

Materials

- Activity Book Page 32
- Pupil's Book Page 42
- a ball



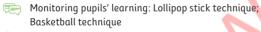
Global Scale of English (GSE)

• Writing: Can label simple pictures related to familiar topics by copying single words (GSE 16).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Peer learning: pairwork

Independent learning: Summative questions technique

Starting the lesson

- Write some machine vocabulary on the board.
- Describe a machine and ask pupils to guess what it is from the description.

Practice

- 1 Ö Look at Pupil's Book page 42. Use the words in the box to write sentences about the picture.
 - Sive pupils one minute to complete the activity. Have pupils check their answers with their partners.

Answer key (possible answers) 2 There's a glass of milk next to the *falafel* plate. 3 Bo is juggling some oranges. 4 Hamed has got some chocolate.

2 Look and match.

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

Answer key cooker 6, microwave 4, oven 7, dishwasher 10, toaster 9, washing machine 11, fridge 2, coffee machine 5, freezer 3, vacuum cleaner 12, kettle 8, sewing machine 1

Circle the odd one out. Write why.

- Pupils work individually to complete the activity. They then
 compare ideas with a partner to discuss why the words they chose
 are the odd one out.
- Check answers using the Lollipop stick technique or the Basketball technique.

 $\begin{array}{ll} \textbf{Answer key} & 2 \ \text{vacuum cleaner; You can't use a vacuum cleaner to} \\ \text{make drinks. 3 toaster; You can't use a toaster to wash things.} \end{array}$

Extra activity Fast finishers

• Pupils write the new words in their vocabulary lists.

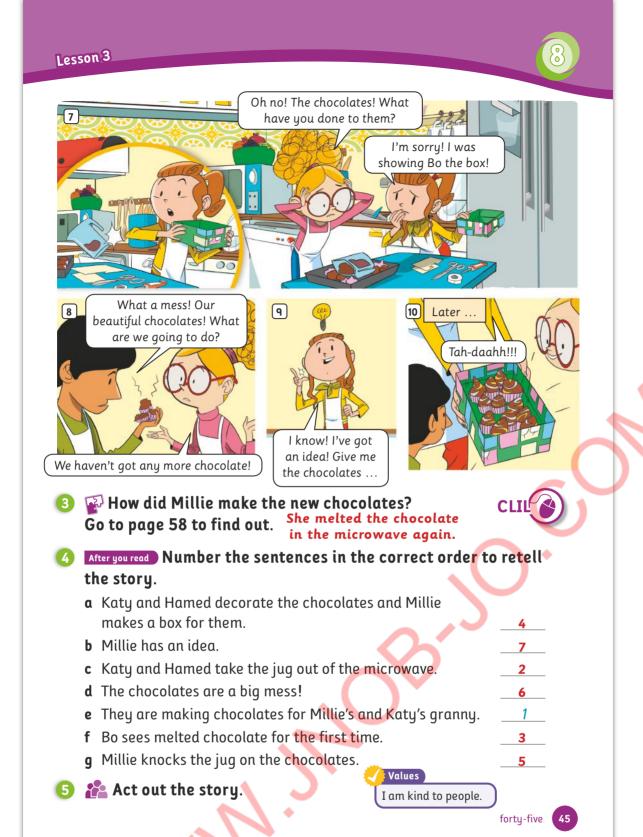
Finishing the lesson

- Pupils close their books and work in pairs. Give them one minute to write down the names of the machines at home.
- Susing the Summative questions technique, ask How many machines did you remember? Did you spell them correctly?



the chocolate box. Look!

forty-four



Objectives

- Lesson aims: to listen to, analyse and act a story
- Target language: revision of machines vocabulary; paper cases, melt, jug, decorations
- Skills: Reading, Speaking, Listening

Materials

- Pupil's Book Pages 44-45
- Happy/Sad face cards
- Yes/No response cards
- Resource 43

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 understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- Speaking: Can act out parts of a picture story, using simple actions and words (GSE 30).
- **Listening**: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Basketball technique; Happy/Sad face cards technique; Yes/No response cards technique



Peer learning: pairwork; groupwork; acting out

Independent learning: Summative questions technique

Starting the lesson

Using the Basketball technique, ask pupils to say one machine word each from Lesson 1.

Presentation

Explain that in this lesson pupils will listen to a story.

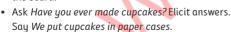
Practice

Pupil's Book

- 1 Before you read Which machine do the children use in the
 - · Refer pupils to pages 44 and 45

2 🎧 8.3 Listen and read.





- Ask Have you ever made chocolate sauce? Elicit answers. Say You have to melt chocolate to make sauce. You can do this in a jug in
- Ask Have you ever made a birthday cake? Did you put candles on it? Elicit answers. Say The candles are decorations.
- · Plau the audio.
- Check comprehension. Ask Why are they making chocolates? (for Granny's birthday) What did Katy make last year? (a chocolate cake) Is the silver real metal? (No, it's sugar.) Who made a mess? (Millie).

• Pupils work in groups and search online to find recipes that use chocolate.

Diversity

Challenge

• Before pupils open their books, tell them the title of the story. Pupils predict what might happen, using the information they have from the picture in Lesson 1.

Support

• Pre-teach other words that pupils might have problems with.

🗿 <caption> How did Millie make the new chocolates? Go to page 58 to find out.

- R Pupils discuss in pairs.
- 🗐 Using the Happy/Sad face cards technique (or the Yes/No response cards technique), ask Did you find the answer?

4 After you read Number the sentences in the correct order to retell the story.

• 🗐 Pupils work individually to complete the activity. Ask for answers using the Basketball technique.

Extra activity Critical thinking

• Pupils work in pairs and write one more sentence for what Millie did to fix the chocolates.

Values

- Rupils think about the value individually and then discuss in pairs.
- Discuss the value as a class.
- Ask Why is it important to be kind to others? What does being kind mean to you? Can you give an example of a kind thing you did recently? What are some of the small ways we can show kindness to others?

6 Act out the story.

- Divide pupils into groups of four. Allocate a role to each pupil (Katy, Millie, Hamed and Bo).
- Pupils act out the story in groups.

Extra activity TPR

• Play the audio again. When pupils hear the word chocolate or chocolates, they hold up a happy face.

Finishing the lesson

- Ask pupils to retell the story in groups.
- Summative questions technique, ask pupils what they enjoyed most about the story.

Lesson 4 Activity Book

Objectives

- Lesson aims: to review a story
- Target language: revision of machines vocabulary; paper cases, melt, jug, decorations
- Skills: Reading

Materials

· Activity Book Page 33

How to work with stories

Stage 1 - Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right.) Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the storu.

Stage 2 - Listening to the story

At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 - After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. When answering, pupils additionally practise and consolidate the previously introduced language material.

Stage 4 - Acting out

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

Suggested exercises

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask pupils about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

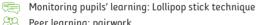
Global Scale of English (GSE)

• Reading: Can identify specific information in a simple story, if quided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Peer learning: pairwork



Independent learning: Summative questions technique

Starting the lesson

• Ask pupils to tell you what happens in the story from the previous lesson. Play the audio again if necessary.

Practice

- After you read Look and order.
 - · Give pupils one minute to complete the activity.
 - Enck answers using the Lollipop stick technique.

Answerkey 2d, 3c, 4a

- Complete the sentences. Then match them with the pictures in Activity 1.
 - · Pupils work individually and check their answers in pairs. Answer key 2 microwave, b; 3 jug, chocolates, a; 4 decorations, c

Circle the correct option.

Pupils complete the activity individually.

Answer key 2 Millie, 3 Katy, 4 paper

4 Values Read and tick (✔). Who's being kind?

• Rupils tick and then compare answers with a partner.

Answer key 4 V, 6 V

Extra activity Fast finishers

Pupils write in their vocabulary lists new words they didn't know.

Finishing the lesson

Summative questions technique, ask pupils what they remember from the story.

CLIL Link

In Unit 8, the story is based around the concept of materials and their properties/Energy and change (melting) from the Science curriculum.

The Discovery Team want to make some chocolates for the girls' granny's birthday. They melt chocolate in the microwave, then pour it into paper cases and decorate them with silver and gold sugar stars. Millie knocks a jug which falls onto the chocolates, ruining them. But she realises that the chocolate can be melted again to make new chocolates.

To explore the concept of materials and their properties further, you can use Resource 43.

Objectives

- Lesson aims: to learn and use the Present perfect with ever and
- Target language: Have you ever (made chocolates)? She's never (used the oven before).
- Skills: Reading, Speaking

Materials

- Pupil's Book Page 46
- a ball
- Resource 48 A

Global Scale of English (GSE)

- · Reading: Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Basketball technique; Exit slips



Peer learning: pairwork; groupwork

Independent learning: Summative questions technique

Starting the lesson

- Write A big mess on the board. Ask What were the kids making? Where did they melt the chocolate? What did Millie knock over? What was Millie's idea? and elicit answers.
- Ask pupils what else they remember from the story.

Presentation

- Explain that in this lesson pupils will learn to use the Present perfect with ever and never.
- Ask Have you ever baked a chocolate cake? and elicit answers. Write the question on the board.
- Write on the board No, I haven't. I've never made a chocolate cake.
- · Ask pupils to say other things they have never done. Prompt with ideas if necessary: driven a car, flown like a bird.

Practice

Pupil's Book

- $m{0} \nearrow$ Look back! Tick ($m{arepsilon}$) the sentence in this picture.
 - Refer pupils to page 46. Pupils look back at the story on pages 44-45 to find the answer.

2 🎧 8.4 Listen and repeat.

- · Play the audio.
- Remind pupils that the Present perfect uses have and then the past participle of the verb. Revise some past participles of verbs, e.g. make, buy, see, do, eat, wash, melt.
- · Play the audio.
- Extension Pupils look at the story on pages 44-45. They find the examples of the Present perfect.

Diversity

Challenge

• Ask pupils to look at the question and sentence form of the Present perfect with ever and never and work out the word order themselves.

- Write the word order for the Present perfect with ever and never on the board and have pupils copy them into their notebooks.
- 3 🚵 Match the sentences to the pictures. In pairs, ask and
 - Pupils complete the activity individually.
 - Theck answers using the Basketball technique.
 - Place pupils in pairs and have them ask and answer the questions.
- 👍 🎥 💭 Ask five partners. Has anyone done all these things?
 - Pupils work in groups of six. Monitor groups.
 - Have groups report back to the class. Have each pupil say one sentence

Extra activity Collaborative work

- Pupils make a questionnaire in groups of four. They include four questions using the Present perfect and ever, and spaces for four answers per question.
- Place two groups together. Pupils ask each other their questions
- Have pupils report back to the class using the Present perfect and the Present perfect with never.
- 5 Pupil A: Activity Book, page 45.
 - Pupil B: Activity Book, page 47.
 - Rlace pupils in pairs for this activity.

Extra activity TPR

• Read out sentences with ever and never. Pupils raise their right hand for ever and their left hand for never.

Finishing the lesson

- Ask pupils to write more questions with Have you ever ...? Monitor.
- Place pupils in pairs and have them ask and answer each other's
- ঢ় 😭 Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

Lesson 6 Activity Book

Objectives

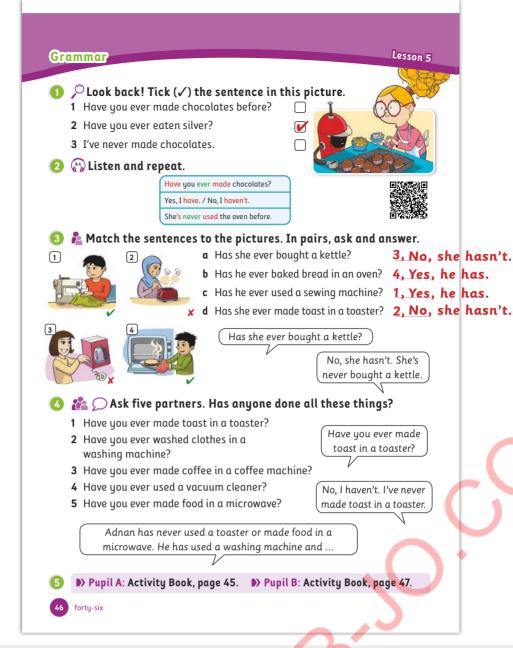
- Lesson aims: to learn and use the Present perfect with ever and never
- Target language: Has Lama ever used a vacuum cleaner? No, she hasn't.
- Skills: Listening, Writing

Materials

- · Activity Book Page 34
- a ball

Global Scale of English (GSE)

- Listening: Can identify activities occurring in the past in short, simple dialogues (GSE 36).
- 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; Basketball technique



Peer learning: pairwork



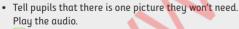
Independent learning: Summative guestions technique

Starting the lesson

Ask pupils to tell you when we use ever and when we use never.

Practice





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

1 Lama: I hate cleaning the floor!

Boy: Have you ever used a vacuum cleaner, Lama?

Lama: No, I haven't. I've never used one before.

Boy: Really? Vacuum cleaners are great!

2 Girl: Hi, Amer! What are you doing?

Amer: I'm sewing.

Girl: Oh! Have you ever used a sewing machine before?

Amer: Oh, yes, I have! My mum has one at home. I love it!

3 Sana: This book is amazing! Look at this big whale!

Boy: Wow! It is amazing. Have you ever seen a whale, Sana?

Sana: No, I haven't. I've never seen a whale. Only in pictures.

Can you help me? I'm making a cake for my mum's birthday tomorrow.

OK ... Have you ever baked a cake before, Samia? No, I haven't. I've never baked a cake. That's why I'm Samia:

asking for your help! 5 Nasser: Look! There's a poetry competition at school. That's great! Have you ever written a poem, Nasser? Nasser: Yes, I have. I love writing poems and songs!

Answer key 2 Amer - f, ✓; 3 Sana - c, X; 4 Samia - a, X; 5 Nasser − e. 🗸

Look at Activity 1. Write questions and answers.

Answer key 2 used a sewing machine, Yes, has; 3 Has, seen a whale, No, hasn't; 4 ever baked a cake, No, she hasn't.; 5 Has Nasser ever written a poem? Yes, he has.

3 🧸 💭 In pairs, ask and answer. Use the words in the box.

- Rlace pupils in pairs and have them ask and answer the questions. Monitor.
- Ask pairs to act out their dialogue for the class.

Extra activity Fast finishers

• Pupils write the questions and answers from Pupil's Book Activity 3.

Finishing the lesson

• Summative questions technique, ask Where do we put ever and never when we use the Present perfect? and elicit answers.

Vocabulary and Grammar

Objectives

- Lesson aims: to learn and use materials vocabulary; to learn and use is/are made of; to learn and sing a song
- Target language: cotton, gold, leather, metal, paper, plastic, rubber, silver
- Skills: Listening, Speaking

Materials

- Pupil's Book Page 47
- eight word cards: cotton, gold, leather, metal, paper, plastic,
- eight picture cards with drawings or printouts of objects made of these materials: cotton T-shirt, gold ring, leather jacket, metal paper clip, sheet of A4 paper, plastic bag, rubber wheel, silver
- True/False or Yes/No response cards
- Resources 38 B, 48 B, 52, 56

Global Scale of English (GSE)

- Listening: Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking: Can repeat single words, if spoken slowly and clearly (GSE 18). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can sing a basic song from memory (GSE 22). Can ask questions in guessing games to find the answer (GSE 36).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation

Monitorina pupils' learnina: Basketball technique: True/False response cards technique; Yes/No response cards technique; Exit slips



Peer learning: pairwork; groupwork

Independent learning: Summative questions technique

Starting the lesson

• 🥽 Say I've never been to the Moon. Using the Basketball technique, have pupils say something they have never done.

Presentation

- Explain that in this lesson pupils will learn and use materials vocabulary and they will learn to talk about what things are made of. They will also sing a song.
- Write Materials on the board. Hold up a book and say This book is made of paper. Paper is a material.
- Ask pupils to say any materials they know. Accept all reasonable suggestions. Write their ideas on the board.

Practice

Pupil's Book



· Refer pupils to page 47. Ask pupils if they see any of the materials they thought of. Have pupils look at the \blacksquare pictures and raise their hands to describe what they can see.



- · Play the audio.
- Practise the vocabulary using the True/False or Yes/No response cards technique:

The T-shirts are made of cotton.

The jacket is made of paper.

The steps are made of metal.

The yellow card is made of paper.

The bags are made of plastic.

The wheel is made of leather.

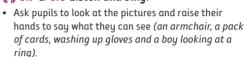
The bracelet is made of gold.

The ring is made of silver.

Extra activity Collaborative work

• R Have pupils say a word to their partners for their partner to point to the correct picture. Then they swap.

2 8.7 & 8.8 Listen and sing.





- · Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a
- Play the song again and encourage pupils to join in.
- 8.8 Play the karaoke version of the song again and encourage pupils to sing.

3 8.9 Listen and repeat.



Place pupils in pairs. Pupil A says a number and asks a question about an object in Activity 1. Pupil B



A: Number 4. What are they made of? B: They're made of paper. Pupils then swap.

🚹 🚣 💭 In groups, play a guessing game!

- Ask two pupils to read out the examples.
- Place pupils in groups for this activity.
- Ask different groups to demonstrate one example to the class.

Extra activity TPR

• Hand out the word cards and picture cards to 16 pupils. Tell them they have one minute to find the matching cards.

Finishing the lesson

🥽 😭 Using the Summative questions technique, ask pupils what they learnt today. Ask them if they found the lesson difficult or easy. You can also use Exit slips to have pupils evaluate the lesson.

Lesson 8 Activity Book

Objectives

- Lesson aims: to learn and use materials vocabulary; to learn and use is/are made of
- Target language: Has Lama ever used a vacuum cleaner? No, she hasn't.
- Skills: Writing

Materials

· Activity Book Page 35

Global Scale of English (GSE)

• Writing: Can label simple pictures related to familiar topics by copying single words (GSE 16). 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



Independent learning: Summative questions technique

Starting the lesson

• Say an item and ask pupils to tell you what it's made of, e.g. magazines, T-shirts, shopping bags, smartphones, curtains, trainers, etc.

Practice

🚺 Look and complete.

7 silver, 8 gold

- Pupils work individually and check in pairs. Answer key 2 leather, 3 metal, 4 paper, 5 plastic, 6 rubber,
- Use the materials in Activity 1 to complete the table.
 - Check answers using the Lollipop stick technique.

Answer key rocks: metal, silver, gold; plants: paper, rubber; animals: leather

3 Look at Activity 1 and write questions and answers.

- Reace pupils in pairs. Ask them to look around the classroom and to say what the things they can see are made of. Monitor.
- · Pairs read out one question and answer each.

Answer key 2 What is the lamp made of? It's made of paper. 3 What is the chair made of? It's made of plastic. 4 What are the boots made of? They're made of rubber. 5 What is the bag made of? It's made of leather. 6 What is the medal made of? It's made of gold.

Ucok around the room. What are the things you can see made of?

• Rlace pupils in pairs. Ask them to look around the classroom and to say what the things they can see are made of. Monitor and help where necessary.

Finishing the lesson

- Summative questions technique, ask Do you like the song? Can you remember it without looking at the book?
- 8.8 Play the karaoke version of the song again and encourage pupils to sing.



Objectives

- Lesson aims: to learn about traditional Jordanian crafts
- Target language: revision of vocabulary and grammar; crafts, handmade, weaving, tents, wool, sheep, berries
- Skills: Reading, Speaking

Materials

- Pupil's Book Page 48
- Activity Book Page 36
- sheets of A4 paper, enough for each group of pupils
- coloured pencils
- pictures from magazines or printouts of crafts
- a folder for the class book
- craft objects brought from pupils' homes
- blank labels

Global Scale of English (GSE)

- Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39). Can quess the meaning of unknown words in simple texts from the context (GSE 46).
- **Speaking**: Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Peer learning: pairwork; groupwork



Independent learning: Summative questions technique

Starting the lesson

Write Crafts on the board. Ask Have you ever made something on a sewing machine? How about anyone in your family? and elicit answers.

Presentation

- Explain that in this lesson pupils will talk about traditional Jordanian crafts.
- Write Rugs and Pottery on the board. Ask Where do we use a rug? What is it made of? What do we use pottery for? What is pottery made of?
- Pre-teach the words crafts, handmade, weaving, tents, wool, sheep, berries. Write the words on the board one at a time and explain the meanings: Crafts are things you make. If you use your hands to make a craft, it's handmade. Weaving is when you make cloth on a machine by crossing threads under and over each other. A tent is shelter we use when we go camping. Wool is the soft hair that covers sheep and some other animals. A berry is a small fruit that grows on a bush.

Culture notes

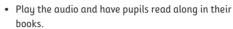
- The rugs of the Bani Hamida tribes are mostly made in a village called Makawir, which is located in central Jordan, a town famous for its wool. They use one of the oldest weaving techniques in the world which continues on from generation to generation. The art of weaving rugs in the region originated thousands of years ago.
- There is a lot of clay available in Jordan which is why pottery is such a popular craft.

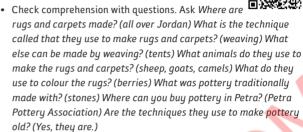
Practice

Pupil's Book

- Before you read Look at the headings and pictures. What's similar about the pictures? What's different?
 - Refer pupils to page 48 and read the questions. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas.

2 🞧 8.10 Listen and read.





Fun activity

- Pupils go online and find out how long pottery has been made in Jordan for.
- · Pupils report their findings to the class.

Extra activity Critical thinking

• Pupils work in pairs and think of handmade objects they have at home. They write a list and say what they are made of. They report their ideas back to the class.

After you read Activity Book, page 36.

• Pupils turn to page 36 in their Activity Books and complete the activities

What other traditional Jordanian crafts do you know?

- Place pupils in pairs for this activity.
- Ask pupils to say what they know. Promote class discussion and ask pupils to draw pictures of the crafts on the board.
- Extension Internet search key words: Traditional crafts from

🕰 Project

Make a class book about traditional crafts.

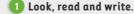


- Divide pupils into groups of four. Hand them the materials for their project.
- Explain that pupils should all contribute ideas.
- Put all the pages in the folder. Have pupils look at the book and learn about different crafts.

Extra activity TPR

• Assign different crafts from the class book to different pupils. Call out the words for the different crafts and have those pupils mime that they are making them.

Activity Book



- Pupils work individually and check their answers in pairs.
- Theck answers using the Lollipop stick technique.

Answer key 2 rug, 3 tent, 4 pottery



Handmade in Jordan

Do you know what a craft is? It's something that you make by hand. Have you ever seen any traditional Jordanian crafts? There are many different kinds!



Rugs and Carpets

These are rugs and carpets. People made these in Amman, but craftspeople make them all over Jordan. They make them using a very old technique called weaving. Weaving is still a very popular handicraft today in Jordan, and many older people teach it to younger people. Traditionally, they use weaving to make anything from carpets to tents. The main materials are sheep's wool, goat's hair and camel hair! They then use berries to give the rugs their natural colour.



Traditionally, people made pottery with stones from Petra, and they decorated them with images of the natural landscape. Today, visitors can buy beautiful pottery at the Petra Pottery Association. This is close to Wadi Musa. The women that work here still use the same techniques that they used hundreds of years ago!





1 Before you read Look at the headings and pictures.
What's similar about the pictures? What's different?





Activity Book, page 36.

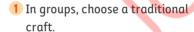
What other traditional Jordanian crafts do you know?

In Jordan, there is a long tradition of making painted glass. It's from ...

48 forty-eight

🏞 Project

Make a class book about traditional crafts.



- 2 Find or draw pictures of the craft.
- 3 Write about the craft.
 - · What's the name of the craft?
 - What do you make?
 - How do you make it?

 But the second and the second are second as a second are second are second as a second are second as a second a
- 4 Put the pages together to make a class book on traditional crafts.
- Choose your favourite craft





things. They are made of different materials.

After you read Match the sentence halves.

• Ask different pairs to read out a sentence half each.

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

Make a class 'Crafts exhibition'.

- Pupils bring in a craft object from home and label the object with its name, its material and its use.
- Give pupils time to set up their craft for the exhibition.
- Pupils and guests visit the exhibition. Encourage pupils to ask questions.

Extra activity Fast finishers

 Pupils find the words connected to materials in the text on page 48 of their Pupil's Books and write them in their notebooks.

Finishing the lesson

• Susing the Summative questions technique, ask What did you learn today? and have pupils raise their hands to offer answers.

Englishlinaction

Objectives

- Lesson aims: to learn to explain that something doesn't work; to learn and practise two- and three-syllable words with the correct
- Target language: You need to turn it on.; begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching
- Skills: Reading, Listening, Speaking

Materials

- Pupil's Book Page 49
- Activity Book Page 37
- Yes/No response cards
- sheets of A4 paper, enough for each pupil, scissors
- Resource 60

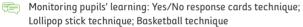
Global Scale of English (GSE)

- Reading: Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- 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 express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

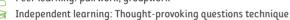


Setting aims and criteria: lesson objectives presentation





Peer learning: pairwork; groupwork



Starting the lesson

Ask pupils questions about machines for them to respond with their Yes/No response cards. Ask Have you ever used a microwave/an oven/a kettle/a dishwasher/a washing machine?

Presentation

- Explain that in this lesson pupils will learn to explain that something doesn't work and learn and practise two- and three-syllable words with the correct stress.
- Write mobile phone, laptop and tablet on the board. Ask Where do they get power? and elicit they use batteries/electricity.

Practice

Pupil's Book

- - · Refer pupils to page 49.
 - Draw pupils' attention to the Tip box.

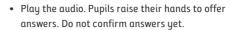
Diversity

Challenge

· Ask pupils to say sentences that contain both words for each person in the Tip box, e.g. I like video games. Please play with me.

• Write __ like video games. Please play with ___ . on the board and have pupils complete the sentences with \emph{I} and \emph{me} . Repeat with other sentences for the other pronouns.

🗿 🎧 8.11 Listen. What does Malek need help with?





- Play the audio again and pupils listen and read. Confirm the answer to Activity 2.
- · Draw pupils' attention to the Say it! box. Read out the sentences and then have pupils repeat as a class
- Extension Pupils read the dialogue in pairs. They then repeat the dialogue but change the role and machine and use their own

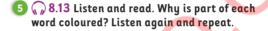
Extra activity Creativity and collaboration

• R Hand a sheet of A4 paper to each pupil. Pupils draw a machine they often use. They then repeat the dialogue in pairs, but change the game console to one pupil's machine. Change pairs and repeat.

🛂 🦺 💭 Work with a partner. Describe a problem with a machine.

- Place pupils in pairs to complete the activity.
- Pupils repeat the activity in different pairs.

Pronunciation





- Explain that we pronounce some parts of words louder than others. Explain that this is called 'stress'.
- Say the words aloud. Ask pupils to tell you how many syllables each word has got. See if they can identify which part of the word is stressed.
- Play the audio and have pupils read along. Ask why part of each word is coloured (it's the stressed part).
- Play the audio again. Pause after each word and have pupils repeat.

Activity Book

1 Replace the <u>underlined</u> words with the words in the box.

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

Answer key 2 them, 3 it, 4 us, 5 her

2 🮧 8.14 Match the sentence halves to make a conversation. Listen and check.

- Play the audio.
- Pupils complete the activity individually.
- Pupils check their answers in groups.
- Extension Pupils read the dialogue in pairs.

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

📵 🦺 🎧 8.15 Listen and read. Circle the stressed parts of the words. Then practise saying the words with a partner.

- Play the audio. Pupils circle the stressed
- parts of the words individually.
- Check answers as a class.
- Place pupils in pairs and have them practise saying the words to each other. Monitor.

Answer key 1 repeat 2 invite 3 pronounce 4 believe 5 explain 6 collect 7 laughing 8 speaking 9 boiling







Lesson 10

English in action

Explaining that something doesn't work



Subject and object pronouns

$$\begin{split} I-me & & \text{it}-\text{it} \\ you-you & & \text{we}-\text{us} \\ he-him & & \text{they}-\text{them} \\ \end{split}$$

ne – nim she – her







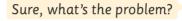
3 (%) Listen, read and check.

Abbas, can you help me?

I got this new video game console, but it doesn't work.

Dad, we want to play but it doesn't work. Can you help us?

Thanks, Dad!

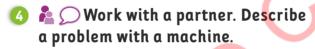


Look, here's Dad. Let's ask him.

Oh, I see. You need to turn it on. Look!



Can you help me/us? It doesn't work. Let's ask him. You need to turn it on.



a dishwasher a cooker a kettle a sewing machine

The dishwasher doesn't work. What a mess! Can you help me?

Pronunciation

5 (3) Listen and read. Why is part of each word coloured? Listen again and repeat.



begin
contain
decide

enjoy recommend understand

entertain seeing watching

Because it's the stressed part of the word (we say it louder than the rest of the word).

forty-nine



Extra activity Fast finishers

 Pupils write the dialogue from Pupil's Book Activity 3 in lines on a sheet of A4 paper. They cut the paper into the lines and then shuffle the dialogue. They then order the dialogue.

Finishing the lesson

- Susing the Thought-provoking questions technique, ask Have you
 ever had a problem with a game console? What did you do? and elicit
 answers
- Play Hangman with the words from this lesson.



Objectives

- Lesson aims: to read and analyse an article about accidental
- Target language: revision of unit vocabulary and grammar; accidental, engineer, seeds, hooks, loops, farmer, goats, coffee
- Skills: Reading, Speaking

Materials

- Pupil's Book Page 50
- Activity Book Page 38
- sheets of A4 paper, enough for each group of pupils
- Resource 64

Global Scale of English (GSE)

- Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38). Can extract factual details from a simple text (GSE 41). Can find relevant Internet texts on specific topics and extract the most important information, e.g. for school projects (GSE 55).
- Speaking: Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique; Basketball technique



Peer learning: pairwork; groupwork

Independent learning: Thought-provoking questions technique

Starting the lesson

- Revise the machines from Lesson 1. Give pupils one minute to write down as many machines as they can think of. They then compare with
- Have different pupils write the names of machines on the board and draw a picture.
- Write Inventions on the board and explain the meaning if necessary. Ask What is your favourite invention? Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson pupils will read about accidental inventions
- Write accidental, engineer, seeds, hooks, loops, farmer, goats and coffee on the board. Tell pupils these words are in the text. Explain

If something is accidental, you didn't plan to do it.

An engineer designs machines.

Plants grow from seeds.

A hook is this shape (hook your finger).

A loop is a circle, in string, for example.

A farmer grows crops and raises animals for food.

Goats are animals with horns that we use for milk and meat.

Coffee is a drink made from the beans of coffee plants.

Diversity

Challenge

• Republis extra questions: Can you predict what the text is about from these words? Have pupils discuss in pairs for one minute and then raise their hands to offer ideas.

Support

• Pre-teach any other words from the article that pupils might have a problem with.

Practice

Pupil's Book

Before you read Which of the three inventions below do you think is the best?

• Refer pupils to page 50. Tell pupils to look at the titles for now. Pupils discuss in pairs first. Using the Lollipop stick technique, ask pupils for answers.

2 🎧 8.16 Listen and read.

Play the audio.

· Check comprehension with questions: What did Percy make in his invention? (popcorn) Where was the farmer from? (Ethiopia) What did George use to look at the seeds? (a microscope) Which invention do you think is best now?

Extra activity Critical thinking

• Pupils read the text again and find all the verbs in the Past simple and the Past continuous. They write the verbs in their notebooks under two separate headings.

3 After you read Read and circle. Which fact isn't mentioned?

- 🕾 Pupils complete the activity in pairs.
- Check answers using the Lollipop stick technique.
- Extension Assign an invention to each pair. Pupils write one sentence that is in the text, and one sentence that isn't in the text, using their imagination. They swap sentences with another pair and find the sentence that isn't mentioned.

Extra activity TPR

Divide pupils into three groups and assign an invention from the text to each group. Read the text. Pupils from the groups mime what the inventor was doing.

🎎 Work in groups. Use the Internet to find out about a famous Arab inventor or invention.

- Place pupils in groups. Ask them to use the Internet to find out about an Arab inventor or invention.
- · Ask them to share their findings with the class.

Activity Book

After you read Match the pictures and write the

- Sive pupils one minute to complete the activity. They compare answers with a partner.
- Check answers using the Basketball technique.

Answer key 2 d, farmer; 3 c, microscope; 4 a, engineer

Complete the sentences with 1, 2 or 3 words.

- · Pupils complete the activity individually. They compare answers with a partner.
- 🚍 Check answers using the Basketball technique.

Answer key 2 made a drink, 3 look at, 4 his clothes

Skills Lesson 11

Reading

- 1 Before you read Which of the three inventions below do you think is the best?
- 2 (%) Listen and read.



ACCIDENTAL INVENTIONS!

What do the microwave, coffee and the tape on your trainers have in common? Well, they were all accidental inventions!



The microwave

In 1945, an

American

scientist called Percy Spencer was working in a lab. He was making a new kind of machine called a magnetotron. While he was working, he had some chocolate in his pocket. Suddenly, Percy found that the chocolate was melting! He realised that the machine could be used for heating food. The first food that he cooked in the microwave

Coffee

A long time ago in Ethiopia, there was a farmer who had goats. One day he saw something: after eating the fruit from coffee plants, his goats didn't sleep. He told other people, and they made a drink from the fruit. This drink became coffee. Later, farmers in Egypt and Syria started growing coffee plants, too. Today, people all over the world enjoy coffee!

Velcro®

In 1941, a Swiss engineer called George de Mestral went for a walk in the woods. When he came back, he found he had a lot of seeds on himself. He looked at the seeds under the microscope and he noticed they had very small hooks that stuck to the tiny loops of his clothes. He decided to make a material that could do that same thing, and he invented the useful hookand-loop tape on your trainers that is now called Velcro!

After you read Read and circle. Which fact isn't mentioned?

- 1 a Percy Spencer invented the microwave when he was working on the magnetotron.
 - **b** The second food he cooked in the microwave was an egg.)
- 2 a The goats didn't want to sleep after eating the fruit from coffee plants
 - **b** (Farmers grow coffee in Brazil.)
- 3 a George de Mestral used cotton at first, but it wasn't strong enough.
 - **b** Many trainers now have Velcro on them.
- Work in groups. Use the Internet to find out about a famous Arab inventor or invention.



fifty

was popcorn!

- Work in groups. Use the Internet to find out about ancient Arab inventions that are still used today. Draw or print pictures and write about the inventors. Make a class display and vote for the most amazing invention.
 - Place pupils in groups. Ask them to use the Internet to find out about ancient Arab inventions that are still used today.
 - Tell them to draw or print pictures and write about the inventors.
 - Walk around the class monitoring groups.
 - Ask them to make a class display and vote for the most amazing invention.

Extra activity Fast finishers

 Pupils write ten favourite words from this lesson in their notebooks.

Finishing the lesson

- Pupils close their books. Ask questions about the text and have pupils raise their hands to say what they remember and give their opinions: What were the accidental inventions? When were they invented? Which of these inventions do you use?
- Sing the Thought-provoking questions technique, ask Are you interested in inventions? Would you like to invent something? What would your invention do?



Objectives

- Lesson aims: to understand a listening task; to talk about what machines you have used this week; to write a personal account of machines in your home
- Target language: revision of vocabulary and grammar
- Skills: Listening, Speaking, Writing

Materials

- Pupil's Book Page 51
- Activity Book Page 39
- a ball
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Yes/No response cards
- Resource 68

Global Scale of English (GSE)

- \bullet $\,$ $\,$ $\,$ $\,$ $\,$ $\,$ $\,$ $\,$ Listening: Can identify people in their surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- Speaking: Can talk about past events or experiences, using simple language (GSE 41).
- Writing: Can write short, simple texts on familiar topics in linked sentences (GSF 40)

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



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

Independent learning: Learning diary

Starting the lesson

• 8.7 Play the song from Lesson 7 and encourage pupils to join in.

Presentation

- Explain that in this lesson pupils will listen to a man talking about the machines his family use at home, talk about the machines they use at home and write a personal account of the machines they
- 🗐 Using the Basketball technique, ask pupils to say the machine words that they remember.

Practice

Pupil's Book

Listening



- Refer pupils to page 51 and tell them to look at the pictures carefully before they listen so they know
- · Play the audio.

Narrator: Mr Alqassab is talking about the machines that his

family uses. Which machine is each person using a

lot?

Mr Alsa'ati: Hello, Mr Algassab. How are you? Mr Alqassab: Hello, Mr Alsa'ati. I'm very well, thanks.

Mr Alsa'ati: And how's your family? How are Zeinab and Faisal?

Mr Algassab: Oh, they're great, thanks. Zeinab is making costumes for the school play. She's using the sewing machine

all the time! I can hear it all evening.

Mr Alsa'ati: Wow! She must be good at sewing! Mr Algassab: Yes, she is. She's always loved it.

Mr Alsa'ati: How about Faisal? What's he up to at the moment? Mr Alqassab: Faisal's doing lots of baking at the moment. So he's in

the kitchen all the time, baking cakes and bread. You

can usually find him standing by the oven!

Mr Alsa'ati: How about you? What are you doing?

Mr Alqassab: I'm fine, thanks. I'm working really hard at the moment, so I'm using the laptop day and night!

Mr Alsa'ati: And how about Mrs Alqassab? How is she?

Mr Alqassab: Well, she's usually standing by the coffee machine,

making coffee for me!

Diversity

Challenge

• Ask more comprehension questions: What is Zeinab making? (costumes for the school play) What does Faisal make? (cakes and bread) Who works day and night? (Mr Alqassab) Who does Mrs Algassab make coffee for? (Mr Algassab)

· Write the questions above on the board for pupils to answer.

Speaking

Which machines have you used this week? What for?

- Pupils work in groups.
- Ask different groups to tell the class their answers.

Writing

Read. Which machine does Nada think is the most useful for her dad?

- Give pupils a minute to read the account and find the answer.
- Pupils check their answers in pairs.

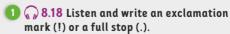
Extra activity TPR

- 📜 Using the Yes/No response cards technique, pupils respond to your questions: Do you know how to write an account like this? Are you ready to write your account? Do you know which machines you are going to write about? Are you going to make a plan?
- Write a personal account about machines in your home.
 - · Read the Writing tip and the plan to pupils. Pupils turn to their Activity Books.

Extra activity Creativity

· When pupils have written and checked their accounts, they copy them onto paper and decorate their work with drawings or photos to display on the classroom wall.

Activity Book





- · Play the audio.
- · Pupils work individually and check their answers in pairs.
- Theck answers using the Lollipop stick technique.

Answer key This new microwave is cool(!) I like the colours(.) I hope it's easier to use than the other one we had(.) It took us ages to know how to heat a glass of milk(!) Let me see(.)





Listening

1 (8.17) Listen and match.









Mrs Alqassab Alqassab





Speaking

Which machines have you used this week? What for?

This week, I've used the microwave to melt ice cream!



Writing

• • •

Read. Which machine does

Nada think is the most useful
for her dad?

← → Ĉ습

The most useful things at home

By Nada

At home we've got a lot of different machines, but some of them are more useful than others! In the kitchen, the cooker and the fridge are the most useful because we can cook food with the cooker, and we can keep food in the fridge. We also have a coffee machine. I think this is the most useful thing for my dad! He loves coffee!

My favourite thing is my tablet. I use it to do my homework and play games.

tip Writing

Exclamation marks (!) are used to show a strong feeling. Here, Nada uses exclamation marks to show when she is making a joke.

Write a personal account about machines in your home.

Plan .

- What machines have you got at home?
- Which are the most useful? Why?
- What are your family members' favourite machines?
- What's your favourite?

2 Write 💯

At home, we've got ... The most useful things are ... My favourite thing is ..., because ...

3 Check your work√

 Used exclamation marks to show when you're making a joke?

Activity Book, page 39.

She thinks the coffee machine is the most useful for her dad.

fifty-one

51

Write a personal account about machines in your home.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually.
- Check your work: Write the following questions on the board: Did you use exclamation marks correctly? Did you use full stops at the end of each sentence? Did you use a capital letter at the start of each sentence? Did you use paragraphs? Did you use the correct spellings? Did you use clear handwriting? Pupils evaluate their own work by answering the questions.
- We Using the Two stars and a wish technique, pupils read and check each other's work.

In groups, share your work. Who likes/doesn't like the same machines?

- Place pupils in groups. They read each other's work and compare.
- Have pupils report back to the class.

Extra activity Fast finishers

 Pupils write a list of all the machines they would like in their own homes when they grow up.

Finishing the lesson

Pupils write down what they achieved in their Learning diary.
 Today, I listened to ..., I talked about ... and I wrote

Language booster 4

Objectives

- Lesson aims: to consolidate and extend vocabulary and grammar
- Target language: Argentina, Brazil, Canada, China, Egypt, India, Italy, Japan, Jordan, Mexico, Morocco, Portugal
- Skills: Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 52
- Activity Book Page 40
- Yes/No response cards
- coloured pencils
- sheets of A4 paper, enough for each pupil
- a world map
- stopwatch

Global Scale of English (GSE)

- Reading: Can understand simple sentences, given prompts (GSE 24).
- Writing: Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- Listening: Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures
- Speaking: Can repeat single words, if spoken slowly and clearly (GSE 18). Can understand everyday objects, using simple language (GSE 31). Can explain the meaning of a word or phrase (GSE 55).

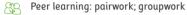
Assessment for Learning



Setting aims and criteria: lesson objectives presentation; Key question technique



Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique; Basketball technique



Independent learning: Summative questions technique

Mapping

Topic Scope and Sequence Matrix Learning Outcomes and Performance Indicators Theme 2: Listening: asking and answering questions to seek help, Listening: respond to oral presentations, instructions or Culture get information or clarify something conversations through questions or statements; extract information from an oral text to do a task Theme 7: **Speaking:** taking turns in pair or group discussions; Speaking: speak intelligibly while making statements, asking National following rules for discussions (e.g. speaking one at a Identity time about the topics under discussion) questions, giving instructions and reporting events and World Reading: use various text features (captions, subheadings) to Reading: describing how reasons support specific Affinities locate key facts or information in a text; skim and scan a text for points in a text main ideas and key details Writing: independently writing short texts (letters, memos, reminders, stories) using adequate spelling, Writing: use correct sentence grammar, punctuation and punctuation, grammar and organisation capitalisation Viewing and presenting: viewing visual information Viewing and presenting: start to demonstrate understanding of and showing understanding by asking relevant visual information by asking relevant questions; interpret visual cues in order to analyse and make inferences about the intention auestions of the message

Starting the lesson

Write Countries and Flags on the board. Explain the meaning if necessary. Ask What's the name of your country? What colours are on its flag? Pupils raise their hands to answer.

Presentation

- Explain that in this lesson pupils will learn to talk about countries.
- Ask Have you ever been to another country? Which country have you been to? Which country do you want to go to? Pupils raise their hands to answer

Practice

Pupil's Book

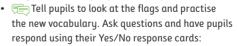
🚺 Ö How many countries can you say?

- · Refer pupils to page 52.
- R Place pupils in pairs.
- · Set a stopwatch to one minute and have pupils say names of as many countries as they can. Go around the class and count as they say them and write them on the board. Then say the total number the class has said.

Place a world map on the board. Ask pupils to point to the countries they've named on the map.

LC4.1 Listen, point and repeat.





Does China/Japan/Mexico/Jordan/Brazil/Italy have red/green/ black/blue/yellow on its flag?

Does China/India/Equpt/Argentina/Morocco/Mexico have a star/ circle/the Moon/bird on its flag?

Place pupils in pairs. Pupils say a country for their partner to point to the correct picture.

Diversity

• Play the audio again. Have pupils repeat without looking at the book. Ask different pupils to then spell out the countries.

🛕 Divide the class into two groups. Play the audio again for each group to listen and repeat.



Extra activity Creativity

Pupils draw on a sheet of A4 paper a flag from another country.
 They present it to the class.

Read and complete.

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

🙆 🦺 💭 Describe a flag. Your partner guesses.

- Place pupils in pairs for this activity.
- Monitor pupils, helping where necessary.

Extra activity TPR

 Assign a flag to each pupil. Call out a colour or shape. If it is on a pupil's flag, the pupil stands up.

Activity Book

Read and match.

- Pupils complete the activity individually and then check answers in pairs.
- $\bullet \hspace{0.1in}$ Check answers using the Basketball technique.

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

2 Look and write.

- Ask pupils to look at the words in the box. Ask a pupil to read them aloud.
- Pupils work individually to complete the activity.
- E Check answers using the Lollipop stick technique.

Answer key 2 Jordan, 3 Argentina, 4 India, 5 Morocco, 6 Italy

Diversity

Challenge

• In pairs, pupils practise spelling the words in Activities 1 and 2. One person spells a country and the other says what it is.

Sunnort

• Review the countries again. Pupils write down the countries and draw their flags in their notebooks.

Reorder and write.

- · Pupils complete the activity individually.
- Put pupils in groups and have them read out their sentences.

Answer key 2 Japan, 3 Egypt, 4 Portugal, 5 Jordan, 6 Canada

Finishing the lesson

- Susing the Summative questions technique, ask pupils what they think about what they have learnt today.
- Have pupils say the best thing about today's lesson. Encourage them to use *The best thing today was*

Objectives

- Lesson aims: to consolidate and extend vocabulary and grammar from Units 7-8; to learn and use the Present perfect and the Past
- **Target language**: countries; I've been to Italy. I went there last month
- Skills: Reading, Listening, Speaking

Materials

- Pupil's Book Page 53
- · Activity Book Page 41

Global Scale of English (GSE)

- Reading: Can understand simple sentences, given prompts (GSE 24).
- **Listening**: Can identify activities occurring in the past in short, simple dialogues (GSE 36).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation; Key question technique



Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Traffic light cards technique



Peer learning: pairwork; groupwork

Independent learning: Summative questions technique

Starting the lesson

• Review the countries from the previous lesson. Ask a pupil to come to the front and draw a flag. The class guesses which country's flag it is. Repeat with other pupils.

Presentation

- Explain that in this lesson pupils will learn when to use the Present perfect or the Past simple.
- On the board, write 1. I've been to Aqaba. and 2. I went to Aqaba last year.
- Read the sentences aloud and have pupils repeat. Then ask two pupils to read the sentences.
- Ask Which sentence tells us when something happened? (2) What tense does it use? (Past simple).
- Ask Which sentence tells us something about somebody's life that is true? (1) What tense does it use? (Present perfect).

Practice

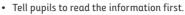
Pupil's Book

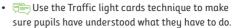
🏮 🎧 LC4.2 Listen and repeat.



- Tell pupils to look at the grammar box. Play the audio for pupils to listen. Play the audio again pausing after each sentence for pupils to repeat.
- Ask pupils to identify the sentences in the Present perfect and the Past simple.

6 \(\int LC4.3 Listen and match.





- Play the audio.
- Theck answers using the Lollipop stick technique.
- 1 I'm Imad. I've been to Japan. I went there two weeks ago.
- 2 Dalia's dad has been to Mexico. He went there in 2021.
- 3 Muneer has been to Italy. He went there last month.
- 4 Lubna's parents have been to Egypt. They went there three years ago.

Read and circle the correct answer.

- · Pupils work individually to circle the correct answers.
- · Monitor pupils, helping where necessary.
- Use the Basketball technique to choose pupils to read out the completed sentences to check answers.

🗿 🦺 💭 Use the table in Activity 6 to have a dialogue with a partner.

- · Read aloud the speech bubbles.
- Place pupils in pairs and tell them to have a conversation using the information in Activity 6.
- Use the Traffic light cards technique to make sure pupils have understood what they have to do.
- · Ask volunteers to act out their conversations for the class.

Show what you know

- Ask pupils what they have learnt on the Bo's Learning Club pages. Pupils answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually.

Activity Book

4) Order the words to complete the dialogue. Use the correct punctuation.

- Pupils look at Activity 4.
- Explain to pupils that, as well as ordering the sentences, they have to add the correct punctuation.
- Pupils complete the activity individually. Check answers by having pupils read aloud the completed sentences. Use the Basketball technique. Write the answers on the board.
- Choose pairs to act out the conversation for the class.
- Extension Have pupils write their own conversations. Monitor

Answer key 2 I've been to Portugal. 3 When did you go there? 4 I went there last year.

Complete the sentences with 's been, 've been or went.

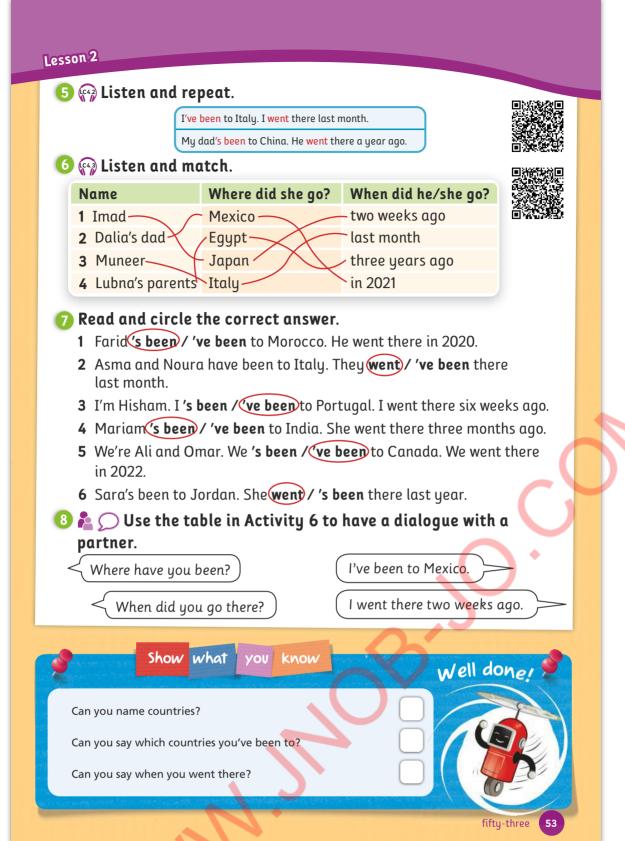
- Pupils work in pairs to complete the activity.
- Check answers as a class.

Answer key 2's been, 3 went, 4've been, 5's been, 6 went

*Draw and colour a flag of a country you've been to. Then write where you've been and when you went there.

- Pupils think about other countries they have been to or a country they would like to visit.
- Pupils draw that country's flag and then write about where they've been and when they went.
- In groups of four, they show each other their work to see if they went to the same place.
- **Extension** Ask a pupil to come to the front of the class. The rest of the class ask yes/no questions to guess which flag the pupil has drawn and written about (e.g. Is the flag red, blue and white? Does it have any pictures on it? Is the country close to here? Is it in Europe? Did you go there in summer? etc.)





Extra activity Fast finishers

 Pupils write in their notebooks two more places they have been to and when.

Finishing the lesson

 Susing the Summative questions technique, ask When do we use the Present perfect and when do we use the Past simple? and elicit answers.

Howarethe continents different?

Objectives

- Lesson aims: to learn about the seven continents on Earth; to extend vocabulary and grammar
- Target language: Africa, Antarctica, Asia, Europe, North America, Australia, South America; arid, climate, temperate, polar, tropical
- Skills: Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 54
- a hall
- sheets of A4 paper, enough for each pupil
- a world man
- dictionaries
- Rosnurco 44

Global Scale of English (GSE)

- Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- Writing: Can write some familiar words (GSE 20).
- **Listening**: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- Speaking: Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation

Monitoring pupils' learning: Lollipop stick technique; Basketball technique



Peer learning: groupwok

Independent learning: Summative questions technique

Starting the lesson

Revise the countries using the Basketball technique. Describe a flag's colours and shapes and choose pupils to name the country. Write the names of countries on the board.

Presentation

Explain that in this lesson pupils will learn about continents and how they are different.

Practice

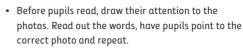
Pupil's Book

Think What do you know about the continents?

- · Refer pupils to page 54.
- Place pupils in groups. Read the question. Pupils discuss for one minute in groups of four. They then raise their hands to offer
- · Place the world map on the board. Use it to help pupils understand what and where the continents are. Ask Do you know what a continent is? (a very large area of land on Earth) Do you know how many continents there are on Earth? (seven) Do you know what they're called? (Africa, Antarctica, Asia, Europe, North America, Australia, South America) Do they have the same countries, people, animals and plants? (no).

· Ask pupils if they can say which continent the countries on the board are part of.

Learn LC4.4 Listen and read.





- Write the vocabulary words on the board, one at a time, with definitions: arid: very dry; climate: the weather in an area; polar: near to the North or South Pole; tropical: from the hotter and wetter parts of the world; temperate: weather that is not very hot or cold
- Say sentences using the vocabulary, e.g. Bananas are a tropical fruit.
- Play the audio and have pupils read along in their books.
- Check comprehension: How many countries has Asia got? (49) What are tropical areas like? (hot and wet all year) What climate has Europe got? (temperate) What's a polar climate like? (cool summers, very cold winters, lots of snow and ice) What's the largest hot desert in the world? (the Sahara), etc.

Extra activity TPR

• Ask questions. Tell pupils to stand up when the answer is yes and to stay seated when the answer is no: Are there eight continents? Is Italy a continent? Are there 12 countries in South America? Do the continents have the same climates? Is Africa the largest continent? Is Europe temperate? Is the Sahara a cold

Extra activity Critical thinking

• Pupils work in groups of four. Hand a sheet of A4 paper to each group. They write three more definitions for words in the text. They can use a dictionary to do this. They swap work with another group and find each other's words.

Extra activity Fast finishers

· Have pupils find and write the words related to continents from the text in their notebooks. Ask them to define the words and draw pictures.

Check Look and write. Point to the other continents.

- · Pupils work individually to complete the activity.
- The Check answers using the Lollipop stick technique.
- Say the remaining three continents aloud (Australia, North America, Antarctica) and have pupils point to them on the map.

Finishing the lesson

Summative questions technique, ask What new information did you learn in this lesson?



fifty-four

Howarethe continents different?

Objectives

- Lesson aims: to learn more about the continents
- Target language: continents
- Skills: Reading, Speaking, Writing

Materials

- Pupil's Book Page 55
- a ball
- coloured pencils
- sheets of A4 paper, enough for each pupil

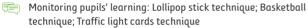
Global Scale of English (GSE)

- Reading: Can extract specific information in short texts on familiar topics (GSE 39). Can extract factual details from a simple text (GSE 40). Can scan a simple text to find specific information (GSE 41).
- Speaking: Can express their opinions on familiar topics, using simple language (GSE 41).
- Writing: Can write some familiar words (GSE 20). Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation





Peer learning: pairwork; groupwork; Expert envoy technique

Independent learning: Summative questions technique

Starting the lesson

Revise the Present perfect versus the Past simple. Ask Which tense is this? I've been to the south coast of Italy. Which tense is this? I went there last year.

Presentation

- Explain that in this lesson pupils will learn more about the continents. Ask pupils if they can remember what the climates were like in each of the continents.
- · Name a country and have pupils call out what the climate is like in that country

Practice

Pupil's Book

Let's practise! Read and match.

- Refer pupils to page 55.
- Rupils compare answers in pairs.
- Theck answers using the Lollipop stick technique.

Look at the map on page 54. Complete the fact file with the words from Activity 1.

• Pupils refer to the map from the previous lesson and the definitions from Activity 1 to complete the fact file.

- Puse the Traffic light cards technique to make sure pupils have understood what they have to do.
- Check answers using the Basketball technique.

Extra activity TPR

• Rlace pupils in pairs. Hand each pair four sheets of paper. Have them write polar, arid, tropical and temperate on the sheets of paper. Call out countries and have pupils hold up the corresponding climate for that country, e.g. Iceland (polar), Peru (tropical), Germany (temperate), Oman (arid), etc.

What do you know about the four continents in the fact file? Read and answer.

- Pupils work individually to answer the questions. Encourage them to use complete sentences when they write their answers.
- Use the Basketball technique to choose pupils to read out the completed sentences to check answers.

Extra activity Critical thinking

• Place pupils in groups. Ask Why do you think explorers in the past were interested in discovering new continents? Pupils discuss the question in their groups. After a couple of minutes, ask groups to share their ideas.

Show what you know

A Make a poster about a continent.

- Invite a pupil to read aloud the steps.
- Place pupils in groups to complete the activity. Hand each group a sheet of A4 paper and coloured pencils.
- When pupils have compared their posters to another group's, make a class display of the posters.

Extra activity Fast finishers

· Have pupils write in their notebooks three things they learnt that they didn't know before these lessons.

Extra activity Collaborative work

🌇 🕾 Divide the class into groups. Ask them to discuss what they liked about the Learning club using the Expert envoy technique. Pupils write their opinion about it and the envoy reports back to the class

Finishina the lesson

- Play Hangman with the key words from Lessons 3 and 4.
- Summative questions technique to ask pupils what they think about what they learnt today.
- Congratulate pupils on finishing the Learning club. Ask which section they enjoyed the most.

Let's practise! 1 Read and match.

1 polar	a	hot and rainy all year
2 arid	b	four seasons
3 tropical	_c	hot and dry all year with very little rain
4 temperate	-d	very, very cold, snowy winters

2 Look at the map on page 54. Complete the fact file with the words from Activity 1.

Continent	Countries	Different climates
North America	23	polar, (1) <u>temperate</u> and tropical
South America	12	(2) <u>arid</u> to tropical
Australia	14	arid desert, (3) <u>tropical</u> and temperate
Antarctica	none	(4) <u>polar</u>

3 What do you know about the four continents in the fact file? Read and answer.

1 How many countries are there in South America? There are 12.

2 What are the three climates of Australia? They are arid desert, tropical and temperate.

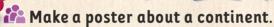
3 How many countries are there in Antarctica? There are none.

4 Which continent has got 23 countries? North America has got 23 countries.

5 What is the climate of Antarctica?

It's got a polar climate.





- 1 Choose one of the seven continents.
- **2** Find ten interesting facts about the countries, climate and landscape.
- 3 Draw or choose images from the Internet to stick on your poster.
- 4 Compare your poster with another group.

fifty-five 55

Youth Service Day

Objectives

- Lesson aims: to learn about Youth Service Day
- Target language: young, old, youth, community, charity centre, volunteer
- Skills: Reading, Speaking

Materials

- Pupil's Book Page 56
- Activity Book Page 42
- sheets of A4 paper, enough for each group of pupils
- coloured pencils
- Yes/No response cards

Global Scale of English (GSE)

- Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- Speaking: Can make suggestions about what to do, using a few basic fixed expressions (e.g. Let's, Why don't we ...?) (GSE 42).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation; Key question technique



Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique



Peer learning: pairwork; groupwork

Independent learning: Thought-provoking questions technique; Summative questions technique

Starting the lesson

- Write Young and Old on the board. Ask pupils to raise their hands and name people in their families who are young and old.
- Write Youth Service Day on the board. Say Youth is another word for young people. Ask What do you think this day is?

Presentation

- Explain that in this lesson pupils will learn about a festival that celebrates young people who help their community.
- Write charity centre, volunteer and community on the board. Explain the meanings:

A charity centre is a place that helps people in need by providing food, medicine, education and housing. Are there any charity centres where you live?

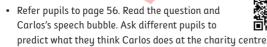
A community is all the people that live in an area. Do you know many people in your community?

You can be a volunteer at charity centres. You don't get money. When you are a volunteer, you do something because you want to help out.

Practice

Pupil's Book

1 Ray F3.1 Listen and read.





· Check comprehension with questions. Ask Did you predict what Carlos does? (yes/no) When did Carlos find out about the charity centre? (last year) How often does he visit? (twice a week) Who is he going to tell about the charity centre? (pupils at his school)

Diversity

Challenge

• Suring the Thought-provoking questions technique, ask 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?

• Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Write definitions or translations on the board for pupils to copy.

Circle True or False. Say why.

• Pupils work individually to complete the activity. They then compare answers in pairs. Check answers using the Lollipop stick technique.

Extra activity Critical thinking

• Pupils work in groups of four. Hand a sheet of paper to each group. They write two more True or False statements based on the text (one true and one false). They swap work with another group and complete each other's activity and say why the false statement is false.

3 How can you help in your community?

- Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. To promote class discussion, ask Who can you help? What can you do? Can you talk to people/shop for people/visit people/look after pets? Do you already help in your community? What do you do?
- Extension Internet search key words: Youth Service Day

🚹 🎎 🗰 Make a spider diagram of ways to help in your community.

- Place pupils in groups.
- · Hand groups a sheet of A4 paper and coloured pencils. Have groups brainstorm ideas first.
- Display the spider diagrams and then have pupils make their own using ways to help.
- Extension Internet search key words: kids and their community

Extra activity TPR

• 🗐 Using their Yes/No response cards, pupils answer these questions and any others you might want to add: Is Youth Service Day about young/old people? Would you like to volunteer at a charity centre? Does Carlos like/hate volunteering? Does he go there once/twice a week? Does he want to celebrate/forget about the day this year?

Activity Book

After you read Look and write.

· Pupils work individually and check answers in pairs. Answer key 2 old, community; 3 volunteer; 4 charity centre

Complete the sentences.

• 🚍 Check answers using the Lollipop stick technique. Answer key 2 twice; 3 talks, reads, write; 4 volunteering



Youth Service Day

Hello, I'm Carlos. I am a volunteer in a charity centre for old people.





n **Youth** Service Day in April, we celebrate young people who help their own community, and other communities around the world.

We also find out more about ways that we can help other people!

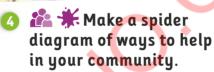
Last year on Youth Service Day, I found out about the **charity centre** in my community. I decided to **volunteer** there. Now I visit twice a week. I talk to the people there, and I read to them. I help them write cards and letters to their family. I've become good friends with many of the **old** people in the charity centre. I love volunteering there!

This year on Youth Service Day, I'm going to tell students at my school about volunteering, and how much I enjoy it.

What can you do to help in your community?

Circle True or False. Say why.

1 Youth Service Day celebrates



- 1 In groups, think of ways to help in your community.
- 2 Draw and write them on a spider diagram.
- 3 Present your spider diagram to the class.



2 Carlos volunteers at a charity centre. True False

3 He doesn't like volunteering there. True /False, He loves volunteering there.

4 He isn't going to celebrate
Youth Service Day
this year.

this year. True /False He's going to celebrate this year.

I can ..

How can you help in your community? —

old volunteers.

pick up litter

True /(False)

Helping our community!

volunteer

56 fifty-six



- Pupils work in pairs to complete the activity.
- Have different pairs write their ideas on the board.
- ★ In groups, imagine you're volunteering in a charity centre twice a week. Make a schedule.
 - Pupils work in the same pairs to complete the activity.
 - Encourage pupils to use ideas from Activity 3.
 - Have pairs compare ideas with other pairs.

Finishing the lesson

 Susing the Summative questions technique, ask pupils What new information did you learn in this lesson? Did you enjoy making a spider diagram?

World Heritage Day

Objectives

- Lesson aims: to learn about World Heritage Day
- Target language: litter clean-up, grateful, heritage
- Skills: Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 57
- Activity Book Page 43
- sheets of A3 paper/card, enough for each group of pupils
- coloured pencils
- Yes/No response cards
- a ball

Global Scale of English (GSE)

- Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38). Can understand simple sentences, given prompts (GSE 24). Can guess the meaning of unknown words by linking them to words they already know
- Writing: Can write some familiar words (GSE 20). Can create a poster to advertise an event or product, given a model (GSE 45).
- Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- Speaking: Can talk about basic personal experiences, using simple linking words (GSE 37).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique; Traffic light cards technique; Basketball technique



Peer learning: pairwork; groupwork

Independent learning: Thought-provoking questions technique; Summative questions technique

Starting the lesson

• Write monuments and archaeological sites on the board. Elicit their meanings (monuments are buildings or statues that remind people of a famous event or person; archaeological sites are places where there are physical remains of past human activities.). Give pupils one minute to write as many words as they can related to monuments and archaeological sites. Write their ideas on the board.

Presentation

- Explain that in this lesson pupils will learn about a festival that takes place each year called World Heritage Day. Explain that World Heritage Day began in 1983. Say that it's celebrated every year to raise awareness and highlight the importance of protecting cultural heritage and historical sites around the world.
- Write litter clean-up, grateful and heritage on the board. Say sentences to elicit their meaning, e.g. We did a litter clean-up at the beach last weekend. I'm so grateful that you helped me. That building is part of our national heritage.

Practice

Pupil's Book

🚺 🎧 F4.1 Listen and read.

• Refer pupils to page 57. Ask a pupil to read the speech bubble aloud. Ask Where does Sana celebrate World Heritage Day? (at school)



- Play the audio and have pupils read along in their books.
- Check comprehension with questions. Ask What does Sana do at school for World Heritage Day? (lots of projects and activities) What did they make in school? (a poster) What was the poster about? (important archaeological sites) Where did her community do a litter clean-up? (at an archaeological site near her town).

Diversity

Challenge

• Ask pupils thought-provoking questions, e.g. Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meaning?

Support

• Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Write definitions or translations on the board for pupils to copy.

Answer the questions.

- Pupils complete the activity individually. Encourage them to write complete sentences when they answer the questions.
- Check answers using the Lollipop stick technique.

Extra activity Critical thinking

• Pupils work in groups of four. They write three more questions in their notebooks based on the text. They swap notebooks with another group and answer each other's questions.

What can you do to celebrate World Heritage Day at your school?

• Rupils discuss in pairs. Then have pupils raise their hands to offer ideas. To promote class discussion, ask What do you think of the idea of World Heritage Day? Why do you think it's a good thing? Apart from cleaning litter from archaeological sites, what else can we do to help?

👍 🎎 🧩 Give a presentation about World Heritage Day activities.



- 🎦 Place pupils in groups. They can use the ideas from Activity 3 or use new ideas.
- Provide groups with all the materials they will need.
- Monitor pupils, helping where necessary.
- When groups present, make sure each pupil gets the opportunity to speak.

Extra activity TPR

• 📻 Using their Yes/No response cards, pupils answer these questions and any others you might want to add:

Is World Heritage Day in March?

Do other countries take part in World Heritage Day? Did Sana's community do anything for World Heritage Day? Did they make a poster about pottery this year? Does Sana talk about monuments in her poem?

Is World Heritage Day a serious day?

Activity Book

1 After you read Read and match. Then match the sentences to the pictures.

- Theck pupils know what to do using the Traffic light cards
- · Pupils work individually to complete the activity.
- Check answers using the Basketball technique.

Answer key 2 heritage, a; 3 grateful, c; 4 community, b

World Heritage Day

Listen and read.

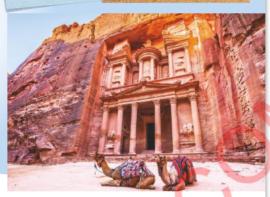
World Heritage Day is on the 18th April every year. On World Heritage Day, we think about different ways we can look after the important archaeological sites and monuments in our country and around the world. At our school, we do lots of projects and activities. It's fun! This year in school, we made class posters about all the important archaeological sites, like Petra. And my community did a litter clean-up at a small archaeological site near our town! It's important to look after our heritage. World Heritage Day is a fun day, but it's also a serious day. It's a day to feel grateful for Jordan.

My name's Sana. We celebrate World Heritage Day at school every year!









Answer the questions.

1 When is World Heritage Day? It's on the 18th of April

2 What do people think about on World Heritage Day? They think about the different ways they can look after archaeological sites and monuments.

3 What did Sana's class make posters about in school? They made them about important archaeological sites.

What did Sana's community do this year? They did a litter clean-up at a small archaeological site near their town.

What does Sana say about Jordanian heritage? It's important to look after it.

What can you do to celebrate World Heritage Day at your school?

We can make models of important archaeological sites and monuments.

🚜 🧩 Give a presentation about World Heritage Day activities.



- 1 In groups, think about some class activities for World Heritage Day.
- 2 Draw and write about them.
- 3 Present your ideas to the class.

fifty-seven



Complete the sentences with the words in Activity 1.

- · Pupils work individually to complete the activity and compare
- Theck answers using the Lollipop stick technique. Answer key 2 community, 3 litter clean-up, 4 grateful
- 3) 🚣 In groups, think of activities you can do for World Heritage Day at home.
 - Place pupils in groups.
 - Give them a few minutes to discuss things they can do at home on World Heritage Day.
 - · Check ideas as a class.

🙆 🚣 🌟 In groups, make posters for World Heritage Day. Include a poem. Display them in class.

- Put pupils into groups of four. Hand out the materials.
- Give pupils time to write a poem. Encourage them to use the language from the lesson.
- · Display the posters. Pupils discuss them.

Finishing the lesson

Summative questions technique, ask What new information did you learn in this lesson? Did you enjoy making a World Heritage Day poster?



Grammar reference

Unit 5

What was the shark doing?

The shark was looking for small sea animals.

It wasn't looking for big fish.

What were you doing when the lion escaped?

I was watching the koalas when the lion escaped!

I wasn't watching the lion!

Unit 6

You should go to the doctor's!

You shouldn't go to school!

Should I take some medicine? Yes, you should. / No, you shouldn't. I'm running to be fit and healthy.

He went to the supermarket to buy fruit.

Unit 7

I've read Alice's Adventures in Wonderland. I haven't seen the film.

He's seen Alice's costume somewhere, but he hasn't found it.

Let's go to the theatre. We haven't been for ages!

Have you ever been to a festival? Yes, I have. / No, I haven't.

Has she ever sung in a musical? Yes, she has. / No, she hasn't.

Unit 8

Have you ever made chocolates?

Yes, I have. / No, I haven't.

She's never used the oven before.

What is it made of? It's made of plastic.

What are they made of? They're made of gold!

fifty-nine

Glossary

Welcome	irresistible – /,ırrı'zıstəbl/	thankful – /ˈθæŋk.fəl/
bake - /beɪk/	irresponsible – /ˌɪrɪˈspɒnsəbl/	Unit 8
hall - /bɔːl/	junk food – /dʒʌŋk.fuːd/	begin – /bɪˈgɪn/
cake - /keik/	rash - /ræʃ/	coffee machine - /ˈkɒf.i məˈʃiːn/
call - /kɔːl/	regular – /'regjələr/	contain - /kənˈteɪn/
computer – /kəmˈpjuːtər/	relax – /rɪˈlæks/	cooker – /ˈkʊk.ər/
experiment - /ɪkˈsperɪmənt/	resistible - /rɪˈzɪs.tə.bəl/	cotton - /ˈkɒt.ən/
email - /'iːmeɪl/	responsible – /rɪˈspaɪn.sə.bəl/	decide – /dɪˈsaɪd/
fix - /fiks/	runny nose – /'rʌn.i.noʊz/	dishwasher - /'dɪʃˌwɒʃ.ər/
juggle - /ˈdʒʌgl/	sick - /sik/	enjoy – /ɪnˈdʒɔɪ/
make – /meik/	sore throat – /,soir 'θrout/	entertain – /en.təˈteɪn/
pizza – /'pixtsə/	stomach ache – /'stʌm.ək ˌeɪk/	freezer – /ˈfriɪ.zər/
smartwatch - /'smairtwait[/	temperature - /'tem.prə.tʃər/	fridge – /fridz/
study – /'stʌd.i/	toothache – /'tu:0.eik/	gold – /gəʊld/
telephone – /ˈtel.ə.foʊn/	unfit – /ʌnˈfɪt/	kettle – /ˈket.əl/
throw – /θrəʊ/	unhealthy – /^n'hel.0i/	leather – /ˈleð.ər/
toys - /tɔɪz/	Bo's Learning Club 3	metal - /ˈmet.əl/
Unit 5	background - /'bæk.gravnd/	microwave – /'mai.krə.weiv/
agree - /ə'qri:/	bus station - /ˈbʌs ˌsteɪ.ʃən/	oven - /'Av.an/
appear - /əˈpɪər/	cave - /keɪv/	paper - /'pei.pər/
camel - /'kæməl/	cityscape - /'sɪt.i.skeɪp/	plastic – /'plæs.tɪk/
connect - /kəˈnekt/	countryside – /ˈkʌn.tri.saɪd/	recommend – /ˌrekəˈmend/
disagree - / disə'gri:/	desert - /'dez.ət/	rubber – /'rʌb.ər/
disappear - /ˌdɪsəˈpɪər/	field – /fixld/	seeing - /'sixin/
disconnect = /,diskə'nekt/	foreground - /'for.gravnd/	sewing - /'səʊ.ɪŋ/
dislike – /dɪˈslaɪk/	jungle – /ˈdʒʌŋ.gəl/	silver – /'sɪl.vər/
dolphin – /'dolfin/	landscape - /ˈlænd.skeɪp/	toaster – /ˈtəʊ.stər/
gorilla – / gəˈrɪlə/	seascape - /ˈsiː.skeɪp/	understand – /ˌʌn.dəˈstænd/
jellyfish – /ˈdʒelifɪʃ/	stream - /strixm/	vacuum cleaner – /'væk.juzm ˌkliz.nər
koala – /kəʊˈɑːlə/	theatre - /'OIƏ.tər/	washing machine - /'wpf.in mə,fiin/
like – /laɪk/	unbalanced - /\n'b\epsilonst/	watching - /'wot[in/
lion = /laien/	200 – /zuː/	
lobster – /ˈlɒbstər/	Unit 7	Bo's Learning Club 4
		Africa – /ˈæfrɪkə/
octopus – /ˈpktəpəs/	act - /ækt/	Antarctica – /ænˈtaɪk.tɪ.kə/
oyster - /'pistər/	audience – /ˈaː.di.əns/	Argentina – /ˌaː.dʒənˈtiː.nə/
panda – /'pændə/	backstage - /bæk'steidz/	arid – /ˈær.ɪd/
parrot – /ˈpærət/	careful - /ˈkeə.fəl/	Asia - /'eɪ.ʒə/
polar bear – /ˈpəʊlər beər/	cast - /kasst/	Australia - /pstrei.li.ə/
ray – /reɪ/ rhino – /ˈraɪnəʊ/	cheer - /tʃɪər/	Brazil – /brəˈzɪl/
seahorse – /ˈsiːhɔːs/	cheerful - /tʃɪə.fəl/	Canada – /ˈkæn.ə.də/
	classical music – /ˌklæs.ɪ.kəl ˈmjuː.zɪk/	China – /ˈtʃaɪ.nə/
seal - /siːl/	comic – /'kpm.ik/	climate - /ˈklaɪ.mət/
shark - /ʃaːk/	concert - /'kɒn.sət/	Egypt - /ˈiz.dʒɪpt/
squid - /skwid/	costumes – /ˈkɒs.tʃuːmz/	Europe – /ˈjʊə.rəp/
turtle - /ˈtɜːtl/	country music – /ˈkʌntri ˈmjuː.zɪk/	India – /ˈɪn.di.ə/
whale - /weil/		
Unit 6	curtain – /ˈkɜː.tən/	Italy - /'ɪt.əl.i/
	director – /dɪˈrek.tər/	Japan – /dʒəˈpæn/
balanced diet – /ˈbælənst.daɪət/	director – /dɪˈrek.tər/ fearful – /ˈfɪə.fəl/	Japan – /dʒəˈpæn/ Jordan – /ˈdʒɔː.dən/
cold – /kəʊld/	director - /dɪˈrek.tər/ fearful - /ˈfɪə.fəl/ festival - /ˈfes.tɪ.vəl/	Japan – /dʒəˈpæn/ Jordan – /ˈdʒɔː.dən/ Mexico – /ˈmek.sɪ.kəʊ/
cold – /kəʊld/ cough – /kɒf/	director - /dɪˈrek.tər/ fearful - /ˈfɪə.fəl/ festival - /ˈfes.tɪ.vəl/ forgetful - /fəˈget.fəl/	Japan – /dʒə'pæn/ Jordan – /'dʒɔː.dən/ Mexico – /'mek.sɪ.kəʊ/ Morocco – /mə'rɒk.əʊ/
cold – /kəʊld/ cough – /kɒf/ dizzy – /ˈdɪzi/	director - /dɪˈrek.tər/ fearful - /ˈfɪə.fəl/ festival - /ˈfes.tɪ.vəl/ forgetful - /fəˈget.fəl/ hopeful - /ˈhəʊp.fəl/	Japan - /dʒə'pæn/ Jordan - /'dʒɔː.dən/ Mexico - /'mek.sɪ.kəʊ/ Morocco - /mə'rɒk.əʊ/ North America - /ˌnɔː0 ə'mer.ɪ.kə/
cold – /kəʊld/ cough – /kɒf/ dizzy – /ˈdɪzi/ do – /də/	director - /dɪˈrek.tər/ fearful - /ˈfɪə.fəl/ festival - /ˈfes.tɪ.vəl/ forgetful - /fəˈget.fəl/ hopeful - /ˈhəʊp.fəl/ lighting - /ˈlaɪ.tɪŋ/	Japan – /dʒəˈpæn/ Jordan – /ˈdʒɔː.dən/ Mexico – /ˈmek.sɪ.kəʊ/ Morocco – /məˈrɒk.əʊ/ North America – /ˌnɔːθ əˈmer.ɪ.kə/ polar – /ˈpəʊ.lər/
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scenery – /ˈsiː.nər.i/

stage - /steid3/

irregular – /ɪˈregjələr/

high – /haɪ/



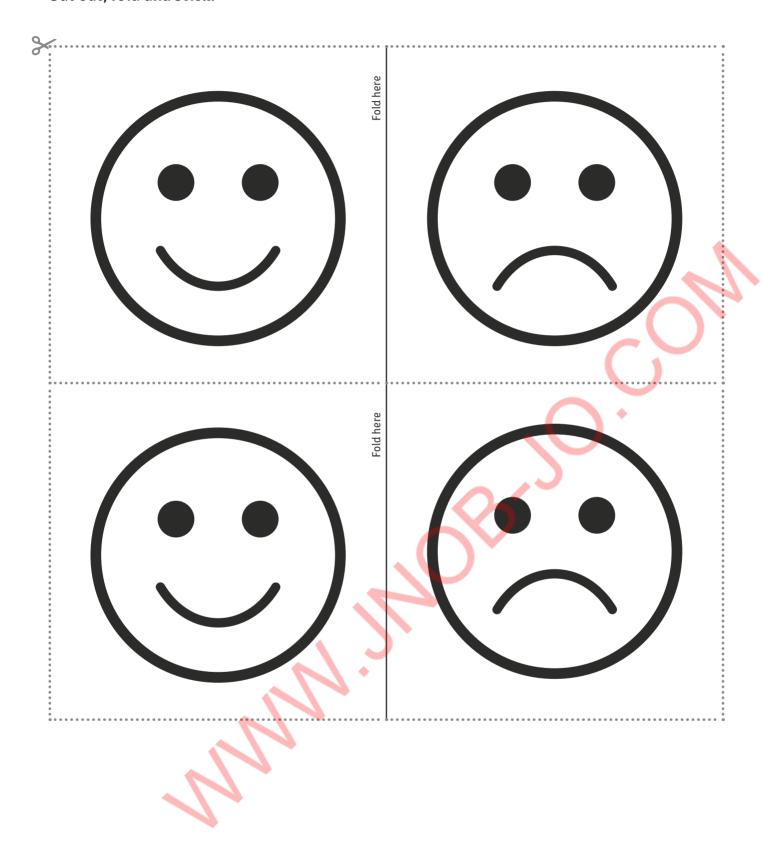
Extra resources

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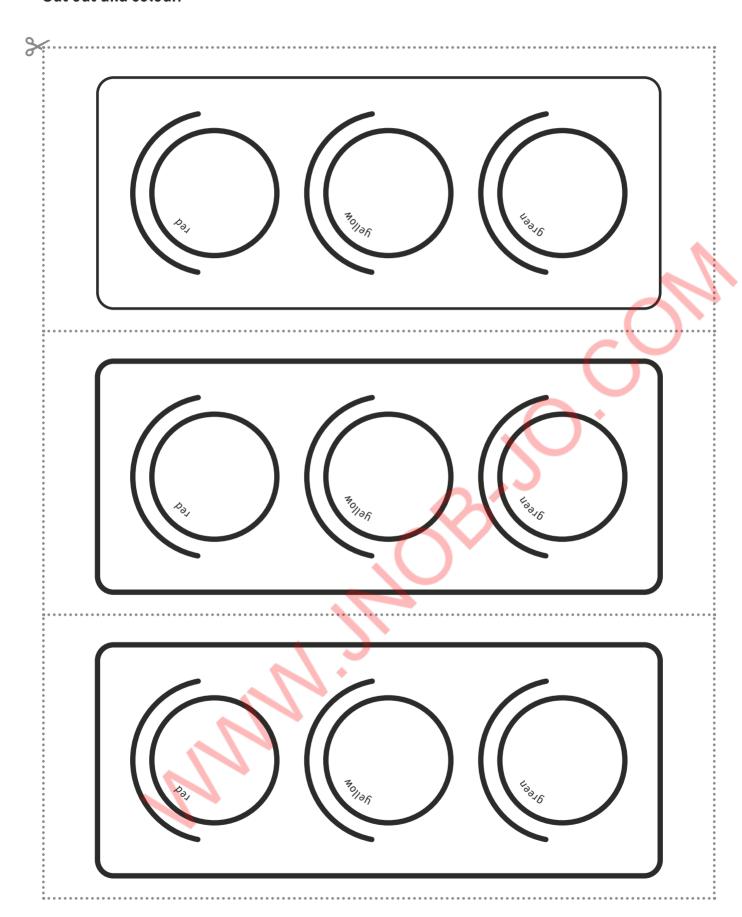
Happy/Sad face cards

Cut out, fold and stick.



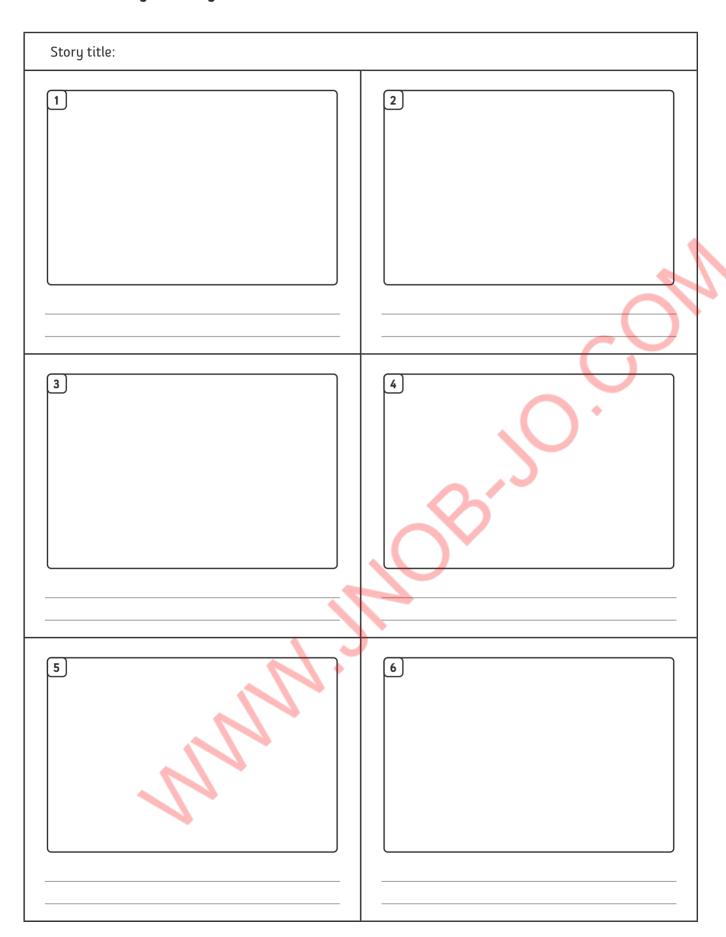
Traffic light cards

Cut out and colour.



Blank storyboard

Draw and write your story!



Picture charades cards

Cut out and play.

>				
	computer	email	lobster	panda
	sore throat	junk food	fit	audience
	director	cheer	classical music	gold
	vacuum cleaner	microwave	desert	cityscape

Teacher note

the words on these cards cover all of Semester 2, so you should play this game at the end of the book as a review activity.

Word charades cards

Cut out and play.

>			D	
	smartwatch	juggle	shark	camel
	runny nose	relax	curtain	comic
	unfit	puppet show	dishwasher	musical
	paper	leather	bus station	brushes

Teacher note:

the words on these cards cover all of Semester 2, so you should play this game at the end of the book as a review activity.

Don't say it! cards

Cut out and play.

dolphin	koala	parrot	seahorse
		-	
X grey	✗ Australia	🗴 talk	X horse
✗ intelligent	🗴 trees	🗡 bird	X small
•••••			
cough	toothache	balanced diet	field
X mouth	🗴 tooth	🗴 healthy	🗶 farm
X noise	X painful	X vegetables	X land
• • • • • • • • • • • • • • • • • • • •			
		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
stream	festival	desert	kettle
🗶 small	🗴 music	🗡 sand	🗶 boil
X water	✗ outdoors	✗ hot	X water
•••••			••••••
			landasans
oven	paper	Z00	landscape
X cook	🗴 tree	🗡 animals	X outdoor
X food	X books	X see	X scene

Teacher note:

the words on these cards cover all of Semester 2, so you should play this game at the end of the book as a review activity.

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
buy	bought	bought
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
find	found	found
get	got	got
give	gave	given
go	went	gone/been
have	had	had
hold	held	held
keep	kept	kept
know	knew	known
lose	lost	lost
make	made	made
put	put	put
ride	rode	ridden
run	ran	run
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sleep	slept	slept
stand	stood	stood
take	took	taken
tell	told	told
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

otes

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