

# Mapping

## Topics

**Theme 4:** Environment      **Theme 6:** Recreation

## Scope and Sequence Matrix

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

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

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

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

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

5

**Extreme sports:** rock climbing, horse-riding, ice hockey, motor-racing, golf, go-karting, surfboarding, water skiing, kite surfing, diving, squash, jogging  
**Geography:** north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay

## Adventure sports

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

**WOW! World of Wonder! Magazine**

Welcome      Book Club      Culture

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

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

**WOW! Question**

**Sami** 3 minutes ago  
What are the advantages and disadvantages of extreme sports?

**In this unit I will ...**

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

8 eight

## Learning Outcomes and Performance Indicators

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

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

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

**Writing:** write diaries and personal journals

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

## Unit objectives

Talk about extreme sports and geography

## Language

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

## Key competences

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

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

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

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

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

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

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

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

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

## Evaluation

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

## Objectives

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

## Materials

- Resource 30A
- True/False response cards

## Global Scale of English (GSE)

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

## Assessment for Learning

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

## Starting the lesson

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

## Presentation

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

## Practice

### Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
  - Refer pupils to pages 8 and 9. Read the rubric and tell pupils to look at the photos on the Welcome page for a moment.
  - Read out the introduction, or ask a pupil to read it out. Make sure pupils understand the questions. Give pupils one minute to discuss in pairs.
  - Using the Lollipop stick technique, ask pupils for feedback. Accept all reasonable answers.

- 2 **5.1 Look and match. Then listen, check and repeat.**

- Refer pupils to page 9. Tell pupils to match the words and phrases they know and guess the ones they don't know.
- Play the audio.



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

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



- Check answers using the Lollipop stick technique.

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

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

### Extra activity Critical thinking

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

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

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

### Diversity

#### Challenge

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

#### Support

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

### Activity Book

- 1 **Write the sports.**

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

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

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

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

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



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

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



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

Alex – go-karting; Sami – water skiing, surfboarding, kite surfing, diving; Dana – horse-riding; Mei – rock climbing. Dana doesn't usually like extreme sports.



## WOW! Blog

1 Alex 2 minutes ago

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

3 Dana 30 minute ago

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

2 Sami 15 minutes ago

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

4 Mei 2 hours ago

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

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

Which sports:

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

5 Work in pairs. Answer the questions.

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

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



nine

9

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

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

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

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

### Extra activity Fast finishers

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

### Finishing the lesson

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

### Objectives

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

### Global Scale of English (GSE)

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

### Assessment for Learning

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

### Starting the lesson

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

### Presentation

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

### Practice

#### Pupil's Book

- 1 **5.3 Listen and read. What do the girls disagree about?**

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



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

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

#### Key words search

Extreme sports for kids

### Extra activity Critical thinking

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

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

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

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

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

### Diversity

#### Challenge

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

#### Support

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

### Activity Book

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



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

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

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

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

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

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



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

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

### Extra activity Fast finishers

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



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



**Dana:** Oh no, Mei! What happened?

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

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

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

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

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

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

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

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

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

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

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

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

*Refer to Activity 1 for answer key (answers circled in red).*

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

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

*I told you so!* (...)

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

*Not really.* (...)

3 You can hurt yourself playing any sport.

*I suppose so.* (...)

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

10 ten

**Finishing the lesson**

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

# Grammar

## Objectives

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

## Materials

- Resources 34 and 50

## Global Scale of English (GSE)

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

## Assessment for Learning

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

## Starting the lesson

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

## Presentation

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

## Practice

### Pupil's Book

- 1 **Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.**
  - Refer pupils to pages 10 and 11. They answer individually.
  - Ask different pupils to raise their hands to offer answers and reasons. Ask for class agreement.

## Diversity

### Challenge

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

### Support

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

- 2  **Look at the grammar table. Then complete the rule.**
  - Give pupils a minute to work out the rules.
  -  Check answers using the Lollipop stick technique.
  - Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

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

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

- 4  **Say the sentences using reflexive pronouns.**

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

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

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



- 6  **5.7 Listen again and answer the questions.**

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



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

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

## Extra activity Critical thinking

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

## Finishing the lesson

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

### Lesson 4 Activity Book

## Objectives

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

## Materials

- Resources 17 and 45

## Global Scale of English (GSE)

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

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

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

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

## Grammar

## Reflexive pronouns

I fell when I was rock climbing and hurt myself.

Children shouldn't do extreme sports because they often hurt themselves.

My sister cut herself when she was playing squash.

Did you do it yourself?

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

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

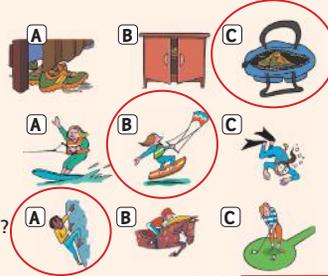
Refer to Activity 1 on page 10 for answer key (answers underlined in green).

- 4 Say the sentences using reflexive pronouns.

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

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

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



Because he wants to go skateboarding.

- 6 Listen again and answer the questions.

last year on holiday

Because he went rock climbing even though he was scared.

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

Fadi



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

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

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

I hurt myself when I was diving last weekend.

elevan 11

## Assessment for Learning



Peer learning: groupwork



Independent learning: Summative questions technique

## Starting the lesson

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

## Practice

- 1 Listen and circle the correct sentences.

- Play the audio. See page 48 for audioscript.

Answer key 2 b, 3 b, 4 a



- 2 Write the reflexive pronouns.

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

- 3 Read and circle the correct pronouns.

Answer key 2 him, 3 themselves, 4 yourself

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

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

- 5 Answer the questions.

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

### Extra activity Fast finishers

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

## Finishing the lesson

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

## Objectives

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

## Global Scale of English (GSE)

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

## Assessment for Learning

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

## Starting the lesson

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

## Presentation

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

## Practice

### Pupil's Book

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

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

### Key words search

How to write an adventure story

#### 2 5.9 Listen and read. Why are the children happy that they aren't really old-fashioned explorers?



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

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

- Pupils turn to page 7 in their Activity Books.

#### 4 In groups, act out a role play.

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

## Diversity

### Challenge

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

### Support

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

## Extra activity Critical thinking

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

## Activity Book

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

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

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

#### 2 Answer the questions. Use complete sentences.

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

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

#### 3 Read the *Work with words* box. Make compound adjectives.

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

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

#### 4 Read and complete the sentences with the compound adjectives from Activity 3.

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

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

## Extra activity Fast finishers

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

## Finishing the lesson

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

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

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

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



## Old-fashioned explorers

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

12 twelve

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

### Objectives

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

### Materials

- Resources 30B, 35 and 42

### Global Scale of English (GSE)

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

### Assessment for Learning

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

### Starting the lesson

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

### Presentation

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

### Practice

#### Pupil's Book

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

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



#### Extra activity Critical thinking

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

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

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

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

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

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

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



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

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



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

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

### Diversity

#### Challenge

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

#### Support

- Pupils do the pairwork using the Expert envoy technique.

### Finishing the lesson

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

### Lesson 7 Activity Book

### Objectives

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

### Materials

- Resources 30B, 35 and 42

### Global Scale of English (GSE)

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

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

north 2 south 9 east 12 west 3  
sunrise 10 sunset 1 wood 6 field 4  
valley 7 scenery 5 tide 11 bay 8



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

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

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

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

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

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

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

#### Grammar

##### Past perfect

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

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

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

We use the Past perfect to talk about something that happened **before** / **after** another event in the past.

We form the Past perfect with **have** / **had** + past participle.

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

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

- watched the sunset 4
- went to sleep, but were woken up suddenly 5
- went fishing and then cooked dinner 2
- put up their tent and went for a walk 1
- told adventure stories 3
- took down the tent quickly and went home 6

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

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

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

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

## Assessment for Learning



Peer learning: groupwork

Independent learning: Thought-provoking questions technique

### Starting the lesson

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

### Practice

- 1 Look, read and complete.

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

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

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

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

Words not needed: north, sunset

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

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

- 4 Read and write sentences in the Past perfect.

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

#### Extra activity Fast finishers

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

### Finishing the lesson

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

### Objectives

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

### Materials

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

### Global Scale of English (GSE)

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

### Assessment for Learning

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

### Starting the lesson

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

### Presentation

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

### Culture notes

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

### Practice

#### Pupil's Book

- 1 **Before you read** Look at the photos. Which sport would you most like to try and why?
  - Refer pupils to page 14. Pupils discuss in pairs for one minute. Then ask for class feedback.

### Key words search

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

### 2 5.14 Listen and read.

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



### WOW! Activity

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

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

- Pupils turn to page 9 in their Activity Books.

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

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

### Project

#### Make a poster about a new sport for PE lessons.

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



### Diversity

#### Challenge

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

#### Support

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

### Activity Book

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

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

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

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

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

## Ready for something new?



### Underwater hockey



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

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

### Tuna throwing

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



### Canyoning



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

### WOW! Activity

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

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

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



You get wet playing underwater hockey and canyoning.

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

14 fourteen

### Project

Make a poster about a new sport for PE lessons.

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

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

• Play the audio. See page 49 for audioscript.

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



### Finishing the lesson

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

# English in action

## Objectives

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

## Materials

- Resource 54

## Global Scale of English (GSE)

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

## Assessment for Learning

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

## Starting the lesson

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

## Presentation

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

## Practice

### Pupil's Book

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

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

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

## Diversity

### Challenge

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

### Support

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

## Extra activity Critical thinking

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

## Pronunciation

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

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

## Activity Book

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

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

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

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

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

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

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

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

1  Listen and read.  
Answer the questions.



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



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

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

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

*Say it!*

**Asking what someone prefers**  
Would you rather go jogging or play golf?  
Would you prefer to go skateboarding or surfboarding?  
Should we play squash or tennis?

**Saying what you prefer**  
I'd rather go jogging.  
I'd prefer to go surfboarding.  
I think we should play squash.

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

**Pupil A**

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

- stay in a field at a campsite or stay in a hotel in a bay?
- go hiking in a wood or in a valley?
- watch the sunrise or the sunset?

Tell Pupil B what you would prefer to do.

Tell Pupil A what you would prefer to do.  
Now ask three questions about what Pupil A would prefer to do.  
kite surf or skateboard?  
go horse-riding or diving?  
walk in a wood or up a mountain?

**Pupil B**

**Pronunciation**

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



After he'd finished his game he went home.  
After they'd played squash, they ate lunch.  
After we'd watched the sunset, we went to bed.  
After I'd walked up the hill I saw the bay.

fifteen 15

**Extra activity Fast finishers**

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

**Finishing the lesson**

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

# Reading

## Objectives

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

## Materials

- Resource 46

## Global Scale of English (GSE)

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

## Assessment for Learning

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

## Starting the lesson

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

## Presentation

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

*perfect:* without anything wrong

*terrific:* excellent

*stunning:* beautiful to look at

*gentle:* easy, not steep

*expert:* knowing a lot about something

## Diversity

### Challenge

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

### Support

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

## Practice

### Pupil's Book

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

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

#### 2 5.20 Listen and read.

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



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

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

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

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

### Extra activity Collaborative work

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

### Activity Book

#### 1 Read and complete the definitions.

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

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

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

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

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

#### 3 Answer the questions. Use complete sentences.

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

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

### Extra activity Fast finishers

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

## Literacy: brochures and adverts

## Reading

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

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

2 **5:20** Listen and read.

## tip Reading

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



## MAKE YOUR NEXT HOLIDAY AN ADAMS' ADVENTURE!



## EXTREME SPORT ADVENTURES

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

## SAFARI ADVENTURES

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



## CLIMBING ADVENTURES

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

## DESERT ADVENTURES

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



Activity Book, page 11

*'After we'd tried these adventure holidays, we didn't want to go anywhere else!' Adnan, Cairo*

## Words in context

perfect terrific stunning gentle expert

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

## 1 Climbing Adventures

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

## 2 Desert Adventures

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

## 3 Extreme Sport Adventures

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

## 4 Safari Adventures

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

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

16 sixteen

## Finishing the lesson

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

# Writing

## Objectives

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

## Materials

- sheets of A4 paper, enough for each pupil

## Global Scale of English (GSE)

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

## Assessment for Learning

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

## Starting the lesson

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

## Presentation

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

## Practice

### Pupil's Book

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

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

## Diversity

### Challenge

- Pupils work alone on their brochures.

### Support

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

## Extra activity Creativity

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

## Finishing the lesson

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

## Lesson 12 Activity Book

## Objectives

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

## Materials

- sheets of A4 paper, enough for each pupil

## Global Scale of English (GSE)

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

## Assessment for Learning

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

## Starting the lesson

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

## Practice

- 1 **Rewrite the sentences with exciting adjectives.**
  - Pupils complete the activity individually.
  -  Check answers using the Lollipop stick technique.

**Answer key** 2 terrible/awful, 3 brilliant, 4 delicious, 5 great, 6 awful/terrible
- 2  **Plan a brochure for an outdoor activity.**
  - Pupils complete the activity individually. Monitor and help with ideas. They then compare ideas with a partner.

## 1 Look at the text and tick the correct answer.

- This brochure is trying to get people:
- a to buy equipment for kite surfing at Tala Bay.
- b to come kite surfing at Tala Bay.
- c to learn how to stay safe when you're kite surfing.



## KITE SURFING AT TALA BAY

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

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

**Book today for the adventure of your life!**


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

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

**How to write... a brochure**

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

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

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

**tip Writing****Strong adjectives**

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

## 3 Now write your brochure.

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

## 4 Read your brochure. Check your spelling and punctuation.

- Give students time to check their work.

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

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

**Extra activity Fast finishers**

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

**Finishing the lesson**

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

## 5.6 & 5.7

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

## 5.8

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

## 5.11 & 5.12

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

### 5.13

**Narrator:** One

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

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

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

**Narrator:** Two

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

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

**Girl 1:** It sounds like a really beautiful place!

### 5.15

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