

# Mapping

## Topics

Theme 5: Welfare

## Scope and Sequence Matrix

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

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

**Reading:** previewing a text, making predictions about content; skimming and scanning for main ideas and details; using metalinguistic knowledge to infer meanings of new phrases; drawing inferences by referring to explicit details in a text; reading a range of stories, poetry and information books and beginning to make links between them

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

**Viewing and presenting:** viewing visual information and showing understanding by asking relevant questions and discussing intended meaning; responding to open-ended questions related to the visual texts; presenting and developing ideas and opinions on a variety of topics orally or visually

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WOW!

**Shopping:** on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping  
**Imaginary situations:** go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup

## Spend or save?

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

## World of Wonder! Magazine

Welcome

Book Club

Culture



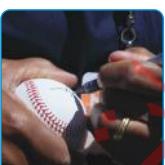
WOW! Question



Mei 3 minutes ago  
Why is money important?

In this unit I will ...

- learn words for shopping and for imaginary situations
- use the zero, first and second conditionals
- read a poem
- learn about interesting markets around the world
- work in a group to make a tourist leaflet about an interesting market
- learn how to make a complaint in a shop
- read and write emails



18 eighteen

## Learning Outcomes and Performance Indicators

**Listening:** identify key ideas and supporting details in an oral presentation or conversation with reasons and evidence a speaker provides to support particular points; use resources to help construct meaning (dictionaries, online search engines); make suggestions for the improvement of his/her own and peers' presentations; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information or enhance understanding of a topic or issue; empathise with classmates

**Speaking:** recognise the main points made by other speakers and respond by asking questions, commenting or giving suggestions; speak (7-10 sentences) to communicate an idea using correct cohesive devices; use formulaic expressions to express greetings, obligation, requests, prohibition, agreement or 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; 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; explain how an author uses reasons and evidence to support particular points in a text; close read a literary text

**Writing:** write diaries and personal journals

**Viewing and presenting:** demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; make connections to more than one of the six course themes

## Unit objectives

Talk about shopping and imaginary situations

### Language

Vocabulary	<b>Shopping</b> on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping <b>Imaginary situations</b> go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup
Grammar	Zero and first conditionals Second conditional
Functions	Making a complaint
Phonics	Strong and weak forms in the second conditional

### Key competences

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

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

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

**Social and civic competences:** learn to be creative (L. 5, 6 and 8)

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

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 3 and 6)

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

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

Critical thinking	Predicting (L. 10); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 10); Defining and describing (L. 8 and 12); Finding information (L. 8); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Making a tourist leaflet about an interesting market (L. 8)
Communication	Talking about shopping (L. 1 and 2); Talking about what you would like to do (L. 6 and 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 9)

### Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 6 Test
- End-of-term 2 Test

# Vocabulary

## Objectives

- Lesson aims:** to learn and use words and phrases for shopping
- Target language:** on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping
- Skills:** Reading, Speaking

## Materials

- Resource 31A

## 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 give brief reasons for their opinions on familiar topics (GSE 48). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about matters of personal information and interest in some detail (GSE 51).

## Assessment for Learning

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

## Starting the lesson

- Write *Shopping* on the board. Ask *What shops do you like best?* Pupils raise their hands to offer ideas.

## Presentation

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

## Practice

### Pupil's Book

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

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

**2**   **6.1 Look and match. Then listen, check and repeat.**

- Refer students to page 19. Tell pupils to match the words and phrases they know and guess the ones they don't know.
- Play the audio.
-  Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
- Have pupils say a word to their partners and their partner points to the correct picture. Then they swap.
- Consolidate understanding with these questions. Pupils raise their hands to suggest answers:  
*Who/Where/How do/can you pay for shopping? (the shop assistant, at the till, with a credit card)*

Are on sale/second-hand/designer label items cheaper or more expensive?

Do you mind waiting in a queue?

Do you think the customer is always right?

What shows you the price of all your shopping?

If you want your money back, do you get a refund or exchange an item?

Do you like going to shops or online shopping? Why?

## Diversity

### Challenge

- Tell pupils to write the new words and phrases in their notebooks in a vocabulary list and to write explanations in English for homework. They can use an online dictionary to help.

### Support

- Tell pupils to write the new words and phrases in their notebooks in a vocabulary list. Give them explanations and/or translations to write with each phrase.

**3**   **6.2 Listen and read. Who doesn't like going shopping and why?**

-  Check answers using the Lollipop stick technique.

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

-  Give pupils a minute to write two lists in pairs.
- Pupils raise their hands to offer answers. Ask two pupils to write the answers on the board.

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

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

## Extra activity Collaborative work

-  Pupils work in pairs and write a short dialogue between two customers in a shop. They should use as many of the new words as possible. They act out their dialogues to the class.

## Activity Book

**1**   **Read the clues and complete the crossword.**

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

**Answer key** 2 on sale, 3 second-hand, 4 queue, 5 customer, 6 till

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

- Pupils complete the activity individually. They then compare answers with a partner.
- Ask different pupils to read out their answers.

**Answer key** 2 credit card; 3 get, refund; 4 shop assistant; 5 online shopping; 6 designer labels

**3**   **Read the I'm learning box. Read and complete the sentences with shopping and money verbs.**

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

**Answer key** 2 buy, 3 sell, 4 save, 5 buy, 6 spend





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

on sale **6** queue **9** till **3** designer labels **10** get a refund **11** exchange (v) **12**  
 shop assistant **1** credit card **2** customer **4** second-hand **8** receipt **7** online shopping **5**



## 3 Listen and read. Who doesn't like going shopping and why?

Sami doesn't like shopping because he prefers to be outside enjoying himself.



## WOW! Blog

1 Mei 8 minutes ago

I like shopping in second-hand shops. If you look carefully, you can find really brilliant things for just a few coins. So, I'm helping my wallet and the environment!

**zero conditional**

2 Dana 1 hour ago

Some things are made in poor countries by people who don't get much money. We must go to shops that sell things that are made fairly. If we only buy from these shops, we'll help the people who make the things we buy.

**first conditional**

2 Sami 10 minutes ago

I don't really like shopping. Why would I stand in a queue of customers at a till when my parents can buy everything we need online? I prefer to be outside enjoying myself!

4 Alex 2 hours ago

I love shopping! My favourite shop is Sports Superstar. There are lots of designer labels, which are very expensive. I'm not very good at saving money ... I'm much better at spending it!

## 4 Work in pairs. Look at the words in Activity 2 and answer the questions.

1 Which words are things you might see in a shop?

**till, receipt, credit card, designer labels**

2 Which words are people you might see in a shop?

**customer, shop assistant, queue**

## 5 Work in pairs. Answer the questions.

1 Do you like shopping in second-hand shops? Why?/Why not?

2 Do you ever buy designer labels? Why?/Why not?

3 Are you better at saving or spending money?

4 Did you or someone in your family ever ask for a refund or exchange something? What was it?

I never buy designer labels. I think they're too expensive!



## 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 recite in their head.

## Finishing the lesson

- Pupils close their books. Call out the first word or syllable for each phrase/word and have pupils raise their hands to complete the phrase/word.
- Using the Thought-provoking questions technique, ask *Are phrases harder to remember than single words? How will you learn these words and phrases?*

## Objectives

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

## Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can give brief reasons for their opinions on familiar topics (GSE 48).

## Assessment for Learning

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

## Starting the lesson

- Revise the shopping words using the Lollipop stick technique. Pupils say a word or phrase they remember from Lesson 1. They shouldn't repeat something already said.

## Presentation

- Explain that in this lesson pupils will read about shopping.

## Practice

### Pupil's Book

#### 1 6.3 Listen and read. Do Alex and Sami both like online shopping?

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



### Extra activity Critical thinking

- Ask *Do you like shopping? Why do people like/dislike shopping? How does shopping make people feel?* Discuss as a class.

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

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

## Diversity

### Challenge

- After discussing in pairs, pupils write down their answers in their notebooks. They swap with a partner and check each other's work.

### Support

- After discussing in pairs, pupils write down their answers in their notebooks. Write the answers on the board for them to use to check.

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

- Pupils act out the expressions in pairs. Ask different pairs to demonstrate the expressions to the class.
- **Extension** Ask pupils to think of their own statements that could prompt these expressions.
- Pupils work in small groups. They look back at the expressions in the units so far and practise using them in conversations.

#### 4 Work in pairs. Say your answers to the questions.

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their opinions. Promote class discussion: *Who agrees/disagrees? What's your opinion?*

## Activity Book

#### 1 6.4 Read and complete the sentences from the dialogue on Pupil's Book page 20. Then listen and check.



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

**Answer key** 2 kidding, 3 time, 4 what, 5 enough, 6 suppose, 7 online, 8 happy

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

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

**Answer key** 2 T – He says he has read it.; 3 F – They buy things online for Sami.; 4 F – He says he prefers shops.; 5 T – He says you don't get long queues for the tills online.; 6 F – He says he won't be happy if the shops close.

#### 3 6.5 Read and complete the dialogues with the expressions. 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'm only kidding!, 3 No chance!, 4 That's true., 5 No chance!, 6 I'm only kidding!

## Extra activity Fast finishers

- Pupils write the words connected to shopping in this lesson in their notebooks.

## Finishing the lesson

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

- Ask different pupils to think of a question of their own about shopping. They ask the class and choose someone to answer using the Lollipop stick technique.



6.3 Listen and read. Do Alex and Sami both like online shopping?

No. Alex prefers going to shops.



Alex: Hey, Sami! Do you want to come shopping with me?

Sami: **No chance!** I don't like shopping.

Alex: **I'm only kidding!** I read your blog. But why don't you like shopping?

Sami: It's just such a waste of time. If I need something, I ask my parents to buy it online.

Alex: But what about clothes and shoes? What do you do if they aren't big enough?

Sami: You can still try things on. If something isn't big enough, you send it back.

Alex: I suppose so. But I still prefer shops. I really love walking around bookshops. You don't get that online.

Sami: You also don't get long queues for the tills and lots of impolite customers!

Alex: But if we buy everything online, shops will close.

Sami: **That's true!** Maybe we won't need shops at all in the future.

Alex: If that happens, I won't be happy. Also, what will the shop assistants do if there aren't any shops?

Sami: Yes, I hadn't thought of that. Maybe we should keep some shops then!

First conditional

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

- 1 What does Alex invite Sami to do? **to go shopping with him**
- 2 Why doesn't Sami like shopping? **He thinks it's a waste of time.**
- 3 What does Sami do if something he buys online doesn't fit? **He sends it back.**
- 4 What shops does Alex really like? **bookshops**
- 5 What does Sami not like about shops? **long queues for the tills and impolite customers**
- 6 What does Sami think will happen to shops in the future? **He thinks we might not need them.**

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

No chance! I'm only kidding! That's true.

- 1 It's usually cheaper to buy things online.
- 2 Are you going to get some new trainers?
- 3 I'm going to buy this designer T-shirt.

(...) I'm giving my pocket money to a poor family. No. (...) I never spend lots of money on designer labels.

## 4 Work in pairs. Say your answers to the questions.

- 1 Do you prefer online shopping or going to the shops? Why?
- 2 Are there any shops that you really like or don't like? Why?
- 3 Do you think we'll need shops in the future? Why?/Why not?

# Grammar

## Objectives

- **Lesson aims:** to learn and use zero and first conditional; to understand a listening task
- **Target language:** *If I need something, I ask my parents to buy it online. If we buy everything online, shops will close.*
- **Skills:** Reading, Listening, Speaking

## Materials

- Resources 36 and 51

## Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35). Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

## Assessment for Learning

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

## Starting the lesson

- Ask a key question: *What do you buy online/in the shops?* Pupils raise their hands to offer answers.

## Presentation

- Explain that in this lesson pupils will learn to use the zero and the first conditional. They will also do a listening activity.
- Write *If I want to read a book, I buy one online/at a bookshop.* Ask different pupils to read out the sentence with their choice. Explain that this is a zero conditional.
- Write *If I buy this recipe book, I will lend it to my friend/mum, too.* Ask different pupils to read out the sentence with their choice. Explain that this is a first conditional. Ask pupils what difference they can see. Draw their attention to *will* for the first conditional.

## Practice

### Pupil's Book

- 1 **Look back at the dialogue in Lesson 2. Who might say these sentences: Alex or Sami?**
  - Refer pupils to pages 20 and 21. They discuss in pairs.
  - Ask different pupils to raise their hands to offer ideas. Ask for class agreement.
- 2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**
  - Give pupils a minute to work out the rules.
  - Check answers using the Lollipop stick technique.
  - Tell pupils to write down the correct rules in their notebooks. Have pupils check each other's notes.

- 3 **Read the blog on page 19 again. Underline an example of each conditional.**
  - Pupils work individually.
  - Ask for feedback using the Lollipop stick technique.

- 4 **Work in pairs. Complete the sentences and swap with your partner. In what ways are your ideas about shopping the same?**
  - Pupils work individually before the pairwork.

## Diversity

### Challenge

- Pupils report back to the class what their friend said.

### Support

- Pupils do the pairwork using the Expert envoy technique.

- 5 **6.6 Zeina is talking to her mum. What are they talking about?**

- Tell pupils to read the questions and look at the pictures before they listen.
- Play the audio. See page 70 for audioscript.
- Check answers using the Lollipop stick technique.



- 6 **6.7 Listen again. Are these sentences true or false? Say why.**

- Pupils read the questions before listening again.
- Check answers using the Lollipop stick technique. Ask different pupils to give reasons.



- 7 **Work in pairs. What will you do if these things happen?**

- Pupils write their ideas in their notebooks. Then they compare and discuss in pairs.
- Ask different pairs to tell the class their ideas.

## Extra activity Critical thinking

- Play a game. Start with this sentence: *If I go out today, I'll go to the shops.* Choose a pupil to continue using the last part of your sentence: *If I go to the shops, I'll ...*, adding his/her own idea. The game continues like this around the class.

## Finishing the lesson

- Using the Summative questions technique, ask pupils to write an example sentence for the zero conditional and another for the first conditional in their notebooks. Ask different pupils to read out their ideas.

## Lesson 4 Activity Book

## Objectives

- **Lesson aims:** to learn and use zero and first conditional
- **Target language:** *If I need something, I ask my parents to buy it online. If we buy everything online, shops will close.*
- **Skills:** Reading

## Materials

- Resources 36 and 51

## Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37). Can scan a simple text to find specific information (GSE 38).

1 Look back at the dialogue in Lesson 2. Who might say these sentences: Alex or Sami?

- 1 I always buy my trainers online. **Sami**
- 2 I love walking around bookshops. **Alex**
- 3 Some customers are impolite. **Sami**
- 4 I'm going shopping tomorrow. **Alex**

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

### Grammar

#### Zero conditional

If I **need** something, I **ask** my parents to buy it online.

If something **isn't** big enough, you **send** it back.

What **do** you **do** if the trainers **aren't** big enough?

#### First conditional

If we **buy** everything online, shops **will close**.

If that **happens**, I **won't be happy**.

What **will** the shop assistants **do** if there **aren't** any shops?

**zero/ first conditional:** real situations  
**zero /first conditional:** things that might happen in the future  
**zero conditional:** if + Present simple, ... **Present simple** / **will + verb**  
**first conditional:** if + Present simple, ... **Present simple** / **will + verb**

3 Read the blog on page 19 again. Underline an example of each conditional.

Refer to Activity 1 on page 20 for answer key (answers underlined in green).

4  Work in pairs. Complete the sentences and swap with your partner. In what ways are your ideas about shopping the same?

- 1 If I need to buy something, I usually ...
- 2 If I go to a shopping centre, I always ...
- 3 If I have time for shopping this Saturday, I ...
- 4 If I go to my favourite shop today, I ...



5  Zeina is talking to her mum. What are they talking about?



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



- 1 Zeina's banana was grown fairly. **true**
- 2 The supermarket where Zeina's mum buys her food only sells things that are made fairly. **true**
- 3 If Zeina wants to find out more about this topic, she will ask her teacher. **false** (They will look online.)
- 4 If Zeina does her project about this topic, she will teach other students about it. **true**

7  Work in pairs. What will you do if these things happen?

- go shopping / on Saturday
- rain / tomorrow
- lose / wallet
- save / a lot of money

If I go shopping on Saturday, I'll buy a new game.

twenty-one 21

## Assessment for Learning

 Peer learning: pairwork; groupwork

 Independent learning: Summative questions technique

## Starting the lesson

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

## Practice

1  6.8 Listen and circle the correct words.

- Play the audio. See page 70 for audioscript.
- Answer key 2 a, 3 c, 4 b



2 Read and complete the zero conditional sentences.

Answer key 2 get, is; 3 aren't, spend; 4 feel, have; 5 go, have; 6 wants, buys

3 Read and complete the sentences.

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

4  Complete the first conditional questions. Then write the answers.

Answer key 2 will you have, 3 will you study, 4 will you spend, 5 will you say

5  Work with your partner. Ask and answer the questions from Activity 4. Write their answers in your notebook.

-  Place pupils in pairs. They take turns to ask the questions and write down the answers.

## 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 *Do you understand the grammar?* Ask pupils to explain the difference between first and zero conditional.

## Objectives

- **Lesson aims:** to understand a reading text; to introduce imaginary situations
- **Skills:** Speaking, Listening

## Materials

- sheets of A4 paper, enough for each pair of pupils

## Global Scale of English (GSE)

- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).
- **Listening:** Can understand some details in extended dialogues on a range of non-technical topics (GSE 50).

## Assessment for Learning

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

## Starting the lesson

- Ask pupils to think of ideas to finish the sentence *If I had lots of money, I would ...* Use the Lollipop stick technique.

## Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Poem* on the board. Ask a key question: *What do you know/ think about poems?* Pupils raise their hands to offer answers.

## Practice

### Pupil's Book

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

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

#### Key words search

Tips for writing a poem using conditionals

- 2 **6.9 Listen and read. What four places would the speaker in the poem like to visit?**

- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *Where would the poet go? (Ancient Jordan) Why would the poet like to be Sherlock Holmes? (Because he is cleverer than the rest.) Where would the poet walk in space? (on the Moon) Which animals would the poet see in the Arctic? (polar bears)*

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

- Pupils turn to page 17 in their Activity Books.

- 4 **Work in pairs. Would you like to do the things in the poem? Ask and answer.**

- Place pupils in pairs for this activity. They ask one question each.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their ideas.

## Diversity

### Challenge

- Pupils do the pairwork without preparation. Write their ideas on the board during feedback.

### Support

- Brainstorm ideas for answers to the questions as a class and write pupils' ideas on the board for them to use during pairwork.

## Extra activity Creativity

- Hand each pair a sheet of paper. Pupils use their ideas from Activity 4 to rewrite one of the verses from the poem. They swap with another pair and read each other's ideas.

## Activity Book

- 1 **After you read** Read the poem on Pupil's Book page 22 again. Number the sentences in order.

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

**Answer key** 2 g, 3 h, 4 c, 5 f, 6 a, 7 b, 8 e

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

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

**Answer key** 2 The speaker dressed up as a Nabatean guard.; 3 He's clever because he always finds the thief.; 4 Neil Armstrong and Buzz Aldrin were the first people on the Moon.; 5 They left a flag on the Moon.; 6 The sea ice is melting quickly.

- 3 **Read the Work with words box. Write the correct prepositions.**

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

**Answer key** 2 down, 3 around, 4 through, 5 under, 6 behind

## Extra activity Fast finishers

- Pupils find all the words that rhyme in the poem.

## Finishing the lesson

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



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

- 1 This poem has **three** / **four** verses.
- 2 Each verse has **four** / **six** lines.
- 3 The first and second lines and the third and fourth lines of each verse **rhyme** / **rhythm**.
- 4 Do you prefer poems that rhyme or don't rhyme? Why?



2 Listen and read. What four places would the speaker in the poem like to visit?

Ancient Jordan, London, the Moon, the Arctic

If you could...

If you could travel back in time, what would you choose to do?  
I'd go to Ancient Jordan to see Petra when it was new.  
We learned about this in History last year and we wore costumes to school.  
I dressed as a Nabatean guard. I looked really cool!



If you could become a character, what film or book would you choose?  
I'd like to become Sherlock Holmes, then I'd catch a thief or two!  
I'd live in London, years ago, and I would be the best.  
Sherlock always finds the thief! He's cleverer than the rest.



If you could go into space, what would you do and why?  
I'd walk on the Moon, I'd look down at Earth and see how it looks from the sky.  
First Neil Armstrong, then Buzz Aldrin, stepped down to have a look.  
They walked around, left a flag and walked into history books!



If you could travel the world one day, where would you choose to go?  
I'd go to the Arctic, I'd play in the ice, and I'd build a house in the snow.  
The sea ice is melting **quickly**, so I want to go while I can.  
I want to look after some polar bears and make a huge snowman!

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

4 Work in pairs. Would you like to do the things in the poem? Ask and answer.

twenty-two

Would you like to go into space?

Yes, I would. I'd like to see Earth from space. Would you?

No, I wouldn't. I prefer to keep my feet on the ground.

# Vocabulary and Grammar

## Objectives

- Lesson aims:** to learn and use words for imaginary situations; to learn and use the second conditional
- Target language:** *go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup; If I could travel back in time, I'd go to Ancient Egypt.*
- Skills:** Reading, Speaking, Listening, Writing

## Materials

- Resources 31B, 37 and 43

## Global Scale of English (GSE)

- Reading:** Can scan a simple text to find specific information (GSE 38).
- Listening:** Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).
- Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22).
- Writing:** Can write a very simple story, given prompts or a model (GSE 36).

## Assessment for Learning

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

## Starting the lesson

- Ask *What would the poet in Lesson 5 do?* Pupils raise their hands to offer ideas.

## Presentation

- Explain that in this lesson pupils will learn words for different situations and learn to talk about them using the second conditional.
- Pre-teach the new words. Write the verbs in the box at the top of the board and the phrases in a column underneath. Ask different pupils to complete the phrases with the correct verbs. Explain meanings if necessary:  
*be, become, donate, go, have, meet, pass, travel, win, pass, travel*  
*three wishes, invisible, a cup, a book or film character, an Olympic athlete, to a charity, a lot of money, a famous person, into space, exams, the world, back in time*

## Practice

### Pupil's Book



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

- Refer pupils to page 23. Tell them to look at the pictures.
- Play the audio.

## Extra activity Collaborative work

- Pupils order the situations in the box in order of what they would like to do, from the most to the least. They compare and contrast their ideas in groups of three.

- Read the poem in Lesson 5 again. How many of these words and phrases can you find?

- Refer pupils to page 22.
- Pupils work in pairs to find the words. Ask different pairs for feedback.

- Think about the poem in Lesson 5. Are the questions asking about real or imaginary situations?

- Check answers using the Lollipop stick technique.

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

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

- 6.11 Listen to Yousuf and Kamal. What three things do they wish for?



- Play the audio. See page 71 for audioscript. Give pupils time to note down their answers.
- Play the audio again for pupils to check and verify. Ask different pupils to write their answers on the board.

- Work in pairs. Play a sentence chain game using sentences in the second conditional. Then tell your sentences to another pair.

- Place pupils in pairs. After they finish their stories, place two sets of pairs together.
- Have pairs stand up and move to join another pair so pupils can repeat the activity.

## Diversity

### Challenge

- Pupils try to retell the story from memory.

### Support

- Pupils can write down notes and refer to them to tell their stories.

## Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *If you were the teacher, what would you ask your pupils to do for homework?* Pupils raise their hands to offer ideas.

## Lesson 7 Activity Book

## Objectives

- Lesson aims:** to use words for imaginary situations; to use the second conditional
- Target language:** *go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup; If I could travel back in time, I'd go to Ancient Egypt.*
- Skills:** Reading, Listening

## Materials

- Resources 31B, 37 and 43

1  6.10 Look and match. Then listen, check and repeat.



go into space 8 meet a famous person 9  
travel the world 10 donate to a charity 12  
have a lot of money 4  
have three wishes 5 travel back in time 3  
pass exams 11  
become an Olympic athlete 1  
become a book or film character 2  
be invisible 7 win a cup 6



Refer to Activity 2 on page 22 for answer key (answers underlined in green).

2 Read the poem in Lesson 5 again. How many of these words and phrases can you find?  
3  Think about the poem in Lesson 5. Are the questions asking about real or imaginary situations? **imaginary**

**Kamal** – for his family to be healthy and happy; to be invisible for a day; to travel back in time to Rome  
**Yousuf** – to have a lot of money; to pass all his exams; that his team wins a cup in football this year

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

#### Grammar

##### Second conditional

If I **could** travel back in time, I'd **go** to Ancient Jordan.  
If I **went** into space, I'd **walk** on the Moon.  
If you **could** become a film character, what character **would you choose**?  
If you **were** rich, **would you donate** to a charity?

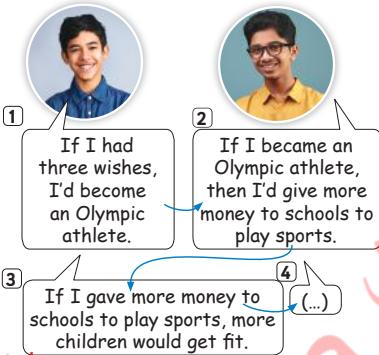
second conditional: **real /imaginary** situations

second conditional: **if + Present simple /Past simple ... , would + verb**

5  Listen to Yousuf and Kamal. What three things do they wish for?



6  Work in pairs. Play a sentence chain game using sentences in the second conditional. Then tell your sentences to another pair.



twenty-three 23

## Global Scale of English (GSE)

- Reading:** Can scan a simple text to find specific information (GSE 38).
- Listening:** Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).

## Assessment for Learning

 Peer learning: pairwork

 Independent learning: Summative questions technique

## Starting the lesson

- Ask *If you had a lot of money, what would you buy?* Pupils raise hands to answer using the correct grammar structure.

## Practice

1  6.12 Listen and complete the sentences.

- Play the audio. See page 71 for audioscript.

**Answer key** 2 have a lot of money, 3 pass exams, 4 travel the world, 5 meet a famous person, 6 win a cup



2 Read and complete the questions.

**Answer key** 2 become an Olympic athlete, 3 to a charity, 4 a film character, 5 three wishes, 6 travel back in time

3  Work with your partner. Ask and answer the questions in Activity 2. Do you have similar answers?

-  Place pupils in pairs. They take turns to ask and answer the questions.

4 Read and complete the sentences. Use the second conditional.

**Answer key** 2 I would tell you; 3 we'd visit the museum; 4 I would understand Mario; 5 he'd see the film; 6 you could drive a car

5 Read and complete the questions. Use the second conditional.

**Answer key** 2 had, would you go; 3 could, would you live; 4 met, would you say; 5 lost, would you feel; 6 could, would you choose

## Finishing the lesson

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

# Culture

## Objectives

- Lesson aims:** to learn about interesting markets
- 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).
- Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can give brief reasons for their opinions on familiar topics (GSE 48).
- Writing:** Can write a short, persuasive text (e.g. a leaflet), given a model (GSE 55).

## Assessment for Learning

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

## Starting the lesson

- Give pupils one minute to write down as many shopping words and phrases from Lesson 1 as they can remember. Read out the words and phrases and have pupils tick them from their list.

## Presentation

- Explain that in this lesson pupils will talk about interesting markets around the world.
- Extension** Ask pupils to find Indonesia, Morocco, Thailand and Jordan on a map. Use an online map if available.

## Culture notes

- The Floating Market is where the Kuin and Barito rivers meet. It is popular with locals and visitors.
- The market in Marrakech in the square is next to the souk, which is the large market for all goods. It is a popular tourist attraction.
- The Night Bazaar is about 1 km long. It is on the east side of the old walled city. It opens every evening from dusk until around midnight.
- The Souk Jara Market is in Jabal next to Rainbow Street and it started in 2005. Apart from shopping, people can watch films, attend concerts and other cultural events.

## Practice

### Pupil's Book

#### 1 Before you read What are markets like where you live? What type of things do you buy at a market?

- Pupils discuss in pairs for one minute. Ask for class feedback. Pupils raise their hands to offer ideas.
- Refer pupils to page 24. Tell them to look at the photographs and describe what they can see.

## Key words search

the world's greatest markets

#### 2 6.13 Listen and read.

- Play the text all the way through.
- Check comprehension with questions:  
*Which market happens very early/late? (Muara Kuin Floating Market/Chiang Mai Night Bazaar) What can you listen to in the market in Marrakech? (stories) Which market is open until September? (the Souk Jara Market)*



## WOW! Activity

- Have students think of something they can buy at a market. Give them time to work out how to describe it. Tell them to write notes rather than full sentences. Invite a pupil to the front of the class. Ask them to describe their item, being careful not to name it. The rest of the class listens and tries to guess the item being described. They raise their hands to guess the item.

## Extra activity Critical thinking

- Pupils work in pairs and write down three things that they found the most unusual. Ask for feedback.

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

- Pupils turn to page 19 in their Activity Books.

#### 4 Work in pairs. Which market would you most like to visit? Why?

- Pupils discuss in pairs for one minute.



## Project

### Make a tourist leaflet about an interesting market.

- 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 leaflet.
- Have pupils present their leaflets together. They give reasons for the market they choose in the vote.

## Diversity

### Challenge

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

### Support

- Ask pupils to raise their hands to suggest style and vocabulary they can use in their leaflets from the text in their Pupil's Books. Write their ideas on the board.

## Activity Book

#### 1 After you read Read the text on Pupil's Book page 24 again. What do the sentences describe? Write.

**Answer key** 2 Floating market, 3 Souk Jara, 4 Night Bazaar, 5 Djemaa el Fna, 6 Floating Market

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

**Answer key** 2 There is a market in Djemaa el Fna every day.; 3 You must go there before 7 am/sunrise.; 4 It used to be small with only a few stalls.; 5 You should visit the Muara Kuin Market.

1  **Before you read** What are markets like where you live? What type of things do you buy at a market?

2  6.13 Listen and read.

## INTERESTING MARKETS

We all love shopping, but have you ever wanted to go somewhere new and buy something different? What about visiting these interesting markets?



### Muara Kuin Floating Market, Indonesia

There aren't any shops in this market, but there are a lot of shop-boats! There's been a market on this river for hundreds of years. You can buy fruit, vegetables, flowers and fish. But you have to get there before sunrise because it's usually finished by 7am.



### Djemaa el Fna, Marrakech, Morocco

One of the most interesting markets in the world, Djemaa el Fna, is in the central square in Marrakech every day. This market is famous for selling leather bags and shoes and bright bowls and cups. After sunset, the market becomes even more charming. You can eat delicious food, listen to stories and watch snakes and monkeys doing tricks.



### Chiang Mai Night Bazaar, Thailand

As the sun sets every night, the shops close and the market stalls arrive. This market started with just a few stalls, but it now fills many streets and squares in the area. You can buy lots of cheap souvenirs, pictures, clothes and jewellery.



### Souk Jara Market, Jordan

In the historic neighbourhood of Jabal in Amman, a colourful, lively market takes place. It is known as Souk Jara. You can find lots of handmade things like jewellery, jam and other beautiful objects. There's also plenty of music and food. Visit the market during the summer months and until September, from 10 am to 10 pm.



### WOW! Activity

Think of something you can buy at a market. Describe it to your classmates. Can they guess what it is?

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

4  Work in pairs. Which market would you most like to visit? Why?

### Project

Make a tourist leaflet about an interesting market.

- 1 In groups, find out about interesting markets in the world.
- 2 Choose the market that you would most like to visit.
- 3 Decide who will find out more about:
  - where/when the market is.
  - what you can buy at the market.
- 4 Make your leaflet. Include photos and interesting facts which will make people want to visit.
- 5 Present your leaflet to the class.
- 6 Take a class vote on which market you would most like to visit.



24 twenty-four

3  6.14 Listen to a report about another market. Complete the text.

• Play the audio. See page 71 for the audioscript.

**Answer key** 2 busy, 3 bananas, 4 visit, 5 bright, 6 friendly



### Finishing the lesson

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

### Extra activity Fast finishers

• Pupils write ten important words from the text in their notebooks.

### Objectives

- Lesson aims:** to learn to make a complaint; to learn and practise intonation in questions and statements
- Target language:** *I'd like to complain about ...*
- Skills:** Reading, Speaking, Listening

### Materials

- Resource 55

### Global Scale of English (GSE)

- Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).

### 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 *A complaint* on the board and explain the meaning. Ask *Have you ever made a complaint in a shop? What was the problem?*

### Presentation

- Explain that in this lesson pupils will learn to make a complaint.
- Ask pupils to work in pairs and think of a phrase they would say to make a complaint in a shop.

### Practice

#### Pupil's Book

##### 1 6.15 Listen and read. Answer the questions.

- Refer pupils to page 25. Ask pupils to look at the picture and raise their hands to say what they can see.
- Play the audio.
- Check answers using the Lollipop stick technique.



##### 2 Read the dialogue again. What are the complaints and what does the man ask the shop assistant to do about them? Use the *Say it!* box to help you.

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



### Diversity

#### Challenge

- Ask two pupils to read out the dialogue to the class.

#### Support

- Read out one sentence at a time and have pupils repeat.

##### 3 6.16 Act out dialogues with your partner. Take it in turns to make complaints and find a solution. Use the *Say it!* box to help you.

- Place pupils in different pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to perform one situation of their choice to the class.

#### Extra activity Collaborative work

- Pupils remain in the same pairs as in Activity 3. They think of two more situations and they make a complaint for each one.

### Pronunciation

##### 4 6.16 Listen and say. Is *would* in the second conditional stressed or unstressed?



- 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 6.17 Read and complete the dialogue. Then listen and check.



- Pupils do the activity individually. Then they listen and check.
- Pupils raise their hands to offer answers.
- Pupils read out the dialogue in pairs.

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

##### 2 Read and complete the dialogues with your own ideas. Then act out with your partner.



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

##### 3 6.18 Listen and complete the second conditional sentences. Use 'd' or 'would' and a verb from the box. Then practise with your partner.



- Play the audio. Give pupils enough time to choose. Have them repeat what they hear.
- Pupils practise in pairs. Monitor intonation.

**Answer key** 2 'd become, 3 'd go, 4 'd choose

#### Extra activity Fast finishers

- Pupils read the dialogue and find all the phrases for making a complaint.

### Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do people make complaints like this in your country/language?* Ask pupils to say what is different or the same.



**Ali:** Hello. I'm afraid I have a complaint about some things I bought last week.

**Mustafa:** OK, what's the problem?

**Ali:** I found that there is a button missing on these trousers. I need to exchange them.

**Mustafa:** I'm very sorry. Of course you can.

**Ali:** I'm afraid there's also a problem with this scarf. It's damaged here.

**Mustafa:** I'm sorry about that. Would you like to exchange it, too?

**Ali:** No. Please could I have a refund for the scarf?

**Mustafa:** No problem. I'll just need to see your receipt.

**Ali:** Here you go.

**Mustafa:** That's great. Thanks.

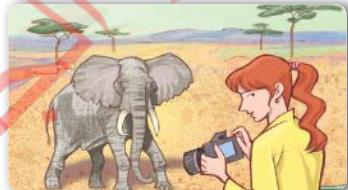
### Pronunciation

**4** Listen and say. Is **would** in the second conditional stressed or unstressed?

If I had a lot of money, I **would** donate some to charity.



If I could travel the world, I **would** go to Africa.



**1** Listen and read.

Answer the questions.

1 Where are the people?

in a clothes shop

2 Are these people friends? **No, they aren't.**



**Say it!**

**Making a complaint**

I'm afraid I have a complaint about this jacket.

I'd like to complain about this phone. I'm afraid there is a problem with these shoes.

Please could I have a refund? I need to exchange them.

**2** Read the dialogue again. What are the complaints and what does the man ask the shop assistant to do about them? Use the **Say it!** box to help you.

The trousers have a missing button – exchange them. The scarf is damaged – get a refund.

**3** Act out dialogues with your partner. Take it in turns to make complaints and find a solution. Use the **Say it!** box to help you.

- broken phone
- shirt missing button
- damaged trainers
- damaged T-shirt
- tablet doesn't work



# Reading

## Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *enormous, underwater, jealous, incredible, embarrassed*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking

## Materials

- Resource 47

## Global Scale of English (GSE)

- **Reading:** Can find specific information in extended informational texts using text features such as headings and captions (GSE 56). Can understand a simple text about a past event (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

## Assessment for Learning

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

## Starting the lesson

- Ask key questions: *Do you write emails? Do your parents write emails? What do you have to do to write and send an email?* Pupils raise their hands to offer answers.

## Presentation

- Explain that in this lesson pupils will read two emails.
- Draw pupils' attention to these words: *enormous, underwater, jealous, incredible* and *embarrassed*. 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. We know that because they go before nouns that they describe.*) Explain meanings or ask pupils to explain with definitions on the board:
  - enormous:* very big
  - underwater:* below the surface of the water
  - jealous:* wanting what someone else has
  - incredible:* unbelievable
  - embarrassed:* red-faced

## Practice

### Pupil's Book

#### 1 Before you read Read just the subject of the emails. Are these emails formal or informal? What will they be about?

- Refer pupils to page 26. Explain *formal* and *informal* if necessary.
- Pupils raise their hands to offer answers. Do not confirm yet.
- Read the *Reading tip* to pupils.

#### 2 6.19 Listen and read.

- Play the audio. Ask pupils if they predicted correctly.
- Check comprehension with questions: *Where is Hala? (in Dubai) When did she go to the shopping centre? (yesterday) Where can you find out more about the shopping centre? (on the website) What did Abeer buy? (a black T-shirt) What does she want Hala to send? (photos)*



#### 3 After you read Answer the questions.

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

#### Extra activity Critical thinking

- Pupils work in pairs to think of two more comprehension questions for the emails. They swap with another pair and answer each other's questions.

#### 4 Ask and answer in pairs.

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

#### Diversity

##### Challenge

- During feedback for Activity 4, include all pupils in the discussion with prompts: *Do you agree, (name)? Have you had a similar experience, (name)?*

##### Support

- Use the Expert envoy technique for pairwork for Activity 4.

#### Activity Book

##### 1 Read the definitions and write the words.

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

**Answer key** 2 jealous, 3 enormous, 4 embarrassed, 5 incredible

##### 2 Read the emails on Pupil's Book page 26 again. Read and complete the sentences. Who wrote them? Write A (Abeer) or H (Hala).

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

**Answer key** 2 Abeer: explained, assistant; 3 Hala: bored, aquarium; 4 Abeer: embarrassed, quickly; 5 Abeer: could, plane; 6 Hala: write, shopping

##### 3 Read the sentences and circle T (true) or F (false). Then explain your answers.

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

**Answer key** 2 T – Hala has never been to such an enormous place.; 3 F – There are more than 200 places to eat.; 4 F – Abeer wrote that she was having a good holiday at home.; 5 F – She wanted to make a complaint and get a refund.; 6 T – It belonged to Abeer's little sister.

#### Extra activity Fast finishers

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

## Literacy: emails

## Reading

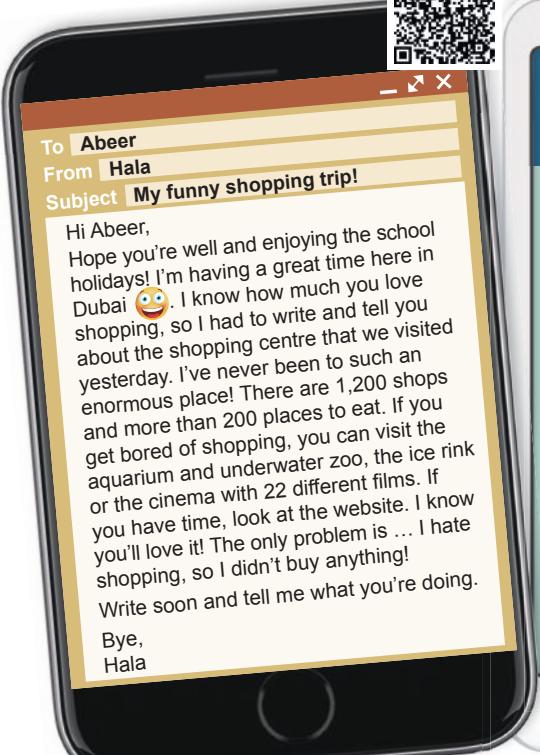
1 **Before you read** Read just the subject of the emails. Are these emails formal or informal? What will they be about?

2  Listen and read. 

informal; about a shopping trip

**tip** Reading

We sometimes have more than one email in our inbox. You can scan down your inbox to see who the emails are from and read the subject. Then you can read the ones that are the most important first.



**To** Abeer  
**From** Hala  
**Subject** My funny shopping trip!

Hi Abeer,  
Hope you're well and enjoying the school holidays! I'm having a great time here in Dubai 😊. I know how much you love shopping, so I had to write and tell you about the shopping centre that we visited yesterday. I've never been to such an enormous place! There are 1,200 shops and more than 200 places to eat. If you get bored of shopping, you can visit the aquarium and underwater zoo, the ice rink or the cinema with 22 different films. If you have time, look at the website. I know you'll love it! The only problem is ... I hate shopping, so I didn't buy anything!  
Write soon and tell me what you're doing.  
Bye,  
Hala

**To** Hala  
**From** Abeer  
**Subject** My funny shopping trip!

Hi Hala,  
I'm so jealous! That shopping centre sounds incredible. If I could, I'd get on a plane and come right now! Anyway, I'm having a good holiday here at home. I went to the shops yesterday, too. I bought a new black T-shirt last week. But after it was washed, it was too small for me! So I decided to take it back to the shop to make a complaint and ask for a refund. I explained the problem to the shop assistant. She was very helpful, but then she looked inside the T-shirt and she said, 'If this T-shirt is too small for you, it's probably because it's for children aged 4–5!' It wasn't my black T-shirt – it was my little sister's black T-shirt! I felt so embarrassed! 😰 I got out of the shop as quickly as I could. If you have time, send me some photos and tell me more about your adventures!  
See you soon,  
Abeer

3 **After you read** Answer the questions.

- 1 How many shops are there in the Dubai shopping centre? **1200**
- 2 How many places are there to eat? **more than 200**
- 3 What else can you do in the shopping centre if you don't want to go shopping?  
*visit the aquarium, underwater zoo, ice rink or cinema*
- 4 Who likes shopping?  
**Abeer**
- 5 Why did Abeer go to the shops **to get a refund for a T-shirt that got smaller after she washed it** yesterday?
- 6 Why did she feel embarrassed?  
**It wasn't her T-shirt – it was her little sister's T-shirt.**

26

Words in context

enormous underwater jealous  
incredible embarrassed

Activity Book, page 21

4   Ask and answer in pairs.

- 1 Would you like to go to the shopping centre that Hala describes? Why?/Why not?
- 2 What's the most interesting shop or shopping centre you have ever been to? Why?
- 3 Have you ever felt embarrassed in a shop? Why?

**Finishing the lesson**

-  Using the Thought-provoking questions technique, ask *Do you write emails to friends? How do you keep in touch with friends when you are on holiday? Who do you/your parents send emails to?* Pupils raise their hands to answer.

# Writing

## Objectives

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

## Materials

- sheets of A4 paper, enough for each pupil

## Global Scale of English (GSE)

- **Reading:** Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55). Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write short, simple personal emails/letters about familiar topics, given prompts or a model (GSE 40).

## Assessment for Learning

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

## Starting the lesson

- Using the Lollipop stick technique, pupils say any word connected to shopping and money they can think of.

## Presentation

- Explain that in this lesson pupils will write an email.

## Practice

### Pupil's Book

#### 1 Read the email and choose the best subject line.

- Refer pupils to page 27.
- Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.

#### 2 Read the *How to write...* box. Then answer the questions about the email in Activity 1.

- Pupils work individually. Ask a pupil to offer answers. Ask for class agreement.
- **Extension** Check comprehension with questions: *What would Camila do if she had a lot of money? (go shopping every day) Does she only want to go shopping? (No, she wants to do something fun, too.) When will she see Zeinab? (next weekend)*

## Diversity

### Challenge

- Pupils think of ideas alone to answer the questions in the email.

### Support

- Pupils collaborate in pairs and think of answers to the questions in the email.

#### 3 Write Zeinab's email to Camila. 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 email.
- Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.

### Extra activity Creativity

- After checking their written work, pupils copy it onto a sheet of paper. 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 an email about ....*

## Lesson 12 Activity Book

## Objectives

- **Lesson aims:** to write an email
- **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 personal emails/letters about familiar topics, given prompts or a model (GSE 40).

## Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: Two stars and a wish technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Play *The ball is burning!* or *Pass the ball* to revise the vocabulary from Unit 6.

## Practice

#### 1 Rewrite the sentences with *unless*.

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

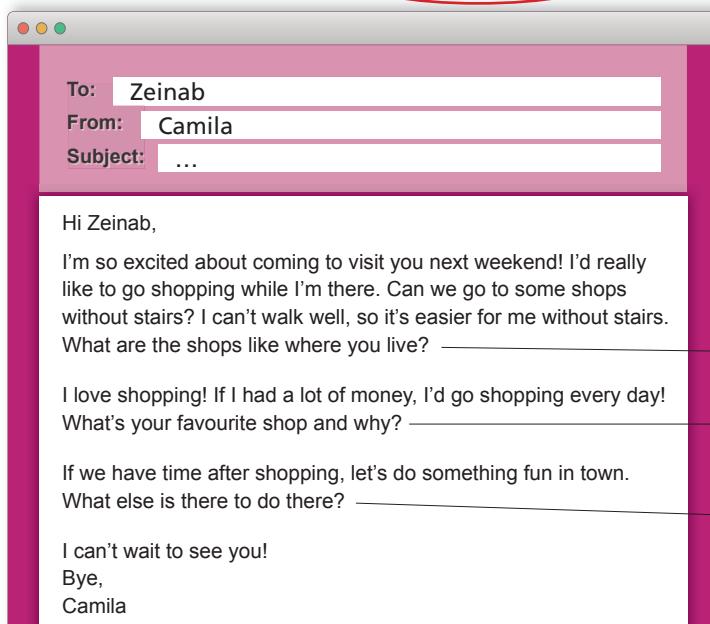
**Answer key** 2 We'll miss the last bus unless we leave now.; 3 Unless Emilia calls me today, I'll be angry with her.; 4 You won't get a refund unless you have a receipt.; 5 Unless the shop opens soon, I'll have to leave.

#### 2 Imagine you've just visited the shopping centre in Lesson 10. Plan an email to a friend at home.

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

## 1 Read the email and choose the best subject line.

a My new computer game    b **Next weekend!**    c My favourite shop



Describe the shops where you live.

Describe your favourite shop.

Say what else there is to do where you live.

2 Read the *How to write...* box.

Then answer the questions about the email in Activity 1.

**How to write... an informal email**

- Use the subject box to explain why you're sending the email.
- Start your email with *Dear* or *Hi* + the name of the person.
- Use clear and simple language.
- Use paragraphs to make your email easy to understand.
- Finish your email with *Bye* or *See you soon* + your name.

1 What do we put in the subject box? *what the email is about*

2 How do we start an informal email? *Hi or Dear*

3 How do we finish an informal email? *Bye or See you soon*

## 3 Write Zeinab's email to Camila.

Use the *How to write...* box to help you.

- Write a plan. Answer all of Camila's questions.
- Write your email. Start and finish your email correctly.
- Read and check your email. Check your spelling and punctuation.

**tip Writing****unless**

We use the word *unless* for *if ... not*. I won't have time to get it *unless I go* this weekend. = *If I don't go* this weekend, I won't have time to get it.

## 3 Now write your email.

- Pupils work individually to complete the email.

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

- Give pupils time to read and check their email.

## 5 Work in pairs. Exchange your emails. Use these questions to check your partner's email.

- Using the Two stars and a wish technique, pupils read and check each other's work. They say whether they would like to visit the shopping centre.

**Extra activity Fast finishers**

- Pupils write down two sentences about themselves and shopping using *unless*. They swap with another fast finisher and compare ideas.

**Finishing the lesson**

- Using the Thought-provoking questions technique, ask *Do you often write emails? If you don't, how do you talk to your friends instead? Will you write more emails now?*

## 6.6 & 6.7

**Girl:** Mum, where does this banana come from?

**Woman:** Oh, uh, I'm not sure. Let me have a look at what it says.  
Oh! Here we are! These bananas come from Ghana in Africa.

**Girl:** That's a long way away! Who grew the bananas?

**Woman:** It doesn't tell us that. But I know that the supermarket that I bought them from only sells things that are made fairly.

**Girl:** What do you mean fairly?

**Woman:** Well, it means that the people who grew these bananas were paid a fair price for their work. In some countries, people have to work for very little money to make things for us to buy in this country.

**Girl:** That's not fair.

**Woman:** Exactly!

**Girl:** So what other things do you buy that are made fairly?

**Woman:** I buy chocolate, coffee, tea, honey, and sugar. There are other fruits, too. For example, oranges and mangoes. If you want to know about it, we can look online.

**Girl:** Yes! Definitely. I hope that our school uses foods that are made fairly.

**Woman:** If you ask your teacher, she'll be able to tell you.

**Girl:** We have to do a project over the holidays. If I do my project on this topic, then I'll be able to teach other students about it, too!

**Woman:** Yes! That's a good idea.

## 6.8

**Narrator:** One

**Boy 1:** I love shopping for new books!

**Boy 2:** Really? I'd rather get books from a library.

**Boy 1:** Yes, but you have to wait for them.

**Boy 2:** That's true, but they're free!

**Narrator:** Two

**Boy 3:** You look confused. What's wrong?

**Boy 4:** I've just bought this shirt. Does it look okay?

**Boy 3:** The size is good, but red isn't a good colour for you.

**Boy 4:** You're right. I'll exchange it for a blue one.

**Narrator:** Three

**Girl 1:** Let's go to the shopping centre. I need to return these shoes.

**Girl 2:** Are you sure? It's Saturday and the queues will be long.

**Girl 1:** Oh, I don't mind waiting. I can listen to music on my phone.

**Girl 2:** How can you be so patient? I hate queues!

**Narrator:** Four

**Boy 5:** Let's go into this shop. I buy all of my clothes here.

**Boy 6:** In a second-hand shop? Why do you want old clothes?

**Boy 5:** Because you can find great things and they're cheap.

**Boy 6:** I'm sorry, but I prefer new clothes.

## 6.11

**Yousuf:** If you had three wishes, what would you wish for?

**Kamal:** Oh, good question! Well, for my first wish, I'd wish for my family to be healthy and happy. For my second wish, I'd wish to be invisible for a day. If nobody could see, I'd have such good fun!

**Yousuf:** Oh, dear, yes! I think you would. What would your last wish be?

**Kamal:** I'd like to go back in time. If I could go anywhere, I'd go back to Ancient Jordan. I love that part of history. What about you?

**Yousuf:** Well, my first wish would be to have a lot of money.

**Kamal:** Really? Do you think money is that important?

**Yousuf:** Yeah! If I had a lot of money, I'd help my family and I'd donate some to a charity. Maybe a charity that helps endangered animals.

**Kamal:** Oh, okay! That's a good idea! What would your other wishes be?

**Yousuf:** My second wish would be to pass all my exams!

**Kamal:** You don't need to wish for that. You always study hard, so you'll definitely pass your exams!

**Yousuf:** And my third wish is for my team to win a cup in football this year!

**Kamal:** Hmm ... yes, I think that is something you need to wish for.

## 6.12

- 1 My brother would like to become an astronaut one day and go into space.
- 2 I'd like to have a lot of money in the future, but I don't want to work!
- 3 Most students have to pass exams if they want to finish school.
- 4 Would you like to travel the world alone or would you prefer to go with a friend?
- 5 You might meet a famous person if you visit Hollywood, in California.
- 6 Our school team could win a cup this year if they practise a lot.

## 6.14

**Narrator:** The Souk El-Khodra is a famous market. It's in Amman, which is the biggest city in Jordan. It's an outdoor market and it's busy. It's near the Grand Husseini Mosque. You can buy so many different types of fruit and vegetables there, for example bananas, grapes and beans. It's open in the mornings. Tourists often visit the market to enjoy the bright colours. They can listen to the calls of the friendly market sellers. And if you want to take a break, there are many cafés and restaurants nearby.

الخوب التجربة سفر

## Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5 and 6
- **Target language:** vocabulary to describe music and parties
- **Skills:** Reading, Speaking, Listening

## Materials

- sheets of A4 paper, enough for each pupil
- stopwatch or timer

## Global Scale of English (GSE)

- **Reading:** Can extract factual details from a simple text (GSE 40). Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Speaking:** Can talk about basic personal experiences, using simple linking words (GSE 37).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).

## Mapping

Topic	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 6: Recreation	<p><b>Listening:</b> responding to instructions or questions about an oral activity; making a variety of simple inferences; responding accurately to oral language; using learned expressions to interact in informal situations</p> <p><b>Speaking:</b> responding to speakers (asking and answering questions, commenting, giving suggestions); partaking in simple discussions</p> <p><b>Reading:</b> previewing a text, making predictions about content</p> <p><b>Writing:</b> writing a well-developed text, considering purpose and audience; expressing themselves in writing different forms for different purposes (e.g. letters, emails)</p> <p><b>Viewing and presenting:</b> viewing visual information and showing understanding by asking relevant questions and discussing intended meaning</p>	<p><b>Listening:</b> identify the gist of short to medium-length passages, presentations and messages; make suggestions for the improvement of his/her own and peers' presentations</p> <p><b>Speaking:</b> partake in dialogues with little or no help from the teacher; partake in short discussions on simple themes</p> <p><b>Reading:</b> preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; draw inferences through referring to explicit details and examples in a reading text</p> <p><b>Writing:</b> practise writing different types of texts (descriptive, narrative); write a well-developed text, considering purpose and audience</p> <p><b>Viewing and presenting:</b> use actions and body language to reinforce and add meaning to oral presentation; empathise with classmates</p>

## Starting the lesson

- Tell pupils they are going to talk about music. Say *Put your hand up if you listen to music. What kind of music do you listen to? Do you play a musical instrument? What's your favourite band or artist? Have you ever been to a concert?*

## Presentation

- Explain that in this lesson pupils will learn more vocabulary related to music.

## Practice

### Pupil's Book

- 1 **How many words can you say about parties?**
  - Set a timer to one minute and have pupils think of as many party words as they can and write them in their notebooks. Elicit their ideas and count as they say them. Write any appropriate words on the board.
  - **Extension** Pupils work in pairs and say what their favourite song is.
- 2 **Read and tick (✓) the best title for the text.**
  - Ask volunteers to read the text aloud. Ask questions to check comprehension: *Why is Aisha excited? (Because she's taking*

## Assessment for Learning

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

part in a competition with her band.) What instrument does Aisha play? (the keyboard) Who plays the trumpet? (Manal) Who will announce the winner? (the headteacher) What will the teachers do? (serve dessert)

- Ask pupils to choose the best title.

### 3 Look at the text in Activity 2 again. Find and write the words.

- Pupils work individually to complete the activity, then check answers in pairs.
- **Extension** Brainstorm types of musical instruments and types of music and write them on the board. Give examples to help pupils. Say *There can be classical instruments, electric instruments and ... what else?*

### 4 Find and write the words from the text in Activity 2.

- Pupils read the text in Activity 2 again.
- Pupils complete the activity individually. Check answers as a class using the Lollipop stick technique.

### Extra activity Fast finishers

- Pupils choose a song and write the lyrics to it. Encourage them to keep their work in their portfolios.

### 5 Talk to your classmates.

- Pupils work in pairs and answer the questions. Encourage them to give details about any competitions they have won or parties they have been to.



## Language booster 3

- 💡 How many words can you say about parties?
- Read and tick (✓) the best title for the text.

- 1 My visit to a music performance
- 2 My musical birthday party
- 3 The big band competition



Hi, I'm Aisha and today is an exciting day! I'm taking part in a competition with my band at school! I play the keyboard and the thumb piano, Laila plays the drums, Manal plays the trumpet and Dana plays the violin.

It was Laila who started our band last summer, and we hope to win a prize today! Each band in the competition will play a tune, and then the headteacher will announce the winner! After that, we'll all have a big party to celebrate! Our teachers will serve dessert and all the students will have a good time!

I have to go now. It's nearly time for our performance and I need to finish getting ready. See you later!

- Look at the text in Activity 2 again. Find and write the words.



1 performance



2 keyboard



3 trumpet



4 drums



5 violin



6 thumb piano

- Find and write the words from the text in Activity 2.

- 1 an event where you try to show you're the best: competition
- 2 the thing you give to the person who wins something: prize
- 3 a piece of music: tune
- 4 the person who wins: winner

- Talk to your classmates.

- 1 Have you ever won a competition?
- 2 What was the last party you went to?

28 twenty-eight

### Activity Book

- After you read Read the text on Pupil's Book page 28 again. Answer the questions.

- Ask pupils what they can see in the photo. Ask *Do you like listening to classical music?*
- Pupils complete the activity individually. Check as a class, having pupils read the questions and say the answer.

**Answer key** 2 Manal, 3 Dana, 4 Laila, 5 the headteacher, 6 the teachers

- Read and write the music words. What's the mystery word?

- Read the first definition aloud and give the answer orally to illustrate what pupils need to do.
- Pupils complete the activity individually, then check answers as a class.

**Answer key** 2 trumpet, 3 violin, 4 keyboard, 5 drums

The mystery word is **tune**.

- Extension** Pupils work in pairs and find other definitions for the words. One reads the definition and the other reads the word to the class.

- Read and match the sentence halves.

- Give pupils time to complete the activity.
- Invite each pupil to read a sentence aloud to the class.

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

- Answer the questions.

- Allow pupils some time to write their answers in their notebooks.
- Pupils need to write at least one reason to justify their answer.
- Invite pupils to read their answers to the class.

### Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today. Ask *What did you like best?*

## Objectives

- Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5 and 6
- Target language:** party vocabulary; ways of saying goodbye
- Skills:** Reading, Speaking, Writing

## Materials

- sheets of A4 paper, enough for each pupil

## Global Scale of English (GSE)

- Reading:** Can identify specific information in detailed written dialogues (GSE 53).
- Speaking:** Can act out a simple role play or dialogue with correct intonation (GSE 41).
- Writing:** Can write a simple story in the form of a dialogue between characters (GSE 43).

## Assessment for Learning

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

## Starting the lesson

- Review the vocabulary from the previous lesson. Say definitions for pupils to say the word. Say, e.g. *This is an instrument that you play with your hands and feet. (drums)* *This is a word for 'an event you try to win'. (competition)*

## Presentation

- Explain that in this lesson pupils will learn more vocabulary related to parties and ways of saying goodbye.

## Practice

### Pupil's Book

#### 6 LB3.1 Listen and read. Answer the questions.



- Play the audio for pupils to listen and read. Pupils read and answer the questions.
- Play the audio again for pupils to check their answers.
- Pupils read the conversation in pairs. Have some pairs perform the conversation for the class.

#### 7 Find three ways that Farid and Ali say goodbye. Use the *Say it!* box to help you.

- Pupils look at the *Say it!* box. They read silently.
- Pupils find and say the ways Farid and Ali say goodbye. They raise their hands to say the answers.

### Extra activity TPR

- Ask volunteers to act as if they are leaving the room and to choose one of the ways of saying goodbye. Encourage pupils to say why they have to go, e.g. *I've got to go because ...*

#### 8 Work in pairs. Complete the dialogue using phrases from the *Say it!* box. Then make your own dialogue.

- Pupils work in pairs to do the activity. Ask different pairs to read out their dialogues.

#### 9 Decide who is going to do each job. Plan a class party.

-  Pupils work in groups. Each group picks one of the jobs to do.
- Pupils tell other groups their plans for the party.

## Show what you know

- Tell pupils they are going to think about what they have learnt on Dana's Learning Club pages. Pupils read and complete the *Show what you know* box individually.
-  In pairs, pupils ask and answer the questions giving an example to show what they know.
- Extension** Use games in the Games bank to review any new words.

## Activity Book

#### 5 LB3.2 Read and listen to the dialogue on Pupil's Book page 29 again. Write True or False.



- Play the audio for pupils to listen and read the dialogue again.
- Pupils complete the activity individually. Then play the audio again for pupils to check their answers.
-  Check answers as a class using the Lollipop stick technique.

**Answer key** 2 True, 3 False, 4 True, 5 False, 6 True

#### 6 Complete the dialogue with the words below.

- Pupils read the words in the word box and complete the activity individually.
-  Pupils practise reading the dialogue in pairs.

**Answer key** 2 you, 3 soon, 4 See, 5 Bye

#### 7 Write another dialogue using expressions for saying goodbye. Use the dialogue in Activity 6 to help you.

- To help pupils write their own dialogue, tell them which parts of the dialogue in Activity 6 they can change: *great game, dad's waiting for me, later, soon, tomorrow at the party*.
- Pupils work individually to write their dialogues. They raise their hands to read out their dialogues. They can choose a partner to help them.

### Extra activity Fast finishers

-  Hand out a sheet of A4 paper to each pupil. Pupils work in pairs and make up a short goodbye poem, e.g.

*See you later, Nader.*

*Bye, Farid.*

*See you soon, Nader.*

*I've got to go now.*

-  Suggest pupils keep their poems in their portfolios.

#### 8 Look back at the Pupil's Book and answer the questions.

- Remind pupils what the topic for units 5 and 6 was.
- Pupils answer the questions individually. Have pupils read out their answers to check. Ask the other pupils *Do you agree? Why? Why not?*

## Finishing the lesson

-  Using the Summative questions technique, write on the board *I'm good at ..., I'm not good at ...* for pupils to complete the sentences, thinking about what they have done in the Pupil's Book. Encourage them to think about where they might need more practice.

6  Listen and read.  
Answer the questions.



1 Where are Farid and Ali at the moment? *at a party*  
2 Why are they celebrating? *They won the prize for Best Band.*



**Ali:** This is a great party, isn't it?

**Farid:** Yes, it is! I always enjoy celebrating!

**Ali:** I always enjoy eating cake! Don't worry – I promise to leave you some!

**Farid:** Ha, ha! I still can't believe we won the prize for Best Band today! I thought that we weren't as good as some of the bands that took part.

**Ali:** Well, I think we were great! We practised a lot and we learned to play our tune really well!

**Farid:** Yes, that's true.

**Ali:** You aren't leaving already, are you? That's a bit unfriendly!

**Farid:** Yes, I've got to go. My mum's picking me up at 7 pm. See you soon, Ali!

**Ali:** Yes, very soon! Don't forget band practice tomorrow morning at 8 am. We have to keep practising for the next competition!

**Farid:** Oh, yes, OK! See you tomorrow!

**Ali:** Bye!

7 Find three ways that Farid and Ali say goodbye. Use the **Say it!** box to help you.

*I've got to go.  
See you soon, Ali!  
See you tomorrow!  
Bye!*

**Say it!**

**Saying goodbye**

I've got to go. I have to go now.  
See you soon / later / tomorrow / next week!  
Bye! Goodbye!

8  Work in pairs. Complete the dialogue using phrases from the **Say it!** box. Then make your own dialogue.

*Are you going home already?*

*Yes, I've got to go / I have to go now*

*OK, see you soon / later / tomorrow / next week*

*Bye / Goodbye !*

9  Decide who is going to do each job. Plan a class party.

give out invitations    make a playlist  
put up decorations    prepare food  
play some tunes  
organise a competition    buy prizes  
announce the winners

**Show what you know**

Can you use words to describe music and parties?

Can you use expressions to say goodbye?

Can you plan a class party?

-  Divide the class into groups to discuss what they liked about the two units and have them report back to the class using the Expert envoy technique. Pupils can write their opinion about the units under lesson headings.

# Think like a scientist!

## Objectives

- **Lesson aims:** to learn how to talk about chronology
- **Target language:** chronological report, timeline, printed, atlas, adding machine
- **Skills:** Reading, Speaking, Writing

## Materials

- Resource 58

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts (GSE 46).
- **Speaking:** Can give their opinions on general topics, using a range of fixed expressions (GSE 50).

## Assessment for Learning

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

## Starting the lesson

- Write on the board 2010: born, 2015: started school, 2017: started tennis lessons. Ask *What does this list show?* Pupils raise their hands to offer answers. Accept all reasonable ideas.

## Presentation

- Explain that in this lesson pupils will learn how to talk about chronology. Write *chronology = the order events happen*. Ask *Can we use this word to talk about the list on the board?* and elicit Yes.

## Practice

### Pupil's Book

- 1 **Think** What do you know about inventions and their inventors? Can you think of an old and a new invention?
  - Refer pupils to page 30. Read the questions. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class.
  - Teach the words by writing them on the board and explaining meanings:
    - chronological report: a report that shows the time of events
    - timeline: a line with important dates or years
    - printed: words put on paper with a machine, not written by hand
    - atlas: a map of the world
    - adding machine: a device used for adding numbers together

- 2 **Learn** LB3.3 Listen and read. How can we present inventions in the order in which they happened?
  - Play the audio.
  - Ask for feedback. Check comprehension with questions: *In which subjects can we use chronological reports? (History and Science) What are two examples of important people? (kings and inventors) Which invention is the oldest on the timeline? (the printed book)*

## Diversity

### Challenge

- Ask thought-provoking questions: *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?* Write the new words pupils suggest on the board and have them write them in their notebooks with definitions or translations.

### Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to say which words are new and write them on the board. Have pupils copy them into their notebooks. Write definitions or translations on the board for pupils to copy, too.

### 3 Check Circle the correct words.

- Pupils work individually to complete the activity. They then compare answers in pairs. Ask for feedback from pairs using the Lollipop stick technique.

### Extra activity Critical thinking

- Pupils work in pairs. They each write a multiple-choice sentence based on the text. They swap work with each other and choose the correct word.

### 4 Look at the information below. Draw a timeline in your notebook and put the four dates in order. Write the name of the instrument and where it was made under each date.

- Place pupils in pairs and give them time to draw their timelines.
- Have pairs compare timelines. Ask a pupil to draw the timeline on the board.

### Extra activity Fast finishers

- Have pupils write the new words from the lesson in their notebooks with definitions.

## Finishing the lesson

- Pupils close their books. Say some false sentences and have pupils correct them, e.g.

*We don't use chronological reports to talk about famous people.*

*A timeline doesn't show the order of events.*

*In the 1980s, the first supercomputers were made.*

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



## Social Studies

## How can we talk about chronology?

## Think

1 What do you know about inventions and their inventors? Can you think of an old and a new invention?

## Learn

2 LB3.3 Listen and read. How can we present inventions in the order in which they happened? by using a timeline



printed writing



atlas



adding machine



In History and Science we often read texts about the lives of famous or important people, such as kings or inventors. Usually the things these people did are told in the order in which they happened. We call this a **chronological report**. A chronological report is an example of a non-fiction text.

In Science, chronological reports can also be used to describe the steps in a scientific experiment. Chronological reports are often planned using a **timeline**. Timelines help present information about dates and events.



In 1468, the first book was **printed**. About four hundred years ago the first **atlas** was printed. Almost fifty years after that, the first **adding machine** was invented. About two hundred years later the first form of computer was invented. And then in the 1960s, the first super computers were made.

## Check

3 Circle the correct words.

- 1 We can present information in chronological **order** / time / line.
- 2 Chronological reports are **fiction** / **non-fiction** / difficult texts.
- 3 We can use timelines to present information about the lives of **famous** / **serious** / **proud** people in History.
- 4 Timelines can also show the steps in a science **explanation** / **essay** / **experiment**.
- 5 Examples of words in a chronological report are **on** / **at** / **in** 1468 and **about** / **after** / **between** four hundred years ago.

30

thirty

4 Look at the information below. Draw a timeline in your notebook and put the four dates in order. Write the name of the instrument and where it was made under each date.

- a The first piano was invented in Italy in about 1700.
- b The first modern classical guitar was made in Spain in 1850.
- c The first violin was invented in Italy in the 1530s.
- d The first clarinet was invented in Germany around 1690.

# Think like a scientist!

## Objectives

- **Lesson aims:** to learn how to make a timeline
- **Target language:** cello, viola
- **Skills:** Reading, Writing

## Materials

- sheets of A4 paper, two for each group of pupils
- Resource 58

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37).

## Assessment for Learning

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

## Starting the lesson

- Ask pupils to remember the new words they learnt in Lesson 1. Have different pupils write the words on the board (*chronological report, timeline, printed, atlas, adding machine*). Ask *What does it mean?* and elicit answers.

## Presentation

- Explain that in this lesson pupils will learn about a musician. They will also write a chronological report about a famous person.

## Practice

### Pupil's Book

#### 1 Let's practise! Read this information about a famous young musician. Is it presented in chronological order?

- Refer pupils to page 31. Read the question. Give pupils one minute to read the paragraph and work out the answer.
- Ask for feedback using the Lollipop stick technique.

#### 2 Read about Sheku again and complete the timeline with the correct years.

- Pupils read the paragraph again. Pupils work in pairs to fill in the timeline.
- Draw the timeline on the board. Ask different pupils to fill in one date each.

#### 3 Match these sentences with numbers 1–7 on the timeline.

- Pupils work individually and then compare answers with a partner.
- Ask for feedback using the Lollipop stick technique.

## Show what you know

### Write a chronological report about the life of someone you know.

- Place pupils in groups to complete the activity. Hand each group a sheet of paper for their timeline and a sheet of paper for the chronological report.
- Pupils prepare their timelines to be checked before they write the report. The timelines can be checked by you or in peer groups.
- Pupils then write their reports.
- Before the presentations, read the *Speaking tip* to pupils. Make sure every pupil takes part in the presentation by having them take turns to read out sentences.

## Diversity

### Challenge

- Pupils read the example timeline, brainstorm together as a group and ask if they have any problems. They also look at the example for help in their groups.

### Support

- Draw pupils' attention to the example timeline before they start to work in groups and deal with any problems. Help and monitor while they brainstorm, offering ideas for dates and vocabulary.

## Extra activity Critical thinking

- Pupils write three points in a timeline for their own life. They give the timelines to their partner who writes full sentences.

## Extra activity Fun time!

- Before the class, prepare multiple-choice quiz questions about the dates of famous inventions, e.g. *When was the telephone invented: 1876 or 1906?* Divide the class into two teams. They take part in a TV-style quiz and win a point for each correct answer.

## Extra activity Fast finishers

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

## Finishing the lesson

- Pupils close their books. Ask them to raise their hands and say a date and a piece of information they learnt from another pupil's chronological report they listened to. The pupil who wrote the information says if it is correct.

- Using the Summative questions technique, ask *Did the timeline help you write the report? Did you include everything in your report? How did you feel about doing a presentation?*

## Let's practise!

1 Read this information about a famous young musician. Is it presented in chronological order? **yes**

Sheku Kanneh-Mason was born in 1999 in Britain. When he was five years old, he started to play the piano. The year after that, he started playing the cello. By the time he was nine, Sheku had passed many music exams. In 2016, he won a UK competition for the best young musician of the year. The next year, he played his cello at the film and television awards and he also played in many concerts around the world. In May 2018, Sheku played his cello for a special performance in London and millions of people watched and listened to him on television. Sheku's brother and five sisters all play musical instruments. In their house, there are four pianos, three cellos, a viola and four violins.



2 Read about Sheku again and complete the timeline with the correct years.



3 Match these sentences with numbers 1–7 on the timeline.

a He was the best young musician in the UK. <sup>5</sup>	d The year Sheku was born. <sup>1</sup>
b He was six. <sup>3</sup>	e He was five. <sup>2</sup>
c He played his cello for a special performance in London and it was watched by millions of people. <sup>7</sup>	f He played his cello for the film and television awards. <sup>6</sup>
	g He had passed many music exams. <sup>4</sup>

## Show what you know

## Write a chronological report about the life of someone you know.

- 1 Brainstorm famous people you know – for example, musicians, sports stars or inventors – and choose one.
- 2 Find out five important years in the person's life and write them on a timeline.
- 3 Write a few words below the timeline to say why each date is important.
- 4 Use your timeline with its notes to write a report.
- 5 Present your famous person to the class, but don't say who it is. Can the class guess?



## tip Speaking

Use words and phrases that will make your presentation more interesting.  
*We'll start / begin with the date when this person ...*  
*Did you know that in ...?*