

# Mapping

## Topics

**Theme 1:** Society

**Theme 3:** Science and technology

**Theme 6:** Recreation

## Scope and Sequence Matrix

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

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

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

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

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

# 7

**Communication:** receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument  
**Feelings:** embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable

## Let's talk!

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

### WOW! World of Wonder! Magazine

Welcome
Book Club
Culture

We can communicate with our friends in so many ways. Some of you told us about your favourite ways to chat to friends. How many types of communication do you know?

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

**WOW! Question**

**Alex** 3 minutes ago  
What's the best way to communicate with friends and why?

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

- learn words for communication, friendship and feelings
- compare things with *as ... as* and *not as ... as*
- use question tags
- read a play
- learn about languages without words
- work in a group to find out more about a language that doesn't have words
- learn how to give my opinion
- read and write interviews

32
thirty-two

## Learning Outcomes and Performance Indicators

**Listening:** identify key ideas and supporting details in an oral presentation or conversation with reasons and evidence a speaker provides to support particular points; identify type of text (persuasive, expository, informative); assess audio material (outstanding, interesting, lacking); guess the meaning of unknown vocabulary words and phrases from context; use tone to help identify speakers' mood (surprise, disappointment) or purpose (warning, advice)

**Speaking:** recognise the main points made by other speakers and respond by asking questions, commenting or giving suggestions; partake in dialogues with little or no help from the teacher; explain processes using appropriate connectives; explain their ideas, reflection and feelings clearly

**Reading:** preview a text and make predictions about its content; skim and scan a text for general ideas and specific details; use metalinguistic knowledge (prefixes, roots, suffixes) to infer meanings of new words or phrases; use prior knowledge and identify types of texts; use knowledge of cohesive devices to aid comprehension; read and understand a variety of factual recounts and informational and literary texts along with supplemental materials; explain how a text's illustrations contribute to what is conveyed in a story (e.g. setting, characters); identify the setting, characters and main events in literary texts; explain how specific images contribute to and clarify a text; close read a literary text

**Writing:** practise the writing strategies of brainstorming, outlining, drafting, revising, editing and publishing; practise writing different types of texts (descriptive, narrative); apply knowledge of the writing conventions of English

**Viewing and presenting:** demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; describe the influence of visual presentations on a particular audience; describe visual images of various types by illustrating intentions; present and develop ideas and opinions on a variety of topics orally or visually with posters; express his/her own feelings in response to visual messages in posters, cartoons or illustrations using the mother tongue, if necessary; use body language in a variety of ways to communicate and convey understanding of ideas and feelings visually

## Unit objectives

Talk about communication and feelings

## Language

<b>Vocabulary</b>	<b>Communication</b> <i>receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument</i> <b>Feelings</b> <i>embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable</i>
<b>Grammar</b>	<i>(not) as ... as</i> Question tags
<b>Functions</b>	Expressing opinions
<b>Phonics</b>	Intonation in questions and statements

## Key competences

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

**Mathematical, science and technological competences:** ordering phrases (L. 9)

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

**Social and civic competences:** learn to be creative (L. 1, 2 and 4)

**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. 4 and 6)

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

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

<b>Critical thinking</b>	Predicting (L. 1 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 3 and 4); Finding information (L. 8); Planning (L. 12); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Making a poster about a language that doesn't have words (L. 8)
<b>Communication</b>	Talking about communication and friends (L. 1, 5, 6 and 9); Comparing people <i>(not) as ... as</i> (L. 3 and 4); Talking about feelings (L. 6); Functional dialogue (L. 9)
<b>Collaboration</b>	Project groupwork (L. 8); Acting out (L. 2 and 9)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, English in action
- Unit 7 Test

### Objectives

- **Lesson aims:** to learn and use words for communication
- **Target language:** receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument
- **Skills:** Reading, Speaking

### Materials

- Resource 32A

### 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 express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can 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; Think-pair-share technique
- Independent learning: Thought-provoking questions technique

### Starting the lesson

- Write *Let's talk!* on the board. Ask *How do you talk to your friends when you are not together?* Pupils raise their hands to offer ideas.

### Presentation

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

### Practice

#### Pupil's Book

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

- Refer pupils to pages 32 and 33. Read the rubric and tell pupils to look at the 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 **7.1 Look and match. Then listen, check and repeat.**

- Refer pupils to page 33. Tell pupils to match the words and phrases they know and guess the ones they don't know.
- Play the audio.
- Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.



- Consolidate understanding with these questions and pupils raise their hands to suggest answers:  
*What do we call a written/picture message on a phone?*  
*What do we call a blog that is a video?*  
*What's the opposite of telling the truth?*  
*What's another word for talk/disagree?*  
*What's a phrase for having a good relationship?*

- 3 **7.2 Listen and read. Which children are talking about communication and which children are talking about friendship?**

- Check answers using the Lollipop stick technique.



### Diversity

#### Challenge

- Pupils find the new vocabulary in the blog and report to the class what the children said, using reported speech, e.g. *Dana said that she liked sending and receiving text messages.*

#### Support

- Tell pupils to find the new vocabulary in the blog and raise their hands to say what they find, e.g. *Send a text message in Dana's blog.*

- 4 **Work in pairs.**

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

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

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different pupils to offer answers. Promote class discussion:  
*Who does the same? Do you have another idea? Do you agree/disagree?*

### Extra activity Collaborative work

- Play Broken telephone. A pupil whispers a 'secret' into the ear of another pupil. That pupil then whispers the 'secret' to the next pupil and so on. The last pupil says the 'secret'. Ask the first pupil if the 'secret' is still the same.
- Ask *Does this happen when people talk about others behind their backs? Do facts get changed?*

### Activity Book

- 1 **Read and circle the correct options.**

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

**Answer key** 2 chat, 3 using, 4 watch, 5 keep, 6 tell

- 2 **Unscramble the survey questions. Then ask and answer with your partner.**

- Pupils complete the activity individually. Check answers before pairwork.
- **Extension** Pupils write their partner's answers in their notebook.

**Answer key** 2 receive text messages, 3 keep a secret, 4 tell the truth, 5 insert an emoji, 6 have an argument

- 3 **Read the I'm learning box. Then match the pairs of opposites.**

- Pupils complete the activity using the Think-pair-share technique.

**Answer key** 2 badly, 3 send, 4 truth, 5 keep



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

receive a text message **6** chat to friends **9** use social media **12** insert an emoji **1**  
listen to a podcast **2** watch a vlog **4** tell the truth **5** tell a lie **7** keep a secret **8**  
keep a promise **11** get on well **3** have an argument **10**



## 3 Listen and read. Which children are talking about communication and which children are talking about friendship?

Dana and Alex are talking about communication  
and Sami and Mei are talking about friendship.



### WOW! Blog

1 Dana 8 minutes ago

My favourite way of communicating with my friends is chatting to them! Talking to someone online isn't as nice as talking face to face. But if that isn't possible, then I like sending and receiving text messages from my friends. Sometimes we send hundreds of messages to each other every week!

2 Alex 10 minutes ago

I love inserting emojis into my messages. It's an easy way to show how I'm feeling without using words! Can you guess how I'm feeling today? 😊 I think that emojis are as good as words! There are so many different, funny emojis and there are always lots of new ones, too!

3 Sami 1 hour ago

My friends and I get on well most of the time, but sometimes we have arguments. It doesn't matter because the arguments never last for long and we soon forget about them!

4 Mei 2 hours ago

I think friends should always tell you the truth, even if you don't always want to hear it. Also, a friend should always keep your secrets.

## 4 Work in pairs.

- 1 Look at the ways of communicating on pages 32 and 33. Are they a good way of keeping in touch with friends?
- 2 Which of these things should good friends do? Which shouldn't they do?

## 5 Work in pairs. Answer the questions.

- 1 How do you communicate with friends?
- 2 Do you always keep your promises to your friends? Why?
- 3 Do you always keep your friends' secrets? Why?
- 4 Do you ever have arguments with your friends? Why?

thirty-three

33

### Extra activity Fast finishers

- Pupils write the new vocabulary in their notebooks under the headings *Should* and *Shouldn't*.

### Finishing the lesson

- Pupils close their books. Call out the phrases, but say *beep* for one word. Pupils say the missing word.
- Using the Thought-provoking questions technique, ask *Are these words useful for you? Why?*



## Objectives

- **Lesson aims:** to listen to and read a dialogue about getting on well with people
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 30). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can express their opinions on familiar topics, using simple language (GSE 41). 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; Expert envoy technique
- Independent learning: Summative questions technique

## Starting the lesson

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

## Presentation

- Explain that in this lesson pupils will read about getting on with people.

## Practice

### Pupil's Book

#### 1 7.3 Listen and read. What is Dana trying to do this month?

- Refer pupils to page 34.
- Ask pupils to raise their hands to offer answers.



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

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

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

- Pupils act out the dialogues 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 and make mini-dialogues with the expressions to use in role plays.

#### 4 Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?

- Place pupils in pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their ideas.

## Diversity

### Challenge

- Tell pupils to give detailed reasons for their answers.

### Support

- Pupils do the pairwork using the Expert envoy technique.

## Extra activity Critical thinking

- Ask *What should you do after you've had an argument with someone? Why do you think people have arguments? Are arguments always bad?* Discuss as a class.

## Activity Book

#### 1 7.4 Read and complete the sentences from the dialogue on Pupil's Book page 34. 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 easy, arguments; 3 angry, huge; 4 Maybe, experiences; 5 podcasts, vlogs; 6 cool, borrow



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

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

**Answer key** 2 T – She says it isn't as easy with her sister.; 3 F – Dana's sister ruined her T-shirt.; 4 T – She says it's great.; 5 F – She thinks vlogs are more interesting.; 6 F – She listens to podcasts all the time.

#### 3 7.5 Read and complete the dialogues with the correct expressions. Then listen and check.

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

**Answer key** 2 That's not on., 3 Never mind., 4 That's not on., 5 Never mind., 6 What are you up to?



## Extra activity Fast finishers

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

## Finishing the lesson

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



**1 Listen and read. What is Dana trying to do this month?**

*She is trying to get on well with everyone.*



**Dana:** Hey, Mei. I'm doing an experiment. I'm trying to get on well with everyone for a month.

**Mei:** How's it going?

**Dana:** Well, it's been easy with my friends. I haven't had any arguments with them. But I've realised that getting on well with your older sister isn't as easy as getting on well with your friends.

**Mei:** Oh, dear! What happened?

**Dana:** Well, yesterday my sister decided to borrow my favourite T-shirt without asking me.

**Mei:** Hmm, that's not on.

**Dana:** That isn't even the worst of it! She got tomato sauce all over it and now it's completely ruined. I was so angry and we had a huge argument!

**Mei:** Never mind! If that's the only argument you have all month, then I think you've done well. It's a great experiment. Maybe you should record your experiences in some way. Perhaps you could make a vlog or a podcast about it?

**Dana:** Oh, that's a good idea. I think I'll make a vlog! Podcasts aren't as interesting as vlogs.

**Mei:** Oh, no! Podcasts can be as good as vlogs! I listen to them all the time. I think that podcasts will be as popular as vlogs one day.

**Alex:** Hey guys. What are you up to? Do you like my new T-shirt?

**Mei:** Hi, Alex. Maybe you shouldn't talk to Dana about T-shirts ...

**Dana:** Don't worry, Alex. She's just joking. I think it's a cool T-shirt! Just don't let my sister borrow it!

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

- Who does Dana get on well with? *her friends*
- What did her sister borrow? *her favourite T-shirt*
- What happened to the T-shirt? *Her sister got tomato sauce all over it and ruined it.*
- How did Dana feel after this? *She was angry.*
- How is Dana going to record her experiences? *She is going to make a vlog.*
- What does Mei listen to a lot? *podcasts*

**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).**

What are you up to? That's not on! Never mind!

1 My brother ate all the sandwiches and didn't leave for us.

(...) He shouldn't have done that.

2 I didn't receive your text message.

(...) It wasn't important!

3 (...)

We're just watching a vlog.

**4 Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?**

34 thirty-four

## Objectives

- **Lesson aims:** to learn and use *(not) as ... as*; to understand a listening task
- **Target language:** *Podcasts can be as good as vlogs. Podcasts aren't as interesting as vlogs.*
- **Skills:** Reading, Listening, Speaking

## Materials

- Resources 38 and 52

## Global Scale of English (GSE)

- **Reading:** 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 make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).

## Assessment for Learning

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

## Starting the lesson

- Ask *What do you remember about Dana and her sister from Lesson 2?* Pupils raise their hands to offer answers.

## Presentation

- Explain that in this lesson pupils will learn to compare things using *as ... as* and *not as ... as*. They will also do a listening activity.
- Write *Cats are as nice as rabbits. Cats are not as nice as rabbits.* Ask pupils *Do you agree with either of these sentences?* Pupils raise their hands to give their opinion.

## Practice

## Pupil's Book

- 1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.
  - Refer pupils to pages 34 and 35. Pupils work individually and then compare answers with a partner.
  - Ask different pupils to raise their hands to offer ideas. Ask for reasons.
- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.
  - Give pupils a minute to work out the rules.
- 3 Read the dialogue in Lesson 2 again. Underline examples of *as ... as* and *not as ... as*.
  - 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.

- 4 Look at the pictures and compare Susie and Rita using *as ... as* or *not as ... as* and the adjectives in the box.

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

## Extra activity Critical thinking

- Pupils compare themselves with their partner using *(not) as ... as*. They write down four sentences and then compare sentences with their partner to see if they had the same ideas.

- 5 7.6 Listen. Eman is talking to her dad. What is she telling him about?

- Play the audio. See page 100 for audioscript.

- 6 7.7 Listen again. For each question, choose the correct answer.

- Tell pupils to read the questions and options before they listen.
- Play the audio again.
- Check answers using the Lollipop stick technique.



## Diversity

## Challenge

- Pupils read the sentences and options to themselves before they listen.

## Support

- Read out the sentences and options to the class and explain meanings if necessary.

## Finishing the lesson

- Using the Summative questions technique, ask pupils to say a sentence about themselves and someone in their family using *(not) as ... as*.

## Lesson 4 Activity Book

## Objectives

- **Lesson aims:** to learn and use *(not) as ... as*; to understand a listening task
- **Target language:** *Podcasts can be as good as vlogs. Podcasts aren't as interesting as vlogs.*
- **Skills:** Reading, Listening

## Materials

- Resources 38 and 52
- sheets of A4 paper, enough for each pupil

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

## Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Three facts and a fib technique
- Independent learning: Summative questions technique

false (She thinks it's easy to get on with her friends, but it isn't easy to get on with her sister.)

- Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.
  - Dana thinks it's easy to get on with everyone.
  - Her sister asked to borrow her T-shirt. **false** (She borrowed her T-shirt without asking.)
  - Dana and her sister argued. **true**
  - Mei suggests making a vlog or a podcast. **true**

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

## Grammar

## Comparing things

## as ... as

Podcasts can be **as good as** vlogs.

Podcasts will be **as popular as** blogs.

## not as ... as

Getting on well with everyone for a month **isn't as easy as** getting on well with everyone for a day.

Podcasts **aren't as interesting as** vlogs.

We use **as + adjective + as** to compare two things that **are** aren't the same.

We use **not as + adjective + as** to compare two things that are aren't the same.

Refer to Activity 1 on page 34 for answer key (answers underlined in green).

- Read the dialogue in Lesson 2 again. Underline examples of **as ... as** and **not as ... as**.

- Look at the pictures and compare Susie and Rita using **as ... as** or **not as ... as** and the adjectives in the box.

short long curly straight  
happy tall old young

Rita's hair isn't as long as Susie's hair. Susie's hair isn't as curly as Rita's hair. Rita's hair isn't as straight as Susie's hair. Rita isn't as happy as Susie. Susie isn't as old as Rita. Rita isn't as young as Susie. Susie isn't as tall as Rita.

- Listen. Eman is talking to her dad. What is she telling him about?



She's telling him about a talk at school on communicating with friends.

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



- When we send a text message, we should always be
  - unkind.
  - kind.**
  - mean.
- We should only chat to people who
  - are kind.
  - we know in real life.**
  - are interesting.
- We should only write things online that **we would be happy to**
  - wear on a T-shirt.**
  - say to a teacher.
  - say to our friends.
- Once a photo is online, it will
  - be funnier.
  - be easy to share.
  - be there forever.**
- If we see something worrying, we
  - should talk to someone online.
  - should not talk to an adult.
  - should turn off the computer and talk to an adult.**

Susie, 11



Rita, 12



Susie's hair isn't as short as Rita's hair.

thirty-five 35

## Starting the lesson

- Place pupils in groups of four. Hand each pupil a sheet of paper. Pupils practise (not) as ... as using the Three facts and a fib technique. Walk around the class monitoring groups.

## Practice

- 7.8 Listen and tick (✓) the correct sentences.



- Pupils read the sentences before they listen.
- Play the audio. See page 100 for audioscript.
- Check answers using the Lollipop stick technique.

Answer key 2 a, 3 b, 4 b, 5 a, 6 a

- Rewrite the sentences with (not) as ... as and the underlined adjective.

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

Answer key 2 are as old as, 3 isn't as tidy as, 4 is as clever as, 5 as confident as

- Look at the information. Write sentences with (not) as ... as.

Answer key 2 Omar is as tall as Gabriel.; 3 Gabriel isn't as keen on sports as Omar.; 4 Omar isn't as good at Maths as Gabriel.; 5 Gabriel is as hard-working as Omar.; 6 Omar isn't as bad at keeping secrets as Gabriel.

- Compare two friends. Use (not) as ... as.

- Pupils decide in pairs which two friends to write about. Make sure they write about the same people.

## Extra activity Fast finishers

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

## Finishing the lesson

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



## Objectives

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

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

## Assessment for Learning

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

## Starting the lesson

- Using the Lollipop stick technique, ask pupils to say a word or phrase connected with the topics of communication and friendship. Accept all reasonable ideas.

## Presentation

- Explain that in this lesson pupils will read a Book Club text.
- Write *Play* on the board. Ask *Where do you see a play?* and elicit *At the theatre*. Ask *What do you know about plays?* Pupils raise their hands to offer ideas.

## Practice

### Pupil's Book

- 1 **Before you read** Today's Book Club text is a playscript. Look and circle the options that describe a play. Then answer.

- Refer pupils to page 36. Tell them to look at the pictures.
- Pupils work in pairs to complete the activity.
- Ask for feedback using the Lollipop stick technique.

### Key words search

Tips for writing a play

- 2 **7.9 Listen and read.** What game do the children play and what are the rules?

- Ask pupils to raise their hands to offer answers.
- Check comprehension with questions: *What are they looking at? (their phones)* *Who suggests a game? (Faisal)* *How many questions does Ibrahim manage before answering 'yes'? (two)* *What about Hamed? (zero)*



### Extra activity Critical thinking

- Pupils think of another question that Faisal could ask that has a *yes* or *no* answer. Ask for feedback and write pupils' ideas on the board.

- 3 **After you read** Activity Book, page 29.

- Pupils turn to page 29 in their Activity Books.

- 4 **Discuss in a group.**

- Place pupils in groups of three for this activity.
- Walk around the class monitoring groups.
- Ask different groups to tell the class their ideas.

- 5 **Play the Yes/No game in groups of three.**

- Pupils play in the same groups. The pupil who answers the most questions without saying *yes* or *no* wins.

## Diversity

### Challenge

- Ask pupils to report back to the class and say what words and phrases they used instead of *yes* or *no*.

### Support

- Brainstorm words and phrases pupils could use instead of *yes* or *no* before they play the game.

## Activity Book

- 1 **After you read** Read the playscript on Pupil's Book page 36 again. Who says the following lines? Write.

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

**Answer key** 2 Hamed, 3 Faisal, 4 Ibrahim, 5 Hamed, 6 Hamed, 7 Ibrahim, 8 Faisal

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

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

**Answer key** 2 He suggested playing the Yes/No game.; 3 The person mustn't say 'yes' or 'no'.; 4 He answers 'That's right'.; 5 Hamed is the second person to sit in the middle.; 6 They aren't very good at it.

- 3 **Read the Work with words box. Then complete the table.**

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

**Answer key** 2 argue, 3 disappointment, 4 enjoy, 5 entertainment, 6 excite, 7 improvement, 8 move


## Extra activity Fast finishers

- Pupils find all the questions and answers in the playscript.

## 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 playscript. Look and circle the options that describe a play. Then answer.
  - 1 A playscript usually has various characters / titles.
  - 2 There's usually an introduction / a conclusion to tell you about the characters and the setting.
  - 3 Information about what the characters are doing or feeling is sometimes given in brackets capital letters.
- 2 **Listen and read.** What game do the children play and what are the rules?  
*The Yes/No game – you ask someone questions to try and get them to say 'yes' or 'no'.*



## Let's talk!

**Scene 1**

*Faisal, Ibrahim and Hamed are in the living room on their phones.*

**Faisal:** *(Looking up from his phone)* Hang on a minute, guys. I've just realised something. We're all chatting with each other online, aren't we? But we're all in the same room! Why don't we just talk to each other instead?

**Hamed:** *(delighted, putting his phone down)* Let's try it, OK? Somebody say something then ...

**Faisal:** Errrrrrrrrr.

**Ibrahim:** Hmmmmmm.

**Scene 2**

*The children are sitting in silence on the sofa, looking at each other.*

**Hamed:** Maybe we've forgotten how to speak to each other!

**Faisal:** Of course we haven't! *(He jumps up, smiling.)* I know! Let's play the Yes/No game. That'll get us talking.

**Hamed:** *(curious)* What's that?

**Faisal:** One person sits in the middle and the other two ask them questions. We have to try to get them to say 'yes' or 'no'.

**Ibrahim:** *(nervous)* I'll go first ...

*Faisal and Hamed sit on the floor in front of Ibrahim.*

**Faisal:** OK, Ibrahim. Remember, you can't say 'yes' or 'no'!

**Ibrahim:** Your name is Ibrahim, isn't it?

**Hamed:** That's right.

**Hamed:** You're 12 years old, aren't you?

**Ibrahim:** Absolutely.

**Faisal:** You don't like blogging, do you?

**Ibrahim:** Yes, I do!

**Faisal:** You said 'yes'!

**Ibrahim:** *(disappointed)* Oh, no! I did!

**Hamed:** This game isn't very hard, is it? I want to have a go!



*Hamed sits on the sofa and Ibrahim sits on the floor with Faisal.*

**Ibrahim:** You're quite confident about this game, aren't you?

**Hamed:** Yes, I am! *(embarrassed)* I mean ... Oh, no!

**Faisal:** *(laughing)* You said 'yes' and 'no'! Never mind! We might not be very good at this game, but at least we've had fun for five minutes without our phones! Let's play another game ...

*They all run out of the room.*

- 3 **After you read** Activity Book, page 29.
- 4  **Discuss in a group.**
- 5  **Play the Yes/No game in groups of three.**

Do you and your friends ever find it difficult to think of things to say to each other? Why?/Why not?

### Objectives

- **Lesson aims:** to learn and use words for feelings; to learn and use question tags
- **Target language:** *embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable; Your name is Ibrahim, isn't it?*
- **Skills:** Reading, Listening, Speaking

### Materials

- Resources 32B, 39 and 44

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand how people are feeling, if they use simple language and speak slowly and clearly (GSE 30).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can say how they or someone else feels, giving a brief reason (GSE 38).

### Assessment for Learning

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

### Starting the lesson

- Ask pupils questions with question tags and tell them to try and answer without saying *yes* or *no*, e.g. *Your name is (name), isn't it? You're ten, aren't you?*

### Presentation

- Explain that in this lesson pupils will learn words for feelings and to use question tags.
- Pre-teach the new words. Write them on the board and ask pupils which ones they know. Explain meanings with definitions, e.g. *calm* is when you are relaxed, not worried.

### Practice

#### Pupil's Book

#### 1 7.10 Look and match. Then listen, check and repeat.

- Refer pupils to page 37. Tell them to look at the pictures.
- Play the audio.
- Ask different pupils to offer answers.

#### Extra activity Critical thinking

- Ask pupils to think about what situations make them have these feelings, e.g. *I feel nervous before an exam*. They work in pairs and write down their ideas. Ask for class feedback and promote class discussion.

#### 2 Read the play in Lesson 5 again. How many words can you find for the way that people feel?

- Refer pupils to page 36.
- Pupils work in pairs to find the words. Ask different pairs for feedback.

#### 3 Answer the questions about the play.

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

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

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

#### 5 7.11 Listen to three conversations and answer the questions.

- Play the audio. See page 100 for audioscript. Ask different pupils to write their answers on the board.



### Diversity

#### Challenge

- Pupils read the questions to themselves. Play the audio once. Ask for answers. Play the audio again to confirm answers.

#### Support

- Read out the questions to the class before playing the audio. Play the audio twice. Ask pupils for answers. Play the audio again to confirm answers.

#### 6 Work in pairs.

- Pupils work in pairs using the Think-pair-share technique.

### Finishing the lesson

- Pupils close their books. Using the Summative questions technique, ask *Is it easy to use question tags?* and elicit answers.

### Lesson 7 Activity Book

### Objectives

- **Lesson aims:** to use words for feelings; to use question tags
- **Target language:** *embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable; Your name is Ibrahim, isn't it?*
- **Skills:** Reading, Listening

### Materials

- Resources 32B, 39 and 44

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand how people are feeling, if they use simple language and speak slowly and clearly (GSE 30).

### Assessment for Learning

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

### Starting the lesson

- Put pupils in teams and play *Don't say it!* with the vocabulary from the previous lesson.

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

embarrassed 7 disappointed 9  
jealous 10 upset 1 confused 5  
curious 6 delighted 3 nervous 2  
calm 12 serious 4 proud 11 miserable 8



Refer to Activity 2 on page 36 for answer key (answers underlined in green).

- 2 Read the play in Lesson 5 again.  
How many words can you find for the way that people feel?

- 3 Answer the questions about the play.

They are chatting with each other on their phones.

- 1 What are the children doing at the start of the play?  
2 How do they start talking? They play the Yes/No game.  
3 What will they do at the end?  
They're going to play another game.

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

#### Grammar

##### Question tags

Your name <u>is</u> Ibrahim, <u>isn't</u> it?
You're 13 years old, <u>aren't</u> you?
You <u>don't</u> like blogging, <u>do</u> you?
This game <u>isn't</u> very hard, <u>is</u> it?

When we speak, we sometimes add question tags at the start / end of a sentence.

When the sentence is positive, the question tag is positive / negative.

When the sentence is negative, the question tag is positive / negative.

- 5 Listen to three conversations and answer the questions.

- 1 How does Ghada feel and why? Ghada is embarrassed because she sent a text message to the wrong friend by mistake.  
2 How does Adnan feel and why? Adnan is nervous because he has a test today.  
3 How does Malek feel and why? Malek is disappointed because his football team lost the match.

- 6 Work in pairs.

- 1 Guess how your partner might feel in different situations. Write five sentences using the words from Activity 1.  
2 Say the sentences to your partner and use question tags to check if you are correct.

You feel nervous before a test, don't you?

You don't feel embarrassed when you act, do you?

thirty-seven 37

## Practice

- 1 Read the clues and complete the crossword.

Answer key 2 upset, 3 serious, 4 nervous, 5 calm, 6 delighted

- 2 7.12 Listen and circle the correct answers.

- Play the audio. See page 101 for audioscript.

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

- 3 Read and complete the sentences with the correct question tags.

Answer key 2 isn't it, 3 doesn't it, 4 are they, 5 is she, 6 aren't you

- 4 Write the sentences with question tags.

- Extension** Pupils take turns to ask and answer the questions.

Answer key 2 You often use social media, don't you?; 3 You have never cheated, have you?; 4 You like staying at home, don't you?; 5 You don't like blogging, do you?; 6 You're usually a calm person, aren't you?

## Extra activity Fast finishers

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

## Finishing the lesson

- Put pupils in pairs. Have them ask and answer questions using question tags. They can use the ones in the book.
- Using the Summative questions technique, ask *How do you feel about question tags now?* and elicit answers.



## Objectives

- **Lesson aims:** to learn about communicating without words
- **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 create a poster to advertise an event or product, given a model (GSE 45).

## Assessment for Learning

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

## Starting the lesson

- Write these words on the board with the vowels missing and ask different pupils to complete them:  
*calm, confused, curious, delighted, disappointed, embarrassed, jealous, nervous, proud, serious, upset, miserable.*

## Presentation

- Explain that in this lesson pupils will talk about communicating without words.
- **Extension** Ask pupils to find Egypt and Japan on a map. Use an online map if available.

## Culture notes

- Emojis first appeared in Japanese mobile phones in 1999. They became popular worldwide after being added to many mobile systems in 2010.
- In Ancient Egypt, only the highly educated were able to read and write hieroglyphics.
- It is a common misconception that all sign languages are the same. It is not known exactly how many sign languages exist across the world. The earliest record of a sign language is in the 5<sup>th</sup> century BCE by Plato.

## Practice

### Pupil's Book

- 1 **Before you read** Do you ever communicate with your friends without using words? How do you do this? Try to say something to your partner without words.
  - Pupils complete the activity in pairs.

## 2 7.13 Listen and read.

- Pupils complete the activity individually.



## WOW! Activity

- Have students choose an emoji. Give them time to practise acting it out. Then invite them to come to the front of the class to act it out. Have the rest of the class watch and guess which emoji they are acting out. Pupils raise their hands to guess the emoji.

## Extra activity Critical thinking

- Pupils work in pairs and write down three things that they didn't know before they read the text. Ask *Do you think it is easy to learn a sign language? How many people in your family use emojis? Which emojis do you use the most? Why?* Promote class discussion.

## 3 After you read Activity Book, page 31.

- Pupils turn to page 31 in their Activity Books.

## 4 Work in pairs. Which of the languages in the article would be the easiest to learn? Why?

- Pupils discuss in pairs for one minute. Encourage class feedback and discussion.



## Project

### Make a poster about a language that doesn't have words.

- 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.
- Each pupil designs and writes their part of the poster.
- Have pupils present their posters together.

## Diversity

### Challenge

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

### Support

- Suggest that pupils use vocabulary related to the topic. Write some ideas from the texts on the board.

## Activity Book

### 1 After you read Read the text on Pupil's Book page 38 again. Then read and complete the sentences. Write one word in each gap.

- Pupils complete the activity individually. Then they compare answers with a partner.

**Answer key** 2 pictures, media; 3 written, Ancient; 4 International, September

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

- Pupils complete the activity individually.

**Answer key** 2 F – Most 18–25 year-olds prefer emojis for showing feelings.; 3 T – About 70% of emojis are positive.; 4 F – The Rosetta Stone helps us understand them.; 5 T – Many countries have their own form of sign language.

- 1 **Before you read** Do you ever communicate with your friends without using words? How do you do this? Try to say something to your partner without words.

- 2 **Listen and read.**

## Communicating without words



The language of **Emojis** uses pictures instead of words. From social media to text messages, from blogs to T-shirts, these little pictures are everywhere! Young people use them a lot. In fact a survey showed that 72% of 18- to 25-year-olds think it's easier to talk about their feelings with emojis than words. Emojis have made it easier to communicate with people in different countries because we don't have to speak the same language. A report found that the emoji that is used most often around the world is the happy face. 😊 It said that 70% of emojis were positive and 15% were negative. So most people use happy emojis rather than miserable emojis.



### Activity

Choose an emoji. Act it out. Can your classmates guess which emoji it is?

- 3 **After you read** Activity Book, page 31.

- 4 **Work in pairs.** Which of the languages in the article would be the easiest to learn? Why?

38 thirty-eight

Some languages don't use words. In fact, it is possible for people to communicate with each other without saying a single word.



But emojis aren't the first time we've used pictures to communicate. The Ancient Egyptians used **hieroglyphics**. This is one of the oldest written languages, but the meaning of the pictures wasn't understood for many years. Archaeologists found the Rosetta Stone in 1799 and this helped us to understand what they mean.



**Sign language** is another way of communicating without saying a word. You use your hands and other parts of the body to make the language. It's useful for people with hearing disabilities; that is, people who can't hear. More than 70 million people around the world use sign language and 23rd September is the International Day of Sign Languages. Each culture has made its own form of sign language that works with the language that is spoken in that country.



### Project

**Make a poster about a language that doesn't have words.**

- 1 In groups, choose one of the languages from the article or research to find another one.
- 2 Decide who will research to find out more about:
  - where this language started.
  - how this language is different in various parts of the world.
  - how you can learn this language.
- 3 Present the information in a poster and share it with the rest of the class. Try to communicate a simple idea in the language you have chosen.
- 4 What was the most interesting thing you found out about other languages today?



- 3 **7.14 Listen to a report about another way of communicating without words. Complete the notes.**

- Pupils look at the notes before listening so they know what to listen for.
- Play the audio. See page 101 for audioscript.

**Answer key** 2 22,000, 3 island, 4 (large) valleys, 5 walking, 6 thousands, 7 Spanish, 8 1999, 9 2009, 10 tourists



### Finishing the lesson

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

### Extra activity Fast finishers

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

### Objectives

- **Lesson aims:** to learn to give your opinion; to learn and practise intonation in questions and statements
- **Target language:** *Personally, I think ...*
- **Skills:** Reading, Speaking, Listening

### Materials

- Resource 56

### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Listening:** Can understand how people are feeling, if they use simple language and speak slowly and clearly (GSE 30).

### Assessment for Learning

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

### Starting the lesson

- Write *My opinion* on the board. Ask *Do you like giving your opinion? Do you listen to other people's opinions?* Pupils call out *Yes* or *No*.

### Presentation

- Explain that in this lesson pupils will learn to give their opinion.
- Ask pupils to work in pairs and think of a phrase they would say to give their opinion to a friend.

### Practice

#### Pupil's Book

#### 1 7.15 Listen and read. Answer the questions.

- Refer pupils to page 39. Ask pupils to look at the picture and raise their hands to say what they can see.
- Play the audio.
- Check answers using the Lollipop stick technique.



#### Extra activity Critical thinking

- Ask *Do you think Miyu is right to be upset? How would you feel if a friend didn't keep your secret? Do you think people make mistakes? Is it easy to forgive someone?* Promote class discussion.

#### 2 Read the dialogue again. Find and write Miyu and Yuki's opinions. Use the *Say it!* box to help you.

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

#### 3 Take it in turns to give your opinions on these subjects. Use the *Say it!* box to help you.

- Place pupils in different pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their opinions and compare ideas.

### Diversity

#### Challenge

- Ask a confident pupil to promote class discussion with questions to individual pupils.

#### Support

- Place pupils in groups after the pairwork. They discuss their ideas and report back to the class using the Expert envoy technique.

### Pronunciation

#### 4 7.16 Listen and say. Does the intonation go down or up in each sentence?

- 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 7.17 Listen and order the phrases for giving opinions. Then listen again and complete.

- Pupils do the activity individually. Then they listen and check.
- See page 101 for audioscript.
- Pupils raise their hands to offer answers.

**Answer key** 2 d, Jamal feels bad about it; 3 b, he's just embarrassed; 4 a, he should pay me something for the tablet; 5 c, Jamal will change his mind



#### 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 7.18 Listen and complete the sentences. Use the correct form of the verbs. Then practise with your partner.

- Play the audio. Give pupils enough time to finish the sentences. Have them repeat what they hear.
- Pupils practise in pairs. Monitor word and sentence stress.

**Answer key** 2 tries; 3 Did, buy; 4 Does, pay; 5 is



### Extra activity Fast finishers

- Pupils read the dialogue and find all the phrases for giving opinions.



**Yuki:** Are you OK, Miyu?

**Miyu:** Yes, I am, Yuki. I'm just upset because I had an argument with Kiyo. She promised that she would keep a secret that I told her. But then she went and told everyone.

**Yuki:** That's not on.

**Miyu:** She said sorry, but I don't know if I can forgive her. Personally, I think that friends should always keep secrets.

**Yuki:** I'm sorry that you're upset, Miyu. I bet that Kiyo didn't mean it. I guess that she just made a mistake.

**Miyu:** Yes, you're right. We all make mistakes. I'm sure that I'll be able to forgive her in a day or two.

### 1 Listen and read.

Answer the questions.

- 1 Why is Miyu upset with Kiyo? *Because she told everyone her secret.*
- 2 Does Miyu think she'll be able to forgive Kiyo? *Yes, she thinks she'll be able to forgive her in a day or two.*



#### Giving your opinion

Personally, I think ... I'm sure that ...  
I bet that ... I guess that ...  
I'm certain that ...

### 2 Read the dialogue again. Find and write Miyu and Yuki's opinions. Use the Say it! box to help you.

### 3 Take it in turns to give your opinions on these subjects. Use the Say it! box to help you.

- You should never say mean things to your friends.
- If your friend is upset, you should find out why.
- You should talk to your friends every day.
- You should never be jealous of your friends.
- It's better to have lots of friends than just one best friend.
- It isn't always easy to make new friends.

#### Pronunciation

### 4 Listen and say. Does the intonation go down or up in each sentence?

Can I try this shirt on?

up / down

I'm afraid these trousers aren't big enough.

up / down

We haven't got this dress in red.

up / down

How much do these shoes cost?

up / down



#### Finishing the lesson

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

Miyu thinks that friends should always keep secrets. She thinks she'll be able to forgive Kiyo in a day or two. Yuki thinks that a friend should always keep secrets. But she also thinks that Kiyo didn't mean to upset Miyu and that she just made a mistake.



## Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *interview, relationship, age, shape, part*; revision of vocabulary and grammar
- **Skills:** Reading, Speaking

## Materials

- Resource 48

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions) (GSE 47).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

## Assessment for Learning

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

## Starting the lesson

- Pupils work alone and write down as many adjectives for feelings from Unit 7 as they can remember in one minute.
- Ask for feedback using the Lollipop stick technique.

## Presentation

- Explain that in this lesson pupils will read an interview.
- Draw pupils' attention to these words: *interview, relationship, age, shape* and *part*. Write them on the board and ask for or explain meanings, e.g. *An interview can be when someone asks questions for a magazine or blog. A relationship is the feelings people have towards each other. Your age is how old you are. A shape is what something looks like, e.g. a square or circle. A part is a piece of something.*

## Practice

### Pupil's Book

#### 1 Before you read Look at the text. How can you tell that this is an interview?

- Refer pupils to page 40.
- Pupils raise their hands to offer answers.
- Read the *Reading tip* to pupils.

#### 2 7.19 Listen and read.

- Play the audio.
- Check comprehension with questions: *What has Abbas written? (a book about young people and their friendships) Are friendships all the same? (No, they come in different shapes and sizes.) Does he talk about making friends only? (No, he also talks about keeping friends.) What do some people do on vlogs? (make themselves look better than they are in real life)*



#### 3 Read again. Are these sentences true or false? Say why.

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

### Extra activity Critical thinking

- Pupils work in pairs to think of two more true or false statements about the interview. They swap with another pair and decide if they are true or false. For false ones, they give reasons.

#### 4 Work 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)? What do you think, (name)?*

#### Support

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

### Activity Book

#### 1 Read and complete the definitions.

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

**Answer key** 2 age, 3 interview, 4 relationship, 5 part

#### 2 Read the interview on Pupil's Book page 40 again. Match.

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

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

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

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

**Answer key** 2 He thinks friends are really important when they're at school.; 3 Osama's friend is two years older than him.; 4 You may feel upset and miserable.; 5 You should talk about problems.; 6 They want to make themselves look better and happier.

### Extra activity Fast finishers

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

## Finishing the lesson

- Using the Thought-provoking questions technique, ask *Did you find the interview interesting? Would you like to read Abbas's book? Why?* and encourage class discussion.

Reading

- 1 Before you read Look at the text. How can you tell that this is an interview?

Because it's set out as a dialogue with questions and answers.

- 2 Listen and read.



# Interview with Abbas Alra'i

by Osama Almallah

This week I interviewed Abbas Alra'i, who has written a book called Friends for Life.

**Osama:** Thanks for doing this interview, Abbas. So, your new book will be in the shops next Monday, won't it? Tell us a bit about it.

**Abbas:** Well, it's about young people and their friendships. Having good friends is important all through our lives, but it's really important when we're at school.

**Osama:** Yes, you're right. So, what type of things do you talk about in the book?

**Abbas:** I've written about different types of relationships, for example, friends at school, friends

out of school or friendships between people of different ages.

**Osama:** That's cool! I have a friend who is two years older than me. My friendship with him is as important as my friendships with people who are my own age. He helps me a lot and is proud of me when I do well.

**Abbas:** Exactly! Friendship comes in all different shapes and sizes.

**Osama:** In the book, you also talk about making and keeping friends, don't you?



**Abbas:** Yes, that's right. I look at things you can do to help you to make friends. For example, be friendly, smile, be positive and ask lots of questions! But keeping friends isn't as easy as making friends. You might not get on well all the time and when you have an argument, you may feel upset and miserable. So I look at things you can do when friendships go through difficult times. For example, talk about problems, say sorry, forgive and forget, don't be jealous and keep promises and secrets.

**Osama:** What about online friendships? You talk about those too, don't you?

**Abbas:** Yes, I do. In the book, I show how online friendships can be difficult. People don't always tell the truth on social media, blogs or vlogs. They can make themselves look better and happier than they are in real life. So when you or I look at the photographs, we might think that we aren't as happy as they are and that our lives are not as interesting as their lives. But we mustn't feel jealous because these people are only showing us a small part of their lives.

**Osama:** Thank you very much for answering my questions, Abbas. You've given us a lot to think about and I can't wait to read your book! ■

Words in context

interview relationship  
age shape part

Activity Book, page 33

- 3 Read again. Are these sentences true or false? Say why.

1 Abbas Alra'i is the author of a book called Friends for Life. **true**

2 You can buy this book now. **false (You can buy this book next Monday.)**

3 The book is about how to stay safe on social media. **false (The book is about young people and their friendships.)**

4 Osama is friends with someone who is younger than he is. **false (He's friends with someone who is older than he is.)**

5 Abbas gives advice on how to make and keep friends. **true**

6 Sometimes people tell lies on social media. **true**

- 4 Work in pairs.

1 Do you think it's good to have friends in school and friends out of school? Why?/Why not?

2 What do you think of Abbas's advice about making and keeping friends?

3 Do you agree or disagree with what he says about online friendships? Why?

### Objectives

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

### Materials

- sheets of A4 paper, enough for each pupil

### Global Scale of English (GSE)

- **Reading:** Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55). Can identify the key characteristics and structure of a limited range of factual text types, e.g. articles, instructions (GSE 47).
- **Writing:** Can create a poster to advertise an event or product, given a model (GSE 45).

### Assessment for Learning

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

### Starting the lesson

- Write *Social media* on the board. Using the Lollipop stick technique, pupils say what is most important for them when using social media to communicate with their friends. They can repeat each other's ideas. Have a vote for the most important thing.

### Presentation

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

### Practice

#### Pupil's Book

- 1 **Look at the interview. Who was interviewed and what about?**
  - Refer pupils to page 41.
  - Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.
- 2 **Read the *How to write...* box. Then circle the correct options about the interview in Activity 1.**
  - Pupils work individually. Ask a pupil to offer answers. Ask for class agreement.
  - **Extension** Check comprehension with questions: *What does Asma use social media for most? (to chat to her friends after school) Who does she talk to if a message upsets her? (her mum) Are vlogs or podcasts more interesting for Asma? (Asma likes them both the same.)*
- 3 **Write an interview about how people use social media. 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 report.
  - Pupils evaluate their own work.

- Using the Two stars and a wish technique, pupils read and check each other's work.
- **Extension** Pupils role play the interviews.

### Diversity

#### Challenge

- Pupils work alone on their interviews.

#### Support

- Monitor and help pupils while they write the interviews.

### Extra activity Creativity

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

### Finishing the lesson

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

### Lesson 12 Activity Book

### Objectives

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

### Global Scale of English (GSE)

- **Writing:** Can write an interview, given a model.

### 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

- Ask pupils to describe a good student. Ask them to try and use *whereas* in their answers.

### Practice

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

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

**Answer key** 2 My older brother is keen on social media, whereas my parents never use it.; 3 Some people can keep promises, whereas other people break them.; 4 Maher made a vlog for his project, whereas Heba did a podcast.; 5 I'm very calm before exams, whereas my friends get really nervous.

#### 2 Plan an interview about the things that are important for being a good pupil.

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

#### 3 Now write your interview.

- Pupils work individually to complete the interview.

## 1 Look at the interview. Who was interviewed and what about?

Asma was interviewed about the things that are important in good friendships.

## Writing

## An interview with Asma

- Manal:** Hi, Asma. Thanks for agreeing to be interviewed today. I want to find out how you use social media. So, what do you use it for most?
- Asma:** I use social media to chat to my friends Mariam and Sophia after school. Mariam is chatty, energetic and bossy whereas Sophia's quiet, calm and kind.
- Manal:** So, what if someone sends you a message that makes you feel upset or confused?
- Asma:** I talk to my mum. It's important to talk to an adult when you feel upset, isn't it?
- Manal:** Yes, it is. What about emojis? Do you insert them?
- Asma:** Yes, I do. They make it easier to communicate, don't they?
- Manal:** Yes, OK. So, is there anything else that you do on social media?
- Asma:** Well, yes, I enjoy watching vlogs. I don't read blogs. Vlogs are more interesting than blogs, aren't they?
- Manal:** Well, yes. What about podcasts? I listen to them a lot. I think podcasts are as good as vlogs.
- Asma:** No, I disagree. In my opinion, podcasts aren't as interesting as vlogs.
- Manal:** That's interesting. Thank you very much for answering my questions.

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

- The interview is written as an essay / a dialogue
- It's written in formal / informal spoken language and the tone is polite / impolite.
- The questions are about one topic / a lot of topics.

3 Write an interview about how people use social media. Use the *How to write...* box to help you.

- Think about what questions you want to ask. Take notes.
- Interview your partner. Take notes of his/her answers. Answer his/her questions, too.
- Write your interview.
- Read and check your interview. Check your spelling and punctuation.

## How to write... an interview

- Use clear questions or sentences with question tags.
- Set the interview out as a dialogue so it's easy to read.
- Use polite language, but it can be informal because it's spoken.
- Start and finish the interview by thanking the person.

## tip Writing

## whereas

*I'm chatty, energetic and bossy **whereas** she's quiet, calm and kind.*

We use *whereas* to link two different things or ideas.

forty-one

41

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

- Give pupils time to read and check their work.

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

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

## Extra activity Fast finishers

- Pupils find all the new vocabulary from the unit in the lesson.

## Finishing the lesson

- Using the Thought-provoking questions technique, ask *Do you think you are a good pupil? Why/why not?*

Next lesson Unit 7 Test



## 7.6 & 7.7

- Man:** Did you have a good day?
- Girl:** Yes, I did. A speaker came in to talk to us about communicating with friends.
- Man:** Oh, okay! That sounds interesting. What did they say?
- Girl:** Well, he said we must always be kind when we communicate with other people. Sending a mean text message is as bad as saying something mean to somebody's face.
- Man:** Absolutely.
- Girl:** He also said we had to be careful online. We should only chat to people online that we know. People aren't always who they say they are.
- Man:** That's a good point. You should also be careful what you write online because anyone can read it.
- Girl:** Yes! He said that we should never write something online that we wouldn't be happy to wear on a T-shirt. It's the same with photographs. A funny photo might not be as funny in the future as it is now. But once it's online, it'll be there forever.
- Man:** Hmm, did he say anything else?
- Girl:** Yes. He said we must never write anything about ourselves online. For example, our school or where we live. And he said if we ever see anything that makes us feel worried, we should turn off the computer and talk to an adult about it.
- Man:** Yes, absolutely. You can always talk to me about anything.

## 7.8

- Girl 1:** So, Julie, who's your best friend?
- Girl 2:** My best friend's name is Suha. She's a year younger than me, so we aren't in the same class. We met on the baseball team at school. We're both good at playing baseball because we practise a lot.
- Girl 1:** And how are you different?
- Girl 2:** Well, I have fair hair and Suha's hair is dark. But we're the same height. We're both 150 centimetres tall. I'm a bit thinner but not very much.
- Girl 1:** And your personalities?
- Girl 2:** We're both very friendly, but I'm more serious than Suha. She's funny and she's also very confident. I can be quite shy with new people.

## 7.11

- Narrator:** One
- Girl 1:** You look really upset, Ghada. What's the matter?
- Girl 2:** I'm not upset. I'm embarrassed. I've just sent a text message to the wrong friend by mistake. I was meant to send it to Nadia and I sent it to Halima instead.
- Girl 1:** That doesn't matter, does it?
- Girl 2:** Yes, it does! The text was about what we're going to buy Halima for her birthday.
- Girl 1:** Oh, don't worry about it. She'll probably just be a bit confused when she reads it.
- Narrator:** Two
- Boy 1:** I feel so nervous about the test today.
- Woman 1:** Don't worry, Adnan. You'll be fine. You've worked really hard, haven't you? So just stay calm and it'll be fine. You'll be delighted when it's all over, won't you? Maybe we can go out for a pizza tonight to celebrate.
- Boy 1:** Thanks, Mum!
- Narrator:** Three
- Woman 2:** You look very miserable and serious. What's wrong, Malek?
- Boy 2:** Nothing's wrong. I'm just disappointed because my football team lost their match again.
- Woman 2:** Oh dear. That's the third time this month, isn't it? Maybe you should support another team.
- Boy 2:** No way!

## 7.12

**Narrator:** One

**Boy 1:** Uh, Osama, can you help me?

**Boy 2:** Yes, of course! What's wrong?

**Boy 1:** I'm trying to do my Maths homework, but I don't understand it.

**Narrator:** Two

**Girl 1:** Look, Mum! I got the best marks in my class for my Science project.

**Woman:** Wow that's really good!

**Girl 1:** I know! I'm amazing.

**Narrator:** Three

**Boy 1:** Oh no, it's raining.

**Girl 2:** Why, is that a problem?

**Boy 1:** Because I wanted to go cycling and now I can't.

**Narrator:** Four

**Girl 3:** Why is your face so red, Asma?

**Girl 4:** I just dropped all my books on the floor in the canteen. And everyone's laughing at me.

**Girl 3:** Oh no. Well, never mind. I'll help you pick them up.

**Narrator:** Five

**Boy 4:** Hey. What's that? It looks interesting.

**Boy 5:** It's a new computer adventure game.

**Boy 4:** That sounds cool. Tell me more about it!

**Narrator:** Six

**Girl 5:** Are you upset with me about something?

**Girl 6:** Yes, I am. You spend more time with Zeina and Mariam than you spend with me.

**Girl 5:** Really? I'm sorry. I didn't notice that!

## 7.14

**Girl:** Silbo Gomero is an unusual language because it doesn't have any spoken or written words. It uses whistling sounds to communicate.

About 22,000 people use the language on the island of La Gomera. It's one of the Canary Islands which belong to Spain.

Silbo Gomero is used in the mountainous part of the island, where people are separated by large valleys. It's much easier to whistle across the valley than walk long distances for a conversation.

Silbo Gomero is thousands of years old. It was used by the Guanches, who were the native people of the island. Later, the language changed and people used it to communicate the Spanish language.

In 1999, Silbo Gomero became an official school subject on the island. And 10 years later, in 2009, it was recognised as a World Heritage language by UNESCO.

Nowadays, many tourists come to the island to hear people using this unusual language.

## 7.17

**Boy 1:** Are you okay, Mazen? You look upset.

**Boy 2:** I'm just angry because I had an argument with Jamal.

**Boy 1:** Oh, no. What did you argue about this time?

**Boy 2:** Jamal borrowed my tablet and lost it. I guess that he left it somewhere.

**Boy 1:** I'm sure that Jamal feels bad about it.

**Boy 2:** Yes, he does. But he doesn't want to buy me a new tablet.

**Boy 1:** That's not on. I bet that he's just embarrassed.

**Boy 2:** I don't know if I can forgive him for this. I'm really disappointed.

**Boy 1:** Maybe he just needs to save some money for a new one. What do you think?

**Boy 2:** Personally, I think that he should pay me something for the tablet.

**Boy 1:** I agree with you. Give him some more time. I'm certain that Jamal will change his mind.

**Boy 2:** You're right. I guess we'll make up in a few days. And I'll have a new tablet soon!