

Jordan TEAM Together Grade 6 Semester 2



Teacher's Book with Digital Resources

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Publisher: The National Center for Curriculum Development

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The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Higher Council of the National Curriculum Center in its meeting No. 8/2025 on 16/10/2025 and the approval of the Board of Education decision No. 215/2025 in its meeting No. 5/2025 on 04/12/2025 for the 2025/2026 academic year.

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ISBN: 978-9923-863-31-2

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2025/10/6137)

Primary indexing data for the book

Book title	Jordan Team Together, Grade 6: Teacher's Book, Semester 2
Prepared by / staff	Jordan National Center for Curriculum Development
Publication data	Amman: National Center for Curriculum Development, 2025
Classification number	371.3
Descriptors	/Teaching Methods//Learning Methods//Teachers//Directories/
Edition data	First edition

The author bears full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

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The publishers would like to thank Magdalena Custodio, Victoria Bewick and Gareth Vaughan for their contribution.

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First edition (trial): م 2025 / هـ 1446

Jordan TEAM Together Grade 6 Semester 2



Teacher's Book with Digital Resources

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Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
<p>Welcome</p> <p>The WOW! Team returns Page 4</p>	Talking about hobbies and technology	<p>Hobbies: <i>do photography, do puzzles, do the gardening, draw pictures, make models, write a blog</i></p> <p>Technology: <i>digital camera, e-reader, headphones, laptop, smartphone, website</i></p>	<p>Present perfect with <i>already, just and yet</i> <i>I've just started to write a blog. I've already travelled a lot. I haven't read them all yet!</i></p>	
<p>5</p> <p>Favourite clothes Page 8</p>	Talking about clothes and accessories	<p>Describing clothes: <i>baggy, casual, checked, colourful, comfortable, formal, patterned, plain, smart, spotted, striped, uncomfortable</i></p> <p>Clothes and accessories: <i>belt, bracelet, crown, earrings, glasses, gloves, sweatshirt, tie, top, tracksuit, watch, woolly hat</i></p>	<p>too and not ... enough <i>The sweater is too plain. They aren't formal enough.</i></p> <p>Present passive <i>It's made of leather. They're used for making jackets.</i></p>	Understanding some details in extended dialogues on familiar everyday topics; extracting the key details from extended informational monologues, if delivered in clear standard speech; understanding some details in longer dialogues on familiar everyday topics, if guided by questions or prompts
<p>6</p> <p>Adventures Page 18</p>	Talking about outdoor equipment, injuries and accidents	<p>Outdoor equipment: <i>bandage, blanket, camping stove, compass, first-aid kit, matches, penknife, plaster, rucksack, shelter, rope, sleeping mat</i></p> <p>Injuries and accidents: <i>break your arm, burn your hand, call an ambulance, cut your finger, fall over, have a pain, have an accident, hurt your ankle, keep cool, keep warm, lie down, take medicine</i></p>	<p>Indefinite pronouns <i>Someone was lost. Something is in my rucksack. Are you going anywhere nice? should/shouldn't, must/mustn't, need to/don't need to</i></p> <p><i>I should take some medicine. You must do homework. You mustn't be late to school. They don't need to wait for anyone.</i></p>	Understand some details in extended dialogues on familiar everyday topics; extracting factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts; extracting the key details from extended informational monologues, if delivered in clear standard speech; understanding a limited range of basic language related to common symptoms and illnesses
Lara's Learning Club Language booster 3, Page 28				
<p>7</p> <p>Entertainment Page 32</p>	Talking about entertainment jobs and places of entertainment	<p>Jobs in entertainment: <i>animator, camera operator, clown, comedian, costume designer, make-up artist, performer, presenter, puppeteer, sound editor, stunt performer, writer</i></p> <p>Places of entertainment: <i>adventure playground, aquarium, art gallery, bowling alley, circus, ice rink, planetarium, safari park, science museum, soft play centre, theme park, water park</i></p>	<p>Present perfect with <i>since and for</i> How long have you had that costume? <i>I've had a costume since I was five. I've lived here for ten years.</i></p> <p>Present continuous for future arrangements <i>I'm going to the ice rink tomorrow. They aren't flying to Aqaba on Saturday.</i></p>	Understanding some details in extended dialogues on familiar everyday topics; understanding the humour in a simple story; extracting factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts; identifying specific information in short, simple dialogues in which speakers make arrangements to do; understanding some details in longer dialogues on familiar everyday topics, if guided by questions or prompts
<p>8</p> <p>Awesome animals Page 42</p>	Talking about animal body parts and using animal-related verbs	<p>Animal body parts: <i>antennae, beak, claws, fin, flippers, paws, pouch, scales, spines, tongue, webbed feet, whiskers</i></p> <p>Verbs: <i>bite, die, dig, dive, feed on, fight, fly away, hide, lay eggs, roar, run away, sting</i></p>	<p>may, might, could, can't, must <i>It may be a bird. You can't be scared. She must be right.</i></p> <p>First conditional <i>If you touch a snake, it will bite you. If you give it water, it won't get thirsty.</i></p>	Understanding some details in extended dialogues on familiar everyday topics; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing; extracting the key details from extended informational monologues, if delivered in clear standard speech; understanding people's preferences in informal conversations, if the speakers talk slowly and clearly

Lara's Learning Club Language booster 4, Page 52

Festivals: Father's Day, World Oceans Day, Pages 56–57

Grammar reference, Pages 58–59

How to write... reference, Page 60

English in action reference, Page 61

Speaking	Reading	Writing	Pronunciation	Project	Viewing and presenting	Functions
Expressing their opinions on familiar topics, using simple language; acting out a short dialogue or role play, given prompts; giving simple reasons to explain preferences, given a model	Scanning a simple text to find specific information	Writing short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures			Presenting interesting topics	
Repeating phrases and short sentences, if spoken slowly and clearly; describing what someone is wearing using a fixed expression; asking a range of questions in guessing games to find the answer; expressing their opinions on familiar topics, using simple language; acting out a short dialogue or role play, given prompts; describing common everyday objects using simple language; giving simple reasons to explain preferences, given a model	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story if guided by questions; understanding the order in which events happen (e.g. in diary entries or a story); getting the gist of short factual school texts; finding specific information in extended informational texts using text features such as headings and captions; connecting the information in a text with the information given in charts, graphs or diagrams	Beginning and ending a simple story using an appropriate fixed expression; writing short, simple descriptive texts on familiar topics if provided with key words and supported by pictures	Falling intonation in statements: <i>The jacket is too plain.</i>	A collage of traditional clothes from around the world	Presenting the pros and cons of sports kits Presenting an alternative ending to a story	Shopping for clothes: <i>Can I help you? What size do you need? Do you have this one in a small?</i>
Repeating phrases and short sentences, if spoken slowly and clearly; expressing their opinions on familiar topics, using simple language; acting out a short dialogue or role play, given prompts; describing past events or experiences using simple descriptive language to add interest; talking about past events or experiences, using simple language; re-telling the main points of an extended story in their own words; describing the steps in a simple technical process, clearly signalling the sequence of actions	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story if guided by questions; getting the gist of short factual school texts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; getting the gist of short, simple texts on familiar topics, if supported by pictures; skimming straightforward extended texts with a clear structure to get a general idea of the content	Beginning and ending a simple story using an appropriate fixed expression; creating simple language puzzles for classmates to solve	Intonation for nouns in lists: <i>I need a rope, a blanket and a compass.</i>	A list of interesting activities for a Scout group	Presenting a trip Presenting an alternative ending to a story	Asking about injuries and illnesses: <i>Are you feeling better now? Have you seen the doctor? Have you cut your hand?</i>

Think like a scientist!: How can we classify types of energy in diagrams? Page 30

Repeating phrases and short sentences, if spoken slowly and clearly; talking about common jobs using simple language; expressing their opinions on familiar topics, using simple language; re-telling the main points of an extended story in their own words; talking about plans for the near future in a simple way; talking about past events or experiences, using simple language; acting out a short dialogue or role play, given prompts	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story, if guided by questions; getting the gist of short factual school texts; extracting key information from advertisements for familiar products, if guided by questions or prompts; finding specific information in extended informational texts using text features such as headings and captions	Describing past events or experiences using simple descriptive language to add interest; creating a poster to advertise an event or product, given a model	Intonation for questions: <i>What time are we going to the circus?</i>	A poster for a performance	Presenting an activity for a talent show Presenting an exciting day in a city	Buying tickets: <i>Can I have four tickets, please? Would you like to buy a programme? That's forty-eight dinars in total.</i>
Expressing their opinions on familiar topics, using simple language; repeating phrases and short sentences, if spoken slowly and clearly; asking a range of questions in guessing games to find the answer; acting out a short dialogue or role play, given prompts; describing past events or experiences using simple descriptive language to add interest; re-telling the main points of an extended story in their own words; express likes and dislikes in relation to familiar topics in a basic way	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story, if guided by questions; getting the gist of short factual school texts; understanding simple details in short animal fact files containing some unfamiliar language, if supported by pictures; finding specific information in extended informational texts using text features such as headings and captions	Writing a new version of a familiar story by changing some details, if supported by prompts; completing a table form with specific information extracted from a short, simple written text on a familiar topic; writing simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model	Intonation for short questions: <i>Do you find spiders interesting?</i>	A world map of national animals	Presenting an interesting animal Presenting a paragraph in a story	Saying what you like and don't like: <i>I really love sea animals. I quite like them. I don't mind them.</i>

Think like a scientist!: How can we make our carbon footprint smaller? Page 54

Introduction

About Jordan Team Together

Learn Together! Succeed Together! *Team Together!*

Jordan Team Together is a fast-paced, 7-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Jordan Team Together* sets out a clear path for progress and prepares children for success.

Jordan Team Together takes pupils from level Pre A1 to B1 of the Common European Framework of Reference for Languages (CEFR).

For pupils

Throughout their Primary education, pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally.

Jordan Team Together follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

Jordan Team Together has been designed to create an enjoyable and engaging environment for effective learning. A full-colour Pupil's Book and an Activity Book are complemented with a wide range of multimedia and digital tools, which are certain to captivate pupils' attention.

For teachers

Jordan Team Together has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts will help keep pupils engaged and motivated.

A complete assessment package will help your pupils get results.

Jordan Team Together has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audioscripts, but it will also give you ideas on how to extend Pupil's Book activities and adapt them to your pupils' level and lesson time available.

Course features

Vocabulary

In Grade 6, each unit starts with an eye-catching visual presentation of the target vocabulary, which has a form of an online magazine and which gets pupils' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context
- to revise previously learnt vocabulary
- to offer speaking practice for everyday communication purposes.

It is followed by engaging step-by-step vocabulary presentation.

The *Think!* feature at the start of the unit allows for quick revision of the lexical items that pupils are very likely to know from previous learning, which is a great confidence-booster.

The *Communicate* activities effectively help pupils use English in meaningful contexts from the very beginning.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice.

Work with words feature in every lesson 5 focuses on word formation and extends the content from the Pupil's Book.

Words in context section in every lesson 10 focuses on new vocabulary to support the learning of the new content from the Pupil's Book.

Content from the main lessons is complemented by a *Wordlist* section at the end of the Activity Book.

Grammar

Grammar structures are taught in a clear, step-by-step approach in every unit. The new structures presentation is contextualised through the Team Talk dialogues and Book Club texts. Grammar boxes on the Pupil's Book page contain clear, pupil-friendly examples of the target structures and provide a reference point for pupils as they learn and practise.

Further consolidation practice is available in the Activity Book in the corresponding lesson.

Team Talk

Jordan Team Together Grade 6 features a group of Primary children who run an online magazine called the World of Wonder! or WOW! Magazine.

Alia, Arlo, Lara and Faisal interact with the pupils, asking questions that encourage them to reflect on their learning and their knowledge of the world.

Skills

All four skills are practised throughout *Jordan Team Together* Grade 6, with a dedicated listening section in lesson 3 and a literacy section in lessons 10 and 11 of each unit.

Special focus has been put on reading and writing. The Book Club section focuses on different literature genres and allows pupils to become familiar with the characteristics of each genre.

In the literacy spread, pupils are acquainted with different types of everyday texts, such as articles, blogs and reports. Pupils follow a model text and step-by-step instructions to create their own pieces of writing. The *How to write . . .* and *Writing Tip* boxes offer extra support and draw pupils' attention to some of the challenging aspects of writing.

Further support and extension activities can be found in the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate* activity where pupils can put the newly acquired content into practice and personalise it.
- Lesson 9, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing pupils to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say in a variety of situations, such as asking the way or calling the emergency services.

Culture

Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of countries where that language is spoken.

The *Culture* sections in *Jordan Team Together* are designed in such a way as to bring that information closer to pupils in a friendly manner.

Learning Club: Language Booster and CLIL (Content and Language Integrated Learning)

After every two units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster lesson and a CLIL lesson.


The Language Booster lesson consolidates and extends language and topics taught in the preceding units.

CLIL and STEAM provide a pathway to language, literacy and employability in later life, and prepare pupils for the world of work by enabling pupils to see English in context through a real-world lens.

Each of the CLIL lessons in the Learning Club sections of *Jordan Team Together Grade 6* also includes a focus on STEAM subjects. While studying a variety of topics including Social Studies and Science, pupils also have to employ 21st-century skills like creativity and critical-thinking. As part of the lessons, they present their final learnings via different presentation methods, which help to reinforce the learning and bring the concepts to life.

21st century skills

One of the features of *Jordan Team Together* is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Pupils need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Jordan Team Together* serve both purposes – as pupils put new knowledge into practice, they also work on the development of their 21st century skills. These activities are easily identifiable with the following icons:

- | | |
|---|---|
|  Critical thinking |  Communication |
|  Problem-solving |  Collaboration |
|  Creativity | |

Other 21st century skills covered in *Jordan Team Together* include:

Social and cultural awareness: Lesson 8 of each unit enables pupils to learn about other countries and through a project reflect on how their own country is similar or different.

Curiosity and Initiative: In the project work, pupils are encouraged to find information, make decisions and present their opinions.

Assessment for learning: see page 12 for more information.

Literacy, Numeracy, Scientific Literacy: These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

Digital Skills Literacy: In the project work, pupils are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

Support for mixed-ability classes and differentiation

Jordan Team Together supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

The photocopiable resources package includes extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their pupils. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability pupils in the classroom and make the core material in the Pupil's Book more suitable to individual pupils.

Note also that teachers should always be mindful of the needs of pupils in their classes and to adapt materials where needed.

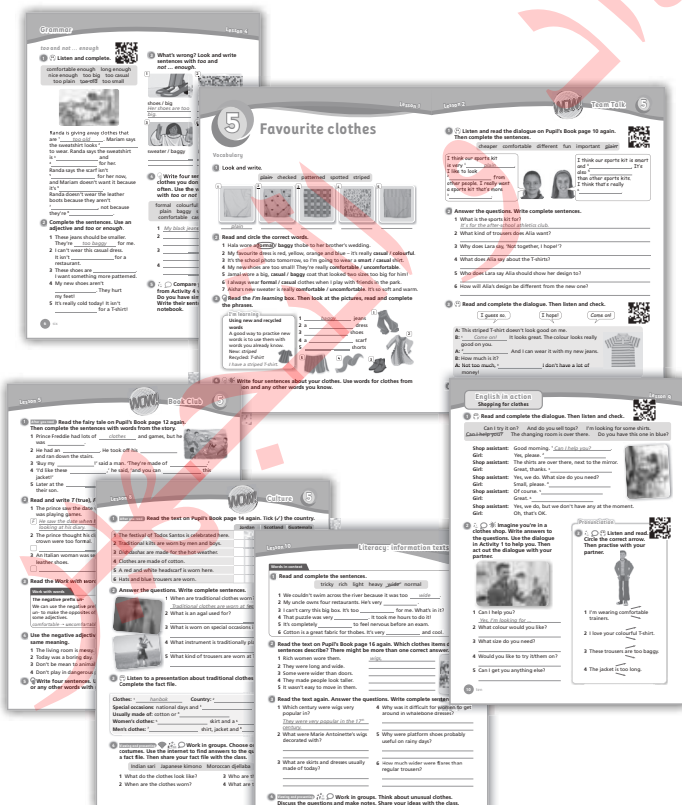
Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and two additional units related to festivals: *Father's Day* and *World Ocean Day*.



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities.



Teacher's Book

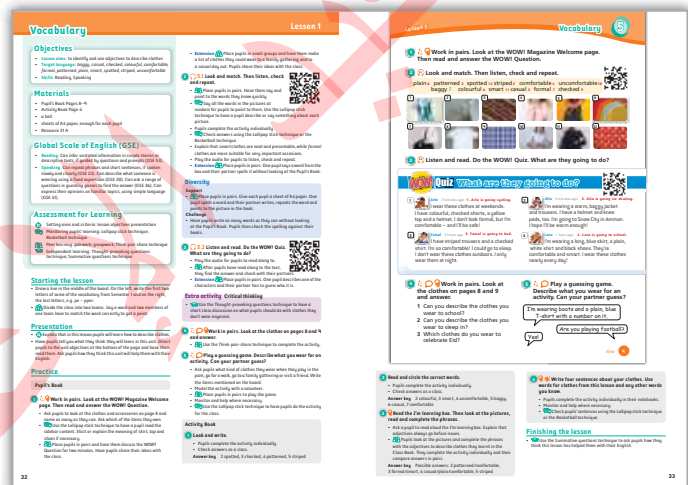
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson

Additional ideas for Extension and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability pupils are an excellent tool for busy teachers who may lack time for planning.

The Introduction includes recommended procedures for effective use of games and posters and also contains tips on working with mixed-ability groups.

The mapping to the English Language Standards and Performance Indicators Framework for Jordanian learners can be found at the beginning of each unit.



Class Audio

The Class Audio MP3s have all the recordings for the Pupil's Book and Activity Book. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.

Tests

Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress pupils are making by using a test. There are four Unit tests, two End-of-semester tests and one End-of-year test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers for more flexibility with mixed-ability classes.

The worksheets and audio are available in the teacher's resource area online.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL and English in action. There are also graded reading and listening skills worksheets to support mixed-ability classes. They are all available online.

Interactive e-book

The interactive e-book offers teachers an offline interactive version of the Pupil's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or by a page view. The planning area gives a useful overview with both teacher's notes and activity previews.

QR codes

Listening activities have QR codes to launch the relevant activity from the main components.

Posters

The Posters designed for *Jordan Team Together* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.

The Classroom posters contain five posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.

The 'How to work with posters' section on page 17 details a variety of suggestions of how the posters can be used.



There are 12 lessons in each main unit. The lesson division is as follows:

Lesson	Component and focus
1	Pupil's Book and Activity Book Vocabulary
2	Pupil's Book and Activity Book Team Talk
3	Pupil's Book Grammar
4	Activity Book Grammar
5	Pupil's Book and Activity Book Book Club
6	Pupil's Book Vocabulary and Grammar
7	Activity Book Vocabulary and Grammar
8	Pupil's Book and Activity Book Culture
9	Pupil's Book and Activity Book English in action
10	Pupil's Book and Activity Book Literacy
11	Pupil's Book Writing
12	Activity Book Writing

Unit walkthrough

Lesson 1

Big questions to activate critical thinking

Photographic vocabulary presentation

5 Favourite clothes

Describe clothes: baggy, casual, checked, colourful, comfortable, formal, patterned, plain, smart, sported, striped, uncomfortable

Clothes and accessories: belt, brooch, crown, earrings, glasses, gloves, sweatshirt, tie, top, tracksuit, watch, woolly hat

World of Wonder! Magazine

Welcome Book Club Clothes

Lara loves clothes. Today she's wearing a red cotton top, a long, blue skirt and black shoes. How many of the clothes and accessories here can you describe?

Lara has a question for you. What do you think?

Question

Lara: 43 minutes ago
Why do we wear different clothes?

In this unit I will ...

- learn adjectives for describing clothes and words for clothes.
- use too and not ... enough.
- use the Present passive.
- read a modern fairy tale.
- learn about traditional clothes around the world.
- work in a group to make a collage about traditional clothes.
- learn some phrases to use when shopping for clothes.
- read and write information texts.

Vocabulary

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

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

plain patterned spotted striped comfortable uncomfortable baggy formal casual formal checked

3 Listen and read. Do the WOW! Quiz. What are they going to do?

Quiz What are they going to do?

1 Ali: I wear these clothes at weekends. I have colourful, checked shorts, a yellow top and a helmet. I don't look formal, but I'm comfortable—and I'll be safe!

2 Ali: I'm wearing a warm, baggy jacket and trousers. I have a helmet and knee pads, too. I'm going to Snow City in Amman. I hope I'll be warm enough!

3 Fadi: I have striped trousers and a checked shirt. I'm so comfortable! I could go to sleep. I don't wear these clothes outdoors. I only wear them at night.

4 I wear these clothes at weekends. I have colourful, checked shorts, a yellow top and a helmet. I don't look formal, but I'm comfortable—and I'll be safe!

5 I'm wearing a warm, baggy jacket and trousers. I have a helmet and knee pads, too. I'm going to Snow City in Amman. I hope I'll be warm enough!

6 I have striped trousers and a checked shirt. I'm so comfortable! I could go to sleep. I don't wear these clothes outdoors. I only wear them at night.

7 I'm wearing a long, blue skirt, a plain, white shirt and black shoes. They're comfortable and smart. I wear these clothes nearly every day!

8 I'm wearing a long, blue skirt, a plain, white shirt and black shoes. They're comfortable and smart. I wear these clothes nearly every day!

There are accompanying activities in the Activity Book for the lesson.

A clear list of unit objectives

Communicate activity for personalisation and speaking practice

Think! activity to activate pupils' previous knowledge

Lessons 2-4

Grammar contextualised through dialogues

TeamTalk

Lesson 2 Lesson 3 Grammar

Alia: I don't like our new sports kit for our after-school athletics club. It's too plain. It isn't colourful enough!

Lara: Really? I like it. It's comfortable, smart and everyone looks the same. It makes you feel part of the team.

Alia: I don't want to look the same as everyone! I'd like to wear something more fun, like a spotted T-shirt or striped trousers.

Lara: Haha! Not together, I hope! Listen, our sports kit is cheaper than other sports kits so that everybody can buy the same things. And that's important.

Alia: I guess so. But the jackets are too baggy, the trousers are too long and the T-shirts aren't short enough!

Lara: Come on! It isn't so bad. Hey, why don't you design a new sports kit and show it to our athletics instructor?

Alia: Yes, I think I will. It will be more interesting than our new one ... and you'll have to wear it to be part of the team!

1 Listen and read. Do Lara and Alia feel the same about the sports kit?

2 Work in pairs. Read the dialogue again. Say True or False. Then say why.

1 Alia likes the new sports kit. 3 Alia thinks the new sports kit is too colourful.

2 Lara thinks it's good that everyone looks the same. 4 Alia is going to design a sports kit.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

I hope! I guess so. Come on!

1 It's important to be part of a team. 2 I'm going to put on my jacket. 3 It's the worst sports kit in the world.

4 I don't want to look the same as everyone! 5 I'd like to wear something more fun, like a spotted T-shirt or striped trousers.

4 Viewing and presenting Work in pairs. What are some positive and some negative things about sports kits? Write two lists. Share your lists with the class.

Lesson 3

1 Look back at the dialogue in Lesson 2, page 10. What's the sports kit like? Circle adjectives that describe it.

baggy colourful plain short smart fun spotted striped formal comfortable cheap checked long

2 Read the grammar table. Then read the rules and circle the correct options.

Grammar

too and not ... enough		
The sweater	is	too plain.
It	isn't	smart enough.
These trousers	are	too baggy.
They	aren't	formal enough.

Too goes before / after adjectives. The opposite of too + adjective is not + adjective enough. Enough goes before / after adjectives.

3 Read the dialogue in Lesson 2 again. Find examples of too and not ... enough.

4 What do you think of the sports kit in the picture from Lesson 2? Write three sentences. Then talk to your partner. Do you agree?

The T-shirts are too plain. I agree! They aren't colourful enough.

Lesson 4

5 Listen and choose.

1 Which jacket does Ali like best? (A) (B) (C)

2 Which girl is Asma's sister? (A) (B) (C)

3 Which boy is Issa's friend? (A) (B) (C)

6 Listen again and answer.

1 Why doesn't Ali like the striped jacket?

2 Which jacket is the cheapest?

3 What does Asma's sister look like?

4 What's Asma's sister wearing?

5 Why can't Issa's mum find Fadi?

6 What's Fadi's favourite cap like?

7 Think about your clothes at home. Talk to your partner.

1 What clothes do you have?

2 What do you like? Why?

3 What don't you like? Why not?

I have a new jacket. I like it because it's smart and it's really comfortable, too.

Lesson 4 is the accompanying Activity Book lesson for Lesson 3.

Listening skills practice

Focus on everyday expressions

Pupils work with grammar rules box for better understanding

Communicate activity for personalisation and speaking practice

Lessons 5-7

A section to work with literature and different text genres

Photographic vocabulary presentation

Pupils work with grammar rules box for better understanding

Book Club
Lesson 5 **Lesson 6** **Vocabulary and Grammar** **5**

The prince who didn't want to be different

Once upon a time, there was a prince who lived in a palace with the king and queen. Prince Freddie had lots of clothes and games, but he was unhappy. One morning, he was looking at his diary when he noticed the date.

"It's the 21st century!" he cried. "Why am I wearing this formal jacket and this uncomfortable crown made of gold?"

He had an idea. He took off his crown and ran down the stairs. He put on his father's coat and hurried to the bus stop.

In town, Freddie ran through the market. "Buy my watches!" said a man. "They're made of silver." "Beautiful leather shoes!" said a woman. "They're made in Italy!" "No, thank you!" shouted Freddie.

At last, he arrived at the shop. He tried on some comfortable tracksuit trousers, a striped sweatshirt, a spotted baseball cap and some trainers.

"I'd like these clothes," he said, "and you can sell this jacket!" The shopkeeper looked surprised. "Really?" he said. "The fabric is beautiful!"

"It's called silk," said Freddie. "It's used to make jackets that are worn by princes." Freddie ran out of the shop. "Do you want to play?" asked some children who were playing football in the square. "Oh, yes please!" replied Freddie, kicking the ball.

Later, at the palace, the king and queen didn't recognize their son. It wasn't the clothes; it was his enormous smile. From that day, Freddie often played with his new friends from the town, and they all lived happily ever after.

1 Before you read Today's Book Club text is a modern fairy tale. Look and circle the words that describe a fairy tale.

- They often start/end with "Once upon a time..."
- They usually have a happy/an unhappy ending.

2 Listen and read. Then answer.

- Was the prince happier at the start of the story or at the end?
- What were his clothes like at the start of the story and at the end?

3 After you read Activity Book, page 7.

4 Discuss in groups.

- Why do you think the prince was happier at the end of the story?
- What important things can we learn from the story?

5 Work in groups. Write a different ending to the story. Share it with the class.

21st century skills practice

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

sweatshirt tracksuit | earrings
 woolly hat gloves belt bracelet
 top glasses watch crown tie

3 Read the fairy tale again. Say True or False.

- The crown is made of silver.
- Silk jackets are worn by princes.
- Watches are sold in the town.
- The shopkeeper is given a jacket.
- Hockey is played in the square.

4 Read the grammar table. Then read the rules and circle the correct options.

Present passive	
called	silk.
made of	leather.
used to	make jackets.
used for	making jackets.
worn by	princes.

Grammar

We make the Present passive with the present tense of the verb **be** / **have** and a past participle (e.g. called, made, used and worn). We use the Present passive when the action is **more** / **less** important than the person who does it.

5 Listen to a podcast. Use the verbs to write four sentences about how cotton clothes are made.

pick clean make send

6 Work in groups. Discuss the questions.

- What are your clothes and accessories made of?
- What are objects in your classroom made of?
- What's this book made of?

Lesson 7 is the accompanying Activity Book lesson for Lesson 6.

Before you read and After you read activities for clearly staged reading practice

21st century skills practice

Further practice of listening skills

Lessons 8-9

Before you read and After you read activities for clearly staged reading practice

Project based on the principles of team work to foster collaboration, creativity and initiative

Useful phrases at a glance

Focus on functional language

WOM! Culture
Lesson 8 **Lesson 9** **English in action** **5**

Traditional clothes

Different countries have different traditional clothes. Traditional clothes are often worn at festivals and celebrations.

This Jordanian man is wearing the traditional **dishdasha**, a long robe that is comfortable to wear in hot weather. He's also wearing a **shmagh**, a red and white checkered headscarf (called a **kelliyeh** in other regions). This is held in place by a black agal. On special occasions, like weddings or Eid, he might wear an **abaya** over his dishdasha!

A **katana** is a traditional patterned skirt that is worn by men, women and children on special days in Scotland. It's made of wool. This boy is also wearing a white top and long white socks. He looks very smart. He's playing the bagpipes, a traditional Scottish musical instrument.

These men are enjoying the Todos Santos festival in Guatemala. They are wearing **hats** and red and white striped **ponchos**. These traditional clothes are made of cotton, and they look quite casual! They are worn by lots of men and boys at the festival.

Fact
 Many Jordanian women wear a long dress called a **thobe**. The colourful patterns show where they come from!

1 Before you read What traditional clothes do people wear in your country? When do they wear them?

2 Listen and read.

3 After you read Activity Book, page 9.

4 Work in pairs. Discuss the clothes in the pictures.

- Do people in your country wear traditional clothes like these?
- Which of these traditional clothes do you like the most? Why?
- Do you ever wear traditional clothes? When?

Project

Make a collage of traditional clothes from around the world.

- In groups, choose a continent (North America, South America, Europe, Africa, Asia or Australia) and find out about traditional clothes from different countries.
- Decide who will find pictures and who will write notes about each outfit.
- Sort the pictures and notes into countries and make your collage.
- Present your collage to the class.
- Vote on which continent has the most interesting traditional clothes.

1 Listen and read. Which clothes and accessories are mentioned?

Can I help you?
 Yes, please. I'm looking for a sweatshirt.
 All our sweatshirts are here, next to the T-shirts. OK, thanks. Do you have this one in red?
 No, sorry. We only have that one in blue or grey.
 That's OK. I like it in blue. That colour is very popular! What size do you need? Small?
 No, medium. Do you have it in a medium?
 Yes, here you are!
 Great! Can I try it on?
 Yes, of course! The changing room is over there.
 Thanks. And do you sell woolly hats?
 Yes, we do. They're next to the watches.
 Oh, yes. I can see them. Thanks!

2 Read the dialogue again. Circle the correct options.

Malek wants to buy a (1) sweatshirt / T-shirt. He'd like a (2) red / green one, but the shop only has it in blue or (3) grey / brown. He needs a (4) small / medium size and wants to try it on, so the shop assistant tells him where the (5) bathroom / changing room is. He also wants a woolly hat. The woolly hats are next to the (6) belts / watches.

3 Imagine you're shopping. Act out new dialogues with your partner. Use the Say/It! box to help you.

Shopping for clothes:
 Shop assistant:
 Can I help you?
 What size do you need?
 The changing room is over there.
 Customer:
 I'm looking for...
 Do you have this one in green/a small/large?
 Can I try it/this on?
 Do you sell...?

4 Listen and read. How do we say the statements? Then listen again and repeat.

The jacket is too plain.
 The trousers are striped.
 The belt is made of leather.
 The boots are very comfortable.

Accompanying activities for both lessons are in the Activity Book.

Model dialogue to help pupils learn new language in natural contexts

Work on pronunciation

Lessons 10–12

Literacy sections for dedicated reading and writing skills practice

Recorded text for modelling pronunciation

Model text

Scaffolded step-by-step instructions for the writing task

Lesson 12 is the accompanying Activity Book lesson for Lesson 11.

Before you read and After you read activities for clearly staged reading practice

Vocabulary extension with further work in the Activity Book

Writing tip to help pupils deal with important grammar, lexical or composition points

Monitoring progress with *Jordan Team Together*

Jordan Team Together can be used for all general English courses. *Jordan Team Together* aligns with the CEFR (the Common European Framework of Reference for Languages). This framework can be used to map achievements in language learning.

It provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals.

Jordan Team Together is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

	GSE	CEFR	PTE YL	English Benchmark
Starter	10–22	Pre A1		
Level 1	17–29	Pre A1/A1	Firstwords	Level 1
Level 2	20–32	A1	Springboard	Level 2
Level 3	24–39	A1/A2	Quickmarch	Level 3
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4
Level 5	33–46	A2/B1	Breakthrough	Level 5
Level 6	36–50	A2+/B1		

The Global Scale of English



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a pupil to the right course material for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your pupils to help them progress. It does not mean that pupils need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse.

What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves pupils' English abilities to parents, monitors learning progress and ensures teaching targets the right skills. English Benchmark measures pupils' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include pupils' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Jordan Team Together* make the perfect partners for your language and learning assessment. As your pupils learn with *Jordan Team Together*, you can use the English Benchmark tests to measure their progress. After pupils have taken their test, you will see recommendations of which lessons to teach next in order to focus on the areas that need improvement.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each semester to check they are on track.

Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on pupil learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.).

In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. If you use it to improve the teaching and learning process, you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it.

Formative assessment, or assessment for learning, is “the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and pupils which are used as an ongoing process, which are flexible and adapted to the individual needs of pupils and which guarantee that all the pupils engage in the learning process.

Here are some suggestions on how to use these types of tools to implement assessment for learning in your classroom.

Main strategies of formative assessment

The main stages of the formative assessment process are:

- 1 Setting the aims and criteria for success
- 2 Monitoring pupils' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

Setting aims and criteria

If you want your pupils to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance. At the beginning of each lesson, the teacher should tell the pupils what they are going to learn. This can be done by using key questions which are meant to inspire pupils' curiosity, interest and engagement.

Monitoring pupils' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve pupil achievement of intended outcomes

Tools that can be used for monitoring pupils' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions thus ensuring that all pupils have an active role and will produce a similar amount of language, because pupil talking time (PTT) matters!
- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Pupils write their answers individually and hold up the whiteboards and you get feedback from all your pupils at the same time!

- **Happy/Sad face technique**. (also Yes/No, Stop/Go, True/False) Use this for critical thinking development and *yes/no* answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each pupil – or pupils can make their own. After practising a skill, ask pupils how they feel they are doing. Alternatively, pupils can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards**. Use them to check that pupils know what to do on a given task. Pupils show you a green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer pupils the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use during instruction are those oriented towards helping you actively observe the different skills and competences that your pupils are developing while they are working in class.

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your pupils' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on pupils' work by filling in observation forms or reading written assignments to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your pupils from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. [Be aware that you may need parental permission to record children.]

Peer learning

Working together in pairs or groups gives pupils an opportunity to share knowledge and also learn from their classmates.

Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Pupils work on their own, then they discuss their ideas in pairs and finally they present their ideas to a group or the whole class.
- **Two stars and a wish**. Pupils say two positive things about the work of their partner and suggest one area for improvement.
- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have pupils who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
- **Three facts and a fib**. Pupils write three true statements and one false statement about the topic of a lesson and share them with other pupils/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, e.g. a unit.

Checklists and video recordings can also be used as peer learning tools.

Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for the pupils to develop critical thinking skills about their own performance
- to promote collaboration
- to improve pupil achievement of intended instructional outcomes

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping pupils become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions.** At the end of a lesson or a unit, pupils are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions: *What have I learnt? What do I need to work on? I can ... I'm (not) good at ...*
- **Portfolios.** Pupils are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists.** These are used to assess pupils' completion of a task. They are not rating scales and they only include Yes/No or ✓/✗ descriptors.
- **Projects.** Pupils present what they know through pictures and texts such as essays, research reports or long-term projects.
- **Pupil Travel journals/Learning diaries.** Pupils create their own books, in which they chart the journey of their learning.
- **Rubrics.** They can be used when evaluating pupil performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and pupils are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

Using rubrics for assessment in CLIL

Rubrics can be very useful tools to help CLIL teachers fulfil the requirements of assessment practice in bilingual contexts. There are many reasons to use them, but these are the most important ones:

- firstly, because they suit the CLIL dual approach (content learning and language development);
- secondly, because they allow for performance-based assessment to provide qualitative feedback connected to the assessment criteria;
- thirdly, because they tell teachers, pupils and parents in advance what needs to be done to successfully perform the task;
- finally, because they give teachers and pupils a sense of direction and a context to share the learning goals from the beginning of the teaching and learning process.

Language should not be an invisible component in the bilingual classroom. Teachers in bilingual schools should be aware of the language proficiency of their pupils and systematically conduct language demands analyses of the content to provide appropriate scaffolding. Since not all pupils in the same class have the same language proficiency, effective assessment in CLIL should measure pupils' progress in the foreign language at different levels and along distinct learning paths. Rubrics are a tool that can help teachers achieve this goal of effective assessment of content, language and process in an integrated way.

Rubrics are scoring guides, which include several assessment criteria to evaluate pupils' performance or work resulting from a performance task. In this sense, they are different from checklists because they are rating scales, which means that they not only contain a list of items to be checked but they also include a range of marks to assess how well each item has been performed. These rating scales can be holistic or analytic.

Holistic rubrics

All criteria are evaluated simultaneously at a unidimensional level because each level of the rubric (1, 2, 3) includes all the descriptors for the different criteria assessed (for content, language and delivery).

Holistic Rubric

Oral Presentations	The three descriptors are assessed at the same time.
Accomplished (Level 1): content, language and delivery	Stays on topic all the time and speaks clearly. Body language is appropriate.
Developing (Level 2): content, language and delivery	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
Beginning (Level 3): content, language and delivery	It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time.

Holistic rubrics provide an overall evaluation of quality, proficiency and understanding, thus the feedback is limited because the descriptors are not analysed in detail. This means that errors are tolerated, and no correct answer is expected. Also, the scoring process is faster.

Analytic rubrics

Each criterion is evaluated separately at a multidimensional level because each criterion of the rubric (to assess content, language and delivery) includes several descriptors at different levels of performance of the task.

Analytic rubric

Oral presentations Criteria/ performance	Beginning (Level 3)	Developing (Level 2)	Accomplished (Level 1)
Content	Does not seem to understand the topic very well. It was hard to tell what the topic was.	Shows a good understanding of parts of the topic. Stays on topic some (50–89%) of the time.	Shows a full understanding of the topic. Stays on topic all (90–100%) of the time.
Language	Often mumbles or cannot be understood OR mispronounces more than five words.	Speaks clearly and distinctly most (75–94%) of the time. Mispronounces no more than five words.	Speaks clearly and distinctly all (95–100%) of the time and mispronounces no words.
Delivery	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

Analytic rubrics provide detailed information from the defined performance levels. This means that a significant degree of feedback is provided. However, the scoring process is slower.

The use of each type of rubric will depend on the nature of the task and other factors such as the time available, the need for substantial feedback, the number of pupils, different language/competence levels in the group and the assessment goal: holistic rubrics should be used for overall scores and analytic ones when detailed feedback on each criterion is desired.

For your rubrics to be valid, reliable and fair, there must be a coherent connection between the learning goals and the task, the learning goals and the assessment criteria, and the descriptors with each assessment criterion.

Steps to make a rubric

Here are some steps to be followed when making rubrics to assess pupils in CLIL classrooms.

- First, begin by designing an authentic task likely to help pupils 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the pupils' level, e.g. create a questionnaire.
- Next, define the criteria to assess pupil learning from this task. These assessment criteria will be the reference points to describe the acceptable level of performance of the task, e.g.
 - pupils know about the festival (their level of comprehension of the subject);
 - pupils are able to write questions about the festival (type of questions; tenses; number; etc.);
 - pupils are able to work in groups to create a questionnaire (contributions; quality of work; time management; attitude; etc.).
- Use the CEFR charts or the Global Scale of English (english.com/GSE) to measure learner progress on the language proficiency scale and get your assessment criteria for language from their available descriptors. Using these scales as a reference is useful for understanding your pupils' levels of proficiency more precisely, to monitor pupils' progress in a more accurate way and to make more informed choices in selecting materials or assessments, e.g. Speaking: Can ask someone simple questions about their life and experiences, GSE 37/A2(+); Can summarise the key information in basic diagrams, e.g. bar charts, timelines, GSE 54/B1(+).
- Then use a cognitive taxonomy to identify the cognitive domain and skill that your tasks involve, e.g. "interpret the information collected from the questionnaires" involves applying knowledge. Then write differentiating descriptors as you move on the scale from lower order thinking skills (LOTS) to higher order thinking skills (HOTS), e.g. the information is used to create a graph but not clearly displayed; the information is used and displayed in a graph but there are some mistakes in the interpretation of data; the information is clearly displayed and interpreted.
- Once you have defined the assessment criteria and identified possible descriptors of performance, you can:
 - make a holistic rubric, then write descriptors incorporating all criteria in each descriptor;
 - create an analytic rubric, then write descriptors for each individual criterion.
- Check that the criteria and descriptors you have included in your rubric assess pupils' content, process and language learning at the right level.
- Finally, adapt the format of the rubric to the age and language proficiency of your pupils and plan carefully the structure of the rubric. You may wish to leave space at the bottom of the rubric to write comments, add signatures, stickers, parental feedback, etc.

After having used teacher-made rubrics for some time, pupils may feel ready to have an active role in this process and create their own rubrics and checklists as guidelines for goal setting. Train your pupils to do it and they will develop a very important key competence: learning to learn.

by Magdalena Custodio Espinar

How to work with projects

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, pupils will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise pupil interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable, but there are some clear differences between them:

Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving pupils an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which pupils must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom, you should:

- Keep a flexible project schedule and involve pupils in project design when possible. Promote parent involvement.
- Prepare pupils by having them think about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so pupils have ownership of them by using rubrics or checklists.
- Avoid making decisions for pupils. It will take time for pupils to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a timeline with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick; a webquest to develop critical thinking skills, etc.
- Assess the quality of projects by using professional work as a reference. Boost the quality of your pupils' work by showing them good examples of other pupils' work. Develop scaffolding to help pupils reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of pupils that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

When deciding on how to group your pupils, you should consider your rationale so as to group pupils according to the right criterion. Here are some ideas to arrange your class for group and project work.

Grouping for leadership. If you have passive pupils who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these pupils share groups with class leaders (those pupils who are more skilled or have more knowledge).

Random selection groups. If the task does not require specific pupils to be separate or together, you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers ...) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your pupils' interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular films, TV series and cartoons of their interest.

Grouping by interest. Have your pupils complete a survey and group them based on their responses. You can also design the task according to different interests and give pupils the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, pupils interested in history can focus on historical buildings and pupils interested in sports can focus on stadiums and sports facilities.

How to work with mixed-ability groups

by Magdalena Custodio Espinar

Teaching and learning EFL or CLIL involves many different processes such as recording observations, presentation of ideas, argumentation, modelling constructions and explanations, arriving at conclusions, obtaining, evaluating and communicating information... in English! This is a very rich and complex communicative context which requires both cognitive and language skills for learning to occur.

Pupils' engagement in the learning process can be increased significantly by analysing in advance the linguistic and cognitive demands of every task. This analysis will allow teachers to provide pupils with the necessary scaffolding to encourage them to actively participate in the lesson, regardless of the language level of that pupil.

Language scaffolding

In EFL and CLIL, language is used for learning and communicating. This means that it is necessary to scaffold the input (the language pupils receive), the intake (the information they process) and the output (the language they are able to produce after this information processing) to ensure an effective interaction. This scaffolding is very important because the interaction promotes the necessary feedback to connect the input received and the output produced in a meaningful way by pupils. This is called interlanguage development and it is a key factor of content learning and language development.

To identify the necessary scaffolding for our pupils, we can conduct a language demands analysis. It consists of identifying and describing in advance different types of language involved in CLIL lessons and performance-based tasks: language of learning, language for learning and language through learning (Coyle, Hood, Marsh, 2010).

Language of learning refers to the language connected with the content being learnt. Pupils will learn it to access new knowledge, e.g. learning about sound: high/low pitch, tone, volume, etc.

Language for learning is the language necessary to perform the communicative functions of the learning context. If pupils need to compare the waves of the sound in a graph, do they know the comparative and superlative form of adjectives? If not, scaffolding is required to complete this task.

Language through learning refers to language learnt due to cognitive and academic development. Each pupil will develop this type of language during the learning process in close relation to their individual cognitive development by interacting with the resources (personal, digital, etc.) and completing the tasks.

Analysing the linguistic demands of the content and the task will allow teachers to provide pupils with suitable scaffolding strategies likely to promote interaction and feedback in the classroom. In the previous example, the teacher can provide oral scaffolding by displaying visual aids such as word cards for the language of learning and the comparative and superlative structure on a poster to help pupils interact (compare the waves of the sound).

In addition, a cognitive taxonomy provides a hierarchy of thinking skills organised from lower order thinking skills (LOTs, e.g. identify) to higher order thinking skills (HOTs, e.g. compare). Bloom's revised taxonomy comprises six cognitive domains involving cognitive skills such as remembering, understanding, applying, analysing, evaluating and creating. Using a taxonomy will allow teachers to adapt the degree of difficulty of the activities they plan from a cognitive point of view by identifying the cognitive domain and skill they demand. It will also help them develop a 'continuum of practice' of always going from LOTs to HOTs, thus starting at pupils' present cognitive level (because, for example, you cannot apply if you do not first understand and remember).

Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the pupils. Here are some examples of strategies to cope with mixed-ability pupils in the classroom.

- **Low-level pupils are a majority.** Since a taxonomy is a hierarchy of cognitive skills, we must try to extend children's thinking skills from LOTs to HOTs by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High-level pupils are a majority.** If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous pupils.** Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time. For example, list the main stages of metamorphosis (LOT); find out and describe the main stages of metamorphosis (HOT).
- **Fast finishers.** All pupils work first on the same set of activities, then pupils who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted pupils with a special curricular adaptation.** Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more pupils with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted pupil in an easy and unforced manner. For example, prepare a set of activities from different levels about the properties of light, then offer the possibility to investigate what a shadow is, when it can be seen, why it changes length, etc. You can give pupils a book or website, etc. for them to find out about it.

Visual impairment

The vast majority of people with visual impairment (around 93 percent) do have some vision. Teachers, therefore, need to create conditions where these pupils can see them and see the material that they're presenting or using as clearly as possible, for example by seating them in the best position to see the board or other visual material, without separating them from the class.

In addition, teachers should:

- provide pupils with individual copies of materials in the appropriate font size.
- keep the board clean to maximise the colour contrast between the background and text colours.
- ensure that the classroom layout stays the same so it's easier for visually impaired pupils to navigate it and remove obstacles.

Hearing loss

Teachers do not need to speak to pupils with hearing loss more loudly. Speaking to them clearly and normally will be more effective. Many pupils with hearing loss rely heavily on visual cues, so teachers should ensure that they have a clear view of the board or other visual material, but not to separate them from other pupils.

In addition, teachers should:

- repeat questions that other pupils ask clearly.
- provide written materials to supplement verbal explanations.
- use captions in videos.
- ensure there is silence while pupils do listening activities.

If it is possible, teachers should read the audioscript aloud so that pupils can lip-read while the teacher is speaking. Teachers should keep in mind that pupils with hearing loss may suffer from some fatigue after listening activities and need a break afterwards.

Autism

How pupils with autism perform and behave in the classroom is largely determined by how comfortable they feel and whether they are being intellectually stimulated enough. Teachers can help autistic pupils to feel more comfortable by ensuring that:

- lessons follow a certain routine or pattern and there is a course plan which is communicated to pupils.
- pupils are not experiencing sensory challenges, for example, feeling too warm or too cold, experiencing a lot of noise or very bright lights.
- pupils have the option to work individually if they want to.
- pupils have additional activities to do when they complete the initial task faster than others.

Teachers should keep in mind that autistic pupils may also misunderstand humour or take things people say literally when they aren't meant in that way.

AD(H)D (Attention Deficit (Hyperactivity) Disorder)

Only some individuals with AD(H)D experience hyperactivity and other individuals are inattentive and not hyperactive. Teachers can support and include students with both types of AD(H)D by:

- allowing them to take regular breaks, for example to complete an errand, so it's easier for them to concentrate.
- allowing students to continue the activity that they're doing when they're in a state of hyperfocus where they can concentrate extremely well for longer periods of time.
- keeping in mind that ADHD also affects pupils' working memory and timekeeping skills and so it is a good idea to encourage them to write down things that they need to remember and to make checklists.
- telling pupils what to do, but also showing them what to do and writing it on the board.

Dyslexia

Avoid stereotyping dyslexic pupils as being unable to learn. Dyslexic pupils are just as capable as processing information, including from written text, as anyone else but their brain does this in a different and more indirect way. In addition, many dyslexic pupils are very creative and excellent problem-solvers. Teachers can help dyslexic pupils to read and write in English by:

- connecting words with pictures, shapes or symbols, for example in flashcards.
- colour coding different words or phrases, such as parts of speech, to help them remember grammar points.
- focusing on the sounds of words rather than how they are written as this tends to be easier for dyslexic pupils to remember.

Tourette syndrome

Pupils with Tourette syndrome need, above all, understanding and acceptance from their teacher and other pupils. The tics which are the symptoms of Tourette syndrome can be sudden movements, noises or invisible actions such as stomach clenching. These tics are involuntary, but the chances of pupils experiencing them can increase if they are experiencing stress, fatigue or excitement. Teachers can support students with Tourette's by:

- checking in with them regularly to find out how they are feeling and reacting accordingly. For example, if pupils are feeling stressed, teachers can try to relieve their stress by talking through their feelings, and if they are experiencing fatigue, allow them to take a break.
- remembering that Tourette's does not impede pupils' ability to learn, but the tics may distract them when they are learning.
- not penalising them for handwriting and spelling issues because these are most likely caused by their Tourette's.

How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Pupil's Book.

In *Jordan Team Together* Grade 6, there are four full colour vocabulary posters. Each poster can be used for presentation or revision of the vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course.

The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.



Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind pupils of the material they have covered.

Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the pupils a poster, give them its title. Tell pupils that in a moment they will see a poster with e.g. toys. Ask pupils to think about the vocabulary which may be presented in the poster. Encourage pupils to provide examples of particular words related to this thematic group. In the case of toys it will be: *a teddy, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the pupils predicted correctly.

Asking questions

Point to the objects, persons, colours, etc. presented in the poster and ask questions: *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?*, etc.

Finding and pointing

Ask individual children to come to the poster, find and point to appropriate objects, e.g. *Point to the (red car)*, etc. You may also divide pupils into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Pupils may replace the teacher and give the commands.

Memory game

Set a specific time limit, e.g. 30 seconds. Tell pupils to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask children one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g. *Is the (ball) (big)? What colour is the (kite)?* Pupils' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a zebra*. Pupils answer *No*.

Quiz

Tell pupils that you are thinking about a certain picture from the poster. The pupils' task is to guess which picture you mean. You may describe the object you have in mind for more advanced pupils, e.g. *It's grey. It's small. It has got a tail. What is it?* Pupils answer *It's a bird*.

Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask pupils what they can see. Move the sheet on the poster so that each time children guess the name of another object.

Singing

Use a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more pupils to come to the poster. Play the chant; the task of children standing by the poster is to point to the objects mentioned in the recording.

Placing words on the poster

If pupils can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by one, pupils come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all pupils to read the words aloud together.

Make your own poster

Pupils can create their own posters, based on a similar topic.

Greeting the class

Hello. Hi!	How are you today?
Good morning/afternoon.	Is everyone here?
Come in.	Is anyone away today?
Sit down/Stand up, please.	Where is (Juan)?
What day is it today?	

Starting the lesson

Are you ready?	Give this/these out, please.
Let's begin/start.	Have you got a (pencil)?
Listen (to me).	Open your books at page (4).
Look (at me/at the board).	Turn to page (6).
Take out your books/notebooks/ coloured pencils.	Open the window/door. Close the window/door.

Managing the class

Be quiet, please.	Who's next?
Look at me/Listen to me.	Queue/Line up!
Come to the front of the class.	Repeat after me.
Come to the board.	Wait a minute, please.
Come here, please.	Hurry up.
Put your hands up/down.	

Words of praise

Well done!	Much better.	Great work!
Excellent!	Good job.	Good luck!
Fantastic!	Congratulations!	Thank you.
That's nice.	That's correct!	

During the lesson – instructions

Hold up your picture.	It's break time/lunch time.
Draw/Colour/Stick/ Cut out ...	Wait a minute, please. Be careful.
Write the answer on the board/ in your book.	Sorry, guess/try again.
Let's sing.	Next, please.
All together now.	Again, please.

During the lesson – questions

Are you ready?	May/Can I help you?
Do you understand?	Are you finished?
What do you think?	Who's finished?
Anything else?	What can you see?

Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

Language used for playing games

It's my/your/his/her turn.	Roll the dice.
Whose turn is it?	Move your/my counter (3) spaces.
You're out.	Miss a turn.
Don't look.	Go back (2) spaces.
No cheating.	Roll again.
Turn around.	I've won!
Close your eyes.	You're the winner!
Pass the (ball, cup), etc.	
Wait outside.	

Useful phrases for the pupils

May/Can I go to the toilet?	Can you help me?
I understand/I don't understand.	I'm ready.
Excuse me ...	I'm finished.
I'm sorry.	

Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Word card games

Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a pupil to pick up the first card and draw the object mentioned in the card in the box on the board. Other pupils guess the word. When they guess the word, the pupil shows the word card to the class.

TPR (Total Physical Response) activities

What does the picture present?

Distribute small sheets of paper among pupils and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to pupils' backs without revealing to them what the pictures present. The aim of the game is to stimulate pupils to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (banana)?* Pupils may walk around the classroom or play in pairs.

Alternative bingo

Ask each pupil to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While pupils are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask pupils to stand up. Pick up one piece of paper at a time and read out the word. The pupils who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

Catch and say it!

Ask pupils to stand in a big circle. Say a category of vocabulary (e.g. food) aloud and throw a soft ball to a selected pupil. The pupil has to say a word from the category you chose. If the pupil doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all pupils sit down.

Pass the ball

Ask pupils to sit in a circle. Choose a category of vocabulary. Give pupils a small soft ball and ask them to pass it from hand to hand. Every pupil who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

The ball is burning

Pupils standing in a circle throw a ball to one another and name words from a vocabulary set. The ball shouldn't be caught when somebody says the 'forbidden' word (previously agreed), e.g. *lemonade* if the vocabulary set is food. If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

Guessing game: pictures

Ask one pupil to slowly draw on the board a picture presenting a new word from the current lesson. Other pupils try to guess what the picture presents and say the appropriate word. The pupil who guesses the word first draws the next picture.

Salah says

Give pupils simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Salah says*, e.g. when you say *Salah says jump*, pupils can jump, but when you say only *Jump*, they cannot move. The pupil who makes a mistake loses one point. Vary the speed of instructions to make the game more interesting. Later you may ask pupils to give instructions.

Team games

Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Pupils draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point.

Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly, give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the pupil rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

Parachute

Divide pupils into two teams. On the board, draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters as there are in the word. Pupils from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

Shadowing

Pupils follow the audio they hear with its written form at the same time as moving their mouths (lips, tongue, etc.) and sub-vocalising. In this way, they are practising moving their mouths to make the right shape at the right speed, but are not making a noise; this is the silent version. This re-uses texts to work on pronunciation, but only when overall meaning has been understood. The technique can also be used with vocalisation, where pupils carry out shadowing the intonation and rhythm. I was first made aware of it in the early 1990s but it is having a renaissance as a useful strategy for young learners.

Air Writing

Pupils write letters or words in the air with their whole arm.

Backs to the board

Pupils work in two or three teams, with one pupil (the player) from each standing with their back to the board, facing their team members. The teacher writes a word, phrase or drawing which players are NOT allowed to look at. The teams need to find ways to make their player say the target expression/words correctly, and can use any way of doing this, e.g. defining, explaining, miming, giving clues (it's got seven letters, it starts with the letter before B, it sounds like X, etc.). If noise levels get too high, have pupils whisper instead, or pass the talking stick/microphone, so only one team member speaks at a time.

Mill drill

The class work in two halves, where one has a question or statement that needs a response. The activity takes place with pupils mingling, walking (with a slip of paper on which they have written down a prompt) around to collect answers/responses, before changing roles.

Concentric circles

Pupils work in two circles to carry out a role play or Q & A or short exchange. The inner circle of pupils (standing or sitting) turn around to face the other pupils in the outer circle, who move around at the teacher's instruction. In this way they rehearse, repeat and practise the TL in a controlled way, with different partners.

Don't say it!

Pupils work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another pupil or team or the class to name.

Charades

Pupils work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify.


Picture Pair Dictation

Pupils describe and draw, using any picture from the book, or a drawing they have made (e.g. the furniture in their room). One describes, the other draws. They should work without being able to see the drawing or the picture (e.g. opposite or back to back). Afterwards, they compare and spot the differences. Pupils then change roles. Encourage communication in English with questions to check, e.g. *on the right or the left of ...?*

Welcome

The WOW! Team returns

Hobbies: do photography, do puzzles, do the gardening, draw pictures, make models, write a blog
Technology: digital camera, e-reader, headphones, laptop, smartphone, website

- 1  Listen and read. Circle what the WOW! Team wants pupils to do.
- a send in ideas b choose the best articles c write interesting stories

WOW! World of Wonder! Magazine



Welcome

Book Club

Culture

Welcome back! I'm Alia, and we're the WOW! Team, of course. We had great fun working on the WOW! Magazine last semester, and we hope you had fun reading it!

Hello, I'm Faisal! This semester, we want to make the WOW! Magazine as good as it was last semester. But we can't do it alone - we need your help!



Exactly! Hi! I'm Lara! Do you remember how we make the magazine? Well, you have to send us your ideas about the topics you want to read or write about!



That's right! My name's Arlo. So, start sending your ideas to us right now! We'll choose the best ones and get to work! Let's get started!

4 four

Unit objectives

to talk about hobbies and technology

Language

Vocabulary	Hobbies <i>do photography, do puzzles, do the gardening, draw pictures, make models, write a blog</i> Technology <i>digital camera, e-reader, headphones, laptop, smartphone, website</i>
Grammar	Present perfect with <i>already, just</i> and <i>yet</i>

Key competences

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

Digital competence: use Pupil's Book eBook (L. 1–2)

Social and civic competences: learn to share ideas (L. 2)

Cultural awareness and expression: learn to be creative (L. 1–2)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–2); use previous knowledge (L. 1–2); follow instructions (L. 1–2); personalisation of language learnt (L. 1–2)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 1–2); Logical thinking (L. 1–2); Defining and describing (L. 2); Finding information (L. 1–2); Reflecting on learning (L. 1–2)
Creativity	Play a guessing game about devices (L. 2)
Communication	Talking about hobbies and devices (L. 1–2)
Collaboration	Dialogue (L. 1–2)

Evaluation

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

Mapping

Topic	Theme 3: Science and technology Theme 6: Recreation
Scope and Sequence Matrix	Listening: deducing information for an oral or written task; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions Speaking: turn-taking in dialogues on simple themes Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text
Learning Outcomes and Performance Indicators	Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; take simple notes while listening Speaking: participate in dialogues on a variety of simple themes and take turns Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings

Objectives

- **Lesson aims:** to reintroduce the characters from the WOW! Team; to review and recall the Semester 1 topics
- **Target language:** to preview language from Semester 2
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 4–5
- Activity Book Page 2
- sheets of A4 paper, enough for each pupil

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 several short, simple texts on the same topic to find specific information (GSE 47).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about familiar topics using a few basic words and phrases (GSE 29). Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/False response cards technique
- Peer learning: Expert envoy technique; pairwork; groupwork; Three facts and a fib technique
- Independent learning: Summative questions technique

Starting the lesson

- Welcome pupils to the first lesson of the new semester.
- Place pupils in small groups. Ask them to brainstorm the vocabulary from Semester 1 and write the words on a sheet of A4 paper. The group with the most words wins.

Presentation

- Explain that in this lesson pupils will review some of the topics, language and grammar from Semester 1. Ask *Do you remember who the WOW! Team members are? What do you remember about them?*

Practice

Pupil's Book

1 W1 Listen and read. Circle what the WOW! Team wants pupils to do.

- Play the audio and have pupils read along in their Pupil's Books.
- Ask pupils to explain their answer.
- **Extension** Write *What interesting topics would you like to learn about in Semester 2?* on the board. Pupils discuss the questions in pairs. Then ask pupils to look through their Pupil's Book quickly and name some of the topics they think will be covered in Semester 2. Ask which they think will be the most interesting.



Extra activity Creativity

- Give each pupil a sheet of A4 paper. Have them make a poster about three of their favourite topics (e.g. *animals, sports*, etc). They draw them or use pictures. Around the pictures, they write different words that are related to the topics. Make a classroom display.

2 Look and read. Match the pictures to the WOW! Magazine comments.

- Pupils work in pairs to complete the activity.
- Use the Lollipop stick technique to elicit answers.
- You might want to explain that the Arabian oryx (called *Al Maha* in Arabic) is an endangered species. Ask pupils what they know about the animal.
- **Extension** Say a few statements about the text using the True/False response cards technique. Pupils correct the false statements, e.g. *Tareq's friend hurt his leg. (True) Ghada wants to learn about traditional Jordanian clothes. (False – She wants to know about traditional clothes in other parts of the world.) Imad wants to go camping. (True) Imad knows how to use camping equipment. (False – He wants to learn how to use it.) Dylan wants to know how day and night happen. (True) Katy doesn't enjoy going to theme parks. (False – She loves going to theme parks.), etc.*

3 Read the comments again and answer the questions.

- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.
- **Extension** In pairs, pupils say a name for their partners to say one thing about them, e.g. Pupil 1: *Imad*. Pupil 2: *He's never tried camping.*

Diversity

Support

- Place pupils in small groups, using the Expert envoy technique. Pupils read the texts on page 5 and note any words they don't know. Pupils explain the words to each other.

Challenge

- Place pupils in pairs. They write a paragraph for the magazine using the texts on page 5 as templates. Pupils read their paragraph to the class.

4 Viewing and presenting Work in pairs. Which of the topics in Activity 2 are you most interested in? Why? Share your ideas with the class.

- Place pupils in pairs. Give them a couple of minutes to think of ideas.
- Use the Lollipop stick technique to have pupils present their ideas to the class.

Activity Book

1 Read and complete.

- Pupils complete the activity individually. Encourage them to do it without referring to their Pupil's Books.
- Check answers as a class.

Answer key 1 hope; 2 good, help; 3 make, send; 4 start, best

2 Match the two parts of the sentences.

- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.

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

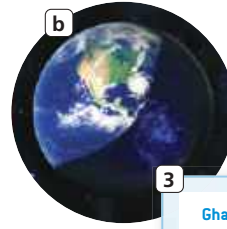
3 Tick (✓) the most interesting topic from Activity 2. Then write why.

- Pupils choose the topic (or topics) and then write their reasons in their notebooks.
- Use the Lollipop stick technique to elicit answers.

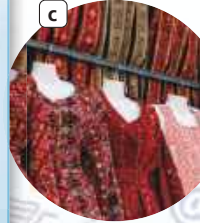
2 Look and read. Match the pictures to the WOW! Magazine comments.

This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1
Tareq 40 minutes ago
 Last week, my best friend fell over while we were playing basketball. He really hurt his leg, and I didn't know what to do! I'd really like some advice about what to do in an emergency. **e**



2
Imad 5 hours ago
 Camping looks so cool, but I've never tried it before. I want to find out what equipment you need and how to use it properly before I go. I'd also love to learn some survival tips to stay safe! **a**



3
Ghada 20 minutes ago
 I think traditional Jordanian clothes are amazing! But I want to know what traditional clothes people wear in other parts of the world. Do they wear the same traditional clothes as us, or are they different? **c**

4
Katy 9 hours ago
 I love going to fun places, like galleries and theme parks, but I don't know much about the people who work there. What kind of jobs do they do? I think working in entertainment would be exciting! **f**



5
Dylan 1 day ago
 I've always wondered why we have day and night. I'd also like to know why the seasons, like summer and winter, change. How does that happen? **b**

6
Sawsan 50 minutes ago
 I've just read about Jordan's national animal, the Arabian oryx. It's got horns and it lives in the desert. I didn't know that other countries had national animals, too! I'd love to know what some of them are. **d**



3 Read the comments again and answer the questions.

- | | |
|---|---|
| 1 Who wants to try something new? | 4 Who wants to know why the seasons change? <i>Dylan</i> |
| 2 Who wants to learn more about animals? <i>Sawsan</i> | 5 What happened to Tareq's friend? <i>He fell over and hurt his leg.</i> |
| 3 What clothes does Ghada like? <i>traditional Jordanian clothes</i> | 6 Who talks about jobs? <i>Katy</i> |

4 Viewing and presenting **Work in pairs. Which of the topics in Activity 2 are you most interested in? Why? Share your ideas with the class.**

five **5**

Finishing the lesson

- Open the Pupil's Book to Unit 5. Ask pupils what they think the unit will be about and what they expect to learn.
- Put pupils in small groups. Use the Three facts and a fib technique to discuss this lesson.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

1 Listen and read the *Favourite Topics* page. Write the name of the WOW! Team's favourite topics from last semester.



Cooking Places Technology Hobbies

Favourite Topics



Lara

1 Cooking

My favourite topic from last semester was the one about food! I've travelled a lot, so I've already eaten food from lots of different countries – and I love Jordanian food, of course. But guess what? I've discovered that I love making food, too! I'm not good at cooking yet, but I'm learning more each day. I've just started to write a blog on my laptop about my favourite recipes. I think I'm going to post them on the WOW! website!



Arlo

2 Hobbies

Everyone knows I love sports, but that wasn't my favourite topic. I wanted to try something new, so I started doing the gardening with Mum. I listen to podcasts while we work. I use my new headphones, which make it very relaxing. I've just begun to do photography, too, with my new digital camera. I take photos of the flowers and insects. I'm happy I've found something that lets me enjoy the outdoors in a new way. Can you guess what my favourite topic from last semester was?



Alia

3 Places

Well, my favourite topic didn't surprise me. I've always loved learning about Amman, the city where I live. When I visit places here, I like to draw pictures or make models of them afterwards, especially the old castles and beautiful palaces. My dad gave me his e-reader, too. He's got books about the history of Amman on it. There are a lot of them, so I haven't read them all yet!



Faisal

4 Technology

I've always liked using devices, so you can probably guess what my favourite topic was! I don't use my smartphone often, but I do watch videos and chat with friends on it. Last semester, I started doing puzzles on it, too. They're fun but really challenging, so you have to think. It's a great way to relax and learn something at the same time!

Objectives

- **Lesson aims:** to recall vocabulary for hobbies and technology; to recall the Present perfect with *already*, *just* and *yet*
- **Target language:** *do photography, do puzzles, do the gardening, draw pictures, make models, write a blog; digital camera, e-reader, headphones, laptop, smartphone, website; I've already done photography, but I haven't written a blog yet.*
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Pages 6–7
- Activity Book Page 3
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about their hobbies and interests, using simple language (GSE 34). Can talk about past events or experiences, using simple language (GSE 41). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Have pupils say what the previous lesson was about.

Presentation

- Explain that in this lesson pupils will review vocabulary for hobbies and technology and the Present perfect with *already*, *just* and *yet* from Semester 1.
- Use the Lollipop stick technique to choose pupils to say hobby and technology words.

Practice

Pupil's Book

- 1 **W2** Listen and read the *Favourite Topics* page. Write the name of the WOW! Team's favourite topics from last semester.



- Play the audio for pupils to read along to.
- Pupils complete the activity individually and check answers with their partners.
- **Extension** Place pupils in pairs. They say two things about the texts on page 6, one of which is incorrect. Their partners correct the false statement.

- 2 Read the *Favourite Topics* page again and write the correct names.

- Pupils complete the activity individually.
- Use the Lollipop stick technique to check answers.
- Ask pupils to look at the texts again quickly and call out the hobby and technology words that they can find. Ask pupils if they do **any** of the hobbies or own any of the devices.

- 3 Read and circle the correct options.

- Pupils complete the activity individually.
- Check answers as a class.
- **Extension** Place pupils in pairs. Pupils write sentences about themselves or their friends and family members using the vocabulary for hobbies and technology. They can also use any other words for hobbies and technology that they know. Monitor and help where necessary.

- 4 Which hobbies have you done? Which haven't you done but would like to try? Talk to your partner.

- Ask pupils to look at the texts on page 6 again. Ask them to find examples of sentences with *just*, *already* and *yet*. Elicit or explain when we use these words.
- Explain that we use *just*, *already*, and *yet* with the Present perfect to talk about things that happened at a time before now. You might want to remind pupils of the Present perfect (*have/has* + past participle). Explain that we use *just* for something that happened a short time ago (e.g. *I've just finished eating lunch.*); we use *already* when something happened earlier than expected (e.g. *He's already done his homework.*); and we use *yet* in questions and negatives when something hasn't happened but we think it might (e.g. *Have you eaten yet? She hasn't arrived yet.*).
- Place pupils in pairs and have them discuss the hobbies using the Present perfect, as in the examples in speech bubbles.
- Monitor and help where necessary.

- 5 Play a guessing game in groups. Describe a device. Can your group guess what it is?

- Model the activity with a pupil.
- Place pupils in groups. Each pupil describes a technology item for their group to guess.
- Use the Lollipop stick technique to have pupils do the activity for the class to guess.

Activity Book

- 1 Read the texts on Pupil's Book page 6 again. Then read the sentences and circle *T* (true) or *F* (false).

- Pupils complete the activity individually.
- Check answers as a class. If a sentence is false, ask them to provide the correct sentence.

Answer key 2 F, 3 T, 4 T, 5 F, 6 F

- 2 Match the definitions to the devices.

- Pupils complete the activity individually.
- Use the Lollipop stick technique to check answers.

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

- 3 Read and complete the sentences. Use the past participle form of the verbs.

- Elicit the past participles of the verbs in the box. You might want to write them on the board.
- Pupils work individually to complete the activity and then compare answers in pairs.
- Use the Basketball technique to check answers.

Answer key 2 read, 3 written, 4 made, 5 done, 6 drawn

2 Read the *Favourite Topics* page again and write the correct names.

- | | |
|---|---------------|
| 1 Who does a hobby with a parent? | <u>Arlo</u> |
| 2 Who tries to challenge themselves? | <u>Faisal</u> |
| 3 Who's going to post something on a website? | <u>Lara</u> |
| 4 Who likes learning about where they live? | <u>Alia</u> |

3 Read and circle the correct options.

- The keyboard on my laptop / digital camera isn't working!
- When it's raining, we love doing puzzles / the gardening in the kitchen.
- Zaid found a recipe for mansaf on a cooking smartphone / website.
- Amal read a mystery story on her e-reader / headphones last night.
- I use wood and glue when I make models / draw pictures.
- Nawal writes a blog / does photography about her new school.

4  Which hobbies have you done? Which haven't you done but would like to try? Talk to your partner.



I've already done photography, but I haven't written a blog yet. I'd like to!



Me too! I've already drawn pictures, but I haven't made models yet. I'm going to try it!

5  Play a guessing game in groups. Describe a device. Can your group guess what it is?

This has pages with words, pictures and videos.



Is it an e-reader?




I know! It's a website!




seven

7

4  Write sentences about your day. Use the Present perfect with *already*, *just* or *yet*. Then compare with a partner.

-  Pupils complete the sentences individually and then compare with a partner.
- Monitor and help where necessary.
- Pupils read aloud their sentences to the class.

Finishing the lesson

- Draw a Noughts and Crosses grid on the board.
- In each box, write a hobby or technology word spelt incorrectly. Invite two volunteer pupils to the board.
- Explain they have to correct the words and try to win the game by correcting three words in a horizontal, vertical or diagonal row.
- Play for a few rounds.
-  Use the Summative questions technique to have pupils write sentences about what they learnt today.

Mapping

Topics

Theme 2: Culture

Scope and Sequence Matrix

Listening: deducing information for an oral or written task; participating in short simple dialogues of different functions; responding to oral texts by generating simple questions or statements and making inferences; using clues to understand unfamiliar words when listening

Speaking: turn-taking in dialogues on simple themes; using active and passive voice to describe events or experiments

Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text; describing how reasons support specific points in a text; reading very short simple fiction and non-fiction texts with confidence and enjoyment

Writing: writing a paragraph on a familiar topic; writing a simple descriptive or narrative text

Viewing and presenting: reviewing visual information and showing understanding by asking relevant questions and discussing possible meanings; responding to questions and discussing own feelings in response to a range of visual messages

5 Favourite clothes

Describing clothes: baggy, casual, checked, colourful, comfortable, formal, patterned, plain, smart, spotted, striped, uncomfortable
Clothes and accessories: belt, bracelet, crown, earrings, glasses, gloves, sweatshirt, tie, top, tracksuit, watch, woolly hat



World of Wonder! Magazine

Welcome

Book Club

Culture

Lara loves clothes. Today she's wearing a red cotton top, a long, blue skirt and black shoes. How many of the clothes and accessories here can you describe?

Lara has a question for you. What do you think?



Question

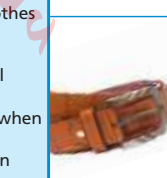
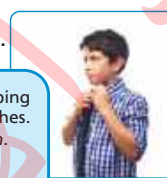


Lara 43 minutes ago
 Why do we wear different clothes?



In this unit I will ...

- learn adjectives for describing clothes and words for clothes.
- use *too* and *not ... enough*.
- use the Present passive.
- read a modern fairy tale.
- learn about traditional clothes around the world.
- work in a group to make a collage about traditional clothes.
- learn some phrases to use when shopping for clothes.
- read and write information texts.



8 eight

Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; identify the topic, setting, participants and plot of oral stories

Speaking: participate in short simple dialogues; use clues to understand unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions in order to seek help, get information, or clarify something; participate in dialogues on a variety of simple themes and take turns; use active and passive voice to talk about events and experiments; practise stress and intonation patterns

Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text; identify and differentiate between various types of texts

Writing: use writing strategies of brainstorming, planning, drafting, and editing; write a well-organised paragraph with introductory, development and concluding sentences; write short descriptive and narrative texts

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; identify overt and implied messages in simple media texts; respond to questions related to the visual text; use posters or PowerPoint to present ideas and opinions orally on a variety of topics

Unit objectives

to talk about clothes and accessories

Language

Vocabulary	Describing clothes <i>baggy, casual, checked, colourful, comfortable, formal, patterned, plain, smart, spotted, striped, uncomfortable</i> Clothes and accessories <i>belt, bracelet, crown, earrings, glasses, gloves, sweatshirt, tie, top, tracksuit, watch, woolly hat</i>
Grammar	<i>too and not ... enough</i> Present passive
Functions	<i>Can I help you? What size do you need? Do you have this one in a small?</i>
Pronunciation	Falling intonation in statements

Key competences

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

Mathematical, science, technological competences: learn about the different materials that clothes are made of (L. 6 and 7)

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

Social and civic competences: learn to shop for clothes (L. 9)

Cultural awareness and expression: learn to be creative (L. 2, 5, 8, 9, 11 and 12); raise awareness of cultural similarities and differences (L. 8 and 10)

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

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 5); Logical thinking (L. 3, 4, 6 and 7); Defining and describing (L. 1–12); Finding information (L. 1–12); Planning (L. 5, 8, 11 and 12); Reflecting on learning (L. 1–12)
Creativity	Making a collage of traditional clothes from around the world (L. 8)
Communication	Talking about clothes and accessories (L. 6 and 7); Shopping for clothes (L. 9); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Dialogue (L. 9)

Evaluation

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

Objectives

- **Lesson aims:** to identify and use adjectives to describe clothes
- **Target language:** *baggy, casual, checked, colourful, comfortable, formal, patterned, plain, smart, spotted, striped, uncomfortable*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Pages 8–9
- Activity Book Page 4
- a ball
- sheets of A4 paper, enough for each pupil
- Resource 31 A

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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe what someone is wearing using a fixed expression (GSE 30). Can ask a range of questions in guessing games to find the answer (GSE 36). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Draw a line in the middle of the board. On the left, write the first two letters of some of the vocabulary from Semester 1 and on the right, the last letters, e.g. *pe – pper*.
- Divide the class into two teams. Say a word and two members of one team have to match the word correctly to get a point.

Presentation

- Explain that in this lesson pupils will learn how to describe clothes.
- Have pupils tell you what they think they will learn in this unit. Direct pupils to the unit objectives at the bottom of the page and have them read them. Ask pupils how they think this unit will help them with their English.

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Question.**
 - Ask pupils to look at the clothes and accessories on page 8 and name as many as they can. Ask which of the items they own.
 - Use the Lollipop stick technique to have a pupil read the sidebar content. Elicit or explain the meaning of *skirt, top* and *shoes* if necessary.
 - Place pupils in pairs and have them discuss the WOW! Question for two minutes. Have pupils share their ideas with the class.

- **Extension** Place pupils in small groups and have them make a list of clothes they could wear to a family gathering and to a casual day out. Pupils share their ideas with the class.

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

- Place pupils in pairs. Have them say and point to the words they know quickly.
- Say all the words in the pictures at random for pupils to point to them. Use the Lollipop stick technique to have a pupil describe or say something about each picture.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Explain that *smart* clothes are neat and presentable, while *formal* clothes are more suitable for very important occasions.
- Play the audio for pupils to listen, check and repeat.
- **Extension** Place pupils in pairs. One pupil says a word from the box and their partner spells it without looking at the Pupil's Book.



Diversity

Support

- Place pupils in pairs. Give each pupil a sheet of A4 paper. One pupil spells a word and their partner writes, repeats the word and points to the picture in the book.

Challenge

- Have pupils write as many words as they can without looking at the Pupil's Book. Pupils then check the spelling against their books.

3 5.2 Listen and read. Do the WOW! Quiz. What are they going to do?

- Play the audio for pupils to read along to.
- After pupils have read along to the text, they find the answer and check with their partners.
- **Extension** Place pupils in pairs. One pupil describes one of the characters and their partner has to guess who it is.



Extra activity Critical thinking

- Use the Thought-provoking questions technique to have a short class discussion on what pupils should do with clothes they don't wear anymore.

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

- Use the Think-pair-share technique to complete the activity.

5 Play a guessing game. Describe what you wear for an activity. Can your partner guess?

- Ask pupils what kind of clothes they wear when they play in the park, go for a walk, go to a family gathering or visit a friend. Write the items mentioned on the board.
- Model the activity with a volunteer.
- Place pupils in pairs to play the game.
- Monitor and help where necessary.
- Use the Lollipop stick technique to have pupils do the activity for the class.

Activity Book

1 Look and write.

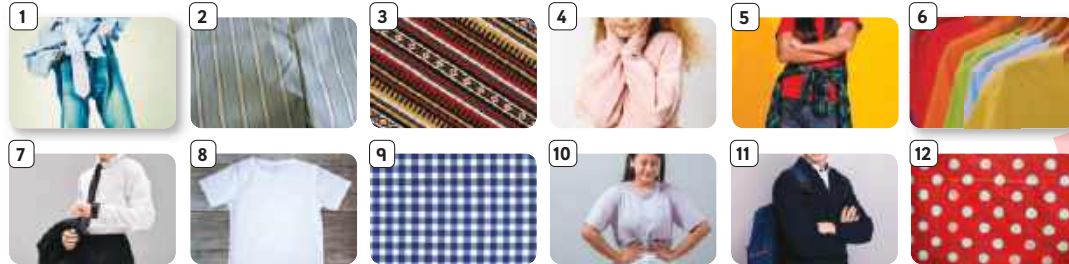
- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 spotted, 3 checked, 4 patterned, 5 striped

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

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

plain 8 patterned 3 spotted 12 striped 2 comfortable 4 uncomfortable 10
baggy 1 colourful 6 smart 11 casual 5 formal 7 checked 9



3 Listen and read. Do the WOW! Quiz. What are they going to do?



Quiz What are they going to do?



- 1 Arlo 7 minutes ago **1. Arlo is going cycling.**
I wear these clothes at weekends. I have colourful, checked shorts, a yellow top and a helmet. I don't look formal, but I'm comfortable – and I'll be safe!
- 2 Alia 5 minutes ago **2. Alia is going ice skating.**
I'm wearing a warm, baggy jacket and trousers. I have a helmet and knee pads, too. I'm going to Snow City in Amman. I hope I'll be warm enough!
- 3 Faisal 3 hours ago **3. Faisal is going to bed.**
I have striped trousers and a checked shirt. I'm so comfortable! I could go to sleep. I don't wear these clothes outdoors. I only wear them at night.
- 4 Lara 1 hour ago **4. Lara is going to school.**
I'm wearing a long, blue skirt, a plain, white shirt and black shoes. They're comfortable and smart. I wear these clothes nearly every day!

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

- Can you describe the clothes you wear to school?
- Can you describe the clothes you wear to sleep in?
- Which clothes do you wear to celebrate Eid?

5 Play a guessing game. Describe what you wear for an activity. Can your partner guess?

I'm wearing boots and a plain, blue T-shirt with a number on it.

Are you playing football?

Yes!

nine

9

2 Read and circle the correct words.

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

Answer key 2 colourful, 3 smart, 4 uncomfortable, 5 baggy, 6 casual, 7 comfortable

3 Read the *I'm learning* box. Then look at the pictures, read and complete the phrases.

- Ask a pupil to read aloud the *I'm learning* box. Explain that adjectives always go before nouns.
- Pupils look at the pictures and complete the phrases with the adjectives to describe clothes they learnt in the Class Book. They complete the activity individually and then compare answers in pairs.

Answer key Possible answers: 2 patterned/comfortable, 3 formal/smart, 4 casual/plain/comfortable, 5 striped

4 Write four sentences about your clothes. Use words for clothes from this lesson and any other words you know.

- Pupils complete the activity individually in their notebooks.
- Monitor and help where necessary.
- Check pupils' sentences using the Lollipop stick technique or the Basketball technique.

Finishing the lesson

- Use the Summative questions technique to ask pupils how they think this lesson has helped them with their English.

Objectives

- **Lesson aims:** to interpret a dialogue about sports kits
- **Target language:** *I hope! I guess so. Come on!*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 10
- Activity Book Page 5
- a ball
- sheets of A4 paper, enough for each pupil
- strips of paper
- a box or a bag

Global Scale of English (GSE)

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

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Happy/Sad face technique; Basketball technique
- Peer learning: pairwork; groupwork; Three facts and a fib technique
- Independent learning: portfolio

Starting the lesson

- On strips of paper, write the new vocabulary from Lesson 1. Scrunch them up and place them in a box or a bag.
- Walk around the class and ask pupils to choose a piece of scrunched up paper. They read the word and make a sentence with it.

Presentation

- Explain that in this lesson pupils will read a dialogue about a school sports kit. Ask pupils what their school sports kit is like.
- Write *I hope! I guess so. Come on!* on the board.
- Ask pupils if they have used these expressions and, if so, when.

Practice

Pupil's Book



1 5.3 Listen and read. Do Lara and Alia feel the same about the sports kit?

- Ask pupils if they like their school sports kit. Why?/Why not?
- Play the audio for pupils to read along to. Elicit the answer.
- **Extension** Ask pupils if they agree with the reasons Lara gives for wearing a school sports kit.

Diversity

Support

- To help with understanding and pronunciation, say a sentence slowly, which pupils have to complete. After a few rounds, put pupils in pairs to continue the activity.

Challenge

- Pupils write one reason why they should wear a sports kit and one why they shouldn't. Pupils read their work to the class. Pupils place their work in their portfolios.

2 Work in pairs. Read the dialogue again. Say True or False. Then say why.

- Have pupils say what the dialogue is about.
- Using the Happy/Sad face technique, ask pupils if they have understood the text enough to continue with the activity.
- Pupils complete the activity in pairs.
- Check answers as a class.
- Pupils correct the false answers.
- **Values** Discuss the value of inclusivity. On the board, write: *How can wearing the same sports kit help everyone feel included? What might happen if someone feels left out? What can you do if you see someone left out?*
- Place pupils in groups to discuss the questions then discuss as a class.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

- Pupils complete the activity in pairs.
- Ask pupils to raise their hands when they have found all the expressions. Choose random pupils to read the sections of the dialogue the expressions are in.
- Use the Lollipop stick technique to have pairs come to the front and act out the dialogues.

4 Viewing and presenting Work in pairs. What are some positive and some negative things about sports kits? Write two lists. Share your lists with the class.

- Write an example of a positive or negative thing about a sports kit on the board (e.g. *Some sports kits are uncomfortable.*) so pupils know what they have to do.
- Pupils complete the activity in pairs.
- Choose pairs to share their lists with the class using the Lollipop stick technique or the Basketball technique.

Extra activity Collaborative work

- Place pupils in small groups. Tell them to design a new school sports kit. Pupils draw their designs on a sheet of A4 paper and write a few sentences about it. Make a classroom display and have the class vote for their favourite sports kit.

Activity Book

1 5.4 Listen and read the dialogue on Pupil's Book page 10 again. Then complete the sentences.

- Play the audio again for pupils to read along to.
- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 different, 3 fun, 4 comfortable, 5 cheaper, 6 important

2 Answer the questions. Write complete sentences.

- Pupils complete the activity individually.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 She wants striped trousers.; 3 Because she thinks wearing spotted T-shirts with striped trousers at the same time isn't a good idea.; 4 She says they aren't short enough.; 5 To the athletics instructor.; 6 It will be more interesting than the new one.



Alia: I don't like our new sports kit for our after-school athletics club. It's too plain. It isn't colourful enough!

Lara: Really? I like it. It's comfortable, smart and everyone looks the same. It makes you feel part of the team.

Alia: I don't want to look the same as everyone! I'd like to wear something more fun, like a spotted T-shirt or striped trousers.

Lara: Haha! Not together, I hope! Listen, our sports kit is cheaper than other sports kits so that everybody can buy the same things. And that's important.

Alia: I guess so But the jackets are too baggy, the trousers are too long and the T-shirts aren't short enough!



Lara: Come on! It isn't so bad. Hey, why don't you design a new sports kit and show it to our athletics instructor?

Alia: Yes, I think I will. It will be more interesting than our new one ... and you'll have to wear it to be part of the team!

1 **5.3** Listen and read. Do Lara and Alia feel the same about the sports kit? *No, they don't feel the same. Alia doesn't like it but Lara does.*



2 Work in pairs. Read the dialogue again. Say **True** or **False**. Then say why.

1. False. She thinks it's too plain and not colourful enough.

- 1 Alia likes the new sports kit.
- 2 Lara thinks it's good that everyone looks the same. *2. True. Because it makes them feel part of a team.*

3 Alia thinks the new sports kit is too colourful.

3. False. She thinks it's not colourful enough.

4 Alia is going to design a sports kit.

4. True. She says it will be more interesting than the new one.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

I hope! I guess so. Come on!

1 It's important to be part of a team.

1. I guess so.

(...)

2 I'm going to put on my jacket.

2. I hope!

Not now, (...)

3 It's the worst sports kit in the world!

3. Come on!

(...) It isn't so bad!

4 **Viewing and presenting** Work in pairs. What are some positive and some negative things about sports kits? Write two lists. Share your lists with the class.

10 ten

3 **5.5** Read and complete the dialogue. Then listen and check.

- Pupils work individually to complete the activity.
- Play the audio to check answers.
- Place pupils in pairs and have them practise reading the dialogue.

Answer key 2 I guess so.; 3 I hope!



4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

- Pupils complete the activity in pairs in their notebooks.
- Choose pupils to act out their dialogues for the class using the Lollipop stick technique or the Basketball technique.

Extra activity Fast finishers

- Pupils draw their favourite clothes and write a few sentences about them. Pupils place their work in their portfolios.

Finishing the lesson

- Use the Three facts and a fib technique to have pupils write three true sentences and one false sentence about the lesson. They say their sentences to their partners who identify the false sentence.

Objectives

- **Lesson aims:** to learn and use *too* and *not ... enough*
- **Target language:** *The sweater is too plain. The sweater isn't comfortable enough.*
- **Skills:** Reading, Listening, Speaking




Materials

- Pupil's Book Pages 10–11
- Resources 35 and 47

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 describe what someone is wearing using a fixed expression (GSE 30). Can express their opinions on familiar topics, using simple language (GSE 41).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
-  Peer learning: pairwork

Starting the lesson




- Play *Backs to the board* with the vocabulary from the previous lesson.

Presentation

-  Explain that in this lesson pupils will learn how to use *too* and *not ... enough*.
- Write *My new T-shirt is too plain. It isn't colourful enough.* on the board. Elicit or explain the meaning of each sentence.

Practice

Pupil's Book

- 1 **Look back at the dialogue in Lesson 2, page 10. What's the sports kit like? Circle adjectives that describe it.**
 - Pupils complete the activity individually.
 - Check answers as a class.
- 2 **Read the grammar table. Then read the rules and circle the correct options.**
 - Explain that we use *too* when there's more of something than we need. If something is *too heavy*, for example, it's heavier than we'd like it to be. We use *not ... enough* when there's less of something than we need. If the weather is *not hot enough*, for example, it means we'd like it to be hotter.
 - Pupils read the grammar table and complete the rules individually.
 -  Use the Traffic light cards technique to check that pupils have understood the grammar.
- 3 **Read the dialogue in Lesson 2 again. Find examples of *too* and *not ... enough*.**
 -  Pupils work in pairs to find the examples.
- 4 **What do you think of the sports kit in the picture from Lesson 2? Write three sentences. Then talk to your partner. Do you agree?**
 -  Pupils write three sentences using *too* and *not ... enough* and then share them with a partner to see if they agree.

5  5.6 Listen and choose.

- Play the audio with pauses for pupils to choose the correct pictures.



1 Which jacket does Ali like best?

Hamzah: Look at all these jackets, Ali. Which one do you like?

Ali: Well, Hamzah, I don't like the striped one much.

Hamzah: Really?

Ali: No! It's too formal, and it isn't comfortable enough.

Hamzah: Is this spotted one too colourful?

Ali: Hmm, yes, it is, but I like it. It's more casual, but I think it's too heavy. I like the plain one best. I think it's smart.

Hamzah: Oh, good! It's cheaper than the others, too.

2 Which girl is Asma's sister?

Fadia: Is that your sister, Asma, with the dark, curly hair?

Asma: No, Fadia. She's too young, and my sister's got dark, straight hair. That's my sister. She's wearing a striped top.

Fadia: Oh, yes, I can see her. She's wearing trousers that are too long!

Asma: Hang on! Oh, no, that isn't her. My sister's got a striped top and a long, blue skirt.

Fadia: Oh, yes, I can see her.

3 Which boy is Issa's friend?

Mum: Can you see Fadi, Issa? It's too busy here.

Issa: No, I can't see him anywhere, Mum.

Mum: Is he wearing the striped cap that he always wears?

Issa: His favourite cap? No, he isn't wearing that today.


Mum: Look! There he is! I like his red cap.


Issa: No, it isn't red. It's a blue and yellow checked cap.

Mum: Oh, yes, there he is! He looks very smart.


6  5.7 Listen again and answer.

- Play the audio again.
- Check answers as a class.

7  Think about your clothes at home. Talk to your partner.

-  Place pupils in pairs and have them discuss the questions, using the example in the speech bubble to help.

Finishing the lesson

-  Elicit six adjectives that have opposites and write them on the board. Choose an adjective pair and write one sentence with *too* and one with *not ... enough*. Elicit more sentences. Have pupils continue in pairs.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to practise *too* and *not ... enough*
- **Target language:** adjectives to describe clothes
- **Skills:** Listening, Writing

Materials

- Activity Book Page 6
- 12 index cards

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

-  Peer learning: pairwork
-  Independent learning: Thought-provoking questions technique

- 1 Look back at the dialogue in Lesson 2, page 10. What's the sports kit like? Circle adjectives that describe it.

baggy colourful plain short
smart fun spotted striped
formal comfortable cheap
checked long

- 2 Read the grammar table. Then read the rules and circle the correct options.

Grammar

too and not ... enough

The sweater	is	too plain.
It	isn't	smart enough.
These trousers	are	too baggy.
They	aren't	formal enough.

Too goes **before** / **after** adjectives.
The opposite of *too* + adjective is *not* + adjective *enough*.
Enough goes **before** / **after** adjectives.

- 3 Read the dialogue in Lesson 2 again. Find examples of *too* and *not ... enough*.

- 4 What do you think of the sports kit in the picture from Lesson 2? Write three sentences. Then talk to your partner. Do you agree?

The T-shirts are too plain.

I agree! They aren't colourful enough.



- 5 Listen and choose.

- 1 Which jacket does Ali like best?



- 2 Which girl is Asma's sister?



- 3 Which boy is Issa's friend?



- 6 Listen again and answer.

- 1 Why doesn't Ali like the striped jacket?
2 Which jacket is the cheapest?
3 What does Asma's sister look like?
4 What's Asma's sister wearing?
5 Why can't Issa's mum find Fadi?
6 What's Fadi's favourite cap like?



1 It's too formal and it isn't comfortable enough.

2 The plain jacket is the cheapest.

3 She has dark, straight hair.

4 She's wearing a striped top and a long, blue skirt.

5 Because it's too busy.

6 It's striped.

- 7 Think about your clothes at home. Talk to your partner.

- 1 What clothes do you have?
2 What do you like? Why?
3 What don't you like? Why not?

I have a new jacket. I like it because it's smart and it's really comfortable, too.

elevén 11

Starting the lesson

- Place pupils in pairs. Give each pair twelve index cards to write twelve adjectives on. One pupil picks one card up, says the adjective and their partner says a sentence with *too* or *not ... enough*.

Practice

- 1 Listen and complete.

- Play the audio. Check answers as a class.



Mariam: Hey, Randa. What are you doing with the clothes in that bag?
Randa: I'm giving them away, Mariam. They're too old for me now.
Mariam: Really? This sweatshirt looks nice enough to wear.
Randa: Yes, but it's too big. I don't like baggy clothes. And it's too plain.
Mariam: OK. And you don't like this scarf?
Randa: No. I washed it, and now it isn't long enough. Do you want it?
Mariam: No, it's too casual for me, and I don't like grey.
Randa: Of course! I forgot.
Mariam: Oh, I love these leather boots. Why don't you like them? Are they too small for you?
Randa: No, they're not too small, but they aren't comfortable enough. I prefer wearing trainers.

Answer key 2 nice enough, 3 too big, 4 too plain, 5 long enough, 6 too casual, 7 comfortable enough, 8 too small

- 2 Complete the sentences. Use an adjective and *too* or *enough*.

- Pupils complete the activity individually. Check answers.

Answer key 2 smart/formal enough, 3 too plain, 4 comfortable enough, 5 warm/hot enough

- 3 What's wrong? Look and write sentences with *too* and *not ... enough*.

- Pupils complete the activity in pairs. Check answers.

Answer key 2 His T-shirt isn't long enough.; 3 Her sweater is too baggy.; 4 His clothes aren't warm enough.

- 4 Write four sentences about clothes you don't wear very often. Use the words in the box with *too* or *not ... enough*.

- Pupils complete the activity individually. Monitor and help.

- 5 Compare your sentences from Activity 4 with your partner. Do you have similar answers? Write their sentences in your notebook.

- Pupils compare their sentences in pairs and then write each other's sentences in their notebooks.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils how we use *too* and *not ... enough*. Ask pupils how confident they feel using the new grammar and how successful they think their learning has been so far.

Objectives

- **Lesson aims:** to read and interpret a modern fairy tale
- **Target language:** the negative prefix *un-*: *comfortable/uncomfortable, exciting/unexciting*
- **Skills:** Reading, Writing

Materials

- Pupil's Book Page 12
- Activity Book Page 7
- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Writing:** Can begin and end a simple story using an appropriate fixed expression (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; True/False response cards technique; Basketball technique; Traffic light cards technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

Starting the lesson

- Using the Key question technique, ask pupils if they know what a fairy tale is and elicit answers (*a made-up story for children*). Ask pupils to name the fairy tales they know. Encourage them to think of both traditional or classic fairy tales and ones from their own culture. Ask whether they still enjoy reading them.

Presentation

- Explain that in this lesson pupils will read and interpret a modern fairy tale.

Practice

Pupil's Book

1 Before you read Today's Book Club text is a modern fairy tale. Look and circle the words that describe a fairy tale.

- Do the activity as a class by reading the sentences aloud and having pupils say the correct option.

2 5.9 Listen and read. Then answer.

- Play the audio and have pupils read along to it.
- Elicit or explain any unknown words.
- Use the Traffic light cards technique to check that pupils have understood the story.
- Place pupils in pairs to complete the activity.
- Check answers as a class.
- **Extension** Use the True/False response cards technique to quiz pupils on the text by making true or false statements about it. Pupils correct the false ones.



3 After you read Activity Book, page 7.

- Pupils turn to page 7 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Discuss in groups.

- Place pupils in groups and have them discuss the questions.
- Ask groups to share their ideas with the class.
- Have pupils make note of their answers and then choose someone to read them aloud to the class.
- **Values** Discuss the value of being yourself/authenticity. On the board, write: *How did Prince Freddie show he was being himself in the story? How can being yourself help you feel happier and more confident?*
- Place pupils in pairs to discuss the questions then discuss as a class.

5 Viewing and presenting Work in groups. Write a different ending to the story. Share it with the class.

- Have a class discussion on how else the story could end. Write ideas on the board.
- Place pupils in small groups. Have groups complete the activity. Explain that they can use the ideas on the board.
- Monitor and help where necessary.
- Ask groups to share their endings with the class.

Diversity

Support

- Help pupils write the ending of the story by asking them to write a paragraph that answers the following questions: *What happened when Prince Freddie got back to the palace? What did the king and queen do? How did Freddie feel? What happened in the end?*

Challenge

- Have pupils rewrite the story with another character.

Extra activity Creativity

- Place pupils in small groups. Ask pupils to think about how a modern fairy tale is different from a classic one. Then have pupils choose a short classic fairy tale and rewrite it as a modern one on a sheet of A4 paper. Groups read their work to the class.

Activity Book

1 After you read Read the fairy tale on Pupil's Book page 12 again. Then complete the sentences with words from the story.

- See if pupils can complete the sentences without looking at the Pupil's Book page.
- Pupils complete the activity in pairs.
- Check answers as a class.

Answer key 1 unhappy; 2 idea, crown; 3 watches, silver; 4 clothes, sell; 5 palace, recognise

2 Read and write T (true), F (false) or DS (doesn't say). Explain your answers.

- Pupils complete the activity individually and then compare answers in pairs.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 T – He thought they were formal and uncomfortable.; 3 DS – The woman was selling leather shoes from Italy, but the story doesn't say where she's from.; 4 F – He bought some comfortable tracksuit trousers at the shop.; 5 DS – The children are from the town, but the story doesn't mention a school.; 6 T – They were surprised and they didn't recognise their son.

3 Read the Work with words box. Then write the opposites of the adjectives.

- Ask a pupil to read the *Work with words* box aloud.
- Tell pupils that a prefix is a small part added to the beginning of a word. Explain that *un-* is a common negative prefix in English. When we add *un-* to an adjective, it changes the meaning to the opposite. Point out that this doesn't apply to all adjectives.
- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 unkind, 3 unsafe, 4 untidy

The prince who didn't want to be different

Once upon a time, there was a prince who lived in a palace with the king and queen. Prince Freddie had lots of clothes and games, but he was unhappy. One morning, he was looking at his diary when he noticed the date.

'It's the 21st century!' he cried. 'Why am I wearing this formal jacket and this uncomfortable crown made of gold?'

He had an idea. He took off his crown and ran down the stairs. He put on his father's coat and hurried to the bus stop.

In town, Freddie ran through the market. 'Buy my watches!' said a man. 'They're made of silver.' 'Beautiful leather shoes!' said a woman. 'They're made in Italy!' 'No, thank you!' shouted Freddie.



At last, he arrived at the shop. He tried on some comfortable tracksuit trousers, a striped sweatshirt, a spotted baseball cap and some trainers.

'I'd like these clothes,' he said, 'and you can sell this jacket!' The shopkeeper looked surprised. 'Really?' he said. 'The fabric is beautiful!'

'It's called silk,' said Freddie. 'It's used to make jackets that are worn by princes.'

Freddie ran out of the shop. 'Do you want to play?' asked some children who were playing football in the square. 'Oh, yes please!' replied Freddie, kicking the ball.

Later, at the palace, the king and queen didn't recognise their son. It wasn't the clothes; it was his enormous smile. From that day, Freddie often played with his new friends from the town, and they all lived happily ever after.

1 Before you read Today's Book Club text is a modern fairy tale. Look and circle the words that describe a fairy tale.

- 1 They often start / end with 'Once upon a time ...'
- 2 They usually have a happy / an unhappy ending.

2 Listen and read. Then answer.

- 1 Was the prince happier at the start of the story or at the end? *He was happier at the end of the story.*
- 2 What were his clothes like at the start of the story and at the end?



12 *twelve* **At the beginning, they were uncomfortable, formal, beautiful and expensive. At the end, they were comfortable, casual and cheap.**

3 After you read Activity Book, page 7.

4 Discuss in groups.

- 1 Why do you think the prince was happier at the end of the story?
- 2 What important things can we learn from the story?

5 Viewing and presenting

Work in groups. Write a different ending to the story. Share it with the class.

4 Use the negative adjectives from Activity 3 to write sentences with the same meaning.

- Pupils complete the activity in pairs.
- Monitor and help where necessary.
- Check answers as a class.

Answer key 2 Today was an unexciting day.; 3 Don't be unkind to animals!; 4 Don't play in unsafe places.

5 Write four sentences. Use the words with negative prefixes in Activity 3 or any other words with negative prefixes you know.

- Pupils complete the activity individually in their notebooks.
- Monitor and help where necessary.
- Choose pupils to read aloud their sentences using the Lollipop stick technique or the Basketball technique.

Extra activity Fast finishers

- Have pupils write a few sentences about the story. Pupils illustrate their work and present it to the class. Pupils place their work in their portfolios.

Finishing the lesson

- Place pupils in pairs. Ask them to retell the story in their own words, using four or five sentences. Remind them to include the main characters, the setting and what happened. Once they've finished, have them draw a picture that shows a key moment from the story (or they can draw their favourite part of the story). Invite volunteer pairs to share their work with the class.

Objectives

- **Lesson aims:** to learn clothes and accessories words; to learn and use the Present passive
- **Target language:** *belt, bracelet, crown, earrings, glasses, gloves, sweatshirt, tie, top, tracksuit, watch, woolly hat; It's made of leather. They're used for making jackets.*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 12–13
- sheets of A4 paper, enough for each pupil
- a ball
- Resources 31 B, 39 and 43

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31).

Assessment for Learning

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

Starting the lesson

- Write a vocabulary item at least seven letters long on the board, e.g. *striped*. One pupil makes another word using one of its letters, e.g. *spotted*. Explain that the word doesn't necessarily have to be from the Lesson 1 vocabulary. Continue with other pupils.

Presentation

- Explain that in this lesson pupils will learn about clothes and accessories and how to use the Present passive.

Practice

Pupil's Book

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

- Pupils complete the activity individually.
- Play the audio for pupils to listen, check and repeat.



- 2 **Read the fairy tale in Lesson 5, page 12 again. How many clothes and accessories can you find in the text and in the pictures?**

- Pupils read the story again and find the clothes and accessories. Ask them how many they found.

- 3 **Read the fairy tale again. Say True or False.**

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

- 4 **Read the grammar table. Then read the rules and circle the correct options.**

- Explain that in Present passive sentences, the focus is on the action (or the receiver) rather than the person who is doing it. Tell pupils that we use the verb *to be* in the present tense (*is/am/are*) and the past participle of the main verb.
- Pupils read and complete the rules individually. Check answers.
- Use the Traffic light cards technique to check that pupils have understood the grammar.

- 5 **5.11 Listen to a podcast. Use the verbs to write four sentences about how cotton clothes are made.**



- Elicit or explain what a podcast is (*a radio programme you download from the internet*).
- Play the audio. If pupils are having difficulty, write the following prompts on the board to help: 1 *The cotton / pick* 2 *It / cleaned; It make / into fibres* 3 *The fibres / make / into cloth* 4 *The cloth / send / to factories*.
- Play the audio again and then check answers as a class.

Do you know what your clothes are made of and where they come from? This top and this sweatshirt are made of cotton, but did you know that the cotton has had a long journey from the field?

Cotton comes from the cotton plant – a plant with white flowers, which is grown on cotton farms in India, China, Egypt and other hot countries. First the cotton is picked. Then, it is cleaned and put into a machine where it is made into long thin fibres like hair. The fibres are then made into fabric. Cotton fabric is strong and it's very useful. The fabric is sent to factories where it is made into clothes, or things like towels and carpets. Everybody likes cotton. Cotton clothes are comfortable and cool when the weather is hot.

- 6 **Work in groups. Discuss the questions.**

- Ask pupils to answer the questions in their notebooks first.
- Place pupils in groups and ask them to discuss the questions.

Finishing the lesson

- Place pupils in pairs. Have them choose five clothing or accessories items and write sentences about them using the Present passive. Monitor and help. Ask volunteers to share their sentences.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to practise the Present passive
- **Target language:** clothes, accessories, past participles
- **Skills:** Listening, Writing

Materials

- Activity Book Page 8

Global Scale of English (GSE)

- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

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

sweatshirt 9 tracksuit 7 earrings 3
woolly hat 10 gloves 2 belt 4 bracelet 5
top 11 glasses 8 watch 7 crown 12 tie 6



- 2 Read the fairy tale in Lesson 5, page 12 again. How many clothes and accessories can you find in the text and in the pictures?

- 3 Read the fairy tale again. Say **True** or **False**.

- The crown is made of silver. **False**
- Silk jackets are worn by princes. **True**
- Watches are sold in the town. **True**
- The shopkeeper is given a jacket. **True**
- Hockey is played in the square. **False**

- 4 Read the grammar table. Then read the rules and circle the correct options.

Grammar

Present passive

It's They're	called	silk.
	made of	leather.
used to	used to	make jackets.
	used for	making jackets.
worn by	worn by	princes.

We make the Present passive with the present tense of the verb **be** / **have** and a past participle (e.g. *called*, *made*, *used* and *worn*). We use the Present passive when the action is **more** / **less** important than the person who does it.

- 5 Listen to a podcast. Use the verbs to write four sentences about how cotton clothes are made.

pick clean make send

- The cotton is picked.
- It is cleaned and put into a machine.
- It is made into fibres. / The fibres are made into fabric/cloth.
- The cloth is sent to factories and made into clothes.

- 6 Work in groups. Discuss the questions.

- What are your clothes and accessories made of?
- What are objects in your classroom made of?
- What's this book made of?

thirteen 13

Starting the lesson

- Write the following past participles on the board: *called*, *used*, *made*, *worn*. Say an item of clothing or an accessory and have pupils make sentences, e.g., *A crown is worn on ... (your head)*. Remind them how we form the Present passive.

Practice

- 1 Read and complete the crossword.

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

Answer key 2 woolly hat, 3 top, 4 belt, 5 watch, 6 tracksuit

- 2 Listen to two conversations. Write 1 or 2 next to the clothes items you hear. There are three items you do not need.

- Play the audio. Check answers as a class.

- 1 **Imad:** I want to buy my mum a present.
Adel: OK. What about some jewellery?
Imad: Hmm. Like what?
Adel: Some earrings, maybe?
Imad: No, she has lots of them.
Adel: OK, well what about a bracelet?
Imad: No, she doesn't wear those. Oh, I know! She lost her gloves last week.
Adel: Great! You can get her some new ones!
- 2 **Maha:** Zeinab, do you have a tie I could borrow, please?
Zeinab: Why do you want a tie?
Maha: It's for the school talent show.
Zeinab: Oh, OK. I can ask my brother.

- Maha:** Great, thanks ... Can I borrow your blue sweatshirt?
Zeinab: For the talent show?
Maha: No! I'm going shopping later. I need to buy some new glasses!
Zeinab: Sure, it's in my room.

Answer key Conversation 1: 6, 9; Conversation 2: 1, 3, 4

- 3 Read and complete the sentences with the Present passive.

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

Answer key 2 are made, 3 are worn, 4 is cleaned, 5 is baked, 6 is used

- 4 Look and write how tomato sauce for pizza is made. Use the Present passive.

- Pupils complete the activity individually and then compare answers in pairs. Monitor and help where necessary.
- Check answers as a class.

Answer key 2 The tomatoes are taken to factories.; 3 The tomatoes are cleaned.; 4 The tomatoes are made into tomato sauce.; 5 The tomato sauce is used for pizzas.

- 5 Write five sentences about things at home in your notebook. What are they made of? What are they used for? Use the words in the box or your own ideas.

- Have pupils share their sentences with the class.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar.

Objectives

- **Lesson aims:** to learn about traditional clothes; to create a collage of traditional clothes from around the world
- **Target language:** *kilt, wool, bagpipes, robe, headscarf, region*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 14
- Activity Book Page 9
- a ball
- pictures of traditional clothes from around the world

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can get the gist of short factual school texts (GSE 41).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: True/False response cards technique; Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Place pictures of traditional clothes from around the world on the board.
- Ask pupils to say where they think the traditional clothes are from.
- Place pupils in small groups and ask them to write three sentences about clothes using the vocabulary they've learnt in the unit so far. Have groups share their sentences with the class.

Presentation

- Explain that in this lesson pupils will learn about traditional clothes, and create a collage of traditional clothes from around the world.

Practice

Pupil's Book

1 Before you read What traditional clothes do people wear in your country? When do they wear them?

- Discuss the questions as a class.
- Ask pupils if they have ever worn traditional clothes and when.

Culture notes

- Clothes are made from fabrics suitable for the local weather. In hot, dry areas, people wear light, loose clothes to stay cool, while in cold places, they wear thick clothes to keep warm. Traditional clothes vary by country and region. In many Arab countries, men often wear a dishdasha, while women wear a hijab for both cultural and religious reasons.

Key words search

traditional clothes from around the world, traditional clothes worn today, dishdasha, shmagh, kilt, Todos Santos festival

2 5.13 Listen and read.

- Play the audio for pupils to read along to.
- Elicit or explain the meaning of any unknown words.
- After listening to the audio, use the True/False response cards technique to quiz pupils about the text.
- **Values** Discuss the value of respect for others. On the board, write: *How can learning about different cultures help us respect others? What are some ways we can show respect to people from different cultures?*
- Place pupils in groups to discuss the questions then discuss as a class.



3 After you read Activity Book, page 9.

- Pupils turn to page 9 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after Activity 4 in the Pupil's Book.

4 Work in pairs. Discuss the clothes in the pictures.

- Have pupils work in pairs and invite them to share their answers.

Extra activity Critical thinking

- Ask pupils on what occasion traditional clothes are worn. Ask them if traditional clothes are a good way of representing a country.

Project

Make a collage of traditional clothes from around the world.

- Tell pupils they are going to make a collage of traditional clothes from around the world. They can use pictures from magazines or the internet, or they can draw them. They can refer to the pictures on the board if they wish. Be aware that the word 'collage' shouldn't be taught but the concept should be clear to pupils.
- Place pupils in small groups, making sure there is an Expert envoy in each group. Have a volunteer pupil read through the steps. Tell pupils they should refer to these steps as they work. Monitor to make sure all pupils are taking part.
- Pupils present their work to the class. Use the Two stars and a wish technique to have pupils comment on the clothes presented. Ask the class to vote for the continent with the most interesting traditional clothes.
- Make a classroom display.



Activity Book

1 After you read Read the text on Pupil's Book page 14 again. Tick (✓) the country.

- Pupils complete the activity individually and then compare answers in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 Scotland, 3 Jordan, 4 Guatemala, 5 Jordan, 6 Guatemala

2 Answer the questions. Write complete sentences.

- Pupils complete the activity individually.
- Make sure they are writing complete sentences.
- Check answers as a class.

Answer key 2 It's used to hold a shmagh in place.; 3 An abaya is worn on special occasions.; 4 The bagpipes are traditionally played in Scotland.; 5 Red and white striped trousers are worn at Todos Santos.

Traditional clothes

Different countries have different traditional clothes. Traditional clothes are often worn at festivals and celebrations.



▶ This Jordanian man is wearing the traditional **dishdasha**, a long robe that is comfortable to wear in hot weather. He's also wearing a **shmagh**, a red and white checked headscarf (called a **keffiyeh** in other regions). This is held in place by a black agal. On special occasions, like weddings or Eid, he might wear an **abaya** over his dishdasha!



▶ A **kilt** is a traditional patterned skirt that is worn by men, women and children on special days in Scotland. It's made of wool. This boy is also wearing a white top and long white socks. He looks very smart. He's playing the bagpipes, a traditional Scottish musical instrument.



▶ These men are enjoying the Todos Santos festival in Guatemala. They are wearing **hats** and red and white striped **trousers**. These traditional clothes are made of cotton, and they look quite casual! They are worn by lots of men and boys at the festival.

WOW! Fact

Many Jordanian women wear a long dress called a **thobe**. The colourful patterns show where they come from!



1 **Before you read** What traditional clothes do people wear in your country? When do they wear them?

2 **5.13** Listen and read.

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

4 **Work in pairs. Discuss the clothes in the pictures.**

- 1 Do people in your country wear traditional clothes like these?
- 2 Which of these traditional clothes do you like the most? Why?
- 3 Do you ever wear traditional clothes? When?

14 fourteen

Project

Make a collage of traditional clothes from around the world.

- 1 In groups, choose a continent (North America, South America, Europe, Africa, Asia or Australia) and find out about traditional clothes from different countries.
- 2 Decide who will find pictures and who will write notes about each outfit.
- 3 Sort the pictures and notes into countries and make your collage.
- 4 Present your collage to the class.
- 5 Vote on which continent has the most interesting traditional clothes.

3 **5.14** Listen to a presentation about traditional clothes. Complete the fact file.

- Pupils complete the activity in pairs.
- Play the audio. Play it again, if necessary.
- Check answers as a class.



In South Korea, there is a traditional costume called **hanbok**. The name hanbok means 'Korean clothes'. Hanbok is worn by men and women on special occasions, such as national days and weddings. Hanbok is usually made of cotton or silk. Women wear a big skirt with a colourful jacket. Men wear a long shirt and jacket with baggy trousers. Many South Korean people like wearing hanbok because it's comfortable. In South Korea, there's an official Hanbok Day every autumn.

Answer key 2 South Korea, 3 weddings, 4 silk, 5 big, 6 colourful, 7 long, 8 baggy

4 **Viewing and presenting** Work in groups. Choose one of the traditional costumes. Use the internet to find answers to the questions and make a fact file. Then share your fact file with the class.

- Place pupils in groups.
- Groups choose a traditional type of clothing from the box, or they can choose their own.
- They can use the fact file on the Activity Book page as a model.
- Groups present their fact files to the class.

Finishing the lesson

- Refer pupils to the Learning diary. Tell pupils to make notes about what they have learnt in this lesson and what interested them the most. Pupils read their sentences to the class.

Objectives

- **Lesson aims:** to learn and demonstrate how to shop for clothes; to practise falling intonation in statements
- **Target language:** *Can I help you? What size do you need? The changing room is over there. I'm looking for Do you have this one in green/a small/medium/large? Can I try it/this on? Do you sell . . . ?*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 15
- Activity Book Page 10
- two fly swats
- a ball
- Resource 51

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).
- **Listening:** Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

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

Starting the lesson

- Write the twenty-four new words pupils have been taught so far in Unit 5 on the board.
- Divide the class into two teams and have them form two lines at the back of the room. Give each team a fly swat.
- Explain that you will say a word and the first member of each team has to run to the board, swat the word and then spell it. If the pupil is correct, they get a point for their team. The team with the most points wins.

Presentation

- Explain that in this lesson pupils will learn how to shop for clothes, and practise falling intonation in statements.
- Ask pupils what kind of clothes they go shopping for, who they go shopping with and if they enjoy it.

Practice

Pupil's Book

1 5.15 Listen and read. Which clothes and accessories are mentioned?

- Play the audio once for pupils to read and listen to.
- Play the audio again and have pupils call out the clothes items mentioned.
- Place pupils in pairs and have them choose roles.
- Pupils act out the dialogue. Monitor for correct pronunciation.



2 Read the dialogue again. Circle the correct options.

- Pupils complete the activity individually and then check answers in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.

3 Imagine you're shopping. Act out new dialogues with your partner. Use the Say it! box to help you.

- Refer pupils to the *Say it!* box. Ask pupils to read the dialogue again and find the sentences from the *Say it!* box in the dialogue.
- Pupils complete the activity in pairs, using the *Say it!* box to help.
- Monitor and help where necessary.
- Use the Lollipop stick technique to have pairs act out their dialogues for the class.

Extra activity Critical thinking

- Ask pupils why we should always be polite to shop assistants. Explain that shop assistants work hard to help customers and make shopping easier, and that politeness and respect, especially towards people who are there to help, are very important. Remind pupils that saying 'please' and 'thank you' makes people feel valued. Ask *How would you feel if you worked in a shop and someone was impolite to you?*

Pronunciation

4 5.16 Listen and read. How do we say the statements? Then listen again and repeat.

- Play the audio for pupils and explain that they are all statements about clothes. Ask them if they notice anything about how the sentences sound.
- Explain that our voices rise and fall when we speak (called intonation) and this can affect the meaning of what we say and how easily we are understood. Falling intonation is often used when making a statement.
- Tell pupils that if they concentrate on listening and copying the intonation in spoken sentences, their communication skills will improve, and they are more likely to be understood.
- See if pupils can identify the falling intonation in each statement. Demonstrate saying the sentences with rising intonation to show how this doesn't sound natural.
- Pupils practise reading the statements with a partner to practise the falling intonation.



Activity Book

1 5.17 Read and complete the dialogue. Then listen and check.

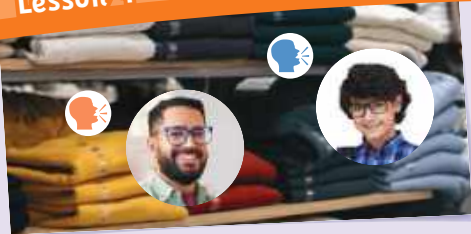
- Pupils complete the activity individually.
- Play the audio to check answers.
- Have pupils practise reading the dialogue in pairs.

Answer key 2 I'm looking for some shirts.; 3 Do you have this one in blue?; 4 Can I try it on?; 5 The changing room is over there.; 6 And do you sell tops?

2 Imagine you're in a clothes shop. Write answers to the questions. Use the dialogue in Activity 1 to help you. Then act out the dialogue with your partner.

- Pupils complete the activity in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Pupils then act out their dialogues.
- Invite volunteer pairs to act out their dialogues for the class.





- Can I help you?
- Yes, please. I'm looking for a sweatshirt.
- All our sweatshirts are here, next to the T-shirts.
- OK, thanks. Do you have this one in red?
- No, sorry. We only have that one in blue or grey.
- That's OK. I like it in blue.
- That colour is very popular! What size do you need? Small?
- No, medium. Do you have it in a medium?
- Yes, here you are!
- Great! Can I try it on?
- Yes, of course! The changing room is over there.
- Thanks. And do you sell woolly hats?
- Yes, we do. They're next to the watches.
- Oh, yes. I can see them. Thanks!

1 Listen and read. Which clothes and accessories are mentioned?

sweatshirt, T-shirts, woolly hats, watches

2 Read the dialogue again. Circle the correct options.

Malek wants to buy a (1) **sweatshirt** / T-shirt. He'd like a (2) **red** / green one, but the shop only has it in blue or (3) **grey** / brown. He needs a (4) **small** / **medium** size and wants to try it on, so the shop assistant tells him where the (5) **bathroom** / **changing room** is. He also wants a woolly hat. The woolly hats are next to the (6) **belts** / **watches**.

3 Imagine you're shopping. Act out new dialogues with your partner. Use the *Say it!* box to help you.

Say it!

Shopping for clothes:

Shop assistant:

Can I help you?

What size do you need?

The changing room is over there.

Customer:

I'm looking for ...

Do you have this one in green/a small/large?

Can I try it/this on?

Do you sell ...?

Pronunciation

4 Listen and read. How do we say the statements? Then listen again and repeat.

The jacket is too plain.

The belt is made of leather.

The trousers are striped.

The boots are very comfortable.

All statements are said with falling intonation.



3 5.18 Listen and read. Circle the correct arrow. Then practise with your partner.

- Play the audio for pupils to identify the intonation. They listen and circle the correct arrow.
- Check answers as a class.
- Place pupils in pairs and have them practise saying the sentences.
- Monitor for correct intonation.
- Encourage pupils to practice intonation in statements to improve their communication skills.

Answer key 1 ↘, 2 ↘, 3 ↘, 4 ↘

Extra activity Fast finishers

- Pupils write their own dialogue using the new expressions from the *Say it!* box in the Pupil's Book. They read their work to the class. Pupils place their work in their portfolios.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils what they think about their English so far and how they are progressing. Ask pupils to share any pronunciation tips they know. Ask pupils to say what else they would like to learn.

Objectives

- **Lesson aims:** to read and interpret an information text about unusual clothes
- **Target language:** *tricky, rich, light, heavy, wide, normal*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 16
- Activity Book Page 11
- a ball
- sheets of A4 paper, enough for all pupils
- Resource 55

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 get the gist of short factual school texts (GSE 41).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Yes/No technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Write some vocabulary words from this unit on the board. Point to and say the words and have pupils repeat them. Erase the words.
- Divide the class into two teams and have them line up at the back of the classroom. Draw a line in the middle of the board. Explain that you will call out a vocabulary word and a pupil from each team has to race to the board to spell the word.
- The first pupil to spell it correctly wins a point. The team with the most points wins.

Presentation

- Explain that in this lesson pupils will read and interpret an information text about unusual clothes from the past.
- Ask pupils if they think that we should only wear practical, sensible clothes. Ask them to give reasons for their answers.

Practice

Pupil's Book

- 1 **Before you read** Look quickly at the pictures. Which item of clothing is the most unusual? Why?
 - Ask pupils to look at the pictures and say which clothing item they think is most unusual.
 - Check opinions using the Lollipop stick technique or the Basketball technique. Encourage pupils to give reasons.
 - Ask pupils to scan the text quickly to look for any unknown words. Elicit or explain their meanings.

2 5.19 Listen and read.

- Refer pupils to the *Reading tip*. Ask pupils how they like to read an information text and why.
- Play the audio for pupils to read along to.
- Use the Yes/No technique to ask pupils different questions about the text.
- **Extension** Ask pupils to imagine they are wearing one of these clothes items. Ask them how they feel. Have them mime wearing the item.



Diversity

Support

- Write the *Words in context* on the board. Ask pupils if they know them. Define the words. Tell pupils to find the words in the text and copy the sentences in their notebooks.

Challenge

- Pupils find the words in the text and write new sentences with them.

3 **After you read** Read and answer the questions. Compare your answers with your partner.

- Pupils complete the activity individually and then compare answers in pairs.
- Check answers as a class.

4 Talk to your partner about the clothes in the text.

- Ask pupils to write sentences in their notebooks about which clothing items in the text they would or wouldn't wear and to give reasons.
- Place pupils in pairs and have them compare sentences.
- Using the Lollipop stick technique or the Basketball technique, choose pairs to do the activity for the class.

Activity Book

1 Read and complete the sentences.

- Use the Expert envoy technique to have stronger pupils help weaker pupils with the more challenging activities if necessary.
- Ask pupils to read the words in the box. Elicit definitions.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 rich, 3 heavy, 4 tricky, 5 normal, 6 light

2 Read the text on Pupil's Book page 16 again. Which clothes items do these sentences describe? There might be more than one correct answer.

- Have pupils try and answer the questions without looking at the text.
- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.

Answer key 1 whalebone dresses; 2 flares; 3 whalebone dresses; 4 wigs, platform shoes; 5 whalebone dresses, platform shoes

3 Read the text again. Answer the questions. Write complete sentences.

- Have pupils underline the key words in each question that will help them find the answer.
- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 They were decorated with flowers, feathers and jewels.; 3 They are usually made of light fabric.; 4 The dresses were very big, heavy and wide.; 5 They probably kept people's clothes dry.; 6 They were two times wider than regular trousers.

Literacy: information texts

Reading

1 **Before you read** Look quickly at the pictures. Which item of clothing is the most unusual? Why?

2 **Listen and read.**



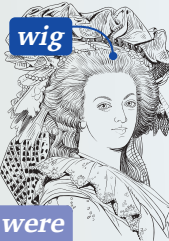
tip Reading

When you read an information text, you can choose what order to read it in. Some people like to read the labels and captions first.

UNUSUAL CLOTHES

In the past, people wore some very unusual clothes. Here are a few of them from history – and they don't look very comfortable!

Wigs aren't worn by many people today, but they were very popular in Europe in the 17th century. A famous royal who was known for wearing wigs was Marie Antoinette, Queen of France. Her hairdresser would decorate them with flowers, feathers and jewels. Wigs were very expensive, so only rich women could wear them.

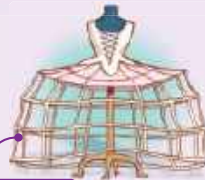


Some wigs were enormous!



whalebone

Today, skirts and dresses are made of light fabric. But in the 18th century, it was normal for rich women in France and England to wear very big, heavy dresses with whalebone inside them. It wasn't easy to move around. Sometimes women couldn't walk through doors because their dresses were too wide!



Platform shoes were first worn in Italy in the early 20th century. These shoes became really popular in the 1970s in Britain, Australia and the United States. They made people look taller, but it was very tricky to walk in them!



These platform shoes look very uncomfortable!

In the 1970s in Britain and the United States, lots of people also wore long trousers called flares. Some flares were two times as wide as regular trousers and covered the shoes!



Words in context

tricky rich light heavy
wide normal

Activity Book, page 11

3 **After you read** Read and answer the questions. Compare your answers with your partner.

- 1 Have you learned anything new from the text?
- 2 What do you think is the most interesting fact in the text?
- 3 Do you know of any other unusual clothes from history?

4 **Talk to your partner about the clothes in the text.**

I wouldn't like to wear that dress because it's too wide!

16 sixteen

4 **Viewing and presenting** Work in groups. Think about unusual clothes. Discuss the questions and make notes. Share your ideas with the class.

- Place pupils in small groups.
- Pupils make a list of unusual clothes that people wear in the present day. They can be from their country or another country.
- Pupils discuss the questions and make notes.
- Make sure each group member is taking part and joining in the discussion.
- Groups share their information with the class.

Extra activity Creativity

- Put pupils in small groups and give each member a sheet of A4 paper. Tell pupils that each member has to draw a new accessory or item of clothing that is as unusual as possible. Pupils write a few sentences about their item: how it is worn, why it is used and what it's made of.
- Pupils present their work to the class. Pupils vote for the most unusual item of clothing or accessory presented.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils what they found interesting about today's lesson.

Objectives

- **Lesson aims:** to plan and write an information text about clothes
- **Target language:** unit grammar and vocabulary
- **Skills:** Reading, Writing

Materials

- Pupil's Book Pages 16–17
- a ball

Global Scale of English (GSE)

- **Reading:** Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52). Can find specific information in extended informational texts using text features such as headings and captions (GSE 56).
- **Writing:** Can write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures (GSE 39).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Use the Thought-provoking questions technique to ask pupils what type of writing texts they learnt to do in Semester 1 (an interview, a review, a story, a recipe), and how they helped them understand texts in general.
- Have pupils say what type of texts they like writing best and why.

Presentation

- Explain that in this lesson pupils will learn how to write an information text.
- Have pupils refer to Lesson 10 and tell you what style features an information text has, e.g. captions, pictures, labels.
- Ask pupils if they think writing an information text will be easy.

Practice

Pupil's Book

- 1 **Read the text and the labels. Write the missing words.**
 - Ask pupils to look at the picture. Ask why they think skiing requires so many clothes and accessories (to keep warm, for protection, etc.)
 - Pupils complete the activity individually.
 - Check answers using the Lollipop stick technique or the Basketball technique.
 - **Extension** Place pupils in pairs and ask them to think about other sports they do and the equipment they need.
- 2 **Read. Then answer the questions about the texts on pages 16 and 17.**
 - Invite a volunteer to read the *How to write...* box aloud. Ask pupils to look at the information texts in this and the previous lesson and to answer the questions about them.

- Pupils complete the activity individually and then compare answers in pairs.
- Check the answers as a class.

3 Write an information text about clothes from history or clothes for sport. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- Refer pupils to the *Writing tip*. Ask pupils to look at the texts in this and the previous lesson and to find examples of commas between two adjectives (*long, white; warm, waterproof; hard, plastic*). Explain that we can use a comma between two adjectives if they both describe the noun and come before it. But if the adjectives come after the noun, e.g. *The jackets were warm and waterproof*, we don't use a comma.
- Use the Traffic light cards technique to ask pupils if they are ready to do the activity.
- Pupils work individually. First, have pupils plan their information text. They then write their information text. Tell them to keep referring to the *How to write...* box and the texts in this and the previous lesson while they write their texts. When they have finished, ask them to check their work and rewrite if necessary.
- Pupils present their work to the class.
- Use the Two stars and a wish technique to have pupils comment on each other's work.

Diversity

Support

- Before doing the writing activity, tell pupils to note down the clothes they are going to write about and what adjectives they can use to describe them. Pupils also note down what the clothes are made of and why people wear them. Give pupils a set order to follow: name of the clothes, what they are made of, e.g. *cotton, silk, leather*, etc., why they are worn.

Challenge

- In pairs, pupils swap their texts. Then, one pupil reads their partner's text to their partner, pausing before each key word (*equipment, materials*, etc.) for them to say the missing word.

Extra activity Collaborative work

- Place pupils in groups of six. Tell pupils that they are going to write an information text for astronauts about items of clothing that can be worn when they go to space. Two pupils think of the equipment and name them, two pupils think of the materials and two pupils think about why they are necessary. Finally, they draw a picture and label it. Pupils then present their work to the class.

Finishing the lesson

- Draw a pizza on the board. Bring pupils to the front of the class and have them form a line. Tell them you are going to say a word and they have to spell it. If they make a mistake you take away a piece of the pizza from the board. If they spell it correctly, you start drawing another pizza, piece by piece.

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write an information text
- **Target language:** unit vocabulary and grammar
- **Skills:** Writing

Materials

- Activity Book Pages 12–13
- five strips of paper per pupil
- sheets of A4 paper, enough for each pupil

1 Read the text and the labels. Write the missing words.

SKIING

When you go skiing, you need skis and ski poles. But it is important to wear the correct clothes, too.

When you ski, you should wear a warm, waterproof (1) jacket and warm, waterproof (2) trousers. You need to wear warm (3) gloves on your hands, too. You need (4) goggles or sunglasses to protect your eyes from the sun, and a hard, plastic (5) helmet to protect your head if you fall. You also need to wear special (6) ski boots on your feet. They are made of hard plastic which protects your ankles.



This girl has all the things she needs for skiing.

2 Read. Then answer the questions about the texts on pages 16 and 17.

How to write... an information text

Include:

- a title
- a short introduction
- pictures

You can also include:

- captions to give more information
- labels on pictures

3 ✨ Write an information text about clothes from history or clothes for sport. Plan, write, check and rewrite. Use the How to write... box to help you.

- 1 What is the title? **Unusual Clothes / Skiing**
- 2 How many sentences are there in the introduction? **2 / 2**
- 3 How many pictures are there? **5 / 1**
- 4 How many captions are there under the pictures? **2 / 1**
- 5 How many labels are there on the pictures? **2 / 8**

tip Writing

Use a comma between two adjectives before a noun:
a warm, waterproof jacket.
But be careful:
The jackets were warm and waterproof.

Global Scale of English (GSE)

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

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique; Basketball technique
- Peer learning: pairwork
- Independent learning: Summative questions technique; portfolio

Starting the lesson

- Place pupils in pairs and give each pupil five strips of paper. On each strip, pupils write a new word from the unit. One pupil then says a word on their strip to their partner who has to spell the word and make a sentence with it. Then it's the next pupils turn. They continue until they've used all their words.

Practice

1 Read the sentences. Then write them as one sentence with commas.

- Refer pupils to the *Writing tip*. Elicit some examples.
- Pupils complete the activity individually.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 I bought a comfortable, waterproof jacket.; 3 Ali and Raed wore traditional, cotton dishdashas.; 4 The prince had a beautiful, gold crown.; 5 You should wear some smart, black trousers.; 6 Sawsan wore a soft, colourful scarf.

2 Plan an information text about a traditional costume from your country.

- Elicit traditional costumes or clothing items pupils could write about, e.g. a *thobe*, an *abaya*, a *shmagh*, etc. and write them on the board.
- Pupils plan their information texts individually.
- Have pupils compare plans with their partners.

3 Now write your information text.

- Have pupils complete the activity individually.
- Monitor and help where necessary.
- Have volunteer pupils read aloud their information texts to the class.

4 Check your work. Tick (✓) the steps when you have done them.

- Remind pupils to use the checklist once they have completed the writing process.

Finishing the lesson

- Give each pupil a sheet of A4 paper. Ask them to make a word collage with new words from the unit and to write three sentences with their favourite words. Pupils place their work in their portfolios.
- Using the Summative questions technique, ask pupils if they are happy with their progress so far. Then ask how this unit has helped pupils progress as English learners.
- Congratulate pupils on completing the unit.

Mapping

Topics

- Theme 1:** Society
- Theme 2:** Culture
- Theme 5:** Welfare
- Theme 6:** Recreation

Scope and Sequence Matrix

Listening: deducing information for an oral or written task; distinguishing expressions of politeness, requests, invitations, and obligation; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions

Speaking: turn-taking in dialogues on simple themes; narrating short stories

Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text; identifying different parts of speech; reading very short simple fiction and non-fiction texts with confidence and enjoyment

Writing: writing a paragraph on a familiar topic; writing a simple descriptive or narrative text

Viewing and presenting: reviewing visual information and showing understanding by asking relevant questions and discussing possible meanings



Adventures

Outdoor equipment: bandage, blanket, camping stove, compass, first-aid kit, matches, penknife, plaster, rucksack, shelter, rope, sleeping mat
Injuries and accidents: break your arm, burn your hand, call an ambulance, cut your finger, fall over, have a pain, have an accident, hurt your ankle, keep cool, keep warm, lie down, take medicine



World of Wonder! Magazine

Welcome
Book Club
Culture

Have you ever had a camping adventure? What did you take with you? What activities did you do?

Arlo loves going camping. He has a question for you. What do you think?

Question

Arlo 3 minutes ago
How can we keep safe outdoors?

In this unit I will ...

- learn words for things I need outdoors.
- use indefinite pronouns, e.g. *someone, anything, nowhere*.
- use *should, must* and *need to*.
- read an adventure story.
- find out about scouting around the world.
- work in a group to plan activities for a Scout group.
- learn how to ask about injuries and illnesses.
- read and write quizzes.

18 eighteen

Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; identify the topic, setting, participants and plot of oral stories; make inferences when listening

Speaking: participate in short simple dialogues; use clues to understand unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions in order to seek help, get information, or clarify something; participate in dialogues on a variety of simple themes and take turns; narrate a short story, or a folktale or a fable using the appropriate tense; practise stress and intonation patterns

Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text; identify the reasons an author uses to support specific points in a text; identify different parts of speech (grammatical categories, such as nouns, verbs, etc.) in certain sentences in the text

Writing: use writing strategies of brainstorming, planning, drafting, and editing; write a well-organised paragraph with introductory, development and concluding sentences; write short descriptive and narrative texts; apply knowledge of the conventions of English; edit a written text for errors of spelling, punctuation, use of vocabulary and grammar

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; respond to questions related to the visual text

Unit objectives

to talk about outdoor equipment, injuries and accidents

Language

Vocabulary	Outdoor equipment <i>bandage, blanket, camping stove, compass, first-aid kit, matches, penknife, plaster, rucksack, shelter, rope, sleeping mat</i> Injuries and accidents <i>break your arm, burn your hand, call an ambulance, cut your finger, fall over, have a pain, have an accident, hurt your ankle, keep cool, keep warm, lie down, take medicine</i>
Grammar	Indefinite pronouns <i>should/shouldn't; must/mustn't; need to/don't need to/doesn't need to</i>
Functions	<i>Are you feeling better now? Have you seen the doctor? Have you cut your hand?</i>
Pronunciation	Intonation for nouns in lists

Key competences

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

Mathematical, science, technological competences: research a project on the internet (L. 8)

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

Social and civic competences: learn how to ask about injuries and illnesses (L. 9)

Cultural awareness and expression: learn to be creative (L. 2, 5, 8, 9, 11 and 12); 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. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 9–12)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 5); Logical thinking (L. 2, 6 and 7); Defining and describing (L. 1–12); Finding information (L. 1–12); Planning (L. 3, 4, 6, 7, 11 and 12); Reflecting on learning (L. 1–12)
Creativity	Making a list of interesting activities for a Scout group (L. 8)
Communication	Talking about outdoor equipment (L. 1); Talking about accidents and injuries (L. 6); Asking about injuries and illnesses (L. 9); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Dialogue (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

Objectives

- **Lesson aims:** to identify outdoor equipment
- **Target language:** *bandage, blanket, camping stove, compass, first-aid kit, matches, penknife, plaster, rucksack, shelter, rope, sleeping mat*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Pages 18–19
- Activity Book Page 14
- a ball
- 24 strips of paper
- stopwatch
- Resource 32 A

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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Traffic light cards technique
- Peer learning: pairwork; groupwork; Think-pair-share technique
- Independent Learning: Summative questions technique; portfolio

Starting the lesson

- On strips of paper, write the vocabulary from the previous unit incorrectly.
- Divide the class into two teams and give each team twelve strips. Tell teams they have one minute to write the words correctly.
- The first team to write all the words correctly wins.

Presentation

- Explain that in this lesson pupils will learn about outdoor equipment.
- Direct pupils to the unit objectives at the bottom of the page and have them read them. Ask pupils which part of the unit they think will be the most interesting.

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Question.**
 - Ask pupils to look at the outdoor activities and equipment on page 18 and say which of them they know.
 - Use the Lollipop stick technique to have a pupil read the sidebar content.
 - Place pupils in pairs and have them discuss the WOW! Question for two minutes. Have pupils share their ideas with the class.
 - **Extension** Place pupils in small groups. Have them write four reasons why outdoor activities are good for us.

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

- Place pupils in pairs. Give them one minute to talk about which of the words they know.
- Say the words at random for pupils to point to the pictures.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Play the audio for pupils to listen, check and repeat.
- Tell pupils that it's important to take care when using a penknife, matches or camping stove, and to only use them under adult supervision.
- **Extension** Ask pupils to close their Pupil's Books. Define words for pupils to guess.



Diversity

Support

- Read the words aloud for pupils to repeat. Tell pupils to write as many words as they remember. Pupils then read their words to their partner. Read them again. Ask pupils to write a few more words and say them to their partners. Continue until pupils have all the words.

Challenge

- Pupils write definitions for six of the new words. In pairs, they read their definitions to guess the words. Pupils place their work in their portfolios.

- 3 **6.2 Listen and read. Why didn't Arlo enjoy his first camping trip? What did they need?**

- Play the audio for pupils to read along to.
- Pupils work individually to find the items that Arlo and his family should have brought with them on their camping trip but didn't, e.g. *a sleeping mat*.
- Check answers as a class.
- **Extension** Place pupils in pairs. Tell them to imagine they were on the camping trip with Arlo. They say two things they didn't enjoy.



Extra activity Creativity

- Place pupils in small groups. Pupils make a list of things to take on a camping trip. Pupils also write five things they plan to do on the trip. Groups present their work to the class.

- 4 **Work in pairs. Look at the things in Activity 2. Answer the questions.**

- Use the Think-pair-share technique to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.

- 5 **Work in pairs. Play a memory chain game.**

- Demonstrate how to play a memory chain game with a stronger pupil.
- Explain that pupils take turns repeating all previous words in order and then adding a new one to the list, and so on, as in the examples in speech bubbles.
- Place pupils in pairs to play the game.
- Monitor and help where necessary.
- **Extension** Play the game with the whole class or in two teams.

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



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

bandage 9 penknife 8 compass 1 first-aid kit 6 camping stove 3 shelter 12
rope 4 matches 5 sleeping mat 7 plaster 10 rucksack 2 blanket 11



Arlo and his family didn't have all the things that they needed. They needed a sleeping mat, a compass, some matches/a camping stove and a bandage/first-aid kit.

3 Listen and read. Why didn't Arlo enjoy his first camping trip? What did they need?



WOW! Blog

Arlo 10 minutes ago

I really like camping now. 😊 But our first family camping holiday wasn't great because we didn't have everything we needed. I didn't sleep well because I only had a sleeping bag. The ground was so uncomfortable to sleep on. Then one day we went hiking and got lost. Our parents' phones didn't work in the mountains! We had to follow the sun to find our way back to the campsite. In the evening, we tried to make a campfire. We found wood, but we couldn't start the fire, so we had to eat cold soup! And on the last day, I was cutting bread with a penknife when I hurt my finger. Ouch! 😞 I had to make a bandage from my T-shirt! Camping isn't easy – you have to have the right things!

4 Work in pairs. Look at the things in Activity 2. Answer the questions.

5 Work in pairs. Play a memory chain game.

1. sleeping mat, blanket, shelter, sleeping bag

2. matches, camping stove, penknife

3. bandage, first-aid kit, plaster

4. compass, rope

- 1 Which things help you sleep?
- 2 Which things help you cook?
- 3 Which things help if you're hurt?
- 4 Which things help you find your way?

I went camping and took a compass.

I went camping and took a compass and some rope.

nineteen 19

Activity Book

1 Read and complete the puzzle. What's the mystery word?

- Elicit the outdoor equipment words and write them on the board.
- Pupils complete the activity individually.
- Monitor and help where necessary.
- Check answers as a class.

Answer key 2 blanket, 3 penknife, 4 compass, 5 matches, 6 shelter; mystery word: camping

2 Read and complete the sentences. Then match.

- Have pupils name the items in the pictures.
- Pupils complete the activity individually and then check answers in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 camping stove, f; 3 first-aid kit, a; 4 rope, e; 5 rucksack, b; 6 sleeping mat, d

3 Read the *I'm learning* box. Then write sentences about the pairs.

- Ask a pupil to read the *I'm learning* box aloud. Ask pupils to look at the example answer *You use them when you're hurt.*

- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Pupils complete the activity in pairs.
- Check answers as a class.

Answer key Possible answers: 2 You cook food on them when you go camping.; 3 They help you find your way.; 4 You can sleep in/under them when you go camping.; 5 You use them to cut things.; 6 You use them for sleeping.

4 Write three or more sentences comparing other similar things. Use the ideas in the box or your own ideas.

- Tell pupils they can use the pairs in the box or they can choose their own pairs of things to compare.
- Pupils complete the activity individually in their notebooks.
- Monitor and help where necessary.
- Check answers as a class.

Finishing the lesson

- Use the Summative questions technique to ask pupils how this lesson has helped them improve their English.

Objectives

- **Lesson aims:** to read and interpret a dialogue about a camping trip
- **Target language:** *Poor you! How embarrassing! What an adventure!*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 20
- Activity Book Page 15
- a ball
- sheets of A4 paper, enough for each pupil

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 describe past events or experiences using simple descriptive language to add interest (GSE 47).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; True/False response cards technique; Stop/Go technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; portfolio

Starting the lesson

- Give pupils thirty seconds to write as many of the outdoor equipment words from the last lesson as they can. Check pupils' answers and write them on the board.

Presentation

- Explain that in this lesson pupils will read a dialogue about a camping trip that went wrong.
- Write *Poor you! How embarrassing! What an adventure!* on the board.
- Ask pupils to try and make short dialogues with these expressions.

Practice

Pupil's Book

1 6.3 Listen and read. What problems did Faisal and his family have?

- Play the audio for pupils to read along to. Elicit answers.
- Use the True/False response cards technique to quiz pupils about the dialogue.



Diversity

Support

- To help with fluency, play part of the text with pauses for pupils to read along to.
- Then pupils read the part to their partners.

Challenge

- Pupils write three incorrect statements about the text on a sheet of A4 paper and quiz their partners. Pupils place their work in their portfolios

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

- Ask pupils to read the dialogue again.
- Using the Stop/Go technique, ask pupils if they have understood the dialogue enough to continue with the activity.
- Pupils complete the activity in pairs.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.
- **Values** Discuss the value of responsibility. On the board, write: *How did Faisal and his family show responsibility on their trip? Why is it important to be responsible when you go camping? What can you do to be responsible in your own life?*
- Place pupils in groups to discuss the questions then discuss as a class.
- **Extension** Pupils write three questions about the dialogue to ask their partners.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

- Place pupils in pairs. Ask them to raise their hands when they have found all the expressions. Choose random pupils to read the sections of the dialogue the expressions are in.
- Use the Lollipop stick technique to have pairs come to the front and act out the dialogues.

4 Viewing and presenting Have you been on a trip that didn't go well? What happened? Share your experience with the class.

- Pupils work individually to think about a trip that didn't go well and make notes about what happened.
- Ask pupils to share their experiences with the class.

Extra activity Creativity

- Place pupils in small groups and have them write a similar text about a camping trip that went very wrong. Have groups be as imaginative as possible. Groups present their work to the class.

Activity Book

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

- Pupils complete the activity individually.
- Play the audio to check answers.

Answer key 2 dirty, 3 bottles, 4 map, 5 hiking, 6 photo



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

- Pupils complete the activity in pairs. Make sure they explain their answers.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 T – They had their water bottles, but they were empty.; 3 F – Faisal fell in the water when he was trying to get some water.; 4 F – Faisal's dad threw a rope to Faisal; 5 T – Faisal's mum gave him something to eat.; 6 F – Faisal's sister took an embarrassing photo of Faisal.



Arlo: You look really tired.
Faisal: I am! We've just got back from a family camping trip in Wadi Mujib. It was really beautiful, but everything in my rucksack is dirty and wet!
Arlo: What happened?
Faisal: Well, first we got lost. We had a map, but no one had a compass.
Arlo: Oh, dear!
Faisal: Then we were thirsty. We had our water bottles, but they were empty. We couldn't find anything to drink. Someone saw a wadi on the map, so we went for water. I was getting water when I fell in!
Arlo: Poor you!
Faisal: And I was wearing hiking boots!
Arlo: Did anyone help you?
Faisal: Yes, Dad threw me a rope and helped me out of the water. Then Mum told me to take off my wet clothes. She put a blanket around me and gave me something to eat. My sister took a photo!
Arlo: How embarrassing!
Faisal: I know!
Arlo: What an adventure! Are you OK?
Faisal: I'm fine. We loved Wadi Mujib. But next time, we won't go anywhere without the right equipment!



1 **Listen and read. What problems did Faisal and his family have?**
 They got lost, they didn't have a compass, they didn't have anything to drink and Faisal fell into a wadi.

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

1. Because he fell into a wadi.
 2. Because they didn't have a compass.

1 Why are Faisal's things wet?
 2 Why did they get lost?

3 What was Faisal doing when he fell?
 4 What did his dad do to help him?

3. He was trying to get some water.

4. He threw him a rope and helped him out of the water.

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.**

How embarrassing! What an adventure! Poor you!

1 I couldn't go to school because I was sick.

1. Poor you!

Oh, no! (...)

2 I said 'Hello, Fadi', but his name is Farid!

2. How embarrassing!

(...)

3 We slept outdoors under the stars.

3. What an adventure!

(...)

4 **Viewing and presenting** **Have you been on a trip that didn't go well? What happened? Share your experience with the class.**

We went camping last summer. We forgot the sunscreen and I got sunburned!

20 twenty

3 **6.5 Read and complete the dialogues. Then listen and check.**

- Pupils complete the activity individually.
- Play the audio to check answers.
- Have pupils practise reading the dialogues with their partners.

Answer key 2 What an adventure!; 3 Poor you!; 4 What an adventure!; 5 How embarrassing!; 6 Poor you!



4 **Work in pairs. Write another dialogue for each expression. Then act out the dialogues.**

- Pupils work in pairs to complete the activity in their notebooks.
- Monitor and help where necessary.
- Choose pairs to act out their dialogues for the class using the Lollipop stick technique or the Basketball technique.

Extra activity Fast finishers

- Pupils make a list of all but two things that went wrong on the camping trip on page 20 of the Pupil's Book. Other fast finishers have to find the two missing things that went wrong.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they thought of today's lesson and what it has taught them.

Grammar

Objectives

- **Lesson aims:** to learn and use indefinite pronouns:
- **Target language:** *someone/something/somewhere; everyone/everything/everywhere; no one/nothing/nowhere; anyone/anything/anywhere*
- **Skills:** Reading, Listening




Materials

- Pupil's Book Pages 20–21
- five strips of paper, enough for each pupil
- Resources 36 and 48


Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
-  Peer learning: pairwork

Starting the lesson



- Give pupils five strips of paper each. Ask pupils to write a definition for five of the new vocabulary words for outdoor equipment.
-  Place pupils in pairs. Pupils swap papers, read the definitions and try to guess the words.

Presentation


-  Explain that in this lesson pupils will learn how to use indefinite pronouns.

Practice


Pupil's Book

- 1 **Look back at the dialogue in Lesson 2, page 20 and answer.**
 - Pupils complete the **activity** individually.
 - Check answers as a class.
- 2  **Read the grammar table. Then read the rules and circle the correct options.**
 - Explain that indefinite pronouns are words used to talk about people, places or things without referring to them specifically. Examples include *someone, anything, everyone* and *no one*. For example, in the sentence *Someone left their backpack, we don't know who left the backpack.*
 - Ask pupils what we use with the indefinite pronouns when referring to people (*one*), things (*thing*), places (*where*) and to nothing at all (*no*).
 - Then ask what we use in the affirmative (*some/every*) and in questions and negatives (*any*).
 - Pupils read the grammar table and complete the rules individually.
 -  Use the Traffic light cards technique to check that pupils have understood the grammar.

- 3 **Read the dialogue in Lesson 2 again. Find examples of indefinite pronouns.**

-  Check answers using the Lollipop stick technique.

- 4  **Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.**

- Pupils work individually to write three questions using indefinite pronouns. Monitor and help where necessary.
-  Place pupils in pairs and have them ask and answer their questions.

- 5  **6.6 Listen and match. What did they forget?**

- Play the audio with pauses for pupils to match.





Amina: How was the camping trip with the school, Samar?
Samar: Um ... It was good, but we didn't have everything we needed.
Amina: Really?
Samar: Well, no one had everything they needed. Dalia didn't have a tent, but luckily, I had a big one, so she could share with me.
Amina: It's important to bring the right things!
Samar: I know! Faten didn't even have a rucksack! She had a big bag with everything in it, but it was really heavy and difficult to carry everywhere.
Amina: Did anyone forget their sleeping bag?
Samar: No. No one forgot their sleeping bag. Everyone had one, but Huda forgot her sleeping mat, so she wasn't very comfortable.
Amina: What about Mariam? Did she forget anything?
Samar: Well, someone forgot their hiking boots. I think it was Mariam. Yes. Mariam didn't bring her hiking boots. She only had trainers. She wasn't very happy about it.
Amina: What about you, Samar?
Samar: I had everything I needed.
Amina: Oh, good. Can you show me your photos?
Samar: Oh, no! Sorry! I forgot to take my camera!

- 6  **6.7 Listen again and answer.**

- Play the audio again. Pupils answer the questions individually in their notebooks. Check answers as a class.



- 7  **Make true sentences about you. Then compare with your partner.**

-  Pupils complete the sentence prompts and then compare with a partner.

Finishing the lesson

- Ask pupils how confident they feel using the new grammar.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to practise indefinite pronouns
- **Target language:** *some-, every-, no-, any-*
- **Skills:** Listening, Speaking

Materials

- Activity Book Page 16
- eight index cards per pair

Global Scale of English (GSE)

- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).

1. **Everything was dirty and wet.** 1 What was dirty and wet in Faisal's rucksack?
 2. **No one had compasses.** 2 Who had compasses?
 3. **They didn't have anything to drink.** 3 What did they have to drink?
 4. **Someone saw a wadi.** 4 Who saw a wadi?
 5. **She gave him something to eat.** 5 What did Faisal's mum give him?

2. Read the grammar table. Then read the rules and circle the correct options.

Grammar

Indefinite pronouns

Affirmative

I'm going **somewhere** hot on holiday.
Someone was lost.
Something is in my rucksack.
 It's sunny **everywhere**.
Everyone was lost.
Everything is in my rucksack.

Negative

Nowhere is as nice as home.
No one was lost.
Nothing is in my rucksack.

Questions and negatives

Are you going **anywhere** nice?
 We aren't going **anywhere** this year.
 Can you see **anyone**?
 I can't see **anyone**.
 Can you see **anything**?

We use **someone**, **no one**, **everyone**, **anyone** for **people** / **places**.
 We use **something**, **nothing**, **everything**, **anything** for **places** / **things**.
 We use **somewhere**, **nowhere**, **everywhere**, **anywhere** for **people** / **places**.
 We use **anyone**, **anything**, **anywhere** / **everywhere** in questions and negative sentences.

3. Read the dialogue in Lesson 2 again. Find examples of indefinite pronouns.

4. Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

Did **anyone** fall in the water?

Yes. **Someone** fell in the water.

5. Listen and match. What did they forget?

- | | |
|----------|----------------|
| 1 Dalia | a sleeping mat |
| 2 Faten | b tent |
| 3 Huda | c camera |
| 4 Mariam | d hiking boots |
| 5 Samar | e rucksack |

6. Listen again and answer.

- 1 Where did Dalia sleep?
 2 What did Faten use to carry everything?
 3 Who forgot their sleeping bag?
 4 What did Mariam wear on her feet?
 5 Did Samar take any photos?

1. in Samar's tent

2. She used a big bag.

3. No one forgot their sleeping bag.

4. She wore trainers.

5. No, she didn't. She forgot her camera.

7. Make true sentences about you. Then compare with your partner.

- 1 I know someone who ...
 2 I've never been anywhere ...
 3 I don't have anything ...

I know **someone** who got lost in a forest.

I've never been anywhere really cold.



twenty-one 21

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique; Basketball technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Place pupils in pairs and give them eight index cards. Ask them to write an indefinite pronoun on each card and then put the cards face down on the desk. One pupil picks up a card, says the indefinite pronoun and their partner says a sentence with it.

Practice

1. 6.8 Read and complete with the correct indefinite pronouns. Then listen and check.

- Pupils complete the activity individually.
- Play the audio to check answers.



- Do you know **anyone** who has a tent?
- Ziad needs **something** to put under his sleeping bag.
- The shop's closed, so there's **nowhere** to buy food.
- I can't put **everything** I need in that rucksack. It's too small.
- Is there **anywhere** we can go for a nice dinner?
- We can't go climbing because **no one** brought any rope.

Answer key 2 something, 3 nowhere, 4 everything, 5 anywhere, 6 no one

2. Look and write sentences with indefinite pronouns.

- Pupils complete the activity individually and then check answers in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 something, 3 Everything, 4 Someone, 5 nowhere, 6 anything

3. Underline the incorrect indefinite pronouns and write the correct sentences.

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

Answer key 2 anything → nothing, 3 Everything → Everyone, 4 nothing → anything, 5 anywhere → everywhere, 6 anyone → someone

4. Read the questions. Then write true answers for you.

- Pupils work individually to complete the activity.
- Ask volunteers to share their answers with the class.

5. Work in pairs. Ask the questions from Activity 4 and write your partner's answers in your notebook.

- Place pupils in pairs and have them ask and answer the questions.
- Have pupils read a few of their partner's answers to the class.

Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today? Where did you have problems?*

Objectives

- **Lesson aims:** to read and interpret an adventure story
- **Target language:** collocations: *keep + adjective*
- **Skills:** Reading, Writing

Materials

- Pupil's Book Page 22
- Activity Book Page 17
- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Writing:** Can begin and end a simple story using an appropriate fixed expression (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; True/False response cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Place pupils in groups. Ask them to talk about adventure stories they have read and which ones they liked. Ask them what makes adventure stories in general exciting. Make sure all pupils contribute to the discussion.

Presentation

- Explain that in this lesson pupils will read and interpret an adventure story. Ask pupils to look at the pictures and say what they think the adventure story will be about.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is an adventure story. Look and circle the words that describe an adventure story. Then answer.

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

- 2 **6.9 Listen and read.** Then answer the questions.

- Play the audio for pupils to read along to.
- Tell pupils to note anything they don't understand as they read the story.
- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.
- **Extension** Use the True/False response cards technique to quiz pupils on the story by making true or false statements about it. Ask them to correct the false ones.



Diversity

Challenge

- Have pupils write the sentences to match the pictures in the story.

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

- Pupils turn to page 17 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

- 4 **Discuss in groups.**

- Place pupils in groups. and have them discuss the questions.
- Ask groups to share their answers with the class.
- Remind pupils of the importance of staying safe when doing outdoor activities.
- **Values** Discuss the value of courage. On the board, write: *How did Sami and Dad show courage after Eman's accident? Why is courage important when something scary or difficult happens? Can you think of a time when you had to be brave?*
- Place pupils in groups to discuss the questions then discuss as a class.

- 5 **Viewing and presenting** Work in pairs. Plan and write a different ending to the story. Change the last two paragraphs. Share them with the class.

- Have a class discussion on how else the story could end. Write ideas on the board.
- Place pupils in pairs. Have them complete the activity by changing the last two paragraphs. Explain that they can use the ideas from the board.
- Monitor and help where necessary.
- Ask pairs to read their new endings to the class.

Diversity

Support

- Help pupils write the last two paragraphs on the board by telling them to think of these things as they write: *Where are the characters? What time of day is it? How do they feel? Is the ending happy or sad?*

Extra activity Collaborative work

- Place pupils in small groups. Have pupils adapt the story into a play and act it out to the class.

Activity Book

- 1 **After you read** Read the adventure story on Pupil's Book page 22 again. Then number the events in order.

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

Answer key a 3, b 5, c 4, d 7, f 6, g 2

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

- Ask pupils if they can answer the questions without looking at the text.
- Pupils complete the activity individually and then check answers in pairs.
- Monitor and help where necessary.
- Check answers as a class.

Answer key 2 Because it was getting late.; 3 Because the path was rocky, narrow and steep.; 4 She hurt her leg.; 5 He tried to call, but his phone wasn't working, or there wasn't a signal.; 6 They used a truck to take Eman to the village.

- 3 **Read the Work with words box. Then complete the sentences with the collocations with keep.**

- Ask a pupil to read aloud the *Work with words* box.
- Explain that we can use verbs and nouns together to make new expressions, called collocations. Explain that *keep + adjective* is a common collocation in English. We use it to say that something stays in a certain condition. Explain that we can also add an object between *keep* and the adjective. The meaning stays the same, but the sentence structure changes.
- Ask pupils if they know any more collocations with *keep*.

An accident in the mountains

It was the last day of their hiking holiday in the Dana Nature Reserve. Sami, his older sister Eman and their dad were drinking cool water on top of a mountain, enjoying the beautiful views. 'We should go to the campsite,' said Dad. 'It's getting late.' 'Can we hike down this way?' asked Eman, pointing to a narrow, rocky path. Eman was a good hiker, so her dad said, 'Yes, but we must be careful! It's very steep!' 'Can we take the easier path, Dad?' asked Sami, but Eman was already walking ahead. 'Come on, Sami! Don't be scared!' she said, laughing.

Sami and Dad were walking down slowly and carefully when they heard someone. They found Eman on the ground.

'She's had an accident!' shouted Sami.

'I fell over,' Eman cried. 'I've hurt my leg!'

'Keep still! You mustn't move,' said Sami. 'I learned first aid at school.'

'We need to call an ambulance,' said Dad. He was pressing buttons on his phone, but it didn't work.

'You should go for help, Dad. I'll stay here with Eman. She's hurt and she needs to keep warm,' said Sami.

'You should go, too,' said Eman to Sami. 'You don't need to stay with me.'

'No! We mustn't leave you alone. I'll be back as quickly as I can!' said Dad.

Dad ran to the nearest village. He told the rescue team about the accident. It was getting dark when Dad and two men arrived in a truck. Soon Eman was back in the village. 'You've broken your leg. You need to lie down and rest,' said the doctor.

'Thank you, Sami!' said Eman. 'And I'm sorry for laughing at you.'

- 1 Before you read** Today's Book Club text is an adventure story. Look and circle the words that describe an adventure story. Then answer.

- Adventure stories are usually at home / somewhere exciting.
- The characters are usually in a safe / dangerous situation.
- Have you read any adventure stories?

- 2 Listen and read.** Then answer the questions.



- How did Sami know about first aid?
He learned first aid at school.
- Who stayed with Eman? *Sami stayed with Eman.*

22 twenty-two

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

- 4 Discuss in groups.**

- Do you think Eman was kind to Sami? Why?/Why not?
- How do you think Eman felt at the end of the story?
- How can you stay safe when you do outdoor activities?

- 5 Viewing and presenting** Work in pairs. Plan and write a different ending to the story. Change the last two paragraphs. Share them with the class.

- Ask pupils if they can rewrite *This fire keeps me warm* without using an object (*I make a fire to keep warm*).
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.
- Extension** Ask pupils to rewrite sentences 1–6 with or without the object accordingly.

Answer key 2 keep, safe; 3 keep fit; 4 keep, cold; 5 keep dry; 6 keep, tidy; 7 keep still

- 4 Write five true sentences about you. Use collocations with keep from Activity 3 or any other collocations with keep that you know.**

- Pupils complete the activity individually in their notebooks.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.

Finishing the lesson

- Using the Summative questions technique, have pupils reflect on the lesson and say what they enjoyed.

Objectives

- **Lesson aims:** to learn and use words for injuries and accidents; to learn and use modals of obligation
- **Target language:** *break your arm, burn your hand, call an ambulance, cut your finger, fall over, have a pain, have an accident, hurt your ankle, keep cool, keep warm, lie down, take medicine; should/shouldn't, must/mustn't, need to/don't need*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 22–23
- 24 strips of paper, enough for each pupil
- Resources 32 B, 40 and 44

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Speaking:** Can describe the steps in a simple technical process, clearly signalling the sequence of actions (GSE 54).

Assessment for Learning

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

Starting the lesson

- Play *Bingo!* using the vocabulary from this and the previous unit.

Presentation

- Explain that in this lesson pupils will learn words for injuries and accidents and how to use modals of obligation.

Practice

Pupil's Book

- 1 **6.10 Look and match. Then listen, check and repeat.**
 - Pupils complete the activity individually.
 - Check answers as a class.
 - Play the audio for pupils to listen, check and repeat.
- 2 **Read the story in Lesson 5, page 22 again. Find the words from Activity 1 in the story.**
 - Check answers by having pupils read aloud the sentences from the story.
- 3 **Read the story again. Then complete the sentences.**
 - Pupils complete the sentences with modal verbs from the story.
 - Write the modal verbs that pupils will need on the board if necessary (*must, should, need to, mustn't*).
 - Check answers as a class.
- 4 **Read the grammar table. Then read the rules and circle the correct options.**
 - Pupils read the grammar table and then choose the correct options individually to complete the rules.
 - Check answers as a class.



- Write *You must listen to your teacher* and *You should listen to your teacher* on the board. Explain that *must* is used for rules or laws, while *should* is weaker and used for advice. *Must* is also stronger than *need to*. *Need to* means something is necessary, but it is not a rule. *Mustn't* means something is not allowed, while *don't need to* means something is not necessary.

5 6.11 Listen and number the expressions in the order you hear them.

- Ask pupils to give examples of how to stay safe outdoors using modals.
- Play the audio and ask pupils to number the expressions from 1 to 5 in the order they hear them. Play the audio again, if necessary.
- Check answers as a class.



Interviewer: This week, we're talking to Ibrahim Alnahhas about how to keep safe outdoors. Hello, Ibrahim.

Ibrahim: Hi, there. Did you know you can live for three weeks with nothing to eat, three days with nothing to drink, and just three minutes with no air? So, the first thing you need to do if you are lost outdoors is to breathe slowly. It will help you think more clearly. Next, you must find clean water to drink, so find a river. Then you should follow the river because rivers often go somewhere where you can get help, like a town. You will feel really hungry, but you don't need to eat anything right now. First, you must find or make a shelter so that you have somewhere safe to lie down. Make a bed with leaves and build a roof with broken trees. After that, you should make a fire to keep you warm. Also, someone could see the fire and come and find you. Use dry grass and wood for your fire. Finally, you need to find something to eat, but be careful! Some plants aren't safe to eat. Try insects! Believe me, some insects don't taste that bad!

6 Imagine you and your partner are lost in the mountains. Discuss what you should do.

- Ask pupils to write their ideas in their notebooks first.
- Place pupils in pairs to complete the activity.
- Use the Lollipop stick technique to have pupils share their ideas with the class.

Finishing the lesson

- Place pupils in pairs and give each pupil 24 strips of paper. Pupils write the verbs from the collocations on 12 strips, and the nouns on the other 12. Pupils mix up the strips and then match them.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to practise modals of obligation
- **Target language:** injuries and accidents
- **Skills:** Listening, Writing

Materials

- Activity Book Page 18
- a ball

Global Scale of English (GSE)

- **Listening:** Can extract key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Exit slips
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

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



break your arm³ cut your finger²
burn your hand⁴ hurt your ankle¹⁰
keep warm¹¹ keep cool¹²
have a pain⁵ take medicine⁸
fall over⁷ have an accident⁶
call an ambulance⁹ lie down⁹



- 2 Read the story in Lesson 5, page 22 again. Find the words from Activity 1 in the story.

- 3 Read the story again. Then complete the sentences.

- We should go to the campsite.
- We must be careful.
- You mustn't move.
- We need to call an ambulance.
- You should go for help.

- 4 Read the grammar table. Then read the rules and circle the correct options.

Grammar

should/shouldn't, must/mustn't, need to/don't need to

I	<u>should</u>	take some medicine.
You	<u>shouldn't</u>	eat too much sugar.
He/She	<u>must</u>	do homework.
We	<u>mustn't</u>	be late to school.
They	<u>need/needs to</u>	get some help.
	<u>don't/doesn't need to</u>	wait for anyone.

We use *must* and *need to* when it is ~~isn't~~ necessary that you do something.

We use *mustn't* when it is ~~isn't~~ necessary that you do NOT do something.

We use *don't need to* when it is ~~isn't~~ necessary that you do something.

We use *should* and *shouldn't* ~~mustn't~~ to give advice or opinions.

- 5 Listen and number the expressions in the order you hear them.



find food⁵ make a shelter³
find water² make a fire⁴
breathe slowly¹

- 6 Imagine you and your partner are lost in the mountains. Discuss what you should do.

First, we must breathe slowly and think clearly.

twenty-three 23

Starting the lesson

- Place pupils in groups and have them make a list of rules they should follow while hiking or camping. Ask groups to share their lists with the class.

Practice

- 1 Complete the phrases.

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

Answer key 2 fall, 3 break, 4 have, 5 hurt, 6 cut

- 2 6.12 Listen to three dialogues. Which two phrases do you hear in each one? Write them in the order you hear them.



- Play the audio. Play it again, if necessary.
- Check answers as a class.

1 Mum: Amer, are you OK? You don't look well.
Amer: I know. And I don't feel well, Mum.
Mum: Do you have a pain anywhere?
Amer: Yes, my stomach hurts.
Mum: Oh, dear. Did you eat anything unusual?
Amer: Well ... I had some cakes.
Mum: Some cakes? How many?
Amer: Five ... no, six. I think ... Should I take medicine?
Mum: No, I think you'll be fine. Just go and rest.
Amer: OK. Uhhh ...

2 Dalia: Help! Can anyone hear me?
Jameela: Oh, Dalia, what happened?
Dalia: I fell down the stairs. And my leg hurts ... a lot!
Jameela: Don't move. I'm going to call an ambulance. Now where's my phone?
Dalia: Use my phone, it's in my bag.
Jameela: OK. And here's my jacket. You need to keep warm.
Dalia: Thanks, Jameela.

3 Fawzi: Wow, it's so hot today.
Hamzah: Are you OK, Fawzi? Your face is red.
Fawzi: I was in the sun for too long, I think.
Hamzah: You need to go inside and keep cool.
Fawzi: You're right. And I need something to drink.
Hamzah: Go and lie down on the sofa, and I'll bring you some water.
Fawzi: Thanks, Hamzah. You're the best.
Hamzah: No problem.

Answer key 1 take medicine; 2 call an ambulance, keep warm; 3 keep cool, lie down

- 3 Read and complete the sentences with the correct form of *should*, *must* or *need to*. There might be more than one correct answer.

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

Answer key 2 need to/must; 3 don't need to; 4 should/needs to; 5 mustn't; 6 should/need to

- 4 Read the sentences and write responses. Use the correct form of *should*, *must* or *need to*.

- Pupils complete the activity individually.
- Invite pupils to read their work to the class.

Answer key Suggested answers: 2 You shouldn't watch a lot of TV.; 3 You should keep warm.; 4 You must go to the doctor.; 5 You don't need to brush them so often.; 6 You need to ask for help.

- 5 Compare your responses in Activity 4 with your partner. Who wrote the best responses?

- Pupils complete the activity in pairs.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

Objectives

- **Lesson aims:** to learn about scouting around the world; to create a list of interesting activities for a Scout group
- **Target language:** *crops, badges, tents, survival, campfire*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 24
- Activity Book Page 19
- a ball

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can get the gist of short factual school texts (GSE 41).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; True/False response cards technique; Traffic light cards technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Place pupils in small groups. Explain that you will give them two minutes to write three sentences using modals, three using indefinite pronouns and three using collocations with *keep*.

Presentation

- Explain that in this lesson pupils will learn about Scouts in different countries.
- Ask pupils if they know anything about Scouts and what they do.

Practice

Pupil's Book

1 Before you read Are you a Scout? Would you like to be a Scout? Do you know any Scouts?

- Explain what Scouts are (see *Culture notes*) and then discuss the questions as a class.

Culture notes

- The Scouts movement started in 1907 in the UK and has now spread across the world. Boys and girls can join the Scouts. Scouts wear uniforms and do many outdoor activities. They focus on learning life-saving skills as well.

Key words search

Scouts history, what do Scouts do, which countries have Scouts

2 6.13 Listen and read.

- Play the audio for pupils to read along to.
- Ask pupils to write down any words they don't know. Elicit or explain their meanings.



- Use the True/False response cards technique to say true or false statements about the text. Pupils correct the false ones.
- **Extension** Ask pupils to list all the activities Scouts do.

Diversity

Support

- Play the audio with pauses so pupils can ask any questions on vocabulary if necessary.
- In pairs, one pupil reads the first part of a sentence from the text and their partner finishes it.

Challenge

- In pairs, one pupil says a phrase from the text for their partner to say its context, e.g. *Scout survival skills badge – Scouts in England learn to build shelters in the forest and cook food on campfire to get this badge.*

3 After you read Activity Book, page 19.

- Pupils turn to page 19 in their Activity Books and complete Activities 1 and 2. The remaining Activities can be done after all Pupil's Book activities have been completed.

4 Work in pairs. Discuss the questions.

- Place pupils in pairs to discuss the photos.
- Ask them to share their answers to questions 1 and 2.
- Discuss question 3 as a class.
- **Values** Discuss the value of community. On the board, write: *How do Scouts show they care for their community? Why is it important to help others? What can you do to help your community?*
- Place pupils in groups to discuss the questions then discuss as a class.

Extra activity Critical thinking

- Ask pupils to say why they would or wouldn't like to join the Scouts.

Project



Make a list of interesting activities for a Scout group.

- Tell pupils they are going to make a list of interesting activities for a Scout group.
- Ask pupils to think about some activities for a Scout group and then share them with the class. Write their ideas on the board.
- Place pupils in small groups, making sure there is an Expert envoy in each group. Have a volunteer pupil read through the steps. Tell pupils to keep referring to them as they work.
- Groups present their work to the class. Make sure each group member presents. Use the Two stars and a wish technique to have pupils comment on the activities presented.
- Ask pupils which activities they would like to do and why.

Activity Book

1 After you read Read the text on Pupil's Book page 24 again. Then read the comments. Which Scout groups are these people talking about?

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

Answer key 2 Scouts in Australia; 3 Scouts in England; 4 Scouts in Australia; 5 Scouts in England; 6 Scouts in Jordan

2 Answer the questions. Use complete sentences.

- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.

Answer key 2 They help older people with daily tasks.; 3 They learn to put a bandage on someone's arm.; 4 They imagine their friend is hurt.; 5 They want to get their survival skills badge.



SCOUTING AROUND THE WORLD

Scouts do lots of activities, help people and learn many useful skills, including survival skills. Scouting is fun!

Scouts believe it's important to care for their community. Every year, many Scouts in Jordan take part in events to help out: they clean streets and parks, pick crops in the countryside and help older people with daily tasks. Their work makes a real difference, and everyone feels proud of what they do.



Sometimes Scouts get badges for helping people or for learning new skills. In order to earn a first-aid badge, Scouts in Australia must learn how to put a bandage on someone's arm. They can do this by imagining that their friend is hurt.



In the past, scouting was only for boys. But now, in most countries, girls can be Scouts, too.

Camping is an important activity for many Scouts in England. Scouts usually sleep in tents, but because they want to get their survival skills badge, today they're going to sleep in these shelters that they have built! After this, they're going to make something to eat. Scouts don't often use camping stoves – they cook their food on campfires.



- 1 Before you read** Are you a Scout? Would you like to be a Scout? Do you know any Scouts?

- 2** Listen and read.



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

- 4** Work in pairs. Discuss the questions.

- 1 What do Scouts wear in Jordan?
- 2 What activities do Scouts do in Jordan?
- 3 What skill would you like to learn: first aid, camping or cooking on a fire? Why?

24 twenty-four

Project

Make a list of interesting activities for a Scout group.

- 1 In groups, think of different activities for a Scout group and make notes. Include camping, visits to interesting places, learning survival skills and helping people.
- 2 Choose your five favourite activities.
- 3 Decide who will research each activity to find out about the equipment you will need and what you will learn.
- 4 Check other groups' lists. Find five more activities that you would like to do.



- 3** Listen to a report. Complete the notes.

- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Play the audio. Play it again, if necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.



The Jordan Scout Association

The first Scout group in Jordan started in 1954, but it was only for boys. Scouting became very popular, and in 1955, it became the Jordan Scout Association. It joined the World Organization of the Scout Movement in the same year. In 1981, girls were allowed to join through the Jordan Girl Guides Association. The Jordan Scout Association organises a variety of indoor and outdoor activities for young people. They also teach important lessons about life, community and personal responsibilities.

Answer key 2 1955, 3 1981, 4 indoor, 5 people, 6 lessons, 7 personal

- 4** Viewing and presenting Work in groups. Use the internet to find answers to the questions. Then share your information with the class.

- Place pupils in small groups and tell them to make notes as they answer the questions.
- Have groups share their findings with the rest of the class.

Suggested answers 1 He was the man who started the Scout movement.; 2 It was on Brownsea Island in England.; 3 It took place in 1909 at Crystal Palace in London.; 4 It includes a shirt, scarf (or neckerchief), shorts or trousers and a belt.; 5 You must be at least 10 years old to become a Scout.

Finishing the lesson

- Refer pupils to the Learning diary. Tell pupils to make a few notes about what they've learnt in this lesson and what interested them the most. Pupils read their sentences to the class.

Objectives

- **Lesson aims:** to learn and demonstrate how to ask about injuries and illnesses; to practise the intonation for nouns in lists
- **Target language:** *Are you feeling better now? Do you (still) have ...? How's your ...? Have you seen the doctor? Have you hurt/cut/burned your ...?*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 25
- Activity Book Page 20
- a ball
- Resource 52

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 a limited range of basic language related to common symptoms and illnesses (GSE 39).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

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

Starting the lesson

- Have pupils say injuries and illnesses that they know.
- Tell pupils you are going to say that you've had an injury and they have to give you advice.
- Say *I cut my finger*. Elicit *You should put a plaster on it*. Continue for a few rounds.
- Place pupils in pairs and have them continue.

Presentation

- Explain that in this lesson pupils will learn how to ask about injuries and illnesses, and practise the intonation of nouns in lists.
- Ask pupils what they usually say to people who have hurt themselves or who are ill.

Practice

Pupil's Book

1 6.15 Listen and read. Answer the questions.

- Play the audio once for pupils to read and listen to.
- Play the audio again with pauses for pupils to answer the questions.
- **Extension** Place pupils in pairs and have them rewrite the dialogue with other injuries. Pupils act out their dialogue.



2 Read the dialogue again. Find five questions that use language from the *Say it!* box.

- Refer pupils to the *Say it!* box. Pupils then complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- **Extension** Pupils write simple dialogues with some of the question prompts in the *Say it!* box and read their work to the class.

3 Act out new dialogues with your partner. Use questions from the *Say it!* box.

- Model the activity with a volunteer pupil.
- Pupils complete the activity in pairs.
- Monitor for correct use of language.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to act out their dialogues for the class.

Extra activity Critical thinking

- Ask pupils why it's good to visit or call people who have had an injury or are ill. Have a class discussion on what kind of things people can do to help injured or ill people.

Pronunciation

4 6.16 Listen and read. How do you say the items in a list? Then listen again and repeat.

- Play the audio for pupils and explain that they are listening to lists of words. Ask them if they notice anything about how the items in the list are spoken.
- Explain that when we list items, our voices rise in pitch with each item but then fall as we say the last item. The rising intonation signals that there are more items to follow and the falling intonation signals that the list is complete.
- Play the audio again and have pupils repeat. Ask if they can identify the rising and falling intonation in each list. Write the lists on the board and draw rising and falling arrows above each word in the list.
- Pupils read the lists with a partner to practise the intonation.



Activity Book

1 Read the dialogue on Pupil's Book page 25 again. Write *yes* or *no*.

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

Answer key 2 no, 3 yes, 4 yes, 5 no, 6 yes

2 6.17 Read and complete the dialogue. Then listen and check.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Invite pairs to the front of the class to act out the dialogue.

Answer key 2 How's your hand?; 3 Have you seen the doctor?; 4 Have you cut your finger?; 5 Do you still have a headache?; 6 Let's do a puzzle!



3 Imagine someone has had an accident. Write answers to the questions. Use the dialogue in Activity 2 to help you. Then act out the dialogue with your partner.

- Pupils answer the questions first individually.
- Place pupils in pairs and have them use their answers as prompts to act out a dialogue.
- Monitor and help where necessary.
- Choose pairs to act out for the class.

Asking about injuries and illnesses



- Are you feeling better now, Jack?
- Yes, thanks, Rory. Much better.
- How's your arm?
- It's OK now, thanks. I haven't broken it!
- That's good! Have you seen the doctor?
- Yes, I went this afternoon. She put this bandage on it.
- Great. Oh! Have you hurt your finger, too?
- Yes. I burned it on the oven!
- Oh, dear!
- How about you? Do you still have a stomachache?
- No, I'm fine now. I took some medicine.
- Great!

1 Listen and read. Answer the questions.



- 1 Which two body parts has Jack hurt? *1. his arm and his finger*
- 2 Why did Rory take some medicine? *2. He had a stomachache.*

2 Read the dialogue again. Find five questions that use language from the Say it! box.

Say it!

Asking about injuries and illnesses:
 Are you feeling better now?
 Do you (still) have ...?
 How's your ...?
 Have you seen the doctor?
 Have you hurt/cut/burned your ...?

3 Act out new dialogues with your partner. Use questions from the Say it! box.

Do you still have a headache?

Have you hurt your leg?

How's your foot?

Pronunciation

4 Listen and read. How do you say the items in a list? Then listen again and repeat.



I need ... a rope, a blanket and a compass.

I must remember... a first-aid kit, a sleeping mat and matches.

You should lie down, keep warm and take some medicine.

The last item in each list is said with falling intonation; all other items have rising intonation.

4 Listen and draw an ↗ or ↘ arrow above each word in the list to show the intonation. Then practise with your partner.



- Play the audio for pupils to identify the intonation. They listen and draw arrows above each item in the list.
- Check the answers as a class.
- Place pupils in pairs and have them practise saying the list.
- Encourage pupils to practice intonation in lists to improve their communication skills.

Answer key 1 camping stove ↗, 2 compass ↗, 3 rucksack ↗, 4 blanket ↘

Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today and how the lesson has helped them improve their English.

Objectives

- **Lesson aims:** to read and interpret a quiz about what to do in an emergency
- **Target language:** *emergency, spring, blood, rainwater, hole, goggles*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 26
- Activity Book Page 21
- a ball
- sheets of A4 paper, enough for each pupil
- strips of paper
- Resource 56

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; True/False response cards technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Three facts and a fib technique
- Independent learning: portfolio

Starting the lesson

- On strips of paper, write an even number of correct and incorrect sentences using grammar from this unit. Make sure there is an even amount of correct and incorrect sentences and enough slips of paper for three rounds.
- Hand out strips of paper. In pairs, pupils read and decide if the sentences are correct or incorrect. Have them correct the incorrect sentences.

Presentation

- Explain that in this lesson pupils will read a quiz about what to do in an emergency.
- Ask pupils if they enjoy doing quizzes and, if so, which kinds of quizzes.

Practice

Pupil's Book

- 1 **Before you read** Look quickly at the quiz. Match the pictures to the questions.
 - Give pupils time to quickly scan the text. Have them point out any unknown words. Elicit or explain their meanings.
 - Pupils complete the activity in pairs.
 - Check answers using the Lollipop stick technique or the Basketball technique.

2 6.19 Listen and read.

- Refer pupils to the *Reading tip*. Ask pupils why it's a good idea to read all the choices before answering (because the answer that seems best might not be the correct one).
- Play the audio for pupils to read along to.
- Use the True/False response cards technique to say statements about the text.



Diversity

Support

- Read the *Words in context* box. Tell pupils to find the words in the text. Define the words or draw pictures to teach them. Help pupils make sentences with the words and write them on the board. Then do Activity 1 in the Activity Book for reinforcement.

Challenge

- Pupils find the words in the text and write a definition for each new word. Then pupils read them aloud for the class to guess the word.

3 After you read Do the quiz and circle your answers.

- Pupils complete the quiz individually.
- Don't check the answers yet.

4 Discuss your answers with your partner. Then check your answers.

- Place pupils in pairs. Have them explain why they chose their answers. Ask them to discuss why the other answer options are incorrect.
- Pupils check their answers against the key to see how many they got correct.
- Check answers as a class.

Activity Book

1 Read and complete the sentences.

- Use the Expert envoy technique to have stronger pupils help weaker pupils with the more challenging activities if necessary.
- Ask pupils to say what new words they've learnt in this lesson. Then read the words in the box.
- Pupils complete the activity individually.
- Check answers by asking volunteer pupils to read the sentences aloud.

Answer key 2 hole, 3 spring, 4 rainwater, 5 emergency, 6 blood

2 Read the quiz on Pupil's Book page 26 again. Circle T (true) or F (false). Explain your answers.

- Have pupils try and answer the questions without looking at the text first.
- Pupils check work with their partners.

Answer key 2 F – You can find north by looking at where the sun rises.; 3 T – Your friend should try to stay on his back and catch the end of the rope.; 4 T – You should try and stay low.; 5 F – They could be OK to drink.

3 Answer the questions with your own ideas. Then discuss your ideas with your partner.

- Pupils answer the questions individually and then discuss their answers in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.

Reading

- 1** **Before you read** Look quickly at the quiz. Match the pictures to the questions.
- 2** **619** Listen and read.



tip Reading

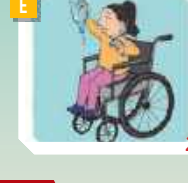
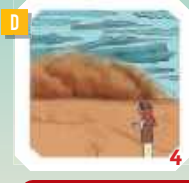
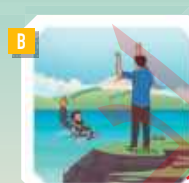
When you do a quiz, read all the options before you choose.

Can you keep safe in an emergency?

Do our quiz and find out!

- 1** Your friend falls into wadi. It's deep and he can't swim. What should you say?
 - 'Don't worry. I'll jump into the water and rescue you.'
 - 'You must swim! Swimming is easy!'
 - 'Don't try to swim. Try to stay on your back. Can you catch the end of this rope?'
- 2** You're very thirsty, but you don't have anything to drink. You must NEVER ...
 - drink water from a spring that comes out of the ground.
 - drink water from the sea, a river or a lake.
 - drink rainwater.

- 3** Your friend cuts his foot while he's playing outdoors. It's bleeding, but there isn't a lot of blood. What should he do first?
 - Put a plaster on his foot.
 - Wash his foot in clean water.
 - Keep his foot warm.
- 4** You're in the desert and there's a sandstorm coming. What should you do?
 - Run as fast as you can.
 - Dig a hole in the sand and get inside.
 - Stay low, cover your nose and mouth and wear goggles if you have them.
- 5** You want to know which way is north, but you don't have a compass. You can ...
 - throw a rock into the air.
 - look at where the sun rises.
 - make a compass out of sticks.



Answers: 1 c, 2 b, 3 b, 4 c, 5 b

Words in context

emergency spring blood
rainwater hole goggles

Activity Book, page 21

- 3** **After you read** Do the quiz and circle your answers.
- 4** Discuss your answers with your partner. Then check your answers.

26 twenty-six

4 **Viewing and presenting** Work in groups. Write six more quiz questions about survival, emergencies or first aid. Write three possible answers for each question. Then test the class with your quiz.

- Place pupils in small groups and have them complete the activity in their notebooks. Remind pupils that only one of the answers should be correct.
- Monitor and help where necessary.
- When they have finished, ask each group to stand up and, in turn, read aloud their quiz to the class. The class chooses the correct answer. Make sure each group member reads a quiz question to the class.

Extra activity Communication

- Place pupils in groups. Have a class discussion on how quizzes can help people. Ask pupils what type of quizzes they would write and why.

Extra activity Fast finishers

- Pupils think of three situations where a person is injured or ill and offer advice. Pupils should write their advice on an A4 sheet of paper. Pupils place their work in their portfolios.

Finishing the lesson

- Use the Three facts and a fib technique to have pupils quiz each other about the lesson.

Objectives

- **Lesson aims:** to plan and write a quiz
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Pages 26–27
- sheets of A4 paper, enough for each pupil
- a ball

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can create simple language puzzles for classmates to solve (GSE 47).

Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring pupils' learning: Traffic light cards technique
- 👥 Peer learning: pairwork; groupwork

Starting the lesson

- Do a dictation with twelve words from the unit. Pupils check their answers against their Pupil's Books.
- 👥 Place pupils in pairs. Pupils then choose five other words from the unit vocabulary to dictate to their partners. They check their partner's work and correct it if necessary.

Presentation

- 🎯 Explain that in this lesson pupils will learn how to write a quiz.
- Have pupils refer to Lesson 10 and tell you what style features a quiz has.

Practice

Pupil's Book

1 Read and complete the quiz. Then circle your answers.

- Read the words in the word box and ask pupils to make sentences with them to check understanding.
- Pupils complete the activity individually.
- Check answers as a class.
- **Extension** Ask pupils if they should give two possible answers when writing a quiz. Why?/Why not?

2 Read. Then answer the questions about the quizzes on pages 26 and 27.

- Read the *How to write...* box aloud.
- Have pupils read the quizzes in this and the previous lesson again and answer the questions individually.
- Check answers as a class

3 ✨ Write a quiz. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- Ask pupils to look at the quizzes in this and the previous lesson and say if all the features in the *How to write ...* box are included.
- Brainstorm topics for quizzes, e.g. pupils' interests, things that they have learnt at school, etc. Suggest that pupils use the following title for their quiz: *What do you know about ...?*
- 🗨️ Use the Traffic light cards technique to ask pupils if they are ready to do the activity.
- 👥 Have pupils work in pairs. Read the *Writing tip* aloud and tell pupils that they should use different words in their quizzes so that people read them more carefully.
- Have pupils plan their quizzes (topic, questions, answer choices). They then write their quizzes. Tell them to keep referring to the *How to write...* box and the quizzes in this and the previous lesson while they write. When they have finished, ask them to check their work and rewrite if necessary.
- Pupils present their work to the class.
- 👥 Use the Two stars and a wish technique to have pupils comment on each other's work.

Diversity

Support

- Before writing the quizzes, ask pupils to think about injuries and accidents and what a person should do to get better. Then have pupils think of dangerous situations and what people in them should do. Write all ideas on the board.
- Leave ideas on the board for pupils to use if they wish to as they work.

Challenge

- Pupils write a quiz with four different answer choices.

Finishing the lesson

- 👥 Place pupils in small groups and give each group a sheet of A4 paper each. Tell pupils they have to think of two injuries, illnesses or emergency situations and write advice for them. They illustrate their work as well. Pupils make a classroom display.

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write a quiz
- **Target language:** unit vocabulary and grammar
- **Skills:** Writing

Materials

- Activity Book Pages 22–23
- a ball

Global Scale of English (GSE)

- **Writing:** Can create simple language puzzles for classmates to solve (GSE 47).

Assessment for Learning

- 🗨️ Monitoring pupils' learning: Lollipopstick technique; Basketball technique
- 👥 Peer learning: pairwork
- 📖 Independent learning: Summative questions technique

1 Read and complete the quiz. Then circle your answers.

hiking broken brother hand day climbing headache

FIRST-AID QUIZ

What do you know about first aid? Do the quiz.

- If your friend burns his ⁽¹⁾ hand, what should he do?
 - Put a plaster on his hand.
 - Put on some gloves.
 - Put his hand under cold water.
- Your little ⁽²⁾ brother has a ⁽³⁾ headache. You should ...
 - give him something to drink.
 - tell him to play video games.
 - give him some medicine.
- You're ⁽⁴⁾ hiking with a friend on a cold ⁽⁵⁾ day. She hurts her foot and can't walk. What should you do first?
 - Put a bandage on her foot.
 - Use your camping stove to cook her hot food.
 - Give her some warm clothes to wear.
- A friend falls when he is ⁽⁶⁾ climbing a tree. His leg hurts and he thinks he has ⁽⁷⁾ broken it. You must NEVER ...
 - call an ambulance.
 - tell him to walk.
 - put a blanket on him.



2 Read. Then answer the questions about the quizzes on pages 26 and 27.

- Which do you think are the most interesting questions?
- Are there any answers that are easy to guess? Which ones?

3 Write a quiz. Plan, write, check and rewrite. Use the How to write... box to help you.

How to write... a quiz

- Think of interesting questions.
- Write three options for each question.
- Make sure all the options make sense.
- Make sure it's hard to guess the answers!

tip Writing

Use different words (e.g. *must*, *shouldn't*, *never*) so that people have to read the quiz carefully!

twenty-seven 27

Starting the lesson

- Revise injuries and accident words by writing the verbs on the left and the nouns on the right of the board. Ask different pupils to match the words.
- Ask pupils which other words can go after *keep* (*calm*, *quiet*, *interested*, etc.).

Practice

1 Complete the quiz with the phrases in the box. Then tick (✓) the correct answer.

- Refer pupils to the *Writing tip*.
- Ask a volunteer pupil to read the options in the word box.
- Pupils complete the activity in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 1 c see a doctor about her arm; 2 (in any order) b have a cool shower, c eat an ice cream; 3 (in any order) b put a plaster on his head, c take medicine for his headache
Correct answers: 1 see a doctor about her arm, 2 have a cool shower, 3 go to hospital for his head

2 Plan a quiz about something that interests you.

- Pupils complete the activity individually.
- Monitor and help where necessary.
- Have pupils compare their plans with their partners.

3 Now write your quiz.

- Have pupils complete the activity individually.
- Monitor and help where necessary.
- Have volunteer pupils read aloud their quizzes to the class.

4 Check your work. Tick (✓) the steps when you have done them.

- Remind pupils to use the checklist once they have completed the writing process.

Extra activity Fast finishers

- Pupils imagine they work in a hospital. Have them make a list of things patients and employees should do to keep safe.

Finishing the lesson

- Place pupils in pairs. Have them make a list of all the things they have learnt in this unit. Pupils share their ideas with the class.
- Using the Summative questions technique, ask pupils if they are happy with their progress so far. Then ask how this unit has helped pupils progress as English learners.
- Congratulate pupils on completing the unit.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–6
- **Target language:** times; time zones; seasons and months
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 28
- Activity Book Page 24
- a ball
- sheets of A4 paper, enough for each pupil
- stopwatch
- a globe
- a torch
- four crayons or coloured pencils: green, yellow, red, blue

Global Scale of English (GSE)

- **Reading:** Can get the gist of short factual school texts (GSE 41). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Speaking:** Can give dates using standard forms (day and month) (GSE 30).
- **Writing:** Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures (GSE 28).

Assessment for Learning

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

Mapping

Topics	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 3: Science and technology Theme 4: Environment	<p>Listening: responding to oral texts by generating simple questions or statements and making inferences; participating in short, simple dialogues of different functions</p> <p>Speaking: turn-taking in dialogues on simple themes</p> <p>Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text</p> <p>Writing: recording ideas and reflections of reading texts</p> <p>Viewing and presenting: Viewing visual information and showing understanding by asking relevant questions and discussing possible meanings</p>	<p>Listening: respond to questions before, during and after listening</p> <p>Speaking: participate in dialogues on a variety of simple themes and take turns</p> <p>Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text</p> <p>Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; find own examples to share understanding of visual texts; discuss his/her own feelings in response to a range of visual messages</p>

Starting the lesson

- Show pupils the globe. Point to the equator, the North Pole and the South Pole. Shine the torch on the globe and then spin it. Ask *Is it daylight in all parts of Earth at the same time?* Stop it with the north hemisphere towards the torch. Ask *When it's summer in the north, is it summer in the south?*
- Explain that Earth's rotation creates day and night, and its orbit around the Sun, combined with the tilt of its axis, creates the changing seasons.

Presentation

- Explain that in this lesson pupils will learn vocabulary related to time zones, months and seasons.

Practice

Pupil's Book

1 Which months and seasons can you name?

- Set a stopwatch to one minute and have pupils write the months and seasons in their notebooks.
- Check answers as a class and write them on the board.

2 LC3.1 Listen and read. Answer the questions.

- Ask pupils to look at the picture and say what they can see.
- Play the audio for pupils to read along to.
- Use the Traffic light cards technique to check that pupils have understood the text. Elicit or explain the meaning of any unknown words.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Ask more questions to check comprehension, e.g. *When is it daytime? (when Earth is facing the Sun) When is it night? (when Earth is not facing the Sun) How many days does it take Earth to orbit the Sun? (365 days) What are the four seasons? (summer, autumn, winter, spring) What months is it summer in Jordan (June, July, August) What months is it summer in Australia? (December, January, February).*



Diversity

Support

- Draw four clocks on the board. Label them *Amman, Sydney, New Zealand* and *UK*. Say *It's midnight in Amman* and ask a pupil to draw it on the clock. Continue with the other clocks.

Challenge

- In pairs, pupils draw four clocks. On one clock, they draw the time it is where they are. They label the others *Sydney, New Zealand* and *UK*. Pupils find out and draw the time it is in the other places.

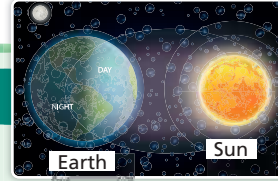
Language booster 3

- Which months and seasons can you name?
- Listen and read. Answer the questions.

- What's the time difference between Amman and Sydney, Australia? **7 hours**
- Which months are in winter in Jordan? **December, January, February**



Amazing Earth



Why do we have day and night?

Earth turns every 24 hours. This means that different parts of the planet see the Sun at different times. It's day on the side closest to the Sun, but it's night on the side furthest away. That's why the time is different in each country. When it's midnight in Amman, it's 7 am in Sydney, Australia; 8 am in the UK is 7 pm in New Zealand!

Why do we have seasons?

It takes 365 days for Earth to go around the Sun. That's a year. The calendar is the same everywhere, but the seasons change. It's summer in countries closer to the Sun, but winter in those further away. In Jordan, there are four seasons: winter, spring, summer and autumn.

Summer is from June to August, while winter is from December to February. But in Australia, it's the opposite. When children are wearing winter clothes in Jordan, they're wearing summer clothes in Australia!

Did you know that you can experience the same day twice?

It's true! Imagine you start your day on 1st January in New Zealand. Then, you get on a plane that takes off on the same day to Hawaii. When you get to Hawaii, it's 31st December, the day before. So, you get to experience 1st January twice! But remember: when it's summer in New Zealand, it's winter in Hawaii, so you'll need to pack a big suitcase!

- Read and circle **T** (true) or **F** (false).

- When it's midnight in Amman, it's midday in Sydney. **T / F**
- The Sun goes around the Earth. **T / F**
- There are 365 days in a year. **T / F**
- In Jordan, June, July and August are in summer. **T / F**
- In Australia, December, January and February are in autumn. **T / F**
- The seasons are the same in New Zealand and Hawaii. **T / F**

- Work in groups. Ask and answer the questions.

- What's the date today?
- What special dates do you know?
- Which season are we in?
- What's your favourite season? Why?

- Read and circle **T** (true) or **F** (false).

- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.
- Extension** In pairs, pupils correct the false statements.

- Work in groups. Ask and answer the questions.

- Pupils complete the activity in groups.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.

Activity Book

- Write the months in order. Then think about the seasons in your country and colour the months.

- Pupils look at the word box. Tell them to cover it and have pupils say the months of the year around the class in order.
- Ask *Are we in the northern hemisphere or the southern hemisphere? What months are winter for us? What months are summer for us?*
- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 February, 3 March, 4 April, 5 May, 6 June, 7 July, 8 August, 9 September, 10 October, 11 November, 12 December; spring: March, April, May; summer: June, July, August; autumn: September, October, November; winter: December, January, February

- Complete the crossword. Find and write the hidden word.

- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.
- In pairs, pupils write new clues for the other pair to answer, e.g. *The season before spring. (winter) The season after spring. (summer)*, etc.

Answer key 2 autumn, 3 midday, 4 winter, 5 December, 6 March, 7 September, 8 early; suitcase

Extra activity Critical Thinking

- Say that there are some countries known as *the land of the midnight sun*. These countries are in the North Pole. Have pupils think about why they are called that.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–6
- **Target language:** times; time zones; seasons and months
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 29
- Activity Book Page 25
- a ball
- time cards: Amman – 12 pm; Sydney – 7 pm; London – 10 am; Auckland – 9 pm; Rio de Janeiro – 6 am; Bangkok – 4 pm
- an analogue clock
- a world map
- white cards, one for each pupil

Global Scale of English (GSE)

- **Reading:** Can read the time when written as words (GSE 28). Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Listening:** Can understand simple sentences about familiar things, given prompts or a model (GSE 32).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

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

Starting the lesson

- Review the months and seasons from the previous lesson. Ask questions, e.g. *What month comes after May? Which is the eighth month?*

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to time zones, months and seasons.

Practice

Pupil's Book

1 LC3.2 Listen and read. Answer the questions.

- Play the audio for pupils to read along to.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Place pupils in groups of four to read the dialogue.



2 Read the dialogue again and circle the correct answers.

- Refer pupils to the *Say it!* box. Make sure they understand how to read the times on the clocks.
- Hold up the analogue clock. Using the Lollipop stick technique, say a time and ask a pupil to put the hands in the correct place.
- Pupils complete the activity individually.
- Check answers as a class.

Extra activity Communication

- Hand out the time cards to six pupils. Pupils look at their card and think about what they would be doing at that time. Pupils take turns to say sentences, e.g. *I'm in Amman. It's twelve o'clock. I'm studying in school.* Continue with all the cards. Then, have six different pupils do the activity.

3 Imagine you are in Jordan and your partner is in Australia. Talk about the weather. Use these expressions, Activity 1 and the *Say it!* box to help you.

- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Place pupils in pairs. Remind them that Sydney, Australia is seven hours ahead of Jordan. Have pairs talk about the weather where they are using the expressions, the *Say it!* box and Activity 1 to help.
- Monitor and help where necessary
- Pupils write down their dialogue. Pupils place their work in their portfolios.

Show what you know

- Tell pupils they are going to think about what they have learnt in Lara's Learning Club pages. Pupils read and complete Lara's Reflection Box individually.
- In pairs, pupils ask and answer the questions, giving an example to show what they know, e.g. *Can you say the months of the year and the seasons? Yes, I can – January, February, March ...*
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

1 Read the traditional rhyme and write the missing months.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Ask for volunteers to read aloud the rhyme. Monitor for correct pronunciation.
- Ask pupils if the rhyme helped them remember how many days are in each month.
- **Extension** Ask pupils to learn the rhyme by heart.

Answer key 1 September, 2 November, 3 February

2 Write the seasons. Then write words you associate with each one.

- Pupils complete the table headings with the seasons individually.
- Place pupils in pairs and have them write words they associate with each season.
- Check answers as a class.
- **Extension** Divide the class into four groups. Allocate a season to each one. Pupils write sentences about their season including the weather, sports and activities they do, what animals and plants do, and what pupils like and don't like about the season.

Answer key summer; autumn; winter; Pupils' own answers

1 Listen and read. Answer the questions.



- 1 What's the weather like where Rashed is? *It's cold.*
- 2 What season is it where Rola is? *summer*



Rashed: Hi, Rola! Haha! You're wearing pyjamas! What's the time?
Rola: It's quarter past two in the morning here! I've been asleep for four hours!
Rashed: Oh, sorry! It's quarter past six in the evening here. What's the weather like?
Rola: No idea! It's dark outside.
Rashed: Sorry! I mean is it summer?
Rola: Yes. It's been hot and sunny here.
Rashed: Lucky you. It's winter here and it's cold. People outside are wearing scarves and gloves.
Rola: Wow! Is it raining too?
Rashed: No, it's just cold.
Mum: Rola, we're going to visit you in the spring.
Rola: That's great! It'll be autumn here, but it will still be warm. Anyway, I'm going back to bed now.
Dad: Good plan. We'll call again soon!
Rola: OK, but don't call so early next time!
Dad: How about half past nine on Monday morning?
Rola: Let's say half past eleven. My time!

Say it!

Telling the time:

It's four o'clock. It's quarter past four.
 It's half past four. It's quarter to five.

2 Read the dialogue again and circle the correct answers.

- 1 It's quarter to / **past** two in the morning where Rola is.
- 2 It's **day** / night where Rashed is.
- 3 It's winter / **summer** for Rola.
- 4 When it's spring for Rashed, it will be **autumn** / winter for Rola.
- 5 Dad wants to call again at **half** / quarter past nine on Monday.

3 Imagine you are in Jordan and your partner is in Australia. Talk about the weather. Use these expressions, Activity 1 and the Say it! box to help you.

What's the time?
 It's ... in the morning/afternoon.
 Is it summer/winter?
 What's the weather like?
 That's great/fun/cool!
 I'll call again soon.

Show what you know

- Can you say the months of the year and the seasons?
- Can you understand times?
- Can you talk about times and seasons around the world?

3 Listen to the dialogue on Pupil's Book page 29 again. Answer the questions.



- Play the audio.
- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.

Answer key 2 It's quarter past six in the evening.; 3 at half past nine; 4 at half past eleven; 5 She's eight hours ahead.

4 Read and match.

- Ask a volunteer to read aloud the times.
- Pupils complete the activity individually.
- Check answers as a class.

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

5 Complete the sentences about you.

- Pupils complete the activity individually.
- Place pupils in groups. Pupils take turns to read their sentences. They help each other and check each other's answers.
- Monitor and help where necessary.

Finishing the lesson

- Pupils make a calendar on a piece of white card to record the school year. They draw twelve boxes and add the months of the year as headings. They write one thing that has happened over the year in each month. (Note: the calendar should finish at the end of the school year.) They can decorate the poster/calendar with symbols to indicate the months.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Objectives

- **Lesson aims:** to learn how to interpret a Carroll diagram
- **Target language:** *makes sound, makes light*
- **Skills:** Reading, Writing, Speaking

Materials

- Pupil's Book Page 30
- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can understand the main information in basic diagrams related to familiar topics (GSE 37). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Writing:** Can link two simple sentences using *but* to express basic contrast, given prompts or a model (GSE 34).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Ask pupils to name as many places in towns or cities as possible.

Presentation

- Explain that in this lesson pupils will learn how to use diagrams to describe energy.
- Ask pupils to name two things electricity can produce, e.g. *light, sound, heat, cold air*, etc. Write them on the board.

Key search words

what energy produces, energy production, light, sound, Carroll diagrams

Practice

Pupil's Book

- 1 **Think** What do you know about machines? Which machines need energy to work? Which ones don't need energy?
 - Write *washing machine, windmill, bike* on the board. Ask pupils to say what these machines do and what type of energy they need to work (*electrical, wind, human*).
 - Use the Think-pair-share technique to complete the activity.

- 2 **Learn** **LC3.4** Listen and read. What is the name of the diagram?



- Play the audio for pupils to read along to.
- Check the answer as a class.
- Ask pupils if they have ever used Carroll diagrams.
- Ask questions to check comprehension: *Why do places need energy? What do Carroll diagrams do? What information do Carroll diagrams show?* etc.
- Ask pupils if they think a Carroll diagram is easier to understand than a Venn diagram. Encourage pupils to explain why.

Diversity

Support

- Draw a Carroll diagram on the board. Horizontally write *big machine, small machine*. Vertically write *noisy, quiet*. Ask pupils what type of machines are big and noisy, e.g. *washing machines, vacuum cleaners*. Write them in the corresponding boxes. Continue with *big machine and quiet*, e.g. *air conditioners, computers*; *small and noisy*, e.g. *hair dryers, blenders*; *small and quiet*, e.g. *tablets, can openers*. Tell pupils they have just created a Carroll diagram. Ask pupils if it is easier for them to understand these types of diagrams now.

Challenge

- Pupils add one more place in a town or city in each box of the Carroll diagram in Activity 2. Pupils share ideas with the class.

- 3 **Check** Look at the diagram in Activity 2 again. Say **True or False**.

- Pupils complete the activity in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.
- **Extension** Ask pupils to think about the places where they live that they often go to. Ask them why those places need energy.

Extra activity Fast finishers

- Pupils correct the false statements in Activity 3.

Extra activity Creativity

- Put pupils in pairs or groups of three. Give each group a sheet of A4 paper. Pupils think of a machine that will take them to space. They draw it and describe how it uses energy to be able to fly into space. Pupils present their work to the class. Make a classroom display.

- 4 **Work in pairs.** Make sentences about the types of energy these places need.


- Model the activity for two of the places with another pupil.
- Place pupils in pairs. Use the Expert envoy technique when forming pairs so that stronger pupils work with weaker ones.
- Monitor and help where necessary.
- Pairs share their sentences with the class.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they liked about this lesson. Ask pupils how confident they feel using Carroll diagrams on a scale of 1–5.

Think like a scientist!

How can we classify types of energy in diagrams?

- Think** 1 What do you know about machines? Which machines need energy to work? Which ones don't need energy?
- Learn** 2  Listen and read. What is the name of the diagram?
Carroll diagram



All machines need energy. Some of them need energy from electricity. Places in towns and cities also need energy from electricity to make sound and light. Diagrams can show what types of energy different places need. Carroll diagrams show this with 'yes' information and 'no' information. For example, it needs light ('yes' information); it doesn't need light ('no' information).






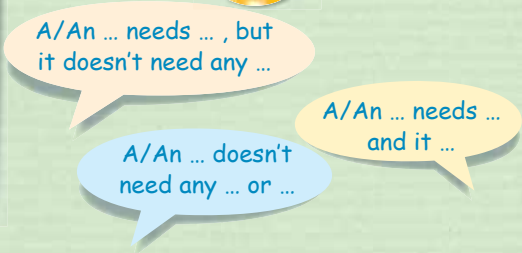
	it needs light	it doesn't need light
it needs sound	airport, fire station	street parade
it doesn't need sound	museum, office building	outdoor market

Check

- 3 Look at the diagram in Activity 2 again. Say *True* or *False*.

- 1 An airport needs sound and it needs light. *True*
- 2 An outdoor market doesn't need any light or any sound. *True*
- 3 A museum needs sound, but it doesn't need any light. *False*
- 4 A fire station doesn't need any sound or any light. *False*
- 5 An office building needs light, but it doesn't need any sound. *True*
- 6 A street parade needs light, but it doesn't need any sound. *False*

- 4    Work in pairs. Make sentences about the types of energy these places need.



Objectives

- **Lesson aims:** to create a Carroll diagram
- **Target language:** *heat, movement*
- **Skills:** Reading, Speaking





Materials

- Pupil's Book Page 31
- a ball
- sheets of A4 paper or bigger, enough for each pupil
- scissors, glue
- cut-outs of home appliances and machines from magazines or from the internet
- Resource 59

Global Scale of English (GSE)

- **Reading:** Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can summarise the key information in basic diagrams, e.g. bar charts, timelines (GSE 54).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Stop/Go technique; Lollipop stick technique; Basketball technique
-  Peer learning: pairwork; groupwork; Think-pair-share technique; Two stars and a wish technique; Expert envoy technique
-  Independent learning: Summative questions technique

Starting the lesson

- Ask pupils what types of machines they have at home and use daily. Ask them what they would do if these machines didn't exist.

Presentation




-  Explain that in this lesson pupils will create their own Carroll diagram.

Key search words
Carroll diagrams

Practice

Pupil's Book

1 Let's practise! Read and answer.


- Write *heat* and *movement* on the board. Define the words if necessary: *heat* – to make things warm or hot; *movement* – when someone or something moves.
-  Place pupils in pairs to complete the activity.
- Monitor and help where necessary.
-  Check answers using the Lollipop stick technique or the Basketball technique.
- **Extension**  Place pupils in groups. Hand out some cut-outs of household appliances and machines to each group. Give groups a couple of minutes to think about what their machines do and how they use energy, e.g. to produce *heat, light, movement*. Monitor and help where necessary. Ask groups to share their ideas with the class.

Diversity


Support

- Ask pupils the following questions about Carroll diagrams: *Are there four boxes to put information in? (Yes) Are we using only yes/no answers? (Yes) Can we place as many items as we like in the boxes? (Yes)*

Challenge



-  Place pupils in pairs. They make complete sentences about the appliances using the information in the chart.

2 Copy the Carroll diagram into your notebook. Then complete it with the different jobs. Which box has only one job?



- Tell pupils that Carroll diagrams can be used to categorise many different things including jobs, odd/even numbers, shapes and colours, sports, etc.
-  Use the Think-pair-share technique to complete the activity.
- Check answers as a class.

Show what you know


Make a Carroll diagram.

-  Place pupils in small groups using the Expert envoy technique. Give each group a sheet of A4 or bigger paper.
- Explain to pupils that they will now make their own Carroll diagram with different jobs.
- Ask pupils to say different jobs. Write them on the board.
- Pupils read through the steps.
- Explain the task clearly. Ask pupils to look at the example Carroll diagram. Tell them that they are going to create their own Carroll diagram using two sorting rules about jobs, and that each rule must have two *yes/no* options, e.g. *works outdoors / doesn't work outdoors; wears a uniform / doesn't wear a uniform*. Tell them that combining both rules creates four categories in the diagram. Pupils will then write jobs into the relevant boxes. Tell pupils that they can use the categories in the example if they wish, or they can choose their own.
-  Use the Stop/Go technique to check that pupils have understood what they have to do.
- Tell pupils to complete steps 1 to 3 and stop. Once all groups have caught up, pupils continue with step 4.
- Ask groups to play the game with other groups.

Extra activity Creativity

-  Put pupils in small groups. Give each pupil a sheet of A4 paper. Hand out the cut-outs again. Explain that they are going to make a diagram of their choice, from the three they have learnt in the Learning club lessons – tree, Venn (both from Semester 1) and Carroll. They will use their cut-outs to make a diagram with information, e.g. instead of writing the name of the appliance, they glue the picture in.
-  Make a classroom display. Pupils comment on the diagrams using the Two stars and a wish technique.

Finishing the lesson

-  Using the Summative questions technique, ask pupils *What new information did you learn in this lesson? How do you think it will be useful?*

Let's practise!

1 Read and answer.

Some machines turn energy from electricity into heat and movement. In a kitchen, for example, a toaster makes heat and a food mixer makes movement.



toaster makes heat

food mixer makes movement

Where can you put these machines in the diagram?

- 1 a printer **B**
- 2 a vacuum cleaner **A**
- 3 a dishwasher **C**
- 4 a hairdryer **C**
- 5 a laptop **D**
- 6 an escalator **B**

	it makes heat	it doesn't make heat
it makes movement	A	B
it doesn't make movement	C	D

2 Copy the Carroll diagram into your notebook. Then complete it with the different jobs. Which box has only one job?

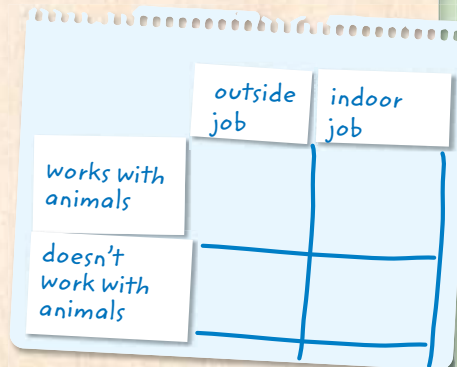


	uses a computer	doesn't use a computer
wears a uniform	A police officer, pilot	B flight attendant, chef
doesn't wear a uniform	C architect, office worker	D gardener

Show what you know

Make a Carroll diagram.

- 1 Brainstorm jobs you know.
- 2 Decide how to put them into four different groups, e.g. outside job/indoor job, uses tools/uses hands, works with animals/doesn't work with animals, etc.
- 3 Draw a Carroll diagram and label it at the top and on the left.
- 4 Play 'Guess the job' with another group.
 - Group A:** It's an outside job and you work with animals (e.g. zookeeper).
 - Group B:** It isn't an outside job and you don't work with animals (e.g. doctor).



Mapping

Topics

Theme 1: Society

Theme 2: Culture

Theme 3: Recreation

Scope and Sequence Matrix

Listening: deducing information for an oral or written task; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions; using clues to understand unfamiliar words when listening

Speaking: developing stress and intonation patterns; turn-taking in dialogues on simple themes; using perfect tenses to ask and answer simple questions and partake in dialogues; conducting table topics on various subjects of civic engagement and empathy

Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text; determining the referent of a pronoun used in the text

Writing: using writing strategies of brainstorming, planning, drafting, and editing; writing a paragraph on a familiar topic; writing a simple descriptive or narrative text

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing possible meanings; responding to questions and discussing own feelings in response to a range of visual messages

7

Entertainment

Jobs in entertainment: animator, camera operator, clown, comedian, costume designer, make-up artist, performer, presenter, puppeteer, sound editor, stunt performer, writer
Places of entertainment: adventure playground, aquarium, art gallery, bowling alley, circus, ice rink, planetarium, safari park, science museum, soft play centre, theme park, water park



World of Wonder! Magazine

Welcome
Book Club
Culture

What do you know about places of entertainment and the people who entertain us? How many of these entertainment jobs and places do you know? Faisal loves entertainment. He has a question for you. What do you think?

WOW! Question

Faisal 7 hours ago
How can people and places entertain us?

In this unit I will ...

- learn some words for entertainment jobs and places.
- use the Present perfect tense with *for* and *since*.
- use the Present continuous tense for future arrangements.
- read a diary about a holiday.
- learn about performers from different countries.
- work in a group to plan a performance.
- find out how to buy tickets.
- read and write adverts.

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Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements

Speaking: participate in short simple dialogues; use clues to understand unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions in order to seek help, get information, or clarify something; participate in dialogues on a variety of simple themes; describe unfinished actions using the present perfect; practise stress and intonation patterns

Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; answer questions about explicit information in a text; scan a text for specific details; retell key details of a reading text; identify who is telling the story at various points in a text; choose your favourite comic strips and write a snippet of it; determine the referent of a pronoun used in the text

Writing: use writing strategies of brainstorming, planning, drafting, and editing; write short descriptive and narrative texts

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; respond to questions related to the visual text; make connections to one of the six course themes; respond to questions related to the visual text

Unit objectives

to talk about entertainment jobs and places of entertainment

Language

Vocabulary	Jobs in entertainment <i>animator, camera operator, clown, comedian, costume designer, make-up artist, performer, presenter, puppeteer, sound editor, stunt performer, writer</i> Places of entertainment <i>adventure playground, aquarium, art gallery, bowling alley, circus, ice rink, planetarium, safari park, science museum, soft play centre, theme park, water park</i>
Grammar	Present perfect with <i>for</i> and <i>since</i> Present continuous for future arrangements
Functions	<i>Can I have four tickets, please? Would you like to buy a programme? That's forty-eight dinars in total.</i>
Pronunciation	Falling intonation in <i>Wh-</i> questions

Key competences

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

Mathematical, science, technological competences: learn about dates (L. 5); learn about prices (L. 9)

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

Social and civic competences: learn how to buy tickets (L. 9)

Cultural awareness and expression: learn to be creative (L. 2, 6, 7, 8, 11 and 12); 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. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 9–12)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 5); Logical thinking (L. 2, 6 and 7); Defining and describing (L. 1–12); Finding information (L. 1–12); Planning (L. 3, 4, 6, 7, 11 and 12); Reflecting on learning (L. 1–12)
Creativity	Making a poster for a performance (L. 8)
Communication	Talking about jobs in entertainment and places of entertainment (L. 1, 6 and 7); Talking about exciting events (L. 5); Talking about traditional performances (L. 8); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Dialogue (L. 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 talk about jobs in entertainment
- **Target language:** *animator, camera operator, clown, comedian, costume designer, make-up artist, performer, presenter, puppeteer, sound editor, stunt performer, writer*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Pages 32–33
- Activity Book Page 26
- a ball
- Resource 33 A

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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about common jobs using simple language (GSE 34). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Write *Outdoor adventures* on the board. Give pupils one minute to write as many words associated with the topic as they can. Elicit the words and write them on the board.
- Place pupils in pairs. Pupils say the words to their partners and say a sentence with them.

Presentation

- Explain that in this lesson pupils will learn about jobs in entertainment.
- Direct pupils to the unit objectives at the bottom of the page and have them read them. Ask pupils which part of the unit they are looking forward to most.

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Question.**
 - Ask pupils to look at the pictures on page 32. Ask them to say what they can see in the pictures.
 - Use the Lollipop stick technique to have a pupil read the sidebar content.
 - Place pupils in pairs and have them discuss the WOW! Question for two minutes. Pupils share their ideas with the class.
 - **Extension** In small groups, pupils discuss which entertainment jobs they think are the most interesting.

2 7.1 Look and match. Then listen, check and repeat.

- Place pupils in pairs. Pupils say and point to the words they know.
- Say all the words at random for pupils to point to the corresponding pictures. Use the Lollipop stick technique to have pupils describe or say something about the pictures.
- Pupils work individually to complete the activity.
- Check answers as a class.
- Play the audio for pupils to listen, check and repeat.
- **Extension** In pairs, pupils describe what each person does in their job, e.g. *An animator makes cartoons.*



Diversity

Support

- Pupils close their books. Play the audio, pausing after each word. Pupils raise their hands to spell the word and make a sentence.

Challenge

- Pupils close their books and write as many new vocabulary words as they remember. They check their lists in pairs and then check against their Pupil's Books to see if they were correct and to see which ones were missing.

3 7.2 Listen and read. What are Alia, Arlo, Lara and Faisal going to do in the school talent show?

- Play the audio for pupils to read along to.
- Pupils compare answers with a partner.
- Check answers as a class.
- **Extension** Have pupils say which entertainment job their partner would be ideal for and why.



Extra activity Critical thinking

- Have a class discussion on the advantages and disadvantages of working in entertainment.

4 **Work in pairs. Look at the people in Activity 2. Answer the questions.**

- Use the Think-pair-share technique to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.
- **Extension** Pupils ask questions about the job not discussed in the activity (*writer*).

5 **Play a guessing game about people who work in entertainment. Can your partner guess the job?**

- Use the Lollipop stick technique to bring a pupil to the front of the class and model the activity with them.
- Place pupils in pairs. Tell them that they cannot repeat any of the jobs.
- Monitor and help where necessary.
- Have volunteer pairs come to the front and do the activity for the class.

Activity Book

1 **Look at the pictures. What entertainment jobs do they show? Write.**

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

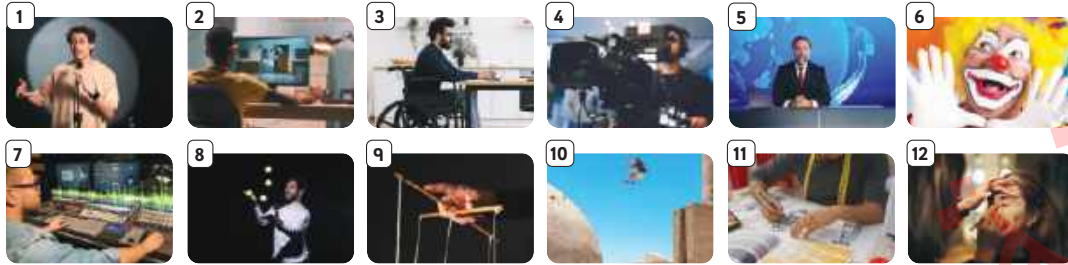
Answer key 2 stunt performer, 3 clown, 4 animator, 5 sound editor, 6 camera operator, 7 make-up artist, 8 costume designer

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



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

presenter⁵ performer¹⁰ comedian ¹ clown⁶ puppeteer⁹
 sound editor⁷ stunt performer⁸ animator ² writer³ costume designer¹¹
 make-up artist¹² camera operator ⁴



Lara – presenter;
 Alia – costume
 designer; Arlo –
 clown, puppeteer;
 Faisal – camera
 operator

3 Listen and read. What are Alia, Arlo, Lara and Faisal going to do in the school talent show?



WOW! Blog



Faisal 10 minutes ago

Are you a comedian, a writer, a clown or a costume designer? We're looking for performers and helpers for the WOW! Talent Show. Lara wants to be the presenter. She's good at talking to an audience! Alia is going to be the costume designer. She's going to design some cool costumes for the performers! That will be amazing! But she needs someone to help her. As for Arlo, he's the clown, of course! 😄 He's going to wear a curly wig, a red nose and big shoes. He's a puppeteer, too, and he's great with puppets! He'll make you laugh! I love technology, so I'll be the camera operator. I'm going to video the show and upload it to the school website so everyone can watch it. What about you? Do you want to perform or help out? Message us!

performers, comedian,
 puppeteer, presenter,
 clown, stunt performer

4 Work in pairs. Look at the people in Activity 2. Answer the questions.

camera operator,
 costume designer, make-
 up artist, sound editor,
 writer, animator

comedian, puppeteer,
 presenter, clown,
 performers

performer, stunt
 performer

- 1 Which people do you see on a stage?
- 2 Which people don't you see on a stage?
- 3 Which people make you laugh?
- 4 Which jobs need people who are very fit?

5 Play a guessing game about people who work in entertainment. Can your partner guess the job?

They wear wigs, red noses and big shoes. They're funny.

Are they clowns?

Yes! Your turn.

thirty-three 33

2 Read and complete the sentences.

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

Answer key 2 costume designer, 3 performer, 4 comedian, 5 puppeteer

3 Read the *I'm learning* box. Then write descriptions of the jobs.

- Ask a pupil to read aloud the *I'm learning* box.
- Pupils work in pairs to complete the activity.
- Check answers as a class.

Answer key Suggested answers: 2 An animator draws cartoons.; 3 A bus driver drives a bus.; 4 A clown makes people laugh.; 5 A chef cooks food.

4 Write three or more descriptions of jobs. Use the jobs in the box or your own ideas.

- Pupils complete the activity individually in their notebooks.
- Monitor and help where necessary.
- Check descriptions using the Lollipop stick technique or the Basketball technique.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they liked about this lesson.

Objectives

- **Lesson aims:** to read and interpret a dialogue about entertainment
- **Target language:** *I've no idea. That's cool! I get it!*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 34
- Activity Book Page 27
- a ball

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). Can understand the humour in a simple story (GSE 43).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Yes/No technique; Stop/Go technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson

- Using the Lollipop stick technique, or the Basketball technique, have pupils say one entertainment job each from Lesson 1.

Presentation

- Explain that in this lesson pupils will read and interpret a dialogue about entertainment and learn new expressions.
- Write *I've no idea. That's cool! I get it!* on the board.
- Ask pupils to say a sentence with the expressions. Give them clues if necessary, e.g. Ask *Where are my glasses?* and elicit *I've no idea.*

Practice

Pupil's Book

1 7.3 Listen and read. Find two funny things that Faisal says.

- Play the audio for pupils to read along to. Elicit the answers.
- Use the Yes/No technique to quiz pupils about the text:
Is Arlo's costume new? (No) Can Arlo make puppets move? (Yes) Is Faisal's uncle a writer? (No) Is Arlo ready for the Talent Show? (Yes)
- **Extension** Explain to pupils that Faisal's final joke is a play on words. Explain that a play on words is when someone uses words in a clever or funny way, usually because the words have more than one meaning or sound like other words.

Diversity

Support

- Play the audio with pauses. Pupils read the next part of the dialogue.

Challenge

- In pairs, pupils read some lines from the dialogue in different voices, e.g. read really slowly/fast, or like they are underwater/scared/very happy, etc.

2 Work in pairs. Read the dialogue again and say **True or False**.

- Using the Stop/Go technique, ask pupils if they have understood the dialogue enough to continue with the activity.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- **Values** Discuss the value of enthusiasm. On the board, write: *How do Arlo and Faisal show enthusiasm? How can being enthusiastic help you have more fun?*
- Place pupils in groups to discuss the questions then discuss as a class.
- **Extension** Pupils write three questions about the text to ask their partners.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

- Pupils complete the activity individually.
- Ask pupils to raise their hands when they have found all the expressions. Choose random pupils to read the parts of the dialogue the expressions are in.
- Place pupils in pairs and have them practise reading the dialogue.
- Use the Lollipop stick technique to choose pairs come to the front and act out the dialogues.

4 Viewing and presenting Imagine there is a talent show at your school. Would you prefer to help out or perform on stage? Why? What would you do? Share your ideas with the class.

- Pupils complete the activity individually.
- Choose pupils to share their ideas with the class. Make sure each pupil presents.

Extra activity Creativity

- Place pupils in small groups. Pupils play *Charades* using jobs in entertainment for their group members to guess.

Activity Book

1 7.4 Read and complete the sentences from the dialogue on Pupil's Book page 34. Then listen and check.

- Have pupils read the word box and the items before completing the activity.
- Pupils complete the activity individually.
- Play the audio to check answers.

Answer key 2 control, strings; 3 funny, comedian; 4 cool, funny; 5 man, body; 6 time, go

2 Answer the questions. Write complete sentences.

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

Answer key 2 He started to be a puppeteer when he was eight.; 3 He became a comedian ten years ago.; 4 Faisal saw his uncle perform when he was five.; 5 The word 'nose' sounds like 'knows'.

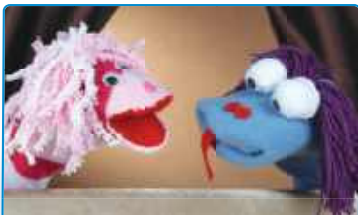
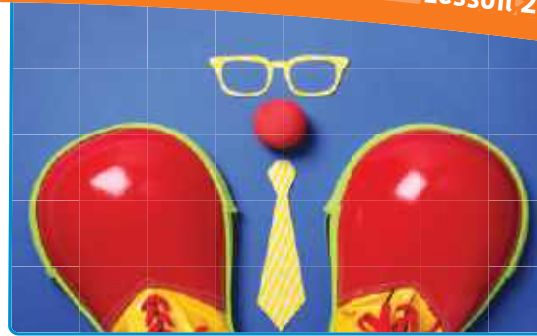
3 7.5 Read and complete the dialogues. Then listen and check.

- Pupils complete the activity individually and then check answers in pairs.
- Play the audio to check answers.
- Place pupils in different pairs and have them practise reading the dialogues.

Answer key 2 I've no idea.; 3 I get it!; 4 I've no idea.; 5 That's cool!; 6 I get it!



Faisal: I like your clown costume, Arlo.
Arlo: Thanks! I've had it for a long time.
 It's a bit small now.
Faisal: You look great!
Arlo: Thanks, Faisal!
Faisal: And how long have you been a puppeteer?
Arlo: Since I was eight. Look! I can make this puppet move.
Faisal: I've heard that puppets are like kites. They're difficult to control and they both have strings!
Arlo: Very funny, Faisal! You should be a comedian!
Faisal: My uncle is a comedian. He's been a comedian for ten years.
Arlo: That's cool! Is he funny?
Faisal: I haven't seen his show since I was five, but he's funny in real life ... I still remember the first joke that he told me: What do you call a man with a big nose and no body?



Arlo: I've no idea.
Faisal: Nobody nose! Do you get it? 'Nose' sounds like 'knows'!
Arlo: Yeah! I get it!
Faisal: Oh, it's time for the WOW! Talent Show. Let's go!
Arlo: I'm ready! I've been ready since lunchtime!

I've heard that puppets are like kites. They're difficult to control and they both have strings! Nobody nose.

- Listen and read. Find two funny things that Faisal says.
- Work in pairs. Read the dialogue again and say *True* or *False*.

1 Arlo's costume is too small. <i>True</i>	4 Faisal's dad told him the joke. <i>False</i>
2 Arlo can't control puppets. <i>False</i>	5 Arlo doesn't understand the joke. <i>False</i>
3 Faisal's uncle is an animator. <i>False</i>	6 Arlo isn't ready for the talent show. <i>False</i>



- Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

That's cool! I've no idea. I get it!

<p>1 What do you call a fish with no eye?</p> <p>A fsh! (...)</p> <p>1. I've no idea.</p>	<p>2 Do you get the joke?</p> <p>Yeah! (...)</p> <p>2. I get it!</p>	<p>3 My aunt is a TV presenter.</p> <p>Wow! (...)</p> <p>3. That's cool!</p>
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- Viewing and presenting** Imagine there is a talent show at your school. Would you prefer to help out or perform on stage? Why? What would you do? Share your ideas with the class.

34 thirty-four

4 **Work in pairs. Write another dialogue for each expression. Then act out the dialogues.**

- Place pupils in pairs and have them write short dialogues for each expression in their notebooks.
- Monitor and help where necessary.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to act out their dialogues for the class.

Finishing the lesson

- Use the Thought-provoking questions technique to have pupils discuss how this lesson helped them with their English and how their learning is progressing so far.

Extra activity Fast finishers

- Pupils write a dialogue using new vocabulary and expressions. Pupils place their work in their portfolios.

Grammar

Objectives

- **Lesson aims:** to learn and use the Present perfect with *since* and *for*
- **Target language:** *How long have you had that costume? I've had it since I was five. / I've had it for a long time.*
- **Skills:** Reading, Listening, Speaking




Materials

- Pupil's Book Pages 34–35
- Resources 37 and 49


Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can re-tell the main points of an extended story in their own words (GSE 54).


Assessment for Learning

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

Starting the lesson




-  Ask pupils to write five jobs in entertainment words. Pupils say the words to their partners who mime the job.

Presentation

-  Explain that in this lesson pupils will learn how to use the Present perfect with *for* and *since*.

Practice

Pupil's Book

- 1 **Look back at the dialogue in Lesson 2, page 34. Then match.**
 - Pupils complete the activity individually.
 - Check answers as a class.
- 2 **Read the grammar table. Then read the rules and circle the correct options.**
 - Explain that we use the Present perfect to talk about situations that started in the past and are continuing now. Explain that we use the question form *How long ...?* to ask about the period of time an activity has continued for.
 - Pupils complete the activity individually.
 -  Check answers using the Lollipop stick technique.
- 3 **Read the dialogue in Lesson 2 again. Find examples of *since* and *for*.**
 -  Have pupils work in pairs to complete the activity.
 - Check answers as a class.
- 4 **Write three questions about the dialogue in Lesson 2 with *How long ...?* Then work in pairs and ask and answer.**
 - Pupils complete the activity individually.
 -  Place pupils in pairs and have them ask and answer.

5 7.6 Listen and choose the correct answers.

- Play the audio with pauses for pupils to choose the answers.
- Check answers as a class.




- Fatima:** Hey, Luma, what did you do at the weekend?
Luma: Hi, Fatima. I went to the city centre in Amman with my cousin and my younger sister. We went to Souk Jara, the market.
Fatima: Oh, wow! I've wanted to go to Souk Jara for years. Did you buy anything?
Luma: No, we didn't. But we saw lots of performers. It was better than a TV show! There were puppet shows. And there were make-up artists. They were painting people's faces.
Fatima: That's cool!
Luma: It was! My sister has wanted to get her face painted since she was four. They painted her face black and orange.
Fatima: Haha! I haven't had my face painted for years. How old is your sister?
Luma: She's eight now ... Then, in the afternoon, we went ice skating.
Fatima: Did you fall over?
Luma: Many times! But there were some fantastic ice skaters there.
Fatima: I haven't tried ice skating since I broke my arm ice skating when I was six. Is your sister good at ice skating?
Luma: She's OK, but my cousin is really good. She's a performer and I think that helps.

6 7.7 Listen again. Say True or False. Then say why.


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



7 Say true and false sentences about you. Use *since* and *for*. Can your partner guess which sentences are false?

-  Place pupils in pairs to complete the activity.
- Monitor and help where necessary.

Finishing the lesson

-  Place pupils in pairs. Have them ask two questions to their partners with *How long ...?* Monitor and help where necessary.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to practise the Present perfect with *for* and *since*
- **Target language:** *for, since*
- **Skills:** Listening, Writing



Materials

- Activity Book Page 28

Global Scale of English (GSE)

- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

1 Look back at the dialogue in Lesson 2, page 34. Then match.

- 1 Arlo has had his costume a since he was eight.
 2 He has been a puppeteer b since lunchtime.
 3 Faisal hasn't seen his uncle's show c for a long time.
 4 Arlo has been ready d since he was five.

2 Read the grammar table. Then read the rules and circle the correct options.

Grammar			
Present perfect with <i>since</i> and <i>for</i>			
How long	have you has he/she	had that costume? been a comedian? lived here?	
I've/ He's/ She's	had a costume been a comedian lived here	since	I/he was five. lunchtime. 6 o'clock. April.
		for	a long time. ten years. two days. a week.

We use *since* / *for* before a period of time.
 We use *since* / *for* before a point in time.

3 Read the dialogue in Lesson 2 again. Find examples of *since* and *for*.

4 Write three questions about the dialogue in Lesson 2 with *How long ...?* Then work in pairs and ask and answer.

How long has Arlo had a clown costume for?

5 Listen and choose the correct answers.



- 1 Who did Luma and her sister go to the city centre with?
 a Fatima b their cousin
 c their aunt
 2 Where did they see the performers?
 a at a show b in the market
 c on TV
 3 How long has her sister wanted her face painted?
 a since the weekend
 b for four years
 c since she was eight
 4 How old was Fatima when she broke her arm?
 a six b eight c ten
 5 Who is good at ice skating?
 a Luma b Luma's sister
 c Luma's cousin

6 Listen again. Say True or False. Then say why.



- 1 Fatima went to Souk Jara recently.
 2 Luma didn't go to a supermarket.
 3 Luma's sister is four.
 4 Luma painted her sister's face.
 5 Luma's really good at ice skating.

1. False. Luma went to Souk Jara recently.

2. True. She went to the market and the ice rink.

3. False. Luma's sister is eight.

4. False. The make-up artists painted her sister's face.

5. False. She fell over many times.

7 Say true and false sentences about you. Use *since* and *for*. Can your partner guess which sentences are false?

I haven't eaten rice since February.

I've lived in my house for five years.

I haven't been to a water park since I was seven.

thirty-five 35

Starting the lesson

- Write *June/three days/weeks/last week/a year/last month* on the board. Ask pupils to say *for* or *since* for each one.

Practice

1 Read and complete the sentences with *since* or *for*.

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

Answer key 2 since, 3 since, 4 for, 5 since, 6 for



2 7.8 Listen and read. Then circle T (true) or F (false). Explain your answers.

- Play the audio with pauses for pupils to write the answers.
- Check answers as a class.

- 1 Jaber: Hi there, Habib. Am I late?
 Habib: Yes, Jaber, you are. It's two o'clock, and I've been here for half an hour.
 Jaber: I'm sorry. The bus was late.
- 2 Maha: So, tell me, Asma. Are you from Amman?
 Asma: No, Maha, I'm from Zarqa, but I've lived in Amman for a long time.
 Maha: How long?
 Asma: Well, I was only six when we came here.
- 3 Rola: Good news, Zeina! Our cousin Samar is coming to visit.
 Zeina: Great! I haven't seen her since October.
 Rola: Really? Didn't you see her in the summer?
 Zeina: Oh, you're right, Rola! She was at the beach.

- 4 Imad: Oh, look. There's Mazen. Do you know him, Hisham?
 Hisham: Yes, Imad. I met him two weeks ago at the school talent show.
 Imad: But the talent show was a month ago.
 Hisham: You're right. Wow! Time flies.
- 5 Khalil: Have you been to London, Ibrahim?
 Ibrahim: No, Khalil, but I've wanted to go there since I was little.
 Khalil: It's a great place. You'd love it.

Answer key 2 T – She's lived in Amman since she was six.; 3 F – She saw her cousin in the summer.; 4 F – He's known Mazen for a month.; 5 T – He's wanted to go there since he was little.

3 Write survey questions with *How long* and the Present perfect.

- Pupils complete the activity individually. Check answers.

Answer key 2 How long have you been a pupil?; 3 How long have you studied English?; 4 How long have you had a bicycle?; 5 How long have you known your best friend?; 6 How long have you liked your favourite writer?

4 Answer the survey questions in Activity 3. Use *since* or *for*.

- Pupils complete the activity individually. Check answers.

5 Work with your partner. Ask the questions from Activity 3 and write their answers.

- Pupils complete the activity in pairs. Monitor and help.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar.

Objectives

- **Lesson aims:** to read and interpret a diary
- **Target language:** *-ed* and *-ing* adjectives
- **Skills:** Reading, Writing, Speaking

Materials

- Pupil's Book Page 36
- Activity Book Page 29
- a ball

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can describe past events or experiences, using simple descriptive language to add interest (GSE 47).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Traffic light cards technique; Yes/No technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Using the Key question technique, ask *Do you like writing? What kind of things do you write? Do you write a diary?* Elicit the meaning of diary (a book in which you write about your daily experiences, thoughts and feelings). Ask pupils how often they think someone should write in a diary.

Presentation

- Explain that in this lesson pupils will read a diary entry about a trip to Aqaba. Ask pupils to look at the pictures and say what they think the diary entries will mention.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a diary. Look and circle the words that describe a diary.
 - Pupils complete the activity in pairs.
 - Check answers as a class.
 - **Extension** Place pupils in groups. Ask them to look at the diary and to note down common features a diary has (dates, written in the first person, describes feelings, in chronological order, etc.).
- 2 **7.9 Listen and read. Then answer the questions.**
 - Play the audio for pupils to read along to.
 - Elicit or explain the meanings of any unknown words.
 - Check answers using the Lollipop stick technique or the Basketball technique.
 - **Extension** Use the Yes/No technique to quiz pupils on the text by asking yes/no questions, e.g. *Did Talal go to Aqaba by bus? (no)*, etc.



3 After you read Activity Book, page 29.

- Pupils turn to page 29 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Discuss in groups.

- Place pupils in groups and have them discuss the questions.
- Ask groups to share their ideas with the class.
- **Values** Discuss the value of curiosity. On the board, write: *How does Talal show curiosity during his holiday? Why is being curious important for learning? What are some things you are curious about and want to learn more of?*
- Place pupils in groups to discuss the questions then discuss as a class.

5 Viewing and presenting Work in groups. Imagine an exciting day in a city and write about it. Share it with the class. Which group had the most exciting day?

- Have a class discussion about what makes a trip exciting. Write their ideas on the board.
- Place pupils in small groups. Tell them to imagine that they visited a city recently and that they are going to write about the day they spent there. Tell pupils that they can choose any city. Encourage them to make their days as exciting as possible.
- Groups present their work to the class. Make sure all pupils present.
- Have a class vote on the most exciting day.

Diversity

Support

- Pupils read the text and write all the adjectives that make the diary entries interesting. Ask pupils to say them and write them on the board. Pupils then use them in their writing activity.

Challenge

- Have pupils write a title for each diary entry.

Extra activity Creativity

- Place pupils in small groups. Have pupils write a diary entry about the family's visit to Wadi Rum.

Activity Book

1 After you read Read the diary on Pupil's Book page 36 again. Then number the places they visited in order. There are two places you do not need.

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

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

2 Read and circle T (true) or F (false). Explain your answers.

- Pupils complete the activity individually.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 F – They visited the aquarium on the first afternoon of their trip.; 3 T – They went to the circus after the aquarium on Sunday.; 4 F – They visited the aquarium on Sunday. They went to the archaeological museum on Monday.; 5 T – The water park they went to is the biggest in Jordan.; 6 F – They are going to visit Wadi Rum on Wednesday.

3 Read the Work with words box. Then read and circle the correct options.

- Ask pupils to read the *Work with words* box.
- Explain that some adjectives come in two forms: *-ed* and *-ing*. The *-ed* form describes how a person feels; the *-ing* form describes the thing that causes the feeling.




Saturday 29th October. 4 pm

We're here! Yes! We arrived in Aqaba this afternoon for our family holiday! Tomorrow we're getting up early and going to the marine village. Then we're going to an art gallery! Sightseeing is going to be tiring, so I'm going to bed early!

Sunday 30th October. Lunchtime

We're back at the hotel for lunch. The marine village was amazing! There were lots of beautiful boats and there was an adventure playground! The art gallery was interesting, but there were so many paintings, and I was a bit tired. We're spending the afternoon at the aquarium, and this evening, we're seeing a circus at the Aqaba Circus Carnival.

Monday 31st October. 8 pm

Oops! I didn't write my diary last night. I was too tired,  and we've only been here for two days! The aquarium was fantastic yesterday! I loved the sharks! Today, we went to the Aqaba Archaeological Museum. Then I wanted to go to a planetarium, but there isn't one here! I've wanted to go a planetarium since I was little. Anyway, we're visiting Wadi Rum in a couple of days, so I can see the stars there! We aren't going out tonight because we're going to Aqaba Fort early in the morning. And then we're going to the water park in the afternoon!


Tuesday 1st November. Midnight

We're so tired! We loved Aqaba Fort. It was great, and the water park was amazing, too! It's the biggest water park in Jordan! After, we took a taxi back to the hotel. Suddenly, I heard my little sister snoring! I was so embarrassed. Then my little brother joined in! They were both sleeping all the way back! We're visiting Wadi Rum for the day tomorrow... and I think I'll be asleep on the bus!!



1 Before you read Today's Book Club text is a diary. Look and circle the words that describe a diary.

- 1 There are **chapter headings/dates** at the beginning of each part.
- 2 The writer uses **the first person** (I, my, we)/**the third person** (he, she, his, her).

2  Listen and read. Then answer the questions.

- 1 Why did the family go to Aqaba? **They went for a family holiday.**
- 2 Which afternoon did they go to the aquarium? **the first afternoon.**



3 After you read Activity Book, page 29.



4    Discuss in groups.

- 1 Which day do you think was the most exciting? Why?
- 2 Do you think Talal enjoyed his holiday? Why?
- 3 What would you like to do in Aqaba?




5 Viewing and presenting   


Work in groups. Imagine an exciting day in a city and write about it. Share it with the class. Which group had the most exciting day?

36 thirty-six


- Elicit more examples of adjectives ending in *-ed* and *-ing* and write them on the board (*confused/confusing; annoyed/annoying; disappointed/disappointing*, etc.).
- Pupils complete the activity individually.
-  Check answers using the Lollipop stick technique or the Basketball technique.
-  Use the Traffic light cards technique to check that pupils have understood the difference between the two types of adjectives.
- **Extension** Say sentences for pupils to complete with the correct *-ed/-ing* adjective. Say *I feel ...* and elicit *tired, excited*, etc. Then say *English is ...* and elicit *exciting, interesting*, etc.

Answer key 1 tiring, 2 amazed, 3 interesting, 4 excited, 5 embarrassed, 6 boring

4    Write two sentences with *-ed* adjectives and two sentences with *-ing* adjectives. Then compare with your partner.

- Pupils complete the activity individually in their notebooks.
- Monitor and help where necessary.
-  Place pupils in pairs and have them compare sentences.
- Ask for volunteers to read aloud their sentences.

Finishing the lesson

-  Use the Summative questions technique to have pupils say what they enjoyed about this lesson.

Objectives

- **Lesson aims:** to identify words for places of entertainment; to learn and use the Present continuous for future arrangements
- **Target language:** *adventure playground, aquarium, art gallery, bowling alley, circus, ice rink, planetarium, safari park, science museum, soft play centre, theme park, water park*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 36–37
- nine strips of paper, enough for each pupil
- Resources 33 B, 41 and 45

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: groupwork

Starting the lesson

- Play *Backs to the board* with the jobs in entertainment words.

Presentation

- Explain that in this lesson pupils will learn places of entertainment words, and how to use the Present continuous for the future.

Practice

Pupil's Book

- 7.10 Look and match. Then listen, check and repeat.**
 - Pupils work individually to complete the activity.
 - Play the audio for pupils to listen, check and repeat.
- Read the diary in Lesson 5, page 36 again. Find the entertainment places.**
 - Check answers by having pupils read aloud the sentences.
- Read the diary again. Match the future times to the arrangements.**
 - Pupils complete the activity individually. Check answers.
- Read the grammar table. Then read the rule and circle the correct option.**
 - Remind pupils that we use the Present continuous to talk about actions happening now or around now. Tell them that we can also use it for future plans that are already arranged, often with a time expression.
 - Write *I'm swimming next week. We're working now.* on the board. Ask how they differ (1st sentence = future; 2nd = now).
 - Pupils complete the activity individually. Check answers.
- 7.11 Listen to four children. What are their plans for a special day out? Where are they going?**
 - Play the audio and then check answers as a class.



- Interviewer:** We asked some children about plans for special days out. What are you doing, Zeinab?
- Zeinab:** Next week, we're going to the Children's Museum for a special day out. It's a science museum. They have workshops there and we're making puppets! Six friends are coming. Then we're having some food at my house.
- Interviewer:** What about you, Abbas? Are you having a special day out soon?
- Abbas:** Well, I haven't had a day out since the summer, but this month, I'm taking five friends to a theme park. The roller coasters look really high and fast, but I'm not scared. We're having lunch there and staying all day.
- Interviewer:** Have a great time! How about you, Hani?
- Hani:** We're having a special day out tomorrow. We're going to a place where you climb really high and walk on bridges between the trees. It's an adventure playground in the forest.
- Interviewer:** That sounds cool. What about you, Amani?
- Amani:** Well, we're having a special day out next Monday. We're visiting a planetarium for a school trip and learning all about the stars and planets. We're going by bus.
- Interviewer:** Oh, wow! That sounds great!

6 In groups, plan a special day out.

- Place pupils in groups and have them plan their day. Ask some groups to share their plans with the class.

Finishing the lesson

- Give each pupil nine strips of paper. They write the nine compound words for places of entertainment on each strip (e.g. water park), cut them in half, mix them up and race to match the halves again.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to practise the Present continuous for the future
- **Target language:** places of entertainment
- **Skills:** Listening, Speaking

Materials

- Activity Book Page 30

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38).

Assessment for Learning

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

Starting the lesson

- Place pupils in groups. They imagine they are going to visit Aqaba for a short holiday. They make arrangements for the trip using the Present continuous. Groups share their ideas with the class.

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

soft play centre 3 science museum 4
water park 5 art gallery 6 planetarium 11
circus 10 aquarium 2 bowling alley 7
ice rink 7 theme park 9
adventure playground 12 safari park 8



2 Read the diary in Lesson 5, page 36 again. Find the entertainment places.

3 Read the diary again. Match the future times to the arrangements.

- | | |
|----------------------|----------------------------------|
| 1 Tomorrow | a we're visiting Wadi Rum. |
| 2 On Sunday evening | b we're going to an art gallery. |
| 3 Tonight | c we're seeing a circus. |
| 4 On Tuesday morning | d we're going to Aqaba Fort. |
| 5 On Wednesday | e we aren't going out. |

4 Read the grammar table. Then read the rule and circle the correct option.

Grammar

Present continuous for future arrangements

I'm	going to the ice rink	tonight / tomorrow.
We're	seeing friends	next week.
They aren't	flying to Aqaba	on Saturday. this evening.

We use the Present continuous when we **have** / haven't decided or arranged to do something in the future.

5 Listen to four children. What are their plans for a special day out? Where are they going?

6 In groups, plan a special day out.

- Where are you going? Agree on a place to visit.
- When are you going? Choose a date to go.
- What are you doing? Choose some activities to do.

thirty-seven 37

- She's going to a museum with friends.
- He's going to a theme park with friends.
- He's going to an adventure playground.
- She's going to a planetarium on a school trip.

Practice

1 Read the clues and write the places of entertainment.

- Pupils complete the activity individually. Check answers.

Answer key 2 soft play centre, 3 water park, 4 circus, 5 ice rink, 6 art gallery, 7 aquarium, 8 theme park

2 7.12 Listen and choose the correct places.

- Play the audio and then check answers as a class.

- 1 **Laith:** What are you doing next Saturday, Jawad?
Jawad: Nothing much, Laith. Why do you ask?
Laith: Well, I have free tickets to the science museum.
Jawad: Is that the museum next to the art gallery?
Laith: Yes, that's the one. Would you like to come with me?
Jawad: Sure!
- 2 **Aisha:** Do you want to go ice skating today, Majeda?
Majeda: I don't know. The ice rink is always so busy, Aisha.
Aisha: Well, we could go bowling if you like.
Majeda: Great idea, let's go!
- 3 **Mum:** Nasser, I'd like to take your younger sisters somewhere fun. Do you have any suggestions?
Nasser: What about the soft play centre? That's always fun.
Mum: They're too old for the soft play centre now.
Nasser: That's true. Why don't we take them to the adventure playground instead?
Mum: Good plan!
- 4 **Manal:** Have you ever been to the circus before, Laila?
Laila: Yes, I have, but I didn't like it much.
Manal: Really? Why?
Laila: Well, Manal, I loved the animals, but they didn't look happy.

- Manal:** Oh, I understand. So, what about safari parks?
Laila: They're OK, because the animals can run free.
Manal: I agree. Let's go there!

Answer key 2 bowling alley, b; 3 adventure playground, b; 4 safari park, a

3 Read and complete. Use the correct form of the Present continuous.

- Pupils complete the activity individually. Check answers.
- Answer key** 2 I'm staying; 3 isn't going; 4 are watching; 5 is visiting

4 Read and write about the children's plans. Use the Present continuous.

- Pupils complete the activity individually. Check answers.
- Answer key** 2 Zaid isn't having pizza for lunch.; 3 He is visiting his grandad.; 4 Lama and Dana are going to the planetarium.; 5 Lama and Dana are eating lunch at a café.; 6 Lama and Dana aren't playing board games.

5 Write five sentences about your plans for next Saturday using the Present continuous. Use the words in the box or your own ideas.

- Monitor and help where necessary. Check answers.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar.

Objectives

- **Lesson aims:** to learn about performers around the world; to make a poster for a performance
- **Target language:** *roofs, mud, rhythm, leader, continent*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 38
- Activity Book Page 31
- a ball
- Resource 61

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 talk about past events or experiences, using simple language (GSE 41). Can express their opinions on familiar topics, using simple language (GSE 41).
- **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; Basketball technique; True/False response cards technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Place pupils in pairs. Pupils write three questions about the unit so far. Pairs swap questions and answer them.

Presentation

- Explain that in this lesson pupils will learn about performers around the world.

Practice

Pupil's Book

1 Before you read What kinds of performance have you seen? Where did you see them?

- Place pupils in groups and have them discuss the questions.
- Ask groups to share their answers with the class.

Culture notes

- Dabke originated over 1,000 years ago in the area that is now Jordan, Lebanon, Syria and Palestine. Each region developed its own version with slight variations in the steps. There are about 20 different types of Dabke that exist today.

Key words search

history of performing arts, first performers, Dabke, Cirque de Soleil

2 7.13 Listen and read.

- Play the audio for pupils to read along to.
- Elicit or explain any unknown words.
- After listening to the audio, use the True/False response cards technique to quiz pupils about the text.
- **Extension** Say part of a sentence from the text for pupils to complete, e.g. *Long ago, people made roofs ...* Elicit with *mud*.



Diversity

Support

- Ask pupils to read the first text and then discuss as a class what it's about. Elicit key words from the text (*roofs, mud, rhythm, leader, continent, etc.*). Pupils repeat with the second text.

Challenge

- Pupils read the text again. Place pupils in pairs. One pupil says True/False sentences for their partner to answer.

3 After you read Activity Book, page 31.

- Pupils turn to page 31 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Work in pairs. Discuss the questions.

- Place pupils in pairs. Have them discuss the questions for a couple of minutes.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to share their answers with the class.
- **Values** Discuss the value of creativity. On the board, write: *Why is creativity important in art and in everyday life? Can you think of a time when you used creativity to solve a problem?*
- Place pupils in groups to discuss the questions then discuss as a class.

Project

Make a poster for a performance.

- Tell pupils they are going to make a poster for a performance.
- Ask pupils to think about some performances and share them with the class. Write ideas on the board.
- Place pupils in small groups, making sure there is an Expert envoy in each group. Have a volunteer read through the steps. Tell pupils they have to keep referring to them as they work.
- Pupils present their work to the class. Use the Two stars and a wish technique to have pupils comment on the posters presented.
- Ask the class to vote for the performance they would most like to go to.



Activity Book

1 After you read Read the text on Pupil's Book page 38 again. Tick (✓) the correct performance.

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

Answer key 2 Cirque du Soleil, 3 Dabke, 4 Cirque du Soleil, 5 Dabke, 6 Cirque du Soleil

2 Answer the questions. Use complete sentences.

- Pupils complete the activity in pairs. Make sure they write complete sentences.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 One of the most popular types of Dabke is the *Al-Shamaliyya*.; 3 The first Cirque du Soleil performance was in 1984.; 4 They don't use animals like a traditional circus.

3 7.14 Listen and complete the summary.

- Ask pupils to look at the summary and see if they can predict the answers.
- Play the audio and have pupils complete the summary individually. Play the audio again, if necessary.
- Check answers as a class.
- Ask pupils what they found interesting about storytelling.



PERFORMERS AROUND THE WORLD

Watching performers on stage can be very exciting. People in different countries enjoy watching many different kinds of performances.



Dabke is a traditional performance from Jordan. Long ago, people made roofs with mud. When the mud broke, families stood on the roof and used their feet to fix it, moving in rhythm. Over time, this became a special performance! Today, there are many kinds of Dabke, such as *Al-Ma'aniyya* and *Al-Shamaliyya*. *Al-Shamaliyya* is one of the most popular. In this Dabke, performers hold hands and move in a line or circle, and the leader, called the *lawweeh*, keeps the rhythm. If you go to any kind of celebration in Jordan, you'll probably see Dabke!

Cirque du Soleil is a big circus from Canada. Its name means 'circus of the sun'. Two men started the circus in 1984, and now it is one of the biggest travelling circuses in the world. It isn't like a traditional circus because it doesn't use animals – all the acts are performed by people! They put on shows with many kinds of performers, fantastic costumes and amazing make-up. Cirque du Soleil have had their own place to do shows since 1993, and they also travel all around the world. They perform in every continent except Antarctica!



Fact Cirque du Soleil doesn't use make-up artists. The performers do their own make-up!

1 Before you read What kinds of performance have you seen? Where did you see them?

2 Listen and read.

3 After you read Activity Book, page 31.

4 Work in pairs. Discuss the questions.

- 1 What other kinds of performances are popular in Jordan? Which is your favourite?
- 2 Have you ever **been** part of a performance? **What** did you do?
- 3 What skills do you think are important for a performer to **have**? **Why**?
- 4 Do you prefer traditional performances or modern ones? **Why**?



Project

Make a poster for a performance.

- 1 In groups, find out about different kinds of performance around the world.
- 2 Choose one you like most and plan your own version.
- 3 Decide who will:
 - describe the performance.
 - print out photos or draw pictures.
 - choose the dates and times for the performance.
- 4 Design your poster.
- 5 Present your poster.
- 6 Vote for the performance you'd like to go to.



38 thirty-eight

Storytelling in ancient Jordan

Storytelling was very popular in ancient Jordan. A storyteller, called an *al-hakawati*, told stories in homes, markets and places where people met for coffee. The *al-hakawati* used different voices when he told stories and kept both young and old people entertained. Some stories were funny and others were more serious.

But storytelling was more than just fun. It helped people learn about their culture and history. In fact, storytelling probably began in the Arab world. One of the most famous collections of stories, *Alf-Layla wa-Layla* (or *One Thousand and One Nights*), was written in this region in around the 9th century CE! Although storytelling is not as popular today, Jordan still celebrates this ancient art with a storytelling festival every year.

Answer key 2 markets, 3 old, 4 funny, 5 history, 6 famous, 7 9th/ninth, 8 festival

4 **Viewing and presenting** Work in groups.

Choose an ancient form of entertainment, e.g. a board game or a sport, and find answers to the questions. Write a report. Share it with the class.

- Place pupils in groups to complete the activity.
- Monitor and help where necessary. Pupils share their reports with the class.
- Make a classroom display.

Finishing the lesson

- Refer pupils to the Learning diary. Tell pupils to make a few notes about what they've learnt in this lesson and what interested them the most. Pupils read their sentences to the class.

English in action

Objectives

- **Lesson aims:** to learn how to buy tickets; to identify falling intonation in *Wh-* questions
- **Target language:** *Can I have four tickets, please? Would you like to buy a programme? That's forty-eight dinars in total.*
- **Skills:** Reading, Listening, Speaking





Materials

- Pupil's Book Page 39
- Activity Book Page 32
- a ball
- Resource 53

Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26). 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 longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).


Assessment for Learning

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

Starting the lesson

- Have pupils name a performance they haven't seen but would like to, and one they have seen and would recommend.

Presentation


-  Explain that in this lesson pupils will learn how to buy tickets, and practise falling intonation in *Wh-* questions.

Practice


Pupil's Book




1 7.15 Listen and read. Answer the questions.



- Play the audio once for pupils to read and listen to.
- Play the audio again with pauses for pupils to answer the questions.
- Ask pupils if they have ever bought tickets and, if so, where, when and what for.
-  Place pupils in pairs and have them act out the dialogue.

2 Read the dialogue again. Complete the sentences.

- Refer pupils to the *Say it!* box and ask them to read it.
- Pupils read the dialogue again and complete the sentences individually.
-  Check answers using the Lollipop stick technique or the Basketball technique.

- **Extension**  Place pupils in pairs and have them ask each other two questions about the dialogue.


3 Make a price list for a performance. Then act out new dialogues with your partner. Use the *Say it!* box to help you.

- On the board, draw the Jordanian dinar symbol (*JD*) and the British pound symbol (*£*). Ask *Do we place the symbols before or after the number?* Explain that in Britain, and most English-speaking countries, the symbol comes before the number, e.g. *£5*, whereas in Jordan, the *JD* comes after, e.g. *5 JD*.
-  Place pupils in pairs and ask them to each make a price list.
- Pupils then act out new dialogues using the prices.
- Monitor and help where necessary.
-  Use the Lollipop stick technique to choose pairs to act out their dialogues for the class.

Pronunciation

4 7.16 Listen and read. How do you ask questions beginning with *Wh-*? Then listen again and repeat.




- Tell pupils that they are going to ask questions beginning with *Wh-*. Elicit possible answers to each question to identify that these questions do not require yes/no answers but instead request information.
- Play the audio for pupils to read along to.
- Ask pupils if they notice anything about how the questions are asked. Ask *What happens to the intonation?* Elicit that when asking *Wh-* questions, the voice falls in the same way as the statements covered in the Unit 5 pronunciation section. This means that the question/thought is finished. (Note: We only use a rising intonation in a *Wh-* question if the question is one of surprise, disbelief or a request for clarification.)
- Play the audio again and have pupils repeat.
-  Pupils read the questions with a partner to practise the falling intonation.

Activity Book


1 7.17 Read and complete the dialogue. Then listen and check.



- Pupils complete the dialogue individually.
- Play the audio to check answers.
-  Place pupils in pairs and have them practise the dialogue.
- Monitor for correct pronunciation.
- Invite pairs to act out the dialogue for the class.

Answer key 2 One adult and one child, please.; 3 Would you like to buy a programme?; 4 Not much. It's only two dinars.; 5 That's eighteen dinars in total.; 6 Here you are.

2 Imagine you're buying tickets. Write answers to the questions. Use the dialogue in Activity 2 to help you. Then act out the dialogue with your partner.

- Read the questions and make sure pupils understand them.
-  Place pupils in pairs and ask them to write a new dialogue using the questions and Activity 2 to help.
- Monitor and help where necessary.
- Invite pairs to act out their dialogues for the class.

Buying tickets



Adult: 15 JD
Child: 10 JD
Programme: 3 JD

- Hello, can I help you?
- Can I have four tickets, please?
- Adults or children?
- My dad, my two sisters and me ... so one adult and three children, please.
- OK. That's forty-five dinars. Would you like to buy a programme?
- I don't know. How much is it?
- It's three dinars. There's lots of information in it about the circus, and about the performers, too.
- OK, then. Yes, please. I'd like to know who's going to perform.
- Great. So that's forty-eight dinars in total.
- Here you are.
- Thanks. Here are your tickets. Enjoy the performance!
- Thank you!

1 Listen and read. Answer the questions.

- 1 Who is the boy with?
- 2 What are they going to watch?



1. He is with his dad and his two sisters.

2. They're going to watch a circus performance.

2 Read the dialogue again. Complete the sentences.

- 1 The boy buys four _____ tickets .
- 2 He also buys a _____ programme to find out who's performing.
- 3 He needs to pay forty-eight _____ dinars in total.

Say it!

Buying tickets:

Customer:

Can I have ... tickets, please?
... adults and ... children, please.
How much is it?
Here you are.

Ticket seller:

Would you like to buy a programme?
That's ... dinars in total.
Here are your tickets.
Enjoy the performance!

3 Make a price list for a performance. Then act out new dialogues with your partner. Use the Say it! box to help you.

Can I have (...) tickets, please?

Pronunciation

4 Listen and read. How do you ask questions beginning with *Wh-*? Then listen again and repeat.

What time are we going to the circus?

When are we going to Petra?

Why didn't he like the performance?



You ask them with a falling intonation, which occurs on the last word.

thirty-nine 39

3 7.18 Listen and read. Circle the correct arrow. Then practise with your partner.

- Play the audio for pupils to read along to.
- Play the audio again and have them circle the correct arrows.
- Check the answers as a class.
- Place pupils in pairs and have them practise saying the questions. Monitor for correct intonation.

Answer key 1 ↘, 2 ↘, 3 ↘, 4 ↘



Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you how the pronunciation lessons have helped them so far.

Objectives

- **Lesson aims:** to read and interpret an advert
- **Target language:** zip wire, trampoline, climbing wall, harness, maze, tunnel
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 40
- Activity Book Page 33
- a ball
- three strips of paper, enough for each pupil
- Resource 57

Global Scale of English (GSE)

- **Reading:** Can extract key information from advertisements for familiar products, if guided by questions or prompts (GSE 40).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Three facts and a fib technique
- Independent learning: portfolio

Starting the lesson

- Place pupils in pairs. Give pupils three strips of paper each. Pupils write a scrambled word from the unit on each one. Pairs swap strips and unscramble them. If pupils find it too challenging, you can allow them to use their Pupil's Books.

Presentation

- Explain that in this lesson pupils will read an advert.
- Ask pupils to look at the picture in the advert and say what they think the advert is about.

Practice

Pupil's Book

1 Before you read Look quickly at the advert. Answer the questions.

- Ask a pupil to read aloud the *Reading tip*. Then ask pupils to quickly scan the text to find the answers to the questions.
- Check answers using the Lollipop stick technique or the Basketball technique.
- **Extension** Ask pupils if they would like to go to the place advertised.

2 7.19 Listen and read.

- Play the audio for pupils to read along to.
- Elicit or explain the meanings of any unknown words.



3 After you read Read and write Y (yes), N (no) or DS (doesn't say).

- Refer pupils to the *Reading tip* again and then have them complete the activity individually.
- Check answers as a class.
- **Extension** Pupils say three things they can do at the adventure playground in the advert.

Diversity

Challenge

- Pupils think of one more thing the place advertised could have and write a small paragraph about it.

4 Work in pairs. Imagine you've been to the adventure playground. Ask and answer. Add extra information.

- Place pupils in pairs.
- Pupils take turns to ask each other about the adventure playground. Tell them to refer to the text and to use the examples in speech bubbles to help.
- Monitor for correct use of language.
- Invite volunteer pairs to act out their dialogues for the class.

Activity Book

1 Unscramble the words and label the pictures.

- Use the Expert envoy technique to have stronger pupils help weaker pupils with the more challenging activities if necessary.
- Ask pupils to say what new words they've learnt in this lesson.
- Pupils complete the activity individually.
- Check answers as a class. Write the answers on the board.

Answer key 2 harness, 3 zip wire, 4 climbing wall, 5 tunnel, 6 trampoline

2 Read the advert on Pupil's Book page 40 again. Complete with the correct imperatives.

- Remind pupils what imperatives are (verbs we use at the start of sentences to tell someone what to do, e.g. *Open your book*.). Tell pupils that they are often used in adverts to get the reader's attention as they can sound exciting and persuasive.
- Pupils complete the activity individually and then check answers in pairs.
- Check answers as a class.
- **Extension** Ask pupils to make more sentences with the imperatives.

Answer key 2 Jump, 3 Visit, 4 Ride, 5 Swing

3 Answer the questions. Write complete sentences.

- Pupils complete the activity individually. Make sure they write complete sentences.
- Monitor and help where necessary.
- Check answers as a class.

Answer key 2 They wear a helmet and a special harness.; 3 The Treetops guides will help you put on your safety equipment.; 4 They can have fun in the Tiny-Tots playground.; 5 People can have something to drink at the Treetops Café.

4 Viewing and presenting Work in groups. Design an adventure playground. Discuss the questions and make notes. Share your ideas with the class.

- Place pupils in small groups and have them complete the activity.
- Monitor and help where necessary.
- Groups share their ideas with the class. Encourage each group member to say something when they present.

Reading

1 **Before you read** Look quickly at the advert. Answer the questions.

- 1 What is the adventure playground called?
- 2 How do you buy tickets? *By visiting the website or phoning a number.*

Treetops Adventure Playground



tip Reading

Look at different parts of the advert to find the information that you are looking for.

2 **Listen and read.**

Do you like being high up in the air? Do you enjoy a challenge? If the answer to these questions is yes, then visit Treetops Adventure Playground!

- ➔ Ride on our exciting zip wires high above the ground!
- ➔ Swing on the high swing and touch the trees!
- ➔ Have fun on our high ropes or low ropes; jump and swing from tree to tree, and have fun walking along the rope bridges!
- ➔ Climb on the 20-metre climbing wall and challenge yourself to climb to the top!
- ➔ Jump on our amazing trampolines ... How high can you jump?

You will wear a helmet and a special harness for all of the high activities, so you will be safe and you can't fall. Our Treetops guides will help you put on your harness and tell you what to do.

Children aged 6 or under can play in the Tiny-Tots Playground. There are lots of swings, slides and climbing frames.

➔ **New! The Treetops Maze**

Go along the paths and through the tunnels. Can you find the exit?

If you get hungry or thirsty, stop for lunch or something to drink in our Treetops Café, or visit our picnic area. We also have an ice cream shop, where we have made our own ice cream since 2004. It's the best ice cream in the world!

For more information and to buy tickets, visit our website or phone us.

Treetops

**ADVENTURE
PLAYGROUND**

**SPECIAL
OFFER:
2 TICKETS
FOR THE
PRICE
OF 1!**

**Hours
of fun for
all the family!**

3 **After you read** Read and write Y (yes), N (no) or DS (doesn't say).

- 1 There are two zip wires. DS
- 2 The climbing wall is 20 metres high. Y
- 3 If you're ten, you can play in the Tiny-Tots Playground. N
- 4 There are tunnels in the maze. Y
- 5 They sell ice cream in the café. DS
- 6 You can phone them to find out more information. Y

Words in context

zip wire trampoline climbing wall
harness maze tunnel

Activity Book, page 33

4 **Work in pairs.** Imagine you've been to the adventure playground. Ask and answer. Add extra information.

Did you go on the trampoline?

Yes, I did. I jumped higher than everyone!

40 forty

Extra activity Collaborative work

- Place pupils in groups. Have them write why going to places like the one in the advert is good for them. Pupils share their ideas with the class. Create a list or a poster of ideas by putting together all groups' ideas.

Extra activity Fast finishers

- Pupils think of a place they like going to and write a few things they do there. Pupils share their work with the class. Pupils place their work in their portfolios.

Finishing the lesson

- Use the Three facts and a fib technique to have pupils quiz each other about the lesson.

Literacy: Writing

Objectives

- **Lesson aims:** to plan and write an advert
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing




Materials

- Pupil's Book Pages 40–41
- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can extract key information from advertisements for familiar products, if guided by questions or prompts (GSE 40). Can find specific information in extended informational texts using text features such as headings and captions (GSE 56).
- **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: Traffic light cards technique; Lollipop stick technique; Basketball technique
-  Peer learning: pairwork; groupwork; Two stars and a wish technique

Starting the lesson

- Play *Bingo!* with the new vocabulary from the unit.

Presentation

-  Explain that in this lesson pupils will learn how to write an advert.
- Ask pupils what kind of things they would write in an advert.




Practice

Pupil's Book




1 Read and complete the advert.

- Read the words in the word box and ask pupils to make sentences with them to check understanding.
- Ask pupils to describe what they can see in the pictures.
- Pupils complete the activity individually.
- Check answers as a class.
- **Extension** Ask pupils to read the advert again and find interesting things it mentions that make people want to visit the place.

2 Read. Then answer the questions about the adverts on pages 40 and 41.

- Read the *How to write...* box aloud.
- Have pupils read the adverts on this and the previous page again and answer the questions individually.
-  Place pupils in pairs and ask them to compare answers.
-  Check answers using the Lollipop stick technique or the Basketball technique.
- **Extension**  Place pupils in small groups and ask them to think of a new slogan for each advert.

3 Write an advert for an attraction. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- Ask pupils to look at the adverts in this and the previous lesson and say if all the features in the *How to write ...* box are included.
-  Use the Traffic light cards technique to ask pupils if they are ready to do the activity.
-  Pupils work in pairs. Read the *Writing tip* aloud. Have pupils plan their adverts first (what the advert is for, what they will write about, the pictures they plan to have). They then write their adverts. Tell them to keep referring to the *How to write...* box and the adverts in this and the previous lesson while they write. When they have finished, ask them to check their work and rewrite if necessary.
- Pupils present their work to the class.
-  Use the Two stars and a wish technique to have pupils comment on each other's work.

Diversity


Support

- Before writing the advert write the following on the board: *Where is the place? Opening, and closing times? Three things you can do there, Special offers, Ticket prices and where to buy them.*
- Tell pupils to write about these things in their advert.

Challenge

- Pupils write two sentences in their advert saying why people should visit the place.

Extra activity Creativity

-  Place pupils in groups. Give each pair a sheet of A4 paper. Have pupils write six verbs associated with movement, e.g. *run, jump, climb*, etc. Ask groups to swap papers with other groups and have them use the verbs to write a paragraph about an adventure playground and what you can do there using the verbs.

Finishing the lesson

- Write the new unit vocabulary on the board. Tell pupils that you will say a word for the first pupil to point to and mime. They then say a word for the next person to point to and mime, and so on. You could also use definitions instead of saying the words to make it more challenging.

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write an advert
- **Target language:** unit vocabulary and grammar
- **Skills:** Writing

Materials

- Activity Book Pages 34–35
- a ball
- sheets of A4 paper, enough for each group

Global Scale of English (GSE)

- **Writing:** Can create a poster to advertise an event or product, given a model (GSE 45).

1 Read and complete the advert.

relax visit walk take watch learn



For a fantastic day out, come to City Beach Aquarium!

- (1) **Walk** through the glass tunnel; see fish, sharks and rays swimming above your head!
- (2) **Watch** divers swimming under the water, feeding the animals.
- (3) **Learn** about the most dangerous animals in the sea in our special exhibition.
- (4) **Visit** our workshops and learn all about amazing sea creatures and how to protect our oceans.
- (5) **Take** a photo of yourself in front of the biggest tiger shark in the world!
- (6) **Relax** in the Ocean Café and enjoy a meal, a snack or a drink. Shark feeding at 10 am, 1 pm and 4 pm.

Special offer:
Half-price tickets in September!

City Beach Aquarium!

See the sea in the city!
You can buy tickets at our ticket office or on our website.

2 Read. Then answer the questions about the adverts on pages 40 and 41.

How to write... an advert

You should:

- Give people the important information.
- Think about the design of the advert. Use big and small letters and different colours.

You can:

- Use bullet points (•).
- Use a logo (e.g. *Treetops*).
- Use a slogan (e.g. *Hours of fun for all the family!*).
- Include special offers.

3 Write an advert for an attraction. Plan, write, check and rewrite. Use the How to write... box to help you.

- 1 How many bullet points does each advert use?
- 2 Which logo do you like best?
- 3 What slogans do the adverts use? Which one do you like best?
- 4 What are the special offers?
- 5 What important information do the adverts give us?

tip Writing

Use verbs (e.g. *ride, climb, jump, visit, join*) and adjectives (e.g. *amazing, exciting, the most dangerous, the biggest*) to make your advert sound exciting!

1 Advert 1: 6; Advert 2: 6

2 Pupils' own answers

3 Advert 1: *Hours of fun for all the family!*; Advert 2: *For a fantastic day out, come to City Beach Aquarium. See the sea in the city!*; Pupils' own answers

4 Advert 1: 2 tickets for the prices of 1!; Advert 2: Half-price tickets in September!

5 place, timetable, price and information about how to buy tickets

forty-one 41

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Place pupils in small groups and give each group a sheet of A4 paper each. Tell them to make a word collage with all the new words from the unit.

Practice

1 Read and complete the advert with the verbs and adjectives.

- Refer pupils to the *Writing tip*.
- Ask a volunteer pupil to read the words in the word box. Ask which box contains verbs and which box contains adjectives.
- Ask pupils to look over the advert quickly and check for any words they don't know. Elicit or explain their meanings.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 exciting, 3 enjoy, 4 Explore, 5 ancient, 6 Watch, 7 delicious, 8 great

2 Plan an advert for a theme park.

- Tell pupils they can write an advert about a theme park they know.
- Pupils complete the activity individually.
- Monitor and help where necessary.
- Have pupils compare their plans with their partners.

3 Now write your advert.

- Pupils complete the activity individually.
- Monitor and help where necessary.
- Ask volunteer pupils to read their adverts to the class.

4 Check your work. Tick (✓) the steps when you have done them.

- Remind pupils to use the checklist once they have completed the writing process.

Extra activity Fast finishers

- Pupils look at the advert in Activity 1 and draw another picture for it.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.

Mapping

Topics

Theme 2: Culture **Theme 4:** Environment

Scope and Sequence Matrix

Listening: deducing information for an oral or written task; responding to oral texts by generating simple questions or statements and making inferences; participating in short simple dialogues of different functions; using clues to understand unfamiliar words when listening

Speaking: turn-taking in dialogues on simple themes; expressing opinion; conducting table topics on various subjects of civic engagement and empathy

Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text; reading very short simple fiction and non-fiction texts with confidence and enjoyment

Writing: using writing strategies of brainstorming, planning, drafting, and editing; writing a paragraph on a familiar topic

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions and discussing possible meanings; responding to questions and discussing own feelings in response to a range of visual messages; presenting and developing ideas and opinions on a variety of topics orally or visually (posters, PowerPoint presentations)

8

Awesome animals

Animal body parts: antennae, beak, claws, fin, flippers, paws, pouch, scales, spines, tongue, webbed feet, whiskers
Verbs: bite, die, dig, dive, feed on, fight, fly away, hide, lay eggs, roar, run away, sting



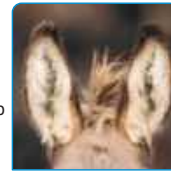
World of Wonder! Magazine

Welcome

Book Club

Culture

Lots of you are interested in animals. There are so many kinds of animals in the world and they all look different. Take a look at the pictures. Do you know these animals and the parts of their bodies?



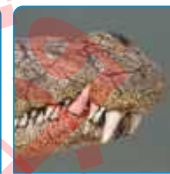
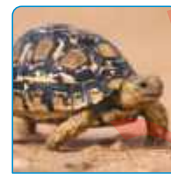
Alia has a question for you. What do you think?

Question



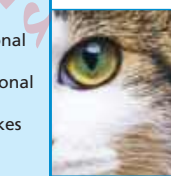
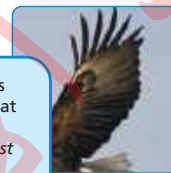
Alia 5 minutes ago

Why are animals so awesome?



In this unit I will ...

- learn some words for parts of animals' bodies and what animals do.
- use *might*, *could*, *may*, *must* and *can't* for deduction.
- use the first conditional.
- read a folk tale.
- find out about some national animals.
- make a world map of national animals.
- learn how to talk about likes and dislikes.
- read and write fact files.



42 forty-two

Learning Outcomes and Performance Indicators

Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations with questions or statements; extract information to accomplish a physical, oral or written task

Speaking: participate in short simple dialogues; use clues to understand unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions in order to seek help, get information, or clarify something; participate in dialogues on a variety of simple themes; use personal pronouns to express opinions; practise stress and intonation

Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text; use graphics and contextual clues to guess meanings of unfamiliar words or phrases; answer questions about explicit information in a text

Writing: use writing strategies of brainstorming, planning, drafting, and editing; write short descriptive and narrative texts

Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing possible meanings; respond to questions related to the visual text; make connections to one of the six course themes.

Unit objectives

to talk about animal body parts and to use animal-related verbs

Language

Vocabulary	Animal body parts <i>antennae, beak, claws, fin, flippers, paws, pouch, scales, spines, tongue, webbed feet, whiskers</i> Verbs <i>bite, die, dig, dive, feed on, fight, fly away, hide, lay eggs, roar, run away, sting</i>
Grammar	Modals of deduction: <i>may, might, could, can't, must</i> First conditional
Functions	<i>I really love sea animals. I quite like them. I don't mind them.</i>
Pronunciation	Intonation for short questions

Key competences

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

Mathematical, science, technological competences: research information about animals on the internet (L. 11); learn about animals and place them on a world map (L. 8)

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

Social and civic competences: learn how to talk about likes and dislikes (L. 9)

Cultural awareness and expression: learn to be creative (L. 2, 8, 11 and 12); 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. 1–12); follow instructions (L. 1–12); personalisation of language learnt (L. 1–12)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 5); Logical thinking (L. 2, 6 and 7); Defining and describing (L. 1–12); Finding information (L. 1–12); Planning (L. 3, 4, 6, 7, 11 and 12); Reflecting on learning (L. 1–12)
Creativity	Making a world map of national animals (L. 8)
Communication	Talking about animal body parts and using animal-related verbs (L. 1, 3, 4, 6 and 7); Talking about animals on Earth (L. 5); Talking about national animals (L. 8); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Dialogue (L. 9)

Evaluation

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

Objectives

- **Lesson aims:** to identify animal body parts
- **Target language:** *antennae, beak, claws, fin, flippers, paws, pouch, scales, spines, tongue, webbed feet, whiskers*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Pages 42–43
- Activity Book Page 36
- a ball
- stopwatch
- Resource 34 A

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 ask a range of questions in guessing games to find the answer (GSE 36).

Assessment for Learning

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

Starting the lesson

- Write *Animals* on the board. Give pupils one minute to write as many words associated with animals as they can.
- Ask pupils to share their ideas with the class.

Presentation

- Explain that in this lesson pupils will learn about animals and their body parts.
- Direct pupils to the unit objectives at the bottom of the page and have them read them. Ask them what part of the unit they are looking forward to most.

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Question.**
 - Ask pupils to look at animals on page 42. Ask which of the animals they know.
 - Use the Lollipop stick technique to have a pupil read the sidebar content.
 - Place pupils in pairs and have them discuss the WOW! Question for two minutes. Have pupils share their ideas with the class.
 - **Extension** Place pupils in groups and have them discuss their favourite animal. Ask for a show of hands to find out which is the class's favourite animal.

2 8.1 Look and match. Then listen, check and repeat.

- Write the new vocabulary on the board. Reinforce by pointing, saying a word and having pupils repeat after you. They point to the item in their Pupil's Books as they do so.
- Use the Lollipop stick technique to choose pupils to say and spell the words you point to.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Play the audio for pupils to listen, check and repeat.
- **Extension** Place pupils in pairs and have them say where the animal parts are found on different animals.



Diversity

Support

- Pupils study the words for one minute. Write the letter *b* on the board. Ask pupils to say which new words start with *b* (*beak*). Pupils spell the words as you write them on the board. If they can't spell the words, have pupils refer to their Pupil's Books. For words with *s*, write the second letter as well, e.g. *sp*.

Challenge

- Pupils close their books and write as many new vocabulary words as they remember. They check their lists in pairs and then check against their Pupil's Books to see if they were correct and which ones were missing.

3 8.2 Listen and read. Do the WOW! Quiz and write the animals.

- Play the audio for pupils to read along to.
- Pupils write the animals individually and then check answers in pairs.
- **Extension** Place pupils in pairs and have them say different sentences about the animals on page 42 using the new vocabulary for their partners to guess the animal.



Extra activity Critical thinking

- Have a class discussion on why it is important to protect animals.

4 Work in pairs. Think about the animals on pages 42 and 43 and any other animals you know. Answer the questions.

- Use the Think-pair-share technique to complete the activity.
- Check answers using the Lollipop stick technique or the Basketball technique.

5 Play a guessing game about animals. Can your partner guess the answer?

- Model the activity with a pupil.
- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Place pupils in pairs.
- Tell pupils that they cannot repeat any of the animals. When they have finished, have them switch partners and play again.
- Ask volunteer pairs to do the activity for the class.

Activity Book

1 Complete the animal body parts. Then find and circle.

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

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

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

beak 3 tongue 10 pouch 11 whiskers 2 antennae 6 spines 5 scales 4 fin 12 paws 7 claws 1 flippers 8 webbed feet 9



3 Listen and read. Do the WOW! Quiz and write the animals.

WOW! Quiz Guess the animals!

1 Arlo 5 minutes ago koala
This is a small animal that has a pouch and grey fur. It has strong feet with claws for climbing trees. It eats leaves and sleeps a lot, sometimes for 18 hours a day!

2 Lara 3 hours ago seal
I've liked these animals since I was small. They don't have feet, they have flippers. I love their faces, which have huge eyes and long whiskers. They're good at swimming, and they can stay under the water for two hours.

3 Alia 7 minutes ago duck
These animals live in ponds, rivers and lakes. They have a beak and webbed feet, and their feathers keep them dry! Some are plain and brown, and some have beautiful green heads.

4 Faisal 1 hour ago bee
These animals are very small but really important because they help plants grow. They have six legs, a striped body, four wings, five eyes (yes, five!) and two antennae, which they use to smell.

4 Work in pairs. Think about the animals on pages 42 and 43 and any other animals you know. Answer the questions.

5 Play a guessing game about animals. Can your partner guess the answer?

It's got scales and a long tongue.

Is it a lizard?

Yes, it is!
Your turn.

1 shark, fish, tortoise, crocodile, chameleon/lizard

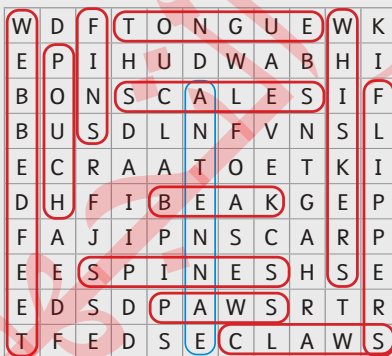
2 parrot, eagle, cat, lion, tiger, koala, echidna, kangaroo, crocodile, tortoise

3 kangaroo, koala, echidna

4 cat, lion, tiger, seal, porcupine

5 shark, fish, penguin, seal

Answer key 2 beak, 3 claws, 4 fins, 5 flippers, 6 paws, 7 pouch, 8 scales, 9 spines, 10 tongue, 11 webbed feet, 12 whiskers



2 Look, read and complete the sentences with words from Activity 1.

- Ask pupils to name the animals in the pictures.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 pouch, 3 flippers, 4 tongue, 5 spines, 6 scales

3 Read the *I'm learning* box. Then complete the table. Use a dictionary to help.

- Ask a pupil to read the *I'm learning* box aloud.
- Check that pupils know all the animals in the word box. They can use a dictionary to help if they wish.
- Pupils complete the activity individually and then check answers in pairs.

Answer key (fur) rabbits, cats; (feathers) ducks, eagles; (scales) crocodiles, lizards, sharks; (spines) porcupines

4 Write three or more sentences about the body coverings of other animals you know.

- Pupils complete the activity individually.
- Monitor and help where necessary.
- Have pupils read aloud their sentences to the class.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they have learnt in this lesson.

Objectives

- **Lesson aims:** to read and interpret a dialogue about animals
- **Target language:** *Watch out! Wow! It's so cute!*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 44
- Activity Book Page 37
- a ball
- sheets of A4 paper, enough for each pupil

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 describe past events or experiences using simple descriptive language to add interest (GSE 47).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; True/False response cards technique; Stop/Go technique
- Peer learning: pairwork; groupwork; Three facts and a fib technique

Starting the lesson

- Using the Lollipop stick technique, choose pupils to say sentences using the new vocabulary words from Lesson 1.

Presentation

- Explain that in this lesson pupils will read a dialogue about animals.
- Write *Watch out! Wow! It's so cute!* on the board.
- Elicit or explain their meanings. Ask pupils if they know when we use these expressions.

Practice

Pupil's Book

1 8.3 Listen and read. Describe the animal they find.

- Play the audio for pupils to read along to. Ask pupils to describe the porcupine.
- Use the True/False response cards technique to quiz pupils about the dialogue: *Alia doesn't like the place. (False) The animal they see might have fur. (True) The animal they see could be a bird. (False) The animal is very big and black. (False) The animal has scales. (False) The animal has spines. (True) The animal is a porcupine. (True)*



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

- Have pupils say what the dialogue is about.
- Using the Stop/Go technique, ask pupils if they have understood the dialogue enough to continue with the activity.

- Pupils complete the activity in pairs.
- Check answers using the Lollipop stick technique or the Basketball technique.
- **Values** Discuss the value of respecting nature. On the board, write: *How do Alia and Lara show respect for the animals they see? Why is it important to take care of nature and wild animals? What are some ways we can protect the environment in our daily lives?*
- Place pupils in groups to discuss the questions then discuss as a class
- **Extension** Pupils write two more questions about the text to ask their partners.

Diversity

Support

- Ask a pupil to read question 1 of Activity 2. Tell pupils to quietly read the text and note the animals in their notebooks. Then go through each question one by one. Read the text aloud and stop when the answer is given. Elicit the answer and go on.

Challenge

- Place pupils in pairs. One pupil asks their partner the first three questions. Then they swap roles. Pupil's Books should be closed to answer the questions.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

- Pupils complete the activity in pairs.
- Ask pairs to raise their hands when they have found all the expressions. Choose random pupils to read the parts of the dialogue the expressions are in.
- Use the Lollipop stick technique to have pairs come to the front and act out the dialogues.

4 Viewing and presenting Have you ever found an interesting animal in an unusual place? Where? What did it look like? Share it with the class.

- Ask pupils to think about the questions and make notes.
- Use the Lollipop stick technique to have pupils present their ideas with the class.

Extra activity Creativity

- Place pupils in pairs. Give pupils a sheet of A4 paper and tell them to draw an animal. They write sentences describing it. Pairs present their work to the class.

Activity Book

1 8.4 Read and complete the sentences from the dialogue on Pupil's Book page 44. Who said them? Write. Then listen and check.

- Check the meaning of the words in the box and then have pupils complete the activity individually.
- Play the audio to check answers.

Answer key 2 Alia, something; 3 Lara, claws; 4 Alia, wings; 5 Lara, snake; 6 Lara, must; 7 Alia, whiskers; 8 Alia, touch

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

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

Answer key 2 F – Lara says she hasn't seen any animals yet.; 3 T – Alia says tigers don't live in this country.; 4 F – The animal can't be a bird because it doesn't have wings.; 5 F – She says it doesn't have scales, it has spines.; 6 T – Alia tells Lara she shouldn't touch it.



Alia: I love this place. There are lots of different animals here. There might be some foxes, squirrels, deer ...

Lara: I haven't seen any animals yet.

Alia: You have to look carefully and listen. Look! There's something over there!

Lara: What does it look like? Does it have fur?

Alia: It might have fur. I can't see it very well.

Lara: Watch out! It might be a tiger with long claws!

Alia: It can't be a tiger, Lara. Tigers don't live in this country.

Lara: It could be a bird. Listen, I can hear birds.

Alia: You may be right. Wait, no. It can't be a bird. It doesn't have wings. Wait! It's moving. It's brown and white, and it's quite big.



Lara: Is it a snake with a long tongue?

Alia: No, Lara! It can't be a snake. It doesn't have scales. Oh! It has spines!

Lara: Spines? Then it must be a porcupine!

Alia: Wow! It is a porcupine! It's so cute! It has small, strong paws, and it has whiskers, too.

Lara: Can I pick it up?

Alia: No! The porcupine may be scared. It isn't moving now. And you shouldn't touch wild animals.

Lara: Oh, yes, of course.

It's brown, white, quite big and has spines. It has small, strong paws and whiskers.

1 Listen and read. Describe the animal they find.

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

1. foxes, squirrels, tiger, deer, bird, snake, porcupine

- Which animals do they talk about?
- Why hasn't Lara seen any animals yet?
- Why aren't there any tigers?

2. Because she has to be quiet and listen carefully. / She is making a noise. / She isn't listening.

3. Because tigers don't live in the girls' country.

4 How does Lara know it's a porcupine? → 4. Because it has spines.

5 What does Lara want to do? → 5. She wants to pick it up.

6 How does Alia think the porcupine feels? → 6. She thinks it may be scared.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

It's so cute! Watch out! Wow!

1 Where's the spider? (...) It's behind you! **1 Watch out!**

2 Camels can go for weeks with no water. (...) That's amazing! **2 Wow!**

3 Look at the baby koala! **3 It's so cute!** (...)

4 Viewing and presenting Have you ever found an interesting animal in an unusual place? Where? What did it look like? Share it with the class.

44 forty-four

3 8.5 Read and complete the dialogues. Then listen and check.

- Pupils complete the activity individually.
- Play the audio to check answers.
- Have pupils practise the dialogues in pairs.

Answer key 2 It's so cute!; 3 Watch out!; 4 Watch out!; 5 Wow!; 6 It's so cute!

4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

- Pupils complete the activity in pairs.
- Monitor and help where necessary.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to act out their dialogues for the class.

Finishing the lesson

- Use the Three facts and a fib technique to have pupils discuss the lesson.

Grammar

Objectives

- **Lesson aims:** to learn and use modals of deduction
- **Target language:** *may, might, could, can't, must*
- **Skills:** Reading, Listening





Materials

- Pupil's Book Pages 44–45
- stopwatch
- Resources 38 and 54

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).


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






- Write *scales, claws, fins, whiskers* on the board.
- Ask pupils to write as many animals as they can per category in one minute. Ask pupils how many animals they wrote.

Presentation

-  Explain that in this lesson pupils will learn how to use modals of deduction.
- Explain what *deduction* is (deciding whether something is true based on available information).

Practice

Pupil's Book

- 1 **Look back at the dialogue in Lesson 2, page 44. Then match.**
 - Pupils complete the activity individually. Check answers as a class. Ask pupils how the modals in the sentences work.
- 2  **Read the grammar table. Then read the rules and circle the correct options.**
 - Explain that we use modals for deduction to say how certain we are about something: we use *must* when we are certain something is true; we use *might, may* and *could* when we think something is true but are not sure; and we use *can't* when we are certain something isn't true.
 - Remind pupils that modal verbs are always followed by the infinitive without *to*.
 - Pupils complete the activity individually.
 - Check answers as a class.
- 3 **Read the dialogue in Lesson 2 again. Find examples of *may, might, could, can't* and *must*.**
 -  Pupils complete the activity in pairs.
 -  Use the Lollipop stick technique to check answers.
- 4  **Work in pairs. What did Alia and Lara say about the animal? Write three questions. Then ask and answer.**
 - Pupils write three questions each, using the example in the speech bubble as a model.
 -  Place pupils in pairs and have them ask and answer.

5 8.6 Listen and circle.

- Play the audio with pauses for pupils to circle the pictures. Check answers as a class.



1 Which bird does the boy see?

- Boy 1:** Look at that bird.
Boy 2: Where? I can't see it. What does it look like?
Boy 1: It has a yellow beak.
Boy 2: It could be a duck. Does it have webbed feet?
Boy 1: No, it isn't a duck. It has big wings and feet with claws. It's in the tree. Look!
Boy 2: Oh! It might be an eagle.


2 Which wild cat did the girl see?

- Girl 1:** Is this a picture of the wild cat you saw at the safari park?
Girl 2: No, it can't be. It wasn't all black. And the one I saw was smaller.
Girl 1: What about this one?
Girl 2: It might be because it was spotted, but it had bigger paws.
Girl 1: OK... how about this one with the long whiskers and really big paws?
Girl 2: Yes! That's it!

3 Which toy do they choose?


- Woman:** Salwa, can you help me choose a toy for your new baby cousin?
Salwa: Yes, of course.
Woman: This one is cute. Look at its big eyes and little fins.
Salwa: Yes, but I'm not sure about a fish.
Woman: OK, but she has teddy bears already. How about this one?
Salwa: Oh, yes! I love its big paws.
Woman: It can't have paws, Salwa. It's a seal!
Salwa: Oh, yes! I mean flippers!

6 8.7 Listen again and answer.


-  Play the audio again. Pupils answer in pairs. Check answers.



7 Work in pairs. Look at the close-up pictures of animals. Say which animal you think each one is. Use *might, could, may, must* or *can't*.

-  Place pupils in pairs and have them talk about the pictures. Monitor for correct use of the grammar.

Finishing the lesson

-  Use the Summative questions technique to ask pupils how confident they feel using the new grammar.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to practise modals of deduction
- **Target language:** *may, might, could, can't, must*
- **Skills:** Listening, Writing



Materials

- Activity Book Page 38

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

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

- 1 Look back at the dialogue in Lesson 2, page 44. Then match.
- | | |
|--------------------------------|--------------------------------------|
| 1 It can't be a tiger. | a It doesn't have scales. |
| 2 It could be a bird. | b It has spines. |
| 3 It can't be a snake. | c It isn't moving now. |
| 4 It must be a porcupine. | d Listen, I can hear birds. |
| 5 The porcupine may be scared. | e Tigers don't live in this country. |

- 2 Read the grammar table. Then read the rules and circle the correct options.

Grammar

may, might, could, can't, must

Present simple

It	may	be	a bird.
He/She	might		a porcupine.
You	could	have	right.
	can't		scared.
	must		fur.
			scales.

We use **must** / **may** when we are sure something is true.
We use **could** / **can't** when we are sure something is not true.
We use **could**, **may** or **might** when we are sure / **not sure** something is true.

- 3 Read the dialogue in Lesson 2 again. Find examples of *may*, *might*, *could*, *can't* and *must*.
- 4 Work in pairs. What did Alia and Lara say about the animal? Write three questions. Then ask and answer.

Who said 'It **might** be a tiger'?

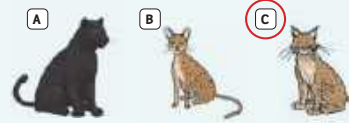
Lara.

- 5 Listen and circle.

1 Which bird does the boy see?



2 Which wild cat did the girl see?



3 Which toy do they choose?



- 6 Listen again and answer.

1 Where is the bird?
2 Does the bird have webbed feet?
3 What size are the wild cat's paws?
4 Who is the toy for?
5 Why can't the toy have paws?

1. It's in the tree.

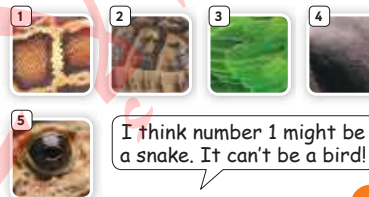
2. No, it doesn't. It has big wings and feet with claws.

3. It has really big paws.

4. For Salwa's new baby cousin.

5. Because it's a seal.

- 7 Work in pairs. Look at the close-up pictures of animals. Say which animal you think each one is. Use *might*, *could*, *may*, *must* or *can't*.



Suggested answers:

1 It might be a snake. It can't be a seal.

2 It must be a tortoise.

3 It might be a parrot. It could be a duck.

4 It can't be a giraffe. It may be a koala.

5 It might be a frog. It can't be a shark.

forty-five 45

Starting the lesson

- Place pupils in groups. Tell them to imagine they are home and they hear or see strange things. They write a dialogue using modal verbs to deduce what those things might be, e.g. *a cat*, *a branch on a window*, etc. They have to come to a logical conclusion.

Practice

- 1 Listen and circle the correct sentences.

- Play the audio. Play it again, if necessary.
- Check answers as a class.



- 1 Girl 1: Wow! What is that in the water? Is it a fish?
Girl 2: Of course it is! Look, it has fins and a tail.
Girl 1: Yes, but its head is out of the water.
Girl 2: You're right. Maybe it's a dolphin.
- 2 Boy 1: What was that noise?
Boy 2: I'm not sure, but it sounded like a cat.
Boy 1: It could be, but maybe it was a person.
Boy 2: Well, yes. That's possible, too.
- 3 Boy 3: Oh, look! Is that a white rabbit over there?
Boy 4: It's too big to be a rabbit.
Boy 3: Oh! It went into your neighbour's garden.
Boy 4: Then it's my neighbour's cat.
- 4 Girl 3: Oh! Is that a bee? I don't like bees!
Girl 4: Relax. It isn't a bee. Look, it doesn't have stripes.
Girl 4: Are you sure? It looks like a bee to me.
Girl 4: It's only a fly. It can't hurt you.

5 Boy 5: What's that animal over there?

Boy 6: On that big hill? I think it's a wild goat.

Boy 5: Or maybe it's a sheep. It's quite big.

Boy 6: No, sheep can't climb like that.

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

- 2 Look and write sentences.

- Pupils complete the activity individually. Check answers.

Answer key 2 It could be a lion.; 3 It must be a duck.; 4 It can't be a rabbit.; 5 It might be an eagle.; 6 It may be a bear.

- 3 Read the clues. Then guess the answers. Use each word in the box once.

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

Answer key 2 It must be a tiger.; 3 It can't be a penguin.; 4 It might/could be a hippo.; 5 It could/might be a bear.

- 4 Write clues about three animals in the box in your notebook. Write the answers with *may*, *might*, *could*, *can't* or *must*.

- Pupils complete the activity individually. Monitor and help where necessary.
- Check answers as a class.

- 5 Work with your partner. Read the clues from Activity 4 and write their guesses in your notebook.

- Place pupils in pairs and have them read their clues to each other. They write their answers in their notebooks.

Finishing the lesson

- Use the Summative questions technique to ask pupils about what they have learnt today.

Objectives

- **Lesson aims:** to read and interpret a folk tale
- **Target language:** verb + *-er* suffix: *farm/farmer, teach/teacher, dive/diver*
- **Skills:** Reading, Speaking, Writing

Materials

- Pupil's Book Page 46
- Activity Book Page 39
- a ball
- three strips of paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write a new version of a familiar story by changing some details, if supported by prompts (GSE 49).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipopstick technique; Basketball technique; True/False response cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Give pupils three strips of paper each. On each one, they write a modal verb.
- Place pupils in pairs and have them swap strips. Each pupil makes a sentence with the modal and the new vocabulary from Lesson 1. Monitor and help where necessary.

Presentation

- Explain that in this lesson pupils will read a folk tale about animals. Ask pupils to look at the pictures and say what they think the folk tale will be about.

Practice

Pupil's Book

1 Before you read Today's Book Club text is a folk tale. Look and circle the words that describe a folk tale.

- Pupils complete the activity individually.
- Check answers as a class.
- Ask pupils to say which folk tales they know, or if they have ever read a folk tale.

2 8.9 Listen and read. Then answer.

- Play the audio for pupils to read along to.
- Pupils work individually to answer the questions.
- Check answers as a class.
- **Extension** Use the True/False response cards technique to quiz pupils on the text by making true or false statements about it.



3 After you read Activity Book, page 39.

- Pupils turn to page 39 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Discuss in groups.

- Place pupils in groups and have them discuss the questions.
- Ask groups to share their ideas with the class.
- Discuss the reasons for the answer to question 2 as a class.
- **Values** Discuss the value of independence. On the board, write: *How did the platypus show independence in the story? Why is it important to make your own decisions? Can you think of a time when you made a choice on your own? How did it feel?*
- Place pupils in groups to discuss the questions then discuss as a class.

5 Viewing and presenting Work in groups. What do you think a group of frogs might say to the platypus? Write another paragraph using the information below. Share it with the class.

- Have a class discussion about what a group of frogs might say to the platypus. Tell them to use the information below the rubric to help them. Write their ideas on the board.
- Place pupils in small groups.
- Make sure pupils understand what they have to do.
- Monitor and help where necessary.
- Groups share their paragraphs with the class. Make sure each group member says something.
- **Extension** Have pupils rewrite the ending by having the platypus choose an animal group. Pupils explain why they chose that group.

Diversity

Support

- Pupils read the text paragraph by paragraph and summarise each one.

Challenge

- Pupils say incorrect statements about the folk tale for their partners to correct.

Activity Book

1 After you read Read the folk tale on Pupil's Book page 46 again. Then number the sentences in order.

- Ask pupils what they remember from the folk tale.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.

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

2 Answer the questions. Write complete sentences.

- Pupils complete the activity individually. Make sure they write complete sentences.
- Check answers as a class.

Answer key 2 They have fur and they are good runners.; 3 The platypus can't breathe underwater.; 4 They both have beaks and they can both lay eggs.; 5 The other groups will be unhappy / won't be happy / will be angry.

3 Read the Work with words box. Write the new words. Then complete.

- Ask a pupil to read aloud the *Work with words* box.
- Explain to pupils that we can add *-er* to a verb to make a word for a person or thing that does the action (e.g. *farm* → *farmer*). Point out the spelling rules: if a verb ends in a vowel + consonant, we double the consonant before adding *-er* (*run* → *runner*). If a verb ends in *e*, we just add *-r* (*write* → *writer*). Elicit some more examples (e.g. *driver, composer*, etc.). Write them on the board.
- Pupils complete the activity individually. Write the answers on the board.

Answer key 2 diver, 3 teacher, 4 skater, 5 player, 6 reader; 2 skater, 3 player, 4 reader, 5 teacher, 6 diver



THE BEST ANIMALS ON EARTH

Long ago, all the animals on Earth **were fighting**. They all wanted to be the best group of animals on Earth. 'We are the most important animals,' **roared** the lions. 'We have fur and we can run.'

'What about the platypus?' someone asked. 'She has fur and she's a good runner.' 'True!' said the lion. He found the platypus, who **was hiding**, and said, 'Please join our group. If you come with us, you'll be with the best animals.'



'I'm not sure,' said the platypus. 'I can't **bite** like you - I don't have teeth. But if you come and see me tomorrow, I'll tell you.'

Then the fish said, 'We are the most interesting animals. We can swim and **dive**.' 'The platypus is a swimmer too,' someone said. 'Oh yes,' said the fish. Then he said to the platypus, 'If you join us, you'll be in the best group.'



'I'm a swimmer and a diver,' said the platypus, 'but I can't breathe underwater like you. Ask me tomorrow.'

'We are the most amazing animals,' sang the birds. 'We have beaks and we **lay eggs**.' Someone said, 'The platypus has a beak and she can lay eggs.'

'You're right,' said the bird. Then he said to the platypus, 'Join our group. You'll be with the best animals on Earth.'



'I don't know,' said the platypus. 'I can't fly like you, but if you wait, I'll decide tomorrow.'

The next day, the platypus said to the animals, 'I'm sorry, but I don't want to join any group. If I join the lions, the birds won't be happy. If I don't join the fish, they'll be angry. You are all special in different ways, and I am special in my own way, too.' Then she closed her eyes and went to sleep.

1 Before you read Today's Book Club text is a folk tale. Look and circle the words that describe a folk tale.

- 1 Folk tales are **new/old** stories.
- 2 Folk tales **tell true stories/teach important** lessons.

2 ⁸⁹ Listen and read. Then answer.

- 1 Which animals are in the folk tale?
- 2 Which group does the platypus join?



3 After you read Activity Book, page 39.

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4 Discuss in groups.

- 1 Which do you think is the best group of animals?
- 2 What can we learn from the folk tale?

5 Viewing and presenting

Work in groups. What do you think a group of frogs might say to the platypus? Write another paragraph using the information below. Share it with the class.

Remember! Frogs and platypuses can live on land and water.

Frogs can jump. Platypuses can't jump.

1. lions, fish, birds and a platypus
2. She doesn't join any group.

4 Write sentences with the **-er** form of the verbs in the box. Then compare with your partner.

- Pupils complete the activity individually
- Monitor and help where necessary.
- Place pupils in pairs to compare sentences.
- Check sentences using the Lollipop stick technique or the Basketball technique.

Finishing the lesson

- Using the Summative questions technique, ask *Did you enjoy the lesson? Would you like to read more folk tales in the future?*

Objectives

- **Lesson aims:** to identify verbs associated with animal actions; to learn and use the first conditional
- **Target language:** *bite, die, dig, dive, feed on, fight, fly away, hide, lay eggs, roar, run away, sting*
- **Skills:** Reading, Listening

Materials

- Pupil's Book Pages 46–47
- a ball
- 12 sticky notes, enough for each pair of pupils
- fly swatter
- Resources 34 B, 42 and 46

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique
- Peer learning: pairwork

Starting the lesson

- Divide the class into two teams. Write the Lesson 1 words on the board. The first pupil from each team lines up with a fly swatter. Say a word. The pupil who swats it first gets a point. If they can define the word, they get an extra point.

Presentation

- Explain that in this lesson pupils will learn verbs related to animal actions, and how to use the first conditional.

Practice

Pupil's Book

- **8.10 Look and match. Then listen, check and repeat.**
 - Pupils complete the activity individually.
 - Check answers using the Lollipop stick technique or the Basketball technique.
 - Play the audio for pupils to listen, check and repeat.
- **Read the folk tale in Lesson 5, page 46 again. How many of the verbs in Activity 1 can you find?**
 - Ask pupils what they remember from the folk tale in Lesson 5.
 - Pupils complete the activity in pairs. Check answers as a class.
- **Read the folk tale again. Match the sentence halves.**
 - Pupils complete the activity individually.
 - Check answers as a class.
 - Ask what tenses are used in the sentences (Present simple and future with *will*).
- **Read the grammar table. Then read the rules and circle the correct options.**
 - Pupils complete the activity individually.
 - Check answers as a class.



- Explain that we use the first conditional to describe possible situations in the future and their result. Write *If I go to sleep late, I will get up tired.* on the board.
- Ask pupils to say what tenses *go* and *will get* are (Present simple and *will* + infinitive).
- Ask pupils to look at the commas in the sentences in the grammar box (highlighted in blue). Tell them that when the conditional clause (the part beginning with *if*) comes first, we put a comma after it. However, if the result comes first, we don't use a comma, e.g. *I will get up tired if I go to sleep late.*

5 8.11 Listen. How can you get more animals to come to your garden?

- Play the audio and have pupils write the answers in their notebooks. Check answers as a class.



Interviewer: This week, we're talking to Noura Alfarran about the animals in our gardens. Hello, Noura.

Noura: Hello, so yes, our gardens are important. Birds, bees and other small animals need a safe place to live, and it's easy to get them to come to your garden. If you plant flowers, more bees will come. Bees are important for the plants, and don't worry, if you keep away from them, they won't sting you. Small animals like a place to hide, so don't tidy up the garden when plants die in the autumn. Put bird food outdoors in the winter and you will see all kinds of different birds. If you watch them quietly, they won't fly away. All animals need water, so put a bowl or a bird bath in the garden. But make sure you change the water often.

Interviewer: Some great ideas there. If we just do some of these things, we'll see a lot more animals in our gardens, and we'll learn a lot, too! Thank you, Noura.

6 What can you do in your garden at home or at school? Complete the sentences.

- Pupils complete the sentences in their notebooks.
- Place pupils in pairs and have them share their sentences.

Finishing the lesson

- Place pupils in pairs. Give each pair 12 sticky notes. Ask them to write a word from the new vocabulary on each one. One pupil matches the notes to the pictures in Activity 2 in the Pupil's Book and says the words. The other pupil repeats or corrects if it is wrong.

Lesson 7 Activity Book

Objectives

- **Lesson aims:** to practise the first conditional
- **Target language:** verbs for animal actions
- **Skills:** Listening, Writing

Materials

- Activity Book Page 40

Global Scale of English (GSE)

- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Writing:** Can write some familiar words (GSE 20).

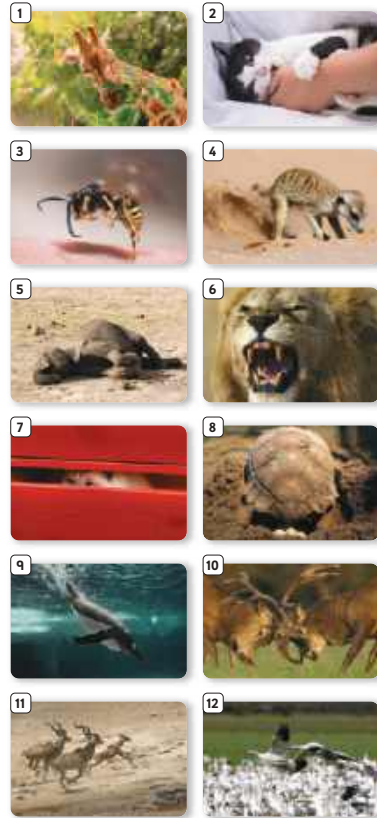
Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique; Exit slips
- Peer learning: pairwork
- Independent learning: Summative questions technique

1 **8.10** Look and match. Then listen, check and repeat.



bite 2 sting 3 roar 6 fight 10 dive 9 dig 4
hide 7 lay eggs 8 feed on 1 fly away 12
run away 11 die 5



2 **Read the folk tale in Lesson 5, page 46 again. How many of the verbs in Activity 1 can you find?**

3 **Read the folk tale again. Match the sentence halves.**

- | | |
|------------------------------------|--------------------------------|
| 1 If you come and see me tomorrow, | a the birds won't be happy. |
| 2 If you join us, | b they'll be angry. |
| 3 If you wait, | c you'll be in the best group. |
| 4 If I join the lions, | d I'll decide tomorrow. |
| 5 If I don't join the fish, | e I'll tell you. |

4 **Read the grammar table. Then read the rules and circle the correct options.**

Grammar

First conditional: *If ..., ... will ...*

If you touch a snake,	it will bite you.
If animals don't eat,	they will be hungry.
If you give it water,	it won't get thirsty.

We use the first conditional to talk about something that might happen in the **present / future**. The **if** part of the sentence is in the **present / future with will**. The second part uses the **present / future with will**.

5 **8.11** Listen. How can you get more animals to come to your garden?



You can plant flowers, don't tidy the garden and put out bird food and water.

6 **What can you do in your garden at home or at school? Complete the sentences.**

- If we plant more flowers, ...
- If we put bird food outdoors, ...
- If there is water, ...

If we plant more flowers, more bees will come.

Starting the lesson

- Place pupils in pairs. Write some sentence starters on the board, e.g. *If it rains ...*, *If I see a tiger ...*, *If we win the game ...*, etc. Call out a sentence starter. Pairs race to finish the sentences correctly using the first conditional, e.g. *If it rains, I'll stay home*. The first pair to finish wins.

Practice

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

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

Answer key 2 fight, 3 sting, 4 roar, 5 hide, 6 dive

2 **8.12** Listen and complete.

- Play the audio. Play it again, if necessary.
- Check answers using the Lollipop stick technique.



My presentation today is about an unusual animal called a woodlice. Woodlice live on land, but only in wet places. They need water to live and if they get too dry, they will die. Woodlice lay eggs and then carry the eggs around in a tiny pouch. When woodlice are in danger, they can't fly away because they don't have wings, so they try to run away. Woodlice feed on leaves and wood, and they hide under rocks so we don't usually see them. They aren't dangerous to people because they can't bite or sting. I think they're amazing little animals, don't you?

Answer key 1 die; 2 lay eggs, pouch; 3 fly away, wings; 4 feed, hide; 5 dangerous, bite, sting

3 **Read and complete the sentences. Use the first conditional.**

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

Answer key 2 are, 3 won't play, 4 asks, 5 will have, 6 don't study

4 **Read and complete the sentences with your own ideas. Use the first conditional.**

- Pupils complete the sentences individually.
- Monitor and help where necessary.

5 **Compare your responses in Activity 4 with your partner's. Who wrote the best responses?**

- Place pupils in pairs to compare. Ask who wrote the best responses.

Finishing the lesson

- Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

Objectives

- **Lesson aims:** learn about national animals; to create a world map of national animals
- **Target language:** horns, fur, long distances, speeds, flag, dead, nests, caves, enormous, taste, venom
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 48
- Activity Book Page 41
- a ball
- 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). Can get the gist of short factual school texts (GSE 41).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Ask pupils to name as many animals from other countries as they can. Write them on the board. Then ask pupils to describe what the animals do using the verbs from Lesson 5.

Presentation

- Explain that in this lesson pupils will learn about different national animals from around the world. Ask pupils to look at the animals on page 48 and say what they know about them.

Practice

Pupil's Book

1 Before you read Does your country have any national animals?

- Discuss the question as a class.

Culture notes

- National animals are usually only found in one particular country. They can't usually live outside of the climate and habitat of that country.

Key words search

national animals, animal habitats, climates and animals

2 8.13 Listen and read.

- Elicit the places where these three animals come from (*Jordan, Ecuador and Indonesia*). Ask *What do we call the Arabian oryx in Arabic? (Al Maha)*.
- Play the audio for pupils to read along to.
- Ask pupils to write down any unknown words and elicit or explain their meanings.
- After reading and listening, ask pupils questions about the text to check understanding.
- **Extension** Say a characteristic for pupils to guess the animal.



Diversity

Support

- Pupils read the first text and note the animal, the things it can do and its characteristics. Repeat for all texts.

Challenge

- Place pupils in pairs. Pairs read the text and choose one animal. They close their books and make notes.

3 After you read Activity Book, page 41.

- Pupils turn to page 41 in their Activity Books and complete Activities 1 and 2. The remaining activities can be done after all Pupil's Book activities have been completed.

4 Work in pairs. Discuss the animals in the photos.

- Place pupils in pairs and have them discuss questions 1 and 2.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to share their ideas with the class.
- Discuss question 3 as a class.
- **Values** Discuss the value of respect for animals. On the board, write: *Why is it important to respect animals and the places they live? What can we do to protect national animals and their habitats?*
- Place pupils in groups to discuss the questions then discuss as a class.

Extra activity Communication

- Place pupils in small groups. Ask them to make their own flag with an animal of their choice on a sheet of A4 paper. Ask groups to say why they have chosen this animal. Groups present their work to the class.

Extra activity Fast finishers

- On a sheet of A4 paper, pupils draw one of the national animals, name its body parts and say what it can do. Pupils place their work in their portfolios.

Project

Make a world map of national animals.

- Tell pupils they are going to make a world map of national animals.
- Ask pupils to think about their favourite wild animals and where they come from.
- Place pupils in small groups, making sure there is an Expert envoy in each group. Have a volunteer pupil read through the steps. Tell pupils they have to keep referring to them as they work.
- Groups present their work to the class. Use the Two stars and a wish technique to have pupils comment on the national animals presented.
- Ask the class to vote for the most interesting national animal.



NATIONAL ANIMALS

All countries have flags, but did you know that many countries have national animals, too? Find out about three amazing national animals.

The Arabian oryx is the national animal of Jordan. It has long, sharp horns for fighting and white and brown fur. Oryx eat plants, but because they live in the desert, they must walk long distances for food. If they find water, they'll drink it, but they usually get all they need from their food. They're also good at running away. They can reach speeds of up to 40 mph!



If you ever look at the flag of Ecuador, you'll see this country's national bird. It's called the Andean condor, and it's one of Ecuador's national animals. These very big birds live in mountains and deserts in some South American countries. They are very important because they eat dead animals. Condors don't build nests. They lay eggs in caves or on rocks.



The national animal of Indonesia is the Komodo dragon. This enormous lizard has some amazing features that help it catch animals to eat. It uses its tongue to taste the air and that helps it find animals. It also has poison in its mouth. If it bites another animal, that animal will die. It has very strong legs, too, so it's good at running. It's very difficult to run away from a Komodo dragon!



WOW! Fact

Andean condors have very big wings, and they can fly a long way without moving them!



Project

Make a world map of national animals.

- 1 In groups, choose a continent (North America, South America, Europe, Africa, Asia or Australia) and find out about the national animals of different countries.
- 2 Decide who will write notes about each animal and who will print out or draw pictures.
- 3 Sort the pictures and notes into countries.
- 4 Draw a map of the continent and stick the pieces of paper on the correct country.
- 5 Present your maps to the class.
- 6 Vote for the most interesting national animals.



1 **Before you read** Does your country have any national animals?

2 **Listen and read.**

3 **After you read** Activity Book, page 41.

4 **Work in pairs.** Discuss the animals in the photos.

- 1 Which animal do you think is the most amazing?
- 2 Which animal do you think is the best national animal? Why?
- 3 Imagine you are choosing a new national animal for your country. Which animal would you choose and why?

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Activity Book

1 **After you read** Read the text on Pupil's Book page 48 again. What do the sentences describe?

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

Answer key 2 Arabian oryx, 3 Indonesia, 4 condors, 5 Jordan, 6 Komodo dragons

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

- Pupils work individually to complete the activity.
- Make sure they are explaining their answers.
- Check answers as a class.

Answer key 2 T – Oryx can reach speeds of up to 40 miles per hour.; 3 F – Condors are very big birds.; 4 F – Condors can fly a long way without moving their wings.; 5 T – If it bites another animal, that animal will die.; 6 F – It's very difficult to run away from a Komodo dragon.

3 **8.14 Listen to a report about another national animal. Complete.**

- Play the audio.
- Pupils complete the activity individually.
- Play the audio again to check answers and then check answers as a class.



The kiwi

The kiwi is the national animal of New Zealand. It's an unusual bird because it can't fly. Kiwis are about the size of a chicken, so they are quite small, but their eggs are big for their size. Kiwis have small, brown feathers and a long, thin beak, which they use to catch insects. Kiwis live in forests and hunt at night. Kiwis are in danger because people brought other animals to New Zealand, such as cats and rats. These animals kill kiwis and steal their eggs.

Answer key 2 fly, 3 chicken, 4 feathers, 5 beak, 6 insects, 7 forests, 8 animals, 9 cats, 10 eggs

4 **Viewing and presenting** Work in groups. Choose a national animal from the box and find answers to the questions. Write a report. Share it with the class.

- Place pupils in groups. They choose an animal and then research online to find the answers to the questions.
- Have groups write a report about their animal.
- Monitor and help where necessary.
- Groups share their reports with the class. Make sure each group member presents.

Finishing the lesson

- Refer pupils to the Learning diary. Tell pupils to make a few notes about what they've learnt in this lesson and what interested them the most. Pupils read their sentences to the class.

English in action

Objectives

- **Lesson aims:** to learn and demonstrate how to say what you like and don't like; to identify rising intonation in *yes/no* questions
- **Target language:** *I really love ...; I find ... really interesting; I quite like ...; I don't mind ...; I'm not keen on ...; I don't like ... at all; I can't stand ...*
- **Skills:** Reading, Listening, Speaking





Materials

- Pupil's Book Page 49
- Activity Book Page 42
- a ball
- index cards
- Resource 54

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly (GSE 38).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).


Assessment for Learning

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

Starting the lesson

- Draw a happy and sad face on the board.
- Ask pupils which animals they like and don't like. Encourage them to give reasons for their answers.


Presentation

-  Explain that in this lesson pupils will learn to say what they like and don't like, and identify rising intonation in *yes/no* questions.

Practice


Pupil's Book

1 8.15 Listen and read. Answer the questions.



- Play the audio once for pupils to read and listen to.
- Play the audio again with pauses for pupils to answer the questions.
- Check answers as a class.
- Ask pupils which of the speakers in the dialogue they agree with.
- **Extension**  Place pupils in pairs and have them act out the dialogue.



2 Read the dialogue again. Find six sentences that use language from the *Say it!* box.


- Refer pupils to the *Say it!* box. Pupils then complete the activity individually.
-  Check answers using the Lollipop stick technique or the Basketball technique.

3 Talk about animals with your partner. Use the *Say it!* box to help you.


- Model the activity with a pupil.
-  Place pupils in pairs and have them ask and answer about the animals in the box.
- Monitor for correct use of language.
-  Use the Lollipop stick technique or the Basketball technique to have pupils act out their dialogues for the class.

Diversity

Support


- Give pupils five index cards each. Ask them to draw a face from the *Say it!* box on each one
-  Place pupils in pairs and have them show each other a card and then say sentences using its correlating expression, e.g. *I quite like ...*

Challenge


-  Pupils write a small dialogue using the new expressions to read to the class. Pupils place their work in their portfolios.

Pronunciation

4 8.16 Listen and read. How do you ask *yes/no* questions? Then listen again and repeat.

- Play the audio. Ask pupils if they notice anything about how the questions sound and what happens to the intonation.
- See if pupils can identify the rising intonation in each question and explain that they should listen for this when someone asks them a question because it gives them a clue about how to answer. Demonstrate saying the questions and ask pupils to provide a *Yes* or *No* answer.
- Point out the difference with the *Wh*- questions covered in Unit 7, where falling intonation is the correct style of pronunciation.
-  Pupils read the *yes/no* questions with a partner to practise the intonation.

Extra activity Collaborative work

-  Place pupils in pairs. Ask them to write five *yes/no* questions each on a piece of paper. Pupils swap lists with other pairs who have to say the questions with the correct rising intonation.



Saying what you like and don't like



- Do you like spiders, Ghada?
 No, I don't. I don't like them at all! What about you, Malak?
 I quite like them. I don't like picking them up, but I like watching them.
 Do you like ants?
 I don't mind them. And you?
 I find them really interesting. They're so good at carrying things and making tunnels! What animals do you like?
 I really love sea animals.
 Me too! What kinds of sea animals do you like?
 All kinds! But my favourite are sharks.
 Oh. I'm not keen on sharks. They make me nervous!
 Really? Sharks usually don't attack people, but of course, you should always be careful in the water!

Pronunciation

- 4 Listen and read. How do you ask yes/no questions? Then listen again and repeat.

Do you find spiders interesting?

Does a kangaroo have scales?

Is the koala cute?



You ask yes/no questions with a rising intonation.

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- 1 Listen and read. Answer the questions.

- 1 Which animals do Ghada and Malak talk about? **spiders, ants, sharks, sea animals**
 2 Which animal makes Ghada nervous? **sharks**

- 2 Read the dialogue again. Find six sentences that use language from the Say it! box.

Say it!

Saying what you like and don't like:

- ☺ I really love ...
 I find ... really interesting.
 ☺ I quite like ...
 ☹ I don't mind ...
 ☹ I'm not keen on ...
 ☹☹ I don't like ... at all.
 I can't stand ...

- 3 Talk about animals with your partner. Use the Say it! box to help you.

Do you like ... ? No, I don't!
 Are you keen on ... ? Yes, I am!



Activity Book

- 1 8.17 Read and complete the dialogue. Then listen and check.

- Pupils complete the activity individually.
- Play the audio to check answers.
- Place pupils in pairs and ask them to practise reading the dialogue.

Answer key 2 I'm not keen on cats.; 3 I don't mind them. And you?; 4 They're clean and very quiet.; 5 Well, I find birds very interesting.; 6 All kinds! But my favourites are parrots.

- 2 Read and complete the sentences with your own ideas about animals.

- Pupils complete the activity individually.
- Monitor and help where necessary.
- Check answers using the Lollipop stick technique or the Basketball technique.

- 3 Work in pairs. Compare your ideas from Activity 2.

- Place pupils in pairs. Have them compare their answers from Activity 2.
- Ask pairs if they wrote similar sentences.

- 4 8.18 Listen and read. What type of questions are they? Circle the correct arrow. Then practise with your partner.

- Note that there is a mixture of yes/no questions and Wh- questions, so pupils will need to apply knowledge from Unit 7 as well to identify the correct intonation in each question.
- Play the audio. Ask pupils what kind of questions they are (yes/no and Wh- questions).
- Play the audio again and have pupils circle the correct arrows.
- Check answers as a class.
- Place pupils in pairs and have them practise saying each question.
- Monitor for correct intonation.
- Encourage pupils to practise intonation in yes/no and Wh- questions to improve their communication skills.

Answer key 1 \, 2 /, 3 \, 4 /

Finishing the lesson

- Use the Summative questions technique to ask pupils about their pronunciation so far focussing on their strong points. Encourage pupils to say how they think they can improve.

Objectives

- **Lesson aims:** to read and interpret a fact file
- **Target language:** *poisonous, horn, amphibian, insect, reptile, mammal*
- **Skills:** Reading

Materials

- Pupil's Book Page 50
- Activity Book Page 43
- a ball
- Resource 58

Global Scale of English (GSE)

- **Reading:** Can understand simple details in short animal fact files containing some unfamiliar language, if supported by pictures (GSE 38).

Assessment for Learning

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

Starting the lesson

- Have the class form a circle. Explain that you will throw the ball to a pupil who has to say a new word from this unit. The pupil then has to throw the ball to another pupil who in turn has to say a new word.
- Make sure all pupils have a turn.

Presentation

- Explain that in this lesson pupils will read a fact file.
- Ask pupils to look at the pictures in the fact file and say what they think the fact files mention about each animal.

Practice

Pupil's Book

1 Before you read Look quickly at the fact files and answer the questions. Write *frog, turtle, stick insect* or *ibex*.

- Teach the new words using definitions, e.g. *If something is poisonous, it can make you ill or die if you touch, eat or get bitten by it. A horn is a hard part that grows on the head of some animals, like rhinos. An amphibian can live on water and land. A fly or bug is an insect. Reptiles lay eggs, but mammals have babies and feed their babies milk.*
- Ask a pupil to read aloud the *Reading tip*.
- Ask pupils to quickly scan the texts and to say three things about them.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.
- Ask pupils which fact file they found the most interesting.

2 8.19 Listen and read.

- Play the audio for pupils to read along to. Explain the meaning of *prickly* (covered with sharp points). Elicit or explain the meaning of any other unknown words.
- Ask pupils to close their books and say three things they can remember about the animals in the fact files.



Diversity

Support

- Use the first fact file. Read the facts from the fact file, e.g. *yellow, orange or red*, and have pupils say the category (*Name, Type, Home*, etc.). Then do it the other way round. Say a category for pupils to read the corresponding facts.

- Pupils do the same in pairs.

Challenge

- Place pupils in pairs and have them test each other about the animals. One pupil says a fact and their partner says the animal and the category (*Name, Type, Home*, etc.).

3 After you read Read and answer the questions.

- Pupils complete the activity in pairs.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to share their answers with the class.

4 Look at the fact files and try to remember the information. Then talk to your partner. Play a memory game.

- Ask pupils to read the fact files again quickly and write four or five questions about them in their notebooks.
- Monitor and help where necessary.
- Ask pupils to close their Pupil's Books.
- Place pupils in pairs. Have them ask and answer their questions to see if they can remember the information in the fact files.
- Ask pairs to come to the front and ask the class their questions.

Activity Book

1 Read and complete the definitions.

- Use the Expert envoy technique to have stronger pupils help weaker pupils with the more challenging activities if necessary.
- Ask pupils to say what new words they've learnt in this lesson. Write them on the board.
- Pupils complete the activity individually.
- Check answers as a class.
- **Extension** Tell pupils you will say a category for them to say an animal, e.g. Say *insect*. Elicit *fly*.

Answer key 2 amphibian, 3 mammal, 4 horn, 5 reptile, 6 insect

2 Read the fact files on Pupil's Book page 50 again. Complete.

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

Answer key 2 lakes, weigh; 3 Australia, antennae; 4 strong, two

Literacy: fact files

Reading

tip Reading

Use the headings in fact files to help you find information quickly.

1 **Before you read** Look quickly at the fact files and answer the questions. Write *frog*, *turtle*, *stick insect* or *ibex*.

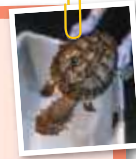
- 1 Which animal lives in South America? _____ **turtle**
 2 Which is the heaviest animal? _____ **ibex**
 3 Which is the smallest animal? _____ **frog**

2 **Listen and read.**

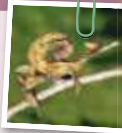
Name: Golden mantella frog
Type: amphibian
Home: forests in Madagascar
Food: insects
Size: 2–3 cm long
 weighs less than 1 g
Body: yellow, orange or red
Family: lays eggs
Interesting fact: Its bright colours show that it's poisonous.



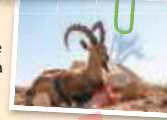
Name: Mata mata turtle
Type: reptile
Home: lakes and rivers in South America
Food: fish and other small animals
Size: up to 45 cm long
 weighs up to 15 kg
Body: very long neck and very long nose
Family: lays eggs
Interesting fact: It hides in water and uses its long nose to breathe.



Name: Giant prickly stick insect
Type: insect
Home: forests in Australia
Food: leaves
Size: up to 20 cm long
 weighs up to 20 g
Body: brown or green
 long antennae
Family: lays eggs
Interesting fact: It looks like a leaf, so it can hide well.



Name: Nubian ibex
Type: mammal
Home: mountains and deserts in the Middle East and North Africa
Food: leaves and fruit
Size: up to 125 cm long
 weighs 65 kg
Body: brown fur, long horns, strong legs that are good for running and climbing
Family: has babies
Interesting facts: It can run up and down very high mountains. It can jump up to 2 m.



Words in context

poisonous amphibian horn
 insect reptile mammal

Activity Book, page 43

3 **After you read** Read and answer the questions.

- 1 Have you learned anything new from the text?
 2 Which do you think is the most interesting animal? Why?
 3 What is the most interesting animal that you know about?

4 **Look at the fact files and try to remember the information. Then talk to your partner. Play a memory game.**

Which animal is poisonous?

The golden mantella frog.

50 fifty

3 **Answer the questions. Write complete sentences.**

- Pupils complete the activity in pairs.
- Make sure pupils write complete sentences.
- Monitor and help where necessary.
- Check answers as a class.

Answer key 2 To show that they're poisonous.; 3 The mata mata turtle eats fish and other small animals.; 4 It has a long nose to breathe when it's under the water.; 5 Because it looks like a leaf.; 6 They usually weigh around sixty-five kilogrammes.

4 **Viewing and presenting** Work in groups. Choose an animal you know about. Discuss the questions and make notes. Share your ideas with the class.

- Place pupils in small groups and have them complete the activity.
- Groups share their ideas with the class. Make sure each group member presents.

Extra activity Communication

- Place pupils in small groups. Have pupils talk about why we should study animals and what kinds of things we learn when we study animals. Pupils present their ideas to the class.

Extra activity Fast finishers

- Pupils think of their favourite animal and draw it. They write a few simple facts about it in the form of a fact file. Pupils present their work to the class and then place their work in their portfolios.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils what they particularly liked about today's lesson. Ask pupils what other kinds of things they could write fact files for.

Objectives

- **Lesson aims:** to plan and write a fact file
- **Target language:** unit vocabulary and grammar
- **Skills:** Reading, Writing

Materials

- Pupil's Book Pages 50–51
- sheets of A4 paper, enough for each pupil
- a ball

Global Scale of English (GSE)

- **Reading:** Can find specific information in extended informational texts using text features such as headings and captions (GSE 56).
- **Writing:** Can complete a table form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique

Starting the lesson

- Write these three questions on the board: *What's your favourite animal? What does it look like? What can it do?*
- Divide the class into two groups and have them form two lines facing each other.
- Explain that when you say *Go*, pupils have to begin asking the person opposite them the questions on the board.
- When you say *Switch*, the pupils in the lines change positions and start again when you say *Go*.

Presentation

- Explain that in this lesson pupils will learn how to write a fact file.
- Ask pupils what kind of information a fact file has.
- Revise the words from the previous lesson by asking pupils to define them or make a sentence with them, e.g. *A mata mata turtle is a reptile. It lays eggs.*

Practice

Pupil's Book

1 Find the information in the text to complete the fact file.

- Pupils read the text quietly. Ask them to make a note of the following information: name of the sharks, where they live, what they eat, what it says about family. Tell pupils that this is the information they will need to complete the activity.
- Pupils read the text again and complete the activity individually.
- Check answers as a class.
- **Extension** Ask pupils and say two incorrect statements about the text for their partners to correct.

2 Read. Then answer the questions about the fact files on pages 50 and 51.

- Invite a pupil to read aloud the *How to write...* box. Explain that abbreviations are short forms for long words.
- Have pupils read the fact files on this and the previous page again and answer the questions individually.
- Place pupils in pairs and have them compare answers.
- Check answers using the Lollipop stick technique or the Basketball technique.

Diversity

Support

- Write two columns on the board: *Headings* and *Abbreviations*. Choose one of the fact files on page 50 and write the headings and abbreviations in the fact file on the board. Then, in pairs, pupils do the same with the fact file on page 51.

Challenge

- Place pupils in pairs and ask them to think of two extra headings to add to a fact file.

3 Choose an animal and find out about it. Draw or print a picture and write a fact file. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- Read aloud the *Writing tip*.
- Use the Traffic light cards technique to check that pupils have understood the difference between *it's* and *its*. Ask them to find examples of *it's* and *its* in the fact files on the previous page.
- Place pupils in pairs. Have them plan and write notes for their fact files first (what they will write about, the pictures they will use, etc.). They then write their fact files. Tell them to keep referring to their notes, the *How to write...* box and the fact files in this and the previous lesson while they write. When they have finished, ask them to check their work and rewrite if necessary.
- Pupils present their work to the class.
- Use the Two stars and a wish technique to have pupils comment on each other's work.

Extra activity Creativity

- Place pupils in pairs. Give each pair a sheet of A4 paper. Tell pupils they are scientists who have just discovered a new species of animal. They have to write a fact file showing where they found it, give it a name and write other relevant information. Pupils illustrate their work and present it to the class. Have a class vote on the most unusual animal presented.

Finishing the lesson

- Write all the new vocabulary from Unit 8 on the board. Bring pupils to the front of the class and have them form a line. Tell them that you will say a word for the first pupil to point to and make a sentence with. They then say a word for the next person to point to and make a sentence with. Continue until all pupils have had a turn.

Lesson 12 Activity Book

Objectives

- **Lesson aims:** to write a fact file
- **Target language:** unit vocabulary and grammar
- **Skills:** Writing

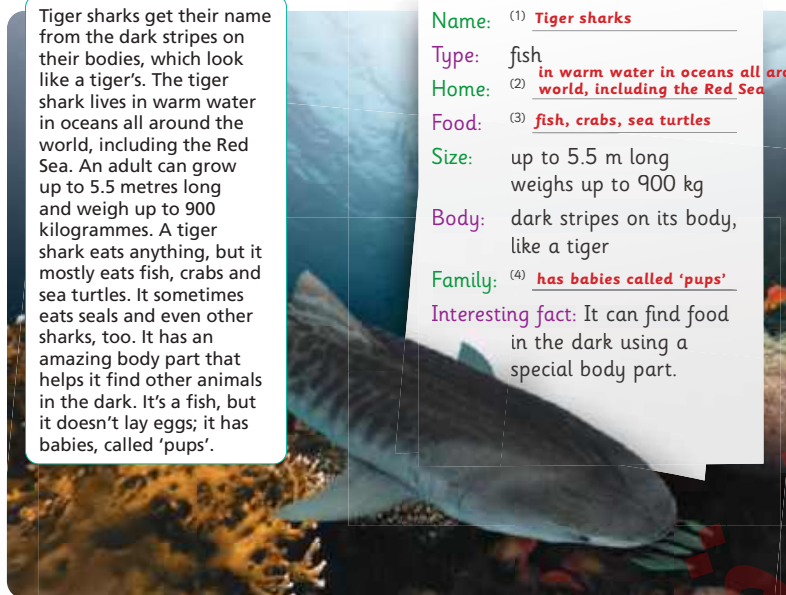
Materials

- Activity Book Pages 44–45
- sheets of A4 paper, enough for each pupil
- a ball

1 Find the information in the text to complete the fact file.

Writing

Tiger sharks get their name from the dark stripes on their bodies, which look like a tiger's. The tiger shark lives in warm water in oceans all around the world, including the Red Sea. An adult can grow up to 5.5 metres long and weigh up to 900 kilogrammes. A tiger shark eats anything, but it mostly eats fish, crabs and sea turtles. It sometimes eats seals and even other sharks, too. It has an amazing body part that helps it find other animals in the dark. It's a fish, but it doesn't lay eggs; it has babies, called 'pups'.



Name: (1) **Tiger sharks**
 Type: fish
 Home: (2) **in warm water in oceans all around the world, including the Red Sea**
 Food: (3) **fish, crabs, sea turtles**
 Size: up to 5.5 m long
 weighs up to 900 kg
 Body: dark stripes on its body,
 like a tiger
 Family: (4) **has babies called 'pups'**
 Interesting fact: It can find food
 in the dark using a
 special body part.

2 Read. Then answer the questions about the fact files on pages 50 and 51.

How to write... fact files

- Use headings with colons (:).
- Find information in books or online. You don't need to write in sentences.
- Add some interesting facts about the animal.
- Use abbreviations when you talk about size and weight (e.g. *m*, *cm*, *kg*).

3 Choose an animal and find out about it. Draw or print a picture and write a fact file. Plan, write, check and rewrite. Use the *How to write...* box to help you.1 How many headings do the fact files have? **eight**2 What abbreviations do they use? **cm, g, kg, m**

3 Which do you think is the most interesting fact?

tip Writing

Remember to use *it's* and *its* correctly:*it's* means *it is* or *it has**its* is for possession***It's better at climbing than jumping!*** (*It is*)*It uses its very long nose to breathe.* (*possession*)

fifty-one 51

Global Scale of English (GSE)

- **Writing:** Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38).

Assessment for Learning

Monitoring pupils' learning: Lollipop stick technique; Basketball technique

Peer learning: pairwork

Independent learning: Thought-provoking questions technique

Starting the lesson

- Place pupils in pairs and give them a sheet of A4 paper each. Tell them to make a word snake with some of the new words from the unit. Pairs swap papers and solve the puzzles. They write the words next to the snake.

Practice

1 Read and complete the sentences with *it's* or *its*.

- Refer pupils to the *Writing tip*. Elicit what the animal in the photo is (*Arctic fox*) and ask them to say a sentence about it using *it's* and *its*, e.g. *Its fur is white. It's got white fur*, etc.
- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 *It's*, 3 *Its*, 4 *Its*, 5 *It's*, 6 *its*

2 Plan a fact file about an unusual wild animal.

- Tell pupils they can write a fact file about an animal they know or research one.
- Pupils complete the activity individually.
- Have pupils compare answers with their partners.

3 Now write your fact file.

- Have pupils complete the activity individually.
- Monitor and help where necessary.
- Have volunteer pupils present their fact files to the rest of the class.

4 Check your work. Tick (✓) the steps when you have done them.

- Remind pupils to use the checklist once they have completed the writing process.

Extra activity Fast finishers

- Pupils make a list of animal types they have learnt about in the last two lessons, e.g. *mammals*, *vertebrates*, etc.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 7–8
- **Target language:** *charger, medicines, passport, travel pillow, raincoat, suitcase, toothbrush, washbag; going to and will*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 52
- Activity Book Page 46
- a ball
- a stopwatch
- eight index cards per pupil
- sheets of A4 paper, enough for each group of pupils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38). Can express their opinions on familiar topics, using simple language (GSE 41). Can re-tell the main points of an extended story in their own words (GSE 54).

Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring pupils' learning: Lollipop stick technique; Basketball technique; True/False response cards technique
- 👥 Peer learning: pairwork
- 📖 Independent learning: Summative questions technique

Mapping

Topics	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 1: Society	Listening: responding to oral texts by generating simple questions or statements and making inferences; using clues to understand unfamiliar words when listening	Listening: identify key ideas and supporting details in an oral presentation or conversation; respond to questions before, during and after listening
Theme 2: Culture	Speaking: turn-taking in dialogues on simple themes	Speaking: participate in short simple dialogues; ask and answer questions in order to seek help, get information, or clarify something
Theme 6: Recreation	Reading: skimming and scanning a text for main ideas and key details; answering questions about explicit information in a text	Reading: preview a text and make predictions about its content; skim a text for general idea(s); identify the topic, main idea(s), and key details of a reading text
Theme 7: National identity and world affinities	Writing: writing a paragraph on a familiar topic; writing a simple descriptive or narrative text	Writing: use various sentence structures (simple, compound, complex)

Starting the lesson

- Ask pupils where they usually go on holiday and what they do while on holiday.

Presentation

- 🗨️ Explain that in this lesson pupils will learn about holidays and travel, and learn how to use *going to* and *will*.
- On the board, write:
I'm going to visit the museum.
Good idea! I'll see what time it opens.
- Explain that we use *going to* and *will* to talk about the future. Ask them if they understand the difference between *going to* and *will*. Accept all answers.

Practice

Pupil's Book

1 🗨️ How many travel items can you name?

- Set a stopwatch to one minute and have pupils write as many travel items as they can in their notebooks. Ask how many words each pupil wrote.
- Ask each pupil to share their ideas and write them on the board. Count and say the total number the class as a whole has said.

2 🗨️ LC4.1 Listen and read. Where are they going?

- Elicit some reasons to take trips, e.g. *work, fun, to see family and friends, etc.*
- Play the audio for pupils to read along to. Elicit the answer.
- 🗨️ Use the True/False response cards technique to quiz pupils about the text, e.g. *They are only going to take suitcases. (False) Suha has got a guidebook on her phone. (True) They don't think it will rain in London. (False) Lama has her passport now. (False) They are going to buy a guidebook. (False).*
- **Extension** Ask pupils if they would like to go on holiday to an English-speaking country.



3 🗨️ Read the grammar table. Then read the rules and circle the correct options.

- Pupils complete the activity individually.
- Check answers as a class.
- Tell pupils that we use *going to* when we have already decided to do something, i.e. it's a plan, and we use *will* when we decide something in the moment. Ask them if they understand the difference now.
- **Extension** 🗨️ Write *I'm going to buy a new toothbrush. I'll see how much money I have.* on the board. Place pupils in pairs and have them write similar simple short dialogues using *going to* and *will*. Pupils read their dialogues to their partners.

Language booster 4

- How many travel items can you name?
- Listen and read. Where are they going?
They're going to London.



Suha: Right, I'm going to take a small rucksack with a travel pillow, a charger, ...
Lama: OK. I'll take a small rucksack, too.
Suha: And in my big suitcase, I'm going to take a raincoat, some medicines. I'm not going to bring my guidebook. There's one on my phone.
Lama: Great! Are you going to take the umbrella, too?

Suha: I think I will. We are going to visit London, and it rains a lot!
Lama: Right. Er ... What goes in my washbag?
Suha: Your toothbrush. I'll bring the toothpaste. And don't forget the most important thing.
Lama: Snacks?
Suha: Your passport!
Lama: Oh, yes! I left it in my room! I'll go and get it.
Suha: Lama!

- Read the grammar table. Then read the rules and circle the correct options.

Grammar		
going to and will		
I'm	going to	visit London.
We	aren't going to	take a raincoat.
I	'll	bring snacks.
She	won't	get it now.

We use **going to / will** to talk about plans that we've already decided to do.
 We use **going to / will** when we decide at the time of speaking.

- Find examples of going to and will in Activity 2.

- Look and write. Use the words in bold from Activity 2.



- Imagine you're going to travel on a plane. Choose six items to take in your rucksack. Talk to your partner.

Diversity

Support

- Pupils work in pairs and discuss the rules.

Challenge

- Pupils work out the rules individually.

Extra activity Communication

- Have pupils make six general sentences using *going to*, e.g. *I'm going to make a sandwich for lunch.*
- They read their sentences to their partner who answers with *will*, e.g. *I'll help you.*

- Find examples of *going to* and *will* in Activity 2.

- Pupils find the examples individually.
- Use the Lollipop stick technique to check answers.

- Look and write. Use the words in bold from Activity 2.

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

Diversity

Support

- Pupils write the vocabulary items mentioned in the text on the eight index cards.
- In pairs, pupils choose a role and read the text with their partners. Pupils raise or point to their index cards when an item comes up.

Challenge

- In pairs, pupils read the dialogue by replacing the vocabulary items with other new vocabulary.

- Imagine you're going to travel on a plane. Choose six items to take in your rucksack. Talk to your partner.

- Tell pupils that they should think of items that they are going to take on the plane, not the ones to go in the main luggage. Pupils choose their items individually and then compare answers in pairs. Encourage them to give reasons for their answers.
- Use the Lollipop stick technique to have pairs act out their dialogues.

Activity Book

- LC4.2 Listen to the dialogue on Pupil's Book page 52 again. Read the sentences and circle T (true) or F (false). Explain your answers.

- Play the audio.
- Pupils complete the activity individually. Make sure they explain their answers.
- Check answers using the Lollipop stick technique or the Basketball technique.



Answer key 2 F – Suha is going to take the medicine in her suitcase.; 3 T – She's already got a guidebook on her phone.; 4 F – She thinks they'll need an umbrella.; 5 F – Suha thinks the most important item is a passport.

- Put the words in order to complete the sentences.

- Pupils complete the activity in pairs.
- Use the Lollipop stick technique or Basketball technique to check answers.

Answer key 2 passport, 3 raincoat, 4 suitcase

- Complete the sentences. Then match.

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

Answer key 2 medicine, a; 3 travel pillow, d; 4 washbag, b

- Viewing and presenting Work in pairs. Imagine you're going on holiday. Where are you going to go? What are you going to do? What are you going to take? Share your ideas with the class.

- Place pupils in pairs.
- Give pupils time to discuss the questions.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to present their holiday plans to the class.

Finishing the lesson

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

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 7–8
- **Target language:** *charger, medicines, passport, travel pillow, raincoat, suitcase, toothbrush, washbag; going to and will*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 53
- Activity Book Page 47
- a ball
- photocopy of Pupil's Book audioscript

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38). Can re-tell the main points of an extended story in their own words (GSE 54).

Assessment for Learning

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

Starting the lesson

- Tell pupils to write as many new words from Lesson 1 as they can in 45 seconds.
- Pupils then check in their Pupil's Books for correct spelling and read their words to their partners.
- Write all new unit vocabulary from Lesson 1 on the board. Bring pupils to the front of the class and have them form a line.
- Tell pupils that you will say a word for the first pupil to point to and make a sentence with. They then say a word for the next person to point to and sit down.

Presentation

- Explain that in this lesson pupils will learn more about holidays and travel and *going to and will*.
- Revise the grammar from Lesson 1. Have pupils write two sentences with *going to* and two using *will*.
- Remind pupils that we use *going to* when we have already planned to do something, and we use *will* when we decide in the moment of speaking. Both talk about the future but in different ways. Ask pupils if they understand the difference.

Practice

Pupil's Book

- 1 **Look back at the dialogue in Lesson 1, page 52. Complete the sentences.**
 - Pupils complete the sentences individually.
 - Check answers as a class.

- 2 **LC4.3 Where did Grandma get the items? Listen and match. There are two places you do not need.**

- Pupils study the pictures before doing the activity. Ask them what they can see.
- Play the audio. Play the audio again, if necessary.
- Pupils complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique or Basketball technique to check answers.



Heba: I love your house, Grandma. There are so many nice things. You've been to a lot of places!

Grandma: Yes, it's good to travel and learn about other cultures. I'm going to show you something, Heba. *There's a small leather suitcase in my bedroom. I got it from a shop in Italy that sold handbags.*

Heba: Don't stand up, Grandma. I'll get it.

Grandma: Thanks. Open the suitcase.

Heba: What's this?

Grandma: It's a painted wooden animal that I got in Mexico. I bought it from a man selling pots on the street.

Heba: It's really beautiful. *This gold necklace is pretty, too.*

Grandma: Oh, your grandfather bought that in a market in Cairo in Egypt. I don't wear it anymore. You can have it if you want.

Heba: Oh, thank you, Grandma! I'll look after it. And look! There's a guidebook. It's all about Spain.

Grandma: Oh, yes. We went to Spain last spring. I bought it from a shop on a boat. I'm going to Spain again in the summer, but I'm going to buy a new guidebook. That one is too old.

Heba: Good plan!

- 3 **LC4.4 Listen again and answer.**

- Pupils read the questions and answer before listening to the audio again.
- Play the audio again and have pupils check their answers.
- Use the Lollipop stick technique or Basketball technique to check answers.
- **Extension** Pupils write three false statements about the audio for their partners to correct. Pupils check their answers on the photocopy of the audioscript.



- 4 **Complete with the verbs in brackets and *going to or will*.**

- Pupils complete the activity individually.
- Monitor and help where necessary.
- Check answers as a class. Ask them to give reasons for their answers, e.g. *In 1, the speaker has already decided to go to the mountains, etc.*

- 5 **Complete the sentences. Then compare with your partner.**

- Pupils complete the sentences individually.
- Place pupils in pairs and have them compare answers.
- Use the Lollipop stick technique to ask pupils to read their sentences to the class.

Show what you know

- Tell pupils that they are going to think about what they have learnt on Lara's Learning Club pages. Pupils read and complete Lara's Reflection Box individually.
- In pairs, pupils ask and answer the questions giving an example to show what they know, e.g. *Can you use travel and holiday words? Yes, I can. Passport, charger, etc.*

1 Look back at the dialogue in Lesson 1, page 52. Complete the sentences.

- 1 I 'm going to take a small rucksack.
- 2 I 'll take a small rucksack, too.
- 3 I 'm not going to bring the guidebook.
- 4 I 'll bring the toothpaste.
- 5 I 'll go and get it.

2 Where did Grandma get the items? Listen and match. There are two places you do not need.

1 d, 2 e, 3 b, 4 a

1 suitcase	2 wooden animal
3 necklace	4 guidebook
A	B
C	D
E	F

3 Listen again and answer.

- 1 What's the suitcase made of?
- 2 Which item is from Mexico?
- 3 Who bought the necklace?
- 4 What will the girl do with the necklace?
- 5 What's Grandma going to buy?

1. It's made of leather.
2. The wooden animal is from Mexico.
3. Her grandfather bought the necklace.
4. She'll look after it.
5. She's going to buy a new guidebook.

4 Complete with the verbs in brackets and *going to* or *will*.

- 1 A: Why did you buy a woolly hat?
B: I 'm going to visit (visit) my cousins in the mountains.
- 2 A: Oh, no! It's raining. We can't go camping.
B: Then we 'll play (play) board games!
- 3 A: Do you have plans with Sana?
B: No, we 're not going to go (not/go) anywhere today.
- 4 A: You have to meet me at five o'clock.
B: OK. I won't be (not/be) late.
- 5 A: Why is Ali looking in the camping shop window?
B: He 's going to buy (buy) a new rucksack.
- 6 A: The kitchen floor is a mess!
B: Don't worry. I 'll sweep (sweep) the floor.

5 Complete the sentences. Then compare with your partner.

- 1 If you call me this evening, I ...
- 2 On Saturday afternoon, I ...
- 3 Next summer, my family ...
- 4 This weekend, I ...

Show what you know

- Can you use travel and holiday words?
- Can you use *going to* for plans?
- Can you use *will* for decisions at the time of speaking?

Activity Book

1 Listen and tick (✓) the correct pictures.

- Ask pupils to look at the pictures to check what they have to listen out for.
- Play the complete audio for pupils to listen to.
- Play the audio again and pause after each section for pupils to choose the correct answer.
- Use the Lollipop stick technique or Basketball technique to check answers.



Abeer: I'm going to visit the mountains for the holidays. What are you going to do, Randa?
Randa: I'm going to stay at the beach with my cousins in France, Abeer.
Abeer: Really? Won't it be cold at this time of year?
Randa: Yes, but it will be sunny, too, and there won't be many people around.
Abeer: Are you going to travel there by car?
Randa: No! It's too far. We're going to fly.
Abeer: Well, have fun. And send me a postcard!
Randa: A postcard? No way! I'll send you a selfie instead!
Abeer: OK, and I'll send you an email from the mountains!

Answer key 2 b, 3 c, 4 a

2 Read and circle the correct options.

- Review how we use *going to* and *will* if necessary.
- Pupils complete the activity individually. Monitor and help where necessary.
- Check answers as a class.

Answer key 2 I'm going to, 3 I'll, 4 I will, 5 we'll, 6 I will, 7 are we going to, 8 We're going to

3 Complete the sentences with the correct form of *going to* or *will* and the verbs in the box.

- Pupils complete the activity individually and then compare answers in pairs. Monitor and help where necessary.
- Ask pupils to read the completed sentences aloud to check answers.

Answer key 2 are going to go, 3 isn't going to play, 4 won't have, 5 will help, 6 aren't going to watch

Finishing the lesson

- Use the Summative questions technique to ask pupils about what they have learnt today and where they had problems. Ask pupils how confident they feel using the vocabulary and grammar.

Objectives

- **Lesson aims:** to interpret a carbon footprint; how to compare and contrast using a T-chart
- **Target language:** *carbon footprint, greenhouse gas, atmosphere, carbon dioxide, fuel*
- **Skills:** Reading, Speaking





Materials

- Pupil's Book Page 54
- a ball
- True/False response cards
- examples of T-charts


Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can understand the main information in basic diagrams related to familiar topics (GSE 37). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).


Assessment for Learning

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

Starting the lesson


- Write *Carbon footprint* on the board. Ask pupils what they think it means. Accept all answers.
- Explain that a carbon footprint is the amount carbon dioxide and other gases that are released into the air because of human activities like travelling, using electricity, etc.
-  Place pupils in pairs. Give pupils two choices (e.g. *drive or walk, eat meat or eat vegetables, buy new or reuse, use plastic or refillable bottles, leave lights on or switch them off*, etc) and ask them to choose the greener option. Ask them to give reasons for their choices.

Presentation

-  Explain that in this lesson pupils will learn about a carbon footprint, and learn how to make a T-chart to compare and contrast two things.
- Ask *What do we do when we compare and contrast?* Elicit or explain that we look for similarities and differences.


Practice

Pupil's Book

- 1 **Think** What do you know about greenhouse gases? How do you think we can make less of them?
 - Before pupils begin, elicit or explain the meaning of *greenhouse*. Tell them that a greenhouse is a building in gardens that keeps plants warm by letting in sunlight and stopping the heat from escaping, which helps plants to grow.
 -  Place pupils in pairs and ask them to discuss the questions for one minute.
 - Check answers as a class and write them on the board. Explain that greenhouse gases are gases in the air that trap heat from the sun and make Earth warmer.


- 2 **Learn**  **LC4.6** Listen and read. What do we call the chart in the text? Why do you think we call it that?



- Play the audio for pupils to read along to. Elicit or explain any unknown words.
- Check answers as a class.
-  Use the True/False technique to quiz pupils about the text.
- Tell pupils that a T-chart is a simple way to compare two things. We write a heading on the left side and another heading on the right side. Each item under those headings should belong to the same category or type. Show pupils examples of T-charts.
- Ask pupils if they think reading and understanding a T-chart diagram is easy.

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.*


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** Look at the T-chart in Activity 2 and the information in it. Match the topics (1–4) to the information (a–d).

-  Pupils work individually to complete the activity and then compare answers in pairs.
-  Check answers using the Lollipop stick technique or the Basketball technique.
- Ask pupils what other topics we could compare in the chart (*technology, water use, clothing, shopping*, etc.)

- 4   What else could you compare with a T-chart? What topics could you compare about those two things? Talk to your partner.

-  Place pupils in pairs and give them time to discuss. Tell them the two things do not have to be related to science.
- Ask pairs to tell the class their ideas and write them on the board (possible answers: *day/night (light, animals, activities, temperature, etc.), healthy food/unhealthy food (nutrients, energy, effects on the body, etc.)*)


Finishing the lesson

-  Place pupils in pairs.
- They look at the T-chart in Activity 2 for one minute. They cover the information for *bigger footprint* and *smaller footprint* and try to remember the contrasting information and the topics.
-  Use the Summative questions technique to ask pupils what they liked about the lesson.

Think like a scientist!

How can we make our carbon footprint smaller?

Think 1 What do you know about greenhouse gases? How do you think we can make less of them?

Learn 2  Listen and read. What do we call the chart in the text? Why do you think we call it that?

A T-chart. Because it looks like the letter 'T'.



Your **carbon footprint** shows all of the **greenhouse gases** – gases that make Earth warmer – that you put into the **atmosphere** each year. It's called a 'footprint' because it shows the mark you leave on the planet!

A carbon footprint is like a big maths sum. You add up all the **carbon dioxide** (and other gases) from the things you do. Some actions add a lot to your footprint. For example, flying makes a large footprint because planes use a lot of **fuel**. But everyday things, like using plastic pens and eating food, add to it, too. Why? Because making these items produces greenhouse gases.

One way to understand how we can make our carbon footprint smaller is by using a T-chart. A T-chart is a simple tool that compares and contrasts two things with information about the same topics. On one side we can put the things that make our footprint bigger (e.g. flying), while on the other, we can put those that make it smaller (e.g. cycling). By doing things on the 'smaller footprint' side more often, we can make our carbon footprint smaller. And small changes make a big difference!



greenhouse gases



My carbon footprint	
bigger footprint	smaller footprint
a flying in planes	using buses or trains
b using a lot of electricity	turning off lights
c eating meat	eating more vegetables
d using plastic bags	using reusable bags.

Check 3 Look at the T-chart in Activity 2 and the information in it. Match the topics (1–4) to the information (a–d). 1 b, 2 c, 3 a, 4 d

- 1 Energy 2 Food 3 Transport 4 Recycling

4  What else could you compare with a T-chart? What topics could you compare about those two things? Talk to your partner.

We could compare the city and the countryside!

Yes! We could look at animals, buildings, transport, jobs ...

Objectives

- **Lesson aims:** to create a T-chart; to interpret cause and effect
- **Target language:** *cause, effect*
- **Skills:** Reading, Speaking





Materials

- Pupil's Book Page 55
- a ball
- sheets of A4 paper or bigger, enough for each pupil
- Resource 60

Global Scale of English (GSE)

- **Reading:** Can understand the main information in basic diagrams related to familiar topics (GSE 37). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Stop/Go technique
-  Peer learning: pairwork; groupwork; Think-pair-share technique; Expert envoy technique
-  Independent learning: Summative questions technique

Starting the lesson

- Write *T-chart* on the board. Ask pupils what we use it for and how it's useful (*we use it to see similarities and differences, pros and cons, etc.; it helps organise information easily, making it simpler to understand and explain ideas*).


Presentation

-  Explain that in this lesson pupils will learn about cause and effect and make their own T-chart.



Practice

Pupil's Book


1 Let's practise Read and complete the T-chart.

- Ask the class to define the words *cause* and *effect* (*cause – why something happens; effect – what happens because of it*).
- Write the following on the board:
If you study hard, ...
It rained last night and now ...
If you don't sleep enough, ...
When it's sunny, ...
-  Place pupils in pairs and ask them to complete the sentences. Write some of their ideas on the board. Ask them which parts of the sentences are the causes and which are the effects.
- Pupils complete the activity individually.
- Draw the T-chart on the board. Choose pupils to come to the front and write the answers in the correct place on the chart.
- Ask the rest of the class to say whether or not they agree with the answer.

2 Look at the T-chart. Choose three topics that it compares and contrasts.

-  Use the Think-pair-share technique to complete the activity.
-  Use the Lollipop stick technique or Basketball technique to check answers.

Extra activity Quiz



-  Before the class, prepare *yes/no* quiz questions about climate change, e.g. *Does burning fossil fuels release gases that warm Earth? Can planting more trees help the environment? Does cutting down forests make more homes for animals? Does using less electricity help reduce climate change?* etc. Divide the class into two teams. They take part in a 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.

Show what you know

Make a T-chart.

-  Put pupils in small groups. When forming groups, use the Expert envoy technique. Give each group a sheet of A4 paper or bigger.
- Explain to pupils that they will now make their own T-chart. They can choose to compare whatever they like.
-  Pupils look at the activity. Use the Stop/Go technique to check pupils understand what they have to do.
- Tell pupils to first think of two things to compare and then the topics that the two things share. Pupils make their T-charts. Monitor and help where necessary.
- Ask groups to present their work to the class.

Finishing the lesson

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

Let's practise!

1 Read and complete the T-chart.

clean forests fuels warmer live homes

We can also use a T-chart to compare causes and effects. The **cause** is why something happens; the **effect** is what happens because of it, e.g. **Cause:** *If you eat too many sweets,* → **Effect:** *you might get a toothache.*



Climate change

cause	effect
• Burning fossil ¹ fuels for energy.	• Earth gets ² warmer .
• cutting down ³ forests .	• fewer trees to ⁴ clean the air.
• Animals' ⁵ homes are destroyed.	• Animals have no place to ⁶ live .

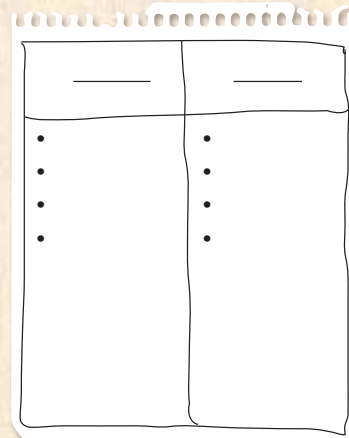
2 Look at the T-chart. Choose three topics that it compares and contrasts.

animals energy use food forests people buildings

Show what you know

Make a T-chart.

- 1 Brainstorm two things to compare, e.g. clothes/accessories, deserts/forests, etc.
- 2 Choose topics to compare, e.g. for deserts and forests you could compare animals, plants, weather, water, etc.
- 3 Draw your T-chart. Write the two things that you are going to compare at the top of each column and decide on the order of the topics.
- 4 Write at least four points in each column. Make sure your ideas match the column titles and the topics.
- 5 Share your T-chart with the class and explain what you wrote.



Objectives

- **Lesson aims:** to learn about Father's Day in Jordan
- **Target language:** *celebration, reporter, respect, card, electric shaver, dates*
- **Skills:** Reading, Writing, Speaking

Materials

- Pupil's Book Page 56
- Activity Book Page 48
- sheets of A4 paper, enough for each group of pupils
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Writing:** Can write some familiar words (GSE 20).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Yes/No response cards
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; Thought-provoking questions technique

Starting the lesson

- Divide the class into two teams. Play *Backs to the board* with a selection of the key vocabulary from Semester 2.
- Write *Fathers* on the board. Give pupils one minute to write as many words as they can related to fathers in general. Write their ideas on the board.

Presentation

- Explain that in this lesson pupils will learn about Fathers' Day.
- Write *celebration, reporter, respect, card, electric shaver and dates* on the board. Elicit or explain their meanings: *celebration – a special event to enjoy something important; reporter – a person who finds and then tells news stories on TV, radio or in newspapers; respect – being kind and showing care for others and their feelings; card – a folded piece of thick paper with decoration on the front that you give someone on a special day; electric shaver – a small machine that uses electricity to cut hair from the face or body; dates – sweet dried brown fruits that come from palm trees.*

Practice

Pupil's Book

1 F3.1 Listen and read.

- Ask pupils to look at the photos. Have volunteers describe what is happening in the first picture. Ask them what the second picture shows (*dates*). Ask pupils if they like to eat dates.
- Play the audio for pupils to read along to.



- Check comprehension. Ask *When is Father's Day in Jordan? (21st June) Which other countries celebrate Father's Day on the same day? (Egypt, Syria, Lebanon, the United Arab Emirates) What day helped start Father's Day? (Mother's Day) What do the children in the text usually give their dad? (cards and small gifts) What did they give him this year? (an electric shaver and a box of dates) What does their dad usually do on Father's Day? (He has the day off.) Who do they visit in the afternoon? (their grandfather), etc.*

Diversity

Support

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

Challenge

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

2 Answer the questions.

- Pupils complete the activity individually.
- Encourage them to write complete sentences.
- Check answers using the Lollipop stick technique or the Basketball technique.

Extra activity Critical Thinking

- Pupils work in pairs. Ask *What are other ways people can show love and respect to family or friends without spending money?* Then discuss answers as a class.

3 Work in pairs. Discuss the questions.

- Have pupils discuss the questions in pairs.
- Check answers as a class.

Extra activity Critical Thinking

- Ask pupils why their opinions are important and why we should respect others' opinions even when we disagree with them.

Extra activity TPR

- Using their Yes/No response cards, pupils answer these questions and any others you might want to add:
Is Father's Day on 21st June in Jordan?
Do all countries celebrate it on the same day?
Did a reporter have the idea to celebrate mothers in 1956?
Do the children in the text give their dad expensive gifts?
Does their dad usually work on Father's Day?
Do they visit their grandfather in the evening?

4 Viewing and presenting Make a Father's Day card.

- Place pupils in groups.
- Provide groups with all the materials they will need.
- Monitor and help where necessary.
- Groups present their cards to the class. Have the class vote for the best card.



Father's Day

I'm Malak, and one of my favourite days of the year is Father's Day.



1 Listen and read.

Father's Day is a special **celebration** around the world. In Jordan, it's on 21st June, which is also the first day of summer. Many other Arab countries celebrate it on the same day, too, such as Egypt, Syria, Lebanon and the United Arab Emirates. It's not as popular as Mother's Day, but it's still important. In fact, Father's Day in the Arab world started because of Mother's Day! In 1956, a **reporter** had the idea to celebrate mothers. Later on, people thought that dads should have a celebration, too!

In our family, we usually show our dad how much we love and **respect** him. My brother and I usually give Dad **cards** and small gifts. This year, we bought him an **electric shaver** and a box of delicious **dates**. Because Dad does so much for us, he usually has the day off on Father's Day! Then, in the afternoon, we visit my grandfather. I believe that as parents get older, it becomes more and more important to respect, help and spend time with them as much as possible.

2 Answer the questions.

- 1 When is Father's Day celebrated in Jordan?
- 2 Which other Arab countries celebrate it on the same day?
- 3 Who suggested the idea of having Mother's Day in the Arab world?
- 4 How is your Father's Day celebration similar to Malak's? How is it different?

1. It is celebrated on 21st June in Jordan.

2. Egypt, Syria, Lebanon and the United Arab Emirates celebrate it on the same day.

3. A reporter suggested the idea.

4. Pupils' own answers

3 Work in pairs. Discuss the questions.

- 1 Why is it important to show respect to parents as they get older?
- 2 Is it better to give gifts or spend time together? Why?

4 Viewing and presenting

Make a Father's Day card.

- 1 In groups, think of a front cover for your card. You can draw or print pictures.
- 2 Write a message in your card about what makes a father special.
- 3 Present your cards to the class. Explain why you chose the picture and the message.
- 4 Say one thing you admire about fathers in general.



56 fifty-six

Activity Book

1 Look and write.

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

Answer key 2 celebration, 3 electric shaver, 4 card, 5 reporter, 6 respect

2 After you read Read the text on Pupil's Book page 56 again and circle T (true), F (false) or DS (doesn't say). Explain your answers.

- Pupils complete the activity in pairs.
- Make sure they explain their answers.
- Monitor and help where necessary.
- Use the Lollipop stick technique or Basketball technique to check answers.

Answer key 2 DS – The text mentions Egypt, Syria, Lebanon and the United Arab Emirates but not Iran.; 3 T – Father's Day isn't as popular as Mother's Day.; 4 F – People started celebrating Mother's Day first.

3 Answer the questions. Write complete sentences.

- Pupils complete the activity individually.
- Make sure they write complete sentences.
- Monitor and help where necessary.
- Check answers as a class and write them on the board.

Answer key 2 They bought him an electric shaver and some dates.; 3 He usually takes the day off.; 4 They visit their grandfather.; 5 She believes we should show respect, offer help and stay by their side as parents get older.

4 Viewing and presenting Work in groups. How can we show respect to our parents every day? Make a list. Share it with the class.

- Place pupils into groups of four.
- Give pupils time to discuss how to show respect for parents on a daily basis.
- Pupils present their lists to the class.

Finishing the lesson

- Using the Summative questions technique, ask *What new information did you learn in this lesson? Did you enjoy making a card?*

World Oceans Day

Objectives

- **Lesson aims:** to learn about World Oceans Day
- **Target language:** beach clean-up, breathe, float, waste, water cycle
- **Skills:** Reading, Writing, Speaking





Materials

- Pupil's Book Page 57
- Activity Book Page 49
- a ball
- sheets of A4 paper, enough for each group of pupils
- items made of plastic

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Writing:** Can write some familiar words (GSE 20).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Yes/No response cards; Exit slips
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique; Thought-provoking questions technique

Starting the lesson

- Have the class form a circle. Say the word *ocean*. Throw the ball to a pupil who must say a new word related to the ocean, e.g. *fish*, *water*, *boat*, etc. That pupil then throws the ball to another pupil, who also says a new, related word to *ocean*. Continue throwing the ball around the circle until all pupils have had a turn.

Presentation

-  Explain that in this lesson pupils will learn about World Oceans Day.
- Write *beach clean-up*, *breathe*, *float*, *waste* and *water cycle* on the board. Elicit or explain their meanings: *beach clean-up* – when people pick up litter from the beach to keep it clean; *breathe* – to take air in and out of your lungs; *float* – to stay on top of water and not sink; *waste* – things we throw away; *water cycle* – the way water moves through the air, land and sea over and over again.

Practice

Pupil's Book

1 F4.1 Listen and read.

- Ask pupils to look at the photos. Ask *What animals can you see?* (sea lion, clown fish) *What can you see in the ocean?* (lots of plastic waste) *How are the people helping?* (They're doing a beach clean-up.).
- Play the audio for pupils to read along to.




- Check comprehension. *What is World Oceans Day?* (It's about learning why oceans are important, what problems they have and how to help.) *When is World Oceans Day?* (8th June) *How much of Earth's water is in the oceans?* (97%) *What do oceans produce that we need to breathe?* (oxygen) *What is the Great Pacific Garbage Patch?* (a big area of plastic waste in the Pacific Ocean) *Why is plastic in the ocean a problem for people?* (Because fish eat plastic and then people eat the fish.), etc.

Diversity


Support

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


Challenge

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


2 Answer the questions.

- Pupils complete the activity individually.
- Encourage them to write complete sentences.
-  Check answers using the Lollipop stick technique or the Basketball technique.


Extra activity Critical Thinking

-  Pupils work in groups. Ask them to think of things they can do at home or school to help protect the ocean. Then discuss the answers as a class.


3 Work in pairs. Discuss the questions

-  Have pupils discuss the questions in pairs.
- Check answers as a class.

Extra activity TPR

-  Using their Yes/No response cards, pupils answer these questions and any others you might want to add:
Is World Oceans Day celebrated on 8th June?
Did World Oceans Day start in the year 2000?
Do oceans contain most of Earth's water?
Do oceans help us breathe?
Is plastic in the ocean easy to see?
Is the Great Pacific Garbage Patch smaller than Jordan?
Did pupils wear green to celebrate World Oceans Day?

Extra activity Creativity

-  Place pupils in pairs and give them an A4 sheet of paper. Tell them to write five sentences using the key vocabulary words (*beach clean-up*, *breathe*, *float*, *waste*, *water cycle*) from Activity 1. Once they have finished, ask them to remove the new vocabulary word from each sentence and replace it with a blank space. Pairs exchange papers with other pairs. Pairs read the sentences and try to fill in the blanks with the correct vocabulary words.

World Oceans Day

1 Listen and read.



World Oceans Day is a day to learn about how oceans help us, why they are in danger and what we can do to help. World Oceans Day began in 1992 and happens every year on 8th June. Scientists think that 50 to 80% of all plants and animals live in the ocean. Oceans also hold 97% of Earth's water. Because of the **water cycle** (how water goes from the sea and comes back as rain), oceans give us rain and water to drink. They also make oxygen – half of the air we **breathe** comes from ocean plants. We need our oceans to live.

Sadly, our oceans have a lot of plastic **waste**. There are five very big areas of plastic **floating** in the sea. One of them, the Great Pacific Garbage Patch, is 180 times bigger than Jordan! This is very bad for sea animals and for us. Fish eat small bits of plastic and then we eat the fish.

We can all help the oceans. At school, we made posters and wore blue. You can help by using less plastic, doing **beach clean-ups** and caring for sea animals.

Hi, there! I'm Amer, and I'm going to tell you about World Oceans Day!



1. It is on June 8th.

2. It's a day to learn about how oceans help us, why they are in danger and what we can do to help.

3. Because they provide rain, drinking water and oxygen.

2 Answer the questions.

- 1 When is World Oceans Day?
- 2 What is the day about?
- 3 Why do we need oceans?

3 Work in pairs. Discuss the questions.

- 1 Why do you think World Oceans Day started?
- 2 Do you think we will ever stop using plastic? Why?
- 3 What could you do to help the ocean?

4 Viewing and presenting

Make sea animal art.

- 1 In groups, research a sea animal (e.g. a turtle) and how plastic affects it.
- 2 Draw your animal on paper. Find clean plastic items (e.g. bottle caps, straws, etc) and stick them onto the paper to fill in your drawing.
- 3 Practise talking about your art in groups and about how plastic affects the animal.
- 4 Present your art to the class.



fifty-seven 57

4 Viewing and presenting Make sea animal art.

- Place pupils in groups.
- Provide groups with all the materials they will need to make their sea animal art.
- Monitor and help where necessary.
- Groups present their art to the class and talk about how their animals are affected by plastic waste. Make sure each pupil presents.
- Have the class vote for the best art.



Activity Book

1 Complete the sentences. Then match.

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

Answer key 2 waste, 3 water cycle, 4 breathe, 5 beach clean-up; left to right: 2, 4, 5, 3

2 After you read Read the text on Pupil's Book page 57 again. Then complete the sentences.

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

Answer key 2 water, 3 rain, 4 oxygen, 5 air

3 Answer the questions. Write complete sentences.

- Pupils complete the activity in pairs.
- Make sure they write complete sentences.
- Monitor and help where necessary.
- Check answers as a class and write them on the board.

Answer key 2 There are five large areas of floating plastic.; 3 It's 180 times bigger than Jordan.; 4 Fish eat plastic and then we eat those fish; 5 Everyone wore blue clothes.

4 Viewing and presenting Work in pairs. Make a poster about how we can help on World Oceans Day. Share it with the class.

- Place pupils in pairs.
- Provide pairs with all the materials they will need.
- Monitor and help where necessary.
- Pairs present their poster to the class. Have the class vote for the best poster.

Finishing the lesson

- Using the Summative questions technique, ask pupils if they enjoyed today's lesson. You can also use Exit slips to have pupils evaluate the lesson.

Grammar reference

Unit 5

Grammar

too and not ... enough

The sweater	is	too plain.
It	isn't	smart enough.
These trousers	are	too baggy.
They	aren't	formal enough.

Grammar

Present passive

It's They're	called	silk.
	made of	leather.
	used to	make jackets.
	used for	making jackets.
	worn by	princes.

Unit 6

Grammar

Indefinite pronouns

Affirmative

I'm going **somewhere** hot on holiday.
Someone was lost.
Something is in my rucksack.
 It's sunny **everywhere**.
Everyone was lost.
Everything is in my rucksack.

Negative

Nowhere is as nice as home.
No one was lost.
Nothing is in my rucksack.

Questions and negatives

Are you going **anywhere** nice?
 We aren't going **anywhere** this year.
 Can you see **anyone**?
 I can't see **anyone**.
 Can you see **anything**?

Grammar

should/shouldn't, must/mustn't, need to/don't need to

I You He/ She We They	should	take some medicine.
	shouldn't	eat too much sugar.
	must	do homework.
	mustn't	be late to school.
	need/needs to	get some help.
	don't/doesn't need to	wait for anyone.

Unit 7

Grammar

Present perfect with *since* and *for*

How long	have you has he/she		had that costume? been a comedian? lived here?
I've/ He's/ She's	had a costume been a comedian lived here	since	I/he was five. lunchtime. 6 o'clock. April.
		for	a long time. ten years. two days. a week.

Grammar

Present continuous for future arrangements

I'm We're They aren't	going to the ice rink seeing friends flying to Aqaba	tonight / tomorrow. next week. on Saturday. this evening.
--------------------------------	--	--

Unit 8

Grammar

may, might, could, can't, must

Present simple

It He/She You	may might could can't must	be	a bird. a porcupine. right. scared.
		have	fur. scales.

Grammar

First conditional: *If ..., ... will ...*

If you touch a snake,	it will bite you.
If animals don't eat,	they will be hungry.
If you give it water,	it won't get thirsty.

LC4

Grammar

going to and will

I'm	going to	visit London.
We	aren't going to	take a raincoat.
I	'll	bring snacks.
She	won't	get it now.

Welcome

blog – /blɒg/
camera – /kæməərə/
device – /dɪ'vaɪs/
digital – /'dɪdʒɪtəl/
do – /duː/
draw – /drɔː/
e-reader – /'iː.rɪ.ɪ.dər/
gardening – /'gɑː.dən.ɪŋ/
headphones – /'hedfəʊnz/
go – /gəʊ/
hobby – /'hɒb.i/
laptop – /'læp.tɒp/
make – /meɪk/
model – /'mɒd.əl/
photography – /fə'tɒg.rə.fi/
picture – /'pɪk.tʃər/
puzzle – /'pʌz.əl/
smartphone – /'smɑːt.fəʊn/
technology – /tek'nɒl.ə.dʒi/
website – /'web.saɪt/
write – /raɪt/

Unit 5

baggy – /'bæɡ.i/
belt – /belt/
bracelet – /'breɪ.slət/
casual – /'kæʒ.ju.əl/
checked – /tʃekt/
colourful – /'kʌl.ə.fəl/
comfortable – /'kɒm.fə.tə.bəl/
crown – /kraʊn/
earrings – /'ɪə.rɪŋz/
formal – /'fɔː.məl/
glasses – /'glɑːsɪz/
gloves – /glɒvz/
pattern – /'pæt.ən/
patterned – /'pæt.ənd/
plain – /pleɪn/
smart – /smɑːt/
spot – /spɒt/
spotted – /'spɒt.ɪd/
stripe – /straɪp/
striped – /straɪpt/
tracksuit – /'træksuːt/
sweatshirt – /'swet.ʃɜːt/
tie – /taɪ/
top – /tɒp/
tracksuit – /'træksuːt/
uncomfortable – /ʌn'kɒmf.tə.bəl/
watch – /wɒtʃ/
woolly hat – /'wʊli hæʔ/

Unit 6

accident – /'æk.sɪ.dənt/
ambulance – /'æm.bjə.ləns/
ankle – /'æŋ.kəl/
arm – /ɑːm/
bandage – /'bændɪdʒ/
blanket – /'blæŋ.kɪt/
break – /breɪk/
burn – /bɜːn/
call – /kɔːl/
camp – /kæmp/
camping stove – /'kæm.pɪŋ ,stəʊv/
compass – /'kɒm.pəs/
cool – /kuːl/
cut – /kʌt/

fall over – /fɔːl'əʊvə/
finger – /'fɪŋ.gər/
first-aid kit – /,fɜːst 'eɪd ,kɪt/
hand – /hænd/
have – /hæv/
hurt – /hɜːt/
keep – /kiːp/
lie down – /laɪ 'daʊn/
matches – /'mætʃ/
medicine – /'med.ɪ.sən/
pain – /peɪn/
penknife – /'pen.naɪf/
plaster – /'plɑː.stər/
rope – /rəʊp/
rucksack – /'rʌk.sæk/
shelter – /'ʃel.tər/
sleeping mat – /'sliː.pɪŋ ,mæt/
take – /teɪk/
warm – /wɔːm/

Lara's Learning Club 3

autumn – /'ɔː.təm/
energy – /'en.ə.dʒi/
food mixer – /fuːd ,mɪk.sər/
hair dryer – /'heɪ ,draɪ.ər/
heat – /hiːt/
light – /laɪt/
midday – /,mɪd'deɪ/
midnight – /'mɪd.naɪt/
movement – /'muː.v.mənt/
season – /'siː.zən/
sound – /saʊnd/
spring – /sprɪŋ/
street parade – /'striːt ,pə'reɪd/
summer – /'sʌmər/
take off – /teɪk ,ɒf/
toaster – /'təʊstər/
winter – /'wɪntər/

Unit 7

adventure playground – /əd'ven.tʃə ,pleɪ.graʊnd/
animator – /'æn.ɪ.meɪ.tər/
aquarium – /ə'kwɛə.ri.əm/
art gallery – /'ɑːt ,gæl.əri/
bowling alley – /'bəʊ.lɪŋ ,æl.i/
camera operator – /'kæm.ərə 'ɒp.əreɪ.tər/
circus – /'sɜː.kəs/
clown – /klaʊn/
comedian – /kə'miː.di.ən/
costume designer – /'kɒs.tʃuːm dɪ'zɑː.nər/
ice rink – /'aɪs ,rɪŋk/
make-up artist – /'meɪk.ʌp ,ɑː.tɪst/
performer – /pə'fɔː.mər/
planetarium – /,plæn.ɪ'teə.ri.əm/
presenter – /prɪ'zen.tər/
puppet – /'pʌp.ɪt/
puppeteer – /,pʌp.ɪ'tiər/
safari park – /sə'fɑː.ri ,pɑːk/
science museum – /'saɪ.əns mjuː'ziː.əm/
soft-play centre – /'sɒft pleɪ ,sentə/
sound editor – /saʊnd ,edɪtə/
stunt performer – /stʌnt pə'fɔːmə/
theme park – /'θiːm ,pɑːk/
water park – /'wɔː.tə ,pɑːk/

writer – /'raɪ.tər/

Unit 8

antennae – /æn'ten.iː/
beak – /biːk/
bite – /baɪt/
claws – /klɔːz/
die – /daɪ/
dig – /dɪɡ/
dive – /daɪv/
egg – /eg/
feed on – /fiːd ɒn/
feet – /fiːt/
fight – /faɪt/
fin – /fɪn/
flippers – /'flɪpəz/
fly away – /flaɪ ə'weɪ/
hide – /haɪd/
lay – /leɪ/
paws – /pɔːz/ (/pɔːz/
pouch – /paʊtʃ/
roar – /rɔːr/
run away – /rʌn ə'weɪ/
scales – /skeɪlz/
spines – /speɪnz/
sting – /stɪŋ/
tongue – /tʌŋ/
webbed – webd/

Lara's Learning Club 4

add – /æd/
carbon – /'kɑː.bən/
carbon dioxide – /,kɑː.bən daɪ'ɒk.saɪd/
charger – /'tʃɑː.dʒər/
footprint – /'fʊt.prɪnt/
fuel – /'fjuː.əl/
gas – /gæs/
greenhouse gas – /,ɡriːn.haʊs 'gæs/
guidebook – /'ɡaɪd.bʊk/
necklace – /'nek.ləs/
passport – /'pɑːs.pɔːt/
raincoat – /'reɪŋ.kəʊt/
reduce – /rɪ'djuːs/
suitcase – /'suːt.keɪs/
T-chart – /tiː tʃɑːt/
tool – /tuːl/
toothbrush – /'tuːθ.brʌʃ/
travel pillow – /'træv.əl ,pɪl.əʊ/
washbag – /'wɒʃ.bæɡ/

Jordan

TEAM

Together
Grade 6

Semester 2

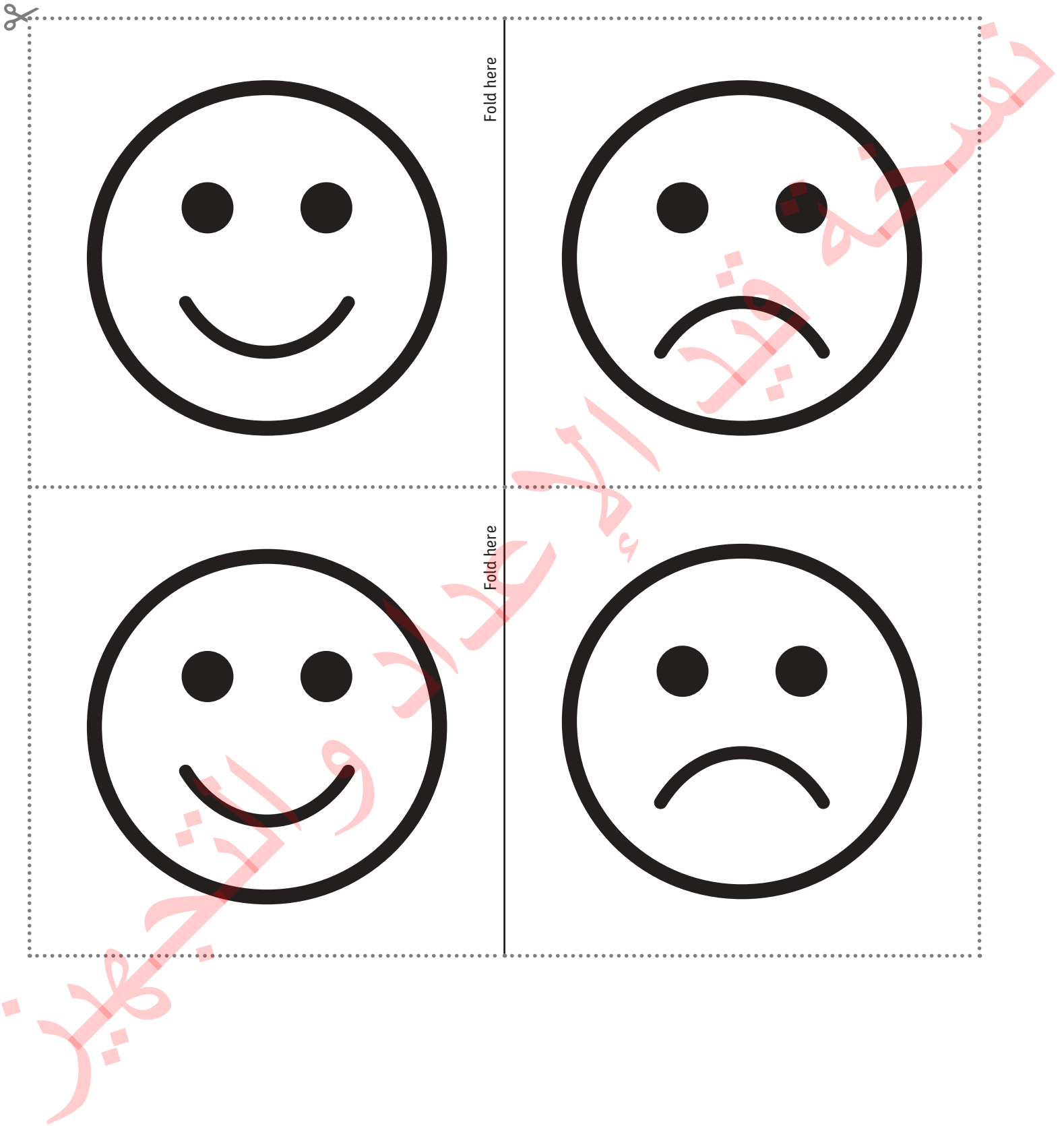
Extra resources

Contents

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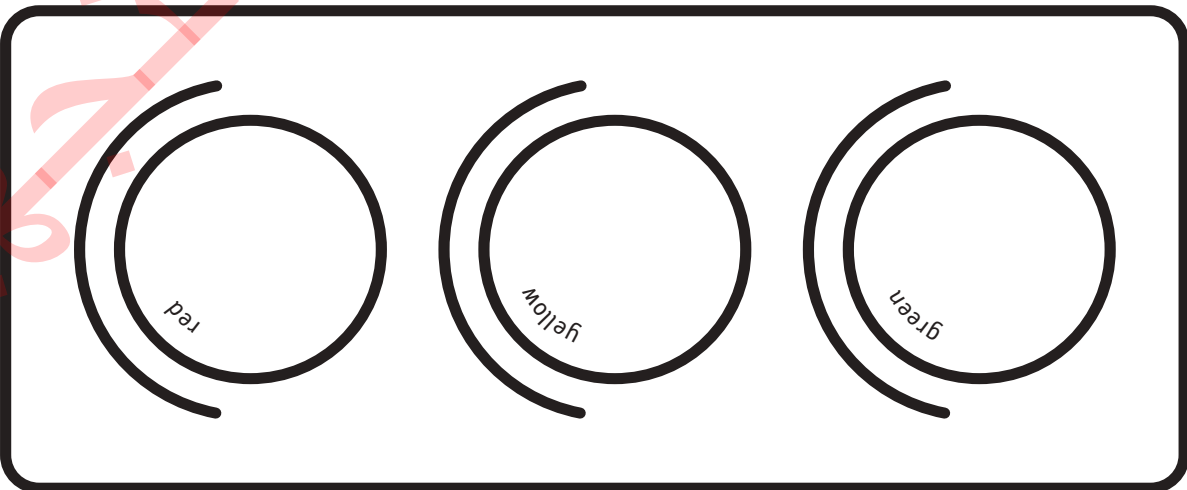
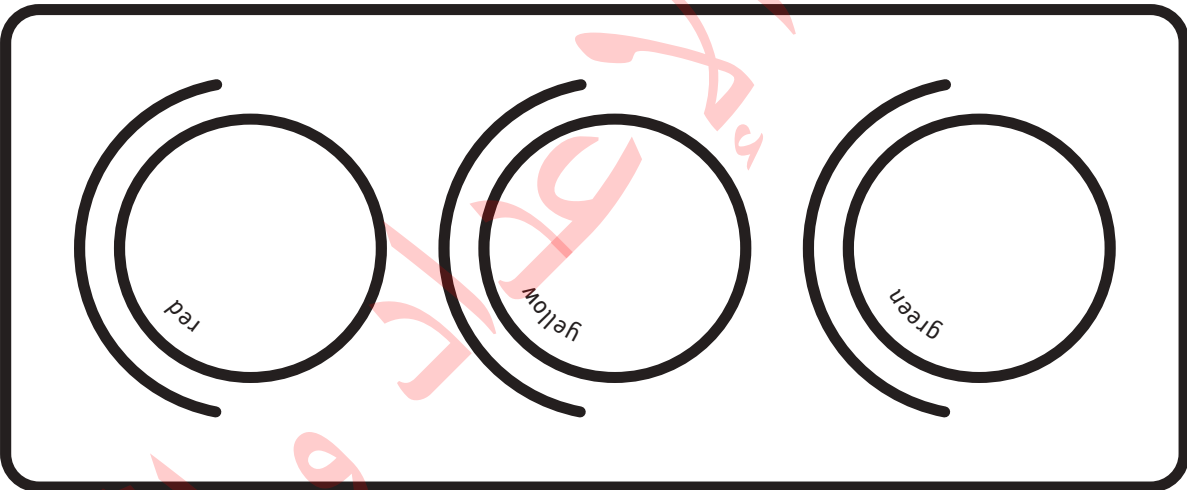
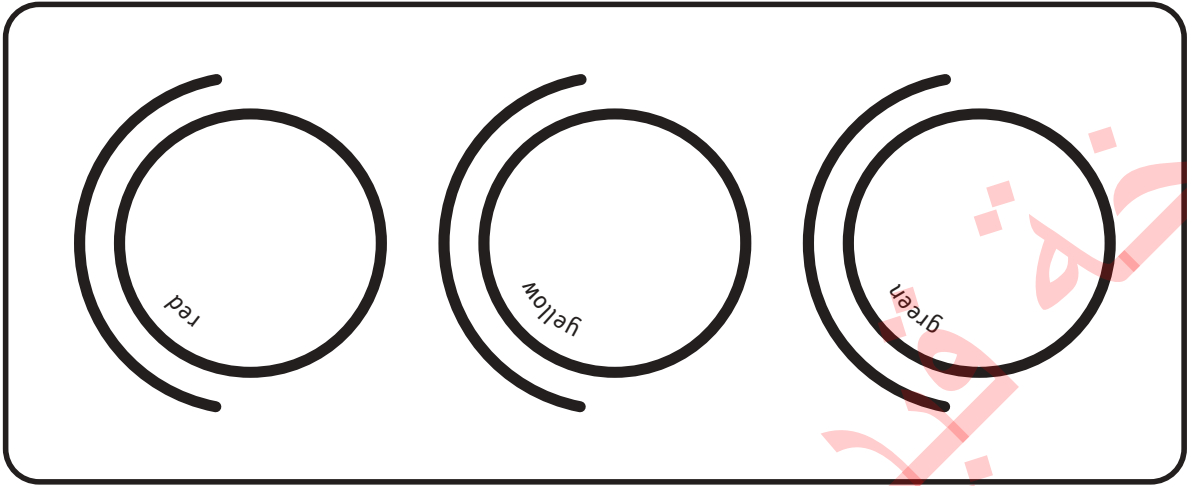
Happy/Sad face cards

Cut out, fold and stick.



Traffic light cards

Cut out and colour.



Picture charades cards

Cut out and play.

A grid of 16 picture charades cards arranged in a 4x4 layout. Each card is a square with a dotted border and contains a word in bold black text. A large red watermark with the Arabic text 'مكتبة الأمل' is diagonally overlaid across the entire grid. A small scissors icon is located at the top-left corner of the grid.

baggy	uncomfortable	belt	gloves
bandage	rucksack	call an ambulance	hurt your ankle
camera operator	puppeteer	aquarium	water park
flippers	whiskers	dive	toothbrush

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

Word charades cards

Cut out and play.



spotted

casual

crown

tracksuit

compass

first-aid kit

burn your hand

fall over

writer

stunt performer

bowling alley

planetarium

pouch

feed on

fly away

travel pillow

Teacher note:

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

Don't say it! cards

Cut out and play.

<p>plain</p> <p>✗ simple ✗ boring</p>	<p>checked</p> <p>✗ square ✗ pattern</p>	<p>earrings</p> <p>✗ ears ✗ jewellery</p>	<p>watch</p> <p>✗ time ✗ clock</p>
<p>matches</p> <p>✗ fire ✗ stick</p>	<p>sleeping mat</p> <p>✗ floor ✗ sleep</p>	<p>keep warm</p> <p>✗ hot ✗ cold</p>	<p>comedian</p> <p>✗ funny ✗ joke</p>
<p>animator</p> <p>✗ cartoon ✗ draw</p>	<p>safari park</p> <p>✗ drive ✗ animals</p>	<p>science museum</p> <p>✗ experiment ✗ exhibit</p>	<p>flippers</p> <p>✗ swim ✗ feet</p>
<p>beak</p> <p>✗ nose ✗ bird</p>	<p>sting</p> <p>✗ hurt ✗ insect</p>	<p>suitcase</p> <p>✗ travel ✗ holiday</p>	<p>phone charger</p> <p>✗ battery ✗ mobile phone</p>

Teacher note:

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

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone/been
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known

Irregular verbs

Infinitive	Past simple	Past participle
learn	learned	learned
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sleep	slept	slept
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won

نسخة قبل الأمانة والتجديد

Acknowledgements:

The publishers would like to thank teachers from schools in Madrid, Spain and Istanbul and Ankara, Turkey for their feedback and comments during the development of the materials.

Image Credit(s):

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