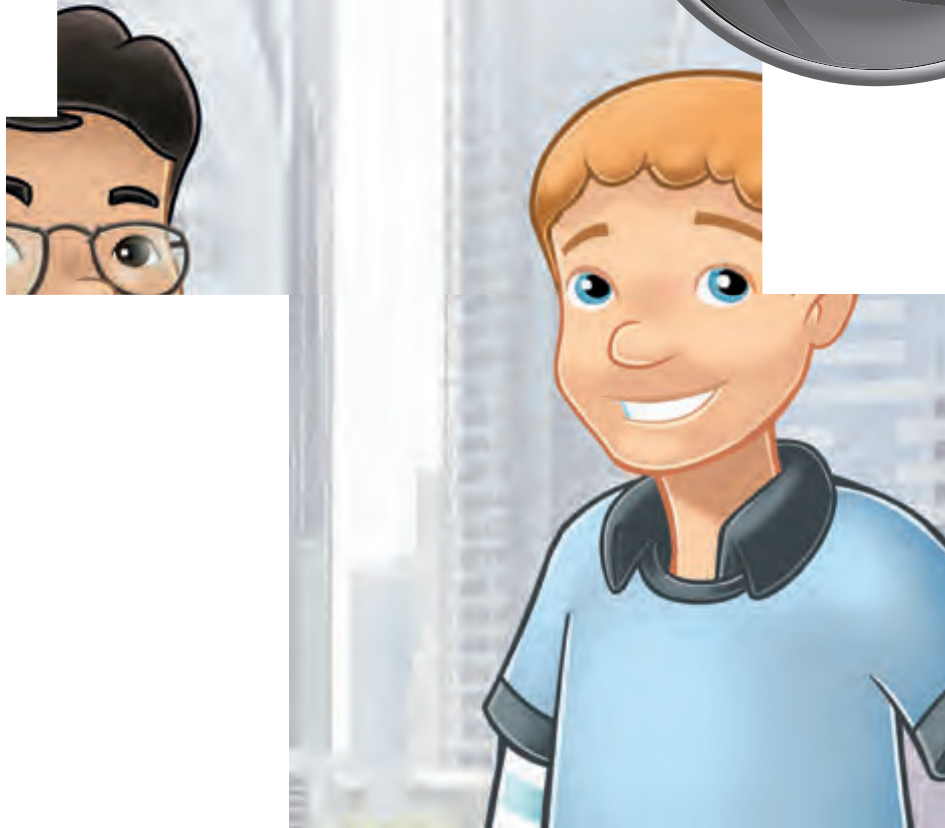




TOP STARS

Teacher's Book



GRADE **6**

SEMESTER 2

TOP STARS

Teacher's Book



H. Q. Mitchell – Marileni Malkogianni

Academic Year 2020–2021



حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد المفدى

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ	قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبْقَى حُرَّةً	تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الْأَلَى	وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ	عِزٌّ وَأَمْجَادُ الْإِبَاءِ
قَطْرُ الرَّجَالِ الْأَوَّلِينَ	حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ	جَوَارِحُ يَوْمِ الْفِدَاءِ



Teacher's Book

H. Q. Mitchell
Marileni Malkogianni



















CONTENTS

Syllabus












Introduction

6 What's it like?	128
7 Did you know?	150
8 Go green!	172
9 Life experiences	194
10 The world around us	216
Story - Gulliver in Lilliput	238
Key to Revision 6-10 and Final Revision 1-10	244
Grammar Reference	245
Irregular verbs	251
Instructions for Board Games	252
Word List	254
Phonics Cards (<i>photocopiable</i>)	257
Smart Moves!	261
Top Skills	264
Material transferred from Modules 6-9	270
Phonics Table	274
Glossary	275



Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies						
Module 6 • What's it like? • p. 128										
<ul style="list-style-type: none">to talk about sports and activitiesto talk about the appearance and characteristics of itemsto talk about quantity using <i>too</i> and <i>enough</i>to compare two or more animals or things	<p>-ing as subject of verbs <i>go / start / hate / can't stand / love / like / enjoy / (be) good/bad at + -ing</i> <i>too + adjective + full infinitive</i> <i>adjective + enough + full infinitive</i> Comparative form Superlative form Comparison (not) as + adjective + as</p>	<p>Sports Amazing facts Technological features Units of measurement</p>	<p>Project: to write a profile about one's country</p> <p>Writing tip: to learn how to describe a country</p> <div>Phonics</div> <p>silent e ride a bike be careful bicycle lane line</p>	<div></div>						
Module 7 • Did you know? • p. 150										
<ul style="list-style-type: none">to ask and answer about natural phenomenato talk about the dates and times that events take placeto give additional information relating to someone or somethingto talk about a quizto give additional information relating to a placeto talk about a placeto talk about different occupations	<p>Prepositions of time (on, in, during, from... to, after) Relative pronouns (who/which/that) Relative adverb (where)</p>	<p>Natural phenomena People and places Occupations</p>	<p>Project: to write a film review</p> <p>Writing tip:</p> <ul style="list-style-type: none">to learn how to use relative pronouns, the relative adverb <i>where</i> and adjectives to describe a filmto learn how to use the conjunctions <i>although</i> and <i>so</i>to learn how to use the adverb <i>however</i> <div>Phonics</div> <table><tr><td>oa /əʊ/ soap coach</td><td>ow /əʊ/ blow elbow grow</td></tr></table>	oa /əʊ/ soap coach	ow /əʊ/ blow elbow grow	<div></div>				
oa /əʊ/ soap coach	ow /əʊ/ blow elbow grow									
Module 8 • Go green! • p. 172										
<ul style="list-style-type: none">to talk about the environmentto make promises, spontaneous decisions and predictionsto express possibilityto talk about endangered speciesto talk about pollutionto talk about something that is possible in the present or the future	<p>Will + time clauses <i>may / might</i> Conditional sentences Type 1 Zero Conditionals</p>	<p>Environmental issues Endangered species Scientific facts</p>	<p>Project: to design a leaflet</p> <p>Writing tip: to learn how to design a leaflet</p> <div>Phonics</div> <p>silent consonants</p> <table><tr><td><i>hour</i></td><td><i>sign</i></td></tr><tr><td><i>spaghetti</i></td><td><i>island</i></td></tr><tr><td><i>knife</i></td><td><i>half</i></td></tr></table>	<i>hour</i>	<i>sign</i>	<i>spaghetti</i>	<i>island</i>	<i>knife</i>	<i>half</i>	<div></div>
<i>hour</i>	<i>sign</i>									
<i>spaghetti</i>	<i>island</i>									
<i>knife</i>	<i>half</i>									



Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies			
Module 9 • Life experiences • p. 194							
<ul style="list-style-type: none">• to talk about experiences• to introduce the Present Perfect Simple• to ask and answer about experiences• to talk about space• to talk about how long someone has done something• to talk about volcanoes	<p>Present Perfect Simple</p> <p>Have you ever... ? Yes, I have. / No, I haven't.</p> <p>I haven't... yet. I've never... before.</p> <p>How long have you... ? I've... for / since... I haven't... so far.</p>	<p>Space</p> <p>Geographical features</p> <p>Places and activities</p>	<p>Project: to make a poster about one's life experiences</p> <p>Writing tip: to learn how to make a poster</p> <div><div>Phonics</div><table><tr><td>u /ʌ/ sunny umbrella lunch</td><td>u /juː/ computer uniform museum</td><td>u /ɜː/ turtle surf turn</td></tr></table></div>	u /ʌ/ sunny umbrella lunch	u /juː/ computer uniform museum	u /ɜː/ turtle surf turn	<div></div>
u /ʌ/ sunny umbrella lunch	u /juː/ computer uniform museum	u /ɜː/ turtle surf turn					
Module 10 • The world around us • p. 216							
<ul style="list-style-type: none">• to talk about past experiences and present actions• to link past and present time• to use many tenses together• to ask others for their opinion• to express an opinion	<p>Present Simple vs Past Simple</p> <p>Past Simple vs Present Perfect Simple</p> <p>Revision of tenses</p> <p>What is your opinion of...? / What do you think about...?</p> <p>I think/believe it is (interesting/boring/ exciting/funny, etc.)</p> <p>In my opinion it is/was (interesting/boring/exciting/ funny, etc.)</p> <p>I (really) / (don't) like ...</p>	<p>Materials</p> <p>Food and food processing</p> <p>Clothes</p> <p>Books</p>	<p>Project: to write a biography</p> <p>Writing tip: to learn how to write a biography</p> <div><div>Phonics</div><table><tr><td>ei /eɪ/ eight weight</td><td>ai /eɪ/ snail rain straight</td></tr></table></div>	ei /eɪ/ eight weight	ai /eɪ/ snail rain straight	<div></div>	
ei /eɪ/ eight weight	ai /eɪ/ snail rain straight						

INTRODUCTION

Welcome

This is a series of books especially designed for primary school students. A learner-centred approach has been the foundation of this course, which aims to engage learners actively in using language to explore their environment and interact with others in order to construct meaning. A building-block strategy has been employed, through which every lexical and grammatical item is carefully presented and systematically revised. Each book has been designed to be completed in a single school year. It is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and grammatical structures through lively topics and communicative activities. The four skills (listening, speaking, reading and writing) are developed in an integrated way throughout the course.

Course Components

Student's Book

The Student's Book contains ten theme-based modules. The lessons in each module are thematically linked and lead to the exploration and discovery of the language functions related to the particular theme of the module. Each module includes a wide range of songs/poems, factual pieces, stories, cross-curricular sections, various activities with illustrations and photos, games and role-playing, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Note that there are a few passive words which need to be explained by the teacher.

Workbook

The Workbook includes supplementary practice of the structures and the vocabulary presented in each lesson. The Workbook is considered an important component of the course, through which all skills (listening, speaking, reading, writing) are practised extensively. A **Now I can...** section can help students evaluate their performance and take responsibility for their own learning. A cursive writing section is included in order to help students develop their handwriting skills. Short paragraphs are introduced at this level, with instructions and guidance indicating correct formation. Three Revision sections for Modules 1-5, Modules 6-10 and Modules 1-10 prepare students for the Midterm test and the Final test. Students can also find three board games at the back of the Workbook: Board Game 1 for Modules 1-5, Board Game 2 for Modules 6-10 and Board Game 3 for Modules 1-10. There is a section (**Smart Moves!**) after every two modules in the Workbook which includes **higher-order thinking activities**. Five two-page **Top Skills** sections help students develop the four skills through revision activities. These sections also serve the purpose of preparing students for international exams.

Teacher's Book

The Teacher's Book contains a reduced version of the Student's Book and provides teachers with a step-by-step guide to teaching each lesson. There are clearly-staged teaching guidelines for each activity and listening transcripts for everything that is included in the Class Audio Material (Online). Classroom strategies for differentiated instruction are also featured in this series.

Differentiated instruction

Differentiated instruction is an approach that helps teachers ensure that they address the needs of every student. It is common knowledge that not all students learn at the same speed or have the same learning style. Therefore, in classrooms where students have different learning styles and needs, it is essential for teachers to adjust instruction to tailor the material to the needs of individual students.

This is a challenge for teachers because differentiated instruction does not only mean changing the way teachers teach. It also means changing the level and the kind of instruction in order to respond to learning diversity.

For this reason, the *Top Stars* series provides strategies and expansion activities or adaptations of already-existing ones to ensure that all students will achieve the same goal but sometimes in a different way.

Strategies - Techniques for Differentiated Instruction

To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated in the Student's Book, in the Workbook or in the Teacher's Book:

- A range of activities, depending on the level of students, to challenge **higher-performing students** (e.g. by modifying activities to challenge them and provide them with further practice, by providing them with further practice through expansion activities, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, etc.).
- A range of activities, depending on the level of students, to help **lower-performing students** to consolidate the content taught (e.g. by modifying activities to build their confidence, by providing them with prompts in order to help them to use what has been taught in context, by providing them with options to choose from, etc.).
- A range of activities to accommodate **different learning styles** (e.g. Total Physical Response (TPR) activities, projects, different kinds of games and optional activities, etc.).
- **Scaffolding instruction** – teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs).
- **Flexible grouping** – students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests.

- **Ongoing or formative assessment** – it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs [e.g. student self-assessment (*Now I can...*)].

The Teacher's Book includes the following sections:

Cover page:

At the beginning of each module there is a section which presents the learning standards. These learning standards are exclusively linked and related to the Qatar National Curriculum Framework (QNCF) competencies.

Language focus:

At the beginning of each lesson, the main learning objectives, active vocabulary and target structures are clearly laid out.

Materials:

This section contains a detailed list of all the extra materials teachers will need for the activities suggested in the lesson.

Revision (Optional):

It is suggested that a few minutes be dedicated to revise the previous lesson, at the beginning of each new lesson. This may take the form of a brief game, a role-play activity or brainstorming.

Warm-up:

The main objective of this stage is to introduce the topic, spark learners' interest and activate their schemata (background knowledge) of the topic.

Lesson plan:

Each lesson plan includes a step-by-step guide on how to approach each activity, with special sections for vocabulary and grammar, as well as TPR (Total Physical Response) activities. The main learning standards and Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.

Optional / Before leaving:

Additional ideas for fun activities are given in the Teacher's Book, and aim at both making the lesson more enjoyable as well as giving further practice. All activities are communicative and enable students to use the target language in order to complete a task.


Workbook:

This section includes the key to each activity in the Workbook, as well as the listening transcripts. The instructions for the Board Games can be found at the back of the Teacher's Book.

Student's CD-ROM

This includes the songs/poems, phonics chants/poems, dialogues, texts and stories from the Student's Book and Workbook so that students have the opportunity to listen to these recordings as many times as they wish, in order to improve their pronunciation and intonation. It also includes one game per module and a vocabulary list.

Class Audio Material (Online)

This includes all the recordings of the vocabulary, dialogues, stories, texts, songs/poems, listening activities and phonics sections in the Student's Book and Workbook where the symbol  appears.

Special attention has been given to sound effects, in order to help students understand better and enjoy the presentations and stories.

Resources for Teachers (Online)

This contains:

Tests

There are ten two-page end-of-module tests, one Midterm test for Modules 1-5 and one Final test for Modules 6-10. The tests can be printed in their original form. However, teachers also have the ability to add, omit or change the order of the items and/or activities according to the needs of their classes (modifiable tests). The listening transcripts for the tests and the key to all activities follow.

Self-evaluation sheets

These sheets accompany the **Now I can...** section in the Workbook. They help students evaluate their performance and take responsibility for their own learning.

Flashcards

These can be used whenever the teacher finds it useful to pre-teach, introduce, revise or consolidate vocabulary. There are many teaching ideas for the use of flashcards included in the Teacher's Book.

Interactive Whiteboard Material

The Interactive Whiteboard Material allows teachers to create powerful lessons by integrating image and sound, which helps learners assimilate information more rapidly. It includes all the textual, visual and audio material from the Student's Book and the Workbook. It also includes two interactive games per module, a vocabulary list and ten self-evaluation sheets (one for each module).

THE SERIES

This series is designed with careful consideration of students' needs and emotional development at young ages. The focus is on all four skills, which are carefully developed to facilitate the learning process. Special attention is paid to the gradual development of reading and writing skills, and strategies developing these skills are practised in class through activities that promote communication.

Course Outline

All the lessons in each module feature a wide variety of meaningful input through the use of songs/poems/quizzes, illustrated stories, short texts, games, role plays and cross-curricular (CLIL) sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for each lesson. Grammar boxes provide written models of the structure, which help children notice underlying patterns in language. A wide variety of listening and speaking activities (with recorded conversational models) allows students to practise and use the new language. Reading is developed through a wide variety of text types and tasks and is aided by audio recordings of all the reading texts in the Student's Book. Writing is mainly practised in the Workbook. Students are further helped to develop their reading, speaking, listening and writing skills with the inclusion of useful advice given throughout the Student's Book in the form of **tips**.

MODULE STRUCTURE

Vocabulary

The new vocabulary is presented in different ways, through a variety of approaches. Students are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Lesson 1:

Song

Most modules begin with a song/poem. The new vocabulary and the new grammatical structures are presented along with a song/poem. The lyrics always have a specific linguistic focus (vocabulary and structures) and the element of repetition aids students' consolidation of the material. An activity for students to practise both grammar and vocabulary always follows the song/poem.

Quiz

Some modules begin with a quiz, which sparks students' interest in the topic of the module and allows them to explore their background knowledge.

Song/poem

Quiz

Presentation of new vocabulary always with pictures

The **Look!** box highlights grammatical structures

A new song/poem that presents vocabulary and grammatical structures

SONG **Life in town** **4**

1 Listen and complete. Then say.

postman photographer businessman secretary reporter university office learn a language

What do I have to do?

Jake wants to become a (1) _____.
What does he have to do?
He has to buy a camera.
And go to art school too!
What about you? What about you?

Harry wants to become a (2) _____.
What does he have to do?
He has to go to (3) _____.
And learn how to write well too!
What about you? What about you?

Mark wants to become a (4) _____.
What does he have to do?
He has to learn lots of (5) _____.
And type really fast too!
What about you? What about you?

I want to become a (6) _____.
What do I have to do?
You have to go to university
And study hard too!

LOOK!
I have to study hard.
He has to go to university to become a doctor.
Do you have to visit your cousins?
Yes, I do. / No, I don't.
Does he have to buy a camera to become a photographer?
Yes, he does. / No, he doesn't.
What do I have to do to become a reporter?
You have to go to university.

3 Read the table and discuss what someone has to do to become a scientist or a secretary.

	scientist	secretary
learn different languages	✓	✓
go to university	✓	✓
be good at computers	✓	✓
be good at maths	✓	✓
take good photos	✗	✗

Do you have to learn different languages to become a scientist?
No, you don't. Do you have to learn different languages to become a secretary?
Yes, you do.

Be careful! **3**

Tip! Put words in groups to learn new vocabulary.

1 website upload download app account password chat digital online

QUIZ

2 Do the quiz. Read and circle.

How much do you know about digital safety?

LOOK!
This photo is very nice. I took it when I was in Paris.
Those emails are new. Are you going to read them now?

1 You're surfing the Net and you meet someone new online. Is it OK to give him/her your address or telephone number? **A** Yes **B** No

2 Someone you don't know asks for photos of you. Is it OK to upload them and send them to this person? **A** Yes **B** No

3 You are visiting a website. It asks you to download an app you know nothing about. Is it safe to do it? **A** Yes **B** No

4 You're chatting with someone online and he/she says something bad to you. Do you answer by saying something bad too? **A** Yes **B** No

5 You are online and you receive a message from your Internet service. It says they want to fix your email account. It asks for your password. Do you give it to them? **A** Yes **B** No

Mostly As
You must be careful! Don't download things from websites you know nothing about. Don't upload your photos to the Internet or give your personal information and password to anyone.

Mostly Bs
Well done! You are very careful. You never send your photos or your personal information to people you don't know. Remember that you must always follow the digital safety rules!

3 Work in pairs. Use the words in the box to talk about digital safety rules.

photos telephone number address password

I'm careful with my photos. I don't send them to people I don't know.

Immediate practice on vocabulary and structures

Lesson 2:

Top Stars

The second lesson is a comic strip in interrelated episodes. Our young characters are found in situations through which vocabulary and grammar are presented in an entertaining way. The target language is introduced through lively dialogues, and each dialogue is followed by a reading comprehension activity. A wide variety of activities allow students to practise the target vocabulary and grammar. There is a Look! box in almost every lesson that draws students' attention to certain grammatical points. Listening and speaking activities are included to consolidate structures and vocabulary introduced in the lesson. Students also have the opportunity to practise the new language through games and role play.

Listening activities practising new language items

Reading comprehension activity

4 TOP STARS

1. order bill mushroom pepper meatballs sauce tuna olive

2. Read and answer. What do the children order?

1 The children are at Tony's Pizza Place.

2

Sami: This new pizza restaurant is great! Look at the menu!
Khaled: Let's order. I'm hungry!
Saleh: OK! What kind of pizza should we order?

Sami: How about this one? It has got cheese, mushrooms, peppers and olives.
Khaled: I don't like mushrooms!
Majed: OK! We don't have to get mushrooms.

3

Khaled: How about this one with tuna?
Saleh: Tuna? No way!
Sami: Let's get this one. It has got cheese and meatballs!
Majed: I've got an idea! Let's get two pizzas. How about one with cheese, peppers and olives and one with cheese and meatballs?
Khaled: Sounds good!

4 Later...

Waiter: Did you like the pizzas, kids?
Majed: Yes. They were delicious!
Sami: Can we have the bill, please?
Waiter: Well, I have some good news! You are our 100th order. Congratulations! You don't have to pay for the pizzas.
Khaled: That's great! It's our lucky day! Thank you very much!

Comic strip: the characters of the book in different situations

Look!
 You **don't have to** go to the supermarket today.
 Jake **doesn't have to** wake up early on Saturday.

Top Stars 4

3 Read again and write **T** for True or **F** for False.

- Khaled is hungry.
- Khaled doesn't like olives.
- Saleh wants the tuna pizza.
- Sami wants the cheese and mushroom pizza.
- The children order two pizzas.
- The children have to pay for one pizza.

4 Listen and circle **A** or **B**.

- Who tastes the pizza sauce?
A Tina
B Lucy
- What does Lucy have to put in the sauce?
A salt
B sugar
- What do the children put on the pizza dough?
A sauce, cheese and meatballs
B sauce, cheese and peppers
- How long do they have to cook the pizza?
A fifteen minutes
B fifty minutes

5 Look at the school rules in the box and talk about what you **have to** or **don't have to** do.

- do / homework
- type / homework
- be / on time
- be / polite
- wear / uniform
- use / computer
- tidy / classroom
- study / library
- do / projects

We always **have to** do our homework.
 Yes, but we **don't have to** type our homework.

Immediate practice on vocabulary and structures through game-like activities - Our aim is communication






Lesson 3:

Our world

In this lesson, there is a focus on factual and/or cross-cultural topics, relevant to and appropriate for students of this age. The topics have to do with everyday life, the English-speaking world, different cultures around the world, etc. A *Background note* box that gives additional information on various topics has also been included (where applicable) in the Teacher's Book.

Reading comprehension activity

4 OUR WORLD


1 

2 Read and match the rules with the photos. 

Getting round town!

When you are out and about, you can have lots of fun, but you must follow rules that keep you safe too!

1. ON THE STREET...

You mustn't cross the street when the light is red. You should wait for the green light, and then you can cross the street.

2. BY BIKE...


You must always wear your helmet and stop at red traffic lights. Remember, you can't ride your bike on the pavement. You must use the bicycle lanes, and you should park your bike in a bicycle rack.




3. BY BUS...



You can't get on without a ticket, so you must always buy one at the bus station or from the bus driver. Also, you can't eat or drink on the bus, and you shouldn't talk loudly on your mobile phone.

4. BY UNDERGROUND...

You must buy a ticket at the station, and remember that you can't change lines at every station. When you are on the escalators, remember that you should stand on the right.









Our world 4


Look!




pavement




escalator



park (v.)




You must buy a ticket.





You mustn't cross the street.



You can't get on the underground without a ticket.

3 Read again and answer the questions. 


- When can you cross the street?
- What must you always wear when you ride your bike?
- Where should you park your bike?
- Where can you buy a bus ticket?
- What can't you do on a bus?
- Which side should you stand on when you are on the underground escalators?

4 Listen and complete the leaflet.   

Tip! Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

Bike Safety Tips

- We must always wear a (1) _____.
- At night, we must wear bright (2) _____.
- We must stop at red traffic lights.
- We must keep (3) _____ away from cars.
- We must put a (4) _____ light at the front of our bike and a (5) _____ light at the back.
- We must use our (6) _____ to show drivers which way we are going to turn.

5 Use the ideas in the box and discuss what you **must**, **mustn't** and **can't** do in the library with a partner. 

- talk on your mobile phone
- be quiet
- take books home without asking
- run
- eat and drink
- sleep
- return books on time

What must we do in the library?

I agree. And we can't...

We must be quiet.

Presentation of new vocabulary and structures through activities providing factual information

Listening activities practising new language items

Immediate practice on vocabulary and structures through game-like activities - Our aim is communication

Lesson 4:


Let's talk


In this lesson, the language is presented through game-like activities. Surveys, posters, advertisements, games, etc. are included in this lesson, providing students with a model to help them talk with their classmates about various topics. The focus is on spoken, everyday English and not just on vocabulary and grammar.


Game-like activities practising new language items and focusing on communication in real-life situations


4


LET'S TALK


 picnic

 square

 café

 skatepark

 aquarium

 market


LOOK!


Would you like to go to the park?

That would be nice. / I'd love to. / Sure.
I'm afraid I can't. I have to tidy my room.
I don't think so. I have to study.


2 Listen and tick (✓) A or B.


1 Where are Harry and Alex going to meet on Saturday?

 A


 B


2 Where does Denise have to be at two o'clock?

 A


 B


3 Where are the boys going to be at ten o'clock?

 A

 B

4 Who is going to go to the planetarium?

 A

 B

3 Talk in groups of three.

Student A: Invite the others to go somewhere with you.

Student B: Accept the invitation.

Student C: Refuse the invitation and give an excuse.

Would you like to come to the aquarium with me?

Sure. We can learn about sea animals!

I'm afraid I can't. I have to help my mum.

48

Lesson 5:

Project

Projects help to develop students' writing skills, providing them with models of a variety of writing texts. A *Writing tip* box helps students improve their writing skills by giving useful tips on writing conventions, syntax and punctuation. Writing is further practised in the form of a writing plan and an outline for students to refer to can be found at the back of the Workbook for selected writing tasks. Space is also provided here for students to do the writing activity.

Step-by-step guidance on how to deal with each part of the writing task

4

PROJECT

1 Below are a leaflet and an email. Why is Fred writing to Tom?
Read and answer.

Westville Swimming Pool

- You must be over 10 years old to use the swimming pool.
- You don't have to pay an entrance fee.
- You have to have a shower before you use the swimming pool.
- You must bring your own towel.
- You mustn't run near the swimming pool.
- You don't have to know how to swim. We can teach you.

Use the leaflet to give all the necessary information.

Start your email with: Hi!, Hello! or Dear...

Use set phrases: How are you? How's life? I hope you are fine. I'm writing to give you some information about...

Dear Tom,

Thanks for your last email. How's life? You wanted to know about Westville Swimming Pool. I'm writing to give you some information about it.

First of all, you must be over ten years old to use the swimming pool. We are twelve, so it's fine! You have to have a shower before you use the swimming pool, and you must also bring your own towel. Now, here's what's really cool! You don't have to pay an entrance fee. It's free for everyone! But don't forget, you mustn't run near the swimming pool! Finally, you don't have to know how to swim. So, your brother can come too. They can teach him how to swim! That's perfect, right?

Write soon and tell me what you think!

Bye for now,
Fred

Finish your email with: Bye for now. See you soon. Write back soon. Best wishes or Love, and write your name underneath.

Writing tip

- Use **also** and **too** when you want to add something else to what you have already said.
- Also** usually goes before the main verb and after the auxiliary verb.
- Too** usually goes at the end of the sentence.
- e.g. I play basketball. **I also** play football. **I play tennis too.**

49

Useful writing tips on writing conventions, syntax and punctuation

A detailed sample of the writing task students are asked to produce

XII

Lesson 6:

Reading time

A variety of both original stories and factual texts are presented in this lesson. These stories/texts help students revise vocabulary and grammar from the whole module. They are fun and familiarise students with the notion of reading for pleasure. They are always followed by reading comprehension activities. Most children are familiar with the conventions of storytelling in their own language and readily transfer this knowledge into a willingness to read, listen to and participate in stories in English. Stories, along with their accompanying activities, develop cognitive

skills such as predicting, hypothesising, guessing and inferring meaning. They also help children improve their concentration and develop empathy. Longer factual texts allow students to consolidate the concepts they came across in the module.

Let's chat

After each Reading time lesson, various questions and topics for discussion are provided in order to get students to think, express their personal opinion and share their personal experiences.

Story

4 READING TIME

2 Read and answer. What does the class do with the vegetables?

A SPECIAL MEAL

1 One day, Mr Jones told his class how important vegetables are. 'We must eat vegetables every day because they have got many vitamins which help us stay healthy,' said Mr Jones. He showed them a small bag of seeds and said, 'Today we are going to plant our own vegetables.' The children were excited.

2 There was a tall tree in the school playground with soil all around it. They stood under the tree. 'This is going to be our small vegetable garden,' said Mr Jones. He gave all the children some seeds and showed them how to plant them. First, they planted the seeds, then they watered them. 'Now, we wait!' he said.

50

Reading Time 4

3 Mr Jones and his class took care of the vegetable garden. They watered the plants every day and, a few months later, they had carrots, onions, tomatoes and green beans. 'Any idea what we can do with the vegetables?' Mr Jones asked. 'I know! Let's take them to the soup kitchen in town! They can use them to cook a meal for hungry people who are in need!' said Derek. Everyone liked his idea.

4 Mr Jones and his class took the vegetables to the soup kitchen in town. 'Would you like to help us cook today?' asked Mr White. 'We'd love to!' answered the students happily. 'Today many hungry people are going to eat a hot meal made with the fresh vegetables you grew. Thank you!' said Mr White. It was a great day.

5 Read again and circle A, B, C or D.

- The children in Mr Jones' class were ____ about planting vegetables.
A excited B healthy C in need D important
- Mr Jones planted the vegetables ____.
A at home B on a farm C next to a tree D in the school playground
- The children ____ the soil after they planted the seeds.
A took care of B watered C grew D saw
- ____ thought Derek's idea was a good one.
A Mr Jones B No one C Everyone D Mr White

Let's chat

Why did Derek suggest taking the vegetables to the soup kitchen? Do you like his idea? Would you do the same? Is it important to help people in need? Why? What are some other ways we can help people in need?

51

Picture stories to consolidate the material taught in the module and to provide reading for entertainment purposes

A reading comprehension activity

General questions on the topic give students the opportunity to promote their critical thinking skills

Factual text

3 READING TIME

1

germs sneeze heart soap vitamins habit

2 Read and answer. What should we do to stay healthy?

Healthy habits for healthy kids!

Everyone wants to be healthy, but what do we need to do to stay healthy? There are three easy ways to do this:

Eat right
Your body needs vitamins. Vitamins keep your body healthy!

- Eat lots of fruit and vegetables.
- Drink at least seven glasses of water every day.
- Don't eat a lot of sweets or drink many fizzy drinks.

Exercise
Exercising is very important. It keeps your heart healthy and you don't get ill easily!

- Exercise for at least one hour every day.
- Don't sit in front of the TV for more than two hours a day.
- Get at least eight hours of sleep every day.

Keep clean
We should always be clean to stay healthy.

- Wash your hands before and after meals.
- Wash your hands after you cough or sneeze.
- Wash your hands after you use the toilet.
- Brush your teeth after every meal and before you go to bed.
- Have a shower every day.

38

Reading Time 3

What are germs?
Germs are very small organisms. You can't see them, but they are everywhere. They can make you ill!

Remember!
Always wash your hands with soap for twenty seconds.

3 Read again and answer the questions.

- What are three ways to stay healthy?
- How many glasses of water should we drink every day?
- What should we do before and after meals?
- How long should we wash our hands for?
- Why is exercising important to stay healthy?
- What else should we do to keep healthy?

Let's chat

How many glasses of water do you drink a day? How many hours do you sleep a day? Do you like eating sweets or healthy snacks? Do you do any of the things mentioned above to stay healthy? What else do you do?

39

Lesson 7:

Phonics

Consonant and vowel sounds are introduced and practised. Different colours are used to indicate the different sounds. Children learn to recognise and identify each sound. A range of activities develop children's ability to recognise each sound in isolation and as a part of a word.

Lively chants help students to memorise key sounds


4

PHONICS


1 Listen and say. 🔊

/u:/


ruler



June




scuba diving




/ju:/


computer




museum



uniform




2 Listen and say. Then circle the /u:/ sounds and underline the /ju:/ sounds. 🔊



In summer and in autumn

In summer, like in June
I always go to the beach.
I go scuba diving and see
different coloured fish.

In autumn, school starts.
I always wear my uniform.
I use pencils, rulers and computers,
and go to museums on school trips.



Lesson 8:

Top Time!

In this lesson, students revise the vocabulary and structures taught in the previous modules. This lesson usually includes cross-cultural information. Further practice is provided in the Workbook.

Practice on cross-cultural information

A reading comprehension activity

TOP TIME! 1

1 🔊



publisher



stand



sign



literature

2 Do you know anything about the two book fairs below? Read and find out. 🔊

Books! Books! Books!

The Doha International Book Fair

The Doha International Book Fair takes place in November and December every year at the Doha Exhibition and Convention Centre. Publishing houses from Qatar, as well as publishers from more than thirty countries **worldwide** take part in this exhibition. At this event, visitors can find books in Arabic, English, Chinese and in many other languages. The fair **displays** books and educational material on many different topics and for many school subjects, like history, literature, poetry, technology and health. Authors, artists and people who work at libraries attend the exhibition. More than 50,000 people visit to see all the new book releases. It's a book fair you don't want to miss!

The Frankfurt International Book Fair

Every year in October, the Frankfurt International Book Fair takes place in Frankfurt, Germany. Publishers from over 100 different countries **exhibit** their work at this fair, and there are thousands of stands with books that explore a great **variety** of topics. There are also books in many different languages. The fair lasts five days, from Wednesday to Sunday. On the first three days, only publishers and authors can visit the fair. However, at the weekend, this book fair opens its doors to anyone who loves books.

3 Read again and write **D** for the Doha International Book Fair or **F** for the Frankfurt International Book Fair. 🔊

1. More than 50,000 people visit this fair every year. ☐

2. This fair takes place in October. ☐

3. This fair lasts five days. ☐

4. Anyone can visit this fair at weekends. ☐

5. You can find books about school subjects. ☐

Cross-curricular section (CLIL)

There is a CLIL lesson after every two modules. This lesson appeals to students' natural curiosity and gives each of them a chance to contribute to the lesson. This page consists of texts with cross-curricular information, which students are exposed to in their L1 classroom. Consequently, students are already familiar with the topics and are able to identify these topics when they are presented in English. At the top of the page, there is a 'sign' indicating the subject dealt with. Further practice is provided in the Workbook.

The educational value of cross-curricular lessons

Practice on cross-curricular notions

A reading comprehension activity

Science Social Studies CLIL 2 Modules 3-4

1 Listen and tick (✓) the correct picture.

2 Read and answer. What causes tsunamis?

NATURAL DISASTERS

The world is a beautiful place, but sometimes natural disasters happen. Let's take a look at two – earthquakes and tsunamis – and learn what we should do when we experience them.

Earthquakes
Earthquakes happen when the rocks, or tectonic plates, under the surface of the earth hit each other. Earthquakes usually last for less than one minute, but they can cause a lot of damage. Buildings and houses fall, and fires sometimes start.

Tsunamis
When earthquakes happen underwater, they can cause very large waves. The waves travel towards land at about 720 km per hour and can be up to 30 m high. When they hit land, they cause floods and sometimes completely destroy seaside cities.

Be prepared! Don't panic!

Earthquake

- You must move away from windows.
- You must drop to your knees and get under a desk or table.
- After the earthquake, you mustn't use the lift. Use the stairs.

Tsunami

- When you hear a warning, you must leave the area.
- You must move to high ground.
- You must stay away from areas that are near water.

3 Read again and write T for True or F for False.

- Earthquakes usually last for more than one minute. ☐
- Earthquakes can sometimes cause tsunamis. ☐
- You mustn't stand near a window when an earthquake happens. ☐
- You should use the lift after an earthquake. ☐
- You mustn't stay near the coast when a tsunami happens. ☐

53

Lesson 9:

Round-up

Apart from the frequent recycling of language throughout the lessons, there is a Round-up lesson at the end of each module, which includes a variety of activities to consolidate the language students have been presented with throughout the module.

Consolidation and revision through various activities

4 ROUND-UP

Listening

1 Listen and tick (✓) the correct picture.

- Who is Evan talking to?

☐ A ☐ B ☐ C
- What are the girls doing?

☐ A ☐ B ☐ C
- Where should the boy park his bike?

☐ A ☐ B ☐ C

Speaking

2 Work in pairs:

Student A: You want to invite your friend out. Choose a situation from box A and invite your friend.

Student B: Accept or refuse the invitation. Use the phrases from box B.

A Invite your friend:

- to the aquarium
- to a picnic in the park
- to the skatepark with two other friends
- to go cycling in the park

B Accept or refuse:

- That would be nice.
- I'd love to. / Sure.
- I'm afraid I can't. I have to...
- I don't think so. I have to...

Would you like to visit the aquarium this afternoon?

Would you like to go tomorrow?

I'm afraid I can't. I have to go to the library and study.

I'd love to! Let's meet at the aquarium at five o'clock.

54

There is a section at the end of every second module which includes **higher-order thinking activities**.

SMART MOVES MODULES 1-2

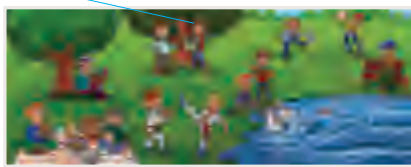
1. surf the Net	check my email	tidy my room
2. play volleyball	brush my teeth	do karate
3. safe	dig	amazed
4. toothbrush	tablet	a tube of toothpaste
5. astronaut	archaeologist	trail
6. planetarium	guide	space station
7. score	point	recognise
8. coin	unlucky	lucky

25

Listening

1 Listen and draw lines. There is one example. 

William Michael Richard Mark



Harry Derek Matt

2 Look at the three pictures. Write about this story. Write 20 or more words.



TOP SKILLS | MODULES 1-2

3 Listen and write. There is one example.

Where was Gary?	At the <u>shopping</u> centre
1. Where is it?	in _____ Street
2. Who did Gary go with?	_____
3. What did he buy?	A purple _____
4. What was the food like?	Delicious but _____
5. What did they do after lunch?	Watched a(n) _____



4 Look and read. Choose the correct words and write them on the lines. There is one example.

recognise	Example You bake this to make biscuits.	dough	mix
lucky	1. It is the opposite of dangerous.		hike
coins	2. You walk along this path when you are in nature.		rucksack
	3. This person shows you round museums or sites.		examine
dough	4. When you do this to blue and yellow, you get green.		trail
	5. We use these round objects to buy things.		soft
poisonous	6. When someone is ill, the doctor does this to them.		safe
	7. This person digs in ancient sites.		archaeologist
experience	8. This is what happens when you suddenly see something or someone you know.		
	9. You use this to carry your things in when you go hiking.		
guide	10. Some dangerous plants and animals can be this.		

Reading and Writing

Extra Material in the Student's Book

Grammar Reference / Irregular Verbs

A detailed presentation of the grammatical structures is included in the Grammar Reference section at the back of the book, which students may refer to whenever necessary. A list of irregular verbs follows the Grammar Reference section.

Word List

A Word List section has also been included at the back of the Student's Book and can be used as a reference for all the active vocabulary and phrases/expressions included in the Student's Book.

Points to remember

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires students to do by doing the first item together. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Students should always be asked to justify their answers when it comes to reading comprehension and listening activities.
- When correcting students' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.

Using a language-learning notebook

A language-learning notebook is a valuable and necessary tool in the classroom. The use of a language-learning notebook enables students to keep a record of their work in an organised manner and also helps them to track their progress. Moreover, it allows students to develop a sense of responsibility for their learning and serves as good learner training.

As students, especially young students, may not be familiar with how to use a notebook and may also lack the necessary discipline to use one effectively, it is paramount that teachers train students how to organise and use it. The notebook should be used regularly in the classroom, and teachers should give students instructions on how to use it.

Organising a language-learning notebook

- Help students to separate their notebook into logical sections, depending on the level of the students and the material. For example, possible sections could be: *Grammar activities*, *Vocabulary activities*, *Writing activities*, etc. Or alternatively, each module could be a section of the notebook.
- Decide how many pages to devote to each section and help students to count out and separate the sections.
- Suggest ways for students to label the different sections in their notebook. For example, the sections could be colour-coded and they could be separated using index tabs.
- Help students to take pride in their notebooks by encouraging them to make them visually appealing. For example, students may want to decorate them, or illustrate them.

QNCf Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCf learning outcomes and, consequently, be better equipped to have successful careers and live meaningful lives. There are altogether seven key competencies identified in the QNCf. Below we focus on each of these competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom.

It is significant that in the *Top Stars* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.

Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.



Creative and critical thinking

This refers to the ability to think for oneself, produce original ideas, and to make decisions. It involves on the one hand aspects of artistry, curiosity, imagination and innovation as well as personal expression and lateral thinking – the ability to think creatively or 'outside the box', and on the other hand evaluating, interpreting and synthesising information, applying creative thought to form an argument, reach a conclusion or solve a

problem. There are a broad range of activities that can be used in the classroom to help students develop creative and critical thinking.

Ways to integrate creative and critical thinking into the classroom

- Give emotional support to students. Ensure that the classroom environment is warm, positive and sharing. Encourage all students to feel free to express their feelings and ask questions.
- Help students to make the proper use of information and to prioritise and recognise the facts that are most useful and important.
- Help students to realise that they can challenge assumptions and request evidence.
- Incorporate role-playing activities in the classroom. Playing a role requires students to use both analytical and creative skills.
- Use classic works of literature as an opportunity to have students predict the plot and discuss issues such as theme and character motivation.
- Ask students to express a feeling or an idea through a sketch, without using words.
- Encourage students to brainstorm when posed with a question and write responses on the board.

Communication

This refers to the ability to convey information and express oneself. It involves the effective use of listening and speaking skills as well as an openness to the thoughts and ideas of others.

Ways to integrate communication into the classroom

- Establish clear standards for acceptable norms of interaction among students. Stress the significance of listening to others, taking turns to speak, expressing agreement or disagreement appropriately, helping each other, etc. in order to accomplish a task. Point out the importance of respecting the opinions of others, even though we may not agree with them.
- Structure activities and provide guidance. Organise students suitably in pairs/groups depending on the activity. Pair work and group work significantly increase student speaking time in comparison to whole class activities. Allow students to take responsibility for carrying out the activity, but indicate the right direction and be ready to intervene to facilitate students when necessary.
- Encourage all students to contribute to discussions initiated in pre-reading/warm-up and post-reading activities. Help shy students to participate by addressing questions to them even though they may not raise their hand to participate. Accept all students' responses/opinions as unique and valuable contributions.

Cooperation and participation

This refers to the ability and the desire to work on a cooperative basis with others, or to participate in a group or in a team in order to achieve a common goal. It involves listening to the ideas of others and responding constructively, expressing disagreement constructively and offering support and assistance. It reinforces polite behaviour and respect towards others.

Ways to integrate cooperation and participation into the classroom

- Provide students with tasks and/or projects that enable them to work in pairs or groups to prepare and present their work. Encourage active participation of all students and explain that all members of the group have valuable insights to contribute.
- Point out the significance of working collaboratively to achieve a common goal. Explain to students that they should be confident and express their opinions freely, but they also have a responsibility to be respectful of other points of view.
- Help students to understand that in case of disagreements/conflict they need to be open to new ideas and negotiate to reach an agreement, or maybe they can agree to disagree.
- Monitor students as they work in pairs/groups to make sure they are carrying out the activity satisfactorily and that they are speaking in English. Intervene when students appear to be stuck by prompting them in the right direction.

Inquiry and research

This refers to the ability to conduct research and inquiry into a range of issues. It involves interrogative questioning (what, where, when, who, why, how), the collection and analysis of data/information, synthesising this information and reporting findings.

Ways to integrate inquiry and research into the classroom

- Structure activities and provide guidance. Explain the stages involved in this type of activity – formulating relevant questions to keep focus, collecting information from reliable sources, analysing the information to understand it, synthesising information from different sources and then reporting findings in an organised manner.
- Suggest reliable sources of information learners can refer to.
- Incorporate an element of choice. When possible allow students to decide on a topic for research. Ask them if they would like to present their work to the rest of the class. Ask for students to volunteer to present their work.

Problem-solving

This refers to the ability to identify and solve problems. It involves identifying the cause of a problem, analysing facts and situations, comparing data, asking relevant questions, drawing conclusions and applying creative thinking to develop a solution. Aspects of problem-solving can apply to various activities in different ways, depending on the level of the students.

Ways to integrate problem-solving into the classroom

- Introduce a structured approach. Help students to identify the problem and what caused it. Help them to find out and understand what information pertaining to the problem is already given. Direct them to ask relevant questions (see interrogative questioning in inquiry and research above) to help them make reasonable assumptions, which will enable them to identify possible solutions. Finally, explain that they need to evaluate each possible solution to decide on the best one.

Literacy

This refers to the ability to read and write, and as such it involves phonemic awareness – the ability to hear and use the different sounds of a language, awareness of print – the ability to recognise the letters of the alphabet and the printed word, vocabulary – which is broken down into:

- a) active vocabulary which are the words one uses regularly, can define and use in context, and
- b) passive vocabulary which are the words one recognises and may have interpreted the meaning of through context or use by others, spelling – the arrangement of letters to form words, and reading comprehension – the ability to read and understand the meaning of what one has read, as well as the ability to draw inferences, identify patterns and understand clues in a text.

It is a competency that is vital to effective learning and successful social interaction within the family, in the workplace as well as in other social groups.

Ways to integrate literacy into the classroom

- Use resources appropriate for the age and level of the students. As literacy is at the heart of the learning process, especially when learning a foreign language, it is significant that all aspects of literacy as defined above are systematically dealt with.
- Help students to become accustomed to the sounds of the language, and pay special attention to sounds that may be difficult for students.
- Help students to become accustomed to reading and writing text from left to right.
- Point out the crucial role of literacy in students' success in school as well as in their social lives. Encourage students to be inquisitive and have a positive attitude towards learning by making the lessons meaningful to them.

- Provide opportunities for students to acquire ICT literacy through appropriate activities such as using the Internet for research, using online dictionaries, etc.
- Stress the importance of expressing oneself appropriately depending on the situation, the purpose and the audience and help students to understand how the appropriate use of language changes in different contexts.
- Provide opportunities for students to understand how language is linked to culture, and help them to appreciate their own culture and understand that knowledge of a foreign language can be a key to understanding other cultures as well.

Numeracy

This refers to the recognition of numbers and the numeral system, as well as to a general mathematical awareness and the ability to apply this knowledge in a practical context (measuring, weighing, etc.).

Ways to integrate numeracy into the classroom

- Familiarise students with numbers and basic mathematical concepts appropriate for their age and level.
- Show sensitivity for students who may find these concepts difficult to access in a foreign language.
- Point out that numeracy competency is vital in everyday life, in school and in future career success.
- Try to create learning opportunities through games, chants or puzzles in order to make the process more fun and enjoyable for students.

In general:

- Acknowledge that each student learns at a different pace. Be attentive to individual students' needs.
- Show empathy for students' negative feelings. Show them that their feelings count and that they may be able to influence what happens in the classroom, by being flexible whenever possible.
- Explain the value of 'boring' topics / 'difficult' activities, why they are important, and how students will benefit from them.
- Praise students' efforts and give positive and constructive feedback. Encourage students to learn from their mistakes and try again. Phrase feedback in a positive manner, and include suggestions on how students can improve their work in the future.
- Help students to become autonomous learners. One way of doing this would be, for example, to end the lesson by giving them further questions that expand on the topic of the lesson. These questions will be discussed in the next lesson.

Explain that students need to think about the questions, if necessary, to find relevant information, and be prepared to discuss them in the next lesson.

Key Values

Key values are the set of principles, beliefs or ideals that emerge from and are based on culture, and consequently shape people's behaviour and attitudes (how people see themselves, how they interact with others and how they live their lives in general). Through values education, students are helped to acquire these values and to apply them intelligently in all aspects of their lives.

The QNCF identifies four key values that permeate Arabic and Qatari cultural heritage. Below we focus on each of these values, providing a brief description and explanation of each, as well as tips on how teachers can effectively impart these values to their students.

In the *Top Stars* series, values education has been taken into consideration in the design of the course and is reflected in the subject matter as well as in the design of the activities. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their corresponding rights and responsibilities.

Teachers should be aware that they play a crucial role in instilling these values in students, and there are many different ways of doing this.

Islamic values and Arabic and Qatari cultural heritage

Opportunity for learning experiences should be provided in the context of Islamic values and appreciation of Qatari culture and traditions.

Ways to instill these values in the classroom

- Teach by example. Teachers are role models and through demonstrating their appreciation of Islamic values and their pride in Qatari culture to students, they are teaching an important lesson.
- Create opportunities for students to identify with the Qatari culture and heritage, as well as to take pride in the achievements of outstanding Qatari professionals, artists, athletes, etc.
- Encourage students to show an openness towards other cultures, and to compare aspects of different cultures.
- Actively promote a spirit of intercultural understanding by helping students to identify fundamental similarities among different people and cultures.

Respect and compassion

The fundamental Islamic values of respect and compassion should be fostered and actively practised in the classroom. Students must be helped to develop as individuals and as social beings by being exposed to learning contexts that cultivate these values and must be encouraged to think critically and employ moral/ethical reasoning in their everyday lives. These values lay the foundations for greater understanding among people and societies.

Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.
- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well. Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

Positivity and endeavour

A positive attitude towards learning is essential to enable students to understand that success is achieved through hard work and perseverance. Students should feel confident that they can achieve their goals, but also that a certain commitment to the effort is required on their part.

Ways to instill these values in the classroom

- Ask students to visualise and express their long-term goals. Help them to understand what is required to achieve those goals. Help them to set more short-term targets that will enable them to accomplish their long-term goals.
- Challenge students. Have them engage in activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.
- External resources, such as news broadcasts, documentaries or films can be useful in creating

opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.

Personal rights, responsibility and integrity

Key values in Qatari society are those of citizenship and the corresponding rights and responsibilities, as well as the recognition of the unifying value of human dignity, or in other words, the recognition of the fact that all individuals deserve to be respected and honoured irrespective of their differences. As such, these values must be promoted in the classroom through raising students' awareness of and actively demonstrating the Islamic principles of integrity, honour and truthfulness which are salient features of ethical behaviour.








responsibilities (e.g. to follow classroom rules, to participate and contribute, to show an interest in the well-being of others, to use information wisely and respect the privacy of others, to accept responsibility for their actions).











- Look for opportunities to emphasise the different kinds of responsibilities students have (e.g. to their classmates/friends, families, communities, the environment).
- Introduce the concept of good digital behaviour, by explaining the advantages and disadvantages of having access to so many sources of information. Sensitise students to the proper use of information found on online sources and how to search for information online safely.

Ways to instill these values in the classroom

- Familiarise students with the concept that rights and responsibilities go hand in hand by demonstrating that as students they have rights in the classroom (e.g. to express their opinion, to participate, the right to safety and well-being, the right to information and privacy) as well as

The symbols below, which are found in the Teacher's Book, represent the following:

QNCF COMPETENCIES				
				
Creative and critical thinking	Literacy	Numeracy	Communication	
				
Cooperation and participation	Inquiry and research	Problem-solving		

				
Language focus	Materials	Language structures	Warm-up activities	Optional
				
Before leaving activities	Workbook	Key to the activities	Notes	Total Physical Response (TPR) activities

Abbreviations used in the Teacher's Book:

S: student Ss: students TB: Teacher's Book SB: Student's Book WB: Workbook SA: Student A SB: Student B



What's it like?

When students complete this module, they will be able to:

Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- use, with support, capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3) WB

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)



Cursive Writing

- write smoothly and legibly in cursive writing in all written work (W3.1) WB

Project

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- plan and draft a short, simple paragraph, with support, and modify the draft in response to feedback (W3.2)
- use, with support, commas in lists appropriately in guided writing at discourse level (W2.3)
- understand and respond, with support, to the main idea in simple texts of two paragraphs or more (R1.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Round-up

- follow and identify, with support, the detail in longer simple texts (L2.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- follow and respond, with some support, to longer simple questions (L2.4)
- communicate or find out, with support, more detailed personal information (S1.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- narrate, with support, simple, factual and imaginary events and experiences in one paragraph or more (W1.4) WB
- connect with a lot of support sentences into a coherent paragraph using basic coordinating conjunctions (and) (W2.1) WB
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2) WB
- use, with support, capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3) WB

CLIL 3

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main idea in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high-frequency words accurately in guided writing (W2.2) WB
- follow and identify, with support, the main ideas in longer simple texts (L1.1) WB
- follow and identify, with support, the detail in longer simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Phonics

- follow and identify, with support, the detail in longer simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

**Language focus****Objectives**

- to talk about free-time activities
- to talk about likes and dislikes

Vocabulary

Adjective: warm

Free-time activities: waterskiing, trekking, scuba diving, canoeing, mountain biking, snowboarding

Structures

Playing tennis is my favourite free-time activity.

My cousins go canoeing every summer.

Start doing your homework!

My brother hates / can't stand snowboarding.

Jake likes/enjoys/loves mountain biking.

Tom is good/bad at waterskiing.

**Materials**

- flashcards for waterskiing, trekking, scuba diving, canoeing, mountain biking, snowboarding
- Internet printouts of people doing the different activities depicted in the flashcards

Lesson plan**Warm-up**

- Stick the Internet printouts you brought in on the board and ask Ss if they have ever tried any of the activities depicted. If they haven't, ask them which one they would like to try and why. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stand at the front of the classroom and mime waterskiing. Say, *I love water sports! Waterskiing is my favourite.* Write the sentences on the board, underline the word *Waterskiing* and stick the flashcard above it.

- Repeat the same procedure for the rest of the free-time activities depicted on the flashcards.
- Write a sentence on the board with the word *warm* and underline it. For example, write:
You don't have to take your jacket with you. It's warm outside.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 67 and point out the word/activities in the vocabulary section.
- Play the recording a few times and have Ss point to the word/activities and repeat.
- Say the word/activities in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1

- Direct Ss' attention to the photos and ask them what they depict. (People doing different activities outdoors.)
- Draw Ss' attention to each activity and ask them to name each one using the activities from the vocabulary section.
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording, follow along in their books and match the verses with the photos.
- Go round the classroom and monitor the procedure.
- Play the recording again and encourage Ss to say the song/poem along with the recording.
- Have Ss compare their answers in pairs, then check as a class.

The activity is recorded both as a song and as a poem.



A. 2 (second verse)
C. 1 (first verse)

B. 4 (fourth verse)
D. 3 (third verse)

LOOK!

- Hold up the picture or the flashcard of one of the activities and say, *(Trekking) is my favourite summer activity. I like (walking in nature).* Write the sentence on the board and underline the words *(Trekking)* and *(walking)*.
- Ask Ss when they think we use the *-ing* form and what they notice about the formation of this structure. Point out that it is formed with the base form of the verb and the ending *-ing*.
- Draw Ss' attention to the first sentence and ask Ss to guess what the *-ing* form is used for. Elicit that it is used as the subject of the verb.
- Draw Ss' attention to the second sentence and ask Ss what else they notice about the use of the *-ing* form. Elicit that it is also used after certain verbs/expressions to refer to activities. Explain to Ss that some of the verbs include *go, start, hate, can't stand, like, enjoy, love* and after the expression *(be) good/bad at*.
- Direct Ss' attention to the *Look!* box and ask them to read the sentences.
- Refer Ss to the song/poem and ask them to underline any examples of verbs/phrases followed by the *-ing* form. (e.g. *I like looking at nature.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the *-ing* form. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them jumbled sentences to put in the correct order to make their examples (e.g. *my / canoeing / favourite / is / free-time activity*).

What's it like?

SONG

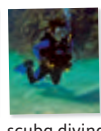
1



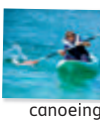
waterskiing



trekking



scuba diving



canoeing



mountain biking



snowboarding

warm

2 Listen and match the verses with the photos. Then say.

Try something new!

In the spring, I go trekking.
It's the best time to go.
I like looking at nature
And seeing plants start to grow.
Try something new! Try something fun!
Come along, everyone!

In the summer, I go scuba diving
When the sea is not very cold.
I love swimming with the fish;
They're silver, green and gold.

Try something new! Try something fun!
Come along, everyone!

In the autumn, I go mountain biking
On a trail through the trees,
And everything is orange and red
From the falling leaves.

Try something new! Try something fun!
Come along, everyone!

In the winter, I go snowboarding.
I'm good at jumping high.
Wearing winter clothes
Helps you stay warm and dry.

Try something new! Try something fun!
Come along, everyone!

LOOK! p. 131

Playing tennis is my favourite free-time activity.
My cousins go **canoeing** every summer.
Start **doing** your homework!

My brother hates / can't stand **snowboarding**.
Jake likes/enjoys/loves **mountain biking**.
Tom is good/bad at **waterskiing**.

3 Use the prompts to talk about summer and winter.

summer	hate	waterskiing
winter	can't stand	swim in the sea
	like	be cold
	enjoy	be hot
	love	go skiing
		wear warm clothes
		be ill

Do you like summer?

Not really. I hate being hot.
But I like swimming in the sea.

67

Activity 3 S1.1

- Direct Ss' attention to the children and have them read the exchange.
- Then draw Ss' attention to the prompts in the table and ask them to read them.
- Explain that, in pairs, they are going to use the prompts to talk about what they like or don't like about summer and winter. **Higher-performing Ss** can add more ideas/reasons to the third column of the table to talk about with their partners.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

open answers

A Optional

Pantomime

- Divide Ss into teams. Explain that one S from each team will have to come to the front of the classroom and mime one of the activities presented in the vocabulary section, while the other team tries to guess the activity.

- If necessary, mime an activity and encourage Ss to guess.
- When the team guesses the activity, the S at the front of the classroom takes a seat and a S from the other team comes up to mime. Every correct answer earns the guessing team a point.

Before leaving

- Explain to Ss that they will have to form a sentence about something they like or don't like using the -ing form.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 W2.2

-
1. scuba diving
 2. warm
 3. snowboarding
 4. trekking
 5. canoeing
 6. Waterskiing
 7. mountain biking

Activity 2 W2.3

-
1. Hassan can't stand snowboarding.
 2. Jassim hates waterskiing.
 3. Ahmed and Hassan like/enjoy swimming.
 4. Majed and Ali love mountain biking.

Activity 3

-
1. waterskiing
 2. snowboarding
 3. cooking
 4. mountain biking



Language focus

Objectives

- to learn how to use **too / enough**

Vocabulary

Verbs: learn, teach

Nouns: spot, stripe, seat

Adjectives: spotted, striped

Structures

I can't buy this T-shirt. It's too expensive.

This T-shirt is too expensive to buy.

I can't buy this T-shirt. It isn't cheap enough.

This T-shirt isn't cheap enough to buy.



Materials

- flashcards for *spot, spotted, stripe, striped, seat, learn, teach*
- flashcards from the previous lesson for *waterskiing, trekking, scuba diving, canoeing, mountain biking, snowboarding*

Revision (Optional)

- Place the flashcards from the previous lesson (waterskiing, trekking, scuba diving, canoeing, mountain biking, snowboarding) in a pile on your desk. Ask Ss to come to your desk one by one, pick up a flashcard and name it.
- Alternatively, you can ask Ss to come to your desk, pick a flashcard and mime the activity it depicts. The rest of the Ss try to guess the activity.
- Have **higher-performing Ss** write a sentence on the board with the activity they mimed.

Lesson plan



Warm-up

- Ask Ss if they like riding bikes. Make sure they explain why or why not. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for *spot, spotted, stripe, striped, seat, teach and learn* on the board. Point to each flashcard, say the word and have Ss repeat.
- Have Ss open their books to p. 68 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.

1



spot



spotted



stripe



striped



seat



learn

teach

2

Read and answer. Why doesn't Khaled want to try his new bike?

1

At a bike shop...



Mr Omar: OK, Khaled. There are many bikes in here. You can choose any one you like. What about that spotted bike?

Khaled: Oh, Dad! I don't like spots. You know that!

2



Mrs Layla: Can you see that striped bike over there? It looks nice.

Khaled: Let me see...

Shop assistant: This is a great bike and it isn't very expensive. Let me show it to you. What do you say, Khaled?

Khaled: I like it.

Mr Omar: Let's get it then. Now you can learn how to ride a bike.

3

At Khaled's house...



Sami: Wow! Is that your new bike, Khaled?

Saleh: It looks amazing!

Majed: Come on, Khaled. Try it! Is the seat high enough for you?

Khaled: Yes, it's great! It's just that...

4



Saleh: What Khaled?

Khaled: Well, you see, I don't know how to ride a bike.

Sami: Don't worry! We can teach you!

Khaled: I think I'm too old to learn.

Saleh: You can always learn new things, Khaled! Come on!

Khaled: Thanks! You are all great friends!

68

- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1



- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (Khaled and his parents are at a bike shop. His parents are showing him different bikes and he chooses a striped one. At home, his friends visit him and see his new bike. In the end, Khaled is on his bike and his friends are all around him.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they see in the frames. (Frame 1: spotted, spots, Frame 2: striped, learn, Frame 3: seat, Frame 4: teach, learn, learn)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why Khaled doesn't want to try his new bike. (Because he doesn't know how to ride a bike.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are Khaled and his parents?* (They are at a bike shop.), *Which bike does Khaled's father suggest he get?* (A spotted one.), *Why doesn't Khaled choose it?* (Because he doesn't like spots.), *Which bike does his mother suggest?* (One with stripes.), *What colour is it?* (It's red and blue.), *Is the striped bike expensive?* (No, it isn't.), *Why are they looking for a bike for Khaled?* (So that he can learn how to ride one.), *Where are the children in the third frame?* (They are at Khaled's house.), *What do the children offer to do?* (They offer to teach him how to ride a bike.), *Is Khaled happy?* (Yes, he is.)

Look! p. 131

I can't buy this T-shirt. It's **too** expensive.
This T-shirt is **too** expensive **to** buy.

I can't buy this T-shirt. It isn't cheap **enough**.
This T-shirt isn't cheap **enough** **to** buy.

3 Read again and write the names. 

Who ...

- doesn't like spots?

- sees the bike with the stripes first?

- says the bike is not very expensive?

- thinks Khaled's bike is amazing?

- thinks he's too old to learn new things?

4 Listen and tick (✓) A or B.  

1. Where does Gary invite Barry?



2. What does Barry say they are old enough to do?



3. What does Barry say they're too old to do?

**5** Talk in pairs. Use the ideas in the box to make suggestions and find excuses. 

Let's go sailing on Saturday!

- go sailing
- go to the amusement park
- go mountain climbing
- play volleyball
- buy a new laptop
- make a pie

cold
old
young
hard
easy
expensive
cheap
noisy
dangerous
scary
windy
boring

We can't. It isn't going to be windy enough.

OK. Let's...

No, it's...

69

- Point out that **too** + adjective and adjective + **enough** are also followed by the full infinitive form (to + base form of the verb) when we want to explain why a quantity is excessive or adequate.
- Direct Ss' attention to the **Look!** box and have Ss read the sentences out loud.
- Refer Ss to the dialogue and ask them to underline any examples of **too** and **enough**. (e.g. *Is the seat high enough for you?*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of **too** and **enough**. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them jumbled sentences to put in the correct order to make their examples (e.g. the / my sister / enough / to / tall / shelf / reach / isn't).

Activity 4 L2.1 

- Direct Ss' attention to the pictures and ask them what they depict. Then read the questions out loud.
- Explain that they are going to hear two boys talking on the phone. Tell Ss that they will have to listen carefully and tick the correct answer A or B, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript**Gary:** Hello? Barry?**Barry:** Hi, Gary! How are you?**Gary:** Great! What about you?**Barry:** I'm fine, thanks. I just got back home. I went skateboarding at the skatepark. You should come with me sometime.**Gary:** Sure! Why not? So, listen. Would you like to go to the amusement park on Saturday?**Barry:** I'd love to! We are old enough to try the new roller coaster now!**Gary:** Yes, we are. We can also go karting!**Barry:** I don't really like karting, but we can try it. Is it going to be warm enough to try the log ride? We could get wet you know!**Gary:** I don't know. Let's see Saturday's weather online. I hope it isn't going to be too cold!**Barry:** The Internet says it's going to be warm on Saturday. Perfect! What else would you like to do there?**Gary:** I'd like to go on the big wheel. It's huge!**Barry:** The big wheel? We're too old to go on that! It's for kids. Let's try the climbing wall.**Activity 3 R2.1**   **W2.2**  

- Direct Ss' attention to the questions and ask them to read them.
- Explain that they have to read the story again and write the correct name according to who said or did what.
- Have Ss compare their answers in pairs, then check as a class.



- | | |
|------------------------------|------------------------------------|
| 1. Khaled | 2. Mrs Layla / Khaled's mum |
| 3. the shop assistant | 4. Saleh |
| | 5. Khaled |

- If time permits, ask a few Ss to read the story out loud or choose a few Ss to act out the story.

Look!

- Pretend that you are drinking some coffee and then cringe. Say, *Oh! I can't drink this coffee. It's too sweet. It's too sweet to drink!* Write the sentences on the board and underline **too sweet** and **too sweet to drink**.
- Then pretend to take another sip and say, *Oh, no! I can't drink this coffee. It isn't sweet enough now. It isn't sweet enough to drink!* Write these sentences on the board as well and underline **sweet enough** and **sweet enough to drink**.
- Draw Ss' attention to the words **too/enough** in each set of sentences and ask Ss what they think they are used to express. Elicit that **too** has got a negative meaning and is used to show that something is more than necessary, whereas **enough** has got a positive meaning and is used to show that something is adequate.
- Explain to Ss that **too** is placed before adjectives and adverbs, whereas **enough** is placed after adjectives and adverbs, but before nouns.


Gary: *We aren't too old! Come on! It's going to be fun! We can try the climbing wall too. I hope it isn't too scary.*

Barry: Sounds great! I can't wait.

1. A 2. B 3. A

Activity 5 S1.1

- Direct Ss' attention to the children in the picture and ask them to read what they are saying.
- Then draw Ss' attention to the ideas in the table and explain that, in pairs, they have to take turns making suggestions and then refusing by giving excuses about why they can't do any of the activities their partner suggests using the ideas in the box and *too* and *enough*. **Higher-performing Ss** can add more activities or excuses to talk about with their partner.
- Divide Ss into pairs and have them do the activity.
- Go round the classroom monitoring the procedure and making sure Ss change roles.
- Have a few Ss come to the front of the classroom and present their exchange.

 **open answers**

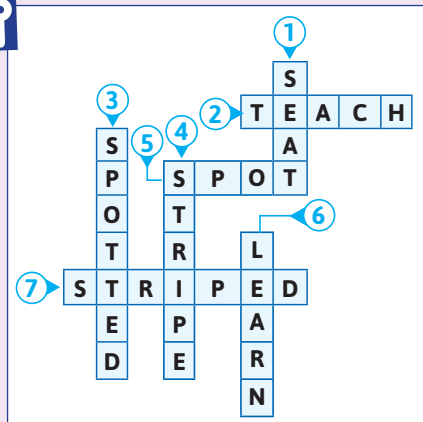
A Optional
Hot potato

- Have Ss stand in a circle with you. Make a paper ball from scrunched-up paper and hold it saying, *I can't buy this jacket. It's too expensive.*
- Tell Ss to pass the ball to each other. Say, *Stop*. The S who is holding the ball has to say his/her own sentence using a structure from this lesson.
- Play until all of the Ss have had a turn.

Before leaving

- Explain to Ss that they will have to form a sentence using *too* or *enough*.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 W2.2 Activity 2 W2.2 

1. This juice is too sour to drink.
2. It isn't warm enough outside to go swimming.
3. These glasses are too expensive to buy.
4. Layla isn't old enough to go on the roller coaster.
5. Rashid is too old to go on the bouncy castle.
6. Hassan is too tired to go to the park and meet his friends.

Activity 3 L2.1 

Listening transcript

- 1. William:** Hi, Matt.
Matt: Hi, William. What are you going to do at the weekend?
William: Well, I'm going to go to White Mountain. Would you like to come?
Matt: Sure. What are you going to do?
William: We're going to go hiking and mountain climbing.
Matt: Mountain climbing? But that's dangerous! I'm too scared to try.
William: Don't worry. My parents are going to come with us. We're going to learn how to climb on a wall first.
Matt: Oh, OK. I can climb a wall!
- 2. Steve:** Hi, Rick, look at this game console.

Rick: Oh, cool! How much is it?

Steve: Oh... it's £150.

Rick: *That's too expensive.*

Steve: Yes, I know. I haven't got that much money with me anyway.

Rick: What about this computer game? It isn't too expensive.

Steve: Let me see. Hmm... yes, it looks fun enough to play. The problem is, I've got £50 and this costs £65.

Rick: Well, maybe you can ask your parents to buy it for you another day.

Steve: Yes, that's a great idea.

3. Pete: *I'm thirsty, Fred. Let's go to that new café that opened last week.*

Fred: OK.

Pete: Oh no, look. There are too many people here. There is too much noise and we're never going to find a place to sit.

Fred: What about that café over there? It looks quiet enough.

Pete: No, that café is too quiet.
Oh, look! Some people over
there are leaving. Let's go
get that table.

Fred: But... you said there was too much noise.

Pete: *I know, but now is our chance to try their famous hot chocolate.*

Fred: *Oh, OK.*

4.Jay: Are you learning how to windsurf?

Tom: *Actually, yes, I am.*

Jay: But there isn't enough wind to windsurf!

Tom: *My coach said it's windy enough. Too much wind can be dangerous when you are learning.*

Jay: Oh, I see. Do you want me to take a photo of you with your sail and board?

Tom: Sure. Thanks, Jay. Maybe I can teach you some day.

Jay: Oh, no thanks. Windsurfing is too scary for me. Swimming is good enough for me!

1. F 2. T 3. T 4. F



Note

- As preparation for the next lesson make enough cue cards with two animals, places or structures and an adjective written on each [e.g. lion/elephant (fast)].
- Bring the cue cards and a bell to the next lesson.



Language focus

Objectives

- to compare people, animals and things
- to talk about amazing facts

Vocabulary

Verbs: create, decide

Nouns: speed, falcon, record

Phrasal verb: come out

Structures

The cheetah is faster than the lion.
Snakes are more dangerous than lizards.
The giraffe is the tallest animal in the world.
Football is the most popular sport in the world.



Materials

- flashcards for *speed*, *falcon*
- flashcards from the previous lesson for *spot*, *spotted*, *stripe*, *striped*, *seat*, *learn*, *teach*
- cue cards with two animals, places or structures and an adjective written on each [e.g. lion/elephant (fast)]
- a bell

- Read the title of the text and ask Ss to predict what it is about. (It's about world records in different categories.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out which ant is the most poisonous in the world. (The bullet ant.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What did Sir Hugh Beaver decide to do in 1951?* (He decided to create a book with many records and amazing facts.), *How tall was Bao Xishun?* (2.36 meters.), *Who became the tallest man in the world in 2009?* (Sultan Kösen.), *How tall was he?* (2.46 meters.), *What is the fastest bird in the world?* (The peregrine falcon.), *How fast does it fly?* (270-350 km per hour.), *Which are the most dangerous ant species?* (The bull ant and the bullet ant.), *Where are the Petronas Towers?* (They are in Kuala Lumpur.), *How many floors has each building got?* (Each building has got eighty-eight floors.)

Revision (Optional)

- Stick the photo flashcards from the previous lesson (spot, spotted, stripe, striped, seat, learn, teach) on the board with the blank side facing the Ss.
- Explain that they will have to come to the board one by one, pick a flashcard and name it.
- Have **higher-performing Ss** form a sentence with the item depicted on the flashcard they picked and write it on the board.

Lesson plan



Warm-up

- Ask Ss if they know of any world records or if they have ever read the Guinness Book of Records. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Place the flashcards for the lesson (speed, falcon) in a pile on your desk. Pick the flashcards up one by one, name them and encourage Ss to repeat.
- Write sentences on the board with the words *create*, *decide* and *record* and the phrasal verb *come out* and underline them. For example, write:
This new computer program helps artists create digital art.
We decided to go to Australia on summer holiday.
Who holds the record for the longest hair?
My favourite magazine comes out every month.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words / phrasal verb.
- Have Ss open their books to p. 70 and point out the words / phrasal verb in the vocabulary section.
- Play the recording a few times and have Ss point to the words / phrasal verb and repeat.
- Say the words / phrasal verb in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Direct Ss' attention to the photos and ask them what they can see. (Photos of people, insects, a bird and buildings.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the text again and write T for True or F for False, according to the text. Make sure Ss justify their answers.
- Have Ss compare their answers in pairs, then check as a class.



1. F 2. T 3. F 4. F 5. F 6. T

- If there is time, ask a few Ss to take turns to read the text out loud.

LOOK!

- Draw two figures on the board, the one shorter than the other, and say, *(Jack) is shorter than (Tom).* Write the sentence on the board and underline *shorter than*.
- Then add a third figure to the drawing, which is taller than the previous two, point to it and say, *Calvin is the tallest of all.* Write this sentence on the board and underline *the tallest*.
- Ask Ss if they remember when the Comparative and the Superlative forms are used.

- Elicit that the Comparative form is used when we want to compare two people, animals or things, whereas the Superlative form is used to say that a person, an animal or a thing has got more or less of a particular quality than several others of the same kind.
- Point out that when adjectives with two or more syllables are used, **more** is placed before the adjective, instead of adding **-er** in the Comparative form and **the most** is placed before the adjective, instead of adding **the** and the ending **-est** in the Superlative form.
- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Refer Ss to the text and ask them to underline any examples of *Comparative* and *Superlative* forms. (e.g. *In 2006 the tallest man in the world was Bao Xishun from Mongolia.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the *Comparative* and *Superlative* forms. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *The / elephant / be / heavy / than / the giraffe.*)

Activity 4 L2.1

- Direct Ss' attention to the questions and ask them to read them.
- Explain to Ss that they will hear two boys who are taking part in a quiz show. Tell Ss that they will have to listen carefully and circle the correct answer A or B, according to what they hear.
- Draw Ss' attention to the tip and explain it.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Presenter: Welcome to our quiz show! Today we've got Jack and Derek with us! Are you ready to play?

Jack & Derek: Yes!

Presenter: Well, let's get started then! Jack, you're up first. Which of the two buildings in these photos is older?

Jack: Hmm... I'm afraid I don't know. Can I pass?

Presenter: Sure, Jack. Derek, do you know which is older?

Derek: Yes, I do! The Empire State Building is older.

1



speed



falcon

create
decide
record (n.)
come out

2 Read and answer. Which is the most poisonous ant in the world? 🎧 🔊

Amazing Records

In 1951, Sir Hugh Beaver decided to create a book with many records and amazing facts. In 1955, the Guinness Book of World Records came out. Records change all the time, so a new edition comes out every year. Here is some information you can find in the book:

People

In 2006 the tallest man in the world was Bao Xishun from Mongolia (2.36 metres). In 2009 Sultan Kösen, from Turkey, became the tallest man in the world (2.46 metres).



- The fastest bird in the world is the peregrine falcon. It can fly at a speed of 270-350 km per hour.
- Two of the most dangerous insects are the bull ant and the bullet ant. But the bullet ant is more dangerous than the bull ant. In fact, it's the most poisonous ant in the world.

Animals



Buildings

The Petronas Towers in Kuala Lumpur are the world's tallest matching pair of buildings. The towers have got 88 floors and are 451.9 metres tall. A skybridge connects the two towers at the 41st and 42nd floors.



70

Presenter: That's right! Well done, Derek. You begin the next round. There is a flower that is very tall. It isn't the tallest, but it is the smelliest in the world. What's it called?

Derek: Tall and smelly? Is it the Rafflesia?

Presenter: No. The Rafflesia smells bad, but it isn't the smelliest and it isn't tall. Jack?

Jack: I know this one! It's the Titan Arum! It smells awful!

Presenter: Good job, Jack! Now, this last question is for the fastest. Ready?

Jack & Derek: Yes!

Presenter: OK. It is the most dangerous snake.

Derek: The Black Mamba!

Jack: The Black Mamba is the fastest snake. The most dangerous is the Inland Taipan snake.

Presenter: Well done, Jack! You are this week's winner! Congratulations!



1. A 2. A 3. B 4. A

Activity 5 S2.2

- Direct Ss' attention to the two children and ask them to read what they are saying.
- Then draw their attention to the advertisements of the three houses which are for sale, and tell them to read the information about each house.
- Explain to Ss that, in pairs, they will have to talk about the houses and compare them using the information in the advertisements and the adjectives in the box provided.



3 Read again and write T for True or F for False.

- The first Guinness Book of World Records came out in 1951. ☐
- Records aren't the same every year. ☐
- Bao Xishun was the tallest man in the world in 2009. ☐
- Sultan Kösen is shorter than Bao Xishun. ☐
- The bull ant is more dangerous than the bullet ant. ☐
- The Petronas Towers are the same height. ☐

Look!

p. 131-132

The cheetah is **faster than** the lion.
Snakes are **more dangerous than** lizards.
The giraffe is **the tallest** animal in the world.
Football is **the most popular** sport in the world.

Tip!

Before you listen, read the questions and options carefully.

4 Listen and circle A or B.

- | | | |
|---------------------------------------|--------------------------------|------------------------------|
| 1. Which building is older? | A Empire State Building | B Tokyo Skytree |
| 2. What is the smelliest flower? | A Titan Arum | B Rafflesia |
| 3. Which is the most dangerous snake? | A Black Mamba snake | B Inland Taipan snake |
| 4. Who wins the quiz show? | A Jack | B Derek |

5 Look at the information about the houses below, and then talk about them with your partner using the adjectives in the box.

• big • small • expensive • cheap
• modern • old • large

Acorn Estate



Location: Kensington, UK
Date built: 2017
Floors: 4

Rooms: 6 bedrooms, 3 bathrooms, 2 living rooms, dining room, kitchen, library, 2 pools, gym, garden (300 m²)
Price: £900,000

Felix Court



Location: Bath, UK
Date built: 1990
Floors: 2

Rooms: 4 bedrooms, 2 bathrooms, living room, dining room, kitchen, garden (100 m²)
Price: £700,500

Rose Cottage



Location: Stratford, UK
Date built: 2002
Floors: 2

Rooms: 3 bedrooms with balconies, living room, kitchen, large garden (500 m²)
Price: £655,000

Felix Court is more expensive than Rose Cottage.

Acorn Estate is the most expensive house.

71

- Higher-performing Ss** can add more adjectives to talk about with their partner. If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.



open answers

A Optional

Game show

- Place a desk at the front of the classroom.
- Divide Ss into two teams and have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Hold the cue cards you made and choose one. Announce the category (e.g. Animals) and ask the Ss a question such as, *Which animal is faster; the lion or the elephant?*
- Each S tries to hit the bell and answer before their opponent does. The first S to answer correctly earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.

- Put the cue card at the bottom of the pile and draw a new one for the next two Ss.
- Make sure all of the Ss in each team get a chance to play one round.



Before leaving

- Explain that Ss have to form a sentence using the *Comparative* or the *Superlative* form.
- Make sure all of the Ss form a sentence before they leave the classroom.



Workbook

Activity 1 R2.1



- | | |
|------------|-------------|
| 1. speed | 2. come out |
| 3. created | 4. falcon |

Activity 2



- | | |
|-----------------------|------------------|
| 1. the longest | 4. heavier than |
| 2. slower than | 5. the smelliest |
| 3. the most poisonous | 6. taller than |

Activity 3 L2.1

Listening transcript

- 1. George:** Hi, Dad. What are you doing?
Dad: Oh, hi, George. I'm just watering the garden and digging up some vegetables. Can you go over there to the carrots and dig them up?
George: OK. Dad, are you sure these are carrots?
Dad: Yes, they are. Put them in the basket, please.
George: But they're darker than carrots, and they aren't even orange!
Dad: Ha ha, yes. Well, they are carrots. Here, try one.
George: No, thanks. I like my carrots orange.

(see p. 270)



Note

- Bring an Internet printout of an animal to the next lesson.



Language focus

Objectives

- to compare two people, animals or things using (not) as + adjective + as

Vocabulary

Nouns: weight, length, width,

Adjectives: heavy, light

Units of measurement: centimetre (cm), gram (g)

Structures

My smartphone is as modern as my brother's.

Mina's laptop isn't as heavy as Linda's.



Materials

- flashcards for *heavy*, *light*, *weight*, *length*, *width*
- flashcards from the previous lesson for *speed*, *falcon*
- an Internet printout of an animal

Revision (Optional)

- Have Ss do activity 5 from the previous lesson.
- Make sure Ss are paired up differently from the previous time.

Lesson plan



Warm-up

- Ask Ss if they generally look at advertisements in order to decide what to buy and from where. Initiate a short class discussion and encourage all of the Ss to participate.

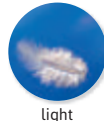
Activity 1 R4.1

- Hold up your book and say, *I can hold this, it's light*. Write the sentence on the board, underline the word *light* and stick the flashcard above it. Then hold two books and say, *These are heavy, I can't hold them*. Write the sentence on the board, underline the word *heavy* and stick the flashcard above it.
- Stick the Internet printout you brought in on the board and give Ss information about the animal it depicts. Point out its weight, length, width and stick the corresponding flashcard next to each piece of information you write.
- Explain to Ss that centimetres are used to measure length, and grams are used to measure weight.

1



heavy



light



weight



length

width

centimetre (cm)
gram (g)

LOOK!

p. 132

My smartphone is as modern as my brother's.
Mina's laptop isn't as heavy as Linda's.



2

Listen to two people talking. Which smartphone does the man decide to buy?
Write the correct answer in the box.

MyTOUCH 3	TOUCH AND GO 5	SMART TALK 4
★★★★☆	★★★★☆	★★★★☆
Colours:	Colours:	Colours:
QAR 299.00 QAR 279.00	QAR 300.00 QAR 279.00	QAR 420.00 QAR 379.00
<ul style="list-style-type: none"> Weight: 128 g Length: 13 cm Width: 6 cm 	<ul style="list-style-type: none"> Weight: 160 g Length: 15 cm Width: 8 cm 	<ul style="list-style-type: none"> Weight: 135 g Length: 15 cm Width: 8 cm

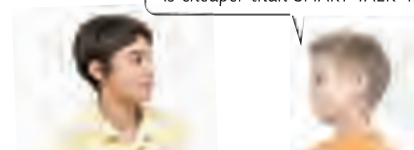
3

Work in pairs. Use the information in activity 2 and the adjectives below. Discuss the smartphones and decide which one each of you would like to buy.

- | | |
|-------------|---------|
| • heavy | • cheap |
| • light | • big |
| • expensive | • small |

SMART TALK 4 isn't as heavy as TOUCH AND GO 5.

Yes, but TOUCH AND GO 5 is cheaper than SMART TALK 4.



- Have Ss open their books to p. 72 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

LOOK!

- Hold up two pencils of the same size and say, *This pencil is as long as this pencil*. Write the sentence on the board and ask Ss what they notice about the use of *as + adjective + as*. Elicit that it is used to compare two people, animals or things when there is no difference between them.
- Then hold up two pencils of a different size and say, *This pencil isn't as long as this pencil*. Write the sentence on the board and ask Ss what they notice about the use of *not as + adjective + as*. Elicit that it is used to show that two people, animals or things are different in terms of a certain quality.
- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of (not) as + adjective + as. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. I / not be / tall / my father).

Activity 2 L2.1

- Direct Ss' attention to the advertisements and ask them what they depict.
- Explain that they are going to hear a dialogue between a man who is looking to buy a new smartphone and a shop assistant. Tell Ss that they have to listen carefully and write the name of the smartphone the man decides to buy in the space provided, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Man: Good morning.

Shop assistant: Good morning, sir. How can I help you?

Man: I'd like to buy a new smartphone. You see, this is my old mobile phone, but I want something more modern. I saw some advertisements about three new ones, and I'd like you to tell me more about them.

Shop assistant: Of course! Follow me, please. These are the three latest models that were in the advertisement, the MyTOUCH 3, the TOUCH AND GO 5 and the SMART TALK 4.

Man: They look even better close up!

Shop assistant: All three are great! They come in different colours too. What do you use your mobile phone for the most?

Man: I need it to check my emails, surf the Net and to take photos. I'd also like to download and play games on it.

Shop assistant: OK. Well, you can do all that with all three models, so let me tell you a few other things and then you can decide.

Man: Sounds good.

Shop assistant: The TOUCH AND GO 5 is as big as SMART TALK 4, but it is heavier. The MyTOUCH 3 is the lightest of all.

Man: I can see that! And the MyTOUCH 3 and TOUCH AND GO 5 aren't as expensive as the SMART TALK 4.

Shop assistant: That's true. The TOUCH AND GO 5 costs the same as the MyTOUCH 3.

Man: Let me think. The SMART TALK 4 is nice, but it's more expensive than I thought. So, I don't think I'm going to buy that one.

Shop assistant: OK. How about the other two then? Would you like to buy one of those?

Man: I like the MyTOUCH 3, but it isn't as big as the TOUCH AND GO 5, and I wanted a smartphone with a large screen. It doesn't really matter that it's heavier. Hmm... I think the TOUCH AND GO 5 is the mobile for me.

Shop assistant: Excellent choice! In which colour? Black or white?

Man: White! Thank you very much for your help.

Shop assistant: You're welcome.



TOUCH AND GO 5

Activity 3 S2.2 L2.3

- Direct Ss' attention to the children in the activity and ask them to read what they are saying.
- Explain to Ss that they will have to look at the smartphone advertisements in activity 2 again and, in pairs, compare them using the information given in the advertisements and the adjectives in the box. Then they are going to say which one they would like to buy.
- If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.



open answers

Optional

Yes or No?

- Tell Ss that they are going to play a game.
- Put a piece of masking tape across the middle of the floor and have Ss stand on the line. Designate one side as Yes and the other side as No.
- Explain that you are going to say sentences comparing places or animals. If they are correct, they should jump to the Yes side and chorally shout out, Yes. If they aren't correct, they should jump to the No side and chorally shout out, No.
- Ss who make a mistake should sit out the next round.



Before leaving

- Explain to Ss that they have to form a sentence using the structure they were presented with in the lesson.
- Make sure all of the Ss form a sentence before they leave the classroom.



Workbook

Activity 1 R2.1 W2.2



1. centimetres
2. heavy
3. grams
4. weight
5. light
6. length
7. width

Activity 2 R2.1



1. isn't as expensive as
2. is as wide as
3. isn't as heavy as

Activity 3 L2.1

(see p. 270)

**Language focus****Objectives**

- to read a profile about one's country
- to write a profile about one's country
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to describe a country

**Materials**

- flashcards from the previous lesson for *heavy*, *light*, *weight*, *length*, *width*

Revision (Optional)

- Put the flashcards from the previous lesson (*heavy*, *light*, *weight*, *length*, *width*) in a pile on your desk.
- Invite Ss to come to your desk one by one, pick a flashcard and name it.
- Alternatively, divide Ss into pairs and have them do the activity in the SB from the previous lesson. Make sure Ss are paired up differently from the previous time.

Lesson plan**Warm-up**

- Ask Ss if they have ever visited another country and if they liked it there. If there are Ss from different countries in your class, ask them to describe their countries to the rest of the class. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R2.1

- Have Ss open their books to p. 73.
- Direct Ss' attention to the country profile.

- Explain to Ss that they are going to read what Ron wrote about his country, and talk about how they can write a country profile of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out which the highest mountain in Australia is. (It is Mount Kosciuszko.)
- Have Ss read the country profile again and check comprehension.
- Ask Ss some questions about the country profile. *What is special about Australia?* (It is a country and a continent.), *What is the weather like in Australia?* (It's warm in the north but cooler in the south.), *What is the capital of the country?* (Canberra.), *What is more than half the country like?* (It's desert.), *What's the name of the biggest desert in Australia?* (The Great Victoria Desert.), *What kind of animals can one find in Australia?* (Kangaroos, koalas, wombats, dingoes and many lizards and insects.)
- Draw Ss' attention to the boxes around the country profile and read them out loud. Point out to Ss that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the text out loud.

Writing tip

W3.2



W2.3



- Direct Ss' attention to the *Writing tip* box.
- Read the tip out loud. Ask Ss to follow along in their books as you read.
- Read the first *Writing tip* again and explain to Ss that when describing a country we expand on the information we give.
- Point out that we should not just list names; we should try to answer questions about geographical features or the wildlife of the country we are describing. Direct Ss' attention to the questions given in the *Writing tip*.
- Direct Ss' attention to the second point in the *Writing tip* box and read it aloud. Explain to Ss that they should always know what they are going to write about before they begin writing and that once they finish, they must re-read their work and make corrections and changes. It is also a good idea to promote peer teaching by having Ss exchange their first drafts with a partner, and having them suggest changes.
- Then direct Ss' attention to the note in the tip. Read it aloud and explain it.
- Invite Ss to look for some examples of the *Writing tip* in the text in activity 1.

**Optional****True or False**

- Ask Ss to close their books and explain that you are going to say a few sentences and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, *There isn't a desert in Australia* and Ss respond, *No. More than half of Australia is desert.*
- Play the game until you run out of sentences.

**Before leaving**

- Explain to Ss that they have to say one thing they remember from the text in the lesson.
- Make sure all of the Ss say at least one thing about the text before they leave the classroom.

- 1 Below is a description Ron wrote about his country. Which is the tallest mountain in Australia? Read and answer.  

Draw the map and flag of your country.

Paragraph 1:
Write some general information about your country (e.g. where it is, size, climate, etc.).

Paragraph 2:
Write about the geographical features.

Paragraph 3:
Write about the wildlife.

My country profile:

Australia

Australia is one of the largest countries on earth. It is also a continent. The weather in Australia is usually warm in the north but cooler in the south. The capital of Australia is Canberra, and the people speak English.

Australia is a beautiful country with mountains, beaches, forests and deserts. The Great Barrier Reef is the biggest coral reef in the world. The highest mountain is Mount Kosciuszko. It is 2,228 m high. Ayers Rock or Uluru is the largest standing rock in the world! More than half of the country is desert. The Great Victoria Desert is the biggest desert in Australia.

There are many animals that live only in Australia. There are kangaroos, koalas, wombats, dingoes and many kinds of lizards and insects. Many of the most poisonous animal species in the world live in Australia too.



Writing tip

1. When describing a country, try to expand on the information you give. Don't just list names. You can do this by trying to answer questions like:

geographical features:

- What are the most important geographical features?
- What's the highest mountain / largest lake / longest river? Where are they?
- How high/large/long are they?

the wildlife:

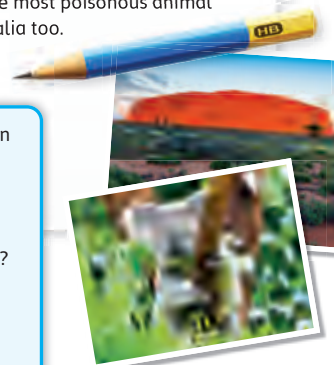
- Are there many plants and animals?
- What are some of the most important plants and animals?
- What do you know about them?

2. Before you begin writing, **make notes** of the information you want to include. **Write your first draft.** Then **revise** your writing (structures and vocabulary). After that, **edit** it (punctuation) and exchange it with a partner to make new suggestions. Finally, **write** your final draft. **Remember:** Use a variety of grammatical structures and adjectives/vocabulary, and make sure you have used the tenses correctly.

Tip!

Remember!

- Use commas (,) to separate items in a list, and use the conjunction *and* before the final item.



Activity 4

W2.2  W2.3  W3.2 

- Ask Ss to go to the WB p. 134 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the WB for the writing task.
- Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom..

 **open answers**


Note

- As preparation for the next lesson, photocopy the story (SB, pp. 74-75), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies to the next lesson.


73

Workbook

Activity 1 R1.1  R2.1 

 A. 3 B. 1 C. 2

Activity 2 W2.2 

-  1. It is cool.
2. (People use) English and French.
3. It's a beautiful country with many mountains, lakes and rivers.
4. (They live) in the north of the country.
5. The maple tree.

Activity 3 W2.2 

 **open answers**



Language focus

Objectives

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons

Vocabulary

Verb: breathe

Nouns: equipment, instructor, wetsuit, mask

Adjective: bright



Materials

- flashcards for *equipment*, *instructor*, *wetsuit*, *mask*
- the photocopies of the story and the narration boxes that you have prepared (see Note in the previous lesson)

Revision (Optional)

- Have Ss come up to the front of the classroom and present the country profiles they wrote (WB, Project, Activity 4) in the previous lesson.

Lesson plan



Warm-up

- Ask Ss if they have ever tried scuba diving and/or if they would like to try it or any other water sport. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 🔑

- Use the flashcards and example sentences to present the new vocabulary items. For example, say, *The photographer's new equipment was expensive.* Write the sentence on the board, underline the word *equipment* and stick the flashcard above it.
- Repeat the same procedure with the words *instructor*, *wetsuit* and *mask*.

- 2 Read and answer. What are the most important rules in scuba diving? 🗣️ 🔊

SAFETY FIRST!

1

When Fred and Tom were at the beach, Tom pointed to a scuba diving centre. 'Look! Let's try scuba diving! Come on!' he shouted. 'Wait a minute, Tom! You can't just dive into the water! We need equipment and lessons,' said Fred. 'OK! Let's start now!' said Tom. 'Let's get the information we need and then decide, OK?' said Fred. 'Oh, OK!' Tom agreed.



2

The next day, the boys went to the scuba diving centre. 'I can't wait to begin!' said Tom. 'Oh, Tom! I don't know. Is it safe?' Fred asked. 'Well, all sports are safe, but you must use the right equipment and follow the safety rules!' said Mr Dyves, the scuba diving instructor. 'You can learn everything here. We have got lessons for everyone.'



74

- Write sentences on the board with the words *bright* and *breathe* and underline them. For example, write:
My favourite colour is bright pink.
It's so hot today. I can't breathe.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 74 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1 🗣️ 🔊

Before reading

- Direct Ss' attention to the illustrations and the title of the story and ask them to guess what the story is about and how it ends.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional. (It's a fictional text.)
- Ask Ss to go through the story and find the names of the main characters (Fred, Tom and Mr Dyves).

3

A few weeks later, Mr Dyves told the boys that they were ready to go scuba diving. 'You can choose equipment from here,' he told them. Fred chose a black and grey wetsuit. Tom wanted a striped mask, but it was too big. He chose a bright blue one. 'This is bright enough for all the fish to see me!' he said happily. Fred and Mr Dyves laughed.



4



At the beach...

'OK, boys. You know all the safety rules,' said Mr Dyves. 'But what are the top two rules?' 'Stay together and breathe normally!' said the boys happily! 'Well done! Let's jump in! And remember: I am going to be by your side the whole time!' said Mr Dyves. When they dived into the sea, they saw shells and different fish, and they learnt a lot about underwater life in the sea. It was a great day!

3

Read again and put the sentences in the correct order. Write 1-6.

1. The boys explored the sea with their instructor. ☐
2. Tom was excited about trying a new sport. ☐
3. The boys got the equipment they needed. ☐
4. The boys told Mr Dyves the top two rules of scuba diving. ☐
5. Fred and Tom visited the scuba diving centre. ☐
6. The boys had lessons with Mr Dyves. ☐

Let's chat

Do you like doing water sports? Would you like to try scuba diving or waterskiing? Why? Why not? Why is it important to have the necessary equipment for certain sports? Why is it important to follow the safety rules?

- Ask Ss some questions about the story.

Frame 1: Where are Fred and Tom? (They are at the beach.), What does Fred want to try? (He wants to try scuba diving.)

Frame 2: Where are the boys? (They are in the scuba diving centre.), Who is Mr Dyves? (He is the scuba diving instructor.)

Frame 3: What kind of wetsuit did Fred choose? (He chooses a black and grey one.), Which mask did Tom want at first? (He wanted a striped one.)

Frame 4: What does Mr Dyves ask the boys to tell him before they dive? (He asks them to tell him the two top rules.), What did the boys see? (They saw shells and different fish.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the story again and put the sentences in the correct order, according to the story.
- To help **lower-performing Ss**, give them the first and last as examples.
- Have Ss compare their answers in pairs, then check as a class.



1.6 2.1 3.4 4.5 5.2 6.3

- If time permits, have a few Ss take turns reading the text out loud.

Post-reading

Let's chat

S1.1 S1.2 L2.3

- Direct Ss' attention to the box and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer:

I like doing water sports, but I wouldn't like to try scuba diving because it's scary. I would like to try waterskiing. I think it would be exciting. I believe it is important to have all the necessary equipment to do certain sports because the right equipment keeps you safe and helps you enjoy yourself more. Following the safety rules also keeps you safe.

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the most important rules of scuba diving are. (The two top rules are to stay together and to breathe normally.)
- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section that appear in the story. (**Frame 1:** equipment, **Frame 2:** equipment, instructor, **Frame 3:** equipment, wetsuit, mask, bright, bright, **Frame 4:** breathe)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.

Frame 1: Fred and Tom see a scuba diving centre. Tom is eager to try this new activity while Fred is more cautious.

Frame 2: The boys are in the scuba diving centre. The instructor tells them that they can take lessons to learn how to dive.

Frame 3: The instructor allows the boys to pick the wetsuits and masks that they prefer. Fred chooses a black and grey wetsuit and Tom chooses a bright blue mask.

Frame 4: Mr Dyves asks the boys to tell him what the two most important rules of scuba diving are before they dive into the water. The boys and their instructor dive into the sea and see different sea creatures.

A Optional

Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the narration boxes you have already prepared.
- Ask Ss to close their books.
- Instruct Ss to put the illustrations in the correct order and then match each narration box to the correct frame.
- The team that puts the story in the correct order first wins.

Before leaving

- Have Ss choose a character from the story on pp. 74-75 and act out the story at the front of the classroom.

Workbook

Activity 1 R2.1

1. equipment
2. breathe
3. mask
4. bright
5. instructor
6. wetsuit

Activity 2 R2.1

1. B
2. C
3. B
4. A

Activity 3 W1.4

- W2.1 W2.2 W2.3

open answers

(Suggested answer:

The boys saw a boat, a cave and other sea animals like an octopus, a starfish and a dolphin. They saw many fish of different sizes and colours. Some of the fish were striped and others had spots.)

1 Listen and say.

silent e

ride a bike



be careful



bicycle lane



line

2 Listen and say. Then circle the words with a silent e.



Be careful!

Be careful, Dane!
Ride your bike
In the bicycle lane!

Be careful, Jack!
Park your bike
In the bicycle rack!

Be careful, Jason!
Remember! Change lines
At this underground station!

76



PHONICS



Language focus

Objectives

- to practise the pronunciation of silent e
- to say a phonics chant/poem

Vocabulary

ride a bike, be careful, bicycle lane, line

Phonics

silent e



Materials

- flashcards of ride a bike, be careful, bicycle lane, line
- phonics cards of bicycle lane, line (TB pages 257-258 one set per S)

Revision (Optional)

- Ask Ss to tell you what they remember about the story in the previous lesson. Encourage them to explain what the boys did, how they felt and what they learnt.
- Have **higher-performing Ss** write what they remember. To help **lower-performing Ss**, give them prompts to help them write what they remember (e.g. Fred and Tom / be / beach / when / Tom / point / scuba diving centre) or write sentences about the events in the story and have them number the sentences according to their order of occurrence.

Lesson plan



Warm-up

- Write the letter *e* on the board. Under it, stick the flashcards with the words that contain a silent *e*.
- Point to the letter *e* in each word/phrase as you say each, and explain to Ss that it is silent. Explain that silent letters are those which do not make a sound. They are written but not pronounced. Then point to the flashcards (ride a bike, line, be careful, bicycle lane) and say what they depict and have Ss repeat after you.

Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

Listening transcript

Silent *e*, ride a bike, be careful, bicycle lane, line

- Encourage Ss to tell you more words that contain the silent letter *e*.

Activity 2 L2.1

- Direct Ss' attention to the picture. Ask Ss what they can see. (Some children doing different activities.)
- Ask Ss, *What are the boys in the first picture doing?* (They are riding their bikes.), *Are they wearing helmets?* (Yes, they are.), *What is the boy in the second picture doing?* (He's trying to park his bicycle.), *Where is the boy in the third picture?* (He's on the underground.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the words with the silent letter *e*.
- Play the chant/poem *Be careful!* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the words with a silent letter *e*.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.



circled: careful, careful, Dane, ride, bike, bicycle, lane, careful, bike, bicycle, careful, Change, lines



TPR Activity

- Photocopy and give Ss the phonics cards for *bicycle lane* and *line*.
- Explain to Ss that they have to say the chant/poem and raise the phonics cards when they hear a word with a silent *e*.



Optional

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker.
- Call out one of the words Ss learnt in the lesson, e.g. *ride a bike* and have Ss write the word on the board and circle the silent letters, e.g. *e* in *ride* and in *bike*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss and with other words Ss are familiar with.
- The team with the most points wins.



Workbook

Activity 1 L2.1

Listening transcript

1. line
2. ride a bike
3. bicycle lane
4. be careful



A. 2 B. 4 C. 3 D. 1

Activity 2 W2.2



1. ride a bike
2. line
3. bicycle lane

Hidden phrase: be careful

Activity 3 W2.2



1. bicycle lane
2. line
3. ride a bike
4. be careful



Language focus

Objectives

- to provide Ss with cross-curricular information on science
- to talk about dinosaurs

Vocabulary

Nouns: dinosaur, fossil, horn, climate, carnivore, herbivore

Adjectives: sharp, extinct



Materials

- flashcards for dinosaur, fossil, horn, climate

Revision (Optional)

- Revise the phonics items from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan



Warm-up

- Ask Ss if they know anything about dinosaurs or if they know the names of any dinosaurs. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 🔑

- Stick the flashcards for *dinosaur*, *fossil*, *horn* and *climate* on the board, name the items and encourage Ss to repeat after you.
- Write sentences on the board with the words *carnivore*, *herbivore*, *sharp* and *extinct* and underline them.
For example, write:
Animals that only eat meat are called carnivores.
Animals that only eat plants are called herbivores.
Cats have got sharp teeth and claws.
Some animals that lived on Earth are extinct now, like dodos and dinosaurs.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 77 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

- Read the title of the text and ask Ss to predict what it is about. (It's about dinosaurs.)
- Direct Ss' attention to the photos of the dinosaurs and ask if they have seen any of these dinosaurs in a book or film before. Initiate a short class discussion and encourage all of the Ss to participate.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out when dinosaurs became extinct. (They became extinct about sixty-five million years ago.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *When did dinosaurs live on Earth?* (Millions of years ago.), *What can we learn today from dinosaur fossils?* (We learn that some were as small as chickens, while others were as long as two buses.), *How long was Triceratops?* (It was eight metres long.), *What did it look like?* (It had a big head with three horns, and a long tail.), *Could it walk fast?* (No, it couldn't.), *Why?* (Because it was very heavy and short.), *Was it a herbivore or a carnivore?* (It was a herbivore.), *What did Tyrannosaurus rex look like?* (It had a big head with about sixty long, sharp teeth.), *Was it a herbivore or a carnivore?* (It was a carnivore.), *Could it run fast?* (Yes, it could.), *Why did dinosaurs become extinct?* (Scientists believe that the climate on Earth changed and it became too cold for them to survive.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they will have to read the text again and write T for True or F for False, according to the text. Make sure Ss justify their answers.
- Have Ss compare their answers in pairs, then check as a class.



1. F 2. F 3. T 4. F 5. T 6. T 7. F

- Choose a few Ss to read the text aloud for the class.



Optional

Yes or No?

- Tell Ss that they are going to play a game.
- Put a piece of masking tape across the middle of the floor and have Ss stand on the line. Designate one side as Yes and the other side as No.
- Explain that you are going to say sentences about the dinosaurs according to what they learnt in the text. If they are correct, they should jump to the Yes side and chorally shout out, Yes. If they aren't correct, they should jump to the No side and chorally shout out, No.
- Ss who make a mistake should sit out the next round.



Before leaving

- Ask Ss to tell you one thing they remember from the text.
- Make sure all of the Ss tell you something about the text before they leave the classroom.



Workbook

Activity 1 W2.2 R2.1



1. fossils	2. Herbivores	3. extinct	4. climate
5. Carnivores	6. sharp	7. horns	

1



dinosaur



fossil



horn



climate

carnivore
herbivore
sharp
extinct

2 Read and answer. When did dinosaurs become extinct?

AMAZING DINOSAURS

Millions of years ago, dinosaurs lived on earth. Scientists study dinosaur fossils, and today we know that some were as small as chickens, while others were as long as two buses. Here are some facts about two of these amazing animals!

Triceratops was about eight metres long. It had a big head with three horns, and it had a long tail. It was very short and heavy, so it couldn't walk fast or run. Triceratops was a herbivore. It ate plants and leaves.

Tyrannosaurus rex was one of the largest and scariest dinosaurs. It had a big head and about sixty long, sharp teeth. It was a carnivore, so it hunted other dinosaurs. It had a long tail and walked on two legs, but it could run fast.

Dinosaurs became extinct about sixty-five million years ago. Some scientists believe that the climate on earth changed. It became too cold and these animals couldn't survive.



3 Read again and write T for True or F for False.

- | | |
|---|--|
| 1. Dinosaurs lived on earth one million years ago. <input type="checkbox"/> | 5. Tyrannosaurus rex was scarier than other dinosaurs. <input type="checkbox"/> |
| 2. Some dinosaurs were as long as three buses. <input type="checkbox"/> | 6. Tyrannosaurus rex had a lot of teeth. <input type="checkbox"/> |
| 3. Triceratops had three horns. <input type="checkbox"/> | 7. The earth wasn't cool enough for dinosaurs to survive. <input type="checkbox"/> |
| 4. Triceratops was a carnivore. <input type="checkbox"/> | |

77

head and wings. Its wing span was about eight to ten metres wide. It wasn't a very tall animal; about two metres tall.

Mark: How much did it weigh?

Dr Clump: Good question! It wasn't too heavy. It weighed about twenty-five to thirty kilos. That means it was light enough to fly easily.

Mark: Did it have a long tail too?

Dr Clump: No, it didn't! It had a very short tail, actually.

Mark: What did it eat?

Dr Clump: Like all pterosaurs, it was a carnivore, so it ate other animals, but mostly fish.

Mark: Where did it live?

Dr Clump: There are fossils of pterosaurs all over the world, but the Pteranodon lived in what, today, is the USA and Great Britain. Scientists believe that they lived near water because they ate a lot of fish and sea animals.

Mark: Wow! They were amazing animals. Thank you so much, Dr Clump!



1. B 2. A 3. B 4. A

Did you know?

- Argentinosaurus and Compsognathus were two very different dinosaurs. The first one was probably the largest land animal. While the second was a very small bird-like dinosaur, only 70 centimetres tall.
- You can ask Ss to look up these dinosaurs on the Internet for extra information.

Activity 2A L1.1

Listening transcript

Segment 1

Mark: Hello, Dr Clump. Thank you for this interview.

Dr Clump: My pleasure, Mark. Thank you for visiting me.

Mark: We are studying dinosaurs at school, and I wanted to ask you some questions about them! Were all of the dinosaurs the same?

Dr Clump: No, they weren't. They were as different as animals are today. For example, there was one group of animals which lived at the same time as dinosaurs. Many people think that they were dinosaurs, but in fact they weren't. They belonged to another category; pterosaurs or flying reptiles. Can you see that one up there? That was a pterosaur.

Mark: Wow! A flying dinosaur!

Dr Clump: Not exactly, my boy. Remember! Pterosaurs were flying reptiles.



Picture A should be ticked.

Activity 2B L2.1

Listening transcript

Dr Clump: Pterosaurs were different sizes, and they didn't look the same. Some had long tails, some had short tails, some had teeth, some didn't have any teeth and some others had fur!

Mark: Can you tell me more about this pterosaur?

Dr Clump: The animal you see above your head is the Pteranodon. The name means 'with wings and without teeth'. It had a long

Project work W1.3

- Ask Ss to use the Internet to find information about dinosaurs. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or photos), with brief sentences underneath describing what can be seen in the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.



Language focus

Objectives

- to revise and consolidate structures and vocabulary presented in previous lessons

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, CLIL 3, Project Work).

Lesson plan



Warm-up

- Stick some of the flashcards from the previous lessons of this Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes and hide one of the flashcards. When Ss open their eyes, they must try to remember which one is missing.
- Alternatively, Ss can memorise the order. When they close their eyes, change the order. Ss must try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

Activity 1 L2.1 L2.3

- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain to Ss that they will hear three short dialogues. Tell Ss that they have to listen carefully and tick the appropriate picture (A, B or C) which answers the question given.
- Play the recording twice and have Ss tick the correct picture.
- Have Ss compare their answers in pairs, then check as a class.

Listening

Tip!

Before you listen, look at the pictures carefully.

- 1 Listen and tick (4) the correct picture. 🎧 🔊

1

Which activity are the boys going to do?



A



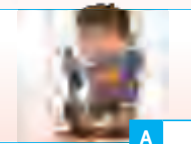
B



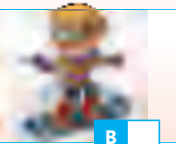
C

2

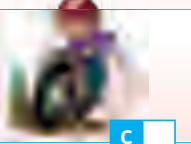
Which activity does Jeff prefer?



A



B



C

3

What do the children buy for their mum?



A



B

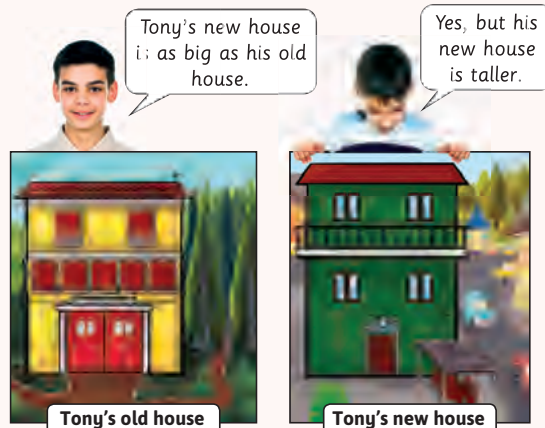


C

Speaking

- 2 Tony moved to a new house. Look at the pictures of his old house and the new one below, and make comparisons. Use the **comparative form**, the **superlative form** and **(not) as ... as**. Use the adjectives in the box as well as others.

- | | |
|--------|---------|
| • big | • large |
| • far | • short |
| • high | • small |
| • long | |



78

Listening transcript

1.

Harry: What would you like to do today, Tim? There are lots of activities we can do!

Tim: Hmm.... Let's go cycling!

Harry: It's too warm for cycling. I want to try a water sport. How about waterskiing?

Tim: Waterskiing? No way! I think waterskiing is too dangerous!

Harry: Oh, OK. How about scuba diving then?

Tim: Scuba diving is as dangerous as waterskiing, Harry. Let's do something relaxing!

Harry: Well, we haven't got any more choices!

Tim: Yes, we have! Look!

Harry: Are you serious, Tim? Canoeing?

Tim: Come on! It's a water sport, it's safe and it's relaxing! We can enjoy nature and exercise too.

Harry: Oh, OK!

2.

Colin: Hi, Jeff! Welcome back! How was your holiday?

Jeff: It was great! I went mountain biking and trekking.

Colin: I went trekking once, but I didn't like it. The equipment was too heavy!

Jeff: Well, I thought it was great! I also enjoyed mountain biking!

Colin: I think snowboarding is better, but you can only do it in winter.

Jeff: Snowboarding is great, too, but I think mountain biking is the best. And guess what? I decided to take part in a mountain biking competition next month.

Colin: Wow! That's great, Jeff! Good luck!

Jeff: Thanks, Colin!

3.

Rita: What should we get Mum for Mother's Day, Kelly?

Kelly: I don't know, Rita. How about that dress?

Rita: Which one? The one with the spots?

Kelly: No, no. The one with the stripes.

Rita: I don't know. Those stripes are really bright. Mum doesn't like bright colours.

Kelly: You're right...

Rita: Oh! I know! She needs a new bag. Let's get her one!

Kelly: Great idea, Rita!

Rita: Look at that one! It's not very big and it's pink. Pink is Mum's favourite colour. Have we got enough money?

Kelly: Yes, we have. Let's get it!



1. B 2. C 3. B

Activity 2 L2.4 S1.1

- Direct Ss' attention to the children and have them read what they are saying.
- Then draw Ss' attention to the two pictures and ask them to tell you what they see. (Two different houses. A boy's old house and his new one.)
- Explain to Ss that, in pairs, they will have to look at the pictures and take turns comparing Tony's old house to his new house using the adjectives in the box and the structures learnt in this module.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity. Say, *Tony's new house is taller than his old house* and encourage the S to say a sentence comparing the two houses.
- If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.



open answers



Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this Module and draw the corresponding number of steps, e.g. six steps for the word *stripe*.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word.



Before leaving

- Ask Ss to form a few sentences about themselves using the structures presented in this Module. (-ing form, too, enough, Comparative form, Superlative form, (not) as + adjective + as, etc.)
- Make sure all of the Ss form sentences before they leave the classroom.



Workbook

Activity 1 W2.2



1. MOUNTAIN BIKING
2. TREKKING
3. SCUBA DIVING
4. CANOEING
5. WATERSKIING
6. SNOWBOARDING

Activity 2 W2.2



Measurement: centimetre, length, width, gram
Verbs: decide, learn, breathe, create, teach
Adjectives: warm, heavy, light, spotted, striped

Activity 3 R2.1



1. A 2. B 3. B 4. B 5. B

Activity 4 R2.1



1. C 2. B 3. C 4. C

Activity 5 W2.2



open answers

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find in which category they belong.



Did you know?

When students complete this module, they will be able to:

Quiz

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- connect, with a lot of support, sentences into a coherent paragraph using basic reference pronouns (W2.1) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- connect, with a lot of support, sentences into a coherent paragraph using basic reference pronouns (W2.1) WB
- follow and identify, with support, the main ideas in longer simple texts (L1.1) WB

Cursive Writing

- write smoothly and legibly in cursive writing in all written work (W3.1) WB

Project

- understand and respond, with support, to the main idea in simple texts of two paragraphs or more (R1.1)
- connect, with a lot of support, sentences into a coherent paragraph using basic reference pronouns (who/which/that/where) (W2.1) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- use, with support, capital letters and full stops appropriately in guided writing at discourse level (W2.3) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4) WB
- plan and draft a short, simple paragraph, with support, and modify the draft in response to feedback (W3.2) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- explain, with support, basic opinions (S1.2)
- communicate or find out, with support, more detailed personal information (S1.1)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4) WB

Round-up

- follow and identify, with support, the detail in longer simple texts (L2.1)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Top Time! 4

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- explain, with support, basic opinions (S1.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- follow and identify, with support, the main ideas in longer simple texts (L1.1) WB
- follow and identify, with support, the detail in longer simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Phonics

- follow and identify, with support, the detail in longer simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB



Language focus

Objectives

- to ask and answer about natural phenomena
- to talk about the dates and times that events take place

Vocabulary

Verbs: spin, reach, form

Nouns: tornado, thunderstorm, cloud, wind, fog, ground, air

Adjective: thick

Structures

I always get up early in the morning.

My parents and I always go on holiday in July.

It's very hot in Spain during summer.

The museum is open on Mondays from nine to six o'clock.

The shop opens after eight o'clock.



Materials

- flashcards for *tornado, thunderstorm, cloud, wind, fog, ground, spin, air*

Lesson plan



Warm-up

- Ask Ss if they have ever experienced any type of natural phenomena or extreme weather conditions. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 🔑

- Stick the flashcards of the lesson (tornado, thunderstorm, cloud, wind, fog, ground, spin, air) on the board and name them one by one. Encourage Ss to repeat after you.
- Put the flashcards for *wind* and *air* side by side on the board. Point out the difference between the two. Explain that *wind* is air that moves quickly as a result of natural forces while *air* is the oxygen in the atmosphere that we breathe.

- Write sentences on the board with the words *thick*, *reach* and *form* and underline them. For example, write:
She has got beautiful, thick brown hair.
I can't reach the book on the top shelf. Can you help me?
Many dark clouds form in the sky before a storm.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 79 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 A T B R2.1 A T B

- Ask Ss to read questions 1-3. Then ask them what they think the text is about. (It's a text that will answer children's questions concerning natural phenomena.)
- Elicit Ss' answers and write some of them on the board. You can ask **higher-performing Ss** to write their prediction down in their notebooks.
- Explain to Ss that they have to read texts A-C and match questions 1-3 to the correct answer.
- Allow Ss some time to read and match the questions to the answers.
- Play the recording and have Ss follow along and check their answers.
- Have Ss compare their answers in pairs, then check as a class.
- If time permits, have a few Ss read the questions and answers out loud.



A. 3 B. 1 C. 2

LOOK!

- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Ask Ss if they can guess when each preposition of time is used.
- Elicit that *in* is used before periods of time, months, seasons and years, whereas *on* is used before the days of the week and exact dates.
- Explain the meaning of the words *during* and *after* using the prepositions in context.
- Point out that *from ... to* is used to indicate the time when something starts up until the time it ends.
- Refer Ss to the quiz and ask them to underline any examples of prepositions used. (e.g. *They usually form in the clouds during a thunderstorm.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the prepositions of time. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *we / always / go / camping / spring*).

Activity 3 S2.2 🗣️

- Direct Ss' attention to the children in the activity and ask them to read what the girls are saying.
- Then draw Ss' attention to the photos in the boxes and ask them to read the information next to them.
- Explain that, in pairs, they are going to look at the pictures and talk about some natural phenomena using the information given.
- Invite a S to come to the front of the classroom to demonstrate the activity.

Did you know?

7

QUIZ

1



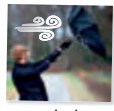
tornado



thunderstorm



cloud



wind



fog



ground



spin



air

thick
reach
form

2 Read and match. Then listen and check your answers.

1. What is fog?

Jim, 12

2. Why do leaves change colour?

Kate, 11

3. How do tornadoes form?

Julie, 12

A

They usually form in the clouds during a thunderstorm. Cold air from the north meets warm air from the south. The air inside the clouds starts to spin and it reaches the ground. It can destroy cars, houses and sometimes whole cities.

B

It's like a cloud that forms near the ground. One type usually happens in winter when there are clear skies. During the night, the air near the ground becomes colder, and something like a thick cloud appears. When the sun comes out in the morning, the ground becomes warmer, and it goes away.

C

In spring and summer, they catch sunlight and make chlorophyll, which is green. This is food for the tree. In autumn and winter, there isn't much sunlight, and the tree 'goes to sleep' and stops making chlorophyll. The green disappears and we see yellow and orange colours.

Look! p. 133

I always get up early **in** the morning.
My parents and I always go on holiday **in** July.
It's very hot in Spain **during** summer.
The museum is open **on** Mondays **from** nine to six o'clock.
The shop opens **after** eight o'clock.

3 Look at the pictures and, in pairs, talk about them. Use the information in the boxes.



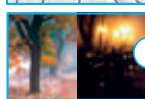
leaves / green /
spring – summer

1



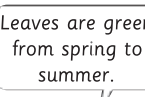
leaves / yellow /
autumn – winter

2



tornadoes /
usually / form /
4 p.m.–9 p.m.

3



fog / usually /
form / morning or /
night

Leaves are green
from spring to
summer.

Leaves are ye ow
from autumn to
winter.

79

- Have Ss do the activity and go round the classroom monitoring the procedure.
- Have a few Ss act out the exchange at the front of the classroom.



1. Leaves are green from spring to summer.

Leaves are yellow from autumn to winter.

2. Tornadoes usually form from 4 p.m. to 9 p.m.

Tornadoes usually form in summer.

3. Fog usually forms in the morning or/and at night.



Optional

Silly tales

- Divide Ss into groups and hand out a sheet of plain A4 paper to each group.
- Tell one S in each group to write a sentence, fold the paper and pass it to the S next to him/her while telling him/her the last three words he/she wrote. The second S does the same.
- Ss continue to write, fold and pass the paper round the group until it reaches the last S.

- After writing his/her sentence the last S in each group unfolds the paper and begins reading the funny story from the very top of the page.
- Point out that Ss should use as many prepositions of time as possible.
- Have the groups of Ss take turns reading their stories out loud.



Before leaving

- Explain to Ss that they have to form a sentence using a preposition of time.
- Make sure all of the Ss form a sentence before they leave the classroom.



Workbook

Activity 1 R2.1 W2.2



1. thunderstorm

2. ground

3. wind

4. air

5. fog

6. reach

7. form

8. tornado

9. thick

10. cloud

11. spin

Activity 2 R2.1



1. after

2. from, to

3. during, on, in

4. in



Language focus

Objectives

- to give additional information relating to someone or something
- to talk about a quiz

Vocabulary

Verb: invent

Nouns: team, winner, scissors

Adjective: deep

Structures

Thomas Edison was the man who/that invented the electric light bulb.

Scissors are something which/that we use to cut paper.



Materials

- flashcards for *team*, *deep*, *winner*, *scissors*
- flashcards from the previous lesson for *tornado*, *thunderstorm*, *cloud*, *wind*, *fog*, *ground*, *spin*, *air*

Revision (Optional)

- Place the flashcards from the previous lesson (tornado, thunderstorm, cloud, wind, fog, ground, spin, air) in a pile on your desk.
- Explain to Ss that they will have to come to your desk, pick a flashcard and name the item it depicts.
- Make sure all of the Ss come to your desk at least once.

Lesson plan



Warm-up

- Ask Ss if they do a sport or if they are a part of a team. Ask them to talk about it and explain what they like or dislike about being in a team. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Tell Ss about your favourite sports team. Say, *My favourite (football) team is (...).* Write the sentence on the board, underline the word *team* and stick the corresponding flashcard above it.

1



team



deep



winner



scissors

invent

2 Read and answer. What is the final score?

1 The children are taking part in a quiz at school.



Mrs Aysha: OK, teams. Ready? Let's start with team A. First question. Where's the deepest lake?

Alya: In the USA!

Mrs Aysha: Sorry, Alya. It's Lake Baikal, which is in Russia. No point for you, team A.

2 Later...



Mrs Aysha: The score is 7-5. Next question for team A. Who invented the telephone?

Alya: Alexander Fleming!

Mrs Aysha: No! Alexander Graham Bell is the man that invented the telephone.

Fatima: Oh, no! We're losing!

Amal: It's OK. There are more questions.

3 The score is 10-10...



Mrs Aysha: Last question for team A. Answer this question and win the game! Who invented scissors?

Fatima: I think it was Leonardo da Vinci, but I'm not sure...

Alya: No! It was the ancient Romans!

Afa: Are you sure, Alya?

Alya: Yes, I am! Trust me, please!

Amal: OK. The ancient Romans.

Mrs Aysha: That's right! It was the ancient Romans who invented scissors.



Mrs Aysha: Team A is this year's winner! Well done!

Hasna: Congratulations! You are a really good team!

Alya: Thanks! You did really well too!

- Use example sentences and the flashcards to present the remaining vocabulary items. Write the sentences on the board, underline the words *deep*, *winner* and *scissors* and stick the flashcards above each word.
- Write a sentence on the board with the word *invent* and underline it. For example, write:
George Crum invented crisps by accident.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 80 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1



- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (The children are at school and they are taking part in a class quiz. The students are answering various questions. In the end, Team A wins the game and they look very happy.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they see in the

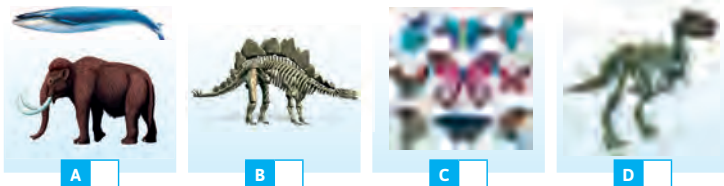
Look! p. 133

Thomas Edison was the man **who/that** invented the electric light bulb.

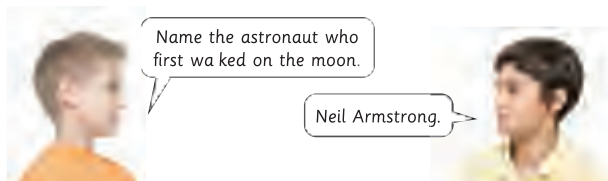
Scissors are something **which/that** we use to cut paper.

3 Read again and circle.

1. Lake Baikal is the **largest** / **deepest** lake in the world.
2. Lake Baikal is in **the USA** / **Russia**.
3. **Alexander Graham Bell** / **Alexander Fleming** is the man who invented the telephone.
4. Alya thinks **Leonardo da Vinci** / **the ancient Romans** invented scissors.
5. **Team A** / **Team B** wins the game.

4 In what order did Oliver see these exhibitions at the museum? Listen and number 1-4.**5** Match and then say in pairs.

- | | | |
|---|----------------------------|-----------------------|
| 1. the astronaut / first walked on the moon | <input type="checkbox"/> D | A William Shakespeare |
| 2. the men / first flew a plane | <input type="checkbox"/> | B Leonardo da Vinci |
| 3. a dinosaur / ate plants | <input type="checkbox"/> | C Stegosaurus |
| 4. the artist / painted the Mona Lisa | <input type="checkbox"/> | D Neil Armstrong |
| 5. the writer / wrote Romeo and Juliet | <input type="checkbox"/> | E the Wright Brothers |



81

frames. (Frame 1: teams, team, deepest, team, Frame 2: team, invented, invented, Frame 3: team, invented, scissors, invented, scissors, Frame 4: team, winner, team)

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the final score is. (The final score is 11-10.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *What are the children doing?* (They are taking part in a quiz at school.), *What does the teacher ask team A first?* (She asks them where the deepest lake is.), *Does Alya answer correctly?* (No, she doesn't.), *Who does Alya think invented the telephone?* (Alexander Fleming.), *What is the score before the final question?* (It's 10-10.), *Who does Fatima think invented scissors?* (Leonardo da Vinci.)

Activity 3 R2.1

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain that they will have to read the story again and circle the correct answer, according to the text.
- To help **lower-performing Ss**, tell them which frame they can find the correct answer in.
- Have Ss compare their answers in pairs, then check as a class.



1. deepest 2. Russia 3. Alexander Graham Bell 4. the ancient Romans
5. Team A

- If time permits, ask a few Ss to read the story out loud or choose a few Ss to act out the story.

Look!

- Hold up a book and say, *This is a book which/that I bought yesterday*. Write the sentence on the board and underline *which/that*. Then point to a S and say, *(Omar) is the student who/that arrived first today*. Write this sentence on the board and underline *who/that*.
- Ask Ss if they remember when we use the relative pronouns *who/which/that* and the difference between *who* and *which*.
- Elicit that relative pronouns are used to join two sentences which refer to the same subject. Then elicit that *who* is used to refer to people, while *which* is used to refer to animals and things. Point out that the relative pronoun *that* can be used to replace *who* and *which*.
- Divide the sentences written on the board into their main and relative clauses. In the first sentence *This is a book...* is the main clause and *which/that I bought yesterday* is the relative clause and in the second sentence *(Omar) is the student...* is the main clause and *who/that arrived first today* is the relative clause. Explain that relative clauses give necessary information about the person, animal or thing mentioned in the main clause.
- Direct Ss' attention to the **Look!** box and ask them to read the sentences.
- Refer Ss to the dialogue and ask them to underline any examples of the **Relative pronouns who/which/that**. (e.g. *It's Lake Baikal, which is in Russia*.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the **Relative Pronouns who** and **which**. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them two sentences to join to make their examples. (e.g. *This is the man. He lives next door to us.*)

Activity 4 L2.1

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain that they are going to hear a boy talking to his friend about a museum he visited. Tell Ss that they will have to listen carefully and number the pictures (1-4) according to the order in which the boy visited each exhibition shown.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

John: Hi, Oliver! Where were you yesterday?

Oliver: Hi, John! I visited the Natural History Museum with my dad. It was great!

John: Wow! Did you see Tyrannosaurus rex?

Oliver: Yes, I did. It was the first on the list! There was also a Stegosaurus in the next room! It's new there.

John: Is the Stegosaurus the dinosaur that has got plates on its back?

Oliver: Yes, it is. It was a very long dinosaur! And I learnt that it only ate plants.

John: That's amazing! What else did you see?

Oliver: Well, there was a new outdoor exhibition with butterflies. We walked through the gardens and saw butterflies which were flying all around us. It was very exciting!

John: That sounds amazing! What was your favourite part of the museum?

Oliver: Oh, I loved the exhibition that had the biggest animals in the world.

John: The biggest animals?

Oliver: Yes, there were models of a blue whale and mammoths.

John: Mammoths?

Oliver: You know, something like prehistoric elephants.

John: I'm amazed! I think I should visit the Natural History Museum too.



A. 4 B. 2 C. 3 D. 1

Activity 5 S2.2

- Direct Ss' attention to the children and ask them to read what they are saying.
- Then draw Ss' attention to the prompts (1-5) and the names of the people, animals and items in boxes A-F, and ask them to read them.
- Explain to Ss that first they have to match the people, animals and items to the prompts.

- Then divide Ss into pairs and tell them that they are going to play a guessing game. Each S will choose a person, animal or item from the list and give information about them or it using the correct relative pronoun. His/Her partner then has to guess who or what his/her classmate is describing.
- Have a few pairs of Ss come to the front of the classroom and present an exchange.



1. D 2. E 3. C 4. B 5. A
open answers

**Optional****I spy**

- Tell Ss that you are going to play a guessing game.
- Choose a random S to come to the front of the classroom.
- Ask him/her to choose an object or a person in the classroom but not to reveal what/who they have chosen. Then tell the S to say, *I spy with my little eye something/someone which/who is...* and they have to give a clue about the object/person they've chosen. For example, *I spy with my little eye something which is black* or *I spy with my little eye someone who is wearing purple*.
- Explain that the rest of the class has to try to guess what or who their classmate is referring to by asking him/her questions. Tell Ss to use *who/which*. For example, *Is it something which we write with?* or *Is it someone who is wearing a purple T-shirt?*
- The S who guesses the object/person first goes up to the front of the classroom and gets a turn to 'spy'.
- Play for as long as time permits.

**Before leaving**

- Explain to Ss that they have to form a sentence using *who* or *which*.
- Make sure all of the Ss form a sentence before they leave the classroom.

**Workbook****Activity 1 R2.1**

1. deep 2. scissors 3. winner 4. invent 5. team

Activity 2 R2.1 W2.2

1. who 2. which 3. which 4. who 5. which

Activity 3 L2.1

(see p. 271)

**Note**

- Bring a tourist map of a city to the next lesson.

Language focus

Objectives

- to give additional information relating to a place
- to talk about a place

Vocabulary

Nouns: jewellery, souvenirs

Places: underground, castle, gift shop, station

Structures

A gallery is a place where you can see many paintings.
That's the restaurant where we had lunch yesterday.

Materials

- flashcards for *underground, castle, gift shop, jewellery, souvenirs, station*
- flashcards from the previous lesson for *team, deep, winner, scissors*
- a tourist map of a city

Revision (Optional)

- Hand out the flashcards from the previous lesson to a few Ss at a time. Tell Ss to form a sentence using *who/which* and the vocabulary item on the flashcard they've been assigned.
- Repeat with as many Ss as possible.
- Have **higher-performing Ss** write their sentences on the board.

Lesson plan



Warm-up

- Ask Ss if they have visited another city or country and what they saw there. Ask them to talk about the things they liked and/or disliked about the place. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Use the tourist map you brought in. Lay it out on your desk or stick it on the board, and invite Ss to gather round.
- Point to some places of interest. Point to a particular place of interest, like a castle, and say, *There is a castle you can visit in (...). It's very beautiful.*
- Point to a bus or an underground station and say, *You can use the underground or take the bus from this station to visit different places.*
- Point to a shop and say, *This is a gift shop. You can buy jewellery and souvenirs there.*
- Write all the sentences on the board, underline the words/phrase *castle, underground, station, gift shop, jewellery* and *souvenirs* and stick the corresponding flashcards above each word.
- Have Ss open their books to p. 82 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

- Direct Ss' attention to the photos and ask them what they can see. (A map of central London showing some of the underground lines and photos of places people can visit in London.)
- Read the title and ask Ss to predict what the text is about. (It's about what to do and see in London.)
- Ask Ss where they think they would find a text like this by giving them a choice between two options:
A. In a travel guide.
B. In a history book.
- Discuss Ss' answers as a class and have them justify their answers.



- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where the National Gallery is. (It is in London's famous Trafalgar Square.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What is Camden Market?* (Camden Market is a place where you can go for a walk and do some shopping.), *What can you find there?* (You can find clothes, furniture and souvenirs.), *How do you get there?* (You can take the Northern line of the underground and get off at Camden Town station.), *What can you see in the Gallery?* (Paintings by famous artists like Leonardo da Vinci, Van Gogh, Monet and many more.), *Which station is the National Gallery closest to?* (Leicester Square station.), *What is the Tower of London?* (It's a castle where you can learn about the history of London.), *What kind of exhibitions has the Tower got?* (Exhibitions with jewellery, coins and much more.), *What else can you do at the Tower of London?* (You can visit the gift shop and find great souvenirs.)

Activity 3 R2.1

- Direct Ss' attention to the sentences.
- Explain to Ss that they have to read the text again and write **CM** for Camden Market, **NG** for National Gallery and **TL** for Tower of London.
- Have Ss compare their answers in pairs, then check as a class.



1. NG 2. TL 3. NG 4. CM 5. NG 6. TL

- If there is time, ask a few Ss to take turns to read the text out loud.

LOOK!

- Write the sentence *Camden Market is a place where you can go for a walk and do some shopping on the board*, and circle the relative adverb *where*. Elicit that *where* is a relative adverb. Divide the sentence into its main (*Camden Market is a place...*) and relative clauses (*...where you can go for a walk and do some shopping.*) and ask Ss when they think *where* is used.
- Elicit that it is used to refer to a place when we want to give information about it and avoid repetition.
- Direct Ss' attention to the Look! box and ask them to read the sentence.
- Refer Ss to the text and ask them to underline any examples of the *Relative pronouns where*. (e.g. *Camden Market is a place where you can go for a walk and do some shopping.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the Relative adverb *where*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them two sentences to join to make their examples. (e.g. *That's the house. My grandparents live there.*)

Activity 4 L2.1

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain to Ss that they will hear a girl telling her friend about her recent holiday to Paris, France. Tell Ss that they will have to listen carefully and tick the correct pictures which depict what the girl did in Paris, according to what they hear.
- Play the recording twice and have Ss tick the correct pictures.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

- Mina:** Lisa! You're back! How was your trip to Paris?
- Lisa:** It was fantastic, Mina! We had a great time there. My parents and I loved Paris.
- Mina:** Where did you go? What did you do there?
- Lisa:** Well, on the first day, we visited the Eiffel Tower, of course.
- Mina:** It's the tallest structure in Paris, right?

1



2

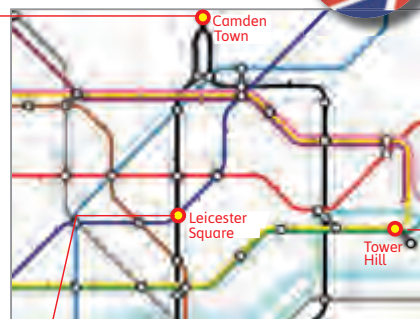
Read and answer. Where is the National Gallery?

Exploring London



Camden Market

Camden Market is a place where you can go for a walk and do some shopping. You can find clothes, furniture and souvenirs at cheap prices. Take the underground (Northern line) and get off at Camden Town station.



National Gallery

The National Gallery is a gallery with beautiful exhibitions. It is in London's famous Trafalgar Square, where you can take a walk, relax and take great photos. In the gallery, you can see paintings by great artists like Leonardo da Vinci, Van Gogh, Monet and many more. The National Gallery is near Leicester Square station (Northern or Piccadilly line).



Tower of London

The Tower of London is near Tower Hill station (District or Circle line). It's a castle where you can learn about the history of London. There are exhibitions with jewellery, coins and much more. Don't forget to visit the gift shop. You can find great souvenirs for your friends and family there.

82

- Lisa:** Exactly! It also got its name from the engineer who designed it, Gustave Eiffel. You can see the whole of Paris from up there. The view is fantastic!
- Mina:** What else did you do?
- Lisa:** We went on a cruise on the River Seine! It was the best part of our trip, I think.
- Mina:** Really? Sounds fun.
- Lisa:** Actually, it was a lunch cruise.
- Mina:** What do you mean?
- Lisa:** While we were enjoying all the sights, we were having lunch!
- Mina:** Wow! Tell me about the food, please!
- Lisa:** It was the best ever! The most delicious food in the world!
- Mina:** Nice! Did you visit Disneyland too?
- Lisa:** Well... we wanted to, but Disneyland isn't near the centre of Paris and we didn't have much time.
- Mina:** Don't worry! We can go there together sometime!
- Lisa:** Sure! We also visited the Louvre!
- Mina:** Did you see the Mona Lisa?
- Lisa:** Of course! The Louvre is a place where you can see many famous paintings. There's also a beautiful gift shop there you know. This is for you!
- Mina:** Oh, Lisa! This T-shirt is great! Thank you so much!



Pictures A, C and D should be ticked.

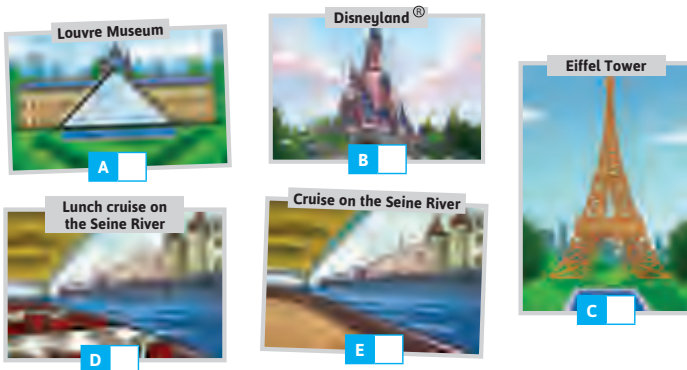
LOOK! p. 133

A gallery is a place **where** you can see many paintings.
That's the restaurant **where** we had lunch yesterday.

- 3 Read again and write **CM** for Camden Market, **NG** for the National Gallery or **TL** for the Tower of London.

- It's a place where you can see paintings. _____
- It's a place where you can learn more about the past. _____
- The closest station to this place is Leicester Square. _____
- It's a place where you can find cheap clothes and furniture. _____
- It's near a place where you can relax and take beautiful photos. _____
- You should take the Circle line to get to this place. _____

- 4 What did Lisa do in Paris? Listen and tick (✓) the correct pictures. 🔊



- 5 Play a guessing game. Use your own ideas and the ideas in the box to help you. 🗣️

- buy souvenirs
- see paintings
- go shopping
- buy pets
- see animals
- buy clothes
- have a picnic



83

Activity 5 S2.2

- Direct Ss' attention to the children in the activity and ask them to read what they are saying.
- Then draw Ss' attention to the box and ask them to read the ideas in it.
- Explain to Ss that they are going to play a guessing game. Each S thinks of a place and gives some information about it using the relative adverb **where**. His/Her partner then has to guess which place he/she is describing.
- Encourage Ss to use the ideas in the box as well as their own ideas.
- Divide Ss into pairs and have them do the activity. Go round the classroom monitoring the procedure.
- Have a few pairs of Ss present their exchange at the front of the classroom.

open answers

A Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this lesson and draw the corresponding number of steps, e.g. six steps for the word **castle**.

- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word.

Before leaving

- Explain to Ss that they will have to form a sentence using the relative adverb **where**.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Have **higher-performing Ss** write their sentences on the board.

Workbook

Activity 1 W2.2 A1 B R2.1 A1 B

- | | |
|----------------|--------------|
| 1. souvenirs | 4. gift shop |
| 2. underground | 5. station |
| 3. jewellery | 6. castle |

Activity 2 W2.1 W2.2 A1 B

- who goes swimming with me
- where we can visit eleven galleries
- which is the longest in Europe
- which is the closest to the sun
- where I grew up
- who invented the plane

Activity 3 L1.1 L2.1

Listening transcript

1. **Haley:** Hi, Dora.
Dora: Oh, hi, Haley. How are you?
Haley: I'm great. How about you?
Dora: I'm very excited.
Haley: Oh, why's that?
Dora: Tomorrow I'm going to go on a school trip.
Haley: Oh, where to?
Dora: Our teacher didn't tell us. It's a surprise. She gave us some information, though.
Haley: Hmm. Maybe we can guess.
Dora: It's a place where you can see paintings, a queen's clothes and jewellery.
Haley: Maybe you're going to visit a gallery or a museum.
Dora: No, I don't think so. She also said it's a place where important people lived.
Haley: Oh, I know. You are going to visit a...

(see p. 271)



Language focus

Objectives

- to talk about occupations
- revise and consolidate giving additional information relating to someone, something or a place

Vocabulary

Verb: design

Noun: statue

Occupations: designer, architect, author, sculptor, poet



Materials

- flashcards for *designer, design, architect, author, sculptor, statue*
- flashcards from the previous lesson for *underground, castle, gift shop, jewellery, souvenirs, station*

Revision (Optional)

- Hand out the flashcards from the previous lesson to a few Ss at a time. Tell Ss to form a sentence using *where* and the flashcard they've been assigned.

design

1



designer



architect



author



sculptor



statue

poet

2 What did Luke's brother study to be? Listen and tick (✓) A, B or C.



A ☐



B ☐

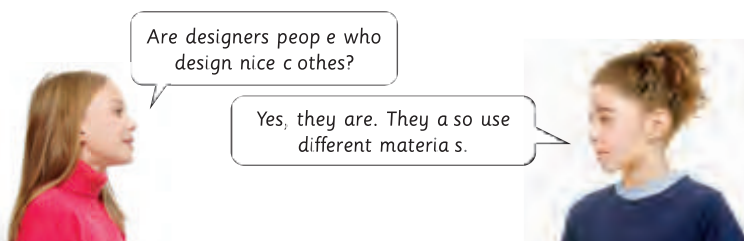


C ☐

3 Read and match the information to the occupations. Then talk about them in pairs.

- | | | |
|--------------|----------------------------|--|
| 1. designer | <input type="checkbox"/> B | A be creative / know a lot of words |
| 2. sculptor | <input type="checkbox"/> | B design nice clothes / use different materials |
| 3. architect | <input type="checkbox"/> | C write poems / work on his own |
| 4. author | <input type="checkbox"/> | D design modern buildings / be good at maths |
| 5. poet | <input type="checkbox"/> | E create statues / work with different materials |

84



Lesson plan



Warm-up

- Ask Ss to tell you which occupation they would like to follow when they grow up or which occupation they find the most interesting/exciting, etc. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for *designer, design, architect, author, sculptor* and *statue* on the board. Name each occupation, action and item and encourage Ss to repeat after you.

Activity 2 L2.1

- Direct Ss' attention to the pictures and ask them to tell you what they depict.
- Explain that they will hear two boys talking about one of the boys' brother. Tell Ss that they will have to listen carefully and tick the correct picture A, B or C which answers the question in the rubric.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Dylan: Hello, Luke! How are you?

Luke: Hi, Dylan! I'm fine, thanks. I'm happy now that my brother is back!

Dylan: Oh! He was in London, right?

Luke: No. He wasn't in London. He was in Edinburgh! He was studying at a university there.

Dylan: Right! So, is he a writer now?

Luke: A writer? No, no. He wanted to be a writer when he was younger, but...

Dylan: Yes, I remember! His stories were great, but his poems weren't!

Luke: Oh, yes! He wanted to become a poet too, but his poems weren't that good.

Dylan: So, what did he study at university?

Luke: Well, he liked designing things, so...

Dylan: Did he become a fashion designer?

Luke: No. He liked designing buildings and houses. So he became an architect.

Dylan: Wow! That sounds really exciting! Good for him!



Picture A should be ticked.

Activity 3 S2.2 L2.3

- Direct Ss' attention to the prompts (A-E) in the activity and ask them to read them. Then draw their attention to the children and ask them to read what they are saying.
- Tell Ss that they have to match the ideas with the occupations (1-5). Then explain that, in pairs, they are going to talk about the different occupations using the relative pronouns *who/which* or the relative adverb *where* to form their questions.
- Invite a S to come to the front of the classroom and demonstrate the activity.
- **Higher-performing Ss** can add more ideas to talk about with their partner. If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Allow Ss some time to match, and then divide them into pairs and have them do the activity.
- While Ss are doing the activity, go round the classroom monitoring the procedure.
- Have a few pairs of Ss present their exchange at the front of the classroom.



1. B 2. E 3. D 4. A 5. C
open answers



Optional

Pantomime

- Divide Ss into two teams. Explain that one S from each team will have to come to the front of the classroom and mime one of the occupations presented in the vocabulary section, while the other team tries to guess which one it is, using *Relative Pronouns* and the *Relative adverb* to form their questions.
- If necessary, mime an occupation and encourage Ss to guess by asking, *Are you the person who writes books?*
- When the team guesses the occupations, the S at the front of the classroom takes a seat and a S from the other team comes up to mime.
- Every correct answer earns the guessing team a point.
- The team with the most points at the end of the game wins.



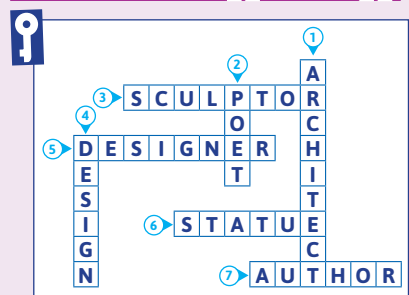
Before leaving

- Have Ss form a sentence with one of the vocabulary items presented in this lesson.
- Make sure all of the Ss form a sentence before they leave the classroom.



Workbook

Activity 1 R2.1 W2.2



Activity 2 W2.2 W2.1

1. That's the boy who won first prize.
2. I'm doing a project which is really difficult.
3. Did he make the statue which is in front of the museum?
4. That's the architect who designed the new library.
5. That is the park where I lost my smartphone.



Note

- Ask Ss to bring a picture or a poster of their favourite film to the next lesson.

**Language focus****Objectives**

- to read a film review
- to write a film review
- to learn how to use relative pronouns and adjectives in a film review
- to learn how to use *although*, *however* and *so*
- to revise and consolidate structures and vocabulary presented in previous lessons

**Materials**

- flashcards from the previous lesson for *designer*, *design*, *architect*, *author*, *sculptor*, *statue*
- pictures or posters of Ss' favourite films

Revision (Optional)

- Put the flashcards from the previous lesson (*designer*, *design*, *architect*, *author*, *sculptor*, *statue*) in a pile on your desk.
- Tell Ss that they are going to play a guessing game. Each S has to come to your desk, pick a flashcard and describe it without revealing it. The rest of the Ss have to guess what the flashcard depicts.
- Have **higher-performing Ss** write sentences on the board with the word they guess, while having **lower-performing Ss** form a sentence orally by providing them with prompts.

Lesson plan**Warm-up**

- Ask Ss if they like watching films, and ask them what kinds of films they enjoy the most. You could also ask **higher-performing Ss** to describe their favourite film. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1

- Have Ss open their books to p. 85.
- Direct Ss' attention to the table and the film poster and have them read all the information. Then draw Ss' attention to the review.
- Explain to Ss that they are going to read the film review and talk about how they can write a film review of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out if the writer enjoyed the film. (Yes, he/she did. He/She writes that it is a wonderful way to spend an evening.)
- Have Ss read the film review again and check comprehension.
- Ask Ss some questions about the film review. *What's the title of the film?* (Kung Fu Panda 3.), *What type of film is it?* (It's an animated adventure film.), *When did it come out?* (In 2016.), *Who directed it?* (Alessandro Carloni and Jennifer Yuh.), *Who are the main characters?* (Po, Li, Shifu, Tigress, Kai and Monkey.), *Who is Li?* (Po's father.), *Who is Kai?* (A bad kung fu master.), *What is chi?* (The energy in living things.), *Why would someone like this film?* (Because it's funny, full of action, and the ending is amazing.), *Does the writer recommend it?* (Yes, he/she does.)
- Draw Ss' attention to the questions in the boxes to the right of the film review and read them out loud. Point out to Ss that they should follow these guidelines and make sure to answer these questions to help them organise and develop their writing.
- If time permits, choose a few Ss to read the film review out loud.

Writing tip**W2.1**

- Direct Ss' attention to the *Writing tip* box.
- Read the tip out loud. Ask Ss to follow along in their books as you read.
- Read the *Writing tip* again and write a sentence on the board, e.g. 'A Bug's Life' is a great film which shows the life of ants and other insects.
- Underline *great* and *which* and point out that we use adjectives and relative pronouns to describe a film. Then write, *The film wasn't good, although the music was great. / The film wasn't good. However, the music was great* and underline the words *although* and *However*. Point out that we use them to contrast ideas.
- Draw Ss' attention to the final bullet of the *Writing tip* and explain that we use *so* to show reason. Say, *This film is a great adventure, so you must watch it.* Write the sentence on the board and underline the word *so*.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the *Writing tip*.

- 1 Below is a table with information about a film, and a film review about it. Did the writer enjoy the film? Read and answer. 

Title of film:	Kung Fu Panda 3
Year:	2016
Type of film:	Animated, Adventure
Main character(s):	Po, Li, Shifu, Tigress, Kai, Monkey
Director(s):	Alessandro Carloni and Jennifer Yuh
Opinion:	fantastic, funny, full of action, amazing ending



Kung Fu Panda 3 (2016) is an animated adventure film, the third in the Kung Fu Panda series. The directors of the film are Alessandro Carloni and Jennifer Yuh.

The main characters are Po, Li, Shifu, Tigress, Kai and Monkey. In this film, Po meets his father, Li, for the first time after many years. However, a bad kung fu master, Kai, also appears. He tries to harm everyone. Po becomes a true master of *chi*, which is the energy in living things. Then he meets with Kai to fight him and save everyone.

Kung Fu Panda is a fantastic film. It is very funny and full of action. Although I thought the film was short, the ending is amazing. It's a wonderful way to spend an evening, so you should watch it with your family and friends. Don't miss it!

What's the title of the film?
When did it come out?
What type of film is it?
Who directed it?

Name the main character(s).
What's the film about?

Why do you like it?
Why should people watch this film?

Writing tip

When you write a film review:

1. Use relative pronouns (who/which/that) to avoid repeating the noun you are referring to.
e.g. *The actor who plays in the film is...*
2. Use adjectives (fantastic, popular, interesting, terrible, boring, etc.) to describe the main events in the film.
e.g. *Kung Fu Panda is a fantastic film.*
3. Use **although** or **however** to contrast ideas.
e.g. *The film was very good, although it was quite long.*
The film was very good. However, it was quite long.
4. Use **so** to show reason.
e.g. *It's a wonderful way to spend an evening, so you should watch it with your family and friends.*

85

A Optional

My favourite film

- Ask Ss to take out the pictures or posters they have brought of their favourite film.
- Divide Ss into pairs or small groups and have them talk about their favourite films. Encourage Ss to say a few things about it and why they like it.

Before leaving

- Explain to Ss that they will have to form sentences using the linking words from the *Writing tip*.
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1 R2.1

Title of film: Finding Dory
Year: 2016
Type of film: animated adventure and comedy
Main character(s): Dory, Nemo, Marlin
Director(s): Andrew Stanton and Angus MacLane
Opinion: great, funny, sad, fantastic ending, excellent













Activity 2 W2.1

- 1. which/that**
2. which/that
3. who/that
4. where
5. which/that

Activity 3 W2.2

open answers

Activity 4

W2.1   **W2.2**   **W2.3**  
W1.3   **W1.4**   **W3.2**  

- Ask Ss to go to the WB p. 136 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the WB for the writing task.
- Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom.

open answers



Note

- Bring a printout of your favourite piece of artwork to the next lesson.



Language focus

Objectives

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons

Vocabulary

Nouns: artwork, visitor, roof garden



Materials

- flashcards for artwork, visitor, roof garden
- a printout of your favourite piece of artwork

Revision (Optional)

- Have Ss come up to the front of the classroom and present the film reviews they wrote (WB, Project, Activity 4) in the previous lesson.

Lesson plan



Warm-up

- Ask Ss if they like art and if they have ever visited a museum and/or art gallery. If they have, have them briefly describe the experience. If they haven't, ask them what they would like to see in a museum/gallery. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 🔑

- Show the class the printout of your favourite piece of artwork and say, *This is my favourite piece of artwork. It's a (painting by Claude Monet) and it is called (The Water Lily Pond). Visitors to (the Metropolitan Museum of Art) can see this beautiful (painting) there.* Write the short description on the board and underline the words *artwork* and *visitors*. Then stick the flashcards above the underlined words.
- Use the flashcard to introduce *roof garden*. Show Ss the

1 🔊



artwork



visitor



roof garden

2 Read and answer. Where can you find the museums below? 📖 🔊 🔑

Museums of the world

Art is all around us. There are many museums all over the world where people can see beautiful artwork. Here are two very popular museums, which millions of tourists visit every year.

The National Museum of Qatar

The National Museum of Qatar is in the country's capital, Doha. The museum brings to life the unique story of Qatar and its people.

The museum opened its doors in early 2019. The architect who designed it made it look like a desert rose – an important symbol of Qatari culture. The museum has got eleven galleries. In each one, visitors learn about the country's rich culture and the connections it built with other countries and people all over the world. There is a large collection of maps, photos, objects and artwork on display, as well as interactive exhibitions, which make visitors use all of their senses to learn all about the past, present and future of Qatar.

The museum has got two cafés and two restaurants, where visitors can take a rest and enjoy a meal or snack. There are also two gift shops, one for adults and one for children, where visitors can buy souvenirs. The museum is open from 9 a.m. to 7 p.m. from Sunday to Wednesday, from 9 a.m. to 9 p.m. on Thursday and Saturday, and finally from 1 p.m. to 9 p.m. on Friday.



86

flashcard, say the word out loud and encourage them to repeat.

- Have Ss open their books to p. 86 and point out the words/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1 📖 R2.1 S1.2 ⚙️

Before reading

- Direct Ss' attention to the title of the text and the photos, and ask them to guess what it is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss if they enjoy visiting museums and have them say why or why not. Initiate a short class discussion and encourage all of the Ss to express their opinions.
- Ask Ss whether the text is factual or fictional. (It's a factual text.)

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where the museums are. (The National Museum of Qatar is in Doha and the Metropolitan Museum of Art is in New York City.)

The Metropolitan Museum of Art

The Metropolitan Museum of Art, or the Met, is the largest museum in the USA, with paintings, drawings, photographs and much more! It's in New York City and it opened in 1870.

Visitors can see artwork from every continent. They can explore 5,000 years of art. There are more than two million objects to see. The museum has also got a café, a gift shop, a library and a roof garden where you can enjoy the beautiful view of Central Park.

The Met is open from Sunday to Thursday from 10 a.m. to 5.30 p.m., and on Friday and Saturday from 10 a.m. to 9 p.m.

Tip!

Decide in which part of the text you can find the information you need.

3 Read again and complete with a word or short phrase.

- The design of the National Museum of Qatar is a(n) _____ of Qatari culture – it's a desert rose.
- The Met is _____ museum in the USA.
- The Met opens every day _____.
- The National Museum of Qatar has got eleven _____.
- Visitors to both museums can buy _____ at the gift shops.
- The National Museum of Qatar first opened _____.

Let's chat

Have you ever visited a museum? Which one? What was special about it? What did you see there? Are there any museums in your city? What can visitors see there? Do you believe museums are important? Why? Why not?

87

Is the Metropolitan Museum of Art older than the National Museum of Qatar? (Yes, it is.), What is another name for the Metropolitan Museum of Art? (The Met.), Is the artwork in the Met from the USA only? (No, it isn't. There is artwork from every continent.), When does the Met close early? (It closes early from Sunday to Thursday.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the texts again and complete the sentences with a word or short phrase from the text.
- Draw Ss' attention to the tip and explain it.
- Have Ss compare their answers in pairs, then check as a class.

- | | |
|---------------------|--------------|
| 1. important symbol | 4. galleries |
| 2. the largest | 5. souvenirs |
| 3. at 10 a.m. | 6. in 2019 |

- If time permits, have a few Ss take turns reading the text out loud.

Post-reading

Let's chat

S1.1 S1.2 L2.3

- Direct Ss' attention to the box and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer:

I visit museums with my family all the time. The last museum we visited was Madame Tussauds in London. It's a museum with wax figures and people can see statues of famous people there. There are many museums in my city. Visitors can see artwork, statues, paintings and many other things that show the history of my country. Museums are very important because

- Direct Ss' attention to the text and ask them to find and circle the words from the vocabulary section that appear in the text. (**Introduction:** artwork, **Part 1 (The National Museum of Qatar):** visitors, artwork, visitors, visitors, visitors, **Part 2 (The Met):** Visitors, artwork, roof garden)
- Have Ss read the text again and check comprehension.
- Talk about each part of the text.
Part 1 (The National Museum of Qatar): It is a new museum that aims at educating the people of Qatar, as well as visitors to the city, about the past, present and future plans of Qatar. The museum is open every day.
Part 2 (The Met): The Metropolitan Museum of Art is in New York City and it opened in 1870. It is the largest museum in the USA and tourists can enjoy 5,000 years of art. There's a roof garden from which visitors can enjoy views of Central Park. The museum is open daily.
- Ask Ss some questions about the text. *What does the National Museum of Qatar look like?* (It looks like a desert rose – an important symbol of Qatari culture.), *How many galleries has the museum got?* (Eleven galleries.), *What can visitors see there?* (Large collections of maps, photos, objects and artwork on display, as well as interactive exhibitions.), *What is special about the interactive exhibitions?* (Visitors use all of their senses to learn all about the past, present and future of Qatar.), *What can visitors do at the gift shop?* (They can buy souvenirs.), *When does the museum close late?* (It closes late on Thursday, Friday and Saturday.),

they teach people about history. / I don't think museums are important because they are boring and you can't touch any of the exhibits.

A Optional

True or False?

- Ask Ss to close their books.
- Explain that you are going to say a few sentences about the text and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, *Is the National Museum of Qatar an old museum?* and Ss respond, *No, it isn't.*
- Play this game until you run out of sentences.

Before leaving

- Explain to Ss that they have to form a sentence about something they read in the text.
- Make sure all of the Ss say something about the text before they leave the classroom.

Workbook

Activity 1 W2.2

1. roof garden - B
2. artwork - A
3. Visitors - C

Activity 2 R2.1

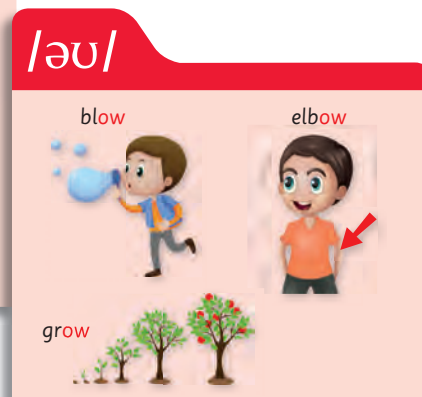
1. B
2. A
3. B
4. B
5. A

Activity 3

W1.3 W1.4 W2.2

open answers

1 Listen and say.



2 Listen and say. Then, circle the /əʊ/ sounds.



Coach Marlow

Look at Coach Marlow.
He's washing his skateboard.
There's soap on his hands.
There's soap on his elbows.

His yellow cat Flow
is watching him too.
It's sitting at the window,
eating food.

And all of a sudden,
the wind blows.
Oh no! Oh no!
There its bowl goes!

88



Language focus

Objectives

- to practise the pronunciation of **oa** /əʊ/, **ow** /əʊ/
- to say a phonics chant/poem

Vocabulary

soap, coach, blow, elbow, grow

Phonics

oa /əʊ/, **ow** /əʊ/

Materials

- flashcards of *soap*, *coach*, *blow*, *elbow*, *grow*
- phonics cards of *soap*, *grow* (TB pages 257-258 one set per S)

Revision (Optional)

- Tell Ss that you are going to play a game.
- Explain that you are going to say the name of one of the two museums Ss read about in the previous lesson and then they have to say something that they remember about the museum you called out.

Lesson plan



Warm-up

- Write *oa* and *ow* on the board. Draw a line below each digraph and write the sound /əʊ/ at the end of each line. Under the lines, stick the flashcards with the words that contain/end in that sound.
- Point to the sound and say /əʊ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (coach) and say it out loud, having Ss repeat after you.
- Repeat the same procedure for the diphthong *ow*.

Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

Listening transcript

/əʊ/, /əʊ/, soap, coach

/əʊ/, /əʊ/, blow, elbow, grow

- Encourage Ss to tell you more words with the sound presented in this lesson.

Activity 2 L2.1

The activity is recorded both as a chant and as a poem.

- Direct Ss' attention to the picture. Ask Ss what they can see. (A man washing his skateboard in the garden.)
- Ask Ss, *Where is the man?* (He's in his garden.), *What is he doing?* (He's washing his skateboard.), *Who is watching him?* (His cat.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the words with an /əʊ/ sound.
- Play the chant/poem *Coach Marlow* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the words with an /əʊ/ sound.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.



circled: Coach, Marlow, Coach, Marlow, soap, soap, elbows, yellow, Flow, window, blows, bowl



TPR Activity

- Photocopy and give Ss the phonics cards for *soap* and *grow*.
- Explain to Ss that they have to say the chant/poem and raise the appropriate phonics card when they hear the word containing the /əʊ/ sound which is spelt with **oa** and the appropriate phonics card when they hear the same sound, but in a word which is spelt with **ow**.



Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker.
- Call out the sound (/əʊ/) and have Ss write a word with that sound on the board, e.g. *soap*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

Written whispers

- Stick the flashcards of *coach*, *soap*, *elbow*, *grow*, *blow* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics card of *grow*. Make sure that the side with the picture faces down and the side with the word faces up.
- When everybody is ready, point to a flashcard e.g. *grow*. The players facing you must show you the correct phonics card (*grow*).
- Then instead of whispering the word down the line, they pass the word, e.g. *grow* by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player on each team must touch the flashcard of *grow* and say the word (*grow*). If he/she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook

Activity 1 L2.1

Listening transcript

1. *grow*
2. *coach*
3. *elbow*
4. *blow*
5. *soap*



oa /əʊ/: coach, soap
ow /əʊ/: grow, elbow, blow

Activity 2 W2.2

1. oa 2. ow 3. ow 4. oa 5. ow

Activity 3 W2.2

1. ow 2. oa 3. ow 4. ow 5. oa



Language focus

Objectives

- to revise and consolidate structures and vocabulary presented in the previous module

Vocabulary

Noun: sandstorm

Adjective: humid



Materials

- flashcards for *humid* and *sandstorm*

Revision (Optional)

- Revise the phonics items from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan



Warm-up

- Ask Ss to name all of the different kinds of weather conditions they know. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 🔑

- Hold up the flashcards for *humid* and *sandstorm*, say the words and encourage Ss to repeat.
- Have Ss open their books to p. 89.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 S1.2 ⚙️ R2.1 A1 B

- Ask Ss to look at the photos and ask them what they can see. (Three cities: Doha in Qatar, Montreal in Canada and Guayaquil in Ecuador.)
- Read the title of the text and ask Ss to predict what it is about. (It's about weather in different cities around the world.)
- Ask what their favourite kind of weather is and have them explain why. Initiate a short class discussion and encourage all of the Ss to participate.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out which of the three cities hasn't got winter. (Guayaquil in Ecuador).
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What kind of climate has Doha got?* (It has got a hot desert climate.), *What is the weather like in summer?* (It's very humid and dry.), *What is the usual temperature in winter?* (It is usually about 23 °C in winter.), *Are there any natural phenomena that take place in Qatar?* (Yes, there are. There are sometimes serious sandstorms.), *What kind of climate has Montreal got?* (It has got a cool and wet climate.), *What is the air like?* (It is very humid all year round which means there is a lot of water in it.), *What are summers like in Montreal?* (They are warm at about 23 °C and it is the sunniest season, although it rains often.), *What are winters like in Montreal?* (They are cold at about -8 °C and sometimes much colder. It is also windy and it snows a lot.), *What kind of climate has Guayaquil got?* (It has got a tropical climate.), *What is a tropical climate like?* (It is either rainy or dry.), *What is the temperature like in Guayaquil?* (It is very warm all year round at about 27 °C. It is humid all year round too.), *What happens every few years?* (The ocean is warmer than it usually is and there is much more rain and sometimes floods.)

Activity 3 R2.1 A1 B

- Direct Ss' attention to the sentences in activity 3 and ask them to read them.
- Explain to Ss that they will have to read the text again and write D for Doha, M for Montreal or G for Guayaquil, according to the text.
- To help **lower-performing Ss**, give them an option between two of the texts, instead of all three, for each statement.
- Have Ss compare their answers in pairs, then check as a class.



1. G 2. D 3. M 4. G 5. D 6. M

- Choose a few Ss to read the text aloud for the class.



Optional

Line jumping

- Use masking tape to make a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is **Yes** and the side to their left is **No**.
- Call out **Yes** and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with **Yes** and then do the same with **No**.
- Explain to Ss that you are going to say sentences about the text. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, *Montreal has got a cool and dry climate* and encourage Ss to jump to the left side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

1



humid



sandstorm

2 Which of the cities below hasn't got winter? Read and answer.

The weather around the world!



Doha, Qatar

Doha has got a dry, desert climate. In spring and in autumn, temperatures are warm, but it isn't too hot. In summer, temperatures can sometimes reach 50 °C, and it is usually very humid and dry. In winter, average temperatures are about 23 °C. It doesn't rain very often, however, sometimes there are serious sandstorms that make it hard to see.

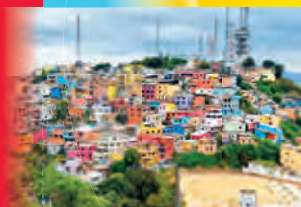
Montreal, Canada

Montreal has got a cool and wet climate. The air is very humid all year round, which means there is a lot of water in the air. Summers in Montreal are warm at about 23 °C, and it is the sunniest season, although it often rains. Winters in Montreal are cold at about -8 °C and sometimes much colder. It is windy and it snows a lot in winter, which can be dangerous sometimes.



Guayaquil, Ecuador

Guayaquil has got a tropical climate, which means it has only got two seasons: the rainy season from January to April, and the dry season from May to December. The temperature is very warm all year round at about 27 °C, and it is humid all year too. Every few years, the sea gets warmer than it usually is and there is much more rain, and sometimes there are floods.

3 Read again and write **D** for Doha, **M** for Montreal or **G** for Guayaquil.

1. It is warm all year round. _____
2. The weather is the same during two seasons. _____
3. People have to wear warm clothes when they go outside in winter. _____
4. Too much rain sometimes causes serious problems. _____
5. There are sandstorms there sometimes. _____
6. It often rains there in summer. _____

89

warm jacket. Let's see what the weather is like today in other places around the world. In Tokyo, it's sunny, but the temperature is a little low at 13 °C. In Beijing, it's a bit cloudy today with a temperature of 10 °C. Finally, people in Doha, Qatar are going to enjoy some beautiful weather today, as it is sunny and warm, with temperatures reaching 30 °C. Remember to drink lots of water to keep your body cool, and avoid going out in the afternoon. That's all for today, thanks for... (fade out)



A. 1 B. 4 C. 2 D. 3

Project work W1.3

- Ask Ss to use the Internet to find information on different climates around the world. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or photos), with brief sentences underneath them describing the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.



Before leaving

- Ask Ss to tell you one thing they remember from the text.
- Make sure all of the Ss participate before they leave the classroom.



Workbook

Activity 1 W2.2 R2.1

1. sandstorm 2. humid
A. 2 B. 1

Activity 2 L1.1 L2.1

Listening transcript

Man: Hello, everyone! It's freezing cold in Montreal today! The temperature is 0 °C, and it is snowing! Are you going outside? Well, make sure you wear many layers of clothing: T-shirts, a jumper, gloves, a scarf and a



Language focus

Objectives

- to revise and consolidate structures and vocabulary presented in previous lessons

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, Top Time! 4, Project Work).

Lesson plan



Warm-up

- Revise vocabulary and structures presented in this Module by playing a round of the game **Sentence Frenzy**.
- Divide Ss into pairs. Hand out a plain sheet of A4 paper to every S.
- Tell Ss that they will have five minutes to write down as many sentences as they can using the prepositions of time, the relative pronouns *who/which/that* and the relative adverb *where*.
- Once the five minutes are up, say, *Time's up!* and make sure all of the Ss put their pencils down. Then tell Ss to exchange papers with their partners. Explain to them that they have to correct each other's sentences if there are any mistakes.
- Check Ss' sentences by having Ss read them out loud.
- Write some of the sentences on the board and ask Ss to tell you when the structures presented in this Module are used.

Activity 1 L2.1

- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain to Ss that they will hear three short dialogues. Tell Ss that they have to listen carefully and tick the appropriate picture (A, B or C) which answers the question given.

Listening

- 1 Listen and tick (4) the correct picture. 🔊

1

How are they going to get to the museum?



Russell Square Station

A ☐

Russell Square Station

B ☐

Russell Square Station

C ☐

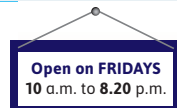
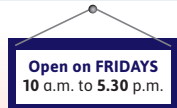
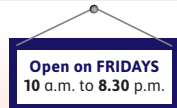
2

How much is the ticket for the Art in Ancient Greece exhibition?

A ☐B ☐C ☐

3

What time is the museum open on Fridays?

A ☐B ☐C ☐

Speaking

- 2 Read and match the items, occupations and places (A-G) to the information (1-7). Then ask and answer questions with your partner. 🗣️

1. someone / designs buildings

D ☐

A sculptor

2. place / you see artwork

☐

B scissors

3. place / you buy souvenirs

☐

C market

4. place / buses and trains stop

☐

D architect

5. place / you can buy fresh fruit

☐

E museum

6. person / makes statues

☐

F gift shop

7. something / you use to cut things

☐

G station



It's someone who designs buildings.

Is it an architect?

Yes, it is.



90

- Play the recording twice and have Ss tick the correct picture.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Ms Clarkson: British Museum, good morning! How can I help you?

Charlotte: Hello. I want to visit the museum, and I'd like some information.

Ms Clarkson: Yes, of course. What would you like to know?

Charlotte: First, I would like to know how we can get there.

Ms Clarkson: The best way is by underground. Are you near an underground station?

Charlotte: Yes, we are.

Ms Clarkson: OK, then. Take Piccadilly Line and get off at Russell Square Station. The museum is near Russell Square.

Charlotte: Great. Thank you. How much do tickets cost?

Ms Clarkson: The entrance to the museum is free. However, there are two exhibitions on at the moment which aren't free to everyone. They are the Art in Ancient Greece exhibition and the Ancient Sicily exhibition. Are you under sixteen?

Charlotte: Yes, I am.

Ms Clarkson: OK, so they are free for you.

Charlotte: Great! But how much is the ticket for adults? My mum is going to come with me too.

Ms Clarkson: Tickets for the Art in Ancient Greece exhibition cost seventeen pounds, and tickets for the Ancient Sicily exhibition cost ten pounds.

Charlotte: Sorry? Seventy for the Art in Ancient Greece exhibition?

Ms Clarkson: No, no. Seventeen pounds.

Charlotte: Oh, OK. And one last question. What time does the museum close?

Ms Clarkson: We are open every day from ten o'clock in the morning to half past five and half past eight on Fridays.

Charlotte: Excellent! Thank you very much for your help.

Ms Clarkson: You're welcome! Goodbye.

Key: 1. B 2. C 3. C

Activity 2 L2.3

- Direct Ss' attention to the photo of the children and ask them to read what they are saying.
- Then draw Ss' attention to the prompts 1-7 and ask them to read them.
- Explain to Ss that first they have to match the information (1-7) to the items, occupations and places A-G. Then explain that, in pairs, they will take turns describing the items, occupations or places and guessing.
- Allow Ss some time to match the information, then divide the class into pairs and have them do the activity.
- **Higher-performing Ss** can add more clues to talk about with their partner. If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Have a few pairs of Ss come to the front of the classroom and present their exchange.

Key: 1. D 2. E 3. F 4. G 5. C 6. A 7. B
open answers



Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this Module and draw the corresponding number of steps, e.g. six steps for the word *author*.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word.



Before leaving

- Ask Ss to form a few sentences about themselves using the structures presented in this Module. (*Prepositions of time, Relative pronouns/adverb*)
- Make sure all of the Ss form sentences before they leave the classroom.



Workbook

Activity 1



1. team
2. underground
3. visitor
4. ground
5. winner

Activity 2 W2.2 A1 B R2.1 A1 B



1. a u t h o r - C
2. s p i n - A
3. r o o f g a r d e n - F
4. s t a t u e - B
5. d e e p - E
6. d e s i g n - D

Activity 3 R2.1 A1 B



1. D
2. B
3. C
4. A
5. B

Activity 4 R2.1 A1 B



1. who
2. which
3. where
4. which

Activity 5 R2.1 A1 B



1. The ruins of Al Zubarah are just an hour away from Doha.
2. It was the most important trading centre of the Arabian Gulf area.
3. They travelled there to trade their products.
4. All of the people left the town and the desert sands covered it almost completely.

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find in which category they belong.

When students complete this module, they will be able to:

Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- ask about and describe future plans, with some support (W1.5) WB
- use, with support, capital letters and full stops in guided writing at discourse level (W2.3) WB

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- ask about and describe future plans with some support (W1.5) WB

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Cursive Writing

- write smoothly and legibly in cursive writing in all written work (W3.1) WB

Project

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- explain, with support, basic opinions at paragraph level (W1.2) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- narrate, with support, simple, factual and imaginary events and experiences in one paragraph or more (W1.4) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- use, with support, capital letters and full stops in guided writing at discourse level (W2.3) WB

Round-up

- follow and identify, with support, the detail in longer simple texts (L2.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- communicate or find out, with support, more detailed personal information (S1.1)
- explain, with support, basic opinions (S1.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- ask about and describe future plans, with some support (W1.5) WB

CLIL 4

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the main ideas in longer, simple texts (L1.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Phonics

- follow and identify, with support, the detail in longer simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

**Language focus****Objectives**

- to talk about the environment
- to make promises, spontaneous decisions and predictions

Vocabulary

Verbs: protect, pollute

Nouns: atmosphere, rainforest, pollution, habitat, environment

Phrasal verb: grow up

Phrase: endangered species

Structures

I'll help you tidy your room.

I won't do it again, I promise.

When I grow up, I won't drive a car.

I'll ride a bike.

**Materials**

- flashcards for atmosphere, rainforest, pollution
- a small bag
- Internet printouts depicting some endangered species

Lesson plan**Warm-up**

- Ask Ss to tell you why it is important to take care of the environment. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcard depicting atmosphere on the board and say, *The atmosphere is a thin layer of gases all around the Earth.* Write the sentence on the board and underline the word atmosphere.
- Then say, *Rainforests are beautiful tropical forests where it rains almost every day.* Write the sentence on the board, underline the word rainforest and stick the flashcard above it.
- Stick the printouts of the endangered species you brought in on the board. Say, *These animals are endangered species because people pollute the environment and destroy their habitats. We must do something to protect them! Pollution is a serious problem. When I grow up, I want to*

help keep Earth clean for people and animals. Write the sentences on the board and underline the phrase *endangered species* and the words *pollute*, *environment*, *habitats*, *protect* and *Pollution* and the phrasal verb *grow up*. Have Ss read the sentences and encourage them to guess what the phrase, words and phrasal verb mean.

- Have Ss open their books to p. 91 and point out the phrase / words / phrasal verb in the vocabulary section.
- Play the recording a few times and have Ss point to the phrase / words / phrasal verb and repeat.
- Say the phrase / words / phrasal verb in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1 R2.1

- Direct Ss' attention to the photo and ask them what it depicts. (Planet Earth, a tree and a butterfly.)
- Tell Ss that they are going to read the song/poem once and try to complete it with the words in the box. Allow Ss some time to read and complete.
- **Higher-performing Ss** can work alone, while **lower-performing Ss** can work in pairs.
- Then explain that they are going to listen to the recording in order to check their answers.
- Play the recording again and encourage Ss to say the song/poem along with the recording.

The activity is recorded both as a song and as a poem.



1. pollution
4. habitats

2. grow up
5. protect

3. atmosphere
6. rainforests

LOOK!

- Mime feeling hot, and say, *It's hot in here, I'll open the window.* Write the sentence on the board and underline I'll open. Then approach a S and take his/her pen and say, *I promise I will return it in a few minutes.* Write this sentence on the board as well and underline will return. Then say, *When you grow up, you will live in a world without pollution!* Write this last sentence on the board and underline you will live. Have Ss read the sentences and then ask them when they think this structure is used.
- Elicit that the structure is used to talk about spontaneous decisions made at the moment of speaking and to make promises and predictions. Explain to Ss that this tense is the *Future will*.
- Have Ss read the example sentences again and ask them what they notice about the formation of the tense. Elicit that the *Future will* is formed using the auxiliary verb *will* + the base form of the main verb with every subject pronoun.
- Then say, *I won't ride my bike to school tomorrow.* Write the sentence on the board, underline *won't ride* and explain that this is the negative form of the *Future will*. Point out that *won't* is the contracted form of *will not* and that it is more commonly used.
- Finally, circle the word *When*, the phrasal verb *grow up* and the comma in the third example sentence. Explain to Ss that *When* is a time expression which, in this example, refers to the future. Then point out that the phrasal verb *grow up* is in the Present Simple. Explain that this structure (*When ...*) is a **Time Clause**. Point out that *Time Clauses* are formed with time expressions such as *when*, *before*, *after*, *as soon as*, etc. (which refer to the future) followed by a verb in the Present Simple. Then explain that the *Future will* is used in the main clause. Point out that *will* cannot be used in the time clause. Point to the circled comma in the example sentence, and tell Ss that when the time clause comes before the main clause, the two clauses are separated by a comma, but that when the time clause comes after the main clause, the two clauses are not separated by a comma.
- Direct Ss' attention to the *Look!* box and ask them to read the sentences.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the *Future will* or *Time Clauses*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them jumbled sentences to put in the correct order to make their examples (e.g. I / become / when / grow up / I / firefighter / will / a).

SONG

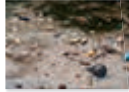
1



atmosphere



rainforest



pollution

endangered
species
habitat
protect

environment
pollute
grow up

2 Read and complete with the words in the box. Listen and check your answers.
Then say.

habitats protect pollution rainforests
grow up atmosphere

When we grow up

Let's think about our future
And see what we can do.
Let's learn about (1) _____
And how to stop it too.
Go green, go green.
Help the planet and keep it clean!
When we (2) _____,
We'll find ways to be green.
We won't pollute the (3) _____
We'll keep the air clean.
Go green, go green!
Help the planet and keep it clean!
When we grow up,
We'll keep endangered species alive.
We won't destroy the (4) _____
That they need to survive.
Go green, go green!
Help the planet and keep it clean!
When we grow up,
We'll save the (6) _____
By not cutting down trees.
Go green, go green!
Help the planet and keep it clean!

LOOK!

p. 134

I'll help you tidy your room.
I won't do it again, I promise.
When I grow up, I won't drive
a car. I'll ride a bike.

3 Work in pairs. Talk about
things that you will/won't do
to help the environment when
you grow up. Use the ideas in
the box to help you.

- plant trees/flowers
- clean beach/forest/park
- help endangered species
- protect rainforests and wild animals
- not drive / car
- take bus/underground/train

What will you do to
help the environment
when you grow up?

I will plant
some trees.

91

Activity 3 S2.2

- Direct Ss' attention to the children in the photo and ask them to read what they are saying.
- Divide Ss into pairs and explain that they will take turns asking and answering questions about things they will and won't do to help the environment when they grow up. Point out that they can use their own ideas as well as the ideas in the box.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- **Higher-performing Ss** can add more ideas to talk about with their partners. If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Have a few pairs of Ss present their exchange at the front of the classroom.

open answers

Optional

Predictions

- Ask Ss to make a prediction about a classmate for the weekend using the *Future will* and to write it on a piece of paper. For example, a S could write, *I think (Ahmed) will go to the amusement park on Saturday.*
- Go round the classroom, collect Ss' predictions and put them into a bag.

- Shake the bag so that the predictions are mixed up. Then have each S draw a piece of paper from the bag and read the prediction out loud.
- Tell Ss to keep their predictions until the lesson after the weekend, when they will check if their predictions were accurate.

Before leaving

- Explain to Ss that they will have to form a sentence using the *Future will*.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 W2.2 R2.1

1. grow up
2. endangered species
3. habitats
4. atmosphere
5. rainforest
6. pollution
7. environment, protect
8. pollute

Activity 2

1. will get
2. won't forget
3. will win, will win
4. will, say
5. will help
6. won't play

Activity 3 W1.5 W2.3

1. We promise we will be careful when we cross the street.
2. When Ken grows up, he will study to become a photographer.
3. I promise I will wash the car.
4. When I grow up, I will buy a house.

Note

- Bring a mug to the next lesson.



Language focus

Objectives

- to express possibility
- to talk about endangered species

Vocabulary

Verbs: donate, adopt

Nouns: mug, ranger

Place: wildlife rescue centre

Structures

We may visit our cousins later.

We might go to the park tomorrow, but we don't know yet.



Materials

- flashcards for *mug*, *ranger*
- a mug

Revision (Optional)

- Write a few words from the vocabulary presented in the previous lesson on the board.
- Explain to Ss that they will have to come to the board, one by one, pick a word and form a sentence.
- To make the activity more interesting, you can ask Ss to close their eyes and pick a word.
- If the weekend has passed, have Ss take out the predictions they chose during the previous lesson, read them out loud and ask the classmate it regards if it is accurate.

Lesson plan



Warm-up

- Ask Ss if they would be interested in helping wild animals, and encourage them to tell you how they would like to help. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Hold up the mug you brought in and say, *This is my favourite mug.*



mug



ranger

donate
wildlife rescue centre
adopt

1

2 Read and answer. What does Amal take home?



Fatima: What's that, Amal?

Amal: It's the website of the wildlife rescue centre. My parents and I may visit it on Saturday. Would you like to come?

Fatima: I might, but what can we do there?

Amal: We can learn about endangered species and how we can help them.

Fatima: Really? Then I will come!



Ranger: This is where we keep the animals safe.

Fatima: Great! How can we help?

Ranger: Well, you can donate money or buy something from the gift shop.

Fatima: I might donate money or buy a mug, but I'll ask my parents first.



Ranger: Oh, you can also adopt an animal.

Amal: That's amazing! I'll adopt a panda!



Mrs Aysha: Let's go, girls. It's late.

Amal: But when will I take my panda home with me?

Ranger: I'm afraid you can't. It must stay here to be safe, but you can visit it whenever you like!

Amal: Oh, OK... I might take this home with me then.

92

I like drinking my coffee in it. Write the sentences on the board, underline the word mug and stick the flashcard above it.

- Say, *My brother works as a ranger at a wildlife rescue centre. He really likes wild animals and knows a lot about them. I often donate money to the centre, and last month I adopted a baby bear. I haven't got it at home. I pay for its food and I visit it at the weekend.* Write the sentences on the board, underline the word ranger and stick the flashcard above it, and underline the phrase wildlife rescue centre and the verbs donate and adopted. Have Ss read the sentences and ask them to infer the meaning of the underlined items.
- Have Ss open their books to p. 92 and point out the words/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1



- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (Amal and Fatima are looking at something on Amal's computer. The girls are at a wildlife rescue centre and they are talking to a ranger. Fatima looks like she is thinking about something. At the panda habitat the girls look excited. In the end Amal has picked up a stuffed toy panda.)

We **may** visit our cousins later.

We **might** go to the park tomorrow, but we don't know yet.

3 Read again and complete.

1. Amal is looking at the _____ of the wildlife rescue centre.
2. Amal might go to the centre with her _____.
3. The girls can learn about _____ and how they can help them at the wildlife rescue centre.
4. The girls can _____ money, _____ something or _____ an animal to help the centre and the animals.
5. Amal wants to take the _____ home.

4 Listen and circle the correct answers.

1. The children found a **fish** / **turtle** on the beach.
2. The children thought it was **dangerous** / **hurt**.
3. The children **called** / **visited** Oakridge Wildlife Rescue Centre.
4. The ranger from the wildlife centre **cut** / **didn't cut** the net.



5 Imagine that you find an injured animal. What will you do to help? Discuss in pairs. Use **might/may/will**, the verbs in the box and your own ideas.

touch feed call run away help protect adopt hold



- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they see in the frames (Frame 1: wildlife rescue centre, Frame 2: wildlife rescue centre, Ranger, Ranger, donate, donate, mug, Frame 3: Ranger, adopt, adopt, Frame 4: Ranger).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Amal takes home. (Amal takes a stuffed toy panda home with her.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Does Fatima want to go to the wildlife rescue centre? (Yes, she does.), What do the rangers do to the animals? (They keep the animals safe.), How can people help? (They can donate money, buy something from the gift shop or adopt an animal.), What does Fatima decide to do? (She decides to ask her parents for permission to donate money or to buy a mug from the gift shop.), Does Amal want to adopt a panda? (Yes, she does.), Can she take it home? (No, she can't.)*

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the story again and complete the sentences with the missing word(s) or phrase.
- To help **lower-performing Ss**, indicate which frame the missing word/phrase is found in.

- Go round the classroom and make sure Ss have answered correctly.



1. website
2. parents
3. endangered species
4. donate, buy, adopt
5. panda

- If time permits, ask a few Ss to read the text out loud or choose a few Ss to act out the story.

LOOK!

- Mime talking on the phone and say, *I don't know what to do next Saturday. I **may** visit my grandmother or I **might** go to the shopping centre with my mum.*
- Write the sentences on the board and underline the modal verbs **may** and **might**. Have Ss read the sentences again and ask them what they think the sentences express. In order to help Ss, you can ask them if you are sure about what you want to do on Saturday. Elicit that the sentences express possibility.
- Explain to Ss that **may** or **might** are used to express possibility in the present or future. Point out that **might** usually expresses a slighter possibility.
- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Refer Ss to the dialogue and ask them to underline any examples of **may/might**. (e.g. *My parents and I may visit it on Saturday.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of **may** and **might**. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *my sister / might / become / vet*).

Activity 4 L2.1

- Direct Ss' attention to the sentences in the activity and ask them to read them.

- Explain that they are going to hear two boys talking about something they find on the beach. Tell Ss that they will have to listen carefully and circle the correct answers, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Tom: Hi, Joe! Look! What's that on the sand? Is it a fish?

Joe: Where? Oh! No, I think it's a turtle, and it looks like it may be hurt!

Tom: Let's go and see.

Joe: Oh, no. Tom! Look! There's a net all around it!

Tom: I read about this in an article last week. Turtles often get caught in fishermen's nets. What should we do?

Joe: It isn't a good idea to touch it, because we might hurt it more. Let's call the wildlife rescue centre.

Tom: Good idea, Joe!

Secretary: Oakridge Wildlife Rescue Centre, how may I help you?

Joe: My friend and I are at Myrtle Beach. We found a turtle. It's wrapped in a net, and we think it's hurt.

Secretary: OK. Please don't touch the net. I will send someone to help right away.

Joe: Great! Thank you!

Ranger: Hello! I'm Gary. They sent me from the wildlife rescue centre. Let's see the turtle.

Tom: There it is. Will it be okay when you cut the net?

Ranger: I think so. Ugh... there! Now, let's see, will it go back to the sea?

Joe: There it goes! It's OK! Hurray!

Tom: Is it true that many sea animals die because of nets every year?

Ranger: Yes, it's true. It's so sad.

Joe: Well, at least that turtle was lucky!

Ranger: It sure was! Thanks to you, boys! Good job!

1. turtle 2. hurt 3. called 4. cut

Activity 5 S2.2

- Direct Ss' attention to the children and ask them to read what they are saying.
- Explain to Ss that they have to imagine that they have found an injured animal and that, in turns, they will discuss what they *will/won't* or *may/might* do to help it.
- Point out that Ss should use the verbs in the box as well as their own ideas.
- If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- If time permits have a few pairs of Ss present their exchange at the front of the classroom.

open answers

Optional**Line jumping**

- Use masking tape to make a straight line on the floor that is long enough for Ss to stand on in single file. Have Ss line up in single file on the line.
- Tell Ss that the side to their right is Yes and the side to their left is No.
- Call out Yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with Yes and then do the same with No.
- Explain to Ss that you are going to say sentences about the story in this lesson. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, *Amal wanted to take the panda home* and encourage Ss to jump to the right side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

Before leaving

- Explain to Ss that they have to form a sentence using *may* or *might*.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Have **higher-performing Ss** write their sentences on the board, while allowing **lower-performing Ss** to give them orally, by providing them with prompts.

Workbook**Activity 1 R2.1**

1. mug 2. donate 3. ranger 4. adopt 5. wildlife rescue centre

Activity 2 W1.5

1. might play volleyball 2. may plant a tree
3. might go to the park 4. may visit the aquarium

Activity 3 L2.1

(see p. 272)

Language focus

Objectives

- to talk about pollution
- to talk about something that is possible in the present or the future

Vocabulary

Verb: waste

Nouns: filter, rubbish, oxygen, energy, organisation

Phrase: turn off the lights

Place: factory

Structures

If we pollute the sea, we won't have any clean beaches.

You won't be late for school if you get up early.

Materials

- flashcards for filter, rubbish, turn off the lights, factory

Revision (Optional)

- Ask Ss to form a sentence using the vocabulary they were presented with in the previous lesson.
- Alternatively, you can have Ss do activity 5 in the SB from the previous lesson.
- Make sure Ss are divided into different pairs than they were in during the previous lesson.

Lesson plan



Warm-up

- Ask Ss what they think the greatest causes of pollution are and what they think can be done to prevent pollution. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Say, Factories must use filters so that they don't pollute the atmosphere with dangerous smoke. Write the sentence on the board, underline the words *Factories* and *filters* and stick the flashcards above the words.
- Say, Turn off the lights and take out the rubbish before you leave the house. Write the sentence on the board, underline the phrase *Turn off the lights* and the word *rubbish* and stick the flashcards above the phrase/word.
- Write sentences on the board with the words *oxygen*, *energy*, *organisation* and *waste* and underline them. For example, write: *Trees are important because they produce oxygen.* *We shouldn't waste energy because it is bad for the environment.* *My friend Sally is going to help an environmental organisation do a beach clean-up.*
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 94 and point out the words/phrase in the vocabulary section.

- Play the recording a few times and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

- Direct Ss' attention to the photos and ask them what they can see. (Photos of a young boy, the chimney of a factory, some people planting a tree and a city skyline.)
- Ask Ss what they think the text is about. (It's about environmental issues.)
- Draw Ss' attention to the four titles at the top of the article and read them out loud.
- Draw Ss' attention to the tip and explain it.
- Tell Ss that they have to quickly read the text in order to choose the most suitable title for the article.
- Allow Ss some time to scan the article and tick the most suitable title.
- Play the recording and encourage Ss to **shadow read** in order to check their answers.
- Have Ss read the article again and check comprehension.
- Ask Ss some questions about the article. *Is the smoke that goes into the atmosphere good for the environment? (No, it isn't. It's dangerous.), How can factories stop polluting the atmosphere? (By using filters.), How do some organisations help the environment? (They plant trees, pick up rubbish, and tell people about what they can do to help.), How can people stop wasting energy? (By turning off the lights when leaving a room.)*



The title 'Save the environment!' should be ticked.

Activity 3 R2.1

- Direct Ss' attention to the questions and ask them to read them.
- Explain to Ss that they have to read the text again and find out who says each sentence, according to the article.
- Have Ss compare their answers in pairs, then check as a class.



1. Derek Broody
2. Jay Styler
3. Derek Broody
4. Jay Styler
5. Carl Peters

- If there is time, ask a few Ss to take turns to read the text out loud.

LOOK!

- Say, *If we plant more trees, we will have more oxygen.* Write the sentence on the board and point out that it is a *Conditional sentence Type 1*.
- Ask Ss when they think *Conditional sentences Type 1* are used. Elicit that they are used to talk about things that will most likely happen in the future if a condition is fulfilled in the present.
- Point out that the sentence consists of an *if-clause* (*If we plant more trees,*) which is formed with the *Present Simple*, and a main clause (*we will have more oxygen.*) which is formed with the *Future will*. Explain that when the *if-clause* comes before the main clause the clauses are separated by a comma.
- Then say, *We will have more oxygen if we protect the forests* and write the sentence on the board. Explain that when the *if-clause* comes after the main clause the two clauses are not separated by a comma.
- Direct Ss' attention to the *Look!* box and ask them to read the sentences.
- Refer Ss to the text and ask them to underline any examples of *Conditional sentences Type 1*. (e.g. *If factories use filters, this won't happen.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of *Conditional sentences Type 1*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *If / factories / pollute / sea / sea creatures and fish / die*).

Activity 4 L2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they will hear a boy telling his brother about Earth Hour. Tell Ss that they will have to listen carefully and complete the sentences with a word or phrase, according to what they hear.

1



filter



rubbish



turn off the lights



factory

oxygen
energy
organisation
waste

2

Read and tick (4) the best title for the article.

Tip!

Read the text quickly to understand the main idea.

Help kids! ☐ Save the environment! ☐
 Stop factories! ☐ Help the animals! ☐

People pollute the environment in many ways.
 What can we do to make things better?
 Read and find out what our young readers say we can do to stop pollution!

1

The smoke from factories that goes into the air pollutes the atmosphere. If factories use filters, this won't happen. It also won't be dangerous for people and animals.
 Derek Broody, 12

2

There are many organisations that plant trees and pick up rubbish in forests. They also tell people what they can do to help the environment. If we all join these organisations, we can help protect our forests. If there are lots of trees, there will be more oxygen for everyone.
 Jay Styler, 13

3

When people leave the lights on all day, they waste energy. If we turn off the lights when we leave a room, we will save energy. If we save energy, we will have a better future!
 Carl Peters, 12

94

- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Scott: Ian! What are you doing?

Ian: I'm playing a computer game, like I usually do in the evenings after my homework.

Scott: But you can't today.

Ian: Why? What's wrong, Scott?

Scott: If you don't turn off your computer, we can't take part in Earth Hour!

Ian: What's Earth Hour?

Scott: It's an event that started in Sydney, Australia in 2007. On the last Saturday in March, we turn off the lights, and anything that makes light, for one hour, from 8.30 p.m. to 9.30 p.m. to show that we care about the planet. Now it's a quarter past eight, so it's almost time...

Ian: How does that help the planet?

Scott: Environmental organisations think that if more people take part, they will start thinking about what else they can do to help the planet.

Ian: But, if we turn off all the lights, won't that be dangerous?

Scott: Don't worry! We only turn off the lights that we don't need for that one hour. So, are you ready to turn off your computer? It's almost half past eight.

If we **pollute** the sea, we **won't have** any clean beaches.
You **won't be** late for school if you **get** up early.

3 Read again and write the names of the children.

Who says...

1. smoke in the air is bad for people's health? _____
2. we can work with others to protect the environment? _____
3. factories should use filters? _____
4. something about planting trees? _____
5. we will have a better future if we save something? _____

4 Listen and complete.

1. Ian must turn off his _____ to take part in Earth Hour.
2. Earth Hour started in Sydney, Australia in _____.
3. Earth Hour takes place from _____ to _____.
4. If more people take part in Earth Hour, they can help the _____.
5. During Earth Hour, people turn off the lights that they don't _____.

5 Work with a partner and think about solutions to the problem of pollution in your town/area. Use the ideas in the box and your own ideas.



- recycle more – less rubbish
- walk to school – less air pollution
- turn off the lights – save energy
- factories use filters – not pollute the atmosphere
- pick up rubbish – help keep the environment clean

If we recycle more, there will be less rubbish.

If we ...

95

Ian: Um, you said that we only have to turn off the lights that we don't need. I need my computer to finish this game.

Scott: Ian! Think of the planet!

Ian: Oh, OK. Let's turn it off then.

1. computer 2. 2007 3. 8.30 p.m., 9.30 p.m. 4. planet 5. need

Activity 5 S2.2

- Direct Ss' attention to the photos and ask them what they see. (Some children and a photo of recycling bins and a factory.)
- Then draw Ss' attention to the children in the activity and ask them to read what they are saying.
- Explain to Ss that they have to talk in pairs about the problem of pollution in their town/area and suggest some solutions. Point out that they can use the ideas from the box and *Conditional sentences Type 1*.
- **Higher-performing Ss** can add more adjectives to talk about with their partner.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss present their exchange at the front of the classroom.

open answers

Optional

Hot potato

- Have Ss stand in a circle with you. Make a paper ball from scrunched-up paper and hold it saying, *If you turn off the lights you don't need, you will save energy.*
- Tell Ss to pass the ball to each other. Say, Stop. The S who is holding the ball has to say his/her own sentence using the structure of this lesson.
- Play until all of the Ss have had a turn.

Before leaving

- Explain to Ss that they have to form a sentence using *Conditional sentences Type 1*.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Have **higher-performing Ss** write their sentences on the board, while allowing **lower-performing Ss** to give them orally, by providing them with prompts.

Workbook

Activity 1 W2.2 R2.1

1. turn off
2. rubbish
3. oxygen
4. organisation
5. filters
6. waste
7. energy
8. factory

Activity 2

1. gets up, won't be
2. will be, exercise
3. don't keep, won't survive
4. will become, studies
5. rains, won't go

Activity 3 L2.1

(see p. 272)



Language focus

Objectives

- to talk about scientific facts
- to talk about general truths

Vocabulary

Verbs: boil, freeze, heat

Nouns: ice, tap

Structures

When/If you recycle, you help the environment.

When/If you leave the tap on, you waste a lot of water.



Materials

- flashcards for *boil, freeze, heat, ice, tap*

Revision (Optional)

- Have Ss form a sentence using the structure they were presented with in the previous lesson.
- Alternatively, you can ask Ss to tell you what they think we can do to protect the environment.
- Encourage them to use *Conditional sentences Type 1*.

Lesson plan



Warm-up

- Ask Ss why water is important and have them explain why or why not. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Say, *We are going to learn some things about water. If you heat water to 100 °C, it boils. But at 0 °C, it freezes, and becomes ice.* Write the sentences on the board, underline the words *heat, boils, freeze* and *ice* and stick the flashcards above each word.
- Say, *Don't leave the tap on when you brush your teeth. You are wasting water.* Write the sentences on the board, underline the word *tap* and stick the flashcard above it.
- Have Ss open their books to p. 96 and point out the words in the vocabulary section.



boil



freeze



heat



ice



tap

1



2 Listen and circle A or B.

1. If you heat water at the top of Mount Everest, it starts to boil at _____.

A 100 °C

B 71 °C



2. Water that freezes at -2 °C _____.

A is not salty

B is very salty



3. We waste about _____ litres of water when we brush our teeth with the tap on.

A eight

B eighteen



4. Lana says we can use _____ to water plants.

A rainwater

B salt water



96

LOOK!

p. 134

When/If you **recycle**, you **help** the environment.



When/If you **leave** the tap on, you **waste** a lot of water.

- 3 Work in pairs. Discuss the facts about water. Use the ideas in the box to help you.

leave / tap / on / waste / water
heat / water / 100 °C / boil
heat / ice / melt
not water / plants / die
rain / ground / get / wet
pollute / lakes and rivers / fish / die

If we leave the tap on, we waste water.



- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

LOOK!

- Say, *When it rains, the ground gets wet.* Write this sentence on the board and have Ss read it. Ask Ss what they think the sentence expresses. Elicit that it expresses a general truth.
- Have Ss read the sentence again and ask them to tell you what they notice about the formation. Elicit that there are two clauses; a time clause and a main clause which are both formed with a verb in the Present Simple tense.
- Explain to Ss that this structure is the *Zero conditional*. Point out that in sentences with the *Zero conditional* we usually use *when* instead of *if*.
- Direct Ss' attention to the *Look!* box and ask them to read the sentence.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the *Zero conditional*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them jumbled sentences to put in the correct order to make their examples (e.g. study / when / hard / you / do well / you / in tests).

Activity 2 L2.1

- Direct Ss' attention to the questions and ask them to read them.
- Explain that they are going to hear a girl telling her mum about a school project she is doing. Tell Ss that they will have to listen carefully and circle the correct answer A or B, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Mum: What are you doing there, Lana?

Lana: Hi, Mum! I'm making a poster about water for World Water Day at school.

Mum: That's interesting! What are you going to write?

Lana: Some interesting facts about water. For example, did you know that when you heat water to 100 °C, it boils?

Mum: I did actually.

Lana: OK, but did you know that at the top of Mount Everest, water boils at 71 °C?

Mum: Really?

Lana: Yes! And did you know that if there is a lot of salt in water, it freezes at a lower temperature?

Mum: Really? How low?

Lana: At -2 °C.

Mum: Wow! What else can you tell me?

Lana: If you freeze hot water, it freezes faster than cold water.

Mum: Amazing! We'll try that!

Lana: Water is very important. That's why stopping water pollution is so important.

Mum: Of course.

Lana: You see, less than 1% of the planet's water is good enough to drink. The rest is salt water. When we pollute lakes and rivers, some animals die too.

Mum: What can we do to help?

Lana: First of all, we mustn't waste water. When we leave the tap on while brushing our teeth, we waste about eighteen litres of water! There are simple steps we can take outside too! For example, we can use rainwater to water our plants, but we can't use salt water. It will destroy the plants.

Mum: Great ideas, Lana! There are so many things we can do to save water!



1. B 2. B 3. B 4. A

Activity 3 S2.2

- Direct Ss' attention to the box with the facts about water and ask them to read what the boy on the left is saying.
- Explain to Ss that, in pairs, they are going to exchange facts about water using the structure presented in this lesson.
- Have a few Ss come to the front of the classroom and present their exchange.



Optional

True or False

- Explain to Ss that you are going to say a few sentences and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, *When salt water reaches 0 °C, it freezes* and Ss respond, *No, it doesn't.*
- Play this game until you run out of sentences.



Before leaving

- Divide Ss into pairs and have them form a line.
- Explain to Ss that they will have to form a sentence using the *Zero conditional*.
- Have **higher-performing Ss** write their sentences on the board, while allowing **lower-performing Ss** to give them orally, by providing them with prompts.
- Make sure all of the Ss form a sentence before they leave the classroom.



Workbook

Activity 1 W2.2



1. boil
2. ice
3. heat
4. freeze
5. tap

Activity 2 W1.3



1. When it rains and there is sun, rainbows appear.
2. If ice melts, it becomes water.
3. If it rains, the streets get wet.
4. When you leave ice cream in the sun, it melts.
5. When a tornado happens, it is dangerous to go outside.

Activity 3 R2.1



1. C
2. E
3. B
4. A
5. D



Language focus

Objectives

- to read a leaflet
- to design a leaflet
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to design a leaflet



Materials

- flashcards from the previous lesson for *boil, freeze, heat, ice, tap*

Revision (Optional)

- Use the flashcards from the previous lesson (*boil, freeze, heat, ice, tap*). Show each one to Ss and say, for example, *heat*. Encourage Ss to answer, *Yes, it is* or *No, it isn't* accordingly.
- Repeat the same procedure for the rest of the flashcards.
- Alternatively, divide Ss into pairs which are different from the pairs in the previous lesson and have them do the activity in the SB from the previous lesson.

Lesson plan



Warm-up

- Approach a S and say, *If we recycle, we will save paper and trees. What else can we do to help the environment?* Encourage the S to answer accordingly. Then ask another S for another idea. Initiate a short class discussion and encourage all of the Ss to participate. You can write Ss' ideas on the board.

Activity 1 R2.1




- Have Ss open their books to p. 97.
- Direct Ss' attention to the leaflet. Explain to Ss that this is a leaflet about *World Environment Day* with some ideas about protecting the environment.
- Explain to Ss that they are going to read the leaflet and talk about how they can make a leaflet of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why we should protect endangered species. (So that they don't become extinct.)
- Have Ss read the leaflet again and check comprehension.
- Ask Ss some questions about the leaflet. *What will happen if we plant more trees?* (There will be more oxygen.), *How can we protect the environment from pollution?* (By recycling.), *Why do animals die?* (Because seas are polluted.), *Why should we protect endangered species?* (So that they don't become extinct.), *Why is the atmosphere polluted?* (Because people use cars all the time.), *How can we reduce the amount of traffic?* (By using our bikes.)
- Draw Ss' attention to the boxes around the leaflet and read them out loud. Point out to Ss that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the leaflet out loud.

Writing tip



- Direct Ss' attention to the *Writing tip* box and ask them to read it.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Read the *Writing tip* again, explaining each step as you go along.

- 1 Below is a leaflet a student made about World Environment Day. Why should we protect endangered species? Read and answer.  



WORLD ENVIRONMENT DAY

Write your ideas.

If we plant more trees, there will be more oxygen.



Choose a special day, for example, World Environment Day, Earth Day, etc.

If we recycle, we will protect the environment from pollution.



If we clean the seas, animals won't die.



If we don't waste water, there will be more water for everyone.



Draw pictures or stick photos related to your ideas.



If we protect endangered species, they won't become extinct.



If we don't use cars all the time, we won't pollute the atmosphere so much.



If more people use their bikes, there won't be so much traffic.



Writing tip 

How to design a leaflet:

1. Use a large piece of paper or card.
2. Choose a special day to write about, and write a title at the top in large letters.
3. Draw pictures or stick photos, and write sentences next to or under them. Use **Conditional Sentences Type 1** for your ideas.
4. Present it to the class.

97

A Optional

Whose is it?


- Hand out plain sheets of A4 paper to Ss.
- Explain to Ss that they will have to write a few conditional sentences about saving the environment without writing their names, and then put their sheets in a pile on your desk.
- Write some ideas and/or prompts on the board to help **lower-performing Ss** write their sentences.
- Choose a piece of paper and invite a S to read what is written on it. After, he/she is done reading, he/she will have to guess who wrote the idea.

C Before leaving

- Explain to Ss that they will have to say one step they remember from the steps they were presented with for designing a leaflet.
- Make sure all of the Ss say a step before they leave the classroom.

Workbook

Activity 1 W2.2

-  1. don't pollute, won't destroy
2. will create, plant
3. visit, will learn
4. won't disappear, protect

Activity 2 W1.2

-  open answers

Activity 3

W1.2 W2.2

- Tell Ss to use the information in the previous activity in order to do the task. Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom.

-  open answers

Note

- Bring a can, a plastic bottle and something made of wood to the next lesson.



Language focus

Objectives

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons

Vocabulary

Nouns: furniture, vase, pencil holder, bird feeder

Adjective: empty

Phrasal verb: throw away

Materials: wood, plastic



Materials

- flashcards for wood, plastic, furniture, vase, pencil holder, bird feeder
- a can, a plastic bottle and something made of wood

Revision (Optional)

- Have Ss come up to the front of the classroom and present the leaflets they wrote (WB, Project, Activity 3) in the previous lesson.

Lesson plan



Warm-up

- Write the word *upcycling* on the board and ask Ss what they think it is and what it might involve. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Place the realia you brought in on your desk. Pick up the can and say, *This empty can is very useful. I shouldn't throw it away. I can paint it and make a beautiful vase for flowers or a pencil holder.* Write the sentences on the board, underline the words *empty* and *vase*, the phrasal verb *throw away* and the phrase *pencil holder*. Stick the flashcards for *vase* and *pencil holder* above the word/phrase and then have Ss read the sentences again and infer the meaning of the other underlined items.

1



wood



plastic



furniture



vase



pencil holder



bird feeder

empty
throw away

2

Read and answer. Why is upcycling important?

Use it again!

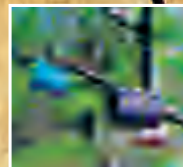
Before you throw away old bottles, cans or furniture, think again! There are many things you can do with them! Upcycling is a new, creative way to make new things from old things. Here are a few fun ideas!

Glass bottles
and jars

You can use old bottles and jars to decorate your house. You can paint them and use them as glasses or vases. They can also become great presents for your friends. If you surf the Net, you will find many great ideas.

Cans

If you have got empty cans, you can make some really interesting things. For example, pencil holders, vases and bird feeders. You can also use them in the garden or on the balcony to grow small plants. There are so many things that you can do with old cans.



- Hold up the plastic bottle and the object made of wood and say, *This is plastic and this is wood*, alternating between the two objects as you say the material each one is made from. Write the sentence on the board, underline the words *plastic* and *wood*, and stick the flashcards above each word.
- Use the flashcards for *furniture* and *bird feeder* to present the items. Hold up the flashcards, say the word/phrase and encourage Ss to repeat after you.
- Have Ss open their books to p. 98 and point out the words / phrases / phrasal verb in the vocabulary section.
- Play the recording a few times and have Ss point to the words / phrases / phrasal verb and repeat.
- Say the words / phrases / phrasal verb in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

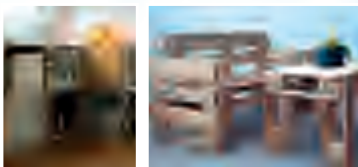
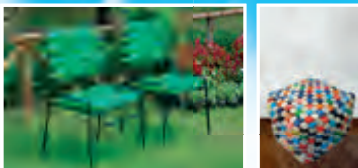
Before reading

- Direct Ss' attention to the title of the text and the photos and ask them to guess what it is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional. (It's factual.)

Plastic bottles and wood

Plastic is a material that we can't recycle easily, but it is very strong. If you have got a lot of plastic bottles, you can make amazing things like tables and chairs.

Wood is also a great material. For example, if you have got an old bed, you can make a table, some chairs or even a bookcase!



The most important thing about upcycling is that it helps protect the environment because there is less rubbish!

You can also save money and have fun with your family and friends.

3 Read again and complete.

- Upcycling is a way to make _____ from old things.
- You can make _____ and _____ from glass jars and bottles.
- If you decorate old bottles, you can give them to people as _____.
- You can use cans to grow _____ on your balcony.
- Plastic is a(n) _____ material.
- An old bed can become a(n) _____, some _____ or a(n) _____.

Let's chat

Do you think upcycling is a good idea? Why? Why not?
 What else can you create from glass bottles, cans and plastic bottles?
 Would you like to try any of the ideas in the text?
 Why is it important to reduce the amount of rubbish we create?

with plastic bottles? (Tables and chairs.), What can we use to make a bookcase? (The wood from an old bed.), Why is 'upcycling' a good idea? (Because it protects the environment and there is less rubbish.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the text again and complete the sentences with words/phrases from the text.
- Have Ss compare their answers in pairs, then check as a class.



- new things
- glasses, vases
- presents
- plants
- (very) strong
- table, chairs, bookcase

- If time permits, have a few Ss take turns to read the text out loud.

Post-reading

Let's chat

S1.2 L2.3

- Direct Ss' attention to the box and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answers

I think 'upcycling' is a great idea because it's creative and it reduces rubbish. / I don't think 'upcycling' is a good idea because the things you make aren't very useful. People can use glass bottles to make lamps or ceiling lights, cans to make wind chimes and plastic bottles to make shelves. I would like to try making a vase from a glass bottle and a bird feeder from a can. / I wouldn't like to make anything because I think it is a boring activity. It is important to reduce rubbish because it is everywhere and it causes pollution and a lot of harm.

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what 'upcycling' is. (It's a creative way of making new things from old things.)
- Direct Ss' attention to different sections of the text and ask them to find and circle the words from the vocabulary section that appear in the text. (**Introduction**: throw away, furniture, **Part 1 (Glass bottles and jars)**: vases, **Part 2 (Cans)**: empty, pencil holders, vases, bird feeders, **Part 3 (Plastic bottles and wood)**: Plastic, wood, Plastic, plastic, Wood)
- Have Ss read the text again and check comprehension.
- Talk about each section of the text.
Part 1 (Glass bottles and jars): People can decorate their house with the things they make from glass bottles and jars. Some ideas are to make glasses, vases and beautiful gifts for friends and family.
Frame 2 (Cans): Empty cans can be turned into interesting things like pencil holders, vases and bird feeders. They can also be used in the garden for small plants.
Frame 3 (Plastic bottles and wood): Plastic bottles can be turned into great things like furniture and old wood furniture can be turned into new furniture like tables, chairs and even bookcases.
- Ask Ss some questions about the text. *Why shouldn't people throw away old bottles, cans or furniture?* (Because they can use them to make something new.), *Where can people find ideas for 'upcycling'?* (On the Net.), *What can we make*

A Optional

True or False?

- Ask Ss to close their books and explain that you are going to say a few sentences about the text and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, *Can we make furniture from glass bottles?* and Ss respond, *No, we can't.*
- Play this game until you run out of sentences.

Before leaving

- Ask Ss to tell you one thing they remember from the text.
- Make sure all of the Ss say something about the text before they leave the classroom.

Workbook

Activity 1 R2.1

- | | |
|---------------|------------------|
| 1. wood | 5. furniture |
| 2. vase | 6. plastic |
| 3. empty | 7. pencil holder |
| 4. throw away | 8. bird feeder |

Activity 2 R2.1

1. A 2. B 3. A 4. B 5. B

Activity 3

W1.3 W1.4 W2.2

W2.3

open answer

(Suggested answer:
I could use plastic drinking straws to make a pencil case for my coloured pencils. I could also use the colourful straws to make jewellery, such as bracelets for my friends.)

1 Listen and say.

silent consonants



silent consonants



2 Listen and say. Then circle the words with silent consonants.



Spaghetti Island

On the island by the bay,
They eat spaghetti every day.
They eat spaghetti for an hour
and a half.
One plate of spaghetti has got
a lot of good stuff.
On every street there is a sign:
'Use your fork, don't touch a knife!'

100



PHONICS

Language focus

Objectives

- to practise the pronunciation of silent consonants (h, g, s, k, l)
- to say a phonics chant/poem

Vocabulary

hour, sign, spaghetti, island, knife, half

Phonics

silent consonants h, g, s, k, l

Materials

- flashcards of hour, sign, spaghetti, island, knife, half
- phonics cards of sign, spaghetti, island, knife, half (TB pages 257-258 one set per S)

Revision (Optional)

- Tell Ss that you are going to play a game.
- Explain that you are going to say one of the three materials/items used to upcycle that Ss read about in the previous lesson and that they have to name some of the things we can make using the material/item you call out.



2.

1. island

p

3.

h	a	l	f

C

4.	h	o	u	r
i	f			

t	e
	+

u
t

	u
s	i

c.

s	i	n	g	n
---	---	---	---	---

1. k

2. h

3.1

4 b

5 a

63



1. q, sign

4. s, island

2. h, spaghetti

5. h, hour

3. L. half

6. k. knife



Language focus

Objectives

- to provide Ss with cross-curricular information on science
- to learn about animal groups

Vocabulary

Verbs: lay, belong

Nouns: land, fin, penguin, feather, butterfly, scales, backbone



Materials

- flashcards for land, fin, penguin, feather, butterfly, scales

Revision (Optional)

- Revise the phonics items from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan



Warm-up

- Ask Ss what their favourite animal is and if they know which animal group it belongs to. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Use the flashcards for land, fin, penguin, feather, butterfly, scales. Point to each one and name them. Encourage Ss to repeat after you.
- Write sentences for the words lay, belong, backbone and underline them. For example write:
Birds lay eggs and don't have babies.
This pencil case belongs to Jane.
Some animals, like the octopus, haven't got a backbone.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.

- Have Ss open their books to p. 101 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Direct Ss' attention to the text and ask them to guess what it is about. (It's a text about the different animal groups.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out how many animal groups there are. (There are six.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What do mammals look like?* (They have got fur or hair on their bodies.), *Where do mammals live?* (They live on land or in water.), *Do mammals lay eggs?* (No, they don't. They have babies.), *Have reptiles got any hair or fur on their bodies?* (No, they haven't.), *How many legs have reptiles got?* (They have got four legs, like turtles, or no legs, like snakes.), *Do reptiles lay eggs?* (Yes, they do.), *Have amphibians got scales?* (No, they haven't.), *Where do amphibians live?* (They can live on land or in water.), *Can all birds fly?* (No, they can't. Some birds, like penguins, can't fly.), *Do birds have babies?* (No, they don't. They lay eggs.), *What do fish look like?* (They have got fins, some are large and some are small.), *What are invertebrates?* (They are sea animals or insects that haven't got a backbone.)

Activity 3 R1.1 R2.1 W2.2

- Direct Ss' attention to the table in the activity.
- Explain to Ss that they will have to read the text again and put the animal names in the correct group, according to the text.
- Have Ss compare their answers in pairs, then check as a class.



Mammals	Reptiles	Amphibians	Birds	Fish	Invertebrates
dolphin	snake	frog	parrot	shark	butterfly
panda	turtle		penguin	goldfish	octopus
leopard					starfish

- Have a few Ss read the text out loud to the rest of the class.



Optional

Line jumping

- Use masking tape to make a straight line on the floor that is long enough for Ss to stand on in single file. Have Ss line up in single file on the line.
- Tell Ss that the side to their right is Yes and the side to their left is No.
- Call out Yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with Yes and then do the same with No.
- Explain to Ss that you are going to say sentences about the different animal groups. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, *Gorillas aren't mammals* and encourage Ss to jump to the left side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.



1



land



fin



penguin



feather



butterfly



scales

lay
belong
backbone

2 How many animal groups are there? Read and answer.

Animals everywhere!

There are six animal groups, and each animal belongs to one group. Do you know them? Let's take a look...

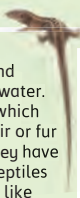
Mammals

Most mammals have got fur or hair on their bodies. Some mammals, like pandas and leopards, live on land, and other mammals, like dolphins, live in water. Mammals have babies. They don't lay eggs.



Reptiles

Reptiles live on land and sometimes in water. They are animals which haven't got any hair or fur on their bodies. They have got scales. Some reptiles have got four legs, like turtles, and some haven't got any legs, like snakes. Reptiles lay small eggs.



Amphibians

Amphibians haven't got scales. Some have got four legs and others haven't got any legs. Amphibians, like frogs, can live on land or in water. They also lay a lot of eggs in the water.



Birds

Birds, for example, parrots, are animals with feathers and wings. Most birds can fly, but there are some birds that can't fly, like penguins. You can see birds everywhere: in forests, mountains and cities too. Birds lay eggs.



Fish

Fish live in water. They have got fins and they lay many eggs. Some fish are large with big teeth, like sharks, and some are very small and colourful, like goldfish.



Invertebrates

Invertebrates are sea animals or insects that haven't got a backbone. Invertebrates lay eggs and some can fly. Some invertebrates live in the sea, like octopuses or starfish, and some others live on land, like butterflies.



3 Read again. Write the names of the animals in the correct groups.

snake	parrot	butterfly	dolphin	panda	octopus	shark
frog	starfish	goldfish	leopard	turtle	penguin	
Mammals	Reptiles	Amphibians	Birds	Fish	Invertebrates	

101



Before leaving

- Ask Ss to tell you one thing they remember from the text.
- Make sure all of the Ss say something about the text before they leave the classroom.



Workbook

Activity 1 R2.1 W2.2



- lay
- land
- belongs
- scales
- butterfly
- feathers
- backbone
- penguin
- fins

Activity 2 L1.1

Listening transcript

- Man:** It's long and it has got scales. It lives on land and in water and it lays eggs.
- Woman:** It is colourful and has got feathers. It lays eggs and it can fly.
- Man:** It is small and it has got fins. It swims and it lays many eggs.

- Woman:** It can swim and it lays eggs. It hasn't got fins.
- Man:** It can jump far. It lays eggs and lives in water and on land.
- Woman:** It is big and strong. It has got fur and it has babies.



1. A 2. B 3. B 4. A 5. B 6. A

Did you know?

- The Komodo dragon is a poisonous lizard. When it hunts, it doesn't chase its prey. It waits for it patiently to come close and then quickly bites it in the neck or legs. When the Komodo dragon bites its prey, it releases venom that slowly kills it.
- You can ask Ss to look up the Komodo dragon on the Internet for extra information.

Project work W1.3

- Ask Ss to use the Internet to find information about an animal from any animal group they'd like to. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or photos), with brief sentences underneath describing what can be seen in the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.



Language focus

Objectives

- to revise and consolidate structures and vocabulary presented in previous lessons

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, CLIL 4, Project Work).

Lesson plan



Warm-up

- Revise vocabulary and structures presented in this module by playing a round of the game **Sentence Frenzy**.
- Divide Ss into pairs. Hand out a plain sheet of A4 paper to every S.
- Tell Ss that they will have five minutes to write down as many sentences as they can using the *Future will, may/might* and *Conditional sentences (Type 1 or Zero)*.
- Once the five minutes are up, say, *Time's up!* and make sure all of the Ss put their pencils down. Then tell Ss to exchange papers with their partner. Explain to them that they have to correct each other's sentences if there are any mistakes.
- Check Ss' sentences by having Ss read them out loud.
- Write some of the sentences on the board and ask Ss to tell you when the structures presented in this Module are used.

Activity 1 L2.1

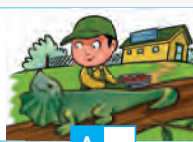
- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain to Ss that they will hear three short dialogues. Tell Ss that they have to listen carefully and tick the appropriate picture (A, B or C) which answers the question given.
- Play the recording twice and have Ss tick the correct picture.

Listening

- 1 Listen and tick (✓) the correct picture. 🔊

1

What is Harry going to do on Earth Day?



A



B



C

2

What are the children in Ryan's class going to do?



A



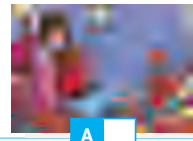
B



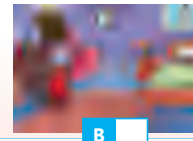
C

3

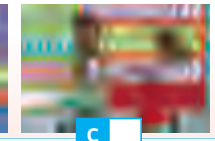
What is Fatima going to do?



A



B



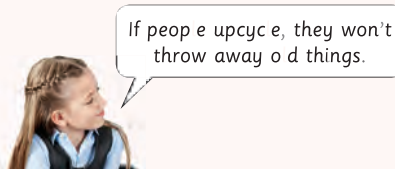
C

Speaking

- 2 Look at the environmentally friendly actions and their effects below and match. Then discuss them with your partner. 🗣️

- | | | |
|--|---------------------------------------|---|
| 1. people / upcycle | <input checked="" type="checkbox"/> F | A not waste / energy |
| 2. people / recycle | <input type="checkbox"/> | B not become / extinct |
| 3. people / help / endangered species | <input type="checkbox"/> | C be / less / rubbish |
| 4. people / not pollute / rivers/lakes | <input type="checkbox"/> | D be / more clean water / everyone / less animals / die |
| 5. people / turn off / lights | <input type="checkbox"/> | E help / wildlife rescue centres |
| 6. people / donate money | <input type="checkbox"/> | F not throw away / old things |

102



- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1.

Harry: Hi, Lou! It's Earth Day tomorrow! Are you going to do anything?

Lou: Hi, Harry! Well, if the weather is good, my family and I will plant trees and have a picnic in the forest.

Harry: What if the weather isn't good?

Lou: If it isn't, we will be at the wildlife rescue centre.

Harry: That's where I'm going to be! I might see you there then!

2.

Ryan: Bruce, can you help me?

Bruce: Of course, Ryan. What's the matter?

Ryan: They're going to cut down trees in Fairview Forest to build a shopping centre, and everyone in my class wants to stop them. We are going to go there tomorrow.

Bruce: Oh! It's terrible that they're going to cut down trees! What would you like me to do?

Ryan: Well, we are going to draw some posters about trees. Can you help me, please?

Bruce: Sure! Let's get started!

3.

Afaf: What are you looking for, Fatima?

Fatima: My USB stick. It was on my desk, but I can't find it now.

Afaf: Well, if you tidy your room more often, you won't lose things!

Fatima: I'll clean it when I find my USB stick! I promise! Can you help me now?

Afaf: I'm afraid I can't. I have to go to the supermarket with Mum.

Fatima: Oh, please, Afaf!

Afaf: OK, OK... let's see. There it is! By the bed, next to those scissors.

Fatima: Thanks, Afaf! You're the best!

Afaf: Time to tidy your room!

Fatima: What!?!?

Afaf: You promised!

Fatima: Oh, OK!



1. A 2. A 3. B

Activity 2 L2.3 S1.1 S1.2

- Direct Ss' attention to the photo of the children and ask them to read what they are saying.
- Divide Ss into pairs. Explain that they have to match the environmentally friendly actions (1-6) with their effects (A-F) and then talk about them with their partner.
- Allow Ss some time to match the actions with the effects, individually and then have them do the activity.
- If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Go round the classroom monitoring the procedure.
- Have a few pairs of Ss come to the front of the classroom and present their exchange.



1. F 2. C 3. B 4. D 5. A 6. E
open answers



Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this Module and draw the corresponding number of steps, e.g. nine steps for the word *furniture*.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word.



Before leaving

- Ask Ss to form a few sentences about themselves using the structures presented in this Module. (*Future will, may/might, Conditional sentences Type 1, Zero Conditionals, etc.*)
- Make sure all of the Ss form sentences before they leave the classroom.



Workbook

Activity 1 W2.2 R2.1



1. furniture
2. filter
3. ranger
4. organisation, environment
5. pollution, atmosphere
6. habitat

A. 5 B. 3 C. 1 D. 6 E. 2 F. 4

Activity 2



1. F 2. E 3. D 4. G 5. C 6. B 7. A

Activity 3



1. recycle, protect
2. lose, become
3. use, won't be
4. brush, will be
5. won't survive, isn't
6. will have, save

Activity 4 R2.1 W2.2



1. 4 / four metres
2. seagrass
3. habitat, food
4. will disappear, polluting (the seas)
5. 6 / six minutes
6. Scientists

Activity 5 W1.5



open answers

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find in which category they belong.



Life experiences

When students complete this module, they will be able to:

Quiz

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- narrate, with support, short, basic stories, events and experiences (S5.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6) WB

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2)
- describe, with support, people, places and objects using suitable statements (S2.2)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)
- narrate, with support, short, basic stories, events and experiences (S5.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Cursive Writing

- write smoothly and legibly in cursive writing in all written work (W3.1) WB

Project

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4) WB
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6) WB

Round-up

- follow and identify, with support, the detail in longer simple texts (L2.1)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)
- communicate or find out, with support, more detailed personal information (S1.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- explain, with support, basic opinions at paragraph level (W1.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- connect, with a lot of support, sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns (W2.1) WB
- use, with support, capital letters, full stops and commas in lists, appropriately in guided writing at discourse level (W2.3) WB

Top Time! 5

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- recognise and use, with a little support, key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2) WB
- follow and identify, with support, the detail in longer simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Phonics

- follow and identify, with support, the detail in longer simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

**Language focus****Objectives**

- to talk about experiences
- to introduce the Present Perfect Simple

Vocabulary**Verb:** travel**Nouns:** athlete, snail**Adjectives:** dangerous, strange**Structures**

I have visited Mexico.

He/She has seen an elephant.

They've been to Asia.

**Materials**

- flashcards for *athlete, snail, dangerous, strange, travel*
- a photo of a plane

Lesson plan**Warm-up**

- Ask Ss to tell you about some of the things they have done/seen and about some things they would like to experience in the future. Have them explain why they would like to do/try these things. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for *athlete, snail, dangerous, strange* and *travel* on the board.
- Point to each flashcard and say the words out loud. Encourage Ss to repeat after you.
- Have Ss open their books to p. 103 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.

- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1

The activity is recorded both as a song and as a poem.

- Direct Ss' attention to the photos and ask them what they depict. (A young boy thinking about different activities and animals/insects.)
- Explain to Ss that they are going to listen to a song/poem and put a tick next to the activities the boy has done.
- Play the recording and tell Ss to tick the appropriate photos.
- Make sure Ss have ticked the correct photos.
- Play the recording again and encourage Ss to say the song/poem along with the recording.

**Pictures A, C and E should be ticked.****LOOK!**

- Stick the photo of a plane you brought on the board and say, *I have travelled by plane*. Write the sentence on the board, underline *have travelled* and tell Ss that this tense is the *Present Perfect Simple*.
- Explain to Ss that we form the Present Perfect Simple by using the auxiliary verb *have* and the past participle of the base verb we would like to use. Point out that in the third person singular we use *has*.
- Ask Ss to guess when we use the *Present Perfect Simple*. Elicit that we use it when we want to talk about an experience we had in the past but we don't mention when exactly.
- Direct Ss' attention to the *Look!* box and ask them to read it.
- Refer Ss to the song/poem and ask them to underline any examples of the Present Perfect Simple tense. (e.g. *I've travelled by bus and by train*.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the *Present Perfect Simple*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *My brother / see / camel*).

Activity 3 S2.2 **S5.1**

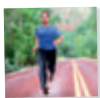
- Direct Ss' attention to the boys in the photo and ask them to read what they are saying.
- Then, draw Ss' attention to the box and ask them to read it.
- Explain to Ss that in groups of three they will have to use the ideas in the box as well as their own to talk about their experiences.
- If necessary, write key phrases/expressions on the board related to the structure used in the activity to help **lower-performing Ss**.
- Divide Ss into groups of three and have them do the activity.
- Have a few groups of Ss come to the front of the classroom to act out the exchange.
- You can ask **higher-performing Ss** to write their sentences on the board.

Life experiences

9

SONG

1



athlete



snail



dangerous



strange



travel

2 Listen and tick (✓) what the boy has done. Then say.

New experiences

I've travelled by bus and by train
But when will I travel by plane?
I have flown in a red hot-air balloon
But when will I fly to the moon?

New experiences – there's so much to do!
Today I'm going to try something new!

I've taken part in a competition
But when will I see an art exhibition?
I've played basketball with my friend Maxime
But when will I play for my favourite team?

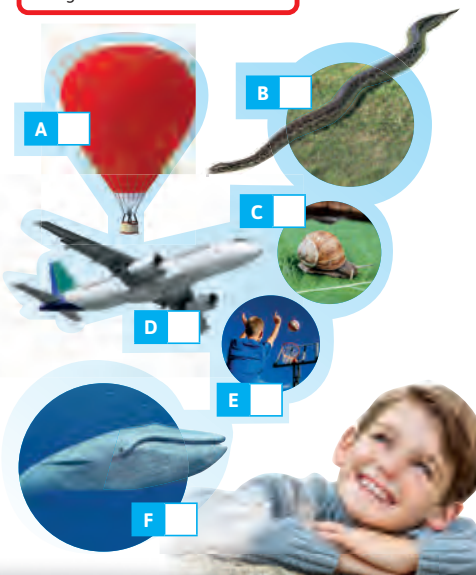
New experiences – there's so much to do!
Today I'm going to try something new!

You know, I have swum in a lake
But when will I see a big snake?
I have seen an ant and a snail
But when will I see a blue whale?

New experiences – there's so much to do!
Today I'm going to try something new!

LOOK! p. 135

I **have visited** Mexico.
He/She **has seen** an elephant.
They **ve been** to Asia.



3 Talk in groups of three about your experiences. Use the ideas in the box as well as your own.

- meet / favourite / poet/author
- be / Argentina / Mexico / France / the UK
- see / giraffe / elephant / camel
- win / competition/race
- swim / lake/river
- try snowboarding / scuba diving / skiing

I've been to Argentina.

I've seen a giraffe.

I've met my favourite author.



103

Optional

Don't break the chain

- Have Ss form a circle. If you have got a large number of Ss, divide them into groups of five to six.
- Say, *I've been to France*. The S to your right has to say what you said and add what he/she has done, e.g. *You have been to France, I have tried skiing*. The S to his/her right says, *You have been to France, He/She has tried skiing, I have seen an elephant*.
- Ss continue in the same manner. The S who doesn't remember a sentence someone else has mentioned is out of the game.

Before leaving

- Have Ss form a line and explain that they will have to form a sentence using the *Present Perfect Simple*.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Have **higher-performing Ss** write their sentences on the board, while allowing **lower-performing Ss** to present their sentences orally, by providing them with prompts.

Workbook

Activity 1 R2.1 W2.2



1. dangerous
2. snail
3. athlete
4. travel
5. strange

Activity 2



1. has
2. tidied
3. has
4. have
5. visited
6. gone

Activity 3



1. have seen
2. have eaten
3. has read
4. have finished
5. have made
6. has had

Activity 4 W1.6



open answers



Language focus

Objectives

- to ask and answer about experiences
- to talk about space

Vocabulary

Nouns: telescope, lid, space, planet, sunset, sunrise

Adjective: dark

Structures

Have you ever seen a camel?
Yes, I have. / No, I haven't.
I haven't tried scuba diving yet.
I've never tried skiing.
I've never been to an aquarium before. It's my first time.



Materials

- flashcards for telescope, lid, space, planet, dark, sunset, sunrise

Revision (Optional)

- Ask Ss to talk about an experience they have had using the structures they were presented with in the previous lesson.
- Encourage **higher-performing Ss** to write their sentences on the board.

Lesson plan



Warm-up

- Ask Ss if they have ever looked at the sky or into space through a telescope. If they have, ask them to describe what they saw and how they felt about it. If they haven't, ask them to describe what they believe they would be able to see. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for *telescope*, *lid*, *space*, *planet*, *dark*, *sunset* and *sunrise* on the board.
- Point to each flashcard and say the words out loud. Encourage Ss to repeat after you.



1

telescope

lid

space

planet

dark

sunset

sunrise

2

Read and answer. Why can't Khaled and Saleh see anything through the telescope?

1

Outside the planetarium on Saturday evening...



Khaled: I'm so excited. I haven't been to the new planetarium yet.
Majed: It's my first time too, Khaled!

2



Dr Spencer: Well, children, this is the biggest telescope in our city.
Sami: Wow! It's so big!
Dr Spencer: Have you ever seen the sky through a telescope?
Saleh: No, I haven't. I really want to see the stars!
Dr Spencer: How about using those telescopes over there to see a planet?
Khaled: That sounds great!

3



Dr Spencer: Have you ever seen Venus? We can see it in the sky at both sunrise and sunset. That's why people call it the 'Morning' and the 'Evening Star'.
Sami: I've never seen it before! Wow! It's great!
Saleh: Well... it's a bit dark...
Majed: Yes, there it is! It's so bright! When you see it, you think it's a star. But it's a planet!

4



Khaled: Let me see, Saleh. I can't really see it.
Majed: But it's right over there, Khaled!
Sami: Um... guys. The lid is on the telescope. That's why you can't see anything!
Khaled: Oops!
All: Ha ha ha!

104

- Have Ss open their books to p. 104 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1



- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (The boys are at the planetarium. A man is showing the boys a very big telescope and then they seem to be looking at the sky through some smaller ones. In the last frame, Khaled looks embarrassed about something.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section they see in the frames (Frame 2: telescope, telescope, telescopes, planet; Frame 3: sunrise, sunset, dark, planet; Frame 4: lid, telescope).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why Khaled and Saleh can't see anything through the telescope. (They can't see anything because the lid is still on the telescope.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the boys?* (They're outside the planetarium.), *Who hasn't been to the planetarium?* (Khaled and Majed haven't been

Have you ever seen a camel? Yes, I have. / No, I haven't.
I haven't tried scuba diving yet.
I've never tried skiing.
I've never been to an aquarium before. It's my first time.

3 Read again and write T for True or F for False.

- Khaled has been to the planetarium before.
- One of the telescopes in the planetarium is the biggest in the city.
- Saleh has seen the sky through a telescope before.
- You can see Venus in the sky at sunrise and at sunset.
- Venus looks like a bright star.

☐
☐
☐
☐
☐

4 Listen and circle A or B.

1. Has Dan ever visited a museum in Gary's town?

- A Yes, he has.
B No, he hasn't.

2. Where has Dan never been?

- A the planetarium
B the zoo

3. Who has seen Mercury through a telescope before?

- A Dan
B Gary

4. Has Gary tried all the rides at the amusement park yet?

- A Yes, he has.
B No, he hasn't.

5 Work in pairs. Ask your partner, and put a ✓ or an X in the boxes. Write a short paragraph about your partner in your notebook. Then report to the class.

Have you ever met a famous basketball player?

No, I haven't. I've never met a famous basketball player, but I have met a famous football player.

- try canoeing ☐
meet a famous basketball/football/tennis player ☐
climb a mountain ☐
see an elephant / a tiger / a lion ☐
win an award ☐
ride in a hot-air balloon ☐

Ai has met a famous football player, but he hasn't met a famous basketball player.

105

to the planetarium before.), What does Saleh want to see? (He wants to see the stars.), What does Dr Spencer suggest? (He suggests using some telescopes to see a planet.), What is another name for Venus? ('Morning' and 'Evening Star'), Do all of the children manage to see Venus through the telescope? (No, they don't. Saleh and Khaled can't see anything.), What does Sami discover? (He discovers that the lid on the telescope Khaled and Saleh are using is still on.)

Activity 3 R2.1

- Direct Ss' attention to the five sentences.
- Explain to Ss that they should read the story again and then read the sentences and mark them as True or False, according to the story. Make sure Ss justify their answers.
- Have Ss compare their answers in pairs, then check as a class.



1. F 2. T 3. F 4. T 5. T

- If time permits, ask a few Ss to read the story out loud or choose a few Ss to act out the story.

LOOK!

- Walk up to a S, say, I haven't tried skiing. Have you ever tried it? and encourage the S to answer Yes, I have. / No, I haven't.

- Write the sentence, question and short answers on the board and explain to Ss how the negative and interrogative forms are formed in the Present Perfect Simple.
- Direct Ss' attention to the Look! box and have Ss read the question, short answers and sentences out loud.
- Draw Ss' attention to the time words ever, yet, never and before. Explain to Ss that ever is used to ask if someone has done something before, while yet is used to talk about something which hasn't been completed by the time of speaking. Point out that never is used to emphasise an experience we haven't done and before is used to refer to an experience/activity we have or haven't had/done so far (it isn't/is the first time we've tried/done something). Point out that ever is used in questions only and is placed before the main verb, that yet is always placed at the end of a question or negative sentence, while never is used in affirmative sentences, but makes its meaning negative and that it is placed between the auxiliary verb have/has and the main verb. Finally, tell Ss that before is always placed at the end of a question, negative or affirmative sentence.
- Refer Ss to the dialogue and ask them to underline any examples of the Present Perfect Simple (negative and question form). (e.g. I haven't been to the new planetarium yet.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the negative and interrogative form of the Present Perfect Simple. This will challenge higher-performing Ss.
- To help lower-performing Ss give them jumbled sentences and/or questions to put in the correct order to make their examples (e.g. ever / your / seen / a / spider / sister / scary / has).

Activity 4 L2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain that they are going to hear two boys trying to make plans and talking about different things they

have or haven't done. Tell Ss that they will have to listen carefully and circle the correct answer A or B, according to what they hear.

- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Gary: I'm so happy you're visiting us again this year, Dan.

Dan: Me too! Which places are we going to visit this time?

Gary: Let's see.... Have you ever been to the Natural History Museum in our town?

Dan: Yes, I have. I went there when I visited the town with my parents three years ago.

Gary: OK. What about the zoo or the planetarium?

Dan: I've been to the zoo before, but I've never been to the planetarium.

Gary: Well, there's a special event at the planetarium this week. You can see planets through an Orbitas telescope. They say they're the best telescopes.

Dan: Wow! I've never looked through a telescope. I'd really like to see Mercury.

Gary: I've seen Mercury through a telescope before. It's amazing, so I'd love to go to the planetarium again.

Dan: Cool, we can go to the planetarium on Friday. Where can we go on Saturday?

Gary: There's a new amusement park next to the shopping centre.

Dan: Have you been there before?

Gary: Yes, I have. There are lots of cool rides, but I haven't tried all of them yet.

Dan: Let's go then!



1. A 2. A 3. B 4. B

Activity 5 S2.5 W1.6

- Direct Ss' attention to the children in the photo and ask them to read what they are saying.
- Then, draw Ss' attention to the phrases in the activity and ask them to read them.
- Explain to Ss that they will have to work in pairs and ask their partner which of the activities listed in the activity they have experienced and which they haven't. Then, they will have to report to the class.

- Divide Ss into pairs and have them do the activity.
- Ask **higher-performing Ss** to come up with ideas of their own to ask their partner about.
- Have a few pairs of Ss come to the front of the classroom and present their exchange.

A Optional

Guess who!

- Hand out plain sheets of A4 paper and place a box on your desk.
- Explain to Ss that they will have to write one thing they have done and one thing they haven't done yet using the *Present Perfect Simple*. Then, they have to fold the paper and put it in the box that is on your desk.
- Invite Ss one by one to come to your desk, pick a piece of paper, read it and try to guess which of their classmates wrote it.
- The S with the most correct guesses wins.

C Before leaving

- Divide Ss into pairs and have them form a line.
- Explain to Ss that they will have to ask and answer with their partner about an experience they have or haven't had yet.
- Make sure all of the Ss ask and answer before they leave the classroom.
- **Higher-performing Ss** can write their exchanges on the board.

Workbook

Activity 1 R2.1 W2.2



1. space 2. lid 3. dark 4. sunrise 5. telescope 6. sunset
The hidden word is: planet

Activity 2



1. Has Saleh just bought a new camera?
No, he hasn't. He has bought a new tablet.
2. Has Rick ever ridden an elephant?
No, he hasn't. He has ridden a horse.
3. Has Mr Jassim just eaten a/his sandwich?
No, he hasn't. He has just drunk his/some milk.

Activity 3 L2.1

(see p. 273)

Note

- For the next lesson, prepare slips of paper with different questions using the structure *How long* and different activities written on them as well as slips with the answers to those questions written on them. For example, write *How long have you known your best friend?* on one slip and *I've known my best friend for three years.* on another slip. Make sure there is one slip of paper (with either a question or full answer written on it) for each S. Bring the slips of paper to the next lesson.

Language focus

Objectives

- to talk about how long someone has done something
- to talk about volcanoes

Vocabulary

Verbs: erupt, flow

Nouns: volcano, crater, lava, cave, tour

Adjective: active

Structures

How long have you been a teacher?

I've been a teacher since 2015.

I've been a pilot for three years.

I have visited only one volcano so far.

Materials

- flashcards for *volcano, crater, lava, cave, erupt, tour, flow*
- prepared slips of paper with different questions and answers written on them

Revision (Optional)

- Stick the flashcards from the previous lesson (telescope, lid, space, planet, dark, sunset, sunrise) on the board and ask Ss to tell you if they have ever used a telescope to see the stars or another planet. Encourage **higher-performing Ss** to answer in English.
- Alternatively, divide Ss into pairs. Explain to them that they will have to ask and answer questions with their partner about an experience they have or haven't had.
- Encourage **higher-performing Ss** to write their answers while allowing **lower-performing Ss** to answer orally, by providing them with prompts.

Lesson plan



Warm-up

- Ask Ss if they have ever visited a volcano. If they haven't, ask them if they would be interested in visiting one and seeing it from up close. Have Ss justify their answers. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 🔑

- Stick the flashcards for the lesson (volcano, crater, lava, cave, erupt, tour, flow) on the board.
- Point to each flashcard, say the appropriate word and encourage Ss to repeat after you.
- Write a sentence on the board with the word *active*, and underline it. For example, write:
Mount Etna is an active volcano. This means that it has erupted in the past and may erupt again in the future.
- Have Ss read the sentence and try to infer the meaning of the underlined word.
- Have Ss open their books to p. 106 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 A1 B R2.1 A1 B

- Direct Ss' attention to the photos and ask them what they can see. (A photo of two boys, a jungle trail and some hot lava flowing into the sea.)
- Draw Ss' attention to the two alternating names throughout the text and ask them what kind of text they think it is. (It's an interview.)
- Read the title and ask Ss to predict what the text is about. (It's an interview with a Junior Ranger.)
- Ask Ss where they think they would find a text like this by giving them a choice between two options:
A. In a comic book.
B. In a magazine.
- Discuss Ss' answers as a class and have them justify their answers.



- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out when the volcano Mauna Loa last erupted. (It last erupted in 1984.)
- Have Ss read the interview again and check comprehension.
- Ask Ss some questions about the interview. *How many people visit the Hawaii Volcanoes National Park every year?* (About two million people.), *How do Junior Rangers help the rangers at the park?* (They give visitors information about the tours they can take and they tell them about the plants and animals they can see there.), *What did Jack have to do to become a Junior Ranger?* (He had to watch a film at the visitor centre and complete two explorations and make a poster.), *What did Jack learn about on the Kilauea Treasure Hunt?* (He learnt about the plants in the park.), *What did he learn about during the Jaggar Museum Observation Deck exploration?* (He learnt how the active volcanoes in the park erupt.), *What created the long cave?* (A river of lava.)

Activity 3 R2.1 A1 B

- Direct Ss' attention to the five sentences and ask them to read them.
- Explain to Ss that they should read the interview again and correct the sentences, according to the interview.
- Have Ss compare their answers in pairs, then check as a class.



1. Jack has been a Junior Ranger for almost two years.
2. Rangers are tour guides at the national park.
3. Jack has completed two explorations.
4. Jack watched hot lava flow into the sea at Kilauea volcano.
5. Malik wants to become a Junior Ranger.

- If there is time, ask a few Ss to take turns to read the interview out loud.

LOOK!

- Approach a S and ask, *How long have I been your English teacher?* Encourage him/her to answer accordingly, for example *Six months*. Write the question on the board as well as the S's answer with the time words *for*, *since* or *so far* in front of/at the end of their answer (*For six months*).
- Have Ss read the question and then ask them to guess what *How long...?* means and when they think we use it. Elicit that it is used when we want to find out about the duration of an action from the moment it started up into the present.
- Then, draw Ss' attention to the time words *since*, *for* and *so far*. Elicit that we use *since* to refer to the time when an action started, *for* to refer to the total duration of an action and *so far* to refer to time until the moment of speaking (until now).
- Direct Ss' attention to the Look! box and ask them to read the question and sentences.
- Refer Ss to the text and ask them to underline any examples of the Present Perfect Simple with *How long*, *for*, *since* or *so far*. (e.g. *How long have you been a Junior Ranger?*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the Present Perfect Simple with the time words *for*, *since* and *so far*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *I / live / my house / ten years*).

Activity 4 L2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they will hear a conversation between a tourist on an island and a local man. Tell Ss that they will have to listen carefully and circle the correct answer A or B, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Man 1: Excuse me. How do I get to the top of the volcano?

1



volcano



crater



lava



cave



erupt



tour

2

Read and answer. When did the volcano Mauna Loa last erupt?

Interview with a Junior Ranger



Our class reporter, Malik Sahid, interviews Jack Stevens, a Junior Ranger at Hawaii Volcanoes National Park.



106

Malik: What do Junior Rangers at Hawaii Volcanoes National Park do exactly?

Jack: Well, there are about two million visitors every year. All of the rangers are guides too, so Junior Rangers help them. We give visitors information about the tours they can take and we also tell them about the plants and animals they can see here.

Malik: How long have you been a Junior Ranger?

Jack: I've been a Junior Ranger for almost two years.

Malik: What did you have to do to become a Junior Ranger?

Jack: First, I watched a film at the visitor centre. It showed a lot of the things people can see here at the park. Then, I had to complete two explorations from this list and finally make a poster about the things I learnt.

Malik: I see. Which explorations have you done?

Jack: I've done the Kilauea Treasure Hunt. I learnt all about the plants in the park during that one, and I've also done the Jaggar Museum Observation Deck exploration. I learnt about how the active volcanoes in the park erupt. Of course, Mauna Loa hasn't erupted since 1984!

Malik: Cool! What else have you done?

Jack: So far, I've visited the crater of Kilauea and watched hot lava flow into the sea, and I've walked through a long cave that a river of lava created six hundred years ago.

Malik: Wow! That all sounds so amazing! I want to become a Junior Ranger too!

Man 2: Well, you have to hike for two hours to get to the crater from here.

Man 1: Wow, two hours! Well, I've walked for three hours so far. I'm too tired. I don't think I can go up to the top of the volcano today.

Man 2: Yes, you should start early in the morning. Why don't you visit a museum today?

Man 1: Good idea. I haven't visited any museums so far, but I've visited a cave. I've also visited a park.

Man 2: I see.... How long have you been on the island?

Man 1: I've been here since 4 July.

Man 2: Oh, so you've been here for two days. Have you visited the hot springs?

Man 1: Um... I don't think so. What can you do there?

Man 2: There's a small lake where you can go swimming. The water is warm because of the volcano.

Man 1: I'd like to do that. I've taken a boat tour around the island, but I haven't been swimming yet. Thanks!

Man 2: You're welcome.



1. B 2. A 3. A 4. A

Activity 5 S2.5 S5.1

- Direct Ss' attention to the boys in the photo and ask them to read what they are saying.
- Then, draw Ss' attention to the box and ask them to read the ideas written in it.



flow

active

Look!

p. 135

How long have you been a teacher?
I've been a teacher **since** 2015.
I've been a pilot **for** three years.
I have visited only one volcano **so far**.

3 Read again and correct the sentences.

- Jack has been a Junior Ranger for more than a year.

- Junior Rangers are tour guides at the national park.

- Jack hasn't completed two explorations.

- Jack watched hot water flow into the lava at Kilauea volcano.

- Malik doesn't want to become a Junior Ranger.

4 Listen and circle A or B.

1. How long has the man walked so far?



A



B

2. Which place has the man visited?



A



B

3. When did the man arrive on the island?



A



B

4. What has the man done so far?



A



B

5 Ask and answer questions with your partner using *How long...?* and the ideas in the box.

- live in your house/flat
- live in this town
- have your rucksack/jacket/tablet/computer
- know your best friend

How long have you
lived in your house?

I've lived in my house
for seven years.



107

- Explain to Ss that, in pairs, they will have to ask one another questions using *How long...?* and the ideas in the box.
- If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Divide Ss into pairs and have them do the activity.
- Encourage **higher-performing Ss** to come up with ideas of their own to ask their partner about.
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.



Optional

Find your pair

- Divide Ss into two teams and use the slips of paper you prepared and brought. Hand out the slips with the questions to the Ss in the one team and the slips with the answers to the Ss in the other team. Explain that they will have to mingle while repeating their question or answer in order to find their pair by the time you call out, 'Stop'. For example, the S in Team A with the question *How long have you known your best friend?* and the S from Team B with the answer, *I've known him/her for five years* could form an exchange.
- Point out that there are various correct combinations, but that each S has to find a pair from the opposite team as quickly as possible.
- You can ask **higher-performing Ss** to write their exchanges on the board after they have found their pair.



Before leaving

- Divide Ss into pairs and have them form a line.
- Explain to Ss that they have to ask and answer with their partner about an experience using the structures they were presented with in the lesson.
- Higher-performing Ss** can write their exchanges on the board.
- Make sure all of the Ss participate before they leave the classroom.



Workbook

Activity 1 R2.1 A1 B W2.2 A1 B



- tour
- volcanoes
- active
- erupted
- crater
- lava
- caves
- flow

Activity 2



- since
- for
- since
- since
- for

Activity 3



- How long have you had this bike?
I've had it since 2016.
- How long has he been a pilot?
He's been a pilot for fifteen years.
- How long have they lived in Paris?
They've lived in Paris since last year.

Activity 4 L2.1 A1 B

(see p. 273)



Language focus

Objectives

- to revise and consolidate structures presented in the previous lessons

Vocabulary

Noun: sushi



Materials

- flashcard for sushi

Revision (Optional)

- Explain to Ss that they will have to say a few things they found interesting about the interview they were presented with in the previous lesson.
- Initiate a short class discussion. Ask Ss if they think the job of a Junior Ranger at a volcanoes national park is difficult/ dangerous and why.



sushi

1



2 Choose nine of the experiences below and write each one on the bingo card.



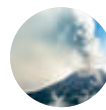
ride a camel



eat sushi



travel by plane



visit a volcano



see a rainbow



swim in a lake



visit a planetarium



be late for school



sail a boat



have a toothache



visit an aquarium



meet a famous person



visit a museum



3

Go round the classroom and ask your classmates questions using **Have you ever...?** about the experiences on your bingo card. When you find a person who has had one of the experiences, write his/her name in the box. When you have written a name in every box, shout 'BINGO!'

Have you ever traveled by plane, Amy?

Yes, I have. I've traveled to Spain by plane.



108

Lesson plan



Warm-up

- Ask Ss if they have ever tried sushi or food from another country and if they liked it. Have Ss describe what they've tried and justify their answers. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Say, *Yesterday I went to a Japanese restaurant and tried some sushi. It was delicious.* Write the sentences on the board and underline the word *sushi*. Then stick the flashcard above the word.

- Point to the flashcard, say the word and encourage Ss to repeat after you.
- Have Ss open their books to p. 108 and point out the word in the vocabulary section.
- Play the recording a few times and have Ss point to the word and repeat.
- Say the word again and have Ss point and repeat.
- Have Ss form a sentence with the vocabulary item presented in this lesson.

Activity 2 W2.2

- Direct Ss' attention to the photos and ask them what they depict. (Different activities a person can do and different things that can happen to a person.)
- Then, draw Ss' attention to the bingo card below the photos and ask them if they have ever played this game. If they haven't, ask Ss if they know how it is played.
- Explain to Ss that they have to choose nine of the experiences in the activity and write one in each box of the bingo card.
- Allow Ss some time to choose the experiences they want to include in their bingo card and to write them in.



open answers

Activity 3 S2.2 S2.5

- Direct Ss' attention to the girls in the activity and ask them to read what they are saying.
- Tell Ss that they are going to play 'Bingo!'.
- Explain to Ss that they will have to go round the classroom and ask their classmates questions using *Have you ever...?* And the experiences they previously chose to write in the nine boxes of their bingo card. When they find a person who has had one of the experiences, they will write his/her name in the corresponding box. When they have written a name in every box, they will have to shout 'Bingo!'.
- If necessary, invite a S to come to the front of the classroom with his/her book to demonstrate the game.
- Play for as long as time permits.

 open answers

Optional

Hot potato

- Get Ss to form a circle.
- Make a paper ball from scrunched-up paper and hold it asking, *Have you ever swum in a lake?* and throw the ball to a S.
- Tell the S that he/she has to answer the question and then throw the ball to another S. The S who throws the ball asks a question and the S who catches it has to answer the question and form one of his/her own. Point out that the Ss should use the structures they were presented with in the previous lessons.
- Play until all of the Ss have had a turn.

Before leaving

- Explain to Ss that you are going to ask them a question about an experience using *Have you ever...?* and that they have to answer accordingly.
- Make sure all of the Ss answer a question before they leave the classroom.
- You can ask **higher-performing Ss** to write their answers on the board.

Workbook

Activity 1

-  1. ever
2. yet
3. never
4. For
5. so far
6. yet

Activity 2

-  1. have ... been
2. haven't seen
3. have ... done
4. have gone
5. have visited
6. Have ... seen
7. Have ... taken

Activity 3 W1.6

 open answers



Language focus

Objectives

- to read a poster
- to revise and consolidate structures and vocabulary presented in the previous lessons
- to learn how to make a poster

Revision (Optional)

- Ask Ss to form a sentence using the structures they were presented with in the previous lessons.
- Make sure all of the Ss form at least one sentence.
- **Higher-performing Ss** can write their sentences while **lower-performing Ss** can answer orally, by providing them with prompts.

Lesson plan



Warm-up

- Ask Ss to tell you a few experiences they have had so far and a few experiences they haven't had yet. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R2.1




- Have Ss open their books to p. 109.
- Direct Ss' attention to the poster. Explain to Ss that this poster was made to show a person's 'life experiences'.
- Explain to Ss that they are going to read the poster and talk about how they can make a poster of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out if the boy has tried scuba diving before. (No, he hasn't tried scuba diving yet.)
- Have Ss read the poster again and check comprehension.
- Ask Ss some questions about the poster. *What has the boy done so far?* (He has travelled to the UK, he has seen an elephant and ridden a horse. He has also met a famous football player and has tried skiing.), *What hasn't he done yet?* (He hasn't travelled to China and he hasn't seen a tiger or ridden a camel. He hasn't met a famous basketball player and he hasn't tried scuba diving.)
- If time permits, choose a few Ss to read the poster out loud.

Writing tip



- Direct Ss' attention to the *Writing tip* box and ask them to read it.
- Read the tip aloud and ask Ss to follow along in their books as you read.
- Read the *Writing tip* again, explaining each step as you go along.

- 1 Below is a poster that Tom has made about his life experiences so far. Has he tried scuba diving before? Read and answer. 

My 'Life Experiences' Poster

Things I have done so far 

I have travelled to the UK. 

I have seen an elephant. 

I have ridden a horse. 

I have met a famous football player. 

I have tried skiing. 

Things I haven't done yet 

I haven't travelled to China. 

I haven't seen a tiger. 

I haven't ridden a camel. 

I haven't met a famous basketball player. 

I haven't tried scuba diving. 

Writing tip

How to make a poster:

1. Use a large piece of card.
2. Write in pencil so that you can correct any mistakes.
3. Put a title at the top in large letters.
4. Write neatly.
5. Add photos, pictures or graphics.
6. When you are ready, write over your letters using markers or coloured pencils.

109

Workbook

Activity 1 W2.2



1. He has been to the Niagara Falls.
2. He hasn't caught a really big fish.
3. He has swum in the Atlantic Ocean.
4. He hasn't travelled to India and he hasn't ridden an elephant.
5. He has tried sushi.
6. He hasn't ridden in a hot-air balloon.

Activity 2 R2.1



1. Niagara Falls
2. in the Atlantic Ocean
3. He's taken a picture of a lion.
4. India

Activity 3 W1.3 W1.6

W1.4 W2.2



open answers

A Optional

What have you done?

- Get Ss to form a circle.
- Make a paper ball from crumpled-up paper and hold it asking, *Have you ever swum in a lake?* and throw the ball to a S.
- Tell the S that he/she has to answer the question and then throw the ball to another S. The S who throws the ball asks a question and the S who catches it has to answer the question and form one of his/her own. Point out that Ss should use the structures they were presented with in the previous lessons.

Before leaving

- Explain to Ss that they have to say one thing they remember about making a poster.
- Make sure all Ss say at least one thing before they leave the classroom.



Language focus

Objectives

- to listen to a factual text and read for pleasure
- to revise and consolidate structures and vocabulary presented in previous lessons

Vocabulary

Verb: sink

Nouns: gold, treasure, dust, king

Adjectives: golden, rich



Materials

- flashcards for *gold, golden, treasure, dust, rich, sink*

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, Project, Activity 3) in the previous lesson.

Lesson plan



Warm-up

- Ask Ss if they have ever heard about any lost cities from the past and why they think they were lost. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1



- Place the flashcards for the lesson (gold, golden, treasure, dust, rich, sink) in a pile on your desk. Pick the flashcards up one by one, name them and encourage Ss to repeat.
- Write a sentence on the board with the word king and underline it. For example, write:
A king is the man who rules a country.
- Have Ss read the sentence and try to guess the meaning of the word.
- Have Ss open their books to p. 110 and point out the words in the vocabulary section.

1



gold



golden



treasure



dust



rich



sink

king

2

Read and answer. What does 'el dorado' mean?



ATLANTIS

Plato, an ancient Greek philosopher, once told the story of Atlantis. Atlantis was a large island in the Atlantic Ocean. The name of the island and the ocean around it came from Atlas, the first king of Atlantis. Atlantis was a beautiful place with lots of trees and interesting animals, like elephants. The people who lived there were rich and happy. Plato said that earthquakes and floods destroyed Atlantis. In the end, it sank into the ocean. Since Plato's time, many explorers have tried to find Atlantis, but nobody has found it. So, was the story about the island true or did Plato just invent it?

EL DORADO

In English, 'el dorado' means 'the golden one'. People believed that El Dorado was a rich city in South America, and some of them tried to find its treasures. However, nobody has discovered El Dorado or 'the lost city of gold' yet. Today some archaeologists think that 'El Dorado' isn't a place, but a man. They say that each king of the Muisca people, who lived in the Andes Mountains, used to put gold dust all over himself and swim in a lake! Maybe he was 'El Dorado'!



110

- Play the recording a few times and have Ss point to the words and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1



Before reading

- Direct Ss' attention to the title of the text and the photos and ask them to guess what it is about.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional. (It's a factual text.)

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what 'el dorado' means. (It means 'the golden one'.)
- Direct Ss' attention to different parts of the texts and ask them to find and circle the words from the vocabulary section that appear in the text. (**Atlantis:** king, rich, sank; **El Dorado:** golden, rich, treasures, gold, king, gold, dust)
- Have Ss read the text again and check comprehension.
- Talk about places mentioned in the text.
Atlantis, El Dorado and Aztlan were three ancient cities that are believed to have been lost. Explorers haven't discovered them yet. People believe they are real


AZTLAN

Some archaeologists say that the Aztec people came from Aztlan, a beautiful island in a lake. In Nahuatl, the Aztec language, Aztlan means 'White Land' because lots of white birds lived there. In Aztlan, people lived in caves and planted peppers, corn, beans and tomatoes in their gardens. They say that the Aztec people lived there and later moved to Mexico, but explorers have never found Aztlan.

3 Read again and write **AT** for Atlantis, **ED** for El Dorado or **AZ** for Aztlan. 

1. The people of this place lived in caves. _____
2. People thought that this place was in South America. _____
3. Floods and earthquakes destroyed this place. _____
4. Some archaeologists believe that this place was not a place, but a man. _____
5. This place was an island in a lake. _____
6. This place took its name from a king. _____

Let's chat

 **What did you think of these stories? Which of these places do you like the most? Why? Do you know of any other 'lost' places? Would you like to become an explorer and try to find them?**

111

because of myths and legends regarding them, but their exact locations remain a mystery.

- Ask Ss some questions about the texts. *Who was the first to tell the story of Atlantis?* (Plato, an ancient Greek philosopher.), *What was Atlantis?* (It was a large island in the Atlantic ocean.), *What was Atlantis like?* (It was a beautiful place with lots of trees and interesting animals, like elephants.), *What were the people who lived there like?* (They were rich and happy.), *What happened to it in the end?* (It sank into the ocean.), *Has any explorer found Atlantis so far?* (No one has.), *Has anyone discovered El Dorado yet?* (No one has.), *What did each king of the Muisca people do?* (Each king put gold dust all over himself and swam in a lake so maybe each king was 'El Dorado'.), *What does 'Aztlan' mean in the Aztec language?* (It means 'White Land' because lots of white birds lived there.), *What did they plant?* (They planted peppers, corn, beans and tomatoes in their gardens.), *Where did the Aztec people move to later?* (They moved to Mexico.), *Have explorers found Aztlan?* (No, they haven't.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the text again and mark the sentences with **AT** for Atlantis, **ED** for El Dorado or **AZ** for Aztlan.
- Have Ss compare their answers in pairs, then check as a class.



1. AZ 2. ED 3. AT
4. ED 5. AZ 6. AT

- If time permits, have a few Ss take turns reading the text out loud.

Post-reading

Let's chat

S1.2  L2.3 

- Direct Ss' attention to the box and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer:

I think that these stories were very interesting and exciting. I liked *El Dorado* the most because it seems really interesting to me that people still can't tell if it was a place or a man. I don't know of any 'lost' places but I would really like to become an explorer and try to find one. / I have heard of *Feather Mountain*, a place that appears in Chinese mythology, but which no explorer has ever actually found. I would like to be an explorer and be the first one to find it.

Optional

True or False?

- Explain to Ss that you are going to say a few sentences about the texts they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false statements.
- Play this game until you run out of sentences.

Before leaving

- Explain to Ss that they have to form a sentence with one of the vocabulary items presented in this lesson.
- Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss participate before they leave the classroom.



Workbook

Activity 1 R2.1 A1 B W2.2 A1 B

- | | |
|-----------|-------------|
| 1. king | 5. rich |
| 2. golden | 6. sank |
| 3. gold | 7. treasure |
| 4. dust | |

Activity 2 R2.1 A1 B

1. C 2. D 3. B

Activity 3 W1.2

W1.3 W2.1

W2.2 W2.3

open answers

(Suggested answer:

Atlantis was a beautiful island. There weren't any tall buildings and all of the houses were small and they were blue and white. There were many trees and animals. All the people in Atlantis were happy. They worked hard and they spent their free time in nature.)

1 Listen and say.

/ʌ/

sunny

umbrella

/ju:/

computer

uniform

/ɜ:/

turtle

surf

turn

2 Listen and say. Then circle the /ʌ/ sounds with red, the /ju:/ sounds with blue and the /ɜ:/ sounds with yellow.

Summer fun!

It's summer and it's sunny.
Let's have fun under the sun!
No school, uniforms or computers.
Let's ride our scooters!

Look at the turtle in the sea.
Let's swim and surf all day, Lee!
Let's have lunch under the umbrella
With my uncle Bob and my aunt Ella!



Language focus

Objectives

- to practise the pronunciation of the /ʌ/, /ju:/ and /ɜ:/ sounds
- to say a phonics chant/poem

Vocabulary

sunny, umbrella, lunch, computer, uniform, museum, turtle, surf, turn

Phonics

the /ʌ/, /ju:/ and /ɜ:/ sounds



Materials

- flashcards of sunny, umbrella, lunch, computer, uniform, museum, turtle, surf, turn
- phonics cards of umbrella, uniform, turtle (TB pages 257-258 – one set per S)

Revision (Optional)

- Ask Ss what they remember from the text about Atlantis, El Dorado and Aztlan.
- You can have **higher-performing Ss** write what they remember while allowing **lower-performing Ss** to answer orally, by providing them with prompts.

Lesson plan



Warm-up

- Write the letter **u** on the board. Draw three lines below it and below each line, write the three sounds this letter makes (/ʌ/, /ju:/ and /ɜ:/). Underneath each sound, stick the flashcards with the words that contain each sound.
- Point to /ʌ/ and say /ʌ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (sunny) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the rest of the sounds.

Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording and have Ss listen, point and repeat.

Listening transcript

/ʌ/, /ʌ/, sunny, umbrella, lunch

/ju:/, /ju:/, computer, uniform, museum

/ɜ:/, /ɜ:/, turtle, surf, turn

- Encourage Ss to tell you more words with the sounds presented in this lesson.

Activity 2 L2.1



- Direct Ss' attention to the picture. Ask Ss what they can see. (Two boys riding their scooters and two people having a picnic on the beach.)
- Ask Ss, *Where are the boys?* (They're at the beach.), *What are they doing?* (They're riding their scooters.), *What are the man and the woman doing?* (They're having a picnic.), *What's in the sea?* (A turtle.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to mark the /ʌ/ sounds with red, the /ju:/ sounds with blue and the /ɜ:/ sounds with yellow.
- Play the chant/poem *Summer fun!* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to do the activity.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.

The activity is recorded both as a chant and as a poem.



red: Summer, fun, summer, sunny, fun, under, sun, lunch, under, umbrella, uncle
blue: uniforms, computers
yellow: turtle, surf



TPR Activity

- Photocopy and give Ss the phonics cards for *umbrella*, *uniform* and *turtle*.
- Explain that they have to say the chant/poem and raise the *umbrella* phonics card when they hear a word containing the /ʌ/ sound the letter **u** makes, the *uniform* phonics card when they hear a word containing the /ju:/ sound and the *turtle* phonics card when they hear a word containing the /ɜ:/ sound.



Optional

Written whispers

- Stick the flashcards for *sunny*, *umbrella*, *lunch*, *computer*, *uniform*, *museum*, *turtle*, *surf* and *turn* on the board.
- Divide Ss into teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S standing in each line the phonics cards of *umbrella*, *uniform* and *turtle*.

- Make sure that the side with the picture is face-down and the side with the word is face-up.
- When everybody is ready, point to a flashcard e.g. *sunny*. The players facing you have to show you the correct phonics card (umbrella).
- Then instead of whispering the word down the line, they pass the word, e.g. *sunny* by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player on each team has to touch the flashcard of *sunny* and say the word (*sunny*). If he/she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook

Activity 1 L2.1



Listening transcript

- | | |
|-----------|------------|
| 1. lunch | 4. turn |
| 2. museum | 5. sunny |
| 3. surf | 6. uniform |



- | | | |
|---------|----------|----------|
| 1. /ʌ/ | 2. /ju:/ | 3. /ɜ:/ |
| 4. /ɜ:/ | 5. /ʌ/ | 6. /ju:/ |

Activity 2 L2.1



Listening transcript

- sunny, lunch, turn
- umbrella, computer, sunny
- computer, uniform, lunch
- turtle, museum, surf
- surf, uniform, museum



- | | |
|-------------|-----------|
| 1. turn | 4. museum |
| 2. computer | 5. surf |
| 3. lunch | |

Activity 3 W2.2



- | | |
|--------|---------------------------|
| /ʌ/: | lunch, umbrella, sunny |
| /ɜ:/: | surf, turtle, turn |
| /ju:/: | computer, uniform, museum |



Language focus

Objectives

- to revise and consolidate structures and vocabulary presented in the previous module

Vocabulary

Noun: observation deck

Phrase: cantilevered swimming pool



Materials

- flashcard for cantilevered swimming pool, observation deck

Revision (Optional)

- Revise the phonics items from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan



Warm-up

- Ask Ss what they believe the greatest man-made structure in the world is and have them justify their answers. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Hold up the flashcards for cantilevered swimming pool and observation deck, say the word/phrase and encourage Ss to repeat.
- Further explain to Ss what a cantilevered swimming pool is. Tell them that anything described as cantilevered means that it extends outward and is only supported at one end.
- Have Ss open their books to p. 113 and point out the word/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the word/phrase and repeat.

- Say the word/phrase again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1



- Ask Ss to look at the picture and ask them what they can see. (Three buildings: Aspire Tower, Al-Khazneh and the Tokyo Skytree.)
- Ask Ss if they have ever visited any of these buildings before or if they know anything about them. Initiate a short class discussion and encourage all of the Ss to participate.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out which of the three buildings is the tallest. (The Tokyo Skytree is the tallest.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *Where is Aspire Tower?* (It's in Doha, Qatar.), *How tall is it?* (It is 300 m tall.), *How many lifts has it got?* (It has got 17 lifts.), *What can people do there?* (They can visit a sports museum or health club, go swimming in the hanging pool, have a meal at one of the three restaurants and take photos from the observation deck.), *Where is Al-Khazneh?* (It's in Petra, Jordan.), *What is another name for Al-Khazneh?* (The Treasury.), *Was it a place where the ancient people kept treasure?* (No, it wasn't. It was actually a tomb.), *How tall is it?* (It's about 40 m tall.), *How did they build it?* (The people of ancient Petra built it by carving the red stone in the side of the mountain by hand.), *What is another name for the ancient city of Petra?* (The Rose City.), *Why?* (Because of the red stone.), *Where is the Tokyo Skytree?* (It's in Sumida, Tokyo in Japan.), *How tall is it?* (It's 634 m tall.), *How many lifts and floors has it got?* (It has got 13 lifts and 33 floors.), *What can people do when visiting the Tokyo Skytree?* (They can enjoy the beautiful view of the city, eat at the famous Sky Restaurant '634' (Musashi) or take photos of their friends or family at the top of the tower.)

Activity 3 R2.1



- Direct Ss' attention to the sentences in activity 3 and ask them to read them.
- Explain to Ss that they will have to read the texts again and complete the sentences with the missing information (number or word), according to the text.
- Have Ss compare their answers in pairs, then check as a class.



1. fifty-one 2. observation deck 3. ancient 4. Rose City 5. lifts

- Choose a few Ss to read the text aloud for the class.



Optional

Line jumping

- Use masking tape to make a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is Yes and the side to their left is No.
- Call out Yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with Yes and then do the same with No.
- Explain to Ss that you are going to say sentences about the text. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, *Aspire Tower is the tallest building in the world.* and encourage Ss to jump to the left side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.



1



cantilevered swimming pool



observation deck

2 Which building is the tallest? Read and answer.

Have you ever seen it?

Aspire Tower

Aspire Tower is in Doha, Qatar. It is three hundred metres tall. It is the tallest building in Qatar. It has got fifty-one floors and seventeen lifts, and people can enjoy doing many activities there. They can visit the sports museum or the health club, and even swim in the **cantilevered** or *hanging* swimming pool which is eighty metres above ground. Visitors can also have a delicious meal at one of the three restaurants or take photos from the observation deck on the **top** floor.



Al-Khazneh

AL-Khazneh is one of the most beautiful **sites** in the ancient city of Petra in Jordan. It is also called *The Treasury*, but it was actually a tomb, and not a place where the people kept treasure. The people of ancient Petra built AL-Khazneh in the side of the mountain by carving the red stone by hand. AL-Khazneh is about forty metres tall and every year, many people visit the ancient city of Petra, or the Rose City, as they also call it because of the red stone, just to see it.

The Tokyo Skytree

The Tokyo Skytree is in Sumida, Tokyo in Japan. It is six hundred and thirty-four metres tall and it has got thirteen lifts and thirty-three floors! Many people visit the Tokyo Skytree every day to enjoy the beautiful view of the city. People can do many other things too. They can eat at the **famous** Sky Restaurant 634 (Musashi) or take photos of their friends or family at the top of the tower.



3 Read the texts again and complete the sentences.

- Aspire Tower has got _____ floors.
- Visitors can take photos from the _____ on the top floor of Aspire Tower.
- AL-Khazneh is in the _____ city of Petra in Jordan.
- Another name for the city of Petra is _____ because of the red stone.
- There are thirteen _____ in the Tokyo Skytree.

113



Before leaving

- Ask Ss to tell you one thing they remember from the texts.
- Make sure all of the Ss participate before they leave the classroom.



Workbook

Activity 1 R4.2



open answers

(Suggested answers

- a long piece of metal or wood that sticks out from a wall or building
- the highest part or point of something
- a place where a building, town or ancient civilisation was or a place where something happened
- something or someone that many people know about and like or admire)

Activity 2 L2.1

Listening transcript

Afaf: Hello, Layla! I haven't seen you for days.

Layla: Hi, Afaf! Yes, my family and I went to Doha for a week.

Afaf: My family and I have been to Doha too. Did you like it?

Layla: Oh, yes. It was great. Doha is a very beautiful city! There were many things to see and we also went shopping.

Afaf: Did you visit Aspire Tower? It's the tallest building in Qatar, you know.

Layla: Yes, we did! We went up to the observation deck and I took some great photos of the city, and while we were leaving something amazing happened!

Afaf: What do you mean?

Layla: We stopped to have dinner at the famous three-sixty restaurant.

Afaf: Wow! That's the restaurant that has got large windows all round, right?

Layla: Yes, it is! It's on the forty-seventh floor, and it moves slowly while you eat! You can see the whole city below.

Afaf: That sounds terrific! But why was it a surprise?

Layla: Because my dad didn't tell us we were going to have dinner there! As we were going down in the lift, we stopped at the forty-seventh floor, and that's when he told us. It was a big surprise!

Afaf: Lucky you!



1. F 2. T 3. T 4. F 5. F

Project work W1.3

- Ask Ss to use the Internet to find information about different buildings round the world. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or photos), with brief sentences underneath them describing the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.



Language focus

Objectives

- to revise and consolidate structures and vocabulary presented in previous lessons

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, Top Time! 5, Project Work).

Lesson plan



Warm-up










- Revise vocabulary and structures presented in this module by playing a round of the game **Sentence Frenzy**.
- Divide Ss into pairs. Hand out a plain sheet of A4 paper to every S.
- Tell Ss that they will have five minutes to write down as many sentences as they can using the *Present Perfect Simple*.
- Once the five minutes are up, say, *Time's up!* and make sure all of the Ss put their pencils down. Then tell Ss to swap papers with their partner. Explain to them that they have to correct each other's sentences if there are any mistakes.
- Check Ss' sentences by having Ss read them out loud.
- Write some of the sentences on the board and ask Ss to tell you when we use the *Present Perfect Simple*.

Activity 1 L2.1

- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain to Ss that they will hear three short dialogues. Tell Ss that they have to listen carefully and tick the appropriate picture (A, B or C) which answers the question given.

Listening

- 1 Listen and tick (4) the correct picture. 🔊

1 What hasn't Fred tried yet?	 A <input type="checkbox"/>	 B <input type="checkbox"/>	 C <input type="checkbox"/>
2 Where has James been before?	 A <input type="checkbox"/>	 B <input type="checkbox"/>	 C <input type="checkbox"/>
3 Which country hasn't Brad visited before?	 Australia A <input type="checkbox"/>	 Canada B <input type="checkbox"/>	 Italy C <input type="checkbox"/>

Speaking

- 2 Talk in pairs. Have you done any of the following? Ask and answer questions with your partner. 🗣️

- travel by train/plane/ship
- see a lion / an elephant / a panda
- visit a zoo / a volcano / an amusement park
- try canoeing / skiing / mountain biking
- meet a famous athlete/author/poet

Have you ever traveled by train?

Yes, I have. / No, I haven't.
Have you ever...?



114

- Play the recording twice and have Ss tick the correct picture.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1. **Larry:** Hey, Fred.
Fred: Hey, Larry. I haven't seen you for many days. Where have you been?
Larry: I was on holiday with my parents.
Fred: That's nice. Where did you go?
Larry: We went to Hawaii!
Fred: That sounds great! Did you have fun there?
Larry: Yeah! We went surfing and sailing.
Fred: I love surfing and sailing!
Larry: And guess what? We even went scuba diving!
Fred: Wow! I haven't tried scuba diving yet, but I really want to.
2. **Peter:** Hey, James. Let's do something at the weekend.
James: Sure, Peter.
Peter: Why don't we visit the new aquarium?
James: That's a nice idea. They say it's one of the best in the whole country.
Peter: That's right! We could also visit the planetarium.
James: I don't know. It's exciting, but I've been there before.

Peter: Oh, OK then. What about the museum?

James: I've never been there. Let's visit the aquarium first and then the museum.

Peter: Great!

3. **Brad:** What are you doing there, Dad?

Dad: I'm planning our next holiday, Brad.

Brad: Nice! Is that a map of Canada?

Dad: Yes, but we've been to Canada before.

Brad: You're right. Italy was really nice too. I'd like to go there again.

Dad: Let's try a place we haven't been to before. What about Australia?

Brad: Wow! That sounds amazing!

1. C 2. B 3. A

Activity 2 S2.5 S1.1

- Direct Ss' attention to the boys and have them read what they are saying.
- Then draw Ss' attention to the box of ideas and ask them to read them.
- Explain that they have to ask and answer with their partner to find out if they have done any of the things included in the box.
- Invite a S to come to the front of the classroom to demonstrate the activity. Ask him/her, *Have you ever travelled by plane?* and have the S answer accordingly.
- **Higher-performing Ss** can add more ideas to ask each other about. If necessary, write key phrases/expressions on the board related to the structure used in the activity to help **lower-performing Ss**.
- Have a few pairs of Ss come to the front of the classroom and act out their exchange.

open answers

A Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this Module and draw the corresponding number of steps, e.g. six steps for the word *golden*.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word.

Before leaving

- Ask Ss to form a few sentences about themselves using the structures presented in this Module (*Present Perfect Simple*).
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1 W2.2

- 1. sunset**
2. crater
3. lava
4. volcano
5. cave

Activity 2 R2.1

- 1. strange**
2. sushi
3. gold
4. sunk
5. planet
6. active

Activity 3

- 1. have ... known, have been**
2. Have ... thought, have planned
3. Has ... gone, hasn't come
4. Has ... eaten/tried, has tried/eaten

Activity 4 R2.1 W2.2

- 1. He's been in Qatar for a week.**
2. No, he hasn't.
3. He went with his parents, his new friend, Amir, and Amir's family.
4. They hurt from walking so much.
5. He might see flamingoes.

Activity 5 W1.6

open answers

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find in which category they belong.

When students complete this module, they will be able to:

Quiz

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- communicate, with support, more detailed personal information in a simple paragraph (W1.1) WB
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4) WB
- use, with support, capital letters and full stops appropriately in guided writing at discourse level (W2.3) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)
- follow and respond, with some support, to longer simple questions (L2.4)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Project

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- explain, with support, basic opinions at paragraph level (W1.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4) WB
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6) WB
- plan and draft a short, simple paragraph, with support, and modify the draft in response to feedback (W3.2) WB

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with some support, to longer simple questions (L2.4)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1) WB

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- narrate, with support, short, basic stories, events and experiences (S5.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- communicate, with support, more detailed personal information in a simple paragraph (W1.1) WB
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Phonics

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

CLIL 5

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- follow and identify, with support, the detail in longer simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Round-up

- follow and identify, with support, the detail in longer simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)
- narrate, with support, short, basic stories, events and experiences (S5.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Final Revision 1-10

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- explain, with support, basic opinions at paragraph level (W1.2) WB
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4) WB
- use, with support, capital letters and full stops appropriately in guided writing at discourse level (W2.3) WB
- connect, with a lot of support, sentences into a coherent paragraph using basic coordinating conjunctions (W2.1) WB
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6) WB
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- communicate, with support, more detailed personal information in a simple paragraph (W1.1) WB

Revision 6-10

- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB

Cursive Writing

- write smoothly and legibly in cursive writing in all written work (W3.1) WB



Language focus

Objectives

- to talk about different materials
- to revise the Present Simple and Past Simple tenses

Vocabulary

Nouns: necklace, bracelet, ring, belt

Materials: wool, silk, cotton, leather, silver

Structures

Present Simple

Today ...

we use cotton to make clothes.
we don't use wood to make ships.

Do you wear a belt every day?

Yes, I do. / No, I don't.

Past Simple

Five hundred years ago, ...

people used leather to make clothes.
people didn't live in tall buildings.

Did people wear bracelets and rings in the past?

Yes, they did. / No, they didn't.



Materials

- flashcards for *necklace, bracelet, ring, belt, wool, silk, cotton, leather, silver*
- a bell
- Internet printouts of different objects Ss know

Lesson plan



Warm-up

- Ask Ss to tell you if they like wearing accessories or jewellery and what materials they are made of. Initiate a short class discussion and encourage all of the Ss to take part.

Activity 1 R4.1 🔑

- Stick the flashcards for *necklace, bracelet, ring, belt, wool, silk, cotton, leather* and *silver* on the board.
- Point to each flashcard and say the words out loud. Encourage Ss to repeat after you.
- Have Ss open their books to p. 115 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.

- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R4.1 🔑 L2.1 🎮

- Direct Ss' attention to the quiz and ask them what it is about. (It's about different materials used in the past and materials people use now.)
- Explain to Ss that they have to do the quiz. Point out that they can guess the answers to any of the questions they aren't sure of. Then they are going to listen to the recording and check their answers.
- To help **lower-performing Ss** answer, omit one of the three options - giving them a choice between two.
- When Ss have finished the quiz, play the recording and have them check their answers.
- Have Ss compare their answers in pairs, then check as a class.



1. C 2. C 3. A 4. B 5. C 6. A

LOOK!

- Stand at the front of the class and say, *Today we make things with different materials, but hundreds of years ago people made most things with wood.*
- Write the sentence on the board, and ask Ss to tell you if they can recognise the two tenses that appear in the sentence. Elicit that *make* is the Present Simple tense of the verb *make* and *made* is the Past Simple tense of the same verb.
- Ask Ss if they remember when these two tenses are used. Elicit that the Present Simple is used for habits that happen regularly and for permanent states, whereas the Past Simple is used to talk about something that happened at a specific time in the past.
- Direct Ss' attention to the **time expressions** *Today* and *ago* and ask them which of the two tenses they think these time expressions are linked with. Elicit Ss' answers and underline the time expressions in the sentence.
- Direct Ss' attention to the **Look!** box and ask them to read it.
- Refer Ss to the quiz and ask them to underline any examples of the Present Simple and Past Simple. (e.g. *People made these with wood and used them to eat food like soup. and We still use this material to build houses today.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the two tenses in a single sentence. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *I / always / eat / vegetables / now / but / I / not like / them / three years ago*).

Activity 3 S2.2 🗣️

- Direct Ss' attention to the girls in the photo and ask them to read what they are saying.
- Then draw Ss' attention to the photos in the activity and ask them to tell you what they see. (Different items and a list of different materials.)
- Explain to Ss that, in pairs, they have to choose one of the items depicted in the table, without revealing it, and that their partner then has to guess which item has been chosen by asking questions about it.
- Invite a S to come to the front of the classroom to demonstrate the activity.
- Have Ss do the activity and go round the classroom monitoring the procedure.
- Have a few Ss act out the exchange at the front of the classroom.



Optional

What's the material?

- Divide Ss into two teams and then place the Internet printouts of the objects you brought face down in a pile on your desk.
- Have a S from each team come up to the front of the classroom and stand at either side of your desk.
- Pick up a printout and show it to the Ss.
- The S to name the material the object depicted is made of first, wins a point for his/her team. After each round, a different S from each team comes up to the front of the classroom to play.
- Play this game for as long as time permits or until the Internet printouts run out.
- The team with the most correct answers at the end of the game wins.

QUIZ



2 Do the quiz. Read and circle. Then listen and check your answers. 🔊 🔊

Materials Quiz: Then and Now

- People made these with wood and used them to eat food like soup.
A forks B knives C spoons
- People used this material to make sandals, clothes and even buckets.
A cotton B wool C leather
- In 1849, people travelled to California to find this material in the ground.
A gold B cotton C wool
- We still use this material to build houses today.
A silver B wood C silk
- People wear this around their waists. They usually use leather to make it.
A bracelet B ring C belt
- Today people use this material to make jewellery, forks, knives and spoons.
A silver B silk C leather

LOOK!

p. 136

Present Simple

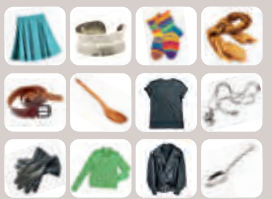
Today ...
we **use** cotton to make clothes.
we **don't use** wood to make ships.
Do you **wear** a belt every day?
Yes, I do. / No, I don't.

Past Simple

Five hundred years ago, ...
people **used** leather to make clothes.
people **didn't live** in tall buildings.
Did people **wear** bracelets and rings in the past?
Yes, they did. / No, they didn't.

3 Play in pairs. Look at the photos, say and guess. 🗣️

cotton
silver
wool
leather
silk
metal
wood



Do we wear it or use it?
We wear it.
Is it cotton?
Yes, it is.
Is it a skirt?
Yes, it is.

115



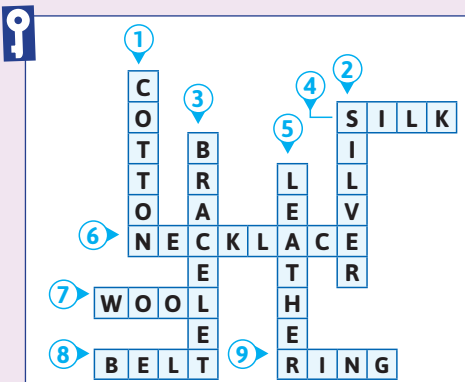
Before leaving

- Have Ss form a sentence using the Present Simple and Past Simple.
- Make sure all of the Ss form a sentence before they leave the classroom.
- You can ask **higher-performing Ss** to write their sentences on the board while **lower-performing Ss** present their sentences orally by providing them with prompts.



Workbook

Activity 1 R2.1 W2.2



Activity 2 L2.1

Listening transcript

1. **Diane:** Look at this, Sue. Do you like it?
Sue: Erm... well, I don't know what to say, Diane.
Diane: Well, say something! It took me all weekend to make this hat.
Sue: Oh, really?
Diane: Do you like it?
Sue: It's, um, really colourful! Did you make it with wool?
Diane: Yes! In all the colours of the rainbow!
Sue: I see! Oh! What's this thing here?
Diane: It's a necklace, of course! I made that with leather, and I put some wool on it too.
Sue: With all the colours of the rainbow again?
Diane: Well, yes! That way, it matches the hat! Do you think Mum will like them?
Sue: Ah, they're for Mum! How nice!

2. **Kate:** Hi, Gail! How are you?
Gail: Hi, Kate! I'm fine, thanks! Oh! I really like your gloves! I love brown! Are they new?
Kate: Well, actually, they're my mum's. You see...
Gail: Are they silk?
Kate: Um, I don't think so. I think they make them from cotton and recycled plastic because...
Gail: Recycled plastic? Amazing! So they're eco-friendly! Where did she get them? From that new shop that opened at the shopping centre?
Kate: No, Gail! You can get them at any supermarket because they are gardening gloves! That's what I was trying to tell you!
Gail: Oh! Oops! Still, they're really nice, even for gardening!
Kate: Oh, Gail!

1. T 2. T 3. F 4. T 5. F 6. F

Activity 3 W1.1 W1.4

W2.2 W2.3

open answers



Language focus

Objectives

- to ask and answer about the origin of products and how things are made/produced/grown
- to revise the Past Simple and Present Perfect tense

Vocabulary

Verb: peel

Noun: washing machine

Structures

Past Simple

My mum made my favourite food yesterday.

We didn't live in this house three years ago.

Did you peel the potatoes in the morning?
Yes, I did. / No, I didn't.

Present Perfect Simple

I have already eaten lunch.

We haven't travelled to Paris yet.

Have you ever visited a factory?
Yes, I have. / No, I haven't.



Materials

- flashcards for washing machine, peel

Revision (Optional)

- Ask Ss to point to different objects in the classroom and talk about the materials used to make them. Point out that Ss should use the vocabulary items presented in the previous lesson.
- Make sure all of the Ss form at least one sentence.
- **Higher-performing Ss** can write their sentences on the board.

Lesson plan



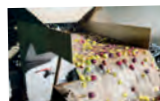
Warm-up

- Ask Ss to tell you if they know how tomato sauce and tomato juice are made in factories. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for washing machine and peel on the board.

1



washing machine



peel

2 Read and answer. What's the surprise for the children at the tomato factory?

1 The children are on a school trip.
They are at a tomato factory.



Mr Ali: Welcome to our tomato factory! Let me explain how we make our famous tomato juice and tomato sauce. Yesterday our farmers picked these tomatoes and brought them to the factory. We have only kept the best ones!

Majed: What has happened to the other ones, Mr Ali?

Mr Ali: We have given them to farmers to feed their animals.



Mr Ali: Then we wash the tomatoes.

Sami: Wow! Who washes them all?

Mr Ali: Ha ha! It isn't a person. That huge washing machine washes them.



Mr Ali: After that, another machine dries, peels and then cuts the tomatoes into small pieces. Finally, we use our special ingredients to make the sauce and juice, and these machines fill the cans and bottles. Now I've got a surprise for you! We've made tomato sandwiches, and we've got tomato juice for everyone!

Khaled: Great! I love tomatoes!

Majed: Don't eat too much, Khaled!



Khaled: Mum! Dad! I'm home!

Mrs Layla: Great! Look! I've made your favourite food! Spaghetti with tomato sauce!

Khaled: Oh, not for me, Mum! I've had enough tomatoes today!

116

- Point to each flashcard and say the word/phrase out loud. Encourage Ss to repeat after you.
- Have Ss open their books to p. 116 and point out the word/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the word/phrase and repeat.
- Say the word/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (The children are at a tomato factory. A man there is explaining the process of making tomato products to the children. Then he treats them to sandwiches and tomato juice and Khaled seems to be very excited. When Khaled returns home it looks like he can't have anything else to eat.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they see in the frames. (Frame 2: washing machine; Frame 3: peels)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the surprise for the children at the tomato factory was. (Tomato sandwiches and tomato juice.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the children?* (They are on a school trip at a tomato factory.), *What happens to the tomatoes at first?*

LOOK! p. 136**Past Simple**

My mum **made** my favourite food yesterday.
We **didn't live** in this house three years ago.
Did you peel the potatoes in the morning?
Yes, I did. / No, I didn't.

Present Perfect Simple

I **have** already **eaten** lunch.
We **haven't travelled** to Paris yet.
Have you ever visited a factory?
Yes, I have. / No, I haven't.

3 Read again and write T for True or F for False.

- The factory keeps all of the tomatoes.
- A washing machine washes the tomatoes.
- A machine peels the tomatoes first and then dries them.
- The people at the factory have made tomato sandwiches for the children.
- Khaled has lunch at home with his parents.

☐
☐
☐
☐
☐
4 Listen and complete.

- About _____ countries grow potatoes.
- Farmers in _____ grow more potatoes than farmers in other countries.
- Scientists are planning to grow potatoes on the _____.
- Bees don't visit potato _____ because they haven't got much nectar.
- There are lots of _____ in the potato fruit, but people can't eat it because it is poisonous.

**5 Look at the items below. Put a tick (✓) next to the things you have done, and then write when you did them. Then ask and answer in pairs.**

plant vegetables		
see a wild animal		
visit another country		
eat sushi		
watch a scary film		
meet a famous person		

Have you ever planted vegetables?

Yes, I have. I planted some beans last year.



(Farmers pick the tomatoes and take them to the factory.), *What happens next?* (The factory keeps the best ones, and then they wash them.), *What happens after they peel and cut the tomatoes?* (They use their special ingredients to make the sauce and juice and then a machine fills the cans and bottles with them.), *Does Khaled like tomatoes?* (Yes, he does.), *What has Khaled's mum made for lunch?* (His favourite dish, spaghetti with tomato sauce.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the story again and mark the sentences T for True or F for False. Make sure Ss justify their answers.
- Have Ss compare their answers in pairs, then check as a class.



1. F 2. T 3. F 4. T 5. F

- If time permits, ask a few Ss to read the story out loud or choose a few Ss to act out the story.

LOOK!

- Stand at the front of the classroom and say, *I have visited London, but I didn't ride the London Eye when I was there.*
- Write the sentence on the board, and ask Ss to tell you if they can recognise the two tenses that appear in the sentence. Elicit that *have visited* is the Present Perfect Simple tense of the verb *visit* and *didn't ride* is the Past Simple tense of the verb *ride* in negative form.

- Ask Ss if they remember when these two tenses are used. Elicit that the Past Simple is used to talk about something that happened at a specific time in the past, whereas the Present Perfect Simple is used for actions which happened in the past without saying when exactly, because it is not important.
- Explain to Ss that when using the Past Simple tense, it is common to state when the event or action took place.
- Point out that there are **time expressions** that can be used with each of the two tenses.
- Direct Ss' attention to the **Look!** box and ask them to read the sentences, questions and short answers and circle the time expressions they recognise.
- Refer Ss to the dialogue and ask them to underline any examples of the **Past Simple** and **Present Perfect Simple**. (e.g. *Yesterday our farmers picked these tomatoes and brought them to the factory.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the two tenses in a single sentence. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *I / eat / sushi / many times / but / I / not eat / any / Japanese restaurant / last night*).

Activity 4 L2.1

- Direct Ss' attention to the picture in the activity and ask them what they can see. (A plant with some flowers.)
- Then draw Ss' attention to the sentences in the activity and ask them to read them.
- Explain that they are going to hear a girl telling her friend about the potato plant. Tell Ss that they will have to listen carefully and complete the sentences with a word or number, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Fay: Hey, Lisa. What are you doing?

Lisa: I'm doing a project on potatoes. Did you know that about one hundred and twenty-five countries in the world grow potatoes?

Fay: Really?

Lisa: Yes, the potato is a very popular vegetable around the world, but farmers in China grow the most potatoes.

Fay: That's interesting.

Lisa: Listen! Soon, scientists are going to try to grow potatoes on the moon.

Fay: Wow! How do farmers grow potatoes?

Lisa: Well, they plant potato seeds to grow new potatoes. When the plant grows, it sometimes grows flowers too. Look at this picture.

Fay: Potato flowers? Amazing!

Lisa: Well, there isn't much nectar in them, so bees don't visit them.

Fay: Hey, what are those green things next to the potato flowers? They look like tomatoes.

Lisa: No, no. That's the potato fruit. They look like tomatoes and they have lots of seeds in them; but you mustn't eat them, because they are poisonous, you see. The only parts of the plant people can eat are the potatoes, which are the root of the plant.

Fay: Well, I'm hungry now. How about eating some crisps?

Lisa: Well, Mum hasn't gone to the supermarket, so we haven't got any crisps, but I think there are some boiled potatoes in the kitchen. They're healthier too.



1. one hundred and twenty-five (125)
2. China
3. moon
4. flowers
5. seeds

Activity 5 S2.5 L2.4

- Direct Ss' attention to the girls in the photo and ask them to read what they are saying.
- Then, draw Ss' attention to the table in the activity and ask them to read it.
- Explain to Ss that, in pairs, they will have to ask and answer about the things they have done and about when they did them.
- Invite a S to come to the front of the classroom to demonstrate the activity.
- Have Ss do the activity and go round the classroom monitoring the procedure.
- Ask **higher-performing Ss** to come up with additional experiences of their own to ask their partner about.
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.



Optional

Don't break the chain

- Have Ss form a circle. If you have got a large number of Ss, divide them into groups of five to six.
- Say, *I've been to France. I went last year.* The S to your right has to say what you said and add what he/she has done and when, e.g. *You have been to France. You went last year. I have tried skiing. I tried it in winter.* The S to his/her right does the same.
- Ss continue in the same manner. The S who doesn't remember a sentence someone else has mentioned is out of the game.



Before leaving

- Have Ss form a line and explain that they will have to form a sentence using the *Present Perfect Simple* and *Past Simple*.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Have **higher-performing Ss** write their sentences on the board, while allowing **lower-performing Ss** present their sentences orally by providing them with prompts.



Workbook

Activity 1 W2.2



1. peel
 2. washing machine
- A. 2
B. 1

Activity 2 R2.1



1. last month
2. for five years
3. for a week
4. last weekend
5. yet
6. have known
7. How long
8. didn't cook

Activity 3



1. have returned, returned
2. has done, did
3. has fed, fed
4. have been, was

Activity 4 L2.1

Listening transcript

Man: Welcome back to the game! We've got three more questions for our players, Barry and Frank. So far, Frank is winning with ten points, and Barry is second with nine points. Let's see who will be the winner of today's game! Barry? Frank? Ready?

Barry: Ready!

Frank: Let's go!

Man: OK, then! Where do panda bears live? A. in Canada, B. in Australia or C. in China? (buzzer sound) Yes, Barry.

Barry: Well, I know for sure that they don't live in Canada. I know they don't like hot and dry weather, so it probably isn't Australia. I think it's C. China!

Man: That's right! That's one more point for you, Barry! The next question is, Which country doesn't grow coffee? A. the USA, B. Brazil or C. India? (buzzer sound) Frank, tell us!

Frank: India doesn't grow coffee!

Man: I'm sorry, Frank. India and Brazil grow a lot of coffee actually. It's the USA that doesn't grow coffee, but many Americans drink a lot of coffee! OK, now the score is Barry - ten and Frank - ten. This last question will give us today's quiz show winner. How often do the Winter Olympics take place? A. every winter, B. every two years or C. every four years? (buzzer sound) Barry!

Barry: I think it's just like the summer Olympic Games; every four years.

Man: That's right, Barry! Well done! You are today's winner! Congratulations!



1. C 2. A 3. C



Language focus

Objectives

- to talk about traditional costumes from different countries
- to revise using different tenses together

Vocabulary

Verb: decorate

Nouns: pattern, wedding

Phrasal verb: turn into

Materials: fabric, linen

Structures

In the past, most women in India wore saris. Many women in villages haven't stopped wearing them, while other women don't wear them every day. They usually only wear them on special days.



Materials

- flashcards for *fabric, linen, pattern, decorate*

Revision (Optional)

- Ask Ss to tell you if they remember the process of turning tomatoes into tomato sauce and tomato juice from the previous lesson.

Lesson plan



Warm-up

- Ask Ss if they have ever worn a traditional costume and if so, have them explain to what kind of event and whether they enjoyed wearing it. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for the lesson (*fabric, linen, pattern, decorate*) on the board.
- Point to each flashcard, say the appropriate word and encourage Ss to repeat after you.
- Write a sentence on the board with the word *wedding* and the phrasal verb *turn into* and underline the items. For example, write:
My cousin had a quiet wedding on a beautiful beach on Hawaii.
I turned an old plastic bottle into a bird feeder and hung it in the tree in front of our house.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined word and phrasal verb.
- Have Ss open their books to p. 118 and point out the words / phrasal verb in the vocabulary section.
- Play the recording a few times and have Ss point to the words / phrasal verb and repeat.
- Say the words / phrasal verb again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

- Direct Ss' attention to the pictures and ask them what they can see [A long robe (kimono) and a long dress (sari)].
- Explain to Ss that they will have to look at the pictures and match the names of the traditional costumes (A-B) with the places they come from (1-2).

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to check their answers.
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *In the past, did people wear the same clothes they wear today?* (No, they didn't.), *What are traditional costumes?* (Clothes which people wore in the past and which they still wear on special occasions today.), *What is the kimono?* (It's a Japanese traditional costume.), *How did people decorate kimonos?* (They decorated them with flowers, butterflies and lots of colours.), *Did people make a different kind of kimono for summer and a different kind for winter?* (Yes, they did. They used heavy fabric for winter kimonos and a lighter fabric for summer kimonos.), *Do people wear kimonos today?* (Yes, they do. But usually only on special days, like when there are weddings or traditional events.), *What is the sari?* (It's the traditional dress for women in India.), *What did they make them from?* (They usually made them from cotton or silk.), *Did Indian women wear them in one way only?* (No, they didn't. They could wear them in more than one hundred ways.), *Do they decorate saris?* (Yes, they do. They always decorate them with lots of different colours and patterns.), *Do Indian women still wear saris today?* (Yes, they do.), *Do they only wear them in India?* (No, they don't. Women all over the world wear them.)



1. B 2. A

Activity 3 R2.1

- Direct Ss' attention to the six sentences and ask them to read them.
- Explain to Ss that they should read the texts again and mark the sentences with **KM** for kimono or **S** for sari.
- Have Ss compare their answers in pairs, then check as a class.



1. S 2. KM 3. KM
4. S 5. KM 6. S

- If there is time, ask a few Ss to take turns to read the texts out loud.

LOOK!

- Stand at the front of the classroom and say, *I always buy fresh fruit at the market. I have never bought a coconut so yesterday I bought one from the market.*
- Write the sentences on the board, and ask Ss to tell you if they can recognise the tenses that appear in the sentences. Elicit that *buy* is the Present Simple tense of the verb *buy*, *have bought* is the Present Perfect Simple tense of the verb *buy* and *bought* is the Past Simple tense of the verb *buy*.
- Ask Ss if they remember when each of these three tenses is used. Elicit the uses and write them on the board if necessary.
- Point out to Ss that many different tenses can be used together in natural speech to describe, talk about or narrate different events of one's life.
- Direct Ss' attention to the **time expressions** *always*, *never* and *yesterday* and ask them which of the three tenses they are linked with. Elicit Ss' answers and underline the time expressions in the sentences.
- Point out that they must pay careful attention to the **time expressions** that can be used with each tense.
- Direct Ss' attention to the Look! box and ask them to read it and circle the time expressions.
- Refer Ss to the texts and ask them to underline any examples of the *Present Simple*, *Past Simple* and *Present Perfect Simple*. (e.g. *In the past, people didn't wear the same clothes they wear now.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB for all of the tenses revised in the previous lessons.
- Ask Ss to provide extra examples of the uses of the tenses. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts for each tense to make their examples (e.g. *I / not see / panda bear / yet*). Tell them to pay special attention to the time expression provided in each set of prompts in order to help them decide which tense to use.

Activity 4 L2.1

- Draw Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they will hear a museum guide talking about clothing in ancient Greece. Tell Ss that they will

1



fabric



linen



pattern



decorate

turn into
wedding

2

Look at the pictures, and match the names of the costumes (A-B) with the places they come from (1-2). Then read and check your answers.

1. India ☐2. Japan ☐

Clothes now and then

In the past, people didn't wear the same clothes they wear now. Here are some traditional costumes that people wore in the past and which they still wear today on special occasions.

A. KIMONO

The kimono is a traditional Japanese costume. Both men and women wore it in their everyday lives in the past. Most kimonos had flowers, butterflies and lots of colours on them. The Japanese used silk, linen or cotton to make them. They used thick fabric to make kimonos for winter, and a lighter fabric for summer kimonos. They never threw old kimonos away. They usually turned them into bags, cases or clothes for children. Japanese people haven't stopped wearing kimonos. Today they usually wear them on special days, like when there is a wedding or a traditional event.



B. SARI

The sari is the traditional dress for women in India. People made saris from cotton or silk in the past, and Indian women wore them in more than one hundred different ways! Indian people always decorate saris with lots of different colours and patterns too. Some women wore saris every day, but they wore other special saris on special days, like when there was a wedding. Many Indian women still wear saris today in India and all over the world.

118

have to listen carefully and mark the sentences with T for True or F for False, according to what they hear.

- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Man: In ancient Greece, men wore a long robe called a chiton. Men spent many hours outdoors, so they made their clothes from linen, which is a light and cool fabric. Women wore a long dress called a peplos. They made it from a heavier wool material, and they always tied a thin belt around it. Women could wear the peplos in many different ways by changing the way they pinned or buttoned it. When the weather was very cold, men and women wore a large wool fabric over their clothes. Men also used it as a blanket when they were away from home. The ancient Greeks usually only wore shoes on special occasions, and when men worked, they often wore leather boots. Clothes were very expensive in ancient Greece because a lot of the materials came from other countries. They never threw away old clothes. They always used them again and again or turned them into other things, like bags. Now, let's move on to... (fade out)



1. F 2. T 3. T 4. F 5. T

Activity 5 R2.1



S5.1



- Direct Ss' attention to the quiz in the activity and ask them to read the sentences.
- Then draw Ss' attention to the girls in the activity and ask them to read what they are saying.

In the past, most women in India **wore** saris. Many women in villages **haven't stopped** wearing them, while other women **don't wear** them every day. They usually only **wear** them on special days.

3 Read again and write **KM** for kimono or **S** for sari.

- Men don't wear them. _____
- They made them with different kinds of fabric in summer and winter. _____
- Men and women wore them. _____
- They have got many different patterns on them. _____
- They used them to make bags and children's clothing. _____
- They wore them in more than one hundred ways. _____

4 Listen and write **T** for True or **F** for False.

- Ancient Greeks used silk to make men's clothes. ☐
- Women wore a long dress called a *peplos*. ☐
- Women wore the peplos in many different ways. ☐
- Ancient Greeks didn't wear shoes. ☐
- Clothes were expensive in ancient Greece. ☐

5 Work in pairs. Try to guess the correct answers. Then ask and answer questions with your partner.

- _____ wore togas.
A. Romans B. Ancient Greeks
 - The Wright brothers, who flew the first plane, were from the _____.
A. USA B. UK
 - The first shopping centre to sell clothes was in ancient _____.
A. Mexico B. Rome
 - The _____ have made silk for centuries.
A. Chinese B. Japanese
 - The ancient _____ used feathers to decorate their hats.
A. Maya B. Romans
- Did ancient Greeks wear togas?
No, they didn't. Romans wore togas.

- Explain to Ss that they will have to guess the correct answers to the quiz and then ask and answer the questions with their partner.
- Give Ss some time to answer the quiz questions individually. Then divide the class into pairs and have them do the activity. Go round the classroom monitoring the procedure.
- Check Ss' answers as a class and give them more information where necessary.
- Encourage **higher-performing Ss** to come up with a few more quiz questions of their own to ask and answer about with their partner.
- Have a few pairs of Ss come to the front of the classroom to act out their exchange.

1. A 2. A 3. B 4. A 5. A

Before leaving

- Have Ss form a line and explain that they have to form a sentence using the tenses revised in the lesson.
- Higher-performing Ss** can write their sentences on the board.
- To help **lower-performing Ss** give them slips of paper with prompts written on them to form their sentences.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1 W2.2 R2.1

1. linen
2. fabric
3. decorate
4. wedding
5. turn ... into
6. pattern

Activity 2 W1.1 W1.6

W2.2

1. Have you ever visited a clothes museum?
open answer
2. Do you often do arts and crafts?
open answer
3. Did you tidy your room last weekend?
open answer

Activity 3 R2.1 W2.2

1. was 6. have joined
2. started 7. meet
3. has been 8. haven't visited
4. have made 9. went
5. walk 10. didn't go

Optional

True or False?

- Ask Ss to close their books and explain that you are going to say a few sentences about the text they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- Play this game until you run out of sentences.

Note

- Prepare and bring slips of paper with a different book type written on each (*animal fiction, biography, adventure, mystery, fairy tale, poetry, etc.*) to the next lesson.



Language focus

Objectives

- to express an opinion and ask others for their opinions
- to revise and consolidate structures presented in previous lessons

Vocabulary

Nouns: fiction, biography, adventure, mystery, fairy tale



Materials

- flashcards for fiction, biography, adventure, mystery, fairy tale
- slips of paper with a different book type written on each (animal fiction, biography, adventure, mystery, fairy tale, poetry, etc.)

Revision (Optional)

- Explain to Ss that they will have to say a few things they found interesting from the text they were presented with in the previous lesson.
- Initiate a short class discussion. Ask Ss if they know of any other traditional costumes from other countries and on which occasions people wear them. Encourage them to justify their answers.

Lesson plan



Warm-up

- Ask Ss if they like reading books. Initiate a short class discussion about which books they've read recently and if they liked them. Encourage all of the Ss to participate and expand on their answers.



fiction



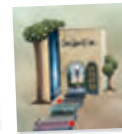
biography



adventure



mystery



fairy tale

1 🔊

2

Look at the book titles and read the summaries. Then match each book (A-E) with the type of book it is. There is one extra book type. 🔊

A



The One and Only Ivan After twenty-seven years in a glass cage, Ivan the gorilla doesn't miss life in the jungle. One day Ivan meets Ruby, a baby elephant, and everything begins to change.

1. mystery ☐

2. adventure ☐

3. animal fiction ☐

4. comic book ☐

5. biography ☐

6. fairy tale ☐

B

Jassim The Leader: Founder of Qatar Qatar is one of the richest countries in the world. This is the result of one amazing man – Jassim bin Muhammad Bin Thani. Read about his life and work.



C



Mystery of the Pink Owl Flu Who turned the school mascot pink? Romy wants to solve the case, but he quickly argues with his friends. Can Romy solve the mystery and keep his friends?

D

Island of the Blue Dolphins Alone and afraid, 12-year-old Karana must learn how to survive on a desert island. She learns how to build a shelter, find food and protect herself from wolves.



E



The Amazing Spider-Man Peter Parker is back! Follow him as he fights Electro and the Black Cat, and finds the way to become the friendly superhero everyone knows and loves.

3

Work in pairs. Exchange opinions about the books in activity 2. Use the expressions and adjectives in the boxes to ask for and express your opinions. 🗣️

Asking someone for their opinion

What's your opinion of... ?
What do you think about... ?

Expressing opinions

I think...
I believe...
In my opinion...
I (really) / (don't) like...

Adjectives

interesting
boring
adventurous
scary
sad
exciting
funny
cool

What's your opinion of *The One and Only Ivan*?

I believe it's interesting and funny.

120

Activity 1 R4.1 🔑

- Stick the flashcard for *fiction* on the board and write the phrase *Non-fiction* next to the flashcard. Explain to Ss that fictional books are stories that are **not** based on true events or on real people, whereas *non-fiction* books are based on real people or are books which have got facts in them, like dictionaries. Stick the flashcards for *adventure*, *mystery* and *fairy tale* below the flashcard for *fiction* and tell Ss that these three book types are fictional. Then stick the flashcard for *biography* below the heading *Non-fiction* and explain to Ss that biographies tell the story of a real person's life; therefore, they are non-fiction books.
- Give Ss a short description of each book type (adventure, mystery, fairy tale, biography) so as to help them understand the differences between each one. Then ask them to tell you any other book types they know of to add to the two categories on the board.
- Have Ss open their books to p. 120 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1  R4.1 

- Direct Ss' attention to the photos of the books and ask them what they think the lesson is about.
- Ask Ss to tell you what a book summary is. If they are not familiar with the term, explain that a book summary is a short description of what a book is about.
- Explain that they have to look at the book titles, read the summaries and match the books (A-E) with the book types (1-6). Point out that there is one book type that they will not need to use.
- Allow Ss some time to do the activity, individually or in pairs.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to check their answers.
- Have Ss read the book summaries again and check comprehension.
- Ask Ss some questions about the book summaries. *Who are the main characters in 'The One and Only Ivan'?* (Ivan the gorilla and Ruby a baby elephant.), *What do readers learn about in the book 'Jassim The Leader: Founder of Qatar'?* (They learn about his life and work.), *What mystery does Romy want to solve?* (He wants to find out who turned the school mascot pink.), *Where does the story of Karana take place?* (On a desert island.), *Who is Spider-Man fighting in this comic book?* (Electro and the Black Cat.)
- Ask Ss which of the books they would be interested in reading and have them explain why.
- If time permits, ask a few Ss to read the book summaries out loud.


1. C 2. D 3. A 4. E 5. B
Activity 3 S1.2  L2.4 

- Direct Ss' attention to the children in the activity and ask them to read what they are saying.
- Then draw Ss' attention to the boxes with the expressions for asking for and expressing an opinion as well as to the box with the adjectives and ask them to read them.
- Point out to Ss that when we express an opinion or ask someone for their opinion, it is common to use these expressions to do so.
- Explain to Ss that, in pairs, they have to discuss the books presented in the previous activity and ask for and express their opinions about them using the expressions in the boxes.
- Point out that SA has to ask for his/her partner's opinion about a specific title and SB has to express his/her opinion. Then Ss change roles.
- **Higher-performing Ss** can add more adjectives to the list to use with their partner.
- If necessary, invite a S to come to the front of the classroom with his/her book to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- While Ss are doing the activity, go round the classroom, monitoring the procedure and making sure Ss change roles.
- Have a few pairs of Ss come to the front of the classroom to present their exchange.


open answers
Optional
What kind of book is it?

- Divide the class into groups.
- Give each group a piece of paper with a different book type written on it (*animal fiction, biography, adventure, mystery, fairy tale, poetry, etc.*).
- Give each group a piece of A4 paper and explain that each group will have to write a short book summary, up to five sentences, based on the book type their group was assigned.
- Allow Ss some time to write their summaries, and then choose one S from each group to come to the front of the classroom and read his/her group's summary.
- The other four teams have to listen and try to guess what kind of book type the other group has got. The first team to guess correctly earns a point.
- Continue the same procedure until every group has presented its summary to the other groups. The group with the most correct guesses wins the game.


Before leaving

- Have each S say his/her opinion about one of the books they were presented with in this lesson.
- Make sure all of the Ss express their opinion before they leave the classroom. **Higher-performing Ss** can write their opinion on the board.


Workbook
Activity 2 R2.1  R4.1 

1. F 2. D 3. A 4. E
Activity 2 R2.1  R1.1 

1. E 2. D 3. B 4. A 5. C

**Language focus****Objectives**

- to read a biography
- to revise and consolidate structures and vocabulary presented in the previous lessons
- to learn how to write a biography

Revision (Optional)

- Have Ss do activity 3 in the SB from the previous lesson.
- Make sure Ss are divided into different pairs than they were in during the previous lesson.

Lesson plan**Warm-up**



- Ask Ss to think about a famous person they admire and have them tell you about him/her. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R2.1

- Have Ss open their books to p. 121.
- Direct Ss' attention to the biography. Explain to Ss that this is a biography about a famous footballer.
- Explain to Ss that they are going to read the biography and talk about how they can write a biography of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out at which club Khalfan Ibrahim Khalfan began playing professionally and how old he was when he moved back to Al Arabi Sports Club. (He started playing professionally for Al Sadd and he moved back to Al Arabi Sports Club when he was twenty-nine years old.)
- Have Ss read the biography again and check comprehension.
- Ask Ss some questions about the biography. *Where is Khalfan from?* (He's from Qatar.), *Which team does he play for?* (He plays for Al Arabi and the Qatari national team.), *What happened in 2006?* (He won the Asian Player of the Year award.), *When was he born?* (On 18 February 1988.), *When did he start playing professionally?* (In 2004.), *Why did he miss the 2007-2008 football season?* (Because of an injury.), *What happened in 2011?* (Khalfan and his team, Al Sadd, won the AFC Champions League.), *Why does the writer admire Khalfan?* (Because Khalfan has shown him that with hard work, anything is possible.)
- Draw Ss' attention to the boxes around the biography and read them out loud. Point out to Ss that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the biography out loud.

Writing tip

- Direct Ss' attention to the *Writing tip* box and ask them to read it.
- Read the tip aloud and ask Ss to follow along in their books as you read.
- Read the *Writing tip* again, explaining each step as you go along.

- 1 Below is a biography Khaled has written about his favourite athlete. At which club did Khaled's favourite athlete begin playing professionally? How old was the footballer when he moved to Al Arabi Sports Club again? Read and answer.  

Who is the biography about?

What is he/she famous for?

When and where was he/she born?

Describe an event in his/her life.

What are some of his/her important achievements?

What has he/she done lately?

Khalfan Ibrahim Khalfan

Khalfan Ibrahim Khalfan is a famous footballer from Qatar. He plays for Al Arabi and the Qatari national team. In 2006, he won the Asian Player of the Year award. He was the first Qatari footballer to win this award.

Khalfan Ibrahim Khalfan was born in Doha, Qatar on 18 February 1988. His father was a famous footballer and Khalfan has followed in his father's footsteps. He began his football career as a youth player for Al Arabi Sports Club. In 2004, he started playing professionally for Al Sadd. He played an important part in helping the team win many titles during his time there.

Khalfan missed the 2007-2008 season because of an injury. However, he returned for the 2008-2009 season stronger than ever. He scored eight goals in Al Sadd's first six games. In 2011, Khalfan and his team, Al Sadd, won the AFC Champions League. A great achievement for any footballer.

In July 2017, at the age of twenty-nine, Khalfan moved to Al Arabi Sports Club, which his father played for too. He has shown me that with hard work, anything is possible. He is the best athlete ever!




Writing tip

When you write a biography:

1. Give your biography a title.
2. Separate your text into four paragraphs. Answer specific questions in each paragraph, and list the events of the person's life in chronological order.
3. Use the **Present Perfect Simple** to talk about the things the person has done or has achieved at an unspecified time.
e.g. *Khalfan has followed in his father's footsteps.*
4. Use the **Past Simple** to talk about the things the person did or achieved at a specific time or age. Don't forget to use time expressions, like *a few years ago*, *at the age of*, *in 2014*, etc.
e.g. *In July 2017, at the age of twenty-nine, Khalfan moved to Al Arabi Sports Club.*

How are you affected by this person?

121

A Optional

Silly tales

- Give the first S in each row of desks a plain piece of A4 paper.
- Tell the first person in the row to write a sentence, fold the paper and pass it to the S sitting behind him/her while telling him/her the last three words he/she wrote on the paper. The second S does the same.
- Ss continue to write, fold and pass the paper down the row until it reaches the last S.
- After writing his/her own sentence the last S in each row has to unfold the paper and begin reading the funny story from the very top of the page.
- Have each row of Ss take turns reading their stories.
- To continue the game have Ss write on the other side of the page and have the last S in each row go to the front of the row.
- You may want to make the game more fun by having Ss vote for the best story.

Before leaving

- Explain to Ss that they have to say one thing they remember about writing a biography.
- Make sure all Ss say at least one thing before they leave the classroom.

Workbook

Activity 2 R2.1 W2.2



1. She is a famous tennis player. / She is the first African-American woman to become the number one tennis player in the world.
2. She was born in California, USA.
3. Her father taught her how to play tennis.
4. She has opened her own business, and she designs clothes and furniture.

Activity 2 W2.2



open answers

Activity 3 W1.2

W1.3 W1.4 W1.6

W2.2 W3.2

- Ask Ss to go to the WB p. 138 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the WB for the writing task.
- Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom.



open answers



Language focus

Objectives

- to listen to a factual text and read for pleasure
- to revise and consolidate structures and vocabulary presented in previous lessons

Vocabulary

Nouns: rubber, tyre, liquid, temperature, silkworm, fibre, cocoon, tube



Materials

- flashcards for *rubber, tyre, liquid, temperature, silkworm, fibre, cocoon, tube*

Revision (Optional)

- Have Ss come up to the front of the classroom and present the biographies they wrote (WB, Project, Activity 3) in the previous lesson.

Lesson plan



Warm-up

- Ask Ss if they have ever heard about *natural* and *man-made* materials. Initiate a short discussion and encourage all of the Ss to participate. If they haven't, write the two terms on the board and explain them to Ss, giving them examples of each kind of material. Once you have done this, ask them to add a few more materials to each list so as to make sure they have understood the difference.

Activity 1 R4.1 🔑

- Stick the flashcards of the lesson (rubber, tyre, liquid, temperature, silkworm, fibre, cocoon, tube) on the board and name them one by one. Encourage Ss to repeat after you.
- Have Ss open their books to p. 122 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

1 🔊



rubber



tyre



liquid



temperature



silkworm

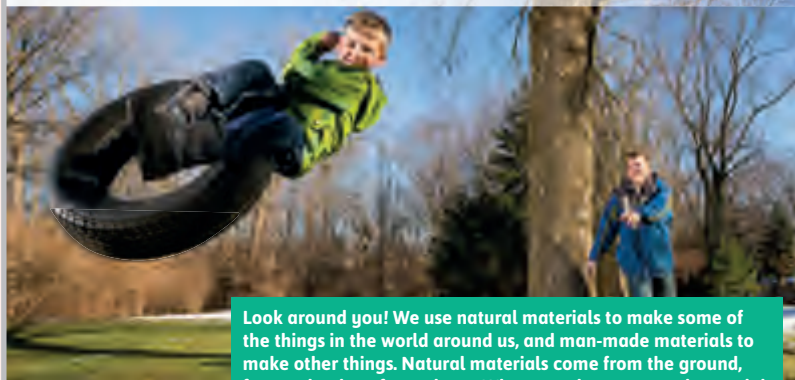


fibre



tube

2 Read and answer. Are rubber, glass and silk natural materials? 🔊

Natural and
man-made materials

Look around you! We use natural materials to make some of the things in the world around us, and man-made materials to make other things. Natural materials come from the ground, from animals or from plants. When people use natural materials to make new materials, we call them man-made materials.



Rubber

Rubbers, balloons and tyres are all made from rubber. But where does rubber come from? Natural rubber comes from the liquid inside the rubber tree. This liquid is white – in fact, it looks like milk. Natural rubber isn't very strong. When people started using it, they had lots of problems. One of these problems was that it became very hard in the winter, but it melted in the summer. Scientists and engineers discovered how to make natural rubber stronger, but also how to create man-made rubber.



122

Activity 2 R2.1 A T B

Before reading

- Direct Ss' attention to the title of the text and the photos and ask them to guess what it is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional. (It's factual.)

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out if rubber, glass and silk are natural materials. (Rubber is both a natural and a man-made material, glass is a man-made material and silk is a natural material.)
- Direct Ss' attention to different parts of the text and ask them to find and circle the words from the vocabulary section that appear in the text. (**Rubber:** Rubber, tyres, rubber, rubber, liquid, rubber, liquid, rubber, rubber, rubber, **Glass:** Glass, temperatures, glass, glass, glass, tube, glass, **Silk:** Silk, fibre, silkworms, cocoons, silk, silk, silkworms, silk, Silk)
- Have Ss read the text again and check comprehension.
- Talk about each section of the text.

Part 1 (Rubber): Rubber is both a natural and man-made material. It comes from the rubber tree naturally and it is actually in a white liquid form. People take this natural material and make it harder and stronger. Many things we use today are rubber.

Frame 2 (Glass): People use sand to make glass. They have to heat it at

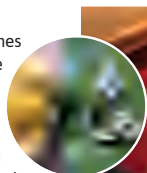


Glass

Glass is a man-made material. People make it from sand. They heat the sand at high temperatures to make glass. The first people to make glass in ancient times were from Mesopotamia. They used it to make jars and vases. During the first century CE, people started making glass objects by blowing air down a tube. Today we use glass to make lots of things, like bottles or dishes.

Silk

Silk is a natural material. In fact, it is a fibre that comes out of silkworms' heads when they build cocoons. The ancient Chinese used silk more than 4,500 years ago. They sold silk, but they didn't tell people how they made it. In around 500 CE, some explorers visited China and took some silkworms back to Europe, and people there started making silk too. Silk is a light and soft material and it is usually very expensive.



3 Read again and answer the questions. A1 B

1. Where does natural rubber come from?
2. What problem did people have with natural rubber?
3. How do we make glass?
4. What did people make with glass in the past, and what do they make now?
5. How do silkworms make silk?
6. When did people in Europe start making silk?

Let's chat

What else can we make from rubber, glass and silk? What other materials can you think of? Are they natural or man-made? What do we use them for?

very high temperatures to make it, though. The first people to make glass items were from Mesopotamia.

Frame 3 (Silk): Silk is a natural material. Silkworms produce this fibre when they build their cocoons. The Chinese were the first people to make and use silk.

- Ask Ss some questions about the text. *Where do natural materials come from?* (They come from the ground, from animals or from plants.), *What are man-made materials?* (They are natural materials that people can use to make new ones.), *What are some things that are rubber?* (Rubbers, balloons and tyres.), *Is natural rubber strong?* (No, it isn't.), *What did scientists and engineers discover?* (They discovered how to make natural rubber stronger and how to create man-made rubber.), *How do we make glass?* (We heat sand at high temperatures to make glass.), *What happened during the 1st century CE?* (People started making glass objects by blowing air down a tube.), *What is silk?* (It's a natural material which silkworms produce when they build their cocoons.), *What did the Chinese do?* (They sold silk, but they didn't tell people how they made it.), *What happened around 500 CE?* (European explorers took some silkworms from China back to Europe, and people there started making silk too.), *Is silk a heavy material?* (No, it isn't. It's a light and soft material.), *Is it expensive?* (Yes, it is.)

Activity 3 R2.1 A1 B

- Direct Ss' attention to the questions and ask them to read them.
- Explain to Ss that they have to read the text again and answer the questions.

- Have Ss compare their answers in pairs, then check as a class.



1. It comes from the liquid inside the rubber tree.
2. It became hard in the winter, but it melted in the summer.
3. We make glass by heating sand at high temperatures.
4. They made jars and vases with glass in the past, and now they make lots of things, like bottles or dishes.
5. A fibre comes out of silkworms' heads when they build cocoons.
6. In around 500 CE.

- If time permits, have a few Ss take turns to read the text out loud.

Post-reading

Let's chat

S1.2 L2.3

- Direct Ss' attention to the box and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer:

We can make toys, boots and raincoats using rubber, sunglasses and light bulbs using glass, and shirts and pyjamas using silk. Other materials I can think of are cotton, wool, plastic and bamboo. Cotton, wool and bamboo are natural materials which people use to make lots of things like, towels, blankets, socks and bed sheets. On the other hand, plastic is a man-made material. People use it to make lots of things, like bottles, glasses and many things that were only glass in the past.

A Optional

True or False?

- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the texts they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false statements.
- Play this game until you run out of sentences.

Before leaving

- Explain to Ss that they have to form a sentence with one of the vocabulary items presented in this lesson.
- Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss participate before they leave the classroom.

**Workbook****Activity 1 R2.1** 

- tyre
 - cocoon
 - fibre
 - temperatures
- A. tyre
B. cocoon
C. fibre
D. temperatures

Activity 2 R2.1 

- B
- D
- A
- A
- C
- C

Activity 3 W2.2 **open answers**

(Suggested answer:
'Nature's presents')

1 Listen and say.

/ei/

eight



weight



/ei/

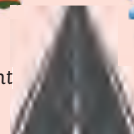
snail



rain



straight

**2** Listen and say. Then circle the /ei/ sounds. **Eight snails**

Eight snails in the rain.
Look at their trails!
They aren't straight.

Eight snails in the rain
Are moving so slow.
They're waiting to see
the rainbow.

124



PHONICS

**Language focus****Objectives**

- to practise the pronunciation of **ei** /ei/, **ai** /ai/
- to say a phonics chant/poem

Vocabulary

eight, weight, snail, rain, straight

Phonics

the /ei/ sound in the ei and ai digraphs

**Materials**

- flashcards of **eight**, **weight**, **snail**, **rain**, **straight**
- phonics cards of **eight** and **snail** (TB pages 259-260 – one set per S)

Revision (Optional)

- Ask Ss what they remember from the text about natural and man-made materials.

Lesson plan



Warm-up

- Write the sound /ei/ on the board. Draw two lines and write ei and ai underneath. Under each digraph, stick the flashcards with the words that contain each of them.
- Point to ei and say /ei/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (eight) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the ai digraph.

Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording and have Ss listen, point and repeat.

Listening transcript

/ei /, /ei /, eight, weight

/ei /, /ei /, snail, rain, straight

- Encourage Ss to tell you more words that contain the digraphs ei and ai.

Activity 2 L2.1

- Direct Ss' attention to the picture. Ask Ss what they can see. (A girl standing in her garden in the rain. She's looking at some snails.)
- Ask Ss, *Where is the girl?* (She's in the garden.), *What's the weather like?* (It's raining.), *What is the girl looking at?* (She's looking at some snails.), *What are the snails doing?* (They're moving really slowly.), *What can you see in the sky?* (There is a rainbow.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the words containing the /ei/ sounds.
- Play the chant/poem *Eight snails* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the words containing an /ei/ sound.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.

The activity is recorded both as a chant and as a poem.



circled: Eight, snails, Eight, snails, rain, trails, They, straight, Eight, snails, rain, waiting, rainbow



TPR Activity

- Photocopy and give Ss the phonics cards for *eight* and *snail*.
- Explain that they have to say the chant/poem and raise the *eight* phonics card when they hear a word containing the /ei/ sound which is spelt with **ei** and the *snail* phonics card when they hear a word containing the /ei/ sound which is spelt with **ai**.



Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker.
- Call out one of the words Ss learnt in the lesson, e.g. *snail* and have Ss write the digraph on the board, e.g. *ai*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.



Optional 2

Sound hold-up

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards of the pictures of words that have the digraphs ei and ai in them and say the word.
- Ss will have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is eliminated from the game.
- Make the game more challenging by showing the cards quickly and hiding them.
- Play the game until all of the flashcards have been used up.



Workbook

Activity 1 L2.1

Listening transcript

1. rain
2. weight
3. eight
4. snail
5. straight



A. 3 B. 4 C. 2 D. 1 E. 5

Activity 2 L2.1

Listening transcript

1. straight
2. weight
3. snail
4. eight
5. rain



1. ai 2. ei 3. ai 4. ei 5. ai

Activity 3 W2.2



1. ai, straight
2. ai, rain
3. ei, eight
4. ei, weight
5. ai, snail



Language focus

Objectives

- to provide Ss with cross-curricular information on Science
- to talk about fossil fuels

Vocabulary

Verbs: burn, die

Nouns: coal, gas, petrol, electricity, mud



Materials

- flashcards for coal, gas, petrol, electricity, mud, burn

Revision (Optional)

- Revise the phonics items from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan



Warm-up

- Write the phrase *Fossil Fuels* on the board and explain it to Ss. Tell Ss that fossil fuels are materials that have been formed in the earth from dead plants and animals that have been buried under the ground for millions of years. Ask Ss to tell you what they think fossil fuels are used for. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 🔑

- Stick the flashcards for coal, gas, petrol, electricity, mud and burn on the board.
- Point to each flashcard, say the word and encourage Ss to repeat.
- Write a sentence on the board with the verb *die*. For example, write: *If you don't water the plant every week, it will die.*
- Ask Ss to read the sentence out loud and infer the meaning of the underlined verb.

- Have Ss open their books to p. 125 and point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1 📖

- Direct Ss' attention to the photos and ask them to name as many items as they can.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where we can find fossil fuels. (We can find them deep inside the earth.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What are coal, oil and natural gas?* (They're fossil fuels.), *How do fossil fuels form?* (They form from plants and animals that died millions of years ago.), *What happened to those plants and animals?* (They sank into mud or sand and they were turned into coal, oil or natural gas.), *How can people use fossil fuels?* (They can burn them to get energy or use them to make different things.), *What is oil?* (It's a liquid fossil fuel.), *What is another name for oil and what does it mean?* (Another name for oil is petroleum and it means 'rock oil'). *Why do people also call oil 'black gold'?* (Because it is expensive and its colour is usually dark.), *What do people use oil for?* (They use it to make plastic, petrol and medicine. They also burn it to heat houses and to create electricity.), *What happens when people burn oil?* (It creates gases which can be dangerous for people and the environment.), *What is coal?* (It is a kind of black or brown rock.), *Where did people first use coal?* (In ancient China.), *What did they use it for?* (They used it to cook food and heat their homes. Later, they burnt it to create electricity and as fuel for ships and trains.), *Is coal expensive?* (No, it isn't.), *What happens when people burn coal?* (It pollutes the atmosphere.), *Where do people find natural gas?* (They usually find it near oil.), *What do they use it for?* (They use it for heating homes and cooking. Some cars also use natural gas, which is cheaper than petrol.), *Is natural gas more friendly to the environment than oil and coal?* (Yes, it is because when people burn it it doesn't pollute the environment very much.)

Activity 3 R2.1 📖

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain that they have to read the text again and tick (4) the appropriate answers. Point out that there may be more than one answer for each sentence.
- Have Ss compare their answers in pairs, then check as a class.



	Oil	Coal	Natural gas
1. People used it to cook food.		4	4
2. It doesn't pollute the atmosphere very much when we burn it.			4
3. People use it to make medicine.	4		
4. It is the most expensive of all.	4		
5. It creates electricity when burnt.	4	4	
6. The Chinese used it first.		4	

- If time permits, have a few Ss read the text out loud.



Optional

True or False

- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the text they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true statements and fold their arms in front of them when they hear false statements.



1



coal



gas



petrol



electricity



mud



burn

die

2 Read and answer. Where can we find fossil fuels?

Fossil fuels

Coal, oil and natural gas are fossil fuels. We find them deep inside the earth. Plants and animals that died millions of years ago sank into mud or sand and turned into coal, oil or natural gas. People burn fossil fuels to create energy, or they use them to make different things.



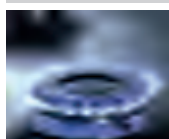
A. Oil Oil is a liquid fossil fuel. Another name for oil is petroleum. It means 'rock oil' because we find this oil inside rocks. Another name for it is 'black gold' because it is expensive and it is dark in colour. People use oil to make plastic, petrol and medicine. We also burn it to heat houses and to create electricity. However, when we burn it, it creates gases which can be dangerous for people and the environment.

B. Coal

Coal is a kind of black or brown rock. Plants buried under other plants and mud a long time ago created this fossil fuel. The people of ancient China used coal first. They used it to cook food and to heat their homes. Later many people burnt coal to create electricity, and as fuel for ships and trains. Coal is not very expensive, but when we burn it, it pollutes the atmosphere.



C. Natural gas



We usually find natural gas near oil. People use it for heating homes and for cooking. Today there are also cars that use natural gas, which is usually cheaper than petrol. Natural gas is 'greener' than oil and coal. It doesn't pollute the environment very much when we use it.

3 Read again and tick (4). There may be more than one answer for each sentence.

1. People use it to cook food.

2. It doesn't pollute the atmosphere very much when we burn it.

3. People use it to make medicine.

4. It is the most expensive of all.

5. It creates electricity when burnt.

6. The Chinese used it first.

	Oil	Coal	Natural gas
1. People use it to cook food.			
2. It doesn't pollute the atmosphere very much when we burn it.			
3. People use it to make medicine.			
4. It is the most expensive of all.			
5. It creates electricity when burnt.			
6. The Chinese used it first.			

125

Before leaving

- Ask Ss to tell you one thing they remember from the text.
- Make sure all of the Ss say something about the text before they leave the classroom.

Workbook

Activity 1 W2.2

1. mud 2. gas, petrol 3. died 4. burnt 5. Coal 6. electricity

Activity 2 L2.1

Listening transcript

Nasser: Hey, Fahad. Do you know anything about natural gas?

Fahad: Um... not really. Are you doing a project again?

Nasser: Yes, and I'm going to tell you all about it! Listen. Natural gas is a cleaner fossil fuel.

Fahad: Why?

Nasser: Well, because it doesn't pollute the environment as much as other fossil fuels like coal or oil.

Fahad: I see. What do we use it for?

Nasser: The same thing we use oil for – electricity, heating and a lot of cars use it too!

Fahad: Where do we find natural gas?

Nasser: Well, we usually find it near oil. That means that it exists in countries where there is oil, like Russia and the US. Did you know that the third biggest natural gas reserve is here in Qatar?

Fahad: Really?

Nasser: Yes. In fact, Qatar holds fourteen percent of the world's natural gas. But the most important thing is that Qatar makes the most liquid natural gas.

Fahad: What's that?

Nasser: Well, scientists cool the natural gas at very low temperatures and it turns into liquid. This makes it easy to move to other cities or countries. Then when we heat it, it becomes natural gas again.

Fahad: Wow! Amazing!



1. B 2. B 3. A 4. B 5. B

Did you know?

- Natural gas can be turned into a liquid when scientists cool it to a temperature of minus one hundred and sixty-seven degrees celsius.
- You can ask Ss to search the Internet for more information about facts about natural gas and/or other types of fuels.

Project work W1.3

- Ask Ss to use the Internet to find information about other types of fuels. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or photos), with brief sentences underneath them describing the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.



Language focus

Objectives

- to revise and consolidate structures and vocabulary presented in previous lessons

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, CLIL 5, Project Work).

Lesson plan



Warm-up

- Stick some of the flashcards from the previous lessons in this Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes and hide one of the flashcards. When Ss open their eyes, they must try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss must try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

Activity 1 L2.1

- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain to Ss that they will listen to three children talking and that they have to tick the appropriate picture which answers the question given.
- Play the recording once and have Ss tick the correct picture.
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening

- 1 Listen and tick (4) the correct picture. 🔊

1 What does Linda's dad buy for her mother?



A ☐



B ☐



C ☐

2 What is Peter talking about?



A ☐



B ☐



C ☐

3 What happened to Jack?



A ☐



B ☐



C ☐

Speaking

- 2 Talk in pairs. Have you ever done any of the following? Discuss the details. 🗣️

make something from different materials

What?
When?
Was it a gift?
How / feel?

meet a famous person

Who?
When?
Where?
How / feel?
ask / autograph?

read an interesting book

What kind?
Which one?
What / about?
Why / like it?

Have you ever made something from different materials?

Yes, I have.

What did you make?

I made a bracelet for my best friend.

126

Listening transcript

1. **Linda:** Hey, Dad. What are you doing? Are you shopping online?

Dad: Yes, Linda. I want to buy a present for your mum. Any idea what she might want? What about this necklace?

Linda: Let me think.... Mum doesn't really like necklaces.

Dad: Earrings maybe? Look at these ones. They're gold.

Linda: Maybe... but Mum really likes bracelets.

Dad: Let me check...

Linda: Wow! That bracelet is perfect for Mum! And it's silver. She likes silver jewellery.

Dad: I'll buy it then! Thanks for your help, Linda.

2. **Peter:** Ready to play one more round, Brad?

Brad: Sure, Peter!

Peter: My turn now. What is it? It grows in hot countries, like Brazil. And Brazil actually produces a lot of it every year.

Brad: Is it corn?

Peter: No, Brad. Please wait. I'll give you some more clues. It's brown and people usually drink it in the morning.

Brad: I know that! It's tea!

Peter: You've got one more chance, Brad. Listen carefully. Some people say that it helps you wake up in the morning. You can use it in cakes or

sweets too, but you have to add sugar to make it sweet.

Brad: Wait! It's coffee!

Peter: That's right!

3. Fred: Hi, Jack! I heard you had an accident. Are you OK?

Jack: Hi, Fred. I'm better now. Thanks.

Fred: How did it happen?

Jack: Well, we had a football game last Saturday, and the coach asked me to play because Mark was ill. Anyway, he told me to be careful, but you know me.... At some point, I had the ball and I was running really fast. I didn't want to pass the ball. Suddenly, I slipped and fell. I don't remember much after that.

Fred: That's awful! Does your head hurt now?

Jack: A little, but not as much as it did on Saturday. I'm lucky I didn't break an arm or a leg.

Fred: You really are! Get well soon, Jack.

Jack: Thanks, Fred!

1. A 2. C 3. B

Activity 2 S1.1 S2.2 S2.5 S5.1

- Direct Ss' attention to the girls in the activity and ask them to read the exchange.
- Then draw Ss' attention to the three boxes in the activity and ask them to read them.
- Divide Ss into pairs. Explain that they are going to ask and answer questions with their partner about different experiences they may have or things they may have done in the past, using the prompts in the boxes.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Go round the classroom monitoring the procedure.
- Have a few pairs of Ss come to the front of the classroom and act out their exchange.

open answers

A Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this Module and draw the corresponding number of steps, e.g. four steps for the word tube.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word.

Before leaving

- Ask Ss to form a few sentences about themselves using the structures revised in this Module (*Present Simple, Past Simple, Present Perfect Simple, etc.*)
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1 R2.1 W2.2

- | | |
|------------------|-------------------|
| 1. rubber | E. linen |
| B. cotton | F. leather |
| C. silk | G. silver |
| D. wool | |

Activity 2 R2.1

- | | |
|------------------|--------------------|
| 1. cocoon | 4. necklace |
| 2. fabric | 5. pattern |
| 3. peel | 6. wedding |

Activity 3

- | | |
|------------------------|------------------------|
| 1. visit | 4. use |
| 2. watched | 5. designed |
| 3. didn't clean | 6. doesn't give |

Activity 4

- | |
|-------------------------|
| 1. wrote |
| 2. has been |
| 3. did ... do |
| 4. Have ... read |

Activity 5 R2.1

- | | | | | |
|-------------|-------------|-------------|-------------|-------------|
| 1. F | 2. F | 3. T | 4. T | 5. F |
|-------------|-------------|-------------|-------------|-------------|

Activity 6 W2.2 W1.3

- | |
|--|
| 1. They make glass by heating sand at high temperatures. |
| 2. Rubber is both a man-made and a natural material. |
| 3. They use a fibre that comes out of their heads. |
| 4. They pick tomatoes from farms, they wash them, peel and cut them and then add special ingredients to make sauce. |

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find in which category they belong.



STORY

Gulliver in Lilliput

**When students complete this section,
they will be able to:**

Story

- participate actively in reading very simple and short fiction and non-fiction print and digital texts of interest (R5.1)
- narrate, with support, short, basic stories, events and experiences (S5.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- explain, with support, basic opinions (S1.2)
- describe, with support, people, places and objects using suitable statements (S2.2)
- recognise and use, with a little support, key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- follow and identify independently basic opinions in longer simple texts (L2.2)



This short story can be exploited in various ways, depending on the Ss' needs, the teacher's priorities and the time available. Some ideas on how to approach the story, including a number of extra pre-reading and post-reading activities are presented below.

Before reading R5.1 S5.1

It is advisable to get the Ss interested in the story and arouse their curiosity about the characters, places and themes before they actually start reading it.

It is also advisable to spend some time doing some pre-reading activities.

- Write the title of the story on the board. Ask Ss some general questions about the title and encourage them to predict what the story is about.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss if they know who the author of the story is and if they know the title of the book from which this story comes.
- Have Ss do some online research, in order to find the answers to these questions and then discuss their findings as a class.
- Have Ss open their books to pp.127-129 and ask them to look at the pictures. Then ask them some general questions about them. For example:
 - Describe what you see in the (first) picture.
 - Which of the characters in the pictures do you think the title refers to?
 - What kind of relationship do you think the people in the first picture have got?
 - Where are they?
 - What's wrong with Gulliver in the second picture?
 - Do you think the little people are friendly?
 - How do you think Gulliver feels in the second and third pictures?
 - How do you think the little people feel?
 - What is happening in the last picture?
 - Who do you think the man with the sword is?

While reading R2.1

- Have Ss read the story or part of the story and check comprehension.
 - What is Gulliver's job? (He is a doctor.)
 - Why did Gulliver become a ship's doctor? (He became a ship's doctor because he needed money.)
 - Where did the ship leave from? (It left from the port in Bristol.)
 - What happened to the ship? (It ran into a terrible storm, hit a rock and sank.)
 - Could Gulliver understand what the little people were saying to him? (No, he couldn't understand the language they spoke.)
 - What did the little men give Gulliver? (They gave him food and water.)
 - How did they move Gulliver? (They put him on a big platform.)
 - What did they put round his leg when they untied him? (They put a big chain round his leg.)
 - What was the place Gulliver visited called? (It was called Lilliput.)

- Who taught Gulliver Lilliputian? (Six teachers taught him Lilliputian.)
- Who didn't like Gulliver? (Skyresh Bolgolam didn't like him.)
- Did the king set Gulliver free? (Yes, he did.)
- Have Ss do the activities on p. 130 and check answers as a class.

Activity 4 L2.2

Listening transcript

Man: So boys, did you read the story?

Joe: I did, Mr Hanks.

Alan: Me too, Mr Hanks.

Man: Great! Today, I'd like to talk about the characters. Joe, who was your favourite character in the story?

Joe: I didn't like just one character. I liked the people of Lilliput. They are funny!

Man: Funny? Why do you think that?

Joe: Because they are so small, but they tie Gulliver and take him to their king.

Alan: I thought it was funny too! But my favourite character is the king of Lilliput. I think he is a good king because he is polite and kind to Gulliver, and he isn't afraid of Gulliver's height.

Man: I see. You are right about that, Alan. The king is a good man. Gulliver is a good person too, right?

Joe: Yes, he is! He helps the people of Lilliput!

Man: That's right, Joe! Now, what do you think about Skyresh Bolgolam? Why doesn't he like Gulliver?

Joe: Well, I think he doesn't like him because he is afraid of him.

Man: Why do you think he's afraid of him?

Joe: Because Gulliver is so big and tall. I don't like Skyresh Bolgolam. He isn't nice to Gulliver.

Man: Well done, Joe. You're right. Now, let's talk about...
(fade out)

Post-reading S1.2 S2.2

- Ask Ss questions that require a personal response. For example:
 - Do you know another story in which a hero visits a strange place?
 - Do you think Lilliput really exists?
 - How would you feel if you were in Gulliver's place?
 - Would you prefer the story to end differently? If so, how?
- If time permits, have a few Ss take turns reading the story out loud or acting out part of the story in front of the class.

Optional

Make a character poster

- Ask Ss to choose one of the characters from the story and draw a picture of him/her on a big sheet of paper.
- Ask Ss to write down several lines from the story as well as their opinions of the character, in boxes or speech bubbles all around their picture.

Gulliver in Lilliput

Gulliver was born in a village in England and became a doctor when he grew up. He needed money, so he decided to become a ship's doctor. He went to the London docks and met Captain William Pritchard. 'I am looking for a doctor to work on my ship. We are going to travel to the East Indies,' said Captain Pritchard. 'I will be happy to work for you,' answered Gulliver. Captain Pritchard told Gulliver that they were leaving from the port in Bristol on 4 May. Gulliver was at the **port** early in the morning, ready to sail off to the East Indies.



It was a long **journey**. One day, the ship ran into a terrible storm. 'Look out! There's a big rock ahead of us!' shouted one of the sailors. The sea was very rough. The ship hit the rock and sank. Everybody drowned, except for Gulliver.

When the storm passed, Gulliver saw that the sea wasn't very deep and that he could touch the bottom. He walked a long way until he got to the shore. When he came out of the water, he lay down and fell asleep immediately.

Gulliver slept for a long time. When he woke up, he was lying on his back and couldn't move. He was tied to the ground.

Then he felt something moving on his body. He looked down and saw some very small men, about twelve centimetres tall. 'Oh no!' shouted Gulliver. 'What are these strange little creatures?' he asked himself. Gulliver pulled his left hand free, but suddenly... 'Ouch!' he cried.

Hundreds of little arrows hit his hands and face. Gulliver stopped moving and no more arrows hit him. He watched the little people build a platform next to his head. Then one of them climbed onto the platform and spoke to him. Gulliver couldn't understand the language he spoke, but he understood that the people on the island were friendly. He decided to lie still and not hurt them.

Gulliver was very hungry and very thirsty, so he used **gestures** to ask for food and drink. The little people immediately placed ladders against his



sides. They climbed up with baskets of food and barrels of water. 'Thank you very much. This food is delicious!' said Gulliver. After he ate and drank, the little people put Gulliver on a big platform to move him. Then they untied Gulliver and put a big chain round his leg so he could stand up. When he stood up, everybody was amazed at how tall he was. 'Please take this chain off. I won't hurt you,' said Gulliver. However, they didn't take the chain off.





When Gulliver stood up, he could see the strange country, which was called Lilliput. Suddenly, Gulliver saw a lot of people outside the city gates. The king and the great lords and ladies of Lilliput were coming to see Gulliver. Gulliver lay down and put his head on the ground. Then the king went near him. He was taller than the rest of the people and very **handsome**. The king spoke to Gulliver, and Gulliver answered, but

neither of them could understand the other.

The king ordered six teachers to teach Gulliver the language of Lilliput. Very soon, he could understand a lot of Lilliputian. 'You are a very good student,' his teacher told him. 'Thank you. I like languages,' said Gulliver. 'Now I know six languages!'

Every time he saw the king, Gulliver asked him to set him free. One day, the king spoke to his lords about this. 'Gulliver wants to be free. Should we take the chain off his leg?' he asked his lords.

Most of the lords trusted Gulliver and agreed to take the chain off. But some didn't agree because they didn't like Gulliver. Skyresh Bolgolam was one of them. 'You mustn't set him free, Your Majesty. He is very dangerous. He might step on us and kill us!' shouted Skyresh Bolgolam.

In the end, the king decided to set Gulliver free, but he made Gulliver promise to be very careful when he walked round the city.

2 Read the story again and answer the questions. **R2.1** 

1. Where was Captain Pritchard's ship going?

Captain Pritchard's ship was going to the East Indies.

2. Why did the ship sink?

The ship sank because it ran into a terrible storm, and hit a rock.

3. What happened to the people on the ship when it sank?

Everybody drowned, except for Gulliver.

4. What did the king of Lilliput make Gulliver promise him?

He made Gulliver promise to be very careful when he walked round the city.

3 Read the story again. Look up the words in bold in a dictionary and write their meanings below. **R4.2**  *Suggested answers:*

1. port *a harbour where ships load and unload people and products*

2. journey *the act of travelling from one place to another with a vehicle*

3. gestures *movements a person makes with his/her hands, head or face to show what they mean or feel*

4. handsome *(of a man) having a beautiful physical appearance*

4 Listen and circle A or B. **L2.2** 

1. Who liked the people from Lilliput?

A Joe

B Alan

2. Who says that the king of Lilliput is kind?

A Joe

B Alan

3. Why does Joe think Gulliver is a good person?

A Because he is polite.

B Because he helps the people of Lilliput.

4. What is Joe's opinion of Skyresh Bolgolam?

A He doesn't like him.

B He's afraid of him.

5 Choose a book you like from your class/school library. Read the first chapter and present the main character to the class. **R5.1**  **S2.2** 

open answers

KEY TO REVISION 6-10 AND FINAL REVISION 1-10

Revision (Modules 6-10)

Activity 1 R2.1 W2.2

1. biography
2. equipment
3. donate
4. fibre
5. rubbish
6. tornado
7. teach
8. sushi

Activity 2 R2.1

h	a	u	t	h	o	r	i	j	t	s
o	d	w	e	p	v	k	a	p	a	y
u	d	g	y	o	u	f	r	w	i	l
z	e	m	x	e	k	q	c	o	d	s
r	l	l	h	t	e	g	h	a	e	c
n	m	x	m	e	r	g	i	p	s	u
d	t	s	p	l	s	s	t	z	i	l
k	c	w	k	o	n	w	e	w	g	p
q	n	i	c	b	d	l	c	c	n	t
w	c	p	m	a	q	j	t	p	e	o
y	g	h	s	v	h	d	g	s	r	r

1. author
2. architect
3. sculptor
4. poet
5. designer

Activity 3

1. F
2. G
3. D
4. C
5. B
6. E
7. H
8. A

Activity 4 R2.1

1. B
2. B
3. A
4. A
5. C
6. A
7. C
8. B

Activity 5 R2.1

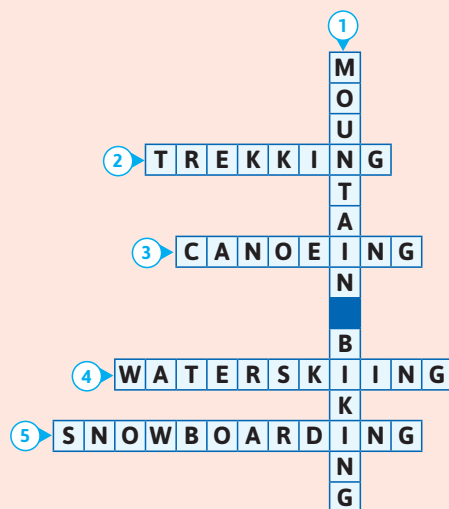
1. which
2. who
3. where
4. that
5. which

Activity 6

1. don't study
2. freezes
3. will go
4. will be
5. cries

Final Revision (Modules 1-10)

Activity 1 R2.1 W2.2



Activity 2

1. F
2. G
3. D
4. H
5. A
6. B
7. C
8. E

Activity 3 R2.1

1. medicine
2. hand out
3. underground
4. floppy disk
5. upload
6. point

Activity 4

1. were going, met
2. was hiking, saw
3. took, won
4. were playing, fell
5. destroyed

Activity 5 R2.1

1. A
2. A
3. C
4. B
5. D
6. D
7. A
8. A
9. B
10. B
11. C
12. C
13. B
14. A




Activity 6 W1.2 W1.4 W2.2

open answers

Activity 7 R2.1

- A. 3
- B. 1
- C. 4
- D. 2
- E. 5

Activity 8

- W2.3  W2.2  W2.1 
W1.6  W1.4  W1.3  W1.1 
open answers

Grammar Reference

Module 6

-ing forms

We use **-ing forms**:

- as subjects of verbs
e.g. *Drinking* a lot of water is good for you.
- after certain verbs: like, love, enjoy, hate, etc.
e.g. *I hate watching* TV.
- after prepositions
e.g. *I'm good at cooking*.
- after the expression can't stand
e.g. *I can't stand skiing*.
- after the verb go to indicate activities
e.g. *go swimming/shopping/fishing*, etc.



e.g. In summer, John *goes fishing* every day.

too / enough

- | | |
|---------------------------------------|--|
| too + adjective | ▶ I don't want to visit the Sahara Desert. It's <i>too hot</i> . |
| enough + noun | ▶ There is <i>enough snow</i> , so I can go skiing. |
| adjective + enough | ▶ The weather is <i>warm enough</i> . Let's go swimming! |
| too + adjective + to + verb | ▶ The birds are <i>too young to fly</i> . |
| adjective + enough + to + verb | ▶ The giraffe is <i>tall enough to reach</i> the top of the trees. |

Comparative/Superlative form

We use the **Comparative form** of adjectives when we compare two people, animals or things.

Comparative form	
Formation	
adjective (1 or 2 syllables) + -er <i>more</i> + adjective (more than 2 syllables)	} + than The rhino is <i>heavier than</i> the lion.



We use the **Superlative form** when we compare one person, animal or thing with several of the same kind.

Superlative form	
Formation	
the + adjective (1 or 2 syllables) + -est the most + adjective (more than 2 syllables)	} + of/in The Inland Taipan snake is <i>the most dangerous</i> snake in the world.



GRAMMAR REFERENCE

Adjectives	Comparatives	Superlatives	Irregular		
old	older	the oldest	Adjectives	Comparatives	Superlatives
dry	drier	the driest	good	better	the best
long	longer	the longest	bad	worse	the worst
big	bigger	the biggest	far	farther/further	the farthest/furthest
busy	busier	the busiest	much/many	Comparative	Superlative
modern	more modern	the most modern		more	the most
important	more important	the most important	An elephant is bigger than a lion. The blue whale is the biggest animal in the world.		

Other forms of comparison: (not) as + adjective + as

We use the structure **(not) as + adjective + as** to make comparisons and to describe similarities and differences.

Matt



John



e.g. John **is as tall as** Matt.



e.g. The green dinosaur **isn't as big as** the yellow dinosaur.

Module 7

Prepositions of time: during, from ... to, on + day of the week, in, after

Prepositions of time allow you to talk about or refer to a specific time period, such as a date on the calendar, a day of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place, however, they are used in a different way. **In**, **on** and **at** are the most common prepositions of time, while other prepositions of time, such as **during**, **from... to...** and **after** are also used to talk about a specific time or duration.

Prepositions of time		
in	Followed by: <ul style="list-style-type: none"> months years seasons length of time centuries parts of the day 	e.g. The book fair is in October. He died in 2007. I like fishing in summer. We are leaving in ten minutes. The artist painted this in the fifteenth century. I always watch TV in the evening.
on	Followed by: <ul style="list-style-type: none"> days of the week exact dates 	e.g. I do karate on Mondays. The food festival is on 5 December.
at	Followed by: <ul style="list-style-type: none"> specific times specific words: <i>night, the weekend</i> 	e.g. My art lesson is at five o'clock. I never go out at night. I spend time with my family at the weekend.
during	used to refer to the duration between the beginning and end of something	e.g. My family and I visited many places during summer.
from... to...	used to show the exact time that something begins and finishes	e.g. The library is open from seven o'clock to five o'clock every day.
after	used to refer to something happening at a later time	e.g. That shop always opens after nine o'clock.

e.g. I took art lessons **during** the summer.
 I did my homework **from** 6 p.m. **to** 8 p.m. yesterday.
 I woke up at six o'clock **on** Monday.
 I went on holiday **in** July.
 The museum opens **after** nine o'clock every day.



Defining Relative Clauses

Defining Relative Clauses give necessary information about the person or thing we are referring to. They are introduced by the **relative pronouns** *who* or *which*, or the **relative adverb** *where*.

Who is used for people.

Which is used for animals, things and abstract nouns.

Where indicates place.

- who / that (as subject)** ▶ That's the man **who / that** works at the library.
- which / that (as subject)** ▶ I bought a painting **which / that** costs more than £30,000.
- where** ▶ That's the museum **where** you can see the Mona Lisa.

GRAMMAR REFERENCE

Module 8

Future will

Affirmative	Negative	Questions	Short answers	
I will eat. You will eat. He will eat. She will eat. It will eat. We will eat. You will eat. They will eat.	I won't eat. You won't eat. He won't eat. She won't eat. It won't eat. We won't eat. You won't eat. They won't eat.	Will I eat? Will you eat? Will he eat? Will she eat? Will it eat? Will we eat? Will you eat? Will they eat?	Yes, you will. Yes, I will. Yes, he will. Yes, she will. Yes, it will. Yes, you will. Yes, we will. Yes, they will.	No, you won't. No, I won't. No, he won't. No, she won't. No, it won't. No, you won't. No, we won't. No, they won't.

won't = will not

We use Future **will** to:

- make requests and offers and to refuse help: e.g. – *Will you please help me carry these bags?*
– *Of course, I will. / I'm sorry, I can't.*
- make promises: e.g. *I promise I'll help you tidy the living room later, Mum!*
- make on-the-spot decisions: e.g. *I'll buy that car.*

The verbs may / might

We use **may** and **might** to express possibility in the present or future.

e.g. *It may rain today.*

We use **might** to express slighter possibility. We usually add the phrase *but I'm not sure yet* to show the slighter possibility.

e.g. *He might be at work, but I'm not sure.*

Conditional Sentences Type 1

Conditional Sentences Type 1 refer to something which may possibly happen in the present or future.

If - clause	Main clause
If + Present Simple	Future will

e.g. *If we pollute the sea, we won't have any clean beaches.*

The **If** - clause and the main clause can change places without affecting the meaning of the sentence.

e.g. *Wildlife will disappear if people destroy forests.*

Zero Conditional

When we talk about things that are generally or always true, we can use the Zero Conditional.



If - clause	Main clause
If/When + Present Simple	Present Simple

e.g. *When you don't water plants, they die.*

Module 9

Present Perfect Simple

We use the **Present Perfect Simple** for actions which happened in the past, but the exact time that they happened is not important. The results of these actions are obvious in the present.

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I have played.	I've played.	I have not played.	I haven't played.
You have played.	You've played.	You have not played.	You haven't played.
He has played.	He's played.	He has not played.	He hasn't played.
She has played.	She's played.	She has not played.	She hasn't played.
It has played.	It's played.	It has not played.	It hasn't played.
We have played.	We've played.	We have not played.	We haven't played.
You have played.	You've played.	You have not played.	You haven't played.
They have played.	They've played.	They have not played.	They haven't played.

Questions	Short answers	
Have I played?	Yes, you have.	No, you haven't.
Have you played?	Yes, I have.	No, I haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, you have.	No, you haven't.
Have you played?	Yes, we have.	No, we haven't.
Have they played?	Yes, they have.	No, they haven't.

They **have travelled** to many countries around the world.



Time expressions		
ever	▶ We use ever in questions.	▶ e.g. Have you ever visited Paris? Yes, I have. / No, I haven't.
never	▶ We use never in affirmative sentences, but with a negative meaning.	▶ e.g. I've never seen a blue whale.
How long	▶ We use How long...? when asking about the duration of an action.	▶ e.g. How long have you lived in London?
for	▶ We use for to refer to the duration of an action.	▶ e.g. I have lived in London for five months.
since	▶ We use since to refer to the time when an action started.	▶ e.g. I have lived in London since last May.
so far	▶ We use so far to give information about what has happened until the present point in time.	▶ e.g. I've written four books so far .
yet	▶ We use yet in questions and negative sentences. It goes at the end of the sentence.	▶ e.g. Have you packed everything? No, I haven't packed everything yet .

GRAMMAR REFERENCE

Module 10

Present Simple vs Past Simple

We use the **Present Simple** for habits and permanent states.

We use the **Past Simple** to talk about something that happened at a specific time in the past.

Time Expressions	
Present Simple	Past Simple
every morning / day / week / year / etc. on Monday / Tuesday / Friday afternoon / etc. in the morning / afternoon / evening in January / February / summer / winter / etc. at 7.00 / night / the weekend / etc.	yesterday morning / afternoon / evening / etc. last Monday / night / week / month / year / May / etc. a week / two days / three months / a few hours ago
Adverbs of frequency	
always sometimes usually never often	

- e.g. Mr Hendricks usually **drives** to work in the morning, but yesterday he **got** a flat tyre and **had to** take the bus.
 My brother **didn't live** in London four years ago. He **lives** and **works** there now, but he **doesn't like** it very much.
- **Did** you **tidy** your room yesterday, Ralph?
 - No, I **didn't**, Mum. I **always tidy** my room at the weekend.

Past Simple vs Present Perfect Simple

We use the **Past Simple** to talk about something that happened at a specific time in the past. It is common to state when the event took place.

We use the **Present Perfect Simple** for an action which happened in the past, but we don't say exactly when it happened, because it is not important. The results of the actions are obvious in the present.

Time Expressions	
Past Simple	Present Perfect Simple
yesterday morning / afternoon / evening / etc.	ever for
last Monday / night / week / month / year / May / etc.	never since
a week / two days / three months / a few hours ago	so far How long...?
	yet

- e.g. I **have visited** my cousins in the UK many times, but I **didn't visit** them last year.
 Jason **hasn't done** all his homework yet. He **didn't understand** the maths homework and it **took** him a long time.
- **Have** you ever **seen** a giraffe?
 - Yes, I have. I **saw** one at the zoo last month!





Grammar reference

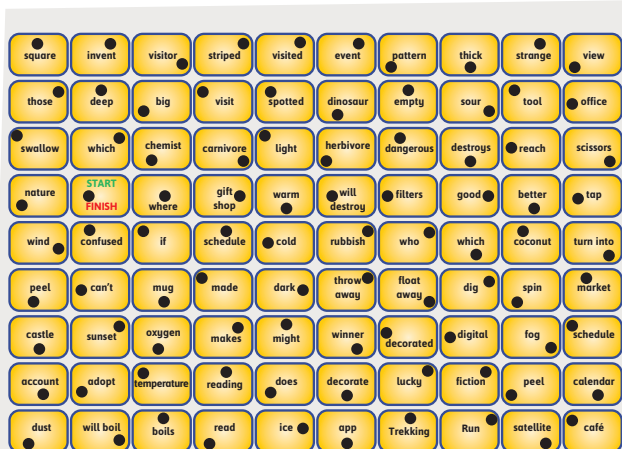
Irregular Verbs

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was / were	been	know	knew	known
beat	beat	beaten	lay	laid	laid
become	became	become	learn	learnt	learnt
begin	began	begun	leave	left	left
bleed	bled	bled	let	let	let
blow	blew	blown	light	lit	lit
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	meet	met	met
burn	burnt	burnt	pay	paid	paid
buy	bought	bought	put	put	put
can	could	could	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cut	cut	cut	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	shoot	shot	shot
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	sting	stung	stung
forget	forgot	forgotten	swim	swam	swum
freeze	froze	frozen	take	took	taken
get	got	got	teach	taught	taught
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	throw	threw	thrown
hang	hung	hung	understand	understood	understood
have	had	had	wake	woke	woken
hear	heard	heard	wear	wore	worn
hide	hid	hidden	win	won	won
hold	held	held	write	wrote	written
keep	kept	kept			

INSTRUCTIONS FOR BOARD GAMES

BOARD GAME 2 (Modules 6-10)

What is it?



BOARD GAME 2 (Modules 6-10)

1. An art gallery is a place _____ people can buy artwork.
2. Don't forget to buy souvenirs and gifts from the _____.
3. What's the opposite of heavy? _____
4. A T-shirt with lots of spots on it is _____.
5. My family and I have _____ many countries in Europe.
6. This animal only eats plants. It's a _____.
7. If we don't protect the environment, pollution _____ animals' habitats.
8. Factories must use _____ to keep the atmosphere clean.
9. Sue and Greta both study hard. Sue is as _____ as Greta at maths.
10. An author is someone _____ writes stories.
11. You shouldn't _____ this old bottle. We can use it as a vase.
12. Mum _____ the room with flowers and balloons.
13. _____ is a great way to keep fit and enjoy nature.
14. Fred _____ come to the park but he isn't sure.
15. I love _____ a book before I sleep.
16. When you heat water to 100 °C, it _____.
17. I _____ this scarf with wool.
18. Many animals will disappear _____ we don't protect their habitats.

What can you see? _____

118

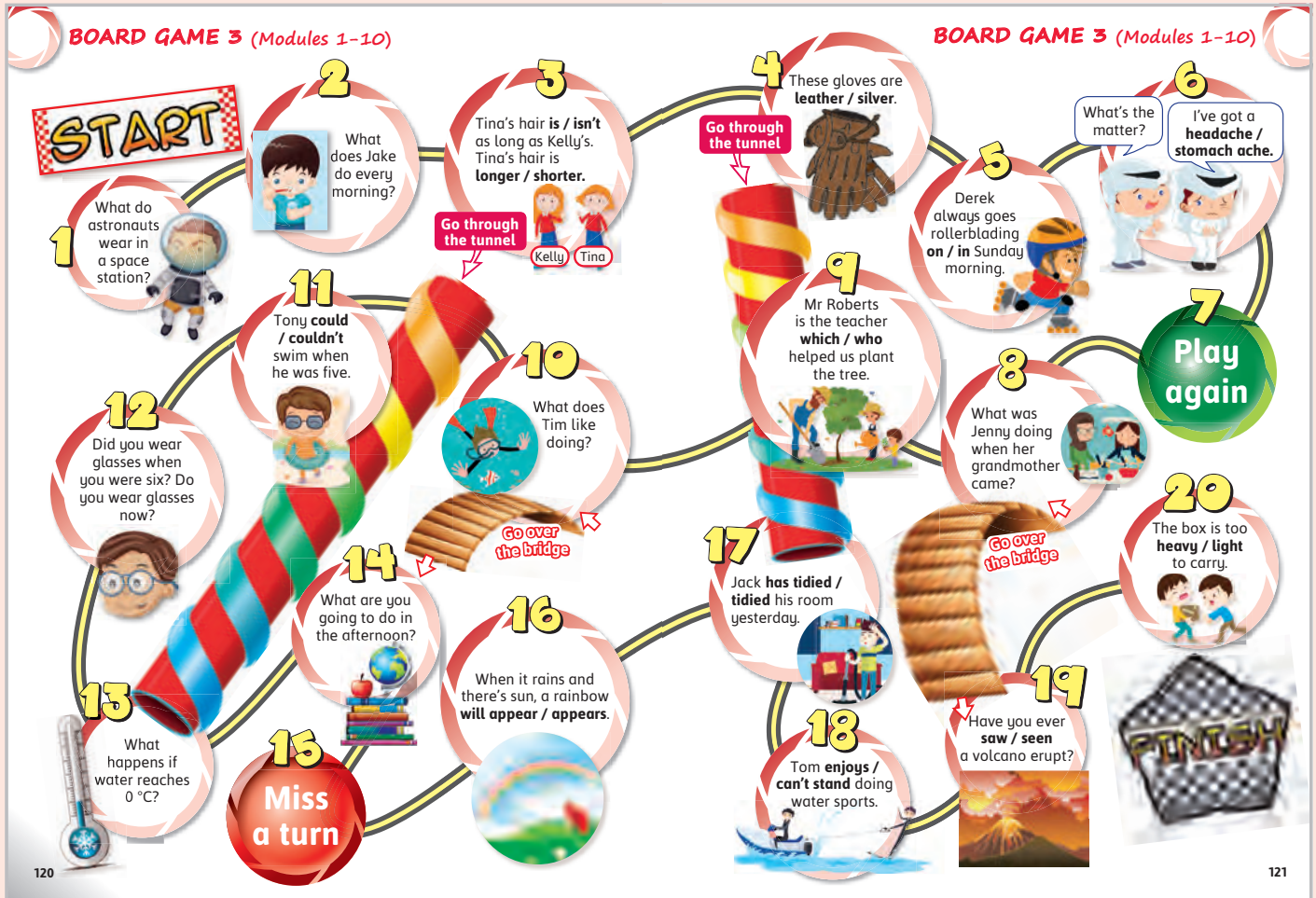
119

Board Game 2

The Art Game

- Have Ss look at the board game in the WB on pp. 118-119.
- Divide Ss into groups of four. Ss work in pairs and compete against the other pair.
- The Ss of the same pair take turns reading the sentences under the boxes and answering without giving any answers away to the other pair. The first S must find the answer to number 1 and join the START dot with the dot that corresponds to the answer. Then, the other S continues.
- When Ss have finished the game, draw their attention to the question at the bottom of the game questions and read it aloud. Ask them what has been formed with the lines they drew and have them write their answers on the line provided. (A star.) Ss can colour the star for a clearer picture.
- The pair that finishes first and forms the correct picture is the winner.
- Do not reveal what the picture is from the beginning.

INSTRUCTIONS FOR BOARD GAMES



Board Game 3

- Have Ss look at the board game in the WB on pp. 120-121.
- Divide Ss into pairs. Hand out a rubber and two game pieces made from coloured card to each pair. Ss can use their own rubbers too.
- Model how the game is played. Ss write the number 1 on one side of the rubber and the number 2 on the other. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The S whose game piece lands on a space answers a question or does what is written on the space. If his/her answer is correct, he/she plays again. If his/her answer is wrong, he/she moves back one space.
- The S whose game piece lands on a space with the sign 'Go through the tunnel' or 'Go over the bridge' has to answer the question or do what is written on the space first and then go through the tunnel or over the bridge. If his/her answer is wrong, he/she moves back one space.
- Explain to Ss that there are also two spaces with the signs 'Miss a turn' and 'Play again'. The S whose game piece lands on one of these spaces misses a turn or plays again.
- Ss take turns throwing the rubber and playing. The S to reach the FINISH first is the winner.



Word list

Abbreviations

(v.) = verb
(n.) = noun

(adj.) = adjective
(phr. v.) = phrasal verb

(phr.) = phrase

Module 6 Song

waterskiing (n.)
trekking (n.)
scuba diving (n.)
canoeing (n.)
mountain biking (n.)
snowboarding (n.)
warm (adj.)

Top Stars

spot (n.)
spotted (adj.)
stripe (n.)
striped (adj.)
seat (n.)
teach (v.)
learn (v.)

Our world

speed (n.)
falcon (n.)
create (v.)
decide (v.)
record (n.)
come out (phr. v.)

Let's talk

heavy (adj.)
light (adj.)
weight (n.)
length (n.)
width (n.)
centimetre (cm)
gram (g)

Reading time

equipment (n.)
instructor (n.)
wetsuit (n.)
mask (n.)

bright (adj.)
breathe (v.)

CLIL 3 (Modules 5-6)

dinosaur (n.)
fossil (n.)
horn (n.)
climate (n.)
carnivore (n.)
herbivore (n.)
sharp (adj.)
extinct (adj.)

Module 7 Quiz

tornado (n.)
thunderstorm (n.)
cloud (n.)
wind (n.)
fog (n.)
ground (n.)
spin (v.)
air (n.)
thick (adj.)
reach (v.)
form (v.)

Top Stars

team (n.)
deep (adj.)
winner (n.)
scissors (n.)
invent (v.)

Our world

underground (n.)
castle (n.)
gift shop (n.)
jewellery (n.)
souvenirs (n.)
station (n.)

Let's talk

designer (n.)
design (v.)
architect (n.)
author (n.)
sculptor (n.)
statue (n.)
poet (n.)

Reading time

artwork (n.)
visitor (n.)
roof garden (n.)

TOP TIME! 4

humid (adj.)
sandstorm (n.)

Module 8 Song

atmosphere (n.)
rainforest (n.)
pollution (n.)
endangered species (phr.)
habitat (n.)
protect (v.)
environment (n.)
pollute (v.)
grow up (phr. v.)

Top Stars

mug (n.)
ranger (n.)
donate (v.)
wildlife rescue
centre (phr.)
adopt (v.)

WORD LIST

Our world

filter (n.)
rubbish (n.)
turn off the lights (phr.)
factory (n.)
oxygen (n.)
energy (n.)
organisation (n.)
waste (v.)

Let's talk

boil (v.)
freeze (v.)
heat (v.)
ice (n.)
tap (n.)

Reading time

wood (n.)
plastic (n.)
furniture (n.)
vase (n.)
pencil holder (n.)
bird feeder (n.)
empty (adj.)
throw away (phr. v.)

CLIL 4 (Modules 7-8)

land (n.)
fin (n.)
penguin (n.)
feather (n.)
butterfly (n.)
scales (n.)
lay (v.)
belong (v.)
backbone (n.)

 **Module 9****Song**

athlete (n.)
snail (n.)
dangerous (adj.)
strange (adj.)
travel (v.)

Top Stars

telescope (n.)
lid (n.)
space (n.)
planet (n.)
dark (adj.)
sunset (n.)
sunrise (n.)

Our world

volcano (n.)
crater (n.)
lava (n.)
cave (n.)
erupt (v.)
tour (n.)
flow (v.)
active (adj.)

Let's talk

sushi (n.)

Reading time

gold (n.)
golden (adj.)
treasure (n.)
dust (n.)
rich (adj.)
sink (v.)
king (n.)

**TOP TIME! 5**

cantilevered swimming pool
(phr.)
observation deck (n.)

**Module 10****Quiz**

necklace (n.)
bracelet (n.)
ring (n.)
belt (n.)
wool (n.)
silk (n.)
cotton (n.)

leather (n.)
silver (n.)

Top Stars

washing machine (n.)
peel (v.)

Our world

fabric (n.)
linen (n.)
pattern (n.)
decorate (v.)
turn into (phr. v.)
wedding (n.)

Let's talk

fiction (n.)
biography (n.)
adventure (n.)
mystery (n.)
fairy tale (n.)

Reading time

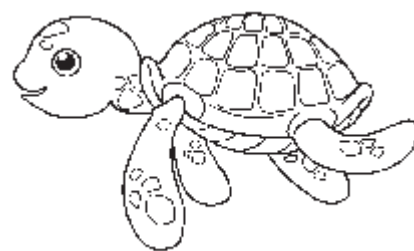
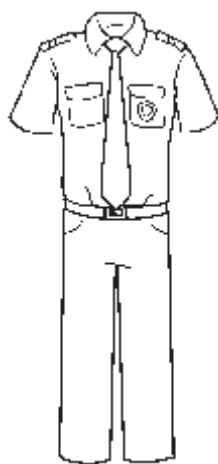
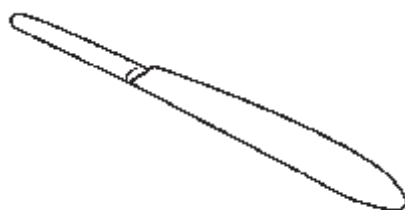
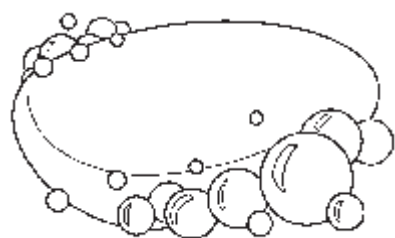
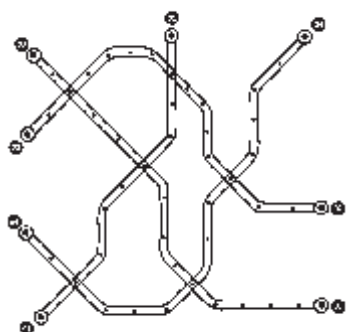
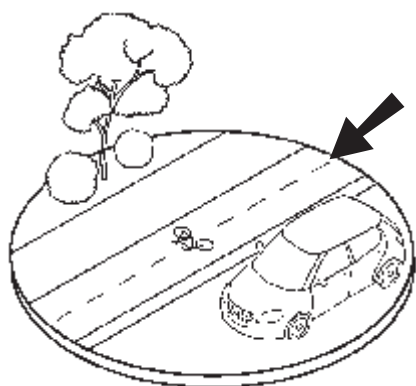
rubber (n.)
tyre (n.)
liquid (n.)
temperature (n.)
silkworm (n.)
cocoon (n.)
fibre (n.)
tube (n.)

CLIL 5 (Modules 9-10)

coal (n.)
gas (n.)
petrol (n.)
electricity (n.)
mud (n.)
burn (v.)
die (v.)



Phonics Cards



soap

line

bicycle lane

spaghetti

sign

grow

half

knife

island

turtle

uniform

umbrella



8



snail

eight





Modules 5-6 (Analyse)

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving *analysis*.

Stage 1: Familiarising

- Draw Ss' attention to the bar chart, read the rubric and have Ss read sentences 1-5.
- Explain that they have to decide whether the sentences are True or False, according to the information in the bar chart.
- Point out to Ss what the differently coloured bars in the bar chart, refer to (the two boys).



1. T 2. F 3. F 4. T 5. F

Stage 2: Developing

- Explain to Ss that they have to read the text about how often the boy did certain activities in the past and how often he does them now.
- Draw Ss' attention to the bar chart and explain to Ss that they have to read the boy's description, look at the bar chart and complete the spaces 1-4 with the missing activity based on the information given in the text about how frequently he did and does different activities.
- Have Ss do the activity and then check their answers as a class.

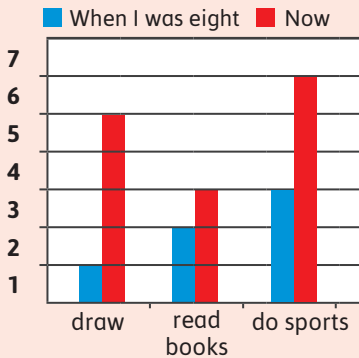


1. play football
2. go swimming
3. draw
4. play golf

Stage 3: Applying

- Explain to Ss that they have to think of two activities they used to do and still do and draw a bar chart of their own, like the one in activity 2.
- Then, explain that they have to write two sentences about the information in the bar chart and show their partner. Their partner has to read the sentences and the bar chart and decide if the sentences are true or false.

(Suggested answer



I drew and did sports every day when I was eight years old. (F)
I don't read books every day now. (T))

Modules 7-8 (Problem-solving)

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving *problem-solving*.

Stage 1: Familiarising

- Draw Ss' attention to the activity, read the rubric and explain that they have to read the problems the two girls have got, carefully in order to assess the situation and then choose the best solutions to each problem from the list A-F.
- Point out that there are three possible solutions to each problem.
- Have Ss do the activity and then check their answers as a class.



1. B, D, E
2. A, C, F

Stage 2: Developing

- Draw Ss' attention to the rubric and read it out loud.
- Explain to Ss that they have to read the problem the first girl in activity 1 has got and discuss with a partner if he/she thinks the suggested solutions will solve her problem.
- Draw Ss' attention to the box of ideas and the example in the speech bubble and point out that they have to use *Conditional Sentences Type 1*. Explain to Ss that they can use the ideas given in the box or think of their own.

- Allow Ss some time to prepare their answers. Then have them discuss their choice with their partners and justify their answers.



open answers

(Suggested answer:

If I buy her a cool recycling bag, she may not use it.

If I tell our teacher that she doesn't recycle, the teacher will talk to her about it.

If I show her a video about the environment, she will learn more about how to protect it.)

Stage 3: Applying

- Draw Ss' attention to the activity and read the rubric out loud.
- Explain to Ss that, in pairs, they have to think of the best solution to the problem. Point out that they can use solutions from activity 2 as well as their own ideas.
- Have Ss work in pairs and exchange opinions.
- Have them present their ideas in front of the class.



open answers

(Suggested answer:

I think the best solution is for the girl to talk to her friend about the problem and to suggest that they recycle together. This way, they will do something together and her friend will become more aware of the importance of recycling.)

Modules 9-10 (Evaluate)

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving *evaluation*.

Stage 1: Familiarising

- Write the words *Fact* and *Opinion* on the board and ask Ss to explain the meaning of each word. (A *fact* is something that is true and can be proven / an *opinion* is a belief and can't be proven, only justified.)

- You can write the following sentences on the board. For example, write, *Active volcanoes erupt. Volcanoes are amazing.* Ask Ss to tell you which sentence is a fact and which is an opinion. (*The former is a fact and the latter is an opinion.*)
- Have Ss read the sentences next to pictures 1-4 and decide if each statement is a fact or an opinion by ticking the correct box each time.
- Have Ss do the activity and then check their answers as a class.

- Have Ss do the activity in class or assign it as homework.
- When Ss have finished writing their sentences, have them work in pairs, and ask their partners to read their sentences and label the Fact sentence with F and the Opinion sentence with O.



open answers

(Suggested answer:

An active volcano can be dangerous.

F

An active volcano is boring.

O)



- | | |
|---------|---------|
| A. 1. O | B. 1. O |
| 2. F | 2. F |
| C. 1. O | D. 1. F |
| 2. F | 2. O |

Stage 2: Developing

- Draw Ss' attention to the **diary entry** and explain to Ss that they have to read it, underline the facts and circle the opinions.
- Remind Ss of the difference between a fact and an opinion before they do the activity.
- Have Ss do the activity and then check their answers as a class.



Dear Diary,

My class and I went on a school trip to a chocolate factory yesterday. It was amazing!

We saw how they make chocolate. It was interesting! They also gave us some chocolate to eat!

It was delicious! Our teacher told us that too much chocolate is bad for our teeth. I think chocolate is fantastic!

Dan

Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to choose an animal, sport, type of food, or anything else they may like to write one fact and one opinion sentence about it.



Top Skills



Language focus

Objectives

- to revise, consolidate and practise structures and vocabulary presented in previous lessons

Lesson plan



Warm-up

Lip reading

- Tell Ss that they are going to play a game.
- Say one of the words or phrases that Ss have been presented with in Modules 5 and 6 without making any sound.
- Ss have to look at you carefully and read your lips to guess the word/phrase.
- Choose Ss to come to the front of the classroom and do the same.

Activity 1

- Have Ss open their Workbooks to p. 127.
- Direct Ss' attention to the pictures and ask them to tell you what they see (Clocks, objects, places, children doing different activities and items of food and clothing).
- Ask Ss to read the questions. Explain that they are going to listen to a dialogue and that they will have to tick the correct picture A, B or C, according to what they hear each time.
- Draw Ss' attention to the example. Play the recording and have Ss listen to the example in order to make sure they understand what they have to do.
- Play the recording twice and have Ss do the activity.
- Go round the classroom and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Example: What time did the boys have to meet?

Matt: I'm sorry I'm late, Jake.

Jake: What happened to you?

Matt: I couldn't take my bike because my dad had to fix it, so I walked. I left home at ten to five. What's the time now?

Jake: It's a quarter to six.

Matt: Oh, no. You had to wait for forty-five minutes. I'm so sorry.

Jake: Don't worry! But let's start working!

Woman: 1. What did Matt bring with him?

Jake: I've got my laptop here. Did you bring the USB stick?

Matt: No, I didn't. I couldn't find it.

Jake: What are we going to do now?

Matt: Don't worry. I brought my tablet. It's got all the pictures and information we need on it too.

Jake: Great!

Top Skills MODULES 5-6

- 1 Listen and tick (4) the box. There is one example.

Example

What time did the boys have to meet?



1. What did Matt bring with him?



2. What picture do the boys pick?



3. What are the boys going to do now?



4. Where are the boys going to go?



5. What does Jake have to wear?



- 2 Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Example morning
did finished can't under afternoon in eat couldn't had to



This morning when my sister and I got up, we looked outside the window and there was snow everywhere. 'Let's go outside and

play in the snow,' I said to my sister. 'Yes! Like we (1) _____ when we were younger!' said Jill. We (2) _____ wear warm clothes and gloves because it was very cold outside. We also took some biscuits in a basket. When we (3) _____ playing, we went inside and had some hot chocolate. After a while, we wanted to eat some biscuits, but we (4) _____ find the basket. It was still outside. We went outside to get it. Suddenly, I heard a noise coming from the basket. When I went close to the basket, I saw a little bird (5) _____ it. It was eating one of the biscuits! My sister and I laughed.

- 3 Now choose the best name for the story. Tick (4) one box.

1. At the park ☐ 2. The little visitor ☐ 3. Where's the basket? ☐

127

Woman: 2. What picture do the boys pick?

Matt: Look. These are the pictures we've got, but can only use one of them.

Jake: Hmm... I like the picture of the children hiking. What about you?

Matt: Well, it's nice, but I think that the picture of the children riding horses is better. It's more fun.

Jake: That's true. So let's use that picture then.

Matt: Oh, wait. What about this picture? It shows some children sailing a boat.

Jake: Oh, yes! That's better than the riding picture.

Woman: 3. What are the boys going to do now?

Jake: So, now that the leaflets are ready do you want to eat something? I made some sandwiches.

Matt: They look delicious, but I think we should eat after we hand out the leaflets for the summer camp.

Jake: I guess you're right.

Matt: I know, we can take the sandwiches with us.

Jake: Good idea.

Woman: 4. Where are the boys going to go?

Matt: OK, great! We're ready. Now, where are we going to go?

Jake: We should go to the square. There are a lot of people there. We can hand out the leaflets there.

Matt: You're right, but there are usually more children at the sports centre than at the square. We should hand the leaflets out in front of the sports centre.

Jake: That's a good idea, but it is hot today. Why don't we go to the shopping centre? There are going to be a lot of children there, and we won't have to stand outside.

Matt: Great idea!

Woman: 5. What does Jake have to wear?

Jake: Now, I just have to find my camp uniform.

Matt: Where is it? I can help you find it.

- 4 Listen and colour and write. There is one example.



- 5 Listen to your teacher, then look at the pictures and continue the story.

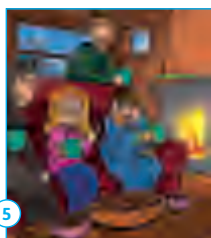
An adventure in the snow

Mr Colt

Mrs Colt

James

Alice



128

Jake: It's somewhere in my wardrobe.

Matt: Oh, what's this? Did you wear this when you were younger?

Jake: Let me see. Ha ha, yes! It was my favourite jumper. Hmm... I found my shirt and trousers, but I can't find my cap.

Matt: How about these? Are these yours too?

Jake: Oh, no, those are my mum's old roller skates. Aha! There it is. I found it! Now we can go!

Example: B
1. A 2. B 3. B 4. C 5. A

Activity 2

- Direct Ss' attention to the text, the picture and the box with the words.
- Ask Ss to read the story and complete the gaps using the words in the box.
- Point out that the first one has been done as an example. Have a S read the example.
- Explain to Ss that there are four extra words which they will not need to use.
- Have Ss do the activity.

- Have Ss compare their answers in pairs, then check as a class.

Example: morning
1. did 2. had to 3. finished
4. couldn't 5. in

Activity 3

- Draw Ss' attention to the three titles and read them out loud.
- Explain to Ss that they have to read the story from the previous activity again and tick the appropriate title.
- Elicit Ss' answers and discuss. Make sure Ss justify their answers.

The most suitable title is The little visitor, because it refers to the little bird that was in the basket eating a biscuit.

Activity 4

- Direct Ss' attention to the black-and-white picture of a beach scene and ask them to name as many of the items as they can see.
- Explain to Ss that they are going to listen to an exchange in which two people will be talking about the

picture of the beach. Ss will have to listen carefully and either colour different items the appropriate colour, or write a word somewhere in the picture, according to what they hear.

- Have Ss prepare the colours they will need to colour in the picture (pink, green, brown).
- Point out that the first one has been done for them, as an example.
- Play the recording and have Ss listen to the example in order to make sure they understand what they have to do.
- Play the recording twice and have Ss do the activity.
- Go round the classroom and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Example

Woman: Hello, Heather. Would you like to colour this picture?

Girl: Yes, please. They're at the beach. I like the beach.

Woman: What would you like to colour first?

Girl: Hmm... the man with the wetsuit.

Woman: There are two, but one of them is wearing his mask. Colour his mask.

Girl: OK. I'll colour his mask pink.

1. **Girl:** What shall I colour now?

Woman: Well, can you see the men on the water?

Girl: Yes, I can. One is driving a boat and the other is waterskiing. Oh, and there's a third man! He's fishing!

Woman: Look at the man fishing and colour his boat green.

Girl: OK.

2. **Woman:** Can you see the family on the beach?

Girl: Yes, they are making castles in the sand.

Woman: Yes, there are two sandcastles, a big one and a small one.

Girl: Shall I colour one?

Woman: Yes. Colour the big one brown.

3. **Woman:** I'd like you to write something now, please.

Girl: OK. I hope it isn't a long word.

Woman: No, don't worry. Write a name on the fisherman's boat for me.

Girl: OK. What do you want me to call it?

Woman: 'Windy,' like the weather.

Girl: That's an excellent name. OK!

4. **Woman:** I'd like you to write something else now. We need a name for the beach too.

Girl: OK. That's a good idea.

Woman: Well, there's a sign next to the children playing on the beach. Can you see it? Write it there.

Girl: All right.

Woman: We'll call it 'Sunny' Beach.

Girl: OK! That sounds good. I'm going to write it now.

Woman: Thank you.

WORKBOOK TOP SKILLS



Example: The mask the man is wearing is coloured pink.
The fisherman's boat should be coloured green.
The larger sandcastle should be coloured brown.
The word 'Windy' should be written on the side of the fisherman's boat.
The word 'Sunny' should be written on the beach sign.

Activity 5

- Direct Ss' attention to the pictures and ask them to tell you what they see in the first picture. (A family on a winter trip.)
- Tell Ss that these pictures show a story. It's called *An adventure in the snow*. Point out to Ss that the family's names are Mr Colt, Mrs Colt, James and Alice. Explain to Ss that you will begin the story and then, in pairs, they will have to look at the other four pictures carefully and tell the rest of the story to their partner.
- Divide Ss into pairs and begin the story for everyone to hear. You can say, *James and his family are on their winter holiday in the mountains. James is excited. His father is taking the skis out of the car. His mother is taking photos of the view. They are all very happy.* Then have each pair of Ss take turns telling the rest of the story on their own.
- Go round the classroom and monitor the procedure.
- Have a few pairs of Ss come to the front of the classroom and present their stories.

(Suggested answer:

(James and his family are on their winter holiday in the mountains. James is excited. His father is taking the skis out of the car. His mother is taking photos of the view. They are all very happy.) James' sister and mother decide to play in the snow. James and his father are at the top of a mountain. James' father tells him to go snowboarding down the small mountain because the high mountain can be dangerous. James doesn't listen to his father and he goes down the high mountain. He falls in front of his mother and sister. He's cold and wet but he's lucky he isn't hurt. His mother helps him. They all go back to the hotel and drink some hot chocolate. James is warm now. He and his family are all happy that he is safe.)

Top Skills

MODULES 7-8

- 1 Read the text. Choose the right words and write them on the lines.

Art galleries

Example An art gallery is a place where visitors can see artwork.

There (1) _____ exhibitions with different types of artwork. Some exhibitions have got statues and paintings. But galleries can (2) _____ have jewellery or clothes. Art galleries have got events (3) _____ you can meet the artists, designers and sculptors. You can eat and drink at (4) _____ events too. Some galleries sell the artwork, but it is usually expensive.

There are art galleries (5) _____ have got restaurants and cafés in them. Some have even got roof gardens where you (6) _____ enjoy your coffee or meals with a beautiful view of (7) _____ city.

Some art galleries are very (8) _____ buildings which famous architects design. Big art galleries have got gift shops where visitors can buy souvenirs like bags, posters of paintings, jewellery and small statues.

Example A

1. is
2. too
3. where
4. those

An

- are
also
that
this

The

- am
but
which
these

5. which
6. should
7. an
8. ancient

- who
can
the
dangerous

- where
must
a
modern

- 2 Ask and answer with your partner.



Castle name	White Castle	Castle name	Black Castle
How many rooms	8	How many rooms	5
What / see	clothes, jewellery, furniture	What / see	paintings, statues, furniture
Castle big / small	big	Castle big / small	small
What time / open	Winter: 9 a.m. - 4 p.m. Summer: 10 a.m. - 7 p.m.	What time / open	Winter: 8 a.m. - 4 p.m. Summer: 9 a.m. - 6 p.m.

129



MODULES 7-8



Language focus

Objectives

- to revise, consolidate and practise structures and vocabulary presented in previous lessons

Lesson plan

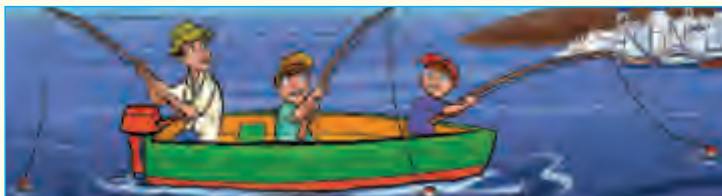


Warm-up

Lip reading

- Tell Ss that they are going to play a game.
- Say one of the words or phrases that Ss have been presented with in Modules 7 and 8 without making any sound.
- Ss have to look at you carefully and read your lips to guess the word/phrase.
- Choose Ss to come to the front of the classroom and do the same.

- 3 Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.



My name's Ryan and last summer my family and I went to an island for our summer holiday. There were so many fun and interesting things to do on the island, but my favourite was fishing. Every day, my mum, my dad, my younger brother Derek and I went to the beach. We took our little fishing boat with us. Mum doesn't like fishing, so she stayed on the beach and read a book.

One morning, while we were fishing, we heard a loud noise. 'What was that?' I asked. 'Oh, don't worry, Ryan. It might be a turtle swimming under the boat,' said Dad. Derek and I looked around the boat, but we couldn't see anything. Then we heard a different noise, which sounded like

an animal crying. 'Look, Dad, there it is!' shouted Derek. It was a sea turtle and it couldn't swim well. 'Let's go closer and see what's wrong with it,' Dad said. When we got closer, we saw that there was a piece of plastic around the turtle's legs. 'Let's help it,' I said. So Dad dived into the water, swam to the turtle and brought it back to the boat. 'There you go, little turtle; now you can swim to your family,' Dad said as he cut the plastic off. Then Derek and I put it back in the water. 'I know! We should make a sign about not throwing rubbish into the sea, and put it in the sand on the beach,' I said. 'I'll help too,' said Derek. 'Great idea, boys. If we don't all do something to stop sea pollution, these sea animals will die.'

Example Ryan and his family went to an island for their summer holiday.

Questions

- _____ is Ryan's favourite summer activity.
- Ryan has got a(n) _____ called Derek.
- Ryan's mum _____ the beach and read a book.
- While they were fishing, they heard _____.
- The turtle couldn't swim because it had _____ around its legs.
- The boys put the turtle back _____.
- The boys wanted to make a sign about _____ into the sea.

information in his/her table. When SA is done asking, Ss should change turns.

- While Ss are doing the activity, go round the classroom and monitor the procedure making sure Ss change turns.

(Suggested answers:

SA: What's the name of the castle?

SB: Black Castle.

SA: How many rooms are there / has it got?

SB: Five (rooms).

SA: What can you/visitors see there?

SB: (They can see) paintings, statues and furniture.

SA: Is it / the castle big or small?

SB: (It's) small.

SA: What time does it / the castle open?

SB: (It / The castle opens) at 8 a.m. in winter and at 9 a.m. in summer.)

Activity 3

- Direct Ss' attention to the picture and ask them what they can see (Two boys and their father sitting in a boat. They are fishing).
- Explain to Ss that they will have to read the story carefully and then complete the sentences about the story with between one and four words.
- Read the example provided and instruct Ss to answer in a similar way.
- Have Ss do the activity.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss check their answers in pairs, then check as a class.



Example: an island, summer

1. Fishing

2. (younger) brother

3. stayed on

4. a loud noise

5. a piece of plastic

6. in the water

7. not throwing rubbish

Activity 1

- Have Ss open their Workbooks to p. 129.
- Direct Ss' attention to the picture and ask them to tell you what they see (Three paintings in a gallery).
- Explain to Ss that they are going to read the text and complete it by choosing the appropriate word. Point out that the first one has been done as an example. Explain to Ss that they can either circle the word or write it in the space provided.
- Go round the classroom and monitor the Ss.
- Have Ss compare their answers in pairs, then check as a class.



Example: An

1. are 2. also 3. where 4. these

5. which 6. can 7. the 8. modern

Activity 2

- Draw Ss' attention to the two pictures and the information below each one and ask them to read it.
- Divide Ss into pairs and assign each S one of the two places. Explain to Ss that SA has to cover the information provided about the place you assigned SB and SB has to cover up the information about the place you assigned SA.
- Explain that SA will have to ask SB for the information regarding the place SB was assigned and that SB will have to answer using the



Language focus

Objectives

- to revise and consolidate vocabulary and structures presented in previous lessons

Lesson plan



Warm-up

Lip reading

- Tell Ss that they are going to play a game.
- Say one of the words that Ss have been presented with in Modules 9 and 10 without making any sound.
- Ss have to look at you carefully and read your lips to guess the word.
- Choose Ss to come to the front of the classroom and do the same.

Activity 1

- Have Ss open their Workbooks to p. 131.
- Direct Ss' attention to the pictures in activity 1 and ask them to tell you what they see. (A boy doing different activities, three T-shirts, different places in a bedroom, three clocks, three people and three different places where people can eat.)
- Ask Ss to read the questions. Explain that they are going to listen to a dialogue and that they will have to tick the correct picture A, B or C, according to what they hear each time.
- Draw Ss' attention to the example. Play the recording and have Ss listen to the example in order to make sure they understand what they have to do.
- Play the recording twice and have Ss do the activity.
- Go round the classroom and monitor the procedure.
- Have Ss' compare their answers in pairs, then check as a class.

Listening transcript

Man: Listen and look. There is one example. What's Frank doing?

Mum: Frank! What are you doing? Are you playing on the computer?

- 1 Listen and tick (4) the box. There is one example.

Example

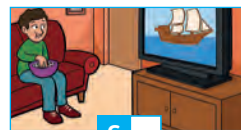
What's Frank doing?



A



B 4



C

1. Which T-shirt does Frank choose?



A



B



C

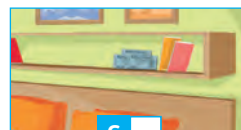
2. Where are the tickets?



A



B



C

3. What time do they have to be at the station?



A



B



C

4. Who's going to look after Frank's pet rabbit?



A

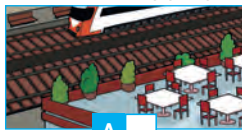


B



C

5. Where are they going to have lunch?



A



B



C

131

Frank: No, Mum. I'm reading a book in the living room.

Mum: Oh! Well, that's great, but can you please come upstairs and help me?

Frank: Why?

Mum: Well, I'm choosing which clothes to put in your bag for our holiday!

Man: Can you see the tick? Now you listen and tick the box.

1. Which T-shirt does Frank choose?

Mum: Which T-shirt do you want to take?

Frank: Well, I don't want that striped one – it isn't big enough.

Mum: You're right. What about this one with the spots?

Frank: No, thanks. I don't like spots, Mum. I want to take that blue one.

Mum: Oh, OK, Frank!

2. Where are the tickets?

Mum: Have you seen the train tickets, Frank? I can't find them.

Frank: I saw them this morning. They were on the shelf in your room, I think.

Mum: Well, they are not there now.

Frank: Have you looked in your handbag?

Mum: Yes, I have. Oh, wait! Here they are – on the desk, next to my book!

3. What time do they have to be at the station?

Mum: What's the time?

Frank: It's a quarter past ten.

Mum: OK. We have to meet your dad at the station at half past one.

Frank: Are we going to take a taxi there?

- 2 Julie is talking to her friend, Liz. What does Liz say? Read the conversation and choose the best answer. Write a letter (A-H) for each answer. You do not need to use all the letters. There is one example.

Example



Julie: Are you going to Hawaii on holiday?



Liz: E



1. **Julie:** Have you ever been there before?
Liz: _____
2. **Julie:** Are you excited?
Liz: _____
3. **Julie:** Really? I think it will be scary!
Liz: _____
4. **Julie:** Oh! That sounds exciting! How long has he worked there?
Liz: _____
5. **Julie:** That's great! Well, have a great time, Liz!
Liz: _____

- A** I'm sure we will! Thank you!
- B** My parents have, but I haven't.
- C** No, it will be interesting. You see, my Uncle Tom is a ranger there. He's going to take us around.
- D** OK. Then we can buy some souvenirs.
- E** Yes, I am. My family and I are leaving next Monday. (Example)
- F** Oh, yes! I can't wait to visit the park with an active volcano!
- G** OK. I'll see you soon. Bye!
- H** Hmm... I think for about ten years.

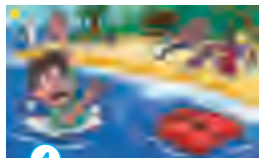
- 3 Listen to your teacher, then look at the pictures and continue the story.

Joe's summer adventure

Mr Black

Mrs Black

Joe



132

- Mum:** Yes. It's coming to pick us up at half past twelve, so we must be ready by then.
- Man:** 4. **Who's going to look after Frank's pet rabbit?**
- Mum:** Mrs Hill will be here in half an hour.
- Frank:** Is she going to look after Carrots?
- Mum:** No, her son, Ron, is going to do it.
- Frank:** Why can't Grandpa do it?
- Mum:** Oh, Frank, he can't come here every day. It's too far.
- Man:** 5. **Where are they going to have lunch?**
- Frank:** Are we going to have lunch here, Mum?
- Mum:** No, it's too early for lunch, Frank. We'll have something to eat on the train.
- Frank:** Can we have something at the station?
- Mum:** We won't have time, Frank. You'll be OK – you had a big breakfast this morning!



Example: B

1. B 2. B 3. A 4. C 5. B

- Have Ss read the dialogue and the responses in the box and then have them do the activity.
- Have Ss compare their answers in pairs, then check as a class.



Example: E

1. B 2. F 3. C 4. H 5. A

Activity 3

- Direct Ss' attention to the pictures and ask them to tell you what they see in the first picture. (A boy with his parents at home. The man is holding some airline tickets and everyone looks excited.)
- Tell Ss that these pictures show a story. It's called *Joe's summer adventure*. Point out to Ss that the family's names are Mr Black, Mrs Black and Joe. Explain to Ss that you will begin the story and then, in pairs, they will have to look at the other four pictures carefully and tell the rest of the story to their partner.
- Divide Ss into pairs and begin the story for everyone to hear. You can say, *Joe is at home with his parents. They have got a surprise for him: airline tickets! Joe is excited.* Then have each pair of Ss take turns telling the rest of the story on their own.
- Go round the classroom and monitor the procedure.
- Have a few pairs of Ss come to the front of the classroom and present their stories.

(Suggested answer:

(Joe is at home with his parents. They have got a surprise for him: airline tickets! Joe is excited.) Joe and his parents are on board the plane. They are wearing summer clothes and they are all very happy. Joe is looking out of the window of the plane. In the next picture, Mr and Mrs Black are on the beach. Joe is wearing his life jacket and he is waterskiing. His parents are watching him. Suddenly, Joe falls into the water. His life jacket has slipped off and he is calling for help. He looks scared. Suddenly, a dolphin appears. Joe holds onto its fin and it takes him back to the waterskiing boat. Joe looks relieved.)

Activity 2

- Draw Ss' attention to the dialogue and the sentences in the box. Explain to Ss that they have to read the dialogue and complete it by choosing the appropriate response from the box in each case.
- Read the example aloud and then point out that there are two extra responses which they will not need to use.

Material transferred from Modules 6-9



Workbook

(Transferred from Module 6, Our World, p. 137)

Activity 3 L2.1

Listening transcript

2. **Julia:** What are you doing, Fay?
Fay: I'm surfing the Net for information about giant pandas.
Julia: Oh, why?
Fay: I've got a project for science. Did you know that baby giant pandas are smaller than any other baby bears? They weigh only 85-142 grams and haven't got any fur.
Julia: Really? Wow! What else did you read?
Fay: Baby pandas don't open their eyes until they're six weeks old.
Julia: Amazing! Your project is going to be the most interesting of all.
3. **Tony:** Hi, Joe. Did you watch the football match last night?
Joe: No, I didn't. Who won?
Tony: Portugal.
Joe: Really? I thought France's team had better players than Portugal's team.
Tony: Well, they do, but they still played worse than Portugal in this match.
Joe: So, what was the score?
Tony: It was 1-0. Christian Rivaldo scored a goal in the last minute. You know, he also won the player of the game award.
Joe: Wow! It sounds like he played really well.
4. **Tom:** Hi, Harry. How was your trip to California?
Harry: Oh, it was great. It was warm and sunny.
Tom: That's good! Did you go swimming?
Harry: No, actually, I didn't.
Tom: But why?
Harry: Well, the first day I was there we visited the aquarium. Did you know that the great white shark, the most dangerous shark in the world, swims in the waters near California?
Tom: No, I didn't. Why is it the most dangerous?
Harry: It's got two rows of very sharp teeth and it's really strong. It can even eat a sea turtle!
Tom: Oh, wow, that sounds scary! Now I know why you didn't go swimming!



1. F 2. F 3. T 4. F

(Transferred from Module 6, Let's talk, p. 139)

Activity 3 L2.1

Listening transcript

- Mum:** Tom, can you come here, please?
Tom: Coming!
Dad: Your mum and I want to plan our summer holiday. We would like you to tell us which place you like.
Mum: Here are the leaflets with the places. We can go to the Green Mountains and stay at a hotel, go camping on Coral Beach or go camping in Evergreen Forest.
Tom: Let's go to Evergreen Forest! It's not as hot in the forest as on the beach. We can also go canoeing in the river and mountain biking.
Dad: What about Green Mountains? We went to Evergreen Forest last year.
Tom: I think we should go to the mountains in the winter.
Mum: Me, too. Tom, I had fun last year, but I think it's better to go camping on Coral Beach. I really want to swim this summer, and swimming in the river is more dangerous than swimming in the sea. And don't forget all of those insects. Yuck!
Tom: But camping on the beach is terrible. The sand gets everywhere, and there are insects on the beach too, Mum.
Mum: That's true. Sleeping in a hotel is better. What should we do, Gary?
Dad: We don't have to go camping then; there's a great hotel on Coral Beach. Camping is cheaper and more exciting, but I don't like getting up early during my holiday, and you have to when you are sleeping in a tent.
Tom: Great! I can't wait to see the hotel!



Picture C should be ticked.



Workbook

(Transferred from Module 7, Top stars, p. 156)

Activity 3 L2.1

Listening transcript

Kylie: What are you doing, Fay?

Fay: I'm playing a new game on my phone.

Kylie: Really? What kind of game is it?

Fay: It's a quiz game. Do you want to help me play? So far my score is 5,000 points.

Kylie: Sure! What do we have to do?

Fay: We have to answer the questions in less than two minutes.

Kylie: OK! Let's play!

Fay: First question: who created Mickey Mouse? A. Walt Disney, B. Ub Iwerks or C. Both of the above. I think it's Walt Disney, but I'm not sure.

Kylie: It's C. I remember reading that both Walt Disney and Ub Iwerks created Mickey in 1928.

Fay: Yes! It's correct! Next question; how long is a day on Venus? A. 24 hours, B. 48 hours, C. More than a year.

Kylie: I think it's 48 hours.

Fay: Venus is near Earth. On Earth a day is 24 hours, so I think you're right. Let's see.

Kylie: Oh! Wrong. Wow! The answer is more than a year. That's a long time!

Fay: We've got time for two more questions. Are you ready for the next question? Which is the coldest desert in the world? A. Gobi Desert, B. Patagonian Desert or C. McMurdo Dry Valleys area in Antarctica.

Kylie: I think it's C. Antarctica is the coldest place on Earth. How about you?

Fay: Yes, for sure! Let's see.... Correct! The average annual temperature there is -20 °C. Here's the last question for now because I have to go to tennis practice. Which animals live the longest? A. the Galapagos giant tortoise and the bowhead whale, B. the bowhead whale and the Greenland shark or C. the Greenland shark and the Galapagos giant tortoise.

Kylie: I say the Galapagos giant tortoise and the bowhead whale.

Fay: Yes, I agree. Here goes....

Kylie: Oh! Too bad! It's the bowhead whale and the Greenland shark. They both live for more than 200 years!

Fay: Well, better luck next time. I've got 7,000 points now. Thanks for playing with me!

Kylie: It was fun!



1. C 2. C 3. C 4. B

(Transferred from Module 7, Our world, p. 159)

Activity 3 L1.1 L2.1

Listening transcript

2. Dad: Finn, where are you?

Finn: I'm in my room, Dad. What is it?

Dad: Put on your shoes. Let's go!

Finn: Where are we going?

Dad: It's a surprise.

Finn: Come on, Dad, tell me. Is it a place where we can get something to eat?

Dad: Yes, it is. Oh, don't forget to take your hat. It's sunny outside.

Finn: Are we going to a restaurant?

Dad: No, we aren't. We are going to take the underground there.

Finn: Are we going to watch a tennis game?

Dad: No, we aren't, but we are going to watch a sport.

Finn: You're the best, Dad!

3. Jenna: Courtney, I'm over here.

Courtney: I was looking for you.

Jenna: Yeah, I know. I was looking at the souvenirs in the gift shop.

Courtney: Did you like the exhibitions? The dinosaurs were great. It was so interesting learning all about how they lived and what they ate.

Jenna: I liked the exhibition with the butterflies and insects. It's amazing how many colours there are in nature!

Courtney: Yes, they were beautiful. I'm hungry now. Let's go and find out where the others are and get something to eat.

Jenna: They're over there! I can see Ms Chambers.



A. 2 B. 3 C. 1

Material transferred from Modules 6–9



Workbook

(Transferred from Module 8, Top Stars, p. 178)

Activity 3 L2.1

Listening transcript

- Mark:** Hi, Scott.
Scott: Hi, Mark.
Mark: No school tomorrow! It's the weekend! So, what are you going to do?
Scott: Well, there is an art exhibition on Saturday, and I want to go.
Mark: An art exhibition? Interesting!
Scott: Yes, but I don't know yet because we are going to visit my cousins on Saturday. So, I may just go to the exhibition next week. I'll see. What about you?
Mark: Nothing special. I am going to stay at home.
- Mum:** What are you doing, Kevin?
Kevin: I'm surfing the Net. I found a very interesting site from the wildlife rescue centre in our town.
Mum: Really? Would you like to go there next week?
Kevin: Yes! I'd like to learn more about endangered species.
Mum: Great! We may go next Tuesday, then. I'll see.
Kevin: Wow! It says here that visitors can adopt an animal too. Can we adopt one of them and take it home?
Mum: We can't do that, Kevin, but I'm sure we can donate money and help the centre keep them safe.
Kevin: Great! Let's do that, Mum.
- Jason:** What are you doing with all these old books, Tom?
Tom: Well, I read an interesting article about what you can do with your old books.
Jason: So, what are you going to do?
Tom: I'm going to donate them to our school library.
Jason: Tom, that's great!
Tom: The library can sell them at fundraising events and raise money.
Jason: Great idea, Tom! I always recycle my old books.
Tom: I recycle too, but this time I'm going to do something different!



1. A 2. B 3. C

(Transferred from Module 8, Our World, p. 181)

Activity 3 L2.1

Listening transcript

- Mum:** Cindy, are you ready? Dad's waiting in the car.
Cindy: Yes, Mum. I'm just looking for my mobile phone. I want to take some photos and upload them while we're in the countryside.
Mum: It's over here. Are we ready to leave now?
Cindy: Yes, Mum. I've got all of my things.
Mum: Great! So, let's see before we leave. I watered the plants; I'll turn off the lights in a minute...
Cindy: What about the rubbish? Did Dad take it out?
Mum: Oh, no, he didn't.
Cindy: Don't worry, Mum. I'll take it.
Mum: Thank you, Cindy.
- Fiona:** Hi, Tina. How's your project about the environment going?
Tina: Hi, Fiona. Well, I decided to write about factories and how they pollute the atmosphere. What about you?
Fiona: I wanted to write about water pollution, but Mrs Smith told me that Diane is going to write about it.
Tina: Oh! So if Diane writes about water pollution, what will you write about?
Fiona: Recycling.
Tina: Nice! Recycling is important, and everyone can do it.
Fiona: Exactly! If we all recycle, there will be less rubbish, and our planet will be cleaner.
- Jill:** Hi, Fay. Our school trip to the chocolate factory is tomorrow! I'm so excited.
Fay: Yes, I know, but I may stay at home tomorrow.
Jill: But you love chocolate! What's the matter?
Fay: Yes, I do love chocolate, but I don't feel well. My stomach hurts.
Jill: Oh! I'm sorry to hear that, Fay. Last week you had a cold, and now this.
Fay: I know, and I really wanted to go. Anyway, have fun tomorrow, and eat some chocolate for me too!
Jill: Thanks, Fay. Don't be sad. We'll go there together when you feel better.
Fay: Great! And I'll eat as much chocolate as I want! I can't wait!



1. C 2. A 3. C



Workbook

(Transferred from Module 9, Top Stars, p. 200)

Activity 3 L2.1

Listening transcript

Scott: Mum, is this you and Dad?

Mum: Let me see. Oh, why yes! Yes it is.

Scott: I didn't know you have been to Africa!

Mum: Yes, we have. We've visited Tanzania and Morocco.

Scott: Wow! How was it?

Mum: Ah, amazing! They're both beautiful countries, but Africa was too hot for me.

Scott: Have you been to any other countries?

Mum: Yes, we have. We've visited many different cities in Canada and in the US and we've been to Italy.

Scott: Wow! I had no idea! What was the US like?

Mum: Well, there are a lot of great museums. I really enjoyed visiting them, but I didn't like the weather. It was quite rainy.

Scott: What did you think of the other places?

Mum: Well, every country was beautiful. In Canada, there are lots of forests and national parks. I enjoyed Italy too, but we didn't visit many sights, because we were only there for two days.

Scott: So, which country did you enjoy visiting the most?

Mum: Hmm... Russia!

Scott: Russia? You've been to Russia too?

Mum: Ha ha! Yes, I have, but not with your dad. I went with your grandparents when I was a little older than you are now. It was my first time in another country. There was so much to see and do. We went to Moscow and visited Gorky Park, where there are gardens, ice-skating rinks and amusement park rides. It's right next to the Moscow River. It was an amazing experience!

Scott: That sounds great, Mum! Have you done any other things that I don't know about?

Mum: Ha ha! No, Scott. I've told you everything!

Scott: Ha ha! OK, Mum!



1. F 2. T 3. F 4. F 5. T

(Transferred from Module 9, Our World, p. 203)

Activity 4 L2.1

Listening transcript

Mike: Today Martin Banks is here with us. Mr Banks is a scientist who studies volcanoes. He lives and works in Maui, Hawaii. Hello, Mr Banks! Thank you for coming to our school.

Mr Banks: I'm glad to be here, Mike.

Mike: So, how long have you been a scientist, Mr Banks?

Mr Banks: Oh, a long time! I think it's been twenty years. But I didn't always work in Hawaii.

Mike: How long have you lived there?

Mr Banks: Well, my family and I moved there three years ago. I wanted to live in a place near an active volcano, and Hawaii is one of the best places for that!

Mike: It sure is! So, what are you working on these days?

Mr Banks: Well, have you ever visited a beach in Hawaii?

Mike: A beach? No, I haven't. Is there something special about the beaches there?

Mr Banks: There sure is! There are beaches with red, black and green sand in Hawaii. I'm studying how the lava from the volcanoes and the ocean water make the sand these colours!

Mike: Really? How is that possible, Mr Banks?

Mr Banks: Well, firstly, this takes millions of years to happen. You see, lava has got different chemicals and materials in it. When it gets to the ocean, it cools and becomes hard rock. The waves from the ocean hit the rock and over the years, make it sand. The chemicals and materials that were in the lava create the different colours of sand.

Mike: Oh! That's very interesting! I'd like to visit these beaches some day! Can people swim in the water at these beaches?

Mr Banks: Well, you can relax on the colourful sand and even see sea turtles on most of them, but swimming isn't a good idea. The water is very deep and there are always very strong winds and big waves.

Mike: Sounds dangerous!

Mr Banks: It can be, so it's better to just enjoy the view!

Mike: Good idea, Mr Banks! Well, thank you for talking to us today! Join us next week everybody when... (fade out)



1. twenty 2. active 3. black
4. Lava 5. sea turtles



PHONICS TABLE

Module	Page number	Phonics (Phonetic transcription)	Words
6	76	silent e	ride a bike bicycle lane be careful line
7	88	/əʊ/	soap coach
		/əʊ/	blow elbow grow
8	100	silent consonants	hour sign spaghetti island knife half
9	112	/ʌ/	sunny umbrella lunch
		/ju:/	computer uniform museum
		/ɜ:/	turtle surf turn
10	124	/eɪ/	eight weight
		/eɪ/	snail rain straight



Glossary of key words used in the Teacher's Book

act out: to take the role of a character in a dialogue or story and say his/her words

Content and Language Integrated Learning (CLIL): an approach to teaching through which students learn content-based subjects such as maths, history, science, etc. through a foreign language

demonstrate: to show and explain how something should be done

draft: a piece of text including someone's original ideas, which has not been fully developed and taken its final form

edit: to improve a text by making corrections and adding or removing information and/or ideas

elicit: to do or say something to get a response from someone

gist: the main idea in a text

higher-order thinking (HOT): using critical-thinking and problem-solving skills to apply knowledge gained to new situations

higher-performing Ss: students whose level is above average

initiate: to start something

lower-performing Ss: students whose level is below average

mime: to use the face and body to communicate, without verbal speech

monitor: to watch and make necessary comments to ensure that an activity is done in a proper way

objective: the goal which someone sets and the outcome they plan to achieve through an activity

pantomime: to convey an action, feeling, etc. through gestures and body movements, but not through speech

prompts: words/phrases and/or pictures provided to students to facilitate spoken or written production

rubric: the instructions for a task or activity

shadow read: to read silently while listening to somebody else reading aloud

SA: Student A

SB: Student B

swap: to exchange

Total Physical Response (TPR): an approach to teaching through which students respond to language through physical movement, e.g. the teacher says 'Stand up' and the students respond by standing up

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Top Stars 6b
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H. Q. Mitchell - Marileni Malkogianni

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