

نتقدم بثقة  
Moving Forward  
with Confidence



SULTANATE OF OMAN  
MINISTRY OF EDUCATION

# TEAM Together OMAN 6A

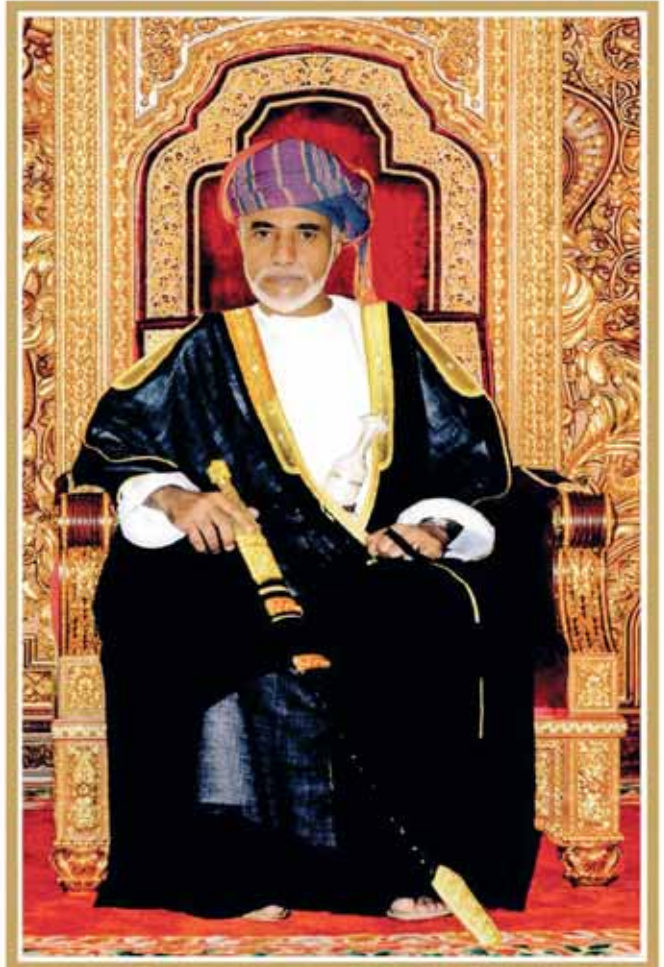
Teacher's Book  
with Digital Resources

Trial Edition  
2024





**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan  
Qaboos Bin Said**



# SULTANATE OF OMAN

(Governorates & Wilayats)







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# TEAM Together OMAN 6A

Teacher's Book  
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# Scope and sequence

Unit	Vocabulary	Grammar	Literacy
 <b>The WOW! Team</b>	<b>Adjectives:</b> energetic, fun, pretty, kind, brave, clever, medium height, chatty, friendly, handsome, creative, tall	<b>Present simple</b> <i>I think I'm quite clever because I'm good at Maths and Science.</i>	
 <b>Free-time fun</b>	<b>Sports:</b> go skiing, go swimming, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do karate, do gymnastics, do athletics <b>Hobbies:</b> do photography, do puzzles, do the gardening, play board games, put on shows, play video games, play musical instruments, make models, make videos, collect cards, watch cartoons, write a diary	<b>Present simple v Present continuous</b> <i>I do karate every Monday. Look! I'm doing it now!</i> <b>State verbs</b> <i>He doesn't like doing photography. Do you know this song?</i>	Literature: a picture story Reading and writing: interviews
 <b>Technology</b>	<b>Devices:</b> password, app, laptop, digital camera, headphones, speaker, smartphone, website, e-reader, screen, printer, devices <b>Using technology:</b> go online, turn on the computer, type a password, upload a photo, download an app, search the internet, watch a video, press a button, turn off the TV, click on an icon, send a message, take a selfie	<b>could/couldn't</b> <i>We couldn't use the computers.</i> <b>had to/didn't have to</b> <i>She had to use a pen.</i> <b>Comparative adverbs</b> <i>I can play the piano better than you.</i>	Literature: a poem Reading and writing: reviews
 <b>Places</b>	<b>Places and buildings:</b> castle, harbour, stadium, tower, skyscraper, factory, hospital, palace, swimming pool, sports centre, office building, apartment building <b>Parts of buildings:</b> ceiling, floor, wall, roof, corner, corridor, stairs, steps, lift, escalator, entrance, exit	<b>Relative pronouns</b> <i>He's the doctor who she saw in the hospital.</i> <i>A stadium is the place where you can watch sports matches.</i> <i>What's the book that/which you want to read?</i> <i>I remember the time when you went to hospital.</i> <b>Past continuous</b> <i>She was playing in the garden when it started to rain.</i>	Literature: a mystery story Reading and writing: short stories
	<b>Places:</b> college, airport, bridge, fire station, theatre, office, square <b>Technology:</b> steam train, vacuum cleaner, Virtual Reality	<b>Imperatives</b> <i>Go through the door. Take the first right.</i>	

## Grammar practice

## Progress path



Culture	English in action	Pronunciation	Get ready for...
<p>Culture: Sports and hobbies around the world</p> <p>Project: A mini-book about popular free-time activities</p>	<p>Making and responding to suggestions:</p> <p><i>Why don't you do puzzles?</i> <i>That's a good idea.</i></p>	<p>Weak and strong forms of <i>can</i></p>	<p>Class Book:</p> <p>A2 Flyers: Reading and Writing Part 4</p> <p>A2 Key for Schools: Speaking Part 2</p> <p>Activity Book: A2 Flyers: Listening Part 1 Reading and Writing Part 1</p>
<p>Culture: How technology helps people with special needs</p> <p>Project: A spider diagram poster about technology and learning</p>	<p>Asking for help:</p> <p><i>Can you show me how to turn it on?</i></p>	<p>The weak forms of <i>to</i></p>	<p>Class Book:</p> <p>A2 Key for Schools: Listening Part 1</p> <p>A2 Flyers: Listening Part 4 Reading and Writing Part 1</p> <p>Activity Book: A2 Flyers: Listening Part 4 Reading and Writing Part 2</p>
<p>Culture: Ancient cities in the Pan-Arab region</p> <p>Project: A tourist brochure for an ancient city</p>	<p>Giving directions in a building:</p> <p><i>It's on the ground floor.</i></p>	<p>Weak and strong forms of <i>was/were</i></p>	<p>Class Book:</p> <p>A2 Key for Schools: Reading and Writing Part 4 Speaking Part 1</p> <p>A2 Flyers: Speaking Part 4</p> <p>Activity Book: A2 Flyers: Listening Part 2 Reading and Writing Part 3</p> <p>A2 Key for Schools: Listening Part 2</p>
	<p>Asking for and giving directions:</p> <p><i>Excuse me. Can you tell me where the college is, please?</i> <i>Yes, of course.</i></p>		

# Introduction

## About *Team Together Oman*

Learn Together! Succeed Together! *Team Together!*

*Team Together Oman* is an engaging and enjoyable, eight-level primary and preparatory English course that develops language alongside future skills. Students are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Team Together Oman* sets out a clear path for progress and prepares children for success in external tests, including PTE Young Learners and Cambridge English Qualifications.

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

### For students

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

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

*Team Together Oman* has been designed to create an enjoyable and engaging environment for effective learning. A full colour Class Book and Activity Book are complemented with a wide range of multimedia and digital tools, such as videos, eBooks and digital content online which are certain to captivate pupils' and students' attention.

### For teachers

*Team Together Oman* has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts and an ample supply of resources will help keep pupils and students engaged and motivated. Seamlessly integrated external tests preparation and a complete assessment package will help your class to get results and prepare for future tests.

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

## Course features

### Vocabulary

Each unit starts with an eye-catching visual presentation of the target vocabulary, which gets students' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context.
- to revise previously learnt vocabulary.
- to offer speaking practice for both everyday communication purposes as well as external tests preparation.

It is followed by engaging step-by-step practice. As well as being close to students' interests, vocabulary sets reflect external tests topic areas.

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

The *Communicate* activities (🗨️) effectively help students start using English in meaningful contexts from the very beginning.

Extra vocabulary practice is available in corresponding Activity Book lessons where applicable.

The *Work with words* feature in every lesson 4 focuses on word formation and extends the content from the Class Book.

The *Words in context* section in every lesson 8 focuses on new vocabulary to support the learning of the new content from the Class Book. Content from the main lessons is complemented by *Review* sections and a *Wordlist* at the end of the Activity Book.

### Grammar

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

Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in *Grammar practice* sections for each unit at the end of the Activity Book.

### Dictation

The *Review* sections at the end of each unit in the Activity Book end with a dictation task. Students hear three sentences that practise the key grammar. By writing the sentences they hear, students are also practising their writing skills.

### Team Talk

*Team Together Oman* Grade 6 features a group of children who run an online magazine called the World of Wonder! or WOW! Magazine. Reem, Sultan, Arlo and Julia interact with the students, asking questions that encourage them to reflect on their learning and their knowledge of the world.

### Skills

All four skills are practised throughout Grade 6 of *Team Together*, with a dedicated listening section in lesson 3 and a literacy section in lessons 8 and 9 of each unit.

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

In the literacy spread, students are acquainted with different types of everyday texts, such as reviews, recipes or adverts. Scaffolded writing models for all of the Writing activities are supplied at the back of the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate* activity where students can put the newly acquired content into practice and personalise them
- Lesson 4 contains an information gap activity which provides a fun and motivating way to get students to speak in a less controlled manner
- Lesson 7, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing students to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say in a variety of situations, such as asking the way or calling the emergency services.

### Culture

The *Culture* sections in *Team Together Oman* are designed to help foster the Omani identity and as such, they focus on life and culture in Oman as well as looking at aspects of different cultures around the world.

### Learning club: Language booster and CLIL

After Unit 3, there is a *Learning club* section. This consists of a *Language booster* lesson and a *CLIL* lesson. The *Language booster* lesson extends language and topics taught in the preceding units. The *CLIL* lesson helps students learn key concepts of other subjects in the school curriculum in a more integrated manner. The *CLIL* sections in *Team Together Oman* Grade 6 help students learn key concepts of English, Social Studies and Science in a more integrated manner.

## External tests preparation

*Team Together Oman* provides a lot of opportunities to get students acquainted with the format of external exams. Cambridge English Qualifications exam type tasks, marked with the (CE) symbol, are seamlessly integrated into the core material, providing practice in an unthreatening manner.

The *Get ready for...* section at the end of each unit both in the Class Book and Activity Book focuses specifically on exam practice. *Team Together Oman* fully prepares learners for Cambridge English Qualifications and in *Team Together Oman Grade 6* this focuses on A2 Flyers. As well as exam task-type practice, all vocabulary and structures are covered in the series. Further vocabulary practice is offered in the *Team Together Oman Vocabulary Booster* books.

The series also exposes students to exam task types in the A2 Key for Schools.

The assessment package also includes an exam-style test for those students who are preparing for the external exams. In addition, students can prepare for PTE Young Learners tests using *Top Tips and Practice for PTE Young Learners Quickmarch & Breakthrough*.

## Future skills

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

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

Other future skills covered in *Team Together Oman* include:

**Social and cultural awareness:** Lesson 5 of each unit enables students to learn about Omani culture and the wider world.

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

**Assessment for learning:** See pages 15-16 for more information.

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

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

## Support for mixed-ability classes

*Team Together Oman* supports teachers who work with mixed-ability classes. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**. The photocopiable resources package includes extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their students. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability students in the classroom and make the core material in the Class Book more suitable to individual students.

## Course components

The course for Grade 6 (Semesters 1 and 2) includes the following components:

- Class Book
- Activity Book
- Teacher's Book
- Class Audio
- Flashcards
- Word Cards
- Posters
- Photocopiable practice sheets and worksheets
- Videos and animations

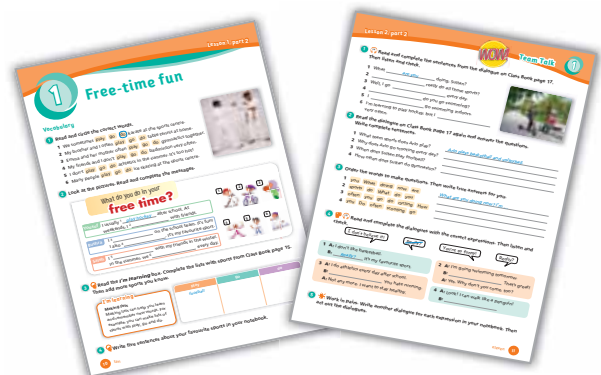
## Class Book

The Class Book provides materials to present the target language effectively. It includes an introductory Welcome unit to revise some of the language from Grade 5. It then includes three main units, followed by a *Progress path* section for students to track their progress at the end of each unit.



## Activity Book

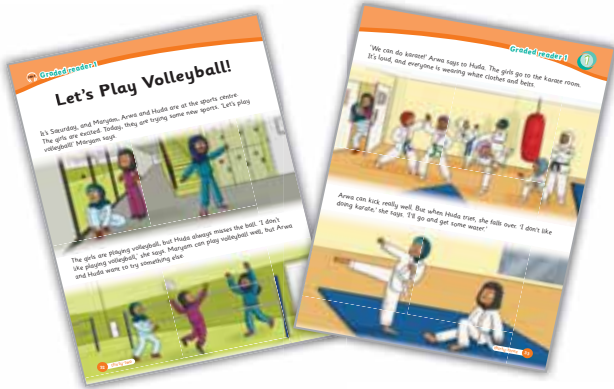
The Activity Book provides reinforcement and consolidation of the language presented in the Class Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. Every unit also contains a *Grammar practice* and a *Get ready for...* section for further external exams practice.



# Course components

## Graded readers

In addition to the unit stories, there are also two graded readers after each unit of the Class Book. These consolidate language, vocabulary and themes covered in the preceding units with a fun story that the students will enjoy. Each story also teaches four new words. Teachers can choose which of the two readers they want to cover in class and which students can do at home for homework.



## Posters

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

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

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

## Teacher's Book

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

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

Additional ideas for Extension and future skills activities, as well as suggestions on how to support or challenge mixed-ability students, provide an excellent toolkit for busy teachers who may lack time for planning.

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



## Class Audio

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

## Flashcards and Word Cards

The Flashcards and Word Cards present the vocabulary from each unit. They help students learn, remember, practise and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Games bank, which contains extra games and activities.



## Practice sheets

Upon completion of each unit, the teacher is able to check the progress students are making by using a unit practice sheet. There are three Unit practice sheets, one end-of-semester practice sheet and one end-of-year practice sheet. All these activities are available in two versions: Standard (A) and Challenge (B) so as to allow teachers for more flexibility with mixed-ability classes.

## Presentation tool and digital resources

All the digital resources for *Team Together Oman* can be found online. These include grammar animations, videos for the Projects, English in action and Culture lessons, a presentation tool, eBook, class audio, photocopiable resources, and more.

## Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, self-assessment, CLIL and English in action.

There are also communication games and worksheets to be used with the Culture videos. They are all available online.

## Lesson 1

## Class Book and Activity Book

Think! activity to activate students' previous knowledge

**2 Technology**

**WOW! World of Wonder! Magazine**

Welcome Book Clubs Culture Over to you!

How do you use technology at home and at school? Lots of you wanted to talk about ICT. Take a look at the pictures. Which kinds of technology do you know?

Sultan loves ICT and he has a question for you. What do you think?

**Question**

How can technology help us at home and at school?

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

- learn some words about technology
- use *could/couldn't* and *had to/didn't have to*
- use comparative adverbs
- read a poem
- discover how technology is helping children with special needs
- work in a group to make a spider diagram
- find out how to ask for help
- read and write reviews of games and apps

Big questions to activate critical thinking

A clear list of unit objectives

Communicate activity for personalisation and speaking practice

Go-to links for the accompanying Activity Book lessons

Lesson 1, part 1

**Vocabulary**

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

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

password app laptop headphones digital camera  
smartphone website e-reader screen printer devices

1 2 3  
4 5 6  
7 8 9  
10 11 12

forty-one 41

Photographic vocabulary presentation

## Lessons 2–3

Lesson 2, part 1

**Team Talk**

1 Listen and read. Why didn't Arlo send his homework?

Sultan: What's the matter, Arlo?  
Arlo: Oh, Sultan, Mr Ammar is going to be so angry. I didn't send my Maths homework last night.  
Sultan: Why not? Did you forget your password?  
Arlo: No. My laptop stopped working, so I had to use my brother's computer.  
Sultan: Oh, no! Did you have to start again?  
Arlo: Yes, I did, but then the Wi-Fi didn't work.  
Sultan: Oh, dear! You have to give it to him today.  
Arlo: I know, but I don't have it! It's still on the computer. Our printer doesn't work.  
Sultan: Here, Arlo. Take this.

Arlo: What's that?  
Sultan: Er... It's a pen! And here's...  
Arlo: You're joking! I can't write with this!  
Sultan: You could write when you can write now!  
Arlo: I know, but...  
Sultan: In the past, children couldn't write on computers. They had to write with a pen.  
Arlo: Yes, but they didn't have to

2 Work in pairs. Read the dialogue again and say **True** or **False**. Then write your answer.

1 Arlo forgot his password. 4 Arlo doesn't have a printer.  
2 Arlo had to use Mr Ammar's computer. 5 Sultan gives Arlo some help to write his homework.  
3 The Wi-Fi didn't work, so Arlo didn't send his homework to the teacher. 6 In the past, children did not have to use computers.

3 Work in pairs. Find these expressions in the dialogue. Then use them to act out a dialogue.

Why not? Oh, dear! You're joking!

1 I left my homework on the bus last week. 2 I didn't do my homework last night. 3 My printer doesn't work.

4 Have you ever had problems with your homework? What happened? Talk to your partner.

Activity Book Unit 2 Lesson 2, part 2

Grammar contextualised through dialogues

The robot icon flags language or tips that students should try to remember.

Communicate activity for personalisation and speaking practice

Listening skills practice

Focus on everyday expressions

Students work with a grammar rules box for better understanding

Lesson 2, part 2

**Grammar**

1 Look back at the dialogue in Lesson 2. Then read these sentences and circle the best words.

- He **had to** / **didn't have to** use his brother's computer.
- He **has to** / **doesn't have to** give it to the teacher today.
- He **could** / **couldn't** write when he was five.
- In the past, children **could** / **couldn't** use computers to do their homework.

2 Look at the grammar table. Then read and answer the questions.

Grammar		
<i>could/couldn't, had to/didn't have to</i>		
Present simple	I/We/You/He/She/They	can/can't do the homework. start again. go to school.
	I/We/You/They	have to / don't have to
	He/She	has to / doesn't have to
Past simple	I/We/You/ He/She/They	could/couldn't write. use the computers. use a pen.
	We	had to / didn't have to

What's the past tense of **can** and **can't**?  
What's the past tense of **have to** and **don't have to**?

3 Read the dialogue in Lesson 2 again. Underline examples of **could** and **couldn't**, **had to** and **didn't have to**.

4 Write three true or false sentences about Arlo. Then talk to your partner.

He had to do his homework five times. False! He had to do his homework three times.

44 forty-four

Lesson 3, part 1

**Grammar**

5 Listen and match the people to the pictures.

a grandad b dad c grandma d mum

1 2 3 4 5 6

6 Listen again and answer the questions.

- What password did Hanan's grandad use?
- How did Hanan's dad listen to the news before?
- Why did Hanan give her dad headphones?
- What did Hanan's grandma want to do?
- How did Hanan help her mum?
- How did Hanan's mum thank her?

7 Think about how technology has changed our lives. What couldn't people do in the past? What did they have to do? Compare notes with your partner.

They couldn't send emails. They had to write letters.

Activity Book Unit 2 Lesson 3, part 1

forty-five 45

## Lesson 4

A section to work with literature and different text genres

Future skills practice

Before you read activities for clearly staged reading practice

**WOW! Book club**

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

- In poems, the lines of text are often **long** **short**.
- Poems **sometimes** **never** have words that rhyme.
- What poems do you know?

**2** **Listen and read.** One verse matches the picture. Which verse is it?

**Lesson 4, part 1**

**Book club 2**

**3 After you read** Activity Book, page 50.

**4 Discuss in groups.**

- What does the poem say you can do with a smartphone? Make a list.
- What's the best thing about the smartphone? Put your list in order of importance.

**5** **Work in groups.** Read and act out the poem.

### A smarter smartphone

My dad has the latest smartphone. It's better than his last phone. It does everything faster than before. It's thinner and lighter. The screen is much brighter. It does everything his old phone did – and more!

First you press this button. Look! It turns the phone on. Type a password you won't forget. Then click on an icon. Try the blue and white one. Now you can search the internet!

Do you want to do some shopping. But have no time to go in. To buy a present for your friend in town? Shop more quickly online. It doesn't take so much time. You can do it while you're sitting down.

When you're in a new place. And you're going to be late. Find your way more easily with the phone. Download this free app. Find your place on the map. It will take you safely back home.

If you want to take a photo. The phone can take them better. Click on the camera icon on the screen. Take a selfie of your face. In front of a famous place. That's the best photo that I've seen!

You need some information. For an examination. Or a project you're doing with your team. Are all your facts right? Find a good website. Check the facts more carefully on the screen.

When you have some free time. To listen to some music. Or do something more quietly alone. Why not watch a video. Or your favourite TV show. Lying on the sofa with the phone?

46 forty-six

Activity Book, Unit 2  
Lesson 4, part 2

forty-seven 47

## Lesson 5

Photographic vocabulary presentation

Students work with a grammar rules box for better understanding

**Vocabulary and Grammar**

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

go online

turn on the computer

type a password

upload a photo

download an app

search the internet

watch a video

press a button

turn off the TV

click on an icon

send a message

take a selfie

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

**11**

**12**

**2** Read the poem in Lesson 4 again. How many of the phrases in Activity 1 can you find?

**Lesson 5, part 1**

**Vocabulary and Grammar 2**

**3** Read the poem again. Why is the new phone better than the last one? What can you do? Write the adverbs.

more easily    faster    more carefully    more quickly    more quietly    better

- It does everything \_\_\_\_\_ than before.
- You can shop \_\_\_\_\_.
- You can find your way \_\_\_\_\_.
- You can check facts \_\_\_\_\_.
- It takes photos \_\_\_\_\_.
- You can do something \_\_\_\_\_ lying on the sofa.

**4** **Look at the grammar table.** Then match 1–3 to a–c to complete the rules.

Grammar	
Comparative adverbs	
adverbs ending in -ly	
quickly → more quickly	
carefully → more carefully	
clearly → more clearly	
Short adverbs	
hard → harder	fast → faster
Irregular adverbs	
well → better	badly → worse

**1** We add **more** before \_\_\_\_\_

**2** We add **-er** to \_\_\_\_\_

**3** **Well** and **badly** are \_\_\_\_\_

**a** irregular adverbs.

**b** adverbs ending in **-ly**.

**c** short adverbs.

**5** **Listen.** Match the children with the apps.

**1**

**2**

**3**

**a**

**b**

**c**

**6** **Play a game in pairs:** I can do anything better than you!

well    fast    hard    carefully    badly    clearly

I can play basketball well.

I can play basketball better than you.

48 forty-eight

Activity Book, Unit 2  
Lesson 5, part 2

forty-nine 49

Further practice of listening skills

## Lesson 6

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

**Technology helps us!**

**Find out how technology helps young students with special needs around the world.**

Some children have something called Down's Syndrome and they find it difficult to hold a pen or pencil. This means they have difficulty writing and drawing. But they can use Virtual Reality (VR) to help them to paint beautiful pictures! This makes them very happy.

Do you have to use an alarm clock to wake you up in the morning? Children who are deaf cannot hear things like alarm clocks. But in the UK, they can use special alarm clocks that use lights and vibrations to wake them up. Isn't that great?

In India, some young people cannot see very well. Without technology, they could not read. But on e-readers, the letters can be very large so that they can see the words more clearly. They can also hear the words to help them, too.

**Fact**  
People who cannot talk can use their eyes to make computers do things for them!

**Before you read** What devices do you use to help you read or study at home or at school?

**Listen and read.**

**After you read** Activity Book, page 34.

**Work in pairs. Discuss the questions.**

- Have you ever used technology to help you study? Which?
- Have you ever used an e-reader?
- Do you prefer reading and studying with devices or books? Why?

I often use the internet to do research. Find out more! Watch the video.

**Project**  
Make a spider diagram poster about technology and learning

- In groups, think about the different devices you use at home and at school, and how they can help you learn.
  - At school, we can watch videos on computers.
  - At home, we can find information on tablets.
- Choose four or five devices that you would most like to include in the diagram.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Decide who will write about each device.
  - I'd like to write about smartphones.
- Make a spider diagram.**
  - Write the word *Technology* in the middle of your poster.
  - Write the devices around the page.
  - Add information about how each one helps you learn.
  - Include photos or drawings to decorate the diagram.
- Display your poster in the classroom. Talk about your posters.

**Writing**  
You can use these phrases in your information:  
You can use ... to help you to ...  
... are very good at teaching you about ...  
I can learn about ... when I use ...

**Speaking**  
When you talk about your spider diagram, summarise the important information.

Take a class vote to decide which device is best for learning.

Activity Book, Unit 2  
Lesson 6, part 2 fifty-one 51

Before you read activities for clearly staged reading practice

## Lesson 7

More content related to the topic of the lesson is available in the Culture video

Focus on functional language

**English in action**  
Asking for help

- Watch or listen and read. Answer the questions.
  - What two things does the girl need to do for school?
  - Why can't her mum help her now?

Please can I use the printer, Mum?  
Of course. What do you want to print?  
My English homework. Can you show me how to turn it on?  
It's easy! Press that button there.  
OK. What next?  
Look at the laptop. Click on that icon at the top of the screen.  
Thanks. Do you have time to help me revise for an exam?  
Sorry, not now. I have to cook dinner.  
Alright. Could you help me after dinner, please?  
Of course.

**Lesson 7, part 1**

- Read the dialogue again. Underline three questions asking for help that use language from the *Say it!* box.
 

**Asking for help:**  
Could you ...?  
Can you show me how to ...?  
Do you have time to ...?
- Say new dialogues with your partner. Ask for help with something. You can use these ideas. Use the *Say it!* box to help you.
  - download an app    do your homework    upload some photos

Can you show me how to download an app?  
Of course.
- Pronunciation**  
Listen and read. Do the coloured words have a long or a short sound? Then listen again and repeat.
  - I need to go online.
  - I'm going to do my homework.
  - Do you have time to help me?
  - Can you show me how to do it?
  - OK, I'm going to help you.
  - You need to type the password.
  - Then you have to click on this icon.
  - Now you're ready to start!

Activity Book, Unit 2  
Lesson 7, part 2 fifty-three 53

Model dialogue to help students learn new language in natural contexts

Useful phrases at a glance

Work on pronunciation with the sounds and focus in context

# Unit walkthrough

## Lessons 8-9

Literacy sections for dedicated reading and writing skills practice

Recorded text for modelling pronunciation

Model text

**Literacy: reviews** Lesson 8, part 1

**Reading**

1 Before you read Look quickly at the reviews. Which reviewer mentions these things?  
a password an icon a video treasure friends buildings

2 Listen and read.

**TopCity** the exciting new game  
by GameFan

☆☆☆☆☆ **Amazing game!**

This game is fantastic! I downloaded it onto my tablet last month and I play it every day. In the game, you travel around a city, looking for treasure. In every building in the city, you have to click on an icon and solve a problem. The problems get more difficult, so you have to work harder. It's good to challenge yourself!  
To move around the city, you have to write instructions. It's like programming a computer. I'm learning lots of new skills! Now I can move around much more easily. Last night I scored 50,000 points!

**Good points:**

- 1 It was easy to start playing. First I had to click on the icon to start the game and then I had to type a password. Then I could move around the city!
- 2 The graphics are really good. The game isn't free, but I think it's good value!

**Any bad points?**

☆☆☆☆☆ **Not bad**

This is quite a good game, but I think there are lots of programming games that are better.

**Good points:**

- 1 You can watch a video to help you learn how to play. It gave me some good tips.
- 2 You can play it online with your friends. That's fun!

**Bad points:**

- 1 I had to buy it! I think it's too expensive.
- 2 It doesn't work on all my devices - I can't download it onto my phone.

3 After you read Read the sentences and write Y (yes), N (no) or DS (doesn't say).

- 1 You have to pay for this game.
- 2 When you play this game, you try to find treasure.
- 3 GameFan lives in a city.
- 4 MrCool001 thinks TopCity is the best programming game.
- 5 MrCool001 has watched the video.
- 6 MrCool001 has a tablet.

**Words in context**

solve a problem challenge yourself program a computer score points give tips play online

4 Talk to your partner. Do you play any computer games? What do you like about them? What do you not like?

54 fifty-four

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

Words and expressions which students try to guess their meaning from context

Lesson 9, part 1

1 Read. Then use the notes to complete the review.

**FunTimeForKids** the drawing and painting app  
by TechWhaz

☆☆☆☆☆ **Great fun!**

This is a great app for kids who like being creative. You can use it to make fantastic pictures!

**Good points:**

- 1 There are tools for painting and drawing!
- 2 You can send your pictures to your friends, and they can send you (2)
- 3 You can upload (3) ... photos at first, but it's OK now.
- 4 You can (4) ... the pictures easily.

**Bad points:**

- 1 It opens too slowly. I had to wait for two (5) ...
- 2 I couldn't (6) ... after I typed my password!

**How to write... a review**

Include:

- a short introduction
- good and bad points
- you, e.g. 'You can... it helps you...'
- adjectives, e.g. brilliant, expensive
- adverbs, e.g. cheaply.

2 Read. Then answer the questions about the reviews on pages 54 and 55.

- 1 How many good points does each reviewer mention? And how many bad points?
- 2 What sentences can you find that use you?
- 3 What adjectives can you find?
- 4 What adverbs can you find?

3 Write a review of an amazing app or game. Plan, write, check and rewrite. Use the How to write... box to help you.

55 fifty-five

Scaffolded step-by-step instruction for the writing task

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

## Lessons 10-11

Review section for consolidation in the form of a comments website for the WOW! Magazine

External exams practice section

**WOW! Over to you!** Lesson 10

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

1 5 comments

2 2 comments

3 4 comments

4 1 comment

1 Read the comments about the WOW! Magazine. Tick (✓) the comments about technology and learning.

2 Work in pairs and answer the questions. Then write your own comments about the WOW! Magazine and read them to the class.

- 1 What did you like best?
- 2 What did you learn about how people use technology?
- 3 What do you think are some good and some bad things about technology?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

56 fifty-six

Collaborative task for engaging and motivating revision; additional self-assessment activity; Progress path at the end of every unit

Lesson 11

**A2 Flyers Listening Part 4**

**A2 Key for Schools Listening Part 1**

1 Listen. For each question, circle the correct answer.

- 1 What did Riley do at school today?
- 2 What does the girl's teacher do?
- 3 What did the boy do after school?
- 4 Which of these hobbies does he like?

**A2 Flyers Reading and Writing Part 1**

2 Look and read. Write the correct words. There is one example.

snorkelling a screen volleyball a market table a printer a laptop a zoo a cafe a theatre

This is a sport that you play indoors. You use a small bat and a small ball. ...

- 1 You can go here to buy something to eat. A waiter will bring your food to you.
- 2 This is a small computer that you can carry in a bag. It has a keyboard.
- 3 You do this sport outdoors. You can do it under the water.
- 4 This is the part of a computer or tablet that you look at. A mobile phone one, too.
- 5 This is a place where actors work. Lots of people like going here in the evening.
- 6 This is a game that you play on the beach or on a sports field. You don't use a ball.
- 7 This is a good place to visit if you like animals. You can see lots of different animals here.

Lesson 12 (optional)

**Unit 2**

**Student A**

1 Think of definitions for your photos. Use some of the words in the boxes. Take turns to say your definitions for your partner to guess.

go type upload download search press better cheaply faster more clearly more safely more easily more quickly

You type an address on your device and then you click on the page. You can find information here more quickly than in a book.

**Student B**

1 Think of definitions for your photos. Use some of the words in the boxes. Take turns to say your definitions for your partner to guess.

go type upload download search press better cheaply faster more clearly more safely more easily more quickly

Connect this to your device and then turn it on to listen to music. You can hear music better with this.

97 ninety-seven

Fun tasks and games to recycle language in an enjoyable way



## Monitoring progress and test readiness with *Team Together Oman*

*Team Together Oman* can be used to prepare students for external tests including Cambridge English Qualifications and PTE Young Learners. *Team Together Oman* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of student progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or test related. *Team Together Oman* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

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

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Grade 1	10–22	Pre A1			Pre A1 Starters
Grade 2	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Grade 3	20–32	A1	Springboard	Level 2	Pre A1 Starters
Grade 4	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Grade 5	30–41	A2/A2+	Quickmarch / Breakthrough	Level 3/4	A1 Movers and A2 Flyers
Grade 6	33–42	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Grade 7	34–44	A2+/B1	Breakthrough	Level 5	A2 Flyers, A2 Key for Schools and B1 Preliminary for Schools
Grade 8	41–50	A2+/B1	Breakthrough	Level 5	B1 Preliminary for Schools

## The Global Scale of English



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

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

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

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

## What is English Benchmark?

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

English Benchmark and *Team Together Oman* make the perfect partners for your language and learning assessment. As your students

learn with *Team Together Oman*, you can use the English Benchmark tests to measure their progress.

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

## Formative assessment / Assessment for learning

Formative assessment, or assessment for learning, is "the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there" (Assessment Reform Group, 2008).

Here are some suggestions on how to implement assessment for learning in your classroom.

### Main strategies of formative assessment

The main stages of the formative assessment process are:

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

### Setting aims and criteria

If you want your students to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance.

- **Key question technique.** At the beginning of each lesson, the teacher should tell the students what they are going to learn. This can be done by using key questions which are meant to inspire students' curiosity, interest and engagement.

### Monitoring students' learning

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

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

The tools that can be used for monitoring students' learning are:

- **Lollipop stick technique** or **Random selection tool.** Use sticks or cards that students can personalise with their names at the beginning of the school year. Pick them randomly to call on students for questions, thus ensuring that all students have an active role and will produce a similar amount of language, because students' talking time (STT) matters!
- **Hands up/down technique.** Use this to check understanding. Ask a question or make a statement. Students put their hands up if the answer/statement is correct, but keep it down if not. You can also use it to check if students want to give positive or negative feedback to a task.
- **Happy/Sad face technique** (also Yes/No, Stop/Go, True/False). Use this for critical thinking development and yes/no answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each student – or students can make their own. After practising a skill, ask students how they feel they are doing. Alternatively, students can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards.** Use them to check that students know what to do on a given task. Students show you a green/yellow/red card, depending on their level of confidence.

Other types of assessment tools you can use are those oriented towards helping you actively observe the different skills and competence that your students are developing while they are working in class:

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

## Peer learning

Working together in pairs or groups gives students an opportunity to share knowledge and also learn from their classmates. Tools that can be used for peer work and peer learning are:

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

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

## Independent learning and long-term formative assessment

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

- for students to develop critical thinking skills about their own performance
- to promote collaboration
- to improve students' achievement of intended instructional outcomes.

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

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

- **Summative and thought-provoking questions.** At the end of a lesson or a unit, students are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions *What have I learnt? What do I need to work on? I can ... . I'm (not) good at ... .*

- **Portfolios.** Students are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists.** These are used to assess students' completion of a task. They are not rating scales and they only include Yes/No or ✓/✗ descriptors.
- **Projects.** Students present what they know through pictures and texts such as essays, research reports or long-term projects.
- **Learning diaries.** Students create their own books, in which they chart the journey of their learning.

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

## How to work with projects

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

### Collaborative work

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

### Cooperative work

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

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

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

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

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

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

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

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

If you are familiar with your students' interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'.

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

## How to use the graded readers

There are two graded readers at the end of each unit. The teaching notes for these are included as part of the lesson plans. The graded readers revise and recycle the vocabulary, grammar and pronunciation from the unit. They also introduce four new words for each reader.

Each graded reader can be taught in two lessons. The teacher and the class should choose the story together that they'd like to work on. The other story can be given to students to work on at home.

The work on the graded readers is divided into three stages:

**Before reading:** This stage will prepare students for reading the story. It may revise specific pronunciation points or vocabulary.

**During reading:** Students will read the story and you can play the accompanying audio. You can ask the class comprehension questions here to check understanding.

**Post reading:** Students will work on specific elements of the story. They can also act out the story in small groups. This stage can also bring in critical thinking skills and post reading analysis.

There are also extra activities to use in class supplied in the back of the Class Book. There is a reading comprehension page to use with each graded reader. These help to teach the reader effectively.

The activities for the graded readers also help teachers to present students with useful reading skills:

- Predicting what the text will be about
- Scanning a text for specific information
- Working out the meaning of new words from the context
- Understanding the main idea of a text
- Skimming a text for gist

## How to work with posters

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

In *Team Together Oman* Grade 6, Semester 1 there are four full-colour vocabulary posters featuring the main target vocabulary of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

### Techniques of working with posters

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

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

**Asking questions.** Point to the objects, persons, colours, etc. presented in the poster and ask questions *What's this? What colour is it? Is it a (computer)?, etc.*

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

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

**True or false?** Point to various objects in the poster and make true or false sentences related to them. For example, point to a sports shop and say, 'It's a shoe shop.' Students answer *No*.

**Quiz.** Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You may describe the object you have in mind for more advanced students.

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

**Singing.** Use a chant related to the subject of the poster and introduced in the Class Book. Ask one or more students to come to the poster. Play the chant; the task of students standing by the poster is to point to the objects mentioned in the recording.

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

**Make your own poster.** Students can create their own posters, based on a similar topic.

## How to work with videos and animations

Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Students may watch the same videos many times and each time their perception of the material they watch is enhanced.

### How is the video material presented?

In *Team Together Oman* Grade 6 there are four types of video material for each unit: grammar animations, Project videos, English in action and Culture videos.

### When to use the video material?

- Grammar animations can be used to support students in the grammar lessons.
- Project videos are to be used as a way to make sure students understand the steps of the project.
- English in action videos allow students to see functional language in realistic contexts.
- Culture videos are to be used as an extension of the content presented in the Class Books as they offer additional information about the topic covered in the lesson.

It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds and the rhythm of the spoken language. They will remember some phrases, especially those which are repeated often.

You can also use the animations and the videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

### What are the techniques of working with the video material?

- listening with the screen covered (*blind listening*)
- watching with the sound muted (*silent viewing*)

### How to use the video material?

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene or step so that you can ask students questions about the things they see.
- Students complete the photocopiable worksheet corresponding to the recording.

### Where can you find worksheets for the video material?

Worksheets for the Culture videos are included in the photocopiable resources, which can be downloaded from the online resources.

## Greeting the class

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

## Starting the lesson

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

## Managing the class

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

## Words of praise

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

## During the lesson – instructions

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

## During the lesson – questions

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

## Pairwork/Groupwork

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

## Language used for playing games

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

## Useful phrases for the students

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

## Ending the lesson

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

## Word card games

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### Draw the word

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

## TPR activities

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### What does the picture present?

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

### Alternative bingo

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

### Catch and say it!

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

### Pass the ball

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

### The ball is burning

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

### Guessing game: pictures

Ask one student to slowly draw on the board a picture presenting a new word from the current lesson. Other students try to guess what the picture presents and say the appropriate word. The student who guesses the word first draws the next picture. A set of ready-made picture charades cards can be found on page 286.

### Salim says

Give students simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Salim says*, e.g. when you say *Salim says jump*, students can jump, but when you say only *Jump*, they cannot move (explain to students that Salim is a king who gives them commands). The student who makes a mistake loses one point. Vary the speed of instructions to make the game more interesting. Later you may ask students to give instructions.

## Team games

### Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Students draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point. A set of ready-made picture charades cards can be found on page 286.

### Answer and draw points

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

### Parachute

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

### Shadowing

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

### Ghost Writing

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

### Backs to the board

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

### Mill drill

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

### Concentric circles

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

### Don't say it!

Students work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another student or team or the class to name. The ready-made picture and word charades cards on pages 286 and 287 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 288, which also include words students have to avoid when describing the answer.

### Charades

Students work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify. A set of ready-made charades cards can be found on page 287.

### Picture pair dictation

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



# The WOW! Team

## Unit objectives

To describe physical appearance; to use personality adjectives; to use descriptive adjectives; to revise the Present simple

## Language

<b>Vocabulary</b>	<b>Adjectives:</b> <i>energetic, fun, pretty, kind, brave, clever, medium height, chatty, friendly, handsome, creative, tall</i>
<b>Grammar</b>	Revision of Present simple
<b>Functions</b>	<i>I have short, brown hair. / I'm energetic. I love sports.</i>

## Learning outcomes

<b>Listening</b>	Listen and extract information to accomplish a task; Identify the main idea of a text; Listen and identify specific information in simple texts on familiar and concrete topics; Understand people if they speak very slowly and clearly about simple everyday topics
<b>Speaking</b>	Talk about self, family, immediate environment or issues of interest; Produce connected speech using correct stress, intonation and rhythm; Speak coherently in short exchanges using familiar phrases and expressions; Use a range of basic language structures when speaking; Participate in simple interactions on familiar and concrete topics
<b>Reading</b>	Understand information about people (place of residence, age, etc.) in a text if there is visual support; Answer factual or inferential questions; Make inferences about reading text; Identify the main idea of a reading text; Scan text for specific information; Read and identify the overall meaning of simple texts on familiar and concrete topics
<b>Writing</b>	Copy words or short texts accurately; Write sentences using correct spacing, capitalisation and punctuation (full stop, comma, question mark, exclamation mark, apostrophe) correctly; Spell frequently used words correctly; Construct sentences following a model; Complete a sentence by supplying the missing words; Write answers to questions about reading material; Write simple sentences about myself, for example where I live and what I do; Write sentences using correct spacing, capitalisation and punctuation; Apply spelling rules and conventions when writing; Use basic language structures in writing
<b>Cognitive skills</b>	Takes part in tasks by interacting with others and stays on task; Asks others questions about a topic

## Key competences

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

**Digital competence:** use Class Book and Activity Book eBook (L. 1–2)

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

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

## Future skills

<b>Critical thinking</b>	Problem solving (L. 2); Logical thinking (L. 1–2); Defining and describing (L. 2); Finding information (L. 1–2); Reflecting on learning (L. 1–2)
<b>Creativity</b>	Making a personal profile (L. 2)
<b>Communication</b>	Using functional language (L. 1–2); Describing personality and physical appearance (L. 2); Playing a guessing game (L. 2)
<b>Collaboration</b>	Pairwork (L. 1–2); Groupwork (L. 1–2)

## Evaluation

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





## Lesson 1, parts 1 and 2

### Objectives

- **Lesson aims:** to introduce the WOW! Magazine and meet the WOW! team.
- **Target language:** *magazine, funny, interesting, idea, ICT, computer, museum, past, healthy, team, history, present; Good morning, and welcome to the start of this new school year. So where do we start?*

### Materials

- notebooks

### Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Listening:** Can understand the main idea of a simple news story, with visual support (GSE 37).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write simple sentences about someone's likes or dislikes (GSE 33). Can write a few simple sentences about something that interests them (GSE 34). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

### Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 15); True/False response cards technique (see page 15)
- 👥 Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Three facts and a fib technique (see page 16)
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 1, part 1

### Starting the lesson

- 🎯 Welcome students to the first lesson. Ask students why they think learning English is important and what kind of things they expect to learn.
- Write *What's your name? How old are you? What's your favourite hobby? Why are you learning English?* on the board.
- 👥 Place students in pairs and have them ask and answer the questions on the board. When students have finished, ask them to switch partners.

### Presentation

- 🎧 Explain that in this lesson students will meet the WOW! Team in the Class Book.
- Have students look at Lesson 1 and scan it. Ask what they think the lesson will be about and what they expect to learn.

### Practice

#### Class Book

### 1 🎧 W.1 Listen and read. Circle the best description for the WOW! Magazine.

- Ask students if they read magazines and, if so, what they are about. Ask if they read them online or use physical copies.
- Play the audio and have students read along in their Class Books.
- Students circle the best description for the magazine.
- Check answers as a class.
- Ask students to give reasons for their answer.
- **Extension** 👥 Write *Who are the new characters? What two ideas would you give the WOW! Team? What interesting topics do you think this course will have?* on the board. In pairs, students discuss the opening lesson.

W.1

- Julia:** Good morning, and welcome to the start of this new school year. We are the WOW! Team and we're here to tell you about our online magazine.
- Arlo:** WOW!, or World of Wonder!, is a magazine full of funny and interesting topics just for you.
- Reem:** So where do we start? First, we need ideas from you: ideas for topics you want to read or write about. Then we'll get started!
- Sultan:** Yes, that's right. But how do we know what's interesting for you? Well, we ask you! And then we choose the topics for the magazine!

Extra activity Creativity

- Place students in pairs. Tell students to make a word cloud with their favourite English words in their notebooks. Students present their work to the class.

Lesson 1, part 1

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

**1** Omaima 3 minutes ago  
I had a new computer from my dad. I want to read about ICT and how it can help us at school. I'd also like to know how other children use ICT around the world.

**a** 

**b** 

**2** Rahaf 8 minutes ago  
I went to a museum in the holidays and now I want to know more about what places were like in the past.

**c** 

**3** Basil 6 hours ago  
I wasn't at school today, but I heard about your magazine. I want to write about sports and learn how to stay happy and healthy.

**d** 

**4** Grant 1 day ago  
I love sports, but I don't know which sport to play. I want to play in a team. I want to find out about team sports you can play indoors or outdoors.

**2** Look and read. Match the pictures to the WOW! Magazine ideas. 1 d, 2 c, 3 b, 4 a

**3** Read the ideas again and answer the questions.

1 Who wants to be healthy? **Basil**      3 Who wants to be in a team? **Grant**  
 2 Who had a new computer? **Omaima**      4 Which girl wants to know more about places in the past? **Rahaf**

**4** What would you like to read or write about in the WOW! Magazine? Why? Talk to your partner.

Activity Book, Welcome Lesson 1, part 2 eleven 11

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

- Students complete the activity individually.
- Monitor students, helping with any new vocabulary.
- Use the Lollipop stick technique (see page 15) to check answers.

- Say a few sentences about the text using the True/False response cards technique (see page 15). Students correct the false sentences, e.g. *Omaima wants to know how children around the world use ICT. (True) Rahaf wants to know about the future. (False – She wants to know about the past.) Basil wants to know about staying healthy. (True) Grant wants to find out about individual sports. (False – He wants to find out about team sports.)*

**3** Read the ideas again and answer the questions.

- Ask students to read the ideas again and answer the questions.
- Students complete the activity individually.
- Students check answers with their partners.
- Extension** In pairs, students say a name of one of the children from page 11 for their partners to say two things about them, e.g. Student 1: *Rahaf. Student 2: She went to a museum in the holidays. She wants to know more about places in the past.*

Diversity

Support

- Place students in small groups. Use the Expert envoy technique (see page 16). Students read the texts on page 11 and note any words they don't know. Students explain words to each other. Then students talk about each text answering these questions: *What does this person like? What do they want to know?*

Challenge

- Place students in pairs. They write a paragraph about themselves for the magazine. Students read their paragraph to the class.

**4** What would you like to read or write about in the WOW! Magazine? Why? Talk to your partner.

- Place students in pairs.
- Have pairs discuss what they would like to read and write about in the magazine and give reasons for their answers.
- Monitor students.
- Use the Lollipop stick technique (see page 15) to have students share their ideas with the class.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students to reflect on what was easy and difficult today.
- Ask students to write their own comments in their notebooks. Tell them to write what they are interested in and what they would like to find out about in the WOW! Magazine.
- Invite some students to share their comments with the class.



## Lesson 1, part 2

### Starting the lesson

- Play *Parachute* (see page 21) as a class with the words from the previous lesson. You can also use words from the previous level.

### Practice

#### Activity Book


Lesson 1, part 2

## Welcome The WOW! Team

1 Write the names of the WOW! Team. Then read and complete.


four fun ideas magazine people read team write

A




Julia

B




Arlo

C



Reem

D



Sultan

fun

1 Reem: WOW! or World of Wonder! is our online magazine. We think it's \_\_\_\_\_!

2 Arlo: There are four of us on the WOW! team. We enjoy our work!

3 Sultan: We write about lots of different topics that are interesting for young people.

4 Julia: Do you have any ideas for our magazine? Tell us what you want to read about!

2 Match the two parts of the dialogues.

1 Do you like playing team sports after school? a Sure! I love learning about history.

2 Do you usually do your homework on a computer? b Yes, I do. I'm in the basketball team.

3 Do you want to go to the museum with me today? c Yes, I do. I use my parents' laptop.

3 Which of the topics from Activity 2 do you think are the most interesting? Why? Write.

places  sport  technology

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8 eight

### 1 Write the names of the WOW! Team. Then read and complete.

- Students write the names of the WOW! Team and compare answers in pairs.
- Ask a volunteer to read the words in the box.
- Check students know what each one means. Elicit their meaning if they don't know.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- Check answers as a class.

### 2 Match the two parts of the dialogues.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- Place students in pairs. Have them ask and answer the questions.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to choose pairs to ask and answer for the rest of the class.
- **Extension** Ask students to look at the scope and sequence on pages 8-9 of their Class Book and see which unit each question in the dialogue is about. Check answers as a class.

### 3 Which of the topics from Activity 2 do you think are the most interesting? Why? Write.

- Students work individually to tick the topic that interests them the most.
- Check answers as a class to see which is the most popular topic.
- Students work individually to write reasons for their answers.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have some students read aloud their answers.

### Finishing the lesson

- Put students in small groups. Use the Three facts and a fib technique (see page 16) to make sentences about the lesson. Students correct the false sentences, e.g. *WOW! means 'World of Work'.* (False – It means 'World of Wonder'.) *You can buy WOW! Magazine in the shops.* (False – It's an online magazine.) *There are four people on the WOW! Team.* (True).

**Next lesson** Ask students to bring in a small photo of themselves.

### Lesson 2, parts 1 and 2

#### Objectives

- **Lesson aims:** to describe physical appearance; to use personality adjectives
- **Target language:** *energetic, fun, pretty, kind, brave, clever, medium height, chatty, friendly, handsome, creative, tall*

#### Materials

- Welcome Unit flashcards (*medium height, fun, brave, noisy, friendly, kind, chatty, energetic, clever, creative, tall, pretty, handsome*)
- Welcome Unit poster: *Adjectives*
- dictionaries
- photocopiable T1

#### Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Speaking:** Can describe someone's personality in a basic way, if guided by prompts (GSE 39).
- **Writing:** Can write a few simple sentences about something that interests them (GSE 34). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

### Lesson 2, part 1

#### Starting the lesson

- Use the Lollipop stick technique (see page 15) to choose students to come to the front and introduce themselves. Tell students to say their name, age, where they are from and what they enjoy. Encourage them to describe their personality and appearance if they can.

#### Presentation

- Explain that in this lesson students will use adjectives to describe people.
- Show students the Welcome Unit flashcards (adjectives) or poster. Refer to *How to work with posters* (see page 18). Ask students if they can name any of the adjectives.
- Place the flashcards or poster on the board. Point to each item and say the word. Students repeat after you.
- Play a game. Show students a flashcard or point to the poster but do it quickly. Refer to *How to work with posters* (see page 18). Ask *What's this?* Students say the adjective. If students can't say the adjective, show them the flashcard or point to the poster again but more slowly than before.

#### Practice

##### Class Book

**WOW! Team Talk**

Reem Sultan Julia Arlo

#### About Us

- Arlo**

I'm eleven years old. I have short, brown hair. I'm **energetic** and I never feel tired! People say I'm a **fun** person because I play games and I like having a good time. I love all kinds of sports, too. It's my favourite thing in the world. I like football and running, and basketball is one of my best sports. I started playing in the school team this year.
- Reem**

Hello. I'm twelve and my friends say I'm **pretty**. I think they're being **kind**! I love telling people what to do. I just want to help, that's all! I'm also **brave** and I'm not scared of anything. I travelled a lot when I was younger and I love learning about the world. I can speak English, Spanish and I'm learning Japanese!
- Julia**

Hi! I'm twelve years old, too. I think I'm quite **clever** because I'm good at Maths and Science. I'm **medium height** and I have long, brown hair and brown eyes. I like Science and I care about animals and plants. I have a pet bird and I love looking after him.
- Sultan**

Hello, everyone! I'm eleven years old. I'm tall and I have straight, black hair and dark eyes. I'm **chatty** and **friendly**. And people say I'm **handsome**! Haha! What do you think? I love computers and ICT, too. People say I'm **noisy**, but really I just like talking and singing. I love going to the cinema and visiting new places, so I always have lots to talk about! I'm **creative**, too, so I designed the WOW! Magazine.

12 twelve



Lesson 2, part 1

1 Listen and read the About Us page. Write the name of the correct person on each profile.

2 Read the About Us page again and write the answers to the questions.

1 Who designed the magazine? Sultan      3 Who is good at sports? Arlo  
 2 Who likes Science? Julia      4 Who travelled a lot? Reem

3 Use adjectives from the WOW! Team profiles to write descriptions.

medium height    pretty    handsome    fun    brave    noisy    friendly  
 kind    chatty    energetic    clever    creative    tall

1 He isn't tall or short. He talks a lot. He's medium height and chatty.  
 2 She likes making friends. She says nice things to people. She's friendly and kind.  
 3 He's 1 metre 80 and he never feels tired. He's tall and energetic.  
 4 He has a nice face. He likes playing games and having a good time. He's handsome and fun.  
 5 She has a beautiful face. She isn't frightened of anything. She's pretty and brave.  
 6 He shouts and sings a lot. He's very good at Science, Maths and English. He's noisy and clever.  
 7 She has lots of new ideas. She's creative.

4 What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.

I'm creative. I like computers. I'm like Sultan.  
 I'm clever and I'm good at Maths, like Julia. How about you?

5 Play a guessing game in groups. Take turns to describe somebody in your class.

This person is friendly and chatty.  
 Is it Huda?  
 I know! It's Anood!

Activity Book, Welcome  
Lesson 2, part 2      thirteen 13

1 **W.2** Listen and read the About Us page. Write the name of the correct person on each profile.

- Play the audio and have students read along in their Class Books.
- Check the meaning of any unknown words.
- Students work individually to write the names and then compare answers in pairs.
- When they have finished, have students say what they can remember about each person.
- **Extension** Put students in pairs. They say two things about the characters, one of which is false. Their partners correct the false statement.

**W.2**

**Arlo:** I'm eleven years old. I have short, brown hair. I'm energetic and I never feel tired! People say I'm a fun person because I play games and I like having a good time. I love all kinds of sports, too. It's my favourite thing in the world. I like football and running, and basketball is one of my best sports. I started playing in the school team this year.

**Reem:** Hello. I'm twelve and my friends say I'm pretty. I think they're being kind! I love telling people what to do. I just want to help, that's all! I'm also brave and I'm not scared of anything. I travelled a lot when I was younger and I love learning about the world. I can speak English, Spanish and I'm learning Japanese!

**Julia:** Hi! I'm twelve years old, too. I think I'm quite clever because I'm good at Maths and Science. I'm medium height and I have long, brown hair and brown eyes. I like Science and I care about animals and plants. I have a pet bird and I love looking after him.

**Sultan:** Hello, everyone! I'm eleven years old. I'm tall and I have straight, black hair and dark eyes. I'm chatty and friendly. And people say I'm handsome! Haha! What do you think? I love computers and ICT, too. People say I'm noisy, but really I just like talking and singing. I love going to the cinema and visiting new places, so I always have lots to talk about! I'm creative, too, so I designed the WOW! Magazine.

2 Read the About Us page again and write the answers to the questions.

- Students work individually to answer the questions and then compare answers in pairs.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Students write down all the adjectives they can find.

3 Use adjectives from the WOW! Team profiles to write descriptions.

- Say *I like making new friends, and I like drawing. What am I?* Elicit *friendly* and *creative*.
- Students complete the activity in pairs.
- Check answers as a class.
- **Extension** Place students in pairs. Students make sentences about themselves using the adjectives. Their partners respond by inventing a profile, e.g. Student 1: *I'm fun and brave.* Student 2: *You like playing games and having a good time. You aren't afraid of anything.*

4 What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.

- Students work individually noting down the adjectives to describe themselves.
- Place students in pairs. Students talk about themselves and see if they have anything in common with the WOW! Team.
- Use the Lollipop stick technique (see page 15) to choose pairs to act out their dialogue for the rest of the class.

### Diversity



#### Support

- Before starting the activity, write all characteristic adjectives on the board. Students define them, e.g. *chatty* – a person who likes to talk a lot in a friendly way; *clever* – smart.

#### Challenge

- Students write a few sentences about their family members using the adjectives.

### 5 Play a guessing game in groups. Take turns to describe somebody in your class.

-  Place students in groups. Each student gives a description of another student from the group for the rest to guess.
-  Use the Lollipop stick technique (see page 15) to have students describe a student in the class for the rest of the class to guess.

### Extra activity Fast finishers

- Students think about their favourite actors and write a few sentences about them describing them physically and characteristically.

### Finishing the lesson

- Play *Backs to the board* (see page 21) with the Welcome unit vocabulary. Use the Welcome flashcards (adjectives) or poster as prompts.

## Lesson 2, part 2

### Starting the lesson


- Place the Welcome Unit flashcards (adjectives) or poster on the board. Point to each item and say the word. Students repeat after you. Refer to *How to work with posters* (see page 18).
- Point to a flashcard and invite a volunteer to spell the word. Repeat with the remaining flashcards.

### Practice

#### Activity Book

Lesson 2, part 2 W

**1** Read and circle the correct words.




- 1 Sultan has fair (dark) hair. It's very short.
- 2 Arlo has short long hair. It's brown.
- 3 Arlo says that he's good bad at sports.
- 4 Julia has green brown eyes.
- 5 Julia isn't tall. She's short medium height.
- 6 Reem says that she's brave scared.

**2** Read the descriptions and write the adjectives.


brave chatty energetic friendly pretty noisy


- 1 We love meeting new people. We're friendly.
- 2 I'm not afraid of anything. I'm brave.
- 3 He's always busy and never tired. He's energetic.
- 4 She has a very nice face. She's pretty.
- 5 I want to sleep. Please don't be noisy.
- 6 Those students talk a lot. They're very chatty.



**3** Read and complete the adjectives.

- 1 We enjoy sports that are fun.
- 2 Thamer is not tall or short. He's medium height.
- 3 I'm very good at Maths problems. I'm clever.
- 4 You always help people. You're very kind.
- 5 I love making things. I'm very creative.




**4**  Complete the sentences about you and your partner. Then compare your answers.


About me	About my partner
I have _____.	My friend has _____.
I'm _____ and _____.	My friend is _____ and _____.
I'm also _____.	He's / She's also _____.
I'm not _____.	My friend isn't _____.

nine 9

### 1 Read and circle the correct words.

- Ask students to define the options.
- Students complete the activity individually.
- Check answers as a class.
- **Extension**  Place students in pairs. Students write sentences with the adjectives they didn't circle.

### 2 Read the descriptions and write the adjectives.

- Ask a volunteer student to read the words in the box. Make sure students understand them.
- Students complete the activity individually.
-  Use the Lollipop stick technique (see page 15) to check answers.



### 3 Read and complete the adjectives.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

### 4 Complete the sentences about you and your partner. Then compare your answers.

- Place students in pairs.
- Students first work individually to complete the table. When they have finished, have them compare answers with their partner.
- Ask pairs how they are similar and how they are different.
- Students present their work to the class.

#### Extra activity Progress path

##### Teacher's Book pages 102 (Class Book) and 70 (Activity Book)

- Students work in pairs through the questions from the Welcome Unit in the Class Book (page 102) and in the Activity Book (page 70).
- Depending on the amount of time you have, students could work through the Progress paths for both Class Book and Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

### Wordlist

- Refer students to the *Wordlist* on page 63 of their Activity Books.
- Have students work in pairs or groups to add more *Physical appearance* words and *Personality adjectives* that they know. Students can use a dictionary if they wish.

### Finishing the lesson

- Put students in small groups. Give each group a large sheet of paper. They write a profile for themselves, using the *About Us* text as an example. Students can write their profiles in their notebooks before they write them onto the paper. Students glue their photos next to their profiles.
- Make a classroom display.
- Use the Summative and thought-provoking questions technique (see page 16) to have students make sentences about what they have learnt today.

#### Extra activity Photocopiable T1

- Ask students to do photocopiable T1.



# Free-time fun

## Unit objectives

To talk about sports and hobbies

## Language

<b>Vocabulary</b>	<p><b>Sports:</b> <i>go skiing, go swimming, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do karate, do gymnastics, do athletics</i></p> <p><b>Hobbies:</b> <i>do photography, do puzzles, do the gardening, play board games, put on shows, play video games, play musical instruments, make models, make videos, collect cards, watch cartoons, write a diary</i></p>
<b>Grammar</b>	Present simple and Present continuous State verbs
<b>Functions</b>	<b>Making and responding to suggestions:</b> <i>Well ... you could play hockey. Why don't you learn a musical instrument? How about going to the video club at school?</i>
<b>Pronunciation</b>	Weak and strong forms of <i>can</i>

## Learning outcomes

<b>Listening</b>	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Identify the main idea of a text; Listen and identify specific information in simple texts on familiar and concrete topics; Listen and identify the topic of a text; Understand people if they speak very slowly and clearly about simple everyday topics; Listen and identify the overall meaning of simple texts on familiar and concrete topics; Listen and respond to referential questions based on aural texts; Understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words; Listen and detect a story sequence [Graded readers]
<b>Speaking</b>	Produce connected speech using correct stress, intonation and rhythm; Speak coherently in short exchanges using familiar phrases and expressions; Use a range of basic language structures when speaking; Participate in simple interactions on familiar and concrete topics; Express own ideas, feelings and emotions; Articulate sounds in connected speech; Produce basic intonation patterns; React to news; Act out a short dialogue; Express likes and dislikes; Respond verbally to suggestions; Ask and answer questions about everyday matters; Make simple statements on very familiar topics (e.g., family, student life), if I can get help; Make a rehearsed oral presentation about a familiar topic
<b>Reading</b>	Answer factual or inferential questions; Make inferences about reading text; Identify the main idea of a reading text; Scan text for specific information; Read and identify the overall meaning of simple texts on familiar and concrete topics; Retell or summarize reading text; Read texts on familiar and concrete topics; Read and understand some details in short texts on familiar and concrete topics; Read and identify the main points of simple texts on familiar and concrete topics; Can very slowly read very short, simple texts by understanding familiar names, words and basic phrases; Follow sequence of events in short story
<b>Writing</b>	Write sentences using correct spacing, capitalisation and punctuation (full stop, comma, question mark, exclamation mark, apostrophe) correctly; Spell frequently used words correctly; Construct sentences following a model; Write sentences using



	correct spacing, capitalisation and punctuation; Apply spelling rules and conventions when writing; Use basic language structures in writing; Complete a sentence by supplying the missing words; Write simple sentences about myself, for example where I live and what I do; Write answers to questions about reading material; Produce a text in imitation of a model; Plan and develop ideas before writing; Revise, edit and rewrite own work
<b>Cognitive skills</b>	Takes part in tasks by interacting with others and stays on task; Communicates one's own knowledge of a topic; Asks others questions about a topic; Acts out the roles of various characters in games and drama; Actively participates in investigative, exploratory and open-ended tasks; Understanding of group talk; Keeps to the instructions to complete the task; Encourages others to join in and share ideas about familiar topics; Encourages others to try to say something about unfamiliar topics; Fully includes other group members at all stages of the task by asking them to say some more; Introduces new ideas and gives suggestions at the start, during, and at the end of tasks; Gives detailed suggestions about what the group can do during the task; Can find information; Ask for and give information; Explore different materials and decide what to use

### Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–7)

**Mathematical, science and technological competences:** research a project about popular free-time activities (L. 6)

**Digital competence:** use Class Book and Activity Book eBook (L. 1–11)

**Social and civic competences:** learn to make and respond to suggestions (L. 7)

**Cultural awareness and expression:** learn to be creative (L. 2, 6, 7 and 9) ; raise awareness of cultural similarities and differences (L. 6)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1–11); follow instructions (L. 1–11); personalisation of language learnt (L. 7, 8, 9 and 10)

**Initiative and entrepreneurship:** choose a topic for the project (L. 6)

### Future skills

<b>Critical thinking</b>	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2 and 5); Defining and describing (L. 1–11); Finding information (L. 1–11); Planning (L. 6 and 9); Reflecting on learning (L. 1–11)
<b>Creativity</b>	Making a mini-book about free-time activities (L. 6)
<b>Communication</b>	Talking about sports and hobbies (L. 1 and 5); Making and responding to suggestions (L. 7); Functional dialogue (L. 7)
<b>Collaboration</b>	Project groupwork (L. 6); Acting out (L. 7)

### Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 30; Activity Book p. 23
- Unit 1 Grammar practice: Activity Book p. 60
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Reading differentiation, Listening differentiation, Culture, English in action, Review self-assessment, Graded reader 1 and 2, Team Talk
- Unit 1 Practice

### External exams

<b>Class Book</b> A2 Flyers Reading and Writing Part 4 A2 Key for Schools Speaking Part 2	<b>Activity Book</b> A2 Flyers Listening Part 1 A2 Flyers Reading and Writing Part 1
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## Lesson 1, parts 1 and 2

### Objectives

- **Lesson aims:** to talk about sports and hobbies
- **Target language:** *go skiing, go swimming, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do karate, do gymnastics, do athletics*

### Materials

- Unit 1 flashcards (*go skiing, go swimming, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do karate, do gymnastics, do athletics*)
- Unit 1 poster: *Sports*
- notebooks
- twelve strips of paper, enough for each pair of students
- photocopyable 1

### Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can take part in basic games that use fixed expressions or rhymes (GSE 22). Can talk about familiar topics using a few basic words and phrases (GSE 29). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write a few simple sentences about something that interests them (GSE 34). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures (GSE 33).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 1, part 1

### Starting the lesson

- Ask students to say a few things they remember from the Welcome unit.
- Write *Free-time fun* on the board. Use the Summative and thought-provoking questions technique (see page 16) to have a class discussion on how much free time students have and what they enjoy doing during their free time.

### Presentation

- Explain that in this lesson students will learn about sport and hobbies.
- Have students tell you what they think they will learn in this unit. Direct students to the unit objectives at the bottom of the page and have them read them.
- Place the Unit 1 flashcards (sports) or poster on the board. Point to each item and say the word. Students repeat after you. Refer to *How to work with posters* (see page 18).
- Ask students which of the sports they like.
- Ask them which part of the unit they think will be the most interesting.

### Practice

#### Class Book

**1 Free-time fun**

**WOW! World of Wonder! Magazine**

Welcome Book Club Culture Over to you!

Lots of you wanted to talk about free-time activities. Take a look at the sports and hobbies here. How many do you know? Arlo has a question for you. Can you think of some answers?

**WOW! Question**

Arlo: Why do we do sports and hobbies?

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

- learn words for sports and hobbies
- use the Present simple and Present continuous tenses
- use state verbs
- read a cartoon story
- learn about sports and hobbies in different countries
- work in a group to make a library of mini-books
- learn how to make and respond to suggestions
- read and write an interview about a sport

14 fourteen

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

- Ask students to look at the hobbies and sports on page 14 and name as many as they can. Ask students if they do any of these.
- Use the Lollipop stick technique (see page 15) to have a student read the sidebar content.
- Place students in pairs and have them discuss the question for two minutes. Have students say their ideas to the class.

**Answer key** Because they're fun. They help keep us healthy. They teach us about teamwork, respect and discipline. They are a good way of making friends. They are a good way to relieve stress. They improve coordination. They help us relax. They

allow us to be creative. They are a good opportunity to learn new skills. They are a productive use of our free time. They boost self-esteem and provide a sense of accomplishment.

- **Extension** Place students in groups of four. Have them write a few sentences on whether sports and hobbies should be done in groups or individually and say why. Students present their ideas to the class.

**Extra activity Critical thinking**

- Have a class discussion on whether we should spend our free time doing things like watching TV or being active, e.g. playing a sport. Encourage students to explain their ideas.

Lesson 1, part 1 **Vocabulary** 1

1. Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
2. Look and match. Then listen, check and repeat.

go skiing 4 go swimming 9 go ice skating 6 go cycling 10 go scooting 5  
play volleyball 8 play table tennis 7 play hockey 11 play badminton 3  
do karate 12 do gymnastics 1 do athletics 2

fifteen 15

**2 1.1 Look and match. Then listen, check and repeat.**

- Have students stand up. Using the Lollipop stick technique (see page 15), ask different students to read the words in the box. As they do so, the class mime them.
- Have students match the sports in the box with the pictures.
- Play the audio. Students listen, check and repeat.
- **Extension** In pairs, one student points to an activity for their partner to say what it is.

**1.1**

1 do gymnastics 2 do athletics 3 play badminton  
4 go skiing 5 go scooting 6 go ice skating 7 play table tennis  
8 play volleyball 9 go swimming  
10 go cycling 11 play hockey 12 do karate

**Diversity**

**Support**

- Place students in pairs and give them twelve strips of paper. Have students write the new vocabulary on each strip. Have students cut the strips in half after the words *do*, *go* and *play*. Students then mix up the strips and form the words again. When they have formed the words, they say them to their partners.

**Challenge**

- Have students write a few sentences about three of these activities they like and don't like in their notebooks. Students read their work to the class at the end of the lesson. They place their work in their portfolios (see page 16).

Lesson 1, part 1 **Vocabulary**

3. Listen and read. Do the WOW! Quiz and write the sports.

**WOW! Quiz Guess the sports!**

1. Arlo 1 year ago **volleyball**  
I love sports. I sometimes go swimming, but my favourite sports are basketball ... and another team sport. We play indoors in the gym in the winter and outdoors on the beach in the summer. What is it?

2. Sultan 2 months ago **karate**  
I play football and hockey, but can you guess my favourite sport? We do it indoors. I wear white clothes and I don't wear shoes on my feet. You don't need bats or balls.

3. Julia 7 minutes ago **scooting, cycling**  
I do karate after school and do another sport every day on the way to school. I don't come to school by car, but I use wheels. I wear a helmet because the roads are sometimes dangerous.

4. Neem 2 hours ago **table tennis**  
I do athletics outdoors in the summer, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table.

4. Work in pairs. Look at the sports on pages 14 and 15 and answer the questions.
  - 1 Which sports have wheels? **rollerskating, scooting, cycling**
  - 2 Which sports do we usually do indoors? And outdoors? **usually indoors: karate, gymnastics, table tennis; usually outdoors: baseball, rollerskating, football, skiing, scooting, cycling, hockey**
  - 3 Which are winter sports? **skiing, ice skating**
  - 4 Which are team sports? **baseball, basketball, football, volleyball, hockey**
5. Play a guessing game about sports. Describe a sport. Can your partner guess the answer?
 

This is a winter sport. You wear warm clothes and a helmet.

Is it skiing?

Yes, it is. Your turn.

sixteen 16 **Activity Book, Unit 1 Lesson 1, part 2**

**3 1.2 Listen and read. Do the WOW! Quiz and write the sports.**

- After students have read the text, they find the answers and check with their partners.
- **Extension** Place students in pairs. Have them choose two characters from the text and write four false statements about them. They swap statements with another pair who have to correct them.

**1.2**

**WOW! Quiz Guess the sports!**

1 Arlo: I love sports. I sometimes go swimming, but my favourite sports are basketball ... and another team sport. We play indoors in the gym in the winter and outdoors on the beach in the summer. What is it?

- 2 Sultan:** I play football and hockey, but can you guess my favourite sport? We do it indoors. I wear white clothes and I don't wear shoes on my feet. You don't need bats or balls.
- 3 Julia:** I do karate after school and do another sport every day on the way to school. I don't come to school by car, but I use wheels. I wear a helmet because the roads are sometimes dangerous.
- 4 Reem:** I do athletics outdoors in the summer, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table.

**4** **Work in pairs. Look at the sports on pages 14 and 15 and answer the questions.**

- Students work in pairs to complete the activity.
- Check answers as a class.

**5** **Play a guessing game about sports. Describe a sport. Can your partner guess the answer?**

- Bring a student to the front and do the activity with them, using a sport of your choice. Have students look in their Class Books if necessary.
- Use the Lollipop stick technique (see page 15) to have students do the activity in front of the class.

### Finishing the lesson

- Students close their books and work in pairs. Give them one minute to write down the names of the sports from the lesson.
- Use the Summative and thought-provoking questions technique (see page 16) to ask *How many sports did you remember?*

## Lesson 1, part 2

### Starting the lesson

- Show students the Unit 1 flashcards (sports) or poster and have them repeat the words chorally.
- Use the Lollipop stick technique (see page 15) to choose individual students to say the sports.

### Practice

#### Activity Book

- 1** **Read and circle the correct words.**
- Students complete the activity individually.
  - Check answers as a class.
  - Do a quick revision on collocations with *do*, *play* and *go*.
- 2** **Look at the pictures. Read and complete the messages.**
- Give students time to complete the activity individually.

- Use the Lollipop stick technique (see page 15) to check answers.
- Check answers as a class.

Lesson 1, part 2

# 1 Free-time fun

**Vocabulary**

**1** **Read and circle the correct words.**

- 1 We sometimes play go do karate at the sports centre.
- 2 My brother and I often play go do table tennis at home.
- 3 Emma and her mother often play go do gymnastics together.
- 4 My friends and I don't play go do badminton very often.
- 5 I don't play go do athletics in the summer. It's too hot!
- 6 Many people play go do ice skating at the sports centre.



**2** **Look at the pictures. Read and complete the messages.**

What do you do in your **free time?**

**Yousuf:** I usually <sup>1</sup> play hockey after school. At weekends, I <sup>2</sup> go cycling with friends.

**Bushra:** I <sup>3</sup> play basketball on the school team. It's fun! I also <sup>4</sup> do gymnastics it's my favourite sport.

**Saleh:** I <sup>5</sup> do karate with my friends in the winter. In the summer, we <sup>6</sup> go scooting every day.



**3** **Read the 'I'm learning' box. Complete the lists with sports from Class Book page 15. Then add more sports you know.**

**I'm learning**

**Making lists**

Making lists can help you learn and remember new words. For example, you can make lists of sports with *play*, *go* and *do*.

play	go	do
football	skiing	gymnastics
badminton	scooting	athletics
table tennis	ice skating	karate
volleyball	swimming	
hockey	cycling	

**4** **Write five sentences about your favourite sports in your notebook.**

**10** ten

**3** **Read the 'I'm learning' box. Complete the lists with sports from Class Book page 15. Then add more sports you know.**

- Ask a student to read the *I'm learning* box aloud.
- Remind students that making lists helps them remember new vocabulary.
- Elicit examples of lists of sports they can make with the verbs mentioned, e.g. *play basketball*, *play football*, *go running*, *go swimming*, *do gymnastics*, *do karate*.
- Students work individually to complete the activity.
- Check answers as a class.

**4** **Write five sentences about your favourite sports in your notebook.**

- Monitor students, helping where necessary.
- Place students in pairs and have them read their sentences to their partners.
- Have students share their sentences with the class.

### Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students what they have enjoyed about today's lesson.

#### Extra activity Photocopiable 1

- Ask students to do photocopiable 1.

### Lesson 2, parts 1 and 2

#### Objectives

- **Lesson aims:** to understand a dialogue about sports
- **Target language:** *I don't believe it! Really? You're so funny!*

#### Materials

- Unit 1 flashcards (sports)
- Unit 1 poster: *Sports*
- notebooks
- photocopiable T2

#### Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30). Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month) (GSE 37). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write simple sentences about what they/other people are doing (GSE 33). Can write short, basic descriptions of everyday activities, given prompts or a model (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

#### Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 15; Happy/Sad face technique (see page 15)
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent learning: portfolio (see page 16), Summative and thought-provoking questions technique (see page 16)

### Lesson 2, part 1

#### Starting the lesson

- 🎭 Play *Picture charades* (see page 21). Use the Unit 1 flashcards (sports) or poster to help if necessary. Refer students to *How to work with posters* (see page 18).
- Ensure all group members mime an action.

#### Presentation

- 🗣️ Explain that in this lesson students will read a dialogue about different sports and learn new expressions.
- Write *I don't believe it! Really? You're so funny!* on the board.
- Ask students if they have used these expressions and, if so, when.

#### Practice

##### Class Book

Lesson 2, part 1 **WOW! Team Talk** 1

1 🗣️ Listen, read and write. Who does the most sports? **Arlo**

Arlo and Sultan are in the park today.

Arlo: What are you doing, Sultan?

Sultan: I'm reading the WOW! Quiz. Do you really do all those sports?

Arlo: Yes, I do. It's important to be healthy. You know I play basketball and volleyball every week.

Sultan: Yes, but what about scooting, swimming ...?

Arlo: Well, I go scooting every day.

Sultan: Really?

Arlo: Yes, because I go to school by scooter.

Sultan: OK, but how often do you go swimming?

Arlo: I sometimes go swimming indoors at the sports centre and I'm learning to play hockey, but I don't go very often. What about you?

Sultan: Well, I play football at the weekends, but I prefer indoor sports like karate and gymnastics.

Arlo: How often do you do them?

Sultan: I do gymnastics once a week and I do karate every Monday ... That's today! I have to go.

Arlo: Oh! I do karate, too.

Sultan: I don't believe it!

Arlo: Yes, it helps me relax and focus. Look! I'm doing it now!

Sultan: Oh, Arlo! You're so funny!

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

1 How does Arlo get to school? **by scooter** 3 How often does Arlo go swimming? **sometimes**

2 Which sports does Sultan do? **football, karate, gymnastics** 4 Can Arlo play hockey well? **No. He's learning to play hockey.**

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

I don't believe it! Really? You're so funny!

1 I'm learning to ski. 2 I do four sports every day. 3 I'm doing karate now!

(-) (-) (-)

4 🗨️ Which sports do you do? How often do you do them? Make a list and compare with your partner. Are your lists the same or different?

Activity Book, Unit 1 Lesson 2, part 2 seventeen 17

#### 1 🗣️ 1.3 Listen, read and write. Who does the most sports?

- Ask students how many sports they do in their free time.
- Play the audio for students to read along to. Elicit the answer.
- **Extension** Ask students if they do any of the activities mentioned in the text. Encourage students to say why they like them and how often they do them.

1.3

**Arlo and Sultan are in the park today.**

**Arlo:** What are you doing, Sultan?  
**Sultan:** I'm reading the WOW! Quiz. Do you really do all those sports?  
**Arlo:** Yes, I do. It's important to be healthy. You know I play basketball and volleyball every week.  
**Sultan:** Yes, but what about scooting, swimming ...?  
**Arlo:** Well, I go scooting every day.  
**Sultan:** Really?  
**Arlo:** Yes, because I go to school by scooter.  
**Sultan:** OK, but how often do you go swimming?  
**Arlo:** I sometimes go swimming indoors at the sports centre and I'm learning to play hockey, but I don't go very often. What about you?  
**Sultan:** Well, I play football at the weekends, but I prefer indoor sports like karate and gymnastics.  
**Arlo:** How often do you do them?  
**Sultan:** I do gymnastics once a week and I do karate every Monday ... That's today! I have to go.  
**Arlo:** Oh! I do karate, too.  
**Sultan:** I don't believe it!  
**Arlo:** Yes, it helps me relax and focus. Look! I'm doing it now!  
**Sultan:** Oh, Arlo! You're so funny!

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

- Using the Happy/Sad face technique (see page 15), say different statements about the story, e.g. *Arlo does tennis. (sad) Arlo goes to school by scooter. (happy)*
- Students complete the activity in pairs. Check answers as a class.
- **Extension** Students write three false statements about the dialogue in their notebooks. They hand them to their partners who have to correct them.

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

- Place students in pairs. Ask students to raise their hands when they have found all the expressions. Choose random students to read the exchange using the expressions, e.g. *Oh! I do karate, too. I don't believe it!*
- Pairs use the expressions to make their own dialogues.
- Use the Lollipop stick technique (see page 15) to have pairs come to the front and act out their dialogues.

**Diversity**

**Support**

- To help with fluency, repeat the audio for the first part of the dialogue only, with pauses for students to repeat. Then in pairs, have students choose a part and read the dialogue. Invite students to the front of the class to read and act out the dialogue.

**Challenge**

- In pairs, students write a mini dialogue with themselves as the main characters in their notebooks. Students read their work to the class. They place their work in their portfolios (see page 16).

**4 Which sports do you do? How often do you do them? Make a list and compare with your partner. Are your lists the same or different?**

- Ask students to say as many sports as they can from Lesson 1.
- Students complete the activity individually and then compare lists with their partners.
- Have volunteer students tell the class how their lists differ from their partners'.

**Extra activity Collaborative work**

- Divide the class into small groups. Have each group rewrite the dialogue using different sports. Groups choose two students to act out their dialogue.

**Finishing the lesson**

- Ask students if they can remember the three key expressions from the conversation.
- Place students in pairs and have them write and then practise a dialogue using the expressions.
- Have volunteers act out their dialogues for the class.

## Lesson 2, part 2

## Starting the lesson

- Play *Backs to the board* (see page 21) with the unit vocabulary. Use the Unit 1 flashcards (sports) as prompts.

## Practice


## Activity Book

Lesson 2, part 2

**WOW!** Team Talk 1

1 Read and complete the sentences from the dialogue on Class Book page 17. Then listen and check.

1 What are you doing, Sultan?  
 2 Do you really do all those sports?  
 3 Well, I go scooting every day.  
 4 How often do you go swimming?  
 5 I sometimes go swimming indoors.  
 6 I'm learning to play hockey, but I don't go very often.



2 Read the dialogue on Class Book page 17 again and answer the questions. Write complete sentences.

1 What team sports does Arlo play? Arlo plays basketball and volleyball.  
 2 Why does Arlo go scooting every day? He goes to school by scooter.  
 3 When does Sultan play football? Sultan plays football at the weekends.  
 4 How often does Sultan do gymnastics? He does gymnastics once a week.

3 Order the words to make questions. Then write true answers for you.

1 you What doing now are What are you doing now? I'm ...  
 2 sports do What do you What sports do you do?  
 3 often you go do cycling How How often do you go cycling?  
 4 you Do often scooting go Do you often go scooting?

4 Read and complete the dialogues with the correct expressions. Then listen and check.

I don't believe it! Really? You're so funny! Really?

1 A: I don't like basketball.  
 B: Really? It's my favourite sport.

2 A: I'm going swimming tomorrow.  
 B: Really? That's great!  
 A: Yes. Why don't you come, too?

3 A: I do athletics every day after school.  
 B: I don't believe it! You hate running.  
 A: Not any more. I want to stay healthy.

4 A: Look! I can walk like a penguin!  
 B: You're so funny!

5 Work in pairs. Write another dialogue for each expression in your notebook. Then act out the dialogues.

elevan 11

1 1.4 Read and complete the sentences from the dialogue on Class Book page 17. Then listen and check.

- Students work individually to complete the activity.
- Play the audio to check answers.

## 1.4

- 1 Arlo: What are you doing, Sultan?  
 2 Sultan: Do you really do all those sports?  
 3 Arlo: Well, I go scooting every day.  
 4 Sultan: How often do you go swimming?  
 5 Arlo: I sometimes go swimming indoors.  
 6 Arlo: I'm learning to play hockey, but I don't go very often.

2 Read the dialogue on Class Book page 17 again and answer the questions. Write complete sentences.

- Students complete the activity individually.
- Monitor students, checking that they are using complete sentences.
- Use the Lollipop stick technique (see page 15) to check answers.

3 Order the words to make questions. Then write true answers for you.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Check answers as a class.
- Place students in pairs. Have them ask and answer the questions.
- Ask students to write true answers for themselves in their notebooks.

4 1.5 Read and complete the dialogues with the correct expressions. Then listen and check.

- Students complete the activity individually.
- Students compare answers with a partner.
- Play the audio to check answers.

## 1.5

- 1 Boy 1: I don't like basketball.  
 Boy 2: Really? It's my favourite sport.
- 2 Girl 1: I'm going swimming tomorrow.  
 Girl 2: Really? That's great!  
 Girl 1: Yes. Why don't you come, too?
- 3 Girl 3: I do athletics every day after school.  
 Girl 4: I don't believe it! You hate running.  
 Girl 3: Not any more. I want to stay healthy.
- 4 Boy 3: Look! I can walk like a penguin!  
 Boy 4: You're so funny!

5 Work in pairs. Write another dialogue for each expression in your notebook. Then act out the dialogues.

- Place students in pairs and have them write another dialogue in their notebooks.
- Monitor students, helping where necessary.
- Have pairs act out their dialogue for the class.

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to have students discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

## Extra activity Photocopiable T2

- Ask students to do photocopiable T2.

## Lesson 3, parts 1 and 2

### Objectives

- **Lesson aims:** to learn the Present simple and Present continuous
- **Target language:** Present simple and Present continuous: *I do karate every Monday. Look! I'm doing it now!*

### Materials

- Unit 1 flashcards (sports)
- Grammar animation
- photocopyables 4 and 22

### Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30). Can scan a simple text to find specific information (GSE 38). Can identify key information in a text to answer simple yes/no questions (GSE 31).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30). Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month) (GSE 37).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 3, part 1

### Starting the lesson

- Show students the Unit 1 flashcards (sports).
- As you show each flashcard, intentionally make a mistake for students to correct.

### Presentation

- Explain that in this lesson students will learn the difference between the Present simple and Present continuous.
- Write *I play volleyball after school. I'm learning to ski now.* on the board.
- Ask students if they can say how the sentences are different.

### Practice

#### Class Book

### Grammar

- 1 Work in pairs. Look back at the dialogue in Lesson 2 and say *True* or *False*. Then say why.
  - 1 Arlo goes scooting every day. **True**
  - 2 He's wearing a helmet. **True**
  - 3 Sultan plays volleyball, too. **False**
  - 4 Arlo goes swimming outdoors. **False**
- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.
 

**Grammar**

**Present simple and Present continuous**

Present simple			
I	play volleyball		after school.
She	doesn't	do karate	once a week.
Do	they	do gymnastics	every Monday?
Does	he	play hockey	every week?

Present continuous			
I	'm	wearing a helmet	now.
We	aren't	doing karate	today.
Is	she	playing tennis	at the moment?

We use the Present simple / Present continuous tense for habits and routines.

We use the Present simple / Present continuous tense for things that are happening at the moment.

  - 3 Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.
  - 4 Write three questions about Arlo and Sultan's sports. Then work in pairs and ask and answer.
 

Does Arlo do karate every day?

No, he doesn't.

Is he doing karate now?

Yes, he is.

18 eighteen

### 1 Work in pairs. Look back at the dialogue in Lesson 2 and say *True* or *False*. Then say why.

- Place students in pairs to complete the activity. At this stage, students just say whether the sentences are true or false.
- Use the Lollipop stick technique (see page 15) to check answers.



- Now ask students to explain why the sentences are true or false. Look at the first sentence as a class. Ask *Is the sentence true or false? (True)*. Ask the class to look at the dialogue and underline the sentence or sentences that confirm their answer. For example, for the first sentence, students should underline the sentences *Well, I go scooting every day* and *Yes, because I go to school by scooter*.
- Have pairs say why the remaining sentences are true or false by going through the text and underlining sections to confirm their answers.
- Check explanations as a class and write them on the board.
- **Extension** Ask students how item 2 is different from the other items (*the sentence describes something happening now*).

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

- Ask students if they remember the difference between the Present simple and Present continuous.
- Have students read the grammar table. Play the Grammar animation.
- Students complete the activity individually.
- Check answers as a class.
- Check students have understood the grammar using the Traffic light cards technique (see page 15).
- **Extension** Have students write their own sentences using the two tenses and ask them to read them to the class.

### Diversity

#### Support

- Write on the board ten sentences using the two tenses, mixing up when each tense is used. Have students write in their notebooks what tense each sentence is in.

#### Challenge

- Write six sentences on the board incorrectly for students to correct, e.g. *Is she run now? They doing karate every day*.

**3** **Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.**

- In pairs, one student finds examples of the Present simple and the other the Present continuous.
- Check answers as a class.

**4** **Write three questions about Arlo and Sultan's sports. Then work in pairs and ask and answer.**

- Students say as many questions as they can and write them on the board. Students can use them to help with the activity.
- Students work individually to complete the activity in their notebooks and compare answers in pairs.

- Students come to the front of the class and act out their sentences.

### Extra activity Communication

- Ask students to write six sentences about themselves using the two tenses. They read their sentences to the class.

Lesson 3, part 1 Grammar 1

**5** Listen and write the names with the correct sports.

Arwa Jood Osama Majid Razan

**1** Razan

**2** Arwa

**3** Majid

**4** Osama

**5** Jood

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

- Where is it cold every day?  
*at the winter sports centre*
- When is athletics club?  
*every Saturday*
- Who is learning a new sport?  
*Arwa*
- Why does Arwa love volleyball?  
*Because it's fun and a great way to meet people and make new friends.*
- When does Jood play table tennis?  
*every weekend*
- How often does Majid do karate?  
*twice a week*

**7** Make true and false sentences about yourself. Use the Present simple and Present continuous tenses. Can your partner guess which sentences are false?

wear play do go learn I play tennis every Saturday.

Activity Book, Unit 1  
Lesson 3, part 2 nineteen 19


**5** **1.6 Listen and write the names with the correct sports.**


- Play the audio with pauses for students to answer the questions.
- Use the Lollipop stick technique (see page 15) to check answers.


## 1.6 &amp; 1.7

- Woman:** Hello, Razan! Why are you wearing that jacket? You must be hot.
- Razan:** Yes, I am, but it's Thursday and I go ice skating after school.
- Woman:** Really? But it isn't cold!
- Razan:** Haha! I know, I go to the winter sports centre. It's cold every day there!
- Woman:** What's your favourite sport, Osama?
- Osama:** Ummm, I like athletics. I go to athletics club every Saturday.
- Woman:** What do you do at athletics club?
- Osama:** I run and sometimes I do long jump. Sometimes I run in races, but I never win.
- Woman:** Do you play basketball, Arwa?
- Arwa:** No, I don't, but I'm learning to play volleyball at the moment. It's really fun! We play after school on Tuesdays. It's a great way to meet people and make new friends.
- Woman:** Where are you going, Jood?
- Jood:** I'm going to the sports centre to play table tennis.
- Woman:** Do you play table tennis every day?
- Jood:** No, but I play every weekend. I like table tennis.
- Woman:** Why are you wearing white clothes, Majid?
- Majid:** I'm doing karate.
- Woman:** Really?
- Majid:** Yes, my class is after school today. I go twice a week. I want to get really fit.
- Woman:** Wow! That sounds great.


6  1.7 Listen again and answer the questions.

- Play the audio again. Ask students to write the answers in their notebooks.
-  Use the Lollipop stick technique (see page 15) to check answers.

7  Make true and false sentences about yourself. Use the Present simple and Present continuous tenses. Can your partner guess which sentences are false?


-  Place students in pairs when they've written their sentences.
- Have them guess the false sentences.
- **Extension** One student reads the sentences and the class say the tense.

## Finishing the lesson

-  Using the Summative and thought-provoking questions technique (see page 16), ask *What did you learn today?* and have students raise their hands to offer answers.


## Lesson 3, part 2

## Starting the lesson


- Ask *When do we use the Present simple? When do we use the Present continuous?*
-  Check students understand the difference using the Traffic light cards technique (see page 15).

## Practice


## Activity Book



Present simple and Present continuous

**1**  Listen and complete the sentences. Use the Present simple or Present continuous.

- Hazim is talking to Adam at the moment.
- Hazim is playing table tennis with Muhanad right now.
- Hazim does gymnastics on Tuesdays.
- Adam goes cycling every day.
- Juma always plays volleyball after school.



**2** Underline the mistakes and write the correct sentences.

- I read a new mystery novel at the moment.  
I'm reading a new mystery novel at the moment.
- We're playing football twice a week.  
We play football twice a week.
- Are you going swimming often in the summer?  
Do you go swimming often in the summer?
- Does Zakeya wear a blue skirt today?  
Is Zakeya wearing a blue skirt today?
- He isn't doing any sport on Mondays.  
He doesn't do any sport on Mondays.
- They don't cycle because it's raining.  
They are not cycling because it's raining.

12 twelve

1  1.8 Listen and complete the sentences. Use the Present simple or Present continuous.

- Play the audio.
- Students complete the activity individually.
- Check answers as a class.

## 1.8

- Adam:** Hi, Hazim. What are you doing?  
**Hazim:** Hi, Adam. I'm at Muhanad's house. We're playing table tennis.  
**Adam:** Really? So aren't you doing gymnastics today?  
**Hazim:** No, I'm not. I do that on Tuesdays. Don't you remember?  
**Adam:** Oh, right! And today's Monday.  
**Hazim:** And what are you doing today? Cycling?  
**Adam:** Of course! I go cycling every day.  
**Hazim:** Who's cycling with you? Juma?  
**Adam:** No, Juma always plays volleyball after school. That's why I'm calling you. Do you want to go cycling?  
**Hazim:** Not today, but we can go tomorrow.  
**Adam:** OK! See you tomorrow. Bye.  
**Hazim:** Bye.

## 2 Underline the mistakes and write the correct sentences.

- Check students understand what they have to do using the Traffic light cards technique (see page 15).
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to check answers.

Lesson 3, part 2 Grammar 1

3 Read and complete the sentences. Use the Present simple or Present continuous.

- Aida is talking (talk) with her friend Muna at the moment.
- My friends and I don't go (not/go) ice skating very often.
- Is Fahad doing (do) his homework right now?
- I sometimes play (play) table tennis with my brother.
- Do your parents go (go) to football matches?
- You are not wearing (not/wear) your sports clothes now.

4 Make Present simple or Present continuous questions. Then write true answers for you.

- what sports you like  
What sports do you like? I like ...
- what you wear today  
What are you wearing today?
- you watch TV now  
Are you watching TV now?
- your uncle speak English  
Does your uncle speak English?
- it rain at the moment  
Is it raining at the moment?

5 Work with your partner. Ask them your questions from Activity 4 and then write their answers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grammar practice, page 60 thirteen 13

## 3 Read and complete the sentences. Use the Present simple or Present continuous.

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

## 4 Make Present simple or Present continuous questions. Then write true answers for you.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Check answers as a class.

## 5 Work with your partner. Ask them your questions from Activity 4 and then write their answers.

- Students complete the activity in pairs.
- Refer students to the Grammar practice on page 60 and do Activities 1 and 2.

## Grammar practice

### 1 Read and complete.

- Students complete the activity individually and then compare answers in pairs.
- Refer to page 176 of the Teacher's Book for answers.

### 2 Make sentences with the correct form of the Present simple or Present continuous.

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 176 of the Teacher's Book for answers.

## Wordlist

- Refer students to the *Wordlist* on page 63 of their Activity Books.
- Have students work in pairs or groups to add more *Hobbies* and *Sports* words that they know. Students can use a dictionary if they wish.

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how confident they feel using the grammar.

### Extra activity Photocopiables 4 and 22

- Ask students to do photocopiables 4 and 22.

## Lesson 4, parts 1 and 2

### Objectives

- **Lesson aims:** to learn about cartoon stories
- **Target language:** collocations with *do*; *Why don't you practise playing the piano? Hmm, no. I prefer acting.*

### Materials

- notebooks
- Unit 1 flashcards (sports)
- cartoon strips from newspapers, magazines, etc.

### Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write simple sentences about what they/other people are doing (GSE 33). Can write correctly structured questions with question marks (GSE 35).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 4, parts 1 and 2

### Starting the lesson

- Bring six students to the front of the class and hand them each a Unit 1 flashcard (sports).
- Students mime the sport they have for the class to guess. Repeat with another six students.

### Presentation

- Explain that in this lesson students will learn about cartoons.
- Show students the different cartoon stories. Ask how often they read cartoons and if they like them.
- **Extension** Ask students how they think the writer of the cartoon manages to create a story with a few words and pictures (*characters in the pictures have expressions, etc.*).

## Practice

### Class Book

**1 Before you read** Today's Book Club text is a picture story. Look and circle the words that describe a picture story.

1 **Pictures** Photos tell the story.

2 Usually, there is only a narrator. **there are many characters** in a picture story.

**2 Listen and read. Then answer the questions.**

1 Why is there no Wi-Fi? **because it's rainy**

2 What is Nawal's good idea? **to put on a show**

**A rainy day**

**1**

Samar: It's raining, so I can't do athletics outdoors with my friends.

Mum: Why don't you do your homework... or do a puzzle, like we did when we were young?

Samar: It's OK. I'll just play some computer games or watch cartoons.

Mum: I think you spend too much time looking at that tablet, Samar.

Samar: I don't believe it! Now there's no Wi-Fi! What am I going to do?

Mum: Why don't you practise playing the piano?

Samar: OK, but I hate playing the piano.

OK, but I hate playing the piano.

**2**

Nawal: We have no Wi-Fi. I heard music from next door.

Samar: Come in.

Nawal: I can't play a musical instrument, but I sing songs every Friday.

Samar: Great! Do you want to sing while I play the piano?

I can't play a musical instrument.

20 twenty

### 1 Before you read Today's Book Club text is a picture story. Look and circle the words that describe a picture story.

- Do the activity as a class by reading the sentences and having students say the correct options.
- **Extension** Ask students why people enjoy reading cartoons.

### Diversity

#### Support

- Have students read the text quietly and underline words they don't understand. Have students ask what the words are.

### 2 Listen and read. Then answer the questions.


- Play the audio and have students follow along in their Class Books.
- Use the Lollipop stick technique (see page 15) to check answers.

## 1.9

**A rainy day**

- 1 Samar:** It's raining, so I can't do athletics outdoors with my friends.
- Mum:** Why don't you do your homework ... or do a puzzle, like we did when we were young?
- Samar:** It's OK. I'll just play some computer games or watch cartoons.
- Mum:** I think you spend too much time looking at that tablet, Samar.
- Samar:** I don't believe it! Now there's no Wi-Fi! What am I going to do?
- Mum:** Why don't you practise playing the piano?
- Samar:** OK, but I hate playing the piano.
- 2 Nawal:** We have no Wi-Fi. I heard music from next door.
- Samar:** Come in.
- Nawal:** I can't play a musical instrument, but I sing songs every Friday.
- Samar:** Great! Do you want to sing while I play the piano?
- 3 Rasha:** Hey! That sounds good.
- Amani:** What are you all doing? There's ...
- All:** ... NO WI-FI!
- Samar:** We know! Come in. Do you like singing songs?
- Rasha:** Hmm, no. I prefer acting.
- Nawal:** Hey! Let's put on a show!
- Amani:** Wait! I don't like singing, but I love making things.
- Nawal:** Well, you can make the invitations.
- 4 ALL:** It's time to play the music,  
It's time to sing our songs,  
We don't need any Wi-Fi  
To put a good show on!
- Mum:** That was fantastic!


**Diversity****Challenge**

-  Students write three questions about the text to ask their partners.


**3 After you read Activity Book, page 14.**

- Ask students to go to page 14 of their Activity Book.
- Refer to the Activity Book section below for more instructions.

**4 Discuss in groups.**

-  Have students discuss the questions in groups and make note of their answers.
- Have groups choose a group member to read aloud their answers.

**5 Work in groups.**

- For boys' classes, replace the girls' names with boys' names before students read and act out the story.
-  Place students in groups of five.
- Ask students to choose a character each.
- Groups practise reading through the text together.
- Have groups act out the story for the class.
- When they have finished, have students answer the questions.

**Extra activity Critical thinking**

- Ask students to imagine that they have no Wi-Fi for a whole weekend. Have them think about how they would feel. Ask students if having Wi-Fi is important to them and why. Challenge students to go for a whole day without Wi-Fi and write about it.

Lesson 4, part 1 Book club 1

**3 After you read** Activity Book, page 14.

**4 Discuss in groups.**

- 1 Do you think the children were happier before or after the rainy day?
- 2 What do you do when there is a rainy day and there is no Wi-Fi?

**5 Work in groups.**

- 1 Choose a character: Samar, Mum, Nawal, Rasha or Amani.
- 2 Read what your character says.
- 3 Act out the picture story.



**3**  
Rasha: Hey! That sounds good.  
Amani: What are you all doing?  
There's ...  
All: ... NO WI-FI!  
Samar: We know! Come in. Do you like singing songs?  
Rasha: Hmm, no. I prefer acting.  
Nawal: Hey! Let's put on a show!  
Amani: Wait! I don't like singing, but I love making things.  
Nawal: Well, you can make the invitations.

**4**  
ALL: It's time to play the music,  
It's time to sing our songs,  
We don't need any Wi-Fi  
To put a good show on!  
Mum: That was fantastic!


Activity Book, Unit 1  
Lesson 4, part 2 twenty-one 21

Activity Book

**WOW!** Book Club

**1** **After you read** Read the story on Class Book pages 20–21 again. Who says these lines? Write the names.

- Mum Why don't you practise playing the piano?
- Rasha Hmm, no. I prefer acting.
- Samar I'll just play some computer games or watch cartoons.
- All It's time to play the music. It's time to sing our songs.
- Amani What are you all doing?
- Nawal We have no Wi-Fi. I heard music from next door.



**2** **Read and number the events in the story from 1 to 6.**

- 4 Rasha says that she doesn't like singing.
- 2 It's raining and then there's no Wi-Fi.
- 5 Amani is creative so she makes the invitations.
- 7 Samar says it's raining outside.
- 6 A lot of people come to see the concert.
- 3 Samar is playing the piano when Nawal comes in.

**3** Read the sentences and circle **T** (true) or **F** (false). Explain your answers.

- Samar wants to practise playing the piano. T F  
She says that she hates playing the piano.
- Samar doesn't want to do a puzzle. T F  
She says that she will just play some computer games or watch cartoons.
- Nawal can't sing, but she can play a musical instrument. T F  
Nawal can sing but she can't play a musical instrument.
- Rasha doesn't like singing, but she likes acting. T F  
She says she prefers acting.
- Amani wants to sing in the show. T F  
Amani doesn't like singing.
- The concert finishes at 7 o'clock in the evening. T F  
The concert starts at 7 o'clock in the evening.

**14** fourteen

- 1** **After you read** Read the story on Class Book pages 20–21 again. Who says these lines? Write the names.
- Ask students to complete the activity individually.
  - Students check answers in pairs and then check answers as a class.
- 2** **Read and number the events in the story from 1 to 6.**
- Place students in pairs. Ask them to retell the story in their own words.
  - Students complete the activity individually.
  - Use the Lollipop stick technique (see page 15) to check answers.
- 3** **Read the sentences and circle T (true) or F (false). Explain your answers.**
- Place students in pairs to complete the activity. At this stage, students just circle the correct answers.
  - Check answers as a class.
  - Now ask students to look at the example answer. Ask the class to look at the story in the Class Book again and underline the sentence that confirms whether the answer is false (*OK, but I hate playing the piano.*)
  - Have pairs write why the remaining sentences are true or false by underlining sections to confirm their answers.
  - Check explanations as a class and write them on the board.

Lesson 4, part 2


**WOW!** Book Club **1**

**4** Read the **Work with words** box. Write the questions. Then write true answers for you.

- you a lot of homework?  
Do you do a lot of homework?  
Yes, I do.
- your mum crossword puzzles?  
Does your mum do crossword puzzles?
- you athletics after school?  
Do you do athletics after school?
- your friends gymnastics?  
Do your friends do gymnastics?

**Work with words**

**do + noun**  
We use the verb *do* in some expressions with nouns.  
*I do homework in the evening.*  
*We do athletics in PE.*



**5** Write sentences about you and your friends and family. Use expressions with *do*.

Grammar reference, page 60    fifteen    15

- 4** **Read the Work with words box. Write the questions. Then write true answers for you.**
- Read the *Work with words* box aloud as students follow along in their Activity Books. Explain that this box helps them use different collocations with *do*. Elicit any expressions that students already know before they complete the activity.
  - Students complete the activity individually.
  - Write the answers on the board for students to check against.
  - Students ask and answer the questions in pairs.
- 5** **Write sentences about you and your friends and family. Use expressions with do.**
- Students work individually to complete the activity and then compare answers in pairs.
  - Monitor students, helping where necessary.
  - Have students read aloud their sentences to the class.

**Finishing the lesson**

- Ask students to say what their favourite part of the story was. Encourage them to give reasons for their answers.
- Ask students if they have ever put on or been in a show. If so, ask them what kind of show it was and what they did.
- Using the Summative and thought-provoking questions technique (see page 16), have students reflect on the lesson and say what they found difficult.

## Lesson 5, parts 1 and 2

### Objectives

- **Lesson aims:** to learn how to use state verbs
- **Target language:** *do photography, do puzzles, do the gardening, play board games, put on shows, play video games, play musical instruments, make models, make videos, collect cards, watch cartoons, write a diary; He/She likes, prefers, doesn't like . . . . I hate, love, don't like . . . . It sounds/looks . . . . Do you know this cartoon?*

### Materials

- Unit 1 flashcards (*do photography, do puzzles, do the gardening, play board games, put on shows, play video games, play musical instruments, make models, make videos, collect cards, watch cartoons, write a diary*)
- notebooks
- dictionaries
- Grammar animation
- photocopyables 1, 5 and 10

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures (GSE 33).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about their hobbies and interests, using simple language (GSE 34).
- **Writing:** Can write simple sentences about someone's likes or dislikes (GSE 33). Can write short, basic descriptions of everyday activities, given prompts or a model (GSE 35).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork; Three facts and a fib technique (see page 16)

## Lesson 5, part 1

### Starting the lesson

- Ask students to say different types of hobbies and write them on the board.
- Have a short class discussion on why having hobbies is good for you.

### Presentation

- Explain that in this lesson students will learn about hobbies and how to use state verbs.
- Place the Unit 1 flashcards (hobbies) on the board. Point to each flashcard and say the word. Students repeat after you. Ask students if they do any of these hobbies. Ask if there are any hobbies they aren't familiar with.

### Practice

#### Class Book

#### Vocabulary and Grammar

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

do photography **11** do puzzles **1** do the gardening **12** play board games **5**  
 put on shows **8** play video games **2** play musical instruments **3** make models **9**  
 make videos **10** collect cards **4** watch cartoons **6** write a diary **7**



2 Read the story in Lesson 4 again. How many hobbies can you find?  
**do athletics, do a puzzle, play computer games, watch cartoons, play a musical instrument, sing songs, acting, put on a show**

22 twenty-two

1 **1.10** Look and match. Then listen, check and repeat.

- Have students match the hobbies in the box to the pictures.
- Play the audio.
- Students listen, check and repeat.
- Upon completing the activity, have students quiz each other on new vocabulary by pointing at a picture for their partners to say what it is.

**1.10**

- 1 do puzzles 2 play video games 3 play musical instruments 4 collect cards 5 play board games 6 watch cartoons 7 write a diary 8 put on shows 9 make models 10 make videos 11 do photography 12 do the gardening

**2 Read the story in Lesson 4 again. How many hobbies can you find?**

- Ask students to tell you what they remember from the story in Lesson 4.
- Check answers as a class.
- **Extension** Place students in pairs. Have them choose a section of text from Lesson 4 and rewrite it with a new hobby from this lesson. Students read their work to the class.

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

- Write *I like doing the gardening* on the board and elicit that *like* is a state verb. Explain to students that state verbs describe feelings and they cannot be used in continuous tenses.
- Play the Grammar animation.
- Ask students to read the grammar table.
- Students complete the activity individually and then compare answers in pairs.
- Check students have understood what state verbs are using the Traffic light cards technique (see page 15).
- **Extension** Write state verbs on the board and have students make sentences with them.

**Diversity**

**Support**

- Write on the board six sentences using state verbs in the Present continuous for students to correct in their notebooks. Use the Lollipop stick technique (see page 15) to have students give the correct answers.

**Challenge**

- Students write a short dialogue using only state verbs in the interrogative, positive and negative.

Lesson 5, part 1 Vocabulary and Grammar 1

3 Read the story in Lesson 4 again. Then answer the questions.

- 1 How does Samar feel about playing the piano? **She hates playing the piano.**
- 2 Can Nawal play a musical instrument? **No, she can't.**
- 3 What does Rasha think about singing? **She doesn't like singing. She prefers acting.**
- 4 What does Amani like doing? **She likes making things.**
- 5 What does Nawal tell Amani? **She tells her that she can make the invitations.**

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

**Grammar**

State verbs		
He/She	likes prefers doesn't like	art. doing photography. making models.
I	hate love don't like	sports. playing outdoors.
It	sounds looks	good. interesting.
Do you	know	this cartoon?


State verbs say how we think or feel. We **often** never use state verbs in simple tenses. We **often** use **don't often** use these verbs in continuous tenses. We say **don't say** 'I'm not believing it' and 'Are you knowing this song?'

5 Listen to three children. Which hobbies do they talk about?  
**1 watching cartoons and reading comics, doing the gardening**  
**2 walking in the park, doing photography**  
**3 writing a diary**


6 Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?

like   enjoy   prefer   hate   love

I like nature. I don't like planting. I prefer watering flowers.



You could do the gardening.



Activity Book, Unit 1 Lesson 5, part 2 twenty-three 23

**3 Read the story in Lesson 4 again. Then answer the questions.**

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Ask volunteer students to take on different roles from the story and have them read it aloud.



## 1.11

- Man:** We asked lots of children which hobbies they have.
- Boy 1:** I don't really enjoy sports. I prefer watching cartoons or reading comics. I have loads! I collect them.
- Man:** Really? You hate sport? I don't believe it. It's really good for your health. It keeps your body strong and it helps you sleep well at night.
- Boy 1:** I know, but I love doing the gardening and that's good for you, too.
- Man:** I guess so.
- Man:** What do you like doing in your free time?
- Boy 2:** Well, I walk with my friends every day after school. Sometimes we walk for hours.
- Man:** Where do you go?
- Boy 2:** We take our cameras to the park and we do some photography. We take pictures of birds and trees. We like it there.
- Man:** That sounds cool.
- Man:** Do you have any hobbies?
- Boy 3:** Umm, I like writing. I write a diary every day. One day I want to write a book about my life.
- Man:** Can I read your diary some time?
- Boy 3:** No, sorry! You'll have to wait and buy my book!
- Man:** Haha! OK.

**6** Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?

- Do the activity as a class first, by making statements and having volunteer students give you a suggestion.
- Place students in pairs to complete the activity.

**Extra activity Creativity**

- Place students in small groups and tell them to use two pages from their notebooks. Explain that students have to make a collage about their favourite hobbies. Students illustrate their work and join the two pages together to make a poster. Groups present their work to the class. Make a classroom display.

**Finishing the lesson**

- Place students in pairs. Ask students to close their books and give them one minute to write down the names of the hobbies on page 22 of their Class Books.
- Use the Summative and thought-provoking questions technique (see page 16) to ask *How many hobbies did you remember?*

**Lesson 5, part 2**

**Starting the lesson**







- Place the Unit 1 flashcards (hobbies) on the board. Point to each flashcard and, using the Lollipop stick technique (see page 15), choose a student to say what the hobby is.

**Practice**

**Activity Book**

**WOW! Vocabulary and Grammar**

**1** Complete the hobbies. Then listen and number them in order.

 a do puzzles 4	 b make videos 3
 c write a diary 7	 d play musical instruments 6
 e make models 5	 f do photography 2

**2** Read and complete the sentences.

- I like putting on shows. I want to be an actor!
- My sister is really into painting, so she often goes to Art Club.
- My friends and I watch cartoons. Our favourites are about superheroes.
- My grandparents do the gardening in their free time. They have lots of plants.
- I enjoy making models of cars and aeroplanes.
- I play video games twice a week.

**16** sixteen

**1** **1.12** Complete the hobbies. Then listen and number them in order.

- Students complete the activity individually.
- Play the audio.
- Check answers as a class.

1.12

**Sara:** Hi, Ruba. Are you doing your homework?  
**Ruba:** Hi, Sara. No, I'm not. I'm writing my diary. It's one of my hobbies.  
**Sara:** Really? What other hobbies do you have?  
**Ruba:** Well, I do photography and I love making videos. Then I put them on the internet. And you?  
**Sara:** I often do puzzles, especially big ones with hundreds of pieces. Oh, and I make models too – you know, of boats and things.  
**Ruba:** And what about music? Do you play musical instruments?  
**Sara:** Yes, I do. I play the guitar, but I hate practising, so I'm not very good.  
**Ruba:** I don't believe that. Can you play for me some time?  
**Sara:** Yes, OK, and you can show me your photos!

2 Read and complete the sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

Lesson 5, part 2 Vocabulary and Grammar 1

**State verbs**

3 Look, read and circle the correct words.

1 He loves is loving making models in his bedroom.  
 2 They hate are hating doing the gardening at the weekends.  
 3 She is liking likes watching cartoons on Saturdays.  
 4 She prefers is preferring singing to playing the piano.  
 5 They are loving love making videos in their free time.  
 6 He hates is hating singing. It isn't fun for him.

4 Write about yourself. Use hobbies from this lesson and your own ideas. Then compare with your partner.

1 I like \_\_\_\_\_ and \_\_\_\_\_.  
 2 I don't like \_\_\_\_\_ and I hate \_\_\_\_\_.  
 I prefer \_\_\_\_\_.  
 3 I love \_\_\_\_\_. It's great!

Grammar practice, page 60 seventeen 17

3 Look, read and circle the correct words.

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

4 Write about yourself. Use hobbies from this lesson and your own ideas. Then compare with your partner.

- Students complete the activity individually and then compare their sentences with a partner.
- Invite some students to read aloud their sentences to the class.
- Refer students to the Grammar practice on page 60 and do Activities 3 and 4.

Grammar practice

3 Read and complete with examples.

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 177 of the Teacher's Book for suggested answers.

4 Write sentences about people and their free-time activities. Use state verbs.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Students read their sentences to their partners.
- Refer to page 177 of the Teacher's Book for suggested answers.

Extra activity Fast finishers

- Have students write two activities in their notebooks, like Activities 1, 2 and 3 in the Activity Book, for other fast finishers to complete.

Finishing the lesson

- Do a dictation of the new vocabulary (hobbies). Students correct each other's work.
- Use the Three facts and a fib technique (see page 16) for students to do an activity about what they've learnt in class for their partners to correct.

Extra activity Photocopiables 1, 5 and 10

- Ask students to do photocopiables 1, 5 and 10.

## Lesson 6, parts 1 and 2

### Objectives

- **Lesson aims:** to learn about international sports and hobbies
- **Target language:** *rugby, snorkelling, windsurfing, cross-country skiing*

### Materials

- Culture video
- Project video
- two A4 or A5 sheets, enough for each group of students (for the mini-books)
- stapler
- coloured pencils or markers
- pictures of golf clubs, balls and people playing golf
- photocopyable 13

### Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write a few simple sentences about something that interests them (GSE 34). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: True/False response cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16); Expert envoy technique (see page 16)
- Independent learning: Learning diary (see page 16)

## Lesson 6, part 1

### Starting the lesson

- Explain that when you say *Go*, students have to write as many words as they can from the previous lessons in one minute.
- Have students say their words to their partners.

### Presentation

- Explain that in this lesson students will learn about sports and hobbies around the world.

### Practice

#### Class Book

**WOW! Culture** Lesson 6, part 1

**Sports and hobbies around the world**

People do all kinds of different things in their free time! Read about some activities that people love doing in three different countries.

**R**ugby is a very popular sport in New Zealand. Lots of people enjoy playing it and watching it. But it can be dangerous! Many children play a special kind of rugby called Rippa Rugby. It's great fun and it keeps you fit. Rippa Rugby players often don't wear shoes!

**I**n Oman, watersports are popular. In summer, it's fun to go snorkelling and you can see amazing fish of different colours under the water! But you have to be good at swimming. Every year, people also go windsurfing at Oman's beautiful beaches. You can go very fast, but only when it is windy!

**H**ave you ever tried cross-country skiing? It is a very popular sport in Canada and other snowy countries. Cross-country skiing helps you keep fit, and it's a very good way of travelling in the snow. Lots of families enjoy skiing together.

**WOW! Fact**  
Cross-country skiing is different from downhill skiing – you can ski uphill, too!

- 1 **Before you read** What free-time activities are popular in your country?
- 2 Listen and read.
- 3 **After you read** Activity Book, page 18.
- 4 Work in pairs. Find things that are the same and different.  
In New Zealand, lots of children play Rippa Rugby. In our country ... Find out more! Watch the video.

24 twenty-four

### 1 Before you read What free-time activities are popular in your country?

- Ask students to say what activities are popular in their country. Write answers on the board.
- **Extension** Ask if there is any particular sport they are fans of and who their favourite team is.

#### Culture notes

- Rugby is played with an oval-shaped ball and usually with no headgear to protect the players. The game is rough and players can easily get hurt.
- Windsurfing became an Olympic sport in 1984.
- In cross-country skiing, skiers use different techniques to go uphill. They can use their arms and legs to push off, like walking, but on skis. They put their poles in the snow and push off with one ski while moving forward. They then repeat with the other ski. In the other technique, skiers angle their skis outwards to make a V-shape. They then use the edges of their skis to push against the snow while moving up.
- Sources:  
[www.surfertoday.com](http://www.surfertoday.com)  
[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.britannica.com](http://www.britannica.com)

### Key words search

Cross-country, Olympic games, rugby, Aussie rugby, snorkel, windsurf

### Diversity

#### Support

- As students read along to the text, have them make a note of words they think are difficult to pronounce. Then have students come to the board one by one and write the words on the board for the class to pronounce. If pronounced incorrectly, pronounce the word for students to repeat after you.

#### Challenge

- Choose five words from the text and have students write sentences with them. Students say their sentences to their partners.

### 2 1.13 Listen and read.

- Play the audio and have students read along in their Class Books.
- After playing the audio, use the True/False response cards technique (see page 15) to say sentences about the text. Students say whether they are true or false.

### 1.13

#### Sports and hobbies around the world

People do all kinds of different things in their free time! Read about some activities that people love doing in three different countries.

Rugby is a very popular sport in New Zealand. Lots of people enjoy playing it and watching it. But it can be dangerous! Many children play a special kind of rugby called Rippa Rugby. It's great fun and it keeps you fit. Rippa Rugby players often don't wear shoes!

In Oman, watersports are popular. In summer, it's fun to go snorkelling and you can see amazing fish of different colours under the water! But you have to be good at swimming. Every year, people also go windsurfing at Oman's beautiful beaches. You can go very fast, but only when it is windy!

Have you ever tried cross-country skiing? It is a very popular sport in Canada and other snowy countries. Cross-country skiing helps you keep fit, and it's a very good way of travelling in the snow. Lots of families enjoy skiing together.

### 3 After you read Activity Book, page 18.

- Refer students to page 18 of their Activity Book.
- See Activity Book section below for more instructions.

### 4 Work in pairs. Find things that are the same and different.

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

### Find out more! Watch the video.

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene or step so that you can ask students questions about the things they see.
- After the video, have students write three things they found interesting about it to share with the class.

### Activity Book


Lesson 6, part 1

**1  After you read** Read the text on Class Book page 24 again. Then complete the sentences.

- Lots of people like playing and watching rugby in New Zealand.
- There is a special kind of rugby for children called Rippa Rugby.
- In Oman, watersports are very popular.
- Windsurfers can go very fast when it is windy.
- Cross-country skiing is popular in snowy countries, like Canada.

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

- Why must rugby players be careful?  
*It can be dangerous.*
- What is unusual about how children play Rippa Rugby?  
**The players often don't wear shoes.**
- What can you see when you go snorkelling?  
**You can see amazing fish of different colours.**
- Where can you go windsurfing in Oman?  
**You can go windsurfing at Oman's beautiful beaches.**
- Why is cross-country skiing good for your body?  
**It helps you keep fit.**

**3  Listen and complete the sports review.**

Golf is an <sup>1</sup> outdoor sport that people <sup>2</sup> play all around the world. A lot of people <sup>3</sup> enjoy playing it. Golf is a game that comes from <sup>4</sup> Scotland and it is about <sup>5</sup> 500/five hundred years old. There are <sup>6</sup> hundreds of golf courses in Scotland today. The oldest golf competition in the UK is the <sup>7</sup> British Open, which takes place in <sup>8</sup> July every year.

**4  Choose one of the sports in the box or another sport. Use the internet to find answers to the questions. Share your ideas with the class.**

lacrosse in Canada	baseball in the USA	netball in Australia	golf in Scotland
--------------------	---------------------	----------------------	------------------

- What kind of sport is it?
- Who plays or watches the sport?
- What equipment do players need?
- What is interesting about the sport?

**18** *eighteen*

### 1 After you read Read the text on Class Book page 24 again. Then complete the sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

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

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

### 3 1.14 Listen and complete the sports review.

- Show students pictures of golf clubs, balls and people playing golf. Ask them if they know what sport it is.
- Play the audio.
- Students work individually to complete the review and then compare answers in pairs.

## 1.14

Let me tell you about my favourite sport – golf. It's a popular outdoor sport that you can play on your own or with other people. Golf is popular all around the world, but did you know that it comes from Scotland? Scottish people invented the game more than 500 years ago. Today there are hundreds of golf courses in Scotland where people can play. In the city of Edinburgh, there are more than twenty! The oldest and most important golf competition in the UK is the British Open. It's a four-day event that takes place every July. Why don't you give golf a go? It's really fun!

- 4 **Choose one of the sports in the box or another sport. Use the internet to find answers to the questions. Share your ideas with the class.**
- Place students in small groups.
  - Have students research the internet to find answers to the questions.
  - Students write what they found out in their notebooks.
  - Invite groups to share their answers with the class.

### Finishing the lesson

- Students use the Three facts and a fib technique (see page 16) to write sentences about the activities they learnt about. Ask students to present their sentences to the class to spot the facts and the fib.

## Lesson 6, part 2

### Starting the lesson

- Describe a sport, e.g. *You play this with an oval-shaped ball. It's popular in New Zealand, etc.* and have students name the sport. Include other sports not on page 24 of the Class Book, too.

### Project

#### Make a class library of mini-books about popular free-time activities

- 1 In groups, brainstorm popular free-time activities in your country.**
  - Tell students they are going to make a mini-book about free-time activities in their country.
  - Place students in groups of three or four. Make sure there is an Expert envoy (see page 16) in each group. Have them brainstorm popular free-time activities.
- 2 Choose three or four activities that you would most like to include.**
  - Have groups choose three or four activities for their mini-books.
- 3 Decide who will research each activity to find out more about:**
  - Students decide in their groups who will research each of the activities they chose.
  - Each group member researches when people do activities, where they do them and what they have to do.

They can also do further research to find out about any equipment required to do the activity.

Lesson 6, part 2

**Project**  
Make a class library of mini-books about popular free-time activities

- In groups, brainstorm popular free-time activities in your country.
  - In Oman, windsurfing is popular.
  - People like hiking in the mountains, too.
- Choose three or four activities that you would most like to include.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Decide who will research each activity to find out more about:
  - when people do the activities.
  - where people do the activities.
  - what people have to do in the activities.
- 4 Make your mini-books. Include photos, pictures and interesting facts.**

**Writing tip**

You can use these phrases in your mini-books:  
*In Oman, ... is very popular.*  
*Lots of people enjoy ... in summer/winter.*  
*It's great fun and you can ...*  
*... can be dangerous/helps you keep fit/it's a good way of ...*  
*You have to/have/be good at ...*

1 Take two pieces of A4 paper and fold them in two.

2 Give the book a cover. Choose a title.

  - Write the information you researched and add pictures.
  - Compare your work with a partner. Do you have interesting facts?
  - Present your mini-books to the rest of the class.

**Speaking tip**

When you talk about your pictures or photos, remember to point to them.

**Popular free-time activities in Oman**

Hiking is a popular sport in Oman. Lots of people enjoy it in the mountains. It's great fun and helps you keep fit! But it can be dangerous so only go with your family and friends. You have to have good shoes and be good at walking up hills!
- 5 Take a class vote to decide which activity you would most like to do.**

Activity Book, Unit 1  
Lesson 6, part 2 twenty-five 25

- 4 Make your mini-books. Include photos, pictures and interesting facts.**
  - Read the *Writing tip* box to students.
  - Ask a volunteer to read through the steps, including the sample text.
  - Monitor students, helping where necessary, while they make their mini-books.
  - Read the *Speaking tip* box to students.
  - Each group presents their mini-book to the class. Make sure each student says something.
  - Use the Two stars and a wish technique (see page 16) to have students comment on the books presented.
- 5 Take a class vote to decide which activity you would most like to do.**
  - Students vote for the activity they would like to do. Ask *Why would you most like to do (hiking)?*

### Finishing the lesson

- Allocate a section in students' notebooks as the Learning diary (see page 16). Tell students to make a few notes about each lesson so far and what they have learnt in each one. Students read their sentences to the class.

#### Extra activity Photocopiable 13

- Ask students to do photocopiable 13.

## Lesson 7, parts 1 and 2

### Objectives

- **Lesson aims:** to learn how to make and respond to suggestions; to learn to use the strong and weak forms of *can*
- **Target language:** *You could ... . Why don't you ...? How about ...ing ...? That's a good idea. That sounds good. No, I don't think so.*

### Materials

- notebooks
- English in Action video
- photocopy of dialogue with key vocabulary blotted out, one per pair
- photocopiable 16

### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Speaking:** Can make suggestions about what to do, using a few basic fixed expressions (e.g. Let's, Why don't we ... ?) (GSE 42).
- **Writing:** Can write simple sentences about what they/other people are doing (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 7, part 1

### Starting the lesson

- Have students write ten words they have learnt in this unit in their notebooks.
- Play *Alternative bingo* (see page 20) with the Unit 1 vocabulary (sports, hobbies).

### Presentation

- Explain that in this lesson students will learn how to make and respond to suggestions.

- Say *It's raining outside. What can I do?* Ask students how they would respond using polite language and elicit suggestions.

### Practice


#### Class Book

**English in action**  
Making and responding to suggestions

1 Watch or listen and read. Write the answers to the questions.

1 What hobby does the boy already do?  
**He plays the guitar.**

2 What club is he going to go to, and when?  
**video club, on Wednesday**



I want to start a new hobby, but I don't know what to do!

**Why don't you learn a musical instrument?** Can you play the piano?

No, I can't play the piano. But I can play the guitar. I want to do something different – not music.

Well ... **you could play hockey.**

No, I don't think so. I don't like team sports.

OK. **How about going to the video club at school?**

That sounds good! When is it?

It's at half past three on Wednesdays. **You could go this week!**

That's a good idea. What time does it finish?

At five o'clock.

Great. I'll ask my parents!

**26** twenty-six


### 1 1.15 Watch or listen and read. Write the answers to the questions.

- Play the audio or video for students to listen or watch and read. Ask students what the dialogue is about.
- Play the audio or video again. Pause for students to answer the questions.
- Check answers as a class.
- **Extension** Divide the class in half and assign each side one of the two roles. Students read the dialogue chorally.

## 1.15


- Tom:** I want to start a new hobby, but I don't know what to do!
- Fred:** Why don't you learn a musical instrument? Can you play the piano?
- Tom:** No, I can't play the piano. But I can play the guitar. I want to do something different – not music.
- Fred:** Well ... you could play hockey.
- Tom:** No, I don't think so. I don't like team sports.
- Fred:** OK. How about going to the video club at school?
- Tom:** That sounds good! When is it?
- Fred:** It's at half past three on Wednesdays. You could go this week!
- Tom:** That's a good idea. What time does it finish?
- Fred:** At five o'clock.
- Tom:** Great. I'll ask my parents!

3  Say new dialogues with your partner. Use the *Say it!* box to help you.

-  In pairs, students complete the activity. Use the Lollipop stick technique (see page 15) to have students act out their dialogues in front of the class.

## Diversity


## Support

-  Place students in pairs and give each pair the dialogue, making sure key vocabulary structures have been blotted out. Students complete the dialogue from memory and then check against their Class Books.


## Challenge


- Students rewrite the dialogue using different hobbies and activities.

## Extra activity Collaborative work

-  Place students in small groups. Have them write dialogues where there are three incorrect exchanges. Groups assign a leader who acts out the dialogue. When the class hears an incorrect exchange they must correct it.

## Pronunciation


4  1.16 Listen and read. Do the coloured words sound the same or different? Then listen again and repeat.

- Play the audio and have students read along in their Class Books.
-  Ask students to read the sentences aloud to their partners and see if they sound the same or different.
- Play the audio again for students to repeat.
- You might want to explain the difference between strong and weak forms. A stressed word in English is a word that has more emphasis or force when it's spoken. This means it has a strong form. When a word is unstressed, it means it has letters which can be quite hard to hear. This means it has a weak form. For example, *I can do it* would likely use the weak form, whereas *Yes, I can!* would take the strong form.

## 1.16

- Boy 1:** I can't play the piano. But I can play the guitar.
- Boy 2:** Can you sing?
- Boy 3:** No, I can't.
- Boy 2:** Can you skateboard?
- Boy 4:** Yes, I can! Look at me!

## Finishing the lesson

-  Students close their books. They work in pairs and practise making and responding to their own suggestions.
- Walk around the class monitoring pairs.

## Lesson 7, part 1

## 1


- 2 Read the dialogue again. Find and circle four suggestions that use language from the *Say it!* box.

**Say it!**

**Making suggestions:**  
You could ...  
Why don't you ...?  
How about ... ing ...?

**Responding to suggestions:**  
✓ That's a good idea.  
That sounds good.  
Yes, I could.

✗ But ...  
I don't think so.

- 3  Say new dialogues with your partner. Use the *Say it!* box to help you.

I want to start a new hobby, but I don't know what to do.

Why don't you ...



## Pronunciation

- 4  Listen and read. Do the coloured words sound the same or different? Then listen again and repeat.

I can't play the piano.  
But I **can** play the guitar.


Can you sing?  
No, I can't.

Can you skateboard?  
Yes, I **can!** Look at me!



Activity Book, Unit 1  
Lesson 7, part 2 twenty-seven 27

2 Read the dialogue again. Find and write four suggestions that use language from the *Say it!* box.

- Refer students to the *Say it!* box. Explain that we use the gerund form of the verb after *How about*.
-  Using the Lollipop stick technique (see page 15), check answers.

Lesson 7, part 2

Starting the lesson

- Divide the class into two groups: one group is the boy responding to suggestions; the other is the boy making suggestions.
- **1.15** Play the audio (track 1.15) and pause after each sentence. Students from each group repeat what they hear in unison.

Practice

Activity Book

Lesson 7, part 2

English in action

Making and responding to suggestions

1 Match sentences 1–4 to answers a–d. Write. Then listen and check.


a No, I don't think so. I don't like team sports.      c That's a good idea.  
 b No, I can't play the piano.                              d That sounds good! When is it?  
 ...But I can play the guitar.

Boy 1: Why don't you learn a musical instrument? Can you play the piano?  
 Boy 2: <sup>1</sup> No, I can't play the piano. But I can play the guitar.


Boy 1: You could play hockey.  
 Boy 2: <sup>2</sup> No, I don't think so. I don't like team sports.

Boy 1: OK. How about going to the video club at school?  
 Boy 2: <sup>3</sup> That sounds good! When is it?

Boy 1: It's at half past three on Wednesdays. You could go this week!  
 Boy 2: <sup>4</sup> That's a good idea.



2 Read the dialogues. Write suggestions. Then act out the dialogues with your partner.



1 A: I'm bored and there's nothing on TV.  
 B: Why don't you read a book \_\_\_\_\_?

2 A: I want to learn a new sport.  
 B: How about playing tennis \_\_\_\_\_?

3 A: I don't know what to do this weekend.  
 B: You could play badminton \_\_\_\_\_.

4 A: I need a new hobby.  
 B: Why don't you do gymnastics \_\_\_\_\_?


5 A: I don't have many friends at school.  
 B: You could go to a club at school to make friends \_\_\_\_\_.

Pronunciation

3 Listen and circle can if it's stressed and underline can if it isn't stressed. Then practise with your partner.

A: I don't know what to do.  
 B: Hmm. I have a good idea. I can play the piano. can you?

A: No, I can't play the piano, but I can play table tennis.  
 B: OK, great. Let's play table tennis!  
 A: That's a good idea.



nineteen 19

1 **1.17** Match sentences 1–4 to answers a–d. Write. Then listen and check.

- Students complete the activity in pairs before listening to the audio.
- Play the audio for students to check answers.
- Have students practise reading the dialogue together.
- Monitor students, helping where necessary.

1.17

- Boy 1: Why don't you learn a musical instrument? Can you play the piano?  
 Boy 2: No, I can't play the piano. But I can play the guitar.  
 Boy 1: You could play hockey.  
 Boy 2: No, I don't think so. I don't like team sports.  
 Boy 1: OK. How about going to the video club at school?  
 Boy 2: That sounds good! When is it?  
 Boy 1: It's at half past three on Wednesdays. You could go this week!  
 Boy 2: That's a good idea.

2 Read the dialogues. Write suggestions. Then act out the dialogues with your partner.

- Students complete the activity individually and then work in pairs to act out the dialogue.
- Invite students to act out their dialogues in front of the class.
- See suggested answers in the Activity Book. Accept all correct answers.

3 **1.18** Listen and circle can if it's stressed and underline can if it isn't stressed. Then practise with your partner.

- Play the audio for students to listen.
- Play the audio again and pause after each line for students to circle or underline. Remind them about the difference between strong and weak forms and explain that the meaning of the sentences can help them differentiate between stressed and unstressed can.
- Check answers as a class.
- Place students in pairs. Have them read the sentences to each other.
- Monitor students for correct pronunciation.

1.18

- Girl 1: I don't know what to do.  
 Girl 2: Hmm. I have a good idea. I can play the piano. Can you?  
 Girl 1: No, I can't play the piano, but I can play table tennis.  
 Girl 2: OK, great. Let's play table tennis!  
 Girl 1: That's a good idea.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students to tell you what they have learnt today and how the lesson has helped them improve their English.

Extra activity Photocopiable 16

- Ask students to do photocopiable 16.



## Lesson 8, parts 1 and 2

### Objectives

- **Lesson aims:** to read a text about cycling
- **Target language:** *freedom, altitude, oxygen, energy, hostel, route*

### Materials

- notebooks
- photocopiable 19

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main points of a short, informal interview on a familiar topic (GSE 43).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write a few simple sentences about something that interests them (GSE 34). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); True/False response cards technique (see page 15); Yes/No response cards technique (see page 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 8, part 1

### Starting the lesson

- Have students stand up. Explain that you will say a sport or a hobby and mime it. They also have to mime it, but must be careful as you could mime incorrectly.
- As you play, mime a few sports and hobbies incorrectly.
- Students who mime incorrectly lose a turn.

### Presentation

- Explain that in this lesson students will read a text about cycling.
- Write *Adventures on two wheels* on the board. Ask students what they think the text will be about.

## Practice

### Class Book

Lesson 8, part 1

### Literacy: interviews

**Reading**

**1** **Before you read** Look quickly at the interview. Which questions and answers mention these things?

camping 4 eating 3, 5 relaxing 5 clothes 5 being outdoors 1  
blog posts 5 mountains 2 sleeping 4

**1.19** **Reading** Read the interview questions to help you decide where to look for the information.

**2** **Listen and read.**

Henry Wilson is a keen cyclist. He loves going on long cycling trips. Henry and his friend, Cody, are cycling in Argentina now. We phoned Henry to ask him a few questions ...

**1 Why do you like long cycling trips?**  
I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!

**2 What's the most difficult thing about this trip?**  
The altitude. We're going to cycle over the Andes mountains to Chile. It isn't easy cycling above 4,000 metres because there isn't much oxygen.

**3 Do you eat a lot of food when you're cycling?**  
Yes, we're always hungry! Cycling uses a lot of energy.

**4 Where do you sleep?**  
Tonight we're sleeping in a hostel. We usually carry a tent so we can camp if there aren't any hostels.

**5 What do you do in the evenings?**  
We read, write our diaries, eat, relax, plan our route ... At the moment, Cody is washing some clothes, and I'm talking to you! We also write blog posts and emails to tell people at home about our adventures.

**6 What other trips have you done?**  
We've cycled in lots of countries: Spain, Italy, Slovenia, Iceland ... Ten years ago we cycled from Ecuador to the very south of Argentina. We cycled about 8,000 kilometres in eight months!

**7 Are you planning any more trips?**  
No, but we have lots of ideas. I want to cycle in the Himalayas, Oman and North America!

**Words in context**

freedom altitude oxygen  
energy hostel route

**3** **After you read** Read and answer the questions.

**1** What two countries are Henry and Cody visiting?  
**Argentina and Chile**

**2** Why will cycling over the Andes be difficult?  
**because there isn't much oxygen/ it's above 4,000 metres**

**3** What do they do when they can't find a hostel?  
**they camp**

**4** How do they communicate with people at home?  
**they write blog posts and emails**

**4** **Act out activities from the interview. Guess what your partner is doing.**

Are you relaxing? Yes, I am!

28 twenty-eight Activity Book, Unit 1  
Lesson 8, part 2

### 1 Before you read Look quickly at the interview. Which questions and answers mention these things?

- Refer students to the *Reading tip* box. Explain that the questions can help us find the answers we are looking for.
- Ask students to read the words in the box. Have students make sentences with them.
- Give students one minute to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Ask students what helped them decide on an answer.

### 2 1.19 Listen and read.


- Play the audio and have students read along in their Class Books.
- Use the Yes/No response cards technique (see page 15) to ask students different questions about the text.
- Refer students to the *Words in context* box and ask them to look for the words in the text. In pairs, students try to guess the meaning of each word from the context. Help them with any words they find difficult.

1.19


**Adventures on two wheels**

- Narrator:** Henry Wilson is a keen cyclist. He loves going on long cycling trips. Henry and his friend, Cody, are cycling in Argentina now. We phoned Henry to ask him a few questions ...
- 1 Interviewer:** Why do you like long cycling trips?  
**Henry:** I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!
- 2 Interviewer:** What's the most difficult thing about this trip?  
**Henry:** The altitude. We're going to cycle over the Andes mountains to Chile. It isn't easy cycling above 4,000 metres because there isn't much oxygen.
- 3 Interviewer:** Do you eat a lot of food when you're cycling?  
**Henry:** Yes, we're always hungry! Cycling uses a lot of energy.
- 4 Interviewer:** Where do you sleep?  
**Henry:** Tonight we're sleeping in a hostel. We usually carry a tent so we can camp if there aren't any hostels.
- 5 Interviewer:** What do you do in the evenings?  
**Henry:** We read, write our diaries, eat, relax, plan our route ... At the moment, Cody is washing some clothes, and I'm talking to you! We also write blog posts and emails to tell people at home about our adventures.
- 6 Interviewer:** What other trips have you done?  
**Henry:** We've cycled in lots of countries: Spain, Italy, Slovenia, Iceland ... Ten years ago we cycled from Ecuador to the very south of Argentina. We cycled about 8,000 kilometres in eight months!
- 7 Interviewer:** Are you planning any more trips?  
**Henry:** No, but we have lots of ideas. I want to cycle in the Himalayas, Oman and North America!

**Diversity****Support**

-  Have students look for the words in the *Words in context* box in the text and copy the sentences in their notebooks. Students read the sentences to each other.



**Challenge**

-  Students make their own sentences with the words in the box. Use the Lollipop stick technique (see page 15) to have students read their sentences to the class.


**3 After you read Read and answer the questions.**

- Have students work individually to answer the questions.
- Check answers as a class.
- **Extension** Have students tell you where they got their answers from.

**4  Act out activities from the interview. Guess what your partner is doing.**

- Have students look at the text quickly and note different activities from it.
- Elicit answers and write them on the board (*cycling, meeting people, cycling over the mountains, eating lots of food, reading, writing a diary, eating, planning the route, washing clothes, writing blog posts/emails*).
-  Place students in pairs and have them complete the activity.
-  Use the Lollipop stick technique (see page 15) to have students come to the front and act out an activity for the rest of the class to guess.

**Finishing the lesson**

- Play *Parachute* (see page 21) with the words from the *Words in context* box, as well as other words from the unit.
-  Using the Summative and thought-provoking questions technique (see page 16), ask students if they would like to go on a cycling adventure. If so, ask them where they would go and who they would go with.

**Lesson 8, part 2****Starting the lesson**

- Using the True/False response cards technique (see page 15), say different statements about the text from the last lesson, e.g. *The most difficult thing is the weather. (False.) Tonight, they're sleeping in tents. (False.) Cody is washing clothes at the moment. (True.)*, etc. Students correct the incorrect statements.

## Practice

## Activity Book

**Literacy: interviews** Lesson 8, part 2

**Reading**


**Words in context**

1 Read the definitions and write the words.

freedom	altitude	oxygen	energy	hostel	route
---------	----------	--------	--------	--------	-------

1 a gas in the air that living things need  
2 a simple, cheap place to sleep  
3 physical power that we use to do things  
4 the line or way from one place to another  
5 the ability to do what you want in your life  
6 the height of a place or thing

oxygen  
hostel  
energy  
route  
freedom  
altitude



2 Read the text on Class Book page 28 again. Then read the sentences and write T (true), F (false) or DS (doesn't say). Explain your answers.

1 Henry doesn't enjoy short cycling trips. DS  
2 They're planning a long trip from Chile to Argentina. F  
3 Henry and Cody aren't using their tent at the moment. T  
4 Cody is writing a blog post and some emails right now. F  
5 They did a very long cycling trip ten years ago. T  
6 Next year, they want to cycle across North America. DS

3 Read the sentences. Which questions 1–7 from the interview do they help answer? Write.

1 Sometimes we have video chats with our friends and family.	<u>Question 5</u>
2 We have to stop and rest more often at high altitudes.	<u>Question 2</u>
3 Cody wants to visit China and cycle along the Great Wall.	<u>Question 7</u>
4 Last year we cycled across five countries in Europe.	<u>Question 6</u>
5 We always have lots of chocolate in our backpacks.	<u>Question 3</u>
6 We really like the people we meet on cycling trips.	<u>Question 1</u>
7 We also have sleeping bags to keep us warm!	<u>Question 4</u>

4 Plan a long cycling trip in your own country. Discuss the questions and make notes in your notebook. Then share your ideas with the class.

1 Where are you going to start and finish?	4 What are you going to do in the evenings?
2 How long are you going to be away?	5 What equipment do you need for your trip?
3 Where are you going to sleep?	6 Do you want to write a blog about your trip?

20 twenty

## 1 Read the definitions and write the words.

- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Check answers as a class.

## 2 Read the text on Class Book page 28 again. Then read the sentences and write T (true), F (false) or DS (doesn't say). Explain your answers.

- Before students begin, explain that for *doesn't say* answers, you can't confirm if the answer is true or false because there isn't enough information in the text to know if it's true or false.
- Place students in pairs to complete the activity. At this stage, students just write the correct answers without giving explanations.
- Check answers as a class.
- Now ask students to look at the example answer. Ask the class to look at the interview on the Class Book page again and underline the sentence that mentions long cycling trips (*Why do you like long cycling trips?*). Tell students that there is no mention of short cycling trips. Therefore, we can't confirm if the answer is true or false – it might be true or it might be false; we don't know.

- Have pairs write why the remaining sentences are *true*, *false* or *doesn't say* by going through the text and underlining sections to confirm their answer (or where there is not enough information about the statement).
- Check explanations as a class and write them on the board.

## 3 Read the sentences. Which questions 1–7 from the interview do they help answer? Write.

- Refer students to the *Reading tip* box in the Class Book again. Invite a student to read it aloud.
- Before students do the activity, look at the example answer as a class. Ask students to underline the key words in the answer (*video chats*). Explain that the answer is Question 5 because chatting by video is likely to be something that the cyclists would do in the evening.
- Go through the remaining answers with the class and ask them what the key words are in each one. Have them underline the key words in their Activity Books.
- Place students in pairs. Have them look at the text in the Class Book again and, using the word they underlined, write the question that gives them the answer.
- Check answers as a class.

## 4 Plan a long cycling trip in your own country. Discuss the questions and make notes in your notebook. Then share your ideas with the class.

- Place students in small groups and have them complete the activity in their notebooks.
- Monitor students, helping where necessary.
- Groups elect a leader who will read their work to the class.

## Extra activity Critical thinking

- Place students in pairs. Ask students to discuss why spending time outdoors is fun and healthy. Have them make a list of the advantages.

## Extra activity Fast finishers

- Have students write a paragraph about their favourite outdoor activity in their notebooks. Students put their work in their portfolios (see page 16).

## Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students if they enjoyed the lesson and what they learnt from it. Have students write a few sentences about what they learnt in their notebooks.

## Extra activity Photocopiable 19

- Ask students to do photocopiable 19.

## Lesson 9, parts 1 and 2

### Objectives

- **Lesson aims:** to write an interview
- **Target language:** unit vocabulary

### Materials

- notebooks
- dark glasses

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write correctly structured questions with question marks (GSE 35).

### Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- 👥 Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Lollipop stick technique (see page 15); Think-pair-share technique (see page 16)
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 9, part 1

### Starting the lesson

- 👥 Divide the class into small groups. Write eight vocabulary words from the unit without their vowels, e.g. *hcky* (*hockey*) on the board.
- Explain that vowels are missing from each word. Groups write the completed words in their notebooks. The group that finishes first comes to the board and writes eight more words, without vowels, for the class to complete.

### Presentation

- 🗨️ Explain that in this lesson students will learn how to write an interview.
- Have students refer to Lesson 8 and tell you what the interview questions are. Ask students to think of any other questions.

## Practice

### Class Book

1 Writing

Lesson 9, part 1


1 Read. Match the questions with the correct answers.

a What is your biggest model? <b>2</b>	d Why do you like making models?— <b>1</b>
b When did you start this hobby? <b>6</b>	e What other models have you made? <b>3</b>
c Are you making any models at the moment? <b>4</b>	f Who helps you? <b>5</b>

### Making models

Hashim loves making models with wood. I asked him some questions about his hobby.

(1) Why do you like making models? It's fun! And it's relaxing.	(4) _____ Yes, I'm making a boat. It's bigger than most of my models.
(2) _____ It's a model of a ship. It's nearly one metre long.	(5) _____ Sometimes my dad helps me. He's good at making things with wood.
(3) _____ I've made lots of cars and planes. Last week I made a car for my little brother. He doesn't help me make models, but he likes playing with them.	(6) _____ I made my first wooden model when I was three.



2 Read. Then answer the questions about the interviews on pages 28 and 29.

**How to write... a good interview**

- Use lots of question words, e.g. *what, when, where, who, how, why*.
- Ask about the *biggest, the best, the most interesting* ...
- Use questions that will find out interesting information!

1 Which question words do the interviewers use? **What, When, Who**

2 Which do you think are the most interesting questions?

3 Can you think of any more questions you would ask?

**Writing tip**

Make sure you form contractions correctly:

*it is = it's*  
*I have = I've*  
*does not = doesn't*  
*she is = she's*

Activity Book, Unit 1  
Lesson 9, part 2 twenty-nine 29

### Diversity

#### Challenge

- Before doing Activity 1, students read the answers and guess the questions.

### 1 Read. Match the questions with the correct answers.

- Have students read the questions and tell you what they expect the answers to be.
- Students complete the activity individually. Check answers as a class.
- **Extension** 👥 Have students answer the questions about themselves. In pairs, they ask and answer.

### 2 Read. Then answer the questions about the interviews on pages 28 and 29.

- Read the *Writing tip* box aloud as students read along in their Class Books. Ask students if this tip box has helped them at all.
- Give students time to find the answers. Then discuss the answers as a class.

## Diversity

## Support

- Before doing Activity 3, have students make a list of words they can use in interview questions and answers. Write the words on the board. Tell students they can refer to these words as they do Activity 3.

### 3 Interview someone about a sport or hobby. Use the *How to write...* box to help you.

- Invite a student to read the *How to write...* box aloud. Tell students that this will help them structure their interviews when they write them.
- Refer students to the *Writing tip* box. Ask if there are any other contractions they would like to add to the list.
- Use the Traffic light cards technique (see page 15) to ask students if they are ready to do the activity.
- Have students work in pairs. First ask them to write six questions.
- Have pairs read their questions to the class.
- Then have students swap partners and ask and answer the questions. Ensure both students in the pairs ask and answer. Tell students to note the answers in their notebooks.
- Finally, have students write their interview individually in their notebooks. Tell students to keep referring to the *How to write...* box while they write their interviews. Ask students to choose the most interesting questions and answers.
- Monitor students, helping where necessary.
- Before students present their work, ask them to check their interviews and rewrite sections if necessary. Students then present their interviews to the class.
- Use the Two stars and a wish technique (see page 16) to have students comment on each other's work.

### Extra activity Collaborative work

- Place students in small groups. Explain that they are journalists who have seen a famous sports star outside a restaurant. Have them write six questions to ask the star.
- Then choose a strong student to be the sports star. They wear the dark glasses. The groups ask the sports star as many questions as they can in two minutes. The sports star has to answer as quickly as possible.

### Finishing the lesson

- Tell students that they will write their own interview questions about sport in the next lesson. Ask them to think about what questions they could write.
- Check answers as a class.

## Lesson 9, part 2

### Starting the lesson

- Place students in pairs. Ask them to see what they can remember from the interview in the previous lesson without looking at their Class Books.
- Use the Think-pair-share technique (see page 16) to have students discuss what makes a good interview from the *How to write...* box in the Class Book from the last lesson.

### Practice

#### Activity Book

Lesson 9, part 2 Literacy: interviews 1

**Writing**

1 Rewrite the sentences using contractions.

1 I am learning to do karate. It is difficult, but that does not stop me!  
*I'm learning to do karate. It's difficult, but that doesn't stop me!*

2 Azza and Badriya do not like gymnastics. They say it is difficult.  
*They are keen on judo. Azza and Badriya don't like gymnastics. They say it's difficult. They're keen on judo.*

3 We have football practice today. There is a match on Saturday. It is the final game.  
*We've football practice today. There's a match on Saturday. It's the final game.*

4 Ahmed is good at basketball, but he is not the best player in the team. That is me!  
*Ahmed's good at basketball, but he isn't the best player in the team. That's me!*

5 I do not make models. They are expensive and I do not have a lot of money.  
*I don't make models. They're expensive and I don't have a lot of money.*

6 My friends are not keen on sports, but that is OK. They have other interests.  
*My friends aren't keen on sports, but that's OK. They've other interests.*

2 Write some questions for an interview about a sport.

Include lots of question words, e.g. *What is your favourite sport? When do you usually play this sport?*

Ask questions, e.g. *What is the best thing about this sport? Where is the most interesting place you can play this sport?*

Write questions that will find out interesting information, e.g. *When did you start playing this sport? What do you have to wear to play this sport?*

Go to Writing model page 65 twenty-one 21

### 1 Rewrite the sentences using contractions.

- Refer students to the *Writing tip* box.
- Check the answers as a class by writing them on the board for students to check against.

### 2 Write some questions for an interview about a sport.

- Ask students what kind of questions they would ask their favourite sports star.
- Before students write their questions, refer them to the *Writing model* on page 65 of their Activity Books. Go through the model with students.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to have some students read their questions to the class.

**Literacy: interviews** Lesson 9, part 2

**Writing**

**3** Now write your interview.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Have I included lots of question words?  Have I asked questions to find out interesting information?

Have I asked questions using *the best*, *the most interesting*, etc.?  Have I used contractions correctly?

**22** twenty-two

### 3 Now write your interview.

- Have students complete the activity individually.
- Tell students to keep referring to the *Writing model* while they write their questions.
- Monitor students, helping where necessary.
- In pairs, students write down answers for each other's interview questions.
- Have some pairs share their interviews with the class.

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

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

#### Extra activity Fast finishers

- Have students help classmates complete their activities.

### Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask how the Literacy lessons can help students with their English.
- Ask students what else they expect to learn in the Literacy lessons.

# Over to you!

## Lesson 10

### Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary





### Materials

- notebooks
- Unit 1 flashcards (sports, hobbies)
- Unit 1 poster: *Sports*
- strips of paper
- a bag or a box
- photocopiable 25


### Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write short, simple personal messages giving information of immediate relevance, given prompts or a model (GSE 38).
- **Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).


### Assessment for Learning (formative assessment)



-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique (see page 15)
-  Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
-  Independent learning: Summative and thought-provoking questions technique (see page 16)

### Starting the lesson

- Write sentences using the Present simple and Present continuous on strips of paper, e.g. *I am cycling now*. Make enough strips for small groups to have at least eight sentences.
- Cut up the sentences and put them in a bag or a box.
-  Divide the class into small groups and hand each group a bag or box with the strips of paper. Explain that they have to put the strips in the correct order to make sentences. The team that finishes first wins.

### Presentation

-  Explain that in this lesson students will share their opinions about the unit and review the unit vocabulary and grammar.
- Write on the board one thing you liked about the unit, e.g. *I liked the lesson about hobbies in other countries. It was interesting.*
- Students also write a sentence.

-   Have students read the sentences to their partners. Use the Lollipop stick technique (see page 15) to have students read their sentences aloud.
- Quickly revise the unit vocabulary with the Unit 1 flashcards (sports, hobbies) or poster. Refer to *How to work with posters* (see page 18).

### Diversity

#### Support

- Give students time to look through the unit before starting the review and query anything they haven't understood.


#### Challenge

- Students make sentences with the vocabulary items or grammar from the unit to read to the class.

### Practice

#### Class Book

### 1 Read the comments about the WOW! Magazine. Tick (✓) the comments from children interested in sports.

- Ask students to read the texts quietly.
-  Use the Lollipop stick technique (see page 15) to check answers. Encourage students to give reasons.
- **Extension** Have students think about which text they liked best and why.

- Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

  - Place students in pairs and have them complete the activities. Have students read their work to other pairs.
- Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

  - Place students in groups.
  - Have students compare their answers with those they gave at the start of the unit.
  - Once students have worked in groups, have them discuss which answers they changed. Encourage students to explain why.









### Extra activity Critical thinking

- Ask students why their opinions are important and why we should respect others' opinions even when we disagree with them.

### Activity Book

Review 1

**1 Complete the phrases for sports and hobbies.**

1  collect <u>cards</u>	2  do <u>karate</u>	3  do <u>the gardening</u>	4  go <u>scotting</u>
5  go <u>cycling</u>	6  m <u>ake models</u>	7  p <u>lay badminton</u>	8  w <u>atch cartoons</u>

**2 Write sentences in the Present simple or Present continuous.**

1 Amer <u>not</u> play football <u>now</u> . <b>Amer is not playing football now.</b>	4 I <u>watch</u> a film <u>at the moment</u> . <b>I am watching a film at the moment.</b>
2 you <u>study</u> French <u>every week</u> ? <b>Do you study French every week?</b>	5 Bayan <u>do</u> athletics <u>right now</u> ? <b>Is Bayan doing athletics right now?</b>
3 my parents <u>eat</u> sandwiches <u>lunch every day</u> . <b>My parents eat sandwiches for lunch every day.</b>	6 we <u>not wear</u> jumpers <u>in summer</u> . <b>We don't wear jumpers in summer.</b>

**3 Write about your free-time activities. Compare with your partner.**

1 I often _____ after school.	4 I love _____ at the weekend.
2 I sometimes _____ in the evening.	5 I don't like _____ in my free time.
3 I'm taking _____ lessons at the moment.	6 I enjoy _____ with my friends.

**Self-assessment**

**4 Answer the questions about your work in Unit 1.**

- How was your work in this unit? Choose.  OK  Good  Excellent
- Which lesson was your favourite? \_\_\_\_\_
- Which parts of the unit were difficult for you? \_\_\_\_\_
- What new things can you talk about now? \_\_\_\_\_

Go to Dictation on page 72. twenty-three 23

- Complete the phrases for sports and hobbies.**

  - Use the Unit 1 flashcards (sports, hobbies) and poster to quickly review the unit vocabulary. Refer to *How to work with posters* (see page 18).
  - Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.

- Students raise their hands to show you their work.
- Check answers as a class.

### 2 Write sentences in the Present simple or Present continuous.

- Quickly revise how the Present simple and Present continuous are formed.
- Students complete the activity individually.
- Write the answers on the board.

### 3 Write about your free-time activities. Compare with your partner.

- Students complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique (see page 15) to check answers.

### Self-assessment

#### 4 Answer the questions about your work in Unit 1.

- Students complete the activity individually. Ask some students to share their answers using the Lollipop stick technique (see page 15).

### Dictation

- Have students turn to page 72 in their Activity Books.
- 1.20** Play the audio for students to individually listen and write the sentences.
- Check the answers as a class.

#### 1.20

- I play volleyball once a week.
- We aren't doing karate at the moment.
- She likes sport, but she prefers making models.

### Extra activity Progress path

#### Teacher's Book page 102 (Class Book) and 70 (Activity Book)

- Students work in pairs through the questions from 1 in the Class Book (page 102) and in the Activity Book (page 70).
- Depending on the amount of time you have, students could work through the Progress paths for both Class Book and Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

### Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

#### Next lesson Unit 1 Practice

#### Extra activity Photocopiable 25

- Ask students to do photocopiable 25.



## Get ready for...

## Lesson 11

## Objectives

- **Lesson aims:** to practice for the A2 Flyers Reading and Writing Parts 1 and 4, A2 Key for Schools Speaking Part 2 and A2 Flyers Listening Part 1
- **Target language:** unit vocabulary

## Materials

- notebooks
- Unit 1 flashcards (sports, hobbies)
- Unit 1 poster: *Sports*

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Listening:** Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures (GSE 33).

## Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Starting the lesson

- Divide the class into two teams and have them line up at the front of the class.
- Show teams a Unit 1 flashcard (or point to the poster). The student at the front of the line has to spell the word correctly for their team to get a point.
- If a student makes a mistake, the team loses a turn. If a student does not know a word, they can give their turn to the next player, as weaker students may not have the confidence to spell in front of their peers.
- The team with the most points wins.

## Presentation

- Explain that in these lessons students will practise for the A2 Key for Schools Speaking exam, the A2 Flyers Listening exams, and the A2 Flyers Reading and Writing exam in both the Class Book and Activity Book.

## Practice


## Class Book

Lesson 11 Get ready for...

**A2 Flyers Reading and Writing Part 4**

**1** For each gap, choose the correct answer. There is one example.

**Photography**



Are you looking for a new hobby? How about (Example) ... photography? There are lots of different things (1) ... you can photograph. Flowers and birds are very popular, and photos of these look great!

Some children (2) ... photography lessons after school. And if you want to take photographs, you (3) ... have to have an expensive camera. You can use a phone! The cameras on phones are often very good.

Some people don't like (4) ... photos of flowers or birds – they prefer to take them of people. You can go to a friend's house (5) ... take a photo of them, or ask people in your family. Photos of people are easy to take (6) ... people smile when you ask them. And they don't move, like birds and animals!

**Example**    A does    B do    C doing  
 1 A which    B who    C where  
 2 A having    B have    C doing  
 3 A don't    B aren't    C mustn't  
 4 A take    B took    C taking  
 5 A for    B to    C where  
 6 A but    B because    C that

**Tip Exam** Read the whole text first. Then try saying the sentence in your head to see which option sounds correct.

**A2 Key for Schools Speaking Part 2**

**2** Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not.

Which of these hobbies do you like best?

I like ... because ...    Do you think ... is fun/interesting/exciting/boring/difficult?    Why?/Why not?

I don't like ... because ...

Go to page 101

Activity Book, Unit 1 Lesson 11 thirty-one 31

**1** For each gap, choose the correct answer. There is one example.

- Invite a student to read the *Exam tip* box aloud. Ask students why it's important to read the whole text first.
- **Extension** Have students work in pairs and write sentences with the multiple choice words. Have students read their sentences to other pairs.
- Look at the first set of words and ask when we use *which*, *who* and *where*. Continue with items 2–6.

## Extra activity Creativity

- Place students in small groups of five. Explain that they have to make a word cloud using different words from the unit in their notebooks.
  - Groups read their words to the class.
- 2** Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not. Which of these hobbies do you like best?
- Read the *Exam tip* box aloud and have students give you more adjectives they can use when talking about hobbies.
  - Refer students to page 101.
  - Have students look at the prompts and use them to write sentences in their notebooks.

- Students complete the activity in pairs.
- Invite pairs to act out their dialogues to the class.

### Activity Book

**Get ready for...**

**A2 Flyers Listening Part 1**

**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 Look at the picture. Which girl is Katy? Listen and tick (✓).



**Do!** 3 Listen and draw lines.

**Tip: Exam** Read the names on the page before you start. Then listen for the names.



Harriet Olivia Frank  
Rowan Brandon William Emily

24 twenty-four

### A2 Flyers Listening Part 1

- 1 Think!** Read the task carefully. Make sure you know what you have to do.
- Tell students this is the A2 Flyers Listening Part 1 exam.
  - Students read the task carefully.
  - Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- 2 Try!** 1.21 Look at the picture. Which girl is Katy? Listen and tick (✓).
- Play the audio.
  - Check answers as a class.

#### 1.21

**Woman:** Who's that girl playing badminton?  
**Girl:** The one with the short dark hair?  
**Woman:** No, not her. The one who's running.  
**Girl:** Oh, that's Katy. She's my best friend.  
**Woman:** That's nice.  
**Girl:** Yes, we're in the same class at school.

### 3 Do! 1.22 Listen and draw lines.

- Invite a volunteer to read the *Exam tip* box aloud.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Play the audio.
- Check answers as a class.

#### 1.22

**Girl:** Look, Grandpa. This is a photo that I took at the park.  
**Grandad:** Oh, that's nice. And who are the people? Do you know them?  
**Girl:** I know some of them. Look. That girl with the red dress is my friend Olivia.  
**Grandad:** The girl who is scooting? She looks friendly.  
**Girl:** Yes, she's really nice.  
**Grandad:** And who is that boy there, with the bicycle?  
**Girl:** The boy wearing the yellow T-shirt?  
**Grandad:** No, the one who's wearing a blue helmet.  
**Girl:** Oh, that's William. He's in the school volleyball team.  
**Grandad:** Well, I'm not surprised. He's quite tall!  
**Girl:** Oh, look. Can you see the girl standing over there?  
**Grandad:** The girl who's taking photos under the tree?  
**Girl:** Yes, that one. She's my friend, Emily.  
**Grandad:** Oh, yes! I know her brother, Frank. He's a police officer.  
**Girl:** Really? I didn't know that!  
**Girl:** Do you know my friend Harriet?  
**Grandad:** I don't think so. Is she in the picture, too?  
**Girl:** Yes, she's near the water. She's with her friend.  
**Grandad:** Is Harriet the one with the dark hair?  
**Girl:** No, Harriet's the other girl. She has fair hair.  
**Grandad:** Oh, yes. I can see her.  
**Girl:** Can you see the boy doing photography?  
**Grandad:** Yes, I can. I like his camera.  
**Girl:** Yes, it's new. Well, that's Rowan.  
**Grandad:** And who is he?  
**Girl:** Rowan's my cousin!  
**Grandad:** Oh, of course! Now I see him.

Lesson 11

**A2 Flyers Reading and Writing Part 1**

**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 Read the definitions. Choose the correct words.

1 It's an indoor sport that we play in teams. A athletics B volleyball C skiing  
 2 These are special days when we have celebrations. A puzzles B competitions C festivals  
 3 It's a book where people write their ideas. A diary B agenda C blog

**Do!** 3 Look and read. Choose the correct words and write them on the lines. There is one example.

**Exam tip** Read all the definitions carefully before you start writing your answers.

	a helmet	cycling
athletics	People often go to this in the summer when the weather is hot.	a beach
	1 This is an indoor sport that people play with a small, plastic ball.	table tennis
	2 It's an outdoor activity for people who like plants and flowers.	gardening
	3 You need a bike and a helmet to do this sport.	sun-glasses
ice skating	4 You go there to paint.	cycling
	5 This is an outdoor sport. You need to be a good runner to do this.	Art Club
	6 This is a kind of book. You write your ideas in it.	athletics
	7 This is something hard that you wear on your head.	a diary
Art Club		a helmet
	table tennis	a CD player
		a beach

twenty-five 25

## A2 Flyers Reading and Writing Part 1

### Diversity

#### Support

- Before doing the activity, have students look at the words and define them as best they can. Then students make sentences with them.

#### Challenge

- Give students a set of words from the unit for them to define and make sentences with.

### 1 Think! Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the A2 Flyers Reading and Writing Part 1 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

### 2 Try! Read the definitions. Choose the correct words.

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

### 3 Do! Look and read. Choose the correct words and write them on the lines. There is one example.

- Invite a volunteer to read the *Exam tip* box aloud.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Check answers as a class.
- **Extension** Have students make sentences with the words to read to their partners.

### Extra activity Fast finishers

- Have students write different tips for learning vocabulary and grammar in their notebooks. Students read their tips to the class. They place their work in their portfolios (see page 16).

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

### Graded readers Unit 1

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

### Unit 1 Practice

- Students now complete the Unit 1 Practice. Give students support where necessary and focus time on areas.

## Lesson 12

### Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun tasks
- **Target language:** revision of unit vocabulary

### Materials

- Unit 1 flashcards (sports, hobbies)
- Unit 1 poster: *Sports*

### Global Scale of English (GSE)

- **Reading:** Can understand basic key words in short notes or messages (GSE 29).
- **Speaking:** Can answer simple questions about their daily routines using gestures and short, fixed expressions (GSE 29).
- **Writing:** Can write correctly structured questions with question marks (GSE 35).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

### Starting the lesson

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 1 flashcards (sports, hobbies) or poster as prompts. Refer to *How to work with posters* (see page 18).
- Play a game with the vocabulary from Unit 1. Ask students if they know how to play noughts and crosses. If they don't, explain the rules.
- Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one flashcard in each square, picture side up. Ask a student from the first team to choose a flashcard. The student says the sport or hobby on the flashcard and then makes a grammatically correct sentence using that word, e.g. *I like doing puzzles*. If the sentence is grammatically correct, the student may take the card and write a nought or a cross in the square. Then it's the next team's turn. The winner is the team that puts three noughts or crosses in a row, horizontally, vertically or diagonally.

### Presentation

- Explain that in this lesson students will play a game. Ask students to look at the game on page 96 of their Class Books. Ask students what they think they have to do.
- Before students play the game, quickly review the unit grammar that they will need to play both games.
- Ask students *What do we use the Present simple for? (Activities we do regularly or facts.) What do we use the Present continuous for? (Activities we are doing right now or around now.)* Ask students to give you example sentences of each.

### Practice

#### Class Book

**Fun corner**

**Unit 1**

**Student A**

1 In pairs, take turns to ask and answer questions. Ask questions using the words in the box. Look at your diary to answer the questions.

make videos    do karate    go scooting  
play badminton    play board games    write a diary

	Morning	Afternoon
Saturday		go swimming
Sunday	go cycling	put on shows
Monday		play volleyball

When do you make videos?

**Student B**

1 In pairs, take turns to ask and answer questions. Ask questions using the words in the box. Look at your diary to answer the questions.

do the gardening    do photography    go cycling    go swimming  
play volleyball    put on shows

	Morning	Afternoon
Saturday		play badminton
Sunday	do karate	
Monday	play board games	go scooting

When do you do the gardening?

2 Work in pairs. Play *Can you guess?* Mime playing a sport or doing a hobby for your partner to guess.

You're doing karate!    Yes!

96 ninety-six

### 1 In pairs, take turns to ask and answer questions. Ask questions using the words in the box. Look at your diary to answer the questions.

- Place students in pairs and ask them to choose who is going to be A and who is going to be B. Use the Expert envoy technique (see page 16) when choosing pairs so that stronger students work with weaker ones.
- Invite a student to read aloud the words in the box for Student A. Invite another volunteer to read aloud the words in the box for Student B. Elicit the meaning of any unknown words.

- Explain how to play the game. First, Student A asks a question about an activity in their box using the example speech bubble as a model. Student B answers the question using the information in their diaries. Then, when Student A has completed their diary, Student B asks the questions. Do the first item together as a class if necessary.
- 🗨️ Use the Traffic light cards technique (see page 15) to check students know what they have to do and are happy to continue.
- Students play the game. Monitor students, helping where necessary.
- When students have finished, invite some pairs to ask and answer the questions for the class.

## 2 Work in pairs. Play *Can you guess? Mime playing a sport or doing a hobby for your partner to guess.*

- Show students the Unit 1 flashcards again. Students say the words.
- Mime an action, e.g. playing table tennis, for students to guess. Ask students *What am I doing? (You're playing table tennis.)* Explain that for this game, students will mime a sport or hobby for their partner to guess. Tell students that they must use the Present continuous to guess the activity.
- 🧑‍🤝‍🧑 Place students in different pairs to do Activity 1.
- Students play the game. Monitor students, helping where necessary.
- 🗨️ When they have finished, use the Lollipop stick technique (see page 15) to choose students to mime an activity for the class to guess.

## Finishing the lesson

- 🗨️ Use the Summative and thought-provoking questions technique (see page 16) to ask what students have learnt today. Ask *Did you enjoy the Fun corner? Which activity did you enjoy the most?*
- 🗨️ Students write down what they did in today's lesson in their Learning diary (see page 16): *Today, I played ..., We reviewed ..., I thought the games we played were...*
- Ask volunteers to read aloud their diary entries for the class.

### Lesson 1

#### Objectives

- **Lesson aims:** to review the vocabulary, grammar and pronunciation from Unit 1; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to understand the main idea of a text; to skim a text for gist; to evaluate a text
- **Target language:** *play volleyball, do karate, do gymnastics, play table tennis, do photography, do puzzles, put on shows, belt, miss (a ball), fall over, mat, butterfly, crown, badge, bat; I don't like doing karate. They're doing gymnastics. Today, they are doing photography. I want to take a photo of a blue butterfly.*
- **Phonics:** Weak and strong forms of *can*





#### Materials

- Unit 1 flashcards: sports, hobbies
- Unit 1 poster: *Sports*
- photocopyables R1 and R2

#### Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can understand short paragraphs on subjects of personal interest (e.g. sports, music, travel) if written using simple language and supported by pictures (GSE 34). Can identify specific information in a simple story, if guided by questions (GSE 35). Can find the correct meaning of a word in a bilingual dictionary (GSE 37). Can scan a simple text to find specific information (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can read aloud a familiar short text (GSE 30). Can talk about everyday activities using simple language (GSE 34). Can pass on basic information from short, simple, illustrated texts (GSE 34). Can connect ideas using a few simple linking words (GSE 35). Can re-tell a familiar story, given prompts or a model (GSE 39). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can summarise the main information in a picture or picture story using simple words or phrases (GSE 38). Can write about the key information they have read in a short paragraph (GSE 42).

#### Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15); True/False response cards technique (see page 15)
-  Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
-  Independent learning: Summative and thought-provoking questions technique (see page 16)

### Lesson 1, option A

#### Starting the lesson



- Show students the Unit 1 flashcards (sports) or poster. Have students say and spell the words. Ask *Which of these sports do you do? Which of the sports are you good at/not very good at? How can we get better at something we are not good at?*
- Write the new vocabulary that students will encounter in the story on the board: *belt, miss (a ball), fall over, mat*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *I need to wear a belt with these trousers! I tried to catch the ball but I missed it! Careful! You might fall over. Dana practises karate at home. She uses a mat so she doesn't hurt herself.* Alternatively, you can write definitions on the board and have students match them to the words: *A piece of material you wear around the middle of your body, usually to hold your trousers up (belt). To fail to hit, catch or reach something, such as a ball (miss (a ball)). A thick piece of material used in some sports for people to lie on or fall on (mat). To fall to the ground, usually by accident (fall over).*

#### Presentation

-  Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and pronunciation from Unit 1, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 106.
- Tell students that the story will also contain examples of the weak and strong forms of *can*. Remind students that strong forms are words we pronounce in full; weak forms are words we pronounce quickly and not very clearly. Say some sentences using the strong and weak forms of *can*, e.g. *I can speak three languages. (weak). Can you speak English? (weak). Yes, I can. (strong).* Have students say whether they are strong or weak. You might want to explain that we always use the strong form with negatives (e.g. *can't*).


## Before you read

1 **Before you read** Read the title of the story and look at the first picture on page 32. Answer the questions in pairs.

- Before students read, ask them to turn to page 106 in their Class Books.
- Tell students to refer page 32 while doing the activity.
-  Students ask and answer the questions in pairs.
- Monitor students, helping where necessary.
-  When they have finished, use the Lollipop stick technique (see page 15) to choose pairs to ask and answer the questions for the rest of the class.


## Listen and read

### Class Book


 Graded reader 1

## Let's Play Volleyball!


It's Saturday, and Maryam, Arwa and Huda are at the sports centre. The girls are excited. Today, they are trying some new sports. 'Let's play volleyball!' Maryam says.




The girls are playing volleyball, but Huda always misses the ball. 'I don't like playing volleyball,' she says. Maryam can play volleyball well, but Arwa and Huda want to try something else.




32 thirty-two

 Graded reader 1

'We can do karate!' Arwa says to Huda. The girls go to the karate room. It's loud, and everyone is wearing white clothes and belts.



Arwa can kick really well. But when Huda tries, she falls over. 'I don't like doing karate,' she says. 'I'll go and get some water.'



thirty-three 33

 Graded reader 1

Huda is drinking water and she sees her mum. 'What's the matter, Huda?' Huda's mum asks.

'Maryam can play volleyball, and Arwa can do karate. I can't do anything!' 'You can do lots of things, Huda!' her mum says.



34 thirty-four

Graded reader 1 1

Then Huda sees some girls in a room. They are on mats and music is playing. 'That looks fun,' Huda says. 'What are they doing?' 'They're doing gymnastics,' Huda's mum says. 'You can try it!'



Huda tries gymnastics and she loves it. Maryam and Arwa come and watch. Huda is stretching on her mat. 'You can do gymnastics well, Huda!' they say happily.



thirty-five 35

### 2 🎧 GR1.1 Listen and read.

#### 1) Read the story quickly. Were your ideas from *Before you read* correct? How were they different?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 106 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

#### 2) Circle the sport that each girl is good at.

- 🧑 Students complete the activity individually and then compare answers in pairs.
- Students can refer to the story on pages 31–35 to help if necessary.
- 🗨 Use the Lollipop stick technique (see page 15) to check answers.

#### 3) Read the story again. Find these words in the story. Then match them to the pictures.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 106 individually.
- Ask students on which pages they found the words.
- Check answers as a class.
- Tell students they will complete the *After you read* section in the next lesson.

### Unit 1, Graded reader 1

#### Let's Play Volleyball!

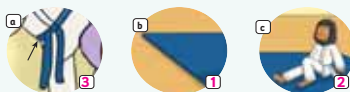
- 1 **Before you read** 🗨 Read the title of the story and look at the first picture on page 32. Answer the questions in pairs.

- You hit a ball over a net using your hands. It is played in teams.**
- 1 How do you play volleyball?
  - 2 Where are the girls in the picture? **at a sports centre**
  - 3 What do you think they are going to do?

#### 2 🎧 Listen and read.

- 1) Read the story quickly. Were your ideas from *Before you read* correct? How were they different?
- 2) Circle the sport that each girl is good at.
  - 1 Huda volleyball karate gymnastics
  - 2 Maryam volleyball karate gymnastics
  - 3 Arwa volleyball karate gymnastics
- 3) Read the story again. Find these words in the story. Then match them to the pictures.

- 1 mat
- 2 fall over
- 3 belt



#### 3 **After you read**

- 1) Complete the summary of the story with the correct words.

misses falls over gymnastics sad sports centre loves mum mats

The three friends are at the **'sports centre'** to try some new sports. They play volleyball, but Huda <sup>1</sup> **misses** the ball. They do karate, but Huda <sup>2</sup> **falls over**. Huda is <sup>3</sup> **sad**, but she talks to her <sup>4</sup> **mum**. Then she sees some girls on <sup>5</sup> **mats**. They are doing <sup>6</sup> **gymnastics**. Huda tries it and she <sup>7</sup> **loves** it!



- 2) **Over to you!** What does the writer of the story want to tell you? Do you agree and why/why not? (**possible answer**) **Never give up trying to find the thing you love because everybody is good at something.**

### Pronunciation

- Choose sentences from the story with *can* and write them on the board. Read the sentences aloud and have students say whether the sentence contains the weak or the strong form of *can*.
- Have students write their own sentences with the weak and strong forms of *can*.
- 🧑 Place students in pairs. Have them read aloud their sentences to each other. Students say whether the sentence contains the strong or the weak form of *can*.


### Finishing the lesson

- Write the new vocabulary words on the board: *belt*, *miss (a ball)*, *fall over*, *mat*. Elicit their meanings again if necessary.
- 🧑 Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
- 🗨 Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.




## Lesson 2, option A

### Starting the lesson

-  Place students in pairs. Have them tell each other what they can remember about the story *Let's Play Volleyball!*
- Ask pairs to share what they can remember with the class.


### Presentation

-  Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 106.

### Before you read



- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Maryam, Arwa and Huda are at the sports centre. (True.) It's Sunday. (False – It's Saturday.) They do karate first. (False – They do volleyball first.) Huda catches the ball well. (False – Huda always misses the ball.), etc.*

### Listen and read


-  **GR1.1** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *How are the girls feeling at the start of the story? (They're excited.); Who always misses the ball? (Huda.); What happens to Huda when she tries to kick? (She falls over.); Who does Huda see when she's drinking a glass of water? (She sees her mum.); How does Huda feel about gymnastics? (She loves it.); Who comes to watch her? (Maryam and Arwa.), etc.*

### 3 After you read


#### 1) Complete the summary of the story with the correct words.

- Refer students to page 106 in their Class Books.
- Ask *What is a summary?* (a short description of something that gives the main ideas).
- Ask a student to read aloud the words in the box. Check that students understand the meaning of each word.
-  Students complete the summary individually and then compare answers in pairs.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to check answers.

#### 2) Over to you! What does the writer of the story want to tell you? Do you agree and why/why not?

-  Students answer the question individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.

### Finishing the lesson

-  Use the Summative and thought-provoking questions technique (see page 16) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask students if there are any sports that they find difficult.

#### Extra activity Photocopiable R1

- Ask students to do photocopiable R1.

Lesson 1, option B

Starting the lesson

- Show students the Unit 1 flashcards (hobbies). Have students say and spell the words. Ask *Which of these hobbies do you do? Which of the hobbies would you like to do? Do you like taking photos? If so, what do you usually take photos of?*
- Write the new vocabulary that students will encounter in the reading on the board: *butterfly, crown, badge, bat*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *Butterflies have four wings which are very colourful. They put the crown on the queen's head. My sister's got a badge on her coat that says 'Cool!' He hit the ball so hard that he broke the bat!* Alternatively, you can write definitions on the board and have students match them to the words: *A piece of wood used to hit a ball in some sports (bat). A small piece of plastic or metal that you wear on your clothes for decoration (badge). The thing a king or queen wears on their head (crown). An insect with big, colourful wings (butterfly).*

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and pronunciation from Unit 1, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 107.
- Tell students that the story will also contain examples of the weak and strong forms of *can*. Remind students that strong forms are words we pronounce in full; weak forms are words we pronounce quickly and not very clearly. Say some sentences using the strong and weak forms of *can*, e.g. *I can speak three languages. (weak). Can you speak English? (weak). Yes, I can. (strong).* Have students say whether they are strong or weak. You might want to explain that we always use the strong form with negatives (e.g. *can't*).

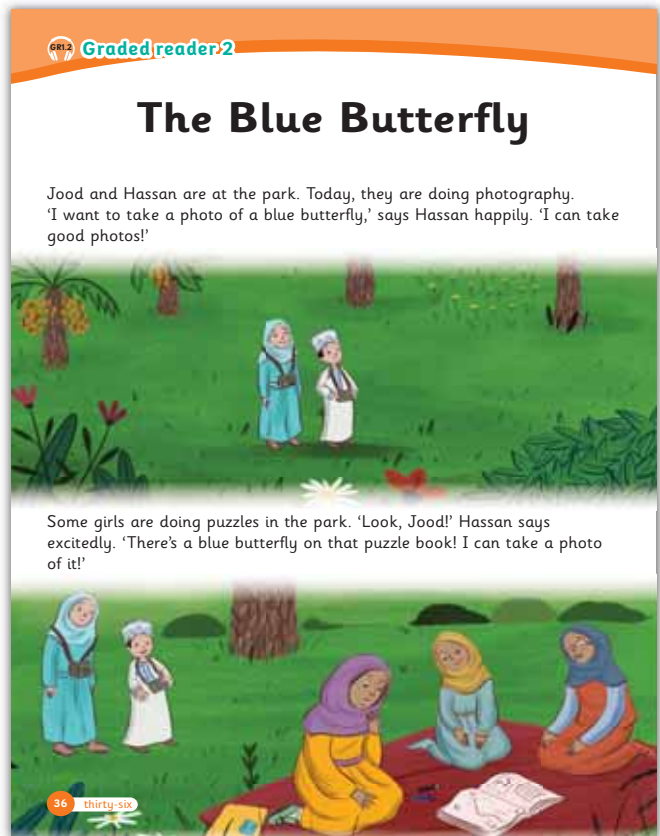
Before you read

1 Before you read Read the title of the story and look at the first picture on page 36. Answer the questions in pairs.

- Before students read, ask them to turn to page 107 in their Class Books.
- Tell students to refer page 36 while doing the activity.
- Students ask and answer the questions in pairs.
- Monitor and help if necessary.
- When they have finished, use the Lollipop stick technique (see page 15) to choose pairs to ask and answer the questions for the rest of the class.

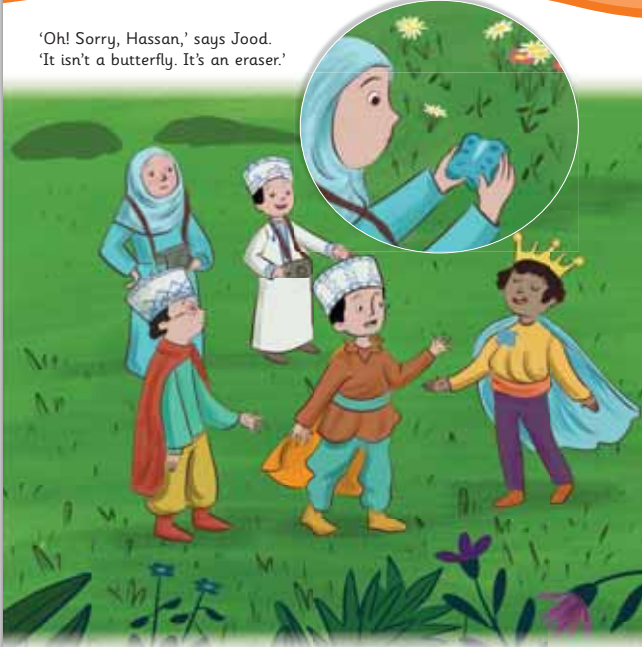
Listen and read

Class Book



Graded reader 2 1

'Oh! Sorry, Hassan,' says Jood.  
'It isn't a butterfly. It's an eraser.'



Then Hassan sees a group of boys. They are putting on a show in the park. They are wearing costumes and crowns. 'Look, Jood!' he says. 'There's a blue butterfly on that boy's costume!'

thirty-seven 37

Graded reader 2 1

Hassan goes over to the children. 'Can I play with you?' he asks.  
'Yes, of course you can,' they say happily. 'You can use one of our bats.'



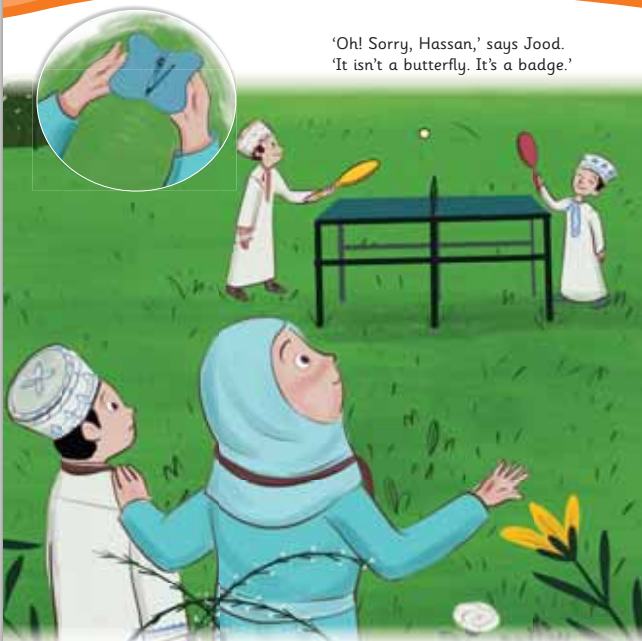
Hassan picks up a table tennis bat. As he does, he sees something on the top of the bat. 'It's a blue butterfly!' he says happily. 'Quickly, Jood! Give me my camera!'



thirty-nine 39

Graded reader 2

'Oh! Sorry, Hassan,' says Jood.  
'It isn't a butterfly. It's a badge.'



Hassan is sad because he can't find a blue butterfly. Then Jood sees some children. They are playing table tennis. 'Look, Hassan. You love playing table tennis. You can go and play with them.'

38 thirty-eight

Unit 1, Graded reader 2

The Blue Butterfly

1 Before you read Read the title of the story and look at the first picture on page 36. Answer the questions in pairs. **A butterfly is a flying insect with a long thin body and four large colourful wings.**

- 1 What is a butterfly? You can use a dictionary to help you.
- 2 Where are the girl and boy in the picture? **at the park**
- 3 What do you think they are going to do?

2 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? How were they different?

2) Circle the activities that people are doing in the story.

- doing puzzles   making models   putting on a show  
collecting cards   doing photography   playing table tennis

3) Read the story again. Find these words in the story. Then match them to the pictures.

- 1 crown
- 2 badge
- 3 bat



3 After you read

1) Complete the summary of the story with the correct words.

puzzle book   table tennis   park   badge   eraser   photo   bat   costume

Jood and Hassan are at the <sup>1</sup> **park**. Hassan wants to take a <sup>2</sup> **photo** of a blue butterfly. He sees a butterfly on a <sup>3</sup> **puzzle book**. But it isn't a butterfly, it's an <sup>4</sup> **eraser**. Then he sees a butterfly on a boy's <sup>5</sup> **costume**. But it isn't a butterfly, it's a <sup>6</sup> **badge**. Hassan plays <sup>7</sup> **table tennis** with some boys and he sees a butterfly on his <sup>8</sup> **bat**.



2) Over to you! Which activity from the story would you like to do? Why?


one hundred and seven 107

## 2 GR1.2 Listen and read.


### 1) Read the story quickly. Were your ideas from *Before you read* correct? How were they different?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 107 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

### 2) Circle the activities that people are doing in the story.


- Students complete the activity individually.
- Students can refer to the story on pages 36–39 to help if necessary.
-  Use the Lollipop stick technique (see page 15) to check answers.

### 3) Read the story again. Find these words in the story. Then match them to the pictures.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 107 individually.
- Ask students on which pages they found the words.
-  Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.



## Pronunciation

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- Choose sentences from the story with *can* and write them on the board. Read the sentences aloud and have students say whether the sentence contains the weak or the strong form of *can*.
- Have students write their own sentences with the weak and strong forms of *can*.
-  Place students in pairs. Have them read aloud their sentences to each other. Students say whether the sentence contains the strong or the weak form of *can*.


## Finishing the lesson

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- Write the new vocabulary words on the board: *butterfly, crown, badge, bat*. Elicit their meanings again if necessary.
-  Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

## Lesson 2, option B

### Starting the lesson

-  Place students in pairs. Have them tell each other what they can remember about the story *The Blue Butterfly*.
- Ask pairs to share what they can remember with the class.


### Presentation

-  Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 107.

### Before you read


- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Jood and Hassan are in a skyscraper. (False – They're in a park.) They're playing board games. (False – They're doing photography.) Jood wants to take a photo of a blue butterfly. (False – Hassan wants to take a photo of a blue butterfly.) There are some girls doing puzzles in the park. (True.) Hassan sees a blue butterfly on a girl's head. (False – He sees it on a puzzle book.), etc.*

### Listen and read


-  **GR1.2** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Why does Hassan feel sad? (Because he can't find a blue butterfly.); Does Hassan like playing table tennis? (Yes, he does.); What do they give Hassan to play table tennis with? (A bat.); What does Hassan see on the bat? (A blue butterfly.), etc.*

### 3 After you read


#### 1) Complete the summary of the story with the correct words.

- Refer students to page 107 in their Class Books.
- Ask a student to read aloud the words in the box. Check that students understand the meaning of each word.
- Students complete the summary individually.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to check answers.

#### 2) Over to you! Which activity from the story would you like to do? Why?

-  Students answer the question individually. Tell them to give reasons for their answers. They compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.

### Finishing the lesson

-  Use the Summative and thought-provoking questions technique (see page 16) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask students if they have ever seen a blue butterfly. Ask students what animals they would most like to take a photo of.

#### Extra activity Photocopiable R2

- Ask students to do photocopiable R2.



# 2

# Technology

## Unit objectives

To talk about devices and using technology

## Language

<b>Vocabulary</b>	<p><b>Devices:</b> <i>password, app, laptop, digital camera, headphones, speaker, smartphone, website, e-reader, screen, printer, devices</i></p> <p><b>Using technology:</b> <i>go online, turn on the computer, type a password, upload a photo, download an app, search the internet, watch a video, press a button, turn off the TV, click on an icon, send a message, take a selfie</i></p>
<b>Grammar</b>	<p><i>could/couldn't</i></p> <p><i>had to/didn't have to</i></p> <p>Comparative adverbs</p>
<b>Functions</b>	<p><b>Asking for help:</b> <i>Could you ... (please)? Can you show me how to ...?</i></p> <p><i>Do you have time to ...? Please can I use ...?</i></p>
<b>Pronunciation</b>	Weak forms of <i>to</i>

## Learning outcomes

<b>Listening</b>	<p>Listen and identify core vocabulary; Listen and extract information to accomplish a task; Identify the main idea of a text; Listen and identify specific information in simple texts on familiar and concrete topics; Listen and identify the topic of a text; Understand people if they speak very slowly and clearly about simple everyday topics; Listen and identify the overall meaning of simple texts on familiar and concrete topics; Listen and respond to referential questions based on aural texts; Understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words; Understand simple questions and instructions addressed carefully and slowly; Listen and detect a story sequence [Graded readers]</p>
<b>Speaking</b>	<p>Produce connected speech using correct stress, intonation and rhythm; Speak coherently in short exchanges using familiar phrases and expressions; Use a range of basic language structures when speaking; Participate in simple interactions on familiar and concrete topics; Express own ideas, feelings and emotions; Summarize the main points of a text; Articulate sounds in connected speech; Articulate sounds in isolated word forms; Produce basic intonation patterns; React to news; Act out a short dialogue; Ask and answer questions about everyday matters; Make simple statements on very familiar topics (e.g., family, student life), if I can get help; Make a rehearsed oral presentation about a familiar topic; Recite rhymes individually and chorally; Give instructions; Make requests; Describe a process</p>
<b>Reading</b>	<p>Answer factual or inferential questions; Make inferences about reading text; Identify the main idea of a reading text; Scan text for specific information; Read and identify the overall meaning of simple texts on familiar and concrete topics; Read texts on familiar and concrete topics; Read and understand some details in short texts on familiar and concrete topics; Read and identify the main points of simple texts on familiar and concrete topics; Can very slowly read very short, simple texts by understanding familiar names, words and basic phrases; Deduce meaning of unfamiliar words using context; Interpret information in diagrammatic display; Find basic information in posters, adverts or catalogues [reviews]</p>

<b>Writing</b>	Write sentences using correct spacing, capitalisation and punctuation (full stop, comma, question mark, exclamation mark, apostrophe) correctly; Spell frequently used words correctly; Construct sentences following a model; Write sentences using correct spacing, capitalisation and punctuation; Apply spelling rules and conventions when writing; Use basic language structures in writing; Complete a sentence by supplying the missing words; Write answers to questions about reading material; Produce a text in imitation of a model; Plan and develop ideas before writing; Write short, simple texts on familiar topics; Revise, edit and rewrite own work
<b>Cognitive skills</b>	Takes part in tasks by interacting with others and stays on task; Communicates one's own knowledge of a topic; Talk about past abilities; Asks others questions about a topic; Actively participates in investigative, exploratory and open-ended tasks; Understanding of group talk; Keeps to the instructions to complete the task; Encourages others to join in and share ideas about familiar topics; Encourages others to try to say something about unfamiliar topics; Fully includes other group members at all stages of the task by asking them to say some more; Introduces new ideas and gives suggestions at the start, during, and at the end of tasks; Gives detailed suggestions about what the group can do during the task; Can find information; Responds poems in a variety of ways; Ask for and give information; Acts out the roles of various characters in games and drama; Students can predict , arrange, and describe objects; Ask for help

### Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–11)

**Mathematical, science, technological competences:** research a project about technology and learning (L. 6)

**Digital competence:** use Class Book and Activity Book eBook (L. 1–11)

**Social and civic competences:** learn to ask for help (L. 7)

**Cultural awareness and expression:** learn to be creative (L. 2, 6, 7 and 9); raise awareness of cultural similarities and differences (L. 6)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1–11); follow instructions (L. 1–11); personalisation of language learnt (L. 7, 8, 9 and 10)

**Initiative and entrepreneurship:** choose a topic for the project (L. 6)

### Future skills

<b>Critical thinking</b>	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2 and 5); Defining and describing (L. 1–11); Finding information (L. 1–11); Planning (L. 6 and 9); Reflecting on learning (L. 1–11)
<b>Creativity</b>	Making a spider diagram poster (L. 6)
<b>Communication</b>	Talking about devices and using technology (L. 1 and 5); Asking for help (L. 7); Functional dialogue (L. 7)
<b>Collaboration</b>	Project groupwork (L. 6); Dialogue (L. 7)

### Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 56; Activity Book p. 39
- Unit 2 Grammar practice: Activity Book p. 61
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Reading differentiation, Listening differentiation, Culture, English in action, Review self-assessment, Graded reader 1 and 2, Team Talk
- Unit 2 Practice

### External exams

<b>Class Book</b> A2 Key for Schools Listening Part 1 A2 Flyers Listening Part 4 A2 Flyers Reading and Writing Part 1	<b>Activity Book</b> A2 Flyers Listening Part 5 A2 Flyers Reading and Writing Part 2
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## Lesson 1, parts 1 and 2

### Objectives

- **Lesson aims:** to talk about technological devices
- **Target language:** *password, app, laptop, digital camera, headphones, speaker, smartphone, website, e-reader, screen, printer, devices*

### Materials

- Unit 2 flashcards (*password, app, laptop, digital camera, headphones, speaker, smartphone, website, e-reader, screen, printer, devices*)
- Unit 2 poster: *Devices*
- notebooks
- blank cards
- photocopiable 2

### Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write a few simple sentences about something that interests them (GSE 34). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 1, part 1

### Starting the lesson

- Write three questions on the board, e.g. *What's your favourite sport? What hobby do you do? Which outdoor activities do you do?*
- Have students form two lines facing each other.

- Explain that when you say *Go!*, students have to begin asking the person opposite them the questions on the board.
- *When you say Switch!,* students change positions and start again when you say *Go!*.

### Presentation

- Explain that in this lesson students will learn about technology.
- Have students tell you what they think they will learn in this unit. Direct students to the unit objectives at the bottom of the page and have them read them.
- Place the Unit 2 flashcards (devices) or poster on the board. Point to each item and say the word. Students repeat after you. Refer to *How to work with posters* (see page 18).
- Ask students which of the devices they've used.
- Ask students which part of the unit they think will be the most interesting.

### Practice

#### Class Book

**2 Technology**

**WOW! World of Wonder! Magazine**

Welcome Book Club Culture Over to you!

How do you use technology at home and at school? Lots of you wanted to talk about ICT. Take a look at the pictures. Which kinds of technology do you know?

Sultan loves ICT and he has a question for you. What do you think?

**WOW! Question**

Sultan How can technology help us at home and at school?

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

- learn some words about technology
- use *could/couldn't* and *had to/didn't have to*
- use comparative adverbs
- read a poem
- discover how technology is helping children with special needs
- work in a group to make a spider diagram
- find out how to ask for help
- read and write reviews of games and apps

40 forty

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

- Ask students to look at the technological devices on page 40 and say how many of these they use.
- Use the Lollipop stick technique (see page 15) to have a student read the sidebar content.



- Place students in pairs and have them discuss the question for two minutes. Have students say their ideas to the class.

**Answer key at home:** it can help do chores faster, such as cleaning; it can help us manage our time better; it keeps us entertained (streaming, video games, smart devices); it helps to keep families connected using video calls; it can help save energy (e.g., lights that turn themselves off), money and also help the environment; it can keep us safe (cameras, smart locks, etc.)

**at school:** it can help make learning and doing homework easier; it can help with research, writing and organisation; educational apps and websites can help us learn new things; it makes doing group projects easier; digital textbooks save space and are easier to carry

- **Extension** Place students in groups of four. Have them write a few sentences on how technology helps them at home and school.
- Students present their ideas to the class.

### Extra activity Critical thinking

- Use the Summative and thought-provoking questions technique (see page 16) to have a class discussion on how technology is changing our lives. Ask students if they can imagine their lives without technology.

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

- Use the Lollipop stick technique (see page 15) to have students say a word you point to.
- Have students match the devices in the box with the pictures.
- Play the audio.
- Students listen, check and repeat.
- **Extension** In pairs, one student spells a word for their partner to say what it is.

### 2.1

1 screen 2 laptop 3 digital camera 4 headphones  
5 printer 6 speaker 7 app 8 smartphone  
9 e-reader 10 website 11 password 12 devices

### Diversity

#### Support

- Place students in pairs and give them six blank cards each. Have students write the new vocabulary on each index card. Students then mix up the cards. One student picks them all up and quizzes their partner on the word they see by giving the first letter. As the partner does so, they point to its picture in Activity 2. Keep them for next lesson.

#### Challenge

- Have students write as many new words as they can by heart in their notebooks and then check against the pictures in their Class Book.

Lesson 1, part 1 Vocabulary 2

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

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

password 11 app 7 laptop 2 headphones 4 digital camera 3 speaker 6  
smartphone 8 website 10 e-reader 9 screen 1 printer 5 devices 12

1  2  3 

4  5  6 

7  8  9 


10  11  12 


forty-one 41


Vocabulary Lesson 1, part 1


3 Listen and read. Who uses technology for school work? Sultan

**WOW! Blog**

1  Arto 10 minutes ago  
I like TV! Yes, I know, it isn't very modern, but I love watching sport on TV. Sometimes I watch on my tablet if my mum and my dad want to watch something else, but I like the TV best because the screen is bigger and I can lie on the sofa!

2  Riam 10 minutes ago  
I love my digital camera. It takes better photos than my smartphone, but the smartphone is good if you want to send photos quickly to your friends.

3  Julia 1 hour ago  
At home, I have my smartphone with me. I often listen to music. I don't have a speaker. I use headphones so nobody else can hear. My mum is often angry because I can't hear her when she calls me for dinner and she has to come to my room!

4  Sultan 2 hours ago  
I think technology's great. I use it all the time, especially for my school work. I often use my mum's big computer to find information for projects. I do homework on my laptop and then I send it to the school homework website.

4 Work in pairs. Think about the kinds of technology on pages 40 and 41. Answer the questions.

- Which devices have screens? **laptop, smartphone, e-reader, computer, tablet**
- Can you name three things you can do with a smartphone? **take photos, send photos, listen to music**
- Can you put these things in order of size? Start with the biggest.  
**TV, computer, laptop, tablet, headphones, smartphone**  
headphones laptop TV computer tablet smartphone

5 Work in groups and answer the questions.

- How many devices do you have?
- What's your favourite device? What do you use it for?
- Do you use a laptop to do your homework?
- Which device do you use for listening to music?
- How many apps do you have? Which ones do you like best?
- For how many hours do you look at a screen every day?

42 forty-two Activity Book, Unit 2 Lesson 1, part 2

### 3 2.2 Listen and read. Who uses technology for school work?

- Play the audio and have students read along in their Class Books.
- When students have read the text, have them find the answer and check with their partners.
- **Extension** Place students in pairs. Have them choose two characters from the text and write two questions about them. They swap questions with another pair who have to answer them.

#### 2.2

##### WOW! Blog

- 1 Arlo:** I like TV! Yes, I know, it isn't very modern, but I love watching sport on TV. Sometimes I watch on my tablet if my mum and my dad want to watch something else, but I like the TV best because the screen is bigger and I can lie on the sofa!
- 2 Reem:** I love my digital camera. It takes better photos than my smartphone, but the smartphone is good if you want to send photos quickly to your friends.
- 3 Julia:** At home, I have my smartphone with me. I often listen to music. I don't have a speaker. I use headphones so nobody else can hear. My mum is often angry because I can't hear her when she calls me for dinner and she has to come to my room!
- 4 Sultan:** I think technology's great. I use it all the time, especially for my school work. I often use my mum's big computer to find information for projects. I do homework on my laptop and then I send it to the school homework website.

### 4 Work in pairs. Think about the kinds of technology on pages 40 and 41. Answer the questions.

- Students work in pairs to complete the activity.
- Check answers as a class.
- **Extension** Ask each student what their favourite form of technology is. Write the responses on the board and find the most and least popular technological device.

### 5 Work in groups and answer the questions.

- Place students in small groups to complete the activity. As groups work, monitor for proper use of language and pronunciation.
- Use the Lollipop stick technique (see page 15) to have students ask and answer the questions in front of the class.

### Finishing the lesson

- Play *Guessing game: pictures* (see page 20) with the new vocabulary (devices).

## Lesson 1, part 2

### Starting the lesson

- Show students the Unit 2 flashcards (devices) or poster and have them repeat the words chorally. Refer to *How to work with posters* (see page 18).
- Use the Lollipop stick technique (see page 15) to choose individual students to say the devices.

### Practice

#### Activity Book

Lesson 1, part 2

2 Technology

Vocabulary

**1** Complete the technology words.

1   
h eadphones

2   
s peakers

3   
e- reader

4   
p rinter

5   
d igital camera

**2** Read and complete the messages.

app devices e-reader password screen website

**1** I have lots of electronic devices at home, but my favourite one is my e-reader. I love reading stories on it.

**2** I bought a fashion magazine yesterday then I tried to visit their website. It asked me for a password, but I didn't have one.

**3** There's a new app for smartphones. It shows you cartoon animals on the screen and when you touch them, they make funny noises!

**3** Read the *I'm learning* box. Then write three devices for each group.

**I'm learning**  
Grouping words  
Words are easier to learn and remember if you think about them as groups of similar things.

1 They have keyboards. smartphone, computer, laptop

2 You can take photos with them. digital camera, smartphone, tablet

3 You go online on them. computer, smartphone, laptop, tablet

4 You can play videos on them. computer, tablet, smartphone, laptop

**4** Write three or more sentences about the devices that you have and what you use them for in your notebook. Use the adverbs in the box.

always usually often sometimes never




26 twenty-six

### 1 Complete the technology words.

- Ask students what devices they see.
- Students complete the activity individually.
- Check answers as a class. Have students spell the words.


### 2 Read and complete the messages.

- Have a student read aloud the words in the box.
- Give students time to complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

- 3**  **Read the *I'm learning* box. Then write three devices for each group.**
- Ask a student to read the *I'm learning* box aloud. Remind students that a quick and easy way to remember new vocabulary is to group words together.
  - Elicit examples of groups using words they have learnt in this unit, e.g. *They have screens: e-reader, tablet, laptop, smartphone, digital camera.*
  - Students complete the activity individually.
  - Check answers as a class.
- 4**  **Write three or more sentences about the devices that you have and what you use them for in your notebook. Use the adverbs in the box.**
- Students complete the activity individually in their notebooks.
  - Monitor students, helping where necessary.
  -  Put students in pairs and have them read their sentences to each other.

### Finishing the lesson

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-  Use the Summative and thought-provoking questions technique (see page 16) to ask students what they have enjoyed about today's lesson.

#### Extra activity Photocopiable 2

- Ask students to do photocopiable 2.

## Lesson 2, parts 1 and 2

### Objectives

- **Lesson aims:** to understand a dialogue about a problem with technology
- **Target language:** *Why not? Oh, dear! You're joking!*

### Materials

- Unit 2 flashcards (devices)
- Unit 2 poster: *Devices*
- notebooks
- Photocopiable T3
- large sheets of paper, enough for each group of students

### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can identify specific information in a simple story if guided by questions (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write simple sentences about what they/other people are doing (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring students' learning: Lollipop stick technique; (see page 15) Stop/Go technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 2, part 1

### Starting the lesson

- Hold up a Unit 2 flashcard (devices). The student who says the word first gets to keep the flashcard. The student with the most flashcards wins.

- Revise the unit vocabulary using the Unit 2 poster. Refer to *How to work with posters* (see page 18).

### Presentation

- Explain that in this lesson students will read a dialogue about a problem with technology and learn new expressions.
- Write *Why not?*, *Oh, dear!* and *You're joking!* on the board.
- Ask students to try and make an exchange with these expressions.

### Practice

#### Class Book

WOW! Team Talk 2

Lesson 2, part 1

**1** Listen and read. Why didn't Arlo send his homework?

Sultan: What's the matter, Arlo?

Arlo: Oh, Sultan, Mr Ammar is going to be so angry. I didn't send my Maths homework last night.

Sultan: **Why not?** Did you forget your password?

Arlo: No. My laptop stopped working, so I **had to use** my brother's computer.


Sultan: Oh, no! Did you have to start again?

Arlo: Yes, I did, but then the Wi-Fi didn't work.

Sultan: **Oh, dear!** You have to give it to him today.

Arlo: I know, but I don't have it! It's still on the computer. Our printer doesn't work.

Sultan: Here, Arlo. Take this.



Arlo: What's that?

Sultan: Er... It's a pen! And here's some paper.

Arlo: **You're joking!** I can't write my homework again with this!

Sultan: You **could** write when you were five. And you can write now!

Arlo: I know, but ...

Sultan: In the past, children **couldn't do** homework on computers. They **had to write** all their homework with a pen.

Arlo: Yes, but they **didn't have to do** it three times!

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

1 Arlo forgot his password. <b>False (He didn't forget his password.)</b>	4 Arlo doesn't have a printer. <b>False (He has a printer but it didn't work.)</b>
2 Arlo had to use Mr Ammar's computer. <b>True</b>	5 Sultan gives Arlo some paper and a pen to write his homework. <b>True</b>
3 The Wi-Fi didn't work, so Arlo didn't send his homework to the teacher. <b>True</b>	6 In the past, children didn't have to use a pen. <b>False (They had to use a pen.)</b>

**3** Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out a dialogue. **Answers are circled in the text.**

Why not?

1 I left my homework on the bus last week. (-)

Oh, dear!

2 I didn't do my homework last night. (-)

You're joking!

3 My homework fell out of the window. (-)

**4** Have you ever had problems with your homework? What happened? Talk to your partner.

Activity Book, Unit 2 Lesson 2, part 2 forty-three 43




### 1 2.3 Listen and read. Why didn't Arlo send his homework?


- Ask students what kind of problems technology can cause and if they've ever had problems with it. If so, what did they do about it?
- Play the audio and have students read along in their Class Books. Elicit the answer.
- **Extension** Ask students if they prefer writing with pen and paper or on a computer. Discuss the advantages and disadvantages of both.



## 2.3

- Sultan:** What's the matter, Arlo?  
**Arlo:** Oh, Sultan, Mr Ammar is going to be so angry. I didn't send my Maths homework last night.  
**Sultan:** Why not? Did you forget your password?  
**Arlo:** No. My laptop stopped working, so I had to use my brother's computer.  
**Sultan:** Oh, no! Did you have to start again?  
**Arlo:** Yes, I did, but then the Wi-Fi didn't work.  
**Sultan:** Oh dear! You have to give it to him today.  
**Arlo:** I know, but I don't have it! It's still on the computer. Our printer doesn't work.  
**Sultan:** Here, Arlo. Take this.  
**Arlo:** What's that?  
**Sultan:** Er ... It's a pen! And here's some paper.  
**Arlo:** You're joking! I can't write my homework again with this!  
**Sultan:** You could write when you were five. And you can write now!  
**Arlo:** I know, but ...  
**Sultan:** In the past, children couldn't do homework on computers. They had to write all their homework with a pen.  
**Arlo:** Yes, but they didn't have to do it three times!


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

-  Using the Stop/Go technique (see page 15), ask students if they have understood the text and can continue with this activity. Check any problems.
-  Place students in pairs to complete the activity. At this stage, students just say whether the sentences are true or false.
- Check answers as a class.
- Now ask students to explain why the sentences are true or false. Look at the first sentence as a class. Ask *Is the sentence true or false? (False)*. Ask the class to look at the dialogue and underline the sentence or sentences that confirm their answer (*Did you forget your password? No. My laptop stopped working...*)
- Have pairs write why the remaining sentences are true or false by going through the text and underlining sections to confirm their answers.
- Check explanations as a class and write them on the board.
- **Extension**  Place students in pairs and have them write three sentences from the dialogue in their notebooks. Their partners have to say who said the sentence.

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

-  Place students in pairs.
- Ask students to raise their hands when they have found all the expressions. Choose random students to read the exchanges aloud.
- Pairs use the expressions to make their own dialogue.
-  Use the Lollipop stick technique (see page 15) to have pairs come to the front and act out their dialogue.

4  **Have you ever had problems with your homework? What happened? Talk to your partner.**


- Give students a minute to think about their answers.
-  Place students in pairs and have them discuss the questions.
- Have volunteer pairs come to the front of the class and say what they discussed.

### Diversity


#### Support

- Write some possible problems students might have had with homework on the board, e.g. *lose your notebook, forget the book in class, water spilt on homework, don't understand homework*. Elicit more ideas. Allow students to use L1, but write the ideas in English on the board. Students use the ideas on the board to discuss with their partners.


#### Challenge

-  Students write a paragraph using the rubric to Activity 4. They read their work to the class at the end of the lesson. Students place their work in their portfolios (see page 16).

### Extra activity Creativity

-  Divide the class into groups of four. Have each group write four things that can go wrong with technology and school work in their notebooks. Groups swap notebooks and have to find solutions to the problems. They write them in the notebooks. They read the problems and solutions aloud.

### Finishing the lesson

-  Use the Summative and thought-provoking questions technique (see page 16) to ask what students have learnt today. Ask *Did you enjoy the lesson?*

Lesson 2, part 2

Starting the lesson

- Play *Alternative bingo* (see page 20) with the Unit 2 vocabulary (devices).


Practice

Activity Book

Lesson 2, part 2 **WOW!** TeamTalk 2

1 Listen and complete the sentences from the dialogue on Class Book page 43. Then listen again and check.

1 What's the matter, Arlo?  
 2 Did you forget your password?  
 3 Did you have to start again?  
 4 You have to give it to him today.  
 5 I didn't send my Maths homework last night.  
 6 I can't write my homework again with this!




2 Read the dialogue again and answer the questions. Write complete sentences.

1 Who is going to be angry? *Mr Ammar is going to be angry.*  
 2 What stopped working last night? *Arlo's laptop stopped working.*  
 3 Whose computer did Arlo use? *He used his brother's computer.*  
 4 Why can't he print his work? *His printer doesn't work.*  
 5 What does Sultan give to Arlo? *He gives him a pen and some paper.*  
 6 What does he finally have to do? *He has to write his homework again.*

3 Read and complete the dialogue with the correct expressions. Then listen and check.

Oh, dear! Why not? You're joking! Why not?

Grandma: What are you doing, Samira?  
 Samira: I'm writing an email to my teacher.  
 Grandma: Oh! I didn't do that when I was a child.  
 Samira: Really? Why not?  
 Grandma: We didn't have computers when I was at school.  
 Samira: You're joking! You didn't use computers at school?  
 Grandma: No, we didn't. It's true.  
 Samira: Oh, dear! That's terrible! I can't live without the internet.  
 Grandma: Why not? Do you have to be on your computer or your laptop all the time?  
 Samira: Yes, I do. I love my devices!



4 Work in pairs. Write another dialogue using the expressions in Activity 3 in your notebook. Then act out the dialogue.

twenty-seven 27

2.4 Listen and complete the sentences from the dialogue on Class Book page 43. Then listen again and check.

- Have students guess the answers before listening to the audio.
- Students complete the activity individually.
- Play the audio.
- Play the audio again to check answers.

2.4

- 1 Sultan: What's the matter, Arlo?  
 2 Sultan: Did you forget your password?  
 3 Sultan: Did you have to start again?  
 4 Sultan: You have to give it to him today.  
 5 Arlo: I didn't send my Maths homework last night.  
 6 Arlo: I can't write my homework again with this!

2 Read the dialogue again and answer the questions. Write complete sentences.

- Students complete the activity individually.
- Have students write complete sentences.
- Check answers as a class.

2.5 Read and complete the dialogue with the correct expressions. Then listen and check.

- Students complete the activity individually.
- Play the audio to check answers.
- Place students in pairs. Have them practise reading the dialogue with their partners.
- Invite pairs to act out the dialogue for the class.

2.5

- Grandma: What are you doing, Samira?  
 Samira: I'm writing an email to my teacher.  
 Grandma: Oh! I didn't do that when I was a child.  
 Samira: Really? Why not?  
 Grandma: We didn't have computers when I was at school.  
 Samira: You're joking! You didn't use computers at school?  
 Grandma: No, we didn't. It's true.  
 Samira: Oh, dear! That's terrible! I can't live without the internet.  
 Grandma: Why not? Do you have to be on your computer or your laptop all the time?  
 Samira: Yes, I do. I love my devices!

4 Work in pairs. Write another dialogue using the expressions in Activity 3 in your notebook. Then act out the dialogue.

- Place students in pairs.
- Ask students to write another dialogue in their notebooks, using the expressions from Activity 3.
- Monitor students, helping where necessary.
- Have pairs act out their dialogue for the class.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to have students discuss what they thought about today's lesson and what it has taught them.
- In pairs, students write three things they enjoyed about today's lesson and one thing they weren't sure about. Students share thoughts with the class.

Extra activity Photocopiable T3

- Ask students to do photocopiable T3.

# Grammar

## Lesson 3, parts 1 and 2

### Objectives

- **Lesson aims:** to learn *could/couldn't, had to/didn't have to*
- **Target language:** *can/can't, have to/don't have to, could/couldn't, had to/didn't have to*

### Materials

- Unit 2 flashcards (devices)
- Grammar animation
- large sheets of paper, enough for each group or students
- photocopyables 6 and 23

### Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30). Can scan a simple text to find specific information (GSE 38). Can identify specific information related to a familiar topic in a short, simple text (GSE 37).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30). Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about common past activities, using simple linking words (GSE 41).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 3, part 1

### Starting the lesson

- Place four Unit 2 flashcards (devices) on the board. Ask students to remember what they show. Then, after 30 seconds, remove the cards from the board and ask students to say the names.
- Repeat with other flashcards.

### Presentation

- Explain that in this lesson students will learn how to use *could/couldn't* and *had to/didn't have to*. Write *can/can't* and *have to/don't have to* next to them and the headings *Past* and *Present*.
- Invite students to make sentences using the grammar on the board.

### Practice

#### Class Book

#### Grammar

- 1 Look back at the dialogue in Lesson 2. Then read these sentences and circle the best words.

- 1 He **had to** / didn't have to use his brother's computer.
- 2 He **has to** / doesn't have to give it to the teacher today.
- 3 He **could** / couldn't write when he was five.
- 4 In the past, children **could** / couldn't use computers to do their homework.

- 2 Look at the grammar table. Then read and answer the questions.

Grammar <i>could/couldn't, had to/didn't have to</i>		
Present simple		
I/We/You/He/She/They	can/can't	
I/We/You/They	have to don't have to	do the homework. start again. go to school.
He/She	has to doesn't have to	
Past simple		
I/We/You/ He/She/They	could/couldn't	write. use the computers. use a pen.
We	had to didn't have to	

What's the past tense of *can* and *can't*? **could, couldn't**  
What's the past tense of *have to* and *don't have to*? **had to, didn't have to**

- 3 Read the dialogue in Lesson 2 again. Underline examples of *could* and *couldn't*, *had to* and *didn't have to*.
- 4 Write three true or false sentences about Arlo. Then talk to your partner.

He had to do his homework five times.

False! He had to do his homework three times.

44 forty-four

- 1 Look back at the dialogue in Lesson 2. Then read these sentences and circle the best words.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Read through each item and have students tell you how they chose their answer.

- 2 Look at the grammar table. Then read and answer the questions.

- Refer students to *He/She* and have them look closely at how *have to* is formed. Explain that verbs after modals like *can* and *have to* are in the infinitive form. Ask students if they notice any difference with *have to* with the pronouns *He/She*. Elicit that in the Present simple with *He/She*, *have to* becomes *has to* and *don't have to* becomes *doesn't have to*.
- Play the Grammar animation.

- Have students read the grammar table.
- Students complete the activity individually.
- Check answers as a class.
- Check students have understood the grammar using the Traffic light cards technique (see page 15).
- **Extension** Have students write their own sentences using the two tenses to read to the class.

**Diversity**

**Support**

- Read the sentences slowly for students to repeat after you. Alternate sentences with *can* and *could* with *have to* and *had to* so that students can see the difference. Then say a verb, e.g. *can, could, etc.* for students to make a sentence from the box.

**Challenge**

- Write six sentences on the board incorrectly with *could* and *had to* for students to correct, e.g. *He had to did his homework. She didn't has to wear a uniform.*

**3 Read the dialogue in Lesson 2 again. Underline examples of could and couldn't, had to and didn't have to.**

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

**4 Write three true or false sentences about Arlo. Then talk to your partner.**

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Place students in pairs and have them read their sentences to each other to decide if they are true or false. If the sentences are false, tell students to say the correct sentence.

**5 2.6 Listen and match the people to the pictures.**

- Play the audio with pauses for students to answer the questions.
- Check answers as a class.
- **Extension** Students use the target grammar to make statements about the pictures to their partners.

**2.6 & 2.7**

**Girl 1:** Hi, Hanan, did you have a good weekend?  
**Girl 2:** Yes, thanks. I spent a lot of time helping my family with technology!  
**Girl 1:** Really?  
**Girl 2:** Yes. My granddad's computer broke so he had to buy a new laptop, but he didn't know how to use it. He needed a password and he used my name and my birthday.

**Girl 1:** That's cool. I guess they didn't have computers when he was young.  
**Girl 2:** No. Then my dad, who often listens to the news on TV, decided he wanted to listen to the news on his smartphone. I showed him how to use the news app. He loved it, but I've given him my headphones now. I don't like listening to the news!  
**Girl 1:** Good idea, Hanan.  
**Girl 2:** Then my grandma wanted to send an email to my aunt.  
**Girl 1:** Does she have a laptop?  
**Girl 2:** No, she doesn't. She has a tablet. She can send emails, but she had the wrong address so we had to phone my aunt to check her address.  
**Girl 1:** Haha! So then she didn't have to send the email!  
**Girl 2:** No!  
**Girl 1:** Did you have to help your mum, too?  
**Girl 2:** Yes, I did. She has an e-reader. It's great, but the text was too small, so I helped her make it bigger. She said 'thank you' and read me a story.  
**Girl 1:** Aww, that's nice!

Lesson 3, part 1 Grammar **2**

**5** Listen and match the people to the pictures.

a granddad      b dad      c grandma      d mum

1.      2.      3.      4.      5.      6.

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

1. What password did Hanan's granddad use?  
*Hanan's name and birthday.*

2. How did Hanan's dad listen to the news before?  
*He listened to the news on TV.*

3. Why did Hanan give her dad headphones?  
*Because she doesn't like listening to the news.*

4. What did Hanan's grandma want to do?  
*She wanted to send an email to Hanan's aunt.*

5. How did Hanan help her mum?  
*She helped her make the text bigger.*

6. How did Hanan's mum thank her?  
*She read her a story.*

**7** Think about how technology has changed our lives. What couldn't people do in the past? What did they have to do? Compare notes with your partner.

Activity Book, Unit 2  
Lesson 3, part 2 forty-five **45**



### 6 🎧 2.7 Listen again and answer the questions.

- Ask students to try to answer the questions in their notebooks before listening to the audio again to check answers.

### 7 🗨️ Think about how technology has changed our lives. What couldn't people do in the past? What did they have to do? Compare notes with your partner.

- Students complete the activity individually. Ask them to write their ideas in their notebooks.
- 🧑🏫 Place students in pairs and have them compare their ideas.
- Invite students to share their ideas with the class.

#### Extra activity Creativity

- 🧑🏫 Extend Activity 7 by placing students in small groups and have them make a poster comparing past and present. They illustrate their work and write sentences.

### Finishing the lesson

- 🎓 Using the Summative and thought-provoking questions technique (see page 16), ask *What did you learn today?* and have students raise their hands to offer answers.

## Lesson 3, part 2

### Starting the lesson

- Ask students *What's the past tense of can and can't? What's the past tense of have to and don't have to?*

### Practice

#### Activity Book

### 1 🎧 2.8 Listen to Sara and her grandma. Then circle the correct options.

- Play the audio.
- Students complete the activity individually.
- Play the audio again for students to check their answers.

### 2.8

- Sara:** Oh, no! Not again!
- Grandma:** What's wrong, Sara? Are you OK?
- Sara:** Yes, Grandma. But the Wi-Fi isn't working again today, so I can't chat with my friends!
- Grandma:** Oh! When I was young, people couldn't write messages like that because we didn't have smartphones.
- Sara:** Really? How did you communicate with your friends? Did you have to see them every day to speak to them?
- Grandma:** No, we didn't, because we had phones in our houses. But we always had to speak on those phones, of course. We couldn't write messages on them.
- Sara:** And how did you have group conversations?
- Grandma:** Well, we had to meet together at a café or at someone's house.
- Sara:** And did you have email when you were young?
- Grandma:** No, we didn't, but we could write letters. Then we had to take them to the post office.
- Sara:** Wow! That's hard to believe!

### WOW! Grammar

#### could/couldn't, had to/didn't have to

- 1 🎧 Listen to Sara and her grandma. Then circle the correct options.

- 1 Sara **couldn't** / didn't have to chat with her friends yesterday.
- 2 When Grandma was young, she **didn't have to** / **couldn't** write messages on a smartphone.
- 3 Grandma **could** / **had to** use the phone at home to speak to her friends.
- 4 Grandma and her friends **couldn't** / **didn't have to** meet up every day to chat.
- 5 Grandma **had to** / **couldn't** see her friends at cafés to have group conversations.
- 6 Grandma and her friends **had to** / **couldn't** write letters and take them to the post office.

- 2 Look at the pictures from the past and complete the sentences. Use *could/couldn't* or *had to/didn't have to*.



She had to walk to school because there wasn't a school bus.



She didn't have an e-reader, but she could read a book.



He didn't have a TV, but he could listen to the radio.



She played and ran outside so she **didn't** join a sports team. **have to**



He **couldn't** talk on a smartphone with his friends so they met at the park.



He didn't have a computer, so he **had to** write his homework in a notebook.

**2 Look at the pictures from the past and complete the sentences. Use *could/couldn't* or *had to/didn't have to*.**

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

Lesson 3, part 2 Grammar 2

**3** Read and complete the sentences for you. Use *could/couldn't* or *had to/didn't have to* and the verb in brackets.

- When I was three years old, I didn't have to make (make) my bed.
- I **could / couldn't draw** (draw) very well when I was four years old.
- When I was five, I **had to / didn't have to make** (make) my lunch.
- I **had / didn't have to do** (do) a lot of homework when I was six.
- When I was seven, I **could / couldn't play** (play) a musical instrument well.
- I **had to / didn't have to study** (study) English when I was seven.

**4** Write four more sentences about your life in the past. Use *could/couldn't* and *had to/didn't have to* and the ideas in the box.

go to bed early	help my parents	play sports
read well	ride a bike	study a lot
		tidy my room

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5** Compare your sentences from Activity 4 with your partner. Write their sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grammar practice, page 61 twenty-nine 29

**3 Read and complete the sentences for you. Use *could/couldn't* or *had to/didn't have to* and the verb in brackets.**

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

**4 Write four more sentences about your life in the past. Use *could/couldn't* and *had to/didn't have to* and the ideas in the box.**

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Check answers as a class.

**5 Compare your sentences from Activity 4 with your partner. Write their sentences in your notebook.**

- Place students in pairs and have them compare sentences.
- Students write each other's sentences in their notebooks.
- Refer students to the Grammar practice on page 61 and do Activities 1 and 2.

**Grammar practice**

**1 Read and complete.**

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Refer to page 177 of the Teacher's Book for answers.

**2 Read and complete the sentences with the correct form of *can* or *have to*.**

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 177 of the Teacher's Book for answers.

**Finishing the lesson**

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how confident they feel using the new grammar. Ask if they think their English is improving.

**Extra activity Photocopiables 6 and 23**

- Ask students to do photocopiables 6 and 23.

### Lesson 4, parts 1 and 2

#### Objectives

- **Lesson aims:** to learn and understand poems
- **Target language:** adverbs ending in *-ly*

#### Materials

- notebooks
- Unit 2 flashcards (devices)
- strips of paper
- a bag or a box
- poems in books/magazines or photocopied

#### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can read aloud a short, simple story in a way that can be understood (GSE 35). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can use a range of nouns, verbs, adjectives and adverbs to add detail (GSE 53).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

### Lesson 4, parts 1 and 2

#### Starting the lesson

- Divide the class into two teams.
- Ask one student from each team to come to the front of the class and stand with their back towards you. Hold up a Unit 2 flashcard (devices), count to three and say *Turn around*. The student who turns around first and says the correct word scores one point for his/her team.
- Repeat with other students and flashcards. The team with the most points wins.

#### Presentation

- Explain that in this lesson students will learn about poems.

- Show students the poems and have them tell you how they are formed.
- **Extension** Ask students if they've ever read a poem and if they enjoyed it. Ask students why they think people write poems instead of stories.

#### Practice

##### Class Book

**WOW! Book club**

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

1 In poems, the lines of text are often long **short**

2 Poems **sometimes** never have words that rhyme.

3 What poems do you know?

**2** Listen and read. One verse matches the picture. Which verse is it?  
**Find your way more easily with the phone.**

**A smarter smartphone**

My dad has the latest smartphone. It's better than his last phone. It does everything faster than before. It's thinner and lighter, The screen is much brighter. It does everything his old phone did – and more!

When you're in a new place, And you're going to be late, Find your way more easily with the phone. **Download this free app**. Find your place on the map, It will take you safely back home.

First you **press this button**. Look! It turns the phone on. **Type a password** you won't forget. Then click on an icon, Try the blue and white one. Now you can **search the internet!**

Do you want to do some shopping, But have no time to go in, To buy a present for your friend in town? Shop more quickly online, It doesn't take so much time, You can do it while you're sitting down.

46 forty-six

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

- Students do the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Ask students if they think writing a poem may be difficult and to say why/why not.

#### Diversity

##### Support

- Place students in pairs. Have students choose a verse and note what it is about. Students then read their ideas to the class.

##### Challenge

- Have students make their own verse about a smartphone or any other device. Students read their work to the class. They place their work in their portfolios (see page 16).

**2** 🎧 2.9 Listen and read. One verse matches the picture. Which verse is it?

- Play the audio and have students follow along in their Class Books.
- Tell students to note anything they don't understand. Explain where necessary.
- 🗨️ Use the Lollipop stick technique (see page 15) to check the answer.

**2.9**

**A smarter smartphone**

My dad has the latest smartphone.  
It's better than his last phone.  
It does everything faster than before.  
It's thinner and lighter,  
The screen is much brighter.  
It does everything his old phone did – and more!

First you press this button.  
Look! It turns the phone on.  
Type a password you won't forget.  
Then click on an icon,  
Try the blue and white one.  
Now you can search the internet!

Do you want to do some shopping,  
But have no time to go in,  
To buy a present for your friend in town?  
Shop more quickly online,  
It doesn't take so much time,  
You can do it while you're sitting down.

When you're in a new place,  
And you're going to be late,  
Find your way more easily with the phone.  
Download this free app,  
Find your place on the map,  
It will take you safely back home.

If you want to take a photo,  
The phone can take them better,  
Click on the camera icon on the screen.  
Take a selfie of your face,  
In front of a famous place,  
That's the best photo that I've seen!

You need some information,  
For an examination,  
Or a project you're doing with your team.  
Are all your facts right?  
Find a good website,  
Check the facts more carefully on the screen.

When you have some free time,  
To listen to some music,  
Or do something more quietly alone,  
Why not watch a video,  
Or your favourite TV show,  
Lying on the sofa with the phone?

**3** After you read Activity Book, page 30.

- Refer students to page 30 of their Activity Book.
- See Activity Book section below for more instructions.

Lesson 4, part 1 Book club 2

**3** After you read Activity Book, page 30.

**4** 🗨️ Discuss in groups.

- 1 What does the poem say you can do with a smartphone? Make a list.
- 2 What's the best thing about the smartphone? Put your list in order of importance.

**5** 🌟 Work in groups. Read and act out the poem.



If you want to take a photo,  
The phone can take them better,  
Click on the camera icon on the screen.  
Take a selfie of your face,  
In front of a famous place,  
That's the best photo that I've seen!

You need some information,  
For an examination,  
Or a project you're doing with your team.  
Are all your facts right?  
Find a good website,  
Check the facts more carefully on the screen.

When you have some free time,  
To listen to some music,  
Or do something more quietly alone,  
Why not watch a video,  
Or your favourite TV show,  
Lying on the sofa with the phone?

Activity Book, Unit 2  
Lesson 4, part 2 forty-seven 47

**4** 🗨️ Discuss in groups.

- 🗨️ Have students discuss the questions in groups and make note of their answers in their notebooks.
- Have groups choose a member to read aloud their answers.

**5** 🌟 Work in groups. Read and act out the poem.

- 🗨️ Place students in groups of seven.
- Ask students to choose a verse each.
- Students practise reading through their verses individually and together as a group.
- Have groups read their poem to the class. Encourage students to act while they read.

**Extra activity Collaborative work**

- 🗨️ Place students in small groups. Tell students they have to invent a smartphone which can do many new things. Students discuss the design of the phone and its functions and write a description about it. Groups present their work to the class.

## Activity Book


**WOW!** Book Club

1 **After you read** Read the poem on Class Book pages 46–47 again. Find and write words that rhyme.

1 website	<u>right</u>	5 app	<u>map</u>
2 alone	<u>phone</u>	6 internet	<u>forget</u>
3 more	<u>before</u>	7 brighter	<u>lighter</u>
4 down	<u>town</u>	8 screen	<u>seen</u>

2 **Number the lines of the poem in order.**



a 4 It will take you safely back home.  
 b 2 Try the blue and white one.  
 c 7 Why not watch a video?  
 d 1 It's better than his last phone.  
 e 6 You need some information.  
 f 3 It doesn't take so much time.  
 g 5 The phone can take them better.



3 **Work in pairs and read the poem.** Take it in turns to say a line each.

My dad has the latest smartphone.

It's better than his last phone.

30 thirty

1 **After you read** Read the poem on Class Book pages 46–47 again. Find and write words that rhyme.

- Ask students to complete the activity individually.
- Write the answers on the board.

2 **Number the lines of the poem in order.**

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- Ask students to say the poem in their own words.

3 **Work in pairs and read the poem.** Take it in turns to say a line each.

- Ask students to take it in turns to say a line from the poem each. Encourage them to say it with the correct rhythm and intonation.
- Ask some pairs to read the poem to the class in the same way.

Lesson 4, part 2

**WOW!** Book Club

4 Read the *Work with words* box. Then write the adverbs.

1 easy	<u>easily</u>
2 bad	<u>badly</u>
3 quiet	<u>quietly</u>
4 noisy	<u>noisily</u>
5 careful	<u>carefully</u>
6 slow	<u>slowly</u>


**Work with words**

**Adverbs ending in -ly**

We can make adverbs by adding *-ly* to some adjectives:  
*quick* → *quickly*  
 If the adjective ends in a consonant and *-y*, we change the *-y* to *-i*:  
*happy* → *happily*

5 **Complete the sentences with the adverbs from Activity 4.**

1 I'm not very good at reading maps. I get lost very easily!  
 2 Nabhan doesn't talk a lot. He often sits quietly and reads.  
 3 My mother isn't a good artist. She draws quite badly.  
 4 Adam walks very slowly. I always have to wait for him.  
 5 Please cross the street carefully. Look both ways first!  
 6 The boys are playing noisily. They're always so loud!



6 **Write five sentences about you, your friends and your family.** Use the adverb form of the words in the box.

bad careful clear easy nice noisy polite quiet safe slow

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

thirty-one 31

4 **Read the *Work with words* box. Then write the adverbs.**

- Read the *Work with words* box aloud as students follow along in their Activity Books. Explain that this box guides them on how to form adverbs from adjectives. Explain that an adverb describes how a verb is done. Tell students that we usually put adverbs after the verb.
- Have students give some examples of adverbs.
- Write answers on the board as students spell them.

5 **Complete the sentences with the adverbs from Activity 4.**




- Students complete the activity individually.
- Students compare answers with a partner.
- Check answers as a class.
- Check students have understood adverbs using the Traffic light cards technique (see page 15).

6 **Write five sentences about you, your friends and your family.** Use the adverb form of the words in the box.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Have students read aloud their sentences to the class.

### Finishing the lesson

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-  Place students in small groups.
- Ask groups to write another verse for the poem in their notebooks. Write on the board:  
*When you have some free time,*  
(2)  
*Or do something more quietly alone,*  
(4)  
(5)  
(6)
- Tell students lines 3 and 6 must rhyme.
-  Groups present their work to the class.
-  Using the Summative and thought-provoking questions technique (see page 16), have students reflect on the lesson and say what they enjoyed and what they found difficult.

# Vocabulary and Grammar

## Lesson 5, parts 1 and 2

### Objectives

- **Lesson aims:** to learn technology expressions and how to use comparative adverbs
- **Target language:** *go online, turn on the computer, type a password, upload a photo, download an app, search the internet, watch a video, press a button, turn off the TV, click on an icon, send a message, take a selfie*

### Materials

- Unit 2 flashcards (*go online, turn on the computer, type a password, upload a photo, download an app, search the internet, watch a video, press a button, turn off the TV, click on an icon, send a message, take a selfie*)
- Grammar animation
- notebooks
- dictionaries
- photocopyables 2, 7 and 11

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can compare their own and others' possessions using simple language (GSE 34). Can express ability or lack of ability in relation to basic everyday actions (GSE 31).
- **Writing:** Can write simple sentences about what they/other people are doing (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork; Three facts and a fib technique (see page 16)
- Independent learning: portfolio (see page 16)

## Lesson 5, part 1

### Starting the lesson

- Ask students to say different devices and what they use them for.

### Presentation

- Explain that in this lesson students will learn technology expressions and how to use comparative adverbs.
- Place the Unit 2 flashcards (using technology) on the board. Point and say the phrase. Students repeat.

### Practice

#### Class Book

**Vocabulary and Grammar**

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

go online 6 turn on the computer 9 type a password 4 upload a photo 12  
download an app 5 search the internet 7 watch a video 8 press a button 1  
turn off the TV 10 click on an icon 2 send a message 11 take a selfie 3

2 Read the poem in Lesson 4 again. How many of the phrases in Activity 1 can you find?

48 forty-eight

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

- Have students match the expressions in the box to the pictures.
- Play the audio.
- Students listen, check and repeat.
- Upon completing the activity, have students quiz each other on the new vocabulary by pointing at a picture for their partners to say what it is.
- **Extension** Tell students you are going to say a part of the new vocabulary which they have to complete. Say *the internet* and elicit *search*. Repeat with a few more words.
- Students continue in pairs.

**2.10**

1 press a button 2 click on an icon 3 take a selfie  
4 type a password 5 download an app 6 go online  
7 search the internet 8 watch a video 9 turn on the  
computer 10 turn off the TV 11 send a message  
12 upload a photo

**2 Read the poem in Lesson 4 again. How many of the phrases in Activity 1 can you find?**

- Ask students to tell you what they remember from the poem.
- Students read the poem from Lesson 4 again and see how many of the phrases from Activity 1 they can find.
- Check answers by having students read aloud the sentences.
- **Extension** Have students make sentences with the remaining phrases.

Lesson 5, part 1 **Vocabulary and Grammar** 2

3 Read the poem again. Why is the new phone better than the last one? What can you do? Write the adverbs.

more easily faster more carefully more quickly more quietly better

1 It does everything **faster** than before. 4 You can check facts **more carefully**

2 You can shop **more quickly** . 5 It takes photos **better** .

3 You can find your way **more easily** . 6 You can do something **more quietly** lying on the sofa.

4 Look at the grammar table. Then match 1–3 to a–c to complete the rules.

**Grammar**

**Comparative adverbs**  
adverbs ending in *-ly*  
quickly → more quickly  
carefully → more carefully  
clearly → more clearly

**short adverbs**  
hard → harder fast → faster

**irregular adverbs**  
well → better badly → worse

1 We add **more** before a irregular adverbs.  
2 We add **-er** to b adverbs ending in *-ly*.  
3 **Well and badly** are c short adverbs.

5 Listen. Match the children with the apps.

1 2 3

a Let's go! b Pass first c Learn Languages

6 Play a game in pairs: *I can do anything better than you!*

well fast hard carefully badly clearly

I can play basketball well. I can play basketball better than you.

Activity Book, Unit 2 Lesson 5, part 2 forty-nine 49

**3 Read the poem again. Why is the new phone better than the last one? What can you do? Write the adverbs.**

- Ask a student to read the words in the box aloud.
- Students complete the activity individually.
- Check answers as a class.
- **Extension** Have students write three sentences with adverbs from the box to read to their partners.

**4 Look at the grammar table. Then match 1–3 to a–c to complete the rules.**

- Play the Grammar animation.
- Ask students to read the grammar table quietly.
- Explain that to form comparative adverbs they look at the number of the syllables in the adverb. For long adverbs (two or more syllables), they simply add 'more' before the adverb ending in *-ly*. For short adverbs (one syllable), they add *-er* at the end. Remind students that irregular adverbs change completely, e.g. *well becomes better*, *badly becomes worse*, etc.
- Students complete the activity individually and then compare answers in pairs.
- Explain to students that for adverbs with two or more syllables, we use *more* in the comparative form. Tell students there are some irregular comparative adverbs as well.
- Check students have understood the grammar using the Traffic light cards technique (see page 15).

**Diversity**

**Support**

- Write four incorrect sentences with the adverbs in the comparative form for students to correct on the board.

**Challenge**

- Students find six more adverbs to add to the table in Activity 4. They then make sentences with them.

**5 2.11 Listen. Match the children with the apps.**


- Ask students what apps they use and if they are useful.
- Play the audio.
- Check answers as a class.
- **Extension** Ask students if they have ever used an app to help them with something and, if so, what it was.




## 2.11

- 1 Do you want to learn a new language? You can learn more easily with our language learning apps. *Learn Languages* is a great app. You can learn 20 languages. Play games, watch videos and do quizzes. Do you want to learn a language more quickly and have fun at the same time? Then download this app!
- 2 *Pass first* is the best way to prepare for an English exam – there are lots of activities to help you remember words, and there are tips to help you study harder. Click on the picture and hear the word, then say the word. You can learn online or offline on any device – smartphone, tablet or computer wherever you are – on the bus, at home, even in bed!
- 3 *Let's go!* is an excellent app if you want to speak English better when you travel. Go online and chat to real English people and meet other classmates from around the world. You can send them messages and upload pictures, too. Learn more quickly and speak English better with *Let's go!*

### 6 Play a game in pairs: *I can do anything better than you!*

- Read the examples with the class.
- Do the activity as a class first by making statements and having volunteer students say what they can do better.
-  Place students in pairs to play the game. Explain that one student says a statement that includes one of the adverbs in the box, then the other student says the same statement in the comparative form.

#### Extra activity Collaborative work

-  Place students in small groups. Explain that students have to design an app for a smartphone in their notebooks. They have to discuss what it does and show the class how it works.

### Finishing the lesson

- Choose four Unit 2 flashcards (using technology) and stick them to the board.
- Ask volunteers to look at the flashcards and say the expressions.
- Tell students to try and remember the order in which the flashcards are placed.
- Stick the flashcards face down on the board and ask students to say the expressions in the correct order.
- Repeat with the other flashcards.


## Lesson 5, part 2

### Starting the lesson

- Play *Draw the word* (see page 20) using the Unit 2 flashcards (using technology) as prompts.


### Practice

#### Activity Book


Vocabulary and Grammar


**1** Read and circle the correct words.

- 1 Don't press go upload a button if you don't know what it will do.
- 2 Let's search press watch a video tonight. How about Avatar?
- 3 We have to download type click a password to use the app.
- 4 Can you help me upload watch type a photo to my blog?
- 5 How many times do you send go take online every day?
- 6 I didn't watch turn press on the computer. Did you?

**2**  Complete the sentences with two or three words. Then listen and check your guesses.

click on
download an app
search the internet
send a message



take a selfie
turn off




- 1 Please turn off the TV now. It's time for bed.
- 2 I'm late. I have to send a message to my mum.
- 3 Mum says we can download an app from this website.
- 4 I want to take a selfie with my smartphone. Smile!
- 5 You click on that icon to start the game.
- 6 Zahran needs to search the internet for facts for his Science project.

32 thirty-two

### 1 Read and circle the correct words.

- Students complete the activity individually.
-  Use the Lollipop stick technique (see page 15) to check answers.
- **Extension**  After completing the activity, in pairs, students say phrases with the words that weren't in the answer, e.g. 1 *go* and *upload*.

### 2 2.12 Complete the sentences with two or three words. Then listen and check your guesses.

-  Ask students to complete the activity individually and then compare answers with a partner.
- Play the audio to check answers.

## 2.12

- 1 Please turn off the TV now. It's time for bed.
- 2 I'm late. I have to send a message to my mum.
- 3 Mum says we can download an app from this website.
- 4 I want to take a selfie with my smartphone. Smile!
- 5 You click on that icon to start the game.
- 6 Zahran needs to search the internet for facts for his Science project.

Lesson 5, part 2 Vocabulary and Grammar 2

**Comparative adverbs**

3 Write sentences about Ahmed and Bader's schoolwork. Use comparative adverbs.

	Ahmed	Bader
1 Ahmed <u>listens more carefully than Bader.</u>	✓	✗
2 Bader <u>studies harder than Ahmed.</u>	✗	✓
3 Ahmed <u>speaks more clearly than Bader.</u>	✓	✗
4 Bader <u>works faster than Ahmed.</u>	✗	✓
5 Ahmed <u>learns more easily than Bader.</u>	✓	✗
6 Bader <u>writes better than Ahmed.</u>	✗	✓

4 Write comparative sentences about you and your friends. Use the adverbs in the box and your own ideas. Then compare with your partner.

badly    carefully    clearly    easily    faster  
 harder    quietly    slowly    well

1 I speak more clearly in English than my friend Raya.

2 \_\_\_\_\_


3 \_\_\_\_\_

4 \_\_\_\_\_


5 \_\_\_\_\_

6 \_\_\_\_\_

I speak more clearly in English than my friend Raya.



My friend does Maths more easily than me.



Grammar practice, page 61    thirty-three    33

## Grammar practice

- 3 **Read and complete with examples.**
  - Students complete the activity individually.
  - Check answers as a class.
  - Refer to page 177 of the Teacher's Book for answers.
- 4 **Write sentences to compare people. Use comparative adverbs.**
  - Students complete the activity individually.
  - Use the Lollipop stick technique (see page 15) to check answers.
  - Refer to page 177 of the Teacher's Book for answers.

## Wordlist

- Refer students to the *Wordlist* on page 64 of their Activity Books.
- Have students work in pairs or groups to add more *Devices* and *Using technology* words that they know. Students can use a dictionary if they wish.

## Finishing the lesson

- Use the Three facts and a fib technique (see page 16) for students to do an activity about what they've learnt in class for their partners to correct.

### Extra activity Photocopiables 2, 7 and 11

- Ask students to do photocopiables 2, 7 and 11.

### 3 Write sentences about Ahmed and Bader's schoolwork. Use comparative adverbs.

- Check students know what they have to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Check answers as a class.

### 4 Write comparative sentences about you and your friends. Use the adverbs in the box and your own ideas. Then compare with your partner.

- Students complete the activity individually and then compare their sentences with a partner.
- Invite some students to read aloud their sentences to the class.
- Refer students to the Grammar practice on page 61 and do Activities 3 and 4.

## Lesson 6, parts 1 and 2

### Objectives

- **Lesson aims:** to learn how technology can help people with special needs; to make a spider diagram poster
- **Target language:** *special needs, Down's Syndrome, Virtual Reality (VR), alarm clock, deaf, vibration*

### Materials

- Culture video
- Project video
- different types of spider diagrams
- photocopyable 14

### Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can talk about everyday activities using simple language (GSE 32). Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

### Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: True/False response cards technique (see page 15); Lollipop stick technique (see page 15)
- 👥 Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

## Lesson 6, part 1

### Starting the lesson

- 🗨️ Explain that when you say *Go!*, students have to say as many sentences as they can with comparative adverbs to their partners.

### Presentation

- 🎯 Explain that in this lesson students will learn about how technology can help people with special needs.

- Explain that some people need extra help because they might find some things harder to do than others. This could be because of how they learn, move, see, hear or feel things. They may need special tools, extra time or someone to help them so they can do things like everyone else.

### Practice

#### Class Book

**WOW! Culture** Lesson 6, part 1

## Technology helps us!

**Find out how technology helps young students with special needs around the world.**

Some children have something called Down's Syndrome and they find it difficult to hold a pen or pencil. This means they have a difficulty writing and drawing. But they can use Virtual Reality (VR) to help them to paint beautiful pictures! This makes them very happy.

Do you have to use an alarm clock to wake you up in the morning? Children who are deaf cannot hear things like alarm clocks. But in the UK, they can use special alarm clocks that use lights and vibrations to wake them up. Isn't that great?

In India, some young people cannot see very well. Without technology, they could not read. But on e-readers, the letters can be very large so that they can see the words more clearly. They can also hear the words to help them, too.

**WOW! Fact**  
People who cannot talk can use their eyes to make computers do things for them!

- Before you read** What devices do you use to help you read or study at home or at school?
- Listen and read.**
- After you read** Activity Book, page 34.
- Work in pairs. Discuss the questions.**
  - Have you ever used technology to help you study? Which?
  - Have you ever used an e-reader?
  - Do you prefer reading and studying with devices or books? Why?

I often use the internet to do research. Find out more! Watch the video.

50 fifty

### 1 Before you read What devices do you use to help you read or study at home or at school?

- Have a class discussion and write the devices students mention on the board. Ask students how they use them.
- **Extension** Ask if there are particular apps they use on a daily basis to help them with their homework.

#### Culture notes

- Down's syndrome is a condition that some people are born with. It happens because of an extra chromosome in their cells. This extra chromosome affects how their body and brain develop. People with Down's syndrome can do many of the things other people can do, but they might need help with certain things, like talking or learning.
- Sources:  
www.timesofoman.com  
www.bbc.co.uk  
www.ndcs.org.uk

**Key words search**

special needs, Down's Syndrome, Virtual Reality (VR), deaf

**Extra activity**

**Support**

- Have students work in pairs. Ask them to choose one text and choose three sentences from it. They read the sentences quietly and then aloud to their partners. If they make a pronunciation error, their partner corrects them or asks for help with pronunciation.

**Challenge**

- Students read the text to themselves and then close their Class Books. They write five things they remember to tell their partners.

**2.13 Listen and read.**

- Play the audio and have students read along in their Class Books.
- After listening to the audio, use the True/False response cards technique (see page 15) to say sentences about the text. Students say whether they are true or false.

**2.13**

**Technology helps us!**

Find out how technology helps young students with special needs around the world.

Some children have something called Down's Syndrome and they find it difficult to a pen or pencil. This means they have difficulty writing and drawing. But they can use Virtual Reality (VR) to help them to paint beautiful pictures! This makes them very happy.

In India, some young people cannot see very well. Without technology, they could not read. But on e-readers, the letters can be very large so that they can see the words more clearly. They can also hear the words to help them, too.

Do you have to use an alarm clock to wake you up in the morning? Children who are deaf cannot hear things like alarm clocks. But in the UK, they can use special alarm clocks that use lights and vibrations to wake them up. Isn't that great?

**3 After you read Activity Book, page 34.**

- Refer students to page 34 of their Activity Book.
- See Activity Book section below for more instructions.

**4 Work in pairs. Discuss the questions.**

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

**Find out more! Watch the video.**

- After the video, have students write three things they found interesting about it to share with the class.

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene or step so that you can ask students questions about the things they see.

**Activity Book**

**WOW! Culture** Lesson 6, part 1

**1 After you read** Read the text on Class Book page 50 again. Match.

1 Children with Down's Syndrome	3 a could not read.
2 They can use Virtual Reality	6 b to wake children up.
3 Without technology, some children in India	5 c cannot hear things like alarm clocks.
4 Letters on e-readers can be very large	7 d find it difficult to hold a pen or pencil.
5 Children who are deaf	4 e so they can see the words more clearly.
6 A special alarm uses lights and vibrations	2 f to help them paint beautiful pictures!

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


1 Why can't children with Down's Syndrome write or draw easily?  
Because they find it difficult to hold a pen or pencil.

2 How do the children feel when they can paint?  
They feel very happy.

3 What can e-readers do to letters to help children who cannot see well?  
The letters on e-readers can be very large.

4 Why do most people wake up with an alarm clock?  
To make sure they wake up on time.

5 What is different about the special alarm clocks?  
It uses lights and vibrations.



**3 Listen and complete the notes.**

**Programme:** OLPC, which means One <sup>1</sup> Laptop Per <sup>2</sup> Child.

**Objective:** Making <sup>3</sup> strong and <sup>4</sup> cheap laptops for children in developing countries.

**Reason:** Children take the laptops <sup>5</sup> home to share them with their <sup>6</sup> families.

**Use:** The laptops are connected together at <sup>7</sup> school and children can use the <sup>8</sup> internet.

**34 thirty-four**

**4 Work in groups. Think about laptops and find answers to the questions. Write about what you found out. Then share your information with the class.**

1 What do you use to type on a laptop?	3 How do you connect a laptop to a printer?
2 What part of the laptop shows images?	4 What other devices are used with a laptop?

**1 After you read** Read the text on Class Book page 50 again. Match.

- Students read the text in the Class Book again.
- Students complete the activity individually.
- Check answers as a class.

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

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to have students read aloud their answers.

**3 2.14 Listen and complete the notes.**

- Play the audio.
- Students work individually to complete the notes and then compare answers in pairs.

**2.14**

Have you heard about a programme called OLPC? Those four letters mean 'One Laptop Per Child'. It's a programme that makes strong and cheap laptop computers for all children in developing countries. The people at OLPC think all children should have a laptop they can take home and share with their

families. All the laptops are connected together at school, and they can use the internet, too. Millions of children around the world are on the OLPC programme and it's making a real difference in local communities.

- 4 📶 **Work in groups. Think about laptops and find answers to the questions. Write about what you found out. Then share your information with the class.**
- Place students in small groups.
  - Have students research the internet to find answers to the questions.
  - Students write their answers in their notebooks.
  - Invite groups to share their answers with the class.

### Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask *What did you learn today?* and have students raise their hands to offer answers.

## Lesson 6, part 2

### Starting the lesson

- Place students in pairs.
- Have students discuss what they remember about the text from the previous lesson without looking at it.
- Check their answers as a class.

### Project

#### Make a spider diagram poster about technology and learning

- In groups, think about the different devices you use at home and at school, and how they can help you learn.**
  - Tell students they are going to make a spider diagram poster. Show students different types of spider diagrams.
  - Place students in groups and have them quickly make a list of the devices they use at school and say how they help with learning.
  - Write students' ideas on the board.
- Choose four or five devices that you would most like to include in the diagram.**
  - Have groups choose four or five devices for their diagrams.
- Decide who will write about each device.**
  - Students decide in their groups who will write about each of the devices they chose.
- Make a spider diagram.**
  - Read the *Writing tip* box to students.
  - Invite a volunteer to read through the steps. Tell students they should keep referring to the steps as they work.

- Monitor students, helping where necessary, while they make spider diagrams.

Lesson 6, part 2

**Project**  
Make a spider diagram poster about technology and learning

- In groups, think about the different devices you use at home and at school, and how they can help you learn.
  - At school, we can watch videos on computers.
  - At home, we can find information on tablets.
- Choose four or five devices that you would most like to include in the diagram.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Decide who will write about each device.
  - I'd like to write about smartphones.
- Make a spider diagram.**
  - Write the word *Technology* in the middle of your poster.
  - Write the devices around the page.
  - Add information about how each one helps you learn.
  - Include photos or drawings to decorate the diagram.
- Display your poster in the classroom. Talk about your posters.
  - Writing tip**  
You can use these phrases in your information:  
You can use ... to help you to ...  
... are very good at teaching you about ...  
I can learn about ... when I use ...

**Tip: Speaking**  
When you talk about your spider diagram, summarise the important information.

**Smartphone** I can find information on my smartphone.

**Tablet** You can use tablets to help you take notes.

**Technology**

**Computer** I can watch videos on my computer.

**Videos** They are good at teaching you how machines work.

Activity Book, Unit 2  
Lesson 6, part 2 fifty-one 51

- Display your poster in the classroom. Talk about your posters.**
  - Read the *Speaking tip* box to students.
  - Make a classroom display and have each group present their spider diagram to the class. Make sure each student says something.
  - Use the Two stars and a wish technique (see page 16) to have students comment on the diagrams presented.
- Take a class vote to decide which device is best for learning.**
  - Students vote for the device they think is the best for learning. Ask them to give reasons for their answers.

#### Extra activity Critical thinking

- Ask students to think about how else technology can help with learning. Students work in groups and present their ideas to the class.

### Finishing the lesson

- Refer students to the Learning diary (see page 16). Tell students to make a few notes about what they've learnt so far in the Culture lessons and what's interested them the most.

#### Extra activity Photocopiable 14

- Ask students to do photocopiable 14.

## Lesson 7, parts 1 and 2

### Objectives

- **Lesson aims:** to learn how to ask for help; to practise the weak forms of *to*
- **Target language:** *Could you ...? Can you show me how to ...? Do you have time to ...? Please can I use ...?*

### Materials

- Unit 2 flashcards (devices, using technology)
- English in Action video
- photocopiable 17

### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 7, part 1

### Starting the lesson

- Place the Unit 2 flashcards (devices, using technology) on the board.
- Give students a minute to remember the order in which they are placed. Ask students to close their eyes and remove one of the flashcards.
- Ask students which flashcard is missing.

### Presentation

- Explain that in this lesson students will learn how to ask for help politely.
- Say *Show me how to use this* quite emphatically, and then *Could you show me how to use this?*
- Ask *Which sentence was the correct way to ask for help?* Ask students why we should always be polite.

## Practice

### Class Book

**English in action**  
Asking for help

1 Watch or listen and read. Answer the questions.

1 What two things does the girl need to do for school? **print English homework, revise for an exam**

2 Why can't her mum help her now? **She has to cook dinner.**



Please can I use the printer, Mum?

Of course. What do you want to print?

My English homework. Can you show me how to turn it on?

It's easy! Press that button there.

OK. What next?

Look at the laptop. Click on that icon at the top of the screen.

Thanks. Do you have time to help me revise for an exam?

Sorry, not now. I have to cook dinner.

Alright. Could you help me after dinner, please?

Of course.

**52** fifty-two

### 1 2.15 Watch or listen and read. Answer the questions.

- Ask students who they ask for help from at home and what kind of things they ask for help with.
- Play the audio or video for students to listen or watch and read. Ask students what the girl in the dialogue is asking for help with (*the printer*).
- Play the audio or video again. Pause for students to answer the questions in their notebooks.
- Check answers as a class.
- **Extension** Place students in pairs and have them choose roles. Students act out the dialogue.

### 2.15

- Amber:** Please can I use the printer, Mum?  
**Mum:** Of course. What do you want to print?  
**Amber:** My English homework. Can you show me how to turn it on?  
**Mum:** It's easy! Press that button there.  
**Amber:** OK. What next?  
**Mum:** Look at the laptop. Click on that icon at the top of the screen.  
**Amber:** Thanks. Do you have time to help me revise for an exam?  
**Mum:** Sorry, not now. I have to cook dinner.  
**Amber:** Alright. Could you help me after dinner, please?  
**Mum:** Of course.

Lesson 7, part 1


2 Read the dialogue again. Underline three questions asking for help that use language from the *Say it!* box.

**Say it!**


Asking for help:  
 Could you ...?  
 Can you show me how to ...?  
 Do you have time to ...?

3 Say new dialogues with your partner. Ask for help with something. You can use these ideas. Use the *Say it!* box to help you.

download an app    do your homework    upload some photos



Can you show me how to download an app?



Of course.

**Pronunciation**

4 Listen and read. Do the coloured words have a long or a short sound? Then listen again and repeat.

I need **to** go online.    I'm going **to** do my homework.    Do you have time **to** help me?

Can you show me how **to** do it?

OK, I'm going **to** help you.

You need **to** type the password.    Then you have **to** click on this icon.    Now you're ready **to** start!

Activity Book, Unit 2  
Lesson 7, part 2    fifty-three    53

2 Read the dialogue again. Underline three questions asking for help that use language from the *Say it!* box.

- Refer students to the *Say it!* box. Point out that we use *could* here to ask politely, not to show an ability in the past.
- Use the Lollipop stick technique (see page 15) to check answers.
- Extension** Say different sentences for students to turn into polite questions, e.g. *Open the door*. Elicit *Please, can you open the door?* Continue with as many sentences as possible.

3 Say new dialogues with your partner. Ask for help with something. You can use these ideas. Use the *Say it!* box to help you.

- Students complete the activity in pairs.
- Students can use the ideas in the box or use their own.
- Tell students to keep referring to the *Say it!* box to help them with their dialogues.
- Use the Lollipop stick technique (see page 15) to have pairs act out their dialogues to the class.

**Extra activity Communication**

- Place students in pairs. Have them write six polite questions in their notebooks. They then swap notebooks with other pairs who have to reply to the questions as politely as possible.

## Pronunciation

4 **2.16 Listen and read. Do the coloured words have a long or a short sound? Then listen again and repeat.**

- Before students listen, explain that in English pronunciation, a long sound is a vowel sound that is pronounced for a longer time, while a short sound is a vowel sound that is pronounced for a shorter time.
- Play the audio and have students read along in their Class Books. Ask if the coloured words have a long or a short sound (they all have a short sound).
- Place students in pairs. Ask students to read the sentences aloud to their partners and listen to what sounds they have.
- Play the audio again for students to listen and repeat.
- Extension** Replay the audio with pauses for students to read aloud after each sentence.

### 2.16

I need to go online.  
 I'm going to do my homework.  
 Do you have time to help me?  
 Can you show me how to do it?  
 OK, I'm going to help you.  
 You need to type the password.  
 Then you have to click on this icon.  
 Now you're ready to start!

### Diversity

#### Support & Challenge

- Pair weaker and stronger students together. They write two sentences with long *to* sounds and two with short *to* sounds. Stronger students read the sentences slowly for the weaker students to repeat after them. Then one student says *long* or *short* for the other student to read the corresponding sentence.

## Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask *What did you learn today?* and have students raise their hands to offer answers.

Lesson 7, part 2

Starting the lesson

- Write the target language from the previous lesson on the board: *Could you ...? Can you show me how to ...? Do you have time to ...? Please can I use ...?*
- Play *Concentric circles* (see page 21) using the target language.

Practice

Activity Book

Lesson 7, part 2

English in action 2  
Asking for help

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

at the screen   my Science project   search the internet   that button  
this evening   tidy the garage   want to do   your laptop

Hamed: Please can I use <sup>1</sup> your laptop, Dad?  
Dad: Of course. What do you <sup>2</sup> want to do?  
Hamed: I need to <sup>3</sup> search the internet want to look at a science website. Can you show me how to turn it on?  
Dad: That's easy. Press <sup>4</sup> that button there.  
Hamed: OK. What next?  
Dad: Look <sup>5</sup> at the screen. Click on that icon over there.  
Hamed: Thanks. Do you have time to help me with <sup>6</sup> my Science project?  
Dad: Sorry, not now. I have to <sup>7</sup> tidy the garage.  
Hamed: Alright. Could you help me <sup>8</sup> this evening, please?  
Dad: Of course.

2 Read the questions and number the pictures. Then match the questions and answers.

1 Do you have time to tidy the kitchen? c  
2 Could you go to the supermarket, please? b  
3 Can I use your laptop to write an email? f  
4 Do you have time to help me study? d  
5 Can you show me how to start this app? a  
6 Please can I use your printer to print my homework? e

a That's easy. Touch that icon there.  
b Of course. What do I need to buy?  
c Not right now. I'm going shopping.  
d Of course. Do you have a test?  
e Of course. Do you want to print it now?  
f Sorry, not now. I'm using it at the moment.

3 Circle the word *to* in the questions in Activity 2. Then listen and repeat. Notice the short sound. Then practise with your partner.

thirty-five 35

2.17 Read and complete the dialogue. Then listen and check.

- In pairs, students read the dialogue quietly and guess the answers.
- Play the audio for students to check answers.
- Have students practise reading the dialogue together.
- Monitor students, helping where necessary.

2.17

Hamed: Please can I use your laptop, Dad?  
Dad: Of course. What do you want to do?  
Hamed: I need to search the internet. I want to look at a science website. Can you show me how to turn it on?  
Dad: That's easy. Press that button there.  
Hamed: OK. What next?  
Dad: Look at the screen. Click on that icon over there.  
Hamed: Thanks. Do you have time to help me with my Science project?  
Dad: Sorry, not now. I have to tidy the garage.  
Hamed: Alright. Could you help me this evening, please?  
Dad: Of course.

2 Read the questions and number the pictures. Then match the questions and answers.

- Students complete the activity individually and then work in pairs to act out the dialogue.
- Invite students to act out their dialogues in front of the class.

3 Circle the word *to* in the questions in Activity 2. Then listen and repeat. Notice the short sound. Then practise with your partner.

- Students circle *to* in the questions in Activity 2.
- Play the audio for students to listen and repeat.
- Write the sentences on the board. Place students in pairs. Students practise the sentences with their partners.
- Monitor for correct pronunciation.
- Invite pairs to come to the front and do the activity.

2.18

- 1 Do you have time to tidy the kitchen?
- 2 Could you go to the supermarket, please?
- 3 Can I use your laptop to write an email?
- 4 Do you have time to help me study?
- 5 Can you show me how to start this app?
- 6 Please can I use your printer to print my homework?

Extra activity Fast finishers

- Have students make a list of what they have learnt in today's lesson.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students to tell you what they have learnt today and how the lesson has helped them improve their English.

Extra activity Photocopiable 17

- Ask students to do photocopiable 17.



## Lesson 8, parts 1 and 2

### Objectives

- **Lesson aims:** to read a review about a computer game
- **Target language:** *solve a problem, challenge yourself, program a computer, score points, give tips, play online*

### Materials

- notebooks
- photocopiable 20

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write short, basic descriptions of everyday activities, given prompts or a model (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

### Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 15); Yes/No technique (see page 15); True/False response cards technique (see page 15)
- 👥 Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- 📖 Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 8, part 1

### Starting the lesson

- Write five letters in a circle on the board.
- 🧑‍🤝‍🧑 Place students in pairs and explain that they have to write as many words as they can using those letters in two minutes in their notebooks.
- Then have them swap notebooks with other pairs who have to write sentences with the words.
- Have students read aloud their sentences.

### Presentation

- 🎯 Explain that in this lesson students will read some reviews about computer games.
- Ask students how reviews can help (they help us to decide whether to buy something or not).
- Have students say what they expect to read in the reviews.

### Practice

#### Class Book

**Literacy: reviews** Lesson 8, part 1

**Reading** **GameFan: a password, an icon, treasure, buildings;**  
**MrCool001: a video, friends**

1 **Before you read** Look quickly at the reviews. Which reviewer mentions these things?  
a password an icon a video treasure friends buildings

2 **Listen and read.**

**TopCity** the exciting new game

by GameFan **Amazing game!**  
This game is **fantastic** downloaded it onto my tablet last month and I play it every day. In the game, **you travel** around a city, looking for treasure. In every **building** in the city, you have to click on an icon and solve a problem. The problems get more **difficult** so you have to **work harder**. It's good to challenge yourself!  
To move around the city, you have to **write** instructions. It's like programming a computer. I'm learning lots of **new skills**! Now I can move around much more **easily**. Last night I scored 50,000 points!  
**Good points:**  
1 It was **easy** to start playing. First I had to click on the icon to start the game and then I had to type a password. Then I could move around the city!  
2 The graphics are **really good**.  
**Any bad points?** The game isn't free, but I think it's **good value**!

by MrCool001 **Not bad**  
This is quite a **good** game, but I think there are lots of programming games that are **better**.  
**Good points:**  
1 You can **watch** a video to help you learn how to play. It gave me some **good tips**.  
2 You can **play** it online with your friends. That's **fun**!  
**Bad points:**  
1 I had to buy it! I think it's **too expensive**.  
2 It doesn't work on all my devices – I can't download it onto my phone.

3 **After you read** Read the sentences and write Y (yes), N (no) or DS (doesn't say).  
1 You have to pay for this game. **Y**  
2 When you play this game, you try to find treasure. **Y**  
3 GameFan lives in a city. **DS**  
4 MrCool001 thinks TopCity is the best programming game. **N**  
5 MrCool001 has watched the video. **Y**  
6 MrCool001 has a tablet. **DS**

4 **Words in context**  
solve a problem challenge yourself  
program a computer score points  
give tips play online

5 **Talk to your partner.** Do you play any computer games? What do you like about them? What do you not like?


54 fifty-four Activity Book Unit 2 Lesson 8, part 2

### 1 Before you read Look quickly at the reviews. Which reviewer mentions these things?

- Refer students to the *Reading tip* box. Ask students if they read texts quickly or slowly. Have students say when it is important to read something slowly.
- Ask students to read the words in the box and define them.
- Give students one minute to complete the activity.
- 🗨️ Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students tell you what else the reviews talk about.

### 2 2.19 Listen and read.

- Play the audio and have students read along in their Class Books.
- 🗨️ Use the Yes/No technique (see page 15) to ask students different questions about the text.

-  Refer students to the *Words in context* box and ask them to look for the expressions in the text. In pairs, students try to guess the meaning of each expression from the context. Help them with any words they find difficult.

**2.19****Top City, the exciting new game****Amazing game! by GameFan**

This game is fantastic! I downloaded it onto my tablet last month and I play it every day. In the game, you travel around a city, looking for treasure. In every building in the city, you have to click on an icon and solve a problem. The problems get more difficult, so you have to work harder. It's good to challenge yourself!

To move around the city, you have to write instructions. It's like programming a computer. I'm learning lots of new skills! Now I can move around much more easily. Last night I scored 50,000 points!

Good points:

- 1 It was easy to start playing. First, I had to click on the icon to start the game, and then I had to type a password. Then I could move around the city!
- 2 The graphics are really good.

Any bad points? The game isn't free, but I think it's good value!

**Not bad by MrCool001**

This is quite a good game, but I think there are lots of programming games that are better.

Good points:

- 1 You can watch a video to help you learn how to play. It gave me some good tips.
- 2 You can play it online with your friends. That's fun!

Bad points:

- 1 I had to buy it! I think it's too expensive.
- 2 It doesn't work on all my devices – I can't download it onto my phone.


**Diversity****Support**

- Have students look for the words in the *Words in context* box in the text and copy the sentences in their notebooks. Students then write their own sentences with the words.



**Challenge**

- Students write a short paragraph using three of the words from the *Words in context* box in their notebooks. Students read their work to the class.

**3 After you read Read the sentences and write Y (yes), N (no) or DS (doesn't say).**

- Remind students that for *doesn't say* answers, you can't confirm if the answer is true or false because there isn't enough information in the text to know if it's true or false.
- Students complete the activity individually.
- Check answers as a class.
- **Extension**  Students make three false statements about the text for their partners to correct.

**4 Talk to your partner. Do you play any computer games? What do you like about them? What do you not like?**

-  Place students in pairs and have them discuss the questions. Tell students to make notes in their notebooks.
-  Use the Lollipop stick technique (see page 15) to have students come to the front and tell the class what they discussed.

**Finishing the lesson**

- Play *Backs to the board* (see page 21) with the expressions from the *Words in context* box, as well as other words from the unit.

## Lesson 8, part 2

### Starting the lesson

- Using the True/False response cards technique (see page 15), say different statements about the text from the last lesson, e.g., *GameFan downloaded the game 3 months ago. (False). GameFan scored 5,000 points last night. (False). GameFan likes the graphics. (True)*, etc. Students correct the false statements.

### Practice

#### Activity Book

**Literacy: reviews** Lesson 8, part 2

**Reading**

**Words in context**

1 Read and complete the sentences.

solve play give score program challenge

1 When you need to solve a problem, it often helps to ask a friend.  
 2 That game is too easy. Challenge yourself with something difficult!  
 3 I want to learn how to program a computer, so I can design games.  
 4 In that game, players score points by collecting secret messages.  
 5 If you want to play online, you need a fast internet connection.  
 6 You can give tips to your friends so you can all play the game better.

2 Read the text on Class Book page 54 again. Who gives these facts about TopCity? Write *GameFan* or *MrCool001*.

1 Two or more people can play together.	<u>MrCool001</u>
2 The problems get more difficult as you play.	<u>GameFan</u>
3 You have to visit all the buildings in the city.	<u>GameFan</u>
4 The game can't be used with all phones.	<u>MrCool001</u>
5 Players write instructions to move around.	<u>GameFan</u>
6 The game gives you tips to play better.	<u>MrCool001</u>

3 Answer the questions. Write complete sentences.

1 What do TopCity players search for during the game? <u>They search for treasure.</u>	3 What does GameFan have to do before he can start playing? <u>GameFan has to click on an icon to start the game, and then type in a password.</u>
2 What device does GameFan use to play the game? <u>GameFan uses a tablet.</u>	4 How did MrCool001 learn to play the game better? <u>MrCool001 watched a video.</u>

4 Work in groups. Discuss the survey questions and make notes. Then share your ideas with the class.

1 What computer programs do you use the most?	3 How long are you usually online every day?
2 What apps do you have on your tablet?	4 What are your favourite computer games? Why?

36 thirty-six

#### 1 Read and complete the sentences.

- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Check answers as a class.

#### 2 Read the text on Class Book page 54 again. Who gives these facts about TopCity? Write *GameFan* or *MrCool001*.

- Have students say what they remember from the text.
- Students complete the activity individually.
- Students check their answers with a partner.

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

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

#### 4 Work in groups. Discuss the survey questions and make notes. Then share your ideas with the class.

- Place students in small groups and have them complete the activity.
- Monitor students, helping where necessary.
- Groups present their ideas to the class. Make sure each group member speaks.

#### Extra activity Critical thinking

- Place students in pairs. Ask students to write three reasons why we shouldn't play computer games for long periods of time and three reasons why computer games are good for us.

#### Extra activity Fast finishers

- Have students write a paragraph about their favourite computer game or app in their notebooks. Students read their work to the class at the end of the lesson. They place their work in their portfolios (see page 16).

### Finishing the lesson

- Ask students if they enjoyed the lesson and what they learnt from it. Use the Summative and thought-provoking questions technique (see page 16) to ask students about their learning so far. Ask *How successful is your learning? How can you improve? What would you like to learn next?*

#### Extra activity Photocopiable 20

- Ask students to do photocopiable 20.

## Lesson 9, parts 1 and 2

### Objectives

- **Lesson aims:** to write a review
- **Target language:** unit grammar and vocabulary

### Materials

- notebooks

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can write a simple review of a film or book with appropriate paragraph breaks, given a model (GSE 55).

### Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Traffic light cards technique (see page 15)
- 👥 Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16); Think-pair-share technique (see page 16)
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 9, part 1

### Starting the lesson

- 🗨️ Use the Three facts and a fib technique (see page 16) to have students write four statements using what they have learnt in this unit so far.
- 👥 Place students in pairs. Have them say the statements to each other. Explain that they have to correct the false statement.

### Presentation

- 🗨️ Explain that in this lesson students will learn how to write a review.
- Have students refer to Lesson 8 and tell you what the review covers. Ask students to think of other things a review may cover.

## Practice

### Class Book

Lesson 9, part 1 2

1 Read. Then use the notes to complete the review.

**Good:**

- 1 drawing and painting tools look like real paintings and drawings
- 2 send pictures to friends - they can send comments
- 3 upload photos
- 4 print easily

**Bad:**

- 1 opens slowly - 2 minutes!
- 2 couldn't upload photos at first

**FunTime for Kids**  
the drawing and painting app

★★★★★ Great fun!

by TechWhizz  
This is a great app for kids who like being creative. You can use it to make fantastic pictures!

↑ **Good points:**

- 1 There are tools for painting and (1) drawing drawings!
- 2 You can send your pictures to your friends, and they can send you (2) photos comments
- 3 You can upload (3) photos too, and draw or paint on your photos.
- 4 You can (4) print the pictures easily.

↓ **Bad points:**

- 1 It opens too slowly. I had to wait for two (5) minutes after I typed my password!
- 2 I couldn't (6) upload photos at first, but it's OK now.

**Good points: GameFan: 2; MrCool001: 2; TechWhizz: 4** **Bad points: GameFan: 1; MrCool001: 2; TechWhizz: 2**

2 Read. Then answer the questions about the reviews on pages 54 and 55.

**How to write... a review**

Include:

- a short introduction
- good and bad points
- you, e.g. You can ..., It helps you ...
- adjectives, e.g. brilliant, expensive
- adverbs, e.g. cheaply.

- 1 How many good points does each reviewer mention? And how many bad points?
- 2 What sentences can you find that use you?
- 3 What adjectives can you find?
- 4 What adverbs can you find?

3 ✨ Write a review of an amazing app or game. Plan, write, check and rewrite. Use the **How to write...** box to help you.

Activity Book, Unit 2  
Lesson 9, part 2 fifty-five 55

### 1 Read. Then use the notes to complete the review.

- Have students read the notes quietly and complete the activity.
- Check answers as a class.
- **Extension** Have students add one more good and bad point.

### 2 Read. Then answer the questions about the reviews on pages 54 and 55.

- Students complete the activity individually.
- Give students time to find the answers. Then discuss the answers as a class.

### Diversity

#### Support

- Read the good and bad points in a random order for students to say if it's a good or bad point. Then say sentences with and without *You* for students to find in the text. Finally, say adjectives and adverbs in a random order for students to say if it's an adjective/ adverb.
- 👥 Then students do the activity in pairs.

#### Challenge

- Have students look at the review and make each point a short note.

### 3 ✨ Write a review of an amazing app or game. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- Invite a student to read the *How to write...* box aloud. Tell students that this will help them structure their reviews when they write them. Ask students to add two more adjectives and adverbs to the list.
- Refer students to the *Writing tip* box. Have students give you examples of how to make notes.
- Use the Traffic light cards technique (see page 15) to ask students if they are ready to do the activity.
- Place students in pairs. First, ask them to write four good points and stop there. Have pairs read their points to the class. Repeat with bad points.
- Finally have students write their review in pairs in their notebooks. Tell students to keep referring to the *How to write...* box while they write their reviews.
- Monitor students, helping where necessary.
- Before students present their work, ask them to check their reviews and rewrite sections if necessary. Students then present their reviews to the class.
- Use the Two stars and a wish technique (see page 16) to have students comment on each other's work.

#### Extra activity Communication

- Place students in pairs. Have them choose a device. Tell students they have to write as many good things about it to persuade someone to buy it.
- Then they present their device to another pair and use their reasons to persuade them to buy it. The other pair however, has to come back with reasons as to why they shouldn't buy the device. In the end, they have to decide whether or not to buy it.

### Finishing the lesson

- Place students in pairs. Ask them to close their Class Books and give them two minutes to write down as many good and bad points about the game as they can remember.
- Check answers and write them on the board.
- Ask students if they would enjoy playing the game, based on the reviews.

## Lesson 9, part 2

### Starting the lesson

- Use the Think-pair-share technique (see page 16) to have students discuss how to write an interview from the *How to write...* box in the Class Book from the last lesson. Encourage students not to look at their Class Books.
- Write the points on the board.

### Practice

#### Activity Book

Lesson 9, part 2 Literacy: reviews 2

**Writing**

1 Read CameraKid's notes. Then complete the review.

☆☆☆☆☆ - Easy and fun!

really like PhotoForum,  
keen on photography; lots of my  
friends use same app

Good: can join lots of groups, write  
comments; quite a good app, very  
simple, easy to use; basic tools for  
editing your photos; app is cheap -  
only 1 Rial

Bad: only see 4 photos on the  
screen at one time, can't send any  
photos in private messages

☆☆☆☆☆ - Easy and fun!

by CameraKid

I use PhotoForum because I'm <sup>1</sup> keen on photography.  
A lot of my friends use this <sup>2</sup> app, too.

Good points:

- 1 There are lots of <sup>3</sup> groups to join. Then you write comments about people's photos.
- 2 It's quite a good app because it's <sup>4</sup> simple and it isn't hard to use.
- 3 The app has <sup>5</sup> basic tools to edit photos quickly and easily. Some are fun too!
- 4 PhotoForum is cheap, too. It only costs <sup>6</sup> 1/one Rial, which isn't expensive.

Bad points:

- 1 You can only see <sup>7</sup> 4/four photos at once. Other apps do this better, with more photos on the screen.
- 2 You can't send photos in private <sup>8</sup> messages to friends. That's a problem for me!

Tip: Writing When you plan, make notes. You don't need to write sentences!

2 Make some notes to plan a review about an app or game you use.

Give the app or game a rating, e.g. 3 stars. Give your review a title.

Write an introduction. Explain why you use the app or game.

List three or four good points about it.

List two or three bad points about it.

● ● ● ● ● ● ● ● ● ●

\_\_\_\_\_

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Go to Writing model page 66, thirty-seven 37

#### 1 Read CameraKid's notes. Then complete the review.

- Refer students to the *Writing tip* box.
- Check the answers as a class by writing them on the board for students to check against.

#### 2 Make some notes to plan a review about an app or game you use.

- Ask students what kind of things they would write in a review.
- Before students write their reviews, refer them to the *Writing model* on page 66 of their Activity Books. Go through the model with students.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to have some students read their notes to the class.

**Literacy: interviews**
Lesson 9, part 2

**Writing**

**3 Now write your review.**

Title and game rating: \_\_\_\_\_

\_\_\_\_\_

Introduction: *I use an app called*

\_\_\_\_\_

\_\_\_\_\_

Good points:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bad points:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Have I included a short introduction?

Have I included good and bad points?

Have I used adjectives correctly?

Have I used adverbs correctly?

**38** thirty-eight

### 3 Now write your review.

- Have students complete the activity individually.
- Tell students to keep referring to the *Writing model* while they write their reviews.
- Monitor students, helping where necessary.
- Have some students share their reviews with the class.

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

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

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students what this literacy lesson has taught them.

## Over to you!

## Lesson 10

## Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary

## Materials

- notebooks
- Unit 2 flashcards (devices, using technology)
- Unit 2 poster: *Devices*
- photocopyable 26

## Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

## Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Starting the lesson

- Divide the class into small groups.
- Explain that you will say a category (sports, hobbies, devices, using technology) and each group has to write as many words associated with it as they can in thirty seconds in their notebooks.
- Have the groups read aloud their words. The group with the most correct words wins.

## Presentation

- Explain that in this lesson students will share their opinions about technology and learning, what they liked about this unit and review the unit vocabulary and grammar.
- Write on the board one thing you liked about the unit, e.g. *I liked the Writing lesson because I learnt how to review an app.* Students also write a sentence.
- Have students read their sentences to their partners.
- Use the Lollipop stick technique (see page 15) to have students read their sentences aloud.

## Diversity

## Support

- Ask students to read the text quietly. Then go through each text with students and summarise what they are about. Ask questions to help them with the summary.

## Challenge

- Students make notes about each paragraph. Then they share their notes with their partners and compare them.

## Practice

## Class Book

**WOW! Over to you!** Lesson 10

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

**1** 5 comments

**Nadia** 12 minutes ago

I think technology can help us learn. I have a great app to help me learn English. You click on pictures and hear the words. Then you say the words and it tells you if your answer is right. It helps me remember the words.

**2** 3 comments

**Najla** 5 minutes ago

We had to read a book at school, but I read really slowly so I downloaded the book onto my e-reader. Now I can read the book or listen to it in the car or in bed. I like reading, but it's great to listen to a story, too. It helps me read a book more quickly.



**2** 2 comments

**Shahab** 10 minutes ago

My dad likes photography. This is one of his photos. He has a really good camera on his smartphone. He says he can upload the photos to his computer if he wants to send them to people.



**4** 4 comments

**Katya** 5 minutes ago

I liked the poem about the smartphone. I can remember new vocabulary more easily when it's in a poem. I like making videos, so I changed the last verse. Here it is:

When you have some free time,  
And want to be creative  
Or do something more quietly alone,  
Why not make a video  
And show it to your family.  
Lying on the sofa with a phone?

**5** 5 comments

**Carlos** 10 minutes ago

I enjoyed reading about how technology can help people with special needs. I cannot hear very well and it is great that technology is making life easier for people like me.

**1** Read the comments about the WOW! Magazine. Tick (✓) the comments about technology and learning.

**2** Work in pairs and answer the questions. Then write your own comments about the WOW! Magazine and read them to the class.

- 1 What did you like best?
- 2 What did you learn about how people use technology?
- 3 What do you think are some good and some bad things about technology?

**3** Think about the WOW! Question again. Discuss in groups. Are your answers different now?

**WOW! Question**



**Sultan** 20 minutes ago

How can technology help us at home and at school?

...

56 fifty-six Activity Book, Unit 2, Lesson 10

**1** Read the comments about the WOW! Magazine. Tick (✓) the comments about technology and learning.

- Ask students to read the texts quietly.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students think about which text they identify with most and why.

**2** Work in pairs and answer the questions. Then write your own comments about the WOW! Magazine and read them to the class.

- Place students in pairs and have them answer the questions.
- Check answers as a class.
- Students work individually to write their own comments about the magazine.

- Use the Lollipop stick technique (see page 15) to have some students read aloud their answers.
- **Extension** Have students think of other things in the unit they can comment on. Students make notes and read them to the class.

### 3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

- Place students in groups.
- Have students compare their answers with those they gave at the start of the unit.
- Students discuss which answers they changed. Encourage them to explain why.

### Activity Book

Review 2

Lesson 10

**1 Read the sentences. What do they describe?**

- 1 It's a light computer that you can carry around. a laptop
- 2 This helps you to take pictures. a digital camera
- 3 You use this so other people can't hear your loud music. headphones
- 4 It's a special device for reading electronic books. an e-reader
- 5 You must remember this and keep it a secret. a password
- 6 It's a program you can download to a phone. an app

**2 Unscramble the technology phrases.**

1 og lenoin	go online	5 dnse a smsegae	send a message
2 rtnu ffo eth VT	turn off the TV	6 cerhas het trenetni	search the internet
3 serps a tnbotu	press a button	7 ilckc no na nico	click on an icon
4 cwhtat a ovedid	watch a video	8 keat a filese	take a selfie

**3 Read and complete the sentences. Use the correct form of the verbs in the box.**

- 1 Azzan had to help his parents when he was little. He tidied up the house.
- 2 When I was five, I couldn't ride a bike. I learned when I was six.
- 3 My sister is very musical. She could play the piano when she was seven!
- 4 We didn't have to read our stories to the class. We gave them to the teacher.
- 5 Noura had to go home early today. She wasn't feeling very well.
- 6 They couldn't open the app because they didn't know the password.

go

help

play

not/open

not/read

not/ride

**4 Compare yourself to other people. Use the comparative form of the adverbs.**

1 write well	I write better than my brother.	3 speak clearly	_____
2 read fast	_____	4 study hard	_____

**Self-assessment**

**5 Answer the questions about your work in Unit 2.**

- 1 How was your work in this unit? Choose.  OK  Good  Excellent
- 2 Which lesson was your favourite? \_\_\_\_\_
- 3 Which parts of the unit were difficult for you? \_\_\_\_\_
- 4 What new things can you talk about now? \_\_\_\_\_
- 5 How can you work and learn better in the next unit? \_\_\_\_\_

Go to Dictation on page 72. thirty-nine 39

### 1 Read the sentences. What do they describe?

- Explain to students that they are now going to review what they have learnt.
- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Students complete the activity individually.
- Check answers as a class.

### 2 Unscramble the technology phrases.

- Using the Unit 2 flashcards (devices, using technology) and poster, quickly revise all new words from Lessons 1 and 5. Refer to *How to work with posters* (see page 18).
- Students complete the activity individually. Check answers as a class by writing them on the board.

### 3 Read and complete the sentences. Use the correct form of the verbs in the box.

- Students complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique (see page 15) to ask students to read their completed sentences aloud to check answers.

### 4 Compare yourself to other people. Use the comparative form of the adverbs.

- Students complete the activity individually.
- Students raise their hands to show you their work.
- Check answers as a class.

## Self-assessment

### 5 Answer the questions about your work in Unit 2.

- Students do the activity individually. Ask some students to share their answers using the Lollipop stick technique (see page 15).

### Extra activity Collaborative work

- Place students in small groups. Have them make a review page for the unit in their notebooks. Make sure they keep an answer key. Groups swap papers and answer the review items. They give their answers to the makers of the review who have to mark it.

## Dictation

- Have students turn to page 72 in their Activity Books.
- **2.20** Play the audio for students to individually listen and write the sentences.
- Check the answers as a class.

### 2.20

- 1 He doesn't have to go to school today.
- 2 They couldn't use the computers yesterday.
- 3 You can find your way easily on the phone.

### Extra activity Progress path

#### Teacher's Book pages 102-103 (Class Book) and 71 (Activity Book)

- Students work in pairs through the questions from Unit 2 in the Class Book (pages 102-103) and in the Activity Book (page 71).
- Depending on the amount of time you have, students could work through the Progress paths for both Class Book and Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

## Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students if they are happy with their progress so far. Then ask how this unit has helped students progress as English learners.

### Next lesson Unit 2 Practice

### Extra activity Photocopiable 26

- Ask students to do photocopiable 26.



## Get ready for...

## Lesson 11

## Objectives

- **Lesson aims:** to practise for the A2 Key for Schools Listening Part 1, A2 Flyers Listening Parts 4 and 5 and A2 Flyers Reading and Writing Parts 1 and 2
- **Target language:** unit vocabulary

## Materials

- notebooks
- Unit 2 flashcards (devices, using technology)
- Unit 2 poster: *Devices*
- photocopies of the Class Book audio, enough for each pair of students

## Global Scale of English (GSE)

- **Reading:** Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

## Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- 🗨️ Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Starting the lesson

- Show students the Unit 2 flashcards or poster to quickly revise the vocabulary. Refer to *How to work with posters* (see page 18).
- Write three vocabulary items incorrectly on the board.
- Have volunteers come to the board to correct the mistakes.
- 🧑 Then ask each student to write three words from the unit incorrectly in their notebooks for their partners to correct.

## Presentation

- 🎯 Explain that in this lesson students will practise for the A2 Key for Schools and A2 Flyers Listening exams, as well as the A2 Flyers Reading and Writing exams in both the Class Book and Activity Book.
- Explain the specific aspects of those parts of the exams (process, materials, duration, etc.).
- Ask students how they think they will do in the exams and where they might need help.


## Practice

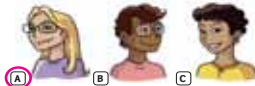
## Class Book


Lesson 11 Get ready for... 2


**A2 Flyers Listening Part 4**  
**A2 Key for Schools Listening Part 1**

**1** 🎧 Listen. For each question, circle the correct answer.

1 What did Riley do at school today?  (A) (B) (C)

2 What does the girl's teacher look like?  (A) (B) (C)

3 What did the boy do after school?  (A) (B) (C)

4 Which of these hobbies does Louise like best?  (A) (B) (C)

**A2 Flyers Reading and Writing Part 1**

**2** 📖 Look and read. Write the correct words. There is one example.

snorkelling a screen volleyball a market table tennis  
a printer a laptop a zoo a café a theatre ice skating

This is a sport that you play indoors. You use a small bat and a small ball. table tennis

1 You can go here to buy something to eat. A waiter will bring your food to you. a café

2 This is a small computer that you can carry in a bag. It has a keyboard. a laptop

3 You do this sport outdoors. You can do it under the water. snorkelling

4 This is the part of a computer or tablet that you look at. A mobile phone has one, too. a screen

5 This is a place where actors work. Lots of people like going here in the evenings. a theatre

6 This is a game that you play on the beach or on a sports field. You don't use a bat. volleyball

7 This is a good place to visit if you like animals. You can see lots of different kinds of animals here. a zoo

Activity Book, Unit 2  
Lesson 11 fifty-seven 57

## 1 🎧 2.21 Listen. For each question, circle the correct answer.

- Invite a volunteer to read the *Exam tip* box aloud. Ask students how this tip will help them.
- Ask students to look at each picture and say what they see.
- Then ask students what words they expect to hear for each item.
- 🗨️ Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Play the audio.
- Check answers as a class.

## 2.21

## 1 What did Riley do at school today?

- Man:** How was school today, Riley?  
**Riley:** It was OK. But we didn't play outdoors.  
**Man:** Why not?  
**Riley:** Because it rained all day!  
**Man:** Oh dear! What do you like doing best at school?  
**Riley:** I love making models. Last week I made a model of an elephant!  
**Man:** Great! And what about today?  
**Riley:** Today we had to take a test.

### 2 What does the girl's teacher look like?

**Man:** What does your teacher look like, Vicky?  
**Vicky:** Well, she's quite tall.  
**Man:** Does she have brown hair?  
**Vicky:** No, she doesn't. She has fair hair. It's long.  
**Man:** And does she wear glasses?  
**Vicky:** Er ... Yes, she does.

### 3 What did the boy do after school?

**Man:** Did you do your homework after school?  
**Boy:** No, I didn't. I went into the garden because I wanted to take some photos.  
**Man:** Do you have a camera?  
**Boy:** No, I don't. I used my phone. You can take good photos with it!  
**Man:** Do you look at the photos on your computer?  
**Boy:** Yes, sometimes. But I didn't do that today.

### 4 Which of these hobbies does Louise like best?

**Woman:** What's your favourite hobby, Louise?  
**Louise:** Well, I like sport – I enjoy playing hockey. But I prefer music.  
**Woman:** Right. Do you play an instrument?  
**Louise:** Yes, I do. I play the guitar.  
**Woman:** Is it fun?  
**Louise:** Yes, it is. But I like singing most of all.

## Diversity

### Support

- After the activity, give students a copy of the audio. Have them read it closely and see where the answers to the questions are. Students can also underline key vocabulary in the dialogue.

### Challenge

- Have students choose an item and write a dialogue for it. They read it to their partners who have to find an answer.

## Extra activity Communication

- Place students in pairs. Explain that students have to make a contents page for the unit in their notebooks, showing what each lesson is about. They also have to make two notes about each lesson stating what the lesson teaches.
- Students present their work to the class.

## 2 Look and read. Write the correct words. There is one example.

- Read the *Exam tip* aloud. Ask students why it's important to write clearly and correctly.
- Have students look at the words in the word box quietly. Use the Lollipop stick technique (see page 15) to have students give you a definition for each one.
- Students complete the activity individually.
- Check answers as a class.

- **Extension** In pairs, students write their own definitions for the words left in the box in their notebooks. Then students swap notebooks with other pairs and guess the words.

## Activity Book

### Get ready for...

#### A2 Flyers Listening Part 5

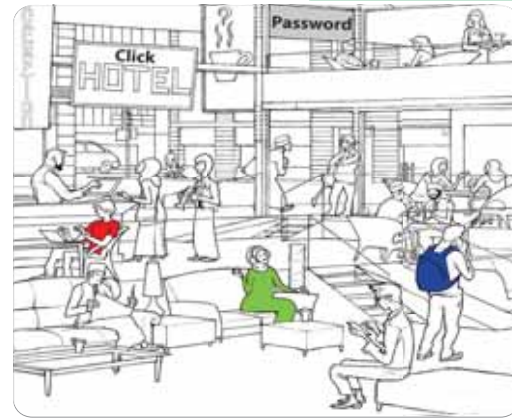
**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 What can you see in the picture in Activity 3? Tick (✓).

- |   |  |  |  |
|---|--|--|--|
| <input checked="" type="checkbox"/> a guitar    | <input checked="" type="checkbox"/> a laptop   | <input type="checkbox"/> a garden                | <input checked="" type="checkbox"/> a tablet   |
| <input type="checkbox"/> a puzzle               | <input checked="" type="checkbox"/> a backpack | <input checked="" type="checkbox"/> a smartphone | <input type="checkbox"/> a printer             |
| <input checked="" type="checkbox"/> a TV screen | <input type="checkbox"/> a volleyball          | <input checked="" type="checkbox"/> a window     | <input checked="" type="checkbox"/> headphones |

**Do!** 3 Listen, colour and write.

**Tip: Exam** Listen very carefully the first time before you colour or write. Listen the second time to check your answers.



40 forty

## A2 Flyers Listening Part 5

### 1 Think! Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the A2 Flyers Listening Part 5 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

### 2 Try! What can you see in the picture in Activity 3? Tick (✓).

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

### 3 Do! 2.22 Listen, colour and write.

- Invite a volunteer to read the *Exam tip* box aloud.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Play the audio for students to listen to.
- Play the audio again and have students complete the activity.
- Check answers as a class.

## 2.22

- Girl:** There's a hotel like this in the town where I live.
- Woman:** That's nice. Would you like to colour some of it?
- Girl:** Yes, please. There's a boy using a laptop. Can I colour his T-shirt?
- Woman:** Yes, OK. Colour it red.
- Girl:** OK.
- Narrator:** One
- Girl:** What else can I colour?
- Woman:** There's a girl sitting at a table.
- Girl:** Which girl? The one wearing headphones?
- Woman:** Yes, that one. You can colour her dress.
- Girl:** And what colour? Green?
- Woman:** OK. You can use that colour.
- Narrator:** Two
- Girl:** Can I write something on the picture?
- Woman:** Of course. Where would you like to write?
- Girl:** Can I write on that big TV screen on the wall?
- Woman:** Sure. Write the word 'password' there.
- Girl:** OK. That's a good idea.
- Narrator:** Three
- Girl:** I want to do more colouring now. What can I colour?
- Woman:** Well, there's a boy talking on his smartphone. Can you see him?
- Girl:** The boy with the guitar, near the door?
- Woman:** No. The boy who's wearing a backpack. You can colour that blue.
- Girl:** OK. I can do that.
- Narrator:** Four
- Woman:** Can you write another word on the picture for me?
- Girl:** Yes, I can. But where?
- Woman:** There's a big window. Can you see it?
- Girl:** Yes, I can.
- Woman:** Good. Now write 'click' on the window.
- Girl:** Click? OK! That's C-L-I-C-K. Oh, I understand. It's the Click Hotel!
- Woman:** Excellent. That's a lovely picture.

## A2 Flyers Reading and Writing Part 2

- 1 Think!** Read the task carefully. Make sure you know what you have to do.
- Tell students that this is the A2 Flyers Reading and Writing Part 2 exam.
  - Students read the task carefully.
  - Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- 2 Try!** Match the questions to the correct answers. Draw lines.
- Students complete the activity individually.
  - Check answers as a class.

Lesson 11

**A2 Flyers Reading and Writing Part 2**

**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 Match the questions to the correct answers. Draw lines.

1 Does your mum have a tablet? A No, I couldn't do it.

2 Have you finished your project? B Last night, I think.

3 When did Aysha upload the photo? C I had to tidy my room.

4 Which smartphone do you want to buy? D Yes. She loves it.

5 Why didn't you watch that video? E This one. It's cheaper.

**Do!** 3 Ruba is asking Sheikha some questions. What does Sheikha 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**  
Ruba: Did you go shopping for a laptop yesterday?  
Sheikha: F

1 Ruba: Do you know what laptop you want to buy?  
Sheikha: C

2 Ruba: How much money do you want to spend?  
Sheikha: H

3 Ruba: Have you looked at the Computerland website?  
Sheikha: B

4 Ruba: Would you like me to go shopping with you today?  
Sheikha: E

5 Ruba: What time would you like to go shopping?  
Sheikha: A

**Exam**  
Once all of the gaps are completed, read through all your responses again to make sure they make sense.

A I think two o'clock would be good.  
B Yes, but their laptops are expensive.  
C I think so, but it's hard to decide!  
D There was an e-reader that I liked.  
E Sure! That would be great!  
F No, I didn't. I had to study.  
G I couldn't see anyone there.  
H Not a lot. I don't need the best one.

forty-one 41

- 3 Do!** Ruba is asking Sheikha some questions. What does Sheikha 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.

- Invite a volunteer to read the *Exam tip* box aloud.
- Read through the questions and have students think of possible responses.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Check answers as a class.

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Ask students what their favourite lesson was and hold a class vote.
- Congratulate students on completing the unit.

## Graded readers Unit 2

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

## Unit 2 Practice

- Students now complete the Unit 2 Practice. Give students support where necessary and focus time on areas.

# Optional lesson

## Lesson 12

### Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun tasks
- **Target language:** revision of unit vocabulary

### Materials

- notebooks
- Unit 2 flashcards (devices, using technology)
- Unit 2 poster: *Devices*
- two fly swats

### Global Scale of English (GSE)

- **Reading:** Can follow a simple series of written instructions to carry out a task (GSE 36).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31).
- **Writing:** Can write simple sentences about everyday objects (GSE 32). Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures (GSE 39).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

### Starting the lesson

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 2 flashcards (devices, using technology) or poster as prompts. Refer to *How to work with posters* (see page 18).
- Play a game with the vocabulary from Unit 2.
- Divide the class into two teams. Ask teams to stand in a line facing the board. Give the student at the front of each team a fly swat. Place the flashcards on the board randomly. You can either say a word or describe a word, e.g. *This is a small computer program that you put onto a smartphone or tablet. It's short for 'application'. (app)* The students with the fly swats must run and swat the correct flashcard. The student who swats the flashcard first gets a point for their team. The team with the most points wins. Make sure that all students get a turn.

### Presentation

- Explain that in this lesson students will play a game. Ask students to look at the game on page 97 of their Class Books. Ask students what they think they have to do.
- Before students play the game, quickly review the unit grammar that they will need to play the game.
- Ask students what comparative adverbs are (they compare two actions) and to give you examples of comparative adverbs.
- Ask students how we form comparative adverbs (for most one-syllable adverbs, we add *-er*, e.g. *faster*, *harder*; for adverbs ending in *-ly*, we put *more* before the adverb, e.g. *quickly* – *more quickly*). Ask students if they can remember any irregular comparative adverbs (*better*, *worse*).
- Invite volunteers to say example sentences using comparative adverbs.

### Practice

#### Class Book

Fun corner

Unit 2

**Student A**

1 Think of definitions for your photos. Use some of the words in the boxes. Take turns to say your definitions for your partner to guess.

go	type	upload	download	search	press
click	connect	send	take	turn on	

better   cheaply   faster   more clearly   more easily  
                  more quickly   more safely

You type an address on your device and then you click on the page. You can find information here more quickly than in a book.  
A website!

**Student B**

1 Think of definitions for your photos. Use some of the words in the boxes. Take turns to say your definitions for your partner to guess.

go	type	upload	download	search	press
click	connect	send	take	turn on	


better   cheaply   faster   more clearly   more easily  
                  more quickly   more safely

Connect this to your device and then turn it on to listen to music. You can hear music better with this.  
A speaker!

ninety-seven 97



### 1 Think of definitions for your photos. Use some of the words in the boxes. Take turns to say your definitions for your partner to guess.

- Place students in pairs and ask them to choose who is going to be A and who is going to be B. Use the Expert envoy technique (see page 16) when choosing pairs so that stronger students work with weaker ones.

- Invite a student to read aloud the words in the boxes for Student A. Invite another volunteer to read aloud the words in the boxes for Student B. Elicit the meaning of any unknown words. Explain to students that these words are to help them write definitions of the items in the photos; they can use other words if they want. Tell students that they should try and include comparative adverbs in their definitions as in the examples in speech bubbles.
-  Use the Traffic light cards technique (see page 15) to check students know what they have to do and are happy to continue.
- Before they say their definitions, give students a few minutes to look at their photos and write their definitions in their notebooks.
- Monitor students, helping where necessary.
- When students have finished writing their definitions, ask them to take it in turns to say them for their partner to guess.
- When pairs have finished, ask some students to read aloud their definitions for the class to guess.

### Finishing the lesson

---

-  Use the Summative and thought-provoking questions technique (see page 16) to ask what students have learnt today. Ask *Did you enjoy the Fun corner? Was it easy or was it difficult?*
-  Students write down what they did in today's lesson in their Learning diary (see page 16): *Today, I played ... , We reviewed ... , I thought the game we played was ... .*
- Ask volunteers to read aloud their diary entries for the class.

### Lesson 1

#### Objectives

- **Lesson aims:** to review the vocabulary, grammar and pronunciation from Unit 2; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to understand the main idea of a text; to skim a text for gist; to evaluate a text
- **Target language:** *password, headphones, smartphone, app, devices, type a password, watch a video, take a selfie, download an app, coach, strong wind, bush, tail, grass, grasshopper, flower, hedge; They couldn't take their car so they had to take a coach. It can jump higher than a frog! It flies more slowly than a bird!*
- **Phonics:** The weak forms of *to*





#### Materials

- Unit 2 flashcards: devices, using technology
- Unit 2 poster: *Devices*
- photocopiables R3 and R4

#### Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can understand short paragraphs on subjects of personal interest (e.g. sports, music, travel) if written using simple language and supported by pictures (GSE 34). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can talk about everyday activities using simple language (GSE 34). Can pass on basic information from short, simple, illustrated texts (GSE 34). Can connect ideas using a few simple linking words (GSE 35). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can summarise the main information in a picture or picture story using simple words or phrases (GSE 38). Can write about the key information they have read in a short paragraph (GSE 42).

#### Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15); True/False response cards technique (see page 15)
-  Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
-  Independent learning: Summative and thought-provoking questions technique (see page 16)

### Lesson 1, option A

#### Starting the lesson


- Show students the Unit 2 flashcards (devices, using technology) or poster. Have students say and spell the words. Ask *Which of these devices do you use the most? How would you feel if you lost it? Do you think people should be careful when they take a selfie? Why?*
- Write the new vocabulary that students will encounter in the story on the board: *coach, strong wind, bush, tail*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *We went to the city by coach. I saw a lot of bushes in the desert. The bird couldn't fly because there was a strong wind. Giraffes have very long tails*. Alternatively, you can write definitions on the board and have students match them to the words: *A comfortable type of bus for long trips (coach). A small, thick plant (bush). A powerful, natural movement of the air (strong wind). The long part that sticks out of the back of some animals' bodies (tail).*

#### Presentation

-  Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and pronunciation from Unit 2, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 108.
- Tell students that the story will also contain examples of the weak forms of *to*. Remind students that weak forms are words we pronounce quickly and not clearly. Say some sentences using the weak forms of *to*, e.g. *Can I use your phone to call my mum? We took the bus to school this morning*, etc.
- When students read along to the story, ask them to circle examples of the weak form of *to*.
- You might want to explain that the important words in a sentence are stressed (they take the strong form), while other less important words, such as prepositions (*to, for*), conjunctions (*and, but*) and pronouns (*he, she*), are not usually stressed (they take the weak form).

#### Before you read

##### 1 Before you read Match the words to the pictures.

- Before students read, ask them to turn to page 108 in their Class Books.
- Students complete the activity individually.
-  Use the Lollipop stick technique (see page 15) to check answers.

## Listen and read

## Class Book

Graded reader 1

## The Lost Phone

Jake and Finn are on their way to London with their parents. They couldn't take their car so they had to take a coach. But Finn was very happy because he loves coaches. 'This coach travels faster than our car,' he said. 'We'll get there really quickly!' Jake had headphones on and was watching a video on his smartphone. 'I know!' said Finn. 'Let's take a selfie out the window!'



58 fifty-eight

Graded reader 1 2

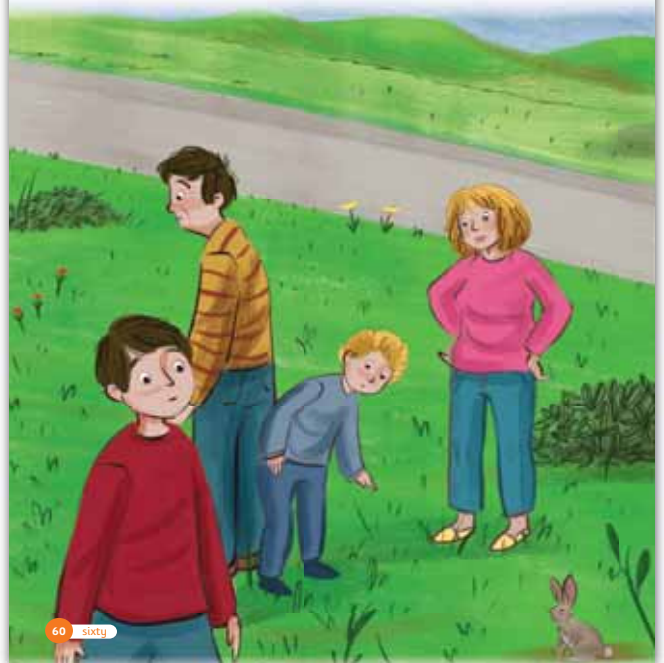
The boys sat by the open window. They could see fields and hills, and lots of cows. 'Smile!' Jake said happily, but as he did, there was a strong wind. His smartphone fell out the window!



fifty-nine 59

Graded reader 1

'Oh no!' said Jake, and he quickly told his parents about his phone. The driver had to stop the coach so the family could get off. They looked for Jake's smartphone for a long time, but they couldn't find it anywhere.



60 sixty

Graded reader 1 2

Then Finn saw something moving under a bush. 'It's a rabbit!' he said happily. 'I love rabbits!' When the rabbit heard Finn, it ran away. 'Look! It's your smartphone, Jake!' Finn said. 'It was under the rabbit's tail!'



Jake was very happy. He picked up his smartphone and typed the password. 'Look at all these funny selfies!' he laughed.




sixty-one 61

**Unit 2, Graded reader 1**

**The Lost Phone**

**1 Before you read** Match the words to the pictures.

1 selfie  
2 bush  
3 tail



**2 Listen and read.**

**1) Read the story quickly. Complete the sentences with the correct words.**

1 The boys took a selfie, but Jake's smartphone fell out the window.

2 The family got off the coach to look for the smartphone.


3 Finally, Finn found the smartphone under a rabbit's tail.

**2) Read the story again. Answer the questions in pairs.**

**1** How were Jake and Finn travelling to London? **They were travelling on a coach.**

**2** How did Finn find Jake's smartphone? **He was watching a rabbit, saw it move and then saw Jake's smartphone.**

**3** What did they see when they looked at Jake's smartphone? **They saw a lot of selfies.**



**3 After you read**

**1) What do you think Jake's mum and dad said to him when he lost his phone? Write your ideas.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2) Over to you! Answer the questions.**

1 Do you like the story? Why or why not?

2 Do you like the pictures in the story? Why or why not?

3 What would you change about the story? How would you change it?

**108 one hundred and eight**

## 2 GR2.1 Listen and read.

### 1) Read the story quickly. Complete the sentences with the correct words.

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- Students complete the activity individually. Students can refer to the story on pages 58–61 to help if necessary.
- Use the Lollipop stick technique (see page 15) to check answers.

### 2) Read the story again. Answer the questions in pairs.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- Put students in pairs. Have them answer the questions.
- Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

## Pronunciation

- Ask students to look at the story again quickly and tell you all the examples of the weak form of *to* they circled. Write them on the board and say the sentences aloud.
- Have students write their own sentences with the weak forms of *to*.
- Place students in pairs. Have them read aloud their sentences to each other.
- Monitor students and correct pronunciation where necessary.

## Finishing the lesson

- Write the new vocabulary words on the board: coach, strong wind, bush, tail. Elicit their meanings again if necessary.
- Ask students to find the words in the story or any examples of them in the illustrations.
- Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

## Lesson 2, option A

### Starting the lesson

- Place students in pairs. Have them tell each other what they can remember about the story *The Lost Phone*.
- Ask pairs to share what they can remember with the class.

### Presentation


- Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 108.

### Before you read

- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Jake and Finn are going to Muscat. (False – They're going to London.) They're travelling by plane. (False – They're traveling by coach.) The coach is faster than the family car. (True.) Jake is listening to music on his smartphone. (False – He's watching a video.), etc.*




## Listen and read


-  **GR2.1** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Why was Finn happy? (Because he loves coaches.); What did Jake and Finn do? (They took a selfie out the window.); What did the boys see out of the coach window? (Fields, hills and lots of cows.); What happened just as Finn smiled? (There was a strong wind.) What happened to Jake's smartphone? (It fell out of the window.); What did Jake do when he lost his phone? (He quickly told his parents.), etc.*

## 3 After you read


### 1) What do you think Jake's mum and dad said to him when he lost his phone? Write your ideas.

- Refer students to page 108 in their Class Books.
- Students complete the activity individually.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to check students' ideas.

### 2) Over to you! Answer the questions.

-  Students answer the questions individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Discuss students' ideas as a class.

## Finishing the lesson

-  Use the Summative and thought-provoking questions technique (see page 16) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask students how they keep their smartphones safe.

### Extra activity Photocopiable R3

- Ask students to do photocopiable R3.

Lesson 1, option B

Starting the lesson

- Show students the Unit 2 flashcards (devices, using technology) or poster. Have students say and spell the words. Ask *What apps do you have on your phone? Which is your favourite? Why? How do you download apps? Can you name any apps for checking the names of plants or animals?*
- Write the new vocabulary that students will encounter in the story on the board: *grass, grasshopper, flower, hedge*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *Dad is cutting the grass in the garden. Grasshoppers can jump very high because they have strong legs. The flowers on that plant smell really nice. We have a tall hedge in our garden.* Alternatively, you can write definitions on the board and have students match them to the words: *A plant with thin green leaves that grows close to the ground in gardens and fields (grass). A green insect that jumps using its long legs (grasshopper). The pretty, colourful part of a plant (flower). A line of plants that grow together; it's used to divide gardens or fields into different areas (hedge).*

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and pronunciation from Unit 2, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 109.
- Tell students that the story will also contain examples of the weak forms of *to*. Remind students that weak forms are words we pronounce quickly and not clearly. Say some sentences using the weak forms of *to*, e.g. *Can I use your phone to call my mum? We took the bus to school this morning, etc.*
- When students read along to the story, ask them to circle examples of the weak form of *to*.
- You might want to explain that the important words in a sentence are stressed (they take the strong form), while other, less important words, such as prepositions (*to, for*), conjunctions (*and, but*) and pronouns (*he, she*), are not usually stressed (they take the weak form).

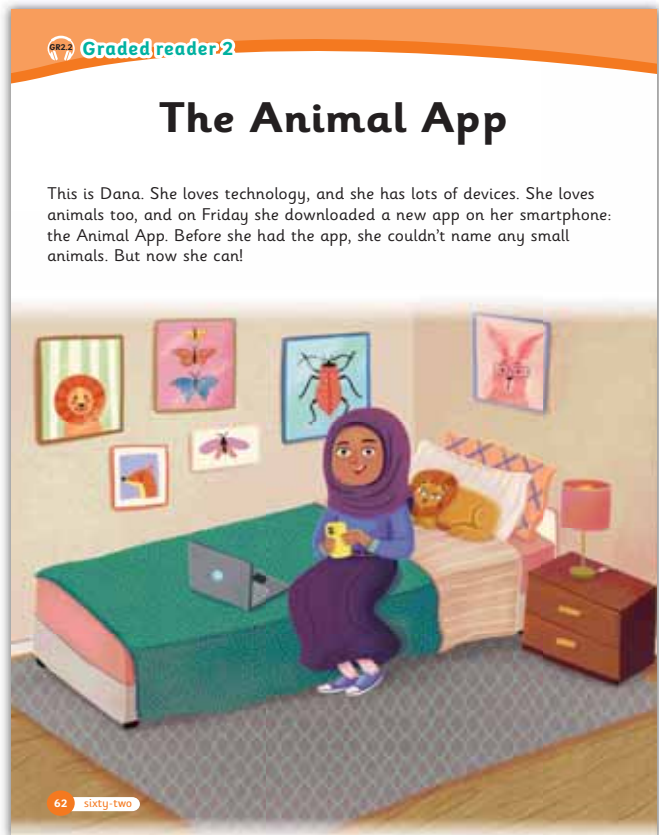
Before you read

1 Before you read Match the words to the pictures.

- Before students read, ask them to turn to page 109 in their Class Books.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

Listen and read

Class Book



Graded reader 2 **2**

On Saturday, Dana had to look after her little sister Laila. She took Laila to the park to look for small animals. 'Look, Dana! What's that?' Laila said. She was looking at a small animal in the grass. 'It's green with long legs!'

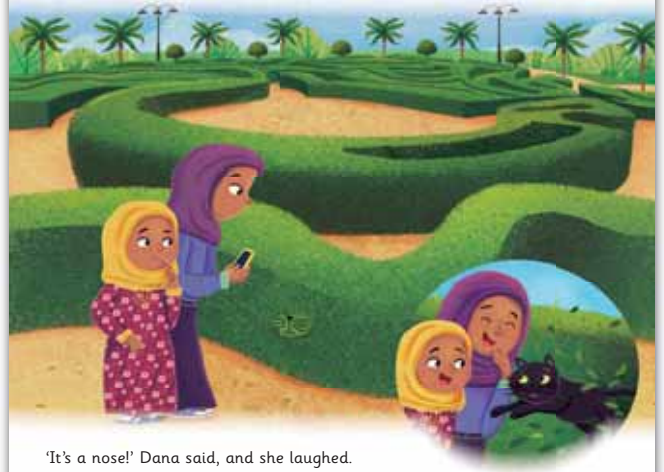


Dana got her smartphone. 'That's a grasshopper, Laila,' she said. 'It can jump higher than a frog!'

sixty-three **63**

Graded reader 2 **2**

Dana and Laila looked for more small animals in the park. Then Laila saw something small and black in a hedge. 'Is that a spider, Dana?' Laila asked. Dana could see it too, so she got her smartphone. 'It isn't a spider, Laila,' she said. 'But what is it?' Laila asked.



'It's a nose!' Dana said, and she laughed. 'It's a cat's nose!'



sixty-five **65**

Graded reader 2

'Look! What's that, Dana?' Laila said again. This time she was looking at a small animal on a flower. 'It's yellow and black and it can fly.'



'That's a bee,' said Dana. 'It flies more slowly than a bird!' 'I like bees!' said Laila happily.

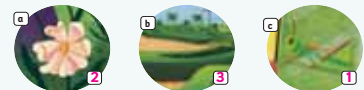
**64** sixty-four

Unit 2, Graded reader 2

The Animal App

1 Before you read Match the words to the pictures.

- 1 grasshopper
- 2 flower
- 3 hedge



2 Listen and read.

1) Read the story quickly. Complete the sentences with the correct words.

- 1 Dana went to the park with her sister Laila.
- 2 First, they saw an animal with long legs.
- 3 Finally, they saw a cat in a hedge.

2) Read the story again. Answer the questions in pairs.

- 1 Which animal can fly? **the bee**
- 2 Which animal can jump high? **the grasshopper**
- 3 Did Dana and Laila see a spider? **No, they didn't.**

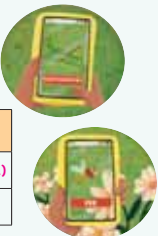
3 After you read

1) Complete the animal fact file.

	Is it big or small?	What colour is it?	What can it do?
Grasshopper	small	green	jump (high)
Bee	small	yellow and black	fly


2) Over to you! Answer the questions.

- 1 Dana loves technology. Do you like technology? Which devices are there in your home?
- 2 Would you like the Animal App? Why or why not?
- 3 Which animals would you look for with the Animal App?





one hundred and nine **109**


**2**  **GR2.2 Listen and read.****1) Read the story quickly. Complete the sentences with the correct words.**

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- Students complete the activity individually. Students can refer to the story on pages 62–65 to help if necessary.
-  Use the Lollipop stick technique (see page 15) to check answers.



**2)  Read the story again. Answer the questions in pairs.**

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
-  Put students in pairs. Have them answer the questions.
- Monitor pupils, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

**Pronunciation**


- Ask students to look at the story again quickly and tell you all the examples of the weak form of *to* they circled. Write them on the board and say the sentences aloud.
- Have students write their own sentences with the weak forms of *to*.
-  Place students in pairs. Have them read aloud their sentences to each other.
- Monitor students and correct pronunciation where necessary.

**Finishing the lesson**


- Write the new vocabulary words on the board: *grass, grasshopper, flower, hedge*. Elicit their meanings again if necessary.
- Ask students to find the words in the story or any examples of them in the illustrations.
-  Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

## Lesson 2, option B

### Starting the lesson

-  Place students in pairs. Have them tell each other what they can remember about the story *The Animal App*.
- Ask pairs to share what they can remember with the class.


### Presentation

-  Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 109.

### Before you read



- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Dana doesn't have many devices. (False – She has lots of devices.) She downloaded a new app for her phone on Sunday. (False – She downloaded it on Friday.) She downloaded an app to name large animals. (False – She downloaded an app to name small animals.), etc.*

### Listen and read


-  **GR2.2** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Which two things does Dana love? (Technology and animals.); What did Dana have to do on Saturday? (She had to look after her little sister.); Why did they go to the park? (They went to look for small animals.); What was first animal they saw animal? (A grasshopper.); What did Dana say about the bee? ('It flies more slowly than a bird!'), etc.*

### 3 After you read


#### 1) Complete the animal fact file.

- Refer students to page 109 in their Class Books.
-  Students complete the fact file individually and compare answers in pairs.
-  Use the Lollipop stick technique (see page 15) to check students' ideas.

#### 2) Over to you! Answer the questions.

-  Students answer the questions individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Discuss students' ideas as a class.

### Finishing the lesson

-  Use the Summative and thought-provoking questions technique (see page 16) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask students if they have used an app to name animals or plants. Ask *How do these apps help us? (They help us learn more about nature.)*

#### Extra activity Photocopiable R4

- Ask students to do photocopiable R4.



# Places

## Unit objectives

To talk about places and buildings and parts of buildings

## Language

<b>Vocabulary</b>	<b>Places and buildings:</b> <i>castle, harbour, stadium, tower, skyscraper, factory, hospital, palace, swimming pool, sports centre, office building, apartment building</i> <b>Parts of buildings:</b> <i>ceiling, floor, wall, roof, corner, corridor, stairs, steps, lift, escalator, entrance, exit</i>
<b>Grammar</b>	Relative pronouns Past continuous
<b>Functions</b>	<b>Giving directions in a building:</b> <i>It's upstairs / on the left. Go through / straight on / along the corridor / around the corner. Take the escalator.</i>
<b>Pronunciation</b>	Weak and strong forms of <i>was/were</i>

## Learning outcomes

<b>Listening</b>	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Identify the main idea of a text; Listen and identify specific information in simple texts on familiar and concrete topics; Listen and identify the topic of a text; Understand people if they speak very slowly and clearly about simple everyday topics; Listen and identify the overall meaning of simple texts on familiar and concrete topics; Listen and respond to referential questions based on aural texts; Understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words; Understand simple questions and instructions addressed carefully and slowly; Understand simple directions how to get from X to Y, on foot or by public transport, provided that people speak very slowly and very clearly; Listen and detect a story sequence; Understand simple directions how to get from X to Y, on foot or by public transport, provided that people speak very slowly and very clearly
<b>Speaking</b>	Produce connected speech using correct stress, intonation and rhythm; Speak coherently in short exchanges using familiar phrases and expressions; Use a range of basic language structures when speaking; Participate in simple interactions on familiar and concrete topics; Express own ideas, feelings and emotions; Express likes and dislikes; Articulate sounds in connected speech; Produce basic intonation patterns; React to news; Act out a short dialogue; Describe a sequence of events; Retell a story based on visual input; Ask and answer questions about everyday matters; Make simple statements on very familiar topics (e.g., family, student life), if I can get help; Make a rehearsed oral presentation about a familiar topic; Give instructions; Ask for directions on how to get somewhere; Read aloud a short simple story
<b>Reading</b>	Make predictions about reading text; Answer factual or inferential questions; Make inferences about reading text; Identify the main idea of a reading text; Scan text for specific information; Read and identify the overall meaning of simple texts on familiar and concrete topics; Deduce meaning of unfamiliar words using context; Find basic information in posters, adverts or catalogues [culture]; Understanding familiar names, words and basic phrases; Follow short simple written directions (e.g. how to go from X to Y); Follow sequence of events in short story; Skim for the gist or general impression of text or graphics; Develop awareness of semantic fields (word mapping)
<b>Writing</b>	Write sentences using correct spacing, capitalisation and punctuation (full stop, comma, question mark, exclamation mark, apostrophe) correctly; Spell frequently

	used words correctly; Construct sentences following a model; Write sentences using correct spacing, capitalisation and punctuation; Apply spelling rules and conventions when writing; Use basic language structures in writing; Complete a sentence by supplying the missing words; Write answers to questions about reading material; Produce a text in imitation of a model; Plan and develop ideas before writing; Write short, simple texts on familiar topics; Revise, edit and rewrite own work; Transcode information in diagrammatic display into written text
<b>Cognitive skills</b>	Takes part in tasks by interacting with others and stays on task; Communicates one's own knowledge of a topic; Asks others questions about a topic; Actively participates in investigative, exploratory and open-ended tasks; Understanding of group talk; Keeps to the instructions to complete the task; Encourages others to join in and share ideas about familiar topics; Encourages others to try to say something about unfamiliar topics; Fully includes other group members at all stages of the task by asking them to say some more; Engages in activities with fantasy or mystery elements; Introduces new ideas and gives suggestions at the start, during, and at the end of tasks; Gives detailed suggestions about what the group can do during the task; Narrates own stories using a model; Tell a story; Can find information; Ask for and giving information; Acts out the roles of various characters in games and drama; Uses different media to make and describe his/her own designs

### Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–11)

**Mathematical, science, technological competences:** research a project about ancient cities around the world (L. 6)

**Digital competence:** use Class Book and Activity Book eBook (L. 1–11)

**Social and civic competences:** learn to give directions in a building (L. 7)

**Cultural awareness and expression:** learn to be creative (L. 2, 6, 7 and 9); raise awareness of cultural similarities and differences (L. 6)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1–11); follow instructions (L. 1–11); personalisation of language learnt (L. 7, 8, 9 and 10)

**Initiative and entrepreneurship:** choose a topic for the project (L. 6)

### Future skills

<b>Critical thinking</b>	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2 and 5); Defining and describing (L. 1–11); Finding information (L. 1–11); Planning (L. 6 and 9); Reflecting on learning (L. 1–11)
<b>Creativity</b>	Making a tourist brochure (L. 6)
<b>Communication</b>	Talking about places and parts of buildings (L. 1 and 5); Asking for and giving directions (L. 7); Functional dialogue (L. 7)
<b>Collaboration</b>	Project groupwork (L. 6); Dialogue (L. 7)

### Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 82; Activity Book p. 55
- Unit 3 Grammar practice: Activity Book p. 62
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Reading differentiation, Listening differentiation, Culture, English in action, Review self-assessment, Graded reader 1 and 2, Team Talk
- Unit 3 Practice
- End-of-semester 1 Practice

### External exams

#### Class Book

A2 Key for Schools Reading and Writing Part 4  
A2 Key for Schools Speaking Part 1 (Phase 2)  
A2 Flyers Speaking Part 4

#### Activity Book

A2 Flyers / A2 Key for Schools Listening Part 2  
A2 Flyers Reading and Writing Part 3

## Lesson 1, parts 1 and 2

### Objectives

- **Lesson aims:** to talk about places and buildings
- **Target language:** *castle, harbour, stadium, tower, skyscraper, factory, hospital, palace, swimming pool, sports centre, office building, apartment building*

### Materials

- Unit 3 flashcards (*castle, harbour, stadium, tower, skyscraper, factory, hospital, palace, swimming pool, sports centre, office building, apartment building*)
- Unit 3 poster: *Places and buildings*
- notebooks
- strips of paper, enough for three per student
- a bag or a box
- photocopyable 3

### Global Scale of English (GSE)

- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about a familiar place in a basic way (GSE 33). Can give simple reasons to explain preferences, given a model (GSE 35). Can talk about an event in the past using fixed expressions, given a model (GSE 37).
- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 1, part 1

### Starting the lesson

- Give students three strips of paper each and ask them to write a word from the previous units on each one.
- Divide the class into small groups and have each student place the strips of paper in a bag or a box.
- Explain that they each draw a strip and ask a member of their team to define or mime the word.

### Presentation

- Explain that in this lesson students will learn about places and buildings.
- Direct students to the unit objectives at the bottom of the page and have them read them.

- Place the Unit 3 flashcards (places and buildings) or poster on the board. Refer to *How to work with posters* (see page 18). Point to each item and say the word. Students repeat after you.
- Ask students which part of the unit they think will be the most interesting.

### Practice

#### Class Book

**3 Places**

**WOW! World of Wonder! Magazine**

Welcome Book Club Culture Over to you!

What are your favourite places in your town or city? Which buildings do you know? Reem likes travelling, looking at the buildings and going to different places. She has a question for you. What do you think?

**WOW! Question**

Reem: 1 hour ago  
Why are some places and buildings important to us?

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

- learn some words for places and parts of buildings
- use relative pronouns
- use the Past continuous
- read a mystery story
- find out about ancient cities in your region
- work in a group to make a brochure about an ancient city
- learn how to give directions in a building
- read and write short stories

66 sixty-six

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

- Ask students to look at the places and buildings on page 66 and say how many of these they have been to. Ask students what the buildings are for and what kind of activities take place in them.
- Use the Lollipop stick technique (see page 15) to have a student read the sidebar content.
- Place students in pairs and have them discuss the question for two minutes. Have students say their ideas to the class.

**Answer key** they hold special memories (e.g. old homes, parks, playgrounds, etc.); exciting and interesting things happen in them (or have happened in them); some of them are beautiful to look at; they are where people live and work; they make us feel comfortable and safe; they are historically or culturally important; they bring people together; they serve essential functions (e.g., hospitals)



- **Extension** 🧑‍🧑 Place students in pairs. Have them write a few sentences about which of the places on page 66 they last visited and what they did there.

### Extra activity Critical thinking

- 🎓 Use the Summative and thought-provoking questions technique (see page 16) to have a short class discussion on whether it's important to have beautiful buildings in a city or town, or to have practical ones even if they aren't nice to look at.

Lesson 1, part 1

3

- 1 🗨️ Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
- 2 🗨️ Look and match. Then listen, check and repeat.

castle 5 harbour 11 stadium 7 tower 6 skyscraper 2 factory 4 hospital 8 palace 10  
swimming pool 12 sports centre 9 office building 3 apartment building 1

sixty-seven 67

### 2 🗨️ 3.1 Look and match. Then listen, check and repeat.

- 🧑‍🧑 In pairs, students say and point to the words they know for one minute.
- 🗨️ Then say all the words at random for students to point to their corresponding pictures. Use the Lollipop stick technique (see page 15) to have a student describe or say something about the pictures.
- Have students match the places/buildings in the box with the pictures.
- Play the audio.
- Students listen, check and repeat.

#### 3.1

1 apartment building 2 skyscraper 3 office building  
4 factory 5 castle 6 tower 7 stadium 8 hospital  
9 sports centre 10 palace 11 harbour 12 swimming pool

### Diversity

#### Support

- Have students spell the new words as you write them on the board. Then, point to a word and have the class spell and say the word chorally.

#### Challenge

- Have students use the new vocabulary to write sentences about their city or town. Students read their work to the class.

Vocabulary Lesson 1, part 1

3 🗨️ Listen and read. Do the WOW! Quiz and write the places.

**WOW! Quiz Guess the places!**

- 1 **Sultan** 1 month ago — **hospital** — I stayed there last year. I can remember the smell. The doctors and nurses were kind, but I wasn't happy at that time. I couldn't play volleyball or football. I watched cartoons all day. I wanted to go home.
- 2 **Alo** 1 hour ago — **skyscraper** — This is the tallest building in the city. I like going there to do photography. There's a café at the top and you can go outdoors. On a sunny day you can see the whole city, but don't look down!
- 3 **Ram** 1 month ago — **castle** — I love this place. I visited it with my family last summer. It's so old. It's great for history projects. You can walk to the top and the view is amazing. Also, if you're feeling energetic, you can walk around the walls.
- 4 **Alo** 1 hour ago — **factory** — My classmates and I visited this place last summer. We watched a video about the history of chocolate and then saw how to make chocolate. The smell was delicious. I'd like to work here! I bought some chocolate in the gift shop on the way out.

4 🗨️ Work in pairs. Look at the places on pages 66 and 67. Answer the questions.

- 1 Which places can people live in? **apartment building, skyscraper, castle, tower and palace**
- 2 Which places do people work in? **skyscraper, office building, factory, castle, tower, stadium, hospital, sports centre, bus station**
- 3 Which places do people use for sports? **stadium, sports centre, swimming pool**
- 4 Which places are in your town or city?

5 🗨️ Play a guessing game about places you have visited. Describe a place. Can your partner guess the answer?

There were so many people in this place. Some people were standing up so we couldn't see very well but the match was exciting.

Were you at the stadium?

Yes, I was. Your turn.

68 sixty-eight Activity Book Unit 3 Lesson 1, part 2

### 3 🗨️ 3.2 Listen and read. Do the WOW! Quiz and write the places.

- Play the audio and have students read along in their Class Books.
- 🧑‍🧑 When students have read the text, have them find the answer and check with their partners.
- **Extension** 🧑‍🧑 Place students in pairs. Have them write three incorrect statements about the text to read to their partners who have to correct them.

#### 3.2

#### WOW! Quiz Guess the places!

**Sultan:** I stayed there last year. I can remember the smell. The doctors and nurses were kind, but I wasn't happy at that time. I couldn't play volleyball or football. I watched cartoons all day. I wanted to go home.

**Arlo:** This is the tallest building in the city. I like going there to do photography. There's a café at the top and you can go outdoors. On a sunny day you can see the whole city, but don't look down!

**Reem:** I love this place. I visited it with my family last summer. It's so old. It's great for history projects. You can walk to the top and the view is amazing. Also, if you're feeling energetic, you can walk around the walls.

**Julia:** My classmates and I visited this place last summer. We watched a video about the history of chocolate and then saw how to make chocolate. The smell was delicious. I'd like to work here! I bought some chocolate in the gift shop on the way out.

**4** **Work in pairs. Look at the places on pages 66 and 67. Answer the questions.**

- Students work in pairs to complete the activity.
- Check answers as a class.

**5** **Play a guessing game about places you have visited. Describe a place. Can your partner guess the answer?**

- Use the Lollipop stick technique (see page 15) to bring a student to the front of the class. Model the activity.
- Place students in pairs.
- Monitor students, helping where necessary.
- Have volunteer pairs do the activity for the class.

### Finishing the lesson

- Say (or write on the board) a new vocabulary word. Show students the Unit 3 flashcards (places and buildings), one at a time. When students see the corresponding flashcard, they say *Snap!* Repeat with other words and flashcards.

## Lesson 1, part 2

### Starting the lesson

- Show students the Unit 3 flashcards (places and buildings) or poster and have them repeat the words chorally. Refer to *How to work with posters* (see page 18).
- Use the Lollipop stick technique (see page 15) to choose individual students to spell the places.

### Practice

#### Activity Book

- 1 Read the clues and complete the crossword.**
  - Students complete the activity individually.
  - Use the Lollipop stick technique (see page 15) to check answers.
- 2 Complete the places in the city.**
  - Have a student say what buildings they can see in the picture.
  - Students complete the activity individually.

- Check answers as a class.
- Explain to students that these are compound nouns (a noun made up of two or more nouns; they can be connected by spaces, hyphens or written as one word).

Lesson 1, part 2

# 3 Places

**Vocabulary**

- Read the clues and complete the crossword.
  - a place you go to when you are sick
  - a beautiful home for a king or queen
  - a tall building or part of a building
  - a modern building that is extremely tall
  - a building where people make things
  - a place where large boats can stop
  - a place where you can watch football
  - a very safe place to live in the past
- Complete the places in the city.
 

building	building	centre	shop	office	pool	station	mall
----------	----------	--------	------	--------	------	---------	------

  - office building
  - toy shop
  - sports centre
  - swimming pool
  - shopping mall
  - train station
  - apartment building
  - post office

**3** **Read the I'm learning box. Then write the definitions.**

**I'm learning**  
Describing places  
You can describe places by saying what you do there.  
*A stadium is a place where you can watch football.*

- hospital *A hospital is a place where you can see a doctor.*
- sports centre *A sports centre is a place where you can play football.*
- office building *An office building is a place where you can work.*
- shopping mall *A shopping mall is a place where you can go shopping.*
- bookshop *A bookshop is a place where you can buy books.*
- swimming pool *A swimming pool is a place where you can go swimming.*

**4** **Write about three or more places near your home. What can you do there? Use words from this lesson and your own ideas.**

**42** *forty-two*

**3** **Read the I'm learning box. Then write the definitions.**

- Ask a student to read the *I'm learning* box aloud. Explain that a description gives more details about a place. Tell them that they can give details about a place by saying what they can do there.
- In pairs, ask them to think about the new places they learnt in this unit and what they can do there.
- Students complete the activity individually.
- Check answers as a class.

**4** **Write about three or more places near your home. What can you do there? Use words from this lesson and your own ideas.**

- Students complete the activity individually in their notebooks.
- Monitor students, helping where necessary.
- Place students in pairs and have them read their sentences to each other.

### Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how this lesson has helped them with their English.

#### Extra activity Photocopiable 3

- Ask students to do photocopiable 3.

## Lesson 2, parts 1 and 2

### Objectives

- **Lesson aims:** to understand a dialogue about buildings
- **Target language:** *Right! No way! Hey, look!*

### Materials

- Unit 3 flashcards (places and buildings)
- Unit 3 poster: *Places and buildings*
- notebooks
- photocopyable T4
- different maps

### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write a few simple sentences about something that interests them (GSE 34). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- Monitoring students' learning: Lollipop stick technique (see page 15); Yes/No technique (see page 15)
- Peer learning: pairwork; groupwork; Three facts and a fib technique (see page 16)
- Independent learning: portfolio (see page 16)

## Lesson 2, part 1

### Starting the lesson

- Show students the Unit 3 flashcards (places and buildings) or point to a place on the poster.
- Ask students to name the place and say a sentence about it, e.g. *A hospital. It's where you go if you're hurt or ill.*

### Presentation

- Explain that in this lesson students will read a dialogue about two children looking for a place and learn new expressions they can use in a dialogue.
- Write *Right! No way! Hey, look!* on the board.
- Ask students if they've ever used these expressions.

### Practice

#### Class Book

Lesson 2, part 1 **WOW! Team Talk** 3

**1** Listen and read. Which places do Reem and Julia talk about?  
**sports centre, apartment building, stadium, hospital, factory**

**Reem:** Oh, dear! Where's the sports centre, Julia? We went past the apartment building where our friend Sharifa lives.  
**Julia:** Right! And then we saw the stadium where my brother went to the football match.  
**Reem:** I don't believe it! We're going to be late for the swimming class.  
**Julia:** I think it's this way. It's near the hospital where I went in April.  
**Reem:** I don't remember the time when you went to hospital.

**Julia:** Really? It was the day when we went to the chocolate factory. I was sick. Remember?  
**Reem:** Oh, yes. I remember. You weren't the only child who ate too much chocolate!  
**Julia:** I didn't like it in hospital. I was bored. The doctors were really nice, but the Wi-Fi wasn't very good and I couldn't go online.  
**Reem:** Hey, look! There's a map.  
**Julia:** Oh, yes! We're here and ... What's this big place?  
**Reem:** Oh! It's the thing that we're looking for! The sports centre is right behind us!  
**Julia:** No way!

**2** Work in pairs. Read the dialogue again and answer the questions.  
**She lives in an apartment building in the town.**  
 1. Where does Sharifa live?  
 2. What did Julia's brother do at the stadium?  
**He went to the football match.**  
 3. Why did Julia go to hospital?  
**She was sick because she ate too much chocolate.**  
 4. Are they far from the sports centre?  
**No, it's right behind them.**

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

Right! No way! Hey, look!

1 (...) There's a bus stop.  
Oh, yes!

2 So, we've answered the first question.  
(...)

3 I played football in that stadium.  
(...)

**4** Choose five places you have been to in your town or city. Make a list and talk about the places with your partner. Are your lists the same or different?

I've been to the hospital. It was the place where I first saw my baby brother.

I went to the stadium when I was ten.

Activity Book, Unit 3  
Lesson 2, part 2 sixty-nine 69

### 1 3.3 Listen and read. Which places do Reem and Julia talk about?

- Ask students what they do if they don't know where a place is.
- Play the audio and have students read along in their Class Books.
- Check answers as a class.
- **Extension** Ask students what type of maps they like to use (digital or paper) and why. Discuss the advantages and disadvantages of both.

3.3

**Reem:** Oh, dear! Where's the sports centre, Julia? We went past the apartment building where our friend Sharifa lives.

**Julia:** Right! And then we saw the stadium where my brother went to the football match.

**Reem:** I don't believe it! We're going to be late for the swimming class.

**Julia:** I think it's this way. It's near the hospital where I went in April.

**Reem:** I don't remember the time when you went to hospital.

**Julia:** Really? It was the day when we went to the chocolate factory. I was sick. Remember?

**Reem:** Oh, yes. I remember. You weren't the only child who ate too much chocolate!

**Julia:** I didn't like it in hospital. I was bored. The doctors were really nice, but the Wi-Fi wasn't very good and I couldn't go online.

**Reem:** Hey, look! There's a map.

**Julia:** Oh, yes! We're here and ... What's this big place?

**Reem:** Oh! It's the thing that we're looking for! The sports centre is right behind us!

**Julia:** No way!

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

- Using the Yes/No technique (see page 15), ask students if they have understood the text in order to continue with this activity. Check any problems.
- Students complete the activity in pairs. Check answers as a class.
- **Extension** Students write three questions about the text in their notebooks to ask their partners.

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

- Place students in pairs.
- Ask pairs to raise their hands when they have found all the expressions. Choose random pairs to read the dialogues using the expressions aloud.
- Pairs use the expressions to make their own dialogue.
- Use the Lollipop stick technique (see page 15) to have pairs come to the front and act out their dialogues.

**Diversity**

**Support**

- Play the audio and stop after each expression. Students repeat using the same intonation. Write the words on the board. Give students some situations for them to choose the correct expression, e.g. *We will listen to the audio again. (Right!) I've never seen a stadium. (No way!) (Hey, look!) It's snowing!*

**Challenge**

- Students write three short exchanges with the new expressions to read to the class. Students place their work in their portfolios (see page 16).

4 **Choose five places you have been to in your town or city. Make a list and talk about the places with your partner. Are your lists the same or different?**

- Students write their lists in their notebooks.
- Place students in pairs and have them talk about the places. Have students compare lists.
- Use the Lollipop stick technique (see page 15) to have students tell the class how their lists differ from their partners'.

**Extra activity Creativity**

- Place students in pairs. Show the class the different maps. Have pairs draw a map of their city, town or an imaginary place with five or six different places from the new vocabulary on it in their notebooks. Students write a few sentences about their maps and present their work to the class.

**Finishing the lesson**

- Use the Summative and thought-provoking questions technique (see page 16) to ask what students have learnt today. Ask *Did you enjoy the lesson?*

**Lesson 2, part 2**

**Starting the lesson**

- Play *Pass the ball* (see page 20) with the Unit 3 vocabulary (places and buildings).

## Practice

## Activity Book

Lesson 2, part 2 **WOW!** Team Talk 3

1 Complete the sentences from the dialogue on Class Book page 69. Who said them? Write *Reem* or *Julia*. Then listen and check.

behind hospital place remember sports-centre online

1 *Reem* Oh, dear! Where's the sports-centre ?  
 2 *Julia* I didn't like it in hospital .  
 3 *Reem* The sports centre is right behind us!  
 4 *Julia* What's this big place ?  
 5 *Julia* The Wi-Fi wasn't very good and I couldn't go online .  
 6 *Reem* Oh, yes. I remember .

2 Read the dialogue again and circle *T* (true) or *F* (false). Explain your answers.

1 They saw the stadium where Julia went to a football match. **T F**  
*They saw the stadium where Julia's brother went to a football match.*

2 The stadium is near the hospital where Julia was in April. **T F**  
*The sports centre is near the hospital where Julia went in April.*

3 The girls went to a factory where people make chocolate. **T F**  
*They went to the chocolate factory.*

4 Julia was the only person who felt sick after visiting the factory. **T F**  
*Julia wasn't the only child who ate too much chocolate.*

5 The doctors that Julia met at the hospital were friendly. **T F**  
*The doctors were really nice.*

6 The girls didn't see the sports centre on the street map. **T F**  
*The girls saw the sports centre right behind them on the street map.*

3 Complete the dialogues with the correct expressions. Then listen and check.

Right! x 2 No way! x 2 Hey, look! x 2

1 A: I've never seen a football match.  
 B: *No way!* That can't be true. It's a great game!

2 A: *Hey, look!* Is that Aliyah?  
 B: Yes, it is. Let's go and talk to her.

3 A: Ibrahim's meeting us at the café at four o'clock.  
 B: *Right.* Let's go!

4 A: Where's the bus? It's always late.  
 B: *Hey, look!* There it is now.

5 A: Our Science project is due next week.  
 B: *Right.* We need to decide what to do it on.

6 A: I don't have a school bag.  
 B: *No way!* Why not?

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

forty-three 43

3.4 Complete the sentences from the dialogue on Class Book page 69. Who said them? Write *Reem* or *Julia*. Then listen and check.

- Have students quietly read the word box and prompts before completing the activity.
- Students complete the activity individually.
- Play the audio to check answers.

## 3.4

- 1 **Reem:** Oh, dear! Where's the sports centre?  
 2 **Julia:** I didn't like it in hospital.  
 3 **Reem:** The sports centre is right behind us!  
 4 **Julia:** What's this big place?  
 5 **Julia:** The Wi-Fi wasn't very good and I couldn't go online.  
 6 **Reem:** Oh, yes. I remember.

3.5 Read the dialogue again and circle *T* (true) or *F* (false). Explain your answers.

- Place students in pairs to complete the activity. At this stage, students just write whether the sentences are true or false.
- Check answers as a class.

- Now ask students to explain why the sentences are true or false. Look at the first sentence as a class. Ask *Is the sentence true or false?* (*False*). Ask the class to look at the dialogue in the Class Book and underline the sentence or sentences that confirm their answer.
- Have students work in pairs to write why the remaining sentences are true or false by going through the dialogue in the Class Book and underlining sections to confirm their answers.
- Check explanations as a class and write them on the board.

3.5 Complete the dialogues with the correct expressions. Then listen and check.

- Students complete the activity individually.
- Play the audio to check answers.
- Place students in pairs. Have them practise reading the dialogue.
- Invite pairs to act out the dialogues for the class.

## 3.5

- 1 **Boy 1:** I've never seen a football match.  
**Boy 2:** No way! That can't be true. It's a great game!
- 2 **Girl 1:** Hey, look! Is that Aliyah?  
**Girl 2:** Yes, it is. Let's go and talk to her.
- 3 **Boy 3:** Ibrahim's meeting us at the café at four o'clock.  
**Boy 4:** Right. Let's go!
- 4 **Girl 3:** Where's the bus? It's always late.  
**Girl 4:** Hey, look! There it is now.
- 5 **Boy 1:** Our Science project is due next week.  
**Boy 2:** Right. We need to decide what to do it on.
- 6 **Girl 1:** I don't have a school bag.  
**Girl 2:** No way! Why not?

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

- Place students in pairs.
- Ask students to write another dialogue, using the expressions from Activity 3, in their notebooks.
- Monitor students, helping where necessary.
- Have pairs act out their dialogues for the class.

## Finishing the lesson

- Use the Three facts and a fib technique (see page 16) to have students talk about today's lesson.
- In pairs, students write three things they enjoyed about today's lesson and one thing they found difficult. Students share thoughts with the class.

## Extra activity Photocopiable T4

- Ask students to do photocopiable T4.

## Lesson 3, parts 1 and 2

### Objectives

- **Lesson aims:** to learn relative pronouns
- **Target language:** *who, where, that/which, when* in relative clauses

### Materials

- Unit 3 flashcards (places and buildings)
- Grammar animation
- notebooks
- blank cards
- photocopyables 8 and 24

### Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can write correctly structured questions with question marks (GSE 35). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

### Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation; Key question technique (see page 15)
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- 👥 Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 3, part 1

### Starting the lesson

- 👥 Place students in pairs.
- Hand out a Unit 3 flashcard (places and buildings) to each pair. Say the names of places aloud (or you can say complete sentences with the word). The pair with the corresponding flashcard stand up when they hear their word.

### Presentation

- 🎯 Explain that in this lesson students will learn how to use relative pronouns. Ask students if they can name any relative pronouns.

## Practice

### Class Book

#### Grammar

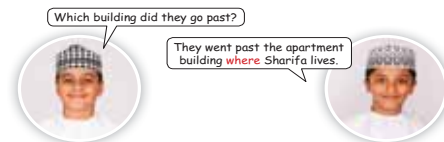
- Look back at the dialogue in Lesson 2. Complete these sentences.
  - The hospital is the place where ... **Julia went when she was sick.**
  - They saw the apartment building where ... **Sharifa lives.**
  - Julia remembers the doctors who ... **were really nice.**
  - She went to hospital on the day when ... **they visited the chocolate factory.**
  - The sports centre is the thing that ... **they are looking for.**

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

Grammar		
Relative pronouns		
He's the doctor	who	Julia saw in the hospital.
A stadium is a place	where	you can watch sports matches.
What's the book	that/which	you want to read?
I remember the time	when	you went to hospital.

We use that or which / who for things. We use when / who for time.  
 We use where / which for places. We use where / who for people.

- Read the dialogue in Lesson 2 again. Find and underline examples of relative pronouns.
- Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.



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- Look back at the dialogue in Lesson 2. Complete these sentences.

- Students complete the activity individually.
- 🗨️ Use the Lollipop stick technique (see page 15) to check answers.

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

- Play the Grammar animation.
- Have students read the grammar table. Explain that a relative pronoun connects two parts of a sentence and it can change depending on the subject it relates to. Elicit that *who* is used for people, *where* is used for places, *that* and *which* are used for objects and *when* is used for time.
- Students complete the activity individually.
- Check answers as a class.
- 🗨️ Check students have understood the grammar using the Traffic light cards technique (see page 15).
- Ask students to explain the grammar in their own words. Encourage students to use examples.

## Diversity

## Support

- Write *This is the park. I go to this park every weekend.* on the board. Ask students to use *where* to make it one sentence (*This is the park where I go every weekend.*). Explain that when we rewrite the sentences we don't repeat the subject. Continue with more examples.

## Challenge

- Write six sentences on the board with incorrect relative pronouns for students to correct.

## 3 Read the dialogue in Lesson 2 again. Find and underline examples of relative pronouns.

- Have students work in pairs to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers. Write the relative pronouns on the board.

## 4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Place students in pairs and have them read their questions to each other.
- Tell students that they should answer the questions using relative pronouns.

Lesson 3, part 1 Grammar **3**

**5** Listen and choose the correct answers.

- Where's the new cinema?
  - opposite the library
  - next to the office building
  - next to the café
- They're going to go to the café which
  - is at the cinema.
  - is at the sports centre.
  - is near the bus stop.
- Jane is the waitress who
  - works at the sports centre.
  - works in the library.
  - goes swimming with Kate's mum.
- How is Matt going to get there?
  - by car
  - by bus
  - by bike
- When is Matt going to meet them?
  - at 6.45
  - at 6.30
  - at 6 o'clock

**6** Listen again and say *True* or *False*. Then say why.

- The film is called *Summer Nights*. **False. It's called *Summer Days*.**
- The library is opposite the old cinema. **True. The old cinema is opposite the library.**
- The café is really good. **True. Jane says it's really good.**
- Kate wasn't at home when Jane came to the house. **False. Matt wasn't at home.**
- The film starts at 6.30. **False. The film starts at 6.45.**

**7** Play the definitions game. Write a definition of a place, person, animal or thing without saying the word. Can your partner guess the word?

It's a place where you go when you are very sick.

It's a person who ...

It's a thing which ...

It's a day when ...

Activity Book, Unit 3  
Lesson 3, part 2 seventy-one **71**

## 5 3.6 Listen and choose the correct answers.

- Play the audio with pauses for students to answer the questions.
- Check answers as a class.

## 3.6 &amp; 3.7

- Kate:** Hey, Matt, do you want to come into town with me and Mum on Saturday?
- Matt:** Er ... maybe, what are you going to do, Kate?
- Kate:** Well, we want to go shopping, then we're going to the cinema where *Summer Days* is on.
- Matt:** Is that the old cinema that's opposite the library?
- Kate:** No, the new cinema that's next to the office building where Dad works.
- Matt:** Right! That's the place where there's a café, too.
- Kate:** Yes! And Mum knows Jane. She's the waitress who works in the café at the cinema. She says it's really good. We can have some juice there after the film.
- Matt:** Sounds good, but hey, how does Mum know the waitress?
- Kate:** She's the friend who Mum met at the sports centre. They go swimming together. She came to our house once, remember?
- Matt:** No, I've never met her.
- Kate:** Oh, that's right. She came on the day when you were at the hospital.
- Matt:** Oh, you mean the time when I broke my finger?
- Kate:** Yeah.
- Matt:** So, how are you going to get there?
- Kate:** Mum's driving us. The film starts at 6.45.
- Matt:** OK. I don't want to go shopping so I'll go by bus and meet you there at 6.30.
- Kate:** OK. I'll tell Mum.

6 3.7 Listen again and say *True* or *False*. Then say why.

- Place students in pairs. Before they listen again, have them try and say whether the sentences are true or false. At this stage, students just say whether the sentences are true or false. Ask them to write the answers in their notebooks.
- Play the audio again to check answers and then check answers as a class.
- Now ask students to explain why the sentences are true or false.
- Look at the first sentence as a class. Ask *Is the sentence true or false? (False)*.
- Play the audio once more and ask students to say *Stop* when they hear why the answer is false (*Well, we want to go shopping, then we're going to the cinema where Summer Days is on.*). Write on the board *False. It's called Summer Days*.

- Play the rest of the audio. Have pairs listen and write why the sentences are true or false in their notebooks.
- Check explanations as a class and write them on the board.

**7** **Play the definitions game. Write a definition of a place, person, animal or thing without saying the word. Can your partner guess the word?**

- Students write their definitions. Tell students that they should use relative pronouns when writing their definitions. Encourage them to use one of each.
- Monitor students, helping where necessary.
- Put students in pairs. Have them read their definitions to each other and try and guess what they are describing.
- Ask for volunteers to come to the front and say their definitions for the class to guess.

**Extra activity Communication**

- In pairs, students write a relative pronoun on an index card each. Students place cards face down on their desks in front of them. They pick up one and make a sentence with it. They continue until all the cards have been chosen.

**Finishing the lesson**

- Using the Summative and thought-provoking questions technique (see page 16), ask *What did you learn today? Did you find today's lesson difficult or easy?*

**Lesson 3, part 2**

**Starting the lesson**

- Ask students *What relative pronoun do we use for things/time/places/people?*
- Invite volunteers to say example sentences using the relative pronouns.

**Practice**

**Activity Book**

**WOW!** Grammar

**Relative pronouns**

**1** Listen to the conversation and tick (✓) the correct pictures.

**1** It's the country that Issa is going to go to.

a  b

**2** It's a person who is travelling with Issa.

a  b

**3** It's the month when Issa is travelling.

a  b

**4** It's the place where they're going to stay.

a  b

**5** It's a famous place which Issa wants to visit.

a  b

44 forty-four

**1** **3.8 Listen to the conversation and tick (✓) the correct pictures.**

- Have students read the sentences first before completing the activity.
- Play the audio.
- Students complete the activity individually.
- Check answers as a class.



## 3.8

- Boy:** Hi, Issa! So, you're going to Rome this year! Is that right?
- Issa:** Italy? No, I'm going to France. I went to Italy last year.
- Boy:** Oh, lucky you! And are you going with your mum and dad?
- Issa:** Only with my dad this time. My mum's really busy with work.
- Boy:** Oh, that's a shame. Are you going to go quite soon?
- Issa:** Yes, we're travelling in May. I wanted to go in February, but Dad says it's too cold then.
- Boy:** Are you staying in a hotel?
- Issa:** We don't need a hotel. My aunt has a flat near Paris, so we can stay with her.
- Boy:** Oh! I love Paris. Send me a photo of the Eiffel Tower.
- Issa:** Oh, we're not going into Paris this time. But I can send you photos of the royal palace in Versailles. I haven't been there yet!

## Lesson 3, part 2

## Grammar

## 3

## 2 Circle the correct relative pronouns.

- 1 A baker is a person who which where bakes bread and pastries.
- 2 The football match when that where we saw last week was great!
- 3 Home is the place that who where I feel the most relaxed.
- 4 Summer is the time which when who most people have holidays.
- 5 The people which when who help me the most are my family.
- 6 This is the e-book who which when I bought last week.

## 3 Complete the sentences using full stops. Use relative pronouns.

are always there for you    people give you presents  
 sells fruit and vegetables    trees drop their leaves  
 you should use carefully    you can learn about history

- 1 Eid is the time when people give you presents.
- 2 A museum is a place where you can learn about history.
- 3 Friends are people who are always there for you.
- 4 A smartphone is a device which/that you should use carefully.
- 5 Autumn is the season when trees drop their leaves.
- 6 A greengrocer is someone who sells fruit and vegetables.

## 4 Write sentences with relative pronouns. Use the words below and your own ideas.

- |                                 |   |
|---------------------------------|---|
| 1 a person makes me laugh       | 1 My friend Ali is a person who makes me laugh. |
| 2 a place I like to spend time  | 2 _____   |
| 3 the time of year I feel best  | 3 _____   |
| 4 a sport I often play or watch | 4 _____   |
| 5 a person I'd love to meet     | 5 _____   |
| 6 a device I want to buy        | 6 _____   |

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

Grammar practice, page 62    forty-five    45

## 3 Complete the sentences using full stops. Use relative pronouns.

- Students complete the activity individually.
- Monitor to make sure students are using full stops.
- Use the Lollipop stick technique (see page 15) to check answers.

## 4 Write sentences with relative pronouns. Use the words below and your own ideas.

- Students complete the activity individually. Encourage students to use their own ideas.
- Monitor students, helping where necessary.
- Check answers as a class.

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

- Place students in pairs and have them compare sentences.
- Students write each other's sentences in their notebooks.
- Refer students to the Grammar practice on page 62 and do Activities 1 and 2.

## Grammar practice

## 1 Read and complete.

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Refer to page 178 of the Teacher's Book for answers.

## 2 Read and complete the sentences with the words from the box and the correct relative pronouns.

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 178 of the Teacher's Book for answers.

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how successful their learning is so far. Invite students to share learning tips with the class.

## Extra activity Photocopiables 8 and 24

- Ask students to do photocopiables 8 and 24.

## 2 Circle the correct relative pronouns.

- Students complete the activity individually and compare answers with their partners.
- Check answers as a class.

## Lesson 4, parts 1 and 2

### Objectives

- **Lesson aims:** to understand a mystery story
- **Target language:** compound nouns

### Materials

- notebooks
- strips of paper

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Writing:** Can begin and end a simple story using an appropriate fixed expression (GSE 41).

### Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique (see page 15); Happy/Sad face technique (see page 15); Traffic light cards technique (see page 15)
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 4, parts 1 and 2

### Starting the lesson

- Stick the Unit 3 flashcards (places and buildings) around the classroom. Say the words and have students run to the corresponding cards, or they can point to them if there is not enough space. When students have identified the correct place, ask them to say a sentence about that place using relative pronouns.
- Ask students what texts they have read so far (cartoon, poem) and what they remember about each one.

### Presentation

- 🎧 Explain that in this lesson students will read a mystery story.
- Ask students if they've ever read a mystery story. Ask them what usually happens in a mystery story and what they involve (someone tries to find the truth about a mysterious event; they look for clues and evidence and eventually reveal the truth; mystery stories involve suspense, surprises and twists).

## Practice

### Class Book

**WOW! Book club**

## The secret room

Eddie and his sister Carrie were visiting an old palace.

'Welcome to Bingley Palace,' said the guide as they walked through the entrance into a big hall with high ceilings. They followed the guide up the stairs to a corridor on the first floor.

'This is Lady Charlotte,' the guide said, pointing to a picture on the wall. 'She lived here many years ago. She painted lots of pictures, but some of them got lost. Here is a picture of the palace.'

'Look! The picture of the palace is wrong!' said Eddie. He was holding his sketchbook next to the picture. 'There are only two windows in the tower. I drew three windows.'

'Maybe you painted it wrong,' said Carrie. 'Or perhaps there's a secret room,' thought Eddie.

He was touching a bookcase when suddenly it moved and he fell. Everything went black.

'Eddie, wake up! What were you doing?' Carrie was talking to him kindly. 'You fell down some stairs. You found a secret room. Lord Bingley wants to see you.'

'Oh, really?' Eddie answered. He got up quickly and went to see Lord Bingley.

'You found a secret room in the palace! And in the room we found some of Lady Charlotte's paintings!' said Lord Bingley. 'Thank you! Oh, dear! Are you OK?'

'No, it's just my leg,' said Eddie. 'Wait a minute!' He took something from his pocket. 'It's the paintbrush I was painting with! So now I can finish my picture of the palace!'

72 seventy-two

### 1 Before you read Today's Book Club text is a mystery story. Look and circle the words that describe a mystery story.

- Students complete the activity individually. Ask them to write the answers on their notebooks.
- Check answers as a class.
- **Extension** Ask students why they think mystery stories are popular.

### 2 🎧 3.9 Listen and read. Then answer the questions.

- Play the audio and have students follow along in their Class Books.
- Tell students to note anything they don't understand as they read through the story. Explain where necessary.
- Ask students to write the answers in their notebooks.
- 🗨️ Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** 🗨️ Use the Happy/Sad face technique (see page 15) to quiz students on the text by making different statements about it.

## 3.9

**The secret room**

Eddie and his sister Carrie were visiting an old palace. 'Welcome to Bingley Palace,' said the guide as they walked through the entrance into a big hall with high ceilings. They followed the guide up the stairs to a corridor on the first floor.

'This is Lady Charlotte,' the guide said, pointing to a picture on the wall. 'She lived here many years ago. She painted lots of pictures, but some of them got lost. Here is a picture of the palace.'

'Look! The picture of the palace is wrong!' said Eddie. He was holding his sketchbook next to the picture.

'There are only two windows in the tower. I drew three windows.'

'Maybe you painted it wrong,' said Carrie.

'Or perhaps there's a secret room,' thought Eddie.

He was touching a bookcase when suddenly it moved and he fell. Everything went black.

'Eddie, wake up! What were you doing?' Carrie was talking to him kindly. 'You fell down some stairs. You found a secret room. Lord Bingley wants to see you.' 'Oh, really?' Eddie answered. He got up quickly and went to see Lord Bingley.

'You found a secret room in the palace! And in the room we found some of Lady Charlotte's paintings!' said Lord Bingley. 'Thank you! Oh, dear! Are you OK?' 'No, it's just my leg,' said Eddie. 'Wait a minute!' He took something from his pocket. 'It's the paintbrush I was painting with! So now I can finish my picture of the palace!'

**3 After you read Activity Book, page 46.**

- Refer students to page 46 of the Activity Book.
- See the Activity Book section below for more instructions.

**4 Discuss in groups.**

- Have students discuss the questions in groups and make note of their answers.
- Have groups choose a member to read aloud their answers.

**5 Work in groups. Plan and write a different ending to the story. Change the last paragraph.**

- Ask students if they like the ending to the story.
- Have a class discussion about what other endings this story could have.
- Place students in small groups. Have students complete the activity. Explain that they do not have to use all of the lines given to write their endings. Choose a group member to read their ending to the class. Have the class vote on the best alternative ending.

**Extra activity Creativity**

- Place students in small groups. Explain that they have been chosen to draw three pictures to accompany the story in their notebooks. Students also write a sentence from the story to accompany each picture. Groups present their work to the class.
- Students place their work in their portfolio (see page 16).

## Lesson 4, part 1

## Book club

## 3

- 1 Before you read** Today's Book Club text is a mystery story. Look and circle the words that describe a mystery story.

- 1 There is always a puzzle to solve a journey somewhere.
- 2 One character is often a kind of detective a princess.
- 3 What mystery stories do you know?

- 2 Listen and read.** Then answer the questions.

- 1 What do Eddie and Lady Charlotte both like doing? **They both like painting.**
- 2 Why is Lord Bingley happy? **Because Eddie found some of Lady Charlotte's paintings that got lost many years ago.**

- 3 After you read** Activity Book, page 46. **Paintings that got lost many years ago.**

- 4 Discuss in groups.**

- 1 How did Eddie find the secret room?
- 2 Why do you think the paintings were in the secret room?
- 3 Did you like the story? Why?



- 5 Work in groups.** Plan and write a different ending to the story. Change the last paragraph.

*'No, it's just my leg,' said Eddie. 'Wait a minute!' He took something from his pocket. 'It's the*

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Activity Book

**WOW! Book Club**

**1** **After you read** Read the narrative story on Class Book page 72 again. Number the events in order.

- Carrie and Eddie followed the guide up the stairs.
- The guide told the visitors about Lady Charlotte.
- Eddie woke up and found something in his pocket.
- Eddie noticed something strange about the picture of the palace.
- Eddie and his sister Carrie were visiting an old palace.
- Eddie fell into a secret room behind the bookcase.



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

- What was the place that Eddie and Carrie were visiting?  
*It was an old palace.*
- What was the first room that the visitors saw in the palace?  
*It was the big hall.*
- Where was the picture of the woman?  
*It was on the wall.*
- What did Eddie notice about the windows in the picture?  
*He noticed that there was an extra window.*
- Why did everything go black after the bookcase moved?  
*Eddie fell into a secret room.*
- Why did Lord Bingley say thank you to Eddie?  
*Because he found some of Lady Charlotte's paintings.*

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- 1** **After you read** Read the narrative story on Class Book page 72 again. Number the events in order.
- Ask students to complete the activity in pairs.
  - Check answers as a class by writing the answers on the board.
- 2** Answer the questions. Write complete sentences.
- Students complete the activity individually and then compare answers in pairs.
  - Monitor students, helping where necessary.
  - Check answers as a class.
- 3** Read the *Work with words* box. Then look and write the compound nouns.
- Read the *Work with words* box aloud as students follow along in their Activity Books. Explain that this box guides them on how to form compound nouns. Explain that compound nouns are two nouns that make a word. Ask students to look at Lesson 1 and find the compound nouns (*swimming pool, sports centre, office building, apartment building*).
  - Have students give some more examples of compound nouns.
  - Students complete the activity in pairs.
  - Use the Lollipop stick technique (see page 15) to check answers. Write the answers on the board.

Lesson 4, part 2

**WOW! Book Club**

**3** Read the *Work with words* box. Then look and write the compound nouns.

**Work with words**

**Compound nouns**  
Some nouns are compound nouns which are made with two words.  
*sketch + book = sketchbook*  
*book + case = bookcase*

**1** arm, bath room, book shop, chair washer, dish

**2** brush home, head paint, fighter phones, fire work

**3** ball skate, board super, fall volley, market water

- armchair, bathroom, bookshop, dishwasher*
- headphones, firefighter, homework, paintbrush*
- skateboard, supermarket, volleyball, waterfall*

**4** Write definitions for five words from Activity 3. Use relative pronouns.  
*An armchair is a big chair that you can sit on.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

forty-seven 47

- 4** Write definitions for five words from Activity 3. Use relative pronouns.
- Students complete the activity individually.
  - Monitor students, helping where necessary. Make sure students are using relative pronouns in their definitions.
  - Check answers as a class.
  - Check students have understood compound nouns using the Traffic light cards technique (see page 15).

**Diversity**

**Support**

- Place students in pairs and give them eight strips of paper each. Students say a compound noun to each other. One student writes the first noun on their strip and the other writes the second noun. Pairs then swap strips, place the strips on the desk and mix them up. They then match the compound nouns.

**Challenge**

- Ask students to find five compound nouns in the text on Class Book page 72 (*sketchbook, secret room, bookcase, paintbrush*).

**Finishing the lesson**

- Use the Summative and thought-provoking questions technique (see page 16) to ask students what they learnt from the story.

## Lesson 5, parts 1 and 2

### Objectives

- **Lesson aims:** to learn places in a building and how to use the Past continuous
- **Target language:** *ceiling, floor, wall, roof, corner, corridor, stairs, steps, lift, escalator, entrance, exit*

### Materials

- Unit 3 flashcards (*ceiling, floor, wall, roof, corner, corridor, stairs, steps, lift, escalator, entrance, exit*)
- Grammar animation
- notebooks
- dictionaries
- photocopyables 3, 9 and 12

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about past events or experiences, using simple language (GSE 41).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 5, part 1

### Starting the lesson

- Ask students to name as many places and buildings as they can remember. Write them on the board.
- Define a place for students to guess. Repeat for a few rounds.

### Presentation

- Explain that in this lesson students will learn parts of a building and how to use the Past continuous.
- Place the Unit 3 flashcards (parts of a building) on the board. Point to each picture and say the word. Students repeat after you.

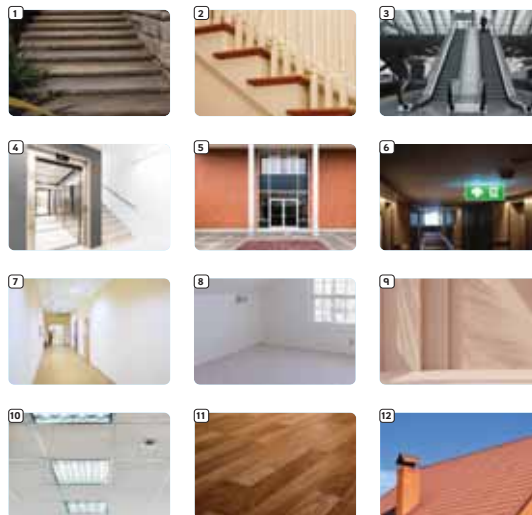
## Practice

### Class Book

#### Vocabulary and Grammar

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

ceiling 10 floor 11 wall 9 roof 12 corner 8 corridor 7 stairs 2 steps 1  
lift 4 escalator 3 entrance 5 exit 6



- 2 Read the story in Lesson 4 again. How many words about buildings can you find?

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- 1 **3.10 Look and match. Then listen, check and repeat.**

- Have students match the words in the box to the pictures.
- Play the audio.
- Students listen, check and repeat.
- Upon completing the activity, have students quiz each other on the new vocabulary by pointing at a picture for their partners to say what it is.
- **Extension** Say *You use this to go up a floor. It uses electricity.* Elicit *escalator*. Students continue in pairs.

### 3.10

1 steps 2 stairs 3 escalator 4 lift 5 entrance 6 exit  
7 corridor 8 corner 9 wall 10 ceiling 11 floor 12 roof

- 2 **Read the story in Lesson 4 again. How many words about buildings can you find?**

- Ask students to tell you what they remember from the story.
- Students read the story from Lesson 4 again and see how many words related to buildings they can find.
- Check answers by having students read aloud the sentences with the words.

Lesson 5, part 1 **Vocabulary and Grammar** 3

3 Read the story again. Match the actions. Which actions are longer? Which are shorter?

- The guide was talking
- Eddie was holding his sketchbook
- Eddie was touching a bookcase
- Eddie woke up
- when Carrie was talking to him. (shorter/longer)
- when they walked through the entrance. (longer/shorter)
- when he fell. (longer/shorter)
- when he looked at the painting. (longer/shorter)

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

Grammar			
Past continuous			
I/He/She	was wasn't	playing in the garden	when it started to rain.
You/We/They	were weren't		
What	was were	I/he/she you/we/ they	doing when it started to rain?

We use the Past simple with the Past continuous when a longer **shorter** action happens in the middle of a longer **shorter** action.

1 the steps outside the entrance to the primary school  
2 the corridor at her grandma's house  
3 a beautiful bedroom with a painting of a castle on the wall  
4 the stairs to the top floor of the skyscraper

5 Listen to four children. Which places do they talk about?

6 Talk to your classmates. What are your earliest memories?

- Where were you? Describe the place.
- What were you doing? What happened?

What were you doing?  
We were visiting a castle ...

Activity Book, Unit 3  
Lesson 5, part 2 seventy-five 75

- 3 Read the story again. Match the actions. Which actions are longer? Which are shorter?
- Place students in pairs.
  - Ask pairs to look at the story and match the actions.
  - Check answers as a class.
  - Ask them to say which actions are longer and which are shorter (Past simple: shorter; Past continuous: longer).
- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.
- Write *I was walking home when it started to rain.* on the board. Focus students on *was walking*. Explain that this is the Past continuous. Ask students if they can explain how we use the Past continuous (we use it to talk about something that happened before and after another action in the past).
  - Play the Grammar animation.
  - Ask students to read the grammar table.
  - Students complete the activity individually and then compare answers in pairs.
  - Check students have understood the grammar using the Traffic light cards technique (see page 15).
  - Extension** Ask students to say stative verbs that they remember. Tell students that we don't use these stative verbs in the Present continuous or in the Past continuous.

## Diversity

### Support

- Write three sentences in the Present continuous and three in the Past continuous in random order on the board. Ask students to tell you what tense each sentence is in. Then have students write one sentence in each tense.

### Challenge

- Have students write three sentences in the Present continuous which they then change to the Past continuous.


## 5 3.11 Listen to four children. Which places do they talk about?

- Write *corridor, stairs, steps, wall* on the board. Tell students that these words will be on the audio.
- Play the audio. Ask students to write the answers in their notebooks.
- Check answers as a class (*school, house, castle, skyscraper*).


### 3.11

- Man:** We asked lots of children about their earliest memories.
- Boy 1:** I remember my first day at primary school, I was wearing a uniform that was too big for me. We were early so we had to wait outside the entrance on the steps. I remember those steps. They were so big! I was scared!
- Man:** Haha! What about you? What do you remember?
- Girl 1:** Well, I was staying at my grandma's house. I was going to the bathroom in the night when I saw something in the corridor. It was a cat, but I thought it was a monster. I was screaming so loud I woke up my grandparents. I think I was about four.
- Man:** How about you?
- Girl 2:** I was staying somewhere. I can't remember where. It was a beautiful bedroom. There was a painting of a castle on the wall, and the ceiling was dark blue with stars on it.
- Man:** That sounds cool. What's your earliest memory?
- Boy 2:** Umm, we were visiting a skyscraper. My mum and my sister were going to the top floor in the lift, but my dad and I decided to walk up the stairs. It was a long way, but we made it. I was so tired my dad had to carry me home!
- Man:** Oh dear, your poor dad!

## 6 Talk to your classmates. What are your earliest memories?

-  Place students in pairs to complete the activity.
- Ask pairs to say where they were and what they were doing.
- Monitor students, helping where necessary.
- Ask volunteer students to share their memories with the class.

### Extra activity Creativity

- Ask students to take a sheet of paper from their notebooks and fold it in half. Explain that the sheet is now a leaflet and have students number the pages 1–4. Explain that they have to make a leaflet of their earliest memories. On the first page, they write a title and draw a picture. On the next two pages, they write different memories, say how old they were and illustrate their work. On the last page, they write a few sentences about their memories using the Past continuous.
-  Students place their work in their portfolios (see page 16).

## Finishing the lesson (5 minutes)

- Choose a few Unit 3 flashcards (parts of a building) and give them to students.
- Ask them to pass around the cards in such a way that they cannot see what they show.
- Say *Stop!* and ask *Who's got the (corridor)?* The student with the card says *Me!*
- Repeat with other cards.


## Lesson 5, part 2


### Starting the lesson

- Play *Picture charades* (see page 21) using the Unit 3 flashcards (parts of a building) as prompts.

### Practice


#### Activity Book


Vocabulary and Grammar


**1**  Listen and complete the sentences with one, two or three words.

- 1 We live on the second floor of the apartment building, so I usually take the lift.
- 2 The sports hall is at the end of that long corridor over there.
- 3 My grandma's favourite chair is the blue one in the corner of the sitting room.
- 4 If there's a fire in the building, follow the signs to the emergency exit.
- 5 We walked up the steps of the building and through the main door.
- 6 There's a café on the roof of that building. It has a nice view.

**2** Look at the pictures. Complete the sentences.



- 1 This is the entrance to the underground.
- 2 Two people are on the escalator.
- 3 There's a man on the stairs.
- 4 A woman is next to the lift.



- 5 There's a picture on the wall.
- 6 The armchair is in the corner.
- 7 There's a lamp on the ceiling.
- 8 There's a book on the floor.

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### 1 3.12 Listen and complete the sentences with one, two or three words.

- See if students can predict the answers.
- Play the audio, pausing after each sentence.
- Check answers as a class.

#### 3.12

- 1 We live on the second floor of the apartment building, so I usually take the lift.
- 2 The sports hall is at the end of that long corridor over there.
- 3 My grandma's favourite chair is the blue one in the corner of the sitting room.
- 4 If there's a fire in the building, follow the signs to the emergency exit.
- 5 We walked up the steps of the building and through the main door.
- 6 There's a café on the roof of that building. It has a nice view.

**2 Look at the pictures. Complete the sentences.**

- Ask *What can you see in the pictures?*
- Students complete the activity individually.
- Check answers as a class.

Lesson 5, part 2 Vocabulary and Grammar 3

**Past continuous**


3 Complete the sentences with the Past continuous of the verbs in the box.

not/do sit not/work visit talk not/watch wait

- 1 Talal was sitting outside on the steps when it started to rain.
- 2 When I got home from school, my dad wasn't watching TV.
- 3 You were talking to Shahad when we saw you at the café today.
- 4 When you called Faris and Adil, they weren't doing their homework.
- 5 I was visiting a castle when I noticed a strange painting on the wall.
- 6 When the swimming pool opened, we were waiting in the queue.
- 7 The lift wasn't working when I tried to use it, so I walked up the stairs.

4 Complete the sentences with information that is true for you. Use full stops. Use the Past continuous.

- 1 When I woke up yesterday, my brother was having a shower.
- 2 When I arrived at school, my friends \_\_\_\_\_
- 3 When I entered the classroom, our teacher \_\_\_\_\_
- 4 When I got home after school, my \_\_\_\_\_
- 5 When my parents called me for dinner, I \_\_\_\_\_
- 6 When my friend texted me, I \_\_\_\_\_



Grammar practice, page 62 forty-nine 49

**3 Complete the sentences with the Past continuous of the verbs in the box.**

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

**4 Complete the sentences with information that is true for you. Use full stops. Use the Past continuous.**

- Students complete the activity individually and then compare their sentences with a partner.
- Invite some students to read aloud their sentences to the class.
- Refer students to the Grammar practice on page 62 and do Activities 3 and 4.

## Grammar practice

**3 Read and complete with *was*, *wasn't*, *were* and *weren't*.**

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 178 of the Teacher's Book for answers.

**4 Read and complete the sentences with the Past continuous.**

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- Refer to page 178 of the Teacher's Book for answers.

## Wordlist

- Refer students to the *Wordlist* on page 64 of their Activity Books.
- Have students work in pairs or groups to add more *Places and buildings* and *Parts of buildings* words that they know. Students can use a dictionary if they wish.

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students about their learning and how successful they think it is.

**Extra activity Photocopiables 3, 9 and 12**

- Ask students to do photocopiables 3, 9 and 12.



## Lesson 6, parts 1 and 2

### Objectives

- **Lesson aims:** to learn about ancient cities in the Pan-Arab region; to make a tourist brochure for an ancient city
- **Target language:** *ruins, pray, coast, baths, spices*

### Materials

- Culture video
- Project video
- tourist brochures
- photocopyable 15

### Global Scale of English (GSE)

- **Reading:** Can get the gist of short factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 33).
- **Writing:** Can write a short, simple guide to their town/city with appropriate sub-headings, given a model (GSE 47).

### Assessment for Learning (formative assessment)

- 🎯 **Setting aims and criteria:** lesson objectives presentation
- 🗨️ **Monitoring students' learning:** Lollipop stick technique (see page 15); True/False response cards technique (see page 15); Happy/Sad face technique (see page 15)
- 👥 **Peer learning:** pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)
- 📅 **Independent learning:** Learning diary (see page 16)

## Lesson 6, part 1

### Starting the lesson

- Have students write as many words as they can remember from this unit by heart.

### Presentation

- 🎯 Explain that in this lesson students will learn about ancient cities in the Pan-Arab region.
- Ask students if they can name any ancient cities in their country (or in other countries).

## Practice

### Class Book

**Lesson 6, part 1**

**WORLD Culture**

# Ancient cities in the Pan-Arab region

There are ancient cities and buildings in many countries in our region. They can tell us a lot about the past!

**B**aalbek in Lebanon is more than 2,000 years old! There are amazing Roman ruins here as well as an ancient mosque where people prayed. Today, you can learn about the city at a museum here. There is also the Baalbek International Festival which brings art and music to the city every year.

**C**arthage was an important harbour on the coast of Tunisia where many ships visited more than 3,000 years ago. Later, the Romans built a city here. Today, you can still see the city walls, Roman baths, statues and a theatre.

**P**etra is an amazing city in Jordan which people built into the rocks. People were buying and selling spices from India, China and Egypt here more than 2,000 years ago. Today most of the buildings are ruins, but you can still see an ancient theatre, houses and a palace.

**NOW Fact**  
Petra takes its name from the Greek word for 'rock'.

- 1 **Before you read** Are there any ancient cities in your country? How old are they?
- 2 **Listen and read.**
- 3 **After you read** Activity Book, page 50.
- 4 **Read and discuss the questions with your partner.**
  - 1 What are the oldest buildings in your town? How old are they?
  - 2 What do you know about these old buildings?
  - 3 What do these buildings tell you about the past?

The oldest buildings in my town are the mosques. **▶ Find out more! Watch the video.**

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### 1 Before you read Are there any ancient cities in your country? How old are they?

- Have a class discussion. Encourage students to think about what life would have been like.

### Culture notes

- One of the well-known and mysterious features of Baalbek is the 'Trilithon'. These huge stone blocks can be found at the foundations to the Temple of Jupiter, one of the city's many temples. These blocks are some of the largest ever mined and moved by hand (some weigh more than 800 tonnes). People still don't know what they were used for.
- One of the most famous figures from Carthage is Hannibal Barca, a commander who famously led an army, which included elephants, across the Alps to attack Rome.
- Petra, also known as the Rose City due to the colour of the sandstone, had an advanced water management system, which included dams, tanks for storing water (cisterns) and channels. This allowed Petra to maintain its population and grow in the desert environment.

### Key words search

Baalbek, Carthage, Petra, ancient cities

2 3.13 Listen and read.

- Play the audio and have students read along in their Class Books.
- Use the True/False response cards technique (see page 15) to say sentences about the text. Students say whether they are true or false.

3.13

**Ancient cities in the Pan-Arab region**

There are ancient cities and buildings in many countries in our region. They can tell us a lot about the past!

**Baalbek, Lebanon**

Baalbek in Lebanon is more than 2,000 years old! There are amazing Roman ruins here as well as an ancient mosque where people prayed. Today, you can learn about the city at a museum here. There is also the Baalbek International Festival which brings art and music to the city every year.

**Carthage, Tunisia**

Carthage was an important harbour on the coast of Tunisia where many ships visited more than 3,000 years ago. Later, the Romans built a city here. Today, you can still see the city walls, Roman baths, statues and a theatre.

**Petra, Jordan**

Petra is an amazing city in Jordan which people built into the rocks. People were buying and selling spices from India, China and Egypt here more than 2,000 years ago. Today most of the buildings are ruins, but you can still see an ancient theatre, houses and a palace.

**Diversity**

**Support**

- Have students work in pairs. Ask them to choose one text to focus on. They read it and note anything they don't understand. Explain any queries. Students then discuss the text in pairs. Students can then change partners.

**Challenge**

- Students read the texts and then write as many sentences about them with their books closed.

3 **After you read Activity Book, page 50.**

- Refer students to page 50 of the Activity Book.
- See the Activity Book section below for more instructions.

4 **Read and discuss the questions with your partner.**

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

▶ **Find out more! Watch the video.**

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene or step so that you can ask students questions about the things they see.
- After the video, have a class discussion on what students found interesting about it.

**Extra activity Critical thinking**

- Ask students what we can learn from studying ancient cities and buildings. Ask students if it is correct to build on ancient cities. Why?/Why not?

**Activity Book**

**WOW! Culture** Lesson 6, part 1

1 **After you read** Read the sentences. Write T (true), F (false) or DS (doesn't say). Explain your answers.

- Baalbek in Lebanon is 200 years old.   
  F It is more than 2,000 years old.
- Baalbek has ruins, a museum and a festival.   
  T There are amazing Roman ruins. You can learn about the city at a museum here. There is also the Baalbek International Festival.
- Many boats visit Carthage today.   
  DS There is no mention of boats visiting Carthage today.
- You can see the city walls and a theatre in Carthage today.   
  T You can still see the city walls and a theatre.
- Romans visited Petra 2,000 years ago.   
  DS The text only says that people were buying and selling spices there 2,000 ago.
- There is a new theatre in Petra today.   
  F There is an ancient theatre in Petra today.

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

- Why should we study ancient cities and buildings? *We should study them because they can tell us about the past.*
- Where can you learn about the history of Baalbek? *You can learn about the history of Baalbek at a museum there.*
- Why do you think many ships visited Carthage?
- What did people sell in Petra 2,000 years ago? *People sold spices from India, China and Egypt.*
- How do we know that Petra was important in the past?

3 **Listen and complete the notes.**

	<ul style="list-style-type: none"> <li><b>Ancient city:</b> <sup>1</sup> <i>Babylon</i></li> <li><b>Location:</b> It's on the Euphrates <sup>2</sup> <i>river</i>, south of Baghdad.</li> <li><b>History:</b> The city is more than <sup>3</sup> <i>3,000</i> years old.</li> <li><b>Amazing fact:</b> It was once the <sup>4</sup> <i>largest</i> city in the world.</li> <li><b>Important buildings:</b> It had a <sup>5</sup> <i>harbour</i> on the river, a palace, <sup>6</sup> <i>theatre</i> and famous gardens.</li> <li><b>Today:</b> You can see <sup>7</sup> <i>statues</i> and the ruins of the old city.</li> </ul>
--	--

4 **Work in groups.** Choose the ancient city of Angkor or Thebes and find answers to the questions. Write about your ancient city. Then make a fact file about it.

- Where is it located?
- How old is the city?
- Why was it important?
- Why did people leave the city?
- What are the most famous places there?

50 fifty

1 **After you read** Read the sentences. Write T (true), F (false) or DS (doesn't say). Explain your answers.

- Remind students that for *doesn't say* answers, you can't confirm if the answer is true or false because there isn't enough information in the text; it might be true or it might be false, we don't know.
- Place students in pairs to complete the activity. At this stage, students just write the correct answers without giving explanations.
- Use the Lollipop stick technique (see page 15) to check answers.

- Now ask students to look at the example answer. Ask the class to look at the text in the Class Book and underline the sentence that confirms it's false (*Baalbek in Lebanon is more than 2,000 years old!*).
- 🧑‍🤝‍🧑 Have students work in pairs to write why the remaining sentences are *true*, *false* or *doesn't say* by going through the text and underlining sections to confirm their answers.

## 2 Answer the questions. Write complete sentences.

- Students complete the activity individually.
- 🗨️ Use the Lollipop stick technique (see page 15) to check answers.
- Check answers as a class.

## 3 🎧 3.14 Listen and complete the notes.

- Play the audio.
- 🧑‍🤝‍🧑 Students work individually to complete the notes and then compare answers in pairs.
- Ask students what they found most interesting about the text.

### 3.14

There's an ancient city in Iraq called Babylon. It's on the Euphrates river, south of Baghdad. Babylon was an ancient city. It's more than 3,000 years old. It was once the largest city in the world with a harbour on the river, a palace, theatre and famous gardens. Then its king, Alexander the Great, died and people started to leave. Today you can see statues and the ruins of the old city.

## 4 📶 Work in groups. Choose the ancient city of Angkor or Thebes and find answers to the questions. Write about your ancient city. Then make a fact file about it.

- 🧑‍🤝‍🧑 Place students in small groups
- Have groups choose an ancient city and research the internet to find answers to the questions.
- Students write about the ancient city and then make a fact file using their notes.
- Invite groups to share their fact files with the class.

## Finishing the lesson

- 🎓 Using the Summative and thought-provoking questions technique (see page 16), ask *What did you learn today?* and have students raise their hands to offer answers.

## Lesson 6, part 2

### Starting the lesson

- 🧑‍🤝‍🧑 Place students in pairs.
- Have students discuss what they remember about the text from the previous lesson without looking at it.
- Check their answers as a class.

### Project

**Project** 3

Make a tourist brochure about an ancient city

- 1 In groups, find out about other ancient cities around the world. Use the questions in Activity 3.
- 2 Choose the city that you would most like to visit.
 

Why don't we visit ...?

Good idea.
- 3 Decide who will research to make notes about:
  - how old the city is.
  - the most important buildings in the city.
  - what you can see there today.
- 4 ✨ **Make your tourist brochure.**
  - 1 Write short texts from your notes on small pieces of paper.
  - 2 Glue your notes onto your brochure.
  - 3 Add photos or pictures.
- 5 Present the information to the rest of the class.
- 6 Take a class vote to decide where you're going to go and what you're going to see.



**Tip: Speaking** Remember to speak in a loud, clear voice!

**Tip: Writing** You can use these phrases in your information:  
 ... is more than/about ... years old.  
 The most important buildings are ...  
 Today you can see ...

Activity Book, Unit 3  
Lesson 6, part 2 seventy-seven 77


### Make a tourist brochure about an ancient city

- 1 In groups, find out about other ancient cities around the world. Use the questions in Activity 3.
  - Tell students they are going to make a tourist brochure about an ancient city. Show students different types of brochures. Ask students what information a brochure usually has (information about attractions, landmarks, places to stay, activities, places to eat, maps and sometimes local customs or events).
  - 🧑‍🤝‍🧑 Place students in groups of three. Use the Expert envoy technique (see page 16) to make sure there is a stronger student in each group.
  - Have groups quickly research ancient cities around the world and make a list.

- 2 **Choose the city that you would most like to visit.**
  - Have groups choose one of the ancient cities they would most like to visit and say why.
- 3 **Decide who will research to make notes about:**
  - Students decide in their groups what each group member will research.
- 4  **Make your tourist brochure.**
  - Read the *Writing tip* box to students.
  - Invite a volunteer to read through the steps. Tell students they should keep referring to the steps as they work.
  - Monitor students, helping where necessary, while they make their tourist brochures.
- 5 **Present the information to the rest of the class.**
  - Read the *Speaking tip* box to students.
  - Each group presents their tourist brochure to the class. Make sure each student says something.
  -  Use the Two stars and a wish technique (see page 16) to have students comment on the brochures presented.
- 6 **Take a class vote to decide where you're going to go and what you're going to see.**
  - Students vote for the city they are going to visit, based on the presentations. Ask students what they are going to do and see while they are there.

### Finishing the lesson

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-  Refer students to the Learning diary (see page 16). Tell students to make a few notes about what they've learnt so far in the Culture lessons and what has interested them the most. Students read their sentences to the class.

#### Extra activity Photocopiable 15

- Ask students to do photocopiable 15.

## Lesson 7, parts 1 and 2

### Objectives

- **Lesson aims:** to learn how to give directions in a building; to practise the weak and strong forms of *was/were*
- **Target language:** *It's upstairs/downstairs. It's on the left/right. It's the (first) door on the (right). It's on the ground/first/second floor. Go through the door/straight ahead/along the corridor/around the corner. Take the lift/escalator (to the first floor).*

### Materials

- Unit 3 flashcards (places, parts of buildings)
- English in Action video
- notebooks
- strips of paper
- photocopiable 18

### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Listening:** Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).
- **Speaking:** Can give simple directions using a map (GSE 37). Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions (GSE 40).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 7, part 1

### Starting the lesson

- Revise the vocabulary with the Unit 3 flashcards (places, parts of buildings).
- Show students the flashcards quickly and see if they can name them. Write the two categories on the board.
- Divide the class into two teams and ask them to recall as many words belonging to each category as they can.
- Award a point for each correct answer. The team with the most points wins.

### Presentation

- Explain that in this lesson students will learn how to give directions.
- Ask students in what situations they are likely to ask for directions.

### Practice

#### Class Book

**English in action**  
Giving directions in a building

1 Watch or listen and read. Answer the questions.

- 1 Why doesn't the boy know where to go? **Because it's his first visit.**
- 2 Which shops does he want to find? **the shoe shop, the bookshop, the café/**



Welcome to the shopping mall! Is this your first visit?  
 Yes, it is! I don't know where the different shops are.  
 I can help you.  
 Thank you. Can you tell me where the shoe shop is, please?  
 Yes, of course. Go straight on. It's the third shop on the right.  
 Thank you. And where's the bookshop, please?  
 It's upstairs. Take the escalator to the second floor. It's the second shop on the right.  
 Thanks. And what about the café? Where's that, please?  
 Oh, that's easy – it's on the ground floor! Go along the corridor and around the corner. The café is on the left, next to the exit.  
 That's great. Thanks very much.  
 Enjoy your visit!

**78** seventy-eight

### 1 3.15 Watch or listen and read. Answer the questions.

- Play the audio or video for students to listen or watch and read. Ask students where the places the boy asks for are.
- Play the audio or video again. Pause for students to answer the questions in their notebooks.
- **Extension** Place students in pairs and have them choose roles. Students act out the dialogue.

3.15

**Man:** Welcome to the shopping mall! Is this your first visit?  
**Hamzah:** Yes, it is! I don't know where the different shops are.  
**Man:** I can help you.  
**Hamzah:** Thank you. Can you tell me where the shoe shop is, please?  
**Man:** Yes, of course. Go straight on. It's the third shop on the right.  
**Hamzah:** Thank you. And where's the bookshop, please?  
**Man:** It's upstairs. Take the escalator to the second floor. It's the second shop on the right.  
**Hamzah:** Thanks. And what about the café? Where's that, please?  
**Man:** Oh, that's easy – it's on the ground floor! Go along the corridor and around the corner. The café is on the left, next to the exit.  
**Hamzah:** That's great. Thanks very much.  
**Man:** Enjoy your visit!

3 **Say new dialogues with your partner. Imagine you're in a shopping mall. Ask for and give directions to different shops. Use the Say it! box to help you.**

- Refer students to the *Say it!* box. Ask students to read the directions. Students then complete the activity individually.
- Refer students to the question. Tell students that it's important to always ask for directions politely.
- Students complete the activity in pairs, using the *Say it!* box to help them.
- Use the Lollipop stick technique (see page 15) to have pairs act out their dialogues for the class.

Pronunciation

4 **3.16 Listen and read. Listen carefully to the coloured words. Then listen again and repeat.**

- Play the audio and have students read along in their Class Books, paying attention to the coloured words.
- Play the audio again with pauses for students to listen and repeat.
- Place students in pairs. Ask students to read the sentences aloud to their partners and listen to what sounds they have.

Lesson 7, part 1 3

2 **Read the dialogue again and correct the sentences.**

- The shoe shop is the second shop on the right.  
*The shoe shop is the third shop on the right.*
- The bookshop is downstairs on the right.  
*The bookshop is upstairs on the right.*
- The boy can take the lift to the second floor.  
*The boy can take the escalator to the second floor.*
- The café is on the second floor.  
*The café is on the ground floor.*
- The café is next to the entrance.  
*The café is next to the exit.*

**Say it!**

Giving directions in a building:  
 It's upstairs/downstairs. It's on the left/right.  
 It's the (first) door on the (right).  
 It's on the ground/first/second floor.  
 Go through the door/straight on/along the corridor/around the corner.  
 Take the lift/escalator (to the first floor).

3 **Say new dialogues with your partner. Imagine you're in a shopping mall. Ask for and give directions to different shops. Use the Say it! box to help you.**

Can you tell me where the (...) is, please?

**Pronunciation**

4 **Listen and read. Listen carefully to the coloured words. Then listen again and repeat.**

 We <b>were</b> visiting the bookshop. I <b>was</b> looking in a book. I <b>was</b> reading about some food And things that people like to cook.	 My sisters <b>were</b> waiting outside the shop. My brother <b>was</b> talking to me. He <b>was</b> cross, but I didn't hear him. I <b>was</b> thinking about my tea!	
--	--	--

Activity Book, Unit 3  
Lesson 7, part 2      seventy-nine      79

3.16

We were visiting the bookshop.  
 I was looking in a book.  
 I was reading about some food and things people like to cook.  
 My sisters were waiting outside the shop.  
 My brother was talking to me.  
 He was cross, but I didn't hear him.  
 I was thinking about my tea!

Diversity

Support

- Place students in pairs and have them write four sentences with *was/were*. They give their sentences to other pairs who have to read them aloud. Make sure students read two sentences each.

Challenge

- Students write sentences without *was/were* for their partners to read aloud and complete.

Finishing the lesson

- Give each student three strips of paper and ask them to write a word they have learnt from this lesson on each one.
- Divide the class into small groups and have each group sit in a circle. The game is played one player at a time. Each student shows their strip to the student on their right. That student has to say a sentence with the word. If they cannot make a sentence, they are out of the game.

2 **Read the dialogue again and correct the sentences.**

- Refer students to the dialogue on page 78. Ask students to read the directions. Students then complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

## Lesson 7, part 2

## Starting the lesson

- Ask students to imagine that you are a new student. Ask the class to give you directions to some of the places in school, e.g. *Can you tell me where the library is, please?*

## Practice

## Activity Book

Lesson 7, part 2


English in action  
Giving directions in a building

1 Complete the dialogue. Then listen and check.

a On the second floor? Is there an escalator?  
b It's about the history of my town.  
c Thank you. Good morning to you too.


d What about the computers? Where are they, please?  
e Yes, it is. I need a book for my school project.  
f Can you tell me where the history books are?

Man: Good morning. Welcome to the library.  
Fahad: <sup>1</sup> *Thank you. Good morning to you too.*  
Man: Is this your first visit to the library?  
Fahad: <sup>2</sup> *Yes, it is. I need a book for my school project.*  
Man: Really! What is your project about?  
Fahad: <sup>3</sup> *It's about the history of my town.*  
Man: Oh, history is very interesting.  
Fahad: <sup>4</sup> *Can you tell me where the history books are?*  
Man: Yes, of course. They're upstairs on the second floor.  
Fahad: <sup>5</sup> *On the second floor? Is there an escalator?*  
Man: No, there isn't, but there is a lift. Go down that corridor.  
Fahad: <sup>6</sup> *What about the computers? Where are they, please?*  
Man: They're on the ground floor, next to the lift.



2 Choose one of the following places and write another dialogue. Use the model in Activity 1 to help you. Then act it out with your partner.

an art gallery   a castle   a library  
a museum   a palace



Pronunciation

3 Listen and match. Then listen and repeat. Notice the short sounds of *was* and *were*. Then practise with your partner.

1 I	were drawing	modern art.
2 They	was going	for the café.
3 Bayan	were visiting	a mystery novel.
4 We	was reading	up the stairs.
5 You	was looking	an old castle.
6 Zaid	were studying	a picture of me.

fifty-one 51

## 1 3.17 Complete the dialogue. Then listen and check.

- Students read the dialogue and the sentences in the box. Have them try and guess the answers.
- Play the audio for students to check answers.
- Place students in pairs. Have students practise reading the dialogue together.
- Monitor students, helping where necessary.

## 3.17

- Man: Good morning. Welcome to the library.  
Fahad: Thank you. Good morning to you too.  
Man: Is this your first visit to the library?  
Fahad: Yes, it is. I need a book for my school project.  
Man: Really! What is your project about?  
Fahad: It's about the history of my town.  
Man: Oh, history is very interesting.  
Fahad: Can you tell me where the history books are?  
Man: Yes, of course. They're upstairs on the second floor.  
Fahad: On the second floor? Is there an escalator?  
Man: No, there isn't, but there is a lift. Go down that corridor.  
Fahad: What about the computers? Where are they, please?  
Man: They're on the ground floor, next to the lift.

## 2 Choose one of the following places and write another dialogue. Use the model in Activity 1 to help you. Then act it out with your partner.

- Students write a new dialogue in pairs in their notebooks, using the dialogue in Activity 1 as a model.
- Invite students to act out their dialogues in front of the class.

3 3.18 Listen and match. Then listen and repeat. Notice the short sounds of *was* and *were*. Then practise with your partner.

- Play the audio for students to complete the activity.
- Play the audio again and have students repeat, paying attention to the short forms of *was* and *were*.
- Place students in pairs. Students practise the sentences with their partners.
- Monitor for correct pronunciation.

## 3.18

- I was looking for the café.
- They were drawing a picture of me.
- Bayan was going up the stairs.
- We were visiting an old castle.
- You were studying modern art.
- Zaid was reading a mystery novel.

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students to tell you how the pronunciation activities have helped them so far. Have students share tips on how to improve pronunciation.

## Extra activity Photocopiable 18

- Ask students to do photocopiable 18.

## Lesson 8, parts 1 and 2

### Objectives

- **Lesson aims:** to read a short story
- **Target language:** *sketch, zoom, yell, remember, whisper, smile*

### Materials

- notebooks
- strips of paper
- photocopiable 21

### Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36). Can identify key information in a short passage or description, if supported by prompts or questions (GSE 38).
- **Speaking:** Can tell a simple story (GSE 38).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Yes/No technique (see page 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Lesson 8, part 1

### Starting the lesson

- Each student writes four words from the previous lessons on strips of paper.
- Place students in pairs and have them mix up their words and place the words face down in front of them.
- One student takes a strip of paper and starts spelling the word slowly for their partner to continue and finish the word. They swap roles.

### Presentation

- Explain that in this lesson students will read a short story about a bird and a girl.
- Ask students if they prefer short stories or long ones.
- Have students say what they think the girl and the bird in the story will do.

## Practice

### Class Book

Lesson 8, part 1

**Literacy: short stories**

**Reading**

1 **Before you read** Look quickly at the story and complete the sentences.

- 1 The girl in the story is called **Rasha**.
- 2 The story begins and ends in her **bedroom**.

When you see a word that you don't know, try to guess the meaning. Use the pictures and the text to help you.

**The fantastic bird**

Rasha was in her bedroom. She was trying to write a story for her homework, but she didn't have any good ideas. She stopped writing and started to draw. She sketched a really big orange bird with a long blue tail. She was pleased with her picture! After that, she decided to go to bed. It was late.

She was lying in her bed when she suddenly heard a noise. She looked up. The bird from her picture was flying in through the window! The bird asked, "Do you want to fly?" Rasha was amazed. She was scared of flying, but she loved adventures, so she climbed onto the bird's back. The bird zoomed out of the window and flew over the city. Rasha saw skyscrapers and factories. They flew over the office building where her mum worked. They flew over the harbour. The people in the boats looked very small. "Wow!" Rasha yelled.

At last, the bird flew back to the apartment building where Rasha lived, and back into her bedroom. She climbed off the bird's back, and got into bed. "Goodbye, bird," she said. She quickly went to sleep.

When Rasha woke up in the morning, she remembered her amazing adventure. "Oh," she whispered, sadly. "It was just a dream." But then she smiled. Now she had an idea for her homework! She started to write. When she finished her story, she locked up. She thought she saw something orange next to the window. Was it the bird? Or was it her imagination?

**Words in context**

sketch zoom yell  
remember whisper smile

2 Listen and read.

3 **After you read** Read and answer the questions.

- 1 What was Rasha's problem? **She didn't have any good ideas for her stories.**
- 2 What was unusual about the bird? **It could talk.**
- 3 Why did Rasha climb onto the bird's back? **because she loved adventures**
- 4 Read the two questions at the end of the story. What do you think?

opened closed saw  
heard said went  
ran said whispered  
shouted yelled  
asked smiled

Mudrik was playing in the park when ...

80 eighty

Activity Book, Unit 3  
Lesson 8, part 2

### 1 Before you read Look quickly at the story and complete the sentences.

- Refer students to the *Reading tip* box. Tell students they don't need to know all the words in a text to understand it. Tell them to read the text and say any unknown word. Ask them if they can deduce the meaning by context or using the pictures.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

### 2 3.19 Listen and read.

- Play the audio and have students read along in their Class Books.
- Use the Yes/No technique (see page 15) to ask students different questions about the text.
- Ask students what they think about the *Reading tip* now.
- Refer students to the *Words in context* box and ask them to look for the words in the text. In pairs, students try to guess the meaning of each word from the context. Help them with any words they find difficult.



**3.19****The fantastic bird**

Rasha was in her bedroom. She was trying to write a story for her homework, but she didn't have any good ideas. She stopped writing and started to draw. She sketched a really big orange bird with a long blue tail. She was pleased with her picture! After that, she decided to go to bed. It was late.

She was lying in her bed when she suddenly heard a noise. She looked up. The bird from her picture was flying in through the window! The bird asked, 'Do you want to fly?' Rasha was amazed. She was scared of flying, but she loved adventures, so she climbed onto the bird's back. The bird zoomed out of the window and flew over the city. Rasha saw skyscrapers and factories. They flew over the office building where her mum worked. They flew over the harbour. The people in the boats looked very small. 'Wow!' Rasha yelled.

At last, the bird flew back to the apartment building where Rasha lived, and back into her bedroom. She climbed off the bird's back and got into bed. 'Goodbye, bird,' she said. She quickly went to sleep.

When Rasha woke up in the morning, she remembered her amazing adventure. 'Oh,' she whispered, sadly. 'It was just a dream.' But then she smiled. Now she had an idea for her homework! She started to write. When she finished her story, she looked up. She thought she saw something orange next to the window. Was it the bird? Or was it her imagination?


**Diversity****Support**

- Have students look for the words in the *Words in context* box in the text and then spell them chorally. Then tell them to choose three words to make sentences with and read to the class.


**Challenge**

- Students find the words in the text and write a definition of the words in their notebooks. Then students read them to the class for them to guess the words.


**3 After you read Read and answer the questions.**

- Students complete the activity individually.
- Check answers as a class. Ask students where they found the answers.
- **Extension**  Have students quiz their partners on the story by asking them three questions.



**4  Look at the picture and tell a story with your partner. You can use the words to help you.**

- Ask students what type of stories they like.
-  Place students in pairs and have them complete the activity. They can make notes for their story in

their notebooks before they tell it if necessary.

- Encourage students to use the grammar and vocabulary from the unit.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to have students come to the front and read their work to the class.

**Finishing the lesson**

-  Put students in pairs. Ask them to discuss what they liked about the story and what they didn't like. Encourage them to give reasons for their answers.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to choose pairs to give you their answers and reasons.

## Lesson 8, part 2

### Starting the lesson

- Play *Parachute* (see page 21) with the words from the *Words in context* box in the previous lesson, as well as other vocabulary words from the unit.

### Practice

#### Activity Book

Lesson 8, part 2

**Literacy: short stories**


**Reading**

**Words in context**

1 Read and complete the sentences.

sketched	zoomed	yelled	remembered
	whispered	smiled	

1 The artist sketched a castle in his notebook.  
 2 Rasha smiled and felt happy about her dream.  
 3 We whispered because we were in the library.  
 4 You remembered my birthday. You never forget!  
 5 The motorbike zoomed quickly down the street.  
 6 Anas yelled at Younis when he broke his new tablet.



2 Read the story on Class Book page 80 again. Match.

1 Rasha wanted to write a story	<b>e</b>	a she was lying in her bed.
2 She felt quite happy when	<b>c</b>	b and it flew out of the window.
3 Rasha heard a noise when	<b>a</b>	c she finished her drawing of the bird.
4 She was very surprised when	<b>f</b>	d over the people in the harbour.
5 Rasha jumped onto the bird	<b>b</b>	e but she didn't have any ideas.
6 She yelled when they flew	<b>d</b>	f the bird started talking to her.

3 Answer the questions. Write complete sentences.

1 Why was Rasha surprised when she saw the bird?  
*Because it was the bird from her drawing.*

2 What did Rasha feel scared about at first?  
*Rasha was scared of flying.*

3 What buildings did Rasha see when she was flying?  
*She saw skyscrapers, factories and the office building where her mum worked.*

4 Why did Rasha feel sad when she woke up?  
*Because she realised it was all a dream.*

5 Why did Rasha smile before she started to write?  
*Because she had an idea for her homework.*

6 What do you think she saw at the end of the story?

4 Work in groups to make the story longer. Imagine what happens to Rasha after she sees the harbour and before she goes home. Use the ideas below. Then share your ideas with the class.

• After Rasha sees the harbour ...	• Then they fly to ...
• Then the bird ...	• Rasha feels ...
• Rasha sees ...	

52 fifty-two

### 1 Read and complete the sentences.

- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Ask students to define or translate the words in the word box.
- Check answers by asking volunteers to read the sentences aloud.

### 2 Read the story on Class Book page 80 again. Match.

- Have students say what they remember from the story.
- Students complete the activity individually.
- Students check their answers with a partner.

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

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

### 4 Work in groups to make the story longer. Imagine what happens to Rasha after she sees the harbour and before she goes home. Use the ideas below. Then share your ideas with the class.

- Place students in small groups and have them complete the activity.
- Monitor students, helping where necessary.
- Groups present their stories to the class. Make sure each group member speaks.

#### Extra activity Fast finishers

- Students choose six words from the story (ones that aren't in the unit) and make sentences with them. They read them to the class at the end of the lesson. Students place their work in their portfolios (see page 16).

### Finishing the lesson

- Ask students if they enjoyed the lesson and what they learnt from it. Use the Summative and thought-provoking questions technique (see page 16) to ask students about their learning so far, e.g. *How successful is your learning? How can you improve? Is there anything you would like more practice with? What?*

#### Extra activity Photocopiable 21

- Ask students to do photocopiable 21.

# Literacy: Writing

## Lesson 9, parts 1 and 2

### Objectives

- **Lesson aims:** to write a short story
- **Target language:** unit grammar and vocabulary

### Materials

- notebooks

### Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36).
- **Writing:** Can write a very simple story, given prompts or a model (GSE 36).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16); Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 9, part 1

### Starting the lesson

- Use the Three facts and a fib technique (see page 16) to have students write four statements using what they have learnt in the course so far.
- Divide the class in pairs and have them say the statements to each other. Explain that they have to correct the false statements.

### Presentation

- Explain that in this lesson students will learn how to write a short story.
- Have students refer to Lesson 8 and tell you what the short story was about.
- Ask students why short stories are good to read.

## Practice

### Class Book

Lesson 9, part 1 Writing

**1 Read. Match the pictures to the paragraphs.**

**SPECIAL TICKETS**

1 Ammar was at the stadium with his friend Qais. They were buying tickets for a football match. 'I'm so excited about the match tonight,' Ammar said, happily. 'Our number nine Amjed Rashid is my favourite player!' c

2 But then Ammar fell down some steps. 'Ouch!' he shouted. 'My foot hurts!' Qais quickly phoned Ammar's dad. d

3 Ammar's dad took him to the hospital. A doctor looked at his foot. It was broken! Ammar was very sad. 'Oh no! Now I can't go to the football match,' he said. a

4 He was reading a book in his hospital room when suddenly the door opened and a man walked in. He was Amjed Rashid, the number nine from his favourite team! 'Hello, Ammar!' he said. 'I saw you fall down the steps. Now you can't go to the football match, so I decided to give you these!' e

5 Amjed gave Ammar two tickets for a match in April. 'You can watch me when you're better!' said Amjed. 'Thank you!' said Ammar, with a big smile on his face. b

**2 Read the stories on pages 80 and 81 again. Then complete the story plans.**

How to write... a short story	The fantastic bird	Special tickets
Think about these things:	where setting	(1) stadium and (2) hospital
• Where does the story take place?	who characters	Ammar Ammar's dad his friend (3) Qais the footballer (4) Amjed Rashid
• Who is in your story?	beginning	buying (5) tickets for a football match
• What happens at the beginning?	middle	falls down (6) steps goes to hospital
• What happens in the middle?	end	Amjed Rashid visits him in (7) hospital
• What happens at the end?		

**3 Write a short story. Plan, write, check and rewrite. Use the How to write... box to help you.**

**Writing**

Show the words that people say like this:  
 'Ouch!' he shouted. 'My foot hurts!'  
 'Thank you!' said Ammar, with a big smile on his face.

Activity Book, Unit 3  
Lesson 9, part 2 eighty-one 81

### 1 Read. Match the pictures to the paragraphs.

- Ask students what the pictures show. Ask them what they think the story will be about.
- Have students read the story quietly and complete the activity.
- Check answers as a class.
- **Extension** Ask students how the pictures helped them with the story. You can also refer students to the *Reading tip* box on page 80 about how to understand new words in context.

### 2 Read the stories on pages 80 and 81 again. Then complete the story plans.

- Students read the short stories again and complete the plans individually.
- Monitor students, helping where necessary.
- Place students in pairs and have them compare their plans.
- Check answers as a class.

Diversity

Support

- Students read the story sentence by sentence aloud. Make sure they understand the vocabulary and the story. After they read the corresponding information, ask students the key questions so that they can find the answer, e.g. *Where is the setting? Who are the characters? What happens at the beginning? What happens in the middle? What happens at the end?* After answering each question students write their answers.

Challenge

- Have students rewrite the sentences in the box for each point with their own ideas, e.g. *where – setting – in the classroom.*

3 ✨ Write a short story. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- Invite a student to read the *How to write...* box aloud. Tell students that this will help them structure their short stories when they write them.
- Refer students to the *Writing tip* box. Ask students to find more examples of showing the words that people say in the stories.
- Use the Traffic light cards technique (see page 15) to ask students if they are ready to do the activity.
- Students work in pairs. First, have students make notes on what their story will be about. Check their notes before they proceed to writing their story. More advanced students can use the notes they made in the Challenge activity above.
- Have students write their short stories in pairs in their notebooks. Tell students to keep referring to the *How to write...* box and the story plan while they write their stories.
- Monitor students, helping where necessary.
- Before students present their work, ask them to check their stories and rewrite sections if necessary. Students then present their short stories to the class.
- Use the Two stars and a wish technique (see page 16) to have students comment on each other's work.

Extra activity Critical thinking

- Ask students why they think people write stories. Have students say if they like writing stories and how writing makes them feel. Ask students if they would like to become writers. Why?/Why not?

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students to tell you what they have learnt today, what they think they are good at and where they need more practice.

Lesson 9, part 2

Starting the lesson

- Use the Think-pair-share technique (see page 16) to have students discuss how to write a short story from the *How to write...* box in the Class Book from the last lesson. Encourage students not to look at their Class Books.
- Ask students questions about the stories in the previous lessons from the Class Book. Ask *Where was the setting of 'The fantastic bird'/'Special Tickets'? Who were the main characters? What happened in the beginning/middle/end of the stories?*

Practice

Activity Book

Lesson 9, part 2 Literacy: short stories 3

Writing

1 Read what the people said. Then complete the sentences.

Do you want to fly? I don't like football.  
That room is closed. Don't tell anyone. You're too slow!

1 'I don't like football', Abdulaziz said.  
'I prefer basketball.'

2 'Don't tell anyone', I whispered quietly.  
'It's a secret!'

3 The bird asked me, 'Do you want to fly?'  
and I said, 'Yes, please!'

4 'You're too slow!', the boys yelled,  
so I started walking faster.

5 The guide said, 'That room is closed',  
so we couldn't go in.

119 Writing Show the words that people say like this: 'Ouch!' he shouted. 'My foot hurts!' 'You can watch me when you're better!' said Amjed.

2 Plan a short story.

Setting: Where and when does the story take place?

Characters: Who are the characters in the story? They can be people, animals or something else.

Beginning: How does your story begin?

Middle: What happens in the middle?

End: How does your story end?



Go to Writing model page 67. fifty-three 53

1 Read what the people said. Then complete the sentences.

- Refer students to the *Writing tip* box.
- Check answers as a class by asking students to read the completed sentences aloud.

2 Plan a short story.

- Ask students what they will write about.
- Before students write their story, refer them to the *Writing model* on page 67 of their Activity Books. Go through the model with students.
- Students complete the activity individually.

-  Have students compare plans with their partners.
-  Use the Lollipop stick technique (see page 15) to have some students read their plans to the class.

Literacy: short stories
Lesson 9, part 2

Writing

**3** Now write your short story.

**Beginning**

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**Middle**

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**End**

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

Have I included all the parts of the story?	<input type="checkbox"/>	Have I written what the characters said correctly?	<input type="checkbox"/>
Have I used the past tenses correctly?	<input type="checkbox"/>	Have I included some relative pronouns?	<input type="checkbox"/>

**54** fifty-four

- 3 Now write your short story.**
- Have students complete the activity individually.
  - Tell students to keep referring to the *Writing model* and the story plan while they write their stories.
  - Monitor students, helping where necessary.
  - Have volunteers read their work to the class.
- 4 Check your work. Tick (✓) the steps when you have done them.**
- Remind students to use the checklist once they have completed the writing process.

### Finishing the lesson (5 minutes)

-  Use the Summative and thought-provoking questions technique (see page 16) to ask students what they enjoyed in this lesson.

# Over to you!

## Lesson 10

### Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary

### Materials

- notebooks
- Unit 3 flashcards (places, parts of buildings)
- Unit 3 poster: *Places and buildings*
- photocopyable 27

### Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

### Starting the lesson

- Divide the class into two teams. Hide the Unit 3 flashcards (places, parts of buildings) around the room. Call out a word and have two students, one from each team, search for the flashcard. The student who finds the card gets a point. They get an extra point if they can say a sentence using that word. The team with the most points wins.

### Presentation

- Explain that in this lesson students will share their opinions about places and what they liked about this unit and review the unit vocabulary and grammar.
- Write on the board one thing you liked about the unit, e.g. *I liked the Writing lesson because I learnt how to write a short story.*
- Students also write a sentence.
- Have students read the sentences to their partners.
- Use the Lollipop stick technique (see page 15) to have students read their sentences aloud.

### Practice

#### Class Book

**WOW!** Over to you!
Lesson 10

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

**1** 4 comments

Chloe 2 minutes ago

I went to London, where there are a lot of tall office buildings, apartment buildings and skyscrapers. We went to the top of the Shard. It's 310 metres high, but I wasn't scared. There's an amazing lift made of glass so you can see the city as you go up. My friends and I took a selfie there.

**2** 3 comments

Auan 5 minutes ago

This is a photo of the castle that I made. I was working on it in the summer, but it's finished now. There are many towers and there are 30 tiny steps up to one of them. I like making things, but I think this is the best model that I've made.

**3** 7 comments

Marwa 9 minutes ago

I like mystery stories. I was reading the story in Lesson 4 when I remembered an old palace that we visited. There were long corridors with paintings like the ones that Eddie saw at Bingley Palace. I saw a small door when I was walking along the corridor, but the guide who was showing us around said it was a cupboard.

**4** 2 comments

Jasim 3 minutes ago

I've been to Petra! We went there when we were on holiday in Jordan. We climbed steps and walked along streets where people walked two thousand years ago. I'll never forget it. We learned so much about how people lived in the past.

**5** 3 comments

Yoda 10 minutes ago

One of my favourite places in the world is my grandparents' house. They live in a small house near a harbour, by the sea. We stay there in the summer holidays. There are steps from their front door to the harbour and they have a small boat there.

**1** Read the comments about the WOW! Magazine. Tick (✓) the comments from children who have visited old places.

**2** Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- 1 What did you like best?
- 2 Which places or buildings did you find most interesting?
- 3 Which places are important to you?

Activity Book, Unit 3 Lesson 10

**WOW! Question**

Reem 1 hour ago  
Why are some places and buildings important to us?  
...

### 1 Read the comments about the WOW! Magazine. Tick (✓) the comments from children who have visited old places.

- Ask students to read the texts quietly.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students think about which text they identify with most and why.

### Diversity

#### Support

- Ask students to read the texts quietly. Then go through each text and find the new vocabulary. Have them say the words and write them on the board. Repeat with new grammar.

#### Challenge

- Students give each text a heading.

### 2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- Place students in pairs and have them complete the activity. Have students read their work to other pairs.
- **Extension** Have students think of other things in the unit they can comment on. Students make notes and read them to the class.

### 3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

- Place students in groups.









- Have students compare their answers with those they gave at the start of the unit.
- Once students have worked in groups, have them discuss which answers they changed. Encourage students to explain why.

### Activity Book

Review 3

Lesson 10

**1 Write the names of the places.**

1 <u>apartment building</u>		2 <u>stadium</u>		3 <u>palace</u>		4 <u>skyscraper</u>	
5 <u>factory</u>		6 <u>swimming pool</u>		7 <u>sports centre</u>		8 <u>hospital</u>	

**2 Order the letters to complete the sentences.**

1 I had an accident. I fell down the <u>steps</u> (tessp) at school.	4 Buy a ticket at the <u>entrance</u> (arnenct) to the museum.
2 Go along the <u>corridor</u> (irordcro) and then turn right.	5 This <u>escalator</u> (astrecoa) goes up, but I want to go down.
3 We need to paint the <u>ceiling</u> (nicgeli) in that room.	6 I left my bag in the <u>corner</u> (rorcen) of the room and now it isn't there!

**3 Complete the definitions. Use relative pronouns.**

1 A librarian is a person <u>who works at a library.</u>	4 A lift is something <u>that carries people up and down in buildings.</u>
2 A castle is a place <u>where kings and queens lived.</u>	5 A doctor is a person <u>who takes care of ill people.</u>
3 Summer is a time <u>when I go on holiday.</u>	6 A paintbrush is an object <u>which I use to clean my teeth.</u>

**4 Write Past continuous sentences.**

1 My dad <u>not work</u> phone ring <u>My dad wasn't working when the phone rang.</u>
2 I <u>play football</u> it start rain <u>I was playing football when it started to rain.</u>
3 My mum <u>read</u> bus arrive <u>My mum was reading when the bus arrived.</u>
4 It <u>not rain</u> we walk school <u>It wasn't raining when we walked to school.</u>
5 They <u>watch</u> television friend visit <u>They were watching television when their friend visited.</u>

**Self-assessment**

**5 Answer the questions about your work in Unit 3.**

- How was your work in this unit? Choose.  OK  Good  Excellent
- Which lesson was your favourite? \_\_\_\_\_
- Which parts of the unit were difficult for you? \_\_\_\_\_
- What new things can you talk about now? \_\_\_\_\_
- How can you work and learn better in the next unit? \_\_\_\_\_

Go to Dictation on page 72. fifty-five 55

### 1 Write the names of the places.

- Explain to students that they are now going to review what they have learnt.
- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Ask students what buildings they see in the pictures.
- Students complete the activity individually.
- Check answers as a class.

### 2 Order the letters to complete the sentences.

- Using the Unit 3 flashcards and poster, quickly revise all new words from Lessons 1 and 5. Refer to *How to work with posters* (see page 18).
- Students complete the activity individually.
- Check answers as a class by writing them on the board for students to check against.

### 3 Complete the definitions. Use relative pronouns.

- Have students say what the relative pronouns are.
- Students read completed sentences to their partners.
- Refer to the suggested answers on Exercise 3. Accept any possible answer.

- Use the Lollipop stick technique (see page 15) to ask students to read their sentences aloud to check answers. Accept any reasonable answers.

### 4 Write Past continuous sentences.

- Ask students how the Past continuous is formed.
- Students complete the activity individually and then compare answers in pairs.

## Self-assessment

### 5 Answer the questions about your work in Unit 3.

- Students do the activity individually. Ask some students to share their answers using the Lollipop stick technique (see page 15).

### Extra activity Collaborative work

- Place students in small groups. Have them make a vocabulary or grammar chart that focuses on what they have learnt in this unit in their notebooks. Students also make sentences with their words or grammar structures. Groups present their work to the class. Make a classroom display.

## Dictation

- Have students turn to page 72 in their Activity Books.
- **3.20** Play the audio for students to individually listen and write the sentences.
- Check the answers as a class.

### 3.20

- Is this the book that you want to read?
- She's the doctor who I saw in the hospital.
- What were you doing when it started to rain?

### Extra activity Progress path

#### Teacher's Book pages 103 (Class Book) and 71 (Activity Book)

- Students work in pairs through the questions from Unit 3 in the Class Book (page 103) and in the Activity Book (page 71).
- Depending on the amount of time you have, students could work through the Progress paths for both Class Book and Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.
- After completing the Unit 3 questions students can complete Challenge 1 in the Class Book with their partner. Tell students they should try to complete the challenge in less than one minute.

## Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students if they are happy with their progress so far. Then ask how this unit has helped them progress as English learners.

**Next lesson** Unit 3 Practice and End-of-Semester 1 Practice

### Extra activity Photocopiable 27

- Ask students to do photocopiable 27.

## Get ready for...

## Lesson 11

## Objectives

- **Lesson aims:** to practise for the A2 Key for Schools Reading and Writing Part 4, A2 Key for Schools Speaking Part 1 (Phase 2) and A2 Flyers Speaking Part 4, A2 Flyers Listening Part 2, A2 Key for Schools Listening Part 2 and A2 Flyers Reading and Writing Part 3
- **Target language:** unit vocabulary and grammar

## Materials

- notebooks
- Unit 3 flashcards (places, parts of buildings)
- Unit 3 poster: *Places and buildings*
- photocopy of the Class Book audio, enough for each pair of students

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 33).
- **Listening:** Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures (GSE 33).

## Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

## Starting the lesson

- Show students the Unit 3 flashcards or poster to quickly revise the vocabulary. Refer to *How to work with posters* (see page 18).
- Write different verbs in the Present simple, Present continuous and Past continuous on the board. Make sure they are in random order and scattered all over the board and that there are enough words for all the players.
- Divide the class into two teams and have them line up a few metres back from the board.
- Explain that you will point to a verb and the person at the front of the line has to say what tense it is in. If they are wrong they sit down. If they are correct, they go to the back of the line to play again.

## Presentation

- Explain that in this lesson students will practise for the A2 Flyers and A2 Key for Schools Listening exams and the A2 Key for Schools and A2 Flyers Reading and Writing exams in both the Class Book and Activity Book. They will also practise for the A2 Key for Schools and A2 Flyers Speaking exams.
- Recap the specific aspects of those parts of the exam (process, materials, duration, etc.).

## Practice

## Class Book


Lesson 11

Get ready for... 3

**A2 Key for Schools Reading and Writing Part 4**

**1** For each gap, choose the correct answer.

**KUALA LUMPUR SKYSCRAPERS**



Last year, I went to Kuala Lumpur in Malaysia. It's a very big and exciting city, with lots of skyscrapers! A skyscraper is a tall building which has lots of (1) ... Most of the tall buildings in the city are office buildings, but you can (2) ... other things in them, too. For example, I (3) ... one skyscraper where there was a big shopping mall. I found a shop that had some fantastic computers. I was (4) ... at a laptop when a famous Malaysian actor walked into the shop! There are (5) ... in some skyscrapers, too, but I wouldn't like to live in a skyscraper. I don't like going up and down in a (6) ...!

1 A gardens	B roofs	C floors
2 A find	B stop	C be
3 A watched	B visited	C decided
4 A looking	B listening	C playing
5 A factories	B apartments	C castles
6 A lift	B stair	C window

**A2 Flyers Speaking Part 4**

**A2 Key for Schools Speaking Part 1 (Phase 2)**

**2** Talk to your partner. Talk about the town where you live.

What is the most interesting place in your town?

Which places do you visit most often?

What old buildings are there in the town?

Where do you go shopping?

Activity Book, Unit 3 Lesson 11 eighty-three 83

## 1 For each gap, choose the correct answer.

- Invite a volunteer to read the *Exam tip* box aloud. Ask students if they think it's a good idea.
- Ask students to read the options. Explain any unknown words.
- Then ask students to read the text. Ask what it is about.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Check answers as a class.
- **Extension** Have students make sentences with unused words.



## Diversity

## Support

- Do items one and two as a class, showing students how the answer is found, e.g. Item 1, Say *Do skyscrapers need to have lots of gardens? Do they need to have lots of roofs?* Tell students that they should think carefully about how each word is used before answering.

## Challenge

- Have students write three sentences with gaps for their partners to complete.

2 **Talk to your partner. Talk about the town where you live.**

- Read the *Exam tip* aloud. Ask students why it's important to say as much as you can instead of saying nothing.
- Students complete the activity in pairs.
- Monitor students, helping where necessary.
- **Extension** Have students come to the front and act out the dialogue.

## Extra activity Collaborative work

- Place students in groups. Explain that students have to make a speaking test for the other groups in their notebooks. Groups write five questions and swap notebooks with other groups. They ask and answer.

## Activity Book

## Get ready for...

## A2 Flyers Listening Part 2 / A2 Key for Schools Listening Part 2

**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 Listen and choose the correct answers.

- 1 What time is the football match?    A 5.00    B 5.15    C 5.30  
 2 What day is the concert?    A Tuesday    B Wednesday    C Thursday  
 3 What is the girl's name?    A Jonson    B Jensen    C Johnson

**Do!** 3 Listen and complete.

**Tip Exam** Look at the picture and the text before you listen. They can give you helpful information.



## The Ancient History School Club

- The club meets: at 4.30 pm on Wednesdays
- 1 The children in the club often visit: museums
- 2 The club has parties when children wear: historical costumes
- 3 The children in the club have to buy: museum tickets
- 4 The President of the club is: Mrs Murphy
- 5 Club members must be: 10-16 years old

## A2 Flyers Listening Part 2 / A2 Key for Schools Listening Part 2

1 **Think!** Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the A2 Flyers Listening Part 2/A2 Key for Schools Listening Part 2 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

2 **Try!** 3.21 Listen and choose the correct answers.

- Students complete the activity individually.
- Play the audio.
- Use the Lollipop stick technique (see page 15) to check answers.

## 3.21

- 1 **Boy 1:** What time does the football match start?  
**Boy 2:** At half past five, but we should get there at about five o'clock.  
**Boy 1:** OK, Let's meet at four o'clock and walk to the stadium.
- 2 **Girl 1:** There's a concert at school this week.  
**Girl 2:** I know. I think it's on Wednesday.  
**Girl 1:** No, it isn't. They changed it to Thursday.
- 3 **Girl 3:** I'd like to join the history club, please.  
**Girl 4:** Sure. What's your name?  
**Girl 3:** It's Emily Jonson. That's J-O-N-S-O-N.  
**Girl 4:** Great, thanks.

3 **Do!** 3.22 Listen and complete.

- Invite a volunteer to read the *Exam tip* box aloud.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Play the audio and have students complete the activity.
- Check answers as a class.

3.22

- Woman:** OK, everyone. Listen please. There's a new club at school that you might like.
- Boy:** Really? What's it about?
- Woman:** It's the Ancient History School Club. It meets after school on Wednesdays, at 4.30 pm.
- Boy:** That sounds interesting. I like learning about history.
- Woman:** Then this is a great club for you. Does anyone have any questions?
- Boy:** Yes. What do children do in the club?
- Woman:** Well, they learn about ancient cultures, and they often visit museums.
- Boy:** Really? I'd like to join that club.
- Woman:** They sometimes have parties when people wear historical costumes.
- Boy:** Wow! And how much does it cost to join the club?
- Woman:** It doesn't cost anything to join, but you have to buy your museum tickets, of course.
- Boy:** How can I learn more about the club? Should I talk to someone?
- Woman:** Yes, you can talk to the President of the Club. Her name is Mrs Murphy. That's M-U-R-P-H-Y. I can give you her phone number later.
- Boy:** Oh! One more question. Do you have to be a school student to be in the club? My uncle's really keen on history too.
- Woman:** I'm sorry, but the club is only for young people, aged 10 to 16.
- Boy:** OK. Thanks for the information!
- Woman:** You're welcome.

Lesson 11

**A2 Flyers Reading and Writing Part 3**

**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 Choose the correct words to complete the sentences.

1 When I was in New York, I saw a baseball **show** **game** play at the stadium.  
 2 Tourists can buy nice postcards at the castle's gift **office** **museum** **shop**.  
 3 I'd like to visit a big **city** **harbour** **factory** where we can go shopping for clothes.  
 4 You can't use the **stair** **lift** **entrance** at the moment. There isn't any electricity.  
 5 Excuse me. I'm looking for the **floor** **corner** **exit**. Do you know where it is?  
 6 Please don't **yell** **whisper** **smile** in the library. You must be very quiet!

**Do!** 3 Read the story. Write the correct word from the box next to numbers 1-5. There is one example.

**Exam Tip** Read the whole text and all the words in the box before you start writing.

ceiling clouds leave lights office roof stairs stay tower weather

Last summer, I went to London to visit my cousin. One day, my cousin took me to a tall **office** building in the centre of the city. There was a nice café on the (1) **roof** where we could look out and see the whole city and the river. While we were there, the (2) **weather** changed and it started raining. Suddenly, all the (3) **lights** went out. There wasn't any electricity! The lift wasn't working and there were too many (4) **stairs** to walk down, so we waited. It was boring, but a boy started playing the guitar, and then a girl started singing! They were excellent! When the lights finally came back on, everyone wanted to (5) **stay** and hear more music!

(6) Now choose the best title for the story. Tick (✓) one box.

The tall tower  London weather  Music on the roof

fifty-seven 57

**A2 Flyers Reading and Writing Part 3**

- 1 Think!** Read the task carefully. Make sure you know what you have to do.
- Tell students that this is the A2 Flyers Reading and Writing Part 3 exam.
  - Students read the task carefully.
  - Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- 2 Try!** Choose the correct words to complete the sentences.
- Students complete the activity individually.
  - Use the Lollipop stick technique (see page 15) to check answers.
- 3 Do!** Read the story. Write the correct word from the box next to numbers 1-5. There is one example.
- Read through the words in the word box and ask students to define them where they can, or to make sentences with them. Elicit the meaning of any unknown words.
  - Invite a volunteer to read the *Exam tip* box aloud. Ask students why they think it's important to read the whole text before answering (it helps them get a general idea of the text and helps them identify what type of words are missing).

- Have students read the story quietly. Explain that they don't need to use all the words in the box.
- Students complete the activity individually.
- Check answers as a class.

**Now choose the best title for the story.**

**Tick (✓) one box.**

- Students choose the best title. Ask them to give reasons for their answer.

### Finishing the lesson

- Ask students to refer back to the previous *Get ready for...* lessons and note down the *Exam tips* in their notebooks. Explain that they should reference them when doing different exam activities.
- 🎓 Use the Summative and thought-provoking questions technique (see page 16) to ask how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

#### Graded readers Unit 3

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

#### Unit 3 Practice

- Students now complete the Unit 3 Practice. Give students support where necessary and focus time on areas.

#### End-of-semester 1 Practice

- Students now complete the End-of-semester 1 Practice.
- Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

# Optional lesson

## Lesson 12

### Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun tasks
- **Target language:** revision of unit vocabulary

### Materials

- Unit 3 flashcards (places, parts of buildings)
- Unit 3 poster: *Places and buildings*
- spinner, one per pair
- counters, one per student
- colourful paper/magnets as counters to play a game on the board

### Global Scale of English (GSE)

- **Reading:** Can follow basic instructions on how to play a simple board game, if supported by pictures (GSE 31).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28). Can write simple sentences about what they or other people can or can't do (GSE 29). Can write simple sentences about what they/other people are doing (GSE 33).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

### Starting the lesson

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 3 flashcards (places, parts of buildings) or poster as prompts.
- Play a game with the vocabulary from Unit 3.
- Divide the class into two teams. On the board draw a long racetrack divided into twenty-five spaces, a space for each flashcard, with a *Start* and *Finish* line. Place the counters for each team on the board.
- Ask individual students from each team questions in turn using the Unit 3 flashcards, e.g. point to a flashcard and ask *What's this?* If the student answers correctly for his/her team, move the counter to the next space. You can move their counter an extra space if they are able to say a grammatically correct sentence using the flashcard word.
- The team that crosses the finishing line first is the winner.

### Presentation

- Explain that in this lesson students will play a game. Ask students to look at the game on page 98 of their Class Books. Ask students what they think they have to do.
- Before students play the game, quickly review the unit grammar that they will need to play the game.
- Ask students to name the relative pronouns (*who, where, that/which, when*). Ask students what we use each one for (*who – people, where – places, that/which – people/things, when – time or period of time*). Ask *What do we use them for? (to give more information about something)*.
- Invite volunteers to say example sentences using relative pronouns.

### Practice

#### Class Book

**Fun corner**

**Unit 3**

1 In pairs, play the game. Use a spinner. Take turns to say a definition for the words.

It's a place where ...

It's a person who ...

It's a thing which ...

It's a day / time when ...

<b>START!</b>	1	2 a doctor	3 Miss a turn!	4
9 my parents	8 Go forward two spaces!	7	6 Eid	5 an e-book
10	11 an escalator	12 a baker	13 Go back two spaces!	14
19 the summer	18 Miss a turn!	17	16 a hospital	15 a school day
20 a corridor	21	22 a teacher	23 Go back two spaces!	24
29 the weekend	28 Go forward two spaces!	27	26 the evening	25 a lift
30	31 an artist	32 Miss a turn!	33	<b>FINISH!</b>

98 ninety-eight

#### 1 In pairs, play the game. Use a spinner. Take turns to say a definition for the words.

- Place students in pairs. Give each pair a spinner and two counters.
- Before students play the game, ask them to look at the prompts in speech bubbles. Explain to students that they have to use these prompts in the game to say a definition of the words or pictures.

- Explain the rules of the game. Each student takes it in turn to spin the spinner. They move their counter to the correct number of spaces. If they land on a word or picture, they have to give a definition of that word or picture using a relative pronoun. For example, if they land on 'sports centre', they might say *It's a place where people go to do different sports*. If their definition is correct, they get to stay on the space; if it's incorrect, they go back to where they started from. Then it's the next student's turn. The student who gets to *Finish* first is the winner. Elicit the meaning of *Miss a turn*, *Go back* and *Go forward* if necessary.
- 🗨️ Use the Traffic light cards technique (see page 15) to check students know what they have to do and are happy to continue.
- You can give students a few minutes to look at the pictures and write definitions in their notebook if necessary.
- Students play the game. Monitor students, helping where necessary.
- If there's time, have students play the game with a different partner.

### Finishing the lesson

- 🗨️ Use the Summative and thought-provoking questions technique (see page 16) to ask what students have learnt today. Ask *Did you enjoy the Fun corner? Was it easy or was it difficult?*
- 🗨️ Students write down what they did in today's lesson in their Learning diary (see page 16): *Today, I played ... , We reviewed ... , I thought the game we played was ...*
- Ask volunteers to read aloud their diary entries.

### Lesson 1

#### Objectives

- **Lesson aims:** to review the vocabulary, grammar and pronunciation from Unit 3; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to understand the main idea of a text; to skim a text for gist; to evaluate a text
- **Target language:** *apartment building, architect, bookshop, castle, ceiling, corner, corridor, exit, factory, floor, flute, glue, hospital, office building, pineapple, roof, scarf, skyscraper, sports centre, stairs, straw, trumpet; An architect was visiting the class. That's the factory where my dad works. They were all working hard when the architect said something exciting. That is the lizard that I saw on the ceiling last week.*
- **Phonics:** The weak and strong forms of *was/were*





#### Materials

- Unit 3 flashcards: places and buildings, parts of buildings
- Unit 3 poster: *Places and buildings*
- dictionaries
- photocopiables R5 and R6

#### Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can understand short paragraphs on subjects of personal interest (e.g. sports, music, travel) if written using simple language and supported by pictures (GSE 34). Can identify specific information in a simple story, if guided by questions (GSE 35). Can find the correct meaning of a word in a bilingual dictionary (GSE 37).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can talk about everyday activities using simple language (GSE 34). Can pass on basic information from short, simple, illustrated texts (GSE 34). Can connect ideas using a few simple linking words (GSE 35). Can re-tell a familiar story, given prompts or a model (GSE 39). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can summarise the main information in a picture or picture story using simple words or phrases (GSE 38). Can write about the key information they have read in a short paragraph (GSE 42).

#### Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15); True/False response cards technique (see page 15)
-  Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
-  Independent learning: Summative and thought-provoking questions technique (see page 16)

### Lesson 1, option A

#### Starting the lesson

- Show students the Unit 3 flashcards (places and buildings, parts of buildings) or poster. Have students say and spell the words. Ask *Which building do you think is the most interesting? Why? How can we make buildings look better? Have you ever made a model of a building? What materials can you use to make one?*
- Write the new vocabulary that students will encounter in the story on the board: *architect, building set, glue, straw*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *She drank her lemonade with a straw. My mum is an architect and she designs houses. I got a skyscraper building set for my birthday. We used glue to stick the pictures in our books.* Alternatively, you can write definitions on the board and have students match them to the words: *Something we use to stick things together (glue). A toy with lots of pieces that you can put together to make different buildings (building set). A thin plastic or paper tube that you use for drinking (straw). A person who designs buildings (architect).*

#### Presentation

-  Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and pronunciation from Unit 3, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 110.
- Tell students that the story will also contain examples of the strong and weak forms of *was/were*. Say that the words *was* and *were* can have both strong and weak forms. Explain that we use the strong form when the words are stressed or pronounced clearly, often for emphasis. The weak forms are used when the words are unstressed in a sentence. This usually happens when we are speaking.

- When students read along to the story, ask them to circle examples of the strong form of *was/were* and to underline examples of the weak form of *was/were*.

## Before you read

**1 Before you read** Read the title of the story and look at the picture on page 84. Answer the questions.

- Before students read, ask them to turn to page 110 in their Class Books.
- Tell students to refer page 84 while doing the activity, paying attention to the title and the picture.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check students' ideas.

## Listen and read

### Class Book

**Graded reader 1**

## 'Be an Architect' Day

It was 'Be an Architect' Day. An architect was visiting the class. She showed the students some models of buildings. The girls wanted to make models too. They looked at photos of interesting buildings.

This sports centre is cool! It's got plants on the roof.

This bookshop is very pretty.

Hey, look! That's the factory where my dad works.

84 eighty-four

**Graded reader 1**

The girls were very creative. They used cardboard boxes, plastic bottles and paper straws. They used paint and glue. They were all working hard when the architect said something exciting.

My castle will have one exit.

Please can you give me the glue?

I'll give a building set to the person who makes the best model!

eighty-five 85

**Graded reader 1**

The girls were talking excitedly about their models. They put them on a clean table. They all really wanted to win a building set.

What's the building that you made?

It's a skyscraper! It's an office building, too.

This is a hospital where many doctors and nurses work.

86 eighty-six

Graded reader 1 3

The architect was very kind. She thought all of the models were really good. She decided to give a building set to everyone in the class!

eighty-seven 87

### 2 GR3.1 Listen and read.

#### 1) Read the story quickly. Were your ideas about 'Be an Architect Day' correct? How were they different?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 110 in the *Before you read* section.
- Ask students if their ideas were correct. If not, ask them how their ideas differed.

#### 2) Find these things in the story pictures. What are they? Write the words. Check the meanings in a dictionary.

- Ask students to refer to pages 84–87 and find the objects. Ask them on which pages they found them.
- Students complete the activity individually and then check the meaning of the words in a dictionary.
- Use the Lollipop stick technique (see page 15) to check answers.

#### 3) Read the story again. Circle the buildings that the girls made.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- Students complete the activity individually. Students can refer to the story on pages 84–87 to help if necessary.
- Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

### Pronunciation

- Ask students to look at the story again quickly and tell you all the examples of the strong forms of *was/were* they circled, and the weak forms of *was/were* they underlined. Write them on the board and say the sentences aloud.
- Have students write their own sentences with the strong and weak forms of *was/were*.
- Place students in pairs. Have them read aloud their sentences to each other.
- Monitor students and correct pronunciation where necessary.

### Finishing the lesson

- Write the new vocabulary words on the board: *architect, building set, glue, straw*. Elicit their meanings again if necessary.
- Ask students to find the words in the story or any examples of them in the illustrations.

Unit 3, Graded reader 1



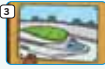


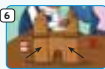
'Be an Architect' Day

1 **Before you read** Read the title of the story and look at the picture on page 84. Answer the questions.

- 1 What does an architect do? You can use a dictionary to help you. **An architect designs buildings and other structures.**
- 2 What do you think 'Be an Architect Day' is?
- 3 What do you think happens on this day?

2 **Listen and read.**

- 1) Read the story quickly. Were your ideas about 'Be an Architect Day' correct? How were they different?
- 2) Find these things in the story pictures. What are they? Write the words. Check the meanings in a dictionary.

 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">1</span> <span style="color: red;">a factory</span>	 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span> <span style="color: red;">glue</span>	 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span style="color: red;">sports centre</span>
 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span> <span style="color: red;">cardboard box</span>	 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">5</span> <span style="color: red;">bookshop</span>	 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">6</span> <span style="color: red;">straw</span>

3) Read the story again. Circle the buildings that the girls made.

skyscraper
stadium
castle
palace
hospital
swimming pool
office building
tower

3 **After you read**

- 1) Answer the questions in pairs. glue, paper straws, cardboard boxes, paint, plastic bottles
  - 1 What did the girls use to make their models? paint, plastic bottles
  - 2 Why were the girls very excited? Because they wanted to win a building set.
  - 3 Which model did the architect think was the best? She thought all the models were great.
- 2) **Over to you!** Which model did you like the best? Why? Write about it.

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

3) Tell this story to a friend or family member.


110 one hundred and ten




-  Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

## Lesson 2, option A

### Starting the lesson

-  Place students in pairs. Have them tell each other what they can remember about the story 'Be an Architect' Day.
- Ask pairs to share what they can remember with the class.


### Presentation

-  Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 110.

### Before you read



- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *An architect is visiting the class. (True.) The architect showed them some models of cars. (False – She showed them some models of buildings.) The class watched a video about interesting buildings. (False – They looked at photos of interesting buildings.),* etc.

### Listen and read


-  **GR3.1** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *What did the architect show the class? (She showed them models of buildings.); What materials did the girls use to make their model buildings? (They used cardboard boxes, plastic bottles, paper straws, paints and glue.); Who wanted to win to the building set? (They all did.); Who did the architect decide to give a building set to? (She decided to give a building set to everyone in the class.),* etc.

### 3 After you read

#### 1) Answer the questions in pairs.

- Refer students to page 110 in their Class Books.
-  Students work in pairs to answer the questions.
-  Use the Lollipop stick technique (see page 15) to check students' answers.


#### 2) Over to you! Which model did you like the best? Why? Write about it.

-  Students answer the questions individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Discuss students' ideas as a class.

#### 3) Tell this story to a friend or family member.

- Encourage students to retell the story to a friend or family member.

### Finishing the lesson

-  Use the Summative and thought-provoking questions technique (see page 16) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask students what building they would make a model of and why. Ask them to say what materials they would use to make their model.

#### Extra activity Photocopiable R5

- Ask students to do photocopiable R5.

Lesson 1, option B

Starting the lesson

- Show students the Unit 3 flashcards (places and buildings, parts of buildings) or poster. Have students say and spell the words. Ask *Are there any apartment buildings in your town/city? How many floors do they have? Would you prefer to live in an apartment or a house? Why? What are your neighbours like? Are they interesting? How?*
- Write the new vocabulary that students will encounter in the story on the board: *flute, pineapple, scarf, trumpet*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *My brother plays the flute in the school band. Pineapples are sweet and juicy, and contain lots of vitamins! Put on your scarf because it's cold outside. Razan blew into the trumpet and it made a terrible sound!* Alternatively, you can write definitions on the board and have students match them to the words: *A musical instrument in the shape of a tube; you hold it to the side and blow into it (flute). A large yellow fruit that has thick skin and sharp leaves; it's very sweet (pineapple). Clothing that you wear around your neck when it's cold (scarf). A metal musical instrument that you blow into; you press buttons to make different sounds (trumpet).*

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and pronunciation from Unit 3, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 111.
- Tell students that the story will also contain examples of the strong and weak forms of *was/were*. Say that the words *was* and *were* can have both strong and weak forms. Explain that we use the strong form when the words are stressed or pronounced clearly, often for emphasis. The weak forms are used when the words are unstressed in a sentence. This usually happens when we are speaking.
- When students read along to the story, ask them to circle examples of the strong form of *was/were* and to underline examples of the weak form of *was/were*.

Before you read

- 1 **Before you read** Read the title of the story and look at the picture on page 88. Answer the questions.
  - Before students read, ask them to turn to page 111 in their Class Books.

- Tell students to refer page 88 while doing the activity, paying attention to the title and the picture.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check students' answers.

Listen and read

Class Book



Graded reader 2 3

Lewis and Tom took the stairs to the first floor. They were standing in the corridor when a friendly boy opened his door. The boy had an unusual pet.



eighty-nine 89

Graded reader 2 3

Finally, the boys arrived at the fifth floor. They were opening the door to their apartment when they heard a noise. The lift was working!



ninety-one 91

Graded reader 2

The boys went upstairs again. On the second floor, they saw a girl who was knitting a really long scarf. On the third floor, they saw a boy who was juggling pineapples. On the fourth floor, they saw a family who had two trumpets, two flutes and a very large drum!



90 ninety

Unit 3, Graded reader 2

The Amazing Apartment Building

1 Before you read Read the title of the story and look at the picture on page 88. Answer the questions.

- Where are the boys? **in their apartment building**
- What can the boys see? **A mechanic fixing the lift.**
- What do you think the boys do?

2 Listen and read.

- Read the story quickly. Were your ideas from *Before you read* correct? How were they different?
- Find these things in the story pictures. What are they? Write the words. Check the meanings in a dictionary.



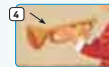
a drum



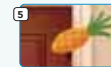
scarf



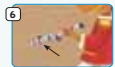
lizard



trumpet



pineapple



flute

3) Read the story again. Circle the things that the boys see in their apartment building.

- a girl knitting a scarf   a family playing musical instruments   a mechanic fixing the lift  
 a boy juggling pineapples   a girl eating fruit   a boy with an unusual pet

3 After you read

1) Answer the questions in pairs.

- Why did Lewis and Tom take the stairs to their apartment? **Because the lift wasn't working.**
- What did Lewis and Tom see when they got to their apartment? **They saw that the lift was working again.**
- Why did Tom say that they should take the stairs every day? **Because it was more fun to take the stairs.**

2) **Over to you!** Which floor did you like the best? Why? Write about it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Tell this story to a friend or family member.


one hundred and eleven 111

## 2 GR3.2 Listen and read.


### 1) Read the story quickly. Were your ideas from *Before you read* correct? How were they different?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 111 in the *Before you read* section.
- Ask students if their ideas were correct. If not, ask them how their ideas differed.


### 2) Find these things in the story pictures. What are they? Write the words. Check the meanings in a dictionary.

- Ask students to refer to pages 88–91 and find the objects. Ask them on which pages they found them.
- Students complete the activity individually and then check the meaning of the words in a dictionary.
-  Use the Lollipop stick technique (see page 15) to check answers.



### 3) Read the story again. Circle the things that the boys see in their apartment building.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- Students complete the activity individually. Students can refer to the story on pages 89–91 to help if necessary.
-  Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

## Pronunciation


- Ask students to look at the story again quickly and tell you all the examples of the strong form of *was/were* they circled, and the weak forms of *was/were* they underlined. Write them on the board and say the sentences aloud.
- Have students write their own sentences with the strong and weak forms of *was/were*.
-  Place students in pairs. Have them read aloud their sentences to each other.
- Monitor students and correct pronunciation where necessary.

## Finishing the lesson


- Write the new vocabulary words on the board: *flute, pineapple, scarf, trumpet*. Elicit their meanings again if necessary.
- Ask students to find the words in the story or any examples of them in the illustrations.
-  Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

## Lesson 2, option B

### Starting the lesson

-  Place students in pairs. Have them tell each other what they can remember about the story *The Amazing Apartment Building*.
- Ask pairs to share what they can remember with the class.


### Presentation

-  Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 111.

### Before you read



- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *The boys are coming home from science club. (False – They're coming home from chess club.) Their apartment is on the sixth floor. (False – It's on the fifth floor.) The boys had to take the stairs because the lift wasn't working. (True.),* etc.

### Listen and read


-  **GR3.2** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Who was fixing the lift? (A mechanic.); How did the boys get to the stairs? (They went through a door and around a corner.); Where was the boy taking the lizard? (He was taking it for a walk.); What was the lizard good at? (It was good at climbing.); What was the girl on the second floor doing? (She was knitting a long scarf.); What was the boy juggling? (He was juggling pineapples.); What were the family doing? (They were playing musical instruments.), What do they say about the apartment building? (It's amazing.),* etc.

### 3 After you read

#### 1) Answer the questions in pairs.

- Refer students to page 111 in their Class Books.
-  Students work in pairs to answer the questions.
-  Use the Lollipop stick technique (see page 15) to check answers.


#### 2) Over to you! Which floor did you like the best? Why? Write about it.

-  Students answer the question individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.

#### 3) Tell this story to a friend or family member.

- Encourage students to retell the story to a friend or family member.

### Finishing the lesson

-  Use the Summative and thought-provoking questions technique (see page 16) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask students if they prefer to use a lift or take the stairs. Ask students to say some of the advantages and disadvantages of using a lift and taking the stairs.

#### Extra activity Photocopiable R6

- Ask students to do photocopiable R6.

## Lesson 1, parts 1 and 2

### Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–3
- **Target language:** imperatives; prepositions; places in towns and cities; giving and asking for directions

### Materials

- Learning club 1 flashcards (*college, airport, bridge, fire station, theatre, office, square*)
- Learning club 1 poster: *Places*
- notebooks
- cut up text from Class Book page
- stopwatch

### Global Scale of English (GSE)

- **Reading:** Can follow short, simple written directions (e.g. go from X to Y) (GSE 27). Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (GSE 31). Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Listening:** Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map (GSE 34).
- **Writing:** Can write basic instructions (e.g. how to draw or colour something) (GSE 39).
- **Speaking:** Can say what's in a town (e.g. buildings, places) using basic words and phrases (GSE 32). Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions (GSE 40).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: portfolio (see page 16); Summative and thought-provoking questions technique (see page 16)

## Lesson 1, part 1

### Starting the lesson

- Tell students they are going to talk about places in towns and cities. Have students say one town or city they have visited and why they liked it. Ask *What did you like about the city? Was it old or modern? Were there any interesting buildings? Which was your favourite? What is its history?*
- Place the Learning club 1 flashcards (places) or poster on the board. Point to each item and say the word. Refer to *How to work with posters* (see page 18). Students repeat after you. Ask *Which of these places do you have in your town/city? Do you know where they are?*

### Presentation

- Explain that in this lesson students will learn more vocabulary related to places in a town and city and practise giving and asking for directions.

### Practice

#### Class Book

Language booster 1

- 1 How many places in a town can you name?
- 2 Listen and read. Match the maps to the directions.
 

**A**

**B**

**C**
- 3 Read the text in Activity 2 again. Find and write the places.
 

1 Firefighters work here.	<u>fire station</u>
2 Teenagers and adults study here.	<u>college</u>
3 You can drive or walk over this.	<u>bridge</u>
4 It's a big space in a town or city.	<u>square</u>
5 Actors work here.	<u>theatre</u>
6 People who work here often use computers.	<u>office</u>
7 It's similar to a door, but it's outdoors.	<u>gate</u>
8 If you're travelling by plane, you need to go here.	<u>airport</u>
- 4 Work in pairs. Ask and answer about the texts in Activity 2.
 

When I leave the airport, what should I do? When I arrive at the college, what should I do?

Turn left. Go through the red gate.

92 ninety-two

### 1 How many places in a town can you name?

- Set a stopwatch to one minute and have students think of as many places in a town as they can and write them in their notebooks. They share their ideas with the class. Write the words on the board.

- **Extension** 🧑‍🤝‍🧑 Place students into pairs. One student says a definition of a place on the board and the other guesses what it is. Do an example first. Say *This is a place where people go to study. (college)*

## 2 🎧 LC1.1 Listen and read. Match the maps to the directions.

- Ask students to look at the three maps. Point out that the green pin is where they need to start, and the red pin is where they want to go.
- Play the audio and have students read along in their Class Books.
- Play the audio again, pausing after each description for students to write the letter in the box.
- Check answers as a class.
- 🗣️ Use the Lollipop stick technique (see page 15) to have a student read aloud the descriptions. Then ask questions, e.g. *Where does the person start in 1? (the airport) What does he/she walk past? (the hospital)*

### LC1.1

#### 1 How to find the college

Turn left when you leave the airport; then go straight on. Drive over the bridge and then turn left. Go along the river and past the hospital. The college is on the right. Please go through the red gate.

#### 2 Directions to the theatre

Go straight on. Go around the fire station and then turn right. Take the second left. We're on the right.

#### 3 Arriving at the office by train

Walk out of the train station and turn right onto Station Road. Go straight on. Go past the college, and then walk across the square. Our office is in the corner of the square, in the tall red building.

## 3 📖 Read the text in Activity 2 again. Find and write the places.

- Explain to students that they have to find the answers in Activity 2. Point to the example answer.
- 🧑‍🤝‍🧑 Students read the text in Activity 2 again. Students complete the activity individually and compare answers with a partner.
- Check answers as a class.
- **Extension** 🎓 Students draw a similar map to the ones in Activity 2 and write a description of how to get from A to B. Students place their work in their portfolios (see page 16).

### Extra activity Fast finishers

- Students copy one of the maps and draw the places that are mentioned in the corresponding text but that don't appear on the map.

## 4 🗣️ Work in pairs. Ask and answer about the texts in Activity 2.

- Have a volunteer read the speech bubbles aloud. Point out that the dialogues are based on text 1, picture C.

- 🧑‍🤝‍🧑 Place students in pairs.
- Monitor students, making sure they are using the structures correctly.
- 🗣️ Use the Lollipop stick technique (see page 15) to choose pairs to act out their dialogue for the class.

### Diversity

#### Support

- For each description, write out the steps clearly on the board with the help of students. For example, write *Step 1: Turn left after leaving the airport. Step 2: Go straight on. Step 3: Go over the bridge. Step 4: Turn left and so on. Step 5: Go past the hospital. Step 6: Go through the red gate.*

#### Challenge

- Copy and cut up the descriptions from Activity 2 so each sentence is on a separate strip of paper. Students work in groups to put the sentences back in order. Make sure Class Books are closed.

Lesson 1, part 1

LC1

5 🎧 Listen and read. Answer the questions.

1 Where is Adam trying to go?  
2 Where is he at five o'clock?

to the stadium to meet a friend at the big gate

Adam: Excuse me. Can you tell me where the stadium is, please?  
Man: Yes. Go across the road and go over the bridge. Turn left and walk along the river, then take the second right. Then you'll see the stadium. It's very big!  
Adam: Thank you. Bye!

Adam: Hi, Faris. I'm at the stadium now. Where are you?  
Faris: Hurry, it's five o'clock! Go through the big gate and turn left.  
Adam: OK ... I'm going through the gate now ... and I'm turning left.  
Faris: Now go straight on along the corridor. I'm in front of you!  
Adam: Oh, yes! I can see you!

6 Look at the *Say it!* box. Then look at the pictures and complete the directions.

past across right along  
through straight on

1 Go t rough the door.  
2 Go past the theatre.  
3 Go straight on.  
4 Go along the river.  
5 Go a cross the road.  
6 Take the first right.

7 🌟 Work in pairs. Draw or find a map. Then take turns to ask for directions.

Excuse me. Can you tell me where the college is, please?  
Yes, of course. Go along Main Street and take the second right. The college is on the left.

Show what you know

Can you say more places in a town?   
Can you understand directions?   
Can you use a map and give directions?

ninety-three 93

## 5 🎧 LC1.2 Listen and read. Answer the questions.

- Play the audio and have students read along in their Class Books.
- Students work individually to answer the questions in their notebooks.
- **Extension** 🧑‍🤝‍🧑 Place students in groups of three. Ask them to practise the dialogue in their groups. Have volunteer groups act out the dialogue for the rest of the class.

## LC1.2

- Adam:** Excuse me. Can you tell me where the stadium is, please?
- Man:** Yes. Go across the road and go over the bridge. Turn left and walk along the river, then take the second right. Then you'll see the stadium. It's very big!
- Adam:** Thank you. Bye!
- Adam:** Hi, Faris. I'm at the stadium now. Where are you?
- Faris:** Hurry, it's five o'clock! Go through the big gate and turn left.
- Adam:** OK... I'm going through the gate now... and I'm turning left.
- Faris:** Now go straight on along the corridor. I'm in front of you!
- Adam:** Oh, yes! I can see you!

### 6 Look at the *Say it!* box. Then look at the pictures and complete the directions.

- Students look at the *Say it!* box.
- Check students have understood how to use the imperative and prepositions using the Traffic light cards technique (see page 15).
- Students complete the activity individually. Check answers as a class by having students read aloud the completed directions.

#### Extra activity Fast finishers

- Students draw a treasure map with a forest, a river and a bridge, a road and so on in their notebooks. They write instructions to find their treasure on their maps, e.g. *Walk through the forest. Go past the mountains.*
- Students place their work in their portfolios (see page 16).

### 7 Work in pairs. Draw or find a map. Then take turns to ask for directions.

- Place students in pairs. Explain that they can draw their own map or they can download one from the internet. Make sure the maps are simple enough for students to give directions.
- Students swap maps and draw a red starting pin and a green destination pin on their partner's map. They then give the maps back and take it in turns to ask for and give directions to the places they chose.
- Monitor students, helping where necessary.

#### Extra activity TPR

- Design an obstacle course for students to do in the playground or a large room. Students think of different ways to use the prepositions. Ask, e.g. *Across – what can we use? (gym mats) Along – what can we use? (skipping rope stretched out),* and so on. Write sentences on the board, e.g. *Go across the gym mat. Go along the rope.*
- Set up the obstacle course for students to move around.

### Show what you know

- Students work individually to answer the questions.
- Ask students to share their ideas in pairs.

### Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students what they think about what they learnt today.


## Lesson 1, part 2

### Starting the lesson

- Review the places from the previous lesson using the Learning club 1 flashcards (places) or poster. Say *This is a place where you go to catch a plane (airport).* Have students give definitions of other places. Refer to *How to work with posters* (see page 18).


### Practice


#### Activity Book





## Language booster 1


**1 Look and match.**


1 


3 


2 

4 

5 

7 

6 

8 


college   fire station   gate   airport   office   theatre

**2 Read and complete the sentences.**


gate   college   bridge   fire station   square   airport   office   theatre

- You can't go across the river here. There isn't a bridge!
- My sister is studying Science at the college.
- A lot of planes fly over my house because we live near the airport.
- My mum works in a big office. She helps people with computer problems.
- I want to be an actor and work in a theatre!
- There's a café in the square of our town.
- Our house number is 57. You can see the number on the gate.
- My dad is a firefighter. He works at the fire station.


**3 Read and draw the directions.**

1 


across

2 


along

3 


over

4 

past

5 

around

6 

through

**4 Read and circle the directions.**

When I leave the swimming pool, what should I do?

Go along through the river and straight on over the bridge. Go past straight on. Then go across around the road and along past the theatre. My house is next to the park. You go over through a big gate. See you soon!

58 fifty-eight

### 1 Look and match.

- Tell students that the icons represent different places in a town or city.
- Students work individually to complete the activity.
- Check answers as a class by having students read the complete words and saying the number.
- Ask a student to mime what people do in one of the places. The other students guess what place it is.



## 2 Read and complete the sentences.

- Invite a volunteer to read the words in the word box aloud.
- Students complete the activity individually. Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Students work in pairs to say who works in a college, fire station, airport, office and theatre.

## 3 Read and draw the directions.

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

## 4 Read and circle the directions.

- Say a direction from Activity 3 and ask a student to come and draw it on the board. Repeat with other directions and different students.
- Students complete the activity individually.
- Check answers as a class.
- **Extension** Students write a description of a route that's familiar to them. Students place their work in their portfolios (see page 16).

Lesson 1, part 2

5 Listen and look at the map. Start at A and follow the routes. Write B, C, D or E below.

1 C      2 B      3 E      4 D

6 Look at the map in Activity 5 and complete the directions. Start at A.

1 Can you tell me the way to the office, please? Of course! Turn right and go straight on.

2 Can you tell me the way to the square, please? Turn left, and then turn left again. The square is on your left.

3 Can you tell me the way to the airport, please? Yes, I can. Turn right and then take the first left. Go along the river, and take the second right.

7 Write directions to the fire station. Start at A.

Go straight on. Go over the bridge and turn left. Go past the theatre. It's on your right.

fifty-nine 59

## 5 LC1.3 Listen and look at the map. Start at A and follow the routes. Write B, C, D or E below.

- Students look at the map. Ask students what places they can see.
- Play the audio. Students listen and write the letters. Play the audio again for students to check their answers.

### LC1.3

- 1 Start at A. Go straight on and go over the bridge. Go straight on again and go past the theatre. It's on your right. Where are you? B, C, D or E?
- 2 Start at A. Turn left and go straight on. Go around the college and turn right. Go straight on. Where are you? B, C, D or E?
- 3 Start at A. Turn right then take the second left. Walk across the park. Where are you? B, C, D or E?
- 4 Start at A. Go straight on. Go over the bridge and turn right. Walk along the river. It's on your left. Where are you? B, C, D or E?

## 6 Look at the map in Activity 5 and complete the directions. Start at A.

- Ask a volunteer to read aloud the first speech bubble.
- Have students find the office on the map. Then imagine the route from A to the office.
- Complete the first speech bubble as a class and then have students complete the remaining two individually.
- Check answers by having volunteers read aloud the completed speech bubbles. Ask the rest of the class, *Do you agree? What do you think?*

## 7 Write directions to the fire station. Start at A.

- Ask students to look at the map again. Explain that they are going to write their own directions, using the speech bubbles in Activity 6 to help them.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Students write the directions.
- Use the Lollipop stick technique (see page 15) to choose students to read aloud their directions.
- **Extension** In pairs, students write directions to the other places on the map.

## Finishing the lesson

- In pairs, students write three things they enjoyed about today's lesson and one thing they weren't sure about. Students share their thoughts with the class.
- Use the Summative and thought-provoking questions technique (see page 16) to ask students about what they learnt today.

# Learning club 1

## CLIL: Science

### Lesson 2

#### Objectives

- **Lesson aims:** to learn how to classify technology
- **Target language:** *coffee machine, oven, phone, plane, smartphone, steam train, vacuum cleaner, Virtual Reality (VR), watch*

#### Materials

- notebooks
- Learning club 1 flashcards (*steam train, vacuum cleaner, Virtual Reality*)
- Learning club 1 poster: *Technology*
- Unit 1 flashcards (devices)
- blank cards
- two fly swats
- pencils, scissors, glue, hard paper
- images of tree diagrams

#### Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can understand the main information in basic diagrams related to familiar topics (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

#### Starting the lesson

- Place the Unit 1 flashcards (devices) on the board. Point to a flashcard and have students say and then spell the word.
- Divide students into two teams. Ask them to stand in a line facing the board. Give the student at the front of each team a fly swat. Say or describe one of the flashcards on the board. The students with the fly swat must run and swat the correct word. The student to swat the correct flashcard first wins a point. The team with the most points wins.

#### Presentation

- Explain that in this lesson students will learn how to make a tree diagram and classify technology.

- Place the Learning club 1 flashcards (technology) or poster on the board. Point to each item and say the word. Students repeat after you. Ask *Which are old? Which are new?* Refer to *How to work with posters* (see page 18).

#### Key search words

internet, transport technology, machines at home, tree diagrams, steam trains, VR

#### Practice

##### Class Book

Lesson 2

Science

### How can we classify Technology?

**Think** 1 What do you know about technology? How does it help us?

**Learn** 2 Listen and read. How can we classify technology? **into different uses and into new and old**

Technology uses science to make things that can help us. For example, computers and tablets can help us to write, and smartphones can help us to find directions.

We can classify technology in many different ways. One way is to classify it into different uses. There is technology that uses the internet, technology that uses machines in factories to make things, and technology in the house that helps us to cook and clean, such as coffee machines, ovens and vacuum cleaners. There is also old and new technology. Old technology is things people used in the past, such as steam trains and phones that are not smartphones. Virtual Reality (VR) is an example of new technology. It uses computers to help us in new and exciting ways.

**check** 3 Look at this tree diagram with three types of technology. Then identify the technology.

```

graph TD
    Technology --> Internet[uses the internet]
    Technology --> Transport[transport technology]
    Technology --> Home[uses machines in the home]
    Internet --> Phone[you can carry it  
phone]
    Internet --> Computer[you can't carry it  
computer]
    Transport --> Car[goes on roads  
car]
    Transport --> Plane[goes in the air  
plane]
    Home --> Oven[used for cooking  
oven]
    Home --> Vacuum[vacuum cleaner]
  
```

1 You can go to different countries in this. **plane**

2 You can talk to people and find information with this. **phone**

3 You can make cakes in this. **oven**

4 You can visit different cities in this. **car**

5 You can do your homework on this. **computer**

6 You can clean a carpet with this. **vacuum cleaner**

4 Why do you think it's helpful to put classifications in a tree diagram?

We can easily/quickly see/read/understand ...

94 ninety-four

#### 1 Think What do you know about technology? How does it help us?

- Brainstorm types of technology with the class and write them on the board.
- Point to an item of technology and ask what we use it for and how it helps us.
- Elicit the meaning of the word *classify* (to put things in a group).
- Ask students to think about how we could classify the items on the board.

#### 2 Learn LC1.4 Listen and read. How can we classify technology?

- Write *steam train, Virtual Reality, vacuum cleaner* on the board. Ask students which of the words they know.

- Play the audio and have students read along in their Class Books.
- Ask *What ways of classifying technology are mentioned in the text?* (technology that uses the internet; technology that uses machines; technology for cooking/cleaning; old and new technology)
- **Extension** Put students in pairs. Ask them to think of technology that uses the internet, technology that uses machines and technology that we use to clean. Students make lists of forms of technology for each category.
- Students write their answers in their notebooks and share their ideas with the class.

**LC1.4**

Technology uses science to make things that can help us. For example, computers and tablets can help us to write, and smartphones can help us to find directions. We can classify technology in many different ways. One way is to classify it into different uses. There is technology that uses the internet, technology that uses machines in factories to make things, and technology in the house that helps us to cook and clean, such as coffee machines, ovens and vacuum cleaners. There is also old and new technology. Old technology is things people used in the past, such as steam trains and phones that are not smartphones. Virtual Reality (VR) is an example of new technology. It uses computers to help us in new and exciting ways.

**Extra activity Critical thinking**

- Ask students to think about other things we can classify (*animals, plants*). Ask students to think of two animals. Ask *What kind of things would you classify them in? Is it a mammal or a reptile? Does it have wings? Is it wild or domestic?* Students share their ideas. Write ideas on the board. Repeat for plants.

**3 Check Look at this tree diagram with the three types of technology. Then identify the technology.**

- Show students images of tree diagrams. Ask students what we use them for (to organise and classify information). Explain that we put the name of the group we are classifying at the top, followed by a sub-category. This is then broken down further to make the classification more specific.
- Ask students to look at the tree diagram in the Class Book. Ask them to underline the technology words (*phone, computer, car, plane, oven, vacuum cleaner*).
- Place students in pairs. Have students read the sentences and identify the technology being described. Tell students to use the tree diagram to help them.

- Check answers as a class.
- **Extension** Place students in pairs, have them read the diagram again and say three things about it. Students share their ideas with the class.

**Extra activity Creativity**

- Place examples of tree diagrams on the board. Put students in small groups. Ask them to make a tree diagram using the one in Activity 3 as an example in their notebooks. Tell them to add one more device to each category (e.g. *tablet; printer; motorbike; helicopter; microwave; washing machine*).

**4 Why do you think it's helpful to put classifications in a tree diagram?**

- Place students in small groups and have them discuss the question.
- Have a class discussion on how tree diagrams are helpful.

**Finishing the lesson**

- Give students six blank cards each. Have students write three different forms of technology on each one.
- In pairs, students show the card to their partner who has to say what form of technology it is, e.g. *uses internet, form of transport, used at home*.
- Use the Summative and thought-provoking questions technique (see page 16) to ask students what they liked about this lesson. Ask students how confident they feel classifying technology on a scale of 1–5.

## Lesson 3

### Objectives

- **Lesson aims:** to reinforce learning of classifying technology
- **Target language:** *car, computer, smartphone, fridge, steam train, watch*

### Materials

- notebooks
- Learning club 1 flashcards (technology)
- Unit 1 flashcards (devices)
- photocopyable 28

### Global Scale of English (GSE)

- **Reading:** Can understand the main information in basic diagrams related to familiar topics (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Happy/Sad face technique (see page 15); Stop/Go technique (see page 15)
- Peer learning: Expert envoy technique (see page 16); pairwork; groupwork
- Independent learning: Learning diary (see page 16)

### Starting the lesson

- If possible, ask students to sit in a circle. Give one student the complete set of Learning club 1 flashcards (technology). The student with the set passes them to the next student and so on. When you say *Stop!* the student with the set stands up, selects a flashcard and mimes the word. The other students guess the word. Take the card mimed from the set and continue with the remaining flashcards. You can also use the Unit 1 flashcards (devices) to play the game.

### Presentation

- Explain that in this lesson students will classify more technology.
- Ask students to predict what types of technology they will classify. Place the Learning club 1 poster on the board, point and say the words and have pupils repeat. Refer to *How to work with posters* (see page 18).

#### Key search words

cars, computers, technology that uses the internet, old technology, kitchen appliances, old modes of transport, new and old watches

## Practice

### Class Book

Lesson 3 LC1

**Let's practise!**

1 Look at these different forms of technology. Identify them with the identification key below. Can you find out which form of technology goes in each of the boxes?

2 What other forms of technology could you put in the boxes?

**Show what you know**

**Make a technology identification key.**

- 1 In groups, brainstorm six forms of technology you would like to classify.
- 2 Write down five questions to identify the technology.
- 3 Draw a key with your questions. Write Yes/No and draw lines and boxes.
- 4 Check that the questions and answers match the forms of technology.
- 5 Give your key to another group to answer.
- 6 Be ready to describe your key to different groups.
- 7 Use the ideas on the right to help you.

The groups are ... and ...

We've classified ... into two groups.

Examples of ... are ... and ...

ninety-five 95

- 1 **Let's practise!** Look at these different forms of technology. Identify them with the identification key below. Can you find out which form of technology goes in each of the boxes?

- Write on the board *car, computer, smartphone, fridge, steam train, watch*. Ask students what we use these forms of technology for. Ask *Which of these have you used or been on? What did you use it for? Where did you go?*
- Have students look at the tree diagram and say what words they think can go in the empty boxes.
- Explain that students have to complete the tree diagram. Use the Happy/Sad face technique (see page 15) to check understanding.
- Students complete the activity in pairs.

### Diversity



#### Support

- Write on the board different categories students can put technology in (*you wear it, needs batteries, uses GPS, etc.*). Under each category, ask students to name forms of technology. Write them on the board.



#### Challenge

- Put students in pairs. They make two classified lists of forms of technology to present to the class.

## 2 What other forms of technology could you put in the boxes?

-  Students complete the activity individually and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 15) to check answers.

### Show what you know Make a technology identification key.

-  Put students in small groups using the Expert envoy technique (see page 16). Students can use their notebooks to make their key.
- Explain to students that they will now make their own tree diagram using the forms of technology of their choosing and then classify them as they like.
-  Students look at the activity. Use the Stop/Go technique (see page 15) to check that students have understood what they have to do.
- Before students begin, ask them how they could classify their forms of technology (e.g., *indoor, outdoor, old, new, big, small, electric, battery-powered, etc.*)
- Have students complete steps 1–4 first.
- Monitor students, helping where necessary. Tell groups to make sure that their questions and answers match.
- When students have completed steps 1–4, read aloud steps 5–7 and have students complete them using the ideas in speech bubbles to help.
- Have groups to present their tree diagrams to the class.


#### Extra activity Fast finishers

- Have students write a paragraph about their favourite form of technology, using new words from this and the previous lesson.

#### Extra activity Creativity

- Have students make a poster about three of their favourite forms of technology in their notebooks. They can draw them or use pictures. Around the forms of technology, have students write words or expressions to describe them, e.g. *used outdoors, old, used for travel, etc.* Make a classroom display.

### Finishing the lesson

- Write *What I learnt: CLIL 1, Lesson 2* on the board.
-  Ask students to look through the lesson and tell you what they learnt. Have students say words or sentences and write them on the board. Students then write what they learnt, in their own words, in their Learning diaries (see page 15).
- Have students continue individually for Lesson 3.
- Ask volunteers to present their work to the class.

#### Extra activity Photocopiable 28

- Ask students to do photocopiable 28.

## Class Book Progress path

# Progress path

In pairs, read and answer. Then tick (✓).

### Welcome Unit

What is WOW!  
magazine full of?

**funny and interesting topics**

### Unit 2

In the past people **send** emails/apps

They had **computers** to ...  
**write letters/use a pen**

### Welcome Unit

I've got ... hair.  
I'm ... I like ...

### Unit 1

Name three indoor and three outdoor sports and hobbies.

### Unit 1

What do you do every week? What are you doing now?

### Unit 2

Name three things you can find on a computer.  
**speakers, screen, apps**

### Unit 3

Name three buildings where you can do or watch sports.  
**stadium, swimming pool, sports centre**

### Unit 3

It's a place ... where you go when you are sick. **hospital**  
... where boats go. **harbour**

## CHALLENGE

Describe somebody in your class. Can your partner guess who it is?

I'm thinking about a girl/boy who ...

Activity Book Progress path

# Progress path

Read and answer. Then tick (✓).

**Welcome Unit**

I'm short tall .  
I'm chatty shy  
and quiet noisy .

**Welcome Unit**

I love \_\_\_\_ . It's my  
favourite thing in the  
world. I like \_\_\_\_  
too.

**Unit 1**


Do you know knowing  
this cartoon?  
It sounds is sounding  
interesting.

**Unit 1**

I \_\_\_\_ every day,  
I \_\_\_\_ once  
a week.

**Unit 2**

He's pressing...  
a a message.   
b a button.   
c a selfie.



**Unit 2**


It's Friday so I don't  
have to go to  
school today.


**Unit 3**

What were you doing at four  
o'clock yesterday afternoon?  
\_\_\_\_\_  
What were you doing at ten  
o'clock last night?  
\_\_\_\_\_

**Unit 3**

Is that the book  
which when you  
want to read?  
He's the man who  
where wrote the book.





70 seventy

seventy one 71

# Grammar practice

## Lesson 3: Present simple and Present continuous

### 1 Read and complete.

does now play doing very often wearing

Present simple		
I / You / We / They	<sup>1</sup> <u>play</u> badminton	after school.
	don't go scooting	<sup>2</sup> <u>very often</u> .
He / She	<sup>3</sup> <u>does</u> gymnastics	twice a week.
	doesn't play hockey	on Mondays.

Present continuous		
I'm	(not) <sup>4</sup> <u>wearing</u> jeans	today.
He's / She's	(not) playing football	<sup>5</sup> <u>now</u> .
You're / We're / They're	(not) <sup>6</sup> <u>doing</u> athletics	at the moment.

### 2 Make sentences with the correct form of the Present simple or Present continuous.

- 1 play friends not now play volleyball my My friends are not playing volleyball now.
- 2 cartoons Aseel after watch often school Aseel often watches cartoons after school.
- 3 cycling we week a go twice not We don't go cycling twice a week.
- 4 boots wear Marwan his today new Marwan is wearing his new boots today.

## Lesson 5: State verbs

### 3 Read and complete with examples.

State verbs		
I / You / We / They	like / don't like	<sup>1</sup> <u>doing the gardening</u> .
	love / hate	<sup>2</sup> <u>making videos</u> .
He / She	prefers	<sup>3</sup> <u>making models</u> .
Do you	know / believe	<sup>4</sup> <u>this cartoon</u> ?

### 4 Write sentences about people and their free-time activities. Use state verbs.

- 1 indoor sports I don't like doing karate, but my brother loves it.
- 2 outdoor sports I don't like cycling, but my dad loves it.
- 3 music I play the piano, but my sister prefers playing the guitar.
- 4 TV shows My sister loves watching cartoons.
- 5 hobbies Rasha doesn't like doing puzzles. She prefers playing board games.



Lesson 3: could/couldn't, had to/didn't have to

1 Read and complete.

can can't could doesn't have had don't have

Present simple		
I / You / We / They	can / <sup>1</sup> <u>can't</u> have to / <sup>2</sup> <u>don't have</u> to	make a phone call. send a message.
He / She	<sup>3</sup> <u>can</u> / can't has to / <sup>4</sup> <u>doesn't have</u> to	search the internet. play the game.

Past simple		
I / You / He / She	<sup>5</sup> <u>could</u> / couldn't	type in a password. go online.
We / They	<sup>6</sup> <u>had</u> to / didn't have to	take a selfie.

2 Read and complete the sentences with the correct form of can or have to.

- 1 People couldn't send emails in the 1950s because they didn't have computers.
- 2 We didn't have to buy lunch today. We brought some sandwiches from home.
- 3 My older brother can swim really fast. He wins lots of competitions.
- 4 My mum has to get up early every day. She starts work at 8.00 am.
- 5 I can't meet you at the café this afternoon. I have a piano lesson.
- 6 Adam had to go home because he wasn't feeling very well.

Lesson 5: Comparative adverbs

3 Read and complete with examples.

Comparative adverbs			
adverbs ending in -ly		short adverbs	
carefully	more <sup>1</sup> <u>carefully</u>	hard	<sup>6</sup> <u>harder</u>
<sup>2</sup> <u>clearly</u>	more clearly	<sup>7</sup> <u>fast</u>	faster
noisily	<sup>3</sup> <u>more noisily</u>	irregular adverbs	
<sup>4</sup> <u>quickly</u>	more quickly	badly	<sup>8</sup> <u>worse</u>
quietly	<sup>5</sup> <u>more quietly</u>	<sup>9</sup> <u>well</u>	better

4 Write sentences to compare people. Use comparative adverbs.

- 1 run / fast My sister can run faster than my brother.
- 2 swim / quickly Yousuf can swim more quickly than Mazin.
- 3 write / well Arwa writes better than Julia.
- 4 work / hard Malik works harder than his brother.
- 5 speak / clearly Amirah speaks more clearly than her sister.

## Lesson 3: Relative pronouns

## 1 Read and complete.

that when where which ~~who~~

Relative pronouns		
She's the person	<sup>1</sup> <u>who</u>	helped me.
A factory is a place	<sup>2</sup> <u>where</u>	people make things.
What's the sport	<sup>3</sup> <u>which</u> / <sup>4</sup> <u>that</u>	you like best?
Spring is a time	<sup>5</sup> <u>when</u>	flowers start to grow.

## 2 Read and complete the sentences with the words from the box and the correct relative pronouns.

we know I like is tall people do ~~Manar gave~~

- Tasneem lost the book that Manar gave to her last week.
- Evening is a time when I like to watch TV.
- Bassam is a boy who we know from school.
- The gym is a place where people do exercise.
- A tower is a building which/that is tall and narrow.

## Lesson 5: Past continuous

3 Read and complete with *was*, *wasn't*, *were* and *weren't*.

Past continuous				
I / He / She	<sup>1</sup> ✓ <u>was</u> / <sup>2</sup> X <u>wasn't</u>	sleeping	when the phone rang.	
You / We / They	<sup>3</sup> ✓ <u>were</u> / <sup>4</sup> X <u>weren't</u>			
What	<sup>5</sup> <u>was</u>	he / she	doing	when the phone rang?
	<sup>6</sup> <u>were</u>	you / we / they		

## 4 Read and complete the sentences with the Past continuous.

- My teacher wasn't running when I saw her in the park. (not/run)
- Kholoud dropped her pen when she was painting. (paint)
- What were you doing at Rashid's house when I phoned? (you/do)
- They weren't having lunch when the bell rang. (not/have)
- It started to rain when my friends and I were playing football. (play)
- What was he reading yesterday when you saw him in the library? (he/read)

# TEAM Together OMAN 6A

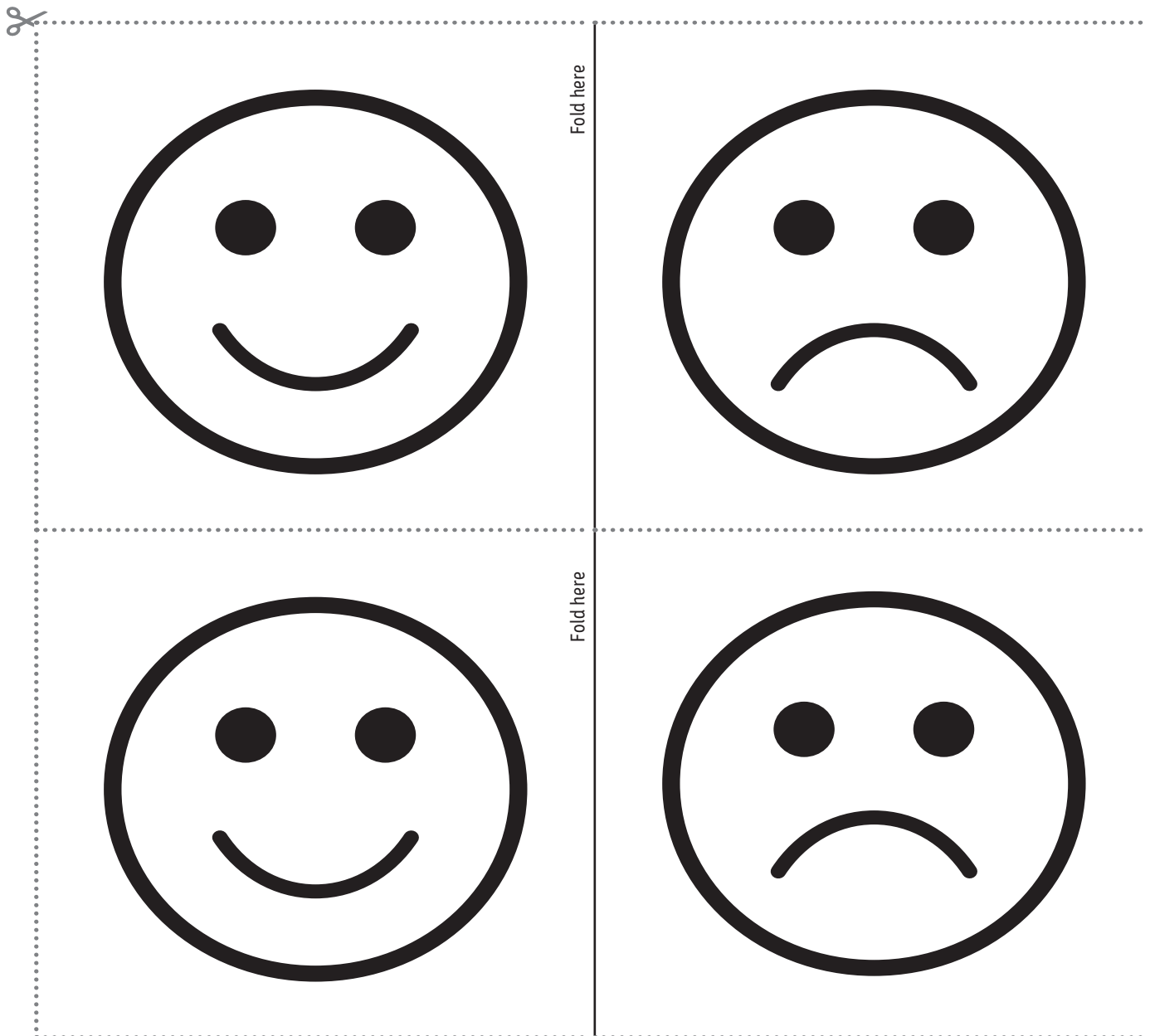
Extra resources

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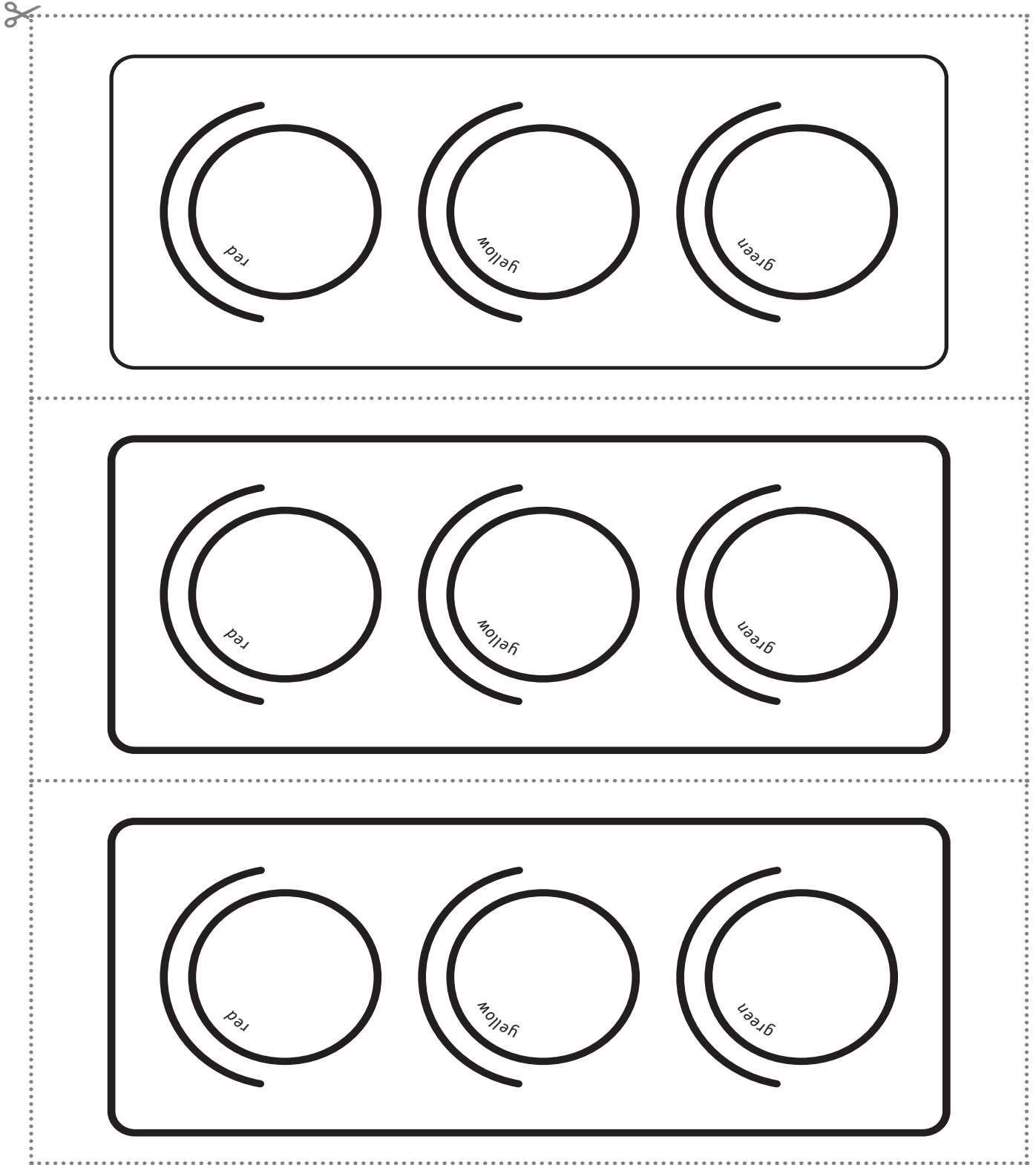
# Happy/Sad face cards

Cut out, fold and stick.



# Traffic light cards

Cut out and colour.



# Picture charades cards

Cut out and play.



tall	chatty	do karate	go scooting
play board games	do the gardening	headphones	printer
turn on the computer	click on an icon	castle	skyscraper
roof	lift	bridge	vacuum cleaner

Teacher note:  
the words on these cards cover all of semester 1, so you should play this game at the end of the semester as a review activity.

# Word charades cards

Cut out and play.



<b>handsome</b>	<b>brave</b>	<b>play table tennis</b>	<b>go skiing</b>
<b>watch cartoons</b>	<b>play video games</b>	<b>password</b>	<b>speaker</b>
<b>turn off the TV</b>	<b>send a message</b>	<b>sports centre</b>	<b>stadium</b>
<b>ceiling</b>	<b>steps</b>	<b>college</b>	<b>Virtual Reality</b>

Teacher note:  
the words on these cards cover all of semester 1, so you should play this game at the end of the semester as a review activity.

# Don't say it! cards

Cut out and play.



<b>creative</b>  ✗ ideas ✗ think	<b>noisy</b>  ✗ loud ✗ speak	<b>go cycling</b>  ✗ bicycle ✗ ride	<b>play volleyball</b>  ✗ ball ✗ hands
<b>do photography</b>  ✗ camera ✗ hobby	<b>write a diary</b>  ✗ feelings ✗ write	<b>laptop</b>  ✗ computer ✗ small	<b>website</b>  ✗ internet ✗ information
<b>take a selfie</b>  ✗ photograph ✗ smartphone	<b>search the internet</b>  ✗ look for ✗ online	<b>harbour</b>  ✗ boats ✗ ocean	<b>factory</b>  ✗ machines ✗ building
<b>exit</b>  ✗ door ✗ leave	<b>escalator</b>  ✗ stairs ✗ move	<b>airport</b>  ✗ fly ✗ plane	<b>steam train</b>  ✗ old ✗ transport

Teacher note:  
the words on these cards cover all of semester 1, so you should play this game at the end of the semester as a review activity.



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Grade 4	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Grade 5	30–41	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	A1 Movers and A2 Flyers
Grade 6	33–42	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Grade 7	34–44	A2+/B1	Breakthrough	Level 5	A2 Flyers, A2 Key for Schools and B1 Preliminary for Schools
Grade 8	41–50	A2+/B1	Breakthrough	Level 5	B1 Preliminary for Schools

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