

نتقدم بثقة  
Moving Forward  
with Confidence



SULTANATE OF OMAN  
MINISTRY OF EDUCATION

# TEAM Together OMAN 8A

Teacher's Book  
with Digital Resources

Trial Edition  
2025



**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan  
Qaboos Bin Said**



# SULTANATE OF OMAN

(Governorates & Wilayats)



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	Capital		Gov. Boundary	
	Wilayat		Int. Boundary	
	Port			
	Airport			

0 50 100 150 200 Km





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# Scope and sequence

Unit	Vocabulary	Grammar	Skills
<b>W</b> Let's get started!	Revision	<b>Questions and question words</b> <i>Where, How many, When, Who, What, Why</i>	
<b>1</b> Our planet	<b>The environment:</b> <i>protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming</i> <b>Extreme weather:</b> <i>cyclone, tornado, thunder and lightning, sandstorm, heatwave, drought, forest fire, volcano, tsunami, flood, hailstorm, snowstorm</i>	<b>Modal verbs of obligation</b> <i>We shouldn't throw away plastic bottles.</i> <i>We must close doors.</i> <i>We need to switch off the lights when we leave a room.</i> <b>Reported speech: questions and commands</b> <i>I asked my dad what a cyclone was.</i> <i>I asked him if he knew what to do.</i> <i>He told me not to panic.</i>	<b>Reading:</b> a report about plastic pollution in the sea <b>Listening:</b> an interview with a scientist about natural disasters <b>Speaking:</b> talk about an action plan for how you can help an endangered animal <b>Writing:</b> a report on a survey about endangered animals
<b>2</b> Adventure sports	<b>Extreme sports:</b> <i>rock climbing, horse riding, motor racing, go-karting, surfboarding, diving, sandboarding, mountain biking, caving, abseiling, water skiing, paragliding</i> <b>Geography:</b> <i>north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay</i>	<b>Reflexive pronouns</b> <i>I fell when I was rock climbing and hurt myself.</i> <i>Did you do it yourself?</i> <b>Past perfect</b> <i>After they had eaten their breakfast, they looked in their guidebook.</i> <i>They hadn't got very far before Hussain stopped.</i>	<b>Reading:</b> a brochure about adventure holidays <b>Listening:</b> a discussion about a camping trip <b>Speaking:</b> talk about a camping trip <b>Writing:</b> a brochure about an extreme sport
<b>3</b> Spend or save?	<b>Shopping:</b> <i>on sale, queue, till, pay with contactless, get a refund, exchange, shop assistant, bank card, customer, second-hand, receipt, online shopping</i> <b>Imaginary situations:</b> <i>go into space, become a school principal, travel the world, donate to a charity, have a lot of money, have a wish, travel back in time, pass exams, be an inventor, become a book or film character, be invisible, win a cup</i>	<b>Zero and first conditionals (revision)</b> <i>If something isn't big enough, you can send it back.</i> <i>If we all buy everything online, shops will close.</i> <b>Second conditional</b> <i>If I could travel back in time, I'd go to ancient Egypt.</i> <i>If you could become a film character, what character would you choose?</i>	<b>Reading:</b> an informal email about shopping <b>Listening:</b> a conversation about future wishes <b>Speaking:</b> talk about shopping <b>Writing:</b> an informal email reply
	<b>Large numbers:</b> <i>one hundred and one, two hundred, four hundred and fifty, seven hundred and seventy, eight hundred and thirty-five, one thousand, ten thousand</i> <b>Environmental problems:</b> <i>gases, using fossil fuels, cutting down forests, fuel, burning, dying plants, soil, air pollution</i>	<b>Reflexive pronouns after by</b> <i>I can't save them by myself.</i> <i>Of course you can't do it by yourself.</i>	<b>Think like a scientist:</b> Explaining how or why something happens

Fun corners

Grammar reference

How to write...

English in action reference

Get ready for...

Progress path

Word list

Graded readers activities

Culture and Project	English in action	Pronunciation	Get ready for...	Graded readers
<p><b>Culture:</b> Climate change and animals</p> <p><b>Project:</b> An action plan to help an endangered animal</p>	<p><b>Giving advice:</b></p> <p><i>I think you should find out what animals you can help in our area.</i></p> <p><i>Perhaps you ought to put a notice in the school newsletter.</i></p>	Silent letters	<p><b>Class Book:</b></p> <p>B1 Preliminary for Schools: Reading Part 5 Listening Part 1</p> <p><b>Activity Book:</b></p> <p>B1 Preliminary for Schools: Listening Part 2 Reading Part 1</p>	<p><b>Graded reader 1:</b></p> <p>The Cyclone</p> <p><b>Graded reader 2:</b></p> <p>At the Recycling Centre</p>
<p><b>Culture:</b> Ready for something new?</p> <p><b>Project:</b> A poster about an unusual sport for PE lessons</p>	<p><b>Asking and saying what you prefer:</b></p> <p><i>Would you rather go caving or abseiling?</i></p> <p><i>I'd rather go caving.</i></p> <p><i>I think we should go paragliding.</i></p>	Sentence stress with Past perfect	<p><b>Class Book:</b></p> <p>B1 Preliminary for Schools: Listening Part 2 Speaking Parts 3 and 4</p> <p><b>Activity Book:</b></p> <p>B1 Preliminary for Schools: Listening Part 1 Reading Part 3</p>	<p><b>Graded reader 1:</b></p> <p>A Sandboarding Adventure</p> <p><b>Graded reader 2:</b></p> <p>A Rock Climbing Adventure</p>
<p><b>Culture:</b> Interesting markets</p> <p><b>Project:</b> A tourist leaflet about interesting markets around the world.</p>	<p><b>Making a complaint:</b></p> <p><i>I'm afraid I have a complaint about this jacket.</i></p> <p><i>Please could I have a refund?</i></p>	Strong and weak forms in the second conditional	<p><b>Class Book:</b></p> <p>B1 Preliminary for Schools: Reading Part 4 Listening Part 2</p> <p><b>Activity Book:</b></p> <p>B1 Preliminary for Schools: Listening Part 1 Writing Part 1</p>	<p><b>Graded reader 1:</b></p> <p>A Surprise at the Bookshop</p> <p><b>Graded reader 2:</b></p> <p>The School Trip</p>
<p><b>Project:</b> Make a cause and effect presentation about pollution caused by plastic rubbish.</p>	<p><b>Talking about cause and effect:</b></p> <p><i>This is causing / has caused pollution.</i></p> <p><i>This happens because of global warming.</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 learned 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 *Word list* 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 8 features a group of children who run an online magazine called the World of Wonder! or WOW! Magazine. Ali, Manar, Rosie and Eric 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 8 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 reports, brochures and adverts, or emails. 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 making a complaint or asking and saying what you prefer.

## 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 8 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 (🎯) 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 8, this focuses on B1 Preliminary for Schools. 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 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 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
- ✨ Creativity
- 🗨️ Communication
- 👥 Collaboration

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

**Social and cultural awareness:** Lesson 6 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 8 (Semesters 1 and 2) includes the following components:

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

## Class Book

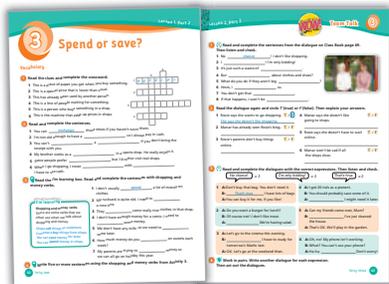
The Class Book provides materials to present the target language effectively. It includes an introductory unit to revise some of the language from Grade 7. It then



includes three main units, followed by a Progress path section for students to track their progress at the end of each unit.

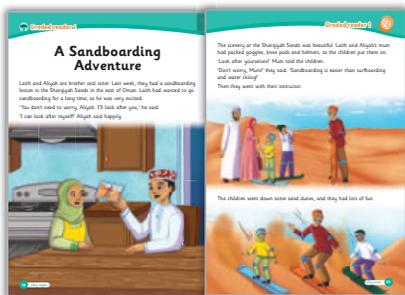
## Activity Book

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.



## 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 five 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.



## 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

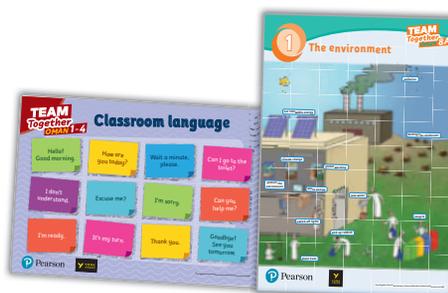
The Flashcards and Word Cards present the vocabulary from each unit. They help students learn, remember, practise and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Games bank, which contains extra games and activities.



## 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.

## 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

**1 Our planet**

**World of Wonder! Magazine**

Welcome Book Club Culture Over to you!

You told us that you're worried about our planet's future. Why is the weather changing? What are we doing to our world? Look at the pictures. How many words do you know for things on our planet? Ali has a question for you. Can you think of any answers to his question?

**Question**

Ali: I'm worried. What can we do to protect our planet?

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

- learn words for the environment and natural disasters.
- use modal verbs and reported questions and commands.
- read a diary about a frightening experience.
- learn about how climate change can cause problems for animals.
- work in a group to write an action plan to help an endangered animal.
- learn how to give advice.
- read and write reports.

Big questions to activate critical thinking

A clear list of unit objectives

Lesson 1, part 1

Vocabulary 1

- Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! question.
  - Look and match. Then listen, check and repeat.
- protect the environment   climate change   save water   plant trees   switch off lights  
waste energy   recycle   pollution   destroy the rainforests   pick up rubbish  
use renewable energy   global warming



Think! activity to activate students' previous knowledge

Photographic vocabulary presentation

Communicate activity for personalisation and speaking practice

Go-to links for the accompanying Activity Book lessons

## Lessons 2-3

Lesson 2, part 1

**Team Talk 1**

1 Listen and read. What competition are the children going to take part in?

Ali: How about recycling more things?  
Eric: Yes, good idea. At the moment, there are recycling boxes for paper at our school, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.  
Ali: I agree. What about water? Can we do anything to save water? Yesterday, I found the water in the school bathroom.  
Eric: Me too! Yes, we must because it wastes a lot of water.  
Ali: No, we needn't do ideas up on the wall for other people for other schools.  
Eric: Brilliant! Come on, be late for our next lesson.  
Ali: Eric, I hope you are to turn off the computers when we leave a room.  
Eric: And we must close doors, too. That will keep the classrooms cool. What else should we do?  
Eric: No! I was just about to close the door behind me.

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

- What are the WOW! Team going to do when they leave a classroom?
- Why are they going to close doors?
- What recycling boxes do they already have?
- What recycling boxes do they need?
- How are they going to save water?
- What should Ali do when he leaves a classroom?

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

1 I watched a programme on TV last night about the future of our planet.  
2 Let's switch off some of the lights.

4 Imagine that your school is taking part in the same competition to do to save energy at school?

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

### Grammar

- Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.
- Look at the grammar table. Then read and circle the correct options to complete the rules.

**Grammar**

**Modal verbs**

We **should** take part in the competition.  
We **shouldn't** throw away plastic bottles.  
We **must** close doors.  
We **mustn't** waste water.  
We **need** to switch off the lights when we leave a room.  
We **needn't** put our ideas in the newsletter.

We use **should** when you think something is / isn't the right thing to do.  
We use **need** and **must** when it is necessary to do something.  
We use **needn't** / **mustn't** when it is not necessary to do something.  
We use **shouldn't** / **mustn't** when it is necessary not to do something.

- Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.
- Talk about the rules at your school. Use the modal verbs from the grammar box.

1 We must wear a school uniform. We should work hard. We need to be polite.

2 We mustn't use mobile phones. We shouldn't forget our homework. We needn't bring any paper to school.

Lesson 3, part 1

Grammar 1

5 Listen. For each question, choose the correct picture.

- Mohammed is talking to his mother. What must he recycle?  
A B C
- Zaid is talking to his father. What should he do to save energy?  
A B C

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

- a Mohammed's mum is going to use the plastic water bottle again.
  - b She has finished reading the newspaper.
  - c Mohammed should leave the glass bottle by the sink.
- a Zaid's family should have quick showers instead of long showers.
  - b When they brush their teeth, they always turn off the water.
  - c Zaid usually walks to school.

7 Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.

1 You needn't have a long shower every day. You should have quick showers.

## Lesson 4

A section to work with literature and different text genres

Future skills practice

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

**Book Club** Lesson 4 **Book Club** 1

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

- A diary entry is written in the **first person (I) / third person (he/she)**.
- Diaries are usually **formal / informal**.
- A diary usually describes what happens in **the writer's life / a newspaper article**.
- A diary often describes the writer's **feelings / clothes**.

**2 Listen and read.** What was Khalid's frightening experience?

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

**4 Discuss in a group.** Imagine there is a cyclone where you live.

- Where do you go?
- What do you do?
- How do you feel?

**5 Work in pairs.** Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

**A frightening experience**  
7th June, Thursday

Dear Diary,  
Yesterday I had one of the most frightening experiences of my life!  
I was staying at my grandparents' house with my mum, dad and little brother. My aunt and uncle and cousins were there too. I was woken up early by a large storm. I got up and looked out of the window of my bedroom. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting! But then I looked at my dad's phone and saw on the news that a cyclone was coming. I asked my dad what a cyclone was and he told me it was a storm. He said that a cyclone was just a big storm. We stayed in our bedrooms and by the afternoon, there was even more rain. There was a flood in the harbour and a strong wind was blowing the trees! The winds got stronger and stronger. In the evening, Grandpa told us to get out of our bedrooms quickly, but he told us not to panic. He told us to go to the dining room. I asked him why he was sending us there and he said that it was the safest place in the house.

Dear diary,  
Yesterday I had one of the most frightening experiences of my life...

My aunt and uncle and cousins were already in the dining room. When we were all inside, we put the furniture in front of the doors and then we got down on the floor together in the corner. We waited and waited. The winds got louder, the rain was falling on the roof and then it suddenly went dark. My dad told me to hold his hand. I asked him if he was scared and he told me not to be scared. We stayed there for a long time, listening to the wild weather. Finally, morning arrived and the rain stopped. I couldn't believe that the cyclone was finally over and I felt so happy that we were safe. I hope I never have a night like that again.  
Khalid

20 twenty      Activity Book, Unit 1 Lesson 4      twenty-one 21

## Lesson 5

Photographic vocabulary presentation

Students work with a grammar rules box for better understanding

**Vocabulary and Grammar** Lesson 5, part 1 **Vocabulary and Grammar** 1

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

cyclone    tornado    thunder and lightning    sandstorm    heatwave    drought    forest fire    volcano    tsunami    flood    hailstorm    snowstorm

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

**2 Read the diary in Lesson 4 again.** How many weather words can you find?

**3 Match the people in the story to the words they said.**

Khalid    Khalid's dad    Khalid's grandpa

- 'What's a cyclone?'
- 'Don't worry! A cyclone is just a big storm.'
- 'Do you know what to do?'
- 'Go to the dining room, please.'
- 'Don't panic.'
- 'Hold my hand.'

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

**Grammar**

**Reported speech: Wh- questions**  
'What is a cyclone?'  
I asked my dad what a cyclone **was**.

**Reported speech: yes/no questions**  
'Do you know what to do?'  
I asked him if he **knew** what to do.

**Reported speech: commands**  
'Get out!' → Grandpa told us **to get out**.  
'Don't panic!' → He told me **not to panic**.

When we report questions, we change present tenses to **past / future** tenses and we sometimes **change / don't change** pronouns, for example you becomes **he**.  
When we report Wh- questions, we use **say / ask + question word**.  
When we report yes/no questions, we use **ask / tell + if**.  
When we report commands, we use **ask / tell + pronoun + to + verb**.

**5 Laura is telling Alice about a radio interview.** Listen and answer the questions.

- What four questions did the presenter ask?  
Why are heatwaves and droughts happening more often than they used to?
- What four commands did the scientist give?  
Go to the basement of your house.

**6 Work in pairs.**

- Ask and answer two questions about natural disasters.
- Give two commands about what to do.
- While you talk, note down your partner's **questions and commands**.
- Report the questions and commands back to your partner. Are you correct?

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

Further practice of listening skills

## Lesson 6

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

### Culture

## Climate change and animals

We often hear about how global warming might change our lives, but what about the lives of animals? Scientists have found that some animals might become extinct because of climate change.

**Sea ice and polar bears**

The sea ice in the Arctic is getting smaller each year. It is 30% smaller now than it was in 1979. In some areas, it melts completely in the summer, causing problems for bears. These beautiful bears go onto the ice to find their food. Bears that they are in because they can't find food to eat.



**Bamboo and giant pandas**

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, and climate change might make bamboo grow even slower. If there isn't enough bamboo, then pandas won't survive. A recent survey only found 1,864 pandas, so we must protect these amazing animals.



**Arabian tahrns and drought**

Scientists are worried because as the Earth gets hotter, there will be more droughts. Arabian tahrns live in the Hajar Mountains in Oman. They need water, and so they are in danger. In some ways, they can adapt well to climate change. They can live in high temperatures and they eat a lot of different foods. But there are very few Arabian tahrns left in the wild. We think there are fewer than 2,500, so we must protect them from drought.



What can we do to help these animals? We must do everything we can to slow down climate change, so that we do not put them in danger. Also, we must protect their homes and make sure they have enough food.

**Fact**

Polar bears have a very good sense of smell. For example, they can smell seals that are 16 km away!

- Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?
- Listen and read.**
- After you read** Activity Book, page 18.
- Work in pairs.** Which of these animals would you most like to help and why?
- Find out more!** Watch the video.

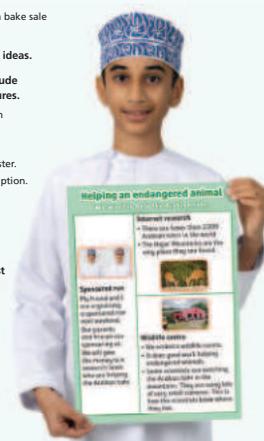
Activity Book, Unit 1  
Lesson 6, part 1

### Lesson 6, part 2

## Project

Write an action plan for how you can help an endangered animal.

- Watch the video.
- In groups, choose an endangered animal. Use one from the box or choose your own.
 

snow leopard African/Asian elephant striped hyena  
 Arabian oryx Arabian tahr
- Decide who will research to find out about the following ideas.
  - researching using the internet
  - protecting natural habitats
  - organising a sponsored event
  - organising a second-hand sale or a bake sale
  - visiting wildlife centres.
- Discuss and choose the three best ideas.
- Write about your action plan. Include interesting facts, photos and pictures.
  - Write a description of each idea on small pieces of paper.
  - Find photos or pictures.
  - Glue your description onto the poster.
  - Glue your photos beside the description.
- Writing** You can use bullet points to make your writing clear.
 
- Speaking** When you present your action plan to the class, remember to speak slowly and clearly.
- Take a class vote to decide which action plan you would most like to do.

Activity Book, Unit 1  
Lesson 6, part 2

Before you read and After 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

## Giving advice

- Watch or listen and read. Answer the questions.
  - What does Eliza want to do?
  - How is Miss Brown helping her?

My friends and I want to do something to help animals that are in danger. Do you have any ideas?

Yes, of course. First of all, I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.

Oh yes. That's a good idea.

Perhaps you ought to put a notice in the school newsletter as well.

OK. Yes, I can do that.

Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.

Thank you, yes, that's a good idea, too!

Activity Book, Unit 1  
Lesson 7, part 2

### Lesson 7, part 1

- Read the dialogue again. Find five pieces of advice that Miss Brown gives Eliza. Use the **Say it!** box to help you.
 

**Giving advice**

I think you should ...

Perhaps you ought to ...

You could always ...

If I were you, I would ...

Why don't you ...?
- Take turns to give each other advice. Use the **Say it!** box to help you.
 

- revise for an English test – how?
  - buy a present – where?
  - go out for lunch – which café?
  - play a new computer game – which game?
  - go to the cinema – which film?
  - download a new app – which app?

Perhaps you ought to learn some vocabulary.


- Pronunciation** Listen and read. Which letters don't we pronounce? Then listen again and repeat.
 

We **mustn't** waste water.



They **shouldn't** pollute the environment.



You needn't worry about thunder and **lightning**.



Activity Book, Unit 1  
Lesson 7, part 2

Useful phrases at a glance

Work on pronunciation with the sounds and focus in context

Model dialogue to help students learn new language in natural contexts

# Unit walkthrough

## Lessons 8–9

Literacy sections for dedicated reading and writing skills practice

Recorded text for modelling pronunciation

Model text

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

**Reading**

1 **Before you read** Look at the title and the diagrams. What do you think this report is about?

2 **Listen and read.**

**Plastic pollution in the sea**

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause problems for the whole planet.

It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.

This report is important because it shows how serious the plastic problem is.

**Words in context**  
foundation    tonne    piece    business    government    end up

3 **After you read** Read again. Are these sentences true or false? Say why.

- 1 This report is about how much plastic we will need to make in the future.
- 2 There is more plastic in the sea than fish at the moment.
- 3 We made twenty times less plastic 50 years ago than we do today.
- 4 Only 5% of plastics are thrown away.
- 5 Every year, 8 million tonnes of plastic pollution ends up in the sea.
- 6 The report says that businesses and governments must both help with this problem.

4 **How do the diagrams help us to understand the text?**

5 **Work in pairs.** How serious do you think the plastic pollution problem is? What could you do to help?

28 **Activity Book, Unit 1 Lesson 8, part 2**

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

**Writing**

1 **Look at the diagrams.** Do you think they are a helpful way to present information? Why?/Why not?

**Is it important to help the environment?**

Don't know	2%
No	11%
Yes	87%

**What's the best way to help the environment?**

Planting trees	9%
Picking up rubbish	14%
Saving water	18%
Recycling	32%
Saving energy	24%
Don't know	5%

Young people and the environment

These diagrams show how students answered a survey about the environment. 953 students, between the ages of 15 and 20, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked about the best way to help the environment: 32% of students said recycling while 24% said saving energy, 18% said saving water and 14% said picking up rubbish. However, only 9% of students said planting trees.

In conclusion, this survey shows that most young people are interested in helping the environment. Also, they think that recycling and saving energy are the best ways to help.

2 **Read the How to write... box.** Then read the report in Activity 1 and match the paragraphs with the descriptions.

**How to write... a report**

- Use a clear title which explains what the report is about.
- Use expressions such as this survey shows ... to explain the results.
- Use phrases such as firstly, secondly and in conclusion.
- Don't include your own opinion – just present the facts.

1 Paragraph one describes the survey results in detail.

2 Paragraph two explains what the survey results show.

3 Paragraph three says what the survey was about.

3 **Write a report on a survey about endangered animals.** Use the How to write... box to help you.

1 Look at the diagrams and write a plan, using the information in Activity 2.

2 Write your report.

3 Read and check your report.

**How to write... a plan**

1 Look at the diagrams and write a plan, using the information in Activity 2.

2 Write your report.

3 Read and check your report.

**Is it important to help endangered animals?**

Don't know	4%
Not using plastic	4%
No	4%
Yes	92%

**What's the best way to help endangered animals?**

Don't know	4%
Protecting their homes	42%
Making our gardens safe	15%
Supporting wildlife charities	18%
Not using plastic	4%
Picking up rubbish	12%

29 **Activity Book, Unit 1 Lesson 9, part 2**

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

Scaffolded step-by-step instruction for the writing task

## 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 **2 comments**

2 **3 comments**

3 **4 comments**

4 **3 comments**

1 **Read the comments on the WOW! Magazine.** Who has helped an endangered animal and how?

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

- 1 Which reading text did you like best and why?
- 2 Did you learn anything new about the environment?
- 3 What are you going to do in the future to save energy and water?

30 **Activity Book, Unit 1 Lesson 10**

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

Lesson 11

**B1 Preliminary for Schools Reading Part 5**

1 **For each gap, choose the correct answer.**

**Green turtles**

Green turtles live on the Great Barrier Reef (1) ... Australia and lay their eggs in the sand on the beaches nearby. A (2) ... has found that the rising temperatures mean that 99 percent of all turtles are born female. The temperature around the turtle eggs decides whether the turtle is born male or female. This won't be a problem immediately (3) ... turtles don't start to lay eggs until they are 25 to 35 years old. But it will be a serious problem in the future. Scientists say that we (4) ... do something now to stop global (5) ... or green turtles may become (6) ...

1 A on B about C at D in

2 A an experiment B a report C an article D a magazine

3 A because B although C but D so

4 A might B shouldn't C should D must

5 A climate B change C weather D environment

6 A alive B extinct C common D rare

**B1 Preliminary for Schools Listening Part 1**

2 **Listen.** For each question, choose the correct picture.

- 1 What's the weather like at the moment?
- 2 What new thing are Saleh and Basim going to do to help the environment?
- 3 What did Razan do this afternoon?

31 **Activity Book, Unit 1 Lesson 11**

Fun tasks and games to recycle language in an enjoyable way

Lesson 12 (optional)

**Unit 2**

1 **In pairs, make a story. Choose and complete the sentences.**

Last week, I went ...

rock climbing. sandboarding.

I hadn't climbed very high before I fell and hurt myself. After I had been sandboarding, I went surfing / paragliding / water skiing. It was a busy day!

he / she is ... helped me because ... I met my friend, I like him / her because he / she is ... He / She had a busy day, too. Next, we decided to go ...

After he / she had helped me, he / she ... Then we went for a walk in a ...

valley. wood. diving. abseiling.

We stopped to buy a ... because we hadn't eaten lunch. We'd already eaten lunch, but we were still hungry. So we stopped to buy ... The scenery was ... We could see the bay in the north / south.

We really enjoyed ourselves! My favourite part of the day was ...

Tell your stories to the class. Act out the story in pairs.

Last week, I went rock climbing. I hadn't climbed very high before I fell and hurt myself.

Make a story with these extreme sports.

go-karting mountain biking caving

97

## 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 technique**. 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 learned? 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

- 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

### 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.

Note also that the format of a project can be varied and can depend on students' interests. Therefore, do encourage students to produce their project work in the form of a video or an animation if this is applicable. Do give specific guidance on a project by project basis in terms of what formats may be appropriate.

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### 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 five 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 8, 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.** 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.

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

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

## Words of praise

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

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

## Useful phrases for the students

May/Can I go to the toilet?	I'm sorry. Can you help me?
I understand/I don't understand.	I'm ready.
Excuse me ...	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/dice/scissors, please.  
The lesson is finished.  
That's all for today.  
Goodbye!  
See you tomorrow.  
Have a nice weekend/holiday.

## Word card games

### Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a 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

### 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

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 180.

### 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 other ss 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 180 and 181 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 182, 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 181.

### 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...?*



# Let's get started!

## Unit objectives

To revise the Present simple, Past simple, Past continuous, Present perfect, and future with *will* and *going to*

## Language

<b>Vocabulary</b>	Revision
<b>Grammar</b>	Revision of Present simple, Past simple, Past continuous, Present perfect, and future with <i>will</i> and <i>going to</i>
<b>Functions</b>	<i>Wh-</i> questions and answers: <i>Where do you come from? How old are you? When is your birthday? How many brothers and sisters do you have? What is your favourite sport? Why do you like this sport so much?</i>

## Learning outcomes

<b>Listening</b>	Listen and identify core vocabulary; Listen and extract information to accomplish a task
<b>Speaking</b>	Respond to direct questions, instructions, suggestions, offers, etc.; Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication; Express own ideas and respond to the ideas of others; Ask and answer questions for clarification, elaboration and understanding
<b>Reading</b>	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Understand short messages in emails, text messages and social media
<b>Writing</b>	Write answers to questions based on reading material; Use capital letters and punctuation correctly
<b>Cognitive skills</b>	Find information; Ask for and give information; Use language to interact with others in the group (e.g. <i>I agree/ don't agree with you; That's true; You're right; I'm not sure about that; Good idea</i> ); Share a sense of humour with peers and adults

## Key competences

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

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

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

## Future skills

<b>Critical thinking</b>	Problem solving (L. 2); Logical thinking (L. 1 and 2); Defining and describing (L. 2); Finding information (L. 1 and 2); Reflecting on learning (L. 1 and 2)
<b>Creativity</b>	Playing a guessing game about question words (L. 2)
<b>Communication</b>	Using functional language (L. 1 and 2); Playing a guessing game (L. 2)
<b>Collaboration</b>	Pairwork (L. 1 and 2); Groupwork (L. 1 and 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 revise vocabulary from Grade 7; to describe people's interests and hobbies; to introduce the new WOW! team; to introduce the unit topics
- **Target language:** describing people (revision)

### Materials

- notebooks

### Global Scale of English (GSE)

- **Listening:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **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 give brief reasons for their opinions on familiar topics (GSE 48).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; 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 *sports, hobbies, TV programmes, school subjects, clothes* on the board. Using the Lollipop stick technique (see page 16), ask students to say a word related to one of the topics. Specify a topic for each student.
- Ask *What are your favourite sports/hobbies/TV programmes/school subjects/clothes?* and elicit answers.

### Presentation

- Elicit the names of the WOW! characters from last year (Majid, Frank, Bayan and Emily) and write them on the board. Ask the class what they can remember about them. (Possible answers: *Frank is 12 and loves travelling with his parents. He enjoys trying food from different countries and wants to learn how to cook.;*

*Majid is 12 and enjoys camping outdoors. He hasn't camped anywhere dangerous but knows how to use a first-aid kit.; Bayan is 13 and loves camping, even though past trips weren't well prepared.; Emily is 12 and loves reading, especially about clothes. She enjoys wearing smart but casual clothes.)* Explain that in this lesson students will meet the new WOW! Team.

- Before starting the book, tell students that they should complete all writing, circling, matching, and similar activities in their notebooks, rather than the Class Book, whenever an activity requires written responses. They can, however, write in the Activity Books.

### Practice

#### Class Book



#### 1 W.1 Listen and read. Who are these children?

- Refer students to page 10. Ask students to look at the pictures and to raise their hands to describe the children.
- Play the audio and have students read along in their Class Books.
- Check comprehension with questions: *What does WOW stand for? (World of Wonder) What is in the magazine? (articles for students)*
- **Extension** Ask students to explain how the WOW! magazine works in their own words.
- Ask for feedback and promote class discussion: *Would you like to read WOW! magazine? Why?*

### W.1

- Eric:** Good morning, everyone, and welcome to Grade 8! We're your new WOW! Team! This is going to be an exciting year for us all and for the magazine!
- Manar:** Majid, Frank, Bayan and Emily did such a great job on the magazine last year. We hope we can make it just as good this year.
- Ali:** Do you remember how it works? The WOW!, or World of Wonder!, magazine is full of articles just for you. You tell us what you want in your magazine and we'll make it for you!
- Rosie:** So, we need to hear your ideas! What do you want to read about? What do you want to talk about? Tell us and we'll get to work!

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

- Students work individually and write their answers in their notebooks. Then they compare ideas with a partner.
- Ask students to read aloud their answers using the Lollipop stick technique (see page 16). Ask them to give reasons for their answers, saying key words and describing what they can see in the pictures.

### Diversity

#### Support

- Students can refer to their books to act out the dialogues.

#### Challenge

- Students act out the opening WOW! Team dialogue to the class without their books.

### 3 Look again at Activity 2 and talk to your partner.

- Ask two students to read aloud the questions.
- Place students in pairs and have them discuss the questions.
- Monitor students, helping where necessary.
- Promote class discussion: *Who is most interested in inventions?* Students raise their hands. Ask different students to give reasons why.
- Using the Lollipop stick technique (see page 16), ask students to offer ideas for more topics and write their ideas on the board.

### Extra activity Critical thinking

- Ask students to think of reasons why their own ideas for topics are good for the magazine.

### 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 WOW! 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 1 W

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




**1** Abdulaziz, 14, Oman 3 minutes ago  
Last month, we went hiking. It was so exciting! While I was hiking, I thought about all the other adventures I could have. I want to read some stories about adventure.

**2** Razan, 13, Oman 10 minutes ago  
I love shopping! I want to hear about different types of shopping around the world. Is it the same or is it different?

**3** Salina, 12, Jamaica 20 minutes ago  
We've had a lot of stormy weather this summer on our island. I want to read articles about why the weather is changing and what we can do to stop it.

**5** Luiza, 14, Brazil 1 hour ago  
In the future, I want to be an inventor! I want to read some articles about great inventions, so that I can get some ideas of my own!






**4** Jasiek, 14, Poland 10 minutes ago  
My older sister loves sending texts to her friends on her phone. But I prefer talking to my friends face-to-face! Why do some people spend so long on their phones?

**6** Anir, 13, India 1 day ago  
I sometimes feel nervous when I take a test. I want to read articles about learning and new learning techniques.

**2** Look and read. Match the pictures to the WOW! Magazine ideas.  
**1 a, 2 c, 3 f, 4 e, 5 b, 6 d**

**3** Look again at Activity 2 and talk to your partner.

**1** Which of the topics that the children talk about are you most interested in and why?  
**2** What other topics would you like to see in the WOW! Magazine? Why?

Activity Book, Welcome Lesson 1, part 2 eleven 11



## Lesson 1, part 2

### Starting the lesson

- Play *Parachute* (see page 21) as a class with the words from the first part of the lesson, such as *hiking, adventure, shopping, stormy, summer, island, weather, inventor*.

### Practice

#### Activity Book

Lesson 1, part 2

**Welcome** **Let's get started!**

1 Read and complete the sentences.

articles ideas everyone find out new reading Team

**WOW! Blog**

1 There are four new people on the WOW! Team this year. It's going to be a fun year for all of us WOW! Team members.

2 Everyone on the WOW! Team is in Grade 8 at school. This is going to be an exciting year for us all!

3 The magazine is going to have lots of interesting articles for people to read. Tell us what you want to find out about and we'll make the magazine for you!

4 What topics do you like reading about? Send us some ideas. We'd love to hear from you!

2 Read the ideas on Class Book page 11 again. Then write the names.

1 Who enjoys going shopping? <u>Razan</u>	4 Who wants to read about learning? <u>Ali</u>
2 Who was on an island this summer? <u>Selina</u>	5 Who enjoys chatting to friends? <u>Jasiek</u>
3 Who would like to invent things? <u>Luisa</u>	6 Who would like to read an adventure story? <u>Abdulaziz</u>

3 How interesting are these topics for you? Number them from 1 (the most interesting) to 6 (the least interesting).

1 Extreme weather	<input type="checkbox"/>
2 Outdoor sports	<input type="checkbox"/>
3 Online communication	<input type="checkbox"/>
4 Shopping centres	<input type="checkbox"/>
5 Great inventions	<input type="checkbox"/>
6 Learning	<input type="checkbox"/>

8 eight

#### 1 Read and complete the sentences.

- Students complete the activity individually.
- Have students check their answers with their partners. Check answers as a class.

#### 2 Read the ideas on Class Book page 11 again. Then write the names.

- Students work individually and then compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 16).

#### 3 How interesting are these topics for you? Number them from 1 (the most interesting) to 6 (the least interesting).

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

- Monitor students, helping where necessary.
- Ask a few students to say which topic they find most interesting. Encourage them to give reasons for their answers.
- Have a class vote for the most interesting topic.

#### Extra activity Fast finishers

- Have students close their books and write down the topics they remember from Activity 2 in their Class Books.

### 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. *There are three new people in the WOW! Team this year. (False – There are four.) All members of the WOW! Team are from Grade 8. (True.) The magazine is going to have an interesting story. (False – It's going to have lots of interesting articles.) The WOW! Team want to hear from their readers. (True.)*

### Lesson 2, parts 1 and 2

#### Objectives

- **Lesson aims:** to introduce the characters; to revise questions words
- **Target language:** revision of question forms; *Where, How many, When, Who, What, Why*

#### Materials

- notebooks
- Yes/No response cards
- a ball

#### Global Scale of English (GSE)

- **Reading:** Can follow extended stories and texts written in simple, familiar language, if supported by pictures (GSE 44).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can talk about their hobbies and interests, using simple language (GSE 34). Can ask a range of questions in guessing games to find the answer (GSE 36). Can ask someone simple questions about their life and experiences (GSE 36).
- **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: Yes/No response cards technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

### Lesson 2, part 1

#### Starting the lesson

- Using a light ball, throw it for a student to catch. Ask that student questions, e.g. *How old are you? Where do you come from?* Then ask the student to throw the ball to another student. They can ask the same questions. Continue around the class.
- Call out these activities one at a time and ask students to respond to which ones they do, using their Yes/No response cards: *reading, writing, playing the piano, playing table tennis, playing football, athletics, cycling, taking photographs, making clothes, watching TV.*

#### Presentation

- Explain that in this lesson students will learn more about the new WOW! Team members.

#### Practice

##### Class Book

**WOW! Team Talk**

**Ali**  
I'm fourteen years old and I come from Sur. I've got short, dark hair and brown eyes and I'm wearing a dishdasha. My family and I moved to Muscat two weeks ago and I've just started at this school. I miss my old friends and I miss the sea, but I love Muscat! All the students here are very kind and I've already made a lot of new friends. I really love science and nature and I'm very interested in learning about our planet. I walk to school every day because I want to keep our planet clean. I will try to find interesting articles about science for our magazine.

**Eric**  
Hello, everyone! I'm thirteen and I come from Muscat. I'm wearing my favourite hijab – it's pink! I'm excited to be part of the WOW! Team this year! It's a great way to make new friends. I really love design. In my free time, I design and make my own clothes. I made these comfortable trousers and this top! I'm going to design the WOW! Magazine this year. I hope you like it!

**Rosie**  
Hello. Nice to meet you! I'm thirteen years old. I'm going to be fourteen very soon – my birthday is on 23<sup>rd</sup> September. I've got curly, brown hair and grey eyes. My grandmother comes from Argentina, so I can speak English and some Spanish, too. We often go to Argentina in the summer holidays. I have two sisters and a brother. In my free time, I love reading books and writing, so my favourite school subject is English. I also enjoy going ice skating and playing table tennis. I'm looking forward to writing some articles for the magazine this year!

**Manar**  
Hi! I'm thirteen years old and I'm English. I've got short, brown hair and I wear glasses. My favourite sport is football. I love football because it's exciting and fun to be part of a team. I play football every day of the week! I'm interested in other sports and I love adventure as well. I do athletics and I go cycling. In the winter, I go skiing. I also love taking photographs. I promise I'll take some interesting ones for the magazine this year!

12 twelve

#### 1 W.2 Listen and read. Match the photos to the WOW! Team.

- Refer students to page 12. Ask different students to describe the appearance of the children in the photos before they listen and read.
- Play the audio and have students read along in their Class Books. Students write their answers in their notebooks.
- Check answers using the Lollipop stick technique (see page 16).
- **Extension** Ask students to find all the phrases the students use to greet people (*Hello. Nice to meet you! Hi! Hello, everyone!*).

## W.2

**Ali:** I'm fourteen years old and I come from Sur. I've got short, dark hair and brown eyes and I'm wearing a dishdasha. My family and I moved to Muscat two weeks ago and I've just started at this school. I miss my old friends and I miss the sea, but I love Muscat! All the students here are very kind and I've already made a lot of new friends. I really love science and nature and I'm very interested in learning about our planet. I walk to school every day because I want to keep our planet clean. I will try to find interesting articles about science for our magazine.

**Manar:** Hello, everyone! I'm thirteen and I come from Muscat. I'm wearing my favourite hijab – it's pink! I'm excited to be part of the WOW! Team this year! It's a great way to make new friends. I really love design. In my free time, I design and make my own clothes. I made these comfortable trousers and this top! I'm going to design the WOW! Magazine this year. I hope you like it!

**Rosie:** Hello. Nice to meet you! I'm thirteen years old. I'm going to be fourteen very soon – my birthday is on 23<sup>rd</sup> September. I've got curly, brown hair and grey eyes. My grandmother comes from Argentina, so I can speak English and some Spanish, too. We often go to Argentina in the summer holidays. I have two sisters and a brother. In my free time, I love reading books and writing so my favourite school subject is English. I also enjoy going ice skating and playing table tennis. I'm looking forward to writing some articles for the magazine this year!

**Eric:** Hi! I'm thirteen years old and I'm English. I've got short, brown hair and I wear glasses. My favourite sport is football. I love football because it's exciting and fun to be part of a team. I play football every day of the week! I'm interested in other sports and I love adventure as well. I do athletics and I go cycling. In the winter, I go skiing. I also love taking photographs. I promise I'll take some interesting ones for the magazine this year!

### Extra activity Critical thinking

- Ask students to say what they have in common with the WOW! Team members, e.g. *Rosie is going to be fourteen soon. I'm also going to be fourteen soon.*

## Lesson 2, part 1



1 Listen and read. Match the photos to the WOW! Team.

Rosie – 3, Manar – 2, Eric – 4, Ali – 1

2 Read the About Us page again. Talk to your partner.

- What are the WOW! Team going to do for the magazine this year?
- Which job would you like to do on the magazine? Why?
- Do you have a magazine at school?

3 Listen and circle the correct option to complete the questions. Then match to the answers.

- Where do / does you come from? a My birthday is on 4<sup>th</sup> March.
- How many years / old are you? b I have one older brother.
- When / Who is your birthday? c I come from England.
- How many / much brothers and sisters do you have? d My favourite sport is football.
- What / Why's your favourite sport? e I'm fourteen years old.

4 Work in pairs. Take turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?

5 Play a guessing game about question words. Can your partner guess the answer?

who what where why how many when

6 Work in groups to find out some information about your classmates.

- Write six questions of your own using the question words from Activity 5.
- Ask questions about some of the topics in the box or use your own ideas.

sports hobbies TV programmes school subjects clothes

Activity Book, Welcome  
Lesson 2, part 2

Go to Progress path on page 102.

thirteen 13

2 Read the About Us page again. Talk to your partner.

- Place students in pairs.
- Monitor students as they discuss the questions, helping where necessary.
- Check answers using the Lollipop stick technique (see page 16).

3 W.3 Listen and circle the correct option to complete the questions. Then match to the answers.

- Play the audio and have students circle the correct options to complete the questions.
- Students then match the questions to the answers.
- Check answers using the Lollipop stick technique (see page 16). Play the audio again if necessary.

W.3

**Girl:** Hi, Eric, welcome to the WOW! Team. I'd like to ask you a few questions so that our readers can get to know you better! So, where do you come from?  
**Eric:** I come from England.  
**Girl:** And how old are you?  
**Eric:** I'm thirteen years old.  
**Girl:** Great, when is your birthday?  
**Eric:** It's on the 4<sup>th</sup> of March.  
**Girl:** OK, and how many brothers and sisters do you have?  
**Eric:** I have one older brother.  
**Girl:** And what's your favourite sport?  
**Eric:** That's a difficult question. No! Not really! It's easy! I love football more than anything else!  
**Girl:** And why do you like football so much?  
**Eric:** I think it's exciting and it's fun to be part of a team!  
**Girl:** Thanks, Eric and good luck on the WOW! Team this year.

**4** **Work in pairs. Take turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?**

- Ask different students to read aloud the questions in Activity 3 to make sure all students have the correct questions.
- Place students in pairs.
- Monitor students, helping where necessary.
- Place two pairs together to compare things that are the same and different.
- Ask pairs to demonstrate one question and answer each.
- **Extension** Students think of one extra question to add to Activity 4. They then ask and answer their questions in pairs. Monitor pairwork and help where necessary.

**5** **Play a guessing game about question words. Can your partner guess the answer?**

- Ask a student to read aloud the question words in the box. You can quickly revise them by eliciting a question for each one from the class.
- Read the example and check that students understand what they have to do. Place students in pairs.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 16) to choose pairs to demonstrate the game for the class.

**6** **Work in groups to find out some information about your classmates.**

- Each student writes six questions using the question words from Activity 5. They can use the topics in the box or their own ideas.

- Place students in groups of four and have them ask and answer the questions.
- Monitor students, helping where necessary.
- Ask different groups to demonstrate two of their questions and answers to the class.
- **Extension** Students stand up and mingle in different groups, asking and answering questions about themselves.

**Finishing the lesson**

- Play *Concentric circles* (see page 21) using the question words they have been practising. The outer circle students ask the inner circle students questions using each question word.

**Lesson 2, part 2**

**Starting the lesson**

- Play *Concentric circles* (see page 21) again as they did in the first part of the lesson. See how many questions the outer circle can ask and the inner circle students can answer.

**Practice**

**Activity Book**

Lesson 2, part 2

**1** Read the text on Class Book page 12 again and circle T (true) or F (false). Then explain your answers.

1 Rosie always goes to Argentina in the summer.  T /  F  
*She often goes to Argentina in the summer.*

2 Rosie likes reading books, so she enjoys her English lessons.  T /  F  
*She loves reading and her favourite subject is English.*

3 Eric enjoys playing team sports and football is his favourite.  T /  F  
*It's fun to be part of a team.*

4 Eric says that he doesn't like doing winter sports.  T /  F  
*He goes skiing.*

5 Ali is living in Sur now, close to the sea.  T /  F  
*He lives in Muscat and he misses the sea.*

6 Ali has met some friendly people at his new school.  T /  F  
*All the students are very kind.*

7 Manar comes from Muscat and she doesn't like design.  T /  F  
*She designs and makes her own clothes.*

**2** Answer the questions about the WOW! Team members. Give reasons.

1 Which person is probably the most athletic?  
*Eric is probably the most athletic because he talks a lot about sports and outdoor activities.*

2 Who probably likes clothes and making things?  
*Manar, because she loves design and she makes her own clothes.*

3 Which person wants to protect nature and the Earth?  
*Ali, because he's interested in science, nature and the environment.*

4 Which two people probably speak Arabic at home?  
*Ali and Manar, because Ali comes from Sur and Manar is from Muscat.*

**3** Read and complete the questions and write your answers. Then ask and answer with your partner. Write their answers in your notebook.

1 Where do you come from? \_\_\_\_\_

2 How old are you? \_\_\_\_\_

3 When is your birthday? \_\_\_\_\_

4 How many brothers and sisters do you have? \_\_\_\_\_

5 What is your favourite sport? \_\_\_\_\_

6 Why do you like this sport so much? \_\_\_\_\_

Go to Progress path on page 70. nine



**1 Read the text on Class Book page 12 again and circle T (true) or F (false). Then 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 example answer as a class. Ask the class to look at the dialogue and find the sentence or sentences that confirm the answer (*We often go to Argentina in the summer holidays.*)
- Have pairs write why the remaining sentences are true or false.
- Check explanations as a class.

**2 Answer the questions about the WOW! Team members. Give reasons.**

- Ask a student to read the first question and another to read the example answer to check understanding.
- Students work individually to answer the questions.
- Monitor to check that students are giving reasons for their answers, as in the example.
- Place students in pairs. Have them compare answers.
- Open it up into a class discussion to see if students agree on the reasons for their answers.

### Diversity

#### Support

- Refer students to the relevant pieces of information in the Class Book for Activities 1 and 2.

#### Challenge

- Stronger students can try to answer Activity 1 without referring back to the text.

- **Extension** In pairs, students say a name of one of the children from Class Book page 12 for their partners to say two things about them, e.g. Student 1: *Eric.* Student 2: *His favourite sport is football. He loves taking photographs.*

**3 Read and complete the questions and write your answers. Then ask and answer with your partner. Write their answers in your notebook.**

- Students complete the questions and write their answers individually. Give students a few minutes to complete the activity.
- Monitor students, helping where necessary.
- Place students in pairs and have them ask and answer the questions. Students write their partners' answers in their notebooks.

### Extra activity Fast finishers

- Students find the free-time activity words on Class Book page 13 that they like and write them in their notebooks.

### Extra activity Progress path

#### Teacher's Book pages 189 (Class Book) and 190 (Activity Book)

- Students work in pairs through the questions from the Let's get started! 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 the Class Book and the 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 to reflect on what was easy and difficult today.
- Ask *What can you remember about the new WOW! Team members?* Explain that they will find out more about them as the course progresses.



# Our planet

## Unit objectives

To talk about the environment and extreme weather

## Language

<b>Vocabulary</b>	<b>Environment:</b> <i>protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming</i> <b>Extreme weather:</b> <i>cyclone, tornado, thunder and lightning, sandstorm, heatwave, drought, forest fire, volcano, tsunami, flood, hailstorm, snowstorm</i>
<b>Grammar</b>	Modal verbs of obligation Reported speech: questions and commands
<b>Functions</b>	<b>Giving advice:</b> <i>I think you should find out what animals you can help in our area. Perhaps you ought to put a notice in the school newsletter.</i>
<b>Pronunciation</b>	Silent letters

## Learning outcomes

<b>Listening</b>	Listen and identify core vocabulary; Distinguish between relevant and irrelevant ideas; Listen and extract information to accomplish a task; Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Identify the participants and their roles; Identify the main idea of an aural text; Respond to referential questions based on aural texts; Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics; Infer the meaning of unknown words when listening to texts on familiar and concrete topics; Make predictions when listening to simple, extended texts on familiar and concrete topics
<b>Speaking</b>	Respond to direct questions, instructions, suggestions, offers, etc.; Ask questions about routine matters; Produce connected speech using correct intonation and rhythm; Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication; Use simple and complex language structures when speaking; Express own ideas and respond to the ideas of others; Initiate and participate in a wide range of interactions on familiar and concrete topics; Make a rehearsed or unrehearsed presentation about a familiar topic
<b>Reading</b>	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Read and understand details in simple, extended texts on some unfamiliar concrete topics; Make predictions when reading simple, extended texts on familiar and concrete topics; Answer factual, inferential, judgement or evaluation questions; Read texts in a variety of genres; Infer the meaning of unknown words when reading texts on familiar and concrete topics; Understand short messages in emails, text messages, social media posting; Identify a range of features of text organisation and structure; Infer mood, author's attitude or tone; Distinguish fact from opinion; Make inferences about a reading text; Skim for gist or general impression of text or graphics
<b>Writing</b>	Use capital letters and punctuation (period, comma, question mark, quotation mark) correctly; Write a text dictated at a reasonable speed using correct punctuation; Write answers to questions based on reading material; Write about a familiar topic; Produce a written text in imitation of a model; Transcode information in diagrammatic display into writing; Write simple, extended texts on familiar and concrete topics; Write structured paragraphs that contain a topic sentence and supporting details; Write short descriptive texts on familiar topics; Use own and others' ideas to plan and develop writing; Revise, edit, and rewrite own work; Extract and synthesise information from different sources into written text using appropriate discourse markers and transitions
<b>Cognitive skills</b>	Narrate own stories using a model; Act out the roles of various characters in games and drama; Actively participate in investigative, exploratory and open-ended tasks; Find information; Ask for and give information; Understand that others can be shy, less confident speaking English or unhappy about something and reassure them; Share a sense of humour with peers and adults; Be aware of when and how to take turns and when and how to interrupt; Be aware of how to clarify ideas; Take part in tasks by interacting with others and stay on task; Ask others questions about a topic

## Key competences

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

**Mathematical, science and technological competences:** order words (L. 3); number events (L. 4)

**Digital competence:** use Class Book and Activity Book eBook (L. 1–12)

**Social and civic competences:** learn to be creative (L. 4, 6, 7, 9 and 10); learn to talk about the environment and weather (L. 5, 6, 8 and 9)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 6)

**Learning to learn:** reflect on what has been learned and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learned (L. 3 and 5)

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

## Future skills

<b>Critical thinking</b>	Predicting (L. 1 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 6); Planning (L. 6 and 9); Reflecting on learning (L. 1–10)
<b>Creativity</b>	Writing an action plan to help an endangered animal (L. 6); Writing a report (L.9); Writing magazine comments (L. 10)
<b>Communication</b>	Talking about saving the planet (L. 1, 2, 3, 6 and 8); Talking about school rules (L. 3); Giving commands (L. 3); Functional dialogue (L. 7)
<b>Collaboration</b>	Project groupwork (L. 6); Acting out (L. 2 and 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 Test

## External exams

### Class Book

B1 Preliminary for Schools:  
Reading Part 5  
Listening Part 1

### Activity Book

B1 Preliminary for Schools:  
Listening Part 2  
Reading Part 1

# Vocabulary

## Lesson 1, parts 1 and 2

### Objectives

- **Lesson aims:** to learn and use words related to the environment
- **Target language:** *protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming*

### Materials

- Unit 1 flashcards (*protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming*)
- Unit 1 poster: *The environment*
- notebooks
- photocopiable 1

### Global Scale of English (GSE)

- **Reading:** Can scan several short informational texts on the same theme to find relevant information (GSE 57).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about everyday activities using simple language (GSE 32).

### Assessment for Learning (formative assessment)

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

## Lesson 1, part 1

### Starting the lesson

- Write *Our planet* on the board. Ask *What problems does our planet have?* Students raise their hands to offer ideas.

### Presentation

-  Explain that in this lesson students will learn to talk about the environment.
- 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. Ask students how they think this unit will help them with their English.

- Place the Unit 1 flashcards (The environment) 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 them which part of the unit they think will be the most interesting and why.

### Practice

#### Class Book



**1 Our planet**

**WOW! Question**

You told us that you're worried about our planet's future. Why is the weather changing? What are we doing to our world? Look at the pictures. How many words do you know for things on our planet? Ali has a question for you. Can you think of any answers to his question?

**Question**

Ali 3 minutes ago  
What can we do to protect our planet?

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

- learn words for the environment and natural disasters.
- use modal verbs and reported questions and commands.
- read a diary about a frightening experience.
- learn about how climate change can cause problems for animals.
- work in a group to write an action plan to help an endangered animal.
- learn how to give advice.
- read and write reports.

14 fourteen

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

- Refer students to pages 14 and 15. Read the rubric and tell students to look at page 14 for a moment. Ask students what they can see in the photos.

**Answer key** The photos show the following: pollution from factories, deforestation (cutting down or clearing forests), global warming, renewable energy, drought/climate change, plants, a volcano erupting, an avalanche/melting snow, deserts/heatwaves, hurricane/warmer oceans, a snowstorm/extreme weather, rising sea levels, hotter weather/climate change, thunder and lightning.

- Read aloud the introduction, or ask a student to read it aloud. Make sure students understand the WOW! question.
-  Give students one minute to discuss the WOW! question in pairs. They can then write their answers in their notebooks.

- Using the Lollipop stick technique (see page 16), ask students for feedback. Accept all reasonable answers. They will be able to check these later in the unit.

**Answer key** plant trees, save water, recycle waste, save energy, use less paper, use less plastic, walk more, turn off lights, pick up rubbish, use renewable energy, ride bikes, share cars, eat locally, grow plants, take shorter showers, turn off taps, help animals.

Lesson 1, part 1 **Vocabulary** 1

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

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

protect the environment 2 climate change 4 save water 5 plant trees 6 switch off lights 9 waste energy 1 recycle 12 pollution 7 destroy the rainforests 8 pick up rubbish 11 use renewable energy 10 global warming 3

fifteen 15

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

- Refer students to page 15. Tell students to match the words and phrases they know and guess the ones they don't know in their notebooks.
- Play the audio. Students listen, check and repeat.
- Check answers using the Lollipop stick technique (see page 16). Ask *How many words did you already know?*
- Place students in pairs. Have them say a word to their partners and their partner points to the correct picture. Then they swap.
- Consolidate understanding with these questions. Students raise their hands to suggest answers, e.g. *What's another word for look after/weather/use less/turn off/use too much/all around the world? (protect, climate, save, switch off, waste, global).*

### 1.1

- 1 waste energy 2 protect the environment  
3 global warming 4 climate change 5 save water  
6 plant trees 7 pollution 8 destroy the rainforests  
9 switch off lights 10 use renewable energy  
11 pick up rubbish 12 recycle

### Diversity

#### Support

- Tell students to write the new phrases in their notebooks in a vocabulary list. Give them explanations to write with each phrase.

#### Challenge

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

Vocabulary Lesson 1, part 1

3 Listen and read. Which children helped the environment and how?  
Manar – she picked up rubbish from the beach. | Eric – he planted a tree.

**WOW! Blog**

1 Ali 4 minutes ago  
I love nature and my favourite place is the sea! But I'm worried about global warming. We have to do everything we can now to stop climate change.

2 Manar 15 minutes ago  
During the summer, we took part in the Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.

3 Rosie 20 minutes ago  
We did a project on renewable energy last semester. I made an oven out of an old pizza box and sunlight. It was so cool!

4 Eric 3 hours ago  
Last year, my aunt gave me a tree as a present. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year.

protect the environment, recycle, save water, plant trees, switch off lights, pick up rubbish, use renewable energy

4 Look at the words in Activity 2 and put them into two groups.

Our planet's problems Things we can do to help our planet

5 Work in pairs. Answer the questions.

- What things do you recycle? Can you think of any other things you could recycle?
- How do you save water?
- How do you save energy?
- What can we do to stop pollution?
- Do you use renewable energy? What type?

What things do you recycle?  
I recycle cans, bottles and paper.  
Can you think of any other things you could recycle?  
I could recycle cardboard, too.

16 sixteen climate change, global warming, pollution, destroy the rainforests, waste energy Activity Book, Unit 1 Lesson 1, part 2

## 3 1.2 Listen and read. Which children helped the environment and how?

- Ask students to read the question so they know what information to listen for.
- Play the audio and have students read along in their Class Books. Student write the answer in their notebooks.
- Check answers using the Lollipop stick technique (see page 16).

## 1.2

- Ali:** I love nature and my favourite place is the sea! But I'm worried about global warming. We have to do everything we can now to stop climate change.
- Manar:** During the summer, we took part in the Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.
- Rosie:** We did a project on renewable energy last semester. I made an oven out of an old pizza box and sunlight. It was so cool!
- Eric:** Last year, my aunt gave me a tree as a present. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year.

- 4 **Look at the words in Activity 2 and put them into two groups.**
- Use the Think-pair-share technique (see page 16) to complete the activity. Student complete the activity in their notebooks.
  - **Extension** Ask students if they can add anything to the two groups.
- 5 **Work in pairs. Answer the questions.**
- Place students in pairs. Read the examples as a class. Students complete the activity in their notebooks.
  - Monitor students, helping where necessary.
  - Ask different students to offer answers. Promote class discussion: *Who does the same? Do you have another idea? Do you agree/disagree?*

### Extra activity Critical thinking

- Draw two columns on the board and put + and - at the top of each. Ask students to work in pairs and find words in Activity 3 which they think are positive and negative for our planet. Ask for feedback and have students write the words on the board.

### Finishing the lesson

- Students close their books. Call out the last word in each phrase in Activity 2 and have students raise their hands to say the other words. For example, you say *rubbish*, they say *pick up*.
- Using the Summative and thought-provoking questions technique (see page 16), ask *Are phrases harder to remember than single words? How will you learn these words and phrases?* Encourage them to use vocabulary books.

## Lesson 1, part 2

### Starting the lesson

- Ask students which words for protecting the environment they can remember from the previous lesson. Write their ideas on the board.
- Ask students which of the phrases are problems and which are solutions.

### Activity Book

Lesson 1, part 2

# 1 Our planet

**Vocabulary**

1 Read and circle the correct options.

- At our school, we waste / recycle / destroy paper, plastic, glass and other materials.
- If we don't change / plant / protect the environment, we'll have problems in the future.
- A lot of people switch / waste / save energy by leaving on lights all the time.
- Scientists think people's activities are causing global / climate / environment warming.
- We're learning about climate energy / water / change in Science at school.
- Air pollution / rubbish / waste from cars and factories is very bad for the environment.

2 Look, read and complete the sentences.

- We mustn't destroy the rainforests.
- Please switch off the lights when you go out.
- Try to save water when you brush your teeth.
- Do you pick up rubbish in the street?
- People need to use renewable energy.
- It's a good idea to plant trees in your garden.

3 Read the I'm learning box. Then read and complete the sentences with verbs for protecting our planet. There may be more than one correct answer.

**I'm learning**

Using verbs with different objects

We can learn a verb in a phrase and then use it with different objects.

*Please switch off the lights.*

*Please switch off the TV.*

- Could you please pick up those bottles and put them in the bin?
- If we cut down too many trees, it will destroy the forests.
- We need to protect rivers and lakes from water pollution.
- People often use solar energy in sunny countries.
- You shouldn't waste paper. Always write on both sides.
- My parents are going to plant some flowers in the garden.

4 Write five or more sentences about what you and your family do to help the environment.

10 ten

- 1 **Read and circle the correct options.**
- Read the example answer and check students understand that they need to circle the correct options.
  - Students complete the activity individually.
  - Check answers using the Lollipop stick technique (see page 16).
- 2 **Look, read and complete the sentences.**
- Students use the picture prompts to complete the sentences, as in the example.
  - Students complete the activity individually and then compare answers in pairs.
  - Ask different students to read aloud their answers.

**3**  **Read the *I'm learning* box. Then read and complete the sentences with verbs for protecting our planet. There may be more than one correct answer.**

- Read the *I'm learning* box as a class, and also the example answer.
-  Students complete the activity using the Think-pair-share technique (see page 16).

**4**  **Write five or more sentences about what you and your family do to help the environment.**

-  Students complete the activity individually in their notebooks. They then compare ideas with a partner.
- Ask different students to read their sentences to the class.

#### **Extra activity** Fast finishers

- Students give themselves one minute to learn the new vocabulary. They close their books and see how many words and phrases they can remember.

### **Finishing the lesson**

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- Play *Backs to the board* (see page 21) using the new vocabulary. Use the Unit 1 flashcards (The environment) or poster as prompts.

#### **Extra activity** Photocopiable 1

- Ask students to do photocopiable 1.

## Lesson 2, parts 1 and 2

### Objectives

- **Lesson aims:** to listen to and read a dialogue about a competition
- **Target language:** *Brilliant! I know! Me too!*

### Materials

- notebooks
- photocopiable T1

### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can talk about everyday activities using simple language (GSE 32).
- **Writing:** Write another role play to practice and act out. Can write short, simple texts about topics of personal relevance, given prompts or a model (GSE 38) 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: Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; acting out
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 2, part 1

### Starting the lesson

- Say the underlined openings of these phrases from Lesson 1 and have students complete in unison: *climate change, destroy the rainforests, global warming, pick up rubbish, plant trees, protect the environment, save water, switch off lights, use renewable energy, waste energy*. You can use the Unit 1 flashcards (The environment) or poster as prompts if necessary.

### Presentation

- Explain that in this lesson students will read about a competition that the WOW! Team want to take part in.

## Practice

### Class Book

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

**1 Listen and read. What competition are the children going to take part in?**



**Ali:** Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!

**Eric:** I think that's a great idea. What can we do to save energy then?

**Ali:** (I know!) We need to switch off lights and turn off computers when we leave a room.

**Eric:** And we must close doors, too. That will keep the classrooms cool. What else should we do?

**Ali:** How about recycling more things?

**Eric:** Yes, good idea. At the moment, there are recycling boxes for paper at our school, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.

**Ali:** I agree. What about water? Can we do anything to save water? Yesterday, I found the water running in the sink in the school bathroom.

**Eric:** (Me too!) Yes, we mustn't do that because it wastes water. OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?

**Ali:** No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.

**Eric:** (Brilliant!) Come on, we must go or we'll be late for our next lesson.

**Ali:** Eric, I hope you aren't going to forget to turn off the computer and switch off the lights!

**Eric:** No! I was just about to do that! Ali, close the door behind you ...!

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

- 1 What are the WOW! Team going to do when they leave a classroom? **switch off lights, turn off computers and close doors**
- 2 Why are they going to close doors? **to keep the classrooms cool**
- 3 What recycling boxes do they already have? **paper**
- 4 What recycling boxes do they need? **plastic**
- 5 How are they going to tell the other students about the competition? **They're going to put ideas up on the WOW! website.**
- 6 What should Ali do when he leaves the classroom? **turn off the computer and switch off the lights**

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

Brilliant! I know! Me too!

- 1 I watched a programme on TV last night about the future of our planet. **Me, too!** (...)
- 2 How can we save energy? (...)  
**I know!**
- 3 We won the competition! **Brilliant!** (...)

**4 Imagine that your school is taking part in the same competition. What would you do to save energy at school?**

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

### 1 Listen and read. What competition are the children going to take part in?

- Refer students to page 17. Read the question as a class so students know what to listen for.
- Play the audio and have students read along in their Class Books.
- Ask students to raise their hands to offer answers.

## 1.3

- Ali:** Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!
- Eric:** I think that's a great idea. What can we do to save energy then?
- Ali:** I know! We need to switch off lights and turn off computers when we leave a room.
- Eric:** And we must close doors, too. That will keep the classrooms cool. What else should we do?
- Ali:** How about recycling more things?
- Eric:** Yes, good idea. At the moment, there are recycling boxes for paper at our school, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.
- Ali:** I agree. What about water? Can we do anything to save water? Yesterday, I found the water running in the sink in the school bathroom.
- Eric:** Me too! Yes, we mustn't do that because it wastes water. OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?
- Ali:** No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.
- Eric:** Brilliant! Come on, we must go or we'll be late for our next lesson.
- Ali:** Eric, I hope you aren't going to forget to turn off the computer and switch off the lights!
- Eric:** No! I was just about to do that! Ali, close the door behind you ...!

**Extra activity Critical thinking**

- Ask *Why do people take part in competitions? What competitions do schools take part in?* Discuss as a class.

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

-  Tell students to read the dialogue quietly and then discuss the answers in pairs. Students then write the answers in their notebooks.
-  Check answers using the Lollipop stick technique (see page 16). Ask volunteers to write the answers on the board.

**Diversity****Support**

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

**Challenge**

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

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

- Give students time to find the expressions and check they understand their meanings.
-  Students act out the expressions in pairs. Ask different pairs to act out the dialogues for the class.
- **Extension** Ask students to think of their own statements that could prompt these expressions.
-  Students work in small groups and review the expressions in the units so far and practise using them in conversations.

**4  Imagine that your school is taking part in the same competition. What would you do to save energy at school?**

-  Place students in groups of three. Tell students to choose one member of the group to write down their ideas in their notebooks.
- Monitor students, helping where necessary.
- Ask groups to tell the class their ideas. Have a class vote on the most popular idea.

**Finishing the lesson**

- Play *Charades* (see page 21) with the suggestions on how to save energy (*switch off lights/the computer, close doors, recycle boxes/plastic, save water*).

### Lesson 2, part 2

#### Starting the lesson

- Play *Charades* (see page 21) again, as you did in the first part of the lesson.
- Explain that in this part of the lesson students will practise the language they learned from the first part.

#### Practice

##### Activity Book

Lesson 2, part 2

**WOW!** TeamTalk 1

1 Read and match the two halves of the sentences from the dialogue on Class Book page 17. Then listen and check.



1 There's a competition to—  
2 What can we do to  
3 We need to switch off lights and  
4 Can we do anything to  
5 So we need to  
6 We must go or we'll

a turn off computers when we leave a room.  
b be late for our next lesson.  
c save energy then?  
d let everyone know about the competition.  
e see which school can save the most energy.  
f save water?

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

1 Eric suggests taking part in a competition. **T / F** *Ali suggests it.*  
2 Eric asks about ways they can save energy. **T / F** *Eric asks what they can do to save energy.*  
3 Eric wants to throw away the plastic bottles. **T / F** *He says they shouldn't throw plastic bottles away.*  
4 Ali found the water running in the kitchen. **T / F** *He found it running in the bathroom.*  
5 Ali doesn't want people's suggestions. **T / F** *He agrees with Eric that they should ask for other people's suggestions.*  
6 Ali tells Eric to turn off the computer. **T / F** *He says he hopes he isn't going to forget to turn it off.*

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

Brilliant! × 2    I know! × 2    Me too! × 2

1 **A:** I think recycling is very important.  
**B:** *Me too!* I recycle as much as possible.  
2 **A:** What can you do to save water at home?  
**B:** *I know!* I can have shorter showers.  
3 **A:** I'm writing a blog about clean energy.  
**B:** *Brilliant!* You're so creative!  
4 **B:** How can we use less paper at school?  
**A:** *I know!* We can do our homework online!  
5 **A:** I want to look for a new tablet.  
**B:** *Me too!* My tablet is broken. Let's go shopping!  
6 **A:** Look! I got full marks in our Science test!  
**B:** *Brilliant!* You're so clever.

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

eleven 11

#### 1.4 Read and match the two halves of the sentences from the dialogue on Class Book page 17. Then listen and check.

- Give students one minute to complete the activity. Students check their answers with their partners.
- Play the audio to check answers.
- Check answers as a class.

#### 1.4

- 1 **Ali:** There's a competition to see which school can save the most energy.  
2 **Eric:** What can we do to save energy then?  
3 **Ali:** We need to switch off lights and turn off computers when we leave a room.  
4 **Ali:** Can we do anything to save water?  
5 **Eric:** So we need to let everyone know about the competition.  
6 **Eric:** We must go or we'll be late for our next lesson.

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

- Read the answer as a class and check that students understand what they have to do.
- Students complete the activity individually and then compare answers with a partner.
- Ask different students to offer answers. Ask for class agreement.

#### 3 1.5 Read and complete the dialogues with the correct expressions. Then listen and check.

- Write the expressions on the board and elicit when students can use them.
- Students complete the dialogues individually and then compare answers with a partner.
- Play the audio to check answers.
- Check answers using the Lollipop stick technique (see page 16).
- Place students in pairs and have them practise the dialogues. Monitor students for correct pronunciation.

#### 1.5

- 1 **A:** I think recycling is very important.  
**B:** Me too! I recycle as much as possible.  
2 **A:** What can you do to save water at home?  
**B:** I know! I can have shorter showers.  
3 **A:** I'm writing a blog about clean energy.  
**B:** Brilliant! You're so creative!  
4 **A:** How can we use less paper at school?  
**B:** I know! We can do our homework online!  
5 **A:** I want to look for a new tablet.  
**B:** Me too! My tablet is broken. Let's go shopping!  
6 **A:** Look! I got full marks in our Science test!  
**B:** Brilliant! You're so clever.

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

- Place students in pairs.
- Students write the dialogues in their notebooks.
- Monitor students, helping where necessary.
- Ask pairs to act out their dialogues to the class.

**Extra activity Fast finishers**

- Students write the words related to saving the planet in this lesson in their notebooks.

**Finishing the lesson**

-  Students close their books. Using the Summative and thought-provoking questions technique (see page 16), ask them to have a class vote on what they think is the best way to help the environment.

**Extra activity Photocopiable T1**

- Ask students to do photocopiable T1.

### Lesson 3, parts 1 and 2

#### Objectives

- **Lesson aims:** to learn and use modal verbs of obligation; to understand a listening activity
- **Target language:** *We shouldn't throw away plastic bottles. We must close doors. We need to switch off the lights when we leave a room.*

#### Materials

- notebooks
- dictionaries
- Traffic light cards
- photocopyables 4 and 22

#### 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, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

#### Assessment for Learning

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

### Lesson 3, part 1

#### Starting the lesson

- Ask *What do you switch off at home?* and elicit answers.
- Ask them what else they can do at home to help the environment.

#### Presentation

- Explain that in this lesson students will learn to use modal verbs for obligation. Elicit or explain the meaning of obligation (something you have to do or feel you have to do). They will also do a listening activity.
- Write *We're going out. We should switch off the lights.* Ask *Which verb is the modal verb?* and elicit *should*.

### Practice

#### Class Book

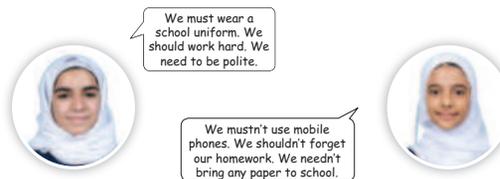
#### Grammar

- 1 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas. **switch off lights, turn off computers, close doors, recycle more things, turn off water when finished**
- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar	
Modal verbs	
We <b>should</b> take part in the competition.	
We <b>shouldn't</b> throw away plastic bottles.	
We <b>must</b> close doors.	
We <b>mustn't</b> waste water.	
We <b>need</b> to switch off the lights when we leave a room.	
We <b>needn't</b> put our ideas in the newsletter.	

We use **should** when you think something **is** / **isn't** the right thing to do.  
 We use **need** to and **must** when it **is** / **isn't** necessary to do something.  
 We use **needn't** / **mustn't** when it is **not** necessary to do something.  
 We use **needn't** / **mustn't** when it is necessary **not** to do something.

- 3 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.
- 4 Talk about the rules at your school. Use the modal verbs from the grammar box.



18 eighteen

#### 1 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.

- Refer students to page 18. Use the Think-pair-share technique (see page 16) to have students complete the activity in their notebooks.
- Ask students to raise their hands to offer ideas. Ask for class agreement and have students the cross points off their lists.

#### Diversity

##### Support

- Students work in pairs and they both write down the lists.

##### Challenge

- One student in each pair finds an idea and dictates it to the other student to write down.

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

- Place students in pairs.
- Give students one minute to work out the rules and then complete the activity in their notebooks.
- Check answers using the Lollipop stick technique (see page 16).
- Tell students to write down the correct rules in their notebooks. Have students check each other's notes.

- Explain that we use *must*, *mustn't*, *should*, *shouldn't*, *need to* and *needn't* to talk about obligation or what is allowed. *Must* is used when something is important or required. *Mustn't* means something is not allowed. *Should* and *shouldn't* are used for advice or a weaker obligation, meaning it's a good idea to do (or not to do) something and is not as strong as *must*. *Need to* means something is necessary but the obligation often comes from outside the speaker, like a task in school. *Needn't* means something isn't necessary.
- Use the Traffic light cards technique (see page 16) to check that students have understood the grammar.

### 3 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.

- Students work individually.
- Check answers using the Lollipop stick technique (see page 16).
- Students look at the text again and match the sentences with modals to the uses, e.g. *'We should take part in it'* talks about something it is right to do.

### 4 Talk about the rules at your school. Use the modal verbs from the grammar box.

- Read aloud the examples in speech bubbles.
- Place students in pairs.
- Monitor pairs for correct use of the grammar.
- Ask one student from each pair to stand up and move to sit with a different student. Students repeat the pairwork.

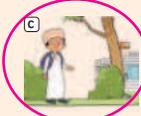
Lesson 3, part 1 **Grammar** 1

5 Listen. For each question, choose the correct picture.

1 Mohammed is talking to his mother. What must he recycle?

A  B  C 

2 Zaid is talking to his father. What should he do to save energy?

A  B  C 

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

1 a Mohammed's mum is going to use the plastic water bottle again. **true**  
 b She has finished reading the newspaper. **false (She hasn't finished reading the newspaper yet.)**  
 c Mohammed should leave the glass bottle by the sink. **false (Mohammed should leave the plastic bottle by the sink.)**

2 a Zaid's family should have quick showers instead of long showers. **false (They already have quick showers instead of long showers.)**  
 b When they brush their teeth, they always turn off the water. **true**  
 c Zaid usually walks to school. **false (Zaid will start walking to school.)**

7 Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.

 You needn't have a long shower every day. You should have quick showers.

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

### 5 Listen. For each question, choose the correct picture.

- Tell students to read the questions and look at the pictures before they listen.
- Play the audio. You can play it more than once if necessary.
- Check answers using the Lollipop stick technique (see page 16).

#### 1.6 & 1.7

##### 1 Mohammed is talking to his mother. What must he recycle?

- Mohammed:** Can I sort out the recycling to take to the bins? Should I take this plastic water bottle?
- Mum:** No, I want to keep that. I can use it again for your sister's project, so leave it by the sink.
- Mohammed:** What about this glass bottle?
- Mum:** Yes, that should go. But don't take my newspaper. I haven't finished it yet!
- Mohammed:** OK.

##### 2 Zaid is talking to his father. What should he do to save energy?

- Zaid:** Our school is taking part in a competition to save energy. We must do something at home to help the planet, too.
- Dad:** OK, what do you want to do?
- Zaid:** We should plant a tree!
- Dad:** Hmm, that's a bit difficult. We don't have a garden – where are you going to plant it?
- Zaid:** Hmm, good point. Can we do something to save water then?
- Dad:** Well, we already have quick showers instead of long showers. And we always turn the water off when we brush our teeth. I know! We should walk to school instead of taking the car. We can walk as your school isn't far.
- Zaid:** Yes, let's do that! It will help to stop pollution and it's good fun!

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

- Students read the questions before listening again.
- Play the audio.
- Check answers using the Lollipop stick technique (see page 16). Ask different students to give reasons and to correct the false sentences if they can.

### 7 Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.

- Read the example as a class and check that they all agree.

- Students write their lists individually in their notebooks.
- Place students in pairs and have them swap lists.
- Students use modal verbs to suggest ways their partner can save water.
- Monitor, students helping where necessary.
- Discuss their suggestions as a class.

### Extra activity Critical thinking

- Students write a list of other things people waste and what they should do to stop it.

### Finishing the lesson

- Ask students to say a rule that they agree with from the lesson.
- Use the Summative and thought-provoking questions technique (see page 16) to ask students what they liked about this lesson.

## Lesson 3, part 2

### Starting the lesson

- Ask students if they can remember how to save water from the first part of the lesson.
- Ask students what other things they should, must or need to do to help the environment.

### Practice

#### Activity Book

**Grammar**

Modal verbs: *should, must, need to*

1 Listen and tick (✓) the correct sentences.

1

2

3

4

1  a Osama must hand in the report on Monday.  
 b Osama needn't make a poster.

2  a Najla should stop watching videos now.  
 b Najla needs to be home at six o'clock.

3  a Saeed mustn't forget his Maths book.  
 b Saeed shouldn't tidy up his bedroom today.

4  a Anood mustn't go to the cinema today.  
 b Anood needs to ask her parents for money.

2 Read and circle the correct modal verbs.

1 We shouldn't / need to / mustn't use more electric cars to reduce air pollution.

2 All the students need / must / shouldn't do their homework. It's very important.

3 People shouldn't / need to / must leave the lights on when they go out.

4 You needn't / should / mustn't waste energy because it's bad for the environment.

5 We must / needn't / should print so many things on paper. It's a waste!

6 She should / must / need have a quick shower instead of a long shower because it uses less water.

12 twelve

### 1 1.8 Listen and tick (✓) the correct sentences.

- Ask students what they can see in the pictures.
- Explain that they will hear four dialogues. They need to listen and tick the correct sentences, a or b. Give them time to read the sentences before they listen.
- Play the audio. Play it again if necessary.
- Check answers as a class.

#### 1.8

- 1 **Osama:** Excuse me, Miss Dana. Can we hand in our reports on Sunday?  
**Miss Dana:** No, Osama. Everyone must hand in their report on Thursday.  
**Osama:** OK. And do we have to make a poster, too?  
**Miss Dana:** No, you needn't do that. You can do a digital presentation if you like.  
**Osama:** That's good. I prefer working on the computer.
- 2 **Dad:** Why are you inside the house, Najla? It's a beautiful day.  
**Najla:** I know, but I want to watch this video.  
**Dad:** Why don't you go out now and watch the video later?  
**Najla:** You're right. I'll call Razan and we can go cycling.  
**Dad:** Good, but come back by half past five, please. We're going out for dinner at six o'clock.  
**Najla:** Of course. See you later!
- 3 **Mum:** Saeed, you're going to be late for school.  
**Saeed:** Just a minute, Mum. I can't find my Maths book, and I need it today.  
**Mum:** Oh, Saeed. You can't find it because your bedroom is a mess!  
**Saeed:** I know. I should tidy it up this weekend.  
**Mum:** Good idea, but why not today?  
**Saeed:** OK. I will.
- 4 **Girl:** Hey, Anood. Do you want to go to the cinema this afternoon?  
**Anood:** Sure! But wait ... I don't have any money.  
**Girl:** No problem. I can pay for you this time.  
**Anood:** No, that's OK. I can ask my mum and dad for some money.

### 2 Read and circle the correct modal verbs.

- Read the example sentence and elicit why *need to* is correct (this is something that is a good idea).
- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.

Lesson 3, part 2 **Grammar** 1

3 Re-write each sentence so that it means the same as the first sentence. Use the affirmative or negative form of the modal verb in brackets.

1 Don't throw rubbish on the ground. (should)  
*You shouldn't throw rubbish on the ground.*

2 We have to stop cutting down trees. (must)  
**We must stop cutting down trees.**

3 I don't have to tidy my room today. (need)  
**I needn't tidy my room today.**

4 Hilal, please don't shout in the classroom. (must)  
**Hilal, you mustn't shout in the classroom.**

5 Why don't you put on a sweater? (should)  
**You should put on a sweater.**

6 People should recycle more plastic. (need)  
**People need to recycle more plastic.**

4 Order the words to make sentences. Tick (✓) the sentences you agree with. Then compare your answers with your partner.

1 lights / people / off / switch / should  
*People should switch off lights.*

2 protect / must / the environment / everyone  
**Everyone must protect the environment.**

3 people / water / needn't / save  
**People needn't save water.**

4 energy / more / to / should / we / waste / try  
**We should try to waste more energy.**

5 new / must / lots / people / trees / of / plant  
**People must plant lots of new trees.**

6 use / lots / to / need / paper / of / we  
**We need to use lots of paper.**

7 people / rainforests / the / shouldn't / destroy  
**People shouldn't destroy the rainforests.**

8 street / mustn't / the / in / pick up / we / rubbish  
**We mustn't pick up rubbish in the street.**

Go to Grammar practice, on page 60. thirteen 13

3 Re-write each sentence so that it means the same as the first sentence. Use the affirmative or negative form of the modal verb in brackets.

- Read the example as a class and check they understand the activity.
- Students work in pairs to complete the activity.
- Monitor students, helping where necessary.
- Check answers as a class.

4 Order the words to make sentences. Tick (✓) the sentences you agree with. Then compare your answers with your partner.

- Read the example as a class and check they understand the activity.
- Students can work individually to order the sentences and tick the sentences they agree with.
- Monitor students, helping where necessary.
- Students then compare answers in pairs to see whether or not they agree with each other.
- Check answers as a class.

## Grammar practice

1 Read and complete.

- Refer students to the Grammar practice on page 60 of their Activity Books.
- Students complete the table with the correct modal verbs of obligation.

- They can compare answers in pairs, then check as a class.
- Refer to page 191 of the Teacher's Book for answers.

2 Write the sentences with the correct modal verbs.

- Read the example as a class. Make sure students understand they need to write complete sentences with the correct modal verb in order to give the correct meaning.
- Students work in pairs to write the correct sentences.
- Check answers as a class.
- Refer to page 191 of the Teacher's Book for answers.

### Extra activity Fast finishers

- Have students copy the sentences from the grammar table in their Class Books into their notebooks.

## Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students to say a rule for the classroom.
- Have a class vote on the best rule.

### Extra activity Photocopiables 4 and 22

- Ask students to do photocopiables 4 and 22.

# Book club

## Lesson 4

### Objectives

- **Lesson aims:** to understand a reading text; to introduce extreme weather words
- **Target language:** phrasal verbs with *get*: *get under, get out, get into, get down, get up, get onto*

### Materials

- examples of a real diary
- notebooks
- dictionaries

### Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the order in which events happen, e.g. in diary entries or a story (GSE 41).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).
- **Writing:** Can write a short description of a trip or event (GSE 40).

### Assessment for Learning (formative assessment)

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

### Starting the lesson

-  Ask *What types of good weather do you get in your country? How about bad weather?* Use the Lollipop stick technique (see page 16) for feedback.

### Presentation

-  Explain that in this lesson students will read a diary entry.
- Write *Diary* on the board. Ask *Who keeps a diary?* and ask for a show of hands.
- Show them an example of a real diary and ask students what they expect to read in a diary.

## Practice

### Class Book

**WOW!** Book Club

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

- 1 A diary entry is written in the first person (I) / third person (he/she).
- 2 Diaries are usually formal / informal.
- 3 A diary usually describes what happens in the writer's life / a newspaper article.
- 4 A diary often describes the writer's feelings / clothes.

**2**  Listen and read. What was Khalid's frightening experience? **A cyclone was coming.**

*A frightening experience*

7<sup>th</sup> June, Thursday

Dear Diary,  
Yesterday I had one of the most frightening experiences of my life!  
I was staying at my grandparents' house with my mum, dad and little brother. My aunt and uncle and cousins were there too. I was woken up early by a large storm. I got up and looked out of the window of my bedroom. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting! But then I looked at my dad's phone and saw on the news that a cyclone was coming. I asked my dad what a cyclone was and I asked him if he knew what to do. He told me not to worry because a cyclone was just a big storm. We stayed in our bedrooms and by the afternoon, there was even more rain. There was a flood in the harbour and a strong wind was blowing the trees! The winds got stronger and stronger. In the evening, Grandpa told us to get out of our bedrooms quickly, but he told us not to panic. He told us to go to the dining room. I asked him why he was sending us there and he said that it was the safest place in the house.

**20** twenty

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

- Refer students to page 20. Tell them to look at the picture and to predict what they think the diary entry will be about.
-  Students work in pairs to complete the activity in their notebooks.
-  Check answers using the Lollipop stick technique (see page 16).

### Key search words

Tips for keeping a diary

- 2**  **1.9 Listen and read. What was Khalid's frightening experience?**

- Play the audio and have students read along in their Class Books.
- Ask students to raise their hands to offer answers.
- Check comprehension with questions: *Where were Khalid and his dad staying? (at Khalid's grandparents' house) What happened to the wind? (It got stronger and stronger.) Did they stay in their room? (no) Do you think Khalid was scared? (Yes, but his dad told him not to be.)*

## 1.9

**A frightening experience**7<sup>th</sup> of June, Thursday

Dear Diary,

Yesterday I had one of the most frightening experiences of my life!

I was staying at my grandparents' house with my mum, dad and little brother. My aunt and uncle and cousins were there too. I was woken up early by a large storm. I got up and looked out of the window of my bedroom. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting! But then I looked at my dad's phone and saw on the news that a cyclone was coming. I asked my dad what a cyclone was and I asked him if he knew what to do. He told me not to worry because a cyclone was just a big storm. We stayed in our bedrooms and by the afternoon, there was even more rain. There was a flood in the harbour and a strong wind was blowing the trees!

The winds got stronger and stronger. In the evening, Grandpa told us to get out of our bedrooms quickly, but he told us not to panic. He told us to go to the dining room. I asked him why he was sending us there and he said that it was the safest place in the house. My aunt and uncle and cousins were already in the dining room. When we were all inside, we put the furniture in front of the doors and then we got down on the floor together in the corner. We waited and waited. The winds got louder, the rain was falling on the roof and then it suddenly went dark. My dad told me to hold his hand.

I asked him if he was scared and he told me not to be scared.

We stayed there for a long time, listening to the wild weather.

Finally, morning arrived and the rain stopped. I couldn't believe that the cyclone was finally over and I felt so happy that we were safe. I hope I never have a night like that again.

Khalid

Lesson 4 Book Club 1

3 After you read Activity Book, page 14.

4 Discuss in a group. Imagine there is a cyclone where you live.

- 1 Where do you go?
- 2 What do you do?
- 3 How do you feel?

5 Work in pairs. Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

Dear diary,  
Yesterday I had one of the most  
experiences of my life...

My aunt and uncle and cousins were already in the dining room. When we were all inside, we put the furniture in front of the doors and then we got down on the floor together in the corner. We waited and waited. The winds got louder, the rain was falling on the roof and then it suddenly went dark. My dad told me to hold his hand. I asked him if he was scared and he told me not to be scared. We stayed there for a long time, listening to the wild weather. Finally, morning arrived and the rain stopped. I couldn't believe that the cyclone was finally over and I felt so happy that we were safe. I hope I never have a night like that again.  
Khalid

Activity Book, Unit 1  
Lesson 4 twenty-one 21

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

- Refer students to page 14 of their Activity Books. Explain that students can refer to their Class Books while they do Activities 1 and 2 individually. Activities 3 and 4 can be done after Activity 5 in the Class Book.
- See the Activity Book section below for more instructions.

**4 Discuss in a group. Imagine there is a cyclone where you live.**

- Place students in groups of three. They ask one question each.
- Monitor students, helping where necessary.
- Ask different groups to tell the class their ideas.

**5 Work in pairs. Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?**

- Explain the meaning of *natural disaster*. (a powerful event in nature, e.g. an earthquake, a flood, a cyclone, etc., that can cause a lot of damage) Brainstorm natural disaster words as a class and write them on the board. Tell them to look at Khalid's diary for help. Explain meanings or ask students to look the words up in a dictionary if available.
- Place student in pairs. They can use the example on the piece of notepaper to begin their diary. They write in their notebooks.

- Explain that they should not name the natural disaster but instead describe it in their diary paragraphs.
- Place pairs with other pairs and have them read their paragraphs to each other. Pairs guess the natural disaster based on the descriptions.
- After they complete the activity, ask for feedback: *Did you guess the disaster? Was it easy/hard? Why?*

Diversity

Support

- Help students to understand the words for natural disasters with simple explanations.

Challenge

- Ask students to work out the meanings of the natural disaster words in the text from the context.

Extra activity Creativity

- Students add illustrations to their diary paragraph.

Practice

Activity Book

**WOW! Book Club**

**1 After you read** Read the diary on Class Book pages 20–21 again. Number the events in order.

- Khalid's dad said he shouldn't worry.
- It stopped raining the following morning.
- The whole family went to the dining room.
- Khalid woke up early and watched the big storm.
- The lights went out and the room was dark.
- The cyclone flooded a local harbour.
- Everyone got down on the floor and waited.



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

- Why did Khalid get up early?  
*He got up early because the storm woke him up.*
- How did he know about the cyclone?  
*He saw the news on his phone.*
- Where did he spend the first morning?  
*He spent the first morning in the dining room.*
- Why did the family go to the dining room?  
*It was the safest place in the house.*
- What did everyone do with all the furniture?  
*They put it in front of the doors.*
- What did Khalid's dad tell him to do when it went dark?  
*He told him to hold his hand.*

14 fourteen

**1 After you read** Read the diary on Class Book pages 20–21 again. Number the events in order.

- Read the example answer and check students agree this is the first.
- Students work in pairs to order the story.
- Check answers as a class.

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

- Students complete the activity individually. Make sure that they answer in full sentences.
- Check answers using the Lollipop stick technique (see page 16).

**Lesson 4** **WOW! Book Club** **1**

**3** Read the *Work with words* box. Then read and complete the sentences with a phrasal verb with *get*.

**Work with words**

**Phrasal verbs with get**  
We can combine the verb *get* with prepositions to make phrasal verbs.  
*get + up = get up*  
*Why did he get up?*  
*He got up because the storm woke him up.*

get onto get down get out get up get into get under

- If there's an earthquake, you should get under a table.
- Please get into the car. We have to leave now.
- How did your cat get up that tree?
- You must get out of the house if there is a fire.
- How fast can you get down the stairs to the front door in an emergency?
- My father used a ladder to get onto the roof.

**4** Write sentences using the six phrasal verbs from Activity 3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

fifteen 15

**3 Read the Work with words box. Then read and complete the sentences with a phrasal verb with get.**

- Read the *Work with words* box as a class and the example answer.
- Students work individually and then compare answers with a partner. Write the answers on the board.

**4 Write sentences using the six phrasal verbs from Activity 3.**

- Students work individually and then compare sentences with a partner. Encourage them to give each other feedback.
- Ask different students to read aloud a sentence.

**Extra activity Fast finishers**

- Students find all the adjectives in Khalid's diary entry.

**Finishing the lesson**

- Using the Summative and thought-provoking questions technique (see page 16), write *Today I have learned ...* on the board and have students complete the sentence in their notebooks.
- Ask students to tell you about a time they experienced extreme or unusual weather.

# Vocabulary and Grammar

## Lesson 5, parts 1 and 2

### Objectives

- **Lesson aims:** to learn and use words for extreme weather; to learn and use reported questions and commands
- **Target language:** *cyclone, tornado, thunder and lightning, sandstorm, heatwave, drought, forest fire, volcano, tsunami, flood, hailstorm, snowstorm*; 'What is a cyclone?' I asked my dad what a cyclone was.

### Materials

- Unit 1 flashcards (*cyclone, tornado, thunder and lightning, sandstorm, heatwave, drought, forest fire, volcano, tsunami, flood, hailstorm, snowstorm*)
- stopwatch
- notebooks
- Traffic light cards
- photocopyables 2 and 5

### 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).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). Can write about past activities using simple language, given a model (GSE 40).
- **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). Can understand simple conversations about things that have happened in the past (GSE 42)
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give an opinion in a structured discussion, if guided by questions (GSE 46). Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?'). (GSE 42)

### Assessment for Learning (formative assessment)

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

## Lesson 5, part 1

### Starting the lesson

- Ask *What can you remember from Khalid's frightening experience?* Students raise their hands to offer ideas.

### Presentation

-  Explain that in this lesson students will learn words for extreme weather and learn to use the reported questions and commands.
- Place the Unit 1 flashcards (Extreme weather) on the board. Point to each item and say the word. Students repeat after you.

### Practice

#### Class Book

#### Vocabulary and Grammar

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

cyclone 5 tornado 7 thunder and lightning 2 sandstorm 6 heatwave 4 drought 9  
forest fire 12 volcano 11 tsunami 8 flood 10 hailstorm 1 snowstorm 3



- 2 Read the diary in Lesson 4 again. How many weather words can you find?

22 twenty-two

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

- Refer students to page 22. Tell them to work individually to match the pictures with the words they know and to guess the ones they don't know. Tell students to write in their notebooks.
- Play the audio and have students listen, check their answers and repeat.

### 1.10

- 1 hailstorm 2 thunder and lightning 3 snowstorm  
4 heatwave 5 cyclone 6 sandstorm 7 tornado  
8 tsunami 9 drought 10 flood 11 volcano  
12 forest fire

### Extra activity Critical thinking

- Ask students to think about what people do to stay safe in these conditions. They work in pairs and write down one idea for each condition. Promote class discussion.

### 2 Read the diary in Lesson 4 again. How many weather words can you find?

- Refer students to pages 20–21.
- Students work in pairs to find the words. Check answers.

Lesson 5, part 1 Vocabulary and Grammar 1

3 Match the people in the story to the words they said.

Khalid Khalid's dad Khalid's grandpa

- 'What's a cyclone?' **Khalid**
- 'Don't worry! A cyclone is just a big storm.' **Khalid's dad**
- 'Do you know what to do?' **Khalid**
- 'Go to the dining room, please.' **Khalid's grandpa**
- 'Don't panic.' **Khalid's grandpa**
- 'Hold my hand.' **Khalid's dad**

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

Grammar	When we report questions, we change present tenses to <b>past</b> / future tenses and we sometimes <b>change</b> / <b>don't change</b> pronouns, for example you becomes <b>he</b> .
<b>Reported speech: Wh- questions</b> 'What is a cyclone?' I asked my dad <b>what</b> a cyclone <b>was</b> .	When we report <b>Wh-</b> questions, we use <b>say</b> / <b>ask</b> + question word.
<b>Reported speech: yes/no questions</b> 'Do you know what to do?' I asked him if he <b>knew</b> what to do.	When we report yes/no questions, we use <b>ask</b> / <b>tell</b> + <b>if</b> .
<b>Reported speech: commands</b> 'Get out!' → Grandpa told us to <b>get out</b> . 'Don't panic!' → He told me <b>not to panic</b> .	When we report commands, we use <b>ask</b> / <b>tell</b> + pronoun + <b>to</b> + verb.

5 Laura is telling Alice about a radio interview. Listen and answer the questions.

- What four questions did the presenter ask?  
Why are heatwaves and droughts happening more often than they used to? **Go to the basement of your house.**
- What four commands did the scientist give?  
Go to the basement of your house. **Hide under a heavy table or desk. Don't go near windows or doors. Don't panic.**

6 Work in pairs.

- Ask and answer two questions about natural disasters.
- Give two commands about what to do.
- While you talk, note down your partner's **questions** and **commands**.
- Report the questions and commands back to your partner. Are you correct?

Why are heatwaves and droughts happening more often than they used to? Is there anything we can do about this? What's a tsunami? Are tornadoes dangerous?

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

### 3 Match the people in the story to the words they said.

- Focus on the first sentence and elicit the answer (Khalid).
- Students complete the activity individually in their notebooks and then compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 16).

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

- Place students in pairs. Give them a minute to work out the rules and then complete the activity in their notebooks.
- Check answers using the Lollipop stick technique (see page 16).
- Tell students to write down the correct rules in their notebooks. Have students check each other's notes.
- Elicit the meaning of direct speech (the exact words someone says using quotation marks) and reported speech (when we tell what someone what another person said without quotation marks). Explain that reported questions tell someone what another person asked. We change the word order and don't use question marks. Explain that we usually change pronouns (*I – she, we – they, etc.*) and the verb tense (*present – past, will – would, etc.*). Explain that reported commands tell someone to do something and instead of changing the verb tense, we change the command into an infinitive form (*to + verb*).
- Use the Traffic light cards technique (see page 16) to check students have understood the grammar.

### 5 1.11 Laura is telling Alice about a radio interview. Listen and answer the questions.

- Read the questions so students know what information to listen for.
- Play the audio. Play it again if necessary.
- Check answers as a class.

### 1.11

**Laura:** I was just listening to an interview with a scientist about natural disasters. The presenter asked her why heatwaves and droughts were happening more often than they used to and he also asked if there was anything we could do about that.

**Alice:** Well, you don't have to be a scientist to answer those questions. Heatwaves and droughts are happening more often because of climate change, so if we want to do something we have to stop polluting the environment.

**Laura:** Yes, that's what the scientist said!

**Alice:** What else did he ask?

**Laura:** He asked her what a tsunami was.

**Alice:** I know this, too – that's a big wave, which is caused by an earthquake or volcano under the sea.

**Laura:** Yes, that's right. You're a bit of an expert on natural disasters, aren't you?

**Alice:** I watch quite a lot of videos about extreme weather! I think it's really interesting!

**Laura:** Can you answer the last question, too? He asked her if tornadoes were dangerous.

**Alice:** Really? Everyone knows the answer to that question! Of course they are!

## 1.11

**Laura:** Yes, the scientist thought that was a strange question, too.

**Alice:** I don't know much about tornadoes though. What else did she say?

**Laura:** She gave some advice about what to do during a tornado. She told listeners to go to the basement of their houses or to hide under a heavy table or desk. She told them not to go near windows or doors and she told them not to panic.

**Alice:** Hmm, that's interesting. I'm going to go and watch some videos about tornadoes now!

## 6 Work in pairs.

- Students work in pairs to complete the activity using the Think-pair-share technique (see page 16).

## Diversity

## Support

- Go around the class briefly checking students' questions and commands before they report back in pairs.

## Challenge

- Students check each other's written questions and commands before they report back to each other.

## Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how confident they feel using the grammar.
- Ask *Is it easy to report questions?* and say *Don't forget your homework!* Ask students to report your question and command (*The teacher asked if it was easy to report questions. The teacher told us not to forget our homework*).

## Lesson 5, part 2

## Starting the lesson

- Write on the board *What is a cyclone? Do you know what to do in a cyclone? Write some ideas in your books.*
- Now ask students to report the three sentences in their notebooks.

## Practice

## Activity Book

## Vocabulary and Grammar

## 1 Label the pictures.



snowstorm



volcano



tsunami



thunder and lightning



hailstorm



flood

## 2 Listen and tick (✓) the extreme weather that you hear. There is more than one answer.

- |   |   |  |   |
|---|---|--|---|
| 1 <input checked="" type="checkbox"/> sandstorm | <input type="checkbox"/> flood              | 2 <input type="checkbox"/> volcano           | <input checked="" type="checkbox"/> forest fire |
| <input type="checkbox"/> tsunami                | <input checked="" type="checkbox"/> cyclone | <input checked="" type="checkbox"/> heatwave | <input checked="" type="checkbox"/> drought     |
| <input checked="" type="checkbox"/> tornado     | <input type="checkbox"/> snowstorm          | <input type="checkbox"/> hailstorm           | <input type="checkbox"/> thunder and lightning  |

## 3 Listen again. Complete the text.

1 Cyclones and 2 tornadoes have strong winds that blow in circles. A cyclone is 3 bigger than a tornado and it also lasts longer. A 4 sandstorm is a 5 strong wind, and it carries sand. A 6 heatwave is when the weather is very 7 hot. A 8 drought is when it doesn't 9 rain for a long time. That can be dangerous because everything gets dry and there could be a 10 forest fire.

16 sixteen

## 1 Label the pictures.

- Focus on the example.
- Students work individually to label the pictures. They compare answers in pairs.
- Check answers as a class.

## 2 1.12 Listen and tick (✓) the extreme weather that you hear. There is more than one answer.

- Explain that students will hear two dialogues. Ask them to read the words in the box. They listen and tick the words they hear.
- Play the audio. Play it again if necessary.
- Check answers as a class.

## 1.12

**1 Teacher:** OK, class. Does anyone know what a cyclone is? Zainab?

**Zainab:** Yes, it's a really big storm with lots of rain and strong winds that blow around in a circle.

**Teacher:** OK. And how is that different from a tornado? Dana?

**Dana:** A tornado is smaller, but the winds are much faster. And tornadoes don't last as long as cyclones.

**Teacher:** Good. And what about a sandstorm? What's that? Nawal?

**Nawal:** A sandstorm is a very strong wind, and it carries sand.

**Teacher:** Excellent! Now open your books ...

- 2 Boy:** Phew! It's so hot today. When is this heatwave going to end?
- Man:** The weather service says it could last another two or three days.
- Boy:** Oh, no! And when is it going to rain?
- Man:** I don't know. We're going to have a bad drought this year. Everything is so dry and that's dangerous.
- Boy:** Dangerous? Why's that?
- Man:** Because there could be a forest fire. Do you remember what happened in California?
- Boy:** I do! That was terrible! Let's hope for rain!

### 3 1.13 Listen again. Complete the text.

- Play the audio again. Students complete the text individually.
- If necessary, pause the audio after each gap for them to complete it.
- Check answers as a class.

Lesson 5, part 2 **Vocabulary and Grammar** **1**

**Reported questions and commands**

**4** Read and complete the reported questions.

1 Adil asked Yousuf if he was busy.   Are you busy, Yousuf?

2 Reem asked where penguins lived.   Where do penguins live?

3 Hanan asked if a tornado lasted a long time.   Does a tornado last a long time?

4 Issa asked when it was summer in Australia.   When is it summer in Australia?

5 Hashim asked if a tsunami was very dangerous.   Is a tsunami very dangerous?

6 Noora asked what she could do to help.   What can I do to help?

**5** Write reported commands.

1 Talal → us: 'Get under the table!' Talal told us to get under the table.

2 My parents → me: 'Don't be late.' My parents told me not to be late.

3 Dana → her sister: 'Stop wearing my clothes!' Dana told her sister to stop wearing her clothes.

4 My friends → me: 'Don't buy more shoes!' My friends told me not to buy more shoes.

5 We → Arwa: 'Join the basketball team!' We told Arwa to join the basketball team.

6 I → everyone: 'Don't call me at night.' I told everyone not to call me at night.

Go to Grammar practice, on page 60. seventeen **17**

### 4 Read and complete the reported questions.

- Read the example and check they understand the activity.
- Monitor students, helping where necessary.
- Check answers as a class.

- You may also want to elicit examples from the first part of the lesson, e.g. *Why are heatwaves and droughts happening more often than they used to?* – *The presenter asked why heatwaves and droughts were happening more often than they used to.*

### 5 Write reported commands.

- Ask a student to read the example, then elicit the answer to 2.
- Students complete the activity individually.
- Check answers as a class.
- You may also want to elicit examples from the first part of the lesson, e.g. *Go to the basement of your house.* – *The scientist told her to go to the basement of her house.*

## Grammar practice

### 3 Read and complete.

- Refer students to the Grammar practice on page 60 of their Activity Books.
-  Students complete the activity individually. They then compare answers with a partner.
- Refer to page 191 of the Teacher's Book for answers.

### 4 Write the questions and commands as reported speech.

- Ask a student to read the example and check understanding.
- Check answers as a class.
- Refer to page 191 of the Teacher's Book for answers.

## Word list

- Refer students to the Word list on page 63 of their Activity Books.
-  Have students work in pairs or groups to add more *Environment* and *Extreme weather* vocabulary that they know. Students can use a dictionary if they wish.

## Finishing the lesson

-  Place students in groups of four. Student 1 should ask student 2 a question. Student 3 should report the question to Student 4. They can then swap roles until they have all asked and reported a question.

### Extra activity Photocopiables 2 and 5

- Ask students to do photocopiables 2 and 5.

### Lesson 6, parts 1 and 2

#### Objectives

- **Lesson aims:** to learn about climate change and animals; to write an action plan for how to help an endangered animal
- **Target language:** revision of vocabulary and grammar; *extinct, Arabian tahr, polar bear, bamboo, giant panda, sea ice, Arctic, adapt*

#### Materials

- Unit 1 flashcards (Extreme weather)
- Culture video
- Project video
- a world map
- notebooks
- Traffic light cards
- photocopyable 13

#### Global Scale of English (GSE)

- **Reading:** Can get the gist of short factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 46). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write simple factual descriptions of animals (e.g. 'habitat', 'abilities'), given prompts or a model (GSE 38). Can write simple facts about a topic on a planning sheet (GSE 42).
- **Listening:** Can identify key information in a short passage or description, if supported by prompts or questions (GSE 38). Can make basic inferences about simple information in a short conversation or passage (GSE 39).

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique (see page 16)
- 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)

### Lesson 6, part 1

#### Starting the lesson

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

#### Presentation

- Explain that in this lesson students will talk about endangered animals.
- **Extension** Ask students to find the Arctic, China and Oman on a map. Use an online map if available.

#### Culture notes

- Polar bears are born on land, but live most of their life on sea ice where they hunt seals for food.
- The panda is classified as a meat eater, but in fact it eats bamboo, often over 9 kg per day.
- Arabian tahrs drink water from wadis and travel to new areas when a wadi becomes dry.

#### Practice

##### Class Book

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

### Climate change and animals

We often hear about how global warming might change our lives, but what about the lives of animals? Scientists have found that some animals might become extinct because of climate change.

<p><b>Sea ice and polar bears</b></p> <p>The sea ice in the Arctic is getting smaller each year. It is 30% smaller now than it was in 1979. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.</p> 	<p><b>Bamboo and giant pandas</b></p> <p>Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, and climate change might make bamboo grow even slower. If there isn't enough bamboo, then pandas won't survive. A recent survey only found 1,864 pandas, so we must protect these amazing animals.</p> 	<p><b>Arabian tahrs and drought</b></p> <p>Scientists are worried because as the Earth gets hotter, there will be more droughts. Arabian tahrs live in the Hajar Mountains in Oman. They need water, and so they are in danger. In some ways, they can adapt well to climate change. They can live in high temperatures and they eat a lot of different foods. But there are very few Arabian tahrs left in the wild. We think there are fewer than 2,500, so we must protect them from drought.</p> 
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So what can we do to help these animals? We must do everything we can to slow down climate change, so that we do not put them in danger. Also, we must protect their homes and make sure they have enough food.

**Wow! Fact**  
Polar bears have a very good sense of smell. For example, they can smell seals that are 16 km away!

- 1 **Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?
- 2 Listen and read.
- 3 **After you read** Activity Book, page 18.
- 4 Work in pairs. Which of these animals would you most like to help and why?

Find out more! Watch the video.

24 twenty-four Activity Book, Unit 1  
Lesson 6, part 1

#### 1 Before you read What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?

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

#### 2 1.14 Listen and read.

- Play the audio and have students read along in their Class Books.

- Check comprehension with questions: *What can't polar bears find enough of in summer? (food to eat) What will happen to pandas if there isn't enough bamboo? (They won't survive.) What kind of extreme weather will cause problems for Arabian tahrs? (drought)*

1.14

**Climate change and animals**

We often hear about how global warming might change our lives, but what about the lives of animals? Scientists have found that some animals might become extinct because of climate change.

**Sea ice and polar bears**

The sea ice in the Arctic is getting smaller each year. It is 30% smaller now than it was in 1979. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.

**Bamboo and giant pandas**

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, and climate change might make bamboo grow even slower. If there isn't enough bamboo, then pandas won't survive. A recent survey only found 1,864 pandas, so we must protect these amazing animals.

**Arabian tahrs and drought**

Scientists are worried because as the Earth gets hotter, there will be more droughts. Arabian tahrs live in the Hajar Mountains in Oman. They need water, and so they are in danger. In some ways, they can adapt well to climate change. They can live in high temperatures and they eat a lot of different foods. But there are very few Arabian tahrs left in the wild. We think there are fewer than 2,500, so we must protect them from drought.

So what can we do to help these animals? We must do everything we can to slow down climate change, so that we do not put them in danger. Also, we must protect their homes and make sure they have enough food.

**Extra activity Critical thinking**

- Students work in pairs and write down three things that they didn't know before they read the text. Ask *Do you think people know about endangered animals? How can they learn about the problem?*

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

- Students turn to page 18 in their Activity Books.
- Explain that students can refer to their Class Books while they do Activities 1 and 2 individually. Activities 3 and 4 can be done after Activity 4 in the Class Book. See the Activity Book section below for more instructions.

**4 Work in pairs. Which of these animals would you most like to help and why?**

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

**Key search words**

polar bears, giant pandas, Arabian tahr

**Find out more! Watch the video.**

- Watch the complete video with students. After they watch, encourage students to say any English words they remember from the video.
- Watch the video again, pausing 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.

**Practice**

**Activity Book**

Culture
Lesson 6, part 1

**1** **After you read** Read the text on Class Book page 24 again. What do the sentences describe? Write.

1 These animals eat mostly one type of plant material.	<u>giant pandas</u>
2 It's getting smaller every year because of global warming.	<u>sea ice in the Arctic</u>
3 These animals live in very high, warm areas of Oman.	<u>Arabian tahrs</u>
4 There'll be more of these things if our planet gets hotter.	<u>droughts</u>
5 They are large animals that live in very cold climates.	<u>polar bears</u>
6 This doesn't grow very quickly and that could be a problem.	<u>bamboo</u>

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

1 What could be dangerous for animals in the future?  
Climate change could be dangerous for animals in the future.

2 Why is sea ice so important for polar bears' survival?  
Polar bears go onto the sea ice to find their food.

3 Why do some polar bears have problems in the summer?  
The sea ice melts completely in some areas.

4 What will happen if there isn't enough bamboo in China?  
The giant pandas won't survive. / There won't be enough food for the pandas.

5 How many Arabian tahrs are there in the world now?  
There are fewer than 2,500 Arabian tahrs right now.

6 Why can Arabian tahrs survive if the Earth gets hotter?  
They can live in high temperatures.

**3** **Listen to a report about another endangered animal. Complete the notes.**

The monarch butterfly

We can find them in <sup>1</sup> North America. They are black and <sup>2</sup> orange with <sup>3</sup> white spots.

Monarchs get their food from <sup>4</sup> plants and <sup>5</sup> flowers.

They fly <sup>6</sup> south in winter and travel about <sup>7</sup> 5,000/five kilometres from Canada to Mexico. thousand

Monarchs will have problems if winters become <sup>8</sup> wetter and <sup>9</sup> colder.

People are also destroying the <sup>10</sup> forests where monarchs live.

Amur leopard  
Giant Chinese salamander  
Arabian oryx  
Javan rhino  
Sumatran orangutan

**4** **Work in groups. Choose one of the endangered animals in the box and find answers to the questions. Then make a poster about your endangered animal.**

- 1 Where does the animal live?
- 2 What does the animal look like?
- 3 Where does it get its food from?
- 4 How does climate change affect this animal?
- 5 What other problems does this animal have?

**18** eighteen

**1 After you read** Read the text on Class Book page 24 again. What do the sentences describe? Write.

- Ask a student to read the example and check they understand the activity.
- Students complete the activity individually.
- Check answers as a class.

## 2 Answer the questions. Use complete sentences.

- Ask a student to read the example and then elicit the answer for question 2.
-  Students complete the activity in pairs. Check answers as a class.

## 3 1.15 Listen to a report about another endangered animal. Complete the notes.

- Ask students to name the insect in the picture (monarch butterfly).
- Give them a minute to look at the gapped text and see if they can predict the answers.
- Play the audio. Play it again if necessary.
- Check answers as a class.

### 1.15

**Boy:** For my science project, I decided to write about the monarch butterfly. It's a famous North American butterfly. Monarch butterflies are easy to see because they're orange and black with white spots. They get their food from plants and flowers. In the winter, millions of monarchs migrate south from Canada to Mexico. They fly almost 5,000 kilometres. In the future, climate change could cause problems for monarchs because winter could become wetter and colder in some places. People are also destroying the forests where many monarch butterflies live.

## 4 Work in groups. Choose one of the endangered animals in the box and find answers to the questions. Then make a poster about your endangered animal.

-  Students work in groups of four. They find information online if available.
- Monitor students, helping where necessary.
- Give them time to make their posters and make sure that each group member contributes to the task.
- Have groups present their posters to the class.
- Encourage the class to ask questions about the animals in the posters.

## Finishing the lesson

-  Write *The most interesting thing in this lesson for me* is on the board and have students complete the sentence in their Learning diary (see page 16).

## Lesson 6, part 2

### Starting the lesson

- Say true/false sentences about the text on page 24. Have them correct the false sentences. *The sea ice in the Arctic is getting smaller. (true); Polar bears don't need sea ice. (false – They need the sea ice to find food.); Some polar bears can't find enough to eat. (true); Pandas eat bamboo. (true); Climate change makes bamboo grow very fast. (false – It makes it grow slowly.); There aren't many pandas living today. (true); There are more droughts because of climate change. (true); Arabian tahrs can adapt well to drought. (false – They need water.)*

## Project

**Project** 1

Write an action plan for how you can help an endangered animal.

- 1  Watch the video.
- 2  In groups, choose an endangered animal. Use one from the box or choose your own.
 

snow leopard   African/Asian elephant   striped hyena  
 Arabian oryx   Arabian tahr
- 3  Decide who will research to find out about the following ideas.
  - researching using the internet
  - protecting natural habitats
  - organising a sponsored event
  - organising a second-hand sale or a bake sale
  - visiting wildlife centres.
- 4 Discuss and choose the three best ideas.
- 5 Write about your action plan. Include interesting facts, photos and pictures.
  - 1 Write a description of each idea on small pieces of paper.
  - 2 Find photos or pictures.
  - 3 Glue your description onto the poster.
  - 4 Glue your photos beside the description.

**Tip Writing** 

You can use bullet points to make your writing clear.

**Tip Speaking** 

When you present your action plan to the class, remember to speak slowly and clearly.



7 Take a class vote to decide which action plan you would most like to do.

twenty-five 25

## Write an action plan for how you can help an endangered animal.

### 1 Watch the video.

- Tell students that they are going to watch a video about the Project.
- Play the video (see *How to work with videos* on page 18).
- Ask students if they have any questions afterwards.
- Before they start, tell students that they have the option of creating a digital version of the project, such as an animation, video, infographic, digital poster, or any other suitable format, provided that the necessary technology and internet access are available.

- 2  **In groups, choose an endangered animal. Use one from the box or choose your own.**
  -  Place students in groups of four. Make sure there is an Expert envoy (see page 16) in each group.
  - Have groups discuss which animals to research. Make sure all group members are contributing to the discussion. You can write some ideas on the board to help them if necessary.
  - Ask groups which animal they have chosen.
- 3  **Decide who will research to find out about the following ideas.**
  - Ask a volunteer to read aloud the ideas. Make sure students understand each of them.
  - Groups now allocate roles for who will do what in their research.
- 4 **Discuss and choose the three best ideas.**
  - Groups agree on the best ideas to focus on.
- 5 **Write about your action plan. Include interesting facts, photos and pictures.**
  - Ask a volunteer to read aloud the instructions.
  - Explain that an *action plan* is a list of steps or actions that a person or group needs to do in order to achieve a goal.
  -  Use the Traffic light cards technique (see page 16) to check students know what to do.
  - Students now compile the information they have researched to write their action plan. Make sure all students' work is taken into account.
  - Refer students to the *Writing tip* and make sure they use bullet points. They can use the action plan at the bottom of the page as a model.
- 6 **Present the information to the rest of the class.**
  - Refer students to the *Speaking tip* and encourage them to follow this advice as they give their presentations.
  - Encourage positive feedback from the class.
- 7 **Take a class vote to decide which action plan you would most like to do.**
  - Encourage all students to vote.
  - At the end, ask a few students why they voted this way.

**Extra activity Photocopiable 13**

- Ask students to do photocopiable 13.

**Finishing the lesson**

-  Refer students to the Learning diary (see page 16).
- Tell students to make a few notes about what they've learned in this lesson and what interested them the most.
-  Use the Summative questions technique (see page 16) to ask students what they enjoyed about this lesson.

### Lesson 7, parts 1 and 2

#### Objectives

- **Lesson aims:** to learn to give advice; to learn and practise silent letters
- **Target language:** *I think you should ...*, *Perhaps you ought to ...*, *You could always ...*, *If I were you, I would ...*, *Why don't you ...?*

#### Materials

- notebooks
- English in Action video
- Traffic light cards
- photocopyable 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).
- **Speaking:** Can give simple advice, using fixed expressions (GSE 43).

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16)
- Peer learning: pairwork; acting out

### Lesson 7, part 1

#### Starting the lesson

- Play *Parachute* (see page 21) using some of the endangered animals from the last lesson.
- Write *Advice* on the board. Using the Lollipop stick technique (see page 16), ask students *Who do you usually go to for advice?*

#### Presentation

- Explain that in this lesson students will learn to give advice, and practise silent letters.
- Place students in pairs and ask them to think of a phrase they would say to give advice to a friend.

### Practice

#### Class Book

#### English in action

Giving advice

1 Watch or listen and read. Answer the questions.

- 1 What does Eliza want to do? **help animals that are in danger**
- 2 How is Miss Brown helping her? **She's giving her some advice on things she can do.**



- My friends and I want to do something to help animals that are in danger. Do you have any ideas?
- Yes, of course. First of all, **I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.**
- Oh yes. That's a good idea.
- **Perhaps you ought to put a notice in the school newsletter as well.**
- OK. Yes, I can do that.
- Also, **(if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.**
- Thank you, yes, that's a good idea, too!

26 twenty-six

1 **1.16 Watch or listen and read. Answer the questions.**

- Refer students to page 26. Ask students to look at the picture and raise their hands to say what they can see.
- Ask students to read the questions before they watch or listen so they know what information to listen for.
- Play the video or audio for students to watch or listen and read. Students write the answers in their notebooks.
- Check answers using the Lollipop stick technique (see page 16).

1.16

**Girl:** My friends and I want to do something to help animals that are in danger. Do you have any ideas?

**Teacher:** Yes, of course. First of all, I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.

**Girl:** Oh yes. That's a good idea.

**Teacher:** Perhaps you ought to put a notice in the school newsletter as well.

**Girl:** OK. Yes, I can do that.

**Teacher:** Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.

**Girl:** Thank you, yes, that's a good idea, too!

Diversity

Support

- Ask two students to read aloud the dialogue to the class.

Challenge

- Students say the dialogue from memory (it does not have to be exactly word for word).

3 Take turns to give each other advice. Use the *Say it!* box to help you.

- Place students in different pairs.
- Monitor students for proper use of language.
- Ask different pairs to tell the class their advice and compare ideas.

Extra activity Collaborative work

- Students remain in the same pairs as in Activity 3. They think of two more situations and they give more advice.

Lesson 7, part 1 1

2 Read the dialogue again. Find five pieces of advice that Miss Brown gives Eliza. Use the *Say it!* box to help you.

**Say it!**

**Giving advice**

I think you should ...

Perhaps you ought to ...

You could always ...

If I were you, I would ...

Why don't you ...?

3 Take turns to give each other advice. Use the *Say it!* box to help you.

- revise for an English test – how?
- buy a present – where?
- go out for lunch – which café?
- play a new computer game – which game?
- go to the cinema – which film?
- download a new app – which app?

Perhaps you ought to learn some vocabulary.

**Pronunciation**

4 Listen and read. Which letters don't we pronounce? Then listen again and repeat.

We **mustn't** waste water.

They **shouldn't** pollute the environment.

You needn't worry about thunder and **lightning**.

Activity Book, Unit 1  
Lesson 7, part 2 twenty-seven 27

Pronunciation

4 1.17 Listen and read. Which letters don't we pronounce? Then listen again and repeat.

- Explain *pronounce* if necessary.
- Play the audio and have students read along in their Class Books.
- Place students in pairs and have them discuss which letters in the coloured words are silent.
- Check answers as a class.
- Play the audio again, pausing after each sentence, and have students repeat. Play it a third time and have students say the sentences with the audio. Make sure they copy the intonation.
- Explain that the 'gh' in words is almost always silent, e.g. *night, high, daughter, drought*, etc.
- **Extension** If recording equipment is available, record individual students' pronunciation of one sentence and have them listen and check themselves.

1.17

We **mustn't** waste water.  
They **shouldn't** pollute the environment.  
You needn't worry about thunder and **lightning**.

Finishing the lesson

- Have a class vote on the best piece of advice given by a student in Activity 3.

2 Read the dialogue again. Find five pieces of advice that Miss Brown gives Eliza. Use the *Say it!* box to help you.

- Draw students' attention to the *Say it!* box. Read aloud the sentences and have students repeat as a class. Explain meanings if necessary.
- Students work in pairs to find the pieces of advice in the dialogue.
- Check answers as a class.
- **Extension** Students act out the dialogue in pairs.

## Lesson 7, part 2

## Starting the lesson

- Write the following problems on the board: *I feel tired. My computer doesn't work. I have a test tomorrow.*
- Ask the class to give advice for each problem.

## Practice

## Activity Book

Lesson 7, part 2

English in action 1  
Giving advice

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

Why don't you look for one online? I think you should try to recycle more, too. If I were you, I would join a nature club.	Really? That sounds interesting. Perhaps you ought to write a blog. You could always pick up rubbish.
--	---

Halima: I want to do something to protect the environment.  
Samar: <sup>1</sup> Really? That sounds interesting.  
Halima: Do you have any ideas?  
Samar: <sup>2</sup> If I were you, I would join a nature club.  
Halima: Oh! I don't know any clubs like that.  
Samar: <sup>3</sup> Why don't you look for one online?  
Halima: Sure. I'll look this afternoon. What else?  
Samar: Hmm. <sup>4</sup> You could always pick up rubbish.  
Halima: Yes, I often pick things up. Any other advice?  
Samar: <sup>5</sup> I think you should try to recycle more, too.  
Halima: OK. I recycle, but I could do more. Anything else?  
Samar: You write well. <sup>6</sup> Perhaps you ought to write a blog.  
Halima: A blog about the environment? What a great idea!

2 Read the statements. Write advice. Then act out the dialogues.

- 'I want to do something fun this weekend. The weather is going to be nice.'  
I think you should have a picnic at the beach.
- 'I'm not doing very well in Maths this year.'  
Perhaps \_\_\_\_\_
- 'I don't know what present to get my mother for Eid.'  
If I \_\_\_\_\_
- 'I have too much free time. I think I need a new hobby.'  
Why don't \_\_\_\_\_

Pronunciation

3 Listen and read the sentences. Look at the underlined words and circle the letters we don't pronounce. Then practise with your partner.

1 They <u>musn't</u> call me today.	4 You <u>shoul</u> d tidy your room.
2 We <u>shou</u> ldn't read that book.	5 She <u>musn't</u> leave the room.
3 I <u>cou</u> ldn't do my homework.	6 Please <u>cou</u> ld you turn off the lights?

nineteen 19

## 1 1.18 Read and complete the dialogue. Then listen and check.

- Use the Traffic light cards technique (see page 16) to check students know what to do.
- Students complete the activity individually.
- Play the audio to check answers and then check answers as a class.
- **Extension** Students act out the completed dialogue in pairs.

## 1.18

- Halima: I want to do something to protect the environment.  
Samar: Really? That sounds interesting.  
Halima: Do you have any ideas?  
Samar: If I were you, I would join a nature club.  
Halima: Oh! I don't know any clubs like that.  
Samar: Why don't you look for one online?  
Halima: Sure. I'll look this afternoon. What else?  
Samar: Hmm. You could always pick up rubbish.  
Halima: Yes, I often pick things up. Any other advice?  
Samar: I think you should try to recycle more, too.  
Halima: OK, I recycle, but I could do more. Anything else?  
Samar: write well. Perhaps you ought to write a blog.  
Halima: A blog about the environment? What a great idea!

## 2 Read the statements. Write advice. Then act out the dialogues.

- Students complete the activity individually. Encourage them to use their imaginations.
- Monitor students, helping where necessary.
- Place students in pairs and have them act out the dialogues.
- Monitor for correct intonation.
- Ask volunteer pairs to act out their dialogues to the class.

## Pronunciation

3 1.19 Listen and read the sentences. Look at the underlined words and circle the letters we don't pronounce. Then practise with your partner.

- Play the audio and have students read along in their Class Books. Students circle the silent letters.
- Check answers as a class.
- Students practise in pairs. Monitor intonation.

## 1.19

- They musn't call me today.
- We shouldn't read that book.
- I couldn't do my homework.
- You should tidy your room.
- She musn't leave the room.
- Please could you turn off the lights?

## Finishing the lesson

- Ask students to think of a problem. They tell their problem to their partner who gives them advice.
- Monitor students, helping where necessary.

## Extra activity Photocopiable 16

- Ask students to do photocopiable 16.

### Lesson 8, parts 1 and 2

#### Objectives

- **Lesson aims:** to read and understand a report
- **Target language:** *foundation, tonne, piece, business, government, end up*

#### Materials

- notebooks
- photocopiable 19

#### Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can get the gist of short, factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

#### Assessment for Learning (formative assessment)

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

### Lesson 8, part 1

#### Starting the lesson

- Write *Plastic* on the board. Ask students *What do you use every day that is plastic?* Students think of ideas in pairs and then tell the class.

#### Presentation

- Explain that in this lesson students will read a report.
- Draw students' attention to these words: *foundation, tonne, piece, business, government* and *end up*. Write them on the board and elicit or explain their meanings: *foundation: an organisation that helps people by giving money; tonne: unit of measurement equal to one thousand kilos; piece: small part of something; business: company, shop or factory that sells things; government: the group of people who control a country; end up (phrasal verb): to be somewhere at the end of a journey.*

### Practice

#### Class Book

Lesson 8, part 1

### Literacy: reports

#### Reading

- Before you read** Look at the title and the diagrams. What do you think this report is about?
- 1.20 Listen and read.**

**Tip Reading**

To understand the main idea of a report, read the title and the first paragraph. Use the diagrams to help you understand the information quickly.

### Plastic pollution in the sea

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause problems for the whole planet.

Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. Small pieces of plastic can kill fish and are dangerous for turtles and seals.

This report is important because it shows how serious the plastic problem is.

Ratio of plastics to fish in the ocean

today 1:5      2050 >1:1

Bar chart to show approximately how much plastic we make

Year	Plastic production (million tonnes)
50 years ago	100
Today	200
2050	1200

**Words in context**

foundation tonne piece  
business government end up

- After you read** Read again. Are these sentences true or false? Say why.
  - This report is about how much plastic we will need to make in the future. **false (It's about the problem of plastic pollution in the sea.)**
  - There is more plastic in the sea than fish at the moment. **false (By 2050, there will be more plastic in the sea than fish.)**
  - We made twenty times less plastic 50 years ago than we do today. **true.**
  - Only 5% of plastics are thrown away. **false (Only 5% of plastics are recycled.)**
  - Every year, 8 million tonnes of plastic pollution ends up in the sea. **true.**
  - The report says that businesses and governments must both help with this problem. **true.**
- How do the diagrams help us to understand the text?**
- Work in pairs.** How serious do you think the plastic pollution problem is? What could you do to help? **The pictures of the fish and the plastic bottles help us to understand how much of each is in the sea now and how much will be in the sea by 2050. The graph helps us to understand how much more plastic we are making now than we were making 50 years ago.**
- 28 twenty-eight**

- 1 Before you read** Look at the title and the diagrams. What do you think this report is about?
  - Refer students to page 28.
  - Students raise their hands to offer answers.
  - Read aloud the *Reading tip* to students.
  - Explain that the title usually gives you a clue about the topic, and that the first paragraph often introduces the main points and provides an overview of the report. Diagrams, such as charts, also help to make the information clearer.

- 2 1.20 Listen and read.**

- Elicit the meaning of *report* (an official paper written by a group of people who have studied a certain problem or situation). Ask students to read the title and to look at the diagrams and ask what they think the report will be about.
- Play the audio and have students read along in their Class Books.
- Check comprehension with questions: *What will cause a problem in the oceans? (plastic) How much plastic is recycled? (five percent) What do small pieces of plastic do? (kill fish) Who does the report give advice to? (businesses and governments)*

## 1.20

**Plastic pollution in the sea**

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause problems for the whole planet.

Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. Small pieces of plastic can kill fish and are dangerous for turtles and seals. This report is important because it shows how serious the plastic problem is. It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.

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

- Students work individually to complete the activity in their notebooks.
-  Check answers using the Lollipop stick technique (see page 16). Ask different students to give reasons for their answers.

### Extra activity Critical thinking

-  Students work in pairs to think of two more true or false statements about the report. They swap with another pair and decide if they are true or false. Ask them to correct the false sentences.

### 4 How do the diagrams help us to understand the text?

-  Place students in pairs.
- Monitor students, helping where necessary.
- Ask different pairs for feedback.

### 5 Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?

-  Place students in pairs to discuss the questions.
- Monitor students, helping where necessary.
- Check answers as a class.

### Diversity

#### Support

-  Use the Expert envoy technique (see page 16) for pairwork for Activities 4 and 5.

#### Challenge

- During feedback for Activities 4 and 5, include all students in the discussion with prompts: *Do you agree, (name)? What do you think, (name)?*

## Finishing the lesson

-  Ask students what they have learned and enjoyed so far in this unit. Use the Summative and thought-provoking questions technique (see page 16) to have students assess their learning. Ask *Did you find the report interesting? Was it easy or hard to understand? Did the diagrams help?* and encourage class discussion.

## Lesson 8, part 2

### Starting the lesson

- Play *Parachute* (see page 21) with the words from the *Words in context* box on page 28.

## Practice

### Activity Book

Lesson 8, part 2

**Literacy: reports**

**Reading**

**Words in context**

1 Read the definitions and write the words.

foundation    tonne    piece    business    government    end up

- This is an organisation that provides money to help people. foundation
- This is something that is part of something bigger and more complete. piece
- This is a group of people who lead a town, region or country. government
- This is a unit of weight that is the same as 1,000 kilogrammes. tonne
- This is when an object is in a particular place after someone has done something to it. end up
- This is an organisation that sells products or services for money. business

2 Read the report on Class Book page 28 again. Read and complete the sentences with two words.

- Plastic in the sea will cause problems for the whole planet in the future.
- About 95% of the plastic we make is thrown away.
- Eight million tonnes of plastic goes into the ocean every year.
- Pieces of plastic in the ocean are dangerous for fish and other animals.
- Plastic pollution will be a serious problem in the future.
- The world's plastic problem is serious. We must protect our oceans.

Ratio of plastics to fish in the ocean

today	2050
	
1:1	>1:1

3 Answer the questions. Use complete sentences.

- Who wrote the report about the pollution?  
The Ellen MacArthur Foundation wrote the report.
- How much more plastic do we make now than we did 50 years ago? We make twenty times more plastic now than we did 50 years ago.
- How much plastic goes into the ocean every year?  
8 million tonnes of plastic pollution goes into the ocean every year.
- What causes problems for seals and turtles?  
Small pieces of plastic cause problems for seals and turtles.
- Why is the report important? It's important because it tells us that plastic pollution is a serious problem.
- What type of plastic should businesses always use?  
Businesses should always use plastics that can be recycled.

4 Work in groups. Choose one of the problems in the box. Discuss the questions and make notes. Then share your ideas with the class.

air pollution    endangered animals  
forest fires    water shortage

- Who and what does the problem affect?  
Endangered animals
- Why do you think it's an important problem?  
Water shortage
- What can countries do to solve the problem?  
Water conservation
- What can you and your friends do to help?  
Save water

20 twenty

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

- Students complete the activity individually.
-  Have them compare answers in pairs and then check answers as a class.

- 2 **Read the report on Class Book page 28 again. Read and complete the sentences with two words.**
  - Students complete the activity individually.
  - Check answers as a class.
- 3 **Answer the questions. Use complete sentences.**
  - Students complete the activity individually. They can refer to their Class Books if necessary.
  - Ask students to read their completed sentences to check answers.
- 4 **Work in groups. Choose one of the problems in the box. Discuss the questions and make notes. Then share your ideas with the class.**
  - Place students in groups of four.
  - Monitor students, helping where necessary.
  - Ask different pairs to share their ideas with the class.

**Extra activity Fast finishers**

- Students write the *Words in context* in their notebooks with definitions.

**Finishing the lesson**

- Ask students which of the problems in Activity 4 is most important for them and why. They can then have a class vote on the best solution of how they and their friends can help.

**Extra activity Photocopiable 19**

- Ask students to do photocopiable 19.

### Lesson 9, parts 1 and 2

#### Objectives

- **Lesson aims:** to write a report
- **Target language:** revision of vocabulary and grammar; while, however

#### Materials

- Unit 1 flashcards (The environment)
- Unit 1 poster: The environment
- notebooks
- stopwatch
- Traffic light cards
- photocopiable 25

#### Global Scale of English (GSE)

- **Reading:** Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52). Can extract key information from advertisements for familiar products, if guided by questions or prompts (GSE 40). Can find specific information in extended informational texts using text features such as headings and captions (GSE 56). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Writing:** Can correct simple mistakes in their own writing (GSE 44). Can write a simple report of a real or fictional event, if supported by pictures (GSE 45). Can edit and improve a sentence of their own writing, with support. (GSE 46)

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16)
- Peer learning: pairwork; Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16); Learning diary (see page 16)

### Lesson 9, part 1

#### Starting the lesson

- Students work individually to write down as many environment words as they can remember in one minute. Use a stopwatch to time students.
- Check answers using the Lollipop stick technique (see page 16). You can also use the Unit 1 flashcards (The environment) or poster as prompts.

#### Presentation

- Explain that in this lesson students will write a report.

#### Practice

##### Class Book

Lesson 9, part 1

**Writing**

1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not? **Yes, because you can easily see the answers in visual form.**

Young people and the environment

These diagrams show how students answered a survey about the environment. 455 students, between the ages of 13 and 14, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked what the best way to help the environment was. 32% of students said recycling while 24% said saving energy. 18% said saving water and 14% said picking up rubbish. However, only 9% of students said planting trees.

In conclusion, this survey shows that most young people are interested in helping the environment. Also, they think that recycling and saving energy are the best ways to help.

Survey of 453 students, aged between 13 and 14 years

2 Read the **How to write...** box. Then read the report in Activity 1 and match the paragraphs with the descriptions.

**How to write... a report**

- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly, secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

1 Paragraph one a Describes the survey results in detail.

2 Paragraph two b Explains what the survey results show.

3 Paragraph three c Says what the survey was about.

3 Write a report on a survey about endangered animals. Use the **How to write...** box to help you.

1 Look at the diagrams and write a plan, using the information in Activity 2.

2 Write your report.

3 Read and check your report.

**Is it important to help endangered animals?**

- Don't know: 4%
- No: 4%
- Yes: 92%

**What's the best way to help endangered animals?**

- Not using plastic: 9%
- Picking up rubbish: 12%
- Making our gardens safe: 15%
- Supporting wildlife charities: 18%
- Protecting their homes: 42%
- Don't know: 4%

Survey of 342 students, aged between 13 and 14 years

**Write and however**  
To contrast two different things, use **while** or **however**.

Activity Book, Unit 1  
Lesson 9, part 2 twenty-nine 29

#### 1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?

- Refer students to page 29.
- Students discuss the question in pairs. Ask for feedback using the Lollipop stick technique (see page 16).

#### 2 Read the **How to write...** box. Then read the report in Activity 1 and match the paragraphs with the descriptions.

- Invite a student to read aloud the information in the **How to write...** box.
- Use the Traffic light cards technique (see page 16) to check students have understood each of the points about how to write a report.
- Students complete the activity individually in their notebooks.
- Check answers as a class.

- Check comprehension with questions: *What was the survey about? (the environment) How old were the students who took part? (between 13 and 14) How many students thought picking up rubbish was the best way to help? (14%) Did the survey show that students are interested or not interested in the environment? (interested)*

**3 ✨ Write a report on a survey about endangered animals. Use the *How to write...* box to help you.**

- Refer students to the *Writing tip* box. Explain that we can use *while* and *however* to contrast two ideas.
- Explain that *while* and *however* are similar but that we use them differently. We use *while* in the same sentence to contrast two ideas (e.g. *I like swimming while my best friend like running*), but we *however* at the start of a new sentence (e.g. *I like swimming. However, my best friend likes running*) and is followed by a comma.
- 🗨️ Use the Traffic light cards technique (see page 16) to ask students if they are ready to do the activity
- 👥 Place students in pairs. First, ask them to look at the diagrams and write a plan, using the information in Activity 2.
- Students write their reports. They can use the reports from this and the previous lesson to help. Remind students to refer to the *How to write...* box while they write their reports.
- Monitor students, helping where necessary.
- Ask students to check their report and rewrite sections if necessary.
- 👥 Using the Two stars and a wish technique (see page 16), students read and check each other's work.

**Diversity**

**Support**

- Monitor and help students while they write the reports and draw diagrams.

**Challenge**

- Students work alone on their reports and diagrams.

**Extra activity Creativity**

- 🎒 After checking their written work, students copy it into a new sheet of paper in their notebooks and find/draw a picture of the animals. They can add their work to their portfolios (see page 16).

**Finishing the lesson**

- 🎒 Students write down what they achieved in their Learning diary (see page 16): *Today I wrote a report about ...*

**Lesson 9, part 2**

**Starting the lesson**

- Play *Charades* (see page 21) using some of the endangered animals they have studied in this unit.

**Practice**

**Activity Book**

Lesson 9, part 2 1

**Writing**

**1 Read and complete the sentences with *while* or *however*.**

- 1 My sister says she wants to help the environment. However, she doesn't pick up her rubbish.
- 2 In our survey we found that 52% of students recycle rubbish while 8% turn off lights.
- 3 27 students say they save water at home. However, only 6 students say they plant trees.

**2 Look at the diagrams. Answer the questions.**

**Is it important to save water?**

Don't know	4%
No	7%
Yes	77%

Survey of 386 students, aged between 11 and 14

**What's the best way to save water?**

Don't know	2%
Don't throw toilet paper in the toilet	9%
Have a garden that doesn't need much water	18%
Turn off the water when you're brushing your teeth	28%
Take a quick shower	45%

- 1 What do the diagrams show?  
*They show students' answers to a survey about saving water.*
- 2 How many students did the survey?  
**386 students did the survey.**
- 3 How old were the students?  
**between 11 and 14**
- 4 How many students think saving water is important?  
**77% of students think saving water is important.**
- 5 How many ways to save water are listed?  
**Four ways to save water are listed.**
- 6 Which two ideas are the most popular?  
**Taking a quick shower and turning off the water when brushing your teeth are the most popular ideas.**

**3 🗨️ Study the two diagrams and plan a report about the survey results.**

Include a clear title.

Write an introduction. What do the diagrams show? What was the survey about?

Explain the two diagrams. Use *firstly* and *secondly* and also use *while* and *however* to compare two different things.

Use formal language. Don't use contractions of verbs.

Write a conclusion and explain why the survey is interesting. Give reasons. Don't include your own opinions. Use the facts from the survey.

Go to Writing model, on page 65. twenty-one 21

**1 Read and complete the sentences with *while* or *however*.**

- Read the *Writing tip* box as a class and the example answer. Remind students of how we use *while* and *however*.
- Students complete the activity individually.
- 🗨️ Check answers using the Lollipop stick technique (see page 16).

**2 Look at the diagrams. Answer the questions.**

- Ask students to read the questions first, before they study the diagrams. Read the example answer as a class.
- 👥 Students work in pairs to answer the questions.
- Check answers as a class.



## Lesson 10

### Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary and grammar

### Materials

- Unit 1 flashcards (The environment, Extreme weather)
- Unit 1 poster: *The environment*
- notebooks
- Traffic light cards
- photocopyable 28

### 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 16); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

### Starting the lesson

- Ask students a key question about reviews: *What's the best way to learn new grammar?* Accept all reasonable answers.

### Presentation

- Explain that in this lesson students will read comments for the WOW! magazine. Then they will do revision of the unit vocabulary and grammar in their Activity Books.
- Revise the environment words by dictating them and asking different students to write them on the board. Ask different students to explain what they mean using the Unit 1 flashcards (The environment) or poster as prompts.
- Repeat with the Unit 1 flashcards (Extreme weather) for the extreme weather words.
- Revise modals. Write *should, shouldn't, must, mustn't, need to* and *needn't* on the board. Students work in pairs and think of a school rule for using each word. Ask for feedback and write some ideas on the board.
- Revise reported questions. Ask *Do you get scared in storms?* and ask students to report the question. Write the question and reported question on the board (*The teacher asked if we got scared in storms.*). Ask *What*

*do we change for the reported question?* and elicit answers. Repeat for *Wh-* questions, e.g. *What is a cyclone?* (*The teacher asked what a cyclone was.*)

- Repeat as above for reported commands. Use *Don't be late!* for your example (*The teacher told us not to be late.*)

### 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 2 comments  
 Maryam, 13, Oman 20 minutes ago  
 I like all your ideas for how to save energy at school. Our school is very green! We use renewable energy from the sun for all our lights and computers.

2 5 comments  
 Faris, 14, Oman 5 minutes ago  
 I helped to clear rubbish off the beach last month just like Manar did. At school, we made an amazing statue out of some of the things we found. I think that's a good way of showing people how much rubbish we throw away and how dangerous it is for sea animals.

3 4 comments  
 Leo, 13, United Kingdom 1 hour ago  
 I thought the story about the cyclone was really exciting. I hope I never have an experience like that. There were some floods in our town last year and that was quite scary. It rained so much that the water came over the top of the river and destroyed a lot of homes.

4 3 comments  
 Harriet, 14, Canada 1 hour ago  
 I liked the article about the endangered animals. Pandas are so cute! I got some money for my birthday last year and I gave it to a panda charity. My money helps to protect pandas. Maybe I'll help a penguin next year!

**Question**  
 Harriet, 14, Canada 1 hour ago  
 What can we do to protect our planet?

1 Read the comments on the WOW! Magazine. Who has helped an endangered animal and how? **Harriet gave her birthday money to a panda charity.**

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

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

1 Which reading text did you like best and why?  
 2 Did you learn anything new about the environment?  
 3 What are you going to do in the future to save energy and water?

Activity Book, Unit 1 Lesson 10 Go to Progress path on page 102.

### 1 Read the comments on the WOW! Magazine. Who has helped an endangered animal and how?

- Refer students to page 30. Read aloud the question as a class and give students time to read the comments.
- Check answers using the Lollipop stick technique (see page 16).

### Diversity

#### Support

- Read aloud the comments to students.

#### Challenge

- Students read the comments to themselves.

### 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 in their notebooks.
- Check answers as a class.
- Students work individually to write their own comments about the magazine.

- Ask different students to read aloud their comments.

### Extra activity Collaborative work

- Give each pair a sheet of paper. Students copy their comments and add them to the class comments folder.

### 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 and why.

## Practice

### Activity Book

Review 1

Lesson 10

**1 Read and complete the sentences.**

destroy plant use recycle  
switch off waste

**Protect the planet!**

- Please don't waste energy!
- People should plant new trees.
- Please recycle plastic, paper and glass.
- We mustn't destroy the rainforests.
- Remember to switch off the lights.
- Everyone should use renewable energy.

**2 Unscramble the weather words to complete the sentences.**

- When there's a cyclone (nyclcoe) you should stay indoors. There are strong winds and a lot of rain.
- The firefighters worked through the night to put out the forest fire (orfest erif).
- It's too hot for me today. I hope this heatwave (vewathea) finishes soon. I prefer cooler weather.
- Look out of the window. There's a snowstorm (sstrwoomn), so you can't go outside. We'll build a snowman later.
- Wow, look at that photo of the wave on the ocean! It's a huge tsunami (namitsu).

**3 Read and complete the sentences with the correct form of the modal verbs.**

- We shouldn't waste so much energy in our homes. (should / waste)
- Everyone must help to protect our planet. (must / help)
- I needn't buy new clothes every month. (need / buy)
- Children should learn how to save water. (should / learn)
- You mustn't throw plastic in the ocean. (must / throw)
- Campers need to be careful with fire. (need / be)



**4 Write reported questions and commands.**

- Nada → Arwa: 'Are you tired?'  
**Nada asked Arwa if she was tired.**
- Dad → Ibrahim: 'Switch off the light.'  
**Dad told Ibrahim to switch off the light.**
- Basil → Shihab: 'When is the concert?'  
**Basil asked Shihab when the concert was.**
- Amer → Hamed: 'What do you want?'  
**Amer asked Hamed what he wanted.**
- Sara → Ruba: 'Do you like apples?'  
**Sara asked Ruba if she liked apples.**
- Mum → Tasneem: 'Don't be late.'  
**Mum told Tasneem not to be late.**

**Self-assessment**

**5 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? \_\_\_\_\_
- How can you work and learn better in the next unit? \_\_\_\_\_

Go to Dictation, on page 72. Go to Progress path, on page 70. twenty-three 23

### 1 Read and complete the sentences.

- Students do the activity individually and then compare answers with a partner.
- Check answers as a class.

### 2 Unscramble the weather words to complete the sentences.

- Students complete the activity individually and then compare answers with a partner.
- Use the Unit 1 flashcards (Extreme weather) as prompts if they need help.
- Check answers as a class.

### 3 Read and complete the sentences with the correct form of the modal verbs.

- Students complete the activity individually. Explain that they should answer based on what they believe is the right behaviour.
- Ask students to read the completed sentences to check their answers.

### 4 Write reported questions and commands.

- Students complete the activity individually and then compare answers with a partner.
- Use the Lollipop stick technique (see page 16) to check answers.

## Self-assessment

### 5 Answer the questions about your work in Unit 1.

- Students do the activity individually. Ask some students to share their answers using the Lollipop stick technique (see page 16).

### Extra activity Fast finishers

- Students read the comments again on Class Book page 30 and decide who they agree with and why.

## Dictation

- Have students turn to page 72 in their Activity Books.
- **1.21** Play the audio for students to individually listen and write the sentences.
- Check answers as a class.

### 1.21

- We need to save water.
- We shouldn't waste energy.
- I asked her if she knew what to do.

### Extra activity Progress path

#### Teacher's Book pages 189 (Class Book) and 190 (Activity Book)

- Students work in pairs through the questions from Unit 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 the Class Book and the Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

## Finishing the lesson

- Ask students what they have learned and enjoyed in this unit. Use the Summative and thought-provoking question technique (see page 16) to have students assess their learning.
- Write on the board *In Unit 1 I can ..., I am good at ..., I am not very good at ...*. Students copy the sentences into their notebooks and complete them with their own evaluation. Ask different students *What do you need to practise more? How can you do that? What are you already doing?*

### Next lesson Unit 1 Practice

### Extra activity Photocopiable 28

- Ask students to do photocopiable 28.

## Lesson 11

### Objectives

- **Lesson aims:** to practise for the B1 Preliminary for Schools Reading Parts 1 and 5 and Listening Parts 1 and 2
- **Target language:** unit vocabulary and grammar

### Materials

- Unit 1 flashcards (The environment, Extreme weather)
- Unit 1 poster: *The environment*
- notebooks
- Traffic light cards

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34); Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).

### Assessment for Learning (formative assessment)

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

### Starting the lesson

- Quickly review the Unit 1 vocabulary using the Unit 1 flashcards (The environment, Extreme weather) or poster.

### Presentation

- Explain that in this lesson students will practise for the B1 Preliminary for Schools exam.
- Explain the specific aspects of those parts of the exams (process, materials, duration, etc.).

## Practice

### Class Book

Get ready for... 1

Lesson 11

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**B1 Preliminary for Schools Reading Part 5** Exam tip

**1** For each gap, choose the correct answer.



Green turtles live on the Great Barrier Reef (1) ... Australia and lay their eggs in the sand on the beaches nearby. A (2) ... has found that the rising temperatures mean that 99 percent of all turtles are born female. The temperature around the turtle eggs decides whether the turtle is born male or female. This won't be a problem immediately (3) ... turtles don't start to lay eggs until they are 25 to 35 years old. But it will be a serious problem in the future. Scientists say that we (4) ... do something now to stop global (5) ... or green turtles may become (6) ...

Read the whole text first to find out what it's about. Then look at each gap and try to choose the correct word to fit the space. Make sure you read the whole sentence before you choose your answer. Then make sure the other three words don't fit. When you've answered all the questions, read through the whole text again to check that it makes sense.

1 A on	C in
B about	D for
2 A experiment	C description
B report	D story
3 A because	C also
B although	D but
4 A might	C must
B shouldn't	D mustn't
5 A climate	C heating
B change	D warming
6 A excited	C excellent
B extinct	D example

---

**B1 Preliminary for Schools Listening Part 1** Exam tip

**2** Listen. For each question, choose the correct picture.

1 What's the weather like at the moment?

2 What new thing are Saleh and Basim going to do to help the environment?

3 What did Razan do this afternoon?

A	B	C
A	B	C
A	B	C

Don't choose the first picture that you hear. You may hear all of them during the recording – you must listen carefully to understand which is the correct answer to the question.

Activity Book, Unit 1 Lesson 11 thirty-one 31

### 1 For each gap, choose the correct answer.

- Refer students to page 31. Tell students that this is the B1 Preliminary for Schools Reading Part 5 exam.
- Read the *Exam tip* to students. Make sure students understand the tip.
- Check students have understood what they have to do using the Traffic light cards technique (see page 16).
- Students complete the activity individually in their notebooks.
- Check answers using the Lollipop stick technique (see page 16).

### Diversity

#### Support

- Read aloud the questions and options to students.

#### Challenge

- Students read the questions and options to themselves.

### 2 1.22 Listen. For each question, choose the correct picture.

- Tell students that this is the B1 Preliminary for Schools Listening Part 1 exam.
- Read the *Exam tip* to students.

- Check students have understood what they have to do using the Traffic light cards technique (see page 16).
- Play the audio. Students complete the activity individually in their notebooks.
- Check answers using the Lollipop stick technique (see page 16).

## 1.22

## 1 What's the weather like at the moment?

**Man:** Did you hear the weather on the news?

**Boy:** No, I didn't.

**Man:** It's going to rain tomorrow.

**Boy:** Oh, that's good. This heatwave has lasted for too long. I'm so hot! I can't wait to see the rain!

**Man:** Let's just hope that there aren't any floods though because the ground is very dry.

## 2 What new thing are Saleh and Basim going to do to help the environment?

**Saleh:** I think we should do more to help the environment. Do you have any ideas?

**Basim:** Well, we already recycle all our paper, plastic and glass.

**Saleh:** Yes, and we conserve water. We always turn off the water when we brush our teeth. But I still want to do something more. I saw an advert in the paper asking people to help clear up rubbish in the forest. Shall we do that?

**Basim:** Do we have to? It sounds a bit boring.

**Saleh:** No, it won't be boring. Come on, let's try it this weekend. We can ride our bikes up there and it will be fun.

**Basim:** OK.

## 3 What did Razan do this afternoon?

**Razan:** I had a great day at school today.

**Woman:** Really? What happened?

**Razan:** It was 'Save the planet' day, so we did lots of different things. I made a poster about climate change and how pollution is causing global warming. Samar made an information leaflet about all the things we can do to save energy. Then in the afternoon, we all went to the local park and we planted new trees there.

**Woman:** Oh, that's great.

**Razan:** Yes, we can watch them grow and know that they're helping the planet.

## Extra activity Collaborative work

- Divide the class into groups to discuss what they liked about the unit, using the Expert envoy technique (see page 16). Students write their opinion about the unit under lesson headings. The envoy reports back to the class.

## Activity Book

## Get ready for...

## B1 Preliminary 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 sentence. Then explain your answer.

- 1 A Halima uses a lot of renewable energy.    2 A Muhanad is going to recycle the bottle.  
 B Halima isn't going to have long showers anymore.    B Muhanad is going to throw the bottle into the bin.  
 C Halima uses less water to brush her teeth.    C Muhanad's mum will reuse the bottle.

**B. She says she's going to have quick showers instead of long showers so she uses less water. C. Muhanad's mum says that she can put some flowers or pencils in it.**

**Do!** 3 Listen. For each question, choose the correct answer.

1 You will hear a man talking to his son, Hisham.

Why does he call him to the living room?

- A He didn't tidy up the living room.  
 B He forgot to switch off the TV.  
 C He wasn't doing his homework.

2 You will hear a teacher, Miss Maryam, talking to her students. What did she ask them to do?

- A Read an article about climate change.  
 B Answer questions about air pollution.  
 C Write a text about global warming.

3 You will hear a boy and his sister talking about a group. How can the boy learn more?

- A Read the posters in the park.  
 B Go to the meeting in the spring.  
 C Look at the blog on the internet.

4 You will hear a boy doing a presentation. How much of our planet's water can we drink?

- A Ninety-seven percent.  
 B Three percent.  
 C Thirty-nine percent.

**Tip Exam**

Listen for the first time to get the gist and choose the best option for each question.

24 twenty-four

## B1 Preliminary 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 B1 Preliminary for Schools Listening Part 2 exam. Have students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 16).

2 **Try!** Listen and choose the correct sentence. Then explain your answer.

- Explain that they will hear two dialogues. They must listen and choose the correct answers.
- Play the audio.
- Students complete the activity individually and compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 16). Ask for volunteers to explain their answers.

## 1.23

- 1 Halima:** We should use renewable energy if we want to help the environment.
- Teacher:** That's right, Halima. And you can do other things, like saving water.
- Halima:** You're right. I'm going to have quick showers instead of long showers so I use less water.
- Teacher:** And you can use less water when you brush your teeth if you turn off the tap.
- 2 Muhanad:** Mum, we can recycle this glass bottle, can't we?
- Mum:** Oh, I don't think so, Muhanad. That's not the right type of glass.
- Muhanad:** So what should I do with it? Throw it in the rubbish bin?
- Mum:** No, don't do that. I can put some flowers or pencils in it.

**3 Do!**   **1.24 Listen. For each question, choose the correct answer.**

- Invite a volunteer to read the Exam tip box aloud.
- Explain to students that they will hear four dialogues and that they need to choose the correct answer. Give students time to read through the questions and answer options.
-  Check students have understood what they have to do using the Traffic light cards technique (see page 16).
- Play the audio. Play the audio again.
- Check answers as a class.

## 1.24

- 1 You will hear a man talking to his son, Hisham. Why does he call him to the living room?**
- Dad:** Hisham, can you come into the living room, please?
- Hisham:** OK, Dad. Is there anything wrong?
- Dad:** Well, yes. You were in the living room and you switched on the lights and the TV. Then you went to the dining room to do your homework, but you left everything on in here. That wastes a lot of energy, Hisham, and it's quite expensive. You really need to switch things off when you aren't using them. Can you do that?
- Hisham:** Sorry, Dad.
- 2 You will hear a teacher, Miss Maryam, talking to her students. What did she ask them to do?**
- Miss Maryam:** OK, everyone. Did you all read the article for homework? It was on pages 56 and 57.
- Girl:** Miss Maryam, I read it, but I didn't understand everything, especially the part about air pollution and how it can change the climate.

**Miss Maryam:** Well, air pollution is making the planet warmer, and that can change the climate, but I'll explain it better in our lesson this afternoon. If you don't understand, you can ask more questions, OK?

**Girl:** Yes, OK. Thank you, Miss Maryam.

**3 You will hear a boy and his sister talking about a group. How can the boy learn more?**

**Boy:** I wish we could do something to help protect the environment around our town.

**Girl:** There are lots of things we could do. Why don't we join the Park Patrol?

**Boy:** The Park Patrol? What's that?

**Girl:** It's a group of people who help to care for the parks in the town. They pick up rubbish and plant new trees every spring. They have a blog on the internet.

**Boy:** OK, I'll take a look. It sounds great. Thanks!

**4 You will hear a boy doing a presentation.**

**How much of our planet's water can we drink?**

**Boy:** My presentation today is about water and how we should protect it. Did you know only 3% of our planet's water is good for drinking? The other 97% of our water is in the oceans, and it's salt water, so we can't drink it. There is also drinking water underground, but it takes a long time to collect down there. That's why we need to protect our lakes and rivers.

Lesson 11

**B1 Preliminary for Schools Reading Part 1**

**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 Read. Choose the correct answer.

**SCHOOL LIBRARY**

**NO MOBILE PHONES**

You needn't use your mobile phone in the library.  
 You must use your mobile phone in the library.  
 You mustn't use your mobile phone in the library.

**Do!** 3 Read. For each question, choose the correct answer.

**Tip Exam** Ask yourself where you would see each notice. Read each option carefully.

1 **RECYCLING CENTRE**

glass bottles  
 cans  
 paper

They shouldn't recycle glass bottles and they should recycle cans.  
 They must recycle cans, glass bottles and paper.  
 They need to recycle paper and glass bottles, but they mustn't recycle cans.

2 Dear Class 8,  
 For the trip to Valley Farm Park, please bring your lunch and a drink. You can bring some money if you want to.

They shouldn't bring their lunch and a drink, but they should bring some money.  
 They must bring lunch and a drink, but they needn't bring any money.  
 They mustn't bring any money, but they must bring lunch and a drink.

3 **Hightown School - Environment Rules**  
 Don't come to school by car.  
 Walk to school if you can.

Hightown School pupils should walk to school.  
 Hightown School pupils mustn't walk to school.  
 Hightown School pupils must walk to school.

4 Hello Maryam,  
 Save energy  
 Remember to switch off lights!  
 Don't have long showers!  
 Love Mum

Maryam should switch off lights and she should have long showers.  
 Maryam should switch off lights and she shouldn't have long showers.  
 Maryam should have long showers and she needn't switch off lights.

twenty-five 25

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

### Extra activity Fast finishers

- Students write three sentences about the unit.

### Finishing the lesson

- Ask students what they have learned and enjoyed in this unit. Use the Summative and thought-provoking questions technique (see page 16) to have students assess their learning.
- Ask *Which words were the most difficult to remember? Do you understand the grammar? What would you like to learn more about?*
- 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 problem areas.

### B1 Preliminary for Schools Reading Part 1

#### 1 Think! Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the B1 Preliminary for Schools Reading Part 1 exam.
- Have students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 16).

#### 2 Try! Read. Choose the correct answer.

- Give students time to choose the correct answer.
- Check the answer using the Lollipop stick technique (see page 16).

#### 3 Do! Read. For each question, choose the correct answer.

- Invite a volunteer to read the Exam tip box aloud.
- Give students time to read the notices and answer options. Explain that it's worth reading each possible answer carefully because there is usually information in the notice that matches each answer. Tell students that the correct answer may use different words but should express the same idea as the notice.
- Ask students where they might see each notice. Accept all reasonable answers.
- Check students have understood what they have to do using the Traffic light cards technique (see page 16).

### Lesson 12

#### Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun tasks
- **Target language:** revision of unit vocabulary

#### Materials

- Unit 1 flashcards (The environment, Extreme weather)
- Unit 1 poster: *The environment*
- one dice and two counters per pair
- Traffic light cards

#### 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 answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). 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
- Monitoring students' learning: Traffic light cards technique (see page 16); Stop/Go technique (see page 16)
- Peer learning: pairwork
- 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 (The environment, Extreme weather) or poster as prompts.
- Play *Parachute* (see page 21) with words for extreme weather.
- Play *Memory game* (see *How to work with posters* page 18) with the Unit 1 poster.

#### 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 the game.

- Write *should/shouldn't, must/mustn't, need/needn't* on the board. Elicit a sentence from students using each word, e.g. *We shouldn't throw away plastic bottles. We mustn't waste water. We need to turn off the lights when we leave a room.*
- Remind students that modals don't change form; they stay the same for all subjects and are followed by the base form of the verb without *to*.
- Gesture to a student and say, *What's your name? Do you live near the school? Stand up.* Elicit the answers, then write the questions and answers on the board. Then ask the class to report what you asked to revise reported questions and commands: *I asked (Ali) his name. I asked him/her where he/she lived. I told him/her to stand up.* You could also ask them to report the answers for extra practice.
- Remind students that we change the tense from past to present when we report questions and we sometimes change the pronouns. We also use verbs like *asked* and *told*. The order of the subject and verb is the same as a normal sentence: it is not inverted like a question. Remind students that we report commands by using *tell* followed by a pronoun and *to* plus the base form of the verb (we don't change the present to the past tense).

#### Practice

##### Class Book

**Fun corner**

**Unit 1**

1 In pairs, play the game. Use a dice. Answer the questions and complete the sentences.

<p><b>START!</b> Race to save the planet!</p> <p>→</p>	<p>1 We mustn't waste energy. How will you save energy today?</p>	<p>2 You planted two trees. Go forward two spaces.</p> <p>+2</p>	<p>3 We shouldn't throw away plastic bottles. We should _____ them instead.</p>
<p>5 Say the sentence in reported speech. 'Do you know what to do in a cyclone?' I asked my mum. I asked my mum if she ... in a cyclone.</p>	<p>6 You forgot to recycle your plastic bottle. Go back one space.</p> <p>-1</p>	<p>7 Choose and say the correct word in the sentence. We <b>should / shouldn't</b> cause pollution.</p>	<p>8</p>
<p>9 You switched off the lights. Go forward one space.</p> <p>+1</p>	<p>10 There's a drought! What can you do to save water?</p>	<p>11 Oh no! There's a snowstorm. Go back to square 8.</p>	<p>12 Say the sentence in reported speech. 'What is a tsunami?' I asked my teacher. I asked my teacher ...</p>
<p>13</p>	<p>14 There's a sandstorm and you must stay inside. Miss a turn!</p> <p>-</p>	<p>15 Complete the sentence and say. We can protect the environment by using _____ energy.</p>	<p>16 You forgot to pick up your rubbish. Go back one space.</p> <p>-1</p>
<p>18 Choose and say the correct word in the sentence. We <b>need to / needn't</b> stop climate change.</p>	<p>19 There's a hailstorm! Go back to square 13.</p>	<p>20 Say the sentence in reported speech. 'Drink lots of water in the heatwave!' said Dad. Dad told ... in the heatwave.</p>	<p><b>FINISH!</b> You saved the planet!</p>

96 ninety-six

**1 In pairs, play the game. Use a dice. Answer the questions and complete the sentences.**

-  Place students in pairs. Give each pair a dice and two counters.
- Before students play the game, ask them to look at the pictures and to read through the information in the squares.
- Explain the rules of the game. Each student takes it in turn to roll the die. They move their counter the correct number of spaces. Depending on the square they land on, they either have to complete a sentence or answer a question. If they do so correctly, they get to stay on that square. If they answer incorrectly, they go back to where they started from. Then it's the next student's turn.
-  Explain the meaning of *Miss a turn*, *Go forward...*, and *Go back* if necessary. If they land on a square with footprints or hailstones, they do not move unless it says they need to follow the paw prints/line back. Use the Stop/Go technique (see page 16) to reinforce these rules if necessary.
- The student who gets to *Finish* first is the winner.
-  Use the Traffic light cards technique (see page 16) to check students know what they have to do and are happy to continue.
- Students play the game. Monitor students, helping where necessary.
-  If there's time, have students play the game with a different partner.

**Suggested answers (accept alternatives)**

- 1** I need to turn off the lights when I leave a room.  
**3** recycle  
**4** polar bear/panda/Arabian tahr  
**5** knew what to do  
**7** shouldn't  
**10** You should have quick showers and not long showers.  
**12** what a tsunami was.  
**15** renewable  
**17** lightning  
**18** need to  
**20** us to drink lots of water

- **Extension**  Ask students to write more gapped sentences for their partner to complete, like the ones in square 3 or 5. They could also think of more sentences to send competitors back, like the ones in squares 11 and 19. For example, *There's a heatwave/drought. Go back to square ...*

**Finishing the lesson**

-  Use the Summative and thought-provoking questions technique (see page 16) to ask what students have done 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.

# Graded readers 1 and 2

## Lessons 1 and 2

### 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:** *news, damage, injured, rescue centre, sight, conveyor belt, sort, crush, piece, magnet; We should do a beach clean-up after the cyclone. We must pick up all this rubbish. Zaid asked him what the conveyor belts did. Amjed told Zaid not to worry. I should be more careful!*
- **Pronunciation:** silent letters

### Materials

- Unit 1 flashcards (The environment, Extreme weather)
- Unit 1 poster: *The environment*
- True/False response cards
- photocopyables R1 and R2

### Global Scale of English (GSE)

- **Reading:** Can identify key information in a text to answer simple yes/no questions (GSE 31). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32). Can read aloud a short, simple story in a way that can be understood (GSE 35). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can re-tell a familiar story, given prompts or a model (GSE 39).
- **Listening:** Can understand some unfamiliar words in a short description, if supported by pictures (GSE 31). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

### Assessment for Learning (formative assessment)

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

## Lesson 1, option A

### Starting the lesson

- Show students the Unit 1 flashcards (The environment, Extreme weather) or poster. Have students say and spell the words.
- Ask *Which of the environment words are good? Which are not good?*
- Write the new vocabulary that students will encounter in the story on the board: *news, damage, injured, rescue centre, sight*. 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: *There was a famous person on the news last night on television. The storm did a lot of damage to the house. When I was younger, I fell off my bike and injured my leg. The rescue centre helped the animals to get better. We saw dolphins in the sea – it was an amazing sight!*
- Alternatively, you can write definitions on the board and have students match them to the words: *information about recent events that appear in on television, the radio or the internet (news); cause problems to or harm something (damage); an animal or person that is harmed or hurt (injured); a place where animals who are ill or injured can be cared for (rescue centre); a thing that you see (sight)*.

### 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 Class Book page 106.
- Tell students that the story will also contain examples of words with silent letters. Write some words with silent letters on the board, say the words and ask students to identify the silent letters, for example, *drought, should, lightning*.

## Before you read

### 1 Before you read

#### 1) Match the words with the pictures.

-  Students complete the task individually in their notebooks and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

#### 2) Look at the pictures in the story. Don't read any words. What do you think happens in the story?

- Tell students to refer to pages 32–35 while doing the activity but not to read anything.
-  Students discuss the question in pairs.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 16) to choose pairs to share their predictions with the class.

## Listen and read

### Class Book

 **Graded reader 1**

## The Cyclone

Marwa was at home with her family. They were watching the news on television. There was a cyclone at the coast, and it was doing a lot of damage! Marwa was worried about a flood. She asked her dad what they should do to help.

'We should do a beach clean-up after the cyclone,' Marwa's dad told her.



32 thirty-two

 **Graded reader 1**

After the cyclone, Marwa and her dad went to the beach. At the beach, there was rubbish everywhere.

'We must pick up all this rubbish,' Marwa's dad said.



Marwa was walking up the beach when she saw a sea turtle. It had an injured flipper. She shouted to her dad.

'We mustn't move it,' Marwa's dad said. 'We need to call for help.'

Marwa's dad called a rescue centre, and they told him to wait for them.



thirty-three 33

 **Graded reader 1**

A woman called Laila came from the rescue centre. She carefully put a bandage on the sea turtle's flipper.

'We must help it get back to the water,' Laila said.



Together, they carried the sea turtle down the beach to the sea. They put the turtle in the water and happily watched it swim away.



34 thirty-four

**Graded reader 1** 1

Marwa asked Laila what happened to the turtle.  
'It was laying its eggs in the sand,' Laila said. 'Then the cyclone came. You should come back in seven weeks to see the babies!'



Seven weeks later, Marwa and her mum and dad went back to the beach. There were lots of baby turtles moving down the beach to the sea. It was an amazing sight!  
'We must protect the environment and recycle our rubbish!' Marwa said.



thirty-five 35

**Unit 1, Graded reader 1**

**The Cyclone**

**1 Before you read**

1) Match the words with the pictures.

1 the news a  b 

2 injured c 

3 rescue centre

2) Look at the pictures in the story. Don't read any words. What do you think happens in the story?

**2** Listen and read the story on page 32.

1) Read the story quickly. Were your ideas from *Before you read* correct?

2) Read the story again. Circle the things that Marwa sees at the beach.

lots of rubbish a cyclone an injured turtle a flood baby turtles a rescue centre

3) Choose the correct words to complete the sentences.

1 Marwa and her dad go to the beach to rescue a turtle / do a clean-up after the cyclone.

2 On the beach, there is a sea turtle with an injured flipper / tail.

3 Laila, Marwa and her dad carry the turtle to a rescue centre / the sea.

**3 After you read**

1) Match to make sentences.

1 The sea turtle was laying its eggs a to the beach in seven weeks.

2 Laila tells Marwa to come back b they see lots of baby turtles.

3 When they go back to the beach, c when the cyclone came.

2) **Over to you!** Answer the questions.

1 Have you ever done a beach clean-up? If not, would you like to?

2 Where else could you do a clean-up near to where you live?

3 Do you think Laila's dad was right to call the rescue centre? Why or why not?

3) Tell this story to a friend or family member.

106 one hundred and six

**2**  **GR1.1 Listen and read the story on page 32.**

**1) Read the story quickly. Were your ideas from *Before you read* correct?**

- Play the audio and have students read along in their Class Books.
- Remind students to look at the pictures while they read to help with understanding.
- When students have read the story, ask them to check their predictions on page 106 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

**2) Read the story again. Circle the things that Marwa sees at the beach.**

- 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.
-  Students then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

**3) Choose the correct words to complete the sentences.**

-  Students complete the activity individually and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

### Pronunciation

- Choose sentences from the story that contain words with silent letters and write them on the board: *We should do a beach clean-up.; We mustn't move it.; It was an amazing sight.* Read the sentences aloud and have students say which words have silent letters (*should, mustn't, sight*).
- Have students write their own sentences with these words.
-  Place students in pairs. Have them read aloud their sentences to each other. Make sure they pronounce the words with silent letters correctly.

### Finishing the lesson

- Write the new vocabulary words on the board: *news, damage, injured, rescue centre, sight*. 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 16) 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 Cyclone*.
- 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 16) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Marwa and her family were watching a film on television. (False – They were watching the news.) There was rubbish on the beach after the cyclone. (True.) A turtle had injured its nose. (False – It had injured its flipper.) They took it to a rescue centre. (False – They called the rescue centre.) They rescued the turtle. (True.)* etc.

### Listen and read

-  **GR1.1** Play the audio and have students read the story again in their Class Books.
- When students have finished reading, ask some questions to check understanding, e.g. *What was the news about? (A cyclone.) What did Marwa ask her dad? (She asked him what she could do to help. What should they do after the cyclone? (A beach clean-up.) What must they pick up at the beach? (Rubbish.) What did Marwa see on the beach? (A turtle.) Why did they call for help? (The turtle had an injured flipper.) What did the rescue centre tell them to do? (They told them to wait for them.) What did Laila do? (She carefully put a bandage on the sea turtle's flipper.) Where did they carry the sea turtle? (To the water/sea.) What was the turtle doing in the sand? (It was laying eggs.) What did they see seven weeks later? (Baby turtles.), etc.*

### After you read

#### 3 After you read

##### 1) Match to make sentences.

- Refer students to page 106 in their Class Books.
-  Students complete the activity individually and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

##### 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.

##### 3) **Tell this story to a friend or family member.**

- Students can do this for homework.

### 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 would like to work for a rescue centre and why or why not.

#### Extra activity Photocopiable R1

- Ask students to do photocopiable R1.

### Lesson 1, option B

#### Starting the lesson

- Show students the Unit 1 flashcards (The environment) or poster. Have students say and spell the words.
- Write the new vocabulary that students will encounter in the reading on the board: *conveyor belt, sort, crush, piece, magnet*. 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: *After the plane landed, they waited until their bags appeared on a conveyor belt. The children sorted the sweets into blues and reds. I crushed the can with my foot. The plate broke into many small pieces. We used a magnet to pick up the metal coins.*
- Alternatively, you can write definitions on the board and have students match them to the words: *a long machine which moves to carry objects from one place to another (conveyor belt); to put things into order or group them (sort); to press something very hard until it breaks or goes flat (crush); a small part of something (piece); something you use to pick up or attract metal (magnet).*

#### 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 words with silent letters. Write some words with silent letters on the board, say the words and ask students to identify the silent letters, for example, *drought, should, lightning*.

#### Before you read

##### 1 Before you read

###### 1) Match the words with the pictures.

- Students complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique (see page 16) to check answers.

###### 2) Look at the pictures in the story. Don't read any words. What do you think happens in the story?

- Tell students to refer to pages 36–39 while doing the activity.

- Students discuss the question in pairs.
- Monitor students, helping where necessary.
- When they have finished, use the Lollipop stick technique (see page 16) to choose pairs to ask and answer the question for the rest of the class.

#### Listen and read

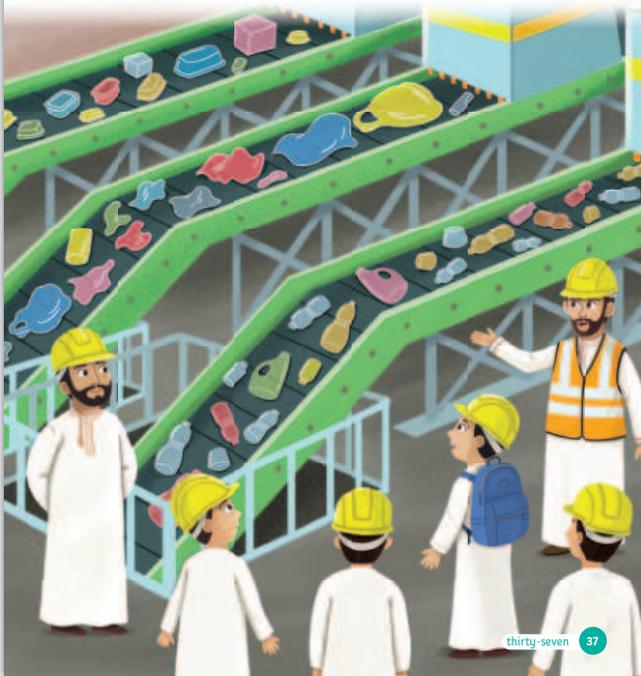
##### Class Book



Graded reader 2 1

A worker called Amjed showed the class around the recycling centre. He took them to a room with conveyor belts in it. Zaid asked him what the conveyor belts did.

'The conveyor belts sort these plastic things into different types,' Amjed said. 'Then they are recycled.'



thirty-seven 37

Graded reader 2 1

Amjed told Zaid not to worry, and he went to get something. He came back with a magnet. He used the magnet to get Zaid's camera off the conveyor belt.

'Magnets pick up metal, but not plastic,' Amjed said.

Zaid was very happy! 'Thank you, Amjed. I should be more careful!' he said.

'Yes, and we should all recycle to help protect the environment!' Amjed said.

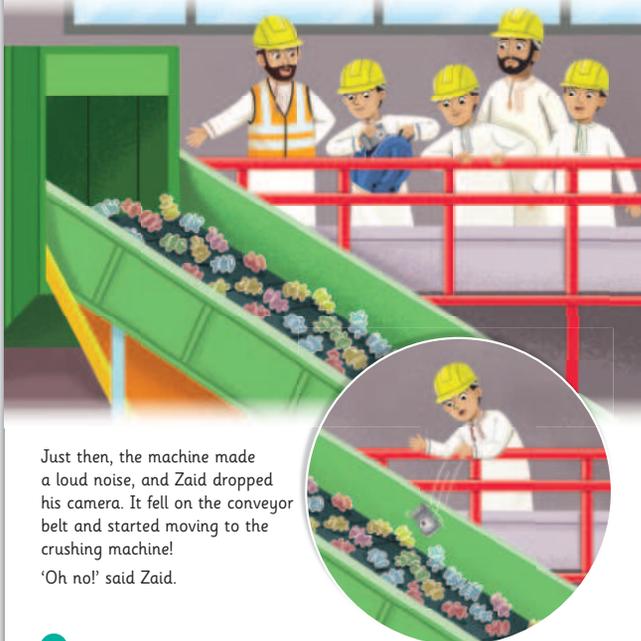


thirty-nine 39

Graded reader 2

In the next room, there was a conveyor belt going to a big machine. Amjed told the children to be careful.

'This machine crushes the plastic into very small pieces,' Amjed said. Zaid wanted to take a photo, so he took his camera out of his bag.



Just then, the machine made a loud noise, and Zaid dropped his camera. It fell on the conveyor belt and started moving to the crushing machine! 'Oh no!' said Zaid.

thirty-eight 38

Unit 1, Graded reader 2

At the Recycling Centre

1 Before you read

1) Match the words with the pictures.

- 1 conveyor belt 
- 2 crushing machine 
- 3 magnet 

2) Look at the pictures in the story. Don't read any words. What do you think happens in the story?

3) Listen and read the story on page 36.

1) Read the story quickly. Were your ideas from *Before you read* correct? \_\_\_\_\_

2) Read the story again. Circle the things that Zaid's class have learned about.

- planting trees saving water wasting energy extreme weather recycling plastic

3) Choose the correct words to complete the sentences.

- 1 Zaid's class are visiting a recycling / renewable energy centre.
- 2 Plastic things are sorted into different types before / after they are recycled.
- 3 The class see a machine that cuts / crushes the plastic into small pieces.

3 After you read

1) Match to make sentences.

- 1 Zaid drops his camera a but they don't pick up plastic.
- 2 Amjed uses a magnet b onto a conveyor belt.
- 3 Magnets pick up metal, c to pick up Zaid's camera.

2) Over to you! Answer the questions.

- 1 Would you like to visit a recycling centre? Why or why not?
- 2 What other things do people do to help protect the environment?
- 3 What things could you do to help protect the environment?

3) Tell this story to a friend or family member.



one hundred and seven 107

## 2 GR1.2 Listen and read the story on page 36.

### 1) Read the story quickly. Were your ideas from *Before you read* correct?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the pictures while they read to help with understanding.
- When students have read the story, ask them to check their predictions on page 107 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

### 2) Read the story again. Circle the things that Zaid's class have learned about.

- 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.
-  Students then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

### 3) Choose the correct words to complete the sentences.

-  Students complete the activity individually and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers. Tell students they will complete the *After you read* section in the next lesson.

## Pronunciation

- Choose sentences from the story that contain words with silent letters and write them on the board: *They mustn't waste energy. Now they always remember to switch off lights. Zaid dropped his camera. I should be more careful!* Read the sentences aloud and have students say which words have silent letters (*mustn't, lights, camera, should*).
- Have students write their own sentences with these words.
-  Place students in pairs. Have them read aloud their sentences to each other. Make sure they pronounce the words with silent letters correctly.

## Finishing the lesson

- Write the new vocabulary words on the board: *conveyor belt, sort, crush, piece, magnet*. 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 16) 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 *At the Recycling Centre*.
- 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 16) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Last week, the class went on a school trip to a museum. (False – They went to recycling centre.) The conveyor belts sort plastic things to be recycled. (True.) A machine crushes plastic into new things. (False – It crushes them into small pieces.) Zaid dropped his bag onto the conveyor belt. (False – He dropped his camera.) Amjed used a magnet to get the camera. (True.), 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. *When plastic is recycled, what does it help to stop? (Plastic pollution.) What sorts plastic things into different types? (The conveyor belts.) What does the machine do to plastic to make it into very small pieces? (It crushes it.) What did Zaid drop onto the conveyor belt? (His camera.) What did Amjed use to get the camera? (A magnet.) Why? (Magnets pick up metal.), etc.*

### After you read

#### 3 After you read

##### 1) Match to make sentences.

- Refer students to page 107 in their Class Books.
-  Students complete the activity individually and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

##### 2) **Over to you! Answer the questions.**

-  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.**

- Students can do this for homework.

### 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 would like to go to recycling centre and why.

#### Extra activity Photocopiable R2

- Ask students to do photocopiable R2.

# 2

# Adventure sports

## Unit objectives

To talk about extreme sports and geography

## Language

<b>Vocabulary</b>	<b>Extreme sports:</b> <i>rock climbing, horse riding, motor racing, go-karting, surfboarding, diving, sandboarding, mountain biking, caving, abseiling, water skiing, paragliding</i> <b>Geography:</b> <i>north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay</i>
<b>Grammar</b>	Reflexive pronouns Past perfect
<b>Functions</b>	<b>Asking and saying what you prefer:</b> <i>Would you rather go caving or abseiling? I'd rather go caving. I think we should go paragliding.</i>
<b>Pronunciation</b>	Sentence stress with Past perfect

## Learning outcomes

<b>Listening</b>	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Identify the participants and their roles; Identify the setting of aural texts; Identify the main idea of an aural text; Respond to referential questions based on aural texts; Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics; Infer the meaning of unknown words when listening to texts on familiar and concrete topics; Make predictions when listening to simple, extended texts on familiar and concrete topics
<b>Speaking</b>	Narrate a story based on personal experience; Respond to direct questions, instructions, suggestions, offers, etc.; Ask questions about routine matters; Produce connected speech using correct intonation and rhythm; Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication; Use simple and complex language structures when speaking; Express own ideas and respond to the ideas of others; Initiate and participate in a wide range of interactions on familiar and concrete topics; Make a rehearsed or unrehearsed presentation about a familiar topic; Read texts in a variety of genres; Infer the meaning of unknown words when reading texts on familiar and concrete topics; Understand short messages in emails, text messages, social media posting; Describe a sequence of events based on visual inputs; Articulate sounds in connected speech; Articulate stress patterns within words; Manipulate variation in stress in connected speech; Produce basic intonation patterns
<b>Reading</b>	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Read and understand details in simple, extended texts on some unfamiliar concrete topics; Make predictions when reading simple, extended texts on familiar and concrete topics; Answer factual, inferential, judgment or evaluation questions; Read texts in a variety of genres; Analyse components of text such as setting, theme, character, etc.
<b>Writing</b>	Use capital letters and punctuation (period, comma, question mark) correctly; Write a text dictated at a reasonable speed using correct punctuation; Write answers to questions based on reading material; Write about a familiar topic; Produce a written text in imitation of a model; Write simple, extended texts on familiar and concrete topics; Write structured paragraphs that contain a topic sentence and supporting details; Write short descriptive texts on familiar topics; Use own and others' ideas to plan and develop writing; Write short persuasive texts; Revise, edit, and rewrite own work
<b>Cognitive skills</b>	Act out the roles of various characters in games and drama; Actively participate in investigative, exploratory and open-ended tasks; Find information; Ask for and give information; Use different media to make and describe own designs; Design new items (e.g. dishes, clothes, etc.) based on a model; Explore different materials and decide what to use; Respect the importance of doing a fair share of group work; Keep to the instructions to complete the task; Invite others to give their opinions during the task; Encourage others to join in and share ideas about familiar topics; Encourage others to try to say something about unfamiliar topics; Communicate how well others are contributing to the group task by giving positive comments

## Key competences

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

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

**Digital competence:** use Class Book and Activity Book eBook (L. 1–12)

**Social and civic competences:** learn to be creative (L. 1, 2, 4, 6 and 9); learn to talk about sports and geography (L. 1–12)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 6)

**Learning to learn:** reflect on what has been learned and self-evaluate progress (L. 1–11); use previous knowledge (L. 1–12); follow instructions (L. 1–12); personalisation of language learned (L. 3, 5, 7, 8, 9 and 10)

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

## Future skills

<b>Critical thinking</b>	Predicting (L. 1 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 2, 3, 4 and 5); Finding information (L. 7); Planning (L. 6 and 9); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Making a poster for an unusual sport for PE lessons (L. 6)
<b>Communication</b>	Talking about sports and geography (L. 1–12); Using reflexive pronouns (L. 3); Using the Past perfect (L. 5); Functional dialogue (L. 7); Talking about adventure holidays (L. 7 and 8)
<b>Collaboration</b>	Project groupwork (L. 6); Acting out (L. 4)

## 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

### Class Book

B1 Preliminary for Schools:  
Listening Part 2  
Speaking Parts 3 and 4

### Activity Book

B1 Preliminary for Schools:  
Listening Part 1  
Reading Part 3

# Vocabulary

## Lesson 1, parts 1 and 2

### Objectives

- **Lesson aims:** to learn and use words for extreme sports
- **Target language:** rock climbing, horse riding, motor racing, go-karting, surfboarding, diving, sandboarding, mountain biking, caving, abseiling, water skiing, paragliding

### Materials

- Unit 2 flashcards (rock climbing, horse riding, motor racing, go-karting, surfboarding, diving, sandboarding, mountain biking, caving, abseiling, water skiing, paragliding)
- Unit 2 poster: *Extreme sports*
- True/False response cards
- notebooks
- photocopiable 2

### Global Scale of English (GSE)

- **Reading:** Can scan several short informational texts on the same theme to find relevant information (GSE 57).
- **Speaking:** Can list the advantages of a course of action in some detail, using a range of fixed expressions (GSE 56). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). 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 a few simple sentences about something that interests them (GSE 34).

### Assessment for Learning (formative assessment)

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique (see page 16); True/False response cards technique (see page 16)
-  Peer learning: pairwork; Think-pair-share technique (see page 16)
-  Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 1, part 1

### Starting the lesson

- Write *Sport* on the board. Ask *What sports do you like?* Students raise their hands to offer answers.

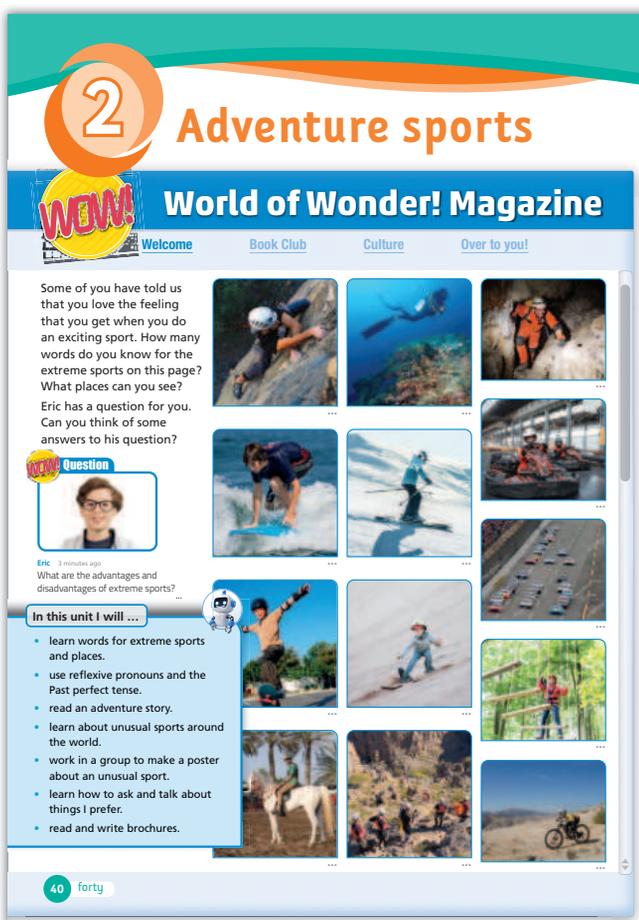
### Presentation

-  Explain that in this lesson students will learn to talk about extreme sports. Explain that extreme sports are sports that are extremely exciting to do and often very dangerous

- Place the Unit 2 flashcards (extreme 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 if they have done any of these sports.
- Ask the class why they think these sports are extreme. Remind students that these sports can be dangerous and that they shouldn't do them without the proper equipment or adult supervision.

### Practice

#### Class Book



**2 Adventure sports**

**WOW! World of Wonder! Magazine**

Welcome Book Club Culture Over to you!

Some of you have told us that you love the feeling that you get when you do an exciting sport. How many words do you know for the extreme sports on this page? What places can you see?

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

**Question**

Eric: I remember age 10. What are the advantages and disadvantages of extreme sports?

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

- learn words for extreme sports and places.
- use reflexive pronouns and the Past perfect tense.
- read an adventure story.
- learn about unusual sports around the world.
- work in a group to make a poster about an unusual sport.
- learn how to ask and talk about things I prefer.
- read and write brochures.

40 forty

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

- Ask students to look at the extreme sports on page 40 and name as many as they can. Ask them if they have done any of these extreme sports. Ask students to name the places they can see in the pictures.

**Answer key** The photos show the following: extreme sports: rock climbing, scuba diving, caving, surfing, skiing, go-karting, skateboarding, sandboarding, adventure sports, horse riding, hiking, mountain biking; places: mountain/cliff, ocean, cave, ocean, mountain/ski slope, go-karting track/racing circuit/race track, town/city, sand dunes, racing circuit/race track, countryside, mountains, mountains

- Use the Lollipop stick technique (see page 16) to have a student read the sidebar content.
- Place students in pairs and have them discuss the WOW! question for two minutes. They can then write their answers in their notebooks. Have students share their ideas with the class.

**Possible answers** Advantages: They're fun. They provide excitement and adventure. They help to build strength, endurance and coordination. They can boost confidence by helping you overcome fears. They help to develop decision-making and reaction times. They encourage you to spend time outdoors; Disadvantages: They're dangerous and accidents can be serious. The equipment required is expensive. They require a lot of skill and training, and they aren't easy for beginners. They are stressful. The conditions, e.g. the weather and terrain, can be challenging and dangerous.

- Check understanding with true/false statements. Students respond with their True/False response cards (see page 16): *You need water for rock climbing (false). Paragliding is done in the air (true). You do caving in the ocean (false). Motor racing is for drivers (true). Abseiling involves going up a mountain side (false), etc.*

2.1

- 1 paragliding 2 go-karting 3 rock climbing  
4 sandboarding 5 surfboarding 6 water skiing  
7 mountain biking 8 diving 9 horse riding  
10 abseiling 11 motor racing 12 caving

Lesson 1, part 1 Vocabulary 2

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

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

rock climbing 3 horse riding 9 sandboarding 4 motor racing 11 go-karting 2 surfboarding 5 water skiing 6 mountain biking 7 diving 8 paragliding 1 caving 12 abseiling 10

forty-one 41

2 2.1 Look and match. Then listen, check and repeat.

- Tell students to match the words and phrases they know and guess the ones they don't know in their notebooks.
- Check answers using the Lollipop stick technique (see page 16). Ask *Which words did you already know?*
- Play the audio for students to listen, check their answers and repeat.
- Place students in pairs. Have them say a word to their partner and their partner points to the correct picture. Then they swap.

Vocabulary

Lesson 1, part 1

- 3 Listen and read. What sports are the WOW! Team talking about? Who doesn't usually like extreme sports?

Eric – go-karting; Manar – rock climbing; Rosie – doesn't usually like extreme sports; Ali – water skiing, surfboarding, paragliding, diving.

WOW! Blog

1 Eric 2 minutes ago  
I love extreme sports! Last weekend, I went go-karting with my friends. I went fast but I was very careful!

2 Manar 3 hours ago  
I often go rock climbing at my local sports centre. I love the feeling of going higher and higher and higher! It's so exciting and I know the ropes will keep me safe if I fall.

3 Rosie 30 minutes ago  
I don't really like extreme sports. They're too dangerous. The extreme sport that I've tried is horse riding. At first, I was scared because the horse looked so big. But when I got on, I wasn't scared at all! I was proud of myself for being brave.

4 Ali 15 minutes ago  
Last summer, we had the best holiday of our lives. My brother tried water skiing, surfboarding and paragliding! I also had my first diving lesson. It was a bit difficult, but I loved the feeling of being underwater. I can't wait to go again.

- 4 Work in pairs. Look at the sports on pages 40 and 41 and answer the questions.

1 Which sports do you do in water?  
surfboarding, water skiing, diving

2 Which sports use a helmet?  
rock climbing, sandboarding, adventure sports, mountain biking, skiing, caving, motor racing, skateboarding, horse riding, mountain climbing, go-karting, abseiling

3 Which sports are usually up high?  
paragliding, rock climbing, hiking, mountain biking

4 Which sports need something with wheels?  
go-karting, motor racing, skateboarding, mountain biking

- 5 Work in pairs. Answer the questions.

- 1 Which of the sports on pages 40 and 41 have you done and did you enjoy them?
- 2 Which of these sports would you like to try and why?

I went sandboarding last year on holiday. I loved it because it was really exciting!



3 2.2 Listen and read. What sports are the WOW! Team talking about? Who doesn't usually like extreme sports?

- Play the audio and have students read along in their Class Books.
- Students write the answers their notebooks.
- Check answers using the Lollipop stick technique (see page 16).

## 2.2

### WOW! Blog

- 1 Eric:** I love extreme sports! Last weekend, I went go-karting with my friends. I went fast, but I was very careful!
- 2 Manar:** I often go rock climbing at my local sports centre. I love the feeling of going higher and higher and higher! It's so exciting and I know the ropes will keep me safe if I fall.
- 3 Rosie:** I don't really like extreme sports. They're too dangerous. The extreme sport that I've tried is horse riding. At first, I was scared because the horse looked so big. But when I got on, I wasn't scared at all! I was proud of myself for being brave.
- 4 Ali:** Last summer, we had the best holiday of our lives. My brother tried water skiing, surfboarding and paragliding! I also had my first diving lesson. It was a bit difficult, but I loved the feeling of being underwater. I can't wait to go again.

### 4 Work in pairs. Look at the sports on pages 40 and 41 and answer the questions.

-  Students work individually to write the answers in their notebooks and then compare their answers with a partner.
- Students raise their hands to offer answers.

### Extra activity **Critical thinking**

-  Write on the board *Why do people like extreme sports?* Students discuss in pairs and then share their answers with the class. Encourage students to use adjectives, e.g. *exciting, challenging, dangerous, difficult, while they're discussing.*

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

-  Place students in pairs to discuss the questions. As pairs work, monitor for proper use of language and pronunciation.
-  Use the Lollipop stick technique (see page 16) to have pairs ask and answer the questions for the class.

### Diversity

#### Support

- Write *go* and *do* on the board. Dictate to students the verbs with the sports for them to use for the pairwork activity:  
*go: diving, horse riding, rock climbing, surfboarding, water skiing, sandboarding, mountain biking, caving, abseiling*  
*do: go-karting, motor racing, paragliding*

#### Challenge

- Before students do Activity 5, tell them to write down the verb we usually use with each sport.

### Finishing the lesson

- Students close their books. Call out the first part of each extreme sports word and have students complete them in unison.

## Lesson 1, part 2

## Starting the lesson

- Play *Parachute* (see page 21) with the new vocabulary (Extreme sports).
- Quickly review the vocabulary with the Unit 2 flashcards (Extreme sports) or poster and have them repeat the words chorally. Refer to *How to work with posters* (see page 18).

## Practice

## Activity Book

Lesson 1, part 2

## 2 Adventure sports

**Vocabulary**

1 Write the sports.

1 <u>surfboarding</u>		2 <u>water skiing</u>		3 <u>diving</u>	
4 <u>go-karting</u>		5 <u>paragliding</u>		6 <u>rock climbing</u>	

2 Read and complete the sentences.

**abseil** horse riding sandboarding caving mountain biking motor racing

- I'm learning to abseil now. It isn't easy, but I enjoy it.
- I love going down hills fast, so mountain biking is my favourite sport.
- I am going caving at the weekend. I'm excited about being underground!
- I often watch motor racing on TV. My favourite event is Formula One.
- I love the desert and I enjoy going fast, so sandboarding is my favourite sport.
- I often go horse riding at my grandparents' farm. I love animals!

3 Read the *I'm learning* box. Then complete the table about sports you know.

**Possible answers:**

water sports	<u>diving, swimming, kayaking</u>
sand sports	<u>beach volleyball, beach football</u>
team sports	<u>basketball, baseball</u>
individual sports	<u>tennis, golf</u>
indoor sports	<u>badminton, bowling</u>
outdoor sports	<u>cycling, running</u>

**I'm learning**  
Classifying sports  
We can classify sports into different groups by where we do them or who we do them with.  
*Mountain biking is an outdoor sport.  
Sandboarding is an individual sport.  
Surfboarding is a water sport.*

4 Write five sentences about other sports. Where do you do them and who with?

26 twenty-six

## 1 Write the sports.

- Students complete the activity individually. They then compare answers with a partner.
- Use the Lollipop stick technique (see page 16) to check answers.

## 2 Read and complete the sentences.

- Have a student read aloud the words in the box.
- Students complete the activity individually.
- Check answers as a class by having students read aloud the completed sentences.

3 Read the *I'm learning* box. Then complete the table about sports you know.

- Ask a student to read the *I'm learning* box aloud.
- Explain that by classifying sports, it makes them easier to learn, remember and talk about.
- Students complete the activity using the Think-pair-share technique (see page 16).
- Check answers as a class.

## 4 Write five sentences about other sports. Where do you do them and who with?

- 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

- Using the Summative and thought-provoking questions technique (see page 16), ask *Do you use the English words for these sports in your language? Do you say them the same way or differently?*

## Extra activity Fast finishers

- Students give themselves one minute to read and remember the new vocabulary. They close their books and see how many of the new vocabulary items they can write down.

## Extra activity Photocopiable 2

- Ask students to do photocopiable 2.

## Lesson 2, parts 1 and 2

### Objectives

- **Lesson aims:** to listen to and read a dialogue about extreme sports
- **Target language:** *I suppose so. I told you so! Not really.*

### Materials

- Unit 2 flashcards (Extreme sports)
- Unit 2 poster: *Extreme sports*
- notebooks
- photocopiable T2

### Global Scale of English (GSE)

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

### Assessment for Learning (formative assessment)

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

## Lesson 2, part 1

### Starting the lesson

- Hold up a Unit 2 flashcard (Extreme sports). The student who says the word first gets to keep the flashcard. The student with the most flashcards wins.
- Revise the unit vocabulary with the Unit 2 poster. Refer to *How to work with posters* (see page 18).

### Presentation

- Explain that in this lesson students will read about a competition that the WOW! team want to take part in.
- Write *I suppose so. I told you so! Not really* on the board.
- Elicit or explain when we use these expressions and ask students if they've ever used them.

## Practice

### Class Book

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

1 They disagree about whether extreme sports are too dangerous for children. Listen and read. What do the boys disagree about?



**Ali:** I suppose so. I don't want to stop you from enjoying yourself, but I just think that some sports are too dangerous for kids.  
**Eric:** (Not really,) I have a cousin who started sandboarding when he was four years old.  
**Ali:** That's too young. What if he hurts himself?  
**Eric:** He's never hurt himself! He always uses a helmet and wears special clothes. And his parents are always there. Anyway, it's just part of being a kid, isn't it? How can we learn about danger if we're always protected from everything?  
**Ali:** Maybe you're right. Come on, let's go or we'll be late for PE.  
**Eric:** I can't do PE at the moment. It's so annoying. I'll just sit here and dream about rock climbing.  
**Ali:** That sounds like a good way to do an extreme sport without hurting yourself!

**Ali:** Oh no, Eric! What happened to you?  
**Eric:** I fell when I was rock climbing and I hurt myself.  
**Ali:** Poor you! But you know, I've always said that children shouldn't do extreme sports because they often hurt themselves. (told you so)  
**Eric:** It's nothing serious. I'll be climbing again by next week. All sports can be dangerous, anyway. My sister fell over and cut herself when she was running last week and running isn't an extreme sport!

2 Work in pairs. Read the dialogue again and answer the questions.  
 1 Why does Ali think children shouldn't do extreme sports?  
 2 How does Eric explain that all sports can be dangerous?  
 3 How does Eric's cousin stay safe when he's playing sandboarding?  
 4 Where is Ali going now?  
 He is going to a PE lesson.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.  
 I suppose so. I told you so! Not really.

1 I tried mountain biking, but I hated it. Just like you said I would!  
 I told you so! (..)

2 You don't like diving very much, do you?  
 Not really. (..)

3 You can hurt yourself playing any sport.  
 I suppose so. (..)

4 Do you think that children should do extreme sports?  
 Activity Book, Unit 2 Lesson 2, part 2 forty-three 43

### 2.3 Listen and read. What do the boys disagree about?

- Ask students what kind of injuries or accidents might happen while doing extreme sports. Remind them of the importance of staying safe while doing extreme sports.
- Play the audio and have students read along in their Class Books. Elicit the answer.

### 2.3

- Ali:** Oh no, Eric! What happened to you?  
**Eric:** I fell when I was rock climbing and I hurt myself.  
**Ali:** Poor you! But you know, I've always said that children shouldn't do extreme sports because they often hurt themselves. I told you so!  
**Eric:** It's nothing serious. I'll be climbing again by next week. All sports can be dangerous, anyway. My sister fell over and cut herself when she was running last week and running isn't an extreme sport!  
**Ali:** I suppose so. I don't want to stop you from enjoying yourself, but I just think that some sports are too dangerous for kids.  
**Eric:** Not really. I have a cousin who started sandboarding when he was four years old.  
**Ali:** That's too young. What if he hurts himself?

- Eric:** He's never hurt himself! He always uses a helmet and wears special clothes. And his parents are always there. Anyway, it's just part of being a kid, isn't it? How can we learn about danger if we're always protected from everything?
- Ali:** Maybe you're right. Come on, let's go or we'll be late for PE.
- Eric:** I can't do PE at the moment. It's so annoying. I'll just sit here and dream about rock climbing.
- Ali:** That sounds like a good way to do an extreme sport without hurting yourself!

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

- Tell students to read the dialogue quietly and then discuss the questions in pairs. Students then write the answers in their notebooks.
- Use the Lollipop stick technique (see page 16) to check answers.

### Extra activity Critical thinking

- Write the headings *Nouns*, *Verbs* and *Adjectives* on the board. Students write the words related to extreme sports in this lesson in their notebooks under the headings.

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

- Place students in pairs and have them find the expressions in the box in the dialogue in Activity 1.
- Pairs then match the expressions to the dialogues.
- Check answers by having pairs act out the dialogues for the class.
- Ask pairs to write new dialogues using each of the expressions.
- Ask students to think of more statements that could prompt these expressions.

## 4 Do you think that children should do extreme sports?

- Place students in groups.
- Monitor students, helping where necessary.
- Ask different groups to tell the class their ideas and to give reasons.
- **Extension** Students choose a sport they think is good for children and tell the class what it is and why they think it is good.

## Diversity

### Support

- Before students discuss the question in groups, ask the class to think of positive and negative words related to extreme sports. Students raise their hands to offer ideas. Write the words on the board for students to use while discussing.

### Challenge

- Tell students to think of at least two reasons each to support their opinion for Activity 4.

## Finishing the lesson

- Using the Three facts and a fib technique (see page 16), students write three true statements and one false statement about the sports they do and like. They work in pairs to read the statements and decide which ones are false.

## Lesson 2, part 2

### Starting the lesson

- Play *Guessing game: pictures* (see page 20) with the new vocabulary (Extreme sports).

## Practice

### Activity Book

Lesson 2, part 2



1 Read and complete the sentences from the dialogue on Class Book page 43. Who said them? Write. Then listen and check.

always uses   enjoying yourself   hurts himself   let's go   running   rock-climbing

1 Eric I fell when I was rock climbing and I hurt myself.

2 Eric My sister fell over and cut herself when she was running last week!

3 Ali I don't want to stop you from enjoying yourself.

4 Ali That's too young. What if he hurts himself?

5 Eric He always uses a helmet and wears special clothes.

6 Ali Come on, let's go or we'll be late for PE.

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

1 Ali thinks extreme sports are good for children. T / F  
*He thinks that children shouldn't do extreme sports.*

2 Eric is sure that he can go rock climbing quite soon. T / F  
*He says that he will be climbing again by next week.*

3 Eric's cousin started go-karting when he was four. T / F  
*His cousin started sandboarding when he was four.*

4 Eric thinks that children need to learn about danger. T / F  
*He thinks it's just part of being a kid.*

5 Ali says that he doesn't want to go to PE. T / F  
*He doesn't want to be late for PE.*

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

(I suppose so.) × 2   (I told you so!) × 2   (Not really.) × 2

1 **A:** Are you OK?  
**B:** <sup>1</sup> Not really. Someone took my cycling helmet today.  
**A:** Did you leave it on your bike?  
**B:** Yes, but only for a few minutes.  
**A:** I've always said that you shouldn't leave it on your bike. <sup>2</sup> I told you so!  
**B:** I know. And it was brand new!  
**A:** You really have to be more careful.  
**B:** <sup>3</sup> I suppose so.

2 **A:** Mum! I passed all my exams!  
**B:** I knew you could do it. <sup>4</sup> I told you so!  
**A:** Yes, you did!  
**B:** I have an idea. Are you busy tomorrow at lunch time?  
**A:** <sup>5</sup> Not really. What are you thinking?  
**B:** We can go out for lunch to celebrate!  
**A:** Great! Can we go out for pizza?  
**B:** Yes, <sup>6</sup> I suppose so. It's your choice!

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

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**1**  **2.4 Read and complete the sentences from the dialogue on Class Book page 43. Who said them? Write. Then listen 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 Eric:** I fell when I was rock climbing and I hurt myself.  
**2 Eric:** My sister fell over and cut herself when she was running last week!  
**3 Ali:** I don't want to stop you from enjoying yourself.  
**4 Ali:** That's too young. What if he hurts himself?  
**5 Eric:** He always uses a helmet and wears special clothes.  
**6 Ali:** Come on, let's go or we'll be late for PE.

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

-  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 example answer 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 the answer (But you know, I've always said that children shouldn't do extreme sports because they often hurt themselves.)*
- 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.

**3**  **2.5 Read and 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 dialogues with their partners.
- Invite pairs to act out the dialogues for the class.
- **Extension** Ask students if they can identify the setting of each dialogue. Ask *Do you think dialogue 1 is at home or in a city? (in a city) Is dialogue 2 at home or in school? (at home)*

**2.5**

- 1 A:** Are you OK?  
**B:** Not really. Someone took my cycling helmet today.  
**A:** Did you leave it on your bike?  
**B:** Yes, but only for a few minutes.  
**A:** I've always said that you shouldn't leave it on your bike. I told you so!  
**B:** I know. And it was brand new!  
**A:** You really have to be more careful.  
**B:** I suppose so.
- 2 A:** Mum! I passed all my exams!  
**B:** I knew you could do it. I told you so!  
**A:** Yes, you did!  
**B:** I have an idea. Are you busy tomorrow at lunch time?  
**A:** Not really. What are you thinking?  
**B:** We can go out for lunch to celebrate!  
**A:** Great! Can we go out for pizza?  
**B:** Yes, I suppose so. It's your choice!

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

-  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 dialogues for the class.

**Extra activity Fast finishers**

- Write these questions on the board: *What sports are good for children under seven and over seven? How many times a week should children do sport? Students write the answers in their notebooks.*

**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 had difficulties.

**Extra activity Photocopiable T2**

- Ask students to do photocopiable T2.

### Lesson 3, parts 1 and 2

#### Objectives

- **Lesson aims:** to learn and use reflexive pronouns; to understand a listening activity
- **Target language:** *I fell when I was rock climbing and hurt myself. Did you do it yourself?*

#### Materials

- Unit 2 flashcards (Extreme sports)
- Traffic light cards
- Grammar animation
- notebooks
- photocopiables 6 and 23

#### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).

#### 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 16); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

### Lesson 3, part 1

#### Starting the lesson

- Divide the class into teams and line them up at the back of the room.
- Draw a line down the middle of the board. Place six Unit 2 flashcards (Extreme sports) in each team's section.
- The first student in each line takes a marker. When you say *Go!*, they run to the board and spell one of the of extreme sports in their section. They come back and pass the marker to the next student in line. They continue until all words are spelled.
- The first team to complete their section wins but only if all words are spelled correctly. If not, they must correct any spelling mistakes before finishing.
- Use the Unit 1 poster to quickly review extreme sports. Refer to *How to work with posters* (see page 18).

#### Presentation

- Explain that in this lesson students will learn how to use reflexive pronouns.

#### Practice

##### Class Book

### Grammar

- Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.
  - Eric hurt himself because he fell when he was mountain biking. **false (He hurt his arm because he fell when he was rock climbing.)**
  - Eric will be better by next week. **true**
  - Eric's sister was hurt when she was caving. **false (Ali's sister was hurt when she was running.)**
  - Eric's cousin goes sandboarding. **true**
- Look at the grammar table. Then read and circle the correct options to complete the rule.
 

Grammar
Reflexive pronouns
I fell when I was rock climbing and hurt <b>myself</b> .
Did you do it <b>yourself</b> ?
My sister cut <b>herself</b> when she was running.
Did he make it <b>himself</b> ?
The camel hurt <b>itself</b> when it was running.
We made the sandwiches for the picnic <b>ourselves</b> .
Have you made <b>yourselves</b> some lunch?
Children shouldn't do extreme sports because they always hurt <b>themselves</b> .

We use reflexive pronouns when the subject and object of the verb is the same / different.
- Read the dialogue in Lesson 2 again. Underline the examples of reflexive pronouns.
- Say the sentences using reflexive pronouns.
  - I hurt my leg when I fell off my bike yesterday. **I hurt myself when I fell off my bike yesterday.**
  - They cut their arms when they were go-karting. **They cut themselves when they were go-karting.**
  - We hurt our heads when we were rock climbing. **We hurt ourselves when we were rock climbing.**
  - She hurt her hand in the swimming pool. **She hurt herself in the swimming pool.**
  - Did you cut your finger with the knife? **Did you cut yourself with the knife?**
  - The cat didn't hurt its leg when it fell out of the tree. **The cat didn't hurt itself when it fell out of the tree.**
  - The boy made a sandwich for lunch. **The boy made himself a sandwich for lunch.**

I hurt myself when I fell off my bike yesterday.

#### 1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 16) to check answers.

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

- 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 16).
- Tell students to write down the correct rules in their notebooks. Place students in pairs and have them check each other's explanations.
- Explain that reflexive pronouns are used when the subject and the object of a sentence are the same. They end in *-self* (singular) or *-selves* (plural).
- Ask students to give you some examples.

- Tell students that these pronouns emphasise that someone is doing an action themselves. Explain that we also add a reflexive pronoun for emphasis when it's unusual or different, and when someone does an action personally, not anybody else. Tell students that they should not be used in place of regular object pronouns, e.g. *She helped me* is correct, not *She helped myself*.

**3 Read the dialogue in Lesson 2 again. Underline the examples of reflexive pronouns.**

- Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 16) to check answers.
- **Extension** Have students think of their own sentences using the reflexive pronouns and write them in their notebooks.

**4 Say the sentences using reflexive pronouns.**

- Ask students to look at item 1 and the example in the speech bubble.
- Ask *Which words have been replaced with myself? (my leg)*.
- Explain that we use the reflexive pronoun *myself* in place of *my leg* because the subject and the object are the same person. Remind students that reflexive pronouns show that the action (*hurt*) affects the person doing the action directly.
- Students work individually to complete the remaining sentences.
- Monitor students, helping where necessary.
- Place students in pairs and have them say their sentences to each other. Encourage them to correct their partner's sentences if necessary.
- Check answers as a class.

Lesson 3, part 1 Grammar 2

**5 Listen.** For each question, choose the correct picture.

1 Majid is talking to his mother. Where are his trainers?

A  B  C 

2 Hazim and Issa are talking about a sport they would like to try. What sport does Hazim choose?

A  B  C 

3 Saeed and Hassan are talking about a school trip. What type of school trip has Saeed been on today?

A  B  C 

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

1 a Why is Majid looking for his trainers? **Because he wants to go skateboarding.**  
 b Who is going to get the trainers? **Majid**

2 a When did Hazim go mountain biking? **Last year on holiday**  
 b Why doesn't he want to go diving? **Because he prefers to be out of the water and not under it.**

3 a Why does Saeed feel proud? **Because rock climbing was scary but he was brave and tried it.**  
 b What type of school trip has Hassan been on?  
**horse riding and go-karting**

**7 Talk to your partner about the topics in the box.**

- the last time you hurt yourself
- how you and your friends enjoy yourselves at weekends
- a time you taught yourself to do something

 I hurt myself when I was diving last weekend.

Activity Book, Unit 2 Lesson 3, part 2 forty-five 45

**5 Listen.** For each question, choose the correct picture.

- Tell students to read the questions and look at the pictures first.
- Ask volunteers to describe the pictures.
- Play the audio.
- Play the audio again if necessary.
- Students write the answers in their notebooks
- Use the Lollipop stick technique (see page 16) to check answers.

**2.6 & 2.7**

**1 Majid is talking to his mother. Where are his trainers?**

**Majid:** Mum! Have you seen my trainers? I want to go skateboarding and I can't find them anywhere.

**Mum:** Well, they must be somewhere. Have you looked under the sofa?

**Majid:** Yes, I looked there. And they're not in my cupboard. Oh, hang on, I remember now. I left them in the bedroom, next to the bed.

**Mum:** Shall I get them for you?

**Majid:** No, don't worry, I'll get them on my way out. Thanks, Mum.

**2 Hazim and Issa are talking about a sport they would like to try. What sport does Hazim choose?**

**Issa:** What sport would you like to do next year? Something you've never done before. How about mountain biking?

**Hazim:** I did that last year on holiday. I'd like to try abseiling though. It looks fun.

**Issa:** Oh yes, that would be good. What about diving, too?

**Hazim:** No, I don't think I'd like that. I prefer to be out of the water and not under it!

**3 Saeed and Hassan are talking about a school trip. What type of school trip has Saeed been on today?**

**Saeed:** I feel really proud today.

**Hassan:** Why's that?

**Saeed:** I went on a school rock climbing trip. I was really scared and I didn't want to do it. But I told myself to be brave and try it. It was great fun and I climbed really high!

**Hassan:** What a great idea for a school trip. I've been on school trips where we've been horse riding and go-karting. But I've never done rock climbing before. Maybe I'll ask my parents if I can go on that trip next semester.

**Saeed:** Yes! I'd love to do it again!

**6** **2.7 Listen again and answer the questions.**

- Students read the questions before listening again.
- Play the audio again and have students answer the questions in their notebooks.
- Use the Lollipop stick technique (see page 16) to check answers.

**7** **Talk to your partner about the topics in the box.**

- Give students a couple of minutes to think about answers to the topics in the box.
- Place students in pairs and have them talk about the topics.
- Monitor for correct use of reflexive pronouns.
- Ask students to tell the class about their partners, e.g. *My partner hurt himself when he fell off his bike.*

**Finishing the lesson**

- Using the Summative and thought-provoking questions technique (see page 16), ask students *Did you enjoy/behave yourself today? What did you teach yourself?* Elicit answers.

**Lesson 3, part 2**

**Starting the lesson**

- Elicit when we use reflexive pronouns (when the subject and the object of a sentence are the same). Ask *What do they end in? (-self or -selves).*
- Ask students to say example sentences.

**Practice**

**Activity Book**

**Grammar**

**Reflexive pronouns**

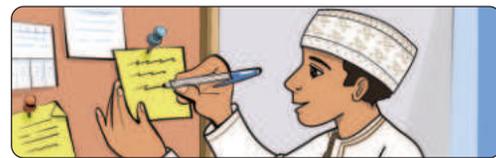
**1** Listen and circle the correct sentences.

- 1 a) The boy has hurt himself.      b) The boy was using a knife.  
2 a) The cat can't see itself.      b) The cat thinks it can see another cat.  
3 a) They both would prefer to make a pizza.      b) They're making lunch themselves.  
4 a) The girl isn't happy with herself.      b) The girl says the test was difficult.

**2** Write the reflexive pronouns.

Singular	Plural
1 I → <u>myself</u>	6 we → <u>ourselves</u>
2 you → <u>yourself</u>	7 you → <u>yourselves</u>
3 he → <u>himself</u>	8 they → <u>themselves</u>
4 she → <u>herself</u>	
5 it → <u>itself</u>	

**3** Read and circle the correct pronouns.



- 1 I often write notes to me / myself so I won't forget to do important things.  
2 We called Jasim and told him / himself to bring some food for the picnic.  
3 Police officers must prepare them / themselves for emergencies.  
4 Have you ever found you / yourselves in a difficult situation at school?  
5 You should call us / ourselves if you're going to arrive late.  
6 No one knows you / yourselves better than your friends and family.

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**1** **2.8 Listen and circle the correct sentences.**

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

**2.8**

**1 Boy 1:** Ouch! That hurts!

**Boy 2:** What happened? Did you cut yourself?

**Boy 1:** Yes, I was using the scissors.

**Boy 2:** Let me see. Oh, it's not too bad.

**2 Girl 1:** Look at the cat. It's standing in front of the mirror.

**Girl 2:** Do you think it can see itself?

**Girl 1:** Of course, but it thinks it's seeing another cat.

**Girl 2:** Oh, look! It got scared and ran away!

**3 Boy 1:** I'm hungry. Let's make lunch.  
**Boy 2:** OK. Should we make ourselves a pizza?  
**Boy 1:** Not now. A salad will be quicker and easier.

**4 Girl 1:** What's wrong? Are you sad about something?  
**Girl 2:** Yes, I am. I did really badly in the Maths exam.  
**Girl 1:** Why? Was it really difficult?  
**Girl 2:** No, but I didn't study. What a mistake!  
**Girl 1:** Well, don't be too hard on yourself. Next time you'll do better.

- 2 Write the reflexive pronouns.**
  - Students complete the activity individually.
  - Draw the table on the board and invite volunteer students to complete it to check answers.
- 3 Read and circle the correct pronouns.**
  - Students complete the activity individually.
  - Check answers as a class.

Lesson 3, part 2 Grammar 2

**4 Read and complete the sentences with the reflexive pronouns from Activity 2.**

- 1 'I taught myself to play tennis by watching videos,' said Mansoor.
- 2 'Why didn't you and your brother cook yourselves some dinner?' asked Mum.
- 3 'My baby sister is only one year old,' said Aliyah, 'and she's just started teaching herself to walk.'
- 4 'Budoor and I met at school,' said Areej. 'We introduced ourselves and started talking.'
- 5 'Our cat hurt itself when it was playing in the garden,' said Thamer.
- 6 'Are your friends enjoying themselves at the stadium?,' asked Dad.
- 7 The teacher asked Amjed, 'In what job do you see yourself in the future?'
- 8 Qais sometimes talks to himself when he's thinking about a problem.

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

- 1 How well do you think you know yourself?  
\_\_\_\_\_
- 2 How do you and your friends enjoy yourselves?  
\_\_\_\_\_
- 3 Where do you imagine yourself in the future?  
\_\_\_\_\_
- 4 What can people do to take care of themselves?  
\_\_\_\_\_
- 5 Do you think children should avoid extreme sports in case they hurt themselves?  
\_\_\_\_\_

**6 Work with your partner. Ask them the questions from Activity 5 and write their answers below.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Go to Grammar practice on page 61. twenty-nine 29

- 4 Read and complete the sentences with the reflexive pronouns from Activity 2.**
  - Students complete the activity individually.
  - Monitor students, helping where necessary.
  - Check answers as a class.

- 5 Answer the questions. Write complete sentences.**
  - Students complete the activity individually.
  - Monitor students, helping where necessary.
  - Check answers as a class.
- 6 Work with your partner. Ask them the questions from Activity 5 and write their answers below.**
  - Place students in pairs.
  - Have them ask the questions from Activity 5 and write the answers.
  - Ask for volunteers to read aloud their partner's answers.

**Grammar practice**

- 1 Read and complete.**
  - Refer students to the Grammar practice on page 61 of their Activity Books.
  - Students complete the activity individually.
  - Check answers as a class.
  - Refer to page 192 of the Teacher's Book for answers.
- 2 Complete the questions. Then write the answers for you.**
  - Students complete the activity individually.
  - Check answers as a class.
  - Refer to page 192 of the Teacher's Book for answers.

**Extra activity Fast finishers**

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

**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. Review the grammar again if there are any students that require more guidance.

**Extra activity Photocopiables 6 and 23**

- Ask students to do photocopiables 6 and 23.

## Lesson 4

### Objectives

- **Lesson aims:** to understand an adventure story; to introduce geography words
- **Target language:** compound adjectives: *old-fashioned, nine-hour, home-made, ice-cold, English-speaking, prize-winning, world-famous*

### Materials

- Unit 2 poster: *Extreme sports*
- Traffic light cards
- notebooks

### Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can use common adjectives to add detail to simple phrases or sentences (GSE 37).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36)

### Assessment for Learning (formative assessment)

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

### Starting the lesson

- Place the Unit 2 poster on the board and quickly review the vocabulary. Refer to *How to work with posters* (see page 18).
- Place students in groups of four and have them play *Ghost writing* (see page 21) with the Unit 2 vocabulary (*Extreme sports*).

### Presentation

- Explain that in this lesson students will read an adventure story.
- Ask *Do you like adventure stories? What adventure stories have you read?* and elicit answers.
- Write *Old-fashioned explorers* on the board. Ask *What things did old-fashioned explorers take with them on an adventure?* Students raise their hands to offer ideas.
- Elicit or explain the meaning of *old-fashioned*. Explain that this refers to something that isn't modern.

## Practice

### Class Book

**WOW! Book Club**

**1 Before you read** Today's Book Club text is an adventure story. Look and circle the options that describe an adventure story.

- 1 An adventure story is usually **exciting** / boring .
- 2 A **setting** / **character** is a person in a story.
- 3 There will usually be **one character** / **a few characters** in the story.
- 4 A place in a story is called a **setting** / **character** .

**2 Listen and read.** Why are the children happy that they aren't really old-fashioned explorers? **Because old-fashioned explorers didn't have mobile phones or helicopters to help people.**

### Old-fashioned explorers

Hussain was on a camping trip with his sisters, Rahaf and Nada. They put up their tent in a campsite near a small **wood**. The next morning, they woke up early to watch the **sunrise**. After they had eaten their **breakfast**, they looked in their guidebook. 'I think there's a bay on the other side of that valley. Shall we walk there and go for a swim?' 'Yes! Let's be old-fashioned explorers on an adventure!' said Rahaf. 'Good idea! We'll turn off our phones and use the map in the guidebook,' said Hussain. 'I brought Grandad's old compass with me!' said Nada. 'We can use it so that we don't get lost.'

After they had packed some food and ice-cold water, they started walking. 'We need to go north and then east, so it's this way,' said Nada, looking at the compass. After they had crossed the valley, they climbed up the hill on the other side. The scenery all around was beautiful. They started to walk down to the bay, but they hadn't got very far before Hussain stopped. He'd heard a man who was shouting for help. The man had fallen down the cliff! 'Help me!' the man cried. 'I've hurt my foot and I can't climb back up.' 'Don't worry,' shouted Rahaf, turning on her phone. 'We'll call for help.'

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### 1 Before you read

Today's Book Club text is an adventure story. Look and circle the options that describe an adventure story.

- Ask students to look at the pictures on pages 46 and 47.
- Students work in pairs to complete the activity in their notebooks.
- Use the Lollipop stick technique (see page 16) to check answers.

### 2 2.9 Listen and read. Why are the children happy that they aren't really old-fashioned explorers?

- Play the audio and have students read along in their Class Books.
- Tell students to note anything they don't understand in their notebooks as they read through the story. Explain where necessary.
- Ask students to write the answer in their notebooks.
- Check the answer as a class.
- Ask students questions to check comprehension: *What old-fashioned things did they take with them? (a map and a compass) What did they pack? (some food and ice-cold water) Did they use their phone? (yes) What for? (to call for help) What will the man do next time he goes hiking? (He won't go by himself and he'll take a phone.)*

## 2.9

**Old-fashioned explorers**

Hussain was on a camping trip with his sisters, Rahaf and Nada. They put up their tent in a campsite near a small wood. The next morning, they woke up early to watch the sunrise. After they had eaten their breakfast, they looked in their guidebook.

'I think there's a bay on the other side of that valley. Shall we walk there and go for a swim?'

'Yes! Let's be old-fashioned explorers on an adventure!' said Rahaf.

'Good idea! We'll turn off our phones and use the map in the guidebook,' said Hussain.

'I brought Grandad's old compass with me!' said

Nada. 'We can use it so that we don't get lost.'

After they had packed some food and ice-cold water, they started walking.

'We need to go north and then east, so it's this way,' said Nada, looking at the compass.

After they had crossed the valley, they climbed up the hill on the other side. The scenery all around was beautiful. They started to walk down to the bay, but they hadn't got very far before Hussain stopped.

He'd heard a man who was shouting for help.

The man had fallen down the cliff!

'Help me!' the man cried. 'I've hurt my foot and I can't climb back up.'

'Don't worry,' shouted Rahaf, turning on her phone.

'We'll call for help.'

After a two-hour wait, the children started to feel cold and were getting worried. It was nearly sunset.

'What are we going to do if no one comes?' said Rahaf to Nada.

But just then, they heard the sound of a helicopter. The children jumped and waved at the helicopter until the people saw them. After they had pulled the man to safety on a rope, they took him to a nearby hospital.

The children went to see the man in hospital and he thanked them for helping him. 'Next time, I won't go hiking by myself and I'll make sure I have my mobile phone with me.'

'It's good that we aren't really old-fashioned explorers,' said Hussain to his sisters later. 'They didn't have mobile phones or helicopters to help people.'

## Lesson 4

## Book Club

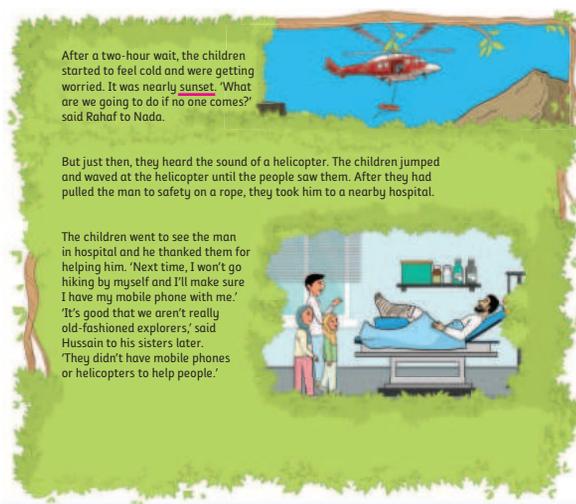
## 2

3 After you read Activity Book, page 30.

4 Act out a role play in groups of four.

Student A: pretend to be a journalist and ask the children about their experience.

Students B, C and D: pretend to be Hussain, Rahaf and Nada and tell the journalist about your experiences.



Activity Book, Unit 2  
Lesson 4

forty-seven 47

3 After you read Activity Book, page 30.

- Refer students to page 30 of their Activity Books. Explain that students can refer to their Class Books while they do Activities 1 and 2 individually. Activities 3, 4 and 5 can be done after Activity 4 in the Class Book.
- See the Activity Book section below for more instructions.

4 Act out a role play in groups of four.

- Place students in groups of four. Assign Student A, B, C and D to students in their groups.
- Make sure you assign Student A to the stronger students in class.
- Have students read the relevant roles for them.
- Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Give students time to practise their role plays.
- Monitor students, helping where necessary.
- Ask groups to act out their role play for the class.

Diversity

Support

- Help students plan the role plays as a class. Ask different students to suggest questions the journalist will ask. Write them on the board. Do the same for the answers.

Challenge

- Tell students to plan their role play in groups. They think of the questions the journalist will ask each person. They also plan the answers. Then they perform the role play once with their notes and then without their notes.

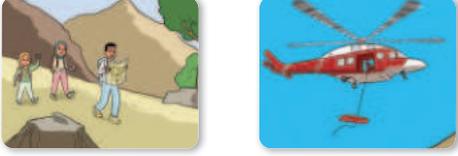
**Extra activity Critical thinking**

- Write *Old-fashioned explorers* and *Modern explorers* on the board. Students work in pairs and write lists for the equipment each type of explorer might take on an adventure. Ask for feedback and write their ideas on the board.

**Activity Book**

**WOW! Book Club**

1 **After you read** Read the adventure story on Class Book pages 46–47 again. Match the two parts of the sentences.



1 After the children had eaten breakfast, \_\_\_\_\_ a they started walking across the valley.  
 2 After they had packed some food, \_\_\_\_\_ b she used it to call for help.  
 3 After they'd walked across the valley, \_\_\_\_\_ c they looked in their guidebook.  
 4 After the man had hurt his foot, \_\_\_\_\_ d they took him to a nearby hospital.  
 5 After Rahaf had turned on her phone, \_\_\_\_\_ e he couldn't climb back up the cliff.  
 6 After the people had rescued the man, \_\_\_\_\_ f they decided to climb up the hill.

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

1 Where did the children decide to camp?  
*They decided to camp near a small wood.*

2 Why did they want to wake up early?  
*They wanted to see the sunrise.*

3 Whose compass did Nada bring?  
*She got the compass from her grandad.*

4 Why did Hussain stop walking to the bay?  
*He stopped because he heard a man shouting for help.*

5 How long did they wait for the helicopter?  
*They waited for two hours.*

6 What will the man remember next time?  
*He will remember to take his mobile phone with him.*

30 thirty

- 1 **After you read** Read the adventure story on Class Book pages 46–47 again. Match the two parts of the sentences.
- Students complete the activity individually.
  - Use the Lollipop stick technique (see page 16) to check answers.
- 2 **Answer the questions. Use complete sentences.**
- Students complete the activity individually.
  - Monitor to check students are writing complete sentences.
  - Check answers as a class and write them on the board.
- 3 **Read the Work with words box. Make compound adjectives with the words in the box.**
- Read the *Work with words* box aloud as students follow along in their Activity Books. Explain that this box explains how to form compound adjectives with a hyphen. Tell students that a compound adjective is made up of two or more words that

work together to describe a noun. These words are usually connected by a hyphen and we use them to make descriptions more concise. You might want to explain that not all compound adjectives have a hyphen.

- Students work individually and then compare answers with a partner.
- Check answers as a class.

**Lesson 4** **WOW! Book Club** 2

3 Read the *Work with words* box. Make compound adjectives with the words in the box.

**Work with words**

**Compound adjectives**  
 Some adjectives are formed from two words joined by a hyphen (-).

*old + fashioned = old-fashioned*  
*My dad has an old-fashioned radio from the 1960s.*

cold famous hour made speaking winning

1 nine-hour \_\_\_\_\_ 4 English-speaking \_\_\_\_\_  
 2 home-made \_\_\_\_\_ 5 prize-winning \_\_\_\_\_  
 3 ice-cold \_\_\_\_\_ 6 world-famous \_\_\_\_\_

4 **Read and complete the sentences with the compound adjectives from Activity 3.**

1 We took a nine-hour bus ride from Cordoba to Buenos Aires.  
 2 The USA is an English-speaking country.  
 3 The *Mona Lisa* is a world-famous painting by Leonardo da Vinci.  
 4 I felt really hot, so I drank an ice-cold glass of lemonade.  
 5 My uncle has a prize-winning camel. It has won lots of competitions.  
 6 I love my mum's home-made chocolate cake. It's delicious!

5 **Write sentences with compound adjectives that you know.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

thirty-one 31

- 4 **Read and complete the sentences with the compound adjectives from Activity 3.**
- Students complete the activity individually.
  - Use the Lollipop stick technique (see page 16) to check answers.
  - Check students have understood compound adjectives using the Traffic light cards technique (see page 16).
- 5 **Write sentences with compound adjectives that you know.**
- Students complete the activity individually.
  - Monitor students, helping where necessary.
  - Have students read aloud their sentences to the class.

**Finishing the lesson**

- Place students in pairs. Ask them to race to find all irregular Past simple verbs in the adventure story. They list the verb and its irregular Past simple form in their notebooks. The first pair to write all verbs first correctly wins.

# Vocabulary and Grammar

## Lesson 5, parts 1 and 2

### Objectives

- **Lesson aims:** to learn and use words related to geography; to learn and use the Past perfect
- **Target language:** *north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay*; *After they had eaten their breakfast, they looked in their guidebook. They hadn't got very far before Hussain stopped.*

### Materials

- Unit 2 flashcards (*north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay*)
- Grammar animation
- Traffic light cards
- notebooks
- dictionaries
- photocopyables 2, 7 and 11

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **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). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about an event in the past using fixed expressions, given a model (GSE 37).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

### Assessment for Learning (formative assessment)

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

## Lesson 5, part 1

### Starting the lesson

- Ask *What can you remember from the adventure story?* Students raise their hands to offer ideas.

### Presentation

- Explain that in this lesson students will learn words related to geography and how to use the Past perfect.
- Pre-teach the cardinal directions by drawing a compass on the board and labelling it *N, E, S* and *W*. Elicit *north, south, east* and *west*.
- Place the Unit 2 flashcards (Geography) on the board. Point and say the word. Students repeat after you.

### Practice

#### Class Book

#### Vocabulary and Grammar

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

north 2 south 9 east 12 west 3 sunrise 10 sunset 7 wood 6 field 5  
valley 7 scenery 4 tide 11 bay 8



2 Read the story in Lesson 4 again. How many words can you find from Activity 1?

48 forty-eight

1 2.10 Look and match. Then listen, check and repeat.

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

#### 2.10

1 sunset 2 north 3 west 4 scenery 5 field  
6 wood 7 valley 8 bay 9 south 10 sunrise  
11 tide 12 east

**Extra activity Critical thinking**

- Ask students to work in pairs and to write a list of other geographical features they know in English. Write their words on the board. Ask students to copy the list into their notebooks.

**2 Read the story in Lesson 4 again. How many words can you find from Activity 1?**

- Students read the story from Lesson 4 again and see how many of the words from Activity 1 they can find.
- Students check their answers in pairs.
- Check answers as a class by having students read aloud the sentences from the story.

Lesson 5, part 1 **Vocabulary and Grammar** 2

3 Think about the story in Lesson 4. Read and circle *T* (true) or *F* (false). Explain why.

- The children had breakfast and then they looked in their guidebook. T / F
- They packed food and water and then they started walking. T / F
- They climbed the hill and then they crossed the valley. T / F  
**They crossed the valley and then climbed the hill.**
- They pulled Hussain up on a rope and then they took him to hospital. T / F  
**They pulled the man up on a rope and took him to hospital.**

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

**Grammar**

**Past perfect**

After they **had eaten** their breakfast, they looked in their guidebook.

They **hadn't got** very far **before** Hussain stopped.

He **'d heard** a man who was shouting for help.

The man **had fallen** down the cliff!

We use the Past perfect to talk about something that happened **before** / **after** another event in the past.

We form the Past perfect with **have** / **had** + past participle.

5 Listen to Younis. Where did he and his dad put their tent? **on the beach**

6 Listen again and number the events in the correct order.

- They watched the sunset.
- They went to sleep, but were woken up suddenly.
- They went fishing and then cooked their dinner.
- They put up their tent and went for a walk.
- They told adventure stories and sang some songs.
- They took down the tent quickly and went home.

7 Look at what Muneera did yesterday. Take turns to say sentences using the Past perfect.

After Muneera had eaten breakfast, she went hiking in the woods.

9 am - eat / breakfast  
10 am - go / hiking in the woods  
11:30 am - walk / home with Aisha  
12:30 pm - eat / lunch in the bay  
2 pm - take / photos in the valley  
5 pm - watch / sunset  
5:30 pm - visit / grandma  
8 pm - have / dinner  
9 pm - go / bed

Activity Book, Unit 2  
Lesson 5, part 2 forty-nine 49

**3 Think about the story in Lesson 4. Read and circle T (true) or F (false). Explain why.**

- Students complete the activity individually in their notebooks.
- Tell students to focus on the sequence of events in the sentences in order to say if they are true or false.
- Monitor students, helping where necessary.
- Once they have finished, ask them to say why the false sentences are false or they can explain why in their notebooks.
- Use the Lollipop stick technique (see page 16) to check answers. Write the reasons why on the board.

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

- Play the Grammar animation.
- Ask students to read the grammar table quietly.
- Students complete the activity individually in their notebooks and then compare answers in pairs.
- Explain that we use the Past perfect to describe an action that happened before another action in the past (we use the Past simple for the later action). Tell students that the Past perfect helps to show the order of events clearly and that we often use it in stories and when talking about past experiences.
- Ask students to look at *before* and *after* in the table. Tell them that we use *after* and the Past perfect to talk about an action that happened later than something else, e.g. *We had dinner after Dad had arrived* (Dad arrived, then we had dinner).
- Explain to students that we can use *before* with the Past simple or the Past perfect to talk about an action that happened earlier than something else.
- Check students have understood the grammar using the Traffic light cards technique (see page 16).
- Tell students to write down the correct rules in their notebooks. Have students check each other's work.

**5 2.11 Listen to Younis. Where did he and his dad put their tent?**

- Ask students if they have ever been camping.
- Play the audio. Students write the answers their notebooks.
- Check the answer as a class.

**2.11 & 2.12**

My dad and I had an exciting adventure last Friday! We went camping in a beautiful bay, which is not far from where we live. After we had put up our tent on the beach, we went for a walk in the hills around the bay. Then we went fishing to catch some food for our dinner. We cooked the fish over the campfire and then we told adventure stories and sang some songs. After we had watched the sunset, we went straight to sleep. Then suddenly I was woken up by the sound of the waves against the tent. The tide had come in and we were nearly in the sea! I woke my dad up and we quickly took down the tent, packed up the car and drove home. We were a bit wet and cold but after we had got home and had a hot drink, we started laughing about our adventure. We've decided we'll go to a campsite next time!

**6 2.12 Listen again and number the events in the correct order.**

- Tell students to read the sentences first.
- Play the audio again.
- Students complete the activity individually in their notebooks and then compare their sentences with a partner.

# Vocabulary and Grammar

- Use the Lollipop stick technique (see page 16) to check answers.
- **Extension** Students write sentences in their notebooks about what Younis did, using the Past perfect. Write an example on the board: *After they had put up their tent, they went for a walk.*

## 7 Look at what Muneera did yesterday. Take turns to say sentences using the Past perfect.

- Ask a student to read aloud the example sentence. Ask the class which part of the sentence is in the Past perfect (*After Muneera had eaten ...*).
- Do the next sentence as a class.
- Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Students work individually to complete the remaining sentences in their notebooks.
- Monitor students, helping where necessary.
- Place students in pairs and have them take turns to say their sentences to each other.

**Answer key** After she had gone hiking in the woods, she walked home with Aisha. After she had walked home with Aisha, she ate lunch in the bay. After she had eaten lunch in the bay, she took photos in the valley. After she had taken photos in the valley, she watched the sunset. After she had watched the sunset, she visited her grandma. After she had visited her grandma, she had dinner. After she had had dinner, she went to bed.

### Diversity

#### Support

- Use the Expert envoy technique (see page 16) when pairing students.

#### Challenge

- Play a speed game. Give students two minutes to say all the sentences.

## Finishing the lesson

- Play *Draw the word* (see page 20) using the Unit 2 flashcards (Geography) as prompts.

## Lesson 5, part 2

### Starting the lesson

- Place students in pairs. Ask one student to choose a past event, e.g. *going to bed*. Their partner has to guess what they had done before that by forming Past perfect sentences, e.g. *When you went to bed, you had had a shower*. The other student confirms the sentence or provides a correction. They continue working backwards to see how many true statements they can create.

### Practice

#### Activity Book

### Vocabulary and Grammar

**1** Look, read and complete.



The cows are in the field.



You can watch the sunrise in the morning.



I love swimming in the bay.



The house is next to a small wood.



You can watch the sunset in the evening.



Our town is located in a beautiful valley.

**2** Listen. In which dialogue do you hear these words? Write 1 or 2. There are two words you do not need.

directions	
north	east <b>2</b>
south <b>1</b>	west <b>1</b>
places	
bay <b>1</b>	valley <b>2</b>
field <b>1</b>	wood <b>2</b>
things	
scenery <b>2</b>	sunset
sunrise <b>2</b>	tide <b>1</b>

32 thirty-two

### 1 Look, read and complete.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 16) to check answers.

### 2 Listen. In which dialogue do you hear these words? Write 1 or 2. There are two words you do not need.

- Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Play the audio.
- Check answers as a class.

- Play the audio again. Ask students to draw two maps in their notebooks, based on the instructions in the audio.

## 2.13

**1 Boy:** Hi, Majid. Do you know anywhere to go for a really nice long walk? My grandparents are coming to stay at the weekend and they love walking.

**Majid:** Yes, I know a lovely long walk. Here, look at the map. Walk south on this path for 200 metres. Then turn west across the big field. Continue on the path until you come to the bay. The best time to go there is in the evening. It's beautiful! But be careful if you go swimming. The tide is very strong, and it can be dangerous.

**Boy:** That sounds lovely. Thanks, Majid. I'm sure my grandparents will love it!

**2 Girl:** Where did you go camping at the weekend, Ruba?

**Ruba:** Oh, let me show you on the map. Come out of the village and go east until you come to the small wood. Go through the wood and continue walking for two kilometres. Then you come to a small valley, and that's where the campsite is. I think the scenery there is wonderful. I love camping there so I can get up early and see the sunrise.

**Girl:** It sounds like a really beautiful place.

### 3 Read and complete the sentences with the Past perfect form of the verbs in the box.

- Remind students how we form the Past perfect and what we use it for. Write the form on the board if necessary.
- Students complete the activity individually.
- Check answers as a class.

### 4 Read the text. Then write sentences in the Past perfect.

- Ask a volunteer to read aloud the text.
- Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Students complete the activity individually and then compare their sentences with a partner.
- Invite students to read aloud their sentences to the class.

## Grammar practice

### 3 Read and complete.

- Refer students to the Grammar practice on page 61 of their Activity Books.
- Students complete the activity individually.
- Check answers as a class.
- Refer to page 192 of the Teacher's Book for answers.

## Lesson 5, part 2

## Vocabulary and Grammar

2

## Past perfect

3 Read and complete the sentences with the Past perfect form of the verbs in the box.

check eat leave start take watch

- 1 After I had checked my compass, I walked north.
- 2 My friends and I had watched the sunrise before we had breakfast.
- 3 After Amirah had taken some photos of the scenery, she posted them online.
- 4 The bus had left before I noticed that I didn't have my backpack with me.
- 5 After the campers had started the fire, they cooked burgers for dinner.
- 6 Mazin had eaten his lunch before he started hiking back home.

4 Read the text. Then write sentences in the Past perfect.

Ahmed arrived at the beach. Then, he went for a swim. Then, he put up his umbrella. Next, he read a magazine. Then, he ate a sandwich. After that, he took some photos.

- 1 (after / beach / swim)  
After Ahmed had arrived at the beach, he went for a swim.
- 2 (after / swim / umbrella)  
After he had gone for a swim, he put up his umbrella.
- 3 (before / umbrella / magazine)  
He had put up his umbrella before he read a magazine.
- 4 (after / read / eat)  
After he had read a magazine, he ate a sandwich.
- 5 (before / sandwich / photos)  
He had eaten a sandwich before he took some photos.

Go to Grammar practice on page 61. thirty-three 33

### 4 Read and complete the sentences with the Past simple and the Past perfect.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 16) to check answers.
- Refer to page 192 of the Teacher's Book for answers.

### Extra activity Fast finishers

- Students write and define the new words from Lesson 5 in their notebooks.

## Word list

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

## Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students *What did you do after you had eaten breakfast this morning?* Ask students to answer using complete sentences.

### Extra activity Photocopiables 2, 7 and 11

- Ask students to do photocopiables 2, 7 and 11.

# Culture

## Lesson 6, parts 1 and 2

### Objectives

- **Lesson aims:** to learn about unusual sports; to make a poster about an unusual sport for PE lessons
- **Target language:** *bottom, halves, bamboo, stick, opponent, tricks*

### Materials

- Culture video
- Project video
- Traffic light cards
- notebooks
- a world map
- photocopiable 14

### 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). 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 give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can describe similarities between two things (e.g. two sports) in simple connected text, given a model (GSE 42).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16); Two stars and a wish technique (see page 16)
- 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)

## Lesson 6, part 1

### Starting the lesson

- Tell students they have one minute to write down as many extreme sports words from Lesson 1 as they can remember in their notebooks. Repeat with the geography words from Lesson 5.

### Presentation

- Explain that in this lesson students will learn about unusual sports, and make a poster about an unusual sport for PE lessons.
- Ask students to find the UK, Australia, China and America on a map. Use an online map if available.

### Culture notes

- Underwater hockey is also called Octopush. Players hold their breath when they dive under water. They wear a diving mask, snorkel and flippers.
- China's Guizhou province, where bamboo drifting originated, used to flood often, which made it difficult to get around. Bamboo grew in abundance in the area, so locals would chop down logs of bamboo and drift on them down the river.
- Cycleball is also called Raddball. The bikes had fixed gears and no brakes. The first world championship took place in 1929.

### Practice

#### Class Book

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

## Ready for something new?

Have you ever thought about doing a new sport? What about trying one of these unusual ones?

**Underwater hockey**



This sport was first played in the UK in the 1950s and is now popular in Australia, America and lots of other countries, too. It's a game of hockey which is played at the bottom of a swimming pool. There are two teams of six players who play two 15-minute halves with a 3-minute break. Players try to score by hitting the puck (the flat 'ball') with their stick into the goal.

**Bamboo drifting**



This sport was started about one thousand years ago in China. People got the idea from watching workers who used to travel down the river on bamboo. You have to stand on a long piece of bamboo, about 9 metres long, on the river, and use a long thin stick to help you move through the water. You race your opponent down the river. As well as racing, some people do beautiful dancing on the bamboo.

**Cycleball**



This sport was started in America in 1893 by Nicholas Kaufman, who had learned to do tricks on his bike. Cycleball is football played on bikes! It is usually played with two players on each team, but you can also have five or six people on each team. You can only move the ball using your bike. You mustn't use your feet or hands. The cycleball World Cup is played every year and many countries now take part.

**Fact**

Polo is a team game played on horses with a stick and a ball. You can play it on bicycles, too!

- Before you read** Look at the photos. Which sport would you most like to try and why?
- Listen and read.**
- After you read** Activity Book, page 34.
- Work in pairs.** Find things that are the same and different.
 

Underwater hockey and cycleball are both team sports.

In underwater hockey and bamboo drifting, you use a stick, but in cycleball you use a bike.

**Find out more!** Watch the video.

50 fifty Activity Book, Unit 2 Lesson 6, part 1

### 1 Before you read Look at the photos. Which sport would you most like to try and why?

- Students discuss in pairs for one minute. Then ask for class feedback. Ask students to give reasons for their answers.

**Key words search**

Underwater hockey, Bamboo drifting, Cycle ball (search images too)

**2 2.14 Listen and read.**

- Write the following words on the board: *bottom, halves, bamboo, stick, in charge, tricks*. Elicit or explain their meanings: *bottom: the lowest part of something; halves: the two equal time periods in a sport; bamboo: a tall plant that grows fast and has got a hard stem; stick: a thin piece of wood that has fallen from a tree; opponent: someone you play against in a sport or game; tricks: clever actions or moves that surprise or entertain people.*
- Play the audio and have students read along in their Class Books.
- Ask questions to check comprehension: *Which sports started over one hundred years ago? (cycleball and bamboo drifting) In which sports do you hit something? (underwater hockey and cycleball) Where did people get the idea for bamboo drifting from? (By watching workers use bamboo to travel down the river.)*

**2.14****Ready for something new?**

Have you ever thought about doing a new sport? What about trying one of these unusual ones?

**Underwater hockey**

This sport was first played in the UK in the 1950s and is now popular in Australia, America and lots of other countries, too. It's a game of hockey which is played at the bottom of a swimming pool! There are two teams of six players who play two 15-minute halves with a 3-minute break. Players try to score by hitting the puck (the flat 'ball') with their stick into the goal.

**Bamboo drifting**

This sport was started about one thousand years ago in China. People got the idea from watching workers who used to travel down the river on bamboo. You have to stand on a long piece of bamboo, about 9 metres long, on the river, and use a long thin stick to help you move through the water. You race your opponent down the river. As well as racing, some people do beautiful dancing on the bamboo.

**Cycleball**

This sport was started in America in 1893 by Nicholas Kaufman, who had learned to do tricks on his bike. Cycleball is football played on bikes! It is usually played with two players on each team, but you can also have five or six people on each team. You can only move the ball using your bike. You mustn't use your feet or hands. The cycleball World Cup is played every year and many countries now take part.

**Extra activity Critical thinking**

- Students work in pairs and write down three things that they didn't know before they read the text.

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

- Refer students to page 34 of their Activity Books. Students complete Activities 1 and 2 individually. Activities 3 and 4 can be done after Activity 4 in the Class Book.
- See the Activity Book section below for more instructions.

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

- Place students in pairs and have them discuss the things that are the same and different for one minute.
- Students then describe the similarities and differences in their notebooks individually.
- Monitor students, helping where necessary.
- Ask volunteers to read aloud their descriptions.

**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**



**Wow! Culture**

Lesson 6, part 1

- 1 **After you read** Read the text on Class Book page 50 again. Read and complete the sentences. Write one word in each space.
  - 1 Underwater hockey is a water sport that is played in many different countries around the world.
  - 2 A game of underwater hockey is 30 minutes long, with a 3-minute break in the middle.
  - 3 In bamboo drifting, people stand on a piece of bamboo which is about nine metres long.
  - 4 Bamboo drifting opponents race down the river as fast as they can.
  - 5 Nicholas Kaufman started cycleball in America in 1893.
  - 6 Many countries take part in the cycleball World Cup, which is a game of football played on bikes.
- 2 Read the sentences and circle T (true) or F (false). Then explain your answers.
 

<ol style="list-style-type: none"> <li>1 Underwater hockey matches are played by twelve people. <span style="float: right;">T / F</span></li> <li>2 Underwater hockey was first played in Australia. <span style="float: right;">T / F</span></li> <li>3 Only dancers can play the sport of bamboo drifting. <span style="float: right;">T / F</span></li> </ol>	<ol style="list-style-type: none"> <li>4 Players use a short stick for bamboo drifting. <span style="float: right;">T / F</span></li> <li>5 Cycleball teams don't always have two players. <span style="float: right;">T / F</span></li> <li>6 Cycleball players can move the ball with their hands. <span style="float: right;">T / F</span></li> </ol>
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*There are two teams of six players. Players use a long thin stick for bamboo drifting. It was first played in the UK. two, five or six players on each team. Some people do beautiful dances on the bamboo. only move the ball using their bikes.*
- 3 Listen to a report about another unusual extreme sport. Complete the text.
 



Zorbing is an unusual <sup>1</sup> outdoor sport that people do on hills in <sup>2</sup> large fields. They get inside a big ball called a zorb. It's made of clear <sup>3</sup> plastic. After they get inside, people roll down the hill as fast as they can. Zorbs are usually about <sup>4</sup> three/3 metres across and only one person can fit inside. Some people enjoy competing in zorb <sup>5</sup> racing to see who is the fastest. Other people only go zorbing for <sup>6</sup> fun. You can go zorbing on <sup>7</sup> water like lakes and swimming pools. Does that sound <sup>8</sup> exciting to you?
- 4 **Work in groups.** Choose one of the unusual sports in the box and find answers to the questions. Write about your unusual sport.
 

- 1 Where do people play the sport?
  - 2 What do the players have to do?
  - 3 What is needed to play the sport?
  - 4 What rules must people follow?
  - 5 What do you think of the sport?

bed racing   bossaball   camel jumping  
dhow racing   falconry   ostrich racing

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**1 After you read** Read the text on Class Book page 50 again. Read and complete the sentences. Write one word in each space.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 16) to check answers.

**2 Read the sentences and circle T (true) or F (false). Then 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 example answer as a class. Ask them to look at the text in the Class Book and underline the sentence or sentences that confirm that the answer is true (*There are two teams of six players ...*).
- Pairs write why the remaining sentences are true or false in their notebooks by going through the text in the Class Book and underlining sections to confirm their answers.
- Check explanations as a class.

**2.15 Listen to a report about another unusual extreme sport. Complete the text.**

- Point to the picture and ask students to describe what they can see.
- Tell them that they are going to listen to a report about an extreme sport.
- Ask students to read the text first and predict the answers. Elicit or explain any unknown words.
- Play the audio and have students complete the missing words in the text individually.
- Play the audio again, pausing after each gap, for students to check answers.

**2.15**

Zorbing is an unusual outdoor sport that people do on hills in large fields. They get inside a big ball called a zorb. It's made of clear plastic. After they get inside, people roll down the hill as fast as they can. Zorbs are usually about three metres across and only one person can fit inside. Some people enjoy competing in zorb racing to see who is the fastest. Other people only go zorbing for fun. You can go zorbing on water like lakes and swimming pools. Does that sound exciting to you?

**4 Work in groups.** Choose one of the unusual sports in the box and find answers to the questions. Write about your unusual sport.

- 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**

- Say sentences about the text in the first part of the lesson. Students say whether they are true or false. e.g. *Underwater hockey was first played in Australia. (false) In underwater hockey, players hit a puck to score goals. (true) Bamboo drifting is 100 years old. (false) Cycleball was invented in the UK. (false)*, etc.

**Project**

**Lesson 6, part 2**

**Project**

Make a poster about an unusual sport for PE lessons.

- 1 Watch the video.
- 2 Your school plans to start an unusual sport next year and has asked students for ideas. In groups, choose a sport that you would like to try.
- 3 Choose three or four sports that you would like to include.
- 4 Decide who will research to find out:
  - the history of the sport
  - the rules
  - some interesting information.
- 5 Write about the sports you have chosen.
  - 1 Write a description of each sport on small pieces of paper.
  - 2 Find photos or pictures.
  - 3 Glue your sports onto the poster.
  - 4 Glue your photos beside the sports.
- 6 Present the information to the rest of the class.
 

**tip: Writing**

Choose all your words carefully and include lots of information to make your description clear.
- 7 Take a class vote to decide which sport is the most interesting and fun.
 

**tip: Speaking**

When you present your poster to the class, remember to smile and speak with enthusiasm.

**An unusual sport for PE lessons**

**Tchoukball**  
Tchoukball was first played in Switzerland in the 1970s. It is played indoors by two teams of seven players. Players try to score by throwing the ball on the goal. It is called tchoukball because the ball makes a tchouk sound when it hits the goal net. You can also play beach tchoukball or wheelchair tchoukball.

**Sepak takraw**  
This sport started in Southeast Asia in the 1400s. It is played by two teams of two to four players. You can use your feet, head, knees and chest to touch the ball, but you can't use your hands. It is sometimes called kick volleyball.

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**Make a poster about an unusual sport for PE lessons.**

**1 Watch the video.**

- Tell students that they are going to watch a video about the Project.
- Play the video (see *How to work with videos* on page 18).
- Ask students if they have any questions afterwards.

- Before they start, tell students that they have the option of creating a digital version of the project, such as an animation, video, infographic, digital poster, or any other suitable format, provided that the necessary technology and internet access are available.

**2 Your school plans to start an unusual sport next year and has asked students for ideas. In groups, choose a sport that you would like to try.**

- Ask students what sports they usually do in PE lessons at school.
- Tell students they are going to decide on an unusual sport to do for PE lessons.
-  Place students in groups of three. Make sure there is an Expert envoy (see page 16) in each group.
- Groups decide on unusual sports they would like to do.
- Monitor to make sure all group members are contributing and encouraging others to join in.

**3 Choose three or four sports that you would like to include.**

-  Students choose the top three or four unusual sports they would like to include on their posters.

**4  Decide who will research to find out:**

- Students decide in their groups who will find out each piece of information about the unusual sport they chose.

**5  Write about the sports you have chosen.**

- Read the *Writing tip* box and ask students to look at the model poster at the bottom of the page.
- Invite a volunteer to read the instructions aloud.
- Tell students to refer to the *Writing tip* and the model poster while making their own posters.
-  Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Monitor students, making sure they are following the instructions.

### Diversity

#### Support

- Have students find useful words and grammar in the texts that they can use for their posters. Write their ideas on the board.

#### Challenge

- Students refer to the texts in their Class Books for help with vocabulary and grammar.

**6 Present the information to the rest of the class.**

- Read the *Speaking tip* box to students.
- Have each group present their poster 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 posters presented.

**7 Take a class vote to decide which sport is the most interesting and fun.**

- Have the class vote for the most unusual sport presented.

### Finishing the lesson

-  Refer students to the Learning diary (see page 16). Tell students to make a few notes about what they've learned 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 to ask and say what you prefer; to learn and practise sentence stress of the contracted form 'd in the Past perfect
- **Target language:** *Would you rather go caving or abseiling? I'd rather go caving. I think we should go paragliding.*

#### Materials

- Unit 2 flashcards (Extreme sports)
- Unit 2 poster: *Extreme sports*
- English in action video
- Traffic light cards
- notebooks
- 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).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can act out a simple role-play or dialogue with correct intonation (GSE 41).

#### Assessment for Learning (formative assessment)

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

### Lesson 7, part 1

#### Starting the lesson

- Write *Adventure holiday activities* on the board. Using the Lollipop stick technique (see page 16), ask students to say a holiday activity.
- Review the vocabulary from Lesson 1 with the Unit 2 flashcards (Extreme sports) or poster (refer to *How to work with posters* on page 18) and then play a quick game of *Catch and say it!* (see page 20).

#### Presentation

- Explain that in this lesson students will learn to ask and say what they prefer, and then practise sentence stress with the Past perfect.

- Ask students to raise their hands to say which activity from the *Starting the lesson* activity they prefer and why.

#### Practice

##### Class Book

**English in action**  
Asking and saying what you prefer

Watch or listen and read. Answer the questions.

- 1 What are Lucas and Frank talking about? **what activities to do on each day of their adventure holiday**
- 2 Do they choose to do the same things every day? **No, they don't.**

I'm really looking forward to our adventure holiday. There are so many different activities to choose from. So, on day one, would you prefer to go rock climbing or horse riding?

Oh, that's difficult! I think we should go horse riding. What do you think?

Yes, I agree. I've always wanted to try that. Let's have a look at day two. Would you rather go hiking or diving?

I'd rather go hiking. I'm a bit scared of going underwater.

Oh, I think I'd rather go diving on day two. That's OK. We can choose different things if we want to!

What about day three?

Let's have a look. Should we go abseiling or mountain biking?

Well, I've been mountain biking before, so I think we should try abseiling.

Yes, I think that sounds very exciting! I can't wait!

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#### 2.16 Watch or listen and read. Answer the questions.

- Ask students to look at the picture and ask what kind of book the children are looking at (a holiday magazine/brochure).
- Play the video or audio for students to watch or listen and read. Ask students which of the activities mentioned they most like to do.
- Play the video or audio again and have students write the answers in their notebooks.
- Use the Lollipop stick technique (see page 16) to check answers.

## 2.16

- Lucas:** I'm really looking forward to our adventure holiday. There are so many different activities to choose from. So, on day one, would you prefer to go rock climbing or horse riding?
- Frank:** Oh, that's difficult! I think we should go horse riding. What do you think?
- Lucas:** Yes, I agree. I've always wanted to try that. Let's have a look at day two. Would you rather go hiking or diving?
- Frank:** I'd rather go hiking. I'm a bit scared of going underwater.
- Lucas:** Oh, I think I'd rather go diving on day two. That's OK. We can choose different things if we want to!
- Frank:** What about day three?
- Lucas:** Let's have a look. Should we go abseiling or mountain biking?
- Frank:** Well, I've been mountain biking before, so I think we should try abseiling.
- Lucas:** Yes, I think that sounds very exciting! I can't wait!

- Place students in pairs. Have them read the dialogue again and answer the questions in their notebooks. Tell them to refer to the *Say it!* box to help them.
- Check answers as a class.
- **Extension** Students practise reading aloud the dialogue in pairs.

3 **Act out dialogues with your partner. Then swap roles and repeat. Use the *Say it!* box to help you.**

- Place students in pairs and assign them Student A and Student B.
- Ask them to read their role-play cards (Student B will need to turn round their book). Elicit or explain any unknown words.
- Have two volunteers read aloud the example in speech bubbles.
- Explain that Students A ask the questions first and Students B respond. They then swap roles and repeat.
- Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Monitor for correct use of language and pronunciation.
- When they have finished, ask different pairs to act out one question each for the class.

## Lesson 7, part 1

## 2

- 2 Read the dialogue again. What three choices does Lucas give Frank? What does he prefer? Use the *Say it!* box to help you. **Rock climbing or horse riding, hiking or diving, abseiling or mountain biking**



## Asking what someone prefers

Would you rather go caving or abseiling?  
Would you prefer to go skateboarding or surfing?  
Should we go paragliding or play tennis?

## Saying what you prefer

I'd rather go caving.  
I'd prefer to go surfing.  
I think we should go paragliding.

He prefers horse riding, hiking and abseiling.

- 3 **Act out dialogues with your partner. Then swap roles and repeat. Use the *Say it!* box to help you.**

**Student A**  
Ask Student B three questions about what they would prefer to do.  
• stay in a field at a campsite or stay in a hotel in a bay?  
• go hiking in a wood or in a valley?  
• watch the sunrise or the sunset?  
Tell Student B what you would prefer to do.

**Student B**  
Tell Student A what you would prefer to do.  
Now ask Student A three questions about what they would prefer to do.  
• mountain bike or skateboard?  
• go horse riding or diving? or walk in a wood or up a mountain?

Would you rather stay in a field at a campsite or stay in a hotel in a bay?



I'd rather stay in a hotel in a bay.



## Pronunciation

- 4 Listen and say. Which words are stressed? Which part of the Past perfect tense is stressed?

After he'd finished his game, he went home.  
After they'd paraglided, they ate lunch.  
After we'd watched the sunset, we went to bed.  
After I'd walked up the hill, I saw the bay.



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

2 **Read the dialogue again. What three choices does Lucas give Frank? What does he prefer? Use the *Say it!* box to help you.**

- Refer students to the *Say it!* box. Read aloud the sentences and have students repeat as a class. Explain meanings if necessary.

## Diversity

## Support

- Read aloud the role-play cards for Student A and B to the class before students do the pairwork. Explain meanings if necessary.

## Challenge

- Students read through their instructions quietly to themselves before doing the activity.

## Extra activity Critical thinking

- Students think of two things you can choose between from other topics (sports, hobbies, food, books, board games, works of art, etc.). Using the Lollipop stick technique (see page 16), choose one student to ask and another to answer.

## Pronunciation

4 **2.17 Listen and say. Which words are stressed? Which part of the Past perfect tense is stressed?**

- Explain that stressed words are those that we emphasise more than others when speaking. These words are usually important for meaning (e.g. nouns, verbs, etc.); they help listeners understand what's important and makes speech sound more natural.
- Play the audio once all the way through. Play it again and pause after each sentence for students to repeat, making sure they use the correct intonation.

- Play the audio a third time and have students circle the stressed words in their notebooks.
- Write the sentences on the board and ask volunteers to circle the stressed words.
- Ask *Which part of the Past perfect tense is stressed?* (the past participle).
- **Extension** If possible, record individual students' pronunciation of one sentence and have them listen and check themselves.

2.17

After he'd finished his game, he went home.  
 After they'd paraglided, they ate lunch.  
 After we'd watched the sunset, we went to bed.  
 After I'd walked up the hill, I saw the bay.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students *Who could you talk to about what you prefer? When/Where could you ask someone what they prefer?* Ask them to raise their hands to answer.

Lesson 7, part 2

Starting the lesson

- Play the audio from the first part of the lesson (2.17) and have students repeat chorally. Ask them to say which of the words in each sentence are unstressed.

Practice

Activity Book

Lesson 7, part 2

English in action 2  
 Asking and saying what you prefer

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

Should we go abseiling or caving? I think that sounds excellent!  
 Would you prefer to go horse riding? I'd rather go paragliding.  
 There are so many activities we can do. I'd rather go caving on day two.

Osama: I'm really looking forward to our activity holiday.  
 Hazim: Me too! <sup>1</sup> *There are so many activities we can do.*  
 Osama: So, on day one, would you rather go paragliding or surfboarding?  
 Hazim: Oh, that's easy! <sup>2</sup> *I'd rather go paragliding.* And you?  
 Osama: I agree with you. I've always wanted to try that.  
 Hazim: Let's have a look at day two. <sup>3</sup> *Should we go abseiling or caving?*  
 Osama: I think we should go abseiling. I'm nervous about caving.  
 Hazim: Really? <sup>4</sup> *I'd rather go caving on day two* but we can do different things.  
 Osama: What about day three?  
 Hazim: Let's have a look. <sup>5</sup> *Would you prefer to go horse riding* or go-karting?  
 Osama: Well, I've been go-karting before, so I'd prefer to try horse riding.  
 Hazim: <sup>6</sup> *I think that sounds excellent!* I can't wait!

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

1 A: Should we play basketball or \_\_\_\_\_?  
 B: I think we should \_\_\_\_\_.

2 A: Would you rather \_\_\_\_\_ or \_\_\_\_\_?  
 B: I'd rather \_\_\_\_\_.

3 A: Should we \_\_\_\_\_ or \_\_\_\_\_?  
 B: I think we should \_\_\_\_\_.

4 A: Would you prefer to \_\_\_\_\_ or \_\_\_\_\_?  
 B: I'd prefer to \_\_\_\_\_.

Pronunciation

3 Listen and match. Then listen and repeat. Then practise with your partner.

1 I'd finished eating breakfast a before they gave it to the teacher.  
 2 After we'd cycled for an hour, b before we went to the gift shop.  
 3 They'd checked their work c I played a computer game.  
 4 After I'd finished the housework, d they took a bus to the hotel.  
 5 We'd visited the whole museum e before I left home for school.  
 6 After they'd arrived in Muscat, f we had a break to drink some water.

thirty-five 35

2.18 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 in pairs.
- Monitor students, helping where necessary.

**2.18**

- Osama:** I'm really looking forward to our activity holiday.
- Hazim:** Me too! There are so many activities we can do.
- Osama:** So, on day one, would you rather go paragliding or surfboarding?
- Hazim:** Oh, that's easy! I'd rather go paragliding. And you?
- Osama:** I agree with you. I've always wanted to try that.
- Hazim:** Let's have a look at day two. Should we go abseiling or caving?
- Osama:** I think we should go abseiling. I'm nervous about caving.
- Hazim:** Really? I'd rather go caving on day two, but we can do different things.
- Osama:** What about day three?
- Hazim:** Let's have a look. Would you prefer to go horse riding or go-karting?
- Osama:** Well, I've been go-karting before, so I'd prefer to try horse riding.
- Hazim:** I think that sounds excellent! I can't wait!

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

- Students work individually to complete the dialogues.
- Monitor students, checking and correcting their answers where necessary.
-  Place students in pairs and have them act out each other's dialogue.
- Ask different pairs to act out their dialogues for the class.

## Pronunciation

**3**   **2.19 Listen and match. Then listen and repeat. Then practise with your partner.**

- Remind students that we stress some words more than others in sentences.
- Play the audio and have students match the sentence halves.
- Play the audio again for students to repeat.
-  Place students in pairs and have them practise saying the sentences. Monitor for correct sentence stress and pronunciation of the contraction 'd.

**2.19**

- 1 I'd finished eating breakfast before I left home for school.
- 2 After we'd cycled for an hour, we had a break to drink some water.
- 3 They'd checked their work before they gave it to the teacher.
- 4 After I'd finished the housework, I played a computer game.
- 5 We'd visited the whole museum before we went to the gift shop.
- 6 After they'd arrived in Muscat, they took a bus to the hotel.

### Extra activity Fast finishers

- Students read the dialogue in Activity 1 and find all the phrases for asking and saying what you prefer.

### Finishing the lesson

-   Use the Summative and thought-provoking questions technique (see page 16) to ask students to tell you what they have learned 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 and understand brochures and adverts
- **Target language:** *perfect, terrific, stunning, gentle, expert*

#### Materials

- notebooks
- Traffic light cards
- True/False response cards
- photocopiable 20

#### Global Scale of English (GSE)

- **Reading:** Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55). Can get the gist of short factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).
- **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 16); Traffic light cards technique (see page 16); True/False response cards technique (see page 16)
- Peer learning: pairwork; groupwork; Three facts and a fib technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolios (see page 16)

### Lesson 8, part 1

#### Starting the lesson

- Write *Dangerous* on the board. Ask *What other adjectives do you know that describe extreme sports?* Students think of ideas in pairs and then tell the class.

#### Presentation

- Explain that in this lesson students will read a brochure about different types of holidays.

- Draw students' attention to the words in the *Words in context* box (see also the Diversity box below): *perfect, terrific, stunning, gentle* and *expert*. Write them on the board and ask students to find them in the text. Ask students to say what part of speech they are and how they know. (They are adjectives; we know because they go before the nouns that they describe.) Elicit or explain their meanings:  
*perfect: without anything wrong*  
*terrific: excellent*  
*stunning: beautiful to look at*  
*gentle: easy, not steep*  
*expert: knowing a lot about something*

#### Practice

##### Class Book

Lesson 8, part 1

### Literacy: brochures and adverts

**Reading**

1 **Before you read** Read the text quickly in just one minute. What is this text and why was it written?

- It's a brochure which is trying to get you to go on an adventure holiday.
- It's a story which is describing someone's adventure holiday.
- It's a text book which is teaching you about different parts of the world.

2 **Listen and read.**

**MAKE YOUR NEXT HOLIDAY AN ADAMS' ADVENTURE!**

**EXTREME SPORT ADVENTURES**  
You can't describe the feeling of excitement when you do an extreme sport for the first time. Once you try it for yourself, you'll keep coming back for more! You can go diving in Australia, mountain biking in Mexico or sandboarding in Oman. We have the **perfect** extreme sports holiday for you. Choose from many **terrific** activities in all parts of the world.

**SAFARI ADVENTURES**  
Have you ever dreamed of seeing a lion or tiger where it lives, in its natural habitat? Then come and enjoy yourself on one of our **stunning** safari adventures. Go and see lions, elephants and rhinos in Africa or tigers in India or oryxes in Oman. All our tour groups are small, which means you can get close to the animals and have an experience you'll never forget.

**CLIMBING ADVENTURES**  
Do you want to climb to the top of the world? Then choose one of our climbing adventures. We have trips for everyone, from **gentle** hill climbing in the Salalah Mountains in Oman to rock climbing in Spain or mountain climbing in the Himalayas in Nepal. All our climbing adventures are run by **expert** climbers, so you're always safe.

**POLAR ADVENTURES**  
Imagine watching a polar bear walking across the sea ice in the Arctic or a huge group of penguins keeping themselves warm in the Antarctic. These amazing, icy worlds are not very far away. You can see them on our polar adventures.

After we'd tried these adventure holidays, we didn't want to go anywhere else! Areej, Muscat.

**Words in context**

perfect   terrific   stunning   gentle   expert

3 **After you read** Read and choose the best adventure holiday for each person.

Climbing Adventures	Polar Adventures	Extreme Sport	Safari Adventures
1 "My name is Thuriya. I love watching extreme sports, but I'm not very sporty. I would really like to go on a holiday where I can go hiking, maybe in a valley or across some green hills."	2 "I'm Bushra. I love animals! I went to Africa last year and I saw lions and gorillas. It was amazing! Next time I go on holiday, I'd really like to see polar bears or penguins."	3 "My name's Laith. I like holidays where I can try lots of different activities, things like abseiling or surfing. I'm scared of high places though, so I won't go climbing."	4 "I'm Juma. I enjoy going on holiday to places I've never been before. Last year, I went to the Antarctic. Next year, I'd like to go somewhere warm where I can see interesting new animals."

4 **Ask and answer in pairs.** Which of the adventure holidays would you most like to go on and why?

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Activity Book, Unit 2  
Lesson 8, part 2

#### Diversity

##### Support

- Pre-teach the *Words in context* words. Then after students read the text, erase the definitions and ask students to remember what they were. They use context to help.

##### Challenge

- Write only the definitions on the board and have students match them to the *Words in context* when they read the text.

**1 Before you read** Read the text quickly in just one minute. What is this text and why was it written?

- Give the students one minute to skim the text. Explain that they only have to get the main idea of the text; they don't have to read every word.
- Students raise their hands to offer answers.
- Read the *Reading tip* to check answers.
- Ask students why some of the descriptions might not be true (because they are trying to sell you something).

**2 2.20 Listen and read.**

- Play the audio and have students read along in their Class Books.
- Ask comprehension questions:  
*What feeling does doing an extreme sport give you? (excitement) What extreme sport can you do in Oman? (sandboarding) Which animal can you see in India? (tigers) Which activity can you do in the Himalayas? (mountain climbing)*

### 2.20

#### MAKE YOUR NEXT HOLIDAY AN ADAMS' ADVENTURE!

'After we'd tried these adventure holidays, we didn't want to go anywhere else!' Areej, Muscat.

#### EXTREME SPORT ADVENTURES

You can't describe the feeling of excitement when you do an extreme sport for the first time. Once you try it for yourself, you'll keep coming back for more! You can go diving in Australia, mountain biking in Mexico or sandboarding in Oman. We have the perfect extreme sports holiday for you! Choose from many terrific activities in all parts of the world.

#### SAFARI ADVENTURES

Have you ever dreamed of seeing a lion or tiger where it lives, in its natural habitat? Then come and enjoy yourself on one of our stunning safari adventures. Go and see lions, elephants and rhinos in Africa or tigers in India or oryxes in Oman. All our tour groups are small, which means you can get close to the animals and have an experience you'll never forget.

#### CLIMBING ADVENTURES

Do you want to climb to the top of the world? Then choose one of our climbing adventures. We have trips for everyone, from gentle hill climbing in the Salalah Mountains in Oman to rock climbing in Spain or mountain climbing in the Himalayas in Nepal. All our climbing adventures are run by expert climbers, so you're always safe.

#### POLAR ADVENTURES

Imagine watching a polar bear walking across the sea ice in the Arctic or a huge group of penguins keeping themselves warm in the Antarctic. These amazing, icy worlds are not very far away. You can see them on our polar adventures.

**3 After you read** Read and choose the best adventure holiday for each person.

- Have students read the texts quietly. Elicit or explain any unknown words.
- When they have finished, ask students to choose the best holiday for each person.
- Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Use the Lollipop stick technique (see page 16) to check answers. Ask students to give reasons for their answers.

**4 Ask and answer in pairs. Which of the adventure holidays would you most like to go on and why?**

- Place students in pairs. Have them discuss which of the holidays they would most like to go on and to give reasons for their answers.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 16) to have students come to the front and tell the class their answers and reasons.

#### Extra activity Collaborative work

- Place students in groups and have them use the Three facts and a fib technique (see page 16) to say something they like or don't like about each holiday. The other group members decide which sentence is false and give reasons based on their knowledge of their friend.

#### Finishing the lesson

- Play *Backs to the board* (see page 21) with the words 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 16), say different statements about the text from the first part of the lesson, e.g., *You can go sandboarding in Mexico. (False). You can see tigers in India. (True). You can see polar bears in the Antarctic. (False). All climbing adventures are led by experienced climbers. (True), etc.* Have students correct the false statements.

#### Practice

##### Activity Book

**Literacy: brochures and adverts** Lesson 8, part 2

**Reading**

**Words in context**

1 Read and complete the definitions.

expert gentle perfect stunning terrific

- Someone who is doing things in a nice, kind and careful way is gentle.
- Something that is extremely beautiful or attractive is stunning.
- Something that people say is excellent or wonderful is terrific.
- Someone who has special skills and information is expert.
- Something that is made with no problems or mistakes is perfect.

2 Read the brochure on Class Book page 54 again. Write the different holidays.



- You can see amazing wild animals in many different countries. Safari Adventures
- You can visit mountainous places in Oman, Spain or Nepal. Climbing Adventures
- You will go to places that are cold and icy most of the year. Polar Adventures
- You won't be travelling around with many other people. Safari Adventures
- You can do an extreme sport that you've never done before. Extreme Sport Adventures

3 Answer the questions. Use complete sentences.

- Where can people go to play a sport on sand? People can go to Oman to go sandboarding.
- Where can you go to see tigers in their natural habitat? You can go to India to see tigers.
- Why are safari adventure groups usually quite small? Because small groups can get close to animals.
- Where can new climbers get experience on easy hills? They can go to the gentle hills in the Salalah Mountains in Oman.
- Who helps to keep the climbing adventures safe? The expert climbers help to keep the climbing adventures safe.
- Where must people go if they want to see penguins? They must go to Antarctica.

4 Work in groups. Choose a place from the box and think of ideas for an adventure holiday you could do there. Use the questions to help you. Then share your ideas with the class.

- Where is the place located?
- What's the weather like there?
- What sports can you do there?
- What other activities can you do?
- What advice can you give people?

the Amazon Rainforest    Jabal Samhan  
Lake Baikal    Masirah Island    Sharqiyah Sand

36 thirty-six

#### 1 Read and complete the definitions.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 16) to check answers.

#### 2 Read the brochure on Class Book page 54 again. Write the different holidays.

- Have students look at the photos and say what they remember from the brochure.
- Students read the brochure again and write the holidays.
- Check answers as a class.

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

- Have students underline key words in each question that will help them find the answer.
- Students complete the activity individually. They can refer to the Class Book if necessary.
- Check answers as a class.

#### 4 Work in groups. Choose a place from the box and think of ideas for an adventure holiday you could do there. Use the questions to help you. Then share your ideas with your class.

- Place students in groups.
- Groups choose a place from the box and think of ideas for an adventure holiday. Ask them to use the questions to help them with their ideas. Make sure that groups choose different places.
- If available, students can use the internet to help them with their adventure holidays.
- Monitor students, helping where necessary.
- Groups present their ideas to the class. Make sure each group member speaks.
- Ask different groups to say what they found out.

#### Extra activity Fast finishers

- Students write the *Words in context* in their notebooks with definitions. They place their work in their portfolios (see page 16).

#### Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students *Do you read holiday brochures? Where can you find holiday brochures? What do brochures use to persuade us?* and elicit answers.

#### Extra activity Photocopiable 20

- Ask students to do photocopiable 20.

### Lesson 9, parts 1 and 2

#### Objectives

- **Lesson aims:** to write a brochure
- **Target language:** unit vocabulary and grammar

#### Materials

- Traffic light cards
- notebooks
- photocopiable 26

#### Global Scale of English (GSE)

- **Reading:** Can find specific information about typical free-time activities for young people in simple illustrated information leaflets (GSE 39). Can find specific information in extended informational texts using text features such as headings and captions (GSE 56).
- **Writing:** Can write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures (GSE 39). Can use a range of adjectives to add detail to a simple description (GSE 49).

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Think-pair-share technique (see page 16)
- Independent learning: portfolio (see page 16); Learning diary (see page 16)

### Lesson 9, part 1

#### Starting the lesson

- Students work individually to write down as many new words from Unit 2 as they can remember in alphabetical order.
- Use the Lollipop stick technique (see page 16) to check answers and write them on the board. The student with the most words wins.

#### Presentation

- Explain that in this lesson students will write a brochure about an extreme sport.
- Ask students to look at the brochure in Lesson 8 and elicit some of its features (headline/title, subheadings, pictures, short sentences, questions, the pronouns *we* and *you*, persuasive language) and write them on the board.

### Practice

#### Class Book

Lesson 9, part 1 2

Writing

1 Look at the text and tick the correct answer.  
This brochure is trying to get people:

a to buy equipment for water skiing at Qantab Beach.

b to come water skiing at Qantab Beach.

c to learn how to stay safe when you're water skiing.

**WATER SKIING AT QANTAB BEACH**

Do you get really bored of doing the same sport all the time? Would you prefer to try something more exciting? Then how about trying water skiing at Qantab Beach!

Water skiing is one of the most brilliant extreme sports in the world.

- Fly like a bird on the waves.
- Enjoy yourself in the gorgeous bay at Qantab Beach.
- Our expert teachers will help you to do your best.
- We provide all the equipment.
- You can do day or week courses.

**Book today for the adventure of your life!**

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

1 It starts with sentences / questions to make readers interested.

2 It uses exciting / boring adjectives to make readers want to buy the thing you are writing about.

3 It uses long / short paragraphs that are easy to read.

4 It finishes with a boring / an interesting sentence that readers will remember.

**How to write... a brochure**

- Use a title to say what the brochure is about.
- Ask the reader questions.
- Use pronouns like *you* and *we* to talk to the reader.
- Remember that a brochure is written to sell something, so make it sound as good as possible.

3 Write a brochure about a different extreme sport. Use the *How to write...* box to help you.

1 Write a plan.

2 Write your text.

3 Add more information.

4 Read and check your brochure.

**Strong adjectives**

Use strong adjectives in your writing. For example, don't use *nice* – use *excellent* or *brilliant*. Don't use *bad* – use *awful* or *terrible*. Use the word *really* before an adjective to make the adjective stronger.

Activity Book, Unit 2  
Lesson 9, part 2 fifty-five 55

#### 1 Look at the text and tick the correct answer.

- Have students read the brochure quietly and complete the activity in their notebooks.
- Use the Lollipop stick technique (see page 16) to check the answer.

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

- Invite a student to read the *How to write...* box aloud. Tell students that this will help them with their brochures.
- Students read the brochure in Activity 1 and circle the correct options in their notebooks.
- Check answers as a class.
- **Extension** Check comprehension with questions: *What are the positive adjectives for persuading? (exciting, brilliant, extreme, gorgeous, expert) Do you need to bring your own equipment? Why? (No. Because they provide it.) How many different courses are there? (two)*
- **Extension** Place students in pairs and have them take turns to ask and answer the opening two questions in the brochure in pairs. They then work individually to write full-sentence answers in their notebooks.

### 3 Write a brochure about a different extreme sport. Use the *How to write...* box to help you.

- Refer students to the *Writing tip* box. Have students give you more examples of strong adjectives to use in their brochures. Explain that strong adjectives make brochures more persuasive and exciting. Tell them that we can also use *really* before a regular adjective to make it stronger (but that we don't usually use *really* before a strong adjective).
- Use the Traffic light cards technique (see page 16) to ask students if they are ready to do the activity. Invite a student to read the instructions in Activity 3.
- Place students in pairs. First, ask them to write a plan for their brochures.
- Next, have students write their brochures in pairs in their notebooks, making sure to add additional information where necessary. Tell students to keep referring to the *How to write...* box while they write their brochures.
- Monitor students, helping where necessary.
- Before students present their work, ask them to read and check their brochures and rewrite sections if necessary.
- Students then present their brochures to the class.
- Use the Two stars and a wish technique (see page 16) to have students comment on each other's work.

#### Diversity

##### Support

- Monitor and help students while they write the brochures, reminding them to use strong adjectives, questions and reflexive pronouns.

##### Challenge

- Students work individually on their brochures.

### Finishing the lesson

- Have students copy their brochures onto a sheet of paper and find or draw pictures to decorate it. Students display their work on the classroom wall and comment on each other's brochures. They can then add their work to their portfolio (see page 16).

## Lesson 9, part 2

### Starting the lesson

- Use the Think-pair-share technique (see page 16) to have students discuss how to write a brochure from the *How to write...* box in the Class Book from the first part of the lesson. Encourage students not to look at their Class Books. Write the points on the board and encourage them to add more points if they can.

### Practice

#### Activity Book

Lesson 9, part 2 2

**Writing**

**Strong adjectives**

Use strong adjectives in your writing. For example, don't use *nice* – use *excellent* or *brilliant*. Don't use *bad* – use *awful* or *terrible*. Use the word *really* before an adjective to make the adjective stronger.

**1 Rewrite the sentences with strong adjectives.**

awful	brilliant	delicious
fantastic	great	terrible

- We went to a very nice beach in Al Ashkharah. *We went to a **fantastic** beach in Al Ashkharah.*
- The weather was very bad the first day. **The weather was terrible/awful the first day.**
- I tried surfing and I had a good time. **I tried surfing and I had a brilliant/great time.**
- I liked the food in Al Ashkharah. It was nice. **I liked the food in Al Ashkharah. It was delicious.**
- You should visit Al Ashkharah. It's a good place. **You should visit Al Ashkharah. It's a brilliant/great place.**
- The weather was bad so we couldn't go surfing. **The weather was terrible/awful so we couldn't go surfing.**

**2 Plan a brochure for an outdoor activity.**

- Include a fun title for the brochure.
- Start the text with an interesting question.
- Use exciting adjectives to keep people interested.
- Use short paragraphs that people can read easily and use pronouns, e.g. *you* and *we*.
- Finish with an interesting comment so people remember what you are writing about.
- Add an exciting picture to get people's attention.

\_\_\_\_\_

\_\_\_\_\_

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Go to Writing model on page 66. thirty-seven 37

#### 1 Rewrite the sentences with strong adjectives.

- Tell students to read the *Writing tip* before completing the activity.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 16) to check answers.

#### 2 Plan a brochure for an outdoor activity.

- Ask students to think of an outdoor activity they would like to write a brochure about.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 16) to have some students read their plans to the class.
- Before students write their brochures, refer them to the *Writing model* on page 66 of their Activity Books. Go through the model with students.



# Over to you!

## Lesson 10

### Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary

### Materials

- Unit 2 flashcards (Extreme sports, Geography)
- Unit 2 poster: *Extreme sports*
- notebooks
- photocopiable 29

### Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can list the advantages of a course of action in some detail, using a range of fixed expressions (GSE 56).
- **Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

### Assessment for Learning (formative assessment)

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

### Starting the lesson

- Review the new vocabulary quickly with the Unit 2 flashcards (Extreme sports, Geography) or poster. Refer to *How to work with posters* (see page 18).
- Dictate some of the Extreme sports and ask students to write them in their notebooks: *rock climbing, horse riding, motor racing, go-karting, surfboarding, diving, sandboarding, mountain biking, caving, abseiling, water skiing, paragliding*. Make sure hyphenation is correct. You can also ask them to draw pictures.
- Revise the geography words by writing them on the board with the vowels missing. Ask different students to complete the words and give a definition: *north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay*.

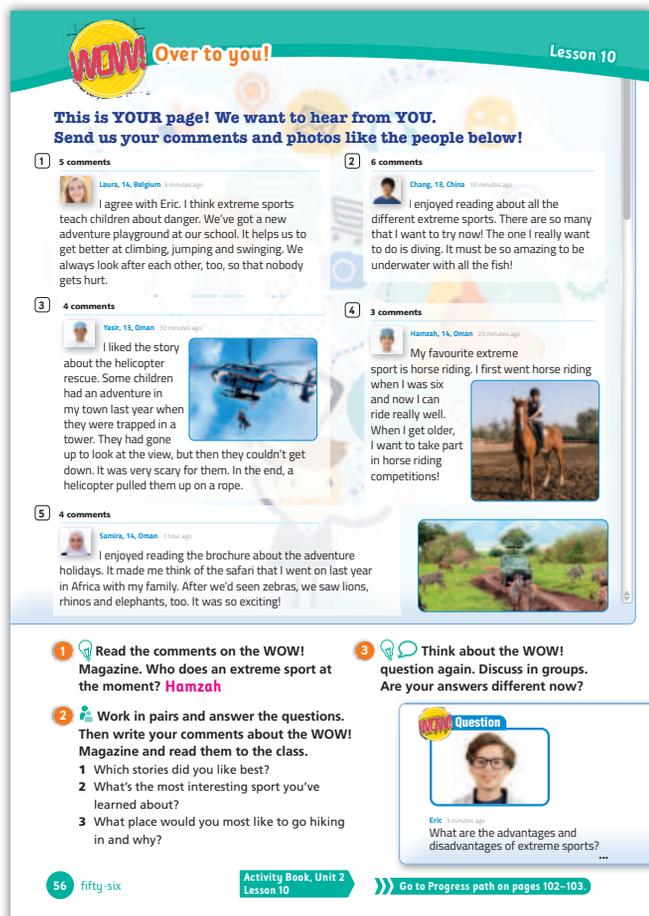
### Presentation

-  Explain that in this lesson students will share their opinions about extreme sports and geography, what they liked about this unit and review the unit vocabulary and grammar.
-  Revise reflexive pronouns. Write *hurt, enjoy* and *talk to* on the board. Students work in pairs and think of sentences with a different reflexive pronoun for each verb.

- Check answers as a class.
- Revise the Past perfect. Write some verbs, e.g. *do, go, have*, etc. on the board and ask students to say the past participles. Write *After I had \_\_\_\_\_ my homework, I \_\_\_\_\_ to bed.* on the board and ask a student to complete it. Ask the class if they agree with the answers.

### Practice

#### Class Book



### 1 Read the comments on the WOW! Magazine. Who does an extreme sport at the moment?

- Ask students to read the texts quietly.
-  Use the Lollipop stick technique (see page 16) to check the answer.

### Diversity

#### Support

- After students complete the activity, read aloud the comments one at a time. After each comment, ask students to raise their hands if they hear an example of the grammar from Lessons 3 and 5.

#### Challenge

- Students read the comments and find examples of the grammar from Lessons 3 and 5. They raise their hands to offer answers.

### 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 answer the questions in their notebooks.

- Check answers as a class.
- Students work individually to write their own comments about the magazine.

**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.

## Practice

### Activity Book

Lesson 10 Review 2

**1 Write the sports. What's the mystery word?**

1	A	B	S	E	I	L	L	I	N	G		
2	P	A	R	A	G	L	I	D	I	N	G	
3	C	A	V	I	N	G						
4	S	A	N	D	B	O	A	R	D	I	N	G
5	W	A	T	E	R	S	K	I	I	N	G	
6	H	O	R	S	E	R	I	D	I	N	G	
7	R	O	C	K	C	L	I	M	B	I	N	G

The mystery word is go-karting.

**2 Look at the island. Read and complete the sentences.**



- The field is on the north side of the island.
- The bay is on the west side of the island.
- The wood is on the south side of the island.
- The valley is on the east side of the island.

**3 Read and complete the sentences with reflexive pronouns.**

- Did you and your friends teach yourselves to cook?
- The girls ordered themselves a big pizza for dinner.
- Tameem fell off his bicycle and hurt himself yesterday.
- My sister Sara is always telling herself to work harder.
- We really enjoyed ourselves at the festival last week.

**4 Write sentences in the Past perfect.**

1 I brushed my teeth. I got dressed. (after) <u>After I had brushed my teeth, I got dressed.</u>	3 Mudrik ate lunch. He washed up. (after) <u>After Mudrik had eaten lunch, he washed up.</u>
2 The game ended. We went home. (before) <u>The game had ended before we went home.</u>	4 Everyone left. We tidied up. (before) <u>Everyone had left before we tidied up.</u>

**Self-assessment**

**5 Answer the questions about your work in Unit 2.**

- 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. Go to Progress path on pages 70–71. thirty-nine 39

**1 Write the sports. What's the mystery word?**

- Explain to students that they are now going to review what they have learned. Use the Unit 2 poster to review the vocabulary if necessary. Refer to *How to work with posters* (see page 18).
- Students complete the activity individually.
- Check answers as a class.

**2 Look at the island. Read and complete the sentences.**

- Using the Unit 2 flashcards (geography), quickly revise all new words from Lesson 5.
- Students complete the activity individually.
- Check answers as a class.

**3 Read and complete the sentences with reflexive pronouns.**

- Students complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique (see page 16) to check answers.

**4 Write sentences in the Past perfect.**

- Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Use the Expert envoy technique (see page 16) to have stronger students help weaker students with this activity.
- Students complete the activity individually.
- 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 16).

### Extra activity Fast finishers

- Students read the comments on Class Book page 56 again and decide who they agree with and why.

## Dictation

- Have students turn to page 72 in their Activity Books.
- **2.21** Play the audio for students to individually listen and write the sentences.
- Check answers as a class.

### 2.21

- He fell when he was sandboarding and hurt himself.
- Have you made yourself some lunch?
- After they had eaten their breakfast, they went horse riding.

### Extra activity Progress path

#### Teacher's Book pages 184 (Class Book) and 185 (Activity Book)

- Students work in pairs through the questions from Unit 2 in the Class Book (pages 102 and 103) and in the Activity Book (pages 70 and 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

- Write on the board *In Unit 2 I can ..., I am good at ..., I am not very good at ...*. Students copy the sentences into their notebooks and complete them with their own evaluation. Ask different students *What do you need to practise more? How can you improve? What are you already doing to improve?*

### Next lesson Unit 2 Practice

#### Extra activity Photocopiable 29

- Ask students to do photocopiable 29.

## Lesson 11

### Objectives

- **Lesson aims:** B1 Preliminary for Schools Listening Part 2, B1 Preliminary for Schools Speaking Parts 3 and 4, B1 Preliminary for Schools Listening Part 1, B1 Preliminary for Schools Reading Part 3
- **Target language:** unit vocabulary and grammar

### Materials

- Unit 2 flashcards (Extreme sports, Geography)
- Unit 2 poster: *Extreme sports*
- Traffic light cards
- notebooks

### Global Scale of English (GSE)

- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).
- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

### Assessment for Learning (formative assessment)

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

### Starting the lesson

- Revise the new vocabulary quickly with the Unit 2 flashcards (Extreme sports, Geography) and poster. Refer to *How to work with posters* (see page 18).
- Play *Answer and draw points* (see page 21) with the new vocabulary.

### Presentation

- Explain that in this lesson students will practise for the B1 Preliminary for Schools exam.
- Explain the specific aspects of those parts of the exams (process, materials, duration, etc.).

## Practice

### Class Book

Lesson 11
2

### Get ready for...

**B1 Preliminary for Schools Listening Part 2**

**1** For each question, choose the correct answer. You will hear an interview with an explorer called Nawaf Ahmed.

1 Nawaf is most worried about how  
**A** he's going to collect scientific information on his next trip.  
**B** cold it is in the Arctic.  
**C** much the Arctic has changed in the last five years.

2 He became an explorer because  
**A** he loves science.  
**B** he wanted to do something about climate change.  
**C** he loves adventure.

3 He loves visiting the Arctic because  
**A** he likes cold weather.  
**B** it's beautiful.  
**C** it's exciting.

4 One night he was woken up by the sound of  
**A** a polar bear.  
**B** another explorer.  
**C** his own heart.

**tip: Exam**

To prepare for this part of the exam, listen to interviews on the radio or podcasts. Try to understand and think about the opinions of speakers that you hear.

**B1 Preliminary for Schools Speaking Parts 3 and 4**

**2** **Work in pairs.** Some students are going on a camping trip. Look at the activities that they could do and discuss which would be the most exciting and why.

[Go to page 101](#)

**3** **Work in pairs.** Write answers to the questions.

- 1 Have you ever been camping?
- 2 Did you enjoy it? Why?/Why not?
- 3 What do you need to take when you go camping?
- 4 What are the advantages and disadvantages of camping compared to staying in a hotel?

**tip: Exam**

In the exam, remember to compare the things in the pictures. Don't just say, 'I think water skiing is the most exciting.' Explain your answer, for example, 'I think that water skiing is more exciting than mountain biking because you get to jump over waves.'

Activity Book, Unit 2  
Lesson 11
fifty-seven 57

### 1 2.22 For each question, choose the correct answer. You will hear an interview with an explorer called Nawaf Ahmed.

- Tell students that this is the B1 Preliminary for Schools Listening Part 2 exam.
- Invite a volunteer to read the *Exam tip* box aloud. Ask students how this tip will help them.
- Before playing the audio, ask students to read through the questions carefully so that they know what to listen for beforehand.
- Tell them to look for key words in the questions. Explain that they should listen out for similar words or synonyms.
- Play the audio. Play it again if necessary.
- Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 16) to check answers.

## 2.22

- Interviewer:** Hi, Nawaf Ahmed, and thank you for joining us today.
- Nawaf:** That's a pleasure. Thank you for inviting me!
- Interviewer:** So, you're just back from a trip to the Arctic, aren't you?
- Nawaf:** Yes, that's right. It was my fifteenth visit. My team and I go every six months to get information about climate change. Understanding what is happening in the Arctic helps us to understand what is happening on the rest of the planet.
- Interviewer:** I see, and have you seen a lot of changes?
- Nawaf:** Yes, we have. Over the last five years, we've seen such a lot of changes in the Arctic environment and that's what worries me most. We need to do something now to stop global warming.
- Interviewer:** I agree. So, Nawaf, I think there might be some young explorers out there listening. I'm sure they would be interested to know how and why you became an explorer.
- Nawaf:** Well, I studied Science at university and I was very interested in climate change. I decided I wanted to get out into the world and really make a difference. So after I had learned survival skills, I got my first job in the Arctic about eight years ago.
- Interviewer:** And what is it about the Arctic that makes you keep going back there?
- Nawaf:** Well, it's certainly not the cold weather! I don't like that very much! But the environment is just so beautiful and so clean.
- Interviewer:** It sounds wonderful. I want to go! I think we have time for one more question. Tell us about something interesting that happened to you on one of your trips to the Arctic.
- Nawaf:** OK, let me think ... Oh yes, one night I was by myself in a tent and I thought I heard footsteps outside. I was sure that it was a polar bear and I was very scared. I got ready and opened up the tent, but there was nothing there! It was just the sound of my own heart that I had heard! It's so quiet in the Arctic that you can hear your own heart!
- Interviewer:** Oh my goodness, that sounds terrifying! Anyway, thank you so much for joining us today ...

**2**  **Work in pairs. Some students are going on a camping trip. Look at the activities that they could do and discuss which would be the most exciting and why.**

- Tell students that these are the B1 Preliminary for Schools Speaking Parts 3 and 4 exams.
- Read the *Exam tip* to students.
- Read the rubric and then tell students to turn to page 101 in their Class Books.
- Ask students to describe what they can see in the pictures. Elicit words or phrases associated with the pictures and write them on the board.
-  Use the Traffic light cards technique (see page 16) to check students know what they have to do.
-  Place students in pairs and have them complete the activity.
- Monitor and help where necessary, making sure students are giving reasons for their answers.

**Possible answers:**

I think that horse riding is more exciting than rock climbing because you can ride really fast.  
 I think that sandboarding is more exciting than horse riding because you go down big dunes.  
 I think that water skiing is more exciting than sandboarding because you go more quickly.  
 I think that camping is more exciting than water skiing because you sleep outside and cook on a fire.  
 I think that rock climbing is more exciting than camping because you climb high and see amazing views.

**3**  **Work in pairs. Write answers to the questions.**

-  Students work in the same pairs and write the answers to the questions in their notebooks.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 16) to have some students read aloud their answers.

**Extra activity Collaborative work**

-  Divide the class into groups to discuss what they liked about the unit, using the Expert envoy technique (see page 16). Students write their opinion about the unit under lesson headings. The envoy reports back to the class.

**Activity Book**

**BI Preliminary for Schools Listening Part 1**

**1** **Think!** Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the B1 Preliminary for Schools Listening Part 1 exam.
- Students read the activity carefully.
-  Check students have understood what they have to do using the Traffic light cards technique (see page 16).

**2 Try!** **2.23** Which sport has Osama already tried? Listen and choose the correct picture. Then explain your answer.

- Use the Unit 2 flashcards (Extreme sports) or poster (refer to *How to work with posters* on page 18) to review the vocabulary from Lesson 1.
- Play the audio.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 16) to check answers.
- Play the audio again and ask for volunteers to explain their answers.

**2.23**

**Boy:** Do you like doing water sports in the summer, Osama?  
**Osama:** Sometimes I do, yes. I really like swimming and diving.  
**Boy:** No, I mean beach sports, like paragliding.  
**Osama:** Oh, I've never tried that before, but I enjoy surfboarding.  
**Boy:** And what about water skiing? I'm thinking of having lessons. Is it difficult?  
**Osama:** I don't know. I'd like to try that, too. Maybe we can take lessons together? That would be great fun!

**3 Do!** **2.24** For each question, choose the correct answer.

- Tell students that they will listen to six short recordings and that they have to choose the correct picture.
- Ask students to read the question and to look at the pictures. Tell them that they will hear the audio twice.
- Read the *Exam tip*. Explain that all images are from the same lexical set (Extreme sports) and that they have to listen carefully in order to choose the right one.
- Use the Traffic light cards technique (see page 16) to check students know what they have to do.
- Play the audio. Ask *Who is speaking? What is the situation? How many sports were mentioned?*
- Play the audio again, pausing after each section.
- Check answers as a class.

**2.24**

**1 What will Haitham do this summer?**

**Miss Amira:** Hello Haitham. Have you seen the poster about summer activities?  
**Haitham:** Hello, Miss Amira. Yes, I have. I thought about doing surfboarding again, but in the end I've chosen water skiing for a change. I think it'll be fun!

**2 Which new sport does Azzan want to try this year?**

**Boy 1:** Is Azzan going to do rock climbing this summer, as usual? Or will he try something new this year?  
**Boy 2:** Oh, Azzan is bored of rock climbing now. He wants to try caving this year.

**3 Which sport does Zakeya do every weekend?**

**Girl:** Hi, Zakeya. Are you going rock climbing and abseiling with the climbing club this weekend?  
**Zakeya:** No, I'm not. I go go-karting with my dad every Saturday. We always have a brilliant time!

**4 Which sport will Reem choose?**

**Jood:** Hi, Reem. Have you decided which activities to do on the school trip? There are lots of great sports we can try.  
**Reem:** Hello, Jood. Yes, there are, and I already know what I'm going to choose – horse riding, of course! I do that every summer. I love it!

**5 What will Rashid try this summer?**

**Boy 3:** Guess what Rashid wants to try this summer!  
**Boy 4:** Let me think ... He loves being at the beach, so I think he'll do surfboarding or water skiing.  
**Boy 3:** Good guess – he loves both those activities, but he wants to try diving this summer!

Get ready for...

**B1 Preliminary for Schools** Listening Part 1

- Think!** 1 Read the task carefully. Make sure you know what you have to do.  
**Try!** 2 Which sport has Osama already tried? Listen and choose the correct picture. Then explain your answer.



A  B  C   
**A:** He enjoys surfboarding. He'd like to try water skiing. He's never tried paragliding.

**Tip Exam** Note that all the pictures are from the same lexical set. Listen and make sure you choose the best option for each person.

**Do!** 3 For each question, choose the correct answer.

1 What will Haitham do this summer?  
 A  B  C

2 Which new sport does Azzan want to try this year?  
 A  B  C

3 Which sport does Zakeya do every weekend?  
 A  B  C

4 Which sport will Reem choose?  
 A  B  C

5 What will Rashid try this summer?  
 A  B  C

6 What was Ibrahim doing when he hurt himself?  
 A  B  C

**6 What was Ibrahim doing when he hurt himself?**

- Woman:** Oh, no, Ibrahim. Have you hurt yourself?
- Ibrahim:** Ah, yes, I fell over when I was sandboarding. Don't worry, though, I'm fine. I love surfboarding, but sandboarding is even better!

Lesson 11

**B1 Preliminary for Schools Reading Part 3**

**Tip Exam** Look at the questions one by one, and make sure you compare each answer option with the text before choosing your answer.

**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 Read and choose the sentences with a similar meaning.

1 I don't enjoy myself when I'm alone.

A I like spending time by myself.  
B Being alone can be quite enjoyable.  
C I prefer doing things with other people.  
D People should leave me alone.

2 We rested when the sun had set.

A The sun set and then we rested.  
B We were resting when the sun set.  
C After resting, we watched the sun set.  
D The sun hadn't set when we rested.

**Do!** 3 Read the text and questions below. For each question, choose the correct answer, A, B, C or D.

**Majid talks about his love of horse riding**

I grew up on a small farm where I spent a lot of time around animals, but there's always been a special place in my heart for horses. They're amazing animals with their own personalities, just like people! I love spending time around them, and that's why I became a professional rider when I finished school.

I entered my first horse riding competition at the age of fifteen, but I started riding a long time before that, when I was only five. Over the next fifteen years, I won lots of awards in Oman and other countries. My favourite horse is called Apollo, but he's too old for competitions now. That's OK, because I stopped competing last year. Now I give lessons to young people on my parents' farm. One day, I'd like to buy my own farm and start a horse riding academy. It won't be easy, but I've always enjoyed a challenge!

1 Majid thinks

A small farms are amazing.  
B horses have special hearts.  
C all people should like horses.  
D all horses behave differently.

2 Majid says he

A won fifteen awards for horse riding.  
B started horse riding when he was young.  
C always competed in Oman.  
D stopped horse riding at the age of fifteen.

3 Majid would like to

A teach his parents to horse ride.  
B compete with Apollo again.  
C teach horse riding on his own farm.  
D improve his horse riding.

4 Which sentence is correct?

A The professional horse rider Majid started his career at quite an early age.  
B For Majid, there is nothing more exciting than watching a horse riding competition.  
C In this article, Majid explains how his family raised horses in the countryside and then started an academy.  
D After growing up in the countryside, Majid moved to the city where he started competing as a horse rider.

forty-one 41

**3 Do!** Read the text and questions below. For each question, choose the correct answer, A, B, C or D.

- Read the *Exam tip* to students.
- Students can also decide why an answer is wrong as this can help them decide which answer is correct.
- Check answers using the Lollipop stick technique (see page 16).

**Extra activity Fast finishers**

- Students write three sentences about the unit.

**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 have 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 that they find difficult.

**B1 Preliminary for Schools Reading Part 3****1 Think!** Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the B1 Preliminary for Schools Reading 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 16).

**2 Try!** Read and choose the sentences with a similar meaning.

- Give students time to choose the correct answers.
- Check answers using the Lollipop stick technique (see page 16).

## Lesson 12

### Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun activities
- **Target language:** revision of unit vocabulary

### Materials

- Unit 2 flashcards (Extreme sports, Geography)
- Unit 2 poster: *Extreme sports*
- Traffic light cards
- notebooks

### Global Scale of English (GSE)

- **Reading:** Can follow basic instructions on how to play a simple board game, if supported by pictures (GSE 31). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can read aloud a short, simple story in a way that can be understood (GSE 35). Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write a very simple story, given prompts or a model (GSE 38). Can write about past activities using simple language, given a model (GSE 40). Can write a story, linking simple sentences together in a sequence (GSE 41).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique (see page 16)
- 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 2 flashcards (Extreme sports, Geography) or poster as prompts. Refer to *How to work with posters* (see page 18).
- Play *Parachute* (see page 21) with with the geography words.
- Then play *Charades* (see page 21) with the extreme sports words.

### 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.
- Write *myself/yourself/himself/herself* on the board. Elicit a sentence from students using each word. For example, *I fell over and hurt myself. He drew this picture himself. Are you enjoying yourself?* If students find this difficult, write the example sentences on the board with gaps for the reflexive pronouns and elicit the answers.
- Revise the Past perfect. Ask a student, *What time did you come to school today?* and elicit the answer. Then ask, *What had you done before you came to school?* Elicit some suitable answers from the class, for example, *I had eaten breakfast, I had got dressed.* Write correct suggestions on the board and remind students that we use the Past perfect to talk about something that happened before another event in the past. We form it with *had* and the past participle of the verb.

### Practice

#### Class Book

Fun corner

**Unit 2**

1 In pairs, make a story. Choose and complete the sentences.

rock climbing.

Last week, I went ...

sandboarding.

I hadn't climbed very high before I fell and hurt myself. \_\_\_\_\_ helped me because he / she is \_\_\_\_\_.

After he / she had helped me, he / she \_\_\_\_\_ . Then we went for a walk in a ...

I met my friend, \_\_\_\_\_ . I like him / her because he / she is \_\_\_\_\_ . He'd / She'd had a busy day, too. Next, we decided to go ...

valley.

We stopped to buy a \_\_\_\_\_ because we hadn't eaten lunch.

wood.

We'd already eaten lunch, but we were still hungry. So we stopped to buy \_\_\_\_\_.

diving.

The scenery was \_\_\_\_\_ . We could see the bay in the north / south.

We really enjoyed ourselves! My favourite part of the day was \_\_\_\_\_

2 Tell your stories to the class. Act out the story in pairs.

Last week, I went rock climbing. I hadn't climbed very high before I fell and hurt myself.

3 Now make a story with these extreme sports.

go-karting mountain biking caving

ninety-seven 97

### 1 In pairs, make a story. Choose and complete the sentences.

- Place students in pairs. Pair stronger students with weaker ones.

- Point out that they can choose to complete the story about rock climbing or sandboarding. The story starts *Last week, I went ...*. Students then follow the arrows for their story, choosing the correct word to complete the sentences using their own ideas or the word prompts.
- Elicit a suitable answer for the first square under *rock climbing* as an example.
-  Use the Traffic light cards technique (see page 16) to check students know what they have to do and are happy to continue.
-  Students work in pairs to complete their story.
- Monitor students, helping where necessary.

### Suggested answers

#### Story 1:

- Last week, I went rock climbing. I hadn't climbed very high before I fell and hurt myself. The teacher helped me because she is very kind.
- After she had helped me, she told us to leave the mountain. Then we went for a walk in a valley.
- We stopped to buy a sandwich because we hadn't eaten lunch.
- We really enjoyed ourselves! My favourite part of the day was walking in the mountains.

#### Story 2:

- Last week, I went sandboarding. After I had been sandboarding, I went surfboarding. It was a busy day!
- I met my friend, Osama. I like him because he is funny. He'd had a busy day, too. Next, we decided to go abseiling.
- The scenery was beautiful. We could see the bay in the south.
- We really enjoyed ourselves! My favourite part of the day was surfboarding.

### 2 Tell your stories to the class. Act out the story in pairs.

-  Place students in pairs.
- Give students time to work out how they can act their stories.
- Monitor students, helping where necessary.
- Pairs take it in turns to act out their stories.
- Encourage positive feedback from other pairs.

### 3 Now make a story with these extreme sports.

-  Students can use the prompts from Exercise 1 in their new stories if they want, or they can write their own stories. Encourage them to plan their stories in pairs first.
- Monitor students, helping where necessary.
- They could finish the stories for homework and present them in the next lesson.

### Finishing the lesson

-   Use the Summative and thought-provoking questions technique (see page 16) to ask what students have done 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 wrote ... We reviewed ..., I thought the story we wrote was ...*
- Ask volunteers to read aloud their diary entries.

# Graded readers 1 and 2

## Lessons 1 and 2

### 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:** *goggles, knee pads, instructor, pleased, ancient, equipment, falcon, nest, flap, proud; Laith and Aliyah's mum had packed goggles, knee pads and helmets, so the children put them on. Look after yourselves! They had seen the sunrise before they got to the cliffs! Don't hurt yourself!*
- **Pronunciation:** Sentence stress with the Past perfect

### Materials

- Unit 2 flashcards (Extreme sports, Geography)
- Unit 2 poster: *Extreme sports*
- notebooks
- photocopyables R3 and R4

### Global Scale of English (GSE)

- **Reading:** Can identify key information in a text to answer simple yes/no questions (GSE 31). Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32). Can read aloud a short, simple story in a way that can be understood (GSE 35). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can re-tell a familiar story, given prompts or a model (GSE 39).
- **Listening:** Can understand some unfamiliar words in a short description, if supported by pictures (GSE 31). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

### Assessment for Learning (formative assessment)

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

## Lesson 1, option A

### Starting the lesson

- Show students the Unit 2 flashcards (Extreme sports, Geography) or poster. Have students say and spell the words.
- Ask *Which of the extreme sports would you like to try? Why?*
- Write the new vocabulary that students will encounter in the story on the board: *goggles, knee pads, instructor, pleased, ancient*. 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: *When we went skiing, we wore goggles to protect our eyes. And when we went skateboarding, we wore knee pads on our legs to protect them! An instructor taught us a new sport. I was pleased because I did well. The ancient statue is thousands of years old.*
- Alternatively, you can write definitions on the board and have students match them to the words: *special glasses that protect your eyes (goggles); things you put on your knees to protect them when you do sport (knee pads); a person who teaches you something, such as sport (instructor); happy about something (pleased); very old (ancient).*

### 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 practise pronunciation of the Past perfect. Write on the board *I had eaten breakfast before I came to school*. Read the sentence aloud and ask students to repeat.

## Before you read

### 1 Before you read

#### 1) Look at the title of the story. Answer the questions.

- Tell students to refer page 58 while doing the activity.
-  Students discuss the questions in pairs.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 16) to check students' predictions.

#### 2) Now look at the picture on page 60. Answer the questions.

- Tell students to refer to page 60 while doing the activity.
-  Students discuss the questions in pairs.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 16) to check students' predictions.

## Listen and read

### Class Book

 Graded reader 1

## A Sandboarding Adventure

Laith and Aliyah are brother and sister. Last week, they had a sandboarding lesson in the Sharqiyah Sands in the east of Oman. Laith had wanted to go sandboarding for a long time, so he was very excited.

'You don't need to worry, Aliyah. I'll look after you,' he said.

'I can look after myself!' Aliyah said happily.



58 fifty-eight

 Graded reader 1  2

The scenery at the Sharqiyah Sands was beautiful. Laith and Aliyah's mum had packed goggles, knee pads and helmets, so the children put them on. 'Look after yourselves!' Mum told the children. 'Don't worry, Mum!' they said. 'Sandboarding is easier than surfboarding and water skiing!' Then they went with their instructor.



The children went down some sand dunes, and they had lots of fun.



fifty-nine 59

 Graded reader 1

The instructor was in front of the children when Aliyah saw something and stopped.

'Are you OK?' Laith asked her. 'Did you hurt yourself?'

Aliyah looked at him and said, 'No, I'm fine, but look at that!'

Aliyah pointed at something in the sand.



'It's jewellery!' she said, and picked it up. 'It looks very old. People have lived in this desert for thousands of years, Laith. It might be ancient treasure!'



60 sixty

Graded reader 1 2

Just then, the instructor came back to the children. Aliyah showed him the jewellery.

'Oh, that's Bushra's bracelet!' the instructor said happily. 'I taught a lesson before I met you this morning. We saw the sunrise, but one girl dropped her bracelet and couldn't find it. She'll be very pleased. Well done, Aliyah!'

'That's great!' Aliyah said. 'The bracelet might not be ancient, but it's still treasure for Bushra!'



sad face   neutral face   happy face    sixty-one 61

**2**  **GR2.1 Listen and read the story on page 58.**

**1) Read the story quickly. Were your ideas from *Before you read* correct?**

- Play the audio and have students read along in their Class Books.
- Remind students to look at the pictures while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 108 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

**2) Find these words in the story. Then write them under the correct 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 108 individually.
-  Students then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

**3) Complete the sentences with the correct words.**

-  Students complete the activity individually and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

**Pronunciation**

- Choose sentences from the story which use the Past perfect and write them on the board: *Laith had wanted to go sandboarding for a long time, so he was very excited. Laith and Aliyah's mum had packed goggles, knee pads and helmets, so the children put them on.* Read the sentences aloud, or play the audio, and have students repeat.
-  Place students in pairs. Have them read aloud the sentences. Make sure they pronounce the sentences with the correct stress and intonation.

**Finishing the lesson**

- Write the new vocabulary words on the board: *goggles, knee pads, instructor, pleased, ancient.* 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 16) to have group members read their sentences aloud.

**Unit 2, Graded reader 1**

**A Sandboarding Adventure**

**1 Before you read**

- 1) Look at the title of the story. Answer the questions.
  - 1 What do you think the 'sandboarding adventure' could be? \_\_\_\_\_
  - 2 What words do you expect to see in the story? \_\_\_\_\_
- 2) Now look at the picture on page 60. Answer the questions.
  - 1 What do you think Aliyah is pointing at? \_\_\_\_\_
  - 2 How do you think the story ends? \_\_\_\_\_

**2**  **Listen and read the story on page 58.**

- 1) Read the story quickly. Were your ideas from *Before you read* correct? \_\_\_\_\_
- 2) Find these words in the story. Then write them under the correct pictures.
 

sand dunes   knee pads   an instructor

  
  
an instructor

  
  
knee pads

  
  
sand dunes
- 3) Complete the sentences with the correct words.
  - 1 Laith and Aliyah had a sandboarding lesson at Sharqiya Sands.
  - 2 Aliyah found some jewellery and thought it was ancient treasure.
  - 3 In the end, it wasn't ancient treasure. It was Bushra's bracelet.

**3 After you read**

- 1) Put the pictures in the correct order. Then re-tell the story.
 

  
2

  
4

  
1

  
3
- 2)  **Over to you!** Answer the questions.
  - 1 Would you like to go sandboarding? Why or why not?
  - 2 What other extreme sports would you like to do?
  - 3 What do you know about Sharqiya Sands? Find out about the people who live there.

108 one hundred and eight

## Lesson 2, option A

### Starting the lesson

-  Place students in pairs. Have them tell each other what they can remember about the story *A Sandboarding Adventure*.
- 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 16) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Laith and Aliyah had a swimming lesson in the Sharqiyah Sands. (False – They had a sandboarding lesson.) The children put on goggles, knee pads and helmets. (True.) Aliyah hurt herself in the sand. (False – She was fine.) She finds some jewellery in the sand. (True.) It's ancient treasure. (False – It's Bushra's bracelet.) The bracelet is treasure for Bushra. (True.)* 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 Laith very excited? (He had wanted to go sandboarding for a long time.) What is easier than surfboarding and water skiing? (Sandboarding.) Where did the children go? (Down some sand dunes.) What did Aliyah point at in the sand? (Some jewellery.) How long have people lived in the desert? (For thousands of years.) What did the instructor see before he met Laith and Aliyah? (The sunrise.) What had Bushra dropped in the desert? (Her bracelet.) How will she feel when she sees it? (Pleased.), etc.*

### After you read

#### 3 After you read

##### 1) Put the pictures in the correct order. Then re-tell the story.

- Refer students to page 108 in their Class Books.
-  Students complete the activity in pairs.
- Monitor students, helping where necessary.
- Students re-tell the story in pairs.

-  Use the Lollipop stick technique (see page 16) to check answers.
- Ask a few students to re-tell the story to the class.

##### 2) Over to you! Answer the questions.

-  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 they would like to visit Sharqiyah Sands and why.

#### Extra activity Photocopiable R3

- Ask students to do photocopiable R3.

### Lesson 1, option B

#### Starting the lesson

- Show students the Unit 2 flashcards (Extreme sports, Geography) or poster. Have students say and spell the words.
- Ask *Which of the extreme sports would you like to try? Why?*
- Write the new vocabulary that students will encounter in the reading on the board: *equipment, falcon, nest, flap, proud*. 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: *When we went camping, we took our tents and lots of other equipment.; In the desert, we saw a falcon fly down and eat a rabbit.; It took some of the rabbit to its babies in a nest.; We could hear the bird flap its wings.; I was very proud of the photo I took of the birds.*
- Alternatively, you can write definitions on the board and have students match them to the words: *the things that are needed to do an activity or job (equipment); a bird of prey which flies very fast and eats small animals (falcon); a home built by birds (nest); what a bird does with its wings when it wants to fly (flap); feeling happy because you have done something well (proud).*

#### 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 practise pronunciation of the Past perfect. Write on the board *I had eaten breakfast before I came to school*. Read the sentence aloud and ask students to repeat.

#### Before you read

##### 1 Before you read

##### 1) Look at the title of the story. Answer the questions.

- Tell students to refer page 62 while doing the activity.
- Students discuss the questions in pairs.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 16) to check students' predictions.

##### 2) Now look at the picture on page 63. Answer the questions.

- Tell students to refer to page 63 while doing the activity.
- Students discuss the questions in pairs.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 16) to check students' predictions.

#### Listen and read

##### Class Book

Graded reader 2

## A Rock Climbing Adventure

Last Tuesday was an exciting day for Adil and Sultan. Their dad took them rock climbing in the north of Oman. They had to get up very early. They had seen the sunrise before they got to the cliffs! At the cliffs, the boys were excited to see people mountain biking, abseiling and caving.

'You must look after yourselves,' their dad said. 'You need lots of equipment to rock climb safely.'

62 sixty-two

Graded reader 2 **2**

The boys had taken some rock climbing classes, so they knew what to do. Their dad waited for them at the bottom of the cliff. Adil and Sultan climbed up the cliff, but then Sultan saw something. 'What's that?' he asked. 'It's a baby falcon!' Adil said. The baby falcon had fallen out of its nest.



'Look!' said Adil. 'We should put the baby falcon back in its nest.'

sixty-three 63

Graded reader 2 **2**

Adil was tired, but he didn't stop. He stretched out his arms and carefully put the baby falcon back in its nest. Then the mother stopped making noises and flew to the baby.



Adil abseiled back down to Sultan. Then they both abseiled down to their dad at the bottom of the cliff.

'I watched everything!' their dad said happily. 'You should feel proud of yourself, Adil!'



sixty-five 65

Graded reader 2

Adil carefully picked up the falcon and started to climb up the cliff. Sultan looked down a valley to the east and saw beautiful scenery. 'Be careful,' Sultan said to Adil. 'Don't hurt yourself!'



When Adil got to the nest, he saw the mother falcon. She was flapping her wings, and making noises. 'She's looking for her baby,' Adil thought.



64 sixty-four

Unit 2, Graded reader 2

A Rock Climbing Adventure

1 Before you read

- Look at the title of the story. Answer the questions.
  - What do you think the 'rock climbing adventure' could be? \_\_\_\_\_
  - What words do you expect to see in the story? \_\_\_\_\_
- Now look at the picture on page 63. Answer the questions.
  - What do Adil and Sultan find on the cliff? \_\_\_\_\_
  - What do you think the boys will do? \_\_\_\_\_

2 Listen and read the story on page 62.

- Read the story quickly. Were your ideas from *Before you read* correct? \_\_\_\_\_

- Find these words in the story. Then write them under the correct pictures.

equipment   a falcon   a nest

1 	2 	3 
a nest	equipment	a falcon

- Complete the sentences with the correct words.
  - Adil and Sultan find a **baby** falcon that has fallen out of its nest.
  - Adil sees the mother falcon, and she's **looking** for her baby.
  - Adil climbs up the **cliff** and puts the baby falcon back in its nest.

3 After you read

- Put the pictures in the correct order. Then re-tell the story.

1 	2 	3 	4 
4	1	3	2

- Over to you! Answer the questions.
  - Have you ever been rock climbing? If not, would you like to?
  - What extreme sports can people do near to where you live?
  - Do you think Adil and Sultan did the right thing? Why or why not? What would you do?

one hundred and nine 109

**2**  **GR2.2 Listen and read the story on page 62.**

**1) Read the story quickly. Were your ideas from *Before you read* correct?**

- Play the audio and have students read along in their Class Books.
- Remind students to look at the pictures while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 109 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

**2) Find these words in the story. Then write them under the correct 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 109 individually.
-  Students then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

**3) Complete the sentences with the correct words.**

-  Students complete the activity individually and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

### Pronunciation

---

- Choose sentences from the story which use the Past perfect and write them on the board: *They had seen the sunrise before they got to the cliffs! The boys had taken some rock climbing classes, so they knew what to do.* Read the sentences aloud, or play the audio, and have students repeat.
-  Place students in pairs. Have them read aloud the sentences. Make sure they pronounce the sentences with the correct stress and intonation.

### Finishing the lesson

---

- Write the new vocabulary words on the board: *goggles, knee pads, instructor, pleased, ancient.* 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 16) 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 *A Rock Climbing Adventure*.
- 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 16) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *The boys got to the cliffs and then saw the sunrise. (False – They had seen the sunrise before they got to the cliffs.) You need lots of equipment to rock climb safely. (True.) The boys had not tried rock climbing before. (False – They had taken rock climbing classes/They knew what to do.) A baby falcon had fallen from its nest. (True.) Adil hurt himself on the cliff. (False – He didn't hurt himself.) The mother falcon flapped her wings. (True.) The falcon made a noise when the baby was back in its nest. (False – The mother stopped making noises.) Dad was very happy with Adil. (True.), 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. *Where did the boys go rock climbing? (In the north of Oman.) What other sports were people doing? (Mountain biking, abseiling and caving.) Where did their dad wait while they climbed? (At the bottom of the cliff.) What did Sultan see? (A baby falcon.) Where did Adil take the baby falcon? (Up the cliff and back to its nest.) What was the mother falcon doing? (She was flapping her wings, making noises and looking for her baby.) Did the mother fly to its baby? (Yes.) Where did Adil and Sultan abseil back down to? (The bottom of the cliff.) Who should feel proud of himself? (Adil.) etc.*

## After you read

### 3 After you read

#### 1) Put the pictures in the correct order. Then re-tell the story.

- Refer students to page 109 in their Class Books.
-  Students complete the activity in pairs.
- Monitor students, helping where necessary.
- Students re-tell the story in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.
- Ask a few students to re-tell the story to the class.

#### 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.

### 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 seen a falcon and if so, where they saw it. If they haven't, ask them if they would like to and why.

#### Extra activity Photocopiable R4

- Ask students to do photocopiable R4.



# Spend or save?

## Unit objectives

To talk about shopping and imaginary situations

## Language

<b>Vocabulary</b>	<b>Shopping:</b> <i>on sale, queue, till, pay with contactless, get a refund, exchange (v), shop assistant, bank card, customer, second-hand, receipt, online shopping</i> <b>Imaginary situations:</b> <i>go into space, become a school principal, travel the world, donate to a charity, have a lot of money, have a wish, travel back in time, pass exams, be an inventor, become a book or film character, be invisible, win a cup</i>
<b>Grammar</b>	Zero and first conditionals (revision) Second conditional
<b>Functions</b>	<b>Making a complaint:</b> <i>I'm afraid I have a complaint about this jacket. Please could I have a refund?</i>
<b>Pronunciation</b>	Strong and weak forms in the second conditional

## Learning outcomes

<b>Listening</b>	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Identify the participants and their roles; Identify the setting of aural texts; Identify the main idea of an aural text; Respond to referential questions based on aural texts; Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topic; Infer the meaning of unknown words when listening to texts on familiar and concrete topics; Make predictions when listening to simple, extended texts on familiar and concrete topics
<b>Speaking</b>	Respond to direct questions, instructions, suggestions, offers, etc.; Ask questions about routine matters; Produce connected speech using correct intonation and rhythm; Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication; Use simple and complex language structures when speaking; Express own ideas and respond to the ideas of others; Initiate and participate in a wide range of interactions on familiar and concrete topics; Make a rehearsed or unrehearsed presentation about a familiar topic; Read texts in a variety of genres; Infer the meaning of unknown words when reading texts on familiar and concrete topics; Understand short messages in emails, text messages, social media posting; Respond to conditional or hypothetical questions; Articulate stress patterns within words; Manipulate variation in stress in connected speech; Produce basic intonation patterns
<b>Reading</b>	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Read and understand details in simple, extended texts on some unfamiliar concrete topics; Make predictions when reading simple, extended texts on familiar and concrete topics; Answer factual, inferential, judgement or evaluation questions; Read texts in a variety of genres; Distinguish fact from fiction; Generate questions about reading text
<b>Writing</b>	Use capital letters and punctuation (period, comma, question mark, colon) correctly; Write a text dictated at a reasonable speed using correct punctuation; Write answers to questions based on reading material; Write about a familiar topic; Produce a written text in imitation of a model; Write simple, extended texts on familiar and concrete topics; Write structured paragraphs that contain a topic sentence and supporting details; Write short descriptive texts on familiar topics; Use own and other's ideas to plan and develop writing; Revise, edit, and rewrite own work; Write short personal emails/letters about familiar topics

**Cognitive skills**

Act out the roles of various characters in games and drama; Actively participate in investigative, exploratory and open-ended tasks; Find information; Ask for and give information; Introduce new ideas and give suggestions at the start, during, and at the end of tasks; Give detailed suggestions about what the group can do during the task; Tell a story and talk about past abilities

**Key competences**

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

**Mathematical, science and technological competences:** tourist leaflet about an interesting market (L. 6)

**Digital competence:** use Class Book and Activity Book eBook (L. 1–12)

**Social and civic competences:** learn to be creative (L. 1, 2, 4 and 6)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 6)

**Learning to learn:** reflect on what has been learned and self-evaluate progress (L. 1–11); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learned (L. 3 and 5)

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

**Future skills**

<b>Critical thinking</b>	Predicting (L. 1 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 7); Planning (L. 6 and 9); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Writing a tourist leaflet about interesting markets around the world (L. 6)
<b>Communication</b>	Talking about shopping (L. 1, 2 and 3); Talking about what you would like to do (L. 4); Telling a story (L. 5); 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. 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, Communication game, Reading differentiation, Listening differentiation, Culture, English in action, Writing, Review self-assessment, CLIL, Team Talk, Graded reader 1 and 2
- Unit 3 practice

**External exams****Class Book**

B1 Preliminary for Schools:  
Reading Part 4  
Listening Part 2

**Activity Book**

B1 Preliminary for Schools:  
Listening Part 1  
Writing Part 1

# Vocabulary

## Lesson 1, parts 1 and 2

### Objectives

- **Lesson aims:** to learn and use words for shopping
- **Target language:** *on sale, queue, till, pay with contactless, get a refund, exchange (v), shop assistant, bank card, customer, second-hand, receipt, online shopping*

### Materials

- Unit 3 flashcards (*on sale, queue, till, pay with contactless, get a refund, exchange, shop assistant, bank card, customer, second-hand, receipt, online shopping*)
- Unit 3 poster: *Shopping*
- notebooks
- dictionaries
- photocopiable 3

### Global Scale of English (GSE)

- **Reading:** Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about matters of personal information and interest in some detail (GSE 51).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can write short, simple explanations, given a model (GSE 43).
- **Listening:** Can identify the context of short, simple dialogues related to familiar everyday situations (GSE 32).

### Assessment for Learning (formative assessment)

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

## Lesson 1, part 1

### Starting the lesson

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

### Presentation

- Explain that in this lesson students will learn to talk about shopping.
- Place the Unit 3 flashcards (*Shopping*) 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 them which part of the unit they think will be the most interesting and why.

### Practice

#### Class Book

**3 Spend or save?**

**WOW! World of Wonder! Magazine**

Welcome Book Club Culture Over to you!

Some of you have told us that you love shopping and you enjoy spending money! Others have told us that they prefer to save money. How many words do you know for the things on this page? Manar has a question for you. Can you think of some answers to her question?

**Question**

Manar 3 minutes ago  
Why is money important?

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

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

66 sixty-six

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

- Ask students to look at the pictures on page 66 and name as many as of the things as they can.

**Answer key** The photos show the following: electronic cash register/electronic till, books, T-shirts, a laptop/online shopping, shop assistant/customer, a person shopping, an aeroplane, headteacher/school principal, space shuttle, supermarket, pens, board game pieces

- Use the Lollipop stick technique (see page 16) to have a student read the sidebar content.
- Place students in pairs and have them discuss the WOW! question for two minutes. They can then write their answers in their notebooks. Have students share their ideas to the class.

- **Answer key** Money helps people buy basic needs like food, clothing and a place to live. It allows people to buy or do things they enjoy. It helps to pay for medical bills and education. People can use money to donate, support family and friends or to help those in need.

### 2 3.1 Look and match. Then listen, check and repeat.

- Tell students to match the words and phrases they know and guess the ones they don't know in their notebooks.
- Play the audio.
- Check answers using the Lollipop stick technique (see page 16). Ask *How many words did you already know?*
- Place students in pairs. Have them say a word to their partners and their partner points to the correct picture. Then they swap.
- Consolidate understanding with these questions. Students raise their hands to suggest answers:  
*Who/Where/How do/can you pay for shopping? (the shop assistant, at the till/cash register, with a bank card, with contactless)*  
*Are on sale/second-hand items usually cheaper or more expensive?*  
*Do you mind waiting in a queue?*  
*What shows you the price of all your shopping?*  
*If you want your money back, do you get a refund or exchange an item?*  
*Do you prefer going to shops or doing your shopping online? Why?*

#### 3.1

1 shop assistant 2 bank card 3 till 4 customer  
5 online shopping 6 on sale 7 receipt  
8 second-hand 9 queue 10 pay with contactless  
11 get a refund 12 exchange

Lesson 1, part 1 **Vocabulary** 3

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

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

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

sixty-seven 67

#### Diversity

##### Support

- Tell students to write the new vocabulary in their notebooks in a list. Provide simple definitions for each item.

##### Challenge

- Tell students to write the new vocabulary in their notebooks in a list and to write definitions for homework. They can use a dictionary to help them if necessary.

**Vocabulary** Lesson 1, part 1

**3** Listen and read. Who doesn't like going shopping and why?  
**Rosie doesn't like shopping because she prefers to be outside enjoying herself.**

**Blog**

**1** **Manar** 10 minutes ago  
 I like shopping for a tablet or a laptop in second-hand shops. If you look carefully, you can find really brilliant things for a good price. So, I'm helping my wallet and the environment!

**2** **Ali** 1 hour ago  
 Some things are grown or made in other countries and travel a long way to us. That's not good for the environment. We must go to shops that sell things grown or made in our country. If we only buy from these shops, we'll help the environment and we'll help the people who make the things we buy.

**3** **Rosie** 10 minutes ago  
 I don't really like shopping. Why would I stand in a queue of customers at a till when my parents can buy everything we need online? I prefer to be outside enjoying myself!

**4** **Eric** 1 hour ago  
 I love shopping! My favourite shop is Sports Superstar. You can pay with contactless, so you don't need your wallet. I'm not very good at saving money ... I'm much better at spending it!

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

- Which words are things you might see in a shop? **till, contactless, wallet, tablet, laptop**
- Which words are people you might see in a shop? **shop assistant, customer, queue**

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

- Do you like shopping for electronic devices in second-hand shops? Why?/Why not?
- Do you ever pay with contactless? Why?/Why not?
- Are you better at saving or spending money?
- Have you or someone in your family ever had to ask for a refund or exchange something? What was it?

68 sixty-eight Activity Book, Unit 3 Lesson 1, part 2

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

- Play the audio and have students read along in their Class Books.
- Students answer the question individually in their notebooks. Make sure they explain their answers.
- Check answers using the Lollipop stick technique (see page 16).

**3.2**

- 1 Manar:** I like shopping for a tablet or a laptop in second-hand shops. If you look carefully, you can find really brilliant things for a good price. So, I'm helping my wallet and the environment!
- 2 Ali:** Some things are grown or made in other countries and travel a long way to us. That's not good for the environment. We must go to shops that sell things grown or made in our country. If we only buy from these shops, we'll help the environment and we'll help the people who make the things we buy.
- 3 Rosie:** I don't really like shopping. Why would I stand in a queue of customers at a till when my parents can buy everything we need online? I prefer to be outside enjoying myself!

**4 Eric:** I love shopping! My favourite shop is Sports Superstar. You can pay with contactless, so you don't need your wallet. I'm not very good at saving money ... I'm much better at spending it!

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

- Place students in pairs.
- Give them one minute to write the answers in their notebooks.
- Ask students to raise their hands to offer answers and write them on the board.

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

- Place students in pairs to complete the activity.
- Monitor students, helping where necessary.
- Ask different students to offer answers.

**Extra activity Collaborative work**

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

**Finishing the lesson**

- Students close their books. Call out the first word or syllable for each new vocabulary word/phrase and have students raise their hands to complete it.
- If you have time, play a game of *Picture charades* (see page 21) using the Unit 3 flashcards (Shopping) or poster as prompts.

## Lesson 1, part 2

### Starting the lesson

- Play *Parachute* (see page 21) with some of the new vocabulary. Use the the Unit 3 flashcards (Shopping) or poster as prompts if necessary.

### Practice

#### Activity Book

Lesson 1, part 2



## Spend or save?

**Vocabulary**

- 1 Read the clues and complete the crossword.
 

1	R	E	C	E	I	P	T			
			U							
2	O	N	S	A	L	E				
			T							
3	S	E	C	O	N	D	H	A	N	D
				M						
4	Q	U	E	U	E					
				R						
- 2 Read and complete the sentences.
  - 1 You can exchange those shoes if you haven't worn them.
  - 2 I'm not old enough to have a bank card so I always pay in cash.
  - 3 You can't get a refund if you don't bring the receipt with you.
  - 4 My brother works as a shop assistant in a sports shop. He really enjoys it.
  - 5 Some people prefer online shopping, but I'd rather visit real shops.
  - 6 When I go shopping, I never pay with contactless. I have to use cash.
- 3 Read the *I'm learning* box. Read and complete the sentences with shopping and money verbs.
 

**I'm learning**

Shopping and money verbs  
There are some verbs that we often use when we talk about shopping and money.

*Shops sell things to customers.  
Customers buy things from shops.  
You can save money for later.  
You can spend money in shops.*

  - 1 I don't usually spend a lot of money on clothes.
  - 2 My rucksack is quite old. I need to buy a new one.
  - 3 They sell some really nice clothes in that shop.
  - 4 I don't have enough money for a comic. I need to save some money.
  - 5 We don't have any milk, so we need to buy some later.
  - 6 How much money do you spend on sweets each week?
  - 7 My parents are trying to save money so we can all go on holiday this year.
- 4 Write five or more sentences using the shopping and money verbs from Activity 3. **I'm going to save money for a new bicycle. You'll need to buy some snacks for the school trip. Don't spend all your money at once! That shop sells all kinds of things. How much money do you spend each week?**

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

-  Students complete the activity in pairs.
-  Check answers using the Lollipop stick technique (see page 16).

### 2 Read and complete the sentences.

-  Students complete the activity individually. They then compare answers with a partner.
- Ask different students to read aloud their answers.

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

- Read the *I'm learning* box as a class.
- Tell students that some verbs are used frequently when we talk about shopping and money. These verbs help us describe what we do when we buy, sell or pay for items. For example, we *spend* money on things we need, *buy* clothes or food and *pay* for items at a store. We can also *save* money for later (or *earn* money by working).

-  Students complete the activity individually. They then compare ideas with a partner. Tell students that some verbs are used more than once in the answers.
- Check answers as a class.

### 4 Write five or more sentences using the shopping and money verbs from Activity 3.

-  Place students in pairs and have them complete the activity using the Think-pair-share technique (see page 16).
- Tell students to write their answers in their notebooks.
- Ask different students to read their sentences aloud to the class.

### Extra activity Fast finishers

- Students give themselves one minute to learn the new vocabulary. They close their books and see how many they can recite in their head.

### Finishing the lesson

-  Using the Summative and thought-provoking questions technique (see page 16), ask *Are phrases harder to remember than single words? How will you learn these words and phrases?*

### Extra activity Photocopiable 3

- Ask students to do photocopiable 3.

## Lesson 2, parts 1 and 2

### Objectives

- **Lesson aims:** to listen to and read a dialogue about shopping
- **Target language:** *No chance! I'm only kidding! That's true.*

### Materials

- Unit 3 flashcards (Shopping)
- Unit 3 poster: *Shopping*
- notebooks
- photocopiable T3

### Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write a simple story in the form of a dialogue between characters (GSE 43).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: Lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; acting out

## Lesson 2, part 1

### Starting the lesson

- Revise the shopping words using the Lollipop stick technique (see page 16). Students say a word or phrase they remember from Lesson 1. They shouldn't repeat something that has already been said. Use the Unit 3 flashcards (Shopping) or poster as prompts if necessary.

### Presentation

- Explain that in this lesson students will read a dialogue about shopping.

## Practice

### Class Book

Lesson 2, part 1

**WOW! Team Talk** 3

**No. Rosie doesn't like shopping but Manar does.**

1 Listen and read. Do Rosie and Manar both like online shopping?

**Zero conditional**

Manar: But what about clothes and shoes? Buying trainers online, for example, what do you do if they aren't big enough?

Rosie: You can still try things on when you do online shopping. If something isn't big enough, you can send it back.

Manar: Hmm, I suppose so. But I still prefer shops. I really love walking around bookshops and clothes stores. You don't get that online.

Rosie: You also don't get long queues for the tills!

Manar: Ha ha! But if we all buy everything online, shops will close.

Rosie: (That's true) Maybe we won't need shops at all in the future.

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

Rosie: Yes, I hadn't thought of that. Maybe we should keep some shops then. As long as I don't have to go to them!

**First conditional**

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

1 What does Manar invite Rosie to do at the weekend? **to go shopping with her**

2 Why doesn't Rosie like shopping? **She thinks it's a waste of time.**

3 What does Rosie do if something she buys online doesn't fit her? **She sends it back.**

4 What shops does Manar really like? **bookshops and clothes stores**

5 What does Rosie not like about shops? **long queues for the tills and lots of people**

6 What does Rosie think will happen to shops in the future? **She thinks we might not need them.**

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

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

1 It's usually cheaper to buy things online. **That's true.**

2 Are you going to get some new trainers? **(...) I've spent all my pocket money!**

3 I'm going to buy this expensive T-shirt. **Really?**

4 No. (...) I never spend lots of money on clothes. **I'm only kidding!**

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

1 Do you prefer online shopping or going to the shops? Why?

2 Are there any shops that you really like or don't like? Why?

3 Do you think we'll need shops in the future? Why?/Why not?

Activity Book, Unit 3  
Lesson 2, part 2 sixty-nine 69

### 3.3 Listen and read. Do Rosie and Manar both like online shopping?

- Refer students to page 69.
- Play the audio and have students read along in their Class Books.
- Students complete the activity individually.
- Ask students to raise their hands to offer answers.

### Extra activity Critical thinking

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

## 3.3

- Manar:** Hey, Rosie! Do you want to come shopping with me at the weekend?
- Rosie:** No chance! I don't like shopping.
- Manar:** I know! I'm only kidding! I read your blog. But why don't you like shopping?
- Rosie:** It's just such a waste of time. If I need something, I ask my parents to buy it online.
- Manar:** But what about clothes and shoes? Buying trainers online, for example, what do you do if they aren't big enough?
- Rosie:** You can still try things on when you do online shopping. If something isn't big enough, you can send it back.
- Manar:** Hmm, I suppose so. But I still prefer shops. I really love walking around bookshops and clothes stores. You don't get that online.
- Rosie:** You also don't get long queues for the tills!
- Manar:** Ha ha! But if we all buy everything online, shops will close.
- Rosie:** That's true. Maybe we won't need shops at all in the future.
- Manar:** If that happens, I won't be happy. Also, what will the shop assistants do if there aren't any shops?
- Rosie:** Yes, I hadn't thought of that. Maybe we should keep some shops then. As long as I don't have to go to them!

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

-  Tell students to read the dialogue again and then answer the questions in pairs in their notebooks.
-  Check answers using the Lollipop stick technique (see page 16) and write them on the board.

### Diversity

#### Support

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

#### Challenge

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

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

- Give students time to find the expressions in Activity 1.
-  Place students in pairs and have them act out the dialogues in pairs.
- Ask different pairs to act out the dialogues for the class.

- **Extension** Ask students to think of their own statements that could prompt someone to use these expressions.

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

-  Place students in pairs.
- Ask different pairs to tell the class their opinions. Promote class discussion: *Who agrees/disagrees? What's your opinion?*

### Finishing the lesson

- Play *Concentric circles* (see page 21) with the questions from Activity 2. Encourage students to play the game without using their Class Books.

Lesson 2, part 2

Starting the lesson

- Write the following on the board: *No..., I'm only..., That's...*
- See if students can complete the expressions (*No chance, I'm only kidding, That's true*).

Practice

Activity Book

Lesson 2, part 2

**1** Read and complete the sentences from the dialogue on Class Book page 69. Then listen and check.

- No chance! I don't like shopping.
- I know! I'm only kidding!
- It's just such a waste of time.
- But what about clothes and shoes?
- What do you do if they aren't big enough?
- Hmm, I suppose so.
- You don't get that online.
- If that happens, I won't be happy.

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

- Rosie says she wants to go shopping. **T / F**  
*She says she doesn't like shopping.*
- Manar has already seen Rosie's blog. **T / F**  
*She says she has read it.*
- Rosie's parents don't buy things online. **T / F**  
*They buy things online for Rosie.*
- Manar says she doesn't like going to shops. **T / F**  
*She says she prefers shops.*
- Rosie says she doesn't have to wait online. **T / F**  
*She says you don't get long queues for the tills online.*
- Manar won't be sad if all the shops close. **T / F**  
*She says she won't be happy if the shops close.*

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

No chance! x 2    I'm only kidding! x 2    That's true. x 2

- A:** Don't buy that bag. You don't need it.  
**B:** That's true. I have lots of bags.  
**A:** You can buy it for me, if you like!
- A:** Do you want a burger for lunch?  
**B:** Of course not! I don't like meat.  
**A:** I'm only kidding! We're having salad.
- A:** Let's go to the cinema this evening.  
**B:** No chance! I have to study for tomorrow's Maths test.  
**A:** OK. Let's go at the weekend then.
- A:** I got 20 rials as a present.  
**B:** You should probably save some of it.  
**A:** That's true. I might need it later.
- A:** Can my friends come over, Mum?  
**B:** No chance! I've just cleaned the house.  
**A:** That's OK. We'll play in the garden.
- A:** Oh, no! My phone isn't working.  
**B:** What? You can't use your phone?  
**A:** Ha ha. I'm only kidding! Don't worry!

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

forty-three 43

**1** **3.4** Read and complete the sentences from the dialogue on Class Book page 69. Then listen and check.

- Give students one minute to complete the activity. Students check their answers with their partners.
- Play the audio to check answers.
- Check answers as a class.

3.4

- No chance! I don't like shopping.
- I know! I'm only kidding!
- It's just such a waste of time.
- But what about clothes and shoes?
- What do you do if they aren't big enough?
- Hmm, I suppose so.
- You don't get that online.
- If that happens, I won't be happy.

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

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

**3** **3.5** Read and complete the dialogues with the correct expressions. Then listen and check.

- Ask a pair of students to read the example dialogue.
- Students write and then compare answers with a partner. Play the audio for students to check answers.
- Choose two students using the Lollipop stick technique (see page 16) to check answers. One student reads the sentence and the other student uses the expression.

3.5

- A:** Don't buy that bag. You don't need it.  
**B:** That's true. I have lots of bags.  
**A:** You can buy it for me, if you like!
- A:** Do you want a burger for lunch?  
**B:** Of course not! I don't like meat.  
**A:** I'm only kidding! We're having salad.
- A:** Let's go to the cinema this evening.  
**B:** No chance! I have to study for tomorrow's Maths test.  
**A:** OK. Let's go at the weekend then.
- A:** I got 20 rials as a present.  
**B:** You should probably save some of it.  
**A:** That's true. I might need it later.
- A:** Can my friends come over, Mum?  
**B:** No chance! I've just cleaned the house.  
**A:** That's OK. We'll play in the garden.
- A:** Oh, no! My phone isn't working.  
**B:** What? You can't use your phone?  
**A:** Ha ha. I'm only kidding! Don't worry!

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

- 🧑🧑 Place students in pairs.
- Tell students to write their answers in their notebooks.
- Monitor students, helping where necessary.
- Ask pairs to act out their dialogues for the class.

**Extra activity Fast finishers**

- Students write the words related to shopping in this lesson in their notebooks.

**Finishing the lesson**

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- Ask different students to think of a question of their own about shopping. They ask the class and choose someone to answer.

**Extra activity Photocopiable T3**

- Ask students to do photocopiable T3.

# Grammar

## Lesson 3, parts 1 and 2

### Objectives

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

### Materials

- Unit 3 flashcards (Shopping)
- Unit 3 poster: *Shopping*
- Grammar animation
- notebooks
- photocopyables 8 and 24

### Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35). Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

### Assessment for Learning (formative assessment)

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

## Lesson 3, part 1

### Starting the lesson

- Ask *What do you buy online/in the shops?* Students raise their hands to offer answers.
- Review the vocabulary from Lesson 1 with the Unit 3 flashcards (Shopping) or poster.

### Presentation

- Explain that in this lesson students will learn to use the zero and the first conditional. They will also do a listening activity.

- Write on the board *If I want a book, I buy one online/ at a bookshop.* Ask different students to read aloud the sentence with the main clause that is true for them. Explain that this is a zero conditional sentence.
- Write *If I buy this recipe book, I will lend it to my friend/mum, too.* Ask different students to read aloud the sentence with the main clause that is true for them. Explain that this is a first conditional sentence. Ask students how the conditional sentences differ. Draw their attention to the use of *will* in the main clause for the first conditional. Remind students of its contracted forms (*I'll, She'll, He'll, etc.*).

### Practice

#### Class Book

### Grammar

**1** Look back at the dialogue in Lesson 2. Who might say these sentences: Rosie or Manar?

- 1 I always buy my trainers online. **Rosie**
- 2 I love walking around bookshops. **Manar**
- 3 I think some queues are really long! **Rosie**
- 4 I'm going shopping at the weekend. **Manar**

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

Zero conditional	
If I <b>need</b> something, I <b>ask</b> my parents to buy it online.	We use the <b>zero</b> / <b>first</b> conditional to talk about real situations.
If something <b>isn't</b> big enough, you can send it back.	We use the <b>zero</b> / <b>first</b> conditional to talk about things that might happen in the future.
What <b>do you do</b> if the trainers <b>aren't</b> big enough?	We form the zero conditional with <b>if + Present simple, ... Present simple / will + verb.</b>
First conditional	
If we all <b>buy</b> everything online, shops <b>will</b> close.	We form the first conditional with <b>if + Present simple, ... Present simple / will + verb.</b>
If that <b>happens</b> , I <b>won't</b> be happy.	
What <b>will</b> the shop assistants <b>do</b> if there <b>aren't</b> any shops?	

**3** Read the dialogue in Lesson 2 again. Underline an example of each conditional.

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

**Possible answers:**

- 1 If I need to buy something, I usually ... **look at the latest clothes. (zero conditional)**
- 2 If I go to a shopping centre, I always ... **will buy a new book. (first conditional)**
- 3 If I have time for shopping this Saturday, I ... **will look for items that are on sale. (first conditional)**
- 4 If I go to my favourite shop today, I ... **will look for items that are on sale. (first conditional)**

If I need to buy something, I usually buy it online.

If I need to buy something, I usually go to the shopping centre. I love walking around shops.

70 seventy

### 1 Look back at the dialogue in Lesson 2. Who might say these sentences: Rosie or Manar?

- Refer students to page 69. They discuss the question in pairs.
- Ask different students to raise their hands to offer ideas. Ask for class agreement.

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

- Give students a minute to work out the rules.
- Students write the answers their notebooks.
- Check answers using the Lollipop stick technique (see page 16).

- Tell students to write down the correct rules in their notebooks. Have students check each other's notes.

### 3 Read the dialogue in Lesson 2 again. Underline an example of each conditional.

- Refer students to the dialogue in Lesson 2.
- Students work individually to read through it and underline an example of each conditional. Note that there are two examples of each conditional in the dialogue (see page 136).
- Check answers using the Lollipop stick technique (see page 16).

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

- Ask volunteers to read the sentence prompts.
- Give students time to complete the sentences individually in their notebooks.
- Place students in pairs. Ask them to read their sentences to their partners and discuss the differences.
- Ask pairs to share their sentences with the class.

Lesson 3, part 1 Grammar 3

**5** Listen. For each question, choose the correct picture.

1 Huda is talking to her mum. What are they talking about?

1 

2 

3 

2 What other foods does Huda's mum buy locally?

1 

2 

3 

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

- Huda's banana was grown in Oman. **true**
- The supermarket where Huda's mum buys her food only sells things that are made in Oman. **true**
- If Huda wants to find out more about this topic, she will ask her teacher. **false (They will look online.)**
- Huda hopes that her school uses food that is grown locally. **true**
- Huda has to do a project next semester. **false (Huda has to do a project over the holidays.)**
- If Huda does her project about this topic, she will teach other students about it. **true**

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

- go shopping / on Saturday
- rain / tomorrow
- lose / wallet
- save / a lot of money
- there is / long queue at the till



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

Activity Book, Unit 3  
Lesson 3, part 2 seventy-one 71

### Diversity

#### Support

- Students do the pairwork using the Expert envoy technique (see page 16).

#### Challenge

- Students report what their partner said to the class.

### 5 Listen. For each question, choose the correct picture.

- Tell students to read the questions and to look at the pictures before they listen.
- Play the audio and have students work individually to choose the correct pictures.
- Check answers using the Lollipop stick technique (see page 16).

### 3.6 & 3.7

#### 1 Huda is talking to her mum. What are they talking about?

**Huda:** Mum, where does this banana come from?  
**Mum:** Oh, I'm not sure. Let me have a look at what it says. Ah, here we are. These bananas come from Oman.

**Huda:** That's great! It hasn't travelled a long way. That's good for the environment.

**Mum:** Yes, I know that the supermarket where I bought them from only sells things that are grown locally.

**Huda:** What do you mean 'locally'?

**Mum:** Well, it means that the people who grew these bananas lived in our area. If we buy locally, we help people who live in our own country.

**Huda:** Ah, that's good.

**Mum:** Exactly.

#### 2 What other foods does Huda's mum buy locally?

**Huda:** So what other things do you buy that are made locally?

**Mum:** I buy milk, eggs, fish and chicken. There are other fruits, too, for example, dates and mangoes. If you want to know more about it, we can look online.

**Huda:** Yes, definitely. I hope that our school uses food that is made locally.

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

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

**Mum:** Yes, that's a good idea.

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

- Have students read the sentences first.
- Play the audio again. Students write the answers and explanations in their notebooks.
- Check answers using the Lollipop stick technique (see page 16). Ask different students to give reasons for their answers.

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

- Read the example as a class, then elicit another sentence for the first prompt.
- Place students in pairs and have them write their ideas in their notebooks.
- Ask different pairs to tell the class their ideas.

**Finishing the lesson**

- Using the Summative and thought-provoking questions technique (see page 16), ask students how confident they feel using the new grammar. Review the grammar again if there are any students that require more guidance.

**Lesson 3, part 2**

**Starting the lesson**

- Play a game. Say the following sentence: *If I go out today, I'll go shopping.* Choose a student to continue using the last part of your sentence as the conditional clause: *If I go shopping, I'll ...*, adding his/her own idea. Continue the game around the class.

**Practice**

**Activity Book**

**Grammar**

**Zero and first conditionals**

**1** Listen to the brother and sister and circle the correct words.



1 If the sister wants a book, she gets it from a \_\_\_\_\_.  
 a bookshop      **b library**      c friend

2 If the brother returns the shirt, he will ask for a \_\_\_\_\_.  
**a different colour**      b refund      c bigger size

3 If there's a long queue, the brother will \_\_\_\_\_.  
 a complain      b return later      **c wait**

4 If their parents need a new laptop, they buy it \_\_\_\_\_.  
 a in a shop      b second-hand      **c online**

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

1 If Samira needs (need) to buy something, she always looks (look) for the best price.

2 I get (get) very angry if someone is (be) rude to me.

3 My parents aren't (not be) happy if I spend (spend) too much money.

4 If you feel (feel) hungry, you have (have) to take a break and eat.

5 If we go (go) to the shopping centre on Saturdays, we have (have) lunch there.

6 If Zahran wants (want) some new clothes, he buys (buy) them online.

**44** forty-four

**1** **3.8 Listen to the brother and sister and circle the correct words.**

- Play the audio.
- Play the audio again, pausing after each section, for students to circle the correct answers.
- Check answers as a class.

## 3.8

- 1 Boy:** I love shopping for new books.  
**Girl:** Really? I'd rather get books from a library.  
**Boy:** Yes, but you have to wait for them.  
**Girl:** That's true, but they're free!
- 2 Girl:** You look confused. What's wrong?  
**Boy:** I've just bought this shirt. Does it look OK?  
**Girl:** The size is good, but red isn't a good colour for you.  
**Boy:** You're right. I'll exchange it for a blue one.
- 3 Boy:** Let's go to the shopping centre. I need to return these shoes.  
**Girl:** Are you sure? It's Saturday and the queues will be long.  
**Boy:** Oh, I don't mind waiting. I can listen to a podcast on my phone.  
**Girl:** How can you be so patient? I hate queues!
- 4 Girl:** Let's look at this online shop for laptops. Mum and Dad always buy new laptops here.  
**Boy:** Online? Don't they want to look at it in a shop?  
**Girl:** No, you can get great laptops here and they're cheap.  
**Boy:** I'm sorry, but I prefer going into the shops and seeing things.

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

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

**3 Read and complete the sentences.**

- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 16)

**4 Read and complete the first conditional questions. Then write the answers.**

- Ask students to describe what they can see and to say what's happening in the picture.
- Students complete the questions individually and then write the answers in their notebooks.
- Check answers as a class.

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

- Place students in pairs and have them take turns to ask the questions and write down the answers in their notebooks.
- Ask for volunteer pairs to ask and answer the questions for the class.

## Lesson 3, part 2

## Grammar

## 3

**3 Read and complete the sentences.**

we'll bring the drinks.	I will celebrate.
we won't be tired.	I'll buy some shoes.
I'll be quite angry.	she won't be happy.

- 1 If I pass the Maths exam, I will celebrate.
- 2 If we rest now, we won't be tired.
- 3 If I don't help my sister, she won't be happy.
- 4 If we go shopping, I'll buy some shoes.
- 5 If I lose my bag, I'll be quite angry.
- 6 If you have a picnic, we'll bring the drinks.

**4 Read and complete the first conditional questions. Then write the answers.**



- 1 What will you do (you / do) if it rains this weekend?
- 2 If you go to the shopping centre tomorrow, where will you have (you / have) lunch?
- 3 When will you study (you / study) if you have an English test next Monday?
- 4 If you get some money for doing chores, how will you spend (you / spend) it?
- 5 What will you say (you / say) if someone invites you to a party next weekend?

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

What will you do if it rains this weekend?

If it rains this weekend, I'll read my book.

Go to Grammar practice on page 62. forty-five 45

## Grammar practice

**1 Read and circle.**

- Refer students to page 62 in their Activity Books.
- Students complete the activity individually and then compare answers in pairs.
- Refer to page 193 of the Teacher's Book for answers.

**2 Write sentences with the zero (Z) or first (F) conditional.**

- Students can work in pairs to write the sentences.
- Refer to page 193 of the Teacher's Book for answers.

### Extra activity Fast finishers

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

## Finishing the lesson

- Ask students to write an example sentence for the zero conditional and another for the first conditional in their notebooks. Ask different students to read aloud their sentences.

### Extra activity Photocopiables 8 and 24

- Ask students to do photocopiables 8 and 24.

# Book Club

## Lesson 4

### Objectives

- **Lesson aims:** to understand a poem; to introduce imaginary situations
- **Target language:** *Would you like to go into space? Yes, I would. I'd like to see the Earth from space.*

### Materials

- an example of a poem
- notebooks

### Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).
- **Listening:** Can understand some details in extended dialogues on a range of non-technical topics (GSE 50).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

### Assessment for Learning (formative assessment)

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

### Starting the lesson

-  Ask students to think of ideas to finish the sentence *If I save money every month, I will . . .* Use the Lollipop stick technique (see page 16) to choose students to read aloud their sentences.

### Presentation

-  Explain that in this lesson students will read a poem.
- Show students an example of a poem. Write *Poem* on the board. Ask *What do you know/think about poems?* Students raise their hands to offer answers.
- Explain to students the difference between a poem, a verse and a line of a poem: *poem: a poem is a complete piece of writing and contains words that often rhyme – it can be long or short; verse: a verse is a group of lines in a poem similar to a paragraph – poems can have many verses (sometimes called stanzas) and each one focuses on a particular idea or theme; line: a line is a single row of words in a poem – it forms part of a verse.*

## Practice

### Class Book

**WOW!** Book Club

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

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

**2**  **Listen and read.** What four places would the speaker in the poem like to visit?  
**ancient Egypt, London, the moon, the Arctic**

**If you could . . .**

If you could travel back in time, what would you choose to do?  
I'd go to Ancient Egypt to see the pyramids when they were new. We learned about this in History last year and we wore costumes to school. I dressed as an old Egyptian pharaoh. I looked really cool!

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

**72** seventy-two

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

- Refer students to pages 72 and 73. Tell them to look at the pictures, read the title and predict what the poem is going to be about.
-  Students work in pairs to complete the activity in their notebooks. For question 3, explain the difference between *rhythm* and *rhyme*. Explain that rhythm is the beat and speed of a poem when you read it aloud; it's created by stressed and unstressed syllables in a line or a verse. *Rhyme* refers to words that have the same sound as other words (e.g. *run* and *fun*). For question 4, tell students that some poems rhyme and some don't.
-  Check answers using the Lollipop stick technique (see page 16).

### Key words search

Tips for writing a poem using conditionals

### 2 **3.9 Listen and read.** What four places would the speaker in the poem like to visit?

- Play the audio and have students read along in their Class Books.

- Students answer the question individually in their notebooks.
- Ask students to raise their hands to offer answers.
- Check comprehension with questions: *Where would the poet go? (Ancient Egypt.) Why would the poet like to be Sherlock Holmes? (Because they'd like to catch a thief, live in London and be cleverer than the rest.) What would the poet do in space? (Walk on the moon.) Which animals would the poet look after in the Arctic? (Polar bears.)*

## 3.9

**If you could ...**

If you could travel back in time, what would you choose to do?

I'd go to Ancient Egypt to see the pyramids when they were new.

We learned about this in History last year and we wore costumes to school.

I dressed as an old Egyptian pharaoh. I looked really cool!

If you could become a character, what film or book would you choose?

I'd like to become Sherlock Holmes, then I'd catch a thief or two!

I'd live in London, years ago, and I would be the best. Sherlock always finds the thief! He's cleverer than the rest.

If you could go into space, what would you do and why?

I'd walk on the Moon, I'd look down at Earth and see how it looks from the sky.

First Neil Armstrong, then Buzz Aldrin, stepped down to have a look.

They walked around, left a flag and walked into history books!

If you could travel the world one day, where would you choose to go?

I'd go to the Arctic, I'd play in the ice and I'd build a house in the snow.

The sea ice is melting quickly, so I want to go while I can.

I want to look after some polar bears and make a huge snowman!

Lesson 4 **Book Club** 3

3 **After you read** Activity Book, page 46.

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

Would you like to go into space?

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

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

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

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

Activity Book, Unit 3 Lesson 4 seventy-three 73

3 **After you read** Activity Book, page 46.

- Refer students to page 46 of their Activity Books.
- See the Activity Book section below for more instructions.

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

- Ask students to read the examples in speech bubbles.
- Place students in pairs and have them discuss whether they would like to do the things in the poem.
- When they have finished, ask them to ask and answer the questions (the first line of each verse) from the poem.
- Monitor students, helping where necessary.
- Ask different pairs to tell the class their answers.

**Diversity****Support**

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

**Challenge**

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

**Extra activity Creativity**

- Students use their ideas from Activity 4 to rewrite one of the verses from the poem in their notebooks. They swap with another pair and read each other's verses.

**Activity Book**

**WOW! Book Club**

**1 After you read** Read the poem on Class Book pages 72–73 again. Number the sentences in order.




a **6** I'd walk on the Moon, I'd look down at Earth ...  
 b **7** If I could travel the world one day, ...  
 c **4** I'd like to become Sherlock Holmes, ...  
 d **7** If I could travel back in time, ...  
 e **8** I'd go to the Arctic, I'd play in the ice ...  
 f **5** If I could go into space, ...  
 g **2** I'd go to Ancient Egypt to see the pyramids ...  
 h **3** If I could become a character, ...

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

1 When did the speaker learn about the pyramids? *The speaker learned about them in History last year.*

2 How did the speaker dress up at school? *The speaker dressed up as an old Egyptian pharaoh.*

3 Why does the speaker say Sherlock is clever? *He's clever because he always finds the thief.*

4 Who were the first people on the Moon? *Neil Armstrong then Buzz Aldrin were the first people on the Moon.*

5 What did the astronauts leave on the Moon? *They left a flag.*

6 Why must the speaker visit the Arctic soon? *The sea ice is melting quickly.*

46 forty-six

- 1 After you read** Read the poem on Class Book pages 72–73 again. Number the sentences in order.
- Read the example answer as a class and elicit the next line.
  - Students work in pairs to complete the activity.
  - Check answers as a class.
- 2 Answer the questions. Write complete sentences.**
- Students complete the activity individually.
  - Check answers using the Lollipop stick technique (see page 16).

**Lesson 4** **WOW! Book Club** **3**

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

**Work with words**

**Collocations: look + preposition**  
 We can make collocations with prepositions after the verb look.  
*The teacher told us to look at the board.*

around behind down through under up








**4 Read and complete the sentences with collocations with look from Activity 3.**

1 Look behind you! Is there someone following you?  
 2 Don't look up at the Sun or you could hurt your eyes.  
 3 I looked around the room, but I couldn't see my bag.  
 4 My mother found her phone when she looked under the table.  
 5 We can't look through the window because it's dirty.  
 6 Nabhan climbed the mountain and looked down at the ocean.

**5 Write six or more sentences with the collocations with look from Activity 4.**

\_\_\_\_\_

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forty-seven 47

- 3 Read the Work with words box. Write the correct prepositions.**
- Read the Work with words aloud.
  - Students work individually and then compare answers with a partner.
  - Check answers as a class.
- 4 Read and complete the sentences with collocations with look from Activity 3**
- Students complete the activity individually and then compare answers with a partner.
  - Ask different students to read aloud the completed sentences to check answers.
- 5 Write six or more sentences with the collocations with look from Activity 4.**
- Students complete the activity using the Think-pair-share technique (see page 16).
  - Monitor students, helping where necessary.
  - Ask for volunteers to read aloud their sentences.

**Extra activity Fast finishers**

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

**Finishing the lesson**

- Using the Summative and thought-provoking questions technique (see page 16), write *Today I have learned ...* on the board and have students complete the sentence in their notebooks.

# Vocabulary and Grammar

## Lesson 5, parts 1 and 2

### Objectives

- **Lesson aims:** to learn and use words for imaginary situations; to learn and use the second conditional
- **Target language:** *go into space, become a school principal, travel the world, donate to a charity, have a lot of money, have a wish, travel back in time, pass exams, be an inventor, become a book or film character, be invisible, win a cup; If I could travel back in time, I'd go to Ancient Egypt.*

### Materials

- Unit 3 flashcards (*go into space, become a school principal, travel the world, donate to a charity, have a lot of money, have a wish, travel back in time, pass exams, be an inventor, become a book or film character, be invisible, win a cup*)
- Grammar animation
- notebooks
- Traffic light cards
- photocopiables 3 and 33

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22).
- **Writing:** Can write 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 16); Traffic light cards technique (see page 16)
- Peer learning: pairwork; Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

## Lesson 5, part 1

### Starting the lesson

- Ask the questions from the poem in Lesson 4 again to see if students can remember what the author would do, where they would go, etc. Students raise their hands to offer ideas.

### Presentation

- Explain that in this lesson students will learn phrases for imaginary situations and learn to talk about them using the second conditional. Elicit or explain the meaning of *imaginary* if necessary (existing only in your mind or imagination).
- Place the Unit 3 flashcards (Imaginary situations) on the board. Point to each item and say the word. Students repeat after you.
- Write the verbs in the box at the top of the board and the phrases in a column underneath. Ask different students to complete the phrases with the correct verbs. Explain meanings if necessary:  
*be, become, donate, go, have, pass, travel, win; a wish, \_\_\_ invisible, \_\_\_ a cup, \_\_\_ a book or film character, \_\_\_ a school principal, \_\_\_ to a charity, \_\_\_ a lot of money, \_\_\_ into space, \_\_\_ exams, \_\_\_ the world, \_\_\_ back in time*

### Practice

#### Class Book

**Vocabulary and Grammar**

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

go into space 8 become a school principal 9 travel the world 10 donate to a charity 12  
have a lot of money 4 have a wish 5 travel back in time 3 pass exams 11  
be an inventor 7 become a book or film character 2 be invisible 7 win a cup 6

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

2 Read the poem in Lesson 4 again. How many of these words and phrases can you find?

74 seventy-four

### 1 3.10 Look and match. Then listen, check and repeat.

- Ask students to look at the pictures and to say what they can see.
- Students then work in pairs to match the phrases to the pictures in their notebooks.
- Play the audio for students to check their answers. Ask them to repeat the words.

### 3.10

- 1 be an inventor    2 become a book or film character
- 3 travel back in time    4 have a lot of money
- 5 have a wish    6 win a cup    7 be invisible
- 8 go into space    9 become a school principal
- 10 travel the world    11 pass exams
- 12 donate to a charity

#### Extra activity Collaborative work

- Students number the situations in the box in order of what they would like to do, from the most (1) to the least (12). They compare and contrast their ideas in groups of three.

### 2 Read the poem in Lesson 4 again. How many of these words and phrases can you find?

- Refer students to pages 72–73.
- Students work in pairs to find the phrases. Ask different pairs for the answers.

Lesson 5, part 1 **Vocabulary and Grammar** 3

3 Think about the poem in Lesson 4. Are the questions asking about real or imaginary situations? **imaginary**

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

**Sara – for her family to be healthy and happy; to have a lot of money; Hassan – to pass all his exams; that his team wins a cup in football this year**

Grammar	
<b>Second conditional</b>	
If I could travel back in time, I'd go to Ancient Egypt.	
If I went into space, I'd walk on the moon.	
If you could become a film character, what character would you choose?	
If you were rich, would you donate to a charity?	

We use the second conditional to talk about **real / (imaginary) situations**. We form the second conditional with **if + Present simple / Past simple ... , would + verb.**

5 Listen to Hassan and his sister Sara. What two things do they wish for?

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




1 If I had a wish, I'd become an inventor.

2 If I became an inventor, then I'd have lots of good ideas.

3 If I had lots of good ideas, I'd win a prize.

4 (...)

Activity Book, Unit 3  
Lesson 5, part 2    seventy-five    75

### 3 Think about the poem in Lesson 4. Are the questions asking about real or imaginary situations?

- Students discuss the question quickly in pairs.
- Check the answer using the Lollipop stick technique (see page 16).

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

- Give students a minute to read the grammar table and work out the rules.
- Students write the answers their notebooks.
- Check answers using the Lollipop stick technique (see page 16).
- Explain to students that the second conditional is used to talk about impossible or unlikely present or future situations. It follows the pattern *if* + Past simple, *would* + infinitive. Tell students that, as with all conditionals, the structure can also be inverted, e.g. *I'd walk on the moon if I went into space*. Point out that we don't use a comma when the main clause comes first. You might also want to explain that when *if* is followed by the verb *be*, the correct form is *if I were*, *if he/she were* and *if it were*.
- You can write the above on the board if you wish and have students copy it into their notebooks.

### 5 3.11 Listen to Hassan and his sister Sara. What two things do they wish for?

- Play the audio.
- Play the audio again if necessary.
- Students write the answers their notebooks.
- Check answers as a class.

### 3.11

**Hassan:** If you had two wishes, what would you wish for?

**Sara:** Oh, good question! Well, for my first wish, I'd wish for my family to be healthy and happy.

**Hassan:** If I got that wish, I'd be so happy!

**Hassan:** Oh dear, yes, I think you would! What would your second wish be?

**Sara:** My second wish would be to have a lot of money.

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

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

**Hassan:** Oh, OK, that's a good idea.

**Sara:** What about you?

**Hassan:** Well, my first wish would be to pass all my exams!

**Sara:** You don't need to wish for that. You always study hard, so you'll definitely pass your exams! What would your other wish be?

**Hassan:** My second wish is for my team to win a cup in football this year!

**Sara:** Hmm, yes, I think that is something you need to wish for!

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

- Ask students to look at the example. Explain that they have to use the previous *would* clause to make new sentence using it in place of the *If* conditional clause. If a student can't make a sentence, the other student wins.
- Use the Traffic light cards technique (see page 16) to check that students know what to do.
- Place students in pairs and have them play the game.
- Monitor students, helping where necessary.
- Place two sets of pairs together and have them tell their sentences to each other.

### Diversity

#### Support

- Students can write down notes and refer to them to say their sentences.

#### Challenge

- Students try to remember the sentences from memory.

### Finishing the lesson

- Play *Charades* (see page 21) with imaginary situations. For example, students can mime walking in space. Encourage them to say complete sentences when they answer, e.g. *If you went to space, you'd walk on the moon, etc.*

### Lesson 5, part 2

#### Starting the lesson

- Mime one of the imaginary situations from the last lesson, e.g., *travel the world*. Students name the situation.
- Students then mime another situation for the class to guess.

### Practice

#### Activity Book

#### Vocabulary and Grammar

1 Listen and complete the sentences.



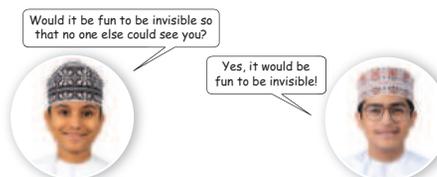
- 1 My brother would like to become an astronaut one day and go into space.
- 2 I'd like to have a lot of money in the future, but I don't want to work!
- 3 Most students have to pass exams if they want to finish school.
- 4 Would you like to travel the world alone or would you prefer to go with a friend?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

2 Read and complete the questions.

a film character    travel back in time    be invisible  
be an inventor    to a charity    a wish

- 1 Would it be fun to be invisible so that no one else could see you?
- 2 Would you like to be an inventor of cool things when you're older?
- 3 Would you like to donate to a charity that helps other people?
- 4 Would you like to act and sing and become a film character?
- 5 Would you like to have a wish so that you can stop global warming?
- 6 Would you like to travel back in time to visit Ancient Egypt?

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



48 forty-eight

1 3.12 Listen and complete the sentences.

- Revise the vocabulary using the Unit 3 flashcards (Imaginary situations).
- Play the audio, pausing after each sentence, for students to complete the sentences.
- Check answers as a class.

#### 3.12

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

- 2 Read and complete the questions.**
- Ask a student to read the example sentence.
  - Students complete the activity individually and then compare answers in pairs.
  - Check answers as a class.
- 3 Work with your partner. Ask and answer the questions in Activity 2. Do you have similar answers?**
- Place students in pairs and have them ask and answer the questions and compare answers.
  - Ask some pairs to share their answers with the class.

Lesson 5, part 2 **Vocabulary and Grammar** **3**

**Second conditional**

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

- 1 I can't see the snake. I'm not scared.  
If I could see the snake, I would be scared.
- 2 I don't know the answer. I won't tell you.  
If I knew the answer, I would tell you.
- 3 We don't have time. We won't visit the museum.  
If we had the time, we'd visit the museum.
- 4 I don't speak Italian. I don't understand Mario.  
If I spoke Italian, I would understand Mario.
- 5 Aida isn't here. She won't see the film.  
If Aida was here, she'd see the film.
- 6 You aren't 18. You can't drive a car.  
If you were 18, you could drive a car.

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

**IMAGINE THIS!**

- 1 If you got (get) 50 OMR as an Eid present, what would you buy (you / buy)?
- 2 If you had (have) a two-week holiday now, where would you go (you / go)?
- 3 If you could (can) choose anywhere in the world, where would you live (you / live)?
- 4 If you met (meet) your favourite celebrity, what would you say (you / say)?
- 5 If you lost (lose) your mobile phone, how would you feel (you / feel)?
- 6 If you could (can) become anyone in the world, who would you choose (you / choose)?

**6** Write five more questions using your own ideas. Then ask and answer with your partner.

**49**

- 4 Read and complete the sentences. Use the second conditional.**
- Students complete the activity individually, then compare answers in pairs.
  - Check answers as a class.
- 5 Read and complete the questions. Use the second conditional.**
- Students complete the questions individually. Monitor students, helping where necessary.
  - Check answers as a class.

- 6 Write five more questions using your own ideas. Then ask and answer with your partner.**
- Students complete the activity using the Think-pair-share technique (see page 16). Tell them to write their questions individually in their notebooks for the 'Think' stage.

### Grammar practice

- 3 Read and complete.**
- Ask students to turn to page 62 in their Activity Books.
  - Students complete the sentences using the correct word from the box.
  - Check answers as a class.
  - Refer to page 193 of the Teacher's Book for answers.
- 4 Write sentences about you and people you know. Use your own ideas.**
- Students work individually to complete the activity.
  - Ask students to share their sentences with the class.
  - Refer to page 193 of the Teacher's Book for answers.

### Word list

- Refer students to the *Word list* on page 64 of their Activity Books.
- Have students work in pairs or groups to add more Shopping and Imaginary situations vocabulary that they know. Students can use a dictionary if they wish.

### Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask *If you were the teacher, what would you ask your students to do for homework?* Students raise their hands to offer ideas.

### Extra activity Photocopiables 3 and 33

- Ask students to do photocopiables 3 and 33.

### Lesson 6, parts 1 and 2

#### Objectives

- **Lesson aims:** to learn about interesting markets around the world
- **Target language:** sunrise, sunset, leather, charming, snake, tricks

#### Materials

- Unit 3 flashcards (Shopping)
- Culture video
- Project video
- notebooks
- a world map
- photocopiable 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 give simple reasons to explain preferences, given a model (GSE 35). Can give a short, simple prepared talk on a topic of personal interest (GSE 44).
- **Writing:** Can write a short, simple text on a familiar topic, if guided by questions (GSE 39).

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Learning diary (see page 16)

### Lesson 6, part 1

#### Starting the lesson

- Play *Backs to the board* (see page 21) with the unit vocabulary. Use the Unit 3 flashcards (Shopping) as prompts.

#### Presentation

- Explain that in this lesson students will talk about interesting markets around the world.
- Ask students to find Indonesia, Morocco and Hong Kong on a map. Use an online map if available.

#### Culture notes

- The Muara Kuin Floating Market is where the Kuin and Barito rivers meet. It is popular with locals and visitors.
- The market in Marrakech in the square is next to the souk, which is the large market for all goods. It is a popular tourist attraction.
- The Flower Market is open all year round, but the most popular time is New Year when families look for plants to bring good luck and fortune.

#### Practice

##### Class Book

Culture
Lesson 6, part 1

### INTERESTING MARKETS

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

**Muara Kuin Floating Market, Indonesia**

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



**Djemaa el Fna, Marrakech, Morocco**

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



**Flower Market, Hong Kong**

This beautiful flower market is popular with tourists and local people, too. It's open from 7am to 7pm every day and you can choose from all types of different flowers as well as plants and trees. You can smell this market from streets away!



**Fact**

One of the oldest markets in the world is Khan al-Khalili market in Cairo, Egypt, which started more than 600 years ago.

- 1 **Before you read** What are markets like where you live? What type of things do you buy at a market?
- 2 **Listen and read.**
- 3 **After you read** Activity Book, page 50.
- 4 **Work in pairs.** Which market would you most like to visit and why?
- 5 **Find out more!** Watch the video.

76 seventy-six
Activity Book, Unit 3 Lesson 6, part 1

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

- Place students in pairs and have them discuss the questions for one minute. Ask for class feedback. Students raise their hands to offer ideas.
- Ask students to look at the photographs and describe what they can see.

#### Key search words

the world's greatest markets

2 3.13 Listen and read.

- Write the following words on the board: *sunrise, sunset, leather, charming, snake, tricks*. Elicit or explain their meanings: *sunrise: when the sun appears in the morning; sunset: when the sun goes down in the evening; leather: a strong material made from animal skin; charming: nice and pleasant; snake: a long, thin reptile with no legs; tricks: clever actions to surprise or mislead someone.*
- Play the audio and have students read along in their Class Books.
- Check comprehension with questions: *Which market starts early? (Muara Kuin Floating Market) What can you listen to in the evening in the market in Marrakech? (stories) In which market can you buy bright bowls and cups? (the Djemaa el Fna Market) Which market smells nice? (Flower Market.)*

3.13

Interesting Markets

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

**Muara Kuin Floating Market, Indonesia**

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

**Djemaa el Fna, Marrakech, Morocco**

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

**Flower Market, Hong Kong**

This beautiful flower market is popular with tourists and local people, too. It's open from 7am to 7pm every day and you can choose from all types of different flowers as well as plants and trees. You can smell this market from streets away!

Extra activity Critical thinking

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

3 After you read Activity Book, page 50.

- Refer students to page 50 of their Activity Books.
- Students complete Activities 1 and 2 individually. Activities 3 and 4 can be done after Activity 4 in the Class Book.
- See the Activity Book section below for more instructions.

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

- Students discuss in pairs for one minute.
- Open it up to a class discussion. Encourage them to give reasons for their answers.

Find out more! Watch the video.

- Watch the video with students. After they watch, encourage students to say any English words they remember from the video.
- Watch the video again, pausing 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.

Practice

Activity Book

Lesson 6, part 1

**1** After you read Read the text on Class Book page 76 again. What do the sentences describe? Write.

1 You can see fun shows with animals.	Djemaa el Fna
2 The market isn't located on land. It's on a river.	Muara Kuin
3 The things that you can buy there smell amazing.	Flower Market
4 It's a great place to visit in the evening.	Djemaa el Fna
5 It's famous for bags, shoes and other leather items.	Djemaa el Fna
6 The market starts at 7 o'clock in the morning.	Flower Market

**2** Answer the questions. Write short answers.

- Which time does the Hong Kong Flower Market close?  
*at 7pm*
- How often is there a market in Djemaa el Fna?  
*every day*
- What time must you go to the Muara Kuin Market?  
*before 7 am/sunrise*
- How long has there been a market at Muara Kuin?  
*for hundreds of years*
- Which market should you visit if you want to buy a tree?  
*the Hong Kong Flower Market*

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

The Yuyuan Bazaar is a <sup>1</sup> famous market. It's in Shanghai, which is the biggest city in China. It's an outdoor market and it's <sup>2</sup> huge. It has many different <sup>3</sup> streets and more than 100 shops. You can buy so many different things there, for example, food, <sup>4</sup> clothes and tea. The Yuyuan Bazaar first opened in <sup>5</sup> 1961 and now more than 200,000 people go there every day! Tourists often visit the market to <sup>6</sup> buy traditional souvenirs, but you can also find many <sup>7</sup> modern items. And if you want to take a break or get <sup>8</sup> hungry, there are many cafes and restaurants.

**4** Work in groups. Choose one of the markets in the box and find answers to the questions. Write about your market.

Petaling Street Market (Kuala Lumpur, Malaysia)	Liberdade Market (Sao Paulo, Brazil)
Makola Market (Accra, Ghana)	Chiang Mai Night Bazaar (Chiang Mai, Thailand)

- Where is the market?
- How big is the market?
- What time is the market open?
- What items do the shops sell?
- How many people go there?
- What is special about the market?

**50** fifty

1 After you read Read the text on Class Book page 76 again. What do the sentences describe? Write.

- Refer students to page 76 of the Class Book.
- Students work in pairs to complete the activity.
- Check answers as a class.

## 2 Answer the questions. Write short answers.

- Students answer the questions individually and then compare answers in pairs.
- Check answers as a class.

## 3 3.14 Listen to a report about another market. Complete the text.

- Ask students to say what they can see in the photo. Explain that they will now listen to a report about another market.
- Play the audio and have students complete the text individually. Play it again if necessary.
- Check answers as a class.

### 3.14

The Yuyuan Bazaar is a famous market in Shanghai, the biggest city in China. It's a huge outdoor market with many different streets. It has more than 100 shops that sell food, clothes, tea and much more. The Yuyuan Bazaar first opened in 1961 and now more than 200,000 people go there every day! Tourists often go to the Yuyuan Bazaar to buy traditional souvenirs, but you can also find modern items. And if you get hungry, there are many cafés and restaurants where you can take a break.

## 4 Work in groups. Choose one of the markets in the box and find answers to the questions. Write about your market.

- Students work in groups of four. If available, have students find the information online.
- Try to ensure that groups find out about different markets. You can allocate markets if necessary.
- Appoint a chair person to tell the class what they found out.

### Extra activity Fast finishers

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

## Finishing the lesson

- Write on the board *The most surprising thing from this lesson for me was ...* and have students complete the sentence in their notebooks. They read aloud their ideas to the class.

## Lesson 6, part 2

### Starting the lesson

- Play *Parachute* (see page 21) with the new vocabulary words from the first part of the lesson and from Lessons 1 and 5. Use the Unit 3 flashcards (Shopping) as prompts to poster to help if necessary.

### Project

Lesson 6, part 2 Project 3

Write a tourist leaflet about interesting markets around the world.

- 1 Watch the video.
- 2 In groups, find out about some interesting markets from around the world.
- 3 Choose two or three markets that you would like to include.
- 4 Decide who will research each market and find out:
  - where the market is
  - when the market is
  - what you can buy at the market.
- 5 Write about the markets you have chosen.
  - 1 Write a description of each market on small pieces of paper.
  - 2 Find photos or pictures.
  - 3 Glue your descriptions onto the leaflet.
  - 4 Glue your photos beside the descriptions.

**Tip Writing**  
Use a wide range of adjectives.

**Tip Speaking**  
When you present your leaflet to the class, point to the photo of each market when you talk about it.

**7 Take a class vote to decide which market you would most like to visit.**

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### Write a tourist leaflet about interesting markets around the world.

#### 1 Watch the video.

- Tell students that they are going to watch a video about the Project.
- Play the video (see *How to work with videos* on page 18).
- Ask students if they have any questions afterwards.
- Before they start, tell students that they have the option of creating a digital version of the project, such as an animation, video, infographic, digital poster, or any other suitable format, provided that the necessary technology and internet access are available.

**2 In groups, find out about some interesting markets from around the world.**

-  Place students in groups of four. Have them discuss which markets they want to find out about.
- Make sure all group members are contributing to the discussion. You can write some ideas on the board to help them if necessary.
- Ask groups which markets they have chosen.

**3 Choose two or three markets that you would like to include.**

-  Have groups vote for the markets they want to include in their leaflets.

**4  Decide who will research each market and find out:**

-  Have groups decide which market each group member is going to research.
- Monitor students, helping where necessary.
- Make sure that each student takes part in the activity by interacting with others, and stays on task throughout.

**5  Write about the markets you have chosen.**

- Read the *Writing tip* and refer them to the model in the example leaflet. Ask them to identify the adjectives in the leaflet. Brainstorm adjectives students could use in their leaflets and write them on the board.
- Invite a volunteer to read aloud the instructions.
- Make sure that all students are contributing and interacting with other group members.

**6 Present the information to the rest of the class.**

- Read the *Speaking tip* aloud.
- Students present their work to the class. Make sure all students take part in the presentation and that they are pointing to the relevant photos while speaking.
- Encourage students to ask questions after each presentation. You may wish to remind students of some useful expressions they can use to clarify understanding. Write the following on the board: *Sorry, can you repeat that please? I don't understand that, can you say it another way?*
- Presenters can clarify their ideas with expressions such as *What I mean is ...*
-  Use the Two stars and a wish technique (see page 16) to have students comment on the presentations.

**7 Take a class vote to decide which market you would most like to visit.**

- Have the class vote for the market they would most like to visit. Ask individual students to say why they would like to visit their chosen market.

### Finishing the lesson

-  Refer students to their Learning diaries (see page 16).
- Tell students to make a few notes about what they've learned in this lesson and what interested them the most.

#### Extra activity Photocopiable 15

- Ask students to do photocopiable 15.

## Lesson 7, parts 1 and 2

### Objectives

- **Lesson aims:** to learn to make a complaint; to learn and practise the stress of *d* and *would* in second conditionals
- **Target language:** *I'm afraid I have a complaint about this jacket. Please could I have a refund?*

### Materials

- English in Action video
- notebooks
- 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). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).

### Assessment for Learning (formative assessment)

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

## Lesson 7, part 1

### Starting the lesson

- Write *complaint* on the board and elicit or explain the meaning (a statement that someone makes to say that something is wrong or that they are not happy with something). Ask *Have you ever made a complaint in a shop? What was the problem?*

### Presentation

- Explain that in this lesson students will learn to make a complaint.
- Ask students to work in pairs and think of something they might say to make a complaint in a shop.

## Practice

### Class Book

#### English in action Making a complaint

- 1 Watch or listen and read. Answer the questions.
- 1 Where is this conversation taking place? **in a clothes shop**
  - 2 Do these people know each other? **No, they don't.**



- Good morning. I'm afraid I have a complaint about some things I bought last week.
- OK, what's the problem?
- When I got home, I found that there is a button missing on this skirt. I need to exchange it.
- I'm very sorry about that. Of course you can exchange it.
- I'm afraid there's also a problem with this scarf. It's damaged here.
- Oh yes. I'm sorry about that. Would you like to exchange it, too?
- No. Please could I have a refund for the scarf?
- No problem. I'll just need to see your receipt.
- Here you go.
- That's great. Thanks.

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### 1 3.15 Watch or listen and read. Answer the questions.

- Refer students to page 78. Ask them to look at the picture and to say where the people are (in a clothes shop).
- Play the video or audio for students to watch or listen and read. Students write the answers in their notebooks.
- Check answers using the Lollipop stick technique (see page 16).

#### 3.15

**Girl:** Good morning. I'm afraid I have a complaint about some things I bought last week.

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

**Girl:** When I got home, I found that there is a button missing on this skirt. I need to exchange it.

**Woman:** I'm very sorry about that. Of course you can exchange it.

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

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

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

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

**Girl:** Here you go.

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

Lesson 7, part 1 3

2 Read the dialogue again. What two complaints does the girl make and what does she ask the shop assistant to do about them? Use the *Say it!* box to help you.  
**The skirt has got a missing button – exchange it.**  
**The scarf is damaged – get a refund.**

**Say it!**

**Making a complaint**  
 I'm afraid I have a complaint about this jacket.  
 I'd like to complain about this phone.  
 I'm afraid there is a problem with these shoes.  
 Please could I have a refund?  
 I need to exchange them.

3 Act out dialogues with your partner. Take turns to make complaints about these problems. Find an answer to each problem. Use the *Say it!* box to help you.

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



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



OK, what's the problem?

**Pronunciation**

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

If I had a lot of money, I <b>would</b> donate some to charity.	If I could travel the world, I <b>would</b> go to Africa.	If she was an inventor, she <b>would</b> have a lot of great ideas.	If they could travel back in time, they <b>would</b> go back to ancient China.
			

Activity Book, Unit 3  
Lesson 7, part 2 seventy-nine 79

- 2 Read the dialogue again. What two complaints does the girl make and what does she ask the shop assistant to do about them? Use the *Say it!* box to help you.
- Draw students' attention to the *Say it!* box. Read aloud the sentences and have students repeat as a class. Explain meanings if necessary.
  - Place students in pairs and have them answer the questions in their notebooks. Ask different pairs for feedback.
  - **Extension** Students read aloud the dialogue in pairs.

### Diversity

#### Support

- Read aloud one sentence at a time and have students repeat.

#### Challenge

- Ask two students to read aloud the dialogue to the class.

- 3 Act out dialogues with your partner. Take turns to make complaints about these problems. Find an answer to each problem. Use the *Say it!* box to help you.
- Place students in different pairs.
  - Go through the problems in the box and check understanding. Then ask two students to read the examples in the speech bubbles. Explain to students that they can choose one or two of the five complaints to act out.

- Monitor students, helping where necessary.
- Ask different pairs to act out their dialogues for the class.

### Extra activity Critical thinking

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

### Pronunciation

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

- Remind students that stress in speech involves emphasising certain words or syllables, making them louder, longer and clearer.
- Play the audio. Play it again, pausing after each sentence, and have students repeat. Play it a third time and have students say the sentences along with the audio. Make sure students use the correct stress when saying *would*.
- Check the answer as a class.
- Explain that in the second conditional, *would* is usually unstressed in natural speech (and often contracted, especially in informal conversation). Tell students that the main stress in the second conditional usually falls on the main verb in the result clause.
- **Extension** If recording equipment is available, record individual students' pronunciation of one sentence and have them listen and check themselves.

#### 3.16

- Boy:** If I had a lot of money, I **would** donate some to charity.
- Girl:** If I could travel the world, I **would** go to Africa.
- Boy:** If she was an inventor, she **would** have a lot of great ideas.
- Girl:** If they could travel back in time, they **would** go back to ancient China.

### Finishing the lesson

- Ask *Do people make complaints like this in your country/language?* Ask students to say what is different or the same.

### Lesson 7, part 2

#### Starting the lesson

- Divide the class into two groups: Customer and Shop assistant.
- 3.15 Play the audio 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** 3  
Making a complaint

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

No, it fits, but there is a button missing. They're damaged here. I need to exchange them.  
Let me see. Oh, yes. Here you go. I'm afraid I have a complaint about these jeans.  
No, thanks. Please could I have a refund? I'm afraid there's a problem with this jacket, too.

Adam: 1 *I'm afraid I have a complaint about these jeans.*  
Shop assistant: Oh, really? What seems to be wrong with them?  
Adam: 2 *They're damaged here. I need to exchange them.*  
Shop assistant: I'm sorry about that. Of course you can exchange them.  
Adam: 3 *I'm afraid there's a problem with this jacket, too.*  
Shop assistant: What's the problem? Is it too big or too small for you?  
Adam: 4 *No, it fits, but there is a button missing.*  
Shop assistant: Oh, I'm sorry about that. Do you want to exchange it?  
Adam: 5 *No, thanks. Please could I have a refund?*  
Shop assistant: Yes, of course, I'll just need to see your receipt.  
Adam: 6 *Let me see. Oh, yes. Here you go.*  
Shop assistant: That's great, thanks.

**Pronunciation**

3 Listen and complete the second conditional sentences. Use 'd or would and a verb from the box. Then practise with your partner. Is would in the second conditional stressed or unstressed? **unstressed**

become go take **buy** choose make

1 If I won 100 OMR in a competition, I would buy myself a new bike.  
2 If I could have any job in the world, I 'd become a pilot.  
3 If I were the school principal, I would make a lot of changes.  
4 If I had a big house near the beach, I 'd go there every weekend.  
5 If I could learn to play any instrument, I would choose the electric guitar.  
6 If I travelled the world, I 'd take photos, of course!

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

1 A: I'd like to complain about this \_\_\_\_\_  
B: Oh, really? What's wrong with it?  
A: \_\_\_\_\_

2 A: I'm afraid there's a problem with these \_\_\_\_\_  
B: What's the problem? Are they too big or too small?  
A: \_\_\_\_\_

3 A: Excuse me. I need to exchange this \_\_\_\_\_  
B: Of course. What's the problem with it?  
A: \_\_\_\_\_

## 1 3.17 Read and complete the dialogue. Then listen and check.

- Students do the activity individually. Then they listen and check their answers.
- Check answers as a class.
- Place students in pairs and have them act out the dialogue.

## 3.17

Adam: I'm afraid I have a complaint about these jeans.  
Shop assistant: Oh, really? What seems to be wrong with them?  
Adam: They're damaged here. I need to exchange them.  
Shop assistant: I'm sorry about that. Of course you can exchange them.  
Adam: I'm afraid there's a problem with this jacket, too.  
Shop assistant: What's the problem? Is it too big or too small for you?  
Adam: No, it fits, but there is a button missing.  
Shop assistant: Oh, I'm sorry about that. Do you want to exchange it?

Adam: No, thanks. Please could I have a refund?  
Shop assistant: Yes, of course, I'll just need to see your receipt.  
Adam: Let me see. Oh, yes. Here you go.  
Shop assistant: That's great, thanks.

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

- Students work individually. Give students time to complete the activity. Check answers as a class.
- Place students in pairs and have them act out the dialogues.
- Monitor students, helping where necessary.

## Pronunciation

## 3 3.18 Listen and complete the second conditional sentences. Use 'd or would and a verb from the box. Then practise with your partner. Is would in the second conditional stressed or unstressed?

- Play the audio. Give students enough time to complete the sentences. Check answers as a class.
- Place students in pairs and have them practise saying the sentences to each other. Monitor to check that students are using the correct stress.
- Ask students whether *would* is stressed or unstressed.

## 3.18

- 1 If I won 100 rials in a competition, I would buy myself a new bike.  
2 If I could have any job in the world, I'd become a pilot.  
3 If I were the school principal, I would make a lot of changes.  
4 If I had a big house near the beach, I'd go there every weekend.  
5 If I could learn to play any instrument, I would choose the electric guitar.  
6 If I travelled the world, I'd take photos, of course!

## Extra activity Fast finishers

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

## Finishing the lesson

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

## Extra activity Photocopiable 18

- Ask students to do photocopiable 18.

## Lesson 8, parts 1 and 2

### Objectives

- **Lesson aims:** to read and understand an email
- **Target language:** *enormous, underwater, jealous, incredible, embarrassed*; revision of vocabulary and grammar

### Materials

- notebooks
- photocopiable 21

### Global Scale of English (GSE)

- **Reading:** Can find specific information in extended informational texts using text features such as headings and captions (GSE 56). Can understand a simple text about a past event (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can make simple notes about the key points of a familiar topic (GSE 43).

### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; Expert envoy technique (see page 16)

## Lesson 8, part 1

### Starting the lesson

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

### Presentation

- Explain that in this lesson students will read two emails.
- Draw students' attention to *Words in context* box: *enormous, underwater, jealous, incredible and embarrassed*. Write them on the board and ask students to find them in the text and say what part of speech they are and how they know. (*They are adjectives. We know that because they go before nouns that they describe.*) Explain or elicit their meanings:  
*enormous: very big*  
*underwater: below the surface of water*  
*jealous: wanting what someone else has*  
*incredible: impossible or difficult to believe*  
*embarrassed: feeling shy or ashamed*

## Practice

### Class Book

Lesson 8, part 1

### Literacy: emails

**Reading**

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

**2** Listen and read.

**Tip Reading**

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

To: Rasha  
From: Nawal  
Subject: My shopping trip

Hi Rasha,  
Hope you're well and enjoying the school holidays! I'm having a great time here in Dubai 😊. I know how much you love shopping, so I had to write and tell you about the shopping centre that we visited yesterday. I've never been to such an enormous place! There are 1200 shops and more than 200 places to eat. If you get bored of shopping, you can visit the aquarium and underwater zoo, the ice rink or the cinema with 22 different films. If you have time, look at the website. I know you'll love it! The only problem is... I hate shopping, so I didn't buy anything! Write soon and tell me what you're doing.  
Bye,

To: Nawal  
From: Rasha  
Subject: My funny shopping trip!

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

**Words in context**

enormous underwater jealous incredible embarrassed

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

- 1 How many shops are there in the shopping centre that Nawal visited? **1,200**
- 2 How many places are there to eat? **more than 200**
- 3 What else can you do in the shopping centre if you don't want to go shopping?
- 4 Who likes shopping? **Rasha**
- 5 Why did Rasha go to the shops yesterday?
- 6 Why did Rasha feel embarrassed?  
**It wasn't her T-shirt - it was her little sister's T-shirt.**

**4** Ask and answer in pairs.

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

**Activity Book, Unit 3**  
Lesson 8, part 2

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

- Refer students to page 80. Explain *formal* and *informal* if necessary.
- Students raise their hands to offer answers. Do not confirm yet.
- Read the *Reading tip* aloud.

### 2 3.19 Listen and read.

- Play the audio and have students read along in their Class Books.
- Ask students if they predicted correctly.
- Check comprehension with questions: *Where is Nawal? (Dubai). When did she go to the shopping centre? (yesterday) Where can you find out more about the shopping centre? (on the website) What did Rasha buy? (a black T-shirt) What does she want Nawal to send? (photos)*

## 3.19

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

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

### 3 After you read Answer the questions.

- Students work individually to complete the activity in their notebooks.
-  Check answers using the Lollipop stick technique (see page 16). Ask different students to give reasons for their answers.

### Extra activity Critical thinking

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

### 4 Ask and answer in pairs.

-  Place students in pairs.
- Monitor students, helping where necessary.
- Ask different pairs for feedback.

### Diversity

#### Support

-  Use the Expert envoy technique (see page 16) for pairwork for Activity 4.

#### Challenge

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

### Finishing the lesson

- Ask *Do you write emails to friends? How do you keep in touch with friends when you are on holiday? Who do you/your parents send emails to?* Students raise their hands to answer.

### Lesson 8, part 2

#### Starting the lesson

- Play *Parachute* (see page 21) with the *Words in context* words from the first part of the lesson, as well as the words from Lessons 1 and 5.

#### Practice

##### Activity Book

Lesson 8, part 2

**Literacy: emails**

**Reading**

**Words in context**

1 Read the definitions and write the words.

enormous   embarrassed   incredible   jealous   underwater

- When something is under the surface of water. underwater
- This is when you are unhappy that someone has something you don't have. jealous
- This is anything that seems extremely large in size or quantity. enormous
- This is when you feel very shy or uncomfortable. embarrassed
- This is something that is very difficult or impossible to believe. incredible

2 Read the emails on Class Book page 80 again. Read and complete the sentences. Who wrote them? Write *Rasha* or *Nawal*.

- Nawal If you have time, look at the website. I know you'll love it!
- Rasha I explained the problem to the shop assistant.
- Nawal If you get bored of shopping, you can visit the aquarium.
- Rasha I felt so embarrassed! I got out of the shop as quickly as I could.
- Rasha If I could, I'd get on a plane and come right now!
- Nawal I had to write and tell you about the shopping centre that we visited.

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

1 Rasha was enjoying a holiday in Dubai. <span style="float: right;">T / F</span>	4 Rasha wrote that she wasn't enjoying herself at home. <span style="float: right;">T / F</span>
<i>Rasha says she's having a great time in Dubai.</i>	<i>Rasha wrote that she was having a good holiday at home.</i>
2 Nawal had never seen such a big shopping centre before. <span style="float: right;">T / F</span>	5 Rasha wanted to exchange the T-shirt for a different colour. <span style="float: right;">T / F</span>
<i>Nawal has never been to such an enormous place.</i>	<i>She wanted to make a complaint and get a refund.</i>
3 There wasn't anywhere to eat in the shopping centre. <span style="float: right;">T / F</span>	6 The T-shirt was small because it didn't belong to Rasha. <span style="float: right;">T / F</span>
<i>There are more than 200 places to eat.</i>	<i>It belonged to Rasha's little sister.</i>

4 Work in groups. Choose one of the shopping centres in the box. Discuss the questions and make notes. Then share your ideas with the class.

Mall of Oman (Oman)	Dubai Mall (Dubai)
Forum Istanbul (Turkey)	Galerias Pacifico (Argentina)

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

- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 16).

#### Extra activity Fast finishers

- Students write the *Words in context* words in their notebooks with definitions.

#### 2 Read the emails on Class Book page 80 again. Read and complete the sentences. Who wrote them? Write *Rasha* or *Nawal*.

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

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

- Students complete the activity individually. They can refer to their Class Books if necessary.
- Encourage them to explain their answers.

#### 4 Work in groups. Choose one of the shopping centres in the box. Discuss the questions and make notes. Then share your ideas with the class.

- Place students in groups of four.
- Have them choose one of the shopping centers and research it online.
- Have groups make notes for each of the questions. Make sure all group members are contributing.
- Ask students groups to share what they found out with the class.

#### Finishing the lesson

- Ask *Where do you go shopping? Do you go to shopping centres? What do you usually buy? What would you buy if you could buy anything?*

#### Extra activity Photocopiable 21

- Ask students to do photocopiable 21.

### Lesson 9, parts 1 and 2

#### Objectives

- **Lesson aims:** to write an email
- **Target language:** revision of vocabulary and grammar; unless

#### Materials

- notebooks
- photocopiable 27

#### Global Scale of English (GSE)

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

#### Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; Two stars and a wish technique (see page 16)
- Independent learning: portfolio (see page 16); Learning diary (see page 16)

### Lesson 9, part 1

#### Starting the lesson

- Using the Lollipop stick technique (see page 16), choose students to say any word related to shopping that they can think of.

#### Presentation

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

### Practice

#### Class Book

Lesson 9, part 1 Writing

1 Read the email and choose the best subject line.

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

To: Zainab  
 From: Kamla  
 Subject: ...

Hi Zainab,  
 I'm so excited about coming to visit you next weekend! I'd really like to go shopping while I'm there. I need to buy a present for my mother and I won't have time to get it unless I go next weekend. What are the shops like where you live?  
 I love shopping! If I had a lot of money, I'd go shopping every day! What's your favourite shop and why?  
 If we have time after shopping, let's do something fun in town. What else is there to do there?  
 I can't wait to see you!  
 Bye,  
 Kamla

Describe the shops where you live.  
 Describe your favourite shop.  
 Say what else there is to do where you live.

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

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

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

1 What do we put in the subject box?  
 2 How do we start an informal email? **Hi**  
 3 How do we finish an informal email? **Bye**

3 Write Zainab's email to Kamla. Use the *How to write...* box to help you.

- 1 Write a plan. Make sure you answer all of the questions that Kamla asked.
- 2 Write your email. Make sure you start and finish your email correctly.
- 3 Read and check your email.

**unless** Writing

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

Activity Book, Unit 3  
Lesson 9, part 2 eighty-one 81

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

- Refer students to page 81.
- Students read the email individually.
- Students discuss their answers in pairs.
- Check answers using the Lollipop stick technique (see page 16).
- **Extension** Check comprehension with questions: *What does Kamla want to buy? (a present for her mother) What would she do if she had a lot of money? (She would go shopping every day.) Does she only want to go shopping? (No, she wants to do something fun, too.) When will she see Zainab? (next weekend)*

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

- Read the *How to write...* box as a class.
- Students work individually to complete the activity.
- Check answers as a class and write them on the board.

Diversity

Support

- Students work in pairs to answers to the questions about the email.

Challenge

- Students work individually to answer the questions about the email.

3 Write Zainab's email to Kamla. Use the **How to write... box** to help you.

- Read the *Writing tip* to students.
- Elicit how we form the first conditional. Then tell students that we can also use *unless* in first conditional sentences (it means 'if not'). Explain that it's useful when we want to say something will only happen if a condition is not true.
- Write the structure on the board: *unless + Present simple, will + infinitive* and have students write it down in their notebooks. Explain to students that we don't use *not* in the same clause (e.g. *Unless I don't go this weekend, I won't have time to get it* is incorrect.)
- Give students time to complete their plan individually.
- Students work individually to complete the email.
- Monitor students, helping where necessary.
- Students evaluate their own work.
- Using the Two stars and a wish technique (see page 16), students read and check each other's work.

Extra activity Creativity

- After checking their written work, students copy it onto a sheet of paper. They display their work on the classroom wall and later add it to their portfolios (see page 16).

Finishing the lesson

- Tell students that they will write their own informal email in the next lesson. Ask them to think about who they could write to and what they could write about.
- Check ideas as a class.

Lesson 9, part 2

Starting the lesson

- Write on the board *unless* and *if not*. Ask students if they can make a sentence with each.
- Alternatively, write *I don't stay in bed at the weekend* \_\_\_ *tired*. Ask students to complete the sentence with *unless* and *if ... not* (*unless I'm tired/if I'm not tired*).

Practice

Activity Book

Lesson 9, part 2

3 Writing

1 Rewrite the sentences with *unless*.

1 If I don't go to bed early, I'll feel tired tomorrow.  
*Unless I go to bed early, I'll feel tired tomorrow.*

2 We'll miss the last bus if we don't leave now.  
*We'll miss the last bus unless we leave now.*

3 If Sabah doesn't call me today, I'll be angry with her.  
*Unless Sabah calls me today, I'll be angry with her.*

4 You won't get a refund if you don't have a receipt.  
*You won't get a refund unless you have a receipt.*

2 Imagine you've just visited somewhere very interesting. Plan an email to a friend at home.

Explain why you are sending an email.

Start with *Hi* and your friend's name.

Use paragraphs to organise your ideas clearly.

Use very clear, simple, everyday language.

Finish your email with *Bye* or *See you soon* and your name.

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

Go to Writing model on page 67. fifty-three 53

1 Rewrite the sentences with *unless*.

- Read the *Writing tip* aloud.
- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 16).

2 Imagine you've just visited somewhere very interesting. Plan an email to a friend at home.

- Give students one minute to complete their notes. Monitor and help with ideas.
- Using the Two stars and a wish technique (see page 16), students read and check each other's work.
- Before students write their email, refer them to the *Writing model* on page 67 of their Activity Books. Go through the model with students.



## Over to you!

## Lesson 10

## Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar

## Materials

- Unit 3 poster: *Shopping*
- Unit 3 flashcards (Imaginary situations)
- notebooks
- photocopiable 30

## Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

## Assessment for Learning (formative assessment)

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

## Starting the lesson

- Ask a question about reviews: *What do you think you will practise in this review?* Accept all reasonable answers.

## Presentation

- Explain that in this lesson students will read comments from the WOW! Magazine. Then they will do revision of the unit vocabulary and grammar in their Activity Books.
- Revise the shopping words by writing the second (underlined) parts of the words on the board. Ask different students to complete the words and explain the meaning (you can use Unit 3 flashcards (Shopping) or poster as prompts as necessary):  
*on sale, bank card, customer, pay with contactless, exchange, get a refund, online shopping, queue, receipt, second-hand, shop assistant, till.*
- Revise imaginary situations by dictating them with one word missing (see underlined). Say *beep* instead of the word. Use the Unit 3 flashcards (Imaginary situations) as prompts if necessary. Ask different students to write the phrases on the board:  
*be invisible, become a book or film character, become a school principal, donate to a charity, go into space, have a lot of money, have a wish, be an inventor, pass exams, travel back in time, travel the world, win a cup.*
- Revise the zero conditional. Write *go* and *buy* on the board. Students think of a sentence using both, e.g. *If I go shopping, I buy T-shirts.*

- Revise the first conditional. Write *go* and *will buy* on the board. Students change their sentence using these two verbs, e.g. *If I go shopping, I will buy T-shirts.*
- Revise the second conditional. Write *had* and *would buy* on the board. Students think of a sentence using these two verbs, e.g. *If I had lots of money, I would buy lots of clothes.*

## 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  
Eva, 14, Argentina 3 minutes ago  
I enjoyed reading the discussion about online shopping. I hope that we still have shops in the future because I really enjoy shopping! My favourite shops are clothes shops and gift shops.

2 5 comments  
Muna, 14, Oman 7 minutes ago  
I enjoyed listening to the conversation about things that are made in Oman. I had never thought about this before. I talked to the manager of my local supermarket about it. He said that all of the things in their shop are grown or made in Oman, like the dates I'm eating in this photograph! If you know food is made locally, it tastes better!

3 6 comments  
Omaima, 13, Oman 15 minutes ago  
I liked the 'If you could...' poem. If I had a wish, I would wish for good health for all my family. I would like to be able to speak all the languages in the world. I would also like to be the school principal of my school for one day! That would be fun!

4 2 comments  
Hassan, 13, Oman 12 hours ago  
I liked the article about the interesting markets. I enjoyed doing the project, too. My group made a leaflet about the Fish Market in Sinaw. My cousin has a restaurant and he goes every morning to buy his fish. He says that it's the best place in Oman to buy fish!

5 6 comments  
Jonas, 13, Germany 3 hours ago  
I enjoyed reading about the enormous shopping centre. I don't really like shopping, but that place sounds so amazing! If I was there on holiday, I would visit it!

1 Read the comments on the WOW! Magazine. Who doesn't like shopping?  
**Jonas**

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.  
1 Which reading text did you enjoy most?  
2 Did you find out about any interesting new places to go shopping? Which would you most like to visit and why?  
3 If you could have a wish, what would it be and why?

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

**Question**  
Muna 3 minutes ago  
Why is money important? ...

82 eighty-two Activity Book, Unit 3 Lesson 10 Go to Progress path on page 103.

## 1 Read the comments on the WOW! Magazine. Who doesn't like shopping?

- Refer students to page 82. Give them time to read the comments and answer the question.
- Check answers using the Lollipop stick technique (see page 16).

## Diversity

## Support

- Read aloud the comments to students.

## Challenge

- Students read the comments by themselves.

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

- Students work in pairs to answer the questions in their notebooks. They write their own comments and then compare with their partner.
- Students read aloud their comments.

**Extra activity Creativity**

- Give each pair a sheet of paper. Students copy their comments and add them to the class comments folder.

**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 and why.

**Practice****Activity Book**

Lesson 10 Review 3

**1** Look at the picture and write the words.

1 receipt  
2 shop assistant  
3 bank card  
4 customer  
5 till  
6 queue



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

1 I'd like to travel back in time to the 1900s.  
2 Would you like to travel the world and see every country on Earth?  
3 I'd like to be an inventor and have amazing new ideas.  
4 I'd like to have a lot of money then I could buy nice things for my family and friends.  
5 Would you like to pass your exams? Then you could get a good job.

**3** Read and complete the zero and first conditional sentences with your own ideas.

1 If I don't have any breakfast, I always \_\_\_\_\_  
2 If I don't finish my project today, \_\_\_\_\_  
3 If the weather isn't nice, we usually \_\_\_\_\_  
4 If we go shopping this weekend, \_\_\_\_\_  
5 If my parents order pizza tonight, \_\_\_\_\_

**4** Read and write second conditional sentences.

1 I'm not rich.  
If I were rich, I'd buy a big house.  
2 Today isn't Friday.  
If today were Friday, ...  
3 You aren't 18.  
If you were 18, ...  
4 I can't fly.  
If I could fly, ...

**Self-assessment**

**5** Answer the questions about your work in Unit 3.

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. Go to Progress path on page 71. fifty-five 55

**1 Look at the picture and write the words.**

- Students complete the activity individually and then compare with a partner.
- Check answers as a class.

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

- Students complete the activity individually and then compare with a partner.
- Check answers as a class.

**3 Read and complete the zero and first conditional sentences with your own ideas.**

- Students complete the activity individually and then compare sentences with a partner.

- Monitor students, helping where necessary.
- Check answers as a class.

**4 Read and write second conditional sentences.**

- Students can discuss their ideas in pairs before they write sentences individually.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 16) to choose students to read aloud their sentences.

**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 16).

**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**

- 1 If I need help in the shop, I ask the shop assistant.  
2 If she returns the shirt, she will ask for a refund.  
3 If you could travel the world, where would you go?

**Extra activity Progress path****Teacher's Book pages 189 (Class Book) and 190 (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 the Class Book and the Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

**Finishing the lesson**

- Write on the board *In Unit 3 I can ..., I am good at ..., I am not very good at ...*. Students copy the sentences into their notebooks and complete them with their own evaluation. Using the Summative and thought-provoking questions technique (see page 16), ask different students *What do you need to practise more? How can you do that? What are you already doing?*

**Next lesson** Unit 3 Practice**Extra activity Photocopiable 30**

- Ask students to do photocopiable 30.

## Get ready for...

## Lesson 11

## Objectives

- **Lesson aims:** to practise for the B1 Preliminary for Schools Reading Part 4, B1 Preliminary for Schools Listening Part 2, B1 Preliminary for Schools Listening Part 1, B1 Preliminary for Schools Writing Part 1
- **Target language:** unit vocabulary and grammar

## Materials

- notebooks
- Traffic light cards

## Global Scale of English (GSE)

- **Reading:** Can identify the connections between short phrases by recognising common linking words (GSE 43).
- **Listening:** Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech. (GSE 54).
- **Writing:** Can write short, simple personal emails/ letters about familiar topics, given prompts or a model (GSE 40).

## Assessment for Learning (formative assessment)

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

## Starting the lesson

- Ask *What did you learn in Unit 3? What was easy? What was hard? What was interesting? What wasn't very interesting? Have you learned the new words?* and elicit answers.

## Presentation

-  Explain that in this lesson students will practise for the B1 Preliminary for Schools exam.
- Explain the specific aspects of those parts of the exams (process, materials, duration, etc.).

## Practice

## Class Book

Lesson 11 3

Get ready for...

**B1 Preliminary for Schools Reading Part 4** **tip Exam**

1  Five sentences have been removed from the article. Choose which sentence (A–H) fills each gap (1–5). There are three extra sentences which you do not need to use.

**The future of shopping**

Do you ever dream about buying things from a supermarket with no queues? (1) **C** There's a supermarket in America without any tills. Customers scan their phones when they first go into the shop. Then they do their shopping, choose what they want to buy and put it in their shopping bags. (2) **A** It really is as simple as that.

(3) **G** There are hundreds of cameras and electronic machines around the store which can tell what things customers have picked up and taken with them. They get an electronic receipt when they leave and the money is taken from their bank cards.

At the moment, the shop isn't open to everyone because they are still testing that it works. There have been some problems. (4) **D** Also, children sometimes move things to different places in the shop, which means the machines don't work. However, many people think that this is what all shops will look like in the future. (5) **E** 'It's a great idea. If all shops were like this, there wouldn't be any more queues!' said Samira Al Badi, 23, a customer at the new shop.

**A** After that, they just leave the shop.  
**B** Some people don't think it's going to work.  
**C** Well, you don't have to dream about it any more!  
**D** Sometimes the cameras can't tell the difference between people who look the same.  
**E** The shoppers we spoke to were happy.  
**F** This means that shops can lower their prices.  
**G** But how does it work?  
**H** The customers haven't decided yet.

**B1 Preliminary for Schools Listening Part 2** **tip Exam**

In this part of the exam, you will hear short conversations between different people in different situations. Read the questions and the options before you listen so that you have an idea of who you will hear and what they will be talking about.

2  Listen. For each question, choose the correct answer.

1 You will hear a customer making a complaint in a shop. What does the shop assistant do about the problem?  
**A** He gives the customer a refund.  
**B** He finds the customer's receipt.  
**C** He exchanges the watch for another one.

2 You will hear a brother and sister talking about shopping. The sister thinks that second-hand shops are ...  
**A** brilliant. **B** exciting. **C** cheap.

3 You will hear two boys talking about travel. Where would they both like to go?  
**A** To see the polar bears in the Arctic.  
**B** To see the pyramids in Egypt.  
**C** To walk on the Great Wall of China.

Activity Book, Unit 3  
Lesson 11 eighty-three 83

- 1  Five sentences have been removed from the article. Choose which sentence (A–H) fills each gap (1–5). There are three extra sentences which you do not need to use.

- Refer students to page 83 and tell them that this is the B1 Preliminary for Schools Reading Part 4 exam.
- Read the *Exam tip* aloud. Make sure students understand the tip.
- Students work individually to complete the activity in their notebooks.
-  Check answers using the Lollipop stick technique (see page 16).

- 2   **3.21 Listen. For each question, choose the correct answer.**

- Tell students that this is the B1 Preliminary for Schools Listening Part 2 exam.
- Read the *Exam tip* aloud.
- Play the audio. Students write the answers their notebooks.
-  Check answers using the Lollipop stick technique (see page 16).

## 3.21

**1 You will hear a customer making a complaint in a shop. What does the shop assistant do about the problem?**

- Woman:** Excuse me. I bought this watch last week and it has stopped working.
- Man:** Oh, I'm sorry to hear that. Would you like me to exchange it for a new one?
- Woman:** Well, not really. I'd like a refund, please.
- Man:** Do you have your receipt?
- Woman:** No, I don't.
- Man:** If you find your receipt, then I'll be able to give you a refund.
- Woman:** I'm afraid that I threw it away.
- Man:** I'm really sorry. I can't give you a refund then, but I can exchange it for another watch that does work.
- Woman:** OK, thank you.

**2 You will hear a brother and sister talking about shopping. The sister thinks that second-hand shops are ...**

- Boy 1:** Shall we go shopping tomorrow?
- Girl 1:** Hmm, where are you going to go?
- Boy 1:** I'm going to go to that new bookshop that has opened in town. It looks brilliant. I'm also going to go to the second-hand car shop with Dad. You can come with us. He wants to see if he can find a new car.
- Girl 1:** I like second-hand shops. They're exciting because you never know what you're going to find.
- Boy 1:** Yes, exactly.

**3 You will hear two boys talking about travel. Where would they both like to go?**

- Boy 2:** If you could travel anywhere in the world, where would you go and why?
- Boy 3:** I'd travel to the Arctic because I'd love to see some polar bears.
- Boy 2:** Oh, no, I wouldn't go there. It's too cold! I'd go to Egypt and look at the pyramids.
- Boy 3:** No, that's too hot. How about going to China and walking on the Great Wall?
- Boy 2:** Yes, that sounds like fun!

**Extra activity Collaborative work**

-  Divide the class into groups to discuss what they liked about the unit, using the Expert envoy technique (see page 16). Students write their opinion about the unit under lesson headings. The envoy reports back to the class.

## Activity Book

## Get ready for...

## B1 Preliminary for Schools Listening Part 1

- Think!** 1 Read the task carefully. Make sure you know what you have to do.
- Try!** 2  How much does the jacket cost? Listen and choose the correct picture. Then explain your answer.



A  B  C   
A It's usually twenty-five, but today it's on sale for 20 rials.

- Do!** 3  Listen. For each question, choose the correct picture.

**Tip Exam**

Use the second listening to check your answer is correct, focusing on the key information in the text.

- 1 What is the special sale on T-shirts today? 3 What time will the shop close this evening?

A B C A B C 

- 2 Who is Khalid buying an Eid present for? 4 What will Sheikha wear to the family party?

A B C A B C 

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## B1 Preliminary for Schools Listening Part 1

**1 Think! Read the task carefully. Make sure you know what you have to do.**

- Tell students that this is the B1 Preliminary for Schools Listening Part 1 exam.
-  Check students have understood what they have to do using the Traffic light cards technique (see page 16).

**2 Try!  3.22 How much does the jacket cost? Listen and choose the correct picture. Then explain your answer.**

- Ask students to look carefully at the pictures and the price labels. Play the audio.
-  Check the answer using the Lollipop stick technique (see page 16). Encourage the class to give reasons for their answers.

## 3.22

- Boy:** Excuse me. Do all of these jackets cost twenty rials
- Woman:** No, not all of them. There are some that cost twenty-five or thirty. You'll need to check the price tag on each jacket.
- Boy:** What about this blue jacket here? It doesn't have a price tag on it.
- Woman:** This one here? It's usually twenty-five, but today it's on sale for only twenty rials.
- Boy:** OK, I'll take it.
- Woman:** Great. And if you change your mind, you can get a refund as long as you keep your receipt and return the item within fourteen days.

**3 Do!**   **3.23 Listen. For each question, choose the correct picture.**

- Give students time to look at the picture options and read the questions.
- Ask a volunteer to read aloud the *Exam tip*.
- Play the audio. Play the audio again and have students check their answers.
-  Check answers as a class using the Lollipop stick technique (see page 16).

## 3.23

**1 What is the special sale on T-shirts today?**

- Woman:** Good afternoon. Can I help you?
- Girl:** Not really. I'm just looking around. Oh actually. Are there any sales on today?
- Woman:** Yes. We have jeans with 20% off. And our sweaters are half price today.
- Girl:** Great. And what about T-shirts? Are those on sale?
- Woman:** Yes, they're two for the price of one for today only.
- Girl:** That's excellent. I'll have a look at them.

**2 Who is Khalid buying an Eid present for?**

- Boy 1:** Hi, Yousif. Why don't we go to the shopping centre this afternoon?
- Boy 2:** OK. Do you need to buy some new clothes, Khalid?
- Boy 1:** No, I don't. I need to buy a present for Eid for my grandma.
- Boy 2:** Oh, that's kind. I think I met her last year at your house.
- Boy 1:** Yes, that's her! Anyway, we're having a family party at her house on Saturday, and so I need to buy her a present!
- Boy 2:** Well, there's a new bookshop in the shopping centre.
- Boy 1:** Oh, that's a great idea, I'm sure I'll find something there. I'll meet you there at two o'clock!

**3 What time will the shop close this evening?**

- Boy 1:** These new trainers I bought yesterday don't fit very well. They're too small.
- Boy 2:** That's a shame. Can you take them back to the sports shop and get a refund, or maybe you could exchange them for a bigger size?
- Boy 1:** Well, I have the receipt, but it's too late to go back to the shop today. It's five o'clock.
- Boy 2:** Yes, but the sports shop closes late, at seven o'clock, I think.
- Boy 1:** No, it's only open until six on a Wednesday. I'll have to go there tomorrow.

**4 What will Sheikha wear to the family party?**

**Girl 1:** Oh, no! I can't decide what to wear to the family party this evening. Does this dress look nice on me, Mum?

**Woman:** Yes, it does. But I'm not sure it's right. It's quite long.

**Girl 1:** Hmm, yes. That's true. Some new jeans would be much better. I could buy some online.

**Woman:** Maybe, but what about your new skirt? The one we bought last weekend? That would be perfect.

**Girl 1:** I think you're right. I'll put that on now! Thanks, Mum!

**B1 Preliminary for Schools Writing Part 1**

Lesson 11 3

**B1 Preliminary for Schools Writing Part 1**

**Think!** 1 Read the task carefully. Make sure you know what you have to do.

**Try!** 2 Answer the question. Write your answer in about 100 words.

**Exam tip** Make sure you write the correct number of words and answer all four questions.

Read this email from your teacher and the notes you have made.

To: Class  
From: Miss Laila  
Subject: Shopping

Hi Class 8,  
I hope you're having a good weekend with your families.  
It's time for me to check how good you are at writing an email. Here are the details for the email I'd like you to send me.

I'd like to know what you think about shopping. OK!

We can do shopping in shops, markets or online. I prefer shopping in markets. Which do you prefer to do? Explain

Suggest: What are some good points and some problems about shopping online?

Tell Miss Laila: Shopping is changing all the time. How do you think people will shop in the future?

See you in class next week.  
Miss Laila

Write your email to your teacher using all the notes.

To: \_\_\_\_\_  
From: \_\_\_\_\_  
Subject: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**check!** 3 Check your work. Tick (✓) when you have completed the tasks.

<input type="checkbox"/> I've written about 100 words.	<input type="checkbox"/> My email is well-organised.
<input type="checkbox"/> I've answered all the questions in my email.	<input type="checkbox"/> I've used appropriate language and vocabulary.

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**2 Try! Answer the question. Write your answer in about 100 words.**

- Ask a volunteer to read aloud the *Exam tip*.
- Students read the email and the notes and write the reply.
- Monitor students, helping where necessary.
- Ask volunteer students to read aloud their emails for the rest of the class.

**3 Check! Check your work. Tick (✓) when you have completed the tasks.**

- Give students time to tick the boxes when they have completed the tasks correctly.

**Extra activity Fast finishers**

- Students write three sentences about the unit.

**Finishing the lesson**

- 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 (see page 17).

**Unit 3 Practice**

- Students now complete the Unit 3 Practice. Give students support where necessary and focus time on problem areas.

**1 Think! Read the task carefully. Make sure you know what you have to do.**

- Tell students that this is B1 Preliminary for Schools Writing Part 1.
- Have students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 16).

### Lesson 12

#### Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun activities
- **Target language:** revision of unit vocabulary

#### Materials

- Unit 3 flashcards (Shopping, Imaginary situations)
- Unit 3 poster: *Shopping*
- a spinner, one per group
- Traffic light cards
- notebooks

#### 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 answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30). Can make simple predictions about the future, given a model (GSE 42). Can suggest possible outcomes to an event or situation, given a model (GSE 47).
- **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
-  Monitoring students' learning: Traffic light cards technique (see page 16)
-  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 (Shopping, Imaginary situations) or poster as prompts. Refer to *How to work with posters* (see page 18).
- Play a game. Write the following categories on the board: *The environment, Extreme weather, Extreme sports, Geography, Shopping, Imaginary situations.*
-  Divide the class into groups of four. Each group writes down the categories on a piece of paper in their notebooks. Say a letter of the alphabet, e.g. *S*.
- Each team must fill in their categories as many words as they can that begin with that letter. For example: *The environment: save water; Extreme weather: snowstorm; Extreme sports: sandboarding, etc.*
- Award points based on the number of correct answers each team has.

-  Use the Traffic light cards technique (see page 16) to check students know what to do.
- The team with the most points wins.

#### 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.
- Write on the board, *If I work 12 hours a day ...* and elicit a suitable ending, for example: *I feel very tired.* Remind them that this is a zero conditional sentence. Remind students that we use the zero conditional to talk about things that are generally true, e.g. laws and rules. We use the Present simple in both parts of the sentence.
- Now write on the board *If we buy all we need online ...* and elicit a suitable ending, for example: *shops will close.* Remind them that this is a first conditional sentence. Tell students that we use the first conditional to talk about future situations we believe are real or possible. We use the Present simple with *if* and *will* in the other part of the sentence. Tell students that it's also common to use this structure with *unless*.
- Finally, write on the board *If I went into space ...* and elicit a suitable ending, for example: *I'd walk on the moon.* Tell them that this is a second conditional sentence. Tell students that we use the second conditional to talk about imaginary or unlikely situations. We use the Past simple with the *if* clause and *would* in the other part of the sentence.

## Practice

## Class Book

**Fun corner**

Unit 3

1 Work in groups of four. Use a spinner. Make sentences about the pictures using the words given. Answer the questions.

1  If I went ...	2  If you had ...	3  If something is on ...
4  What would you do if ...?	5  If there's a ...	6  If you were ...
7  If you became ...	8  If you could be ...	9  What would you do if ...?

What would you do if you had a wish?  
I'd wish for a big house.

If I went to space, I'd be excited! How about you?  
If I went to space, I'd be scared!

98 ninety-eight

1 Work in groups of four. Use a spinner. Make sentences about the pictures using the words given. Answer the questions.

- Place students in groups of four and give each a spinner.
- Ask students to look at the pictures and elicit what they can see.
- Read the examples in the speech bubbles at the bottom of the page.
- The first student spins the spinner. If they spin 2, for example, they move to square 2 and have to complete the sentence using the picture prompt. If they do this correctly, they cover or cross out the picture. If they cannot do this, they do not cover/cross out the square.
- The next student spins the spinner, and the game continues. If they land on squares 4 or 9, they need to make a question.
- They continue the game until all the squares are covered or until you tell them to stop.
- Use the Traffic light cards technique (see page 16) to check that students know what they have to do and are happy to continue.
- Students play the game. Monitor students, helping where necessary. Check they are using the language correctly.

- The group that covers all the squares first is the winner.
- Fast finishers can play the game again but in different groups.

**Suggested questions and answers (accept alternatives)**

- 1 If I went to space, I'd be happy/scared/excited.
- 2 If you had a lot of money, you'd live in a big house.
- 3 If something is on sale, it's cheap.
- 4 What would you do if you had a wish?
- 5 If there's a long queue, it'll take a long time.
- 6 If you were a sports star, you'd win a prize.
- 7 If you became a book or film character, you'd be an explorer.
- 8 If I could be invisible, I'd listen to people's conversations.
- 9 What would you do if you lost a bank card?

- **Extension** Ask students to write more sentence starters with *If ...*, for their partners to complete.

**Finishing the lesson**

- Use the Summative and thought-provoking questions technique (see page 16) to ask what students have done 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.

# Graded readers 1 and 2

## Lessons 1 and 2

### 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:** *osleeve, price tag, author, sign a book, bookmark, microphone, clipboard, planetarium, dome, oxygen; If you join the queue, you can meet her. If I became an author, I'd love to visit bookshops too. If you like learning about the planets, you'll really enjoy it! If I could travel back in time, I wouldn't change anything!*
- **Pronunciation:** Strong and weak forms in the second conditional

### Materials

- Unit 3 flashcards (Shopping, Imaginary situations)
- Unit 3 poster: *Shopping*
- True/False response cards
- notebooks
- photocopiables R5 and R6

### Global Scale of English (GSE)

- **Reading:** Can identify key information in a text to answer simple yes/no questions (GSE 31). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32). Can read aloud a short, simple story in a way that can be understood (GSE 35). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can re-tell a familiar story, given prompts or a model (GSE 39).
- **Listening:** Can understand some unfamiliar words in a short description, if supported by pictures (GSE 31). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

### Assessment for Learning (formative assessment)

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

## Lesson 1, option A

### Starting the lesson

- Show students the Unit 3 flashcards (Shopping, imaginary Situations) or poster. Have students say and spell the words.
- Write the new vocabulary that students will encounter in the story on the board: *sleeve, price tag, author, sign a book, bookmark*. 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: (Point to the sleeve or your shirt/blouse/top and say:) *This is a sleeve. When I buy clothes, I check the price on the price tag. (Name of famous author) is my favourite author! Some authors sign their names inside the book. When I read, I use a bookmark so I remember which page I am on.*
- Alternatively, you can write definitions on the board and have students match them to the words: *the part of your clothes that covers your arm (sleeve); a person who writes books (author); to write your name on something to show that you wrote it (sign); a piece of paper or material you can use to mark the page in a book (bookmark).*

### 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 practise the strong and weak forms in the second conditional. Write on the board *If I could travel anywhere in the world, I'd go to Africa*. Read the sentence aloud and ask students to repeat.

### Before you read

#### 1 Before you read

##### 1) Read the title of the story and look at the picture on page 84. Answer the questions.

- Tell students to refer page 84 while doing the activity.
-  Students discuss the questions in pairs.
- Monitor students, helping where necessary.
-  Use the Lollipop stick technique (see page 16) to check pairs' predictions.

2) Think about the title of the story. Write some words you expect to see in the story.

-  Students complete the activity individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Ask a few students to share their predictions with the class.

### Listen and read

#### Class Book

 Graded reader 1

## A Surprise at the Bookshop

One day, Dana and Hanan were at the shopping mall with Dana's mum. Dana wanted to exchange some headphones. She had bought them two days ago, but they didn't work. Dana was looking in her wallet for the receipt when Hanan pulled her sleeve.

'Look!' said Hanan. 'There's a bookshop. If we have time, we can go there before you exchange your headphones.'



84 eighty-four

 Graded reader 1 

The girls both loved reading books.

'I don't like online shopping. I'd rather choose a book in a real shop,' said Hanan.

'Me, too. This is my favourite author,' said Dana. 'This is her new book. I'd love to read it.'

Hanan pointed to the price tag. 'It's on sale!' she said. 'If you buy it today, you'll save a lot of money.'



eighty-five 85

 Graded reader 1

Dana paid for the book with contactless. When they left the till, Dana and Hanan saw a long queue of customers. They didn't know why everyone was waiting.

A shop assistant told them, 'There's a very important visitor in the shop today. If you join the queue, you can meet her.'



86 eighty-six

Graded reader 1 3

The visitor was Dana's favourite author! She was signing her books for customers.

'If I became an author, I'd love to visit bookshops too,' Dana thought.

The author talked to Dana about writing stories. Then she signed Dana's book and gave her a special bookmark.

'Thank you,' Dana said. 'If I work hard, maybe one day I'll become an author like you!'



eighty-seven 87

### Unit 3, Graded reader 1

#### A Surprise at the Bookshop

**1 Before you read**

- Read the title of the story and look at the picture on page 84. Answer the questions.
 

At the shopping mall with one of the girls' mother.

  - Where are the girls, and who are they with? \_\_\_\_\_
  - What do you think the girls are going to do? \_\_\_\_\_
  - What do you think the 'surprise at the bookshop' is? \_\_\_\_\_
- Think about the title of the story. Write some words you expect to see in the story. \_\_\_\_\_

**2 Listen and read the story on page 84.**

- Read the story quickly. Were your ideas from *Before you read* correct? \_\_\_\_\_
- Find the words in the story. Then write them under the correct pictures.
 

price tag   author   bookmark



1

bookmark



2

price tag



3

author
- Match the questions and the answers.
 

<ol style="list-style-type: none"> <li>What does Dana want to exchange at the shopping mall?</li> <li>Who are the people in the long queue waiting to meet?</li> <li>What would Dana like to visit if she became an author?</li> </ol>	<ol style="list-style-type: none"> <li>bookshops</li> <li>headphones</li> <li>an author</li> </ol>
--	--

**3 After you read**

- Read and circle **T** (true) or **F** (false).
 

1 Hanan likes real bookshops, but Dana likes online shopping.	T / F
2 Dana buys a book by her favourite author and the book is on sale.	T / F
3 Dana's favourite author is in the bookshop signing books.	T / F
- Over to you!** Answer the questions.
  - Do you like the story? Why or why not?
  - Do you like the pictures in the story? Why or why not?
  - What would you change about the story? How would you change it?

110 one hundred and ten

## 2 GR3.1 Listen and read the story on page 84.

### 1) Read the story quickly. Were your ideas from *Before you read* correct?

- Play the audio and have students read along in their Class Books.
- Remind students to look at the pictures 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 they predicted correctly. If not, ask them how their answers differed.

### 2) Find the words in the story. Then write them under the correct 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 110 individually.
- Students compare answers in pairs.
- Use the Lollipop stick technique (see page 16) to check answers.

### 3) Match the questions and the answers.

- Students complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique (see page 16) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

## Pronunciation

- Write the sentence from the story which uses the second conditional and write it on the board: *If I became an author, I'd love to visit bookshops.* Read the sentence aloud, or play the audio, and have students repeat.
- Place students in pairs. Have them read aloud the sentence. Make sure they pronounce the sentence with the correct stress and intonation.

## Finishing the lesson

- Write the new vocabulary words on the board: *sleeve, price tag, author, sign a book, bookmark.* 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 16) 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 *A Surprise at the Bookshop*.
- 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 16) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Dana wanted to exchange some books at the shopping mall. (False – She wanted to exchange some headphones.) The new book is on sale. (True.) If they join the queue, they can meet a famous person. (True.) The person is Hanan's favourite author. (False – It's Dana's favourite author.) The author signed Dana's book and gave her a bookmark. (True.) If Dana works hard, maybe she'll work in a bookshop one day. (False – She'll be an author.), 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. *Why does Dana want to exchange her headphones? (They don't work.) What doesn't Hanan like? (Online shopping.) How does Dana pay for her book? (By using contactless.) Who is in the shop today? (A famous writer/Dana's favourite author.) What did the author do for Dana? (She signed a book and gave her a special bookmark.), etc.*

### After you read

#### 3 After you read

##### 1) Read and circle T (true) or F (false).

- Refer students to page 110 in their Class Books.
-  Students complete the activity in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

##### 2) **Over to you! Answer the questions.**

-  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 who their favourite author is and why.

#### Extra activity Photocopiable R5

- Ask students to do photocopiable R5.

### Lesson 1, option B

#### Starting the lesson

- Show students the Unit 3 flashcards (Shopping, Imaginary situations) or poster. Have students say and spell the words.
- Write the new vocabulary that students will encounter in the reading on the board: *microphone, clipboard, planetarium, dome, oxygen*. 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: *The teacher spoke into a microphone so all the school could hear. When we did our project at the beach, we put our notes in a clipboard so they didn't blow away. You can learn about the sun and stars at a planetarium. The roof of a mosque is a dome. We all breathe oxygen.*
- Alternatively, you can write definitions on the board and have students match them to the words: *what people talk or sing into to make them sound louder (microphone); something you can use to put papers in to stop them moving when you are outside (clipboard); a building with a machine that shows the positions and movements of the stars and planets (planetarium); the shape of half a ball (dome); an invisible gas that is in air and water and is needed for people and animals to live (oxygen).*

#### 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 practise the strong and weak forms in the second conditional. Write on the board *If I could travel anywhere in the world, I would go to Africa*. Read the sentence aloud and ask students to repeat.

### Before you read

#### 1 Before you read

- 1) **Look at the picture on page 88. Answer the questions.**
  - Tell students to refer page 88 while doing the activity.
  - Students discuss the questions in pairs.
  - Monitor students, helping where necessary.
  - Use the Lollipop stick technique (see page 16) to choose pairs to check pairs' predictions
- 2) **Think about the title of the story. Write some words you expect to see in the story.**
  - Students complete the activity individually and then compare answers in pairs.
  - Monitor students, helping where necessary.
  - Ask a few students to share their ideas with the class.

### Listen and read

#### Class Book

Graded reader 2

## The School Trip

Basil is interviewing the school principal for the school radio station. 'If you could do any job in the world, what would you do?' asks Basil. 'That's a good question!' says the school principal to the microphone. 'I always wanted to become a school principal. If I could travel back in time, I wouldn't change anything!'



88 eighty-eight

Graded reader 2 3

Basil reads another question from the list on his clipboard. 'If you had a wish, would you rather travel the world, go into space or be invisible for a day?' he asks.

'I'd rather go into space,' says the school principal. 'This week, I'm planning a special school trip to a planetarium. If you like learning about the planets, you'll really enjoy it!'



eighty-nine 89

Graded reader 2 3

The show at the planetarium has finished.

'It's my turn to ask you a question, Basil,' says the school principal. 'If you could go anywhere in space, where would you go?'

'I'd go to the moon,' says Basil. 'If I wore a spacesuit, I could still breathe oxygen. I'd explore the moon and see the whole of Earth. That would be amazing!'

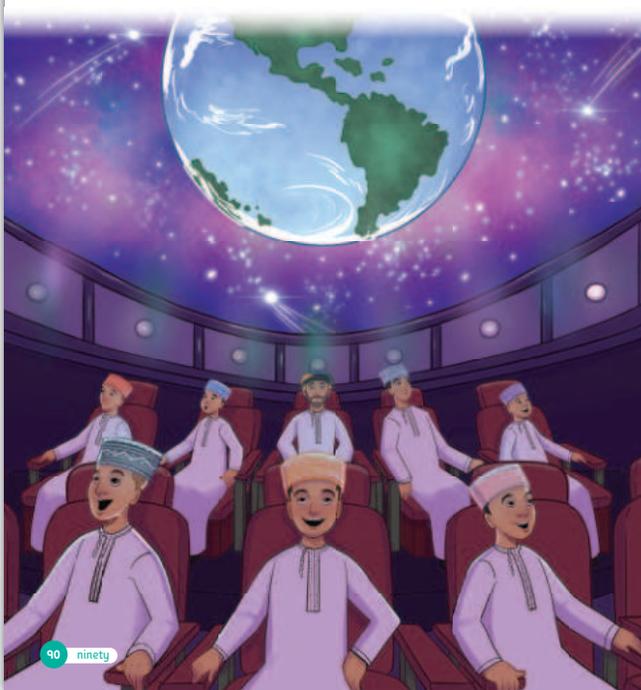


ninety-one 91

Graded reader 2

Today is the day of the trip to the planetarium. A planetarium is a special theatre. Its ceiling is a huge dome. If you visit a planetarium, you can watch an amazing show about space on the screen above your head.

'This is great! If I had a lot of money, I'd buy a telescope and study the night sky,' Basil thinks.



ninety 90

Unit 3, Graded reader 2

The School Trip

1 Before you read

1) Look at the picture on page 88. Answer the questions.

- 1 Where is the boy, and who is he with? **In a radio station with a school principal.**
- 2 What do you think the boy is doing? \_\_\_\_\_
- 3 What do you think they are talking about? \_\_\_\_\_

2) Think about the title of the story. Write some words you expect to see in the story.

2 Listen and read the story on page 88.

1) Read the story quickly. Were your ideas from *Before you read* correct? \_\_\_\_\_

2) Find the words in the story. Then write them under the correct pictures.

microphone planetarium clipboard



clipboard

microphone

planetarium

3) Match the questions and the answers.

- 1 Who is Basil interviewing for the school radio station? **a** the moon
- 2 Where do the children go on their school trip? **b** a planetarium
- 3 Where would Basil go if he could go into space? **c** the school principal

3 After you read

1) Read and circle T (true) or F (false).

- 1 If the principal could do any job, he'd work in a planetarium. **T / F**
- 2 You can watch a show about space in a planetarium. **T / F**
- 3 If Basil had a lot of money, he'd buy a spacesuit. **T / F**

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?



one hundred and eleven 111

**2**  **GR3.2 Listen and read the story on page 88.**

**1) Read the story quickly. Were your ideas from *Before you read* correct?**

- Play the audio and have students read along in their Class Books.
- Remind students to look at the pictures 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 they predicted correctly. If not, ask them how their answers differed.

**2) Find the words in the story. Then write them under the correct 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 111 individually.
-  Students then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

**3) Match the questions and the answers.**

-  Students complete the activity individually and then compare answers in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

### Pronunciation

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- Write some of the sentences from the story which use the second conditional on the board: *If you could do any job in the world, what would you do? If I could travel back in time, I wouldn't change anything! If I had a lot of money, I'd buy a telescope.* Read the sentences aloud, or play the audio, and have students repeat.
-  Place students in pairs. Have them read aloud the sentence. Make sure they pronounce the sentences with the correct stress and intonation.

### Finishing the lesson

---

- Write the new vocabulary words on the board: *sleeve, price tag, author, sign a book, bookmark.* 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 16) 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 School Trip*.
- 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 16) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *The school principal is interviewing Basil for the school radio station. (False – Basil is interviewing the school principal.) The school principal is planning a special trip to a museum. (False – The principal is planning a trip to a planetarium.) Basil would like to buy a telescope and study the night sky. (True.) If Basil wore a spacesuit, he could still breathe oxygen. (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. *What would the school principal change if he could go back in time? (He wouldn't change anything.) What would be his wish? (He'd like to go into space.) What can you watch at a planetarium? (An amazing show about space.) Where would Basil like to go in space? (To the moon.) What would he see? (The whole of the Earth.), etc.*

### After you read

#### 3 After you read

##### 1) Read and circle T (true) or F (false).

- Refer students to page 111 in their Class Books.
-  Students complete the activity in pairs.
-  Use the Lollipop stick technique (see page 16) to check answers.

##### 2) **Over to you! Answer the questions.**

-  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 they would like to go into space and why or why not.

#### 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:** climate change vocabulary, saying big numbers; *by myself, by yourself*

### Materials

- Learning club 1 flashcards (*one hundred and one, eight hundred and thirty-five, two hundred, four hundred and fifty, seven hundred and seventy, one thousand, ten thousand; gases, using fossil fuels, cutting down forests, fuel, burning, dying plants, soil, air pollution*)
- Learning club 1 poster: *Environmental problems*
- notebooks
- Traffic light cards
- True/False response cards
- stopwatch

### Global Scale of English (GSE)

- **Reading:** Can extract factual details from a simple text (GSE 40). Can scan a simple text to find specific information (GSE 41). Can find a word in a sentence that has the same meaning as another given word or phrase (GSE 44). Can identify specific information in detailed written dialogues (GSE 53). Can find relevant internet texts on specific topics and extract the most important information, e.g. for school projects (GSE 55).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38). Can integrate numerical information into an informational text to give more precise details, given a model (GSE 54).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).

### Assessment for Learning (formative assessment)

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

## Lesson 1, part 1

### Starting the lesson

- Write *Climate change* on the board and ask students to explain what it is (climate change is caused by burning fossil fuels, e.g. oil, which traps heat in the air, causing the Earth's weather to change. This leads to melting ice, rising sea levels and extreme weather conditions). Tell students they are going to talk about climate change, how our planet is affected by it and what we should do to help.

### Presentation

- Explain that in this lesson students will learn vocabulary related to climate change.
- Place the Learning club 1 flashcards (*Environmental problems*) or poster on the board. Point to each item and say the word or phrase. Students repeat after you.

### Practice

#### Class Book

### Language booster 1

**1** How many words can you say about climate change?

**2** Read and complete the article with the missing headings.

Three sad facts    Three fun facts

**FANTASTIC FACTS ABOUT POLAR BEARS**

**(1) Three fun facts**

- You might think that polar bears are white, but they actually have black skin! The light on the fur makes them look white!
- Male polar bears can be up to three metres long and weigh up to 800 kilogrammes. That's as much as about ten men!
- Polar bears can swim for days at a time. A female polar bear once swam for nine days, travelling over 687 kilometres!

**(2) Three sad facts**

- There are only about 30,000 polar bears left in the Arctic. If we don't do something to help, scientists think that this number will go down by 30% by 2050.
- The sea ice in the Arctic is disappearing because of global warming. It's 30% smaller now than it was in 1979, so some polar bears can't find enough food.
- Pollution from ships is put into the sea. Polar bears get sick when they swim in polluted sea or eat fish that are full of pollution.

**3** Read the article in Activity 2 again. Answer the questions.

- How long are some male polar bears? **up to three metres long**
- How much do some male polar bears weigh? **800 kilograms**
- How far did a female polar bear once swim in nine days? **over 687 kilometres**
- How many polar bears are there in the Arctic? **about 30,000**
- How much smaller is the Arctic sea ice now than in 1979? **30%**

How long are some male polar bears?

Three metres.

**4** How do we say numbers over 100? Find and say three big numbers in the article. Use the **Save it!** box to help you.

**800 – eight hundred**

**687 – six hundred and eighty-seven**

**30,000 – thirty thousand**

**Saying big numbers**

101	one/a hundred and one
200	two hundred
450	four hundred and fifty
770	seven hundred and seventy
835	eight hundred and thirty-five
1,000	one thousand
10,000	ten thousand

**5** **Talk to your classmates.**

- What do you think is the most interesting fact about polar bears? Why?
- Can you think of any ways to help polar bears?

92    ninety-two

### 1 How many words can you say about climate change?

- Set a stopwatch to one minute and have students think of as many words and phrases as they can and write them in their notebooks. Give the examples of *global warming* and *save water*. Elicit their ideas and count as they say them, writing appropriate examples on the board.
- Extension** Place students in pairs. They think of one unpleasant fact related to climate change that they know. It can be that coral reefs are dying, or that ice caps are melting, and so on. They raise their hands to say their ideas.

### 2 Read and complete the article with the missing headings.

- Ask students to look at the photo. Ask *What animal can you see? What do you know about polar bears?*
- Students read the text and complete the activity individually.
- Monitor students, helping where necessary. Elicit or explain any unknown words.
- Check answers as a class.
- Using the True/False response cards technique (see page 16), students respond to these statements: *Polar bears have black skin. (true)* *They can weigh 800 kilos. (true)* *Polar bears cannot swim. (false)* *There are only 20,000 polar bears left. (false)* *The Arctic is 30% bigger than it was in 1979. (false)*

### 3 Read the article in Activity 2 again. Answer the questions.

- Ask students to read the article again.
- Do the first question as a class and write the answer on the board. Encourage students to write complete sentences in their notebooks when answering the questions.
- Students work individually to complete the activity. Check answers using the Lollipop stick technique (see page 16).
- Extension** Students write down three more questions about the text and ask and answer in pairs.

### 4 How do we say numbers over 100? Find and say three big numbers in the article. Use the Say it! box to help you.

- Place the Learning club 1 flashcards (Large numbers) on the board. Point to each item and say the word or phrase. Students repeat after you.
- Read the numbers in the *Say it!* box and have students repeat.
- Students find the numbers in the article, and then compare answers in pairs. Pairs then practise saying and writing the numbers. Monitor for correct usage and pronunciation.

### Extra activity Fast finishers

- Write five numbers in numerals on the board: 498, 954, 2,130, 9,081, 11,279. Have students write the numbers in words in their notebooks. For example, they write *four hundred and ninety-eight*.

### 5 Talk to your classmates.

- Ask two students to read the questions aloud. Make sure they understand the questions.
- Give students time to think about their answers.
- Open it up into a class discussion.

### Diversity

#### Support

- To help students do Activity 5, ask the first question and give an example answer. Write on the board: *I think the most interesting fact about polar bears is ... because ...* Encourage students to use a complete sentence.
- For the second question, brainstorm ideas and write them on the board.

#### Challenge

- Students find out more about other animals that live in the Arctic (e.g. seal, walrus, Arctic fox, reindeer, Arctic hare). They choose one and write some sentences about it. Point out that penguins live in the Antarctic.

Lesson 1, part 1

LC1

6 Read and circle. Then listen and check.

Rashid: Hey, I'm just reading an article in this geography magazine about how the Arctic sea ice is (1) appearing / (disappearing). That means that polar bears are in danger. We must do something to help them.

Anas: But what can we do to (2) improve / save things for polar bears? I can't (3) improve / save them all by myself.

Rashid: No, of course you can't do it by yourself. But, if we all helped, then we would really make a difference.

Anas: How do you mean?

Rashid: Well, global warming is destroying the sea ice. So we should do everything we can to stop global warming.

Anas: Oh, yes, I see. There are lots of things we can do to help with that. For example, we shouldn't (4) waste / disappear energy and we should (5) destroy / recycle plastic, paper and glass.

Rashid: Yes, and I should repair my bike so I can cycle to school. We also need to find a way to tell other people how they can help.

Anas: I know! Let's (6) invent / improve a new game about protecting the environment! We can call it the 'Go Green Game'!

Rashid: Great idea!

7 Look at the grammar table. Then read and circle the correct answer to complete the rules.

Grammar

Reflexive pronouns after *by*

I can't save them *by myself*.

Of course you can't do it *by yourself*.

We use *myself* / *yourself* with 'I'.

We use *myself* / *yourself* with 'you'.

8 Say the sentences using *by myself* or *by yourself*.

1 I can do my homework on my own. I can do my homework by myself.

2 Are you going to walk to the shop alone? Are you going to walk to the shop by yourself?

3 I want to watch this film alone. I want to watch this film by myself.

4 Can I cook dinner on my own today? Can I cook dinner by myself today?

5 If you go out alone, you must take your phone. If you go out by yourself, you must take your phone.

9 Play the 'Go Green Game'.

Take turns to choose a square.

Say a sentence with *we should* / *shouldn't*.

Score one point for each correct answer.

1 save water	2 plant trees	3 switch off lights
4 waste energy	5 recycle plastic	6 destroy the rainforests
7 pick up rubbish	8 use renewable energy	9 cause pollution
10 protect endangered animals	11 recycle paper	12 cut down trees

Show what you know

Can you say big numbers?

Can you use *by myself* / *by yourself*?

Can you play a game about climate change?

Activity Book, Language booster 1  
Lesson 1, part 2

ninety-three 93

### 6 **LC1.1 Read and circle. Then listen and check.**

- Tell students that they are going to listen and read about two friends talking about climate change. Ask *Do you talk about climate change with your friends? Are you worried about it?*
- Students read the dialogue silently and circle the correct words.
- Play the audio to check answers.
- Encourage students to say any words they got wrong. Help by explaining their mistakes.
-  Students act out the dialogue in pairs. Ask some pairs to perform the dialogue for the class.

#### LC1.1

- Rashid:** Hey, I'm just reading an article in this geography magazine about how the Arctic sea ice is disappearing. That means that polar bears are in danger. We must do something to help them.
- Anas:** But what can we do to improve things for polar bears? I can't save them all by myself!
- Rashid:** No, of course you can't do it by yourself. But, if we all helped, then we would really make a difference.
- Anas:** How do you mean?
- Rashid:** Well, global warming is destroying the sea ice. So we should do everything we can to stop global warming.
- Anas:** Oh, yes, I see. There are lots of things we can do to help with that. For example, we shouldn't waste energy and we should recycle plastic, paper and glass.
- Rashid:** Yes, and I should repair my bike so I can cycle to school. We also need to find a way to tell other people how they can help.
- Anas:** I know! Let's invent a new game about protecting the environment! We can call it the 'Go Green Game'!
- Rashid:** Great idea!

### 7 **Look at the grammar table. Then read and circle the correct answer to complete the rules.**

- Read out the grammar table. Ask students if they know other ways of saying *by myself* (*alone* or *on my own*). Ask students questions about what they do by themselves, e.g. *Do you make your bed by yourself? Do you make breakfast by yourself? Can you tie your shoelaces by yourself?* Have them answer in complete sentences using *by myself*.
-  Students complete the activity individually in their notebooks. Check answers using the Lollipop stick technique (see page 16).

### 8 **Say the sentences using *by myself* or *by yourself*.**

- Ask a student to read the example.
-  Students work in pairs and read and say the sentences.
-  Check answers using the Lollipop stick technique (see page 16).

- Students give other examples of things they can do by themselves. They share their ideas with the rest of the class.

### 9 **Play the 'Go Green Game'.**

- Read the instructions aloud and the information in the squares. Explain to students that they should choose a number from 1 to 12 without looking at their Class Books. They then check their Class Books and say a sentence based on the square they chose. Tell students that some of the phrases are what we should do and some are what we shouldn't do.
-  Use the Traffic light cards technique (see page 16) to check students know what to do.
-  Students work in pairs and play the game.
- Monitor students, helping where necessary.  
**Possible answers** 1 We should save water. 2 We should plant trees. 3 We should switch off lights. 4 We shouldn't waste energy. 5 We should recycle plastic. 6 We shouldn't destroy the rainforests. 7 We should pick up rubbish. 8 We should use renewable energy. 9 We shouldn't cause pollution. 10 We should protect endangered animals. 11 We should recycle paper. 12 We shouldn't cut down trees.

#### Extra activity **Fast finishers**

- Have students write a summary of the game. They write the title *How to save our planet* and the sentences with illustrations.
-  Suggest students keep their work in their portfolios (see page 16).

#### Show what you know

- Tell students they are going to think about what they have learned from the WOW! Learning Club pages. Students read and complete the *Show what you know* box individually.
- Check answers as a class.
-  In pairs, students ask and answer the questions, giving examples to show what they know.
- **Extension** Use games in the *Games Bank* (see page 20) to review any new words.

#### Finishing the lesson

-   Use the Summative and thought-provoking questions technique (see page 16) to ask students what they think about what they learned today. Ask *What did you like best?*

## Lesson 1, part 2

## Starting the lesson

- Ask students to think of one fact about climate change and one fact about polar bears.
- Brainstorm their ideas as a class.

## Practice

## Activity Book

**WOW!**  
Learning club 1

### Language booster 1

1 Read the text on Class Book page 92 again. Write *True* or *False*.

- The skin of polar bears is white. False
- Male polar bears can weigh the same as ten men. True
- Polar bears sometimes eat fish. True
- Polar bears can only swim for a few hours. False
- The number of polar bears is going down. True



2 Rewrite the false sentences from Activity 1 to make them true.

- The skin of polar bears is black.
- Polar bears can swim for days at a time.

3 Write the numbers in words as we say them.

1	103	2	250	3	580
	<u>one hundred and three</u>		<u>two hundred and fifty</u>		<u>five hundred and eighty</u>

4	605	5	950	6	1,000
	<u>six hundred and five</u>		<u>nine hundred and fifty</u>		<u>one thousand</u>

4 Research and write one more fun fact and one more sad fact about polar bears.

Fun fact 4: \_\_\_\_\_

Sad fact 4: \_\_\_\_\_

58 fifty-eight

- 1 Read the text on Class Book page 92 again. Write *True* or *False*.
  - Students look at the photo. Ask if they can remember what the text said about polar bears when they swim in the sea. (*They get sick when they swim in polluted water.*)
  - Students read the text and complete the activity individually.
  - Check answers as a class.
- 2 Rewrite the false sentences from Activity 1 to make them true.
  - Students correct the false statements (1 and 4).
  - Check answers as a class.

- 3 Write the numbers in words as we say them.
  - Students complete the activity individually and write the numbers in words.
  - Check answers using the Lollipop stick technique (see page 16).
  - **Extension** Say six numbers and have students write them down in numbers and then in words in their notebooks.
- 4 Research and write one more fun fact and one more sad fact about polar bears.
  - Ask students what fun facts and sad facts they can remember from page 92 of the Class Book.
  - Students work individually to complete the activity.
  - Have a few students to share their ideas with the class.

Lesson 1, part 2

LC1

5 Read and listen to the dialogue on Class Book page 93 again. Answer the questions.

- 1 What do Anas and Rashid want to do?  
They want to help to save the polar bears because they are in danger.
- 2 How are they going to get other people to help?  
They are going to make a game about protecting the environment.

6 Write suggestions.

disappeared improved invented recycled saved wasted

- 1 Put the plastic in that box so it can be used again. recycled
- 2 Large parts of sea ice in the Arctic have gone away. disappeared
- 3 I was the first person to think of this game. invented
- 4 We've used too much water this summer. wasted
- 5 We've helped lots of polar bears. saved
- 6 Renewable energy has got better in the last few years. improved

7 Read and circle.



- 1 You can't do this job by myself / yourself.
- 2 I want to travel around the world by myself / yourself.
- 3 Do you walk to school by myself / yourself?
- 4 Did you do this project by myself / yourself?
- 5 I ate the whole pizza by myself / yourself!
- 6 I want to go shopping by myself / yourself today.

8 Research and write three more ideas for the 'Go Green Game'.

Possible answers:

<u>eat less meat</u>	<u>reuse plastic bags</u>	<u>waste food</u>
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fifty-nine 59

- 5 LC1.2 Read and listen to the dialogue on Class Book page 93 again. Answer the questions.
  - Play the audio for students to listen and answer the questions.
  - Play the audio again for students to check their answers.

### LC1.2

- Rashid:** Hey, I'm just reading an article in this geography magazine about how the Arctic sea ice is disappearing. That means that polar bears are in danger. We must do something to help them.
- Anas:** But what can we do to improve things for polar bears? I can't save them all by myself!
- Rashid:** No, of course you can't do it by yourself. But, if we all helped, then we would really make a difference.
- Anas:** How do you mean?
- Rashid:** Well, global warming is destroying the sea ice. So we should do everything we can to stop global warming.
- Anas:** Oh, yes, I see. There are lots of things we can do to help with that. For example, we shouldn't waste energy and we should recycle plastic, paper and glass.
- Rashid:** Yes, and I should repair my bike so I can cycle to school. We also need to find a way to tell other people how they can help.
- Anas:** I know! Let's invent a new game about protecting the environment! We can call it the 'Go Green Game'!
- Rashid:** Great idea!

### Finishing the lesson

- Ask students to say one thing they can do by themselves and one thing they can't do. Write their ideas on the board.

#### 6 Write suggestions.

- Ask a volunteer to read aloud the words in the word box. Check that students understand their meanings.
-  Students complete the activity individually. They can then compare answers in pairs.
- Check answers as a class.
- **Extension**  Students work in pairs and write new sentences with the words in the box.

#### 7 Read and circle.

- Ask *Can you eat a whole pizza by yourself?*
- Students complete the activity individually.
- Check answers as a class.

#### 8 Research and write three more ideas for the 'Go Green Game'.

- Go round the class and have students say a sentence from the 'Go Green Game' without looking.
-  Place students in pairs and have them think of three more ideas for the game. Tell students to include both positive and negative environmental issues.
- Ask a few students to share their ideas.

#### Extra activity Critical thinking

-  Place students in groups and ask them to think about ways to reduce their carbon footprint. Give them ideas to help them get started e.g. *You can take public transport. You can walk to the mosque.*

## CLIL: Think like a scientist!

### Lesson 2

#### Objectives

- **Lesson aims:** to learn how to give an explanation
- **Target language:** *gases, using fossil fuels, cutting down forests, air pollution*

#### Materials

- notebooks

#### Global Scale of English (GSE)

- **Reading:** Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).

#### Assessment for Learning (formative assessment)

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

#### Starting the lesson

-  Write *Explanation* on the board. Ask *What verb does the noun 'explanation' come from?* and elicit *explain*.

#### Presentation

-  Explain that in this lesson students will learn how to explain environmental problems.
-  Ask students to say one word related to the environment using the Lollipop stick technique (see page 16).

## Practice

### Class Book

Lesson 2

**WOW!**  
Learning Club 1

**Think like a scientist!**  
How can we give an explanation?

**Think** 1 What do you know about changes in the environment?

**Learn** 2  Listen and read. How can we plan an explanation of how or why something happens? **by giving the causes and effects**

When we give an explanation, we say how or why something happens or why something happened in the past. An explanation often needs to show cause and effect. When we plan to write about cause and effect, we can use arrows (→) between our notes.  
For example, look at these notes about how our climate is changing.

gases from cars, buses and aeroplanes → pollution → global warming  
fossil fuels from fires → pollution → global warming  
cutting down trees in forests → global warming  
global warming → planet gets hotter → climate change

With this plan, we can write a short explanation.  
Why is our climate changing?  
Our climate is changing because of many things we do. Gases made by cars, buses and aeroplanes cause pollution and pollution causes global warming. Using fossil fuels for fires and cutting down trees in forests also cause global warming. Due to global warming our planet gets hotter, so the climate changes.

**Check** 3 Are the sentences true or false? Correct any false sentences.

4 Write three things that are caused by climate change. Use an arrow between the cause and effect. Then make sentences to explain them. Use the language below to help you.

1 Explanations tell us when and where something happens.  
2 Explanations can tell us about something that's happening now or something that happened in the past. **true**  
3 Arrows link ideas in our notes. **true**  
4 Pollution from transport causes global warming. **true**  
5 Global warming causes the cutting down of forests. **false (The cutting down of trees causes global warming.)**

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This is causing / has caused ...  
This happens because / because of ...  
Because of this, ...  
... is happening / has happened, so ...

climate change → melting ice in the Arctic

Climate change is causing the melting of ice in the Arctic.

#### 1 Think What do you know about changes in the environment?

-  Refer students to page 94. Read the question. Students discuss for one minute in pairs. They then raise their hands to offer ideas to the class.

#### 2 Learn LC1.3 Listen and read. How can we plan an explanation of how or why something happens?

- Before students read, tell them to refer to the photos to help them with the meaning of new vocabulary.
- Play the audio and have students read along in their Class Books.
- Ask for feedback. Explain the meaning of *cause* (what makes something happen) and *effect* (what happens afterwards). Check comprehension with questions: *Where do we use arrows? (between information) What can we use the plan for? (to write short explanations)*

### LC1.3

When we give an explanation, we say how or why something happens or why something happened in the past. An explanation often needs to show cause and effect. When we plan to write about cause and effect, we can use arrows (→) between our notes. For example, look at these notes about how our climate is changing.

gases from cars, buses and aeroplanes → pollution  
 → global warming  
 fossil fuels from fires → pollution → global warming  
 cutting down trees in forests → global warming  
 global warming → planet gets hotter → climate change

With this plan, we can write a short explanation.  
 Why is our climate changing?  
 Our climate is changing because of many things we do. Gases made by cars, buses and aeroplanes cause pollution and pollution causes global warming. Using fossil fuels for fires and cutting down trees in forests also cause global warming. Due to global warming our planet gets hotter, so the climate changes.

### Diversity

#### Support

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

#### Challenge

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

### 3 Check Are the sentences true or false? Correct any false sentences.

- 👥 Students work individually to complete the activity. They then compare answers in pairs.
- 🗨️ Check answers using the Lollipop stick technique (see page 16). Ask different students to give reasons.

### Extra activity Critical thinking

- 👥 Students work in groups of four. They write two more true and false sentences (one of each) about the text in their notebooks. They swap work with another group and complete each other's activities.

### 4 Write three things that are caused by climate change. Use an arrow between the cause and effect. Then make sentences to explain them. Use the language below to help you.

- 👥 Place students in pairs and give them time to think of three sentences.
- Place two sets of pairs together and have them compare notes with arrows and ideas.

### Extra activity Fast finishers

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

### Finishing the lesson

- Students close their books. Say some false sentences and have students correct them:  
*Explanation is from the word exclaim.*  
*Gas is rocks.*  
*Coal is air.*  
*Cut down means you use more.*  
*An arrow is a square.*
- 💡🎓 Using the Summative and thought-provoking questions technique (see page 16), ask *What new information did you learn in this lesson?*

## Lesson 3

### Objectives

- **Lesson aims:** to learn about rainforests
- **Target language:** *fuel, burning, dying plant, soil*

### Materials

- notebooks
- a sheet of paper, one per pair
- Traffic light cards
- photocopyable 31

### 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 main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Speaking:** Can read aloud their own writing, given time to prepare (GSE 32).
- **Writing:** Can write down some key words to include in a short written text on a familiar topic (GSE 40).

### Assessment for Learning (formative assessment)

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

### Starting the lesson

- Play *Parachute* (see page 21) with some of the new words from the last lesson (*gases, using fossil fuels, cutting down forests, air pollution*) as well as some of the Unit 3 vocabulary.

### Presentation

- Explain that in this lesson students will learn about the problems in rainforests. They will also write and present a report about plastic pollution.
- Pre-teach the words *fuel, burning, dying plant* and *soil* using the photos and with definitions:  
*Fuel is what we burn to provide heat or power.*  
*When something is burning, it's very hot.*  
*A dying plant will not live for much longer.*  
*Plants grow in soil.*

## Practice

### Class Book

Lesson 3 LC1

**Let's practise!** 1 Why is it a problem to cut down the rainforest? Read the two texts and check your ideas.



**fuel**



**burning**



**dying plant**



**soil**

**Why are rainforests in danger?**  
Rainforests are forests that grow where there is lots of rain. They are very important because they have more plants and animals than any other habitat. However, workers in the rainforests are cutting down many trees. This is because trees are used to make fuel and oil. They are also used to make paper, furniture and wooden homes. Forest workers sometimes burn the trees so that farmers can have new land for their crops and farm animals. All this is causing the rainforests to be in danger.

**Why is cutting down and burning rainforest trees a problem?**  
Cutting down many rainforest trees causes problems for plants, animals and people. Plants and trees are important because they help to keep the soil good for other plants. Without good soil, plants start dying. Then without plants, animals lose food and habitat, so they move away. Another problem is for people. When rainforest trees are burned, they make gases. These gases go into the air and cause pollution, so people can get ill. The pollution also causes global warming.

2 Write a plan for each text. Use the ideas below and join them with arrows.

plants die → animals move away → rainforest trees are cut down → burning rainforest trees → global warming → makes gases → air pollution

**Show what you know**

Make a cause and effect presentation about pollution caused by plastic rubbish.

- 1 In groups, think about the problems caused by plastic rubbish. Use these notes to help you.  
*Lots of ... on beach → ... in wind → ... into sea → fish ...*
- 2 Use these words in your explanation: cause/causes, because, then.
- 3 Draw or find pictures to show when you present your explanation.
- 4 Present your information to the class.
- 5 Think about other groups' presentations. What elements helped you understand them? Was it the use of clear pictures, clear cause and effect diagrams, correct facts?

**Tip Speaking**  
Make a short introduction: *Today! Now! Next we'll explain ... It's our turn to explain what happens when / if ...*  
Say the key words in your explanation more loudly than the other words.

ninety-five 95

### 1 Let's practise! Why is it a problem to cut down the rainforest? Read the two texts and check your ideas.

- Refer students to page 95. Read the question.
- Give students time to read the texts and find the answer. Check answers as a class.

**Answer key** Because they are home to many animals and plants. Plants and trees also keep soil healthy, support other plants and provide food and homes for animals. Burning trees releases polluting gases, which harms people and causes global warming.

### 2 Write a plan for each text. Use the ideas below and join them with arrows.

- Remind students that cause and effect is when one event causes another. The cause is the reason and the effect is the result. Sometimes one cause has many effects. Explain that understanding cause and effect can help us see how actions affect nature.
- Place students in pairs. Ask them to look at the texts in Activity 1 and the causes and effects in Activity 2. Have them re-read the texts and use arrows to join the causes and effects for each of the texts.

-  Use the Traffic light cards technique (see page 16) to check students know what to do.
- Monitor students, helping where necessary.
-  Check students' plans using the Lollipop stick technique (see page 16) and write them on the board.

**Answer key** Possible answer:

Text 1: Rainforest trees are cut down → Plants die

Text 2: Rainforest trees are cut down → Plants die  
→ Animals move away; Burning rainforest trees → Makes gases → Air pollution → Global warming

### Show what you know Make a cause and effect presentation about pollution caused by plastic rubbish.

-  Place students in pairs. Provide each pair with a sheet of paper for their plan with arrows and another sheet of paper for the presentation.
- Students prepare their plans to be checked before they write the report. The plans can be checked by you or in peer groups.
- Students then write their presentations.
- Before the presentations, read the *Speaking tip* to students. Make sure every student takes part in the presentation by having them take turns to read out sentences.

#### Diversity

##### Support

-  Read aloud the notes to students. Draw their attention to the example before they start to work in groups and deal with any problems.

##### Challenge

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

#### Extra activity Critical thinking

-  Students write two points with arrows in a plan for another environmental issue. They give the plan to their partner who writes full sentences.

#### Extra activity Fun Time

- Before the class, prepare quiz questions about the environment, e.g. *What do we use coal for?* Divide the class into two teams. They take part in a TV-style quiz and they win a point for each correct answer.

#### Extra activity Fast finishers

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

### Finishing the lesson

- Students close their books. Ask them to raise their hands and say a cause or effect that they remember about the rainforest. Another student says if this information is a cause or effect.
-   Using the Summative and thought-provoking questions technique (see page 16), ask *Did the arrows help you plan? Did you include everything in your presentation? Did you include causes and effects? How did you feel about doing a presentation?*
-  Students then write what they learned in the lesson, in their own words, in their Learning diaries (see page 16).

#### Extra activity Photocopiable 31

- Ask students to do photocopiable 31.

# Progress path

In pairs, read and answer. Then tick (✓).

## Welcome

What does Eric enjoy doing in his free time?

He enjoys playing football.

## Welcome

What type of clothing did Manar make?

She made comfortable trousers and a top.

## Unit 2

Name six types of extreme sports. What's your favourite and why?

## Unit 1

What's the extreme weather event?

- When the weather is hot for a long time, it's a **drought**.
- It hasn't rained for **weeks** and weeks. It's a **flood**.

## Unit 1

Say two rules to protect the environment. Use *must*, *should* or *need to*.

## Unit 2

- I hurt **myself** / yourself when I was caving.
- My brother cut **himself** / herself / himself while he was go-karting.

## Unit 3

Say six words to use when you are shopping.

## Unit 3

Complete the sentences.

If I could travel back in time,

I \_\_\_\_\_

If I could become a book character, I \_\_\_\_\_

### CHALLENGE

Play big number buzz!

Take it in turns to say numbers from 100. Every three numbers, say, 'buzz'!

101, 102, BUZZ!, 104, 105, BUZZ!

How high can you count?



102 one hundred and two

103 one hundred and three

# Progress path

Read and answer. Then tick (✓).

## Welcome

Read and match.

- 1 extreme — a inventions
- 2 great — b communication
- 3 shopping — c weather
- 4 online — d centre

## Welcome

Read the answers. Write the questions.

- 1 **Where are you from?**  
I'm from Oman.
- 2 **What's your favourite sport?**  
I love basketball.

## Unit 2

Add labels.

1  **snowboarding**

2  **horse riding**

## Unit 2

- 1 I sometimes sing to me / myself when I am happy.
- 2 Did you hurt you / yourself when you fell over?

## Unit 3

- 1 If I want some new clothes,
- 2 If I don't have any cash,

## Unit 3

Add labels.

1  **be an inventor**

2  **be invisible**

## Unit 1

Write five words for natural disasters.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## Unit 1

Write two things we should do and two things we shouldn't do to help the environment.

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✗ \_\_\_\_\_
- ✗ \_\_\_\_\_

# Grammar practice

## Lesson 3: Modal verbs of obligation

### 1 Read and complete.

Modal verbs of obligation		
We	1 <u>should</u> must 2 <u>need to</u>	try to save water. 3 <u>recycle</u> plastic. plant more trees.
We	shouldn't 4 <u>mustn't</u>	waste water. throw away plastic. 5 <u>destroy</u> our forests.
We	needn't	6 <u>use</u> a lot of water. buy another magazine.

mustn't  
destroy  
need to  
recycle  
use  
~~should~~

### 2 Write the sentences with the correct modal verbs.

- We shouldn't recycle plastic. We should recycle plastic.
- People must waste water. People mustn't waste water.
- You needn't eat fruit every day. You need to eat fruit every day.
- I need to go everywhere by car. I needn't go everywhere by car.
- We should destroy the rainforests. We shouldn't destroy the rainforests.
- He mustn't pick up rubbish in the park. He must pick up rubbish in the park.

## Lesson 5: Reported speech: questions and commands

### 3 Read and complete.

Reported speech: Wh- questions
Abdullah asked us, 'Where 1 <u>is</u> the swimming pool?'
Abdullah asked us where the swimming pool 2 <u>was</u> .
Reported speech: yes/no questions
I asked Azza, 'Does your family 3 <u>recycle</u> a lot of plastic?'
I asked Azza 4 <u>if</u> her family 5 <u>recycled</u> a lot of plastic.
Reported speech: commands
Dad told me, 'Be careful and 6 <u>don't</u> start any fires.'
Dad told me to 7 <u>be</u> careful and 8 <u>not</u> to start any fires.

be  
don't  
if  
~~is~~  
not  
recycle  
recycled  
was

### 4 Write the questions and commands as reported speech.

- Mum asked me, 'Do you want a biscuit?' Mum asked me if I wanted a biscuit.
- Dad told us, 'Don't make any noise.' Dad told us not to make any noise.
- Basma asked Samar, 'Are you feeling OK?' Basma asked Samar if she was feeling OK.
- I asked Fahad, 'When do you study?' I asked Fahad when he studied.
- Marwa told Sharifa, 'Turn off the TV.' Marwa told Sharifa to turn off the TV.
- I asked Arwa, 'Where's my book?' I asked Arwa where my book was.

Lesson 3: Reflexive pronouns

1 Read and complete.

ourselves themselves yourself herself myself itself

Reflexive pronouns			
I can see <sup>1</sup> <u>myself</u>	in the mirror.	We can see <sup>5</sup> <u>ourselves</u>	in the mirror.
You can see <sup>2</sup> <u>yourself</u>			
He can see himself		You can see yourselves	
She can see <sup>3</sup> <u>herself</u>		They can see	
It can see <sup>4</sup> <u>itself</u>		<sup>6</sup> <u>themselves</u>	

2 Complete the questions. Then write the answers for you.

- Have you ever hurt yourself while doing a sport? \_\_\_\_\_
- Does your friend ever talk to himself/herself in class? \_\_\_\_\_
- Should we take care of ourselves by eating healthy food? \_\_\_\_\_
- Does your tablet turn itself off if you aren't using it? \_\_\_\_\_
- Do you ever think, 'I'm proud of myself?' \_\_\_\_\_

Lesson 5: Past perfect

3 Read and complete.

had finished had seen hadn't planned ~~hadn't walked~~

Past perfect
I <sup>1</sup> <u>hadn't walked</u> very far before I saw the bay.
After we <sup>2</sup> <u>had finished</u> our homework, we watched TV.
She <sup>3</sup> <u>had seen</u> the penguin dive into the water before it caught a fish.
They <sup>4</sup> <u>hadn't planned</u> their holiday very well, so it wasn't fun.

4 Read and complete the sentences with the Past simple and the Past perfect.

- I went (go) for a run after I had put on (put on) my trainers.
- Basim had been (be) friends with Faris for a year before I met (meet) him.
- After we had finished (finish) lunch, we did (do) the washing up.
- Bayan had visited (visit) Kuwait many times before she went (go) to Sabah Al Salem.
- Before my parents arrived (arrive) home, I had tidied (tidy) my bedroom.

## Lesson 3: Zero and first conditionals

## 1 Read and circle.

## Zero conditional

- 1 If I **need** / **will need** new clothes, my parents give me money.
- 2 If you **had** / **have** a problem, you should ask me for help.
- 3 What **do** / **did** do if you don't like something you have bought?

## First conditional

- 4 If I save enough money, **I'll buy** / **I buy** a new laptop or tablet.
- 5 If that **happens** / **will happen**, we'll be very disappointed.
- 6 What will Rawan do if she **can't** / **couldn't** find her bag?

## 2 Write sentences with the zero (Z) or first (F) conditional.

- 1 I / arrive / late / I / feel bad (Z) *If I arrive late, I feel bad.*
- 2 we / help / Aseel / she / be / happy (F) *If we help Aseel, she will be happy.*
- 3 you / be / busy / we / can / talk / later (Z) *If you are busy, we can talk later.*
- 4 an accident / happen / I / call / you (F) *If an accident happens, I will call you.*
- 5 What / you / eat / you / want / a snack (Z) *What do you eat if you want a snack?*

## Lesson 5: Second conditional

## 3 Read and complete.

could **had** won were

## Second conditional

- 1 If I \_\_\_\_\_ **had** \_\_\_\_\_ a wish, I'd ask for a long and happy life.
- 2 If I \_\_\_\_\_ **were** \_\_\_\_\_ invisible, I'd help the police catch criminals.
- 3 If you \_\_\_\_\_ **could** \_\_\_\_\_ be an inventor, what new thing would you invent?
- 4 If you \_\_\_\_\_ **won** \_\_\_\_\_ 50 OMR in a competition, what would you buy?

## 4 Write sentences about you and people you know. Use your own ideas.

- 1 If I \_\_\_\_\_ **could** \_\_\_\_\_ (can) travel into space, I \_\_\_\_\_ **would visit** \_\_\_\_\_ (visit) Mars.
- 2 If you \_\_\_\_\_ **knew** \_\_\_\_\_ (know) a big secret, \_\_\_\_\_ **would you tell** \_\_\_\_\_ (you / tell) me?
- 3 If people \_\_\_\_\_ **took** \_\_\_\_\_ (take) care of our planet, it \_\_\_\_\_ **would be** \_\_\_\_\_ (be) a nicer place to live.
- 4 If you \_\_\_\_\_ **became** \_\_\_\_\_ (become) a school principal, \_\_\_\_\_ **would you make** \_\_\_\_\_ (you / make) lots of rules?
- 5 If I \_\_\_\_\_ **were** \_\_\_\_\_ (are) rich, I \_\_\_\_\_ **would donate** \_\_\_\_\_ (donate) all my money to a charity.



# TEAM Together OMAN 8A

Extra resources

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# Picture charades cards

Cut out and play.



<b>rainforest</b>	<b>plant trees</b>	<b>cyclone</b>	<b>heatwave</b>
<b>rock climbing</b>	<b>climate change</b>	<b>save water</b>	<b>horse riding</b>
<b>sunset</b>	<b>switch off lights</b>	<b>pollution</b>	<b>paragliding</b>
<b>queue</b>	<b>bank card</b>	<b>soil</b>	<b>travel the world</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.

## Word charades cards

Cut out and play.



<b>destroy the rainforest</b>	<b>recycle</b>	<b>tornado</b>	<b>volcano</b>
<b>flood</b>	<b>motor racing</b>	<b>sandboarding</b>	<b>water skiing</b>
<b>till</b>	<b>shop assistant</b>	<b>second-hand</b>	<b>field</b>
<b>bay</b>	<b>inventor</b>	<b>fuel</b>	<b>gases</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>pick up rubbish</b>  ✗ litter ✗ clean	<b>global warming</b>  ✗ hot ✗ pollution	<b>drought</b>  ✗ dry ✗ rain	<b>forest fire</b>  ✗ trees ✗ smoke
<b>tsunami</b>  ✗ wave ✗ ocean	<b>mountain biking</b>  ✗ bike ✗ hills	<b>abseiling</b>  ✗ rope ✗ mountain	<b>sunrise</b>  ✗ sky ✗ morning
<b>refund</b>  ✗ return ✗ money	<b>pay with contactless</b>  ✗ bank card ✗ money	<b>north</b>  ✗ compass ✗ direction	<b>invisible</b>  ✗ see ✗ disappear
<b>fossil fuels</b>  ✗ burn ✗ oil	<b>online shopping</b>  ✗ website ✗ buy	<b>cup</b>  ✗ win ✗ trophy	<b>receipt</b>  ✗ paper ✗ cost

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.



**York Press Limited**  
322 Old Brompton Road,  
London SW5 9JH,  
England

Original edition, Team Up! © Pearson Educación, S.A. 2018

Team Together © Pearson Education Limited 2019

This edition published by York Press © 2025

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

Additional material provided by Gareth Vaughan.

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**Partner in development:**

Foreign Languages Section,  
Ministry of Education, Oman

The series has been customised by the Ministry of Education, Oman, based on the contract between the Ministry of Education and Pearson Education Limited and York Press Limited based on the ministerial decree 211/2021.

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First published 2025

ISBN:

**Cover Image:** Antonio Marcos Díaz

