



SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 5B

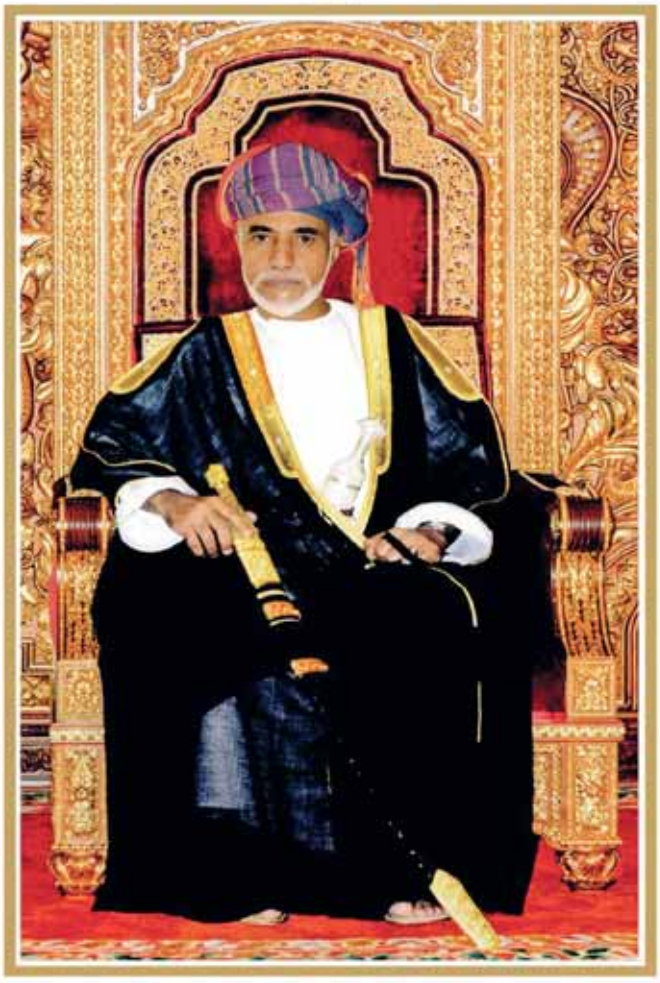
Teacher's Book

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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TEAM Together OMAN 5B

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Pearson

YORK PRESS

Global Scale of English
Fast-track your progress

Scope and sequence

Unit	Vocabulary	Grammar	Literacy
5 **Animals in danger**	**Sea animals:** *whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray* **Land animals:** *Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*	**Past continuous** The shark was looking for small sea animals. **Past continuous vs Past simple** I was watching the koalas when the Arabian leopard escaped!	**Reading:** a magazine article about whales **Writing:** a fact file about an animal in danger
6 **Staying healthy**	**Illnesses:** *a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick* **Healthy lifestyle:** *healthy, unhealthy, fit, unfit, do exercise, relax, eat a balanced diet, eat junk food*	**should/shouldn't** You should go to the doctor's! **Infinitive of purpose** I'm running to be fit and healthy.	**Reading:** a magazine article about how to stay healthy **Writing:** a description of how to stay fit and healthy
7 **Let's get creative!**	**Machines:** *cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine* **Household chores:** *do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table*	**Present perfect with *ever*** Have you ever made chocolates? Yes, I have./No, I haven't. **Present perfect** I have/haven't dried the dishes. He has/hasn't mopped the floor.	**Reading:** an article about accidental inventions **Writing:** a blog about machines in your home
8 **Into the wild**	**Countries:** *Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Saudi Arabia, Brazil, Italy, Argentina, Morocco* **Landscape:** *desert, jungle, ocean, coast, cliff, cave, stream, path*	**Present perfect vs Past simple** I've been to Italy. I went there last month. **Zero conditional** If you go inside a cave, you need a torch.	**Reading:** a blog post about geocaching **Writing:** a blog post about a trip
Bo's Learning Club	**Materials:** *cotton, leather, metal, paper, plastic, rubber, silver, gold* **Keeping us healthy:** *source of carbohydrates, source of proteins, source of vitamins and minerals, source of fats, wheat, spinach*	**Is/are made of** What is it made of? It's made of plastic.	**Science:** How can plants keep us healthy?

Solve it

Grammar reference

Progress path

Culture	English in action	Pronunciation	Get ready for...
Culture: *Helping animals in Oman* **Project:** *Make a spider diagram about an animal protection organisation*	**Reminding someone to do something** Remember to change the parrot's food and water every day.	/ɒ/ promise, competition /ɔː/ forget, August	**Class Book:** A2 Flyers: Reading and Writing Part 4 Listening Part 4 **Activity Book:** A2 Flyers: Reading and Writing Part 5
Culture: *What's for lunch?* **Project:** *Plan a healthy lunch*	**At the doctor's** I'm feeling sick. You shouldn't go to school today.	/ɜː/ hurt, purple /e/ get, medicine, bed	**Class Book:** A2 Flyers: Reading and Writing Part 2 Speaking Part 4 **Activity Book:** A2 Flyers: Reading and Writing Part 1
Culture: *Pottery* **Project:** *Design your own pottery*	**Explaining that something doesn't work** What's the problem? You need to turn it on.	/ʌ/ cousin, nuts, cups /uː/ food, soup	**Class Book:** A2 Flyers: Listening Part 4 Speaking Part 4 **Activity Book:** A2 Flyers: Reading and Writing Part 6
Culture: *Walk the world!* **Project:** *Make a map and a description of a long-distance path*	**Asking for something** Give them to me, please.	/aː/ path, scarf /ʌ/ jungle, duck, jumping	**Class Book:** A2 Flyers: Listening Part 3 Reading and Writing Part 7 **Activity Book:** A2 Flyers: Reading and Writing Part 2

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-ready skills. Students are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Team Together Oman* sets out a clear path for progress and prepares children for success in external tests, including PTE Young Learners and Cambridge English Qualifications.

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

For students

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

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

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

For teachers

Team Together Oman has been created using tried and tested methodology for effective language teaching.

A variety of language presentation contexts and an ample supply of resources will help keep pupils and students engaged and motivated. Seamlessly integrated external tests preparation and a complete assessment package will help your class to get results and prepare for future tests.

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

Course features

Vocabulary

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

- to present new vocabulary in context.
- to revise previously learnt vocabulary from Grade 4.
- to offer speaking practice for both everyday communication purposes as well as external tests preparation.
- to set the scene for the story in the next lesson.

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.

Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The new structures presentation is contextualised through the song and the story. 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.

The structures presented in the grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Extra practice* and *Vocabulary reference* sections at the end of each unit.

Dictation

Students practise writing the new vocabulary words in a Dictation section at the end of Lesson 4 of each unit. The *Vocabulary and grammar reference* sections in the Activity Book also 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.

Stories

Team Together Oman Grade 5 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They call themselves The Discovery Team. Fatma and her brother Sami are friends with their new neighbour, an Australian girl called Lottie. Together, they are The Discovery Team and learn new things in each episode. Each story has been built around a specific concept from common Social Studies and Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

Skills

All four skills are practised throughout Grade 5 of *Team Together*, with a dedicated skills section in lessons 7 and 8 of each unit. Special focus has been put on writing: students are given a model text and a scaffolded, step-by-step support to create their own pieces of writing. Further support is to be found in 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 contents 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 6, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing students to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say in a variety of situations, such as asking the way or calling the emergency services.

Culture

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

Learning club: Language booster and CLIL

After Unit 8, 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. In addition to this, each story in *Team Together Oman* Grade 5 has been built around a key concept from common curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

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 5B this focuses on A1 Movers and A2 Flyers. As well as exam task-type practice, all vocabulary and structures are covered in the series. Further vocabulary practice is offered in the *Team Together Oman* Vocabulary Booster books.

The series also exposes students to exam task types in the A2 Key for Schools and B1 Preliminary for Schools.

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

Future skills

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

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

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

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

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

Assessment for learning: See pages 14–15 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.

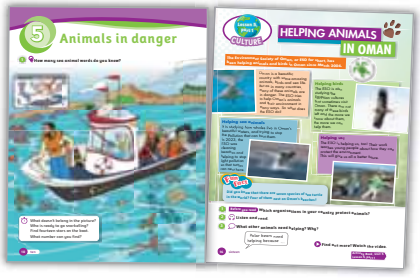
Course components

The course for Grade 5 (Semesters 1 and 2) includes the following components:

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

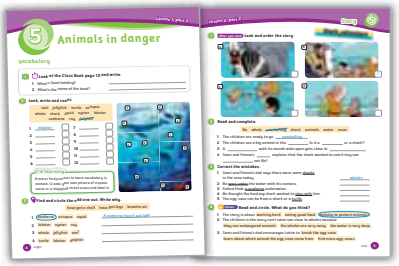
Class Book

The Semester 2 Class Book provides materials to present the target language effectively. It includes four main units, followed by a Progress path section for students to track their progress at the end of each unit.



Course components

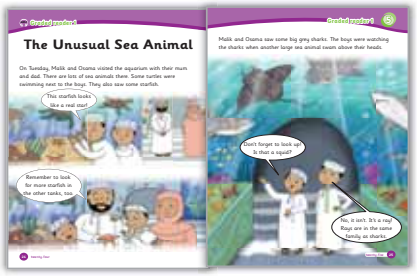
Activity Book



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. It also contains an *Extra practice* section for further consolidation of vocabulary and grammar, a Vocabulary and Grammar reference and a *Get ready for…* section for further external exams practice.

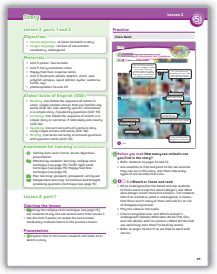
Graded readers

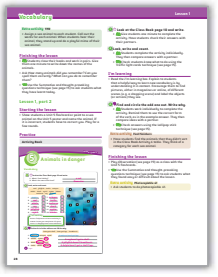
In addition to the unit stories, there are also two graded readers after each unit of the Class Book. These consolidate language, vocabulary and themes covered in the preceding units with a fun story that the students will enjoy.



Each story also teaches three 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, TPR 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, Word Cards and Story Cards



The Flashcards and Word Cards present 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.



The Story Cards are large, frame-by-frame versions of the cartoon stories in Lesson 2 of each unit of the Class Book. On the back of each card there is a transcription of the appropriate part of the story's audio recording and questions to be asked before and after listening.

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 of Semester 2, the teacher is able to check the progress students are making by using a unit practice sheet. There are four 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 story and 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, English in action, stories and songs.

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

Class Book and Activity Book

Lesson 1



Think! activity to activate students' previous knowledge

Photographic vocabulary presentation

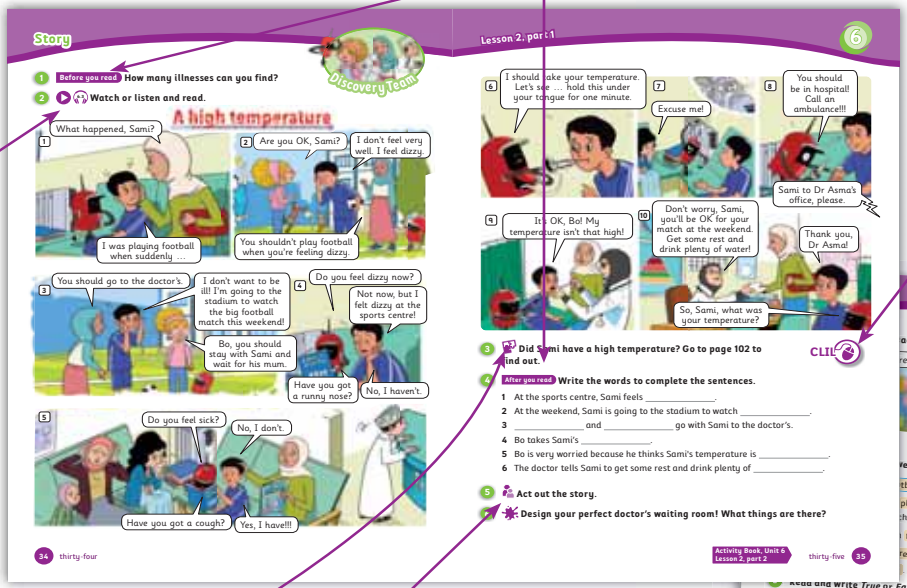
Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Go-to links for the accompanying Activity Book lessons

Lesson 2

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



Stories available in video format

CLIL topics embedded in every story

Solve activities encourage curiosity and stimulate critical thinking

Future skills activities in every lesson

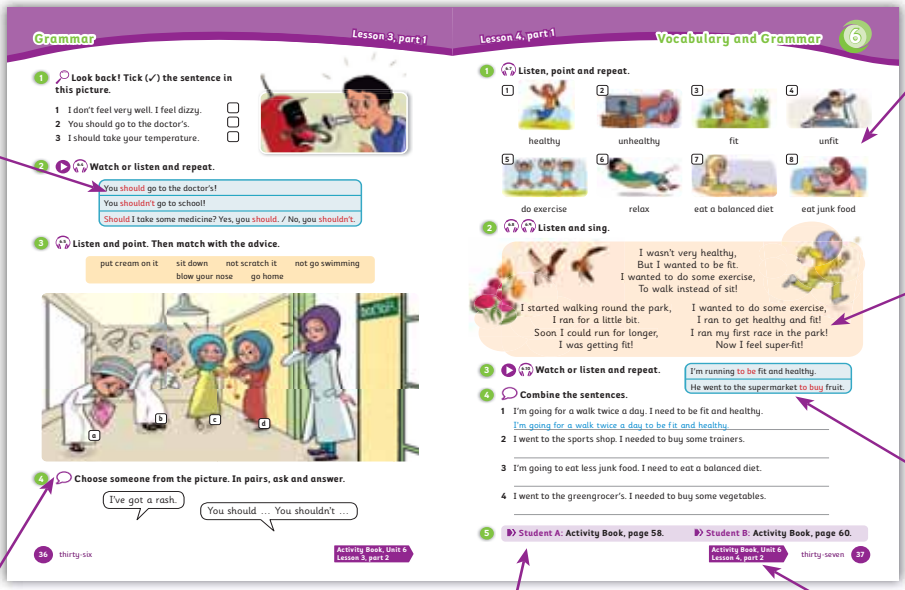


Further work on values in the Activity Book

Unit walkthrough

Class Book and Activity Book

Lessons 3–4



Grammar box with recorded phrases

Visual vocabulary presentation

Song to teach vocabulary and grammar in context

Grammar box for extra support and scaffolding, with recorded phrases

Scaffolded activities to help students consolidate new language

Communicate activity for personalisation and speaking practice

Information gap activities for freer grammar practice in the Activity Book

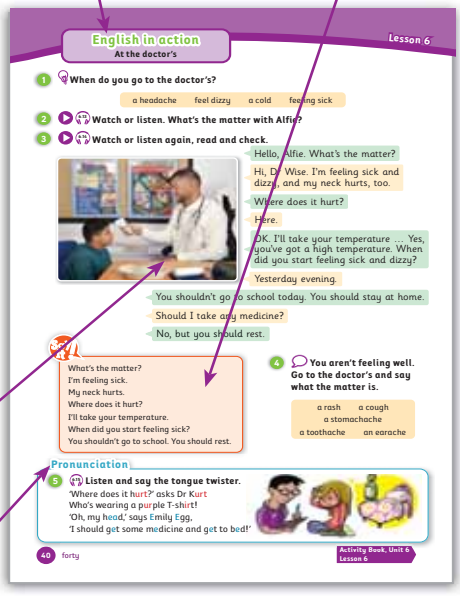
Lessons 5–6

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



Focus on functional language from early levels

Useful phrases at a glance



Before you read activities for clearly staged reading practice

More content related to the topic available on Culture video

Model dialogue to help students learn new language in natural contexts

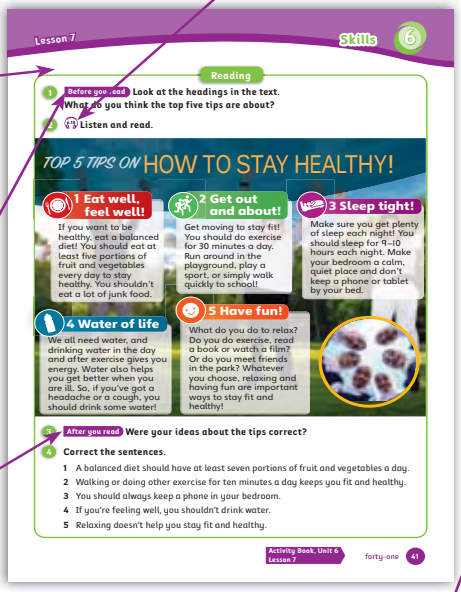
Work on pronunciation through tongue twisters

Class Book and Activity Book

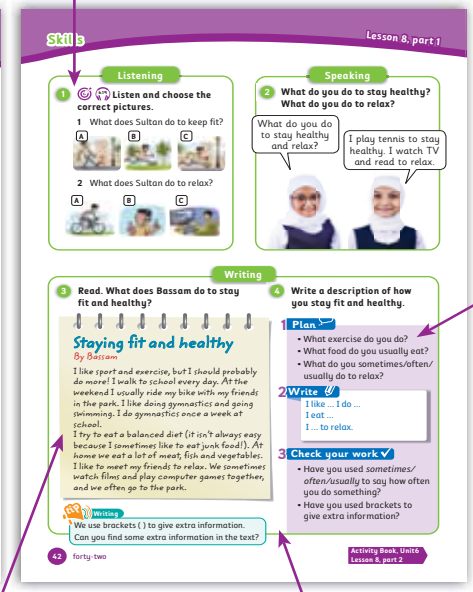
Lessons 7–8

Skills section for integrated skills practice

Recorded text



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



Practice tasks in test-like format help students prepare for external tests

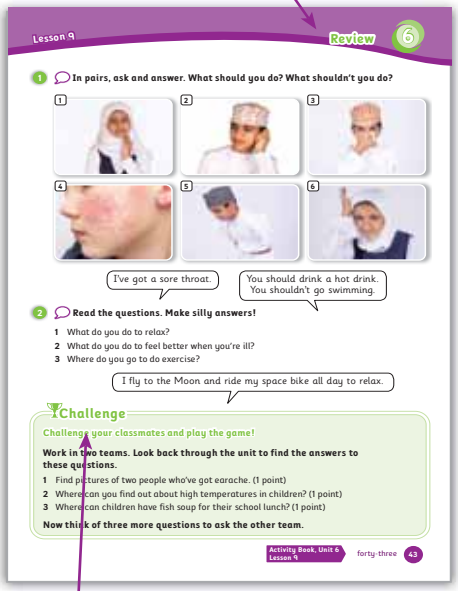
Scaffolded step-by-step instructions for the writing task

Model text in the writing section

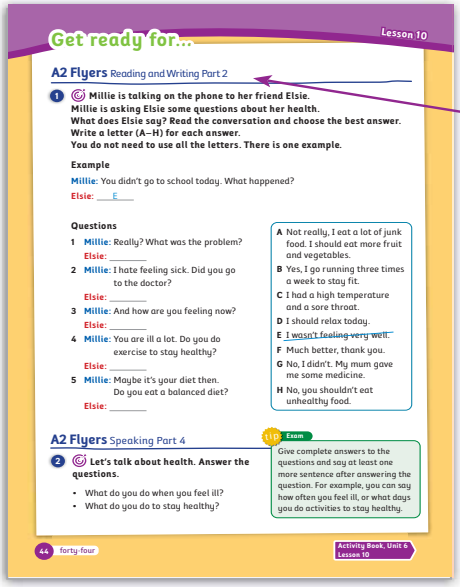
Writing tip to help students deal with linking words, punctuation, etc.

Lessons 9–10

Review section for consolidation

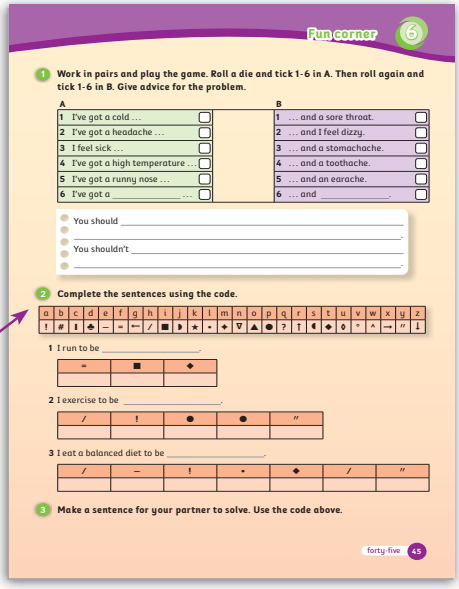


Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path, after each unit



External exams practice section

Lesson 11 (optional)



Fun tasks and games to recycle language in an enjoyable way

Monitoring progress and test readiness with *Team Together Oman*

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

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

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

The Global Scale of English

Global Scale of English
Fast-track your progress

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.**

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!
- **Mini-whiteboards.** Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Students write their answers individually and hold up the whiteboards and you get feedback from all your students at the same time!
- **Hands up/down technique.** Use this to check understanding. Ask a question or make a statement. Students put their hands up if the answer/statement is correct, but keep it down if not. You can also use it to check if students want to give positive or negative feedback to a task.
- **Happy/Sad face technique** (also Yes/No, Stop/Go, True/False). Use this for critical thinking development and yes/no answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each student – or students can make their own. After practising a skill, ask students how they feel they are doing. Alternatively, students can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards.** Use them to check that students know what to do on a given task. Students show you a green/yellow/red card, depending on their level of confidence.
- **Exit slips.** Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer students the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

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

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

Peer learning

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

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

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

Independent learning and long-term formative assessment

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

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

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

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

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

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and 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

by Magdalena Custodio Espinar

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

Collaborative work

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

Cooperative work

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

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

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

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

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

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

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

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

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

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

How to work with stories

Stage 1 – Before listening to the story

First, talk to students about the characters appearing in the story and about the places in which they appear. Ask students what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise students for all their ideas, but do not correct them and do not explain too much. (In a moment students will listen to the recording and check if they were right.) Focus more on what occurred in the story than on the language itself. First, students will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each Story Card.

Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each Story Card. At this stage remember to encourage students to compare their previous ideas with what actually happened in the story. Play the recorded story and/or play the animation and ask students to point to the appropriate pictures in the Class Book.

Stage 3 – After listening to the story

After listening to (or watching) the story together, ask students a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each Story Card or make up your own questions.

When answering, students additionally practise and consolidate the previously introduced language material.

Stage 4 – Acting out

After having listened to the story a few times your students should be ready to act it out. Students can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask students to repeat them each time.

Next, you may divide students into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, students quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

For mixed-ability classes, when grouping students, make sure there is one or more of the stronger students in each group. You may also want to assign smaller roles to weaker students.

How to use the Story Cards

There are many ways that the Story Cards can be used with the stories in *Team Together Oman* Grade 5. Here are some ideas.

- Cover the numbers on the cards. Shuffle the cards, stick them to the board and ask students to arrange them in the correct order.
- Cover the numbers on the cards. Stick the cards to the board in the correct order. Ask students to close their eyes, then take away one card. The students are supposed to identify the missing card.
- Cover the numbers on the cards. Hide the cards in various places in the classroom. Ask students to find them and stick them to the board in the correct order.
- Show students a Story Card and read the corresponding lines. When reading, make intentional mistakes, e.g. say red instead of yellow. Students correct your mistakes.
- Distribute the Story Cards among a few students. Play the story recording. When a student hears the lines referring to his/her card, he/she should stand up and show it to the class.

Exercises without Story Cards

- Ask students to draw a scene from the story they have heard.
- Ask students to invent another ending for the story they have heard.
- Students draw their favourite character.
- Talk to students about what the characters learnt.
- Ask the students about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Students should provide the name of the character who says the lines.

How to use the graded readers

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

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

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

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

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

Post reading: Students will work on specific elements of the story. 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 5, Semester 2 there are five full-colour vocabulary posters featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

Techniques of working with posters

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

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

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

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

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

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

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

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

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

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

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

How to work with videos and animations

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

How is the video material presented?

In *Team Together Oman* Grade 5 there are five types of video material for each unit: story animations, grammar animations, Project videos, English in Action videos and Culture videos.

When to use the video material?

- You can use the story animations either as the presentation stage, or after you have listened to and read the version available in the Class Book.
- 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.

Flashcard games

Which card is this? Cut out a small square in the middle of an A4 sheet of white paper. Cover the flashcards with this sheet so that students can only see part of the picture in the cut-out hole. Ask students to guess what the cards show.

Observation Show students a flashcard, but do it quickly. Then ask them *What's this?* The students' task is to name the object shown on the card. If students fail to guess it the first time, show them the card again, a little more slowly than before.

Guess and take it! Hold up a flashcard. The student who is first to say the word presented in the card may take it. The student who collects the highest number of cards wins.

Echo Make sure that students are familiar with the echo technique. Show them the flashcards and say the relevant words. Ask students to repeat the words after you a few times, getting quieter and quieter, like an echo.

Remember and say it! Stick four or five cards to the board. Ask students to remember what they present. Then, remove the cards from the board and ask students to say the names. Repeat with other cards.

Remembering the order Select four flashcards from the same topic and stick them to the board. Ask a few volunteers to look at the pictures and say the names of the objects presented. Then, ask students to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask students to say the words in the correct order.

What's missing? Stick the flashcards on the board (or on the top of a table). Give students a few minutes to remember the order in which they are placed. Then, ask students to close their eyes. Remove one of the cards. Ask *What's missing?* Students identify the missing card.

Snap! Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show students all cards from the group. When students see the card with the picture corresponding to the word, they call *Snap!*

Which card have you got? Select a few flashcards and give them to students. Ask them to pass the cards on in such a way that they cannot see what they show. At some point, say *Stop* and ask *Who's got the* (*apple*)? The student with the card you asked for says *Me!*

Where is this card? Stick the flashcards around the classroom. Say the words and students run to the appropriate cards, or point to them if there is not enough space.

Picture dictation Describe a flashcard (or flashcards) in detail and have students draw what you describe. You can also describe pictures from the Class Book for students to draw. Students may also play in groups.

Listen and pass it on! Distribute the flashcards with selected words among students (e.g. one card per desk). Speak out sentences including the selected words and ask the students to pass the appropriate cards to you.

Standing up Hand out the cards from one set, e.g. toys, to individual students. Say the names of the toys aloud. The student holding the card showing the toy stands up when he/she hears its name and then shows the picture to the other students.

Raise your card Distribute the cards among students. Tell students a short story in English. When a student hears the word depicted in his/her card, he/she raises it up.

Yes!/No! Show students the flashcards and ask them to name the pictures together with you. Then, show students the cards in such a way that only they can see the pictures. Say a word in English. Students say *Yes!* if the picture shows the word you said. If the picture does not show the given word, students say *No!* Continue saying words until all the pictures are correctly named.

Numbers Stick five flashcards on the board. Ask one student to come to the board and to write numbers under the pictures, following your instructions, e.g. '*Doll*' *is number* (*one*). Do the same with the four remaining cards. Then, ask individual students *What's number* (*three*)?

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 pages 207 and 208.

Which is different? Stick a set of five cards on the board: four from the same group and one from a different group. Ask students *Which is different?* The students' task is to find the odd card as quickly as possible.

Categories Revise the vocabulary belonging to two topics, e.g. toys and parts of the body, using the flashcards. Show students the flashcards and check if they can name them. Then, divide students into two groups and ask them to recall as many words belonging to one category as they can. Award the team one point for each correct answer.

Game with the bag Put a few flashcards belonging to various categories in a non-transparent bag. Ask students to pick one card from the bag and name the item it presents. A student picks up cards and names pictures until he/she takes a picture he/she is not able to name. Count all the correctly named cards and award the student one point for each card. Put the cards in the bag again and repeat the game with another student. The winner is the student who scores the highest number of points.

Countdown Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

Easy or difficult? Divide 20 flashcards into two groups: 'easy' (e.g. with vocabulary relating to the currently discussed unit) and 'difficult' (e.g. with vocabulary relating to previous units). Divide the class into two teams. Each team scores 5 points for each correctly given word from the 'difficult' group and 1 point for a word from the 'easy' group.

Phonics games

Stand or sit? Say the target sound, e.g. *b*-, and write the letter on the board. Students repeat the sound. They then stand up and listen. If you say a word that starts with the target sound, e.g. *ball*, they stay standing. If you say a word that starts with another sound, e.g. *doll*, they should sit down. Start with the words that students know, and then move on to other words with the same initial sounds. The focus here is on recognising the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b*-, but not *bl*- or *br*-.

Which letter? Display A4 sheets of paper with large single letters drawn on them in different parts of the classroom. When you say a particular sound/letter or a word starting with one of the letters, students run to the correct sheet of paper. (If you do not have much room, students can just point to the correct letter.) Start with the sounds in isolation, move on to the words that students know, and then move on to other words starting with the same letter. The focus here is on recognition of the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b*-, but not *bl*- or *br*-. When students know more sounds, you can increase the challenge by putting four different letters around the classroom.

Flashcard and Word Card games

Match the cards Stick word cards belonging to one group on the board in one column. Stick a shuffled set of corresponding flashcards in another column. Ask students to come to the board one by one and match the flashcards with the appropriate words.

Mime the word Stick five or six word cards to the board in one row. Prepare the corresponding flashcards and ask certain students to come to the board and place the pictures under the appropriate word cards. When all cards are correctly matched, point to particular words and encourage students to read them together. Then, take off the flashcards. Ask one student to come to the board and point at the word to be mimed. Do the same with the other words.

Find a match Prepare five flashcards and five corresponding word cards. Distribute them among students and then ask them to come to the front of the class. Explain to them that you will count to 10 (or 15, if students know these numbers) aloud together with other students and during this time they have to find their match. When they find their partners, students stand up and raise their cards.

Music cards Prepare a recording with music. Distribute shuffled flashcards and corresponding word cards among students. Play the recording. The students' task is to pass cards on from one to another. When you stop the music, the students holding word cards stand up and read the words aloud. The students with flashcards stand up upon hearing a word corresponding to their picture.

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.

Games with a puppet/soft toy

Words and scenes Using a soft toy, speak out a new word in English and ask students to perform a simple task, e.g. *Find something red. Stand up. Pick up an eraser. Point to … Touch something …, etc.*

Questions Using a soft toy, ask students simple questions, e.g. *What's your name? What colour is it? Have you got a pencil?*

Can I have …, please? Distribute flashcards to students. Ask them to name objects presented in the cards. Then, using a soft toy ask for particular cards, e.g. *Can I have the* (*bird*)*, please? The students' task is to give the appropriate card to the toy.*

Pass the soft toy If it is possible, ask students to sit in a circle. Play the recording of the song you want to revise and ask students to pass the soft toy to one another when they hear music. When you stop the recording, the task of the student holding the toy is to say a word or a line from the song. Start the recording again.

Games with songs and chants

Sing and respond Provide a few students with one word they have to remember. (The words should come from the song you want to revise.) Play the recording and ask students to stand up and sing, and sit down when they hear their word.

Sing and stand in the correct order Use self-made word cards with objects appearing in the song you want to revise. Ask a few students to come to the board. Give them the cards. Explain to students that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other students sing the song.

Performances Select a few songs for which you can prepare simple costumes or props. Teach students to show the content of the song with gestures or mimics. Invite parents, teachers or students from other classes to a mini-performance.

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.

Broken telephone Divide students into two groups. Students stand in two rows. First students in each row should stay close to the teacher's desk. Put flashcards belonging to two categories, e.g. toys and classroom objects, on the desk. Whisper one word from different categories (e.g. *1 – pencil, 2 – robot*) to the two last students in the rows. Say *Start!* Students whisper the word one to another to the first student in the row. The task of this student is to select the appropriate picture card from the pile lying on your desk and show it to you. A team scores one point for every correctly chosen card. Then the first student in a row goes to its end and the game goes on.

How many of us are there? Play a recording with lively music and ask students to move around the classroom in a particular way (jumping, walking, moving). At some point stop the music and say a number between 2 and 5 in English. Students have to form groups composed of the appropriate number of people. Students who have not joined any group have to wait one turn. Continue the game.

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 207.

I name it and you point to it Students sit in a circle. In the middle, place a few flashcards belonging to one vocabulary group. Ask students to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The students' task is to touch it as quickly as possible. You can divide the class into teams and award points to the group whose representative touched the card first. Students may also play this game in pairs or in small groups.

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

Word swat Divide students into two teams. Ask them to stand in a line facing the board. Give the student at the front of each team a fly swat. Place words randomly on the board. Say or describe a word. The student with the fly swat must run and swat the correct word. The student who completes the task first wins a point.

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

Team games

Board race Divide the class into two teams. On the board draw a long racetrack divided into a number of stages corresponding to the number of questions prepared. Use pieces of colourful paper or magnets as pawns (one for each team). Ask students questions, e.g. *show them flashcards, story cards or objects located in the classroom and ask What's this? How many?* The student who provides the correct answer scores one point for his/her team and may move the pawn to the next field. The team which reaches the finishing line with the highest score is the winner.

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 and scores the indicated number of points for his/her team.

Repetition game Divide the class into two teams. Invite one student from each team to the front of the class. Stick a few flashcards to the board and number them. Ask a student to provide the number of a picture on the board. Roll the dice. The student has to repeat a

given word the stated number of times. For the correct performance of the task, the student scores for his/her team the number of points equal to the number on the die.

Team quiz Show students a set of ten flashcards and ask them to name the objects presented. Raising each of the cards, ask What is it? The students' task is to name the picture It's (*a boat*). Stick the cards face down on the board. Behind the cards, write numbers from 1 to 10. Divide students into two teams. Say the names of the objects on the back of the cards aloud. The students' task is to guess which number represents a specific picture. Reveal the card to which the students have pointed: if the answer is correct, the team scores 2 points. If the answer is incorrect, it's the turn of the other group to guess. The game continues until all the cards are revealed.

Noughts and crosses Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one card in each field of the grid, picture side up to the board. Ask a student from the first team to reveal one card. If the student can say the correct word, he/she may take the card and place the sign of his/her team in that field. Then the student from the other team does the same. The winner is the team which manages to put three signs in a row.

Listen and touch! Divide the class into two teams. Stick a certain number of flashcards to the board. Ask one student from each team to stand in front of the board. Say one of the words presented on the cards on the board. The student who touches the correct card first scores one point for his/her team. Repeat with other students and cards.

Guess the name Divide the class into two teams. Ask one student from each team to come to the front of the class and stand with their back towards you. Hold up a flashcard, count to three and say *Turn around.* The student who turns around first and says the correct word scores one point for his/her team. Repeat with other students and cards.

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.

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 207.

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 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.

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

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 slip 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 (standing or sitting) of students turn around to face the other students 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 207 and 208 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 209, which also include words students have to avoid when describing the answer.

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*

Greeting the class

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

Starting the lesson

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

Managing the class

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

Words of praise

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

During the lesson – instructions

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

During the lesson – questions

Are you ready?
Do you understand?
What do you think?
Anything else?
May/Can I help you?
Are you finished?
Who's finished?
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.
Whose turn is it?
You're out.
Don't look.
No cheating.
Turn around.
Close your eyes.
Pass the (ball, cup), etc.
Wait outside.
Roll the dice.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Roll again.
I've won!
You're the winner!

Useful phrases for the pupils

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

Ending the lesson

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

5 Animals in danger

Unit objectives	
To talk about sea animals and land animals	
Language	
Vocabulary	**Sea animals** *whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray* **Land animals** *Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*
Grammar	Past continuous Past continuous vs past simple
Functions	Reminding someone to do something: *Remember to (change the parrot's food and water every day).*
Pronunciation	/ɒ/, /ɔː/
Learning outcomes	
Listening	Identify core vocabulary; Extract information to accomplish a task; Respond to referential questions based on aural texts; Detect a story sequence; Listen and understand the overall meaning of simple texts on familiar topics; Identify specific information in short dialogues; Listen and identify familiar words and phrases in simple texts on familiar topics; Listen and identify some details in simple texts on familiar topics; Follow speech which is very slow and carefully articulated, with long pauses to get the meaning; Understand everyday expressions dealing with simple and concrete everyday needs in clear, slow and repeated speech; Identify the topic of aural texts; Identify the setting of aural texts; Identify the participants and their roles; Listen and respond appropriately to peers and adults
Speaking	Act out part of a picture story using simple words; Pronounce words and sentences using correct stress, intonation and rhythm; Recite songs, rhymes and tongue twisters individually and chorally; Talk about self, family or immediate environment; Ask and answer simple questions; Respond verbally to direct questions; Accurately reproduce modelled language; Take part in simple conversations on familiar topics (e.g. family, home, school…etc); Participate in simple interactions on familiar topics; Articulate sounds in connected speech; Articulate sounds in isolated word forms; Express likes and dislikes; Express own ideas using range of words, set phrases and expressions; Act out part of a short dialogue; Ask and answer questions on familiar topics; Make a rehearsed oral presentation about a familiar topic; Narrate a story based on visual input; Summarise the main points of a text
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple short texts on familiar topics; Deduce meaning of unfamiliar words from context; Identify the main idea of a text; Read short texts on familiar topics; Read and identify specific information in simple texts on familiar topics; Read and identify some details in simple texts on familiar topics; Understand the correct sequence of events in a simple story; Recognise the effect of word spacing and punctuation in texts when reading; Make predictions about reading text; Decode unfamiliar words by using phonemic awareness and blending strategies when reading; Make inferences about reading text; Summarise information in reading text; Identify the contexts of short texts
Writing	Copy short texts accurately using correct punctuation; Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently-used words correctly; Construct sentences following a model; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write simple sentences about self, family and immediate environment; Write continuous pieces of text with correctly formed; Write sentences using correct spacing, capitalisation and full stops; Apply spelling rules and conventions when writing;

	Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Plan ideas before writing; Write a short text about past activities; Write simple isolated phrases and sentences; Use phonological awareness and blending strategies to write new words
Cognitive skills	Compare more than two activities; Act out the roles of various characters in games and drama; Respond to songs, rhymes and poems in a variety of ways; Engage in activities with fantasy or mystery elements; Actively participate in investigative, exploratory and open-ended tasks; Understand group talk; Take part in tasks by interacting with others and stay on task; Communicate one's own knowledge of a topic; Substitute words and lines in a story; Ask others questions about a topic; Find information; Ask for and give information; Share a sense of humour with peers and adults; Use language to interact with others in the group (e.g. I agree/don't agree with you; That's true; You're right; I'm not sure about that; Good idea); Be aware of when and how to take turns and when and how to interrupt; Be aware of how to clarify ideas; 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; Fully include other group members at all stages of the task by asking them to say some more; Communicate how well others are contributing to the group task by giving positive comments; Understand that others can be shy, less confident speaking English or unhappy about something and reassure them; 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

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)
Mathematical, science and technological competences: order events in a story (L. 2)
Digital competence: use Class Book and Activity Book eBook (L. 1–10)
Social and civic competences: learn to be creative (L. 2, 5 and 9); learn to remind someone to do something (L. 6)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3 and 6)
Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4, 5 and 6); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Writing about a sea animal (L. 2); Making a spider diagram about an animal protection organisation (L. 5); Telling a chain story (L. 9)
Communication	Remembering words (L. 1); Describing what animals were doing (L. 3, 4 and 9); Answering questions (L. 3 and 4); Talking about animals (L. 1–10); Reminding people (L. 6); Functional dialogue (L. 8); Challenge game (L. 9)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Activity Book p. 16
- Unit 5 Extra practice: Activity Book p. 17
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Song, Culture, English in action, Reading, Writing, Listening, Review self-assessment, Story, Graded reader 1 and 2
- Unit 5 Practice Sheet

External exams

Class Book	**Activity Book**
A2 Flyers Reading and Writing Part 4 A2 Flyers Listening Part 4	A2 Flyers Reading and Writing Part 5

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use sea animals vocabulary
- **Target language:** *whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray*

Materials

- Unit 5 flashcards (*whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray*)
- Unit 5 poster: Sea animals
- stopwatch
- photocopiable 41

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about where things, animals or people are (GSE 27).
- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can describe the appearance of a person or animal using simple language (GSE 33).
- **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 14)
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15); portfolios (see page 15)

Lesson 1, part 1

Starting the lesson

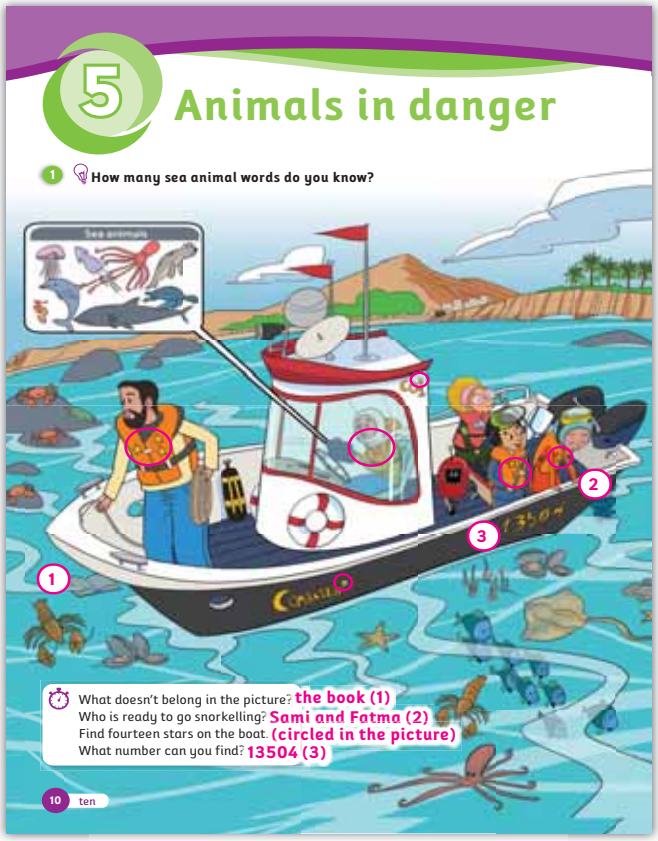
- Write *Animals* on the board. Using the Key question technique (see page 14), ask *What's your favourite animal? Do you have a favourite animal which lives in the sea? What is it?* Students raise their hands to answer.

Presentation

- Explain that in this lesson students will learn to talk about sea animals.
- Place the Unit 5 flashcards or poster on the board. Point to each item and say the word. Students repeat after you.
- Use the Unit 5 poster to play *Memory Game* (see *How to work with posters* on pages 17 and 18).

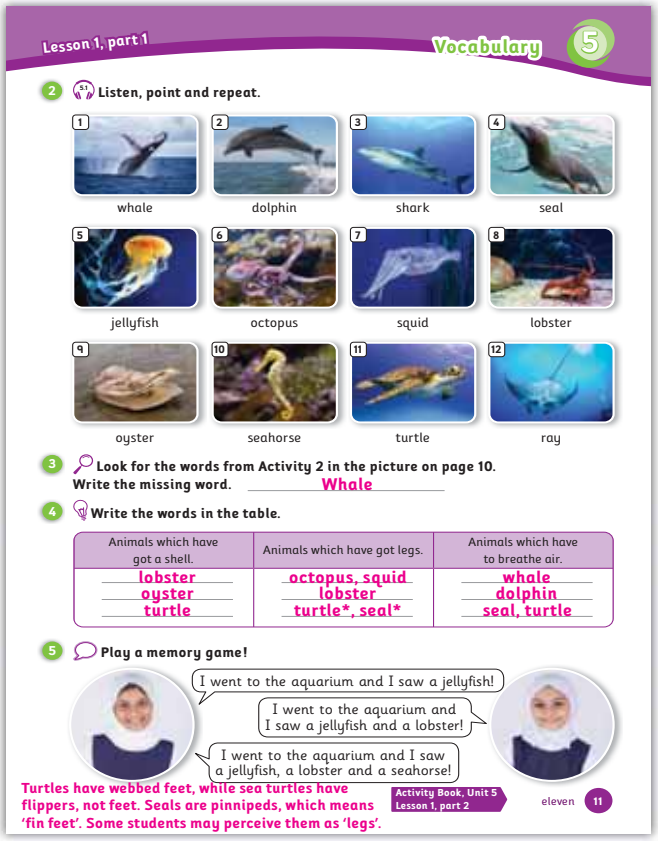
Practice

Class Book



1 How many sea animal words do you know?

- Refer students to page 10. Tell students to look at the picture and find the animals they know. Students work in pairs and tell each other the animals they know.
- Using the Lollipop stick technique (see page 15), ask students to name the sea animals they know.
- Place students in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having students raise their hands to give answers.
- Use the Unit 5 poster or flashcards to go over the sea animals vocabulary again.
- **Extension** Ask students to look at page 10. Have them describe the picture in pairs, telling each other where the people in the picture are and what they are doing, and to name any objects or colours that they know, e.g. *blue sea, boat.*


Lesson 1, part 1 Vocabulary 5

2 Listen, point and repeat.

1 whale 2 dolphin 3 shark 4 seal
5 jellyfish 6 octopus 7 squid 8 lobster
9 oyster 10 seahorse 11 turtle 12 ray

3 Look for the words from Activity 2 in the picture on page 10. Write the missing word. Whale

4 Write the words in the table.

Animals which have got a shell.	Animals which have got legs.	Animals which have to breathe air.
lobster oyster turtle	octopus, squid lobster turtle*, seal*	whale dolphin seal, turtle

5 Play a memory game!

I went to the aquarium and I saw a jellyfish!
I went to the aquarium and I saw a jellyfish and a lobster!
I went to the aquarium and I saw a jellyfish, a lobster and a seahorse!

Turtles have webbed feet, while sea turtles have flippers, not feet. Seals are pinnipeds, which means 'fin feet'. Some students may perceive them as 'legs'.

Activity Book, Unit 5 Lesson 1, part 2

eleven 11

2 5.1 Listen, point and repeat.

- Refer students to page 11. Tell students to count how many animals they know.
- Play the audio.
- Tell students to look at the photos 1–12 and practise the new vocabulary. Tell students to give you all the possible answers for each definition:
- *It's grey, it swims and it hasn't got arms or legs.* (dolphin, whale, shark)
- *It's got tentacles instead of legs.* (octopus, jellyfish, squid)
- *It's got a shell.* (turtle, oyster, lobster)
- *It's dangerous.* (shark, ray)
- Put students into pairs. Have students say a word to their partner for them to point to the correct picture. They then swap.

5.1

1 whale
2 dolphin
3 shark
4 seal
5 jellyfish
6 octopus
7 squid
8 lobster
9 oyster
10 seahorse
11 turtle
12 ray

Diversity

Challenge

- Play the audio again. Have students repeat without looking at the book. Ask different students to spell out the words aloud.

Support

- Divide the class into two groups. Play the audio again for each group to listen and repeat.

3 Look for the words from Activity 2 in the picture on page 10. Write the missing word.

- Give students one minute to work in pairs to find the animal words and write the missing word. Ask for feedback using the Lollipop stick technique (see page 15).

4 Write the words in the table.

- Read the headings in the table. Elicit or explain the meaning of *shell (the hard outer part that some animals have)*. Ask students why they think some animals have got shells *(for protection and to defend themselves against other animals)*.
- Elicit the meaning of *lungs*. Tell students that humans have got lungs which require oxygen, and that some sea animals do too, because they are either mammals or reptiles with lungs. Explain that these sea animals need to come up to the surface to take a breath. Even though they live in the water, they can't get oxygen from the water (like fish do).
- Students work in pairs to complete the activity.
- Ask different pairs to give one answer for each category.
- **Extension** Internet search key words: *sea animals, sea creatures, ocean animal facts*

Extra activity Creativity

- Students work in pairs. They draw their favourite sea animals from the lesson and label them in their notebooks. They can display their work on the classroom wall or put it in their portfolios (see page 15).

5 Play a memory game!

- Place students in the same pairs for this activity.
- Move around the classroom monitoring pairs.
- Play the game again as a class.
- Students can play *Sea animals bingo*. Tell them to draw six squares in a grid in their notebooks. Students draw different sea animals in each square. Call out the sea animals for students to cross out the ones they have. When a student crosses out all of the animals, he/she calls out *Bingo!*

Extra activity **TPR**

- Assign a sea animal to each student. Call out the words for each animal. When students hear their animal, they stand up and do a playful mime of their sea animal.

Finishing the lesson

- Students close their books and work in pairs. Give them one minute to write down the names of the animals.
- Ask *How many animals did you remember? Can you spell them correctly? What can you do to remember them?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt today.

Lesson 1, part 2

Starting the lesson

- Show students a Unit 5 flashcard or point to a sea animal on the Unit 5 poster and name the animal. If it is incorrect, students have to correct you. Play for a few rounds.

Practice

Activity Book



Lesson 1, part 2

5 Animals in danger

Vocabulary

1 Look at the Class Book page 10 and write.

1 What's Sami holding? a net

2 What's the name of the boat? Omanstar

2 Look, write and count.

seal jellyfish turtle octopus whale shark squid oyster lobster seahorse ray dolphin

1	dolphin	2	7	octopus	5
2	seal	2	8	turtle	2
3	whale	1	9	seahorse	3
4	ray	5	10	shark	1
5	jellyfish	6	11	oyster	8
6	squid	7	12	lobster	4

I'm learning

Draw or find pictures to learn vocabulary in context. Create your own picture of a space scene or a shopping street scene and label it.

3 Find and circle the odd one out. Write why.

have got a shell have got legs breathe air

1 seahorse octopus squid — A seahorse hasn't got legs.

2 lobster oyster ray — A ray hasn't got a shell.

3 whale jellyfish seal — A jellyfish doesn't breathe air.

4 turtle lobster dolphin — A dolpin hasn't got a shell/legs.

8 eight

1 Look at the Class Book page 10 and write.

- Give students one minute to complete the activity. Have students check their answers with their partners.

2 Look, write and count.

- Students complete the activity individually. They then compare answers with a partner.
- Check students know what to do using the Traffic light cards technique (see page 15).

I'm learning

- Read the *I'm learning* box. Explain to students that a helpful way to learn new vocabulary is by understanding it in context. Encourage them to find pictures, either in magazines or online, of different scenes (e.g. a shopping scene) and label the objects (or actions) they see.

3 Find and circle the odd one out. Write why.

- Students work individually to complete the activity. Remind them to use the correct form of the verb, as in the example answer. They then compare ideas with a partner.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity **Fast finishers**

- Have students find the animals that they didn't sort in the Class Book Activity 4 table. They think of a category for each sea animal.

Finishing the lesson

- Play *Observation* (see page 19) as a class with the Unit 5 flashcards.
- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they found easy or difficult about the lesson.

Extra activity **Photocopiable 41**

- Ask students to do photocopiable 41.

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of sea animals vocabulary; *endangered*

Materials

- Unit 5 poster: Sea animals
- Unit 5 Story animation video
- Happy/Sad face response cards
- Unit 5 flashcards *(whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray)*
- photocopiables S6 and 49

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).
- **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 15); Traffic light cards technique (see page 15); Happy/Sad face technique (see page 15)
- Peer learning: pairwork; groupwork; acting out
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson

- Using the Lollipop stick technique (see page 15), ask students to say one sea animal each from Lesson 1.
- Use the Unit 5 poster to review the sea animals vocabulary students learnt in the previous lesson.

Presentation

- Explain that in this lesson students will listen to or watch a story.

Practice

Class Book



1 Before you read How many sea animals can you find in the story?

- Refer students to pages 12 and 13.
- Ask students to find and point to the sea animals they can see in the story. Ask them how many types of sea animals there are.

2 5.2 Watch or listen and read.

- Write *endangered* on the board and ask students to find a word inside this word (*danger*). Ask *What does* danger *mean?* and elicit answers. Tell students that if an animal or plant is endangered, it means that there aren't many of them left and it's at risk of disappearing forever.
- Play the video or the audio.
- Check comprehension. Ask *Which animal is endangered?* (whale) *What does Bo do?* (He flies over the whales with his camera.) *What did the kids see swimming near them?* (a basking shark).
- Refer to pages 16 and 17 to see *How to work with stories*.

5.2

Shark adventure

1 Dad: OK, kids. We heard there were some humpback whales here today. They were swimming this way. But if you see a whale, remember, don't get too close! Whales are endangered animals!

2 Bo: Can I come?
Sami: Yes. The whales were swimming over there. Why don't you fly over the water with your camera?
Bo: OK! I love flying!

3 *[FX underwater bubbles as if diving]*

4 Fatma: What's this? It was floating down there.
Lottie: Is it a fish?
Sami: I don't think so. Let's ask my mum.

5 Narrator: Back on the boat…
Bo: Look! It's a shark!
Sami: Or is it a whale?

6 Dad: Was it a whale? What was it doing? How quickly was it swimming?
Fatma: It was swimming more slowly than a whale and it didn't come up for air.

7 Mum: Look, here it comes again!
Fatma: Watch out, Bo!

8 Fatma: Bo!

9 *[FX underwater bubbles as if diving]*

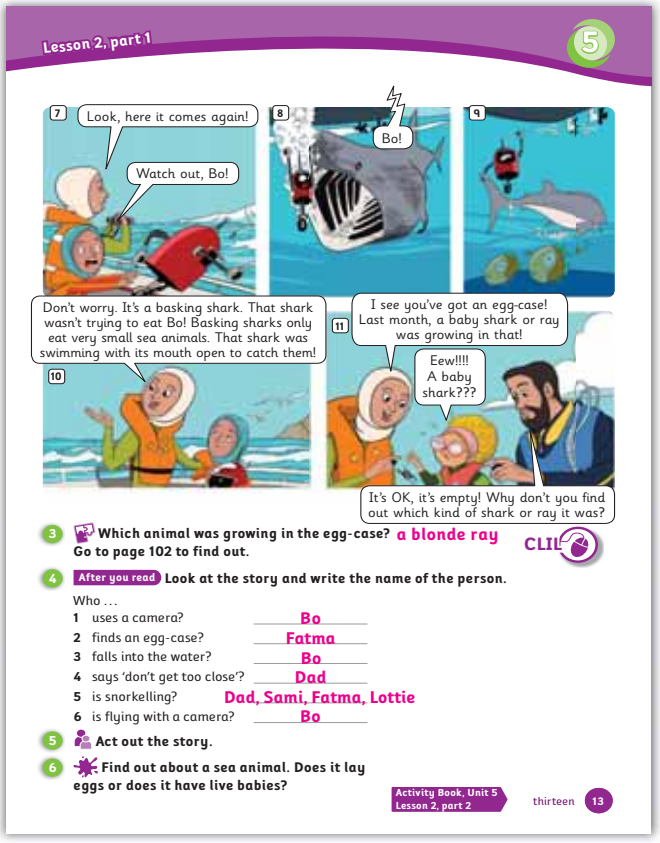
10 Mum: Don't worry. It's a basking shark. That shark wasn't trying to eat Bo! Basking sharks only eat very small sea animals. That shark was swimming with its mouth open to catch them!

11 Mum: I see you've got an egg-case! Last month, a baby shark or ray was growing in that!
Lottie: Eew!!!! A baby shark???
Dad: It's OK, it's empty! Why don't you find out which kind of shark or ray it was?

Diversity

Challenge
- Before students open their books, tell them the title of the story and where it takes place. Students predict what might happen.

Support
- Pre-teach other words that students might have problems with.



3 Which animal was growing in the egg-case? Go to page 102 to find out.

- Students discuss in pairs and then refer to page 102 to find out the answer.
- Using the Happy/Sad face technique (see page 15), ask *Did you find out what animal was growing in the egg-case?*

4 After you read Look at the story and write the name of the person.

- Students work individually to complete the activity. Check answers using the Lollipop stick technique (see page 15).

5 Act out the story.

- Divide students into groups of six. Allocate a role to each student (Fatma, Lottie, Sami, Bo, Mum and Dad).
- See *Stage 4 – Acting out* on page 17 for more guidance on acting out activities.
- Students act out the story in groups.

6 Find out about a sea animal. Does it lay eggs or does it have live babies?

- Students find out about a sea animal and make notes about it in their notebooks. Ask them to say whether it lays eggs or has live babies.
- Students describe their sea animal to a partner.
- **Extension** Internet search key words: *sea animals, sea creatures, ocean animal fact*

Extra activity **Critical thinking**

- Students swap notebooks from Activity 6 with a partner and write two questions about the animal for extra information. Students find answers to their partner's questions.

Extra activity **TPR**

- Assign *shark* or *whale* to different students. Play the story audio (5.2). Students stand up when they hear their animal.

Finishing the lesson

- Place students in pairs and have them summarise the main events in the story.
- Check answers as a class.

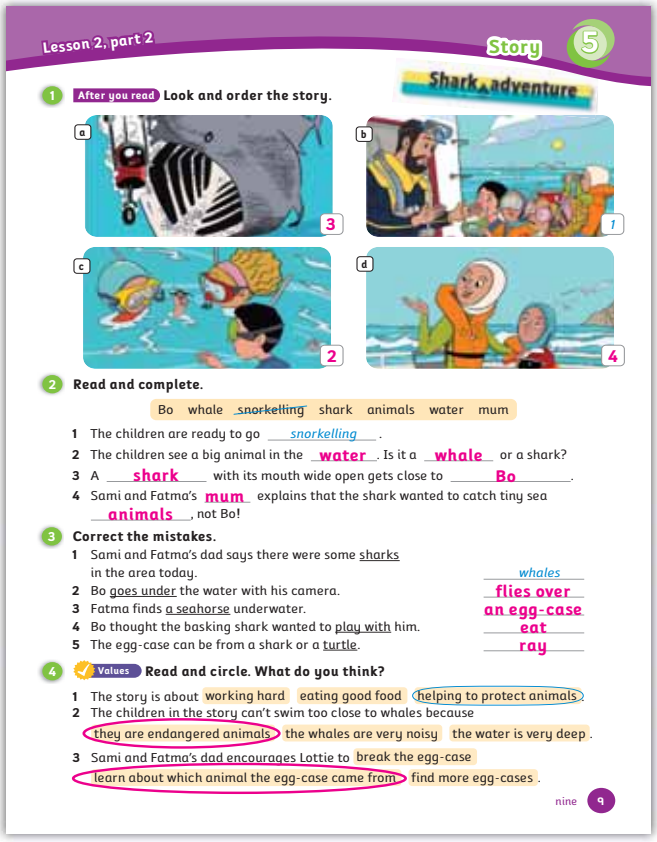
Lesson 2, part 2

Starting the lesson

- Play *Guess and take it!* (see page 19) with the Unit 5 flashcards.

Practice

Activity Book


Lesson 2, part 2 Story 5

Shark adventure

1 After you read Look and order the story.

a 3 b 1 c 2 d 4

2 Read and complete.

Bo whale ~~snorkelling~~ shark animals water mum

1 The children are ready to go snorkelling.
2 The children see a big animal in the water. Is it a whale or a shark?
3 A shark with its mouth wide open gets close to Bo.
4 Sami and Fatma's mum explains that the shark wanted to catch tiny sea animals, not Bo!

3 Correct the mistakes.

1 Sami and Fatma's dad says there were some sharks in the area today. — whales
2 Bo goes under the water with his camera. — flies over
3 Fatma finds a seahorse underwater. — an egg-case
4 Bo thought the basking shark wanted to play with him. — eat
5 The egg-case can be from a shark or a turtle. — ray

4 Values Read and circle. What do you think?

1 The story is about working hard / eating good food / helping to protect animals.
2 The children in the story can't swim too close to whales because they are endangered animals / the whales are very noisy / the water is very deep.
3 Sami and Fatma's dad encourages Lottie to break the egg-case / learn about which animal the egg-case came from / find more egg-cases.

nine 9

1 After you read Look and order the story.

- Give students one minute to complete the activity.
- Check answers as a class. Ask students to say what is happening in each picture.

2 Read and complete.

- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

3 Correct the mistakes.

- Students complete the activity individually.
- Students compare answers in pairs.
- Ask students in which part of the story they found the answers.

4 Values Read and circle. What do you think?

- Ask students to read the sentences.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Students circle and then compare answers with a partner.
- Ask *Why is it important to protect animals?*

Extra activity **Fast finishers**

- Students find words in the story connected to the sea and write them in their notebooks.

Finishing the lesson

- Ask students what they remember from the story.
- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt today.

Extra activity **Photocopiables S6 and 49**

- Ask students to do photocopiables S6 and 49.

CLIL Link

In Unit 5, the story is based around the concept of living organisms and their vital functions (reproduction in sharks and manta rays) from the Science curriculum.
The Discovery Team find a blonde ray egg-case in the sea, but they don't know what it is at first. Back on the boat, a basking shark approaches when Bo falls into the water very near it and Fatma is worried, but her mum explains that this shark eats very small sea animals, so it isn't dangerous.

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the Past continuous
- **Target language:** *The shark was looking for small sea animals.*

Materials

- Unit 5 Grammar animation video
- Unit 5 poster: Sea animals
- Unit 5 flashcards (*whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray*)
- two fly swats
- photocopiable 45

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35).
- **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 an event in the past using fixed expressions, given a model (GSE 37).

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson

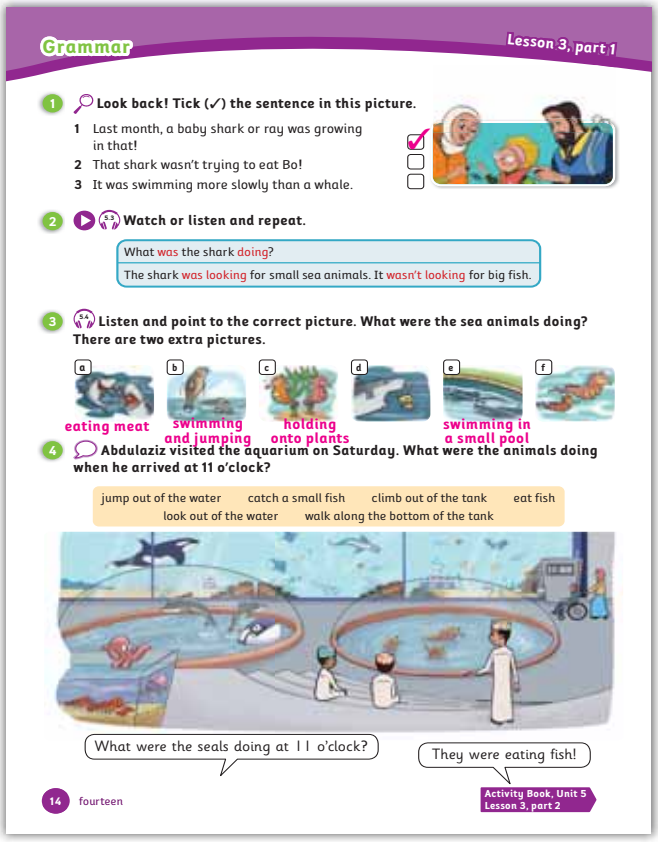
- Write *Shark adventure* on the board. Ask *What sea animals did the kids see? What did they find? What was in the egg-case?*
- Ask students what else they remember from the story from Lesson 2. Prompt with questions, e.g. *What do basking sharks eat? Which sea animal is endangered? Why did Bo fly?*

Presentation

- Explain that in this lesson students will learn to use the Past continuous.
- Write *The dolphin was swimming.* Read the sentence and have students repeat. Circle *The dolphin* and underline *was swimming.* Ask *What's the animal?* and *What's the verb?* Explain that we use *be* in the past *(was/were)* and the verb with *-ing* to talk about things that were happening at a particular time. Say *At 7 o'clock yesterday morning, I was eating breakfast.*

Practice

Class Book



1 Look back! Tick (✔) the sentence in this picture.

- Refer students to pages 12 and 13.
- Students choose the correct sentence.
- Ask them to look at the story again and, in pairs, look for examples of the Past continuous.

2 5.3 Watch or listen and repeat.

- Play the video or the audio.
- Students repeat the sentences.

5.3

What was the shark doing?
The shark was looking for small sea animals.
It wasn't looking for big fish.

3 5.4 **Listen and point to the correct picture. What were the sea animals doing? There are two extra pictures.**

- Ask students to describe what they can see in the pictures.
- Play the audio and have students point to the correct pictures. Students work individually to find the two pictures that they don't need and then check answers in pairs.
- Ask individual students what the animals were doing. Check answers using the Lollipop stick technique (see page 15).

5.4

Girl 1: I went to the aquarium at the weekend. I saw so many sea animals! It was great!
Girl 2: What did you see there?
Girl 1: I saw some seals. They were amazing.
Girl 2: What were they doing?
Girl 1: They were swimming and one seal was jumping out of the water!
Girl 2: What else did you see?
Girl 1: I saw some rays and sharks. The rays were swimming in a small pool. The sharks were eating their lunch.
Girl 2: What were the sharks eating? Were they eating other fish?
Girl 1: No, they weren't. They were eating meat!
Girl 2: Cool!
Girl 1: And we also saw some seahorses. They were really small and colourful. They weren't swimming. They were holding onto plants.

Extra activity **Critical thinking**

- Students write sentences for pictures d and f in Activity 3 in the Past continuous.

4 **Abdulaziz visited the aquarium on Saturday. What were the animals doing when he arrived at 11 o'clock?**

- Check students know what to do using the Traffic light cards technique (see page 15).
- Students work in pairs. Monitor.
- Check answers using the Lollipop stick technique (see page 15).

Diversity

Challenge
- Student A asks a question with *What* … about the picture and Student B answers. Then they swap roles.

Support
- Students take turns to say an affirmative sentence about the picture.

Extra activity **TPR**

- Say sentences in the Past continuous and students mime: *You were swimming/sleeping/eating*, etc.

Finishing the lesson

- Play *True or false*? (see page 17) with the Unit 5 poster. Point to a person or animal on the poster and say sentences, e.g. *Lottie was reading a book*.

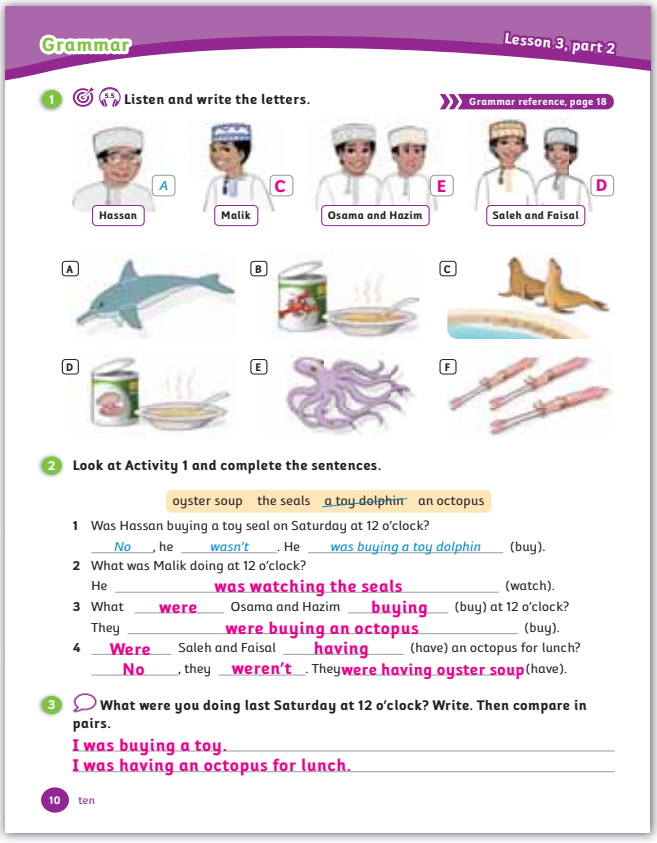
Lesson 3, part 2

Starting the lesson

- Play *Word swat* (see page 21) with the Unit 5 flashcards. Tell students they get an extra point if they can say a sentence in the Past continuous using the sea animal they swatted.

Practice

Activity Book


Grammar Lesson 3, part 2

1 Listen and write the letters. Grammar reference, page 18

Hassan A · Malik C · Osama and Hazim E · Saleh and Faisal D

A B C D E F

2 Look at Activity 1 and complete the sentences.

oyster soup · the seals · ~~a toy dolphin~~ · an octopus

1 Was Hassan buying a toy seal on Saturday at 12 o'clock?
No, he wasn't. He was buying a toy dolphin (buy).
2 What was Malik doing at 12 o'clock?
He was watching the seals (watch).
3 What were Osama and Hazim buying (buy) at 12 o'clock?
They were buying an octopus (buy).
4 Were Saleh and Faisal having (have) an octopus for lunch?
No, they weren't. They were having oyster soup (have).

3 What were you doing last Saturday at 12 o'clock? Write. Then compare in pairs.
I was buying a toy.
I was having an octopus for lunch.

10 ten

1 5.5 **Listen and write the letters.**

- Tell students that they are going to listen to people talking about what they were doing yesterday. Students have to match the people to the pictures. Tell them that there are two pictures they won't need.
- Play the audio. Play the audio again if necessary.
- Check answers using the Lollipop stick technique (see page 15).

5.5

Hassan: I've got an idea! Let's see if we were doing the same thing at the same time!
Malik: That sounds fun … so Hassan, what were you doing last Saturday at 12 o'clock?
Hassan: Well … I was buying a present for my sister's birthday at the toy shop in town. She loves dolphins and seals, so I bought her a toy dolphin.
Malik: Oh! How fun!
Hassan: What about you, Malik?
Malik: Hmm … I was having fun with my family at the aquarium in town. There were dolphins, some octopuses and seals. At 12 o'clock, I was watching the seals.
Hassan: That sounds exciting!
Malik: What about you, Osama and Hazim? Were you at the aquarium, too?
Osama: Oh, no! But we were with our family, too.
Hazim: Yes, and we were shopping in town. At around 12 o'clock, we were buying a big octopus at the fishmonger's.
Hassan: Wow!
Malik: What about you, Saleh and Faisal? Were you in town?
Saleh: Oh yes… but we weren't shopping. We were having lunch at a restaurant.
Hassan: And what were you having? An octopus?
Faisal: Ha, ha! No! We were having oyster soup! Yummy!

2 Look at Activity 1 and complete the sentences.

- Check students understand that they have to answer the questions using the information from Activity 1, the expressions in the word box and the correct form of the verbs in brackets.
- Check students know what to do using the Traffic light cards technique (see page 15) before they begin.
- Check answers using the Lollipop stick technique (see page 15).

3 What were you doing last Saturday at 12 o'clock? Write. Then compare in pairs.

- Place students in pairs for this activity.
- Walk around the class monitoring pairs.

Extra activity **Fast finishers**

- Students write down the sentences from Class Book Activity 4.

Finishing the lesson

- Ask *When do we use the Past continuous?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt today.

Extra activity **Photocopiable 45**

- Ask students to do photocopiable 45.

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use land animals vocabulary; to learn the Past continuous vs the Past simple; to learn and sing a song
- **Target language:** *Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear; I was watching the koalas when the Arabian leopard escaped!*

Materials

- Unit 5 flashcards (*Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*)
- Unit 5 Grammar animation video
- eight word cards: *Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*
- eight picture cards (drawings or printouts): *Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*
- photocopiables 41, 45, 54 and 58

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can talk about an event in the past using fixed expressions, given a model (GSE 37).

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson

- Ask students *What is your favourite sea animal? What is your favourite land animal?* and elicit answers.

Presentation

- Explain that in this lesson students will learn and talk about land animals, and they will learn how to use the Past continuous and the Past simple together. They will also sing a song.
- Stick the flashcards on the board. Ask students to raise their hands and say which animals they know. Point and name the animals and have students repeat. Explain to students that these are the land animals for the lesson today.

Practice

Class Book



1 5.6 Listen, point and repeat.

- Refer students to page 15.
- Play the audio and ask students to listen, point and repeat.
- Practise the vocabulary. Students call out the animals:
  Which animal has got two horns on its head? (Arabian tahr)
  Which animal climbs trees? (gorilla, panda, koala)
  Which animal is a big cat? (Arabian leopard)
  Which animal lives in the desert? (Arabian camel)
  Which animal has got a horn on its nose? (rhino)
  Which animal lives on ice? (polar bear)
- **Extension** Internet search key words: *facts for kids – Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*

5.6

1 Arabian leopard
2 rhino
3 gorilla
4 panda
5 Arabian camel
6 Arabian tahr
7 koala
8 polar bear

Extra activity **Collaborative work**

- Have students say a word to their partner for them to point to the correct picture. Then they swap.

2 **5.7 & 5.8 Listen and sing.**

- Ask students to look at the pictures and raise their hands to say which animals they can see (*panda, bee, gorilla, polar bear, Arabian camel*).
- Play the song and tell students to listen only this time.
- Read out the song one line at a time and have students repeat as a class.
- Play the song again and encourage students to join in.
- **5.8** Play the karaoke version of the song and encourage students to sing.

5.7 & 5.8

I was walking along the path through the hills,
When seven gorillas jumped out of the trees.

I was watching the gorillas playing in the forest,
When seven large pandas arrived with seven large bees.

I wasn't looking at those bees flying high in the sky,
Because seven big Arabian camels started to play.

I was watching those Arabian camels when I heard a noise,
And seven polar bears arrived in a sleigh.

The bears weren't there anymore,
When I woke up! It was a brand new day!

3 **5.9 Watch or listen and repeat.**

- Play the video or the audio and have students repeat.
- Tell students *I was eating breakfast when the phone rang*. Write this sentence on the board as you say it. Ask *Which words are in the Past continuous/Past simple?* and elicit answers. Ask *Which words are for something that was happening/happened?* and elicit answers.

5.9

What were you doing when the Arabian leopard escaped?
I was watching the koalas when the Arabian leopard escaped!
I wasn't watching the Arabian leopard!

4 **In pairs, ask and answer questions about the song.**

- Ask two students to read out the examples.
- Place students in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask volunteer pairs to act out their dialogue for the class.

Diversity

Challenge

- Students can complete the activity in pairs without preparation. After the activity, ask different pairs to demonstrate one question and answer.

Support

- Before completing the activity, write the examples on the board. Underline the Past continuous in the examples and circle the Past simple. Point out that we use the Past simple after *when*.

5 **Student A: Activity Book, page 58.**
Student B: Activity Book, page 60.

- Place students in pairs and assign Student A and Student B. Check they understand which pages they need to turn to.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class and monitor pairs.
- When they have finished, ask for volunteer pairs to demonstrate their dialogue for the rest of the class.

Extra activity **TPR**

- Place the word cards and picture cards around the room. Divide the class into two groups. Assign *word* to one group and *picture* to the other group. Say the land animal words and have a student from each group find the correct card.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask *Do you like the song? Can you remember which animals were mentioned and what they were doing without looking at the book?*
- **5.8** Play the karaoke version of the song again and encourage students to sing.

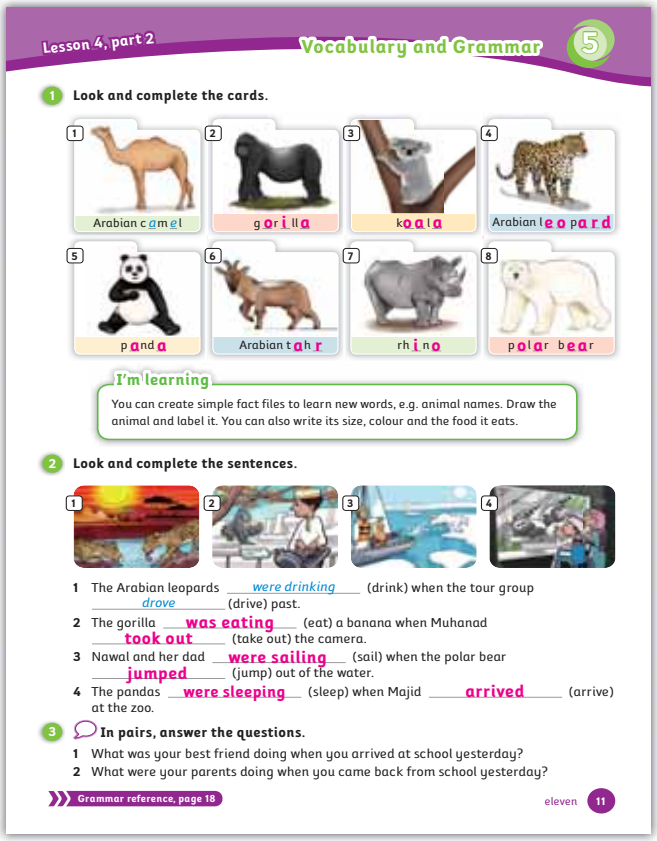
Lesson 4, part 2

Starting the lesson

- Play *Listen and pass it on!* (see page 19) with the Unit 5 flashcards.

Practice

Activity Book



Lesson 4, part 2 — Vocabulary and Grammar 5

1 Look and complete the cards.

1 Arabian camel
2 gorilla
3 koala
4 Arabian leopard
5 panda
6 Arabian tahr
7 rhino
8 polar bear

I'm learning

You can create simple fact files to learn new words, e.g. animal names. Draw the animal and label it. You can also write its size, colour and the food it eats.

2 Look and complete the sentences.

1 The Arabian leopards were drinking (drink) when the tour group drove (drive) past.
2 The gorilla was eating (eat) a banana when Muhanad took out (take out) the camera.
3 Nawal and her dad were sailing (sail) when the polar bear jumped (jump) out of the water.
4 The pandas were sleeping (sleep) when Majid arrived (arrive) at the zoo.

3 In pairs, answer the questions.

1 What was your best friend doing when you arrived at school yesterday?
2 What were your parents doing when you came back from school yesterday?

Grammar reference, page 18

eleven 11

1 Look and complete the cards.

- Tell students that they need to complete the land animal words with the correct letters.
- Students complete the activity individually. They then compare answers with a partner.

I'm learning

- Read the *I'm learning* box. Explain to students that a helpful way to learn new vocabulary is to create fact files with labelled images. They can also add new vocabulary words to the fact files in order to build vocabulary.

2 Look and complete the sentences.

- Ask students to look at the example answer. Ask them which tense the first example answer is in (Past continuous) and which the second is in (Past simple).
- Explain to students that they have to complete the sentences with the correct form of the verbs in brackets, using the pictures to help.
- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

3 In pairs, answer the questions.

- Place students in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask a pair to tell the class their answers. Ask the other students to raise their hands if they have the same answer. Ask students to say different answers.

Extra activity Fast finishers

- Students copy one verse of the song into their notebooks and draw a picture to match.

Dictation

- Ask students to open their notebooks and get ready for a short dictation.
- Play the audio (track 5.10) for students to individually listen and write the words.
- Check answers as a class.

5.10

whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, ray, turtle

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *Today I have learnt* … on the board and have students complete the sentence in their notebooks.

Extra activity Photocopiables 41, 45, 54 and 58

- Ask students to do photocopiables 41, 45, 54 and 58.

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about the ESO (the Environment Society of Oman)
- **Target language:** revision of vocabulary and grammar; *light pollution, turtle, nest, vulture*

Materials

- Unit 5 Culture video
- Happy/Sad face response cards
- Unit 5 Project video
- coloured pencils
- a spider diagram example
- photocopiable 62

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify specific information in short, simple texts, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning (formative assessment)

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

Lesson 5, part 1

Starting the lesson

- Brainstorm some of the land animals, sea animals and birds that are commonly found in Oman.
- Ask students to predict which animals and plants they think they will learn about today.

Presentation

- Explain that in this lesson students will talk about an organisation in Oman called the ESO.
- Write *ESO = Environment Society of Oman* on the board. *Ask What do you think this organisation does? How do you think it helps animals? How do you think it helps people?*
- Introduce these words from the text and explain meanings: *light pollution (when too much man-made light makes it hard to see the stars and affects the natural night), turtle (an animal with a hard shell that lives on water and land), nest (to build or create a place to lay eggs and care for babies, like birds do), vulture (a large bird that eats dead animals).*

Culture notes

- The Environment Society of Oman is a non-profit organisation that works to protect and improve the environment in Oman. It focuses on conservation, education and raising awareness about environmental issues. It also works on projects to preserve wildlife, manage natural resources and promote sustainable practices.

Practice

Class Book



1 Before you read Which organisations in your country protect animals?

- Refer students to page 16 and read the question. Students discuss in pairs for one minute. Then ask for class feedback.
- Tell students to look at the photos. Ask *What can you see? What do you know about these animals? Have you ever seen any of these animals?*

2 5.11 Listen and read.

- Play the audio all the way through and have students read along in their Class Books.
- Check comprehension with questions: *In which year did the ESO start helping animals?* (2004) *What is the ESO doing to help whales?* (It is studying how they live and trying to stop pollution that can hurt them.) *Which bird sometimes visits Oman?* (the Egyptian vulture) *How is the ESO helping young people in Oman?* (By teaching them how to protect the environment.) *How many species of sea turtle nest on Oman's beaches?* (four out of seven species)

5.11

Helping animals in Oman
The Environment Society of Oman, or ESO for short, has been helping animals and birds in Oman since March 2004.
Oman is a beautiful country with some amazing animals, birds and sea life. But as in many countries, many of these animals are in danger. The ESO tries to help Oman's animals and their environment in many ways. So what does the ESO do?

Helping sea animals
It is studying how whales live in Oman's beautiful waters, and trying to stop the pollution that can hurt them. In 2023, the ESO was cleaning beaches and helping to stop light pollution so that turtles can nest here.

Helping birds
The ESO is also studying the Egyptian vultures that sometimes visit Oman. There are not many of these birds left and the more we know about them, the more we can help them.

Helping us!
The ESO is helping us, too! Their work teaches young people about how they can protect the environment. This will give us all a better future.

3 What other animals need helping? Why?

- Read the example aloud. Ask students why polar bears need helping (*Because the ice where they live is melting due to warmer weather; this makes it hard for them to hunt for food*).
- Place students in pairs and have them discuss which other animals need helping and why.
- Ask them to suggest ways we can help them.

Diversity

Challenge
- Using the Lollipop stick technique (see page 15), ask students to say a key word from the text that is connected to the theme of animals. Students write the words in their vocabulary lists.

Support
- Write key words from the text on the board. Have students copy the words into their vocabulary lists. Explain meanings if necessary.

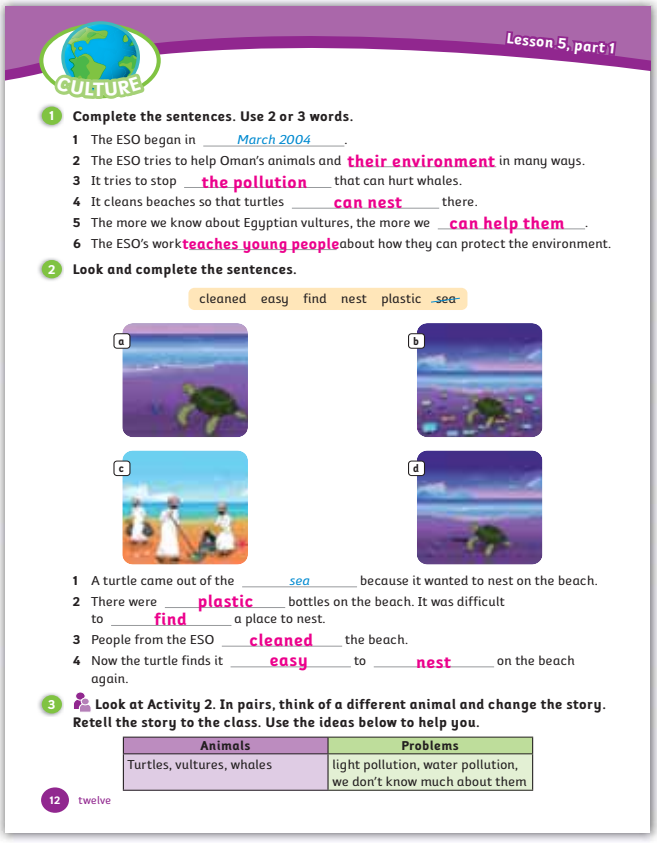
Find out more! Watch the video.

- Tell students they are going to watch a video and ask them to watch it carefully because they are going to do a worksheet, too.

Extra activity TPR

- Call out things that people do to animals. Students respond with their Happy/Sad face response cards (see page 15) – a happy face for good treatment and a sad face for cruelty: *hit, hurt, injure, chase, throw stones, don't feed, leave in the street, pet, feed, cuddle, look after, play ball, walk, keep warm, give water.*

Activity Book



Lesson 5, part 1

CULTURE

1 Complete the sentences. Use 2 or 3 words.

1 The ESO began in March 2004.
2 The ESO tries to help Oman's animals and their environment in many ways.
3 It tries to stop the pollution that can hurt whales.
4 It cleans beaches so that turtles can nest there.
5 The more we know about Egyptian vultures, the more we can help them.
6 The ESO's work teaches young people about how they can protect the environment.

2 Look and complete the sentences.

cleaned easy find nest plastic ~~sea~~

a b c d

1 A turtle came out of the sea because it wanted to nest on the beach.
2 There were plastic bottles on the beach. It was difficult to find a place to nest.
3 People from the ESO cleaned the beach.
4 Now the turtle finds it easy to nest on the beach again.

3 Look at Activity 2. In pairs, think of a different animal and change the story. Retell the story to the class. Use the ideas below to help you.

Animals	Problems
Turtles, vultures, whales	light pollution, water pollution, we don't know much about them

12 twelve

1 After you read Complete the sentences. Use 2 or 3 words.

- Students read the article on page 16 of the Class Book again to find the answers.
- Check answers using the Lollipop stick technique (see page 15).

2 Look and complete the sentences.

- Place students in pairs for this activity. Ask students to describe what they can see in the pictures.
- Walk around the class monitoring pairs.
- Check answers as a class.
- Ask students why we shouldn't throw litter on the beach.
- Have a class discussion about why it's important to keep the ocean and beaches clean.

3 Look at Activity 2. In pairs, think of a different animal and change the story. Retell the story to the class. Use the ideas below to help you.

- Place students in pairs.
- Explain to students that they are going to choose a different animal and problem that affects that animal and change the story.
- Students can use the given animals and problems, or they can choose their own.
- Walk around the class monitoring pairs.
- Use the Lollipop stick technique (see page 15) to choose students to retell the story to the class.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *The most interesting thing in this lesson for me was …* on the board and have students complete the sentence.

Lesson 5, part 2

Starting the lesson

- Tell students to close their books. Say true/false sentences about the text on page 16: *The ESO has helped animals since 2004.* (true) *The ESO only helps animals.* (false) *It studies whales to help stop pollution.* (true) *Light pollution makes it easier for turtles to nest on beaches.* (false) *Egyptian vultures are in danger.* (true) *The ESO teaches old people how to protect the environment.* (false)
- Look at page 16 and check answers.

Presentation

- Explain that in this lesson students will make a spider diagram about an animal protection organisation.
- Show students the example of a spider diagram and ask what it's useful for.
- Explain that a spider diagram helps organise ideas. The main idea or topic is in the middle and lines connect it to other ideas or topics. Explain that it's useful for planning, brainstorming or seeing how ideas are linked.

Practice

Class Book



Make a spider diagram about an animal protection organisation

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 and animations* on page 18).
- Ask students if they have any questions afterwards.

2 In groups, choose an organisation that helps to protect animals.

- Divide students into groups of three.
- Give groups two minutes to brainstorm ideas. They can use the Internet to help or you can write the names of the following organisations on the board and have students choose one of them: *World Wildlife Fund (WWF), Greenpeace, Born Free Foundation, International Fund for Animal Welfare (IFAW).*

3 Find out about this organisation. Decide who will find the information.

- Ask students to look at the organisations from the brainstorm in Activity 1 and choose one to write about (or they can choose one of the options you gave them).
- In groups, have students decide who is going to find out the relevant information. Make sure students are interacting and that they understand the importance of doing their fair share of work.
- **Extension** Internet search key words: *Animal protection organisations/societies in (country)*

4 Share the information you find with your group.

- Once students have done their individual research, have them share their information in their groups. Encourage them to give their opinions about what information they think is the most relevant.

5 Draw a spider diagram to answer the questions.

- Have groups make their spider diagrams in their notebooks.
- Read the *Writing tip* and remind students to make sure that they present the information in their spider diagrams clearly and use the correct spelling.
- Walk around the class monitoring groups, making sure that their spider diagrams answer the four questions.

6 Present your diagram to the class.

- Read the *Speaking tip* and tell students that they should be prepared to answer any questions the class may have. Tell them that they should expand upon the information in their spider diagrams where possible.
- Groups take turns to present their spider diagrams to the class. Encourage each group member to say something.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt about animal protection organisations around the world.
- Ask students how they think young people, like themselves, can help support animal protection organisations.

Extra activity **Photocopiable 62**

- Ask students to do photocopiable 62.

Lesson 6

Objectives

- **Lesson objectives:** to learn to remind someone to do something; to learn and practise /ɒ/, /ɔː/
- **Target language:** *Remember to (change the parrot's food and water every day).*

Materials

- Yes/No response cards
- Unit 5 English in action video
- photocopiable 66

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **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 everyday activities using simple language (GSE 32). Can say simple tongue twisters and other types of playful language (GSE 27).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique (see page 15); Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

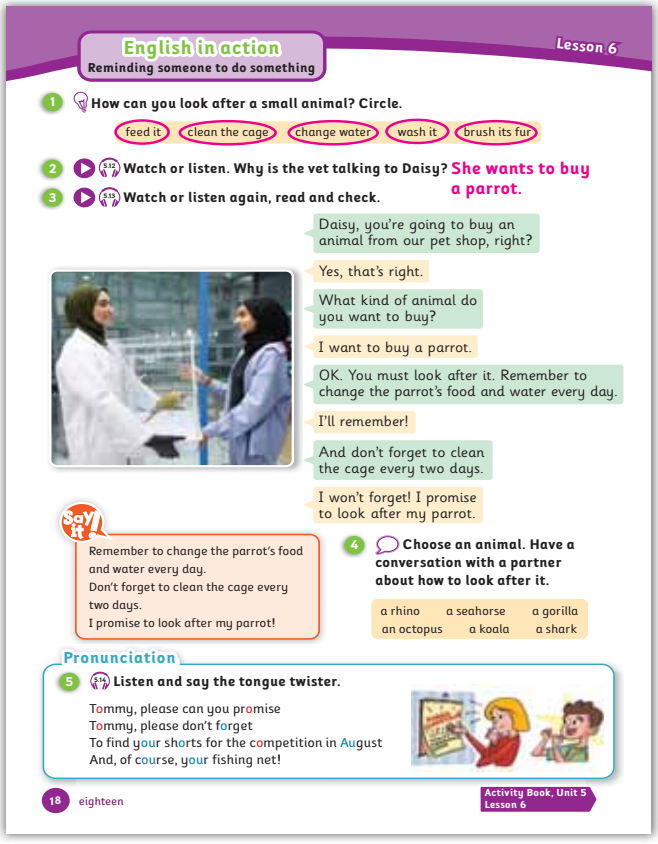
- Ask students questions for them to respond with their Yes/No response cards (see page 15). Ask *Have you got a parrot? Have you got a fish? Have you got a rabbit? Have you got a different animal from these ones?*

Presentation

- Explain that in this lesson students will learn to remind someone to do something.
- Write these verbs on the board: *clean, change*. Ask students to predict sentences about looking after small animals, using these and other verbs that they think will be in the lesson.
- Ask different students to write their ideas on the board.

Practice

Class Book


English in action
Reminding someone to do something
Lesson 6
1 How can you look after a small animal? Circle.
feed it | clean the cage | change water | wash it | brush its fur
2 Watch or listen. Why is the vet talking to Daisy? She wants to buy a parrot.
3 Watch or listen again, read and check.
Daisy, you're going to buy an animal from our pet shop, right?
Yes, that's right.
What kind of animal do you want to buy?
I want to buy a parrot.
OK. You must look after it. Remember to change the parrot's food and water every day.
I'll remember!
And don't forget to clean the cage every two days.
I won't forget! I promise to look after my parrot.
Say it
Remember to change the parrot's food and water every day.
Don't forget to clean the cage every two days.
I promise to look after my parrot!
4 Choose an animal. Have a conversation with a partner about how to look after it.
a rhino | a seahorse | a gorilla | an octopus | a koala | a shark
Pronunciation
5 Listen and say the tongue twister.
Tommy, please can you promise
Tommy, please don't forget
To find your shorts for the competition in August
And, of course, your fishing net!
18 eighteen
Activity Book, Unit 5 Lesson 6

1 How can you look after a small animal? Circle.

- Refer students to page 18. Students circle the things they think they should do to look after small animals. Students discuss in pairs and then raise their hands to offer answers. Pupils should circle all answers.

2 5.12 Watch or listen. Why is the vet talking to Daisy?

- Play the video or the audio. Students raise their hands to offer answers. Do not confirm answers yet.

5.12 & 5.13

Vet: Daisy, you're going to buy an animal from our pet shop, right?
Daisy: Yes, that's right.
Vet: What kind of animal do you want to buy?
Daisy: I want to buy a parrot.
Vet: OK. You must look after it. Remember to change the parrot's food and water every day.
Daisy: I'll remember!
Vet: And don't forget to clean the cage every two days.
Daisy: I won't forget! I promise to look after my parrot.

3 5.13 **Watch or listen again, read and check.**

- Play the video or the audio again for students to listen and read. Confirm the answer to Activity 2.
- Draw students' attention to the *Say it!* box. Read out the sentences and have students repeat as a class.

Extra activity **Collaborative work**

- Divide the class into two groups. One group is Daisy; the other is the vet. Play the audio (5.12) and pause after each sentence. Students from each group repeat what they hear in unison.
- Have different students stand up and read the dialogue to the class.

4 **Choose an animal. Have a conversation with a partner about how to look after it.**

- Place students in pairs to complete the activity.
- Walk around the class monitoring pairs.
- **Extension** Students repeat the activity in different pairs.

Diversity

Challenge
- Have students perform their conversation to the class.

Support
- Give students one minute to prepare their ideas before talking.

Extra activity **TPR**

- Read out the ways of looking after a parrot from Activity 1. Students mime the actions you say: *Remember to change its food*, etc.

Pronunciation

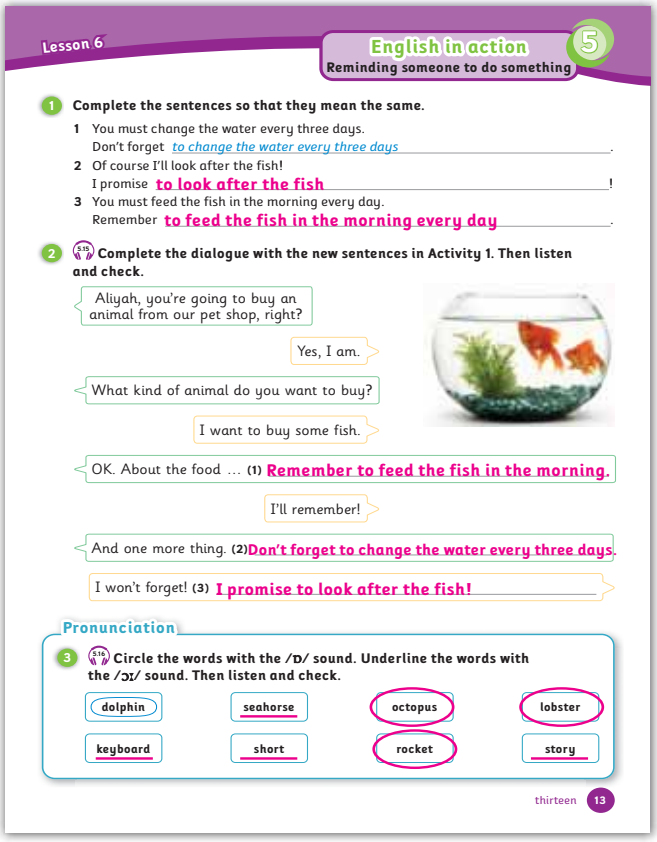
5 5.14 **Listen and say the tongue twister.**

- Write /ɒ/ and /ɔː/ on the board. Say the sounds and have students repeat. Then say *Tommy* and *forget* and have students repeat. Ask students which sound is in which word. Point out that one sound is short and the other sound is long.
- Play the audio. Play it again, pausing after each line, and have students repeat. Play it a third time and have students say the tongue twister with the audio.
- In pairs, students say the tongue twister to their partner as fast as they can.
- **Extension** Place students in groups of four. Ask them to find words they know that have the sounds /ɒ/ and /ɔː/, e.g. *octopus, more*. Students write a tongue twister using words with these sounds.
- Invite a few students to the front to say the tongue twisters.

5.14

Tommy, please can you promise
Tommy, please don't forget
To find your shorts for the competition in August
And, of course, your fishing net!

Activity Book


Lesson 6

English in action 5
Reminding someone to do something

1 Complete the sentences so that they mean the same.

1 You must change the water every three days.
Don't forget to change the water every three days.
2 Of course I'll look after the fish!
I promise to look after the fish!
3 You must feed the fish in the morning every day.
Remember to feed the fish in the morning every day.

2 5.15 Complete the dialogue with the new sentences in Activity 1. Then listen and check.

Aliyah, you're going to buy an animal from our pet shop, right?
Yes, I am.
What kind of animal do you want to buy?
I want to buy some fish.
OK. About the food … (1) Remember to feed the fish in the morning.
I'll remember!
And one more thing. (2) Don't forget to change the water every three days.
I won't forget! (3) I promise to look after the fish!

Pronunciation

3 5.16 Circle the words with the /ɒ/ sound. Underline the words with the /ɔː/ sound. Then listen and check.

dolphin	seahorse	octopus	lobster
keyboard	short	rocket	story

thirteen 13

1 **Complete the sentences so that they mean the same.**

- Ask a student to read aloud the first sentence and the example answer. Explain that students have to complete the other sentences so that they mean the same as the ones above them.
- Students do the activity individually. Students raise their hands to offer answers.
- Check the answers using the Lollipop stick technique (see page 15).

2 5.15 **Complete the dialogue with the new sentences in Activity 1. Then listen and check.**

- Tell students to complete the dialogue with the sentences from Activity 1.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Students work in pairs to complete the activity.
- Play the audio to check answers.

5.15

Vet: So, Aliyah, you're going to buy an animal from our pet shop, right?
Aliyah: Yes, I am.
Vet: What kind of animal do you want to buy?
Aliyah: I want to buy some fish.
Vet: OK. About the food … Remember to feed the fish in the morning.
Aliyah: I'll remember!
Vet: And one more thing. Don't forget to change the water every three days.
Aliyah: I won't forget! I promise to look after the fish!

3 🎧 **5.16 Circle the words with the /ɒ/ sound. Underline the words with the /ɔː/ sound. Then listen and check.**

- Remind students that /ɒ/ is a short sound and /ɔː/ is a long sound.
- Explain that students have to circle the words with a short sound and underline the words with a long sound.
- Students do the activity individually and compare answers in pairs.
- Play the audio to check answers. Play it again, pausing after each word, and have students repeat.

5.16

dolphin, seahorse, octopus, lobster, keyboard, short, rocket, story

Extra activity Fast finishers

- Students write the reminders the vet gave Aliyah.

Finishing the lesson

- Ask *What do your mum and dad remind you to do?*
- Using the Summative and thought-provoking questions technique (see page 15), ask *How successful is your learning?* Ask students to say what they are doing to learn.

Extra activity Photocopiable 66

- Ask students to do photocopiable 66.

Lesson 7

Objectives

- **Lesson objectives:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar

Materials

- some calming sounds
- one sheet of A4 paper per pair
- coloured pencils
- photocopiable 70

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).
- **Writing:** Can express their opinions on familiar topics, using simple language (GSE 41). Can briefly say what they like or dislike about a simple story (GSE 32).

Assessment for Learning (formative assessment)

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

Starting the lesson

- Write *Whales* on the board. Have students raise their hands and tell you things they know about whales.

Presentation

- Explain that in this lesson students will read a text about whales in trouble. Before reading the text, ask students to predict what problem they think the whales had.
- Write *save, ocean, emergency, frightened, calming* and *reach* on the board. Ask students to work in pairs and think of words that mean the same thing for each word (*rescue, sea, dangerous situation, scared, relaxing, get to*). Ask for feedback using the Lollipop stick technique (see page 15).
- Ask students to add ideas to their predictions for the story with these new words.

Diversity

Challenge

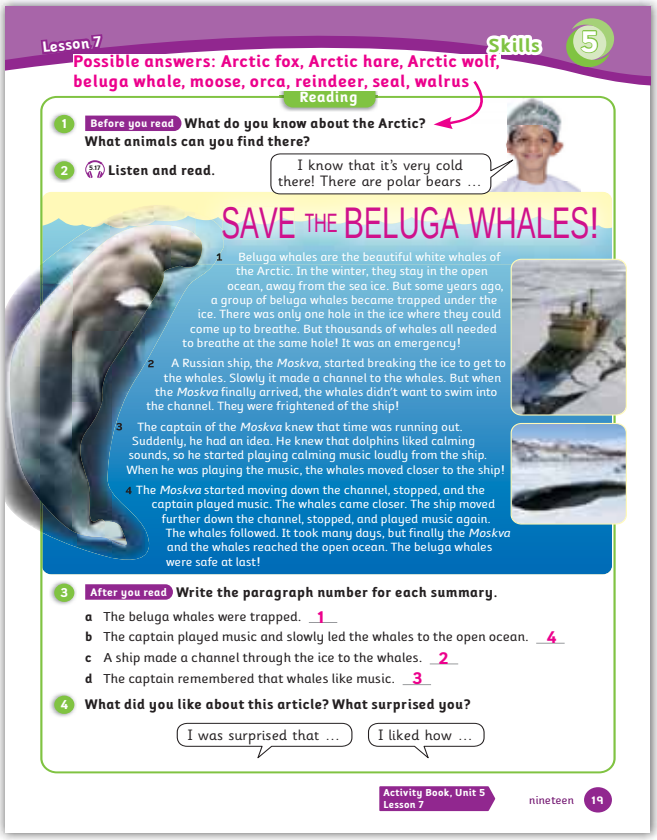
- Ask students extra questions: *Have you heard of beluga whales? What do you know about beluga whales? Do you think they are big or small? Do you think they live in cold or hot oceans?*

Support

- Give students some extra information before they read: *The text is about beluga whales. They live in cold oceans.*

Practice

Class Book


Lesson 7 Skills 5

Possible answers: Arctic fox, Arctic hare, Arctic wolf, beluga whale, moose, orca, reindeer, seal, walrus

Reading

1 Before you read What do you know about the Arctic? What animals can you find there?

2 5.17 Listen and read.

I know that it's very cold there! There are polar bears …

SAVE THE BELUGA WHALES!

1 Beluga whales are the beautiful white whales of the Arctic. In the winter, they stay in the open ocean, away from the sea ice. But some years ago, a group of beluga whales became trapped under the ice. There was only one hole in the ice where they could come up to breathe. But thousands of whales all needed to breathe at the same hole! It was an emergency!

2 A Russian ship, the *Moskva*, started breaking the ice to get to the whales. Slowly it made a channel to the whales. But when the *Moskva* finally arrived, the whales didn't want to swim into the channel. They were frightened of the ship!

3 The captain of the *Moskva* knew that time was running out. Suddenly, he had an idea. He knew that dolphins liked calming sounds, so he started playing calming music loudly from the ship. When he was playing the music, the whales moved closer to the ship!

4 The *Moskva* started moving down the channel, stopped, and the captain played music. The whales came closer. The ship moved further down the channel, stopped, and played music again. The whales followed. It took many days, but finally the *Moskva* and the whales reached the open ocean. The beluga whales were safe at last!

3 After you read Write the paragraph number for each summary.

a The beluga whales were trapped. 1
b The captain played music and slowly led the whales to the open ocean. 4
c A ship made a channel through the ice to the whales. 2
d The captain remembered that whales like music. 3

4 What did you like about this article? What surprised you?

I was surprised that …

I liked how …

Activity Book, Unit 5 Lesson 7

nineteen 19

1 Before you read What do you know about the Arctic? What animals can you find there?

- Refer students to page 19. Students discuss in pairs first. Using the Lollipop stick technique (see page 15), ask students for ideas. Accept all reasonable suggestions.

2 5.17 Listen and read.

- Ask students to find out if their prediction was correct. Play the audio and have students read along in their books.
- Check comprehension with questions. Ask *Where do beluga whales stay?* (in the open ocean) *Where did a group get trapped?* (under the ice) *Where was the ship from?* (Russia) *What did the captain do to make the whales follow the ship?* (played calming music).

5.17

Save the beluga whales!
Beluga whales are the beautiful white whales of the Arctic. In the winter, they stay in the open ocean, away from the sea ice. But some years ago, a group of beluga whales became trapped under the ice. There was only one hole in the ice where they could come up to breathe. But thousands of whales all needed to breathe at the same hole! It was an emergency!

A Russian ship, the *Moskva,* stated breaking the ice to get to the whales. Slowly it made a channel to the whales. But when the *Moskva* finally arrived, the whales didn't want to swim into the channel. They were frightened of the ship!

The captain of the *Moskva* knew that time was running out. Suddenly, he had an idea. He knew that dolphins liked calming sounds, so he started playing calming music loudly from the ship. When he was playing the music, the whales moved closer to the ship!

The *Moskva* started moving down the channel, stopped, and the captain played music. The whales came closer. The ship moved further down the channel, stopped, and played music again. The whales followed. It took many days, but finally the *Moskva* and the whales reached the open ocean. The beluga whales were safe at last!

Extra activity **Critical thinking**

- Students work in pairs and find all the nouns and verbs in the text connected to the theme of whales and the ocean. They write the words in their notebooks under two separate headings.
- **Extension** Ask students to say what tense the verbs are in.

3 After you read Write the paragraph number for each summary.

- Ask students to read the text again quickly and then match the paragraphs to the sentence summaries.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually. They then compare answers with a partner.
- Ask for feedback using the Lollipop stick technique (see page 15).
- In groups, students can find out more about different whales and then present their information to the class.

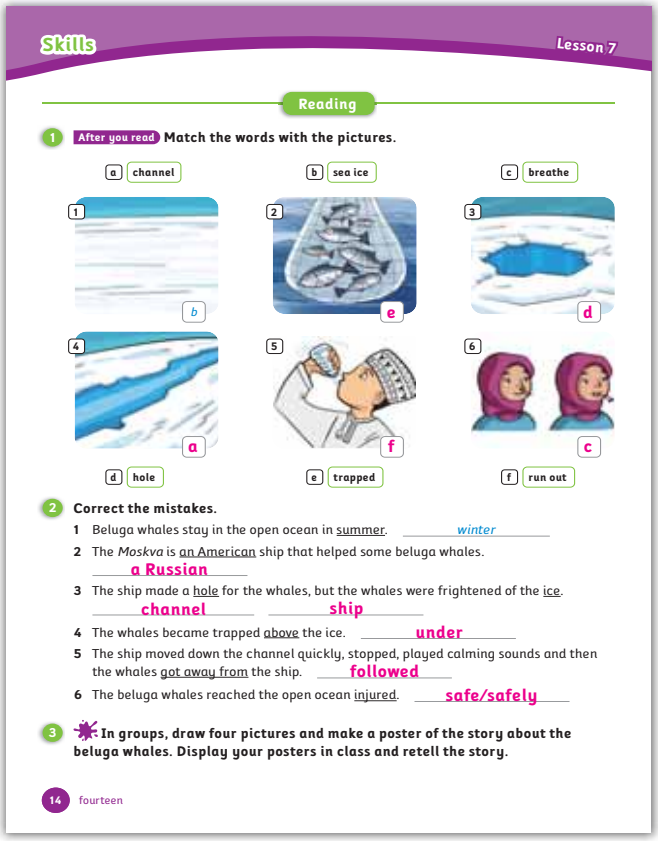
Extra activity **TPR**

- Assign the role of whales to some students and the role of the ship to some other students. Read the text and have students mime out the event. Play some calming sounds to add to the miming.
- Repeat with other groups. Have a class vote for the best miming.

4 What did you like about this article? What surprised you?

- Students discuss in pairs.
- Ask for class feedback.

Activity Book


Skills Lesson 7

Reading

1 After you read Match the words with the pictures.

a channel b sea ice c breathe

d hole e trapped f run out

2 Correct the mistakes.

1 Beluga whales stay in the open ocean in summer. winter
2 The *Moskva* is an American ship that helped some beluga whales. a Russian
3 The ship made a hole for the whales, but the whales were frightened of the ice. channel ship
4 The whales became trapped above the ice. under
5 The ship moved down the channel quickly, stopped, played calming sounds and then the whales got away from the ship. followed
6 The beluga whales reached the open ocean injured. safe/safely

3 In groups, draw four pictures and make a poster of the story about the beluga whales. Display your posters in class and retell the story.

14 fourteen

1 After you read Match the words with the pictures.

- Give students one minute to complete the activity. They compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).

2 Correct the mistakes.

- Explain that the underlined word or words in the sentences are incorrect. Have students read the text in their Class Books again and correct the mistakes.
- Students work individually and check in pairs.
- Check answers using the Lollipop stick technique (see page 15).

3 **In groups, draw four pictures and make a poster of the story about the beluga whales. Display your posters in class and retell the story.**

- Place students in pairs to do the activity. Provide each pair with an A4 sheet of paper and coloured pencils.
- Walk around the class monitoring pairs.
- Place two sets or pairs together and have them compare and talk about their posters.
- Display the posters on the wall.
- Have students look at the posters on display and give their classmates feedback using the Two stars and a wish technique (see page 15).

Extra activity **Fast finishers**

- Students write their ten favourite words from this lesson in their notebooks. They write the meanings or draw pictures next to the words.

Finishing the lesson

- Students close their books. They work in pairs and tell each other what happened to the beluga whales. They take turns to say a sentence.
- Walk around the class monitoring pairs.
- Using the Summative and thought-provoking questions technique (see page 15), ask *Did you remember everything? What did you learn about beluga whales? What do you think about the captain's idea?*

Extra activity **Photocopiable 70**

- Ask students to do photocopiable 70.

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about an animal in danger; to write about an animal in danger
- **Target language:** revision of vocabulary and grammar

Materials

- Unit 5 flashcards (*whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray; Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*)
- Happy/Sad face response cards
- photocopiables 74 and 78

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can describe where an animal lives in a simple way (GSE 31).
- **Writing:** Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Happy/Sad face technique (see page 15)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); groupwork
- Independent learning: Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson

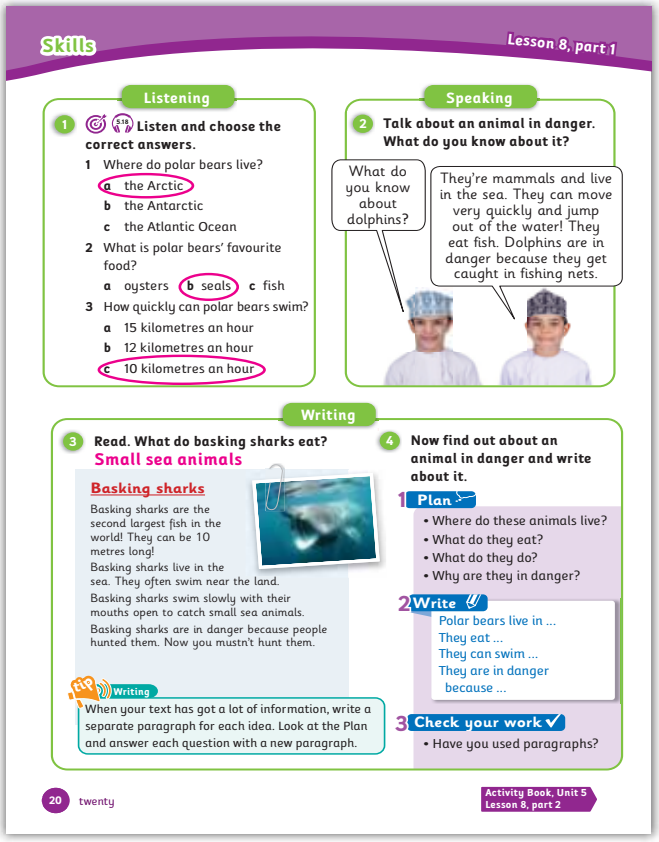
- 5.7 Play the song from Lesson 4 and encourage students to join in and do the actions they learnt.

Presentation

- Explain that in this lesson students will listen to people talking about animals in danger and then write about an animal in danger.
- Play *Yes!/No!* (see page 19) with the Unit 5 flashcards to review the unit vocabulary.

Practice

Class Book


Skills — Lesson 8, part 1

Listening

1 5.18 Listen and choose the correct answers.

1 Where do polar bears live?
a the Arctic
b the Antarctic
c the Atlantic Ocean

2 What is polar bears' favourite food?
a oysters b seals c fish

3 How quickly can polar bears swim?
a 15 kilometres an hour
b 12 kilometres an hour
c 10 kilometres an hour

Speaking

2 Talk about an animal in danger. What do you know about it?

What do you know about dolphins?

They're mammals and live in the sea. They can move very quickly and jump out of the water! They eat fish. Dolphins are in danger because they get caught in fishing nets.

Writing

3 Read. What do basking sharks eat?

Small sea animals

Basking sharks

Basking sharks are the second largest fish in the world! They can be 10 metres long!
Basking sharks live in the sea. They often swim near the land.
Basking sharks swim slowly with their mouths open to catch small sea animals.
Basking sharks are in danger because people hunted them. Now you mustn't hunt them.

4 Now find out about an animal in danger and write about it.

1 Plan
- Where do these animals live?
- What do they eat?
- What do they do?
- Why are they in danger?

2 Write
Polar bears live in ...
They eat ...
They can swim ...
They are in danger because ...

3 Check your work
- Have you used paragraphs?

Writing
When your text has got a lot of information, write a separate paragraph for each idea. Look at the Plan and answer each question with a new paragraph.

20 twenty

Activity Book, Unit 5 Lesson 8, part 2

Listening

1 5.18 Listen and choose the correct answers.

- Refer students to page 20 and tell them to read the questions and all the multiple-choice answers before they listen.
- Play the audio.
- Check answers using the Lollipop stick technique (see page 15).

5.18

Woman: And today we're talking to Dr Osama, who is a scientist studying polar bears in the Arctic. Tell us about polar bears, Dr Osama.
Dr Osama: Well, polar bears are beautiful animals! They are very big, white bears which live on the ice in the Arctic.
Woman: What do they eat?
Dr Osama: They eat seals. Seals are polar bears' favourite food.
Woman: How do they catch the seals? Can they swim quickly?
Dr Osama: Yes, they can. Polar bears are very fast swimmers. They can swim at ten kilometres an hour!
Woman: That's fast! Are there a lot of polar bears in the Arctic?
Dr Osama: Yes, there are, but they are in danger because our Earth is getting warmer. When the Earth gets warmer, the sea ice melts. Then the polar bears have no home.
Woman: That's terrible! So what is …

Diversity

Challenge
- Ask more comprehension questions: *What is Dr Osama's job? What animal does he study? Do polar bears swim slowly? Why are they in danger?*

Support
- Write the questions above on the board for students to answer.

Speaking

2 Talk about an animal in danger. What do you know about it?
- Students work in pairs.
- When they have talked about their animal, students change pairs and repeat the activity.
- Ask different students to tell the class about their animals.
- **Extension** Internet search key words: *endangered animals*

Writing

3 Read. What do basking sharks eat?
- Give students a minute to read the text and find the answer.
- Check comprehension with questions. Ask *How long can basking sharks be?* (10 metres) *Do they swim near land?* (Yes, they do.) *What mustn't we do now?* (We mustn't hunt basking sharks.)

Extra activity **TPR**
- Using the Happy/Sad face technique (see page 15), students respond to your questions: *Do you know how to write a text like this? Are you ready to write this text?*

4 Now find out about an animal in danger and write about it.
- Read the *Writing tip* and the Plan to students. Ask students how many paragraphs there are in the text. Ask them to match each of the questions in the Plan with a paragraph. Explain to students that we use separate paragraphs for each new idea.
- Go through the Plan with students. Tell them to brainstorm ideas. They try to think of answers to the questions in the Plan.
- Students work in pairs to write their text in their notebooks using the prompts in the Write section.
- Walk around the class monitoring pairs.
- Ask pairs to check their work for paragraphs, and that each one contains a new idea.
- **Extension** Internet search key words: *endangered animals, (name of animal)*

Extra activity **Critical thinking**
- Students write a list of words from the text in Lesson 7 that they could use in their writing activity.

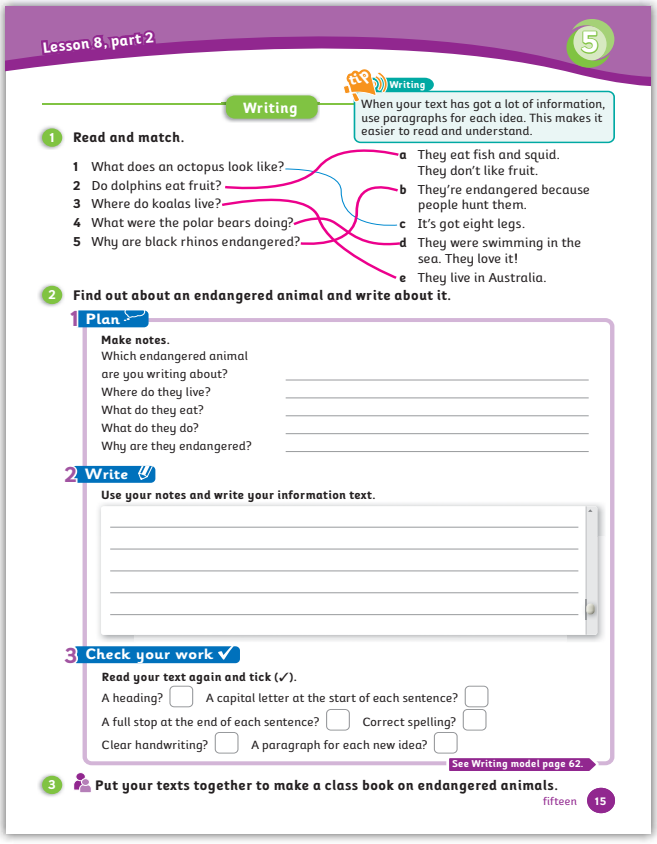
Finishing the lesson
- Tell students that they will write about an endangered animal in the next lesson. Ask them to start thinking about the endangered animal they want to write about and the things they could write about it.

Lesson 8, part 2

Starting the lesson
- Write the following headings on the board: *What does it look like? Where does it live? What does it eat? Why is it endangered?*
- Place pupils in pairs and have them brainstorm words that they would expect to find in a text that answer each of those questions.
- Check answers and write them on the board.

Practice

Activity Book


Lesson 8, part 2

5

Writing

Writing

When your text has got a lot of information, use paragraphs for each idea. This makes it easier to read and understand.

1 Read and match.

1 What does an octopus look like?
2 Do dolphins eat fruit?
3 Where do koalas live?
4 What were the polar bears doing?
5 Why are black rhinos endangered?

a They eat fish and squid. They don't like fruit.
b They're endangered because people hunt them.
c It's got eight legs.
d They were swimming in the sea. They love it!
e They live in Australia.

2 Find out about an endangered animal and write about it.

1 Plan

Make notes.

Which endangered animal are you writing about?
Where do they live?
What do they eat?
What do they do?
Why are they endangered?

2 Write

Use your notes and write your information text.

3 Check your work ✓

Read your text again and tick (✓).

A heading? ☐ A capital letter at the start of each sentence? ☐
A full stop at the end of each sentence? ☐ Correct spelling? ☐
Clear handwriting? ☐ A paragraph for each new idea? ☐

See Writing model page 62.

3 Put your texts together to make a class book on endangered animals.

fifteen 15

Writing

1 Read and match.

- Read the *Writing tip* again. Explain that the sentences on the left show the main ideas of each paragraph and that they have to match them to the information on the right.
- Students complete the activity individually. They then read the matching sentences in pairs.

2 Find out about an endangered animal and write about it.

- Plan: Give students one minute to complete their notes.
- Write: Tell students that they can refer to the text they wrote in their notebooks in the previous lesson and to the Writing model on page 62.
- Ask students to turn to page 62 in their Activity Books.
- Ask them to read through the Writing model text first and then go through each of the points. Explain that the boxes on the left refer to the content that students should include in their text; these are examples of how to answer the questions in the Plan section in their Activity Books. The boxes on the right refer to writing conventions. Tell students that these are rules and tools we use to make our writing clear and easy to understand. Students have to include these when writing their texts.
- Ask *Why do we use paragraphs?* (*to organise our writing so each new idea is clear*). Ask students how many paragraphs they are going to write.
- Explain that students also have to use capital letters and full stops. Ask them to point to examples in the text.
- Ask students to look at the green boxes. Remind them to check their spelling and make sure their handwriting is clear after they've written their texts.
- Ask students if they have any questions about the Writing model.
- Students complete their text individually.
- Check your work: Students evaluate their own work.
- Using the Two stars and a wish technique (see page 15), students read and check each other's work.

3 Put your texts together to make a class book on endangered animals.

- Place students in small groups to read and talk about their descriptions.
- When students have finished, put their texts together in a folder to make a class book on endangered animals. Display the book in the classroom.

Extra activity **Fast finishers**

- Students find the *Animals in danger* vocabulary in the lesson and write the words in their notebooks.

Finishing the lesson

- Students write down what they achieved in their Learning diary (see page 15): *Today I listened to …, I described … and I wrote … .*

Extra activity **Photocopiables 74 and 78**

- Ask students to do photocopiables 74 and 78.

Lesson 9

Objectives

- **Lesson objectives:** to review unit language
- **Target language:** unit vocabulary

Materials

- eight picture cards from Lesson 4
- eight word cards from Lesson 4
- photocopiable 82

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 41).
- **Speaking:** Can tell a simple story (GSE 38). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model (GSE 35).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students a Key question (see page 14) about endangered animals: *What can people do to help endangered animals?* Accept all reasonable answers.

Presentation

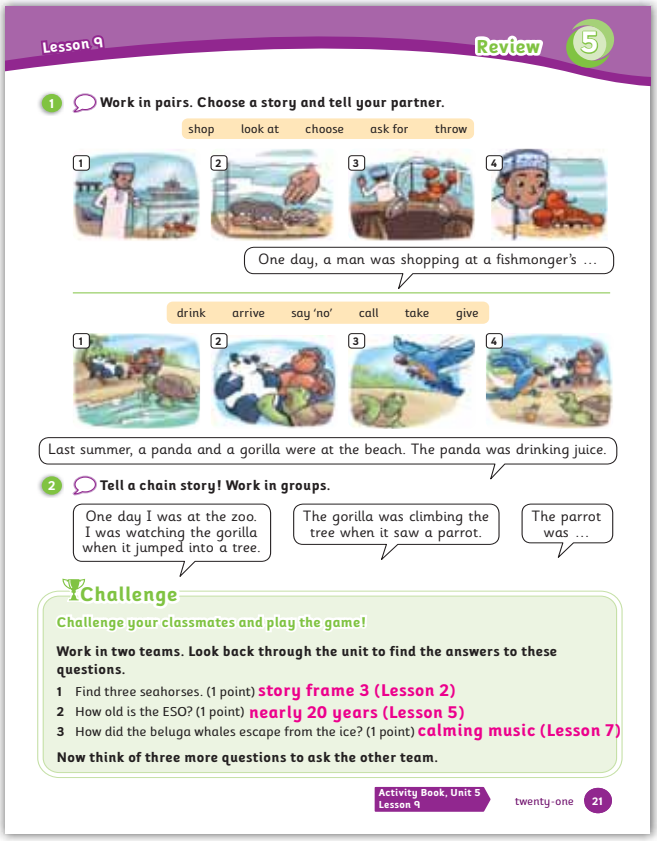
- Explain that in this lesson students will do revision of the unit vocabulary and then play a game.
- Revise the sea animals by asking students to write down as many as they can remember in one minute: *dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale.*
- Revise land animals with the picture cards. Stick the cards on the board and have different students write the words underneath: *Arabian camel, gorilla, koala, Arabian leopard, panda, Arabian tahr, polar bear, rhino.*
- Revise the Past continuous. Ask *What were you doing at 8 o'clock yesterday?* Ask *What was (name) doing at 8 o'clock yesterday?* Students remember what their friends said and raise their hands to offer answers.
- Revise the Past continuous and the Past simple. Using the Lollipop stick technique (see page 15), say the start of a sentence and have students finish it with their own ideas, e.g. *I was watching TV when … I was doing homework when …*, etc.

Extra activity TPR

- Divide the class into two teams. Hide the word and picture cards around the room. Call out a word and have two students (one from each team) search for the word and the picture. The student who finds two cards gets two points. One card each gets one point each.

Practice

Class Book


Lesson 9 Review 5

1 Work in pairs. Choose a story and tell your partner.

shop look at choose ask for throw

One day, a man was shopping at a fishmonger's …

drink arrive say 'no' call take give

Last summer, a panda and a gorilla were at the beach. The panda was drinking juice.

2 Tell a chain story! Work in groups.

One day I was at the zoo. I was watching the gorilla when it jumped into a tree.

The gorilla was climbing the tree when it saw a parrot.

The parrot was …

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 Find three seahorses. (1 point) story frame 3 (Lesson 2)
2 How old is the ESO? (1 point) nearly 20 years (Lesson 5)
3 How did the beluga whales escape from the ice? (1 point) calming music (Lesson 7)

Now think of three more questions to ask the other team.

Activity Book, Unit 5 Lesson 9 twenty-one 21

1 Work in pairs. Choose a story and tell your partner.

- Refer students to page 21.
- Explain that students have to use the pictures and the verbs in the box to tell a story.
- Place pupils in pairs, have them choose a story and then tell it to their partner. Tell them to use the examples in the speech bubbles to begin telling their stories.
- Walk around the class monitoring pairs, making sure they are using the Past continuous and Past simple correctly.

- Ask for volunteers to tell their story to the rest of the class.

Possible answers: One day, a man was shopping at a fishmonger's when he saw a lobster and some oysters. He touched the oysters he wanted to buy. He was asking for the oysters when the lobster threw the oysters out of the aquarium. He was looking at the lobster suspiciously, but the lobster acted like nothing was wrong.
Last summer, a panda and a gorilla were at the beach. The panda was drinking juice when a thirsty turtle arrived on the beach. The turtle was calling out for a drink, but the panda and the gorilla said 'no'. A parrot was flying over the gorilla and panda and it took their drinks from them. He gave their drinks to the turtle.

Diversity

Challenge
- Before students complete the activity, tell them to think of adjectives to make their story more interesting. When you monitor pairs, listen for adjectives students use, make a note and then give the class feedback and praise, saying which adjectives were well used.

Support
- Read through the verbs before students complete the activity and explain meanings if necessary.

2 Tell a chain story! Work in groups.

- Explain that a chain story is where one person starts by telling part of the story and then someone else continues it. Each person adds to the story, one after the other, until it's complete.
- Place students in groups of four.
- Ask different groups to tell the class their story.

Extra activity Critical thinking

- Students use their notebooks. They draw four pictures for a new chain story with an animals theme and write the verbs for the story underneath to resemble Activity 1. They swap notebooks with another group and write sentences to tell each other's story, using the verbs. The two groups then get together, read the stories and discuss to see if their classmates wrote what they expected from the pictures.

Challenge

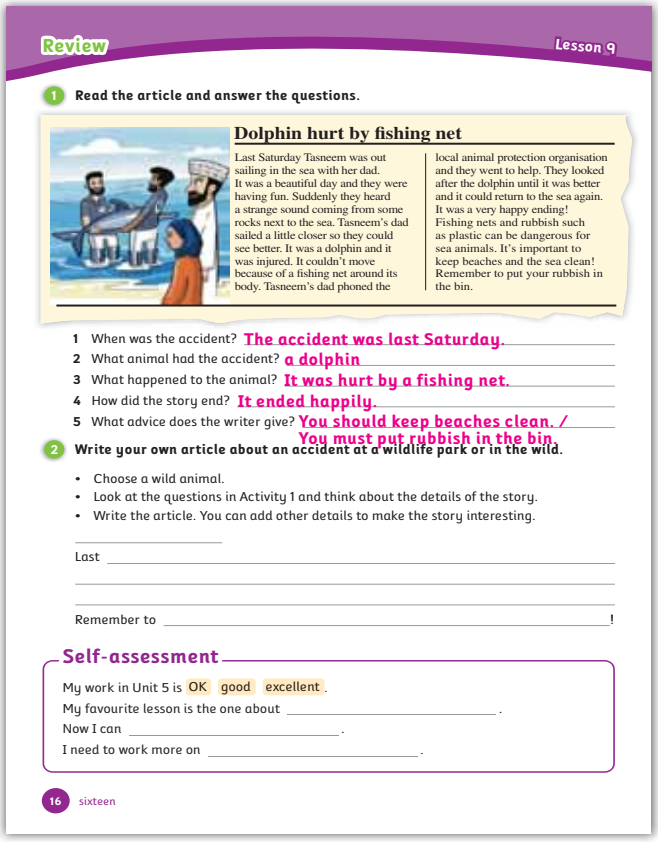
Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four. Tell students that they have to look back through the unit to find the answers. Monitor the game and award points.
- Give students two minutes to think of three extra questions.

Extra activity Fast finishers

- Students think of more questions for the Challenge game.

Activity Book



Review — Lesson 9

1 Read the article and answer the questions.

Dolphin hurt by fishing net

Last Saturday Tasneem was out sailing in the sea with her dad. It was a beautiful day and they were having fun. Suddenly they heard a strange sound coming from some rocks next to the sea. Tasneem's dad sailed a little closer so they could see better. It was a dolphin and it was injured. It couldn't move because of a fishing net around its body. Tasneem's dad phoned the local animal protection organisation and they went to help. They looked after the dolphin until it was better and it could return to the sea again. It was a very happy ending! Fishing nets and rubbish such as plastic can be dangerous for sea animals. It's important to keep beaches and the sea clean! Remember to put your rubbish in the bin.

1 When was the accident? The accident was last Saturday.
2 What animal had the accident? a dolphin
3 What happened to the animal? It was hurt by a fishing net.
4 How did the story end? It ended happily.
5 What advice does the writer give? You should keep beaches clean. / You must put rubbish in the bin.

2 Write your own article about an accident at a wildlife park or in the wild.

- Choose a wild animal.
- Look at the questions in Activity 1 and think about the details of the story.
- Write the article. You can add other details to make the story interesting.

Last _____

Remember to _____!

Self-assessment

My work in Unit 5 is OK good excellent.
My favourite lesson is the one about _____.
Now I can _____.
I need to work more on _____.

16 sixteen

1 Read the article and answer the questions.

- Ask students to look at the picture and read the title. Ask them to predict what they think the article is about. Ask them where the text is taking place and who the people are.
- Encourage students to work out the meanings of any words they may not know (e.g. *strange, injured,* etc.) from context.
- Students do the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

2 Write your own article about an accident at a wildlife park or in the wild.

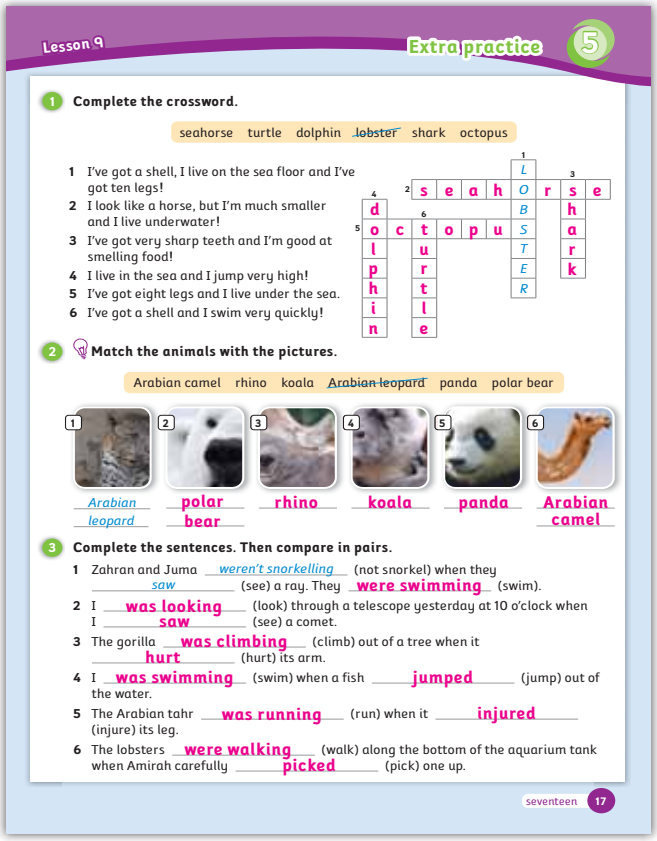
- Read the instructions aloud. Explain to students that they are going to write a similar article to the one in Activity 1.
- Students work individually. Walk around the class monitoring students.
- Place students in pairs and have them compare articles.
- Place students in groups to read out their articles to each other.

Self-assessment

- Students do the activity individually.

Extra practice

Activity Book


Lesson 9 Extra practice 5

1 Complete the crossword.

seahorse turtle dolphin ~~lobster~~ shark octopus

1 I've got a shell, I live on the sea floor and I've got ten legs!
2 I look like a horse, but I'm much smaller and I live underwater!
3 I've got very sharp teeth and I'm good at smelling food!
4 I live in the sea and I jump very high!
5 I've got eight legs and I live under the sea.
6 I've got a shell and I swim very quickly!

2 Match the animals with the pictures.

Arabian camel rhino koala ~~Arabian leopard~~ panda polar bear

1 Arabian leopard 2 polar bear 3 rhino 4 koala 5 panda 6 Arabian camel

3 Complete the sentences. Then compare in pairs.

1 Zahran and Juma weren't snorkelling (not snorkel) when they saw (see) a ray. They were swimming (swim).
2 I was looking (look) through a telescope yesterday at 10 o'clock when I saw (see) a comet.
3 The gorilla was climbing (climb) out of a tree when it hurt (hurt) its arm.
4 I was swimming (swim) when a fish jumped (jump) out of the water.
5 The Arabian tahr was running (run) when it injured (injure) its leg.
6 The lobsters were walking (walk) along the bottom of the aquarium tank when Amirah carefully picked (pick) one up.

seventeen 17

1 Complete the crossword.

- Students complete the activity in pairs.
- Ask different pairs to read a clue and an answer each.

2 Match the animals with the pictures.

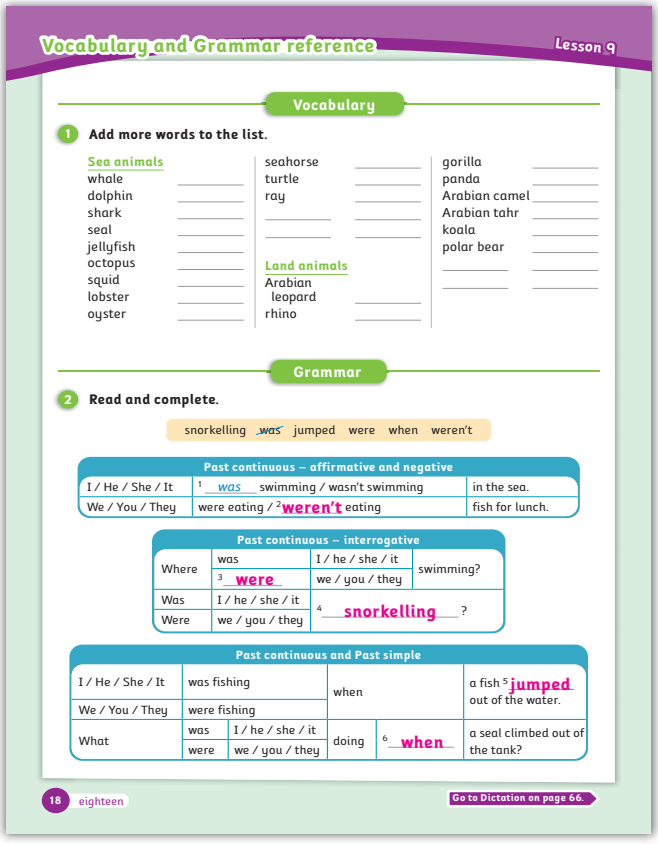
- Students complete the activity individually.
- Check answers as a class.

3 Complete the sentences. Then compare in pairs.

- Students complete the activity individually. Explain that they have to complete the sentences with the correct form of the verbs in brackets.
- Ask different students to read out a sentence to check answers.

Vocabulary and Grammar reference

Activity Book


Vocabulary and Grammar reference Lesson 9

Vocabulary

1 Add more words to the list.

Sea animals: whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster; seahorse, turtle, ray; Land animals: Arabian leopard, rhino; gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear

Grammar

2 Read and complete.

snorkelling ~~was~~ jumped were when weren't

Past continuous – affirmative and negative

I / He / She / It	1 was swimming / wasn't swimming	in the sea.
We / You / They	were eating / 2 weren't eating	fish for lunch.

Past continuous – interrogative

Where	was	I / he / she / it	swimming?
	3 were	we / you / they	
Was	I / he / she / it	4 snorkelling	?
Were	we / you / they		

Past continuous and Past simple

I / He / She / It	was fishing		when	a fish 5 jumped out of the water.
We / You / They	were fishing			
What	was	I / he / she / it	6 when	a seal climbed out of the tank?
	were	we / you / they	doing	

18 eighteen Go to Dictation on page 66.

Vocabulary

1 Add more words to the list.

- Ask students if they can think of any other words to add to the list. Students can work in pairs to complete the activity.

Grammar

2 Read and complete.

- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

Dictation

- Have students turn to page 66 in their Activity Books.
- Play the audio (track 5.19) for students to individually listen and write the sentences.
- Check answers as a class.

5.19

1 The seals were jumping out of the water.
2 What were you doing when you heard a noise?
3 Don't forget to change the water every three days.

Progress path

- Refer students to page 104 in their Class Books and page 68 in their Activity Books and ask them to complete the activities for Unit 5.
- Students get one point for answering correctly and two points for writing their answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Write on the board *In Unit 5 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 15), ask different students *What do you need to practise more? How can you do that? What are you already doing?*

Extra activity **Photocopiable 82**

- Ask students to do photocopiable 82.

Lesson 10

Objectives

- **Lesson objectives:** to practise for A2 Flyers Reading and Writing Parts 4 and 5, and Listening Part 4
- **Target language:** unit vocabulary and grammar

Materials

- Happy/Sad face response cards

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 41).
- **Listening:** Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).

Assessment for Learning (formative assessment)

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

Starting the lesson

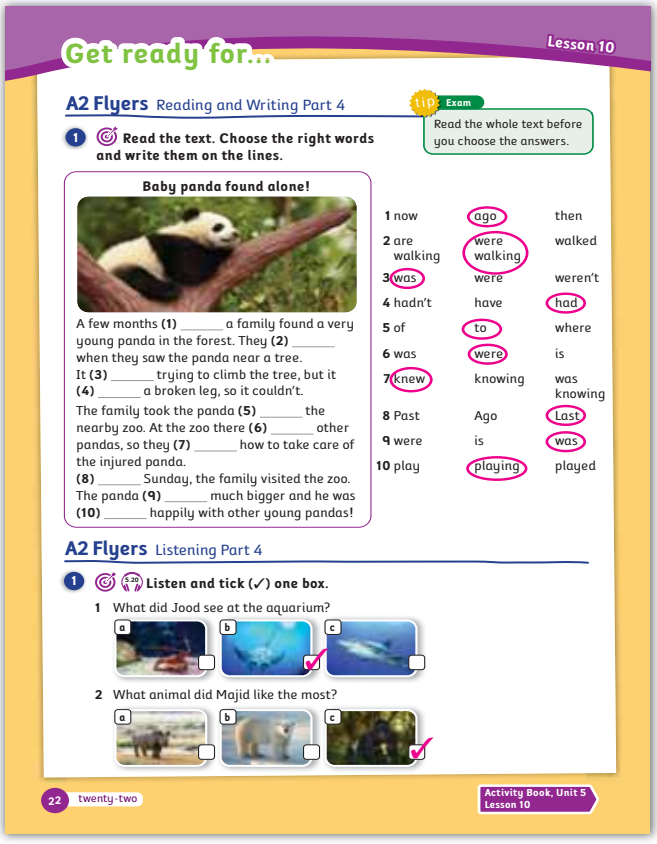
- Write five headings on the board: *Mammals, Fish, Birds, Animals with shells, Sea creatures.* Have students think of an animal for each category. Write them under the correct heading.
- 5.8 Play the karaoke version of the song from Lesson 4 and encourage students to sing.

Presentation

- Explain that in this lesson students will revise the work from the unit and practise for the A2 Flyers exams.

Practice

Class Book


Get ready for... Lesson 10

A2 Flyers Reading and Writing Part 4

1 Read the text. Choose the right words and write them on the lines.

Exam tip: Read the whole text before you choose the answers.

Baby panda found alone!

A few months (1) _____ a family found a very young panda in the forest. They (2) _____ when they saw the panda near a tree. It (3) _____ trying to climb the tree, but it (4) _____ a broken leg, so it couldn't. The family took the panda (5) _____ the nearby zoo. At the zoo there (6) _____ other pandas, so they (7) _____ how to take care of the injured panda. (8) _____ Sunday, the family visited the zoo. The panda (9) _____ much bigger and he was (10) _____ happily with other young pandas!

1 now	ago	then
2 are walking	were walking	walked
3 was	were	weren't
4 hadn't	have	had
5 of	to	where
6 was	were	is
7 knew	knowing	was knowing
8 Past	Ago	Last
9 were	is	was
10 play	playing	played

A2 Flyers Listening Part 4

1 5.20 Listen and tick (✓) one box.

1 What did Jood see at the aquarium?

2 What animal did Majid like the most?

22 twenty-two

Activity Book, Unit 5 Lesson 10

A2 Flyers Reading and Writing Part 4

1 Read the text. Choose the right words and write them on the lines.

- Tell students that this activity is based on the A2 Flyers Reading and Writing Part 4 exam.
- Tell students that this is a practice test and that they shouldn't be nervous about completing it.
- Ask students to look at the gap numbered 1 in the text, and then to look at the three words numbered 1 to the right of the text.
- Explain that students need to choose one of the three words and then write it in the gap.
- Read the *Exam tip* aloud and check students understand.
- Do the first item as a class. Students complete the rest of the activity individually.
- Check answers as a class using the Lollipop stick technique (see page 15). Have students read out the complete sentences. Explain any grammar mistakes the students might have made.

Diversity

Challenge
- After students have completed the activity, ask them to write a similar paragraph. They change the words: *Arabian leopard for panda, mountains for forest, run for climb a tree, broken foot for broken leg, animal hospital for zoo.*

Support
- Read the text with students around the class. After each paragraph, check students understand.
- Students complete the activity individually. Correct as a class and write the answers on the board.

A2 Flyers Listening Part 4

2 5.20 Listen and tick (✔) one box.

- Tell students that this activity is based on the A2 Flyers Listening Part 4 exam.
- Allow students time to read the questions and to look and identify what's in each picture so they know what to listen out for.
- Tell students that when they listen, they might hear things which are in the pictures. This doesn't mean, however, that they are the correct answer. They should listen carefully to the whole conversation to be sure which picture shows the correct answer.
- Play the audio, pausing after each conversation, for students to tick the correct box. Play the audio a second time if necessary.
- **Extension** Students look at the photos again and describe one of the animals in pairs.

5.20

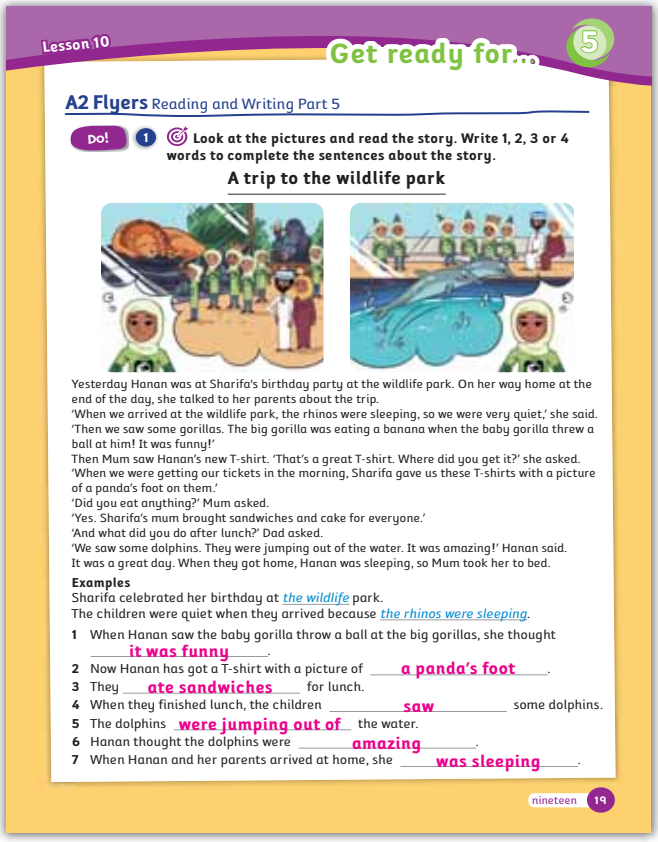
1
Girl: I saw an amazing animal at the aquarium yesterday.
Boy: What was it? Was it a shark?
Girl: No, it wasn't a shark. It was quite small, and it had a long tail.
Boy: Did it have a shell?
Girl: No, it didn't. I touched it and it had a soft body. It was a fish.
Boy: So, not a lobster! Oh, I know! Was it a ray?
Girl: Yes, it was!

2
Mum: How was the school trip to the zoo?
Boy: It was great! I saw lots of animals. There was even a polar bear there!
Mum: Was that your favourite one then?
Boy: It was interesting, but no. I think my favourite animal was the gorilla. It is really big! When we got there, it was eating.
Mum: Did you see all the animals?
Boy: No, we didn't see the rhino because it was sleeping.

Extra activity TPR

- Using the Happy/Sad face response cards (see page 15), students react to your questions: *How much did you like Activity 1? Was it easy, OK or difficult? How much did you like Activity 2? Was it easy, OK or difficult?*

Activity Book


Lesson 10

Get ready for... 5

A2 Flyers Reading and Writing Part 5

Do! 1 Look at the pictures and read the story. Write 1, 2, 3 or 4 words to complete the sentences about the story.

A trip to the wildlife park

Yesterday Hanan was at Sharifa's birthday party at the wildlife park. On her way home at the end of the day, she talked to her parents about the trip.
'When we arrived at the wildlife park, the rhinos were sleeping, so we were very quiet,' she said.
'Then we saw some gorillas. The big gorilla was eating a banana when the baby gorilla threw a ball at him! It was funny!'
Then Mum saw Hanan's new T-shirt. 'That's a great T-shirt. Where did you get it?' she asked.
'When we were getting our tickets in the morning, Sharifa gave us these T-shirts with a picture of a panda's foot on them.'
'Did you eat anything?' Mum asked.
'Yes. Sharifa's mum brought sandwiches and cake for everyone.'
'And what did you do after lunch?' Dad asked.
'We saw some dolphins. They were jumping out of the water. It was amazing!' Hanan said.
It was a great day. When they got home, Hanan was sleeping, so Mum took her to bed.

Examples
Sharifa celebrated her birthday at *the wildlife* park.
The children were quiet when they arrived because *the rhinos were sleeping*.

1 When Hanan saw the baby gorilla throw a ball at the big gorillas, she thought it was funny.
2 Now Hanan has got a T-shirt with a picture of a panda's foot.
3 They ate sandwiches for lunch.
4 When they finished lunch, the children saw some dolphins.
5 The dolphins were jumping out of the water.
6 Hanan thought the dolphins were amazing.
7 When Hanan and her parents arrived at home, she was sleeping.

nineteen 19

A2 Flyers Reading and Writing Part 5

1 Do! Look at the pictures and read the story. Write 1, 2, 3 or 4 words to complete the sentences about the story.

- Tell students that this is the A2 Flyers Reading and Writing Part 5 exam.
- Ask students to look at the pictures. Ask them where the children are.
- Explain to students that they are going to read a short story and then complete sentences about it. Remind them of how many words they can use.
- Tell students to look at the examples and to find the parts of the text which give the information to fill in the gaps.
- Do the first item together as a class. Students complete the rest of the activity individually.
- Walk around the class monitoring students.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity **Fast finishers**

- Students think of their favourite animal. They write sentences about their animal under headings such as *Appearance, Habitat, Food, Dangers*.
- Suggest students keep their work in their portfolios (see page 15).

Finishing the lesson

- Ask *How did you get on in Unit 5? Which lesson did you like best? Which words were the easiest and most difficult?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask how successful their learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Unit 5 practice

- Students now complete the Unit 5 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

Fun corner

Objectives

- **Lesson objectives:** to revise unit language with fun tasks
- **Target language:** revision of unit language

Materials

- Unit 5 flashcards (*whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray; Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*)
- Unit 5 poster: Sea animals

Global Scale of English (GSE)

- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 32). Can follow simple stories with basic dialogue and simple narrative (GSE 35).
- **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 read aloud a short, simple story in a way that can be understood (GSE 35).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning (formative assessment)

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

Starting the lesson

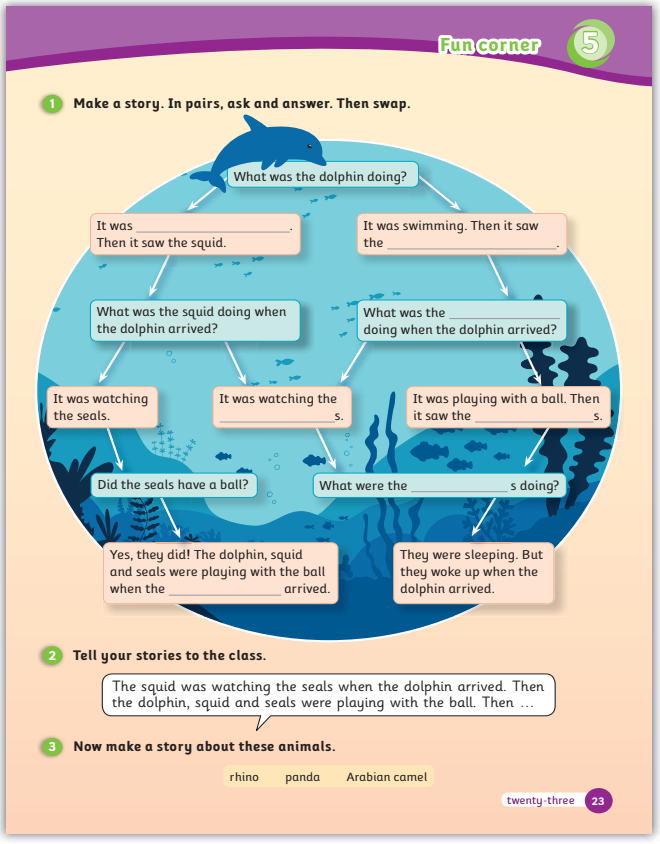
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 5 flashcards or poster as prompts. Refer to *How to work with posters* (see pages 17 and 18).
- Divide students into two groups. Students stand in two rows. The first students in each row should be close to your desk. Put a Unit 5 flashcard from each category (Sea animals, Land animals) on the desk. Say a sentence about one of the flashcards, e.g. *The Arabian camel was walking when it saw a pyramid,* to the last two students in each row. Say *Start!* Students whisper the sentences to the persons in front, continuing down the line, until it gets to the students at the front. The student who chooses the correct flashcard (*Arabian camel*) gets a point. They get an extra point if they can repeat the sentence word for word. Continue playing with other flashcards and change the order of the students in the row as needed.

Presentation

- Tell students that they will tell a story in this lesson. Ask students to look at the flow chart on page 23 of their Class Books. Ask them what they think they have to do.
- Before students play the game, quickly review the unit grammar that they will need to play.
- Ask students *How do we form the Past continuous?* (with *was/were* + verb + *-ing*) *What do we use the Past continuous for?* (actions in progress in the past) *What do we use the Past simple for?* (to talk about events at definite times in the past). Explain that we usually use these tenses together when we tell stories to show an action interrupting another action.
- Invite volunteers to say example sentences using the Past continuous and Past simple.

Practice

Class Book



1 Make a story. In pairs, ask and answer. Then swap.

- Tell students that they are going to complete a chart in order to make their own story. Explain that first they are going to complete the questions and answers in the chart. Point out that all the answer options are all the same colour, as are the questions.
- Read the first question aloud. Each student chooses an answer option for the first question. Make sure students choose different paths. Students then follow the path of their choosing and complete the questions or answers with the appropriate words.
- Tell them that they do not have to complete all the sentences, only those on the path they chose.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring students, helping where necessary.
- Place students in pairs and ask them to decide who is going to be A and who is going to be B. Use the Expert envoy technique (see page 15) when choosing pairs so that stronger students work with weaker ones.
- Student A asks the question at the top of the chart. Student B answers using the information in their chart. Then, when Student B has answered the questions, they ask Student A the questions.
- Check answers using the Lollipop stick technique (see page 15).

2 Tell your stories to the class.

- Have students write out a version of their stories in their notebooks. They should refer to the chart they completed when writing their stories.
- Walk around the class monitoring students to make sure they are using the Past continuous and Past simple correctly.
- Place students with a different partner from Activity 1 and have them check each other's work for mistakes (grammar, punctuation, etc.).
- When they have finished, use the Lollipop stick technique (see page 15) to choose students to read aloud their stories to the rest of the class.

3 Now make a story about these animals.

- Place students in new pairs.
- Explain to students that they are going to write a new story. They can use the animals in the box or choose their own.
- Before they begin, brainstorm verbs that students could use in their stories related to the animals in the box (e.g. *eat, run, climb, swim, sleep, chew, carry, drink, rest,* etc.) and write them on the board.
- Students write a new story using the example in Activity 1 as a model.
- When they have finished, use the Lollipop stick technique (see page 15) to choose students to read aloud their stories to the rest of the class.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today. Ask *Did you enjoy the Fun corner?*
- Students write down what they did in today's lesson in their Learning diary (see page 15): *Today, I played . . ., We reviewed . . ., I thought the stories we told were. . . .*
- Ask volunteers to read aloud their Learning diary entries for the class.

Lesson 1

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 5; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to evaluate a text; to retell the story
- **Target language:** *Arabian leopard, cub, elbow, gorilla, knock over, panda, polar bear; diver, lobster, seal, shark, squid, starfish, turtle, ray, wetsuit*
- **Phonics:** /ɒ/, /ɔ:/

Materials

- photocopiables R9 and R10

Global Scale of English (GSE)

- **Reading:** Can get the gist of a very simple illustrated story (GSE 28). Can guess what happens next in a story from the pictures (GSE 29). Can combine a range of letter sounds to read some common words (e.g. sing, high) (GSE 29). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33).
- **Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses (GSE 28). Can follow a simple conversation between two people or characters, if supported by pictures (GSE 31). Can identify objects, places or people from short descriptions (GSE 31).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can read aloud a familiar short text (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32). Can describe the appearance of a person or animal using simple language (GSE 33).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30). Can write simple sentences to describe an animal's appearance (GSE 32).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson

- Ask *Is there an aquarium near here? Have you been to an aquarium? What can you see at an aquarium?*
- Explain that this story is about a visit to an aquarium. Brainstorm words for sea animals. Use the Unit 5 flashcards to help if necessary.

Presentation

- Explain that in this lesson students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 5 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.
- On one side of the board, write *The boys were watching the sharks when …* Then, on the other side, write *another large sea animal swam above their heads.* Encourage students to look through the story quickly and find more examples of the Past continuous and Past simple like this. They should point to the correct side of the board to say which category it belongs in.

Before you read

1 **Before you read** **Read the title of the story and look at the pictures on page 24. Answer the questions.**

- Before students read, ask them to turn to page 110 in their Class Books. Read the questions aloud.
- Students work in pairs.
- Tell students to refer to page 24 while doing the activity. Students read the title of the story, look at the pictures and answer the questions.
- Check answers as a class.

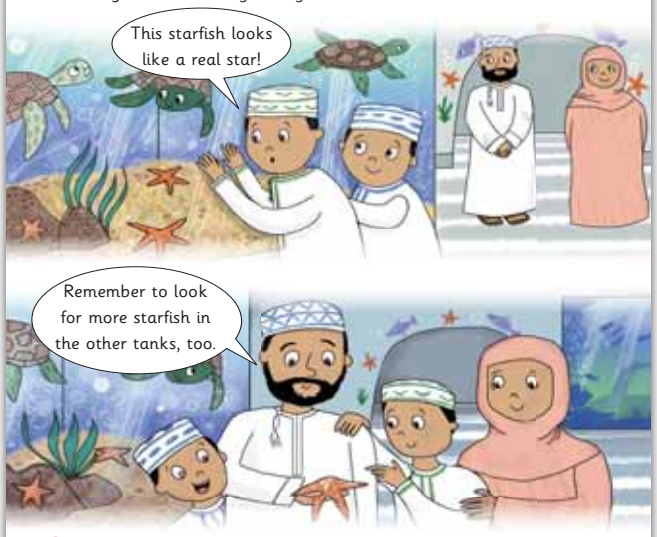
Listen and read

Class Book

Graded reader 1

The Unusual Sea Animal

On Tuesday, Malik and Osama visited the aquarium with their mum and dad. There are lots of sea animals there. Some turtles were swimming next to the boys. They also saw some starfish.



Graded reader 1 5

Malik and Osama saw some big grey sharks. The boys were watching the sharks when another large sea animal swam above their heads.



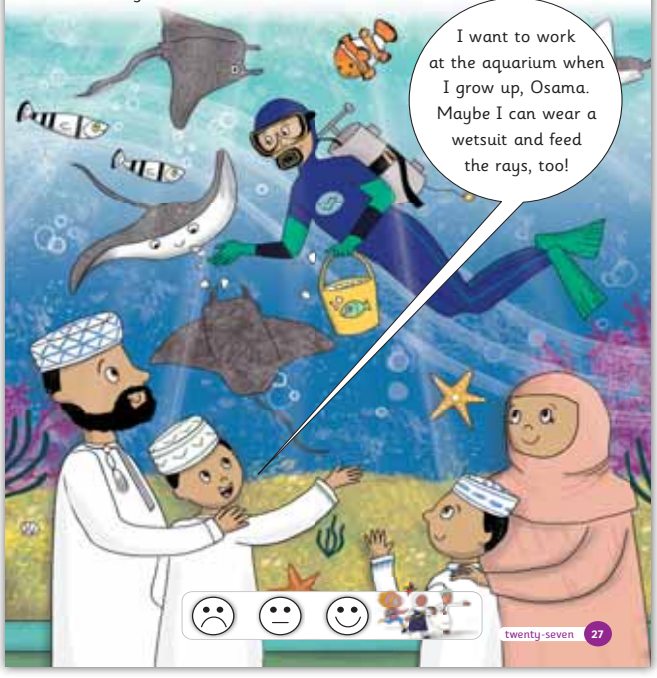
Graded reader 1

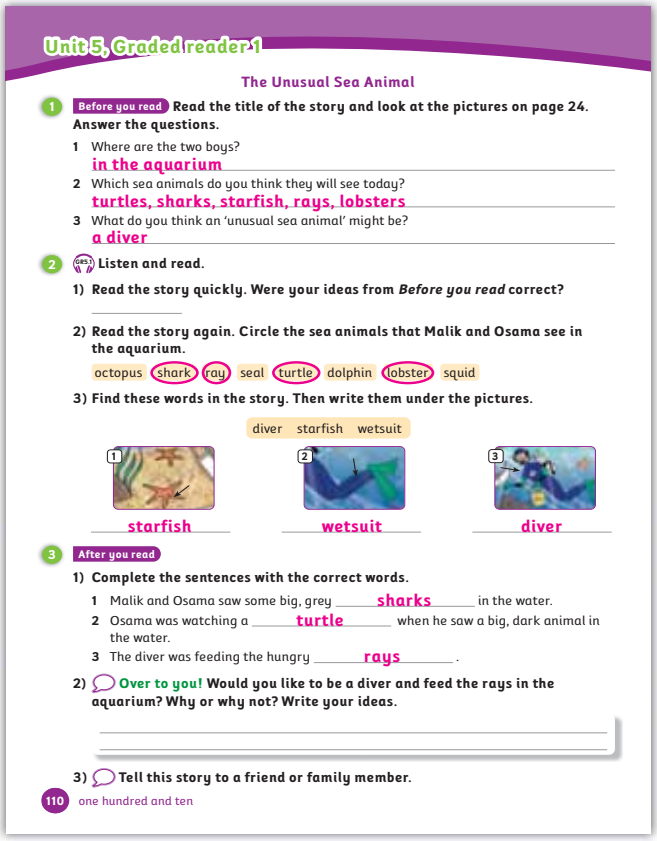
There was a very large tank with lots of fish. Some lobsters were walking along the bottom. Osama was watching a turtle when he saw a big, dark animal in the water.



Graded reader 1 5

The most unusual animal was… a diver, of course! The diver was wearing a wetsuit. He was feeding the rays. All the hungry rays were waiting for food.





Unit 5, Graded reader 1

The Unusual Sea Animal

1 Before you read Read the title of the story and look at the pictures on page 24. Answer the questions.

1 Where are the two boys?
in the aquarium

2 Which sea animals do you think they will see today?
turtles, sharks, starfish, rays, lobsters

3 What do you think an 'unusual sea animal' might be?
a diver

2 GR5.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

2) Read the story again. Circle the sea animals that Malik and Osama see in the aquarium.

octopus shark ray seal turtle dolphin lobster squid

3) Find these words in the story. Then write them under the pictures.

diver starfish wetsuit

1 starfish 2 wetsuit 3 diver

3 After you read

1) Complete the sentences with the correct words.

1 Malik and Osama saw some big, grey sharks in the water.
2 Osama was watching a turtle when he saw a big, dark animal in the water.
3 The diver was feeding the hungry rays.

2) Over to you! Would you like to be a diver and feed the rays in the aquarium? Why or why not? Write your ideas.

3) Tell this story to a friend or family member.

110 one hundred and ten

2 GR5.1 Listen and read.

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 illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers for questions 1–3 on page 110 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 sea animals that Malik and Osama see in the aquarium.

- 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.
- Check answers as a class.

3) Find these words in the story. Then write them under the pictures.

- Students refer back to the story on pages 24–27.
- Ask students on which pages they found the words.
- Invite individual students to tell you the answers.

3 After you read

1) Complete the sentences with the correct words.

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

2) Over to you! Would you like to be a diver and feed the rays in the aquarium? Why or why not? Write your ideas.

- Students think about the answers to the questions individually.
- Students ask and answer the questions in pairs.
- Monitor and help where necessary.
- Discuss students' answers as a class.

3) Tell this story to a friend or family member.

- Students can do the task for homework.

Phonics

- Write on the board *on* and *lobster*, with the /ɒ/ sound underlined as shown. Ask students what sound is the same in both these words (/ɒ/).
- Ask students to find other words in the story that contain this sound (*along*, *bottom*, *of*, *lots*).
- Write on the board *for* and *more*, with the /ɔ:/ sound underlined as shown. Ask students what sound is the same in both these words (/ɔ:/).
- Ask students to find other words in the story that contain this sound (*forget*, *of course*).

Finishing the lesson

- Ask students what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of what happened in the story.
- Ask students which sea animal was their favourite and encourage them to give reasons for their answers.

Extra activity Photocopiable R9

- Ask students to do photocopiable R9.

Lesson 1, option B

Starting the lesson

- Ask students if they like art. What do they like to paint or draw? Why?
- Explain that this story is about an art show.

Presentation

- Explain that in this lesson students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 5 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.
- On one side of the board, write *The girls were all painting happily when …* Then, on the other side, write *the teacher came to see their work.* Encourage students to look through the story quickly and find more examples of the Past continuous and Past simple like this. They should point to the correct side of the board to say which category it belongs in.

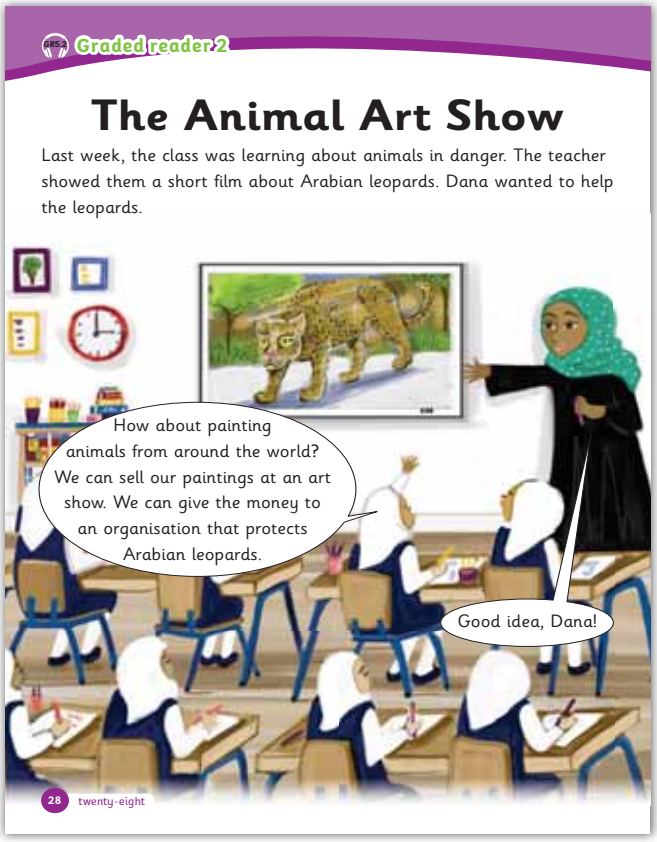
Before you read

1 **Before you read** **Read the title of the story and look at the picture on page 28. Answer the questions.**

- Before students read, ask them to turn to page 111 in their Class Books. Read the questions aloud.
- Tell students to refer to page 28 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

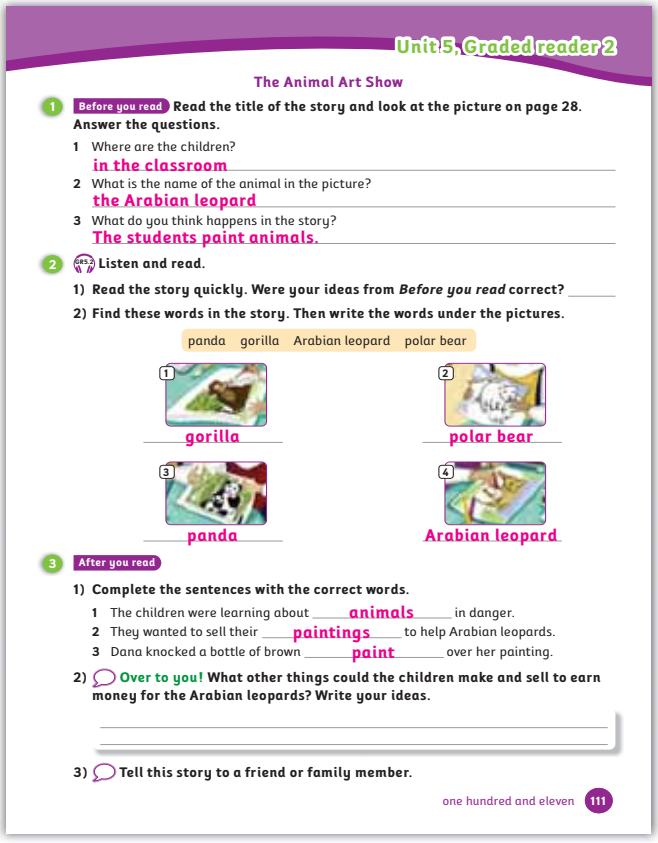
Listen and read

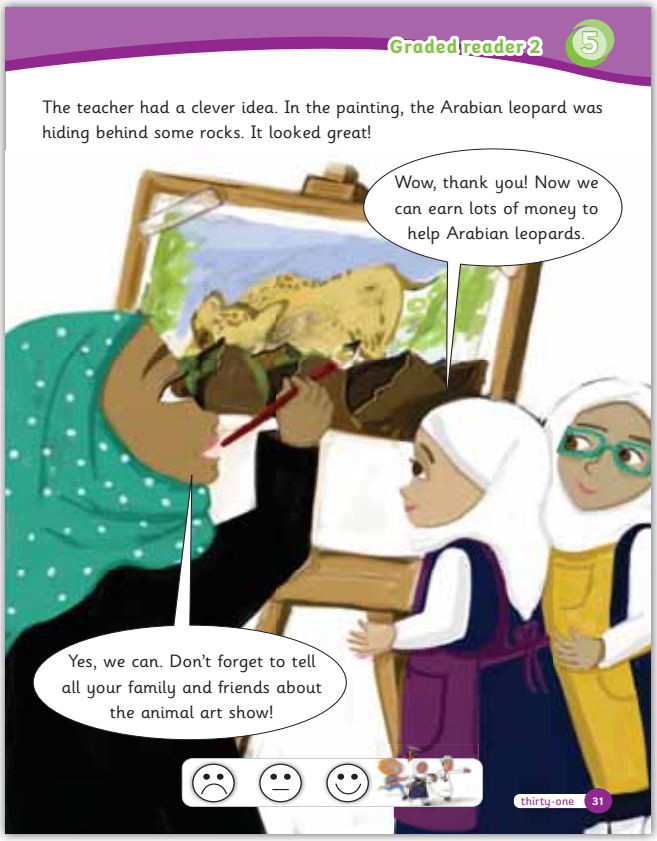
Class Book











2 GR5.2 Listen and read.

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 illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers to questions 1–3 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 these words in the story. Then write the words under the pictures.

- Students refer back to the story on pages 28–31.
- Ask students on which pages they found the words.
- Invite individual students to tell you the answers.

3 After you read

1) Complete the sentences with the correct words.

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

2) Over to you! What other things could the children make and sell to earn money for the Arabian leopards? Write your ideas.

- Students work in pairs or small groups to answer the question.
- Monitor and help where necessary.
- Discuss students' answers as a class.

3) Tell this story to a friend or family member.

- Students can do the task for homework.

Phonics

- Write on the board *got* and *lots*, with the /ɒ/ sound underlined as shown. Ask students what sound is the same in both these words (/ɒ/).
- Ask students to find other words in the story that contain this sound (*organisation, knocked, bottle, from, gorilla*).
- Write on the board *for* and *more*, with the /ɔ:/ sound underlined as shown. Ask students what sound is the same in both these words (/ɔ:/).
- Ask students to find other words in the story that contain this sound (*short, your*).

Finishing the lesson

- Ask students if they liked the story. Give them a few minutes to evaluate it and 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 words and whether they had a good understanding of what happened.
- Ask students which character was their favourite and encourage them to give reasons for their answers.

Extra activity **Photocopiable R10**

- Ask students to do photocopiable R10.

6 Staying healthy

Unit objectives	
To talk about illnesses and a healthy lifestyle	
Language	
Vocabulary	**Illnesses** *a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick* **Healthy lifestyle** *healthy, unhealthy, fit, unfit, do exercise, relax, eat a balanced diet, eat junk food*
Grammar	*should/shouldn't* Infinitive of purpose
Functions	At the doctor's: *I'm feeling (sick).*
Pronunciation	/ɜː/, /e/
Learning outcomes	
Listening	Identify core vocabulary; Listen and understand the overall meaning of simple texts on familiar topics; Follow speech which is very slow and carefully articulated, with long pauses to get the meaning; Listen and identify some details in simple texts on familiar topics; Listen and identify familiar words and phrases in simple texts on familiar topics; Understand details in longer dialogues on familiar topics; Extract information to accomplish a task; Identify specific information in short dialogues; Understand details in longer dialogues on familiar topics; Listen and respond appropriately to peers and adults; Understand everyday expressions dealing with simple and concrete everyday needs in clear, slow and repeated speech; Identify the topic of aural texts; Identify the setting of aural texts; Identify the participants and their roles; Identify intonation patterns when listening
Speaking	Act out part of a picture story using simple words; Recite songs, rhymes and tongue twisters individually and chorally; Pronounce words and sentences using correct stress, intonation and rhythm; Talk about self, family or immediate environment; Ask and answer simple questions; Describe a sequence of events; Respond verbally to direct questions; Accurately reproduce modelled language; Participate in simple interactions on familiar topics; Give instructions; Articulate sounds in connected speech; Express own ideas using range of words, set phrases and expressions; Ask and answer questions on familiar topics; Take part in simple conversations on familiar topics (e.g. family, home, school…, etc.); Act out part of a short dialogue; Make suggestions about what to do; Make a rehearsed oral presentation about a familiar topic; Narrate a story based on visual input; Summarise the main points of a text
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple short texts on familiar topics; Deduce meaning of unfamiliar words from context; Identify the main idea of a text; Read short texts on familiar topics; Read and identify specific information in simple texts on familiar topics; Read and identify some details in simple texts on familiar topics; Understand the correct sequence of events in a simple story; Recognise the effect of word spacing and punctuation in texts when reading; Make predictions about reading text; Decode unfamiliar words by using phonemic awareness and blending strategies when reading; Make inferences about reading text; Summarise information in reading text; Identify the contexts of short texts
Writing	Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently-used words correctly; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write sentences using correct spacing, capitalisation and full stops; Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Write simple sentences describing pictures, drawings or activities; Write simple notes to friends; Fill in forms with personal details; Plan ideas before writing;

	Write continuous pieces of text with correctly formed letters and words moving from left to right; Apply spelling rules and conventions when writing; Construct sentences following a model; Write simple isolated phrases and sentences; Copy short texts accurately using correct punctuation; Write short letters and messages with the help of a dictionary; Use phonological awareness and blending strategies to write new words
Cognitive skills	Act out the roles of various characters in games and drama; Respond to songs, rhymes and poems in a variety of ways; Engage in activities with fantasy or mystery elements; Actively participate in investigative, exploratory and open-ended tasks; Understand group talk; Take part in tasks by interacting with others and stay on task; Communicate one's own knowledge of a topic; Substitute words and lines in a story; Ask others questions about a topic; Find information; Ask for and give information; Narrate own story using a model; Share a sense of humour with peers and adults; Use language to interact with others in the group (e.g. I agree/don't agree with you; That's true; You're right; I'm not sure about that; Good idea); Be aware of when and how to take turns and when and how to interrupt; Be aware of how to clarify ideas; 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; Fully include other group members at all stages of the task by asking them to say some more; Communicate how well others are contributing to the group task by giving positive comments; Understand that others can be shy, less confident speaking English or unhappy about something and reassure them; 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

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)
Mathematical, science and technological competences: order sentences (L. 2)
Digital competence: use Class Book and Activity Book eBook (L. 1–10)
Social and civic competences: learn to be creative (L. 2 and 5); learn to tell a doctor what the problem is (L. 6)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3, 5, 6 and 8)
Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Designing a doctor's waiting room (L. 2); Planning a healthy lunch (L. 5)
Communication	Describing how you feel (L. 1); Giving advice (L. 3); Answering questions (L. 4); Talking about staying healthy (L. 5, 6 and 8); Talking to a doctor (L. 6); Functional dialogue (L. 6); Challenge game (L. 9)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Activity Book p. 28
- Unit 6 Extra practice: Activity Book p. 29
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Song, Culture, English in action, Reading, Writing, Listening, Review self-assessment, Story, Graded reader 1 and 2
- Unit 6 Practice Sheet

External exams

Class Book	**Activity Book**
A2 Flyers Reading and Writing Part 2 A2 Flyers Speaking Part 4	A2 Flyers Reading and Writing Part 1

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use illnesses vocabulary
- **Target language:** *a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick*

Materials

- Unit 6 flashcards (*a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick*)
- Unit 6 poster: Illnesses
- stopwatch
- two fly swats
- photocopiable 42

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe basic symptoms to a doctor, using gestures to support the meaning (GSE 35).
- **Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses (GSE 28).
- **Writing:** Can write words correctly using a range of letter-sound patterns (GSE 35).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson

- Write *Health* on the board. Explain the meaning if necessary. Using the Key question technique (see page 14), ask *Is health important? What do you do for your health?* Students raise their hands to answer.

Presentation

- Explain that in this lesson students will learn to talk about illnesses.
- Place the Unit 6 flashcards or poster on the board. Point to each item and say the word. Students repeat after you.
- Use the Unit 6 poster to play *Finding and pointing* (see *How to work with posters* on page 17).
- Ask *Do you ever get ill? What do you do when you get ill? How do you feel?*

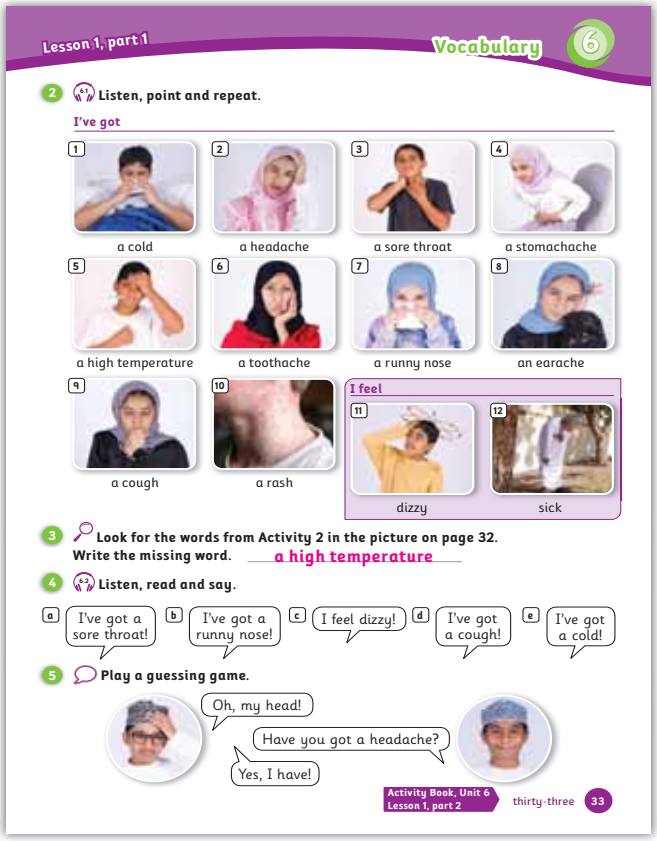
Practice

Class Book



1 How many illnesses do you know?

- Refer students to page 32. Read the instruction and tell students to look at the picture and find the illnesses they know. Students work in pairs and tell each other the illnesses they know.
- Using the Lollipop stick technique (see page 15), ask students to name the illnesses they know.
- Place students in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having students raise their hands.
- **Extension** Ask students to look at page 32 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing and naming any objects, animals or appearances that they know, e.g. *fish, beard*.


Lesson 1, part 1 Vocabulary 6

2 Listen, point and repeat.

I've got

1 a cold
2 a headache
3 a sore throat
4 a stomachache
5 a high temperature
6 a toothache
7 a runny nose
8 an earache
9 a cough
10 a rash

I feel

11 dizzy
12 sick

3 Look for the words from Activity 2 in the picture on page 32. Write the missing word. a high temperature

4 Listen, read and say.

a I've got a sore throat!
b I've got a runny nose!
c I feel dizzy!
d I've got a cough!
e I've got a cold!

5 Play a guessing game.

Oh, my head!
Have you got a headache?
Yes, I have!

Activity Book, Unit 6 Lesson 1, part 2 thirty-three 33

2 6.1 Listen, point and repeat.

- Refer students to page 33. Tell students to count how many illnesses they know.
- Play the audio and have students point and repeat.
- Tell students to look at the pictures and practise the new vocabulary. Read out the words, do a mime and have students copy the mime and repeat the word: *I've got a cold/a cough/a headache/a high temperature/a rash/a runny nose/a sore throat/a stomachache/a toothache/an earache. I feel dizzy/sick.*
- Put students into pairs. Then have students say an illness to their partner for them to point to the correct picture. Then they swap.

6.1

1 I've got a cold.
2 I've got a headache.
3 I've got a sore throat.
4 I've got a stomachache.
5 I've got a high temperature.
6 I've got a toothache.
7 I've got a runny nose.
8 I've got an earache.
9 I've got a cough.
10 I've got a rash.
11 I feel dizzy.
12 I feel sick.

Diversity

Challenge

- Play the audio again. Have students repeat without looking at the book. Ask different students to then spell out the words orally.

Support

- Divide the class into two groups. Play the audio again for each group to listen and repeat.

3 Look for the words from Activity 2 in the picture on page 32. Write the missing word.

- Give students one minute to work in pairs to find the illness words and write the missing word. Check answers using the Lollipop stick technique (see page 15).

4 6.2 Listen, read and say.

- Play the audio. Have the class repeat.
- Play the audio again. Choose different students to repeat.

6.2

a I've got a sore throat!
b I've got a runny nose!
c I feel dizzy!
d I've got a cough!
e I've got a cold!

Extra activity Critical thinking

- Students write a list of illnesses that they get in their notebooks. They then compare lists with a partner and talk about the illnesses using adverbs of frequency.
- Ask different pairs to report back to the class, e.g. *My friend sometimes gets a cold, but she's never sick.*

5 Play a guessing game.

- Place students in pairs for this activity.
- Tell students they are going to take it in turns to describe the symptoms of an illness for their partner to guess what that illness is.
- Walk around the class monitoring pairs.
- Play the game again as a class.

Extra activity TPR

- Say sentences for the illnesses with *I've got* and have students point to the correct part of their bodies.

Finishing the lesson

- Put the class into two teams to play *Word swat* (see page 21) with the Unit 6 flashcards. Use complete sentences to make the game more difficult.

Lesson 1, part 2

Starting the lesson

- Play *Where is this card?* (see page 19) with the Unit 6 flashcards.

Practice

Activity Book



Lesson 1, part 2

6 Staying healthy

Vocabulary

1 Look at the Class Book page 32 and write.
1 What's the book in the play area about? It's about sharks/sea creatures/animals.
2 What's Sami's mum doing? She's reading a magazine.

2 Look and complete.
~~cold~~ high temperature toothache earache dizzy runny nose cough stomachache sick sore throat headache rash

1 cold 2 rash 3 sore throat 4 toothache 5 earache 6 stomachache
7 headache 8 cough 9 runny nose 10 high temperature 11 sick 12 dizzy

I'm learning
Use your own body to learn illnesses. Say the illnesses and point at your body parts. You will remember the words better.

3 What's the matter? Look at Activity 2 and write.
1 It's difficult to talk and I'm coughing all the time. I've got a sore throat.
2 My skin is getting red. I've got a rash.
3 I must sit down or I will fall! I feel dizzy.
4 I can't hear you very well. It's very sore. I've got an earache.
5 I feel really hot. I've got a high temperature

20 twenty

1 Look at the Class Book page 32 and write.

- Students work individually and check answers in pairs.

2 Look and complete.

- Students work individually. Ask them to try to complete the activity without looking at the Class Book.
- Check answers using the Lollipop stick technique (see page 15).

I'm learning

- Read the *I'm learning* box. Explain to students that a helpful way to learn the new illness vocabulary is to use their own bodies. Encourage them to say the illnesses and point to the relevant part of the body. Tell them that this will help them remember the words.

3 What's the matter? Look at Activity 2 and write.

- Students work individually to complete the activity. They then compare ideas with a partner.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity **Fast finishers**

- Have students make their own word search with the illness words in their notebooks. They can swap with other fast finishers.

Finishing the lesson

- Divide students into groups. Students play *Parachute* (see page 22) in their groups with the illness words in their notebooks.
- Students close their books and work in pairs. Give them one minute to write down the illnesses.
- Using the Summative and thought-provoking questions technique (see page 15), ask *How many illnesses did you remember? Did you spell them correctly? Which words are harder to remember?*
- Use the *Peeping through a keyhole* technique (see *How to work with posters* on page 17) with the Unit 6 poster.

Extra activity **Photocopiable 42**

- Ask students to do photocopiable 42.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of illnesses vocabulary; *hospital, ambulance*

Materials

- Unit 6 poster: Illnesses
- Unit 6 Story animation video
- Happy/Sad face response cards
- coloured pencils
- photocopiables S7 and 50

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).
- **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 15); Happy/Sad face technique (see page 15)
- Peer learning: pairwork; groupwork; acting out
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson

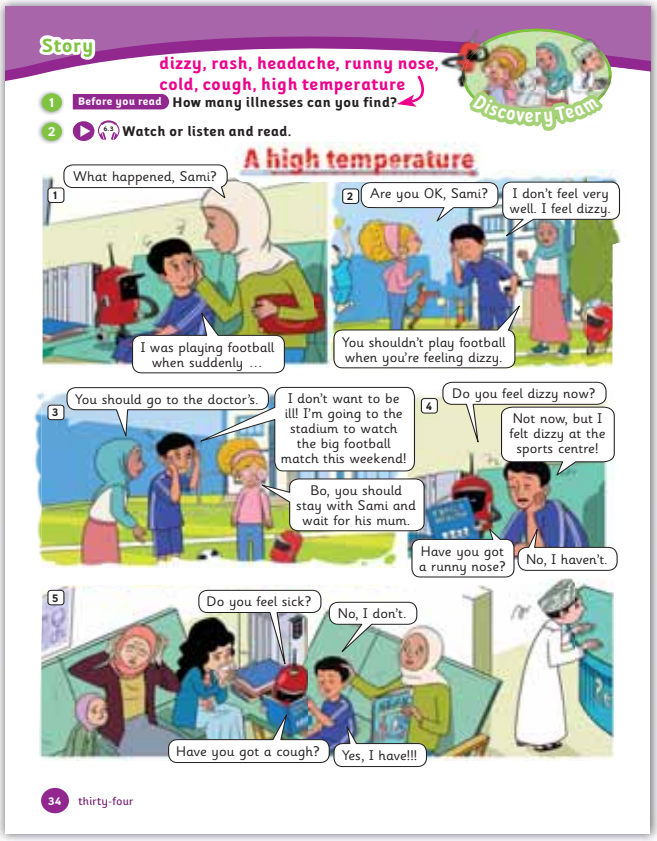
- Using the Lollipop stick technique (see page 15), ask students to name one illness each from Lesson 1.
- Play *Memory game* (see *How to work with posters* on page 17) with the Unit 6 poster.

Presentation

- Explain that in this lesson students will listen to or watch a story.

Practice

Class Book



1 Before you read How many illnesses can you find?

- Refer students to pages 34 and 35 and ask them to find illnesses in the picture.

2 6.3 Watch or listen and read.

- Write *hospital* and *ambulance* on the board. Say *You go to hospital when you are very ill. Sometimes you call an ambulance to take you there.*
- Play the video or the audio.
- Check comprehension. Ask *Did Sami have to go to hospital in an ambulance?* (no) *What sport was Sami playing when he felt dizzy?* (football) *What has Sami got?* (a cough) *What's the doctor's name?* (Dr Asma). Also check that students understand the different usage of *I feel* versus *I've got*. You could give them vocabulary items, for example 'a runny nose' or 'dizzy' and ask students to tell you if these use *have got* or *feel*.

6.3

A high temperature

1 Mum: What happened, Sami?
Sami: I was playing football when suddenly …

2 Lottie: Are you OK, Sami?
Sami: I don't feel very well. I feel dizzy.
Fatma: You shouldn't play football when you're feeling dizzy.

3 Fatma: You should go to the doctor's.
Sami: I don't want to be ill! I'm going to the stadium to watch the big football match this weekend!
Lottie: Bo, you should stay with Sami and wait for his mum.

4 Bo: Do you feel dizzy now?
Sami: Not now, but I felt dizzy at the sports centre!
Bo: Have you got a runny nose?
Sami: No, I haven't.

5 Bo: Do you feel sick?
Sami: No, I don't.
Bo: Have you got a cough?
Sami: Yes, I have!!!

6 Bo: I should take your temperature. Let's see … hold this under your tongue for one minute.

7 Woman: Excuse me!

8 Bo: You should be in hospital! Call an ambulance!!!
Receptionist: *Sami to Dr Asma's office, please!*

9 Sami: It's OK, Bo! My temperature isn't that high!

10 Dr Asma: Don't worry, Sami, you'll be OK for your match at the weekend. Get some rest and drink plenty of water!
Sami: Thank you, Dr Asma!
Bo: So, Sami, what was your temperature?

Diversity

Challenge
- Before students open their books, tell them the title of the story. Students predict what might happen.

Support
- Pre-teach other words that students might have problems with.



3 Did Sami have a high temperature? Go to page 102 to find out.

- Students discuss in pairs and then turn to page 102 to find out the answer. Tell students that the normal body temperature for most people is around 37°C. If it's too high, you might have a fever, and if it's too low, you might feel cold.
- Using the Happy/Sad face technique (see page 15), ask *Did you find the answer?*

4 After you read Write the words to complete the sentences.

- Students read the story again and complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity Critical thinking

- Students work in pairs and write two incomplete sentences to add to Activity 4. They swap sentences with another pair and complete each other's sentences.

5 Act out the story.

- Divide students into groups of six. Allocate a role to each student (Sami, Lottie, Fatma, Bo, Mum and Dr Asma).
- See *Stage 4 – Acting out* on page 17 for more guidance on acting out activities.
- Students act out the story in groups.

6 Design your perfect doctor's waiting room! What things are there?

- Place students in pairs and have them design the perfect doctor's waiting room in their notebooks. Encourage them to be as original as possible.
- Walk around the class and monitor.
- Pairs present their waiting room to the class. Have the class vote on the best waiting room.

Finishing the lesson

- Read the story again. When students hear an illness word, tell them to hold up their Sad face response card (see page 14).

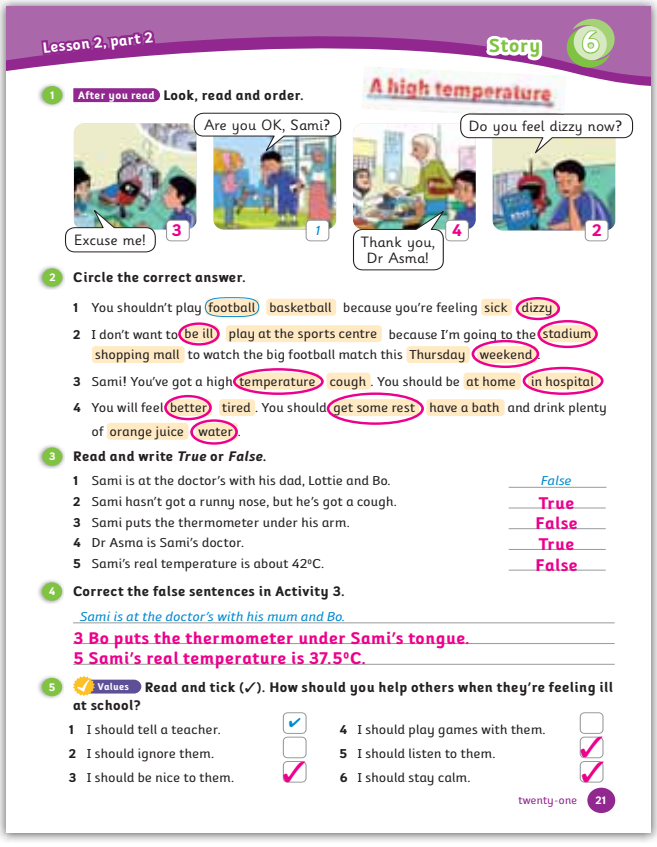
Lesson 2, part 2

Starting the lesson

- Place students in pairs.
- Ask them to look at the story in the Class Book on pages 34 and 35 again. Have them tell each other what is happening in each of the frames without reading the speech bubbles.

Practice

Activity Book



Lesson 2, part 2 — Story 6

1 After you read Look, read and order.

A high temperature

Are you OK, Sami? (1) Excuse me! (3) Thank you, Dr Asma! (4) Do you feel dizzy now? (2)

2 Circle the correct answer.

1 You shouldn't play football basketball because you're feeling sick dizzy.
2 I don't want to be ill play at the sports centre because I'm going to the stadium shopping mall to watch the big football match this Thursday weekend.
3 Sami! You've got a high temperature cough. You should be at home in hospital.
4 You will feel better tired. You should get some rest have a bath and drink plenty of orange juice water.

3 Read and write *True* or *False*.

1 Sami is at the doctor's with his dad, Lottie and Bo. — False
2 Sami hasn't got a runny nose, but he's got a cough. — True
3 Sami puts the thermometer under his arm. — False
4 Dr Asma is Sami's doctor. — True
5 Sami's real temperature is about 42°C. — False

4 Correct the false sentences in Activity 3.

Sami is at the doctor's with his mum and Bo.
3 Bo puts the thermometer under Sami's tongue.
5 Sami's real temperature is 37.5°C.

5 Values Read and tick (✓). How should you help others when they're feeling ill at school?

1 I should tell a teacher. ✓
2 I should ignore them.
3 I should be nice to them. ✓
4 I should play games with them.
5 I should listen to them. ✓
6 I should stay calm. ✓

twenty-one 21

1 After you read Look, read and order.

- Students complete the activity individually and compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).

2 Circle the correct answer.

- Students complete the activity individually. Encourage them to complete the activity without looking at their Class Books.
- Check answers as a class.

3 Read and write *True* or *False*.

- Students complete the activity individually and compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).

4 Correct the false sentences in Activity 3.

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

5 Values Read and tick (✔). How should you help others when they're feeling ill at school?

- Students tick and then compare answers with a partner.
- Ask students why it's important to help others when they're ill. Tell them that it shows kindness and care and that it prevents other people from getting ill.

Extra activity Fast finishers

- Students find words connected to illnesses in the story and write the words in their notebooks.

Finishing the lesson

- Ask students what they remember from the story.
- Using the Summative and thought-provoking questions technique (see page 15), ask *What did you find difficult in this lesson? What did you find most interesting?*

Extra activity Photocopiables S7 and 50

- Ask students to do photocopiables S7 and 50.

CLIL Link

In Unit 6, the story is based around the concept of health and illness from the Science curriculum. Sami feels dizzy while playing football, so he goes to the doctor with his mum and Bo. Bo tries to find out what's wrong with him by taking his temperature. But right after doing so, he holds the thermometer too close to a heater and thinks that Sami's temperature is too high. As a result, Bo thinks that he should be in hospital. However, the doctor examines Sami and says that he's fine. He only needs to get some rest and drink plenty of water.

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use *should/ shouldn't*
- **Target language:** *You should go to the doctor's!; take some medicine, put cream on it, sit down, not scratch it, not go swimming, blow your nose, go home*

Materials

- Unit 6 Grammar animation video
- Yes/No response cards
- Unit 6 flashcards (*a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick*)
- two fly swats
- photocopiable 46

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35).
- **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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). 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 15); Yes/No response cards technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 3, part 1

Starting the lesson

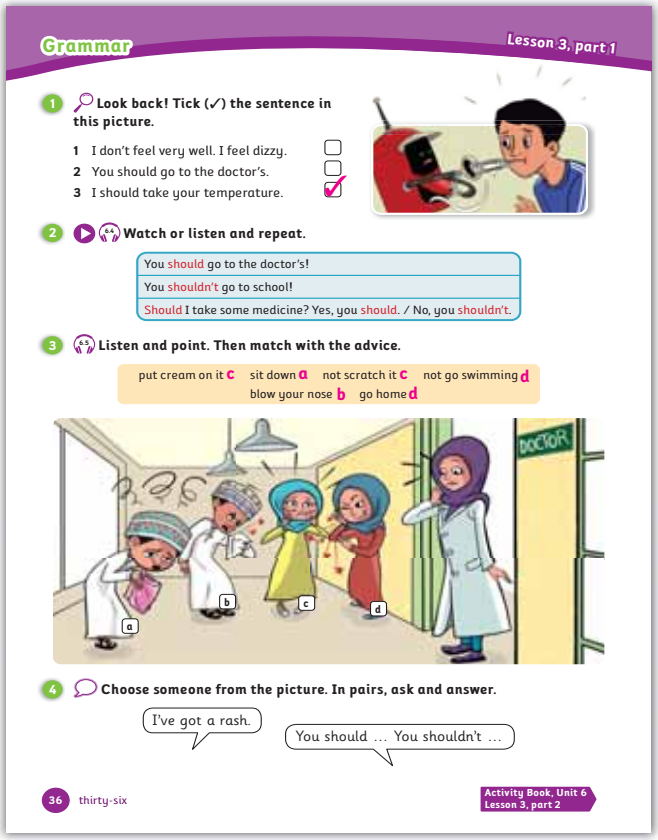
- Write *high temperature* on the board. Ask *What did Bo do with the thermometer? What did the doctor tell Sami to do?*
- Ask students what else they remember from the story in Lesson 2. Prompt with questions, e.g. *When did Sami feel dizzy? What does he want to see at the weekend? Who went to the doctor's with him?*

Presentation

- Explain that in this lesson students will learn to use *should* and *shouldn't* for advice.
- On the board, write *I've got a temperature* and *You should go to the doctor's*. Read the sentences and have students repeat.
- Pre-teach the advice. Say *Here is some more advice.* Write these phrases on the board and explain or mime the meanings: *take some medicine, put cream on it, sit down, not scratch it, not go swimming, blow your nose, go home.*

Practice

Class Book



1 Look back! Tick (✔) the sentence in this picture.

- Refer students to pages 34 and 35.
- Students tick the correct sentence.

2 6.4 Watch or listen and repeat.

- Play the video or the audio and have students repeat.
- **Extension** Students look at the story on pages 34 and 35. They find the sentences with *should* and *shouldn't* in the story.

6.4

You should go to the doctor's!
You shouldn't go to school!
Should I take some medicine? Yes, you should. / No, you shouldn't.

3 6.5 **Listen and point. Then match with the advice.**

- Ask different students to describe the picture.
- Ask students where the children are. Encourage them to say what illness or health problem each of them has got.
- Play the audio. Play the audio again if necessary. Students match the advice in the box with the children.
- Check answers using the Lollipop stick technique (see page 15).

6.5

Doctor: Hello, Basil! What's the matter with you?
Basil: I feel sick!
Doctor: You should sit down. How about you, Sara?
Sara: I've got earache.
Doctor: You should go home. You shouldn't go swimming today. And Talal, what's the matter with you?
Talal: I've got a cold.
Doctor: You should get some tissues and blow your nose! Samira, what's up with you?
Samira: I've got a rash.
Doctor: You should put this cream on it. You shouldn't scratch it.

Extra activity **Critical thinking**

- Students listen to the audio again and describe the children's appearance and what is wrong with them, using the relative clause with *who*.

4 **Choose someone from the picture. In pairs, ask and answer.**

- Students work in pairs.
- Ask them to look at the example in the speech bubbles.
- Tell students that they choose someone from the picture and give each other advice using *should* and *shouldn't*.

Diversity

Challenge

- Students also ask questions about what they should do and give short answers.

Support

- Revise the meanings of the *advice* before students do the activity.

Extra activity **TPR**

- Using the Yes/No response cards (see page 15), name an illness and give some advice. For good advice, students hold up their *Yes* cards and for bad advice, their *No* cards.

Finishing the lesson

- Show students a Unit 6 flashcard.
- Ask them to give you advice with *should* or *shouldn't*.

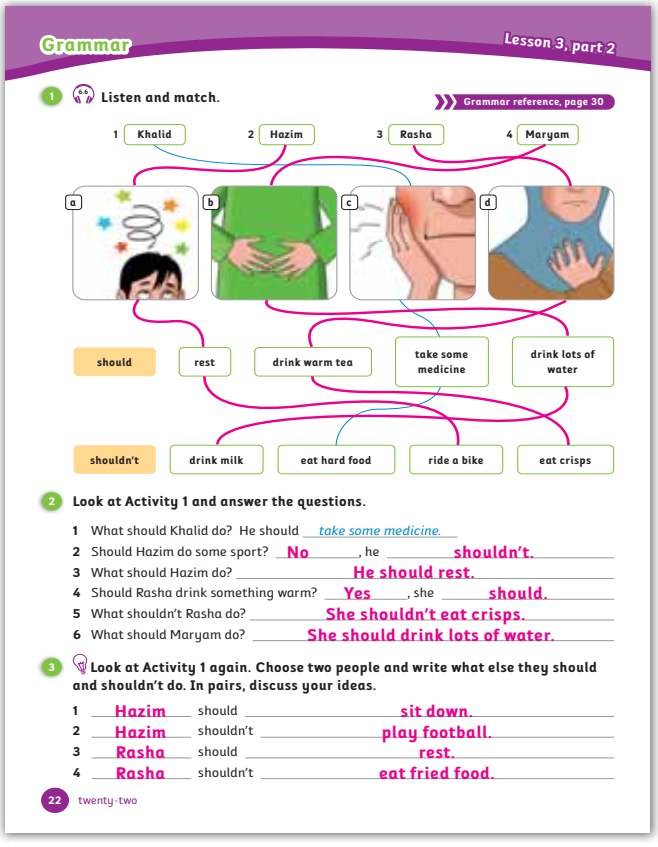
Lesson 3, part 2

Starting the lesson

- Place the Unit 6 flashcards on the board. Play *Word Swat* (see page 21). Give advice, e.g. *You shouldn't go swimming* and have students swat the corresponding illness (e.g. earache).

Practice

Activity Book



Grammar — Lesson 3, part 2

1 Listen and match. — Grammar reference, page 30

1 Khalid 2 Hazim 3 Rasha 4 Maryam

a b c d

should | rest | drink warm tea | take some medicine | drink lots of water

shouldn't | drink milk | eat hard food | ride a bike | eat crisps

2 Look at Activity 1 and answer the questions.

1 What should Khalid do? He should take some medicine.
2 Should Hazim do some sport? No, he shouldn't.
3 What should Hazim do? He should rest.
4 Should Rasha drink something warm? Yes, she should.
5 What shouldn't Rasha do? She shouldn't eat crisps.
6 What should Maryam do? She should drink lots of water.

3 Look at Activity 1 again. Choose two people and write what else they should and shouldn't do. In pairs, discuss your ideas.

1 Hazim should sit down.
2 Hazim shouldn't play football.
3 Rasha should rest.
4 Rasha shouldn't eat fried food.

22 twenty-two

1 6.6 **Listen and match.**

- Tell students they are going to listen to a doctor giving advice. Students match the names to the health problem and what the person should and shouldn't do.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Play the audio. Play the audio again if necessary.
- Check answers using the Lollipop stick technique (see page 15).

6.6

1 Doctor: Good morning, Khalid. What's the matter?
Khalid: I've got a terrible toothache. What should I do?
Doctor: OK, let me see. You should take some medicine for a couple of days. You shouldn't eat hard food because it will hurt more.

2 Doctor: Good morning, Hazim. What's the matter?
Hazim: I feel dizzy. What should I do?
Doctor: Well … first of all, you should rest. You shouldn't ride your bike. It can be dangerous.

3 Doctor: Good afternoon, Rasha. What's the matter?
Rasha: I've got a sore throat. Should I drink something warm?
Doctor: Let me see. Yes … you should drink a warm cup of tea every two hours, and you shouldn't eat crisps or other dry foods because it's bad for your throat.

4 Doctor: Good afternoon, Maryam. What's the matter?
Maryam: I've got a stomachache. What should I do?
Doctor: A stomachache? OK … you should drink lots of water. It will help. But you shouldn't drink milk because it's not good for your stomach.

2 **Look at Activity 1 and answer the questions.**

- Ask *Where do we put a full stop?* and elicit answers.
- Students work individually.
- Walk around the class monitoring students, making sure that they are using the correct punctuation (full stops).
- Check answers as a class.

3 **Look at Activity 1 again. Choose two people and write what else they should and shouldn't do. In pairs, discuss your ideas.**

- Students work in pairs to complete the activity and discuss their ideas.
- Check that students are using punctuation correctly.
- Ask different students to read aloud their advice.

Extra activity **Fast finishers**

- Students write the advice they gave from Class Book Activity 4.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask *When do we use* should *or* shouldn't*?*

Extra activity **Photocopiable 46**

- Ask students to do photocopiable 46.

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use healthy lifestyle vocabulary; to learn and use the infinitive of purpose; to learn and sing a song
- **Target language:** *healthy, unhealthy, fit, unfit, do exercise, relax, eat a balanced diet, eat junk food*

Materials

- True/False response cards
- Unit 6 Grammar animation video
- 16 cards with words: *healthy, unhealthy, fit, unfit, do exercise, relax, eat a balanced diet, eat junk food*
- Unit 6 flashcards *(healthy, unhealthy, fit, unfit, do exercise, relax, eat a balanced diet, eat junk food)*
- photocopiables 42, 46, 55 and 59

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words if spoken slowly and clearly (GSE 18). Can sing a basic song from memory (GSE 22). Can talk about everyday activities using simple language (GSE 32).
- **Writing:** Can write a text, linking simple sentences together in a sequence (GSE 41).

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson

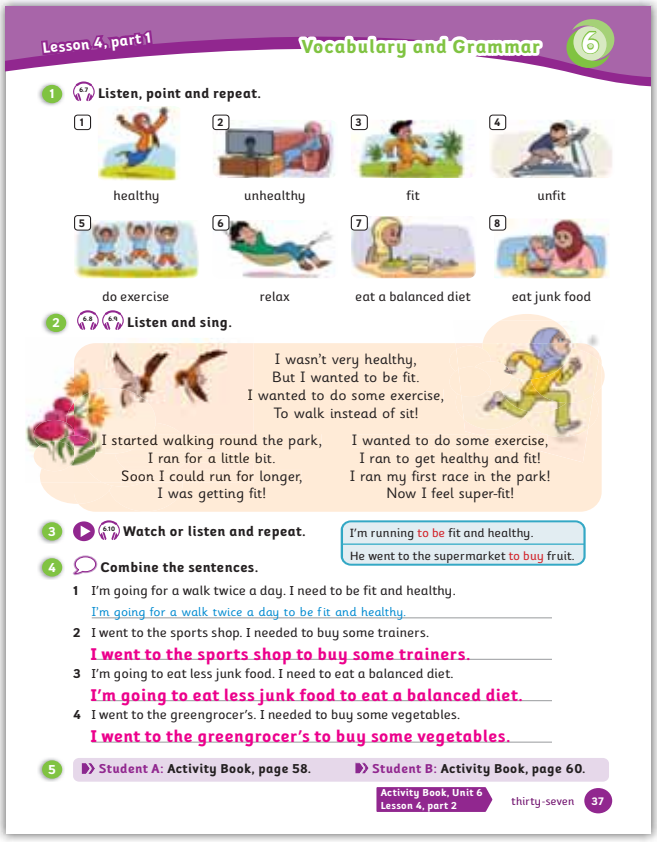
- Brainstorm illnesses and write them on the board. Point to an illness. Ask *What should someone do if they have got this illness?* and elicit answers.

Presentation

- Explain that in this lesson students will learn and use healthy lifestyle vocabulary and they will learn how to use the infinitive of purpose. Explain that this is a verb followed by *to* and another verb. Tell them that it gives you a reason to do something. They will also sing a song.
- Write *healthy* and *unhealthy* on the board at the top of two columns. Ask students to suggest what is healthy and what is unhealthy and write their ideas in the corresponding column.

Practice

Class Book


Lesson 4, part 1
Vocabulary and Grammar 6
1 Listen, point and repeat.
1 healthy
2 unhealthy
3 fit
4 unfit
5 do exercise
6 relax
7 eat a balanced diet
8 eat junk food
2 Listen and sing.
I wasn't very healthy,
But I wanted to be fit.
I wanted to do some exercise,
To walk instead of sit!
I started walking round the park,
I ran for a little bit.
Soon I could run for longer,
I was getting fit!
I wanted to do some exercise,
I ran to get healthy and fit!
I ran my first race in the park!
Now I feel super-fit!
3 Watch or listen and repeat.
I'm running to be fit and healthy.
He went to the supermarket to buy fruit.
4 Combine the sentences.
1 I'm going for a walk twice a day. I need to be fit and healthy.
I'm going for a walk twice a day to be fit and healthy.
2 I went to the sports shop. I needed to buy some trainers.
I went to the sports shop to buy some trainers.
3 I'm going to eat less junk food. I need to eat a balanced diet.
I'm going to eat less junk food to eat a balanced diet.
4 I went to the greengrocer's. I needed to buy some vegetables.
I went to the greengrocer's to buy some vegetables.
5 Student A: Activity Book, page 58. Student B: Activity Book, page 60.
Activity Book, Unit 6 Lesson 4, part 2
thirty-seven 37

1 6.7 Listen, point and repeat.

- Refer students to page 37. Ask them to look at the pictures. Ask which of the activities are healthy and which are unhealthy.
- Play the audio and have students point and repeat.
- Practise the vocabulary using the True/False response cards technique (see page 15):
  Playing in the park is healthy/unhealthy.
  Watching TV is healthy/unhealthy.
  Running gets you fit/unfit.
  Sitting down gets you fit/unfit.
  Doing exercise is good/bad.
  Relaxing is important/not necessary.
  Eating a balanced diet/junk food is good.
- **Extension** Internet search key words: *fitness for kids, healthy lifestyles for kids*

6.7

1 healthy
2 unhealthy
3 fit
4 unfit
5 do exercise
6 relax
7 eat a balanced diet
8 eat junk food

Extra activity **Collaborative work**

- Have students say a word to their partner for them to point to the correct picture. Then they swap.

2 6.8 & 6.9 **Listen and sing.**

- Ask students to look at the pictures and raise their hands to say who they can see (*a girl who is running*).
- Play the song and tell students to listen only this time.
- Read out the song one line at a time and have students repeat as a class.
- Play the song again and encourage students to join in.
- 6.9 Play the karaoke version of the song and encourage students to sing.

6.8 & 6.9

I wasn't very healthy,
But I wanted to be fit.
I wanted to do some exercise,
To walk instead of sit!

I started walking round the park,
I ran for a little bit.
Soon I could run for longer,
I was getting fit!

I wanted to do some exercise,
I ran to get healthy and fit!
I ran my first race in the park!
Now I feel super-fit!

3 6.10 **Watch or listen and repeat.**

- Play the video or the audio.
- Ask students *Why are you running?* and tell them to find the answer in the grammar box. Write these sentences on the board and ask students to finish them with their own ideas. Students discuss in pairs and then raise their hands to offer ideas.
  I'm eating salad to …
  He's playing football to …

6.10

I'm running to be fit and healthy.
He went to the supermarket to buy fruit.

4 **Combine the sentences.**

- Check students know what to do using the Traffic light cards technique (see page 15).
- Place students in pairs for this activity and monitor.
- Check answers as a class and write them on the board.

5 **Student A: Activity Book, page 58.**
Student B: Activity Book, page 60.

- Place students in pairs and assign Student A and Student B. Check they understand which pages they need to turn to.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class to monitor pairs.
- When they have finished, ask for volunteer pairs to demonstrate their dialogue for the rest of the class.

Extra activity **TPR**

- Hand out the word cards to 16 students. Tell them they have one minute to find the matching cards. Point out that there is more than one possibility with some phrases.

Finishing the lesson

- Ask *Do you like the song? Can you remember it without looking at the book?*
- 6.9 Play the karaoke version of the song again and encourage students to sing.

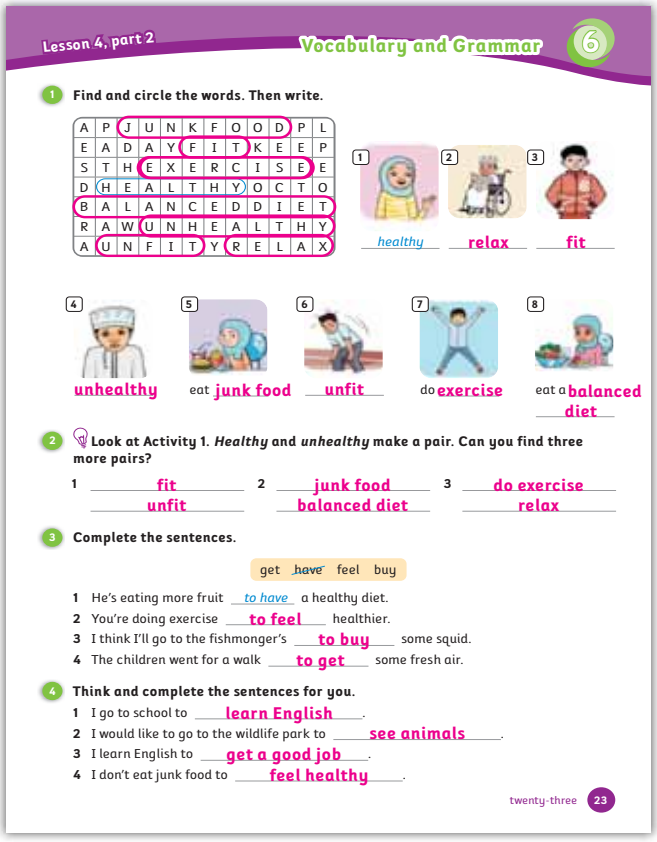
Lesson 4, part 2

Starting the lesson

- Play the *Remembering the order* game (see page 19) with the Unit 6 flashcards.

Practice

Activity Book



Lesson 4, part 2 — Vocabulary and Grammar 6

1 Find and circle the words. Then write.

A	P	J	U	N	K	F	O	O	D	P	L
E	A	D	A	Y	F	I	T	K	E	E	P
S	T	H	E	X	E	R	C	I	S	E	E
D	H	E	A	L	T	H	Y	O	C	T	O
B	A	L	A	N	C	E	D	D	I	E	T
R	A	W	U	N	H	E	A	L	T	H	Y
A	U	N	F	I	T	Y	R	E	L	A	X

1 healthy 2 relax 3 fit

4 unhealthy 5 eat junk food 6 unfit 7 do exercise 8 eat a balanced diet

2 Look at Activity 1. *Healthy* and *unhealthy* make a pair. Can you find three more pairs?

1 fit / unfit 2 junk food / balanced diet 3 do exercise / relax

3 Complete the sentences.

get ~~have~~ feel buy

1 He's eating more fruit to have a healthy diet.
2 You're doing exercise to feel healthier.
3 I think I'll go to the fishmonger's to buy some squid.
4 The children went for a walk to get some fresh air.

4 Think and complete the sentences for you.

1 I go to school to learn English.
2 I would like to go to the wildlife park to see animals.
3 I learn English to get a good job.
4 I don't eat junk food to feel healthy.

twenty-three 23

1 Find and circle the words. Then write.

- Students complete the activity individually. They then compare answers with a partner.

2 Look at Activity 1. *Healthy* and *unhealthy* make a pair. Can you find three more pairs?

- Ask students to work individually to find opposite expressions in Activity 1.
- Check answers using the Lollipop stick technique (see page 15).

3 Complete the sentences.

- Explain to students that they have to use the correct form of the verbs in the box to complete the sentences. Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

4 Think and complete the sentences for you.

- Complete the first item as a class. Students then work individually and check answers in pairs.
- Ask different students to read out their sentences.

Dictation

- Ask students to open their notebooks and get ready for a short dictation.
- Play the audio (track 6.11) for students to individually listen and write the words.
- Check answers as a class.

6.11

a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *Today I have learnt* … on the board and have students complete the sentence in their notebooks.

Extra activity **Photocopiables 42, 46, 55 and 59**

- Ask students to do photocopiables 42, 46, 55 and 59.

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about healthy school lunches in different countries
- **Target language:** revision of vocabulary and grammar; *fat, sugar, tofu, course*

Materials

- Unit 6 Culture video
- Unit 6 Project video
- coloured pencils
- pictures from magazines or printouts of different food
- large sheets of paper or card, enough for each group
- photocopiable 63

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can talk about their favourite meal or possession in a simple way (GSE 36).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Writing:** Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures (GSE 28). Can write simple sentences using familiar words, given prompts (GSE 30). Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning (formative assessment)

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

Lesson 5, part 1

Starting the lesson

- Write *Lunch* on the board. Ask *What kind of food do you think children eat in other countries for lunch?*
- Write students' ideas on the board.

Presentation

- Explain that in this lesson students will learn about healthy school lunches in different countries.
- Write *fat, sugar, tofu* and *course* on the board. Explain meanings: *Fat is something in food (and our bodies) that gives us energy – some fats are good but we shouldn't eat too much of others. Sugar is made from plants and we use it to make food sweeter. Tofu is a soft, white food made from soy beans that contains a lot of protein. A course is a part of a meal.*
- Students work in pairs and think of different foods for each course: *starter, main* and *dessert*. Write their ideas on the board.

Culture notes

- Japanese school lunches are generally thought to be the healthiest in the world. There are many reasons as to why this is. In most Japanese schools, lunch is made from scratch by chefs who work at the schools, and most of the time lunches include fresh rather than frozen vegetables. Students also help to serve the lunches to their classmates!

Practice

Class Book



1 Before you read What do you usually have for lunch?

- Refer students to page 38 and read the question. Students discuss in pairs for one minute. Then ask for class feedback. Students raise their hands to offer ideas.
- Tell students to look at the photos and to read the captions. Ask *What can you see?* and elicit answers.
- Ask students if they know of any other foods they usually eat in these countries.

2 6.12 Listen and read.

- Tell students to find different foods while they read.
- Play the audio all the way through and have students read along in their Class Books.
- Check comprehension with questions. Ask *What do most schools in South Korea have?* (a kitchen) *What do children in South Korea often eat for lunch?* (rice with tofu, meat or fish, vegetables and fish soup) *Do their school lunches contain a lot of fat and sugar?* (no) *How many courses do French children have for lunch?* (four) *Where do Japanese children eat lunch?* (in the classroom) *What do children in Japan do after eating lunch?* (They clean the classrooms.) *Which countries serve tofu in school lunches?* (South Korea and Japan).

6.12

What's for lunch?

Where do you have lunch? In many schools around the world, children have a healthy lunch at school. But what they eat is different in each country.

In South Korea most schools have a kitchen so they can cook lunches for the children. Lunches are often rice with tofu, meat or fish, vegetables and fish soup. They do not eat food with a lot of fat or sugar. That's very healthy.

In France, children have a school lunch from when they start school aged three! Schools teach the children all about how to eat healthy food. They have four courses: a salad; then meat, beans, carrots and fruit; cheese and bread; and finally a dessert, which is usually fruit. That sounds good, too! And what do they drink? Water, because this is the healthiest drink.

While most countries serve food to children in a dining room, in Japan they have school lunch in the classroom. The school lunches are not expensive, but they are always very healthy. For example, they can have meat, tofu or fish with vegetables and rice, as well as fruit. The children clean the classrooms when they finish. What good children!

Extra activity Critical thinking

- In pairs, students find all the food in the text. They write them in two columns: *countable* and *uncountable* nouns.

3 In pairs, ask and answer.

- Place students in pairs for this activity.
- Ask different pairs to give reasons for their answers.

Diversity

Challenge

- Using the Lollipop stick technique (see page 15), ask students to say a key word from the text that is connected to the theme of school lunches. Students write the words in their vocabulary lists.

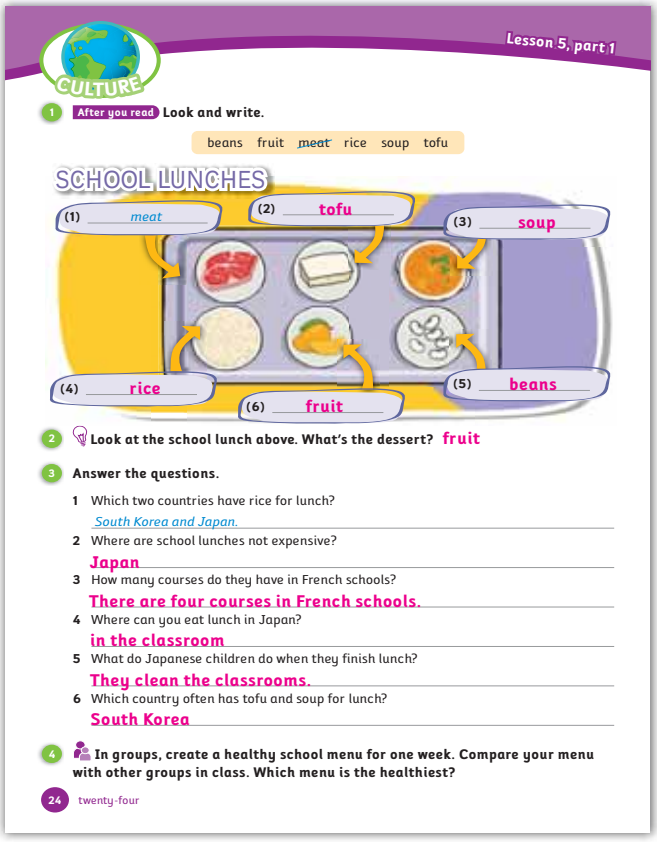
Support

- Write key words from the text on the board. Have students copy the words into their vocabulary lists. Explain meanings if necessary.

Find out more! Watch the video.

- Tell students they are going to watch a video. Ask what they think the video will be about.
- After watching the video, have students say one thing they learnt.

Activity Book


Lesson 5, part 1

CULTURE

1 After you read Look and write.

beans fruit ~~meat~~ rice soup tofu

SCHOOL LUNCHES

(1) meat (2) tofu (3) soup (4) rice (5) beans (6) fruit

2 Look at the school lunch above. What's the dessert? fruit

3 Answer the questions.

1 Which two countries have rice for lunch?
South Korea and Japan.
2 Where are school lunches not expensive?
Japan
3 How many courses do they have in French schools?
There are four courses in French schools.
4 Where can you eat lunch in Japan?
in the classroom
5 What do Japanese children do when they finish lunch?
They clean the classrooms.
6 Which country often has tofu and soup for lunch?
South Korea

4 In groups, create a healthy school menu for one week. Compare your menu with other groups in class. Which menu is the healthiest?

24 twenty-four

1 After you read Look and write.

- Ask students to read the words in the box. Make sure they understand their meanings.
- Students work individually to label the pictures and check in pairs.

2 Look at the school lunch above. What's the dessert?

- Ask students to look at the lunch in Activity 1 again. Students raise their hands to offer answers.

3 Answer the questions.

- Students work individually and check in pairs.
- Check answers using the Lollipop stick technique (see page 15).

4 In groups, create a healthy school menu for one week. Compare your menu with other groups in class. Which menu is the healthiest?

- Place students in groups for this activity. Students use their notebooks to create their healthy menus.
- Walk around the class monitoring groups.
- Give students time to brainstorm and plan the menu.
- Ask groups to share their healthy menus with the rest of the class.
- Ask the class to vote for the healthiest menu.

Extra activity Fast finishers

- Students write a school menu of their own.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write on the board *The best thing in this lesson for me was …* Have students complete the sentence in their notebooks.

Lesson 5, part 2

Starting the lesson

- Tell students to close their books. Say true/false sentences about the text on page 38: *In South Korea, schools don't have kitchens.* (false) *In South Korea, they often have fish soup.* (true) *In France, some students start having school lunch when they are two years old.* (false) *They have four courses in France.* (true) *In Japan, they eat school lunch in a dining room.* (false) *Teachers clean the classroom when students have finished eating in Japan.* (false)
- Look at page 38 and check answers.

Presentation

- Explain that in this lesson students will plan a healthy lunch.

Practice

Class Book



Plan a healthy lunch

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 and animations* on page 18).
- Ask students if they have any questions afterwards.

2 In groups, make a list of your favourite food for lunch.

- Divide students into groups of four.
- Give groups two minutes to discuss their ideas. Explain that it doesn't matter if the items are considered healthy at this stage.
- Ask groups to share their ideas with the class and write them on the board.

Extra activity **TPR**

- Call out food items for a school. Students clap twice for an item they think is healthy. They clap once for an item they think is unhealthy, e.g. *chocolate, sweets, biscuits, crisps, cola; apples, orange juice, sandwich, carrot stick, boiled egg.*

3 Now decide if the food is healthy or unhealthy.

- Groups discuss which of the foods they chose are healthy and which are unhealthy. Encourage them to use the text in the speech bubbles as a model while they are discussing.
- Walk around the class monitoring groups.
- Ask groups which of the items they chose are healthy. Ask *Did you write down any unhealthy items? Which ones?*

4 Agree on five items for a healthy lunch. Find or draw pictures of them.

- Give groups two minutes to choose five items. Make sure all group members are taking part in the discussion.
- Once students have chosen their five food items, have them draw pictures of the food or find them online.

5 Write about your healthy lunch.

- Read the *Writing tip*. Tell students that in order to complete the project, they will need to answer all questions.
- Read aloud the questions.
- Groups answer the questions in their notebooks. Have them decide in their groups who is going to answer each question.
- Walk around the class monitoring groups.

6 Present your healthy lunch to the class.

- Explain to students that they are now going to present their lunches to the class, using the questions they answered in Activity 5 as the basis for their presentation.
- Read the *Speaking tip*. Tell students that they should present the healthy lunch in a logical order and expect to answer questions about their lunch afterwards. Remind the class to think of questions to ask during each presentation.
- Have groups practise their presentations. Encourage each group member to say something.
- Groups take turns to present. When they have finished, ask the class to ask their questions.

7 Have a class vote! Which is the class's favourite lunch? Which is the healthiest lunch?

- Make a classroom display.
- Have the class vote for their favourite lunch and which they think is the healthiest.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt about healthy school lunches around the world.

Extra activity **Photocopiable 63**

- Ask students to do photocopiable 63.

Lesson 6

Objectives

- **Lesson objectives:** to learn to tell a doctor what the problem is and to listen to advice; to learn and practise /ɜ:/, /e/
- **Target language:** *I'm feeling sick. You shouldn't go to school today.*

Materials

- Yes/No response cards
- Unit 6 English in action video
- photocopiable 67

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **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 express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

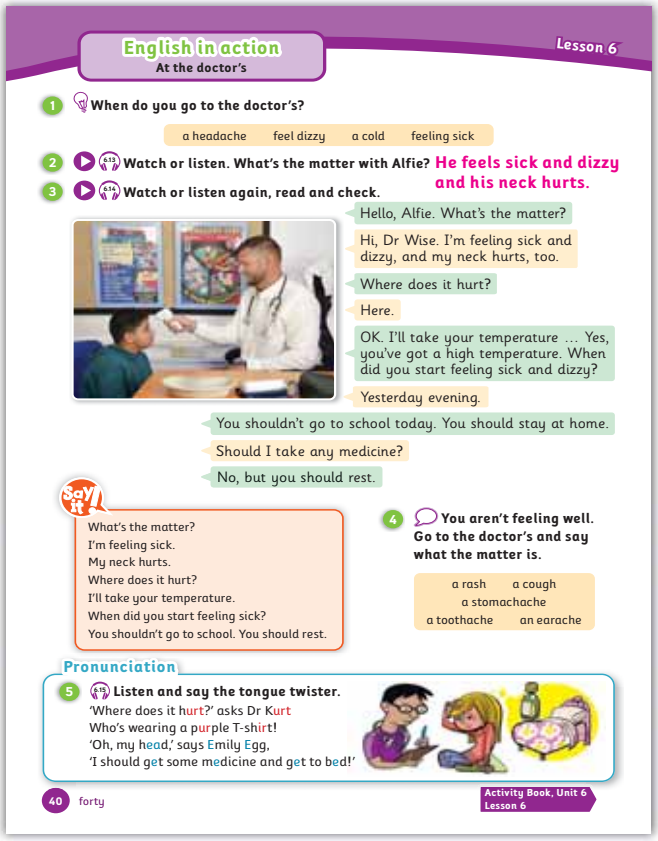
- Ask students questions for them to respond with their Yes/No response cards (see page 15). Ask *Have you got a headache? Have you got a cold? Have you got a cough? Do you feel dizzy? Do you feel sick? Do you do exercise? Do you eat junk food?*

Presentation

- Explain that in this lesson students will learn to tell a doctor what the problem is and to listen to advice.
- Write *What's the matter?* on the board and tell students this is what a doctor asks someone who isn't well.
- Ask different students to mime an illness. Ask *What's the matter?* and have students answer.
- Students mime and ask and answer in pairs for one minute.

Practice

Class Book


English in action
At the doctor's
Lesson 6
1 When do you go to the doctor's?
a headache feel dizzy a cold feeling sick
2 Watch or listen. What's the matter with Alfie? He feels sick and dizzy and his neck hurts.
3 Watch or listen again, read and check.
Hello, Alfie. What's the matter?
Hi, Dr Wise. I'm feeling sick and dizzy, and my neck hurts, too.
Where does it hurt?
Here.
OK. I'll take your temperature … Yes, you've got a high temperature. When did you start feeling sick and dizzy?
Yesterday evening.
You shouldn't go to school today. You should stay at home.
Should I take any medicine?
No, but you should rest.
Say it!
What's the matter?
I'm feeling sick.
My neck hurts.
Where does it hurt?
I'll take your temperature.
When did you start feeling sick?
You shouldn't go to school. You should rest.
4 You aren't feeling well. Go to the doctor's and say what the matter is.
a rash a cough a stomachache a toothache an earache
Pronunciation
5 Listen and say the tongue twister.
'Where does it hurt?' asks Dr Kurt
Who's wearing a purple T-shirt!
'Oh, my head,' says Emily Egg,
'I should get some medicine and get to bed!'
40 forty
Activity Book, Unit 6 Lesson 6

1 When do you go to the doctor's?

- Refer students to page 40. Students discuss in pairs and then raise their hands to offer answers.

2 6.13 Watch or listen. What's the matter with Alfie?

- Tell students that they will watch or listen to a conversation between a boy and a doctor. Tell them they have to listen and find out what's the matter with the boy.
- Play the video or the audio. Students raise their hands to offer answers. Do not confirm answers yet.

6.13 & 6.14

Doctor: Hello, Alfie. What's the matter?
Alfie: Hi, Dr Wise. I'm feeling sick and dizzy, and my neck hurts, too.
Doctor: Where does it hurt?
Alfie: Here.
Doctor: OK. I'll take your temperature … Yes, you've got a high temperature. When did you start feeling sick and dizzy?
Alfie: Yesterday evening.
Doctor: You shouldn't go to school today. You should stay at home.
Alfie: Should I take any medicine?
Doctor: No, but you should rest.

3 6.14 Watch or listen again, read and check.

- Play the video or the audio again and students listen and read. Confirm the answer to Activity 2.
- Draw students' attention to the *Say it!* box. Read out the sentences and have students repeat as a class.

Extra activity Collaborative work

- Divide the class into two groups. One group is Alfie and the other group is Dr Wise. Play the audio and pause after each sentence. Students from each group repeat what they hear in unison.

4 You aren't feeling well. Go to the doctor's and say what the matter is.

- Place students in pairs and assign Student A and Student B. Student A tells Student B what the matter is using the illnesses in the box and Student B gives them advice. Then students swap roles and Student B says what the matter is.
- **Extension** Students repeat the activity in different pairs.

Diversity

Challenge
- Have students perform their conversation for the class.

Support
- Give students one minute to prepare their ideas.

Pronunciation

5 6.15 Listen and say the tongue twister.

- Write /ɜː/ and /e/ on the board. Say the sounds and have students repeat. Then say *hurt* and *head* and have students repeat. Ask students which sound is in which word.
- Play the audio. Play it again, pausing after each line, and have students repeat. Play it a third time and have students say the tongue twister with the audio.
- In pairs, students say the tongue twister as fast as they can.
- **Extension** Students write a tongue twister using words with these sounds.
- Invite a few students to the front to say the tongue twisters.

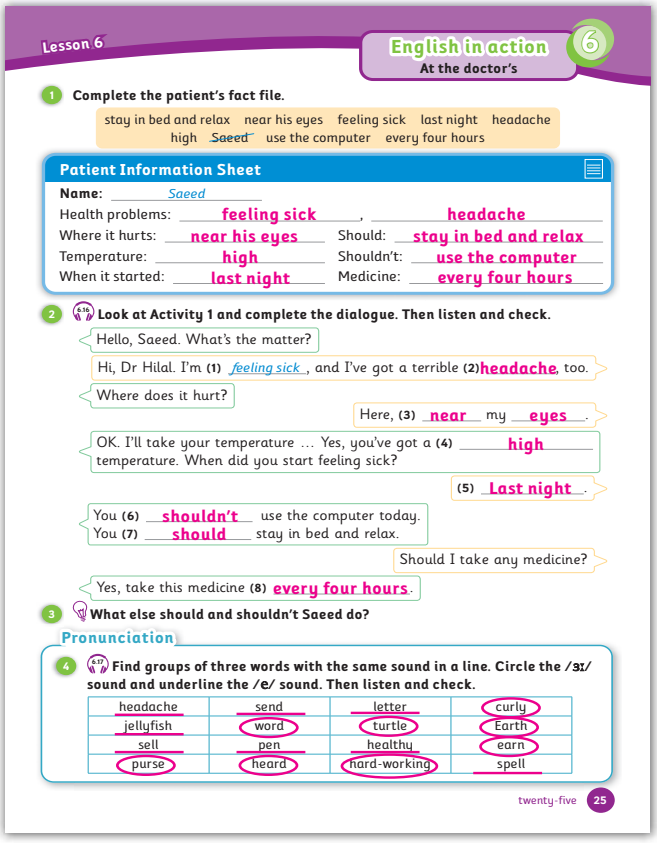
6.15

'Where does it hurt?' asks Dr Kurt
Who's wearing a purple T-shirt!
'Oh, my head,' says Emily Egg,
'I should get some medicine and get to bed!'

Extra activity TPR

- Have students write *hurt* on one page and *head* on another page in their notebooks. Call out words with these two sounds randomly and have students hold up the word that has the same sound, e.g. *bird, learn, burn, return, heard, word, first, worm; bread, said, fed, met, wet, well, headache, letter.*

Activity Book



Lesson 6 — English in action 6 — At the doctor's

1 Complete the patient's fact file.

stay in bed and relax | near his eyes | feeling sick | last night | headache | high | ~~Saeed~~ | use the computer | every four hours

Patient Information Sheet

Name: Saeed
Health problems: feeling sick, headache
Where it hurts: near his eyes
Should: stay in bed and relax
Temperature: high
Shouldn't: use the computer
When it started: last night
Medicine: every four hours

2 6.16 Look at Activity 1 and complete the dialogue. Then listen and check.

Hello, Saeed. What's the matter?
Hi, Dr Hilal. I'm (1) feeling sick, and I've got a terrible (2) headache, too.
Where does it hurt?
Here, (3) near my eyes.
OK. I'll take your temperature … Yes, you've got a (4) high temperature. When did you start feeling sick?
(5) Last night.
You (6) shouldn't use the computer today.
You (7) should stay in bed and relax.
Should I take any medicine?
Yes, take this medicine (8) every four hours.

3 What else should and shouldn't Saeed do?

Pronunciation

4 6.17 Find groups of three words with the same sound in a line. Circle the /ɜː/ sound and underline the /e/ sound. Then listen and check.

headache	send	letter	curly
jellyfish	word	turtle	Earth
sell	pen	healthy	earn
purse	heard	hard-working	spell

twenty-five 25

1 Complete the patient's fact file.

- Students work in pairs to complete the activity.
- Check answers using the Lollipop stick technique (see page 15).

2 6.16 Look at Activity 1 and complete the dialogue. Then listen and check.

- Explain that students use the information in the box from Activity 1 to complete the dialogue. Students work individually and check in pairs.
- Play the audio to check answers.

6.16

Doctor: Hello, Saeed. What's the matter?
Saeed: Hi, Dr Hilal. I'm feeling sick, and I've got a terrible headache, too.
Doctor: Where does it hurt?
Saeed: Here, near my eyes.
Doctor: OK. I'll take your temperature …
Yes, you've got a high temperature.
When did you start feeling sick?
Saeed: Last night.
Doctor: You shouldn't use the computer today.
You should stay in bed and relax.
Saeed: Should I take any medicine?
Doctor: Yes, take this medicine every four hours.

3 What else should and shouldn't Saeed do?

- Students work in pairs and think of other things that the boy should and shouldn't do. Ask different pairs to offer ideas.

4 6.17 Find groups of three words with the same sound in a line. Circle the /ɜː/ sound and underline the /e/ sound. Then listen and check.

- Ask students to look at the phonetic symbols in the instruction and elicit the sound for each one.
- Students either circle or underline the words, depending on what sound the words have.
- Play the audio. Play the audio again if necessary.
- Check answers as a class.

6.17

headache, send, letter, curly
jellyfish, word, turtle, Earth
sell, pen, healthy, earn
purse, heard, hard-working, spell

Extra activity Fast finishers

- Students close their books and write down four pieces of advice for Saeed with *should* and *shouldn't*.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask *How easy/hard are these sounds to pronounce?*
- Ask students to say what they can do to practise pronunciation.

Extra activity Photocopiable 67

- Ask students to do photocopiable 67.

Lesson 7

Objectives

- **Lesson objectives:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar

Materials

- photocopiable 71

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, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).

Assessment for Learning (formative assessment)

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

Starting the lesson

- Write *Health tips* on the board. Say *A tip is a piece of advice. What tips do you get from your parents/friends/blogs for staying healthy? What are your tips for staying healthy?* Have students raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson students will read a text about staying healthy. Tell students there are five tips. Give students one minute to write down what the tips will be.
- Write *sleep tight, portions, calm, top tip, energy* and *out and about* on the board. Tell students these words are in the text. Explain meanings: *We say sleep tight before someone goes to bed. It means sleep well. A portion of food is how much you put on your plate. When you relax, you are calm. A top tip is an important tip. You eat to get energy. Energy helps you do exercise and sport. When you are outdoors, you are out and about.*

Diversity

Challenge

- Ask students extra questions *What do you think a balanced diet is? How much exercise do you think we should do every day? How many hours should we sleep? Is it important to drink water? What should you do to relax?*

Support

- Write these questions on the board to help students focus on what they will read. Assign one question to each student and have them look for the answer as they read.

Practice

Class Book


Lesson 7 Skills 6

Reading

1 Before you read Look at the headings in the text. What do you think the top five tips are about?

2 Listen and read.

TOP 5 TIPS ON HOW TO STAY HEALTHY!

1 Eat well, feel well!
If you want to be healthy, eat a balanced diet! You should eat at least five portions of fruit and vegetables every day to stay healthy. You shouldn't eat a lot of junk food.

2 Get out and about!
Get moving to stay fit! You should do exercise for 30 minutes a day. Run around in the playground, play a sport, or simply walk quickly to school!

3 Sleep tight!
Make sure you get plenty of sleep each night! You should sleep for 9–10 hours each night. Make your bedroom a calm, quiet place and don't keep a phone or tablet by your bed.

4 Water of life
We all need water, and drinking water in the day and after exercise gives you energy. Water also helps you get better when you are ill. So, if you've got a headache or a cough, you should drink some water!

5 Have fun!
What do you do to relax? Do you do exercise, read a book or watch a film? Or do you meet friends in the park? Whatever you choose, relaxing and having fun are important ways to stay fit and healthy!

3 After you read Were your ideas about the tips correct?

4 Correct the sentences.

1 A balanced diet should have at least seven portions of fruit and vegetables a day. five
2 Walking or doing other exercise for ten minutes a day keeps you fit and healthy. 30
3 You should always keep a phone in your bedroom. not
4 If you're feeling well, you shouldn't drink water. you aren't should
5 Relaxing doesn't help you stay fit and healthy. helps

Activity Book, Unit 6 Lesson 7 forty-one 41

1 Before you read Look at the headings in the text. What do you think the top five tips are about?

- Refer students to page 41. Students read the headings in the text and then discuss what they think the top five tips are about in pairs first.
- Using the Lollipop stick technique (see page 15), ask students for ideas. Accept all reasonable suggestions.

2 6.18 Listen and read.

- Play the audio and have students read along in their books.
- Check comprehension with questions. Ask *Which tip talks about water? (4) Which tip talks about sleep? (3) How can you keep fit on the way to school? (walk) Why are relaxing and having fun important? (They help you stay fit and healthy.).*

6.18

Top 5 tips on how to stay healthy!

1 Eat well, feel well!
If you want to be healthy, eat a balanced diet! You should eat at least five portions of fruit and vegetables every day to stay healthy. You shouldn't eat a lot of junk food.

2 Get out and about!
Get moving to stay fit! You should do exercise for 30 minutes a day. Run around in the playground, play a sport, or simply walk quickly to school!

3 Sleep tight!
Make sure you get plenty of sleep each night! You should sleep for 9–10 hours each night. Make your bedroom a calm, quiet place and don't keep a phone or tablet by your bed.

4 Water of life
We all need water, and drinking water in the day and after exercise gives you energy. Water also helps you get better when you are ill. So, if you've got a headache or a cough, you should drink some water!

5 Have fun!
What do you do to relax? Do you do exercise, read a book or watch a film? Or do you meet friends in the park? Whatever you choose, relaxing and having fun are important ways to stay fit and healthy!

Extra activity Critical thinking

- Students work in pairs and find all the words in the text connected to the theme of staying healthy. Remind students to update their vocabulary lists.
- Students play *Hangman* in groups with the words in their lists.

3 After you read Were your ideas about the tips correct?

- Ask students to check if their answers to Activity 1 were correct. Play the audio again if necessary.
- Ask for feedback using the Lollipop stick technique (see page 15).
- In groups, students can write more tips about staying healthy and make a *Staying healthy* poster.
- **Extension** Internet search key words: *kids health, kids and exercise*

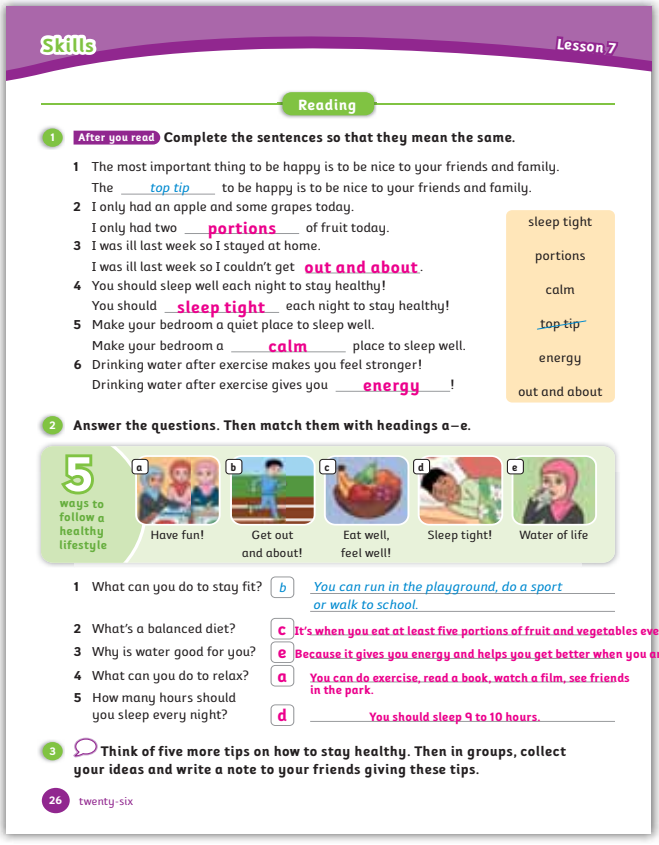
4 Correct the sentences.

- Explain that each of the sentences has a mistake. Point out that sentence 4 has two mistakes.
- Place students in pairs and have them correct each of the sentences.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring pairs.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity TPR

- Read out the sentences in Activity 4 again to students. They nod their heads for a correct sentence and shake their heads for an incorrect sentence. Add sentences of your own or have students suggest sentences, e.g. *You should watch TV just before you go to bed. You should drink a lot of water when it's hot. You shouldn't rest after playing football. You shouldn't do exercise every day.*

Activity Book


Skills Lesson 7

Reading

1 After you read Complete the sentences so that they mean the same.

1 The most important thing to be happy is to be nice to your friends and family.
The top tip to be happy is to be nice to your friends and family.
2 I only had an apple and some grapes today.
I only had two portions of fruit today.
3 I was ill last week so I stayed at home.
I was ill last week so I couldn't get out and about.
4 You should sleep well each night to stay healthy!
You should sleep tight each night to stay healthy!
5 Make your bedroom a quiet place to sleep well.
Make your bedroom a calm place to sleep well.
6 Drinking water after exercise makes you feel stronger!
Drinking water after exercise gives you energy!

sleep tight
portions
calm
~~top tip~~
energy
out and about

2 Answer the questions. Then match them with headings a–e.

5 ways to follow a healthy lifestyle

a Have fun! b Get out and about! c Eat well, feel well! d Sleep tight! e Water of life

1 What can you do to stay fit? b You can run in the playground, do a sport or walk to school.
2 What's a balanced diet? c It's when you eat at least five portions of fruit and vegetables every day.
3 Why is water good for you? e Because it gives you energy and helps you get better when you are ill.
4 What can you do to relax? a You can do exercise, read a book, watch a film, see friends in the park.
5 How many hours should you sleep every night? d You should sleep 9 to 10 hours.

3 Think of five more tips on how to stay healthy. Then in groups, collect your ideas and write a note to your friends giving these tips.

26 twenty-six

1 After you read Complete the sentences so that they mean the same.

- Give students one minute to complete the activity. They compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).

2 Answer the questions. Then match them with headings a–e.

- Students can look at the text in their Class Books to answer the questions. Students complete the activity individually. They compare answers with a partner. When they have checked answers, ask them to match each sentence with a heading.
- Check answers using the Lollipop stick technique (see page 15).

3 Think of five more tips on how to stay healthy. Then in groups, collect your ideas and write a note to your friends giving these tips.

- Students work individually to think of five more tips.
- Place students in groups and have them choose five of the best tips.
- Walk around the class monitoring groups.
- When students have finished, ask them to each write a note to a friend giving these tips.
- Ask volunteers to read their notes aloud to the rest of the class.

Extra activity Fast finishers

- Students write their ten favourite words or expressions from this lesson in their notebooks.

Finishing the lesson

- Students close their books. They work in pairs and tell each other what they remember about each tip: the heading, and at least one sentence with *should* or *shouldn't*.
- Walk around the class monitoring pairs.
- Using the Summative and thought-provoking questions technique (see page 15), ask *Did you remember everything? Which tip do you agree with the most? Are you going to follow any of the tips?*

Extra activity Photocopiable 71

- Ask students to do photocopiable 71.

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about staying healthy and relaxing; to write a description about staying fit and healthy
- **Target language:** revision of vocabulary and grammar

Materials

- Happy/Sad face response cards
- photocopiables 75 and 79

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about everyday activities using simple language (GSE 32).
- **Writing:** Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Happy/Sad face technique (see page 15)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); groupwork
- Independent learning: Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson

- 6.8 Play the song from Lesson 4 and encourage students to join in.

Presentation

- Explain that in this lesson students will listen to an engineer talk about staying healthy, students will talk about how they stay healthy and relax, and then write a description of how they stay fit and healthy.
- Using the Lollipop stick technique (see page 15), ask students to say the health phrases they remember.

Practice

Class Book



Listening

1 6.19 Listen and choose the correct pictures.

- Refer students to page 42 and tell them to read the questions and to look at the pictures carefully before they listen.
- Play the audio.

6.19

Woman: Sultan is an engineer. He works in many countries around the world. He's talking about how he stays fit and healthy.

1 Woman: Hi Sultan.
Sultan: Hi!
Woman: So, Sultan, you're an engineer. You work very hard and you travel to many countries.
Sultan: Yes, that's right.
Woman: Tell us about how you stay fit and healthy. What exercise do you do?
Sultan: Well, every morning I go for a run. I run in the park.

2 Woman: And what else do you do to stay healthy?
Sultan: Well, the most important thing is that I get plenty of sleep. That isn't always easy because I work very hard.
Woman: When you're travelling, you must be up late.
Sultan: Yes, I am. On some nights I only get about six hours of sleep. But when I'm not travelling, I make sure I sleep at least eight hours a night.
Woman: What do you do to relax?
Sultan: Well, I practise my piano. That is always relaxing.
Woman: I'm sure it is! What else do you do?
Sultan: I also love watching films. One of my favourite things is to watch a film in the evening.

Diversity

Challenge
- Ask more comprehension questions. Ask *What instrument does Sultan play? (piano) How often does he run? (every morning) What does he do to relax? (practises piano and watches films).*

Support
- Write the questions above on the board for students to answer.

Speaking

2 What do you do to stay healthy? What do you do to relax?
- Students work in pairs.
- When they have talked about what they do to stay healthy and relax, students repeat the activity with a new partner.
- Ask different students to tell the class what they do to stay healthy and to relax.
- Students work in groups and write a class survey about what students do to: 1) relax and 2) stay healthy, with *yes/no* options. They interview students from another group and then record their results in a graph.
- Groups present their graphs to the class.

Writing

3 Read. What does Bassam do to stay fit and healthy?
- Give students a minute to read the text and find the answer. Ask students to circle the adverbs of frequency in the text and to say what we use them for (to show how often something happens).
- Check comprehension with questions. Ask *Does he ride his bike to school? (No, he walks.) Where does he ride his bike? (at the park) What does he do once a week at school? (gymnastics) What does he sometimes eat? (junk food) Who does he play computer games with? (his friends).*

Extra activity **TPR**
- Using the Happy/Sad face technique (see page 15), students respond to your questions: *Do you know how to write a description like this? Are you ready to write this description? Are you going to plan your ideas first?*

4 Write a description of how you stay fit and healthy.
- Read the *Writing tip* to students. Tell students to find the brackets in the description. Ask students what extra information he gives.
- Go through the Plan. Tell them to brainstorm ideas. They try to think of answers to the questions in the Plan.
- Students work in pairs to write their description in their notebooks using the prompts in the Write section.
- Walk around the class monitoring pairs.
- Ask pairs to check that they used *sometimes*, *often* and *usually* correctly, and that they used brackets to give extra information.

Extra activity **Critical thinking**
- Students write a list of words from the text in Lesson 7 that they could use in their writing activity.

Finishing the lesson
- Tell students that they will write a description of how they stay fit and healthy in the next lesson.
- Ask them to think about how often they do exercise and eat healthy food.

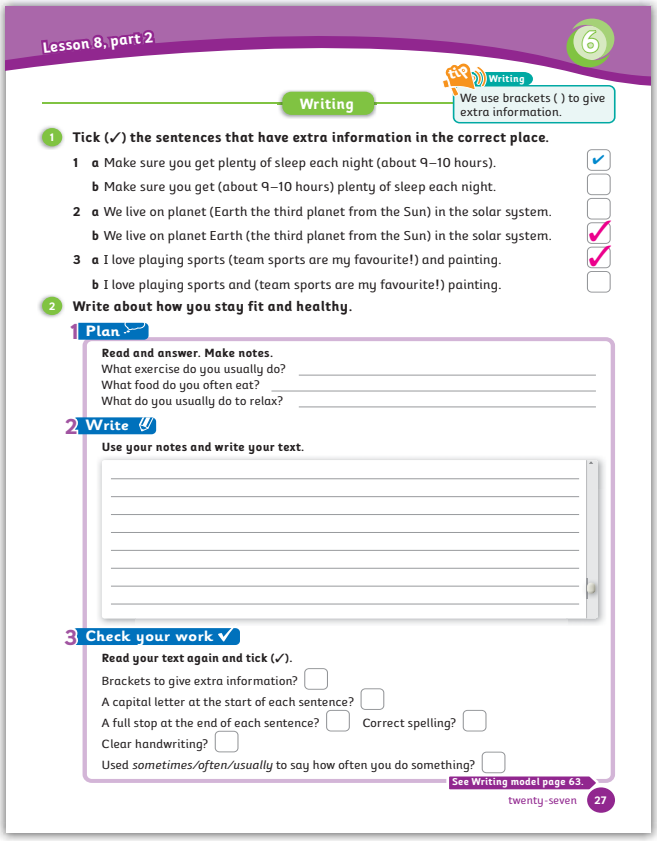
Lesson 8, part 2

Starting the lesson

- Brainstorm words that students could use when writing their descriptions.
- Review adverbs of frequency (e.g. *often*, *sometimes*, etc.) and elicit what we use them for (to show how often something happens).

Practice

Activity Book


Lesson 8, part 2

6

Writing

Writing

We use brackets ( ) to give extra information.

1 Tick (✓) the sentences that have extra information in the correct place.

1 a Make sure you get plenty of sleep each night (about 9–10 hours). ✓
b Make sure you get (about 9–10 hours) plenty of sleep each night.
2 a We live on planet (Earth the third planet from the Sun) in the solar system.
b We live on planet Earth (the third planet from the Sun) in the solar system. ✓
3 a I love playing sports (team sports are my favourite!) and painting. ✓
b I love playing sports and (team sports are my favourite!) painting.

2 Write about how you stay fit and healthy.

1 Plan

Read and answer. Make notes.
What exercise do you usually do?
What food do you often eat?
What do you usually do to relax?

2 Write

Use your notes and write your text.

3 Check your work ✓

Read your text again and tick (✓).
Brackets to give extra information?
A capital letter at the start of each sentence?
A full stop at the end of each sentence? Correct spelling?
Clear handwriting?
Used *sometimes/often/usually* to say how often you do something?

See Writing model page 63.

twenty-seven 27

Writing

1 Tick (✔) the sentences that have extra information in the correct place.

- Read the *Writing tip*. Students complete the activity individually. They then compare answers in pairs.
- Check answers as a class.

2 Write about how you stay fit and healthy.

- Plan: Give students one minute to complete their notes.
- Write: Tell students that they can refer to the text they wrote in their notebooks in the previous lesson and to the Writing model on page 63.
- Ask students to turn to page 63 in their Activity Books.
- Ask them to read through the Writing model text first and then go through each of the points. Explain that the boxes on the left refer to the content that students should include in their text; these are examples of how to answer the questions in the Plan section in their Activity Books. The boxes on the right refer to writing conventions. Tell students that these are rules and tools we use to make our writing clear and easy to understand. Students have to include these when writing their texts.
- Ask *Why do we use brackets?* (to give extra information). Ask students to point to the brackets. Ask *What do we use* sometimes, often *and* usually *for?* (to say how often we do something). Ask students to point out the examples in the text.
- Explain that students also have to use capital letters and full stops. Ask them to point to examples in the text.
- Ask students to look at the green boxes. Remind them to check their spelling and make sure their handwriting is clear after they've written their texts.
- Ask students if they have any questions about the Writing model.
- Students complete their text individually.
- Check your work: Students evaluate their own work.
- Using the Two stars and a wish technique (see page 15), students read and check each other's work.

Extra activity **Collaborative work**

- Students work in groups and read each other's work. They combine their ideas and write a post for a blog about staying fit and healthy. Students can write real posts on a school blog or they can do it in their notebooks.

Extra activity **Fast finishers**

- Students find the words connected to staying fit and healthy in the lesson and write the words in their notebooks.

Finishing the lesson

- Students write down what they achieved in their Learning diary (see page 15): *Today I wrote a description about how . . . .*

Extra activity **Photocopiables 75 and 79**

- Ask students to do photocopiables 75 and 79.

Lesson 9

Objectives

- **Lesson objectives:** to review unit language
- **Target language:** unit vocabulary

Materials

- 16 word cards from Lesson 4
- photocopiable 83

Global Scale of English (GSE)

- **Speaking:** Can give simple advice, using fixed expressions (GSE 43). Can talk about everyday activities using simple language (GSE 32). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Reading:** Can identify key information in short, simple, factual texts (GSE 34). Can understand information about someone's personal details in a simple paragraph or short text (GSE 35).
- **Writing:** Can write simple sentences about what they or other people can or can't do (GSE 29). 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; Key question technique (see page 14)
Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
Peer learning: pairwork; groupwork
Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students a Key question (see page 14) about illness and health: *What should unfit people do to get fit and healthy?* Accept all reasonable answers.

Presentation

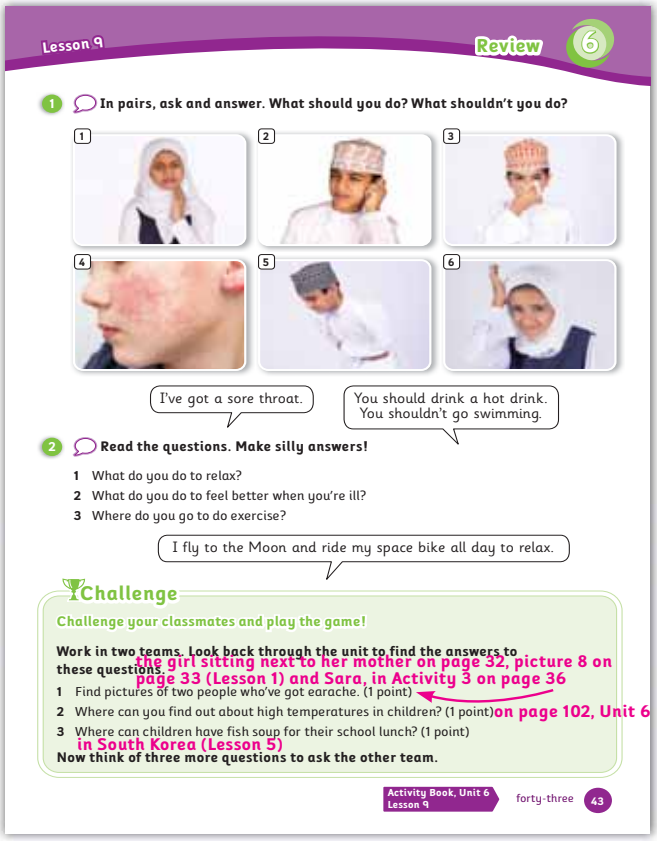
- Explain that in this lesson students will do revision of the unit vocabulary and then play a game.
- Revise the illnesses using the Lollipop stick technique (see page 15). Students mime the illness you say. Write the illnesses on the board as you name them: *a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomachache, a toothache, an earache, dizzy, sick.*
- Revise the healthy lifestyle phrases with the word cards. Place the cards around the room and have eight students find one card each and then match it to the correct pair. Remind students that there is more than one answer in some cases: *do exercise, eat a balanced diet, eat junk food, feel/be fit, feel/be healthy, relax at home, be/feel unfit, be/feel unhealthy.*
- Revise *should* and *shouldn't*. Ask *What words does a doctor use to give you advice? What should/shouldn't you do when you have got a headache/cold/earache/stomachache?*
- Revise the infinitive with *to*. Using the Lollipop stick technique (see page 15), say the start of a sentence and have students finish it with their own ideas: *I play football to …, I watch TV to …, I eat fruit and vegetables to …*, etc.

Extra activity TPR

- Divide the class into two teams. Hide the word cards around the room. Call out a phrase and have two students (one from each team) search for the words. The students who find two cards get two points. One card each gets one point each.

Practice

Class Book


Lesson 9 Review 6

1 In pairs, ask and answer. What should you do? What shouldn't you do?

1 2 3 4 5 6

I've got a sore throat.

You should drink a hot drink. You shouldn't go swimming.

2 Read the questions. Make silly answers!

1 What do you do to relax?
2 What do you do to feel better when you're ill?
3 Where do you go to do exercise?

I fly to the Moon and ride my space bike all day to relax.

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 Find pictures of two people who've got earache. (1 point) the girl sitting next to her mother on page 32, picture 8 on page 33 (Lesson 1) and Sara, in Activity 3 on page 36
2 Where can you find out about high temperatures in children? (1 point) on page 102, Unit 6
3 Where can children have fish soup for their school lunch? (1 point) in South Korea (Lesson 5)

Now think of three more questions to ask the other team.

Activity Book, Unit 6 Lesson 9 forty-three 43

1 In pairs, ask and answer. What should you do? What shouldn't you do?

- Refer students to page 43.
- Ask students to look at the pictures and identify what's wrong with the person in each one.
- Place students in pairs. Explain that one student says what the matter is and the other gives advice. Students then swap.

- Walk around the class monitoring students.
- Check answers as a class.

Diversity

Challenge
- Before students complete the activity, tell them to think of the language they have learnt in this unit and to make sure they use it. When you monitor, listen for the language students use, then give the class feedback and praise.

Support
- Ask students to raise their hands and name the illnesses they can see in the photos before they complete the activity in pairs. Write the illnesses on the board if necessary.

2 Read the questions. Make silly answers!

- Place students in groups of four. Tell students to think of four silly answers for each question, one per student.
- Ask different groups to tell the class their silliest ideas.

Extra activity **Critical thinking**

- Students make a puzzle with illnesses in their notebooks. They can choose what style of puzzle they want to make, e.g. a wordsearch, a wordsnake or a crossword puzzle. They then swap with another pair and solve each other's puzzles.

Challenge

Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four. Tell students that they have to look back through the unit to find the answers. Monitor the game and award points.
- Give students two minutes to think of three extra questions.

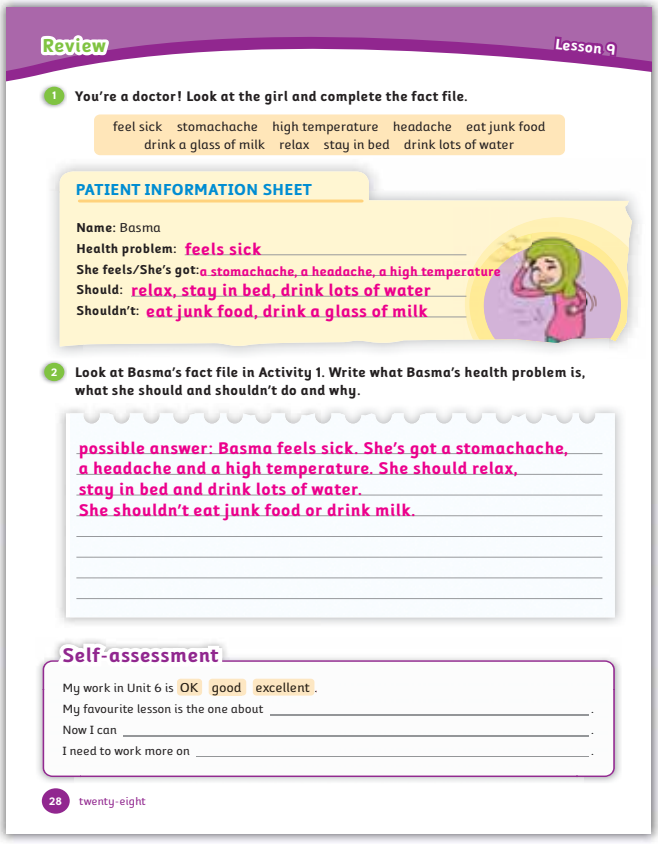
Activity Book

1 You're a doctor! Look at the girl and complete the fact file.

- Ask students to look at the picture. Elicit what's wrong with the girl.
- Check that students know the meanings of the words and expressions in the box.
- Students work individually and check fact files in pairs.

2 Look at Basma's fact file in Activity 1. Write what Basma's health problem is, what she should and shouldn't do and why.

- Check students know what to do using the Traffic light cards technique (see page 15).
- Students work individually to complete the activity using the information from Activity 1. They check answers in pairs.
- Use the Lollipop stick technique (see page 15) to choose students to read their text aloud.


Review
Lesson 9

1 You're a doctor! Look at the girl and complete the fact file.

feel sick stomachache high temperature headache eat junk food
drink a glass of milk relax stay in bed drink lots of water

PATIENT INFORMATION SHEET

Name: Basma
Health problem: feels sick
She feels/She's got: a stomachache, a headache, a high temperature
Should: relax, stay in bed, drink lots of water
Shouldn't: eat junk food, drink a glass of milk

2 Look at Basma's fact file in Activity 1. Write what Basma's health problem is, what she should and shouldn't do and why.

possible answer: Basma feels sick. She's got a stomachache, a headache and a high temperature. She should relax, stay in bed and drink lots of water. She shouldn't eat junk food or drink milk.

Self-assessment

My work in Unit 6 is OK good excellent.
My favourite lesson is the one about _____.
Now I can _____.
I need to work more on _____.

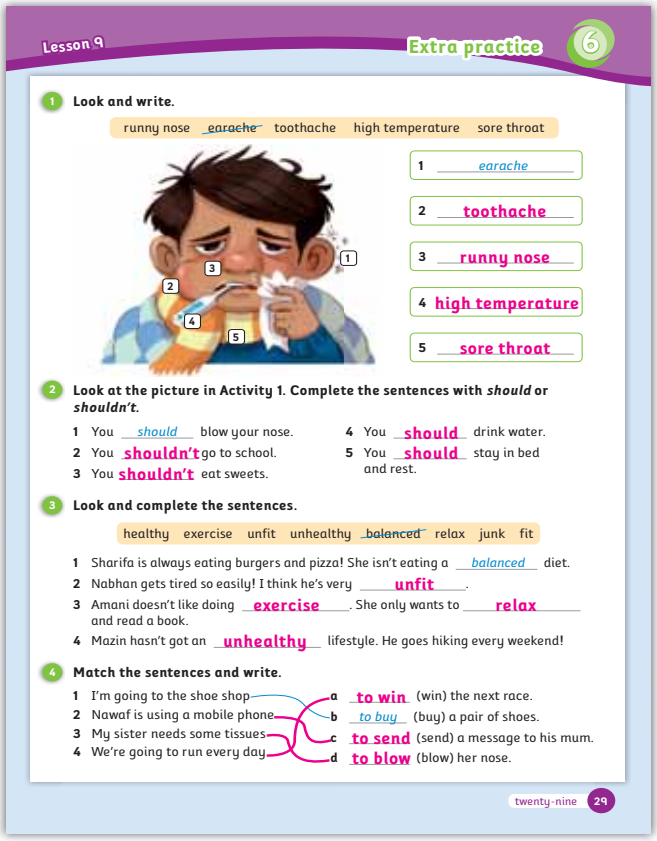
28 twenty-eight

Self-assessment

- Students do the activity individually.

Extra practice

Activity Book



Lesson 9 Extra practice 6

1 Look and write.

runny nose ~~earache~~ toothache high temperature sore throat

1 earache
2 toothache
3 runny nose
4 high temperature
5 sore throat

2 Look at the picture in Activity 1. Complete the sentences with *should* or *shouldn't*.

1 You should blow your nose.
2 You shouldn't go to school.
3 You shouldn't eat sweets.
4 You should drink water.
5 You should stay in bed and rest.

3 Look and complete the sentences.

healthy exercise unfit unhealthy ~~balanced~~ relax junk fit

1 Sharifa is always eating burgers and pizza! She isn't eating a balanced diet.
2 Nabhan gets tired so easily! I think he's very unfit.
3 Amani doesn't like doing exercise. She only wants to relax and read a book.
4 Mazin hasn't got an unhealthy lifestyle. He goes hiking every weekend!

4 Match the sentences and write.

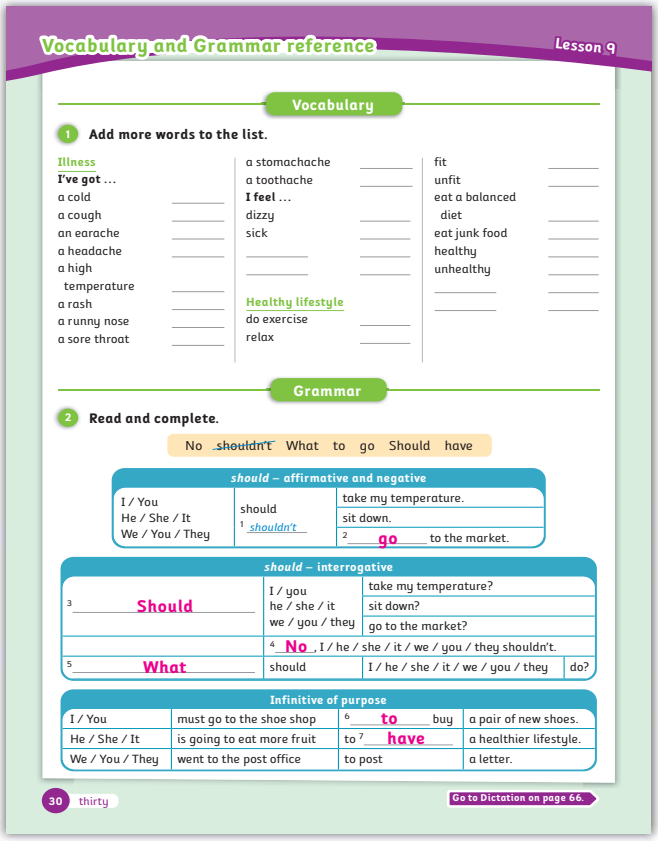
1 I'm going to the shoe shop
2 Nawaf is using a mobile phone
3 My sister needs some tissues
4 We're going to run every day

a to win (win) the next race.
b to buy (buy) a pair of shoes.
c to send (send) a message to his mum.
d to blow (blow) her nose.

twenty-nine 29

Vocabulary and Grammar reference

Activity Book



Vocabulary and Grammar reference Lesson 9

Vocabulary

1 Add more words to the list.

Illness
I've got ...
a cold
a cough
an earache
a headache
a high temperature
a rash
a runny nose
a sore throat

a stomachache
a toothache
I feel ...
dizzy
sick

Healthy lifestyle
do exercise
relax

fit
unfit
eat a balanced diet
eat junk food
healthy
unhealthy

Grammar

2 Read and complete.

No ~~shouldn't~~ What to go Should have

should – affirmative and negative

I / You He / She / It We / You / They	should 1 shouldn't	take my temperature. sit down. 2 go to the market.

should – interrogative

3 Should	I / you he / she / it we / you / they	take my temperature? sit down? go to the market?
	4 No, I / he / she / it / we / you / they shouldn't.	
5 What	should	I / he / she / it / we / you / they do?

Infinitive of purpose

I / You	must go to the shoe shop	6 to buy	a pair of new shoes.
He / She / It	is going to eat more fruit	to 7 have	a healthier lifestyle.
We / You / They	went to the post office	to post	a letter.

30 thirty

Go to Dictation on page 66.

Vocabulary

1 Add more words to the list.

- Ask students if they can think of any other words to add to the list. Students can work in pairs to complete the activity.

Grammar

2 Read and complete.

- Students work individually and check answers in pairs.

Dictation

- Have students turn to page 66 in their Activity Books.
- Play the audio (track 6.20) for students to individually listen and write the sentences.
- Check answers as a class.

6.20

1 I've got a sore throat and a runny nose.
2 You shouldn't go swimming today.
3 He went to the sports shop to buy some trainers.

1 Look and write.

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

2 Look at the picture in Activity 1. Complete the sentences with *should* or *shouldn't*.

- Students work individually and then check in pairs.
- Check answers as a class.

3 Look and complete the sentences.

- Students complete the activity individually using the words in the box.
- Check answers using the Lollipop stick technique (see page 15).

4 Match the sentences and write.

- Students match and then complete the sentences using the correct form of the verbs in brackets.
- Check answers using the Lollipop stick technique (see page 15).

Progress path

- Refer students to page 104 in their Class Books and page 68 in their Activity Books and ask them to complete the activities for Unit 6.
- Students get one point for answering correctly and two points for writing their answers in the correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write on the board *In Unit 6 I can …, I am good at …, I am not very good at …* . Students complete them with their own evaluation. Ask different students *What will you do to practise more?*

Extra activity **Photocopiable 83**

- Ask students to do photocopiable 83.

Lesson 10

Objectives

- **Lesson objectives:** to practise for A2 Flyers Reading and Writing Parts 1 and 2, and Speaking Part 4
- **Target language:** unit vocabulary and grammar

Materials

- Happy/Sad face response cards
- Unit 6 flashcards (*a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick; healthy, unhealthy, fit, unfit, do exercise, relax, eat a balanced diet, eat junk food*)

Global Scale of English (GSE)

- **Reading:** Can write simple questions about what they/other people are doing (GSE 33).
- **Speaking:** Can ask simple questions about very familiar topics (GSE 30).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30).

Assessment for Learning (formative assessment)

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

Starting the lesson

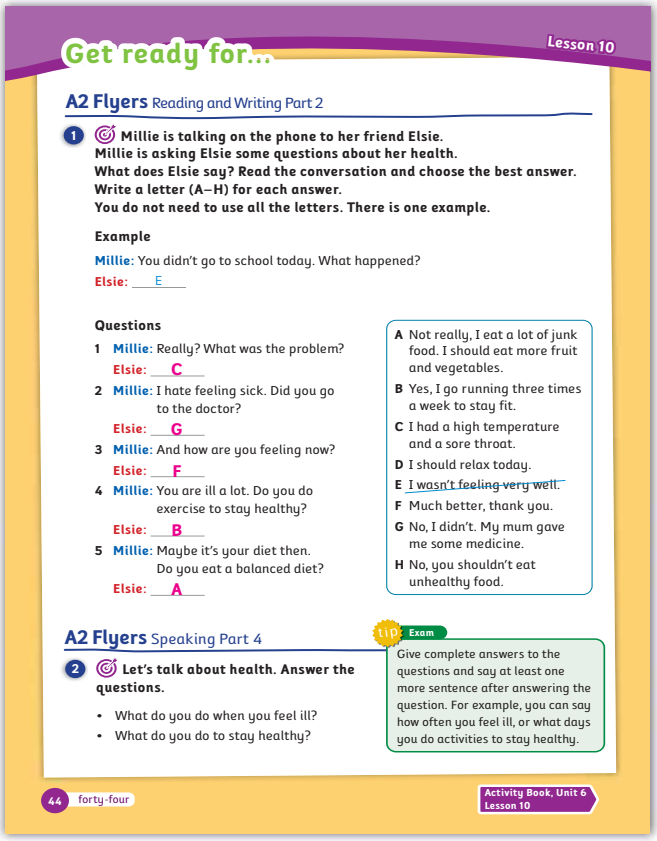
- Students think about the illnesses and healthy lifestyle vocabulary from pages 33 and 37. Allow them time to write them down in their notebooks. Then ask a student to come to the front. He/She mimes what it is and the rest of the class guesses. Continue with all the illnesses and healthy lifestyle vocabulary.
- 6.9 Play the karaoke version of the song from Lesson 4. Students sing in groups of four. Students then sing in their groups in front of the class. Have a class vote on the best performance.

Presentation

- Explain that in this lesson students will revise the work from the unit and practise for the A2 Flyers exams.

Practice

Class Book



Get ready for... Lesson 10

A2 Flyers Reading and Writing Part 2

1 **Millie is talking on the phone to her friend Elsie. Millie is asking Elsie some questions about her health. What does Elsie say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.**

Example

Millie: You didn't go to school today. What happened?
Elsie: E

Questions

1 Millie: Really? What was the problem?
Elsie: C
2 Millie: I hate feeling sick. Did you go to the doctor?
Elsie: G
3 Millie: And how are you feeling now?
Elsie: F
4 Millie: You are ill a lot. Do you do exercise to stay healthy?
Elsie: B
5 Millie: Maybe it's your diet then. Do you eat a balanced diet?
Elsie: A

A Not really, I eat a lot of junk food. I should eat more fruit and vegetables.
B Yes, I go running three times a week to stay fit.
C I had a high temperature and a sore throat.
D I should relax today.
E I wasn't feeling very well.
F Much better, thank you.
G No, I didn't. My mum gave me some medicine.
H No, you shouldn't eat unhealthy food.

A2 Flyers Speaking Part 4

2 **Let's talk about health. Answer the questions.**

- What do you do when you feel ill?
- What do you do to stay healthy?

tip Exam
Give complete answers to the questions and say at least one more sentence after answering the question. For example, you can say how often you feel ill, or what days you do activities to stay healthy.

44 forty-four

Activity Book, Unit 6 Lesson 10

A2 Flyers Reading and Writing Part 2

1 **Millie is talking on the phone to her friend Elsie. Millie is asking Elsie some questions about her health. What does Elsie say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.**

- Tell students that this activity is based on the A2 Flyers Reading and Writing Part 2 exam.
- Tell students that they are going to complete a dialogue. Ask students to read through the dialogue and the answer options without looking at the instruction. Tell them to focus on what Millie says both before and after each gap. Explain that this will help them to decide what is missing. Ask them what the dialogue is about.
- As a class, go through Elsie's part of the dialogue and elicit ideas about what they think she might say.
- Tell students that there are two sentences that they won't need and that they only have to write the letter in each gap, not the full sentence.

- Place students in pairs and have them complete the activity. Give them five minutes.
- Encourage them to read through the completed dialogue to check that it makes sense.
- Check answers using the Lollipop stick technique (see page 15).
- **Extension** Place pupils in different pairs and have them act out the dialogue.

A2 Flyers Speaking Part 4

2 Let's talk about health. Answer the questions.

- Tell students that this activity is based on the A2 Flyers Speaking Part 4 exam.
- Put students in pairs. Students look at the questions and ask and answer in pairs. Make sure they understand the questions.
- Point to the *Exam tip* and say that when speaking it's a good idea to say complete sentences and to say at least one more sentence after answering the questions. Tell students that at the beginning of their answer they can repeat the first part of the question (e.g. *When I feel ill ...*). Say *If you do this, it will also give you a little bit of time to think about your answers.*
- Monitor what students are saying. Correct and help where necessary.

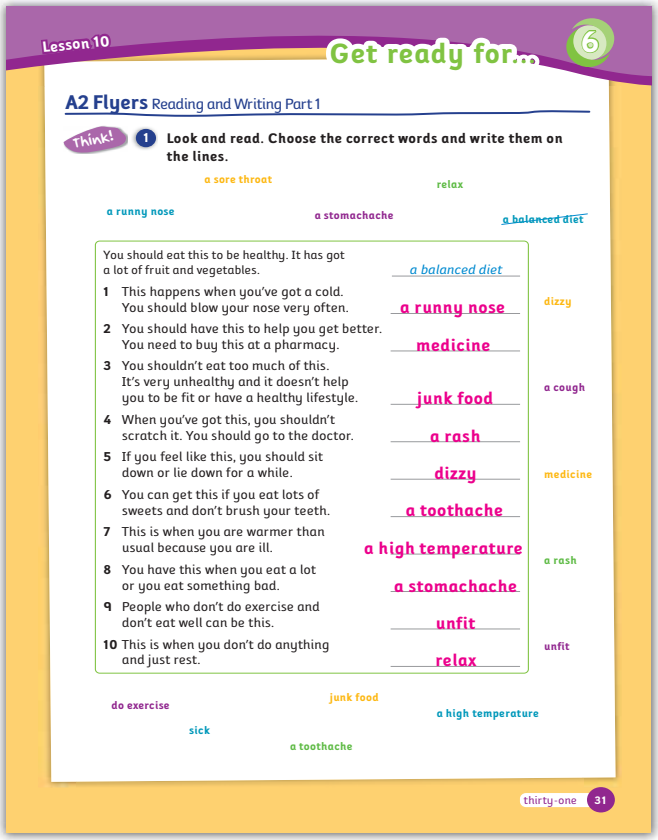
Extra activity **Collaborative work**

- Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique (see page 15). Students write their opinion about the unit under the lesson headings. The envoy reports back to the class.

Extra activity **TPR**

- Using the Happy/Sad face response cards, (see page 15), students react to your questions: *How much did you like Activity 1? Was it easy, OK or difficult? How much did you like Activity 2? Was it easy, OK or difficult?*

Activity Book


Lesson 10

Get ready for... 6

A2 Flyers Reading and Writing Part 1

Think! 1 Look and read. Choose the correct words and write them on the lines.

a sore throat relax a runny nose a stomachache ~~a balanced diet~~

You should eat this to be healthy. It has got a lot of fruit and vegetables. *a balanced diet*

1 This happens when you've got a cold. You should blow your nose very often. **a runny nose**
2 You should have this to help you get better. You need to buy this at a pharmacy. **medicine**
3 You shouldn't eat too much of this. It's very unhealthy and it doesn't help you to be fit or have a healthy lifestyle. **junk food**
4 When you've got this, you shouldn't scratch it. You should go to the doctor. **a rash**
5 If you feel like this, you should sit down or lie down for a while. **dizzy**
6 You can get this if you eat lots of sweets and don't brush your teeth. **a toothache**
7 This is when you are warmer than usual because you are ill. **a high temperature**
8 You have this when you eat a lot or you eat something bad. **a stomachache**
9 People who don't do exercise and don't eat well can be this. **unfit**
10 This is when you don't do anything and just rest. **relax**

dizzy a cough medicine a rash unfit

do exercise junk food a high temperature sick a toothache

thirty-one 31

A2 Flyers Reading and Writing Part 1

1 Think! Look and read. Choose the correct words and write them on the lines.

- Tell students that this is the A2 Flyers Reading and Writing Part 1 exam.
- Show students the Unit 6 flashcards (Illnesses and Healthy lifestyle) and quickly review the unit vocabulary.
- Ask students to look at the activity and ask *What do you have to do?* Elicit that they read the definitions, choose the correct words and write them on the lines. Remind students to always read the instructions carefully first.
- Ask *How many words are there?* (15) *How many words won't be used?* (5).
- Tell students that when they write the words, they have to spell them correctly and copy them exactly as they are.
- Set a time limit of five minutes. Students complete the activity individually.
- Have them compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity **Fast finishers**

- Students think of five tips they would give someone who wants to get fit and healthy. Tell them to think about diet, what to eat and how much exercise to do.

Finishing the lesson

- Ask *How did you get on in Unit 6? Which lesson did you like best? Which words were the easiest and most difficult to remember?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask how successful their learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Unit 6 practice

- Students now complete the Unit 6 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

Fun corner

Objectives

- **Lesson objectives:** to revise unit language with fun tasks
- **Target language:** revision of unit language

Materials

- Unit 6 flashcards (*a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick; healthy, unhealthy, fit, unfit, do exercise, relax, eat a balanced diet, eat junk food*)
- Unit 6 poster: Illnesses
- dice, 1 per pair

Global Scale of English (GSE)

- **Reading:** Can follow a simple series of written instructions to carry out a task (GSE 36). Can recognise the use of simple linking words, e.g. 'and', 'so' or 'but' to connect ideas in a short phrase or sentence (GSE 34).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can connect ideas using a few simple linking words (GSE 35). Can give simple feedback to a classmate (GSE 36). Can give simple advice, using fixed expressions (GSE 43).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). Can write words correctly using a range of letter-sound patterns (GSE 35).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)

Peer learning: pairwork; groupwork; Expert envoy technique (see page 15)

Independent learning: Summative and thought-provoking questions technique (see page 15); Learning diary (see page 15)

Starting the lesson

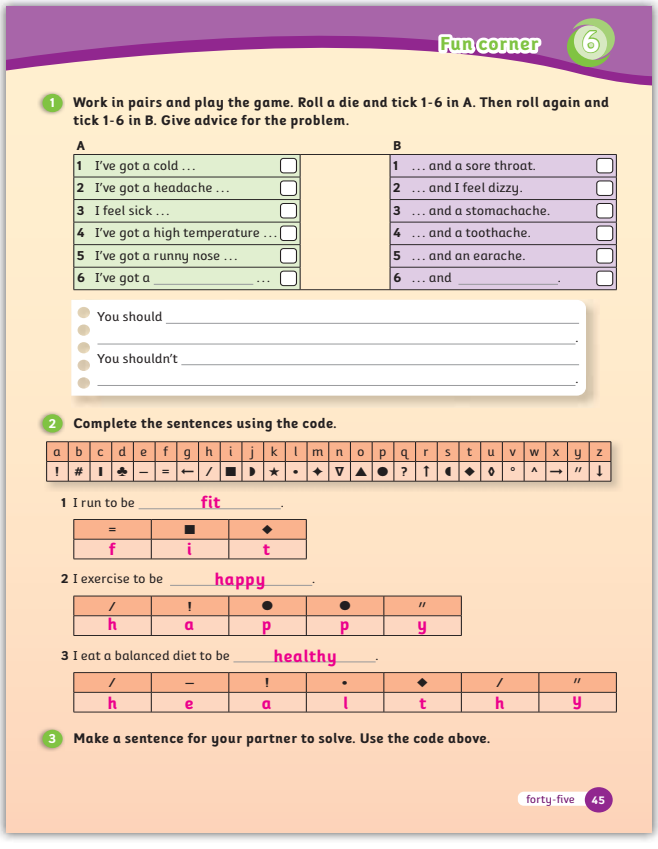
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 6 flashcards or poster as prompts. Refer to *How to work with posters* (see page 17).
- Divide the class into two teams and place the Unit 6 flashcards on a desk at the front of the class. Ask two students, one from each team, to come forward and pick a flashcard each. Each student then gives advice to their team using *should* or *shouldn't* (e.g. *You should go and see a dentist. You shouldn't drink very hot or cold drinks.*). The team listens to the advice and tries to guess the illness (*a toothache*). If they guess correctly, they get a point. Continue the game with new students choosing flashcards until all the illnesses have been guessed. The team with the most points at the end wins.

Presentation

- Tell students that in this lesson they will play a game and complete a puzzle. Ask students to look at page 45 of their Class Books. Ask them what they think they have to do in each activity.
- Before students play the game, quickly review the infinitive of purpose which they will need to complete the puzzle.
- Remind students that this is a verb followed by *to* and another verb. Explain that it gives a reason to do something. Say sentence prompts, e.g. *I run in the park …, I eat a balanced diet …, I drink plenty of water…*, etc. and have students complete each prompt with an infinitive of purpose.

Practice

Class Book



Fun corner 6

1 **Work in pairs and play the game. Roll a die and tick 1-6 in A. Then roll again and tick 1-6 in B. Give advice for the problem.**

A		B	
1	I've got a cold …	1	… and a sore throat.
2	I've got a headache …	2	… and I feel dizzy.
3	I feel sick …	3	… and a stomachache.
4	I've got a high temperature …	4	… and a toothache.
5	I've got a runny nose …	5	… and an earache.
6	I've got a _____ …	6	… and _____.

You should _____.

You shouldn't _____.

2 **Complete the sentences using the code.**

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
!	#	▮	♣	–	=	←	/	■	◗	★	•	◆	∇	▲	●	?	↑	◖	◆	◊	°	^	→	〃	↓

1 I run to be fit.

=	■	◆
f	i	t

2 I exercise to be happy.

/	!	●	●	〃
h	a	p	p	y

3 I eat a balanced diet to be healthy.

/	–	!	•	◆	/	〃
h	e	a	l	t	h	y

3 **Make a sentence for your partner to solve. Use the code above.**

forty-five 45

1 Work in pairs and play the game. Roll a die and tick 1-6 in A. Then roll again and tick 1-6 in B. Give advice for the problem.

- Ask students to look at the chart and read through the illnesses and health problems.
- Explain to students that first they are going to take it in turns to roll the dice twice and choose a problem in A and another problem in B. They then have to write two pieces of advice with *should* and two with *shouldn't*. If the dice lands on '6', students have to come up with their own health problem.
- Place students in pairs and provide each with a dice. Use the Expert envoy technique (see page 15) when choosing pairs so that stronger students work with weaker ones.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring students, helping where necessary, to make sure they are writing appropriate advice using *should* and *shouldn't*.
- Students then share their sentences with their partner. Encourage them to correct each other's work if necessary.
- When students have finished, use the Lollipop stick technique (see page 15) to choose students to read out their advice to the rest of the class. See if the class can guess the illnesses that students choose.

2 Complete the sentences using the code.

- Ask students to look at the box. Ask *What is this? Have you ever seen something similar? What do you think you have to do?* and elicit answers.
- Explain to students that they have to use the code to complete the sentences. Ask the class to look at the sentences and see if they can predict the answers.
- Check students know what to do using the Traffic light cards technique (see page 15). Do the first sentence as a class if necessary.
- Use the Lollipop stick technique (see page 15) to check answers.

3 Make a sentence for your partner to solve. Use the code above.

- Tell students that they are now going to write a new sentence for their partner to solve using the code.
- Students write their sentences in their notebooks.
- Tell students that they can use both grammar points (*should/shouldn't* and the infinitive of purpose) to write their sentences.
- Walk around the class monitoring pupils.
- Place students in new pairs, have them swap notebooks and then solve each other's coded sentences.
- Use the Lollipop stick technique (see page 15) to ask students whether they were able to solve the coded sentences.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today. Ask *Did you enjoy the Fun corner? Was it difficult or easy? Which was your favourite activity?*
- Students write down what they did in today's lesson in their Learning diary (see page 15): *Today, I played . . ., We solved. . ., I thought the game and the puzzle we did were. . . .*
- Ask volunteers to read aloud their Learning diary entries for the class.

Lesson 1

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 6; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to evaluate a text
- **Target language:** *a blanket, a box of tissues, a cold, dizzy, a headache, a high temperature, a runny nose, a store throat, a thermometer; a climbing wall, do exercise, eat a balanced diet, fit, go skateboarding, healthy, relax, a trampoline, unhealthy*
- **Phonics:** /ɜ:/, /ɛ/

Materials

- photocopiables R11 and R12

Global Scale of English (GSE)

- **Reading:** Can get the gist of a very simple illustrated story (GSE 28). Can guess what happens next in a story from the pictures (GSE 29). Can combine a range of letter sounds to read some common words (e.g. sing, high) (GSE 29). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33).
- **Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses (GSE 28). Can follow a simple conversation between two people or characters, if supported by pictures (GSE 31). Can understand a limited range of basic language related to common symptoms and illnesses (GSE 39).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can read aloud a familiar short text (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30). Can write words correctly using a range of letter-sound patterns (GSE 35).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson

- Ask *How often do you feel ill? What do you do when you feel ill?*
- Explain that this story is about a girl who feels ill. Brainstorm words to describe illnesses (use the Unit 6 flashcards to help if necessary).

Presentation

- Explain that in this lesson students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 6 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 112.
- On one side of the board, write *You shouldn't …* Then, on the other side, write *go to school today*. Encourage students to look through the story quickly and find more examples of *should* or *shouldn't*. Ask them when we use these words (*to give advice*).

Before you read

1 **Before you read** **Read the title of the story and look at the picture on page 46. Answer the questions.**

- Before students read, ask them to turn to page 112 in their Class Books. Read the question aloud.
- Students work in pairs.
- Tell students to refer to page 46 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

Listen and read

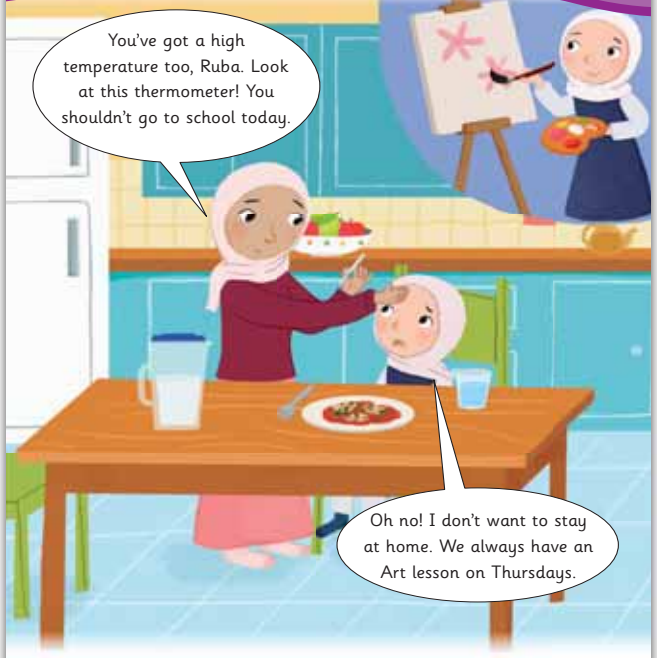
Class Book

Graded reader 1

The Best Medicine

It was Thursday morning before school. Ruba was eating shakshuka for breakfast, but she wasn't very hungry. Her throat hurt.





Art lesson were always fun. Ruba loved drawing and painting. But Ruba knew that Mum was right. She should stay at home to rest.

Ruba rested on the sofa, under a blanket. The blanket was soft. She had a big box of tissues. She used a tissue to blow her nose.



Ruba was feeling dizzy. She closed her eyes and she went to sleep.

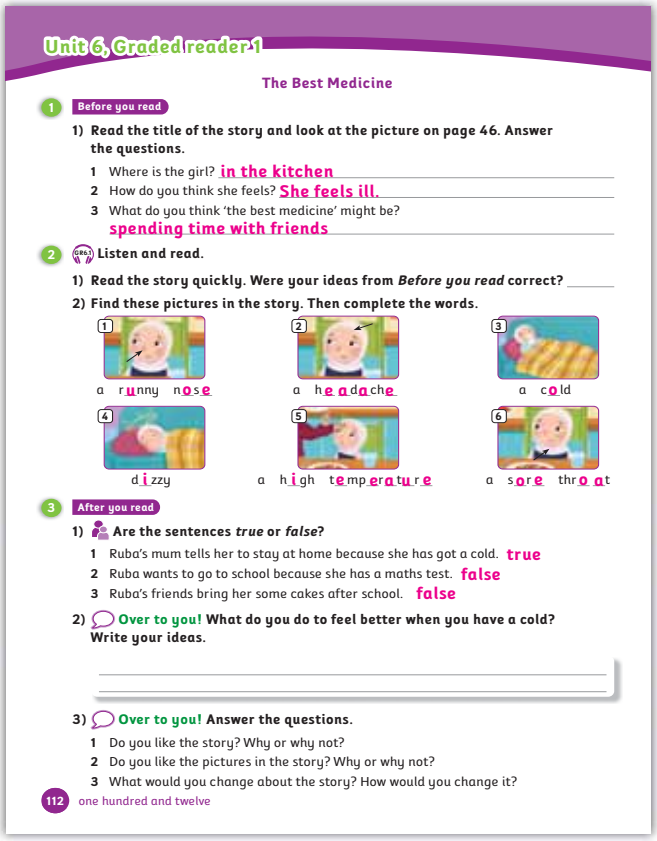


Then Ruba heard a noise outside her window. Who was coming?



Ruba's friends were there! They wanted to help her feel better. So, after school, they all came to Ruba's house to see her.





Unit 6, Graded reader 1

The Best Medicine

1 Before you read

1) Read the title of the story and look at the picture on page 46. Answer the questions.

1 Where is the girl? in the kitchen
2 How do you think she feels? She feels ill.
3 What do you think 'the best medicine' might be? spending time with friends

2 GR6.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

2) Find these pictures in the story. Then complete the words.

1 a runny nose
2 a headache
3 a cold
4 dizzy
5 a high temperature
6 a sore throat

3 After you read

1) Are the sentences *true* or *false*?

1 Ruba's mum tells her to stay at home because she has got a cold. true
2 Ruba wants to go to school because she has a maths test. false
3 Ruba's friends bring her some cakes after school. false

2) Over to you! What do you do to feel better when you have a cold? Write your ideas.

3) 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?

112 one hundred and twelve

2 GR6.1 Listen and read.

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 illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers for questions 1–3 on page 112 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

2) Find these pictures in the story. Then complete the words.

- Students refer back to the story on pages 46–49.
- Ask students on which pages they found the pictures.
- Students then complete the words by writing the missing letters.
- Invite individual students to tell you the answers.

3 After you read

1) Are the sentences *true* or *false*?

- Students complete the activity individually.
- Check answers as a class. Encourage them to correct the false sentences.

2) Over to you! What do you do to feel better when you have a cold? Write your ideas.

- Students think about the answers to the questions individually.
- Students compare their answers in pairs.
- Monitor and help where necessary.
- Discuss students' answers as a class.

3) Over to you! Answer the questions.

- Students ask and answer the questions in pairs.
- Monitor and help where necessary.
- Discuss students' answers as a class.

Phonics

- Write on the board *Thursday* and *heard*, with the /ɜ:/ sound underlined as shown. Ask students what sound is the same in both these words (/ɜ:/).
- Ask students to find other words in the story that contain this sound (*hurt, matter, after, under, better, her*).
- Write on the board *very* and *headache* with the /ɛ/ sound underlined as shown. Ask students what sound is the same in both these words (/ɛ/).
- Ask students to find words in the story that contain this sound (*very, headache, well, rest, blanket, then, help, better, went, everyone, best, medicine*).

Finishing the lesson

- Ask students what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of what happened in the story.
- Ask students if they feel better when they spend time with friends. What else makes them feel better when they are ill?

Extra activity **Photocopiable R11**

- Ask students to do photocopiable R11.

Lesson 1, option B

Starting the lesson

- Ask students what they do to be healthy. Do they do any sports? Which sports do they do?
- Brainstorm other words for a healthy lifestyle using the Unit 6 flashcards if necessary.

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 6 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 113.
- On one side of the board, write *He went into the living room …* . Then, on the other side, write *to look for Nawaf*. Encourage students to look through the story quickly and find more examples of sentences like this (the infinitive of purpose).

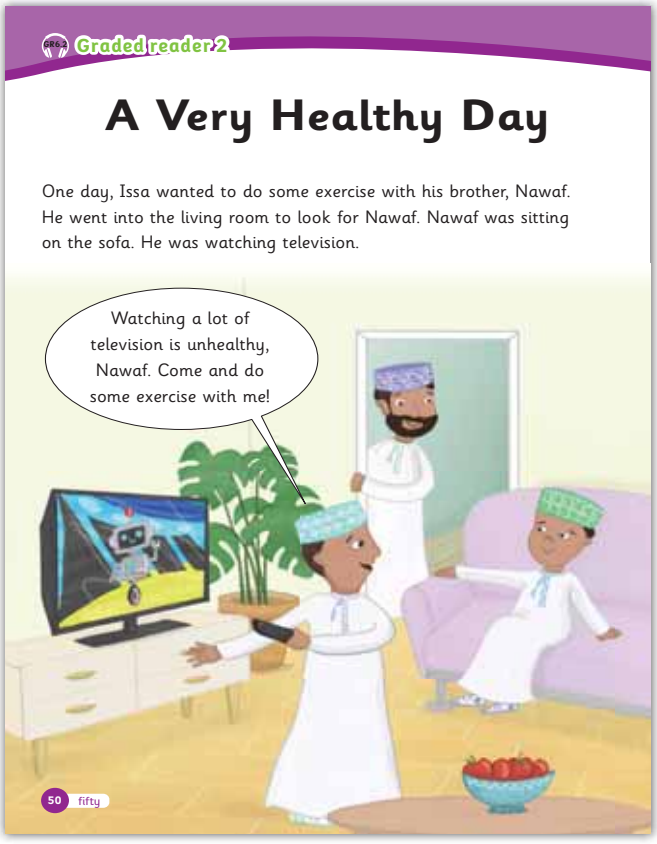
Before you read

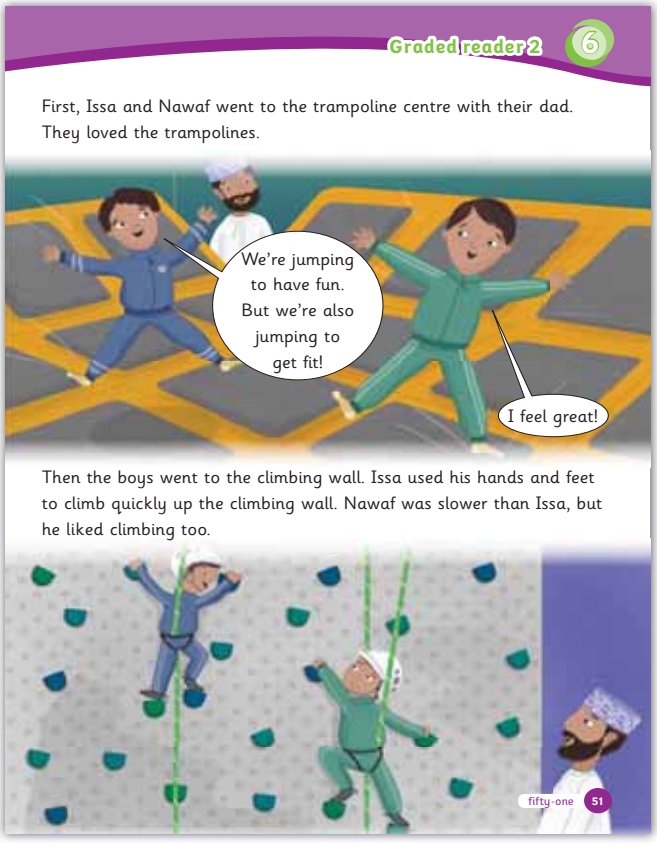
1 Before you read Read the title of the story and look at the picture on page 50. Answer the questions.

- Before students read, ask them to turn to page 113 in their Class Books. Read the questions aloud.
- Tell students to refer to page 50 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

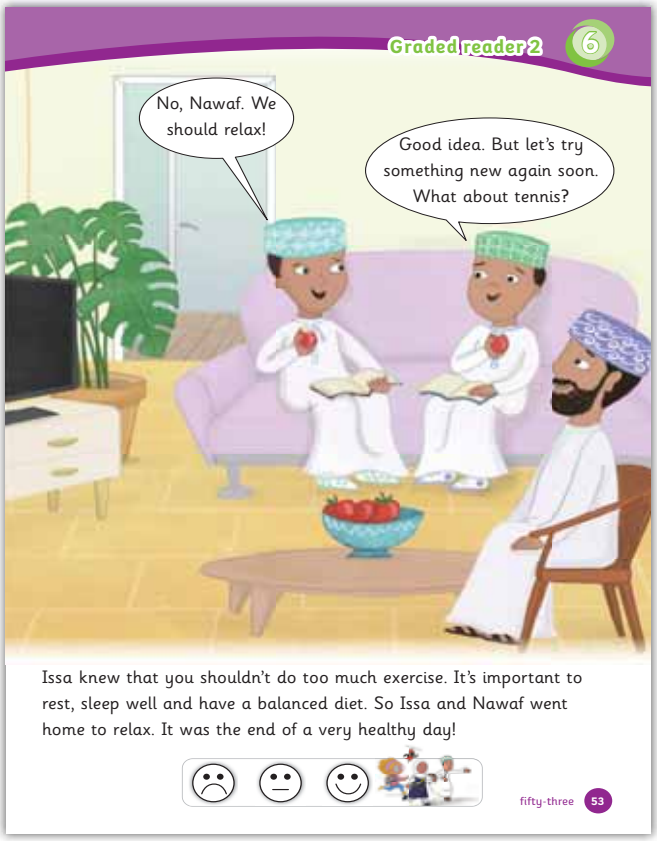
Listen and read

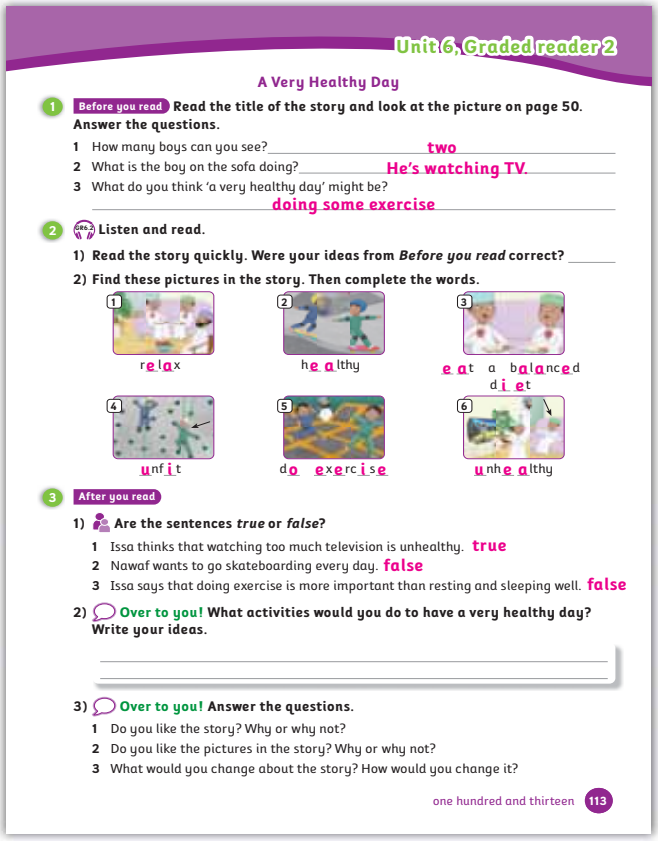
Class Book











2 GR6.2 Listen and read.

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 illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answer to question 3 on page 113 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

2) Find these pictures in the story. Then complete the words.

- Students refer back to the story on pages 50–53.
- Ask students on which pages they found the pictures.
- Students write the missing letters to complete the words.
- Invite individual students to tell you the answers.

3 After you read

1) Are the sentences *true* or *false*?

- Students complete the activity individually.
- Check answers as a class. Encourage them to correct the false sentences.

2) Over to you! What activities would you do to have a very healthy day? Write your ideas.

- Students work in pairs to answer the question. Encourage them to think of at least two activities.
- Monitor and help where necessary.
- Discuss students' answers as a class. Do all the students agree these are healthy activities?

3) Over to you! Answer the questions.

- Students ask and answer the questions in pairs.
- Monitor and help where necessary.
- Discuss students' answers as a class.

Phonics

- Write on the board *brother* and *first* with the /ɜ:/ sound underlined as shown. Ask students what sound is the same in both these words (/ɜ:/).
- Ask students to find other words in the story that contain this sound (*centre, exercise, slower*).
- Write on the board *healthy* and *get* with the /ɛ/ sound underlined as shown. Ask students what sound is the same in both these words (/ɛ/).
- Ask students to find words in the story that contain this sound (*television, let's, exercise, every, tennis*).

Finishing the lesson

- Ask students what they thought of the characters in the story, whether they were able to understand the words and whether they had a good understanding of what happened.
- Ask students if they would like to have a healthy day like theirs. What would they do differently?

Extra activity **Photocopiable R12**

- Ask students to do photocopiable R12.

7 Let's get creative!

Unit objectives	
To talk about machines and household chores	
Language	
Vocabulary	**Machines** *cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine* **Household chores** *do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table*
Grammar	Present perfect with *ever* Present perfect
Functions	Explaining that something doesn't work: *You need to turn it on.*
Pronunciation	/ʌ/, /uː/
Learning outcomes	
Listening	Identify core vocabulary; Listen and understand the overall meaning of simple texts on familiar topics; Listen and identify some details in simple texts on familiar topics; Listen and identify familiar words and phrases in simple texts on familiar topics; Respond to referential questions based on aural texts; Extract information to accomplish a task; Identify specific information in short dialogues; Understand details in longer dialogues on familiar topics; Understand everyday expressions dealing with simple and concrete everyday needs in clear, slow and repeated speech; Follow speech which is very slow and carefully articulated, with long pauses to get the meaning; Identify the topic of aural texts; Identify the setting of aural texts; Identify the participants and their roles; Identify intonation patterns when listening; Listen and respond appropriately to peers and adults
Speaking	Act out part of a picture story using simple words; Recite songs, rhymes and tongue twisters individually and chorally; Talk about self, family or immediate environment; Ask and answer simple questions; Describe a sequence of events; Respond verbally to direct questions; Accurately reproduce modelled language; Participate in simple interactions on familiar topics; Articulate sounds in isolated word forms; Articulate sounds in connected speech; Pronounce words and sentences using correct stress, intonation and rhythm; Ask and answer questions on familiar topics; Take part in a simple conversation on familiar topics (e.g. family, home, school, etc.); Act out part of a short dialogue; Make a rehearsed oral presentation about a familiar topic; Narrate a story based on visual input; Retell a story based on visual input; Summarise the main points of a text
Reading	Read familiar material with correct intonation and pronunciation; Recognise pronoun referents; Read and understand the overall meaning of simple short texts on familiar topics; Deduce meaning of unfamiliar words from context; Identify the main idea of a text; Read short texts on familiar topics; Read and identify specific information in simple texts on familiar topics; Read and identify some details in simple texts on familiar topics; Understand the correct sequence of events in a simple story; Recognise the effect of word spacing and punctuation in texts when reading; Make predictions about reading text; Decode unfamiliar words by using phonemic awareness and blending strategies when reading; Make inferences about reading text; Summarise information in reading text; Identify the contexts of short texts
Writing	Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently-used words correctly; Construct sentences following a model; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write simple sentences about self, family and immediate environment; Use conjunctions; Write continuous pieces of text with correctly formed letters and words moving from left to right; Write sentences using correct spacing, capitalisation and full stops; Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Plan ideas before writing;

	Write questions and answers; Write simple isolated phrases and sentences; Copy short texts accurately using correct punctuation; Use phonological awareness and blending strategies to write new words; Apply spelling rules and conventions when writing
Cognitive skills	Use different media to make and describe his/her own designs; Ask questions about the topic; Ask for and give information; Understand and describe objects; Find information; Explore different materials and decide what to use; Predict, arrange and describe objects; Act out the roles of various characters in games and drama; Respond to songs, rhymes and poems in a variety of ways; Take part in tasks by interacting with others and stay on task; Actively participate in investigative, exploratory and open-ended tasks; Understand group talk; Communicate one's own knowledge of a topic; Think of playful names for people and things; Make adaptations to a song or poem reflecting personal interests, emotions or identity; Write own songs or poems to reflect personal interests, emotions or identity; Share a sense of humour with peers and adults; Use language to interact with others in the group (e.g. I agree/don't agree with you; That's true; You're right; I'm not sure about that; Good idea); Be aware of when and how to take turns and when and how to interrupt; Be aware of how to clarify ideas; 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; Fully include other group members at all stages of the task by asking them to say some more; Communicate how well others are contributing to the group task by giving positive comments; Understand that others can be shy, less confident speaking English or unhappy about something and reassure them; 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; Use different media to make and describe his/her own designs

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)
Mathematical, science and technological competences: order sentences (L. 2)
Digital competence: use Class Book and Activity Book eBook (L. 1–10)
Social and civic competences: learn to be creative (L. 5); learn to explain that something doesn't work (L. 6)
Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)
Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3, 5, 6 and 8)
Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Designing pottery (L. 5)
Communication	Describing machines (L. 1); Talking about what you have done (L. 3); Talking about household chores (L. 4); Talking about pottery (L. 5); Explaining that something doesn't work (L. 6); Functional dialogue (L. 6); Challenge game (L. 9)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Activity Book p. 40
- Unit 7 Extra practice: Activity Book p. 41
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Song, Culture, English in action, Reading, Writing, Listening, Review self-assessment, Story, Graded reader 1 and 2
- Unit 7 Practice Sheet

External exams

Class Book	**Activity Book**
A2 Flyers Listening Part 4 A2 Flyers Speaking Part 4	A2 Flyers Reading and Writing Part 6

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use machine words
- **Target language:** *cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine*

Materials

- Unit 7 flashcards (*cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine*)
- Unit 7 poster: Machines
- stopwatch
- photocopiable 43

Global Scale of English (GSE)

- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson

- Write *Machines in the house* on the board. Explain the meaning if necessary. Using the Key question technique (see page 14), ask *Have you got machines in your home? Which rooms are they in? What machines do you use the most?* Students raise their hands to answer.

Presentation

- Explain that in this lesson students will learn to talk about machines in the house.
- Place the Unit 7 flashcards or poster on the board. Point to each item and say the word. Students repeat after you.
- Use the Unit 7 poster to play *True or false?* (see *How to work with posters* on page 17).

Practice

Class Book



1 How many words for machines in the house do you know?

- Refer students to page 54. Read the instruction and tell students to look at the picture and find the machines they know. Students work in pairs and tell each other the words they know.
- Using the Lollipop stick technique (see page 15), ask students to name the machines they know.
- Place students in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having students raise their hands to give answers.
- **Extension** Ask students to look at page 54 again. Have them describe the picture in pairs, telling each other where the people in the picture are and what they are doing, and to name any objects, clothes and food that they know, e.g. *oranges, glasses*.


Lesson 1, part 1 Vocabulary 7

2 Listen, point and repeat.

1 cooker 2 oven 3 microwave 4 fridge
5 freezer 6 kettle 7 washing machine 8 blender
9 toaster 10 coffee machine 11 vacuum cleaner 12 sewing machine

3 Look for the words from Activity 2 in the picture on page 54. Write the missing word. washing machine

4 Listen and write. What is it?
1 sewing machine 2 blender 3 coffee machine 4 vacuum cleaner 5 toaster 6 microwave

5 Play a guessing game!
Do you use it to clean the floor? No, I don't.
Do you use it to clean clothes? Yes, I do.
Is it a washing machine? Yes, it is!

Activity Book, Unit 7 Lesson 1, part 2
fifty-five 55

2 7.1 Listen, point and repeat.

- Refer students to page 55. Tell students to count how many machine words they knew.
- Play the audio and have students point and repeat.
- Tell students to look at the pictures and practise the new vocabulary. Ask questions and have students raise their hands to offer answers:
  Where can you bake bread? In the fridge or the oven?
  What makes water hot? A freezer or a kettle?
  What do you wash in a washing machine?
  What can you make with a blender?
  What do you need to make clothes? A coffee machine or a sewing machine?
  Can you find two machines that you can use to make hot soup?
  What do you need to clean up dirt on the carpet? A toaster or a vacuum cleaner?
- Put students into pairs. Have students say a machine word to their partners for them to point to the correct picture. Then they swap.

7.1

1 cooker
2 oven
3 microwave
4 fridge
5 freezer
6 kettle
7 washing machine
8 blender
9 toaster
10 coffee machine
11 vacuum cleaner
12 sewing machine

Extra activity Critical thinking

- Students work in pairs. They discuss in which rooms they have and use these machines. Start with the question *Where do you use a toaster? (in the kitchen).*
- Ask different pairs to say their ideas and promote class discussion about different possible answers.

3 Look for the words from Activity 2 in the picture on page 54. Write the missing word.

- Give students one minute to work in pairs to find the machine words and write the missing word. Ask for feedback using the Lollipop stick technique (see page 15).

4 7.2 Listen and write. What is it?

- Explain to students that they will hear sounds that different machines make.
- Play the audio. Stop after each sound for students to write their answer. Students raise their hands to offer answers.

7.2

1 [sound of a sewing machine]
2 [sound of a blender]
3 [sound of a coffee machine]
4 [sound of a vacuum cleaner]
5 [sound of a toaster]
6 [sound of a microwave]

Extra activity TPR

- Mime using different machines and say the word. Have students copy and repeat.
- Then call out the word for each machine one at a time in random order and have students mime using them.

5 Play a guessing game!

- Place students in pairs to play the game. One student thinks of a machine at home and the other tries to guess what it is by asking yes/no questions. Students then swap roles.

Diversity

Challenge
- Students ask about other machines that are in the house, e.g. *computers, tablets, TVs, electric toothbrushes*, etc.

Support
- Say the verbs in phrases that are connected to each machine and ask students to say which machine they go with, before students complete the activity in pairs, e.g. *cook food, bake cakes, heat up food, keep food cold and fresh, freeze food, boil water, wash clothes, make a smoothie, toast bread, make coffee, clean the floor, sew clothes.*

Finishing the lesson

- Play *Noughts and crosses* (see page 22) with the Unit 7 flashcards.

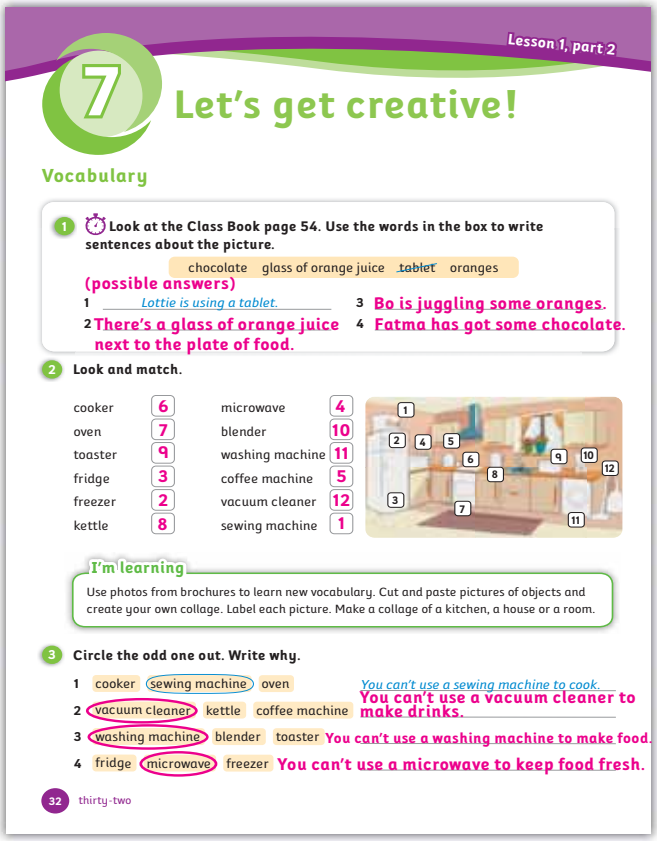
Lesson 1, part 2

Starting the lesson

- Play *Backs to the board* (see page 22) with the Unit 7 flashcards.

Practice

Activity Book



Lesson 1, part 2

7 Let's get creative!

Vocabulary

1 Look at the Class Book page 54. Use the words in the box to write sentences about the picture.

chocolate | glass of orange juice | ~~tablet~~ | oranges

(possible answers)

1 Lottie is using a tablet.
2 There's a glass of orange juice next to the plate of food.
3 Bo is juggling some oranges.
4 Fatma has got some chocolate.

2 Look and match.

cooker	6	microwave	4
oven	7	blender	10
toaster	9	washing machine	11
fridge	3	coffee machine	5
freezer	2	vacuum cleaner	12
kettle	8	sewing machine	1

I'm learning

Use photos from brochures to learn new vocabulary. Cut and paste pictures of objects and create your own collage. Label each picture. Make a collage of a kitchen, a house or a room.

3 Circle the odd one out. Write why.

1 cooker | sewing machine | oven — You can't use a sewing machine to cook.
2 vacuum cleaner | kettle | coffee machine — You can't use a vacuum cleaner to make drinks.
3 washing machine | blender | toaster — You can't use a washing machine to make food.
4 fridge | microwave | freezer — You can't use a microwave to keep food fresh.

32 thirty-two

1 Look at the Class Book page 54. Use the words in the box to write sentences about the picture.

- Students refer to page 54 of their Class Books. They work individually to write sentences about the picture using the words in the box.
- Ask students questions to help them write their sentences: *Where is the glass of orange juice? What is Bo doing? Who's got some chocolate?* Write sentence prompts on the board if necessary, e.g. *There is …, Bo is …, Fatma has got … .*
- Give students two minutes to complete the activity. Have students check their answers with their partners.
- Check answers using the Lollipop stick technique (see page 15).

2 Look and match.

- Students complete the activity individually. They then compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).

I'm learning

- Read the *I'm learning box*. Explain to students that a helpful way to learn new vocabulary is by using photos. Explain to students that a collage is where you stick different pictures onto a piece of paper. Encourage them to find pictures in brochures of different machines, and to cut the pictures out, glue them onto a larger piece of paper and label them to make a collage of a certain room in the house (e.g. the kitchen). As an example, students could find photos of machines which are usually found in a kitchen, such as a microwave, a blender and a kettle, and create a collage of machines in a kitchen.

3 Circle the odd one out. Write why.

- Read the example answer and explain to students that they have to choose the object that doesn't belong and write why.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Students work individually to complete the activity. They then compare ideas with a partner to discuss why the words they chose are the odd ones out.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity **Fast finishers**

- Students write the new words in their vocabulary lists in their notebooks.

Finishing the lesson

- Students close their books and work in pairs. Give them one minute to write down the names of the machines. Place the Unit 7 poster (Machines) on the board and have students check their answers.
- Using the Summative and thought-provoking questions technique (see page 15), ask *How many words did you remember? Can you spell them correctly? Which words were difficult to remember? What will you do to learn these words in the future?*

Extra activity **Photocopiable 43**

- Ask students to do photocopiable 43.

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of machines vocabulary; *paper cases, melt, jug, decorations*

Materials

- Unit 7 poster: Machines
- Unit 7 flashcards (*cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine*)
- Unit 7 Story animation video
- Happy/Sad face response cards
- True/False response cards
- photocopiables S8 and 51

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Happy/Sad face technique (see page 15); True/False response cards technique (see page 15)
- Peer learning: pairwork; groupwork; acting out
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 2, part 1

Starting the lesson

- Place the Unit 7 poster (Machines) on the board. Using the Lollipop stick technique (see page 15), ask students to say one machine word each from Lesson 1.

Presentation

- Explain that in this lesson students will listen to or watch a story.
- Write the verbs *melt*, *pour*, *decorate* and *heat* on the board and elicit their meanings by saying sentences: *My ice cream melted in the sun. I poured some juice into a glass. We decorate the house on special occasions. We heat our house when it's cold outside.*
- Write definitions on the board if necessary.

Practice

Class Book



1 Before you read Which machine do the children use in the story?

- Refer students to pages 56 and 57.
- Ask students to name the machine the children use in the story.
- Use the Unit 7 flashcards to check answers. Hold up each flashcard and ask *What is this? Did they use it in the story?*

2 7.3 Watch or listen and read.

- Write *paper cases*, *jug* and *decorations* on the board.
- Ask *Have you ever made cupcakes?* Elicit answers. Say *We put cupcakes in paper cases.*
- Ask *Have you ever made a birthday cake? Did you put candles on it?* Elicit answers. Say *The candles are decorations.*
- Play the video or the audio.
- Check comprehension. Ask *Why are they making chocolates? (for Fatma and Sami's mum's birthday) What did Lottie make last year? (a chocolate cake) Is the silver real metal? (No, it's sugar.) Who made a mess? (Sami).*
- Students work in groups and search online to find recipes that use chocolate.

7.3

A big mess

1 Lottie: Right, let's get started! Fatma, you and I are going to make chocolates for your mum's birthday.
Fatma: We can use the microwave.
Sami: I've made a box for the chocolates. Now I need to decorate it.

2 Fatma: Have you ever made chocolates before?
Lottie: No, I haven't. I made a chocolate cake last year for my mum, but I haven't made chocolates.

3 Bo: It's hot and it isn't solid anymore!
Fatma: That's right, Bo! The chocolate has melted in the microwave!

4 Lottie: OK, so we've melted the chocolate. Next, we have to pour it into these paper cases. Then we have to decorate our chocolates!

5 Bo: You're using silver and gold! I thought you couldn't eat metal! Have you ever eaten silver?
Lottie: No, I haven't! These decorations aren't metal. They're sugar!

6 Narrator: Ten minutes later ...
Bo: What have you made, Sami?
Sami: I've used this paper to decorate the chocolate box. Look!

7 Lottie: Oh no! The chocolates! What have you done to them?
Sami: I'm sorry! I was showing Bo the box!

8 Fatma: What a mess! Our beautiful chocolates! What are we going to do?
Lottie: We haven't got any more chocolate!

9 Sami: I know! I've got an idea! Give me the chocolates ...

10 Narrator: Later ...
Sami: Tah-daahh!!!

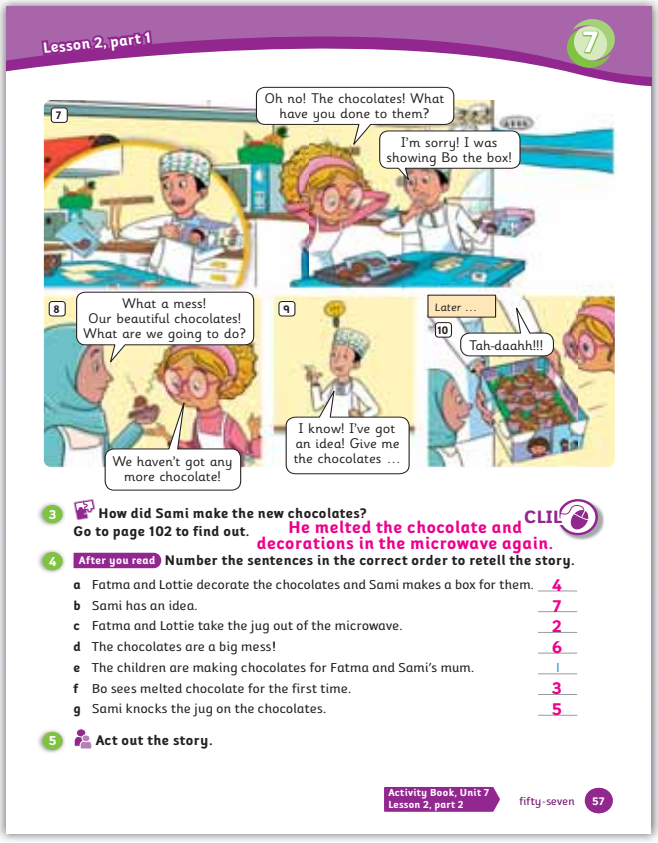
Diversity

Challenge
- Before students open their books, tell them the title of the story. Students predict what might happen, and where the children are using the information they have from the picture in Lesson 1.

Support
- Pre-teach other words that students might have problems with.

3 How did Sami make the new chocolates? Go to page 102 to find out.

- Students discuss in pairs and then turn to page 102 to find out the answer.
- Using the Happy/Sad face technique (see page 15), ask *Did you find the answer? Were your predictions correct?*



4 After you read Number the sentences in the correct order to retell the story.

- Students work individually to complete the activity.
- Check answers using the Lollipop stick technique (see page 15).
- Place students in pairs and ask them to retell the story to each other.

Extra activity **Critical thinking**
- Students work in pairs and write one more sentence about what Sami did to fix the chocolates.

5 Act out the story.

- Divide students into groups of four. Allocate a role to each student (Lottie, Fatma, Sami and Bo).
- See *Stage 4 – Acting out* on page 17 for more guidance on acting out activities.
- Students act out the story in groups.

Extra activity **TPR**

- Use the Happy/Sad face technique (see page 15). Play the video or the audio again. When students hear the word *chocolate* or *chocolates*, they hold up a happy face.

Finishing the lesson

- Using the True/False response cards technique (see page 15), students respond to true and false statements you make about the story, e.g. *They are making chocolates for Fatma and Sami's grandma.* (false) *They use a microwave to melt the chocolate.* (true) *Lottie has made chocolate before.* (false), etc.

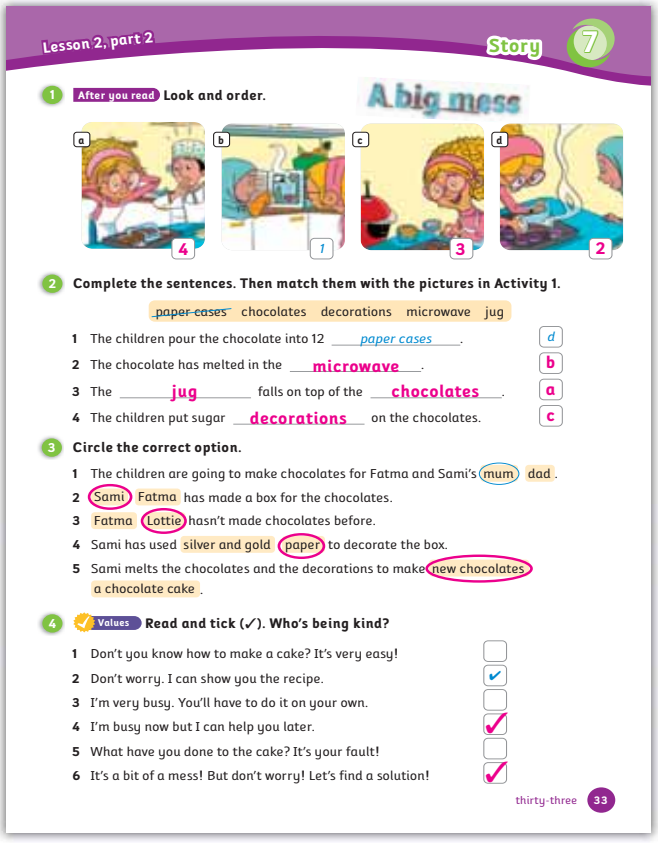
Lesson 2, part 2

Starting the lesson

- Play *Remembering the order* (see page 19) with the Unit 7 flashcards.

Practice

Activity Book



Lesson 2, part 2 Story 7

1 After you read **Look and order.**

A big mess

a 4 b 1 c 3 d 2

2 **Complete the sentences. Then match them with the pictures in Activity 1.**

~~paper cases~~ chocolates decorations microwave jug

1 The children pour the chocolate into 12 *paper cases*. d
2 The chocolate has melted in the **microwave**. b
3 The **jug** falls on top of the **chocolates**. a
4 The children put sugar **decorations** on the chocolates. c

3 **Circle the correct option.**

1 The children are going to make chocolates for Fatma and Sami's mum / dad.
2 Sami / Fatma has made a box for the chocolates.
3 Fatma / Lottie hasn't made chocolates before.
4 Sami has used silver and gold / paper to decorate the box.
5 Sami melts the chocolates and the decorations to make new chocolates / a chocolate cake.

4 Values **Read and tick (✓). Who's being kind?**

1 Don't you know how to make a cake? It's very easy! ☐
2 Don't worry. I can show you the recipe. ✓
3 I'm very busy. You'll have to do it on your own. ☐
4 I'm busy now but I can help you later. ✓
5 What have you done to the cake? It's your fault! ☐
6 It's a bit of a mess! But don't worry! Let's find a solution! ✓

thirty-three 33

1 **After you read** **Look and order.**

- Students look at the pictures and number them in the correct order. Give students one minute to complete the activity.
- Check answer as a class.

2 **Complete the sentences. Then match them with the pictures in Activity 1.**

- Students complete the sentences with the words in the box and then match them to the pictures in Activity 1.
- Check answers using the Lollipop stick technique (see page 15).

3 **Circle the correct option.**

- Students circle the correct option. Encourage them to complete the activity without referring to their Class Books.
- Check answers as a class.

4 **Values** **Read and tick (✔). Who's being kind?**

- Read the sentences aloud. Explain that some sentences are examples of kind things to say and some aren't.
- Students work individually to tick the kind sentences.
- Students compare answers with a partner.
- Ask *Why is it important to be kind to other people?* Accept all reasonable answers.

Extra activity **Fast finishers**

- Students write in their vocabulary lists new words they didn't know.

Finishing the lesson

- Ask students what they remember from the story.
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity **Photocopiables S8 and 51**

- Ask students to do photocopiables S8 and 51.

CLIL Link

In Unit 7, the story is based around the concept of materials and their properties/energy and change (melting) from the Science curriculum.
The Discovery Team want to make some chocolates for a birthday. They melt chocolate in the microwave, then pour it into paper cases and decorate them. Sami knocks over a jug which falls onto the chocolates, ruining them. But he realises that the chocolate can be melted again to make new chocolates.

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the Present perfect with *ever*
- **Target language:** *Have you ever (made chocolates)? Has he ever (decorated a box)?*

Materials

- Unit 7 Grammar animation video
- Unit 7 flashcards (*cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine*)
- two fly swats
- photocopiable 47

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about past events or experiences, using simple language (GSE 41). Can ask simple questions about people or things in their immediate surroundings or in pictures (GSE 35).
- **Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses (GSE 28).

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson

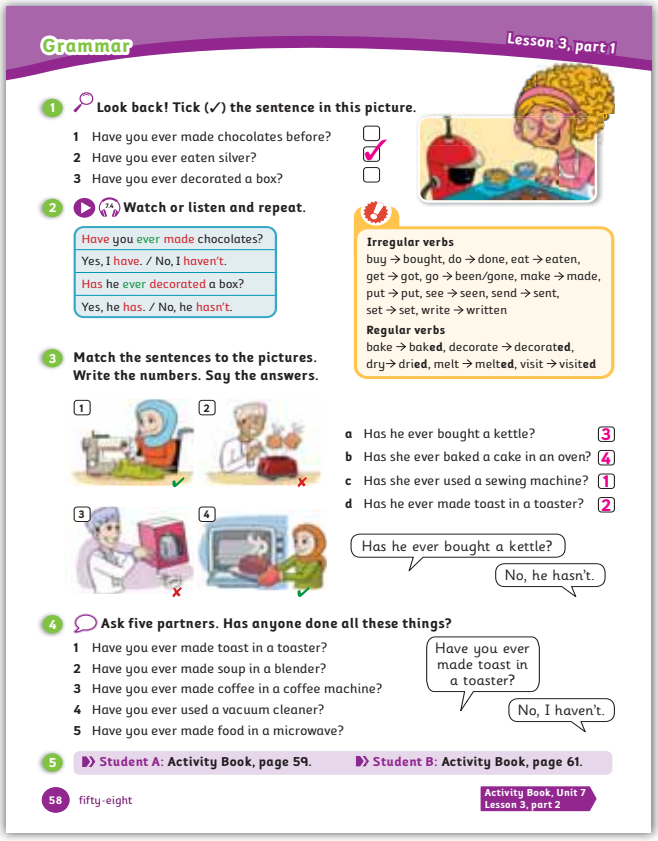
- Write *A big mess* on the board. Ask *What were the kids making? Where did they melt the chocolate? What did Sami knock over? What was Sami's idea?* and elicit answers.
- Ask students what else they remember from the story.

Presentation

- Explain that in this lesson students will learn to use the Present perfect with *ever*.
- Tell students that we also use the Present perfect to ask questions about and to talk about our life experiences up to the present. Ask *Have you ever baked a chocolate cake?* and elicit answers (*Yes, I have. / No, I haven't.*). Write the question and short answers on the board.
- Ask students other questions with *ever*, e.g. *Have you ever driven a car? Have you ever flown in a plane?*
- Ask *How do we ask questions about other people in the Present perfect?* Elicit that we use *Has*. Ask *Has (student's name) ever made a chocolate cake?* and elicit answers (*Yes, he/she has. / No, he/she hasn't.*) Write the question and short answers on the board.
- Explain that *ever* means 'at any time up to the present', and that we usually use it in questions to ask if someone has done something at least once in their life.

Practice

Class Book


Grammar — Lesson 3, part 1

1 Look back! Tick (✓) the sentence in this picture.
1 Have you ever made chocolates before?
2 Have you ever eaten silver?
3 Have you ever decorated a box?

2 Watch or listen and repeat.
Have you ever made chocolates?
Yes, I have. / No, I haven't.
Has he ever decorated a box?
Yes, he has. / No, he hasn't.

Irregular verbs
buy → bought, do → done, eat → eaten, get → got, go → been/gone, make → made, put → put, see → seen, send → sent, set → set, write → written
Regular verbs
bake → baked, decorate → decorated, dry → dried, melt → melted, visit → visited

3 Match the sentences to the pictures. Write the numbers. Say the answers.
a Has he ever bought a kettle? 3
b Has she ever baked a cake in an oven? 4
c Has she ever used a sewing machine? 1
d Has he ever made toast in a toaster? 2
Has he ever bought a kettle?
No, he hasn't.

4 Ask five partners. Has anyone done all these things?
1 Have you ever made toast in a toaster?
2 Have you ever made soup in a blender?
3 Have you ever made coffee in a coffee machine?
4 Have you ever used a vacuum cleaner?
5 Have you ever made food in a microwave?
Have you ever made toast in a toaster?
No, I haven't.

5 Student A: Activity Book, page 59. Student B: Activity Book, page 61.

58 fifty-eight
Activity Book, Unit 7 Lesson 3, part 2

1 Look back! Tick (✔) the sentence in this picture.

- Refer students to pages 56 and 57.
- Students find the picture in the story and tick the correct sentence.

2 7.4 Watch or listen and repeat.

- Explain to students that the Present perfect uses *have* and *has* and then the past participle of the verb. Explain that sometimes the past participle is the same as the Past simple form, but for some irregular verbs, it is different. Draw students' attention to the irregular and regular verbs box. Students should learn the irregular past participles.
- Play the video or the audio.

- Remind students what we use *ever* for.
- Ask students to look at the story on pages 56 and 57 and to find the examples of the Present perfect with *ever*. Then ask them to find all the past participles in the story.
- Have students work individually to write questions in their notebooks using *ever* and the past participles from the verbs box.
- Walk around the class monitoring students.
- Place students in pairs and have them ask and answer each other's questions.

7.4

Have you ever made chocolates?
Yes, I have. / No, I haven't.
Has he ever decorated a box?
Yes, he has. / No, he hasn't.

Diversity

Challenge

- Ask students to look at the form of the Present perfect and work out the rules themselves.

Support

- Write the rules for the form of the Present perfect on the board and have students copy them into their notebooks.

3 Match the sentences to the pictures. Write the numbers. Say the answers.

- Ask students to look at the pictures and notice the tick or cross in each one. Explain that they have to match the questions to the pictures first. Students should write the picture number in the box next to the questions.
- Check answers as a class.
- Place students in pairs and have them ask and answer the questions. Students answer based on the tick or cross in the picture (*a No, he hasn't. b Yes, she has. c Yes, she has. d No, he hasn't*).
- Ask for volunteer pairs to ask and answer the questions for the rest of the class.

4 Ask five partners. Has anyone done all these things?

- Students work in groups of six and ask and answer the questions.
- Walk around the class monitoring groups.

Extra activity Collaborative work

- Students make a questionnaire in groups of four. They include four questions using the Present perfect and *ever*, and spaces for four answers per question.
- Place two groups together. Students ask each other their questions and answer.

5 Student A: Activity Book, page 59.
Student B: Activity Book, page 61.

- Place students in pairs and assign Student A and Student B. Check they understand which pages they need to turn to.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring pairs.
- When they have finished, ask for volunteer pairs to demonstrate their dialogue for the rest of the class.

Extra activity TPR

- Say questions with *ever*. Students raise their right hand if the question is correct and their left hand if it's incorrect.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask *What do we use the Present perfect for?* (for life experiences and for things that happened in the past and are still important in the present) *Where do we put* ever *when we use the Present perfect?* (before the past participle of the verb) and elicit answers.

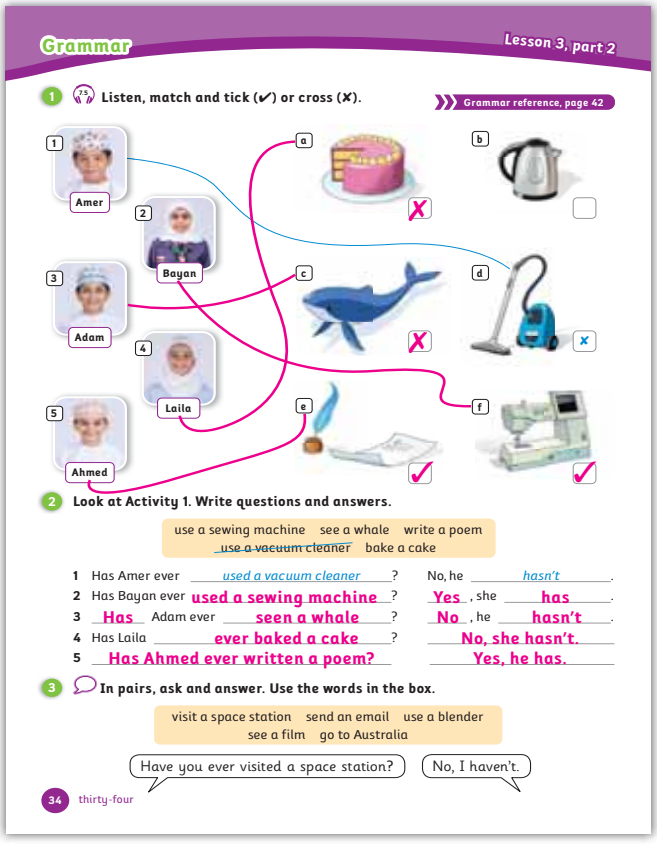
Lesson 3, part 2

Starting the lesson

- Play *Word swat* (see page 21) with the Unit 7 flashcards. Say a question with *ever* and a machine, e.g. *Have you ever used a blender to make a smoothie?* The first student to swat the corresponding flashcard gets a point. They get an extra point if they can answer the question, e.g. *No, I haven't made a smoothie with a blender.*

Practice

Activity Book


Grammar — Lesson 3, part 2

1 Listen, match and tick (✓) or cross (✗). Grammar reference, page 42

Amer, Bayan, Adam, Laila, Ahmed

2 Look at Activity 1. Write questions and answers.

use a sewing machine | see a whale | write a poem | use a vacuum cleaner | bake a cake

1 Has Amer ever used a vacuum cleaner? No, he hasn't.
2 Has Bayan ever used a sewing machine? Yes, she has.
3 Has Adam ever seen a whale? No, he hasn't.
4 Has Laila ever baked a cake? No, she hasn't.
5 Has Ahmed ever written a poem? Yes, he has.

3 In pairs, ask and answer. Use the words in the box.

visit a space station | send an email | use a blender | see a film | go to Australia

Have you ever visited a space station? No, I haven't.

34 thirty-four

1 7.5 Listen, match and tick (✓) or cross (✗).

- Explain to students that they have to match the children to the activities and then tick or cross, based on whether they have or haven't done the activity.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Play the audio. Play it again if necessary.
- Check answers using the Lollipop stick technique (see page 15).

7.5

1 Amer: I hate cleaning the floor!
Boy 1: Have you ever used a vacuum cleaner, Amer?
Amer: No, I haven't.
Boy 1: Really? Vacuum cleaners are great!

2 Girl 1: Hi, Bayan. What are you doing?
Bayan: I'm sewing.
Girl 1: Oh! Have you ever used a sewing machine before?
Bayan: Yes, I have. My mum has one at home. I love it!

3 Adam: This book is amazing! Look at this big whale!
Boy 2: Wow! It's amazing. Have you ever seen a whale, Adam?
Adam: No, I haven't. I'd love to see one!

4 Laila: Can you help me? I'm making a cake for my mum's birthday tomorrow.
Girl 2: OK … Have you ever baked a cake before, Laila?
Laila: No, I haven't.
Girl 2: No problem! I'll help you!

5 Ahmed: Look! There's a poetry competition at school.
Boy 3: That's great! Have you ever written a poem, Ahmed?
Ahmed: Yes, I have. I love writing poems and songs!

2 Look at Activity 1. Write questions and answers.

- Students look at their answers in Activity 1 and complete the questions and answers using the phrases in the box. Read aloud the example answer to help students.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Check answers using the Lollipop stick technique (see page 15).

3 In pairs, ask and answer. Use the words in the box.

- Put students in pairs and tell them to look at the speech bubbles. Ask two volunteers to read them aloud.
- In pairs, students take turns to ask and answer questions, using the phrases in the box.

Extra activity Fast finishers

- Students write the questions and answers from Class Book Activity 3.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt today. Ask *Do you know how to use the Present perfect? Are you confident about using* ever *in questions? Do you know what we use it for? Did you find today's lesson difficult or easy?* Encourage students to learn the irregular past participles.

Extra activity Photocopiable 47

- Ask students to do photocopiable 47.

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use household chore vocabulary; to learn and use the Present perfect
- **Target language:** *do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table*

Materials

- a ball
- True/False response cards
- Unit 7 Grammar animation video
- eight word cards: *do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table*
- Unit 7 flashcards (*do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table*)
- photocopiables 43, 47, 56 and 60

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can sing a basic song from memory (GSE 22). Can ask questions in guessing games to find the answer (GSE 36).

Assessment for Learning (formative assessment)

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

Lesson 4, part 1

Starting the lesson

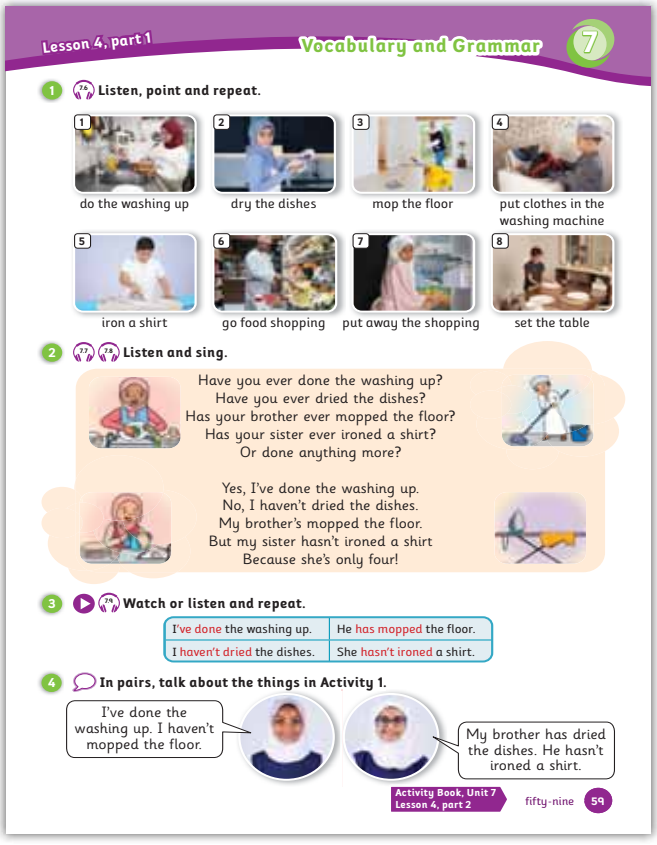
- Ask *What do you do to help at home?* Use the Lollipop stick technique (see page 15) to choose students to say what they do to help. Ask students why it's important to help at home.

Presentation

- Explain that in this lesson students will learn and use household chores vocabulary and use the Present perfect for past actions that have a result in the present. They will also sing a song.
- Hold up the ball and say *I've brought a ball.*
- Write on the board:
  I didn't bring the ball last Friday.
  I often bring the ball to class.
  I've brought the ball today.
- Ask *Which sentence is in the Present simple/Past simple?* and elicit answers. Explain that the last sentence is in the Present perfect and it talks about something that started in the past but is still important in the present.

Practice

Class Book



1 7.6 Listen, point and repeat.

- Refer students to page 59. Ask students if they have to do any of these chores at home. Have students look at the pictures and raise their hands to describe what they can see.
- Play the audio and have students point and repeat.

- Practise the vocabulary using the True/False response cards technique (see page 15):
  We go food shopping in a supermarket.
  We set the table after we have eaten.
  We put away the shopping in the kitchen.
  We put our clothes in a washing machine to clean them.
  We do the washing up after we have had dinner.
  We dry the dishes before we do the washing up.
  We use a vacuum cleaner to mop the floor.

7.6

1 do the washing up
2 dry the dishes
3 mop the floor
4 put clothes in the washing machine
5 iron a shirt
6 go food shopping
7 put away the shopping
8 set the table

Extra activity **Collaborative work**

- Have students say a phrase to their partners for their partner to point to the correct picture. Then they swap.

2 7.7 & 7.8 Listen and sing.

- Ask students to look at the pictures and raise their hands to say what they can see *(a girl washing the dishes, a girl drying the dishes, a boy mopping the kitchen floor, a shirt, an iron).*
- Play the song and tell students to listen only this time.
- Read out the song one line at a time and have students repeat as a class.
- Play the song again and encourage students to join in.
- 7.8 Play the karaoke version of the song and encourage students to sing.

7.7 & 7.8

Have you ever done the washing up?
Have you ever dried the dishes?
Has your brother ever mopped the floor?
Has your sister ever ironed a shirt?
Or done anything more?

Yes, I've done the washing up.
No, I haven't dried the dishes.
My brother's mopped the floor.
But my sister hasn't ironed a shirt
Because she's only four!

3 7.9 Watch or listen and repeat.

- Play the video or the audio.
- Remind students that the Present perfect uses *have* and *has* and then the past participle of the verb. Revise some past participles of verbs, e.g. *do, put, dry, go,* etc.
- **Extension** Place students in pairs. Student A says a number and asks a question about a chore in Activity 1. Student B answers, e.g. A: *Number 4. Have you ever put clothes in a washing machine?* B: *No, I haven't put clothes in a washing machine.* Students then swap.

7.9

I've done the washing up.
I haven't dried the dishes.
He has mopped the floor.
She hasn't ironed a shirt.

Diversity

Challenge

- Ask students to look at the sentence form of the Present perfect and work out the word order themselves.

Support

- Write the word order for the Present perfect on the board and have students copy it into their notebooks.

4 In pairs, talk about the things in Activity 1.

- Ask two students to read out the examples.
- Place students in pairs for this activity.
- Students talk about the things they have and haven't done in Activity 1. When they have finished, ask them to talk about things their friends or family members have and haven't done.
- Walk around the class monitoring students.
- Ask students questions about their partners, e.g. *Has Nawal done the washing up? No, she hasn't. She hasn't done the washing up.*

Extra activity **TPR**

- Hand out the word cards and flashcards to 16 students. Tell them they have one minute to find the matching cards.

Finishing the lesson

- Ask *Do you like the song? Can you remember the household chores in the song without looking at the book?* (do the washing up, dry the dishes, mop the floor, iron a shirt).
- 7.8 Play the karaoke version of the song again and encourage students to sing.

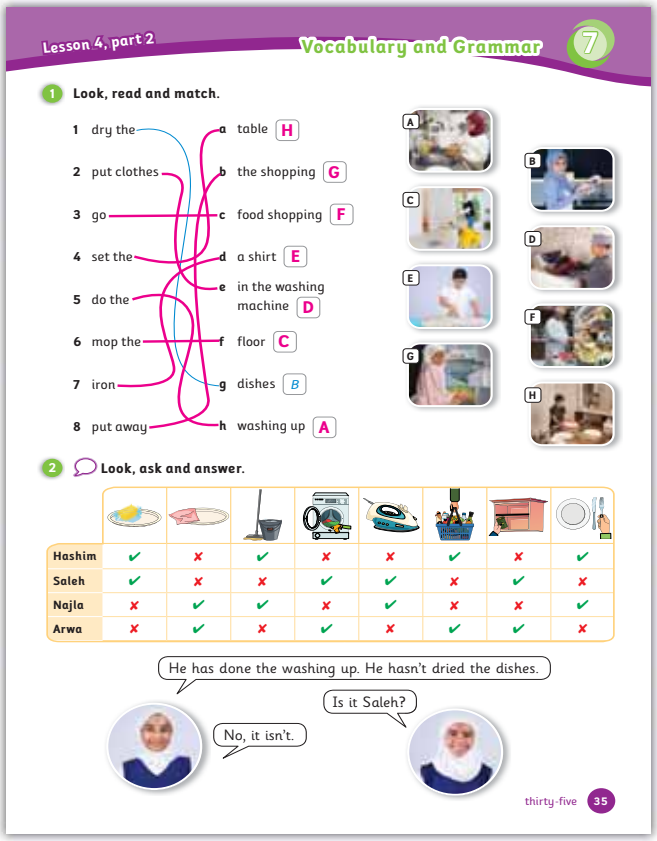
Lesson 4, part 2

Starting the lesson

- Play *Standing up* (see page 19) with the Unit 7 flashcards.

Practice

Activity Book


Lesson 4, part 2 Vocabulary and Grammar 7

1 Look, read and match.

1 dry the — a table H
2 put clothes — b the shopping G
3 go — c food shopping F
4 set the — d a shirt E
5 do the — e in the washing machine D
6 mop the — f floor C
7 iron — g dishes B
8 put away — h washing up A

2 Look, ask and answer.

Hashim	✔	✘	✔	✘	✘	✔	✘	✔
Saleh	✔	✘	✘	✔	✔	✘	✔	✘
Najla	✘	✔	✔	✘	✔	✘	✘	✔
Arwa	✘	✔	✘	✔	✘	✔	✔	✘

He has done the washing up. He hasn't dried the dishes.
Is it Saleh?
No, it isn't.

thirty-five 35

1 Look, read and match.

- Students work individually and check in pairs.
- Students need to match the phrases together. They then write the picture letter in the box.

2 Look, ask and answer.

- Ask students to name the household chores in the top row.
- Ask two students to read aloud the examples in the speech bubbles.
- Place students in pairs and assign Student A and Student B. Student A chooses someone from the chart and says a positive and negative sentence about them. Student B looks at the chart and tries to guess the person. Then students swap roles and Student B chooses someone from the chart and Student A guesses.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring students.

Dictation

- Ask students to open their notebooks and get ready for a short dictation.
- Play the audio (track 7.10) for students to individually listen and write the words.
- Check answers as a class.

7.10

cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *Today I have learnt* … on the board and have students complete the sentence in their notebooks.

Extra activity **Photocopiables 43, 47, 56 and 60**

- Ask students to do photocopiables 43, 47, 56 and 60.

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about Omani and Spanish pottery
- **Target language:** revision of vocabulary and grammar; *pot, jug, potter, clay, glaze, workshop, kiln*

Materials

- Unit 7 Culture video
- Unit 7 Project video
- coloured pencils
- pictures from magazines or printouts of pottery from around the world
- photocopiable 64

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28). Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning (formative assessment)

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

Lesson 5, part 1

Starting the lesson

- Write *Pottery* on the board. Ask *Do you know what pottery is?* and elicit answers.
- Explain that pottery is the art of making things like bowls and plates from a natural material called clay. The clay is shaped by hand or on a spinning wheel, and then baked in a very hot oven called a kiln to make it hard.
- Ask students if they have any pottery at home.

Presentation

- Explain that in this lesson students will learn about Omani and Spanish pottery.
- Pre-teach the words *pot, jug, potter, clay, glaze, workshop* and *kiln*. Write the words on the board one at a time and explain the meanings: *A pot is a round container used for cooking. A jug is a container with a handle used for pouring liquids. A potter is someone who makes pottery. Clay comes from the ground and becomes hard when dry. A glaze is a liquid put on objects made of clay to make them hard and shiny when they are baked. A workshop is a place where people use tools and machines to make things. A kiln is a large oven for baking clay objects.*

Culture notes

- Pottery is one of the oldest art forms. A pottery figurine discovered in the Czech Republic was found to be over 25,000 years old!
- Pottery is baked at anywhere between 600°C and 1600°C.

Practice

Class Book



1 Before you read Look at the pictures. How do you think people make these plates, jars and jugs?

- Refer students to page 60 and read the question. Students discuss in pairs for one minute. Then ask for class feedback. Students raise their hands to offer ideas. Encourage class discussion. Ask *Who agrees? What do you think, (name)? Do you have another idea?*

2 7.11 Listen and read.

- Play the audio all the way through and have students read along in their Class Books.
- Check comprehension with questions. Ask *What is the word we use to describe making pots and plates?* (pottery) *Which area in Oman is famous for pottery?* (Bahla) *What kind of clay do potters use in Bahla?* (red clay) *What were Omani jugs and pots traditionally used for?* (storing milk, coffee and dates, and for cooking) *What do people buy jugs and pots for today?* (to decorate their homes) *What do tourists like to do in Bahla?* (visit workshops) *Where do the ideas for Spanish pottery come from?* (the time of Islamic rule in the eighth century) *What makes Spanish pottery colourful?* (the glaze they use) *What is the oven called where pottery is cooked?* (a kiln).

7.11

Pottery

Do you have a favourite cup or plate? How many pots, plates and cups do you have in your kitchen? Let's look at how they are made.

Omani pottery

The word to describe making pots, plates, etc. is called pottery. People have made pottery in Oman for thousands of years, and the most famous area for pottery is Bahla. Here, potters use red clay to make beautiful jugs and pots. People have used these for storing milk, coffee and dates, and also for cooking. Today, many people buy the jugs and pots at markets to decorate their homes. Tourists also like to visit the workshops to watch people make the pottery.

Spanish pottery

In Spain, they also make pottery using the ideas from the time of Islamic rule from the eighth century. Spanish pottery is very colourful because they use something called a glaze to paint them. This means you can find pots, cups and plates in many different colours and patterns.

Extra activity Critical thinking

- Students work in pairs and think of the pottery they have seen. They write a list and say what the items are used for. They report their ideas back to the class.

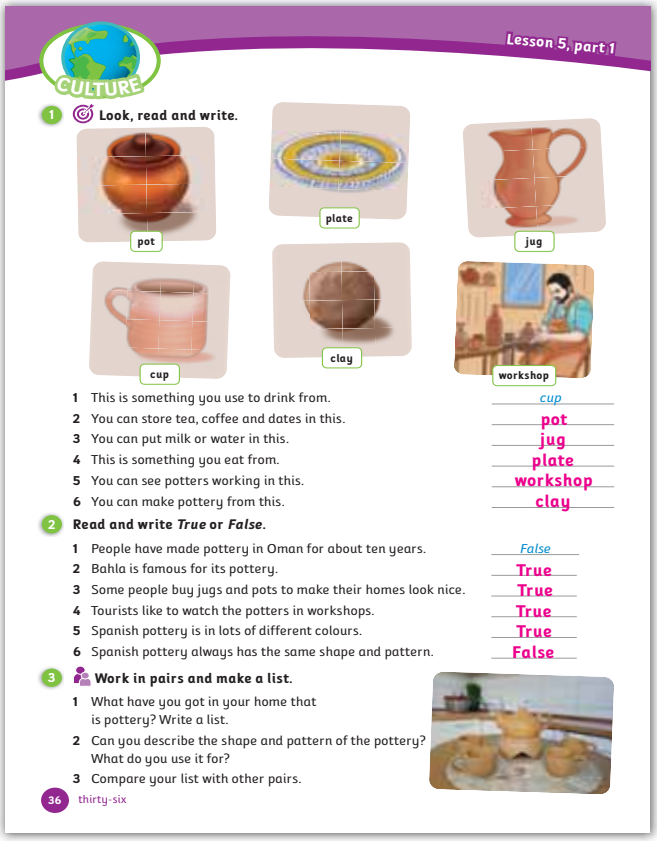
3 What other traditional crafts do you know in your country?

- Place students in pairs for this activity.
- Ask students to say what they know. Promote class discussion and ask students to draw pictures of the crafts on the board.
- **Extension** Internet search key words: *Traditional crafts from (country)*

Find out more! Watch the video.

- Tell students they are going to watch a video and ask them to watch it carefully because they are going to do a worksheet, too.

Activity Book



1 Look, read and write.

- Students work individually to look at the pictures, read the sentences and write the correct words.
- Check answers as a class.

2 Read and write *True* or *False*.

- Students work individually and then compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).

3 Work in pairs and make a list.

- Place students in pairs.
- Read aloud the questions.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring pairs.
- When students have discussed the first two questions, ask them to join other pairs and compare their lists.

Extra activity Fast finishers

- Students write ten important words from the text on page 60 in the Class Book in their notebooks.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *The most interesting thing in this lesson for me was* . . . on the board and have students complete the sentence.

Lesson 5, part 2

Starting the lesson

- Tell students to close their books. Say true/false sentences about the text on page 60: *People have made pottery in Oman for thousands of years.* (true) *The most famous area for pottery is Muscat.* (false) *Omani potters use black clay to make jugs and pots.* (false) *Omani pottery was traditionally used for storing fruits and vegetables.* (false) *Today, people buy pottery to decorate their homes.* (true) *Spanish pottery was influenced by Islamic rule.* (true) *Spanish pottery is very simple.* (false) *A glaze can make pottery colourful.* (true) *Pottery is cooked in an oven called a kiln.* (true)
- Look at page 60 and check answers.

Presentation

- Explain that in this lesson students will design their own pottery.
- Show students the pictures of pottery from around the world. Ask them which they like the best and why. Stick the pictures on the board to help students with their designs.

Practice

Class Book



Design your own pottery

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 and animations* on page 18).
- Ask students if they have any questions afterwards.

2 In groups, choose a type of pottery you want to design. It can be a cup, plate, jar, jug or bowl.

- Divide students into groups of four.
- Give groups a minute to discuss the type of pottery they want to design. Tell them they can use their own ideas if they wish.
- Ask groups to tell the class what they plan to design.

3 Decide on the shape and size of your pottery. Is it going to be big or small, round or square?

- Brainstorm shapes and sizes words and write them on the board.
- Groups discuss the shape and size of their pottery. Encourage them to use the text in the speech bubbles as a model when they are discussing.
- Walk around the class monitoring groups. Make sure all students are contributing their own ideas and opinions.
- Ask groups to tell the rest of the class what their pottery item is going to look like.

4 Plan your design in your groups.

- Read the questions aloud and then have students discuss them in their groups.
- Walk around the class monitoring groups. Make sure all students are contributing their own ideas and opinions.

5 Draw your pottery design.

- Read the *Writing tip*. Explain that using a visual diagram to plan will make decision-making easier and will help students visualise their pottery design.
- Hand out the coloured pencils. Tell students that they are going to draw the designs in their notebooks.
- Walk around the class monitoring groups.

6 Present your pottery to the class.

- Read the *Speaking tip*. Tell students that they should talk about the shape, pattern and colour of their pottery design and expect to answer questions at the end.
- Groups take turns to present. Encourage each group member to say something.
- Encourage the rest of the class to ask questions about each presentation.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt about pottery in today's lesson.

Extra activity **Photocopiable 64**

- Ask students to do photocopiable 64.

Lesson 6

Objectives

- **Lesson objectives:** to learn to explain that something doesn't work; to learn and practise /ʌ/, /uː/
- **Target language:** *You need to turn it on.*

Materials

- Yes/No response cards
- Unit 7 English in action video
- scissors
- photocopiable 68

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **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 express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters (GSE 27).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Yes/No response cards technique (see page 15); Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)

Peer learning: pairwork; groupwork

Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

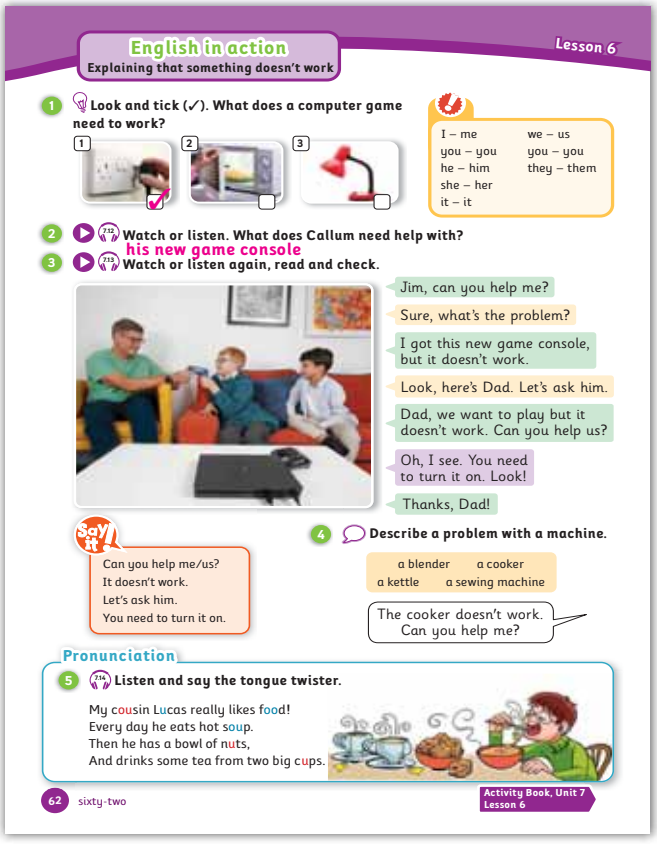
- Ask students questions about machines for them to respond with their Yes/No response cards (see page 15). Ask *Have you ever used a microwave/an oven/a kettle/a blender/a washing machine?*

Presentation

- Explain that in this lesson students will learn to explain that something doesn't work.
- Write *mobile phone, laptop* and *tablet* on the board. Ask *Where do they get power?* and elicit they use batteries/electricity.

Practice

Class Book


English in action
Explaining that something doesn't work
Lesson 6
1 Look and tick (✓). What does a computer game need to work?
I – me, you – you, he – him, she – her, it – it
we – us, you – you, they – them
2 Watch or listen. What does Callum need help with?
his new game console
3 Watch or listen again, read and check.
Jim, can you help me?
Sure, what's the problem?
I got this new game console, but it doesn't work.
Look, here's Dad. Let's ask him.
Dad, we want to play but it doesn't work. Can you help us?
Oh, I see. You need to turn it on. Look!
Thanks, Dad!
Say it!
Can you help me/us?
It doesn't work.
Let's ask him.
You need to turn it on.
4 Describe a problem with a machine.
a blender, a cooker, a kettle, a sewing machine
The cooker doesn't work. Can you help me?
Pronunciation
5 Listen and say the tongue twister.
My cousin Lucas really likes food!
Every day he eats hot soup.
Then he has a bowl of nuts,
And drinks some tea from two big cups.
62 sixty-two
Activity Book, Unit 7 Lesson 6

1 Look and tick (✔). What does a computer game need to work?

- Refer students to page 62.
- Students look and tick the correct picture.
- Check answers as a class.
- Draw students' attention to the tip box. Ask them what it shows (subject and object pronouns). Ask *When do we use subject pronouns?* (before a verb) *When do we use object pronouns?* (after a verb). Write some examples on the board, e.g. *Can you help me?* and ask students point to the subject and object pronouns.

Diversity

Challenge

- Ask students to say sentences that contain both words for each person in the tip box, e.g. *I like video games. Please play with me.*

Support

- Write ___ *like video games. Please play with* ____ . on the board and have students complete the sentences with *I* and *me*. Repeat with other sentences for the other pronouns.

2 ▶ 7.12 **Watch or listen. What does Callum need help with?**

- Play the video or the audio. Students raise their hands to offer answers. Do not confirm answers yet.

7.12 & 7.13

Callum: Jim, can you help me?
Jim: Sure, what's the problem?
Callum: I got this new game console, but it doesn't work.
Jim: Look, here's Dad. Let's ask him.
Callum: Dad, we want to play but it doesn't work. Can you help us?
Dad: Oh, I see. You need to turn it on. Look!
Callum: Thanks, Dad!

3 ▶ 7.13 **Watch or listen again, read and check.**

- Play the audio again and students listen and read. Confirm the answer to Activity 2.
- Draw students' attention to the *Say it!* box. Read out the sentences and have students repeat as a class.
- **Extension** Students read the dialogue in pairs. They then repeat the dialogue but change the role and machine and use their own ideas.

Extra activity **Creativity and collaboration**

- Students draw a machine they often use in their notebooks. They then repeat the dialogue in pairs, but change the game console to one student's machine. Change pairs and repeat.

4 **Describe a problem with a machine.**

- Place students in pairs and assign Student A and Student B. Student A explains that a machine doesn't work and Student B offers a solution to help fix the problem. Then students swap roles. Tell students to use the dialogue in Activity 3 as a model.

Pronunciation

5 7.14 **Listen and say the tongue twister.**

- Write /ʌ/ and /uː/ on the board. Say the sounds and have students repeat. Then say *food* and *nuts* and have students repeat. Ask students which sound is in which word.
- Play the audio. Play it again, pausing after each line, and have students repeat. Play it a third time and have students say the tongue twister with the audio.
- In pairs, students say the tongue twister as fast as they can.
- **Extension** Place students in groups of four. Ask them to find words they know that have the sounds /ʌ/ and /uː/, e.g. *double, boots*. Students write a tongue twister using words with these sounds.
- Invite a few students to the front to say their tongue twisters.

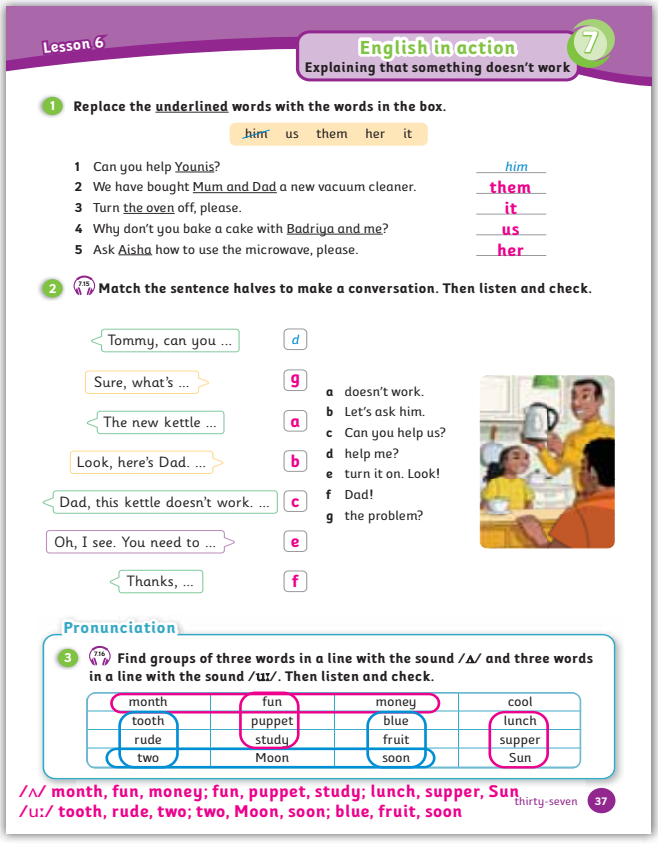
7.14

My cousin Lucas really likes food!
Every day he eats hot soup.
Then he has a bowl of nuts,
And drinks some tea from two big cups.

Extra activity **TPR**

- Hand each student a sheet of A4 paper. Have them write *food* on one piece and *nuts* on the other piece. Call out words with these two sounds randomly and have students hold up the word that has the same sound, e.g. *cut, up, but, double, trouble, love, juggling; boots, jukebox, Luke, fruit, true, blue, Moon.*

Activity Book


Lesson 6
English in action 7
Explaining that something doesn't work

1 Replace the underlined words with the words in the box.

~~him~~ us them her it

1 Can you help Younis? *him*
2 We have bought Mum and Dad a new vacuum cleaner. **them**
3 Turn the oven off, please. **it**
4 Why don't you bake a cake with Badriya and me? **us**
5 Ask Aisha how to use the microwave, please. **her**

2 7.15 Match the sentence halves to make a conversation. Then listen and check.

Tommy, can you ... d
Sure, what's ... g
The new kettle ... a
Look, here's Dad. ... b
Dad, this kettle doesn't work. ... c
Oh, I see. You need to ... e
Thanks, ... f

a doesn't work.
b Let's ask him.
c Can you help us?
d help me?
e turn it on. Look!
f Dad!
g the problem?

Pronunciation

3 7.16 Find groups of three words in a line with the sound /ʌ/ and three words in a line with the sound /uː/. Then listen and check.

month	fun	money	cool
tooth	puppet	blue	lunch
rude	study	fruit	supper
two	Moon	soon	Sun

/ʌ/ month, fun, money; fun, puppet, study; lunch, supper, Sun
/uː/ tooth, rude, two; two, Moon, soon; blue, fruit, soon

thirty-seven 37

1 **Replace the underlined words with the words in the box.**

- Ask students what the words in the box are *(object pronouns)*. Explain that they need to replace the underlined words in the activity with the object pronouns in the box.
- Students work individually and compare answers in pairs.
- Check answers as a class.
- Check answers using the Lollipop stick technique (see page 15).

2 7.15 **Match the sentence halves to make a conversation. Then listen and check.**

- Students work individually to match the sentence halves to make a conversation.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Play the audio to check answers.
- **Extension** Students read the dialogue in pairs.

7.15

Girl: Tommy, can you help me?
Boy: Sure, what's the problem?
Girl: The new kettle doesn't work.
Boy: Look, here's Dad. Let's ask him.
Girl: Dad, this kettle doesn't work. Can you help us?
Dad: Oh, I see. You need to turn it on. Look!
Girl: Thanks, Dad!

3 7.16 **Find groups of three words in a line with the sound /ʌ/ and three words in a line with the sound /uː/. Then listen and check.**

- Ask students to look at the phonetic symbols in the instruction and elicit the sound for each one.
- Explain that students need to find three words in a row (vertically or horizontally) that have the same sound. Students circle the words with the same sound.
- Play the audio. Play the audio again if necessary.
- Check answers as a class.
- **Extension** Play *Parachute* (see page 22) with the words from this lesson.

7.16

month, fun, money, cool
tooth, puppet, blue, lunch
rude, study, fruit, supper
two, Moon, soon, Sun

Extra activity **Fast finishers**

- Students write the dialogue from the Class Book Activity 3 in their notebooks. They cut the paper into the lines and then shuffle the dialogue. They then order the dialogue.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask *Have you ever had a problem with a game console? What did you do? Do you usually ask for help or try to solve a problem on your own?* and elicit answers.

Extra activity **Photocopiable 68**

- Ask students to do photocopiable 68.

Lesson 7

Objectives

- **Lesson objectives:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar

Materials

- Unit 7 flashcards (*cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine*)
- photocopiable 72

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Listening:** Can identify key information in a short passage or description, if supported by prompts or questions (GSE 38).
- **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 15); Traffic light cards technique (see page 15)
Peer learning: pairwork; groupwork
Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Revise the machines from Lesson 1. Show students the Unit 7 flashcards quickly and then give them one minute to write down as many machines as they can remember. They then compare with a partner.
- Have different students write the machines on the board and draw a picture.
- Write *Inventions* on the board and explain the meaning if necessary. Ask *What is your favourite invention?* Have students raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson students will read about accidental inventions.
- Write *accidental, pocket, frozen, farmer* and *goats* on the board. Tell students these words will appear in the text and explain their meanings: *If something is accidental, you didn't plan to do it. A small space in clothes to put keys or money* (show your pocket). *When something becomes hard because of the cold. A person who grows plants and raises animals for food. Animals with horns and short hair, often kept on farms.*

Diversity

Challenge

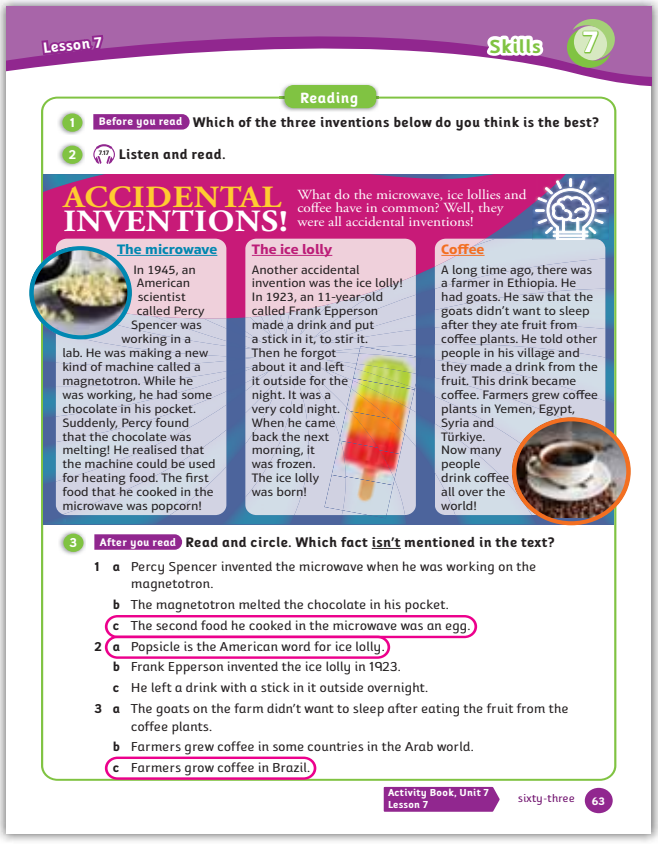
- Ask students extra questions: *Can you predict what the text is about from these words?* Have students discuss in pairs for one minute and then raise their hands to offer ideas.

Support

- Pre-teach any other words from the article that students might have a problem with.

Practice

Class Book


Lesson 7 Skills 7

Reading

1 Before you read Which of the three inventions below do you think is the best?

2 Listen and read.

ACCIDENTAL INVENTIONS!

What do the microwave, ice lollies and coffee have in common? Well, they were all accidental inventions!

The microwave

In 1945, an American scientist called Percy Spencer was working in a lab. He was making a new kind of machine called a magnetotron. While he was working, he had some chocolate in his pocket. Suddenly, Percy found that the chocolate was melting! He realised that the machine could be used for heating food. The first food that he cooked in the microwave was popcorn!

The ice lolly

Another accidental invention was the ice lolly! In 1923, an 11-year-old called Frank Epperson made a drink and put a stick in it, to stir it. Then he forgot about it and left it outside for the night. It was a very cold night. When he came back the next morning, it was frozen. The ice lolly was born!

Coffee

A long time ago, there was a farmer in Ethiopia. He had goats. He saw that the goats didn't want to sleep after they ate fruit from coffee plants. He told other people in his village and they made a drink from the fruit. This drink became coffee. Farmers grew coffee plants in Yemen, Egypt, Syria and Türkiye. Now many people drink coffee all over the world!

3 After you read Read and circle. Which fact isn't mentioned in the text?

1 a Percy Spencer invented the microwave when he was working on the magnetotron.
b The magnetotron melted the chocolate in his pocket.
c The second food he cooked in the microwave was an egg.
2 a Popsicle is the American word for ice lolly.
b Frank Epperson invented the ice lolly in 1923.
c He left a drink with a stick in it outside overnight.
3 a The goats on the farm didn't want to sleep after eating the fruit from the coffee plants.
b Farmers grew coffee in some countries in the Arab world.
c Farmers grow coffee in Brazil.

Activity Book, Unit 7 Lesson 7 sixty-three 63

1 Before you read Which of the three inventions below do you think is the best?

- Refer students to page 63. Tell students to look at only the titles for now. Students discuss in pairs first. Using the Lollipop stick technique (see page 15), ask students for answers.

2 7.17 Listen and read.

- Play the audio and have students read along in their books.
- Check comprehension with questions: *What did Percy make in his invention? (popcorn) How old was Frank? (eleven) What couldn't the goats do after they ate the fruit? (sleep) Which invention do you think is best now?*

7.17

Accidental inventions!
What do the microwave, ice lollies and coffee have in common? Well, they were all accidental inventions!

The microwave
In 1945, an American scientist called Percy Spencer was working in a lab. He was making a new kind of machine called a magnetotron. While he was working, he had some chocolate in his pocket. Suddenly, Percy found that the chocolate was melting! He realised that the machine could be used for heating food. The first food that he cooked in the microwave was popcorn!

The ice lolly
Another accidental invention was the ice lolly! In 1923, an 11-year-old called Frank Epperson made a drink and put a stick in it, to stir it. Then he forgot about it and left it outside for the night. It was a very cold night. When he came back the next morning, it was frozen. The ice lolly was born!

Coffee
A long time ago, there was a farmer in Ethiopia. He had goats. He saw that the goats didn't want to sleep after they ate fruit from coffee plants. He told other people in his village and they made a drink from the fruit. This drink became coffee. Farmers grew coffee plants in Yemen, Egypt, Syria and Türkiye. Now many people drink coffee all over the world!

Extra activity Critical thinking

- Students read the text again and find all the verbs in the Past simple and the Past continuous. They write the verbs in their notebooks under two separate headings.

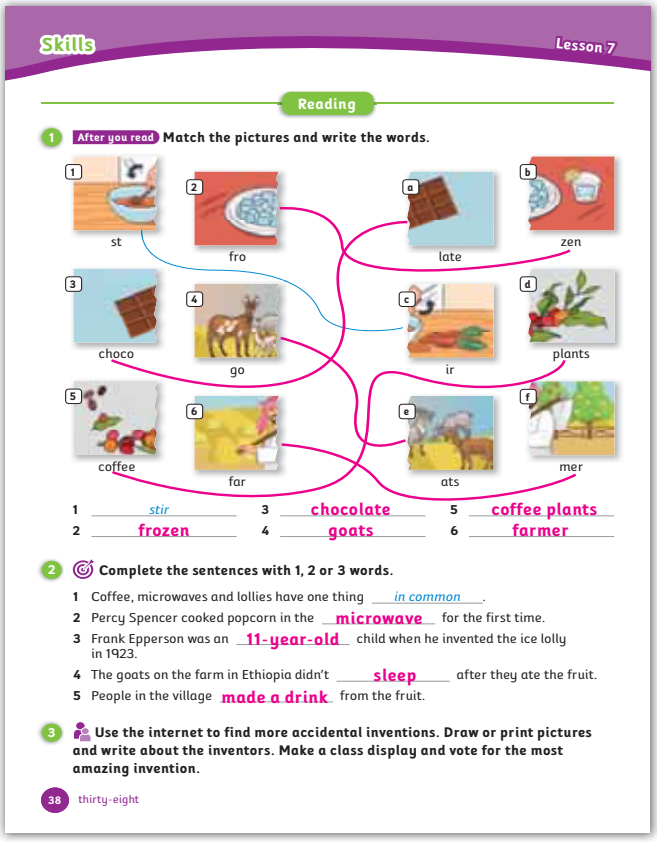
3 After you read Read and circle. Which fact isn't mentioned in the text?

- Explain to students that one of the facts is not mentioned in the text. Have them read the text again and find which of the three isn't in the text.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Students complete the activity in pairs.
- Check answers using the Lollipop stick technique (see page 15).
- **Extension** Assign an invention to each pair. Students write one sentence that is in the text, and one sentence that isn't in the text, using their imagination. They swap sentences with another pair and find the sentence that isn't mentioned.

Extra activity TPR

- Divide students into three groups and assign an invention from the text to each group. Read the text. Students from the groups mime what the inventor was doing.

Activity Book


Skills Lesson 7

Reading

1 After you read Match the pictures and write the words.

st, fro, late, zen, choco, go, ir, plants, coffee, far, ats, mer

1 stir 3 chocolate 5 coffee plants
2 frozen 4 goats 6 farmer

2 Complete the sentences with 1, 2 or 3 words.

1 Coffee, microwaves and lollies have one thing in common.
2 Percy Spencer cooked popcorn in the microwave for the first time.
3 Frank Epperson was an 11-year-old child when he invented the ice lolly in 1923.
4 The goats on the farm in Ethiopia didn't sleep after they ate the fruit.
5 People in the village made a drink from the fruit.

3 Use the internet to find more accidental inventions. Draw or print pictures and write about the inventors. Make a class display and vote for the most amazing invention.

38 thirty-eight

1 After you read Match the pictures and write the words.

- Give students one minute to look at the pictures and complete the activity.
- Check answers using the Lollipop stick technique (see page 15).

2 Complete the sentences with 1, 2 or 3 words.

- Students can use the text in the Class Book to complete the activity.
- Check students know what to do using the Traffic light cards technique (see page 15). Students complete the activity individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).

3 **Use the internet to find more accidental inventions. Draw or print pictures and write about the inventors. Make a class display and vote for the most amazing invention.**

- Place students in groups to complete the activity. They can write their ideas in their notebooks.
- Walk around the class monitoring groups.
- When groups have finished, make a class display of the accidental inventions.
- Ask the class to vote for the most amazing accidental invention.

Extra activity **Fast finishers**

- Students write ten favourite words from this lesson in their notebooks.

Finishing the lesson

- Students close their books. Ask questions about the text and have students raise their hands to say what they remember and give their opinions: *What were the accidental inventions? When were they invented? Which of these inventions have you used?*
- Using the Summative and thought-provoking questions technique (see page 15), ask *Are you interested in inventions? Would you like to invent something? What would your invention do?*

Extra activity **Photocopiable 72**

- Ask students to do photocopiable 72.

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about what machines you have used this week; to write a blog post about machines in your home
- **Target language:** revision of vocabulary and grammar

Materials

- Happy/Sad face response cards
- coloured pencils
- photocopiables 76 and 80

Global Scale of English (GSE)

- **Reading:** Can identify specific information related to a familiar topic in a short, simple text (GSE 37).
- **Listening:** Can identify people in their surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30). Can identify the context of short, simple dialogues related to familiar everyday situations (GSE 32).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write short, simple texts on familiar topics in linked sentences (GSE 40).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 15); Happy/Sad face technique (see page 15); Traffic light cards technique (see page 15)

Peer learning: pairwork; Two stars and a wish technique (see page 15); groupwork

Independent learning: Summative and thought-provoking questions technique (see page 15); Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson

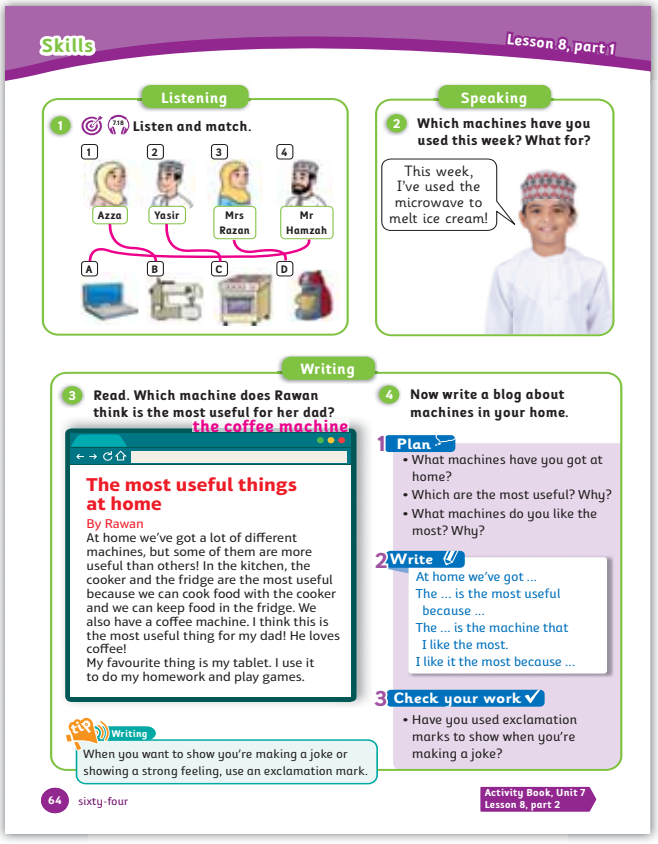
- 7.7 Play the song from Lesson 4 and encourage students to join in.

Presentation

- Explain that in this lesson students will listen to a man talking about the machines his family use at home, talk about the machines they use at home and write a blog post about the machines they use at home.
- Using the Lollipop stick technique (see page 15), ask students to say the machine words that they remember.

Practice

Class Book



Listening

1 7.18 Listen and match.

- Refer students to page 64 and tell them to look at the pictures carefully before they listen so they know what to listen for.
- Play the audio. Students listen and match the people to the machine they are using often.
- Check answers as a class.

7.18

Narrator: Mrs Razan is talking about the machines that are used in their family. Which is each person using a lot?
Mrs Muna: Hello, Mrs Razan. How are you?
Mrs Razan: Hello, Mrs Muna. I'm very well, thanks.
Mrs Muna: And how's your family? How are Azza and Yasir?
Mrs Razan: Oh, they're great, thanks. Azza is making costumes for the school play. She's using the sewing machine all the time! I can hear it all evening.
Mrs Muna: Wow! She must be good at sewing!
Mrs Razan: Yes, she is. She's always loved it.
Mrs Muna: How about Yasir? What's he up to at the moment?
Mrs Razan: Yasir's doing lots of baking at the moment. So he's in the kitchen all the time, baking cakes and biscuits. You can usually find him standing by the oven!
Mrs Muna: And how about Mr Hamzah? How is he?
Mrs Razan: He's fine, thanks. He's working really hard at the moment, so he's using the laptop day and night!
Mrs Muna: How about you? What are you doing?
Mrs Razan: Well, I'm usually standing by the coffee machine, making coffee for him!

Diversity

Challenge
- Ask more comprehension questions: *What is Azza making? (costumes for the school play) What does Yasir make? (cakes and biscuits) Who works day and night? (Mr Hamzah) Who does Mrs Razan make coffee for? (Mr Hamzah)*

Support
- Write the questions above on the board for students to answer.

Speaking

2 Which machines have you used this week? What for?
- Remind students to use the Present perfect for this activity.
- Students work in pairs.
- Ask different pairs to tell the class their ideas. Ask *Did anyone use the same machines?* If so, ask *Did you use them for the same thing?*

Writing

3 Read. Which machine does Rawan think is the most useful for her dad?
- Give students a minute to read the blog post and find the answer.
- Check comprehension with questions: *Why are the cooker and fridge the most useful items in the kitchen? (Because she can cook with the cooker and keep food in the fridge.) What is Rawan's favourite machine? (her tablet) What does she use if for? (to do homework and play games).*

Extra activity TPR
- Using the Happy/Sad face technique (see page 15), students respond to your questions: *Do you know how to write a blog like this? Are you ready to write your blog post? Do you know which machines you are going to write about? Are you going to make a plan?*

4 Now write a blog about machines in your home.
- Read the *Writing tip* to students. Ask students to find the exclamation mark in the blog post. Explain that we use these to show strong feelings, e.g. like making a joke.
- Go through the Plan with students. Tell them to brainstorm ideas. They try to think of answers to the questions in the Plan.
- Students work in pairs to write their blog in their notebooks using the prompts in the Write section.
- Walk around the class monitoring pairs.
- Ask pairs to check that they used an exclamation mark to show a strong feeling.

Extra activity Creativity
- When students have written and checked their blog posts, they copy them onto a new sheet of paper in their notebooks and decorate their work with drawings or photos to display on the classroom wall.

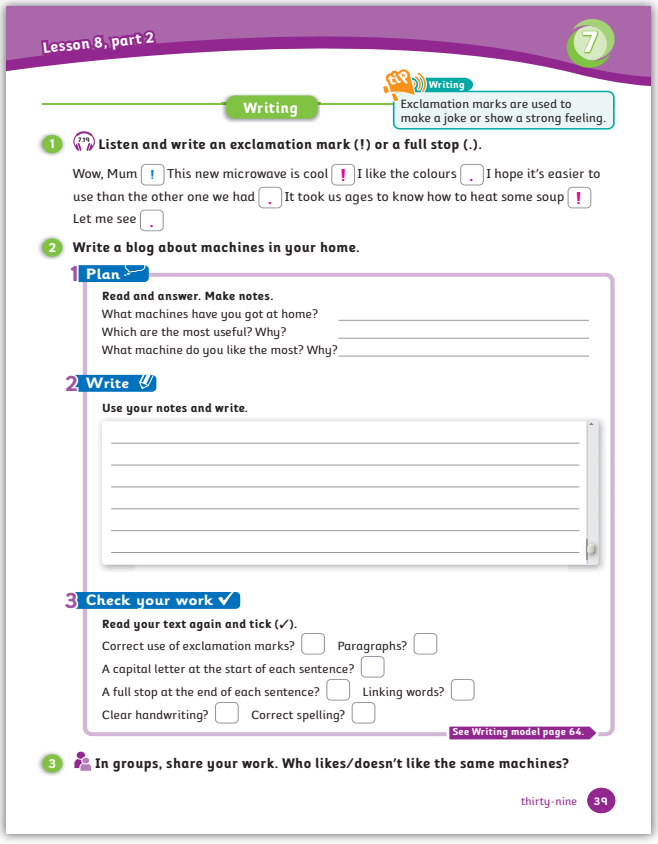
Finishing the lesson
- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt today.

Lesson 8, part 2

Starting the lesson
- Ask students what they can remember from the listening in the previous lesson on page 64 of the Class Book. Prompt with questions: *Which machine was Azza/Yasir/Mr Hamzah/Mrs Razan using a lot? Why?*

Practice

Activity Book


Lesson 8, part 2 7

Writing

Writing
Exclamation marks are used to make a joke or show a strong feeling.

1 Listen and write an exclamation mark (!) or a full stop (.).

Wow, Mum [!] This new microwave is cool [!] I like the colours [.] I hope it's easier to use than the other one we had [.] It took us ages to know how to heat some soup [!] Let me see [.]

2 Write a blog about machines in your home.

1 Plan

Read and answer. Make notes.
What machines have you got at home? _____
Which are the most useful? Why? _____
What machine do you like the most? Why? _____

2 Write

Use your notes and write.

3 Check your work ✓

Read your text again and tick (✓).
Correct use of exclamation marks? ☐ Paragraphs? ☐
A capital letter at the start of each sentence? ☐
A full stop at the end of each sentence? ☐ Linking words? ☐
Clear handwriting? ☐ Correct spelling? ☐

See Writing model page 64.

3 In groups, share your work. Who likes/doesn't like the same machines?

thirty-nine 39

Writing

1 7.19 Listen and write an exclamation mark (!) or a full stop (.).

- Ask students to read the *Writing tip*. Ask *Why do we use exclamation marks?* (to show a strong feeling).
- Check students know what to do using the Traffic light cards technique (see page 15).
- Play the audio for students to listen to first. Play the audio again and have students complete the activity.
- Check answers as a class.

7.19

Girl: Wow, Mum! This new microwave is cool! I like the colours. I hope it's easier to use than the other one we had. It took us ages to know how to heat some soup! Let me see.

2 Write a blog about machines in your home.

- Plan: Give students some time to complete their notes. Monitor and help with ideas.
- Write: Tell students that they can refer to the text they wrote in their notebooks in the previous lesson and to the Writing model on page 64.
- Ask students to turn to page 64 in their Activity Books.
- Ask them to read through the Writing model text first and then go through each of the points. Explain that the boxes on the left refer to the content that students should include in their text; these are examples of how to answer the questions in the Plan section in their Activity Books. The boxes on the right refer to writing conventions. Tell students that these are rules and tools we use to make our writing clear and easy to understand. Students have to include these when writing their texts.
- Ask *Why do we use exclamation marks?* (*to show a strong feeling*). Ask students to point to the exclamation marks. Ask students to find linking words (*and, but, because*) in the text. Explain that we use *and* to add more information; we use *but* to show a contrast or something different; and we use *because* to give a reason. Students should include examples of these when they write their texts.
- Explain that students also have to use capital letters and full stops. Ask them to point to examples in the text.
- Ask students to look at the green boxes. Remind them to use paragraphs, check their spelling and make sure their handwriting is clear after they've written their texts.
- Ask students if they have any questions about the Writing model.
- Students complete their text individually.
- Check your work: Students evaluate their own work.
- Using the Two stars and a wish technique (see page 15), students read and check each other's work.

3 In groups, share your work. Who likes/doesn't like the same machines?

- Place students in groups. They read each other's work and compare.
- Have students report back to the class.

Extra activity Fast finishers

- Students write a list of all the machines they would like to have in their own homes when they grow up.

Finishing the lesson

- Students write down what they achieved in their Learning diary (see page 15). *Today I wrote a blog post about. . . .*

Extra activity Photocopiables 76 and 80

- Ask students to do photocopiables 76 and 80.

Lesson 9

Objectives

- **Lesson objectives:** to review unit language
- **Target language:** unit vocabulary

Materials

- coloured pencils
- eight word cards from Lesson 4
- Unit 7 flashcards (*cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine*)
- photocopiable 84

Global Scale of English (GSE)

- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can answer simple questions in writing using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)

Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)

Peer learning: pairwork; groupwork

Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students a Key question (see page 14) about machines: *Why do we need machines in our homes?* Accept all reasonable answers.

Presentation

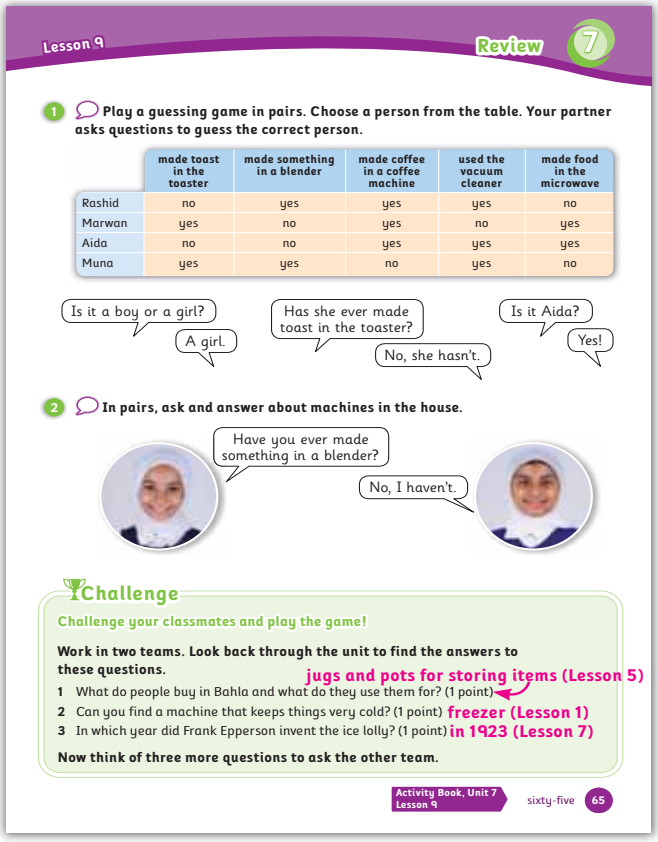
- Explain that in this lesson students will do revision of the unit vocabulary and then play a game.
- Revise the machine words using the Lollipop stick technique (see page 15). Write the words on the board with the first and last letter missing. Have different students complete the words: *coffee machine, cooker, blender, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine.*
- Revise the household chore words with the word cards. Place the cards around the room and have eight students find one card and then match it to the correct pair: *do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table.*
- Revise the Present perfect with *ever*. Ask *Have you ever been to America/Britain/Mars?*, etc. and elicit answers.
- Using the Lollipop stick technique (see page 15), ask students to say one place they haven't been to.
- Revise the Present perfect with *have*, *has* and past participles for actions that started in the past but are still important in the present. Ask students what household chores they have and haven't done this week.

Extra activity TPR

- Divide the class into two teams. Hide the word cards around the room. Call out a phrase and have two students (one from each team) search for the words. The student who finds two cards gets two points. One card each gets one point each.

Practice

Class Book


Lesson 9 Review 7

1 Play a guessing game in pairs. Choose a person from the table. Your partner asks questions to guess the correct person.

	made toast in the toaster	made something in a blender	made coffee in a coffee machine	used the vacuum cleaner	made food in the microwave
Rashid	no	yes	yes	yes	no
Marwan	yes	no	yes	no	yes
Aida	no	no	yes	yes	yes
Muna	yes	yes	no	yes	no

Is it a boy or a girl? A girl.
Has she ever made toast in the toaster? No, she hasn't.
Is it Aida? Yes!

2 In pairs, ask and answer about machines in the house.

Have you ever made something in a blender? No, I haven't.

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 What do people buy in Bahla and what do they use them for? (1 point) jugs and pots for storing items (Lesson 5)
2 Can you find a machine that keeps things very cold? (1 point) freezer (Lesson 1)
3 In which year did Frank Epperson invent the ice lolly? (1 point) in 1923 (Lesson 7)

Now think of three more questions to ask the other team.

Activity Book, Unit 7 Lesson 9 sixty-five 65

1 Play a guessing game in pairs. Choose a person from the table. Your partner asks questions to guess the correct person.

- Refer students to page 65. Ask students to read the chart and the examples in the speech bubbles.
- Place students in pairs and assign Student A and Student B. Student A chooses a person from the chart and Student B asks questions, using the examples to help, in order to find out who that person is. Then students swap roles and Student B chooses a person.
- Walk around the class monitoring pairs.
- Use the Lollipop stick technique (see page 15) to choose pairs to act out their dialogue for the rest of the class.

2 **In pairs, ask and answer about machines in the house.**

- Place students in different pairs.
- Read aloud the example in the speech bubbles.
- Tell pairs to ask and answer about machines at home.
- Walk around the class monitoring pairs, making sure they are using the Present perfect with *ever*.

Extra activity **Critical thinking**

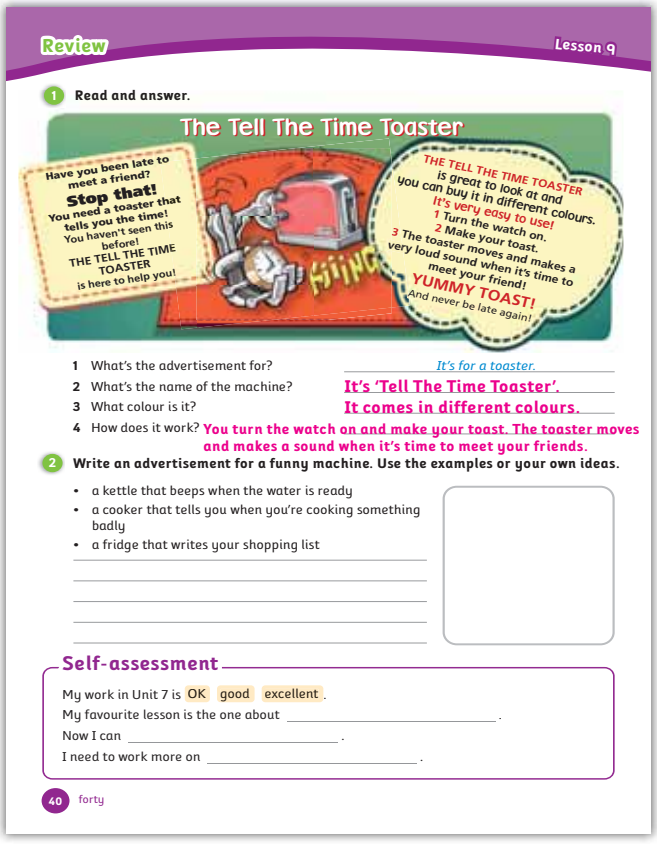
- Place students in pairs. Ask them to make a puzzle with machine or household chore words in their notebooks. They can choose what style of puzzle they want to make, e.g. a wordsearch, a wordsnake or a crossword puzzle. They then swap work with another pair and solve each other's puzzles.

Challenge

Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four. Tell students that they have to look back through the unit to find the answers. Monitor the game and award points.
- Give students two minutes to think of three extra questions.

Activity Book



Review — Lesson 9

1 **Read and answer.**

The Tell The Time Toaster

Have you been late to meet a friend? **Stop that!** You need a toaster that tells you the time! You haven't seen this before! THE TELL THE TIME TOASTER is here to help you!

THE TELL THE TIME TOASTER is great to look at and you can buy it in different colours. It's very easy to use! 1 Turn the watch on. 2 Make your toast. 3 The toaster moves and makes a very loud sound when it's time to meet your friend! YUMMY TOAST! And never be late again!

1 What's the advertisement for? *It's for a toaster.*
2 What's the name of the machine? It's 'Tell The Time Toaster'.
3 What colour is it? It comes in different colours.
4 How does it work? You turn the watch on and make your toast. The toaster moves and makes a sound when it's time to meet your friends.

2 **Write an advertisement for a funny machine. Use the examples or your own ideas.**

- a kettle that beeps when the water is ready
- a cooker that tells you when you're cooking something badly
- a fridge that writes your shopping list

Self-assessment

My work in Unit 7 is OK good excellent.
My favourite lesson is the one about _____.
Now I can _____.
I need to work more on _____.

40 forty

1 **Read and answer.**

- Ask students to look at the text and the pictures. Ask what kind of text it is (*an advert*). Ask them where they might see something like this (*online, in a magazine*).
- Students read the text and answer the questions individually.
- Check answers using the Lollipop stick technique (see page 15).
- Ask *Would you like to have a Tell the Time Toaster? Why or why not?*

2 **Write an advertisement for a funny machine. Use the examples or your own ideas.**

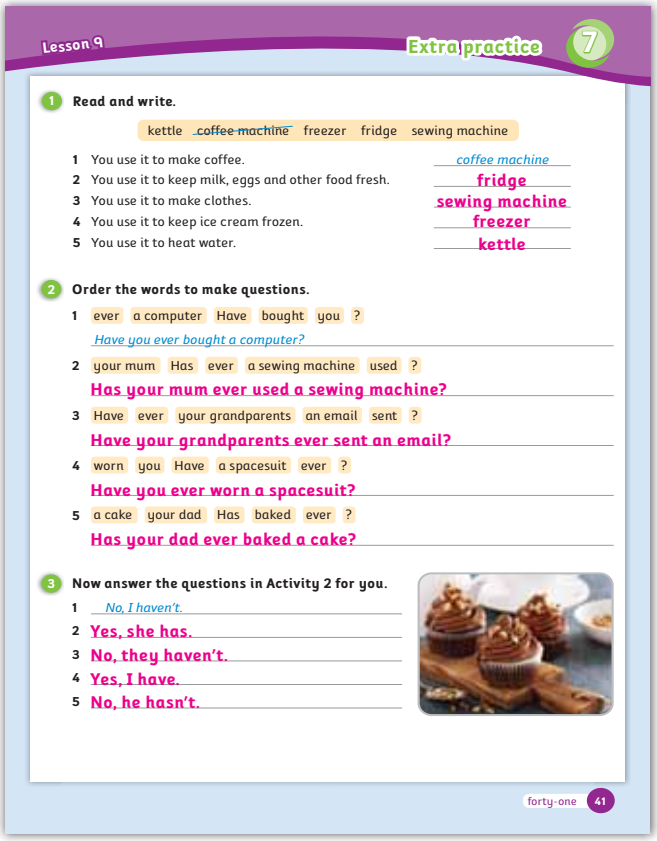
- Tell students they are now going to write their own advert. Explain that they can use the examples or their own ideas.
- Place students in pairs and give each pair some coloured pencils.
- Walk around the class monitoring pairs.
- Ask volunteer pairs to present their advert to the class.
- Students vote for the best advert.

Self-assessment

- Students do the activity individually.

Extra practice

Activity Book



Lesson 9 — Extra practice 7

1 **Read and write.**

kettle ~~coffee machine~~ freezer fridge sewing machine

1 You use it to make coffee. *coffee machine*
2 You use it to keep milk, eggs and other food fresh. fridge
3 You use it to make clothes. sewing machine
4 You use it to keep ice cream frozen. freezer
5 You use it to heat water. kettle

2 **Order the words to make questions.**

1 ever a computer Have bought you ?
Have you ever bought a computer?
2 your mum Has ever a sewing machine used ?
Has your mum ever used a sewing machine?
3 Have ever your grandparents an email sent ?
Have your grandparents ever sent an email?
4 worn you Have a spacesuit ever ?
Have you ever worn a spacesuit?
5 a cake your dad Has baked ever ?
Has your dad ever baked a cake?

3 **Now answer the questions in Activity 2 for you.**

1 *No, I haven't.*
2 Yes, she has.
3 No, they haven't.
4 Yes, I have.
5 No, he hasn't.

forty-one 41

1 Read and write.

- Students work individually to read the definitions and write the words.
- Check answers as a class.

2 Order the words to make questions.

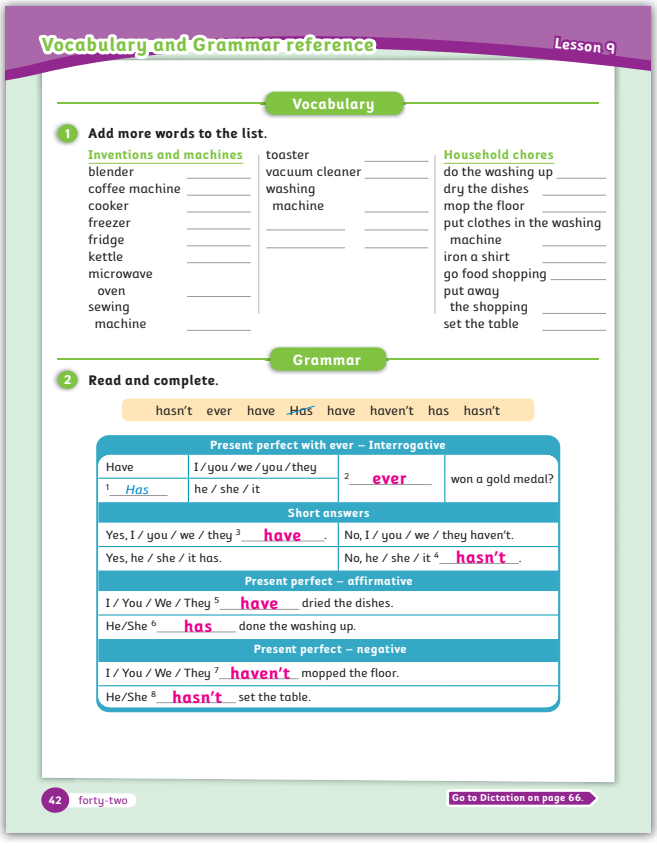
- Students work individually to write the questions in the correct order.
- Check answers using the Lollipop stick technique (see page 15).
- Write the answers on the board.

3 Now answer the questions in Activity 2 for you.

- Students answer the questions from Activity 2. Explain that they should use complete sentences as in the example answer.
- Walk around the class monitoring students, making sure that they are using the Present perfect correctly.
- Place students in pairs and ask them to share their answers.

Vocabulary and Grammar reference

Activity Book



Vocabulary and Grammar reference — Lesson 9

Vocabulary

1 Add more words to the list.

Inventions and machines			Household chores
blender	toaster		do the washing up
coffee machine	vacuum cleaner		dry the dishes
cooker	washing machine		mop the floor
freezer			put clothes in the washing machine
fridge			iron a shirt
kettle			go food shopping
microwave oven			put away the shopping
sewing machine			set the table

Grammar

2 Read and complete.

hasn't ever have ~~Has~~ have haven't has hasn't

Present perfect with ever – Interrogative			
Have	I / you / we / you / they	2 ever	won a gold medal?
1 Has	he / she / it		
Short answers			
Yes, I / you / we / they 3 have.		No, I / you / we / they haven't.	
Yes, he / she / it has.		No, he / she / it 4 hasn't.	
Present perfect – affirmative			
I / You / We / They 5 have dried the dishes.			
He/She 6 has done the washing up.			
Present perfect – negative			
I / You / We / They 7 haven't mopped the floor.			
He/She 8 hasn't set the table.			

42 forty-two

Go to Dictation on page 66.

Vocabulary

1 Add more words to the list.

- Ask students if they can think of any other words to add to the list. Students can work in pairs to complete the activity.

Grammar

2 Read and complete.

- Students work individually and check answers in pairs.

Extra activity Fast finishers

- Students think of more questions for the Challenge game.

Dictation

- Have students turn to page 66 in their Activity Books.
- Play the audio (track 7.20) for students to individually listen and write the sentences.
- Check answers as a class.

7.20

1 Have you ever made chocolates?
2 I haven't ironed a shirt.
3 My mother uses the oven to bake cakes.

Progress path

- Refer students to pages 104 and 105 in their Class Books and page 69 in their Activity Books and ask them to complete the activities for Unit 7.
- Students get one point for answering correctly and two points for writing their answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiable 84

- Ask students to do photocopiable 84.

Lesson 10

Objectives

- **Lesson objectives:** to practise for A2 Flyers Listening Part 4, Speaking Part 4 and Reading and Writing Part 6
- **Target language:** unit vocabulary and grammar

Materials

- Unit 7 flashcards (*cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine; do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table*)
- Happy/Sad response cards

Global Scale of English (GSE)

- **Reading:** Can answer simple questions about habits and daily routines (GSE 31).
- **Listening:** Can scan a simple text to find specific information (GSE 41).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31).

Assessment for Learning (formative assessment)

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

Starting the lesson

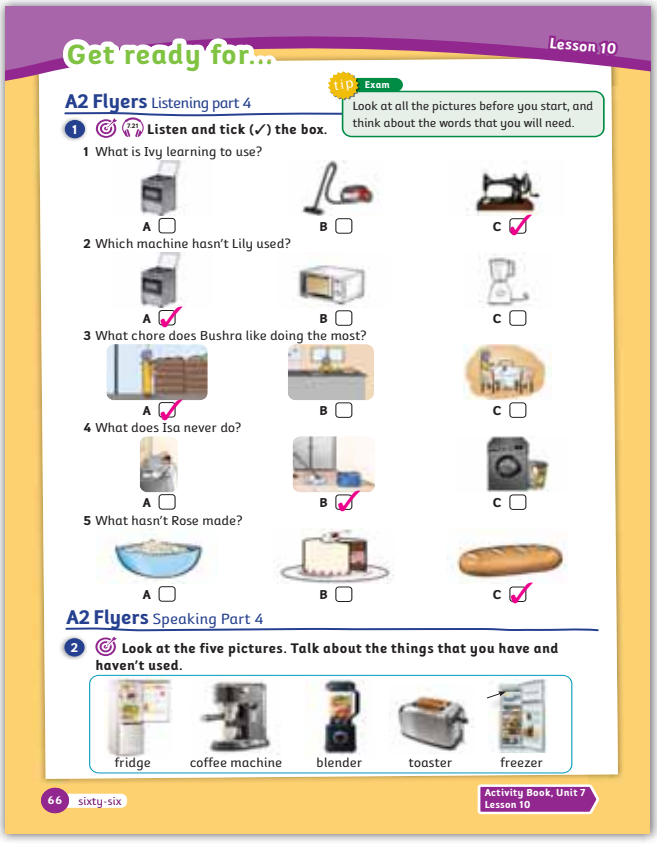
- Ask students to come to the board and draw a household item from page 55. They also write the word underneath. Say an incomplete sentence and students complete it with the correct word. Then ask students to say sentences for their classmates to complete. Say, e.g. *The milk needs to be cold. Put it in the … (fridge).*
- Play *Guess the name* (see page 22) with the Unit 7 flashcards to review the vocabulary.

Presentation

- Explain that in this lesson students will revise the work from the unit and practise for the A2 Flyers exams.

Practice

Class Book


Get ready for... Lesson 10

tip Exam
Look at all the pictures before you start, and think about the words that you will need.

A2 Flyers Listening part 4

1 Listen and tick (✓) the box.

1 What is Ivy learning to use?

2 Which machine hasn't Lily used?

3 What chore does Bushra like doing the most?

4 What does Isa never do?

5 What hasn't Rose made?

A2 Flyers Speaking Part 4

2 Look at the five pictures. Talk about the things that you have and haven't used.

fridge coffee machine blender toaster freezer

66 sixty-six

Activity Book, Unit 7 Lesson 10

A2 Flyers Listening Part 4

1 7.21 Listen and tick (✓) the box.

- Tell students that this activity is based on the A2 Flyers Listening Part 4 exam.
- Show students the Unit 7 flashcards and quickly review the unit vocabulary.
- Ask students to look at the pictures. Elicit what they can see in each.
- Explain to students that when they listen, they might hear things which are in the pictures. This doesn't mean, however, that they are the correct answers. Tell them to read the questions carefully so they know what they are listening for.
- Explain that they should listen to the complete conversation to make sure which picture is correct and which are distractors.
- Have students read the questions. Make sure they understand each one.
- Play the audio, pausing after each conversation for students to choose the answer.
- Play the audio again if necessary.
- Check answers using the Lollipop stick technique (see page 15).

7.21

1 Ivy: What's that noise, Olivia? Are you using the vacuum cleaner?
Olivia: Yes, I am. I'm cleaning my bedroom. What are you doing, Ivy?
Ivy: I'm at my grandmother's house. She's teaching me how to use the sewing machine.
Olivia: That's nice!
Ivy: Yes, I want to make some pyjamas! I have to go: my grandmother is making biscuits and I think they're ready!
Olivia: Mmmmmm! Take one to school for me tomorrow!

2 Maisie: Can you cook, Lily?
Lily: Well, I haven't used the oven. Mum thinks that it's dangerous for me to use it. But I use the microwave a lot.
Maisie: Yes, it's really easy to use a microwave. I really like making juice in the blender, too.
Lily: Me too! I love orange and carrot juice!

3 Alice: Do you have many household chores, Bushra?
Bushra: Not a lot. But I have to set the table for lunch and dinner every day.
Alice: Do you like setting the table?
Bushra: It's ok, but my favourite chore is going food shopping with my mum. I love going to the supermarket! Then I also put away the shopping when we get home.

4 Jack: How often do you mop the floor at home, Isa?
Isa: Oh I never mop the floor. That's my sister's chore.
Jack: So what do you do at home?
Isa: I do the washing up after lunch at weekends.
Jack: Only at weekends? I do the washing up every day! Do you do anything else?
Isa: Not really… oh, sometimes I have to put my clothes in the washing machine.

5 Lucy: Mmmm, this rice is really good, Rose.
Rose: Thank you! I make this dish with rice every day. That's why it's good!
Lucy: What else do you cook?
Rose: I cook a lot of things. I love making cakes, for example. Would you like some of my chocolate cake after lunch?
Lucy: Thank you, yes please! But have you ever made bread?
Rose: No, I haven't. Is it difficult?
Lucy: Not really. I can teach you!

A2 Flyers Speaking Part 4

2 Look at the five pictures. Talk about the things that you have and haven't used.

- Tell students that this activity is based on the A2 Flyers Speaking Part 4 exam.
- Place students in pairs.
- Tell students to look at the pictures. Have them look carefully and try to to describe what they see. Ask what we use each machine for.
- Give students a minute to think about what they can say.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Give students three minutes to talk about the pictures in pairs.
- Walk around the class monitoring students. Note examples of good language or areas of difficulty and give feedback after.
- Use the Lollipop stick technique (see page 15) to choose pupils to act out their dialogue for the rest of the class.

Diversity

Challenge

- Brainstorm the household machines again and review what each one is used for. Say the beginning of the sentence and have students complete it. Help where necessary, e.g. *A fridge is used for … keeping food cold. An oven is used for … cooking. A washing machine is used for … washing clothes. A kettle is used for … boiling water. A toaster is used for … making toast.* Encourage students to say sentences for the remaining objects.

Support

- Brainstorm the household machines again. Students copy them into their notebooks and draw pictures to illustrate the words. Write this question on the board: *Have you ever used a …?* Encourage students to answer it, to practise the grammar.

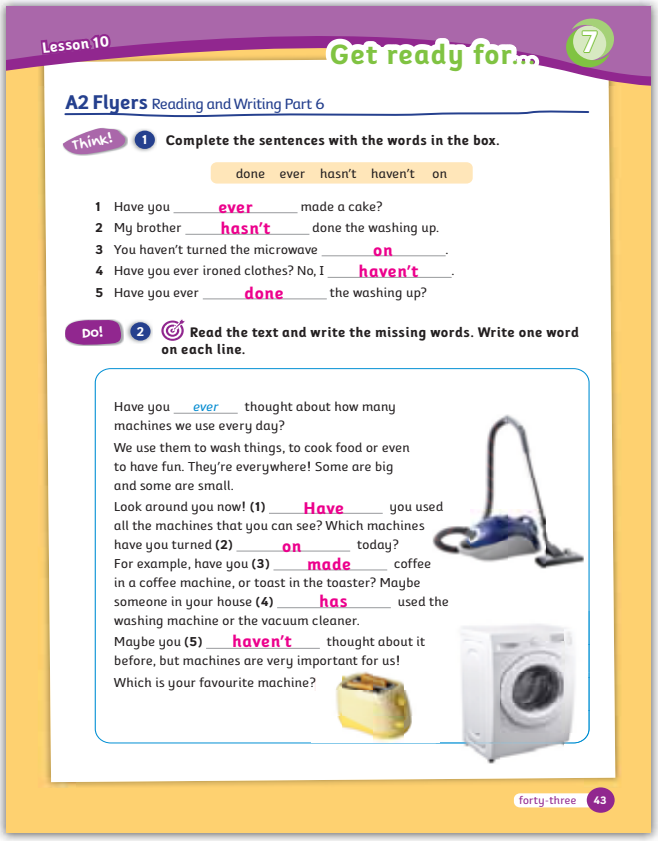
Extra activity Collaborative work

- Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique (see page 15). Students write their opinion about the unit under the lesson headings. The envoy reports back to the class.

Extra activity TPR

- Using the Happy/Sad face response cards (see page 15), students react to your questions: *How much did you like Activity 1? Was it easy, OK or difficult? How much did you like Activity 2? Was it easy, OK or difficult?*

Activity Book


Lesson 10

Get ready for... 7

A2 Flyers Reading and Writing Part 6

Think! 1 Complete the sentences with the words in the box.

done ever hasn't haven't on

1 Have you ever made a cake?
2 My brother hasn't done the washing up.
3 You haven't turned the microwave on.
4 Have you ever ironed clothes? No, I haven't.
5 Have you ever done the washing up?

Do! 2 Read the text and write the missing words. Write one word on each line.

Have you ever thought about how many machines we use every day?
We use them to wash things, to cook food or even to have fun. They're everywhere! Some are big and some are small.
Look around you now! (1) Have you used all the machines that you can see? Which machines have you turned (2) on today?
For example, have you (3) made coffee in a coffee machine, or toast in the toaster? Maybe someone in your house (4) has used the washing machine or the vacuum cleaner.
Maybe you (5) haven't thought about it before, but machines are very important for us!
Which is your favourite machine?

forty-three 43

A2 Flyers Reading and Writing Part 6

1 Think! Complete the sentences with the words in the box.

- Tell students that this is the A2 Flyers Reading and Writing Part 6 exam.
- Students complete the activity individually and then compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).

2 Do! Read the text and write the missing words. Write one word on each line.

- Tell students to read the text all the way through. Tell them not to think about the missing words yet. Ask *What is the text about?*
- Explain that for this text there isn't a word box or word options; they have to complete the gaps on their own. Elicit or explain how they should do this, e.g. read before and after the gap, think about the kind of word needed (verb, noun, preposition, etc.), think about grammar clues (single/plural, present or past, etc.).
- Students work individually to complete the text. Give them five minutes. Encourage them to read through the text again when they have finished.
- Students compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity **Fast finishers**

- Students use their imagination and invent a new machine, e.g. a machine that tidies their room. They draw a picture and write sentences, e.g. *This machine is used for picking up clothes and putting them in the wardrobe. It's got arms and legs. It's like a robot.* Another idea could be a machine that does their homework: *This machine is used for doing homework. You put your homework in the top and it comes out finished at the bottom.*

Finishing the lesson

- Ask *How did you get on in Unit 7? Which lesson did you like best? Which words were the easiest and most difficult to remember?*.
- Use the Summative and thought-provoking questions technique (see page 15) to ask how successful their learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Unit 7 practice

- Students now complete the Unit 7 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

Fun corner

Objectives

- **Lesson objectives:** to revise unit language with fun tasks
- **Target language:** revision of unit language

Materials

- Unit 7 flashcards (*cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine; do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table*)
- Unit 7 poster: Machines
- cut up sentences
- a hat, 1 per team

Global Scale of English (GSE)

- **Reading:** Can follow a simple dialogue about familiar, everyday activities (GSE 31).
- **Speaking:** Can describe their daily routines in a simple way (GSE 30). Can answer simple questions about habits and daily routines (GSE 31).

Assessment for Learning (formative assessment)

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

Starting the lesson

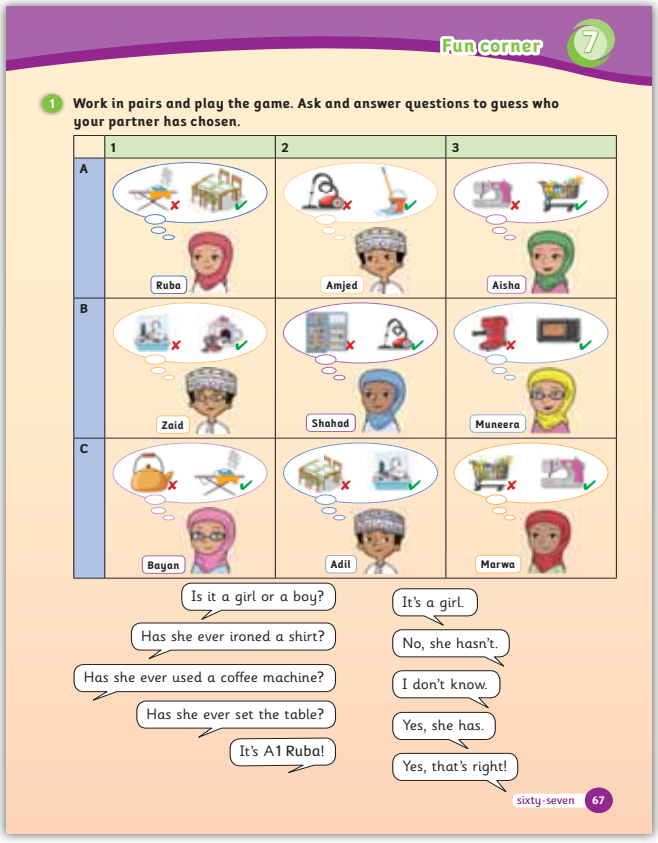
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 7 flashcards or poster as prompts. Refer to *How to work with posters* (see page 17).
- On strips of paper, write out five sentences using the Unit 7 grammar and vocabulary: Present perfect, positive and negative; Present perfect questions with *ever*; machines and household chores. Use a different colour for each sentence. Make sure to prepare the same sentences for each team, depending on how many teams there are. Cut up the sentences and put each sentence into a hat or similar. Divide the class into two or three teams, depending on how big your class is. You can have as many teams as you want, but remember to have sufficient sentences to go around. Say *Go!* Teams must now put their sentences in the correct order. The winning team is the first to have all sentences correctly ordered.

Presentation

- Tell students that in this lesson they will play a game. Ask students to look at page 67 of their Class Books. Ask them what they think they have to do.
- Before students play the game, quickly review the Present perfect.
- Remind students that we use the Present perfect to talk about actions or experiences that happened at an unspecified time in the past and are connected to the present. We form it with *have/has* and the past participle of the verb. Explain that we use *ever* in questions and it means "at any point in your life".

Practice

Class Book



1 Work in pairs and play the game. Ask and answer questions to guess who your partner has chosen.

- Ask students to look at the game and identify the household machines and chores in the pictures.
- Place students in pairs. Use the Expert envoy technique (see page 15) when choosing pairs so that stronger students work with weaker ones.
- Explain to pairs that they each have to choose a person on the board. They then have to ask questions about machines and household chores that each person has used or has done in order to guess each other's person.
- Demonstrate the game by having a student choose a person. Ask them questions in order to guess who they choose.
- Tell pairs to use the dialogue at the bottom of the page as a model.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring students, helping where necessary, to make sure they are using the Present perfect correctly.
- When they have guessed the person, ask them to switch partners and play the game again.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today. Ask *Did you enjoy the Fun corner? Was it difficult or easy?*
- Students write down what they did in today's lesson in their Learning diary (see page 15): *Today, I played …, I thought the game was …*
- Ask volunteers to read aloud their Learning diary entries for the class.

Lesson 1

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 7; to predict what a text is about; to scan a text for specific information; to work out the meaning of new words; to evaluate a text
- **Target language:** *chop, cooker, cornflour, fridge, go food shopping, kettle; do the washing up, dry the dishes, mop the floor, oven, put clothes in the washing machine, washing machine, vacuum cleaner*
- **Phonics:** /ʌ/, / uː/

Materials

- photocopiables R13 and R14

Global Scale of English (GSE)

- **Reading:** Can get the gist of a very simple illustrated story (GSE 28). Can guess what happens next in a story from the pictures (GSE 29). Can combine a range of letter sounds to read some common words (e.g. sing, high) (GSE 29). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33).
- **Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses (GSE 28). Can follow a simple conversation between two people or characters, if supported by pictures (GSE 31).
- **Speaking:** Can read aloud a familiar short text (GSE 30). Can answer simple questions about habits and daily routines (GSE 31). Can talk about habits or daily routines in a simple way, given prompts or a model (GSE 32). Can briefly say what they like or dislike about a simple story (GSE 32).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30). Can write words correctly using a range of letter-sound patterns (GSE 35).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson

- Ask students what they can use to cook food at home. Brainstorm words for machines from the kitchen using the Unit 7 flashcards.
- Ask *Have you ever tried food from another country? What was it? Was it nice?*
- Explain that today's story is about cooking food from another country.

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 7 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 114.
- Write on the board *Have you ever tried food from another country? I've tried Indian food.* Encourage students to look through the story quickly and find more examples of questions or sentences like this (that use the Present perfect).

Before you read

1 **Before you read** **Read the title of the story and look at the picture on page 68. Answer the questions.**

- Before students read, ask them to turn to page 114 in their Class Books. Read the question aloud.
- Students work in pairs.
- Tell students to refer to page 68 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

Listen and read

Class Book

Graded reader 1

Let's Make Noodle Soup

Tomorrow is a special day at school. The girls are raising money for charity. Today, they're cooking different foods from around the world. Dana and Razan are cousins, and Dana has found a book called *How to Cook Chinese Food*.



Graded reader 1 7

Dana finds noodle soup in her book. Her parents have been food shopping so they have everything they need. Dana gets some vegetables out of the fridge, and Razan puts some water in the kettle.



Graded reader 1

Razan puts the noodles in a pan of hot water, and puts the pan on the cooker. Dana chops the vegetables and adds them to the pan.

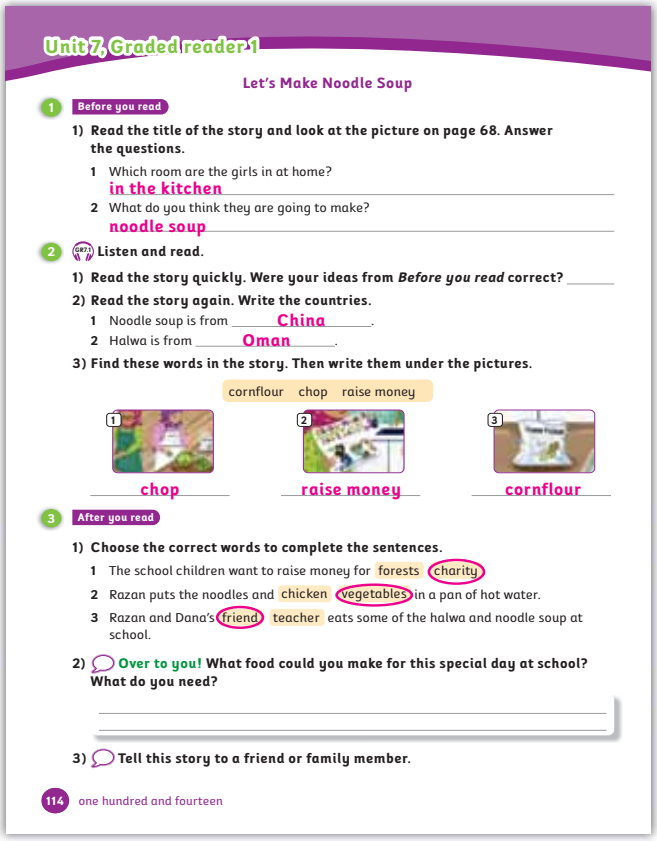


Then the girls put the cornflour in a pan with water, sugar, ghee and nuts. After a few minutes, the noodle soup and the halwa are ready.

Graded reader 1 7

It's the next day and the girls have taken their Chinese noodle soup and Omani halwa to school.





Unit 7, Graded reader 1

Let's Make Noodle Soup

1 Before you read

1) Read the title of the story and look at the picture on page 68. Answer the questions.
1 Which room are the girls in at home?
in the kitchen
2 What do you think they are going to make?
noodle soup

2 GR7.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? ____
2) Read the story again. Write the countries.
1 Noodle soup is from China.
2 Halwa is from Oman.
3) Find these words in the story. Then write them under the pictures.

cornflour chop raise money

1 chop 2 raise money 3 cornflour

3 After you read

1) Choose the correct words to complete the sentences.
1 The school children want to raise money for forests charity.
2 Razan puts the noodles and chicken vegetables in a pan of hot water.
3 Razan and Dana's friend teacher eats some of the halwa and noodle soup at school.

2) Over to you! What food could you make for this special day at school? What do you need?

3) Tell this story to a friend or family member.

114 one hundred and fourteen

2 GR7.1 Listen and read.

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 illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers for questions 1 and 2 on page 114 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. Write the countries.

- 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 114 individually.
- Check answers as a class.

3) Find these words in the story. Then write them under the pictures.

- Students refer back to the story on pages 68–71.
- Ask students on which pages they found the words.
- Invite individual students to tell you the answers.

3 After you read

1) Choose the correct words to complete the sentences.

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

2) Over to you! What food could you make for this special day at school? What do you need?

- Students think about the answers to the questions individually.
- Students ask and answer the questions in pairs.
- Monitor and help where necessary.
- Discuss students' answers as a class.

3) Tell this story to a friend or family member.

- Students can do the task for homework.

Phonics

- Write on the board *cousin*, with the /ʌ/ sound underlined as shown. Ask students what the underlined sound is (/ʌ/).
- Ask students to find another word in the story that contains this sound (*nut*).
- Write on the board *food*, with the /uː/ sound underlined as shown. Ask students what the underlined sound is (/uː/).
- Ask students to find a word in the story that contains this sound (*soup*).

Finishing the lesson

- Ask students what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of what happened in the story.
- Ask students to say which food from the story is their favourite.

Extra activity **Photocopiable R13**

- Ask students to do photocopiable R13.

Lesson 1, option B

Starting the lesson

- Brainstorm words for household chores using the Unit 7 flashcards if necessary.
- Ask students what they can do to help in the house if their mother is ill.
- Explain that today's story is about some girls who help their mother when she is ill.

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 7 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 115.
- On one side of the board, write *Samira and Bayan's mum has . . . .* On the other side, write *been to the doctor's.* Encourage students to look through the story quickly and find more examples of sentences like these (the Present perfect).

Before you read

1 **Before you read Read the title of the story and look at the picture on page 72. Answer the questions.**

- Before students read, ask them to turn to page 115 in their Class Books. Read the question aloud.
- Tell students to refer to page 72 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

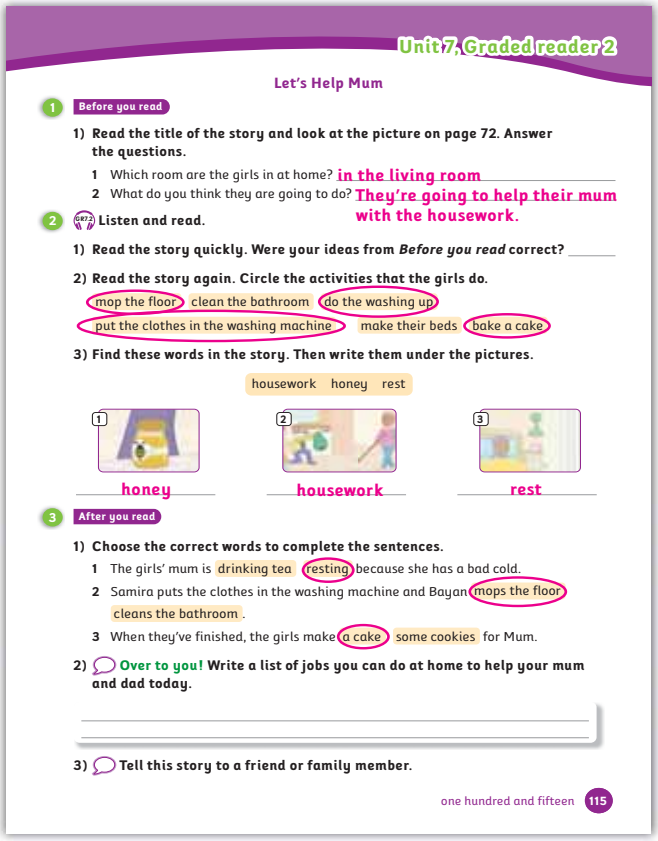
Listen and read

Class Book









2 GR7.2 Listen and read.

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 illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers to the questions on page 115 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 activities that the girls do.

- 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 115 individually.
- Check answers as a class.

3) Find these words in the story. Then write them under the pictures.

- Students refer back to the story on pages 72–75.
- Ask students on which pages they found the words.
- Invite individual students to tell you the answers.

3 After you read

1) Choose the correct words to complete the sentences.

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

2) Over to you! Write a list of jobs you can do at home to help your mum and dad today.

- Students work individually to answer the question. They can then compare answers in pairs.
- Monitor and help where necessary.
- Discuss students' answers as a class.

3) Tell the story to a friend or family member.

- Students can do the task for homework.

Phonics

- Write on the board *nut*, with the /ʌ/ sound underlined as shown. Ask students what the underlined sound is (/ʌ/).
- Ask students to find other words in the story that contain this sound (*Mum, up, honey*).
- Write on the board *use* with the /uː/ sound underlined as shown. Ask students what the underlined sound is (/uː/).
- Ask students to find another word in the story that contains this sound (*vacuum*).

Finishing the lesson

- Ask students if they liked the story. Give them a few minutes to evaluate it and 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 words and whether they had a good understanding of what happened.
- Ask students if they can make a cake, and if not, if they would like to.

Extra activity **Photocopiable R14**

- Ask students to do photocopiable R14.

8 Into the wild

Unit objectives	
To talk about countries and landscape	
Language	
Vocabulary	**Countries** *Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Saudi Arabia, Brazil, Italy, Argentina, Morocco* **Landscape** *desert, jungle, ocean, coast, cliff, cave, stream, path*
Grammar	Present perfect vs Past simple Zero conditional
Functions	Asking for something: *Give them to me, please.*
Pronunciation	/ɑː/, /ʌ/
Learning outcomes	
Listening	Identify core vocabulary; Listen and understand the overall meaning of simple texts on familiar topics; Extract information to accomplish a task; Identify the topic of aural texts; Identify the setting of aural texts; Identify the participants and their roles; Extract information to accomplish a task; Detect a story sequence; Understand everyday expressions dealing with simple and concrete everyday needs in clear, slow and repeated speech; Follow speech which is very slow and carefully articulated, with long pauses to get the meaning
Speaking	Accurately reproduce modelled language; Participate in simple interactions on familiar topics; Take part in simple conversations on familiar topics (e.g. family, home, school…, etc.); Articulate sounds in isolated word forms; Articulate sounds in connected speech; Pronounce words and sentences using correct stress, intonation and rhythm; Recite songs, rhymes and tongue twisters individually and chorally; Retell a story based on visual input; Act out part of a picture story using simple words
Reading	Read and understand the overall meaning of simple short texts on familiar topics; Deduce meaning of unfamiliar words from context; Identify the main idea of a text; Read and identify some details in simple texts on familiar topics; Interpret information in diagrammatic display; Read familiar material with correct intonation and pronunciation; Decode unfamiliar words by using phonemic awareness and blending strategies when reading; Make inferences about reading text; Summarise information in reading text; Make predictions about reading text
Writing	Use capital letters and basic punctuation (period, question mark) correctly; Spell frequently-used words correctly; Label objects and visuals; Write simple sentences describing pictures, drawings or activities; Write sentences using correct spacing, capitalisation and full stops; Use basic language structures in writing; Write short, simple compound sentences on familiar topics; Copy short texts accurately using correct punctuation

Cognitive skills	Take part in tasks by interacting with others and stay on task; Actively participate in investigative, exploratory and open-ended tasks; Understand group talk; Communicate one's own knowledge of a topic; Find information

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)

Mathematical, science and technological competences: order to complete a task (L. 2)

Digital competence: use Class Book and Activity Book eBook (L. 1–10)

Social and civic competences: learn to be creative (L. 5 and 8); learn to ask for something (L. 6)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3, 5, 6 and 8)

Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Making a map and describing a long-distance path (L. 5); Writing a blog post (L. 8)
Communication	Describing flags (L. 1); Talking about places you've been to (L. 3); Asking questions (L. 4); Talking about a long-distance path (L. 5); Asking for something (L. 6); Functional dialogue (L. 6); Challenge game (L. 9)
Collaboration	Project groupwork (L. 5); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Activity Book p. 52
- Unit 8 Extra practice: Activity Book p. 53
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Song, Culture, English in action, Reading, Writing, Listening, Review self-assessment, Story, Graded reader 1 and 2
- Unit 8 Practice Sheet
- End-of-semester Practice Sheet
- End-of-year Practice Sheet

External exams

Class Book	**Activity Book**
A2 Flyers Reading and Writing Part 7 A2 Flyers Listening Part 3	A2 Flyers Reading and Writing Part 2

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use the names of countries
- **Target language:** *Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Saudi Arabia, Brazil, Italy, Argentina, Morocco*

Materials

- Unit 8 flashcards (*Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Saudi Arabia, Brazil, Italy, Argentina, Morocco*)
- Unit 8 poster: Countries
- stopwatch
- Yes/No response cards
- coloured pencils
- 12 blank flashcards for each group
- a world map
- photocopiable 44

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can identify objects, places or people from short descriptions (GSE 31).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can understand everyday objects using simple language (GSE 31).
- **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 14)
Monitoring students' learning: Lollipop stick technique (see page 15); Yes/No response cards technique (see page 15)
Peer learning: pairwork; groupwork
Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson

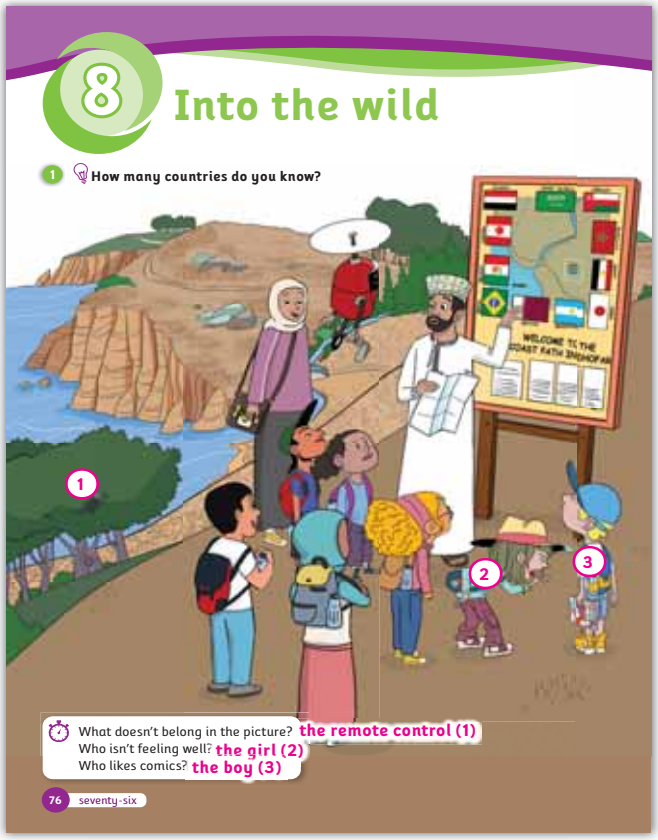
- Write *Countries* and *Flags* on the board. Explain the meaning if necessary. Ask *What's the name of your country? What colours are on its flag?* Students raise their hands to answer.
- Place the Unit 8 flashcards or poster on the board. Point to each item and say the word. Students repeat after you.
- Use the Unit 8 poster to play *Memory game* (see *How to work with posters* on page 17).

Presentation

- Explain that in this lesson students will learn to talk about countries.
- Ask *Have you ever been to another country? Which country have you been to? Which country do you want to go to?* Students raise their hands to answer.

Practice

Class Book



1 How many countries do you know?

- Refer students to page 76. Read the instruction and tell students to work in pairs and tell each other the countries they know.
- Using the Lollipop stick technique (see page 15), ask students to name the countries they know.
- Place students in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having students raise their hands to give answers.
- **Extension** Ask students to look at page 76 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing and naming any objects or clothes that they know, e.g. *bottle of water, T-shirt.*


Lesson 1, part 1 Vocabulary 8

2 Listen, point and repeat.

1 Oman 2 Japan 3 Mexico 4 Canada 5 Yemen 6 Qatar
7 Egypt 8 Saudi Arabia 9 Brazil 10 Italy 11 Argentina 12 Morocco

3 Look for the words from Activity 2 in the picture on page 76. Write the missing word. Italy

4 Where are the countries? Write them in the correct line below.

Africa Egypt, Morocco
Asia Oman, Japan, Yemen, Qatar, Saudi Arabia
Europe Italy
North America Mexico, Canada
South America Brazil, Argentina

5 What other countries do you know? Add them to the list. Australia/Oceania

6 Listen and repeat the nationalities.

Omani Japanese Mexican Canadian Yemeni Qatari Egyptian Saudi Arabian Brazilian Italian Argentinian Moroccan

7 Describe a flag. Your partner guesses.

It's white and red. It's got a circle on it.
Japan? Is it the Japanese flag?
Yes!

Activity Book, Unit 8 Lesson 1, part 2 seventy-seven 77

2 8.1 Listen, point and repeat.

- Refer students to page 77. Tell students to count how many countries they knew.
- Play the audio and have students point and repeat.
- Tell students to look at the flags and practise the new vocabulary. Ask questions and have students respond using their Yes/No response cards (see page 15):
  Does Oman/Qatar/Japan/Mexico/Canada/Brazil/Italy/Yemen/Saudi Arabia have red/green/black/blue/yellow/white/purple on its flag? Does Oman/Egypt/Argentina/Morocco/Mexico/Saudi Arabia have a star/circle/sword/bird on its flag?
- Put students into pairs. Have students name a country to their partner for them to point to the correct picture. Then they swap.
- **Extension** Internet search key words: *interesting information for kids on world flags*

8.1

1	Oman	7	Egypt
2	Japan	8	Saudi Arabia
3	Mexico	9	Brazil
4	Canada	10	Italy
5	Yemen	11	Argentina
6	Qatar	12	Morocco

Diversity

Challenge
- Play the audio again. Have students repeat without looking at the book. Ask different students to then spell out the countries.

Support
- Divide the class into two groups. Play the audio again for each group to listen and repeat.

3 Look for the words from Activity 2 in the picture on page 76. Write the missing word.

- Give students one minute to work in pairs to find the countries and write the missing word. Ask for answers using the Lollipop stick technique (see page 15).

4 Where are the countries? Write them in the correct line below.

- Elicit the meaning of *continent*. Explain that there are seven continents on Earth, each with a different number of countries and a variety of climates. Ask students to name the continents *(Asia, Africa, North America, South America, Antarctica, Europe, Australia)* and say anything they know about each one.
- Students complete the activity in pairs.
- Check answers as a class.

5 What other countries do you know? Add them to the list.

- Students complete the activity in pairs.
- Have different students write more countries to add to those in Activity 4.
- Place a world map on the board and have students point to the countries they wrote.
- **Extension** Internet search key words: *map of the continents, world map*

Extra activity Critical thinking

- Students draw a flag from another country in their notebooks. They present it to the class.

6 8.2 Listen and repeat the nationalities.

- Explain to students that *nationality* refers to the country where a person is from, and to their identity as a citizen of that country.
- Play the audio, pausing after each word for students to repeat.

8.2

Omani, Japanese, Mexican, Canadian, Yemeni, Qatari, Egyptian, Saudi Arabian, Brazilian, Italian, Argentinian, Moroccan

7 **Describe a flag. Your partner guesses.**

- Place students in pairs and assign Student A and Student B. Student A describes one of the flags from Activity 2 for Student B to guess. Then students swap roles. Tell students to use the examples in the speech bubbles as a model.

Extra activity **TPR**

- Assign a flag to each student. Call out a colour or shape. If it is on a student's flag, the student stands up.

Finishing the lesson

- Play *True or false?* (see page 17) with the Unit 8 poster (Countries).

Lesson 1, part 2

Starting the lesson

- Show students a Unit 8 flashcard or point to an item on the poster and say the word. If it is incorrect, students have to correct you. Play for a few rounds. See also *How to work with posters* (see page 17).

Practice

Activity Book

1 **Look at the Class Book page 76 and answer the questions.**

- Students refer to page 76 of their Class Books. They work individually to answer the questions.
- Give students one minute to complete the activity. Have students check their answers with their partners.
- Check answers using the Lollipop stick technique (see page 15).

2 **Look and complete the names of the countries.**

- Students work individually to complete the names of the countries. Students only write the names at this stage.
- Students compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).

I'm learning

- Read the *I'm learning* box. Explain to students that a helpful way to learn the new countries vocabulary is to create flag and map flashcards. Place students in groups and hand out the twelve blank flashcards. Have them choose six countries and draw a flag and a map for each country. They can play *Memory* or *Snap* with the flashcards they made.

3 **Find and circle the nationalities. Then match them with the countries in Activity 2 and write.**

- Students find the nationalities in the word snake and then compare answers in pairs.
- Students then work individually to write the nationalities under the countries in Activity 2.
- Check answers using the Lollipop stick technique (see page 15).



Lesson 1, part 2

8 Into the wild

Vocabulary

1 Look at the Class Book page 76 and answer the questions.
1 What is the matter with the girl? She has a cough./She isn't feeling well.
2 Have the children brought their water bottles? Yes, they have.

2 Look and complete the names of the countries.

1 Oman — Omani
2 Yemen — Yemeni
3 Mexico — Mexican
4 Canada — Canadian
5 Morocco — Moroccan
6 Qatar — Qatari
7 Egypt — Egyptian
8 Italy — Italian
9 Japan — Japanese
10 Argentina — Argentinian
11 Saudi Arabia — Saudi Arabian
12 Brazil — Brazilian

I'm learning
Create flag and country flashcards to remember countries.
Play a matching game with them or match them to a world map.

3 Find and circle the nationalities. Then match them with the countries in Activity 2 and write.

japanesemexicanomaniargentinianbrazilianqatarimoroccanegyptiancanadiansaudiarabianitalianyemeni

44 forty-four

Extra activity **Fast finishers**

- Students write the countries and nationalities in their notebooks.

Finishing the lesson

- Students close their books and work in pairs. Give them one minute to write down the names of the countries.
- Using the Summative and thought-provoking questions technique (see page 15), ask *How many countries did you remember? Did you spell them correctly? What can you do to help you remember their names?*

Extra activity **Photocopiable 44**

- Ask students to do photocopiable 44.

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to listen to/watch a story
- **Target language:** revision of countries; *foggy*

Materials

- Unit 8 flashcards (*Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Italy, Brazil, Saudi Arabia, Argentina, Morocco*)
- Unit 8 poster: Countries
- Unit 8 Story animation video
- Happy/Sad face response cards
- scissors
- coloured pencils
- photocopiables S9 and 52

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning (formative assessment)

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

Lesson 2, part 1

Starting the lesson

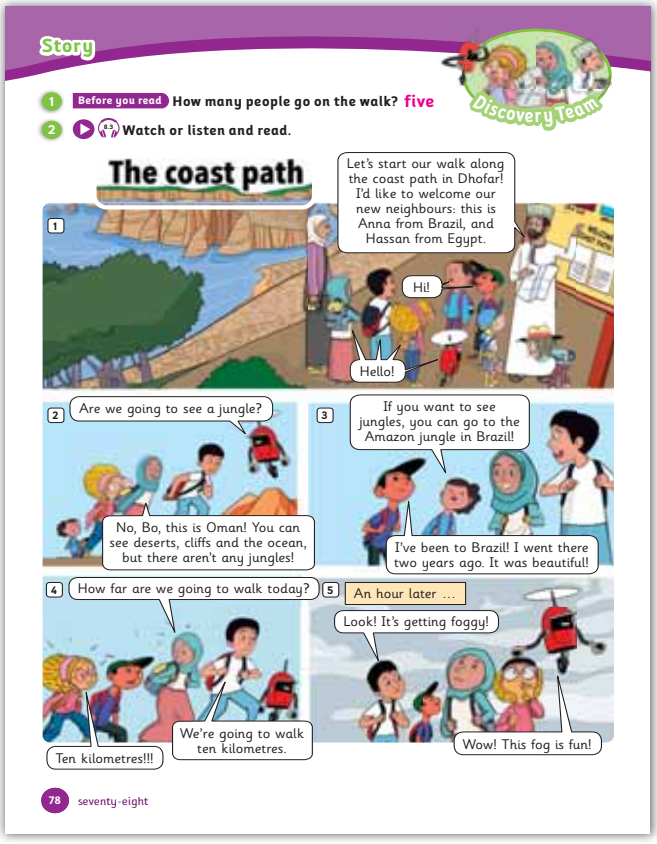
- Using the Lollipop stick technique (see page 15), ask students to say one country each from Lesson 1. Use the Unit 8 poster (Countries) to check answers.

Presentation

- Explain that in this lesson students will listen to or watch a story.

Practice

Class Book



1 Before you read How many people go on the walk?

- Refer students to pages 78 and 79. Ask students to look at the story quickly and count the people who go on the walk.
- Check answers as a class.

2 8.3 Watch or listen and read.

- Write *foggy* on the board and explain the meaning. Say *Foggy weather is when clouds form just above the ground, so you can't see much.* Have students name other types of weather.
- Play the video or the audio.
- Check comprehension: *Who are Anna and Hassan?* (new neighbours) *Where did Hassan go two years ago?* (Brazil) *Is Lottie happy about walking ten kilometres?* (no) *Do they lose the path?* (yes) *Who makes a noise?* (Bo).

8.3

The coast path

1 Dad: Let's start our walk along the coast path in Dhofar! I'd like to welcome our new neighbours: this is Anna from Brazil, and Hassan from Egypt.
Anna and Hassan: Hi!
Children: Hello!

2 Bo: Are we going to see a jungle?
Fatma: No, Bo, this is Oman! You can see deserts, cliffs and the ocean, but there aren't any jungles!

3 Anna: If you want to see jungles, you can go to the Amazon jungle in Brazil!
Hassan: I've been to Brazil! I went there two years ago. It was beautiful!

4 Fatma: How far are we going to walk today?
Sami: We're going to walk ten kilometres.
Lottie: Ten kilometres!!!

5 Narrator: An hour later …
Sami: Look! It's getting foggy!
Bo: Wow! This fog is fun!

6 Sami: Where's the path?
Hassan: Where are all the others?
Sami: We have to go back and find the path.
Lottie: Where's Bo?

7 Hassan: This isn't right. We haven't seen a stream before. We're lost.
Sami: If you follow a stream, it takes you towards the ocean.
Fatma: We should follow the stream!
Lottie: WHERE'S BO??? Bo! Bo!

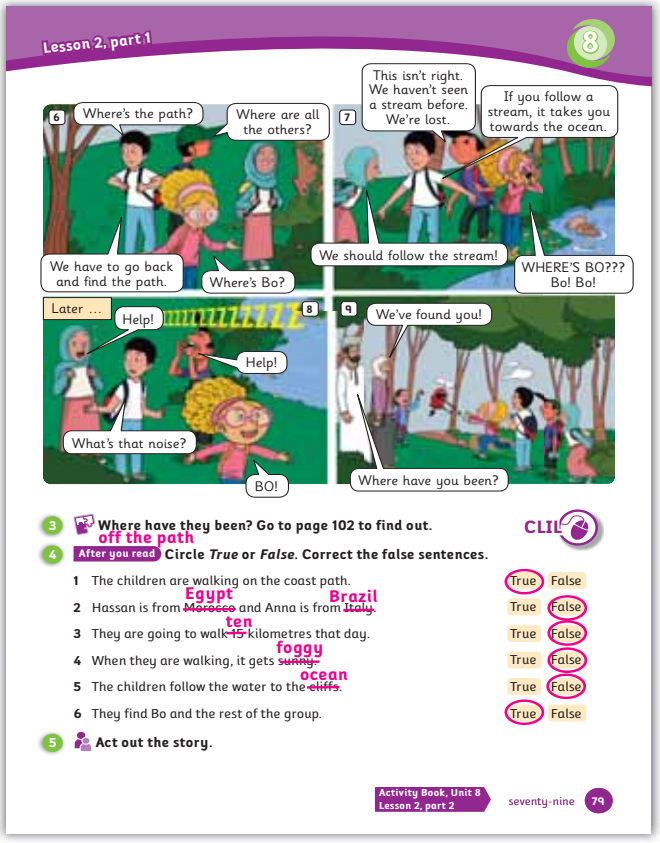
8 Narrator: Later …
Fatma: Help!
Hassan: Help!
Sami: What's that noise?
Lottie: BO!

9 Mum: We've found you!
Dad: Where have you been?

Diversity

Challenge
- Before students open their books, tell them the title of the story. Students predict what might happen, using the information they have from the picture in Lesson 1.

Support
- Pre-teach other words that students might have problems with.



3 Where have they been? Go to page 102 to find out.

- Students discuss in pairs and then turn to page 102 to find out the answer. Point out that the black path is the correct path and the red path is the one they accidentally followed.
- Using the Happy/Sad face technique (see page 15), ask *Did you find out?*

4 After you read Circle *True* or *False*. Correct the false sentences.

- Students work individually to complete the activity. Check answers using the Lollipop stick technique (see page 15).

Extra activity **Critical thinking**
- Students work in pairs and write two sentences to add to Activity 4: one true and one false. They swap sentences with another pair and correct the false sentence.

5 Act out the story.

- Divide students into groups of eight. Allocate a role to each student (Fatma, Lottie, Sami, Bo, Anna, Hassan, Mum and Dad).
- See *Stage 4 – Acting out* on page 17 for more guidance on acting out activities.
- Students act out the story in groups.

Extra activity **TPR**

- Each student cuts a sheet of paper from their notebooks into four squares and draws pictures for *foggy, stream, Help!* and *10 km* in each square. Call out words and students hold up the correct square.

Finishing the lesson

- Place students in pairs. Ask them to take it in turns to choose a frame from the story and describe it for their partner to guess.
- Walk around the class monitoring students.
- When they have finished, ask for volunteers to describe a frame and have the rest of the class guess.

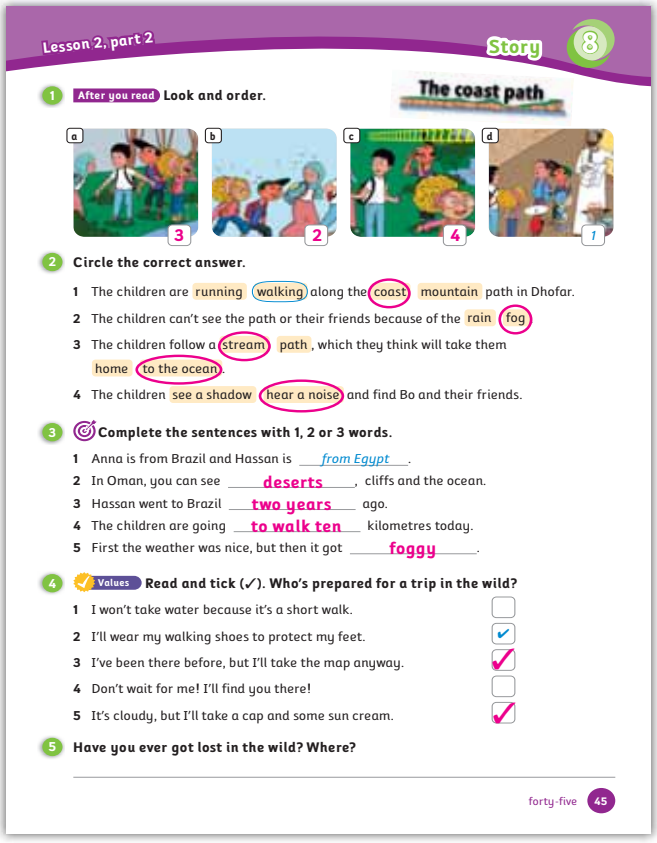
Lesson 2, part 2

Starting the lesson

- Play *Which card have you got?* (see page 19) with the Unit 8 flashcards.

Practice

Activity Book


Lesson 2, part 2 Story 8

1 After you read Look and order.

The coast path

a 3 b 2 c 4 d 1

2 Circle the correct answer.

1 The children are running walking along the coast mountain path in Dhofar.
2 The children can't see the path or their friends because of the rain fog
3 The children follow a stream path, which they think will take them home to the ocean.
4 The children see a shadow hear a noise and find Bo and their friends.

3 Complete the sentences with 1, 2 or 3 words.

1 Anna is from Brazil and Hassan is from Egypt.
2 In Oman, you can see deserts, cliffs and the ocean.
3 Hassan went to Brazil two years ago.
4 The children are going to walk ten kilometres today.
5 First the weather was nice, but then it got foggy.

4 Values Read and tick (✓). Who's prepared for a trip in the wild?

1 I won't take water because it's a short walk. ☐
2 I'll wear my walking shoes to protect my feet. ☑
3 I've been there before, but I'll take the map anyway. ☑
4 Don't wait for me! I'll find you there! ☐
5 It's cloudy, but I'll take a cap and some sun cream. ☑

5 Have you ever got lost in the wild? Where?

forty-five 45

1 After you read Look and order.

- Students work individually. They look at the pictures and number them 1–4 to match the story order. They then compare answers with a partner.

2 Circle the correct answer.

- Students work individually to read the sentences and circle the correct answer. Tell them they can look at the story again in their Class Books if necessary.
- Check answers using the Lollipop stick technique (see page 15).

3 Complete the sentences with 1, 2 or 3 words.

- Students complete the sentences with 1, 2 or 3 words, based on the information in the story. Tell them that they can look at the story again in their Class Books if necessary.
- Students compare answers with a partner.
- Check answers as a class.

4 Values Read and tick (✓). Who's prepared for a trip in the wild?

- Students tick and then compare answers with a partner.
- Ask students why it's important to be prepared when hiking or camping in the wild. Explain that you need the right equipment, food and knowledge to avoid getting lost, hurt or in danger from weather or wild animals. Say that being prepared helps you enjoy the activity more.

5 Have you ever got lost in the wild? Where?

- Students answer the question individually and then compare answers in pairs.
- If any students have got lost, ask them to tell the rest of the class what happened.

Extra activity **Fast finishers**

- Students find the sentences in the Present perfect in the story and write them in their notebooks.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask students what they remember from the story.
- Place students in groups and have them discuss what you should do if you get lost in the wild. Tell students that it's important to stay calm, stop moving, stay in one place and try to make yourself visible.

Extra activity **Photocopiables S9 and 52**

- Ask students to do photocopiables S9 and 52.

CLIL Link

In Unit 8, the story is based around the concept of the journey of water/how water flows towards the sea, from the Science curriculum.
The Discovery Team go hiking with their classmates and two new neighbours. They start walking, but after an hour the weather gets foggy and they get lost. Luckily, Sami knows that if you follow a stream, it takes you to the ocean.

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use Present perfect vs Past simple
- **Target language:** *I've been to Italy. I went there last month.*

Materials

- Unit 8 Grammar animation video
- Unit 8 flashcards (*Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Italy, Brazil, Saudi Arabia, Argentina, Morocco*)
- photocopiable 48

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35).
- **Listening:** Can understand informal conversations on familiar everyday topics, if the speakers talk slowly and clearly (GSE 37).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson

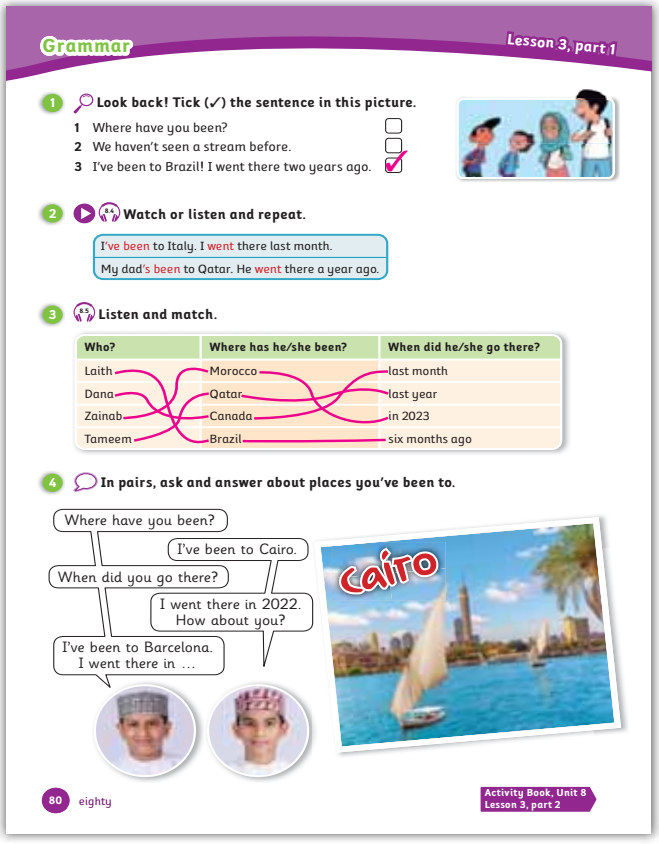
- Write *The coast path* on the board. Ask *Who got lost? Why? How did the others find them?* and elicit answers.
- Ask students what else they remember from the story from Lesson 2.

Presentation

- Explain that in this lesson students will learn when to use the Present perfect or the Past simple.
- On the board, write *1. I've been to New York.* and *2. I went to New York last year.* Read the sentences and have students repeat. Then ask two students to read the sentences.
- Ask *Which sentence tells us when something happened? (2) What tense does it use?* (Past simple).
- Ask *Which sentence tells us something about somebody's life that is true? (1) What tense does it use?* (Present perfect).

Practice

Class Book


Grammar
Lesson 3, part 1
1 Look back! Tick (✓) the sentence in this picture.
1 Where have you been?
2 We haven't seen a stream before.
3 I've been to Brazil! I went there two years ago.
2 Watch or listen and repeat.
I've been to Italy. I went there last month.
My dad's been to Qatar. He went there a year ago.
3 Listen and match.
Who? | Where has he/she been? | When did he/she go there?
Laith | Morocco | last month
Dana | Qatar | last year
Zainab | Canada | in 2023
Tameem | Brazil | six months ago
4 In pairs, ask and answer about places you've been to.
Where have you been?
I've been to Cairo.
When did you go there?
I went there in 2022. How about you?
I've been to Barcelona. I went there in …
Cairo
80 eighty
Activity Book, Unit 8 Lesson 3, part 2

1 Look back! Tick (✔) the sentence in this picture.

- Refer students to pages 78 and 79.
- Students find the picture in the story and tick the correct sentence.

2 8.4 Watch or listen and repeat.

- Play the video or the audio.
- Play the audio again and pause after each sentence for students to repeat.
- Ask *Which sentence is in the Past simple/Present perfect? How do you know?*
- Explain that we usually use past time expressions (*yesterday, two weeks ago, in 2023*, etc.) with the Past simple.

8.4

I've been to Italy. I went there last month.
My dad's been to Qatar. He went there a year ago.

3 8.5 Listen and match.

- Tell students to read the information first.
- Explain that students have to match the people to where they've been and when they went there.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Play the audio.
- Check answers using the Lollipop stick technique (see page 15).

8.5

1 Woman: Where have you been, Laith?
Boy 1: I've been to Brazil.
Woman: When did you go there?
Boy 1: I went there six months ago.

2 Woman: Where have you been, Dana?
Girl 1: I've been to Canada.
Woman: When did you go there?
Girl 1: I went there last month.

3 Woman: Where have you been, Zainab?
Girl 2: I've been to Morocco.
Woman: When did you go there?
Girl 2: I went there in 2023.

4 Woman: Where have you been, Tameem?
Boy 2: I've been to Qatar.
Woman: When did you go there?
Boy 2: I went there last year.

Diversity

Challenge
- Repeat feedback. Ask students questions from the audio and have them answer as the children.

Support
- Read the names and the information aloud before students listen so they know the sound of each word.

4 In pairs, ask and answer about places you've been to.

- Place students in pairs.
- Read aloud the examples in the speech bubbles.
- Tell students that they are going to ask and answer questions about the places they've been to using the speech bubbles as a model.
- Students can use places (i.e. cities) in their own country if they wish.
- Walk around the class monitoring students.
- Ask volunteer pairs to act out their dialogues for the rest of the class.

Finishing the lesson

- Write the following sentence prompts on the board: *I've eaten ..., I ate ..., I've seen ..., I saw ..., I've done ..., I did ..., I've played ..., I played ...*
- Place students in pairs and ask them to finish the sentences with their own ideas.
- Remind them to use time expressions for the Past simple sentences. Write some on the board if necessary.

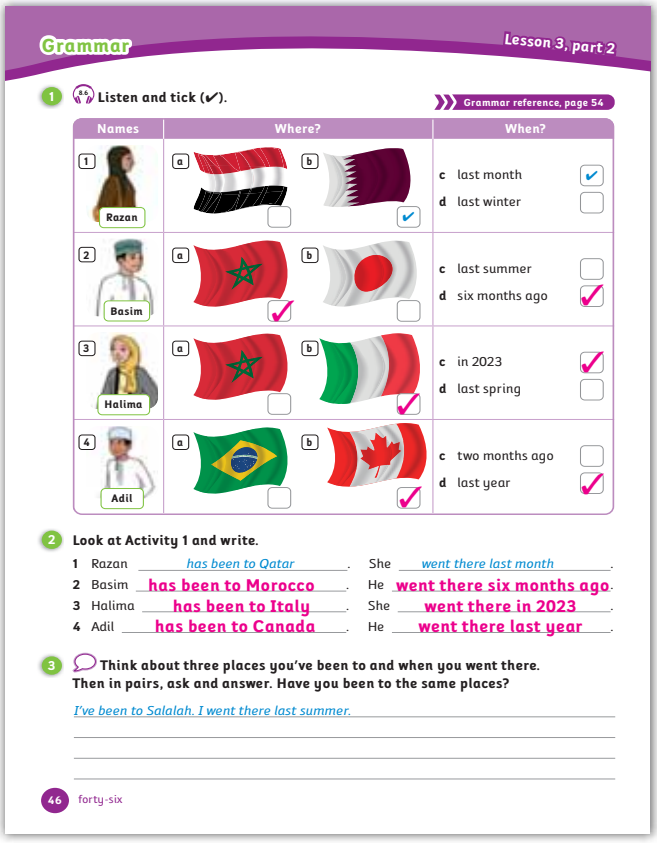
Lesson 3, part 2

Starting the lesson

- Play *Picture charades* (see page 22) with the Unit 8 flashcards.

Practice

Activity Book



Grammar — Lesson 3, part 2

1 Listen and tick (✓). Grammar reference, page 54

Names	Where?	When?
1 Razan	a ☐ b ✓	c last month ✓ / d last winter ☐
2 Basim	a ✓ b ☐	c last summer ☐ / d six months ago ✓
3 Halima	a ☐ b ✓	c in 2023 ✓ / d last spring ☐
4 Adil	a ☐ b ✓	c two months ago ☐ / d last year ✓

2 Look at Activity 1 and write.

1 Razan has been to Qatar. She went there last month.
2 Basim has been to Morocco. He went there six months ago.
3 Halima has been to Italy. She went there in 2023.
4 Adil has been to Canada. He went there last year.

3 Think about three places you've been to and when you went there. Then in pairs, ask and answer. Have you been to the same places?

I've been to Salalah. I went there last summer.

46 forty-six

1 8.6 Listen and tick (✓).

- Ask students to look at Activity 1 for a minute to check what they have to listen out for.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Play the audio. Play it again if necessary.
- Check answers using the Lollipop stick technique (see page 15).

8.6

1 Huda: Hello, Nada.
Nada: Oh, hello, Huda! I was just talking to our friend Razan. She was telling me about her travels. Did you know she's been to Qatar?
Huda: Wow! That's amazing! And when did she go there?
Nada: She went there last month, and now her family is thinking about their next holiday to Yemen next winter!

2 Huda: And … what about your family? I know they love travelling!
Nada: Yes! Look at these pictures. This is my brother Basim. He's been to lots of exciting places. This is him in Morocco.
Huda: Did he go there last summer?
Nada: No, he went there six months ago. His best friend lives there.

3 Huda: What about your cousin Halima? Where has she been to recently?
Nada: Halima's been to Italy. Here's a picture. Look!
Huda: Wow! It looks great! Did she go with her parents?
Nada: Yes, she went there in 2023.

4 Nada: And this is my other brother Adil. This year he's studying English.
Huda: OK. So … has he been to England?
Nada: No, not to England. He's been to Canada! We have family there.
Huda: Interesting. When did he go?
Nada: He went there last year.

2 Look at Activity 1 and write.

- Students use their answers from Activity 1 to write sentences in the Present perfect and Past simple.
- Students work individually and then compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).
- Write the answers on the board.

3 Think about three places you've been to and when you went there. Then in pairs, ask and answer. Have you been to the same places?

- Place students in pairs for this activity.
- Ask a student to read the example sentence. Ask *Is this a city or a country? (a city)*. Explain to students that they can use cities as well countries for this activity.
- Students write their sentences first and then, in pairs, they take turns to ask and answer. They then compare their answers. Ask the class if anybody has been to the same places.

Extra activity Fast finishers

- Students write in their notebooks two places they have been to and when.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), ask *When do we use the Present perfect and when do we use the Past simple?* and elicit answers.
- Remind students that we use the Past simple to talk about when something happened and the Present perfect to talk about life experiences.

Extra activity Photocopiable 48

- Ask students to do photocopiable 48.

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to learn and use landscape vocabulary; to learn and use the Zero conditional; to learn and sing a song
- **Target language:** *desert, jungle, ocean, coast, cliff, cave, stream, path*

Materials

- True/False response cards
- Unit 8 Grammar animation video
- eight word cards: *cave, cliff, coast, desert, jungle, ocean, path, stream*
- eight picture cards (drawings or printouts): *cave, cliff, coast, desert, jungle, ocean, path, stream*
- Unit 8 flashcards (*desert, jungle, ocean, coast, cliff, cave, stream, path*)
- two fly swats
- Unit 8 flashcards *(Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Italy, Brazil, Saudi Arabia, Argentina, Morocco)*
- photocopiables 44, 48, 57 and 61

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words if spoken slowly and clearly (GSE 18). Can sing a basic song from memory (GSE 22). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22).
- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). 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: True/False response cards technique (see page 15); Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 4, part 1

Starting the lesson

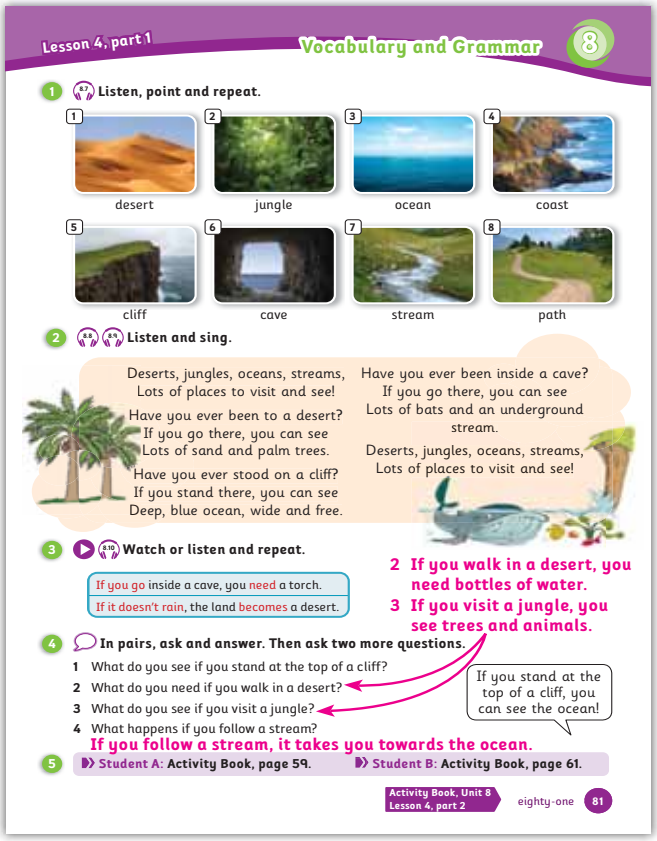
- Ask *How many places can you remember from the story?* and elicit answers.

Presentation

- Explain that in this lesson students will learn and use landscape vocabulary, and they will learn how to use the Zero conditional. Explain that this is a sentence with *if* that talks about things that are true. They will also sing a song.
- Write *Landscapes* on the board and explain the meaning. Say *There are different landscapes in the wild. For example, there are mountain landscapes.* Draw a mountain on the board. Ask students to say other landscapes they know. Accept all reasonable suggestions.
- Place the Unit 8 flashcards on the board. Point to each item and say the word. Students repeat after you.

Practice

Class Book



1 8.7 Listen, point and repeat.

- Refer students to page 81. Ask students to count how many landscapes they knew or said.
- Play the audio and have students point and repeat.
- Practise the vocabulary using the True/False response cards technique (see page 15):
  A desert/jungle has a lot of yellow sand/green plants.
  An ocean is high/low.
  The coast is next to the ocean/a lake.
  Cliffs are tall/short.
  A cave is underground/above ground.
  A stream/path is wide/narrow.

8.7

1 desert
2 jungle
3 ocean
4 coast
5 cliff
6 cave
7 stream
8 path

Extra activity **Collaborative work**

- Have students say a word to their partner for them to point to the correct picture. Then they swap.

2 **8.8 & 8.9 Listen and sing.**

- Ask students to look at the pictures and say what they can see (*palm trees, cliffs, a whale* and *fish in the ocean*).
- Play the song and tell students to listen only this time.
- Read out the song one line at a time and have students repeat as a class.
- Play the song again and encourage students to join in.
- **8.9** Play the karaoke version of the song and encourage students to sing.

8.8 & 8.9

Deserts, jungles, oceans, streams,
Lots of places to visit and see!

Have you ever been to a desert?
If you go there, you can see
Lots of sand and palm trees.

Have you ever stood on a cliff?
If you stand there, you can see
Deep, blue ocean, wide and free.

Have you ever been inside a cave?
If you go there, you can see
Lots of bats and an underground stream.

Deserts, jungles, oceans, streams,
Lots of places to visit and see!

3 **8.10 Watch or listen and repeat.**

- Play the video or the audio.
- Ask *What do you need if you go in a cave?* Students find the answer in the grammar box. Write these sentences on the board and ask students to finish them with their own ideas.
  If you don't eat, . . .
  If you play football all day, . . .

8.10

If you go inside a cave, you need a torch.
If it doesn't rain, the land becomes a desert.

4 **In pairs, ask and answer. Then ask two more questions.**

- Read out the example and tell students they should use full sentences.
- Place students in pairs for this activity.
- Have students ask one more question each.
- Ask different students to write the questions on the board for the class to answer.

Diversity

Challenge

- Have students work in pairs and write down the two extra questions. Check their work before they write their questions on the board.

Support

- Tell students that one question should be affirmative and the other negative so they get two answers like in the grammar box.

5 **Student A: Activity Book, page 59.**
Student B: Activity Book, page 61.

- Place students in pairs for this activity. Assign Student A and Student B and ask them to find the correct page.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring students.

Extra activity **TPR**

- Hand out the word and picture cards to 16 students. Tell them they have one minute to find the matching cards. Point out that there is more than one possibility with some phrases.

Finishing the lesson

- Play *Word swat* (see page 21) with the Unit 8 flashcards. Place the flashcards at random on the board. Say Zero conditional sentences, e.g. *If you travel through the desert, you need plenty of water.* Students have to swat the vocabulary word (*desert*) in the sentence. Teams get an extra point if they can say another Zero conditional sentence using that same word.

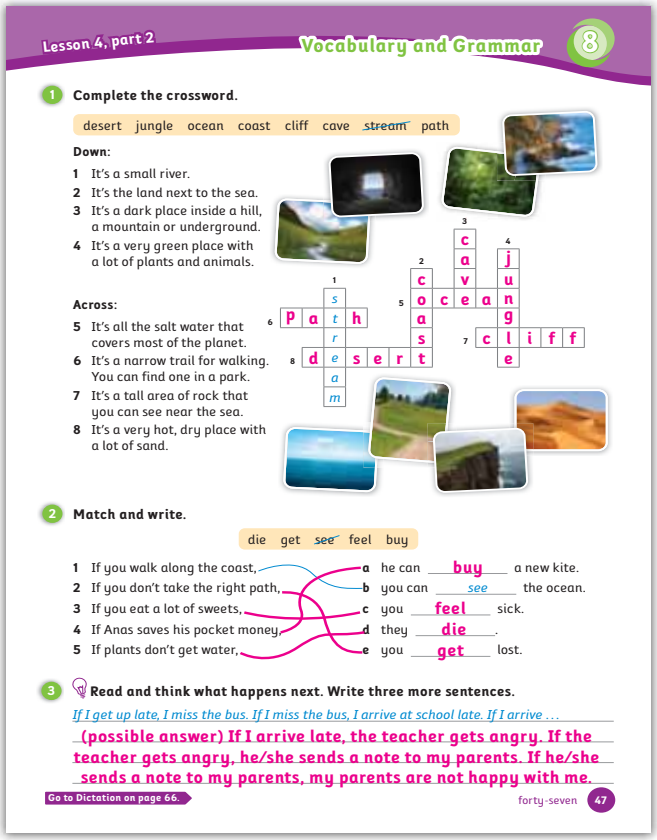
Lesson 4, part 2

Starting the lesson

- Ask students to tell you what we use the Zero conditional for.
- Remind them that we use it for things that are generally true, e.g. *If you don't drink water, you get thirsty.*

Practice

Activity Book



Lesson 4, part 2 — Vocabulary and Grammar 8

1 Complete the crossword.

desert jungle ocean coast cliff cave ~~stream~~ path

Down:
1 It's a small river.
2 It's the land next to the sea.
3 It's a dark place inside a hill, a mountain or underground.
4 It's a very green place with a lot of plants and animals.

Across:
5 It's all the salt water that covers most of the planet.
6 It's a narrow trail for walking. You can find one in a park.
7 It's a tall area of rock that you can see near the sea.
8 It's a very hot, dry place with a lot of sand.

2 Match and write.

die get ~~see~~ feel buy

1 If you walk along the coast, — a he can buy a new kite.
2 If you don't take the right path, — b you can see the ocean.
3 If you eat a lot of sweets, — c you feel sick.
4 If Anas saves his pocket money, — d they die.
5 If plants don't get water, — e you get lost.

3 Read and think what happens next. Write three more sentences.

If I get up late, I miss the bus. If I miss the bus, I arrive at school late. If I arrive …
(possible answer) If I arrive late, the teacher gets angry. If the teacher gets angry, he/she sends a note to my parents. If he/she sends a note to my parents, my parents are not happy with me.

Go to Dictation on page 66.

1 Complete the crossword.

- Students complete the activity in pairs. They then compare answers with another pair.

2 Match and write.

- Students work individually to match the sentence halves and then complete the second halves with the words in the box.
- Check answers using the Lollipop stick technique (see page 15).

3 Read and think what happens next. Write three more sentences.

- Place students in groups. Ask a volunteer to read aloud the example. Explain to groups that they have to write three more sentences about what happens next using the Zero conditional.
- Do the first sentence as a class if necessary.
- Walk around the class monitoring groups.
- Have a volunteer from each group read aloud their sentences.

Extra activity Fast finishers

- Students write their answers to Class Book Activity 4.

Dictation

- Ask students to open their notebooks and get ready for a short dictation.
- Play the audio (track 8.11) for students to individually listen and write the words.
- Check answers as a class.

8.11

Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Saudi Arabia, Brazil, Italy, Argentina, Morocco

Finishing the lesson

- Ask *Do you like the song? Can you remember it without looking at the book?*
- 8.9 Play the karaoke version of the song again and encourage students to sing.
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity Photocopiables 44, 48, 57 and 61

- Ask students to do photocopiables 44, 48, 57 and 61.

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about long-distance paths around the world
- **Target language:** revision of vocabulary and grammar

Materials

- Unit 8 flashcards (*desert, jungle, ocean, coast, cliff, cave, stream, path*)
- Unit 8 Culture video
- Unit 8 Project video
- coloured pencils
- maps: online or paper
- photocopiable 65

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning (formative assessment)

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

Lesson 5, part 1

Starting the lesson

- Write *Walking on paths* on the board. Ask *How often do you go for walks on paths? Where are the paths? How long do you walk for? Do you walk back to where you started?* and elicit answers.

Presentation

- Explain that in this lesson students will talk about long-distance paths around the world.
- Revise the landscape words from Lesson 4 with the Unit 8 flashcards. Hold up the flashcards one at a time and have students call out and spell the word.
- Alternatively, play *Remembering the order* (see page 19) with the flashcards.

Culture notes

- The South West Coast Path follows the coast in Devon, Cornwall and Dorset.
- A 'wadi' is a dry riverbed or valley in desert regions that fills with water during periods of rain. Wadis often have lush vegetation along their banks, which supports wildlife and plant life. When it rains, wadis can experience flash floods which can be dangerous but are also important for the local ecosystem.
- Mount Toubkal is located in the High Atlas Mountains, which are part of the larger Atlas Mountain range. This extensive range stretches over 2,400 kilometres and spans three countries: Morocco, Algeria and Tunisia. The Berber people, who have lived in and around the mountains for thousands of years, are thought to be one of the oldest living cultures.

Practice

Class Book



1 Before you read What's the longest walk you've ever done? Where did you walk?

- Refer students to page 82 and read the question. Students discuss in pairs for one minute. Then ask for class feedback. Students raise their hands to offer ideas.
- Tell students to look at the photos. Ask *What can you see?*

2 8.12 Listen and read.

- Tell students to find different landscapes while they read.
- Play the audio all the way through.
- Read the questions in the first paragraph and ask students to raise their hands to offer answers.
- Check comprehension with questions. *How long is the Appalachian Trail?* (over 3,500 km) *How long does it usually take to walk the South West Coast Path?* (a few months) *What features can you see along the South West Coast Path?* (cliffs, the ocean) *What feature is at the end of the Wadi Shab Path?* (a cave you can swim through) *How long is the Toubkal Summit Path?* (28 km) *How many days does it usually take to complete?* (two) *What is North Africa's highest mountain called?* (Toubkal) *Is the Wadi Shab path easier or harder than the other paths?* (easier – it can be done in half a day)

8.12

Walk the world!
Have you ever walked for a whole day? Or a week? What about a whole year? Did you know that there are long-distance paths all around the world that are thousands of kilometres long? The Appalachian Trail, in the USA, is over 3,500 kilometres long! Can you imagine how long it takes to walk that path?

The South West Coast Path (UK)
This path runs for 1,014 kilometres around the south-west coast of the UK, so you are never far away from cliffs and the ocean. Most people walk it in small sections, but if you've got a few months, you can walk the whole path!

Wadi Shab (Oman)
This path is much shorter – you can do it in half a day! But if you walk to Wadi Shab, you can see the beautiful blue of the water and even swim. It is not an easy walk, but it ends at an amazing cave. You can even swim through the cave to a waterfall!

The Toubkal Summit Path (Morocco)
This path is only 28 kilometres long, but it is not easy! It takes two days and takes you to the top of Mount Toubkal. This is North Africa's highest mountain, at more than 4,100 metres. If you like mountains, this is the path for you! The views from the top are spectacular!

Extra activity Critical thinking

- Students work in pairs and find all the numbers in the text. They say the numbers and write them as words in their notebooks.

3 Talk about a long-distance path that you know.

- Place students in pairs for this activity. They can use the Internet if necessary. Students talk about a long-distance path that they know of, using the example in speech bubbles.
- Walk around the class monitoring pupils.
- Ask different pairs to report back to the class.
- **Extension** Internet search key words: *paths/trails/tracks around the world, hiking routes*

Diversity

Challenge
- Using the Lollipop stick technique (see page 15), ask students to say a key word from the text that is connected to the theme of landscapes. Students write the words in their vocabulary lists.

Support
- Write key words from the text on the board. Have students copy the words into their vocabulary lists. Explain meanings if necessary.

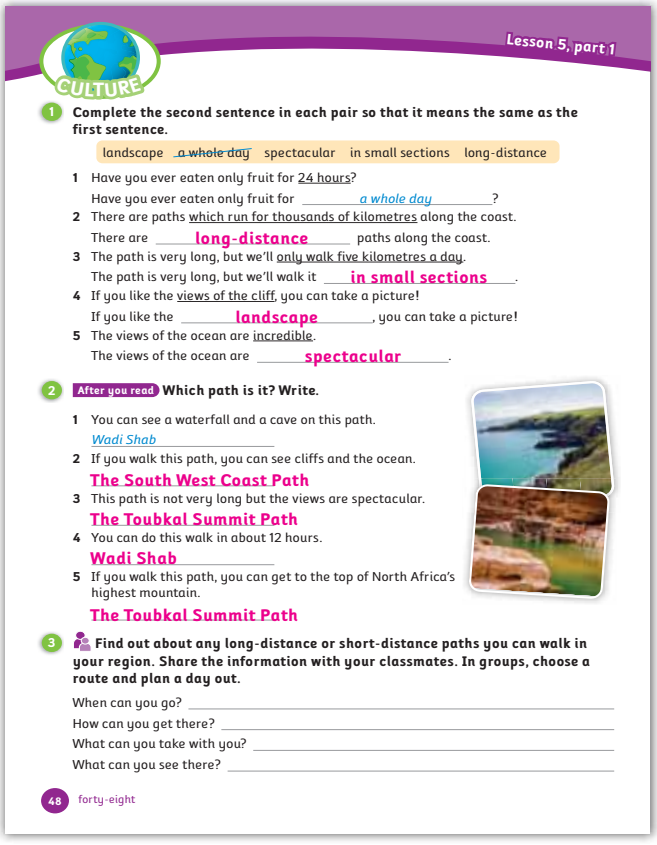
Find out more! Watch the video.

- Tell students they are going to watch a video. Ask the students to pay attention because they are going to do a worksheet, too.

Extra activity TPR

- Place the landscape picture cards or the Unit 8 flashcards around the classroom. Students stand up and walk around the room as if on a path. Play some background music. When you stop the music, say *The path is in the desert/the jungle/a cave. The path is by the ocean/the coast/a stream/a cliff.* Students go to the correct part of the classroom.

Activity Book



Lesson 5, part 1

CULTURE

1 **Complete the second sentence in each pair so that it means the same as the first sentence.**

landscape ~~a whole day~~ spectacular in small sections long-distance

1 Have you ever eaten only fruit for 24 hours?
Have you ever eaten only fruit for *a whole day*?
2 There are paths which run for thousands of kilometres along the coast.
There are **long-distance** paths along the coast.
3 The path is very long, but we'll only walk five kilometres a day.
The path is very long, but we'll walk it **in small sections**.
4 If you like the views of the cliff, you can take a picture!
If you like the **landscape**, you can take a picture!
5 The views of the ocean are incredible.
The views of the ocean are **spectacular**.

2 After you read **Which path is it? Write.**

1 You can see a waterfall and a cave on this path.
Wadi Shab
2 If you walk this path, you can see cliffs and the ocean.
The South West Coast Path
3 This path is not very long but the views are spectacular.
The Toubkal Summit Path
4 You can do this walk in about 12 hours.
Wadi Shab
5 If you walk this path, you can get to the top of North Africa's highest mountain.
The Toubkal Summit Path

3 **Find out about any long-distance or short-distance paths you can walk in your region. Share the information with your classmates. In groups, choose a route and plan a day out.**

When can you go? _____
How can you get there? _____
What can you take with you? _____
What can you see there? _____

48 forty-eight

1 Complete the second sentence in each pair so that it means the same as the first sentence.

- Check students know what to do using the Traffic light cards technique (see page 15).
- Check answers using the Lollipop stick technique (see page 15).

2 After you read Which path is it? Write.

- Students complete the activity with the correct path names and then compare answers in pairs.
- Check answers as a class.

3 Find out about any long-distance or short-distance paths you can walk in your region. Share the information with your classmates. In groups, choose a route and plan a day out.

- Place students in pairs. Have them find out about paths in their region.
- Put pairs together with another pair and have them choose one of the paths. They choose a route and plan a day out.
- Ask groups to share their plans with the class.

Extra activity Fast finishers

- Students choose a path from the text that they would like to walk and give two reasons why.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 15), write *The most interesting thing in this lesson for me was …* on the board and have students complete the sentence.

Lesson 5, part 2

Starting the lesson

- Tell students to close their books. Say true/false sentences about the text on page 82: *The Appalachian Trail is over 5,000 kilometers long.* (false) *Most people walk the South West Coast Path in small sections.* (true) *It takes a full day to complete the Wadi Shab Path.* (false) *The Toubkal Summit Path goes to the highest mountain in North Africa.* (true) *The Wadi Shab Path ends at a beautiful beach.* (false) *The South West Coast Path is in the USA.* (false) *The Toubkal Summit Path is 10 kilometers long.* (false)
- Look at page 82 and check answers.

Presentation

- Explain that in this lesson students will make a map and describe a long-distance path.
- Show students the pictures of maps. Ask *Why do we use maps?* Explain that we use them to help us find our way, understand the layout of an area and to get from one place to another. Ask *What information does a map show?* (locations, distances and landmarks).

Practice

Class Book



Make a map and describe a long-distance path

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 and animations* on page 18).
- Ask students if they have any questions afterwards.

2 In groups, find out about a path in Oman or another country.

- Divide students into groups of three.
- Give groups a few minutes to look online and find out about a path. Tell them it can be in Oman or another country.

3 Find or draw a map of this path.

- Groups find a map of the path (or they can draw one).
- Walk around the class monitoring groups. Make sure all students are contributing.

4 Decide what you need to do this walk.

- Students discuss what equipment and supplies they will need to do the walk. Tell them to use the example dialogue as a model when discussing.
- Walk around the class monitoring groups. Make sure all students are contributing their own ideas and opinions.

5 Write about the path.

- Read the *Writing tip*.
- Each group member should write the answers to two of the questions.
- Make sure students are using bullet points correctly.

6 Present your walk to the class.

- Read the *Speaking tip*. Tell students that, when presenting, bullet points are a good way of remembering information.
- Groups take turns to present their walks and maps. Encourage each group member to say something.
- Encourage the rest of the class to ask questions about each presentation.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt about in today's lesson.

Extra activity **Photocopiable 65**

- Ask students to do photocopiable 65.

Lesson 6

Objectives

- **Lesson objectives:** to learn to ask for something; to learn and practise /ɑ:/, /ʌ/
- **Target language:** *Give them to me, please.*

Materials

- Yes/No response cards
- Unit 8 English in action video
- photocopiable 69

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **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 express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters (GSE 27).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique (see page 15); Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

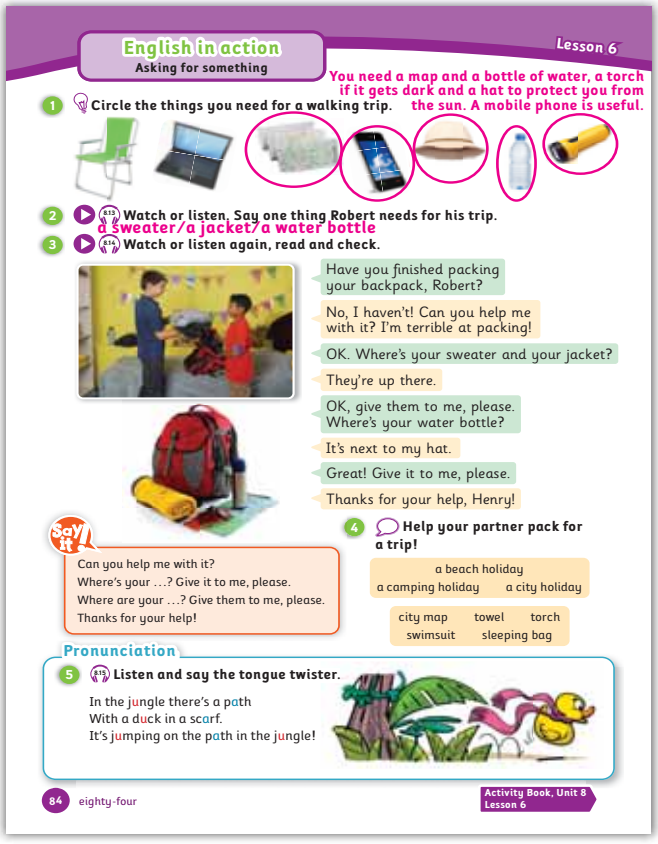
- Ask students questions for them to respond with their Yes/No response cards (see page 15). Ask *Have you ever been on a walking trip? Do you like walking? Would you be able to walk 10 kilometres? How about 20 kilometres?*

Presentation

- Explain that in this lesson students will learn to ask for something.
- Write *Walking trip* on the board and ask students to think of things that would be useful on a walking trip.
- Give students a minute to discuss in pairs and then have students raise their hands to offer suggestions. Promote class discussion.

Practice

Class Book


English in action
Asking for something
Lesson 6
You need a map and a bottle of water, a torch if it gets dark and a hat to protect you from the sun. A mobile phone is useful.
1 Circle the things you need for a walking trip.
2 8.13 Watch or listen. Say one thing Robert needs for his trip.
a sweater/a jacket/a water bottle
3 8.14 Watch or listen again, read and check.
Have you finished packing your backpack, Robert?
No, I haven't! Can you help me with it? I'm terrible at packing!
OK. Where's your sweater and your jacket?
They're up there.
OK, give them to me, please. Where's your water bottle?
It's next to my hat.
Great! Give it to me, please.
Thanks for your help, Henry!
Say it!
Can you help me with it?
Where's your …? Give it to me, please.
Where are your …? Give them to me, please.
Thanks for your help!
4 Help your partner pack for a trip!
a beach holiday
a camping holiday
a city holiday
city map
towel
torch
swimsuit
sleeping bag
Pronunciation
5 8.15 Listen and say the tongue twister.
In the jungle there's a path
With a duck in a scarf.
It's jumping on the path in the jungle!
84 eighty-four
Activity Book, Unit 8 Lesson 6

1 Circle the things you need for a walking trip.

- Refer students to page 84. Ask students if they can see anything they thought of.

Diversity

Challenge

- Have students discuss in pairs without first naming the items in the photos. Ask students to give reasons why they need or don't need the items.

Support

- Write the words for the items on the board before students complete the activity. Read out the words and have students point and repeat: *chair, laptop, map, mobile phone, hat, water bottle, torch.*

2 8.13 Watch or listen. Say one thing Robert needs for his trip.

- Play the video or the audio. Students complete the activity individually and then raise their hands to offer answers. Do not confirm answers yet.

8.13 & 8.14

Boy 1 Have you finished packing your backpack, Robert?
Boy 2: No, I haven't! Can you help me with it? I'm terrible at packing!
Boy 1: OK. Where's your sweater and your jacket?
Boy 2: They're up there.
Boy 1: OK, give them to me, please. Where's your water bottle?
Boy 2: It's next to my hat.
Boy 1: Great! Give it to me, please.
Boy 2: Thanks for your help, Henry!

3 8.14 Watch or listen again, read and check.

- Play the video or the audio again and students listen and read. Confirm the answer to Activity 2.
- Draw students' attention to the *Say it!* box. Read out the sentences and have students repeat as a class.

Extra activity Collaborative work

- Divide the class into two groups. One group is Robert and the other group is Henry. Play the video or the audio and pause after each sentence. Students from each group repeat what they hear in unison.
- Have different students stand up and read the dialogue to the class.

4 Help your partner pack for a trip!

- Place students in pairs and assign Student A and Student B. Student A chooses a holiday and Student B helps them pack, using the information in the second box. Then students swap roles. They use the dialogue in Activity 3 as a model.
- **Extension** Students repeat the activity in different pairs.

Pronunciation

5 8.15 Listen and say the tongue twister.

- Write /ɑ:/ and /ʌ/ on the board. Say the sounds and have students repeat. Then say *jungle* and *path* and have students repeat. Ask students which sound is in which word.
- Play the audio. Play it again, pausing after each line, and have students repeat. Play it a third time and have students say the tongue twister with the audio.
- In pairs, students say the tongue twister as fast as they can.
- **Extension** Students write a tongue twister using words with these sounds.
- Invite a few students to the front to say their tongue twisters.

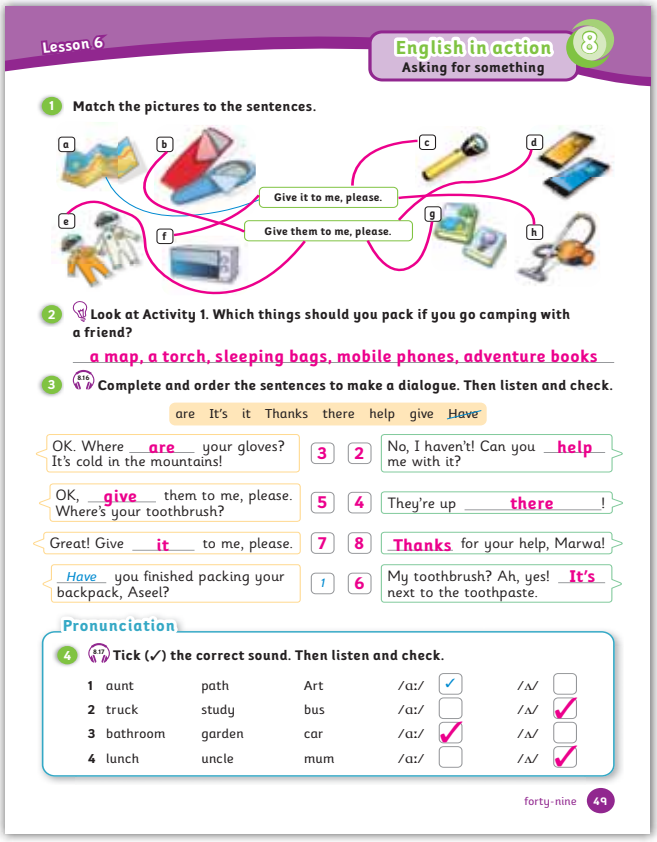
8.15

In the jungle there's a path
With a duck in a scarf.
It's jumping on the path in the jungle!

Extra activity TPR

- Students write *jungle* on one sheet of paper in their notebooks and *path* on another sheet. Call out words with these two sounds randomly and have students hold up the word that has the same sound, e.g. *jump, run, fun, done, one, become, tongue; bath, staff, aunt, plant, last, start, scarf.*

Activity Book


Lesson 6
English in action 8
Asking for something
1 Match the pictures to the sentences.
Give it to me, please.
Give them to me, please.
2 Look at Activity 1. Which things should you pack if you go camping with a friend?
a map, a torch, sleeping bags, mobile phones, adventure books
3 Complete and order the sentences to make a dialogue. Then listen and check.
are It's it Thanks there help give Have
OK. Where are your gloves? It's cold in the mountains! 3 2 No, I haven't! Can you help me with it?
OK, give them to me, please. Where's your toothbrush? 5 4 They're up there!
Great! Give it to me, please. 7 8 Thanks for your help, Marwa!
Have you finished packing your backpack, Aseel? 1 6 My toothbrush? Ah, yes! It's next to the toothpaste.
Pronunciation
4 Tick (✓) the correct sound. Then listen and check.
1 aunt path Art /ɑ:/ ✓ /ʌ/
2 truck study bus /ɑ:/ /ʌ/ ✓
3 bathroom garden car /ɑ:/ ✓ /ʌ/
4 lunch uncle mum /ɑ:/ /ʌ/ ✓
forty-nine 49

1 Match the pictures to the sentences.

- Read aloud two sentences. Ask *What's the difference between them?* Explain that we use the first sentence to ask for singular things, and the second to ask for plural things.
- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

2 Look at Activity 1. Which things should you pack if you go camping with a friend?

- Students work individually and compare answers with a partner.

3 8.16 **Complete and order the sentences to make a dialogue. Then listen and check.**

- Check students know what to do using the Traffic light cards technique (see page 15).
- Place students in pairs to complete the activity.
- Play the audio to check answers.
- **Extension** Students read the dialogue in pairs. Have different pairs act out the dialogue.

8.16

Marwa: Have you finished packing your backpack, Aseel?
Aseel: No, I haven't. Can you help me with it?
Marwa: OK. Where are your gloves? It's cold in the mountains!
Aseel: They're up there!
Marwa: OK, give them to me, please. Where's your toothbrush?
Aseel: My toothbrush? Ah, yes! It's next to the toothpaste.
Marwa: Great! Give it to me, please.
Aseel: Thanks for your help, Marwa.

4 8.17 **Tick (✔) the correct sound. Then listen and check.**

- Students work individually to tick the correct sound.
- Play the audio to check answers.

8.17

1 aunt, path, Art
2 truck, study, bus
3 bathroom, garden, car
4 lunch, uncle, mum

Extra activity **Fast finishers**

- Students close their books and write down four items they would take on a walking trip and why.

Finishing the lesson

- Ask *What do you usually take on a trip? Who helps you pack? Have you ever forgotten anything? What was it?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they have learnt today.

Extra activity **Photocopiable 69**

- Ask students to do photocopiable 69.

Lesson 7

Objectives

- **Lesson objectives:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar

Materials

- stopwatch
- a box
- items to hide/put in the box
- photocopiable 73

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Assessment for Learning (formative assessment)

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

Starting the lesson

- Write *Treasure hunts* on the board. Say *Treasure is something special or valuable, and some people hunt for treasure. Sometimes they have treasure hunts at birthday parties. Have you ever been on a treasure hunt? What do you think is good treasure?* Have students raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson students will read a text about something called *geocaching* which is like a treasure hunt.
- Write *stones, walls, benches* and *litter* on the board. Tell students these words are in the text. Explain meanings: *We find stones on the ground – they are small rocks. We build walls to make houses and also we use them around gardens. We sit on benches in the park. We shouldn't drop litter. Litter is things like bottles or chocolate wrappers that people throw on the ground.*

Diversity

Challenge

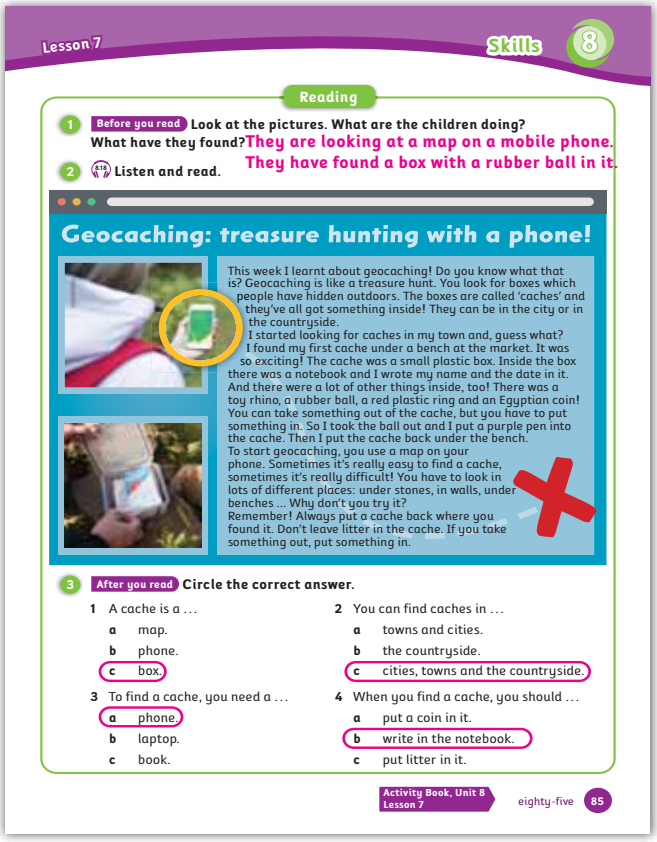
- Ask students extra questions: *How can you use a mobile phone on a geocaching treasure hunt? (You can use maps.) Where do you think geocaching happens?*

Support

- Write these questions on the board to help students focus on what they will read. Have them look for the answers as they read.

Practice

Class Book


Lesson 7 Skills 8

Reading

1 Before you read Look at the pictures. What are the children doing? What have they found? They are looking at a map on a mobile phone. They have found a box with a rubber ball in it.

2 8.18 Listen and read.

Geocaching: treasure hunting with a phone!

This week I learnt about geocaching! Do you know what that is? Geocaching is like a treasure hunt. You look for boxes which people have hidden outdoors. The boxes are called 'caches' and they've all got something inside! They can be in the city or in the countryside.
I started looking for caches in my town and, guess what? I found my first cache under a bench at the market. It was so exciting! The cache was a small plastic box. Inside the box there was a notebook and I wrote my name and the date in it. And there were a lot of other things inside, too! There was a toy rhino, a rubber ball, a red plastic ring and an Egyptian coin! You can take something out of the cache, but you have to put something in. So I took the ball out and I put a purple pen into the cache. Then I put the cache back under the bench.
To start geocaching, you use a map on your phone. Sometimes it's really easy to find a cache, sometimes it's really difficult! You have to look in lots of different places: under stones, in walls, under benches ... Why don't you try it?
Remember! Always put a cache back where you found it. Don't leave litter in the cache. If you take something out, put something in.

3 After you read Circle the correct answer.

1 A cache is a ...
a map.
b phone.
c box.

2 You can find caches in ...
a towns and cities.
b the countryside.
c cities, towns and the countryside.

3 To find a cache, you need a ...
a phone.
b laptop.
c book.

4 When you find a cache, you should ...
a put a coin in it.
b write in the notebook.
c put litter in it.

Activity Book, Unit 8 Lesson 7 eighty-five 85

1 Before you read Look at the pictures. What are the children doing? What have they found?

- Refer students to page 85. Students discuss in pairs first. Using the Lollipop stick technique (see page 15), ask students for ideas. Accept all reasonable suggestions.

2 8.18 Listen and read.

- Play the audio and have students read along in their books. Ask if their predictions from Activity 1 were correct.
- Check comprehension with questions. Ask *Where are the caches? (outdoors) Was it a paper box? (No, it was plastic.) Was there a real rhino in it? (No, there was a toy rhino in it.) Where can you hide a cache? (under stones or benches or in walls)*

8.18

Geocaching: treasure hunting with a phone!
This week I learnt about geocaching! Do you know what that is? Geocaching is like a treasure hunt. You look for boxes which people have hidden outdoors. The boxes are called 'caches' and they've all got something inside! They can be in the city or in the countryside.

I started looking for caches in my town and, guess what? I found my first cache under a bench at the market. It was so exciting! The cache was a small plastic box. Inside the box there was a notebook and I wrote my name and the date in it. And there were a lot of other things inside, too! There was a toy rhino, a rubber ball, a red plastic ring and an Egyptian coin! You can take something out of the cache, but you have to put something in. So I took the ball out and I put a purple pen into the cache. Then I put the cache back under the bench.

To start geocaching, you use a map on your phone. Sometimes it's really easy to find a cache, sometimes it's really difficult! You have to look in lots of different places: under stones, in walls, under benches ... Why don't you try it?

Remember! Always put a cache back where you found it. Don't leave litter in the cache. If you take something out, put something in.

Extra activity **Critical thinking**

- Students work in pairs and find all the words in the text connected to the theme of treasure hunting. Remind students to update their vocabulary lists.
- Divide students into groups of four. They compare the words in their lists and discuss.
- Students play *Hangman* in groups with the words in their lists.

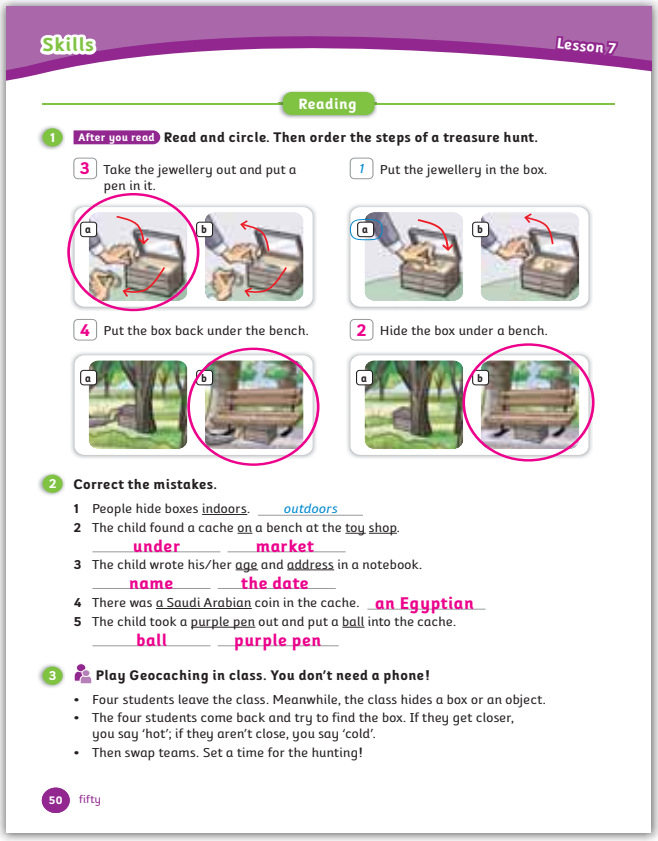
3 After you read Circle the correct answer.

- Give students one minute to complete the activity. They compare answers with a partner.
- Check answers using the Lollipop stick technique (see page 15).
- **Extension** Internet search key words: *geocaching in (country)*

Extra activity **TPR**

- Read out sentences in Activity 3 again to students, including the different choices. They nod their heads for a correct sentence and shake their heads for an incorrect sentence.

Activity Book


Skills Lesson 7

Reading

1 After you read Read and circle. Then order the steps of a treasure hunt.

3 Take the jewellery out and put a pen in it.

1 Put the jewellery in the box.

4 Put the box back under the bench.

2 Hide the box under a bench.

2 Correct the mistakes.

1 People hide boxes indoors. outdoors
2 The child found a cache on a bench at the toy shop.
under market
3 The child wrote his/her age and address in a notebook.
name the date
4 There was a Saudi Arabian coin in the cache. an Egyptian
5 The child took a purple pen out and put a ball into the cache.
ball purple pen

3 Play Geocaching in class. You don't need a phone!

- Four students leave the class. Meanwhile, the class hides a box or an object.
- The four students come back and try to find the box. If they get closer, you say 'hot'; if they aren't close, you say 'cold'.
- Then swap teams. Set a time for the hunting!

50 fifty

1 After you read Read and circle. Then order the steps of a treasure hunt.

- Students read the sentences and circle the corresponding pictures. They then order the steps. Check students know what to do using the Traffic light cards technique (see page 15).
- Check answers using the Lollipop stick technique (see page 15).

2 Correct the mistakes.

- Tell students that the underlined words are incorrect. Students write the correct words. They can refer back to the text in their Class Books on page 85 if necessary. Answer using the Lollipop stick technique (see page 15).

3 Play Geocaching in class. You don't need a phone!

- For the game, use items in the classroom, or ask students to bring in items and boxes from home.
- Place students in groups to take turns to leave the class and then search for the cache.
- Use the stopwatch to time the game.
- Encourage students to play in English.

Extra activity **Collaborative work**

- Divide students into groups of four. Assign a country to each group. They find out online what they can about geocaching in that country. They report back to the class.

Extra activity **Fast finishers**

- Students write in their notebooks ten favourite words or expressions from this lesson.

Finishing the lesson

- Students close their books. They work in pairs and tell each other what they remember about geocaching and the cache the child found.
- Using the Summative and thought-provoking questions technique (see page 15), ask *Did you remember everything? Do you like geocaching? What would you put in a cache? Where would you hide it?*

Extra activity **Photocopiable 73**

- Ask students to do photocopiable 73.

Lesson 8, parts 1 and 2

Objectives

- **Lesson objectives:** to understand a listening task; to talk about a place in the countryside; to write a blog post about a trip
- **Target language:** revision of vocabulary and grammar

Materials

- Happy/Sad face response cards
- photocopiables 77 and 81

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 15); Happy/Sad face technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; Two stars and a wish technique (see page 15); groupwork
- Independent learning: Learning diary (see page 15)

Lesson 8, part 1

Starting the lesson

- 8.8 Play the song from Lesson 4 and encourage students to join in.

Presentation

- Explain that in this lesson students will listen to some people on a geocaching trip, talk about a place they have been to in the countryside, and then write a blog post of a trip they have been on.
- Using the Lollipop stick technique (see page 15), ask students to say the landscape words they remember.

Practice

Class Book


Skills — Lesson 8, part 1

Listening

1 8.19 Listen and write.

Geocaching trip
1 Group has people from Japan, Canada and Morocco.
2 Blue Group: looking for geocaches in the caves by the ocean.
3 Green Group: looking for geocaches around the coast path.
4 Meet back at the gift shop in two hours.

Speaking

2 Talk about a place in the countryside you've been to.

Where have you been?
I've been to the hills outside the city.
When did you go? What did you do there?

Writing

3 Read. Where did Faisal have lunch?
next to a stream

A trip to Wadi Darbat!
by Faisal
Have you ever been to Wadi Darbat near Salalah? I went there last month for the first time. It was an amazing trip!
We went by bus with my class. We carried backpacks with food and water, because there weren't any shops! The weather was hot and sunny so we wore hats.
We walked on paths through the wadi. We looked for caves, but we couldn't find any. We had lunch next to a stream. It was a wonderful day!
Next time we go there, I want to climb to the top of a hill! I haven't climbed up a hill or a mountain before.

Writing
Remember to:
- use questions and adjectives to make your writing more interesting.
- join short sentences with linking words like *and, or, but, so, because.*

4 Now write a blog post about a trip you've been on.

1 Plan
- Where did you go?
- When did you go there?
- What did you do?
- What did you see?
- How did you feel?
- What do you want to do next time?

2 Write
I went to ...
I went there ...
We ... and we saw ...
It was ...
Next time we go there, I want to ...

3 Check your work
- Have you used questions and adjectives?
- Have you joined short sentences with linking words?

86 eighty-six
Activity Book, Unit 8 Lesson 8, part 2

Listening

1 8.19 Listen and write.

- Refer students to page 86 and tell them to read the notes carefully before they listen so they know what to listen for.
- Play the audio. Play the audio again if necessary.
- Check answers as a class.

8.19

1 Man: Hello, everyone, and welcome to your first geocaching trip! My name is Ibrahim and I'm the group leader.
Group: Hello!
Man: OK, now we've arrived. There are ten of us who are here to go geocaching today. We have visitors from Japan, Canada and Morocco with us today. Welcome to you!
Group: Thank you!

2 Man: Right, I've put you into two groups – a Blue Group and a Green Group. There are five people in each group. Blue Group: you're going to be looking for geocaches in the caves by the ocean.
Group: Ooh!

3 Girl: What about the Green Group? Where are we going?
Man: The Green Group is going to look for geocaches around the coast path.
Girl: Is it far?
Man: No, it isn't. The path starts over there. There are lots of caches around the path.

4 Boy: How much time have we got?
Man: You've got two hours. You need your phones and water bottles. Let's meet at the gift shop in two hours.

Diversity

Challenge
- Ask comprehension questions: *What's the name of the group leader?* (Ibrahim) *How many people are geocaching?* (10) *How many people are in each group?* (5) *Is the path far?* (No, it isn't.) *What do they need?* (phones and water bottles).

Support
- Write the questions above on the board for students to answer.

Speaking

2 Talk about a place in the countryside you've been to.
- Students work in pairs.
- When they have talked about their place, using the model dialogue to help, students change partners.
- Ask different students to tell the class where they have been, when they went and what they did there.
- Students work in groups and repeat the activity.

Writing

3 Read. Where did Faisal have lunch?
- Give students a minute to read the text and find the answer.
- Check comprehension with questions, e.g. *Where did he go?* (to Wadi Darbat near Salalah) *When did he go there?* (last month) *What did they carry in their backpacks?* (food and water) *Where were the paths?* (through the wadi) *Has he ever climbed a hill or a mountain before?* (No, he hasn't.)

Extra activity **TPR**
- Using the Happy/Sad face technique (see page 15), students respond to your questions: *Do you know how to write a description like this? Are you ready to write this description? Are you going to plan your ideas first?*

4 Now write a blog post about a trip you've been on.
- Read the *Writing tip* to students. Ask students to find examples of a question, adjectives and linking words in the text.
- Explain that we use *and* to add more information; we use *or* to show a choice between two things; we use *but* to show a contrast or something different; we use *so* to show a result; and we use *because* to give a reason.
- Go through the Plan with students. Tell them to brainstorm ideas. They try to think of answers to the questions in the Plan.
- Students work in pairs to write their blog post in their notebooks using the prompts in the Write section.
- Walk around the class monitoring pairs.
- Ask pairs to check that they used questions, adjectives and linking words.

Extra activity **Critical thinking**
- Students find the verbs in the Past simple and the Present perfect in the blog post in Activity 3. They write the verbs in their notebook under two separate headings. Tell them to use the tenses correctly in their post, too.

Finishing the lesson
- Tell students that they will write a blog post about a trip that they have been on in the next lesson. Ask them to start thinking about an interesting trip that they have been on recently.

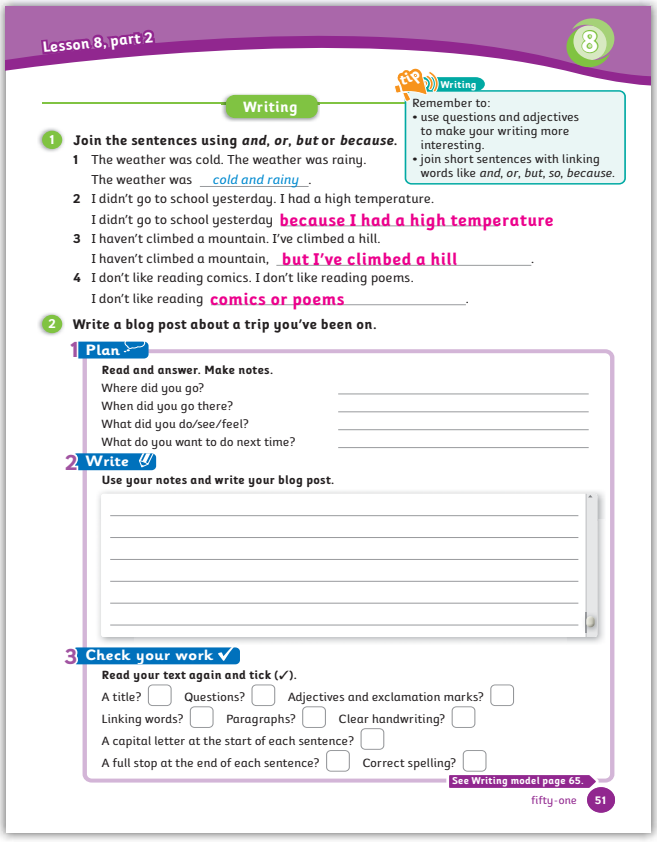
Lesson 8, part 2

Starting the lesson

- As a class, brainstorm adjectives that students can use in their blog posts to make it more interesting.

Practice

Activity Book



Lesson 8, part 2

8

Writing

Writing

Remember to:
- use questions and adjectives to make your writing more interesting.
- join short sentences with linking words like *and, or, but, so, because.*

1 **Join the sentences using *and, or, but* or *because*.**

1 The weather was cold. The weather was rainy.
The weather was cold and rainy .

2 I didn't go to school yesterday. I had a high temperature.
I didn't go to school yesterday because I had a high temperature

3 I haven't climbed a mountain. I've climbed a hill.
I haven't climbed a mountain, but I've climbed a hill .

4 I don't like reading comics. I don't like reading poems.
I don't like reading comics or poems .

2 **Write a blog post about a trip you've been on.**

1 Plan

Read and answer. Make notes.

Where did you go?
When did you go there?
What did you do/see/feel?
What do you want to do next time?

2 Write

Use your notes and write your blog post.

3 Check your work ✓

Read your text again and tick (✓).

A title? Questions? Adjectives and exclamation marks?
Linking words? Paragraphs? Clear handwriting?
A capital letter at the start of each sentence?
A full stop at the end of each sentence? Correct spelling?

See Writing model page 65.

fifty-one 51

Writing

1 Join the sentences using *and, or, but* or *because*.

- Remind students of the uses of linking words from the last lesson.
- Students complete the activity individually.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Check answers using the Lollipop stick technique (see page 15).

2 Write a blog post about a trip you've been on.

- Plan: Give students one minute to complete their notes.
- Write: Tell students that they can refer to the text they wrote in their notebooks in the previous lesson and to the Writing model on page 65.
- Ask students to turn to page 65 in their Activity Books.
- Ask them to read through the Writing model text first and then go through each of the points. Explain that the boxes on the left refer to the content that students should include in their text; these are examples of how to answer the questions in the Plan section in their Activity Books. The boxes on the right refer to writing conventions. Tell students that these are rules and tools we use to make our writing clear and easy to understand. Students have to include these when writing their texts.
- Ask *Why do we use questions and adjectives?* (to make our writing more interesting). Ask students to point to the question and adjectives and to find linking words (*and, because, but, so, or*) in the text. Explain that we use *and* to add more information and *because* to give a reason. Students should include examples of these when they write their texts.
- Explain that students also have to use exclamation marks, capital letters and full stops. Ask them to point to examples in the text.
- Ask students to look at the green boxes. Remind them to use paragraphs, check their spelling and make sure their handwriting is clear after they've written their texts.
- Ask students if they have any questions about the Writing model.
- Students complete their text individually.
- Check your work: Students evaluate their own work.
- Using the Two stars and a wish technique (see page 15), students read and check each other's work.

Extra activity **Fast finishers**

- Students make a list of things they may need on trips.

Finishing the lesson

- Students write down what they achieved in their Learning diary (see page 15): *Today, I wrote a blog post about . . . .*

Extra activity **Photocopiables 77 and 81**

- Ask students to do photocopiables 77 and 81.

Lesson 9

Objectives

- **Lesson objectives:** to review unit language
- **Target language:** unit vocabulary

Materials

- Unit 8 flashcards (*Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Italy, Brazil, Saudi Arabia, Argentina, Morocco; desert, jungle, ocean, coast, cliff, cave, stream, path*)
- eight word cards and eight picture cards from Lesson 4
- photocopiable 85

Global Scale of English (GSE)

- **Speaking:** Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Reading:** Can identify key information in short, simple, factual texts (GSE 34).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). Can write short, simple descriptive texts about familiar places using basic connectors, given a model (GSE 41).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation; Key question technique (see page 14)
- Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Ask students a Key question (see page 14) about countries: *Why do you think countries have flags?* Accept all reasonable answers.

Presentation

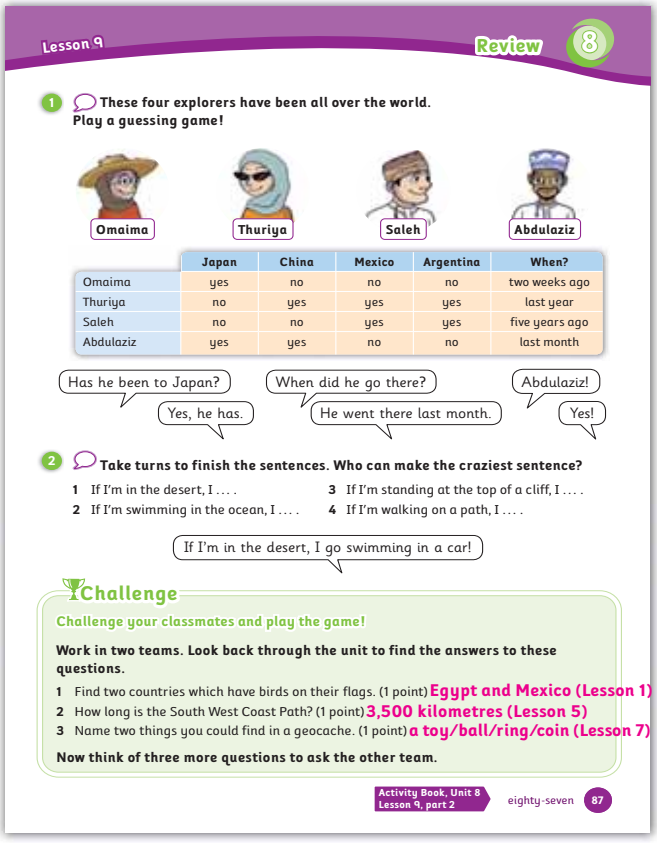
- Explain that in this lesson students will do revision of the unit vocabulary and then play a game.
- Revise the countries using the Lollipop stick technique (see page 15). Describe a flag's colours and shapes and have students raise their hands to say the country. Countries: *Yemen, Japan, Mexico, Canada, Oman, Qatar, Egypt, Italy, Brazil, Saudi Arabia, Argentina, Morocco* (see the Unit 8 flashcards for flags).
- Revise the landscapes. Place the Unit 8 flashcards around the room, call out a flashcard and have pairs of students find it. Cards: *desert, jungle, ocean, coast, cliff, cave, stream, path.*
- Revise the Present perfect versus the Past simple: *Which tense is this? I've been to the south coast of Spain.* Ask *Which tense is this? I went there last year.*
- Revise the Zero conditional. Using the Lollipop stick technique (see page 15), say the start of a sentence and have students finish it with their own ideas: *If you put your hand in hot water, you . . . .*

Extra activity TPR

- Divide the class into two teams. Hide the word and picture cards around the room. Call out a word and have two students (one from each team) search for the words and pictures. The students who find two cards get two points. One card each gets one point each.

Practice

Class Book


Lesson 9 Review 8

1 These four explorers have been all over the world. Play a guessing game!

Omaima, Thuriya, Saleh, Abdulaziz

	Japan	China	Mexico	Argentina	When?
Omaima	yes	no	no	no	two weeks ago
Thuriya	no	yes	yes	yes	last year
Saleh	no	no	yes	yes	five years ago
Abdulaziz	yes	yes	no	no	last month

Has he been to Japan? Yes, he has. When did he go there? He went there last month. Abdulaziz! Yes!

2 Take turns to finish the sentences. Who can make the craziest sentence?

1 If I'm in the desert, I . . . .
2 If I'm swimming in the ocean, I . . . .
3 If I'm standing at the top of a cliff, I . . . .
4 If I'm walking on a path, I . . . .

If I'm in the desert, I go swimming in a car!

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 Find two countries which have birds on their flags. (1 point) Egypt and Mexico (Lesson 1)
2 How long is the South West Coast Path? (1 point) 3,500 kilometres (Lesson 5)
3 Name two things you could find in a geocache. (1 point) a toy/ball/ring/coin (Lesson 7)

Now think of three more questions to ask the other team.

Activity Book, Unit 8 Lesson 9, part 2 eighty-seven 87

1 These four explorers have been all over the world. Play a guessing game!

- Refer students to page 87.
- Elicit the meaning of *explorer* (someone who travels to places where no one has been in order to find out what is there).

- Place students in pairs and assign Student A and Student B. Student A chooses one of the explorers, and Student B asks questions, using the example dialogue as a model, in order to find out who that explorer is. Then students swap roles and Student B chooses an explorer.
- Walk around the class monitoring pairs.

Diversity

Challenge

- Before students complete the activity, tell them to think of the language they have learnt in this unit and to make sure they use it. When you monitor pairs, listen for language students use, make a note and then give the class feedback and praise, saying the language that they used well.

Support

- Ask two students to read out the examples before students complete the activity in pairs. Ask *What tenses should you use first/second?* and elicit answers. Monitor pairs and praise good use of the tenses.

2 Take turns to finish the sentences. Who can make the craziest sentence?

- Place students in groups of four. Tell students to think of four silly answers for each question, one per student.
- Ask different groups to tell the class their silliest ideas.

Extra activity Critical thinking

- Have a class discussion about the book and ask students to talk about what they liked best/least.

Challenge

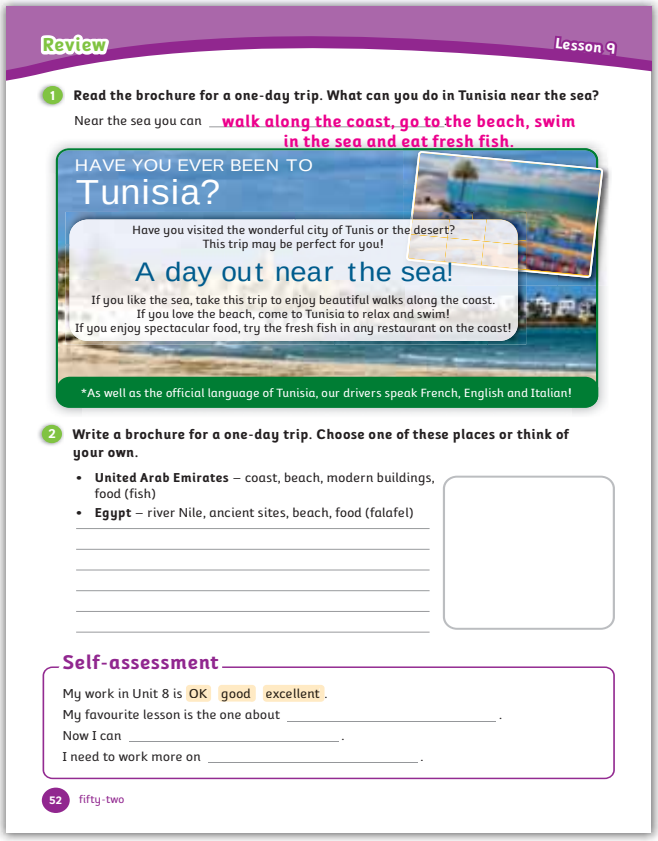
Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four. Tell students that they have to look back through the unit to find the answers. Monitor the game and award points.
- Give students two minutes to think of three extra questions.

Extra activity Fast finishers

- Students think of more questions for the Challenge game.

Activity Book


Review
Lesson 9

1 Read the brochure for a one-day trip. What can you do in Tunisia near the sea?

Near the sea you can walk along the coast, go to the beach, swim in the sea and eat fresh fish.

HAVE YOU EVER BEEN TO
Tunisia?

Have you visited the wonderful city of Tunis or the desert?
This trip may be perfect for you!

A day out near the sea!

If you like the sea, take this trip to enjoy beautiful walks along the coast.
If you love the beach, come to Tunisia to relax and swim!
If you enjoy spectacular food, try the fresh fish in any restaurant on the coast!

*As well as the official language of Tunisia, our drivers speak French, English and Italian!

2 Write a brochure for a one-day trip. Choose one of these places or think of your own.

- **United Arab Emirates** – coast, beach, modern buildings, food (fish)
- **Egypt** – river Nile, ancient sites, beach, food (falafel)

Self-assessment

My work in Unit 8 is OK good excellent.
My favourite lesson is the one about _____.
Now I can _____.
I need to work more on _____.

52 fifty-two

1 Read the brochure for a one-day trip. What can you do in Tunisia near the sea?

- Elicit the meaning of *brochure* (a thin book with pictures and information that is usually advertising something).
- Students read the brochure and then answer the question. Tell students that there are four things they can do near the sea.
- Check answers as a class and write them on the board.

2 Write a brochure for a one-day trip. Choose one of these places or think of your own.

- Place students in pairs. Explain that they are going to write their own brochure. Tell them that they can choose one of the given places or they can choose their own.
- Encourage students to use pictures or drawings in their brochures and to make them as attractive as possible.
- Walk around the class monitoring pairs.
- Ask pairs to present their brochures to the rest of the class.

Self-assessment

- Students do the activity individually.

Extra practice

Activity Book


Lesson 9 Extra practice 8

1 Reorder the letters and write. Then write the nationalities.

xeciMo zalBri ~~panaJ~~ naCdaa gyEtp

1 Japan / Japanese 2 Egypt / Egyptian 3 Brazil / Brazilian 4 Canada / Canadian 5 Mexico / Mexican

2 Look and write.

1 Qais 2 Aysha 3 Faris and Abdullah 4 Me 5 My grandpa

1 He a year ago Qais has been to Argentina. He went there a year ago.
2 She a month ago Aysha has been to Qatar. She went there a month ago.
3 They six months ago Faris and Abdullah have been to Yemen. They went there six months ago.
4 I a week ago I've been to Italy. I went there a week ago.
5 He three years ago My grandpa has been to Saudi Arabia. He went there three years ago.

3 Match the numbers with the words.

ocean 6, cave 3, cliff 2, path 4, stream 1, coast 5

4 Complete the sentences.

1 If you do exercise every day, you get fit very quickly. (do/get)
2 If your friend goes to the desert, she needs to take a lot of water with her. (go/need)
3 If the night sky is clear, you see the stars very easily. (be/see)
4 If the students win the race, the teacher gives them a medal. (win/give)
5 If my toys break, my sister fixes them for me! (break/fix)

fifty-three 53

1 Reorder the letters and write. Then write the nationalities.

- Check students know what to do using the Traffic light cards technique (see page 15).
- Check answers using the Lollipop stick technique (see page 15).

2 Look and write.

- Students look at the flags and prompts and write sentences in the Past simple and the Present perfect.
- Check answers as a class.

3 Match the numbers with the words.

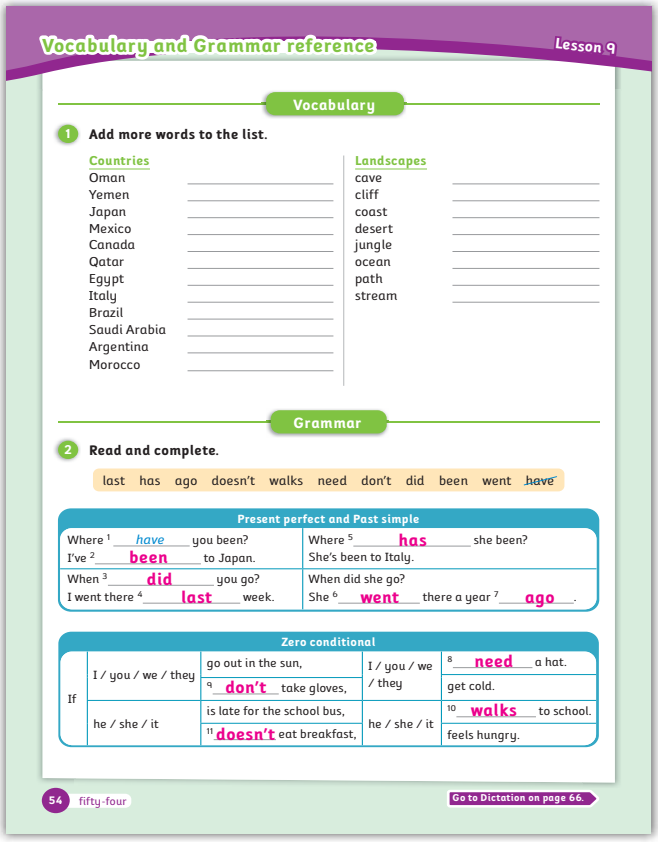
- Students complete the activity individually.
- Check answers using the Lollipop stick technique (see page 15).

4 Complete the sentences.

- Students complete the sentences individually and then check answers in pairs.

Vocabulary and Grammar reference

Activity Book


Vocabulary and Grammar reference Lesson 9

Vocabulary

1 Add more words to the list.

Countries		Landscapes	
Oman		cave	
Yemen		cliff	
Japan		coast	
Mexico		desert	
Canada		jungle	
Qatar		ocean	
Egypt		path	
Italy		stream	
Brazil			
Saudi Arabia			
Argentina			
Morocco			

Grammar

2 Read and complete.

last has ago doesn't walks need don't did been went ~~have~~

Present perfect and Past simple

Where [1] have you been? I've [2] been to Japan.	Where [5] has she been? She's been to Italy.
When [3] did you go? I went there [4] last week.	When did she go? She [6] went there a year [7] ago.

Zero conditional

If	I / you / we / they	go out in the sun,	I / you / we / they	[8] need a hat.
		[9] don't take gloves,		get cold.
	he / she / it	is late for the school bus,	he / she / it	[10] walks to school.
		[11] doesn't eat breakfast,		feels hungry.

54 fifty-four Go to Dictation on page 66.

Vocabulary

1 Add more words to the list.

- Ask students if they can think of any other words to add to the list. Students can work in pairs to complete the activity.

Grammar

2 Read and complete.

- Students work individually and check answers in pairs.

Dictation

- Have students turn to page 66 in their Activity Books.
- Play the audio (track 8.20) for students to individually listen and write the sentences.
- Check answers as a class.

8.20

1 I've been to Egypt. I went there last month.
2 If you go inside a cave, you need a torch.
3 Have you finished packing your backpack?

Progress path

- Refer students to page 105 in their Class Books and page 69 in their Activity Books and ask them to complete the activities for Unit 8. Students can work individually or in pairs.
- Students get one point for answering correctly and two points for writing their answers in the correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Extra activity **Photocopiable 85**

- Ask students to do photocopiable 85.

Lesson 10

Objectives

- **Lesson objectives:** to practise for A2 Flyers Listening Part 3, and Reading and Writing Parts 2 and 7
- **Target language:** unit vocabulary and grammar

Materials

- Unit 8 flashcards (*desert, jungle, ocean, coast, cliff, cave, stream, path*)

Global Scale of English (GSE)

- **Reading:** Can follow a simple dialogue about familiar, everyday activities (GSE 31).
- **Listening:** Can understand simple conversations about things that have happened in the past (GSE 42).
- **Writing:** Can write simple sentences to describe what's happening in a sequence of pictures (GSE 34). Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly (GSE 37).

Assessment for Learning (formative assessment)

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

Starting the lesson

- Put the Unit 8 flashcards on the board. Have two students come to the front. One describes a landscape and the other guesses what it is, e.g. *I can see a lot of water. I can see rocks and sand. (coast)* The other student says the correct word and writes it under the flashcard. Continue with the rest of the flashcards.

Presentation

- Explain that in this lesson students will revise the work from the unit and practise for the A2 Flyers exams.

Practice

Class Book


Get ready for... Lesson 10

A2 Flyers Listening Part 3

tip Exam: Listen for key words carefully before choosing the correct answer. Then listen and check.

1 8.21 What did they like doing on their holiday? Listen and write a letter in each box.

1 Noora E
2 her parents A
3 her brother G
4 Noora's sister C
5 Noora's grandparents H

A2 Flyers Reading and Writing Part 7

2 Look at the three pictures. Write about this story. Write 40 or more words.

88 eighty-eight

Activity Book, Unit 8 Lesson 10

A2 Flyers Listening Part 3

1 8.21 What did they like doing on their holiday? Listen and write a letter in each box.

- Tell students that this is practice for the A2 Flyers Listening Part 3 exam.
- Have students look at the pictures and say what they can see. Ask *Who do you think the people are? What places can you see?*
- Tell students that they are going to listen to a dialogue between two people and match each of the pictures on the right to one of the pictures on the left.
- Ask *How many people are there? How many places are there?* Tell them that this means that there are pictures they won't need.
- Read the *Exam tip* and tell them to listen out for the key words, e.g. names and places.
- Play the audio. Play the audio again and pause after each section for students to write the correct letters.
- Use the Lollipop stick technique (see page 15) to check answers.

8.21

1 Girl: Hi, Noora! Where did you go on holiday last year?
Noora: I went to Brazil.
Girl: Really? I haven't been to Brazil. What was your favourite place?
Noora: I loved the beach. I went to the beach every day.
Girl: Did you swim in the ocean?
Noora: Yes, I did. I swam in the ocean every morning. But if you go swimming there, you have to be careful. It's deep.

2 Girl: Who did you go with?
Noora: I went with my family. Lots of people!
Girl: Really? Did your parents like the beach, too?
Noora: No, they didn't. They've been to lots of museums around the world, so they liked the museums in the city.

3 Girl: Did your brother go with you?
Noora: Yes, he did. His favourite place was the jungle. He's always liked animals and plants.
Girl: Did you go into the jungle with him?
Noora: No, I didn't! I don't like places like that!

4 Girl: What did your sister like?
Noora: Oh, you know her! She's always loved shopping!
Girl: So she spent a lot of time at the shops then?
Noora: Yes, she did!

5 Girl: Did your grandparents go, too?
Noora: Yes, they did. They haven't stopped talking about the trip!
Girl: What did they like then?
Noora: They love walking, so they had a map with all the paths. They walked a lot! I didn't walk with them because I didn't have the right shoes. If you go walking on paths, you need to wear good trainers.

A2 Flyers Reading and Writing Part 7

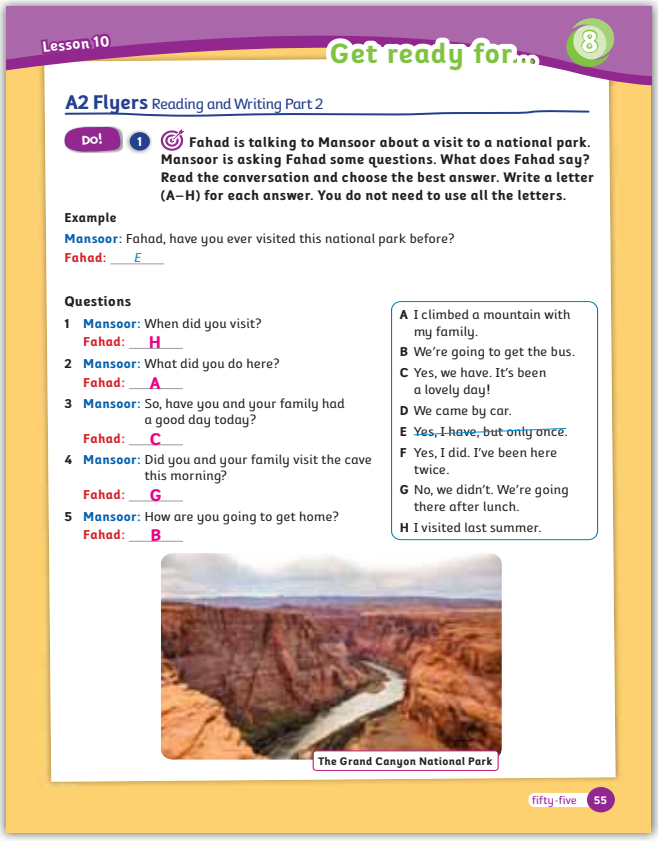
2 Look at the three pictures. Write about this story. Write 40 or more words.

- Tell students this activity is practice for the A2 Flyers Reading and Writing Part 7.
- Ask students to look at the pictures and describe what is happening in each one.
- Explain to students that they are going to use the pictures to write a story in their notebooks. Tell them that they should describe a progression of events in their stories, their story should be based on all three pictures and that the story has to make sense.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Walk around the class monitoring pupils.
- Have some students read aloud their stories to the rest of the class.
- Write the sample answer on the board and have students copy it into their notebooks. Sample answer: *Last month, I went on a trip to the coast with my family. We walked on a path on the top of a cliff. It was very beautiful! Then we went to the beach and my dad saw a cave. He wanted to go in the cave, but it wasn't safe, and he didn't bring his torch.*

Extra activity **Collaborative work**

- Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique (see page 15). Students write their opinion about the unit under the lesson headings. The envoy reports back to the class.

Activity Book


Lesson 10
Get ready for... 8
A2 Flyers Reading and Writing Part 2
Do! 1 Fahad is talking to Mansoor about a visit to a national park. Mansoor is asking Fahad some questions. What does Fahad say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters.
Example
Mansoor: Fahad, have you ever visited this national park before?
Fahad: E
Questions
1 Mansoor: When did you visit?
Fahad: H
2 Mansoor: What did you do here?
Fahad: A
3 Mansoor: So, have you and your family had a good day today?
Fahad: C
4 Mansoor: Did you and your family visit the cave this morning?
Fahad: G
5 Mansoor: How are you going to get home?
Fahad: B
A I climbed a mountain with my family.
B We're going to get the bus.
C Yes, we have. It's been a lovely day!
D We came by car.
E Yes, I have, but only once.
F Yes, I did. I've been here twice.
G No, we didn't. We're going there after lunch.
H I visited last summer.
The Grand Canyon National Park
fifty-five 55

A2 Flyers Reading and Writing Part 2

1 Do! Fahad is talking to Mansoor about a visit to a national park. Mansoor is asking Fahad some questions. What does Fahad say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters.

- Tell students that this is the A2 Flyers Reading and Writing Part 2 exam.
- Tell students that they are going to complete a dialogue. Ask students to read through the dialogue and the answer options, without looking at the instructions. Tell them to focus on what Mansoor says both before and after each gap. Explain that this will help them to decide what is missing. Ask them what the dialogue is about.
- As a class, go through Fahad's part of the dialogue and elicit ideas about what they think he might say.
- Tell students that there are two sentences that they won't need and that they only have to write the letter in each gap, not the full sentence.
- Place students in pairs and have them complete the activity. Give them five minutes.
- Encourage them to read through the completed dialogue to check that it makes sense.
- Check answers using the Lollipop stick technique (see page 15).
- **Extension** Place pupils in different pairs and have them act out the dialogue.

Finishing the lesson

- Ask *How did you get on in Unit 8? Which lesson did you like best? Which words were the easiest and most difficult?*
- Use the Summative and thought-provoking questions technique (see page 15) to ask how successful their learning is so far and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Unit 8 practice

- Students now complete the Unit 8 practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

End-of-semester practice

- Students now complete the End-of-semester practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

End-of-year practice

- Students now complete the End-of-year practice. Give students support where necessary and focus time on areas where students commonly needed extra help. Praise students for their hard work.

Fun corner

Objectives

- **Lesson objectives:** to revise unit language with fun tasks
- **Target language:** revision of unit language

Materials

- Unit 8 flashcards (*Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Italy, Brazil, Saudi Arabia, Argentina, Morocco; desert, jungle, ocean, coast, cliff, cave, stream, path*)
- Unit 8 poster: Countries
- dice, 1 per group
- counters, 1 per student

Global Scale of English (GSE)

- **Reading:** Can follow basic instructions on how to play a simple board game, if supported by pictures (GSE 31).
- **Speaking:** Can describe their daily routines in a simple way (GSE 30). Can answer simple questions about habits and daily routines (GSE 31).
- **Writing:** Can write simple sentences about what they/other people are doing (GSE 33).

Assessment for Learning (formative assessment)

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

Starting the lesson

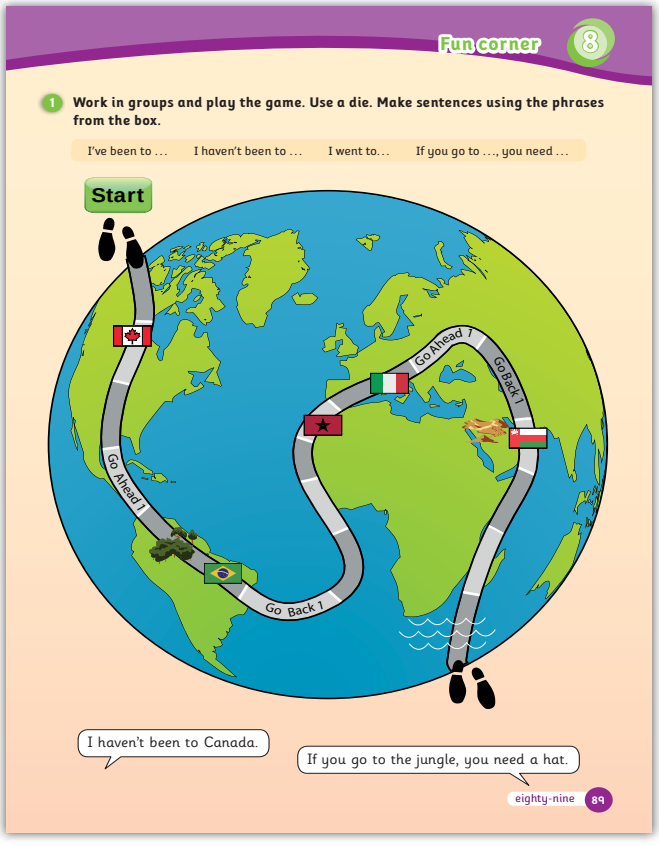
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 8 flashcards or poster as prompts. Refer to *How to work with posters* (see page 17).
- Divide the class into two teams.
- On the board, draw a racetrack with 20 spaces. Label the first space as *Start* and the last space as *Finish*. Each space on the track represents a flashcard from Unit 8. Place one counter for each team at the Start position. Take turns asking one student from each team to answer a question using a flashcard from Unit 8. For example, point to a flashcard and ask *What country/landscape is this?* If the student answers correctly, move their counter forward one space along the racetrack. Student can move an extra space if they can spell the word correctly. If the student cannot answer or makes a mistake, the counter does not move and the next team takes their turn. The first team to cross the Finish line is the winner.
- You can vary the difficulty by asking more challenging questions as the game progresses or adding a time limit for answers.
- Encourage teamwork by allowing the team to discuss answers briefly if needed before.

Presentation

- Tell students that in this lesson they will play a game. Ask students to look at page 89 of their Class Books. Ask them what they think they have to do.
- Before students play the game, quickly review the unit grammar: Present perfect vs Past simple and the Zero conditional.
- Explain that we use the Present perfect to talk about the past, but we don't say when, and it's still important now, and to talk about life experiences, e.g. *I've eaten pizza*. The Past simple is used when something happened at a specific time in the past and is finished, e.g. *I ate pizza yesterday*.
- Ask students how we form the Zero conditional *(If + Present simple, Present simple)*. Write on the board, *If you heat water to 100°C, it boils*. Elicit what we use the Zero Conditional for (*for general truths, facts or rules*).

Practice

Class Book



1 Work in groups and play the game. Use a die. Make sentences using the phrases from the box.

- Place students in groups of three or four. Use the Expert envoy technique (see page 15) when choosing groups so that there's a stronger student in each group.
- Give each groups a die and counters, one per student.
- Explain that each student takes it in turn to roll the die. They move their counter to the correct number of spaces.
- Ask them to look at the prompts in the word box. Explain to students that they have to use these to play the game. If they land on the Canadian flag, for example, they have to say a sentence using a prompt from the box and *Canada*, e.g. *I went to Canada in 2024*. Tell them that if they land on a landscape feature, they have to say a sentence using the Zero conditional, as in the example at the bottom of the page.
- If their sentence is correct, they get to stay on the space; if it's incorrect, they go back to where they started from. Then it's the next student's turn. Explain that if they land on a *Go ahead 1* space, they can move forward a space; if they land on a *Go back 1*, they have to move back a space. The student who gets to the Finish first is the winner.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Students play the game.
- Walk around the class monitoring students, helping where necessary, to make sure they are using the grammar correctly.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today. Ask *Did you enjoy the Fun corner? Was it difficult or easy?*
- Students write down what they did in today's lesson in their Learning diary (see page 15): *Today, I played …, I thought the game was …*
- Ask volunteers to read aloud their Learning diary entries for the class.

Lesson 1

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 8; to predict what a text is about; 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:** *animal print, cave, explore, mountain, school trip; Argentina, Brazil, Canada, coast, jungle, ocean, Oman, path, stream*
- **Phonics:** /a:/, /ʌ/

Materials

- photocopiables R15 and R16

Global Scale of English (GSE)

- **Reading:** Can get the gist of a very simple illustrated story (GSE 28). Can guess what happens next in a story from the pictures (GSE 29). Can combine a range of letter sounds to read some common words (e.g. sing, high) (GSE 29). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33).
- **Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses (GSE 28). Can follow a simple conversation between two people or characters, if supported by pictures (GSE 31).
- **Speaking:** Can read aloud a familiar short text (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32). Can describe the appearance of a person or animal using simple language (GSE 33). Can describe where an animal lives in a simple way (GSE 34).
- **Writing:** Can write short answers to questions about what or where people or things are, using simple language (GSE 30). Can write words correctly using a range of letter-sound patterns (GSE 35).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork; groupwork

Lesson 1, option A

Starting the lesson

- Ask *Have you ever been to the mountains? What can you see and do there?*

Presentation

- Explain that in this lesson students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 8 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 116.
- On one side of the board, write *If you're in the mountains, ...* Then, on the other side, write *you need a jacket.* Encourage students to look through the story quickly and find another sentence like this (the Zero conditional).

Before you read

1 **Before you read** **Read the title of the story and look at the picture on page 90. Answer the questions.**

- Before students read, ask them to turn to page 116 in their Class Books. Read the questions aloud.
- Students work in pairs.
- Tell students to refer to page 90 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

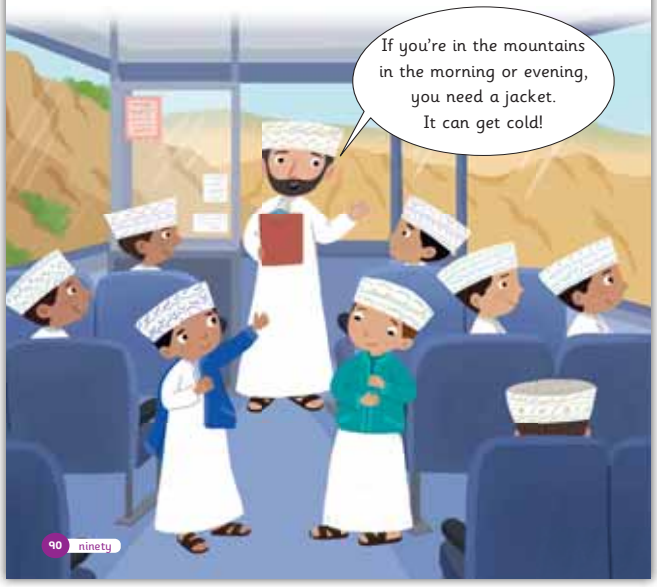
Listen and read

Class Book

Graded reader 1

A Mountain Adventure

Mr Mudrik's class are on a school trip to the mountains of Jabal Samhan in Oman. They arrived in the morning when the sun was low in the sky.



Graded reader 1 8

The boys wanted to explore the mountains. They were walking on a mountain path when Talal saw something.



Graded reader 1

Mr Mudrik and the class followed the animal prints and they talked about animals in Oman.



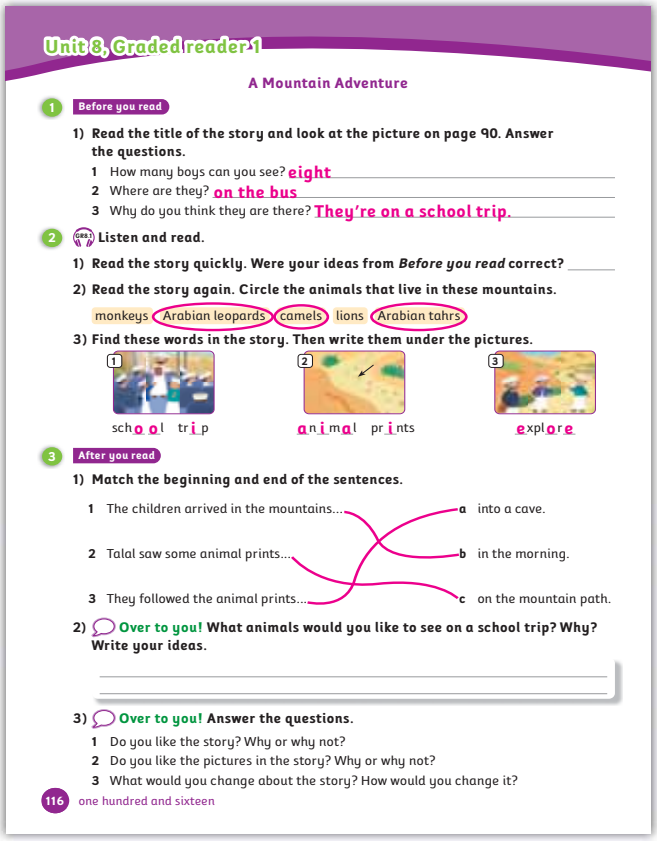
Graded reader 1 8

After some time, the class came to a big cave. It was dark, and they couldn't see inside.



Just then, the children saw something move in the cave. Rashid was worried.





Unit 8, Graded reader 1

A Mountain Adventure

1 Before you read

1) Read the title of the story and look at the picture on page 90. Answer the questions.
1 How many boys can you see? eight
2 Where are they? on the bus
3 Why do you think they are there? They're on a school trip.

2 GR8.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct?

2) Read the story again. Circle the animals that live in these mountains.
monkeys Arabian leopards camels lions Arabian tahrs

3) Find these words in the story. Then write them under the pictures.
1 school trip
2 animal prints
3 explore

3 After you read

1) Match the beginning and end of the sentences.
1 The children arrived in the mountains... a into a cave.
2 Talal saw some animal prints... b in the morning.
3 They followed the animal prints... c on the mountain path.

2) Over to you! What animals would you like to see on a school trip? Why? Write your ideas.

3) 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?

116 one hundred and sixteen

2 GR8.1 Listen and read.

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 illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers for questions 1–3 on page 116 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 animals that live in these mountains.

- 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 116 individually.
- Check answers as a class.

3) Find these words in the story. Then write them under the pictures.

- Students refer back to the story on pages 90–93.
- Ask students on which pages they found the words.
- Students write the missing letters to complete the words.
- Invite individual students to tell you the answers.

3 After you read

1) Match the beginning and end of the sentences.

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

2) Over to you! What animals would you like to see on a school trip? Why? Write your ideas.

- Students work in pairs to answer the question.
- Monitor and help where necessary.
- Discuss students' answers as a class.

3) Over to you! Answer the questions.

- Students work in pairs to answer the questions.
- Monitor and help where necessary.
- Discuss students' answers as a class.

Phonics

- Write on the board *class*, with the /a:/ sound underlined as shown. Ask students what the underlined sound is (/a:/).
- Ask students to find other words in the story that contain this sound (*path, dark*).
- Write on the board *sun* and *some*, with the /ʌ/ sound underlined as shown. Ask students what sound is the same in both these words (/ʌ/).
- Ask students to find other words in the story that contain this sound (*must, just, worried*).

Finishing the lesson

- Ask students what they thought of the characters, whether they were able to understand the words and whether they had a good understanding of what happened in the story.
- Ask students if they have been on a school trip and where they went, and if not, if they would like to go on one.

Extra activity Photocopiable R15

- Ask students to do photocopiable R15.

Lesson 1, option B

Starting the lesson

- Ask students to describe a jungle. What animals do they think they could see in a jungle?

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and phonics from Unit 8 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 117.
- On one side of the board, write *If you camp in the jungle, ...* Then, on the other side, write *you need hammocks.* Encourage students to look through the story quickly and find another sentence like this (the Zero conditional).

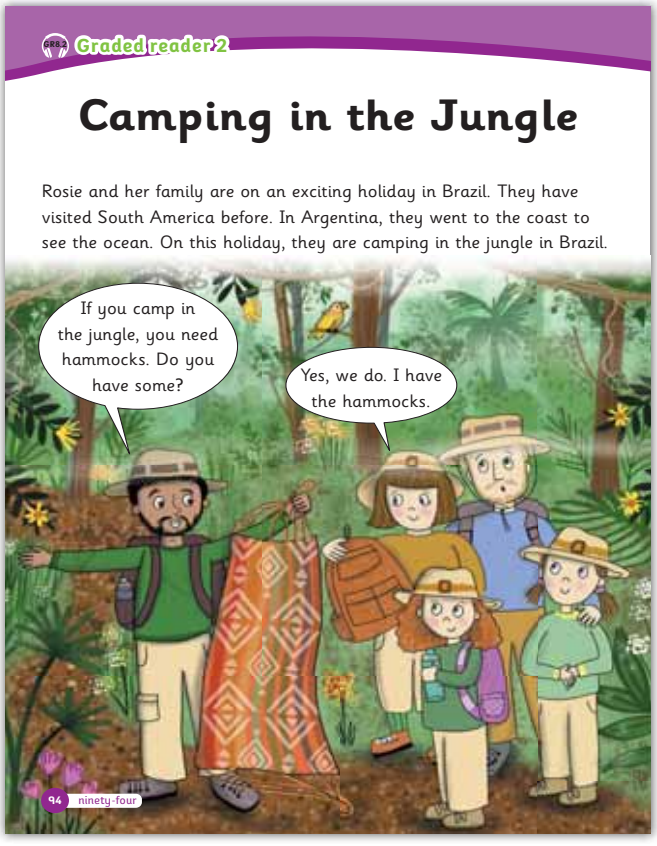
Before you read

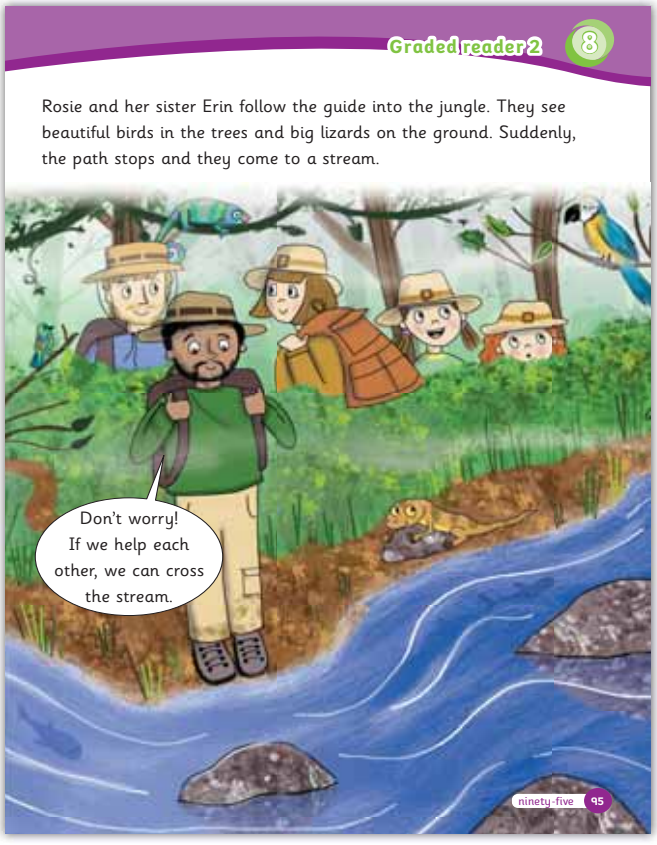
1 **Before you read** **Read the title of the story and look at the picture on page 94. Answer the questions.**

- Before students read, ask them to turn to page 117 in their Class Books. Read the questions aloud.
- Tell students to refer to page 94 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as a class.

Listen and read

Class Book





Graded reader 2

The guide helps Rosie and Erin to cross the stream. Then, Rosie holds out her hand to Mum.



But a big bird flies out of a tree and Mum looks up. She misses Rosie's hand and the hammocks fall off her arm into the water.



Graded reader 2 8

Rosie and Erin find lots of vines and the guide shows them how to make hammocks.



Rosie helps Erin and they put their hammocks in the trees together.



Camping in the Jungle

1 Before you read

1) Read the title of the story and look at the picture on page 94. Answer the questions.

1 How many people can you see? five
2 Where are they? in the jungle
3 Who do you think the man in the picture is? a guide

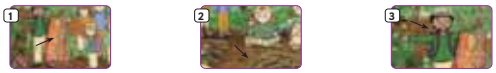
2 GR8.2 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Read the story again. Circle the things that Rosie and her family see in the jungle.

lizards a leopard a stream birds monkeys

3) Find these pictures in the story. Then complete the words.



1 h_mm_ck 2 v_n_ 3 g_i_de

3 After you read

1) Match the beginning and end of the sentences.

1 Rosie and her family... a dropped the hammocks.
2 Rosie's mum was crossing the stream when she... b hammocks with vines.
3 The guide showed them how to make... c are on holiday in Brazil.

2) Over to you! Why do you think you need a hammock if you sleep in the jungle? Write your ideas.

3) 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?

2 GR8.2 Listen and read.

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 illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answer to questions 2 and 3 on page 117 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 Rosie and her family see in the jungle.

- 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 117 individually.
- Check answers as a class.

3) Find these pictures in the story. Then complete the words.

- Students refer back to the story on pages 94–97.
- Ask students on which pages they found the pictures.
- Students write the missing letters to complete the words.
- Invite individual students to tell you the answers.

3 After you read

1) Match the beginning and end of the sentences.

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

2) Over to you! Why do you think you need a hammock if you sleep in the jungle? Write your ideas.

- Students work in pairs to answer the question.
- Monitor and help where necessary.
- Discuss students' answers as a class.

3) Over to you! Answer the questions.

- Students work in pairs to answer the questions.
- Monitor and help where necessary.
- Discuss students' answers as a class.

Phonics

- Write on the board *class*, with the /a:/ sound underlined as shown. Ask students what the underlined sound is (/a:/).
- Ask students to find other words in the story that contain this sound (*path, Argentina*).
- Write on the board *sun* and *some*, with the /ʌ/ sound underlined as shown. Ask students what sound is the same in both these words (/ʌ/).
- Ask students to find other words in the story that contain this sound (*jungle, come, worry, Mum, but*).

Finishing the lesson

- Ask students what they thought of the characters in the story, whether they were able to understand the words and whether they had a good understanding of what happened.
- Ask students if they would like to sleep in a jungle and why. Would they like to sleep in a hammock?

Extra activity **Photocopiable R16**

- Ask students to do photocopiable R16.

Lesson 1

Objectives

- **Lesson objectives:** to consolidate and extend vocabulary and grammar from Units 5–8
- **Target language:** *It's made of (metal).; cotton, leather, metal, paper, plastic, rubber, silver, gold*

Materials

- LC2 Poster: Materials
- LC2 flashcards *(cotton, leather, metal, paper, plastic, rubber, silver, gold)*
- stopwatch
- True/False response cards
- eight word cards: *cotton, gold, leather, metal, paper, plastic, rubber, silver*
- eight picture cards (drawings or printouts): cotton T-shirt, gold ring, leather jacket, metal paper clip, sheet of A4 paper, plastic bag, rubber wheel, silver bracelet

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).
- **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).
- **Writing:** Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model (GSE 28).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 15); True/False response cards technique (see page 15); Traffic light cards technique (see page 15)

Peer learning: pairwork; groupwork

Independent learning: Summative and thought-provoking questions technique (see page 15)

Lesson 1, part 1

Starting the lesson

- Write *Materials* on the board. Hold up a book and say *This book is made of paper. Paper is a material.*
- Ask students to say any materials they know. Accept all reasonable suggestions. Write their ideas on the board.

Presentation

- Explain that in this lesson students will learn and use materials vocabulary and they will learn to talk about what things are made of. They will also sing a song.
- Place the LC2 flashcards or poster on the board. Point to each item and say the word. Students repeat after you.
- Use the LC2 poster to play *True or false*? (see *How to work with posters* on page 17).

Practice

Class Book



1 How many objects can you say?

- Set a stopwatch to one minute and have students name as many objects as possible in pairs. Have them share their ideas around the class and write them on the board.
- **Extension** Ask students to name their favourite object. Give students an example. Say, e.g. *My favourite object is my tablet.*

2 LC2.1 Listen, point and repeat.

- Refer students to page 98. Ask them if they see any of the materials they thought of. Have students look at the pictures and raise their hands to describe what they can see.
- Play the audio for students to point and repeat.
- Practise the vocabulary using the True/False response cards technique (see page 15):
  The T-shirts are made of cotton. (True)
  The belt is made of paper. (False – it's made of leather.)
  The spoon is made of metal. (True)
  The yellow card is made of paper. (True)
  The bags are made of plastic. (True)
  The wheel is made of leather. (False – it's made of rubber.)
  The bracelet is made of gold. (False – it's made of silver.)
  The ring is made of silver. (False – it's made of gold.)

LC2.1

1 cotton
2 leather
3 metal
4 paper
5 plastic
6 rubber
7 silver
8 gold

Extra activity Collaborative work

- Have students say a word to their partners to point to the correct picture. Then they swap.

3 LC2.2 & LC2.3 Listen and sing.

- Ask students to look at the pictures and raise their hands to say what they can see (*an armchair, a pack of cards, washing up gloves, a boy looking at a ring*).
- Play the song and tell students to listen only this time.
- Read out the song one line at a time and have students repeat as a class.
- Play the song again and encourage students to join in.
- LC2.3 Play the karaoke version of the song and encourage students to sing.

LC2.2 & LC2.3

Look at that chair!
What is it made of?
It's made of leather,
Bright, purple leather!

Look at those cards!
What are they made of?
They're made of paper!
Clean, white paper!

Look at those gloves!
What are they made of?
They're made of rubber,
Bright, yellow rubber!

Look at that ring!
What is it made of?
It's made of gold,
Beautiful gold!

Extra activity Fast finishers

- Students find *is/are made of* and the materials in the song. They write the words in their notebooks under two separate headings.

4 Talk about objects with a partner.

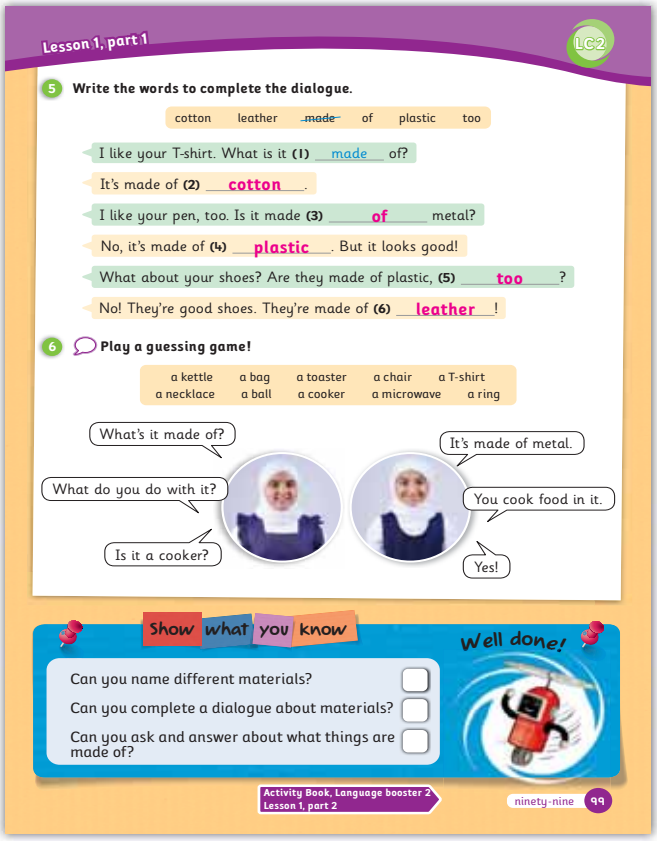
- LC2.4 Play the audio.
- Place students in pairs. Student A says a number and asks a question about an object in Activity 2. Student B answers, e.g. *A: Number 4. What are they made of? B: They're made of paper.* Students then swap.

LC2.4

What is it made of? It's made of plastic.
What are they made of? They're made of gold!

Extra activity TPR

- Hand out the word cards and pictures cards to 16 students. Tell them they have one minute to find the matching cards.


Lesson 1, part 1

LC2

5 Write the words to complete the dialogue.

cotton leather ~~made~~ of plastic too

I like your T-shirt. What is it (1) made of?
It's made of (2) cotton.
I like your pen, too. Is it made (3) of metal?
No, it's made of (4) plastic. But it looks good!
What about your shoes? Are they made of plastic, (5) too?
No! They're good shoes. They're made of (6) leather!

6 Play a guessing game!

a kettle a bag a toaster a chair a T-shirt
a necklace a ball a cooker a microwave a ring

What's it made of?
It's made of metal.
What do you do with it?
You cook food in it.
Is it a cooker?
Yes!

Show what you know

Well done!

Can you name different materials?
Can you complete a dialogue about materials?
Can you ask and answer about what things are made of?

Activity Book, Language booster 2 Lesson 1, part 2

ninety-nine 99

5 Write the words to complete the dialogue.

- Ask students to read the words in the box. Check that students know what they mean.
- Use the Traffic light cards technique (see page 15) to check if students know what to do.
- Check answers as a class using the Lollipop stick technique (see page 15). Explain any mistakes students might have made.
- Students practise the dialogue in pairs. Invite students to come to the front of the class and act out their dialogues. Repeat with as many students as possible.

Diversity

Challenge
- In pairs, students practise the dialogue, changing the items and materials each time. Ask volunteers to perform their dialogue for the class.

Support
- Review the vocabulary and grammar with students before they do Activity 5.

6 Play a guessing game!

- Read aloud the words in the box. Check that students understand what each item is.
- Ask two students to read out the examples.
- Place students in pairs and assign Student A and Student B. Student A asks for information and Student B gives information. Then students swap roles and Student B asks.
- Ask different pairs to demonstrate one example to the class.

Diversity

Challenge
- Students repeat the activity with the objects in the plural. They can also think of their own objects.

Support
- Have students brainstorm verbs they can use with each object before they complete the activity in pairs.

Show what you know

- Ask students what they have learnt in Bo's Learning Club pages. Students answer the questions in pairs.
- Then they read and complete the *Show what you know* box individually by ticking the relevant boxes (or they can use stars or happy faces).
- **Extension** Use games in the Games Bank (see page 19) to review any new words.

Finishing the lesson

- Play *What's missing?* (see page 19) with the LC2 flashcards.
- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they think about what they learnt today.

Lesson 1, part 2

Starting the lesson

- Review the materials from the previous lesson. Say an object for students to say the material that the object is usually made of, e.g. *T-shirt*. Students say *cotton*. Continue with the rest the materials.

Practice

Activity Book

1 Label the pictures with the names of materials.

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

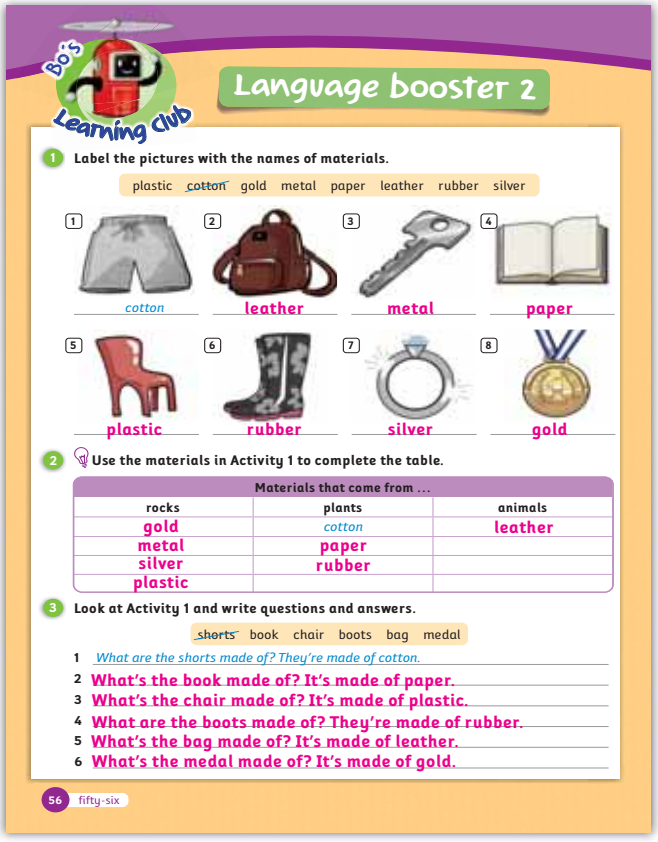
2 Use the materials in Activity 1 to complete the table.

- Students complete the activity individually.
- Draw the table on the board. Use the Lollipop stick technique (see page 15) to have students come to the front and write the answers.

3 Look at Activity 1 and write questions and answers.

- Place students in pairs for this activity.
- Check students know what to do using the Traffic light cards technique (see page 15).

- Check answers using the Lollipop stick technique (see page 15).
- Place students in different pairs and have them practise reading out the questions and answers.



Bo's Learning Club

Language booster 2

1 Label the pictures with the names of materials.

plastic ~~cotton~~ gold metal paper leather rubber silver

1 cotton 2 leather 3 metal 4 paper

5 plastic 6 rubber 7 silver 8 gold

2 Use the materials in Activity 1 to complete the table.

Materials that come from …		
rocks	plants	animals
gold	*cotton*	leather
metal	paper	
silver	rubber	
plastic		

3 Look at Activity 1 and write questions and answers.

~~shorts~~ book chair boots bag medal

1 *What are the shorts made of? They're made of cotton.*
2 What's the book made of? It's made of paper.
3 What's the chair made of? It's made of plastic.
4 What are the boots made of? They're made of rubber.
5 What's the bag made of? It's made of leather.
6 What's the medal made of? It's made of gold.

56 fifty-six



Lesson 1, part 2 LC2

4 LC2.5 Listen to the song again. Read and write *True* or *False*.

1 The chair is made of purple leather. *True*
2 The cards are made of plastic. False
3 The gloves are made of bright red rubber. False
4 The ring is made of beautiful gold. True

5 In pairs, ask and answer.

1 2 3 4

(possible answers) car: metal, plastic, rubber, leather; shoes: leather, plastic, cotton; medals: gold, silver, cotton; chair: leather, plastic, wood

1 What can you see in the pictures? a car, shoes, medals, a chair
2 How many materials do you think they are made of?
3 Which object is made of the most materials? the car

6 Look around the room. What are the things you can see made of?

My trousers are made of cotton. My shoes … My pen …

fifty-seven 57

4 LC2.5 **Listen to the song again. Read and write *True* or *False*.**

- Play the song from the previous lesson again. Encourage students to sing along.
- Students work individually to write if the sentences are true or false.
- Check answers using the Lollipop stick technique (see page 15).

LC2.5

Look at that chair!
What is it made of?
It's made of leather,
Bright, purple leather!

Look at those cards!
What are they made of?
They're made of paper!
Clean, white paper!

Look at those gloves!
What are they made of?
They're made of rubber,
Bright, yellow rubber!

Look at that ring!
What is it made of?
It's made of gold,
Beautiful gold!

5 **In pairs, ask and answer.**

- Ask students to say what objects they can see in the pictures (*a car, shoes, medals, a chair*).
- Place students in pairs. Have students identify the materials each object is made of. Explain that each item is made from more than one material.
- Encourage them to use the target grammar, e.g. *I think the shoes are made of leather and plastic.*
- Check students' ideas as a class.
- Ask students which object is made of the most materials (*the car*). Ask them to name the materials and write them on the board.

6 **Look around the room. What are the things you can see made of?**

- Place students in pairs for this activity.
- Have them take it in turns to say what things in the classroom are made of.
- Walk around the class monitoring students.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 15) to ask students what they think about what they learnt today.

Lesson 2

Objectives

- **Lesson objectives:** to learn about how plants keep us healthy
- **Target language:** *source, proteins, vitamins, minerals, spinach, carbohydrates, wheat*

Materials

- LC2 poster: Keeping us healthy
- dictionaries
- Yes/No response cards

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).
- **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).
- **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 14)
- Monitoring students' learning: Lollipop stick technique (see page 15); Yes/No response cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Write *Plants we eat* on the board. Ask students to raise their hands and name any plants that they know that we eat.

Presentation

- Explain that in this lesson students will learn about how plants keep us healthy.
- Pre-teach these words. Write them on the board one at a time with definitions: *carbohydrates: these are in potatoes and pasta and they give us energy; minerals: these are in foods that keeps us healthy, like iron in green vegetables; proteins: these are in foods like beans and they are good for our bodies; source: this is where something comes from; spinach: this is a green leaf plant; vitamins: these are in foods that keeps us healthy, like vitamin C in oranges; wheat: this is a grain that we use to make bread.*
- Read out the definitions and explain if necessary.

Practice

Class Book



1 Think What do you know about keeping healthy?

- Refer students to page 100. Read the question. Students discuss for one minute in pairs. They then raise their hands to offer ideas to the class.
- **Extension** Internet search key words: *kids' health – healthy eating*

2 Learn LC2.6 Listen and read.

- Before students read, draw their attention to the photos. Read out the words, have students point to the correct photo and repeat. Explain meanings if necessary.
- Play the audio and have students read along.
- Check comprehension with questions: *What is in peas and beans? (proteins) What is in apples, oranges and spinach? (vitamins and minerals) What is in pasta, bread and potatoes? (carbohydrates).*

LC2.6

How can plants keep us healthy?
Plants are important because they are a source of food. All fruit and vegetables come from plants and eating fruit and vegetables keeps us healthy. For example, beans and peas have got proteins in them. We need proteins to help our bodies grow and get better when we're hurt. When we eat oranges and apples or make them into a fruit drink, we get a lot of vitamins and minerals from them. There are also vitamins and minerals in green vegetables, for example in spinach. We need vitamins and minerals to keep our bodies and teeth strong.
To keep fit and healthy, we need to eat some carbohydrates, too. Carbohydrates give us energy. Potatoes are a source of carbohydrates but we can also find them in pasta and bread. That's because pasta and bread come from wheat and wheat is a plant. When we eat fruit and vegetables every day, our bodies get some proteins, vitamins, minerals and carbohydrates.
So eating food from plants keeps us healthy!

Diversity

Challenge
- Using the Summative and thought-provoking questions technique (see page 15), ask e.g. *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?*

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 write the words in bold in the text in their notebooks. Add translations to the definitions on the board for students to copy.

3 Check Write words from the text.
- Students work individually to complete the activity and then compare answers in pairs.
- Check answers using the Lollipop stick technique (see page 15).

Extra activity Critical thinking
- Students work in groups of four. They write three more definitions for words in the text in their notebooks. They can use a dictionary to do this. They swap work with another group and find each other's words.

4 What do you think these foods give us? Match the pictures to the food groups.
- Place students in pairs and give them time to discuss.
- Ask different pairs to tell the class their ideas.
- **Extension** Students think of more food for each group. They can search online. Internet search key words: *fruit and vegetables with proteins/minerals/vitamins/carbohydrates*

Extra activity TPR
- Using their Yes/No response cards (see page 15), students answer the following questions and others you might want to add: *Does spinach have minerals? Do plants keep us healthy? Do we use potatoes to make pasta? Are there carbohydrates in bread? Is wheat a green vegetable? Did you learn some new words today? Do you like spinach? Do you eat a lot of fruit and vegetables?*

Finishing the lesson
- Delete the definitions of the new words from the board. Have students raise their hands to say a definition for each word.
- Use the Summative and thought-provoking questions technique (see page 15) to ask what students have learnt today.

Lesson 3

Objectives

- **Lesson objectives:** to learn about food groups
- **Target language:** *fats*

Materials

- LC2 poster: Keeping us healthy
- paper plates, enough for each group
- coloured pencils
- pictures or printouts of different foods for each group
- photocopiable 53

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).
- **Speaking:** Can answer simple questions about familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30).
- **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 14)
- Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 15)

Starting the lesson

- Write *oranges* and *spinach* on the board. Ask *What things are in oranges and spinach that keep us healthy?* Elicit *vitamins* and *minerals*.
- Write *wheat* and then *beans* on the board and ask the same question. Elicit the answers *carbohydrates* and *proteins*.

Presentation

- Explain that in this lesson students will learn about another food group.
- Write *Fats* on the board. Ask students if they know what it means. If not, explain the meaning. Say *Fats give our bodies energy, help take in vitamins and protect our organs*. Explain that some fats are healthy (fish, olive oil, etc.) and that others are unhealthy (those in fried foods, etc.).

Practice

Class Book



1 Let's practise! Look at these four groups of food. Think! Write the two words that go into the 'fats' group.

- Refer students to page 101. Read the question and the different foods to students. Explain meanings if necessary.
- Students discuss in pairs.
- Check answers using the Lollipop stick technique (see page 15).

Diversity

Challenge

- Students say other foods for each group.

Support

- Call out other words and ask students which group they go in.

2 Read and check. Were you right?

- Students read the text individually to check if their answers in Activity 1 were correct.
- Check answers using the Lollipop stick technique (see page 15).

3 Circle the odd one out. Say why. Use the example to help you.

- Do the first item together as a class. Ask the class why bananas are the odd word out (because they're a fruit and the others are vegetables).
- Use the Traffic light cards technique (see page 15) to check students know what they have to do.
- Students work in pairs to complete the activity and discuss.
- Check answers using the Lollipop stick technique (see page 15). Ask for class agreement for the reasons why.

Show what you know

Make a healthy food plate with four types of food.

- Place students in groups of three to complete the activity. Hand each group a paper plate and coloured pencils.
- Read out the instructions before students start.
- Use the Traffic light cards technique (see page 15) to check students know what they have to do.
- Give students time to complete their food plates.
- Walk around the class monitoring students. Encourage students to use language from the previous lessons.

Extra activity **TPR**

- Call out the names of the different foods in this lesson. Students hold up their left hand for food from plants and their right hand for food from other sources.

Extra activity **Fast finishers**

- Have students write in their notebooks three things they learnt that they didn't know before these lessons.

Progress path

- Refer students to page 105 in their Class Books and ask them to answer the challenge question. Students can work individually or in pairs.
- Students get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then tick the box for the questions they answered.

Finishing the lesson

- Students close their books. Draw a spidergram on the board with the body titled *Plants*. Draw four different circles titled *Fats*, *Proteins*, *Carbohydrates* and *Vitamins/Minerals*.
- Have different students go to the board and write one food word each from Lessons 1 and 2 in the correct circles.
- Using the Summative and thought-provoking questions technique (see page 15), ask *Did you remember what each food is a source of? Are you going to eat more plants? Why? Why not?*

Extra activity **Photocopiable 53**

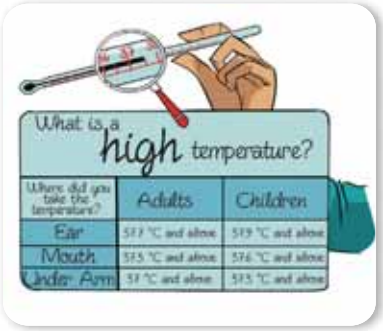
- Ask students to do photocopiable 53.



Unit 5 Pages 12–13



Unit 6 Pages 34–35



Unit 7 Pages 56–57



Unit 8 Pages 78–79



Unit 5

What was the shark doing?

The shark was looking for small sea animals.
It wasn't looking for big fish.

What were you doing when the Arabian leopard escaped?

I was watching the koalas when the Arabian leopard escaped!
I wasn't watching the Arabian leopard!

Unit 6

You should go to the doctor's!

You shouldn't go to school!

Should I take some medicine?
Yes, you should. / No, you shouldn't.

I'm running to be fit and healthy.

He went to the supermarket to buy fruit.

Unit 7

Have you ever made chocolates?

Yes, I have. / No, I haven't.

Has he ever decorated a box?

Yes, he has. / No, he hasn't.

I've done the washing up.

I haven't dried the dishes.

He has mopped the floor.

She hasn't ironed a shirt.

Unit 8

I've been to Italy. I went there last month.

My dad's been to Qatar. He went there a year ago.

If you go inside a cave, you need a torch.

If it doesn't rain, the land becomes a desert.

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
buy	bought	bought
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
find	found	found
get	got	got
give	gave	given
go	went	gone/been
have	had	had
hold	held	held
keep	kept	kept
know	knew	known
lose	lost	lost
make	made	made
put	put	put
ride	rode	ridden
run	ran	run
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sleep	slept	slept
stand	stood	stood
take	took	taken
tell	told	told
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

Progress path

In pairs, read and answer. Then tick (✓).

Unit 5

I live in the sea. I swim slowly. I've got eight legs. What am I?
octopus

Unit 7

Reorder and answer for you.

mopped | the | you ever | floor? | Have

Have you ever mopped the floor?
Yes, I have./No, I haven't.

Unit 7

What can you make with this? coffee



CHALLENGE

Circle the odd one out.

fish | fruit | pizza | vegetables

Unit 8

Which country isn't in Asia?

Morocco | Saudi Arabia | Japan | Oman

Unit 5

You look after a cat. What should you change every day?
the cat's water

Unit 6

Complete the sentence:
I play tennis to ... stay fit.

Unit 8

Complete the sentence:
If you go to a desert, you ... need sunscreen.

Unit 6

What should he do?
What shouldn't he do?



He should drink water.
He shouldn't go to school.



Progress path

Read and write. Then tick (✓).

Unit 5



saw was walking

I was walking along the path when I saw a gorilla.

Unit 6

Match. Draw lines.

I feel . . .
I've got . . .

- dizzy.
- a sore throat.
- sick.
- a headache.

Unit 5

It's an

Arabian camel

Arabian tahr



Unit 6

True or False?

You should eat a balanced diet. True

Unit 7

You use it to clean the floor.

It's a v a c u u m c l e a n e r .

Unit 8

Circle the odd one out.

desert stream Qatar cave

Unit 7

Have you ever mopped the floor?

Yes, I have./No, I haven't.

Unit 8

I've been to Yemen. I went there last year.



TEAM Together OMAN 5B

Extra resources

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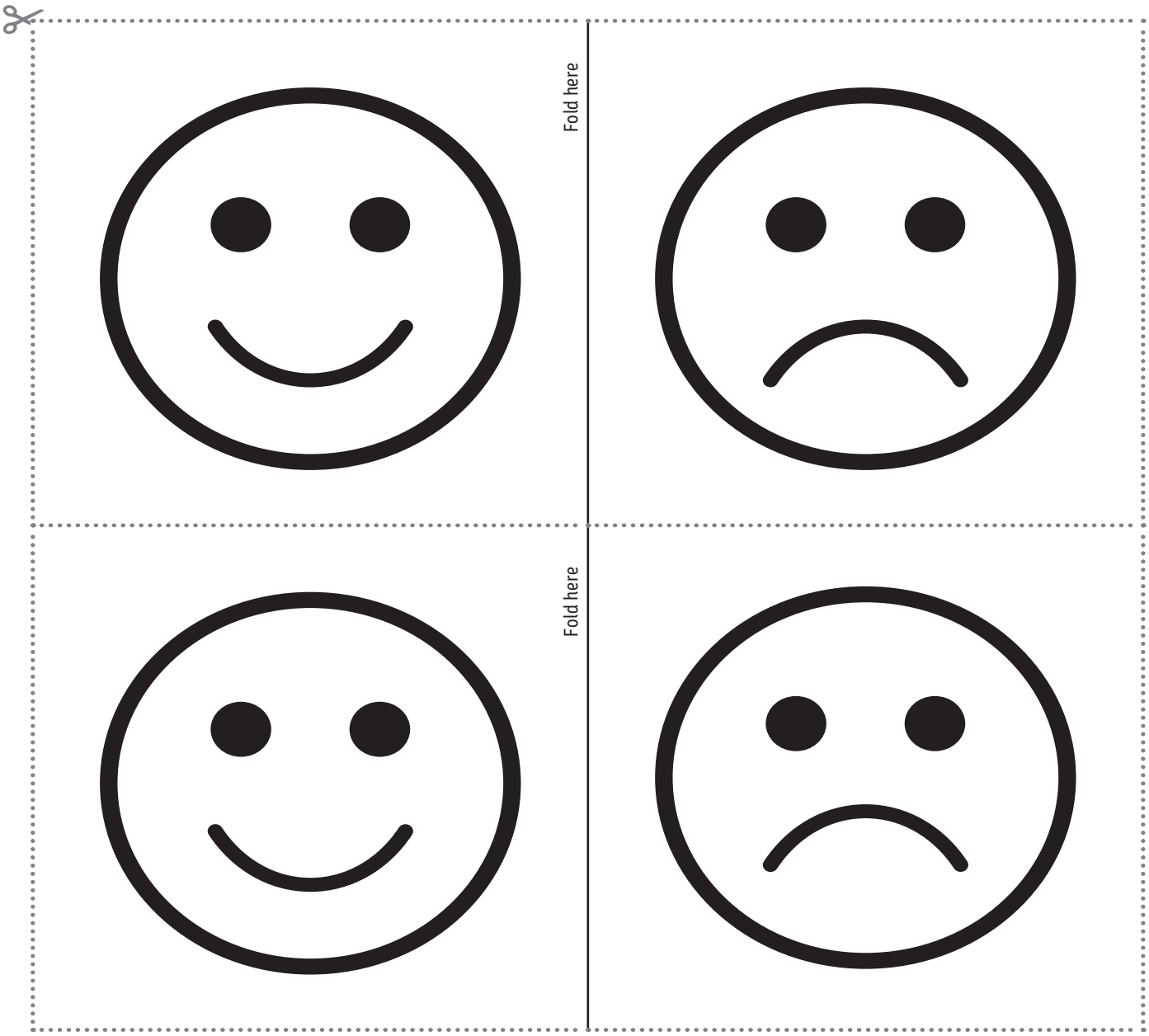
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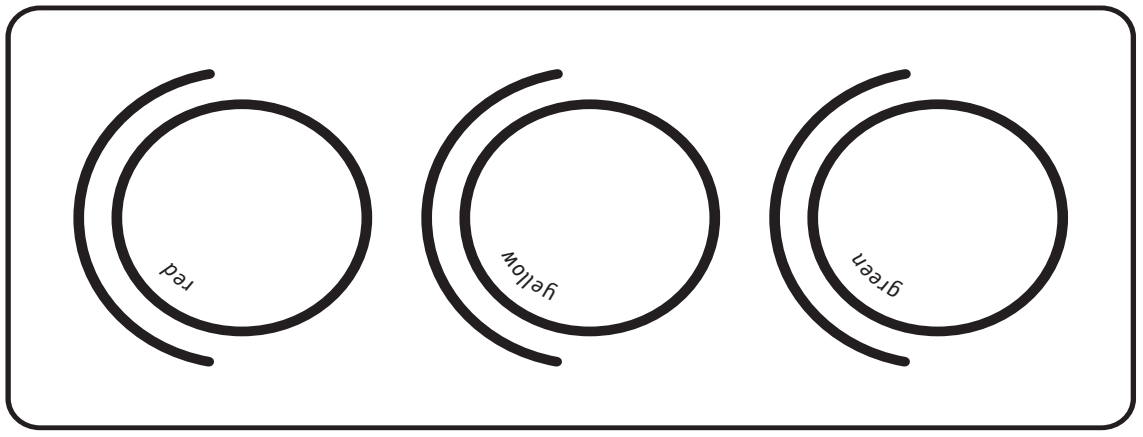
Cut out, fold and stick.

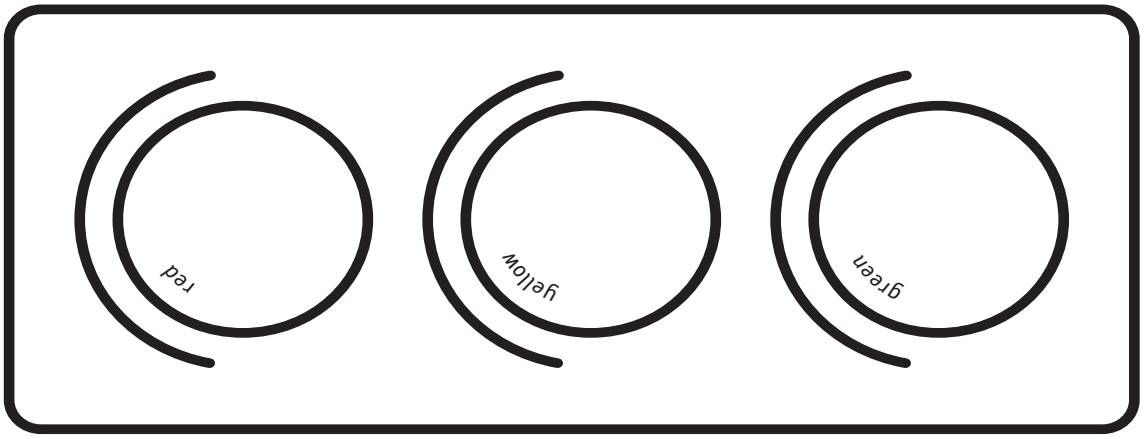


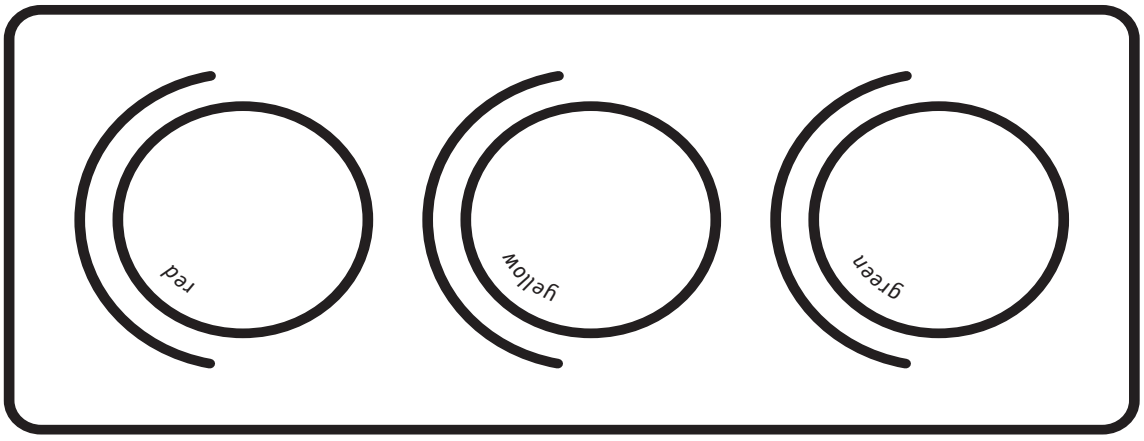
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Traffic light cards

Cut out and colour.







Blank storyboard

Draw and write your story!

Story title:

1	2
3	4
5	6

Picture charades cards

Cut out and play.

whale	**jellyfish**	**Arabian leopard**	**koala**
a headache	**dizzy**	**relax**	**unfit**
blender	**freezer**	**do the washing up**	**iron a shirt**
Japan	**desert**	**stream**	**gold**

Teacher note:
the words on these cards cover all of semester 2, so you should play this game at the end of the semester as a review activity.

Word charades cards

Cut out and play.

shark	**seahorse**	**Arabian tahr**	**polar bear**
a stomachache	**a runny nose**	**eat junk food**	**healthy**
microwave	**vacuum cleaner**	**set the table**	**dry the dishes**
Oman	**cliff**	**gold**	**plastic**

Teacher note:
the words on these cards cover all of semester 2, 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.

octopus ✗ eight ✗ soft	**dolphin** ✗ intelligent ✗ grey	**Arabian camel** ✗ one hump ✗ desert	**rhino** ✗ horn ✗ strong
a high temperature ✗ hot ✗ ill	**an earache** ✗ ear ✗ pain	**eat a balanced diet** ✗ healthy ✗ food	**kettle** ✗ boil ✗ water
sewing machine ✗ fix ✗ clothes	**mop the floor** ✗ water ✗ clean	**dry the dishes** ✗ dry ✗ plates	**Italy** ✗ pizza ✗ Rome
jungle ✗ trees ✗ animals	**ocean** ✗ beach ✗ waves	**gold** ✗ yellow ✗ expensive	**plastic** ✗ bottle ✗ recycle

Teacher note:
the words on these cards cover all of semester 2, so you should play this game at the end of the semester as a review activity.

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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

Learn more about the Global Scale of English at **english.com/gse**

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Team Together Oman
Teacher's Book
Grade 5B
Trial Edition

Class Test 1

Name: _____ Time allowed: One class period

Class: _____ Total _____ / 10 marks

Class Test 1

Listening

Task 1 CT1.1 **Listen and tick (✔) the correct answers. There is one example.** _____ / 5

Example

Miss Nada isn't in class today because _____.

A she's got a headache ☐

B she's got a stomachache ☐

C she's got a toothache ✔

1 Maryam isn't in class today because _____.

A she's got a cough ☐

B she's got a toothache ☐

C she's got a rash ☐

2 The class's homework was about _____.

A sea animals ☐

B land animals ☐

C sea and land animals ☐

3 Question 4 in the homework was about _____.

A squids ☐

B sharks ☐

C turtles ☐

4 Yesterday's group talked about _____.

A polar bears ☐

B Arabian tahrs ☐

C Arabian camels ☐

5 Today's group is talking about _____.

A pandas ☐

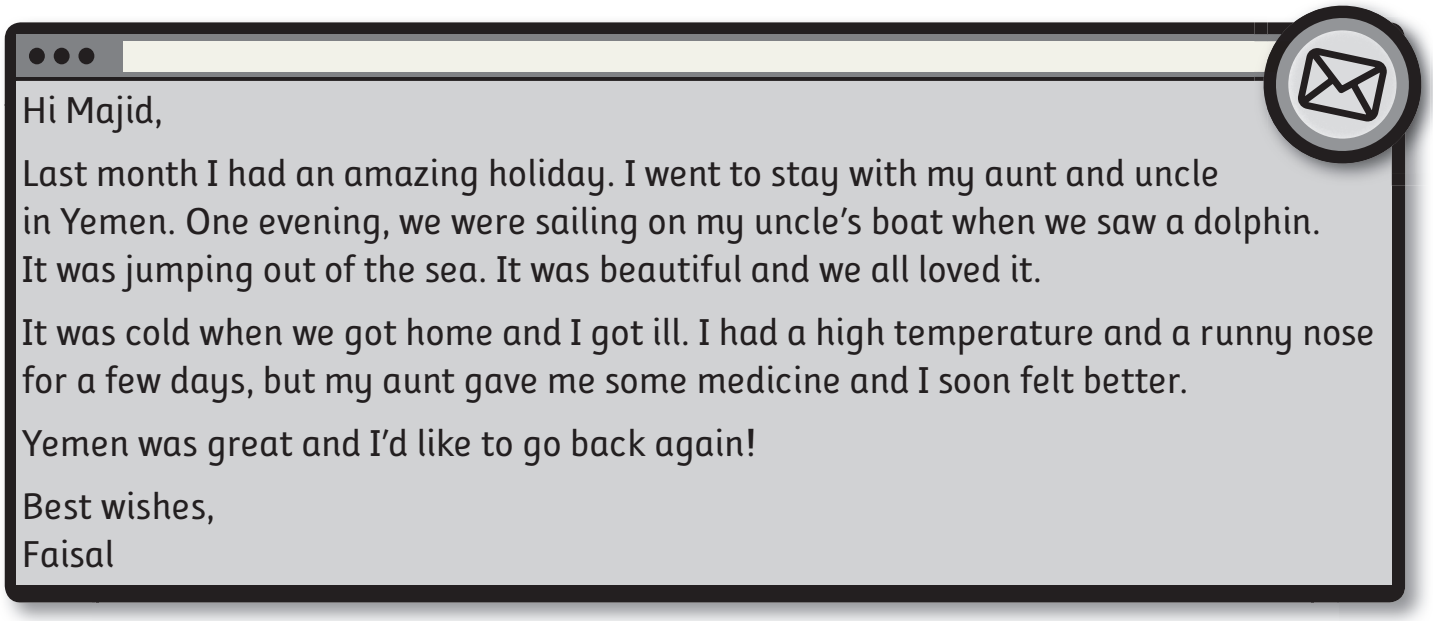
B gorillas ☐

C polar bears ☐

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Reading

Task 2 **Read Faisal's email. Answer the questions with short answers. There is one example.** ____ / 5



Hi Majid,

Last month I had an amazing holiday. I went to stay with my aunt and uncle in Yemen. One evening, we were sailing on my uncle's boat when we saw a dolphin. It was jumping out of the sea. It was beautiful and we all loved it.

It was cold when we got home and I got ill. I had a high temperature and a runny nose for a few days, but my aunt gave me some medicine and I soon felt better.

Yemen was great and I'd like to go back again!

Best wishes,
Faisal

Example

When was Faisal's holiday? Last month.

1 Who did Faisal visit? _____

2 What animal did they see? _____

3 What were they doing when they saw it? _____

4 Why was Faisal ill? _____

5 What did Faisal's aunt give him? _____

Total: ____/10 marks

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Class Test 1

Answer key

Listening

Task 1

1 A
2 A
3 C
4 B
5 C

Reading

Task 2

1 His aunt and uncle.
2 A dolphin.
3 Sailing.
4 It was cold.
5 Some medicine.

Audioscript

CT1.1 Task 1

Hello.
Look at Task 1.
Read the questions.
Listen and tick the correct answers.

Woman: Good morning. I'm Miss Rahaf. I'm your teacher for today.
Girl 1: Good morning, Miss Rahaf. Where is Miss Nada?
Woman: She's not feeling well today. She's got a bad toothache. Is everyone here?
Girl 1: No, Maryam is ill too. She's got a high temperature and a cough.
Woman: OK, thank you. Your homework was page 14, on sea animals. Did you answer all the questions?
Girl 2: Yes, but I didn't understand question 4, Miss Rahaf, about turtles.
Woman: OK, we'll look at that in a minute. Are you presenting your projects today?
Girl 1: Yes. We started yesterday. Dana, Hanan and Sabah talked about Arabian tahrs.
Woman: Good. Who's presenting today?
Girl 2: Today it's our group: that's Aliyah, Basma and me.
Woman: OK. What is your group's project about?
Girl 2: We're talking about polar bears.

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Class Test 2

Name: _____ Time allowed: One class period

Class: _____ Total _____ / 10 marks

Class Test 2

Grammar and Vocabulary

Task 1 **Read the text. Circle the correct words A, B or C. There is one example.**

_____ / 5

A day to remember

Have you ever _____been_____ inside a cave? Last weekend, I **(1)** _____ my aunt at the coast. We were walking along the beach when we saw a cave. **(2)** _____ you go inside a cave, you need a torch. We didn't have a torch, so we came back the next day. We walked on a **(3)** _____ inside the cave so we didn't get lost. We also saw a little **(4)** _____ inside the cave. The water was cold! Back at home, my aunt used the **(5)** _____ to make us a nice cup of tea!

	A are	**B** be	**C** been
1	**A** visit	**B** visited	**C** have visited
2	**A** And	**B** So	**C** If
3	**A** jungle	**B** path	**C** cliff
4	**A** stream	**B** desert	**C** ocean
5	**A** kettle	**B** toaster	**C** oven

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Writing

Task 2 **Look at the three pictures about Huda and her mum and what they did yesterday. Write a story using the pictures. Write 40 words or more. You can use some of the words from the box.**

_____ / 5

fridge oven mop surprise washing up

a



b



c



Total: _____/10 marks

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Class Test 2

Answer key

Grammar and Vocabulary

Task 1

1 B
2 C
3 B
4 A
5 A

Writing

Task 2

Model answer

Huda and her mum made a cake yesterday. Huda opened the fridge to get some eggs. After they put the cake in the oven, they cleaned the kitchen. Huda mopped the floor and her mum did the washing up. The cake was for Huda's dad. Huda was putting the cake on the table when Dad arrived home from work. It was a surprise! He was very happy.

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Use the writing rating scale below for Task 2 with a total of 5 marks:

Marking scale for writing task	
5	• Meaning is always clear. • Grammar/Vocabulary are appropriate and almost always correct. • Spelling and punctuation are excellent. • Organisation/layout are appropriate to the text.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Organisation/layout are usually appropriate to the text.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Organisation/layout are reasonably appropriate to the text.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Organisation/layout are often inappropriate to the text.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Organisation/layout are almost always inappropriate to the text.

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Practice Sheets

End of Semester practice

Name: _____ Time allowed: 90 minutes

Class: _____ Total _____ / 40 marks

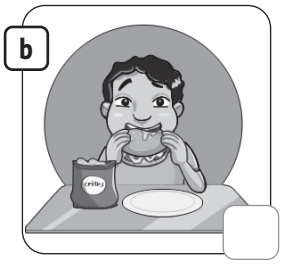
Unit practice **A**

Listening

Task 1 ES2.1 **Listen and tick (✔) the correct pictures.** _____ / 5

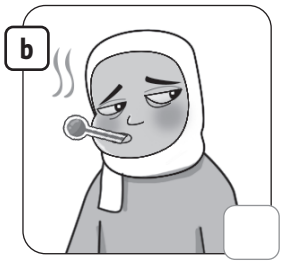
1 Which picture shows Khalid last year?





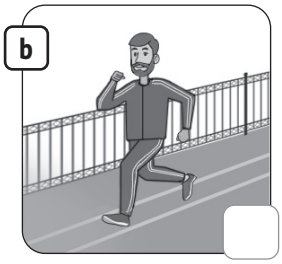
2 How is Dana feeling today?



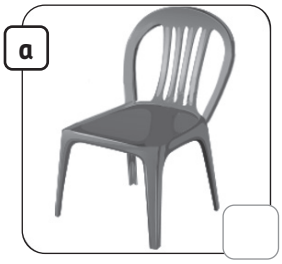


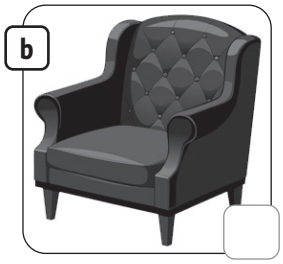
3 What is Dad doing now?



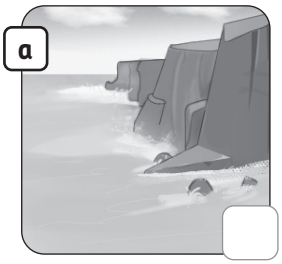


4 What is the girl's new chair made of?





5 Where did the scientist go last week?





Task 2 ES2.2 **Listen and write *True* or *False*.** _____ / 5

1 Nawaf is tired because he helped his mum at home. _____

2 Hassan used the vacuum cleaner in his house today. _____

3 Nawaf and his mother bought a new fridge today. _____

4 Nawaf's father has a headache. _____

5 Nawaf is going to cook lunch now. _____

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Vocabulary

Task 3 **Look at the pictures. Write the correct word from the box under each picture. There is one extra word.** ____ / 5

cliff dizzy kettle seahorse stream toaster

1 

_____

2 

_____

3 

_____

4 

_____

5 

_____

Grammar

Task 4 **Choose the correct words to complete the sentences.** ____ / 5

1 I'm doing exercise _____ be fit.

A for **B** to

2 My sister _____ done the washing up.

A has **B** is

3 _____ you walk in the jungle, you need a map.

A If **B** What

4 I've been to Qatar. I _____ there last month.

A 've been **B** went

5 What are they made _____?

A of **B** at

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Reading

Task 5 **Read the story. Then read the sentences and choose A or B.** _____ / 5

Last month, Reem and her family stayed at the coast for the weekend. They don't like hotels, so they stayed at her uncle's house next to the beach. When they arrived, a turtle was walking on the beach! Reem and her brother Juma decided to clean the house with Mum. Dad went food shopping. Reem mopped the floor, Juma did the washing up and Mum dried the dishes.

When Dad came back, the house was clean and tidy. Then they all went for a walk. There was a long path next to the beach. They started walking through a jungle. It was hot, so they stopped at a stream to get some rest. Reem and Juma wanted to swim in the stream, but it wasn't deep enough. When they left the jungle, they were at the top of a cliff. The cliff was very high and it was sunny, so they could see a long way. Suddenly, Reem saw something in the water below. At first, she thought it was a dolphin or a shark, but then she realised it was a big whale!

1 Where did Reem and her family stay at the weekend?

A at a hotel **B** at her uncle's house

2 What did Juma do to clean the house?

A He washed the dishes. **B** He mopped the floor.

3 Where was the path?

A near a mountain **B** near the beach

4 What did they walk through?

A a jungle **B** a desert

5 What did Reem see in the ocean?

A a dolphin **B** a whale

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Task 6 **Read the story again. Choose the correct words to complete the sentences.**

_____ / 5

1 Reem was at the coast _____.

A a week ago **B** a month ago

2 Dad _____.

A cleaned the house **B** bought food

3 They _____ at the stream.

A got some rest **B** went swimming

4 It was _____ that day.

A raining **B** sunny

5 Reem thought she saw a _____, but it wasn't.

A shark **B** whale

Writing

Task 7 **Write a text about your kitchen. Write at least 40 words. Use some of the words from the box. Answer these questions:** _____ / 5

- What machines are there?
- What do you and your family do in the kitchen?

blender coffee machine cooker do the washing up dry the dishes freezer fridge kettle oven put away the shopping microwave toaster

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Task 8 **You are feeling ill. Write an email to a friend about your health. Write at least 40 words. Use some of the words from the box. Answer these questions:**

_____ / 5

- What illness do you have?
- What do you do to stay fit?

balanced diet a cold a cough an earache exercise a headache
junk food a runny nose a sore throat a toothache relax

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Unit practice B

End of Semester practice

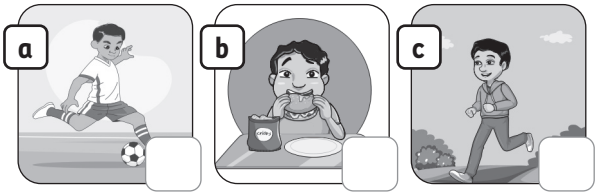
Name: _____ Time allowed: 90 minutes

Class: _____ Total _____ / 40 marks

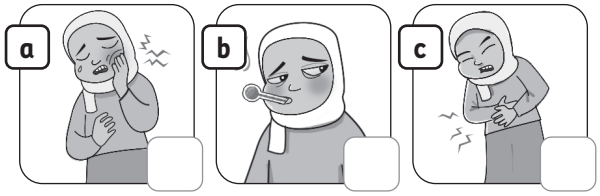
Listening

Task 1 ES2.1 **Listen and tick (✔) the correct pictures.** _____ / 5

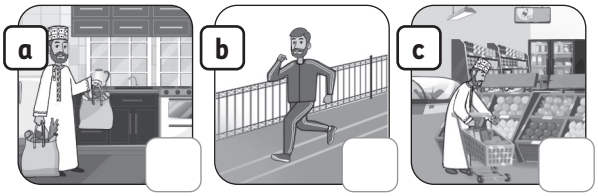
1 Which picture shows Khalid last year?



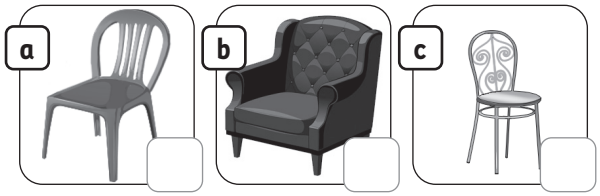
2 How is Dana feeling today?



3 What is Dad doing now?



4 What is the girl's new chair made of?



5 Where did the scientist go last week?



Task 2 ES2.2 **Listen and write *True* or *False*. Correct the false sentences.** _____ / 5

1 Nawaf is tired because he helped his mum at home.

_____

2 Hassan used the vacuum cleaner in his house today.

_____

3 Nawaf and his mother bought a new fridge today.

_____

4 Nawaf's father has a headache.

_____

5 Nawaf is going to cook lunch now.

_____

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Vocabulary

Task 3 **Look at the pictures. Write the correct word from the box under each picture. There are two extra words.** ____ / 5

cliff dizzy jellyfish kettle seahorse stream toaster

1 

_____

2 

_____

3 

_____

4 

_____

5 

_____

Grammar

Task 4 **Choose the correct option to complete the sentences.** ____ / 5

1 I'm doing exercise _____ be fit.

A to **B** for **C** so

2 My sister _____ done the washing up.

A is **B** have **C** has

3 _____ you walk in the jungle, you need a map.

A Do **B** What **C** If

4 I've been to Qatar. I _____ there last month.

A 've been **B** went **C** was going

5 What are they made _____?

A of **B** at **C** by

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Reading

Task 5 **Read the story and answer the questions.** _____ / 5

Last month, Reem and her family went to spend the weekend at the coast. They don't like hotels, so they stayed at her uncle's beach house. When they arrived, a turtle was walking on the beach! Reem and her brother Juma decided to clean the house with Mum. Dad went food shopping. Reem mopped the floor, Juma did the washing up and Mum dried the dishes.

When Dad came back and the house was clean and tidy, Reem, Juma and their dad went for a walk. Mum didn't go because she had a headache. There was a long path next to the beach. They left the path and went through a jungle. It was hot, so they stopped at a stream to get some rest. They wanted to swim in the stream, but it wasn't deep enough. When they left the jungle, they were at the top of a cliff. The cliff was very high and it was sunny, so they could see a long way. Suddenly, Reem saw something in the water below. At first, she thought it was a dolphin or a shark, but when it got closer, she realised it was a whale!

1 Where did Reem and her family stay at the weekend? _____

2 What did Juma do to help clean the house? _____

3 Why didn't Reem's mother go for a walk? _____

4 What did they walk through? _____

5 What did Reem see in the ocean? _____

Task 6 **Read the story again. Choose the correct option to complete the sentences.** _____ / 5

1 Reem was at the coast _____.

A a week ago **B** a month ago **C** a year ago

2 Dad _____.

A cleaned the house **B** washed the dishes **C** bought food

3 The path was near _____.

A the beach **B** the jungle **C** the stream

4 They _____ at the stream.

A got some rest **B** went swimming **C** played

5 It was _____ that day.

A raining **B** sunny **C** cold

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Writing

Task 7 **Write a text about your kitchen. Write at least 40 words. Answer these questions:** _____ / 5

- What machines are there?
- What do you and your family do in the kitchen?

Task 8 **You are feeling ill. Write an email to a friend about your health. Write at least 40 words. Answer these questions:** _____ / 5

- What illness have you got?
- What do you do to stay fit?

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End of Semester practice

Answer key

Listening A
Task 1
1 B **2** A **3** A **4** B **5** A

Task 2
1 True **2** True **3** False **4** True **5** False

Listening B
Task 1
1 B **2** C **3** A **4** B **5** C

Task 2
1 True **2** True **3** False (They went food shopping.) **4** True **5** False (He's going to set the table.)

Vocabulary A and B
Task 3
1 kettle **2** stream **3** cliff **4** dizzy **5** seahorse

Grammar A
Task 4
1 B **2** A **3** A **4** B **5** A

Grammar B
Task 4
1 A **2** C **3** C **4** B **5** A

Reading A
Task 5
1 B **2** A **3** B **4** A **5** B

Task 6
1 B **2** B **3** A **4** B **5** A

Reading B
Task 5
1 At her uncle's house.
2 He did the washing up.
3 Because she had a headache.
4 They walked through a jungle.
5 A whale.

Task 6
1 B **2** C **3** A **4** A **5** B

Writing A and B
Task 7
Model answer
Our kitchen is very big. There's a large oven and a fridge with a freezer. There's also a coffee machine and a toaster next to the microwave. I haven't used the coffee machine because I don't like coffee, but I use the toaster a lot. My mum always cooks in the kitchen. My brother puts away the shopping, and my sister sometimes does the washing up.

Task 8
Model answer
Hi Malik,

How are you?

I'm not feeling very well right now. I've got a cough, a sore throat and a runny nose. I also had a toothache last month, but I don't feel ill very often.

I do exercise to stay fit. I go running in the park near my house. I also try to eat a balanced diet but sometimes I eat junk food, too! I read a book to relax.

What about you? Are you healthy?

All the best,

Issa

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Audioscript

ES2.1 Task 1

Hello.
Look at Task 1.
Look at the pictures. Tick the correct pictures.

1 Which picture shows Khalid last year?
Boy 1: This is a photo of my friend, Khalid.
Boy 2: Oh yes. I know him. He's in Class 6B and he's really good at football.
Boy 1: He is now, but last year he wasn't fit. He ate a lot of junk food.

2 How is Dana feeling today?
Girl 1: Hi, Dana. Are you OK?
Girl 2: Oh! Hi, Aida… Not really. I stayed at home today because I've got a stomachache.
Girl 1: Oh no! And you had a high temperature last week.
Girl 2: I know!
Girl 1: You should go to the doctor.

3 What is Dad doing now?
Boy: Where's Dad?
Girl: He's in the kitchen. We went food shopping this morning, and now he's putting away the shopping. We're going to do some exercise in the park later. Do you want to come, too?
Boy: Sure.

4 What is the girl's new chair made of?
Girl 1: Mum has got me a new chair for my room. It's lovely!
Girl 2: Is it like mine, so made of plastic?
Girl 1: No, it's nicer than yours! Mine's black and it's made of leather.
Girl 2: Nice!

5 Where did the scientist go last week?
Boy 1: My uncle's a scientist and he visits lots of interesting places for his work. He'll go to the jungle next month.
Boy 2: Cool! Where has he been recently?
Boy 1: Well, he was at the coast last week. He showed me lots of photos there.

Now listen to Task 1 again.

ES2.2 Task 2

Hello.
Look at Task 2.
Write true or false. In Unit Practice B, correct the false sentences.

Boy 1: Hi, Hassan. It's Nawaf.
Boy 2: Hi, Nawaf. How are you?
Boy 1: I'm really tired. I helped Mum in the house today.
Boy 2: What did you do, Nawaf?
Boy 1: I used the vacuum cleaner to clean the floor.
Boy 2: I did that today, too, when Dad was at work. What did you do after lunch, Nawaf?
Boy 1: After lunch, Mum and I went food shopping and when we got home I put all the fruit and vegetables away in the fridge.
Boy 2: Did your dad go too, Nawaf?
Boy 1: No, he didn't. He's not feeling very well. He's got a headache.
Boy 2: Oh, no! My dad's also not well today either. He's got a stomachache.
Boy 1: Sorry to hear that! I have to go. I'm going to set the table for lunch.
Boy 2: Bye, Nawaf!

Now listen to Task 2 again.

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Use the writing rating scale below for Tasks 7 and 8 with a total of 5 marks for each:

Marking scale for writing tasks	
5	• Meaning is always clear. • Grammar/Vocabulary are appropriate and almost always correct. • Spelling and punctuation are excellent. • Organisation/layout are appropriate to the text.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Organisation/layout are usually appropriate to the text.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Organisation/layout are reasonably appropriate to the text.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Organisation/layout are often inappropriate to the text.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Organisation/layout are almost always inappropriate to the text.

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End of year practice

Name: _____ Time allowed: 90 minutes

Class: _____ Total _____ / 40 marks

Unit practice **A**

Listening

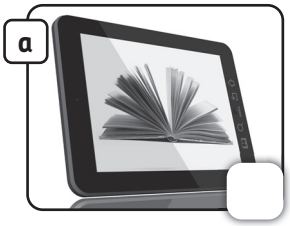
Task 1 EOY1.1 **Listen and tick (✔) the correct pictures.** _____ / 5

1 What is Amer good at?

a 

b 

2 What did Laila buy this morning?

a 

b 

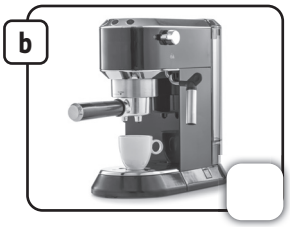
3 Where did Marwan leave his mobile phone?

a 

b 

4 What hasn't Ahmed used?

a 

b 

5 Where did Kholoud go today?

a 

b 

Task 2 EOY1.2 **Listen and write *True* or *False*.** _____ / 5

1 Amani saw the pandas at the zoo today. _____

2 Amani had a stomachache today because she ate too much chocolate. _____

3 Amani will relax now. _____

4 Amani's homework is about lobsters. _____

5 Samar likes seahorses _____

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Grammar and Vocabulary

Task 3 **Read the text. Choose the right words and write them on the lines.** /10

It's my sister's birthday tomorrow and I **(1)** _____ made her a cake. I cooked it in the **(2)** _____. Why did I make a cake? Because I'm good **(3)** _____ baking cakes and she's the **(4)** _____ sister I could have! She's hard-working and **(5)** _____ to me. Also, I **(6)** _____ her a present in town yesterday. She likes space, so I got her a **(7)** _____ with my **(8)** _____ money. It is made **(9)** _____ plastic, but the man **(10)** _____ works at the shop said it was very good.

1	did	have
2	oven	kettle
3	at	with
4	better	best
5	kind	mean
6	bought	have bought
7	sewing machine	telescope
8	pocket	purse
9	of	by
10	which	who

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Reading

Task 4 **Read Sara's email. Then read the sentences and choose A or B.** / 5



Hi Muna,
I've had a great week!

On Friday, we had a family party for my little brother's birthday. Mum and I went shopping and bought him some toys. My brother loves space and watching programmes about the planets. So Mum baked him a cake which looked like a rocket!
On Saturday, we went on a boat trip along the coast. When we were sailing, some dolphins jumped from the sea! Then I saw some jellyfish, but I didn't touch them.
After the boat trip, we walked along a path and went up a cliff. The view from there was amazing!
On Sunday at school, we had fun. We wrote emails to children in other countries. My new friend is called Katy and she's Canadian. She's very confident and polite and she looks like your Italian friend, Isabella.
I want to go for a walk in the park today after school. Would you like to come with me? I'll prepare some cheese sandwiches and if you want, you can bring a cake.

Write soon,
Sara

1 What did the birthday cake look like?

A a rocket **B** a planet

2 Which sea animals jumped from the sea?

A jellyfish **B** dolphins

3 Where is Sara's new friend from?

A Canada **B** Italy

4 Where does Sara want to go today?

A to school **B** to the park

5 What does Sara want Muna to bring with her today?

A a cake **B** sandwiches

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Task 5 **Read Sara's email again. Choose the correct words to complete the sentences.** ____ / 5

1 Sara is _____ her brother.

A older than **B** younger than

2 Sara went to the toy shop with her _____.

A brother **B** mother

3 The view from the _____ was really beautiful.

A cliff **B** path

4 Muna's friend is confident and _____.

A kind **B** polite

5 Sara will make _____ today.

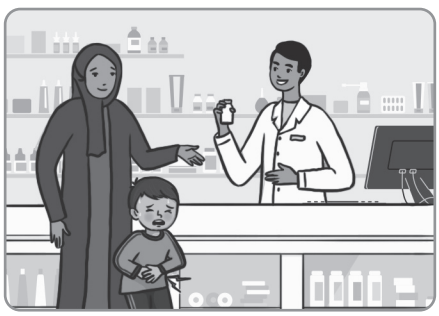
A a cake **B** sandwiches

Writing

Task 6 **Look at the three pictures of Talal's day yesterday. Write the story. Write 40 or more words. You can use some of these words.** ____ / 10

medicine pharmacy race stomachache won







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Unit practice B

End of year practice

Name: _____ Time allowed: 90 minutes

Class: _____ Total _____ / 40 marks

Listening

Task 1 EOY1.1 **Listen and tick (✔) the correct pictures.** _____ / 5

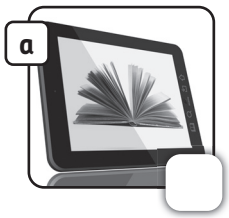
1 What is Amer good at?







2 What did Laila buy this morning?







3 Where did Marwan leave his mobile phone?

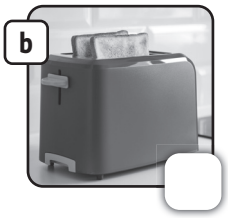






4 What hasn't Ahmed used?



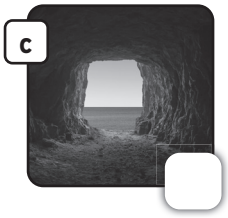




5 Where did Kholoud go today?







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Task 2 EOY1.2 **Listen and write *True* or *False*. Correct the false sentences.** ____ / 5

1 Amani saw the pandas at the zoo today.

_____

2 Amani had a stomachache today because she ate too much chocolate.

_____

3 Amani will relax now.

_____

4 Amani's homework is about lobsters.

_____

5 Samar likes seahorses.

_____

Grammar and Vocabulary

Task 3 **Read the text. Choose the right words and write them on the lines.** ____ /10

It's my sister's birthday tomorrow and I **(1)** _____ made her a cake. I used the **(2)** _____ and the blender. Why? Because I'm good **(3)** _____ baking cakes and she's the **(4)** _____ sister I could have: she's hard-working and **(5)** _____ to me. Also, I **(6)** _____ her a present in town yesterday. She likes space, so I got her a **(7)** _____ with my **(8)** _____ money. It is made **(9)** _____ plastic, but the man **(10)** _____ works at the shop said it was very good.

1	have	has	did
2	oven	kettle	vacuum cleaner
3	for	with	at
4	good	better	best
5	mean	kind	rude
6	bought	have bought	will buy
7	telescope	sewing machine	tablet
8	wallet	purse	pocket
9	of	by	with
10	who	which	where

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Reading

Task 4 **Read Sara's email and answer the questions.** _____ / 5



Hi Muna,

I've had a great week!

On Friday, we had a family party for my little brother's birthday. Mum and I went shopping and bought him some toys. My brother loves space and watching programmes about the planets. So Mum baked him a cake which looked like a rocket!

On Saturday, we went on a boat trip along the coast. When we were sailing, some dolphins jumped from the sea! Then I saw some jellyfish, but I didn't touch them. After the boat trip, we walked along a path and went up a cliff. The view from there was amazing!

On Sunday at school, we had fun. We wrote emails to children in other countries. My new friend is called Katy and she's Canadian. She's very confident and polite and she looks like your Italian friend, Isabella.

I want to go for a walk in the park today after school. Would you like to come with me? I'll prepare some cheese sandwiches and if you want, you can bring a cake.

Write soon,
Sara

1 What did the birthday cake look like? _____

2 Which two animals did Sara see when she was sailing? _____

3 Where is Sara's new friend from? _____

4 Where does Sara want to go today? _____

5 What does Sara ask Muna to bring with her? _____

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Task 5 **Read Sara's email again. Choose the correct option to complete the sentences.** / 5

1 Sara is _____ her brother.

A older than **B** younger than **C** the same age as

2 Sara went to the toy shop _____.

A alone **B** with her brother **C** with her mother

3 The view from the _____ was really beautiful.

A cliff **B** path **C** boat

4 Muna's friend is _____.

A Omani **B** Canadian **C** Italian

5 Sara will make _____ today.

A a cake **B** cheese sandwiches **C** cheese

Writing

Task 6 **Look at the three pictures of Talal's day yesterday. Write the story. Write 40 or more words.** / 10







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End of Year practice

Answer key

Listening A
Task 1
1 A **2** B **3** A **4** B **5** A

Task 2
1 True **2** False **3** False **4** False **5** True

Listening B
Task 1
1 B **2** C **3** A **4** C **5** B

Task 2
1 True **2** False (She ate too much ice cream.)
3 False (She will do her homework.)
4 False (It is about jellyfish.) **5** True

Grammar and Vocabulary A and B
Task 3
1 have
2 oven
3 at
4 best
5 kind
6 bought
7 telescope
8 pocket
9 of
10 who

Reading A
Task 4
1 A **2** B **3** A **4** B **5** A

Task 5
1 A **2** B **3** A **4** B **5** B

Reading B
Task 4
1 a rocket **2** dolphins and jellyfish
3 Canada **4** the park **5** a cake

Task 5
1 A **2** C **3** A **4** C **5** B

Writing A and B
Task 6
Model answer
Talal was getting ready to run in a race that afternoon but then he had a very bad stomachache. His mother took him to the pharmacy and bought him some medicine. He took the medicine and felt better. Later that day, Talal won the race!

Audioscript

EOY1.1 Task 1

Hello.
Look at Task 1.
Listen and tick the correct pictures.

1

Boy 1: Wow, you're good at throwing a ball, Amer!
Boy 2: Thanks! What are you good at, Jasim?
Boy 1: I can juggle. Look!
Boy 2: Wow, that's really good, Jasim!
Boy 1: And I'm good at baking cakes too.
Boy 2: That's great, Jasim! I can't do those things!

2

Girl 1: Have you seen my tablet?
Girl 2: Yes, there it is, next to the keyboard.
Girl 1: Thanks. Laila, I didn't see you this morning. Did you go out with Mum?
Girl 2: Yes, I bought a mouse. My old one wasn't working very well.

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3

Boy: Oh, no! I've lost my mobile phone!
Woman: Oh dear, where have you been?
Boy: OK … first I went to the pharmacy, but I used my phone after that. I think I left it at the toy shop then.
Woman: We can go there on the way to the butcher's.

4

Boy 1: That's a nice coffee machine, Ahmed!
Boy 2: Yes, but I haven't used it. I don't drink coffee. I like tea, but I use the kettle to make tea.
Boy 1: What about the toaster? Do you use that?
Boy 2: Oh yes, all the time!

5

Girl 1: I had a great day today!
Girl 2: Really? Did you go in the jungle, Kholoud?
Girl 1: No, but I went up the cliff. It was beautiful. And I saw a cave from the top. I didn't go in the cave.
Girl 2: Great, let's go to the cave tomorrow then.

EOY1.2 Task 2

Hello.
Look at Task 2.
Listen and write true or false. For unit practice B, correct the false sentences.

Girl 1: Hi, Samar.
Girl 2: Hi, Amani. What did you do today?
Girl 1: We went on a school trip to the zoo.
Girl 2: Did you see the gorillas?
Girl 1: No, I didn't, but I saw the pandas.
Girl 2: Cool! I love pandas. So, did you have fun?
Girl 1: It was OK, but I was feeling ill so I didn't have a great day.
Girl 2: Oh no! Did you have a headache?
Girl 1: I had a stomachache. I think I ate too much ice cream.
Girl 2: You should relax then.
Girl 1: I'd love to, but I need to do my homework.
Girl 2: What homework?
Girl 1: I have to read about jellyfish. Do you like jellyfish, Samar?
Girl 2: Jellyfish? Ooh … I don't like them! I prefer seahorses.
Girl 1: Haha … Well, I'll call you at the weekend.
Girl 2: OK … Bye, Amani!
Girl 1: Bye, Samar!

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Use the writing rating scale below for Task 6 with a total of 10 marks.

Marking scale for writing task	
10	• Meaning is always clear. • Grammar/Vocabulary are appropriate and almost always correct. • Spelling and punctuation are excellent. • Organisation/layout are appropriate to the text.
8	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Organisation/layout are usually appropriate to the text.
6	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Organisation/layout are reasonably appropriate to the text.
4	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Organisation/layout are often inappropriate to the text.
2	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Organisation/layout are almost always inappropriate to the text.

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Unit 5 practice

Name: _____ Time allowed: 35 minutes

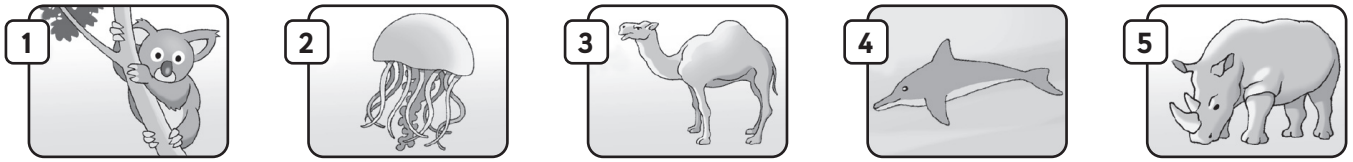
Class: _____ Total _____ / 30 marks

Unit practice A

Vocabulary

Task 1 **Read and match. Match the words and the pictures.** _____ / 2.5

Arabian camel dolphin jellyfish koala rhino



_____ _____ _____ _____ _____

Reading

Task 2 **Read Khalid's text about his visit to the zoo. Write *True* or *False*.** _____ / 5

Yesterday was really cool! I went with my teacher Mr Hassan and my class to the zoo. We arrived early, when the zoo opened, to have time to see everything. First we saw the koalas. They were having breakfast when we arrived. Koalas only eat something called eucalyptus, and a lot of it – they can eat one kilo every day! They also sleep up to 22 hours a day!

Then we saw an Arabian leopard, a rhino, a gorilla and many other animals, but my favourite animals were the polar bears. We went inside a building to see them because they like very cold temperatures. The two polar bears were swimming and playing with each other when we arrived. I was very sad to find out that polar bears are endangered. Because the planet is getting warmer, there is less ice where they live, so there is less space for them. We really need to do something about that.

At the end of the day, we stopped at the gift shop and I bought a book about polar bears. I took lots of photos with my camera and showed them to my parents at home.

1 The students arrived late at the zoo. _____

2 The koalas were eating when they arrived. _____

3 The students only saw the koalas and the polar bears. _____

4 The polar bears were playing when the students arrived. _____

5 Khalid bought some photos at the gift shop. _____

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Grammar

Task 3 **Read and complete the sentences. Use the past simple or past continuous form of the verbs in brackets.** ____ / 2.5

1 The rhinos _____ (not drink) water when the tourists _____ (take) photos of them.

2 When we _____ (arrive) at the gorillas' cage, they _____ (eat) some fruit.

3 Osama and Saleh _____ (dive) when a squid _____ (swim) past them.

4 The shark _____ (swim) near the boat when the people _____ (start) to shout.

5 The polar bear _____ (catch) fish when the seal _____ (jump) out of the water.

Writing

Task 4 **Answer the questions** ____ / 5

1 What were you doing yesterday when your dad came home?
I was _____

2 Which animals are endangered? _____ are endangered.

3 What should you remember to do to look after a small animal? Remember to _____

4 Where were you at eleven o'clock last night? I was _____

5 Which are your favourite land and sea animals? Why? My favourite land animal is _____ and _____

Listening

Task 5 UP5.1 **Listen and tick (✔) the correct pictures.** ____ / 2.5

1




2




3




4

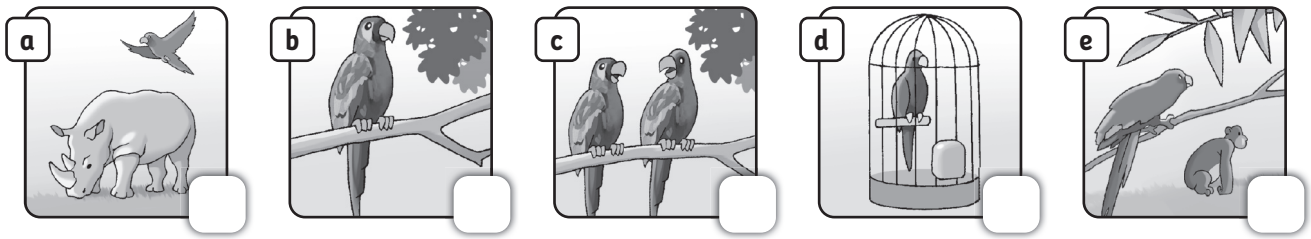



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Task 6 UP5.2 **Listen and number the pictures.** ____ / 2.5



Speaking

Task 7 **In pairs, ask and answer.** ____ / 10

1 Which large animal lives in cold places and is white?

The … lives in cold places …

2 What do seals eat?

They eat …

3 Which animal lives in the sea and has a hard shell?

The … lives in the sea …

4 Which animal lives in the desert?

The … lives in …

5 Which animal lives in the sea and is dangerous?

The … lives in the sea …

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Unit 5 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

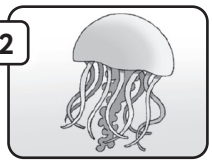
Unit practice **B**

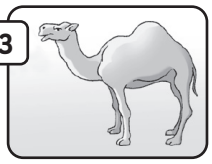
Vocabulary

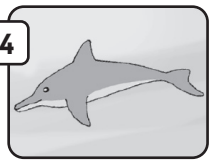
Task 1 **Read and match. Match the words and the pictures. There are three extra words.** _____ / 2.5

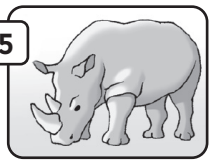
Arabian camel dolphin jellyfish koala lobster octopus ray rhino

1 

2 

3 

4 

5 

_____ _____ _____ _____ _____

Reading

Task 2 **Read Khalid's text about his visit to the zoo. Write *True* or *False*. Then correct the false sentences.** _____ / 5

Yesterday was really cool! I went with my teacher Mr Hassan and my class to the zoo. We arrived early, when the zoo opened, to have time to see everything. First we saw the koalas. They were having breakfast when we arrived. Koalas only eat something called eucalyptus, and a lot of it – they can eat one kilo every day! They also sleep up to 22 hours a day!

Then we saw an Arabian leopard, a rhino, a gorilla and many other animals, but my favourite animals were the polar bears. We went inside a building to see them because they like very cold temperatures. The two polar bears were swimming and playing with each other when we arrived. I was very sad to find out that polar bears are endangered. Because the planet is getting warmer, there is less ice where they live, so there is less space for them. We really need to do something about that.

At the end of the day, we stopped at the gift shop and I bought a book about polar bears. I took lots of photos with my camera and showed them to my parents at home.

1 Koalas eat and sleep a lot. _____

2 Khalid liked the koalas the most. _____

3 The polar bears are in a building that is colder than the rest of the zoo.

_____

4 The polar bears were sleeping when the students arrived.

_____

5 Polar bears are endangered because the place they live in is getting smaller.

_____

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Grammar

Task 3 **Read and complete the sentences. Use the past simple or past continuous form of the verbs.** ____ / 2.5

arrive catch dive eat jump not drink start swim swim take

1 The rhinos _____ water when the tourists _____ photos of them.
2 When we _____ at the gorillas' cage, they _____ some fruit.
3 Osama and Saleh _____ in the sea when a squid _____ past them.
4 The shark _____ near the boat when the people _____ to shout.
5 The polar bear _____ fish when the seal _____ out of the water.

Writing

Task 4 **Answer the questions.** ____ / 5

1 What were you doing yesterday when your dad came home?
_____
2 Which animals are endangered? _____
3 What should you remember to do to look after a small animal? _____
4 Where were you at eleven o'clock last night? _____
5 Which are your favourite land and sea animals? Why?
_____

Listening

Task 5 UP5.1 **Listen and tick (✔) the correct pictures.** ____ / 2.5

1




2



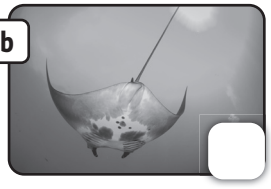

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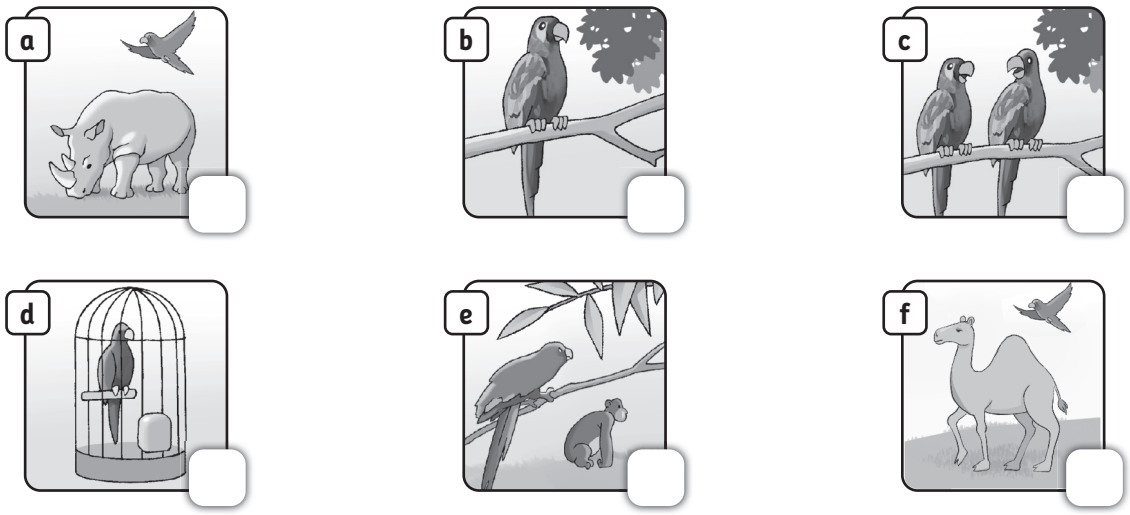



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Task 6 UP5.2 **Listen and number the pictures. There is one extra picture.** ____ / 2.5



Speaking

Task 7 **In pairs, ask and answer.** ____ / 10

1 Which large animal lives in cold places and is white?

2 What do seals eat?

3 Which animal lives in the sea and has a hard shell?

4 Which animal lives in the desert?

5 Which animal lives in the sea and is dangerous?

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Unit 5 practice

Answer key

Vocabulary A and B

1 **1** koala **2** jellyfish **3** Arabian camel **4** dolphin **5** rhino

Reading A

2 **1** False **2** True **3** False **4** True **5** False

Reading B

2 **1** True **2** False (He liked the polar bears.) **3** True **4** False (They were swimming and playing.) **5** True

Grammar A and B

3 **1** weren't drinking, took
2 arrived, were eating
3 were diving, swam
4 was swimming, started
5 was catching, jumped

Writing A and B

Some possible answers:

4 **1** I was doing my homework.
2 Polar bears and gorillas are endangered.
3 Remember to feed it, clean the cage and change the water.
4 I was in bed/sleeping.
5 My favourite land animal is the Arabian leopard and my favourite sea animal is the seahorse, because they're beautiful.

Listening A

5 **1** a **2** b **3** a **4** a **5** b
6 **1** d **2** c **3** a **4** e **5** b

Listening B

5 **1** a **2** b **3** a **4** a **5** b
6 **1** d **2** c **3** a **4** e **5** b

Audioscript

UP5.1 Task 5

1
A whale is the largest animal that lives in the sea.

2
A panda is a kind of bear which lives in forests and doesn't eat meat.

3
An oyster lives inside a shell in the sea. It doesn't have legs.

4
A gorilla is a very large, strong animal.

5
A ray lives in the sea and it doesn't have a shell.

UP5.2 Task 6

1
The parrot was sleeping in its cage.

2
The parrot was talking to another parrot.

3
Woman: Was the parrot flying over a rhino?
Man: Yes, it was.

4
The parrot was looking at the gorilla.

5
The parrot was sitting in a tree.

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Speaking A and B

The Speaking quiz should be taken by students in a separate class. Ask students to work in pairs. They should ask and answer the questions which you will assess.
Using the rating scale below, determine the scale out of 10 for the students' answers.
Accept short answers as long as they are appropriate. The answers below are suggested. More advanced students will offer longer, more extended answers.
Allow for a minute between each pair of students to assess performance according to the speaking scales.

Some possible answers:

1 Polar bears live in cold places and are white.
2 They eat fish and squid
3 Turtles/Lobsters live in the sea and have a hard shell.
4 Arabian camels live in the desert.
5 Sharks live in the sea and are dangerous.

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Use the writing rating scale below for Task 4 with a total of 5 marks:

Marking scale for writing task	
5	• Meaning is always clear. • Grammar/Vocabulary are appropriate and almost always correct. • Spelling and punctuation are excellent. • Organisation/layout are appropriate to the text.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Organisation/layout are usually appropriate to the text.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Organisation/layout are reasonably appropriate to the text.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Organisation/layout are often inappropriate to the text.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Organisation/layout are almost always inappropriate to the text.

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Use the speaking rating scale below for Task 7 with a total of 10 marks:

<table>
<tr><th colspan="3">Marking scale for speaking tasks</th></tr>
<tr><th>OUTCOME</th><th colspan="2">RATING SCALE</th></tr>
<tr><td rowspan="2">Can interact with others</td><td>10</td><td>• Interacts confidently and effectively with others in a variety of contexts.
• Can initiate interaction and also respond appropriately.
• Maintains flow of interaction by dealing effectively with problems/misunderstandings.
• Pronunciation has some L1 features, but is generally clear and easy to understand.</td></tr>
<tr><td>9</td><td>Between descriptors above and below</td></tr>
<tr><td rowspan="9">Covers the ability to take part in different kinds of (mostly routine) interactions in a variety of contexts:
• short exchanges
• sharing information
• expressing opinions
• negotiating with others to make decisions.

This includes the ability to:
• initiate and respond
• use social language
• ask and answer questions
• notice and repair misunderstandings
• make and respond to suggestions, offers, requests, etc.
• use appropriate grammar and vocabulary correctly
• pronounce English clearly (or least intelligibly).

Note: These interactions may be with the teachers, students or others.</td><td>8</td><td>• Interacts with others reasonably well in most situations.
• Responds appropriately, but sometimes lacks flexibility and the ability to initiate.
• Usually manages to keep the interaction going, but with occasional difficulties.
• L1 accent, but only rarely impeding understanding.</td></tr>
<tr><td>7</td><td>Between descriptors above and below</td></tr>
<tr><td>6</td><td>• Manages to interact with others, but only in a rather limited way.
• Can respond to relatively simple input, but has difficulty when a more complex response is required.
• Patience is sometimes required from the other participant(s) in the interaction.
• Noticeable L1 accent, leading to occasional misunderstandings.</td></tr>
<tr><td>5</td><td>Between descriptors above and below</td></tr>
<tr><td>4</td><td>• Has very obvious limitations in interacting with others.
• Responses are slow and sometimes inappropriate.
• Patience is often required from the other participant(s) in the interaction.
• Strong L1 accent, placing some strain on the other participant(s).</td></tr>
<tr><td>3</td><td>Between descriptors above and below</td></tr>
<tr><td>2</td><td>• Has great difficulty in interacting with others and in responding even to quite simple input.
• There are frequent pauses and breakdowns in communication.
• Serious pronunciation defects make speech difficult for other participant(s) to follow.</td></tr>
</table>

Unit 6 practice

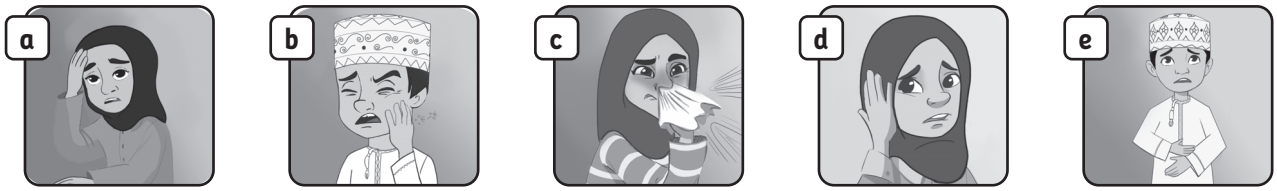
Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Unit practice A

Vocabulary

Task 1 **Match the words with the pictures.** _____ / 2.5



1 a toothache ☐ **2** a runny nose ☐ **3** a stomachache ☐

4 a headache ☐ **5** an earache ☐

Reading

Task 2 **Read the text and choose the correct answers.** _____ / 5

Hi Hazim,
I'm sorry to hear that you have earache at the moment and can't come to our basketball practice later tonight. I had an earache last year, and it was terrible! Do you have a sore throat or a runny nose? Perhaps you have a cold. I think you should see a doctor about it.
Last month you felt dizzy during basketball practice too. You should think about what you're eating. I know you're fit because you do a lot of exercise, but you also eat a lot of junk food. A balanced diet can really help keep you healthy and be sick less often.
I'm having a health problem at the moment, too! I've got a toothache, but I'm going to the dentist this afternoon. So I think I'll be OK to go to basketball practice this evening.
I really hope you feel better soon, and don't worry, I'll tell Mr Thamer that you're ill.
Talk soon,
Mudrik

1 Hazim has an earache / a sore throat at the moment.

2 Mudrik thinks that Hazim has a toothache / cold.

3 Last month, Hazim felt dizzy / sick during basketball practice.

4 Mudrik thinks that Hazim eats a balanced diet / too much junk food.

5 Mudrik is going to basketball practice / the dentist this afternoon.

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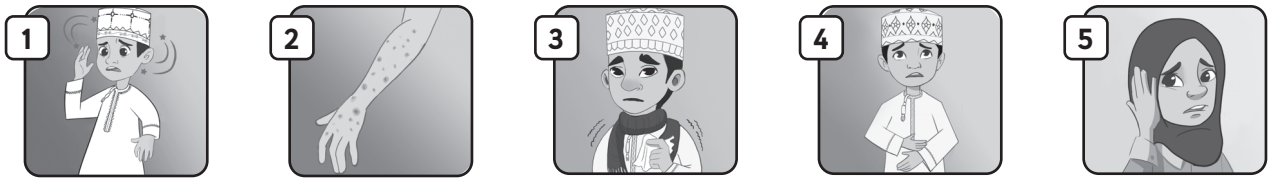
Grammar

Task 3 **Read and match the sentence halves.** _____ / 2.5

1	Nawaf went to the gym	**a**	to buy some medicine.
2	Amani sat in the garden	**b**	to relax.
3	Malik went to the greengrocer's	**c**	to do exercise.
4	Ruba read a book	**d**	to buy some oranges.
5	Saleh went to the pharmacy	**e**	to learn about eating a balanced diet.

Writing

Task 4 **Look at the pictures and write advice using *should* or *shouldn't*.** _____ / 5



1 He feels dizzy. (should) _____

2 She's got a rash. (shouldn't) _____

3 He's got a cold. (should) _____

4 He's got a stomachache. (shouldn't) _____

5 She's got an earache. (should) _____

Listening

Task 5 UP6.1 **Listen and tick (✔) the correct pictures.** _____ / 2.5

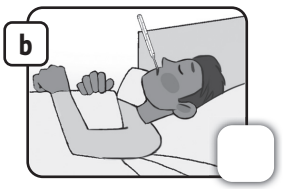
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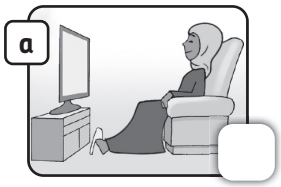


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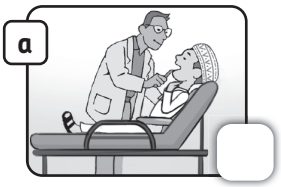


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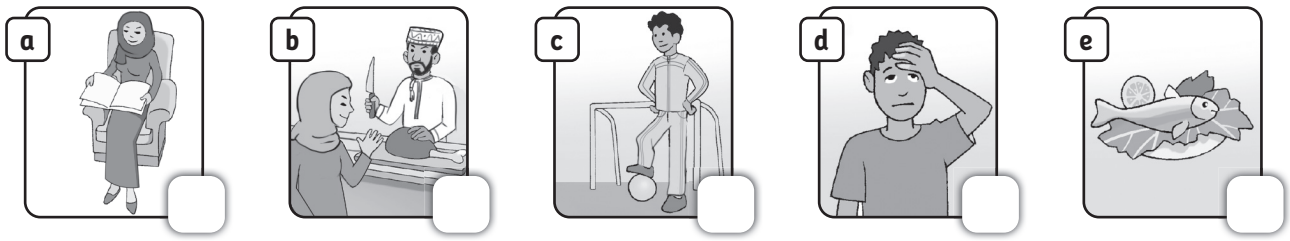
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Task 6 UP6.2 **Listen and number the pictures.** ____ / 2.5



Speaking

Task 7 **In pairs, ask and answer.** ____ / 10

1 What do you do when you feel sick?

When I feel sick, I …

2 How can I get fit and healthy?

You should …

3 Why do people go to a sports shop?

People go to a sports shop to …

4 What foods are healthy and what foods are unhealthy?

I think …

5 Why does your mum go to the pharmacy?

My mum goes to the pharmacy to …

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Unit 6 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Unit practice **B**

Vocabulary

Task 1 **Look at the pictures and complete the sentences.** _____ / 2.5



1 He eats too many sweets and he's got a t_____.

2 She needs a tissue because she's got a r_____ n_____.

3 He ate too much ice cream and now he's got a s_____.

4 She took some medicine because she's got a h_____.

5 She's got an e_____.

Reading

Task 2 **Read the text about Mudrik and complete the sentences.** _____ / 5

Hi Hazim,

I'm sorry to hear that you have earache at the moment and can't come to our basketball practice later tonight. I had an earache last year, and it was terrible! Do you have a sore throat or a runny nose? Perhaps you have a cold. I think you should see a doctor about it.

Last month you felt dizzy during basketball practice too, didn't you? You should think about what you're eating. I know you're fit because you do a lot of exercise, but you also eat a lot of junk food. A balanced diet can really help keep you healthy and be sick less often.

I'm having a health problem at the moment, too! I've got a toothache, but I'm going to the dentist this afternoon. So I think I'll be OK to go to basketball practice this evening.

I really hope you feel better soon, and don't worry, I'll tell Mr Thamer that you're ill.

Talk soon,
Mudrik

1 Hazim has bad _____ at the moment.

2 Mudrik thinks that Hazim has a _____.

3 Last month, Hazim felt _____ during basketball practice.

4 Mudrik thinks that Hazim eats too much _____.

5 Mudrik is going to the _____ this afternoon.

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Grammar

Task 3 **Read and match the sentence halves. There are two endings you don't need.**

_____ / 2.5

1 Nawaf went to the gym	**a** to buy some medicine.
2 Amani sat in the garden	**b** to relax.
3 Malik went to the greengrocer's	**c** to do exercise.
4 Ruba read a book	**d** to eat junk food.
5 Saleh went to the pharmacy	**e** to learn about eating a balanced diet.
	f to be unhealthy.
	g to buy some oranges.

Writing

Task 4 **Read and write advice using *should* or *shouldn't*.** _____ / 5

1 He feels dizzy. _____

2 She's got a rash. _____

3 He's got a cold. _____

4 He's got a stomachache. _____

5 She's got an earache. _____

Listening

Task 5 UP6.1 **Listen and tick (✔) the correct pictures.** _____ / 2.5

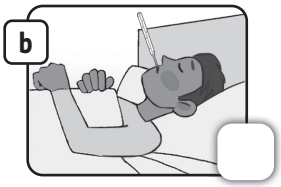
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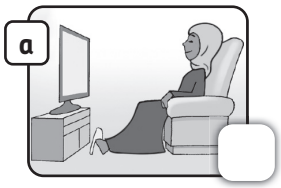


2





3





4





5





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Task 6 UP6.2 **Listen and complete the sentences.** ____ / 2.5

1 The boy feels _____.

2 His mum says people should eat a _____ and do exercise.

3 The woman reads _____ to relax.

4 The boy has got a _____.

5 The boy's mum went to the butcher's to get some _____.

Speaking

Task 7 **In pairs, ask and answer.** ____ / 10

1 What do you do when you feel sick?

2 How can I get fit and healthy?

3 Why do people go to a sports shop?

4 What foods are healthy and what foods are unhealthy?

5 Why does your mum go to the pharmacy?

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Unit 6 practice

Answer key

Vocabulary A
1 **1** b **2** c **3** e **4** a **5** d

Vocabulary B
1 **1** toothache **2** runny nose
3 stomachache **4** headache **5** earache

Reading A
2 **1** an earache **2** cold **3** dizzy
4 too much junk food **5** the dentist

Reading B
2 **1** earache **2** cold **3** dizzy **4** junk food
5 dentist

Grammar A
3 **1** c **2** b **3** d **4** e **5** a

Grammar B
3 **1** c **2** b **3** g **4** e **5** a

Writing A and B

Some possible answers:
4 **1** He should sit down.
2 She shouldn't scratch it.
3 He should blow his nose.
4 He shouldn't eat sweets.
5 She should go to the doctor.

Listening A
5 **1** b **2** b **3** a **4** a **5** a
6 **1** c **2** e **3** a **4** d **5** b

Listening B
5 **1** b **2** b **3** a **4** a **5** a
6 **1** fit **2** balanced diet **3** magazines
4 headache **5** meat

Audioscript

UP6.1 Task 5

1
Nawaf's trying to get fit, so he's eating a balanced diet now. He loves all kinds of vegetables.

2
Rashid's not at school today. He's at home in bed with a very high temperature.

3
Zainab wasn't very healthy when she was younger. She didn't do any sports.

4
Hassan went to the doctor's to talk about his sore throat.

5
Thuriya had a busy day at work, so she's relaxing now.

UP6.2 Task 6

1
Boy 1: Hi, Majid. How are you?
Boy 2: I'm very well, thanks. I feel fit and ready for our big football match tomorrow.

2
Girl 1: My mum says that we should eat a balanced diet … you know, lots of fruit, vegetables and fish. And we should do exercise every day, too.
Girl 2: Your mum's right!

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3

Girl: What do you do to relax, Aunt Bushra?

Woman: I read magazines and listen to the Holy Quran on my tablet.

4

Boy: I've got a headache.

Man: Oh no! You should lie down.

5

Girl: Where's Mum?

Woman: She went to the butcher's to buy some meat.

Speaking A and B

The Speaking quiz should be taken by students in a separate class. Ask students to work in pairs. They should ask and answer the questions which you will assess.
Using the rating scale below, determine the scale out of 10 for the students' answers. Accept short answers as long as they are appropriate. The answers below are suggested. More advanced students will offer longer, more extended answers.
Allow for a minute between each pair of students to assess performance according to the speaking scales.

Some possible answers:

1 When I feel sick, I go to the doctor.
2 You should do exercise and eat healthy food.
3 People go to a sports shop to buy sports clothes.
4 I think vegetables are healthy and sweets are unhealthy.
5 My mum goes to the pharmacy to buy medicine.

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Use the writing rating scale below for Task 4 with a total of 5 marks:

Marking scale for writing task	
5	• Meaning is always clear. • Grammar/Vocabulary are appropriate and almost always correct. • Spelling and punctuation are excellent. • Organisation/layout are appropriate to the text.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Organisation/layout are usually appropriate to the text.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Organisation/layout are reasonably appropriate to the text.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Organisation/layout are often inappropriate to the text.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Organisation/layout are almost always inappropriate to the text.

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Use the speaking rating scale below for Task 7 with a total of 10 marks:

<table>
<tr><th colspan="3">Marking scale for speaking task</th></tr>
<tr><th>OUTCOME</th><th colspan="2">RATING SCALE</th></tr>
<tr><td rowspan="2">Can interact with others</td><td>10</td><td>• Interacts confidently and effectively with others in a variety of contexts.
• Can initiate interaction and also respond appropriately.
• Maintains flow of interaction by dealing effectively with problems/misunderstandings.
• Pronunciation has some L1 features, but is generally clear and easy to understand.</td></tr>
<tr><td>9</td><td>Between descriptors above and below</td></tr>
<tr><td rowspan="9">Covers the ability to take part in different kinds of (mostly routine) interactions in a variety of contexts:
• short exchanges
• sharing information
• expressing opinions
• negotiating with others to make decisions.

This includes the ability to:
• initiate and respond
• use social language
• ask and answer questions
• notice and repair misunderstandings
• make and respond to suggestions, offers, requests, etc.
• use appropriate grammar and vocabulary correctly
• pronounce English clearly (or least intelligibly).

Note: These interactions may be with the teachers, students or others.</td><td>8</td><td>• Interacts with others reasonably well in most situations.
• Responds appropriately, but sometimes lacks flexibility and the ability to initiate.
• Usually manages to keep the interaction going, but with occasional difficulties.
• L1 accent, but only rarely impeding understanding.</td></tr>
<tr><td>7</td><td>Between descriptors above and below</td></tr>
<tr><td>6</td><td>• Manages to interact with others, but only in a rather limited way.
• Can respond to relatively simple input, but has difficulty when a more complex response is required.
• Patience is sometimes required from the other participant(s) in the interaction.
• Noticeable L1 accent, leading to occasional misunderstandings.</td></tr>
<tr><td>5</td><td>Between descriptors above and below</td></tr>
<tr><td>4</td><td>• Has very obvious limitations in interacting with others.
• Responses are slow and sometimes inappropriate.
• Patience is often required from the other participant(s) in the interaction.
• Strong L1 accent, placing some strain on the other participant(s).</td></tr>
<tr><td>3</td><td>Between descriptors above and below</td></tr>
<tr><td>2</td><td>• Has great difficulty in interacting with others and in responding even to quite simple input.
• There are frequent pauses and breakdowns in communication.
• Serious pronunciation defects make speech difficult for other participant(s) to follow.</td></tr>
</table>

Unit 7 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Unit practice A

Vocabulary

Task 1 **Choose the correct words.** _____ / 2.5

1 People use a toaster kettle to make water hot.

2 You can wash your clothes in the washing machine vacuum cleaner.

3 You shouldn't put ice cream in the oven freezer.

4 People can melt butter in a microwave sewing machine.

5 You have to keep milk in the oven fridge.

Reading

Task 2 **Read the text about Anood's busy day. Write *True* or *False*.** _____ / 5



Anood and her mum have had a very busy day. They cleaned the house together this morning. Anood's mum cleaned the windows and Anood used the vacuum cleaner to clean the floor. Then Anood helped her mum make some vegetable soup for lunch. But after that the cooker was a mess, so Anood cleaned it. Her mum made a big chocolate cake because it's Anood's sister's birthday tomorrow. She'll be ten.

In the afternoon, Anood's mum sat down and made Anood a special costume for a play at her school. She used her new sewing machine to make it. But there was a problem with the sewing machine and it doesn't work now! When Mum was making the costume, Anood made a lovely birthday card for her sister. She'll give it to her tomorrow morning.

1 Anood's mum has been busy today. _____

2 Anood and her mum went out together for lunch. _____

3 Anood's mum cleaned the cooker. _____

4 Anood's mum made her a costume. _____

5 Anood made a card for her mother. _____

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Grammar

Task 3 **Read and complete the sentences. Use the present perfect form of the verbs in brackets.** ____ / 2.5

1 I _____ on the kettle to make some tea. (turn)

2 Malik _____ the dishes from dinner. (not dry)

3 _____ you ever _____ a shirt, Razan? (iron)

4 Arwa _____ the washing up, so I'll put away the shopping. (do)

5 We_____ our clothes this week. Can we do it today? (not wash)

Writing

Task 4 **Read and complete the conversation with these words.** ____ / 5

find it in the kitchen made of metal or plastic use it for cleaning
washing clothes washing machine

Maryam: OK … Let's play a guessing game, Zakeya! What am I thinking about?

Zakeya: Can you **(1)** _____?

Maryam: Yes, you can.

Zakeya: Do you **(2)** _____?

Maryam: Yes, you do.

Zakeya: OK. Hmm … Is it for **(3)** _____?

Maryam: Yes, it is.

Zakeya: I think I know what it is! Is it **(4)** _____?

Maryam: Yes, it is.

Zakeya: I've got it! It's a **(5)** _____!

Maryam: That's right! Well done!

Listening

Task 5 UP7.1 **Listen and number the pictures.** ____ / 2.5


a


b


c


d


e

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Task 6 UP7.2 **Listen and choose the correct answers.** ____ / 2.5

1 Anood has used the kettle cooker.

2 Sabah has dried the dishes done the washing up.

3 Bushra's mum has used a coffee machine sewing machine.

4 Juma and Mazin go food shopping set the table every week.

5 The boy has used the dishwasher vacuum cleaner.

Speaking

Task 7 **In pairs, ask and answer.** ____ / 10

1 What do people do with a kettle?

They use it to …

2 Have you ever used a sewing machine?

Yes/No, I …

3 How often do you set the table?

I set the table …

4 What other jobs do you do in the house?

I …

5 How often do you use the microwave?

I use the microwave …

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Unit practice B

Unit 7 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Vocabulary

Task 1 **Choose the correct words.** _____ / 2.5

1 People use a toaster **kettle** sewing machine to make water hot.

2 You can wash your clothes in the freezer **washing machine** vacuum cleaner.

3 People can melt butter in a fridge **microwave** sewing machine.

4 You should use a vacuum cleaner **kettle** blender to clean the floor.

5 People bake cakes in the oven **fridge** coffee machine.

Reading

Task 2 **Read the text about Anood's busy day. Write *True* or *False*. Then correct the false sentences.** _____ / 5



Anood and her mum have had a very busy day. They cleaned the house together this morning. Anood's mum cleaned the windows and Anood used the vacuum cleaner to clean the floor. Then Anood helped her mum make some vegetable soup for lunch. But after that the cooker was a mess, so Anood cleaned it. Her mum made a big chocolate cake because it's Anood's sister's birthday tomorrow. She'll be ten.

In the afternoon, Anood's mum sat down and made Anood a special costume for a play at her school. She used her new sewing machine to make it. But there was a problem with the sewing machine and it doesn't work now! When Mum was making the costume, Anood made a lovely birthday card for her sister. She'll give it to her tomorrow morning.

1 Anood's mum has been busy today.

_____

2 Anood and her mum went out together for lunch.

_____

3 Anood's mum cleaned the cooker.

_____

4 Anood's mum made her a costume.

_____

5 Anood made a card for her mother.

_____

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Grammar

Task 3 **Read and complete the sentences. Use the present perfect form of these verbs.** ____ / 2.5

do not dry iron turn not wash

1 I _____ on the kettle to make some coffee.

2 Malik _____ the dishes from dinner.

3 _____ you ever _____ a shirt, Razan?

4 Arwa _____ the washing up, so I'll put away the shopping.

5 We _____ clothes this week. Can we do it today?

Writing

Task 4 **Read and complete the conversation.** ____ / 5

Maryam: OK … Let's play a guessing game, Zakeya! What am I thinking about?

Zakeya: **(1)** _____?

Maryam: Yes, you can find it in the kitchen.

Zakeya: **(2)** _____?

Maryam: Yes, you use it for cleaning.

Zakeya: OK. Hmm … **(3)** _____?

Maryam: Yes, it is for washing clothes.

Zakeya: I think I know what it is! **(4)** _____?

Maryam: Yes, it is. It's made of metal or plastic.

Zakeya: I've got it! **(5)** _____!

Maryam: That's right! Well done!

Listening

Task 5 UP7.1 **Listen and number the pictures.** ____ / 2.5











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Task 6 UP7.2 **Listen and choose the correct answers.** _____ / 2.5

1 Anood has used the kettle cooker microwave.

2 Sabah has dried the dishes done the washing up put clothes in the washing machine.

3 Bushra's mum has used a coffee machine washing machine sewing machine.

4 Juma and Mazin go food shopping put away the shopping set the table.

5 The boy has used the dishwasher vacuum cleaner washing machine.

Speaking

Task 7 **In pairs, ask and answer.** _____ / 10

1 What do people do with a kettle?

2 Have you ever used a sewing machine?

3 How often do you set the table?

4 What other jobs do you do in the house?

5 How often do you use the microwave?

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Unit 7 practice

Answer key

Vocabulary A

1 **1** kettle **2** washing machine **3** oven **4** microwave **5** fridge

Vocabulary B

1 **1** kettle **2** washing machine **3** microwave **4** vacuum cleaner **5** oven

Reading A

2 **1** True **2** False **3** False **4** True **5** False

Reading B

2 **1** True
2 False (They made lunch together at home.)
3 False (Anood cleaned the cooker.)
4 True
5 False (It was for her sister.)

Grammar A and B

3 **1** have turned
2 hasn't dried
3 Have, ironed
4 has done
5 haven't washed

Writing A and B

Some possible answers:

4 **1** Can you find it in the kitchen?
2 Do you use it for cleaning?
3 Is it for washing clothes?
4 Is it made of metal or plastic?
5 It's a washing machine!

Listening A and B

5 **1** d **2** c **3** a **4** e **5** b

6 **1** cooker **2** done the washing up **3** sewing machine **4** go food shopping **5** vacuum cleaner

Audioscript

UP7.1 Task 5

1

Girl: What has Mum just put in the oven?
Boy: Some chicken and potatoes … for our dinner.
Girl: Yum! I'm hungry!

2

Girl: Can we make some juice?
Woman: Sure, go and get the blender. It's over there.

3

Boy 1: Where's the ice cream?
Boy 2: It was too hard, so I put it in the microwave.
Boy 1: Oh no! It will melt!

4

Woman: Are you going to use the kettle to make coffee?
Man: No. I've made it. I used the coffee machine.
Woman: Great … I'll have some, too.

5

Girl 1: Let's make some ice for our orange juice.
Girl 2: OK, I'll put water in the ice cube tray.
Girl 1: And then you'll put it in the freezer?
Girl 2: Yes, of course! That's how you make ice.

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UP7.2 Task 6

1

Zainab: Have you used the cooker today, Anood?
Anood: Yes, I have. I made some eggs and toast for breakfast.
Zainab: It doesn't work now!
Anood: Look … you haven't turned it on!

2

Jood: Have you dried the dishes, Sabah?
Sabah: No, but I have done the washing up.
Jood: OK, I'll dry the dishes after I put the clothes in the washing machine.

3

Budoor: Have you ever used a sewing machine, Bushra?
Bushra: No, never. But my mum has.
Budoor: Did she make you something to wear?
Bushra: Yes, she did.

4

Juma: How do you help in the house every week, Mazin?
Mazin: I go food shopping with my mum on Fridays, and I set the table for lunch every day. What about you, Juma?
Juma: I also go food shopping with my mum, and I put it away when we get home.

5

Boy 1: I'm going to help Mum. I'll clean the floor.
Boy 2: I've done it!
Boy 1: Wow! You mean you've used the vacuum cleaner?
Boy 2: Haha … Yes, I have!
Boy 1: OK. I'll do the washing up then.

Speaking A and B

The Speaking quiz should be taken by students in a separate class. Ask students to work in pairs. They should ask and answer the questions which you will assess.
Using the rating scale below, determine the scale out of 10 for the students' answers. Accept short answers as long as they are appropriate. The answers below are suggested. More advanced students will offer longer, more extended answers.
Allow for a minute between each pair of students to assess performance according to the speaking scales.

Some possible answers:

1 They use it to make hot water.
2 Yes, I have. / No, I haven't.
3 I set the table for dinner every day.
4 I go food shopping and dry the dishes.
5 I use the microwave every day in the morning.

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Use the writing rating scale below for Task 4 with a total of 5 marks:

Marking scale for writing task	
5	• Meaning is always clear. • Grammar/Vocabulary are appropriate and almost always correct. • Spelling and punctuation are excellent. • Organisation/layout are appropriate to the text.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Organisation/layout are usually appropriate to the text.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Organisation/layout are reasonably appropriate to the text.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Organisation/layout are often inappropriate to the text.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Organisation/layout are almost always inappropriate to the text.

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Use the speaking rating scale below for Task 7 with a total of 10 marks:

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<tr><td rowspan="9">Covers the ability to take part in different kinds of (mostly routine) interactions in a variety of contexts:
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• sharing information
• expressing opinions
• negotiating with others to make decisions.

This includes the ability to:
• initiate and respond
• use social language
• ask and answer questions
• notice and repair misunderstandings
• make and respond to suggestions, offers, requests, etc.
• use appropriate grammar and vocabulary correctly
• pronounce English clearly (or least intelligibly).

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</table>

Unit 8 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Unit practice **A**

Vocabulary

Task 1 **Read about Muhanad's class and write the nationalities.** _____ / 2.5

There are students in Muhanad's class from all over the world. Muhanad is **(1)** O_____i (nma) but his best friend, Tiago, is **(2)** B_____n (ziraali). Muhanad and Tiago sit near Yamato. He's **(3)** J_____e (npasae). Yamato's friend, Ahmed, is **(4)** M_____n (rocaoc). There's a new boy in the class, too. His name's Enzo and he's **(5)** I_____n (liata). There are a lot of different nationalities in Muhanad's class!

Reading

Task 2 **Read the text and choose the correct answers.** _____ / 5

Which beautiful places in nature have you been to? Leave your post below.

Alice (Italy)

I've been to the Blue Trail in Cinque Terra. It's a path on the Italian coast and it's 11 kilometres long. But if you don't want to walk that much, you can do only a part of it. If you want to walk all the path, leave early in the morning. There's a lot to see! You can take great photos from the top of the cliffs. Take sun cream.
My parents and I went there last month (August), and it was very hot!

Pablo (Argentina)

If you love nature, you should go to Brazil! I visited a Brazilian friend last year, and it's a very beautiful country. My friend Luis lives in Manaus and he took me to see the Amazon jungle. The trees are really big, and you can see lots of animals. We walked next to a stream and even went into a cave. If you go into a jungle, you need to stay on the path because it's easy to get lost.

1 Who visited a cave? Alice Pablo

2 Who visited the place last month? Alice Pablo

3 Who walked near the coast? Alice Pablo

4 Who travelled with their family? Alice Pablo

5 Who went to see a friend? Alice Pablo

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Grammar

Task 3 **Read and complete the text about Juma's holidays. Use the present perfect or past simple form of the verbs in brackets.** ____ / 2.5

Juma **(1)** _____ (be) to some really interesting places with his family! Last year, he **(2)** _____ (visit) some beautiful caves in Canada. He **(3)** _____ (have) a holiday in England, too. Two years ago, he **(4)** _____ (walk) on paths near the coast and on top of cliffs. But he **(5)** _____ (not be) to the desert. He'll go there with his uncle next month. He's excited about the trip!

Writing

Task 4 **Look at the table and write sentences about the people. Use the present perfect and the past simple.** ____ / 5

Who?	Where?	When?
Hilal	Argentina	in 2016
Lamees	Egypt	three years ago
Hilal and Lamees	other countries	no

1 Hilal _____ Argentina.

2 He _____ in 2016.

3 Lamees _____ Egypt.

4 She _____ years ago.

5 Hilal and Lamees have not _____ other countries.

Listening

Task 5 UP8.1 **Listen and choose the correct answers.** ____ / 2.5

1 Ahmed is from Egypt Morocco.

2 Akio is from Canada Japan.

3 Saleh is from Morocco Yemen.

4 Stefano is from Italy Egypt.

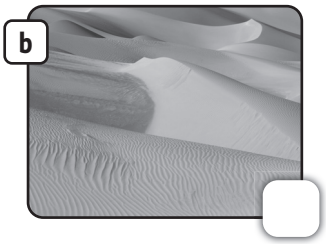
5 Carlos is from Mexico Brazil.

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Task 6 UP8.2 **Listen and tick (✔) the correct pictures.** _____ / 2.5

1





2



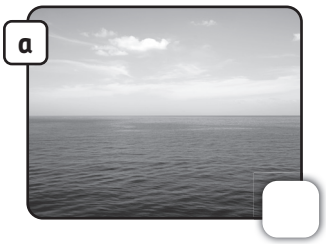


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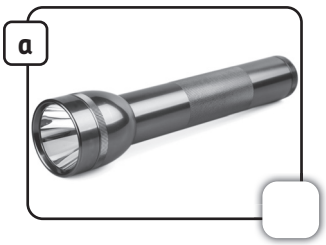


4





5





Speaking

Task 7 **Look at the table. In pairs, ask and answer questions about each of the people.** _____ / 10

Who?	Where has he/she been?	When did he/she go?
Haitham	desert	in 2019
Thuriya	coast	last month
Juma	Argentina	in 2022
your sister	jungle	last year
you	Egypt	five years ago

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Unit 8 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Unit practice **B**

Vocabulary

Task 1 **Read about Muhanad's class and write the nationalities.** _____ / 2.5

There are students in Muhanad's class from all over the world. Muhanad's is **(1)** _____ (niaom) but his best friend, Tiago, is **(2)** _____ (zibranali). Muhanad and Tiago sit near Yamato. He's **(3)** _____ (npasaeje). Yamato's friend, Ahmed, is **(4)** _____ (romcaocn). There's a new boy in the class, too. His name's Enzo and he's **(5)** _____ (liatnia). There are a lot of different nationalities in Muhanad's class!

Reading

Task 2 **Read the text and choose the correct answers.** _____ / 5

Which beautiful places in nature have you been to? Leave your post below.

Alice (Italy)

I've been to the Blue Trail in Cinque Terra. It's a path on the Italian coast and it's 11 kilometres long. But if you don't want to walk that much, you can do only a part of it. If you want to walk all the path, leave early in the morning. There's a lot to see! You can take great photos from the top of the cliffs. Take sun cream.
My parents and I went there last month (August), and it was very hot!

Pablo (Argentina)

If you love nature, you should go to Brazil! I visited a Brazilian friend last year, and it's a very beautiful country. My friend Luis lives in Manaus and he took me to see the Amazon jungle. The trees are really big, and you can see lots of animals. We walked next to a stream and even went into a cave. If you go into a jungle, you need to stay on the path because it's easy to get lost.

1 Who visited another country? Alice Pablo Alice and Pablo

2 Who visited the place this year? Alice Pablo Alice and Pablo

3 Who walked near water? Alice Pablo Alice and Pablo

4 Who travelled with their family? Alice Pablo Alice and Pablo

5 Who went to see a friend? Alice Pablo Alice and Pablo

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Grammar

Task 3 **Read and complete the text about Juma's holidays. Use the present perfect or past simple form of the verbs.** ____ / 2.5

be have not be visit walk

Juma **(1)** _____ to some really interesting places with his family! Last year, he **(2)** _____ some beautiful caves in Canada. He **(3)** _____ a holiday in England, too. Two years ago, he **(4)** _____ on paths near the coast and on top of cliffs. But he **(5)** _____ to the desert. He'll go there with his uncle next month. He's excited about the trip!

Writing

Task 4 **Look at the table and write sentences about the people. Use the present perfect and the past simple.** ____ / 5

Who?	Where?	When?
Hilal	Argentina	in 2016
Lamees	Egypt	three years ago
Hilal and Lamees	other countries	no

1 Hilal _____ Argentina.

2 He _____ in 2016.

3 Lamees _____ Egypt.

4 She _____ years ago.

5 Hilal and Lamees _____ other countries.

Listening

Task 5 UP8.1 **Listen and choose the correct answers.** ____ / 2.5

1 Ahmed is from Egypt Morocco Mexico.

2 Akio is from Canada Qatar Japan.

3 Saleh is from Morocco Italy Yemen.

4 Stefano is from Italy Egypt Yemen.

5 Carlos is from Argentina Mexico Brazil.

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Task 6 UP8.2 **Listen and tick (✔) the correct pictures.** _____ / 2.5

1

a  b  c 

2

a  b  c 

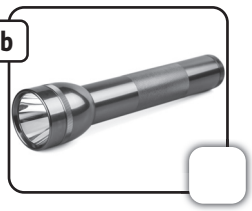
3

a  b  c 

4

a  b  c 

5

a  b  c 

Speaking

Task 7 **Look at the table. In pairs, ask and answer questions about each of the people.** _____ / 10

Who?	Where has he/she been?	When did he/she go?
Haitham	desert	in 2019
Thuriya	coast	last month
Juma	Argentina	in 2022
your sister	jungle	last year
you	Egypt	five years ago

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Unit 8 practice

Answer key

Vocabulary A and B

1 **1** Omani **2** Brazilian **3** Japanese **4** Moroccan **5** Italian

Reading A

2 **1** Pablo **2** Alice **3** Alice **4** Alice **5** Pablo

Reading B

2 **1** Alice and Pablo
2 Alice
3 Alice and Pablo
4 Alice
5 Pablo

Grammar A and B

3 **1** has been **2** visited **3** has had **4** walked **5** hasn't been

Writing A and B

Some possible answers:

4 **1** Hilal has been to Argentina.
2 He went there in 2016.
3 Lamees has been to Egypt.
4 She went there three years ago.
5 Hilal and Lamees have not been to other countries.

Listening A

5 **1** Morocco **2** Japan **3** Yemen **4** Italy **5** Mexico

6 **1** a **2** b **3** a **4** a **5** b

Listening B

5 **1** Morocco **2** Japan **3** Yemen **4** Italy **5** Mexico

6 **1** b **2** c **3** a **4** b **5** c

Audioscript

UP8.1 Task 5

1

Yousif: What have you got there, Hazim?
Hazim: This is a photo of some of the boys in my class. Look … this is my friend Ahmed.
Yousif: He looks nice. Is he from Egypt?
Hazim: No, he's from Morocco, actually. And he's fantastic at Science!

2

Yousif: Who's this boy?
Hazim: That's Akio. He's from Japan.
Yousif: You should ask him to come round and play with you.
Hazim: I will!

3

Hazim: This is my friend Saleh. He's very good at Maths!
Yousif: Where's he from?
Hazim: He's from Yemen.
Yousif: Oh really? I've been there, you know!
Hazim: Wow!

4

Yousif: What's his name?
Hazim: That's Stefano. He's always laughing.
Yousif: Is he a funny boy?
Hazim: Yes, he is. He comes from Italy.

5

Yousif: And this is Carlos.
Hazim: I think I know where he's from.
Yousif: Where?
Hazim: Is he Brazilian?
Yousif: No, he isn't. He's from Mexico.

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UP8.2 Task 6

1

Woman: Thamer's been to the jungle. He took some great photos of parrots there.

2

Man: The children visited a cave on their school trip and learned about rocks.

3

Woman: Basil went on a bike ride along a nice path.

4

Man: Hilal's doing a school project about oceans. He's learning about the animals that live there.

5

Woman: Sabah's been to the coast today, but she forgot to take her towel with her.

Speaking A and B

The Speaking quiz should be taken by students in a separate class. Ask students to work in pairs. They should ask and answer the questions which you will assess.
Using the rating scale below, determine the scale out of 10 for the students' answers.
Accept short answers as long as they are appropriate. The answers below are suggested. More advanced students will offer longer, more extended answers.
Allow for a minute between each pair of students to assess performance according to the speaking scales.

Some possible answers:

1 Where has Haitham been? He's been to the desert.
When did he go there? He went there in 2019.

2 Where has Thuriya been? She's been to the coast.
When did she go there? She went there last month.

3 Where has Juma been? He's been to Argentina.
When did he go there? He went there in 2022.

4 Where has your sister been? She's been to the jungle.
When did she go there? She went there last year.

5 Where have you been? I've been to Egypt.
When did you go there? I went there five years ago.

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Use the writing rating scale below for Task 4 with a total of 5 marks:

Marking scale for writing task	
5	• Meaning is always clear. • Grammar/Vocabulary are appropriate and almost always correct. • Spelling and punctuation are excellent. • Organisation/layout are appropriate to the text.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Organisation/layout are usually appropriate to the text.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Organisation/layout are reasonably appropriate to the text.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Organisation/layout are often inappropriate to the text.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Organisation/layout are almost always inappropriate to the text.

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Use the speaking rating scale below for Task 7 with a total of 10 marks:

<table>
<tr><th colspan="3">Marking scale for speaking task</th></tr>
<tr><th>OUTCOME</th><th colspan="2">RATING SCALE</th></tr>
<tr><td rowspan="2">Can interact with others</td><td>10</td><td>• Interacts confidently and effectively with others in a variety of contexts.
• Can initiate interaction and also respond appropriately.
• Maintains flow of interaction by dealing effectively with problems/misunderstandings.
• Pronunciation has some L1 features, but is generally clear and easy to understand.</td></tr>
<tr><td>9</td><td>Between descriptors above and below</td></tr>
<tr><td rowspan="9">Covers the ability to take part in different kinds of (mostly routine) interactions in a variety of contexts:
• short exchanges
• sharing information
• expressing opinions
• negotiating with others to make decisions.

This includes the ability to:
• initiate and respond
• use social language
• ask and answer questions
• notice and repair misunderstandings
• make and respond to suggestions, offers, requests, etc.
• use appropriate grammar and vocabulary correctly
• pronounce English clearly (or least intelligibly).

Note: These interactions may be with the teachers, students or others.</td><td>8</td><td>• Interacts with others reasonably well in most situations.
• Responds appropriately, but sometimes lacks flexibility and the ability to initiate.
• Usually manages to keep the interaction going, but with occasional difficulties.
• L1 accent, but only rarely impeding understanding.</td></tr>
<tr><td>7</td><td>Between descriptors above and below</td></tr>
<tr><td>6</td><td>• Manages to interact with others, but only in a rather limited way.
• Can respond to relatively simple input, but has difficulty when a more complex response is required.
• Patience is sometimes required from the other participant(s) in the interaction.
• Noticeable L1 accent, leading to occasional misunderstandings.</td></tr>
<tr><td>5</td><td>Between descriptors above and below</td></tr>
<tr><td>4</td><td>• Has very obvious limitations in interacting with others.
• Responses are slow and sometimes inappropriate.
• Patience is often required from the other participant(s) in the interaction.
• Strong L1 accent, placing some strain on the other participant(s).</td></tr>
<tr><td>3</td><td>Between descriptors above and below</td></tr>
<tr><td>2</td><td>• Has great difficulty in interacting with others and in responding even to quite simple input.
• There are frequent pauses and breakdowns in communication.
• Serious pronunciation defects make speech difficult for other participant(s) to follow.</td></tr>
</table>

Grade 5B Class Test audios

Team Together OMAN_Grade 5B Tests_CT1.1

Grade 5B Practice Sheets Audio

Team Together OMAN_Grade 5B Tests_EOYT1.1

Team Together OMAN_Grade 5B Tests_EOYT1.2

Team Together OMAN_Grade 5B Tests_ES2.1

Team Together OMAN_Grade 5B Tests_ES2.2

Team Together OMAN_Grade 5B Tests_UP5.1

Team Together OMAN_Grade 5B Tests_UP5.2

Team Together OMAN_Grade 5B Tests_UP6.1

Team Together OMAN_Grade 5B Tests_UP6.2

Team Together OMAN_Grade 5B Tests_UP7.1

Team Together OMAN_Grade 5B Tests_UP7.2

Team Together OMAN_Grade 5B Tests_UP8.1

Team Together OMAN_Grade 5B Tests_UP8.2

5B English in Action videos

5B_U5

5B_U6

5B_U7

5B_U8

Project videos

5B project video U5

5B project video U6

5B project video U7

5B project video U8

Story Animation

5B Story animation U5

5B Story animation U6

5B Story animation U7

5B Story animation U8