



SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 6B

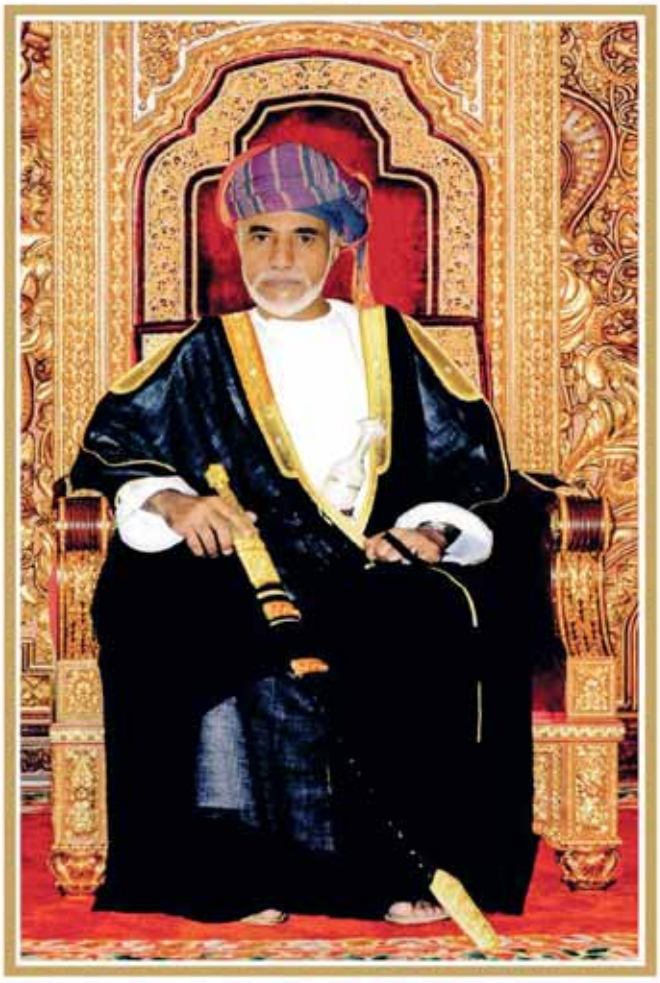
Teacher's Book

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 6B

Teacher's Book

with Digital Resources



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Scope and sequence

Unit	Vocabulary	Grammar	Literacy
4 Happy homes	**Jobs at home:** *tidy up, clear the table, vacuum the carpet, dust the furniture, sweep the floor, clean the windows, empty the bin, put away the clothes, wash the car, cook the dinner, water the plants, take out the rubbish* **Food and drink:** *knife, fork, spoon, fry, salt, pepper, cut, bake, add, mix, chop, boil*	**Present perfect with *already, just, never* and *yet*** *I've already eaten lunch.* *They've just swept the floor.* *She hasn't watered the plants yet.* *I've never vacuumed the carpet.* ***look, smell, taste, sound, feel* + adjective** *It smells delicious.* *It feels soft.* ***look, smell, taste, sound, feel* + *like* + noun** *It tastes like chocolate cake.* *It feels like leather.*	Literature: a play Reading and writing: recipes
5 Favourite clothes	**Describing clothes:** *plain, patterned, spotted, striped, comfortable, uncomfortable, baggy, colourful, smart, casual, formal, checked* **Clothes and accessories:** *sweatshirt, scarf, earrings, woolly hat, gloves, belt, bracelet, top, leggings, watch, crown, tie*	***too* and *not* … *enough*** *The sweater is too plain.* *These trousers aren't smart enough.* **Present passive** *It's used to make jackets.* *They're worn by princes.* *It's made of silk.*	Literature: a fairy tale Reading and writing: information texts
6 Adventures	**Outdoor equipment:** *bandage, penknife, compass, first-aid kit, camping stove, shelter, rope, matches, sleeping mat, plaster, rucksack, blanket* **Injuries and illnesses:** *break your arm, cut your finger, burn your hand, hurt your ankle, keep warm, keep cool, have a pain, take medicine, fall over, have an accident, call an ambulance, lie down*	**Indefinite pronouns** *I'm going somewhere hot on holiday.* *It's sunny everywhere.* *Nothing is in my rucksack.* *Can you see anything?* **Modals of obligation** *should/shouldn't, must/mustn't, need to/don't need to* *You shouldn't eat too much sugar.* *He mustn't be late for school.* *They need to get some help.*	Literature: an adventure story Reading and writing: emails
WOW! Learning Club 2	**Describing clothes and materials:** *soft, smooth, hard, zip, strap, laces, waistcoat, silver, leather, tartan, gold*	***to make* + object + adjective** *Comfortable clothes make me happy.*	

Grammar reference

Progress path

Culture	English in action	Pronunciation	Get ready for...
Culture: Traditional food from around the world Project: Write a menu for an international food festival	Offering to help: *Can I help you?* *Shall I cook the noodles?* *What do you want me to do now?*	Rising and falling intonation in questions	Class Book: A2 Key for Schools: Listening Part 3 A2 Flyers: Reading and Writing Part 3 Activity Book: A2 Flyers: Listening Part 3 Reading and Writing Part 5
Culture: Traditional clothes Project: Make a collage of traditional clothes from around the world	Shopping for clothes: *Can I try it on?* *What size do you need?* *How much is it/are they?* *It's/They're ...*	Stress in words ending in *-able*	Class Book: A2 Key for Schools: Listening Part 4 A2 Flyers: Reading and Writing Part 5 Activity Book: A2 Flyers: Listening Part 4 A2 Key for Schools: Listening Part 1 Reading and Writing Part 1
Culture: Scouting around the world Project: A list of interesting activities for a Scout group	Asking about injuries and illnesses: *Are you feeling better now?*	Weak forms of auxiliary verbs in questions	Class Book: A2 Key for Schools: Reading and Writing Part 2 A2 Flyers: Speaking Part 3 Activity Book: A2 Key for Schools: Listening Part 3 Reading and Writing Part 3
Project: A Venn diagram about clothes that have patterns	Making suggestions: *You could wear your new patterned dress.* *How about your blue skirt?*		

Introduction

About *Team Together Oman*

Learn Together! Succeed Together! *Team Together!*

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

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

For students

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

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

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

For teachers

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

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

Course features

Vocabulary

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

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

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

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

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

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

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

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

Grammar

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

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

Dictation

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

Team Talk

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

Skills

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

Special focus has been placed on reading and writing. The Book Club section focuses on different literature genres and allows students to become familiar with the characteristics of each genre.
In the literacy spread, students are acquainted with different types of everyday texts, such as reviews, recipes or adverts. Scaffolded writing models for all of the Writing activities are supplied at the back of the Activity Book.
The speaking skill is practised through a variety of contexts:

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

Culture

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

Learning club: Language booster and CLIL

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

External tests preparation

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

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

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

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

Future skills

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

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

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

Social and cultural awareness: Lesson 6 of each unit enables students to learn about Omani culture and the wider world.

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

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

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

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

Support for mixed-ability classes

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

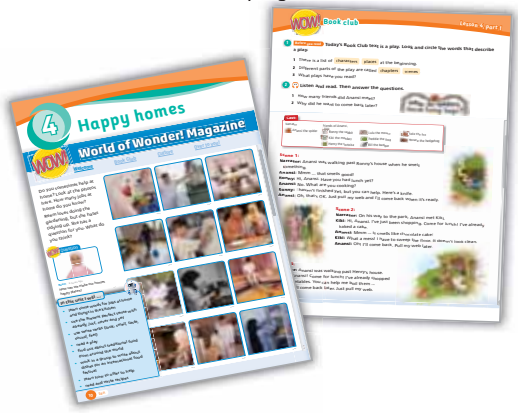
Course components

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

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

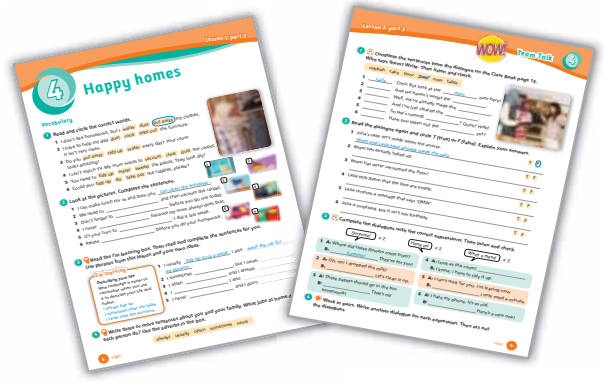
Class Book

The Class Book provides materials to present the target language effectively. There are three main units, followed by a *Progress path* section for students to track their progress at the end of each unit.



Activity Book

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



Course components

Graded readers

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



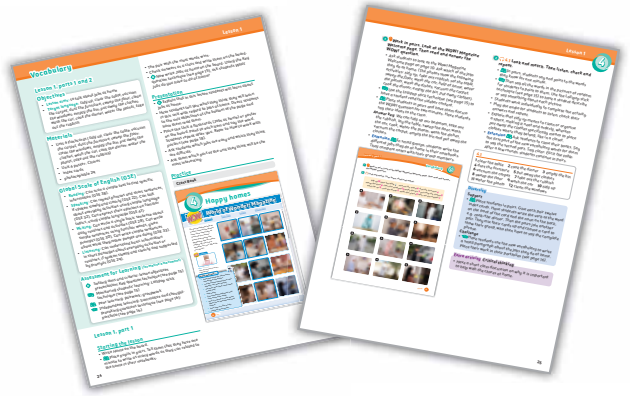
Teacher's Book

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

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

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

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



Class Audio

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

Flashcards and Word Cards

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



Posters

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

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

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



Practice sheets

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

Presentation tool and digital resources

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

Photocopiable resources

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

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

Lesson 1

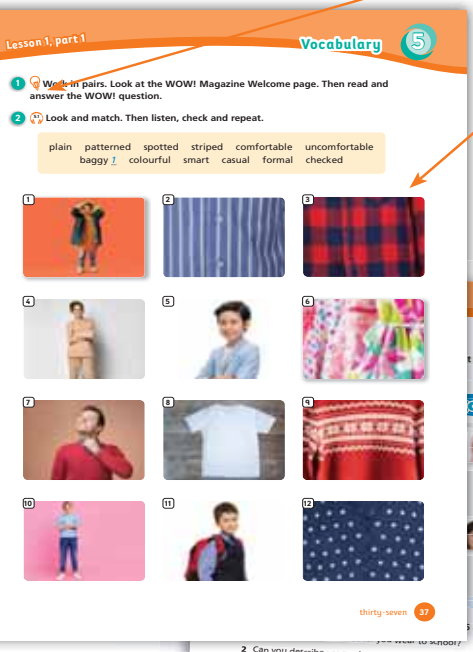
Class Book and Activity Book

Think! activity to activate students' previous knowledge

Photographic vocabulary presentation

Big questions to activate critical thinking





A clear list of unit objectives

Communicate activity for personalisation and speaking practice



Lessons 2–3

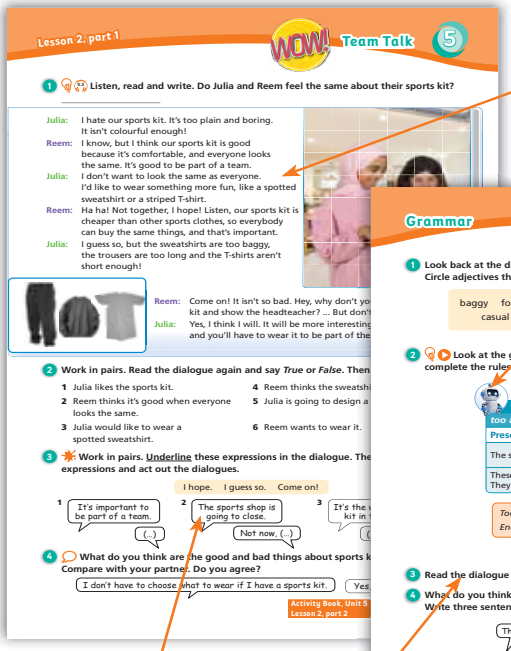
Go-to links for the accompanying Activity Book lessons

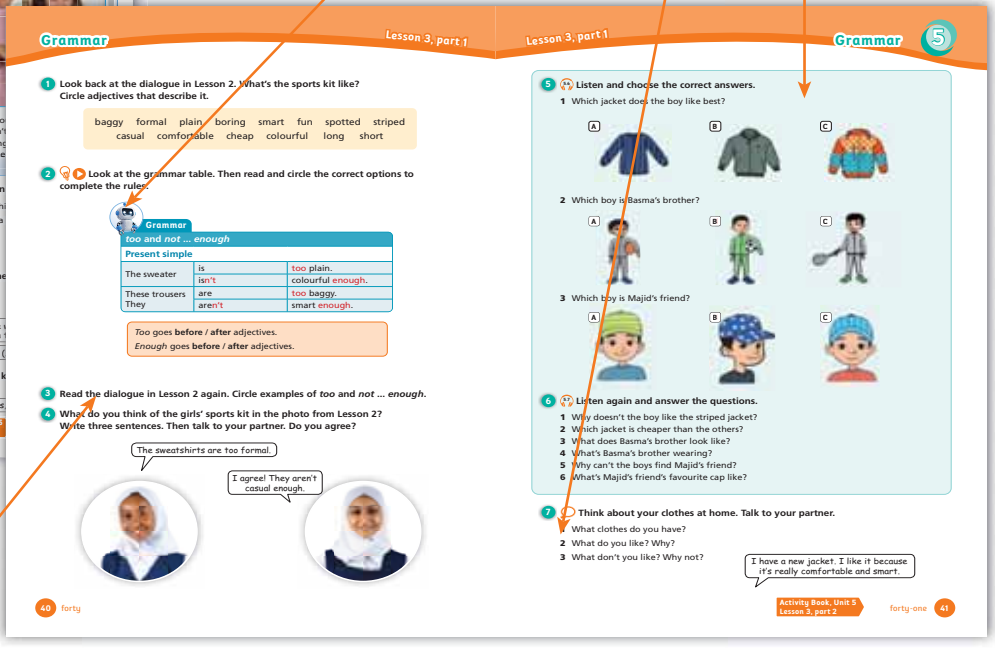
Grammar contextualised through dialogues

Communicate activity for personalisation and speaking practice

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

Listening skills practice





Focus on everyday expressions

Students work with a grammar rules box for better understanding

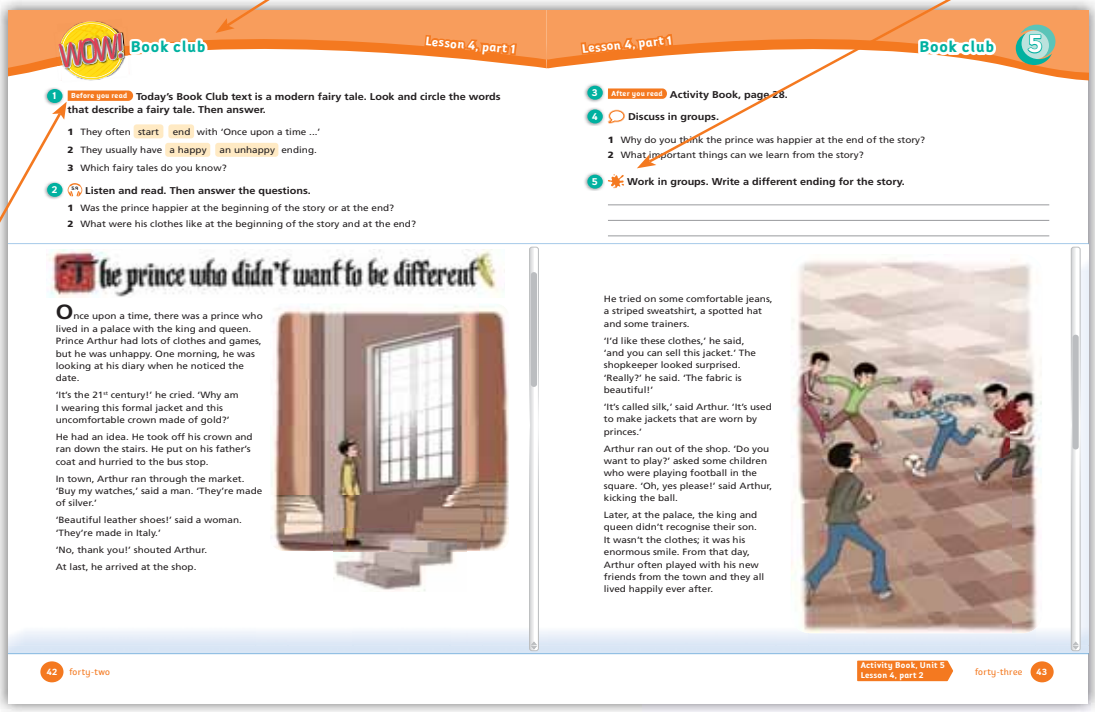
Unit walkthrough

Lesson 4

A section to work with literature and different text genres

Future skills practice

Before you read activities for clearly staged reading practice



Book club — Lesson 4, part 1

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

1 They often start end with 'Once upon a time ...'
2 They usually have a happy an unhappy ending.
3 Which fairy tales do you know?

2 Listen and read. Then answer the questions.

1 Was the prince happier at the beginning of the story or at the end?
2 What were his clothes like at the beginning of the story and at the end?

The prince who didn't want to be different

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

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

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

In town, Arthur ran through the market. 'Buy my watches,' said a man. 'They're made of silver.'

'Beautiful leather shoes!' said a woman. 'They're made in Italy.'

'No, thank you!' shouted Arthur.

At last, he arrived at the shop.

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Lesson 4, part 1 — Book club 5

3 After you read Activity Book, page 28.

4 Discuss in groups.

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

5 Work in groups. Write a different ending for the story.

He tried on some comfortable jeans, a striped sweatshirt, a spotted hat and some trainers.

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

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

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

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

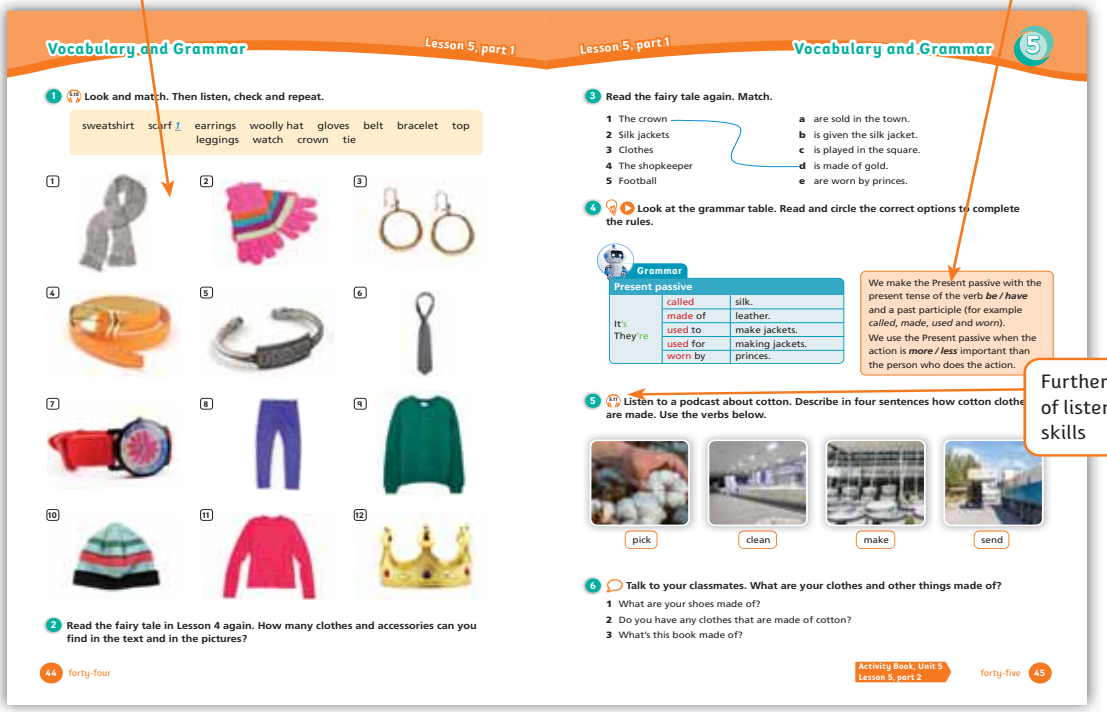
Activity Book, Unit 5 Lesson 4, part 2

forty-three 43

Lesson 5

Photographic vocabulary presentation

Students work with a grammar rules box for better understanding



Vocabulary and Grammar — Lesson 5, part 1

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

sweatshirt scarf 1 earrings woolly hat gloves belt bracelet top leggings watch crown tie

2 Read the fairy tale in Lesson 4 again. How many clothes and accessories can you find in the text and in the pictures?

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Lesson 5, part 1 — Vocabulary and Grammar 5

3 Read the fairy tale again. Match.

1 The crown	a are sold in the town.
2 Silk jackets	b is given the silk jacket.
3 Clothes	c is played in the square.
4 The shopkeeper	d is made of gold.
5 Football	e are worn by princes.

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

Grammar

Present passive

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

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

Further practice of listening skills

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

pick clean make send

6 Talk to your classmates. What are your clothes and other things made of?

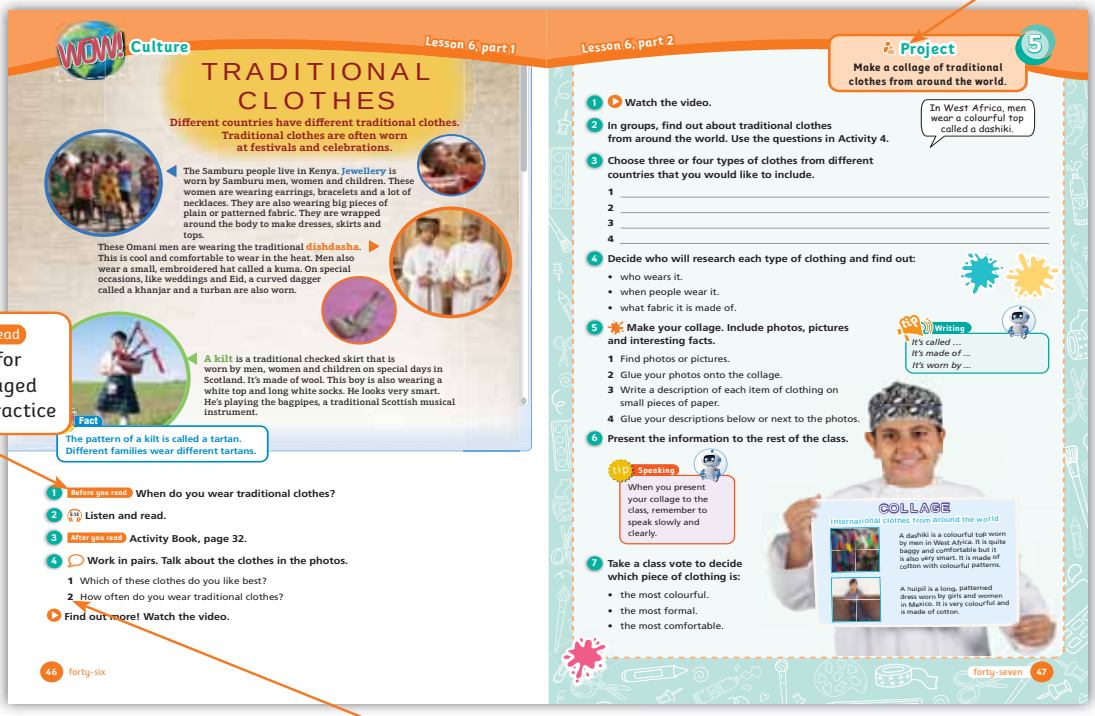
1 What are your shoes made of?
2 Do you have any clothes that are made of cotton?
3 What's this book made of?

Activity Book, Unit 5 Lesson 5, part 2

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Lesson 6

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



Culture

TRADITIONAL CLOTHES

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

The Samburu people live in Kenya. Jewellery is worn by Samburu men, women and children. These women are wearing earrings, bracelets and a lot of necklaces. They are also wearing big pieces of plain or patterned fabric. They are wrapped around the body to make dresses, skirts and tops.

These Omani men are wearing the traditional dishdasha. This is cool and comfortable to wear in the heat. Men also wear a small, embroidered hat called a kuma. On special occasions, like weddings and Eid, a curved dagger called a khanjar and a turban are also worn.

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

Fact

The pattern of a kilt is called a tartan. Different families wear different tartans.

Before you read

1 Before you read When do you wear traditional clothes?
2 Listen and read.
3 After you read Activity Book, page 32.
4 Work in pairs. Talk about the clothes in the photos.
1 Which of these clothes do you like best?
2 How often do you wear traditional clothes?
Find out more! Watch the video.

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Lesson 6, part 2

Project 5

Make a collage of traditional clothes from around the world.

1 Watch the video.
2 In groups, find out about traditional clothes from around the world. Use the questions in Activity 4.
3 Choose three or four types of clothes from different countries that you would like to include.
1 _____
2 _____
3 _____
4 _____
4 Decide who will research each type of clothing and find out:
- who wears it.
- when people wear it.
- what fabric it is made of.
5 Make your collage. Include photos, pictures and interesting facts.
1 Find photos or pictures.
2 Glue your photos onto the collage.
3 Write a description of each item of clothing on small pieces of paper.
4 Glue your descriptions below or next to the photos.
6 Present the information to the rest of the class.
7 Take a class vote to decide which piece of clothing is:
- the most colourful.
- the most formal.
- the most comfortable.

In West Africa, men wear a colourful top called a dashiki.

Writing
It's called ...
It's made of ...
It's worn by ...

Speaking
When you present your collage to the class, remember to speak slowly and clearly.

COLLAGE
International clothes from around the world

A dashiki is a colourful top worn by men in West Africa. It is quite baggy and comfortable but it is also very smart. It is made of cotton with colourful patterns.

A huipil is a long, patterned dress worn by girls and women in Mexico. It is very colourful and is made of cotton.

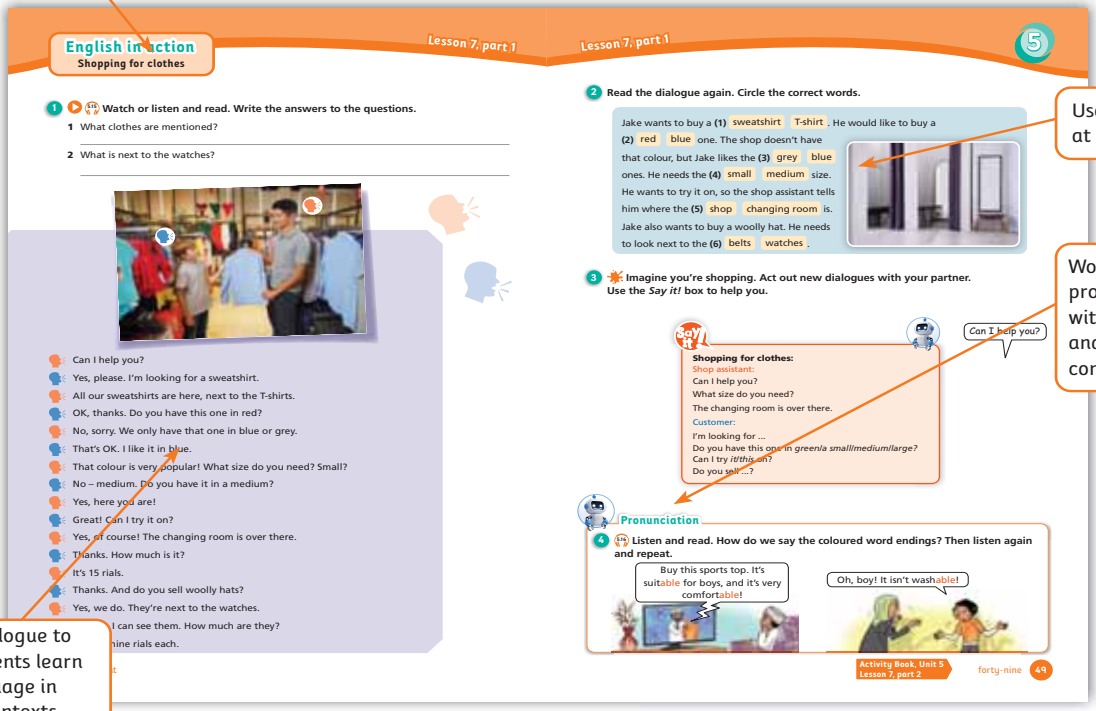
forty-seven 47

Before you read: activities for clearly staged reading practice

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

Lesson 7

Focus on functional language



English in action
Shopping for clothes

Lesson 7, part 1

1 Watch or listen and read. Write the answers to the questions.
1 What clothes are mentioned?
2 What is next to the watches?

Can I help you?
Yes, please. I'm looking for a sweatshirt.
All our sweatshirts are here, next to the T-shirts.
OK, thanks. Do you have this one in red?
No, sorry. We only have that one in blue or grey.
That's OK. I like it in blue.
That colour is very popular! What size do you need? Small?
No – medium. Do you have it in a medium?
Yes, here you are!
Great! Can I try it on?
Yes, of course! The changing room is over there.
Thanks. How much is it?
It's 15 rials.
Thanks. And do you sell woolly hats?
Yes, we do. They're next to the watches.
I can see them. How much are they?
nine rials each.

Lesson 7, part 1

5

2 Read the dialogue again. Circle the correct words.

Jake wants to buy a (1) sweatshirt / T-shirt. He would like to buy a (2) red / blue one. The shop doesn't have that colour, but Jake likes the (3) grey / blue ones. He needs the (4) small / medium size. He wants to try it on, so the shop assistant tells him where the (5) shop / changing room is. Jake also wants to buy a woolly hat. He needs to look next to the (6) belts / watches.

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

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

Can I help you?

Pronunciation

4 Listen and read. How do we say the coloured word endings? Then listen again and repeat.

Buy this sports top. It's suitable for boys, and it's very comfortable!

Oh, boy! It isn't washable!

Activity Book, Unit 5 Lesson 7, part 2

forty-nine 49

Useful phrases at a glance

Work on pronunciation with the sounds and focus in context

Model dialogue to help students learn new language in natural contexts

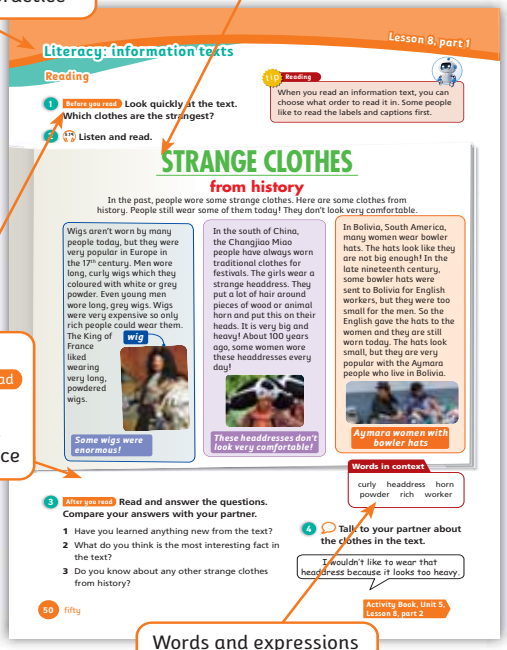
Unit walkthrough

Lessons 8–9

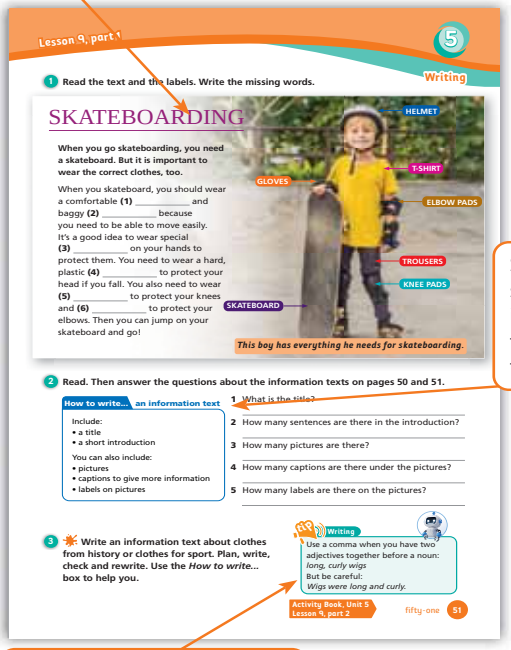
Literacy sections for dedicated reading and writing skills practice

Recorded text for modelling pronunciation

Model text



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



Scaffolded step-by-step instruction for the writing task

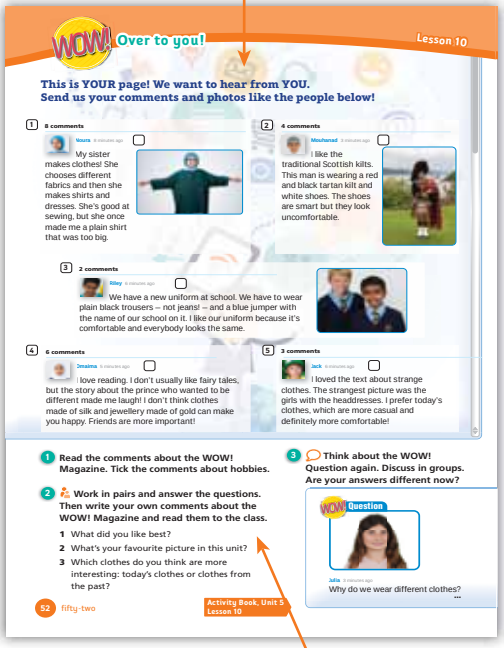
Words and expressions which students try to guess their meaning from context

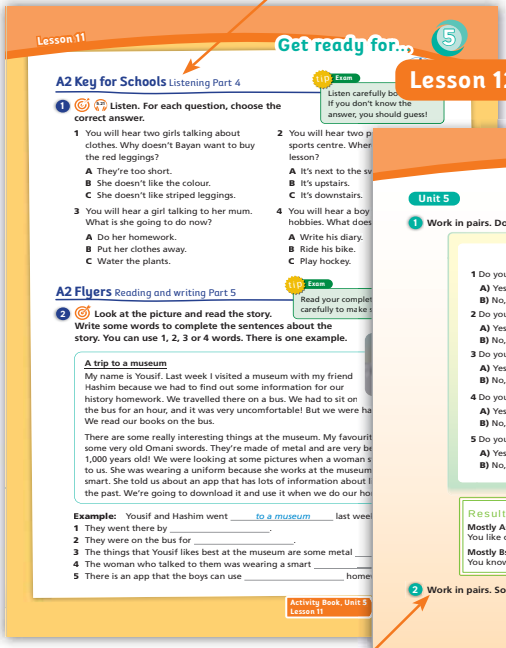
Writing tip to help students deal with important grammar, lexical or composition points

Lessons 10–11

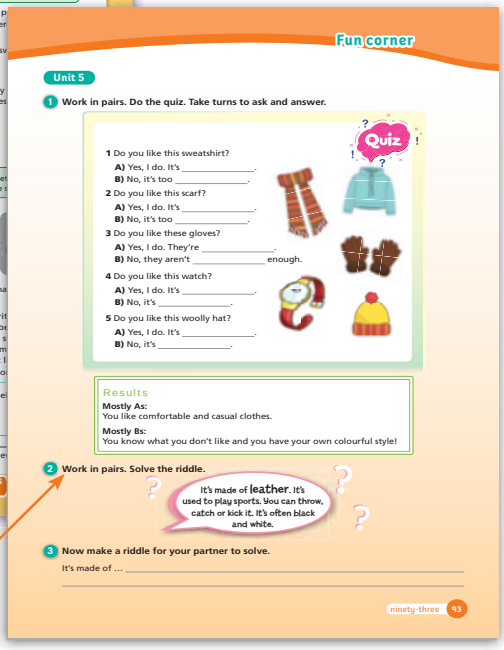
Review section for consolidation in the form of a comments website for the WOW! Magazine

External exams practice section





Lesson 12 (optional)



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

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!
- **Hands up/down technique**. Use this to check understanding. Ask a question or make a statement. Students put their hands up if the answer/statement is correct, but keep it down if not. You can also use it to check if students want to give positive or negative feedback to a task.
- **Happy/Sad face technique** (also Yes/No, Stop/Go, True/False). Use this for critical thinking development and yes/no answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each student – or students can make their own. After practising a skill, ask students how they feel they are doing. Alternatively, students can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards technique**. Use them to check that students know what to do on a given task. Students show you a green/yellow/red card, depending on their level of confidence.

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

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

Peer learning

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

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

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

Independent learning and long-term formative assessment

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

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

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

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

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

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

How to work with projects

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

Collaborative work

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

Cooperative work

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

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

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

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

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

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

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

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

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

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

How to use the graded readers

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

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

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

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

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

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

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

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

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

How to work with posters

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

In *Team Together Oman* Grade 6, Semester 2 there are four full-colour vocabulary posters featuring the main target vocabulary of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

Techniques of working with posters

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

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

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

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

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

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

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

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

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

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

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

How to work with videos and animations

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

How is the video material presented?

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

When to use the video material?

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

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

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

What are the techniques of working with the video material?

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

How to use the video material?

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

Where can you find worksheets for the video material?

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

Classroom language

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 students

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 cards/dice/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Word card games

Draw the word

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

TPR activities

What does the picture present?

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

Alternative bingo

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

Catch and say it!

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

Pass the ball

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

The ball is burning

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

Guessing game: pictures

Ask one student to slowly draw on the board a picture presenting a new word from the current lesson. Other students try to guess what the picture presents and say the appropriate word. The student who guesses the word first draws the next picture. A set of ready-made picture charades cards can be found on page 194.

Salim says

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

Team games

Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Students draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point. A set of ready-made picture charades cards can be found on page 194.

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.

Parachute

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

Shadowing

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

Ghost writing

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

Backs to the board

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

Mill drill

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

Concentric circles

Students work in two circles to carry out a role play or Q & A or short exchange. The inner circle of students (standing or sitting) turns around to face the other 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 194 and 195 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 196, which also include words students have to avoid when describing the answer.

Charades

Students work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify. A set of ready-made charades cards can be found on page 195.

Picture pair dictation

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

4 Happy homes

Unit objectives

To talk about chores, food and drink

Language

Vocabulary	**Jobs at home**: *tidy up, clear the table, vacuum the carpet, dust the furniture, sweep the floor, clean the windows, empty the bin, put away the clothes, wash the car, cook the dinner, water the plants, take out the rubbish* **Food and drink**: *knife, fork, spoon, fry, salt, pepper, cut, bake, add, mix, chop, boil*
Grammar	Present perfect with *already, just, never* and *yet* *look, smell, taste, sound, feel* + adjective *look, smell, taste, sound, feel + like* + noun
Functions	**Offering to help**: *Can I help you? Shall I cook the noodles? What do you want me to do now?*
Pronunciation	Rising and falling intonation in questions

Learning outcomes

Listening	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Identify the main idea of a text; Listen and identify the overall meaning of simple texts on familiar and concrete topics; Listen and respond to referential questions based on aural texts; Listen and identify specific information in simple texts on familiar and concrete topics; Understand people if they speak very slowly and clearly about simple everyday topics; Understand simple questions and instructions addressed carefully and slowly; Understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words; Listen and identify the topic of a text; Identify the participants and their role; Listen and identify the setting of a text; Listen and detect a story sequence; Listen and respond appropriately to peers and adults
Speaking	Articulate sounds in connected speech; Produce basic intonation patterns; Respond verbally to direct questions and instructions; Talk about self, family, immediate environment or issues of interest; Express likes and dislikes, opinions; Ask and answer questions about everyday matters; Make requests; Make a rehearsed oral presentation about a familiar topic; Describe a process; Produce connected speech using correct stress, intonation and rhythm; Speak coherently in short exchanges using familiar phrases and expressions; Use a range of basic language structures when speaking; Express own ideas, feelings and emotions; Participate in simple interactions on familiar and concrete topics; Make simple statements on very familiar topics (e.g., family, student life); Act out a short dialogue; Describe a sequence of events; Read aloud a short simple story; Articulate sounds in isolated word forms; Summarize the main points of a text; Describe a sequence of events; Retell a story based on visual input
Reading	Read familiar material with correct intonation and pronunciation; Answer factual or inferential questions; Deduce meaning of unfamiliar words using context; Identify the main idea of a reading text; Scan text for specific information; Read texts on familiar and concrete topics; Read and identify the overall meaning of simple texts on familiar and concrete topics; Read and understand some details in short texts on familiar and concrete topics; Read and identify the main points of simple texts on familiar and concrete topics; Read very short, simple texts by understanding familiar names, words and basic phrases; Find basic information in posters, adverts or catalogues; Generate referential questions about reading text; Retell or summarize reading text; Make inferences about reading text; Recognize pronoun referents; Make predictions about reading text; Develop awareness of semantic fields; Recognize the effect of word spacing and punctuation texts when reading; Follow sequence of events in short story
Writing	Copy words or short texts accurately; Write sentences using correct spacing, capitalisation and punctuation (full stop, comma, question mark, exclamation mark, apostrophe) correctly; Spell frequently used words correctly; Construct sentences following a model; Complete a sentence by supplying the missing words; Write answers to questions about reading material; Write simple sentences about myself, for example where I live and what I do; Produce a text in imitation of a model; Write short, simple texts on familiar topics; Plan and develop ideas before writing; Revise, edit and rewrite own work; Write sentences using correct spacing, capitalisation and punctuation; Apply spelling rules and conventions when writing; Use basic language structures in writing; Use phonological awareness and blending strategies to write new words

Cognitive skills	Act out the roles of various characters in games and drama; 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; Ask others questions about a topic; Keep to the instructions to complete the task; Find information; Ask for and giving information; Offer help; Use phonological awareness and blending strategies to write new words; Share a sense of humour with peers and adults; Think of playful names for people and things; 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; 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. 1–11)

Mathematical, science, technological competences: learn about spiders by reading a play (L. 4); learn about quantities to cook recipes (L. 8 and 9); learn to understand and interpret rota plans (L. 10)

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

Social and civic competences: learn to offer to help (L. 7)

Cultural awareness and expression: learn to be creative (L. 2, 4, 5, 6 and 9); raise awareness of cultural similarities and differences (L. 6)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1–11); follow instructions (L. 1–11); personalisation of language learnt (L. 1–3, 5–7 and 10)

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

Future skills

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2 and 5); Defining and describing (L. 1–11); Finding information (L. 1–11); Planning (L. 6 and 9); Reflecting on learning (L. 1–11)
Creativity	Write about dishes for an international food festival (L. 6)
Communication	Talking about chores, food and drink (L. 1 and 5); Offering help (L. 7); Functional dialogue (L. 7)
Collaboration	Project groupwork (L. 6); Acting out (L. 2 and 7)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 26; Activity Book p. 21
- Unit 4 Grammar practice: Activity Book p. 58
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Reading differentiation, Listening differentiation, Culture, English in action, Review self-assessment, Graded reader 1 and 2, Team Talk
- Unit 4 Practice

External exams

Class Book	**Activity Book**
A2 Key for Schools Listening Part 3	A2 Flyers Listening Part 3
A2 Flyers Reading and Writing Part 3	A2 Flyers Reading and Writing Part 5

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson aims:** to talk about jobs at home
- **Target language:** *tidy up, clear the table, vacuum the carpet, dust the furniture, sweep the floor, clean the windows, empty the bin, put away the clothes, wash the car, cook the dinner, water the plants, take out the rubbish*

Materials

- Unit 4 flashcards (*tidy up, clear the table, vacuum the carpet, dust the furniture, sweep the floor, clean the windows, empty the bin, put away the clothes, wash the car, cook the dinner, water the plants, take out the rubbish*)
- Unit 4 poster: *Chores*
- index cards
- photocopiable 29

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about everyday activities using simple language (GSE 32). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28). Can write simple sentences using familiar words, given prompts (GSE 30). Can write simple sentences about what they/other people are doing (GSE 33).
- **Listening:** Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts (GSE 29).

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson

- Write *Home* on the board.
- Place pupils in pairs. Tell them that they have one minute to write as many words as they can related to the home in their notebooks.
- The pair with the most words wins.
- Check answers as a class and write them on the board.
- Now write *Jobs at home* on the board. Using the Key question technique (see page 15), ask students *What jobs do you have to do at home?*

Presentation

- Explain that in this lesson students will learn about jobs at home.
- Have students tell you what they think they will learn in this unit with regard to jobs at home. Direct students to the unit objectives at the bottom of the page and have them read them.
- Place the Unit 4 flashcards (Jobs at home) or poster on the board. Point to each item and say the word. Students repeat after you. Refer to *How to work with posters* (see page 18).
- Ask students which jobs are easy and which they think are difficult.
- Ask them which part of the unit they think will be the most interesting.

Practice

Class Book

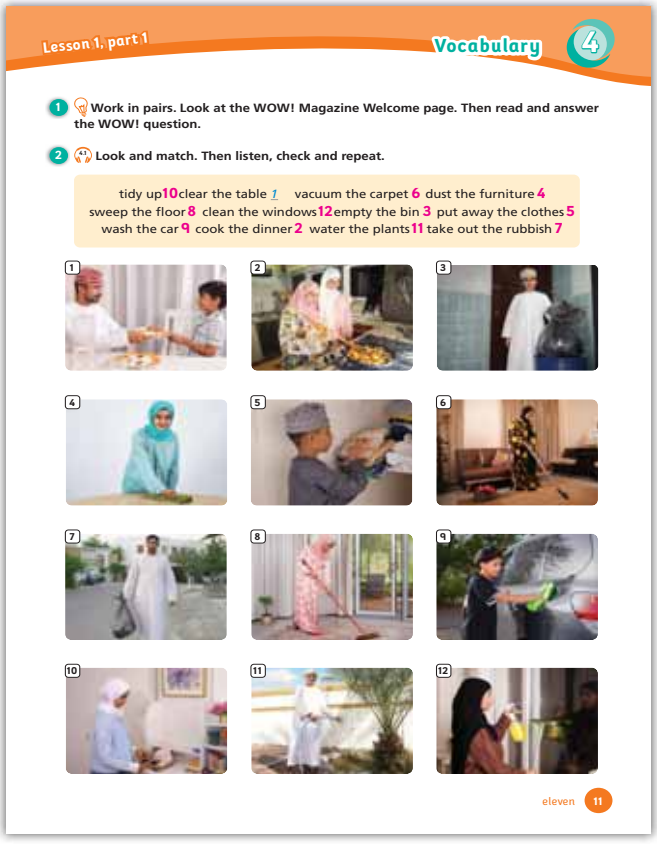


1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! question.**

- Ask students to look at the Wow! Magazine Welcome page on page 10. Ask which of the jobs they do at home. (The photos show the following activities: *tidy up, take out rubbish, set the table, sweep the floor, wash the car, help at home, water the plants, wash the dishes, vacuum the carpet, cook the dinner, empty the bin, put away clothes*).
- Use the Lollipop stick technique (see page 15) to have a student read the sidebar content.
- Place students in pairs and have them discuss the WOW! question for two minutes. Have students say their ideas to the class.

Answer key We can tidy up our bedroom, take out the rubbish, lay the table, sweep the floor, wash the car, cook, water the plants, wash the dishes, vacuum the carpet, empty the bin and put away the clothes.

- **Extension** In small groups, students write the different jobs they do at home in their notebooks. They compare notes with their group members.


Lesson 1, part 1 Vocabulary 4

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

2 4.1 Look and match. Then listen, check and repeat.

tidy up 10 clear the table 1 vacuum the carpet 6 dust the furniture 4
sweep the floor 8 clean the windows 12 empty the bin 3 put away the clothes 5
wash the car 9 cook the dinner 2 water the plants 11 take out the rubbish 7

eleven 11

2 **4.1 Look and match. Then listen, check and repeat.**

- In pairs, students say and point to the words they know for one minute.
- Then say all the words in the pictures at random for students to point to them. Use the Lollipop stick technique (see page 15) to have a student describe or say something about each picture.
- Students work individually to complete the activity.
- Play the audio for students to listen, check their answers and repeat.
- Explain that *tidy up* means to clean or organise a space, making it neat and orderly, whereas *put away the clothes* specifically means to place clothes where they belong, like in a closet.
- **Extension** Ask students to close their books. Say the first part of the new vocabulary words for them to say the second part. Say *clear*. Elicit *the table*. After a few rounds, students continue in pairs.

4.1

1 clear the table **2** cook the dinner **3** empty the bin
4 dust the furniture **5** put away the clothes
6 vacuum the carpet **7** take out the rubbish
8 sweep the floor **9** wash the car **10** tidy up
11 water the plants **12** clean the windows

Diversity

Support

- Place students in pairs. Give each pair twelve index cards. Have students write the verb of the word on the front of the card and the noun on the back, e.g. *cook/the dinner*. Then the pairs join another pair. They mix their cards up and choose a card to show their group, who then have to say the complete phrase.

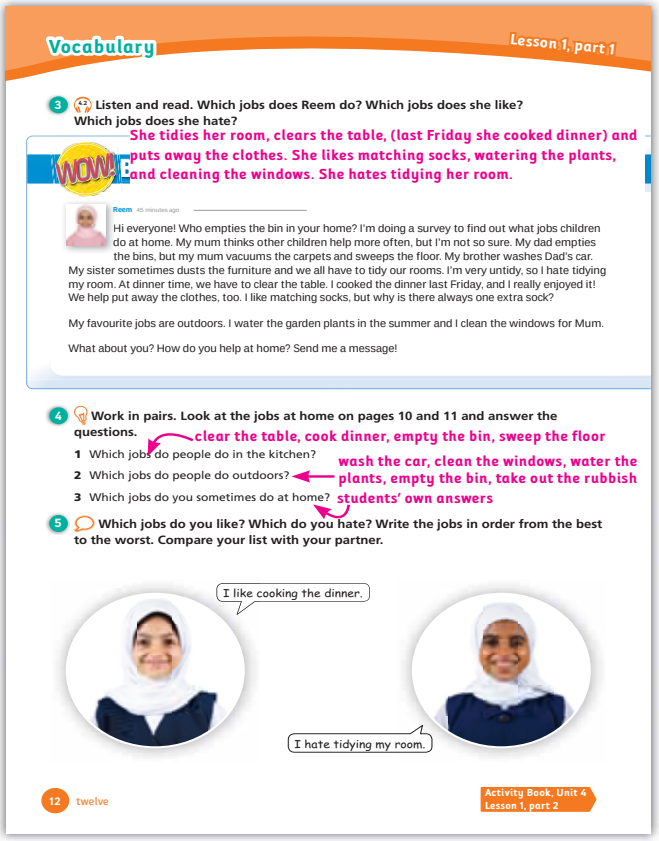
Challenge

- Have students use the new vocabulary to write a small paragraph about the jobs they do at home. Place their work in their portfolios (see page 16).

Extra activity Critical thinking

- Have a short class discussion on why it is important to help with the chores at home.

Vocabulary



3 4.2 Listen and read. Which jobs does Reem do? Which jobs does she like? Which jobs does she hate?

- Ask students to look over the text quickly. Ask *What is the reason she's writing?* (*She's doing a survey on the jobs children do at home.*)
- Play the audio and have students read along in their Class Books.
- Students check answers with a partner.

4.2

WOW! Blog

Reem: Hi everyone! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home.
My mum thinks other children help more often, but I'm not so sure. My dad empties the bins, but my mum vacuums the carpets and sweeps the floor. My brother washes dad's car. My sister sometimes dusts the furniture and we all have to tidy our rooms. I'm very untidy, so I hate tidying my room. At dinner time, we have to clear the table. I cooked the dinner last Friday, and I really enjoyed it! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?
My favourite jobs are outdoors. I water the garden plants in the summer, and I clean the windows for Mum. What about you? How do you help at home? Send me a message!

4 Work in pairs. Look at the jobs at home on pages 10 and 11 and answer the questions.

- Students work in pairs to complete the activity.
- Check answers as a class.
- **Extension** Ask volunteer pairs to do the activity in front of the class.

5 Which jobs do you like? Which do you hate? Write the jobs in order from the best to the worst. Compare your list with your partner.

- Students write their lists individually and then compare answers in pairs.
- Before they compare, remind students that after *like* and *hate*, the main verb takes on the *-ing* form. Write *I like cooking the dinner. I hate cleaning the windows* on the board.
- Use the Lollipop stick technique (see page 15) to choose students to read their lists to the class. Have a class vote on the job students like the most and the least.

Finishing the lesson

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

Lesson 1, part 2

Starting the lesson

- Show students the Unit 4 flashcards (Jobs at home) or poster and have them repeat the phrases chorally.
- Use the Lollipop stick technique (see page 15) to choose individual students to say the jobs at home.

Activity Book

1 Read and circle the correct words.

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

2 Look at the pictures. Complete the sentences.

- Have students describe what they can see in the pictures.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.



Lesson 1, part 2

4 Happy homes

Vocabulary

1 Read and circle the correct words.

1 I don't like housework, but I water dust put away my clothes.
2 I have to help my dad dust cook take out the furniture. It isn't very clean.
3 Do you put away tidy up water every day? Your room looks amazing!
4 I can't watch TV. My mum wants to vacuum clear dust the carpet.
5 You need to tidy up water sweep the plants. They look dry!
6 Could you tidy up do take out the rubbish, please?

2 Look at the pictures. Complete the sentences.

1 I can make lunch for us and then you can clean the windows.
2 We need to sweep the floor and then vacuum the carpet.
3 Don't forget to empty the bin before you go out today.
4 I never cook dinner because my mum always does that.
5 It's your turn to wash the car. I did it last week.
6 Please clear the table before you do your homework.

3 Read the *I'm learning* box. Then read and complete the sentences for you. Use phrases from this lesson and your own ideas.

I'm learning
Describing your life
New language is easier to remember when you use it to describe your life and habits.
I always tidy up.
I sometimes clear the table.
I never dust the furniture.

1 I usually tidy up once a week. I also wash the car for my parents.
2 I sometimes _____, but I never _____.
3 I often _____ and I always _____.
4 I _____. I also _____.
5 I never _____ and I don't _____.

4 Write three or more sentences about you and your family. What jobs at home does each person do? Use the adverbs in the box.

always usually often sometimes never

8 eight

3 Read the *I'm learning box*. Then read and complete the sentences for you. Use phrases from this lesson and your own ideas.

- Ask a student to read the *I'm learning* box aloud.
- Tell students that personalising new language makes it easier to remember. Encourage students to write sentences about their own lives with the new vocabulary phrases, using the examples in the *I'm learning* box to help.
- Students work individually to complete the activity.
- Check answers as a class.

4 Write three or more sentences about you and your family. What jobs at home does each person do? Use the adverbs in the box.

- Students work individually to complete the activity.
- Monitor students, helping where necessary.
- Have students read their sentences to the class.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students which part of the lesson they found the most interesting.

Extra activity Photocopiable 29

- Ask students to do photocopiable 29.

Lesson 2, parts 1 and 2

Objectives

- **Lesson aims:** to read and understand a dialogue about a surprise birthday plan
- **Target language:** *Surprise! Hang on! What a mess!*

Materials

- Unit 4 flashcards (Jobs at home)
- Unit 4 poster: *Chores*
- photocopiable T5

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36). Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can talk about plans for the near future in a simple way (GSE 38).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 15); Stop/Go technique (see page 15)

Peer learning: pairwork; groupwork

Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

Lesson 2, part 1

Starting the lesson

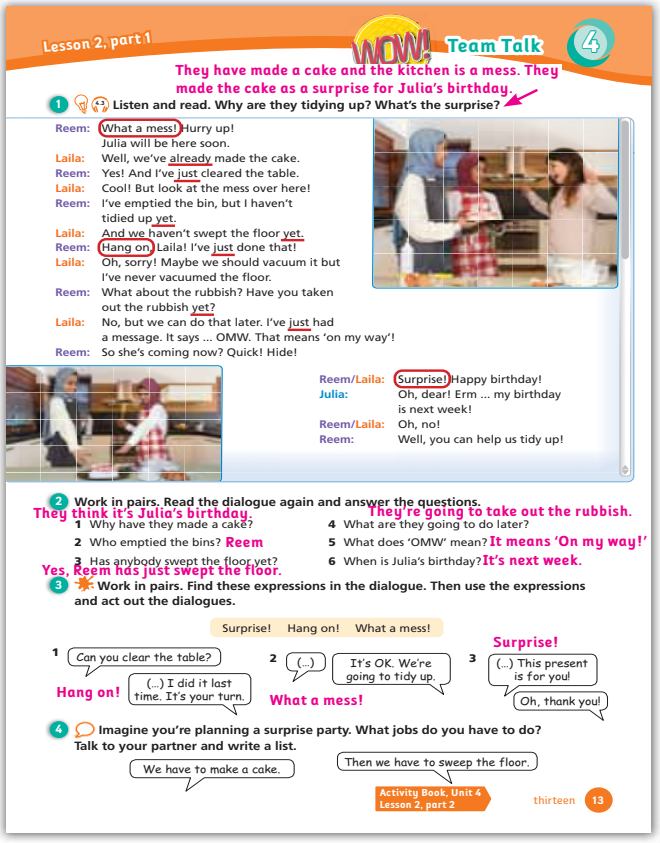
- Tell students you are going to say the new vocabulary phrases, but they might be incorrect. If students hear an incorrect word, they raise their hands to correct you.
- Say *tidy up*. Students do nothing. Say *vacuum the plants*. Students raise their hands. Elicit *vacuum the carpet* or *water the plants*.
- Review the vocabulary quickly with the Unit 4 flashcards (Jobs at home) or poster.

Presentation

- Explain that in this lesson students will read a dialogue about a surprise birthday party plan and the tasks it requires.
- Write *Surprise! Hang on! What a mess!* on the board.
- Ask students when we use these expressions.

Practice

Class Book


Lesson 2, part 1

WOW! Team Talk 4

They have made a cake and the kitchen is a mess. They made the cake as a surprise for Julia's birthday.

1 Listen and read. Why are they tidying up? What's the surprise?

Reem: What a mess! Hurry up! Julia will be here soon.
Laila: Well, we've already made the cake.
Reem: Yes! And I've just cleared the table.
Laila: Cool! But look at the mess over here!
Reem: I've emptied the bin, but I haven't tidied up yet.
Laila: And we haven't swept the floor yet.
Reem: Hang on, Laila! I've just done that!
Laila: Oh, sorry! Maybe we should vacuum it but I've never vacuumed the floor.
Reem: What about the rubbish? Have you taken out the rubbish yet?
Laila: No, but we can do that later. I've just had a message. It says ... OMW. That means 'on my way'!
Reem: So she's coming now? Quick! Hide!

Reem/Laila: Surprise! Happy birthday!
Julia: Oh, dear! Erm ... my birthday is next week!
Reem/Laila: Oh, no!
Reem: Well, you can help us tidy up!

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

They think it's Julia's birthday.
1 Why have they made a cake?
2 Who emptied the bins? Reem
3 Has anybody swept the floor yet? Yes, Reem has just swept the floor.
4 What are they going to do later? They're going to take out the rubbish.
5 What does 'OMW' mean? It means 'On my way!'
6 When is Julia's birthday? It's next week.

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

Surprise! Hang on! What a mess!

1 Can you clear the table? Hang on! (...) I did it last time. It's your turn.
2 (...) It's OK. We're going to tidy up. What a mess!
3 Surprise! (...) This present is for you! Oh, thank you!

4 Imagine you're planning a surprise party. What jobs do you have to do? Talk to your partner and write a list.

We have to make a cake. Then we have to sweep the floor.

Activity Book, Unit 4 Lesson 2, part 2

thirteen 13

1 4.3 Listen and read. Why are they tidying up? What's the surprise?

- Ask students if they like surprise parties and if they've ever planned one.
- Play the audio for students to read along to. Elicit the answers.
- **Extension** Ask students to think of times when they have made a mess at home. Have students tell the class about their experiences.

4.3

Reem: What a mess! Hurry up! Julia will be here soon.
Laila: Well, we've already made the cake.
Reem: Yes! And I've just cleared the table.
Laila: Cool! But look at the mess over here!
Reem: I've emptied the bin, but I haven't tidied up yet.
Laila: And we haven't swept the floor yet.
Reem: Hang on, Laila! I've just done that!
Laila: Oh, sorry! Maybe we should vacuum it but I've never vacuumed the floor.
Reem: What about the rubbish? Have you taken out the rubbish yet?
Laila: No, but we can do that later. I've just had a message. It says ... OMW. That means 'on my way'!
Reem: So she's coming now? Quick! Hide!
Reem/Laila: Surprise! Happy birthday!
Julia: Oh, dear! Erm ... my birthday is next week!
Reem/Laila: Oh, no!
Reem: Well, you can help us tidy up!

Diversity

Support
- Ask questions about each line of the dialogue. For the first line, ask *Is the room messy? (Yes, it is). Why must they hurry? (Because Julia will be there soon).*

Challenge
- Students rewrite the dialogue with different chores in their notebooks. They read their work to the class. Place their work in their portfolios (see page 16).

2 Work in pairs. Read the dialogue again and answer the questions.
- Have students say what the dialogue is about.
- Using the Stop/Go technique (see page 15), ask students if they have understood the dialogue enough to continue with this activity.
- Students complete the activity individually. Check answers as a class.
- **Extension** Students write three false statements about the dialogue for their partners to correct.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.
- Ask students to raise their hands when they have found all the expressions. Tell students to match the phrases in the box to the three expressions, to fill in the gap. Choose random students to read the completed exchanges, using the expressions in the box.
- Place students in pairs and ask them to act out the dialogues.
- Walk around the class monitoring students.
- Use the Lollipop stick technique (see page 15) to have pairs come to the front and act out their sentences.

4 Imagine you're planning a surprise party. What jobs do you have to do? Talk to your partner and write a list.
- Place students in pairs and give them two minutes to discuss and then list the jobs they have to do for their surprise party.
- Encourage them to write their list of jobs in the order they have to do them.
- Use the Lollipop stick technique (see page 15) to have students read their lists to the class.

Extra activity **Collaborative work**
- Place students in small groups and have them play a quick game of *Who said what*. Tell students they say a sentence or a phrase from the dialogue and their group members have to say who said it. Students read three sentences each in random order.

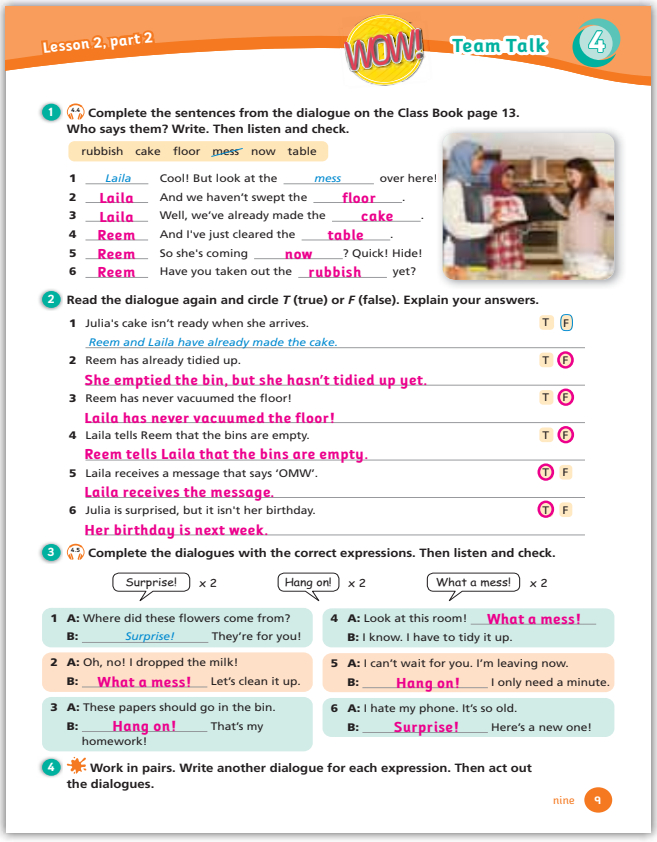
Finishing the lesson
- Ask students what the three key expressions from the dialogue were.
- Place students in pairs and have them write three short exchanges using these expressions.
- Ask some pairs to read aloud their exchanges to the rest of the class.

Lesson 2, part 2

Starting the lesson

- Use the Unit 4 poster to play *Memory game* (see *How to work with posters* on page 18).

Activity Book



Lesson 2, part 2 — WOW! — Team Talk 4

1 Complete the sentences from the dialogue on the Class Book page 13. Who says them? Write. Then listen and check.

rubbish cake floor ~~mess~~ now table

1 Laila: Cool! But look at the mess over here!
2 Laila: And we haven't swept the floor.
3 Laila: Well, we've already made the cake.
4 Reem: And I've just cleared the table.
5 Reem: So she's coming now? Quick! Hide!
6 Reem: Have you taken out the rubbish yet?

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

1 Julia's cake isn't ready when she arrives. T F
Reem and Laila have already made the cake.
2 Reem has already tidied up. T F
She emptied the bin, but she hasn't tidied up yet.
3 Reem has never vacuumed the floor! T F
Laila has never vacuumed the floor!
4 Laila tells Reem that the bins are empty. T F
Reem tells Laila that the bins are empty.
5 Laila receives a message that says 'OMW'. T F
Laila receives the message.
6 Julia is surprised, but it isn't her birthday. T F
Her birthday is next week.

3 Complete the dialogues with the correct expressions. Then listen and check.

Surprise! x 2 Hang on! x 2 What a mess! x 2

1 A: Where did these flowers come from? B: Surprise! They're for you!
2 A: Oh, no! I dropped the milk! B: What a mess! Let's clean it up.
3 A: These papers should go in the bin. B: Hang on! That's my homework!
4 A: Look at this room! What a mess! B: I know. I have to tidy it up.
5 A: I can't wait for you. I'm leaving now. B: Hang on! I only need a minute.
6 A: I hate my phone. It's so old. B: Surprise! Here's a new one!

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

nine 9

1 4.4 Complete the sentences from the dialogue on the Class Book page 13. Who says them? Write. Then listen and check.

- Have students quietly read the word box and prompts before completing the activity.
- Students work individually to complete the activity.
- Play the audio to check answers.
- Check answers as a class.

4.4

Reem: What a mess! Hurry up! Julia will be here soon.
Laila: Well, we've already made the cake.
Reem: Yes! And I've just cleared the table.
Laila: Cool! But look at the mess over here!
Reem: I've emptied the bin, but I haven't tidied up yet.
Laila: And we haven't swept the floor yet.
Reem: Hang on, Laila! I've just done that!
Laila: Oh, sorry! Maybe we should vacuum it but I've never vacuumed the floor.
Reem: What about the rubbish? Have you taken out the rubbish yet?
Laila: No, but we can do that later. I've just had a message. It says ... OMW. That means 'on my way'!
Reem: So she's coming now? Quick! Hide!
Reem/Laila: Surprise! Happy birthday!
Julia: Oh, dear! Erm ... my birthday is next week!
Reem/Laila: Oh, no!
Reem: Well, you can help us tidy up!

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

- Place students in pairs to complete the activity. At this stage, students just circle either true or false.
- Check answers as a class.
- Now ask students to look at the example explanation. Ask the class to look at the dialogue in the Class Book on page 13 again and underline the sentence that confirms that the answer is false (*Well, we've already made the cake.*)
- Have pairs write why the remaining sentences are true or false by underlining sections in the dialogue to confirm their answers.
- Check explanations as a class.

3 4.5 Complete the dialogues with the correct expressions. Then listen and check.

- Students complete the dialogues individually and then compare answers in pairs.
- Play the audio to check answers.
- Check answers as a class.

4.5

1 **A:** Where did these flowers come from?
B: Surprise! They're for you!

2 **A:** Oh, no! I dropped the milk!
B: What a mess! Let's clean it up.

3 **A:** These papers should go in the bin.
B: Hang on! That's my homework.

4 **A:** Look at this room! What a mess!
B: I know. I have to tidy it up.

5 **A:** I can't wait for you. I'm leaving now.
B: Hang on! I only need a minute.

6 **A:** I hate my phone. It's so old.
B: Surprise! Here's a new one.

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

- Place students in pairs.
- Have them write another dialogue for each of the expressions in Activity 3.
- Use the Lollipop stick technique (see page 15) to choose pairs to act out their dialogues.

Extra activity Fast finishers

- Students write a reading comprehension activity about the dialogue on page 13 of the Class Book to ask other fast finishers.

Finishing the lesson

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

Extra activity Photocopiable T5

- Ask students to do photocopiable T5.

Lesson 3, parts 1 and 2

Objectives

- **Lesson aims:** to learn the Present perfect with *already, just, never* and *yet*
- **Target language:** *I've already/just swept the floor. I've never vacuumed the carpet. I haven't cleared the table yet. Have you emptied the bins yet?*

Materials

- Unit 4 flashcards (Jobs at home)
- Grammar animation
- two fly swats
- index cards
- photocopiables 32 and 50

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can 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 talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson

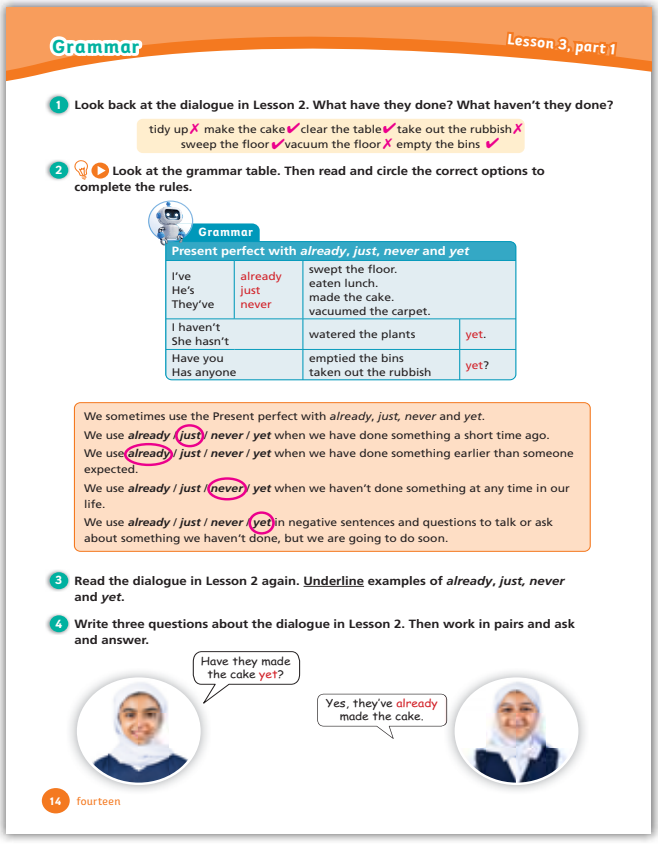
- Write six incorrect sentences using the grammar from semester 1 (e.g. Present simple, Present continuous, *could/couldn't, had to/didn't have to*, Relative pronouns, Comparative adverbs, Past continuous) on the board. In their notebooks, students correct the sentences. Write the correct sentences on the board.

Presentation

- Explain that in this lesson students will learn how to use the Present perfect with *already, just, never* and *yet*.
- Explain that we use the Present perfect when we don't know exactly when the action happened in the past, or when the action has just been completed.
- Explain that we can also use the Present perfect with *never* to talk about life experiences; we use it to say that we haven't done something at any time in our life, e.g. *I've never been to Japan.*
- Remind students of the regular and irregular past participles. Explain that there are no rules for irregular past participles; they have to learn them.

Practice

Class Book


Grammar
Lesson 3, part 1

1 Look back at the dialogue in Lesson 2. What have they done? What haven't they done?

tidy up ✗ make the cake ✔ clear the table ✔ take out the rubbish ✗
sweep the floor ✔ vacuum the floor ✗ empty the bins ✔

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

Grammar

Present perfect with *already, just, never* and *yet*

I've / He's / They've	already / just / never	swept the floor. / eaten lunch. / made the cake. / vacuumed the carpet.
I haven't / She hasn't		watered the plants — yet.
Have you / Has anyone		emptied the bins / taken out the rubbish — yet?

We sometimes use the Present perfect with *already, just, never* and *yet*.
We use ***already*** / ***just*** / ***never*** / ***yet*** when we have done something a short time ago.
We use ***already*** / ***just*** / ***never*** / ***yet*** when we have done something earlier than someone expected.
We use ***already*** / ***just*** / ***never*** / ***yet*** when we haven't done something at any time in our life.
We use ***already*** / ***just*** / ***never*** / ***yet*** in negative sentences and questions to talk or ask about something we haven't done, but we are going to do soon.

3 Read the dialogue in Lesson 2 again. Underline examples of *already, just, never* and *yet*.

4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

Have they made the cake yet?
Yes, they've already made the cake.

14 fourteen

1 Look back at the dialogue in Lesson 2. What have they done? What haven't they done?

- Ask students to look at the dialogue in the previous lesson and find the chores the children have and haven't done.
- Write *Have done* and *Haven't done* on the board as headings.
- Use the Lollipop stick technique (see page 15) to choose students to come to the board and write the chores under the correct heading.
- Encourage the rest of the class to correct them if they write a chore under the incorrect heading.

- Ask students to look at the dialogue again and find the irregular past participles. Write them on the board.

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

- Play the Grammar animation.
- Have students read the grammar table and then complete the activity individually.
- Check answers as a class.
- Check students have understood the grammar using the Traffic light cards technique (see page 15).
- Explain to students that *already* can come at the end of sentences, too. Elicit an example, e.g. *I've swept the floor already.*
- Place students in pairs. Have them write their own Present perfect sentences using *already*, *just*, *never* and *yet*.
- Monitor students, helping where necessary.
- Ask pairs to read aloud their sentences to the rest of the class.

Diversity

Support

- Elicit about twenty regular and irregular verbs in the base form *(watch, play, do)* and write them on the board. Ask students to say the Past simple and past participle forms and write them on the board. Have students copy the list in their notebooks.

Challenge

- Students look through their Class Books and find other verbs. They note them down and write their Past simple and past participle forms.

Extra activity Communication

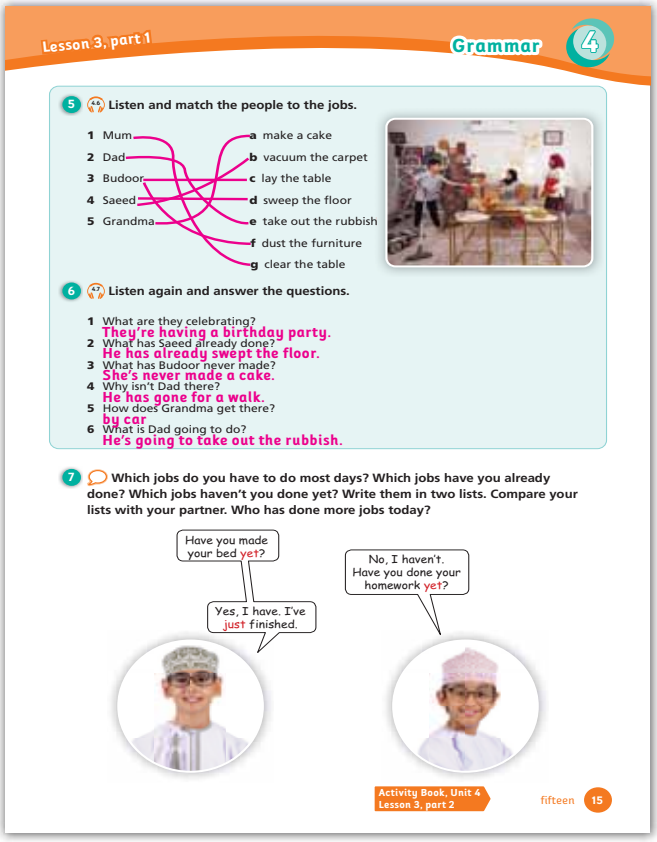
- Place students in pairs. Give each pair twelve index cards to write twelve verbs. One student picks up one and their partner says the verb in the Present perfect and makes a sentence.

3 Read the dialogue in Lesson 2 again. Underline examples *of already, just, never* and *yet*.

- Have students work in pairs to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers. Write them on the board.

4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

- Write a question in the Present perfect with *yet* on the board, e.g. *Have you done your homework yet?*
- Ask *Where do we put* yet*?* (*at the end of questions*).
- Explain that we only use *yet* in questions and negative statements, and that it means 'any time up to now'. We use it to emphasise that we expect something to happen shortly.
- Students work individually to write three questions about the dialogue in the previous lesson.
- Check students know what to do using the Traffic light cards technique (see page 15).
- Place students in pairs and have them ask and answer each other's questions.
- Ask volunteer pairs to ask and answer their questions for the rest of the class.


Lesson 3, part 1 Grammar 4

5 Listen and match the people to the jobs.

1 Mum
2 Dad
3 Budoor
4 Saeed
5 Grandma

a make a cake
b vacuum the carpet
c lay the table
d sweep the floor
e take out the rubbish
f dust the furniture
g clear the table

6 Listen again and answer the questions.

1 What are they celebrating?
They're having a birthday party.
2 What has Saeed already done?
He has already swept the floor.
3 What has Budoor never made?
She's never made a cake.
4 Why isn't Dad there?
He has gone for a walk.
5 How does Grandma get there?
by car
6 What is Dad going to do?
He's going to take out the rubbish.

7 Which jobs do you have to do most days? Which jobs have you already done? Which jobs haven't you done yet? Write them in two lists. Compare your lists with your partner. Who has done more jobs today?

Have you made your bed yet?
Yes, I have. I've just finished.
No, I haven't. Have you done your homework yet?

Activity Book, Unit 4 Lesson 3, part 2
fifteen 15

5 4.6 Listen and match the people to the jobs.

- Play the audio with pauses for students to match the answers.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students write the sentences in full using the Present perfect.

4.6 & 4.7

Budoor: So are we ready for the birthday party?
Mum: No, there's lots to do. First, we have to tidy the house. Saeed, can you vacuum the carpet, please?
Saeed: Hang on, Mum, it's Budoor's turn. I've already swept the floor.
Mum: She's just dusted the furniture for me, and now she's laying the table.
Saeed: OK. I'll vacuum the carpet.
Budoor: OK, I've laid the table, now where's the cake? Has Grandma made the cake yet?

Mum:	Yes, I think she's just arrived with it. I can hear her car.
Budoor:	Great! I've never made a cake but Grandma makes the best cakes!
Saeed:	Where's Dad? Is he going to help?
Mum:	He has gone for a walk but maybe he can help tidy up after the party. I'll clear the table and he can take out the rubbish.
Grandma:	Hello! Has the party started yet? Oh no, the cake!
Saeed:	Oh, dear! I've just vacuumed in here! I'll have to do it again!
Grandma:	Oh, I'm sorry! What a mess! I'll have to make another cake.

6 4.7 **Listen again and answer the questions.**

- Ask students to read the questions and guess their answers, before listening to the audio again.
- Play the audio again. Ask students to write the answers in their notebooks.
- Use the Lollipop stick technique (see page 15) to check answers.

7 **Which jobs do you have to do most days? Which have you already done? Which haven't you done yet? Write them in two lists. Compare your lists with your partner. Who has done more jobs today?**

- Ask students to think about the jobs at home they often do. Tell them to write two lists: the jobs they've already done today and those they haven't done yet.
- Place students in pairs.
- Using the example dialogue as a model, students ask and answer questions to see who has done more jobs.
- Monitor students to make sure they are using the grammar correctly.
- Have volunteer pairs act out their dialogues for the rest of the class.

Finishing the lesson

- Divide the class into two teams. Ask teams to stand in a line facing the board. Give the student at the front of each team a fly swat. Place the Unit 4 flashcards (Jobs at home) on the board randomly.
- Say a *Jobs at home* vocabulary expression or a complete sentence using that expression. The students with the fly swats must run and swat the correct flashcard. The student who swats the flashcard first gets a point for their team. Teams can get an extra point if they can say a sentence using the expression they swatted with *already*, *just*, *never* or *yet*. The team with the most points wins. Make sure that all students get a turn.

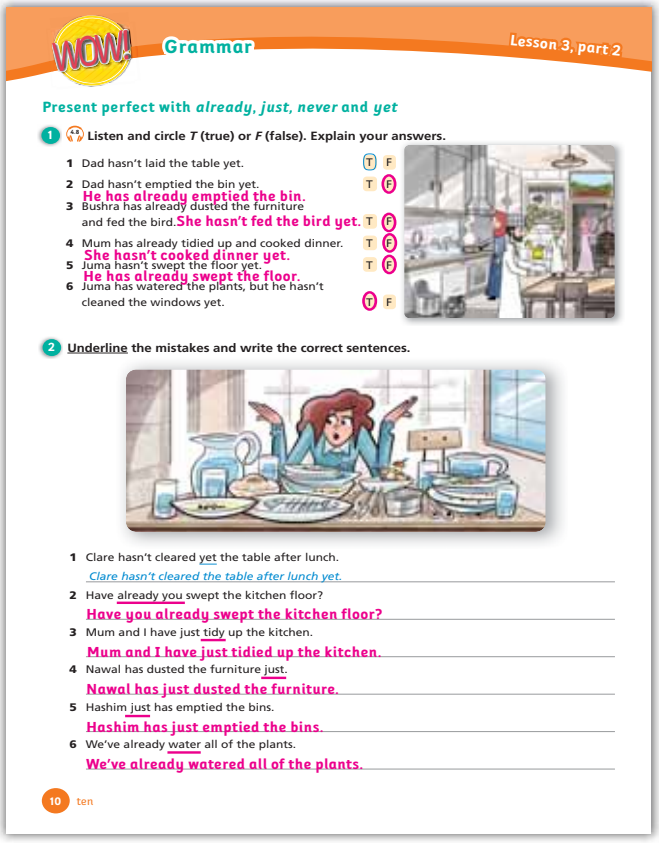
Lesson 3, part 2

Starting the lesson

- Ask students to say example sentences with *already*, *just*, *never* and *yet*.
- Check students understand their uses using the Traffic light cards technique (see page 15).

Practice

Activity Book


WOW! Grammar Lesson 3, part 2

Present perfect with *already, just, never* and *yet*

1 Listen and circle *T* (true) or *F* (false). Explain your answers.

1 Dad hasn't laid the table yet. T F
2 Dad hasn't emptied the bin yet. T F
He has already emptied the bin.
3 Bushra has already dusted the furniture and fed the bird. She hasn't fed the bird yet. T F
4 Mum has already tidied up and cooked dinner. T F
She hasn't cooked dinner yet.
5 Juma hasn't swept the floor yet. T F
He has already swept the floor.
6 Juma has watered the plants, but he hasn't cleaned the windows yet. T F

2 Underline the mistakes and write the correct sentences.

1 Clare hasn't cleared yet the table after lunch.
Clare hasn't cleared the table after lunch yet.
2 Have already you swept the kitchen floor?
Have you already swept the kitchen floor?
3 Mum and I have just tidy up the kitchen.
Mum and I have just tidied up the kitchen.
4 Nawal has dusted the furniture just.
Nawal has just dusted the furniture.
5 Hashim just has emptied the bins.
Hashim has just emptied the bins.
6 We've already water all of the plants.
We've already watered all of the plants.

10 ten

1 4.8 **Listen and circle *T* (true) or *F* (false). Explain your answers.**

- Ask students to look at the picture first and ask questions so they know what to look out for, but don't confirm the answers: *What is the dad doing? What is the mum doing? Is the kitchen clean? Do the plants look healthy? What can you see next to the bin? Is the bird eating? What is the girl doing? Has she dusted the furniture?*
- Play the audio. Students complete the activity individually by circling either true or false. The answers will be false if one of the aspects is incorrect.
- Now ask students to look at the example answer. Play the audio again and have students listen for the sentence or sentences that confirm whether the answer is true (*Dad hasn't laid the table yet*).

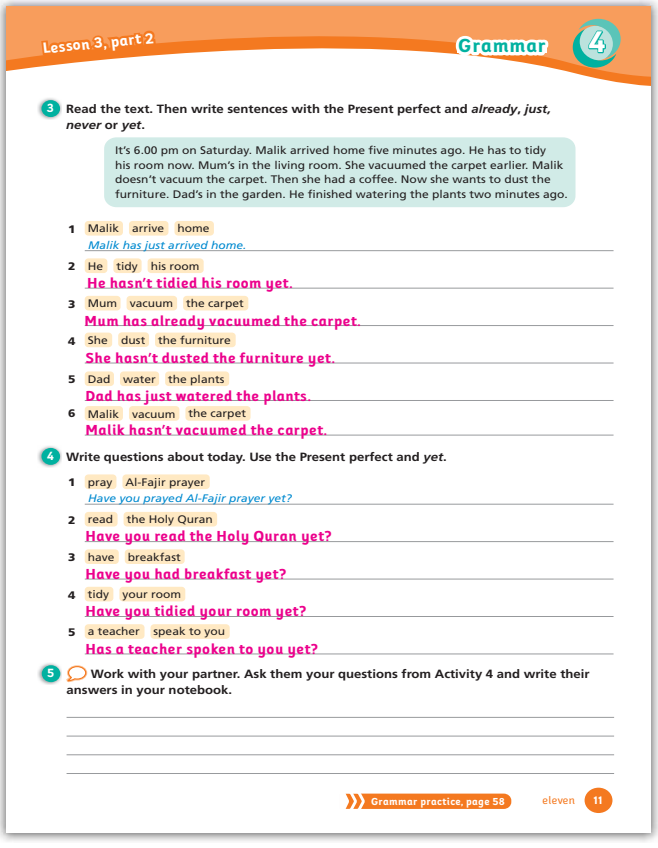
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Have pairs write why the remaining sentences are true or false. Play the audio as many times as is necessary.
- Check explanations as a class.

4.8

Mum, Dad, Bushra and Juma are in the kitchen. Dad hasn't laid the table yet. He has already emptied the bin, but he hasn't taken out the rubbish yet. Bushra has already dusted the furniture, but she hasn't fed the bird yet. Mum has already tidied up, but she hasn't cooked the dinner yet. Juma has already swept the floor. He has watered the plants, but he hasn't cleaned the windows yet.

2 Underline the mistakes and write the correct sentences.

- Read aloud the example sentence and answer and elicit why the sentence is incorrect (*yet* goes at the end of a negative sentence).
- Place students in pairs and have them underline and correct the remaining sentences.
- Use the Lollipop stick technique (see page 15) to check answers.



Lesson 3, part 2 — Grammar 4

3 Read the text. Then write sentences with the Present perfect and *already, just, never* or *yet*.

It's 6.00 pm on Saturday. Malik arrived home five minutes ago. He has to tidy his room now. Mum's in the living room. She vacuumed the carpet earlier. Malik doesn't vacuum the carpet. Then she had a coffee. Now she wants to dust the furniture. Dad's in the garden. He finished watering the plants two minutes ago.

1 Malik arrive home
Malik has just arrived home.
2 He tidy his room
He hasn't tidied his room yet.
3 Mum vacuum the carpet
Mum has already vacuumed the carpet.
4 She dust the furniture
She hasn't dusted the furniture yet.
5 Dad water the plants
Dad has just watered the plants.
6 Malik vacuum the carpet
Malik hasn't vacuumed the carpet.

4 Write questions about today. Use the Present perfect and *yet*.

1 pray Al-Fajir prayer
Have you prayed Al-Fajir prayer yet?
2 read the Holy Quran
Have you read the Holy Quran yet?
3 have breakfast
Have you had breakfast yet?
4 tidy your room
Have you tidied your room yet?
5 a teacher speak to you
Has a teacher spoken to you yet?

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

Grammar practice, page 58 — eleven 11

3 Read the text. Then write sentences with the Present perfect and *already, just, never* or *yet*.

- Ask a student to read aloud the text.
- Place students in pairs and have them write sentences using the prompts, the information in the text and *already, just, never* or *yet*.
- Check answers as a class and write them on the board.
- Go through each answer, if necessary, and explain why it's correct.

4 Write questions about today. Use the Present perfect and *yet*.

- Students work individually to write questions.
- Check answers as a class.

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

- Students ask and answer their questions from Activity 4 in pairs.
- Refer students to the Grammar practice on page 58 of their Activity Books and do Activities 1 and 2.

Grammar practice

1 Read and complete.

- Students complete the activity individually and then compare answers in pairs.
- Refer to page 188 of the Teacher's Book for answers.

2 Write true sentences. Use the Present perfect with *already, just, never* or *yet*.

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 188 of the Teacher's Book for answers.

Word list

- Refer students to the Word list on page 61 of the Activity Book.
- Have students work in pairs or groups to add more vocabulary words that they know. Students can use a dictionary if they wish.

Finishing the lesson

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

Extra activity Photocopiables 32 and 50

- Ask students to do photocopiables 32 and 50.

Lesson 4, parts 1 and 2

Objectives

- **Lesson aims:** to read a play
- **Target language:** collocations: verb + noun: *sweep the floor, empty the bin*

Materials

- Unit 4 flashcards (Jobs at home)
- True/False response cards

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).

Assessment for Learning (formative assessment)

- Setting aims and criteria: Key question technique (see page 15); 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; Three facts and a fib technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

Lesson 4, parts 1 and 2

Starting the lesson

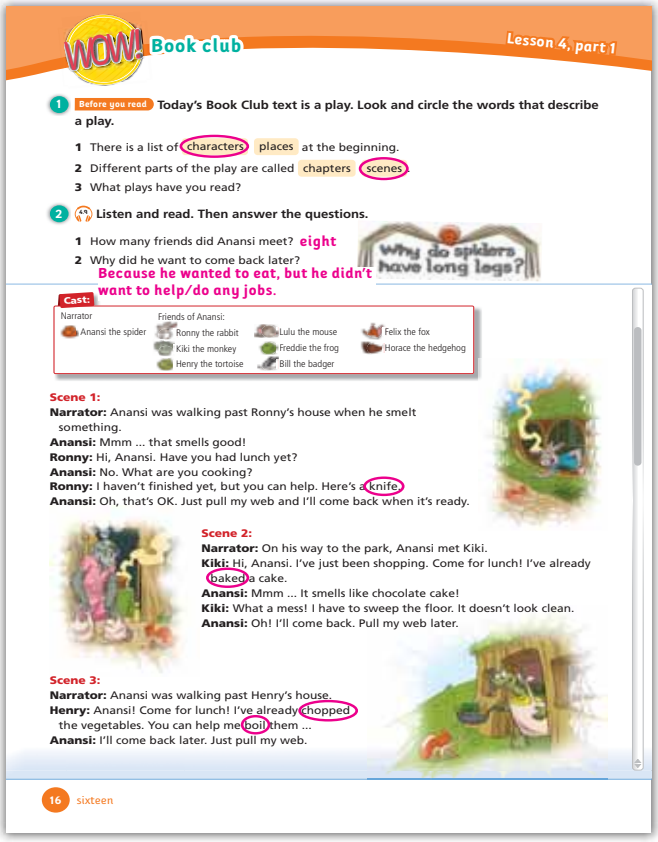
- Use the Key question technique (see page 15) to have students say how reading texts can help them with their English. Ask *How do texts teach us language? Do you study texts in your native language? What do you learn from them? Do you learn the same things from English texts?*
- Ask a student to the front of the class and hand them a Unit 4 flashcard (Jobs at home).
- The student mimes the job they have for the class to guess. Repeat with other students.

Presentation

- Explain that in this lesson students will read a play.
- Have students look at the layout of the play and ask them to say how it is different to a dialogue *(it has a list of characters at the beginning and scenes)*. Ask students which jobs or people they think would need to use a play script *(actors, directors,* etc.*)* and what types of entertainment they use them for *(plays, films, TV programmes)*.
- Ask students if they have ever seen a play and if they enjoyed it.

Practice

Class Book


WOW! Book club
Lesson 4, part 1

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

1 There is a list of characters places at the beginning.
2 Different parts of the play are called chapters scenes
3 What plays have you read?

2 Listen and read. Then answer the questions.

1 How many friends did Anansi meet? eight
2 Why did he want to come back later? Because he wanted to eat, but he didn't want to help/do any jobs.

Why do spiders have long legs?

Cast:
Narrator: Anansi the spider
Friends of Anansi: Ronny the rabbit, Kiki the monkey, Henry the tortoise, Lulu the mouse, Freddie the frog, Bill the badger, Felix the fox, Horace the hedgehog

Scene 1:
Narrator: Anansi was walking past Ronny's house when he smelt something.
Anansi: Mmm ... that smells good!
Ronny: Hi, Anansi. Have you had lunch yet?
Anansi: No. What are you cooking?
Ronny: I haven't finished yet, but you can help. Here's a knife.
Anansi: Oh, that's OK. Just pull my web and I'll come back when it's ready.

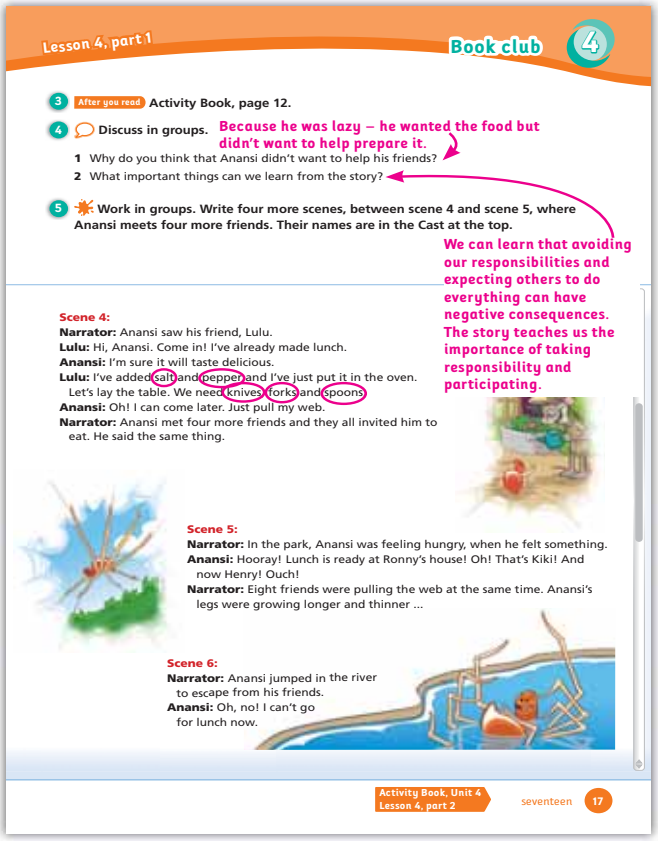
Scene 2:
Narrator: On his way to the park, Anansi met Kiki.
Kiki: Hi, Anansi. I've just been shopping. Come for lunch! I've already baked a cake.
Anansi: Mmm ... It smells like chocolate cake!
Kiki: What a mess! I have to sweep the floor. It doesn't look clean.
Anansi: Oh! I'll come back. Pull my web later.

Scene 3:
Narrator: Anansi was walking past Henry's house.
Henry: Anansi! Come for lunch! I've already chopped the vegetables. You can help me boil them ...
Anansi: I'll come back later. Just pull my web.

16 sixteen

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

- Ask students to quickly look at the play on page 16.
- Read the first two sentences aloud and have students call out the correct options.
- Students discuss question three in pairs. Ask the class to tell you what plays they have seen or read.
- Ask students why they think plays are set up in scenes (*to make the action easier for the audience and the actors to understand*). Explain that scenes are parts of the overall story.



Lesson 4, part 1

Book club 4

3 After you read Activity Book, page 12.

4 Discuss in groups.

1 Why do you think that Anansi didn't want to help his friends?

2 What important things can we learn from the story?

Because he was lazy – he wanted the food but didn't want to help prepare it.

5 Work in groups. Write four more scenes, between scene 4 and scene 5, where Anansi meets four more friends. Their names are in the Cast at the top.

We can learn that avoiding our responsibilities and expecting others to do everything can have negative consequences. The story teaches us the importance of taking responsibility and participating.

Scene 4:
Narrator: Anansi saw his friend, Lulu.
Lulu: Hi, Anansi. Come in! I've already made lunch.
Anansi: I'm sure it will taste delicious.
Lulu: I've added salt and pepper and I've just put it in the oven. Let's lay the table. We need knives, forks and spoons.
Anansi: Oh! I can come later. Just pull my web.
Narrator: Anansi met four more friends and they all invited him to eat. He said the same thing.

Scene 5:
Narrator: In the park, Anansi was feeling hungry, when he felt something.
Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Kiki! And now Henry! Ouch!
Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner ...

Scene 6:
Narrator: Anansi jumped in the river to escape from his friends.
Anansi: Oh, no! I can't go for lunch now.

Activity Book, Unit 4 Lesson 4, part 2 seventeen 17

2 4.9 Listen and read. Then answer the questions.

- Play the audio and have students read along in their Class Books.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Use the True/False response cards technique (see page 15) to quiz students on the text by making different false statements about it for students to correct, e.g. *Anansi heard something coming from Ronny's house (false)*, etc.

4.9

Why do spiders have long legs?

Scene 1:
Narrator: Anansi was walking past Ronny's house when he smelt something.
Anansi: Mmm ... that smells good!
Ronny: Hi, Anansi. Have you had lunch yet?
Anansi: No. What are you cooking?
Ronny: I haven't finished yet, but you can help. Here's a knife.
Anansi: Oh, that's OK. Just pull my web and I'll come back when it's ready.

Scene 2:
Narrator: On his way to the park, Anansi met Kiki.
Kiki: Hi, Anansi. I've just been shopping. Come for lunch! I've already baked a cake.
Anansi: Mmm ... It smells like chocolate cake!
Kiki: What a mess! I have to sweep the floor. It doesn't look clean.
Anansi: Oh! I'll come back. Pull my web later

Scene 3:
Narrator: Anansi was walking past Henry's house.
Henry: Anansi! Come for lunch! I've already chopped the vegetables. You can help me boil them ...
Anansi: I'll come back later. Just pull my web.

Scene 4:
Narrator: Anansi saw his friend, Lulu.
Lulu: Hi, Anansi. Come in! I've already made lunch.
Anansi: I'm sure it will taste delicious.
Lulu: I've added salt and pepper and I've just put it in the oven. Let's lay the table. We need knives, forks and spoons.
Anansi: Oh! I can come later. Just pull my web.
Narrator: Anansi met four more friends and they all invited him to eat. He said the same thing.

Scene 5:
Narrator: In the park, Anansi was feeling hungry, when he felt something.
Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Kiki! And now Henry! Ouch!
Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner ...

Scene 6:
Narrator: Anansi jumped in the river to escape from his friends.
Anansi: Oh, no! I can't go for lunch now.

3 After you read Activity Book, page 12.

- Ask students to turn to page 12 of their Activity Books.
- Refer to the Activity Book section below for instructions.

4 Discuss in groups.

- Place students in groups of four.
- Have them discuss the questions and make note of their answers.
- Monitor students, making sure they are using appropriate language to interact (e.g. *I agree/don't agree with you. That's true. You're right. I'm not sure about that*, etc.). Write the language on the board if necessary.
- Have groups choose a group member to read aloud their answers.

5 Work in groups. Write four more scenes, between scene 4 and scene 5, where Anansi meets four more friends. Their names are in the Cast at the top.

- Discuss what other things could happen in the play as a class and write ideas on the board.
- Place students in groups of four.
- Ask students to imagine that four new scenes took place between scenes 4 and 5, and that they are going to write them, using a similar structure to scenes 1–4. Write ideas on the board.
- Ask each group member to choose a character from the Cast on the previous page and to write their scenes individually. Each group writes one scene only.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Monitor students to make sure they are using the correct style of a play, and that the text of their play includes a Narrator.
- When they have finished, have students compare their scenes in groups and choose the best one.
- Ask groups to act out their new scenes.

Diversity

Support

- Explain to students that scenes are quite short. Give weaker students only one scene to write.

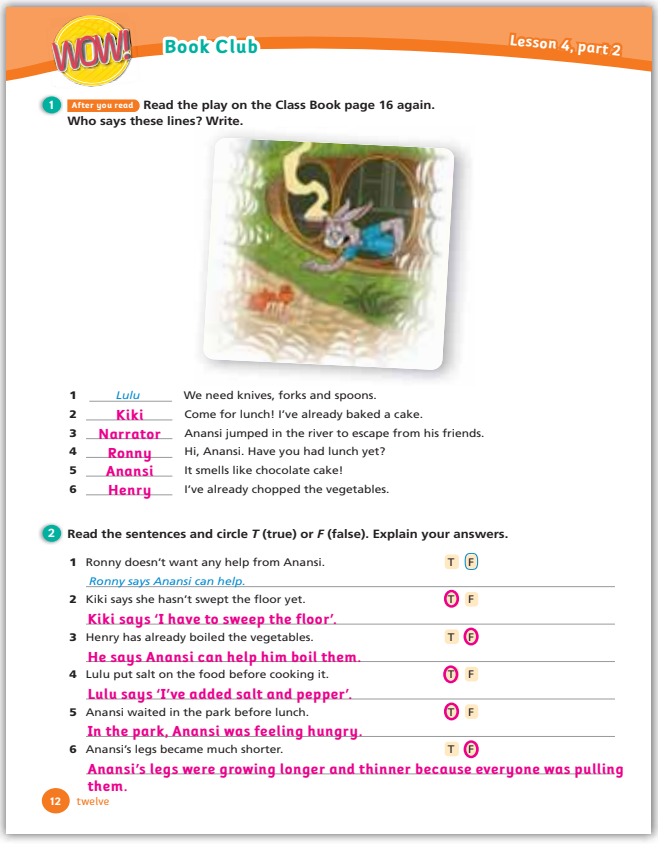
Challenge

- Have students write a new ending for the play.

Extra activity Creativity

- Explain to students that the play is a fun and fictional story to explain why spiders have long legs. Ask students what other queries they have about animals. Start by writing on the board *Why do giraffes have long necks? Why do elephants have long trunks?* Elicit seven more ideas and write them on the board. Number them 1–9. Place students in groups and have them choose a statement from the board. Students then write a short play or story to explain the story of that animal. Groups present their work to the class.
- Place their work in their portfolios (see page 16).

Activity Book



WOW! Book Club Lesson 4, part 2

1 After you read Read the play on the Class Book page 16 again. Who says these lines? Write.

1 Lulu — We need knives, forks and spoons.
2 Kiki — Come for lunch! I've already baked a cake.
3 Narrator — Anansi jumped in the river to escape from his friends.
4 Ronny — Hi, Anansi. Have you had lunch yet?
5 Anansi — It smells like chocolate cake!
6 Henry — I've already chopped the vegetables.

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

1 Ronny doesn't want any help from Anansi. T (F)
Ronny says Anansi can help.
2 Kiki says she hasn't swept the floor yet. (T) F
Kiki says 'I have to sweep the floor'.
3 Henry has already boiled the vegetables. T (F)
He says Anansi can help him boil them.
4 Lulu put salt on the food before cooking it. (T) F
Lulu says 'I've added salt and pepper'.
5 Anansi waited in the park before lunch. (T) F
In the park, Anansi was feeling hungry.
6 Anansi's legs became much shorter. T (F)
Anansi's legs were growing longer and thinner because everyone was pulling them.

12 twelve

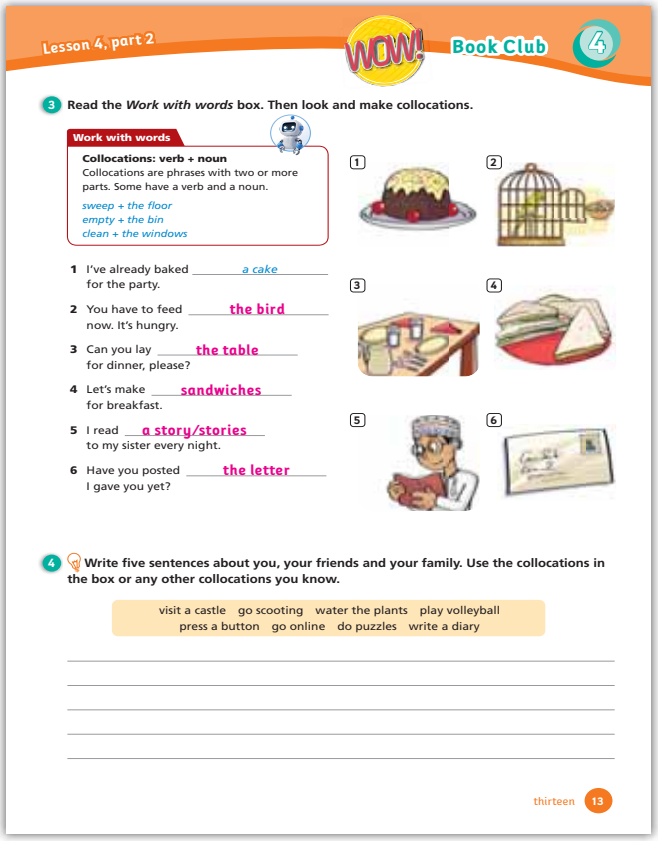
1 After you read Read the play on the Class Book page 16 again. Who says these lines? Write.

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

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

- Place students in pairs to complete the activity. At this stage, students just circle either true or false.
- Check answers as a class.

- Now ask students to look at the example answer. Ask the class to look at the play on page 16 of the Class Book again and underline the sentence that confirms that the answer is false (*I haven't finished yet, but you can help.*)
- Have pairs write why the remaining sentences are true or false by underlining sections in the play to confirm their answers.
- Check explanations as a class.



Lesson 4, part 2 — WOW! Book Club 4

3 Read the *Work with words* box. Then look and make collocations.

Work with words

Collocations: verb + noun
Collocations are phrases with two or more parts. Some have a verb and a noun.

sweep + the floor
empty + the bin
clean + the windows

1 I've already baked *a cake* for the party.
2 You have to feed *the bird* now. It's hungry.
3 Can you lay *the table* for dinner, please?
4 Let's make *sandwiches* for breakfast.
5 I read *a story/stories* to my sister every night.
6 Have you posted *the letter* I gave you yet?

4 Write five sentences about you, your friends and your family. Use the collocations in the box or any other collocations you know.

visit a castle go scooting water the plants play volleyball
press a button go online do puzzles write a diary

thirteen 13

3 Read the *Work with words* box. Then look and make collocations.

- Read the *Work with words* box aloud and have students follow along in their books.
- Explain that we can use a verb and a noun to make a new word. These are called collocations.
- Have students give some more examples of collocations from the play on pages 16 and 17 of the Class Book *(baked a cake, sweep the floor, lay the table).*
- Students complete the activity individually. Write answers on the board.
- **Extension** Ask students to make new collocations for *feed, make, read* and *write.*

4 Write five sentences about you, your friends and your family. Use the collocations in the box or any other collocations you know.

- Students work individually to complete the activity and then compare answers in pairs.
- Monitor students, helping where necessary.
- Have students read aloud their sentences to the class.

Finishing the lesson

- Have students write four sentences about the lesson using the Three facts and a fib technique (see page 16). Place students in groups and have them share their sentences to see if they can identify the false one.
- Using the Summative and thought-provoking questions technique (see page 16), have students reflect on the lesson and say what they found difficult.

Vocabulary and Grammar

Lesson 5, parts 1 and 2

Objectives

- **Lesson aims:** to learn words associated with food and drink; to learn how to use sense verbs
- **Target language:** *knife, fork, spoon, fry, salt, pepper, cut, bake, add, mix, chop, boil*

Materials

- Unit 4 flashcards (*knife, fork, spoon, fry, salt, pepper, cut, bake, add, mix, chop, boil*)
- Grammar animation
- photocopiables 29, 33 and 38

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe objects in a basic way (e.g. colour, size) (GSE 25). Can express preference for familiar items (e.g. foods, toys, stories) using simple fixed expressions (GSE 32).
- **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: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

Lesson 5, part 1

Starting the lesson

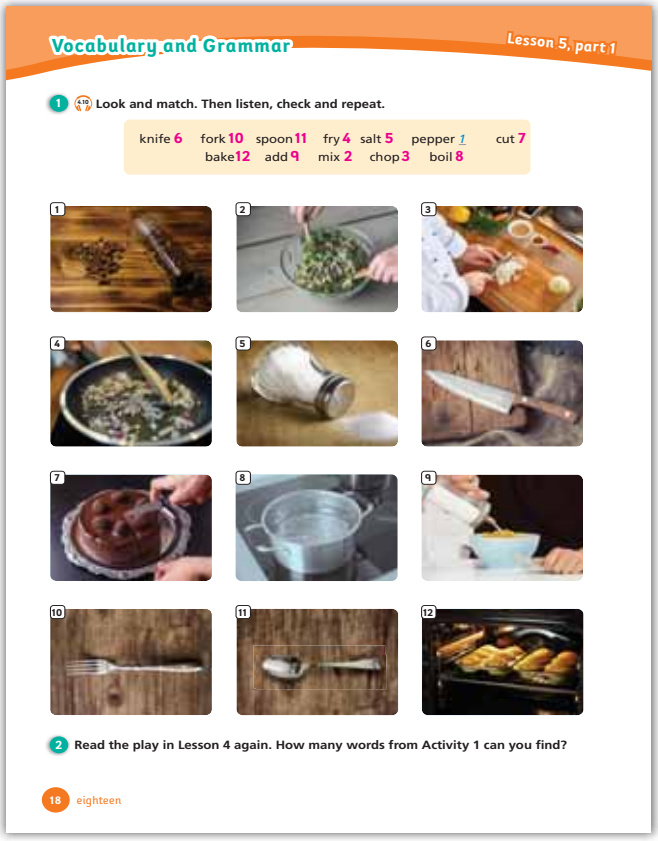
- Write *SWEEP THE FLOOR* on the board.
- Students have to write a word for each letter, e.g. *S – sister, W – white, E – empty*, etc.
- Students get one point for each word, but three points if they use a word from this or semester 1.
- Continue with a few more vocabulary items from this unit and previous units in semester 1.

Presentation

- Explain that in this lesson students will learn words associated with food and drink and how to use sense verbs.
- Place the Unit 4 flashcards (Food and drink) on the board. Point to each item and say the word. Students repeat after you.
- Ask students if they like to cook or would like to learn.

Practice

Class Book


Vocabulary and Grammar
Lesson 5, part 1
1 4.10 Look and match. Then listen, check and repeat.
knife 6 fork 10 spoon 11 fry 4 salt 5 pepper 1 cut 7
bake 12 add 9 mix 2 chop 3 boil 8
2 Read the play in Lesson 4 again. How many words from Activity 1 can you find?
18 eighteen

1 4.10 Look and match. Then listen, check and repeat.

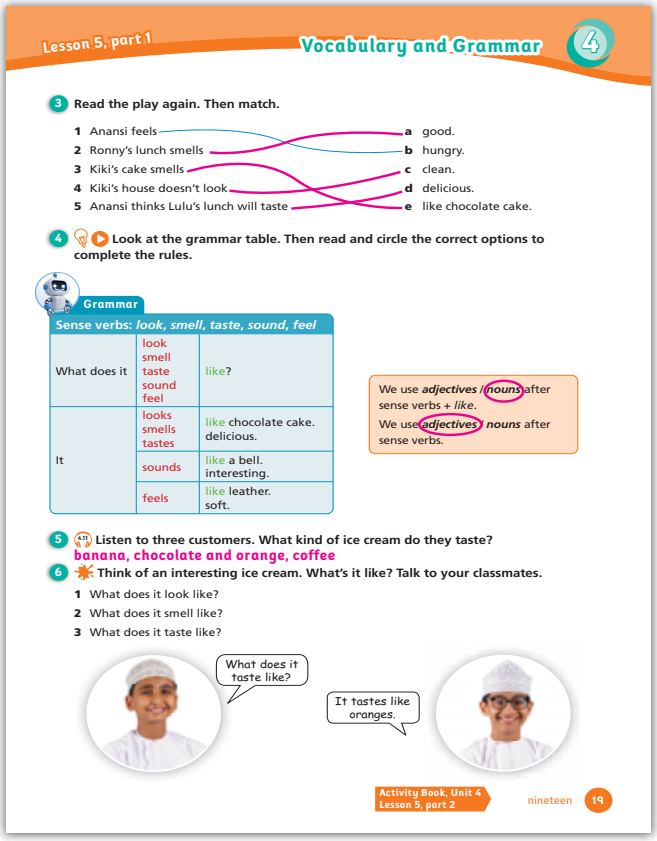
- Have students match the words in the box to the pictures.
- Play the audio and have students listen, check and repeat.
- Upon completing the activity, have students quiz each other on new vocabulary by pointing at a picture for their partners to say what it is.
- **Extension** Write *cut, bake, mix, chop, boil* on the board. Place students in pairs and have them make as many collocations with these as possible, e.g. *cut the cake, bake some bread, mix ingredients, etc.*
- Students read their collocations to the class.

4.10

1 pepper **2** mix **3** chop **4** fry **5** salt **6** knife
7 cut **8** boil **9** add **10** fork **11** spoon **12** bake

2 Read the play in Lesson 4 again. How many words from Activity 1 can you find?

- Ask students to tell you what they remember from the story in Lesson 4.
- Check answers by having students read out the sentences from the play.


Lesson 5, part 1 Vocabulary and Grammar 4

3 Read the play again. Then match.

1 Anansi feels — a good.
2 Ronny's lunch smells — b hungry.
3 Kiki's cake smells — c clean.
4 Kiki's house doesn't look — d delicious.
5 Anansi thinks Lulu's lunch will taste — e like chocolate cake.

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

Grammar

Sense verbs: *look, smell, taste, sound, feel*

What does it	look / smell / taste / sound / feel	like?
It	looks / smells / tastes	like chocolate cake. / delicious.
	sounds	like a bell. / interesting.
	feels	like leather. / soft.

We use *adjectives* / *nouns* after sense verbs + *like*.
We use *adjectives* / *nouns* after sense verbs.

5 4.11 Listen to three customers. What kind of ice cream do they taste?
banana, chocolate and orange, coffee

6 Think of an interesting ice cream. What's it like? Talk to your classmates.
1 What does it look like?
2 What does it smell like?
3 What does it taste like?

What does it taste like?
It tastes like oranges.

Activity Book, Unit 4 Lesson 5, part 2 nineteen 19

3 Read the play again. Then match.

- Students complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students make their own sentences using the words from a–e.

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

- Write the sense verbs on the board. Ask students which parts of our bodies we use with each sense verb.
- Check answers as a class.
- Play the Grammar animation.
- Ask students to read the grammar table.
- Students complete the activity individually and then compare answers in pairs.
- Check students have understood what sense verbs are using the Traffic light cards technique (see page 15).
- **Extension** Write sense verbs on the board and have students make sentences with them.

Diversity

Support

- Write three lists of words on the board: nouns 1 *(scarf, cake, friend, fish)*; adjectives *(warm, tired, terrible, delicious)*; nouns 2 *(wool, lemon, cat food, opera)*. Students make sentences using sense verbs. Encourage students to make all possible combinations.

Challenge

- Have students choose three items of their choice to write sentences about using sense verbs.

5 4.11 Listen to three customers. What kind of ice cream do they taste?

- Use the Unit 4 flashcards (Food and drink) to quickly revise the vocabulary.
- Play the audio and have students write the answers in their notebooks.
- Check answers as a class.
- Ask *Where were the people? (outside a new ice cream café) What were they doing? (guessing the flavours of ice cream) What did they get if they guessed correctly? (a free ice cream).*
- Ask students if they like any of the ice cream flavours mentioned. Ask them what their favourite flavour is.

4.11

Man: We're standing outside the new ice cream café in town. There's a special offer today. You get a free ice cream if you can guess the flavours. Here's our first customer.
Boy 1: Hello.
Man: Hi there. Are you ready to taste this ice cream?
Boy 1: OK.
Man: Here's a spoon.
Boy 1: Thanks. Right. It's yellow. It looks like lemon ice cream. Wait a minute. It smells strong. It smells like banana. Is it banana ice cream?
Man: Yes, that's right. Well done.
Boy 1: Hmm, it tastes delicious.
Girl: Can I have a go?
Man: Yes, of course. Here's your ice cream.
Girl: OK, it looks like chocolate ice cream. Hmm … smells good. Let me taste! It tastes like chocolate ice cream, but wait! There's something else. It tastes like a fruit. Is it chocolate and orange?
Man: Yes, that's right. They've mixed chocolate and orange.
Fantastic! You win an ice cream of your choice!
Man: Now it's your turn. Here, take this spoon.
Boy 2: Thank you. OK, this ice cream is brown, too. It looks like chocolate, but it doesn't smell like chocolate. It smells horrible. Oh, I know! It's coffee. I don't like coffee, it tastes disgusting! Yuk!
Man: Ha ha! Well done. You've already guessed!

6 Think of an interesting ice cream. What's it like? Talk to your classmates.

- Ask students to answer the questions in their notebooks first.
- Place students in pairs and have them tell each other about their ice creams.
- Ask volunteers to share their ideas with the class.

Extra activity **Creativity**

- Place students in small groups. Explain that they are chefs who have created three new dishes for a famous restaurant. Students write about their dishes using sense verbs to tell us what they look, smell and taste like. Students present their dishes to the class who have to comment on the dishes, e.g. *Your dish sounds (interesting / boring / delicious)*, etc.

Finishing the lesson

- Place students in pairs. Ask students to close their books and give them one minute to write down the food and drink words on page 18 of their Class Books.
- Using the Summative and thought-provoking questions technique (see page 16), ask *How many food and drink words did you remember?*

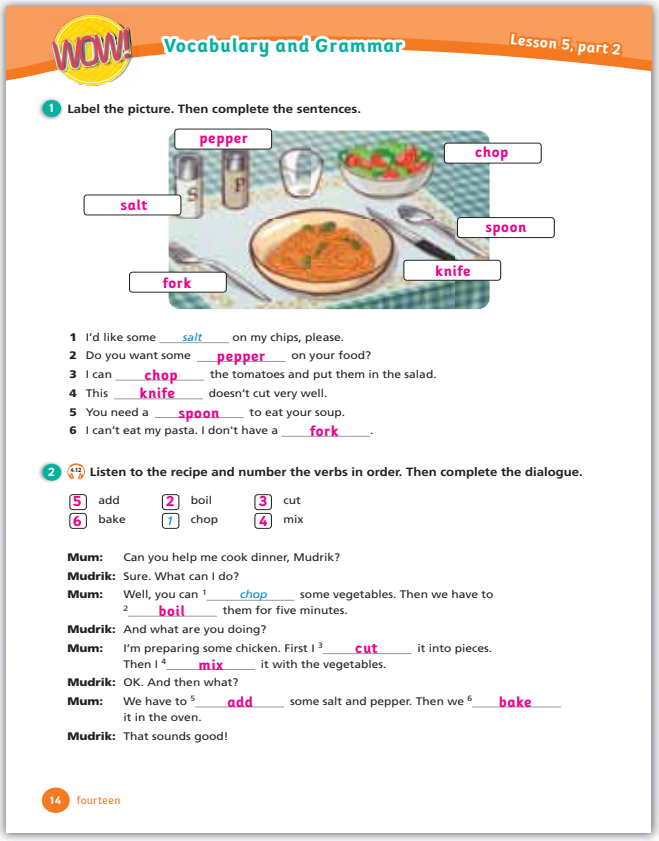
Lesson 5, part 2

Starting the lesson

- Play *Backs to the board* (see page 21) with the unit vocabulary. Use the Unit 4 flashcards (Food and drink) as prompts.

Practice

Activity Book


WOW! Vocabulary and Grammar Lesson 5, part 2

1 Label the picture. Then complete the sentences.

pepper, chop, salt, spoon, fork, knife

1 I'd like some *salt* on my chips, please.
2 Do you want some pepper on your food?
3 I can chop the tomatoes and put them in the salad.
4 This knife doesn't cut very well.
5 You need a spoon to eat your soup.
6 I can't eat my pasta. I don't have a fork.

2 4.12 Listen to the recipe and number the verbs in order. Then complete the dialogue.

5 add 2 boil 3 cut
6 bake 1 chop 4 mix

Mum: Can you help me cook dinner, Mudrik?
Mudrik: Sure. What can I do?
Mum: Well, you can 1 *chop* some vegetables. Then we have to 2 boil them for five minutes.
Mudrik: And what are you doing?
Mum: I'm preparing some chicken. First I 3 cut it into pieces. Then I 4 mix it with the vegetables.
Mudrik: OK. And then what?
Mum: We have to 5 add some salt and pepper. Then we 6 bake it in the oven.
Mudrik: That sounds good!

14 fourteen

1 Label the picture. Then complete the sentences.

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

2 4.12 Listen to the recipe and number the verbs in order. Then complete the dialogue.

- Students complete the first part of the activity individually.
- Play the audio.
- Check answers as a class.
- Play the audio again and have students complete the dialogue.
- Play the audio a third time to check answers.

4.12

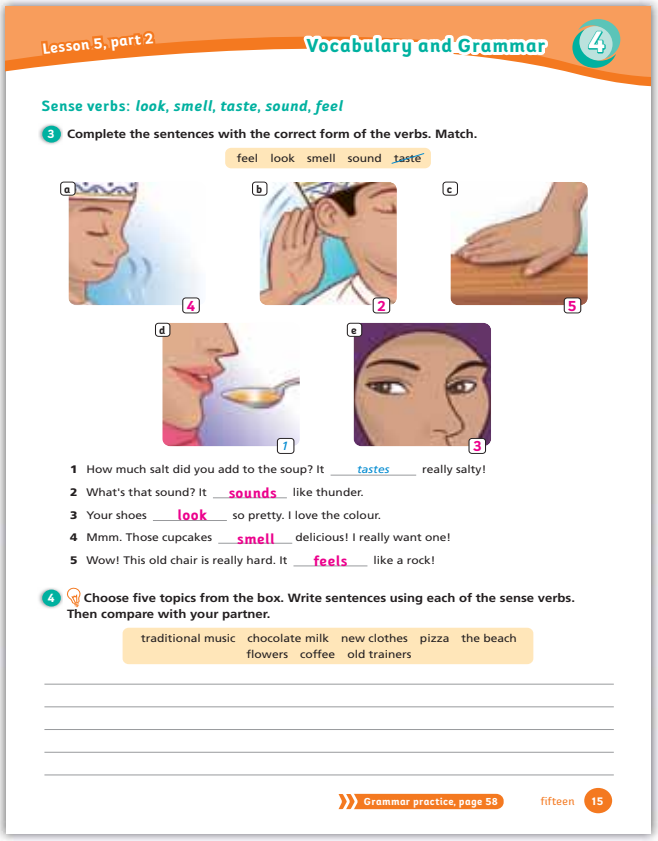
Mum: Can you help me cook dinner, Mudrik?
Mudrik: Sure. What can I do?
Mum: Well, you can chop some vegetables. Then we have to boil them for five minutes.
Mudrik: And what are you doing?
Mum: I'm preparing some chicken. First I cut it into pieces. Then I mix it with the vegetables.
Mudrik: OK. And then what?
Mum: We have to add some salt and pepper. Then we bake it in the oven.
Mudrik: That sounds good!

3 Complete the sentences with the correct form of the verbs. Match.

- Students complete the sentences individually and then match them to the pictures.
- Monitor to check students are using the correct form of the verb.
- Use the Lollipop stick technique (see page 15) to check answers.

4 Choose five topics from the box. Write sentences using each of the sense verbs. Then compare with your partner.

- Students write their sentences individually using each of the sense verbs.
- Place students in pairs and have them compare sentences.
- Invite some students to read aloud their sentences to the class.
- Refer students to the Grammar practice on page 58 of their Activity Books and do Activities 3 and 4.



Lesson 5, part 2 — Vocabulary and Grammar 4

Sense verbs: *look, smell, taste, sound, feel*

3 Complete the sentences with the correct form of the verbs. Match.

feel look smell sound ~~taste~~

a 4 b 2 c 5 d 1 e 3

1 How much salt did you add to the soup? It *tastes* really salty!
2 What's that sound? It **sounds** like thunder.
3 Your shoes **look** so pretty. I love the colour.
4 Mmm. Those cupcakes **smell** delicious! I really want one!
5 Wow! This old chair is really hard. It **feels** like a rock!

4 Choose five topics from the box. Write sentences using each of the sense verbs. Then compare with your partner.

traditional music chocolate milk new clothes pizza the beach flowers coffee old trainers

Grammar practice, page 58 fifteen 15

Grammar practice

3 Read and complete.

- Students complete the activity individually and then compare answers in pairs.
- Refer to page 188 of the Teacher's Book for answers.

4 Read and complete the sentences with the correct form of the sense verbs.

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 188 of the Teacher's Book for answers.

Finishing the lesson

- Do a dictation of the new vocabulary (Food and drink). In pairs, students check and, if necessary, correct each other's work.
- Use the Summative and thought-provoking questions technique (see page 16) to ask students how confident they feel using the grammar.

Extra activity **Photocopiables 29, 33 and 38**

- Ask students to do photocopiables 29, 33 and 38.

Lesson 6, parts 1 and 2

Objectives

- **Lesson aims:** to learn about traditional food from around the world; to write and design a menu for an international food festival
- **Target language:** *dough, leaves, boil, lentils, wheat, porridge, flour, honey, coconut*

Materials

- Culture video
- Project video
- coloured pencils
- menus with international food
- photocopiable 41

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can express preference for familiar items (e.g. foods, toys, stories) using simple fixed expressions (GSE 32). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses (GSE 28).
- **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: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15); True/False response cards technique (see page 15)

Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)

Independent learning: Learning diary (see page 16)

Lesson 6, part 1

Starting the lesson

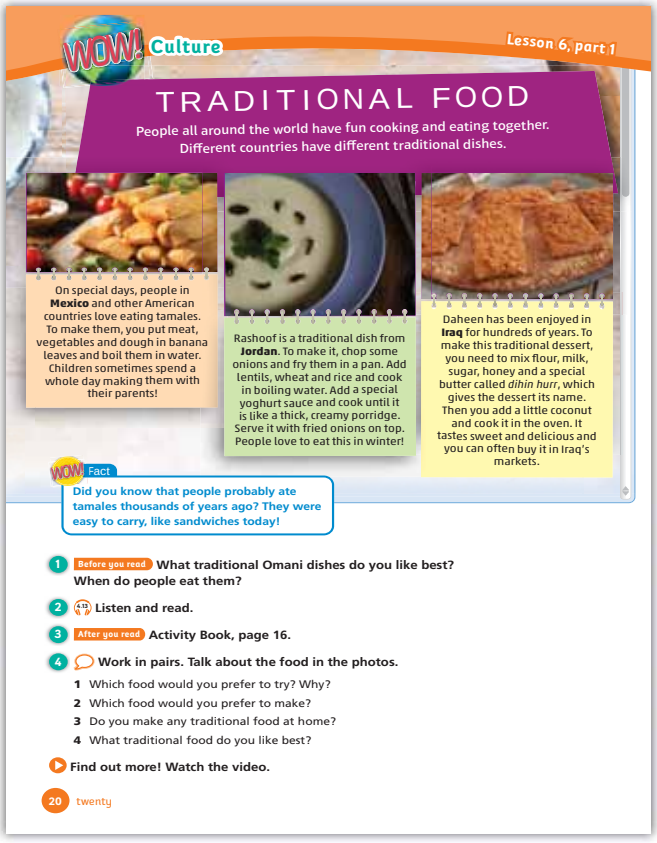
- Write twelve letters in random order on the board. Make sure there are three vowels.
- Divide the class into pairs and have them make as many words as they can in one minute.
- Check answers as a class.

Presentation

- Explain that in this lesson students will learn about traditional foods from around the world.
- Ask students what traditional foods they have tried and what they tasted like.
- Write *dough, leaves, boil, lentils, wheat, porridge, flour, honey* and *coconut* on the board. Elicit or explain their meanings: *dough: a mixture of flour and water used to make bread; leaves: the flat, green parts of plants or trees; boil: to heat a liquid until it bubbles and turns into steam; lentils: small, round seeds that people cook and eat, often used in soups; wheat: a grain used to make flour for bread and pasta; porridge: a hot, soft food made by cooking oats in water or milk, often eaten for breakfast; flour: a fine powder made from grains, like wheat, used to make bread; honey: a thick, sweet liquid made by bees; coconut: a large, hard fruit which is brown on the outside and white inside, and grows on some palm trees.*

Practice

Class Book


WOW! Culture
Lesson 6, part 1
TRADITIONAL FOOD
People all around the world have fun cooking and eating together. Different countries have different traditional dishes.
On special days, people in **Mexico** and other American countries love eating tamales. To make them, you put meat, vegetables and dough in banana leaves and boil them in water. Children sometimes spend a whole day making them with their parents!
Rashoof is a traditional dish from **Jordan**. To make it, chop some onions and fry them in a pan. Add lentils, wheat and rice and cook in boiling water. Add a special yoghurt sauce and cook until it is like a thick, creamy porridge. Serve it with fried onions on top. People love to eat this in winter!
Daheen has been enjoyed in **Iraq** for hundreds of years. To make this traditional dessert, you need to mix flour, milk, sugar, honey and a special butter called *dihin hurr*, which gives the dessert its name. Then you add a little coconut and cook it in the oven. It tastes sweet and delicious and you can often buy it in Iraq's markets.
WOW Fact
Did you know that people probably ate tamales thousands of years ago? They were easy to carry, like sandwiches today!
1 Before you read What traditional Omani dishes do you like best? When do people eat them?
2 4.13 Listen and read.
3 After you read Activity Book, page 16.
4 Work in pairs. Talk about the food in the photos.
1 Which food would you prefer to try? Why?
2 Which food would you prefer to make?
3 Do you make any traditional food at home?
4 What traditional food do you like best?
Find out more! Watch the video.
20 twenty

1 Before you read What traditional Omani dishes do you like best? When do people eat them?

- Have a class discussion. Write the dishes on the board and have the class vote for their favourite one.

Culture notes

- Tamales date back thousands of years to ancient Mesoamerica and were eaten by the Aztecs, Mayans and Incas. Tamales were made to be portable so travellers and hunters could carry and eat them easily.
- Rashoof is a popular dish in rural regions in the north of Jordan and is often made for guests.
- Daheen originates in Najaf, a city south of the Iraqi capital, Baghdad. After visiting Najaf, visitors are always expected to bring back some daheen with them for family and friends.

Key words search

traditional foods, tamales, rashoof, daheen, food festival

2 4.13 Listen and read.

- Play the audio and have students read along in their Class Books.
- After playing the audio, use the True/False response cards technique (see page 15) to say sentences about the text, e.g. *Tamales are made with orange leaves (false – they're made with banana leaves)*, etc. Students say whether they are true or false and say the correct sentence.

4.13

Traditional food
People all around the world have fun cooking and eating together. Different countries have different traditional dishes.

Tamales
On special days, people in Mexico and other American countries love eating tamales. To make them, you put meat, vegetables and dough in banana leaves and boil them in water. Children sometimes spend a whole day making them with their parents!

Rashoof
Rashoof is a traditional dish from Jordan. To make it, chop some onions and fry them in a pan. Add lentils, wheat and rice and cook in boiling water. Add a special yoghurt sauce and cook until it is like a thick, creamy porridge. Serve it with fried onions on top. People love to eat this in winter!

Daheen
Daheen has been enjoyed in Iraq for hundreds of years. To make this traditional dessert, you need to mix flour, milk, sugar, honey and a special butter called *dihin hurr*, which gives the dessert its name. Then you add a little coconut and cook it in the oven. It tastes sweet and delicious and you can often buy it in Iraq's markets.

Extra activity

Support
- Students read the text before doing Activity 2 and note any unknown words.

Challenge
- Students read the texts and note all the adjectives used to describe the foods.

3 After you read Activity Book, page 16.

- Refer students to page 16 of their Activity Books.
- See Activity Book section below for more instructions.

4 **Work in pairs. Talk about the food in the photos.**

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

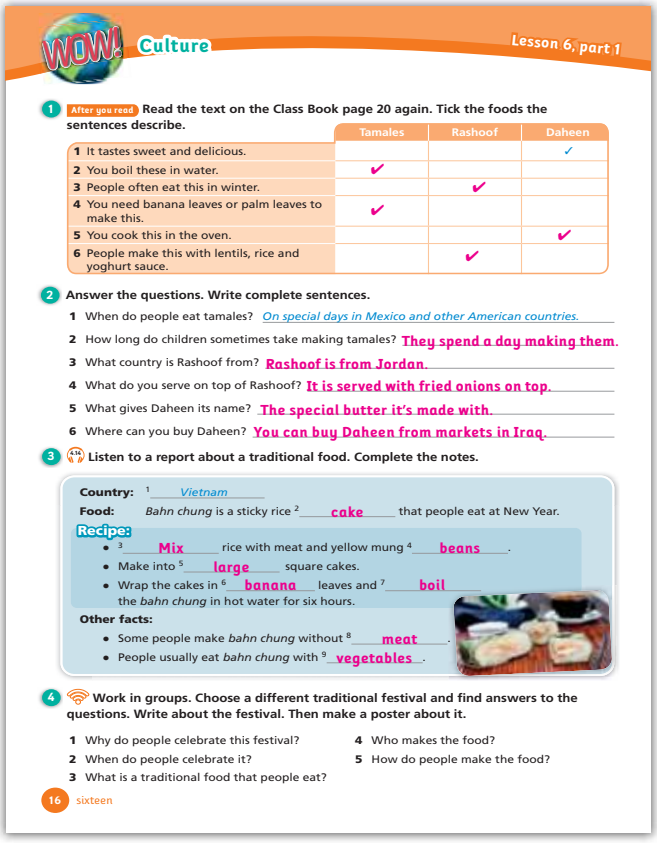
Find out more! Watch the video.

- Watch the complete video with students. After, encourage students to say any English words they remember from the video.
- Watch the video again, pausing after each scene or step so that you can ask students questions about the things they see.
- After the video, have students write three things they found interesting about the video to share with the class.

Extra activity **Critical thinking**

- Ask students why food is an important part of different celebrations. Have students think about how food brings people together.

Activity Book



WOW! Culture — Lesson 6, part 1

1 After you read **Read the text on the Class Book page 20 again. Tick the foods the sentences describe.**

	Tamales	Rashoof	Daheen
1 It tastes sweet and delicious.			✓
2 You boil these in water.	✓		
3 People often eat this in winter.		✓	
4 You need banana leaves or palm leaves to make this.	✓		
5 You cook this in the oven.			✓
6 People make this with lentils, rice and yoghurt sauce.		✓	

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

1 When do people eat tamales? *On special days in Mexico and other American countries.*
2 How long do children sometimes take making tamales? They spend a day making them.
3 What country is Rashoof from? Rashoof is from Jordan.
4 What do you serve on top of Rashoof? It is served with fried onions on top.
5 What gives Daheen its name? The special butter it's made with.
6 Where can you buy Daheen? You can buy Daheen from markets in Iraq.

3 4.14 **Listen to a report about a traditional food. Complete the notes.**

Country: 1 *Vietnam*
Food: *Bahn chung* is a sticky rice 2 cake that people eat at New Year.
Recipe:
- 3 Mix rice with meat and yellow mung 4 beans.
- Make into 5 large square cakes.
- Wrap the cakes in 6 banana leaves and 7 boil the *bahn chung* in hot water for six hours.

Other facts:
- Some people make *bahn chung* without 8 meat.
- People usually eat *bahn chung* with 9 vegetables.

4 **Work in groups. Choose a different traditional festival and find answers to the questions. Write about the festival. Then make a poster about it.**

1 Why do people celebrate this festival?
2 When do people celebrate it?
3 What is a traditional food that people eat?
4 Who makes the food?
5 How do people make the food?

16 sixteen

1 After you read **Read the text on the Class Book page 20 again. Tick the foods the sentences describe.**

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

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

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

3 4.14 **Listen to a report about a traditional food. Complete the notes.**

- Ask students to look at the picture. Ask *What do you see? What ingredients do you think they used? Where do you think this food is from?*
- Place students in pairs.
- Play the audio and have students complete the notes. Play the audio again if necessary.
- Check answers and write them on the board.

4.14

My report is about a traditional food from Vietnam. It's called *bahn chung*. *Bahn chung* are special cakes that Vietnamese families make and eat during their traditional New Year's festival. The cakes are quite large, and they are a square in shape. They look like boxes! To make the cakes, people mix rice with meat and beans. Then they wrap the cakes in banana leaves and boil them in hot water for six hours. Some people also make vegetarian *bahn chung*, with rice and beans, but without any meat. *Bahn chung* are usually served hot with lots of vegetables. I'd love to try them. They look delicious!

4 **Work in groups. Choose a different traditional festival and find answers to the questions. Write about the festival. Then make a poster about it.**

- Place students in small groups.
- Have students use the internet to find answers to the questions.
- Students write what they found out in their notebooks.
- Students make a poster about a traditional festival.
- Make a classroom display.

Finishing the lesson

- Place pupils in pairs.
- Students do a *Picture pair dictation* (see page 21) with the dishes on page 20 of their Class Books. They can use their Class Books to help them describe the dishes if necessary.
- Encourage them to use other dishes in their dictations.
- Monitor students, helping where necessary.

Lesson 6, part 2

Starting the lesson

- Say true/false sentences about the text on page 20: *Banana leaves are used to make tamales (true). Tamales are fried (false). Children spend a week making tamales with their parents (false). Rashoof is from Jordan (true). To make rashoof, you first have to boil lentils, wheat and rice (false). Rashoof is cooked until it's thick and creamy (true). People love to eat rashoof in summer (false). Daheen comes from Oman (false). A special butter is used in daheen (true). Daheen is cooked in an oven (true).*
- Look at page 20 and check answers.

Project



Write a menu for an international food festival.

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 country and find out about its traditional dishes.

- Tell students that they are going to write a menu for an international food festival.
- Place students in groups of four. Make sure there is an Expert envoy (see page 16) in each group.
- Have groups discuss which country's traditional dishes they want to use for their project. Make sure all group members are contributing to the discussion.
- Ask groups which country they have chosen. Make sure each group has chosen a different country.

3 Choose three or four dishes that you would like to include.

- Have groups choose three or four dishes for their project.

4 Decide who will research each dish and find out:

- Students decide in their groups who will research each of the dishes they chose.
- Make sure they refer to each of the bullet points when doing their research.

5 Write about the dishes you have chosen. Include photos, pictures and interesting facts.

- Read the sentence prompts in the *Writing tip*. Encourage students to use these prompts when writing the descriptions for their dishes.
- Ask a volunteer to read through the steps, including the example poster.
- Monitor students, helping where necessary, while they make their menus.

6 Present the information to the rest of the class.

- Read the *Speaking tip* box to students.
- Each group presents their project to the class. Make sure each student says something and that when they talk about each dish, they refer to the photos.
- Use the Two stars and a wish technique (see page 16) to have students comment on the menus presented.

7 Take a class vote to decide which dish you would most like to eat.

- Students vote for the dish they would most like to eat. Ask them to give reasons for their answers.

Finishing the lesson

- Refer students to the Learning diary (see page 16). Tell students to make a few notes about what they've learnt in this lesson and what interested them the most. Students read their sentences to the class.

Extra activity **Photocopiable 41**

- Ask students to do photocopiable 41.

English in action

Lesson 7, parts 1 and 2

Objectives

- **Lesson aims:** to learn how to offer help; to practise the rising and falling intonation in questions
- **Target language:** *Can I help you? Shall I cook the noodles? What do you want me to do now?*

Materials

- English in Action video
- photocopiable 44

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can respond to offers or suggestions, using fixed expressions (GSE 33). Can act out a short dialogue or role play, given prompts (GSE 38).
- **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: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

Lesson 7, part 1

Starting the lesson

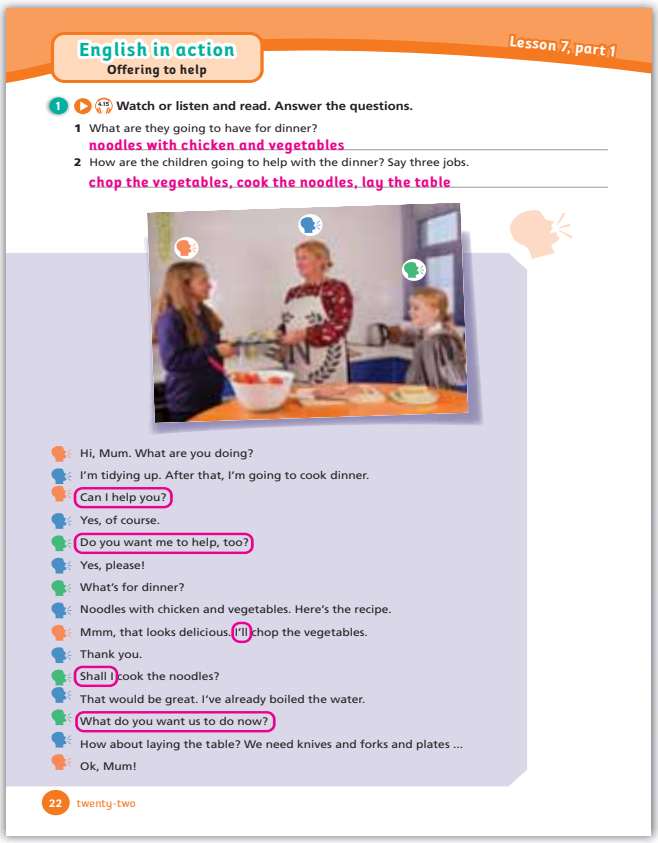
- Have students write six sentences using the vocabulary and grammar they have learnt from this unit.
- Place students in pairs and tell them to read their sentences to their partners as dictation.
- Students check their work by referring to their Class Books.

Presentation

- Explain that in this lesson students will learn how to offer to help and practise the rising and falling intonation in questions
- Ask students if they offer help to their friends and family.

Practice

Class Book



English in action
Offering to help
Lesson 7, part 1

1 Watch or listen and read. Answer the questions.

1 What are they going to have for dinner?
noodles with chicken and vegetables
2 How are the children going to help with the dinner? Say three jobs.
chop the vegetables, cook the noodles, lay the table

Hi, Mum. What are you doing?
I'm tidying up. After that, I'm going to cook dinner.
Can I help you?
Yes, of course.
Do you want me to help, too?
Yes, please!
What's for dinner?
Noodles with chicken and vegetables. Here's the recipe.
Mmm, that looks delicious. I'll chop the vegetables.
Thank you.
Shall I cook the noodles?
That would be great. I've already boiled the water.
What do you want us to do now?
How about laying the table? We need knives and forks and plates ...
Ok, Mum!

22 twenty-two

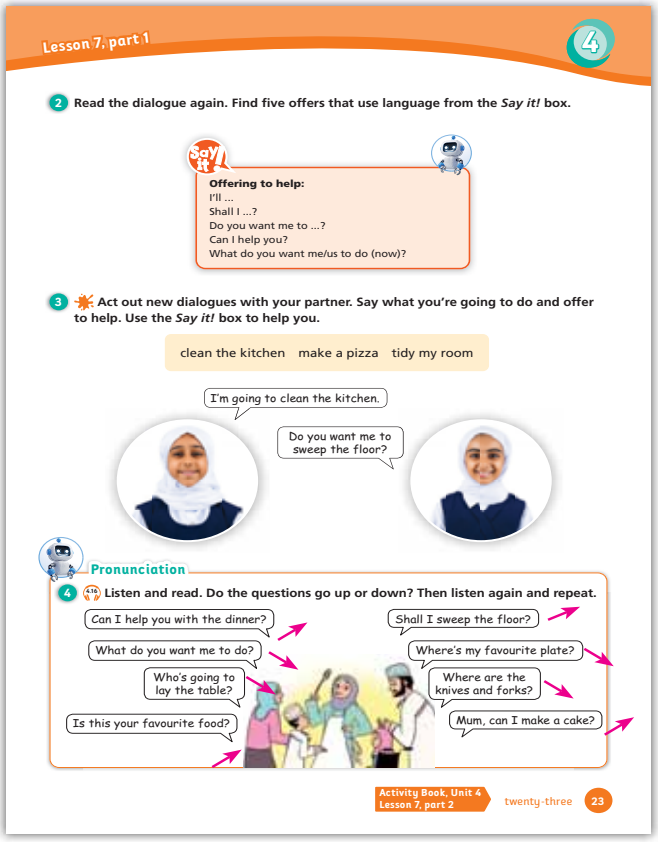
1 4.15 Watch or listen and read. Answer the questions.

- Play the audio or video for students to listen or watch and read. Ask students what the dialogue is about.
- Play the audio or video again. Pause for students to answer the questions.
- Check answers as a class.
- **Extension** Place students in pairs and have them choose roles. Students act out the dialogue.

4.15

Girl 1: Hi, Mum. What are you doing?
Mum: I'm tidying up. After that, I'm going to cook dinner.
Girl 1: Can I help you?
Mum: Yes, of course.
Girl 2: Do you want me to help, too?
Mum: Yes, please!
Girl 2: What's for dinner?
Mum: Noodles with chicken and vegetables. Here's the recipe.
Girl 1: Mmm, that looks delicious. I'll chop the vegetables.

Mum: Thank you.
Girl 2: Shall I cook the noodles?
Mum: That would be great. I've already boiled the water.
Girl 2: What do you want us to do now?
Mum: How about laying the table? We need knives and forks and plates ...
Girl 1: OK, Mum!



2 Read the dialogue again. Find five offers that use language from the *Say it!* box.

- Refer students to the *Say it!* box. Ask students to read the dialogue again and find five offers.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Ask students to read the text again and find the responses to the offers of help. Students then make simple exchanges with the words in the box in pairs.

3 Act out new dialogues with your partner. Say what you're going to do and offer to help. Use the *Say it!* box to help you.

- Model the activity with volunteer students.
- Place students in pairs. Have them use the examples in speech bubbles as a model.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have students act out their dialogues in front of the class.

Extra activity **Critical thinking**

- Ask students why it's good to help others. Ask why it's important to always help the elderly and in what ways students can help them. Continue by asking how we can help people with special needs.

Pronunciation

4 4.16 Listen and read. Do the questions go up or down? Then listen again and repeat.

- Explain to students intonation generally goes up with *Yes/No* questions and down with other questions.
- Play the audio and have students read along.
- Play the audio again, pausing after each question, for students to say whether it has a rising or falling intonation.
- Play the audio a third time. Pause after each question and have students repeat.

4.16

Can I help you with the dinner?
What do you want me to do?
Who's going to lay the table?
Is this your favourite food?
Shall I sweep the floor?
Where's my favourite plate?
Where are the knives and forks?
Mum, can I make a cake?

Diversity

Support

- Write the questions on the board. Read through each one with pauses for students to repeat after you. With the help of students, write six more questions on the board, making sure both intonations are used. Read them with the class chorally.
- Have students read the sentences to their partners.

Challenge

- Students write four questions (two *Yes/No* questions and two *Wh-* questions). In pairs, one student reads a question and their partner says if the intonation is rising or falling.

Finishing the lesson

- Students close their books. They work in pairs and practise offering help and responding to offers of help using their own ideas.
- Monitor students, helping where necessary.

Lesson 7, part 2

Starting the lesson

- Divide the class into three groups: Mum, Girl 1 and Girl 2.
- 4.15 Play the audio and pause after each sentence. Students from each group repeat what they hear in unison.

Practice

Activity Book



Lesson 7, part 2

English in action 4
Offering to help

1 4.17 Read and complete the dialogue. Then listen and check.

Chicken with rice and vegetables. ~~Yes, please. You can clear the table.~~
How about sweeping the floor? Yes, of course.
I've already washed them. Thank you.

Girl: Can I help you with anything, Mum?
Mum: 1 *Yes, please. You can clear the table.*
Girl: Do you want me to help cook, too?
Mum: 2 **Yes, of course.**
Girl: What's for lunch?
Mum: 3 **Chicken with rice and vegetables.**
Girl: That sounds delicious. I'll boil the rice.
Mum: 4 **Thank you.**
Girl: Shall I chop the vegetables, too?
Mum: Yes, please. 5 **I've already washed them.**
Girl: What do you want me to do now?
Mum: 6 **How about sweeping the floor?**

2 Read the sentences. Write offers. Then act out the dialogues with your partner.

1 'I have a test tomorrow.'
I'll help you study for it.
2 'The kitchen is a mess!'
Do you **want me to help you tidy up**
3 'I didn't have lunch today.'
Can I **make you something to eat**?
4 'We don't have any milk.'
Shall I **go to the shop for some**?
5 'I'm tidying up the garage.'
What do **you want me to do**?
6 'The floor isn't very clean.'
I'll **clean it!**

Pronunciation

3 4.18 Listen and read. Do the questions go up or down? Draw an up arrow (↗) or a down arrow (↘). Then practise with your partner.

1 Do you want me to clear the table? ↗
2 When can you help me tidy up? ↗
3 What do you want me to clean? ↗
4 Shall I put away my clothes now? ↗
5 Can you please sweep the floor? ↗
6 Who's going to wash the car? ↘

seventeen 17

1 4.17 Read and complete the dialogue. Then listen and check.

- Students complete the dialogue in pairs.
- Play the audio for students to check answers.
- Have students practise reading the dialogue together.
- Monitor students, helping with pronunciation where necessary.

4.17

Girl: Can I help you with anything, Mum?
Mum: Yes, please. You can clear the table.
Girl: Do you want me to help cook, too?
Mum: Yes, of course.
Girl: What's for lunch?
Mum: Chicken with rice and vegetables.
Girl: That sounds delicious. I'll boil the rice.
Mum: Thank you.
Girl: Shall I chop the vegetables, too?
Mum: Yes, please. I've already washed them.
Girl: What do you want me to do now?
Mum: How about sweeping the floor?

2 Read the sentences. Write offers. Then act out the dialogues with your partner.

- Students complete the activity individually.
- Check answers as a class (see suggested answers in the Activity Book; accept all correct answers).
- Students work in pairs to act out the dialogue.
- Invite students to act out their dialogues in front of the class.

3 4.18 Listen and read. Do the questions go up or down? Draw an up arrow (↗) or a down arrow (↘). Then practise with your partner.

- Ask *In what kind of questions does the intonation generally go up? (yes/no questions) In what kind of questions does it go down? (other questions).*
- Play the audio and have students read along.
- Students work individually to draw an up or a down arrow.
- Place students in pairs and have them practise saying the questions.
- Monitor students for correct intonation.
- Students read the questions to their partners.

4.18

1 Do you want me to clear the table?
2 When can you help me tidy up?
3 What do you want me to clean?
4 Shall I put away my clothes now?
5 Can you please sweep the floor?
6 Who's going to wash the car?

Extra activity Fast finishers

- Students write their own dialogue using offers to help. They read their work to the class. Place their work in their portfolios (see page 16).

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students why learning different expressions and pronunciation is important for their English learning.
- Ask students to say what else they think is important where learning a language is concerned.

Extra activity Photocopiable 44

- Ask students to do photocopiable 44.

Lesson 8, parts 1 and 2

Objectives

- **Lesson aims:** to read recipes
- **Target language:** *cream, sauce, butter, teaspoon, rolling pin, tray*

Materials

- index cards
- recipes
- photocopiable 47

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can follow simple recipes, if supported by pictures (GSE 38).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can express preference for familiar items (e.g. foods, toys, stories) using simple fixed expressions (GSE 32). Can act out a short dialogue or role play, given prompts (GSE 38).
- **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).
- **Listening:** Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts (GSE 29).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 15); Yes/No technique (see page 15)

Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)

Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 8, part 1

Starting the lesson

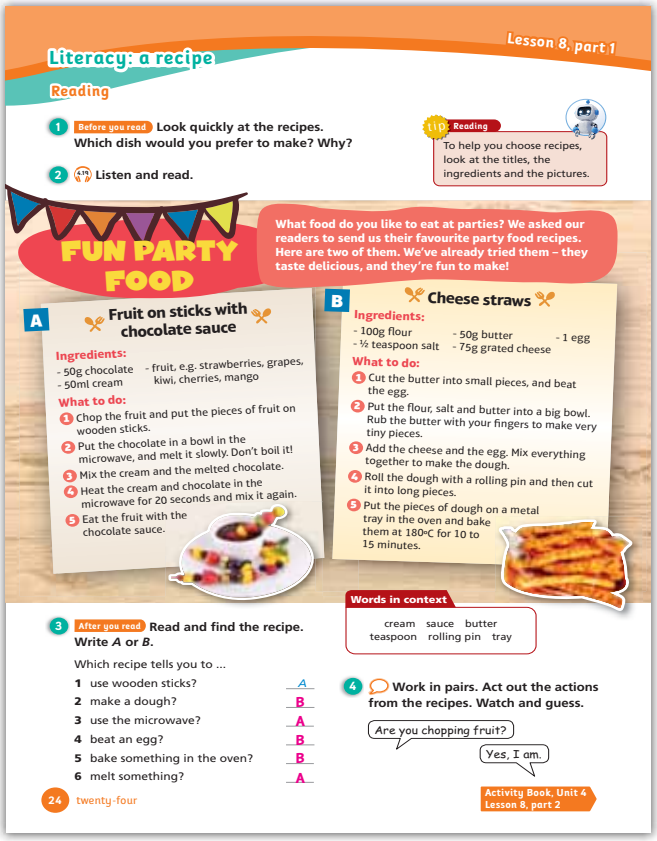
- Draw a tick-tack-toe (or Noughts and Crosses) grid on the board.
- In each square, write a word spelt incorrectly. Invite two volunteer students to the board.
- Explain they have to correct the words, but at the same time try to win the game by correcting three words in a horizontal, vertical or diagonal row.
- Play for a few rounds with different students.

Presentation

- Explain that in this lesson students will read recipes.
- Ask students if they have ever used recipes to cook. Ask students what their favourite recipe is.

Practice

Class Book


Literacy: a recipe
Lesson 8, part 1
Reading
1 Before you read Look quickly at the recipes. Which dish would you prefer to make? Why?
2 Listen and read.
tip Reading
To help you choose recipes, look at the titles, the ingredients and the pictures.
FUN PARTY FOOD
What food do you like to eat at parties? We asked our readers to send us their favourite party food recipes. Here are two of them. We've already tried them – they taste delicious, and they're fun to make!
A
Fruit on sticks with chocolate sauce
Ingredients:
- 50g chocolate
- 50ml cream
- fruit, e.g. strawberries, grapes, kiwi, cherries, mango
What to do:
1 Chop the fruit and put the pieces of fruit on wooden sticks.
2 Put the chocolate in a bowl in the microwave, and melt it slowly. Don't boil it!
3 Mix the cream and the melted chocolate.
4 Heat the cream and chocolate in the microwave for 20 seconds and mix it again.
5 Eat the fruit with the chocolate sauce.
B
Cheese straws
Ingredients:
- 100g flour
- ½ teaspoon salt
- 50g butter
- 75g grated cheese
- 1 egg
What to do:
1 Cut the butter into small pieces, and beat the egg.
2 Put the flour, salt and butter into a big bowl. Rub the butter with your fingers to make very tiny pieces.
3 Add the cheese and the egg. Mix everything together to make the dough.
4 Roll the dough with a rolling pin and then cut it into long pieces.
5 Put the pieces of dough on a metal tray in the oven and bake them at 180ºC for 10 to 15 minutes.
Words in context
cream sauce butter teaspoon rolling pin tray
3 After you read Read and find the recipe. Write A or B.
Which recipe tells you to ...
1 use wooden sticks? A
2 make a dough? B
3 use the microwave? A
4 beat an egg? B
5 bake something in the oven? B
6 melt something? A
4 Work in pairs. Act out the actions from the recipes. Watch and guess.
Are you chopping fruit?
Yes, I am.
24 twenty-four
Activity Book, Unit 4 Lesson 8, part 2

1 Before you read Look quickly at the recipes. Which dish would you prefer to make? Why?

- Refer students to the *Reading tip* box. Explain that it isn't necessary to read the complete recipes. Tell them that looking at the titles, ingredients and pictures should provide enough information to help them decide.
- Give students a little time to skim the text. Have them point out any unknown words (e.g. *straw, cherries, kiwi, chop, teaspoon, rub, grated, dough, tray*, etc.). Explain their meanings.
- Use the Lollipop stick technique (see page 15) to have students say which dish they would prefer to make. Ask students to give reasons for their answers.
- **Extension** Ask students what type of food they usually have at celebrations.

2 4.19 **Listen and read.**

- Play the audio and have students read along in their Class Books.
- Use the Yes/No technique (see page 15) to ask students different questions about the text.
- Refer students to the *Words in context* box and ask them to look for the words in the text. In pairs, students try to guess the meaning of each word from context. Help them with any words they find difficult.

4.19

Fun party food

What food do you like to eat at parties? We asked our readers to send us their favourite party food recipes. Here are two of them. We've already tried them – they taste delicious, and they're fun to make!

Fruit on sticks with chocolate sauce

Ingredients:
- 50g chocolate - fruit, e.g. strawberries, grapes, kiwi, cherries, mango
- 50ml cream

What to do:
1 Chop the fruit and put the pieces of fruit on wooden sticks.
2 Put the chocolate in a bowl in the microwave, and melt it slowly. Don't boil it!
3 Mix the cream and the melted chocolate.
4 Heat the cream and chocolate in the microwave for 20 seconds and mix it again.
5 Eat the fruit with the chocolate sauce.

Cheese straws

Ingredients:
- 100g flour - 50g butter - 1 egg
- ½ teaspoon salt - 75g grated cheese

What to do:
1 Cut the butter into small pieces, and beat the egg.
2 Put the flour, salt and butter into a big bowl. Rub the butter with your fingers to make very tiny pieces.
3 Add the cheese and the egg. Mix everything together to make the dough.
4 Roll the dough with a rolling pin and then cut it into long pieces.
5 Put the pieces of dough on a metal tray in the oven and bake them at 180°C for 10 to 15 minutes.

3 After you read **Read and find the recipe. Write *A* or *B*.**

- Have students work individually to answer the questions.
- Check answers as a class.
- **Extension** Have students say an instruction from a recipe for their partners to say which recipe it belongs to.

4 **Work in pairs. Act out the actions from the recipes. Watch and guess.**

- Ask students to say what actions are mentioned in the recipes (e.g. *chop the fruit*).
- Place students in pairs and have them take it in turns to act out an action for their partner to guess.
- Use the Lollipop stick technique (see page 15) to have students come to the front and act out the actions.

Diversity

Support
- Explain that when we write recipes we use simple language. Write all the imperatives from the texts on the board *(chop, put, mix, heat, eat, cut, add, roll, rub)*. Students copy them down in their notebooks. In pairs, students find them in the texts and write the words to complete the instructions.

Challenge
- Give each student one of the recipe's instructions on index cards, which are all mixed up. Have students put the instructions in order.

Finishing the lesson

- Discuss what types of food we should eat to be healthy. Write them on the board.
- Place students in small groups. Ask them to imagine that they work in a healthy café and have to write a recipe for a new healthy dish or drink.
- Students present their work to the class.
- Have a class vote on the best recipe.

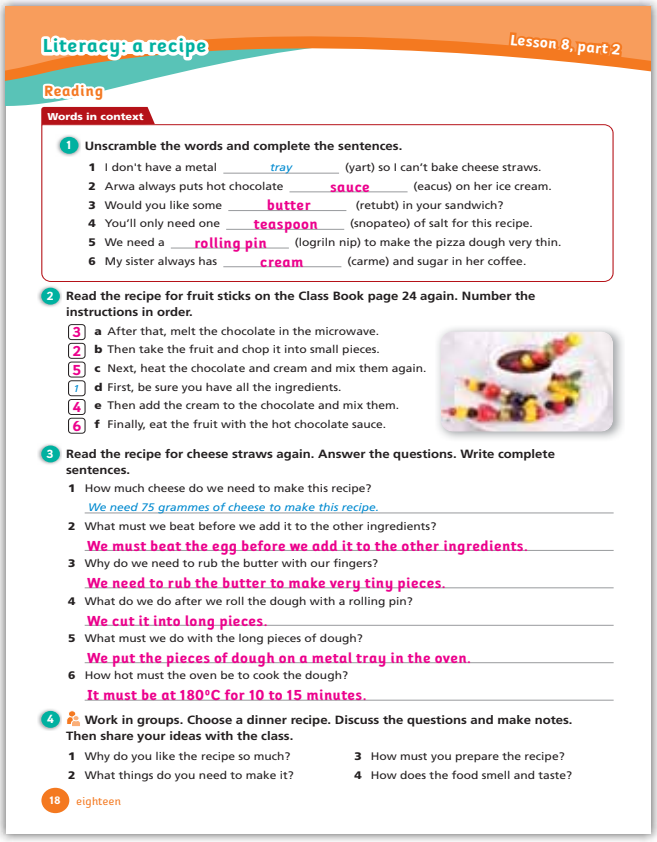
Lesson 8, part 2

Starting the lesson

- Play *Ghost writing* (see page 21) with the words from the *Words in context* box.

Practice

Activity Book



Literacy: a recipe

Lesson 8, part 2

Reading

Words in context

1 Unscramble the words and complete the sentences.

1 I don't have a metal _tray_ (yart) so I can't bake cheese straws.
2 Arwa always puts hot chocolate _sauce_ (eacus) on her ice cream.
3 Would you like some _butter_ (retubt) in your sandwich?
4 You'll only need one _teaspoon_ (snopateo) of salt for this recipe.
5 We need a _rolling pin_ (logriln nip) to make the pizza dough very thin.
6 My sister always has _cream_ (carme) and sugar in her coffee.

2 Read the recipe for fruit sticks on the Class Book page 24 again. Number the instructions in order.

3 a After that, melt the chocolate in the microwave.
2 b Then take the fruit and chop it into small pieces.
5 c Next, heat the chocolate and cream and mix them again.
1 d First, be sure you have all the ingredients.
4 e Then add the cream to the chocolate and mix them.
6 f Finally, eat the fruit with the hot chocolate sauce.

3 Read the recipe for cheese straws again. Answer the questions. Write complete sentences.

1 How much cheese do we need to make this recipe?
We need 75 grammes of cheese to make this recipe.
2 What must we beat before we add it to the other ingredients?
We must beat the egg before we add it to the other ingredients.
3 Why do we need to rub the butter with our fingers?
We need to rub the butter to make very tiny pieces.
4 What do we do after we roll the dough with a rolling pin?
We cut it into long pieces.
5 What must we do with the long pieces of dough?
We put the pieces of dough on a metal tray in the oven.
6 How hot must the oven be to cook the dough?
It must be at 180°C for 10 to 15 minutes.

4 Work in groups. Choose a dinner recipe. Discuss the questions and make notes. Then share your ideas with the class.

1 Why do you like the recipe so much?
2 What things do you need to make it?
3 How must you prepare the recipe?
4 How does the food smell and taste?

18 eighteen

1 Unscramble the words and complete the sentences.

- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Ask students to put the words in the correct order.
- Check answers as a class.

2 Read the recipe for fruit sticks on the Class Book page 24 again. Number the instructions in order.

- Students work individually to complete the activity and then compare answers with a partner.
- Use the Lollipop stick technique (see page 15) to check answers.

3 Read the recipe for cheese straws again. Answer the questions. Write complete sentences.

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

4 Work in groups. Choose a dinner recipe. Discuss the questions and make notes. Then share your ideas with the class.

- Place students in small groups and have them complete the activity. Groups elect an Expert envoy (see page 16) to read their work to the class.
- The class says whether they would eat the food presented or not.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students what they liked about today's lesson. Ask students what kind of recipes they would write in a cookbook.

Extra activity **Photocopiable 47**

- Ask students to do photocopiable 47.

Lesson 9, parts 1 and 2

Objectives

- **Lesson aims:** to write a recipe
- **Target language:** unit grammar and vocabulary

Materials

- notebooks
- photocopiable 53

Global Scale of English (GSE)

- **Reading:** Can follow simple recipes, if supported by pictures (GSE 38).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).
- **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). Can write a short list of instructions for using or doing something (e.g. playing a game), given a model (GSE 42).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)

Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16); Think-pair-share technique (see page 16)

Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 9, part 1

Starting the lesson

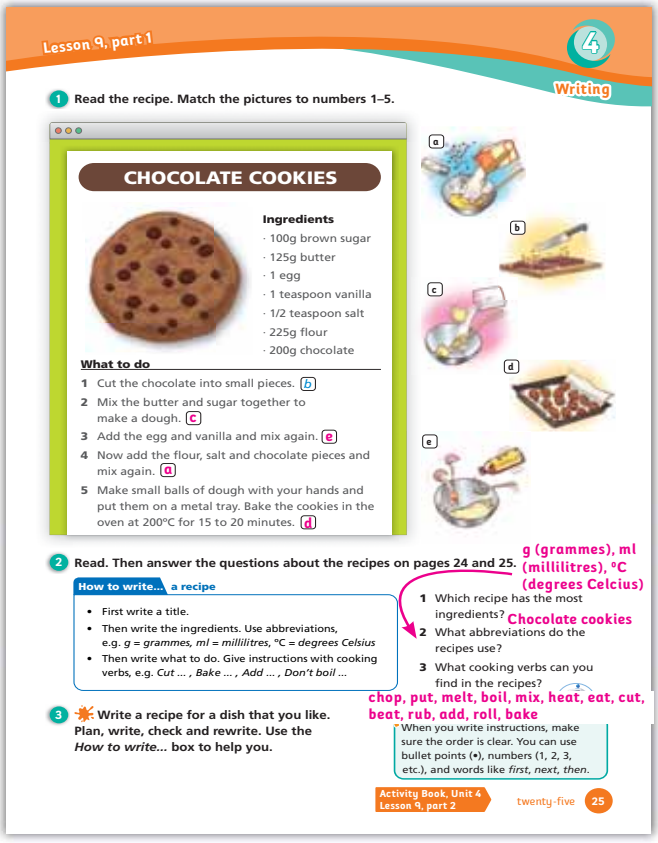
- Use the Three facts and a fib technique (see page 16) to have students write four sentences that are cooking instructions (i.e. they use the imperative). Students can look at the previous lesson in order to write their instructions if necessary. Remind students that one of them mustn't be correct.
- Place students in pairs and have them say the instructions to each other. Explain that they have to correct the false instructions.

Presentation

- Explain to students that they are going to learn how to write a recipe.
- Have students refer to Lesson 8 and tell you what style features a recipe has and what the instructions are like (title, ingredients, picture; instructions are simple and start with a verb).
- Ask students if they think writing a recipe will be easy.

Practice

Class Book



1 Read the recipe. Match the pictures to numbers 1–5.

- Ask students what the pictures show. Have students think of how the items in the pictures will be presented in the recipe instructions, e.g. *Cut the chocolate.*
- Elicit or explain the meaning of any unknown words before students read (e.g. *vanilla, flour, dough, tray*). Have students complete the activity individually.
- **Extension** Ask students if the instructions for this recipe are easy to understand and if they think this is an easy recipe to make.

2 Read. Then answer the questions about the recipes on pages 24 and 25.

- Refer students to the *How to write…* box. Explain that abbreviations are short forms for long words. Give a few more examples on the board, e.g. *cm = centimetre, ltr = litre,* etc. Ask students to notice where the verbs are placed in the instructions (at the start).
- Check answers as a class and write them on the board.

Diversity

Support

- Draw a table with three columns on the board and write: *Ingredients, Abbreviations* and *Cooking verbs*. Refer students to the recipes on page 24 and go through them, finding the information to complete the table. In pairs, students do the same for the recipe on page 25.

Challenge

- When students finish, they test each other on each recipe in pairs. One student says an ingredient *(100 grammes of brown sugar)* for their partner to say the correct recipe *(chocolate cookies)*.

3 Write a recipe for a dish that you like. Plan, write, check and rewrite. Use the *How to write…* box to help you.

- Refer students to the *Writing tip* box. Ask students to look at the recipes in this and the previous lesson and say how the instructions have been ordered. Ask students why we use numbers, bullet points or the words *First*, *Next*, *Then*, etc. in recipes (to make them clear and therefore easier to make).
- Use the Traffic light cards technique (see page 15) to ask students if they are ready to do the activity.
- Students work in pairs. First, have students choose a dish they want to make and make notes about its ingredients and instructions. Tell them to check their notes before they begin to write their recipes.
- Have students write their recipes in pairs in their notebooks. Tell students to keep referring to the *How to write…* box and their notes while they write their recipes.
- Monitor students, helping where necessary.
- Before students present their work, ask them to check their recipes and rewrite sections if necessary. Students then present their recipes to the class.
- Use the Two stars and a wish technique (see page 16) to have students comment on each other's work.

Extra activity **Collaborative work**

- Place students in four groups. Explain that the class will write a recipe for a banana and chocolate cake in their notebooks. Each group writes one part of the recipe. Tell students you will call out the parts, e.g. *title, ingredients, method, picture*. Groups write that part and then swap papers with another group. When you get to the instructions, tell students that each group will only write one instruction because the next group will continue. Place the recipes on display. Have students vote on the best written and presented recipe.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how they managed in this lesson. Encourage students to express where they had difficulties and what they did to overcome them.

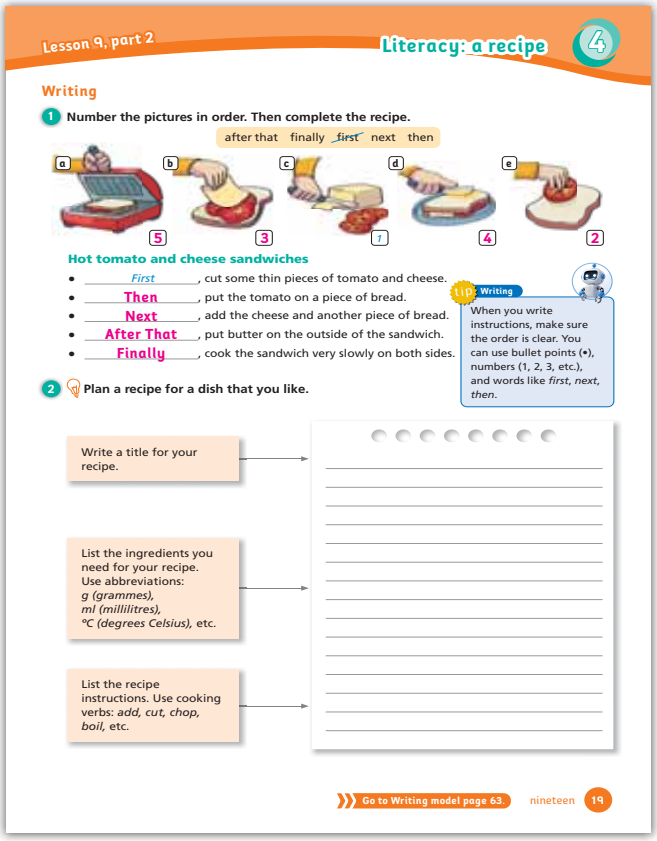
Lesson 9, part 2

Starting the lesson

- Use the Think-pair-share technique (see page 16) to have students discuss how to write a recipe. Encourage students not to look at their Class Books.
- Ask students questions about the recipes: *What do we use to order the recipes? (numbers, bullets, sequence words) Where do we put the ingredients? (at the start of a recipe, below the title) What are abbreviations? (short ways to write words) Where do we place the verb in instructions? (at the start).*

Practice

Activity Book

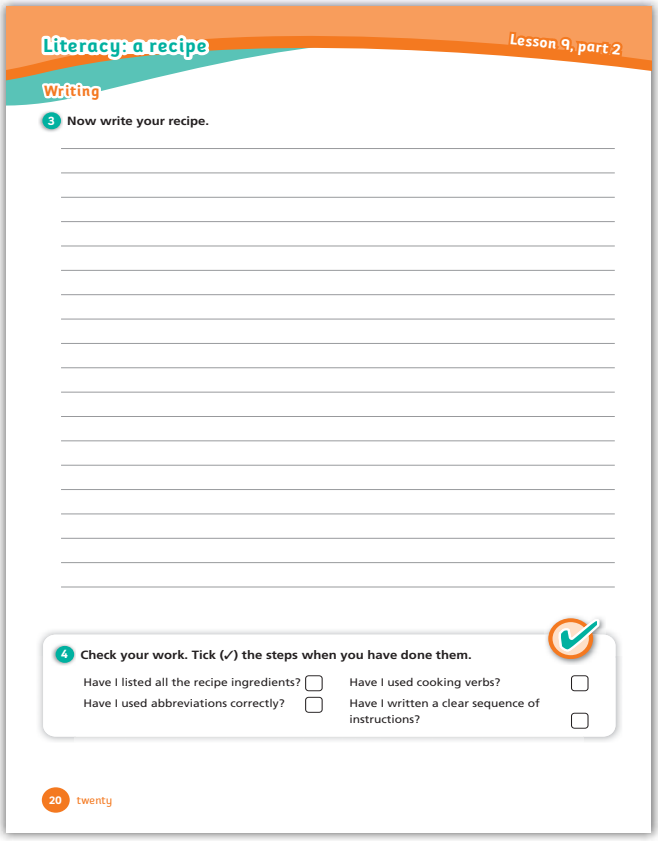

Lesson 9, part 2
Literacy: a recipe
4
Writing
1 Number the pictures in order. Then complete the recipe.
after that finally ~~first~~ next then
a 5
b 3
c 1
d 4
e 2
Hot tomato and cheese sandwiches
- First, cut some thin pieces of tomato and cheese.
- Then, put the tomato on a piece of bread.
- Next, add the cheese and another piece of bread.
- After That, put butter on the outside of the sandwich.
- Finally, cook the sandwich very slowly on both sides.
Writing tip: When you write instructions, make sure the order is clear. You can use bullet points (•), numbers (1, 2, 3, etc.), and words like *first, next, then*.
2 Plan a recipe for a dish that you like.
Write a title for your recipe.
List the ingredients you need for your recipe. Use abbreviations: *g (grammes), ml (millilitres), °C (degrees Celsius),* etc.
List the recipe instructions. Use cooking verbs: *add, cut, chop, boil,* etc.
Go to Writing model page 63.
nineteen 19

1 Number the pictures in order. Then complete the recipe.

- Refer students to the *Writing tip* box. Ask students to describe the pictures using cooking instructions.
- Students work individually to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers.

2 Plan a recipe for a dish that you like.

- Ask students what dish they will write about.
- Before students write their recipe, refer them to the Writing model on page 63 of their Activity Books. Go through the model with students.
- Students complete the activity individually.
- Have students compare their plans with their partners.
- Use the Lollipop stick technique (see page 15) to have some students read aloud their plans to the class.


Literacy: a recipe
Lesson 9, part 2
Writing
3 Now write your recipe.
4 Check your work. Tick (✓) the steps when you have done them.
Have I listed all the recipe ingredients?
Have I used cooking verbs?
Have I used abbreviations correctly?
Have I written a clear sequence of instructions?
20 twenty

3 Now write your recipe.

- Have students complete the activity individually.
- Tell students to keep referring to the Writing model and the recipe plan while they write their recipes.
- Monitor students, helping where necessary.
- Have volunteer students read their work to the class.

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

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

Finishing the lesson

- Place students in groups. Have them make a table of contents for a cookbook they would like to read or write. Have students illustrate their work. Make a classroom display.
- Use the Summative and thought-provoking questions technique (see page 16) to ask students what they enjoyed in this lesson.

Extra activity **Photocopiable 53**

- Ask students to do photocopiable 53.

Lesson 10

Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary

Materials

- Unit 4 flashcards (Jobs at home, Food and drink)
- Unit 4 poster: *Chores*
- five strips of paper, enough for each student
- photocopiable 56

Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write 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: Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16); Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Starting the lesson

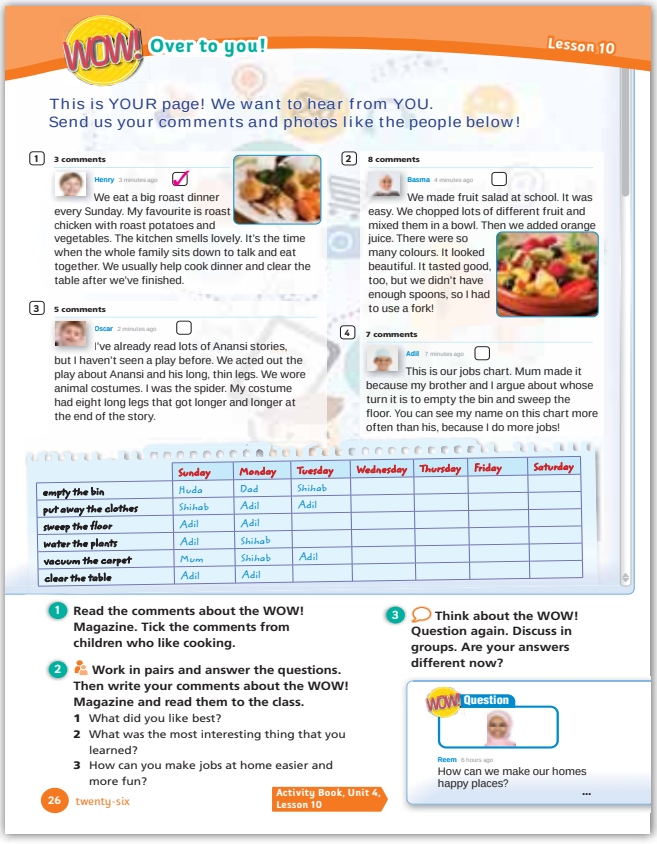
- Place students in pairs and give each student five strips of paper. On each strip students write a new word from the unit vocabulary.
- Students then swap pairs, each student keeping five strips. They say the word on the strip to their new partner who has to spell it and make a sentence with it.

Presentation

- Explain that in this lesson students will share their opinions about food and chores, what they liked about this unit and review the unit vocabulary and grammar.
- Write one thing you liked about the unit on the board, e.g. *I liked Lesson 1 because I learnt new vocabulary.*
- Students also write a sentence.
- Have students read the sentences to their partners.
- Use the Lollipop stick technique (see page 15) to have students read their sentences aloud.

Practice

Class Book



1 Read the comments about the WOW! Magazine. Tick the comments from children who like cooking.

- Ask students to read the texts quietly.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students think about which text most relates to their own lives and why. Write the following questions on the board in order to guide students: *What do you usually do on Sunday? When do you have a family meal? Do you help prepare the meal? Do you ever prepare food in school? Have you ever read or been in a play? Do you ever argue with a brother/sister about doing jobs at home?*

Diversity

Support

- Read the sentences slowly with students tracking the words. When you finish one comment, ask the question. Elicit sentences of the text that support their opinion.

Challenge

- Students write a statement about each text for their partners to find which text it is about.

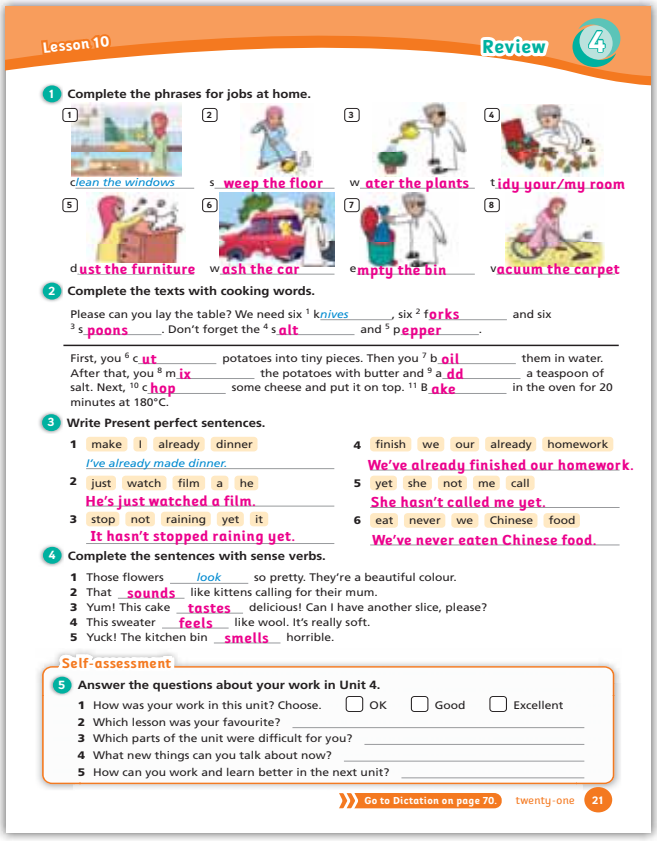
2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- Place students in pairs and have them complete the activity. Have students read their work to other pairs.
- **Extension** Have students think of other things in the unit they can comment on. Students make notes and read them to the class.

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

- Place students in groups.
- Have students compare their answers with those they gave at the start of the unit.
- Once students have worked in groups, have them discuss which answers they changed. Encourage students to explain why.

Activity Book



Lesson 10 — Review 4

1 Complete the phrases for jobs at home.

1 clean the windows
2 s weep the floor
3 w ater the plants
4 t idy your/my room
5 d ust the furniture
6 w ash the car
7 e mpty the bin
8 v acuum the carpet

2 Complete the texts with cooking words.

Please can you lay the table? We need six [1] k*nives*, six [2] f*orks* and six [3] s*poons*. Don't forget the [4] s*alt* and [5] p*epper*.

First, you [6] c*ut* potatoes into tiny pieces. Then you [7] b*oil* them in water. After that, you [8] m*ix* the potatoes with butter and [9] a*dd* a teaspoon of salt. Next, [10] c*hop* some cheese and put it on top. [11] B*ake* in the oven for 20 minutes at 180°C.

3 Write Present perfect sentences.

1 make | I | already | dinner — *I've already made dinner.*
2 just | watch | film | a | he — *He's just watched a film.*
3 stop | not | raining | yet | it — *It hasn't stopped raining yet.*
4 finish | we | our | already | homework — *We've already finished our homework.*
5 yet | she | not | me | call — *She hasn't called me yet.*
6 eat | never | we | Chinese | food — *We've never eaten Chinese food.*

4 Complete the sentences with sense verbs.

1 Those flowers *look* so pretty. They're a beautiful colour.
2 That *sounds* like kittens calling for their mum.
3 Yum! This cake *tastes* delicious! Can I have another slice, please?
4 This sweater *feels* like wool. It's really soft.
5 Yuck! The kitchen bin *smells* horrible.

Self-assessment

5 Answer the questions about your work in Unit 4.

1 How was your work in this unit? Choose. ☐ OK ☐ Good ☐ Excellent
2 Which lesson was your favourite? _____
3 Which parts of the unit were difficult for you? _____
4 What new things can you talk about now? _____
5 How can you work and learn better in the next unit? _____

Go to Dictation on page 70.

1 Complete the phrases for jobs at home.

- Explain to students that they are now going to review what they have learnt.
- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activites.
- Ask students what jobs they see in each picture. Use the Unit 4 flashcards (Jobs at home) or poster to review the vocabulary quickly beforehand, if necessary.
- Students complete the activity individually and check answers as a class.

2 Complete the texts with cooking words.

- Quickly revise all cooking words using the Unit 4 flashcards (Food and drink).
- Students complete the activity individually. Check answers as a class.

3 Write Present perfect sentences.

- Have students say how the Present perfect is formed and say a few irregular past participles.
- Use the Lollipop stick technique (see page 15) to ask students to read their sentences aloud to check answers.

4 Complete the sentences with sense verbs.

- Elicit the sense verbs and write them on the board. Have students tell you what grammar rule applies to them, and ask what part of the body each sense verb refers to.
- Students complete the activity individually and then check answers with their partners.

Self-assessment

5 Answer the questions about your work in Unit 4.

- Students do the activity individually. Ask some students to share their answers using the Lollipop stick technique (see page 15).

Dictation

- Have students turn to page 70 in their Activity Books.
- 4.20 Play the audio for students to individually listen and write the sentences.
- Check the answers as a class.

4.20

1 She has already swept the floor.
2 Have you watered the plants yet?
3 It looks like lemon ice cream.

Extra activity Progress path

Teacher's Book page 186 (Class Book) and 187 (Activity Book)

- Students work in pairs through the questions for Unit 4 in the Class Book (page 98) and in the Activity Book (page 68).
- Depending on the amount of time you have, students could work through the Progress paths for both the Class Book and the Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

Finishing the lesson

- Place students in small groups. Ask them to make a word collage of the new vocabulary and grammar they have learnt in this unit. Students also make sentences with their words and grammar structures. Groups present their work to the class and make a classroom display.
- Using the Summative and thought-provoking questions technique (see page 16), ask students if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 4 Practice

Extra activity **Photocopiable 56**

- Ask students to do photocopiable 56.

Lesson 11

Objectives

- **Lesson aims:** to practise for the A2 Key for Schools Listening Part 3, A2 Flyers Reading and Writing Parts 3 and 5 and A2 Flyers Listening Part 3
- **Target language:** unit vocabulary and grammar

Materials

- Unit 4 flashcards (Jobs at home, Food and drink)
- Unit 4 poster: *Chores*
- photocopy of the Class Book and Activity Book audioscript, enough for each pair of students

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand simple conversations about things that have happened in the past (GSE 42).

Assessment for Learning (formative assessment)

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

Starting the lesson

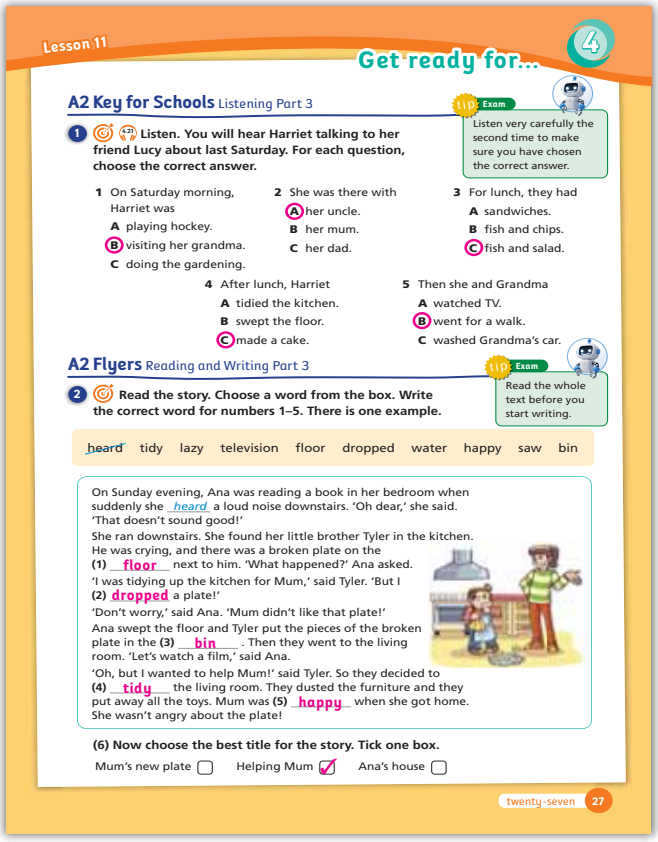
- Divide the class into two teams. Draw two pizzas on the board. Bring teams to the front of the class and have them form a line.
- Tell students you are going to say a word and they have to spell it. If they make a mistake, you take away a piece of the pizza on the board. If they spell it correctly, you start drawing another pizza, piece by piece. The team with the most slices of pizza is the winner.

Presentation

- Explain that in this lesson teams will practise for the A2 Key for Schools and A2 Flyers Listening exams, and A2 Flyers Reading and Writing exams in both the Class Book and Activity Book.

Practice

Class Book



Lesson 11

Get ready for... 4

A2 Key for Schools Listening Part 3

1 **Listen. You will hear Harriet talking to her friend Lucy about last Saturday. For each question, choose the correct answer.**

tip Exam: Listen very carefully the second time to make sure you have chosen the correct answer.

1 On Saturday morning, Harriet was
A playing hockey.
B visiting her grandma.
C doing the gardening.

2 She was there with
A her uncle.
B her mum.
C her dad.

3 For lunch, they had
A sandwiches.
B fish and chips.
C fish and salad.

4 After lunch, Harriet
A tidied the kitchen.
B swept the floor.
C made a cake.

5 Then she and Grandma
A watched TV.
B went for a walk.
C washed Grandma's car.

A2 Flyers Reading and Writing Part 3

2 **Read the story. Choose a word from the box. Write the correct word for numbers 1–5. There is one example.**

tip Exam: Read the whole text before you start writing.

heard tidy lazy television floor dropped water happy saw bin

On Sunday evening, Ana was reading a book in her bedroom when suddenly she heard a loud noise downstairs. 'Oh dear,' she said. 'That doesn't sound good!'
She ran downstairs. She found her little brother Tyler in the kitchen. He was crying, and there was a broken plate on the (1) floor next to him. 'What happened?' Ana asked.
'I was tidying up the kitchen for Mum,' said Tyler. 'But I (2) dropped a plate!'
'Don't worry,' said Ana. 'Mum didn't like that plate!'
Ana swept the floor and Tyler put the pieces of the broken plate in the (3) bin. Then they went to the living room. 'Let's watch a film,' said Ana.
'Oh, but I wanted to help Mum!' said Tyler. So they decided to (4) tidy the living room. They dusted the furniture and they put away all the toys. Mum was (5) happy when she got home. She wasn't angry about the plate!

(6) Now choose the best title for the story. Tick one box.

Mum's new plate ☐ Helping Mum ☑ Ana's house ☐

twenty-seven 27

1 **4.21 Listen. You will hear Harriet talking to her friend Lucy about last Saturday. For each question, choose the correct answer.**

- Invite a volunteer to read the *Exam tip* box aloud. Tell students that they will hear the audio twice.
- Have students read through the questions before they listen so they know what they are going to listen for.
- Play the audio all the way through. Play the audio again and have students choose the correct answer.
- Students compare answers in pairs.
- Check answers as a class.
- **Extension** Have students write one more tip for this activity.

4.21

Lucy: What do you do on Saturdays, Harriet?
Harriet: Well, I usually play hockey in the mornings. But I didn't play last weekend.
Lucy: Why not?
Harriet: Because I was at my grandma's house. She was very busy and she wanted some help!
Lucy: Who went there with you? Your mum and dad?
Harriet: No, I was there with my uncle. Mum and Dad were at work. My uncle was helping Grandma do the gardening.
Lucy: Did you help in the garden, too?
Harriet: No, I didn't. Grandma wanted me to make the lunch.
Lucy: What did you make? Sandwiches?
Harriet: No. She doesn't like sandwiches! We had fish.
Lucy: With chips?
Harriet: No, with salad. I chopped the vegetables for the salad.
Lucy: What did you do after that?
Harriet: Well, I stayed in the kitchen. Grandma tidied up, and I made a cake! It was a chocolate cake. We ate it and it tasted really good!
Lucy: What did you do after that?
Harriet: I wanted to watch TV, but Grandma wanted to go for a walk. So we went to the park. My uncle didn't want to go – he decided to wash Grandma's car.

Diversity

Support

- After the listening activities and before checking them, give students the audioscript to check their answers. Have students find where the correct answer is. Ask students with incorrect answers if they understand their mistakes.

Challenge

- Give students a copy of the audioscript and have them write four more multiple choice questions about the text in their notebooks. Then they swap notebooks with their partner to answer them.

2 Read the story. Choose a word from the box. Write the correct word for numbers 1–5. There is one example.

- Read the *Exam tip* aloud. Ask students why it's important to read the whole text.
- Have students read the words in the box and elicit or explain the meanings of any unknown words. Explain that they will only use five of the words. Ask students to read through the text and say what type of word (noun, verb, adjective, etc.) they think might go in each gap.
- Students work individually to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students say how they found their answers.

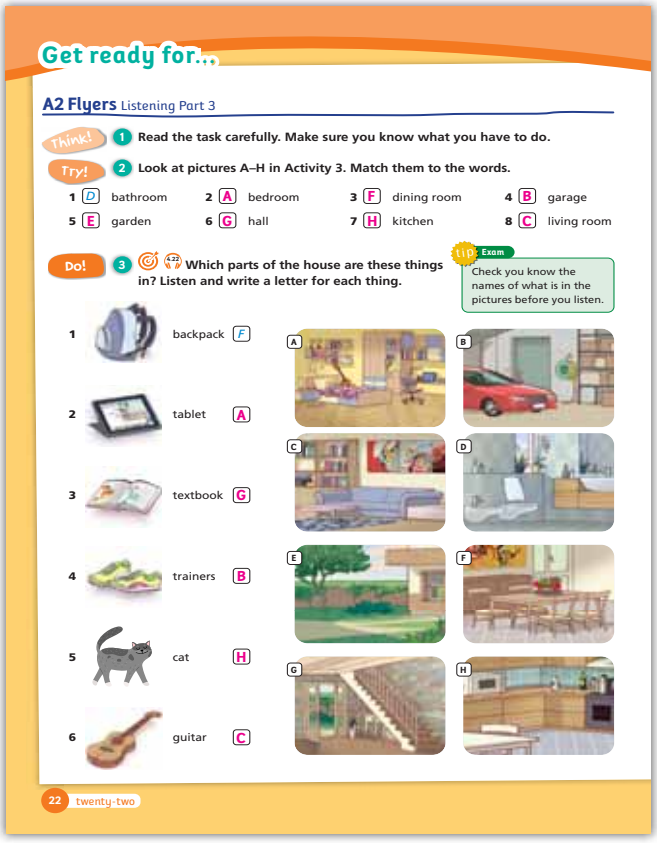
Extra activity Creativity

- Place students in pairs. Explain that students have to write five sentences with a word missing in each sentence in their notebooks. Students also draw a box and write the five words needed to complete the sentences, plus three extra words. Pairs swap papers with other pairs to complete the activity.

(6) Now choose the best title for the story. Tick one box.

- Students choose the best title individually. Ask them what made them pick their headings.
- **Extension** Have students say other headings this story could have.

Activity Book



Get ready for...

A2 Flyers Listening Part 3

Think! 1 Read the task carefully. Make sure you know what you have to do.

Try! 2 Look at pictures A–H in Activity 3. Match them to the words.

1 D bathroom 2 A bedroom 3 F dining room 4 B garage
5 E garden 6 G hall 7 H kitchen 8 C living room

Do! 3 Which parts of the house are these things in? Listen and write a letter for each thing.

Exam tip: Check you know the names of what is in the pictures before you listen.

1 backpack F
2 tablet A
3 textbook G
4 trainers B
5 cat H
6 guitar C

A B C D E F G H

22 twenty-two

A2 Flyers Listening Part 3

1 Think! Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the A2 Flyers Listening Part 3 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

2 Try! Look at pictures A–H in Activity 3. Match them to the words.

- Students work individually to match the pictures in Activity 3 to the words and compare answers in pairs.
- Check answers as a class.

3 Do! 4.22 Which parts of the house are these things in? Listen and write a letter for each thing.

- Invite a volunteer to read the *Exam tip* box aloud.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Play the audio all the way through. Play the audio again, pausing after each section, for students to write the correct letters.
- Check answers as a class.

4.22

1
Boy: What's wrong, Lauren? Have you lost something?
Lauren: Yes, I have. I can't find my backpack.
Boy: Did you leave it upstairs in your bedroom?
Lauren: No, I didn't. Oh, here it is! I left it in the dining room.
Boy: Oh, yes. You did your homework there last night.

2
Boy: Oh, Lauren. Have you got my tablet?
Lauren: No, I haven't. You left it in the living room, but now Kevin's using it. He's upstairs in his bedroom.
Boy: Why does he always use my tablet?
Lauren: Because it's faster than his tablet.

3
Lauren: Oh, no! Where did I leave my English textbook?
Boy: Lauren! You're having a terrible day, aren't you? Have you looked in the hall?
Lauren: Yes, but I can't see it in there. And it isn't in the kitchen.
Boy: Look in the hall again, on the table, or under some magazines. Is it there?
Lauren: Oh! You're right. Here it is. Thanks.

4
Boy: Well, I'm all ready to go to athletics club, but these aren't my trainers.
Lauren: No, those are Dad's. Your trainers are in the garage.
Boy: Really? But I put them in the kitchen.
Lauren: I know, but Mum put them in the garage when she was sweeping the kitchen floor.

5
Boy: I'm so angry. The cat was playing with my tennis ball.
Lauren: Really? And what happened?
Boy: He took it into the garden ... and now I can't find it!
Lauren: And where's the cat now?
Boy: He's in the kitchen, under the table.
Lauren: Oh, dear. Well, maybe he needs some food.

6
Lauren: You should relax. I'll play you some music on my guitar.
Boy: No, thanks. I'm not feeling very happy right now.
Lauren: Come on! I'll get my guitar. It's in the living room.
Boy: No, it isn't. I was playing it in the bathroom.
Lauren: What? Why were you doing that?
Boy: I'm kidding! It is in the living room. Now you need to relax!


Lesson 11 4

A2 Flyers Reading and Writing Part 5

Think! 1 Read the task carefully. Make sure you know what you have to do.

Try! 2 Make sentences with the same meaning. Write one, two, three or four words.

1 That's Hassan. He's in my class. Hassan is a boy *who is* in my class.
2 I was sleeping. You called me. You called me **when I was** sleeping.
3 I can't remember the recipe. I have **forgotten** the recipe.

Do! 3 Look at the picture and read the story. Write one, two, three or four words to complete the sentences.

Tip: Exam — For each gap in the sentence, think of possible words which may fit.

A great day!

My name's Muneera. Last Saturday, we had a big family celebration for my grandparents. My uncles, aunts and all my cousins came. I helped my mum tidy the house and clean the windows, but the weather was so nice Mum wanted to have lunch outside. So Dad and my brother Ammar put two big tables in the garden. Then my sister Rawan helped me lay the tables ready for our meal. My mum and aunt Samira cooked lots of traditional dishes that my grandma likes. My aunt Aida baked a big cake and aunt Bayan made special biscuits. When my grandparents arrived, my little sister Shahad gave them some beautiful flowers from the garden. They were so happy. The meal was delicious and after lunch we played games with our cousins. Then Rawan and I helped Mum and my aunts clear the table and tidy up. It was a great day and my grandparents were very happy.

1 Last Saturday, Muneera and her family had a big family celebration for **her grandparents**
2 Muneera's mum wanted to have lunch outside because **the weather** was so nice.
3 Muneera's dad and her brother **put two big tables** in the garden.
4 Muneera's grandma likes traditional **dishes**.
5 Shahad picked **beautiful flowers** to give her grandparents.
6 After lunch, Muneera and **her cousins played games** together.
7 Muneera helped her mum and aunts **clear the table** and tidy up.

twenty-three 23

A2 Flyers Reading and Writing Part 5

1 Think! Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the A2 Flyers Reading and Writing Part 5 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

2 Try! Make sentences with the same meaning. Write one, two, three or four words.

- Place students in pairs.
- Ask students to look at the example. Elicit or explain that the words in the gap give the sentences the same meaning. The only difference is that the sentences are written in a slightly different way. Tell students that they will have to do something similar in the next activity.

- Students complete the remaining sentences so that they mean the same as the first. You can write the answers on the board if students are struggling.
- Monitor pairs, helping where necessary.
- Check answers as a class and write them on the board.

3 Do! Look at the picture and read the story. Write one, two, three or four words to complete the sentences.

- Refer students to the *Exam tip* and read it aloud.
- Have students look at the picture and ask questions: *Where are the people? What are they doing? What is the little girl giving her grandma? What are the women putting on the table? What food and drink can you see?*
- Have students read through the story individually. Elicit or explain the meaning of any unknown words. Ask them what the story is about.
- Ask questions to prepare students for the activity: *What's the girl's name? (Muneera) When was the family celebration? (last Saturday) Who was the celebration for? (her grandparents) Who helped Muneera tidy the house? (her mum) Where did they have lunch? (the garden) Who helped Muneera lay the tables? (her sister, Rawan) What did Aunt Samira and Muneera's mum cook? (traditional dishes) Who baked a big cake? (Aunt Aida) Who made special biscuits? (Aunt Bayan) Who gave flowers to the grandparents? (her little sister) What did they do after lunch? (played games with their cousins) How did the grandparents feel? (happy)*
- Place students in pairs. Ask *What do you have to write in the spaces? (important information from the story) How many words can you use in each space? (1, 2, 3 or 4 words) Can you use words from the text? (yes)*
- Explain to students that they must not write more than four words, and to be careful to copy words correctly and not make any spelling mistakes.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Place students in pairs and give them five minutes to complete the activity.
- Check answers as a class and write them on the board.

Extra activity Fast finishers

- Students make a title page for this unit and illustrate it. Make a classroom display.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Graded readers Unit 4

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

Unit 4 Practice

- Students now complete the Unit 4 Practice. Give students support where necessary and focus time on areas.

Lesson 12

Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun tasks
- **Target language:** revision of unit vocabulary

Materials

- Unit 4 flashcards (Jobs at home, Food and drink)
- Unit 4 poster: *Chores*
- dice, one per pair
- stopwatch

Global Scale of English (GSE)

- **Reading:** Can combine a range of letter sounds to read some common words (e.g. sing, high) (GSE 29). Can translate simple words and phrases with the help of a bilingual dictionary (GSE 29).
- **Speaking:** Can talk about habits or daily routines in a simple way, given prompts or a model (GSE 32). Can talk about an event in the past using fixed expressions, given a model (GSE 39).
- **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
- Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

Starting the lesson

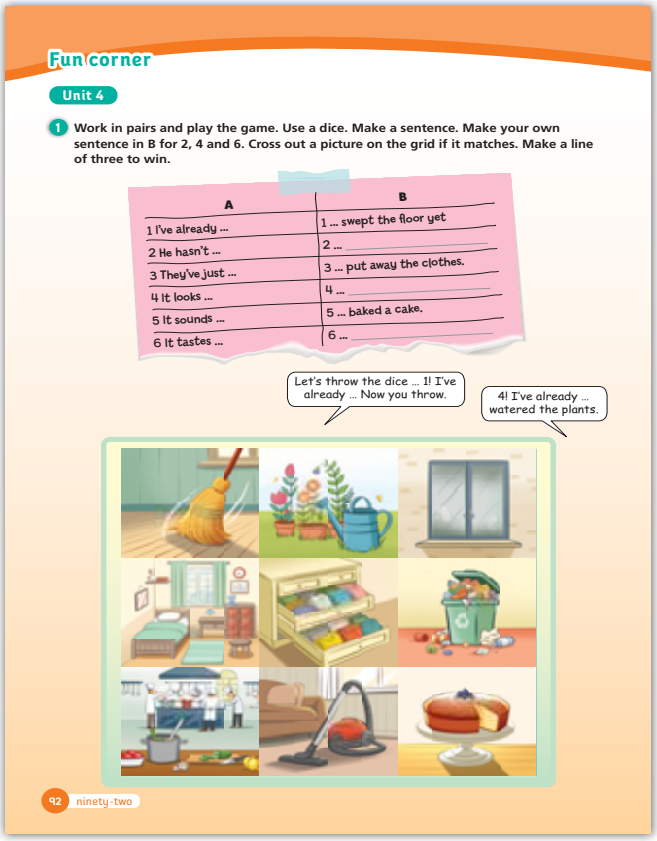
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 4 flashcards (Jobs at home, Food and drink) or poster as prompts. Refer to *How to work with posters* (see page 18).
- Play a game. Divide the class into two teams. Each team takes turns to select consonants and vowels so they get nine random letters. Write the letters in the order they were chosen on the board.
- Explain that, from these letters, they have to make the longest word they can. The team with the longest word wins. Offer bonus points for complex words (e.g., words with five or more letters) or for using all nine letters. Reward effort too, not just length of words, to keep students motivated, especially those who may struggle.
- Before playing, you might want to review consonant and vowel sounds to help students recognise and combine letters during the game.
- Set a time limit of one minute. You can also provide students with a dictionary, so they can check their words exist and to help them learn and build new vocabulary.
- Explain to students that it's important to think strategically when selecting consonants or vowels.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- The team with the most points wins.

Presentation

- Explain that in this lesson students will play a game. Ask students to look at the game on page 92 of their Class Books. Ask students what they think they have to do.
- Before students play the game, quickly review the unit grammar that they will need to play the game.
- Ask students what we use the Present perfect for. Elicit or explain that we use it when we don't know when an action happened in the past or when the action has just been completed. We also use it to talk about life experiences. Remind students of regular and irregular past participles.
- Explain how we use *already*, *just*, *never* and *yet*: we use *already* to talk about something that happened sooner than expected; we use *just* to say something happened recently; we use *never* to talk about something that has not happened at any time; and we use *yet* in questions and negatives to talk about something that hasn't happened but is expected.
- Ask students to give you an example sentences with each word.
- Elicit sense verbs (*look, smell, taste, sound, feel*) and how we use them: we use nouns after sense verbs + *like*; we use adjectives after sense verbs. Ask students to give you some examples.

Practice

Class Book



1 Work in pairs and play the game. Use a dice. Make a sentence. Make your own sentence in B for 2, 4 and 6. Cross out a picture on the grid if it matches. Make a line of three to win.

- Place students in pairs and give each a die.
- Ask students to look at the pictures and elicit what is happening in each one.
- Read the examples in the speech bubbles. The first student rolls the die. If it lands on 3, for example, they have to say *They've just*. The next student rolls the die, and if it lands on 5 for example (*baked a cake*), they say the complete sentence *They've just baked a cake*. The student who says the completed sentence then crosses out the square with a freshly baked cake. If the sentence doesn't match a picture, students don't cross out a picture.
- Tell students that for 2, 4, and 6 in column B, they have to write their own ideas based on the pictures. For example, they could write *dirty* for the picture of the window. If a student makes a sentence, e.g. *It looks dirty*, they would then cross out the picture of the window.
- Tell students that the aim of the game is to make a line of three on the grid to win. The line can be horizontal, vertical or diagonal.
- Use the Traffic light cards technique (see page 15) to check that students know what they have to do and are happy to continue.
- You can give students a few minutes to look at the pictures and write the missing items in column B.
- Students play the game. Monitor students, helping where necessary.
- If there's time, have students play the game with a different partner.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask what students have done today. Ask *Did you enjoy the Fun corner? Was it easy or was it difficult?*
- Students write down what they did in today's lesson in their Learning diary (see page 16): *Today, I played …, We reviewed …, I thought the game we played was …*
- Ask volunteers to read aloud their diary entries.

Lesson 1

Objectives

- **Lesson objectives:** to review the phonics and language from Unit 4; 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:** *add, bake, balloons, boil, busy, chop, clean the windows, clear the table, cook the dinner, cut, duster, dust the furniture, empty the bin, fork, fry, grandparent, knife, mix, pepper, pistachios, put away the clothes, salt, spoon, surprise, take out the rubbish, tidy up, sweep the floor, vacuum the carpet, water the plants, vase, wash the car*
- **Phonics:** Rising and falling intonation in questions

Materials

- Unit 4 flashcards: Jobs at home, Food and drink
- Unit 4 poster: *Chores*
- photocopiables R7 and R8

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can read aloud short, familiar phrases with intelligible pronunciation (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). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37).
- **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: Lollipop stick technique (see page 15); True/False response card technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 1, option A

Starting the lesson

- Show students the Unit 4 flashcards (Jobs at home, Food and drink) or poster. Have students say and spell the words. Ask which of the jobs at home they do.
- Write the new vocabulary that students will encounter in the story on the board: *surprise*, *pistachios*, *balloons*, *busy*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *I didn't know my cousins were visiting me today so it was a surprise when I saw them! I like pistachios but only eat the nuts, not the hard part! We decorated the room with flowers and balloons. My father is always busy at work and arrives home late.* Alternatively, you can write definitions on the board and have students match them to the words:
  surprise: something that is unusual or that you do not expect; pistachio: a small green nut that you can eat; balloon: a small coloured plastic bag that you can fill with air and use as a toy or as decoration; busy: working or spending a lot of time doing something
- Ask *Do you like surprises? What do you decorate the house with on special occasions?*

Presentation

- Explain that in this lesson, students are going to read and listen to a story about a surprise. Explain that some of the grammar, vocabulary and phonics from Unit 4 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 102.
- On the board, write *They've already …, And Majid has just …, We haven't … yet.* Encourage students to look through the story quickly and find how they can complete these sentences (*They've already tidied up; And Majid has just taken out the rubbish; We haven't baked Dad's cake yet.*).
- Check that they remember the uses of *already*, *just* and *yet*.

1 Before you read

1) Read the title of the story on page 28. Answer the question.

- Before students read, ask them to turn to page 102 in their Class Books. Read the question aloud.
- Students work in pairs.
- 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 with their own ideas.

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

- Students work in pairs. They look at all the pictures only and describe what they think happens in the story.
- Check answers to Exercises 1 and 2 as a class.
- Use the Lollipop stick technique (see page 15) to check answers. They can check if their answers are correct in the next activity.

Listen and read

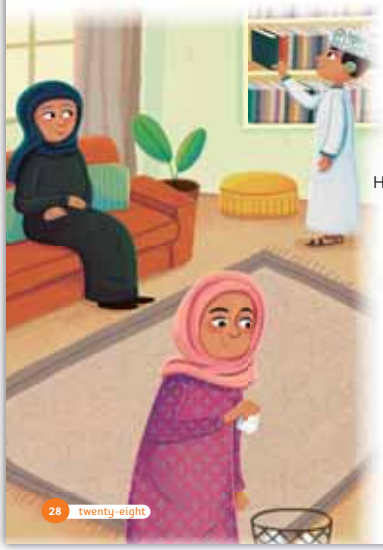
Class Book

GR4.1 Graded reader 1

Dad's Surprise

Today is a special day – Dad is coming home after a long time away with work. He's coming home at six o'clock and the children want to welcome him home with a nice surprise.

Mum is at the shop buying balloons. Halima and Majid have got the house ready for Dad's surprise. They've already tidied up.



Halima has swept the floor.



Halima has dusted the furniture.



And Majid has just taken out the rubbish.



28 twenty-eight

Graded reader 1 4

Halima and Majid are very happy with their work, and they're excited. Then Mum gets home.



twenty-nine 29

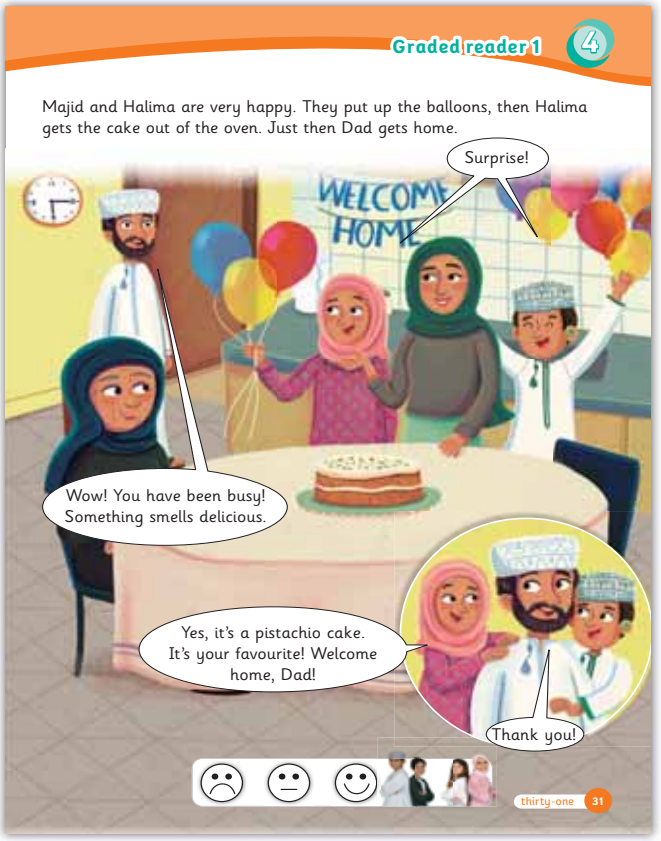
GR4.1 Graded reader 1

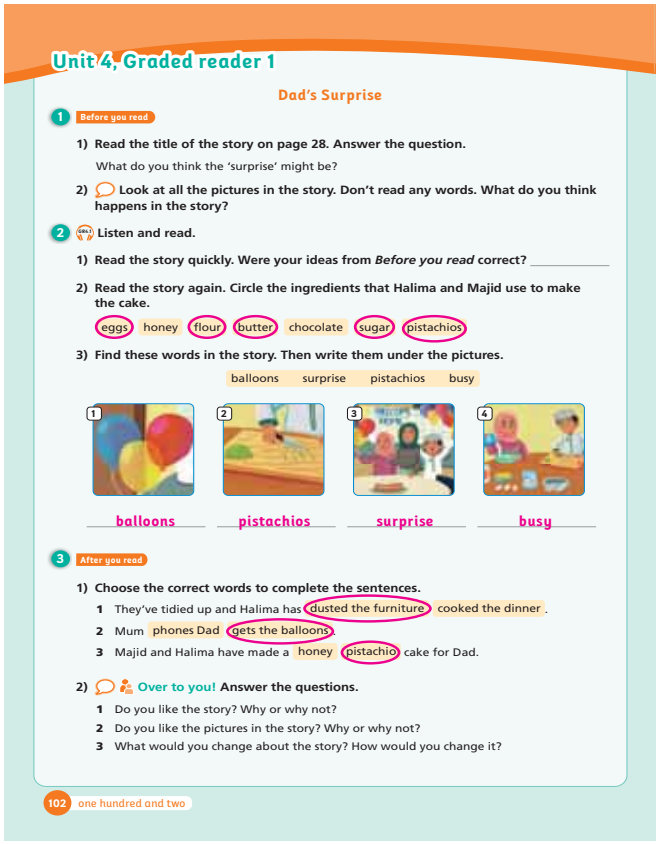
Mum quickly clears the table and Majid starts chopping the pistachios. Dad's favourite cake is pistachio cake! Halima puts flour, sugar, eggs, milk and butter into a bowl and mixes them with a spoon. Majid adds the pistachios.



Mum gets the balloons. Halima puts the cake in the oven, then Mum gets a message on her phone.

30 thirty





Unit 4, Graded reader 1

Dad's Surprise

1 Before you read

1) Read the title of the story on page 28. Answer the question.
What do you think the 'surprise' might be?

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

2 GR4.1 Listen and read.

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

2) Read the story again. Circle the ingredients that Halima and Majid use to make the cake.

eggs honey flour butter chocolate sugar pistachios

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

balloons surprise pistachios busy

1 balloons 2 pistachios 3 surprise 4 busy

3 After you read

1) Choose the correct words to complete the sentences.

1 They've tidied up and Halima has dusted the furniture / cooked the dinner.
2 Mum phones Dad / gets the balloons.
3 Majid and Halima have made a honey / pistachio cake for Dad.

2) Over to you! Answer the questions.

1 Do you like the story? Why or why not?
2 Do you like the pictures in the story? Why or why not?
3 What would you change about the story? How would you change it?

102 one hundred and two

2 GR4.1 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 question 1 on page 102 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 ingredients that Halima and Majid use to make the cake.

- 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 102 individually. Help them with the word *pistachios* if necessary.
- Use the Lollipop stick technique (see page 15) to check answers.

3) Find these words in the story. Then write them 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.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write on the board *Have you baked Dad's favourite cake?* Ask students to listen and say if the intonation goes up or down in the question.
- Play the audio from the beginning until the question. Elicit the answer.
- Ask students to practise saying the question with the correct intonation.
- Have students write their own questions.
- Place students in pairs. Have them read aloud their questions to each other. Check they ask the questions using the correct intonation.

Finishing the lesson

- Write the new vocabulary words on the board: *surprise*, *pistachio*, *balloon*, *busy*. Elicit their meanings again if necessary.
- Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

Lesson 2, option A

Starting the lesson

- Place students in pairs. Have them tell each other what they can remember about the story *Dad's Surprise*.
- Ask pairs to share what they can remember with the class.

Presentation

- Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 102.

Before you read

- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Dad is at the shop buying balloons. (False – Mum is buying balloons.) Majid has just taken out the rubbish. (True.) Dad will be home soon. (True.) Dad's favourite cake is banana cake. (False – it's pistachio.) Mum puts the cake in the oven. (False – Halima puts the cake in the oven.)*, etc.

Listen and read

- **GR4.1** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Have Halima and Majid already tidied up the house? (Yes.) What has Majid just done? (He has just taken out the rubbish.) What haven't the children done yet? (They haven't baked Dad's cake yet.) What does Halima and Majid put into a bowl? (Flour, sugar, eggs, milk and butter, pistachios.) Why? (They are making pistachio cake.)*, etc.

3 After you read

1) Choose the correct words to complete the sentences.

- Refer students to page 102 in their Class Books.
- Students complete the activity individually.
- Check answers as a class.

2) Over to you! Answer the questions.

- 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.

Finishing the lesson

- Use the Summative and throught-provoking questions technique (see page 16) to ask students what they thought of the story.
- Encourage students to say 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 ever had a similar surprise, or if they would like to have one.

Extra activity **Photocopiable R7**

- Ask students to do photocopiable R7.

Lesson 1, option B

Starting the lesson

- Ask students what jobs they do in their houses. Revise the vocabulary using the Unit 4 flashcards (Jobs at home) or poster if necessary.
- Write the new vocabulary that students will encounter in the reading on the board: *duster*, *vase*, *grandparent*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *I use a duster to clean the furniture. Can you put the flowers in the vase, please? My grandparent tells me stories about when they were younger.* Alternatively, you can write definitions on the board and have students match them to the words: *duster: a tool used to remove dust from surfaces, made with a soft material; vase: a container used to hold flowers; grandparent: the parent of your mother or father.*
- Explain that in today's lesson, they are going to read about a 'helping week' at school when some children do some jobs in their grandparents' houses.

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 4 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 103.
- On the board write *I've already … ; I haven't … yet*; *Amani and Laila have just …*; *We've never …* Encourage students to look through the story quickly and find how they can complete these sentences (*I've already washed my grandpa's car; I haven't helped our grandma yet; Amani and Laila have just arrived at their grandma's house; We've never dusted the furniture before*). Check that they remember the meaning of *already*, *just*, *yet* and *never*.

1 Before you read

1) Read the title of the story on page 32. Answer the question.

- Before students read, ask them to turn to page 103 in their Class Books. Read the question aloud.
- Tell students to discuss the question.
- Check answers as class. Accept all good answers.

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

- Students work in pairs. They look at all the pictures only and describe what they think happens in the story.
- Check answers to Exercises 1 and 2 as a class. Use the Lollipop stick technique (see page 15) to choose people to answer. They can check if their answers are correct in the next activity.
- They can check if their answers are correct in the next activity.

Listen and read

Class Book



Now it's the evening. Amani and Laila have just arrived at their grandma's house. They have lots of jobs to do.



Amani quickly runs over to Laila with her arms out. She gets there fast and she catches the vase.



Amani puts the vase on the shelf and the girls finish their dusting.



The girls work hard. They've already finished most of their jobs, but they haven't dusted the furniture yet. They look for something to use.



Laila is dusting a shelf when the duster hits a vase. But, oh no! The vase moves.



Helping Our Grandparents

1 Before you read

1) Read the title of the story on page 32. Answer the question.

What ways can we help our grandparents?

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

2 GR4.2 **Listen and read.**

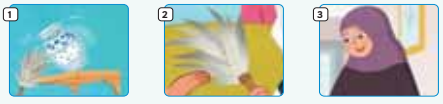
1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Read the story again. Circle the jobs that Amani and Laila do for Grandma.

vacuum the carpet · wash the car · clean the windows · water the plants · clear the table · dust the furniture

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

duster vase grandparent



vase duster grandparent

3 After you read

1) Choose the correct words to complete the sentences.

1 Amani and Laila are going to help their grandparents at the weekend / this evening.
2 Amani and Laila have never dusted the furniture / vacuumed the carpet before.
3 Amani runs and catches the vase / duster with her hands.

2) Over to you! Answer the questions.

1 Do you like the story? Why or why not?
2 Do you like the pictures in the story? Why or why not?
3 What would you change about the story? How would you change it?

2 GR4.2 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 the question on page 103 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 jobs that Amani and Laila do for Grandma.

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

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

- Students refer back to the story on pages 32 -35.
- Ask students on which pages they found the words.
- Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write on the board *Have you helped your grandparents yet, girls?*
- Then ask students to read the story again quickly and write down any other questions (*Can we help you, Grandma? Can you vacuum the carpet, clean the windows, water the plants and dust the furniture, please?*)
- Ask students to listen and say if the intonation in these questions goes up or down.
- Play the audio, pausing after they hear each question. Elicit the answer from the students.
- Ask students to practise saying the questions with the correct intonation.

Finishing the lesson

- Ask students to work in groups of six. Give each student a role (narrator, Miss Hanan, Ruba, Amani, Grandma, Laila). Students practise reading the story, saying their parts.

Lesson 2, option B

Starting the lesson

- Place students in pairs. Have them tell each other what they can remember about the story *Helping Our Grandparents*.
- Ask pairs to share what they can remember with the class.

Presentation

- Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 103.

Before you read

- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Ruba has already washed her grandpa's car. (True.) Laila and Amani have helped Grandma. (False – They haven't helped her yet.) Laila and Amani have never dusted the furniture before. (True.) Laila is vacuuming the carpet when she hits a vase. (False – She is dusting the shelf.)*, etc.

Listen and read

- **GR4.2** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Who are the girls helping this week? (Their grandparents.) When are they going to see Grandma? (They're going to see her this evening.) What jobs does Grandma want them to do? (Vacuum the carpet, clean the windows, water the plants, dust the furniture.) What do they use to dust the furniture? (They use a duster.)*, etc.

3 After you read

1) Choose the correct words to complete the sentences.

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

2) 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.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to 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.
- Ask students which character was their favourite and encourage them to give reasons for their answers.

Extra activity **Photocopiable R8**

- Ask students to do photocopiable R8.

5 Favourite clothes

Unit objectives

To use adjectives to describe clothes and to talk about clothes and accessories

Language

Vocabulary	**Describing clothes**: *plain, patterned, spotted, striped, comfortable, uncomfortable, baggy, colourful, smart, casual, formal, checked* **Clothes and accessories**: *sweatshirt, scarf, earrings, woolly hat, gloves, belt, bracelet, top, leggings, watch, crown, tie*
Grammar	*too/not enough* Present passive
Functions	**Shopping for clothes**: *Can I try it on? What size do you need? How much is it/are they? It's/They're …*
Pronunciation	Stress in words ending with *-able*

Learning outcomes

Listening	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Identify the main idea of a text; Listen and identify the overall meaning of simple texts on familiar and concrete topics; Listen and identify specific information in simple texts on familiar and concrete topics; Understand people if they speak very slowly and clearly about simple everyday topics; Understand the price of an article; Listen and identify the topic of a text; Identify the participants and their role; Listen and identify the setting of a text; Listen and detect a story sequence; Listen and respond appropriately to peers and adults
Speaking	Articulate sounds in connected speech; Articulate sounds in isolated word forms; Produce basic intonation patterns; Talk about self, family, immediate environment or issues of interest; Express likes and dislikes, opinions, reasons; Ask and answer questions about everyday matters; Produce connected speech using correct stress, intonation and rhythm; Speak coherently in short exchanges using familiar phrases and expressions; Use a range of basic language structures when speaking; Read aloud a short simple story; Articulate sounds in isolated word forms; Summarize the main points of a text; Describe a sequence of events; Retell a story based on visual input
Reading	Read familiar material with correct intonation and pronunciation; Answer factual or inferential questions; Deduce meaning of unfamiliar words using context; Scan text for specific information; Read texts on familiar and concrete topics; Read and identify the overall meaning of simple texts on familiar and concrete topics; Read and understand some details in short texts on familiar and concrete topics; Read and identify the main points of simple texts on familiar and concrete topics; Can very slowly read very short, simple texts by understanding familiar names, words and basic phrases; Recognize coordinating conjunctions; Generate referential questions about reading text; Retell or summarize reading text; Make inferences about reading text; Recognize pronoun referents; Make predictions about reading text; Develop awareness of semantic fields; Recognize the effect of word spacing and punctuation texts when reading; Follow sequence of events in short story; Understand information about people (place of residence, age, etc.) in a text if there is visual support
Writing	Copy words or short texts accurately; Write sentences using correct spacing, capitalisation and punctuation (full stop, comma, question mark, exclamation mark, apostrophe) correctly; Spell frequently used words correctly; Construct sentences following a model; Produce a text in imitation of a model; Complete a sentence by supplying the missing words; Write short, simple texts on familiar topics; Plan and develop ideas before writing; Revise, edit and rewrite own work; Write sentences using correct spacing, capitalisation and punctuation; Apply spelling rules and conventions when writing; Use basic language structures in writing; Explore different materials and decide what to use; Use phonological awareness and blending strategies to write new words

Cognitive skills	Act out the roles of various characters in games and drama; 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; Ask others questions about a topic; Can understand and describe objects; Find information; Ask for and give information; 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; 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 gives 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. 1–11)

Mathematical, science, technological competences: learn about different materials that clothes are made of (L. 5)

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

Social and civic competences: learn to shop for clothes (L. 7)

Cultural awareness and expression: learn to be creative (L. 1, 2, 6, 7 and 9); raise awareness of cultural similarities and differences (L. 6 and 8)

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

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

Future skills

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

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 52; Activity Book p. 37
- Unit 5 Grammar practice: Activity Book p. 59
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Reading differentiation, Listening differentiation, Culture, English in action, Review self-assessment, Graded reader 1 and 2, Team Talk
- Unit 5 Practice

External exams

Class Book	**Activity Book**
A2 Key for Schools Listening Part 4 A2 Flyers Reading and Writing Part 5	A2 Flyers Listening Part 4 / A2 Key for Schools Listening Part 1 A2 Key for Schools Reading and Writing Part 1

Vocabulary

Lesson 1, parts 1 and 2

Objectives

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

Materials

- Unit 5 flashcards (*plain, patterned, spotted, striped, comfortable, uncomfortable, baggy, colourful, smart, casual, formal, checked*)
- Unit 5 poster: *Describing clothes*
- notebooks
- photocopiable 30

Global Scale of English (GSE)

- **Reading:** Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe what someone is wearing using a fixed expression (GSE 30). Can ask a range of questions in guessing games to find the answer (GSE 36). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Listening:** Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts (GSE 29).

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; Think-pair-share technique (see page 16)
- Independent Learning: Summative and thought-provoking questions technique (see page 16)

Lesson 1, part 1

Starting the lesson

- Draw a line down the middle of the board. On the left, write the first two letters of the Unit 4 vocabulary and on the right, the last letters, e.g. *pe – pper*.
- Divide the class into two teams. Say a word and two members of one team have to match the word correctly to get a point. The team with the most points wins.

Presentation

- Explain that in this lesson students will learn about describing clothes.
- Have students tell you what they think they will learn in this unit.
- Direct students to the unit objectives at the bottom of the page and have them read them. Ask students how they think this unit will help them with their English.
- Place the Unit 5 flashcards (Describing clothes) or poster on the board. Point to each item and say the word. Students repeat after you. Refer to *How to work with posters* (see page 18).
- Ask students which part of the unit they think will be the most interesting.

Practice

Class Book


5
Favourite clothes
WOW!
World of Wonder! Magazine
Welcome
Book Club
Culture
Over to you!
Julia loves clothes. Today she's wearing a pink cotton shirt, blue jeans and new white trainers. How many of the clothes here can you describe?
Julia has a question for you. What do you think?
WOW! Question
Julia 43 minutes ago
Why do we wear different clothes?
In this unit I will ...
- learn adjectives for describing clothes and words for clothes
- use *too* and *not ... enough*
- use the Present passive
- read a modern fairy tale
- learn about traditional clothes around the world
- work in a group to make a collage about traditional clothes
- learn some phrases to use when shopping for clothes
- read and write information texts
36 thirty-six

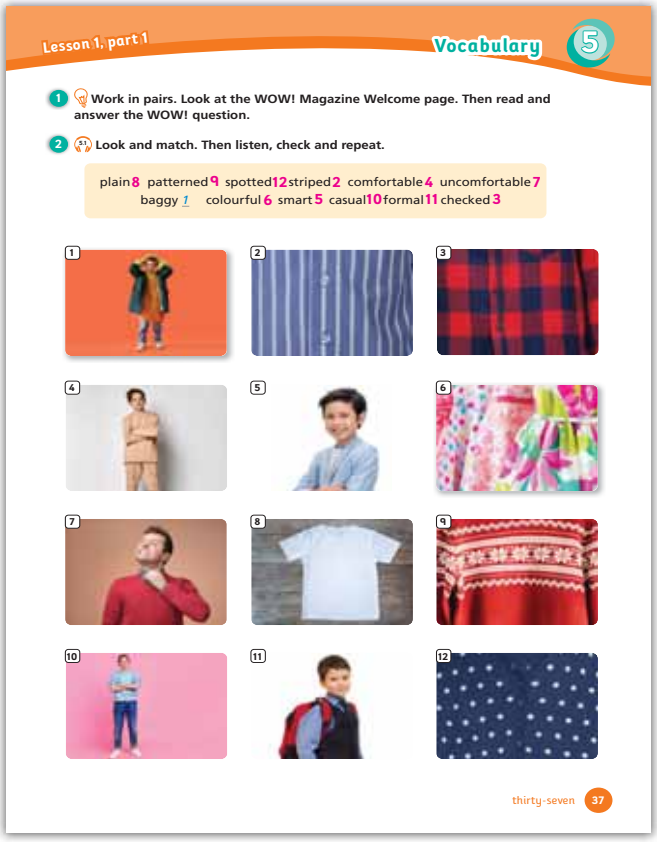
1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! question.

- Ask students to look at the Wow! Magazine Welcome page on page 36. Ask which of the clothes and accessories they know and have. (The photos show the following items: *football boots, sandals, a hat, jewellery, a handbag, a wallet, ties, gloves, a watch, a dress, a jacket, pyjamas*).
- Use the Lollipop stick technique (see page 15) to have a student read the sidebar content.

- Place students in pairs and have them discuss the WOW! question for two minutes. Have students share their ideas with the class.

Answer key for the weather: we wear warm clothes when it's cold and light clothes when it's hot to stay comfortable; for special occasions: we dress differently for special occasions, like parties, weddings or other celebrations; for sports: we wear different sports clothes depending on the sport we're playing; for protection: clothes can protect us from the sun, snow, rain, and from getting injured; for culture and style: we wear clothes to reflect our culture, traditions or personal style

- **Extension** In small groups, students make a list of clothes they can wear for a celebration and for a casual day out. Students share their ideas with the class.


Lesson 1, part 1 Vocabulary 5

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

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

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

thirty-seven 37

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

- Students match the words to pictures and compare answers in pairs.
- Say all the words in the pictures at random for students to point to them. Use the Lollipop stick technique (see page 15) to have a student describe or say something about each picture.
- Play the audio and have students listen, check and repeat.
- **Extension** In pairs, one student says a word from the box and their partner spells it.

5.1

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

Diversity

Support

- Place students in pairs. One student spells a word and their partner writes in their notebooks, repeats the word and points to the picture in the book.

Challenge

- Have students write as many words as they can by heart. Students check spellings against their Class Books.

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

- Play the audio and have students read along in their Class Books.
- Explain that students have to read what each person is wearing and decide what activity they are going to do.
- After students have read the text, they find the answers and compare with a partner.
- **Extension** In pairs, one student describes one of the characters and their partner has to guess who it is.

5.2

WOW! Quiz What are they going to do?

1 Sultan: I often wear these clothes at the weekend. I'm wearing trousers and a yellow jacket. I have a helmet, too. I'm comfortable and I will be safe.

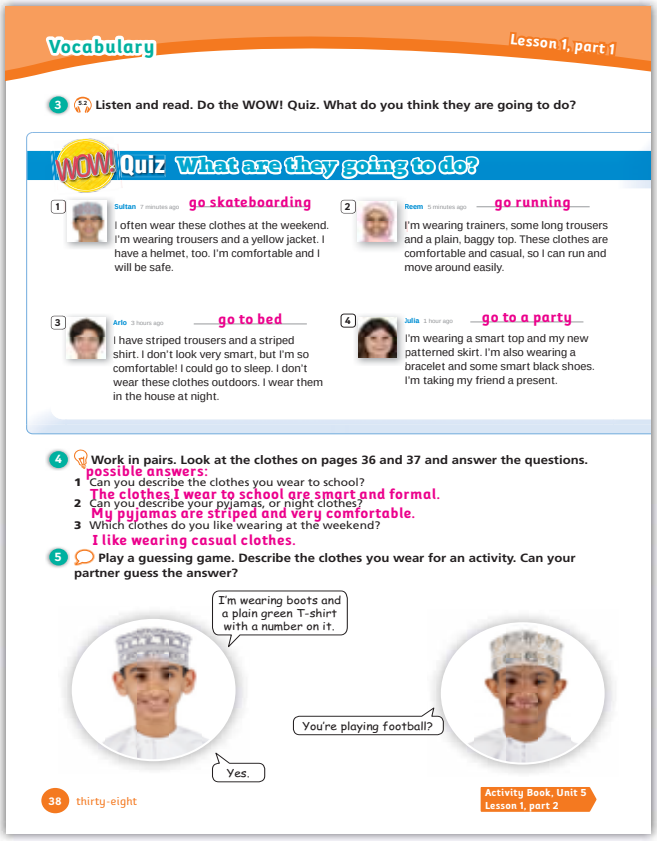
2 Reem: I'm wearing trainers, some long trousers and a plain, baggy top. These clothes are comfortable and casual, so I can run and move around easily.

3 Arlo: I have striped trousers and a striped shirt. I don't look very smart, but I'm so comfortable! I could go to sleep. I don't wear these clothes outdoors. I wear them in the house at night.

4 Julia: I'm wearing a smart top and my new patterned skirt. I'm also wearing a bracelet and some smart black shoes. I'm taking my friend a present.

Extra activity Critical thinking

- Using the Summative and thought-provoking questions technique (see page 16), have a short class discussion about what students should do with clothes they no longer wear.


Vocabulary
Lesson 1, part 1

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

WOW Quiz What are they going to do?

1 Sultan 7 minutes ago — go skateboarding
I often wear these clothes at the weekend. I'm wearing trousers and a yellow jacket. I have a helmet, too. I'm comfortable and I will be safe.

2 Reem 5 minutes ago — go running
I'm wearing trainers, some long trousers and a plain, baggy top. These clothes are comfortable and casual, so I can run and move around easily.

3 Arlo 3 hours ago — go to bed
I have striped trousers and a striped shirt. I don't look very smart, but I'm so comfortable! I could go to sleep. I don't wear these clothes outdoors. I wear them in the house at night.

4 Julia 1 hour ago — go to a party
I'm wearing a smart top and my new patterned skirt. I'm also wearing a bracelet and some smart black shoes. I'm taking my friend a present.

4 Work in pairs. Look at the clothes on pages 36 and 37 and answer the questions.
possible answers:
1 Can you describe the clothes you wear to school?
The clothes I wear to school are smart and formal.
2 Can you describe your pyjamas, or night clothes?
My pyjamas are striped and very comfortable.
3 Which clothes do you like wearing at the weekend?
I like wearing casual clothes.

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

I'm wearing boots and a plain green T-shirt with a number on it.
You're playing football?
Yes.

38 thirty-eight
Activity Book, Unit 5 Lesson 1, part 2

4 Work in pairs. Look at the clothes on pages 36 and 37 and answer the questions.

- Students answer the questions individually in their notebooks.
- Use the Think-pair-share technique (see page 16) to have students check their answers.

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

- Ask students what kind of clothes they wear when they play in the park, go for a walk, have a celebration or visit a friend. Write the clothes items mentioned on the board.
- Model the activity with a volunteer student. Place students in pairs to complete the activity.
- Use the Lollipop stick technique (see page 15) to choose pairs to demonstrate their dialogues for the rest of the class.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask what students have learnt today. Ask *Did you enjoy the lesson?*

Lesson 1, part 2

Starting the lesson

- Show students the Unit 5 flashcards (Describing clothes) or poster and have them repeat the words chorally. Refer to *How to work with posters* (see page 18).
- Then play *Guessing game: pictures* (see page 20) with the new vocabulary.

Practice

Activity Book


Lesson 1, part 2

5 Favourite clothes

Vocabulary

1 Find and write 12 words for describing clothes.

E C L S T M F A G M A F U U B L E D
F H K A U R O O B G S R L D C O P R
O C E D S I D C R E Y N T U S E T E
R L D S C A P E T L P I C O P T M S
M A I I A B L A O L O T F O T T

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

2 Read and complete the texts with the words in Activity 1.

Zakeya's clothes are always [1] smart and sometimes [2] formal. Today she's wearing a [3] plain blue skirt and a [4] striped jacket. She's got a [5] patterned scarf. Her shoes are new so they are very [6] uncomfortable!

Nabhan likes wearing [7] casual clothes. He's wearing a [8] baggy green sweatshirt and some blue [9] checked trousers. His clothes are always [10] comfortable and [11] colourful. Look at his red and white [12] spotted cap!

3 Read the *I'm learning* box. Then read and complete the phrases.

I'm learning
Using new and recycled words
A good way to practise new words is to use them with words you already know.
New: *striped*
Review: *T-shirt*
I have a striped T-shirt.

1 baggy jeans
2 a patterned dress
3 smart shoes
4 a plain scarf
5 striped leggings
6 a spotted jacket

4 Write three or more sentences about your own clothes and style. Use words for clothes from this lesson and other words you already know.

24 twenty-four

1 Find and write 12 words for describing clothes.

- Elicit from students what they have to do. Explain that students should start on the left and circle the words they see. They then write the words on the lines provided. Have them complete the activity individually.
- Check answers as a class.

2 Read and complete the texts with the words in Activity 1.

- Have a student say what they see in the pictures: Ask *Who is wearing smart/casual/plain/colourful clothes?*
- Students complete the activity individually and compare answers in pairs.
- Check answers as a class.

3 **Read the *I'm learning* box. Then read and complete the phrases.**

- Ask a student to read the *I'm learning* box aloud. Remind students that a good way to remember new vocabulary is to use it with words they already know.
- Elicit the new vocabulary using the Unit 5 flashcards (Describing clothes) and write it on the board.
- Students work in pairs to think of words they already know to go with the new vocabulary.
- Elicit or explain that we place adjectives to describe clothes before the item of clothing being described.
- Students complete the activity individually.
- Check answers as a class.

4 **Write three or more sentences about your own clothes and style. Use words for clothes from this lesson and other words you already know.**

- Write example sentences on the board: *The style of clothes I like is smart and casual. I like wearing a plain jacket, comfortable trousers and trainers. I don't like clothes that are colourful or baggy.*
- Explain to students that they should write similar sentences about their own style and clothing preferences.
- Students complete the activity individually in their notebooks.
- Monitor students, helping where necessary.
- Have students read their sentences to the class.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students how they think this lesson will help them with their English in the future.

Extra activity **Photocopiable 30**

- Ask students to do photocopiable 30.

Lesson 2, parts 1 and 2

Objectives

- **Lesson aims:** to read and understand a dialogue about sports kits
- **Target language:** *I hope. I guess so. Come on!*

Materials

- Unit 5 flashcards (Describing clothes)
- Unit 5 poster: *Describing clothes*
- notebooks
- strips of paper
- a box or a bag
- photocopiable T6

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can express their opinions on familiar topics, using simple language (GSE 41).
- **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: 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 16); portfolio (see page 16)

Lesson 2, part 1

Starting the lesson

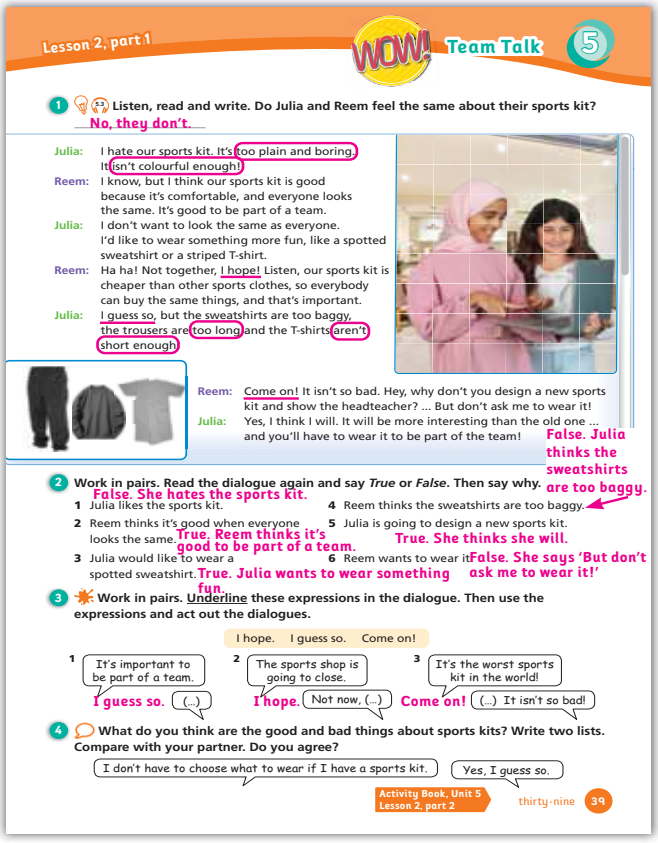
- On strips of paper, write new vocabulary from Lesson 1. Scrunch them up and place them in a box or a bag.
- Review the vocabulary using the U5 flashcards (Describing clothes) or poster. Then, walk around the class and ask students to choose a scrunched up piece of paper. They read the word and make a sentence with it.
- Remind students where we place the adjectives in a sentence (before the nouns).

Presentation

- Explain that in this lesson students will read a dialogue about sports kits. Ask students to describe the sports kit they have to wear at school.
- Write *I hope. I guess so. Come on!* on the board.
- Ask students if they have used these expressions and when.

Practice

Class Book


Lesson 2, part 1

WOW! Team Talk 5

1 Listen, read and write. Do Julia and Reem feel the same about their sports kit?
No, they don't.

Julia: I hate our sports kit. It's too plain and boring. It isn't colourful enough!
Reem: I know, but I think our sports kit is good because it's comfortable, and everyone looks the same. It's good to be part of a team.
Julia: I don't want to look the same as everyone. I'd like to wear something more fun, like a spotted sweatshirt or a striped T-shirt.
Reem: Ha ha! Not together, I hope! Listen, our sports kit is cheaper than other sports clothes, so everybody can buy the same things, and that's important.
Julia: I guess so, but the sweatshirts are too baggy, the trousers are too long and the T-shirts aren't short enough.

Reem: Come on! It isn't so bad. Hey, why don't you design a new sports kit and show the headteacher? ... But don't ask me to wear it!
Julia: Yes, I think I will. It will be more interesting than the old one ... and you'll have to wear it to be part of the team!

2 Work in pairs. Read the dialogue again and say *True* or *False*. Then say why.
1 Julia likes the sports kit. False. She hates the sports kit.
2 Reem thinks it's good when everyone looks the same. True. Reem thinks it's good to be part of a team.
3 Julia would like to wear a spotted sweatshirt. True. Julia wants to wear something fun.
4 Reem thinks the sweatshirts are too baggy. False. Julia thinks the sweatshirts are too baggy.
5 Julia is going to design a new sports kit. True. She thinks she will.
6 Reem wants to wear it. False. She says 'But don't ask me to wear it!'

3 Work in pairs. Underline these expressions in the dialogue. Then use the expressions and act out the dialogues.
I hope. I guess so. Come on!
1 It's important to be part of a team. I guess so. (...)
2 The sports shop is going to close. I hope. Not now, (...)
3 It's the worst sports kit in the world! Come on! (...) It isn't so bad!

4 What do you think are the good and bad things about sports kits? Write two lists. Compare with your partner. Do you agree?
I don't have to choose what to wear if I have a sports kit. Yes, I guess so.

Activity Book, Unit 5 Lesson 2, part 2
thirty-nine 39

1 5.3 Listen, read and write. Do Julia and Reem feel the same about their sports kit?

- Ask students if they like their school sports kit. Ask *Why do we need the proper clothes to do sports? (to stay comfortable, cool and safe from getting injured).*
- Play the audio and have students read along in their Class Books. Elicit the answer.
- **Extension** Ask students if they agree with the reasons Reem gives for wearing sports kits.

5.3

Julia: I hate our sports kit. It's too plain and boring. It isn't colourful enough!
Reem: I know, but I think our sports kit is good because it's comfortable, and everyone looks the same. It's good to be part of a team.
Julia: I don't want to look the same as everyone. I'd like to wear something more fun, like a spotted sweatshirt or a striped T-shirt.
Reem: Ha ha! Not together, I hope! Listen, our sports kit is cheaper than other sports clothes, so everybody can buy the same things, and that's important.
Julia: I guess so, but the sweatshirts are too baggy, the trousers are too long, and the T-shirts aren't short enough!
Reem: Come on! It isn't so bad. Hey, why don't you design a new sports kit and show the headteacher? … But don't ask me to wear it!
Julia: Yes, I think I will. It will be more interesting than the old one … and you'll have to wear it to be part of the team!

Diversity

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

Challenge
- Students write one reason why they should wear a sports kit and one why they shouldn't. Students read their work to the class. Place their work in their portfolios (see page 16).

2 Work in pairs. Read the dialogue again and say *True* or *False*. Then say why.
- Have students say what the dialogue is about.
- Using the Happy/Sad face technique (see page 15), ask students if they have understood the text enough to continue with this activity.
- Students complete the activity individually. At this stage, students just say whether the sentences are true or false.
- Check answers as a class.
- Now ask students to explain why the sentences are true or false. Look at the first sentence as a class. Ask *Is the sentence true or false?* (*False*). Ask the class to look at the dialogue and underline the sentence or sentences that confirm their answer (I hate our sports kit. It's too plain and boring. It isn't colourful enough!)
- Place students in pairs and have them write why the remaining sentences are true or false by going through the text and underlining sections to confirm their answers.
- Check explanations as a class.
- **Extension** Students correct the false answers.

3 Work in pairs. Underline these expressions in the dialogue. Then use the expressions and act out the dialogues.
- Explain the meaning of *I hope*. Tell students that we sometimes use it informally to express a wish or preference that something isn't happening at the moment or to not be true.
- Ask students to look at the line *Not together, I hope!* in the text.
- Explain that Reem is using it in a playful way to suggest to Julia that she shouldn't wear a spotted sweatshirt and a striped T-shirt at the same time, since the combination would look funny or odd.
- Ask students to raise their hands when they have found and underlined all the expressions. Choose random students to read the exchanges the expressions are in.
- Use the Lollipop stick technique (see page 15) to have pairs come to the front and act out the sentences.
- **Extension** Have students write three short exchanges with the new expressions.

4 What do you think are the good and bad things about sports kits? Write two lists. Compare with your partner. Do you agree?
- Students write their lists individually in their notebooks.
- Place students in pairs and have them compare lists. Ask *Did you agree with your partner? Were your lists similar?*
- Use the Lollipop stick technique (see page 15) to have students read their lists to the class.

Finishing the lesson
- Show students the Unit 5 flashcards (Describing clothes) and ask them to name them.
- Now show students the flashcards in such a way that only they can see the pictures.
- Say one of the new vocabulary words. The students say *Yes!* if the picture shows the word you said and *No!* if it doesn't.
- Continue until all the flashcards are named.

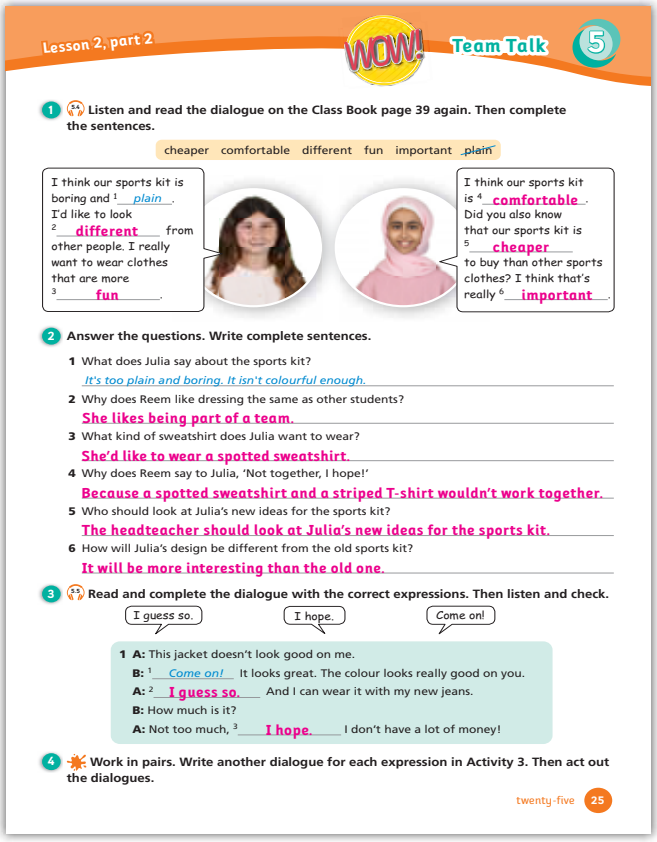
Lesson 2, part 2

Starting the lesson

- Place students in pairs. Ask them to discuss if they like their school sports kit and to give reasons why or why not.
- Monitor and for fast finishers, ask them what they would change.
- Nominate pairs to share their answers.

Practice

Activity Book



Lesson 2, part 2 — WOW! Team Talk 5

1 Listen and read the dialogue on the Class Book page 39 again. Then complete the sentences.

cheaper comfortable different fun important ~~plain~~

I think our sports kit is boring and 1 plain. I'd like to look 2 different from other people. I really want to wear clothes that are more 3 fun.

I think our sports kit is 4 comfortable. Did you also know that our sports kit is 5 cheaper to buy than other sports clothes? I think that's really 6 important.

2 Answer the questions. Write complete sentences.

1 What does Julia say about the sports kit?
It's too plain and boring. It isn't colourful enough.
2 Why does Reem like dressing the same as other students?
She likes being part of a team.
3 What kind of sweatshirt does Julia want to wear?
She'd like to wear a spotted sweatshirt.
4 Why does Reem say to Julia, 'Not together, I hope!'
Because a spotted sweatshirt and a striped T-shirt wouldn't work together.
5 Who should look at Julia's new ideas for the sports kit?
The headteacher should look at Julia's new ideas for the sports kit.
6 How will Julia's design be different from the old sports kit?
It will be more interesting than the old one.

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

I guess so. I hope. Come on!

1 A: This jacket doesn't look good on me.
B: 1 Come on! It looks great. The colour looks really good on you.
A: 2 I guess so. And I can wear it with my new jeans.
B: How much is it?
A: Not too much, 3 I hope. I don't have a lot of money!

4 Work in pairs. Write another dialogue for each expression in Activity 3. Then act out the dialogues.

twenty-five 25

1 5.4 Listen and read the dialogue on the Class Book page 39 again. Then complete the sentences.

- Have students quietly read the word box and prompts before completing the activity.
- Play the audio and have students complete the activity individually.
- Play the audio again if necessary.
- Check answers as a class.

5.4

Julia: I hate our sports kit. It's too plain and boring. It isn't colourful enough!
Reem: I know, but I think our sports kit is good because it's comfortable, and everyone looks the same. It's good to be part of a team.
Julia: I don't want to look the same as everyone. I'd like to wear something more fun, like a spotted sweatshirt or a striped T-shirt.
Reem: Ha ha! Not together, I hope! Listen, our sports kit is cheaper than other sports clothes, so everybody can buy the same things, and that's important.
Julia: I guess so, but the sweatshirts are too baggy, the trousers are too long, and the T-shirts aren't short enough!
Reem: Come on! It isn't so bad. Hey, why don't you design a new sports kit and show the headteacher? … But don't ask me to wear it!
Julia: Yes, I think I will. It will be more interesting than the old one … and you'll have to wear it to be part of the team!

2 Answer the questions. Write complete sentences.

- Students complete the activity individually.
- Monitor to make sure they are writing complete sentences.
- Check answers as a class and write them on the board.

3 5.5 Read and complete the dialogue with the correct expressions. Then listen and check.

- Students complete the activity individually.
- Play the audio to check answers.
- Place students in pairs and have them practise reading the dialogue.
- Invite pairs to act out the dialogue for the class.

5.5

A: This jacket doesn't look good on me.
B: Come on! It looks great. The colour looks really good on you.
A: I guess so. And I can wear it with my new jeans.
B: How much is it?
A: Not too much, I hope. I don't have a lot of money!

4 Work in pairs. Write another dialogue for each expression in Activity 3. Then act out the dialogues.

- Place students in pairs.
- Ask students to write another dialogue in their notebooks, using the expressions from Activity 3.
- Monitor students, helping where necessary.
- Have pairs act out their dialogue for the class.

Extra activity **Fast finishers**

- Students draw their favourite clothes and write a few sentences about them. Place their work in their portfolios (see page 16).

Finishing the lesson

- Place students in small groups. Tell them they are going to design a new sports kit. Students draw their designs in their notebooks and write a few sentences about them.
- Have groups present their kits to the rest of the class.
- Have the class vote on the best sports kit.
- Use the Summative and thought-provoking questions technique (see page 16) to have students discuss what they thought about today's lesson and what it has taught them.

Extra activity **Photocopiable T6**

- Ask students to do photocopiable T6.

Lesson 3, parts 1 and 2

Objectives

- **Lesson aims:** to learn how to use *too* and *not* ... *enough*
- **Target language:** *The sweater is too plain. The sweater isn't comfortable enough.*

Materials

- Unit 5 flashcards (Describing clothes)
- Grammar animation
- two fly swats
- index cards
- photocopiables 34 and 51

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can describe what someone is wearing using a fixed expression (GSE 30). Can describe someone's clothes using simple language (GSE 33). Can express their opinions on familiar topics, using simple language (GSE 41).
- **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; Key question technique (see page 15)

Monitoring students' learning: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)

Peer learning: pairwork; groupwork

Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 3, part 1

Starting the lesson

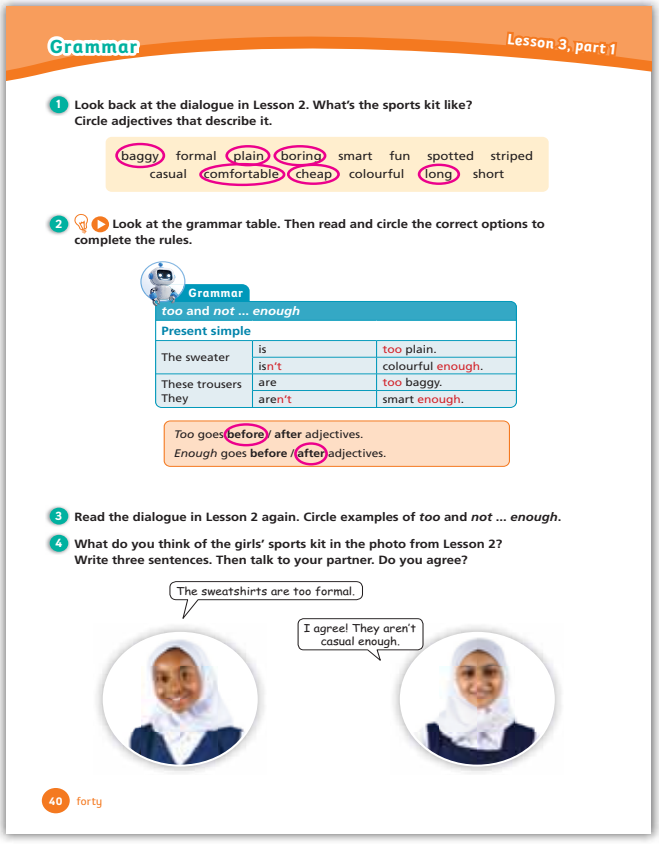
- Place the Unit 5 flashcards (Describing clothes) on the board. Using the Key question technique (See page 15), ask students *How would you describe your clothes? Are they long enough? Are they too baggy?*
- Divide the class into two teams. Tell teams they have a minute to memorise the words. Tell them to turn around so they can't see the board and remove a flashcard. Tell them to turn back around. The first team to guess the missing flashcard (or flashcards) gets a point. Continue with the rest of the flashcards.

Presentation

- Explain that in this lesson students will learn how to use *too* and *not* ... *enough*.
- Write *My new sweater is too plain. It isn't colourful enough.* on the board.
- Ask students to try and make sentences with the same structure.

Practice

Class Book


Grammar
Lesson 3, part 1

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

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

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

Grammar

too and *not* ... *enough*

Present simple		
The sweater	is	too plain.
	isn't	colourful enough.
These trousers / They	are	too baggy.
	aren't	smart enough.

Too goes before / after adjectives.
Enough goes before / after adjectives.

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

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

The sweatshirts are too formal.

I agree! They aren't casual enough.

40 forty

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

- Students work individually to circle the adjectives.
- Check answers as a class.

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

- Explain that we use *too* when there's more of something than we need. Say that if something is *too heavy*, for example, it's heavier than it should be. We use *not* ... *enough* when there's less of something than we need. If the weather is *not hot enough*, for example, it means we'd like it to be hotter.
- Play the Grammar animation.
- Have students read the grammar table. Ask them if *too* or *enough* comes before or after the adjective.

- Students complete the activity individually.
- Check answers as a class.
- Check students have understood the grammar using the Traffic light cards technique (see page 15).

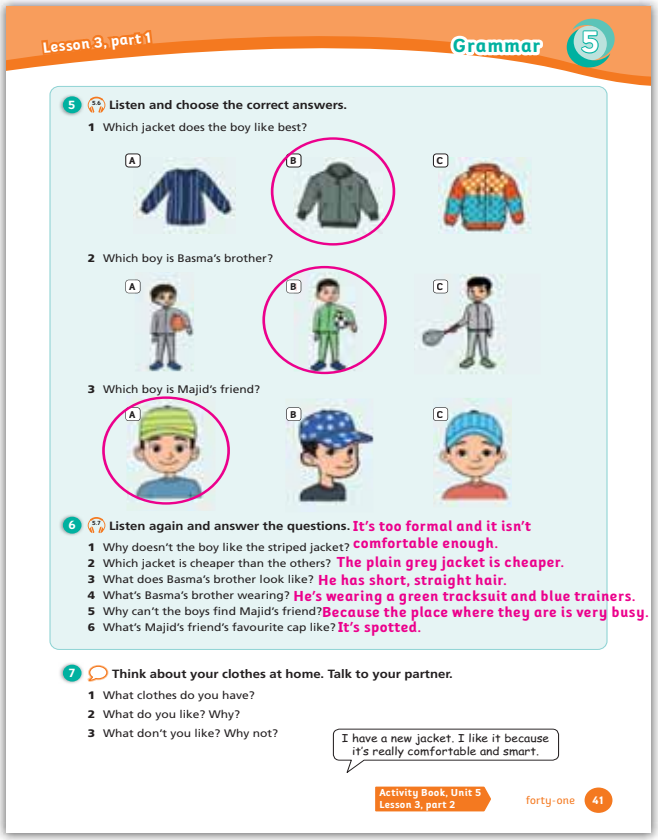
Diversity

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

Challenge
- Students think about their wardrobe and make sentences using *too* and *not ... enough*.

3 Read the dialogue in Lesson 2 again. Circle examples of *too* and *not ... enough*.
- Students complete the activity individually. Use the Lollipop stick technique (see page 15) to check answers.

4 What do you think of the girls' sports kit in the photo from Lesson 2? Write three sentences. Then talk to your partner. Do you agree?
- Have a volunteer read aloud the example dialogue.
- Place pupils in pairs.
- Have them look at the photo in Lesson 2 and say sentences about it using *too* and *not ... enough*.
- Monitor students, helping where necessary.
- Check answers as a class.


Lesson 3, part 1 Grammar 5

5 5.6 Listen and choose the correct answers.

1 Which jacket does the boy like best?

2 Which boy is Basma's brother?

3 Which boy is Majid's friend?

6 5.7 Listen again and answer the questions.
1 Why doesn't the boy like the striped jacket? It's too formal and it isn't comfortable enough.
2 Which jacket is cheaper than the others? The plain grey jacket is cheaper.
3 What does Basma's brother look like? He has short, straight hair.
4 What's Basma's brother wearing? He's wearing a green tracksuit and blue trainers.
5 Why can't the boys find Majid's friend? Because the place where they are is very busy.
6 What's Majid's friend's favourite cap like? It's spotted.

7 Think about your clothes at home. Talk to your partner.
1 What clothes do you have?
2 What do you like? Why?
3 What don't you like? Why not?

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

Activity Book, Unit 5 Lesson 3, part 2 forty-one 41

5 5.6 Listen and choose the correct answers.
- Ask students to read through the questions and look at the pictures so that they know what they're listening out for.
- Play the audio with pauses for students to choose the correct answers.
- **Extension** Students write the sentences about the pictures and read them to their partners.

5.6 & 5.7

1 Which jacket does the boy like best?
Boy 1: Look at all these jackets. Which one do you like?
Boy 2: Well, I don't like the striped one much.
Boy 1: Really?
Boy 2: No! It's too formal and it isn't comfortable enough.
Boy 1: Is this spotted one too colourful?
Boy 2: Hmm, I like that. It's more casual, but I think it's too heavy. I like the plain one best. I think it's smart.
Boy 1: Oh, good! It's cheaper than the others.

2 Which boy is Basma's brother?
Girl 1: Is that your brother, Basma, with the dark, curly hair?
Girl 2: No, he's too young, and my brother has short, straight hair. That's my brother.
Girl 1: Oh, yes, I can see him. He's wearing a grey tracksuit.
Girl 2: Hang on! Oh, no, that isn't him. My brother has a green tracksuit and blue trainers.
Girl 1: Oh, yes, I can see him.

3 Which boy is Majid's friend?
Boy 1: Can you see your friend, Majid? It's very busy here.
Boy 2: No, I can't. Is he wearing the spotted cap that he likes?
Boy 1: His favourite cap? No, he isn't wearing it. He's wearing his striped cap.
Boy 2: Look! There he is! I like his blue striped cap. It looks very comfortable!
Boy 1: No, it isn't blue. It's a green and yellow striped cap.
Boy 2: Oh, yes. I think it looks smart!

6 5.7 Listen again and answer the questions.
- Ask students to read the questions and try to answer them in their notebooks before listening to the audio again.
- Play the audio again.
- Check answers as a class.

7 Think about your clothes at home. Talk to your partner.
- Students answer the questions in their notebooks.
- Place students in pairs. Model the activity using the clothes you are wearing, and have students ask and answer the questions.

- Monitor pupils to make sure they are using the grammar correctly.

Finishing the lesson

- Divide the class into two teams. Ask teams to stand in a line facing the board. Give the student at the front of each team a fly swat. Place the Unit 5 flashcards (Describing clothes) on the board randomly. Say a sentence with *too* or *not … enough*. The students with the fly swats must run and swat the correct flashcard. The student who swats the flashcard first gets a point for their team. Teams can get an extra point if they can say a sentence with *too* or *not … enough* and the flashcard they swatted. The team with the most points wins. Make sure that all students get a turn.

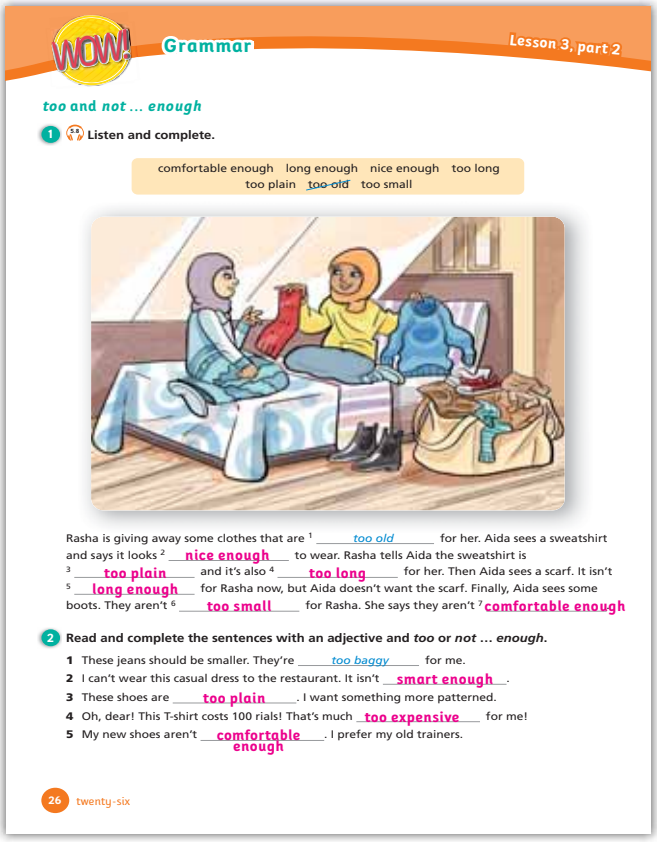
Lesson 3, part 2

Starting the lesson

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

Practice

Activity Book



WOW! Grammar — Lesson 3, part 2

too and *not … enough*

1 Listen and complete.

comfortable enough | long enough | nice enough | too long | too plain | ~~too old~~ | too small

Rasha is giving away some clothes that are [1] *too old* for her. Aida sees a sweatshirt and says it looks [2] nice enough to wear. Rasha tells Aida the sweatshirt is [3] too plain and it's also [4] too long for her. Then Aida sees a scarf. It isn't [5] long enough for Rasha now, but Aida doesn't want the scarf. Finally, Aida sees some boots. They aren't [6] too small for Rasha. She says they aren't [7] comfortable enough

2 Read and complete the sentences with an adjective and *too* or *not … enough*.

1 These jeans should be smaller. They're *too baggy* for me.
2 I can't wear this casual dress to the restaurant. It isn't smart enough.
3 These shoes are too plain. I want something more patterned.
4 Oh, dear! This T-shirt costs 100 rials! That's much too expensive for me!
5 My new shoes aren't comfortable enough. I prefer my old trainers.

26 twenty-six

1 5.8 Listen and complete.

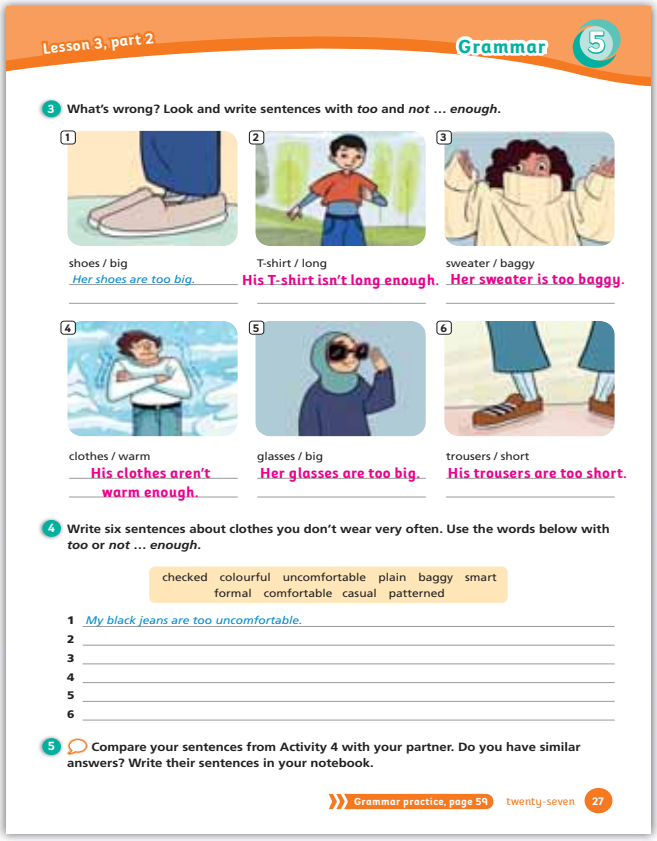
- Students look at the picture. Ask *Who are they? Where are they? What do you think they are talking about? What clothes can you see?*
- Explain that students are going to listen to a dialogue and complete a text based on what they hear. Have students read the text and see if they can predict the answers.
- Play the audio.
- Students complete the activity individually and then compare answers in pairs.
- Play the audio again for students to check their answers and then check answers as a class.

5.8

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

2 Read and complete the sentences with an adjective and *too* or *not … enough*.

- Tell students that there might be more than one possible answer for each sentence.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.



Lesson 3, part 2 Grammar 5

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

1 shoes / big — *Her shoes are too big.*

2 T-shirt / long — His T-shirt isn't long enough.

3 sweater / baggy — Her sweater is too baggy.

4 clothes / warm — His clothes aren't warm enough.

5 glasses / big — Her glasses are too big.

6 trousers / short — His trousers are too short.

4 Write six sentences about clothes you don't wear very often. Use the words below with *too* or *not … enough*.

checked colourful uncomfortable plain baggy smart formal comfortable casual patterned

1 *My black jeans are too uncomfortable.*
2
3
4
5
6

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

Grammar practice, page 59 twenty-seven 27

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

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

4 Write six sentences about clothes you don't wear very often. Use the words below with *too* or *not … enough*.

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

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

- Place students in pairs and have them compare sentences.
- Students write each other's sentences in their notebooks.
- Refer students to the Grammar practice on page 59 of their Activity Books and do Activities 1 and 2.

Grammar practice

1 Read and complete.

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Refer to page 189 of the Teacher's Book for answers.

2 Write sentences using the words in brackets with *too* or *not … enough*.

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Refer to page 189 of the Teacher's Book for answers.

Word list

- Refer students to the Word list on page 61 of their Activity Books.
- Have students work in pairs or groups to add more words to describe clothes that they know. Students can use a dictionary if they wish.

Finishing the lesson

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

Extra activity Photocopiables 34 and 51

- Ask students to do photocopiables 34 and 51.

Lesson 4, parts 1 and 2

Objectives

- **Lesson aims:** to read a modern fairy tale
- **Target language:** the negative prefix *un-*: *unhappy, uncomfortable, unkind, unsafe, untidy, unexciting*

Materials

- Unit 5 flashcards (Describing clothes)
- notebooks

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). Can write words correctly using a range of letter-sound patterns (GSE 35). Can begin and end a simple story using an appropriate fixed expression (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).

Assessment for Learning (formative assessment)

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

Lesson 4, parts 1 and 2

Starting the lesson

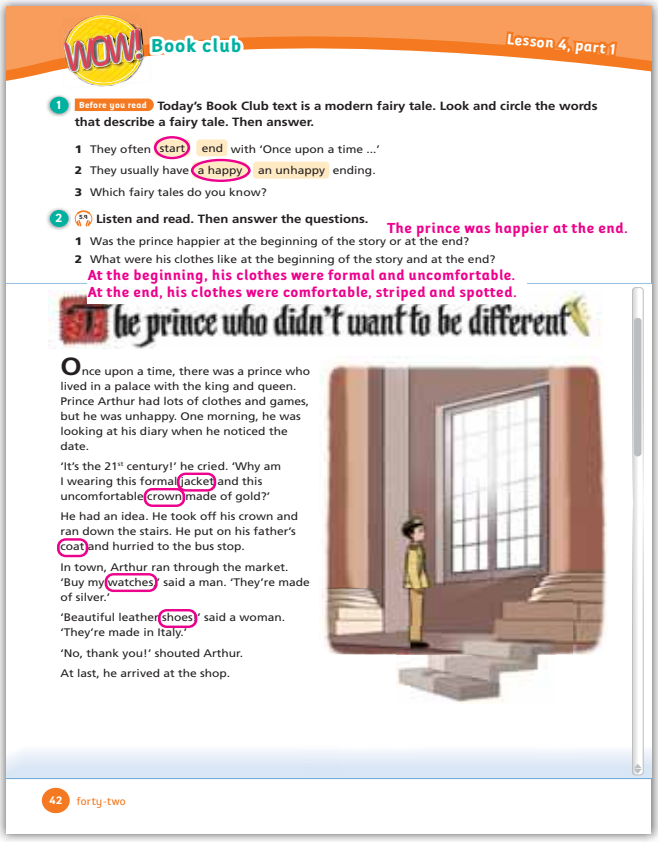
- Divide the class into two teams. On the board, draw a long racetrack divided into a number of stages corresponding to the number of questions you plan to ask. Use pieces of colourful paper as counters (one for each team). Ask students questions, e.g. show them flashcards and ask *What's this? Say a sentence using the word.* Test them on the grammar they have learnt too, from this and the previous unit. The student who provides the correct answer scores one point for their team and may move the counter to the next space. The team which reaches the finishing line with the highest score is the winner.

Presentation

- Explain that in this lesson students will read a modern fairy tale. Using the Key question technique (see page 15), ask students *Have you ever read a modern fairy tale? Did you like it? Why?*

Practice

Class Book


WOW! Book club
Lesson 4, part 1

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

1 They often start end with 'Once upon a time ...'
2 They usually have a happy an unhappy ending.
3 Which fairy tales do you know?

2 Listen and read. Then answer the questions.

1 Was the prince happier at the beginning of the story or at the end? The prince was happier at the end.
2 What were his clothes like at the beginning of the story and at the end? At the beginning, his clothes were formal and uncomfortable. At the end, his clothes were comfortable, striped and spotted.

The prince who didn't want to be different

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

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

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

In town, Arthur ran through the market. 'Buy my watches!' said a man. 'They're made of silver.'

'Beautiful leather shoes!' said a woman. 'They're made in Italy.'

'No, thank you!' shouted Arthur.

At last, he arrived at the shop.

42 forty-two

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

- Complete the activity as a class by reading the sentences aloud and having students say the correct options.
- Ask students to name the fairy tales they know and whether they still enjoy reading them.

2 5.9 Listen and read. Then answer the questions.

- Play the audio and have students follow along in their Class Books.
- Elicit or explain the meaning of any unknown words.
- Have students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

- **Extension** Use the True/False response cards technique (see page 15) to quiz students on the text by making different false statements about it for students to correct.

5.9

The prince who didn't want to be different

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

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

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

In town, Arthur ran through the market. 'Buy my watches,' said a man. 'They're made of silver.'

'Beautiful leather shoes!' said a woman. 'They're made in Italy.'

'No, thank you!' shouted Arthur.

At last, he arrived at the shop. He tried on some comfortable jeans, a striped sweatshirt, a spotted hat and some trainers.

'I'd like these clothes,' he said, 'and you can sell this jacket.' The shopkeeper looked surprised.
'Really?' he said. 'The fabric is beautiful!'
'It's called silk,' said Arthur. 'It's used to make jackets that are worn by princes.'

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

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

3 After you read Activity Book, page 28.

- Ask students to go to page 28 of their Activity Book.
- Refer to the Activity Book section below for more instructions.

4 Discuss in groups.

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

5 Work in groups. Write a different ending for the story.

- Have a class discussion on how else the story could end. Write the ideas on the board.
- Place students in small groups. Have groups complete the activity. Explain that they can use the ideas from the board if necessary.
- Ask groups to read their endings to the class.

Diversity

Support

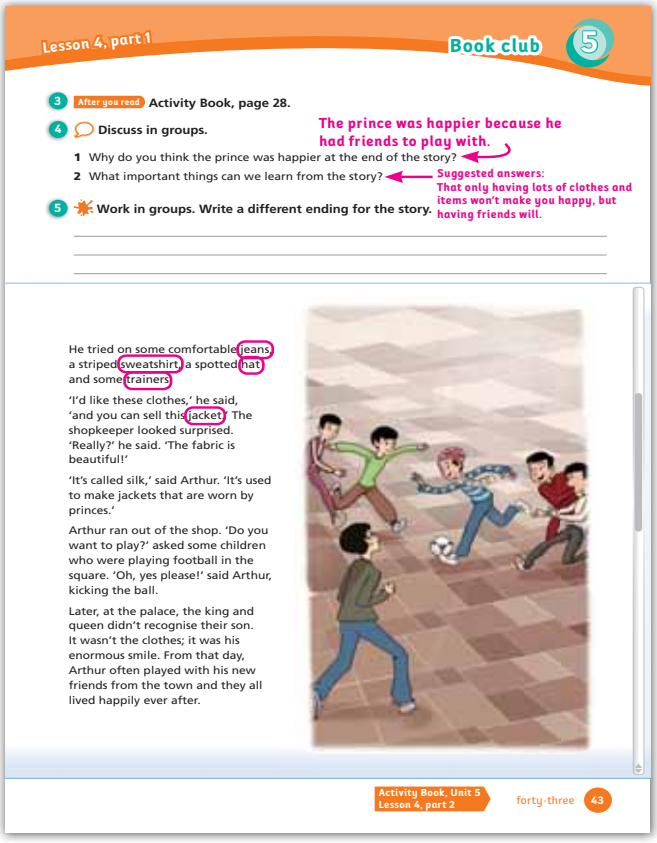
- Help students write the ending of the story by asking them to write a paragraph that answers the following questions: *What happened when the prince got back to the castle? What did the king and queen do? How did Arthur feel? What happened in the end?*

Challenge

- Have students rewrite the story using a princess.

Extra activity **Creativity**

- Place students in small groups. Ask students to think about how a modern fairy tale would be different to a classic one. Then have students choose a short classic fairy tale and rewrite it to be modern in their notebooks. Groups read their work to the class and act it out.


Lesson 4, part 1 Book club 5

3 After you read Activity Book, page 28.

4 Discuss in groups.

1 Why do you think the prince was happier at the end of the story? The prince was happier because he had friends to play with.

2 What important things can we learn from the story? Suggested answers: That only having lots of clothes and items won't make you happy, but having friends will.

5 Work in groups. Write a different ending for the story.

He tried on some comfortable jeans, a striped sweatshirt, a spotted hat and some trainers.

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

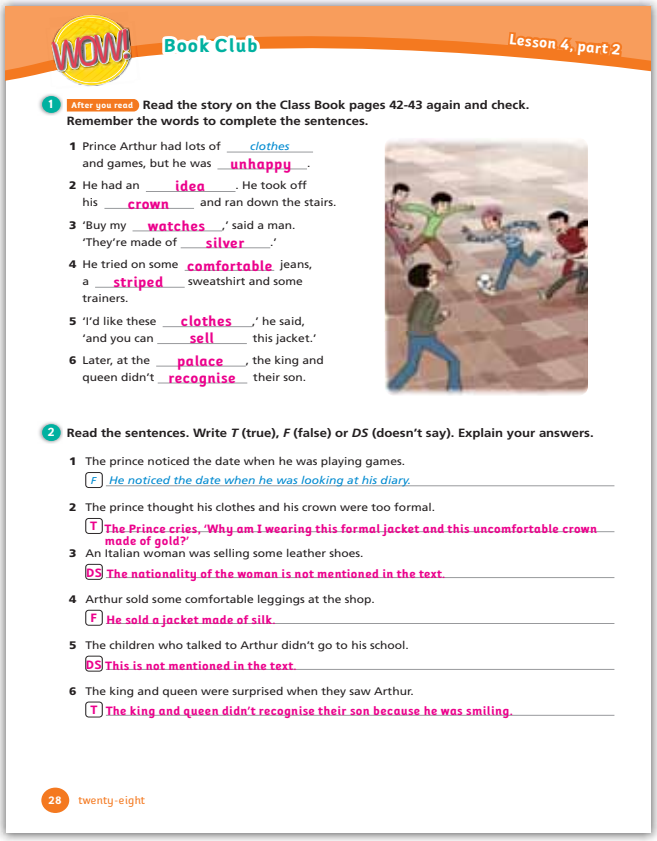
'It's called silk,' said Arthur. 'It's used to make jackets that are worn by princes.'

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

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

Activity Book, Unit 5 Lesson 4, part 2 forty-three 43

Activity Book



Book Club — Lesson 4, part 2

1 After you read **Read the story on the Class Book pages 42-43 again and check. Remember the words to complete the sentences.**

1 Prince Arthur had lots of *clothes* and games, but he was **unhappy**.
2 He had an **idea**. He took off his **crown** and ran down the stairs.
3 'Buy my **watches**,' said a man. 'They're made of **silver**.'
4 He tried on some **comfortable** jeans, a **striped** sweatshirt and some trainers.
5 'I'd like these **clothes**,' he said, 'and you can **sell** this jacket.'
6 Later, at the **palace**, the king and queen didn't **recognise** their son.

2 **Read the sentences. Write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.**

1 The prince noticed the date when he was playing games.
F *He noticed the date when he was looking at his diary.*
2 The prince thought his clothes and his crown were too formal.
T **The Prince cries, 'Why am I wearing this formal jacket and this uncomfortable crown made of gold?'**
3 An Italian woman was selling some leather shoes.
DS **The nationality of the woman is not mentioned in the text.**
4 Arthur sold some comfortable leggings at the shop.
F **He sold a jacket made of silk.**
5 The children who talked to Arthur didn't go to his school.
DS **This is not mentioned in the text.**
6 The king and queen were surprised when they saw Arthur.
T **The king and queen didn't recognise their son because he was smiling.**

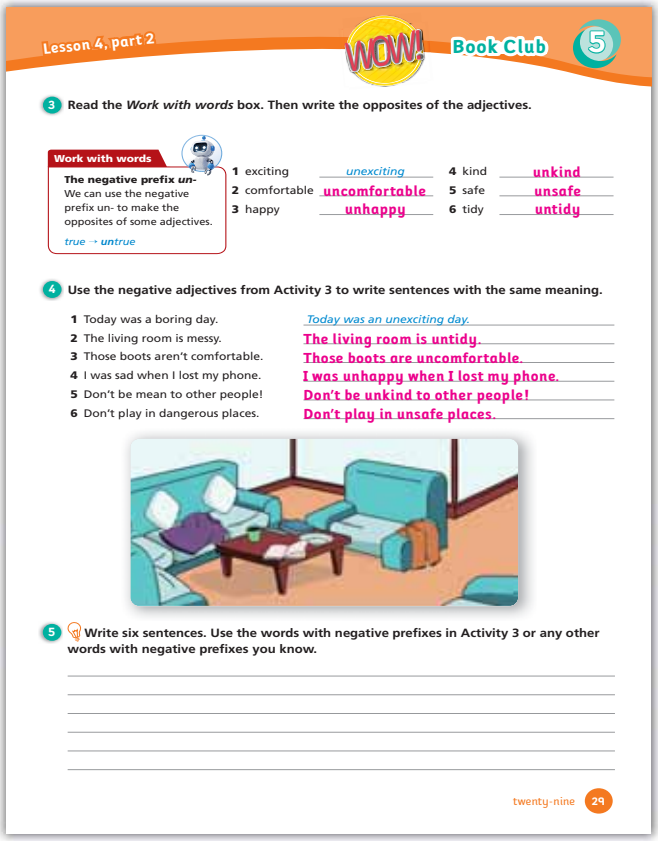
28 twenty-eight

1 After you read Read the story on the Class Book pages 42-43 again and check. Remember the words to complete the sentences.

- Have students read the story again. Ask them if they can complete the sentences without looking at the text.
- Students compare answers in pairs.
- Check answers as a class.

2 Read the sentences. Write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

- Before students begin, explain that for *doesn't say* answers, you can't confirm if the answer is true or false because there isn't enough information in the text to know if it's true or false.
- Place students in pairs to complete the activity. At this stage, students just write the correct answers without giving explanations.
- Check answers as a class.
- Now ask students to look at the example answer. Ask the class to look at the story on the Class Book pages again and underline the sentence that confirms that the answer is false (*One morning, he was looking at his diary when he noticed the date.*).
- Have pairs write why the remaining sentences are true, false or doesn't say by going through the text and underlining sections to confirm their answer (or where there is not enough information to give an answer).
- Check explanations as a class.



Lesson 4, part 2 — Book Club 5

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

Work with words
The negative prefix *un-*
We can use the negative prefix un- to make the opposites of some adjectives.
true → untrue

1 exciting *unexciting*
2 comfortable **uncomfortable**
3 happy **unhappy**
4 kind **unkind**
5 safe **unsafe**
6 tidy **untidy**

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

1 Today was a boring day. *Today was an unexciting day.*
2 The living room is messy. **The living room is untidy.**
3 Those boots aren't comfortable. **Those boots are uncomfortable.**
4 I was sad when I lost my phone. **I was unhappy when I lost my phone.**
5 Don't be mean to other people! **Don't be unkind to other people!**
6 Don't play in dangerous places. **Don't play in unsafe places.**

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

twenty-nine 29

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

- Read the *Work with words* box aloud as students follow along in their Activity Books. Explain that this box explains that we use the prefix *un-* before some adjectives to make opposites. Explain that a prefix always goes before the main word. You might want to point out that we can't add *un-* *before* all adjectives.
- Students complete the activity individually.
- **Extension** Students find three adjectives with *un-* in the story in the Class Book, pages 42 and 43, and then say more examples.

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

- Students complete the activity individually.
- Students compare answers with a partner.
- Check answers as a class.
- Check students have understood how to use the prefix *un-* using the Traffic light cards technique (see page 15).

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

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Have students read aloud their sentences to the class.

Extra activity **Fast finishers**

- Have students write a few sentences about one of the stories they have read so far. Students illustrate their work and present it to the class. Place their work in their portfolios (see page 16).

Finishing the lesson

- Ask students to say what their favourite part of the story was. Encourage them to give reasons for their answers.
- Using the Summative and thought-provoking questions technique (see page 16), have students reflect on the lesson and say what they found difficult.

Lesson 5, parts 1 and 2

Objectives

- **Lesson aims:** to learn words for clothes and accessories; to learn how to use the Present passive
- **Target language:** *sweatshirt, scarf, earrings, woolly hat, gloves, belt, bracelet, top, leggings, watch, crown, tie; It's used to make jackets. They're worn by princes. It's made of silk.*

Materials

- Unit 5 flashcards (*sweatshirt, scarf, earrings, woolly hat, gloves, belt, bracelet, top, leggings, watch, crown, tie*)
- Grammar animation
- notebooks
- graph paper
- photocopiables 30, 35 and 39

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Listening:** Can extract the key details from extended informational monologues, if delivered in clear standard speech (GSE 52).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe common everyday objects using simple language (GSE 31).
- **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: Lollipop stick technique (see page 15); Traffic light cards technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 5, part 1

Starting the lesson

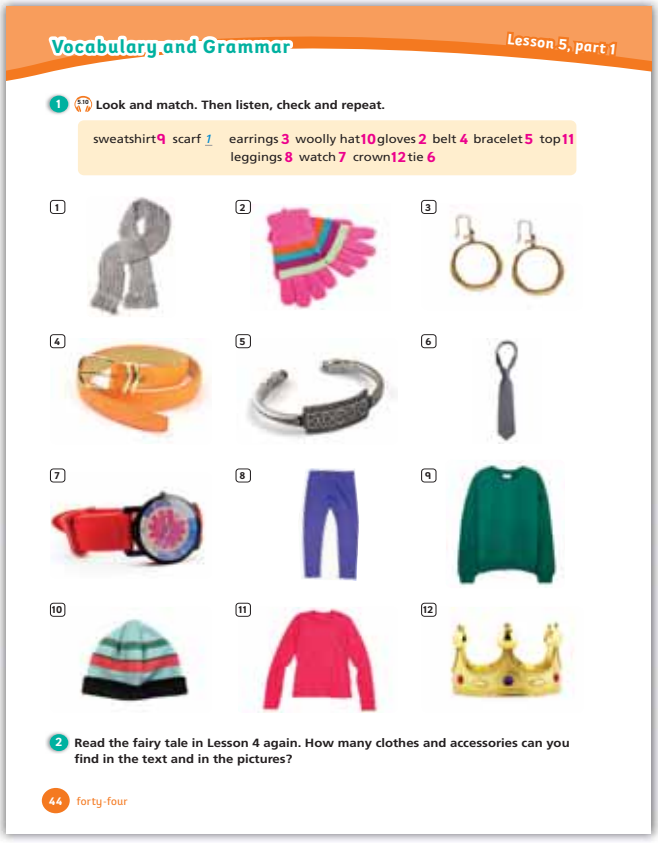
- Write a vocabulary item of at least seven letters on the board, e.g. *striped*. One student makes another word using one of its letters. Continue with three more students.

Presentation

- Explain that in this lesson students will learn words associated with clothes and accessories and how to use the Present passive.
- Explain that we use the Present passive when the subject of a sentence receives the action instead of doing it. In passive sentences, the focus is on the action (or the receiver) rather than who is doing it.
- Ask students to say what clothing accessories they are wearing.
- Place the Unit 5 flashcards (Clothes and accessories) on the board. Point to each item and say the word. Students repeat after you.

Practice

Class Book


Vocabulary and Grammar
Lesson 5, part 1

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

sweatshirt 9 scarf 1 earrings 3 woolly hat 10 gloves 2 belt 4 bracelet 5 top 11 leggings 8 watch 7 crown 12 tie 6

2 Read the fairy tale in Lesson 4 again. How many clothes and accessories can you find in the text and in the pictures?

44 forty-four

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

- Elicit or explain the difference between *top* and *sweatshirt* (*a top is a general term for an item of clothing worn on the upper body* e.g., *sweaters, sweatshirts, blouses, etc., and doesn't specify a material or style – it can be casual, formal or sporty; a sweatshirt is a specific kind of top that's made from heavier, warmer material, and is worn casually or for sports).*
- Have students match the words for clothes and accessories in the box to the pictures.

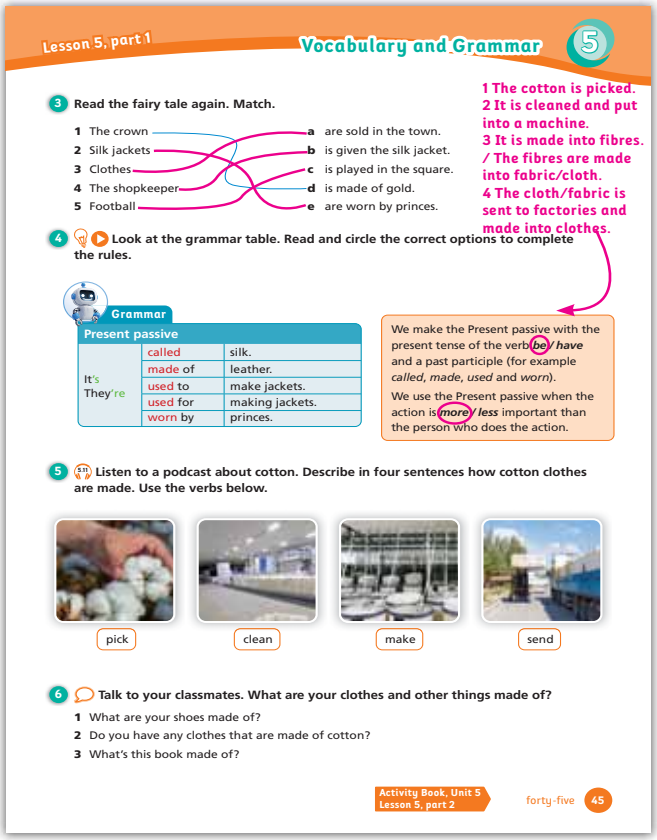
- Play the audio.
- Students listen, check and repeat.
- In pairs, one student says a word for their partner to point to and spell.
- **Extension** Ask students to say which of these accessories they've worn and when

5.10

1 scarf **2** gloves **3** earrings **4** belt **5** bracelet
6 tie **7** watch **8** leggings **9** sweatshirt
10 woolly hat **11** top **12** crown

2 Read the fairy tale in Lesson 4 again. How many clothes and accessories can you find in the text and in the pictures?

- Ask students to tell you what they remember from the fairy tale in the previous lesson.
- Students read the fairy tale from Lesson 4 again and see how many of the clothes and accessories words from Activity 1 they can find in both the text and the pictures.
- Check answers by having students read aloud the sentences in the story and pointing to the pictures.
- Ask the class how many items there were in total.
- **Extension** In pairs, students write a paragraph which describes what Arthur is wearing, including his accessories..


Lesson 5, part 1

Vocabulary and Grammar 5

3 Read the fairy tale again. Match.

1 The crown — e are worn by princes.
2 Silk jackets — a are sold in the town.
3 Clothes — c is played in the square.
4 The shopkeeper — b is given the silk jacket.
5 Football — d is made of gold.

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

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

Grammar

Present passive

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

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

5 5.11 Listen to a podcast about cotton. Describe in four sentences how cotton clothes are made. Use the verbs below.

pick clean make send

6 Talk to your classmates. What are your clothes and other things made of?
1 What are your shoes made of?
2 Do you have any clothes that are made of cotton?
3 What's this book made of?

Activity Book, Unit 5 Lesson 5, part 2

forty-five 45

3 Read the fairy tale again. Match.

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

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

- Play the Grammar animation.
- Ask students to look at the sentences and elicit how the Present passive voice is formed. Tell students we use the verb *to be* in the present tense (*is/am/are*) and the past participle of the main verb.
- Ask students to look at the verbs and say how they are formed: regular verbs take on *-d* or *-ed*, whereas irregular verbs have their own form.
- Remind students that the Present passive highlights the action or the receiver of the action rather than the person performing it; they are not important. Explain that we often use the Present passive in formal writing, like reports.
- Students read the table and complete the rules.
- Check answers as a class.
- Use the Summative and thought-provoking questions technique (see page 16) to check students have understood the grammar.

Diversity

Support
- Write the four verbs from the grammar box on the board. Then say an accessory for students to complete the sentence, e.g., *A crown is worn on … (your head).*

Challenge
- Have students choose five items of clothing or accessories and write sentences about them using the Present passive.

5 5.11 Listen to a podcast about cotton. Describe in four sentences how cotton clothes are made. Use the verbs below.

- Ask what a podcast is *(a lesson or talk that you listen to on the internet).*
- Play the audio. Play it again if necessary.
- Place students in pairs and have them describe the process of how cotton clothes are made using the verbs in the box and the pictures to help them. Explain that they have to use the past participle form of the verbs.
- Do the first sentence as a class. If students are having difficulty, write prompts on the board, e.g. *First / the cotton / pick*, etc, for each of the four sentences.
- Use the Lollipop stick technique (see page 15) to check answers.

5.11

Do you know what your clothes are made of and where they come from? This top and this sweatshirt are made of cotton, but did you know that the cotton has had a long journey from the field? Cotton comes from the cotton plant – a plant with white flowers, which is grown on cotton farms in India, China, the USA, Egypt and other hot countries. First it is picked and then it is cleaned and put into a machine where it is made into long thin fibres like hair. The fibres are then made into fabric. Cotton fabric is strong and it's very useful. The fabric is sent to factories where it is sewn into clothes or made into many other things like towels and carpets. Everybody likes cotton. Cotton clothes are comfortable and cool when the weather is hot.

6 Talk to your classmates. What are your clothes and other things made of?

- Ask students to answer the questions in their notebooks first. Monitor and check that they are using the Present passive correctly.
- Place students in pairs to complete the activity.
- Check answers as a class and write them on the board.

Finishing the lesson

- Place students in groups of three or four. Ask students to imagine that they are clothes designers. They draw their designs for a clothes collection in their notebooks and write sentences about them using the Present passive tense.
- Monitor students, helping where necessary.
- Students present their work to the class.

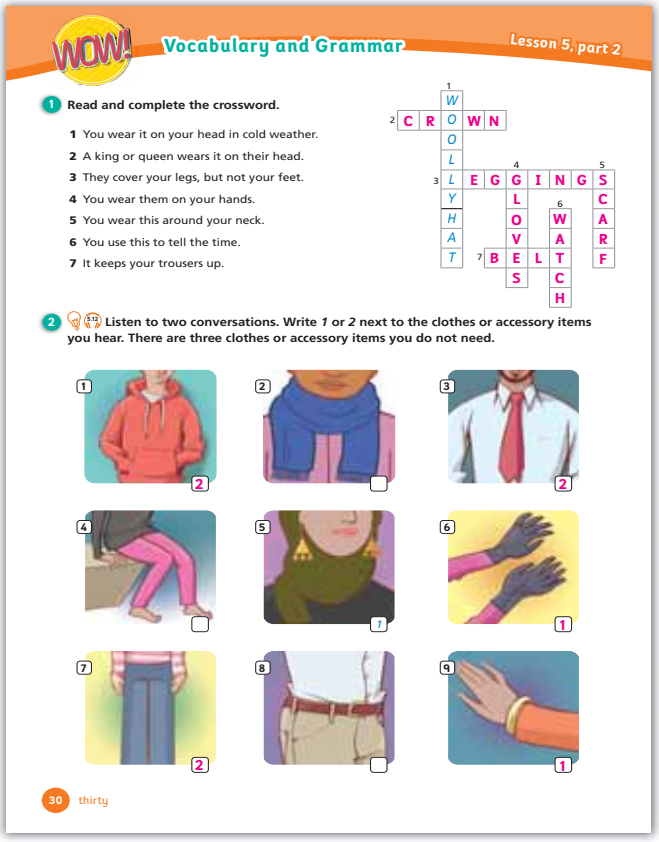
Lesson 5, part 2

Starting the lesson

- Play *Catch* and *say it!* (see page 20) using the Unit 5 vocabulary. When students have finished, review the vocabulary with the Unit 5 flashcards (Clothes and accessories).

Practice

Activity Book



1 Read and complete the crossword.

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

2 5.12 Listen to two conversations. Write *1* or *2* next to the clothes or accessory items you hear. There are three clothes or accessory items you do not need.

- Ask students to identify the clothes and accessories in the pictures.
- Tell students that they are going to hear two conversations. They write the number of the conversation next to the clothes items. Explain that they will not need three of the pictures.
- Play the audio and have students complete the activity individually.
- Check answers as a class.

5.12

1 Girl 1: I want to buy my mum a present for her birthday.
Girl 2: OK. What about some jewellery?
Girl 1: Hmm. Like what?
Girl 2: Some earrings, maybe?
Girl 1: No, she has lots of them.
Girl 2: OK, well what about a bracelet?
Girl 1: No, she doesn't wear those. Oh, I know! She lost her gloves last week.
Girl 2: Great! You can get her some new ones! Good idea!
Girl 1: Yes, that's perfect!

2 Boy 1: Charlie, do you have a tie I could borrow, please?
Boy 2: A tie? Yes… Why do you want it?
Boy 1: It's for a play we're doing at school.
Boy 2: Sure, no problem.
Boy 1: And … can I borrow your red sweatshirt?
Boy 2: For the school play?
Boy 1: No! I'm going shopping later, and it will look nice with my new jeans!
Boy 2: Sure… they're in my room.
Boy 1: Thanks!

3 Read and complete the sentences with the Present passive.

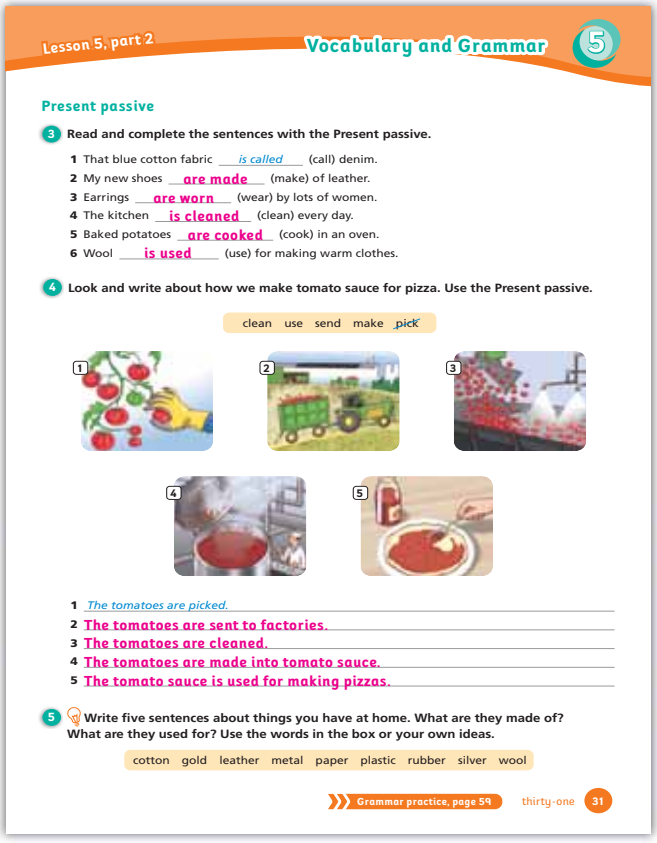
- Check students know what they have to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Check answers as a class.

4 Look and write about how we make tomato sauce for pizza. Use the Present passive.

- Check students know what they have to do using the Traffic light cards technique (see page 15).
- Students complete the activity individually and then compare their sentences with a partner.
- Invite some students to read aloud their sentences to the class and write them on the board to check answers.

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

- Students complete the activity individually.
- Tell them they can use the materials in the box or their own ideas.
- Monitor students, helping where necessary.
- Check answers as a class.
- Refer students to the Grammar practice on page 59 of their Activity Books and do Activities 3 and 4.



Lesson 5, part 2 — Vocabulary and Grammar 5

Present passive

3 Read and complete the sentences with the Present passive.

1 That blue cotton fabric *is called* (call) denim.
2 My new shoes **are made** (make) of leather.
3 Earrings **are worn** (wear) by lots of women.
4 The kitchen **is cleaned** (clean) every day.
5 Baked potatoes **are cooked** (cook) in an oven.
6 Wool **is used** (use) for making warm clothes.

4 Look and write about how we make tomato sauce for pizza. Use the Present passive.

clean use send make ~~pick~~

1 *The tomatoes are picked.*
2 **The tomatoes are sent to factories.**
3 **The tomatoes are cleaned.**
4 **The tomatoes are made into tomato sauce.**
5 **The tomato sauce is used for making pizzas.**

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

cotton gold leather metal paper plastic rubber silver wool

Grammar practice, page 59 thirty-one 31

Grammar practice

3 Read and complete.

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 189 of the Teacher's Book for answers.

4 Read and complete the sentences with the Present passive.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- Refer to page 189 of the Teacher's Book for answers.

Word list

- Refer students to the Word list on page 61 of their Activity Books.
- Have students work in pairs or groups to add more Clothes and accessories words that they know.
- Students can use a dictionary if they wish.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students how this lesson has helped them improve their English.

Extra activity **Photocopiables 30, 35 and 39**

- Ask students to do photocopiables 30, 35 and 39.

Lesson 6, parts 1 and 2

Objectives

- **Lesson aims:** to read a text about traditional clothes; to make a collage of traditional clothes from around the world
- **Target language:** language from previous lessons; *kilt*, *wool*, *bagpipes*, *embroidered*, *dagger*, *turban*, *fabric*

Materials

- Culture video
- Project video
- pictures of clothes from different cultures around the world
- pictures of clothes from magazines
- photocopiable 42

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can get the gist of short factual school texts (GSE 41).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31). Can express their opinions on familiar topics, using simple language (GSE 41).
- **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).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 15); True/False response cards technique (see page 15)

Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)

Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

Lesson 6, part 1

Starting the lesson

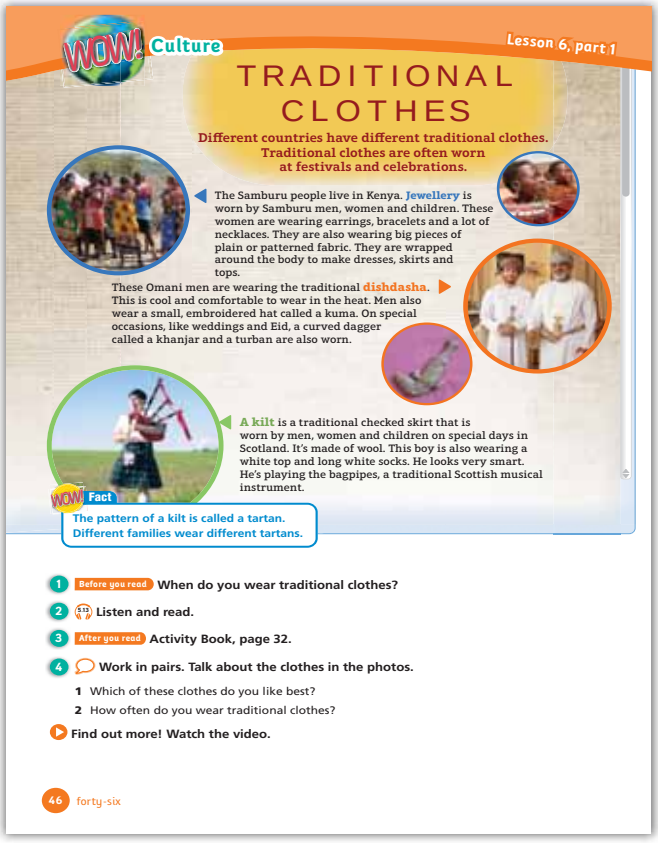
- Place pictures of clothes from magazines on the board for students to name.
- Place students in small groups and assign them three pictures from the board. Ask students to write a few sentences about them using the Present passive and the new vocabulary they have learnt.

Presentation

- Explain that in this lesson students will learn about traditional clothes from different countries.
- Ask students if they have ever worn traditional clothes and what for.

Practice

Class Book



1 Before you read When do you wear traditional clothes?

- Have a class discussion on the topic. Ask them why it's important to wear traditional clothes.

Culture notes

- Kilts date back to the 16th century. Nowadays, they are usually worn with a sporran (a small pouch on the front), a belt and sometimes knee-high socks.
- The dishdasha has different names depending on the region. In the United Arab Emirates, it is called a *kandura*, while in other Arab countries, it is referred to as a *thobe* or *thawb*.
- The Samburu are a group of about 310,000 people. They rely on livestock, like cows and goats, for food and income. Getting clean water is often a problem for the Samburu. They often have to dig deep wells which are dirty and can cause illness.

Key words search

traditional clothes from around the world, traditional clothes worn today

2 5.13 Listen and read.

- Elicit or explain the meaning of the following words: *kilt, wool, bagpipes, embroidered, dagger, turban, fabric*: *kilt: a skirt-like piece of clothing, usually worn by men in Scotland; wool: soft, warm hair from sheep used to make clothes; bagpipes: a musical instrument from Scotland with pipes and a bag you blow air into; embroidered: decorated with designs or patterns on fabric; dagger: a small, sharp knife; turban: a type of headwear worn for cultural or religious reasons and made by wrapping cloth around the head; fabric: material used to make clothes, curtains.*
- Play the audio and have students read along in their Class Books.
- After listening to the audio, use the True/False response cards technique (see page 15) to say sentences about the text. Students say whether they are true or false.
- **Extension** In pairs, students choose a paragraph and make notes about the clothes.

5.13

Traditional clothes

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

The Samburu people live in Kenya. Jewellery is worn by Samburu men, women and children. These women are wearing earrings, bracelets and a lot of necklaces. They are also wearing big pieces of plain or patterned fabric. They are wrapped around the body to make dresses, skirts and tops.

These Omani men are wearing the traditional dishdasha. This is cool and comfortable to wear in the heat. Men also wear a small, embroidered hat called a kuma. On special occasions, like weddings and Eid, a curved dagger called a khanjar and a turban are also worn.

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

3 After you read Activity Book, page 32.

- Refer students to page 32 of the Activity Book.
- See the Activity Book section below for more instructions.

4 Work in pairs. Talk about the clothes in the photos.

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

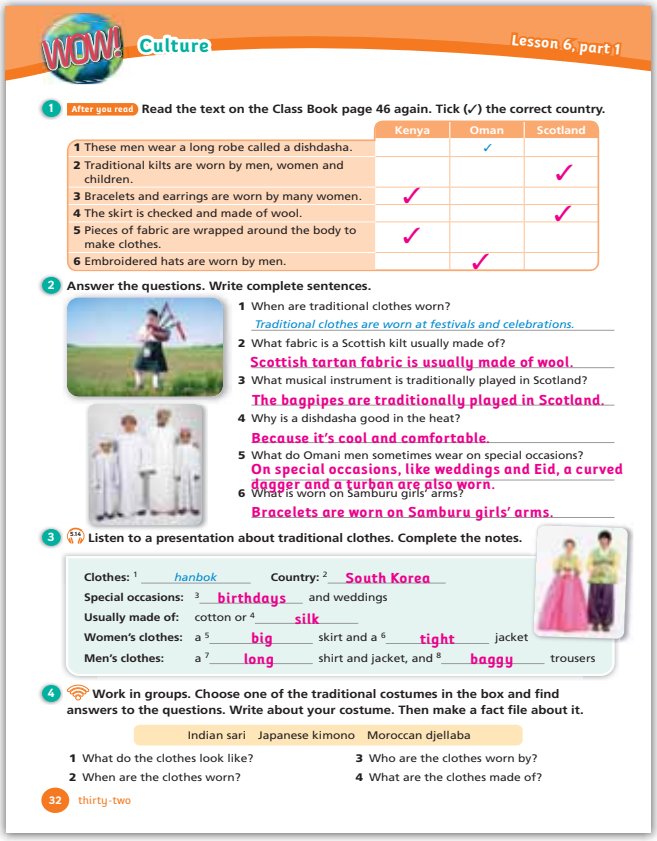
Find out more! Watch the video.

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, pausing the recording after each scene or step so that you can ask students questions about the things they see.
- After the video, have a class discussion on what students found interesting about it.
- **Extension** Place pictures of traditional clothes on the board. Have students describe them and say which country they think they are from. Leave the pictures on the board.

Extra activity Critical thinking

- Ask students if traditional clothes are a good way of representing a country.

Activity Book



WOW! Culture — Lesson 6, part 1

1 After you read Read the text on the Class Book page 46 again. Tick (✓) the correct country.

	Kenya	Oman	Scotland
1 These men wear a long robe called a dishdasha.		✓	
2 Traditional kilts are worn by men, women and children.			✓
3 Bracelets and earrings are worn by many women.	✓		
4 The skirt is checked and made of wool.			✓
5 Pieces of fabric are wrapped around the body to make clothes.	✓		
6 Embroidered hats are worn by men.		✓	

2 Answer the questions. Write complete sentences.

1 When are traditional clothes worn?
Traditional clothes are worn at festivals and celebrations.
2 What fabric is a Scottish kilt usually made of?
Scottish tartan fabric is usually made of wool.
3 What musical instrument is traditionally played in Scotland?
The bagpipes are traditionally played in Scotland.
4 Why is a dishdasha good in the heat?
Because it's cool and comfortable.
5 What do Omani men sometimes wear on special occasions?
On special occasions, like weddings and Eid, a curved dagger and a turban are also worn.
6 What is worn on Samburu girls' arms?
Bracelets are worn on Samburu girls' arms.

3 5.14 Listen to a presentation about traditional clothes. Complete the notes.

Clothes: 1 hanbok Country: 2 South Korea
Special occasions: 3 birthdays and weddings
Usually made of: cotton or 4 silk
Women's clothes: a 5 big skirt and a 6 tight jacket
Men's clothes: a 7 long shirt and jacket, and 8 baggy trousers

4 Work in groups. Choose one of the traditional costumes in the box and find answers to the questions. Write about your costume. Then make a fact file about it.

Indian sari Japanese kimono Moroccan djellaba

1 What do the clothes look like?
2 When are the clothes worn?
3 Who are the clothes worn by?
4 What are the clothes made of?

32 thirty-two

1 After you read Read the text on the Class Book page 46 again. Tick (✔) the correct country.

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

2 Answer the questions. Write complete sentences.

- Students complete the activity individually and then check answers in pairs.
- Use the Lollipop stick technique (see page 15) to choose students to come to the board and write the answers.
- Encourage the rest of the class to correct them if they make a mistake.

3 5.14 Listen to a presentation about traditional clothes. Complete the notes.

- Play the audio.
- Students work individually to complete the notes and then compare answers in pairs.
- Ask students what they found interesting about the listening.

5.14

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

4 Work in groups. Choose one of the traditional costumes in the box and find answers to the questions. Write about your costume. Then make a fact file about it.

- Place students in small groups
- Have groups choose a traditional costume and research it on the internet to find answers to the questions.
- Students write about the traditional costume and then make a fact file using their notes.
- Invite groups to share their fact files with the class.
- Make a classroom display.

Finishing the lesson

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

Lesson 6, part 2

Starting the lesson

- Say true/false sentences about the text on page 46: *Different countries have the same traditional clothes (false). Samburu women wear earrings, bracelets and many necklaces (true). The Samburu people live in Morocco (false). The khanjar is a type of jewellery (false). Samburu clothing is made from fabric wrapped around the body (true). The kuma is a large embroidered cap (false). Kilts are worn by men, women and children in Scotland on special days (true). A kilt is made of cotton (false).*

Project



Make a collage of traditional clothes from around the world.

1 Watch the video.

- Tell students that they are going to watch a video about the Project.
- Play the video (see *How to work with videos and animations* on page 18).
- Ask students if they have any questions afterwards.

2 In groups, find out about traditional clothes from around the world. Use the questions in Activity 4.

- Tell students they are going to find out about traditional clothes from around the world.
- Place students in groups of three or four.
- Make sure there is an Expert envoy (see page 16) in each group.
- Have them use the internet to find out about different clothes. They can use the prompts in Activity 4 to help them do their research.

3 Choose three or four types of clothes from different countries that you would like to include.

- Have groups choose three or four items of clothing they would like to include and write them down.
- Ask groups to say why they chose those items.

4 Decide who will research each type of clothing and find out:

- Students decide in their groups who will research each of the items they chose.
- Make sure they refer to each of the bullet points when doing their research.

5 Make your collage. Include photos, pictures and interesting facts.

- Read the sentence prompts in the *Writing tip*. Encourage students to use the sentences when writing about their clothes.
- Ask a volunteer to read through the steps.
- Monitor students, helping where necessary, while they make their collages.

6 Present the information to the rest of the class.

- Read the *Speaking tip* box to students. Elicit why it is important to speak slowly and clearly (*because it helps others understand you better and avoids confusion*).
- Each group presents their collages to the class. Make sure each student says something. Remind them to speak slowly and clearly.
- Use the Two stars and a wish technique (see page 15) to have students comment on the collages presented.

7 Take a class vote to decide which piece of clothing is:

- Students vote for the item of the clothing that the most colourful, the most formal and the most comfortable.
- Make a classroom display and have students look and read each of the posters.

Finishing the lesson

- Refer students to the Learning diary (see page 16). Tell students to make notes about what they've learnt in this lesson and what interested them the most. Students read their sentences to the class.

Extra activity **Photocopiable 42**

- Ask students to do photocopiable 42.

Lesson 7, parts 1 and 2

Objectives

- **Lesson aims:** to learn how to shop for clothes; to practise the stress in words ending in *-able*
- **Target language:** *Can I try it on? What size do you need? How much is it/are they? It's/They're …*

Materials

- Unit 5 flashcards (Describing clothes, Clothes and accessories)
- English in Action video
- notebooks
- fly swatters
- photocopiable 45

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Listening:** Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts (GSE 42).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **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: Lollipop stick technique (see page 15); Traffic light card technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent Learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

Lesson 7, part 1

Starting the lesson

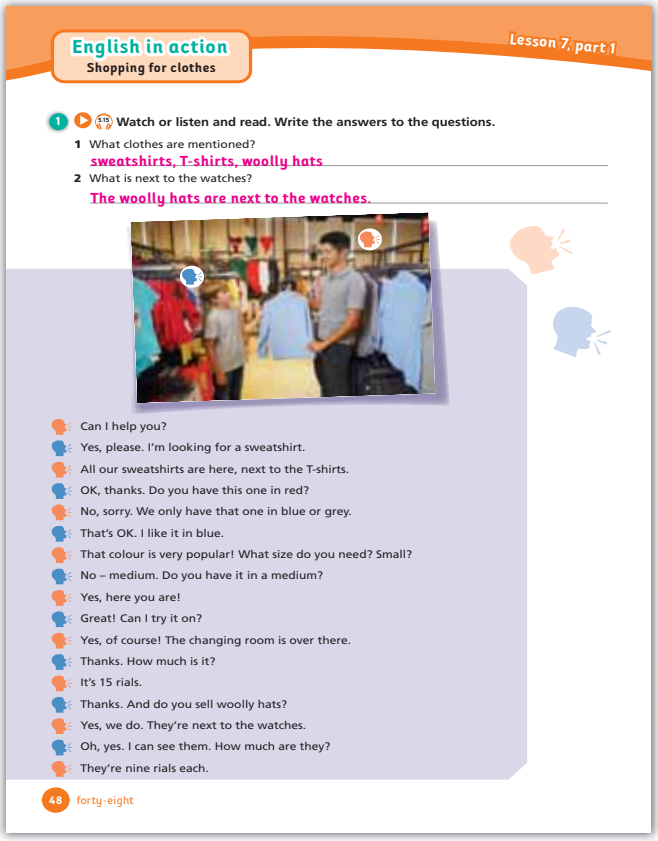
- Divide the class into two teams and play *Backs to the board* (see page 21). Use the Unit 5 flashcards (Describing clothes, Clothes and accessories) as prompts. Encourage the students to use descriptions rather than miming (e.g. *This is when an item of clothing is simple – plain.*).

Presentation

- Explain that in this lesson students will learn how to shop for clothes and to practise the stress in words ending in *-able*.
- Ask students what kind of clothes they go shopping for, who they go shopping with and if they enjoy it.

Practice

Class Book


English in action
Shopping for clothes
Lesson 7, part 1
1 Watch or listen and read. Write the answers to the questions.
1 What clothes are mentioned?
sweatshirts, T-shirts, woolly hats
2 What is next to the watches?
The woolly hats are next to the watches.
Can I help you?
Yes, please. I'm looking for a sweatshirt.
All our sweatshirts are here, next to the T-shirts.
OK, thanks. Do you have this one in red?
No, sorry. We only have that one in blue or grey.
That's OK. I like it in blue.
That colour is very popular! What size do you need? Small?
No – medium. Do you have it in a medium?
Yes, here you are!
Great! Can I try it on?
Yes, of course! The changing room is over there.
Thanks. How much is it?
It's 15 rials.
Thanks. And do you sell woolly hats?
Yes, we do. They're next to the watches.
Oh, yes. I can see them. How much are they?
They're nine rials each.
48 forty-eight

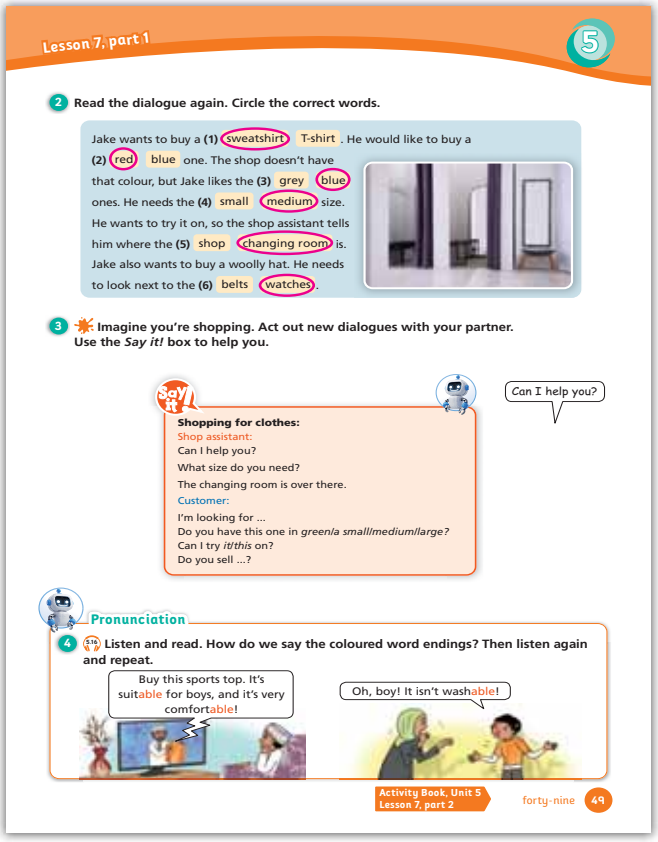
1 5.15 Watch or listen and read. Write the answers to the questions.

- Play the audio or video for students to listen or watch and read. Ask how much the sweatshirt cost (*15 rials*).
- Play the audio or video again. Pause for students to answer the questions.
- Check answers as a class.
- **Extension** Place students in pairs and have them choose roles. Students act out the dialogue.

5.15

Man: Can I help you?
Boy: Yes, please. I'm looking for a sweatshirt.
Man: All our sweatshirts are here, next to the T-shirts.
Boy: OK, thanks. Do you have this one in red?
Man: No, sorry. We only have that one in blue or grey.
Boy: That's OK. I like it in blue.
Man: That colour is very popular! What size do you need? Small?
Boy: No – medium. Do you have it in a medium?

Man: Yes, here you are!
Boy: Great! Can I try it on?
Man: Yes, of course! The changing room is over there.
Boy: Thanks. How much is it?
Man: It's 15 rials.
Boy: Thanks. And do you sell woolly hats?
Man: Yes, we do. They're next to the watches.
Boy: Oh, yes. I can see them. How much are they?
Man: They're nine rials each.


Lesson 7, part 1

2 Read the dialogue again. Circle the correct words.

Jake wants to buy a (1) sweatshirt / T-shirt. He would like to buy a (2) red / blue one. The shop doesn't have that colour, but Jake likes the (3) grey / blue ones. He needs the (4) small / medium size. He wants to try it on, so the shop assistant tells him where the (5) shop / changing room is. Jake also wants to buy a woolly hat. He needs to look next to the (6) belts / watches.

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

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

Can I help you?

Pronunciation
4 5.16 Listen and read. How do we say the coloured word endings? Then listen again and repeat.

Buy this sports top. It's suitable for boys, and it's very comfortable!
Oh, boy! It isn't washable!

Activity Book, Unit 5 Lesson 7, part 2
forty-nine 49

2 Read the dialogue again. Circle the correct words.

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

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

- Refer students to the *Say it!* box. Have them look for the phrases in the dialogue on page 48.
- Model the activity with volunteer students.
- In pairs, students act out new dialogues. Tell students to keep referring to the *Say it!* box to help them with their dialogues.
- Use the Lollipop stick technique (see page 15) to have students act out their dialogues in front of the class.

Extra activity **Critical thinking**

- Ask students why we should always be polite to shop assistants. Students can role-play the same shopping situation being polite and impolite to show the difference. Tell them to use the *Say it!* box if necessary and the dialogue in the Class Book.

Pronunciation

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

- Tell students that stressed syllables are the parts of words that we say louder and with more emphasis. This helps make them easier to understand.
- Point to the coloured word endings and elicit or explain how they sound. Tell students that *-able* suffix is usually pronounced like "uh-bull" and isn't stressed, e.g. *comfortable – comf-tuh-bull*. Explain that stress is often on the syllable before *-able*, e.g. *enjoyable – en-JOY-uh-bull*. Tell students that they should say the *-able* sound softly and not to stress it too much.
- Play the audio and have students read along in their Class Books.
- Play the audio again for students to listen and repeat.
- Place students in pairs. Ask students to read the sentences aloud to their partners.
- Monitor students checking for incorrect pronunciation.

5.16

Man: Buy this sports top. It's suitable for boys, and it's very comfortable!
Boy: Oh, boy! It isn't washable!

Finishing the lesson

- Write words ending with *-able* on the board (*lovable, reliable, suitable, available*, etc.) and break them down into syllables, e.g. *lov / a / ble*. Say the words for students to repeat after you.
- Place students in pairs.
- Students then choose three words from the board to take turns to say and then spell them to their partners.

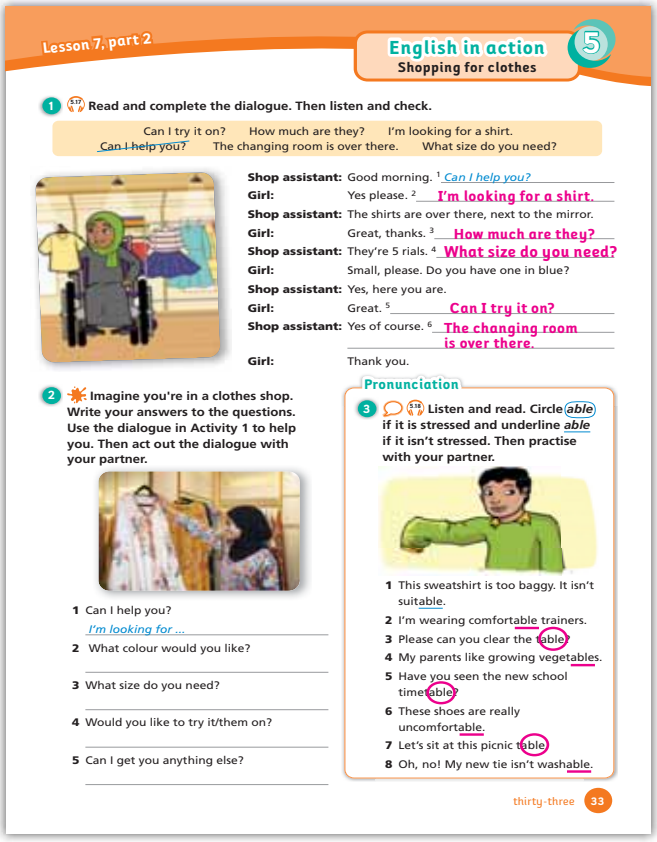
Lesson 7, part 2

Starting the lesson

- Write the target language from *Say it!* box in the previous lesson on the board.
- Play *Concentric circles* (see page 21) using the target language.

Practice

Activity Book



Lesson 7, part 2

English in action 5
Shopping for clothes

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

Can I try it on? How much are they? I'm looking for a shirt.
~~Can I help you?~~ The changing room is over there. What size do you need?

Shop assistant: Good morning. [1] *Can I help you?*
Girl: Yes please. [2] I'm looking for a shirt.
Shop assistant: The shirts are over there, next to the mirror.
Girl: Great, thanks. [3] How much are they?
Shop assistant: They're 5 rials. [4] What size do you need?
Girl: Small, please. Do you have one in blue?
Shop assistant: Yes, here you are.
Girl: Great. [5] Can I try it on?
Shop assistant: Yes of course. [6] The changing room is over there.
Girl: Thank you.

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

1 Can I help you?
I'm looking for ...
2 What colour would you like?
3 What size do you need?
4 Would you like to try it/them on?
5 Can I get you anything else?

Pronunciation

3 Listen and read. Circle *able* if it is stressed and underline *able* if it isn't stressed. Then practise with your partner.

1 This sweatshirt is too baggy. It isn't suitable.
2 I'm wearing comfortable trainers.
3 Please can you clear the table?
4 My parents like growing vegetables.
5 Have you seen the new school timetable?
6 These shoes are really uncomfortable.
7 Let's sit at this picnic table.
8 Oh, no! My new tie isn't washable.

thirty-three 33

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

- In pairs, students read the dialogue quietly and try to predict the answers.
- Play the audio for students to check answers.
- Have students practise reading the dialogue.
- Monitor students, helping where necessary.

5.17

Shop assistant: Good morning. Can I help you?
Girl: Yes, please. I'm looking for a shirt.
Shop assistant: The shirts are over there, next to the mirror.
Girl: Great, thanks. How much are they?
Shop assistant: They're 5 rials. What size do you need?
Girl: Small please. Do you have one in blue?
Shop assistant: Yes, here you are.
Girl: Great! Can I try it on?
Shop assistant: Yes of course. The changing room is over there.
Girl: Thank you.

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

- Students answer the questions individually using the dialogue in Activity 1 to help and then complete the activity in pairs.
- Invite students to the front of the class to act out the dialogue.

3 5.18 Listen and read. Circle *able* if it is stressed and underline *able* if it isn't stressed. Then practise with your partner.

- Remind students that stressed syllables are the parts of words that we say louder and with more emphasis. Explain that when *-able* is used as a suffix for a root word (e.g. *comfort*), the stress is usually on the syllable before; *-able* itself isn't stressed. For other words, like *table*, *-able* is usually stressed.
- Play the audio and pause after each sentence. Have students repeat.
- Play the audio again and have them complete the activity.
- Check answers as a class by writing the sentences on the board and having volunteers circle or underline *-able*.
- Place students in pairs.
- Students read the sentences to their partners.
- Monitor for correct pronunciation.

5.18

1 This sweatshirt is too baggy. It isn't suitable.
2 I'm wearing comfortable trainers.
3 Please can you clear the table?
4 My parents like growing vegetables.
5 Have you seen the new school timetable?
6 These shoes are really uncomfortable.
7 Let's sit at this picnic table.
8 Oh, no! My new tie isn't washable.

Extra activity Fast finishers

- Students write their own dialogue using the new expressions. They read their work to the class. Place their work in their portfolios (see page 16).

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students what they think about their English so far and how they are progressing. Ask students to share tips on how they learn pronunciation.
- Ask students to say what else they would like to learn.

Extra activity Photocopiable 45

- Ask students to do photocopiable 45.

Lesson 8, parts 1 and 2

Objectives

- **Lesson aims:** to read an information text about strange clothes from history
- **Target language:** *strange, powder, wig, headdress, bowler hat, horn, curly, rich, worker*

Materials

- notebooks
- photocopiable 48

Global Scale of English (GSE)

- **Reading:** Can find specific information in extended informational texts using text features such as headings and captions (GSE 56). Can get the gist of short factual school texts (GSE 41).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).
- **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).
- **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); True/False response cards technique (see page 15); Yes/No response cards technique (see page 15)

Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)

Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 8, part 1

Starting the lesson

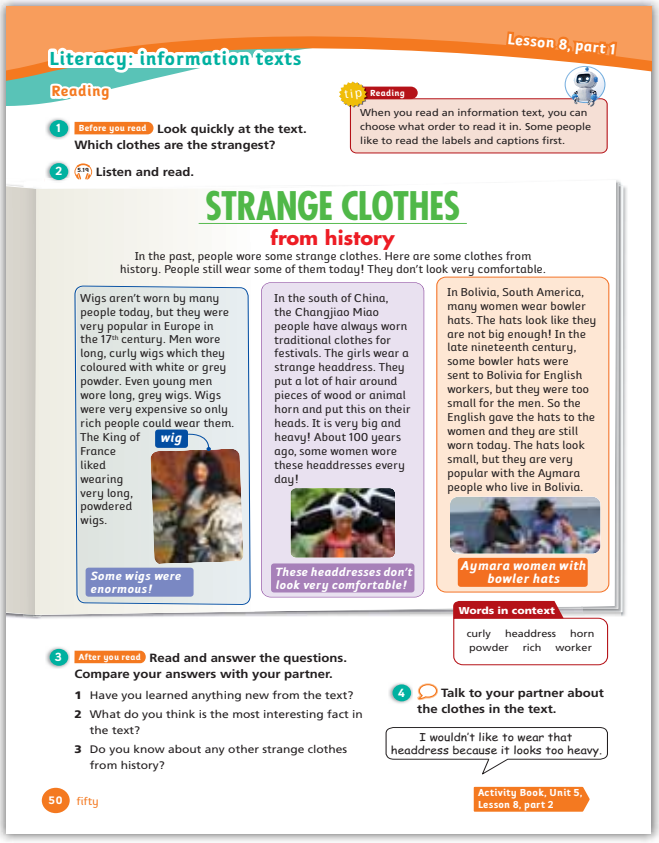
- Write some vocabulary words from this and the previous unit on the board, pointing to them and having students say them. Erase the words.
- Divide the class into two teams and have them line up at the back of the classroom. Draw a line down the middle of the board. Explain that you will call out a vocabulary word and a student from each team has to race to the board to write it.
- The first student to write it correctly gets the point. The team with the most points wins.

Presentation

- Explain that in this lesson students will read a text about strange clothes from history. Ask students to predict the types of the things they will read about.
- Ask students if they think that we should only wear sensible clothes.

Practice

Class Book


Literacy: information texts

Lesson 8, part 1

Reading

tip Reading

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

1 Before you read Look quickly at the text. Which clothes are the strangest?

2 Listen and read.

STRANGE CLOTHES

from history

In the past, people wore some strange clothes. Here are some clothes from history. People still wear some of them today! They don't look very comfortable.

Wigs aren't worn by many people today, but they were very popular in Europe in the 17th century. Men wore long, curly wigs which they coloured with white or grey powder. Even young men wore long, grey wigs. Wigs were very expensive so only rich people could wear them. The King of France liked wearing very long, powdered wigs.

wig

Some wigs were enormous!

In the south of China, the Changjiao Miao people have always worn traditional clothes for festivals. The girls wear a strange headdress. They put a lot of hair around pieces of wood or animal horn and put this on their heads. It is very big and heavy! About 100 years ago, some women wore these headdresses every day!

These headdresses don't look very comfortable!

In Bolivia, South America, many women wear bowler hats. The hats look like they are not big enough! In the late nineteenth century, some bowler hats were sent to Bolivia for English workers, but they were too small for the men. So the English gave the hats to the women and they are still worn today. The hats look small, but they are very popular with the Aymara people who live in Bolivia.

Aymara women with bowler hats

Words in context

curly headdress horn powder rich worker

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

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

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

I wouldn't like to wear that headdress because it looks too heavy.

50 fifty

Activity Book, Unit 5, Lesson 8, part 2

1 Before you read Look quickly at the text. Which clothes are the strangest?

- Elicit or explain the meaning of *strange (something that is unusual or not normal).*
- Have students look at the text quickly and answer the question.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Ask students if they would wear the items in the texts. Why?/Why not?

2 5.19 **Listen and read.**

- Refer students to the *Reading tip* box. Ask students how they like to read an information text and why. Elicit the meaning of *captions* if necessary.
- Play the audio and have students read along in their Class Books.
- Use the Yes/No technique (see page 15) to ask students different questions about the text.
- Refer students to the *Words in context* box and ask them to look for words in the text.
- In pairs, students try to guess the meaning of each word from its context. Help them with any words they find difficult.
- **Extension** Ask students to imagine they are wearing one of these items. Ask them how they feel. Have them mime wearing the item.

5.19

Strange clothes from history

In the past, people wore some strange clothes. Here are some clothes from history. People still wear some of them today! They don't look very comfortable.

Wigs aren't worn by many people today, but they were very popular in Europe in the 17th century. Men wore long, curly wigs which they coloured with white or grey powder. Even young men wore long, grey wigs. Wigs were very expensive so only rich people could wear them. The King of France liked wearing very long, powdered wigs.

In the south of China, the Changjiao Miao people have always worn traditional clothes for festivals. The girls wear a strange headdress. They put a lot of hair around pieces of wood or animal horn and put this on their heads. It is very big and heavy! About 100 years ago, some women wore these headdresses every day!

In Bolivia, South America, many women wear bowler hats. The hats look like they are not big enough! In the late nineteenth century, some bowler hats were sent to Bolivia for English workers, but they were too small for the men. So the English gave the hats to the women and they are still worn today. The hats look small, but they are very popular with the Aymara people who live in Bolivia.

Diversity

Support

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

Challenge

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

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

- Have students work individually to answer the questions first.
- Students check answers in pairs.
- Check answers as a class.

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

- Ask students to make a list of what they like and don't like about these clothes.
- Place students in pairs and have them compare their lists.

Finishing the lesson

- Place students in small groups. Tell them that each member has to draw a new item of clothing or accessory that is as strange as possible in their notebooks.
- Students write a few sentences about each item stating how it is worn, why it is used and what it's made of. Then students make a clothes magazine by binding the pages together.
- Students present their work to the class.
- Have a class vote on the strangest item presented.

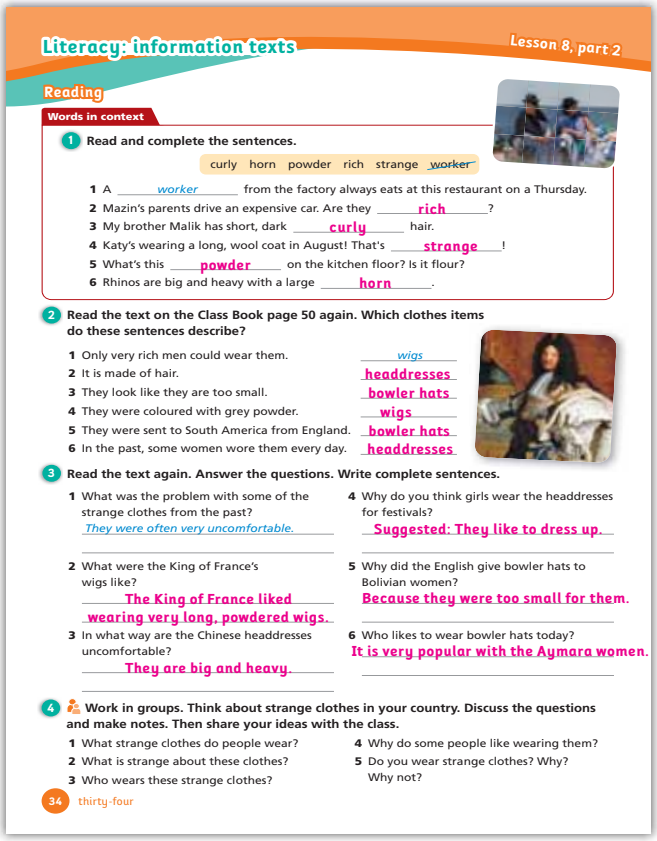
Lesson 8, part 2

Starting the lesson

- Using the True/False response cards technique (see page 15), say different statements about the text from the last lesson, e.g., *Wigs are worn by many people today.* (*False*). *Wigs were popular in the 17th century.* (*True*). *People coloured their wigs with blue powder.* (*False*). *The Changjiao Miao people wear traditional clothes for festivals.* (*True*). *The headdresses are very light.* (*False*). *Women wore headdresses every day 100 years ago.* (*True*). *Some women in Bolivia wear hats that are too big for their heads.* (*False*). *The hats were originally sent for French workers.* (*False*). *The hats are very popular.* (*True*). etc.
- Students correct the false statements.

Practice

Activity Book



Literacy: information texts — Lesson 8, part 2

Reading

Words in context

1 Read and complete the sentences.

curly horn powder rich strange ~~worker~~

1 A *worker* from the factory always eats at this restaurant on a Thursday.
2 Mazin's parents drive an expensive car. Are they **rich**?
3 My brother Malik has short, dark **curly** hair.
4 Katy's wearing a long, wool coat in August! That's **strange**!
5 What's this **powder** on the kitchen floor? Is it flour?
6 Rhinos are big and heavy with a large **horn**.

2 Read the text on the Class Book page 50 again. Which clothes items do these sentences describe?

1 Only very rich men could wear them. *wigs*
2 It is made of hair. **headdresses**
3 They look like they are too small. **bowler hats**
4 They were coloured with grey powder. **wigs**
5 They were sent to South America from England. **bowler hats**
6 In the past, some women wore them every day. **headdresses**

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

1 What was the problem with some of the strange clothes from the past?
They were often very uncomfortable.
2 What were the King of France's wigs like?
The King of France liked wearing very long, powdered wigs.
3 In what way are the Chinese headdresses uncomfortable?
They are big and heavy.
4 Why do you think girls wear the headdresses for festivals?
Suggested: They like to dress up.
5 Why did the English give bowler hats to Bolivian women?
Because they were too small for them.
6 Who likes to wear bowler hats today?
It is very popular with the Aymara women.

4 Work in groups. Think about strange clothes in your country. Discuss the questions and make notes. Then share your ideas with the class.

1 What strange clothes do people wear?
2 What is strange about these clothes?
3 Who wears these strange clothes?
4 Why do some people like wearing them?
5 Do you wear strange clothes? Why? Why not?

34 thirty-four

1 Read and complete the sentences.

- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Ask students to read the words in the box. Elicit some definitions.
- Students check answers with their partners.
- Check answers as a class.

2 Read the text on the Class Book page 50 again. Which clothes items do these sentences describe?

- Have students try and answer the questions without looking at the text first.
- Students complete the activity individually.
- Students check work with their partners.
- Check answers as a class.

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

- Have students underline key words in each sentence that will help them find the answer.
- Students complete the activity individually.
- Check answers as a class.

4 Work in groups. Think about strange clothes in your country. Discuss the questions and make notes. Then share your ideas with the class.

- Place students in small groups and have them complete the activity.
- Monitor students, helping where necessary.
- Groups present their ideas to the class. Make sure each group member speaks.

Finishing the lesson

- Ask students if they enjoyed the lesson and what they learnt from it. Use the Summative and thought-provoking questions technique (see page 16) to ask students about their learning so far. Ask *How successful is your learning? How can you improve? What would you like to learn next?*

Extra activity **Photocopiable 48**

- Ask students to do photocopiable 48.

Lesson 9, parts 1 and 2

Objectives

- **Lesson aims:** to write an information text about clothes
- **Target language:** unit grammar and vocabulary; *helmet, sweatshirt, gloves, trousers, knee pads, elbow pads, skateboard*

Materials

- notebooks
- photocopiable 54

Global Scale of English (GSE)

- **Reading:** Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52). Can find specific information in extended informational texts using text features such as headings and captions (GSE 56).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures (GSE 39).

Assessment for Learning (formative assessment)

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

Lesson 9, part 1

Starting the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students what type of writing texts they have learnt to write so far in this and the previous semester, and how it has helped them understand texts in general.
- Have students say what type of texts they like writing and why.

Presentation

- Explain that in this lesson students will learn how to write an information text.
- Have students refer to Lesson 8 and tell you what features an information text has, e.g. headings, captions, pictures, labels.
- Ask students if they think writing an information text will be easy.

Practice

Class Book


Lesson 9, part 1

5 Writing

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

SKATEBOARDING

When you go skateboarding, you need a skateboard. But it is important to wear the correct clothes, too.

When you skateboard, you should wear a comfortable (1) T-shirt and baggy (2) trousers because you need to be able to move easily. It's a good idea to wear special (3) gloves on your hands to protect them. You need to wear a hard, plastic (4) helmet to protect your head if you fall. You also need to wear (5) knee pads to protect your knees and (6) elbow pads to protect your elbows. Then you can jump on your skateboard and go!

HELMET, T-SHIRT, GLOVES, ELBOW PADS, TROUSERS, KNEE PADS, SKATEBOARD

This boy has everything he needs for skateboarding.

2 Read. Then answer the questions about the information texts on pages 50 and 51.

How to write... an information text

Include:
- a title
- a short introduction

You can also include:
- pictures
- captions to give more information
- labels on pictures

1 What is the title? Strange clothes from history / Skateboarding
2 How many sentences are there in the introduction? 4 / 2
3 How many pictures are there? 3 / 1
4 How many captions are there under the pictures? 3 / 1
5 How many labels are there on the pictures? 1 / 7

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

Writing

Use a comma when you have two adjectives together before a noun:
long, curly wigs
But be careful:
Wigs were long and curly.

Activity Book, Unit 5 Lesson 9, part 2 fifty-one 51

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

- Elicit or explain the meaning of *helmet, T-shirt, gloves, trousers, knee pads, elbow pads* and *skateboard*.
- Ask students to look at the picture. Ask why they think skateboarding requires a person to wear so many clothes.
- Have students complete the activity individually.
- **Extension** In pairs, tell students to think about other sports they practise and the equipment they need.

2 Read. Then answer the questions about the information texts on pages 50 and 51.

- Invite a student to read the *How to write...* box aloud.
- Students complete the activity individually.
- Discuss the answers as a class.

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

- Invite a student to read the *Writing tip* aloud. Tell students that they should try and include adjectives separated by commas in their information texts.

- Refer students to the *How to write...* box *again*. Ask students to look at the texts in this and the previous lesson and say what features they have.
- Use the Traffic light cards technique (see page 15) to ask students if they are ready to do the activity.
- Place students in pairs. First, have students make notes on what they are going to write about. Then have them think about a picture they can label, captions that they plan to include and a heading.
- Have them check their notes before they proceed to write their text.
- Have students write their information text in pairs in their notebooks. Tell students to keep referring to the *How to write...* box while they write their texts.
- Monitor students, helping where necessary.
- Before students present their work, ask them to check their information texts and rewrite sections if necessary. Students then present their information texts to the class.
- Use the Two stars and a wish technique (see page 16) to have students comment on each other's work.

Diversity

Support

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

Challenge

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

Finishing the lesson

- Place students in groups of six.
- Tell students they work for a space agency. Elicit the meaning if necessary (an organization that explores space, builds rockets and satellites and studies the universe). Explain that they have to write a short information text for astronauts about items of clothing that can be worn on the Moon.
- Two students think of the equipment, two students think of the materials and two students think about why they are necessary. Students can use the internet to research if necessary.
- Groups write their text together. Remind them to use a title, a short introduction and pictures with captions.
- When they have finished their text, have them draw and label a picture.
- Groups present their work to the class.

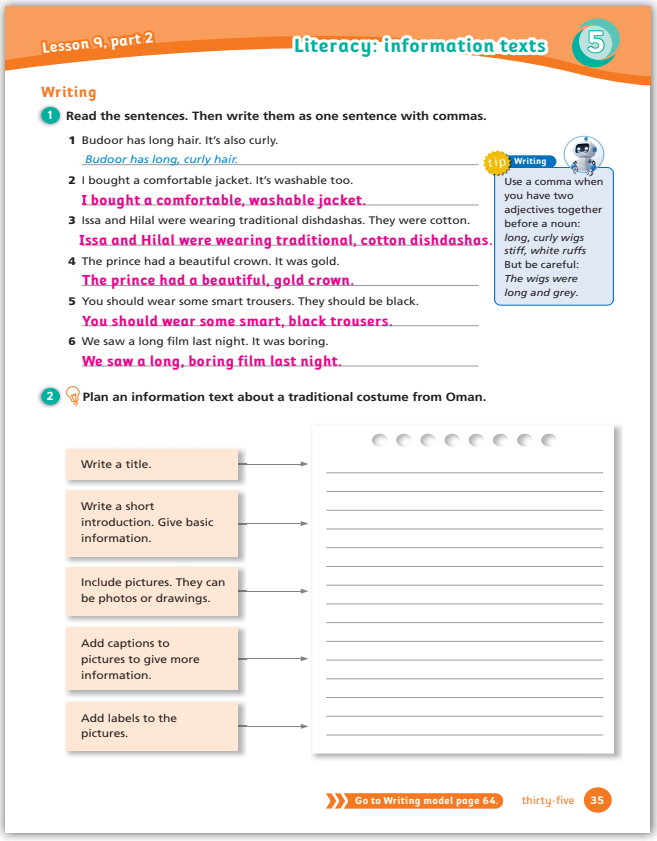
Lesson 9, part 2

Starting the lesson

- Use the Think-pair-share technique (see page 16) to have students discuss how to write an information text from the *How to write...* box in the Class Book from the previous lesson. Encourage students not to look at their Class Books.
- Write the main points on the board.

Practice

Activity Book


Lesson 9, part 2

Literacy: information texts

5

Writing

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

1 Budoor has long hair. It's also curly.
Budoor has long, curly hair.

2 I bought a comfortable jacket. It's washable too.
I bought a comfortable, washable jacket.

3 Issa and Hilal were wearing traditional dishdashas. They were cotton.
Issa and Hilal were wearing traditional, cotton dishdashas.

4 The prince had a beautiful crown. It was gold.
The prince had a beautiful, gold crown.

5 You should wear some smart trousers. They should be black.
You should wear some smart, black trousers.

6 We saw a long film last night. It was boring.
We saw a long, boring film last night.

Tip Writing
Use a comma when you have two adjectives together before a noun:
long, curly wigs
stiff, white ruffs
But be careful:
The wigs were long and grey.

2 Plan an information text about a traditional costume from Oman.

Write a title.
Write a short introduction. Give basic information.
Include pictures. They can be photos or drawings.
Add captions to pictures to give more information.
Add labels to the pictures.

Go to Writing model page 64.
thirty-five 35

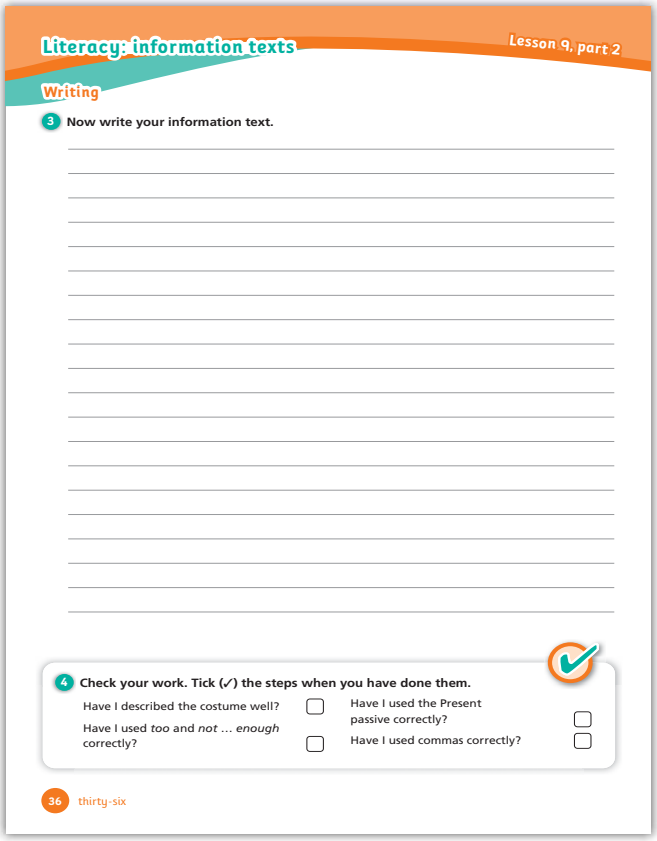
1 Read the sentences. Then write them as one sentence with commas.

- Refer students to the *Writing tip* box. Elicit some examples.
- Students work individually.
- Write the answers on the board for students to check against.

2 Plan an information text about a traditional costume from Oman.

- Ask students what traditional costume they will write about.
- Before students write their information texts, refer them to the Writing model on page 64 of their Activity Books. Go through the model with students.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to have some students read their notes to the class.


Literacy: information texts
Lesson 9, part 2
Writing
3 Now write your information text.
4 Check your work. Tick (✓) the steps when you have done them.
Have I described the costume well?
Have I used *too* and *not* ... *enough* correctly?
Have I used the Present passive correctly?
Have I used commas correctly?
36 thirty-six

3 Now write your information text.

- Have students complete the activity individually.
- Tell students to keep referring to the Writing model while they write their texts.
- Monitor students, helping where necessary.
- Have some students share their texts with the class.

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

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

Extra activity Fast finishers

- Have students make a word collage with new words from the unit and write three sentences with their favourite words. Place their work in their portfolios (see page 16).

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students how they managed in this lesson. Encourage students to express where they had difficulties and what they did to overcome them.

Extra activity Photocopiable 54

- Ask students to do photocopiable 54.

Lesson 10

Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary

Materials

- notebooks
- Unit 5 flashcards (Describing clothes, Clothes and accessories)
- Unit 5 poster: *Describing clothes*
- five strips of paper per student
- photocopiable 57

Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).

Assessment for Learning (formative assessment)

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

Starting the lesson

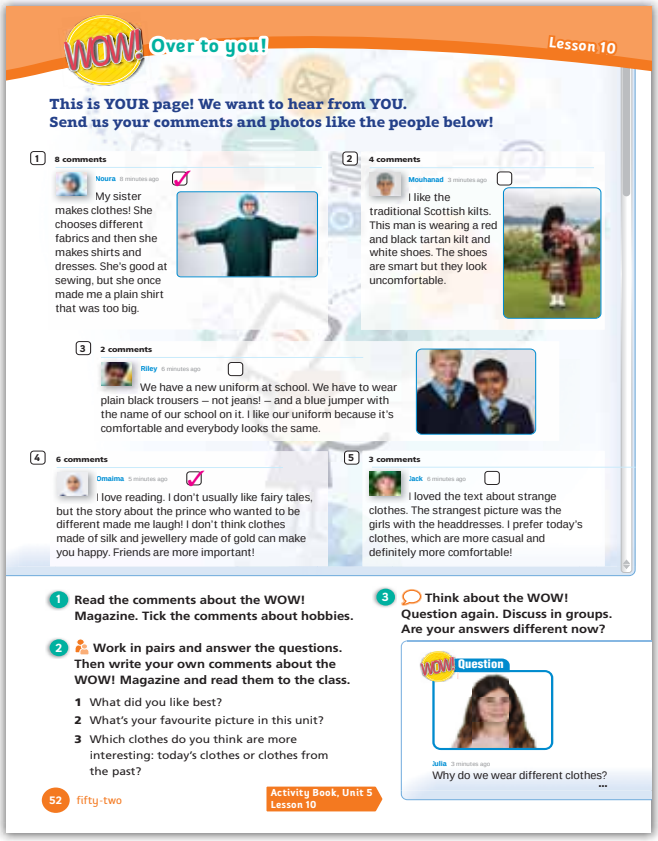
- Divide the class into two teams. Hide the Unit 5 flashcards (Describing clothes, Clothes and accessories) around the room. Call out a word and have two students (one from each team) search for the flashcard. The student who finds the flashcard first gets a point. Students can earn an extra point if they can say a grammatically correct sentence using the word. The team with the most points wins.

Presentation

- Explain to students that in this lesson they will share their opinions about clothes, what they liked about this unit and review the unit vocabulary and grammar.
- Write one thing you liked about the unit on the board, e.g. *I liked Lesson 8 because I learnt about strange clothes.*
- Students also write a sentence.
- Place students in pairs and have them read their sentences to each other.
- Use the Lollipop stick technique (see page 15) to have students read their sentences aloud.

Practice

Class Book



1 Read the comments about the WOW! Magazine. Tick the comments about hobbies.

- Ask students to read the texts quietly.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students think about which text they identify with most and why.

Diversity

Support

- Ask students to read the texts quietly. Then go through each text and find the new vocabulary words. Have them say the words and write them on the board. Repeat with new grammar.

Challenge

- Students give each text a heading.

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

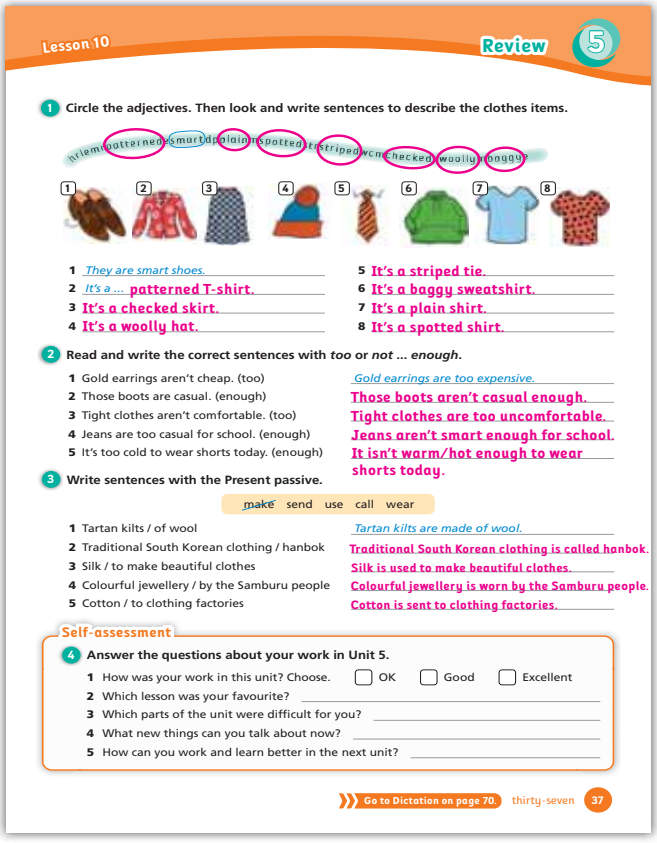
- Place students in pairs and have them complete the activity.
- Check answers as a class.
- Students work individually to write their own comments about the magazine.

- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students think of other things in the unit they can comment on. Students make notes and read them to the class.

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

- Place students in groups.
- Have students compare their answers with those they gave at the start of the unit.
- Students discuss which answers they changed. Encourage them to explain why.

Activity Book



Lesson 10 — Review 5

1 Circle the adjectives. Then look and write sentences to describe the clothes items.

striped patterned smart plain spotted striped checked woolly baggy

1 They are smart shoes.
2 It's a ... patterned T-shirt.
3 It's a checked skirt.
4 It's a woolly hat.
5 It's a striped tie.
6 It's a baggy sweatshirt.
7 It's a plain shirt.
8 It's a spotted shirt.

2 Read and write the correct sentences with *too* or *not ... enough*.

1 Gold earrings aren't cheap. (too) — Gold earrings are too expensive.
2 Those boots are casual. (enough) — Those boots aren't casual enough.
3 Tight clothes aren't comfortable. (too) — Tight clothes are too uncomfortable.
4 Jeans are too casual for school. (enough) — Jeans aren't smart enough for school.
5 It's too cold to wear shorts today. (enough) — It isn't warm/hot enough to wear shorts today.

3 Write sentences with the Present passive.

make send use call wear

1 Tartan kilts / of wool — Tartan kilts are made of wool.
2 Traditional South Korean clothing / hanbok — Traditional South Korean clothing is called hanbok.
3 Silk / to make beautiful clothes — Silk is used to make beautiful clothes.
4 Colourful jewellery / by the Samburu people — Colourful jewellery is worn by the Samburu people.
5 Cotton / to clothing factories — Cotton is sent to clothing factories.

Self-assessment

4 Answer the questions about your work in Unit 5.

1 How was your work in this unit? Choose. ☐ OK ☐ Good ☐ Excellent
2 Which lesson was your favourite? _____
3 Which parts of the unit were difficult for you? _____
4 What new things can you talk about now? _____
5 How can you work and learn better in the next unit? _____

Go to Dictation on page 70. thirty-seven 37

1 Circle the adjectives. Then look and write sentences to describe the clothes items.

- Using the Unit 5 flashcards (Describing clothes, Clothes and accessories) and poster, quickly revise all new words from Lessons 1 and 5. Refer to *How to work with posters* (see page 18).
- Explain to students that they are now going to review what they have learnt.
- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activites.
- Ask students to name the items they see in each picture.
- Students complete the activity individually and then check answers as a class.

2 Read and write the correct sentences with *too* or *not ... enough*.

- Quickly revise *too* and *not ... enough* on the board by asking students which word goes before the adjective and which one goes after.
- Students complete the activity individually.
- Check answers as a class by asking students to read out the answers.

3 Write sentences with the Present passive.

- Have students say how the Present passive is formed.
- Students complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique (see page 15) to choose students to write their answers on the board.

Self-assessment

4 Answer the questions about your work in Unit 5.

- Students do the activity individually. Ask some students to share their answers using the Lollipop stick technique (see page 15).

Extra activity Collaborative work

- Place students in small groups. Have them make sentences with the new vocabulary and grammar they have learnt in this unit in their notebooks. Students also illustrate their work. Groups present their work to the class and make a classroom display.

Dictation

- Have students turn to page 70 in their Activity Books.
- 5.20 Play the audio for students to individually listen and write the sentences.
- Check the answers as a class.

5.20

1 These trousers are too baggy.
2 This T-shirt isn't smart enough.
3 It's made of leather.

Extra activity Progress path

Teacher's Book pages 186 (Class Book) and 187 (Activity Book)

- Students work in pairs through the questions for Unit 5 in the Class Book (pages 98–99) and in the Activity Book (pages 68–69).
- Depending on the amount of time you have, students could work through the Progress paths for both the Class Book and the Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students if they are happy with their progress so far. Then ask how this unit has helped them progress as English learners.

Next lesson Unit 5 Practice

Extra activity **Photocopiable 57**

- Ask students to do photocopiable 57.

Lesson 11

Objectives

- **Lesson aims:** to practise for the A2 Key for Schools Listening Part 4, A2 Flyers Reading and Writing Part 5, A2 Flyers Listening Part 4/A2 Key for Schools Listening Part 1 and A2 Key for Schools Reading and Writing Part 1
- **Target language:** unit vocabulary and grammar

Materials

- notebooks
- photocopy of the Class Book and Activity Book audioscript, enough for each pair

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33). Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Stop/Go 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 16); portfolio (see page 16)

Starting the lesson

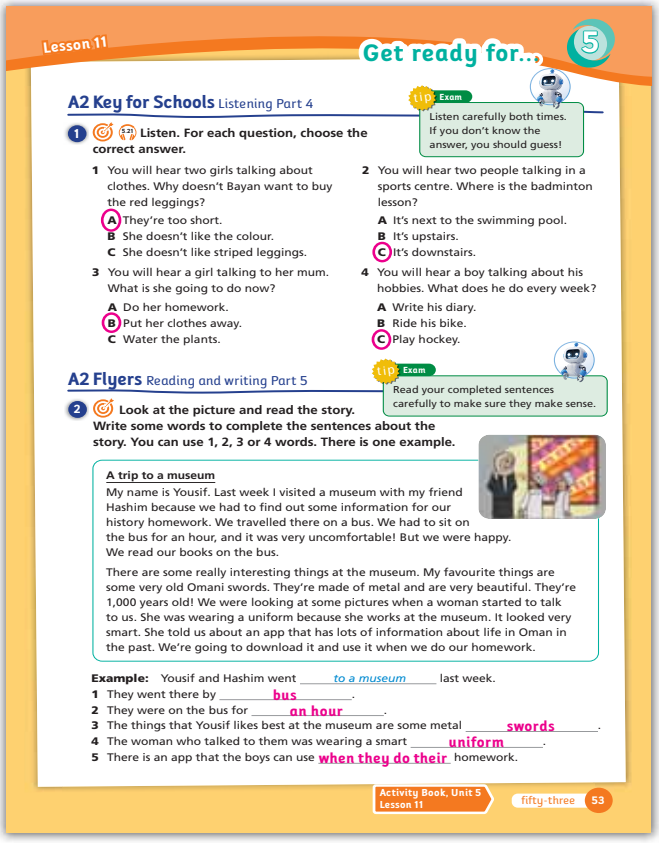
- Write words from Unit 5 on the board, gapping the vowels, e.g. *sp _ tt _ d (spotted), sw _ _ tsh _ rt (sweatshirt),* etc. Ask pupils to say the words and the missing letters.

Presentation

- Explain to students that they are going to practise for the A2 Key for Schools and A2 Flyers Listening, Reading and Writing exams in both the Class Book and Activity Book.
- Ask students to look at the tips they have learnt so far. Ask which one has helped them the most.

Practice

Class Book



Lesson 11

Get ready for... 5

A2 Key for Schools Listening Part 4

tip Exam: Listen carefully both times. If you don't know the answer, you should guess!

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

1 You will hear two girls talking about clothes. Why doesn't Bayan want to buy the red leggings?
A They're too short.
B She doesn't like the colour.
C She doesn't like striped leggings.

2 You will hear two people talking in a sports centre. Where is the badminton lesson?
A It's next to the swimming pool.
B It's upstairs.
C It's downstairs.

3 You will hear a girl talking to her mum. What is she going to do now?
A Do her homework.
B Put her clothes away.
C Water the plants.

4 You will hear a boy talking about his hobbies. What does he do every week?
A Write his diary.
B Ride his bike.
C Play hockey.

A2 Flyers Reading and writing Part 5

tip Exam: Read your completed sentences carefully to make sure they make sense.

2 Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words. There is one example.

A trip to a museum

My name is Yousif. Last week I visited a museum with my friend Hashim because we had to find out some information for our history homework. We travelled there on a bus. We had to sit on the bus for an hour, and it was very uncomfortable! But we were happy. We read our books on the bus.

There are some really interesting things at the museum. My favourite things are some very old Omani swords. They're made of metal and are very beautiful. They're 1,000 years old! We were looking at some pictures when a woman started to talk to us. She was wearing a uniform because she works at the museum. It looked very smart. She told us about an app that has lots of information about life in Oman in the past. We're going to download it and use it when we do our homework.

Example: Yousif and Hashim went to a museum last week.
1 They went there by bus.
2 They were on the bus for an hour.
3 The things that Yousif likes best at the museum are some metal swords.
4 The woman who talked to them was wearing a smart uniform.
5 There is an app that the boys can use when they do their homework.

Activity Book, Unit 5 Lesson 11 fifty-three 53

1 5.21 Listen. For each question, choose the correct answer.

- Invite a volunteer to read the *Exam tip* box aloud.
- Have students read the questions. Have students say the key words in each question.
- Use the Stop/Go technique (see page 15) to ask students to express how they feel about the activity. Ask students if they are ready to do it.
- Play the audio all the way through. Play it again and pause after each dialogue.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students say if the tip helped them with the activity and ask them to write an extra tip.

5.21

Narrator: One. You will hear two girls talking about clothes. Why doesn't Bayan want to buy the red leggings?
Girl 1: Come on. Let's go into this shop, Bayan.
Girl 2: Good idea. I need to get some leggings.
Girl 1: OK. Look, I can see some here. What about these red ones?
Girl 2: Er … No, I don't really like them.
Girl 1: Why not? Because they're striped?
Girl 2: No, I think striped leggings are nice!
Girl 1: Is it the colour? Don't you like red?
Girl 2: Red's my favourite colour! No, that's not the problem. They aren't long enough.

Narrator: Two. You will hear two people talking in a sports centre. Where is the badminton lesson?
Boy: Excuse me, can you tell me where the badminton lesson is, please?
Man: Yes, of course. You can take the lift.
Boy: Is it on the first floor?
Man: No – you need to go downstairs to the basement.
Boy: Right – so is it next to the swimming pool?
Man: No, it isn't – sorry! You need to walk along the corridor. It's next to the table tennis room.
Boy: Great. Thank you!

Narrator: Three. You will hear a girl talking to her mum. What is she going to do now?
Mum: Have you done your homework yet, Jane?
Girl: Yes, I've just finished it.
Mum: Oh, great! And have you tidied your room?
Girl: Well, I've made my bed but I haven't put my clothes away yet. I'll do that now.
Mum: Great. And do you have time to water the plants?
Girl: I've already watered them, Mum.

Narrator: Four. You will hear a boy talking about his hobbies. What does he do every week?
Boy 1: What are you doing?
Boy 2: Well, I was writing my diary but I've just finished. I really enjoy writing.
Boy 1: What did you write about?
Boy 2: I wrote about school and about hockey. I played after school this afternoon.
Boy 1: Oh, you play hockey! How often do you play?
Boy 2: Every Wednesday.
Boy 1: Great! What other hobbies do you have?
Boy 2: I often ride my bike, but not every week.

Diversity

Support
- After the listening activities and before checking them, give students the audioscript to check their answers. Have students find which words gave them their answers and which ones could have or did confuse them.

2 Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words. There is one example.

- Read the *Exam tip* box aloud. Ask students why it's important to read the completed sentences. Ask students if they have any other tips to share.
- Go through each sentence and elicit the kind of word they need for each one *(1 means of transport, 2 time expression, 3 an object, 4 clothes, 5 a reason)*. Explain that they can't use more than four words.
- Students do the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Have students say how they found their answers in the text.

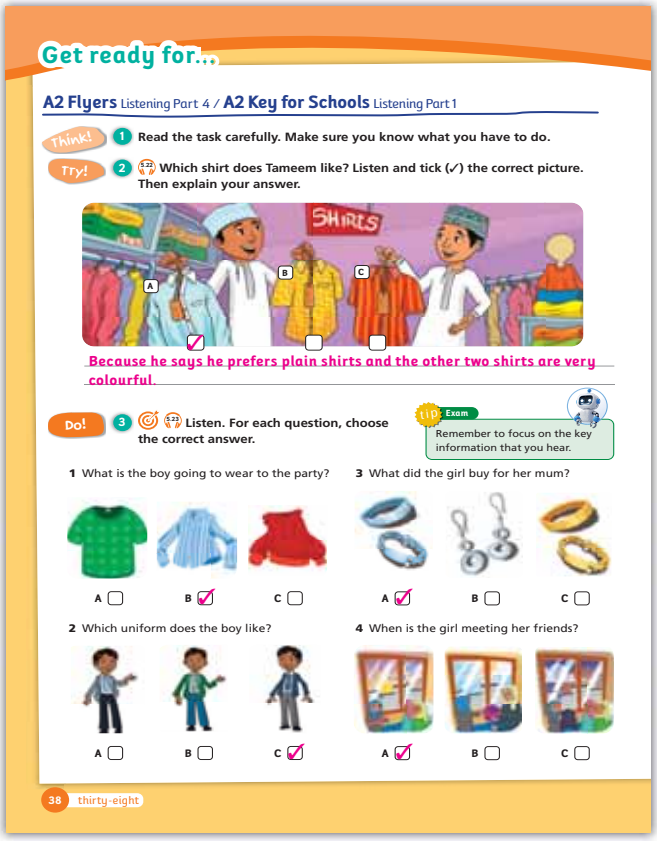
Diversity

Challenge
- Have students write three questions about the text to ask their partners.

Extra activity Collaborative work

- Place students in small groups. Have students think about different ways to do a test. Have them make a small list of tips for either Listening or Reading and Writing tests. Students present their work to the class. Create a wall poster with all the tips from each group.

Activity Book



A2 Flyers Listening Part 4 / A2 Key for Schools Listening Part 1

1 Think! Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the A2 Flyers Listening Part 4/A2 Key for Schools Listening Part 1 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

2 Try! 5.22 Which shirt does Tameem like? Listen and tick (✔) the correct picture. Then explain your answer.

- Ask students what the picture shows.
- Students complete the activity individually.
- Play the audio.
- Use the Lollipop stick technique (see page 15) to check answers.

5.22

Boy: What do you think of this shirt, Tameem? Do you like it?
Tameem: I don't usually wear striped shirts.
Boy: Really? I think plain clothes are boring. I like this spotted shirt.
Tameem: I don't mind spots sometimes, but I'm not keen on them. I prefer plain shirts.

3 Do! 5.23 Listen. For each question, choose the correct answer.

- Ask students to say what they see in each picture.
- Explain the activity and use the Traffic light cards technique (see page 15) to check students have understood what they have to do.
- Play the audio. Play the audio again if necessary.
- Check answers as a class.

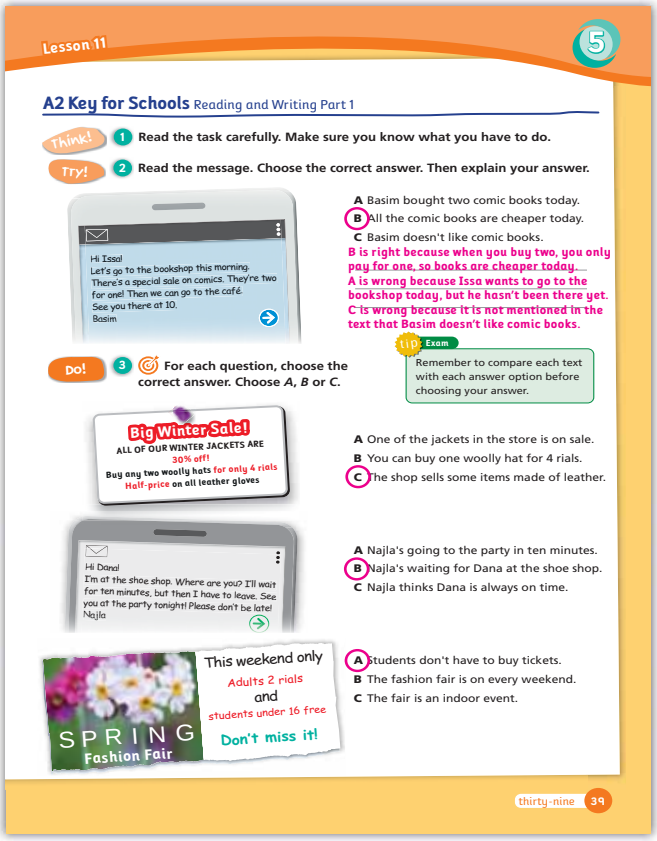
5.23

1 What is the boy going to wear to the party?
Boy 1: I don't know what to wear to the party this afternoon.
Boy 2: Why don't you wear that blue shirt you bought last week?
Boy 1: The striped one? That's not a bad idea, but it isn't very comfortable.
Boy 2: How about your red sweatshirt? Or your green T-shirt. They're nice and baggy.
Boy 1: Yes, but they're too casual. My new shirt's better. It's very smart!
Boy 2: Good idea. And I'm going to wear my green checked sweater.

2 Which uniform does the boy like?
Boy 1: I think my school uniform is ugly!
Boy 2: Really? I like it.
Boy 1: I don't. Blue trousers with a green jacket. Ugh!
Boy 2: That's nice and colourful. At my school we wear grey trousers and a blue jacket. It looks smart.
Boy 1: That sounds better. And do you have to wear a tie? Ours is green and white.
Boy 2: Yes, we do, but it's blue and grey. I like it.

3 What did the girl buy for her mum?
Woman: Hello. Can I help you find something?
Girl: Yes, please. I want to buy a gift for my mother.
Woman: Do you like these silver earrings? They're very pretty, and they're on sale, too.
Girl: I don't think so. She already has lots of earrings. Maybe a bracelet?
Woman: We have some nice gold bracelets and they aren't expensive.
Girl: Those are beautiful, but do you have them in silver?
Woman: Yes, we do, and they're on sale. Two for one!
Girl: That's great! I'll take two of them.

4 When is the girl meeting her friends?
Girl: Mum, I need to get some new trainers for PE.
Mum: No problem, Laila. We can go shopping this afternoon.
Girl: What about this morning? I wanted to meet my friends this afternoon.
Mum: I'm sorry, Laila. I'm really busy this morning. We can go shopping after lunch.
Girl: OK. Then I can meet my friends in the evening and wear my new trainers!


Lesson 11 5

A2 Key for Schools Reading and Writing Part 1

Think! 1 Read the task carefully. Make sure you know what you have to do.

Try! 2 Read the message. Choose the correct answer. Then explain your answer.

Hi Issa!
Let's go to the bookshop this morning. There's a special sale on comics. They're two for one! Then we can go to the café.
See you there at 10.
Basim

A Basim bought two comic books today.
B All the comic books are cheaper today.
C Basim doesn't like comic books.
B is right because when you buy two, you only pay for one, so books are cheaper today.
A is wrong because Issa wants to go to the bookshop today, but he hasn't been there yet.
C is wrong because it is not mentioned in the text that Basim doesn't like comic books.

Do! 3 For each question, choose the correct answer. Choose A, B or C.

Tip: Exam
Remember to compare each text with each answer option before choosing your answer.

Big Winter Sale!
ALL OF OUR WINTER JACKETS ARE 30% off!
Buy any two woolly hats for only 4 rials
Half-price on all leather gloves

A One of the jackets in the store is on sale.
B You can buy one woolly hat for 4 rials.
C The shop sells some items made of leather.

Hi Dana!
I'm at the shoe shop. Where are you? I'll wait for ten minutes, but then I have to leave. See you at the party tonight! Please don't be late!
Najla

A Najla's going to the party in ten minutes.
B Najla's waiting for Dana at the shoe shop.
C Najla thinks Dana is always on time.

SPRING Fashion Fair
This weekend only
Adults 2 rials
and
students under 16 free
Don't miss it!

A Students don't have to buy tickets.
B The fashion fair is on every weekend.
C The fair is an indoor event.

thirty-nine 39

A2 Key for Schools Reading and Writing Part 1

1 Think! Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the A2 Key for Schools Reading and Writing Part 1 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

2 Try! Read the message. Choose the correct answer. Then explain your answer.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- Ask students to explain their answers. Ask them which part of the text they got the answer from.

3 Do! For each question, choose the correct answer. Choose *A*, *B* or *C*.

- Have students read through the texts. Elicit or explain the meaning of any unknown words.
- Read the *Exam tip* aloud.
- Students complete the activity individually. Remind them to compare each text with each answer option before they choose answers.
- Check answers as a class.
- Ask students to explain how they got their answers.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.

Graded readers Unit 5

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

Unit 5 Practice

- Students now complete the Unit 5 Practice. Give students support where necessary and focus time on areas that need more support.

Lesson 12

Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun tasks
- **Target language:** revision of unit vocabulary

Materials

- Unit 5 flashcards (Describing clothes, Clothes and accessories)
- Unit 5 poster: *Describing clothes*
- notebooks

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **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 ask simple questions about very familiar topics. (GSE 30). Can describe common everyday objects using simple (GSE 31).
- **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
- Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

Starting the lesson

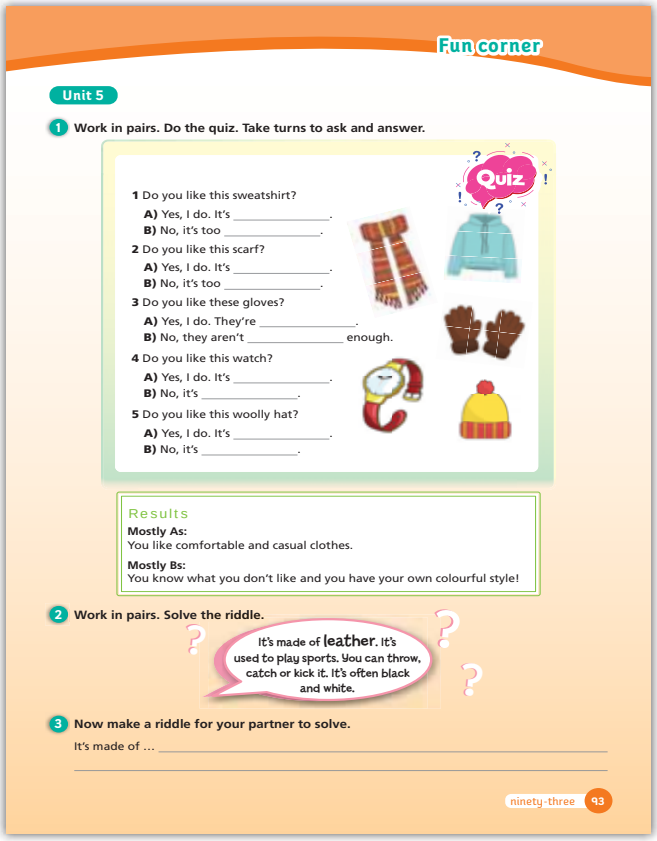
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 5 flashcards (Describing clothes, Clothes and accessories) or poster as prompts. Refer to *How to work with posters* (see page 18).
- Play a game. Write the following categories on the board: *Animals, Clothes and Accessories, Food, Adjectives, Colours, Countries, Sports.*
- Divide the class into groups of four. Each group writes down the categories on a piece of paper in their notebooks. Say a letter of the alphabet, e.g. *B.*
- Each team must fill in their categories with words that start with that letter. For example: *Animal: bear; Clothes and Accessories: belt, Food: bread*, etc.
- The first team to complete all their categories shouts, "STOP!" All other teams must stop writing.
- Award points based on the number of correct answers each team has. Consider giving extra points for original answers. For example, if all teams write "bread" for food but one team writes "blueberry," award that team two points instead of one. Explain this rule before starting the game.

Presentation

- Explain that in this lesson students will complete a quiz and solve and then write a riddle. Ask students to look at the quiz on page 93 of their Class Books.
- Before students play the game, quickly review the unit grammar.
- Elicit that *too* means to have more than what is needed (and often suggests a negative result). Give students an example: *It's too hot to play outside.* Elicit we use *not … enough* when there's less of something than we need, e.g. *These trousers aren't big enough.* Ask *Where do we place* too*? (before adjectives or adverbs). Where do we place* not … enough*?* (*after adjectives or adverbs*).
- Ask students to formulate a sentence with the Present passive (using the verb *be* + the past participle). Explain that we use the Present passive when the subject of a sentence receives the action instead of doing it. In passive sentences, the focus is on the action rather than who is doing it. Say an active sentence and have students tell you the passive version, e.g. *Kings wear crowns.= Crowns are worn by kings.*

Practice

Class Book


Fun corner

Unit 5

1 Work in pairs. Do the quiz. Take turns to ask and answer.

Quiz

1 Do you like this sweatshirt?
A) Yes, I do. It's _____.
B) No, it's too _____.
2 Do you like this scarf?
A) Yes, I do. It's _____.
B) No, it's too _____.
3 Do you like these gloves?
A) Yes, I do. They're _____.
B) No, they aren't _____ enough.
4 Do you like this watch?
A) Yes, I do. It's _____.
B) No, it's _____.
5 Do you like this woolly hat?
A) Yes, I do. It's _____.
B) No, it's _____.

Results
Mostly As:
You like comfortable and casual clothes.
Mostly Bs:
You know what you don't like and you have your own colourful style!

2 Work in pairs. Solve the riddle.

It's made of leather. It's used to play sports. You can throw, catch or kick it. It's often black and white.

3 Now make a riddle for your partner to solve.

It's made of ... _____

ninety-three 93

1 Work in pairs. Do the quiz. Take turns to ask and answer.

- Have students look at the clothes items and identify them.
- Students then take it in turns to complete the quiz individually by completing either *A* or *B* for each question. Do the first item together as a class. Ask a volunteer *Do you like this sweatshirt?* and have them reply.
- Monitor students to make sure they are using *too* and *not* … *enough* correctly. Tell them that it isn't necessary for them to use *too* and *not* … *enough* for each answer.
- Use the Traffic light cards technique (see page 15) to check that students know what they have to do and are happy to continue.
- Place students in pairs and have them take it in turns to ask each other the questions.
- When students have finished, have them check their results against the answer key.
- Use the Lollipop stick technique (see page 15) to have students tell you their results. Ask whether they agree with them.

2 Work in pairs. Solve the riddle.

- Place students in pairs. Use the Expert envoy technique (see page 16) when choosing pairs so that stronger students work with weaker ones.
- Elicit the meaning of *riddle*. Explain that a riddle is a type of puzzle that has a tricky or clever answer. It usually describes something in a confusing or playful way, and you have to work it out. Give them an example, e.g. *What has hands but can't clap?* (*a clock*).
- Students read the riddle and try to work it out. Ask pairs to raise their hands when they have the answer (*a football*).

3 Now make a riddle for your partner to solve.

- In the same pairs, students write a riddle for their partner to solve. Encourage them to use the passive form as in the example in Activity 2.
- Monitor students, helping where necessary.
- Students take it in turns to read their riddles to each other. See if they can guess the answer.
- Use the Lollipop stick technique (see page 15) to have students read their riddles to the rest of the class to see if they can guess the answer.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask what students have done today. Ask *Did you enjoy the Fun corner? Was it easy or was it difficult?*
- Students write down what they did in today's lesson in their Learning diary (see page 16): *Today, we did a quiz about…, We solved a …, We wrote a …* .
- Ask volunteers to read aloud their diary entries.

Lesson 1

Objectives

- **Lesson objectives:** to review the vocabulary, grammar and pronunciation 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 skim a text for gist; to evaluate a text
- **Target language:** *baggy, belt, bracelet, casual, checked, colourful, comfortable, crown, earrings, formal, gloves, guess, heart, leggings, nervous, paintbrush, patterned, plain, scarf, serious, shopkeeper, smart, spotted, striped, student, sweatshirt, tie, top, uncomfortable, uniform, watch, woolly hat*
- **Phonics:** Stress in words ending in *-able*

Materials

- Unit 5 flashcards: Describing clothes, Clothes and accessories
- Unit 5 poster: *Describing clothes*
- photocopiables R9 and R10

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39). Can make simple inferences about a character's feelings in a familiar story, if supported by questions or prompts (GSE 40).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can read aloud short, familiar phrases with intelligible pronunciation (GSE 29). Can ask simple questions about very familiar topics (GSE 30). Can describe someone's clothes using simple language (GSE 33). Can pass on basic information from short, simple, illustrated texts (GSE 34). Can read aloud a short, simple story in a way that can be understood (GSE 35). Can talk about common jobs using simple language (GSE 36). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37).
- **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: Lollipop stick technique (see page 15); True/False response card technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 1, option A

Starting the lesson

- Show students the Unit 5 flashcards (Describing clothes, Clothes and accessories) or poster. Have students say and spell the words. Ask which of the clothes they usually wear.
- Write the new vocabulary that students will encounter in the story on the board: *uniform*, *student*, *nervous*, *shopkeeper*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *Some students wear a uniform to school. Police officers wear a uniform too. I feel nervous when I visit the dentist. The shopkeeper sold me some fruit.* Alternatively, you can write definitions on the board and have students match them to the words: *uniform: the clothing that all the people in an organisation wear, or the children at a school; student: someone who studies at a school or university; nervous: worried or frightened about something; shopkeeper: a person who works in a shop.*
- Ask *Do you wear a uniform to school? What clothes do you wear to school?*
- Explain that today's story is about a boy who is going to a new school and he needs to wear a uniform.

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and pronunciation from Unit 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 104.
- On one side of the board, write *The uniform is worn…* Then, on the other side, write *by all the students.* Remind students that this is the passive (*is/are* + past participle). Encourage students to look through the story quickly and find more examples of the passive.

- On the board, write *These trousers aren't …* and *This shirt is too …* . Encourage students to look through the story quickly to find how to finish these sentences (*long enough/colourful*). Encourage students to look through the story quickly and find more examples sentences with *too* and *not … enough*.

Before you read

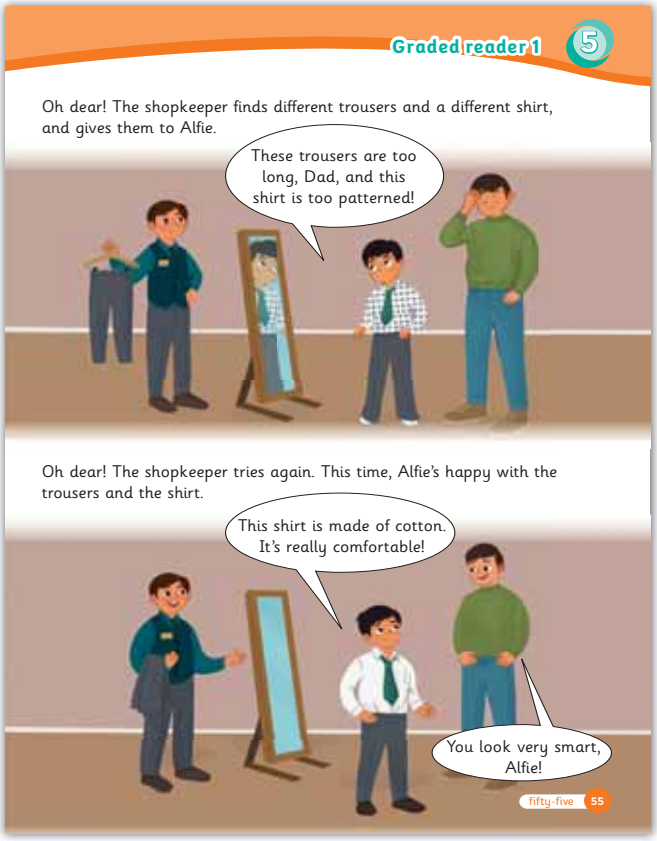
1 Read the title of the story and look at the pictures on page 54. Answer the questions.

- Before students read, ask them to turn to page 104 in their Class Books. Read the questions aloud.
- Students work in pairs.
- Tell students to refer to page 54 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Check answers as class.

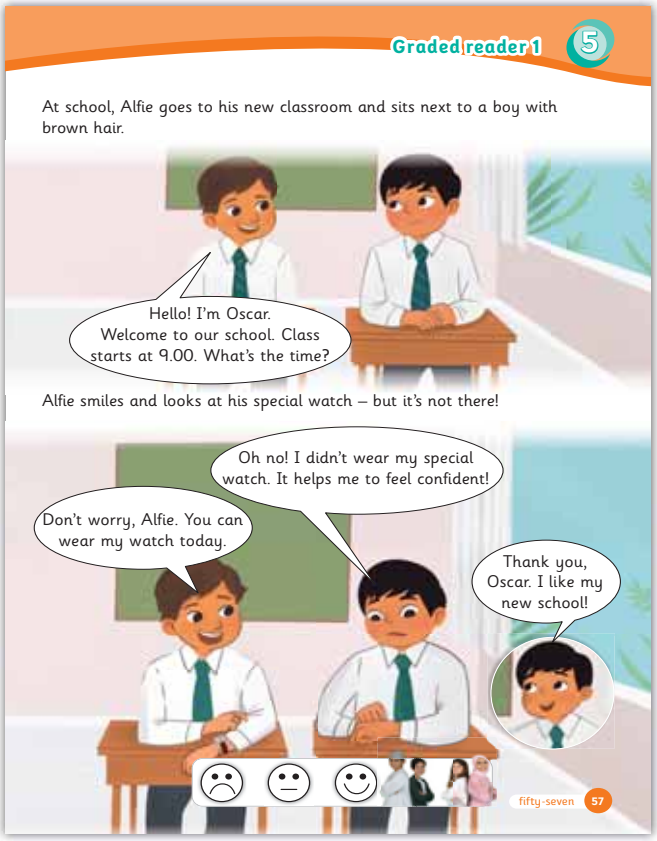
Listen and read

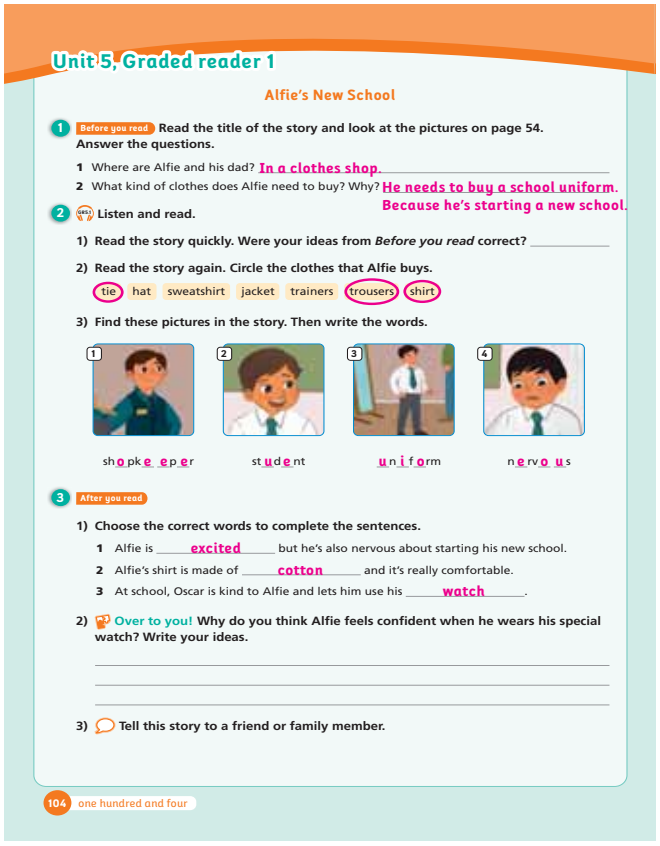
Class Book











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 the questions on page 104 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 clothes that Alfie buys.

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

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

- Students refer back to the story on pages 54–57.
- Ask students on which pages they found the pictures.
- Students complete the words with the correct letters.
- Invite individual students to tell you the answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write on the board the word *comfortable* and check students understand what it means.
- Ask students to say the word with the correct pronunciation ('kʌmfətəbəl), paying particular attention to the suffix *-able*.
- Ask students if they know any other words that end in *-able* and elicit them.
- Have students write sentences that contain these words.
- Place students in pairs. Have them read aloud their sentences to each other. Check that they are using the correct pronunciation.

Finishing the lesson

- Write the new vocabulary words on the board: *uniform*, *student*, *nervous*, *shopkeeper*. Elicit their meanings again if necessary.
- Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

Lesson 2, option A

Starting the lesson

- Place students in pairs. Have them tell each other what they can remember about the story *Alfie's New School*.
- Ask pairs to share what they can remember with the class.

Presentation

- Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 104.

Before you read

- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Alfie is buying his school uniform with his mum.* (*False, he is with his dad.*) *The first trousers he tries aren't long enough.* (*True.*) *The second shirt he tries isn't patterned enough.* (*False, it is too patterned.*) *The cotton shirt is really comfortable.* (*True.*), etc.

Listen and read

- GR5.1 Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Why is Alfie excited but nervous? (He is starting a new school.) What do all the students wear? (A uniform.) What is the comfortable shirt made of? (Cotton.) What did his grandfather give him on his 10th birthday? (A special watch.) How does he feel when he wears it? (He feels confident.),* etc.

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! Why do you think Alfie feels confident when he wears his special watch? Write your ideas.

- Students think about the answers to the question individually.
- Students discuss the question in pairs.
- Monitor students, helping where necessary.
- Students write their answers.
- Discuss students' answers as a class.

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

- Students can do the task for homework.

Finishing the lesson

- Use the Summative and throught-provoking questions technique (see page 16) to ask students what they thought of the story.
- Encourage students to say 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 something that they particularly like to wear, like Alfie's special watch. Ask *How does it make you feel?*

Extra activity Photocopiable R9

- Ask students to do photocopiable R9.

Lesson 1, option B

Starting the lesson

- Ask students if they like to dress up, and if so, what or who they like to dress up as. Revise the vocabulary using the Unit 5 flashcards (Clothes and accessories) or poster if necessary.
- Write the new vocabulary that students will encounter in the story on the board: *serious*, *paintbrush*, *guess*, *heart*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you. Say sentences using the new vocabulary to see if students can guess their meanings: *He had a serious look on his face. She used a paintbrush to make the painting. I guessed the answer. His heart was beating fast after the race.*
  Alternatively, you can write definitions on the board and have students match them to the words: *serious: focused and not joking; paintbrush: a tool used for painting; guess: to answer without being sure; heart: the organ that pumps blood in the body.*
- Explain that today's story is about a fun day at school in which the children can dress up as different people.

Presentation

- Explain that in this lesson, students are going to read and listen to a story. Explain that some of the grammar, vocabulary and pronunciation from Unit 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 105.
- On one side of the board, write *This is used to…* Then, on the other side, write *listen to people's hearts*. Remind students that this is the passive (*is/are* + past participle). Encourage students to look through the story quickly and find more examples of the passive.

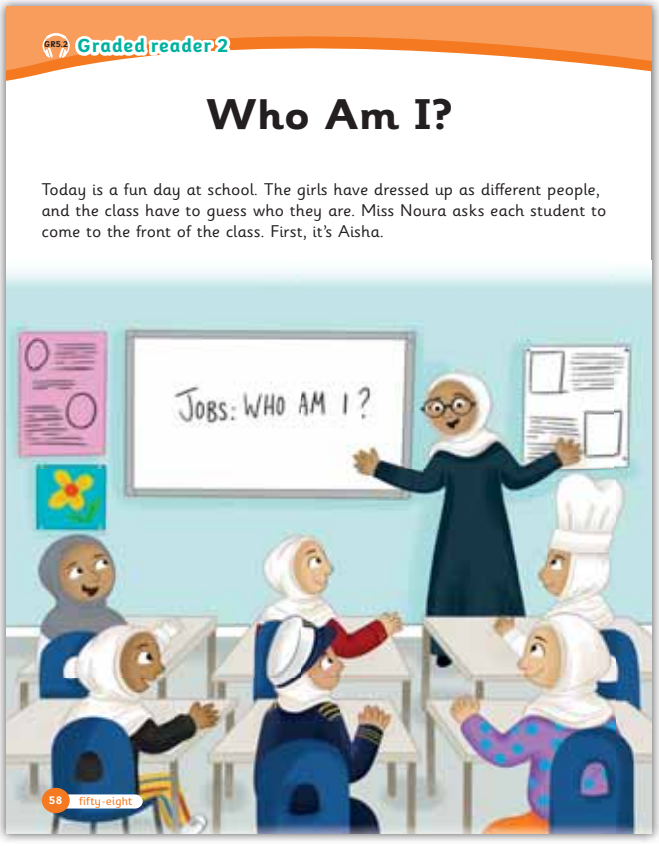
Before you read

1 Read the title of the story and look at the pictures on page 58. Answer the questions.

- Before students read, ask them to turn to page 105 in their Class Books. Read the questions aloud.
- Tell students to refer to page 58 while doing the activity. Students read the title of the story, look at the picture and answer the questions.
- Use the Lollipop stick technique (see page 15) to choose students to answer.

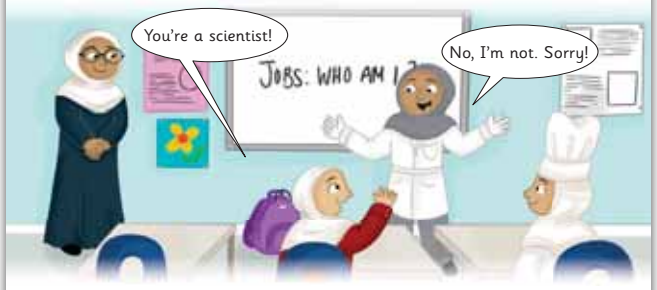
Listen and read

Class Book



Graded reader 2 5

Aisha's wearing a plain white jacket with a white belt and white gloves. Her jacket is too big, but she looks formal and serious. 'Who am I?' she asks the class.



Aisha takes something out of her bag. 'This is used to listen to people's hearts,' she says.



Graded reader 2 5

Next, Samira comes to the front of the class. She's wearing a spotted sweatshirt and baggy trousers. 'Who am I?' she asks.



Samira picks up a paintbrush and says, 'This is used to paint beautiful pictures.'



GRS.2 Graded reader 2

Next, it's Muna. She's wearing a comfortable top, colourful leggings and white trainers. She jumps up and down in front of the class. 'Who am I?' Muna asks.



Muna picks something up and holds it above her head. 'This is used to hit yellow balls,' she says.



Unit 5, Graded reader 2

Who Am I?

1 Before you read **Read the title of the story and look at the pictures on page 58. Answer the questions.**

1 How many girls can you see? six

2 Why are the girls wearing different clothes? Because it's a fun day at school and they're playing a game.

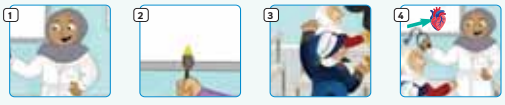
2 GRS.2 **Listen and read.**

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

2) **Read the story again. Circle the person that Aisha is dressed as.**

a chef | a tennis player | a doctor | a scientist | an artist | trousers

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



s e r i o u s p a i ntbr u sh g u e ss h e a rt

3 After you read

1) **Choose the correct words to complete the sentences.**

1 Aisha is wearing a plain jacket, a white belt and white gloves.
2 Muna is wearing a comfortable top, colourful leggings and white trainers.
3 Samira is an artist and she works at home.

2) Over to you! **Look again at the pictures in the story. Which of the jobs would you like to do? Why? Write your ideas.**

_____

_____

_____

_____

_____

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

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 answer to question 2 on page 105 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 person that Aisha is dressed as.

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

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

- Students refer back to the story on pages 58–61.
- Ask students on which pages they found the pictures.
- Students complete the words with the correct letters.
- Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Ask students to look through the story quickly to find out what Muna is wearing and elicit *a comfortable top*.
- Write on the board the word *comfortable* and check students can say the word with the correct pronunciation ('kʌmfətəbəl), paying particular attention to the suffix *-able*.
- Ask students to say other words that end in *-able* and elicit the words *suitable*, *washable*. Encourage them to say the words correctly.

Finishing the lesson

- Write the new vocabulary words on the board: *serious*, *paintbrush*, *guess*, *heart*. Elicit their meanings again if necessary.
- Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

Lesson 2, option B

Starting the lesson

- Place students in pairs. Have them tell each other what they can remember about the story *Who Am I?*
- Ask pairs to share what they can remember with the class.

Presentation

- Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 105.

Before you read

- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Aisha comes to the front of the class first. (True.) She's wearing a patterned jacket with a black belt and black gloves. (False, it's a plain white jacket with a white belt and white gloves.) Aisha is a scientist. (False, she is a doctor.) Muna is wearing a comfortable top, colourful leggings and white trainers. (True.)*, etc.

Listen and read

- GR5.2 Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Why does Aisha look formal and serious? (She is a doctor.) Which sport does Muna play? (Tennis.) Who is wearing a spotted sweatshirt and baggy trousers? (Samira.) Why does she pick up a paintbrush? (She's an artist.)*, etc.

3 After you read

1) Choose the correct words to complete the sentences.

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

2) Over to you! Look again at the pictures in the story. Which of the jobs would you like to do? Why? Write your ideas.

- Students work in pairs to discuss the questions.
- Students write their answers.
- Monitor students, helping 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.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to 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 to say which job from the story they would like to dress as. Ask *Are there any other jobs you could dress as?* Praise all good answers.

Extra activity **Photocopiable R10**

- Ask students to do photocopiable R10.

6 Adventures

Unit objectives

To talk about accessories, outdoor equipment, injuries and accidents

Language

Vocabulary	**Outdoor equipment** *bandage, penknife, compass, first-aid kit, camping stove, shelter, rope, matches, sleeping mat, plaster, rucksack, blanket* **Injuries** *break your arm, cut your finger, burn your hand, hurt your ankle, keep warm, keep cool, have a pain, take medicine, fall over, have an accident, call an ambulance, lie down*
Grammar	**Indefinite pronouns**: *some-, every-, no-, any-* **Modals of obligation**: *should/shouldn't; must/mustn't; need to/don't need to/doesn't need to*
Functions	*Asking about injuries and illnesses: Are you feeling better now?*
Pronunciation	Weak forms of auxiliary verbs in questions *(have/are)*

Learning outcomes

Listening	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Identify the main idea of a text; Listen and identify the overall meaning of simple texts on familiar and concrete topics; Listen and identify specific information in simple texts on familiar and concrete topics; Understand people if they speak very slowly and clearly about simple everyday topics; Understand simple questions and instructions addressed carefully and slowly; Understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words; Listen and identify the topic of a text; Identify the participants and their role; Listen and identify the setting of a text; Listen and detect a story sequence; Listen and respond appropriately to peers and adults
Speaking	Ask how people are; Articulate sounds in connected speech; Produce basic information patterns; Talk about self, family, immediate environment or issues of interest; Express opinions; Ask and answer questions about everyday matters; Make a rehearsed oral presentation about a familiar topic; Produce connected speech using correct stress, intonation and rhythm; Speak coherently in short exchanges using familiar phrases and expressions; Use a range of basic language structures when speaking; Express own ideas; Participate in simple interactions on familiar and concrete topics; Ask how people are and react to news; Act out a short dialogue; Describe a sequence of events; Retell a story based on visual input; Read aloud a short simple story
Reading	Read familiar material with correct intonation and pronunciation; Answer factual or inferential questions; Deduce meaning of unfamiliar words using context; Scan text for specific information; Identify the main idea of a reading text; Read texts on familiar and concrete topics; Read and identify the overall meaning of simple texts on familiar and concrete topics; Read and understand some details in short texts on familiar and concrete topics; Read and identify the main points of simple texts on familiar and concrete topics; Can very slowly read very short, simple texts by understanding familiar names, words and basic phrases; Find basic information in posters, adverts or catalogues; Generate referential questions about reading text; Retell or summarize reading text; Make inferences about reading text; Recognise pronoun referents; Make predictions about reading text; Develop awareness of semantic fields; Recognise the effect of word spacing and punctuation texts when reading; Follow sequence of events in short story; Understand information about people (place of residence, age, etc.) in a text if there is visual support; Distinguish fact from opinion
Writing	Copy words or short texts accurately; Write sentences using correct spacing, capitalisation and punctuation (full stop, comma, question mark, exclamation mark, apostrophe) correctly; Spell frequently used words correctly; Construct sentences following a model; Produce a text in imitation of a model; Complete a sentence by supplying the missing words; Write answers to questions about reading material; Write short, simple texts on familiar topics; Plan and develop ideas before writing; Revise, edit and rewrite own work; Write sentences using correct spacing, capitalisation and punctuation; Apply spelling rules and conventions when writing; Use basic language structures in writing; Use phonological awareness and blending strategies to write new words

Cognitive skills	Act out the roles of various characters in games and drama; Actively participate in investigative, exploratory and open-ended tasks; Understand group talk; Take part in tasks by interacting with others and stays on task; Communicate one's own knowledge of a topic; Ask others questions about a topic; Keep to the instructions to complete the task; Find information; Ask for and give information; Offer help; Share a sense of humour with peers and adults; Think of playful names for people and things; 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; 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. 1–11)

Mathematical, science, technological competences: learn about outdoor adventures (L. 1, 2, 4, 5, 6)

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

Social and civic competences: learn how to ask about injuries and illnesses (L. 1)

Cultural awareness and expression: learn to be creative (L. 2, 5 and 6); raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–11); use previous knowledge (L. 1–11); follow instructions (L. 1–11); personalisation of language learnt (L. 5, 6 and 7)

Initiative and entrepreneurship: choose a topic for the project (L. 5)

Future skills

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2 and 5); Defining and describing (L. 1–11); Finding information (L. 1–11); Planning (L. 3 and 5); Reflecting on learning (L. 1–11)
Creativity	Making a list of interesting activities for a Scout group (L. 6)
Communication	Talking about outdoor equipment and injuries (L. 1, 3 and 4); Talking about injuries and illnesses (L. 6); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 6); Dialogue (L. 7)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book p. 78; Activity Book p. 53
- Unit 6 Grammar practice: Activity Book p. 60
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, CLIL, Communication game, Reading differentiation, Listening differentiation, Culture, English in action, Review self-assessment, Graded reader 1 and 2, Team Talk
- Unit 6 Practice
- End-of-semester Practice
- End-of-year Practice

External exams

Class Book	**Activity Book**
A2 Key for Schools Reading and Writing Part 2	A2 Key for Schools Listening Part 3
A2 Flyers Speaking Part 3	A2 Key for Schools Reading and Writing Part 3

Vocabulary

Lesson 1, parts 1 and 2

Objectives

- **Lesson aims:** to talk about outdoor equipment
- **Target language:** *bandage, penknife, compass, first-aid kit, camping stove, shelter, rope, matches, sleeping mat, plaster, rucksack, blanket*

Materials

- Unit 6 flashcards (*bandage, penknife, compass, first-aid kit, camping stove, shelter, rope, matches, sleeping mat, plaster, rucksack, blanket*)
- Unit 8 poster: *Outdoor equipment*
- strips of paper
- stopwatch
- photocopiable 31

Global Scale of English (GSE)

- **Reading:** Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can express their opinions on familiar topics, using simple language (GSE 41).
- **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).
- **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)
- Peer learning: pairwork; groupwork
- Independent Learning: Summative and thought-provoking questions technique (see page 16)

Lesson 1, part 1

Starting the lesson

- On strips of paper, write the vocabulary words from the previous unit incorrectly.
- Divide the class into small groups and give each group a bundle. Students go through each strip, find the word and write it correctly in their notebooks in two minutes.
- The first group to write all words correctly wins.

Presentation

- Explain that in this lesson students will learn about outdoor equipment.
- Have students tell you what they think they will learn in this unit. Direct students to the unit objectives at the bottom of the page and have them read it.
- Ask students how they think this unit will help them with their English.
- Place the Unit 6 flashcards (Outdoor equipment) or poster on the board. Refer to *How to work with posters* (see page 18). Point to each item and say the word. Students repeat after you.
- Ask students which part of the unit they think will be the most interesting.

Practice

Class Book


6 Adventures

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

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

Sultan loves going on trips and being outdoors. He has a question for you. What do you think?

WOW! Question

Sultan 3 minutes ago
How can we keep safe outdoors?

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

62 sixty-two

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

- Ask students to look at the Wow! Magazine Welcome page on page 62. Ask which of the outdoor activities and equipment they know. (The photos show the following activities and equipment: *a tent, ride a bike, helmet, climb a mountain, suncream, a backpack, a map, hike, campfire, camp, torch, pan, boil water, sleeping bag*).
- Use the Lollipop stick technique (see page 15) to have a student read the sidebar content.

- Place students in pairs and have them discuss the WOW! question for two minutes. Students share their ideas with the class.

Answer key wear the right gear (e.g. helmets or sturdy shoes) for the activity you're doing; make sure to warm up before you start; take breaks when you need to; stay in areas that are safe and meant for the activity (e.g. trails or parks) and follow any rules; bring plenty of water and snacks to keep your energy up; if the weather changes, stop and find shelter; always stay with a group or an adult and keep an eye on each other; be careful with wild animals


Lesson 1, part 1

Vocabulary 6

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

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

bandage 9 penknife 8 compass 1 first-aid kit 6 camping stove 3 shelter 12
rope 4 matches 5 sleeping mat 7 plaster 10 rucksack 2 blanket 11

sixty-three 63

2 6.1 Look and match. Then listen, check and repeat.

- Say all the words in the pictures at random for students to point to. Use the Lollipop stick technique (see page 15) to have a student describe or say something about the pictures.
- Have students match the words in the box with the pictures.
- Play the audio.
- Students listen, check and repeat.
- Explain the difference between *tent* and *shelter*. Explain that a tent is a portable structure made of fabric and supported by poles that is usually used for camping. It's easy to set up and take down. A shelter is a broader term that refers to any structure built for protection (it can include both natural or man-made materials).

- **Extension** Ask students to close their Class Books. Define a word for students to guess.

6.1

1 compass **2** rucksack **3** camping stove **4** rope
5 matches **6** first-aid kit **7** sleeping mat
8 penknife **9** bandage **10** plaster **11** blanket
12 shelter

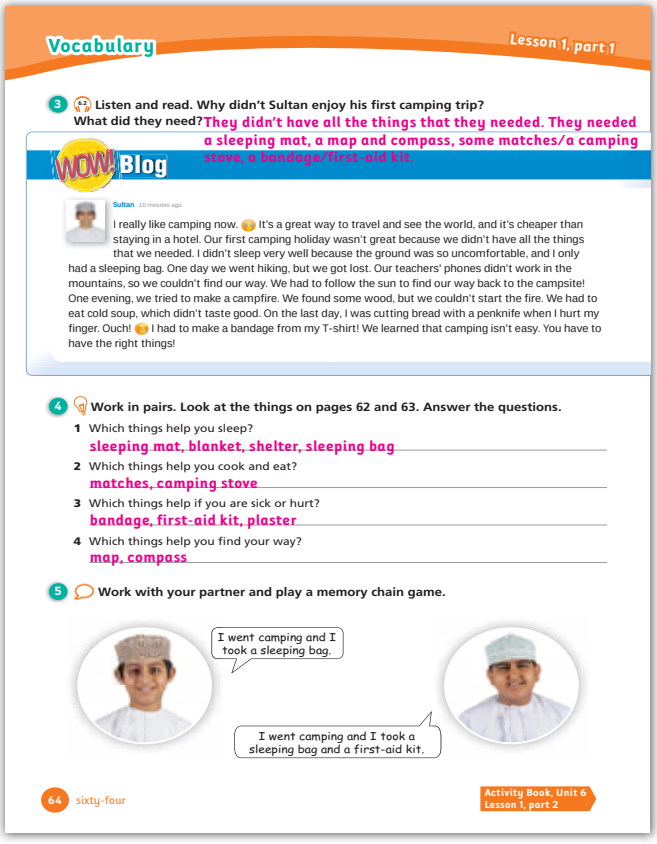
Diversity

Support

- Read the words out loud for students to repeat. Tell students to write as many words as they remember. Students then read their words to their partner. Read them again. Ask students to write a few more words and say them to their partners. Continue until students have all the words.

Challenge

- Students write definitions for six of the new words. In pairs, they read their definitions to guess the words. Place their work in their portfolios (see page 16).


Vocabulary Lesson 1, part 1

3 Listen and read. Why didn't Sultan enjoy his first camping trip?
What did they need? They didn't have all the things that they needed. They needed a sleeping mat, a map and compass, some matches/a camping stove, a bandage/first-aid kit.

WOW! Blog

Sultan 10 minutes ago

I really like camping now. It's a great way to travel and see the world, and it's cheaper than staying in a hotel. Our first camping holiday wasn't great because we didn't have all the things that we needed. I didn't sleep very well because the ground was so uncomfortable, and I only had a sleeping bag. One day we went hiking, but we got lost. Our teachers' phones didn't work in the mountains, so we couldn't find our way. We had to follow the sun to find our way back to the campsite! One evening, we tried to make a campfire. We found some wood, but we couldn't start the fire. We had to eat cold soup, which didn't taste good. On the last day, I was cutting bread with a penknife when I hurt my finger. Ouch! I had to make a bandage from my T-shirt! We learned that camping isn't easy. You have to have the right things!

4 Work in pairs. Look at the things on pages 62 and 63. Answer the questions.

1 Which things help you sleep?
sleeping mat, blanket, shelter, sleeping bag
2 Which things help you cook and eat?
matches, camping stove
3 Which things help if you are sick or hurt?
bandage, first-aid kit, plaster
4 Which things help you find your way?
map, compass

5 Work with your partner and play a memory chain game.

I went camping and I took a sleeping bag.
I went camping and I took a sleeping bag and a first-aid kit.

64 sixty-four
Activity Book, Unit 6 Lesson 1, part 2

3 6.2 Listen and read. Why didn't Sultan enjoy his first camping trip? What did they need?

- Play the audio and have students read along in their Class Books. Have them write the answers in their notebooks.
- Students find the answers and check with partners.

- **Extension** Students imagine they were on the camping trip with Sultan. They say two things they didn't enjoy.

6.2

WOW! Blog

Sultan: I really like camping now. It's a great way to travel and see the world, and it's cheaper than staying in a hotel. Our first camping holiday wasn't great because we didn't have all the things that we needed. I didn't sleep very well because the ground was so uncomfortable, and I only had a sleeping bag. One day we went hiking, but we got lost. Our teachers' phones didn't work in the mountains, so we couldn't find our way. We had to follow the sun to find our way back to the campsite! One evening, we tried to make a campfire. We found some wood, but we couldn't start the fire. We had to eat cold soup, which didn't taste good. On the last day, I was cutting bread with a penknife when I hurt my finger. Ouch! I had to make a bandage from my T-shirt! We learned that camping isn't easy. You have to have the right things!

4 Work in pairs. Look at the things on pages 62 and 63. Answer the questions.

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

5 Work with your partner and play a memory chain game.

- Explain how to play the game: one person starts by saying a short sentence (as in the example). The next person repeats that sentence and adds their own, and so on. Each player has to remember and say all the sentences in the correct order and then add a new one. If someone forgets a sentence, they lose. Explain that they cannot repeat any of the items.
- Place students in pairs.
- Give students two minutes to do the activity.
- **Extension** Play the game with the whole class or in two teams.

Finishing the lesson

- Place students in small groups.
- Students make a list of things to take on a camping trip. They also write five things they will do on the trip and where they are going. Groups present their work to the class.

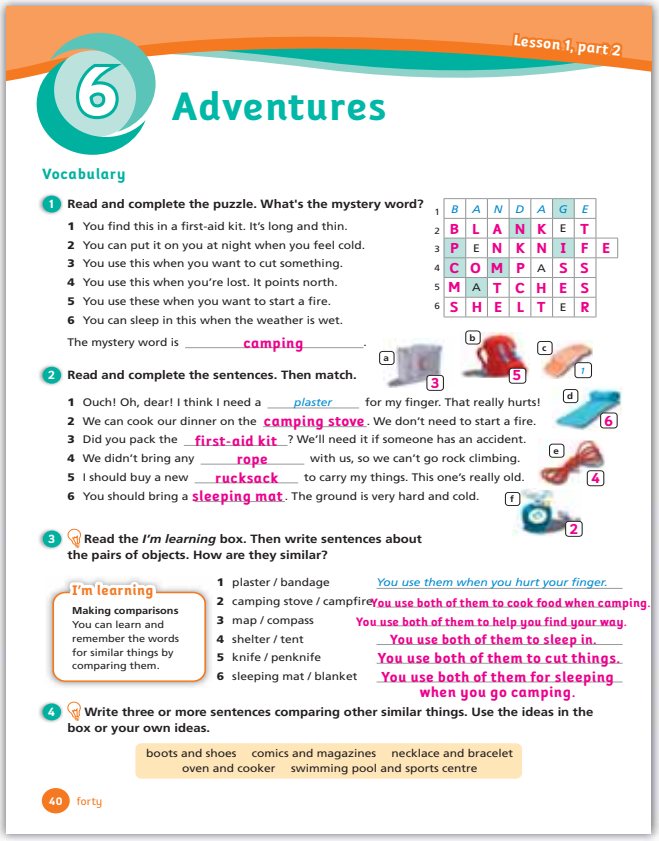
Lesson 1, part 2

Starting the lesson

- Place students in groups of four.
- Ask them to write four reasons why outdoor activities are good for us.
- Make sure each group member is contributing.
- Groups present their ideas to the class.

Practice

Activity Book


Lesson 1, part 2

6 Adventures

Vocabulary

1 Read and complete the puzzle. What's the mystery word?

1 You find this in a first-aid kit. It's long and thin.
2 You can put it on you at night when you feel cold.
3 You use this when you want to cut something.
4 You use this when you're lost. It points north.
5 You use these when you want to start a fire.
6 You can sleep in this when the weather is wet.

The mystery word is camping.

1	B	A	N	D	A	G	E
2	B	L	A	N	K	E	T
3	P	E	N	K	N	I	F	E
4	C	O	M	P	A	S	S
5	M	A	T	C	H	E	S
6	S	H	E	L	T	E	R

2 Read and complete the sentences. Then match.

1 Ouch! Oh, dear! I think I need a plaster for my finger. That really hurts!
2 We can cook our dinner on the camping stove. We don't need to start a fire.
3 Did you pack the first-aid kit? We'll need it if someone has an accident.
4 We didn't bring any rope with us, so we can't go rock climbing.
5 I should buy a new rucksack to carry my things. This one's really old.
6 You should bring a sleeping mat. The ground is very hard and cold.

3 Read the *I'm learning* box. Then write sentences about the pairs of objects. How are they similar?

I'm learning
Making comparisons
You can learn and remember the words for similar things by comparing them.

1 plaster / bandage — You use them when you hurt your finger.
2 camping stove / campfire — You use both of them to cook food when camping.
3 map / compass — You use both of them to help you find your way.
4 shelter / tent — You use both of them to sleep in.
5 knife / penknife — You use both of them to cut things.
6 sleeping mat / blanket — You use both of them for sleeping when you go camping.

4 Write three or more sentences comparing other similar things. Use the ideas in the box or your own ideas.

boots and shoes · comics and magazines · necklace and bracelet · oven and cooker · swimming pool and sports centre

40 forty

1 Read and complete the puzzle. What's the mystery word?

- Elicit outdoor adventure words and write them on the board.
- Use the Unit 6 flashcards (Outdoor equipment) or poster to help if necessary.
- Students complete the activity individually. Then explain that the mystery word is an anagram of the highlighted letters in the puzzle.
- Use the Lollipop stick technique (see page 15) to check answers.

2 Read and complete the sentences. Then match.

- Have a student say what they see in the pictures.
- Students complete the activity individually.
- Check answers as a class.

3 Read the *I'm learning* box. Then write sentences about the pairs of objects. How are they similar?

- Ask a student to read the *I'm learning* box aloud. Explain to students that by noticing similarities, it becomes easier to remember each word because your brain creates connections between them. Model the first item for students by saying *You use them when you hurt your finger.*
- Students work in pairs to complete the activity.
- Check answers as a class.

4 Write three or more sentences comparing other similar things. Use the ideas in the box or your own ideas.

- Students complete the activity individually in their notebooks.
- Monitor students, helping where necessary.
- Place students in pairs and have them read their sentences to each other.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how this lesson has helped them improve their English.

Extra activity **Photocopiable 31**

- Ask students to do photocopiable 31.

Lesson 2, parts 1 and 2

Objectives

- **Lesson aims:** to read and understand a dialogue about an outdoor adventure
- **Target language:** *Poor you! How embarrassing! What an adventure!*

Materials

- notebooks
- photocopiable T7

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can describe past events or experiences using simple descriptive language to add interest (GSE 47).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).

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); Stop/Go technique (see page 15)

Peer learning: pairwork; groupwork

Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

Lesson 2, part 1

Starting the lesson

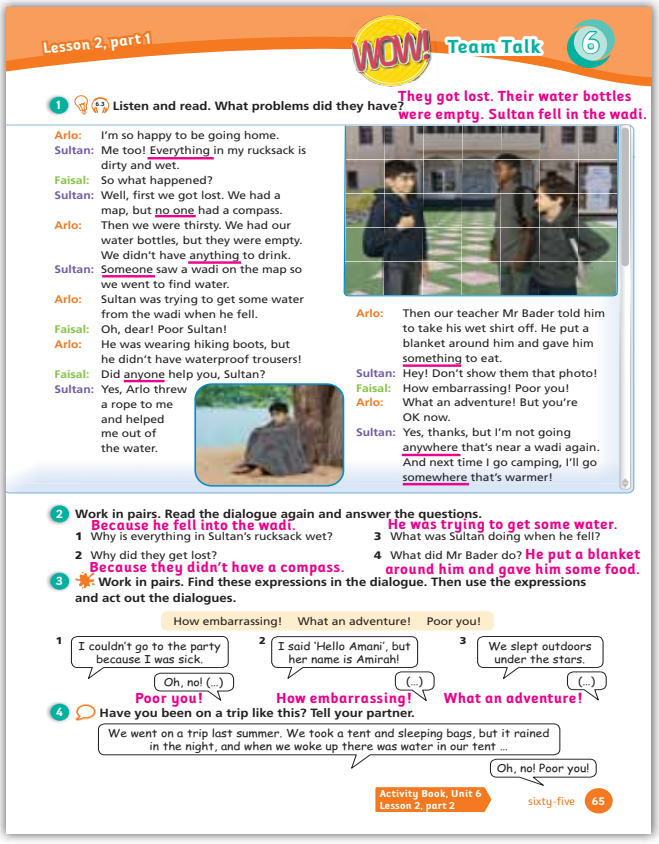
- Play *Parachute* (see page 21) with the new vocabulary words.

Presentation

- Explain that in this lesson students will read a dialogue about a trip that went very wrong.
- Write *Poor you! How embarrassing! What an adventure!* on the board.
- Ask students if they use these expressions and, if so, when.

Practice

Class Book


Lesson 2, part 1

WOW! Team Talk 6

1 Listen and read. What problems did they have?

They got lost. Their water bottles were empty. Sultan fell in the wadi.

Arlo: I'm so happy to be going home.
Sultan: Me too! Everything in my rucksack is dirty and wet.
Faisal: So what happened?
Sultan: Well, first we got lost. We had a map, but no one had a compass.
Arlo: Then we were thirsty. We had our water bottles, but they were empty. We didn't have anything to drink.
Sultan: Someone saw a wadi on the map so we went to find water.
Arlo: Sultan was trying to get some water from the wadi when he fell.
Faisal: Oh, dear! Poor Sultan!
Arlo: He was wearing hiking boots, but he didn't have waterproof trousers!
Faisal: Did anyone help you, Sultan?
Sultan: Yes, Arlo threw a rope to me and helped me out of the water.

Arlo: Then our teacher Mr Bader told him to take his wet shirt off. He put a blanket around him and gave him something to eat.
Sultan: Hey! Don't show them that photo!
Faisal: How embarrassing! Poor you!
Arlo: What an adventure! But you're OK now.
Sultan: Yes, thanks, but I'm not going anywhere that's near a wadi again. And next time I go camping, I'll go somewhere that's warmer!

2 Work in pairs. Read the dialogue again and answer the questions.
1 Why is everything in Sultan's rucksack wet? Because he fell into the wadi.
2 Why did they get lost? Because they didn't have a compass.
3 What was Sultan doing when he fell? He was trying to get some water.
4 What did Mr Bader do? He put a blanket around him and gave him some food.

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

How embarrassing! What an adventure! Poor you!

1 I couldn't go to the party because I was sick. Oh, no! (...) Poor you!
2 I said 'Hello Amani', but her name is Amirah! (...) How embarrassing!
3 We slept outdoors under the stars. (...) What an adventure!

4 Have you been on a trip like this? Tell your partner.

We went on a trip last summer. We took a tent and sleeping bags, but it rained in the night, and when we woke up there was water in our tent ...
Oh, no! Poor you!

Activity Book, Unit 6 Lesson 2, part 2
sixty-five 65

1 6.3 Listen and read. What problems did they have?

- Play the audio for students to read along to in their Class Books. Elicit the answer.
- Use the True/False response (see page 15) cards technique to quiz students about the text.
- **Extension** Ask students if they remember any embarrassing situation similar to Sutlan's. Ask them to tell it to the class.

6.3

Arlo: I'm so happy to be going home.
Sultan: Me too! Everything in my rucksack is dirty and wet.
Faisal: So what happened?
Sultan: Well, first, we got lost. We had a map, but no one had a compass.
Arlo: Then we were thirsty. We had our water bottles, but they were empty. We didn't have anything to drink.
Sultan: Someone saw a wadi on the map so we went to find water.
Arlo: Sultan was trying to get some water from the wadi when he fell.
Faisal: Oh, dear! Poor Sultan!
Arlo: He was wearing hiking boots, but he didn't have waterproof trousers!
Faisal: Did anyone help you, Sultan?
Sultan: Yes, Arlo threw a rope to me and helped me out of the water.
Arlo: Then our teacher Mr Bader told him to take his wet shirt off. He put a blanket around him and gave him something to eat.
Sultan: Hey! Don't show them that photo.
Faisal: How embarrassing! Poor you!
Arlo: What an adventure! But you're OK now.
Sultan: Yes, thanks, but I'm not going anywhere that's near a wadi again. And next time I go camping, I'll go somewhere that's warmer!

Diversity

Support
- To help with fluency, play part of the text with pauses for students to read along to.
- Then students read the part to their partners.

Challenge
- Students write three incorrect statements about the text in their notebooks and quiz their partners. Place their work in their portfolios (see page 16).

2 Work in pairs. Read the dialogue again and answer the questions.
- Have students say what the dialogue is about.
- Using the Stop/Go technique (see page 15), ask students if they have understood the text enough to continue with this activity.
- Students complete the activity individually.
- **Extension** Students make three questions about the text to ask their partners.

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.
- Ask students to raise their hands when they have found all the expressions. Choose random students to read the exchanges the expressions are in.
- Use the Lollipop stick technique (see page 15) to have pairs come to the front and act out their sentences.
- **Extension** Have students write three small exchanges with the new expressions.

4 Have you been on a trip like this? Tell your partner.
- Use the Lollipop stick technique (see page 15) to have students share their ideas with the class.

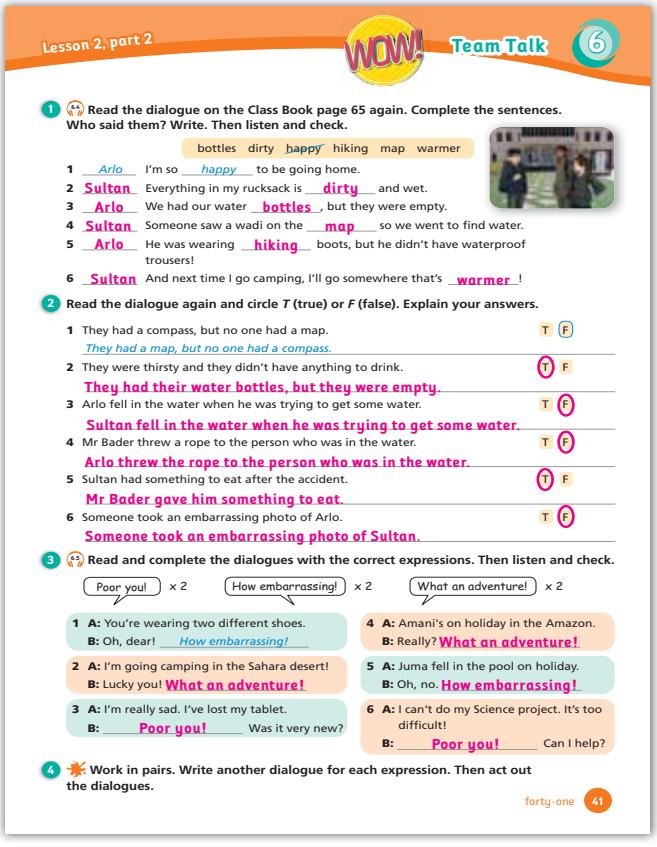
Finishing the lesson
- Place students in small groups and have them write a similar text about a camping trip that went very wrong. Encourage groups to be as imaginative as possible. Groups present their work to the class.

Lesson 2, part 2

Starting the lesson
- Play *Pass the ball* (see page 20) with the Unit 6 vocabulary.

Practice

Activity Book



Lesson 2, part 2 — WOW! — Team Talk 6

1 Read the dialogue on the Class Book page 65 again. Complete the sentences. Who said them? Write. Then listen and check.

bottles dirty ~~happy~~ hiking map warmer

1 Arlo I'm so happy to be going home.
2 Sultan Everything in my rucksack is dirty and wet.
3 Arlo We had our water bottles, but they were empty.
4 Sultan Someone saw a wadi on the map so we went to find water.
5 Arlo He was wearing hiking boots, but he didn't have waterproof trousers!
6 Sultan And next time I go camping, I'll go somewhere that's warmer!

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

1 They had a compass, but no one had a map. T F
They had a map, but no one had a compass.
2 They were thirsty and they didn't have anything to drink. T F
They had their water bottles, but they were empty.
3 Arlo fell in the water when he was trying to get some water. T F
Sultan fell in the water when he was trying to get some water.
4 Mr Bader threw a rope to the person who was in the water. T F
Arlo threw the rope to the person who was in the water.
5 Sultan had something to eat after the accident. T F
Mr Bader gave him something to eat.
6 Someone took an embarrassing photo of Arlo. T F
Someone took an embarrassing photo of Sultan.

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

Poor you! × 2 How embarrassing! × 2 What an adventure! × 2

1 A: You're wearing two different shoes. B: Oh, dear! How embarrassing!
2 A: I'm going camping in the Sahara desert! B: Lucky you! What an adventure!
3 A: I'm really sad. I've lost my tablet. B: Poor you! Was it very new?
4 A: Amani's on holiday in the Amazon. B: Really? What an adventure!
5 A: Juma fell in the pool on holiday. B: Oh, no. How embarrassing!
6 A: I can't do my Science project. It's too difficult! B: Poor you! Can I help?

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

forty-one 41

1 6.4 **Read the dialogue on the Class Book page 65 again. Complete the sentences. Who said them? Write. Then listen and check.**

- Have students quietly read the word box and prompts before completing the activity.
- Use the Lollipop stick technique (see page 15) to check answers.

6.4

Arlo: I'm so happy to be going home.
Sultan: Me too! Everything in my rucksack is dirty and wet.
Faisal: So what happened?
Sultan: Well, first, we got lost. We had a map, but no one had a compass.
Arlo: Then we were thirsty. We had our water bottles, but they were empty. We didn't have anything to drink.
Sultan: Someone saw a wadi on the map so we went to find water.
Arlo: Sultan was trying to get some water from the wadi when he fell.
Faisal: Oh, dear! Poor Sultan!
Arlo: He was wearing hiking boots, but he didn't have waterproof trousers!
Faisal: Did anyone help you, Sultan?
Sultan: Yes, Arlo threw a rope to me and helped me out of the water.
Arlo: Then our teacher Mr Bader told him to take his wet shirt off. He put a blanket around him and gave him something to eat.
Sultan: Hey! Don't show them that photo.
Faisal: How embarrassing! Poor you!
Arlo: What an adventure! But you're OK now.
Sultan: Yes, thanks, but I'm not going anywhere that's near a wadi again. And next time I go camping, I'll go somewhere that's warmer!

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

- Place students in pairs to complete the activity.
- At this stage, students just say whether the sentences are true or false.
- Check answers as a class.
- Now ask students to explain why the sentences are true or false. Look at the first sentence as a class.
- Ask *Is the sentence true or false? (False)*. Ask the class to look at the dialogue and underline the sentence or sentences that confirm their answer *(We had a map, but no one had a compass.)*
- Have pairs write why the remaining sentences are true or false by going through the text and underlining sections to confirm their answers.
- Check explanations as a class.
- **Extension** Place students in pairs and have them write three sentences from the dialogue in their notebooks. Their partners have to say who said the sentence.

3 6.5 **Read and complete the dialogues with the correct expressions. Then listen and check.**

- Have students read the dialogues with their partners.
- Students complete the activity individually.
- Play the audio to check answers.
- Place students in different pairs. Have them practise reading the dialogues.
- Invite pairs to act out the dialogues for the class.

6.5

1 A: You're wearing two different shoes.
B: Oh, dear! How embarrassing!

2 A: I'm going camping in the Sahara desert!
B: Lucky you! What an adventure!

3 A: I'm really sad. I've lost my tablet.
B: Poor you! Was it very new?

4 A: Amani's on holiday in the Amazon.
B: Really? What an adventure!

5 A: Juma fell in the pool on holiday.
B: Oh, no. How embarrassing!

6 A: I can't do my Science project. It's too difficult!
B: Poor you! Can I help?

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

- Place students in pairs.
- Ask students to write another dialogue, using the expressions from Activity 3, in their notebooks.
- Monitor students, helping where necessary.
- Students present their work with the class.

Finishing the lesson

- Students make a list of all but two things that went wrong on the camping trip from page 65 in the Class Book.
- Place students in pairs and have them race to find the two missing things that went wrong.

Extra activity **Photocopiable T7**

- Ask students to do photocopiable T7.

Lesson 3, parts 1 and 2

Objectives

- **Lesson aims:** to learn indefinite pronouns: *some-, every-, no-, any-*
- **Target language:** *Everything was dirty. No one had a compass. They didn't have anything to drink.*

Materials

- Grammar animation
- blank cards
- strips of paper
- index cards
- photocopiables 36 and 52

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41). Can re-tell the main points of an extended story in their own words (GSE 54).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning (formative assessment)

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

Lesson 3, part 1

Starting the lesson

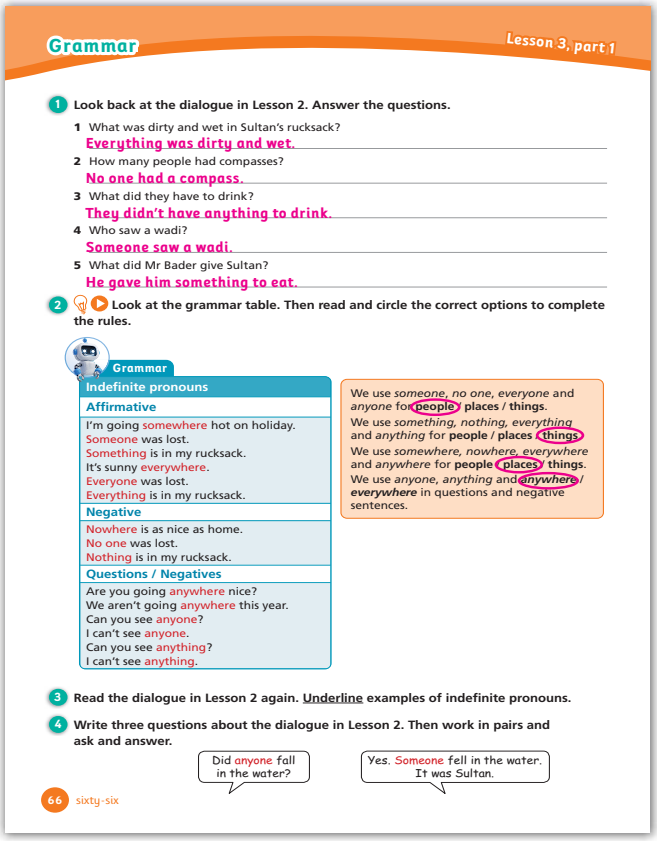
- Give students five strips of paper each. Ask students to write a definition for five words from the new vocabulary.
- Students swap papers with partners who have to guess the word.

Presentation

- Explain that in this lesson students will learn how to use indefinite pronouns.
- Write *Someone had a celebration somewhere last night. Everyone had a good time. No one made any noise. Are you going anywhere special tomorrow?* on the board.
- Point to *someone* and ask if it refers to a person, a place or a thing. Continue with the remaining indefinite pronouns.

Practice

Class Book


Grammar
Lesson 3, part 1

1 Look back at the dialogue in Lesson 2. Answer the questions.
1 What was dirty and wet in Sultan's rucksack?
Everything was dirty and wet.
2 How many people had compasses?
No one had a compass.
3 What did they have to drink?
They didn't have anything to drink.
4 Who saw a wadi?
Someone saw a wadi.
5 What did Mr Bader give Sultan?
He gave him something to eat.

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

Grammar

Indefinite pronouns

Affirmative
I'm going somewhere hot on holiday.
Someone was lost.
Something is in my rucksack.
It's sunny everywhere.
Everyone was lost.
Everything is in my rucksack.

Negative
Nowhere is as nice as home.
No one was lost.
Nothing is in my rucksack.

Questions / Negatives
Are you going anywhere nice?
We aren't going anywhere this year.
Can you see anyone?
I can't see anyone.
Can you see anything?
I can't see anything.

We use *someone, no one, everyone* and *anyone* for people / places / things.
We use *something, nothing, everything* and *anything* for people / places / things.
We use *somewhere, nowhere, everywhere* and *anywhere* for people / places / things.
We use *anyone, anything* and *anywhere* / *everywhere* in questions and negative sentences.

3 Read the dialogue in Lesson 2 again. Underline examples of indefinite pronouns.
4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.
Did anyone fall in the water?
Yes. Someone fell in the water. It was Sultan.
66 sixty-six

1 Look back at the dialogue in Lesson 2. Answer the questions.

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

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

- Play the Grammar animation.
- Have students read the grammar table. Explain that an indefinite pronoun is a word we use to talk about people, places or things without saying exactly who or what they are. Words like *someone, anything, everyone* and *no one* are all examples of indefinite pronouns. They don't refer to a specific person, thing or amount. For example, in the sentence *Someone left their backpack*, we don't know exactly who the person was—that's why we use an indefinite pronoun like *someone*.

- Ask what we use with the indefinite pronouns when referring to people *(one)*, things *(thing)*, places *(where)* and what we use to refer to nothing at all *(no)*.
- Then ask what we use in the affirmative *(some/every)* and in questions and negatives *(any)*.
- **Extension** Have students write their own sentences using three indefinite pronouns.

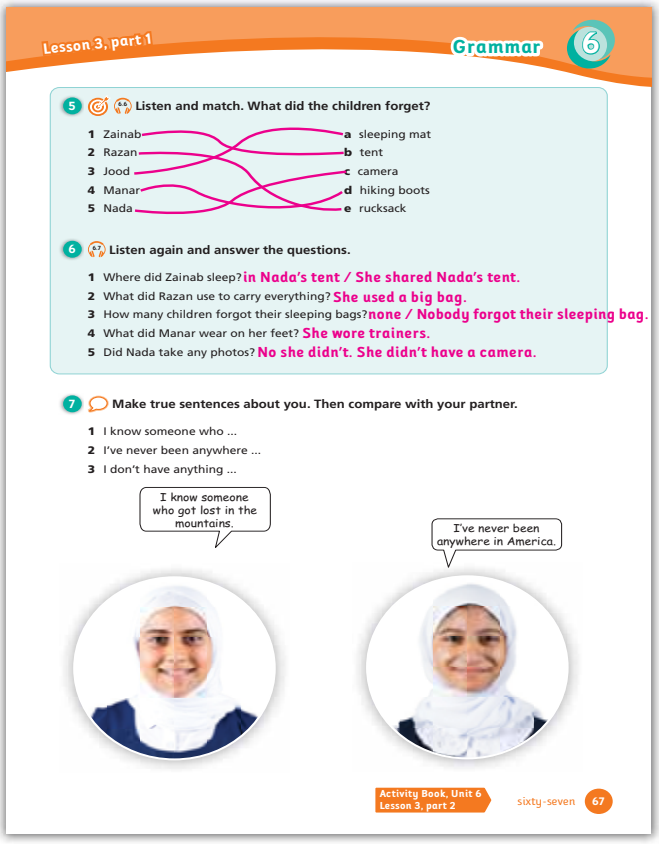
Diversity

Support
- Say sentences to which students have to find the correct indefinite pronoun. Say *I don't know who was at the door.* Elicit *Somebody*. Then say *Everybody was there. _____ was missing.* Elicit *Nobody*. Continue with more sentences.

Challenge
- Students rewrite these sentences in the negative and as questions: *Someone was on the phone. Everyone ate cake. No one complained. Everything was nice. I'm going somewhere next week.*

3 Read the dialogue in Lesson 2 again. Underline examples of indefinite pronouns.
- Have students work in pairs to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers. Write the indefinite pronouns on the board.

4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.
- Students complete the activity individually.
- Monitor students, helping where necessary.
- Place students in pairs and have them read their questions to each other.
- Tell students that they should answer the questions using relative pronouns.


Lesson 3, part 1 Grammar 6

5 Listen and match. What did the children forget?

1 Zainab — a sleeping mat
2 Razan — b tent
3 Jood — c camera
4 Manar — d hiking boots
5 Nada — e rucksack

6 Listen again and answer the questions.

1 Where did Zainab sleep? in Nada's tent / She shared Nada's tent.
2 What did Razan use to carry everything? She used a big bag.
3 How many children forgot their sleeping bags? none / Nobody forgot their sleeping bag.
4 What did Manar wear on her feet? She wore trainers.
5 Did Nada take any photos? No she didn't. She didn't have a camera.

7 Make true sentences about you. Then compare with your partner.

1 I know someone who ...
2 I've never been anywhere ...
3 I don't have anything ...

I know someone who got lost in the mountains.

I've never been anywhere in America.

Activity Book, Unit 6 Lesson 3, part 2 sixty-seven 67

5 6.6 Listen and match. What did the children forget?
- Play the audio with pauses for students to answer questions.
- Place students in pairs to compare answers.
- Check answers as a class.
- Ask students if they have ever forgotten something important. Ask *What happened? What did you do?*

6.6 & 6.7

Girl 1: How was the camping trip with the school, Nada?
Girl 2: Umm … It was good, but we didn't have everything we needed.
Girl 1: Really?
Girl 2: Well, nobody had everything they needed … so Zainab didn't have a tent, but luckily, I had a big one so she could share with me.
Girl 1: Haha! It's important to have the right things.
Girl 2: I know. Razan didn't even have a rucksack! She had a big bag with everything in it, but it was really heavy and difficult to carry everywhere.
Girl 1: Did anyone forget their sleeping bag?
Girl 2: No. Nobody forgot their sleeping bag. Everyone had one, but Jood forgot her sleeping mat, so she wasn't very comfortable.

Girl 1: What about Manar? Did she forget anything?
Girl 2: Umm. Someone forgot their hiking boots. I think it was Manar. Yes. Manar didn't take her hiking boots. She only had trainers, so her feet were uncomfortable. She wasn't very happy.
Girl 1: What about you, Nada?
Girl 2: I had everything I needed.
Girl 1: Oh, good. Can you show me your photos?
Girl 2: Oh, no! Sorry! I forgot to take my camera.

6 6.7 Listen again and answer the questions.

- Ask students to read the questions and guess their answers.
- Play the audio again.
- Use the Lollipop stick technique (see page 15) to check answers.

7 Make true sentences about you. Then compare with your partner.

- Place students in pairs.
- Have them write true sentences and then compare with a partner.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Check answers as a class.

Finishing the lesson

- Ask students how we use indefinite pronouns. Write indefinite pronouns on the board and ask students to give you example sentences.

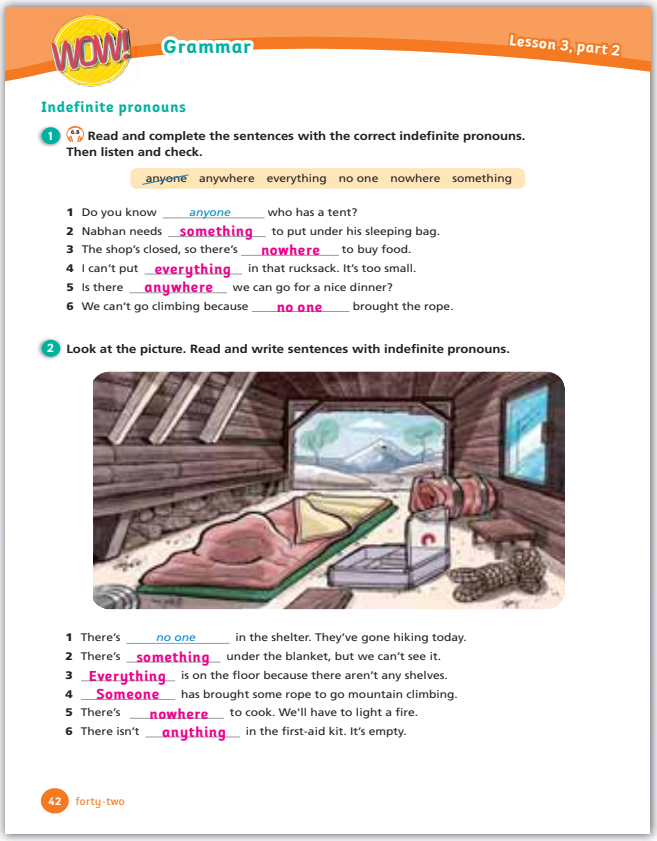
Lesson 3, part 2

Starting the lesson

- In pairs, students write eight indefinite pronouns on eight index cards.
- One student picks one up, says the pronoun and their partner says a sentence.

Practice

Activity Book



WOW! Grammar — Lesson 3, part 2

Indefinite pronouns

1 Read and complete the sentences with the correct indefinite pronouns. Then listen and check.

~~anyone~~ anywhere everything no one nowhere something

1 Do you know *anyone* who has a tent?
2 Nabhan needs **something** to put under his sleeping bag.
3 The shop's closed, so there's **nowhere** to buy food.
4 I can't put **everything** in that rucksack. It's too small.
5 Is there **anywhere** we can go for a nice dinner?
6 We can't go climbing because **no one** brought the rope.

2 Look at the picture. Read and write sentences with indefinite pronouns.

1 There's *no one* in the shelter. They've gone hiking today.
2 There's **something** under the blanket, but we can't see it.
3 **Everything** is on the floor because there aren't any shelves.
4 **Someone** has brought some rope to go mountain climbing.
5 There's **nowhere** to cook. We'll have to light a fire.
6 There isn't **anything** in the first-aid kit. It's empty.

42 forty-two

1 6.8 Read and complete the sentences with the correct indefinite pronouns. Then listen and check.

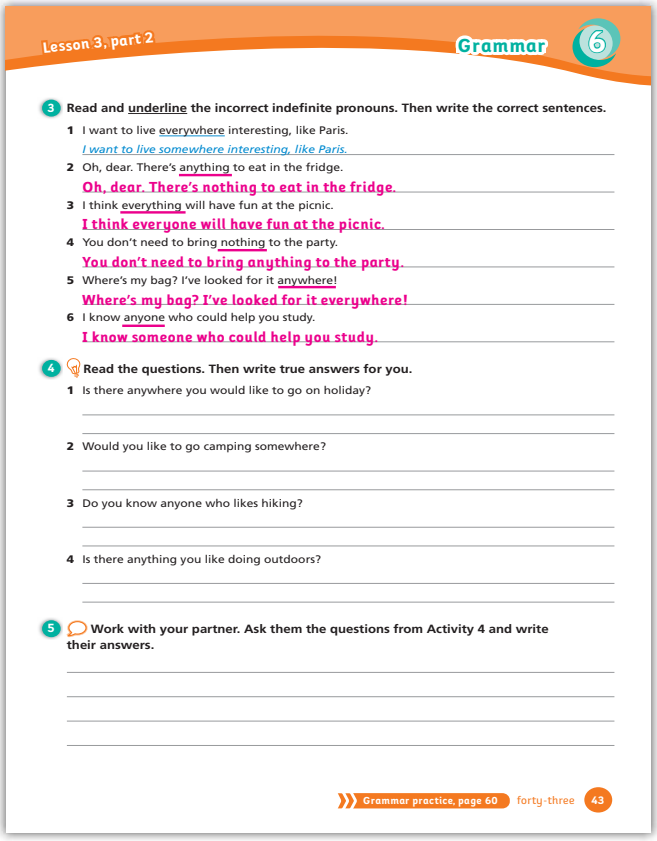
- Review the meaning of the words in the box.
- Students complete the activity individually.
- Play the audio to check answers.

6.8

1 Do you know anyone who has a tent?
2 Nabhan needs something to put under his sleeping bag.
3 The shop's closed, so there's nowhere to buy food.
4 I can't put everything in that rucksack. It's too small.
5 Is there anywhere we can go for a nice dinner?
6 We can't go climbing because no one brought the rope.

2 Look at the picture. Read and write sentences with indefinite pronouns.

- Ask students to look at the picture. Ask *What can you see? Why do you think they have some rope? Where do you think they are? What do you think is under the blanket?*
- Students complete the activity individually and compare answers with their partners.
- Check answers as a class.



Lesson 3, part 2 — Grammar 6

3 Read and underline the incorrect indefinite pronouns. Then write the correct sentences.

1 I want to live everywhere interesting, like Paris.
I want to live somewhere interesting, like Paris.
2 Oh, dear. There's anything to eat in the fridge.
Oh, dear. There's nothing to eat in the fridge.
3 I think everything will have fun at the picnic.
I think everyone will have fun at the picnic.
4 You don't need to bring nothing to the party.
You don't need to bring anything to the party.
5 Where's my bag? I've looked for it anywhere!
Where's my bag? I've looked for it everywhere!
6 I know anyone who could help you study.
I know someone who could help you study.

4 Read the questions. Then write true answers for you.

1 Is there anywhere you would like to go on holiday?
2 Would you like to go camping somewhere?
3 Do you know anyone who likes hiking?
4 Is there anything you like doing outdoors?

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

Grammar practice, page 60 — forty-three 43

3 Read and underline the incorrect indefinite pronouns. Then write the correct sentences.

- Students complete the activity individually.
- Monitor to make sure students are using full stops.
- Use the Lollipop stick technique (see page 15) to check answers.

4 Read the questions. Then write true answers for you.

- Students complete the activity individually.
- Encourage students to use their own ideas.
- Monitor students, helping where necessary.
- Check answers as a class.

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

- Place students in pairs and have them compare sentences.
- Students write each other's sentences in their notebooks.
- Refer students to the Grammar practice on page 60 of their Activity Books and do Activities 1 and 2.

Grammar practice

1 Read and complete.

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Refer to page 190 of the Teacher's Book for answers.

2 Read and circle the correct answers.

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 190 of the Teacher's Book for answers.

Word list

- Refer students to the Word list on page 62 of their Activity Books.
- Have students work in pairs or groups to add more vocabulary words that they know. Students can use a dictionary if they wish.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to have students make sentences about what they have learnt today.

Extra activity **Photocopiable 36 and 52**

- Ask students to do photocopiable 36 and 52.

Lesson 4, parts 1 and 2

Objectives

- **Lesson aims:** to read an adventure story
- **Target language:** collocations: *keep* + adjective

Materials

- notebooks

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30). Can begin and end a simple story using an appropriate fixed expression (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).

Assessment for Learning (formative assessment)

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

Lesson 4, parts 1 and 2

Starting the lesson

- Place students in pairs and have them choose a Book Club lesson from previous units. Tell them to write four false statements about the story in their notebooks.
- Students swap notebooks with other pairs and correct the statements.
- Place their work in their portfolios (see page 16).

Presentation

- Explain that in this lesson students will read an adventure story. Ask students to look at the pictures on pages 68 and 69 and say what they think the story will be about.
- **Extension** Ask students what type of adventure stories they enjoy reading.

Practice

Class Book


WOW! Book club
Lesson 4, part 1
1 Before you read Today's Book Club text is an adventure story. Look and circle the words that describe an adventure story. Then answer.
1 Adventure stories are usually at home somewhere exciting
2 The characters are usually in a safe dangerous situation.
3 Have you read any adventure stories or seen any adventure films?
2 Listen and read. Then answer the questions.
1 How did Osama know about first aid? He learned first aid at school.
2 Who stayed with Sharifa? Dad stayed with Sharifa.
An accident in the Sand
It was the last day of their sandboarding weekend. Osama, Sharifa and their dad were resting at the top of a tall sand dune.
'We should go back to the village,' said Dad. 'It's getting late.'
'Can we go down here?' asked Sharifa. The children were good at sandboarding, so he said, 'Yes, but you must be careful.'
'Wait! Help me put my helmet on,' said Osama, but Sharifa was already on her sandboard. 'You're such a baby!' she shouted.
68 sixty-eight

1 Before you read Today's Book Club text is an adventure story. Look and circle the words that describe an adventure story. Then answer.

- Students do the activity in pairs. Ask students to share their answers with the class.
- Ask students what makes an adventure story exciting.

2 6.9 Listen and read. Then answer the questions.

- Play the audio and have students read along in the Class Books.
- Elicit or explain the meaning of any unknown words.
- Students answer the questions individually.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Use the True/False response cards technique (see page 15) to quiz students on the text by making different false statements about it for students to correct.

6.9

An accident in the sand

It was the last day of their sandboarding weekend. Osama, Sharifa and their dad were resting at the top of a tall sand dune.
'We should go back to the village,' said Dad. 'It's getting late.'
'Can we go down here?' asked Sharifa. The children were good at sandboarding, so he said, 'Yes, but you must be careful.'
'Wait! Help me put my helmet on,' said Osama, but Sharifa was already on her sandboard. 'You're such a baby!' she shouted.

Osama and Dad were following Sharifa when they heard something. 'Ouch!' They found Sharifa sitting in the sand. 'I fell over,' she cried. 'I've hurt my head and I have a pain in my leg.'
'Keep still! You mustn't move,' said Osama. 'I learnt first aid at school.'
'We need to get help,' said Dad. He was looking at his phone, but it didn't work.
'Dad, you should wait here with Sharifa. She's had an accident. She needs to keep still. I'll go and get help,' said Osama.

'Dad, you should go with him,' said Sharifa. 'You don't need to stay with me.'
'No! We mustn't leave Sharifa alone,' said Osama.
'OK, Osama. Keep safe!' said Dad.

Osama went to the village. He found someone and told them about the accident.
It was getting dark when Osama and a doctor arrived in a jeep.
Soon Sharifa was back in the village. 'You've broken your leg. You need to rest,' said the doctor.
'Thank you, Osama!' said Sharifa. 'I shouldn't call you a baby.'

Diversity

Challenge

- Have students write the sentences to match the pictures in the story.

3 After you read Activity Book, page 44.

- Ask students to go to page 44 of their Activity Book.
- Refer to the Activity Book section below for more instructions.

4 Discuss in groups.

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

5 Plan and write a different ending to the story with your partner. Change the last two paragraphs.

- Have a class discussion on how else the story could end. Write ideas on the board.
- Place students in small groups. Have groups complete the activity. Explain that they can use the ideas from the board and that they only have to change the last two paragraphs.
- Ask groups to read their endings to the class.

Diversity

Support

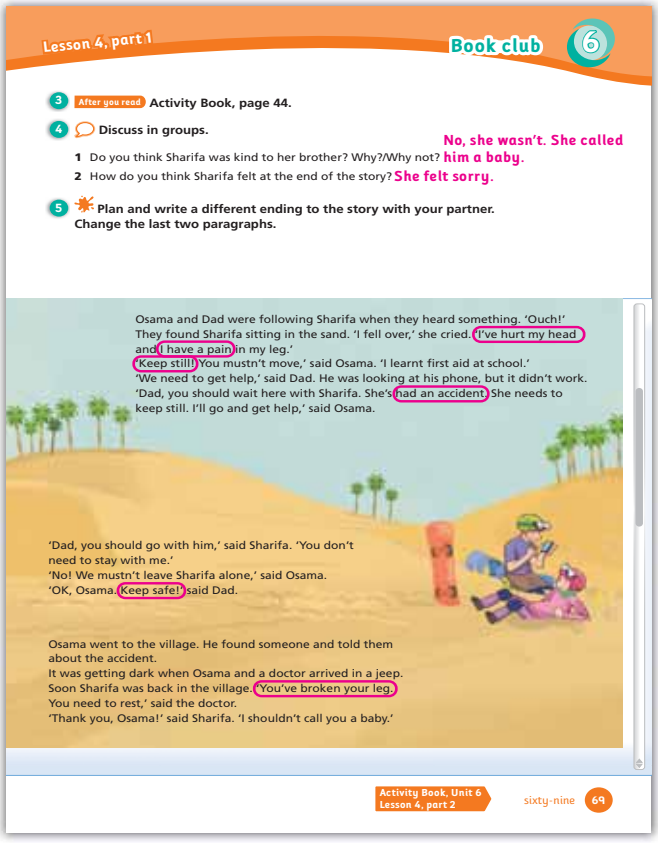
- Help students write the last two paragraphs on the board by telling them to think of these things as they write: *Where are the characters? What time of day is it? How do they feel? Is the ending happy or sad?*

Challenge

- Have students rewrite the last two paragraphs using different characters and a different setting.

Extra activity Collaborative work

- Place students in small groups. Have students adapt the story into a play and act it out to the class.


Lesson 4, part 1 Book club 6

3 After you read Activity Book, page 44.

4 Discuss in groups.

1 Do you think Sharifa was kind to her brother? Why?/Why not? No, she wasn't. She called him a baby.
2 How do you think Sharifa felt at the end of the story? She felt sorry.

5 Plan and write a different ending to the story with your partner. Change the last two paragraphs.

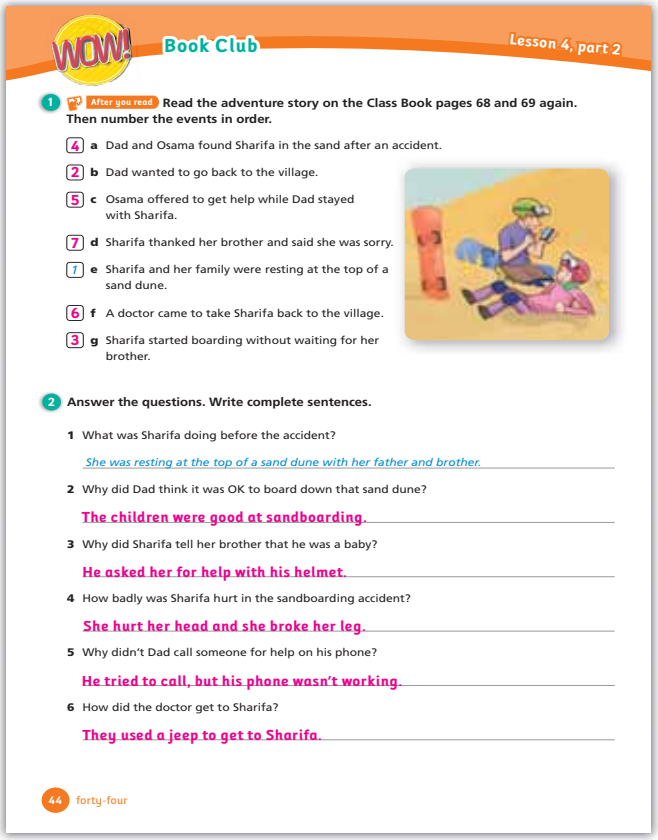
Osama and Dad were following Sharifa when they heard something. 'Ouch!' They found Sharifa sitting in the sand. 'I fell over,' she cried. 'I've hurt my head and I have a pain in my leg.'
'Keep still! You mustn't move,' said Osama. 'I learnt first aid at school.'
'We need to get help,' said Dad. He was looking at his phone, but it didn't work.
'Dad, you should wait here with Sharifa. She's had an accident. She needs to keep still. I'll go and get help,' said Osama.

'Dad, you should go with him,' said Sharifa. 'You don't need to stay with me.'
'No! We mustn't leave Sharifa alone,' said Osama.
'OK, Osama. Keep safe!' said Dad.

Osama went to the village. He found someone and told them about the accident.
It was getting dark when Osama and a doctor arrived in a jeep.
Soon Sharifa was back in the village. 'You've broken your leg. You need to rest,' said the doctor.
'Thank you, Osama!' said Sharifa. 'I shouldn't call you a baby.'

Activity Book, Unit 6 Lesson 4, part 2 sixty-nine 69

Activity Book



WOW! Book Club — Lesson 4, part 2

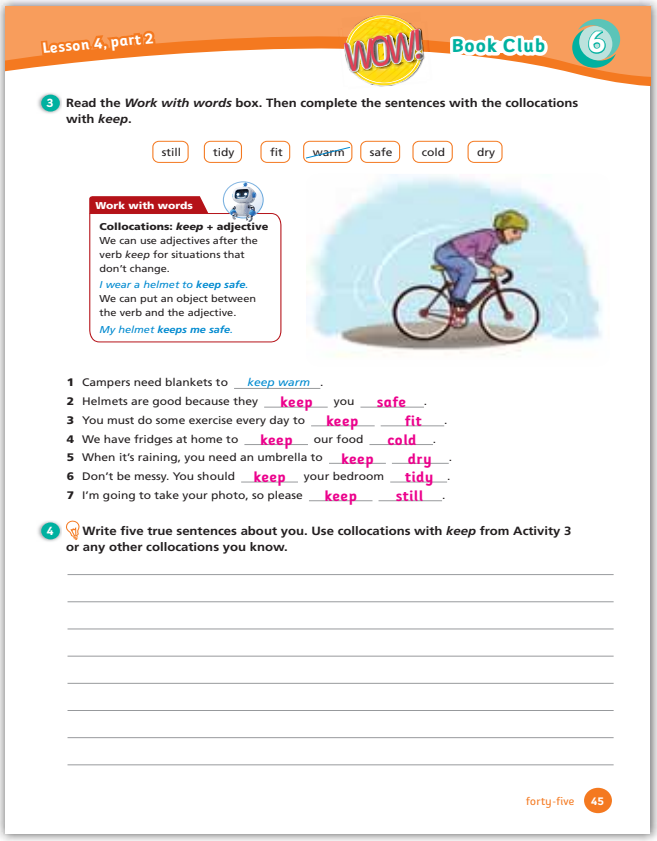
1 After you read Read the adventure story on the Class Book pages 68 and 69 again. Then number the events in order.

4 a Dad and Osama found Sharifa in the sand after an accident.
2 b Dad wanted to go back to the village.
5 c Osama offered to get help while Dad stayed with Sharifa.
7 d Sharifa thanked her brother and said she was sorry.
1 e Sharifa and her family were resting at the top of a sand dune.
6 f A doctor came to take Sharifa back to the village.
3 g Sharifa started boarding without waiting for her brother.

2 Answer the questions. Write complete sentences.

1 What was Sharifa doing before the accident?
She was resting at the top of a sand dune with her father and brother.
2 Why did Dad think it was OK to board down that sand dune?
The children were good at sandboarding.
3 Why did Sharifa tell her brother that he was a baby?
He asked her for help with his helmet.
4 How badly was Sharifa hurt in the sandboarding accident?
She hurt her head and she broke her leg.
5 Why didn't Dad call someone for help on his phone?
He tried to call, but his phone wasn't working.
6 How did the doctor get to Sharifa?
They used a jeep to get to Sharifa.

44 forty-four



Lesson 4, part 2 — WOW! Book Club 6

3 Read the *Work with words* box. Then complete the sentences with the collocations with *keep*.

still | tidy | fit | ~~warm~~ | safe | cold | dry

Work with words
Collocations: *keep* + adjective
We can use adjectives after the verb *keep* for situations that don't change.
I wear a helmet to ***keep safe****.*
We can put an object between the verb and the adjective.
My helmet ***keeps me safe****.*

1 Campers need blankets to *keep warm*.
2 Helmets are good because they keep you safe.
3 You must do some exercise every day to keep fit.
4 We have fridges at home to keep our food cold.
5 When it's raining, you need an umbrella to keep dry.
6 Don't be messy. You should keep your bedroom tidy.
7 I'm going to take your photo, so please keep still.

4 Write five true sentences about you. Use collocations with *keep* from Activity 3 or any other collocations you know.

forty-five 45

1 After you read Read the adventure story on the Class Book pages 68 and 69 again. Then number the events in order.

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

2 Answer the questions. Write complete sentences.

- Ask students if they can answer the questions without looking at the text.
- Students work individually.
- Use the Lollipop stick technique (see page 15) to check answers.

3 Read the *Work with words box*. Then complete the sentences with the collocations with *keep*.

- Ask students to read the *Work with words* box.
- Explain that we can use a verb and an adjective to make a new word. These are called collocations.
- Have students say some more examples of collocations with *keep* or tell them more examples, e.g. *keep calm, keep a secret, keep quiet, keep a promise*. Students can write the examples in their notebooks.
- Explain that we can also use *keep* in the following structure *keep* + object + adjective. Ask students if they can rewrite this sentence with an object: *I make a fire to keep warm. = I make a fire to keep me warm.*

4 Write five true sentences about you. Use collocations with *keep* from Activity 3 or any other collocations you know.

- Students work individually to complete the activity and then compare answers in pairs.
- Monitor students, helping where necessary.
- Have students read aloud their sentences to the class. Write their sentences on the board.

Finishing the lesson

- Have students talk about the lesson using the Three facts and a fib technique (see page 16).
- Using the Summative and thought-provoking questions technique (see page 16), have students reflect on the lesson and say what they found difficult.

Vocabulary and Grammar

Lesson 5, parts 1 and 2

Objectives

- **Lesson aims:** to learn words associated with injuries and illnesses; to learn how to use modals of obligation
- **Target language:** *break your arm, cut your finger, burn your hand, hurt your ankle, keep warm, keep cool, have a pain, take medicine, fall over, have an accident, call an ambulance, lie down; should/shouldn't, must/mustn't, need to/don't need to*

Materials

- Unit 6 flashcards (*break your arm, cut your finger, burn your hand, hurt your ankle, keep warm, keep cool, have a pain, take medicine, fall over, have an accident, call an ambulance, lie down*)
- dictionaries
- Grammar animation
- twenty-four strips of paper, enough for each student
- photocopiables 31, 37 and 40

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe the steps in a simple technical process, clearly signalling the sequence of actions (GSE 54).
- **Writing:** Can write simple sentences using familiar words, given prompts (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 16)

Lesson 5, part 1

Starting the lesson

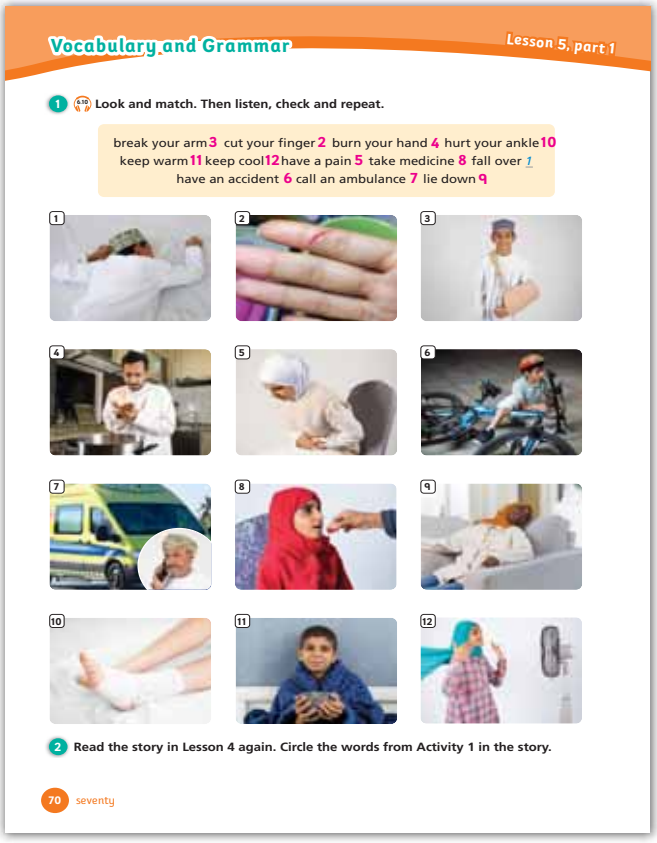
- Play a game of *Bingo!* using the new vocabulary from this and the previous units.

Presentation

- Explain that in this lesson students will learn words associated with injuries and illnesses and how to use modal verbs.
- Have students say what kind of injuries or illnesses they have had in the past.
- Place the Unit 6 flashcards (Injuries and illnesses) on the board.
- Point to each item and say the word. Students repeat after you.

Practice

Class Book


Vocabulary and Grammar
Lesson 5, part 1
1 6.10 Look and match. Then listen, check and repeat.
break your arm 3 cut your finger 2 burn your hand 4 hurt your ankle 10
keep warm 11 keep cool 12 have a pain 5 take medicine 8 fall over 1
have an accident 6 call an ambulance 7 lie down 9
2 Read the story in Lesson 4 again. Circle the words from Activity 1 in the story.
70 seventy

1 6.10 Look and match. Then listen, check and repeat.

- In pairs, one student says a word for their partner to point to and spell.
- Have students match the hobbies in the box to the pictures.
- Play the audio.
- Students listen, check and repeat.
- Upon completing the activity, have students quiz each other on new vocabulary by pointing at a picture for their partners to say what it is.
- **Extension** Write *break, cut, burn, hurt, have* and *call* on the board. Place students in small groups to write collocations associated with injuries and illnesses, e.g. *break a leg, cut your toe*, etc.

6.10

1 fall over	**7** call an ambulance
2 cut your finger	**8** take medicine
3 break your arm	**9** lie down
4 burn your hand	**10** hurt your ankle
5 have a pain	**11** keep warm
6 have an accident	**12** keep cool

Diversity

Support

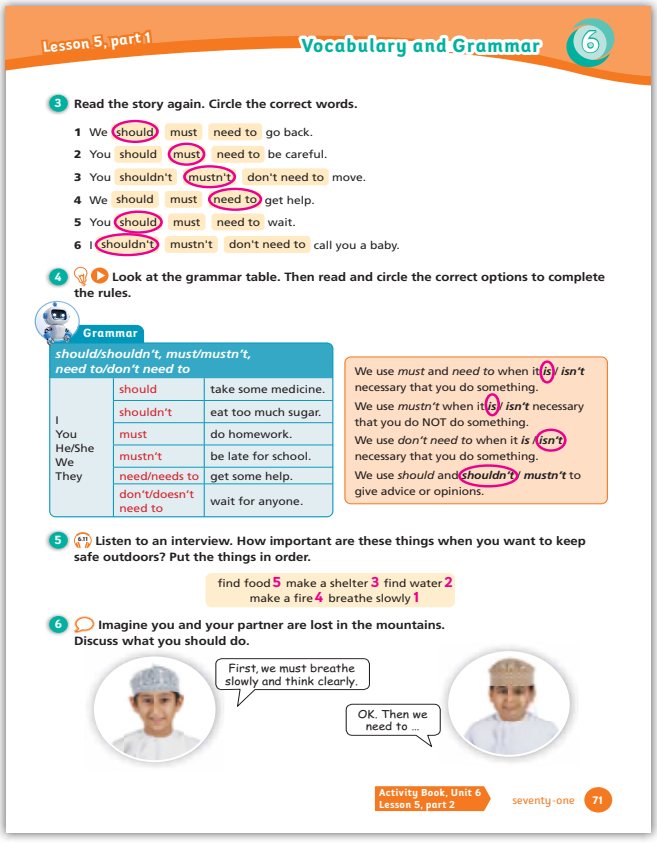
- In pairs, students write the verbs from the collocations on twelve strips, and the nouns on the other twelve strips. Students mix up the strips and then match them.

Challenge

- Have students write a short dialogue using six collocations.

2 Read the story in Lesson 4 again. Circle the words from Activity 1 in the story.

- Ask students to read the story in Lesson 4 again and circle any of the new vocabulary words.
- Students read out the sentences with the words to check answers.
- **Extension** Have students replace the words from the text with other injuries and illnesses.



Lesson 5, part 1 — Vocabulary and Grammar 6

3 Read the story again. Circle the correct words.

1 We should must need to go back.
2 You should must need to be careful.
3 You shouldn't mustn't don't need to move.
4 We should must need to get help.
5 You should must need to wait.
6 I shouldn't mustn't don't need to call you a baby.

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

Grammar

should/shouldn't, must/mustn't, need to/don't need to

I / You / He/She / We / They	should	take some medicine.
	shouldn't	eat too much sugar.
	must	do homework.
	mustn't	be late for school.
	need/needs to	get some help.
	don't/doesn't need to	wait for anyone.

We use *must* and *need to* when it is / *isn't* necessary that you do something.
We use *mustn't* when it is / *isn't* necessary that you do NOT do something.
We use *don't need to* when it *is* / *isn't* necessary that you do something.
We use *should* and *shouldn't* / *mustn't* to give advice or opinions.

5 6.11 Listen to an interview. How important are these things when you want to keep safe outdoors? Put the things in order.

find food 5 make a shelter 3 find water 2
make a fire 4 breathe slowly 1

6 Imagine you and your partner are lost in the mountains. Discuss what you should do.

First, we must breathe slowly and think clearly.
OK. Then we need to ...

Activity Book, Unit 6 Lesson 5, part 2 — seventy-one 71

3 Read the story again. Circle the correct words.

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

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

- Play the Grammar animation.
- Write *You should/shouldn't listen to the doctor.* on the board. Ask students which word is correct and why (*should – giving good advice*).
- Then write *You must listen to your teacher. You should listen to your teacher.* Explain that *must* is a strong word that shows obligation and that we use it for rules.
- Ask students to make their own sentences with *must* and *mustn't*.
- Repeat with *need to* and *don't need to*, explaining that these words aren't as strong as *must* and *mustn't*.
- Check students have understood what modals are using the Traffic light cards technique (see page 15).
- Students complete the activity individually.
- Check answers as a class.
- **Extension** Ask students to make sentences about school using different modal verbs.

5 6.11 Listen to an interview. How important are these things when you want to keep safe outdoors? Put the things in order.

- Ask students to say what kind of things they should do to keep safe outdoors using the modal verbs.
- Play the audio.
- Play the audio again and have students number the items in order.
- Use the Lollipop stick technique (see page 15) to check answers.

6.11

Woman: This week, we're talking to Scott Samson about how to keep safe outdoors. Hello, Scott.

Scott: Hi there. Did you know you can live for three weeks with nothing to eat, three days with nothing to drink and just three minutes with no air? So the first thing you need to do if you are lost outdoors is breathe slowly. It will help you think more clearly. Next, you must find clean water to drink, so find a river. Then you should follow the river because rivers often go somewhere where you can get help, like a town. You will feel really hungry, but you don't need to eat anything right now. First you must make a shelter so that you have somewhere safe to lie down. After that, you should make a fire to keep you warm. Also, someone could see the fire and come and find you. Use dry grass and wood for your fire. Finally, you need to find something to eat, but be careful! Some plants aren't safe to eat.

6 **Imagine you and your partner are lost in the mountains. Discuss what you should do.**

- Ask students to write their ideas in their notebooks first.
- Place students in pairs to complete the activity.
- Use the Lollipop stick technique (see page 15) to have students share their ideas with the class.

Finishing the lesson

- Place students in small groups and have them make a list of rules they should follow when they are hiking or camping.

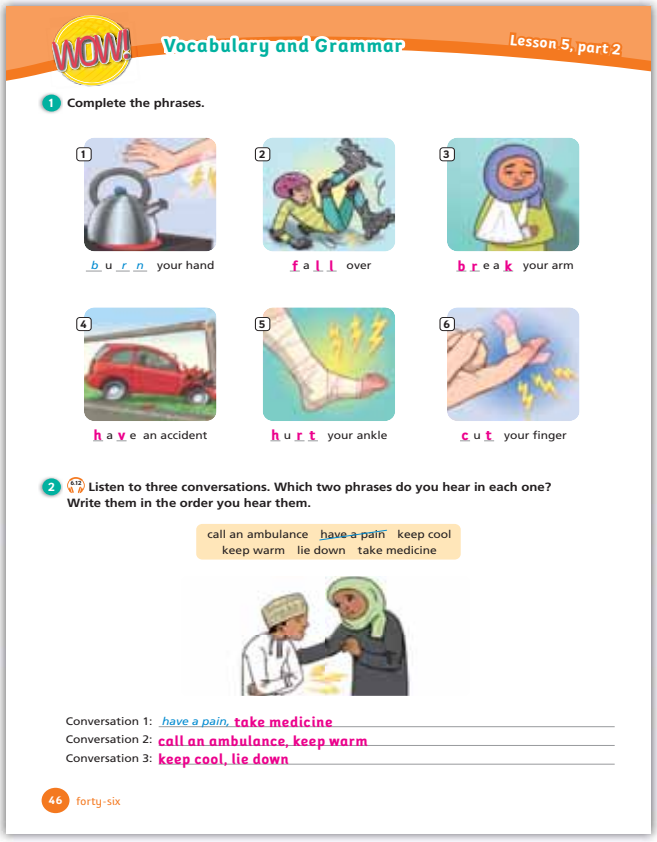
Lesson 5, part 2

Starting the lesson

- Place the Unit 6 flashcards (Injuries and illnesses) on the board. Point to each flashcard and, using the Lollipop stick technique (see page 15), choose a student to say what the injury or illness is. Ask them to give advice about each injury or illness.

Practice

Activity Book


WOW! Vocabulary and Grammar Lesson 5, part 2

1 Complete the phrases.

1 burn your hand
2 fall over
3 break your arm
4 have an accident
5 hurt your ankle
6 cut your finger

2 Listen to three conversations. Which two phrases do you hear in each one? Write them in the order you hear them.

call an ambulance ~~have a pain~~ keep cool keep warm lie down take medicine

Conversation 1: have a pain, take medicine
Conversation 2: call an ambulance, keep warm
Conversation 3: keep cool, lie down

46 forty-six

1 **Complete the phrases.**

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

2 **6.12 Listen to three conversations. Which two phrases do you hear in each one? Write them in the order you hear them.**

- Ask a student to read aloud the phrases in the box.
- Explain to students that they are going to hear three conversations and that two of the phrases in the box will appear in each one.
- Play the audio and have students work individually to write the answers. Play the audio again if necessary.
- Use the Lollipop stick technique (see page 15) to check answers.

6.12

1
Woman: Amjed, are you alright? You don't look well.
Boy: I know. And I don't feel well.
Woman: Do you have a pain anywhere?
Boy: Yes, my stomach hurts.
Woman: Oh, dear. Did you eat anything unusual?
Boy: Well … I had some cakes.
Woman: Some cakes? How many?
Boy: Five … no, six. I think … Should I take some medicine?
Woman: No, I think you'll be fine. Just go and rest.
Boy: OK. Uhhh …

2
Girl: Help! Can anyone hear me?
Boy: Oh, Samira, what happened!
Girl: I fell down the stairs. And my leg hurts … a lot!
Boy: Don't move. I'm going to call an ambulance. Now where's my phone?
Girl: Use my phone, it's in my bag.
Boy: OK. And here's my jacket. You need to keep warm.
Girl: Thanks, Hamed.

3
Boy: Wow, it's so hot today.
Girl: Are you OK? Your face is red.
Boy: I was in the sun for too long, I think.
Girl: You need to go inside and keep cool.
Boy: You're right. And I need something to drink.
Girl: Go and lie down on the sofa and I'll bring you some water.
Boy: Thanks. You're the best.
Girl: No problem.

3 **Read and complete the sentences with the correct form of *should*, *must* or *need to*.**

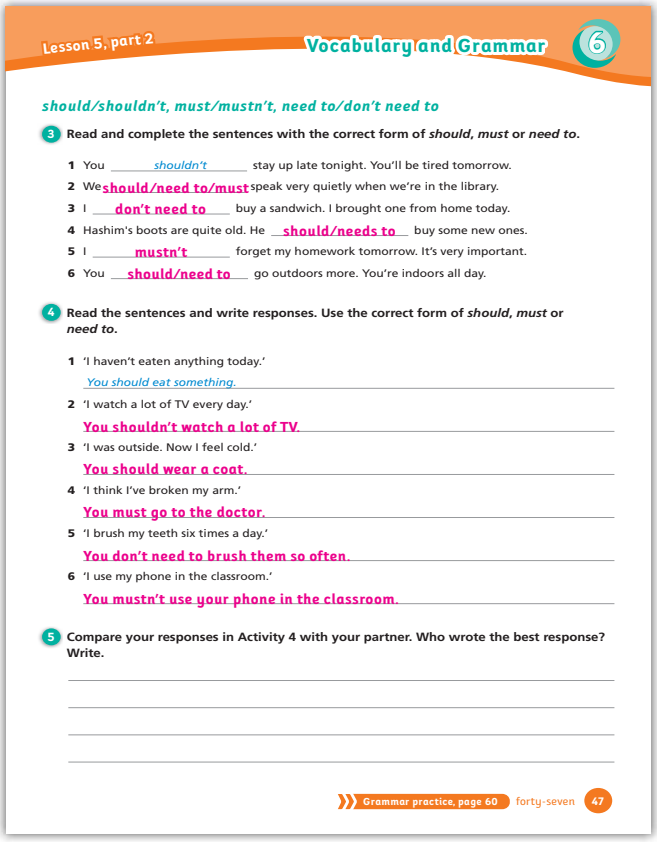
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

4 Read the sentences and write responses. Use the correct form of *should*, *must* or *need to*.

- Students complete the activity.
- Monitor students, helping where necessary.
- Invite some students to read aloud their sentences to the class.

5 Compare your responses in Activity 4 with your partner. Who wrote the best response?

- Place students in pairs and have them compare their answers in Activity 4. Ask them to decide who wrote the best response.
- Refer students to the Grammar practice on page 60 of their Activity Books and do Activities 3 and 4.



Lesson 5, part 2 — Vocabulary and Grammar 6

should/shouldn't, must/mustn't, need to/don't need to

3 Read and complete the sentences with the correct form of *should, must* or *need to*.

1 You *shouldn't* stay up late tonight. You'll be tired tomorrow.
2 We should/need to/must speak very quietly when we're in the library.
3 I don't need to buy a sandwich. I brought one from home today.
4 Hashim's boots are quite old. He should/needs to buy some new ones.
5 I mustn't forget my homework tomorrow. It's very important.
6 You should/need to go outdoors more. You're indoors all day.

4 Read the sentences and write responses. Use the correct form of *should, must* or *need to*.

1 'I haven't eaten anything today.'
You should eat something.
2 'I watch a lot of TV every day.'
You shouldn't watch a lot of TV.
3 'I was outside. Now I feel cold.'
You should wear a coat.
4 'I think I've broken my arm.'
You must go to the doctor.
5 'I brush my teeth six times a day.'
You don't need to brush them so often.
6 'I use my phone in the classroom.'
You mustn't use your phone in the classroom.

5 Compare your responses in Activity 4 with your partner. Who wrote the best response? Write.

Grammar practice, page 60 forty-seven 47

Grammar practice

3 Read and complete.

- Students complete the activity individually.
- Check answers as a class.
- Refer to page 190 of the Teacher's Book for answers.

4 Write sentences about you and people you know. Use your own ideas.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Students read their sentences to their partners.
- Refer to page 190 of the Teacher's Book for answers.

Word list

- Refer students to the Word list on page 62 of their Activity Books.
- Have students work in pairs or groups to add more vocabulary words that they know. Students can use a dictionary if they wish.

Finishing the lesson

- Do a dictation of the new vocabulary. Students correct each other's work.
- Use the Three facts and a fib technique (see page16) for students to do an activity about what they've learnt in class for their partners to correct.

Extra activity **Photocopiables 31, 37 and 40**

- Ask students to do photocopiables 31, 37 and 40.

Lesson 6, parts 1 and 2

Objectives

- **Lesson aims:** to read a text about Scouting around the world; to make a list of interesting activities for a Scout group
- **Target language:** language from previous lessons; *badge, bandage, survival, campfire*

Materials

- Culture video
- Project video
- two A4 or A5 sheets, enough for each group of students (for the mini-books)
- stapler
- coloured pencils or markers
- photocopiable 43

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can get the gist of short factual school texts (GSE 41).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Listening:** Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear (GSE 31). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Traffic light cards technique (see page 15); Lollipop stick technique (see page 15)

Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)

Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

Lesson 6, part 1

Starting the lesson

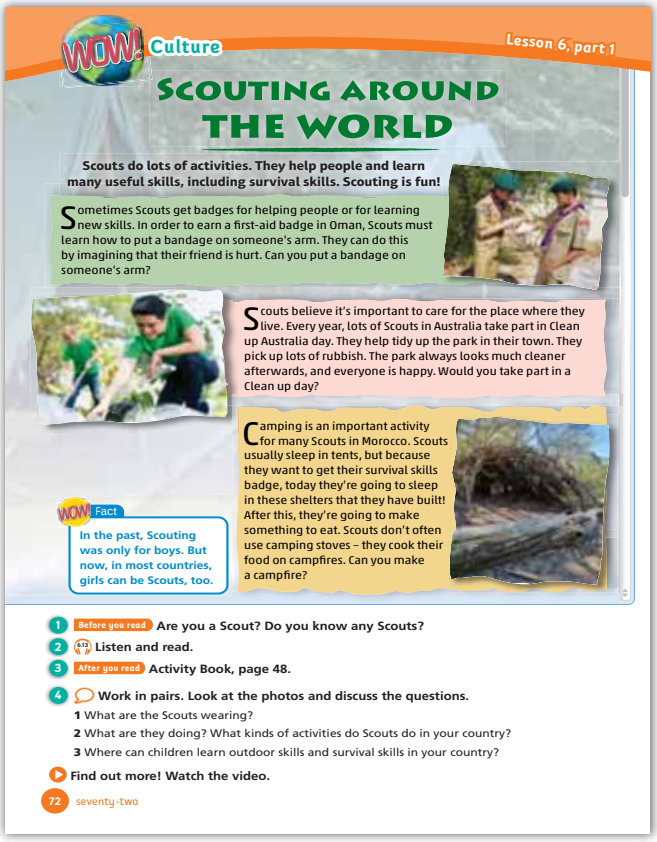
- Place students in small groups. Explain that you will give them two minutes to write three sentences with a modal, three with an indefinite pronoun and three collocations with *keep*.

Presentation

- Explain that in this lesson students will learn about Scouts and make a list of interesting activities for a Scout group.
- Ask students if they know anything about the Scouts and what they do.

Practice

Class Book


WOW! Culture
Lesson 6, part 1
SCOUTING AROUND THE WORLD
Scouts do lots of activities. They help people and learn many useful skills, including survival skills. Scouting is fun!
Sometimes Scouts get badges for helping people or for learning new skills. In order to earn a first-aid badge in Oman, Scouts must learn how to put a bandage on someone's arm. They can do this by imagining that their friend is hurt. Can you put a bandage on someone's arm?
Scouts believe it's important to care for the place where they live. Every year, lots of Scouts in Australia take part in Clean up Australia day. They help tidy up the park in their town. They pick up lots of rubbish. The park always looks much cleaner afterwards, and everyone is happy. Would you take part in a Clean up day?
Camping is an important activity for many Scouts in Morocco. Scouts usually sleep in tents, but because they want to get their survival skills badge, today they're going to sleep in these shelters that they have built! After this, they're going to make something to eat. Scouts don't often use camping stoves – they cook their food on campfires. Can you make a campfire?
WOW! Fact
In the past, Scouting was only for boys. But now, in most countries, girls can be Scouts, too.
1 Before you read Are you a Scout? Do you know any Scouts?
2 Listen and read.
3 After you read Activity Book, page 48.
4 Work in pairs. Look at the photos and discuss the questions.
1 What are the Scouts wearing?
2 What are they doing? What kinds of activities do Scouts do in your country?
3 Where can children learn outdoor skills and survival skills in your country?
Find out more! Watch the video.
72 seventy-two

1 Before you read Are you a Scout? Do you know any Scouts?

- Read the Culture notes to the class.
- Place students in small groups and have them discuss the questions.
- Have groups share their answers with the class.

Culture notes

- The Scouts movement started in 1907 in the UK and has now spread across the world. Boys and girls can join the Scouts. Scouts wear uniforms and do many outdoor activities. They focus on learning life saving skills as well.

Key words search

Scouts history, what do Scouts do, which countries have Scouts

2 6.13 Listen and read.

- Play the audio and have students read along in their Class Books. Elicit or explain the meaning of the words *badge, bandage, survival* and *campfire*.
- After listening to the audio, ask students different questions about the text.
- Ask *What are some of the activities that Scouts do?*

6.13

Scouting Around the World

Scouts do lots of activities. They help people and learn many useful skills, including survival skills. Scouting is fun!

Sometimes Scouts get badges for helping people or for learning new skills. In order to earn a first-aid badge in Oman, Scouts must learn how to put a bandage on someone's arm. They can do this by imagining that their friend is hurt. Can you put a bandage on someone's arm?

Scouts believe it's important to care for the place where they live. Every year, lots of Scouts in Australia take part in Clean up Australia day. They help tidy up the park in their town. They pick up lots of rubbish. The park always looks much cleaner afterwards, and everyone is happy. Would you take part in a Clean up day?

Camping is an important activity for many Scouts in Morocco. Scouts usually sleep in tents, but because they want to get their survival skills badge, today they're going to sleep in these shelters that they have built! After this, they're going to make something to eat. Scouts don't often use camping stoves – they cook their food on campfires. Can you make a campfire?

Extra activity

Support

- Play the audio with pauses so students can ask any questions about vocabulary if necessary.
- In pairs, one student reads the first part of a sentence from the text and their partner finishes it.

Challenge

- In pairs, one student says a phrase from the text for their partner to say its context, e.g. *survival skills badge – Scouts in Morocco have to sleep in shelters they've built in order to get the badge.*

3 After you read Activity Book, page 48.

- Refer students to page 48 of the Activity Book.
- See the Activity Book section below for more instructions.

4 Work in pairs. Look at the photos and discuss the questions.

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

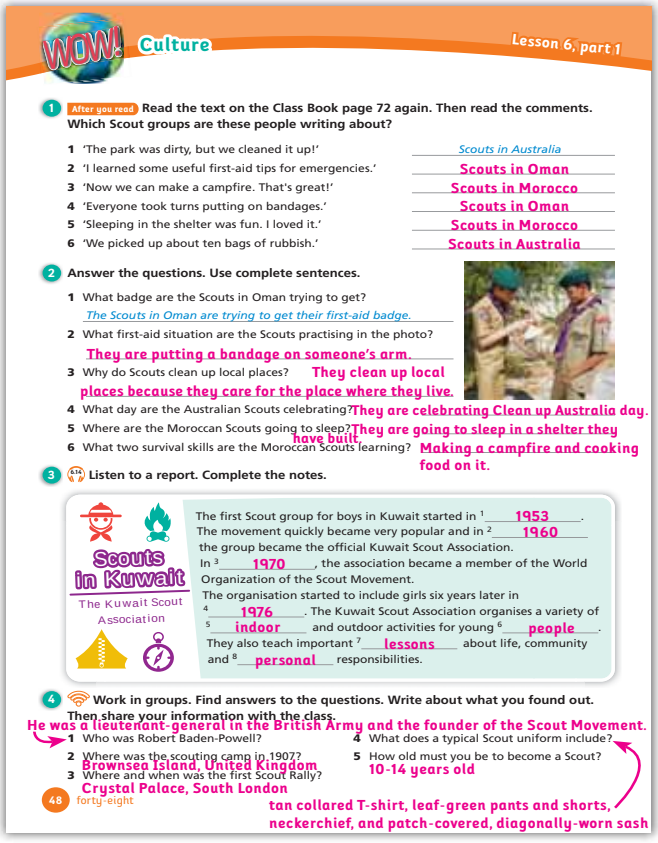
Find out more! Watch the video.

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

Extra activity Critical thinking

- Ask students to say why they would or wouldn't want to join the Scouts.

Activity Book



WOW! Culture — Lesson 6, part 1

1 After you read Read the text on the Class Book page 72 again. Then read the comments. Which Scout groups are these people writing about?

1 'The park was dirty, but we cleaned it up!' — Scouts in Australia
2 'I learned some useful first-aid tips for emergencies.' — Scouts in Oman
3 'Now we can make a campfire. That's great!' — Scouts in Morocco
4 'Everyone took turns putting on bandages.' — Scouts in Oman
5 'Sleeping in the shelter was fun. I loved it.' — Scouts in Morocco
6 'We picked up about ten bags of rubbish.' — Scouts in Australia

2 Answer the questions. Use complete sentences.

1 What badge are the Scouts in Oman trying to get?
The Scouts in Oman are trying to get their first-aid badge.
2 What first-aid situation are the Scouts practising in the photo?
They are putting a bandage on someone's arm.
3 Why do Scouts clean up local places? They clean up local places because they care for the place where they live.
4 What day are the Australian Scouts celebrating? They are celebrating Clean up Australia day.
5 Where are the Moroccan Scouts going to sleep? They are going to sleep in a shelter they have built.
6 What two survival skills are the Moroccan Scouts learning? Making a campfire and cooking food on it.

3 6.14 Listen to a report. Complete the notes.

Scouts in Kuwait
The Kuwait Scout Association

The first Scout group for boys in Kuwait started in 1 1953.
The movement quickly became very popular and in 2 1960 the group became the official Kuwait Scout Association.
In 3 1970, the association became a member of the World Organization of the Scout Movement.
The organisation started to include girls six years later in 4 1976. The Kuwait Scout Association organises a variety of 5 indoor and outdoor activities for young 6 people.
They also teach important 7 lessons about life, community and 8 personal responsibilities.

4 Work in groups. Find answers to the questions. Write about what you found out. Then share your information with the class.

1 Who was Robert Baden-Powell? He was a lieutenant-general in the British Army and the founder of the Scout Movement.
2 Where was the scouting camp in 1907? Brownsea Island, United Kingdom
3 Where and when was the first Scout Rally? Crystal Palace, South London
4 What does a typical Scout uniform include? tan collared T-shirt, leaf-green pants and shorts, neckerchief, and patch-covered, diagonally-worn sash
5 How old must you be to become a Scout? 10-14 years old

48 forty-eight

1 After you read Read the text on the Class Book Book page 72 again. Then read the comments. Which Scout groups are these people writing about?

- Students complete the activity individually.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Use the Lollipop stick technique (see page 15) to check answers.

2 Answer the questions. Use complete sentences.

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

3 6.14 Listen to a report. Complete the notes.

- Play the audio.
- Students work individually to complete the notes and then compare answers in pairs.
- Ask students what they found most interesting about the text.

6.14

The Kuwait Scout Association

The first Scout group for boys in Kuwait started in 1953. The movement quickly became very popular and in 1960 the group became the Kuwait Scout Association. In 1970, the association became a member of the World Organization of the Scout Movement. The organisation started to include girls six years later in 1976. The Kuwait Scout Association organises a variety of indoor and outdoor activities for young people. They also teach important lessons about life, community and personal responsibilities.

4 Work in groups. Find answers to the questions. Write about what you found out. Then share your information with the class.

- Place students in small groups.
- Have students research the internet to find answers to the questions.
- Students write what they found out in their notebooks.
- Invite groups to share their answers with the class.

Finishing the lesson

- Refer students to the Learning diary (see page 16). Tell students to make a few notes about what they've learnt in this lesson and what interested them the most. Students read their sentences to the class.

Lesson 6, part 2

Starting the lesson

- Say true/false sentences about the text in the Class Book: *Scouts can earn badges for helping people. (True). To earn a first-aid badge in Oman, Scouts must learn how to cook a meal. (False). Clean Up Australia Day involves Scouts picking up rubbish in parks. (True). In Morocco, Scouts usually sleep in shelters they build to earn their survival skills badge. (True). Cooking on a campfire is not part of learning survival skills for Scouts. (False).*

Project



Make a list of interesting activities for a Scout group.

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, think of different kinds of activities for a Scout group and make notes. Include camping, visits to interesting places, learning survival skills and helping people.

- Tell students they are going to make a list of activities for a Scout group. Ask students whether they attend a Scout group and what kind of things they do there. Ask them whether they enjoy it.
- Place students in groups of three or four. Make sure there is an Expert envoy (see page 16) in each group. Have them brainstorm activities related to camping, visiting interesting places, learning survival skills and helping people. Encourage them to find three of each.
- Check answers and write them on the board.

3 Make a list of your five favourite activities.

- Have groups decide on their five favourite activities.

4 Decide who will research each activity to find out more about:

- Students decide in their groups who will research each of the activities they chose.
- Explain that they have to research the things needed for each activity, what the people doing the activity will learn and where the activity can be done. Monitor and make sure students are referring to each bullet point while doing their research.

5 Write your list.

- Read the *Writing tip* box to students. Explain that we use bullet points to make lists.
- Monitor students, helping where necessary, while they make their lists. Make sure they use bullet points and encourage them to use pictures to illustrate their lists.
- Tell them to refer to the example and the steps while completing the activity.

6 Look at the other groups' lists. Can you find five more activities that you would like to do?

- Give groups a couple of minutes to look at each other's lists.
- Ask groups if they found five more activities that they would like to do. Ask *Why would you like to do that activity?*

7 Present the information to the rest of the class.

- Read the *Speaking tip* box to students.
- Each group presents their work to the class. Make sure each student says something and that they present their lists in the correct order.
- Use the Two stars and a wish technique (see page 16) to have students comment on the work presented.

8 Take a class vote to decide the best activity from each list.

- Have the class vote for the best activities on each list.
- Ask students why they voted for those particular activities.

Finishing the lesson

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

Extra activity **Photocopiable 43**

- Ask students to do photocopiable 43.

Lesson 7, parts 1 and 2

Objectives

- **Lesson aims:** to learn how to ask about injuries and illnesses; to practise the pronunciation of weak forms of auxiliary verbs in questions
- **Target language:** *Are you feeling better now? Do you (still) have …? How's your …? Have you seen the doctor? Have you hurt/cut/burned your …?*

Materials

- Unit 6 flashcards (Injuries and illnesses)
- English in Action video
- strips of paper
- photocopiable 46

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand a limited range of basic language related to common symptoms and illnesses (GSE 39).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

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

Lesson 7, part 1

Starting the lesson

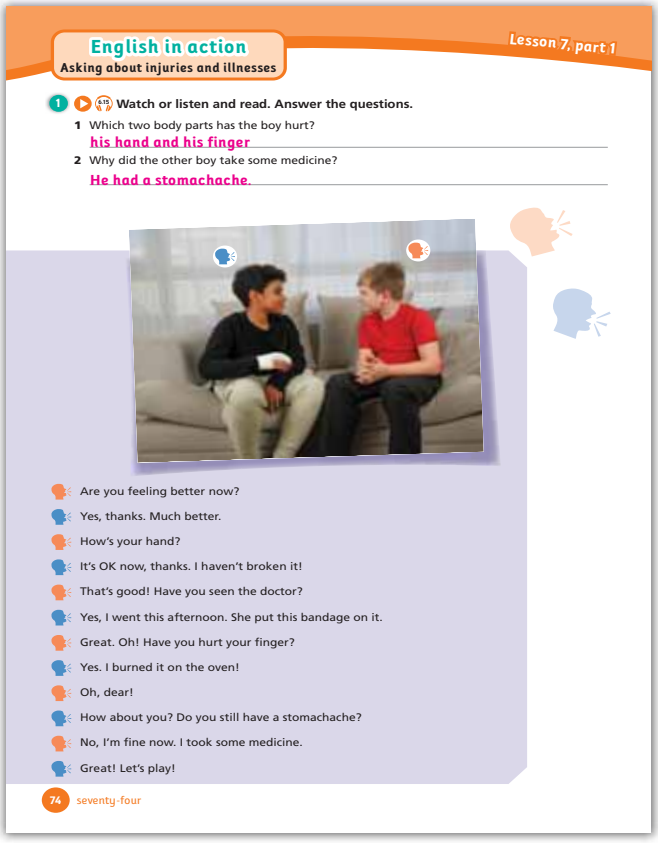
- Have students say the types of injuries and illnesses that can happen to people.
- Tell students you are going to say that you've had an injury or an illness and they have to give you advice.
- Say *I cut my finger.* Elicit *You should go to a doctor / put a bandage on it.*, etc. Continue for a few rounds.
- Have students continue in pairs.

Presentation

- Explain that in this lesson students will learn how to ask about injuries and illnesses and practise the pronunciation of the weak forms of auxiliary verbs in questions.
- Ask students what they usually say to people who have hurt themselves or who feel ill.

Practice

Class Book

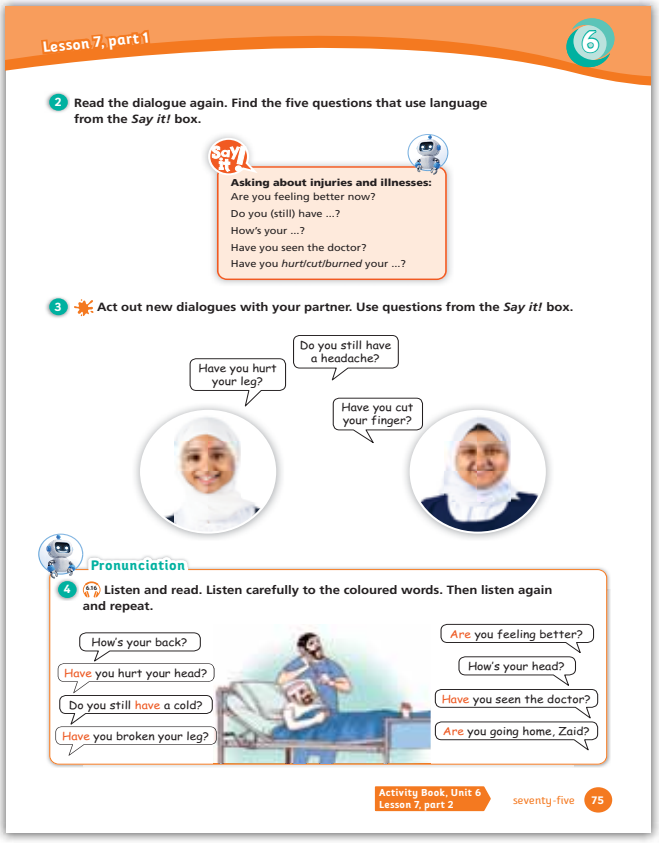

English in action
Asking about injuries and illnesses
Lesson 7, part 1
1 6.15 Watch or listen and read. Answer the questions.
1 Which two body parts has the boy hurt?
his hand and his finger
2 Why did the other boy take some medicine?
He had a stomachache.
Are you feeling better now?
Yes, thanks. Much better.
How's your hand?
It's OK now, thanks. I haven't broken it!
That's good! Have you seen the doctor?
Yes, I went this afternoon. She put this bandage on it.
Great. Oh! Have you hurt your finger?
Yes. I burned it on the oven!
Oh, dear!
How about you? Do you still have a stomachache?
No, I'm fine now. I took some medicine.
Great! Let's play!
74 seventy-four

1 6.15 Watch or listen and read. Answer the questions.

- Play the audio or video for students to listen or watch and read. Ask students if they have ever burnt themselves.
- Play the video or audio again with pauses for students to answer the questions.
- Check answers as a class.
- **Extension** Place students in pairs and have them rewrite the dialogue with other injuries. Students act out their dialogue.

6.15

Boy 1: Are you feeling better now?
Boy 2: Yes, thanks. Much better.
Boy 1: How's your hand?
Boy 2: It's OK now, thanks. I haven't broken it!
Boy 1: That's good! Have you seen the doctor?
Boy 2: Yes, I went this afternoon. She put this bandage on it.
Boy 1: Great. Oh! Have you hurt your finger?
Boy 2: Yes. I burned it on the oven!
Boy 1: Oh, dear!
Boy 2: How about you? Do you still have a stomachache?
Boy 1: No, I'm fine now. I took some medicine.
Boy 2: Great! Let's play!



2 Read the dialogue again. Find the five questions that use language from the *Say it!* box.

- Refer students to the *Say it!* box. Students then complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers.
- Place students in pairs and have them make simple exchanges with the words in the box.

3 Act out new dialogues with your partner. Use questions from the *Say it!* box.

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

Extra activity Critical thinking

- Ask students why it's good to visit or call people who have had an injury or are ill. Have a class discussion on what kind of things people can do to help injured or ill people.

Pronunciation

4 6.16 Listen and read. Listen carefully to the coloured words. Then listen again and repeat.

- Before listening to the audio, ask students to read the questions. Explain to students that we use the weak form of auxiliary verbs in some questions. Tell them that weak forms are unstressed and pronounced less distinctly. Ask students which of the coloured words are auxiliary verbs.
- Play the audio for students to complete the activity. Tell them to listen carefully to the coloured words.
- Play the audio again and have students repeat the questions.

6.16

How's your back?
Have you hurt your head?
Do you still have a cold?
Have you broken your leg?
Are you feeling better?
How's your head?
Have you seen the doctor?
Are you going home, Zaid?

Diversity

Support

- Write the questions on the board. Read through each one with pauses for students to repeat after you. With the help of students, write three more questions on the board. Read them with the class chorally.
- Then have students read the sentences to their partners.

Challenge

- Students write four questions to read aloud to the class. Make sure they use weak and strong forms.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students how this lesson has helped them with their English.
- Ask students to say what else they would like to learn.

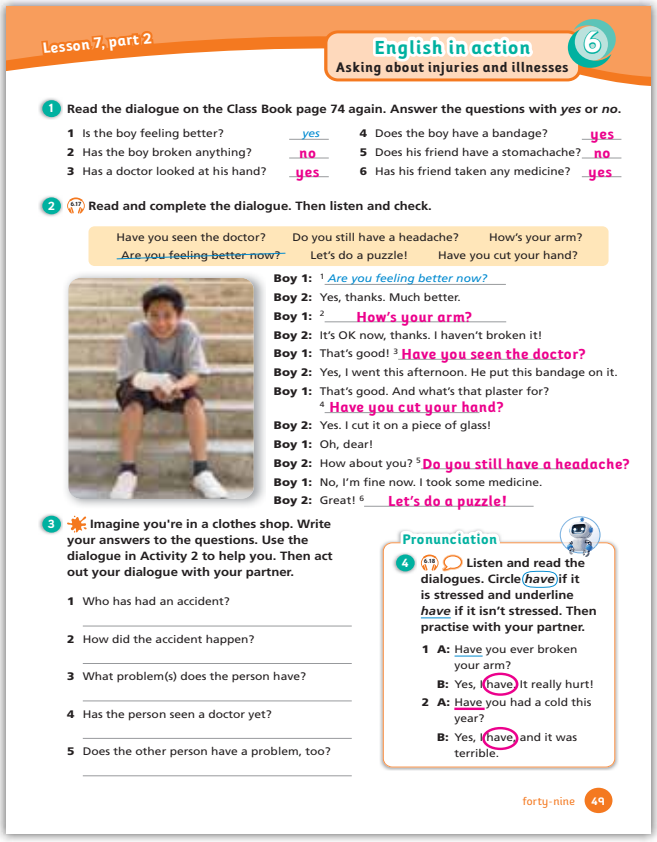
Lesson 7, part 2

Starting the lesson

- Play the audio (6.16) from the previous lesson.
- Have the class repeat each of the questions chorally.
- Ask them which of the questions use auxiliary verbs. Ask *Do we use the weak or the strong form in these questions?*

Practice

Activity Book



Lesson 7, part 2

English in action 6
Asking about injuries and illnesses

1 Read the dialogue on the Class Book page 74 again. Answer the questions with *yes* or *no*.

1 Is the boy feeling better? yes
2 Has the boy broken anything? no
3 Has a doctor looked at his hand? yes
4 Does the boy have a bandage? yes
5 Does his friend have a stomachache? no
6 Has his friend taken any medicine? yes

2 6.17 Read and complete the dialogue. Then listen and check.

Have you seen the doctor? Do you still have a headache? How's your arm?
~~Are you feeling better now?~~ Let's do a puzzle! Have you cut your hand?

Boy 1: 1 *Are you feeling better now?*
Boy 2: Yes, thanks. Much better.
Boy 1: 2 How's your arm?
Boy 2: It's OK now, thanks. I haven't broken it!
Boy 1: That's good! 3 Have you seen the doctor?
Boy 2: Yes, I went this afternoon. He put this bandage on it.
Boy 1: That's good. And what's that plaster for? 4 Have you cut your hand?
Boy 2: Yes. I cut it on a piece of glass!
Boy 1: Oh, dear!
Boy 2: How about you? 5 Do you still have a headache?
Boy 1: No, I'm fine now. I took some medicine.
Boy 2: Great! 6 Let's do a puzzle!

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

1 Who has had an accident?
2 How did the accident happen?
3 What problem(s) does the person have?
4 Has the person seen a doctor yet?
5 Does the other person have a problem, too?

Pronunciation

4 6.18 Listen and read the dialogues. Circle *have* if it is stressed and underline *have* if it isn't stressed. Then practise with your partner.

1 A: Have you ever broken your arm?
B: Yes, I have. It really hurt!
2 A: Have you had a cold this year?
B: Yes, I have and it was terrible.

forty-nine 49

1 Read the dialogue on the Class Book page 74 again. Answer the questions with *yes* or *no*.

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

2 6.17 Read and complete the dialogue. Then listen and check.

- Students read the dialogue before completing the task and try to guess answers.
- Students complete the activity individually.
- Play the audio to check answers.
- Place students in pairs and ask them to practise the dialogue. Then invite pairs of students to the front of the class to act out the dialogue.

6.17

Boy 1: Are you feeling better now?
Boy 2: Yes, thanks. Much better.
Boy 1: How's your arm?
Boy 2: It's OK now, thanks. I haven't broken it!
Boy 1: That's good! Have you seen the doctor?
Boy 2: Yes, I went this afternoon. He put this bandage on it.
Boy 1: That's good. And what's that plaster for? Have you cut your hand?
Boy 2: Yes. I cut it on a piece of glass!
Boy 1: Oh, dear!
Boy 2: How about you? Do you still have a headache?
Boy 1: No, I'm fine now. I took some medicine.
Boy 2: Great! Let's do a puzzle!

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

- Read the questions and make sure students understand them.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Place students in pairs.
- Have students write out their dialogues in their notebooks first.
- Students act out in front of the class.

4 6.18 Listen and read the dialogues. Circle *have* if it is stressed and underline *have* if it isn't stressed. Then practise with your partner.

- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Play the audio.
- Check answers as a class.
- Place students in pairs and have them practise the dialogues.
- Monitor for proper pronunciation. Remind students about the rising intonation.

6.18

1 A: Have you ever broken your arm?
B: Yes, I have. It really hurt!

2 A: Have you had a cold this year?
B: Yes, I have and it was terrible.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students to tell you how the pronunciation activities have helped them so far. Have students share tips on how to improve pronunciation.

Extra activity Photocopiable 46

- Ask students to do photocopiable 46.

Literacy: Reading

Lesson 8, parts 1 and 2

Objectives

- **Lesson aims:** to read an email about a camping trip
- **Target language:** *emergency, bandage, campfire*

Materials

- notebooks
- strips of paper
- photocopiable 49

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can skim straightforward extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 15); True/False response cards technique (see page 15)

Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Three facts and a fib technique (see page 16)

Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio (see page 16)

Lesson 8, part 1

Starting the lesson

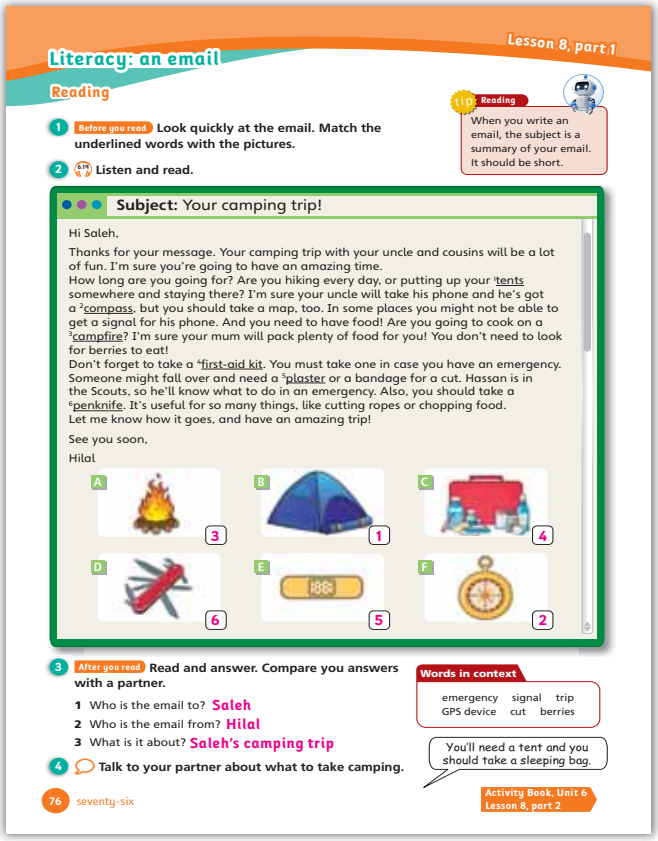
- On strips of paper, write an even number of correct and incorrect sentences using grammar from this unit. Make sure there are an even amount of correct and incorrect sentences and enough slips of paper for three rounds.
- Place students in pairs and give each pair some strips of paper. Students read and decide if the sentences are correct or not and correct the incorrect statements.

Presentation

- Explain that in this lesson students will read an email about an emergency.

Practice

Class Book


Literacy: an email
Lesson 8, part 1
Reading
1 Before you read Look quickly at the email. Match the underlined words with the pictures.
2 Listen and read.
Tip! Reading
When you write an email, the subject is a summary of your email. It should be short.
Subject: Your camping trip!
Hi Saleh,
Thanks for your message. Your camping trip with your uncle and cousins will be a lot of fun. I'm sure you're going to have an amazing time.
How long are you going for? Are you hiking every day, or putting up your [1]tents somewhere and staying there? I'm sure your uncle will take his phone and he's got a [2]compass, but you should take a map, too. In some places you might not be able to get a signal for his phone. And you need to have food! Are you going to cook on a [3]campfire? I'm sure your mum will pack plenty of food for you! You don't need to look for berries to eat!
Don't forget to take a [4]first-aid kit. You must take one in case you have an emergency. Someone might fall over and need a [5]plaster or a bandage for a cut. Hassan is in the Scouts, so he'll know what to do in an emergency. Also, you should take a [6]penknife. It's useful for so many things, like cutting ropes or chopping food.
Let me know how it goes, and have an amazing trip!
See you soon,
Hilal
A 3 B 1 C 4 D 6 E 5 F 2
3 After you read Read and answer. Compare you answers with a partner.
1 Who is the email to? Saleh
2 Who is the email from? Hilal
3 What is it about? Saleh's camping trip
4 Talk to your partner about what to take camping.
Words in context
emergency signal trip
GPS device cut berries
You'll need a tent and you should take a sleeping bag.
76 seventy-six
Activity Book, Unit 6 Lesson 8, part 2

1 Before you read Look quickly at the email. Match the underlined words with the pictures.

- Give students a little time to read the text and match the underlined words to the pictures. Have them point out any unknown words. Explain their meanings.
- Use the Lollipop stick technique (see page 15) to check answers.

2 6.19 Listen and read.

- Refer students to the *Reading tip* box. Ask pupils to give you other possible subject lines for the email.
- Play the audio and have students read along in their Class Books.
- Use the True/False response cards technique (see page 15) to ask students different questions about the text.
- Refer students to the *Words in context* box and ask them to look for the words in the text. In pairs, students try to guess the meaning of each word from the context. Help them with any words they find difficult.

6.19

Hi Saleh,
Thanks for your message. Your camping trip with your uncle and cousins will be a lot of fun. I'm sure you're going to have an amazing time.
How long are you going for? Are you hiking every day, or putting up your tents somewhere and staying there? I'm sure your uncle will take his phone and he's got a compass, but you should take a map, too. In some places you might not be able to get a signal for his phone. And you need to have food! Are you going to cook on a campfire? I'm sure your mum will pack plenty of food for you! You don't need to look for berries to eat!
Don't forget to take a first-aid kit. You must take one in case you have an emergency. Someone might fall over and need a plaster or a bandage for a cut. Hassan is in the Scouts, so he'll know what to do in an emergency. Also, you should take a penknife. It's useful for so many things, like cutting ropes or chopping food.
Let me know how it goes, and have an amazing trip!
See you soon.
Hilal

Diversity

Support
- Read the *Words in context* box. Tell students to find the words in the text. Define or draw images to teach them. Help students make sentences with the words and write them on the board. Then do Activity 1 in the Activity Book for reinforcement.

Challenge
- Students find the words in the text and write a definition for each one. Then students read them out loud for the class to guess the word.

3 After you read Read and answer. Compare you answers with a partner.
- Have students work individually to answer the questions.
- Check answers as a class.

4 Talk to your partner about what to take camping.
- Have students look at the text quickly and find the camping equipment.
- Place students in pairs and have them discuss other items to take camping.
- Use the Lollipop stick technique (see page 15) to check answers.
- Ask the class why it's important to have the right equipment.

Finishing the lesson

- Use the Three facts and a fib technique (see page 16) technique to have students quiz each other about the email.

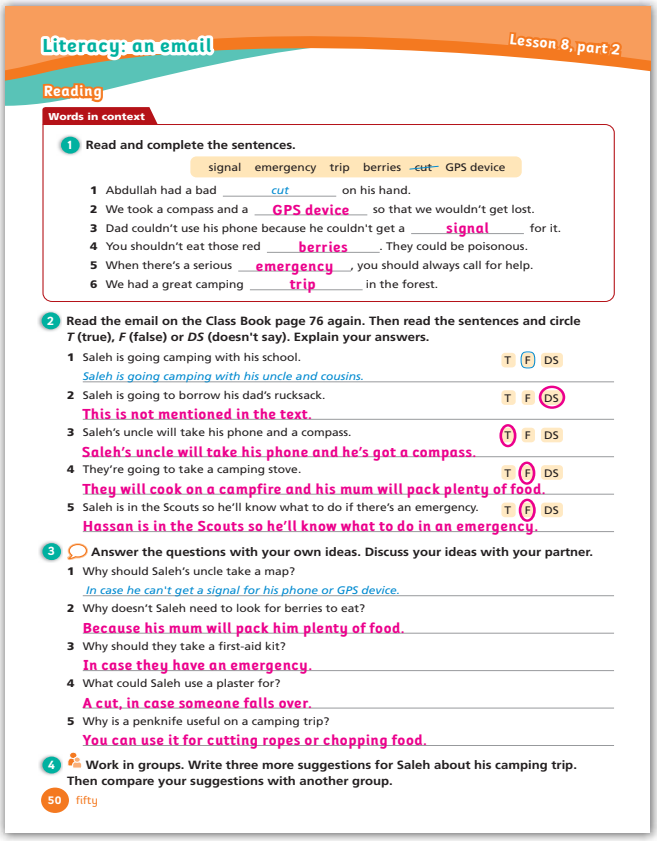
Lesson 8, part 2

Starting the lesson

- Play *Parachute* (see page 21) with the words from the Words in context box in the previous lesson, as well as other vocabulary words from the unit.

Practice

Activity Book



Literacy: an email
Lesson 8, part 2
Reading
Words in context

1 Read and complete the sentences.

signal emergency trip berries ~~cut~~ GPS device

1 Abdullah had a bad *cut* on his hand.
2 We took a compass and a GPS device so that we wouldn't get lost.
3 Dad couldn't use his phone because he couldn't get a signal for it.
4 You shouldn't eat those red berries. They could be poisonous.
5 When there's a serious emergency, you should always call for help.
6 We had a great camping trip in the forest.

2 Read the email on the Class Book page 76 again. Then read the sentences and circle *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

1 Saleh is going camping with his school. T (F) DS
Saleh is going camping with his uncle and cousins.
2 Saleh is going to borrow his dad's rucksack. T F (DS)
This is not mentioned in the text.
3 Saleh's uncle will take his phone and a compass. (T) F DS
Saleh's uncle will take his phone and he's got a compass.
4 They're going to take a camping stove. T (F) DS
They will cook on a campfire and his mum will pack plenty of food.
5 Saleh is in the Scouts so he'll know what to do if there's an emergency. T (F) DS
Hassan is in the Scouts so he'll know what to do in an emergency.

3 Answer the questions with your own ideas. Discuss your ideas with your partner.

1 Why should Saleh's uncle take a map?
In case he can't get a signal for his phone or GPS device.
2 Why doesn't Saleh need to look for berries to eat?
Because his mum will pack him plenty of food.
3 Why should they take a first-aid kit?
In case they have an emergency.
4 What could Saleh use a plaster for?
A cut, in case someone falls over.
5 Why is a penknife useful on a camping trip?
You can use it for cutting ropes or chopping food.

4 Work in groups. Write three more suggestions for Saleh about his camping trip. Then compare your suggestions with another group.

50 fifty

1 Read and complete the sentences.
- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Ask students to say what new words they've learnt in this lesson. Then read the words in the box.
- Check answers by asking volunteer students to read the sentences aloud.

2 Read the email on the Class Book page 76 again. Then read the sentences and circle *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.
- Remind students that for *doesn't say* answers, we can't confirm if the answer is true or false because there isn't enough information in the text.
- Place students in pairs to complete the activity. At this stage, students just write the correct answers without giving explanations.

- Check answers as a class.
- Have pairs look at the example answer and then explain why the remaining sentences are true, false or doesn't say by going through the email and underlining sections to confirm their answers (or where there is not enough information).
- Check explanations as a class.

3 **Answer the questions with your own ideas. Discuss your ideas with your partner.**

- Students answer the questions individually and then share their work with a partner.

4 **Work in groups. Write three more suggestions for Saleh about his camping trip. Then compare your suggestions with another group.**

- Place students in small groups and have them complete the activity. Remind students to use modal verbs for their suggestions.
- Have groups compare their suggestions with another group.

Extra activity **Fast finishers**

- Students think of three situations where a person is hurt and offer advice. Students should write their advice in their notebooks. Place their work in their portfolios (see page 16).

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students about their learning so far, e.g. *How successful is your learning? How can you improve? Is there anything you would like more practice with? What?*

Extra activity **Photocopiable 49**

- Ask students to do photocopiable 49.

Lesson 9, parts 1 and 2

Objectives

- **Lesson aims:** to write an email
- **Target language:** rocky, slip; unit grammar and vocabulary

Materials

- notebooks
- photocopiable 55

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write short, simple personal emails/ letters about familiar topics, given prompts or a model (GSE 40).

Assessment for Learning (formative assessment)

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

Lesson 9, part 1

Starting the lesson

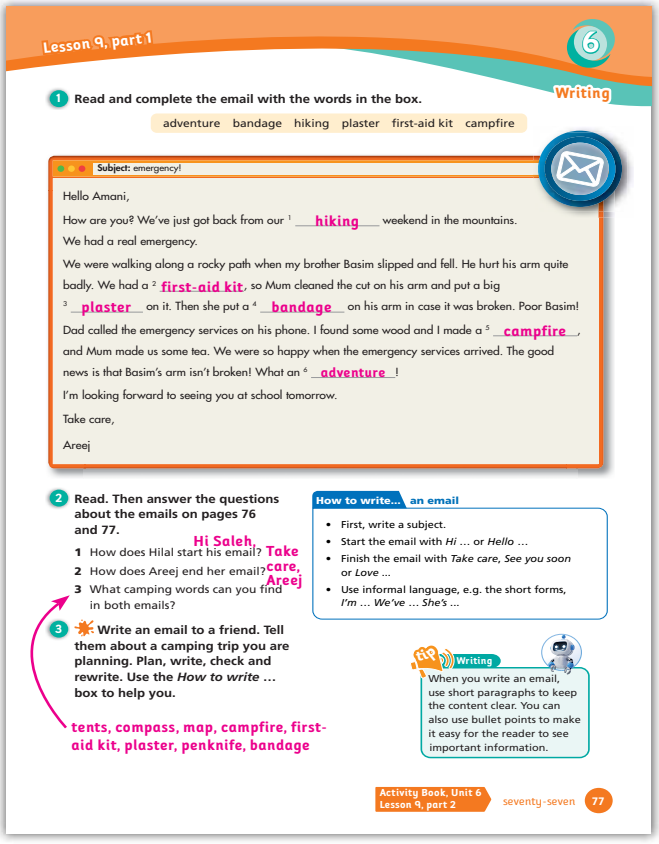
- Do a dictation with some of the vocabulary words from Unit 6. Students check their answers in their Class Books.
- Students then choose five other words from the unit vocabulary to dictate to their partners. They check their partner's work.

Presentation

- Explain that in this lesson students will learn how to write an email.

Practice

Class Book



Lesson 9, part 1 — 6 — Writing

1 Read and complete the email with the words in the box.

adventure bandage hiking plaster first-aid kit campfire

Subject: emergency!

Hello Amani,

How are you? We've just got back from our [1] hiking weekend in the mountains. We had a real emergency.

We were walking along a rocky path when my brother Basim slipped and fell. He hurt his arm quite badly. We had a [2] first-aid kit, so Mum cleaned the cut on his arm and put a big [3] plaster on it. Then she put a [4] bandage on his arm in case it was broken. Poor Basim! Dad called the emergency services on his phone. I found some wood and I made a [5] campfire, and Mum made us some tea. We were so happy when the emergency services arrived. The good news is that Basim's arm isn't broken! What an [6] adventure!

I'm looking forward to seeing you at school tomorrow.

Take care,

Areej

2 Read. Then answer the questions about the emails on pages 76 and 77.

1 How does Hilal start his email? Hi Saleh,
2 How does Areej end her email? Take care, Areej
3 What camping words can you find in both emails?

3 Write an email to a friend. Tell them about a camping trip you are planning. Plan, write, check and rewrite. Use the *How to write ...* box to help you.

tents, compass, map, campfire, first-aid kit, plaster, penknife, bandage

How to write... an email

- First, write a subject.
- Start the email with *Hi ...* or *Hello ...*
- Finish the email with *Take care*, *See you soon* or *Love ...*
- Use informal language, e.g. the short forms, *I'm ... We've ... She's ...*

Writing

When you write an email, use short paragraphs to keep the content clear. You can also use bullet points to make it easy for the reader to see important information.

Activity Book, Unit 6 Lesson 9, part 2 — seventy-seven 77

1 Read and complete the email with the words in the box.

- Read the words in the word box and ask students to make sentences with them to check understanding.
- Have students complete the activity individually.
- Check answers as a class.

2 Read. Then answer the questions about the emails on pages 76 and 77.

- Give students a little time to find the answers. Then check the answers as a class.

3 Write an email to a friend. Tell them about a camping trip you are planning. Plan, write, check and rewrite. Use the *How to write ...* box to help you.

- Refer students to the *How to write ...* box. Ask students to look at the email in this and the previous lesson and to identify all the features mentioned in the box.

- Tell students that the information in this box will help them structure their email when they write them.
- Refer students to the *Writing tip* box. Explain the meaning of bullet points if necessary.
- Use the Traffic light cards technique (see page 15) to ask students if they are ready to do the activity.
- Students work in pairs. First, have students make notes on what their email will be about. Check their notes before they proceed to writing their email.
- Have students write their email in pairs in their notebooks. Tell students to keep referring to the *How to write...* box and the *Writing tip* while they write their emails.
- Monitor students, helping where necessary.
- When students have finished, ask them to check their emails and rewrite sections if necessary.
- Use the Two stars and a wish technique (see page 16) to have students comment on each other's work.

Finishing the lesson

- Place students in small groups. Tell students to think of two injuries, illnesses or emergency situations and write advice for them. They illustrate their work as well. Students make a classroom display.
- Use the Two stars and a wish technique (see page 16) to have students discuss each group's work.

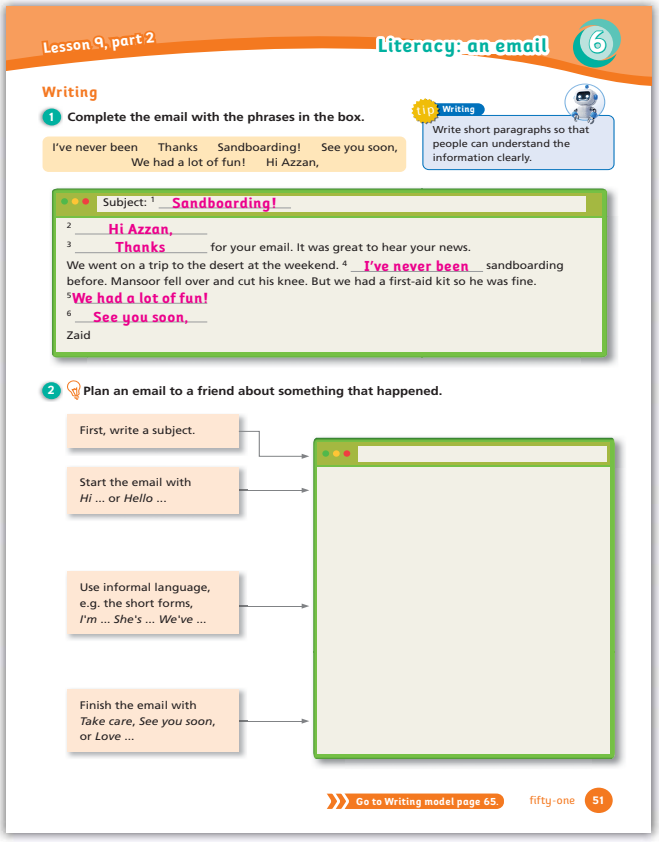
Lesson 9, part 2

Starting the lesson

- Use the Think-pair-share technique (see page 16) to have students discuss how to write an email from the *How to write...* box in the Class Book from the last lesson.

Practice

Activity Book


Lesson 9, part 2
Literacy: an email
6
Writing
1 Complete the email with the phrases in the box.
I've never been Thanks Sandboarding! See you soon, We had a lot of fun! Hi Azzan,
Tips Writing
Write short paragraphs so that people can understand the information clearly.
Subject: 1 Sandboarding!
2 Hi Azzan,
3 Thanks for your email. It was great to hear your news.
We went on a trip to the desert at the weekend. 4 I've never been sandboarding before. Mansoor fell over and cut his knee. But we had a first-aid kit so he was fine.
5 We had a lot of fun!
6 See you soon,
Zaid
2 Plan an email to a friend about something that happened.
First, write a subject.
Start the email with Hi ... or Hello ...
Use informal language, e.g. the short forms, I'm ... She's ... We've ...
Finish the email with Take care, See you soon, or Love ...
Go to Writing model page 65
fifty-one
51

1 Complete the email with the phrases in the box.

- Refer students to the *Writing tip* box. Remind them to use short paragraphs when they write their emails.
- Ask a volunteer student to read the words in the word box.
- Students complete the activity individually.
- Check answers as a class.

2 Plan an email to a friend about something that happened.

- Ask students what they will write about. In the space for Activity 2, students plan what they will write about.
- Before students write their email, refer them to the Writing model on page 65 of their Activity Books.

- Go through the model with students.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to have some students read their plans to the class


Literacy: an email
Lesson 9, part 2
Writing
3 Now write your email.
4 Check your work. Tick (✓) the steps when you have done them.
Have I used short paragraphs?
Have I used a subject line?
Have I used informal language?
Have I started and finished the email correctly?
52 fifty-two

3 Now write your email.

- Have students complete the activity individually.
- Tell students to keep referring to the Writing model while they write their emails.
- Monitor students, helping where necessary.
- Have some students share their emails with the class.

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

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

Extra activity Fast finishers

- Students imagine they work in a hospital. Have them make a list of things patients and employees should do to keep safe.

Finishing the lesson

- Place students in pairs. Have them make a list of all the things they have learnt in this unit. Students share their ideas with the class.
- Use the Summative and thought-provoking questions technique (see page 16) to ask students how they managed in this lesson. Encourage students to express where they had difficulties and what they did to overcome them.

Extra activity Photocopiable 55

- Ask students to do photocopiable 55.

Lesson 10

Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary

Materials

- Unit 6 flashcards (Outdoor equipment, Injuries and accidents)
- Unit 6 poster: *Outdoor equipment*
- photocopiable 58

Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

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

Starting the lesson

- Revise injuries and illnesses words by writing the verbs on the left and the nouns on the right. Ask different students to match the words *(break your arm, cut your finger, burn your hand, hurt your ankle, keep warm, keep cool, have a pain, take medicine, fall over, have an accident, call an ambulance, lie down)*. Ask students which other phrases they can think of with *keep (calm, cold, interested)*. Use the Unit 6 flashcards (Injuries and illnesses) if necessary.

Presentation

- Explain that in this lesson students will share their opinions about the topics of the unit.
- Write one thing you liked about the unit on the board, e.g. I *liked Lesson 1 because I learnt about outdoor equipment*. Students also write a sentence.
- Use the Lollipop stick technique (see page 15) to have students read their sentences aloud.

Practice

Class Book



1 Read the comments about the WOW! Magazine. Tick the children who have had outdoor adventures.

- Ask students to read the texts quietly. Elicit answers.
- Have students order the texts to show which one they liked the best to the one they liked the least.
- Use the Lollipop stick technique (see page 15) to have students say which text they liked the best and which one the least.

Diversity

Support

- Ask students to look through the unit and revise the outdoor equipment words. You can use the Unit 6 flashcards (Injuries and illnesses) or poster, or elicit the words and write them on the board. Read each comment slowly with students tracing the words. They raise their hands up when they find an outdoor equipment word.

Support

- In pairs, one student says a sentence from the comments for their partner to say the name of the corresponding people.

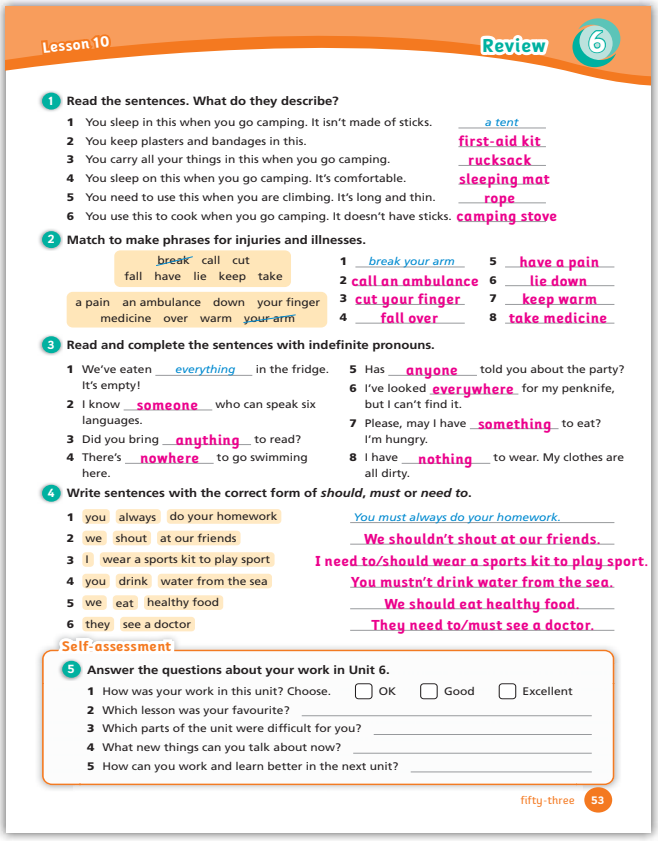
2 Work in pairs and answer the questions. Then write your own comments for the WOW! Magazine and read them to the class.

- Place students in pairs and have them complete the activity. Have students read their work to other pairs.

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

- Students complete the activity individually.
- Place students in groups.
- Have students compare their answers with those they gave at the start of the unit.
- Once students have worked in groups, have them discuss which answers they changed. Encourage students to explain why.

Activity Book



Lesson 10 — Review 6

1 Read the sentences. What do they describe?

1 You sleep in this when you go camping. It isn't made of sticks. *a tent*
2 You keep plasters and bandages in this. first-aid kit
3 You carry all your things in this when you go camping. rucksack
4 You sleep on this when you go camping. It's comfortable. sleeping mat
5 You need to use this when you are climbing. It's long and thin. rope
6 You use this to cook when you go camping. It doesn't have sticks. camping stove

2 Match to make phrases for injuries and illnesses.

break call cut fall have lie keep take
a pain an ambulance down your finger medicine over warm your arm

1 *break your arm* 2 call an ambulance 3 cut your finger 4 fall over 5 have a pain 6 lie down 7 keep warm 8 take medicine

3 Read and complete the sentences with indefinite pronouns.

1 We've eaten *everything* in the fridge. It's empty!
2 I know someone who can speak six languages.
3 Did you bring anything to read?
4 There's nowhere to go swimming here.
5 Has anyone told you about the party?
6 I've looked everywhere for my penknife, but I can't find it.
7 Please, may I have something to eat? I'm hungry.
8 I have nothing to wear. My clothes are all dirty.

4 Write sentences with the correct form of *should*, *must* or *need to*.

1 you always do your homework — *You must always do your homework.*
2 we shout at our friends — We shouldn't shout at our friends.
3 I wear a sports kit to play sport — I need to/should wear a sports kit to play sport.
4 you drink water from the sea — You mustn't drink water from the sea.
5 we eat healthy food — We should eat healthy food.
6 they see a doctor — They need to/must see a doctor.

Self-assessment

5 Answer the questions about your work in Unit 6.

1 How was your work in this unit? Choose. ☐ OK ☐ Good ☐ Excellent
2 Which lesson was your favourite? _____
3 Which parts of the unit were difficult for you? _____
4 What new things can you talk about now? _____
5 How can you work and learn better in the next unit? _____

fifty-three 53

1 Read the sentences. What do they describe?

- Explain to students that they are now going to review what they have learnt in the unit.
- Use the Expert envoy technique (see page 16) to have stronger students help weaker students through all the activities.
- Use the Unit 6 flashcards (Outdoor equipment) or poster to review the vocabulary quickly.
- Check answers as a class.

2 Match to make phrases for injuries and illnesses.

- Quickly elicit all Injury and illness words from Lesson 3 (you can use the Unit 6 flashcards if you wish) and write them on the board.
- Students complete the activity individually.
- Check answers as a class by writing them on the board for students to check against.

3 Read and complete the sentences with indefinite pronouns.

- Quickly revise indefinite pronouns and what we use them for.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

4 Write sentences with the correct form of *should*, *must* or *need to*.

- Ask students to say sentences with different modal verbs.
- Students complete the activity and check answers with their partners.
- Check answers as a class.

Self-assessment

5 Answer the questions about your work in Unit 6.

- Students complete the activity individually. Ask some students to share their answers using the Lollipop stick technique (see page 15).

Dictation

- Have students turn to page 70 in their Activity Books.
- 6.20 Play the audio for students to individually listen and write the sentences.
- Check the answers as a class.

6.20

1 Something is in my rucksack.
2 No one had a blanket.
3 You should call an ambulance.

Extra activity Collaborative work

- Place students in small groups. Tell them to think of this unit as a small magazine on the outdoors and injuries/ilnesses. Have them make a front cover page for this unit. Make a classroom display.

Extra activity **Progress path**

Teacher's Book pages 186 (Class Book) and 187 (Activity Book)

- Students work in pairs through the questions from Unit 6 in the Class Book (page 99) and in the Activity Book (page 69).
- Depending on the amount of time you have, students could work through the Progress paths for both the Class Book and the Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.
- After completing the Unit 6 questions students can complete Challenge 1 in the Class Book with their partner. Tell students they should try to complete the challenge in less than one minute.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 16), ask students if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 6 Practice

Extra activity **Photocopiable 58**

- Ask students to do photocopiable 58.

Lesson 11

Objectives

- **Lesson aims:** to practise for the A2 Key for Schools Reading and Writing Parts 2 and 3, A2 Flyers Speaking Part 3 and A2 Key for Schools Listening Part 3
- **Target language:** unit vocabulary and grammar

Materials

- Unit 6 flashcards (Outdoor equipment, Injuries and illnesses)
- Unit 6 poster: *Outdoor equipment*
- stopwatch

Global Scale of English (GSE)

- **Reading:** Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Speaking:** Can tell a simple story (GSE 38).
- **Listening:** Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts (GSE 29). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Stop/Go 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 16); Learning diary (see page 16); portfolio (see page 16)

Starting the lesson

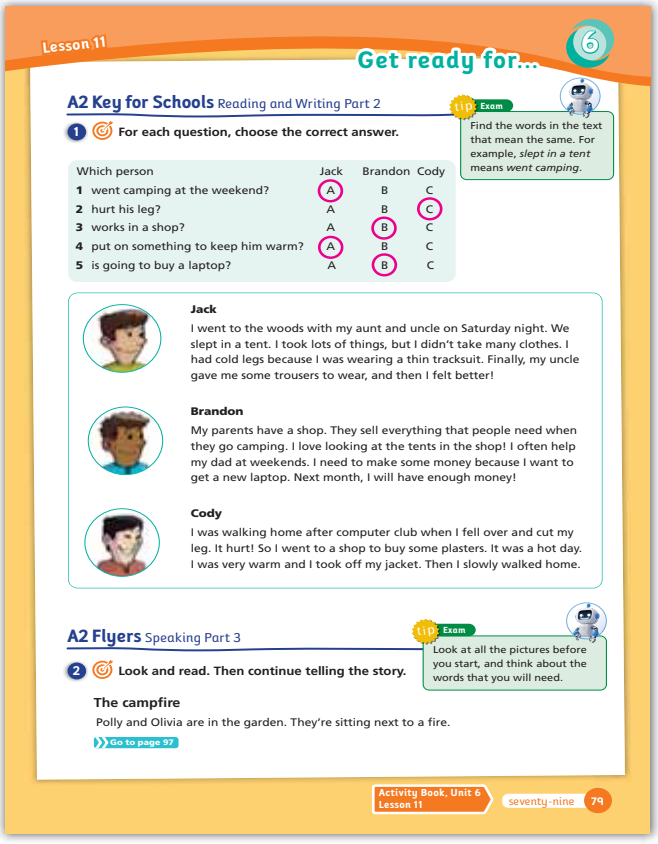
- Have students think about what they learnt in this lesson and what they did. Ask them to make brief notes. Then have students stand up and tell the class what they have learnt in thirty seconds.
- Explain that they can look at their notes.

Presentation

- Explain that in this lesson students will practise for the A2 Key for Schools Reading and Writing exams, the A2 Flyers Speaking exam and the A2 Key for Schools Listening exam in both the Class Book and Activity Book.
- Ask students to look at the tips they have learned so far. Ask which one has helped them the most.

Practice

Class Book


Lesson 11

Get ready for... 6

A2 Key for Schools Reading and Writing Part 2

1 For each question, choose the correct answer.

Tip: Exam — Find the words in the text that mean the same. For example, *slept in a tent* means *went camping*.

Which person	Jack	Brandon	Cody
1 went camping at the weekend?	A	B	C
2 hurt his leg?	A	B	C
3 works in a shop?	A	B	C
4 put on something to keep him warm?	A	B	C
5 is going to buy a laptop?	A	B	C

Jack
I went to the woods with my aunt and uncle on Saturday night. We slept in a tent. I took lots of things, but I didn't take many clothes. I had cold legs because I was wearing a thin tracksuit. Finally, my uncle gave me some trousers to wear, and then I felt better!

Brandon
My parents have a shop. They sell everything that people need when they go camping. I love looking at the tents in the shop! I often help my dad at weekends. I need to make some money because I want to get a new laptop. Next month, I will have enough money!

Cody
I was walking home after computer club when I fell over and cut my leg. It hurt! So I went to a shop to buy some plasters. It was a hot day. I was very warm and I took off my jacket. Then I slowly walked home.

A2 Flyers Speaking Part 3

Tip: Exam — Look at all the pictures before you start, and think about the words that you will need.

2 Look and read. Then continue telling the story.

The campfire
Polly and Olivia are in the garden. They're sitting next to a fire.

Go to page 97

1 For each question, choose the correct answer.

- Invite a volunteer student to read the *Exam tip* box aloud.
- Have students read the questions. Ask students what key words they expect to read for each item, *e.g. went camping – tent, fire, sleeping mat.*
- Use the Stop/Go technique (see page 15) for students to express how they feel about the activity. Ask students if they are ready to do it. Resolve any conflicts if necessary.
- Students complete the activity individually.
- Check answers as a class.
- **Extension** Have students say if the tip helped them with the activity and ask them to write an extra tip.

Diversity

Support

- As students find answers, have them tell you where they found them in each text and what words helped them.

Challenge

- Have students write three more questions for the text. Place their work in their portfolios (see page 16).

2 **Look and read. Then continue telling the story.**

- Read the *Exam tip* aloud. Review the Unit 6 vocabulary quickly, using the Unit 6 flashcards (Outdoor equipment, Injuries and illnesses) or poster.
- Have students look at the pictures on page 97 of their Class Books and tell you what they see. Ask for words and expressions they might use to make sentences. Write them on the board.
- Students tell their stories to each other in pairs.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have students say their story aloud.

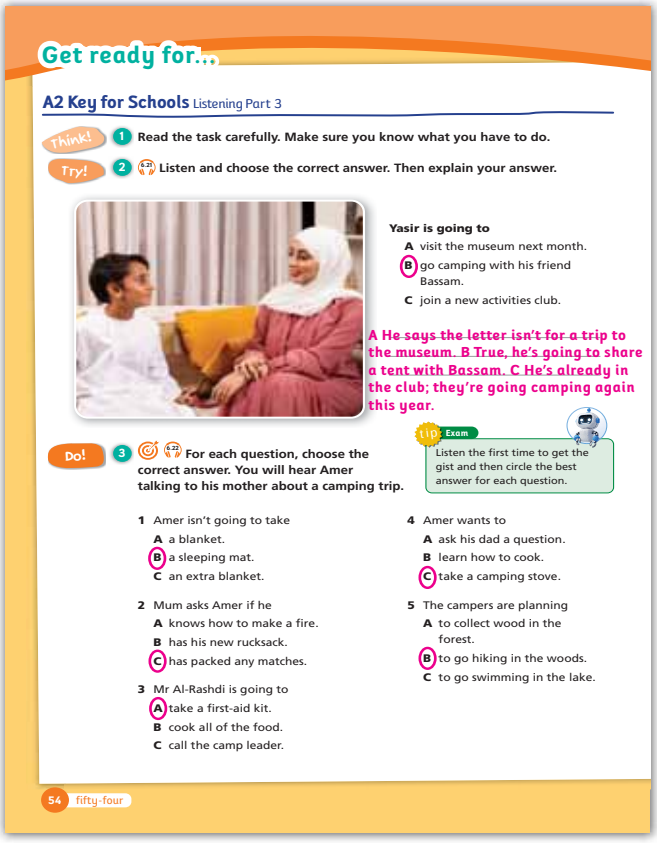
Extra activity **Collaborative work**

- Place students in pairs. Have them write a set of six True or False questions for the text in Activity 1 in their notebooks. Pairs swap papers and answer questions. They then return their answers to the original pairs who correct the work.

Extra activity **Fast finishers**

- Students rewrite any of the paragraphs from the Class Book Activity 1 by changing key vocabulary and creating a new paragraph. Students draw a picture of themselves and write their name as the title. Place their work in their portfolios (see page 16).

Activity Book



Get ready for...

A2 Key for Schools Listening Part 3

Think! 1 Read the task carefully. Make sure you know what you have to do.

Try! 2 6.21 Listen and choose the correct answer. Then explain your answer.

Yasir is going to
A visit the museum next month.
B go camping with his friend Bassam.
C join a new activities club.

A He says the letter isn't for a trip to the museum. B True, he's going to share a tent with Bassam. C He's already in the club; they're going camping again this year.

Do! 3 6.22 For each question, choose the correct answer. You will hear Amer talking to his mother about a camping trip.

TIP Exam
Listen the first time to get the gist and then circle the best answer for each question.

1 Amer isn't going to take
A a blanket.
B a sleeping mat.
C an extra blanket.

2 Mum asks Amer if he
A knows how to make a fire.
B has his new rucksack.
C has packed any matches.

3 Mr Al-Rashdi is going to
A take a first-aid kit.
B cook all of the food.
C call the camp leader.

4 Amer wants to
A ask his dad a question.
B learn how to cook.
C take a camping stove.

5 The campers are planning
A to collect wood in the forest.
B to go hiking in the woods.
C to go swimming in the lake.

54 fifty-four

A2 Key for Schools Listening Part 3

1 **Think! Read the task carefully. Make sure you know what you have to do.**

- Tell students that this is the A2 Key for Schools Listening Part 3 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

2 **Try! 6.21 Listen and choose the correct answer. Then explain your answer.**

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

6.21

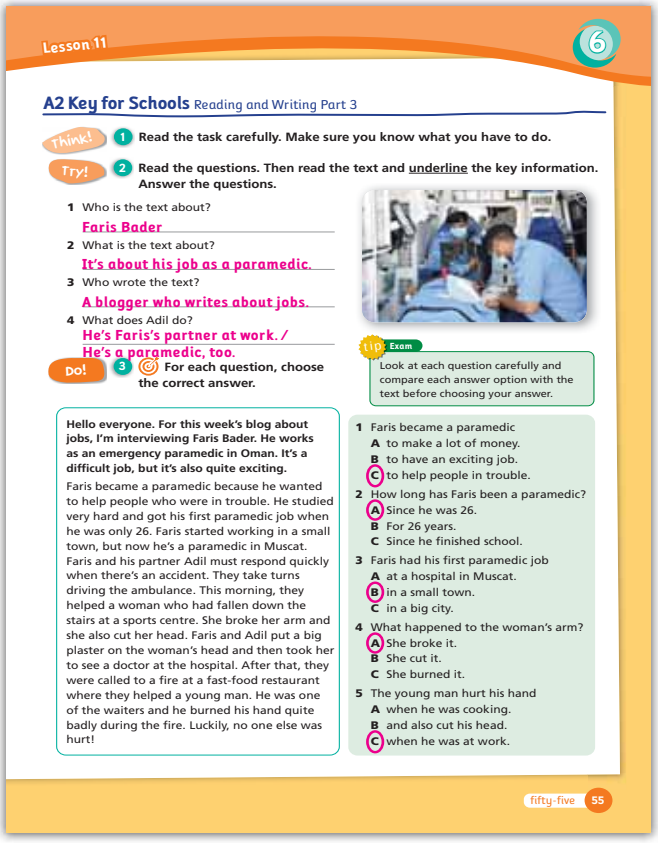
Boy: Mum, can you sign this paper for me?
Woman: What's it for, Yasir? Is your school taking a trip to the museum?
Boy: No, it's for the Outdoor Club. We're going camping again this year.
Woman: Oh, that sounds like fun. Is your friend Hamzah going too?
Boy: No, he can't, but Bassam's going to go. We're sharing a tent!

3 **Do! 6.22 For each question, choose the correct answer. You will hear Amer talking to his mother about a camping trip.**

- Read the *Exam tip* box aloud. Explain that it's important to first understand what they are listening to and then answer questions.
- Students complete the activity individually.
- Play the audio.
- Use the Lollipop stick technique (see page 15) to check answers.

6.22

Boy: I'm ready, Mum! I'm ready for the camping trip.
Woman: And have you packed a sleeping mat?
Boy: No, but I have a sleeping bag and that's enough.
Woman: How about an extra blanket? It could be cold at night.
Boy: That's true. I can take my red blanket. It's not too big.
Woman: Good. And did you pack some matches to make a fire?
Boy: Oh no, I forgot! I'll put some in my rucksack before we go.
Woman: Is someone taking a first-aid kit? You may have an accident.
Boy: Yes, Mr Al-Rashdi is going to bring one. He's the camp leader.
Woman: Are you going to cook your food over the fire, too?
Boy: I'm not sure. But it's a good idea to take a camping stove. I'd like to take one.
Woman: We have one somewhere. Your father knows where it is.
Boy: It's probably in the garage. Oh, and I just remembered something. I need to pack a compass. We're going to go hiking in the woods...
Woman: And you don't want to get lost!



Lesson 11 6

A2 Key for Schools Reading and Writing Part 3

Think! 1 Read the task carefully. Make sure you know what you have to do.

Try! 2 Read the questions. Then read the text and underline the key information. Answer the questions.

1 Who is the text about?
Faris Bader
2 What is the text about?
It's about his job as a paramedic.
3 Who wrote the text?
A blogger who writes about jobs.
4 What does Adil do?
He's Faris's partner at work. / He's a paramedic, too.

Do! 3 For each question, choose the correct answer.

Hello everyone. For this week's blog about jobs, I'm interviewing Faris Bader. He works as an emergency paramedic in Oman. It's a difficult job, but it's also quite exciting.

Faris became a paramedic because he wanted to help people who were in trouble. He studied very hard and got his first paramedic job when he was only 26. Faris started working in a small town, but now he's a paramedic in Muscat. Faris and his partner Adil must respond quickly when there's an accident. They take turns driving the ambulance. This morning, they helped a woman who had fallen down the stairs at a sports centre. She broke her arm and she also cut her head. Faris and Adil put a big plaster on the woman's head and then took her to see a doctor at the hospital. After that, they were called to a fire at a fast-food restaurant where they helped a young man. He was one of the waiters and he burned his hand quite badly during the fire. Luckily, no one else was hurt!

Tip: Exam
Look at each question carefully and compare each answer option with the text before choosing your answer.

1 Faris became a paramedic
A to make a lot of money.
B to have an exciting job.
C to help people in trouble.
2 How long has Faris been a paramedic?
A Since he was 26.
B For 26 years.
C Since he finished school.
3 Faris had his first paramedic job
A at a hospital in Muscat.
B in a small town.
C in a big city.
4 What happened to the woman's arm?
A She broke it.
B She cut it.
C She burned it.
5 The young man hurt his hand
A when he was cooking.
B and also cut his head.
C when he was at work.

fifty-five 55

A2 Key for Schools Reading and Writing Part 3

1 Think! Read the task carefully. Make sure you know what you have to do.

- Tell students that this is the A2 Key for Schools Reading and Writing Part 3 exam.
- Students read the task carefully.
- Check students have understood what they have to do using the Traffic light cards technique (see page 15).

2 Try! Read the questions. Then read the text and underline the key information. Answer the questions.

- Students read the text and underline the relevant information in each questions.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 15) to check answers.

3 Do! For each question, choose the correct answer.

- Invite a volunteer to read the *Exam tip* box aloud.
- Students complete the activity individually.
- Check answers as a class.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask how successful their learning is and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Graded readers Unit 6

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 17).

Unit 6 Practice

- Students now complete the Unit 6 Practice. Give students support where necessary and focus time on areas.

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.

Lesson 12

Objectives

- **Lesson aims:** to revise unit vocabulary and grammar with fun tasks
- **Target language:** revision of unit vocabulary

Materials

- Unit 6 flashcards (Outdoor equipment, Injuries and illnesses)
- Unit 6 poster: *Outdoor equipment*
- dice, one per pair
- a counter, one for each student

Global Scale of English (GSE)

- **Reading:** Can combine a range of letter sounds to read some common words (e.g. sing, high) (GSE 29). Can follow basic instructions on how to play a simple board game, if supported by pictures (GSE 31).
- **Speaking:** Can ask simple questions about very familiar topics (GSE 30). Can describe common everyday objects using simple language (GSE 31). Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (GSE 34). Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).
- **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
- Monitoring students' learning: Traffic light cards technique (see page 15); Stop/Go technique (see page 15); Lollipop stick technique (see page 15)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16); Learning diary (see page 16)

Starting the lesson

- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 6 flashcards (Outdoor equipment, Injuries and illnesses) or poster as prompts. Refer to *How to work with posters* (see page 18).
- Play a game. Number the words from each category (Outdoor equipment, Injuries and illnesses) 1 to 12 but don't show students.
- Divide the class into two teams, A and B. Write the numbers 1 to 12 on the board. Explain to students that they are going to guess words belonging to a category as letters are gradually added to each word. Tell students that for the first game all the words are related to outdoor equipment.
- Ask Team A to choose a number, e.g. *4*. Write the first letter of the word next to the number, based on the words you numbered e.g. *r*.
- Team A then tries to guess the word. If they guess correctly, they get one point and the word is written on the board e.g. *rope*. The team then plays again. If they guess incorrectly, Team B plays. Each time a team chooses a number, the next letter of the word is added to the board.
- The team with the most points wins. Play again with injuries and illnesses vocabulary.

Presentation

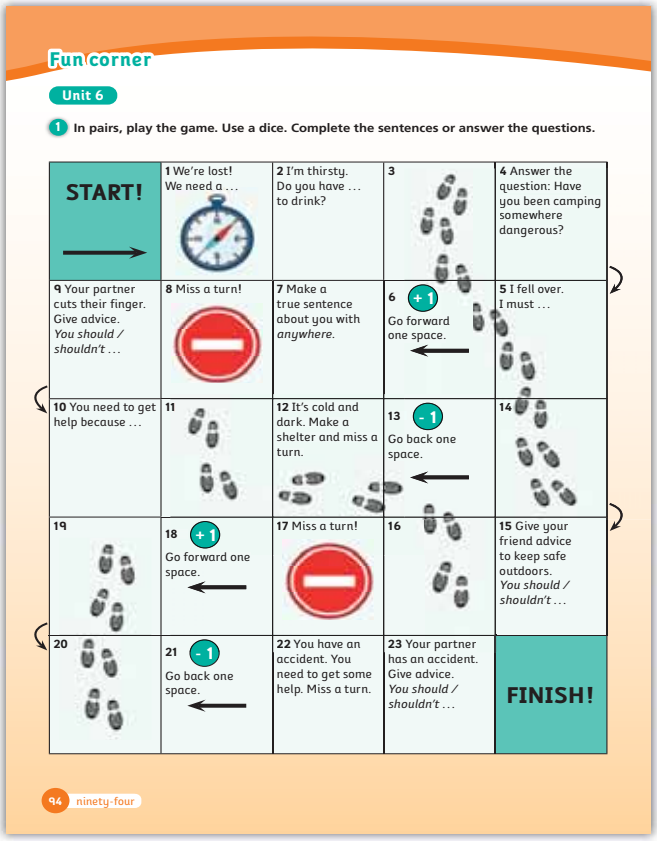
- Explain that in this lesson students will play a game. Ask students to look at the game on page 94 of their Class Books.
- Before students play the game, quickly review the unit grammar.
- Explain that indefinite pronouns are words we use to talk about people, places or things without saying exactly who or what they are. Elicit indefinite pronouns (*something, anything, everyone,* etc.) and the prefixes they use *any–*, *some-* , *every-* or *no-*.
- Write on the board: *We use someone, no one, everyone and anyone for …, We use something, nothing, everything and anything for …, We use somewhere, nowhere, everywhere and anywhere for …, We use anyone, anything and anywhere in … and … sentences.*
- Have students complete the rules in pairs.
- Elicit modal verbs (*should/shouldn't*, *must/mustn't*, *need to/don't need to*). In two columns on the board, write the following.

1	must and need	**a**	to give advice
2	mustn't	**b**	something that is not allowed
3	don't need	**c**	something that is necessary to do
4	should and shouldn't	**d**	something that isn't necessary to do

- Place students in pairs and have them match the modals to their uses (1 c, 2 b, 3 d, 4 a).
- Remind students that modals don't change form; they stay the same with all subjects and are followed by the base form of the verb.

Practice

Class Book


Fun corner

Unit 6

1 In pairs, play the game. Use a dice. Complete the sentences or answer the questions.

START!	1 We're lost! We need a …	2 I'm thirsty. Do you have … to drink?	3	4 Answer the question: Have you been camping somewhere dangerous?
9 Your partner cuts their finger. Give advice. *You should / shouldn't …*	8 Miss a turn!	7 Make a true sentence about you with *anywhere*.	6 +1 Go forward one space.	5 I fell over. I must …
10 You need to get help because …	11	12 It's cold and dark. Make a shelter and miss a turn.	13 -1 Go back one space.	14
19	18 +1 Go forward one space.	17 Miss a turn!	16	15 Give your friend advice to keep safe outdoors. *You should / shouldn't …*
20	21 -1 Go back one space.	22 You have an accident. You need to get some help. Miss a turn.	23 Your partner has an accident. Give advice. *You should / shouldn't …*	FINISH!

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1 In pairs, play the game. Use a dice. Complete the sentences or answer the questions.

- Place students in pairs. Give each pair a die and two counters.
- Before students play the game, ask them to look at the pictures and to read through the information in the squares. Explain the meaning of any unknown vocabulary.
- Explain the rules of the game. Each student takes it in turn to roll the die. They move their counter the correct number of spaces. Depending on the square they land on, they either have to complete a sentence or answer a question. If they do so correctly, they get to stay on that square. If they answer incorrectly, they go back to where they started from. Then it's the next student's turn.
- Explain the meaning of *Miss a turn*, *Go forward…*, and *Go back* if necessary.
- The student who gets to *Finish* first is the winner.
- Use the Traffic light cards technique (see page 15) to check students know what they have to do and are happy to continue.
- Monitor students, helping where necessary.
- If there's time, have students play the game with a different partner.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask about what students have done today. Ask *Did you enjoy the Fun corner? Was it easy or was it difficult?*
- Students write down what they did in today's lesson in their Learning diary (see page 16): *Today, we played…*
- Ask volunteers to read aloud their diary entries.

Lesson 1

Objectives

- **Lesson aims:** to review the vocabulary, grammar and pronunciation 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 understand the main idea of a text; to skim a text for gist; to evaluate a text
- **Target language:** *bandage, blanket, break your arm, burn your hand, call an ambulance, camping stove, compass, cool box, cut your finger, first-aid kit, have a nap, have a pain, have an accident, keep warm, matches, paramedic, penknife, plaster, rucksack, siren, sleeping mat, sling, spaceship, take medicine, toothbrush, weather forecast*
- **Phonics:** Weak forms of auxiliary verbs in questions

Materials

- Unit 6 flashcards: (Outdoor equipment, Injuries and illnesses)
- Unit 6 poster: *Outdoor equipment*
- photocopiables R11 and R12

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39).
- **Listening:** Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts (GSE 29). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can read aloud short, familiar phrases with intelligible pronunciation (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). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37).
- **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: Lollipop stick technique (see page 16); True/False response card technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 1, option A

Starting the lesson

- Show students the Unit 6 flashcards (Outdoor equipment, Injuries and illnesses) or poster. Have students say and spell the words.
- Write the new vocabulary that students will encounter in the first story on the board: *toothbrush*, *cool box*, *weather forecast*, *have a nap*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *I use my toothbrush to clean my teeth every day. I take a cool box on a picnic to keep my food cold. The weather forecast says it will be hot today! When I'm tired at the weekend, I sometimes have a nap.* Alternatively, you can write definitions on the board and have students match them to the words: *toothbrush: something that you use to clean your teeth; cool box: a box that you can use to keep food cool; weather forecast: something that tells you what the weather will be like; have a nap: a short sleep during the day.*
- Ask *Have you ever been camping? What do you need to take with you when you go camping?*

Presentation

- Explain that in this lesson, students are going to read and listen to a story about a boy who is going to go camping this weekend with his dad. Explain that some of the grammar, vocabulary and pronunciation from Unit 6 will feature in the story about a boy who is going to go camping this weekend with his dad. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 106.
- On the board, write *any…*, *every…*, *some…*, *no …* . Ask students to read the story quickly and to find all the words which start with these suffixes (*anywhere*, *everything*, *something*, *somewhere*, *nothing*). Ask students to read the sentences that these words are in and check they understand them.

1 Before you read

1) Read the title of the story on page 80. Answer the question.

- Before students read, ask them to turn to page 106 in their Class Books. Read the question aloud.
- Students work in pairs.
- Check answers as class.

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

- Tell students to look through all the pictures in the story without looking at the words.
- Students work in pairs and decide what they think is going to happen.
- They can check if their answers are correct in the next activity.

Listen and read

Class Book

GR6.1 Graded reader 1

The Sleeping Bag

Khalid is going camping in the Hajar mountains with his dad this weekend. He's very excited because he's never been anywhere outside his city. Khalid is looking for everything he needs. He has already found his rucksack, hiking clothes, hiking boots and first-aid kit. Next, Khalid gets his toothbrush and some toothpaste.



Graded reader 1 6

Dad has already got a compass, a camping stove, a penknife and some matches. There's plenty of water in the cool box too. Now he's checking the weather forecast.

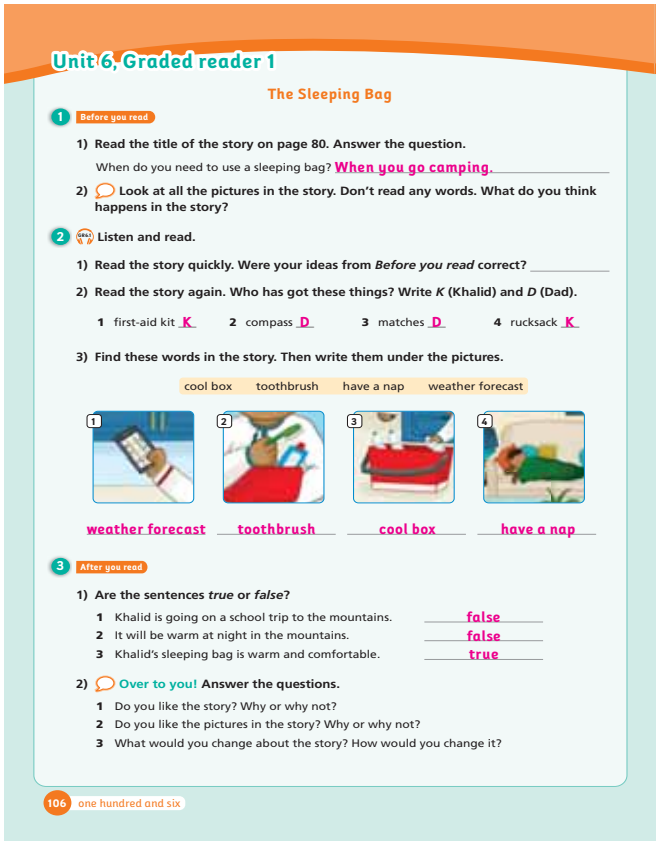


GR6.1 Graded reader 1

Khalid has got his sleeping mat and a warm blanket. He knows that his sleeping bag is somewhere in the house, but he can't find it anywhere.







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 to question 2 on page 106 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.

2) Read the story again. Who has got these things? Write *K* (Khalid) and *D* (Dad).

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 106 individually.
- Use the Lollipop stick technique (see page 15) to check answers.

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

- Students refer back to the story on pages 80–83.
- Ask students on which pages they found the words.
- Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Ask students to read the story quickly and to find the questions and their answers. Write these on the board:
  Will it be cold in the mountains? Yes, it will.
  Can you see anything we need in the cupboard? No, I can't.
- Ask students if they think *will* and *can* are strong or weak in the questions (they are weak: /kən/, /wːl/).
- Now ask if they are strong or weak in the answers (they are strong: /kæn/, /wɪl/).
- Read the questions and answers with the correct pronunciation, or play the recording. Students listen and repeat.

Finishing the lesson

- Write the new vocabulary words on the board: *toothbrush*, *cool box*, *weather forecast*, *have a nap*. Elicit their meanings again if necessary.
- Place students in small groups. Have groups write sentences using the new vocabulary.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 15) to have group members read their sentences aloud.

Lesson 2, option A

Starting the lesson

- Place students in pairs. Have them tell each other what they can remember about the story *The Sleeping Bag*.
- Ask pairs to share what they can remember with the class.

Presentation

- Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 106.

Before you read

- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Khalid and his dad are going camping in the Hajar mountains this weekend. (True.) Khalid often goes outside his city. (False, he's never been anywhere outside his city.) It won't be cold at night in the mountains. (False, it will be cold.) Khalid's sleeping bag is on the sofa. (True.)*, etc.

Listen and read

- **GR4.1** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Has Khalid been outside of the city? (No). What items has he already got? (His rucksack, hiking clothes, hiking boots, first-aid kit, his toothbrush and some toothpaste) What has Dad got? (A compass, a camping stove, a penknife and some matches.) What will they need to stay warm? (Sleeping bags, sleeping mats and a blanket.)*, etc.

3 After you read

1) Are these sentences *true* or *false*?

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

2) Over to you! Answer the questions.

- 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.

Finishing the lesson

- Use the Summative and throught-provoking questions technique (see page 16) to ask students what they thought of the story.
- Encourage students to say 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 would like to camp in the mountains, and why.

Extra activity **Photocopiable R11**

- Ask students to do photocopiable R11.

Lesson 1, option B

Starting the lesson

- Ask students if they have ever been to hospital, or know someone who has been. Ask *What happened? Why do people sometimes go to hospital?*
- Write the new vocabulary that students will encounter in the story on the board: *sling*, *siren*, *paramedic*, *spaceship*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *My brother hurt his arm and now has it in a sling. The ambulance has a loud siren. A paramedic drives an ambulance. Astronauts use a spaceship to go to space.* Alternatively, you can write definitions on the board and have students match them to the words: *sling: a piece of cloth you put round your neck to support your arm when you have broken or hurt it; siren: something that makes a loud noise on a police car, fire engine or ambulance; paramedic: a person who drives an ambulance and can help people who are ill or injured; spaceship: something you can use to travel into space.*

Presentation

- Explain that in this lesson, students are going to read and listen to a story about going to hospital in the future. Explain that some of the grammar, vocabulary and pronunciation 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 107.
- On the board, *write any…*, *every…*, *some…*, *no …* . Ask students to read the story quickly and to find all the words which start with these suffixes *(anyone, anywhere, everyone, nobody, someone, something)*. Ask students to read the sentences that these words are in and check they understand them.

1 Before you read

1) Read the title of the story on page 84. Answer the question.

- Before students read, ask them to turn to page 107 in their Class Books. Read the question aloud.
- Tell students to refer to page 84 while doing the activity. Students read the title of the story, look at the picture and discuss the answer to the question in pairs.
- Check answers as class.

2) Look at all the pictures in the story. Don't read any words. What do you think happens in the story?

- Tell students to look through all the pictures in the story without looking at the words.
- Students work in pairs and decide what they think is going to happen.
- They can check if their answers are correct in the next activity.

Listen and read

Class Book



Graded reader 2

If you break your arm, burn your hand or cut your finger here, no one worries. Our robots can fix anything. The technology is amazing! No one needs to use bandages or plasters. I can watch something or listen to some music. After only 30 minutes, my arm will be healthy again!



Graded reader 2



Great, I can go home! Thanks for coming to the hospital with me today. It's a really interesting place, but I hope I don't need to visit again for a long time!



Graded reader 2

When someone has an accident outside Space Station 3000, he or she calls an ambulance. These ambulances are special spaceships that can go anywhere in the solar system. Everyone can hear the ambulance's loud siren – from Mercury to Neptune. My uncle is a paramedic. Paramedics drive the ambulance and help anyone who is hurt. We have robot paramedics too!



Unit 6, Graded reader 2

A Hospital of the Future

1 Before you read

1) **Read the title of the story on page 84. Answer the question.**

What do you think a 'hospital of the future' might be like? _____

2) **Look at all the pictures in the story. Don't read any words. What do you think happens in the story?**

2 **Listen and read.**

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

2) **Read the story again. Tick (✓). Who is in the story?**

1 Ruby ✓ **2** a doctor ✓ **3** a nurse ___ **4** Ruby's uncle ✓ **5** a Robot ✓

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

paramedic sling spaceship siren



sling spaceship paramedic siren

3 After you read

1) **Are the sentences *true* or *false*?**

1 Ruby is at the hospital because she has broken her leg. false
2 The robots at the hospital tidy up and sweep the floor. false
3 Special ambulances can go anywhere in the solar system. true

2) **Over to you! Answer the questions.**

1 Do you like the story? Why or why not?
2 Do you like the pictures in the story? Why or why not?
3 What would you change about the story? How would you change it?

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 2 on page 107 in the *Before you read* section.
- Ask students if their predictions were the same as the story. If not, ask them how their answers differed.

2) Read the story again. Tick (✔). Who is in the story?

- 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 tick the people listed on page 107 if they are in the story.
- Use the Lollipop stick technique (see page 15) to check answers.

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

- Students refer back to the story on pages 84–87.
- Ask students on which pages they found the words.
- Use the Lollipop stick technique (see page 15) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Play the audio of the story again to the question *Have you broken it?* Pause after the question and ask students to repeat the question, making sure they use the weak form of *have*.
- Ask students more questions with the weak form of *have*, for example: *Have you got a pen? Have you got a brother or sister? Have you got short hair?* Remind students that when they answer *Yes, I have/No, I haven't*, they use the strong form of have.
- Now ask students to ask you questions like these. Make sure they use the correct weak form of *Have …?*

Finishing the lesson

- Ask students to work in groups of three. Give each student a role (narrator, doctor, Ruby).
- Students practise reading the story, saying their parts.

Lesson 2, option B

Starting the lesson

- Place students in pairs. Have them tell each other what they can remember about the story *A Hospital of the Future*.
- Ask pairs to share what they can remember with the class.

Presentation

- Explain that in this lesson, students will read the story again. Tell students that when they've finished reading, you will ask them questions about what they've read. They will then complete the *After you read* section on page 107.

Before you read

- Use the True/False response cards technique (see page 15) to say sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Ruby lives on Space Station 3000, near Mars. (True.) Ruby thinks she has broken her leg. (False, her arm.) In the future, robots can fix anything. (True.) Everybody needs to use bandages or plasters. (False, nobody needs to use them.) Ambulances can go anywhere in the solar system. (True.)*, etc.

Listen and read

- **GR6.2** Play the audio and have students read the story again in their books.
- When students have finished reading, ask some questions to check understanding, e.g. *Who is Ruby waiting to see? (Someone at the hospital.) Why does nobody worry? (Because their robots can fix anything.) Who can hear the ambulance's loud siren? (Everyone.) What do paramedics do? (They drive an ambulance and help anyone who is hurt.)*, etc.

3 After you read

1) Are the sentences *true* or *false*?

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

2) 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.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to 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 would be happy to go to the hospital in the future and why.

Extra activity **Photocopiable R12**

- Ask students to do photocopiable R12.

Learning club 2

Lesson 1, parts 1 and 2

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 4–6
- **Target language:** *to make* + object + adjective; describing clothes and materials: *soft, smooth, hard, zip, strap, laces, waistcoat, silk, silver, leather, tartan, gold*

Materials

- Learning club 2 flashcards (*soft, smooth, hard, zip, strap, laces, waistcoat, silk, silver, leather, tartan, gold*)
- Learning club 2 poster: *Describing clothes and materials*
- notebooks
- two strips of paper per student
- stopwatch
- a soft ball

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can understand a simple written dialogue on a familiar topic (GSE 32).
- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28). Can identify objects, places or people from short descriptions (GSE 31).
- **Writing:** Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model (GSE 28). Can write short answers to questions about what or where people or things are, using simple language (GSE 30).
- **Speaking:** Can read aloud a familiar short text (GSE 30). Can describe someone's clothes using simple language (GSE 33). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can express a range of feelings using fixed expressions (GSE 40).

Assessment for Learning (formative assessment)

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

Lesson 1, part 1

Starting the lesson

- Tell students they are going to talk about clothes. Write words for patterns on the board: *plain, spotted, striped*, etc.
- Ask students to come to the front and illustrate the designs. Encourage them to find out if someone in the class is wearing one of the patterns.

Presentation

- Explain that in this lesson students will learn more vocabulary related to clothes and adjectives and will learn the grammar structure *make* + object + adjective.
- Place the Learning club 2 flashcards (Describing clothes and materials) or poster on the board. Point to each item and say the word. Students repeat after you.
- Ask *What do we use laces for? (to tie shoes) Where might you find a zip? (on a jacket) Where do we wear a tie? (around our neck) Which are adjectives to describe clothes? (soft, smooth, hard).*

Practice

Class Book


WOW! Learning club 2

Language booster 2

1 How many items of clothes can you name?

2 Listen and read the interview. Answer the questions.

1 What makes Zakeya happy? comfortable clothes

2 What kind of clothes does she like? plain, casual clothes, colourful clothes

Zakeya

Who or what made you interested in clothes?
My grandma! She had lots of beautiful clothes. When I was young, she taught me to sew and I made my first dress. I still have it, but it's too small now. She bought me my first sewing machine.

What are your favourite clothes?
Comfortable clothes make me happy. I like wearing jeans and sweatshirts. I like plain, casual clothes, but I usually wear colourful clothes.

Do you have a lot of clothes?
I guess so, but I don't have a big wardrobe and I share a bedroom with my sister. She sometimes makes me angry! She never tidies the room or puts away her clothes. Last week, she borrowed my new jacket, but she had an accident. She fell over and hurt her arm. She made my jacket dirty so now she feels bad, but I'm glad she's OK.

You are spending the day with your cousins next weekend. What are you going to wear?
Er ... My new sweatshirt and leggings, or my favourite skirt and top. I haven't decided yet.

What advice do you have for your readers?
Wear the clothes that make you happy, but think about the environment, too. Can you change the clothes you already have? You don't need to spend a lot of money on new clothes.

3 Read the interview in Activity 2 again. Find and write adjectives to describe clothes.

beautiful

possible answers: small, comfortable, plain, casual, colourful, big, dirty, favourite

4 Look at the grammar table. Find examples of *make* + object + adjective in the interview.

Grammar

to make + object + adjective

My sister She	makes	me	angry.
	made	my jacket	dirty.
Comfortable clothes They	make	her	happy.

5 Talk to your classmates.

1 What are your favourite clothes? Why?
2 What makes you happy?
3 What makes you angry?

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1 **How many items of clothes can you name?**

- Set a stopwatch to one minute and have students write as many clothes as they can in their notebooks. Ask how many words each student wrote.
- Ask each student to share their ideas and write them on the board. Count and say the total number the class as a whole has said.
- **Extension** Ask students to say what they are wearing. Encourage them to use any adjectives they can remember as well, e.g. *I'm wearing baggy trousers, comfortable shoes and a plain jacket.*

2 LC2.1 **Listen and read the interview. Answer the questions.**

- Ask students to look at the photo and describe what she is wearing.
- Read the questions aloud and check for understanding.
- Play the audio for students to read along to in their Class Books.
- Check answers as a class.
- Ask volunteers to read the paragraphs aloud and then ask further questions, e.g. *Who taught Zakeya to sew? (her grandma) What did her grandma buy her? (a sewing machine) What does she say about comfortable clothes? (They make her happy) Who makes her angry? (her sister) Why? (She never tidies the room or puts away clothes).*

LC2.1

Interviewer: Who or what made you interested in clothes?
Zakeya: My grandma! She had lots of beautiful clothes. When I was young, she taught me to sew and I made my first dress. I still have it, but it's too small now. She bought me my first sewing machine.
Interviewer: What are your favourite clothes?
Zakeya: Comfortable clothes make me happy. I like wearing jeans and sweatshirts. I like plain, casual clothes, but I usually wear colourful clothes.
Interviewer: Do you have a lot of clothes?
Zakeya: I guess so, but I don't have a big wardrobe and I share a bedroom with my sister. She sometimes makes me angry! She never tidies the room or puts away her clothes. Last week, she borrowed my new jacket, but she had an accident. She fell over and hurt her arm. She made my jacket dirty so now she feels bad, but I'm glad she's OK.
Interviewer: You are spending the day with your cousins next weekend. What are you going to wear?
Zakeya: Er … My new sweatshirt and leggings, or my favourite skirt and top. I haven't decided yet.
Interviewer: What advice do you have for your readers?
Zakeya: Wear the clothes that make you happy, but think about the environment, too. Can you change the clothes you already have? You don't need to spend a lot of money on new clothes.

Diversity

Support
- Review the vocabulary with students. Ask them which clothes were mentioned in the interview and which adjectives. Write two columns on the board.

Challenge
- Place students in pairs and have them act out the interview with new answers. Allow them to write down the answers first. Students act out their interviews as though it were a TV interview.

3 **Read the interview in Activity 2 again. Find and write adjectives to describe clothes.**

- Have students read the interview again silently. They find the adjectives in the text that describe clothes.
- Use the Lollipop stick technique (see page 15) to check answers.

- Ask students where they found the adjectives in the text.
- **Extension** Students draw themselves wearing either their favourite clothes or some unusual clothes. Students write about what they are wearing. Students place their work in their portfolios (see page 16).

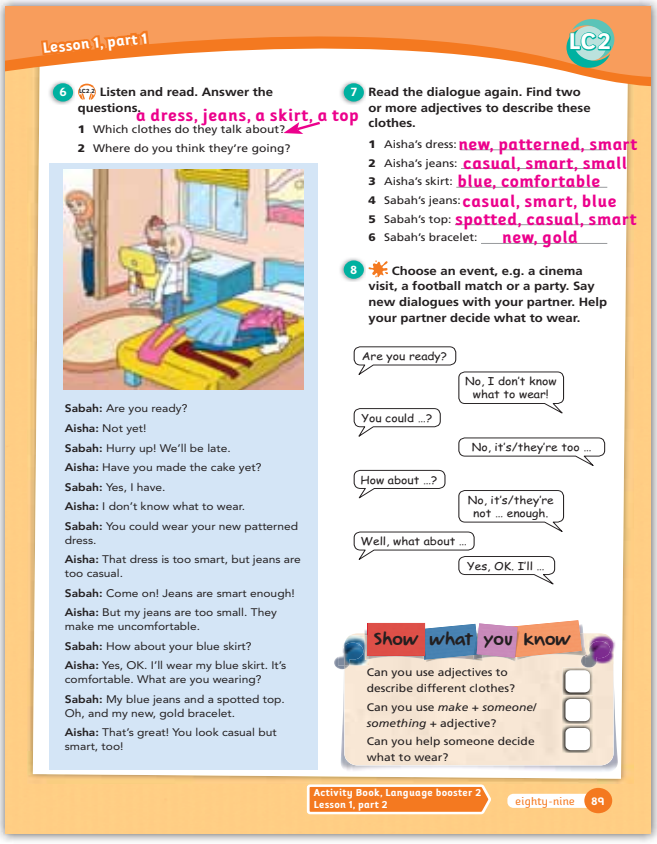
4 Look at the grammar table. Find examples of *make* + object + adjective in the interview.

- Read the table aloud and have students repeat.
- Explain that we use this structure to mean that someone or something causes a change in another thing, making it have a certain quality.
- Give students time to read the text again. Explain that there are five examples in the text. Have students say the examples they find.

Answer key *Who or what made you interested in clothes? Comfortable clothes make me happy. She sometimes makes me angry. She made my jacket dirty. Wear the clothes that make you happy.*

5 Talk to your classmates.

- Place students in pairs and have them take turns to answer the questions.
- Hand out two strips of paper to each student. On one, they write what makes them happy and on the other what makes them angry.
- Collect the strips of paper and read them aloud.
- **Extension** Students can also write what makes them sad.



Lesson 1, part 1 — LC2

6 Listen and read. Answer the questions.
1 Which clothes do they talk about? a dress, jeans, a skirt, a top
2 Where do you think they're going?

Sabah: Are you ready?
Aisha: Not yet!
Sabah: Hurry up! We'll be late.
Aisha: Have you made the cake yet?
Sabah: Yes, I have.
Aisha: I don't know what to wear.
Sabah: You could wear your new patterned dress.
Aisha: That dress is too smart, but jeans are too casual.
Sabah: Come on! Jeans are smart enough!
Aisha: But my jeans are too small. They make me uncomfortable.
Sabah: How about your blue skirt?
Aisha: Yes, OK. I'll wear my blue skirt. It's comfortable. What are you wearing?
Sabah: My blue jeans and a spotted top. Oh, and my new, gold bracelet.
Aisha: That's great! You look casual but smart, too!

7 Read the dialogue again. Find two or more adjectives to describe these clothes.
1 Aisha's dress: new, patterned, smart
2 Aisha's jeans: casual, smart, small
3 Aisha's skirt: blue, comfortable
4 Sabah's jeans: casual, smart, blue
5 Sabah's top: spotted, casual, smart
6 Sabah's bracelet: new, gold

8 Choose an event, e.g. a cinema visit, a football match or a party. Say new dialogues with your partner. Help your partner decide what to wear.

Are you ready? / No, I don't know what to wear! / You could ...? / No, it's/they're too ... / How about ...? / No, it's/they're not ... enough. / Well, what about ... / Yes, OK. I'll ...

Show what you know
Can you use adjectives to describe different clothes?
Can you use *make* + *someone/something* + adjective?
Can you help someone decide what to wear?

Activity Book, Language booster 2 Lesson 1, part 2 — eighty-nine 89

6 LC2.2 Listen and read. Answer the questions.

- Ask students to look at the picture and describe where the girls are and what they are wearing.
- Ask students to read the questions and predict the answers.
- Play the audio and have students read along in their Class Books.
- Students work individually to answer the questions in their notebooks.
- Check answers as a class.
- Place students in pairs and have them read the dialogue. Ask volunteers to perform the dialogue for the class.

LC2.2

Sabah: Are you ready?
Aisha: Not yet!
Sabah: Hurry up! We'll be late.
Aisha Have you made the cake yet?
Sabah: Yes, I have.
Aisha: I don't know what to wear.
Sabah: You could wear your new patterned dress.
Aisha: That dress is too smart, but jeans are too casual.
Sabah: Come on! Jeans are smart enough!
Aisha: But my jeans are too small. They make me uncomfortable.
Sabah: How about your blue skirt?
Aisha : Yes, OK. I'll wear my blue skirt. It's comfortable. What are you wearing?
Sabah: My blue jeans and a spotted top. Oh, and my new, gold bracelet.
Aisha: That's great. You look casual but smart, too!

7 Read the dialogue again. Find two or more adjectives to describe these clothes.

- Tell students to read the dialogue again and find the adjectives that describe the clothes.
- Use the Lollipop stick technique (see page 15) to check answers.

8 Choose an event, e.g. a cinema visit, a football match or a party. Say new dialogues with your partner. Help your partner decide what to wear.

- Place students in pairs.
- Have students read the dialogue from Activity 6 again. Ask questions to check comprehension, e.g. *Who doesn't know what to wear? (Aisha) What is wrong with her new dress? (It's too smart.) What's wrong with her jeans? (They're too casual and too small.) What does she decide to wear in the end? (her blue skirt) Why? (It's comfortable.)*
- In pairs, students invent their own conversation. Tell them to decide first where they are going – the cinema, a sporting event, etc.– and also what clothes could be included in the conversation.
- Monitor students, helping where necessary.

Show what you know

- Students read and complete the questions individually.
- In pairs, students ask and answer the questions giving an example to show what they know, e.g. *Can you use adjectives to describe different clothes? Yes, I can. This is my new patterned dress. It's very smart.*

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 16) to ask students what they think about what they learnt today.

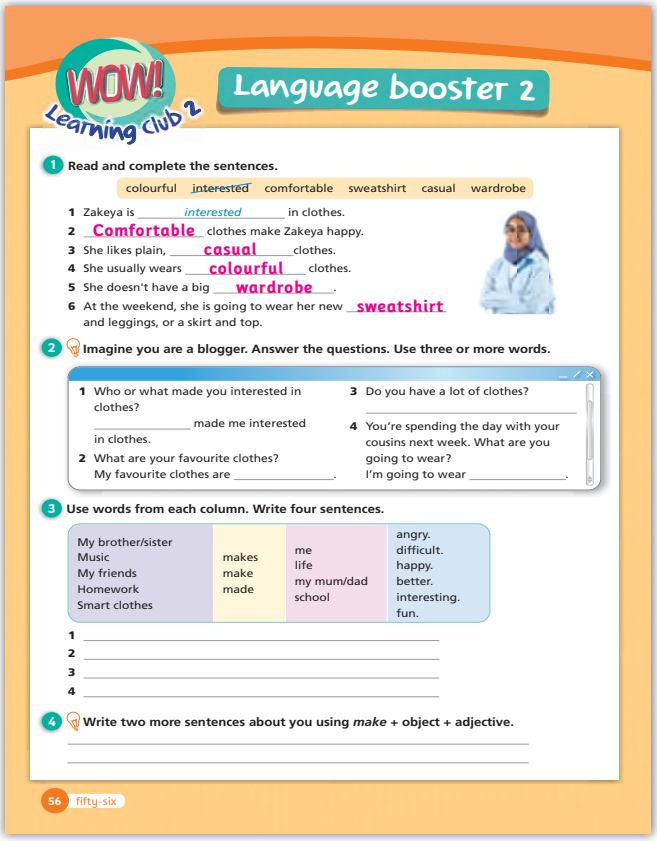
Lesson 1, part 2

Starting the lesson

- Write a list of events on the board: *a wedding, a birthday party, a concert, a walk in the park, lunch with grandparents, a sporting event.*
- Students copy the words in their notebooks and write what they would wear to each event. Have them share their ideas with the class.
- Encourage students to say if they agree or not with the choice of clothing.

Practice

Activity Book


WOW! Learning Club 2

Language booster 2

1 Read and complete the sentences.

colourful ~~interested~~ comfortable sweatshirt casual wardrobe

1 Zakeya is *interested* in clothes.
2 Comfortable clothes make Zakeya happy.
3 She likes plain, casual clothes.
4 She usually wears colourful clothes.
5 She doesn't have a big wardrobe.
6 At the weekend, she is going to wear her new sweatshirt and leggings, or a skirt and top.

2 Imagine you are a blogger. Answer the questions. Use three or more words.

1 Who or what made you interested in clothes?
_____ made me interested in clothes.
2 What are your favourite clothes?
My favourite clothes are _____.
3 Do you have a lot of clothes?
_____
4 You're spending the day with your cousins next week. What are you going to wear?
I'm going to wear _____.

3 Use words from each column. Write four sentences.

My brother/sister Music My friends Homework Smart clothes	makes make made	me life my mum/dad school	angry. difficult. happy. better. interesting. fun.

1 _____
2 _____
3 _____
4 _____

4 Write two more sentences about you using *make* + object + adjective.
_____
_____

56 fifty-six

1 Read and complete the sentences.

- Ask students to read the interview in the Class Book on page 88 again.
- Students work individually to complete the sentences with the words from the box.
- Use the Lollipop stick technique (see page 15) to check answers.

2 **Imagine you are a blogger. Answer the questions. Use three or more words.**

- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Students work individually to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers.

3 **Use words from each column. Write four sentences.**

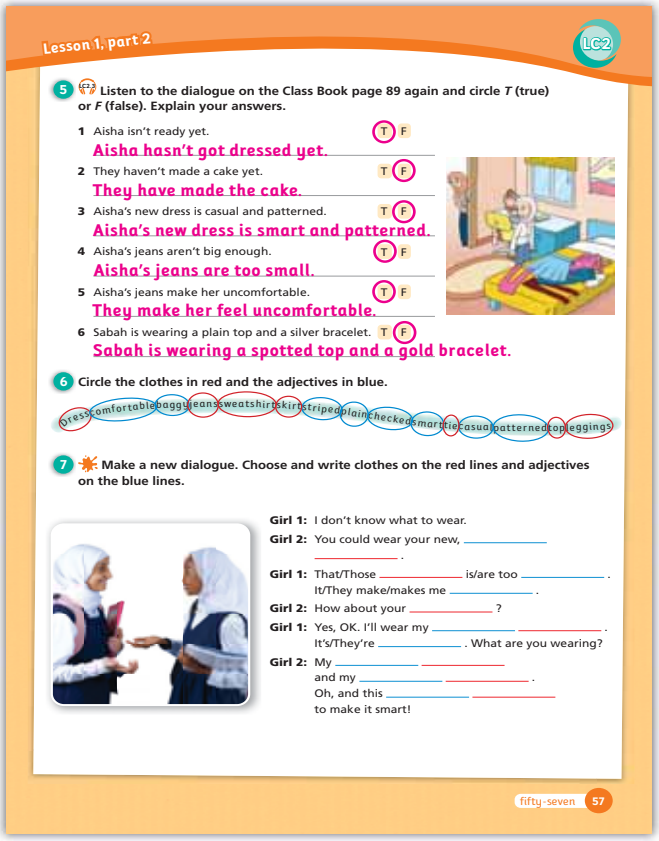
- Ask students to look at the table in Activity 3. Elicit the difference between *makes*, *make* and *made*.
- Students complete the activity individually.
- Place students in pairs and have them take turns to read out their sentences.
- Check answers as a class.

4 **Write two more sentences about you using *make* + object + adjective.**

- Ask students to close their Activity Books. Do a quick review of adjectives and write them on the board.
- Students write two more sentences in their Activity Books. Explain that they must be different from the ones in Activity 3.
- Use the Lollipop stick technique (see page 15) to choose students to read aloud their sentences.

Extra activity **TPR**

- Have students stand in a circle. Hold up a soft ball and tell them they are going to say sentences with *make* and an adjective. Throw the ball to the first person and say, e.g. *happy*. That person says, e.g. *English makes me happy*. That person then throws the ball to another and says an adjective. Continue until each student has said a sentence.



Lesson 1, part 2 LC2

5 Listen to the dialogue on the Class Book page 89 again and circle *T* (true) or *F* (false). Explain your answers.

1 Aisha isn't ready yet. T F
Aisha hasn't got dressed yet.
2 They haven't made a cake yet. T F
They have made the cake.
3 Aisha's new dress is casual and patterned. T F
Aisha's new dress is smart and patterned.
4 Aisha's jeans aren't big enough. T F
Aisha's jeans are too small.
5 Aisha's jeans make her uncomfortable. T F
They make her feel uncomfortable.
6 Sabah is wearing a plain top and a silver bracelet. T F
Sabah is wearing a spotted top and a gold bracelet.

6 Circle the clothes in red and the adjectives in blue.

dress comfortable baggy jeans sweatshirt skirt striped plain checked smart tie casual patterned top leggings

7 Make a new dialogue. Choose and write clothes on the red lines and adjectives on the blue lines.

Girl 1: I don't know what to wear.
Girl 2: You could wear your new, _____ _____.
Girl 1: That/Those _____ is/are too _____. It/They make/makes me _____.
Girl 2: How about your _____?
Girl 1: Yes, OK. I'll wear my _____ _____. It's/They're _____. What are you wearing?
Girl 2: My _____ _____ and my _____ _____. Oh, and this _____ _____ to make it smart!

fifty-seven 57

5 **LC2.3** **Listen to the dialogue on the Class Book page 89 again and circle *T* (true) or *F* (false). Explain your answers.**

- Have students look at the picture. Ask *Who are they? (Aisha and Sabah) What have they made? (a cake) Why do you think they made it? (for a party).*
- Play the audio and have students follow along in their Class Books on page 89.
- Students complete the activity individually. At this stage, students just say whether the sentences are true or false.
- Use the Lollipop stick technique (see page 15) to check answers.
- Play the audio again and ask students to explain why the sentences are true or false. Look at the first sentence as a class. Ask *Is the sentence true or false?* (*True*). Ask the class to look at the dialogue and underline the sentence or sentences that confirm their answer (*Sabah: Are you ready? Aisha: Not yet!*)
- Have students work individually to say why the remaining sentences are true or false by going through the text and underlining sections to confirm their answers.
- Check explanations as a class.



LC2.3

Sabah: Are you ready?
Aisha: Not yet!
Sabah: Hurry up! We'll be late.
Aisha: Have you made the cake yet?
Sabah: Yes, I have.
Aisha: I don't know what to wear.
Sabah: You could wear your new patterned dress.
Aisha: That dress is too smart, but jeans are too casual.
Sabah: Come on! Jeans are smart enough!
Aisha : But my jeans are too small. They make me uncomfortable.
Sabah: How about your blue skirt?
Aisha : Yes, OK. I'll wear my blue skirt. It's comfortable. What are you wearing?
Sabah: My blue jeans and a spotted cotton top. Oh, and my new, gold bracelet.
Aisha: That's great. You look casual but smart, too!

6 Circle the clothes in red and the adjectives in blue.

- Students complete the activity individually.
- Ask students to say sentences with the words they found, e.g. *I usually wear a smart dress to a party.*

7 Make a new dialogue. Choose and write clothes on the red lines and adjectives on the blue lines.

- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Students complete the activity individually.
- Place students in pairs and have them practise each other's dialogue.
- Ask students to act out their dialogues for the rest of the class.

Finishing the lesson

- Do a class survey on the clothes in the lessons. Find out which is the most popular item of clothing and the most popular pattern. Write options on the board and students vote for their favourite.
- Use the Summative and thought-provoking questions technique (see page 16) to ask students about what they learnt today.

Learning club 2

CLIL: Science

Lesson 2

Objectives

- **Lesson aims:** to learn how to compare materials
- **Target language:** *zip, strap, laces*

Materials

- Learning club 2 flashcards (Describing clothes and materials)
- Learning club 2 poster: *Describing clothes and materials*
- notebooks
- index cards
- examples of Venn diagrams

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple, factual texts (GSE 34).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).
- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).
- **Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: True/False 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 16)

Starting the lesson

- Place the Learning club 2 flashcards (Describing clothes and materials) or poster on the board. Point to a flashcard or item on the poster and have students say and then spell the word.
- Place students in pairs.
- Have them look at the word snake on page 57 of the Activity Book. They take turns to choose a word from the word snake and say a definition. Their partner guesses what it is, e.g. *This is something you wear to keep warm. You can wear it over a top. (sweatshirt)*

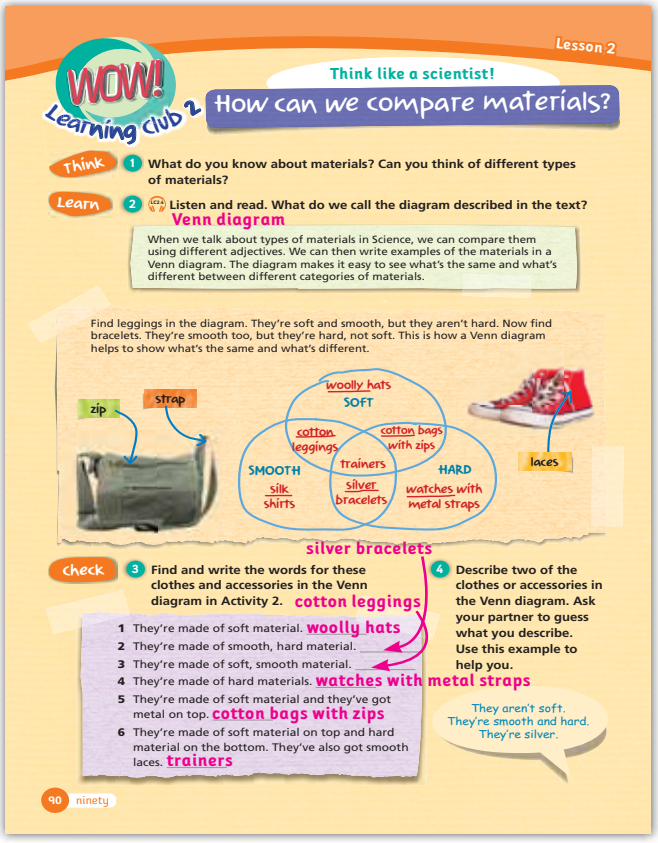
Presentation

- Explain that in this lesson students will learn how to make a Venn diagram about clothes.

Key search words
Venn diagrams

Practice

Class Book



1 Think What do you know about materials? Can you think of different types of materials?

- Ask students to look at the clothes and accessories they are wearing and their school bags. Ask if they can name the material they are made of. As students answer, ask them to point to the item.
- Write the materials on the board. Then ask if the materials are *soft, smooth* or *hard*.

2 Learn LC2.4 Listen and read. What do we call the diagram described in the text?

- Write *zip*, *strap* and *laces* on the board.
- Teach the words by pointing at zippers, straps and laces on students, clothes or accessories, e.g. a zip on a bag or pencil case.
- Play the audio and have students read along in their Class Books.

- Ask students if they know what this diagram is called (*Venn*).
- Refer students to the word *trainers* in the diagram. Ask if they understand why it is in the middle. Explain that trainers are in the middle because they can be *soft*, *hard* and *smooth*.
- Refer to *silk shirts*. Ask if they can be hard (*No*). Explain that *silk shirts* don't fall in the hard circle. Ask students to complete the following: *Cotton bags with zips are soft and . . . . (hard) Silver bracelets are smooth and . . . (hard).*
- **Extension** Use the True/False technique (see page 15) to quiz students about the text.
- Ask students if they think reading a Venn diagram is easy. Encourage them to explain their reasons.

LC2.4

When we talk about types of materials in Science, we can compare them using different adjectives. We can then write examples of the materials in a Venn diagram. The diagram makes it easy to see what's the same and what's different between different categories of materials.
Find leggings in the diagram. They're soft and smooth, but they aren't hard. Now find bracelets. They're smooth too, but they're hard, not soft. This is how a Venn diagram helps to show what's the same and what's different.

Diversity

Support
- Write *Likes to wear: jeans – trousers* on the board. Draw a simple two circle Venn diagram on the board. In one circle write *jeans*, and *trousers* in the other. Write two random names in jeans and trousers and one in the middle circle that represents both items. Explain to students that the people in the middle enjoy wearing both items. Repeat with other clothing items.

Challenge
- In small groups, students make a Venn diagram about two different items of clothes they like to wear.

3 Check Find and write the words for these clothes and accessories in the Venn diagram in Activity 2.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Students complete the activity in pairs.
- Check answers as a class.

Extra activity Creativity
- Place examples of Venn diagrams on the board. Ask students to think of different things they can categorise in them. Put them in small groups and employ the Expert envoy technique (see page 16). Have groups make a simple Venn diagram in their notebooks, using one from the board, with a theme of their choice. Have them present their work to the class.

4 Describe two of the clothes or accessories in the Venn diagram. Ask your partner to guess what you describe. Use this example to help you.
- Read aloud the example. Ask students to guess what is being described.
- Place students in pairs.
- Use the Traffic light cards technique (see page 15) to check students know what to do.
- Monitor students, helping where necessary.

Extra activity Fast finishers
- Students make a poster of what they are wearing. They write simple sentences to describe their clothes. Students share their work with the class. Have them place their work in their portfolios (see page 16).

Finishing the lesson
- Give students six index cards each and ask them to write an item of clothing or an accessory on each.
- Put students in pairs. Student 1 shows an index card to Student 2 who has to say what material it can be made of.
- Use the Summative and thought-provoking questions technique (see page 16) to ask students what they liked about this lesson. Ask students how confident they feel describing clothes on a scale of 1–5.

Lesson 3

Objectives

- **Lesson aims:** to reinforce learning of comparing materials
- **Target language:** *silk, plastic, woolly, leather, gold*

Materials

- Learning club 2 poster: *Describing clothes and materials*
- Unit 5 flashcards (Describing clothes)
- notebooks
- pictures of different clothes and accessories from magazines
- photocopiable 59

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Speaking:** Can describe someone's clothes using simple language (GSE 33).
- **Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Happy/Sad face technique (see page 15); Stop/Go technique (see page 15)

Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Think-pair-share technique (see page 16)

Independent learning: Learning diary (see page 16)

Starting the lesson

- Describe your clothes to the class, e.g. *I'm wearing a cotton shirt and leather shoes. My shoes are smooth. My shirt is soft.*
- Ask students to look at what they are wearing or think about their favourite clothes.
- Students describe their clothes and accessories to their partners.
- Use the Lollipop stick technique (see page 15) to choose students to come to the front of the class and describe their clothes.

Presentation

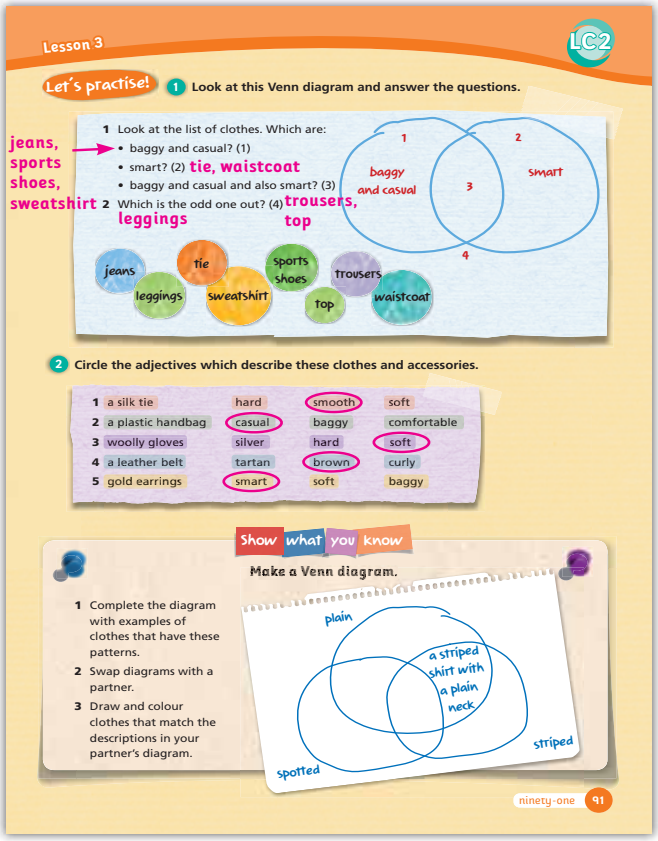
- Explain that in this lesson students will make their own Venn diagram.
- Ask students to say different adjectives that describe clothes. Write them on the board.
- Place the Learning club 2 poster on the board, point and say the words and have pupils repeat. Refer to *How to work with posters* (see page 18).

Key search words

Venn diagrams, adjectives to describe clothes

Practice

Class Book



1 Let's practise! Look at this Venn diagram and answer the questions.

- Ask students to define the words *baggy*, *casual* and *smart*: *baggy – clothes that are a little big; smart – clothes that we wear on special occasions; casual – every day clothes.* Use the Unit 5 flashcards (Describing clothes) to help if necessary.
- Refer students to the clothes in the activity. Ask students to say which item is baggy and casual. Ask students which item is smart.
- Use the Traffic light cards technique (see page 15) to check students know what to do.

- Have students work in pairs to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers. Draw the completed Venn diagram on the board.

Diversity

Support
- Show students pictures from magazines. Ask students a set of questions about them, e.g. *Is this (dress) (casual)?* Elicit short answers. Go through as many items as possible covering as many adjectives as possible.

Challenge
- Put students in pairs and have them discuss their favourite clothing and accessories using vocabulary.

2 Circle the adjectives which describe these clothes and accessories.
- Students use the Think-pair-share technique (see page 16) to complete the activity.
- Use the Lollipop stick technique (see page 15) to check answers.
- **Extension** Tell students you are going to say an adjective and they must say an item it can describe, e.g. *smooth – woolly jumper*, *leather shoes*. Use as many adjectives as possible.
- Place students in pairs and have them continue.

Show what you know Make a Venn diagram.
- Put students in small groups using the Expert envoy technique (see page 16). Students can use their notebooks to make their Venn diagram.
- Explain to students that they will now make their own Venn diagram with clothes of their choice.
- Students look at the activity. Use the Stop/Go technique (see page 15) to check that students have understood what they have to do.
- Have students complete steps 1–3.
- Monitor students, helping where necessary.
- When students have completed steps 1–3, have groups present their Venn diagrams to the class.

Extra activity Creativity
- Put students in small groups. Tell them to imagine they are getting a catalogue ready for a clothing and accessories shop. On two sheets of paper in their notebooks, they draw two items of clothing and accessories with a description and price. Students make a small booklet. Groups swap booklets and discuss what items they would buy and why. Make a classroom display.

Finishing the lesson
- Write *What I learnt: CLIL 1, Lesson 2* on the board.
- Ask students to look through the lesson and tell you what they learnt. Have students say words or sentences and write them on the board. Students then write what they learnt, in their own words, in their Learning diaries (see page 16).
- Have students continue individually for Lesson 3.
- Ask volunteers to present their work to the class.

Extra activity Photocopiable 59
- Ask students to do photocopiable 59.

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Class Book Progress path

Progress path

In pairs, read and answer. Then tick (✓).

Unit 4

What have you done today?
I've already …
I haven't … yet.

Unit 5

Complete the description. It's too baggy. It isn't formal … enough



Unit 5

It's round and it's made of gold. It's worn by a prince on his head. What is it? a crown

CHALLENGE

Describe somebody in your class. Can your partner guess who it is?
I'm thinking about a girl/boy who …

Unit 6

Name four things that you should take camping.

Unit 4

How often do you sweep the floor at home?

Unit 6

'I think I've broken my leg.'
What mustn't I do?
What shouldn't I do?





Activity Book Progress path

4 Grammar practice

Lesson 3: Present perfect with *already, just, never* and *yet*

1 **Read and complete.**

has hasn't have haven't 's ~~'ve~~

Present perfect with *already, just, never* and *yet*		
I [1] *'ve* You've He's / She [2] 's We've / They've	already never just	had breakfast. tidied the kitchen. finished the project. swept the floor.
I [3] haven't He / She [4] hasn't	had breakfast tidied the kitchen	yet.
[5] Have you [6] Has anyone	finished the project swept the floor	yet?

2 **Write true sentences. Use the Present perfect with *already*, *just*, *never* or *yet*.**

1 tidy my room — Student's answers
2 write a sentence
3 chat with my friends
4 have dinner
5 watch TV
6 ride an elephant

Lesson 5: Sense verbs: *look, smell, taste, sound, feel*

3 **Read and complete.**

tastes ~~does~~ it like feels smell looks sound

Sense verbs: *look, smell, taste, sound, feel*		
What [1] *does* it	look / [2] sound / taste / [3] smell / feel	[4] like ?
[5] It	[6] tastes / smells / [7] feels / sounds / [8] looks	good / bad / soft / lovely. like (water) / like a / an ...

4 **Read and complete the sentences with the correct form of the sense verbs.**

1 This ice cream *tastes* like strawberries.
2 Those houses look really new.
3 This shampoo smells like lemons.
4 That sounds like classical music.
5 This blanket feels soft.

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Lesson 3: *too* and *not ... enough*

1 **Read and complete.**

isn't enough ~~is~~ too are

too and *not ... enough*			
This jacket	1 *is*	3 too	casual.
These shoes	2 are		boring.
This dress	4 isn't	smart	5 enough.
These jeans	aren't	colourful	

2 **Write sentences using the words in brackets and *too* or *not ... enough*.**

1 These shoes are too small. (big) — *These shoes aren't big enough.*
2 My jeans aren't colourful enough. (plain) — My jeans are too plain.
3 This belt is too short. (long) — This belt isn't long enough.
4 The weather isn't warm enough. (cold) — This weather is too cold.
5 Those leggings are too casual. (smart) — Those leggings aren't smart enough.
6 This shirt isn't new enough. (old) — This shirt is too old.

Lesson 5: Present passive

3 **Read and complete.**

~~called~~ used to leather princes used for

Present passive		
It's	1 *called*	silk.
	made of	2 leather.
	3 used to	make shoes.
They're	4 used for	making clothes.
	worn by	5 princes.

4 **Read and complete the sentences with the Present passive.**

Cotton balls 1 *are picked* (pick) from cotton plants. Then they 2 are sent (send) to factories. They 3 are cleaned (clean) by machines. The cotton 4 is made (make) into blue cloth. This cloth 5 is called (call) denim. The denim 6 is used (use) for making jeans and jackets. Denim jeans and jackets 7 are worn (wear) by people all around the world.

6 Grammar practice

Lesson 3: Indefinite pronouns

1 **Read and complete.**

anyone anything anywhere everywhere no one nothing ~~someone~~

Indefinite pronouns			
	one	**thing**	**where**
some	[1] *someone* called you.	I found something.	I went somewhere.
any	Did [2] anyone call you? There wasn't anyone.	I didn't find [3] anything. There wasn't anything.	I didn't go anywhere. There isn't [4] anywhere to go.
no	[5] No one called you.	There was [6] nothing.	There's nowhere to go.
every	Everyone called you.	I found everything.	I've been [7] everywhere.

2 **Read and circle the correct answers.**

1 I don't think … will go camping.
a no one **b** anyone **c** someone

2 We should go … fun tomorrow.
a anywhere **b** nowhere **c** somewhere

3 Please put … into that big box.
a everything **b** nothing **c** anything

4 There's … we can do about the problem.
a nowhere **b** no one **c** nothing

5 I need … to help me tidy the house.
a someone **b** anyone **c** no one

6 We can't go … right now. It's raining.
a everywhere **b** anywhere **c** nowhere

Lesson 5: *should/shouldn't, must/mustn't, need to/don't need to*

3 **Read and complete.**

should/shouldn't, must/mustn't, need to/don't need to		
I You He / She We They	should shouldn't must [1] mustn't need to / [2] needs to don't / [3] doesn't need to	eat healthy food. eat too much chocolate. be on time. be late for Maths. see a doctor. wear a sports kit.

4 **Write sentences about you and people you know. Use your own ideas.**

1 I / should ✗ *I shouldn't go to bed late on week nights.*
2 My friends / must ✓ My friends must...
3 Everyone / need ✓ Everyone needs...
4 Our teacher / should ✓ Our teacher should...
5 I / must ✗ I mustn't...
6 Children / need ✗ Children needn't...

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TEAM Together OMAN 6B

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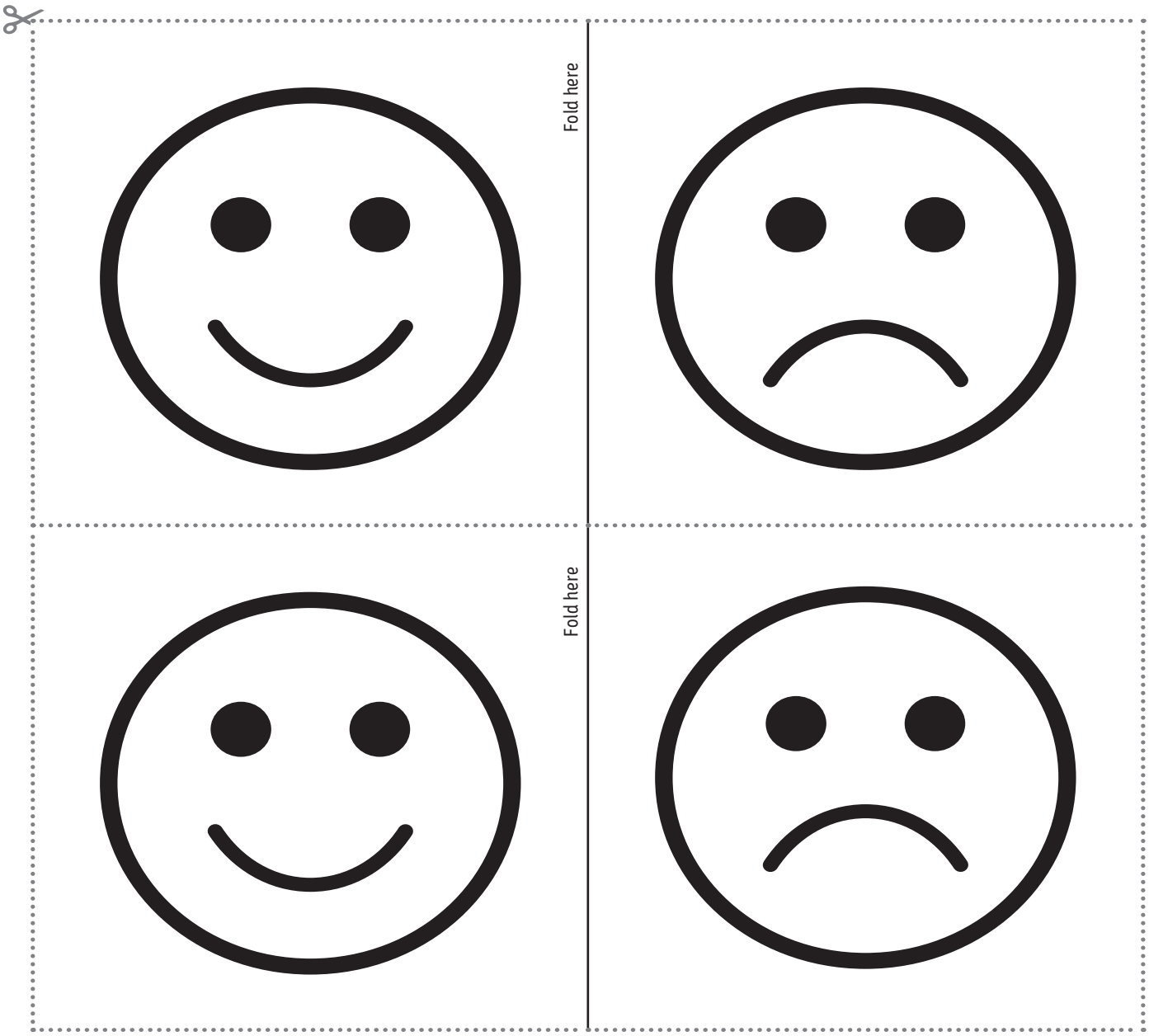
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***Don't say it!* cards** 196

Happy/Sad face cards

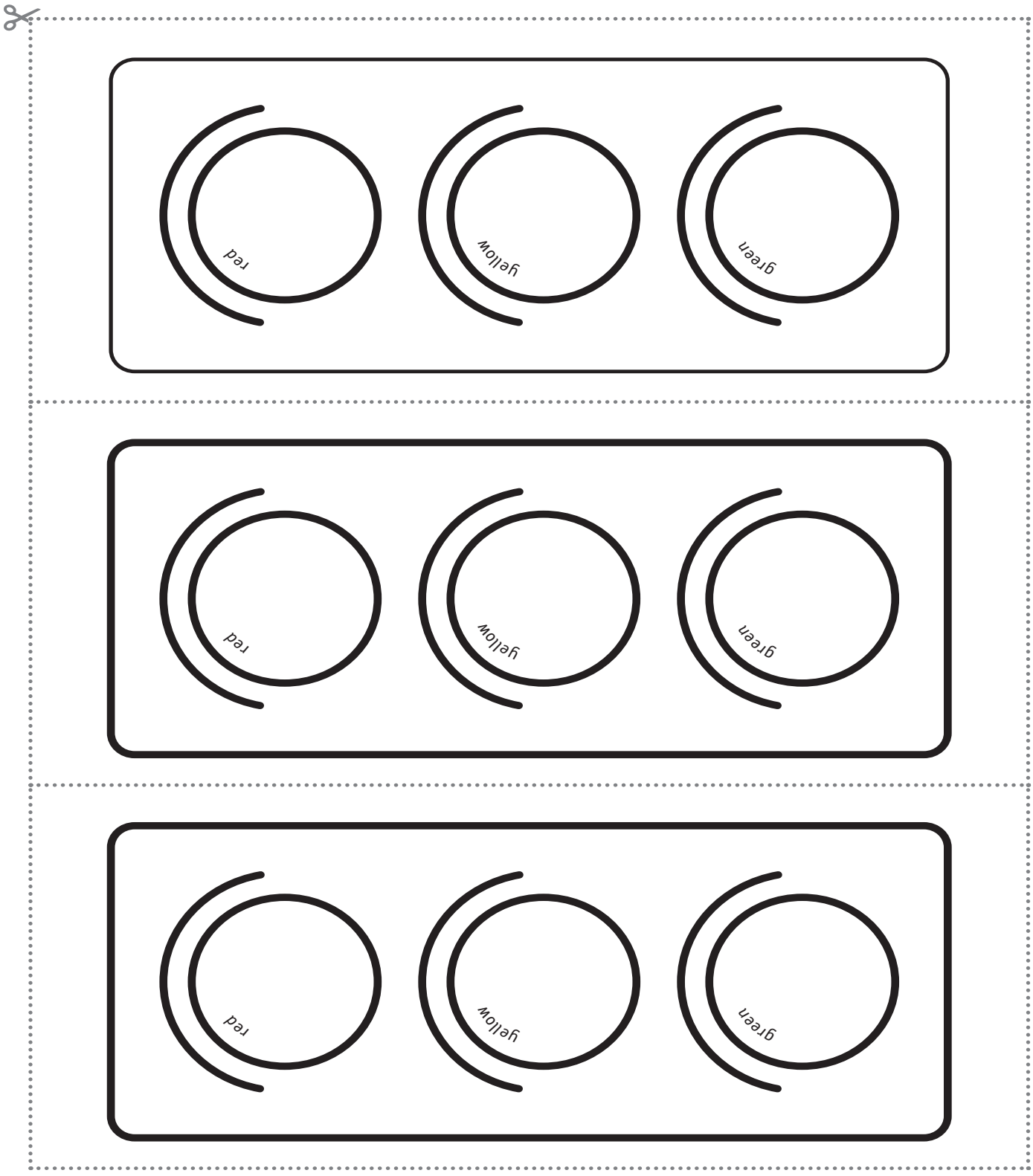
Cut out, fold and stick.



 Team Together Oman 6B Photocopiable © Pearson Education Limited and York Press Ltd. 2025

Traffic light cards

Cut out and colour.



Picture charades cards

Cut out and play.

tidy up	**empty the bin**	**knife**	**salt**
plain	**uncomfortable**	**casual**	**scarf**
leggings	**watch**	**bandage**	**shelter**
rucksack	**cut your finger**	**burn your hand**	**soft**

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.

smart	**colourful**	**checked**	**earrings**
crown	**penknife**	**matches**	**plaster**
have a pain	**fall over**	**have an accident**	**hard**
waistcoat	**smart**	**lie down**	**sleeping mat**

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.

compass ✗ direction ✗ north	**camping stove** ✗ gas ✗ cook	**striped** ✗ clothes ✗ lines	**chop** ✗ knife ✗ cut
take out the rubbish ✗ trash ✗ waste	**sweep the floor** ✗ brush ✗ floor	**bake** ✗ oven ✗ bread	**fry** ✗ oil ✗ pan
spotted ✗ dots ✗ pattern	**gloves** ✗ warm ✗ hands	**matches** ✗ fire ✗ flame	**call an ambulance** ✗ hospital ✗ accident
tie ✗ smart ✗ neck	**zip** ✗ metal ✗ clothes	**laces** ✗ string ✗ shoe	**take medicine** ✗ tablet ✗ ill

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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First published 2025

ISBN:

Ministry of Information Publication No. 2025 / 8668

Printed by: Muscat Printing Press L.L.C - +968 24794452, 24795069

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Grade 4	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
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Team Together Oman
Teacher's Book
Grade 6B
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

Osama _____ with his father.

- **A** cooks dinner ☐
- **B** cleans the windows ☐
- **C** washes the car ✔

1 Osama's father empties the bins _____.

- **A** once a week ☐
- **B** twice a week ☐
- **C** three times a week ☐

2 Osama's sister _____ with her mother.

- **A** cooks dinner ☐
- **B** sweeps the floor ☐
- **C** clears the table ☐

3 Osama hasn't _____ today yet.

- **A** watered the plants ☐
- **B** tidied up the living room ☐
- **C** put away his clothes ☐

4 Osama's favourite sweatshirt is _____.

- **A** striped ☐
- **B** patterned ☐
- **C** checked ☐

5 His sweatshirt is very _____.

- **A** baggy ☐
- **B** smart ☐
- **C** comfortable ☐

Team Together Oman Grade 6 Class Test 1 © Pearson Education Limited and York Press Limited 2025

Reading

Task 2 **Read Nada's story. Answer the questions using short answers. There is one example.** ____ / 5

This morning, I went with my friend Sharifa to a clothes shop. We're in a play at school, so we needed some different clothes and accessories. I bought a lovely bracelet. I think it's made of silver, and I've got a pair of earrings at home that look like it. I love accessories!
I also bought a pair of very colourful leggings. Sharifa bought a sweatshirt. It's baggy and it looks really comfortable. After that, we went to her house. I'm helping her with some jobs, then we want to practise for the play later. We've already dusted the furniture and cleaned the windows, but we haven't vacuumed the carpets yet.

Where did Nada and Sharifa go this morning? to a clothes shop

1 What accessory did Nada buy? _____

2 What are the leggings like? _____

3 What is Sharifa's sweatshirt like? _____

4 What is Nada doing before they practise for the play? _____

5 What haven't they done yet? _____

Total: ____/10 marks

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Class Test 1

Answer key

Listening

Task 1

1 B
2 A
3 C
4 A
5 C

Reading

Task 2

1 a bracelet
2 colourful
3 baggy and comfortable
4 helping Sharifa (with some jobs)
5 vacuumed the carpets

Audioscript

CT1.1 Task 1

Hello.
Look at Task 1.
Listen and tick the correct answers.

Boy: Hi! My name's Osama. Everyone in my family helps at home. My dad and I wash the car once a week but we haven't washed it this week yet. Dad also empties the bins on Tuesdays and Thursdays. My sister Razan sweeps the floor. She also helps Mum cook the dinner. I think they're cooking now because it smells delicious! I also do other jobs at home. Today I've already watered the plants and tidied up the living room, but I haven't put away my clothes yet. I've just remembered that I can't find my favourite sweatshirt: it's a striped blue and red sweatshirt. I like it because it's made of cotton, so it's really comfortable. I'm going to ask Mum about it.

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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

Our Camping Trip

I am camping with my friends this weekend. It took a long time to find somewhere nice to spend the night yesterday. Then we went walking in the forest, but Zakeya **(1)** _____ an accident. She fell **(2)** _____ and hurt her ankle. **(3)** _____ remembered to bring a first-aid kit and we knew what to do. We put a bandage on it and put a blanket under her ankle to **(4)** _____ her comfortable. This morning, she isn't feeling any pain, so we **(5)** _____ to go home early.

	A nowhere	**B** everywhere	**C** somewhere
1	**A** had	**B** did	**C** took
2	**A** around	**B** off	**C** over
3	**A** Anyone	**B** No one	**C** Someone
4	**A** make	**B** do	**C** stay
5	**A** shouldn't	**B** mustn't	**C** don't need

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Writing

Task 2 **Imagine that you have just come back from a trip. There was an accident with an injury. Write an email to a friend about it. Write 50 or more words. Include:**

- a subject line
- how the accident happened
- what you did after the injury

_____ / 5

Total: _____/10 marks

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Class Test 2

Answer key

Grammar and Vocabulary

Task 1

1 had
2 over
3 Someone
4 make
5 don't need

Writing

Task 2

Model answer

Subject: Our camping trip

Hi Majid,

We're back home from our trip. It was really nice, but we had an accident. Basil brought a camping stove to make dinner, but he burnt his hand. I had a first-aid kit, so I put a plaster on it. He's OK now. The place was really beautiful, there were trees everywhere!

See you tomorrow at school.

Laith

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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.

Unit practice A

End of Semester practice

Name: _____ Time allowed: 90 minutes

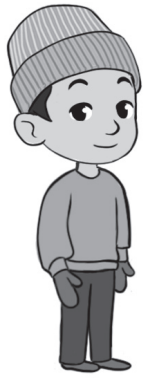
Class: _____ Total _____ / 40 marks

Listening

Task 1 ES2.1 **Listen and match the people (1–5) to the pictures (A–G). There are two extra pictures.** _____ / 5

1 Najla ☐ **2** Juma ☐ **3** Halima ☐ **4** Faisal ☐ **5** Samar ☐

A



B



C



D



E



F



G



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Task 2 ES2.2 **Listen and tick (✔) the correct answer.** _____ / 5

1 What does Dana's mum ask her to do first?

A ☐ chop vegetables

B ☐ boil water

2 What is Dana going to mix?

A ☐ flour and milk

B ☐ water and flour

3 What is Dana going to chop?

A ☐ vegetables

B ☐ tomatoes

4 Where is the butter?

A ☐ in the fridge

B ☐ on the table

5 What do Dana and her mum do while the food is in the oven?

A ☐ clear the table

B ☐ tidy up

Vocabulary

Task 3 **Look at the pictures. Write the correct word under each picture.** _____ / 5

1



s_ _ _ _ _ _ _ _ _ _

2



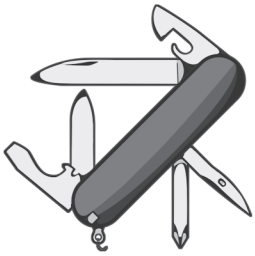
k_ _ _ _ _

3



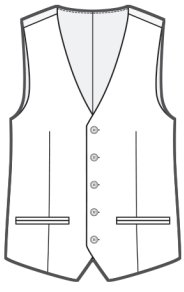
s_ _ _ _ _

4



p_ _ _ _ _ _ _ _

5



w_ _ _ _ _ _ _ _ _

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Grammar

Task 4 **Choose the correct words to complete the sentences.** ____ / 5

1 I haven't taken out the rubbish _____.

A already **B** yet

2 Those leggings _____ very comfortable.

A look **B** look like

3 This sleeping mat isn't big _____ for us.

A enough **B** too

4 These bracelets _____ made of leather.

A is **B** are

5 Let's make _____ for dinner.

A anything **B** something

Reading

Task 5 **Read the text. Then read and write *True* or *False*.** ____ / 5

A desert is a place where there is very little rain. Deserts can be dangerous for people. If you are in a desert, here are some things that you must do:

1 Always tell someone where you are going. Mobile phones don't always work when you aren't near towns and cities!

2 Check your car very carefully before you go. Make sure everything is working.

3 Always take a compass and a good map. You mustn't get lost!

4 Take lots of water. An adult needs four to five litres of water every day. If you don't have enough water, don't eat salty food.

5 Take a good first-aid kit. If you often take medicine, make sure you don't forget it.

6 Always stay near your car. If someone needs to rescue you, they will find a car more easily, then they will find you.

7 Carry a blanket because deserts can be cold at night. You can use the blanket to make a shelter in the daytime. This will help protect you from the sun.

8 Wear sunglasses to protect your eyes.

9 Always carry a penknife. They are useful for lots of things!

1 You can always use your mobile phone in the desert. _____

2 If you take a map to the desert, you don't need a compass. _____

3 You shouldn't eat food with salt if you don't have enough water. _____

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4 A blanket can be useful during the day and at night. _____

5 Sunglasses are not good for you in the desert. _____

Task 6 **Read the text again. Choose the correct option to complete the sentences.**

_____ / 5

1 What is the best title for this text?

A First-aid in the Desert **B** Keeping Safe in the Desert

2 Before going to the desert, you should check _____ is working well.

A your car **B** your mobile phone

3 You shouldn't forget to bring any _____ that you take.

A blankets **B** medicine

4 You should stay _____ your car in the desert.

A near **B** away from

5 You can do many things with _____ in the desert.

A sunglasses **B** a penknife

Writing

Task 7 **Look at the three pictures. Write the story using the pictures. Write 50 or more words. Use some of the words in the box.** _____ / 10

burned camping stove first-aid kit forest plaster





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Unit practice B

End of Semester practice

Name: _____ Time allowed: 90 minutes

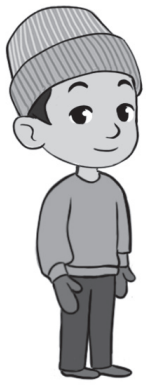
Class: _____ Total _____ / 40 marks

Listening

Task 1 ES2.1 **Listen and match the people (1–5) to the pictures (A–H). There are three extra pictures.** _____ / 5

1 Najla ☐ **2** Juma ☐ **3** Halima ☐ **4** Faisal ☐ **5** Samar ☐

A



B



C



D



E



F



G



H



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Task 2 ES2.2 **Listen and tick (✔) the correct answer.** _____ / 5

1 What does Dana's mum ask her to do first?

A chop vegetables **B** bake a cake **C** boil water

2 What is Dana going to mix?

A flour and milk **B** water and flour **C** flour and salt

3 What is Dana going to chop?

A vegetables **B** onions **C** tomatoes

4 Where is the butter?

A in the cupboard **B** in the fridge **C** on the table

5 What do Dana and his mum do while the food is in the oven?

A clear the table **B** take out the rubbish **C** tidy up

Vocabulary

Task 3 **Look at the pictures. Write the correct word under each picture.** _____ / 5

1



s_____

2



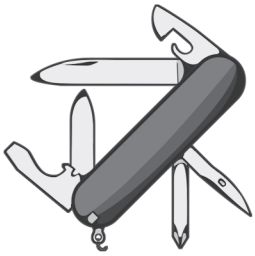
k_____

3



s_____

4



p_____

5



w_____

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Grammar

Task 4 **Choose the correct words to complete the sentences.** ____ / 5

1 I haven't taken out the rubbish _____.

A already **B** yet **C** never

2 Those leggings _____ very comfortable.

A like **B** look like **C** look

3 This sleeping mat isn't big _____ for us.

A enough **B** too **C** very

4 These bracelets _____ made of leather.

A be **B** is **C** are

5 Let's make _____ for dinner.

A anything **B** something **C** nothing

Reading

Task 5 **Read the text. Then read and write *True* or *False*. Correct the false sentences.** ____ / 5

A desert is a place where there is very little rain. Deserts can be dangerous for people. If you are in a desert, here are some things that you must do:

1 Always tell someone where you are going. Mobile phones don't always work when you aren't near towns and cities!
2 Check your car very carefully before you go. Make sure everything is working.
3 Always take a compass and a good map. You mustn't get lost!
4 Take lots of water. An adult needs four to five litres of water every day. If you don't have enough water, don't eat salty food.
5 Take a good first-aid kit. If you often take medicine, make sure you don't forget it.
6 Always stay near your car. If someone needs to rescue you, they will find a car more easily, then they will find you.
7 Carry a blanket because deserts can be cold at night. You can use the blanket to make a shelter in the daytime. This will help protect you from the sun.
8 Wear sunglasses to protect your eyes.
9 Always carry a penknife. They are useful for lots of things!

1 You can always use your mobile phone in the desert. _____

2 If you take a map to the desert, you don't need a compass. _____

3 You shouldn't eat food with salt if you don't have enough water. _____

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4 A blanket can be useful during the day and at night. _____

5 Sunglasses are not good for you in the desert. _____

Task 6 **Read the text again. Answer the questions with a short answer.** _____ / 5

1 How could you complete the title of this text? Keeping Safe in the _____

2 What should you do with your car before you go to the desert? _____

3 How much water do adults need every day? _____

4 What should you always stay near to? _____

5 What can you do many things with? _____

Writing

Task 7 **Look at the three pictures. Write the story using the pictures. Write 50 or more words.** _____ / 10

burned camping stove first-aid kit forest plaster







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End of Semester Unit Practice

Answer key

Listening A
Task 1
1 D **2** A **3** G **4** C **5** F

Task 2
1 B **2** A **3** B **4** A **5** B

Listening B
Task 1
1 D **2** A **3** H **4** C **5** F

Task 2
1 C **2** A **3** C **4** B **5** C

Vocabulary A and B
Task 3
1 sweatshirt **2** knife **3** scarf **4** penknife **5** waistcoat

Grammar A
Task 4
1 B **2** A **3** A **4** B **5** B

Grammar B
Task 4
1 B **2** C **3** A **4** C **5** B

Reading A
Task 5
1 False **2** False **3** True **4** True **5** False

Task 6
1 B **2** A **3** B **4** A **5** B

Reading B
Task 5
1 False (Mobile phones don't always work when you aren't near towns and cities.)
2 False (You should always take a compass and a good map.)
3 True
4 True
5 False (You should wear sunglasses to protect your eyes.)

Task 6
1 Desert **2** You should check it.
3 four to five litres **4** your car
5 a penknife

Writing A and B
Task 7
Model answer
Khalid and Saleh were camping in the forest. Khalid was cooking dinner with a camping stove. The pan was too big and it fell. Khalid burned his hand. Saleh brought a first-aid kit and he put a plaster on Khalid's hand.

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Audioscript

ES2.1 Task 1

1

Woman: Who's that girl who's sitting on the ground?
Girl: That's Najla. She's just fallen over.
Woman: Oh, she's cut her arm. She should put a plaster on it.
Girl: Yes, she should. And she's hurt her ankle, too.

2

Woman: It's cold today.
Girl: Yes, it is. Look at Juma. He's wearing gloves.
Woman: Yes, and a woolly hat.
Girl: I have a hat like that. It looks smart, but it isn't comfortable.

3

Girl: Oh, I think Halima's going home now.
Woman: Who's Halima?
Girl: She's the girl who's wearing spotted leggings.
Woman: Oh yes. Look, she's already put her sleeping mat in her rucksack.

4

Woman: Who's the boy who's wearing baggy trousers?
Girl: That's Faisal. I think he has a headache.
Woman: Oh dear! He needs to take some medicine.
Girl: And he should drink some water.

5

Woman: Who's going to cook the dinner?
Girl: Samar. She's over there, near the shelter.
Woman: I can see her. She has a camping stove, but she hasn't started cooking yet.
Girl: That's right. Look. She's just found the matches.

ES2.2 Task 2

1

Girl: Are you baking a cake, Mum?
Woman: No, I'm not. I'm cooking the dinner now, Dana.
Girl: What do you want me to do?
Woman: Well, we need some hot water…
Girl: OK, I'll boil some now.
Woman: Thank you, Dana!

2

Girl: What are you doing now?
Woman: I have to mix the flour and milk.
Girl: I can do that. Should I add water?
Woman: No, thank you.

3

Girl: What do you want me to do now? Can I chop the vegetables?
Woman: No, I can do that. Can you chop the tomatoes?
Girl: Yes, of course. I'll do it now.

4

Girl: I've finished that. What's next?
Woman: Can you add the butter, please?
Girl: All right. Where is it? It isn't on the table.
Woman: It's in a bowl in the fridge.

5

Woman: That's it. It's in the oven now.
Girl: Great! What should we do now? Should we clear the table?
Woman: I've already done that. Let's tidy up here in the kitchen.
Girl: OK.

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Use the writing rating scale below for Task 7 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 practice A

End of Year Practice

Name: _____ Time allowed: 90 minutes

Class: _____ Total _____ / 40 marks

Listening

Task 1 EOY.1 **Listen and write *True* or *False*.** _____ / 5

1 Halima was making breakfast when her grandpa called. _____

2 Halima's grandpa bought two things. _____

3 Halima liked the corridors in the castle the most. _____

4 It was raining when Halima and her grandpa were waiting for the bus. _____

5 Halima fell asleep on the sofa. _____

Task 2 EOY.2 **Listen and choose the correct words to answer the questions.** _____ / 5

1 What hobby can teach you new things?

A gardening

B board games

2 What hobby can make you smarter?

A photography

B puzzles

3 What hobby can make you more creative?

A photography

B puzzles

4 What can castles help you with at school?

A History

B English

5 What happens when you join a sports club?

A You can make friends.

B You can write a diary.

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Grammar and Vocabulary

Task 3 **Read the text. Choose the right words and write them on the lines.** ____ / 10

I **(1)** _____ athletics and I have **(2)** _____ won an important competition. Two years ago, I wasn't good **(3)** _____: I tried, but **(4)** _____ beat me in the final race. Last year, I **(5)** _____ an accident **(6)** _____ left me with a broken arm, so I couldn't run. This year, I ran **(7)** _____ than before and won first place. It **(8)** _____ really good to win because I **(9)** _____ my mum happy. She is going to **(10)** _____ a cake for me to celebrate.

1	play	do
2	just	yet
3	too	enough
4	anyone	someone
5	had	took
6	who	which
7	faster	fastest
8	tastes	feels
9	made	did
10	bake	boil

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Reading

Task 4 **Read the texts and choose the correct option.** _____ / 5

1

Hi Isa
Do you remember that problem with my laptop? I didn't need to buy a new one in the end, I just had to download an app!
Talk soon
Juma

A Juma bought a new laptop.

B Juma didn't buy a new laptop.

2

Here's a photo from the top of the skyscraper. It was 40 floors, but luckily there was a lift to the top. We didn't take it down though – we walked 850 steps!

A They took a lift to the top of the building and down again.

B They went down the stairs from the top of the building.

3

Hi Dad! I've already tidied up my room and taken out the rubbish. So I just need to water the plants, but can I go out with my friends first?

A He hasn't watered the plants yet.

B He has already watered the plants.

4

Mum, what time are you back? I can't find my waistcoat. I could wear the sweatshirt for the family party, but it's not formal enough. Help!

A His sweatshirt is too casual for the party.

B He doesn't want to wear the waistcoat.

5

Hi Sabah,
I'm ready for our camping trip! I've packed the first-aid kit and the sleeping mats, but you mustn't forget the camping stove. See you later!
Rasha

A Rasha wants Sabah to take the stove.

B Rasha wants Sabah to take the sleeping mats.

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Task 5 **Read the text and choose the correct words to answer the questions.**

_____ / 5

My Wednesday

by Amani

5 pm – We put on a show at school today. It was great fun! I wore baggy, spotted trousers, but I forgot my waistcoat.

7.30 pm – I've bought my mum a bracelet which is made of silver. It's very pretty and smart. Dad and I have just baked a cake for her, too. It smells delicious, but I burned my hand when I was taking the cake from the oven. Ouch! I put it under cold water and it's fine now.

We're going to a theme park at the weekend. We leave after school on Thursday and we get back on Saturday afternoon. I've already packed my rucksack, but I mustn't forget my toothbrush! We don't need sleeping mats or pillows because we're going to stay in a hotel.

8 pm – A presenter on TV has just said that it's going to be cold this weekend. That's strange, because it's really sunny now, but I'll take my woolly hat to the theme park!

1 What did Amani wear for the show?

A baggy trousers **B** a waistcoat

2 What did Amani buy her mother

A a cake **B** a bracelet

3 What did Amani burn?

A her hand **B** the cake

4 What must Amani remember to take to the theme park?

A a sleeping mat **B** her toothbrush

5 What is the weather going to be like this weekend?

A cold **B** sunny

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Writing

Task 6 **Imagine that you have made a new friend in another country. Complete the email below. Write 50 or more words. Use the phrases in the box. Include:**

- what you are like
- what sport or hobbies you do
- what jobs you have to do at home.

_____ / 10

Hi _____

Let me tell you about me.

I'm very _____, but I'm not very _____.

I have lots of hobbies: I _____ _____.

I like sports too: _____ _____.

At home, I have to _____ _____ _____.

What about you?

Talk soon

_____

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Unit practice B

End of Year Practice

Name: _____ Time allowed: 90 minutes

Class: _____ Total _____ / 40 marks

Listening

Task 1 EOY.1 **Listen and write *True* or *False*. Then correct the false sentences.** _____ / 5

1 Halima was making breakfast when her grandpa called.

_____

2 Halima's grandpa bought two things.

_____

3 Halima liked the corridors in the castle the most.

_____

4 It was raining while Halima and her grandpa were waiting for the bus.

_____

5 Halima fell asleep on the sofa.

_____

Task 2 EOY.2 **Listen and answer the questions.** _____ / 5

1 What hobby can teach you new things?

_____

2 What hobby can make you smarter?

_____

3 What hobby can make you more creative?

_____

4 What can castles help you with at school?

_____

5 What can you make when you join a sports club?

_____

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Grammar and Vocabulary

Task 3 **Read the text. Choose the right words and write them on the lines.** ____ / 10

I **(1)** _____ athletics and I have **(2)** _____ won an important competition. Two years ago, I wasn't good **(3)** _____: I tried, but **(4)** _____ beat me in the final race. Last year, I **(5)** _____ an accident **(6)** _____ left me with a broken arm, so I couldn't run. This year, I ran **(7)** _____ than before and won first place. It **(8)** _____ really good to win because I **(9)** _____ my mum happy. She is going to **(10)** _____ a cake for me to celebrate.

1	play	do	go
2	just	yet	ever
3	very	too	enough
4	anyone	no one	someone
5	had	hurt	took
6	who	which	where
7	fast	faster	fastest
8	tastes	sounds	feels
9	made	did	had
10	bake	boil	mix

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Reading

Task 4 **Read the texts and choose the correct option.** ____ / 5

1

Hi Isa
Do you remember that problem with my laptop? I didn't need to buy a new one in the end, I just had to download an app!
Talk soon
Juma

A Juma bought a new laptop.

B Juma didn't buy a new laptop.

C Juma is going to buy a new laptop.

2 Here's a photo from the top of the skyscraper. It was 40 floors, but luckily there was a lift to the top. We didn't take it down though – we walked 850 steps!

A They didn't go to the top of the skyscraper.

B They took a lift to the top of the building and down again.

C They went down the stairs from the top of the building.

3 Hi Dad! I've already tidied up my room and taken out the rubbish. So I just need to water the plants, but can I go out with my friends first?

A He hasn't watered the plants yet.

B He hasn't tidied up his room yet.

C He hasn't taken out the rubbish yet.

4 Mum, what time are you back? I can't find my waistcoat. I could wear the sweatshirt for the family party, but it's not formal enough. Help!

A His waistcoat is too formal for the party.

B He doesn't want to wear the waistcoat.

C His sweatshirt is too casual for the party.

5

Hi Sabah,
I'm ready for our camping trip! I've packed the first-aid kit and the sleeping mats, but you mustn't forget the camping stove. See you later!
Rasha

A Rasha wants Sabah to take the stove.

B Rasha wants Sabah to take the sleeping mats.

C Rasha wants Sabah to take the first-aid kit.

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Task 5 **Read the text and answer the questions.** _____ / 5

My Wednesday

by Amani

5 pm – We put on a show at school today. It was great fun! I wore baggy, spotted trousers, but I forgot my waistcoat was at home. Our teacher made a video, and she's going to upload it to the school website.

7.30 pm – I've bought my mum a bracelet which is made of silver. It's very pretty and smart. Dad and I have just baked a cake for her, too. It smells delicious, but I burned my hand when I was taking the cake from the oven. Ouch! I put it under cold water and it's fine now. We're now cleaning the kitchen! I've swept the floor, but I haven't tidied up yet. I'll do that now.

We're going to a theme park at the weekend. We leave after school on Thursday and we get back on Saturday afternoon. I've already packed my rucksack, but I mustn't forget my toothbrush! We don't need sleeping mats or pillows because we're going to stay in a hotel.

8 pm – A presenter on TV has just said that it's going to be cold this weekend. That's strange, because it's really sunny now, but I'll take my woolly hat to the theme park!

1 What did Amani wear for the show?

_____

2 What did Amani buy her mother?

_____

3 What did Amani burn?

_____

4 What must Amani remember to take to the theme park?

_____

5 What is the weather going to be like this weekend?

_____

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Writing

Task 6 **Imagine that you have made a new friend in another country. Write them an email of 50 or more words. Include:**

- what you are like
- what sport or hobbies you do
- what jobs you have to do at home.

_____ / 10

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End of Year Unit Practice

Answer key

Listening A
Task 1
1 False **2** True **3** False **4** True **5** True

Task 2
1 A **2** B **3** A **4** A **5** A

Listening B
Task 1
1 False (She was clearing the table.)
2 True
3 False (She liked a room with animal paintings on the ceiling.)
4 True
5 True

Task 2
1 gardening
2 doing puzzles
3 photography
4 History
5 friends

Grammar and Vocabulary A and B
Task 3
1 do **2** just **3** enough **4** someone **5** had
6 which **2** faster **3** feels **4** made
5 bake

Reading A
Task 4
1 B **2** B **3** A **4** A **5** A

Task 5
1 A **2** B **3** A **4** B **5** A

Reading B
Task 4
1 B **2** C **3** A **4** C **5** A

Task 5
1 baggy, spotted trousers
2 a (silver) bracelet
3 her hand
4 her toothbrush / her woolly hat
5 cold

Writing A and B
Task 6
Model answer
Hi Hussain,
Let me tell you about me.
I'm very energetic and chatty, but I'm not very tall. I'm medium height.
I have lots of hobbies: I do the gardening twice a week and I also collect cards. I like sports, too: I do karate and I play table tennis.
At home, I have to water the plants and take out the rubbish. What about you?
Talk soon,
Ali

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Audioscript

EOY.1 Task 1

Girl: I had a busy day yesterday!
Woman: What did you do, Halima?
Girl: Well, I was clearing the table after breakfast when my grandpa phoned.
Woman: What did he say?
Girl: He invited me to go shopping. I didn't want to buy anything, but my grandpa bought a tie and an umbrella. We then visited the castle. There were lots of dark corridors!
Woman: What was the most interesting part of the castle?
Girl: One of the rooms has paintings of animals on the ceiling. I think that was the best room.
Woman: Where did you go after that?
Girl: We went to the bus stop to catch a bus. It started raining so we used Grandpa's new umbrella. We got off the bus and walked to my house. I was tired, so I relaxed on the sofa. I went to sleep!

EOY.2 Task 2

Girl: Hobbies are very good for us, and for different reasons. First of all, they're great fun! Things like board games are a very nice way to spend your time with friends. But also, we can learn a lot with our hobbies. When you do gardening, for example, you learn a lot about different plants and flowers. Puzzles can make you more clever, and photography can make you more creative. Hobbies can also help you at school: visiting old places like castles can help you with History, and if you write a diary in English, you can get better at English. Finally, hobbies can help you make friends. You can join a sports club and make lots of new friends!

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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 4 practice

Name: _____ Time allowed: 35 minutes

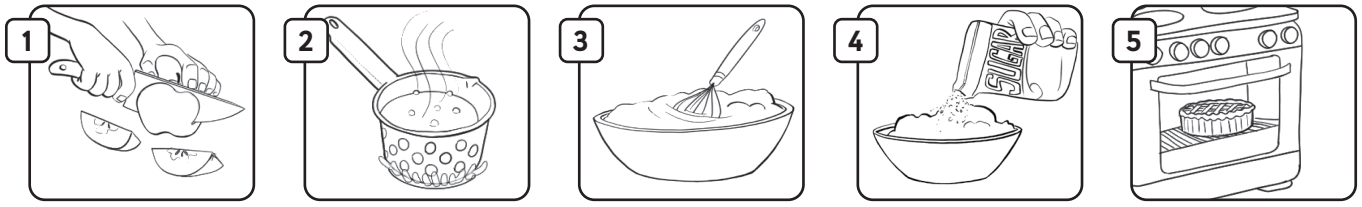
Class: _____ Total _____ / 30 marks

Unit practice **A**

Vocabulary

Task 1 **Look at the pictures. Read and complete the sentences.** _____ / 2.5

boil add bake chop mix



1 _____ the apples. **2** _____ the milk on the cooker. **3** _____ the flour and milk.

4 _____ some sugar. **5** _____ the cake in the oven.

Reading

Task 2 **Read the email from Nawal and write *True* or *False*.** _____ / 5

Hi Rasha

We said 2pm to meet at your house for the project, but can I come later, at 4pm?

I promised to help my mum clean my grandma's house today. I have already cleaned the windows and emptied the bins, and my mum has already vacuumed the carpets and dusted the furniture. We haven't watered the plants or tidied up yet, but we can do that in the afternoon.

We've just stopped for lunch. Grandma is making pasta, and it smells delicious! She's already chopped the tomatoes and now she's boiling the water for the pasta. She hasn't baked a cake yet, but she will do it after lunch. I'll bring you some of it!

See you later then.

Nawal

1 Nawal and her mother have finished cleaning her grandmother's house. _____

2 Nawal and her mother have just had lunch. _____

3 Nawal's mother has already vacuumed the carpets. _____

4 Nawal and her mother are going to tidy up after lunch. _____

5 Nawal's grandmother has already baked a cake today. _____

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Grammar

Task 3 **Read and choose the correct answers.** ____ / 2.5

1 Your brother looks / looks like your dad.

2 This cake tastes / tastes like delicious.

3 This music sounds / sounds like very old.

4 My rabbit feels / feels like a cat.

5 That cheese doesn't smell / smell like good.

Writing

Task 4 **What has Halima done? Look and write four sentences. Use the Present perfect and *yet* or *already*.** ____ / 5

Halima's jobs

1 tidy up her bedroom
2 dust the furniture ✔
3 sweep the floor
4 do her homework ✔
5 take out the rubbish ✔

1 She hasn't _____ yet.

2 She's already _____

3 _____

4 _____

5 _____

Listening

Task 5 UP4.1 **Listen and choose the correct answers.** ____ / 2

1 She has / hasn't washed the knives and forks. She has / hasn't put the spoons on the table.

2 She has / hasn't chopped the tomatoes. She has / hasn't added salt and pepper.

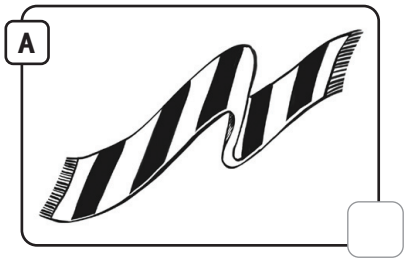
3 She has / hasn't chopped the vegetables. She has / hasn't bought some chicken.

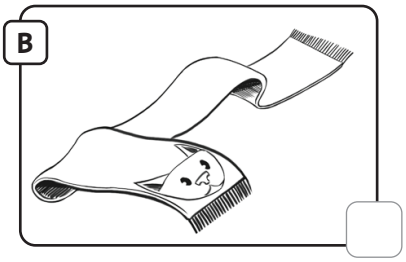
4 He has / hasn't boiled some water. He has / hasn't added sugar.

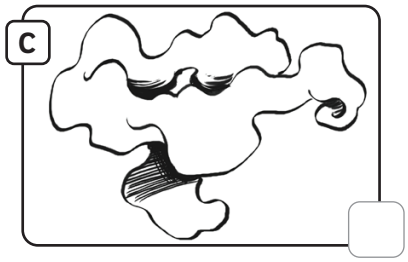
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Task 6 UP4.2 **Listen and tick (✔) the correct pictures.** ____ / 3

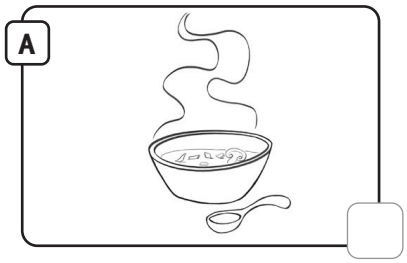
1 Which is Huda's scarf?

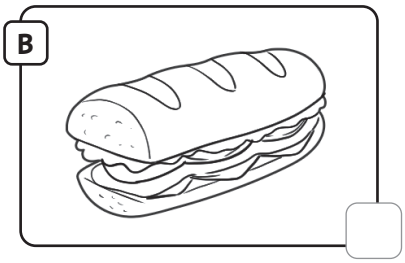


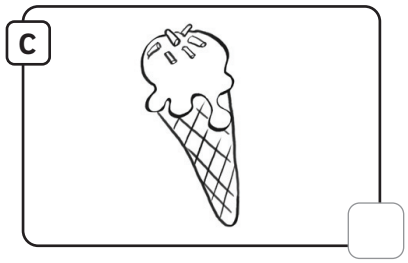




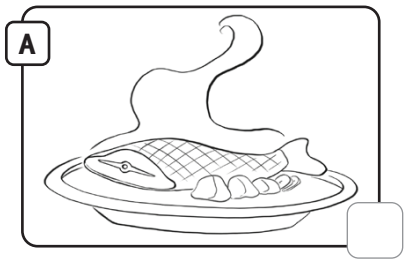
2 Which food is Malik eating?

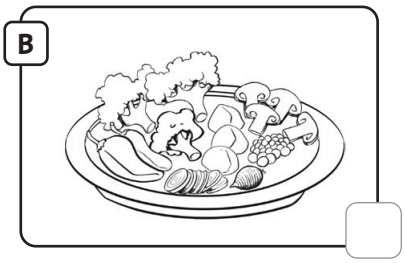






3 What does the market smell like?







Speaking

Task 7 **What do these things look/sound/smell/feel/taste like? Tell the teacher or your partner. You can use these ideas and the words in the box.** ____ / 10

lovely bad good fun interesting delicious soft hard noisy
friendly unfriendly beautiful tidy untidy

- your favourite jumper
- your favourite fruit
- your favourite clothes
- your bedroom
- your favourite shampoo
- outdoor equipment

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Unit practice B

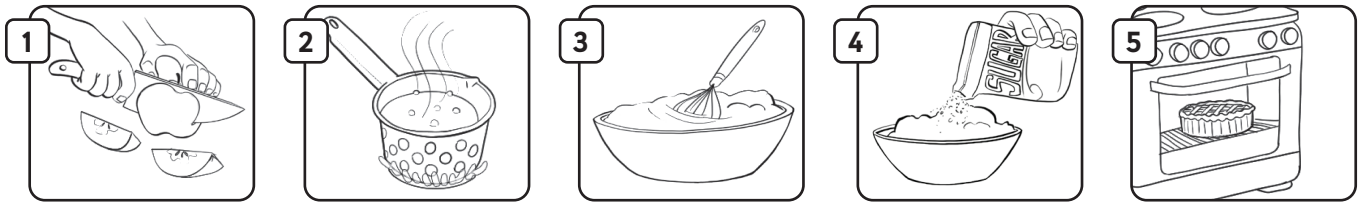
Unit 4 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Vocabulary

Task 1 **Look at the pictures. Read and complete the sentences.** _____ / 2.5



1 _____ the apples. **2** _____ the milk on the cooker. **3** _____ the flour and milk.

4 _____ some sugar. **5** _____ the cake in the oven.

Reading

Task 2 **Read the email from Nawal and answer the questions.** _____ / 5

Hi Rasha

I know we arranged to meet at 2pm at your house to do the project, but is it OK if I come later, at 4pm?

I promised to help my mum clean my grandma's house today. We've been busy all morning, but there's still a lot to do. I have already cleaned the windows and emptied the bins, and my mum has already vacuumed the carpets and dusted the furniture. We haven't watered the plants or tidied up yet, but we can do that early in the afternoon.

We've just stopped for lunch. Grandma is making pasta, and it smells delicious! She's already chopped the tomatoes and now she's boiling the water for the pasta. She hasn't baked a cake yet, but she will do it after lunch. I'll bring you some of it.

About the project, I've already found some great websites to show you. Have you chosen any interesting pictures yet?

See you later then.
Nawal

1 What time does Nawal want to go to Rasha's house now? _____

2 What two things has Nawal's mother already done? _____

3 What is Nawal's grandmother going to do in the afternoon? _____

4 What has Nawal found for their school project? _____

5 What does Nawal want Rasha to choose? _____

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Grammar

Task 3 **Read and complete the sentences with the correct form of *feel/look/sound/smell/taste (like)*. Use each verb once.** ____ / 2.5

1 Your brother _____ your dad. They have the same eyes.

2 This cake _____ delicious. Can I have another piece?

3 This music _____ very old.

4 This jumper _____ an animal. It's very soft.

5 That cheese doesn't _____ good! It's a strong smell. Don't eat it.

Writing

Task 4 **What has Halima done? Look and write four sentences. Use the Present perfect and *yet* or *already*.** ____ / 5

Halima's jobs
1 tidy up her bedroom
2 dust the furniture ✔
3 sweep the floor
4 do her homework ✔
5 take out the rubbish ✔

1 _____

2 _____

3 _____

4 _____

5 _____

Listening

Task 5 UP4.1 **Listen and choose the correct answers.** ____ / 2

What has he/she already done?

1 wash the knives and forks / put the spoons on the table

2 chop the tomatoes / add salt and pepper

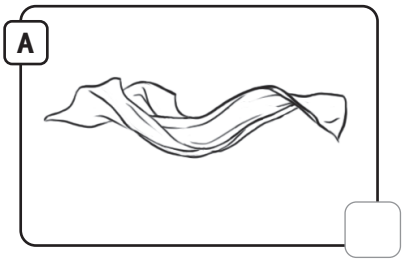
3 chop the vegetables / buy some chicken

4 boil some water / add sugar

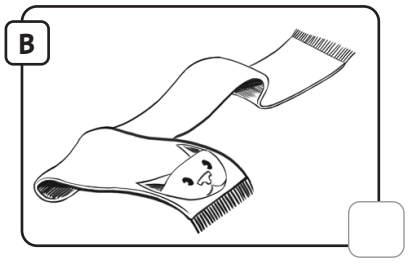
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Task 6 UP4.2 **Listen and tick (✔) six correct pictures.** _____ / 3

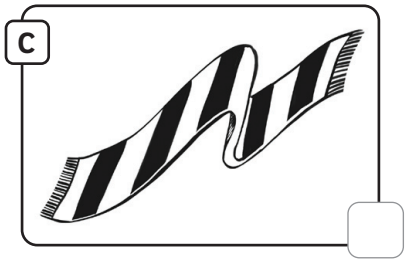
1 Huda's scarf feels soft.



Huda's scarf looks like a cat.



Huda's scarf looks like a zebra.



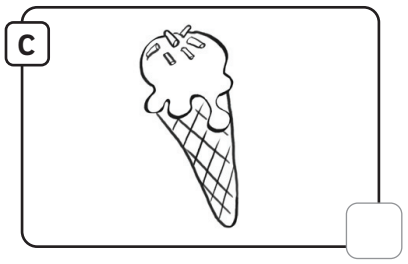
2 Malik's food looks nice.



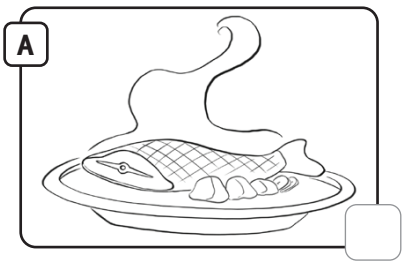
Malik's food tastes delicious.



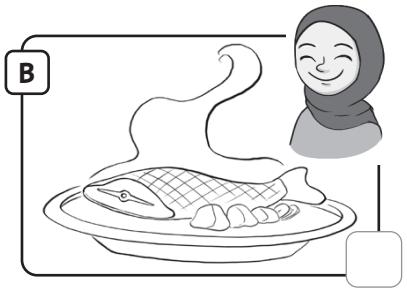
Malik's food feels cold.



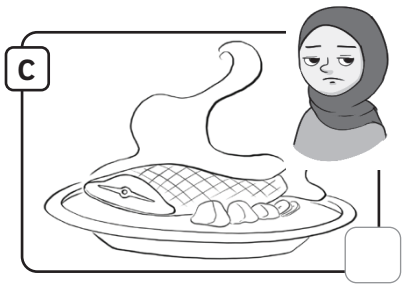
3 The market smells like fish.



The fish smells good.



The fish smells bad.



Speaking

Task 7 **What do these things look/sound/smell/feel/taste like? Tell the teacher or your partner. You can use these ideas.** _____ / 10

- your favourite jumper
- your favourite fruit
- your favourite clothes
- your bedroom
- your favourite shampoo
- outdoor equipment

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Unit 4 practice

Answer key

Vocabulary A and B

1 **1** Chop **2** Boil **3** Mix **4** Add **5** Bake

Reading A

2 **1** False **2** False **3** True **4** True **5** False

Reading B

2 **1** 4pm
2 vacuumed the carpets and dusted the furniture
3 bake a cake
4 (some great) websites
5 (interesting) pictures

Grammar A and B

3 **1** looks like **2** tastes **3** sounds **4** feels like **5** smell

Writing A and B

4 **1** She hasn't tidied up her bedroom yet.
2 She's already dusted the furniture.
3 She's hasn't swept the floor yet.
4 She's already done her homework.
5 She's already taken out the rubbish.

Listening A

5 **1** hasn't, has **2** has, hasn't **3** hasn't, has **4** has, hasn't

6 **1** A **2** C **3** A

Listening B

5 **1** put the spoons on the table
2 chop the tomatoes
3 buy some chicken
4 boil some water

6 **1** Huda's scarf feels soft.
Huda's scarf looks like a zebra.
2 Malik's food tastes delicious.
Malik's food feels cold.
3 The market smells like fish.
The fish smells bad.

Audioscript

UP4.1 Task 5

1

Woman: What are you doing?
Girl: I'm laying the table.
Woman: Where are the knives and forks?
Girl: Oh, they're dirty. I haven't washed them yet.
Woman: Where are the spoons?
Girl: I've already put them on the table.

2

Man: Are you making a salad?
Girl: Yes. Look – I've just chopped the tomatoes.
Man: Great! And have you added salt and pepper?
Girl: No, I haven't done that yet.

3

Boy: Are you making soup?
Girl: That's right. Chicken soup. I haven't chopped the vegetables yet.
Boy: Have you bought some chicken?
Girl: Yes, of course! Here it is.

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4

Woman: Can I have a cup of tea, please?
Boy: I'm making one for you. I've already boiled some water.
Woman: Great. Have you added sugar?
Boy: No, not yet.

UP4.2 Task 6

1 Which is Huda's scarf?

Girl 1: I like your scarf, Huda.
Girl 2: Thanks! It feels very soft.
Girl 1: Oh yes, it does. And it's black and white. It looks like a zebra!

2 Which food is Malik eating?

Boy 1: That doesn't look very nice, Malik!
Boy 2: I know, it's a horrible colour. But it tastes delicious! It feels very cold in my mouth!

3 What does the market smell like?

Boy 1: Let's go into the market.
Boy 2: OK… Oh, yeeurrgh! It smells like fish!
Boy 1: Oh yes, I can see some fish. It smells bad!

Speaking A and B

The Speaking quiz should be taken by students in a separate class. Ask students to work in pairs. They should takes turns saying sentences 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:

My favourite jumper feels soft.
My bedroom looks tidy.
My favourite fruit tastes delicious.
My favourite shampoo smells lovely.
My earrings feel smooth.
My rucksack looks big.

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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. • Handwriting is very clear.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Handwriting is usually clear.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Handwriting is reasonably clear.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Handwriting is often unclear.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Handwriting is always unclear.

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Use the speaking rating scale below for Task 7 with a total of 10 marks:

Marking scale for speaking task		
OUTCOME	**RATING SCALE**	
Can interact with others • 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).	**10**	• 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.
	9	Between descriptors above and below
	8	• 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.
	7	Between descriptors above and below
	6	• 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.
	5	Between descriptors above and below
	4	• 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).
	3	Between descriptors above and below
	2	• 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.

Unit 5 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

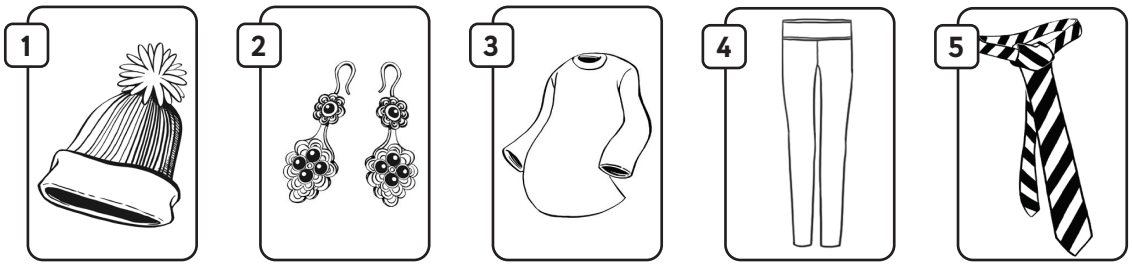
Unit practice **A**

Vocabulary

Task 1 **Look at the pictures. Then read and complete the sentences.** _____ / 2.5

sweatshirt woolly hat
tie earrings leggings

smart plain uncomfortable
baggy comfortable



1 Budoor's _____ is great for winter. It's _____ and warm.

2 I don't like wearing these _____ because they're too heavy. They're _____.

3 Issa's white _____ is very long and wide. It's too _____!

4 These _____ aren't patterned, they're _____.

5 Jack wore a _____ for his uncle's wedding. It had blue and white stripes. It looked very _____.

Grammar

Task 2 **Read and complete the sentences. Use *too* or *not* ... *enough* and the words in brackets.** _____ / 2.5

1 These trousers aren't long enough.
(short) They _____.

2 This top is too casual.
(formal) It _____.

3 Those gloves are too expensive.
(cheap) They _____.

4 These leggings aren't comfortable enough.
(uncomfortable) They _____.

5 My shoes are too small.
(big) They _____.

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Reading

Task 3 **Read the blog and choose the correct answers.** _____ / 5

Blog



Basma 25 minutes ago
Hi, I'm Basma, and I love wearing colourful clothes and accessories. I often wear a patterned dress. I wear it with plain leggings and a bracelet that my mother gave me for my birthday. It's my favourite accessory and I never leave the house without it! When it's cold, I wear a scarf. My brother wears a woolly hat – all his clothes are just too casual! What clothes and accessories do you like wearing? Write below.



Thuriya 10 minutes ago
I also like colourful clothes, but I prefer striped clothes. My favourite top is pink and green. I don't usually wear bracelets, but I love my watch!



Malik 2 minutes ago
When I'm at home, I wear a baggy sweatshirt. It's really comfortable. When it's very cold outside, I love wearing my woolly hat and scarf!

1 Basma's mother gave her a _____ for her birthday.
a dress **b** bracelet **c** scarf

2 Basma thinks her brother's clothes aren't _____ enough.
a casual **b** smart **c** colourful

3 Thuriya likes to wear _____ clothes.
a striped **b** checked **c** plain

4 Thuriya wears a _____ as an accessory.
a bracelets **b** belt **c** watch

5 Malik wears a _____ at home.
a sweatshirt **b** hat **c** scarf

Writing

Task 4 **Think of two objects at home or at school. Answer the questions about each object. Write complete sentences.** _____ / 5

	Object 1	Object 2
Where can you find it?		
What is it called?		
What is it made of?		
Who is it used by?		
What is it used for?		

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Listening

Task 5 UP5.1 **Listen and choose the correct answers.** _____ / 2.5



Arwa's shopping trip

1 Bought: a belt / a top

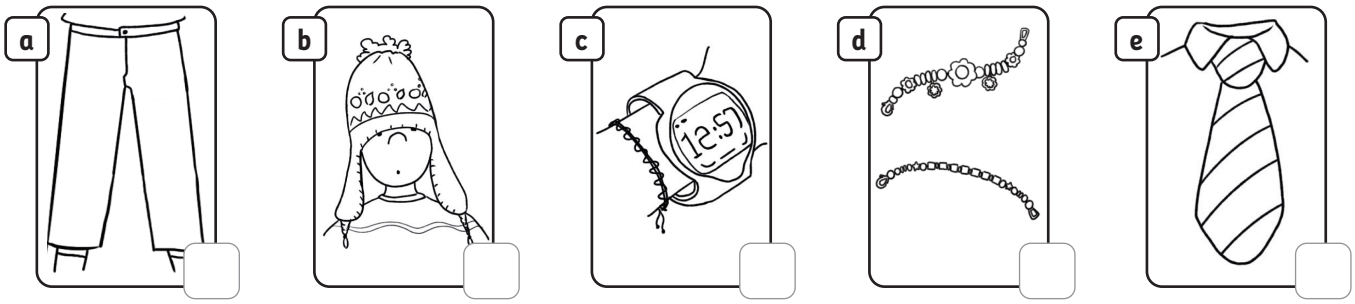
2 Colours: blue and purple / blue and pink

3 Pattern: spotted / striped

4 Made of: cotton / wool

5 Problem: too small / too big

Task 6 UP5.2 **Listen and number the pictures.** _____ / 2.5



Speaking

Task 7 **In pairs, ask and answer about something that you wear. You can use these ideas.** _____ / 10

What / called? What / like? What / colour? What / made of?

patterned comfortable/uncomfortable baggy smart/casual
formal/informal checked spotted striped
cotton gold leather plastic rubber silver wool

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Unit 5 practice

Name: _____ Time allowed: 35 minutes

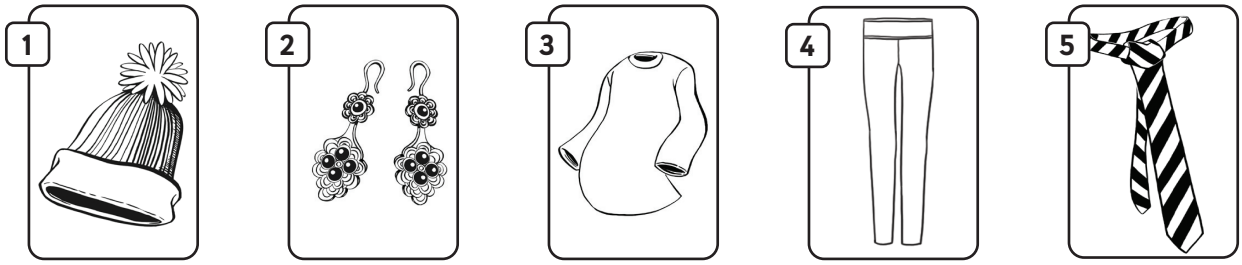
Class: _____ Total _____ / 30 marks

Unit practice **B**

Vocabulary

Task 1 **Look at the pictures. Read and complete the sentences with words from the box. There are four extra words.** _____ / 2.5

spotted sweatshirt plain comfortable tie watches smart
leggings belt uncomfortable baggy woolly hat checked earrings



1 Budoor's _____ is great for winter. It's _____ and warm.

2 I don't like wearing these _____ because they're too heavy. They're _____.

3 Issa's white _____ is very long and wide. It's too _____!

4 These _____ aren't patterned, they're _____.

5 Jack wore a _____ for his uncle's wedding. It had blue and white stripes. It looked very _____.

Grammar

Task 2 **Read and complete the sentences. Use *too* or *not* ... *enough*.** _____ / 2.5

1 These trousers aren't long enough.
They _____.

2 This top is too casual.
It _____.

3 Those gloves are too expensive.
They _____.

4 These leggings aren't comfortable enough.
They _____.

5 My shoes are too small.
They _____.

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Reading

Task 3 **Read the blog and complete the sentences with one word in each gap.**

_____ / 5

Blog



Basma 25 minutes ago
Hi, I'm Basma, and I love wearing colourful clothes and accessories! I like to look smart when I go out, so I often wear a patterned dress. I wear it with plain leggings and a bracelet that my mother gave me for my birthday. It's my favourite accessory and I never leave the house without it! When it's cold, I wear a scarf. My brother wears a woolly hat – all his clothes are just too casual! What clothes and accessories do you like wearing? Write below.



Thuriya 10 minutes ago
I prefer striped clothes. For example, my favourite top is pink and green and is made of silk. I don't usually wear bracelets, but I love my watch!



Malik 2 minutes ago
When I'm at home, I wear a sweatshirt and baggy shorts. They're really comfortable. When it's very cold outside, I love wearing my woolly hat and scarf!

1 Basma's mother gave her a _____ for her birthday.

2 Basma thinks her brother's clothes are too _____.

3 Thuriya likes to wear _____ clothes like her favourite top.

4 Thuriya wears a _____ as an accessory.

5 Malik wears a _____ and baggy shorts at home.

Writing

Task 4 **Think of two objects at home or at school. Write four sentences about each object using the Present passive. You can use the words in the box.** _____ / 5

called made of used by used for

Object 1: _____

_____

_____

Object 2: _____

_____

_____

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Listening

Task 5 UP5.1 **Listen and write.** _____ / 2.5



Arwa's shopping trip

1 Bought: _____

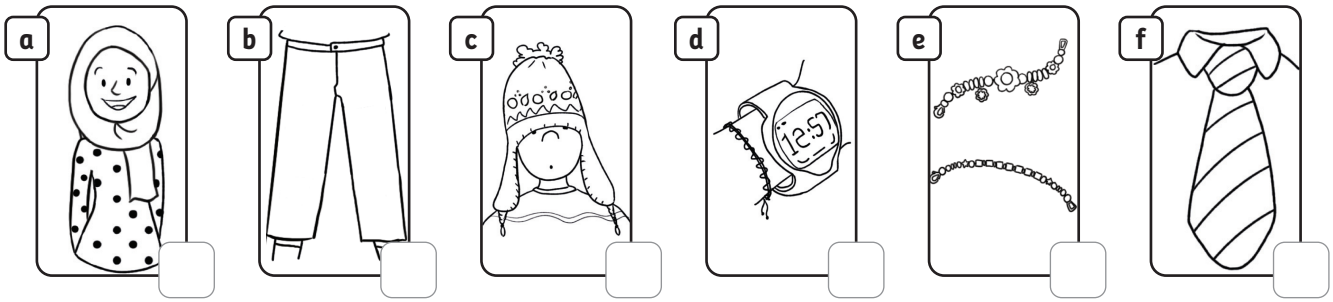
2 Colours: _____ and _____

3 Pattern: _____

4 Made of: _____

5 Problem: _____

Task 6 UP5.2 **Listen and number the pictures. There is one extra picture.** _____ / 2.5



Speaking

Task 7 **In pairs, ask and answer about something that you wear. You can use these ideas.** _____ / 10

What / called? What / like? What / colour? What / made of?

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Unit 5 practice

Answer key

Vocabulary A and B

1 **1** woolly hat, comfortable
2 earrings, uncomfortable
3 sweatshirt, baggy
4 leggings, plain
5 tie, smart

Grammar A and B

2 **1** are too short
2 isn't formal enough
3 aren't cheap enough
4 are too uncomfortable
5 aren't big enough

Reading A

3 **1** b **2** b **3** a **4** c **5** a

Reading B

3 **1** bracelet **2** casual **3** striped
4 watch **5** sweatshirt

Writing A and B

Possible answers:

4 You can find it at home. It's a belt.
It's made of plastic and metal. It is used by many people. It is used with trousers or skirts.

It's a woolly hat. It's made of wool.
It's used by people in cold weather.
It is used for keeping people warm.

Listening A

5 **1** a top **2** blue and pink **3** striped
4 wool **5** too big

6 **1** e **2** d **3** a **4** b **5** c

Listening B

5 **1** a top **2** blue / pink **3** striped
4 wool **5** (too) big

6 **1** f **2** e **3** b **4** c **5** d

Audioscript

UP5.1 Task 5

Girl 1: Hi, Arwa. I like your belt!
Girl 2: Thanks. It isn't mine – it's my mum's!
Girl 1: Did you go shopping this morning?
Girl 2: Yes, I did. I bought a top.
Girl 1: What's it like?
Girl 2: It's really nice! It's quite smart.
Girl 1: What colour is it?
Girl 2: Blue and pink.
Girl 1: Is it patterned?
Girl 2: It's striped.
Girl 1: What's it made of? Is it made of cotton?
Girl 2: No, it's made of wool. It feels really soft.
Girl 1: That's great.
Girl 2: But there's a problem. I tried it on at home.
Girl 1: Oh. Is it too small?
Girl 2: No, it's too big!
Girl 1: Oh dear!
Girl 2: It's OK. I can change it tomorrow.

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UP5.2 Task 6

1

Boy: Do you like this? It's striped.
Girl: Hmm… It's OK, but I think it's too old. It isn't smart enough.
Boy: You're right.

2

Girl 1: They're nice! Are they made of metal?
Girl 2: No, they're made of plastic.
Girl 1: They're very pretty.

3

Boy 1: Oh dear – look. They're too short.
Boy 2: You're right. You can't wear those!
Boy 1: I need to buy bigger ones.

4

Girl 1: What's it made of?
Girl 2: It's made of wool. It's worn by people who live in cold places!
Girl 1: I want to wear it. My ears are cold!

5

Boy: Is that new?
Girl: Yes, I got it yesterday.
Boy: It's really nice. I like the numbers on it.

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:

What's it called?	It's a watch.
What is it like?	It's very smart and comfortable.
What colour is it?	It's black.
What's it made of?	It's made of metal.

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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. • Handwriting is very clear.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Handwriting is usually clear.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Handwriting is reasonably clear.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Handwriting is often unclear.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Handwriting is always unclear.

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Use the speaking rating scale below for Task 7 with a total of 10 marks:

Marking scale for speaking task		
OUTCOME	**RATING SCALE**	
Can interact with others • 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).	**10**	• 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.
	9	Between descriptors above and below
	8	• 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.
	7	Between descriptors above and below
	6	• 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.
	5	Between descriptors above and below
	4	• 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).
	3	Between descriptors above and below
	2	• 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.

Unit 6 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Unit practice **A**

Vocabulary

Task 1 **Find words to complete the sentences.** _____ / 2.5

rucksackmatchescampingstovemedicinefirstaidkit

1 If you don't have a _____, you can cook your food on a campfire.
2 Always put lots of plasters and bandages in your _____.
3 Lots of people take _____ when they feel ill.
4 When you go for a walk, you can use a _____ to carry your equipment on your back.
5 If you want to start a fire, don't forget to bring some _____.

Reading

Task 2 **Read the email and write *True* or *False*.** _____ / 5

Hello everyone,

I am very excited about our camping trip this weekend. Some things to remember:

- You don't need to take a first-aid kit because I will bring one. But if you usually take medicine, you need to bring it.
- You must all bring your sleeping mat and a good rucksack. Also, don't forget your penknife and a compass.
- You should also bring a large water bottle. There's a stream there, but we're not camping near to it.
- It's warm this time of the year, so you don't need a blanket.

That's it. I'll see you all tomorrow at the school car park. You must be there by 7 am or you will miss the bus.

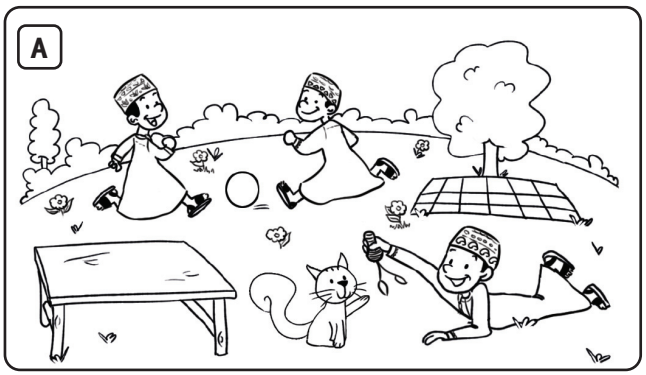
Mr Faisal

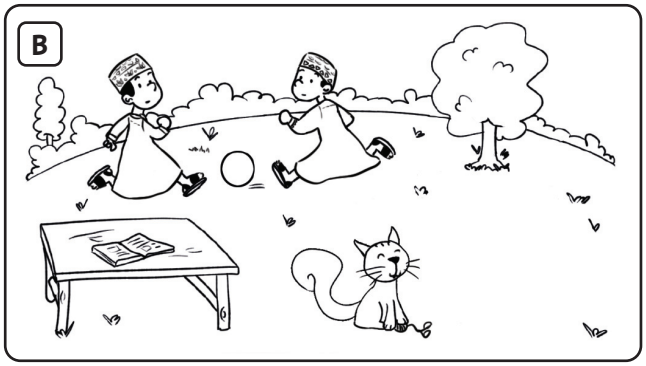
1 All students should bring a first-aid kit. _____
2 All students should bring a compass. _____
3 They are staying the night near a stream. _____
4 It's necessary to take a blanket. _____
5 The school bus leaves at seven in the morning. _____

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Grammar

Task 3 **Read and choose the correct answers.** ____ / 2.5





1 In Picture A, there's nothing on the table, but in picture B there's everything something somewhere on the table.

2 In Picture A, everything everyone somewhere is smiling, but in Picture B no one is smiling.

3 In Picture A, there's something under the tree, but in Picture B, there isn't nothing no one anything under the tree.

4 In Picture A, the cat is with someone, but in Picture B, the cat isn't with someone everyone anyone.

5 In Picture A, you can see flowers nowhere everywhere somewhere, but in Picture B, you can't see flowers anywhere.

Writing

Task 4 **Read the sentences and complete the responses. Use *should*, *must*, *need to* or *don't need to*.** ____ / 5

1 'I'm tired!' _____ to bed.

2 'I always talk loudly in class.' _____ quietly.

3 'I've finished my homework for tomorrow.' _____ this evening.

4 'We don't have enough food to cook lunch.' _____ shopping.

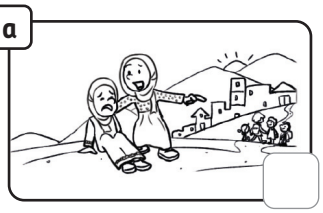
5 'I've broken my sister's toy.' _____ new one.

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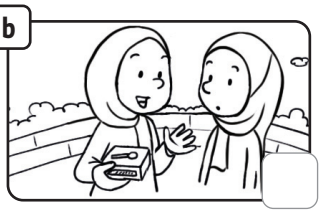
Listening

Task 5 UP6.1 **Listen and number the pictures. Complete the sentences with words from the box. There are four options you don't need.** ____ / 2.5

potatoes rucksack sandwiches sleeping mat
compass water bottle blanket phone

a 

Arwa's _____ isn't working.

b 

They're going to cook _____ on a fire.

c 

Hazim's _____ is empty.

d 

Laith forgot the _____.

Task 6 UP6.1 **Listen again and choose the correct answers.** ____ / 2.5

1 What food do they have?
A fruit
B cakes

2 Why can't Arwa walk? Because she's hurt her …
A ankle.
B foot.

3 What mustn't the children do?
A swim in the lake
B drink water from the lake

4 Why? Because …
A there are lots of fish in it.
B it's dirty.

5 Why didn't Dana bring the camping stove?
A Because it's too big.
B Because it isn't working.

Speaking

Task 7 **Work in pairs. Talk about the problems and give some advice. You can use these ideas.** ____ / 10

Student A

Part 1
Tell Student B about two problems:
1 cut finger / no plasters or bandages
2 friend fallen in river / no rope
Student B will give you some advice.

Part 2
Listen to Student B and give some advice. Use *should/shouldn't, must/mustn't* or *need to*.
You can use these ideas.

wait put on eat make
shelter berries warm clothes later

Student B

Part 1
Listen to Student A and give some advice. Use *should/shouldn't, must/mustn't* or *need to*.
You can use these ideas.

make shout jump into
wash bandage help

Part 2
Tell Student A about two problems:
1 need to sleep outdoors / no tent
2 hungry / no food
Student A will give you some advice.

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Unit practice B

Unit 6 practice

Name: _____ Time allowed: 35 minutes

Class: _____ Total _____ / 30 marks

Vocabulary

Task 1 **Find words to complete the sentences.** _____ / 2.5

rucksackmatchescampingstovemedicinefirstaidkit

1 If you don't have a _____, you can cook your food on a campfire.
2 Always put lots of plasters and bandages in your _____.
3 Lots of people take _____ when they feel ill.
4 When you go for a walk, you can use a _____ to carry your equipment on your back.
5 If you want to start a fire, don't forget to bring some _____.

Reading

Task 2 **Read the email and write *True* or *False*. Correct the false sentences.**

_____ / 5

Hello everyone,

I am very excited about our camping trip this weekend. Some things to remember:

- You don't need to take a first-aid kit because I will take one. But if you usually take medicine, you need to bring it.
- You must all bring your sleeping mat and a good rucksack. Also, don't forget your penknife and a compass.
- You should also bring a large water bottle. There's a stream there, but we're not camping near to it.
- It's warm this time of the year, so you don't need a blanket.

That's it. I'll see you all tomorrow at the school car park. You must be there by 7 am or you will miss the bus.

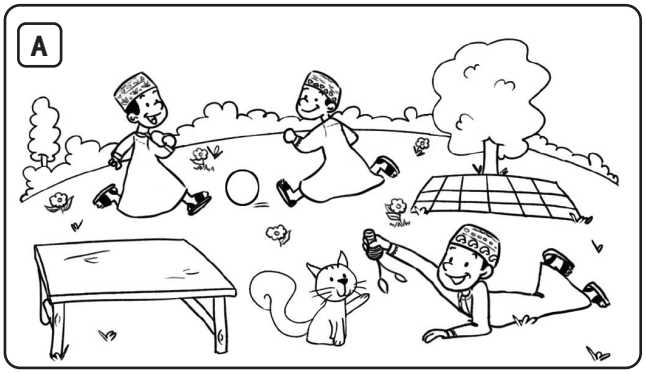
Mr Faisal

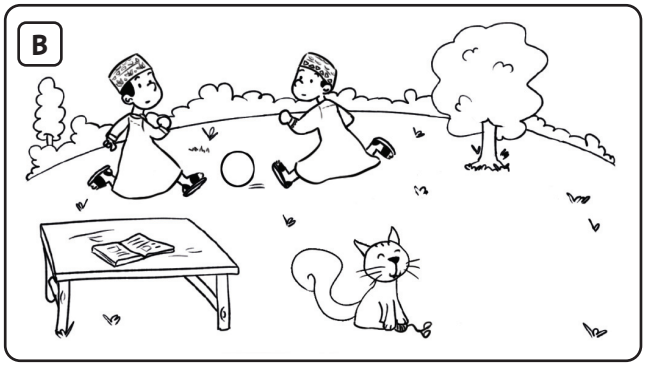
1 All students should bring a first-aid kit. _____
2 All students should bring a compass. _____
3 They are staying the night near a stream. _____
4 It's necessary to take a blanket. _____
5 The school bus leaves at seven in the morning. _____

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Grammar

Task 3 **Read and circle the correct answers.** _____ / 2.5





1 In Picture A, there's everything something nothing on the table, but in picture B there's everything something nothing on the table.

2 In Picture A, everything everyone no one is smiling, but in Picture B everything everyone no one is smiling.

3 In Picture A, there's nothing something anything under the tree, but in Picture B, there isn't nothing something anything under the tree.

4 In Picture A, the cat is with someone everyone anyone, but in Picture B, the cat isn't with someone everyone anyone.

5 In Picture A, you can see flowers anywhere everywhere somewhere, but in Picture B, you can't see flowers anywhere everywhere somewhere.

Writing

Task 4 **Read the sentences and complete the responses. Use the correct form of *should, must* or *need to*.** _____ / 5

1 'I'm tired!' _____ to bed.

2 'I always talk loudly in class.' _____ quietly.

3 'I've finished my homework for tomorrow.' _____ this evening.

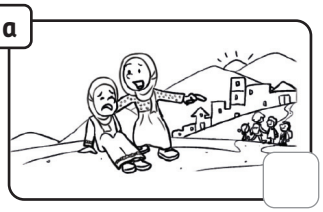
4 'We don't have enough food to cook lunch.' _____ shopping.

5 'I've broken my sister's toy.' _____ new one.

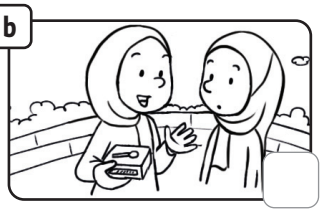
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Listening

Task 5 UP6.1 **Listen and number the pictures. Complete the sentences.** ____ / 2.5

a 

Arwa's _____ isn't working.

b 

They're going to cook _____ on a fire.

c 

Hazim's _____ is empty.

d 

Laith forgot the _____.

Task 6 UP6.1 **Listen again and answer the questions.** ____ / 2.5

1 What food do they have?

_____

2 Why can't Arwa walk?

_____

3 What mustn't the children do?

_____

4 Why?

_____

5 Why didn't Dana bring the camping stove?

_____

Speaking

Task 7 **Work in pairs. Talk about the problems and give some advice.** ____ / 10

Student A	Student B
Part 1 Tell Student B about two problems: **1** cut finger / no plasters or bandages **2** friend fallen in river / no rope Student B will give you some advice. **Part 2** Listen to Student B and give some advice. Use *should/shouldn't, must/mustn't* or *need to.*	**Part 1** Listen to Student A and give some advice. Use *should/shouldn't, must/mustn't* or *need to.* **Part 2** Tell Student A about two problems: **1** need to sleep outdoors / no tent **2** hungry / no food Student A will give you some advice.

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Unit 6 practice

Answer key

Vocabulary A and B

1 **1** camping stove **2** first-aid kit
3 medicine **4** rucksack **5** matches

Reading A

2 **1** False **2** True **3** False **4** False **5** True

Reading B

2 **1** False (Mr Faisal will bring one.)
2 True
3 False (There isn't anywhere near the stream to spend the night.)
4 False (It's warm this time of the year.)
5 True

Grammar A

3 **1** something
2 everyone
3 anything
4 anyone
5 everywhere

Grammar B

3 **1** nothing / something
2 everyone / no one
3 something / anything
4 someone / anyone
5 everywhere / anywhere

Writing A and B

Some possible answers:

4 **1** You must/should go to bed.
2 You must/should talk more quietly.
3 You don't need to do your homework this evening.
4 You need to/must/should go shopping.
5 You should/must buy (her) a new one.

Listening A

5 **1** d, sandwiches **2** a, phone
3 c, water bottle **4** b, potatoes
6 **1** A **2** B **3** B **4** B **5** A

Listening B

5 **1** d, sandwiches **2** a, phone
3 c, water bottle **4** b, potatoes
6 **1** fruit
2 Because she's hurt her foot.
3 They mustn't drink water from the lake.
4 Because it isn't clean/it's dirty.
5 Because it's too big.

Audioscript

UP6.1 Tasks 5 and 6

1

Boy 1: Let's have lunch.
Boy 2: OK. The sandwiches are in your rucksack, Laith.
Boy 1: Right. Oh dear. I forgot to bring them.
Boy 2: Oh no! We don't have anything to eat! I'm really hungry!
Boy 1: It's OK. I have some fruit.

2

Girl 1: Ouch! I've hurt my foot.
Girl 2: Can you walk, Arwa?
Girl 1: No, I don't think so. And my phone isn't working!
Girl 2: Oh dear. Oh – I can see some people over there. Let's shout, Arwa.
Girl 1 and 2: HELP!

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3

Boy 1: It's so hot! And I don't have any water!
Boy 2: It's OK, you can have some of mine… Oh, my water bottle's empty!
Boy 1: It's OK, we can drink some water from the lake.
Boy 2: No! We mustn't do that! It isn't clean.

4

Girl 1: Right. We need to cook dinner!
Girl 2: I have the potatoes here. Where's the camping stove, Dana?
Girl 1: I didn't bring it – it's too big. But I have some matches.
Girl 2: Great. And there's lots of wood over there. We can make a fire.
Girl 1: Good idea!

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:

I've cut my finger and there are no plasters or bandages.
You should wash it. Then you need to buy a bandage.

My friend has fallen in a river. There's no rope.
You mustn't jump into the river if you can't swim well. You need to get help.

I need to sleep outdoors, but I don't have a tent.
You should wear warm clothes then. You need to make a shelter, too.

I'm hungry and there's no food.
You shouldn't eat berries. You should wait and eat later.

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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. • Handwriting is very clear.
4	• Meaning is almost always clear. • Grammar/Vocabulary are usually appropriate and correct. • Spelling and punctuation are good. • Handwriting is usually clear.
3	• Meaning is usually clear. • Grammar/Vocabulary are reasonably correct and appropriate. • Spelling and punctuation are reasonably good. • Handwriting is reasonably clear.
2	• Meaning is sometimes unclear. • Grammar/Vocabulary are frequently inappropriate or incorrect. • Spelling and punctuation are often inaccurate. • Handwriting is often unclear.
1	• Meaning is rarely clear. • Grammar/Vocabulary are almost always inappropriate or incorrect. • Spelling and punctuation are very poor. • Handwriting is always unclear.

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Use the speaking rating scale below for Task 7 with a total of 10 marks:

Marking scale for speaking task		
OUTCOME	**RATING SCALE**	
Can interact with others • 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).	**10**	• 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.
	9	Between descriptors above and below
	8	• 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.
	7	Between descriptors above and below
	6	• 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.
	5	Between descriptors above and below
	4	• 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).
	3	Between descriptors above and below
	2	• 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.

Grade 6B Class Test Audios

Team Together OMAN_Grade 6B Tests_CT1.1

Grade 6B Practice Sheets Audio

Team Together OMAN_Grade 6B Tests_EOY1.1

Team Together OMAN_Grade 6B Tests_EOY1.2

Team Together OMAN_Grade 6B Tests_ES2.1

Team Together OMAN_Grade 6B Tests_ES2.2

Team Together OMAN_Grade 6B Tests_UP4.1

Team Together OMAN_Grade 6B Tests_UP4.2

Team Together OMAN_Grade 6B Tests_UP5.1

Team Together OMAN_Grade 6B Tests_UP5.2

Team Together OMAN_Grade 6B Tests_UP6.1

6B English in Action videos

6B_U4

6B_U5

6B_U6

Project videos

6B project video U4

6B project video U5

6B project video U6